THE RESC MTR ALLIANCE

Task Force Meeting December 14, 2015
http://www.crecnow.info/RESCMTR/

The Regional Education Service Center Minority Teacher Recruiting (RESC MTR) Alliance was established by Statue of the State of Connecticut General Assembly and is a collaborative of the six Connecticut Regional Education Service Centers and the public school districts they serve. With funding from the General Assembly, the RESC MTR Alliance receives allocations as directed from the State Department of Education. Our stated purpose under the State of Connecticut General Assembly statute is: to encourage minority middle and secondary school students to attend institutions of higher education and enter teacher preparation programs; to recruit minority students attending institutions of higher education to enroll in teacher preparation programs and pursue teaching careers; and to recruit and retain minority teachers in Connecticut schools.

Our Vision: Making a Difference for Students through Teacher Diversity
Our Mission: The mission of the RESC Minority Teacher Recruiting Alliance is to assist Connecticut school districts to recruit, hire, develop, support and retain a racially, ethnically, and culturally diverse teaching and administrative workforce.


Action list for recruiting and retaining minority teachers

MTR RESC Alliance has identified the following actions to recruit and retain minority teachers; this is based on the MTR RESC committee’s knowledge, experience, and work.
Time, an action plan, and resources need to be allocated to support these Initiatives.

- Grow your own
  - Create a pathway/alternate route for Non Certified school staff who have degrees
  - Expand the Pathways high school and university programs beyond the CREC and LEARN regions

- Develop a marketing & recruiting campaign for:
  - Students at high school, community college, and university
  - University and community college students who are undecided about their majors
  - Students in the Educational Opportunity Program (EOP)
  - Recruit individuals for second career teaching

- Standardize Testing for Teaching-statewide preparation
  - Praxis cohort preparation – test preparation, test taking skills, and anxiety reduction strategies; cohort takes test.
  - Praxis II different subject areas – university and RESCs
  - Foundations of Reading Survey preparation – universities and RESCs
  - Preparation and support for students to achieve 1100 Reading and Math (no lower than 400 on each) on SAT (students do not have to take the Praxis I) High schools and RESCs Pathways Program

- Articulation agreement among Connecticut’s community colleges, state colleges, and UCONN that supports students continuing in a teacher education programs

- Workshops for interviewing and resume writing

- Workshops for interviewers and interviewees on biases and communication styles during interviews

- Examination and eradication of certification barriers for out of state teachers teaching in Connecticut

- Peer networking, support, and mentoring teachers and aspiring school leaders

- Retention of minority teacher – support in schools

- Reporting and collecting data on minority applicants, minority hires, minority retention
Pathways to Teaching Program
Overview

The Pathways to Teaching Program is a special program designed to encourage diverse
students to consider education as a career path. Students are supported throughout
their high school and college years to become teachers in Connecticut. The expectation
is that Pathways students will return to their districts as exemplary educators. The
Pathways to Teaching Program (PTT) program is a partnership between the RESC MTR
Alliance and local school districts.

The program is selective, admitting students in good academic standing who demonstrate the
following criteria:
- B average and potential to achieve a B+ average by senior year of high school
- 90% school attendance rate
- Leadership
- Self-discipline
- Maturity
- Interpersonal skills
- Responsibility
- Communication skills
- Decision-making skills

Pathways students are supported in further developing and honing these qualities throughout
their high school and college years in a variety of ways. A key component of this
support is mentoring during their high school and college careers.

Students selected from our secondary schools to participate in this special program are
exposed to many different activities that encourage and support their decision to
become an educator; these include workshops about the path to certification in
Connecticut, college financial aid, public speaking or writing essays for scholarships and
the college application process. Shadowing a teacher or interviewing a teacher allows
students to get an insider’s perspective of what it takes to be an effective teacher.
Exposure to teaching is also accomplished through a community service commitment,
whether it is through peer tutoring, tutoring younger children, volunteering at an after
school program or assisting teachers in their classrooms. When possible, students are
placed in summer internship opportunities in their local schools. Additionally, students
receive academic support and guidance in preparing for college.

Program benefits:
- Increases the number of teachers of color in Connecticut’s schools
- Supports national and local efforts to recruit talented students into the education
  profession
- Increases the student’s probability of academic success
- Prepares talented students for the world of work
- Develops and strengthens a cooperative partnership between public education, higher
  education, business and the community
PTT Career Development & Training Program

Throughout the school year and during the summer, regional, statewide and school activities are provided to PTT students that promote going to college and becoming a teacher as viable and worthy options. Through the planned program of workshops and events, these aspiring teachers are afforded many different opportunities to acquire the skills, attitudes and competencies necessary for a successful career in teaching. PTT career development and training components focus on learning about and actually experiencing the teaching profession, honing academic skills, preparing for a successful college experience and developing the skills necessary to enter the workforce.

Core career development and training components for all PTT students include:

- The Education Profession: understanding and experiencing the teaching profession
- Academic Support: building academic skills (study skills, reading/writing/speaking skills)
- Career and Life Skills: developing competency in time management, interpersonal relationships, goal setting and problem solving (21st Century Skills)
- College Preparation: learning about and understanding financial aid, college selection decision-making and the application process

There are core activities which all PTT students must complete that support these core components:

- How to Become a Teacher in Connecticut workshop
- College application process
- Job shadowing or interviewing an educator
- School year community service and learning assignment

Additionally, throughout the school year, school, regional and statewide events further address the core components.

At mentor orientation, mentors are trained to implement program components for which they are responsible. They are also encouraged to supplement the various activities to meet the particular needs of their students. Regional coordinators are responsible for carrying out statewide and regional events/workshops.