Consultant to Hartford Public Schools

Hired to research and write a strategic plan to increase the representation of black and latino teachers in Hartford.
Research Process

Examined how teacher retention affects recruitment

Reviewed research on
Best practices in minority teacher recruitment \textit{and} retention
Long-term efficacy of incentives

Reviewed past plans from the
Regional Education Service Center (RESC) Minority Teacher Recruitment Program

Conducted intensive qualitative research to inform short and long-term planning:
174 people were interviewed
Additional 31 were surveyed
Relevant Findings

Consistent profile of urban teachers who are happy with their jobs and being retained

In-state programs are not producing enough black and latino candidates

Hartford is attracting strong, qualified candidates from other states, but can’t hire them
Relevant Findings

Lack of true reciprocity and other certification-related issues are the most significant barriers to out-of-state recruitment.
Examine Connecticut’s policy on reciprocity as it relates to Minority Teacher Recruitment

CT has the some of the highest standards for teachers, but yet has one of the widest achievement gaps for students.
Re-Considering This Policy Would:

Allow CT to **compete** with other states for the best teachers

**Hire** the interested and qualified candidates who are applying

**Deepen relationships** with HBCU’s who have native CT students
Consensus on District Strategy

Existing HPS Bachelor-prepared paraprofessionals, CDAs and support staff are the most likely candidates for consistent recruitment of minority educators.
Hartford Public Schools OTM Hosts Fall and Spring Certification Planning Fairs
(advertised publicly and through union reps for all interested internal staff)

Target is the Bachelor-educated non-certified minority staff
144 Paras, 17 CDAs, 100 HESP

University Partners, ARC, TFA, and the CSDE
each bring their own certification officers and/or curriculum advisors to counsel individual
staff about general next steps and general certification planning
Breakdown Points:

**BREAKDOWN POINT #1**
There are not enough certification officers to counsel 261 adults individually about their own unique paths to certification. Each person will need different information about course requirements depending on his or her respective transcripts and areas of interest.

**BREAKDOWN POINT #2**
Many need financial support to attend program

**BREAKDOWN POINT #3**
Need to pass Praxis before being accepted into a program
Support for Breakdown Points

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HPS can strive to offer certification scholarships & work with organizations such as TFA that don’t require tuition

HPS can host Praxis tutoring workshops

Students enter certification programs

Graduates get certified & then are hired by HPS. They attain more earning potential, while creating a pathway for future teachers and serving as role models for children and other staff considering teaching as a profession.
Suggestions

1. Examine Connecticut’s policy on *reciprocity* as it relates to Minority Teacher Recruitment

2. Add more support to the path to certification
   - guidance officers
   - financial assistance
Thank You