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Recruiting Minority Faculty: The Effects Of The Bradley Memo Of Understanding On An Urban School District - A Program Evaluation Dissertation

Lois McKee
National-Louis University

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**RECRUITING MINORITY FACULTY:
THE EFFECTS OF THE BRADLEY MEMO OF UNDERSTANDING
ON AN URBAN SCHOOL DISTRICT**

A PROGRAM EVALUATION DISSERTATION

Lois McKee

Educational Leadership Doctoral Program

Submitted in partial fulfillment
of the requirements of
Doctor of Education
in the Foster G. McGaw Graduate School

National College of Education

National Louis University

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This document was created as *one* part of the three-part dissertation requirement of the National Louis University (NLU) Educational Leadership (EDL) Doctoral Program. The National Louis Educational Leadership EdD is a professional practice degree program (Shulman et al., 2006). For the dissertation requirement, doctoral candidates are required to plan, research, and implement three major projects, one each year, within their school or district with a focus on professional practice. The three projects are:

- Program Evaluation
- Change Leadership Plan
- Policy Advocacy Document

For the **Program Evaluation** candidates are required to identify and evaluate a program or practice within their school or district. The “program” can be a current initiative; a grant project; a common practice; or a movement. Focused on utilization, the evaluation can be formative, summative, or developmental (Patton, 2008). The candidate must demonstrate how the evaluation directly relates to student learning.

In the **Change Leadership Plan** candidates develop a plan that considers organizational possibilities for renewal. The plan for organizational change may be at the building or district level. It must be related to an area in need of improvement, and have a clear target in mind. The candidate must be able to identify noticeable and feasible differences that should exist as a result of the change plan (Wagner et al., 2006).

In the **Policy Advocacy Document** candidates develop and advocate for a policy at the local, state or national level using reflective practice and research as a means for supporting and promoting reforms in education. Policy advocacy dissertations use critical theory to address moral and ethical issues of policy formation and administrative decision making (i.e., what ought to be). The purpose is to develop reflective, humane and social critics, moral leaders, and competent professionals, guided by a critical practical rational model (Browder, 1995).

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ABSTRACT

This Program Evaluation Plan (PEP) explores aspects of the Bradley Memorandum of Understanding (MOU) with respect to its implementation in Pinellas County Schools (PCS). Although the Bradley MOU has many facets, this dissertation examines the minority faculty initiative portion of the agreement. There are many obstacles to overcome regarding attracting African American teachers to the PCS district, and they seem to be similar to struggles found in other districts across the state of Florida. By implementing a pre and post survey and conducting interviews with teachers and district employees, I was able to discover that Pinellas County Schools is showing marked effort with respect to minority faculty recruitment.

This study also explores the importance of having minority teachers in classrooms. Teachers in this study stated they had a significant person in their lives that influenced them to become a teacher. The literature review in this study reflects the importance of having teachers in the classroom who can act as role models for students. In addition, the research noted in this study illustrates how important it is for students to see a teacher of their own race/ethnicity as their classroom leader. As a result of examining factors contributing to and/or hindering the hiring of minority teachers, we can continue to make progress toward increasing the number of African American teachers in our schools.

PREFACE

The Bradley Memo of Understanding (MOU) is a document that is important to the Pinellas County School district where I am employed as an assistant principal. I chose this project because when districts gain unitary status, there needs to be safeguards in place to ensure all students are treated fairly and equitably. The Bradley MOU is one of those safeguards.

I grew up attending Pinellas County Schools and graduated from Seminole High School, where I presently work. It gives me a sense of pride to have a position in the same school system which meant so much to me as a child. It also gives me the opportunity to correct some of the wrongs I saw as a student. I witnessed racism and inequality in my classes, although it was often subtle.

It is important to me to see our society embrace students from all walks of life and to bring them into the teaching profession. Having teachers from all nationalities embrace students from all backgrounds is what will continue to bring enrichment and vitality to the teaching profession. As a result, we all will benefit from the camaraderie and love that is shared among those whose lives we touch.

The most significant leadership lesson I learned as a result of having planned and completed this project is that I developed a deep appreciation for the recruiters who tirelessly try to attract minority teachers to our schools. Often, recruitment is difficult because minority teachers are being pulled by so many other institutions and districts. It is the recruiters who must tug at the heart strings of university graduates and show them why our district is where they need to be. This is a job that often goes unnoticed, and as a result of this project, I was able to explore the recruiter's job first-hand.

This experience has influenced my preparation for leadership and my growth in leadership by allowing me to delve into the world of race as it relates to our schools. This is often a topic that people shy away from, yet it is important to discuss. The most significant take-away for me has been the ability to realize the importance of recruiting African American males into elementary education. I have been successful in coordinating scholarships for two African American males who recently graduated from my high school, to study in the Elite Educator program at St. Petersburg College in Clearwater, Florida. Without this project, I'm not sure I would have had the foresight to speak with the dean of the college and pursue these opportunities. So, for that, I am grateful.

DEDICATION

I would like to dedicate this dissertation to the hard-working teachers I have crossed paths with in my life as student, educator, administrator and parent. I have constantly been amazed and humbled by their never-ending enthusiasm and drive; doing things because “It’s what’s best for students.” As I continue to serve daily, side by side with educators and educational leaders, I look forward to our best days in education. The next student, the next great idea, then next learning experience; they all excite me!

In addition to my fellow educators, I would like to dedicate this dissertation to my husband of 29 years, David McKee. He is a teacher who understands me when I come home and discuss challenges and celebrations. Without his listening ear and understanding heart, I would not have been able to finish my degree.

To our four, beautiful, talented, and eccentric young adults, I would like to say “thank you.” Without them, I would not be the person I am today. My youngest, Christian, has challenged me by constantly asking about my educational progress. He has encouraged me to research and write, and always loves to discuss psychology and education with me. Coree, our third daughter, has been a beautiful, constant presence for me. She always has a smile and a supportive, loving heart turned toward me. Stephanie, the “contemplator” has shown me fortitude and drive. She constantly presses on, no matter what her circumstances. Her beautiful, artistic personality makes me happy. Jenelle, the oldest, has had to forge the way for her siblings, and has self-confidence galore. I admire her fortitude and talent. She is constantly surprising me with her next acting role.

Lastly, I would like to dedicate this dissertation to my mother, Doloris Johnston, who raised 12 children – seven boys and five girls. She is a natural-born teacher and the reason I am an educator. Her sense of inquisitiveness and love for solving puzzles (even human puzzles like me) is evident in all I do and say.

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SECTION ONE: INTRODUCTION

Purpose

The intent of this project was to evaluate staffing in Pinellas County Schools (PCS) to determine if the Bradley Memo of Understanding (MOU) is being implemented with fidelity regarding faculty assignments. The Bradley MOU (Bradley, 2000) is the result of a landmark Memo of Understanding (MOU) between Leon W. Bradley, Jr. (Plaintiff) and Pinellas County Schools (Defendant) regarding the quality of education of minorities in Pinellas County Schools, entered into on July August 16, 2000. In 2011, there was an additional agreement addressing the administrative and faculty-staffing initiative, as addressed under section IV. Points of Understanding Reached During Post-Unitary Status Order ADR (Bradley, 2011, pp. 2-4). The purpose of this project was to examine the effectiveness of the PCS recruitment and training strategies for African American teachers, with regard to the agreement in the Bradley Memorandum of Understanding. As of 2011, with the exception of the percentage of Exceptional Education teachers, there has been a decrease in minority faculty in Pinellas County schools (see Table 1) (Florida Department of Education, 2011) compared to the percentage of minority faculty in 1999-2000 (see Table 2) (Florida Department of Education, 2001), when the Bradley MOU was initiated. The number of minority faculty in PCS elementary schools decreased from 8.94% to 6.19% in this time period, while the number of minority faculty in PCS secondary schools decreased from 11.96% to 9.72% in this same time period.

Through the exploration of the initiatives of the Bradley MOU, this project will uncover perceptions and practices which may have contributed to the decline of the overall population of African American faculty in Pinellas County Schools. In addition, I hope to uncover Best

Practices which could have a positive effect on future minority teacher recruitment in Pinellas County Schools.

Table 1

*African American Faculty in Pinellas County Schools
2011-12 School Year*

Elementary	6.19%
Secondary	9.72%
Exceptional Education	6.07%
Other classroom teachers	6.56%
Total classroom teachers	7.53%

Table 2

*African American Faculty in Pinellas County Schools
1999-2000 School Year*

Elementary	8.94%
Secondary	11.16%
Exceptional Education	5.07%
Other classroom teachers	7.87%
Total classroom teachers	8.81%

Student learning is a paramount premise and focus of the Bradley MOU, as it states: “Pinellas County School Board, et al, had failed to perform all of the obligations under the Agreement in the areas of Quality of Education...” (Bradley, 2000, p.1). In fact, the quality of education for African American students is the underlying theme and reason the Bradley MOU exists. Under the “Equitable Distribution” heading in the Bradley MOU, it states, “The parties recognize the essential role of high quality teachers in making progress toward closing the achievement gap.” (Bradley, 2011, p. 4). It goes on to discuss the disparity between teachers who are placed in schools needing improvement, which in our district’s case, are primarily the South County, poorer schools, and the teachers who are placed in schools that are rated higher.

The Bradley MOU urges the district to assign all teachers in an equitable fashion, which it states, "...is important to the success of black and non-black students" (Bradley, 2011, p.4).

Rationale

The reasons I chose this particular program are varied. First, I chose it because I am keenly interested in minority education and how I can help students overcome their struggles with race and academic perception. African American students sometimes have an uphill battle when it comes to disproving beliefs by fellow students and teachers. I used to work in an inner city, very poor middle school in our district, and now I work at a more affluent, mostly white school. I have seen a difference in how the "majority" race is treated at each school. It appears to me that teachers of the same race often favor students of their own race in the classroom. For example, I have seen white teachers having black students sitting away from their peers for days, because the teacher feels they can't get along with the other students. In addition, I have seen black teachers being more lenient with regard to disciplining black students committing the same offense as white students. I think it's important to treat all students equally and equitably, and my intention was for this program evaluation to assist the district and its stakeholders in realizing the importance of treating all students, faculty, and administration in a fair and equitable manner.

Secondly, I have an interest in providing teacher certification opportunities for minority teachers, particularly black males. There are so few black males teaching in our district, particularly in our elementary schools, and our minority students have few role models of their own race. Without role models, I think we are stuck in a cycle that is leading to fewer and fewer black males entering the field of education. Thirdly, I wanted to support other teachers and administrators in Pinellas County Schools in a project that encompasses an issue as important as that addressed in the Bradley MOU. This document and the challenge it presents has historical

significance not only to our district, but possibly to our nation. I believe if we can examine this program with fidelity, our combined efforts will allow our district to identify what is working and what needs improvement. Additionally, it would allow us to be proud of the job we're doing and the strides we are making in education through improving areas of critical need. With the premise that minority students, when given a fair and equitable education, will achieve at the same rate or higher than non-blacks, it is easy to see that Pinellas County School students will be the beneficiaries of this program evaluation. This can better be achieved through building a high level leadership and instructional staff that is reflective of our student population.

Goals

The four goals of this program evaluation were: 1) Determine how many minority faculty work in PCS, and their disbursement across the district, 2) define the recruitment strategies used by the district and evaluate their effectiveness, 3) explore the PCS recruitment and training initiatives for African American teachers, and 4) obtain suggestions from the members of the Pinellas County Schools "District Monitoring and Advising Committee" (DMAC) and minority teachers, regarding ways to improve minority teacher recruitment in Pinellas County Schools. These goals relate to improved student learning because, if attained, African American students will have more role models in their schools. In addition, it will increase the possibility that minority students will have someone of their own race as a teacher or mentor along their academic path. Also, adding more talented African American staff members may help other teachers become more sensitive to, and correct biases they may be exhibiting in working with minority students. Furthermore, it is paramount for African American students to feel they can be teachers and leaders, which can be translated through this initiative of the Bradley MOU.

Research Questions

As a result of the need to increase the recruitment and training of African American teachers, I studied the initiatives PCS is taking to increase the recruitment, training and retention of African American teachers. The primary research questions for this project were:

1) What is Pinellas County Schools (PCS) doing to actively recruit and retain African American teachers with regard to the mandate of the Bradley Memo of Understanding (MOU) as measured by current recruitment and retention data?

2) How effective do these strategies seem to be in advancing progress toward the Pinellas County School Board's goals as agreed to in the Bradley MOU?

3) What do members of the District Monitoring and Advising Committee, the PCS recruiters, and African American teachers report as working well in the African American teacher the recruitment and retention process?

4) What do members of the District Monitoring and Advising Committee, the PCS recruiter, and African American teachers report as not working well in the African American teacher recruitment and retention process?

5) What do members of the District Monitoring and Advising Committee, the PCS recruiters, and African American teachers suggest as ways to improve the African American teacher recruitment and retention process?

The secondary research questions for this study were:

1. What is the recidivism rate of newly recruited African American teachers (less than 3 years in the district) in Pinellas County Schools?

2. What is the placement trend with regard to African American teachers in Pinellas County Schools since the Bradley MOU efforts have started?

3. What policy changes and/or recruiting, selecting and development procedures could and can PCS implement to move toward Best Practices?

Conclusion

By examining the Bradley MOU, the Pinellas County School district will be able to judge whether or not they need to continue the program the way it is, or make changes. If the PCS district looks introspectively into these findings, there may be the possibility of real change that could take place. It is important to look at equity across all the educational structures, policies and procedures in the district to ensure all races are treated with respect and fairness.

SECTION TWO: REVIEW OF LITERATURE

Introduction

There are many recent articles that explore recruitment and retention of minority faculty. Some studies, such as Ingersoll & May (2011), note that our nation began a sincere effort in the 1980's to recruit minority teachers. With regard to funding recruitment initiatives, many foundations have set aside monies to subsidize minority teacher recruitment programs and they have been extremely successful. The problem with diverse staffing seems to be that minority teachers are leaving the profession at a rate that is faster than the recruitment rate (Ingersoll & May, 2011). Surprisingly, factors which caused the turnover were not related to stress caused by a "difficult" student population, but rather the lack of teacher autonomy in the classroom and school-wide input for decision making (Ingersoll & May, 2011).

Another study, by Amrein-Beardsley (2007), explored incentives which might persuade high-level teachers to teach at high-need schools. The most persuasive factor reported by the teachers was "the quality of the principal" (Amrein-Beardsley, 2007, p. 65). The second most important incentive was higher salaries, increased benefits, or a promotion. Third, teachers felt like the disposition of the other teachers (if they were also high-level teachers) would persuade them to go to a high-needs school (Amrein-Beardsley, 2007). These incentives may be worthwhile to consider for a teacher recruitment program.

In 1991, the Minnesota Department of Education (DOE) conducted a study regarding the effectiveness of their minority recruitment program. The emphasis of the program was on recruitment, preparation, and retention of minority teachers. Before the recruitment program was implemented, the Minnesota DOE had a minority staff of approximately 1.5 percent. Salary levels and competition to hire the pool of qualified minority teachers were factors noted causing

the Minnesota schools to hire few minority teachers. Also, few of the recruiters and interviewers were minorities, which also was noted as a detriment in the Worner (1991) study. In 1991, according to the study by the Minnesota DOE, “the estimated cost of supporting a major State-wide initiative for the recruitment, preparation and retention of minority teaching staff members was 2.5 million dollars annually, adjusted for inflation, for a period of two decades” (Worner, 1991, p. 8). Minnesota made a commitment to hire 250 minority teachers over a twenty-year period.

The Minnesota study outlined three types of approaches or models employed by the district to recruit minority teachers. These models were: 1) the fast-track (i.e., hiring retired teachers, alternative licensure of teachers with non-teaching degrees, developing relationships with out-of-state universities to hire their graduates), 2) the moderate track (i.e., teacher development programs, paraprofessionals training to be teachers, working with the community college based program, or the teacher preparation Baccalaureate program in the Minnesota university system, and 3) the slow-track approach. An example of the slow-track approach would be high school programs that introduce students to the profession of teaching and provide opportunities for them to shadow teachers and assist teachers in classrooms. Seminole High School in Pinellas County has a program such as this called the “Center for Education and Leadership.” The slow-track model would train a minority teacher in 5-8 years, while the moderate track model would train a teacher in 3-4 years, and the fast-track approach would train a minority teacher in 0-2 years (Worner, 1991).

One of the highlights of the Minneapolis fast-track programs intended to recruit minority teachers was the “Urban Collaborative Educator Development Program” (Worner, 1991, p. 17). This program worked in collaboration with the University of St. Thomas to train minorities who

had a bachelor's degree in a field other than education, to become teachers. This approach took about 1.5 to 2 years of training.

Edison High School in Minneapolis had a magnet program (beginning with a Federal grant in 1989) to train its minority students to become teachers, and St. Paul Public Schools had a "Minority Encouragement Program," which was for 11th and 12th grade students wanting to pursue a Baccalaureate degree in teaching (Worner, 1991, pp. 22-23). Through these programs, scholarships were offered to students and a guaranteed teaching position in the St. Paul Public Schools. In addition, after 3 years of teaching for St. Paul's Public Schools, students met the criteria for the scholarship and the money did not have to be repaid. These programs were indicative of the "slow-track" model of teacher recruitment.

Minnesota had a very expansive, far-reaching minority recruitment program. A program of this magnitude required commitment from the state of Minnesota, the Governor, the public school district, the media, business partners, neighborhoods, and community groups (Worner, 1991, pp. 24-27). Although this study outlined the initiatives being taken to recruit and retain minority teachers in Minnesota, I was unable to find adequate follow-up data on the long-term effectiveness of their program implementation.

Pabou et al. (2011) outlines district initiatives to train African-American males to be teachers in urban classrooms. He stresses the importance of placing minority teachers in a position to make a difference in their schools, not just as role models, but as high-quality instructional staff. This requires support, teacher development and appropriate mentoring to help retain minority teachers. The "Urban Community Teachers Project" as outlined in this article is something PCS may be able to learn from. (Pabou et al, 2011, pp. 358-367).

Some of the framework to support diversifying the teaching force can be found in Villegas and Irvine's (2010) literature review. They explored the reasons for diversifying, which, they concluded, could be summarized into three major arguments: 1) teachers serving as role models, 2) the potential to improve the academic and social experiences of minorities in education, and 3) a workforce rationale (minority teachers recruit more minorities into teaching) (Villegas & Irvine, 2010).

Villegas & Irvine (2010) also discussed the value minority teachers bring to their schools. As they examined major arguments for diversifying the teaching force, they made this statement regarding minority teachers: "They have the potential for improving the educational experiences and academic outcomes of students of color, thereby helping address the pernicious racial/ethnic achievement gap, a major problem with profound implications for the health of this country" (Villegas & Irvine, 2010, p. 188). According to Villegas & Irvine (2010), it would be extremely valuable for minority teachers to be in schools as part of the solution to resolving the achievement gap.

James (2011) discusses recruitment strategies which include: 1) teacher-student mentor/mentee relationships with African American students, 2) career fairs and teacher/mentor relationships in middle and high school, and 3) district educational leaders and recruiters speaking in college freshmen and sophomore classes at historically black colleges (James, 2011, p. 121). This project emphasizes the relationships that African American educators and administrators has on young African American students and the influence they can have on their decision to become teachers. Similar to the Worner (1991) study, this project pointed out that it is best to use a combination of long-term and short term recruitment strategies.

Ingersoll (1999) points out that our nation has in the past, sought out qualified teachers for elementary and secondary classrooms. He states, “Over the past decade, dozens of studies, commissions, and national reports have be-moaned the qualifications and quality of our teachers (Ingersoll, 1999, p. 26). Recruiting teachers for our nation’s schools has become an issue that continues to plague some schools and districts. Not only is teacher recruitment difficult, but finding qualified *minority* teachers is even more difficult.

Achinstein et. al. (2010) categorized educational research to focus on teacher retention as it pertains to “student body characteristics, the availability of three forms of resources or organizational capital (financial, human, and social), and power structures and relations” (Achinstein et. al. 2010, p. 78). In their review, they found “Teachers were more likely to leave schools with a majority of students who live in poverty...” (Achinstein et. al. 2010, p. 78). These findings are important to this research project because PCS has schools with students who come from impoverished families. The faculty attrition at these schools could be reflective of this type of trend.

A journal article by Haycock (2001) discusses teacher quality at poor schools, with a high minority population. “In every subject area, students in high poverty schools are more likely than other students to be taught by teachers without even a minor in the subjects they teach” (Haycock, 2001, p. 10). This disparity of teaching staff at schools with higher degrees of poverty can be seen as a deterrent to minority student success. Haycock goes on to say, “We take the students who most depend on their teachers for subject-matter learning and assign them teachers with the weakest academic foundations” (Haycock, 2001, p. 10). She states that strong teachers have more of an effect on student outcomes than do poverty level and other student factors. In addition, she cites a study in two school districts in Texas where high level teachers taught low

level students and low level teachers taught high level students. She states, “By the time their students reached high school, these districts swapped places in student achievement” (Haycock, 2001, p. 11). I would like to think that PCS, with core curriculum standards and an emphasis on effective teaching, would have strong teachers in all of our schools, but the reality is that most of the teacher vacancies are in less affluent, higher poverty schools in the district.

The curriculum framework for this project encompasses Critical Reconstructionism (Schubert, 1996). Without laws forcing schools to integrate, such as in Pinellas County Schools which has now obtained unitary status, it is important to safeguard equitable treatment of minorities in our schools. Unitary status means Pinellas County Schools is functioning as a desegregated district without court order, and the Bradley MOU is one of the safeguards to ensure it remains vigilant in this status. Our schools need to have a commitment to egalitarianism with regard to education, thereby respecting all students with an equal and equitable chance to a quality education. As Schubert noted, students receive messages from a “hidden curriculum” in our schools (p. 175). In order to support the success of minority students in our schools, we need to assure that the hidden curriculum of our schools supports all students, regardless of race or ethnicity.

By evaluating the current status of Pinellas County Schools in the efforts to recruit and retain African-American teachers, to the intent of this project was to assist and enhance our district’s efforts in upholding the agreement made with the Bradley family that all students, particularly African-American students, will receive the best education possible. In addition, as I explore the relationship between having a more integrated instructional staff, our public schools will have a greater opportunity to insure more system supports are in place to meet the needs of

African-American students by “opening up” the hidden curriculum and illuminating what resources can be added to our schools to encourage them to achieve to their highest potential.

Definition of Terms

Although the terms “black” and “African American” tend to be used interchangeably, some blacks known to me personally are offended by the term, “African American.” They stated they are not from Africa, and to use the term to describe their race seemed offensive to them (particularly one friend who was from Trinidad). So, in trying to be sensitive to all ethnicities whose race is judged by the color of their skin, the terms I will be using in this study are defined as follows: *Black / African American* – these terms will be used interchangeably for the purpose of this study. African American technically refers to someone who is descended from Africa: In general, colloquial usage, the term Black is used to describe someone whose skin has various degrees of dark pigmentation. It is important to note for this study that teachers and administrators who self-identify as “Black or African American” will be considered as such. *Minority* – someone who does not belong to the Caucasian race.

Conclusion

Bringing together ideas from other important minority recruitment programs and looking at a review of pertinent literature assisted in developing a strong framework for this program evaluation. Comparing the work of PCS to other programs and initiatives allowed me to sift through ideas to find those that are working to recruit and retain minority teachers. As the result of gaining input from minority teachers, administrators, and the PCS DMAC committee, an intended result was that this research would illuminate both strengths as well as opportunities for growth in the PCS faculty recruitment initiatives. It is through this process that the PCS district

will make strides toward effectively recruiting minorities into our teaching and administrative ranks and increasing student achievement.

SECTION THREE: METHODOLOGY

Research Design Overview

Patton (2008) states, “Implementation evaluation focuses on finding out if the program has all its parts, if the parts are functional, and if the program is operating as it’s supposed to be operating” (Patton, 2008, p. 308). By finding out the parts of the Bradley MOU, finding if they are functional, and seeing if the program is operating as it should, I will attempt to evaluate the effectiveness of the recruitment and retention of minority faculty in Pinellas County Schools. It is through peering into the minds of the teachers presently working in the schools and evaluating the priorities set by PCS for minority teacher recruitment that a true picture of the Bradley MOU initiatives will hopefully emerge.

Although I have 2011-12 statistics regarding the percentage of African American teachers and administrators in Pinellas County School (Table 1), I will continue to gather data for my study through the federal, state, and district data posted on the internet regarding teachers employed in our district dating back to 2000, when the Bradley MOU was initiated. In addition, I will interview a representative sampling of minority teachers regarding their experience with Pinellas County Schools. I will triangulate my findings with a teacher survey sent to all teachers in PCS regarding their views on teacher recruitment and retention. In addition, I will interview a member of the District Monitoring and Advisory Committee (DMAC), which oversees the Bradley Memorandum, to gather information regarding the implementation of outcomes of the recruitment and retention efforts of PCS with regard to the goals set forth in the Bradley MOU. Through the combination of qualitative interview data and quantitative survey results, it was my intention that the effectiveness of the Bradley MOU Faculty assignment with regard to what is

working in PCS to increase recruitment of African American teachers would be better understood, and thereby support improvements in implementation.

Participants

As part of this research project, I interviewed one member of the District Monitoring and Advisory Committee (DMAC) and reviewed minutes from their meetings. The DMAC was mandated as part of a 1999 court order granting unitary status to the district and was implemented as an arm of the ADR (Alternate Dispute Resolution) procedures to “monitor and advise the district in its implementation of unitary status” (Pinellas County Schools, 2012). Furthermore, the DMAC committee reviews the district’s progress on the Bradley MOU and makes recommendations to the School Board regarding issues of compliance with regard to equity and diversity in the schools. This committee meets regularly to evaluate the fidelity of the implementation of the Bradley MOU in Pinellas County Schools. The DMAC committee has fourteen members that represent seven different organizations and areas of the county school district. There are members representing the North and South Pinellas County NAACP, a representative from the Pinellas Association of School Administrators, the Pinellas Classroom Teachers Association, the Pinellas County Council of PTAs, the Pinellas Student Advisory Council Association, and one vacant seat. There are also two Pinellas County School Board members on the DMAC committee. This committee was designed to be a representative sample of school and community members who represent interest in equality and minority student success, as mandated by the Bradley MOU (Bradley, 2000).

The other participants for this study were comprised of a representative sample of minority teachers from across Pinellas County. From a group of African American teacher volunteers, my intent was to select two teachers from two south county schools, two mid-county

schools and two north-county schools to interview, for a total of six teachers. For consistency, I intended to choose African American teachers with less than 10 years of teaching experience. This was to give me data regarding the window of time since the Bradley MOU has been implemented (2000) and provide more applicable recruitment information.

For the quantitative portion of my project I sent a voluntary questionnaire on Survey Monkey to all Pinellas County high school teachers. As part of the survey, they were asked to identify their race, gender and years of teaching experience. From these surveys, I used the data from the teachers who identified African American/Black as their race, to synthesize information regarding their experience with Pinellas County Schools with regard to recruitment and retention, and also to ask them to volunteer to be interviewed. In addition, I used non-black surveys to compare and contrast teacher perspectives across race.

Data Gathering Techniques

District Statistics

The evidence that answered my research questions was, in part, Pinellas County School's statistics regarding the number of Black faculty presently employed in relation to the number of Black faculty employed by PCS in 2000. I also used PCS data to look at which schools have the highest percentage of African American faculty, and to help identify the recidivism rate of African American teachers.

Surveys

The survey I developed for this project stemmed from a strategic plan for minority recruitment of teacher candidates into the college of education at Mid-Atlantic University (Powell, 2011). Some of the questions in the Mid-Atlantic project which were modified for this project pertained to contributing factors of low minority recruitment, perceptions of minority

teacher recruitment, and Best Practices (Powell, 2011, p. 15). In addition, I modified questions from a qualitative collective case study of African American recruiting methods (James, 2011). From this study I modified questions regarding factors contributing to job satisfaction and personal reasons minority teachers seek out the teaching profession (James, 2011, p. 135-137).

I sent surveys to PCS teachers in an effort to gauge trends regarding perceptions and attitudes within our district regarding minority teacher recruitment and its impact on PCS schools (See Appendix A). The link to Survey Monkey was sent through gmail to all faculty in the Pinellas County School district. At the end of the survey, participants were asked if they would like to volunteer for an interview, which gave them an opportunity to contribute more detailed information to the research project. As first priority for the interviews, I selected teachers who identified their race as African American and had less than 10 years of teaching experience in the district. The questions asked in the survey segued seamlessly into the interview questions.

Individual Interviews

Through individual interviews, it was my intent to find more specific details regarding individual experiences of African American faculty, with regard to their recruitment and retention in Pinellas County Schools. Although it was my intent to interview up to six minority teachers, I only had one teacher who volunteered to be interviewed (see Interview Questions, Appendix C). In addition, I interviewed one district human resources representative (see Interview Questions, Appendix D), and one member of the DMAC committee (see Interview Questions, Appendix B). The teacher who volunteered to be interviewed was Hispanic, and works in a high school in south Pinellas County. As part of protecting the anonymity of the teacher, I did not name her specific school in this paper, nor did I name the interviewees – that information remained confidential and known only to me.

For all interviews I used a digital tape recorder to interview participants, and I also took interview notes. The teacher interviews consisted of one 45-minute interview, with follow up questions by email as needed. The interviews took place in a quiet setting at a location chosen by the participants. The DMAC interviews and instructional recruiter interviews were 30 minutes in length, with 10 questions. I conducted the interviews at a location convenient to the participants.

Data Analysis Techniques

I analyzed the district survey data by statistical analysis with descriptive statistics. In addition, I analyzed the qualitative data from the interviews according to similar patterns, themes and constructs that emerge from the verbal data across all the participants. It is from the similarities and patterns in interview and survey data from this project that I was able to draw conclusions and recommendations that might help to enhance and support our district's efforts in implementing the Bradley MOU agreement in regard to teacher recruitment and retention. Additionally, I reported any non-unanimous themes and constructs that might have significance for this study.

The scope of this study was limited. The conclusions drawn can be applied to the perceptions of those within the scope of this research, but may not easily be generalized to other districts and programs because of the unique nature of the Bradley Memo of Understanding and specific programs offered in Pinellas County Schools. Although, with similar demographics and similar resources, some districts may want to use this research as a springboard to further develop minority teacher recruitment programs, noting the successes and challenges of the PCS Bradley MOU in regards to the administrative and faculty assignment initiative.

Ethical Considerations

I endeavored to make all efforts to implement this project with ethical considerations given to its participants, according to the guidelines of the Florida Department of Education Code of Ethics (Florida Department of Education, 2012), the Pinellas County Schools Research and Accountability standards (Pinellas County Schools, 2012), and the National Louis University Institutional Research Review Board's IRRB Criteria for Ethical Research (National Louis University, 2012). I obtained informed permission to conduct research from National Louis University and permission to conduct research from Pinellas County Schools (see Appendix G). I obtained a request to conduct research to Pinellas County Schools and requested an informed consent from each participant using a "Survey - Letter of Informed Consent" (see Appendix E) and an "Interview - Letter of Informed Consent" (see Appendix F). It was my intent to respect the opinions of all of those involved in this project and portray an accurate and ethical report of my findings

On a more specific level, and because of the sensitive nature of race relations in our society, I framed survey questions in a non-threatening manner. To increase the validity of survey and interview questions, I had African American peers proof-read survey and interview questions and give feedback regarding their initial reaction to them. If any questions were deemed offensive, I rewrote them in a manner that was not seen as offensive.

Once the initial faculty survey was complete, I conducted an individual interview with the faculty volunteer. It was important to develop a sense of trust with the participant before the interview and I explained the reasons for my research. In order to protect the privacy of the participant, I will kept the digital recording device in a locked file in my home. In addition, the interview transcripts and the recordings will be destroyed once I complete this study.

In order to maximize the benefits of the project and minimize harm, I protected the identity of the participants. In the survey portion, participants identified themselves if they would like to volunteer for the interview; however, since their volunteering for the interview was done via a separate email, their survey responses were still anonymous. Otherwise, the survey was completely confidential. I collected demographic identifiers, such as race/ethnicity, age, number of years with the district, and gender from participants. I let participants know the survey was completely voluntary and their identity was not revealed to the district. I did not use minors, so the participants in this project signed their own letters of consent. The risk from participating in this project was minimal, whereas the benefit, if any, was an awareness of the Pinellas County School's desire to enhance minority faculty recruitment.

Throughout this research project, I adhered to the principles set forth in the American Educational Research Association's "Code of Ethics" (2011). These included the scholarly principles of "professional competence, integrity, professional, scientific, and scholarly responsibility, respect for people's rights, dignity, and diversity, and social responsibility" (American Educational Research Association, 2011, pp. 146-147). Through a synthesis of sound, professional research, I maintained the highest standard of research safeguards and protection of subjects possible throughout this project.

Conclusion

From my efforts and the collaborative work with my colleagues in the Pinellas County Schools cohort of doctoral students at National Louis University (NLU) in Tampa, Florida, I explored the Bradley Memo of Understanding to see if the Pinellas County School district was implementing it with fidelity across all areas specified in the agreement. It is my hope that the PCS district will strive to give all students, particularly minority students, a high quality

education. This includes equal access to all district programs, a representative faculty and administration, appropriate and equitable discipline, academic rigor, and equal treatment regarding special education referral and placement. Through the NLU PCS cohort's examination, I will offer data to the Superintendent and to the members of the DMAC committee which will allow them to assess and support progress toward implementing the Bradley MOU with fidelity. I would like to see Pinellas County Schools be an example to the nation that all students are treated fairly and equitably, with respect to their race and ethnicity.

SECTION FOUR: FINDINGS & INTERPRETATION

Findings

Overview

The research tools I used for the evaluation of the Bradley Memorandum of Understanding (MOU) in relation to the faculty initiative, consisted of a teacher survey, an interview with an Hispanic teacher, an interview with a district human resources representative, and an interview with a member of the District Monitoring and Advisory Committee (DMAC), which oversees the Bradley MOU. Data collection for this program evaluation was completed in the spring of 2013.

Teacher Survey

Originally, I planned to survey all Pinellas County School teachers for my research project. But, as a result of the direction of the Pinellas County School's research department, I was only given permission to survey teachers from those schools whose Principal signed a Principal Consent form. I received my final approval letter to conduct research on March 11, 2013 (see Appendix G). I sent the teacher survey to all full-time teachers at two north county high schools, two mid-county high schools, and teachers from two south county high schools. I sent the teacher survey to a total of 681 high school teachers. From 681 surveys sent through my mckeeresearch@gmail.com account, utilizing the Survey Monkey website, I received 62 teacher responses, for a response rate of 9%. Of the 62 responses, 41 identified themselves as Caucasian (67%), 8 of the respondents identified themselves as being African American (13%), 4 respondents self-identified as Hispanic (7%), and 8 respondents (13%) identified themselves as "Other" regarding the ethnic group to which they most closely identify.

From these responses, I had four teachers volunteer to be interviewed. In the survey directions, I gave my email address: mckeeresearch@gmail.com, and directed the respondents to contact me by email if they wanted to volunteer for an interview. One teacher, a white teacher at a south county high school with a very diverse population, did not respond to several calls and emails for a follow up interview. Another teacher stated he was leaving his school at the end of the year and did not respond to a request to be interviewed, and a third teacher never returned my email request. The fourth teacher, however, a Hispanic female in a very diverse south county high school, met me for an interview.

Eighty-four percent of survey respondents reflected that they “agree” or “somewhat agree” when asked if they enjoy working for Pinellas County Schools. Of the African American respondents, all of them responded favorably to this question. This question was an innocuous way to start the survey, and all respondents answered the question. Only nine percent of respondents said they “somewhat disagree” or “disagree” with the question regarding whether they enjoy working for Pinellas County Schools, so there is a small percentage of respondents who reflected dissatisfaction with their job situation.

The second question on the teacher survey asked teachers if they felt they have a good relationship with their students. Ninety-eight percent of teachers responding felt they had a positive relationship with their students, and 100% of African American teachers responded favorably to this question. This question is important to the survey because having a positive relationship with students is integral to finding out if ethnicity further impacts teaching and learning.

The third question on the survey asked if respondents felt supported by their administration. Sixty-nine percent of the teachers indicated they did feel supported by their

administration. Sixty-three percent of African American respondents felt supported by their administration, while 25% of African American teacher respondents answered “somewhat disagree” to this question. Although I cannot identify the ethnic dynamics of the administrative/teacher relationship of these respondents with their respective school administrators, having a positive relationship with school administration can impact minority teacher retention (Boe, Cook, & Sunderland, 2008).

The fourth survey question, “I wish my school had more minority students,” is a question which is difficult to interpret without knowing each respondent’s school percentage of minorities. In retrospect, this question did not target the intended purpose, which was to find out if teachers at schools with little diversity wished there were more minority students at their school. For instance, if a teacher answered this question who came from a school that was mostly minority, and she answered that she disagreed with wanting more minority students at the school, there is no way to tell if it is because the school is already mostly minority, or whether the teacher felt she didn’t want more minority students at the school. As noted in Figures 1 and 2 respectively, 59% of Caucasian respondents and 57% of African American teachers answered “disagree” or “somewhat disagree” to this question. Seven percent of Caucasian respondents and 14% of African American teachers responded either “agree” or “somewhat agree” to this question.

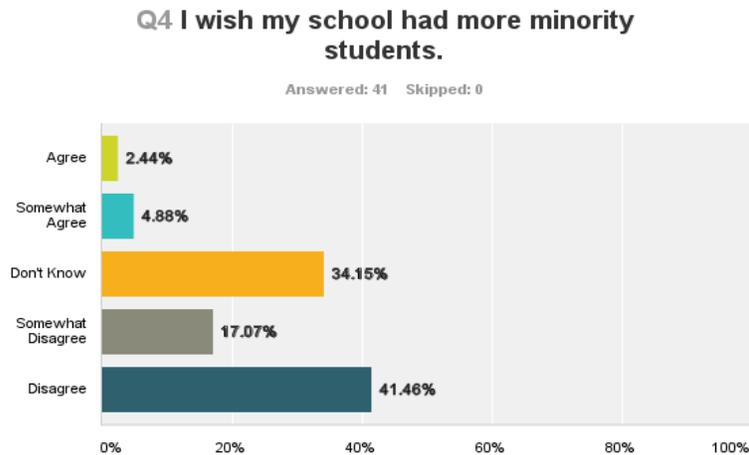


Figure 1. Caucasian teacher responses, survey question #4.

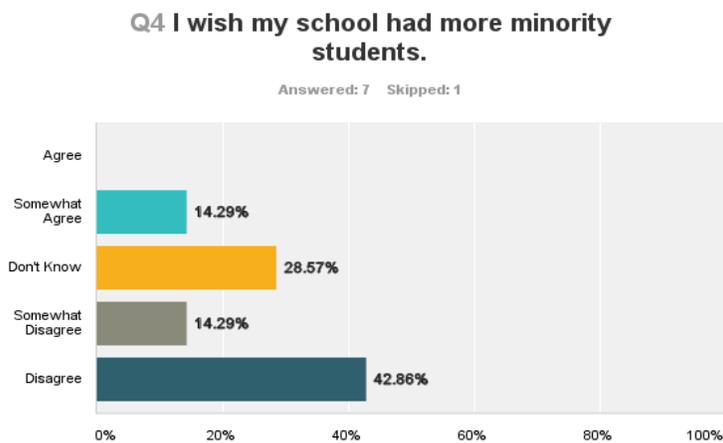


Figure 2. African American teacher responses, survey question #4.

The next question asked teachers if they wished their school had more minority teachers. Although 38% of respondents who answered the question answered favorably toward wanting more minority teachers at their school, it is difficult to determine whether those who didn't answer favorably felt their school was already integrated enough with minority teachers, or whether they just don't wish there were more minority teachers at their school. Figure 3 & Figure 4 indicate varying responses of Caucasian teachers and African American teachers with

respect to wishing there were more minority teachers at their school. An interesting note on this question is that 35% of Caucasians responded “agree” or “somewhat agree” to this question, while 57% of African American teachers answered “agree” or “somewhat agree” to this question.

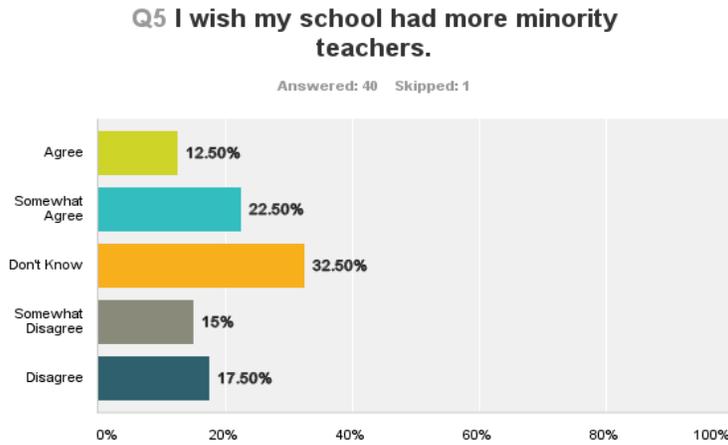


Figure 3. Caucasian teacher responses, survey question #5.

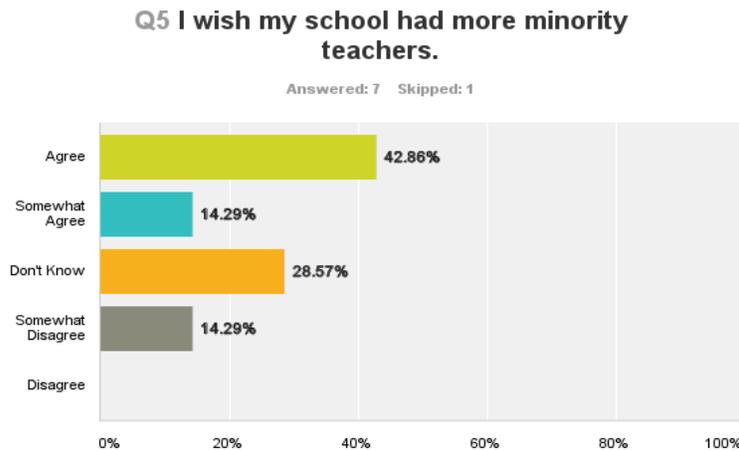


Figure 4. African American teacher responses, survey question #5.

Another interesting note about the results for this question is only 14% of African American teachers answered “somewhat disagree” to this question, while more than 32% of Caucasian respondents either answered “disagree” or “somewhat disagree” to wishing their

school had more minority teachers. It seems African American teachers want more minority teachers at their schools to a larger degree than do Caucasian teachers. As noted earlier, it is difficult to know the true impact of this question without knowing the teacher's frame of reference for responding to this question. If the Caucasian teacher respondent is working at a school that has primarily African American teachers, she may think the teaching staff is saturated with minority teachers and does not see need for more minority teachers on staff. On the other hand, if there are just a few minority teachers at her school and she disagrees with this question, then her answer may be based on personal prejudice or bias toward having minority teachers at her school. This question may indicate an aversion by some Caucasian teachers, to having more minority teachers work at their school.

When asked if they wished their school had more minority administrators, 25% of respondents answered either "agree" or "somewhat agree." Forty-seven percent of respondents answered "disagree" or "somewhat disagree" to this question. Again, this is a difficult question to gauge, not knowing whether the teacher already has minority administrators at their school, or whether the respondent truly does not want more minority administrators at their school.

Survey question #7, "Pinellas County Schools is doing a good job recruiting minority teachers," shown in Figure 5 below, indicates that over 48% of teachers are unaware of how Pinellas County Schools is doing regarding recruiting minority teachers. More than 19% of respondents do not think Pinellas County Schools is doing a good job recruiting minority teachers, while approximately 32% of teachers feel Pinellas County Schools is doing a good job with minority teacher recruitment. All eight (100%) of the African American teachers who responded to this survey question responded with "I don't know," while only 46% of Caucasian teachers responded the same.

Q7 Pinellas County Schools is doing a good job recruiting minority teachers.

Answered: 62 Skipped: 0

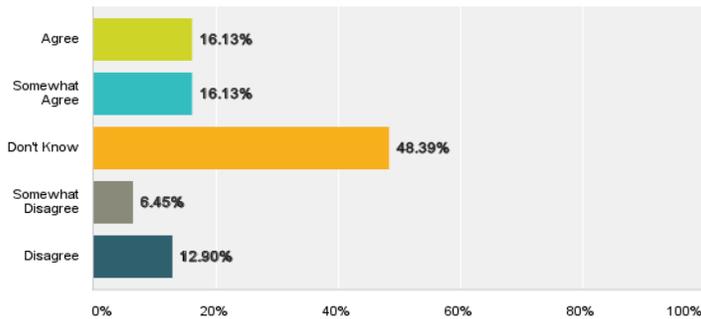


Figure 5. PCS is doing a good job recruiting minority teachers, survey question #7.

When asked about job satisfaction, overall 76% of teacher respondents were satisfied with their job, while 22% indicated they were not satisfied with their job, and 2% were unsure. Fifty-five percent of teacher respondents indicated they would not like to do something else as a career, while 37% of respondents indicated they would like to do something else as a career, and 8% of respondents were unsure. Overall, the group of teachers who answered this survey were happy with their jobs, their administration, and seemed to like being a teacher. As noted in Figure 6 and Figure 7, seventy-eight percent of Caucasian respondents reported positive job satisfaction, while 88% of African American respondents in this survey reported positive job satisfaction. According to this survey, African Americans are more satisfied with their job than are Caucasian teachers.

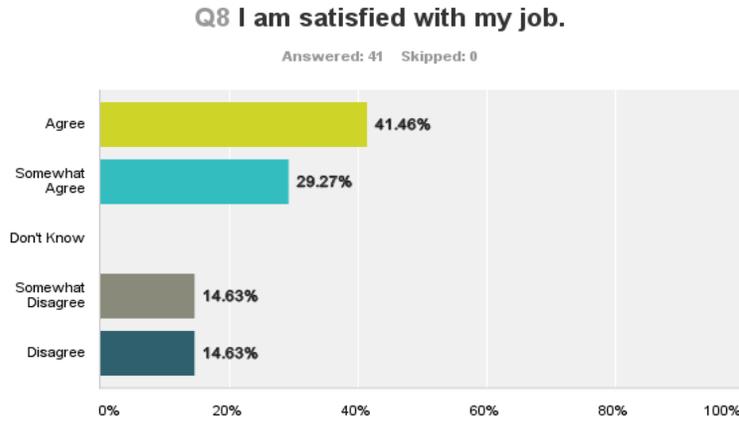


Figure 6. Caucasian teacher responses - job satisfaction.

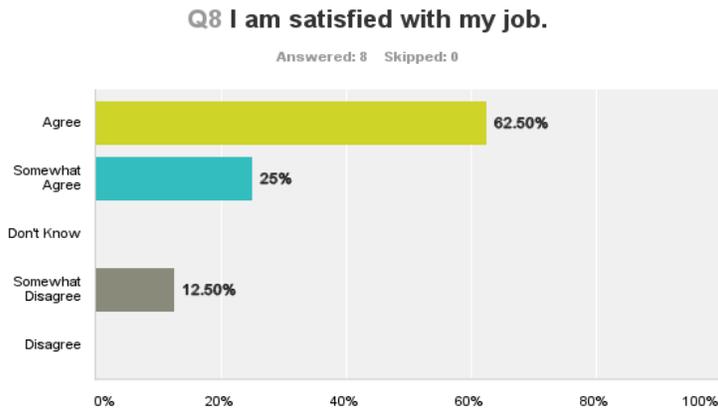


Figure 7. African American teacher responses - job satisfaction.

When asked if “Pinellas County Schools values me as a teacher,” 51% of Caucasian teachers said they “agreed” or “somewhat agreed” that Pinellas County Schools valued them, while 100% of the African American teachers who responded (7 out of 8) answered “somewhat agree” to this question, as noted in Figure 8 and Figure 9. As a result, the African American respondents participating in this survey feel “somewhat” valued as a teacher in the Pinellas County Schools district.

Q10 Pinellas County Schools values me as a teacher.

Answered: 41 Skipped: 0

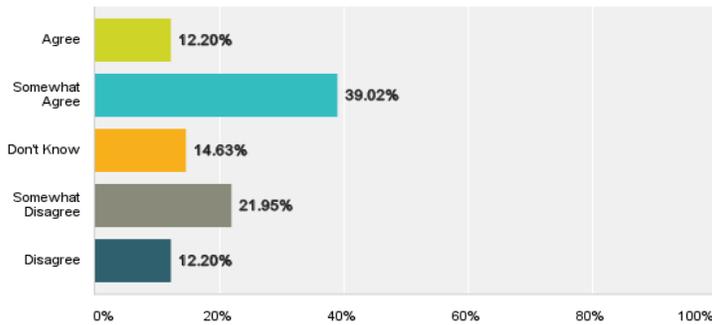


Figure 8. Caucasian teacher responses - feeling valued as a teacher.

Q10 Pinellas County Schools values me as a teacher.

Answered: 7 Skipped: 1

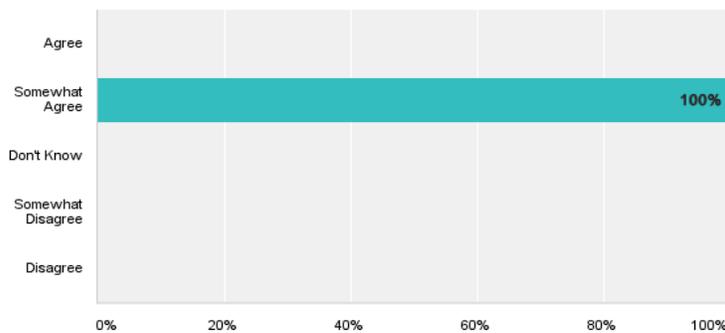


Figure 9. African American teacher responses - feeling valued as a teacher.

When asked if they would recommend teaching as a career to their students, 48% of respondents answered “agree” or “somewhat agree.” More than 63% of African American teachers answered they would recommend teaching to their students, while 46% of the Caucasian teachers responded favorably. This may indicate that African American teachers see teaching as a favorable career path for African American students.

When asked if they think we need more minority teachers in the classroom, more than 44% of the respondents agreed. Among Caucasian respondents, 47% agreed, and among African

American teachers who responded to the question, 67% felt we should have more minority teachers in the classroom. It is interesting to note that a higher percentage of minority teacher respondents felt we need to increase the number of minority teachers in the classroom.

Eighty-three percent of all the survey respondents agreed that there was someone in their past who influenced them to become a teacher. Among African American respondents, 75% said there was someone in their past who influenced them to become a teacher, while 88% of Caucasian teachers agreed there was someone who influenced them to become a teacher. This question demonstrates the influence of a person on the lives of teachers and their career choice, and the importance of offering that same encouragement to students presently in our schools.

Regarding teacher pay, more than 90% of all respondents disagreed with the statement, “My pay is adequate for the amount of work I perform.” There is a pervasive feeling among all respondents that the amount of pay in the teaching field is insufficient for the amount of effort teachers must put into their jobs.

The final survey question in this program evaluation asked teachers if they chose to work at their school over other schools. As seen in Figure 10, 79% of respondents answered, “agree” or “somewhat agree,” to this question. As seen in Figure 11 and Figure 12, of the Caucasian respondents, 76% of them chose to work at their school, and of the African American respondents, 88% chose to work at the school where they are teaching.

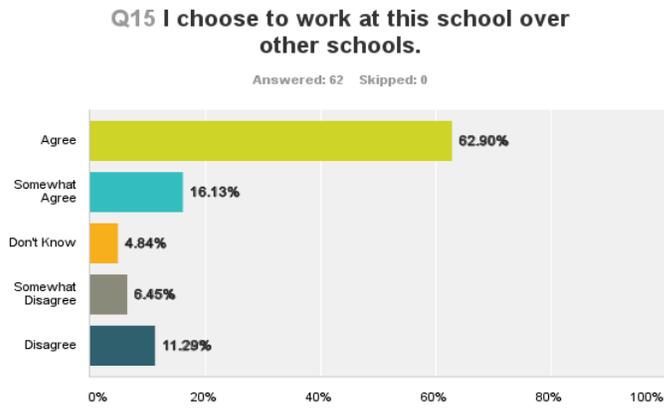


Figure 10. All responses – teacher choice of school.

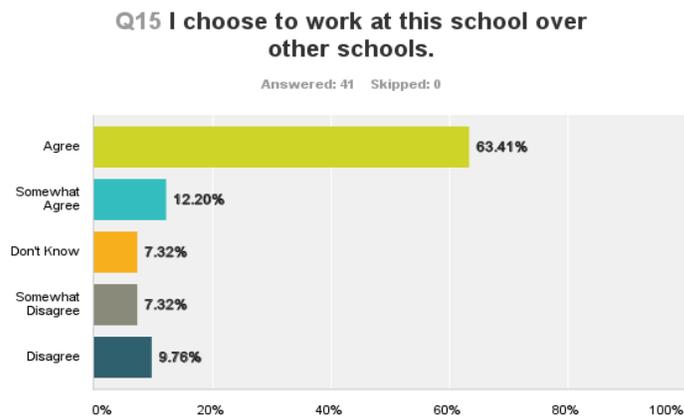


Figure 11. Caucasian respondents – teacher choice of school.

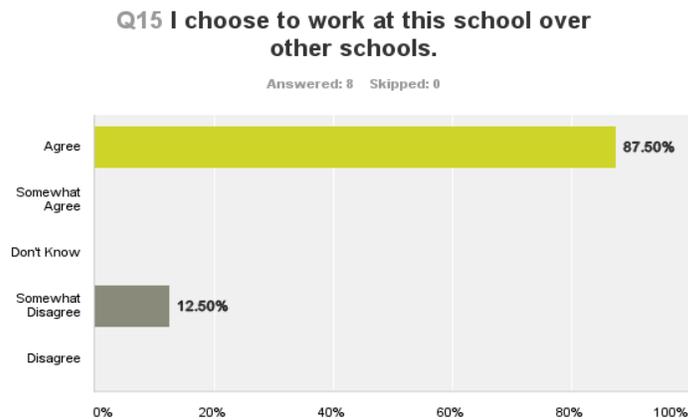


Figure 12. African American respondents – teacher choice of school.

As stated from survey questions earlier in this project, African American teachers reported more job satisfaction in the Pinellas County Schools district and felt more valued than Caucasian teachers. This question reflects a higher degree of satisfaction with school placement as well. Overall, it seems the vast majority of teachers who responded to this survey chose to work at their schools.

Further research on this topic might include finding out if the schools with higher minority teacher populations have larger minority student populations. It would be interesting to see if teachers tend to work at schools where their race is the majority in the student population and/or teacher population.

Interviews

I conducted three interviews to evaluate how the district is carrying out the Bradley MOU faculty initiative. The first interview I conducted was with a member of the DMAC, the District's Monitoring and Advisory Committee, which oversees the implementation of the Bradley MOU in the district. I will refer to this participant as "Participant A." The second interview I conducted was with a Hispanic teacher who works in a south-county high school, with a very diverse population. She is a foreign language teacher and an AVID (Advancement Via Individual Determination) teacher. AVID is a college-preparatory program for underprivileged students. She will be referred to as "Participant B." Finally, I interviewed a Human Resource employee at the district office who has extensive knowledge of the recruitment efforts of Pinellas County Schools. She will be referred to as "Participant C" for the purpose of this research study.

Participant A has been a member of the DMAC committee for seven years, and has extensive knowledge of the goals and initiatives set forth in the agreement. I asked her ten

interview questions regarding the faculty initiative of the Bradley MOU agreement (Appendix B). Interview question #2 was, “What do you feel is the mission of DMAC in relation to the Bradley MOU?” In response, Participant A stated that at the DMAC meetings they discuss the efforts of the district to recruit minority educators. In addition, she stated they discuss district efforts to make sure “minorities are represented in administrative levels.”

When asked interview question #3, “Do you feel DMAC has done an adequate job making sure the Bradley MOU has been implemented with fidelity?” Participant A mentioned the faculty portion of the MOU was still fairly new, but DMAC has been working with the attorneys and a mediation team to determine “how and what role DMAC will play in actually monitoring and making sure that the MOU’s are implemented with fidelity. So, I would say, [we are] still in the early stages of that.”

In response to question #4, “How do you feel Pinellas County Schools is performing with regard to recruiting African American teachers?” she stated, “I know there are a lot of schools North County that don’t have the African American representation, and then there are a large percentage South County, but as far as an overall percentage, ...but, from my understanding regarding administratively we’ve appeared to be okay.” I interpreted this comment to mean that Participant A thinks there is adequate representation in the administration arena, but the district could use some recruitment of minority teachers.

When asked if she thought minority teachers working in Pinellas were satisfied, Participant A stated, “again, that’s hard to say. I know there’s some concerns regarding making sure they have the proper staff development training to do their jobs really well.” She then commented, “When you look at the differences of operating in certain struggling schools compared to other schools, are you fairly compensated for those environments?”

In response to question #7, “Do you feel Caucasian teachers in Pinellas County Schools treat minority students differently than Caucasian students?” Participant A mentioned the Children’s Initiative at Fairmount Park Elementary School, which she helped implement. She stated, “The majority of our teachers in that program are Caucasian teachers...and the students respond respectfully. Those teachers love those students!” In addition, she stated, “They have high expectations. They strive to instructionally give those kids all opportunity . . . that’s what really matters. It’s not really a black on black, white on white, it’s how effective you are as an instructional leader, or instructional teacher.” She went on to discuss the importance of proper teacher training, and conceded that there might be unequal treatment according to race “in pockets” in Pinellas County Schools, but emphasized that would be the exception to the rule.

When asked interview question #8, Do you feel it would benefit PCS students to have more African American teachers?” Participant A reiterated “I think it’s not so much of black on black or white on white as it is the effectiveness of the instructional staff. And if you have high expectations, and if you treat students with respect, and you have a heart to make sure all students excel, it really doesn’t matter....Basically, it is high quality performing teachers which makes the difference.”

To summarize this portion of the interview regarding instruction of minority students with regard to race, Participant A seemed to think race didn’t play as much a part as proper professional development and an effective teaching staff. She did acknowledge that there may still be “pockets” of discriminatory behaviors in PCS, but clearly stated she thought that was the exception, not the rule. In addition, she seemed very positive and proud of a recent initiative at one of the PCS south county schools, which has a high population of minority students. It was

clear she thought positively of the teacher effectiveness and the positive educational outcomes at the school, which seemed to transcend racial boundaries.

In response to question #9, “Do you feel 10 years from now Pinellas County Schools will have a significant increase in minority teachers?” Participant A answered,

No, I don’t see a significant increase, cause . . . over the last five to six years, the number of recruits have been pretty steady. If anything, there’s been some decline because you’re finding more and more African Americans are not going into education.

She also mentioned that she thought there would be a decline in overall teacher availability.

When asked question #10, “Is there anything you want to add to this interview that might shed some light on recruitment of minority teachers in Pinellas County Schools?” Participant A ended the interview by discussing the need to bring more males into education, citing research that has shown that African American males do really well in school if they see individuals they can readily identify with. She stated we need to try to bring in more positive role models, as well as more male mentors into the schools. She stated there needs to be a plan for recruitment to make this happen.

My next interview, with Participant B, an Hispanic teacher, began with demographic questions, then went on to ask about her job satisfaction and the recruitment and training of minority teachers in Pinellas County Schools (Appendix C). She has been a teacher in Pinellas County Schools for 16 years, and has been at her school for seven years. When asked interview question #5, “What brought you to PCS to teach?” Participant B stated that a health issue with her daughter brought her down to teach in Florida. She stated she interviewed for a job in Pinellas and Hillsborough counties, and Pinellas offered her a job. She stated she has family

here, so that also helped her make her decision to teach in Pinellas. When asked interview question #8, “What was the number one reason you became a teacher?” Participant B stated she originally made the decision to go into teaching because it required the least amount of math, but when she began classes in Puerto Rico, she was unimpressed with the education department, so she switched to Humanities. She eventually graduated with a degree in linguistics and speech communication, then she went on to get a second Bachelor’s degree in Spanish and met the requirements to teach in New York and eventually in Florida. She stated several times, “Teaching is what I love.”

When asked interview question #9, “Was there someone in particular who influenced you to become a teacher?” Participant B stated, “Oh yes, my English teachers in High School. I thought they were amazing! And my English teachers and my literature, my Spanish literature teachers were just amazing. And that’s where my heart resides you know, even today.”

When asked interview question #10, “Was there anything about the school where you now work that attracted you to that school or has kept you at that school?” Participant B stated everybody says that her school is the best kept secret. She continued, “It is the best kept secret because it’s the smallest high school in this county. We only have about 1,200 students, 1,300 at that. And...when I started teaching AVID three years ago, I found that teaching minority students and engaging them, and trying to push them to go far in life that’s where...and as much as I love teaching Spanish, when I teach the AVID kids and I see that light go on that says, ‘well I can go to College, well I can do that, that’s like a blessing for me!’”

In reply to question #11, “Have you ever considered leaving the teaching profession? If so, what has kept you from leaving?” Participant B reflected on the fact that she has had difficulty trying to “move forward” in the school system. She has a Master’s degree in

Curriculum and Instruction and has her certification in Educational Leadership. She discussed the possibility of going back to school to become a guidance counselor. Participant B stated the only reason she would leave the classroom would be to take a counseling or administrative position. When asked question #12, “What do you like most about your job?” Participant B stated, “I love the students. I love being challenged every day. I love when I see that I’ve made a difference in the kids.” She also told a few anecdotal stories about some of her students and their successes.

In response to question #13, “What do you like least about your job?” Participant B stated, “I hate politics. I hate people judging you for the way you look. Uh...like...I was told by one of the administrative teams that they didn’t see me as an administrator because I was too fat.” She went on to relate that she has had difficulty with prejudice at her school, yet stays because she sees she’s making a difference in the lives of her students.

When I asked her question #14, “Do you feel it’s important for students to see teachers of their own race in schools? Why or why not?” Participant B answered, “Yes I believe it’s important. And as a matter of fact my principal asked me to help him and...(laughs)...and I thought it was completely wrong of him but he wants to bring more African Americans, teachers. And I don’t have a problem with that, I have a problem how you go about it. You don’t just bring more African American teachers because someone is...um threatening to sue you because the (unspecified - name left out for confidentiality) program is too “white” in their own words, you do it because you know it’s the right way...it’s the right thing to do. And unfortunately as high of a minority population that we have, you know we’re like 70 percent African American, maybe we have ten black teachers.” Participant B showed a note given to her by her principal with a phone number to call to try to recruit more African American teachers.

Participant B also stated, “And you know we have a lot of teachers that are prejudiced against our kids. You know we have one that...I had a...one of my AVID kids go to her class and (the teacher) says “Are you sure you’re in the right class? You know this is AP English.” (laughs) And he goes “Yes ma’am this is my schedule”. (The teacher says) “But you might consider changing...if not the class at least the teacher. Cause you won’t be successful here.” Participant B clearly had emotion in her voice as she was recalling events where she felt she and her students had been discriminated against.

In reaction to question #15, “Do you feel Pinellas County Schools is doing enough to recruit minority teachers?” Participant B declared, “Well, I will tell you in all candidness, you know how they say that people are getting jobs as AP’s (assistant principals) and everything because they’re the right color? And unfortunately they’re trying to do the right thing, maybe not going about it the right way. Just promoting people because they’re the right color is not the right thing to do. You know, you need to make sure that they are good at what they do and that they can do the job. Do we have enough minority teachers? I don’t think we do. And if there are [enough], maybe they don’t wanna teach at our school. At least at (her school name) we don’t have enough. We could use a big influx.”

Participant B went on to state she didn’t know what the county was doing for recruitment, but alluded to her principal giving her a number to call to try to recruit African American teachers to her school. She stated, “You know I’m a minority and I don’t think that I deserve any better treatment because I’m a minority, but I think everybody should be treated the same way. Everybody should receive the same kind of opportunities, and I don’t think we are giving the right opportunities to the right people right now.” She also added, “I don’t even know how Pinellas County goes about recruiting minorities. I don’t think I was recruited to be a teacher

here because I was minority, I just had the requisites. I spoke Spanish, that's good, but you know, how do you go about saying that you're gonna recruit more African Americans if you don't even know? You know you can't ask them, what color are you? It doesn't say in the resume so...you know what I mean?"

When asked question #16, "If you could, is there anything you would change about the recruiting and training of minority teachers in PCS?" Participant B added, "And once you recruit them, then you help them. You guide them in the right...not only African Americans, all the teachers. You know how many teachers we lose in the first three years of teaching? Our TTP program (transition to teaching) and our mentoring program that's a joke...If we could be better mentors to new teachers and all that, maybe we can keep them around a little bit longer. And maybe they can be better at it. And then once you get them as teachers don't try to make them administrators cause you need African American administrators, that makes no sense."

In response to question #17, "Is there anything you want to add to this interview that might shed some light on recruitment of minority teachers in Pinellas County Schools?" Participant B stated, "The real change that they can make is with the students in class. Cause they're the ones hurting. They're the ones that need the role models, and they don't have 'em...Sometimes they think that cause the teacher is black they...you know. I have a friend (teacher) that (says) 'You know I'm black but I'm not from the hood.' (laughs) So you know it's just...it's a very delicate issue ...but as long...like I said I think the key is to give equal opportunity to everyone and regardless of what...you're a minority or not." Participant B communicated caring and concern for all students, particularly minority students. Being Hispanic, Participant B was able to share some of her experiences with prejudice and her

frustrations with her lack of ability to move forward into administration with Pinellas County Schools.

It was almost as if the interview with Participant B was a cathartic experience she had been waiting for. I could feel her frustration and hurt with the system. She also understands that it is the students who suffer when minority teachers are not available to mentor, teach, and guide them.

The third interview I conducted was with Participant C. She works in the Human Resources department of the district office and has extensive knowledge of Pinellas County Schools' recruiting efforts. I asked her a series of 17 questions as noted in Appendix D. The first question I asked was, "What is your understanding of the Bradley MOU initiatives regarding faculty recruitment?" She responded, "The district is supposed to be doing everything we can to recruit minority teachers. I know that they would like the staffs of schools to reflect the student body. I don't think we're there on any of our campuses, but I know that the goal is to have more minority teachers so that there's more diversity."

In response to the second question, "What is your understanding of the Bradley MOU initiatives regarding faculty recruitment?" she stated, "I, we, do everything we can, I think, every year, to research new places that we think might be more diverse, as far as job fairs, college campuses. We advertise in certain journals. There's a Southern Diversity Journal, for example, that goes to 48 historically black colleges. We work through the HBCU (Historically Black Colleges and Universities) network online to advertise jobs and to find out about upcoming job fairs that are geared more towards minority applicants."

In addition, Participant C stated that she speaks with other district recruiters to find out where they are recruiting from and their success rate. When asked question #4, "How do you feel

Pinellas County Schools is performing with regard to recruiting African American teachers, she stated that she feels Pinellas County Schools is “doing about the same” as other districts with respect to recruiting African American teachers to our district.

She further states:

The problem with recruiting African American teachers is, number one, there aren't that many of them, and number two, they have many opportunities to work. Even those that graduate with education degrees don't have to go into education to get jobs. So, the bottom line is all large districts, and some small districts, too, are trying to diversify their teaching staffs. So, we're all interviewing the same people, and they have a lot of opportunities. So, I don't think we're doing anymore poorly than any other district, I think we do the best we can. I certainly don't think it's great. I think I would like the results to be better. I don't have the answer. I don't have the pot of gold at the end of that rainbow, but I mean, I do think that we're doing everything we can.

This statement shows that Pinellas County Schools is wholeheartedly plugged into the recruiting effort.

Participant C speaks about getting minority students who are presently Pinellas County School students, to begin to ponder education as a viable career option. She states, “I don't think we have very good programs in our high schools to get kids even looking into education. I mean, we do have some FFEA, which is Florida Future Educators of America Clubs, and some of them are more active than others, but they're not usually very diverse. I thought it would be great if we had, and it was supposed to be one, but it really doesn't function as such, it would be nice if we had a career academy dedicated to that like we do some of the other areas, and we don't. We don't really focus on scholarships for future teachers. We used to do that, and a lot of

that is dependent upon funding, so I'm not blaming anybody. You have to have funding to do it..." From this statement, I can see that because Participant C has been in the district many years, she has seen programs that have come and gone, and understands the difficulty of finding funding and creating lasting programs that would prepare minority students to consider education as a career.

With regard to question #5, "What do you feel Pinellas County Schools should be doing differently to recruit more minority teachers?" Participant C goes on to say, "I think getting people more interested in becoming teachers as a whole is the only way that you're going to do it, and having more African American, or more diverse role models for them, even as just sponsors for the FFEA clubs in the schools, would be helpful. I don't know how many of them actually see education as an option, or going into teaching as an option. Sometimes it seems to be as if somebody in the family were a teacher, or if there was a way that we could interest young people, that would be my goal. Although education's becoming so politicized that it's difficult to get anybody anymore." Participant C seems to be able to provide many ideas which could possibly be feasible for Pinellas County Schools, and once again, offers knowledge based on many years of working with the recruitment of minority teachers.

When asked question #6, "Do you think minority teachers working in Pinellas County Schools are satisfied?" Participant C stated, "I've recruited some really great African American teachers, really good teachers, and for the most part they all seem to like it here, but they do seem to gravitate towards areas that are more diverse... But you can't force somebody to take a job where they don't want to be." She added, "You know, I just think you need to feel comfortable wherever you are. A lot of that starts with the administration and the staff, and the team with which you are teaching, but I will tell you that most of the African American teachers

I have recruited all ended up in the more high needs, diverse schools. And, I want them to go where they want to go. I don't want anyone to take a job because that's where someone thinks they should be. You have to decide where you're going to be successful and what makes you comfortable. You don't want to lose them because of that reason." This brought to light that fact that Participant C has seen most of the minority teachers she has recruited migrate to more diverse schools.

In response to question # 7, "How many recruiting sessions do you perform in a given year? Are any of them directed specifically toward minorities?" Participant C spoke briefly about funding for teacher recruitment. She stated that at the present time, most of the funding is federal, coming from the "Race to the Top" funding. She also stated that sometimes recruitment funding comes from Title II resources. Title II resources are federal grant funds which are appropriated for recruiting and training highly qualified teachers and administrators (U.S. Department of Education, 2004). Pinellas County Schools is the recipient of these types of funding when available.

In addition, Participant C stated that Pinellas County performs anywhere from 16 to 20 recruiting trips per year. They are often made up of a Principal, sometimes a teacher, and the PCS recruiter. They interview hundreds of minority applicants per year. The issue, according to Participant C, is that there are fewer minority students graduating from Colleges of Education.

In reply to question # 9, "Do you feel 10 years from now Pinellas County Schools will have a significant increase in minority teachers?" Participant C again spoke about the number of students graduating from the colleges of education. She stated, "Unless there is a huge recruitment effort, and I mean nationwide, seriously, to encourage African Americans to go into the field of education, no, because there just aren't that many of them. You will always have

more recruiters there than you will graduates. At FAMU, in the Spring you'll have 75 plus, maybe 80. There used to be way more than that, but because their numbers have dwindled so much, last year there were like 75 recruiters and they were graduating 42 people." This brings to light the extremely low numbers of minority teachers graduating from colleges of education and available for hiring.

Participant C also spoke about the laws for hiring minorities and equal pay. She states, "Um, you can't pay people more money based on how they look. You can differentiate your pay by subject area, by, you know, critical shortage this, or critical shortage that, although I know lots of people don't like it. You can do it, but you can't do it based on how people look. So, unless they figure out a way to really get more diversity in the colleges of education, I don't see how that's going to happen." This presents further difficulty for trying to diversify the faculty in Pinellas County Schools.

In response to my last interview question, "Is there anything you want to add to this interview that might shed some light on recruitment of minority teachers to Pinellas County Schools?" Participant C added, "I just think there has to be a major effort nationwide, I mean nationwide, to recruit African Americans into education. I don't know how else they're gonna do it. I mean, not just in this district, but anywhere. I don't know how they're gonna do it, cause they're not there. They are not there. And, the ones that are there can make money, a lot more money doing something else, if they so choose to do that." As reflected in this statement, minority college graduates have more options than teaching. According to her statements, they seem to be choosing college degrees and professions other than teaching, which is making it difficult to recruit minority teachers and uphold the faculty recruitment initiative of the Bradley Memorandum of Understanding.

Conclusion

Survey

The conclusions I drew from the survey focused primarily upon the differences between Caucasian teacher responses and African American teacher responses with regard to school, job, and administrative satisfaction. According to the survey results, African American teachers reported more job satisfaction and a more positive view of their school and administration than their Caucasian counterparts. In addition, I was surprised at the number of teachers who reported that they chose to work at the school where they now teach. That seems to be a positive for teacher satisfaction, but a negative aspect for schools who are trying to diversity their faculty. As Participant C stated in her interview, most of the minority teachers she recruits end up in more diverse schools, where the faculty is already highly diversified. If minority teachers are reporting they enjoy their school site and their administration, there may not be any sudden movement toward diversifying teaching staffs.

Interview Findings

The interviews I completed for this project were very engaging and informative. I had a chance to interview a Hispanic teacher who is in love with teaching, yet frustrated by the system. In spite of her frustrations, she is excited by her students and their accomplishments. I spoke with a member of the DMAC committee, who seems extremely committed to helping Pinellas County Schools become a better place, yet seems to be limited in her scope by rules, laws, and policies. I got to listen to the Human Resources employee who is so committed to ensuring Pinellas has the best and brightest minority faculty, but is also limited by funding, a shortage of minority graduates from colleges of education, and teacher choice to be at any school in the district. The three of them provided such a wealth of information for this project, and it was

interesting to see how their views and passion help make Pinellas County Schools a caring, diverse, and exciting place to work.

Interpretation

There are many results from this project that have significance for Pinellas County Schools in relation to the faculty initiative of the Bradley Memorandum of Understanding. The school district has significant challenges to overcome in order to fulfill the faculty initiative of recruiting more African American teachers. Many of these difficulties, as stated by Participant C, are out of the district's control, yet still affect the number of African American teachers who are available for recruitment. Although the survey sample size was small, a positive result from this project is that there is some indication that African American teachers who are presently in Pinellas County Schools are satisfied with their employment.

These results, overall, mean that Pinellas County Schools is fulfilling the initiative of faculty recruitment, according to the spirit of the Bradley Memorandum of Understanding. From the results gathered, it seems Pinellas County Schools is making multiple, viable attempts to diversify the teaching ranks of Pinellas County Schools. There is still more room for improvement, and there are still pockets of discrimination, but the faculty initiative of the Bradley MOU, it appears, will continue to keep the district accountable for diversifying hiring and teacher placement as much as possible.

The findings also revealed that district representatives may need to educate Principals more regarding appropriate recruiting methods for minority teachers, as Participant B noted when she shared that her Principal asked her to do some recruiting to help their faculty become more diverse. The fact that Participant B's principal thought it was appropriate to ask her to recruit minority teachers indicates a lack of understanding of the process Pinellas County uses to

recruit teachers. If the principal needs minority teachers, he should be contacting human resources at the district office and working through PCS recruiters to increase his minority teacher population. Principals meet with the area superintendents on a regular basis, so PCS could use this time to train high school principals regarding appropriate recruitment efforts.

The significance of the findings is that, although the faculty initiative of the Bradley MOU was added December 14, 2011, the district has begun to take steps to bring the initiative to the forefront of our collective district consciousness. The district includes the Bradley MOU in its teacher training initiatives, recruitment initiatives, and its hiring and placement decisions, which should strengthen its outcomes in the future. The DMAC committee meets regularly to ensure the district is abiding by the faculty portion of the Bradley MOU, which provides accountability to the process.

One of the limitations of this project was the small number of surveys completed. I sent 681 surveys and received back 62 surveys. This indicates a response rate of 9%. I feel this was a limitation of the project because if there were a larger number of respondents, the findings from the surveys may have been different. Only 13% of respondents were minorities. If more teachers would have responded to the survey, theoretically I would have had more minority teacher respondents, which would have given my study more validity and reliability.

An area of significance for this project was the profound reality shared by Participant C, that PCS is doing much to recruit minority teachers. Since PCS seems to be performing normal, perfunctory, and sometimes even extraordinary measures to recruit minority faculty and our numbers are still dwindling, perhaps PCS should begin to look more at recidivism rates and turnover of teachers. As Ingersoll states, "The data show that, in particular, inadequate support from the school administration, student discipline problems, limited faculty input into school

decision-making, and to a lesser extent, low salaries, are all associated with higher rates of turnover, after controlling for the characteristics of both teachers and schools (Ingersoll, 2001, p. 501). This project highlights the need for a more introspective look at the organizational factors which could be causing recidivism in our minority teaching ranks. Recruitment alone may not be the answer for providing instructional support to our schools.

In conclusion, this project had significant findings because teachers completed surveys, volunteered to be interviewed, and cared enough to spend their time giving information regarding their perspectives. Another explanation for these findings is embedded in one of the survey questions regarding having a significant person in the teacher's past who influenced them to become a teacher. Eighty-three percent of teachers responded favorably to this question. Because someone cared enough to touch these teacher's lives with the gift of becoming an educator, they were able to participate and share their educational experiences with others.

SECTION FIVE: JUDGMENT & RECOMMENDATIONS

Judgment

The four goals of this program evaluation were to 1) Determine how many minority faculty work in PCS, and their disbursement across the district, 2) define the recruitment strategies used by the district and evaluate their effectiveness, and 3) explore the PCS recruitment and training initiatives for African American teachers, and 4) obtain suggestions from the members of the Pinellas County Schools “District Monitoring and Advising Committee” (DMAC) and minority teachers, regarding ways to improve minority teacher recruitment in Pinellas County Schools. Although the percentage of African American teachers in Pinellas County Schools has decreased from 8.81% in 2000 to 7.53% in 2012, Pinellas County Schools is taking initiatives to try to increase that percentage. According to this study, faculty recruitment strategies implemented by Pinellas County Schools are robust and comparable to those implemented by other school districts. Training initiatives are in place in the district, but I did not gather data on them as part of this study. . Finally, during her interview, Participant A, a DMAC representative, shared ways to improve teacher recruitment in Pinellas County Schools. Overall, the four goals of this project were met.

Regarding the primary research questions for this project, the following conclusions have been ascertained:

1) What is Pinellas County Schools (PCS) doing to actively recruit and retain African American teachers with regard to the mandate of the Bradley Memo of Understanding (MOU) as measured by current recruitment and retention data?

According to current data, Pinellas County Schools is showing recidivism with regard to keeping minority faculty in the district. But, because the faculty initiatives of the Bradley MOU

were initiated one and one-half years ago, it will take time to see if the results of the new efforts to train and recruit more minority faculty are effective in turning around this recidivism trend.

There are things that schools can do to encourage students to make education a career option for themselves in the future. As pointed out by Participant C, students can participate in the FFEA clubs at their schools. Schools which do not yet have the FFEA club could actively try to start a chapter. In addition, teachers, administrators and school personnel can include talking about teaching as a career in their daily discussions with students of all backgrounds, and more specifically, with African American and other minority students.

2) How effective do these strategies seem to be in advancing progress toward the Pinellas County School Board's goals agreed to in the Bradley MOU? As a result of the data I gathered that indicate PCS is heavily recruiting African American teachers and making concerted efforts to appropriately place minority teachers in schools of their choice, I believe PCS will be effective in helping keep the minority faculty we have, and increase our hiring of African American teachers in the years to come. As a district, we have made much effort to continue to respect the initiatives set forth in the Bradley MOU, and to ensure their fidelity and implementation.

3) What do members of the District Monitoring and Advising Committee, the PCS recruiters, and African American teachers report as working well in the African American teacher the recruitment and retention process? The DMAC member I interviewed, Participant A, stated there is a Fairmount Park Elementary initiative she thought was going very well. Professional development is in place to increase teacher effectiveness in the classroom, and Participant A indicates it is effective across ethnicities. Mutual feelings of endearment are shared from Caucasian teachers to minority students and vice versa at Fairmount Park Elementary. Participant A also indicated that we may still have some work to do with regard to

educating Caucasian teachers in the PCS district regarding the educational needs of black male students.

Participant B, a minority classroom teacher, stated she did not know what PCS was doing to increase recruitment of African American teachers. She also noted that she felt there were African American administrators promoted because of their race. She went on to say that she felt everyone should be treated equally, not more favorable because of race. Participant C spoke very highly of the PCS recruitment process, noting the recruiters attend numerous colleges and recruitment fairs to try to recruit minority teachers into the teaching profession. She stated she thought PCS was doing everything in its power to recruit minority teachers.

4) What do members of the District Monitoring and Advising Committee, the PCS recruiter, and African American teachers report as not working well in the African American teacher recruitment and retention process? What is not working well in the African American teacher recruitment and retention process is the limitation of the availability of minority graduates from colleges of education across the nation. In addition, initiatives that have been set in place to assist minority teachers are still in their early stages, and it may be too soon to see the impact of the district initiatives.

Participant B states her school principal is interested in minority recruitment, although he asked her to perform the job of recruiter. She believes we still have much work to do as a district, with recruiting and retaining qualified minority teachers and administrators. She and Participant C noted that it is often difficult, when looking at qualified candidates on paper, to know a person's race. This could be a factor which impedes the hiring process of minority candidates. Participant C gave numerous examples of steps the district is taking to increase

minority recruitment, yet clearly sees numerous environmental and societal obstacles which impede the hiring of minority teachers.

Almost half of the teacher respondents in the survey were unaware of how Pinellas County Schools is doing regarding recruiting minority teachers. All of the African American respondents feel they do not know how PCS is doing with respect to minority teacher recruitment. One-fifth of survey respondents do not think Pinellas County Schools is doing a good job recruiting minority teachers, while approximately one-third of teachers feel Pinellas County Schools is doing a good job with minority teacher recruitment.

Question #10 on the teacher survey, “Pinellas County Schools values me as a teacher,” focuses on retention. Approximately two-thirds of the minority teachers who responded to this question “agreed” or “somewhat agreed.” The conclusion I draw from this relates to Ingersoll’s retention principle, “teacher recruitment programs alone will not solve the staffing problems of schools if they do not also address the organizational sources of low retention (Ingersoll, 2001, p. 501). If one-third of minority teachers do not feel valued, then this may lead to teachers leaving the school and/or school district to work elsewhere. Looking at factors which cause teachers to feel valued could be a next-step for PCS regarding retaining minority teachers.

5) What do members of the District Monitoring and Advising Committee, the PCS recruiters, and African American teachers suggest as ways to improve the African American teacher recruitment and retention process? From the data I collected, suggestions for improving the African American teacher recruitment and retention process involve continuing to recruit heavily, as we are already doing. In addition, looking into more school-wide initiatives to interest minority students in becoming teachers was brought up as a suggestion to improve African American teacher recruitment. The minority teacher I interviewed suggested putting

more effort into the new teacher mentoring program in order to increase retention of new minority teachers. These are potential solutions to teacher recruitment and retention difficulties in the PCS district.

The secondary research questions for this study were:

1) What is the recidivism rate of newly recruited African American teachers (less than 3 years in the district) in Pinellas County Schools?

I was unable to adequately collect the data necessary to substantially answer this question.

2) What is the placement trend with regard to African American teachers in Pinellas County Schools since the Bradley MOU efforts have started?

According to the interview with the Human Resources representative, the placement trend with regard to African American teachers shows they tend to go to more diverse schools, and seem to avoid placement at a school that is less diverse. In addition, the majority of African Americans surveyed for this project stated they were pleased with their current school assignment.

3) What policy changes and/or recruiting, selecting and development procedures could and can PCS implement to move toward Best Practices? One policy change or recruiting, selecting and development procedure which PCS could implement to move toward Best Practices is to try to monitor placement trends more closely and to try to steer minority teachers toward less diverse schools when they are hired. In addition, PCS is looking toward incentive pay to work at schools with higher need, which may also attract more minority teachers to our district.

Overall, the results of my program evaluation of the faculty initiatives of the Bradley MOU were favorable toward the district. Time and effort needs to be put forth to continue to monitor the initiatives of the district to recruit and train minority teachers. The district has new

initiatives coming up to train all teachers, not just minority teachers, and some of this data could be useful to the DMAC as they monitor the effectiveness of the PCS initiatives. The new Superintendent, Dr. Grego, is keenly aware of the initiatives of the Bradley MOU, as my Pinellas doctoral cohort had a chance to speak with him about our projects. With his support and the support of the teachers and administrators, the district will continue its effort to maintain diversity within its faculty ranks.

Recommendations

One recommendation for further study on this topic would be to interview more minority teachers. From just one interview, I learned a lot about how this teacher felt toward some of the prejudice she encountered at her school. In addition, I recommend each high school begin a FFEA club to encourage students to go into the field of education. The district may want to offer extra funding for this initiative.

Action implications from the findings of this study include taking steps that would help African American teachers feel more valued by the PCS district. One program could include teacher mentors, or time with other professionals which emphasizes teacher strengths. Professional Learning Communities, which are cadres of teachers in similar departments, can also be implemented and used to strengthen relationships between teachers.

Another implication from this study involves funding sources for recruiting minority teachers. PCS can research more grant opportunities to have the resources to recruit and retain minority teachers, beyond applying for Title II funds. PCS could also develop more community partnerships with businesses to increase funding for minority teacher training programs.

One question I still have in my mind pertains to how colleges are going to increase enrollment in their teacher education programs. Scholarships for those going into education

should be more prevalent, which could possibly lead to higher enrollment in these programs. I am going to encourage the teachers at my school to talk to students more about a career in education. As educators, I feel we owe it to our profession and to future generations of learners, to start trying to get students thinking about a career in education.

The PCS district could make a huge impact on minority teacher recruitment if each teacher encouraged just one student to become an educator. This, along with more Future Educators of America clubs in high schools, would get students thinking more about the profession of teaching. In addition, teachers could offer daily positive affirmations regarding their teaching experiences, and post them on the district website. Teachers could even make a “search daily affirmations” homework assignment that offers students the opportunity to choose their favorite affirmation and share it the next day in class.

Teachers keeping thoughts of bridging the achievement gap at the forefront of their minds is something that could make an impact on the PCS district. Teachers reaching out to minority students, trying to understand their culture, home life, and feelings, gives students a positive view of the teaching profession. Eighty-three percent of teachers shared in this study that there was someone who was a significant influence on them regarding becoming a teacher. This indicator shows the importance of human contact and how it can be the deciding factor regarding whether or not a student is attracted to the field of teaching.

Conclusion

In conclusion, although the Pinellas County School district has not yet met the faculty recruitment standards set forth in the Bradley Memorandum of Understanding with regard to the faculty initiative, I feel our district has made strides in making people aware of the mandate. The district is creating new diversity training available to all teachers and continuing to assist

teachers with professional development opportunities. The district needs to continue to ensure new teachers are provided a mentor and proper supervision to retain them thru the first few challenging years. When a minority teacher leaves the district, the district may want to consider interviewing them regarding the reasons they left and the difficulties (if any) they encountered.

By monitoring our progress toward recruiting minority teachers, encouraging our students to go into the field of education, and keeping the Bradley Memorandum at the forefront of all we do, the Pinellas County District Schools has an opportunity to set a positive example for the state and nation with regard to our minority faculty initiatives. I look forward to seeing the future benefits of the initiatives and programs Dr. Grego has put into place. I am confident and encouraged by this program evaluation. It encourages me to see the survey results from 62 teachers who took time out of their busy lives to answer questions for a university student. I am grateful to have had an opportunity to meet with district personnel who are committed to caring for students by putting the best teacher in the classroom every day. I am also encouraged to hear about initiatives, such as the Fairmount Park initiative, that encourages underachieving and minority students to excel. I recommend Pinellas County Schools continue to maintain the level of integrity and resolve it has begun, and continue implementing the Bradley MOU faculty initiative with the goals and objectives it has set in place. By doing this, we can all strive to give *all* our students the best educational experience possible.

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Appendix A

Teacher Survey

Directions: Please circle the answer that best fits your response to the question indicated.

1. I enjoy working for Pinellas County Schools.

2	1	0	-1	-2
Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
2. I feel I have a good relationship with my students.

2	1	0	-1	-2
Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
3. I feel supported by the administration as a whole.

2	1	0	-1	-2
Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
4. I wish my school had more minority students.

2	1	0	-1	-2
Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
5. I wish my school had more minority teachers.

2	1	0	-1	-2
Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
6. I wish my school had more minority administrators.

2	1	0	-1	-2
Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
7. Pinellas County Schools is doing a good job recruiting minority teachers.

2	1	0	-1	-2
Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
8. I am satisfied with my job.

2	1	0	-1	-2
Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
9. I would like to do something else as a career.

2	1	0	-1	-2
Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
10. Pinellas County Schools values me as a teacher.

2	1	0	-1	-2
Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree

11. I would recommend teaching as a career to my students.
- | | | | | |
|-------|----------|-------|----------|----------|
| 2 | 1 | 0 | -1 | -2 |
| Agree | Somewhat | Don't | Somewhat | Disagree |
| | Agree | Know | Disagree | |
12. We need more minority teachers in the classrooms.
- | | | | | |
|-------|----------|-------|----------|----------|
| 2 | 1 | 0 | -1 | -2 |
| Agree | Somewhat | Don't | Somewhat | Disagree |
| | Agree | Know | Disagree | |
13. There was a teacher in my past who influenced me to become a teacher.
- | | | | | |
|-------|----------|-------|----------|----------|
| 2 | 1 | 0 | -1 | -2 |
| Agree | Somewhat | Don't | Somewhat | Disagree |
| | Agree | Know | Disagree | |
14. My pay is adequate for the amount of work I perform.
- | | | | | |
|-------|----------|-------|----------|----------|
| 2 | 1 | 0 | -1 | -2 |
| Agree | Somewhat | Don't | Somewhat | Disagree |
| | Agree | Know | Disagree | |
15. I chose to work at this school over other schools.
- | | | | | |
|-------|----------|-------|----------|----------|
| 2 | 1 | 0 | -1 | -2 |
| Agree | Somewhat | Don't | Somewhat | Disagree |
| | Agree | Know | Disagree | |
16. The ethnic group to which I most closely identify with is:
- | | | | |
|-----------|----------|----------|-------|
| 1 | 2 | 3 | 4 |
| Caucasian | African | Hispanic | Other |
| | American | | |
17. I would like to volunteer for a 30-45 minute interview regarding minority recruitment in Pinellas County Schools.
- | | |
|-----|----|
| 1 | 2 |
| Yes | No |

Appendix B

Interview Questions for DMAC Members

Name _____

Date _____

Email _____

1. How long have you been a member of DMAC?
2. What do you feel is the mission of DMAC in relation to the Bradley MOU?
3. Do you feel DMAC has done an adequate job making sure the Bradley MOU has been implemented with fidelity?
4. How do you feel Pinellas County Schools is performing with regard to recruiting African American teachers?
5. What do you feel Pinellas County Schools should be doing differently to recruit more minority teachers?
6. Do you think minority teachers working in Pinellas County Schools are satisfied? Why or why not?
7. Do you feel Caucasian teachers in Pinellas County Schools treat minority students differently than Caucasian students? If so, could you give an example?
8. Do you feel it would benefit PCS students to have more African American teachers? Why or why not?
9. Do you feel 10 years from now Pinellas County Schools will have a significant increase in minority teachers? Why or why not?
10. Is there anything you want to add to this interview that might shed some light on recruitment of minority teachers in Pinellas County Schools?

Appendix C
Interview Questions for Teachers

Name _____

Date _____

Email _____

1. To which ethnic group do you identify most strongly?
2. At what school do you work and what is your job title?
3. How long have you been at that school?
4. How long have you been a teacher in PCS?
5. What brought you to PCS to teach?
6. Did you choose PCS schools over other districts? If so, why?
7. Do you have a degree in something else other than teaching? If so, what?
8. What was the number one reason you became a teacher?
9. Was there someone in particular who influenced you to become a teacher?
10. Was there anything about the school where you now work that attracted you to that school or has kept you at that school?
11. Have you ever considered leaving the teaching profession? If so, what has kept you from leaving?
12. What do you like most about your job?
13. What do you like least about your job?
14. Do you feel it is important for students to see teachers of their own race in schools? Why or why not?
15. Do you feel PCS is doing enough to recruit minority teachers?
16. If you could, is there anything you would change about the recruiting and training of minority teachers in PCS?
17. Is there anything you want to add to this interview that might shed some light on recruitment of minority teachers in Pinellas County Schools?

Appendix D

Interview Questions for PCS Instructional Recruiter

Name _____

Date _____

Email _____

1. What is your job title and role you perform for Pinellas County Schools?
2. What is your understanding of the Bradley MOU initiatives regarding faculty recruitment?
3. Do you feel Pinellas County Schools is committed to the Bradley MOU initiative with regard to minority faculty recruitment? Why or why not?
4. How do you feel Pinellas County Schools is performing with regard to recruiting African American teachers?
5. What do you feel Pinellas County Schools should be doing differently to recruit more minority teachers?
6. Do you think minority teachers working in Pinellas County Schools are satisfied? Why or why not?
7. How many recruiting sessions do you perform in a given year? Are any of them directed specifically toward minorities?
8. Do you feel it would benefit PCS students to have more African American teachers? Why or why not?
9. Do you feel 10 years from now Pinellas County Schools will have a significant increase in minority teachers? Why or why not?
10. Is there anything you want to add to this interview that might shed some light on recruitment of minority teachers to Pinellas County Schools?

Appendix E
Informed Consent to Participate in Research – Survey
Information to Consider Before Taking Part in the
Survey Portion of this Research Study
(From: Pinellas County Schools, 2012)

We are asking you to take part in a research study that is called: Recruiting Minority Faculty: The Effects of the Bradley Memo of Understanding on an Urban School District

The person who is in charge of this research study is Lois McKee. This person is called the Principle Investigator. Surveys will be administered through PCS mail and interviews will be performed at 6 Pinellas County high schools, and other mutually agreed upon locations.

Purpose of the study

The purpose of this study is to evaluate staffing in Pinellas County Schools (PCS) to determine if the Bradley Memo of Understanding (MOU) is being implemented with fidelity regarding faculty assignments. Your responses to this research will be utilized to 1) explore the recruitment strategies used by the Pinellas County School district and evaluate their effectiveness, 2) explore the PCS recruitment and training initiatives for African American teachers, and 3) obtain suggestions from the participants regarding ways to improve minority teacher recruitment in Pinellas County Schools. This study is a partial fulfillment of the requirements for the Ed.D. in Educational Leadership of National Louis University.

Study Procedures

As a volunteer for the interview portion of this study, you will be asked to participate in one 19-question survey to complete through Survey Monkey containing a list of questions to rate. This should take approximately 5 minutes to complete. You will be answering these questions through your perspective as a teacher in Pinellas County Schools.

If you are interested in participating further with this study, you may also volunteer for a follow-up interview lasting approximately 30 - 45 minutes by replying to the email message containing the survey indicating interest in participating in the interview portion of this study. Additional information will be provided to you at the interview portion, so that you can provide your informed consent at that time.

Potential Risks or Discomfort

Participation in this study poses minimal risk to you. The survey is anonymous and all information collected is password protected.

Potential Benefits to Subjects

Your participation in this research may provide you with information on what research on evaluation might look like. This information may help you reflect on recruitment/job satisfaction. In addition, upon completion of the study, a copy of the results will be sent to the Research & Accountability Dept. Pinellas County Schools.

Payment for Participation

You will receive no payment for your participation.

Confidentiality

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of using aggregated data, password protection of files, and names will not be attached in any way to survey responses.

If a breach occurs, you will be notified immediately. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are: the Principle Investigator, and certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.) These include:

- Pinellas County School Board, Department of Research and Accountability. Other individuals who work for PCSB that provide other kinds of oversight may also need to look at your records.
- Department of Health and Human Services (DHHS).
- National Louis University Institutional Review Board (IRB) and the staff that work for the IRB. Other individuals who work for National Louis University that provide other kinds of oversight may also need to look at your records.

We may publish what we learn from this study. If we do, we will not let anyone know your name. We will not publish anything else that would let people know who you are.

Voluntary Participation / Withdrawal

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study, to please the investigator or the research staff. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. Decision to participate or not to participate will not affect your job status. If at any time you decide to withdraw your participation in this study, please email Lois McKee at mckeeresearch@gmail.com.

Questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, call Lois McKee at 727-251-6523 or mckeeresearch@gmail.com. If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, call the Pinellas County School Board, Department of Research and Accountability at (727) 588-6253, or you may call Dr. Carol A. Burg, National Louis University professor, at 4950 W. Kennedy Blvd., #300, Tampa, FL, 33609, or 813-491-6109 or cburg@nl.edu, or the Institutional Research Review Board of National Louis University, Dr. Christine Quinn, National Louis University, 122 South Michigan Avenue, Chicago, Illinois 60603, or (312) 261-3135 or chirstine.quinn@nl.edu, or . If you experience an unanticipated problem related to the research call Dr. Behrokh Ahmadi at 727-588-6000.

Consent to Take Part in this Research Study

It is up to you to decide whether you want to take part in this study. If you want to take part, please proceed to the next step by clicking on the survey link and answering the survey questions.

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in the interview for this research. I have received a copy of this form to take with me.

Signature of Person Taking Part in Study

Date

[Please sign by typing “/s/” and then your name, such as “/s/ John Doe.” By submitting this document using your email account, you acknowledge that this electronic signature serves as your valid signature under the Florida Electronic Signature Act and the federal Electronic Signatures in Global and Nation Commerce Act.]

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect. I have provided them a copy of this form to take with them.

I hereby certify that when this person signs this form, to the best of my knowledge, he or she understands:

- What the study is about.
- What procedures/interventions will be used.
- What the potential benefits might be.
- What the known risks might be.

Signature of Person Obtaining Informed Consent

Date

Lois McKee, NLU Student and Principle Investigator
Printed Name of Person Obtaining Informed Consent

Appendix F
**Informed Consent to Participate in Research – Interview
Information to Consider Before Taking Part in the
Interview Portion of this Research Study**
(From: Pinellas County Schools, 2012)

We are asking you to take part in a research study that is called: Recruiting Minority Faculty: The Effects of the Bradley Memo of Understanding on an Urban School District

The person who is in charge of this research study is Lois McKee. This person is called the Principle Investigator. Surveys will be administered through PCS mail and interviews will be performed at 6 Pinellas County high schools, and other mutually agreed upon locations.

Purpose of the study

The purpose of this study is to evaluate staffing in Pinellas County Schools (PCS) to determine if the Bradley Memo of Understanding (MOU) is being implemented with fidelity regarding faculty assignments. Your responses to this research will be utilized to 1) explore the recruitment strategies used by the Pinellas County School district and evaluate their effectiveness, 2) explore the PCS recruitment and training initiatives for African American teachers, and 3) obtain suggestions from the participants regarding ways to improve minority teacher recruitment in Pinellas County Schools. This study is a partial fulfillment of the requirements for the Ed.D. in Educational Leadership of National Louis University.

Study Procedures

As a volunteer for the interview portion of this study, you will be asked to participate in one 30-45 minute interview answering questions that will serve as an in-depth follow up to the answers you provided on the previous email survey.

After the interview, you may be asked to follow up or clarify answers from the interview through email. The expected duration of participation will be limited to one personal interview and one to five follow-up emails. The entire research project will be completed by March 31, 2013.

Research will be conducted either at the school where the participant works or another convenient location chosen by the participant. Audio recording of interviews will be made and access to the recordings will be limited to the Principle Investigator, other research personnel, and a professor from National Louis University: Dr. Carol A. Burg. Information on the audio tapes will be identifiable by first name, which can be a fictitious name chosen by the participant. Upon completion of this research audio tapes will be erased. The audio tapes will be transcribed by the Principal Investigator and all information that might identify the interviewee (e.g., name) will be fictionalized (e.g., pseudonym), so that the identity of the interviewee may not be deduced.

You have the alternative to choose not to participate in this research study.

Benefits

We don't know if you will get any personal benefits by taking part in this study. However, the study is intended to facilitate or otherwise improve the functioning of the Bradley MOU regarding the placement of African American faculty in PCS, therefore the district (and

potentially, all employees and students) could benefit from the information learned in this inquiry.

Risks or Discomfort

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study. There are no known risks that might be associated with a breach of confidentiality, including risks to employability, insurability, and/or criminal and civil liabilities.

Compensation

We will not pay you for the time you volunteer while being in this study.

Confidentiality

We must keep your study records as confidential as possible. The interview information will be password protected and hard copies kept safe in the home of the Principal Investigator. The limits to confidentiality would include, but not be limited to: theft, vandalism, or unforeseeable act of nature. If a breach occurs, you will be notified immediately. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are: the Principle Investigator, and certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.)

These include:

- Pinellas County School Board, Department of Research and Accountability. Other individuals who work for PCSB that provide other kinds of oversight may also need to look at your records.
- Department of Health and Human Services (DHHS).
- National Louis University Institutional Review Board (IRB) and the staff that work for the IRB. Other individuals who work for National Louis University that provide other kinds of oversight may also need to look at your records.

We may publish what we learn from this study. If we do, we will not let anyone know your name. We will not publish anything else that would let people know who you are.

Voluntary Participation / Withdrawal

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study, to please the investigator or the research staff. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. Decision to participate or not to participate will not affect your job status. If at any time you decide to withdraw your participation in this study, please email Lois McKee at mckeeresearch@gmail.com.

New information about the study

During the course of this study, we may find more information that could be important to you. This includes information that, once learned, might cause you to change your mind about being

in the study or allowing the Principle Investigator to use information about you. We will notify you as soon as possible if such information becomes available.

Questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, call Lois McKee at 727-251-6523 or mckeeresearch@gmail.com. If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, call the Pinellas County School Board, Department of Research and Accountability at (727) 588-6253, or you may call Dr. Carol A. Burg, National Louis University professor, at 4950 W. Kennedy Blvd., #300, Tampa, FL, 33609, or 813-491-6109 or cburg@nl.edu, or the Institutional Research Review Board of National Louis University, Dr. Christine Quinn, National Louis University, 122 South Michigan Avenue, Chicago, Illinois 60603, or (312) 261-3135 or chirstine.quinn@nl.edu, or . If you experience an unanticipated problem related to the research call Dr. Behrokh Ahmadi at 727-588-6000.

Consent to Take Part in this Research Study

It is up to you to decide whether you want to take part in this study. If you want to take part, please sign the form, if the following statements are true.

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in the interview for this research. I have received a copy of this form to take with me.

Signature of Person Taking Part in Study

Date

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect. I have provided them a copy of this form to take with them.

I hereby certify that when this person signs this form, to the best of my knowledge, he or she understands:

- What the study is about.
- What procedures/interventions will be used.
- What the potential benefits might be.
- What the known risks might be.

Signature of Person Obtaining Informed Consent

Date

Lois McKee, NLU Student and Principle Investigator
Printed Name of Person Obtaining Informed Consent