

MTR Policy Oversight Council Meeting

January 19, 2017

PMI (Plus-Minus-Interesting) Activity

Reviewing Strategies Developed by CSDE for State Board of Education Five-Year Comprehensive Plan

Strategy 1: Develop strategic partnerships to create pathways to address shortage areas and increase racial, ethnic and linguistic diversity of the educator pipeline with a focus on candidates seeking a career change or those eligible for certification cross-endorsement(s).

Strategy 1 Leader: Kimberly Audet (facilitated in meeting by Shannon Marimon)

PLUSSES / Advantages/ Strengths	MINUSSES / Shortcomings/ Challenges	INTERESTING / Notable Items or Questions
<p>Group 1 Feedback:</p>	<p>Group 1 Feedback: Why so long? Where is urgency?</p> <p>Group 1 Feedback: Consider media profiles that include Johana Hayes...</p> <p>Group 1 Feedback: Social media campaign, not paper.</p>	<p>Group 1 Feedback: Can quarterly meetings be accelerated to monthly meetings?</p> <p>Group 1 Feedback: Can we condense the activities?</p> <p>Group 1 Feedback: Can't you cut time in half?</p>

Strategy 2: Develop a repository of best practices, resources, partnerships, and guidance documents for advancing long-term and short-term recruitment of high-quality educators, particularly minority educators, with the target audience of local education agencies (LEAs) and educator preparation programs (EPPs).

Strategy 2 Leader: Kim Wachtelhausen

PLUSSES / Advantages/ Strengths	MINUSSES / Shortcomings/ Challenges	INTERESTING / Notable Items or Questions
<p>Group 1 Feedback: Partner with the Department of Labor</p> <p>Group 2 Feedback: Cross-endorsement</p> <p>Group 2 Feedback: Pathways for paraprofessionals</p> <p>Group 3 Feedback: Look at feedback from students and parents regarding their experiences.</p> <p>Group 3 Feedback: Create interview protocol to include parents/families.</p> <p>Group 3 Feedback: Good opportunity to collect and organize ideas, programs, partnerships, etc. into one place accessible to LEAs/EPPs.</p>	<p>Group 1 Feedback: Missed opportunities for students who don't initially get accepted into teacher preparation programs.</p> <p>Can there be follow-up with students to show them alternate paths to certification?</p> <p>Group 3 Feedback: Engage students at HBCUs in the conversation.</p> <p>Group 3 Feedback: Organizational charts of HBCU and other institutions are the same – cultures are different.</p>	<p>Group 1 Feedback: What departments or organizations should we target for career changers = police departments, fire departments, Troops to Teachers, (Source 4 Teachers they are currently working with CREC)?</p> <p>Group 2 Feedback: Desegregated data by student demographics</p> <p>Group 2 Feedback: Marketing (realistic) needed</p> <p>Group 2 Feedback: Important to encourage those outside of education to consider education</p> <p>Group 2 Feedback: Partner with business community to support education initiatives</p> <p>Group 2 Feedback: Tap into career services</p> <p>Group 2 Feedback: Offer EPP courses in school buildings</p> <p>Group 3 Feedback: Have we considered marketing firms to market the profession?</p>

	<p>Group 3 Feedback: Need to enhance the value of education in the country – reputation has eroded in this country.</p> <p>Group 3 Feedback: What will they (student team) uncover that we don't already know?</p> <p>Group 3 Feedback: How do we break into the HBCU relationship? Is it a viable expectation that teacher candidates from HBCUs will come to CT.</p>	<p>Group 3 Feedback: Collect critical barriers and supports from students at HBCUs.</p> <p>Group 3 Feedback: Look at undeclared majors as possible teacher candidates.</p> <p>Group 3 Feedback: Tap into alumni for partnership opportunities.</p> <p>Group 3 Feedback: Contest to create a slogan “catch phrase” to attract people to the profession.</p> <p>Group 3 Feedback: Working with New Haven Promise to support students through early release programs and drive them back to New Haven to teach.</p> <p>Group 3 Feedback: Repository will highlight CT practices and beyond.</p>
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Strategy 3: Modernize certification to meet contemporary workforce needs.

Strategy 3 Leader: Julianne Frost (facilitated in meeting by Dr. Sarah Barzee)

PLUSSES / Advantages/ Strengths	MINUSSES / Shortcomings/ Challenges	INTERESTING / Notable Items or Questions
<p>Group 1 Feedback: Taking ideas from multiple sources.</p> <p>Group 1 Feedback: Interpret regulations.</p> <p>Group 1 Feedback: Case by case approach is good.</p> <p>Group 2 Feedback: Computer science – but don't lose flexibility.</p> <p>Group 2 Feedback: Use appropriate individuals with proper education, keep the end in mind- be flexible.</p> <p>Group 2 Feedback: Blended 7-12 science certification is very much needed.</p> <p>Group 3 Feedback: Taking ideas from multiple sources.</p>	<p>Group 2 Feedback: VITP – going to Spain? Why not PR?</p> <p>Group 2 Feedback: STEM – not enough math – not enough science – not certifiable.</p> <p>Group 3 Feedback: Include retention strategies (support systems).</p> <p>Group 3 Feedback: Have to ensure will is there at BOE level.</p> <p>Group 3 Feedback: Retention needs to come before recruitment. Need to understand environment – outline context and supports to create a recruitment plan.</p> <p>Group 3 Feedback: Need to find a way for adults and students to be supported.</p>	<p>Group 1 Feedback: Community members – how do they access certification?</p> <p>Group 1 Feedback: Need to examine foreign credentialing.</p> <p>Group 3 Feedback: Minority vs Educators of Color – create new vocabulary. Education Partner Groups are predominantly “old white males.”</p> <p>Group 3 Feedback: How are we expected to get new thoughts from the same people?</p> <p>Group 3 Feedback: How to engage citizens of color in the conversation.</p> <p>Group 3 Feedback: Power is held in one place which narrows thought processes.</p>

