

## Minority Employment Strategy

There is a growing problem of finding enough available minority candidates willing to enter the teaching profession and to fill teaching vacancies in U.S. public schools. According to research, there has been a sharp decline in the number of minority teachers in the United States. This problem is extremely significant considering that the number of minority students has continued to increase in public schools across the United States.

Minority students need to see positive role models from their own cultural and ethnic backgrounds throughout their schooling experiences. Research has shown that minority students tend to have better classroom behavior, have increased self-esteem, and have higher rates of student performance and student achievement when they see and are taught by teachers with similar cultural and ethnic backgrounds.

The District will employ the following steps to reach the goal of 17% African American representation at each school:

1. Collaborating with community organizations such as the NAACP and Urban League.
2. Providing faculty mentors.
3. Refining the entrance requirements to the teaching profession such as the use of alternative requirements to testing.
4. Collaboration between colleges and schools to recruit for the profession.
5. Providing academic support to new teachers and teacher candidates such as tutorial sessions, test-taking seminars for standardized test like the General Knowledge and Subject Area exams.

6. Collaboration with public schools and community colleges, which tend to have larger number of minority student on attendance roles.

7. Providing alternative routes to certification

8. Target paraprofessionals to transition from Teacher Assistant to Teachers.

Additionally, the Deputy Superintendent will review the demographics of instructional personnel and recommend changes in teaching assignments to balance the representation of African American teachers at all schools.