**POSTER**

# RENEGOTIATING RECRUITMENT AND RETENTION EFFORTS: PROMOTING TEACHER DIVERSITY IN MATHEMATICS AND SCIENCE CLASSROOMS

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Working with two school districts to address a lack of diversity and shortages in the mathematics and science teacher workforce, we established a Research Practice Partnerships (Penuel & Gallagher, 2017) to position researchers and practitioners as partners and collaborators in educational change. The problem of practice explored in this project is how to attract, prepare, and retain highly qualified STEM teachers in high need schools which includes specific strategies to address the critical shortage of Black and Latino males teaching in urban schools.

## MAIN SECTION

In designing our project (NSF# 1852889), our partnering school districts expressed a need to have more representation of males of color on their campuses who can serve as STEM teachers/teacher leaders. We examined the data for the districts looking carefully at teacher demographics by schools as compared to student demographics. In the two school districts, one had 1,438 teachers in the district with only 121 Black or Latino males. The other school district had 3,898 full-time teachers in the district, with only 301 are Black or Latino males. Given what we know from the literature (Martino, 2015; Pabon, Noel, & Haroon, 2011; Cooper & Jordan, 2003), it was unequivocally clear the project would require substantive campaign efforts to recruit Black/Latino male STEM Professionals to transition into teaching. As such, the leadership team developed a detailed recruitment approach to attract highly-qualified STEM Professionals including a targeted approach to attract males of color: a) establishing a collaboration with the 100 Black Men, Inc., a non-profit organization