

http://MTE-Partnership.org

Secondary Mathematics Teacher Recruitment Campaign Implementation Guide

Produced for and by the

Marketing to Attract Teacher Hopefuls (MATH)

Research Action Cluster

Jeff Ranta, Lead Author Ed Dickey, Editor and RAC Leader

Permission is granted for use by individual members participating in the Mathematics Teacher Education Partnership, the Association of Mathematics Teachers Educators or other mathematics educators who complete the brief survey and agree to the conditions at http://bit.ly/MATHImplGuide

Table of Contents

Preface

Module 1: Tea	cher Recruitmer	nt Campaign (Overview
---------------	-----------------	---------------	----------

- Section 1.1: Analyzing the Need
- Section 1.2: The Campaign Approach—Meeting the Need
- Section 1.3: Setting Goals, Objectives and Tactics—Preparing for Measureable Effort
- Section 1.4: The PDSA Cycle
- Section 1.5: Timing—When as Important as What
- Section 1.6: Accessing and Managing Resources
- Section 1.7: Managing Expectations
- Section 1.8 Integrating Communications—One Voice, Many Microphones
- Section 1.9 Is It or Is It Not a Communications Problem?
- Section 1.10 Target Audience and Customization

Module 2: Campaign Planning

- Section 2.1: Campaign Overview
- Section 2.2: Research, Strategies and Tactics
- Section 2.3: Planning for Launching a Campaign

Module 3: Campaign Research

- Section 3.1: General Research Overview, Initial Fact-finding and Secondary Research
- Section 3.2: Introduction to Primary Research
- Section 3.3: Data Acquisition/Research Evaluation

Module 4: Branding

- Section 4.1: How to Develop a Solid Logo/Wordmark
- Section 4.2: Developing a Branding Look/Style
- Section 4.3: Discussion of the Importance of Effective Photography
- Section 4.4: Discussion of the Use of Infographics

Module 5: Social Media

- Section 5.0: What Is Social Media? Why Is It Important?
- Section 5.1: Social Media for Teacher Recruitment
- Section 5.2: Managing the Message
- Section 5.3: Maximizing Social Media's Impacts
- Section 5.4: Going Viral and Other Rules of Social Media Usage
- Section 5.5: Social Media: A Tool but Not the Entire Toolbox

Module 6: Public Relations

- Section 6.0: Introduction to Public Relations Initiatives
- Section 6.1: Planning the Public Relations Initiative
- Section 6.2: Media Relations within a PR Initiative
- Section 6.3: A Brief Discussion of Social Media.

Module 7: Advertising through Paid Media

Section 7.1: Why Pay for Play?

Section 7.2: Target Audience, Objectives, and Strategies

Section 7.3: Considering Your Options

Section 7.4: Buying a Schedule

Section 7.5: Production Tips

Section 7.6: Integration

Section 7.7: Summary and Conclusion

Module 8: Web Site Identity

Section 8.0: Introduction to the Website

Section 8.1: Planning the Website

Section 8.2: Website Copy and General Design

Section 8.3: Website Graphics and Visual Materials

Section 8.4: Promoting the Website

Section 8.5: Search Engine Optimization

Section 8.6: Summary and Sample Web Outline

Module 9: Lessons Learned/Evaluation

Section 9.1: Best Practices for Evaluating the Success of a Campaign

Section 9.2: Misconceptions of Campaign Effectiveness

Section 9.3: Sample Evaluation Research

Section 9.4: Budget Review

Section 9.5: Writing Recommendations for Improvement

Section 9.6: Wrap-up

Preface

The Marketing to Attract Teacher Hopefuls (MATH) Research Action Cluster (RAC) was formed in October 2013 as a result of proposals from the participants of the second Mathematics Teacher Education Partnership Conference held in St. Louis in June of 2013. A working group at the conference on mathematics teacher recruitment and retention proposed three different research action clusters to address the problems cited in the Working Group 4 White Paper titled Recruitment and Retention of Secondary Mathematics Teachers.

A team of partners led by Ed Dickey (University of South Carolina) included Cynthia Anhalt (University of Arizona), Laurie Cavey (Boise State University), and Maria Fernandez (Florida International University) as members of the initial RAC team conceptualized the production of this Implementation Guide.

The guide is intended to assist any mathematics teacher education program seeking guidance on how to recruit teacher candidates effectively. In addition to explanations of the many concepts, terms, and strategies required for marketing, the guide provides specific examples from the experiences of the different RAC partners. The nine modules for the guide were conceived by the lead author, Jeff Ranta (College of Information and Communications, University of South Carolina), and adapted by the RAC partners. Mr. Ranta wrote each of the modules, which were then edited and revised by Ed Dickey and reviewed and finalized by the RAC members. An initial version of this guide was shared and revised at the third MTE-Partnership Conference in Milwaukee, June 2014, and then presented at the fourth conference in Fullerton, CA, June 2015.

Contributors to this guide as reviewers, commenters, and sharers of examples include the original MATH RAC partners and the following RAC members or participants:

Nadine Bezuk, San Diego State University
Carol Fry Bohlin, Fresno State University
Charity Cayton, East Carolina University
Joe Champion, Boise State University
Dana Franz, Mississippi State University
Kathy Hann, California State University, East Bay
Esther Joseph, Florida International University
Randy Philipp, San Diego State University
Julie McNamara, California State University, East Bay
Andrea Medina, California State University, Bakersfield
Julia Olkin, California State University, East Bay
Cheryl Roddick, San Jose State University
Jennifer Whitfield, Texas A&M University

Special thanks goes to Howard Gobstein and W. Gary Martin, co-directors of the Mathematics Teacher Education Participation who provided the leadership and funding that made this guide possible, as well as Katherine Hazelrigg who copy edited and provided central HUB support to the RAC through 2015.