



2018 Brock International
Prize in Education Nominee

Roy Jones

Nominated by Michael Miller

Nomination Portfolio for the 2018 Brock International Prize in Education

DR. ROY JONES
Director and Co-Founder
Call Me MISTER



Prepared by
Michael T. Miller
Professor and Dean
Henry Hotz Endowed Chair
College of Education and Health Professions
University of Arkansas

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Nomination Narrative for Dr. Roy Jones

I am honored and pleased to nominate Dr. Roy Jones for the 2018 Brock International Prize in Education. I had not had the pleasure of meeting Dr. Jones prior to preparing this nomination, although I have been very aware of his work. Dr. Ed Harris wrote to us as jurors that “The Brock Prize is about big ideas that make a difference,” and I can think of no one who has worked harder for social change through education than Dr. Jones.

Roy Jones was a first generation college student from a single parent family in Springfield, Massachusetts. In a family of 10 children, Roy envisioned himself as a baseball player and athlete first, but both of those activities took a back seat to his working two jobs. His dreams of professional baseball were perhaps unrealistic, and it was the attendance at his church’s basement one night to talk about college that prompted him to enroll at the University of Massachusetts.

Roy’s time in college was one of excitement and finding his own voice among those who took education seriously. Participating alongside future basketball star Julius Erving and Natalie Cole, he worked with the W. E. B. DuBois Black Cultural Center and his fellow students to take over the University’s Administration Building, making demands for student civil rights. A leader among this group of students, Roy frequently was the mouthpiece for the student collective, and through experiences like this, he found a passion for helping others. This passion led him to assume his first professional job as an Admissions Counselor at Carleton College in Minnesota where he worked to bring young people, particularly those from disadvantaged or minority groups, to college.

Carlton College was a new experience for Roy, as he adjusted to not only a smaller community in a distant state, but also a different cultural heritage. His work was well received, and he was promoted to be the founding Director of Minority Affairs for the College. During this time in Minnesota, Roy began to use the phrase ‘crack the code,’ meaning that he saw his job as not just

helping one student at a time, which he did, but to understand the entire problem systematically how to solve it.

Seeing a career in education and helping people, Roy headed south to earn graduate degrees at Atlanta University and the University of Georgia. He taught and helped students in formal and informal settings, mentoring and teaching many, and then seeing his career as evolving to help teachers help students. This mindset led him to serve as the Dean of the College of Education at Claflin University in South Carolina.

As an academic leader, Dean Roy Jones achieved a huge institutional victory, leading Claflin to be the first HBCU to earn NCATE (National Council on the Accreditation of Teacher Education) accreditation. His reputation for being compassionate, detail oriented, and a leader of note led Clemson University's Dr. Tom Clark to call him one afternoon.

The phone call from Tom Clark in 2000 focused on a major social issue in South Carolina: the experience and expectation of the African American male. Few of these individuals graduate from high school, few went to college, and even fewer graduated from college. A growing number relied on illicit substances, engaged in criminal activity, and were incarcerated. The numbers reflected not only a 'social issue' or 'problem,' but an epidemic. Tom Clark's phone call to Roy Jones sought a way to address all of these issues.

Tom Clark had the weight of Clemson University, a major academic institution in South Carolina, behind him, but he needed a creative approach to addressing his concern. Roy Jones reflected on his life and his work, and found in the conversation his stressing for the need for mentoring and role models. This conversation gave birth to the Call Me MiSTER (acronym for Mentors Instructing Students Toward Effective Role Models) program.

In an interview, Dr. Jones observed, “There [were] more Black men in prison than were teaching in our state, especially in elementary education. That, we saw as a problem.” He continued, “We found that there were more Black men in jail than were sleeping in the dormitories of [our] colleges.”

The Call Me MiSTER program focuses on recruiting African American men to enroll in an elementary education teacher preparation program, and through an intensive, structured mentoring experience, works with these individuals through graduation and beyond. A symbolic moment in the program is when, near graduation and completion of their teacher preparation program, the students are assembled and awarded a sports-jacket.

The program was titled based on the 1967 movie “*In the Heat of the Night*,” when Sidney Poitier asked to “call me mister,” as a sign of respect to him as an African American man. Learning respectfulness for oneself and others is heavily integrated into the mentoring program, and stresses through cohorts how individuals treat each other, how personal lifestyle choices are made, and the importance of personal responsibility for actions.

Through the work of the program, there has been a 75% increase in elementary education teachers who are African American men. These “MiSTERS” are not only filling the need for teachers in the state, especially in high need areas, but more importantly they serve as role models for children, breaking stereotypes and showing young children some of the options before them. And, 100% of the teachers who completed the program take on teaching jobs and stay with them. They become lifelong educators.

With less than 2% of the national teaching workforce comprised of African American men, under Dr. Jones’ leadership, the program expanded beyond South Carolina. There are now MiSTER programs in Florida, Kentucky, Pennsylvania, Virginia, Kansas, and Mississippi, and the program

has also been approached for expansion to Los Angeles Public Schools. Jones' tireless work has raised over \$20 million to support this program, allowing critical scholarship support to be offered to students, and nearly 500 students participate in the program nationwide.

The success of the Call Me MiSTER program has been highlighted in *USA Today*, the *Boston Globe*, the *Washington Post*, *ABC World News*, *NPR*, and Dr. Jones and several MiSTERS were also honored and recognized on the *Oprah Winfrey Show*. Dr. Jones was also honored by the American Association of Blacks in Higher Education. He is quick to deflect the honors and awards, instead praising those who work with him, the mentors, alumni, teachers, and the school leaders. He is gracious, and quick to share the accolades and glory of the program.

The Brock Prize is based on big ideas that significantly make the world a better place, and Dr. Roy Jones is doing just that. He has not written hundreds of books or articles, has not chased academic grants or awards, he just continues working hard every day in schools and homes, recruiting students and building networks, taking emergency phone calls and coaching mentors. In a world that has become increasingly aware of racial strife, Roy Jones is the person we should recognize for making a significant difference in the lives of so many.

Letters of Recommendation



Mellichamp Elementary School

350 Murray Road
Orangeburg, SC 29115

July 17, 2017

To Whom It May Concern:

It was the "Call heard 'round the world!" At least that rang true for my world!

It was the year 2000, the year many people thought the world was coming to an end. Truthfully speaking, it was indeed the year the world as I knew it ended and the world I was going to know began.

At a time in my life where I was transitioning from high school to college, from living at home to being on my own, and from boyhood to manhood, my mother received a call. On the other end of that call was Dr. Roy Jones, collaborator for the Call Me MISTER program, a new program, at a time, designed to recruit, train and certify African American young men to become elementary school teachers and role models in the state of South Carolina. He called because he was seeking young men, based on the current college enrollment applications to Claflin University, who would be a good fit for the budding new teacher education program aimed at educating and empowering black males. Of the two of us, my twin brother was the only one that applied to Claflin, which was why Dr. Jones contacted my mother, to express interest in him. As he talked about how my brother would be perfect for the program, my mother interjected and said "he has a twin brother," and conveyed to him some of my high school accolades, and he replied, "We want him too!"

Since then, leading up to present-day, Dr. Jones has not stopped "calling" for something greater. His "call" to me then, is the same as it is now, and that is a challenge to empower others as I have been empowered. It has been 17 years, and I am still on the "call" with Dr. Jones. It is the longest "phone call" in history, and Dr. Jones has never hung up on me, put me on hold, or told me he would call me back. In fact, Dr. Jones stays on the "call" with me to ensure I never deviate from the MISTER mission. His consistent statement to me reassures me that I have answered the right "call" when he says, "always in your corner!"

All throughout my college years and now my educational career, I see him as an educational father, provoking me to use my mind in ways never used before. As my professor and Call Me MISTER advisor, I recall him, many times, putting down the textbook and teaching from the newspaper, making learning relevant and powerful! Dr. Jones mentored me in my very formidable years as a pre-service educator as if he was preparing me to take over the world! The inaugural cohort and I were trained as educational civil rights activists by Dr. Roy Jones. If Marvel Comics ever considered creating an educational superhero, it would have been Dr. Roy Jones! His superpower in my life was calling me out of poverty, and calling me into Call Me MISTER.

Phone: 803-534-8044

Fax: 803-533-6492



Mellichamp Elementary School

350 Murray Road
Orangeburg, SC 29115

Growing up below the poverty line to a single-parent mother was a challenge, and although my mother was big on exposure, we lacked the many resources to obtain the experiences my mother promised us we could have. In a sense, Dr. Jones' "call" was like an answer to my mother's desire for her sons to use our lives to help others. The exposure we received through Call Me MISTER, opened our eyes to the inner workings of the world-at-large in order to know the extent of our reach.

It is with great honor that I express my sincerest gratitude for Dr. Jones "Calling Me MISTER!" As a result of his "call" to me, I have been positioned to fulfill my God-given destiny!

I celebrate Dr. Jones for being a pioneer, and teaching me how to be a champion for all children and for the community in which we live. I am a better educator, a better leader and a better man because of Dr. Jones' impact on my life!

Feel free to contact me for any questions and/or further comments via email at hayward.jean@ocsd5.net or in my office at (803) 534-8044 ext. 6495.

Sincerely,

Hayward R. Jean

June 23, 2017

Dr. Michael T. Miller
Dean and Henry Hotz Endowed Chair
College of Education and Health Professions
University of Arkansas
323 Graduate Education Building
Fayetteville, AR 72701

Dr. Miller:

I am writing in reference to Dr. Roy Jones, who is the Director of the Call Me MISTER program of Clemson University, one that has impacted many states in our country.

I have known Dr. Jones for more than seven years. In those years he has proven to be a great activist for education. As a matter of fact, as I reflect on my fifty-eight years of life, I have not met a person more passionate about teaching and learning than he. Dr. Jones exemplifies exceptional leadership abilities that are apparent as an educator, and as the founder of the Call Me MISTER program. For these reasons and because of his unwavering integrity, I am honored to write this letter in support of Dr. Roy Jones as a recipient of the Brock International Prize in Education.

As a lifelong educator, Dr. Jones has been involved in many programs. In most of those programs, he has either started or enhanced them in some significant fashion. He is constantly sought after to conduct workshops and/or seminars and to participate in panel discussions. As a young Dean, Dr. Jones gave me insight and perspective that has proven to be extremely valuable to me and Jackson State University. This same wisdom has been extended to many other leaders in higher education.

In 2009, Dr. Jones received the American Associates of Blacks in Higher Education's Pacesetter Award. This is one among many awards. He is instrumental in the growth and success of the Call Me MISTER program, one that is dear to his heart, and you can observe this by the countless hours and dedication given to its success. Dr. Jones believes in producing quality teachers that will impact the underserved in a positive way.

Because of Dr. Jones, Jackson State is extremely proud to have a Call Me MISTER program. In the initial meeting, Jackson State's leadership wanted to involve the program with certain tentacles that did not seem appropriate to Dr. Jones. In his protection of the program, he

Dean's Office

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basically declined Jackson State's offer. I placed a personal call to Dr. Jones and expressed the tremendous need for this endeavor in Jackson, MS, and because of his love for teaching, learning and for the underserved, Dr. Jones reversed his decision. Today, we are twenty-eight students strong, and Dr. Jones encourages every MISTER to lead the way as a beacon of light to countless black boys everywhere.

When one thinks of integrity, one thinks of Dr. Roy Jones. Dr. Jones is honest and has strong moral principles. He is undivided in his educational pursuits and requires the same of those affiliated with him. He gives love and credit to his parents who instilled in him principles, integrity, and a strong work ethic. You can easily see these qualities in the programs in which he has been involved. He is protective of his programs and encourages all to be protective of each other.

Dr. Jones believes that programs with the main goal of helping the poor and underserved must be led by champions. One of the proudest moments I have had was when he labeled me a champion for Jackson State. I now have the opportunity to say there is definitely another champion worthy of recognition, Dr. Roy Jones. He is fearless and courageous in his efforts to produce quality teachers. But in all of his energy and courage, he never leaves out integrity. Integrity is the hallmark of teaching and learning, and is an integral part of all of his endeavors.

I dedicate the following quote to Dr. Roy Jones because I have not met an educator more dedicated or genuine than he.

"One hundred years from now it will not matter what kind of house I lived in, how much money I had, nor what my clothes were like. But the world may be a little better because I was important in the life of a child."

I highly recommend Dr. Roy Jones for this prestigious award. He is truly the "Champion".

Regards,



Daniel Watkins, Ph.D., Dean
Education and Human Development

/es

June 27, 2018

To the Members of the Brock International Prize in Education Award Committee:

I am honored and delighted to offer this letter of support for Dr. Roy Jones, Professor of Educational Leadership and Executive Director of the *Call Me MiSTERS* program at Clemson University.

Dr. Roy Jones is a national figure and public intellectual for South Carolina and an ambassador for African American males in education. His work is viewed as impactful, influential and nationally recognized. His leadership and activism continue to shape policy and best-practice in diversifying the teacher work force. His recent book, "*Call Me MISTER: The Re-Emergence of African American Male Teachers in South Carolina*," has emerged as the book of choice in many teacher education and multicultural education university courses across the country.

Dr. Jones has been an invited keynote speaker, panel member and presenter for audiences such as the White House, the United Negro College Fund, the National Urban League, the Association of Public Land Grant Universities, Teach for America and the American Association for Colleges of Teacher Education. He has served as a member of the International Advisory Board of the Deutsche Bank of Germany and the *Teachers as Leaders Initiative*. He recently led a national taskforce comprised independent community-based professionals and organizations to develop actionable strategies for the successful recruitment of African American male teachers nationwide.

His leadership and service have also created real change in the underserved, underrepresented, disadvantaged and educationally at-risk populations in South Carolina and beyond. He is responsible for the generation of over \$18M in direct student aid, including well over \$8M to students in HBCU's in South Carolina. One other indication of the impact of Dr. Jones has is reflected in the success of the young men in the *Call Me MiSTER* program. To date the program has graduated over 200 fully degreed and certified African American male teachers in South Carolina since 2004 and more importantly, fully 100 percent of the *Call Me MISTER* program completers remain in education.

OFFICE OF THE DEAN

Clemson University
102 Tillman Hall
Clemson, SC
29634

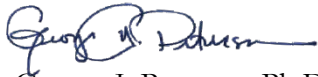
P 864-656-7656
F 864-656-0311

Across the country, Dr. Jones is called upon to offer technical assistance to different teacher education departments on how to increase the number of African American male teachers. It is obvious that his work is both respected and appreciated by other education leaders, policymakers, and researchers, as well as the communities that it reflects.

Unequivocally, Dr. Jones is one of the most well-respected and leading voices on African American education in the United States. His work is impactful and greatly appreciated by those who understand the country's need for increasing the diversity of its teaching corps.

It is because of this that I recommend Dr. Jones for the Brock International Prize in Education Award without reservation.

Sincerely,

A handwritten signature in blue ink that reads "George J. Petersen". The signature is fluid and cursive, with a long horizontal stroke at the end.

George J. Petersen, Ph.D.
Professor & Founding Dean

ANDERSON UNIVERSITY

Mark Joseph | mjoseph@andersonuniversity.edu

July 17, 2017

To Whom It May Concern:

It is my pleasure to have the opportunity to recommend Dr. Roy I. Jones for such a prestigious award. However, the real honor lies in me having the opportunity to have a relationship with a true visionary and leader. I met Dr. Jones in the year 2000, as the inaugural class of the Call Me MiSTER program was established. I had plans on attending another institution, but Dr. Jones had different ideas of his own. He pulled me to the side and stated, "We are excited to have you at Claflin University." The irony of this story was that I had other plans of attending another institution. However, Dr. Jones remained persistent in his message, and I was taken aback because I could not believe this man would have the courage to make such a bold declaration when I provided him no indication to support his narrative. Indeed, that is the character of such a visionary, declaring great stories when others are not aware.

In 2000, the Call Me MiSTER program was established with three HBCUs in South Carolina. In 2017, the program has expanded to nine other states beyond South Carolina. Also, the program has grown to a total of 21 institutions within the state of South Carolina. The original charter of the program was to place 200 African-American male teachers. Solely in South Carolina, the program has surpassed the original target and also doubled the minority teacher workforce in South Carolina. That is accomplished by having a visionary leader in place, who also is a servant leader. Dr. Jones encouraged and empowered young men in South Carolina to become change agents and to use their stories to improve our communities and schools.

In conclusion, I have had the distinct pleasure of being a student in Dr. Jones' class as a college Freshman. I have had the luxury to learn from him in various meetings and presentations. Importantly, I am the beneficiary of a leader who believed in me and supported me in my development. That is a

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Office: 864-231-2048 | Website

mark of a great educator; that is a mark of a change agent, a leader who leads and serves people to become a better version of themselves.

Sincerely,

Mark Joseph

Mark Joseph

316 Boulevard, Anderson, SC 29621

Office: 864-231-2048 | Website

Curriculum Vitae

Roy I. Jones, Ed.D.

Associate Professor of Educational Leadership

Executive Director, Call Me MISTER Program

Call Me MISTER is a registered Trademark of Clemson University

Eugene T. Moore School of Education, 204 Holtzendorff, Clemson, SC 29634

864-656-7915 (Phone) 864-656-0875 (Fax) royj@clemson.edu (E-mail)

EDUCATION

Ed.D. Higher Education University of Georgia June 1981

M.A. Educational Psychology Atlanta University May 1977

B.A. Education University of Massachusetts May 1972

ACADEMIC APPOINTMENT

Executive Director, Call Me MISTER Program. Department of Teacher Education, Eugene T. Moore School of Education, Clemson University, Clemson, SC, September, 2003-Present.

- Responsible for providing the overall leadership, administration, management and mentorship of the program
- Actively pursue funding support for the program
- Manage the operational budget
- Engage in the authorship and implementation of the program's co-curriculum
- Continuously promote the program's brand
- Insure the ongoing development of the institutional partnership
- Manage system wide enrollment of MISTER participants
- Maintain strong, positive relationships with the media
- Continue to strengthen strong relationships with professional organizations
- Provide pre-service opportunities for MISTER participants to grow and develop
- Systematically expand the program on a national scale
- Consistently improve the program's intellectual property
- Maintain and develop the program's community outreach initiatives

Associate Professor, Department of Leadership, Counselor Education, Human and Organizational Development, Eugene T. Moore School of Education, Clemson University, Clemson, SC, January, 2011-present.

- Taught graduate level independent study courses for doctorate and masters candidates
- Serve on doctoral committee
- Participate in Educational Leadership Department meetings
- Recruit candidates for administrative degree programs
- Serve as a liaison between LCH and teacher education

Associate Professor, Division of Education, Department of Teacher Education, Claflin University, Orangeburg, SC, August, 1998-September, 2003

- Taught Introduction to Education (2 sections)
- Taught History, Principles & Philosophy of Education (2 sections)
- Advised, Counseled and Registered students
- Dean, Division of Education & Department Chair, Teacher Education, Claflin University, August 1998-2001
- Served in dual role for a two-year vacancy period while undergoing national accreditation study
- Responsible for the administration and management of the Division
- Responsible for supervising a faculty and staff of 13 full-time people
- Led the Division to achieve accreditation with the National Council for the Accreditation of Teacher Education (NCATE). Claflin was the first private Historically Black College & University (HBCU) in South Carolina to achieve NCATE accreditation and only the second private institution in the State, at the time, to achieve such distinction

OTHER PROFESSIONAL POSITIONS

Director, Department of Employment, Charleston County School District, January, 1990-1998.

- Responsible for the overall leadership, management and supervision of the department
- Supervised six staff
- Served as the clearinghouse for the recruitment and employment of administrators, teachers and classified staff, who represented a workforce of 5,500 serving the 75th largest school district in the nation
- Managed an operating budget of \$340,000

Executive Director, Louis G. Gregory Baha'i Institute, August 1985-1989.

- Served as a community-based center funded by the Baha'i National Center and dedicated to the social, moral, economic and educational development of the general population
- Responsible for the overall leadership, management and operation of a 130 acre facility, including its 50,000 watt FM radio station
- Supervised a staff of 13
- Managed a budget of \$350,000

Director, Affirmative Action and Human Relations, Office of the President, College of Charleston, August, 1981-1985.

- Responsible for developing, implementing and monitoring affirmative action policies and procedures to assure fair treatment for all employees and students of the college
- Coordinated all activities mandated under the College's desegregation plan
- Served as liaison between the College and government compliance agencies
- Conducted staff training seminars related to hiring practices and employment policies
- Co-founded and Administered Project SPECTRA, a model retention designed to serve incoming minority freshman matriculating to the College. The program is approaching
- 30 years running

Staff Assistant to Education Advisor, Georgia Governor George Busbee, March 1977-September 1977.

- Conducted research related public education in Georgia for the purpose of supporting Governor Busbee's proposed education reform initiative
- Consulted with professional educators throughout the State
- Met with State Department staff to share issues of concern of the Governor in an effort to bring all parties to a closer alliance related to education reform
- Developed and wrote speeches

PUBLICATIONS

Jones, R. I., Jenkins, A. (2012). *Call Me MISTER, the re-emergence of African American male teachers in South Carolina*. Charleston, SC: Advantaged Media.

Jones, R. I. (2004-2010). Call Me MISTER administrative manual & co-curriculum. Clemson, SC: Clemson University.

Developed, wrote and implemented multiple revisions of the major program components of the Call Me MISTER Intellectual Property.

Jones, R. I. (2005-2010). Call Me MISTER licensing agreement. Clemson, SC: Clemson University.

Jones, R. I. (2005-2010). Call Me MISTER new partner assessment instrument. Clemson University, Clemson, SC.

Developed, wrote and Implemented the itemized survey instrument used to pre-determine and establish the basis for site visits to prospective institutional partners.

Jones, R. I. (2004-2010). Call Me MISTER intellectual property. Clemson University, Clemson, SC.

The ongoing creation and collection of program materials assists program staff in providing technical assistance for existing and prospective program partners, including power point presentations, marketing materials, seminar sessions, evaluations, and web site upgrades.

Jones, R. I. (2004-2010). Call Me MISTER annual summer servant leadership Institute. Clemson University, Clemson, SC.

Created, developed and Implemented the framework and forum to establish and foster a steady flow of master teachers, who serve as master mentors primarily for MISTERs during their pre-service program.

Contributor to Report

Center for Student Opportunity. (2010). College Access & Opportunity Guide. Bethesda, MD.

College Board: Advocacy and Policy Center Report. (2010). The educational crisis facing young men of color. Washington, DC.

EDUVENTURES, Inc. (2009). Research Brief, Changing the demographics of today's educators: Recruiting a more racially and ethnically diverse pool of teaching candidates, Boston, MA.

National Education Association. (2008). Moving beyond barriers: Strategies for Black student success in the 21st century. A Report on the Status of Blacks in Education. Washington, DC.

Jones, R. I. (2006). Call Me MISTER. Volume 1, Issue 1. Teachers of Color Magazine, Sugar Land, TX.

PRESENTATIONS

Keynote Conference Presentations

Jones, R. I. (2012, March). The Important Role of African American Male Teachers. Invited to address participants attending the Design Retreat for the Five Fifths Agenda for America, organized by the Barthwell Group for the Southern University System in New Orleans, LA.

Jones, R. I. (2010, October). The success and impact of Call Me MISTER. Invited to address The Whitney M. Young, Jr. Training Institute sponsored by the National Urban League at their annual meeting in Birmingham, AL.

Jones, R.I. (2010, April). Embracing excellence through scholarship and service. Invited to address the annual university-wide, Honors and Awards Convocation at South Carolina State University in Orangeburg, SC.

Jones, R. I. (2009, February). Annual Southern Regional Forum. Invited to address the annual conference of the College Board's Southern region in Atlanta, Ga.

Jones, R. I. (2009, April). Creating classrooms where dreams come true. Invited to address the 13th annual conference of the Florida Fund for Minority Teachers sponsored by the State Legislature of Florida in Miami, FL.

Jones, R. I. (2008, October). Best practices for identifying, recruiting, retaining, and engaging underrepresented faculty, staff and students. Invited to address the Second Annual State-Wide Diversity Conference sponsored by the University of Alabama System in Tuscaloosa, AL.

Jones, R. I. (2008, February). Leadership in social and contemporary issues. Invited to Lecture for the Academy for Leader Development & Civic Engagement series at Baylor University in Waco, TX.

Jones, R. I. (2007, November). 74th Annual AAEE/SAEE Conference. Invited to address the Southeastern Association for Employment in Education joint regional conference in Savannah, GA.

Jones, R. I. (2007, October). Reinventing the educational landscape. Invited to address the Annual Fall Conference of the South Carolina Association of Teacher Educators, in Greenville, SC.

Jones, R. I. (2004, November). Celebrating the American Dream: Quality teachers in every classroom. Invited to address the annual college-wide Education Assembly at Morris College, Sumter, SC.

Invited Panel Presentations

Jones, R. I. (2012, October). Strategies and Practices for Increasing Academic Achievement for Young Men of Color. Invited to address the annual College Board Forum in Miami Beach, FL.

Jones, R. I. (2012, March). The Color of Our Classrooms: Bolstering the Recruitment and Retention of Minority Teachers. Invited to address the annual Black Policy conference at the Harvard Kennedy School of Government, Harvard University, Cambridge, MA.

Jones, R. I. (2010, July). The under-representation of minority males in U.S. higher education: What is the role of public universities in addressing this issue?. Presented ideas on the topic related to the experience of the Call Me MISTER Model at the Association of Public Land Grant Universities, Commission on Access, Diversity and Excellence Summer Meeting in Denver, CO.

Jones, R. I., & Holton, W. (2010, June). Recruitment and retention of male teachers . Presented professional experiences and the Call Me MISTER strategy to the Joint Conference on the Concerns of Minorities and Women, National Education Association Human and Civil Rights division in New Orleans, LA.

Williams, R., Smith, H., & Jones, R. I., & Gordon, T. (2010, April). A dream deferred 2010. Presentation made in conjunction with the College Board Report on The Crisis Confronting Young Males of Color at the annual conference on A Dream Deferred sponsored by the southern region of the College Board at Spelman College in Atlanta, GA.

Williams, R., Jones, R. I., Smith, H., Bitsoi, L., Ponjuan, L., & Teranishi, R. (2010, January). The educational crisis facing young males of color. Participated in a Panel presentation on the release of the College Board Report to members of Congress and Educators in the nation's Capitol in Washington, DC.

Jones, R. I., Beaulieu, L. M., Mason, R., Simpson, R., & Daniels, A. (2007, June). The education of Black males. Participated in a panel presentation for the National Education Association's first National Summit on the Status of Black Education in Atlanta, GA.

Refereed Conference Presentations

Williams, R., Jones, R. I., Figueroa, J., Begay, K., & Chan, J. (2010, September). The educational crisis facing young males of color. Joint proposal accepted to participate in a panel discussion on the College Board Report at the national conference of the National Association for College Admission Counseling in St. Louis, MO.

Holmes, W., & Jones, R. I. (2009, February). Diagnostics, longitudinal (growth model) assessment application. Paper presented to the South Carolina Educators for the Practical Use of Research winter conference on addressing the theme, Rethinking Curriculum, Instruction, and Assessment in Columbia, SC.

Jones, R. I., & Holton, W. (2008, October). Call Me MISTER...up with Black male teachers! Presentation made to the Up Where We Belong: Accelerating African American Male Student Achievement conference sponsored by the Avid Center in Atlanta, GA.

Jones, R. I., Christopher, G., & Foster, B. (2005, October). The education of Black males: Strategies to address a national crisis. Presentation made to the annual Grantmakers for Education conference in cooperation with the Charles Stewart Mott Foundation in New York, NY.

Radio Interviews

Jones, R. I. (2012, March). South Carolina Public Radio. Taped Interview for syndicated Speaking of Schools, hosted by Doug Keel, Clemson University, Clemson, SC.

Jones, R. I. (2007, September). 99.5 FM Radio New Orleans. [Radio Broadcast]. Live interview for talk show with Amy Kirk in New Orleans, LA.

Jones, R. I. (2005, March). National Public Radio (NPR) ALL Things Considered. [Radio Broadcast]. Taped interview for the nationally syndicated show about Call Me MISTER. Rachel Jones (Reporter).

Television Interviews

Jones, R. I. (October, 2011). ETV American Graduate Summit. Live presentation and interview showcasing Call Me MISTER.

Jones, R. I. (Guest). 2010). African American Male Teacher Shortage. [Television Broadcast]. TV 2 News, Octavia Mitchell (Reporter). Charleston, SC.

Jones, R. I. (Guest). (2007). The Shortage of African American Male Teachers. [Television Broadcast]. In Our World with Black Enterprise, Ed Gordon (Host). New York, NY.

Other Presentations

Jones, R. I., & Holton, W. (2009, Fall). Leadership Pickens County, SC.

Jones, R. I., & Holton, W. (2009, February). Teacher recruitment and retention. Invited to present ideas and advice to the South Carolina Senate Task Force, Chaired by Senator John Mathews in Columbia, SC.

Jones, R. I. (2009, January). Multicultural/Diversity workshop. Facilitated a workshop for faculty in the Eugene T. Moore School of Education in Tillman Hall.

Jones, R. I. (2008, January). Call Me MISTER. Bi-Monthly Meeting of Wachovia Bank Executives. Invited by the Regional President to make a presentation to the Wachovia South Carolina Leadership Team in Charleston, SC.

Jones, R. I. (2007, December). Call Me MISTER. Meeting with Florida State Representative Joe Pickens. Invited to make a presentation about Call Me MISTER to a meeting with government officials, including Governor Charlie Crist's Chief of Staff in the Florida Capitol in Tallahassee, FL.

Jones, R. I. (2007, February). Diversity roundtable discussion. Planned and Sponsored a roundtable dialogue between the faculty of the Eugene T. Moore School of Education and student members of the Call Me MISTER program in the Alumni Center.

Jones, R. I. (2008, March). Call Me MISTER Program. Presented a breakout session for the 2008 Raising Achievement and Closing Gaps Conference sponsored by the North Carolina State Department of Education in Greensboro, NC.

Jones, R. I. (2006, March). Call Me MISTER: A teacher recruitment and retention program. Presented a breakout session for the African American Male Conference sponsored by North Carolina Central University in Greensboro, NC.

Jones, R. I. (2006, January). Call Me MISTER model. Presented a general session for the Best Practices in Black Student Achievement Conference sponsored by the Office of Diversity at Clemson University.

Jones, R. I. (2005, January). Call Me MISTER. Invited to make presentation about Call Me MISTER to the officers and elected members of the Legislative Black Caucus in Columbia, SC.

GRANTS AND CONTRACTS

Call Me MISTER. Kellogg Foundation, (March 2012), Project Director/PI, \$210,000.

Call Me MISTER. Wells Fargo Foundation, (December 2011) Project Director/PI, \$200,000.

Call Me MISTER. Duke Energy Foundation, (November 2011) Project Director/PI, \$30,000.

Developing a Research-Based Plan for the Estill Promise Neighborhood. U.S. Department of Education,(Submitted December 2011), Principal Investigator, \$500,000 (not funded).

Special Project Funding: Call Me MISTER. South Carolina State Legislature (October 2007-2011), \$1.3 million annual recurring funding, Project Director/PI.

Call Me MISTER. Deutche Bank Foundation (June 2010), Project Director/PI, \$10,000.

Call Me MISTER. Dabo Swinney All-In Foundation (April 2012), Project Director/PI, \$20,000.

Call Me MISTER. Dabo Swinney All-In Foundation (April 2011), Project Director/PI, \$20,000

Photograph of Nominee



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[Call Me MISTER](#)

January 12, 2015 / in [Features](#) / [1 Comment](#) / by: [Melanie Kieve](#)



Listen to the MISTERS sing “One MISTER”:

00:00
00:00

Providing positive role models in classrooms and communities

TEACHING ELEMENTARY SCHOOL was not the future that Daniel Spencer '09 envisioned as a high school senior in Swansea, South Carolina. With two brothers having dropped out of high school (one of whom served prison time) and parents who didn't go to college, postsecondary education wasn't even on his radar — even though he was in the top 10 percent of his graduating class.



Fortunately, he decided at the last minute to apply to Coastal Carolina University and chose elementary education as his major.

“I didn’t have a clue,” Spencer said. “I thought, ‘Well, I passed elementary school. I should be able to teach it!’”

When Spencer’s English professor learned about his major, he told him about Call Me MISTER®, a program started at Clemson to encourage and place African-American male teachers in South Carolina’s public elementary school classrooms. He advised Spencer to transfer to Clemson to be a part of the program. The rest, he says, is history.

“From the first day, Call Me MISTER changed what I thought would be easy into a lifetime challenge of working with people and shaping the lives of youth,” Spencer said.

MEETING THE CHALLENGE

This was a challenge observed 15 years ago by Clemson University as well as Benedict College, Claflin University and Morris College, three historically black institutions in the state.

“We found that there were more black men in jail than were sleeping in the dormitories of the colleges in our state,” said Roy Jones, Call Me MISTER director and a faculty member at Clemson’s Eugene T. Moore School of Education. **“There were more black men in prisons than were teaching in our state, especially in elementary education. That we saw as a problem.”** “There were more black men in prisons than were teaching in our state, especially in elementary education. That we saw as a problem.”

And, Jones added, in a state that is one-third African-American and where young black males were being expelled, referred to discipline and dropping out of school at higher rates than any gender or ethnic group, fewer than one percent of the state’s teaching workforce were African-American males.

Leaders at the four institutions saw a connection between those figures. They determined that if you could increase the number of African-American males in the classroom, perhaps there would be more avenues for understanding and tackling the challenges that confront young black boys during their formative years.

“We got together and said, ‘We can do something about this,’” Jones said.

And Call Me MISTER was born.

Clemson — along with Benedict, Claflin and Morris — started Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) in 2000. Clemson provided fundraising and program support, while the remaining three colleges carried out the program on their campuses.

Housed in the Eugene T. Moore School of Education at Clemson, Call Me MISTER combines teacher education with co-curricular programs such as retreats, seminars, academic support, mentoring, a summer institute, internships and volunteer opportunities. Participants, known as MISTERS, also live and study together as cohorts and receive tuition assistance through loan forgiveness programs as well as help with job placement.

Since its inception, the program has grown to 19 colleges/universities in South Carolina, including Clemson and Coastal Carolina. That number also includes several two-year community and technical colleges, a move made to provide greater opportunity and access to the program.

As a result of these efforts, there has been a 75 percent increase in the number of African-American males teaching in South Carolina’s public elementary schools. As a result of these efforts, there has been a 75 percent increase in the number of African-American males teaching in South Carolina’s public elementary schools. Of the 150 students who have completed the Call Me MISTER program in the Palmetto State, 100 percent of them remain in the education field.

Understanding that the issue is not South Carolina’s alone — that nationally, the number of male teachers is at a 40-year low, and that African-American males comprise less than 2 percent of the teaching workforce — Call Me MISTER has expanded to include 13 colleges in Florida, Kentucky, Pennsylvania, Virginia, Mississippi, Georgia and the District of Columbia. Including graduates and current students, approximately 425 participants are in the program nationwide.

IT’S ALL ABOUT RELATIONSHIPS



Since the program’s inception, Call Me MISTER leaders have found that its purpose is being fulfilled: more African-American males are entering elementary classrooms and more African-American children — especially boys — are seeing them as positive role models.

“There’s no doubt about what it means for so many kids to see an African-American male in a position of authority where he is also nurturing, where he is also loving and where he is also mentoring,” said Winston Holton, who leads Clemson’s Call Me MISTER cohort. “Our MISTERS are filling an important void.”

But the program is doing something more — it is exacting a powerful personal influence that transcends race, gender and socioeconomics.

“I believe that Call Me MISTER is making up the difference between what’s not happening in our homes, schools and communities and what needs to happen — and that is the fostering of healthy relationships,” Holton said.

“We don’t have healthy relationships across too many lines,” Holton continued. “You see this playing out every day in schools and playgrounds across South Carolina — and in teacher’s lounges, in businesses, in families, in neighborhoods, everywhere.”

From day one, Call Me MISTER encourages — even requires — its students to pursue healthy relationships, Holton said. Through an intentional yet organic process, MISTERS learn to understand and articulate their life stories and hear each other’s stories with empathy and understanding — and this skill makes all the difference when they enter the classroom and community as teachers.

“The result is that MISTERS have the capacity to empathize with their students, parents, fellow teachers and community members just as they, themselves, have experienced empathy,” Holton said. “They are able to see through the differences, even the maladies, and really see another’s humanity. That’s how learning happens and how students, schools and communities are elevated.”

“It’s all about relationships,” Holton summarized.

I CAN MAKE A DIFFERENCE

Countless young people have been influenced by their relationships with Daniel Spencer, including his niece and nephew, the children of his formerly incarcerated brother.

“I was trying to help raise them, and I realized through Call Me MISTER that I wasn’t teaching them; I was just telling them what to do,” Spencer said. “Listening to the MISTERS and learning from them taught me that I can do things differently — and that I can make a difference.”

Spencer’s niece and nephew, now ages 15 and 16, live with him in Seneca — happily adjusted and involved in school and community activities.

Spencer is also making a difference in his classroom at Blue Ridge Elementary, a Title 1 school with a high percentage of children from low-income families. He meets with each child individually and sets goals for the year, based not only on test scores but also the child’s own aspirations. And he holds them accountable to those goals, meeting with them throughout the year.

“I get to know all the kids and strive to meet everyone where they are,” Spencer said. “But I’ve gotten past the ‘I’m here for them to like me’ thing because at the end of the day, I know that they are going to love me — because they respect me, and they know I believe in them.”

What results from this exchange of respect, caring and expectation is academic progress. “The kids are exceeding their own expectations, which translates into authentic learning,” Spencer said.

SPIRIT OF HOPE FOR CHANGE

It is clear that authentic learning is needed for South Carolina’s children. The Palmetto State ranks 43rd in education, according to the 2014 Kids Count Profile, with 72 percent of South Carolina’s fourth graders lacking proficiency in reading, and 69 percent of eighth graders identified as below proficiency in math. Twenty-eight percent of high school students aren’t graduating on time, if at all.

The same report ranks South Carolina 44th in economic well-being and child health — both factors that affect children’s performance in school.

The statistics grow more dire in underserved schools and communities, where employment and other opportunities have increasingly diminished, says Roy Jones.

With these factors in mind, Jones and his colleagues focus on recruiting MISTERS from underserved areas and encouraging them to return to their communities or others with similar challenges.

“Call Me MISTER teachers are at the cutting edge of a new crusade — to ensure quality education in underserved areas by creating a pool of talented teachers who are fiercely loyal to their schools and communities,” Jones said. “Call Me MISTER teachers are at the cutting edge of a new crusade — to ensure quality

education in underserved areas by creating a pool of talented teachers who are fiercely loyal to their schools and communities,” Jones said. “Such teachers embody the spirit of hope for change.”

I WANT TO SEE THESE KIDS GROW UP



“Fiercely loyal” could be used to describe Daniel Spencer. Since he started his career at Blue Ridge, he has been offered many opportunities to teach in other school districts, but he is dedicated to remaining at the school and in the community where he has served as a volunteer since his days as a Clemson student.

“The first kids I mentored when they were in the fourth grade are now in the 11th grade,” he said. “I want to see these kids grow up.”

In addition to teaching, Spencer coaches high school basketball and middle school football in Seneca, attends his students’ extracurricular activities, holds free basketball clinics and workouts at Blue Ridge during the summer, and takes students to events such as Clemson’s spring football scrimmage, which many of them have never attended even though they live less than 10 miles away. When he greets former students or players in the grocery store or at school events, they avoid him if their grades aren’t up to par, because they know he’ll ask. “I love being there and talking to the kids because the more they see positive people and consistently have positive people talking to them, the better they are going to do,” he said.

THE INTANGIBLE ‘MORE’

What is it about Call Me MISTER that inspires such dedication and selflessness? If you talk to anyone associated with the program, you’ll find that it’s because it’s more than a program — it’s a lifestyle, a way of being.

The intangible “more” begins with the name of the program. The brainchild of Call Me MISTER founding director Tom Parks, the name is not only an acronym but also a tribute to a famous line by Virgil Tibbs (played by Sidney Poitier) in the 1967 movie “In the Heat of the Night.”

While investigating a murder investigation in a small Mississippi town, Tibbs, an African-American detective from Philadelphia, is asked by the racist sheriff what people in his hometown police force call him. With dignity and assertiveness, Tibbs responds, “They call me ‘Mister Tibbs!’”

It is a line that inspires, even demands, respect.

Respect is a cornerstone of Call Me MISTER, one that is seen as MISTERS receive the program's signature black blazer upon graduation — and in the way MISTERS refer to each other as “Mister” in formal Call Me MISTER settings.

“Ultimately, our hope is for each MISTER to be self-assured and know himself, and to appreciate and understand the value of building relationships across traditional lines,” Holton said.

Other Call Me MISTER foundational concepts include ambassadorship, stewardship, personal growth and teacher efficacy. “And all of these things together pour into the most important tenet, servant-leadership,” which Holton describes as “living for more than yourself.”

Perhaps no one embodies servant-leadership more than Jeff Davis, former field director for Call Me MISTER, current assistant athletic director of football player relations, and 2001 recipient of Oprah Winfrey's Use Your Life award.

All MISTERS continue to be challenged each time they recite the vision statement Davis penned, which includes the line, “A title is only important if one's character and integrity dictate its use.”

The single MISTER who rises to that challenge most valiantly receives the Jeff Davis Spirit Award, one of the most coveted honors bestowed annually upon a MISTER.

According to Clemson junior Michael Miller, a MISTER from Orangeburg and 2014 recipient of the Jeff Davis Spirit Award, servant-leadership has been the key to his Call Me MISTER education.

“My viewpoint about education has changed from ‘What can I tell you or dictate to you?’ to ‘What can I do for you?’” he said.

“I want to be an educator rather than a teacher,” he continued. “A teacher delivers content, and that is important. The word ‘educator’ comes from the Latin word *educere*, which means to draw from within. That's what I try to do with my students — to pull out what is already within them. Call Me MISTER has taught me how to do that.”

Melanie Kieve is the public information director for the College of Health, Education, and Human Development and the Eugene T. Moore School of Education.









**Collegiate
Case
Study**



Pushing to make schools better

Linking funding to teacher credentials . . .

By Tamara Henry

Pushing to make schools better

. . . could hurt the neediest the most, some say

By Tracey Wong Briggs

Teacher shortage gets foreign aid

Schools seek help outside

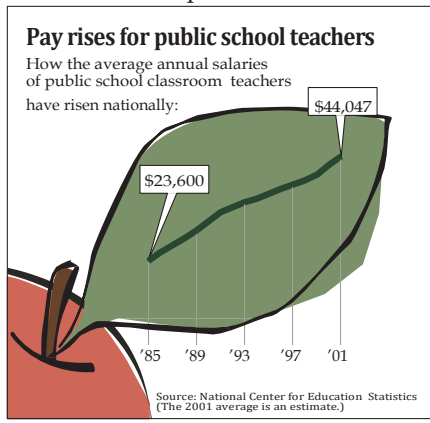
U.S. borders

By Tamara Henry

**Case Study Expert:
Dr. Paul D. Houston**

Executive Director,
American Association of
School Administrators

USA TODAY Snapshots®



Teacher Shortage

Summary: Teachers can make a significant difference in the lives of students — that is if there is a teacher in the classroom. The U.S. Department of Education projects that public schools will need 2.2 million new teachers in the next decade to offset retirements and meet the needs of a rising student population. Who will teach the students today and tomorrow? The articles in this case study provide an opportunity to discuss issues that affect both the quantity and quality

A Better Life

Call them mister

South Carolina program aims to boost number of black male teachers at elementary level

By Tamara Henry
USA TODAY

ORANGEBURG, S.C. — Mark Joseph and Barry Tolbert are passionate about becoming elementary school teachers and have learned to ignore the skeptical looks, the discouraging comments about the profession and the fears of low pay.

"Lots of families encourage kids to be doctors and lawyers just to make money," says Tolbert, 19, of Charleston. "I think a teacher is the most effective person in America. You don't hear folks say 'I look up to my lawyer. My lawyer has done so many things for me.' But teachers make a difference in lives."

The young men are in a program developed by Clemson University to address the looming shortage of teachers. This program, though, plans over the next four years to train 240 young black South Carolina men to be elementary school teachers. The program, named "Call Me MISTER"

after the 1970 Sidney Poitier movie *They Call Me MISTER Tibbs*, offers the participants full college tuition, room and board and small stipends in exchange for teaching for a minimum of four years in South Carolina after graduation.

"'Call Me MISTER' was developed strictly to address a very specific, highly identified problem in our society and its system of education," says Tom Parks, program director at Clemson.

Clemson initiated the research that prompted creation of the program and wrote grants for funding partnerships at three historically black South Carolina colleges — Claflin in Orangeburg, Morris in Sumter and Benedict in Columbia. Each school recruited about 20 young men who entered as freshmen at the launch of the program last August. Tolbert and Joseph just completed the first semester at Claflin.

Statistics portray a rapidly worsening

AS SEEN IN USA TODAY LIFE SECTION, TUESDAY, JANUARY 30, 2001, 9D



Photos by Bruce Flashnick for USA TODAY

Role models in waiting: Students in the "Call Me MISTER" program at South Carolina's Clafin University are learning to become teachers.

Education estimates 2.2 million teachers will be needed in the next 10 years. On top of that, the Institute for Higher Education Policy says that minorities are harder to recruit not only because of the low salaries and lack of respect and prestige associated with teaching, but because of lingering racial discrimination within the profession.

South Carolina's population is one-third black, but less than 1% of the state's more than 20,000 elementary-school teachers are black men. Blacks, including 7,330 women and 1,646 men, accounted for 17% of the state's nearly 53,000 teachers at all levels in the 1999-2000 school year, the Clemson study shows.

Parks says that Clemson's research also found that about 20% of all black male youngsters in the state are held back in the first grade, and the dropout rate for black male students is the highest of any group.

Black youngsters, especially boys, are in desperate need of role models and teachers they can relate to, who can show them that success and a productive life are possible, says Roy Jones, chairman of the Division of Teacher Education at Clafin.

Vincent Ferrandino of the National Association of Elementary School Principals agrees. "It's critical that children identify role models early on in their life," he says. Enrollment of minority students in elementary and secondary schools has increased 73% over the last 25 years, compared with 19% for white students, according to the

Institute for Higher Education Policy.

Joseph, 25, of Greenville, initially aspired to play professional basketball, then tried a short stint at the University of South Carolina and a series of odd jobs before he discovered two years ago that he liked working with elementary-age kids. He volunteered in a church after-school program four days a week and says, "I had a ball.

"I really think the (Mister) program can change the mentality of African-American men," he says. "We can be leaders. We can be positive role models. We can be at the top, leading classrooms instead of being in the back. That's one reason why the program is very important to me."

Each applicant first must meet the university's admissions requirements before undergoing an additional level of screening that requires a personal interview, two letters of recommendation and a written essay, "Why I Want to Teach." Clafin has 22 in its program.

Once they're in, the men must maintain a 2.5 grade point average in their regular freshman and sophomore courses. Also, they must pass a standardized test to get into Clafin's nationally accredited teacher education program. Clafin last April won accreditation from the National Council for Accreditation of Teacher Education (NCATE), which accredits only schools meeting standards that focus on a candidate's actual knowledge of subject matter and demonstration of teaching ability. Nationally, there are 517 NCATE-certified programs out of 1,200 colleges and universities that offer

Education Reform Case Study



"I really think the program can change the mentality of African-American men. We can be leaders. We can be positive role models. We can be at the top, leading classrooms instead of being in the back."

— Teacher-trainee Mark Joseph, above.

teacher training.

Emory McCullough, 20, who qualified for the program after earning his General Educational Development degree, says he worried that the guys would be "serious all the time." But he says he quickly discovered the participants were individuals who would "teach in different ways" and know when to "let loose."

Paul Rollerson, 18, of Cross, says his greatest fear is that he may run into schoolchildren full of as much mischief as he was in elementary school. "I know how I was in seventh and eighth grade," he says.

The program, says Claflin president Henry Tisdale, "will recruit some students who probably would not have come into the teacher education program. We are enhancing

diversity and expanding the pool."

The program requires 300 hours of community work, or "service learning," from each participant. And they meet weekly for group study or to work out problems. In addition, the program provides teacher mentors -- practicing teachers selected to work one-on-one with the young men. They get stipends and six hours of graduate school credit through Clemson.

The program does have critics in a political climate where there is less support for affirmative action.

"We've had some pointed inquiries," acknowledges Parks, "from both whites and women, with veiled threats about legal suits if their white sons or black daughters weren't accepted into the program. I have routinely explained our purpose and the hopes we have of making a difference, and a few have been pretty abusive about it. But we're going forward."

Ferrandino adds "anytime we face a shortage question, there have been efforts made to target folks to make up for the shortage areas. So, while I recognize that some might see that as discriminatory, I think that the larger good that it will serve will override any concern I would have around that."

Livingstone College in Salisbury, N.C., which started a similar program seven years ago, had to "modify to admit females into the program because of a possible gender discrimination suit," says Livingstone spokeswoman Crystal Sadler. The school's Center for Teaching Excellence Scholarship Program has awarded 61 scholarships: 48 for men and 13 for women. Twenty-six students have graduated.

Nevertheless, expectations here remain high. Claflin's Jones says the program should produce "a new breed of teachers. I don't see them being afraid to get on the floor with the kids or going into a neighborhood. They are versatile, flexible."

Students who successfully complete Claflin's nationally accredited program, Jones adds, "if they have fewer than 10 job offers, it's only because they didn't apply to more."

AS SEEN IN USA TODAY LIFE SECTION, MONDAY, JUNE 18, 2001, 6D

Pushing to make schools better

Linking funding to teacher credentials . . .

By Tamara Henry
USA TODAY

WASHINGTON — The USA now has an official definition of "quality teacher." Just look in the education bill headed for a House-Senate conference committee.

The bill, considered the most sweeping blueprint for education change in 35 years, sets minimum federal standards for teachers in Title I schools — schools in high-poverty areas that serve educationally disadvantaged students. School districts that don't meet the standard would lose some federal funding. Both the House and Senate versions of the bill require those teachers to:

- * Earn a bachelor's degree.
- * Have a license or be certified under state law.
- * Have an academic major in what they teach, or pass a test in their subject area if they are in high schools.

"I think it's a good thing that there are some general criteria to say, 'Here's what a minimum standard for teachers should be, here's what parents and kids should expect,'" says Joel

. . . could hurt the neediest the most, some say

By Tracey Wong Briggs
USA TODAY

Ensuring teacher quality in low-income schools is a laudable goal, but linking teacher qualifications to some federal funds may end up making it even harder to get teachers to those schools, say two members of USA TODAY's All-USA Teacher Team who have spent most of their careers in inner-city schools.

"The premise is good, that we want only good people in classrooms. But we have to have somebody in the classroom," says Susan Price, instructional specialist for Akron Public Schools, a district declared an "academic emergency" by the state of Ohio.

"The government makes these demands but in some ways is creating a climate that makes it difficult to meet that demand," says Shawn DeNicht, English department chairman at Edison High, in one of Miami's most impoverished neighborhoods. "One day they're going to wake up and find there's no one teaching in their schools."

Teacher shortages hit impoverished schools particularly hard, especially when students' standardized test scores are



By Phil Long for USA TODAY

Classroom knowledge: Susan Price, an instructional specialist for Akron (Ohio) Public Schools, teaches kids at Leggett Elementary about the human brain.

Education Reform Case Study

Packer, lobbyist for the National Education Association. The NEA represents 2.6 million elementary and secondary teachers, college faculty, education support personnel, administrators, retired educators and students preparing to teach.

Current federal law has no requirements for teacher certification except for new teachers hired with class-size reduction funds — a program implemented under President Clinton now slated to be combined with teacher training programs.

Schools throughout the USA are struggling with a teacher shortage that has reached a crisis in many urban areas. The Department of Education projects that public schools will need 2.2 million new teachers in the next decade to offset retirements and meet the needs of a rising student population.

Compounding the teacher shortage is the inability of school leaders to find qualified replacements. For years, studies have shown that academically weak college graduates are more likely to become teachers than their higher-performing peers.

Schools of education, teachers unions and other groups are working to reverse this trend. Meanwhile, says Amy Wilkins of the Education Trust, a non-profit advocacy group for public-school children, the House version of the bill protects students and parents from poor teachers.

"If your kid is taught by a teacher who isn't fully qualified, the school sends a note home (in the House bill). If all your kid's teachers are fully qualified, you don't hear from the school. That's something I'd want to know as a parent," Wilkins says.

The Senate version does not include such a provision. Parents would not be alerted, she notes.

Wilkins says she particularly likes the provision that teachers must have an academic major or pass a test. "The nice thing about 'test and major' is that it's some sort of outside-the-school stamp of some content-area knowledge. It's an independent endorsement of that person."

Americans believe teacher quality is the central factor in school improvement, shows a new poll by Recruiting New Teachers Inc. and public opinion analyst Louis Harris. Eighty-nine percent of Americans rate that ensuring a well-qualified teacher in every classroom is "very important" as a measure to lift student achievement. Teacher quality now rates statistically even with school safety (90%) as the key factor to raising performance.

"The public has no doubt about what matters most in school reform," Harris says. "Putting a qualified teacher in every classroom outpolls every strategy."

used to grade or judge schools and districts, Price and DeNight say. When schools are pegged as low-achieving because of these test scores — and teachers know they'll be judged by these scores — it gets harder to hire and keep good teachers, they say.

"Once in a while, a prospective graduate says, 'Oh, I'd really like to work in an inner-city school.' But the more prevalent requirement is 'I'm not going to be stuck in a bad school,'" where students start out so far behind that even if they're brought up several grade levels, they still might not pass the standardized tests, DeNight says. He had to fill a midyear English department vacancy with an uncertified substitute math teacher because no one else would take the job.



By Andrew Itkoff for USA TODAY

"The government makes these demands but in some ways is creating a climate that makes it difficult to meet that demand.

— Shawn DeNight, English chairman, Edison High, Miami

Years ago, new teachers would often start at rural or inner-city schools before slots opened up in suburban schools, DeNight says. Now, new graduates can find jobs in the suburbs or in the private sector.

"Some of these new English majors are making \$30,000, and they're weighing that against other options. Often, those other options look more and more appealing."

Price, a former Christa McAuliffe Fellowship winner who trains entry-level teachers, sees many newcomers who are totally committed to teaching in low-income areas but quickly find themselves overwhelmed by their students' needs. Many students bring in societal problems that teachers have no control over but have to deal with because those problems affect learning, she says.

"They work as hard as they can to make a difference. But the (standardized) scores come back, and it looks as if nothing has happened all year, when we know a lot has happened. It's totally defeating. They'll say, 'I'm dying here. I can't do it anymore.'"

Both teachers compare teaching in impoverished areas to mission work. DeNight, who has a Ph.D. and certification by the National Board for Professional Teaching Standards, loves teaching at Edison and says many of his colleagues also are there because they want to be there and they believe in what they're doing.

But even if half the staff has missionary zeal, he says, these schools need something to offer the other half. He and Price both believe improving teacher pay would help.

"So much of the legislation is more punitive than it is helpful," DeNight says. "It's 'If you don't do this, this is what's going to happen,' instead of 'How can we help you do your job better?'"

AS SEEN IN USA TODAY LIFE SECTION, MONDAY, JULY 16, 2001, 6D



By Anne Ryan for USA TODAY

In demand: George Lampley of Ghana, Wen Kang Chein of Taiwan and Anna Olech of Poland all have been recruited to teach in U.S. schools.

Teacher shortage gets foreign aid

Schools seek help outside U.S. borders

By Tamara Henry
USA TODAY

Desperate to fill vacant teacher slots, Oak Knoll Elementary School principal Iris Moran signed up three years ago for a program that brings teachers from foreign lands to U.S. schools.

The intent of the Visiting International Faculty (VIF) program is cultural exchange, but Moran says her initial purpose "was almost just to help the situation" at her East Point, Ga., school – to replace teachers lost to retirement or maternity leave. Only now does she appreciate how enriching it is to have teachers from such countries as Chile, Great Britain, Canada, New Zealand, Jamaica and Australia.

Other schools have taken similar routes to help fill a looming teacher shortage that experts say will require 2.2 million teachers over the next decade. The problem is compounded by the dearth of teachers in math and science – the two subjects in which U.S. students are the weakest when compared with peers in other countries. Many U.S. schools are pushing to recruit foreign teachers who can help remedy both problems:

* Chicago, the nation's third-largest school district and the second-largest employer in Illinois, is looking for 3,500 new teachers for this school year. More than 130 teachers have been hired since August from 35 countries, including Japan, India, Colombia, Pakistan, Ghana, Jamaica and Mexico.

* The Atlanta public schools have 400 to 500 vacancies this school year, and recruiters have "scoured the earth for teachers," says spokesman Seth Coleman. Recruiting trips have taken school leaders to Jamaica, South Africa and Canada.

* The Los Angeles Unified School District is "always chasing somewhere around 4,000" teacher vacancies annually, says Anthonio Garcia, director of recruitment. Since last year, about two dozen teachers have been hired from Spain, Mexico, Canada and the Philippines.

U.S. schools have about 200,000 vacancies a year in teaching, estimates Betty Castor, president of the National Board for Professional Teaching Standards. Colleges annually produce about 150,000 teachers, "so you start off with a deficit of about 50,000," Castor says.

Education Reform Case Study

Foreign teachers must vie for the limited number of slots the U.S. Immigration and Naturalization Service allows for temporary visas, known as H-1B. Only 107,500 such visas were allowed in fiscal 2001, and U.S. employers pay \$500 for each.

Recruiting foreign teachers for U.S. schools should be considered only a "short-term solution," says Bob Chase, president of the National Education Association, which represents 2.5 million teachers.

"It's a big mistake if folks think this is a long-term solution. It's more a question of retention than bringing people into the profession," Chase says.

Barbara Radnor of DePaul University in Chicago says foreign teachers can "enrich our system," but adds: "We need to look again at teacher preparation in general and what we do to support teachers in the first few years. That's the question we are avoiding with these programs." Radnor's Center for Urban Education is training Chicago's foreign teachers.

Until these issues are resolved, however, school leaders are meeting their personnel needs with such teacher recruitment programs as VIF, the Teachers Replacement Group of Plainview, N.Y., and the Global Educators Outreach Program.

Moran has used the VIF program to add 10 teachers from Mexico, Chile, Great Britain, Canada, Jamaica and Australia over the past three years. "It brings a different flavor to the school" at a time when there has been an influx of Hispanics to the predominantly black community, he says.

Rick White, personnel director for Fulton County, Ga., says the programs are cost-effective for smaller school districts such as Fulton's, which has 71 schools and an enrollment of more than 70,000. It would be too expensive for some districts to form their own overseas recruiting teams, he says.

"They do a good job of screening and making certain that teachers are ready to be certified," White says.

The VIF program, based in Chapel Hill, N.C., brought 1,300 elementary and high school teachers to the USA this year, with most going to a handful of states, including the Carolinas, Georgia, Virginia, New Jersey, Colorado and California. They teach every subject, from home economics to languages.

David Young, a co-founder along with his brother, Alan, says VIF was created in 1987 as a cultural exchange for teachers and "was really not based on the teacher shortage."

To address its teacher shortage, the Chicago Board of Education developed a partnership two years ago with the U.S. Department of Labor and the INS. Called Global Educators Outreach, it recruits math, science, languages and bilingual education teachers.

"The principals literally fight over these candidates," says Jorge Oclander, senior assistant to the Board of Education. He says this year's recruits include Romanian physicists. Overall, 15% to 20% of those recruited have doctorates, and all are fluent in English. The teachers are assigned to some of Chicago's tougher schools but don't flinch at the challenge because of their experiences in their homelands, Oclander says.



By Michael Schwarz, USA TODAY

"Children are children everywhere": Claudia Cuervo of Chile teaches Spanish to children at Oak Knoll Elementary School in East Point, Ga.

And then there are poor rural counties, like Richmond, N.C., which has attracted a South African physics teacher and a technology instructor from Kingston, Jamaica. Ralph Robertson, principal of Richmond Senior High School in Rockingham, is excited about the recruits because few young, talented US teachers would come to the area. He uses the VIF program.

"There's not a lot in Richmond County to attract a single person to come. Plus, we pay just a base state salary. A person can go to Charlotte, Raleigh, Winston-Salem and earn \$5,000 more and have enriched cultural and nightlife activities," he says.

In training the Chicago teachers, Radnor says, there are many challenges, including getting them to understand the new focus on standards. "We don't have a national curriculum in this country," like many foreign countries, Radnor says. "Not only do they have a national curriculum, but they are based on the European model, which is lecture. And our kids do not want lecture."

The foreign teachers have their own complaints. Many find that U.S. students are not as motivated and tend to be discipline problems.

However, Claudia Cuervo, a Spanish teacher from Chile, says her pupils at Oak Knoll "have been very receptive, very aware of the importance of learning a foreign language." She was one of 57 VIF participants teaching in Fulton County this school year and was named teacher of the year.

Cuervo, who has been teaching 11 years overall, begins her third year teaching Spanish to fourth- and fifth-graders at Oak Knoll this fall. "Of course sometimes you have some discipline problems," she says. But "children are children everywhere. My mission is to make a difference in their lives."

Behind the Story: A Reporter's Notebook



Tamara Henry,
Education reporter, Life

In every cloud, there's a silver lining. This is true even for the predictions of a teacher shortage. Years ago, I remember writing stories filled with numbers, charts and graphics warning of the shortage and how bad it may be. But over the years the focus has shifted in a way that policy makers, educators and even teachers have begun to rethink the entire job and possible new role teachers may play in the classroom. The selected stories sort of show this. Not only are we thinking of luring males back into the profession — decades ago, teachers were male — but black males are being courted to serve as role models as they educate. Teaching is now being thought of as a profession; thus, Congress sees the need to set minimum standards for teachers. No longer should it be for low-achieving college students. Also, our schools — long a melting pot — are becoming more so now as

teachers are recruited from other countries.

Tamara Henry has been covering education exclusively since 1989, the year that the elder Bush called an education summit at the University of Virginia. She was the education writer at the Associated Press from 1989 until joining USA TODAY in 1992. Before that, Tamara worked for United Press International, both in Des Moines, Iowa and the District of Columbia. She has a bachelor's degree from Hope College in Holland, Mich. and a master's from Columbia University's Graduate School of Journalism.

Additional resources

National Council on Teacher Quality

A nonprofit organization devoted to the pursuit of teacher quality.

www.nctq.org

Suggested reading

Better Teachers, Better Schools edited by Marci Kanstoroom and Chester E. Finn, Jr.,

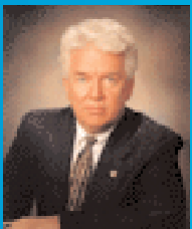
The Quest For Better Teachers: Grading The States by Chester E. Finn, Jr., Marci Kanstoroom, and Michael J. Petrilli.

For discussion

1. What should be done to increase the respect and visibility of teachers?
2. In other countries teachers are often seen as some of the most important people in society. Why aren't teachers seen in a more positive light in the U.S.? What are the causes of this?
3. What should be done to balance the expectations on teachers created by the accountability movement which will pressure teachers to meet higher testing results for themselves and their children, with the looming shortage of finding anyone willing to do the job?
4. Does being certified mean that a teacher is better at teaching than someone who isn't certified? What about the fine teachers in private schools who aren't certified? Are there other ways to determine teacher quality for hiring, outside the certification process?
5. To what extent do you feel the federal role in this is either too intrusive or too hands off? Should it be less or more? Why?
6. Should we make it easier or harder for teachers from other countries to teach in the U.S. Why? Why not?

Future Implications:

1. What will education look like in 5-10 years if this teacher shortage is not corrected?
2. Will this create an opportunity for more or less-creativity in the system? Explain.



About Dr. Paul Houston. . .

Dr. Paul D. Houston has served as executive director of the American Association of School Administrators since 1994.

Dr. Houston served previously as a teacher and building administrator in North Carolina and New Jersey. He has also served as assistant superintendent in Birmingham, Alabama and as superintendent of schools in Princeton, New Jersey; Tucson, Arizona; and Riverside, California.

Dr. Houston has also served in an adjunct capacity for the University of North Carolina, Harvard University, Brigham Young University and Princeton University. He has served as a consultant and speaker throughout the U.S. and overseas, and he has published more than 100 articles in professional journals.

Dr. Houston completed his undergraduate degree at Ohio State University and received his Master's degree at the University of North Carolina. In 1973, Dr. Houston earned a Doctorate of Education from Harvard University.

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