



CONNECTICUT STATE DEPARTMENT OF EDUCATION

*Aligning Human Capital Decisions with Priority
School and District Goals:
CSDE Talent Office Support to LEAs*

Alliance District Symposium
April 7, 2017



CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE Talent Office Continuum

Professional Learning



Attract &
Recruit

Prepare &
Hire

Induct

Evaluate &
Support

Retain &
Extend

TEAM

Certification

Leadership Development

CSDE Talent Office Vision & Mission

Vision: Connecticut's educator workforce is diverse, stable, and has the skills, dispositions, and knowledge to meet the needs of Connecticut students.

Mission: The mission of the CSDE Talent Office is to develop and deploy talent management and human capital development strategies to districts and schools statewide to ensure that the most effective educators are in every school and classroom, and all students are prepared for college, career and life.

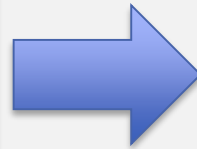
Attract & Recruit

Goal: Encourage district and school innovation around teacher and leader recruitment, selection, and development of career pathways with a focus on the highest-need content areas, schools, and school systems.



System Capacity: Recruitment

Inadequate: Recruiting at the LEA has little or nothing to do with achieving the LEA's priority goals or implementing its priority reforms.



Exemplary: The LEA actively recruits top talent from inside and outside the education field to ensure that the LEA always has the skills and expertise necessary to implement priority reforms and achieve priority goals.

-Sustainability Rubric for LEAs, page 11

LEA Capacity

Align human capital decisions with priority school and district goals

Questions to Consider— **5 minute discussion:**

- 1) Are hiring managers aware of district and school improvement plans and specific LEA goals/priorities?
- 2) Does the LEA regularly review data on current and projected vacancies/district capacity?
- 3) Do LEA recruitment strategies proactively align to LEA goals/priorities?
- 4) Do LEA retention strategies proactively align to LEA goals/priorities?
- 5) Has the LEA developed a collaborative relationship with a local Educator Preparation Program (EPP)?



CSDE Talent Office Recruitment Strategies

- Addressing designated shortage areas
- Increasing the ethnic, racial, cultural, and linguistic diversity of the educator workforce
- Streamlining and modernizing certification
- Improving leader preparation



Trends in Shortage Areas

Endorsement	2016-17	2015-16	2014-15	2013-14	2012-13
Bilingual Education, PK-12	■	■	■	■	■
Comprehensive Special Education, K-12	■	■	■	■	■
Intermediate Administrator	■	■	■	■	■
Mathematics, 7 - 12	■	■	■	■	■
Science, 7-12*	■	■	■	■	■
Speech and Language Pathologist	■	■	■	■	■
World Languages	■	■	■	■	■
School Library and Media Specialist	■	■	■	■	□
Technology Education, PK-12	■	■	■	□	□
School Psychologist	■	□	□	□	□
TESOL, PK-12	□	■	□	□	■
Remedial Reading and Language Arts, 1-12	□	□	■	■	■
Hearing Impaired, PK-12	□	□	■	■	□
Home Economics, PK-12	□	□	■	□	□
English, 7-12	□	□	□	□	■

Identified as a shortage area for that school year

*Combines endorsements in Biology, Chemistry, Earth Science, General Science, Physics



Designated Shortage Areas

Pathways to Certification

Authorizations and Permits-

Durational Shortage Area Permits (DSAP): DSAPs are available to address immediate shortage area vacancies, while a candidate is completing coursework and other requirements towards certification.

Temporary Authorization for Minor Assignment (TAMA): Authorizes an educator to teach up to two (2) periods per day outside their major assignment for which they are certified.

Long-term Substitute Authorization: Available either as an emergency credential OR as a pathway toward certification.

Visiting International Teaching Permit (VITP)- issued to visiting foreign teachers serving in Connecticut public schools under J-1 visas. The passage of this legislation standardizes the requirements and process for visiting international teachers thereby ensuring that the teachers meet minimum requirements.



Designated Shortage Areas

Other Strategies and Opportunities

- **Alternate Routes to Certification (ARCs):**
 - **Initial Preparation**
 - CT Office of Higher Education ARC
 - Charter Oak State College — Early Childhood
 - Teach For America
 - Achievement First
 - Relay
 - **Cross Endorsement:**
 - ACES ARCTELL and School Library Media Specialist
 - CREC AARC Special Education Cross Endorsement
 - Albertus Magnus: Remedial Reading



Designated Shortage Areas

Other Strategies and Opportunities

- **Marketing-** Dissemination of information about existing programs, such as the Teacher Mortgage Assistance Program, loan forgiveness for teachers working in either a shortage area or a priority school district, and TRB earning waivers for retired educators.
- **Communication Toolkit-** Information on traditional and non-traditional preparation programs, loan forgiveness, and other financial incentives.



Minority Teacher Recruitment

P.A. 16-41: *An Act Concerning the Recommendations of the MTR Task Force* passed in July 2016.

Recommendations include:

- **Establishment of an MTR Policy Oversight Council:** To advise the Commissioner of Education, or the Commissioner's designee on ways to
 - A) encourage minority middle and secondary school students to attend institutes of higher education and enter teacher preparation programs;
 - B) recruit minority students attending institutions of higher education to enroll in teacher preparation programs;
 - C) recruit and retain minority teachers in CT schools;
 - D) recruit minority teachers from other states to teach in CT schools; and
 - E) recruit minority professionals in other fields to enter teaching.

RESC/MTR Alliance

- **Pathways to Teaching:** Support systems such as mentoring by certified teachers at the high school and college levels, SAT preparation, summer educational internships, college field trips, tutoring, and scholarship assistance for tuition, books, and fees.
- **Future Teachers Conference:** Held annually for high school students in pathways programs.
- **Scholarships to Certification:** Available for paraprofessionals of color holding a bachelor's degree and interested in pursuing a teaching certificate.



Leader Preparation & Support

LEAD CT

- Turnaround Principal Program (TPP)
- UCAPP Residency Program (Neag School of Education, UConn)
- Coaching for Turnaround Principals
- Executive Coaching for Superintendents

The Wallace Foundation University Principal Pipeline Initiative (UPPI)

Goals:

- Develop and implement high-quality course of study and supportive organization conditions at universities where aspiring principals receive pre-service training
- Develop strong university/school district collaborations
- Develop state policies focused on program accreditation and principal licensure to ensure high-quality statewide training

Streamlining Certification

- **State Basic Skills Competency Examination (Praxis Core):** No longer a requirement for certification. Used as a diagnostic tool to identify an applicant's need for support in reading, writing, or mathematics during the course of a teacher preparation program. Praxis Core may not be used as an admission requirement. The State Board of Education has approved acceptance of ACT, SAT, GRE, and PPA as options for meeting this statutory requirement.
- **Out-of-State Applicants for Certification:** The SBE, upon receipt of a proper application, will issue to a teacher from another state, territory or possession of the United States, the District of Columbia or the Commonwealth of Puerto Rico, who has received at least two satisfactory performance evaluations while teaching in such state, territory or possession, a provisional educator certificate.
- **Reducing Burdensome Processes:** For example, we have eliminated the ED 126 for continuation of the professional level certificate

Modernizing Certification

- **Recognition Agreement:** The CSDE has developed a “recognition statement” to allow applicants who complete a preparation program OR can document appropriate experience/service to be certified in CT in the same manner as those from other states that participate in the interstate agreement.
- **Science Certification:** Exploring options to align science certification with recently adopted Next Generation Science Standards (NGSS)
- **English Learners:** Exploring additional pathways to authorize educators to teach English Learners (TESOL/Bilingual)



Questions?

