



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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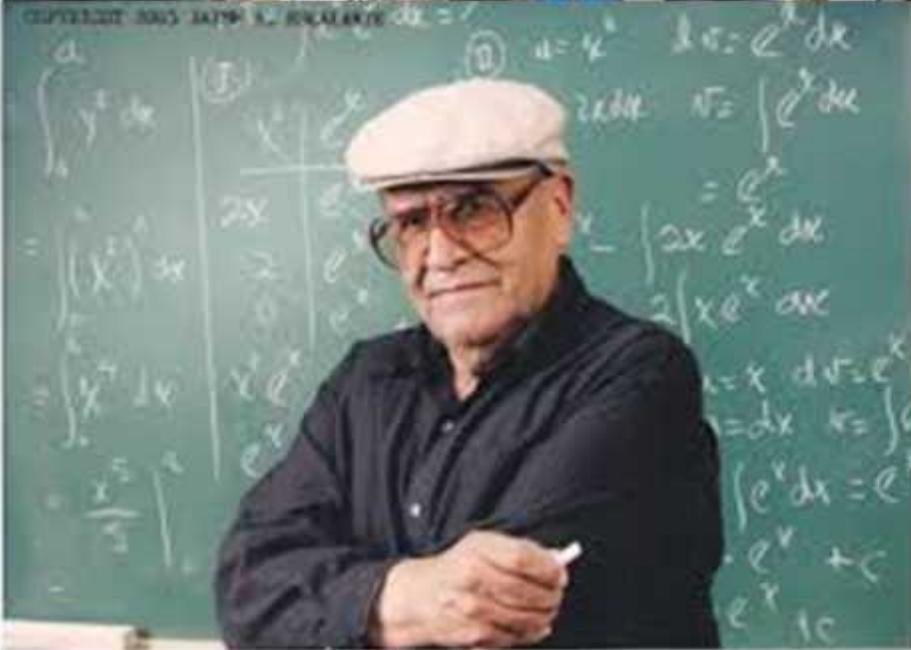
An Update on Minority Teacher Recruitment

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January 14, 2015

Why the Need to Diversify Connecticut's Educator Workforce?



Why the Need to Diversify Connecticut's Educator Workforce?

- For the first time in history, the **number of Latino, African-American and Asian students** in public education K-12 classrooms **will exceed the number of non-Hispanic whites** (NCES).
- If a diverse teacher force is racially and ethnically reflective of the students served, students of color and English language learners (ELLs) will see themselves in the professional realm and more inspired to pursue higher education (Madkins, 2011).

I Was Fortunate to Have a Teacher of Color...

I grew up in a single-parent home where my mother's financial constraints and lack of education prevented her from helping me with the college application process.

I was fortunate to have a teacher/mentor of color who **never lowered expectations** in response to the socioeconomic disparities facing many minorities.

This teacher took a special interest in my academic and social development. As a result of her efforts, I received a four-year academic scholarship.

It is important for students of color to see successful professionals and educators that look like them and have had personal experiences like theirs. In short, teachers of color will promote self-esteem among students of color.

~ Santosha Oliver

Student Diversity in CT

2007 & 2013

	STUDENTS (% of Total)	STUDENTS (% of Total)
Year	<u>2007-08</u>	<u>2013-14</u>
American Indian	2,112 (0.37%)	1,548 (.28%)
Asian American	22,353 (3.92%)	2,5436 (4.66%)
Black	79,298 (13.90%)	70,626 (12.94%)
White	371,844 (65.17%)	319,088 (58.48%)
Hispanic	94,932 (16.64%)	115,546 (21.18%)
TOTAL	570,539	532,244*

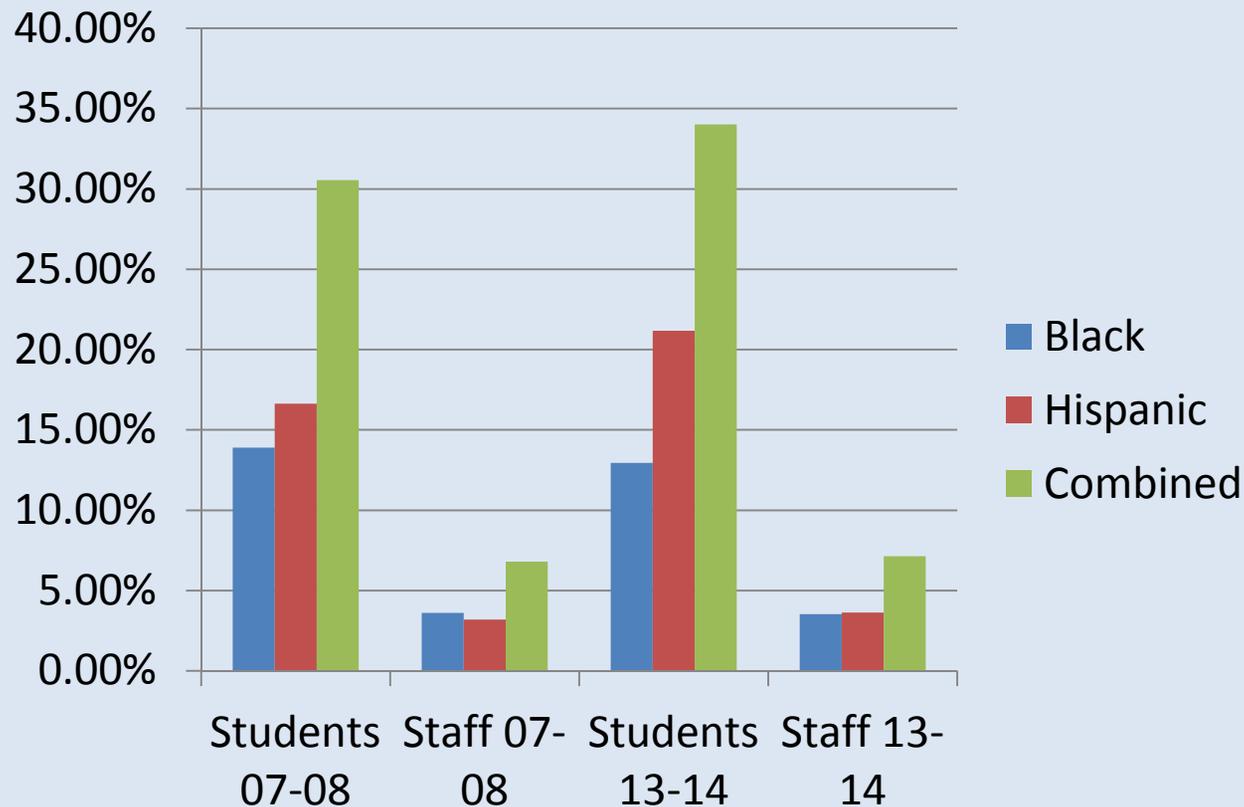
* NOTE: Pacific Islander and Individuals with two or more races account for 13,370 (2.45%) of total

Educator Diversity in CT

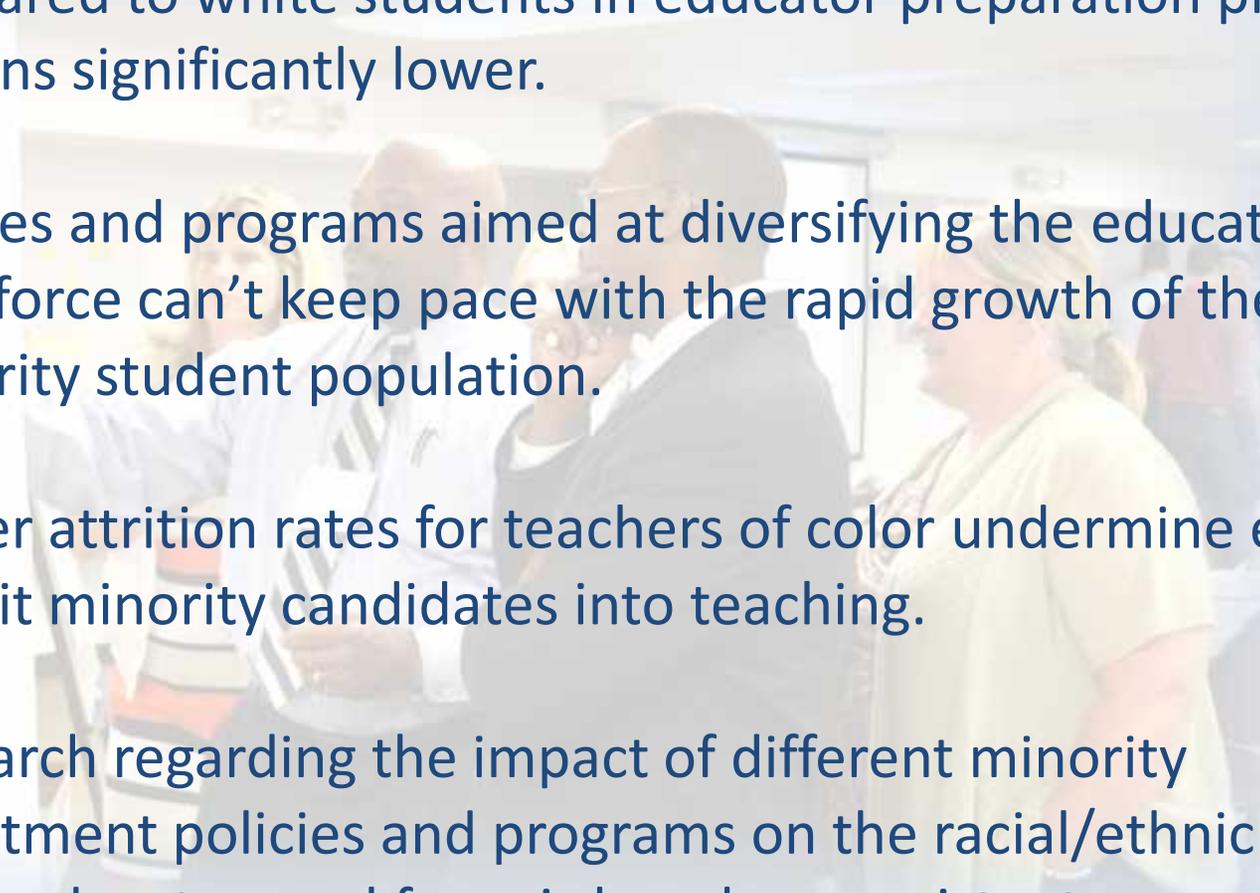
2007 & 2013

	STAFF (% of Total)	STAFF (% of Total)
Year	<u>2007-08</u>	<u>2013-14</u>
American Indian	82 (.15%)	69 (.13%)
Asian American	401 (.75%)	537 (1.02%)
Black	1,913 (3.60%)	1,856 (3.52%)
White	49,145 (92.30%)	48,345 (91.71%)
Hispanic	1,704 (3.20%)	1,906 (3.62%)
TOTAL	53,245	52,713

Proportionate Representation of Black/Latino Students: Teachers of Color



The Challenge

- **The pipeline is dwindling.** The number of students of color compared to white students in educator preparation programs remains significantly lower.
 - Policies and programs aimed at diversifying the educator workforce can't keep pace with the rapid growth of the minority student population.
 - Higher attrition rates for teachers of color undermine efforts to recruit minority candidates into teaching.
 - Research regarding the impact of different minority recruitment policies and programs on the racial/ethnic diversity of the educator workforce is largely nonexistent.
- 

Five Strategies Used by U.S. States to Diversify the Educator Workforce

1. Offering **financial incentives** (CT)
2. Creating **government mandates** (CT)
3. Supporting specific types of **recruitment programs** (CT)
4. Establishing **recruitment centers** (CT)
5. Promoting **alternate certification programs** as pathways to teaching (ONLY CT and VA)

** NOTE: 31 states currently have recruitment policies in place that specifically target racial/ethnic minorities for teaching*

Minority Recruitment Efforts in CT

First State Policy Enacted in 2007

CT General Assembly passed legislation requiring the **RESC Minority Recruiting Alliance** to study how best to:

- (1) encourage **minority middle and high school students** to go to college and enter teacher preparation programs;
- (2) recruit **minority college students** to enroll in teacher preparation programs and become teachers, and;
- (3) recruit and maintain **minority teachers** in Connecticut schools.

Funds appropriated through Department of Higher Education; later through CSDE (currently \$300,000)



CSDE Actions in 2013-2014

- Minority Teacher Recruitment Committee formed in January 2014)
- Broadly representative stakeholder group (RESC Alliance, districts, NAACP, Higher Ed)
- Commissioner Pryor directed additional allocation of funds through the CSDE Talent Office
- Additional CSDE staffing provided to Co-Chair the committee

Exploring the Issues

- Attracting students of color into teacher preparation programs (pipeline)
- Rates of completion (graduation) for those that do enter educator preparation programs
- Certification (pass rates to obtain CT certification)
- Recruitment within CT/ outside CT
- Hiring, selection processes
- Advancement/retention of practicing educators of color

Exploring Strategies Across the Career Continuum



- Committee explored and supported strategies in 4 of the 5 areas
- June 2014: Developed a **logic model** to more specifically target **Black/Latino** males and to outline **short, mid and long-term goals**

Exploring Strategies Across the Continuum



Pipeline

- SERC Youth Empowerment Summit
- Legacy Foundation
- Western CT State University/Danbury High School Teaching Fellows

Exploring Strategies Across the Continuum



Preparation

- AACTE/ University of Connecticut Networked Improvement Community (Sarah Barzee, Miguel Cardona)

- Educator Preparation Advisory Council
 - CAEP Standards
 - Program Approval
 - Data Systems and Accountability
 - School/District Partnerships

Exploring Strategies Across the Continuum



**Educator
Standards
and
Certification**

- Exploring issues related to pass rates of Praxis I and Praxis II
- RESC Alliance MTR: Exploring programmatic changes to Praxis prep program

Exploring Strategies Across the Continuum



Recruitment/ Hiring/ Selection Processes

- SERC Technical Assistance to Bloomfield Public Schools' Central Office Team to Explore Recruitment, Selection, Hiring Processes
- SERC training for Human Resource/ Talent Management Professionals (CAPSA)
- In collaboration with LEAD CT...District Management Council facilitated “Opportunities Reviews” in Meriden and Bridgeport
- TSTT District Specific Recruitment Fair in Stamford and Bridgeport

Only two teachers of color....

Growing up in Peru, I had teachers that looked like me and reflected my culture and background. However, when I immigrated to Connecticut at the age of 10, this changed as I **had only two teachers of color for the rest of my school career.**

When Mrs. Torres, my fifth grade bilingual teacher, welcomed me into the classroom she helped to strengthen my commitment to becoming an educator.

Often English-language learners are made to feel inferior because our rich experiences are not reflected in schools and instead teachers tend to focus on what they deem “deficiencies” since they might not conform to mainstream American culture.

Mrs. Torres, however, made each student feel like a vital party of our classroom community. We learned not only the main subject areas, but also about one another’s cultures and the beauty that is diversity.

~ *Margaret Seclen*

I Teach to “Pay it Forward”

In my 28 years of education, attending public schools in New York City and private colleges in Connecticut, **I have never been in a math or science class taught by a woman of color.**

In high school, an African American woman biology teacher (who was not my teacher) became my mentor. **She showed me new possibilities for my future that I had not previously considered.** I decided to teach to “pay if forward” and inspire my students.

As an African American woman planning to teach high school mathematics, I am motivated to show diverse students a new image for math teachers and to encourage them to excel in STEM subjects and careers.

Sacha Kelly

Recruiting, Hiring, Supporting and Retaining Teachers of Color

January 14, 2015

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Regional Education Service Centers

RESC MTR Alliance

- Representing the 6 RESCs
 - ACES, CREC, C.E.S., EASTCONN, EDUCATION CONNECTION, LEARN
- Working collaboratively with districts and agencies since 1985
- Funded through state since 2007, with no cost to school districts
- Vision: Making a Difference for Students through Teacher Diversity





RESC MTR Mission

Assist Connecticut school districts to recruit, hire, develop, support and retain a:

- Racially
- Ethnically
- Culturally

Diverse teaching and administrative workforce.

The RESC MTR Goals

- Provide services to districts to assist in diversifying staff
- Assist districts in developing a climate that values and support a diverse staff
- Provide programs that attract and retain minority teachers
- Offer career development for minorities to become educators
- Support minorities in obtaining certification

Praxis Preparation

- Sessions totaled 245 participants from 2011 to 2014
- Courses throughout the year in various RESC locations
- Additional math classes as well as comprehensive preparation in the three areas
- Spanish tutoring during sessions

Scholarship Program

- Applicants awarded \$2,500 scholarship
- All accelerated programs considered through a tiered approach
- 48 scholarships to Accelerated Routes awarded from 2011 to 2014
- On average 13 scholarships per year
- Wide variety of Ethnic/Racial backgrounds
- 33 of scholarship awardees have been hired

Scholarship Program

August 2014, additional funding for scholarships

Ethnicity/Race	
Black	10
Hispanic	11
Asian	2
Not Specified	18

Applicant Status	
Certified Position	5
Seeking	1
Registered Student	35

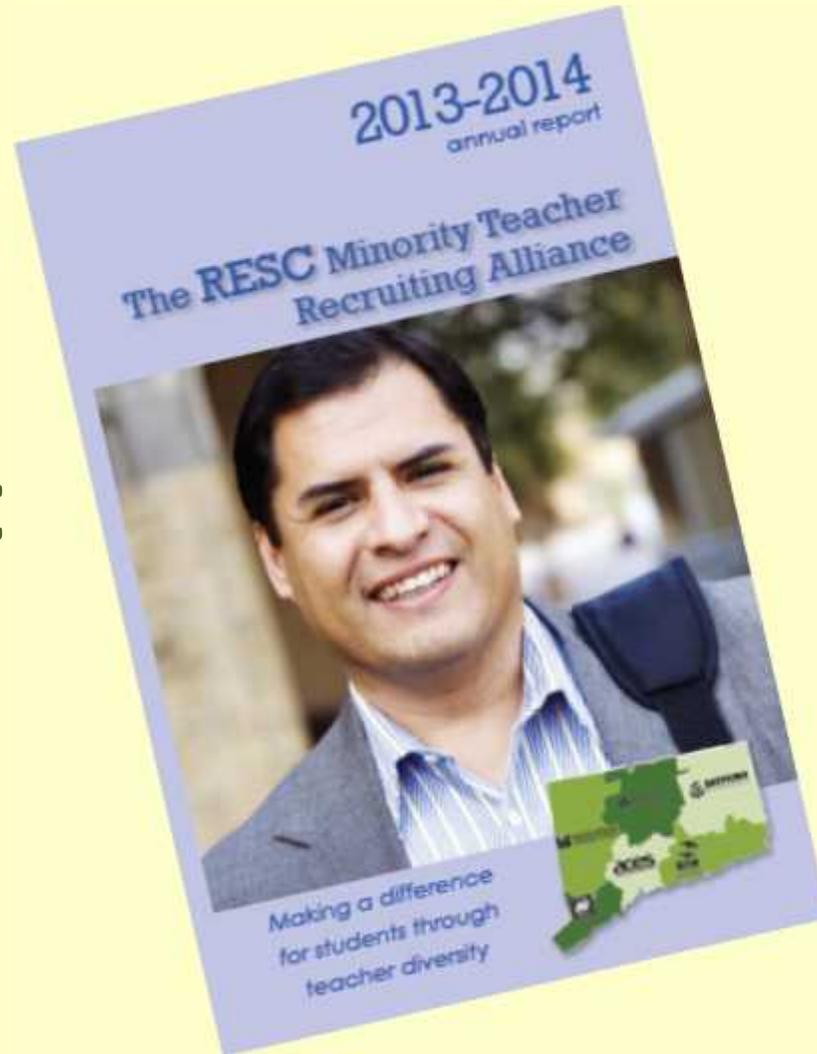
Pathways to Teaching

- Educator Career Development Program
- High school through college support
- Student participation increased with 64 students and 3 districts.
- Currently 171 total participants
 - Summer Internships
 - Exceeded 15% goal to increase male participation from 6 to 12

Pathways to Teaching

- Support for 58 college students
 - Mentoring/coaching
 - Stipend for books
- College partnerships
 - Future Teacher Conference-CCSS
 - Call to Action: Men of Color-UCONN & SCSU
- Current funding level: \$700 per student

Annual Report



RESC MTR Alliance

www.rescalliance.org



Next Steps...

- Collaboration with CT Universities & Colleges:
 - Symposium for Males of Color
 - Offer Additional Praxis Support & Locations
- Collaboration with National Organizations
 - NAACP
 - Greater New England Alliance of Black School Educators (GNEABSE)
- Retention through Peer Networking
- Providing Year-long Internships for Pathways to teaching students



Important Considerations

- The **complexity** involved in understanding the racial/ethnic diversity of the teaching force.
- Policy and programmatic strategies are severely hampered by a current **lack of understanding of their effectiveness**.
- To guide decisions about which of these strategies warrant the allocation of financial and other resources, policymakers and educators **need more evidence from carefully designed studies**.
- The teaching force is not likely to become much more representative of the diversity in the student population in the future without **more aggressive intervention**.

Next Steps in 2014-15

- Develop a strategic plan with measurable, achievable, realistic and timely goals
- Design and implement a program evaluation to measure the outcomes and impact of the RESC Alliance MTR and CSDE MTR initiatives
- Continue to explore additional strategies (e.g. Teach for America Recruitment and Selection Process)



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Thank you

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