Recruitment and Retention of African American and Latino School Administrators

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Research Question

This paper examines the need for the examination and implementation of effective

strategies associated with the successful recruitment and retention of African American

and Latino school administrators. The following two-part question provides the

foundation for this research brief:

Introduction

school leaders' efficacy (Harvard Principals' Center, 2015). Closer to home, the Omaha

Public Schools is currently working with the philanthropic community to develop and fund

a "Principal Pipeline" preparation program for identifying proven leaders and preparing

them for leading meaningful school improvement in OPS schools. The program would

identify, recruit, train, and mentor aspiring principals to ensure there is a viable pipeline of

retain these valuable leaders while at the same time staying within the boundaries set forth

by the Equal Employment Opportunity Commission (EEOC).

An Examination of Recruitment and Retention Practices

Many school districts have enacted and adopted policies related to the recruitment

of a more diverse teaching field. This action, if successful, will indirectly impact the pool

of qualified participants for administrative positions. In other words, school districts across

the nation are realizing that recruiting staff and administrators who bring grea

99% percent of all public school principals have some teaching experience. Therefore, in order to understand and address the minority principal shortage, one most also examine the minority teacher shortage (Willams & Loeb, 2012).

In addition, a study by Williams and Loeb in 2012 explored the "same race principal effect" on promotion of teachers of color to leadership positions and found that African American teachers are more likely to pursue careers in school leadership when they have worked under African American principals. This is a significant finding as districts work to promote more African American teachers to enter the administrative arena.

Expanding the recruitment pool. When considering the need to recruit school administrators from diverse backgrounds, the question many school districts in the mid-west face is "How do we cast a wider net?" Districts that have found the most success comes from establishing a nationwide recruiting strategy that includes specific techniques to recruit African American and Latino candidates. In his article "Stepping up to Diversity Recruiting" author Frank McCarthy (2003) gives business, health, and educational arena leaders' ten keys to successful diversity recruiting. These keys include making a high level mandate on the importance of diversity recruiting, tying all recruiting to established strategic goals, and getting input from local stakeholders. In addition, a crucial key listed in his work is related to casting a wider net and suggestions include:

(i) Advertising job vacancies on national websites and national publications, including career websites, national newspapers, education publications, and periodicals targeting African American and Latino communities;

pathways to school leadership such as alternative licensure and preparation, teacher-leader certification, and alternative principal preparation programs should be a focus area for districts and states looking to increase the number of African American and Latino school administrators. Research points to the notion that states should not depend on one pathway for principal licensure; a lack of pathways can result in potential leadership talent being overlooked or underutilized (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007).

Examination of an alternate pathway for individuals with graduate degrees in other fields (while also possessing teacher certification) would be a step in the right direction. Looking only at those who complete the traditional university preparation program can create a restrictive candidate pool. This could potentially lead to districts unintentionally perpetuating a more homogenous pool and neglecting to recognize others who may have experiences that better prepare them to lead schools and significantly accelerate student motivation and achievement.

States and districts have been stepping up to the plate to meet this challenge since 2001. For example, the New Jersey Expedited Certification for Educational Leadership (NJ EXCEL) emerged as a response to the shortage of highly qualified principal applicants across the state. The NJ EXCEL team also identified a serious lack of diversity among the

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There is a danger in assuming that cultural, racial, ethnic, and gen

Mentorship programs. A growing body of research suggests that access to mentoring and district sponsored informal social networks may improve mobility for African American and Latino educators within school leadership (

Applications to Metropolitan Omaha Educational Consortium (MOEC)

       If the number of African American and Latino candidates available for administrative positions in the metro area is to be increased, greater attention must be paid to recruitment and retention of not only administrators of color but teachers of color as well.

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Andrea Haynes is currently the Principal of Harrison Elementary with the Omaha Public Schools, Omaha, NE. She has served an Elementary Principal for three years. Prior, she served as an assistant principal, central office administrator and began her career teaching in the district's early childhood program. y n ed 4.1 (.) -2 d0.-0.m-4o (i) 0.2 (n) -46.1ing