



# Commissioner's Back-to-School Meeting

Connecticut State Department of Education | August 15, 2017

[www.ct.gov/sde/backtoschool](http://www.ct.gov/sde/backtoschool)

## Talent Office Updates — Bureau of Educator Effectiveness

### Mission

The mission of the Bureau of Educator Effectiveness is to develop and deploy talent management and human capital development strategies to districts and schools statewide so that the most effective educators are in every school and classroom and all students are prepared for college, career, and life. The Talent Office specifically focuses on attracting, recruiting, preparing, inducting, evaluating, supporting, and retaining diverse, high-quality teachers and leaders for Connecticut's highest-need content areas, schools, and school systems.

#### **Connecticut State Board of Education's Five-year Comprehensive Plan, 2016-21**

##### *Ensuring Equitable Access to Excellent Educators*

- Develop new educator preparation programs and strategic partnerships to actively address persistent shortage areas and increase the racial, ethnic, and linguistic diversity of the educator candidate pipeline.
- Transform educator preparation programs to ensure all new educators are ready on day one of their career.
- Use recruitment, induction, the educator evaluation and support system, and professional learning practices to develop and enhance the talent pipeline of diverse, highly effective educators.
- Increase enrollment/completion rates for candidates of color and educators in priority shortage areas.

#### **Connecticut's Consolidated State Plan under the Every Student Succeeds Act (ESSA)**

##### *Supporting Excellent Educators*

- Increase the talent pipeline of certified educators prepared to fill vacancies in Connecticut schools, especially in priority shortage areas: math, science, special education, and bilingual education.
- Increase the racial, ethnic, and linguistic diversity of Connecticut's educator workforce.
- Expand professional learning opportunities in alignment with the Common Core of Teaching and the Common Core of Learning standards and Connecticut student standards (i.e., CT Core Standards, Next Generation Science Standards, etc.).
- Revise Connecticut's certification system and processes to increase flexibility, remove barriers, and expand career pathways to increase the current pool of certified and qualified educators.

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### Strategies

- The CSDE will proactively reach out to stakeholders and key partners to develop a repository of promising practices that address certification shortage areas and aim to 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.
- The CSDE will build a communications campaign to engage various partners around the ongoing application of the repository.
- Remove bureaucratic barriers to certification.
- Create flexible pathways to obtaining a teaching certificate in Connecticut.

### Actions

- Build a robust pipeline of qualified and certified educators to fill persistent shortage areas (e.g., math, science, special education, and bilingual education).
- Encourage paraeducators to become certified teachers and create pathways for them to do so.
- Partner with the Department of Labor to develop a plan for targeted recruitment of career changers.
- Explore opportunities to increase flexibility, remove barriers, and expand career pathways within Connecticut's current certification system.
- Expand career pathways to increase the current pool of certified and qualified educators by increasing the number of well-established partnerships among educator preparation programs (EPPs), historically black colleges and universities and Hispanic/Latino-serving institutions, and PK-12 districts.
- Collaborate with institutions of higher education (IHEs), the RESC Alliance, and other EPPs to develop new preparation programs, with a specific focus on creating alternate routes to certification (ARCs) designed for school staff such as paraeducators, technicians, and clerical staff who are interested in pursuing a career in teaching through alternative pathways.
- Provide high-quality pre-service training, induction programs, and continuous professional development opportunities across the career continuum.
- Develop capacity in educators to provide culturally responsive instruction.
- Provide technical assistance, resources, and training to PK-12 as they develop district professional learning systems.
- Develop a robust repository of innovative recruitment and retention strategies and practices.
- Implement a new multifactor accountability system that reports on the effectiveness of Connecticut EPPs through a public-facing data dashboard that informs continuous improvement efforts, while also providing potential candidates and the general public with essential information on EPP effectiveness.

### Intended Outcomes

- Increase the current statewide percentage of racially, ethnically, and linguistically diverse educators from 8.3 percent to 10 percent.
- Decrease the number of vacancies that remain or are filled with noncertified educators by 5 percent for each of the next five years, specifically in math, science, special education, and bilingual education.