The Pathways Program:
A Model for Increasing the Number of Teachers of Color

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Introduction

According to the Alliance for Excellent Education (2005), an accumulation of teaching personnel data reveals that teacher retention is a costly expense to individual states and to the nation. Yearly, thousands of teachers leave the profession or change schools in pursuit of better working conditions. About half of the teachers entering the teaching profession will leave their jobs in the first five years (Lambert, 2006). The field of teaching is much like a sieve: as one teacher enters, another leaves, costing the nation an estimated $4.9 billion each year (Alliance for Excellent Education, 2005).

The rate of attrition is roughly 50% higher in high-need schools than in wealthy schools. High-need urban and rural schools are characterized by large numbers of poor and minority students, low student achievement, and high teacher turnover that involves teachers leaving the profession or transferring to another school. Schools serving large numbers of poor and minority students have become revolving doors for teachers—a factor that contributes to the

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low performance of the children. Teachers who serve in such schools tend to have fewer years of experience, are apt to be less qualified, and are often unfamiliar with the serious issues that plague the schools.

Teacher retention is a serious problem in Georgia. By 2009, Georgia will have to replace 51,498 teachers due to terminations, an equivalent of more than 50% of the current workforce. According to the Alliance for Excellent Education (2005), the cost of teachers in Georgia leaving the profession is estimated at more than $81 million per year. Throughout Georgia the problem affects both urban or inner-city schools and rural schools classified as high need institutions.

There is also a significant disparity between the proportion of students of color and the proportion of teachers of color (Dandy, 2000). Minorities—African-American and Hispanics—were the fastest growing populations in the state. In 1996, only 20% of Georgia's teachers were African-American, yet the proportion of students of color in many urban and rural schools exceeded 60%. The picture is even bleaker as one looks at the need for minority teachers in the state's rural counties. Located on the southeast coast of Georgia, Effingham, Glynn, and McIntosh counties have experienced unprecedented growth. Collectively, their minority population averaged 37%, but their teachers of color ranged from 5-10% of the teaching force.

In that same year, neighboring Chatham County, under administration by the Savannah Chatham County Public School District (SCCPS), was serving 35,000 students. Sixty-six percent of the students were minorities, who accounted for 80% of the suspensions but only 59% of the high school graduations. Only 36% of SCCPS teachers were African-American, while 63% were Caucasian, and 1% were in the "others" category.

In a comprehensive examination of the condition of minority teacher recruitment, preparation and retention, Torres, Santos, Peck, and Cortes (2004) found that minority teachers are underrepresented in the workforce today for the following reasons: inadequate academic preparation, attraction to other careers, unsupportive working conditions, lack of cultural and social support groups, increased standards and competency testing, low salaries, and high attrition rates. However, Haberman (1986) suggested that paraprofessionals (also known as teacher assistants, teacher aids or paraeducators) were a viable pool from which to select minority teacher candidates because of their predominance in those positions and their actual experience in schools. Haselkorn and Fideler (1996) reported that the nation's nearly 500,000 paraeducators held promise for creating a more diversified workforce. According to their national study, programs designed for populations such as these carry the following advantages. Such programs bring mature individuals with extensive classroom experience into the profession; they have far lower rates of attrition than many traditional teacher education programs. Paraeducators foster high expectations for K-12 students, because they internalize a commitment to doing whatever it takes to help students set high goals and achieve them. They

strengthen the connection among classrooms, colleges, and communities to make higher education more accessible, more affordable, and more relevant to the demands of contemporary classroom life. Paraeducators live in, work in, and understand the community of their students; and they are motivated to increase their salary and earn higher degrees. Many experienced paraprofessionals and other non-certified personnel have few if any surprises when it comes to working with children. They have more than likely seen children at their worst and are not apt to be caught off guard by inappropriate behaviors or striking cultural differences.

The Pathways to Teaching Careers Program was a national recruitment effort started in 1989 to bring teachers of color into the teaching profession. This effort was instrumental in forging the investment of some $50 million for a series of grants that included 26 programs in 66 colleges and universities, located in 43 cities in 26 states (the Armstrong Atlantic State University Pathways Program began as a grantee in 1992). The grant was targeted to produce, recruit and prepare more than 3,000 teachers, especially minorities, who would serve more than 100,000 students annually in urban and rural public school systems. Regional technical assistance for program direction in the southern states was provided by the Southern Education Foundation, that has a 125-year record for promoting equity and equality in education. A six-year study yielded a recruitment goal of 2,593 participants and documented an 81% retention rate (see Clewell & Villegas, 1998; 2001).

The national Pathways Program targeted three groups of school personnel — teacher assistants, substitute teachers, and provisionally certified teachers — all of whom were non-certified public school employees and all of whom possessed the characteristics mentioned above. Programs that participated in this initiative were required to have the following essential features: a consortium structure partnering historically black colleges and universities with traditionally white institutions and school districts, a value-added philosophy that guided recruitment and enhancements to teacher preparation curricula, and a nontraditional talent pool as the target recruitment population (Fenwick, 2001).

In this article, we examine the Armstrong Atlantic State University (AASU) Pathways to Teaching Program. First, we will describe basic features of the program itself, and provide data on its graduates. Then, we report results of a study investigating factors underlying its high rate of retention.

The AASU Pathways to Teaching Program

In 1992 AASU received $600,000 in the original grant from the DeWitt Wallace-Reader's Digest Fund as one program in the national effort. Eighty percent of the grant was designated for scholarships, and the remainder was targeted for program costs. An additional $12,000 was awarded for a special support account— a contingency fund for Scholars to handle childcare, books, travel and other unexpected emergencies. Recognizing the need for minority teachers and desiring

to address the teacher shortage, Savannah-Chatham County Public School District (SCCPS) entered into agreement with AASU in 1992 to release 30 to 40 paraprofessionals, with pay, one day per week for four years, so that they could complete their education program at AASU. The estimated total in-kind contribution of the SCCPS for this endeavor was $336,000. In addition to the initial 1992 award, AASU received subsequent awards from DeWitt Wallace Fund to institutionalize the program. Also, in national competition, AASU won the 1997 Innovations in American Government Award provided through the Kennedy School of Government at Harvard University and the Ford Foundation to disseminate the program. In 1999, the Pathways Program earned a grant from the United States Office of Education to replicate the program in three neighboring rural counties.

The mission of AASU's Pathways Program was to increase the number of certified teachers, primarily minorities, in four counties. As these rural counties were served, the goals expanded to enhance the districts' induction programs, to facilitate matriculation of master's and education specialist degrees, and to disseminate the program to other venues.

The traditional wisdom is to recruit the "best and brightest" using measures such as grade point average (GPA), college entrance examination scores, and college progress. However, in the profession of teaching, teachers need to have mastered skills additional to subject-matter knowledge in their disciplines (e.g. mathematics, language arts, and sciences). Classroom organization, including student discipline and time management, is the most important challenge that a new teacher must master in high-need schools. The Southern Education Foundation (SEF), located in Atlanta, has long held a commitment to promoting the professional development of African-American teachers and diversifying the teacher pipeline in the South. In their efforts to recruit teachers and enhance teacher education curricula, SEF proposed the value-added philosophy, which comes from the discipline of economics, and holds that quality, in large measure, depends on *how* elements are blended and crafted to produce a final product. The *transformation* from raw material to the final product is the key (Fenwick, 2001).

Applied to the recruitment and preparation of teachers, this philosophy supports taking teacher applicants from where they are to where they need to be. Instead of recruiting the "best and brightest," the value-added philosophy looks for other primary indicators of ability and future success. This philosophy encourages a search for those who have already developed a successful track record in the public schools for the minority and poor to whom they will ultimately return (Fenwick, 2001). They have already been exposed to the challenges of classroom organization, but have not yet developed a professional knowledge base.

Program's Value-Added Selection Process

The AASU Pathways to Teaching Program adopted the value-added approach by recruiting aspiring teachers from the ranks of individuals who might be

characterized as nontraditional college students, and providing them with the economic, emotional, and educational support to enable them to become exemplary teachers. The Teacher Education Program at AASU required a 2.5 GPA for admission. However, the value-added approach would permit accepting promising applicants with GPA as low as 2.0, then offering academic and other forms of support. The program offered candidates, who underwent a strategic screening process, support that included 80% tuition scholarships, textbook vouchers, flexible scheduling, orientation sessions, refresher courses, tutorials, lending libraries, cultural awareness activities, test preparation, information workshops, family support activities, networking, mentoring, and incentive awards. In turn, the Scholars contracted to maintain at least a 2.5 GPA, attend all workshops, courses and activities held by the program.

The program's target population was non-certified personnel: paraprofessionals, substitute teachers, school clerks and secretaries. Applicants had to be employees in good standing, declare Education as their major at AASU, qualify for regular admission, and commit to teaching in inner city or low income rural schools for a minimum of three years following program completion. The local school district's Human Resources Department distributed initial applications and made principals and other administrators aware of the program's goal to recruit and train minority teachers.[1]

Because a program is only as good as its students, the screening process of the Pathways Program served as a quality control mechanism. There were three levels to this strategic process, which was done by the Screening/Advisory Committee made up of faculty of the College of Education and the School of Arts and Sciences, an officer of Public Relations, the Minority Affairs Officer, a local psychologist, and the Program Director. The first level – the preliminary application — included a 200-300 word essay on "Why I Want to Become a Teacher." If a committee of AASU faculty from the Department of Languages and Literature did not pass the essay, applicants were sent a letter of rejection. If the essay was passed, applicants were sent a letter stating that they should pick up the Secondary Application Packet.

The Secondary Application requested additional information on employment and included a short written paper describing an educational dilemma applicants had faced. Applicants at this stage were to submit three detailed recommendations from their supervisor and two teachers with whom they had worked, and have all transcripts sent to AASU. Once all documents were received, the Committee met to review the files. If invited for an interview—the third level—applicants were required to write an on-site essay and answer questions posed by the Committee. The applicants were rated on recommendations, essays, grade point average, grooming, personality, level of commitment, and oral reading performance. As discussed previously, our value-added philosophy approach would permit accepting applicants with GPA as low as 2.0 and provide the necessary support to enable them to succeed. All decisions of the Committee were final.

This strategic screening process selected only one out of every ten applicants (Dandy, 2004), and ensured finding the most committed individuals who seemed to have the necessary qualities to succeed as teachers and who would do whatever was necessary to succeed in the program. Applicants who were accepted as Scholars signed a contract that described the obligations of the program and the Scholars. Once all of the final selections were made and acceptances received, Scholars and their spouses attended an orientation workshop that gave them a thorough understanding of the project.

Special Features of the Program

While working full-time on their existing jobs and earning an education degree and eventually a teacher's certificate, the Scholars had to overcome many obstacles. In order to help the Scholars to succeed, AASU offered many support activities in addition to regular curriculum course work and advising.

One such support was the provision of an alternative schedule for classes. The University offered two three-credit classes, sometimes taught by retired principals, every Friday during the quarter. Scholars who were paraprofessionals would be replaced on Fridays by AASU fourth year teacher education majors. This was a unique win-win arrangement for Scholars, teachers with whom they were placed, school principals, and AASU senior level education majors. Notices were sent to qualified majors, who signed an agreement to replace a designated Scholar every Friday during the quarter and earn $25.00 per week. Scholars, released with full pay, were responsible for orienting their replacements, and seeing that they signed in at the school and followed through with work plans. Principals were pleased with this arrangement because their most valuable paraprofessionals were replaced at no cost to the school, and principals had an opportunity to observe potential future teachers. Education majors had an opportunity to "get their foot in the door," engage in authentic classroom experiences, and earn up to $100 per month. This arrangement allowed some Scholars to take a full load of courses and eliminated the need for child care required during evening classes. This effort was subsidized by interest earned from the initial grant award.

Another unique feature of the program was its heavy reliance on the provision of cultural activities for the scholars: visits to historical sites, participation in community festivals, and lectures by visiting consultants. Further, the program fostered a family-like atmosphere through cohort groups in which Scholars were encouraged to hold study sessions, share babysitting responsibilities and participate in car pools. The program developed a family-like atmosphere that used community resources to provide information, encouragement, and inspiration to the Scholars.

In turn, Scholars reported that aside from financial support, this focus on community connections was the most helpful feature in developing and facilitating their resiliency. When Scholars who were most successful were asked to identify the most significant features of the program, their overwhelming responses centered

around the concept of *caring and support* provided by the program's advocates: the director, secretary, faculty, and office personnel in various offices on campus. They could call the University and get an immediate answer to their questions. There was always someone they could turn to when times were difficult who could empathize with them as they faced challenges brought on by a full time job, part-time employment, children, aging parents, and the rigorous mathematics coursework and writing requirements that many of them had not faced in some fifteen years.

Program Monitoring

Any Scholar who was accepted with a GPA below 2.5 or whose grade point average dropped below a 2.5 was required to engage in a series of tasks. Eight Scholars faced this situation. Initially, they were counseled by the Program Director to determine their immediate goals. The College of Education's Counselor held a mandatory four-hour workshop on "How to Raise Your GPA." Each Scholar met individually with the Counselor and outlined a plan of action. Scholars' grades were recorded for three consecutive quarters. Subsequently, two of the eight Scholars earned eligibility for the 100% tuition HOPE Scholarship given to Georgia students who maintain at least a 3.0 GPA. After one year, Scholars who failed to improve their GPA were placed on probation and given two more quarters to improve. Those whose GPA continued to suffer were asked to leave the program. Out of the eight Scholars, four continued to improve and four were dismissed from the program due to low grades.

In an effort to monitor progress, mid-term grades were collected. On all mid-term rolls Scholars were designated with the letter *T*. Two weeks prior to mid-term, faculty who had Scholars in their classes were sent a brochure and fact sheet describing the program. They were requested to submit the mid-term grade to the Program Director, who discussed progress and study habits, and located a tutor if necessary for any Scholar who received a C or below in any subject. The Scholar was directed to meet with the instructor, thus opening dialogue between them. Only in rare cases were courses dropped at mid-term.

Program Accomplishments

The 105 graduates of the program maintained a 2.98 collective GPA. Ninety-seven of the graduates remained in Georgia and were employed in low-income schools. Retention rates over a ten-year period total 95%, a rate that far exceeds the national average. Table 1 provides demographics and college majors for all Scholars who completed the program. Eighty-five percent of the Scholars were African-Americans while African-American students constituted only 16% of those enrolled in the AASU College of Education.

Given an opportunity, finances and support, the individual Scholars amassed a list of impressive accomplishments. The AASU Program and its Scholars have won local, state and national awards and appeared on national radio, television, and

Table 1
Majors of Scholars from All Counties Who Completed the AASU Pathways Programs

Graduates	Elementary	Middle School	High School	Special Ed.	Totals (%)
Black Males	10	8	2	0	20 (19%)
Black Females	43	21	4	1	69 (65.7%)
White Males	1	1	0	1	3 (2.9%)
White Females	7	4	1	1	13 (12.4%)
TOTAL	61	34	7	3	105 (100%)

newspapers in the past 10 years. The Scholars' supervisors rate them higher on all measures of classroom performance than most new teachers. A few accomplishments include the following: three Scholars won the Sallie Mae First Class Teacher Award or other teaching awards, 19 Scholars have been nominated for Sallie Mae First Class Teacher Award or Teacher of the Year Award, 49 Scholars earned a Master's degree (one from Oxford University, England), four Scholars have earned an Education Specialist degree, three Scholars have earned a Doctoral degree, and three Scholars are doctoral candidates. Three Scholars have earned National Board Certification.

Investigation into Factors Underlying High Retention

The authors conducted a study to identify the most important underlying factors that contributed to the high teacher retention rate of the Pathways Program. Data were gathered by surveying the Scholars.

Design of the Survey and Data Collection

Contacted through their school email addresses, the Scholars were directed to a website that provided a questionnaire requesting demographic data, and comments about teacher retention as well as responses to attributes regarding teacher retention. A five-category Likert rating scale was designed to ascertain the extent to which respondents totally agreed, agreed, were neutral, disagreed, or totally disagreed to a listing of 124 attributes. These attributes were categorized as reasons for entering Pathways Programs (e.g., higher salaries, aspiration to teach), components that help Scholars' success (e.g., clear goals, induction activities), potential hurdles that impede Scholars' success (e.g., insufficient preparation for teaching, difficult classes), qualities conducive to successful teaching (e.g., personable, approachable), qualities that are non-conducive to successful teaching, most rewarding moment in career, least satisfactory moment in the career, biggest challenges, potential reasons for new or minority teachers to leave the profession, ideal support system that promotes the teacher retention (e.g., a formal mentoring and support team, training regarding school culture), and courses of action that help retention (e.g., encourage and support the relationship and connections between

new teachers and school administration). We received a 62% return rate on the surveys completed by Scholars who responded on the first request (n = 65).

Since the survey had more than 100 attributes and many attributes relate to each other, we sought a limited number of factors that can explain the underlying attributes. We used SPSS 13.0 software's Factor Analysis module for carrying out the analyses to find the most important elements (factors) that help or impede teachers' retention in the teaching profession. We used Principal Components in our Factor Analysis with a cut-off coefficient of 0.4. We also used Varimax for the rotation and Anderson-Rubin for the Factor Score. The observed responses are modeled as linear combinations of the factors, plus "error" terms.

Results

Seven factors accounted for over 50% of the variability in all the response attributes in the survey. Table 2 depicts these seven factors and their explaining power of variance. Survey response attributes in the first factor are intrinsic personality qualities for teaching; the second factor mainly concerns providing mentoring and social support to teachers; the third factor describes undesirable attributes for teaching; the fourth factor relates to helping Scholars to overcome obstacles; the fifth factor is discrimination that a new teacher may face; the sixth factor concerns unfair treatment, and the seventh factor relates to financial rewards.

Tables 3A and 3B show the seven factors and their correlation with the underlying survey response attributes.

Interpretation of Underlying Factors

The AASU Pathways Program was targeting non-certified personnel (parapro-

Table 2
The Seven Factors and Their Explaining Power of Variance

Components (Factors	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Name of Factors	Intrinsic Personality Quality for Teaching	Mentoring and Social Support	Undesirable Personality Attributes	Assisting to Overcome Obstacles	Discrimination against New Teachers	Unfair Treatment	Financial Rewards
Total Variance Explained (% of Variance)	16.668	9.611	6.318	5.597	4.64	4.063	3.724
Cumulative Variance Explained	16.668	26.279	32.597	38.194	42.835	46.897	50.621

fessional, substitute teachers, school clerks and secretaries) who had exemplary track records, had already been exposed to the high-need school environment, and had the desire for commitment to a career in teaching. The program's rigorous screening process had ensured that only those candidates who possessed these qualities—attributes within the first factor—were selected. Many Pathways Scholars reported that what encouraged them to choose the profession were their desire

Table 3A
Factors 1 and 2 of the Seven Factors with Highest Explanatory Power and their Correlation (r) with the Survey Responses (Attributes)

Factor 1 (Intrinsic Personality QualityFor Teaching)		Factor 2 (Mentoring & Social Support Systems)	
Attributes	r	Attributes	r
Understanding	0.872	Pair with Mentor	0.809
Compassionate	0.858	Combat Negative	0.799
Nurturing	0.848	Build Support	0.783
Practical	0.845	Formal Mentoring	0.742
Empathetic	0.838	Reinforced	0.738
Loving	0.819	Constructive Mentor	0.725
Inspiring	0.780	Raise Status	0.708
Focused	0.773	Real Mentor	0.701
Balanced	0.769	Foster Parent Involved	0.691
Enthusiastic	0.753	Online Repository	0.674
Caring	0.748	Online Forum	0.639
Open Minded	0.728	Encourage	0.605
Creative	0.706	Training Policy	0.592
Organized	0.683	Mentor Interaction	0.567
Honest	0.644	Support Group	0.476
Personable	0.631	Online Journal	0.435
Outgoing	0.615	Emotional Support	0.500
Effective Communicator	0.609	Parent Guidance	0.442
Diplomatic	0.595		
Flexible	0.594		
Active Listener	0.594		
Motivated	0.591		
Approachable	0.587		
Passionate	0.587		
Patient	0.585		
Dedicated	0.570		
Resilient	0.554		
Relationship Focused	0.531		
Humor	0.448		
Fair	0.547		

Table 3B
Factors 3 to 7 of the Seven Factors with Highest Explanatory Power and their Correlation (r) with the Survey Responses (Attributes)

Factor 3 (Undesirable Personality Attributes)		Factor 4 (Assisting to Overcome Obstacles)	
Attributes	r	Attributes	r
Inflexible	0.967	Mentor New Teacher	0.829
Easy Stressed	0.961	Workshop New Teacher	0.788
Intolerant	0.958	Release to Observe	0.747
Impatient	0.937	Assign Mentor to Scholar	0.716
Too Soft	0.879	Reduced Duty New Teacher	0.676
Unorganized	0.857	Induction New Teacher	0.655
Non Conform	0.806	Release Time	0.608
		Workshop	0.594
		Reduced Duty	0.549
		Friday Release	0.518
		Journal Writing	0.455
		Give Back	0.444
		Insurance while Student Teaching	0.414
Factor 5 (Discrimination against New Teachers)		**Factor 6 (Unfair Treatment)**	
Attributes	r	Attributes	r
Teacher Discriminate Minority	0.931	Minority Isolation	0.880
Parent Discriminate Minority Teacher	0.923	Treated Like Students	0.835
School Discriminate Minority Teacher	0.900	Class Room	0.766
Teachers Discriminate	0.862	Work Not Appreciated	0.711
Parent Discriminate	0.831	Narrowed Minded Colleague	0.633
School Discriminate	0.826	Isolation	0.610
Difficult Class	0.512	Journal Writing	0.448
Insufficient Preparation	0.499	Lack Support from Administration	0.428
		Facto Factor 7 (Financial Rewards)	
		Attributes	r
		Better Insurance	0.843
		Higher Salary	0.789
		Better Vacation	0.771

to teach, their strong sense of personal mission, and their strong sense of need to give back to their communities. Those with undesirable attributes were unlikely to be selected.

Mentoring and social support—the second factor—are important for the success of new teachers. The AASU Pathways Program had helped to provide the Scholars many mentoring and social support mechanisms. In particular, many Scholars stated that the program director was the best mentor they could possibly have had. Furthermore, the program had partnered with local school systems that raised the status of the Scholars, and provided better training policy and mentoring with existing teachers. The networking of the Scholars themselves was also invaluable for building social support. They have established life-long friendships through this program.

Scholars had to overcome many obstacles in order to succeed in the program. Many held part-time jobs; they were care providers for elderly parents; they had pressing financial obligations. The AASU Pathways Program had provided many mechanisms for Scholars to overcome such obstacles. Workshops, Friday replacements, the Emergency Fund, books reimbursement, tuition reimbursement, and mid-term grades were all designed to help the Scholars overcome foreseeable and unanticipated obstacles. Discrimination (against new or minority teachers) is one of the main reasons that many new teachers may leave the profession. However, the AASU Pathways Program has helped to reduce the impact of potential discrimination. For example, the fact that SCCPS committed to the program by agreeing to release 30-40 paraprofessionals with pay one day per week for four years so that Scholars could complete their educational program at AASU would mean that the SCCPS would not discriminate against those same Scholars. In fact, the system would anticipate that the Scholars would be a reliable future workforce.

It is not uncommon that a new teacher may encounter some unfair treatment such as receiving difficult class assignments, a classroom located in an inferior location, and a limited amount of classroom materials. However, since the Scholars who were selected in the AASU Pathways Program were already paraprofessionals or other non-certified school personnel, they had been exposed to the environment and they would already know what they would encounter when they graduated from the program.

It is surprising to see that Scholars considered the factor of financial rewards to be the least important of the primary factors that determined whether they stay in the profession. Financial rewards include better salary, better vacation, and better insurance. One of the motivations for earning higher level degrees is change in salary by moving from non-certified to certified school district personnel. In 1993, when the program was initiated, the starting annual salary for paraprofessionals who were accepted to the program was roughly $10,000. After completing their college program of study and having moved into new positions, Scholars had an average salary increase of $26,000. In essence, Scholars nearly tripled their salary as a result

of this program. The program has given them an opportunity to move to a much higher income level, thus changing their lives.

Conclusion

What are the lessons learned from this program and our research on it? The first important component of a successful program is to put in place a rigorous screening process to select the most committed individuals who possess the intrinsic personality qualities related to teaching. These individuals are undaunted by the realities of teaching and motivated by the opportunity to better themselves and give back to their community. These individuals will do whatever it takes to succeed in teaching. Applicants who do not possess desirable personality traits for teaching and who do not want to change should be rejected in the screening process. Paraprofessionals and other non-certified school personnel in high-need school districts who have outstanding track records and have already had the exposure to and experience working in their school systems are good candidates for teacher recruitment. They have already seen the worst in the real school environment. Recruiting such individuals should prove to be an excellent viable option in increasing and retaining teachers of color.

The second important component is to provide mentoring and social support programs to the candidates. New teachers will face many hurdles early on in their careers. Mentoring (e.g., having veteran teachers share their experience in classroom organization, including discipline management, class preparation, and time management) and various emotional and social support systems (e.g., induction programs, parent involvements, teacher of the month awards) will enhance their confidence in overcoming obstacles.

The third important component is a committed leadership from different constituencies (colleges, local school districts, and local communities) in providing an adequate environment which has negligible discrimination against new or minority teachers that might cause them to become discouraged and feel hopeless. The committed leadership should also provide the necessary resources and encouragement (e.g., relevant curriculum, release time, support monies, promotions, and pay raises) to the new or minority teachers so these teachers know they have the tools and resources to do their jobs, and that they will be rewarded for their success.

In order to succeed, programs that seek to increase the number of teachers of color who are likely to remain in high need schools should reconsider the traditional screening and preparation programs as a method for selecting candidates. Grade point average, scholastic aptitude scores, and certification test scores should not be the sole criteria colleges of education use to screen their candidates. Rather, they need to consider a value-added philosophy that focuses upon how essential elements are blended and crafted to produce a valuable final product. The *transformation* of candidates is the key. A rigorous screening process for selecting the most

committed individuals who possess the intrinsic personality for teaching, the provision of mentoring and social support systems to the new teachers, and a committed leadership from related constituencies working together for implementation are the three most important components for making the program successful.

Notes

[1] The program employed a program Director, Coordinator, and a full-time secretary. The Director dealt with the day-to-day operation of the program. The Coordinator aided the Director in developing the curriculum, assumed advisement responsibilities of the Director, assisted in the hiring of part-time faculty, and chaired the overall Program's Advisory Committee that had the responsibility of monitoring the program's operations. Each rural county had a director and its own advisory committee. The SCCPS representative and those appointed as directors of all three of the county programs maintained ongoing dialogue with the Program Director, acted as liaison to their county's services and personnel and served on the large Advisory Committee. The Advisory Committees included representatives from the various university majors, district human resources personnel, and committed representatives from local communities. In most counties the Advisory Committee doubled as the Screening committee as well as the county's advocates for the program.

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