

Minority Teacher Recruitment Policy Oversight Council
Minutes
June 17, 2021

Present:

George Coleman
Sal Escobales
Jane Gates
Jason Irizarry
Sheila Kearney
Madeline Negron
Elsa Nunez
Robert Rader:
Kevin Walton

Guest:

Billy Johnson
Malik Mckinley

CSDE:

Cynthia Cassada
Madison Csejka for Charlene Russell-Tucker
Christopher Todd
Shuana Tucker

Meeting came to order at 9:00 am 6/17/21

Dr. Tucker, Chief Talent Officer, opened the meeting with a warm welcome to all. She thanked everyone for their work during this past year. Next, she outlined the content of the agenda with a focus on supporting candidates and districts and brief updates from the CSDE. The purpose of today's meeting is to review current Policy Oversight Council recommendations from the 2020-2021 academic year and determine whether to maintain, amend, or expand recommendations for the 2021-2022 academic year.

Next-Generation Educators

Dr. Tucker provided the Next-Generation Initiative update. The CSDE implemented the Next-Generation Program in November of 2020. To date, we will have 27 summer placements of NexGen students. The Waterbury School District currently has 11 NexGen student placements, of which five are from SCSU and six are from CCSU. In addition, the New Britain School District has eight summer student placements from CCSU, while Manchester also has eight summer student placements from CCSU.

Educators Rising "Grow Your Own" Professional Learning Series

Ms. Cassada reported that the CSDE, in partnership with PDK, is offering two professional learning series for Connecticut administrators and teachers. The first professional learning series was held June 7 through June 9, 2021, at Slade Middle School in New Britain. Forty-one participants attended the first series—the second professional learning series held from June 21 through June 23, 2021. Topics covered during the professional learning series include examples of partnerships, dual credit, scholarships, mentoring, ETS/PRAXIS, teacher selection, 098 endorsement, scope and sequence of Educators Rising curriculum, TEACH CT, Funding, Expectations and focus areas for the 2021-2022 school year. Cynthia also highlighted current participating school districts and new districts onboarding for the 2021-2022 school year as a club, course, or dual enrollment course.

SBE 5-Year Comprehensive Plan

Dr. Tucker provided an overview of the number of persons of color from 2017 through 2021. At the same time, Ms. Cassada presented historical data, including the Statewide Percentage of Educators of Color from EdSight.ct.gov and Statewide percentage of Administrators of Color in the CSDE Employment Data System.

Certification Flexibilities

Mr. Todd provided an overview of Substitute Flexibilities, Para-Educator Pathways to Temporary Authorizations, and Temporary Emergency Endorsements no available for the 2021-2022 school year. Para-Educators will need 12 credits to attain certification while completing EPP. The following endorsements #201 Generalist Pk-8, #202 Generalist 7-12, and #204 TESOL Pk-12 will no longer be able to apply for a temporary endorsement authorization. Temporary endorsements were authorized as a result of the pandemic.

Temporary Flexibility for Districts

Mr. Todd shared that the Bureau is working to maintain the electronic process permanently. To date, 580 DSAP's were processed, which is a 29.43% increase from last year. Three hundred sixty-five long-term substitutes were also authorized. Long-term substitute authorizations also increased 29.43%% from last year.

edTPA Cut Scores SBE Approved

Mr. Todd reported that on June 2, 2021, the SBE approved edTPA cut scores. The SBE recommended waiving the edTPA cut scores for the 2021-2022 academic year. Candidates will submit their portfolios to Pearson for scoring. However, EPP's can maintain expectations around cut scores concerning candidate recommendations. In addition, Mr. Todd outlined the Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2021-2022 School Year.

Creating a District Plan to Increase the Racial, Ethnic, and Linguistic Diversity of Your Workforce

Ms. Cassada reported that cohort #1 and cohort#2, currently engaged in a Coaching series with the CSDE in partnership with WestEd/REL, will complete their sixth Coaching session on June 17, 2021. The districts have been engaged in cross-district thought partnerships to learn about challenges other districts face, strategies, and approaches used to increase educator diversity. WestEd will provide districts with a progress monitoring tool to plan their 30, 60, 90, 120, and 180 schedules. The CSDE will have 11 IED draft plans. Both cohorts completed seven sessions of Coaching for Culturally Responsive Leading-The Leadership Academy. The CSDE, WestEd/REL, will engage a third cohort next academic year.

PA-18-34: MTR Policy Oversight Council Recommendations for 2021-2022

The CSDE and Council members reviewed the 2020-2021 recommendations, progress to date, organizational support and proposed recommendations, language, maintain, expand or amend proposals for the 2021-2022 academic year.

Current Recommendations 2020-2021:

1. Develop and deploy specific resources and tools to districts/LEAs statewide to support the development of culturally competent pedagogy, mentoring, and retaining educators of color and require all LEAs to share promising practices and post their plans to increase the racial, ethnic, and linguistic diversity of their workforce on their public-facing websites.
2. Leverage existing and new partners to develop and facilitate a statewide, comprehensive approach to diversifying the educator workforce by building linkages between existing partners (specifically MTR Task Force, Black, and Puerto Rican Caucus), EPPs, and programs.
3. Initiate the process of examining current regulations governing educator certification and make recommendations for the next steps.
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5. Evaluate recently established pathways to "Grow Your Own" certification, identify and explore untapped talent pools and continue to develop innovative pathways and funding sources to support certification.

New Recommendations 2021-2022:

1. Develop and deploy specific resources and tools to districts/LEAs statewide to support the development of culturally competent pedagogy, mentoring, and retaining educators of color and require all LEAs to share promising practices and post their plans to increase the racial, ethnic, and linguistic diversity of their workforce on their public-facing websites.

Maintain

- Provide additional deliverables to sustain and support districts with IED plans.
- Coaching and supports are doable and necessary to include in the recommendation.

C- Mr. Todd, there should be clarity, publicly post IED plans with input and feedback with other information.

C- Dr. Coleman, there needs to be some transparency. Have all districts participated? There should be a public hearing to inform what is in the plan, post it to the state website or platform. Give an element of security to the public on the agenda. The public should have access to plans. Concerned entities support a level of surety.

C-Mr. Rader, transparency is the way to go.

C- Dr. Negron agreed with the comments above.

Q- Mr. Watson, in the MTR Legislation, we must do what is doable and necessary. Do we have a current list of unemployed educators in the state?

R-Mr. Todd, we collaborate with the Performance Office to run a report. Cynthia will email the information to Council when we receive it. We can run a report in EDS if certified educators are currently not employed during the last three years.

C- Dr. Coleman, we need a video with mediated supports posted somewhere so candidates can see it as a resource and assess the school districts they are thinking about applying to.

R-Dr. Tucker, a possible resource is CASPA. We can reach out to identify personnel as a potential panel to record and provide video support for what they are looking for in resumes, Applitrack, and interviewing.

2. Leverage existing and new partners to develop and facilitate a statewide, comprehensive approach to diversifying the educator workforce by building linkages between existing partners (specifically MTR Task Force, Black and Puerto Rican Caucus), EPPs, and programs.

Maintain and Expand

-**MTR Career Fair:** Provided statewide Affinity groups for candidates of color, working in circumstances where low numbers may cause them to work in racial isolation, limit their perception of professional security, stymie their ability to foster needed changes, exert professional knowledge and judgment, and be rewarded or promoted.

-Include Yancy Forums Network to identify talent, nurture, support, and mentor administrators and teachers.

C-Dr. Tucker, Yancy Forum is an established network of 12 years. It provides a safe space for newly hired administrators and teachers, where they can share common practices. Districts sometimes are unable to provide a mentor, which is critical and directly tied to retention.

C-Dr. Negron has participated in the Yancy Forum.

3. Initiate the process of examining current regulations governing educator certification and make recommendations for the next steps.

Maintain

C-Mr. Todd, Legislation proposed for the Bilingual certification. We are partnering with NASDTEC to explore national reciprocity. 63% of Out-of-State applicants to Connecticut come from Rhode Island, Massachusetts, and New York.

4. Implement and develop a sustainability plan for an ongoing, statewide robust communications and marketing campaign to elevate the teaching profession.

Maintain and Expand

- Increase traffic to the Teach.org site.
- Marketing and branding platform with metrics to show improvement.

5. . Evaluate recently established pathways to "Grow Your Own" certification, identify and explore untapped talent pools and continue to develop innovative pathways and funding sources to support certification.

Maintain and Expand

C- Dr. Coleman, expand Perkins or verify access to Perkins to recognize teaching as a vocation that can be supported in a systematic way. Commissioner endorse Educators Rising and work on our behalf in Washington D.C. Perkins funding will serve as a mechanism for identify and target minority students to consider teaching as a career pathway.

C-Dr. Negrón, if Perkins recognizes Educators Rising as a CTE we would be able to use funding to create a teacher pathway that will have a significant impact on recruitment.

Meeting adjourned at 10:45 am.

Next Meeting: Fall 2021

