

# BEST PRACTICES FOR MINORITY TEACHER RECRUITMENT

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# Commitment

- In order to recruit and retain more minority teachers and administrators in Connecticut there needs to be a high level of commitment from the Governor, the Legislature, the State Department of education, Local districts, State colleges and universities, Charter networks and Teacher unions.
- The entire education system has to believe that this is a priority and are willing to make the necessary changes and investments that are required to affect positive changes.



# National

- 36 states and the federal government have introduced initiatives to recruit teachers of color. While some of these measures have been relatively successful in recruitment there has been little focus on retention which has rendered these measures inefficient. There is little retention because there is not enough support provided for minority teachers to ensure satisfaction and success. The turn over rate for minority teachers nationally is high when compared to whites.

# Minnesota

- Minnesota recommends that teacher preparation programs actively recruit students by introducing dual credit programs in high school especially those with a focus on urban districts that have a high concentration of minority students.
- Minnesota also has a strong partnership and commitment from the local teachers union to cultivate teachers of color from within the district to return to teach in the district.
- There is also a recommendation for strong data reporting from teacher preparation programs aggregated by race.

[http://educators4excellence.s3.amazonaws.com/8/e6/2/2606/E4E2015\\_MNClosingGaps\\_Web.pdf](http://educators4excellence.s3.amazonaws.com/8/e6/2/2606/E4E2015_MNClosingGaps_Web.pdf)

# South Carolina

Call Me Mister, or Mentors Instructing Students toward Effective Role Models, is a statewide initiative in South Carolina designed to increase the pool of teachers with more diverse backgrounds among the state's lowest-performing elementary schools.

- The project provides tuition assistance through loan forgiveness programs for students in approved programs of study in teacher education; an academic support system to help ensure their success; a cohort system for social and cultural support; and assistance with job placement. The program is hosted at Clemson University's Eugene T. Moore School of Education, "Welcome to Call Me MISTER."
- The program has been expanded to Jackson State University in Mississippi.

<http://www.wkkf.org/what-we-do/featured-work/call-me-mister-is-building-the-next-generation-of-african-american-male-teachers>

# Oakland, California

- The city of Oakland, California, has implemented Teach Tomorrow in Oakland, a grow-your own model that works in partnership with Bay-area universities and draws on culturally diverse residents of the community with college degrees—and some without degrees—who can be molded into effective teachers.
- <http://www.teachtomorrowinoakland.net/>

# Colorado

The following list of common components of the most successful recruitment programs is based on a review of successful minority recruitment programs in the Literature and themes identified within Colorado programs

- A focus on building relationships with community partners and organizations and between districts and teacher preparation programs
- A nontraditional talent pool—consisting of first generation college---goers, teacher assistants, substitute teachers without certification, provisionally certified teachers, and career changers
  - ❖ Often requires course schedules that fit the needs of working adults and additional academic supports
- Recognition of the institutional barriers to first---generation college or university students:
  - ❖ Financial
  - ❖ Socioeconomic and cultural—the higher education experience can seem sterile and unwelcoming
  - ❖ Lack of family experience in higher education (which may create a barrier, or a lack of mentorship, as students try to navigate certain systems like college applications, admissions, cultural assimilation, professional and career decisions, etc.)
  - ❖ Lack of adequate college preparation from high school

# Colorado Cont'd

- Support for students that struggle with certification exams. This could include:
  - ❖ Non---traditional certification criteria such as performance evaluations and individual portfolios
  - ❖ Assistance preparing for exams
- Modified course offerings with an emphasis on urban education, multicultural education, working with linguistically diverse populations, special education, and science and mathematics
- Financial incentives such as scholarships, loan forgiveness, teaching assistantships, and stipends as well as creative housing plans
- A value---added philosophy for teaching in which importance is given to the addition of a multicultural background and urban school experiences.



# Recommendations

- Make this taskforce a more long term working group
- A Harvard study suggested that there needs to be more professional networks of teachers of color geared towards recruiting more teachers of color. We would recommend this, as many teachers of color feel isolated and in need of a support system.
- Improved articulation relationships between two-year and four-year postsecondary institutions given the number of students of color at two-year schools to incentivize students of color to go into teaching.
- Accountability systems for schools and evaluation systems for administrators with authority over teacher recruitment and hiring should include measures of how recruitment and hiring practices have affected teacher diversity. Evaluation systems for district and school leadership should also include measures of teacher retention and attrition and how these trends have affected teacher diversity.

# Recommendations

- CT should look at a different ARC programs similar to NYC teaching fellows that gets teachers into the classroom with 6 weeks of training and has continued support.
- The state has to streamline MTR programs and have a hub for information housed on the SDE website.
- Include charter networks in the conversation because they tend to have a high percentage of minority students.
- Teacher prep programs should set clear goals for minority recruitment and work with urban high schools to bring students into the teaching profession.
- Have clear benchmarks that MTR programs need to meet and evaluate funding periodically.
- Reciprocity – this would help with recruiting teachers from HBCUs
- Community partnerships between organizations, school districts and teacher prep programs