

# 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 Statute 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.

Additional Handouts: 2012-2015 Statistics, Annual Report, Pathways Program

## **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
- Standardized 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 ) 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 (21<sup>st</sup> 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.



## Our Goals

- To assist school districts in understanding how to build a culture that values and supports a diverse educational workforce
- To enable schools to expand programs and services beyond their budgets by establishing career development and mentoring programs for minority high school students interested in pursuing careers in education
- To cooperatively provide cost-effective services to public school districts to diversify their teaching workforce
- To furnish programs to member districts and their communities to attract and retain minority educators
- To encourage minority college students to enroll in teacher preparation programs and to become educators
- To support minority teacher candidates in obtaining teacher certification and employment in Connecticut

## Minority Teacher Recruiting Fairs

Both ACES and CREC offer minority teaching career fairs for districts in their regions. These fairs are held annually each spring. Hundreds of interested teaching candidates attend the fairs and are introduced to job opportunities in participating districts.

## RESC MTR Alliance Members

### Area Cooperative Educational Services (ACES)

350 State Street, North Haven, CT 06473  
Representative: Kevin Walton  
kwalton@aces.org 203-498-6837

### CREC

111 Charter Oak Avenue, Hartford, CT 06106  
Representative: Ellen Rettele  
erettele@crec.org 860-240-6658

### Cooperative Educational Services (C.E.S.)

40 Independence Drive, Trumbull, CT 06611  
Representative: Esther Bobrovick  
bbobrovic@ces.k12.ct.us 203-365-8850

### EASTCONN

376 Hartford Turnpike, Hampton, CT 06247  
Representative: Steve Wapen  
swapen@eastconn.org 860-455-1554

### EDUCATION CONNECTION

355 Goshen Road, P.O. Box 909  
Jitchfield, CT 06739  
Representative: Laurene Pease  
pease@educationconnection.org 860-567-0863

### LEARN

44 Patchetts Hill Road, Old Lyme, CT 06371  
Representative: Ellen Dalton  
edalt@learn.k12.ct.us 860-434-3800 ext 344

To learn more about the RESC MTR Alliance,  
visit [www.rescalliance.org](http://www.rescalliance.org).

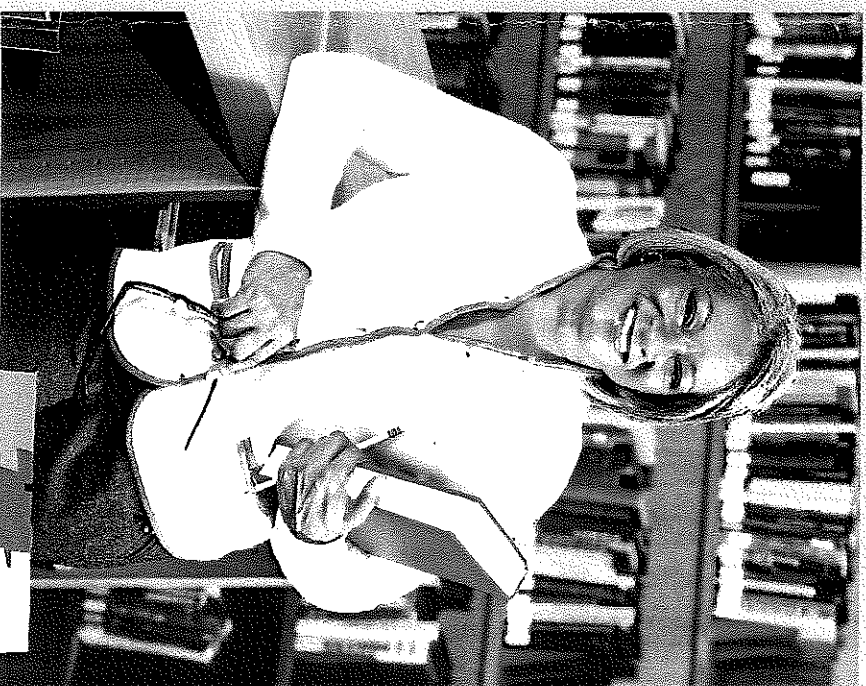
## Highlights from 2014-2015

- Male participation in the Pathways to Teaching program grew from 9 high school males in 2013-2014 to 18 high school males in 2014-2015.
- More than 325 high school students attended the 2015 Future Teachers Conference, and more than 60 percent were minority students.
- Three statewide peer networking professional development workshops were held during the 2014-15 school year.

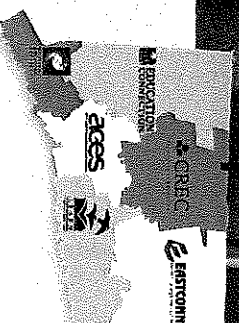
## The RESC Minority Teacher Recruiting Alliance

# 2014-2015

annual report



Making a difference  
for students through  
teacher diversity



The publication of this statement notifies applicants, students, employees, and parents that the RESC Alliance does not discriminate on the basis of race, color, national origin, sex, or disability. Schools and educational agencies that receive federal funds must list the Coordinators of Section 504 and Title IX with their name/title, address and phone number in the notice of nondiscrimination. This indicates compliance under Title IX and Section 504. Citations: Title IX, 34 CFR § 106.9 and Section 504, 34 CFR § 104.8

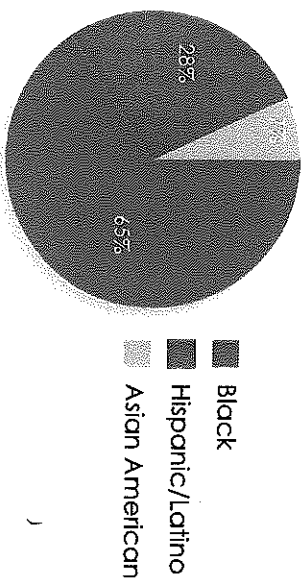
## RESC MTR Alliance Initiatives

### Accelerated Routes to Certification Scholarships

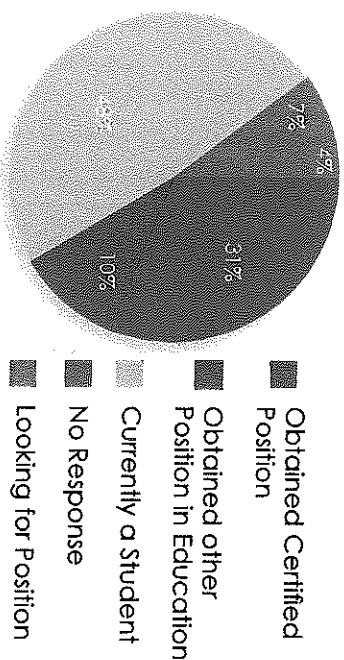
The RESC MTR Alliance's Accelerated Routes to Certification Scholarship Program is designed to provide competitive scholarship money to minority career changers who attend state-approved accelerated routes to certification teacher training programs. Qualified participants receive financial support through scholarships for tuition.

RESC MTR Alliance Accelerated Routes to Certification Scholarships			
	2012-2013	2013-2014	2014-2015
Total Scholarships Awarded	7	8	29

### 2014-2015 Scholarship Recipients by Race/Ethnicity



### Scholarship Recipients' Job Status



### Praxis I Preparation

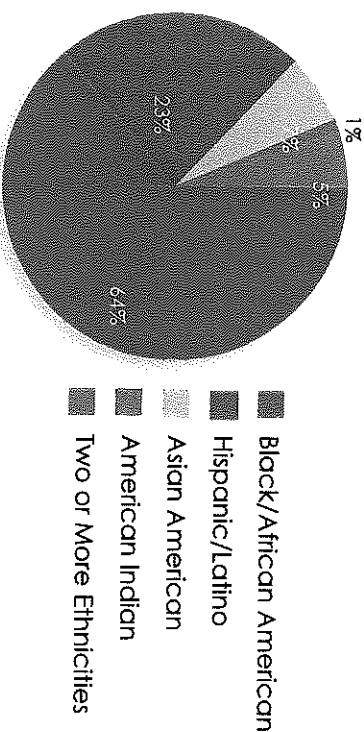
The Praxis I examination is required by the Connecticut State Department of Education for all individuals seeking teacher certification. The RESC MTR Alliance offers a Praxis I preparation program to help minority teacher candidates with passing the Praxis exam. In 2014-2015, the RESC MTR Alliance ran seven Praxis sessions. Of the 65 participants, 35 registrants were provided with financial assistance to attend the program.

## Pathways to Teaching

The RESC MTR Alliance Pathways to Teaching program is a comprehensive teacher readiness program designed to encourage culturally and racially diverse high school students to consider teaching as a career. This intensive and inclusive career development and college readiness program provides academic, social, and financial support to students from high school through college. In 2014-2015, 100 percent of participating high school seniors were accepted into college.

Pathways to Teaching Participation		
Year	Students	Districts
2012-2013	135	12
2013-2014	171	11
2014-2015	155	11

### 2014-2015 Pathways to Teaching Students by Race/Ethnicity



### Annual Budget 2014-2015

Funding for the RESC MTR Alliance was made possible through Public Act 07-3. In 2014-2015, \$400,000 was provided to the RESC Alliance through the Connecticut State Department of Education to support minority teacher recruiting initiatives. These funds are managed by CREC.

