



Become a Teacher

Teaching & Training Pathway

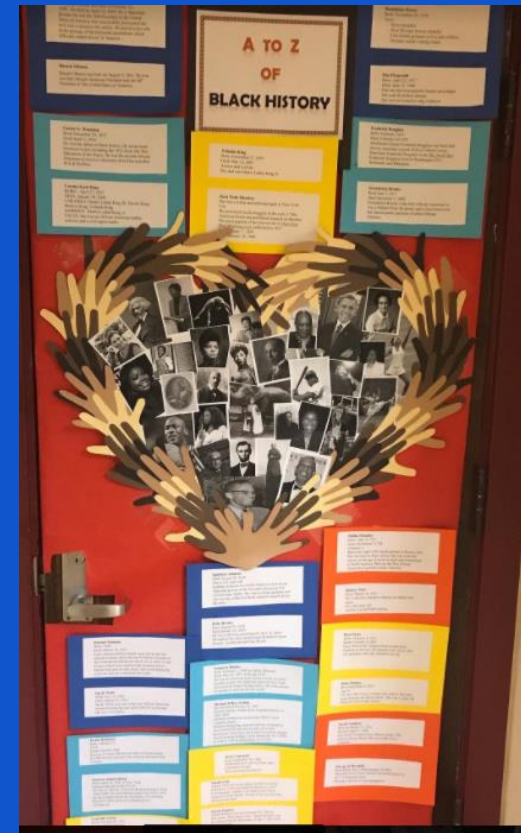
Careers in Teaching & Training: Elementary & Secondary Teachers, Social Workers, Psychologists, Childcare Director, Human Resources Trainer, Librarian, Guidance Counselors, Speech Language Pathologists

Choose Classes

Digital Text & Tools for Learning
Teachers, Schools, & Society
Early Childhood Education
Individual and Family
Development

MINORITY TEACHER RECRUITMENT

A DIVERSITY & INCLUSION PLAN



Stratford Public Schools

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State of CT Legislation

Public Act No. 19-74



BECOME A TEACHER

The mission of the Stratford school community is to ensure that all students acquire the knowledge, character and 21st century skills to succeed through high quality learning experiences and community partnerships within a culture of diversity and respect.

JOIN THE TEACHING & TRAINING PATHWAY

BE AN INFLUENCER

Becoming a teacher gives you the opportunity to influence and make a positive impact on future generations.



COLLEGE CLASSES



Digital Text & Tools for Learning
Teachers, Schools, & Society
Early Childhood Education
Individual and Family Development

Ask your guidance counselor

SCHOLARSHIPS



Victoria Soto Memorial Scholarship
CEA-Ethnic Min. Future Teacher Alma
Exley Scholarship Program

<https://connecticut.teach.org/>

PROGRAMS



Educators Rising
Today's Students Tomorrow's
Teachers (TSMT)

AN ACT CONCERNING MINORITY TEACHER RECRUITMENT AND RETENTION.

- “Section 1. For the school year commencing July 1, 2020, and each school year thereafter... shall develop and implement strategies and utilize existing resources to ensure that at least two hundred fifty new minority teachers and administrators, of which at least thirty per cent are men, are hired and employed by local and regional boards of education each year in the state.”

<https://www.cga.ct.gov/2019/ACT/pa/pdf/2019PA-00074-R00SB-01022-PA.pdf>

Mission Statement



Stratford Public Schools
"Tantum eruditi liberi"
Only the educated are free



*Are you committed to working with diverse students and believe that every child has the ability to learn? Are you passionate about equity and access for all students and their families? If this sounds like you...
Apply Today!*

www.stratfordk12.org

The mission of the Stratford Public School District for diversity and inclusion is to actively recruit and retain teachers, administrators, and staff of color to work with our increasing diverse student population while fostering an inclusive learning and work environment.

OUR BELIEFS AND VALUES



- *We believe a diverse educator pool, at all levels, enhances the education of all students in the district.*
- *We believe this district is attractive to educators and that it can recruit diverse teachers.*
- *We believe we can expose our diverse student population to the teaching profession and inspire them to become teachers in our district.*
- *We believe that district policies and procedures must support our ability to achieve our diversity and equity goals.*
- *We believe that we each have a responsibility to combat racism, sexism, and other forms of prejudice, discrimination, and harassment for the betterment of our schools and society.*

VISION STATEMENTS



It is our desire to:

- Recruit and retain culturally competent and diverse administrators, faculty, and staff.
- Provide regular professional development to assist educators and staff as they increase their understanding of inclusiveness and cultural proficiency.
- Ensure policies and procedures are consistent with our goals of diversity, equity, and inclusion and that they do not act as barriers to our success.

HOW DIVERSE IS OUR DISTRICT?



Race	Students	Teachers
Alaskan/Indian American	-	-
Asian	-	6 (.9%)
Black/African American	1575 (23%)	24 (3.7%)
Hispanic/Latinx	2492 (36%)	23 (3.6%)
Two races or more	261 (.4%)	-
White	2345 (34%)	595 (91.8%)
Languages Spoken	49	-

Information can be found at <http://edsight.ct.gov/SASPortal/main.do>

Racial composition of teachers and administrators hired in past (3) years:

Year	Teachers	Administrators
2020-2021	<p>Asian:1</p> <p>Black:4</p> <p>Latinx:6</p> <p>White: 27</p>	<p>Asian:0</p> <p>Black:2</p> <p>Latinx:0</p> <p>White: 4</p>
2019-2020	<p>Asian:1</p> <p>Black:3</p> <p>Latinx:6</p> <p>White: 40</p>	<p>Asian:1</p> <p>Black:0</p> <p>Latinx:1</p> <p>White: 5</p>
2018-2019	<p>Asian:1</p> <p>Black:1</p> <p>Latinx:6</p> <p>White: 41</p>	<p>Asian:0</p> <p>Black:0</p> <p>Latinx:3</p> <p>White: 3</p>

RESEARCH STATES...

- Having teachers of the same race or ethnicity improves the academic performance of students of color
 - Students with a teacher who shares their race are more likely to report that their teacher pushes them to work harder, not to give up, and expects nothing but their full effort in the classroom. This leads to higher test scores, fewer students dropping out of school, and increased graduation rates for students of color.
 - For example, studies show that having Latino teachers reduces the number of Latino students assigned to special education and increases their enrollment in gifted and talented programs, and having Black teachers increases Black students' enrollment in advanced math classes.
- Teachers of color are more likely to manage their classrooms in ways that do not exclude students from the classroom
 - Biases may contribute to the disproportionately high rate of school disciplinary actions against students of color
 - Research suggests that this is the result of cultural mismatch between students and teachers of different demographic backgrounds, negative beliefs and expectations for behavior, and overreliance on negative stereotypes
- It is not just good for students of color—it is good for all students to have teachers of color
 - Having a diverse teacher workforce reduces implicit bias and provides role models for all students. It builds social trust and creates a wider sense of community for White students, and it better prepares students for the increasingly diverse world we live in.
- There has been a 35% average drop in teacher preparation enrollments nationally since 2013, and 42% in Connecticut.

GOAL 1: DIVERSITY



- **Goal 1: Diversity-Recruit diverse and culturally competent administrators, faculty, and staff.**
 - *Subgoal 1.1: Update the Minority Teacher Recruitment Policy*
 - *Subgoal 1.2: Develop and maintain affirmative hiring process for all hiring departments to meet the district wide goal of culturally competent administrators, teachers, and staff*
 - *Subgoal 1.3: Develop district-wide interview committees*
 - *Subgoal 1.4: Develop long-term recruitment plan and promotional tools to attract diverse and culturally competent candidates*
 - *Subgoal 1.5: Develop “Grow Your Own” opportunities for students and non-certified staff.*

GOAL 2: INCLUSION

- **Goal 2: Inclusion- Retain diverse and culturally competent administrators, faculty, and staff.**
 - *Subgoal 2.1: Develop mentoring programs to support new teachers*
 - *Subgoal 2.2: Professional development and support of building administrators for retention of diverse teachers*



WE ARE MAKING STRIDES...

2019/2020 Accomplishments

- **The Teacher & Training Pathway** has been updated to include secondary education and offer more dual enrollment courses
- In collaboration with the **CT State Department of Education** and **TEACH CT**, we conducted a teaching interest survey to all 7th-12th grade students on which 231 students stated they are interested in becoming a teacher. We also conducted a survey with non-certified staff
- **C.E.S** granted the district a \$3,500 grant to promote minority teacher recruitment; specifically the **Teacher & Training Pathway**:
 - ***Become a Teacher Video Essay Contest***
 - *9 earned an Amazon Gift Certificate*
 - ***Teaching & Training Marketing Materials***
 - *Bookmarks, Rack Cards, Display Stand, Door Hangers*
 - ***District HR Marketing Materials***
 - *Banner, Brochures, Magnets, Pens*



WE ARE MAKING STRIDES...

2019/2020 Accomplishments

- Attended and participated in C.E.S Minority Teacher Recruitment Fair
- Virtually met with Southern Connecticut State University affinity groups to discuss opportunities within the education field
- Committed to work with Today's Student Tomorrow's Teacher (TSTT), where 33 students have shown interest thus far
 - 2020/2021-Students are currently in the application process



What's Next?

- Policy Changes
- District Interviewing committees
- Collaboration with Equity Committee
- Grow Your Own
- Funding Resources
- Community Collaborations



Questions???



REFERENCES

BUILDING THE TALENT PIPELINE: Three Steps to Attract and Retain Educators

- https://battelleforkids.org/docs/default-source/publications/bfkbuildingtalentpipeline_threesteps_final.pdf?sfvrsn=2

White Paper: Improving Diverse and Inclusive Teacher Pipelines with a Focus on Latinas/Latinos/Hispanics

- https://sites.ed.gov/hispanic-initiative/files/2015/03/Improving-Diverse-and-Inclusive-Teacher-Pipelines_WhitePaper.pdf

Recruiting and Retaining Diverse Teachers: Why It Matters, Ways To Do It

- <https://www.edweek.org/ew/articles/2020/06/30/recruiting-and-retaining-diverse-teachers-why-it.html>

America's Extreme Need for More Black Male Educators

- <https://www.ebony.com/news/black-male-teachers/#ixzz4xfAjY3QA&f>

How Districts Can Show They Are Committed to Building a More Racially Diverse Workforce

- https://www.edweek.org/ew/articles/2020/07/16/how-districts-can-show-they-are-committed.html?utm_source=marketo&utm_medium=email&utm_campaign=content_recruiters&mkt_tok=eyJpIjoiTm1KbFptTXdOakpqWkRObCIsInQiOiJIRnJnTW5ab09CT1h1XC93Tm02RHnkTnlLNnBKeDdZTVFCN0VTdUUxcGVqMjdaa1JwVFBIS0RYeHd1Vno2R05rdzdzQnk0TzBES011M0dHRnZOSjZlcUJ0Sk5ITUFeTY2d0xCOUdFY0hXV1ZwNWIEajVJTkxGbSsrZG1BR3Z0VnAifQ%3D%3D

Diversifying the Educator Workforce-CSDE

- https://portal.ct.gov/SDE/Talent_Office/Workforce-Diversity/Documents

How Racially Diverse Schools and Classrooms Can Benefit All Students

- <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/?agreed=1>