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ABSTRACT

This report provides background information concerning recruitment of teachers in Maryland, especially minority teachers; identifies current initiatives; and presents new directions. Actions were taken by a task force established by the Maryland State Board of Education to recruit teachers in critical shortage areas and to promote teaching as a career. Project PRIME (Programs to Recruit and Inspire Minorities into Education) was developed at Morgan State University to introduce Baltimore (Maryland) middle and high school students to teaching as a career option. Creation of Future Teachers of Maryland clubs in high schools was encouraged. An alternative certification program was implemented, including a resident teacher program and an internship program leading to certification. Another program was developed to assist retiring military personnel in making career changes into teaching. A task group is being formed to develop additional strategies to recruit educators of color and males for elementary schools. Appendixes describe post-baccalaureate teacher education programs, list recruitment strategies used by school systems and colleges within Maryland, and provide statistical data on minority graduates of Maryland teacher education programs between 1989 and 1993. (JDD)

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ED 379 246

# STATEWIDE TEACHER RECRUITMENT PLAN

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MARYLAND STATE DEPARTMENT OF EDUCATION  
TEACHER EDUCATION SECTION  
200 WEST BALTIMORE STREET  
BALTIMORE, MD 21201

OCTOBER 1993

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## STATEWIDE TEACHER RECRUITMENT PLAN

### INTRODUCTION:

The Teacher Education and Certification Branch (TECB) of the Maryland State Department of Education (MSDE) has outlined a statewide recruitment plan to fill current teacher shortages. Recruiting in general is an issue, because Maryland is an import state, i.e., approximately fifty percent of the new hires are from out-of-state, but the hiring of educators of color and males for elementary schools are immediate concerns. A major goal is to provide Maryland public school students an education that is delivered by qualified professional educators who represent the best balance of cultural and ethnic diversity. The collaborative efforts of the Maryland State Department of Education (MSDE), four-year colleges and universities, community colleges and local school systems are essential to the attainment of this goal. This report gives the background of minority recruitment in Maryland, identifies current initiatives, and presents new directions.

### BACKGROUND:

In August 1987, the Maryland State Board of Education responded to predictions of statewide teacher shortages by establishing a task force to develop a state plan of action to increase the number of educators of color in professional positions throughout Maryland's public schools. Their charge was to specifically examine the following:

1. Policies and practices of local school systems that relate to hiring and promoting minorities;
2. Initiatives to attract and retain greater number of minority teachers, administrators and supervisors;
3. Activities designed to recruit and retain talented minority students in teacher education programs at Maryland's institutions of higher education; and
4. Types of technical assistance that the Maryland State Department of Education could provide.

The Task Force met in two morning, and four all day, sessions through fall 1987 to examine the problems of minority recruitment and discuss recommendations to resolve the issues raised. Their deliberations focused on four distinct areas: 1) increasing the pool of minority candidates for teaching; 2) improving the recruitment of minorities; 3) reducing barriers to recruitment, retention and promotion of minority candidates; and 4) increasing support systems to retain minorities.

By 1988, several recommendations of the Task Force had been achieved in two general categories--recruitment of teachers in critical shortage areas, and promotion of teaching as a career. The recruitment initiatives taken at that time that are still in operation are:

- Annual development of supply and demand reports to determine critical teacher shortages (available upon request from MSDE).
- Alternative teacher education models at several colleges and universities which are tailored to the needs of career changers and early retirees. Most offer flexible scheduling of classes and special advisement for career changers (Appendix A).
- Several hundred information packets including teacher supply and demand information, certification requirements, a listing of personnel directors and a recruitment brochure mailed to persons interested in teaching in Maryland.
- A statewide network of Future Teachers of Maryland clubs in high schools and colleges.

The initiatives taken in 1988-1990 had a measure of success. Nevertheless, we are still an import state and must intensify our recruitment efforts. The focus must be to continue to support existing initiatives while exploring some non-traditional methods of recruiting, training and retaining non-traditional teacher candidates.

#### **CURRENT INITIATIVES:**

In November 1992, the MSDE Teacher Education Section conducted a survey to find out what strategies local school systems and institutions of higher education were using to recruit teacher candidates. A range of strategies was identified, including traditional high school and college visits, mass mailings, career day participation with on-site interviewing, and structured programs, e.g., Project PRIME and Future Teachers of Maryland clubs. (Appendix B)

The DeWitt Wallace-Reader's Digest Fund has made a five-year, \$3,008,000 grant to Morgan State University to support PRIME (Programs to Recruit and Inspire Minorities into Education), a project to introduce Baltimore middle and high school students to teaching as a career option. The grant is part of a \$20.6 million expansion of the Fund's Pathways to Teaching Careers Program, a national initiative to recruit and train more teachers, especially minorities, to work in the public schools.

Project PRIME involves a coalition of partners that includes Morgan State University as the lead institution as well as the Baltimore City Public Schools, the Maryland MESA Program, and the following colleges and universities: The Johns Hopkins University, Loyola College in Maryland, Coppin State College, Towson State University, the College of Notre Dame, the Baltimore City Community College, and Dundalk Community College.

Project PRIME is comprised of eight programs aimed at recruiting and retaining minority students into teaching careers, beginning with interventions at the middle and high school level. The project also includes programmatic activities aimed at increasing student, parent and community awareness of teaching as a career choice, strategies for recruiting minority students into teaching careers (e.g., strengthening and expanding Future Teacher Clubs), and special activities aimed at preparing teachers to work with diverse populations. Taken together, the Project PRIME programs comprehensively address the under-representation of minority teachers in Maryland classrooms.

Additionally, in an effort to strengthen pre-collegiate interest in teaching careers, the Teacher Education Section has requested that all high school principals submit names of two faculty members who are interested in becoming advisors for Future Teachers of Maryland clubs in their schools. These persons will receive advisor training from Future Educators of America in November 1993.

Beyond the pre-collegiate efforts, the Maryland State Board of Education has adopted a bylaw called the "Resident Teacher Certificate bylaw," which became effective April 1, 1991. It specifically targets qualified career changers, liberal arts graduates and persons with backgrounds in the sciences and mathematics. A resident teacher program of study is a specialized program which is developed by local school systems that intend to employ applicants who qualify for this route to certification.

An applicant must hold a Bachelor of Science degree from an accredited college or university with a concentration in a discipline appropriate to assignment in an elementary or secondary school; have grades of "B" or better in the major area of study; and meet qualifying scores for Maryland on the NTE program tests (Communication Skills, General Knowledge, and Specialty Area Tests). The program must include 90 clock hours of study in generic teaching skills prior to entering a teaching position. During the yearlong residency, the teacher will be provided assistance by a mentor/supervisor. The resident teacher must successfully demonstrate completion of the program, successful teaching experience, and achieve the NTE qualifying scores, on the Professional Knowledge test prior to eligibility for the Maryland Standard Professional Certificate. Currently,

two school systems have RTC programs. These are Baltimore City Public Schools in collaboration with the University of Maryland Baltimore County and Frederick County Public Schools, in collaboration with Hood College.

Another non-traditional method of training teachers currently used in Baltimore City is conducted by a private agency called Educational Alternatives, Inc. (EAI), and is known as "Tesseract." The Tesseract Intern Program trains college graduates who wish to teach, but who have no certification. Applicants must meet stringent criteria before they are accepted into the program. Upon entrance into the program, applicants become interns. After a rigorous year of 1000 hours in the classroom, Wednesday and Thursday afternoon seminars, satisfactory completion of a portfolio, frequent and close supervision by the mentor and coordinator, attendance at a 32-hour "capstone," and satisfactory completion of the National Teachers Examination, an intern will receive a Standard Professional Certificate from the state. The Tesseract Intern Certification Program is based upon four essential elements: screening, training, supervision, and support.

There exist several resources we can learn from regarding recruitment and retention of educators of color and males for elementary schools. These include:

- Prince George's County Schools Recruitment Plan, facilitated by Drs. Ed Hoes and Robert Gaskins, includes recruitment, hiring and support of minority educators during their early years of teaching.
- Delmarva Consortium, chaired by Dr. Paul Woods, has recruited 57 African American males to Delaware University in Early Childhood and Elementary Education.
- The Eastern Shore Consortium, chaired by Dr. William Ecker, has submitted a proposal to the Abell Foundation to fund a recruitment, training and support program to attract African American males to all eastern shore public schools.

An additional resource that can provide financial assistance for the training of non-traditional teacher candidates is TROOPS TO TEACHERS. As part of a program to assist retiring servicemembers making career changes into teaching, the Department of Defense has instituted this new program that will provide financial assistance to qualified servicemembers upon separation from active duty. A stipend of \$5,000 is available to offset part of the cost of education courses for teacher certification when the individual makes a commitment to teach for two years in a targeted school. Targeted schools are those serving a large concentration of children from low-income

families. A grant of up to \$50,000 will be made to the local school system that employs the former servicemember as a teacher for two years.

#### **NEW DIRECTIONS:**

Although there have been modest increases in ethnic minority new hires between 1992 (619) and 1989 (367), there is still a need for careful monitoring of new trends. There continues to be a considerable discrepancy between the proportion of ethnic minority enrollment in Maryland public schools (approximately 40%) and the proportion of annual new teacher hires who are ethnic minorities (approximately 20%). (Appendix C)

To promote the recruitment of educators of color and males for elementary schools, including the current initiatives, the Teacher Education Section of MSDE will work with local school systems and two and four-year colleges and universities to help them reach their recruitment goals.

A statewide recruitment meeting at Bowie State University on October 14, 1993 has been planned to focus attention on the recruitment of educators of color and males for elementary schools. The overarching goal of this meeting is the development of a statewide task group whose charge will be to:

1. Design and implement a comprehensive plan to decrease the number of teachers imported each year.
2. Implement a comprehensive plan to attract educators of color.
3. Design and implement a plan to remove policies and procedures that impede recruitment, retention, and promotion of teachers of color.
4. Design and implement continuing professional development workshops for mentor and recruiter training.

To facilitate this initiative, the MSDE staff intends to provide leadership as follows:

1. Develop a statewide consortium to design and implement a comprehensive plan to decrease teacher shortages, especially persons of color and males for elementary schools.
2. Support pre-collegiate projects that promote teaching as a career for persons of color.

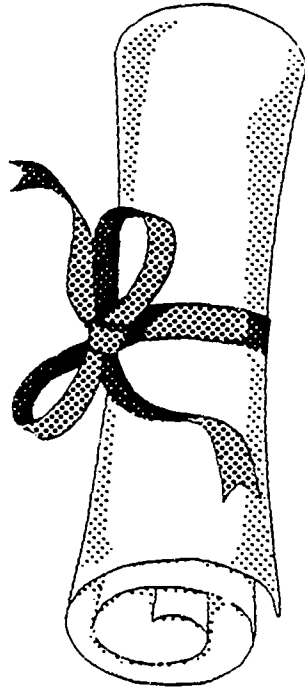
3. Attract non-traditional populations (career changers, early retirees and males for elementary schools) for public school positions.
4. Act as a clearinghouse for information regarding effective recruitment strategies and resources.
5. Assist local school systems in recruitment, retention and promotion of persons of color.
6. Identify and remove policies and procedures of the local school systems and MSDE that impede recruitment, retention and promotion of educators of color.
7. Establish a speakers bureau to provide information in such areas as mentor programs; mentor training; recruiter training; and quality vs. quantity in recruitment of educators of color.

The MSDE facilitator for this initiative is Sylvia J. Torry, Teacher Education Specialist, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201, (410) 333-8737.



**APPENDIX A**  
**POST-BACCALAUREATE PROGRAMS**

## **Post-Baccalaureate Teacher Education Programs**



**Maryland State Department of Education  
Certification and Accreditation Division**

**Teacher Education Section**

**200 W. Baltimore Street  
Baltimore, MD 21201-2595**

**October 1993**

POST BACCALAUREATE TEACHER EDUCATION PROGRAM

| SITE   | PROGRAM                                       | PROGRAM AREAS   | TIME REQUIRED FOR PROGRAM COMPLETION | PROGRAM DAYTIME | FLEXIBILITY EVENINGS/ WEEKENDS | REQUIREMENTS   | REMARKS   |
|--|---|---|--------------------------------------|-----------------|--------------------------------|--|---|
| Baltimore City Public Schools<br>200 East North Avenue<br>Baltimore, Maryland 21202<br>Contact: Ms. Helen Atkinson<br>(410) 396-8865 or 8866 | Resident Teacher Certificate Program (RTC)*   | Elementary<br>Secondary   | two years                            |                 | X                              | BA/BS<br>3.0 on GP..<br>Selection by BCPS  | In collaboration with UMBC also contact:<br>Dr. Diane Lee<br>(410) 455-2465<br>Application deadline:<br>Oct. 1<br>Jan. 31 |
| College of Notre Dame of MD<br>4701 N. Charles Street<br>Baltimore, MD 21210<br>Contact: Dr. Sharon Stear<br>(410) 532-3169                  | Accelerated Certification for Teaching (ACT)* | Early Childhood<br>Elementary<br>ESOL<br>Secondary<br>Special Education | Variable                             | X               | X                              | BA/BS<br>Waston-Glaser<br>Critical Thinking<br>Writing Sample<br>Interview<br>3.0 on GPA | Must complete Student Teaching within 18 months of their methods courses.<br><br>No application deadline                  |
| Coppin State College<br>2500 W. North Avenue<br>Baltimore, MD 21216<br>Contact: Dr. Ora Sterling<br>Anderson<br>(410) 383-5655               | Master of Arts in Teaching (MAT)**            | Elementary<br>Secondary   | 15 months                            | X               |                                | BA/BS<br>3.0 GPA<br>800 GRE<br>Personal Interview<br>Writing Sample                      | Target Group: Ethnic Minorities<br>Application deadline:<br>August 31<br>March 31   |

\* Certification (graduate courses count toward masters degree)  
\*\* Certification and masters degree

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POST BACCALAUREATE TEACHER EDUCATION PROGRAM

| SITE  | PROGRAM  | PROGRAM AREAS   | TIME REQUIRED FOR PROGRAM COMPLETION                       | PROGRAM DAYTIME | FLEXIBILITY EVENINGS/ WEEKENDS | REQUIREMENTS  | REMARKS   |
|---|--|---|--|-----------------|--------------------------------|---|---|
| Coppin State College<br>2500 W. North Avenue<br>Baltimore, MD 21216<br>Contact: Ms. Shirley R. Edwards<br>(410) 383-5653                      | Preparing Family Members to Teach Students with Disabilities | Special Education   | Variable   | X               | X                              | Both undergraduate and graduate degrees<br>Family members of children with disabilities | No application deadline   |
| Frederick County Public Schools<br>115 East Church Street<br>Frederick, Maryland 21701-9988<br>Contact: Ms. Susan Marinello<br>(301) 694-1333 | Resident Teacher Certification Program* (RTC)                | Special Education   | two years  |                 | X                              | 3.0 GPA<br>Selection by FCPS  | In collaboration with Hood College, also contact:<br>Dr. Roberta Strosnider<br>(301) 696-3467<br>Application deadline:<br>May 1 |
| Hood College<br>Rosemont Avenue<br>Frederick, MD 21701-9988<br>Contact: Ms. Dixie Miller<br>(301) 696-3500                                    | Multiple Entry Variable Length Program*                      | Early Childhood Education<br>Special Education<br>Secondary Education | ECE: two years<br>Sp. Ed.: two years<br>Sec. Ed.: one year | X               | X                              | BA/BS<br>2.5  | No application deadline   |

\* Certification (graduate courses count toward masters degree)  
\*\* Certification and masters degree



POST BACCALAUREATE TEACHER EDUCATION PROGRAM

| SITE   | PROGRAM                                   | PROGRAM AREAS                                   | TIME REQUIRED FOR PROGRAM COMPLETION | PROGRAM DAYTIME | FLEXIBILITY EVENINGS/WEEKENDS | REQUIREMENTS   | REMARKS  |
|--|---|---|--------------------------------------|-----------------|-------------------------------|--|--|
| Johns Hopkins University<br>105 Whitehead Hall<br>3400 N. Charles Street<br>Baltimore, Maryland 21218<br>Contact: Dr. Toni Ungaretti<br>(410) 516-8273 | Master of Arts<br>in Teaching<br>(MAT)**  | Elementary<br>Secondary                         | Up to five<br>years                  |                 | X                             | BA/BS<br>3.0 GPA<br>Writing Sample<br>Interview                                  | No application deadline  |
| Johns Hopkins University<br>105 Whitehead Hall<br>3400 N. Charles Street<br>Baltimore, Maryland 21218<br>Contact: Elana Rock<br>(410) 516-8273         | ALTCERT                                   | Secondary<br>Special<br>Education               | two years                            | X               | X                             | BS<br>Must be hired by<br>cooperating school<br>district                         | Target Group: 50% minority   |
| Loyola College of Maryland<br>4501 Charles Street<br>Baltimore, Maryland 21218<br>Contact: Dr. William Amoriell<br>(410) 617-5095                      | Loyola Teacher<br>Certificate<br>Program* | Elementary<br>Secondary<br>Special<br>Education | two to five<br>years                 |                 | X                             | BA/BS<br>2.75 GPA<br>Interview   | Entrance to program each<br>semester<br>No application deadline                                    |
| Morgan State University<br>1700 East Cold Spring Lane<br>Baltimore, Maryland 21239<br>Contact: Dr. Joseph Durham<br>(410) 319-3409                     | Master of Arts<br>in Teaching<br>(MAT)**  | Elementary<br>Middle                            | Variable                             |                 | X                             | Liberal Arts<br>degree<br>3.0 GPA<br>Interview<br>3 letters of<br>recommendation | Intended for persons who<br>wish to teach in urban<br>settings.<br>Application Deadline:<br>July 1 |

\* Certification (graduate courses count toward masters degree)

\*\* Certification and masters degree

POST BACCALAUREATE TEACHER EDUCATION PROGRAM

| SITE  | PROGRAM  | PROGRAM AREAS                              | TIME REQUIRED FOR PROGRAM COMPLETION | PROGRAM DAYTIME | FLEXIBILITY EVENINGS/ WEEKENDS | REQUIREMENTS  | REMARKS                                      |
|---|--|--|--------------------------------------|-----------------|--------------------------------|---|--|
| Towson State University<br>8000 York Road<br>Towson, Maryland 21204<br>Contact: Dr. Marilyn Nicholas<br>(410) 830-2000                  | Master of Arts<br>in Teaching<br>(MAT)**                       | Early Childhood<br>Elementary<br>Secondary |                                      |                 | X                              | BA/BS<br>3.0 GPA<br>2 letters of<br>recommendation<br>Admission Essay   | Application deadline:<br>October 1           |
| University of Maryland<br>Baltimore County<br>5401 Wilkens Avenue<br>Baltimore, MD. 21228<br>Contact: Dr. David Young<br>(410) 455-2465 | Post-<br>Baccalaureate<br>Teacher<br>Certification<br>Program* | Early Childhood<br>Elementary<br>Secondary | Variable up<br>to five years         |                 | X                              | BA/BS<br>3.0 GPA<br>Admission to<br>graduate school<br>Interview<br>Minimum of 1300 on<br>aptitude portion<br>of Graduate<br>Records Exam | Application deadline:<br>March 31<br>July 31 |

\* Certification (graduate courses count toward masters degree)  
\*\* Certification and masters degree

POST BACCALAUREATE TEACHER EDUCATION PROGRAM

| SITE  | PROGRAM   | PROGRAM AREAS                   | TIME REQUIRED FOR PROGRAM COMPLETION | PROGRAM DAYTIME | FLEXIBILITY EVENINGS/ WEEKENDS | REQUIREMENTS  | REMARKS   |
|---|---|---------------------------------|--------------------------------------|-----------------|--------------------------------|---|---|
| <p>University of Maryland<br/>College Park<br/>3119 Benjamin Building<br/>College Park, Maryland 20742<br/>Contact: Dr. Bess Howard<br/>(301) 405-3139</p> <p>AND</p> <p>Montgomery County Public<br/>Schools<br/>850 Hungerford Drive<br/>Rockville, MD 20850<br/>Contact: Dr. Lenore Cohen<br/>(301) 989-5680</p> | <p>Creative Initiatives in Teacher Education** (CITE)</p>   | Elementary                      | two years                            |                 | X                              | <p>3 letters of recommendation<br/>Admission to graduate school at UMCP<br/>Interview<br/>Statement of interest</p> | <p>Part-time employment as instructional assistant in MCPS elementary school while taking courses.<br/>Application deadline: 1.5 years before prospective entry</p> |
| <p>University of Maryland<br/>College Park<br/>3119 Benjamin Building<br/>College Park, Maryland 20742<br/>Contact: Dr. Joseph McCaleb<br/>(310) 405-3133</p>   | <p>Masters Certification Program**</p>  | <p>Elementary<br/>Secondary</p> | 15 months                            | X               |                                | <p>BA/BS<br/>3.0 GPA<br/>Admission to school</p>  | <p>No application deadline</p>  |
| <p>Western Maryland College<br/>2 College Hill<br/>Westminster, Maryland 21157<br/>Contact: Ms. Leslie Simpson<br/>(410) 876-2055</p>   | <p>Alternative Learning Program for Schools (ALPS)* and Secondary Teacher Certification (STC)</p> | <p>Elementary<br/>Secondary</p> | Three years                          |                 | X                              | <p>BA/BS<br/>2.5 GPA<br/>Interview<br/>3 letters of recommendation</p>  | <p>STC requires transcript review from MSDE<br/>Application deadline: February 15</p>   |

\* Certification (graduate courses count toward masters degree)

\*\* Certification and masters degree

**APPENDIX B**  
**CURRENT RECRUITMENT STRATEGIES**



# CURRENT RECRUITMENT STRATEGIES

Maryland State Department of Education  
Certification and Accreditation Division  
Teacher Education Section  
200 W. Baltimore Street  
Baltimore, MD 21201-2595

August 1999

**MSDE RECRUITMENT CONSORTIUM  
CURRENT RECRUITMENT STRATEGIES**

| SCHOOL SYSTEM/COLLEGE              | STRATEGY  | TARGET GROUP  |
|------------------------------------|---|---|
| ALLEGANY COUNTY PUBLIC SCHOOLS     | <ul style="list-style-type: none"> <li>• college visits</li> <li>• professional contacts</li> <li>• teacher placement services</li> </ul>   | <ul style="list-style-type: none"> <li>• special education</li> <li>• teacher applicants</li> </ul> |
| ANNE ARUNDEL COUNTY PUBLIC SCHOOLS | <ul style="list-style-type: none"> <li>• on-campus visits</li> <li>• Career Day participation</li> <li>• student teacher seminars</li> <li>• teacher recruitment workshops</li> </ul>                           | <ul style="list-style-type: none"> <li>• critical shortage areas</li> </ul>                         |
| CALVERT COUNTY PUBLIC SCHOOLS      | <ul style="list-style-type: none"> <li>• extensive mailing to historically black universities</li> <li>• community network</li> <li>• on-campus interviews</li> <li>• Minority Teacher Candidate Day</li> </ul> | <ul style="list-style-type: none"> <li>• minority teachers</li> </ul>                               |
| CARROLL COUNTY PUBLIC SCHOOLS      | <ul style="list-style-type: none"> <li>• administrators do on-site interviews at colleges</li> </ul>  | <ul style="list-style-type: none"> <li>• critical shortage areas</li> </ul>                         |
| CECIL COUNTY PUBLIC SCHOOLS        | <ul style="list-style-type: none"> <li>• contact colleges, universities, and consortia for registration during March, April and May</li> </ul>  | <ul style="list-style-type: none"> <li>• minorities for critical shortage areas</li> </ul>          |

MSDE RECRUITMENT CONSORTIUM

CURRENT RECRUITMENT STRATEGIES

| SCHOOL SYSTEM/COLLEGE                | STRATEGY   | TARGET GROUP   |
|--------------------------------------|--|--|
| <p>CHARLES COUNTY PUBLIC SCHOOLS</p> | <ul style="list-style-type: none"> <li>• visit colleges with large minority populations</li> <li>• mailing to historically black colleges</li> <li>• network with FTM clubs</li> <li>• provide scholarships for career changers</li> <li>• community networking--churches, professional and social organizations</li> <li>• substitute pool</li> <li>• advertising in periodicals that target minority populations</li> </ul>    | <ul style="list-style-type: none"> <li>• minorities</li> </ul>                       |
| <p>COPPIN STATE COLLEGE</p>          | <ul style="list-style-type: none"> <li>• high school visits</li> <li>• volunteer programs</li> <li>• student search</li> <li>• community colleges</li> <li>• college fairs</li> <li>• telemarketing</li> <li>• early intervention programs</li> <li>• financial aid planning</li> <li>• referral system</li> <li>• advertising</li> <li>• alumni support</li> <li>• direct mail</li> <li>• campus visitation programs</li> </ul> | <ul style="list-style-type: none"> <li>• persons seeking urban employment</li> </ul> |

**MSDE RECRUITMENT CONSORTIUM  
CURRENT RECRUITMENT STRATEGIES**

| SCHOOL SYSTEM/COLLEGE            | STRATEGY   | TARGET GROUP  |
|----------------------------------|--|---|
| DORCHESTER COUNTY PUBLIC SCHOOLS | <ul style="list-style-type: none"> <li>• Currently a local committee is working to get a consultant to implement plans to recruit minority candidates.</li> </ul>  | <ul style="list-style-type: none"> <li>• minority groups</li> </ul>   |
| FREDERICK COUNTY PUBLIC SCHOOLS  | <ul style="list-style-type: none"> <li>• screening interviews at college campuses from January thru May</li> <li>• Resident Teacher Certificate Program for career changers</li> <li>• screening interviews for minority teachers</li> </ul> | <ul style="list-style-type: none"> <li>• minority students</li> <li>• critical shortage areas</li> <li>• career changers</li> </ul> |
| FROSTBURG STATE UNIVERSITY       | <ul style="list-style-type: none"> <li>• high school visits</li> <li>• community college visits</li> <li>• special information night programs</li> <li>• mailings</li> </ul>   | <ul style="list-style-type: none"> <li>• high school seniors</li> </ul>   |
| GARRETT COUNTY PUBLIC SCHOOLS    | <ul style="list-style-type: none"> <li>• teachers recruit at their alma maters</li> <li>• attend education job fairs</li> </ul>  | <ul style="list-style-type: none"> <li>• college students</li> </ul>  |
| HOWARD COUNTY PUBLIC SCHOOLS     | <ul style="list-style-type: none"> <li>• recruiter is sent to various colleges</li> <li>• teacher education centers for training purposes</li> <li>• advertisements in newspapers with a predominantly minority readership</li> </ul>        | <ul style="list-style-type: none"> <li>• minority students</li> </ul>   |
| HOOD COLLEGE                     | <ul style="list-style-type: none"> <li>• Career Day participation</li> <li>• mass mailing</li> </ul>   | <ul style="list-style-type: none"> <li>• college students and teachers</li> </ul>   |

MSDE RECRUITMENT CONSORTIUM

CURRENT RECRUITMENT STRATEGIES

| SCHOOL SYSTEM/COLLEGE            | STRATEGY  | TARGET GROUP  |
|----------------------------------|---|---|
| JOHNS HOPKINS UNIVERSITY         | <ul style="list-style-type: none"> <li>• Reach to Teach - letters sent to identified prospective students</li> <li>• advertisement in special education insert in Sunpapers</li> <li>• internal article in JHU Gazette</li> <li>• unsolicited article in Sunpapers</li> <li>• internal advertisement in JHU undergraduate newsletter</li> </ul>   | <ul style="list-style-type: none"> <li>• career changers</li> <li>• women who've delayed starting careers to raise children</li> <li>• undergraduate arts and sciences and engineering majors</li> <li>• retired military officers</li> </ul> |
| KENT COUNTY PUBLIC SCHOOLS       | <ul style="list-style-type: none"> <li>• advertisements in publications such as National Jewish Life and the Black Employment and Educational Journal</li> </ul>  | <ul style="list-style-type: none"> <li>• collegiate midyear graduates and minorities</li> </ul>   |
| MONTGOMERY COUNTY PUBLIC SCHOOLS | <ul style="list-style-type: none"> <li>• a survey of current MCPS professional and support staff for referral of applicants</li> <li>• simplified the process so speakers of other languages could better understand each step in the application process</li> <li>• network with deans of education and other campus contacts</li> <li>• attended local, state and national education conferences</li> <li>• contacted school systems with declining enrollments to recruit their surplus staff</li> </ul> | <ul style="list-style-type: none"> <li>• male elementary teachers</li> <li>• teacher candidates from all racial groups</li> </ul>   |

**MSDE RECRUITMENT CONSORTIUM  
CURRENT RECRUITMENT STRATEGIES**

| <b>SCHOOL SYSTEM/COLLEGE</b>      | <b>STRATEGY</b>   | <b>TARGET GROUP</b>   |
|-----------------------------------|---|---|
| <b>MORGAN STATE UNIVERSITY</b>    | <ul style="list-style-type: none"> <li>• Project PRIME - Nine programs designed to present the teaching profession and other careers in education as viable careers options to students, parents, business and civic leaders of color in Baltimore City and the surrounding counties. Involves a coalition of partners that includes Morgan State as the lead institution as well as the Baltimore City Public Schools the Maryland MESA Program, and the following colleges and universities: Loyola College of Maryland, Coppin State College, Towson State University, the College of Notre Dame, the Baltimore City Community College and Dundalk Community College.</li> </ul> | <ul style="list-style-type: none"> <li>• minority students in the Baltimore area who enroll in teacher education programs during the next five years</li> <li>• middle school students of color in the Baltimore City Public School and surrounding counties.</li> <li>• undeclared majors of color in the seven (7) collaborating institutions.</li> </ul> |
| <b>MT. ST. MARY'S COLLEGE</b>     | <ul style="list-style-type: none"> <li>• open house</li> <li>• phone-a-thon</li> <li>• freshman seminars</li> </ul>   | <ul style="list-style-type: none"> <li>• high school seniors</li> </ul>   |
| <b>SALISBURY STATE UNIVERSITY</b> | <ul style="list-style-type: none"> <li>• students through admissions office</li> <li>• open house</li> <li>• brochures</li> <li>• special programs</li> </ul>   | <ul style="list-style-type: none"> <li>• disadvantaged middle school students through a program called "STEEP", and minority students</li> </ul>  |

**MSDE RECRUITMENT CONSORTIUM**

**CURRENT RECRUITMENT STRATEGIES**

| SCHOOL SYSTEM/COLLEGE                      | STRATEGY  | TARGET GROUP  |
|--|---|---|
| SOMERSET COUNTY PUBLIC SCHOOLS             | <ul style="list-style-type: none"> <li>• attending recruitment days at UMES and Salisbury State University</li> <li>• the Eastern Shore Consortium</li> <li>• teacher applications on file</li> </ul>   | <ul style="list-style-type: none"> <li>• critical shortage areas</li> </ul>   |
| TOWSON STATE UNIVERSITY                    | <ul style="list-style-type: none"> <li>• participate in high school Career Days</li> <li>• Community College Career Days</li> <li>• TSU Educators Club</li> <li>• tours of TSU</li> <li>• College Board Search</li> <li>• participation in Academic Champions of Excellence</li> <li>• letters to high school counselors</li> </ul> | <ul style="list-style-type: none"> <li>• high school students</li> <li>• transfer students</li> <li>• HS transfer students</li> <li>• elementary/middle school students</li> <li>• minority students</li> <li>• middle school students</li> <li>• academically gifted high school students</li> </ul> |
| UNIVERSITY OF MARYLAND AT BALTIMORE COUNTY | <ul style="list-style-type: none"> <li>• visit local high schools to discuss program options</li> <li>• annual visits made at community colleges to discuss programs</li> <li>• letters are written to Meric Scholars</li> </ul>  | <ul style="list-style-type: none"> <li>• graduate level students</li> </ul>   |

MSDE RECRUITMENT CONSORTIUM

CURRENT RECRUITMENT STRATEGIES

| SCHOOL SYSTEM/COLLEGE                             | STRATEGY  | TARGET GROUP   |
|---|---|--|
| <p>UNIVERSITY OF MARYLAND AT COLLEGE PARK</p>     | <ul style="list-style-type: none"> <li>• Mary McLeod Bethune-a pre-professional society for minority students</li> <li>• Minority Achievement Project</li> <li>• Minority Focus Day</li> <li>• visits to high schools</li> <li>• hosting visits from high school Future Teachers of Maryland (FTM) Clubs</li> <li>• Minority Teacher Education</li> <li>• Career Day</li> <li>• Academically Talented Open House (ACTOH)</li> </ul> | <ul style="list-style-type: none"> <li>• UMCP minority students</li> </ul>       |
| <p>UNIVERSITY OF MARYLAND AT EASTERN SHORE</p>    | <ul style="list-style-type: none"> <li>• no existing recruitment program</li> </ul>   |  |
| <p>WASHINGTON COUNTY PUBLIC SCHOOLS</p>           | <ul style="list-style-type: none"> <li>• on-site recruiting and interviewing annually</li> <li>• two annual mailings</li> <li>• 2-3 advertisements in predominantly Black publications</li> <li>• recruitment advisory committee</li> <li>• letters to select leaders in minority community</li> </ul>  | <ul style="list-style-type: none"> <li>• minority groups</li> </ul>              |
| <p>UNIVERSITY OF MARYLAND AT BALTIMORE COUNTY</p> | <ul style="list-style-type: none"> <li>• high school and community college visits</li> <li>• letters to Merit Scholars</li> </ul>   | <ul style="list-style-type: none"> <li>• person seeking certification</li> </ul> |





**MSDE RECRUITMENT CONSORTIUM  
CURRENT RECRUITMENT STRATEGIES**

| <b>SCHOOL SYSTEM/COLLEGE</b>    | <b>STRATEGY</b>  | <b>TARGET GROUP</b>   |
|---------------------------------|--|---|
| WESTERN MARYLAND COLLEGE        | <ul style="list-style-type: none"> <li>• advertising campaigns</li> <li>• appearances at graduate fairs</li> <li>• mass mailings</li> <li>• contact with various LEA's in Maryland and Pennsylvania</li> </ul> | <ul style="list-style-type: none"> <li>• person seeking alternate routes to certification</li> </ul>  |
| WICOMICO COUNTY PUBLIC SCHOOLS  | <ul style="list-style-type: none"> <li>• visits college within a 300 mile radius</li> </ul>  | <ul style="list-style-type: none"> <li>• secondary English, foreign languages, math special education, music and art for minority students</li> </ul> |
| WORCESTER COUNTY PUBLIC SCHOOLS | <ul style="list-style-type: none"> <li>• send teams to UMES and Salisbury State University during education job fairs</li> </ul>   | <ul style="list-style-type: none"> <li>• minority students</li> </ul>   |



**APPENDIX C**

**MINORITY GRADUATES FROM MARYLAND  
TEACHER EDUCATION PROGRAMS**

**AND**

**MINORITY HIRES**

TABLE 8

PERCENT MINORITY\* GRADUATES OF MARYLAND  
TEACHER EDUCATION PROGRAMS: 1989-1993

| Area of Certification       | 1992-93      |            | 1991-92      |            | 1990-91      |            | 1989-90      |            |
|-----------------------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|
|                             | Total Number | Minority % | Total Number | Minority % | Total Number | Minority % | Total Number | Minority % |
| Total                       | 2,254        | 230        | 2,059        | 205        | 1,766        | 112        | 1,617        | 126        |
| Art                         | 85           | 7          | 81           | 7          | 40           | 3          | 78           | 7          |
| Business                    | 15           | 4          | 29           | 7          | 23           | 5          | 30           | 11         |
| Career/Technology Education | 4            | 0          | 1            | 1          | 4            | 0          | 4            | 1          |
| Early Childhood             | 378          | 34         | 395          | 25         | 350          | 13         | 289          | 14         |
| Elementary Education        | 879          | 73         | 785          | 76         | 647          | 56         | 601          | 44         |
| English                     | 162          | 19         | 130          | 8          | 118          | 6          | 110          | 2          |
| Foreign Languages           | 38           | 3          | 32           | 0          | 30           | 0          | 32           | 2          |
| Health/Physical Education   | 108          | 11         | 99           | 12         | 98           | 4          | 75           | 9          |
| Home Economics              | 2            | 1          | 8            | 0          | 9            | 0          | 5            | 2          |
| Industrial Arts             | 3            | 0          | 8            | 1          | 5            | 0          | 2            | 0          |
| Mathematics                 | 92           | 10         | 76           | 10         | 81           | 2          | 69           | 4          |
| Music                       | 46           | 5          | 33           | 8          | 48           | 6          | 49           | 7          |
| Science                     | 69           | 8          | 74           | 7          | 71           | 4          | 70           | 7          |
| Social Studies              | 163          | 16         | 170          | 15         | 145          | 2          | 125          | 5          |
| Special Education           | 131          | 29         | 133          | 28         | 91           | 11         | 74           | 11         |
| Other Areas**               | 79           | 10         | 5            | 0          | 6            | 0          | 4            | 0          |

\*Minority includes African-American, Asian, Hispanic, Native-American

\*\*Other Areas include Dance, Agriculture, Marketing Education, Driver's Education, Outdoor Education, etc.

TABLE 9  
PERCENT MINORITY NEW HIRES BY CERTIFICATION AREAS  
MARYLAND PUBLIC SCHOOLS: MAY - OCTOBER, 1992

| Certification Area         | Total New Hires |           |         | Inexperienced New Hires |           |         | Experienced New Hires |           |         |
|----------------------------|-----------------|-----------|---------|-------------------------|-----------|---------|-----------------------|-----------|---------|
|                            | Total           | Minority* |         | Total                   | Minority* |         | Total                 | Minority* |         |
|                            |                 | Number    | Percent |                         | Number    | Percent |                       | Number    | Percent |
| Total New Teachers         | 3,120           | 619       | 19.8%   | 2,021                   | 374       | 18.5%   | 1,099                 | 245       | 22.3%   |
| Art                        | 84              | 9         | 10.7    | 58                      | 6         | 10.3    | 26                    | 3         | 11.5    |
| Business                   | 19              | 7         | 36.8    | 11                      | 5         | 45.5    | 8                     | 2         | 25.0    |
| Career/Technology Educatio | 16              | 5         | 31.3    | 9                       | 1         | 11.1    | 7                     | 4         | 57.1    |
| Computer Science           | 3               | 0         | 0.0     | 2                       | 0         | 0.0     | 1                     | 0         | 0.0     |
| Early Childhood            | 288             | 42        | 14.6    | 197                     | 25        | 12.7    | 91                    | 17        | 18.7    |
| Elementary Education       | 1,056           | 199       | 18.8    | 752                     | 133       | 17.7    | 304                   | 66        | 21.7    |
| English                    | 190             | 22        | 11.6    | 117                     | 14        | 12.0    | 73                    | 8         | 11.0    |
| Foreign Languages          |                 |           |         |                         |           |         |                       |           |         |
| French                     | 29              | 3         | 10.3    | 15                      | 1         | 6.7     | 14                    | 2         | 14.3    |
| German                     | 8               | 1         | 12.5    | 5                       | 1         | 20.0    | 3                     | 0         | 0.0     |
| Latin                      | 5               | 0         | 0.0     | 0                       | 0         | 0.0     | 5                     | 0         | 0.0     |
| Russian                    | 2               | 0         | 0.0     | 1                       | 0         | 0.0     | 1                     | 0         | 0.0     |
| Spanish                    | 73              | 11        | 15.1    | 36                      | 4         | 11.1    | 37                    | 7         | 18.9    |
| Health/ Physical Education | 116             | 13        | 11.2    | 80                      | 7         | 8.8     | 36                    | 6         | 16.7    |
| Home Economics             | 23              | 4         | 17.4    | 9                       | 3         | 33.3    | 14                    | 1         | 7.1     |
| Industrial Arts            | 20              | 4         | 20.0    | 7                       | 2         | 28.6    | 13                    | 2         | 15.4    |
| Mathematics                | 181             | 43        | 23.8    | 121                     | 23        | 19.0    | 60                    | 20        | 33.3    |
| Music                      | 130             | 20        | 15.4    | 79                      | 14        | 17.7    | 51                    | 6         | 11.8    |
| Science                    |                 |           |         |                         |           |         |                       |           |         |
| Biology                    | 86              | 20        | 23.3    | 55                      | 8         | 14.5    | 31                    | 12        | 38.7    |
| Chemistry                  | 29              | 7         | 24.1    | 22                      | 6         | 27.3    | 7                     | 1         | 14.3    |
| Earth/Space                | 18              | 2         | 11.1    | 13                      | 1         | 7.7     | 5                     |           | 20.0    |
| General                    | 14              | 0         | 0.0     | 7                       | 0         | 0.0     | 7                     | 0         | 0.0     |
| Physics                    | 10              | 1         | 10.0    | 8                       | 1         | 12.5    | 2                     | 0         | 0.0     |
| Physical Science           | 6               | 3         | 50.0    | 2                       | 1         | 50.0    | 4                     | 2         | 50.0    |
| Social Studies             | 125             | 19        | 15.2    | 95                      | 13        | 13.7    | 30                    | 6         | 20.0    |
| Special Education          |                 |           |         |                         |           |         |                       |           |         |
| Severely Handicapped       | 1               | 0         | 0.0     | 1                       | 0         | 0.0     | 0                     | 0         | 0.0     |
| Generic 0-3                | 30              | 3         | 10.0    | 17                      | 1         | 5.9     | 13                    | 2         | 15.4    |
| Generic 1-8                | 259             | 71        | 27.4    | 127                     | 37        | 29.1    | 132                   | 34        | 25.8    |
| Generic 6-12               | 42              | 15        | 35.7    | 27                      | 9         | 33.3    | 15                    | 6         | 40.0    |
| Hearing Impaired           | 5               | 0         | 0.0     | 1                       | 0         | 0.0     | 4                     | 0         | 0.0     |
| Visually Impaired          | 4               | 0         | 0.0     | 2                       | 0         | 0.0     | 2                     | 0         | 0.0     |
| Other**                    | 248             | 95        | 38.3    | 145                     | 58        | 40.0    | 103                   | 37        | 35.9    |

\*Minority includes African-American, Asian, Hispanic, Native-American

\*\*Includes such areas as Agriculture, Dance, Driver's Education, Marketing, Outdoor Education, Speech, Theater, etc.

TABLE 10

TREND DATA: MINORITY\* NEW HIRES IN MARYLAND  
PUBLIC SCHOOL SYSTEMS  
1989-92

| Certification Area          | 1992     |         |       | 1991     |         |       | 1990     |         |       | 1989     |         |       |
|-----------------------------|----------|---------|-------|----------|---------|-------|----------|---------|-------|----------|---------|-------|
|                             | Minority |         | Total | Minority |         | Total | Minority |         | Total | Minority |         | Total |
|                             | Number   | Percent |       | Number   | Percent |       | Number   | Percent |       | Number   | Percent |       |
| Total Teachers              | 3,120    | 20%     | 2,806 | 541      | 19%     | 2,692 | 470      | 18%     | 2,594 | 367      | 14%     |       |
| Art                         | 84       | 11      | 63    | 10       | 16      | 73    | 10       | 14      | 84    | 7        | 8       |       |
| Business                    | 19       | 37      | 15    | 6        | 40      | 5     | 2        | 40      | 10    | 5        | 50      |       |
| Career/Technology Education | 16       | 31      | 27    | 3        | 11      | 18    | 3        | 17      | 10    | 3        | 30      |       |
| Elementary Education        | 1,344    | 18      | 1,277 | 212      | 17      | 1,282 | 193      | 15      | 1,152 | 145      | 13      |       |
| English                     | 190      | 22      | 157   | 25       | 16      | 126   | 17       | 13      | 140   | 13       | 9       |       |
| Foreign Languages           | 117      | 15      | 116   | 25       | 22      | 75    | 11       | 15      | 86    | 23       | 27      |       |
| Health/Physical Education   | 116      | 13      | 110   | 29       | 26      | 108   | 14       | 13      | 95    | 17       | 18      |       |
| Home Economics              | 23       | 4       | 22    | 2        | 9       | 23    | 3        | 13      | 27    | 5        | 19      |       |
| Industrial Arts             | 20       | 4       | 18    | 4        | 22      | 13    | 2        | 15      | 18    | 2        | 11      |       |
| Mathematics                 | 181      | 43      | 124   | 20       | 16      | 106   | 12       | 11      | 87    | 5        | 6       |       |
| Music                       | 130      | 20      | 112   | 23       | 21      | 134   | 21       | 16      | 142   | 20       | 14      |       |
| Science                     | 163      | 33      | 139   | 21       | 15      | 117   | 20       | 17      | 114   | 15       | 13      |       |
| Social Studies              | 125      | 19      | 147   | 32       | 22      | 66    | 12       | 18      | 97    | 14       | 14      |       |
| Special Education           | 341      | 89      | 325   | 89       | 27      | 274   | 60       | 22      | 295   | 60       | 20      |       |
| Other**                     | 251      | 95      | 154   | 40       | 26      | 272   | 90       | 33      | 237   | 33       | 14      |       |

\*Minority includes African-American, Asian, Hispanic, Native-American

\*\*Includes such areas as Agriculture, Dance, Driver's Education, Marketing, Outdoor Education, Speech, Theater, etc.