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### FLIE (Future Leaders In Education)

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# **Consultancy Project Executive Summary**

Organization: Gardner-Webb University School of Education

Project Title: FLIE (FUTURE LEADERS IN EDUCATION)

Candidate: Jacqueline J. Norton

Consultancy Coach: Dr. Jeffery Hamilton

Defense Date: July 8, 2020

Authorized by: Shawn Williams, Chief Human Resources Officer

## Approval

This consultancy project was submitted by Jacqueline J. Norton under the direction of the persons listed below. It was submitted to Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Dr. Jeffrey Hamilton, Faculty Advisor  
Gardner-Webb University

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Date

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Shawn Williams, Chief Human Resources  
Officer

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Date

## **Acknowledgements**

I give all the honor and glory to the Lord for guiding my footsteps and always securing the perfect landing site. This doctoral journey was one I never envisioned for myself, but God's guiding hand led me to Gardner-Webb University to fulfill whatever mission he has assigned just for me. If I had 10,000 tongues, I could never thank him enough.

Next, I have to thank my parents, James and Beatrice June. There are not enough words in the English language to describe the love and admiration I have for these two people. They have been by far the biggest influence in my life as I watched, not what they said, but their actions. I owe them so much, and as they are looking down upon me, I pray that their baby girl has made them smile. To my beautiful supportive sisters, Gail, Laradine, and Lynn, thank you so much for your love and support. When God gifted me you three, he blessed me with forever best friends.

Gardner-Webb is responsible for introducing me to some amazing people. I am so thankful to Dr. John Balls for teaching the first class and setting the encouraging tone for the remainder of the program. I am also thankful to Dr. Hamilton for patience and direction through this process as our Consultancy Coach. I appreciate all the professors who shared their immense knowledge with us. Finally, this venture would not have been the same without our incredible cohort comprised of the lone male, James, followed by Keicha, Tia, Chelsea, Tracy, and Sarah. It has been a blessing to know and grow with you.

I am also so grateful for the many childhood, midlife, work, and new friends who offered an encouraging word while I was in pursuit of this final degree. There are far too

many names to call for fear of leaving someone out, but you know who you are, and I say, “thank you!” I clearly could not have done this without the help of Richland School District Two. A special thank you to Shawn Williams, Chief of Human Resources for offering her time and expertise during this process. I also would like to thank Mark Sims, April Shell, and Dr. Marcella Wine-Snyder for accepting my countless phone calls and e-mails.

Last, but certainly not least, I thank my husband Jack Norton. Many things went half done over the past 3 years, from piled dishes in the sink to take out 7 nights of the week, and a less than pristine house. However, throughout the entire time, you never complained, only encouraged. For your friendship and love, I am eternally grateful, and I promise, we will only eat out 5 nights a week from here on out. Thank you, Jack, and I love you to life.

## **Abstract**

FLIE (FUTURE LEADERS IN EDUCATION). Norton, Jacqueline J., 2020:

Consultancy Project, Gardner-Webb University.

The United States is currently in a state of crisis, as it has become increasingly challenging to recruit and retain high-quality educators in the public school setting. Over the last 10 years, fewer high school graduates have shown an interest in pursuing a career in education (Christensen et al., 2019). Overall, more than half of teachers voluntarily leave the profession for reasons other than retirement, which deprives students of experienced teachers in the classroom but is also an enormous expense to taxpayers by continuing to replace teachers (Sutcher et al., 2016). Attracting and retaining teachers will require strategic and consistent practices to alleviate the steady decline of longevity in teaching careers. In the next few years, the most experienced teachers will retire and leave the task of educating our students to our most novice educators. There is something to be said for having a healthy mixture of both. This consultancy project was designed to assist in early exposure to educational programs to attempt to recruit and retain our home-grown students. The recruitment and retention of public-school teachers can be significantly impacted through middle school exposure to the pre-collegiate ProTeam Program. The goals and objectives of the effective implementation of the ProTeam Program in the middle school curriculum in Richland School District Two will be the pivotal point of this executive summary.

*Keywords:* recruitment and retention, preservice education, novice teachers, minority recruitment

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## 1 Introduction

### 1.1 Project Purpose

The purpose of this project was to not only acquire the best and the brightest in the field of education but also to retain them through intentional means. We have a high attrition rate in the United States: 8% of teachers leave every year. Less than a third of them are leaving for retirement. My goal is to be instrumental in encouraging students to pursue a career in education through innovative means by implementing the ProTeam precollegiate program in all middle schools over time. I partnered with Richland School District Two in Columbia, South Carolina, where approximately 27,000 students are served. Roughly 12% of the students served live below the poverty line. Richland School District Two has seen a major shift in demographics over the past few years, and if the school district intends to remain on the cutting edge and maintain the goal of being a premier school district, the top talent must be recruited and retained. That process does not have to necessarily begin once students are nearing college age within the district.

The significant challenge is that the teacher shortage continues to get worse in South Carolina according to the Center for Educator, Recruitment, Retention, and Advancement (CERRA). The teacher supply does not meet the teacher demand. More teachers are leaving the classroom, producing more vacancies. The number of teachers leaving each year is considerably higher than the number of students graduating from South Carolina institutions each year who are eligible for teacher certification. When beginning this consultancy project in 2017, data concluded that seven core subject areas are predicted to experience a teacher shortage over the next 12 years. These subject areas are art, business/marketing/computer technology, mathematics, sciences, social studies, special education, and Spanish. If just focusing on math, the numbers expect that in order to eliminate the projected teacher shortage by 2021-2022, the state will need to produce approximately 459 new math teachers. That is an alarming figure, and that is only one subject. This goal will be nearly impossible to obtain if there are not innovative means in which to fill these projected vacancies. We owe it our children to have a plan in place to meet the need. In Richland School District Two, our retention rate is approximately 80%; however, even at such a relatively higher percentage than neighboring districts, we would like to raise that percentage by intentional means of taking care of and focusing on our very own.

To address the issue of teacher recruitment and retention, I was able to work with Richland School District Two towards promoting ProTeam in all middle schools within the district. The purpose and anticipated outcome will be having all middle schools participate in the ProTeam Program over an extended period.

**Terminology and Definitions**

- **Attrition.** A gradual but deliberate reduction in staff numbers that occurs as employees retire or resign and are not replaced.
- **Attrition rate.** Refers to employee or staff turnover and a calculation of the number of individuals who vacate or move out of a larger collective group over a specified amount of time.
- **ProTeam.** Precollegiate middle school teacher recruitment program.

**1.2 Associated Documents**

Appendix—Professional Literature Review

**1.3 Project Plan Maintenance**

From the onset of this 3-year journey, each milestone of the consultancy project was assessed, evaluated, and updated as necessary. Dr. Hamilton, serving as Consultancy Coach, ensured project success through consistent communication and feedback.

## **2 Project Scope**

### **2.1 Outline of Partnering Organization's Objectives**

#### **2.1.1 Objectives**

- The project was about generating awareness of the importance of beginning the recruitment at the middle school level through the ProTeam precollegiate program to support teacher recruitment and retention in Richland School District Two to reap the benefit over time.
- This project was accepted to expose more students, especially males and minorities, into the field of education through eventually offering the ProTeam Program in every middle school in the district.
- It fit into their larger business activities through being proactive and committed to finding ways to meet the teacher shortage and demands of the future.

#### **2.1.2 Success Criteria**

The success of the objectives identified by Richland School District Two has been a process of getting buy-in and collaboration from prospective stakeholders. The true success lies in beginning the ProTeam Program at every middle school in the district to begin to close the gap of teacher supply and demand.

#### **2.1.3 Risks**

The high risk associated with the execution of this project was convincing principals that there is a need for recognizing the benefits of the program. Each middle school accentuates its own magnet program, and many resources are poured into making those programs a success. Medium to low risks could potentially include not having enough students interested to incorporate a program at the school level.

### **2.2 Outline of Student's Objectives**

#### **2.2.1 Objectives**

- Assisted the district in retention and recruitment strategies through offering the ProTeam Program at a potential site. I began with collaborating with a potential middle school site as well as a middle school currently participating in the ProTeam Program.
- Expose students to the ProTeam Program to explore education professions. I allowed a group of prospective students to visit a ProTeam site-based school.
- Analyze data through pre and posttest student surveys as well as teacher surveys.

### **2.2.2 Success Criteria**

The success of the objectives I identified has been a process of getting buy-in and collaboration from prospective stakeholders. The true success lies in beginning the ProTeam Program at every middle school in the district to begin to close the gap of teacher supply and demand.

### **2.2.3 Risks**

The major risk for was the possibility of not getting buy-in from the principal of the prospective site.

## **2.3 Definitive Scope Statement**

The scope of work for this retention and recruitment platform included planning to recruit the best and the brightest from our very own middle school students within the district. Through implementing the ProTeam Program, it is expected that the number of programs in the district will increase to all seven middle schools and student participation will increase. Ultimately, the ProTeam Program could aid in lessening the supply and demand gap within the district.

### 3 Deliverables

#### 3.1 To Partnering Organization

##### Phase I

Task	Date
Communicate with ProTeam Program Facilitator at CERRA	April 2019 (Estimated)
Attend the ProTeam webinar	April 2019 (Estimated)
Research middle school with ProTeam Program	May 2019 (Estimated)
Research middle schools in Richland School District Two that could potentially be a good site to work towards implementing the program.	June, July, August 2019 (Estimated)

##### Phase II

Task	Date
Communicate with potential site to inquire about the possibilities, procedures, and financials when implementing the program	November 2019 (Estimated)
Site visit to a school already implementing the program	April 2020 (Estimated)

##### Phase III

Task	Date
Propose possibility of ProTeam Program for the 2021-2022	January 2020 (Estimated)
Attend ProTeam Training	June 9-10 (Contracted)

##### Phase IV

Task	Date
Projected implementation of ProTeam Program	August 2021 (Estimated)

#### 3.2 From Student

There are no additional deliverables to be provided by me at this time.

## 4 Project Approach

### 4.1 Project Lifecycle Processes

The overall approach of this consultancy project was predicated upon my awareness of the potential consequences of a growing gap of teacher supply and demand. Over the course of several years, there has been a lack of student interest in entering the teaching profession. It is crucial for colleges and school districts to work collaboratively to recruit students into teacher preparation programs to create a more diverse pool of qualified teachers (Carothers et al., 2019). As a result, my undertaking of the project work was centered around beginning with one school in mind to begin the process of all middle schools in the district participating in the ProTeam Program over time. This project had to be separated into phases, because choosing a program in a school is an enormous responsibility. Principals have many decisions that are imperative to the success of the population they serve. Principals also must factor in the necessary personnel as well as training and student recruitment.

### 4.2 Project Management Processes

#### Phase I

<b>Task</b>	<b>Risk Management</b>	<b>Project Changes</b>
Communicate with ProTeam Program Facilitator at CERRA	Low risk – Facilitators were available to provide information about the process	Project changed from also including the high school Teacher Cadet Program to primarily focusing on the middle school ProTeam Program
Attend the ProTeam webinar	Low risk – I found the webinar easy to view and given pertinent information	
Research middle school with ProTeam Program	Low risk – Information was readily available via website and information communicated via telephone or email as needed	
Research middle schools in Richland School District Two that could potentially be a good site to work towards implementing the program	Low Risk – Information was readily available via website and information communicated via telephone or email as needed	

**Phase II**

<b>Task</b>	<b>Date</b>
Identify and communicate with potential site to inquire about the possibilities, procedures, and financials when implementing the program	November 2019
Site visit to a school already implementing the program	April 2020

**Phase III**

<b>Task</b>	<b>Date</b>
Propose possibility of ProTeam Program for the 2021-2022	January 2020
Attend ProTeam Training	June 9-10
<b>Phase IV</b>	
<b>Task</b>	<b>Date</b>
Projected implementation of ProTeam Program	August 2021-2022

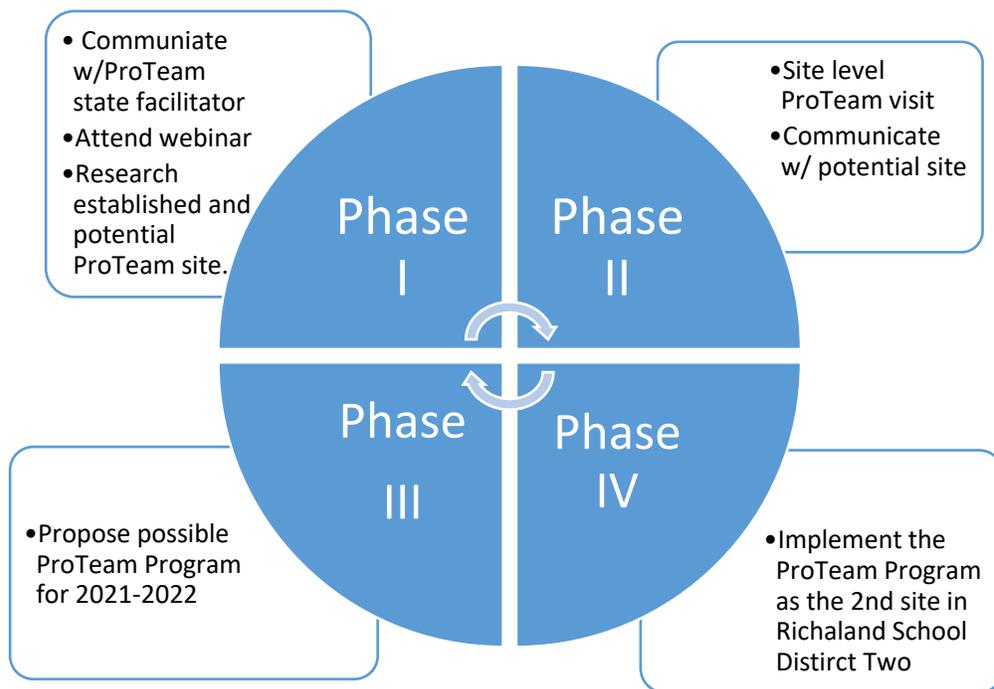
**4.3 Project Support Processes**

Throughout the duration of this consultancy project, the focus remained on a way to effectively combat the teacher shortage through innovative practices; however, as the project shifted, I streamlined the focus and worked closely with key partners to ensure that the different phases were completed professionally with fidelity.

**4.4 Organization****4.4.1 Project Team**

While the purpose of this project did not lend itself to having a formal organizational structure, I was in communication with necessary personnel crucial to the implementation of this purpose during the four different phases of this project. Some of the members who played a key role in the project were building administrators, district office personnel, ProTeam teacher, and ProTeam state facilitator.

#### 4.4.2 Mapping Between Richland School District Two and Student



## **5 Communications Plan**

I communicated with the building level administrator for the prospective site as well as the current site's principal. I also reserved decision-making permission with this consultancy project as to with whom to communicate and when and the ways in which the information was received.

## 6 Work Plan

### 6.1 Work Breakdown Structure

- a. Assist Richland School District Two in recruitment and retention through implementing the ProTeam Program in middle schools across the district. However, the immediate goal was to begin with focusing primarily on one site and continuing to stagger implementation throughout all middle schools.
  - i. To achieve this goal my plan was to work in partnership and communicate with a designated middle school currently not participating in the ProTeam Program as well as the one school in the district that was participating.
  
- b. Expose the prospective site and eventually all Richland School District Two middle schools to the benefits of implementing ProTeam into their curriculum for the future benefit of teacher recruitment and retention.
  - i. To achieve this goal, I communicated with the building administrator to work towards implementing the ProTeam Program in her building with the population she serves.

### 6.2 Resources

- Annual cost: (varies: DreamQuest [8<sup>th</sup> ed.]; curriculum; training, site grant funds for materials, supplies, and classroom support; and percentage of salary and fringes of a full-time employee to teach the course)
- Funding sources: Education Improvement Act (EIA) funds; site grants from LEAs
- Staffing: Certified public school teacher
- Infrastructure/equipment needs: Basic classroom equipment
- Partner organizations: Future Educators Association, South Carolina teacher education institutions

## 7 Milestones

<b>Milestone Number</b>	<b>Title</b>	<b>Forecast date</b>
1	Created consultancy purpose and identified rationale along with organizational challenges	3-Dec-17
2	Developed SMART goals and expected outcomes (updated)	6-May-17
3	Developed scope of project	15-April-19
4	Partnering business benefits	28-April-19
5	Developed risk management plan	May-19
6	Developed assumptions and constraints	May-19
7	Detailed strategies, responsibilities, and expected outcomes of project to include internal and external communication plans	14-July-2019
8	Developed an estimate of financial budget and document assumptions and restraints	17-July-19
9	Developed quality assurance plan and created a PDSA Cycle	25-Nov19
10	Overall Performance and Reflection	30-April 20
11	Executive Summary	6-May-20

## 8 Metrics and Results

The data collected for this project were both qualitative and quantitative, clarified as the mixed method approach. The quantitative data collected statewide revealed that during the 2018-2019 school year, there was a 25% increase in students from the previous 2017-2018 school year and has grown by more than 900 students since 2015. Since 2015, the number of sites has nearly doubled. Eight new sites and three reestablished sites were added for the 2018-2019 school year. The qualitative data are compiled via pre and posttest surveys used to determine student perceptions about education careers. There is also an end of course survey for the teacher to complete. This feedback is used to acquire information as to whether the coursework has helped to alter student views towards a career in education. CERRA is continuing to analyze data to decide if the ProTeam Program is successful in recruiting teachers to the profession, especially males and minorities.

ProTeam	2015	2016	2017	2018	2019
Students completing the program	22	26	30	40	50
Male students	628	973	1,012	1,245	1,554
Non-white students	251	354	408	453	561
Funds expended	\$123,180	\$132,081	\$144,740	\$144,312	\$103,203
Funds expended per student	\$196	\$136	#143	\$116	\$66

- In 2019, CERRA began utilizing revenue funds to offset administrative costs.

## 9 Risks, Constraints, Assumptions

### 9.1 Risks

<b>Risk Description</b>	<b>Mitigation Plan (what to do to avoid the risk occurring)</b>	<b>Contingency Plan (what to do if the risk occurs)</b>	<b>Impact (what the impact will be to the project if the risk occurs)</b>	<b>Likelihood of occurrence (e.g., %, or high/medium/low)</b>
Principal buy-in	Recommend the implementation of the ProTeam Program using good solid information from the one school in the district that already has a program up and running. If possible, solicit the help of the current site school personnel to describe the benefits of the program.	If the risk occurs, continue to reach out to the principal to see if there is anything that can be done to change the decision, and ask the reasoning behind the decision and if the time frame can be adjusted	If the risk occurs, I will move on to another school.	Medium/High
Student interest	Introduce the program to students in an electrifying manner to garner excitement about the program and discuss the purpose and the benefits of the program.	Take some prospective undecided/decided students to visit the current site and/or involve community college partners	If the risk occurs, I will move on to another school	Low/Medium
Scheduling	Be intentional and strategically plan for a program to be implemented to include personnel needed and if another	Meet with current ProTeam site to troubleshoot and/or meet with scheduling leadership team	If the risk occurs, I will move on to another school	Low/Medium

	program/class would need to be eliminated.			
Budgetary constraints	The school will need to apply for the program in an appropriate time frame to be sure to be included in the EIA budget for the following year. Early preparation is essential.	The school would have to apply the following year.	The ProTeam Program would not be implemented for the current school year	Medium/High
District buy-in	Recommend the implementation of the ProTeam Program using good solid information from the one school in the district that already has a program up and running. If possible, solicit the help of the current site school personnel to describe the benefits of the program.	If the risk occurs, continue to reach out to the district level personnel to see if there is anything that can be done to change the decision, and ask the reasoning behind the decision and if the time frame can be adjusted	There is always the possibility that the idea is not accepted; however, I can change the approach and continue to pursue the program.	Medium

## 9.2 Constraints

- Although the district is forward thinking, they are participating in various initiatives such as the Think Tank/Innovation Projects and recently receiving training in 2018-2019 to become an AVID District.
- There is only one ProTeam Program being implemented in the district and it is relatively new and may not have enough data to consider establishing another like program.
- There are time constraints to be a part of this program and receive allocated funds to become a ProTeam school.
- The entire purpose of this project is for teacher retention and recruitment; however, if there is another core subject area that is experiencing a shortage, there may not be a teacher available to teach the class.

### **9.3 Assumptions**

- As a result of this consultancy project, I assume there is an urgent need to reach students at a young age to expose them to the positives and benefits of pursuing a career in education.
- As a result of researching the data on the need for more males and minorities in education, the ProTeam Program is a practical and reasonably inexpensive (from a district perspective) way in which to attempt to alleviate the teacher supply and demand gap.
- I assume the district will find that this will be a good solution to recruiting and retaining the best and brightest of our very own Richland School District Two children.
- I assume the ProTeam Program will make a difference in the future of teacher recruitment and retention for Richland School District Two.

## **10 Financial Plan**

This current budget is based on a 1-year plan.

In the fiscal year 2018-2019, the South Carolina minimum salary schedule increased the starting pay from \$32,000 to \$35,000 and the maximum pay from \$65,378 to \$68,000; the state minimum salary schedule could be simplified across five career bands. The ProTeam program requires a certified public school teacher; as a result, the amount needed in the first year of this program depends upon the pay scale of the teacher. Other than teacher salary, the cost for the implementation of the program is waived for all South Carolina public schools.

The only other expenses to the school would be classroom resources; and in the past, the state has distributed between \$200-\$250 to be used for classroom set up and supplies for all certified classroom teachers. The DreamQuest curriculum is used for the ProTeam Program, and that is also of no cost to the school.

## **11 Quality Assurance Plan**

In determining the overall effectiveness of this project, the purpose of the ProTeam Program will be examined utilizing the Plan-Do-Study-Act (PDSA) model.

### **Plan**

I evaluated the teacher and supply demand within the teaching profession and identified trends of a massive teacher shortage forecasted for the foreseeable future. There is a significant challenge in recruiting and retaining teachers in the public school setting. With the information gathered and researched, I determined it would be beneficial to implement the ProTeam Program within all middle schools in the district but to begin with a staggered approach. The first implementation will be done in Richland School District Two during the 2021-2022 school year.

### **Data Collection Plan**

The information that is important to collect is to prove and convince the partnering organization that there is a need for the ProTeam Program within a designated school and our district. The data will be collected from CERRA; Kelly Mill Middle School, a site already implementing the program; and Summit Parkway Middle School, the designated site. The data will be collected through research, observations and surveys.

### **Do**

I will observe the already established Kelly Mill ProTeam Program and research the prospective site, Summit Parkway Middle School. A pre and postsurvey will be given to the students already enrolled in the program and analyzed to measure their interest. I will communicate with the appropriate personnel at each prospective site.

Attend the ProTeam virtual training on June 9-10, 2020.

### **Study**

After the program has been implemented, student success will be tracked beginning the 2021-2022 school year.

Use both quantitative and qualitative data to assess the effectiveness of the program.

Summarize and reflect on what was learned and what could be done differently.

### **Act**

After assessing the effectiveness of the program, I will compare and contrast student pre and postsurvey data to analyze whether students who are participating in the program meet the objective and goals established for this project. Based on all the information gathered, recommendations will be made for when and how to implement ProTeam in the next middle school.

## Appendix

### Professional Literature Review

#### **The Effects of Teacher Recruitment and Retention Based on High School Exposure and Preservice Preparation**

Over the last 10 years, fewer high school graduates have shown an interest in pursuing a career in education (Christensen et al., 2019). Providing students with early exposure to teaching experiences has a positive impact on high school students and the perceptions of teaching. Contrary to popular belief, the decision of students in high school who choose not to pursue a career in education has less to do with low salaries and more to do with self-efficacy for teaching and having the confidence that they would be a good teacher (Christensen et al., 2019). Students were not as concerned with teaching conditions or expectations (Christensen et al., 2019). Educators need to be cautious in their conversations about education; young people are listening. Educators are walking advertisements, and words spoken can suggest life or death to the profession. It is crucial for colleges and school districts to work collaboratively to recruit students into teacher preparation programs to create a more diverse pool of qualified teachers (Carothers et al., 2019).

Teacher preparation in college plays an essential role in creating high-quality teachers. Research shows that recruiting and retaining exceptional teachers is vital for student academic success (Vagi et al., 2017). Taking the time to invest in future teachers and supply them with confidence is a great recruiting tool. The quality of effective teaching strategies of preservice teachers is strongly related to remaining in the profession for the first 2 years of employment (Vagi et al., 2017). There have been

concerns about the quality of teacher preparation programs, and there has been a push to hold institutions more accountable for graduate outcomes after entering the profession (DeAngelis et al., 2013).

### **Strategies for Minority Teacher Recruitment and Retention**

There is a need to close the racial gap within the teaching workforce in the United States. Minority teachers continue to represent a small percentage of the teaching force. The United States Department of Education (2016) reported that most students in public education are of color, but 82% of the teachers are Caucasian (Carothers et al., 2019). Research shows that diversity in schools, including the racial diversity of teachers, can provide significant benefits to students by providing positive role models and dispelling certain stereotypes (Carothers et al., 2019).

The underlying notion is that the racial and ethnic makeup of the teaching force should match the racial/ethnic makeup of the school and that of the larger society (Ingersoll et al., 2019). The Education Commission of the States and the National Collaborative of Diversity in the Teaching Force have been strong proponents of implementing initiatives to recruit minority candidates into teaching (Ingersoll et al., 2019).

There have been organizations over the past several decades that have advocated for and implemented various initiatives designed to recruit minority teachers (Ingersoll et al., 2019). In the late 1980s, the Ford Foundation, among other organizations, committed to funding the recruitment and preparation of minority teachers. They focused on reaching out to prospective educators as early as high school and partnered with 4-year colleges. They also offered career opportunities for paraprofessionals (Ingersoll et al.,

2019). Another organization, TEAMS (Teacher Education for the Advancement of Multicultural Society), is a Teaching Fellowship Program that is a collaborative model to attract a diverse group of teachers and paraprofessionals in urban areas. TEAMS implements a model for teacher development through having candidates attend seminars and take part in a required service learning project to help develop practical skills for building classroom communities. A huge incentive is that students earn an educational award of over \$4,000 for 2 years while teaching at an urban public school. This collaborative effort provides teachers with pedagogical seminars to include, but not be limited to, assisting in building a repertoire of best teaching practices and networking with peers (Nunez & Fernandez, 2006).

### **Influencers and Motivators to Improve Teacher Recruitment and Retention**

Administrators appear to be a critical factor in teacher attrition. The importance of administrative support is vital. School leaders matter to teachers and students. According to research, building leaders impact student achievement by their influence on school culture to include providing the necessary resources, building community, and advocating for the school (Boyd et al., 2011). A study of the relationships between school contextual factors and teacher retention in New York City found there were very few teachers who were dissatisfied with colleagues, school facilities, school safety, or even testing practices (Boyd et al., 2011). However, over 40% of teachers surveyed identified dissatisfaction with administration (Boyd et al., 2011). Policies that are geared more towards improving school administrators may be effective in reducing teacher turnover (Boyd et al., 2011).

Teacher recruitment, teacher preparation, and development are the cornerstones of creating effective teachers. Recruitment practices in other countries expand the

possibilities from a systems perspective and offer motivations to becoming a teacher (Darling-Hammond, 2017). Entry into the profession of education varies in different countries, and they have been able to find success. Countries focused on a strong understanding of teacher retention understand the preparation and support needed. Other countries provide substantial financial support to relieve some of the costs of teacher training. In countries such as Finland, Singapore, and Canada, a significant portion of their education is funded by the government, and candidates earn a stipend while receiving a rigorous program of preparation. After the programs are completed, there is a systematic induction and mentoring program for novice teachers. They are allowed to have a lighter course load and attend courses on classroom management and counseling. The Toronto District School Board has a 4-year model of instruction to include mentoring, on the job learning, and summer professional learning. Between the years of 2005-2010, they have retained over 98% of first-year hires (Darling-Hammond, 2017).

### **Summary**

In each of the articles, the common theme is that there is a need for better practices in teacher recruitment and retention for the future survival of public education. We need to take proactive measures of recruiting and attracting high school students to commit to being a part of the profession that creates all others. As a profession, educators need to be intentional in the efforts to support preservice and novice teachers. Early years are crucial for teachers to be expertly coached to help in overcoming weaknesses that may prompt them to leave the profession. There needs to be a continued push to recruit more minority teachers as the nation's student body has grown more diverse, and the teaching force has not kept pace (Ingersoll et al., 2019). We are currently in the most

substantial teacher shortage in the history of the United States, and something must be done to recruit and retain the best and the brightest for our country to continue to remain as a nation that values education and is equipped to compete in a global society.

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