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ABSTRACT

This monograph represents efforts of individuals committed to promoting increased ethnic and cultural diversity in the teaching profession. it is organized into four sections. Section 1, "An Overview," is followed by the second section, "Nature and Need," which includes the chapters: "Defining an Ethnically Diverse Teaching Force" and "The Impact of an Ethnically Diverse Staff on the Quality of Education." Section 3, "Issues and Recommendations," includes the chapters: "Staffing Texas Schools with an Ethnically-Diverse Teaching Force"; "Attracting and Recruiting an Ethnically-Diverse Teaching Force"; "Preparing an Ethnically-Diverse Teaching Force"; "Inducting and Retaining an Ethnically-Diverse Teaching Force"; and "Retaining an Ethnically-Diverse Teaching Force." Section 4 "Implementation," on project descriptions, includes: "Synthesis on Programs for Preparing an Ethnically-Diverse Teaching Force"; "Enhancing Cultural Diversity in the Profession: A Model for Attracting Minority Students to Teaching"; "Adjunct Class Sessions: Assisting At-risk Education Students within Course Contexts"; "An Affective Model for Recruiting Minority Teacher Candidates at the IHE Level: Building the Support Structure"; "The Development of TASP in Maintaining Ethnic Diversity at The University of Texas at El Paso"; "Jumping Hurdles: Attracting and Retaining Quality Candidates in Teacher Education"; "The Teacher Conservation Project: First-Year Teachers-Everybody's Business"; and "An Analysis of Support Teacher Intervention in a First-Year Teacher Induction Project." (LL)

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MONOGRAPH ON Achieving An Ethnically-Diverse Teaching Force

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MONOGRAPH ON
ACHIEVING AN ETHNICALLY-DIVERSE TEACHING FORCE

EVANGELINA GALVÁN CUÉLLAR
AND
LESLIE HULING-AUSTIN
CO-EDITORS

1991

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TEXAS EDUCATION AGENCY
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Foreword

There is something instinctive about teaching – about instructing by precept, example, or experience. We do it willingly and with great joy with our children, our grandchildren, each other. Yet, fewer and fewer of us now choose to make teaching our life's work. And frequently, those who do choose teaching abandon the profession at the end of their first year of teaching or within the first five years.

In reality, we have reached the point of diminishing returns in this nation. The old cadre—the white, middle-class women who could choose nursing or teaching if they wanted a profession—has become part of our past. The new cadre—the pool of talented top male and female minority students—if thoughtfully tapped and carefully cultivated, will unquestionably strengthen the teaching profession.

Without teachers, our efforts to reform school finance and restructure education will count for nothing. Yet, in our society, the educational model is the antithesis of the medical model. Physicians clearly are the most important members of a medical team, yet in education, teachers all too frequently must fight for the right to be treated professionally, not even as a part of a team, but as isolated individuals. The rewards accrued from attending professional meetings, serving on commissions, and traveling for professional growth often go to district staff without classroom assignments. Clearly, our school districts' first priority must be to support classroom teachers by providing vital professional and administrative expertise and by creating an environment in which teachers feel supported. Just as we have come to understand that the students who attend a school are everyone's concern, so must we feel about teachers.

Minority teachers working at schools where cultural values and attitudes differ drastically from their own are at a disadvantage. Because they are not part of the dominant culture, their needs may be easily neglected. On the other hand, schools do share values of quality, service, motivation and experimentation. Through shared values, schools must initiate the new minority teacher into the clan. Through differing values, schools must be sensitive to the ethnic or cultural diversity of their flesh-and-blood colleagues, knowing that in time, such diversity makes the goals of the school truly come alive.

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Special thanks to the Chapter 2 project directors and conference participants for their attendance and contributions to this document.

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Overview

ACHIEVING AN ETHNICALLY-DIVERSE TEACHING FORCE

By Leslie Huling-Austin
LBJ Institute for the Improvement of Teaching and Learning
Southwest Texas State University

This monograph represents the collective efforts of numerous individuals committed to promoting increased ethnic and cultural diversity in the teaching profession. Included in this publication are both the proceedings of a recent conference and descriptions and findings from three cycles of projects that have been supported by grants from the Texas Education Agency. This monograph is made possible through the efforts of representatives from public schools, universities, education service agencies, and business and industry.

History and Background

In order for this monograph to be placed in its proper context, it is necessary to share some of the history and background leading to its production.

Recruitment and Retention Grants

From 1988-1990, the Texas Education Agency funded three cycles of grants focused on attracting and retaining minorities in the teaching profession. In the spring of 1988, four institutions received grants on "Strengthening the Quality of Candidates in Teacher Education" from the Texas Education Agency. These institutions included Our Lady of the Lake, University of North Texas, Southwest Texas State University, and Texas Woman's University. In the spring of 1989, an additional seven grants were awarded for "Attracting and Retaining Quality Candidates in Teacher Education." Recipient institutions included Edinburg Consolidated Independent School District, Extension Instruction and Materials Center at The University of Texas at Austin, Region 10 Education Service Center, Texas Wesleyan College, Texas Woman's University, University of Houston, and The University of Texas at El Paso.

In the fall of 1989, eight grants were awarded for "Enhancing the Quality of Retention of Minority Teachers and Teachers in Critical Shortage Areas." Recipient institutions included The University of Texas at El Paso, North Texas State University, Laredo State University, Edinburg Consolidated Independent School District, Ysleta Independent School District, Houston Independent School District, Region 10 Education Service Center, and Intercultural Development Research Association (IDRA). IDRA was also awarded a grant to coordinate the general management and evaluation of the eight programs. The activities of the projects from these three cycles of grants are described in the III. *Implementation* section of this monograph.

The Recruitment and Retention Network

Provisions for the establishment of a Teacher Education Recruitment and Retention Network were included as a part of the Southwest Texas State University Project (a Cycle 1 grant award). The Network is founded on a belief that individuals and institutions concerned about attracting and retaining minorities in the teaching profession can learn from each other and can benefit from opportunities to communicate and collaborate with one another. The Adolph Coors Company donated $20,000 to support the operation of the Recruitment and Retention Network. Network activities have included several day-long meetings of the grant recipients, the production of a network newsletter, presenting network activities at various professional meetings, and co-hosting a statewide conference on "Staffing Texas Schools With an Ethnically-Diverse Teaching Force."

San Antonio Conference

On March 30-31, 1990, a conference on "Staffing Texas Schools With An Ethnically-Diverse Teaching Force" was cosponsored by the Recruitment and Retention Network, Texas Education Agency, Southwest Texas State University, and the Adolph Coors Company. Conference co-chairs were Leslie Huling-Austin, Southwest Texas State University and Evangelina Galván Cuéllar, Texas Education Agency, who worked with a planning committee to structure the conference agenda and format. Conference planning committee members included Ruth Caswell, Texas Woman's University; Jon M. Engelhardt, The University of Texas at El Paso; Lynda Haynes, Texas Education Agency; W. Robert Houston, University of Houston; Elva G. Laurel, Edinburg Consolidated Independent School District; Aurelio Montemayor, Intercultural Development Research Association; Will Nicklas, University of North Texas, and Abelardo Villarreal, Intercultural Development Research Association. Planning meetings for the conference were held in November 1989, and in January, February, and March 1990.

Members of the planning committee clearly wanted this conference to be a collaborative, interactive working conference rather than a "sit and listen" conference. Early in the planning, committee members recognized that achieving an ethnically-diverse teaching force involves various phases of the teacher education continuum spanning recruiting, preparing, inducting, and retaining. Further, there was recognition of the various role groups involved in this enterprise: university and public school personnel as well as community and business representatives. These insights led to the development of the conceptual framework for the conference shown below:

Recruiting and Retaining Minority Teachers

	Public Schools	Universities	Legislature and TEA	Prof. Orgs. and Serv. Agencies	Advocacy Groups and Bus. Industry
Recruiting					
Preparing					
Inducting					
Retaining					

Each TEA grant-sponsored project was invited to send a team of participants that included university and public school educators and community representatives. In addition, policymakers and representatives from advocacy groups and business/industry were invited to participate. Approximately 100 persons participated in the conference and worked together to develop recommendations for the 1990s for achieving an ethnically-diverse teaching force.

A pre-conference mixer was held on the evening of March 29, 1990, and provided participants with the opportunity to get acquainted and to interact informally about their various recruitment and retention efforts. On the morning of March 30, 1990, participants received an overview of the structure and a format of the conference. Charles M. Hodge, Dean of Education at Lamar University, presented the keynote address: "The Impact of An Ethnically-Diverse Staff on the Quality of Education." The remainder of the conference was structured around the four "strands" of recruiting, preparing, inducting, and retaining. Each strand was assigned two facilitators to record notes and present highlights of the group's work at various points in the conference.

Facilitators included:

Recruiting:	Jon M. Engelhardt, The University of Texas at El Paso Gloria Contreras, University of North Texas
Preparing:	W. Robert Houston, The University of Houston Margarita Calderon, Ysleta ISD
Inducting:	Elva G. Laurel, Edinburg CISD Roy Johnson, Intercultural Development Research Association
Retaining:	Aurelio Montemayor, Intercultural Development Research Association Ruth Caswell, Texas Woman's University

For the first small group session, participants were assigned to one of the four strands: (1) attracting minority teachers (recruiting); (2) supporting the teacher preparation of minorities (preparing); (3) assisting minority teachers in the first years of teaching (inducting); and (4) beyond the first years: retaining minorities in the teaching profession (retaining). By assigning participants to strand groups, conference facilitators hoped to promote increased interaction among the various role groups represented at the conference and to encourage the collective thinking of persons who might not regularly focus on the specific strand topic. In the morning session, participants focused on what constitutes a working definition of an ethnically-diverse teaching force and identified key issues related to the strand topic.

At the luncheon, facilitators from each strand reported on the discussions that occurred in their groups. In the afternoon, facilitators continued working in their strands and participants were encouraged to work in the strand in which they were the most interested. The focus of the afternoon session was on identifying solutions and generating recommendations for public schools, universities, legislators, the state education agency, educational organizations and service agencies, advocacy groups, and business and industry. At the end of the day, all the participants reconvened and facilitators gave reports on their group's discussions and recommendations.

On March 31, 1990, approximately 10 conference facilitators and synthesizers met to refine the work from the previous day and to make subsequent writing assignments to synthesize the discussions and recommendations from the various groups.

Organization of Monograph

This monograph is organized into four sections. Section I is an "Overview" which includes an introduction on the importance of achieving an ethnically-diverse teaching force and on the need to devote attention and resources to this critical topic. Included in Section II is a piece on "Defining an Ethnically-Diverse Teaching Force" that incorporates the thinking of conference participants, and the conference keynote address by Charles M. Hodge.

The third section on "Issues and Recommendations" includes an introduction that shares some of the flavor of the conference strands: recruiting, preparing, inducting, and retaining. In the fourth section on "Implementation" authors from eight of the TEA-funded projects share descriptions of their projects along with the insights, findings, and recommendations related to achieving an ethnically-diverse teaching force.

In conclusion, this monograph is founded on a belief that it is important to achieve an ethnically-diverse teaching force and it is necessary for various role groups to work together to achieve this goal.

DEFINING AN ETHNICALLY-DIVERSE TEACHING FORCE

By Leslie Huling-Austin
Southwest Texas State University

Evangelina Gálvan Cuéllar
Texas Education Agency

At the March 30-31, 1990, conference on Staffing the Texas Schools With An Ethnically-Diverse Teaching Force, participants spent the day discussing issues related to the recruitment and retention of minority teachers and developing recommendations for the 1990s to enhance cultural and ethnic diversity in the teaching profession. The Conference Planning Committee believed that an important first step in this process was for participants to develop a common understanding of what constitutes an ethnically-diverse teaching force. Participants were encouraged to have a free-flowing discussion on this topic, and were given a broad focus that encompassed two key questions:

1. What is an ethnically-diverse teaching force?
2. Is an ethnically-diverse teaching force desirable? If so, why?

Diversity in both ethnicity and job-related roles was a key factor in grouping administrators, professors, experienced teachers, novice teachers, community members, and other educators into small discussion sessions. As each participant expressed answers to both questions, each drew from his/her own conceptual understanding of what comprises an ethnically-diverse teaching force. At first glance, both questions appeared to be simple with perhaps obvious answers. However, as conference facilitators expected, the answers generated by participants were complex and perceptive.

The momentum was kept at a high level as representatives from institutions of higher education, school districts, education service centers, the state board of education, professional educational organizations, and communities shared different perspectives. Mutual sharing and cooperative learning became evident as participants' initial responses, shaded with overtones of self-interest, gave way to broader, multi-faceted discussions. It was apparent that participants felt unique, respected and appreciated as their collaborative efforts turned "tunnel vision" into expanded vision. The conference provided participants an opportunity to become part of a creative process that encouraged and welcomed different perspectives as indicators of diversity. It also provided a vehicle for reaching a common knowledge base. A mutual goal or mission became a focal point for all involved. By working together, everyone strived to improve communication and gain an understanding of the issues.

What Is An Ethnically-Diverse Teaching Force?

As conference facilitators expected, this question generated a multitude of responses as enthusiastic participants shared their points of view. In general, an ethnically-diverse teaching force was defined in both physical and philosophical terms as follows:

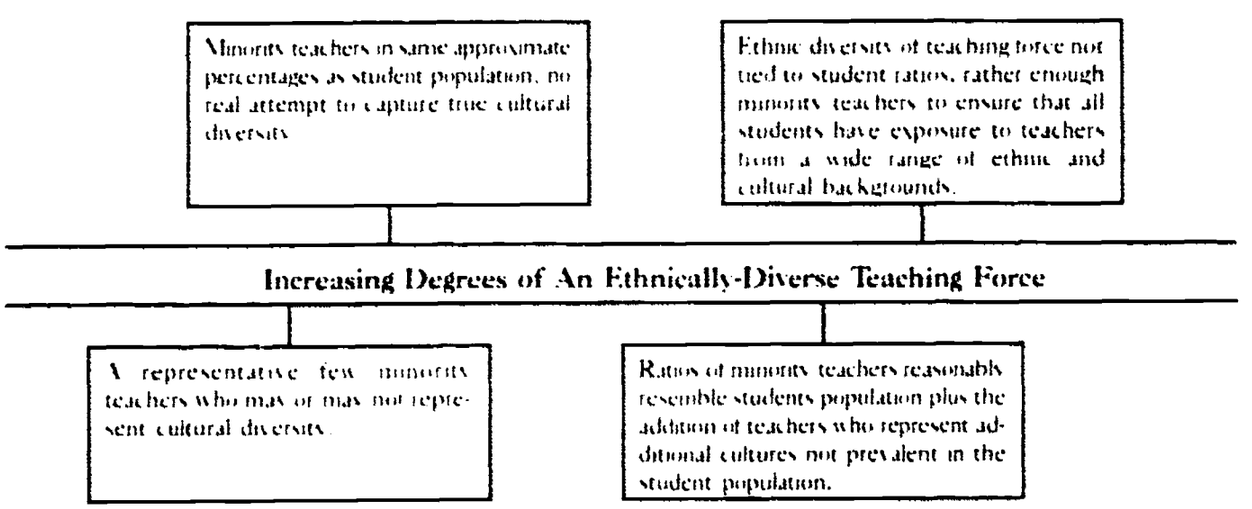
1. **An ethnically-diverse teaching force is a proportional representation of today's ethnically-diverse or multicultural society.** This frequently cited response refers to the lack of such representation within the ethnic distribution of students. Other definitions in this category offered an ethnically-balanced range of approximate percentages, or ratios of the teaching force to the student population as a way to promote ethnic and cultural diversity. However, participants were prompt to caution us that merely having representatives of ethnically-diverse populations may or may not represent cultural diversity.

2. **An ethnically-diverse teaching force culturally represents today's pluralistic or multicultural society.** A frequently cited response was that an ethnically-diverse teaching force is defined within the context of all cultures and extends to cultures within cultures. Other responses refer to a teaching force that is sensitive to the characteristics and learning styles of all students. It is a teaching force that thrives on diversity as a means of maximizing creativity. It is a teaching force that strives to eradicate prejudice by encouraging the value of students learning from each other's cultural backgrounds. It refers to a teaching force which works together at professional and social gatherings or functions. It refers to a teaching force that encourages students to work together as culturally blended groups. It is a teaching force that evolves from a sense of mutual respect, care and responsibility and that is based on the skills and collaborative efforts of various individuals, regardless of origin. Ultimately, it refers to the emergence of a teaching population that is sensitive to, and possesses a hunger for knowledge about all cultures.

Upon close observation of the participants' variety of answers, it became evident that a continuum might be present. For example, participants agreed that the ultimate goal is to establish a teaching force that is representative of today's pluralistic society. Ethnic as well as cultural diversity must be achieved. However, situations might exist in which an ethnically-diverse teaching force includes teachers from different ethnic groups who are so much a part of the dominant culture that they provide very little cultural diversity.

With these points in mind, a first attempt at a continuum is made in Figure 1 with the full realization that many additional points along the entire spectrum of the continuum are possible.

Figure 1
Achieving An Ethnically-Diverse Teaching Force



Why Is An Ethnically-Diverse Teaching Force Desirable?

Participants worked diligently to reach a consensus. They determined that an ethnically-diverse teaching force is desirable and that there are undesirable effects on the educational program when such a teaching force is not a reality. Participants generated a number of reasons why an ethnically-diverse teaching force is desirable and these are summarized as follows:

1. **Minority students need role models.** This is the most frequently cited reason for the need to have minorities in the teaching profession. Participants presented a lid argument emphasizing the need for minority students to witness good, strong, successful, and productive role models that match their own cultural and ethnic backgrounds. Discussion groups went on to speculate that if minority children had more minority teachers, it might be substantially easier in the years ahead to recruit them into the teaching profession.

2. **Minority teachers bring additional insights and perspectives to the job of teaching.** Participants tended to believe that minority teachers may be more sensitive or more tuned in to the needs of minority students and less likely to misinterpret cultural differences as a learning problem. With increasing numbers of minority students entering the school system each year, the teaching force can only be strengthened by the infusion of teachers who bring with them ethnic and cultural diversity.

3. **All students benefit from having teachers who represent today's pluralistic society.** If students are to be truly prepared for the real world, they need exposure to a teaching force that is representative of the larger society. Without an ethnically-diverse teaching force, students' awareness and experience are limited and their ability to interact with all segments of society is severely restricted. There is a need for a good mix of ethnically-diverse educators who can ease barriers and add value to student learning by providing each individual with an equal opportunity to become the best teacher possible: teachers who expect to enhance each student's learning potential, regardless of ethnic or cultural background.

4. **An ethnically-diverse teaching force can bring stability to the staffing of schools in some regions that have traditionally experienced high teacher turnover rates.** Many districts that serve large percentages of minority students have had to resort to recruiting in far-away places to staff their classrooms. Many of these incoming teachers experience "culture shock" and soon leave the district to return home, thus further contributing to the high teacher turnover rate. Teachers from the same ethnic and cultural backgrounds as the student population are more likely to adjust to teaching in such a setting and are more likely to remain in their teaching positions longer. For these reasons, the infusion of additional minority teachers can have a very positive influence on the stability of staffing in some regions of the country.

In light of the previous four points, many of the negative effects of not having an ethnically-diverse teaching force are self-evident. However, one group of participants summed up the situation most succinctly when they wrote, "We want children in schools that reflect the larger society. . . Not having an ethnically-diverse teaching staff retards the ability of students to become good citizens."

While strongly endorsing the belief that an ethnically-diverse teaching force is desirable, participants were also clear in issuing cautions:

1. While it is important that all students develop an appreciation for their own culture and others, perpetuating a culture should not be at the expense of preparing students to enter and be productive in the mainstream

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of society. An example given by participants was that while students should be encouraged to maintain their own cultural traditions, they should also be exposed to the traditions of the dominant culture. Students will become more comfortable about interacting with other cultures when they can confront them in educational settings, the workplace, and in society as a whole.

2. Schools should provide an organizational structure that facilitates formal opportunities for ethnic and cultural mixing, but it is important not to interfere with the informal social structures of students. For example, participants suggested that in their classes students should be exposed to other students from a variety of cultures and ethnic groups. However, it was felt that schools should not interfere when students of a like culture wish to sit together in the lunchroom or study as a group after school.

So Where Are We Now?

The continuum presented in Figure 1 is not a finished product, but is presented as a beginning point to help clarify varying degrees of ethnic diversity in the teaching profession. By utilizing this continuum, we can draw several interrelated inferences:

1. **There's always room for improvement.** Many districts would report that they are struggling to recruit even a few minority teachers. Other districts may have had more success and should be proud of their achievement; but these districts should continue to strive for improvement. Educators in these settings can use the continuum to challenge themselves to progress even further toward the goal of having a teaching force that is reflective of our pluralistic society.

2. **Hitting a moving target is difficult.** Perhaps it would be helpful to visualize short-term, mid-term and long-range goals for recruiting and retaining minority teachers. "Success," however, as it relates to the composition of an ethnically-diverse teaching force remains undefined; it is like a moving target. We must continue to aim for that definition, while making the commitment of resources needed to make a long-term difference.

3. **Simple solutions to complex problems are almost always wrong.** With the continuum perspective in mind, educators and policymakers can conceptualize the strategies that promise a potential pay-off years down the road. Hopefully, this framework can help those in charge of minority teacher recruitment and retention to resist some of the pressure to focus solely on quick-fix solutions that have little likelihood of long-term success.

THE IMPACT OF AN ETHNICALLY-DIVERSE STAFF ON THE QUALITY OF EDUCATION

By Charles M. Hodge
Lamar University

To enhance the quality of education through the recruitment of a diverse teaching staff is a most worthy goal of an educational enterprise. Each member of the profession should accept the individual responsibility to convey to policy makers the impact a diverse teaching staff has on all students who populate our schools. Diversity is not a minority issue, it is a national concern.

The decline in diversity is accompanied by a decline in teaching as a career choice. During the period of 1970 to 1985, interest in the teaching profession dropped from 19.3% to 6.2%. Further, between 1977 and 1986, the percentage of students who are enrolled at historically black institutions of higher education and who expressed an interest in teaching declined from 13.4% to 8.7%. This decline in interest in the teaching profession is compounded by a projected teacher shortage. The Carnegie Task Force on Teaching as a Profession projects that 1.3 million new teachers will be needed between 1986 and 1992. Current data, however, reveals that the pool of new teachers to meet the demand will decrease from 87% to 65% during the same time period.

The supply and demand percentages within the teaching profession are accompanied by a decline in the number of minorities who are a part of the teaching force. Data reported by the National Education Association concluded that minorities constitute only 10.3% of the teaching force. According to the National Center for Education Statistics, the 10.3% is a decline from 12.2% in 1977. Retirement and attrition rates, estimated to be between 6 to 8% annually, further exacerbate the teacher supply and demand dilemma. As the teaching force declines, the number of minority students in the public K-12 schools is increasing. Black children and Hispanic children represent 25.3% of the students in public schools. Black and Hispanic teachers, however, represent only 8.8% of the teaching force. Conversely, 71.2% of the children in public schools are white and 89.7% of the teachers are white.

It is clear that the schooling process is threatened unless immediate and aggressive efforts are undertaken to attract, prepare and retain teachers. As a part of that process, constant attention must focus on the need for the teaching force to reflect the diversity of our society for the good of all students.

States and individual institutions must take advantage of the teacher shortfall to increase the number of minorities in the teaching force. Efforts to address the current circumstances have the potential for improving the supply of teachers and, at the same time, enhancing the prospects for ethnic diversity among the teacher ranks.

The problem and the potential are further illustrated when consideration is given to statistics that highlight the situation for the teaching profession. For instance, during the years 1980-1986, degrees leading to entry level teaching decreased by 26%; and, while there are indications of increased interest currently, less than 10% of the education students are from minority groups. In obtaining a clearer picture of the profession's ills, consider that between 1976 and 1984, the number of teachers 34 years of age or less declined from 53% of all teachers to 37%. During the same period, teachers with four years experience or less declined from 27% to eight percent of all teachers. Conversely, during the same span of years, teachers with 15 or more years of classroom experience increased from 27% of all teachers to 44%. Thus, the teaching force is aging, young teachers are not remaining in the profession and new professionals are not entering the teaching enterprise. Consider also that 115,000 teachers were hired in 1981, and 215,000 are projected to be hired in 1992. Though the pool from which new teachers can be hired is shrinking, minority groups represent a potential supply pool.

Adding to the dilemma is the decline in the college enrollment for minorities, especially black males. To illustrate, during the years 1976 and 1988, the college enrollment for low income, black, young males decreased from 40% to 30%. By gender, in 1988, 36% of the females from the same low income population attended college as compared to 23% of the males from the same population.

The supply and demand is having a major impact on the teaching profession nationally. The lack of career interest and the less than desirable college enrollment rate of minorities are seriously affecting efforts to create a more balanced racial and ethnic diversity within the teaching force. Here in Texas, the situation reflects the national circumstance. In Texas, minorities constitute 49% of the total public school enrollment. Black and Hispanic teachers constitute 32% of the total teaching force in Texas. According to recent data, the enrollment of blacks in Texas higher education is 8.3% of the total student population (compared to 12% black population in Texas). The enrollment of Hispanics in Texas higher education is 13.7% (compared to 24% Hispanic population in Texas). For Texas there are some added signs of encouragement that, one hopes, can be translated into more minority teachers for Texas' classrooms. From 1989 to 1990, the black students' enrollment in higher education increased by 5.5% for a total of 1,743 students. During the same period, 1989 to 1990, the number of Hispanic students enrolled in higher education increased by 4,340 students, for a percent increase of 8.6. In spite of these increases, retention remains a problem and incentives for choosing teaching as a career option must be provided.

Establishing a more diverse teaching force suggests a simple, though monumental, task. Demographics indicate a sufficient pool of potential minority teachers. The task is to increase the high school graduation rate of minority students, insure their enrollment in institutions of higher education, develop successful retention programs, and encourage and entice these minority students to consider teaching as a career option. Additionally, there must be a concerted effort by representatives from institutions of higher education and other educational enterprises, to establish and foster state-wide programs that will result in a more diverse teaching force, and the restoration of the teaching profession to a level of community respect.

Through collaboration and partnerships, some efforts are underway to address the issue of improving the level of diversity within the teaching force. Below is a brief summary of a number of efforts that combine the energies of colleges and school districts.

1. Publication: *Recruiting Minority Teachers: A Practical Guide* ($20.00) American Association of Colleges for Teacher Education

   - summer camps explained
   - describes projects that encourage teacher aides to qualify for teaching
   - outlines 4 successful programs for recruiting minority teachers

2. Program: North Carolina Teaching Fellows Program

   - $20,000 education loan—forgiven for teaching in North Carolina for four years
   - 4 years of operation, 1,200 top students including 20% minority (240)

3. Program: Minority Teacher Preparation Program, University of Wisconsin-Whitewater

   - designed to improve the rate of transfer of minority students from two year colleges and assistance for successful completion of the teacher education program

4. Program: SELECT—The Search for Excellent Leaders to Enter Careers in Teaching (White Plains Public Schools, Westchester Community College and Pace University of New York)

   - recruitment of college bound adults seeking mid-life career changes
   - team-taught courses through collaboration among three institutions

5. Mini-Corps: Federally funded recruitment and training program

   - designed to recruit and train students of migrant worker background to become bilingual teachers
   - initiated in Porterville, California
   - involves high schools, junior and senior institutions of higher education

6. Program: Alternative Teacher Certification

   - The alternative routes to teacher certification in some states has resulted in an increased number of minority teachers.

These summaries describe a limited number of the several projects underway nationwide to increase the pool of minority teachers. However, the crisis requires that much more be done to increase the interest in teaching as a career and to insure that the profession reflects society's diversity. To give attention to the crisis, members of educational enterprises must present the salient points to community leaders and state policy makers. It is not too late to reverse the trend. However, if the teaching profession is to reflect the diversity of America, efforts at the local, state and national levels must receive immediate priority.

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STAFFING TEXAS SCHOOLS WITH AN ETHNICALLY-DIVERSE TEACHING FORCE

By Vicky S. Dill
Texas Education Agency

The demographics regarding minority recruitment are now direly familiar and their impact on what educators must imminently address is sinking in at the gut level. That minority recruitment is a hot topic cannot be disputed (Henninger, "Recruiting Minority Students Issues and Options," *Journal of Teacher Education*, p. 35); neither can anyone doubt that it is a Texas-size task (Texas Education Agency, 1989, *Research briefs*, pp. 6-8).

At the spring conference on "Staffing Texas Schools with an Ethnically-Diverse Teaching Force" in San Antonio, Texas, the demographics and the magnitude of the task only seemed to energize us and optimism ran high as faculty from all levels of education heard Marty Haberman note that, "Persistence is one of the highest forms of intelligence in the classroom." What is needed is persistence and the ability to live with a variety of models, while attempting to accomplish a variety of needs simultaneously in a politically ambiguous, and volatile time. Into what attitudes, issues, and strategies does that persistence translate in the case of minority teacher recruitment? When college deans, school district specialists, first-year teachers, Agency staff members, educational organization staff, service center personnel, and advocacy group members sit down in a circle and discuss their definitions of "ethnically-diverse," restructuring takes on new meaning. It wears a human face. We could not look at one another and narrowly define "diverse." We began to hear words like "international" and "multilingual." We could not look at the beginning minority teachers sitting in our circle, feeling just a bit intimidated, and not want to address directly whatever it was that made it difficult for them to reach their dream: teaching in the Texas classroom.

At one time, our children might have told us, "You have an attitude." So it was with unexpected enthusiasm, even an unscholarly sense of joy, that many participants felt roles, boundaries, and turf become more pliable as conversations progressed. With our sleeves rolled up, our hands were free to explore the task with commitment and a sense of expansion we would not have had in our own individual settings. We sensed a willingness to do what has to be done to give minorities greater access to the classroom, and we sensed a refusal to accept impediments or to fail. This is the attitude that will effect the significant restructuring of organizations that have hindered minorities from entering the mainstream of our profession.

The issues we addressed were many:

- Why have we failed in the past?
- What population should we target now?
- What can we do, given our perennially slim budgets?

Strategies also proliferated:

- We might recruit in the junior high;
- we'll restart our Future Teachers' Club;
- we'll beef up scholarships for student teaching;
- we'll have open enrollment.

Attitudes, issues, and strategies gelled somewhat. Undoubtedly, several solid and specific directions will emerge for minority teacher recruitment in Texas in the 90s.

What has changed the most, however, is our awareness and our attitude. Recruitment is no longer a task for those road-weary travellers housed just beyond the broom closet, somewhere in the administration building. Rather, it is a deeply felt, shared commitment to change the nature of the educational environment and the nature of institutions so that minorities, soon to be the majority in Texas, can—in significantly greater numbers—enter and succeed in the teaching profession.

ATTRACTING AND RECRUITING AN ETHNICALLY-DIVERSE TEACHING FORCE

By Gloria Contreras
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Representatives from higher education, the Texas Education Agency, and school districts came together to (a) discuss the nature and problems associated with creating an ethnically-diverse teaching force, and (b) make recommendations for attracting persons of diverse ethnic backgrounds into the teaching profession. What follows are the results of that group's deliberations.

Issues

On the surface of the statement, an "ethnically-diverse teaching force" is a teaching force made up of individuals of diverse ethnic origins. This definition, however, is too simplistic and glosses over the subtleties of the statement. First, and consistent with the surface definition, it refers to the character and background of those individuals who make up the teaching force. But more than skin color, surname or heritage, this refers to individuals with an understanding of diverse cultures and the implications of diverse cultures for teaching and learning. Gender is an important aspect of this sense of ethnic diversity. Second, an ethnically-diverse teaching force refers to a teaching force that is knowledgeable and skilled in helping students learn who are of ethnically-diverse backgrounds, whether those backgrounds match the teacher or not. Third, it refers to a teaching force that focuses on individuals, both in teaching methods and educational philosophy. Rather than a teaching force that attempts to mold students into a single American culture (the "melting pot"), it honors cultural distinctiveness and helps individuals capitalize on that distinctiveness in contributing to an evolving American society. That there is a need for a teaching force made up of persons who themselves are ethnically diverse is obvious, but family heritage alone is not sufficient to define the needs of an American teaching force.

While few would question the desirability of an ethnically-diverse teaching force, attaining such a force is a formidable task. There are numerous obstacles. As long as the primary recruitment of future teachers is from the predominantly white, rural areas, and as long as preservice teacher education practica avoid the minority-dominant urban centers, a true ethnically-diverse teaching force will be elusive. Teacher education programs are not structured to promote the values of an ethnically-diverse society or school system. Colleges of teacher education and school districts must join together and aggressively recruit individuals from urban areas into teaching, as well as work together to provide suitable role models, knowledge and perspective on teaching in ethnically rich environments. Too many teachers currently experience a form of "culture shock" when they enter the world of practice.

Yet another obstacle is the unstated message about cultural diversity communicated to our young, future teachers through our existing school curriculum. The old one-day "fiesta" response to providing a multicultural curriculum prevails. Both textbook publishers and district curriculum leaders must address these messages, overt and covert, being communicated to school children, many of whom will or will not choose in the future to become teachers.

Other obstacles to a more ethnically-diverse and multiculturally competent teaching force are:

1. Cooperating teachers too frequently dwell on the problems of teaching, discouraging rather than encouraging both student teachers and children who would be our future teachers.

2. Early and appropriate recruiting and marketing approaches for future teachers are missing, especially those aimed at securing parental support. Existing traditional groups, like the Future Teachers of America, are not active in the elementary and middle schools.

3. Recruiters from universities are themselves not sufficiently diverse ethnically and lack multicultural training.

4. Over-reliance on tests limits access to the teaching profession for many minorities, who by other criteria promise to be successful teachers.

5. An appropriate career path is lacking to help many of the current teacher aides (5,000 in South Texas alone) enter the teaching profession.

In addition, until the issues of low teacher salary and poor public image are resolved, the prospects for an ethnically-diverse teaching force are slim. The teaching profession as a whole, politicians and the American public, must renew their commitment to creating a world-class educational system, one that acknowledges the strengths and potential contributions of all citizens.

Recommendations

To attain a more ethnically-diverse teaching force in the 1990s, the following recommendations are offered with respect to public school educators, university personnel, state legislators, state education agency personnel, and representatives of educational organizations and service agencies.

Public School Educators

1. Begin as early as the elementary school to promote the possibility of teaching as a career.

2. Work with universities in on-campus career programs to explore educational careers.

3. Be a positive role model. Encourage persons of all colors and backgrounds to become teachers, and demonstrate the love and idealism that have led educators to their profession.

University Personnel

1. Develop programs to attract mature, non-traditional populations to teaching (e.g., teacher aide population and alternative teacher preparation programs).

2. Work with schools and their elementary and secondary students to promote awareness of career opportunities in teaching.

3. Work with schools to develop joint scholarship programs for potential minority teachers (e.g., Texas A&M Program).

4. Disseminate the "grow your own" program (e.g., Cooperative Teacher Aide-Scholar Program involving Ft. Worth Independent School District and Tarrant County Junior College, Texas Christian University, Texas Wesleyan University, and the University of North Texas).

5. Provide financial aid in the form of teaching assistant salaries or stipends for preservice teachers, especially minorities.

6. Provide bridging experiences for junior college transfers into senior institutions by providing the financial, academic, and social support to ensure that the first semester is successful academically and personally.

7. Operate magnet (or professional development) schools for future teachers.

8. Provide incentive pay for specialized teachers.

9. Offer prep courses for the Texas Academic Skills Test (TASP).

10. Establish more effective guidance and socializing experiences for students entering teacher education programs.

State Legislators and State Education Agency Personnel

1. Fund the already enacted forgivable loan program for those preparing to teach.

2. Make teacher salaries and working conditions attractive to prospective teachers.

3. Include minority representation in all levels of decision-making.

4. Increase potential competition for teachers by providing opportunities on a broader base for summer school-related employment (e.g., staff or curriculum development university coursework).

5. Adequately fund the teacher recruitment effort mandated in SB 994 and include a component targeted to minority prospects.

6. Fund student teaching experiences for those who suffer economic hardships in order to complete certification requirements (students who must quit jobs to student teach).

7. Offer an elective course aimed at attracting high school students into teaching that would allow concurrent high school and university level course credit (e.g., Pan American University's pilot project).

Educational Organizations and Community Groups

1. Encourage business people to become involved in schools.

2. Encourage students to consider teaching as a career.

3. Offer stipends and scholarships to those wishing to teach.

4. Promote respect for the teaching profession.

5. Recommend to the state organization of counselors that they promote teaching opportunities to students.

6. Assist the teaching profession by apprising legislators of the needs for a quality education.

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PREPARING AN ETHNICALLY-DIVERSE TEACHING FORCE

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Teacher preparation has received considerable criticism during the past few years, particularly with respect to preparing teachers for culturally diverse schools. In recent research studies (Houston, 1988; 1989), both prospective teachers and first-year teachers indicated they were more comfortable and better prepared to teach in general than to teach at-risk students. Beginning minority teachers, particularly those in bilingual settings, report a lack of preparation in conducting instruction in two languages and dealing with a multitude of programs, approaches, and implementation practices that fall under the rubric of bilingual programs (Calderon, 1990). Issues involved with preparing teachers for an ethnically-diverse pupil population are followed in this article by recommendations for various groups involved in the process.

Issues

Difficulties of Ethnically-Diverse Prospective Teachers

Minorities, particularly first-generation immigrants, often have no role models to emulate. Many are the first persons from their family to attend college, and emotional support and encouragement comes only from others. The issues for teacher educators are: (1) how to provide a mentor support group; and (2) how to design programs in which minorities can interact with potential mentors and develop cadre groups with other students.

Program structure and sequence is another issue. Prospective teachers with children, or who are currently employed, need child care assistance and more flexible course times and sequences. Rigid curriculum patterns that do not accommodate individual needs inhibit the progress of some potential teachers. Out-of-class assignments should also be formulated with diverse populations in mind. Observations and experiences in schools need to be scheduled to accommodate employed persons or those with time-bound responsibilities. Teacher aides often have experiences that promote their understanding of teaching. The issue for teacher preparatory institutions is how to accommodate individual needs while maintaining quality programs and rigorous requirements.

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High admission standards often preclude the admission of an ethnically-diverse teaching force. Open-admission colleges and universities too often have high failure and drop-out rates. Those persons who complete degree and certification requirements may have content deficiencies due to: (1) inadequate preparation in the discipline or in general education; (2) inadequate study skills; or (3) limited life experiences. Poor language skills, inadequate scores on required certification tests, or limited experiences with other cultures limit prospective ethnically-diverse teachers. Higher education institutions are called on to maintain standards while providing opportunities for bright, committed persons to compensate for previous deficiencies. The importance of this issue is clouded by the desire of universities to be recognized for the competence of their graduates. Students who succeed in college typically have a small support group affiliation. Minorities, particularly, are often programmed to believe they are not personally adequate to succeed. To them, others seem more confident, more knowledgeable, more cognizant of the major issues of the day. Although the university curriculum and procedures are designed for individual attainment, institutions need to recognize that this is not an isolated, independent achievement. Providing ways for students to succeed individually while being part of a cadre challenges faculty ingenuity. Accommodating and fostering such support (personal, social, and emotional, as well as academic) poses a number of issues for those preparing prospective teachers. Because teaching requires interactive performance, feedback in a positive support cadre is particularly important.

Teacher preparation programs need to capitalize on the potential cultural contributions of minority students. Each represents a rich heritage that could only enhance the college curriculum and provide an opportunity for minorities to be recognized for their contributions. Cultural values, language, festivals, stories, moral expressions, and family histories are some of the ways individuals from diverse cultural backgrounds can enhance the understanding of fellow students and help them become more effective teachers. The issue for colleges and universities is how to incorporate this within the constraints of the program.

Financing an education is particularly important. Many minorities wanting to be teachers come from poor homes and need assistance to complete a college education. Scholarships and fellowships are more readily available today than in previous years, but are still inadequate and often unknown to those needing them. Even the cost of entrance examinations such as the Scholastic Aptitude Test (SAT), and particularly the costs of preparation programs for taking such tests, deter some students. The issue for colleges is how to secure scholarships and loans for its students, and how to assist them in passing tests such as the Texas Academic Skills Program (TASP) and the Exam for Certification of Educators in Texas (ExCET).

The issues previously identified challenge the traditional concept of a four-year academic university, putting the emphasis on exit, not entrance requirements; on support systems; on the value of life experience, not just academic knowledge; and on the needs of older, disadvantaged students. Professional teacher educators may need distinctly different post-baccalaureate expectations for an ethnically-diverse teaching force. Finally, university programs need to be systemically structured to prepare students as teachers; integrated, focused on actual needs, not instructor expertise. Faculty needs not only recent, relevant school experience, but positive attitudes toward schools, teachers, and prospective teachers, particularly minorities. The role of faculty is to educate, not criticize; to know their students and their needs; and to address those needs.

Problem Implementation

The major problem is one of incentives. There are few incentives for institutions to recruit and prepare minority students. General entrance requirements and continuing program requirements are relatively inflexible, and institutions that violate standards are punished in books that describe the quality of colleges and in accreditation visits. While some state funds have been allocated for attracting minorities, funds are not available to provide the individual support needed for them to be successful. And, when they are not successful and drop out, attrition rates are charged against university quality.

For individual faculty, working with individual students is not rewarded. Successful teachers have had mentors, yet the professor-student ratio is so high in most institutions and the demands of other responsibilities so great, that faculty seldom have the needed time to advise and counsel their students on a regular one-to-one basis, and to know them as persons, not just numbers.

Regulations are another problem. Test scores for admission to teacher education programs and for certification have inflexible cut-off scores. Within the program there is little flexibility to meet the needs of individual students because of requirements of the institution of higher education, the Texas Education Agency, and the Texas Higher Education Coordinating Board. Taken individually, each set is reasonable; taken together, they lock students into heavily structured programs.

Change is occurring too rapidly in regulations so there is little opportunity to formulate a program for preparing teachers, test it with a pilot group, and then modify its content and processes before it is tried with the total group. The issue for institutions is how to meet the needs of the 21st century environment, continually in flux because of new legislated requirements.

Finally, the leadership in teacher education is inadequate. Strong, recognized, admired voices need to be available to the governor and legislature as new policies are prepared. The legislature is becoming more frustrated with requests for additional funds, and the lack of results in schools. They have tried almost every recommendation of national and state commissions, and of the Southern Regional Education Board, and still there is a growing shortage of teachers, and only a stable achievement level of students. Improving the education of minorities is a priority for most government officials; helping them find the keys to that improvement is a challenge for educators. Coordination among departments within the university and between schools and universities is needed to assure a balanced, integrated program. Not only should the needs of culturally diverse students be met through collaborative efforts, but their contributions to each others' learning needs to be integrated as part of both the formal and informal educational system.

Recommendations

Recommendations for improving the preparation of an ethnically-diverse teaching force are made in this section for schools, universities, policymakers, educational organizations, and community and business groups. These lists represent the recommendations of participants in the conference.

Public School Educators

1. Collaborate with colleges and universities in field experiences and with staffing needs of both institutions; permit and encourage universities to be involved with effective schools with culturally diverse populations.

2. Organize magnet secondary schools for the teaching profession.

3. Provide ongoing staff development for teachers that includes the cognitive, linguistic, and affective dimension of a culturally diverse population.

4. Emphasize outcomes in staff development for teachers and principals, and provide needed resources for strong programs.

5. Fund and organize mentor support for first-year teachers; assign only the most effective teachers as mentors.

University Personnel

1. Organize students into cadre groups.

2. Encourage faculty to adopt and mentor culturally diverse students, opening opportunities that help assure their success, and maintaining regular contacts throughout their programs.

3. Encourage faculty to be actively involved in schools.

4. Provide regular, outcome-based faculty development that promotes: (1) greater understanding of the influence of culture, language, and cultural diversity in schools; (2) facilities with integrated preparation programs; and (3) that supports the assessment and change of such programs.

5. Involve culturally diverse teachers as instructors and in the development and continual refinement of teacher education programs.

6. Provide opportunities for students to improve their test-taking skills; to be oriented to university processes, and familiar with support systems such as library reference materials.

7. Recognize differences in students due to culture, age, socioeconomic status, and family ethnicity, and provide instructional alternatives that are based on their strengths and needs.

8. Provide mechanisms for dual admission; when students are admitted to community colleges they are concurrently admitted to a four-year institution if they are successful during the first two years.

9. Identify students interested in teaching early in their program, regardless of what their major might be, and provide support mechanisms.

10. Provide and advertise widely scholarships and financial aid for culturally diverse students.

11. Schedule evening and weekend classes to accommodate individuals who work.

12. Structure programs and courses for students at mid-life who are making a career change to education. They are typically more mature, have family responsibilities, and life experiences that enhance their teaching competence.

13. Provide special training and support for master teachers who are mentoring first-year teachers.

14. Explore paid internships for mature, culturally diverse prospective teachers.

15. Involve more full-time, senior faculty in teacher education.

16. Collaborate with area schools to promote scholarships, contribute to staff development and sponsor professional development schools to address the needs of culturally and linguistically diverse students.

17. Dedicate a significant portion of resources to basic research in teacher education with particular emphasis on minorities and the impact of cultural diversity in schools.

State Legislators and State Education Agency Personnel

1. Deregulate teacher education. Reduce paperwork and bureaucracy that is strangling creativity and the purposes of education. Balance regulations with needed information, and increase emphasis on outcomes.

2. Involve educators in the decision-making process; press for data-based, research-supported legislation and regulations.

3. Distinguish between desired outcomes and symbols of those outcomes (e.g., competence of graduates as compared with test scores, diplomas, course grades); improve validity of symbols, particularly as they relate to culturally diverse teachers and pupils.

4. Expand state-sponsored scholarships and dedicated loan programs for minorities, and encourage foundations and other institutions to do likewise.

5. Work to improve the public image of teachers, teacher educators, and the teaching process.

6. Encourage collaboration among schools and universities to improve the preparation of teachers.

7. Provide adequate funding for teacher education and school staff development programs. Encourage strong, vigorous, outcome-based programs that draw on the emerging cultural diversity.

8. Become actively involved with schools and universities. Since about half of a state's budget is devoted to education, its policymakers should maintain current knowledge of needs and accomplishments.

9. Recognize exemplary programs and increase their visibility as a way to improve all programs.

Educational Organizations

1. Encourage prospective teachers through reasonable dues, relevant programs, and contact with the practicing members of the profession.

2. Target students' interests and needs in some journal articles.

3. Recognize individuals and programs making contributions to a culturally diverse teaching cadre.

4. Act as an advocacy group for improved practices in schools and teacher education.

5. Develop a professional creed or pledge for individual members.

6. Provide special interest groups for persons from different areas of expertise who are concerned with cultural diversity in education.

Community and Business Groups

1. Promote educational excellence: expect it and support it.

2. Develop new ways to involve ethnically-diverse parents in schools.

3. Create more positive images of schools, teachers, and their contributions to society.

4. Engage in partnerships with schools, with released time for persons in the private sector to tutor pupils, organize special school projects, assist through a leadership role, and act as a mentor to pupils.

5. Provide scholarships for prospective teachers and for teachers in service, particularly those concerned with the education of culturally diverse pupils.

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INDUCTING AND RETAINING AN ETHNICALLY-DIVERSE TEACHING FORCE

By Elva G. Laurel
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The first year of teaching is stressful and many well educated, enthusiastic, and potentially great teachers leave teaching prematurely. Policy makers and administrators have been forced to recognize that past approaches in retaining first year teachers are inappropriate and inadequate. Schools are now facing critical shortages of teachers, particularly, well qualified, ethnically-diversed teachers.

Issues

Beginning teachers face professional and personal challenges in their first year in the classroom. Professionally, the challenges begin with the most difficult teaching assignment, involving multiple preparations and low-ability, at-risk students. With the growing number of at-risk students representing diverse populations, first year teachers are faced with difficult assignments. Often the assignments are so difficult to teach that experienced teachers have been able to escape them through seniority. The teachers are challenged with classroom priorities such as: classroom discipline, motivating students, identifying individual differences, assessing students' work, their relationships with parents, organization of class work, insufficient materials and supplies, and problem solving with individual students.

In the transition from the colleges of education to the real world of teaching, the personal challenges are dealing with the insecurities that come from being in a new organizational setting: 1) New district and building policies, practices, and regulations, (2) the varied and unique characteristics and needs of the school and community, (3) activities related to the opening and closing of school, (4) policies and practices related to student assessment and reporting, (5) defined instructional strategies, (6) content knowledge of varying curricula, (7) classroom management and organization, (8) technical use and operation of the tools of the trade and instructional media, (9) managing non-instructional demands, and (10) sacrificing leisure time. Other personal challenges include: feelings of social isolation, a lack of camaraderie and collegiality, and a sense of disorientation.

Expectations for Success

First year teaching success is difficult to acquire because certification as a teacher does not ensure the mastery of all teaching tasks. The conceptual framework of induction for (minority) beginning teachers becomes the promising continuum to explore staff development structures that interface and link with successful teacher induction programs. Goals and content, the training process, and the context are the built-in processes of effective teacher induction programs. The content supports strong links between certain

teacher actions and desirable student outcomes. The content also supports teacher effectiveness in identified classroom management practices, instructional techniques, and the expectations that students scores and learning skills improve, regardless of ethnicity. A successful staff development effort to provide effective induction programs must include administrative support from both principals and superintendents. The principal, as an instructional leader, brings about improvement in teacher induction programs by communicating clear and consistent school policies, establishing a prevailing climate, and encouraging the types of interaction in the school that support collegiality and experimentation. The principal supports teachers who share ideas about instruction and try out new techniques in the classrooms. A supportive school context is created through a variety of approaches to school-based teacher induction programs. Common elements of supportive school contexts should include: 1) readiness; 2) training; 3) planning; 4) implementation; 5) maintenance; 6) awareness and commitment among staff; 7) needs assessment; 8) planning; 9) implementation; 10) evaluation; 11) reassessment; and 12) continuation. The major responsibility for planning and implementation should be given to the local school staff with some degree of collaboration with faculty from institutions of higher education, who can provide the benefits of powerful collaborations between universities and school sites. Powerful collaborations between universities and school sites are the keys to educational quality, demands and needs. . . .in the building of a diversified learning network combining formal, non-formal, and informal modes of education including the necessary assistance and motivation to pursue successful teacher education and certifications in the college/university levels. (Chapman and Laurel, 1990).

Promising Practices

The teacher induction continuum offers promising practices in making a positive difference in the preservice and inservice training as well as in the transfer of new skills to everyday teaching. Promising practices in successful induction programs include: (1) well trained mentor teachers who are both models of good teaching and supportive adults and who are able to help orient new teachers to the norms of the school environment; (2) support systematic structures that allow time for new teachers to observe their mentors and for their mentors to observe them, allowing time for processing the observations, articulating concerns and engaging in mutual problem solving; (3) the establishment of a set of indicators or expectations for new teachers and the use of some form of assessment to measure growth and mastery; (4) the incorporation of research-based teaching skills, transfer strategies, and transfer of training through coaching; and (5) the use of a panel or team of experts (another teacher, administrator, trainer, and/or faculty of institutions of higher education) to review the beginning teacher's portfolio, (including live modeling, videotapes, detailed narrative descriptions, etc.) for ongoing feedback.

Good induction program practices reinforce the habit of continuous learning so that teachers seek diverse ways to grow and renew their teaching. Good induction program practices are critical for good teaching because they reinforce new teachers' inquiry-based teaching strategies, help them choose appropriate curriculum, and set up positive routines that facilitate effective teaching practices and interdependent relationships within the support structures.

Volatile Mismatch

Mismatch issues should be avoided in the teacher induction continuum of minority beginning teachers. Mismatch issues of culture shock, racism, language barriers, standardized tests, and lack of financial support services transcend the color line. Mismatch issues of administrator support, support teams, induction year teachers, mentor teacher, and community support directly affect the success of teacher induction programs. Mismatching the roles of coaching innovations and evaluation innovations can be overwhelming.

The teacher induction continuum designed for inducting and retaining an ethnically-diverse teaching force now offers one of the most promising routes for the teaching profession into the 21st century. The con-

ceptual framework for teacher induction programs transcends the vision and mission of a life-long professional training continuum. It is linked to the awesome challenge of providing equal, high-quality education to a student population that brings to the classroom unprecedented economic, social, cultural, and intellectual diversity.

Using thoughts and discussions addressing inducting and retaining, conference participants generated specific recommendations for persons working in the various role groups involved in staffing the Texas schools with an ethnically-diverse teaching force. The role groups include: public school educators, university personnel, state legislators and state education agency personnel, representatives of educational organizations and service agencies, and representatives of advocacy groups and business/industry.

Recommendations for Public School Educators

1. School districts need to be realistic about appropriately matching teachers with a diverse population of students.

2. Incoming teachers from different parts of the country should be sensitized to work with the targeted student population. Offer inservice training to help the first year teachers adjust to a new environment. It could be done with mentors and offered at the university campus.

3. School districts should allow appropriate time elements for the sharing of lesson plans to provide an opportunity of exchange between support and first-year teachers. It will also alleviate the pressures for new teachers.

4. School districts should make the financial commitment to support teacher training programs that meet the needs and goals of first-year minority teachers.

5. School districts should help teachers prepare for culturally diverse communities.

6. The principals should match mentors with beginning teachers. The selection of mentor teachers should involve the principal and the teacher organizations.

7. School districts should include a committee of teachers to help facilitate the networking of new teachers, provide feedback, support, assistance in learning and refining skills, and in developing problem-solving skills.

8. School districts should adopt a high school program in which students work with elementary children as teaching assistants to positively promote the teaching profession.

Recommendations for University Personnel

1. University personnel should deliver strong programs on classroom management, a course on multiculturalism, and sensitivity training as applicable to minorities in courses or projects.

2. Universities should be involved with practices in the public schools in order to remain realistically aware of issues and problems.

3. Universities should offer internships for teacher induction and support training programs.

4. University faculty in charge of teaching content courses for teachers should work closely with schools of education instructors to enhance the university experience for teacher candidates.

5. University professors involved in training teacher candidates should be allowed a fully paid sabbatical to work within public schools in order for them to keep in touch with the real issues and the impact of higher education on public schools.

6. Universities should provide graduate programs in effective supervision and clinical practices related to teacher induction programs.

7. Universities should provide research identifying mentor models that include university personnel.

Recommendations for State Legislators and State Education Agency Personnel

1. Provide finances for graduate course study programs for beginning and support teachers in the areas relating to teacher induction.

2. Provide substitute pay and good stipends for teachers participating in teacher induction programs.

3. Provide incentives for first year teachers as a means of retaining the brightest and best.

4. Allow release time for professors to do observations and supervision of new teachers under S.B. 994. Certification will then be based on the knowledge and skills of the new teachers, and not be influenced by time constraints.

5. Evaluate non-certified, new teachers affected by S.B. 994 with an instrument other than TTAS, but based on some of the TTAS criterion. This alleviates the pressures and allows for creative, effective teaching practices.

Recommendations for Teacher Organizations, Education Service Centers, Business and Industry, Others

1. Teacher organizations should develop partnerships with business and provide scholarships for beginning teachers to continue their education.

2. Teacher organizations should distribute teacher induction program research, designs, and data through professional journals.

3. Education service centers should serve as a liaison fostering relationships between school districts and universities.

4. Education service centers should offer make-and-take workshops for beginning teachers.

5. Educational organizations and business/industry should promote, adopt, and support teacher education, teacher induction programs and quality education.

6. Education agencies and organizations should offer creative and viable solutions to properly finance public schools and promising programs.

7. Create education service centers in remote areas.

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RETAINING AN ETHNICALLY-DIVERSE TEACHING FORCE

By Aurelio Montemayor
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Need and Opportunity

Current needs to attract and keep teachers in the profession, great as they might be, are projected to be greater through the beginning of the next century. The need for qualified, experienced teachers is further intensified by specific needs for teachers who represent the ethnic composition of the student population and the diversity of the state and country.

Students from ethnic minorities need to have teachers both from their own group as well as from other minority and majority groups. Particular positions that have historically been gender specific must expand. To lack diversity is to model a divided, separated and stratified society, and to ensure the continuation of the problems that these conditions foster. Adults and children who work and learn in a multicultural setting, acquire awareness, sensitivity and exposure to a truly democratic society. It offers expanded opportunities for representatives of minorities to become leaders, while providing a broader perspective to those majority students who will become leaders. Ethnic diversity provides the "salad bowl" setting that allows for respect and valication of diverse traditions, while preparing all children to survive and succeed in the English-speaking mainstream of United States society.

Issues

Minority teachers leave school districts for a variety of reasons. Few districts have a structured induction process. The minority teacher is often at a loss about district administrative requirements and demands; does not know or understand the campus procedures; feels lost and does not know who to talk to; is afraid to communicate insecurities with peers and administrators; feels frustrated with the student's lack of responsiveness and failure to learn; and ultimately despairs of ever becoming an effective teacher.

Teachers that come from poor and minority groups many times face isolation and separation from their ethnic group culture, and also a distancing from the majority and other minority groups represented on their faculty. Many of the students at major universities in urban areas return to their hometowns and rural areas after graduation, so that large urban school districts don't benefit from the influx of college students from outlying areas. In some cases, a single Hispanic female will return home to teach because of loyalty and attachment to family.

A different source of the minority brain-drain from education clusters around economics, prestige and the possibilities of professional advancement. Whereas an education degree has been a common field for Hispanics to attain, many are now opting for such fields as pre-medicine, pre-law and business. The diminishing prestige of the teaching profession, coupled with the attraction of more lucrative professions that were previously seen as unattainable for most minority students, makes it very difficult to attract and keep young, bright minority teachers in the profession. For many Hispanics, teaching becomes an interim job while they work on a higher degree leading to a position in another profession.

Some of the problems in keeping minorities in teaching are generic to most teachers. In Texas, for example, the current increase of teacher bashing and the public distrust of education are depressing teachers' morale. The disincentives of the teacher career ladder requirements that encourage competitiveness among teachers couples with the anxiety about the teacher appraisal system. Administrators, the media and the public pressure teachers to raise test scores. The media fosters competition among schools by publishing test results. Paperwork and requirements are increased without concomitant support or benefits. The teacher assessment and evaluation pressures overshadow support systems and collegiality.

Poor communication processes on campus, and an authoritarian, judgmental, and punitive administrator can discourage teachers from remaining in the profession.

As minority parents verbalize dissatisfaction with the education system, the teacher becomes a target for what are broader systemic problems, most of which are beyond the teacher's control. Minority teachers find themselves in especially difficult situations trying to advocate for children and families and still remain supportive of fellow teachers and administrators. Administrators and majority teachers sometimes expect minority teachers to speak for their ethnic group, to understand and be able to solve the problems that surface in teaching minority children, and be the ones to communicate with the parents, especially when there is a language incompatibility.

Special programs, such as bilingual education and focused assistance to poor children, have historically not been considered ideal assignment for teachers. The needs of the children, the inadequate preparation of teachers by colleges for these populations, and the limited resources available, make these assignments the salt mines for most teachers. Yet poor and minority children make up the majority of students in the stigmatized programs. Even dedicated minority teachers get tired and feel undervalued and unappreciated because of the stigma attached to these classes and groups. The contrasts typically made of programs, ("special education" vs. "gifted and talented"; "bilingual" vs. "regular" continues a tradition of worse-better and "difficult and tedious vs. easy and delightful") eventually take their toll. Minority teachers are caught in a double bind of wanting to meet the needs of minority children and getting burned out in trying to meet those needs.

Minority teachers, especially in large urban schools, feel isolation and separation from other teachers; suffer with assignments to difficult classes; know little about the culture of the school, the systemic regularities and standard operating procedures. A teacher who knows he/she is on a campus to fill a quota, to provide an ethnic presence, needs sensitive support rather than excessive welcomes and repetition of "we're so glad you're here!" Most campuses have not provided resources for majority teachers to examine biases and bigoted behavior, and therefore foster the continuation of insulting behaviors towards minority teachers.

While inservice, staff development and workshops could be mitigating factors, they often aggravate the problem with inappropriate presentations. Inservice could be a means to answer burning questions, illustrate relevant techniques, or to discuss current concerns and problems and then creatively propose practical

and doable solutions. At its worst, inservice imposes boring lectures on topics of little relevance or an anxiety-producing litany of requirements. When staff development originates in the administration's perception of needs, it becomes a barrier to retaining teachers. It becomes an even greater barrier to minority teachers who are already feeling alienated and unsupported.

Retaining teachers during their first three years of teaching is one task; it is another to keep them for the duration of their careers. There is no shortcut to having teachers who can draw on the learning experience that comes from teaching hundreds of children over a significant length of time. Experienced teachers that have had a bilingual assignment for many years may burn out or lose their enthusiasm for many reasons. Proper support and recognition is not the norm. Sometimes a bilingual teacher's success, using methods with students whom other teachers would have failed, arouses jealousy rather than praise. The exuberance of support teachers in being recognized as effective professional mentors to new teachers reflects how unrecognized they had felt up to that point.

This list of problems is not necessarily comprehensive, nor are they assumed to be universally present in all school districts. These are points that an experienced and varied audience identified as serious blocks to retaining minority teachers in the profession.

Recommendations

The recommendations initially focused on the school system, including such areas as campus management and district level reform. Yet it was clear that a broader community commitment is needed, with direct involvement from universities, educational organizations and service agencies, legislators, state public education agencies, advocacy groups, and business and industry. To recruit and retain minority teachers will require involvement from all organized segments of the community.

Public School Educators

The ideal campus climate is one in which minority teachers feel comfortable and needed. The campus conducive to retaining teachers was defined as one that structures support for teachers; encourages formal and informal self-esteem activities for teachers; facilitates creative staff development with teacher input; allows for reflective thinking about teaching; provides a variety of rewards including money, praise, and opportunities for modeling and imitation; and consistently publishes successes and positive events. Principals should consistently identify and highlight exemplary programs. The necessary support would have regularly scheduled follow-up, allow for informal inter-classroom visits, and schedule visits for validation and encouragement.

Induction programs that were overwhelmingly supported provided information and emotional support to new minority teachers, and coincidentally validated the experienced minority teachers. Key characteristics of the induction program included: 1) taking part in the new teacher's orientation, especially those who will motivate and be strong role models for new teachers; 2) pairing new teachers with experienced teachers to assist with integration into the campus teaching community, arrive at solutions to teaching problems, and to plan instruction; 3) focusing orientations at the beginning of the year orientations on classroom management techniques rather than behavior management; 5) providing new teachers with access to supervisors and principals; and, 6) following-up on mentoring and staff development activities.

A series of recommendations applied directly to principals and administrators. Administrators must be non-threatening and sensitive to all teachers, and make special efforts to retain effective minority teachers. They should facilitate and encourage teacher peer-sharing about methods and techniques. Principals should give clear information and model those aspects of instructional leadership, other than evaluation of

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instruction. Principals must welcome programs such as bilingual education and include them as important parts of instruction, rather than isolating and rejecting them. Each campus should have comprehensive plans and goals which include the retention of teachers at the campus level.

Administrators should: 1) allow for individuality; 2) encourage flexibility; 3) provide periodic sharing sessions for teachers during the regular teaching day; and 4) handle logistics and participation in ancillary activities to reduce anxiety and overload. On an ideal campus that retains its best and brightest teachers, there would be a process to allow teachers to express discontent without reprisal and mediation support to resolve conflict.

Teachers must be encouraged to establish mutual support groups that allow them to be sensitive to their own and each others' needs, and generally to reduce stress and burnout. Teachers can assist peers to reduce paperwork through a variety of approaches, such as cooperative learning instruction, self-and peer-student evaluation activities.

The current teacher evaluation system needs modification to reduce the threatening, inefficient and counter-productive aspects of the career ladder process. The tension around the teacher appraisal system can be diminished by demonstrating and modeling acceptable behaviors through inservice education, inter-classroom visitation and coaching. The goal is to increase informal appraisal and feedback, and enhance collegial sharing and mutual support. The promotion system should be a career pipeline with more flexible advancement, more rewards for stamina and good teaching, and a more varied step-ladder.

Campuses should have more flexibility in programs, and provide more counseling services for students. Innovative programs, such as cross-age tutoring (junior high or high school students tutoring elementary students) provide incentives and support across campuses. Support across grades and campuses also means that teachers guide and prepare students for the next grade at the end of each school year. By establishing a pipeline from kindergarten through the twelfth grade, both students and teachers feel more supported and are motivated to return.

A vigorous campaign for parental involvement, especially parents of poor and minority students, with appropriate outreach and positive communication with the families, can offer tremendous support to the classroom teacher. Even though many teachers contact families, having an outreach worker reduces the pressure on the teacher. It achieves the desired positive communication, and reverses the pattern of calling the parent only when there is a problem. A strong connection between home and school increases the chances of success for the student, and can give the teacher a new vision and a reason to stay in the classroom.

University Personnel

The recommendations for universities apply to what the university does while preparing teachers, but more importantly point to an ongoing accountability and relationship to public schools and teachers.

Programs of quality assurance or warranty can be developed to support teachers following graduation. Improved teacher preparation programs can be developed through feedback from these support teachers. Continuing communication with alumni who are still teaching can give the universities valuable input for their teacher preparation programs.

A series of strategies can strengthen the relationship between K-12 schools and the universities:

(1) The university can provide graduate programs, inservice training, collaborative training designs, and on-site demonstration teaching for teachers.

(2) The university can draw from the rich experiences of master minority teachers.

(3) Research conducted by the university can identify and highlight the effective classroom practices of minority teachers.

(4) Teachers can work with prospective teachers as visiting professors and co-teachers, as well as model effective teaching practices.

(5) The universities can recognize effective classroom teachers through academic titles and credit for contributions to programs.

(6) The universities can provide the opportunities to explore and conduct research. This is especially true for minority teachers who have succeeded with students for whom the educational system has not been very successful.

Universities can be the catalyst for teacher support groups for teacher retreats and activities to motivate and re-energize teachers. They can establish a collaboration between community and university on programs that are of broad interest, or that target a particular problem such as drug abuse or health risks. As full partners in decision-making at all levels, the community and university can coordinate activities and events and jointly develop policy statements.

State Legislators and State Education Personnel

The state education agency can support retaining teachers by funding conferences such as this one where there is a unique mix of participants representing all the kinds of groups for which recommendations are being made. A meeting where all ideas are heard and recorded, discussed and digested, and where deliberation leads toward realistic solutions.

The agency should remove the disincentives in the career ladder, recognize a wider variety of professional contributions, and provide a more consistent and professional reward system. Money incentives should be tied to further certification and or degrees. More safeguards for teachers' salaries should be installed.

The agency should support actual counseling for the students, provide individualized assistance in dealing with problems, and aim for an attitude of "wholeness." Policy should support the implementation of such viable counseling.

A communication network between districts and universities to facilitate collaboration should be established and supported by the agency.

The Coordinating Board should examine and seriously consider these recommendations.

Legislators should listen to educators and take recommendations under advisement. They should consider the costs of a shrinking profession and a burgeoning student population. And in considering costs, realize that until teaching is respected as a profession and rewarded accordingly, current budget savings can lead to massive social and economic losses to the state and the nation. Rather than more laws and mandates, effective minority teachers want flexibility and involvement in developing policy and mandates that will directly affect them.

If policy makers want to retain good teachers in the profession, and recruit the best and the brightest, they need to use more positive public relations techniques to insure progress. Policy makers need to have a more open and meaningful communication with members of the teaching profession.

Organizations that have goals in common with schools can provide an important impetus to retaining teachers. Ethnic or special focus advocacy groups, [e.g., League of United Latin American Citizens (LULAC), National Association for the Advancement of Colored People, (NAACP), and Mexican-American Legal Defense and Educational Fund (MALDEF)], can provide information on ethnic diversity, cultural pluralism and how to reach out to parents from their constituency. These are activities that encourage and support what many minority teachers are attempting to do from within the classroom.

Representatives of educational organizations can become more sensitive to minority teacher concerns and develop positive plans of advocacy and support, rather than continually react to external pressures and events.

Volunteer organizations can coordinate volunteer efforts; encourage businesses to release personnel for school participation; organize community involvement and support through interaction, volunteers, and opportunities for learning outside of the classroom; and provide support for the use of consultants in mentoring. Organizations can monitor mentor programs and identify what works best.

Social service agencies can provide direct services to students and teachers; group counseling in areas of need; and models for organizing programs. To be most effective, external, non-educational services need to be coordinated and planned so that the logistics do not interfere with instruction.

Business and Industry

The private sector can play a key role in retaining minority teachers in the profession. It has the power, the resources, and a vested interest in having an educated and competitive work force. The economic community can influence public opinion and turn around the criticism that debilitates and demoralizes educators and bring about the desired result: educational excellence. The sector that most understands and prizes profit should best understand the sacrifice that the professional educator is making in terms of a more limited personal economic future. The leaders of the business community must face up to the critical importance of recruiting and keeping minority teachers and how that will directly improve the education of all students.

Although the primary financial burden of education is on public funds, many key supplementary investments can be made to education. Adopt-a-School is a familiar private sector program and can be especially effective when teachers participate in the "adoption." Incentives can vary from monetary rewards for student excellence or improvement, to teacher prizes for creative or effective instruction. Educational fairs, contests and events are worthwhile investments. It is important that incentives create an atmosphere of success and collegiality, rather than divisiveness and frustration. A competitive model that stresses survival of the fittest is inappropriate and counterproductive. The goal is to strengthen self-esteem and build on success, as exemplified by recognition events for teachers. Industry can promote a more positive image of the teaching profession through advertising, sporting events, and varied reward systems.

Businesses can support, advocate and facilitate the community-school movement. The major premise is that the school is the center for community learning. This includes adult education, recreation, and tutoring.

Representatives from business/industry can provide a variety of skills to schools, from teaching about public relations and fund raising, to long range planning and goal setting. Business can provide ideas and resources for the school curriculum; bring teachers and students to the work place, provide models and incentives, and teach motivational skills. Finally, as part of their regular assignment, businesses should encourage all employees to work as volunteers in schools.

SYNTHESIS ON PROGRAMS FOR PREPARING AN ETHNICALLY-DIVERSE TEACHING FORCE

By Olga M. Ramirez
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As the nation's third largest state—with a rapidly increasing minority population of more than five million, fed by persistently high rates of immigration and reproduction—Texas has an especially critical need to effect systematic and comprehensive improvement of its pre-college and college education programs to keep up with the demand for qualified teachers in critical shortage areas (e.g., science, mathematics and technology), as well as to meet the increasing demand of an ethnically-diverse teaching force. Yet, today, Texas is faced with a shrinking number of teachers. These new teachers in critical shortage areas (minority teachers, and math and science teachers), are leaving the profession. Of particular concern is the questionable level of teacher preparedness for dealing with ethnically-diverse and or at-risk populations. Levels of change from within familial, economical, educational and political systems can determine the direction of change in teacher preparation programs. For each of these systems there is a level of accountability that is owed to our young people. However, it is the educational system which is most often blamed for low student achievement and the least credited for high student achievement. Within the educational system, teachers are the ones criticized for the failures of the students. There is a pressure to perform "miracles" and few incentives to compensate teachers' efforts. Low salaries, lack of professional autonomy, and frustrations with paperwork and poor working conditions force teachers to leave the profession. For the minority teachers who are not prepared to deal with the diversity of cultures, languages, values, and beliefs of their students, it is particularly disheartening. So the question becomes—who will teach this population of students with the necessary sensitivity?

Teachers are obviously central to education. They serve as models, motivators, and mentors—the catalysts of the learning process. Moreover, teachers are agents for developing, exchanging, and replicating effective teaching materials and methods. For these reasons, education strategies for an ethnically-diverse student population can be strengthened only if teachers are adequately prepared, highly motivated, and rewarded. Programs that are responding to this need are based on two major premises. The first premise is that increasing the number of qualified teachers and teacher candidates from minority populations serves to alleviate the problem, and secondly, that increasing the consciousness and sensitivity level of all teachers and teacher candidates about ethnically-diverse students will also alleviate the problem. Programs that support these premises have begun to address difficulties which would adversely impact the sensitivity levels of teachers in contact with ethnically-diverse students.

In attempting to achieve these goals, the Texas Education Agency has funded eight projects in various locations of the state to promote the development of an ethnically-trained cadre of teachers. Each project has its own unique configuration: to motivate teachers to stay in the profession; to enhance their knowledge and skills regarding ethnically-diverse populations of students; and to improve their content base in critical shortage areas (e.g., science). The common element among the projects is that each utilizes experienced teachers to coach new ones. With coaching, experienced teachers provide guidance and support to new teachers while strengthening their own self-concept as professionals. In the process of coaching, the experienced teachers demonstrate appropriate teacher-pupil interaction styles, share instructional strategies, materials, and past experiences. Furthermore, while coaching is in effect, discussions about information such as school policies and procedures are exchanged. These collaboratively working environments between the "matched" experienced professionals and the new teachers help effect a positive attitude toward teaching.

The eight projects will be evaluated by the Intercultural Development Research Association (IDRA). The evaluation design will address three primary questions of program implementation, effectiveness and impact: (1) to what extent are the projects' activities being implemented as planned; (2) how effective are the projects' activities in achieving project goals; and (3) what is the impact of the projects' activities on participants? A brief description of each project follows.

Region X, Education Service Center in Richardson, TX

Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas

This project is providing a training program with focus on coaching procedures for first year minority teachers and their support teachers. The emphasis is on effective schools correlates and the learning needs and styles of diverse student populations. In addition, a diagnostic teaching skills survey instrument will be developed to guide teacher placements in staff development programs.

Houston Independent School District in Houston, TX

A Teacher Conservation Project to Enhance the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas

This project is providing intensive assistance and support for minority, bilingual, ESL, special education, and early childhood teacher-mentors paired with first year teachers in the same critical shortage areas. The technical assistance training includes the coaching assistance program that extends from classroom to the General Superintendent's office and materials for the first year teacher, support teacher, and principals. The support network includes collaborative arrangements with various organizations and institutions of higher education.

Intercultural Development Research Association

Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas

This project focuses on a coaching assistance program between bilingual support teachers and bilingual first-year teachers. Training workshops and modules are provided in the use of bilingual education strategies and practices with connections to effective schools correlates for diverse populations.

Edinburg Consolidated Independent School District in Edinburg, TX

Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas

This project is designed to implement a training program with follow-up support systems for mentors and minority critical shortage novice teachers for the purpose of enhancing the quality and retention of first year minority critical shortage beginning teachers. A support network and a dissemination system is in place to continue and refine the implementation of the program in order to improve instruction and continuous professional growth.

Ysleta Independent School District in El Paso, TX

Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas

This project is designed to implement a training program with follow-up support systems for mentors and minority critical shortage novice teachers. The purpose is to enhance the quality and retention of first-year, minority critical shortage, beginning teachers. A support network and a dissemination system is in place to continue and refine the implementation of the program in order to improve instruction and encourage continuous professional growth.

Laredo State University in Laredo, TX

Support Teacher Training Project

This project is designed to assist beginning teachers lacking the knowledge and skills necessary to interact and positively impact students from diverse backgrounds. Training in the affective domain includes effective teaching practices, learning styles, and cultural awareness. Supervision of new teachers is done systematically by support teachers. Also, the training program on Teacher Expectations and Student Achievement (TESA) serves to train support teachers as coaches for beginning teachers.

University of North Texas in Denton, TX

Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas: Far West Training Project

This project is implementing a staff development mentoring model for experienced bilingual teachers to assist first-year bilingual teachers. This model will include a piloted videodisc program, a mentoring assistance component, a coaching technique, and self-assessment techniques relative to learning styles of diverse populations and effective schools correlates.

Conclusion

These projects are well on their way to benefiting the teacher participants by making them more competent in the subject matter, more comfortable in its presentation, and more committed to their profession and their pupils. As examples for other projects, they will broadly improve the quality of teaching for ethnically-diverse populations. Without a doubt, the stimulation of collaboration among the sites, the funding agency, the evaluation center and the cooperating universities serves to promote a working model embodying approaches expected to produce positive changes for new and experienced teachers. The cooperative patterns emerging between these varied elements will, in time, result in a self-sustaining network supported by the high performance levels of the teachers and students who will be impacted.

Enhancing Cultural Diversity in the Profession: A Model for Attracting Minority Students to Teaching

By Will Nicklas
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Background of the Project

The University of North Texas (UNT) Minority Teacher Recruitment Program was one of four projects funded by the Texas Education Agency in 1988 to design and implement a model for enhancing the quality and increasing the number of minorities attracted to teacher education programs.

The American Association of Colleges of Teacher Education (1987) estimates that the number of teachers from African, Hispanic, Asian, and Native American groups will fall to below 10% by the year 2000. Indeed, the percentage of education degrees conferred upon members of these minority groups decreased by more than 6% between 1981 and 1985. It is certain that traditional recruitment strategies are not attracting minority students to the teaching profession. For a comprehensive institution of higher education such as the University of North Texas, an integral part of the ethnically diverse Dallas/Fort Worth metroplex, it is essential to identify the most effective means of attracting African, Asian, Hispanic, and Native Americans to the teaching profession.

The purpose of this project was to design a transitional program for the university that would involve the recruitment of community/junior college and graduating high school students to participate in a five-week summer session in 1989 at the University of North Texas. To be eligible for the program, applicants must have demonstrated an interest in the teaching profession and possessed academic credentials that would have indicated the possibility for success at a four-year institution.

Theoretical Framework

The underrepresentation of minorities in higher education and the need to increase the number of minorities who complete high school, enter college and graduate with professional credentials is well documented. However, strategies to counter this condition are not being sufficiently implemented. For example, in 1987 a congressional task force was formed to recommend minority teacher legislation to increase the number of minority teachers and subsequently keep more minority students in school. This task force recognized the need to attract and retain more minority teachers to reduce the drastic dropout rate of minority students.

A recent study by the Intercultural Development Research Association (IDRA) of San Antonio showed that attrition rates in Texas have diminished over the last four years but that all the improvement has been concentrated in the white, non-Hispanic population with a 26% improvement in the holding power of the school. The Black and Hispanic populations, on the other hand, have experienced a 9% and 7% increase in attrition rates, respectively (Cardenas, 1990).

A Wingspread Conference, *Minority Teacher Recruitment and Retention: A Public Policy Issue*, also emphasized strategies to address the dramatically declining number of minorities entering the teaching profession compared with the growing number of minorities in kindergarten through 12th grade. Three areas emphasized were: (1) student aid programs targeted toward the different minority groups; (2) competency testing and its impact on minorities; and (3) the collection of precise data on the teaching force (AACTE, 1987). This conference also considered two-year colleges a critical part of the teacher recruitment issue since most Hispanic and African American enrollment in the post secondary sector is concentrated in two-year colleges.

According to the American Council on Education (1986), the most frequently cited methods used to recruit minorities involve high school and junior high outreach programs; Talent Search or Upward Bound programs; and coordination with counselors in high schools and two-year institutions. Retention efforts, on the other hand, focus on improving basic academic proficiencies and special academic counseling.

Unfortunately, the problem of increasing access and retention of minority students remains unresolved and even unaddressed in some states according to the American Council on Education (1986). Nevertheless, some higher education officials are currently engaged in earnest efforts to recruit more minorities into academe. Careful scrutiny of existing programs reveals more or less successful practices, but a conclusion to be drawn from a general review of literature is that traditional recruitment strategies are not attracting significant numbers of minority students into higher education (Moultrie, 1987). A comprehensive inquiry into student recruitment efforts and attitudes of 245 schools, colleges, and departments of education (SCDE) conducted by Crabtree (1984) revealed that the majority of SCDE recruitment is carried on in a casual, unsystematic, and unplanned fashion. Lack of personnel and funds are considered the major barriers obstructing recruitment goals.

On the other hand, the most effective recruitment method was through scholarships. While the UNT project could not secure the much needed scholarships for its participants, it awarded 50 stipends to high school and junior college graduates for this on-campus residence summer school experience that included academic course work, individual counseling, and social activities. This transitional approach, supplemented by intensive tutoring and follow-up assistance in securing financial aid and/or scholarships, was seen as the most cost effective recruitment method in the long run.

According to Bell's and Morsink's (1986) assessment of successful minority recruitment efforts, students need to be taught how to pass tests because they are commonplace. An effective program should include practice with associative learning (e.g., recall, practice, and drill) and problem solving (e.g., searching for patterns, investigating data, drawing conclusions). Other aspects of a test preparation program should involve handling test anxiety, pacing, and data interpretation (graphs and charts). The UNT project based much of its remediation efforts on these research findings in view of the basic skills tests, subject area exams, career ladder exams, and other professional tests besieging teacher education practice today. Consequently, this project emphasized a summer school experience along with the development of study skills and a support staff to function as mentors and role models (Bell & Morsink, 1986).

Program Design

The program was designed as a transitional bridge experience from the high school/two-year college level into a comprehensive senior institution and underscored four major segments. These components were modeled after a number of ongoing programs sponsored by the University of North Texas and emphasized: (1) on-campus residence; (2) three to six credit hours of coursework; (3) academic support services; and (4) social activities.

Because of the low percentage of community junior college students who continue their education into the four-year institution and the small percentage of graduating high school minority students who indicate an interest in teaching as a profession, it was considered imperative that students selected for this program receive positive, full-time, on-campus experiences. Students resided in campus dormitories, and a high school counselor was employed as the project counselor to live in the dormitory with project participants and to provide counseling that was necessary during the evening hours. The counselor also was available during normal duty hours to address student needs and consult with other staff as required. With the exception of a small number of participants who commuted from Dallas due to family obligations, all others took advantage of university dormitories and cafeterias. Participants were encouraged to become familiar with and take advantage of other university facilities such as the library, student union building, financial aid office, and recreational sports. The principal project goal was to immerse the students in university life.

Each participant was advised to enroll for three to six credit hours of coursework based on their academic record and strengths. Coursework during summer sessions is particularly rigorous due to the number of assignments required in a short period of time. It was considered important for participants to be exposed to large classes where individual attention might not be provided. In order to help participants acclimate to large, impersonal classes and heavy outside assignments, a third component was added.

Tutors were provided for all participants who felt the need for additional academic assistance. The project director and counselor monitored participants' progress and assigned tutors when needed. A non-credit study skills course was provided by personnel from the UNT Center for Counseling and Testing at no expense to the participants. Sessions centered on time management, test taking, motivation, listening, and note taking skills.

The fourth component equally critical to the success of this program promoted social interaction and activities. While the university provides ample opportunities for students to engage in social activities during the regular school term, it became apparent that such opportunities were not available during the normal summer session. Therefore, the project director and counselor initiated measures to enhance opportunities for informal socializing.

Many of the participants came from far distances and were away from home for the first time. Some of the activities were initiated to alleviate the loneliness and reinforce friendships and involved trips to the "Shakespeare in the Park" productions in Fort Worth. A Fourth of July party and fireworks display, and Sunday evening meals in off campus restaurants. Other activities included going to the movies, playing volleyball, watching videos in the dormitory parlor, and celebrating birthdays. Cultural enrichment trips included the highly acclaimed Ramses Exhibit and a tour of the John F. Kennedy Memorial in Dallas.

Participation in the project was designed to be cost-free for all participants. Food, looging, tuition, mileage for one round-trip to UNT, and a books materials stipend were provided. All tutoring and study skills training also was paid for by the project.

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The project objectives met by the UNT program included the following:

1. Design and implement a program for attracting graduating high school and junior/community college students to teaching;

2. develop a program for retaining minorities in teacher education that included four components: on-campus residence; university coursework; academic/counseling assistance; and social and cultural activities;

3. establish a collaborative network among project staff and the Dallas-Fort Worth metroplex high schools and select community/junior colleges;

4. establish a support network among project participants and staff;

5. determine the impact of a summer bridge program on two separate populations—high school graduates and junior college transfer students; and

6. disseminate the minority recruitment/retention model to other Texas colleges and universities.

Recruitment and Selection

It was decided that recruitment efforts should be concentrated on schools with high minority enrollment. The Dallas Independent School District was selected for high school graduates. Dallas, El Paso, Laredo, San Antonio, and Tarrant County community/junior colleges were selected for continuing colleges students. Eligibility criteria were established and a form was developed to assess applicant potential. Applicants were evaluated on high school grade average, ACT/SAT scores, cumulative GPA, interest in teaching, personal references, a personal interview, a parent interview (whenever possible), writing ability, and ability to meet UNT admission requirements.

Based on experience with similar programs, it was decided to recruit three additional students, therefore 53 students were awarded full stipends, and all 53 assured the project director of their intention to participate. However, only 48 students registered by June 5. Reasons for no-show revolved around school/work conflicts and medical problems. Of the 48 beginning students, one junior college student withdrew prior to semester's end due to an automobile accident.

Although the intent was to recruit an equal number of high school and community/junior college participants, the final ratio was 17 high school and 31 community/junior college participants.

Evaluation Outcomes

With the exception of the one student who dropped out due to an automobile accident, all who enrolled completed the program. Most participants were advised to enroll for six semester hours, and 36 originally registered for six or more semester hours. However, 20 of the 36 students eventually withdrew from one 3-credit-hour course. Students were required to obtain permission from the project director to withdraw from a class, and both the director and counselor advised students in this regard. They were encouraged to obtain additional tutoring and to conference with the course professor before withdrawing from a class. Most who withdrew from a course were overwhelmed by the amount of homework assigned and the fast-paced course scheduling that characterizes summer school.

A follow-up questionnaire inquired about participants' intention to continue their college career. Of the 36 who responded, 100% indicated that they planned to continue their college career. That indication is, perhaps, the most significant aspect of this project. It would appear that, given the proper introduction to college life on a four-year campus, students who traditionally do not go to college or who do not progress beyond the community/junior college level, will complete requirements for a degree when provided the proper introduction.

The average GPA for the 48 participants was 2.53 based on a 4.0 scale. Eight of the 48 participants commuted from Dallas and 40 resided on campus. Commuting students' average GPA was 2.44, while resident students' average GPA was 2.55. Community junior college transfer students, with an average GPA of 2.75, did significantly better than their high school graduate counterparts whose average GPA was 2.17. Transfer students were clearly more mature as a group than were the high school graduates, and age alone may have accounted for the GPA difference. One high school graduate was 17, one was 19 and the remaining fifteen were 18. The youngest transfer student was 19, but the oldest was 47. The average age of all transfer students was 23.5. Fourteen students made an A in at least one course, but three failed a course.

Insights Gained

To assess part of the effectiveness of the program, the staff conducted a project assessment session to investigate perceived areas of strength and weakness. A questionnaire was also developed and mailed to each participant. Thirty-six of the 48 students responded to the questionnaire. The following statements represent judgments of both students and staff.

1. In the participants' opinion, the program was a success. Thirty of the 36 respondents indicated that expectations were met or exceeded.

2. The most enjoyable aspects of the program, according to the participants, were meeting people and the classes taken. Those responses would seem to confirm that the goals of the project to provide a successful transfer into a major four-year institution were accomplished.

3. The weakest component of the program was the social aspect because project funds could not be expended on social activities. Although staff personnel provided group outings to events such as the Ramses Exhibit in Dallas and a Fourth of July party at their personal expense, other social activities were needed. It is through this socializing that students form study groups, find roommates, develop lasting friendships, establish a strong group identity, and learn to provide emotional support. This component cannot be underestimated and should by no means be accorded less importance.

4. Coursework during summer school is a very fast-paced experience for most students. However, 34 participants thought their classes very beneficial and only two did not think they benefited from the experience. Students were encouraged to register for six semester hours. Of those who did, many find the rigorous reading and outside assignments to be overwhelming. Although 26 students enrolled for six or more semester hours, only six completed both courses. Based on these results, it is recommended that participants' academic records be closely scrutinized and only those with exceptional academic aptitude be advised to enroll for six semester hours during a summer session.

5. The study skills workshop offered in two-hour blocks on Friday mornings was perceived as helpful by only one-half the respondents. It may be that the negative responses were due more to the scheduling of the workshop than the content itself. The more academically prepared students indicated the

workshops beneficial, while those who dropped courses and made below average course grades considered study skills unnecessary. The same tendency seen with study skills applied to the tutoring sessions. Again, the higher achieving students found the sessions more helpful and the students who stood to gain most from the experience found tutoring less helpful. Even though some students, the high school graduates in particular, knew that they were achieving below average in class, they continued to see study skills as irrelevant to their success.

6. Living in a school dormitory was a new experience for most, if not all, participants. Most respondents rated living on campus as a positive experience, but six found the conditions to be poor. This perception might be attributed to the lack of a strong social component at the very beginning of the program. Of the six commuting students, five thought that their school performance could have improved if they had lived on campus.

7. The most important consideration of the program was whether project participants obtain an undergraduate degree and state teacher certification. Twenty-five reported that they would continue their education at UNT, while 11 indicated their education would be continued at another institution. It should be noted that 100% of the respondents were enrolled in one institution or another in the succeeding fall semester of 1989. That response indicates that the summer bridge experience strengthened their commitment toward college completion and teacher certification.

The Next Step

This is the only known experience where community/junior college students considering the teaching profession have been bridged into a four-year institution. Although there were problems, as usually found in any new adventure, the overall results were deemed successful. It seems the next logical step is to fund a similar program, and fund it for more than one year. With the experience gained from this program and the experience accrued from many years work with high school bridge programs such as Upward Bound, this institution could fine tune such a program in one or two additional years and make it an exemplary model for teacher education programs throughout the nation. Minority teachers are desperately needed in public schools, and many community/junior colleges in the Dallas/Fort Worth area have a high concentration of minority students. Statewide, only about 15% of those students ever matriculate to a four-year institution (Rendon, 1989). It would appear that the percentage rate of actual transfers could be increased to better match the transfer aspirations that range from 40% to 87% through a support program similar to this one. Those two-year institutions that offer introduction to education classes (usually a one-hour credit course) should be targeted for recruitment. A model bridge program for community/junior college transfer students could be financed by four-year institutions for a rather modest cost.

Recommendations

In order to enhance the preparation of an ethnically-diverse teaching force in Texas, the following recommendations are intended for colleges of education in their efforts to develop and implement strategies for attracting an ethnically-diverse population into the teaching profession. These ideas are based on the findings of this project as well as the documented barriers that currently preclude the realization of an ethnically-diverse teaching force in Texas. The most important policy recommendations to Texas colleges of education are as follows:

- Assign the problem of low transfer rates as a high priority for both two-year institutions and colleges of education.

- Establish more effective programs jointly with community and junior colleges for socializing students into the teaching profession.

- Provide a minimum of a summer transfer/bridge experience for junior/community college students into senior institutions that includes financial, academic, and social support to better ensure a successful first semester.

- Develop programs through alliances among the public schools, community colleges, and colleges of education.

- Promote forgivable loan programs for those preparing to teach.

- Provide forgivable summer school stipends to students who matriculate in a teacher education program.

- Target older than average, non-traditional two-year college populations to teaching.

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ADJUNCT CLASS SESSIONS: ASSISTING AT-RISK EDUCATION STUDENTS WITHIN COURSE CONTEXTS

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Today, a great diversity of students in teacher education programs is a desirable goal. Unfortunately, greater diversity also means more under-prepared, prospective teacher educators. Less stringent admission standards have increased the number of academically weak, poorly prepared college students (Maxwell, 1979). These students often lack study skills, pre-college skills, and general survival strategies that underlie academic success.

Intended education majors generally have lower Scholastic Aptitude Test (SAT) scores than other fields (Grandy, 1989). Although SAT scores do not predict student success, when combined with high school averages, the SAT correlates (for females) .57 to .63 with measures of academic success (Fincher, 1986). Thus, students with the cultural and social diversity desirable in teacher education also include many under-prepared students who require special assistance to succeed in academic courses.

Another potential source of difficulty for teacher education students and all college freshmen is the Texas Academic Skills Program (TASP). TASP requires college students to pass a pre-college skills test before enrolling in upper division courses. Prospective teachers represent many ethnic backgrounds, and ethnicity has decidedly been a factor affecting performance on these tests (Smith, 1984). Hispanic, Black, and Asian students have passing rates lower than those for Whites (Lindahl & Wholeben, 1985). The low minority group pass rate is contradictory to the effort to maintain greater diversity in teacher education. Minority students, particularly prospective teacher educators, will need pre-college skill remediation to succeed on the mandated tests, a prerequisite for upper level coursework.

Considering the liberal college admission requirements, the frequency of low SAT scores, and the low passing rates on the pre-college skill tests, a pervasive and crucial need to provide assistance to education students is indicated. The term "at-risk" is often given to education students who need assistance with pre-college skills. Many colleges, if assistance is available, have followed the traditional format of offering developmental courses, either through learning centers or departments. These courses generally focus either on specific pre-college skills that are prerequisite to college study or study skills applicable to various courses. In contrast, the less traditional adjunct class provides remediation within the context of ongoing courses.

The concept of remediating pre-college skill deficiencies within the framework of required courses has been successfully implemented by several universities (Harding, 1980; King, Stahl & Brozo, 1984; Ross & Roe, 1986; Smith, 1984). The keystone of these efforts is paired or adjunct classes integrated within the required courses. These adjunct classes, or instructional sessions, focus on basic skills related to the regular academic courses, address study skills necessary for general academic survival, and provide social support for at-risk students. In addition, adjunct classes include two characteristics of successful learning improvement programs (Keimig, 1983), integration into the academic mainstream and comprehensiveness of support services. These two features have been shown to improve students' grade point averages and retention. The adjunct class approach was the focus of the project described here for remediating pre-college skill needs of at-risk teacher education students.

Objectives

The overall goal of this intervention project was to repudiate the basic skills needs of prospective teachers within the context of required undergraduate courses. The specific objectives were:

1) identify at-risk education students in first semester enrollment at Texas Woman's University (TWU);

2) improve pre-college skill deficiencies of teacher education students;

3) improve exam performance in required courses; and

4) increase retention of at-risk students in teacher education.

Project Description

The year-long intervention project was designed to provide assistance to teacher education students within the context of required courses. Three course strands were selected for both freshman and junior transfer students. The course strands were math, English/language arts, and a course that required the application of reading/study skills such as history or learning theory. Introductory courses in math, composition, and history were selected as targeted courses for freshmen. For junior transfer students, three professional education courses—math methods, language arts methods, and learning theory—that paralleled the content of the freshman courses were targeted. A learning specialist worked with each strand conducting adjunct sessions and attending regular classes with the students. In the adjunct sessions, which met outside of regular class time, the focus was on assisting at-risk students with effective study strategies and pre-college skill development as they related to course content. The model for this project is shown in Table 1.

Initially, the co-directors identified particular course sections with participating professors and then contacted department chairs who gave recommendations for the targeted course sections. Professors were then contacted about participating in the project. The learning specialists (LSs), who had previously been matched with a math, language arts, or reading/study skills strand, met with their respective professors. In collaboration, the LSs and course professors worked out the rudiments for attending classes, informing students of the project, and attracting volunteers for adjunct sessions. The LSs also identified at-risk students in each class by using previously selected predictors [freshmen: high school average (hsa), 2.35; SAT, 750 or American College Test (ACT), 16; juniors: grade point average (grade point average), 2.50; SAT, 750 or (ACT), 16]. The at-risk identification was known only to the LSs and served to encourage students to volunteer for adjunct sessions, but was never used for anything but data collection. Nor were the identified students coerced to participate in the project.

Prior to implementing the project, the LSs also participated in training for their work with professors and students. Each LS developed a large repertoire of general study strategies and noted particular prerequisite pre-college skills for their respective strands. In addition, the directors and LSs discussed professor and LS interactions, giving particular attention to personal interaction strategies and noninterference in the professor's course.

The project was implemented in two phases, phase one and phase two, which corresponded to fall and spring semesters, respectively. During each phase, adjunct sessions were held for each of the six targeted courses.

Adjunct Sessions

The LSs attended targeted courses beginning with the first day of class and regularly throughout each semester. They took notes, simulating an effective student, but were not required to participate in class discussions. The adjunct session concept was explained at the second class session (the first class session was reserved for the professor to introduce the course) with the particular form of introduction left to the ingenuity of the professor and the LS. Thereafter, students were given repeated opportunities to attend adjunct sessions on a voluntary basis.

During phase one, the LSs announced adjunct sessions in class, made personal contacts with students in need, and, when appropriate, professors also reminded students about the assistance available. Adjunct sessions started the third week of classes and continued throughout the semester.

During phase two, adjunct sessions were started immediately (during the first class week) rather than waiting until the third week. The LS used the list of identified at-risk students along with the professors' suggestions as to possible targets for session attendance. Other students who were having difficulty with the course also attended voluntarily. Performing poorly on the first test was a good motivator. Attendance was open throughout the semester. Student contacts were often made personally (e.g., a telephone call) with non-threatening questions such as, "Are you aware that help is available?"

The content of the adjunct sessions was determined by the LS and student input. Study strategies appropriate to the course had previously been identified by the LS, and student input further helped the LS to determine the final strategies used. Students also indicated they wanted the course content discussed along with appropriate strategies. Thus, the adjunct sessions were a meld of study strategies and course content, a very desirable approach from the student's perspective.

Adjunct sessions were initially planned to be scheduled once each week. Actually, there were so many conflicts in students' schedules that often two sessions for each class were held per week. For one course, students requested two sessions per week, one focusing on strategies and the other a facilitated study group. In one instance, the LS held a few individual help sessions along with the adjunct session because of schedule conflicts. An earnest effort was made by each LS to meet all of the students who volunteered for help; many times the LS went "beyond the call of duty" to meet students.

Results

The results are presented in two sections: (1) at-risk students and (2) program effectiveness. In the first section, at-risk student identification, participation, and profiles are discussed. Program effectiveness, determined by looking at exam performance, retention, and adjunct session evaluations, is presented in section two.

At-Risk Students

In this section, the percentage of students identified as at-risk for each course is discussed. Next, the project participation of these identified students is presented, and last, three suggested profiles that characterize at-risk students are given.

At-risk student identification. At-risk students (ARS) for the six targeted classes were identified by previously selected predictors using hsa or GPA and SAT/ACT scores and by teacher or self referral, classified here as volunteers. The volunteer category (ARS + VOL) permitted identification of many students who needed assistance, but who were not identified by the selected predictors. Professors also considered some students who did not have the requisite pre-college or study skills necessary for academic success, as at-risk for their class. Some students apparently also felt they were at-risk for a particular course and wanted to take advantage of the assistance available.

The percentages of the class enrollment identified by either the ARS or ARS + VOL category are shown in Table 1. Four of the six freshman classes had over 35% at-risk students (ARS). Two of the six classes, both in mathematics, had 60% or more ARS + VOL students. The percentages of ARS or ARS + VOL students for the junior classes were much lower, ranging from 4% to 13% for ARS and from 18% to 75% for ARS + VOL students. During phase two (spring semester) for the math strand, inclusion of the volunteer students greatly increased the number of students identified and permitted more students to participate in the project.

At-risk student participation. The percentages of identified students who elected to be participants (PART) or nonparticipants (NONPART) are also shown in Table 1. Two conclusions can be drawn from the participation data. First, many students made the decision to be nonparticipants. The program described above was entirely voluntary for the at-risk students. Though ample opportunities existed to volunteer, several chose not to do so. Second, the number of students participating in the adjunct sessions increased from fall to spring semesters (phase one to phase two). Apparently, news of the successful assistance program spread quickly and participation increased in the spring semester. Professors, who had experienced the benefits of the program for their at-risk students during phase one and encouraged them to participate during phase two, may also have been a factor.

As noted above, the math strand classes had a high percentage of students participate in the adjunct sessions. One possible explanation, based on student and learning specialist comments, may have been the high math anxiety among these students. Several students, many of whom could be classified as returning, felt underprepared for college math. For some, elapsed time since enrollment in a recent math course was a factor; others felt they had not taken the necessary college preparation courses while in high school. Other unknown factors probably contributed to the students' anxiety. From experience with the program, the adjunct session students (all female) clearly exhibited high levels of math anxiety.

At-risk student profiles. The identified students generally fit into three profiles. For ease of discussion and typification of the students in each category, the terms, "let's go," "yes. . .but," and "no thanks" were selected to represent the three profiles.

The "let's go" profile represents students electing to participate in the adjunct sessions. These ARS or ARS + VOL students desired academic success and because they volunteered for the adjunct sessions, they apparently needed assistance to be successful. They lacked one or more of the following: study skills, content background, awareness of the magnitude of college tasks, and independence with college academic

work. For example, in the math sessions, students needed guidance to interpret abstractly the concepts presented concretely in class. In the history sessions, students requested two sessions per week, one with a focus on study skills required for the course and the second with a focus on application in content (e.g. a guided study group). These students needed the type of assistance and guidance offered in the adjunct sessions to experience success and found the sessions motivational and helpful.

The "yes . . . but" profile represents those students who elected to participate in the adjunct sessions, but who needed more than one semester to build the pre-college skills required for academic success. Coming from both the ARS and ARS +VOL identifier categories, their common characteristic was a large gap between their study skills and content background and those required for college success. Many of these students attended adjunct sessions throughout the semester but dropped the college course before a grading penalty was in effect. Several also made plans to re-enroll the following semester.

The "no thanks" profile included students who declined participation in the adjunct sessions. Most of these students were identified by the selected predictors; only a few were identified by professors as probably needing assistance for success in the course. The learning specialists gave these students ample opportunities to volunteer through both personal contacts and announcements in courses. Apparently, these students did not want to put forth the effort or spend the time required, or they felt the help provided in the adjunct sessions was unnecessary. Many students dropped the course soon after their test scores indicated problems with successful completion.

Program Effectiveness

Program effectiveness was determined through students' exam performance, retention of students, and adjunct session evaluation. The results for these aspects are discussed in the following sections.

A major goal of the program was to help the at-risk student to succeed academically. One determiner, therefore, of program effectiveness was the final course grade. Table 2 presents the achievement results for at-risk students identified, both participants (PART) and nonparticipants (NONPART), for project courses. Academic success for these at-risk students was defined as achieving a final grade of A, B, or C. Unsuccessful at-risk students received grades of D or F. The data are based on freshman math and history classes and junior math methods classes for fall and spring semesters, an educational foundations course for spring semester, and a reading language arts methods course for fall semester.

For the freshman classes, 81% of the students in the adjunct sessions achieved academic success, 4% withdrew, and 15% of the students were unsuccessful. Students who were non-participants in the project but who were identified as at-risk had a success rate of 37%, a failure rate of 59%, and a withdrawal rate of 4%. The difference in the success rate between PART and NONPART is 44%. Thus, participation in the adjunct sessions was beneficial for the freshman at-risk students.

Students who came to the adjunct sessions, but were unsuccessful, had poor attendance. These students often attended only a few of the adjunct sessions, usually fewer than 25% of the sessions offered. Clearly, attendance at the adjunct sessions was necessary in order for the LS to provide assistance, and the students had to make this commitment of time and effort to receive adjunct session help.

For the junior classes, 95% of the students in the adjunct classes achieved academic success and 5% were unsuccessful. For the at-risk students who did not participate in the project, 45% were successful, 5% did not experience success, and 50% withdrew from the course before completion. Fifty percent of the

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students who did not participate and who were having difficulty in the course opted to withdraw rather than seek assistance. Similar to the freshmen student participants, the participating junior at-risk students who were unsuccessful had very poor session attendance, fewer than 15% of the sessions offered. For the juniors, the difference between the success rate for PART and NONPART was 50%; that is, 50% more students were successful when participating in the adjunct sessions. Thus, participation in the adjunct sessions was beneficial for the junior at-risk students.

A second determiner of program effectiveness was the retention rate for students participating in the project. Retention was based on continuation at TWU the following semester; that is, for one academic year.

For the semester follow up, students participating in any adjunct session during the fall semester (phase one) were contacted by telephone to verify current enrollment and to check on need for further assistance. Enrollment status for students unreachable by telephone was verified by TWU registration records. Only one person from the fall semester participants could not be confirmed for retention. All others were enrolled and did not need further study assistance at the time of contact.

A third determiner of program effectiveness was evaluation of the adjunct sessions. Each semester (phase one and phase two) at the end of each course, the students evaluated their adjunct sessions. The LSs summarized the student evaluations, both written and verbal, and then grouped them into categories.

Three interrelated categories appeared most often in the student evaluative comments for the adjunct sessions. The three categories—usefulness of the sessions, enlargement of study skills repertoire, and transfer to other classes—are discussed together.

The comment appearing most often was the helpfulness of the adjunct sessions. While commenting the sessions were beneficial, students reported building or renewing a repertoire of skills and strategies helpful for success in academic courses. As they were successful, students gained self confidence about their work. Successful application led to wider and independent use of the skills and strategies, and students transferred application to other coursework. For example, students reported using vocabulary strategies (note cards and three column approach), underlining or marking, note taking, and mapping in other courses. Some students reported the LSs showed them how to use strategies when other help sources only recommended their use. Other students discovered text structure in their course texts and used it as a study technique. Strategies, such as mapping, that provides a graphic representation of the information, were shared with other students not attending the sessions.

Note taking sometimes brought two sides of an issue to focus. At times, students claimed they did not need help with study skills. The LSs reported, however, some students were unaware of the underlying competencies leading to effective use of higher level strategies, such as note taking, outlining, and summarizing. These students needed practice with skills such as identifying important and unimportant information and recognizing main ideas and supporting details. Because students were unable to select the important information from the lecture, they wrote everything. As a result, they could not keep pace with the instructor and failed to construct usable notes. As the LSs presented note taking and involved the students in guided practice, the underlying competencies needed became apparent and students recognized the value of note taking for academic success.

In general, students attending the study sessions were positive in their attitudes toward the sessions. A few students had negative attitudes, but these students attended only a few sessions. Successful students, who were regular session attendees, improved their test scores and connected the two occurrences. They gained feelings of success which often improved self-confidence as well.

In conclusion, adjunct sessions provided assistance to at-risk education students within the context of required courses. Since participation in the sessions was voluntary, some students declined the assistance offered and chose to be non-participants. Participating students, however, improved their exam scores, clearly an indication of academic success, and maintained enrollment at the university. At-risk students, learning specialists, and professors all perceived the adjunct sessions to be beneficial to student success. Projects which provide help within required course contexts should be considered by college learning assistance programs.

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AN AFFECTIVE MODEL FOR RECRUITING MINORITY TEACHER CANDIDATES AT THE IHE LEVEL: BUILDING THE SUPPORT STRUCTURE

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The quality of teaching that takes place in our schools is directly related to the quality of the teacher education programs in the institutions of higher education (IHEs). Although recent innovations in the hiring and training of teachers suggest a different format for training teachers (such as the alternative certification program), IHEs continue to bear the brunt of the responsibility for recruiting and preparing teachers. The need to reexamine the recruitment efforts by IHEs is prompted by the statistical information provided by the state agency, as well as by the voices of practitioners such as principals, teachers, and even students, who have stoically expressed their concerns.

These concerns are rooted in the well-documented fact that there is a critical shortage of teachers, particularly minority teachers, who can more effectively reach and teach the growing minority student population. For example, in a 1989 report in the 1990 *ASCUS Annual*, a survey of teacher placement officers in 48 states found that the field that has the highest teacher shortage index is bilingual education with a score of 4.45 (5 = greatest demand, 1 = least demand). Overall, the racial/ethnic mismatch of teachers and children varies across the states, but generally teachers who are white significantly outnumber non-white teachers, while minority student enrollment is steadily increasing. Some states already have more non-white students than white students. The Texas public school population is now 49.72 percent minority (*Texas Education Agency Research Briefs*, 1990).

Substantial empirical data on the direct consequences of the minority teacher shortage on the education of students has yet to surface. However, a strong case in favor of providing schools with a curriculum that reflects the pluralistic nature of our society is commonly made by educators concerned with futuristic issues. The need for more minority teachers in our schools is seldom disputed. Nevertheless, IHEs often lack the innovation and assertiveness to build appropriate inroads toward an effective approach for recruiting minorities into teacher education programs. The summary of the recruitment component and the concluding recommendations of a university project presented herein, address the development of a viable model that can be replicated on other college campuses.

The affective focus of this model was based on the premise that minority students have not had adequate counseling on preparing for college, either at home or school. Many of these minority students lack substantial support that includes careful consideration of their perception of themselves within their social and cultural milieu. To best reach these students, an attempt must be made to relate to their aspirations and their

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social, cultural and economic problems. The goal of the project's recruitment component was to provide secondary and post-secondary Hispanic students an opportunity to engage in dialogue and other meaningful activities; and to acquire insight on the importance of going to college and becoming a teacher.

To achieve this goal, a university teacher with a Ph.D. in education, Hispanic and female, a graduate of one of the target high schools, and a former student of one of the target junior colleges was selected as discussion leader. It was proposed that her background experiences and achievements, as well as her interests and sensitivity toward minority student issues, would have a definite impact on the target students. The target populations were high school and junior college Hispanic students. The time allotted for the project was six months. The other staff member involved was a specially hired full-time coordinator, who was responsible for making contacts with target school staff and arranging times and location of group discussions. Emphasis was made on providing the Hispanic students with college and teacher bound information through individuals who served as role models. Each of these activities is described below in more detail.

Activity 1: Talking to Students in Their Classrooms

The project coordinator and the university teacher made arrangements with the target schools' principals and or counselors, and in some cases with teachers, for talking with the Hispanic students. The group discussions were held with students who were usually in: 1) language labs, that provided concentrated English language study; 2) the correlated language arts block, including extended study in reading and the language arts for remedial students; and 3) in the case of junior college, the Hispanic and Spanish clubs.

The talks centered around four main points: 1) that education is one of the most important resources affecting the quality of our lives; 2) that a college education can prepare them for a changing society and make them competitive and productive; 3) that a college education is attainable even for students who have limited financial resources and average grade point averages; and 4) becoming a teacher is not only fulfilling, but also an avenue to help other minority students. The university teacher led the discussions using an informal, anecdotal style. In some classes, the classroom teachers or counselor joined in the discussion, adding to the conversation. The university teacher held approximately 10 group discussions in three high schools and two junior colleges. Each discussion lasted about an hour.

Some evaluative observations were made by the university teacher and the project coordinator that have a direct bearing on the project's implications. First, even though the students seemed very attentive, they were hesitant to ask specific questions about the process of going to college, i.e., how to select a college or university, fill out an application and enroll, etc. It was indicative of the need for the students to have more extended sessions on that topic. One hour discussions may only serve as an initial introduction that does not allow for meaningful communication between students and a discussion leader.

Secondly, the discussions seemed isolated instances of support since the target schools generally did not make the substantial efforts required to reach and motivate students. The schools that accepted our invitation to talk to students were for the most part agreeable to the need. However, there was very little concerted effort to carry out other worthwhile activities similar to the project's group discussions. Finally, whatever impact the group discussion had on the students may have dissipated since little effort was made to follow up and capitalize on the momentum. This can be corrected if a more comprehensive plan is organized to involve more students and staff and have the timelines extended. For example, a plan could be designed in the beginning of the school year that: 1) identifies student and teacher participants; 2) prepares students by providing well-organized information on the procedure for selecting, applying and enrolling in college; and 3) provides students with accessible resources to prepare for college entrance exams. Such a plan is already in place in most schools, however, many minority students feel they are not part of it.

Extra consideration needs to be made by the entire teaching staff to help minority students understand that earning a college degree is a reality for each of them. The comprehensive plan would include several visitations by a university teacher who would serve as a role model and a second major activity described in the next section.

Activity 2: Inviting Students to the University Campus

During the university-led group discussions, the students were invited to attend an informative, yet, informal Saturday session at the university. The rationale was that if students participated in meaningful activities on the university campus with individuals who serve as role models, they would acquire relevant information as well as a sense of belonging. A full day's schedule of activities included presentations by: 1) the university's admissions counselor, who provided information about applying for financial aid and admission, 2) professors from the education department who talked about what students must learn to become teachers, 3) currently enrolled university students who talked about what it is like to attend college, 4) Hispanic school principals and teachers who spoke on the importance of getting an education and on becoming a teacher, and 5) university students' theater groups.

In one of the sessions, a bilingual teacher gave a motivating talk to the students and then sang and played the guitar. The agenda also included a luncheon and a campus tour. The day finished with a group discussion led by the university teacher. The students expressed their opinions about the day's activities and asked questions. Four Saturday sessions were scheduled with approximately 15 Hispanic students attending each session. A teacher from each of the target high schools also attended one of the sessions.

Based on student comments and observations by the university teacher, project coordinator and others involved in the Saturday sessions, this activity met with partial success. Students enjoyed the interaction with presenters and with the university students, many of whom were Hispanic, and acquired a great deal of information. However, lack of a follow up decreased the possibility of maintaining the students' interest in pursuing a college degree, especially in education. Students became more comfortable in the university setting as the day progressed and the interaction increased. Their questions at the end of the day were more specific and focused than the student questions at the target schools. The only high school teacher who participated offered transportation to some of his students. His presence and help was a key factor in his student's positive attitudes towards participating in the Saturday event.

The six month project was brief but substantial in providing valuable insights into minority teacher recruitment issues and alternatives to the traditional methods of recruitment. The following list offers suggestions for implementing a project such as the one described in this paper.

1) University and target schools must develop a comprehensive, multiple-year plan in which collaboration will take place. Commitment must be established by both parties with high degrees of agreement on important goals and objectives.

2) A contact person must be identified on each campus. Communication lines should be kept open by holding formal and informal meetings on pertinent topics.

3) Since it is unlikely that the same university teacher may be regularly exempt from a full-time load it is suggested that other university minority teachers take turns making campus visits on a rotating basis. This may require more than one university to participate because of the low numbers of university teachers who are minorities. A consortium of universities willing to participate and share this responsibility is highly recommended.

4) Personal contact is the key to motivating students in this model. Therefore, participants should adopt working principals that use the affective focus. Using role models who are familiar and sensitive to the minority students' concerns and who can interact with them in meaningful ways is essential.

In conclusion, the most important outcome of this brief project is the revelation that very few resources are necessary to implement an alternative recruitment plan for minority teacher candidates. What is essential and invaluable, however, is the commitment and concerted effort by key individuals at the public school and IHE levels. Establishing a working relationship between schools and IHEs, setting goals, and allocating existing resources builds a solid support structure and creates a brighter future for minority teacher candidates, and benefits all students.

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THE DEVELOPMENT OF TEXAS ACADEMIC SKILLS PROGRAM TESTS IN MAINTAINING ETHNIC DIVERSITY AT THE UNIVERSITY OF TEXAS AT EL PASO

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This paper reports on the development of mathematics tests designed to predict: 1) student success on the mathematics sub-test of the Texas Academic Skills Program (TASP), and 2) student readiness for college level mathematics. This project was funded by the Texas Education Agency under an ECIA grant for "attracting and retaining quality candidates in teacher education" and is a direct descendent of several earlier testing efforts by The University of Texas at El Paso (UTEP) faculty (Heger & Salinger, 1985).

The University of Texas at El Paso serves an ethnically-diverse city on the United States-Mexican border. University enrollment is more than 50% Hispanic and Hispanic enrollment in teacher education is even higher. Consequently, UTEP has been very successful in preparing an ethnically-diverse teaching force.

The problem for UTEP faculty has been how to maintain this strong record of equal opportunity in the face of testing mandates, given the fact that minority students tend to score lower on tests than white/anglo candidates. This fact led to the development of a testing/advising program for the 1984 Texas implementation of the Pre-Professional Skills Test (PPST), a basic skills entrance test for teacher candidates (Heger & Salinger, 1985).

In the 1984 effort, prospective teachers were given locally developed predictor tests of reading and mathematics and were advised on how to prepare for the PPST. This effort successfully avoided a decline in minority teacher candidate enrollment (Heger & Salinger, 1985). Research with the UTEP predictor tests confirmed that minority students would not score as well as white students. More importantly, the research verified the view that too many college students from all ethnic groups lacked basic skills (Heger & Burns, 1988).

By the time the Texas Higher Education Coordinating Board adopted the Texas Academic Skills Program (TASP) (Texas Legislature, 1987; Alpert et al., 1989), the UTEP faculty and administration were ready to adopt a campus wide strategy of developmental diagnosis and instruction. An Academic Development Center was established and, with the assistance of a grant from the IBM Corporation, a computer assisted instruction network was installed.

The project reported here involved the development and initial validation of a mathematics predictor test, in several forms, for use in advising high school, community college, and university students for TASP preparation in advance of the need to take the actual test. It was hoped that the test could also serve as a college level mathematics placement test.

The product of this project could be used as a minority teacher candidate recruiting tool. It could be used by high school counselors to encourage promising sophomores and juniors to take more mathematics. These tests would also help adult students who may have forgotten their mathematics or who may have never taken mathematics beyond Algebra I.

The mathematics section of the TASP was seen by UTEP faculty as the hardest aspect of the TASP because of the intention to assess readiness for college algebra. This represented an increase in standards from the stated eighth grade level of the PPST, (Educational Testing Service, 1982) at a time when many entering college students still lacked a full college preparatory mathematics background. This concern was validated by an initial 74% campus wide mathematics failure rate at UTEP (Office of Institutional Studies, Fall, 1989).

Participants in this development project included Dr. Ralph Ligouri, Dr. Richard Burns, Dr. Simon Bernau, several educators from local high schools and the El Paso Community College, as well as the authors.

Some Observations About Testing and the TASP

From a curriculum planning perspective, there are at least four testing functions:

1. assessing present competence;
2. predicting future performance;
3. student placement; and
4. diagnosing instructional needs.

In other words, the staff of any academic development service generally needs to use predictor, placement, and diagnostic tests according to the demands of the situation.

Conceptually, tests such as the well-known Texas high school exit test, the Texas Educational Assessment of Minimum Skills test (TEAMS) and the PPST are minimum competency tests. That is, the standards of the test are not supposed to be set by a norm group. Rather, these tests aim to determine whether specific skills do or do not exist on a minimum level.

Similarly, the TASP is a competency test, although it requires more advanced skills than either the TEAMS or the PPST. The TASP minimum competency level is defined as readiness for college level mathematics, i.e., college algebra. The published specifications (i.e., competencies) of the TASP mathematics sub-test suggest items that involve multiple skills. If one ignores the inductive reasoning competency, one finds at least 63 distinct skill areas covered by the test (National Evaluation Systems, 1988).

Since the TASP test is only 40 items in length, it cannot fully assess each and every skill. Consequently, in the opinion of the UTEP project staff, the TASP test could only aspire to be predictively valid. In other words, the TASP would not be able to assess a candidate's present skills nor would it be useful for diagnostic purposes.

From the university point of view, it would be helpful if the TASP were also a placement test, i.e., produce enough detailed knowledge of performance to permit actual class placement. This, unfortunately, would not be possible within the limitations of the TASP specification list and the 40-item test length. A placement test would require additional test development.

Test Development Procedures

The TASP specifications were rewritten by project staff into 64 sub-skills. A pool of 290 items was written to fit these sub-skills. This pool was reduced by project staff to 150 items through a process of criticism and rewriting. Pilot forms of the predictor tests were developed: Forms C, D, E, and F. In order to continue earlier basic skills research and to assist with temporary validation, several items were included from older tests developed to predict success on the mathematics subset of the PPST (Burns, 1983).

Pilot test forms C, D, E, and F were administered to 10 groups of high school, community college, and university students during the late spring and early summer of 1989. Although the actual TASP is not timed, these new UTEP tests were intended for use in conventional school settings. Typically, a de facto time limit of 50 minutes exists in such advisory situations. Hence, both the pilot tests and final tests were designed to be given in a period of 50 to 60 minutes. The total number of usable test scores obtained was 760. Demographic data on the students were collected and used as part of the data analysis.

In the end, four forms of the final product were developed: Forms H, J, L, and M. Forms L and M are confidential UTEP campus editions. All forms contain only validated items and clones of validated items. Forms H and J are predictor tests that parallel the structure of the TASP and are available for use by high schools, community colleges, and other institutions free of charge.

Forms L and M are dual purpose tests. They are intended to predict TASP passage and permit appropriate student placement in developmental mathematics or college algebra. This was accomplished by reducing the number of TASP coded items to 36. This permitted an increase in items related to college algebra course prerequisites. Of course, some of the 36 TASP related items may serve a dual purpose in this regard.

Recommended cutoff scores were established to place students in Math 3010, 3011, and College Algebra on Forms L and M and to predict TASP passage on Forms H and J. These scores must be considered tentative until an adequate pool of subjects takes the UTEP tests and subsequently takes the actual TASP test.

Cutoff scores for the new tests were aimed at estimating the odds of a particular student passing the mathematics section of the TASP. The process developed for Form A of the Burns test in 1983 and extended to Form B was utilized (Heger, 1986). In addition, for the new tests, the process was extended to item-by-item correlation of performance with previously collected data on items assessing the same skills as collected during earlier PPST research (Heger, 1989).

It is interesting to note that the derived score for placement in college algebra is higher than the score that predicts success on TASP, challenging the notion that TASP competencies were sufficient for entrance to college algebra. Of course, policies and procedures regarding the use of these tests are the responsibility of the UTEP Academic Development Center and Mathematics Department.

The Dream: Computer Adaptive Testing

An important part of the UTEP effort regarding the TASP requirement is computer adaptive testing (CAT). Computer adaptive testing has been interpreted by some, especially vendors, as merely on-line administration of tests. Actually, CAT theory involves much more.

With computer adaptive testing, test items are stored in item banks in a pre-validated item tree, much like files in the tree of a computer hard disk directory. When students take a test, the computer first administers a small number of "root" items. Student performance on the first items is matched by the computer against pre-programmed criteria and subsequent items are selected and administered. Performance on the second batch of items is assessed and new items are then assigned.

As the student progresses, the computer continues to select and re-select items through a process of successive approximation. In theory, this process leads to the identification of the student's exact performance level in a much smaller number of items than would be required through conventional testing.

As a practical matter, CAT software exists and mathematics test items exist. But an extensive, laborious amount of validation is required before a diagnostic tree can be established for particular applications.

The optimistic aspiration of the UTEP project was to have CAT operating on campus by fall, 1989. The CAT software was installed on the Academic Development Center's IBM computer network served by an AS/400 and conventional tests were readied (Micro CAT, 1988). But the time it will take to validate a CAT tree is still unknown.

Test Availability

Maintaining ethnic-diversity in the teaching profession requires that special efforts be made to assure that minority students succeed in all aspects of their education. One available tool for teacher educators and others as they help minority students with basic skills is The University of Texas at El Paso TASP Mathematics Predictor Test.

Universities, community colleges, and high schools wishing to advise students on their chances of passing the mathematics portion of the TASP may use this test at no cost. The test should be especially useful in advising high school sophomores or juniors on the mathematics course selection. Recommended cutoff scores are provided along with the tests.

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JUMPING HURDLES: ATTRACTING AND RETAINING QUALITY CANDIDATES IN TEACHER EDUCATION

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Introduction

In January 1989, The University of Texas at Austin's Extension Instruction and Materials Center (EIMC) Special Projects was awarded a grant by the Texas Education Agency for an innovative pilot project designed to increase the number and quality of candidates for teacher education.

The design of the UT Special Project's program was significantly different from other TEA grants awarded in this program. The Special Projects' target group would be primarily made up of high school sophomores, juniors, and seniors—disproportionately high in minorities—who possessed the innate ability and the content knowledge to be trained as successful teachers, but who lacked the academic system skills to cope with the series of assessment instruments that determine entry and progress toward certification. It was thought that if these students could get over the hurdle of passing standardized tests, they might start to think about a career in teaching.

EIMC Special Projects was uniquely qualified to develop such a project because, in its relatively short existence, it has an unparalleled record of achievement in developing training and materials for test support and skills development. Special Projects was organized in 1986 initially to develop and produce a review course for the Texas Examination of Current Administrators and Teachers (TECAT). More than 86,000 teachers in 388 school districts were trained in 712 workshops using materials developed by EIMC Special Projects. As a result, a strong network was formed with educators across the state.

Currently, Special Projects' primary focus is on conducting research and training on problems related to education and producing instructional materials for students and teachers. Recent activities include conducting Advanced Academic Training (AAT) and inservice seminars for educators on making a smooth transition from the Texas Educational Assessment of Minimum Skills (TEAMS) to Texas Assessment of Academic Skills (TAAS) test; updating Mastering the TEAMS materials to incorporate the new TAAS objectives; producing Examination for the Certification of Educators in Texas (ExCET) Skills Review videotapes and workshops; and implementing an innovative summer program to prevent migrant student dropouts which includes the Skill Building Series part of an enhanced independent learning courses.

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EIMC/Special Projects Objectives

The objective of the pilot project was to remediate the thinking and testing skills necessary for success on standardized tests [including TEAMS, Texas Academic Skills Program/Pre-Professional Skills Test (TASP/PPST), and ExCET]—the series of required assessment instruments that mark the stages of academic progress toward certification.

No student should exit the educational system of our state without the required level of competency and a command of basic skills in reading, writing, and computation. This is a fundamental goal of educational reform in Texas. But this is a systemic goal, best achieved incrementally throughout the curriculum and school system.

Individuals who have reached the late or post-secondary level without acquiring basic literacy and computation skills are probably not, in any immediate future, the best candidates for raising the quality of teaching in Texas. However, if the students lacking these basic skills are not an appropriate audience for teacher training and certification programs, there is another, somewhat related, audience that is indeed appropriate—students who have attained essential content skills but cannot demonstrate them on standardized tests.

Many students at all levels possess good basic skills, even good at the intermediate or advanced level. These students, however, do not possess them in a testable format. For a variety of reasons, they are unable to apply or display their skills and abilities in a testing context.

- These students are beset by test anxiety, poor preparation and planning, weak test-taking strategies, deficient thinking skills; and
- they fail at task analysis, problem solving techniques, comprehension skills, analysis and synthesis thinking skills.

Thus, the main objective of our proposal was to seek out these particular students and address these problems.

Recruitment of Students

A demographically balanced sample of 1,000 students from three geographic areas (South Texas/Rio Grande Valley; greater Houston area; and Central Texas) was sought.

The major requirement for participation in the pilot project was for students to be candidates for the Spring/Summer administration of the TEAMS, TASP or PPST test. After an initial mailing inviting schools to participate in the pilot project, the response was underwhelming. We had problems locating the appropriate person to find and work with students in each school or institution. Those schools, in turn, had difficulty identifying those students who met our particular needs.

After follow-up mailings and telephone calls, however, we accumulated our diverse sample group of 1,000 students.

The Effective Test Performance Study Guide

The centerpiece of the pilot project was the production and distribution of a student study guide—*The Effective Test Performance Study Guide*. It provided diagnostics, remediation, practice, maintenance, assessment, and evaluation activities. The 300-page guide was formatted for either self-directed or, preferably, assisted instruction and included the following sections:

- Test taking skills and strategies;
- thinking and testing successfully in reading;
- thinking and testing successfully in writing; and
- thinking and testing successfully in mathematics.

Training Sessions

To prepare district/school personnel in each of the three geographic areas chosen for the pilot project, Special Projects staff presented a six-hour training workshop. Each district or institution that enrolled one or more students was required to send at least one person to be trained. The training sessions, one for each geographic region, included orientation to the program's objectives; review of procedures and logistics for registering students; data collection and evaluations; and the long-term implications of the pilot program. The curriculum component of the training session included discussions on effective test-taking skills, and thinking and testing in reading, writing, and math.

The training sessions were well-attended and the participants left feeling extremely enthusiastic about the goals of the project, *The Effective Test Performance Study Guide*, and the data analysis component of the program.

Data Management

After consultation with Guy Manaster, professor of educational psychology at The University of Texas at Austin, and Jason Chang, doctoral student in educational psychology/technology, we developed a series of questionnaires for students to fill out and a database system for collecting and analyzing their responses. The questionnaires were:

- Profile form: This questionnaire solicited biographic and demographic information; academic background; and testing history, including remediation intervention information. Students were also asked to sign a release giving UT access to their previous standardized test scores.

- Pre-test questionnaire: Students were asked to complete this form just prior to taking a standardized test. Information collected from this form included test preparation, prior remediation, test anxiety data, and reaction to *The Effective Test Performance Study Guide*.

- Post-test questionnaire: Post-test data focused on how well the study guide prepared students for specific parts of the test—reading, writing, and mathematics—and if, because of their use of the study guide, the test questions and the subject matter covered were what they anticipated.

- Supervisor's questionnaire: A questionnaire was distributed to school personnel who supervised the participating students. This short form asked for their reactions to the study guide and written comments about the pilot project.

Data Results

The information collected from the questionnaires was analyzed by Jason Chang of The University of Texas at Austin. Aside from tabulating the biographical and demographical information, we asked Mr. Chang to do a statistical correlation on student's standardized test scores prior to and after using *The Effective Test Performance Study Guide*. The following is the result of this data collection and analysis:

Profile Data

Grade Level	Sex	Ethnic Background	Native Languages	Fluent in Other Languages
2% 10th graders	59% females	57% Hispanic	54% English	55% fluent in Spanish
59% 11th graders	39% males	11% Caucasian	27% Spanish	18% fluent in French
27% 12th graders	2% no response	29% Black	19% no response	47% no response
6% college students		1% Other		
6% no response		2% no response		

Method Students Used to Prepare for TEAMS or TASP Test

(Respondents were asked to check the various methods they used to prepare for standardized tests. They could check more than one item.)

56% prepared in the regular classroom
16% attended tutorials outside the regular classroom
36% attended special classes
25% had additional special material provided
34% studied on their own
9% did no special preparation

College Aspirations

51% thought they would go to college
24% thought they would probably go to college
5% thought they were unlikely to go to college
11% thought they would not go to college
9% did not respond

Teaching Aspirations

14% said they had a strong interest in teaching
9% had a moderate interest
13% thought it was a possibility
11% had a minor interest
45% had no interest
8% did not respond

Student Pre-Test Questionnaire

The pre-test questionnaire was administered to students, in most cases, just prior to the administration of the TEAMS test. These statistics are based on 600 respondents. The drop-off in the number of respondents was due to the simple fact that some schools, despite prodding from Special Projects, did not return the pre- and post-test questionnaires.

Study Habits

(Students could check more than one item.)

44% studied alone
59% received instruction during regular classes
14% received individual instruction
19% received instruction during tutorials or counseling sessions.

Effectiveness of Study Guide

41% thought it was very helpful
45% thought it was somewhat helpful
6% thought it was not very helpful
5% said it made no difference
3% did not respond

After using the study guide, do you feel you know how to handle this test?

84% said yes
11% said no
5% did not respond

Have you previously taken the exit level TEAMS test?

86% said yes
11% said no
3% did not respond

Have you had any prior TEAMS preparation or remediation prior to taking today's exam?

56% said yes
40% said no
4% did not respond

For those responding yes, what type of preparation?

(More than one item could be checked.)

11% had previously had individual instruction
47% had classroom instruction
19% had tutorials or counseling instruction

What subject area do you consider the most difficult?

63% said math
10% said writing
18% said reading
9% did not respond

How would you rate your ability to analyze test problems/questions?

4% said excellent
44% said good
46% said fair
3% said poor
3% did not respond

In your estimation, how well do you manage your study time?

6% said very well
39% said good
44% said fairly well
7% said poorly
4% did not respond

Are you tense or anxious about taking this test?

20% were very tense
28% were somewhat tense
34% were a little tense
14% were not tense at all
4% did not respond

Was the study guide helpful in relieving test anxiety?

23% said very helpful
39% somewhat helpful
22% a little helpful
11% said it made no difference
5% did not respond

Did you use any other study material in preparing for this test?

56% said yes
40% said no
4% did not respond

Post-test Questionnaire

A total of approximately 557 students responded to the post-test questionnaire. Responses to some questions had to be disqualified because more than one box was checked.

Did the study guide adequately prepare you for the test?

30% very much
52% somewhat
11% not very much
4% made no difference
4% did not respond

Based on the use of the study guide, were the questions and subject matter covered in the test what you expected?

79% yes
17% no
4% did not respond

For math, how helpful was the guide?

19% said very helpful
57% said helpful
11% said not helpful
13% did not respond*

For language arts, how helpful was the guide?

20% said very helpful
41% said helpful
10% said not helpful
29% did not respond*

For the writing part of the test, how helpful was the guide?

12% said very helpful
33% said helpful
16% said not helpful
38% did not respond*

For overall test-taking skills, was the guide helpful?

23% said very helpful
59% said helpful
8% said not helpful
10% did not respond

Would you recommend continued use of the study guide?

64% said yes
16% said no
14% said yes, in conjunction with other study materials
6% did not respond

Hindsight study habits.

67% said they would study more next time
27% said they would study the same
2% said they would study less
4% did not respond

*Not all students took all parts of the exam. Some had to pass only math or language arts, not both.

Supervisors' Questionnaire

The following data is based on the responses of 20 high school supervisors who participated in the pilot project. Some schools returned the pre- and post-test questionnaires but not the supervisor's questionnaire.

Was the study guide helpful to students?

57% said very helpful
31% said somewhat helpful
10% said not very helpful
2% said it made no difference

University of Texas, Special Projects staff

73% said the staff was very helpful
21% said somewhat helpful
5% said not very helpful
1% did not respond

Based on your experience, how would you rate the ETP study guide?

47% rated it excellent
47% good
5% fair
1% did not respond

Would you use this study guide on a regular basis?

52% said absolutely
31% probably
5% not likely
5% in conjunction with other study material

How would you use ETP in the future?

(More than one time could be checked.)

42% would use it in regular classrooms
26% would use it in tutorials
63% would use it in learning centers
63% would use it in one-to-one counseling.

Test Scores Before and After

Special Projects asked Jason Chang to do a statistical correlation on test scores before and after the pilot project.

Did Test Scores Improve?

Many of the schools participating in the program returned their pre- and post-test questionnaires right after the spring tests were administered but failed to send in the results of those tests when they became available. This was due mostly to the fact that the May TEAMS scores were not released until after summer vacation

had started. Many of the counselors and teachers participating in the program were off for the summer. Efforts by Special Projects (including letters and follow-up telephone calls) to convince schools to send in the new scores were successful in some cases, but not many.

Follow-up continued when school resumed this fall. We have promises from many of the schools to send in the May test scores of participating students. In the meantime, of the data we have collected, the results are as follows:

A median score of the prior test (Test #1) was calculated for each of the schools and then compared with the median score for the May 1989 test (Test #2). The results are broken down by subject—math and language arts.

	Mean Score	Standard Deviation
TEST #1		
Math	628.15	50.199
Language Arts	663.38	31.485
TEST #2		
Math	678.87	73.116
Language Arts	707.55	45.044

It can be extrapolated from the data that the *The Effective Test Performance Study Guide* contributed to the improvement of participating student's test scores.

Supervisors' Comments

Special Projects also asked supervisors participating in the Pilot Project to record their thoughts about the study guide and the project in general. The majority of supervisors found the project and the materials more than satisfactory. Their comments included:

> I feel this study guide was effective and came at a good time. Students have said they have enjoyed it. . . I found the guide to be simple and easy to follow.
>
> Patty Corpus
> McAllen High School

> Our students were so grateful to receive this extra tool to help them. They all asked me to relay their thanks. . . [they] feel it may make the difference in their receiving passing scores.
>
> Elizabeth Walker
> L.B.J. High School

> The math teacher mentioned that there were too many test taking skills and not enough exercises to teach the math concepts.
>
> Mary Ellen Kiely
> Round Rock High School

> I like this study guide; the students also liked the material and the way it is presented.
>
> Wilda Vasquez
> Bastrop High School

The only substantial criticism of the pilot project was that there was not enough time for the students to use the ETP. They had only six weeks from the time they received the study guide until the TEAMS test.

> Really excellent, but students did not have enough time to use it. . . Book itself is fantastic.
>
> Elaine H. Hatch
> Marble Falls High School

> Our big problem was. . . not having the material long enough to use it to maximum benefit.
>
> Patricia Stech
> Waller High School

Conclusion

The analyzed data supported our original objective of helping certain students measure up to their potential on standardized tests. By using The Effective Test Performance Study Guide, test scores of students participating in this pilot project improved. It's just one hurdle they have cleared that eventually might lead them to choose a career in education.

THE TEACHER CONSERVATION PROJECT: FIRST YEAR TEACHERS—EVERYBODY'S BUSINESS

By Teddy McDavid
Houston Independent School District
Extension Instruction and Materials Center

Under the direction of General Superintendent Joan Raymond, the Houston Independent School District has redesigned its professional development programs to be more responsive to the diverse needs of all the district's various teacher populations. The district has recognized, however, that the most critical need of the overall professional growth and development program must be to address the retention of first-year teachers, the group in which teacher attrition is greatest.

In collaboration with the University of Houston, the district field-tested a support and assistance program for 300 first-year teachers, pairing them with 300 support teachers during the 1988-89 school year. Houston ISD expanded this university-district collaborative program to full pilot status in 1989-90, involving about 700 specially trained support teachers, each paired with a first-year teacher.

Houston ISD also worked with the University of Houston to develop and implement an important subcomponent of this program: the Teacher Conservation Project. This project was added to the first-year teacher pilot program to provide more intensive assistance and support for new teachers in the district's critical shortage areas: bilingual/ESL programs, early childhood programs, special education programs, and for beginning minority teachers throughout Houston ISD.

About 1,400 first-year teachers and support teachers have participated in the district's project. Targeted teachers were those beginning a first year of teaching, whether prepared by a Texas teacher training institution or an out-of-state institution. A subset list had been developed of minority teachers, bilingual/ESL teachers, early childhood teachers, and special education teachers with no experience as a teacher of record. Included were alternative certification interns beginning their first year as classroom teachers—25 with special education assignments with severely handicapped pupils, 60 in bilingual classrooms, and 24 in ESL assignments.

The support teachers selected had demonstrated superior abilities and competencies as classroom teachers. Many of those selected had participated as support teachers in the district's 1988-89 field test. A support teacher for an alternative certification intern had to achieve Level II Career Ladder or better. Level II Career Ladder teachers were given preference for the other beginning teachers. A "job-alike" or "same category" support teacher, paired for the school year with each first-year teacher, received a $300 stipend (funded by the pilot project). Although basically a collaborative relationship, the support teacher served as team leader in working out this process. Whenever possible, the classrooms of the paired teachers were conveniently close by, their non-instructional duty time was scheduled at the same period, and their teaching ideologies were somewhat compatible.

The support teacher was the first-year teacher's on-site troubleshooter, preceptor, advocate, and sounding board. The support teacher provided instructional assistance, peer counseling, and general guidance. By promoting faculty acceptance of the new teacher, the support teacher brought the neophyte into the teaching collegiality—a principal factor in maintaining a favorable school climate. By assisting the beginner to focus on the work to be done, the support teacher served as the first-year teacher's initial line of defense against the depression and low morale often associated with the realities of teaching.

The support teacher was also the beginning teacher's primary source of information on the special characteristics of the district, the school, the community it serves, and its student population. Working with the professional development specialist when appropriate, the support teacher served as the first-year teacher's liaison and facilitator in accessing the resources of other components of the Houston ISD professional development infrastructure.

In addition to shared conferencing time and some shared training, support teachers visited in the classrooms of their first-year partners each semester during regular teaching hours, and the novice teachers visited in their support teachers' classrooms. Each observation session included a follow-up conference. The support teacher provided help and located resources to capitalize on the first-year teacher's strengths and to address his/her weaknesses.

Through these observations and follow-up conferences, the support teacher assisted the novice teacher in making appropriate instructional decisions. As needed, the new teacher was coached on content priorities, interpretation, up-dating, pacing, instruction techniques, and in the content being taught.

About twice monthly, first-year teachers were scheduled for beginning teacher job-alike cluster meetings for an informal sharing of general concerns, experiences, and ideas. Support teachers and professional development specialists served as cluster facilitators. The third and sixth cluster meetings during each semester featured a panel that included master teachers, district specialists, supervisors, administrators, and university staff members. Panel members' insight dealt directly with the topics, questions, and concerns identified by the first-year teachers in previous meetings. Support teacher cluster meetings for peer sharing followed the same pattern.

Although their primary responsibility was training, the professional development specialists also facilitated support teacher meetings (both scheduled and upon request), made on-site classroom observations, and shared in support-teacher conferencing. One specialist was assigned to each of Houston ISDs administrative districts. A specialist may have assisted another specialist when needed.

Each specialist maintained a resource bank of books, periodicals, films, videotapes, and other instructional media dealing with professional development, pedagogy (philosophy and application), and other areas of interest for the beginning teachers. The specialist served as a liaison and facilitator for all staff development activities involving the support teachers and the novices, and as a resource person to the Teacher Conservation Subcommittee.

The director of psychological services designed a way to interface the districts' psychological/counseling network with this program. A personal support and assistance program (offered on-site and off-site) providing psychological assistance and practical help for the beginning teachers is available because many problems fall outside the support teacher's domain. The first-year teacher could privately request assistance, or the support teacher could make arrangements through the director of psychological services. The doctoral psychologists, one in each Houston ISD administrative district, worked with the professional development specialists, serving in training segments, cluster meetings, and with small groups on request.

The specialists received training about twice weekly throughout the school year. Their training covered program design, objectives and procedures, and presenting audience-specific workshops (e.g., for universities, conferences, district and school administrators). Cross-training enabled them to become truly multilevel, expanding the knowledge base to encompass other levels. As part of the training, each professional development specialist designed a growth plan for developing a speciality.

In preparation for the 1989-90 full pilot year, the professional development specialists also participated in six weeks of training during the summer. Every assistant superintendent (or designee) involved with any aspect of staff development participated in implementing this training. Further training was planned for the summer of 1990.

The director of district-university relations has conducted project-related training sessions for district superintendents, instructional specialists, and principals. This training integrated the first-year teacher program into the effective schools design.

A training and support team consisting of professional development specialists, curriculum specialists, and district administrators had provided the support teachers with training prior to their assignments with the first-year teachers. Training topics have included: 1) communication and conferencing skills, 2) observation techniques, 3) models of instruction, 4) the teacher's role in addressing the effective school correlates, and 5) specialized training in the Texas Teacher Appraisal System.

First-year teachers served by the subcomponent (bilingual/ESL, special education, early childhood, and minority) were also receiving the training provided to all first-year teachers through the pilot program. Their additional training had been designed to meet specific needs as identified by information from TTAS appraisals, mentor observations, and preservice records.

A support teacher workshop, an orientation workshop, and some of the cluster meetings have been held, along with other district and campus level workshops. The first-year teachers also participated in Houston ISD's workshops for new teachers and those for all district teachers. Comprehensive planning focused on continuity between induction activities and those of other staff development programs.

Specialists planned and implemented at least four scheduled, content-focused, mini-workshops each semester for support teachers and the bilingual/ESL, special education, early childhood, and minority teachers. These workshops were held after school in the administrative districts. In addition, the professional development specialists provided classroom demonstrations and consultations on specific problems.

A major workshop was held in November for support teachers on the Effective Schools Model. The agenda centered on: 1) the implementation of effective schools programs, 2) effective schools correlates relative to the continuous assessment of students' learning as a major contribution to their academic success, 3) the learning needs and styles of diverse student populations (especially minority, ESL/bilingual, special education, and early childhood populations), and 4) innovative approaches. These topics embodied the effective school correlates: instructional leadership, instructional focus, teacher behavior/high expectations, school climate, and measurement.

Houston ISD and the Texas Cooperative Teacher Center Network hosted a conference on April 28, 1990, focusing on teacher induction and featuring the Houston project. In June, the project director and the principal investigator, assisted by the Teacher Conservation Subcommittee, conducted an end-of-project workshop. Houston ISD participants included members of the pilot's project advisory committee, the district's Professional Development Council, the professional development specialists, support teachers, and first-year teachers.

This workshop focused on: 1) presentations based on the *Best Practices Casebook*, 2) planning for distribution of project information, 3) a presentation of the project videotape, and 4) evaluation activities. As professional development specialists worked with support teachers and support teachers with first-year teachers, they prepared and submitted best-practice narratives to the project director. The project director, assisted by the Teacher Conservation Subcommittee, made the final selection of narratives for the *Best Practices Casebook* to be used in the end-of-project workshop.

Assisted by staff development and curriculum administrators, professional development specialists had developed 42 draft packets for program use. These packets are research-based and tailored to district needs. Each packet has been developed according to the essentials common to any effective training presentation. Each packet has a prescribed sequential arrangement, accompanying scripts, handouts, and transparency masters.

Packets developed during the field test stressed the need for a philosophical base for support teacher and first-year teacher training. Many focused on theories relating to the learning needs and styles of diverse student populations, especially for those represented by the project's special teacher categories. New packets developed during the pilot year have focused on training applications. Those packets, which provide the structure and focus for further teacher training activities, are being modified to reflect needed changes as identified through the specialists' observations and participants' feedback. The packets are self-contained units of professional quality. Careful formatting and appropriate graphics add interest and ensure clarity.

The specialists are also fulfilling their growth objectives by attending seminars, workshops, and conferences related to their chosen specialties. Their growth plans culminated in additional training packets, reflecting their specialties.

A presentation on the Houston project is being shown over the closed circuit network of school districts served by Region IV Education Service Center. A videotape has been made of the pilot year, centering on Houston ISD's support network activities, with a special focus on the program for first-year teachers in critical areas. This videotape will be shown at participating area school districts and educational institutions.

A *Directory of University Resources* has been developed by the University of Houston to profile faculty members who have agreed to share their expertise. Information includes the name, title, telephone and address of each faculty member and their area of expertise: 1) workshop presenters; 2) facilitators for cluster meetings, and 3) technical assistance.

As workshop packets, the videotape, the casebook, and other instructional materials are developed, they are featured in the superintendent's *Bulletin*. Copies are made available to the Texas Education Agency and to overall project management.

A Teacher Conservation Subcommittee periodically reviews the activities of the Teacher Conservation Project including: 1) the support teachers' program (selection, training and ongoing support), 2) the design and schedule of training programs for first-year teachers, 3) schedules for the support and first-year teachers meetings, 4) the interface of the project activities with district and pilot program activities, 5) the development of training packets and other products, 6) the evaluation schedule, and 7) reviews of program implementation and expenditures.

The Teacher Conservation Subcommittee, chaired by the project director, includes the University of Houston's associate dean and Houston ISDs assistant superintendent for pupil services, director of psychological services, director of early childhood programs, director of alternative certification, director of special education program development and coordination, and the director of teacher training. The subcommittee assists the project director with major events such as the Effective Schools Workshop. Adjunct subcommittee members who serve in related matters include university professors, the professional development specialists, support teachers, and first-year teachers (including some who were new teachers last year). District curriculum specialists participate as needed.

The professional development specialists are responsible for project activities in Houston's 14 administrative districts. Each school principal with a first-year teacher in this project is responsible for the administration of entry-level teacher program activities on that campus and for providing requested information to project administrators regarding support teacher candidates. The principal is apprised of support team activities and serves as a resource person to the team, the support teachers and the first-year teachers.

Dr. W. Robert Houston, the associate dean of the University of Houston's College of Education, has designed and is conducting a detailed, ongoing evaluation of Houston's first-year teacher program and this project. The evaluation includes various approaches designed to increase the knowledge base of effective strategies for assisting and supporting first-year teachers. The resulting studies will be the basis for a series of research reports.

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AN ANALYSIS OF SUPPORT TEACHER INTERVENTION IN A FIRST-YEAR TEACHER INDUCTION PROJECT

By Frank Gonzales
Intercultural Development Research Association

This project has made a tremendous difference in my first year of teaching. It has helped me become more confident because I know I can depend on my support teacher for help or feedback. Before the project began I didn't share much about teaching or classroom situations. Now, I feel okay about asking questions because I know she wants to help.

The preceding quote came for a first-year, bilingual education classroom teacher that participated in a training/research project, *Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas*, developed by Intercultural Development Research Association in San Antonio, TX.

Statement of the Problem

The first year of teaching is tough. Despite preparation in pedagogy, beginning teachers enter the real world of teaching and find that the challenges are more complex than they had ever imagined (Huling-Austin, 1989). In many instances beginning teachers lose self-confidence, experience extreme stress and anxiety, and often question their own competence as teachers and as individuals (Hawk, 1984; Hidalgo, 1986-87; & Ryan, A., Newman, K., Mager, G., Applegate, J., Lasley, T., Flora, R., & Johnston, J., 1980). Teachers need help during their first year of teaching.

One method of assisting beginning teachers through this most difficult induction period is to pair the beginning teacher with an experienced teacher. The experienced teacher becomes a coach to the novice teacher.

Design of the Study

The project involved 14 campuses in four independent school districts in the San Antonio area from October 1989 to May 1990. Sixty teachers from Edgewood Independent School District, Harlandale Independent School District, South San Antonio Independent School District, and Somerset Independent School District (all in Bexar County) participated in the project.

Thirty experienced bilingual education teachers were selected to serve as support teachers. Their years of teaching experience ranged from 3 to 20 years. The majority of the teachers had from 6 to 15 years of teaching experience (see Table 1).

Table 1

	Number of Years in Teaching			
	1-5	6-10	11-15	16-20
Number of Support Teachers	7	11	8	4

Support teachers were paid a stipend of $300 for the duration of the project. They agreed to fulfill the following roles and responsibilities:

A. Serve as a role model for the first-year bilingual education teacher:

- Allow the first-year bilingual teacher to observe in their classroom;
- coach the first-year bilingual teacher in proven methodologies;
- demonstrate appropriate teacher-pupil interaction; and
- exemplify a positive attitude toward teaching limited-English-proficient students.

B. Serve as a resource for the first-year bilingual education teacher:

- Provide information as to the school's policies and procedures;
- share instructional strategies with the first-year teacher;
- share materials with the first-year teacher; and
- share past experiences in the areas of decision-making.

C. Serve as an instructional leader:

- Observe three lessons taught by the first-year bilingual education teacher and provide constructive feedback using coaching strategies;
- provide training to the first-year teacher in the effective schools correlates; and
- provide training to the first-year teacher on the learning styles of limited-English-proficient students.

School principals for the 14 campuses were asked to match the support teacher to a new bilingual education teacher. The beginning teachers agreed to cooperate with the support teachers and attended four, one-half day sharing sessions with their support teacher in November, January, February, and March. Beginning teachers did not receive stipends. The districts provided release time for all teachers.

Methodology Used in Gathering Data

The support teachers were required to report all coaching interactions with their beginning teachers on Support Teacher Intervention Forms. The form had sufficient space to write the reason for the intervention, the outcome, any future plans, and additional concerns the support teacher might have. The support teachers were asked to initiate one intervention per week with their beginning teacher.

Between November 1989 and March 1990, a total of 359 interventions were recorded. Most interventions ranged from 10 to 45 minutes in length. The majority involved about 15 minutes of the support teacher's work time.

Analysis of Results

The intervention reports were grouped into 14 categories. Table 2 provides a rank order summary of the interventions reported by the support teachers on the 14 campuses.

Table 2

Rank Order and Topic of Intervention	Number of Interventions	Percentages of Interventions
1. Instructional assistance and planning	60	16.7
2. Instruction materials	53	14.8
3. Texas Teacher Appraisal System (TTAS) observations or evaluations	45	12.6
4. Classroom management decisions	40	11.1
5. Discipline management decisions	31	8.7
6. Professional advice or assistance	24	6.7
7. Campus or district procedures	20	5.6
8. New teacher anxiety	19	5.2
9. Observation of support teacher	18	5.0
10. Parent conferencing or parent involvement	15	4.2
11. Testing or grading process	12	3.3
12. Instructional aides	9	2.5
13. Texas Education Agency audit/compliance	7	1.9
14. Reporting student progress	6	1.7
Total	359	100

Interpretation of the Results

The first three topics, instructional assistance and planning, instructional materials, and the TTAS lesson cycle, account for almost 44% of the interventions. These three topics are instruction related. They are the basis for all the preparation processes that teachers must undergo. Yet they are the areas in which teachers have the most difficulty.

Instructional assistance and planning. Support teachers reported providing assistance with developing instructional objectives, documenting mastery of the essential elements following the lesson cycle, revising classroom schedules, grouping students for instruction, and reviewing lesson plans. Beginning bilingual education teachers were often unclear about how to meet the state's requirements for limited-English-proficient (LEP) students. Support teachers helped categorize students, grouped LEP students for primary language instruction, clarified what was to be taught during ESL instruction, and made suggestions on how to incorporate cultural activities into the lessons.

Support teachers also provided assistance to beginning teachers in planning field trips, setting up learning centers, planning instructional units every two weeks, organizing science fair displays, and organizing computer assisted instruction. The individual attention that each beginning teacher received often clarified misconceptions about the learning process. We all recall that Gagne (1962) emphasized that learning occurs from the simple to the complex, from the concrete to the abstract. However, we often overlook the process itself. One pre-K support teacher reported:

> . . . is concerned about her children not knowing their numbers. I explained that if they don't conserve numbers and do not understand one-to-one correspondence, they are not ready for numbers. I suggested manipulative and hands-on experiences. I let her borrow some materials to help her.

Often the support teacher put the beginning teacher in contact with the appropriate person on campus:

> . . . felt that the computer software for third grade was too difficult for her students. I suggested that she borrow some programs from a second grade teacher friend of mine. She got the software, and it was better suited to the needs of her students.

> At other times the support teachers helped organize instruction. "We talked about typing the essential elements into the unit of study." "I reviewed her class schedule and shuffled some time slots to ensure that the best time of the day for five-year-olds was used for academic instruction." ". . .'s lesson plans had too much 'fluff.' I helped her write specific objectives and added extension and enrichment activities." ". . . needed help in getting the insecure and shy students to participate. My advice was to put those students in a smaller group and allow more wait-time."

Within a short period of time, a bonding began to occur. Support teachers began using plural pronouns in their interventions: "The rapport between us is great. We enjoy working together. She is picking up on many of my ideas. I, too, am getting new ideas from her." ". . . invited my class to join hers for the police officer's visit. The children got to get into the police car and talk on the radio. The officer was very good with our children." "We plan to visit each other's class each week. We have become close, and we both share ideas. I think she's terrific."

Instructional Material. Beginning teachers possess few or no instructional materials when they enter teaching. The first years of teaching are an acquisition period. The beginning teacher has to teach a multitude of concepts with limited equipment or instructional materials.

The support teachers reported assisting their beginning teachers in obtaining records, tapes, games, content area books, big books, science kits, filmstrips, prisms, manipulatives, pictures, bulletin board materials, holiday decorations, scrap carpet, junk for art projects, cultural materials from garage sales and Goodwill stores, and blocks of scrap wood. Some support teachers personally escorted their beginning teacher to the district's resource center, book warehouses, and the often overlooked storage areas in their buildings. One veteran teacher reported: ". . . didn't know how to use the thermofax. In a few short minutes, I opened up a new world to her."

The beginning teachers often taught the support teacher new skills. One intervention stated: ". . . showed me how to work with papiermache. She is an artist—very talented. We are sharing instead of the situation being just one-sided. It makes her feel more comfortable."

The teams not only shared ideas and skills. They shared instructional materials: "I loaned. . . my magnetic fishing pole and vocabulary cards." "I took . . . some Thanksgiving patterns this afternoon. She really appreciated them." ". . . needed more bulletin board materials. I gave her some of mine. She was elated."

TTAS observations or evaluations. If the TTAS can cause anxiety and raise the blood pressure level in experienced, confident, and capable teachers, it can be almost devastating to the beginning teacher. The support teachers realized immediately that the beginning teachers were in need of help. Interventions submitted in November mentioned TTAS: "I sent. . . some handouts for 'Domain III Presentation of Subject Matter.' She colored and posted them in her classroom to remind her of the lesson cycle."

Support teachers also prepared their teacher for the observation:

> . . . requested a mock appraisal. I praised her on the classroom climate. I suggested she use a variety of activities, use more praise and related the content of the lesson to prior and future learning. I will help her with some learning games. She will do fine!
>
> . . . was a bit nervous about the observation. I made several suggestions on what had to be posted as a rule, what the observer would look for and how she could add decoration to her room.
>
> . . . plans to practice reinforcement responses.

Support teachers were required to observe three lessons and provide constructive feedback to the beginning teacher. Some responses were:

> The overall lesson was good. . . . needs to watch her time in order to get credit in all domains. . . . must correct student behavior on the spot. I have prepared her not to anticipate too many EQs the first time around—rather to survive the process and not lose a domain.
>
> I observed her social studies lesson on the three branches of government. The students were following well. I left her a note telling her how much I enjoyed her teaching. Later we discussed the lesson, and I recommended she hang a mobile with the three branches. She thought it was a great idea. We're becoming closer friends and enjoy sharing ideas.

Those beginning teachers that received EQs (exceptional quality) ratings on their observation can give partial credit to the support teacher for the TLC (tender loving care) with which they were groomed.

The following topics account for more than 37% of the interventions. These topics require that the beginning teacher make decisions.

Classroom management. Beginning teachers often realize they have a problem with the management of their classroom, but they may not be able to recognize the problem. This failure to recognize the problem is no fault of their own. It may be due to lack of experience and even fear of being labeled incompetent if they ask for help. The support teachers often made daily contact with their beginning teachers and were able to suggest changes in the area of classroom management. Some of the suggestions included:

- establish a rules, rewards, and penalty system;
- set up learning centers where students can work independently or in small groups;

- set up a reading table and library circle in low traffic areas;
- set up restroom breaks to minimize interruptions;
- take children to breakfast before instruction starts;
- implement magic circle;
- assign peer tutors;
- organize children's folders;
- interact with students using global phrases rather than direct phrases;
- develop other activities rather than ditto sheets;
- rearrange the classroom; and
- change the seating arrangement periodically.

Often the support teacher would spot a problem area and would suggest a solution: ". . . has students by academic ability. I suggested she group a high student with a low student and use a peer tutoring processing." "Students were having difficulty with creative writing due to poor spelling skills. They wanted. . . to spell every word for them. I gave her a picture dictionary. She ran off copies for her students."

Discipline management. The beginning teacher usually is assigned to teach the lowest ability group at that grade level. They also may receive students with learning disabilities, behavior problems, or emotional problems. Beginning bilingual education teachers often find that in addition to having all the LEP students at a particular grade level, they also have some or all of the above. The bilingual education classroom often becomes a dumping ground for students that experienced teachers would rather not teach. One support teacher observed this occurring with her beginning teacher and came to her rescue.

> . . . has discipline problems with six students that are more than one year below grade level. We had a grade-level meeting and decided that the three experienced third grade teachers would exchange an on-grade-level student for one of her below-grade-level students at the end of the first grading period. I personally checked folders of her students to ensure that they were of average or better ability. . . . felt much better after she had sent half of her discipline problems to other teachers.

Other support teachers reported interventions about insubordinate student behavior, students who steal items in the classroom, students who fabricate lies and bully students. Many support teachers gave the same advice: "I suggested that. . . document discipline incidences with each problem child to use for a conference with parents, the principals, and the counselor."

Others guided the beginning teachers in setting up point systems for good behavior, ticket systems or Ram dollar (school mascot) systems to buy items from the school store or weekly prize drawings for good behavior. One male support teacher reported: "when the student becomes uncontrollable, all. . . has to do is walk across the hall. I keep the student in my room where he completes his work or until he decides he can control his behavior."

Teamwork had its advantages. Many of the teams worked together to resolve discipline problems.

Professional advisor or assistance. Once beginning teachers realized they had a confidant, they asked for advice on many topics:

> . . . is concerned about the Examination for the Certification of Educators in Texas (ExCET) test. I suggested she talk to others on campus who have taken it and referred her to . . . .
>
> . . . is concerned about having to take the College Level Examination Program (CLEP) test in mathematics for alternative certification. I got the personnel office to make arrangements for a tutor.
>
> . . . had a philosophical difference and a personality conflict with an experienced bilingual teacher. The experienced teacher wanted to boss the new teacher. I reassured . . . that her opinion was valued and that she was doing an excellent job of teaching.
>
> . . . wants to change to a higher grade level. She is concerned that she will be assigned again to a grade she doesn't want because she is low man on the totem pole. I suggested she express her desire to change to the principal so that she will be considered for an upper grade should one become available.
>
> . . . has five reading groups, and I suggested she eliminate two of them. I gave her some articles on learning styles and high expectations.

Support teachers also provided current articles for research papers, shared professional articles and books, informed their beginning teacher about workshops and seminars, and encouraged the beginning teacher to enroll in graduate programs.

Campus or district procedures. Support teachers know the established modus operandi on a campus or district. Beginning teachers must learn the method of operation quickly in order to survive. Intervention forms reported that beginning teachers were provided with: 1) district flow charts and policy booklets that explain discipline forms and district forms, clarify the school movie policy and teacher presence at required functions; 2) information about filling out instructional goals and self appraisal forms; 3) explanations for time and treatment guidelines for bilingual education and English as a Second Language; 4) identifying LEP students; 5) assessing language skills in Spanish and English; and 6) sharing grade book procedures and lesson plan documentation.

A kindergarten support teacher reported:

> The children in the morning group are having difficulty arriving to school at 7:45 a.m. to start the morning session. Some of them come late, and they don't eat breakfast because they don't have time to go to the cafeteria before coming to class. Consequently, they are sleepy, hungry, and they seem to be having problems adjusting to the daily routine. I suggested that the teacher aide could go and pick up milk and some type of snack from the cafeteria and try to feed these kids. We will have to talk to our principal and the cafeteria manager to see if this kind of approach will be possible.

A pre-kindergarten teacher reported:

> All schools in the district are competing to get students to sign a pledge that they will stay in school and do their homework. . . . signed for her students. Since this is not the approved process, I made extra copies so that each student could sign.

The support teachers probably saved the beginning teachers untold embarrassment and humiliation during the project period.

New teacher anxiety. Some areas of concern expressed by the beginning teachers were: the low academic progress of their class as a whole; the negative attitude of fellow teachers toward bilingual education; the health conditions of some children (physically dirty, wearing filthy clothing); the dishonesty of students; the lack of parental involvement; the amount of paperwork required by the system; and having to deal with problems that are not school related. A parent had been reported as negligent and accused the teacher of having reported him to the social worker. The parent threatened the teacher. Another parent under a restraining order tried to pick up his child from school. The principal intervened.

The role of the support teacher can best be summarized by the comment of one participant: "I realized that . . . really appreciates it when I greet her. Sometimes simply waving at her while she is in class seems to bring a sense of reassurance and uplifts her self-confidence." The remaining topics account for only 18% of the interventions.

Observation of support teacher. The beginning teacher had to observe the support teacher's classroom on a regular basis. The following accounts are samples of those observations:

> . . . came to my room to observe. She saw me do both whole group and small group instruction. We met for feedback. She liked the way I utilized my aide for small group instruction. Before the observation she was unsure of how to manage her centers and direct teaching time.

> . . . visited my mathematics class for 20 minutes. She noticed I was using cooperative learning.

Parent conferencing/parent involvement. The support teachers reported that they assisted their beginning teachers in PTA programs, Texas Public School Week activities, parent conferences, telephone calls to parents, home visits, parent volunteers in the classroom, parent involvement workshops, and Admission, Review and Dismissal (ARD) meetings.

Testing and grading process. In addition to testing for language proficiency and administering Texas Educational Assessment of Minimum Skills Tests (TEAMS) and standardized achievement tests, support teachers reported assisting with administering tests for gifted and talented, and Public Education Information Management System (PEIMS).

Instruction aides. Instructional aides can often be more hindrance than help to the beginning teacher. Teacher aides require training. Support teachers often provided that training:

> . . . is struggling with having to train her new teacher aide who doesn't have any teaching experience. Her aide is not able to stay after class to help set up the classroom for the next day or to do lesson planning. The lack of training becomes a conflict of working against each other. The aide sometimes sets up a negative tone in the classroom when she talks to children. This highlights negative behavior instead of the positive.

> . . . wanted to know the duties of our bilingual aide. I explained what she could do and will try to get a memo stating the aides duties for the bilingual program.

Texas Education Agency/compliance. Several schools had TEA audit or compliance visits. Support teachers prepared their beginning teacher for those visits: ". . . is concerned about the Language Proficiency Advisory Committee (LPAC) placement of two Spanish dominant students. I assured her they were placed properly." "The upcoming audit has . . . feeling very nervous. We discussed things that she should have ready for it." "We reviewed questions that TEA might ask during the audit." "We reviewed the campus improvement plan briefly for the audit." "We met to correlate the lesson plans, the grade book and curriculum guides in preparation for the audit."

Reporting student progress. Support teachers offered guidance as grading periods approached: "The end of the six weeks is approaching. I checked with...and everything was turned in. All codes were posted in their grade book. I showed...how I was doing my averaging and getting my grades ready. This made things a little smoother for her. I'll check on her later concerning her grade cards."

Summary

The intervention topics can be grouped into three areas: instructional, decision-making, and operational. Table 3 provides a summary of the interventions in those categories.

Table 3

Area of Assistance	Percentage of Interventions
Instructional (Topics 1-3)	44.1
Decision-making (Topics 4-8)	37.3
Operational (Topics 9-14)	18.6

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Compliance Statement

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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