

**RENEGOTIATING RECRUITMENT AND RETENTION EFFORTS: PROMOTING TEACHER
DIVERSITY IN MATHEMATICS AND SCIENCE CLASSROOMS**

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Working with two school districts to address a lack of diversity and shortages in the mathematics and science teacher workforce, we established a Research Practice Partnerships (Penuel & Gallagher, 2017) to position researchers and practitioners as partners and collaborators in educational change. The problem of practice explored in this project is how to attract, prepare, and retain highly qualified STEM teachers in high need schools which includes specific strategies to address the critical shortage of Black and Latino males teaching in urban schools.

MAIN SECTION

In designing our project (NSF# 1852889), our partnering school districts expressed a need to have more representation of males of color on their campuses who can serve as STEM teachers/teacher leaders. We examined the data for the districts looking carefully at teacher demographics by schools as compared to student demographics. In the two school districts, one had 1,438 teachers in the district with only 121 Black or Latino males. The other school district had 3,898 full-time teachers in the district, with only 301 are Black or Latino males. Given what we know from the literature (Martino, 2015; Pabon, Noel, & Haroon, 2011; Cooper & Jordan, 2003), it was unequivocally clear the project would require substantive campaign efforts to recruit Black/Latino male STEM Professionals to transition into teaching. As such, the leadership team developed a detailed recruitment approach to attract highly-qualified STEM Professionals including a targeted approach to attract males of color: a) establishing a collaboration with the 100 Black Men, Inc., a non-profit organization, b) establishing a collaboration with Historically Black Colleges and Universities, c) including Black male teachers in the school districts in recruitment, and d) capitalizing on the school districts' strong partnerships with faith-based institutions. Three recruitment products were created: flyer, email, website. The flyer outlined the benefits of the fellowship and directed STEM majors and professionals to website for more information. The emails outlined the qualifications and benefits of the fellowship. It directed interested individuals to a website to learn more about the selection process and the application. The website provided information and direct hyperlinks to the Georgia State graduate student application. The information contained on the website includes details about the fellowship, qualifications, benefits, and teaching requirements.

In year 2 of recruitment, 11 Black males applied. The most popular recruitment methods were the GSU Website (27.3%), Partner School District (27.3%), Friends or Family (18.2%) and Co-Worker/Supervisor (18.2%). These four methods resulted in 91.0% of Black and Latinx applicants for the program. Of the 11 African-American male applicants for Cohort 2, five (45.4%) were accepted into the DSPETL program. In total, seven males were accepted into Cohort 2: 71.4% are African-American and 28.6% are White.

References

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