

# Recruiting a Diverse Teacher Workforce

November 2, 2018



Find webinar resources at [www.calstate.edu/teachered](http://www.calstate.edu/teachered) (Resources)

# Welcome and Introductions

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# Introducing Guest Presenters

- Presenters in this webinar include experts on and experienced providers of residencies:
  - *Travis Bristol and Michael Singh, UC Berkeley*
  - *Ken Futernick, CSU Chancellor's Office*
  - *Lisa Kirtman and Aimee Nelson, CSU Fullerton*
  - *David Kretschmer and Monica Garcia, CSU Northridge*
  - *Oddmund Myhre, Daniel Soodjinda, Tara Ribeiro and Elmano Costa, CSU Stanislaus*
  - *Ernest Black, CalStateTEACH*
- A welcome and thanks to all of them

# Identifying the Need and Critical Strategies in Recruiting Teachers of Color

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## 2016 California Teachers, Male Teachers & Students' Ethnoracial Characteristics

	%Latinx	%Black	%Asian	%Native American	%White
Teachers	20	4	11	0.5	66
Male Teachers	5	1	2	0.2	18
Students	54	6	11.5	0.6	25

Source: California Department of Education (2016)

## 2015 Los Angeles Unified School District Teachers & Students' Ethnoracial Characteristics

	%Latinx	%Black	%Asian	%Native American	%White
Teachers	35	10	10	1	39
Students	74	8	6	> 1	10

**Source:** Los Angeles Unified School District (2015)

# “Added-Value” for Students of Color When Taught by a Teacher of Color

## Qualitative Research

- Black teachers draw on culturally relevant pedagogy to increase learning and engagement for their Black students (Ladson-Billings, 2009).
- Black male teachers draw on their own insiders’ knowledge of Black students to provide mentorship, care, and guidance (Brown, 2009; Lynn, 2006).
- Latino male bilingual teachers negotiate complex identities to enact practices that facilitate their Latino students’ learning and engagement (Lara, 2015).
- Latino male teachers reform popular representations of Latino masculinity to build lasting relationships with their Latino male students (Singh, 2018).

# “Added-Value” for Students of Color When Taught by a Teacher of Color

## Quantitative Research

- Lower-performing Black and White students appear to particularly benefit from being assigned to a race-congruent teacher (Egalite, Kisida, & Winters, 2015).
- Middle-school white students and middle-school students of color perceive their teachers of color more favorably than their White teachers (Cherng & Halpin, 2016).
- An increase in the number of Latinx teachers increases the likelihood of Latinx students’ decision to take advanced placement and international baccalaureate courses (Kettler & Hurst, 2017).
- Assigning a black male to a black teacher in the third, fourth, or fifth grades significantly reduces the probability that he drops out of high school, particularly among the most economically disadvantaged black males (Gershenson, Hart, Lindsay, & Papageorge, 2017).

## Our Data in Conversation: Youth Workers to Teachers

### **2017 Study of Latino Male Youth Workers in SF Bay Area Public Schools**

#### **Sample**

- 13 Latino male youth workers
  - All holding a bachelor's degree
- 10 schools
- 16 semi-structured interviews

### **2013 Study of Black Male teachers in Boston Public Schools**

#### **Sample**

- 27 Black male teachers
- 14 schools
- 51 semi-structured interviews

# Why Latino Male Youth Workers do not want to become Teachers

## No desire to enter the teaching profession.

- **Reasons given:** Lack of respect as a youth worker from teachers.

“I don’t really feel connected to the school. The kids yes, but not...teachers. I’m in the school all the time, and I have a college degree...I don’t think a credential is going to change much for me...[in] getting respect.”

–Middle School Youth Worker

## Why Latino Male Youth Workers do not want to become Teachers (cont'd)

### **No desire to enter the teaching profession.**

- **Desired career goals included:** Social worker, school counselor, probation officer.

“I just don’t see myself as a teacher, but I for sure want to work with youth...being some sort of counselor will let me do more than just teach. You know, like now, as a mentor.

**–High School Youth Worker**

## Social and Emotional Challenges: Perception that Colleagues Saw them as Intellectually Inferior

“They don't respect my professional opinion. Is it because I'm black? Even now it still bugs me. If I'm saying it, are you not hearing me? It really messes with me sometimes. I mean it makes you feel inadequate. Like am I saying something that's crazy? I've been educated. I have a Master's. I pass all these MTEs [the state licensure exams] just like everybody else. It's frustrating you know?”

**-8<sup>th</sup> Grade English Teacher**

## Little Space and Time to Work on Practice: Behavior Managers Rather Than Teachers

“I can see most people would feel enthused that they’re helping out their colleagues – like they picked me because they respect me – [but] it’s also becoming a burden now because I have other things to do. I have to plan. I have to plan for my kids to be on a specific track, plan my scope and sequence, and correct papers. Just the regular things that teachers do.”

**-9<sup>th</sup> Grade Math Teacher**

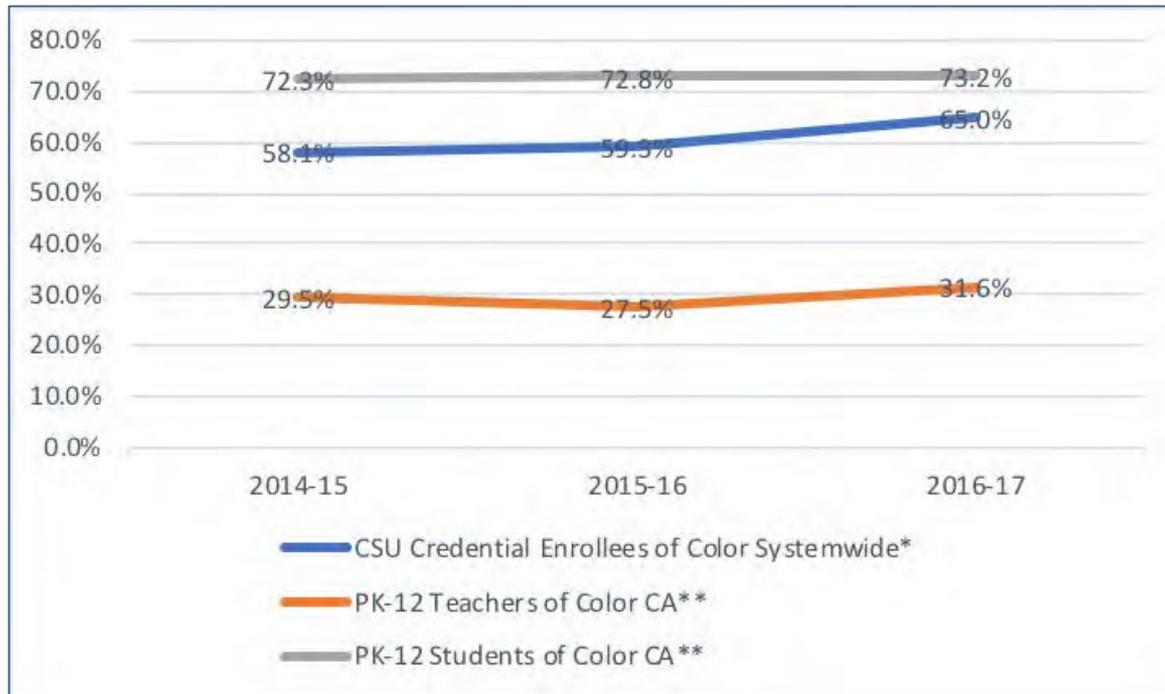
# Recruiting and Engaging Candidates of Color

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California State University, EduCorps  
CSU Chancellor's Office

# Demographic Trends in California

PK-12 Teachers, PK-12 Students, CSU Credential Enrollees of Color						
	2014-15		2015-16		2016-17	
CSU Credential Enrollees of Color Systemwide*	58.1%		59.3%		65.0%	
PK-12 Teachers of Color CA**	29.5%		27.5%		31.6%	
PK-12 Students of Color CA**	72.3%		72.8%		73.2%	

\* CSU data obtained from CTC, based on best estimates of annual enrollments  
 \*\* PK-12 data obtained from CDE, Dataquest



# Real and Perceived Obstacles to Teaching for Candidates of Color

Obstacles	Strategies
<ul style="list-style-type: none"> <li>▪ Financial pressures               <ul style="list-style-type: none"> <li>○ Tuition costs and loan debt</li> <li>○ Temporary loss of job income</li> <li>○ Costs for exams</li> <li>○ Teacher pay too low</li> </ul> </li> </ul>	<p>Publicize widely:</p> <ul style="list-style-type: none"> <li>▪ Grants and scholarships</li> <li>▪ Internships and residencies</li> <li>▪ Evening credential programs</li> <li>▪ Exam fee reimbursement</li> <li>▪ Compensation packages incl. benefits</li> </ul>
<ul style="list-style-type: none"> <li>▪ Exam pressures               <ul style="list-style-type: none"> <li>○ CBEST, CSET, RICA</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Test prep workshops (in person and online) and tutoring</li> </ul>
<ul style="list-style-type: none"> <li>▪ Socio-cultural               <ul style="list-style-type: none"> <li>○ Absence of diversity in the teaching profession</li> <li>○ Absence of diversity in credential programs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop diverse communities of practice with teaching prospects, credential students, and PK-12 mentors</li> </ul>
<ul style="list-style-type: none"> <li>▪ Employment concerns               <ul style="list-style-type: none"> <li>○ Won't get hired in desired districts</li> <li>○ Will get laid off</li> </ul> </li> </ul>	<p>Publicize widely:</p> <ul style="list-style-type: none"> <li>▪ Local employment opportunities</li> <li>▪ Employment opportunities and layoff trends</li> </ul>
<ul style="list-style-type: none"> <li>▪ Status               <ul style="list-style-type: none"> <li>○ Lack of respect from peers, family, media, and society</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Emphasize purpose-driven careers and the impact teaching has on individuals and communities</li> <li>▪ Interact with PK-12 role models</li> </ul>

# The Purposes of EduCorps



- 1) To significantly increase the number and diversity of students entering CSU's teacher preparation programs, especially in high need areas such as mathematics, science, special education, and bilingual education.



- 2) To create diverse communities of practice for those who want to become teachers.



- 3) To provide ongoing, high-quality support to those who plan to become teachers.



- 4) To overcome the obstacles that prevent candidates from becoming teachers.

# Nomination Campaigns and Celebration of Teaching Events

Step 1: Professors and high school teachers nominated diverse candidates

Step 2: Campuses congratulate nominees and invite them (and other candidates) to Celebration of Teaching Events

Step 3: Conduct Celebration of Teaching events to inspire and inform

- Facilitated breakouts with PK-12 teachers
- Financial aid opportunities
- Employment opportunities

Step 4: Engage frequently with interested candidates

- Informal events
- Social media updates

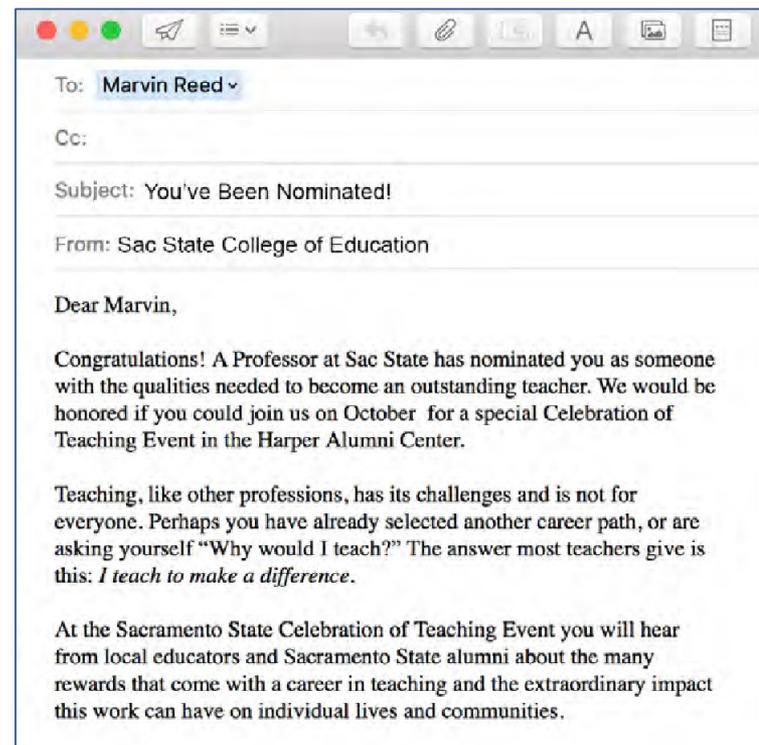
# Nomination Campaigns and Celebration of Teaching Events

## Key Findings

- Students are honored to be nominated, and they show up in great numbers to Celebration of Teaching Events
- Nomination campaigns are an effective way to recruit students of color (90% at CSUS)
- Many senior nominees apply for credential programs (50% at CSUS)



# One person's journey from nominee to teacher



# Grow Your Own Programs

## Recruiting Paraprofessionals into the Teaching Profession

- Paraprofessionals typically have extensive experience working with children
- Paraprofessionals are familiar with and often reflect the demographics of the local community and its students
- LEAs have first-hand knowledge of paraprofessionals' ability to work with children, teachers, and staff
- 56 LEAs have state grants that provide \$4000/year to assist paraprofessionals in completing their bachelor's degrees and credential programs

# Grow Your Own Programs

## Recruiting Paraprofessionals into the Teaching Profession

CSU Northridge recently conducted a recruitment event for over 100 LAUSD paraprofessionals in one of LAUSD's local districts.

Breakout sessions focused on a variety of topics, including:

- Transferring to CSUN
- How to Get Your Teaching Credential
- Be the Change You Want To See: Using Teaching as a Tool To Transform Your Community
- Special Education Programs and Pathways

# Grow Your Own Programs

## Recruiting Paraprofessionals into the Teaching Profession

San Juan Unified, near Sacramento, recently launched a paraprofessional recruitment campaign by asking all of the district's teachers and administrators to nominate paraprofessionals that would make effective teachers.

- Over 200 paraprofessionals were nominated
- Over 80 nominees attended an event in the summer to learn how they could become fully-credentialed teachers
- Many nominees were educators of color with experience in special education

# CSU Teacher Recruitment Strategies Database



Recruitment and Engagement Strategies ▶ [Home](#)

CSU EDUCORPS

**RECRUITMENT AND ENGAGEMENT STRATEGIES**

OTHER RESOURCES

160+ proven strategies for recruiting and engaging teaching candidates

## Recruitment and Engagement Strategies

Title	Populations	Category	Type of strategy	MSTI Strategy	Description of Strategy
<a href="#">Professor Nominations of Promising Teaching Candidates</a>	Undergraduate, Graduate	Recruitment	Nominations (by professors, teachers, etc.)	No	This strategy has proved to be highly effective. I recently received a congratulatory email (for being one of whom were students of color) attended the...  A Guide to planning this kind of campaign is available at (kfuernick@calstate.edu) for assistance and...  A documentary about CSUS's Celebration of...
<a href="#">Work with SCTA chapters</a>	High School, Community College, Undergraduate, Credential Student	Both	Teaching clubs (e.g., SCTA)	No	Most campuses have active SCTA (Students Teaching and Learning) meetings. We suggest that you meet with local chapters at a SCTA meeting where they...
<a href="#">Email campaigns</a>	High School, Community College, Undergraduate, Credential Student, Math, Science, Bilingual, Special Ed, Graduate	Both	Social media (e.g., email, Facebook, Twitter)	No	Email messages are an excellent way to reach candidates.  Go to the Resources page to see Sample Email Campaigns.  See attached document for details on this strategy.
<a href="#">Mine your admissions data</a>	High School, Community College, Undergraduate, Math, Science, Bilingual, Special Ed, Graduate, Other	Recruitment	Student interest documents (e.g., applications, surveys)	No	Every student who applies online for the CSU provides information about their background, major, ethnicity, gender, etc), develop...

### Database searchable by:

**Target Population:** high school, community college, undergraduate, credential student, graduate, paraprofessionals, math, science, bilingual, special education

**Type of Strategy:** nominations (by professors, teachers, etc.), early field experiences, advising and mentoring, campus info booths, teaching pathways, advertising (signs, buttons, videos, newspapers, etc), recruitment fair, celebration of teaching and other formal events, informal campus events (info and networking), professional conferences, student interest documents (e.g., applications, surveys), financial assistance (for tests, tuition, etc), financial aid information, test preparation, social media (e.g., email, Facebook, Twitter), class presentations, promoting the teaching profession, teaching clubs (e.g., SCTA)

<https://csyou.calstate.edu/groups/CSUEduCorps/recruit/SitePages/Home.aspx>

(CSU email and password required)

# CSU Teacher Recruitment Strategies Database

## Examples

### Type(s) of Strategy: Advising

Description: San Diego State University offers group advising sessions for people interested in teacher credential programs in untraditional formats. For example, we recognized the need for some people employed full-time that were unable to attend sessions during business hours on weekdays, therefore we now offer sessions in the evening (7pm) or on Saturdays (11am).

<https://csyou.calstate.edu/groups/CSUEduCorps/recruit/SitePages/Home.aspx>

(CSU email and password required)



# For more information...

Contact:

Ken Futernick, Director of EduCorps

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[www.calstate.edu/educorps](http://www.calstate.edu/educorps)

Send name and email to receive EduCorps updates and announcements about recruitment workshops and webinars

# Innovative Programs in Recruitment of Teachers of Color

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California State University, Fullerton

# Innovative Programs in Recruitment of Teachers of Color

## California State University, Fullerton



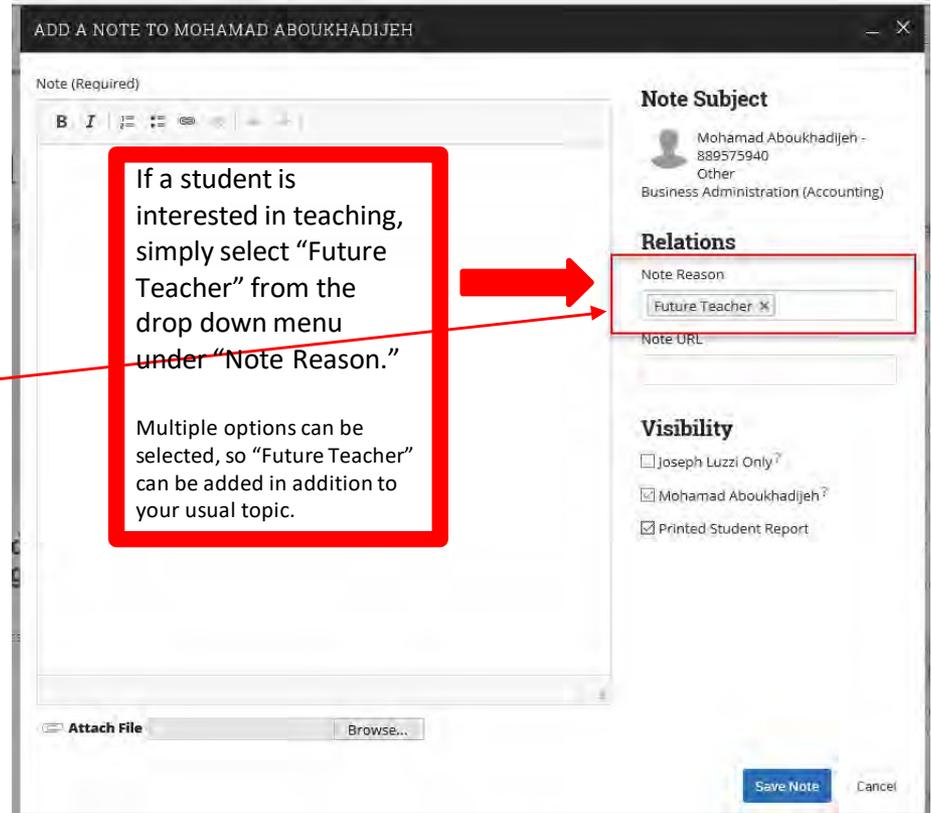
### Diversifying the Teaching Force

- Intentional Campus Recruitment
- Grow your Own
- Lessons Learned

# Intentional Campus Recruitment

## Center for Careers in Teaching

- Undergraduate advising center focused on careers in education
- Advised over 900 per year
- 3 full time staff advisors
- 2 student assistants
- The “Button”
- Freshman and Transfer Student Orientations
- Cultural Centers
- Students advised through our pathways graduate a ½ year earlier than the average students on campus (GI 2025)



ADD A NOTE TO MOHAMAD ABOUKHADJIJEH

Note (Required)

**Note Subject**

Mohamad Aboukhadijeh -  
889575940  
Other  
Business Administration (Accounting)

**Relations**

Note Reason  
Future Teacher X

Note URL

**Visibility**

Joseph Luzzi Only?

Mohamad Aboukhadijeh?

Printed Student Report

Attach File Browse...

Save Note Cancel

If a student is interested in teaching, simply select “Future Teacher” from the drop down menu under “Note Reason.”

Multiple options can be selected, so “Future Teacher” can be added in addition to your usual topic.

## Titan M.E.N. (Male Educators Network)

- Recruitment of African American and Latino Men
- Includes use of a laptop, advisement, exam and application waivers, mentors and workshops on teaching and student success
- Monthly meetings
- 12 in first cohort and 30 in second cohort
- 83% still on track to be teachers



## Titan Future Teachers

- Pre-education pathway
- Focuses on the recruitment of underrepresented students
- Meetings/programs 3 times a month
- 400 students in the pathway
  - 60% Latino
  - 8% Asian
  - 23% White
  - 8% Others



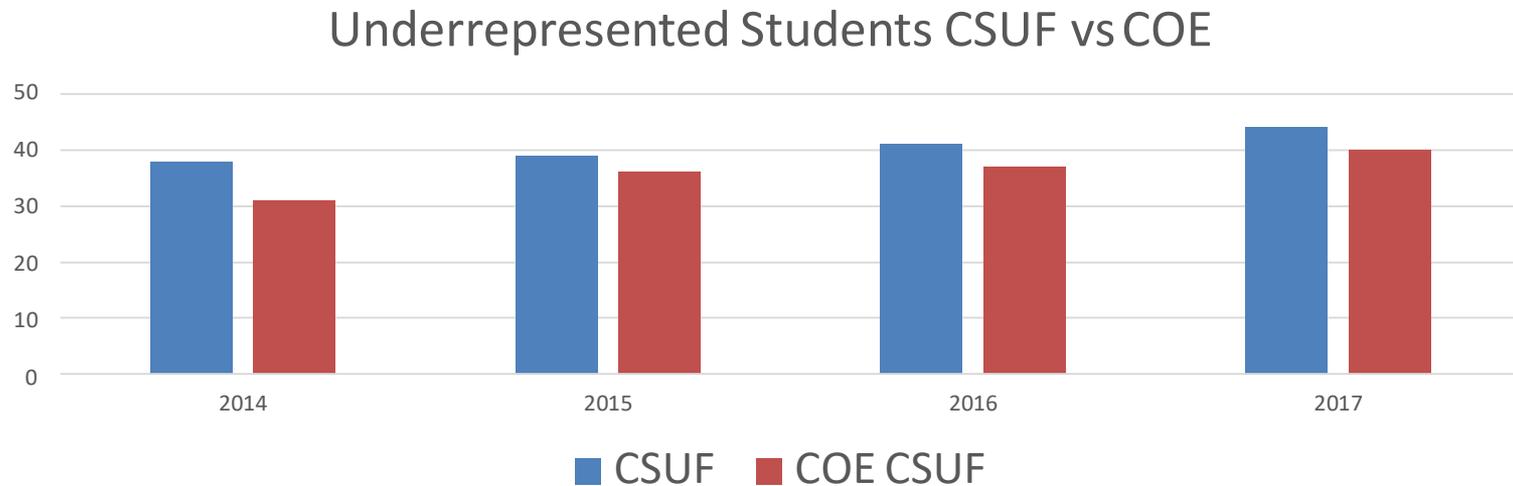
## Grow your Own

- **High School Pipeline**
  - Anaheim Union Partnership
- **Community Pipeline Program**
  - R-TEC (Regional Teacher Education Committee)
  - TEPAC (Teacher, Education Partners and Collaborators)



## Impact on CSUF Credential Programs

Underrepresented students increased from 31% in 2014 to 39% in 2017



## Lessons Learned

- Direct Recruitment (the button, cultural centers, classes)
- Building community matters
- Faculty and Staff Buy-in
- Branding matters (shirts, lanyards)
- Consistency...must have regular events/meetings to keep it going

# Future Minority Male Teachers of California Project

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California State University, Northridge



# What is the F2MTC Project?

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Dedicated to the recruitment of men of color as elementary teachers, support of all men in their preparation as elementary teachers, and providing the needed support and mentoring to retain men, and particularly men of color, as teachers of young children.

**CSUN**



## The Future Minority Male Teachers of California (F2MTC)

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Based upon a more comprehensive assortment of empirical studies, California State University, Northridge and its partners have been funded by the Kellogg Foundation to implement the Future Minority Male Teachers of California Project.



### Project Goal:

The goal of the project is to improve the pipeline for male teachers of color throughout the California State University system so that elementary age students of color will have increased numbers of males of color serving as teachers, mentors and role models, thereby helping to close the persistent achievement gap between white students and students of color.

**CSUN**



## F2MTC Project Partners

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MenTeach

The Success Center for California Community Colleges

EdInsights

Six CSU's:

- Years 1 & 2 - CSUN, CSULA, CSUDH
- Year 3 - CSU San Diego, CSU San Jose and CSU East Bay

**CSUN**



# Wraparound Services

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## Recruitment

- **Program Brochures and Websites**
- **Social Media** (Facebook, Instagram, Twitter)
- **Community & University Connections**
  - Troops to Teachers – Veterans Program
  - EOP/Trio Student Support Services Program (SSSP)
    - Upward Bound, Talent Search, Student Support
  - Breakthrough Collaborative
  - National Compadres Network

## Retention

- Follow a student's university experience and look for and address challenges that may impact retention.



# Dimensions of Program Implementation

Men Teachers: Inviting and Welcoming Them to Our University



The Future Minority Male Teachers of California Project in collaboration with the W.K. Kellogg Foundation and MenTeach present: "Men Teachers: Inviting & Welcoming Them to Our University".

National scholars Dr. Lemuel Watson and Bryan G. Nelson provide faculty and staff with hands-on strategies for the recruitment, retention, and support of male minority teachers.



PD for faculty and staff

ED Diversity Club



Male Teachers Needed Today!!



Did you know teaching is one of the oldest and most powerful careers in the world?

Did you know you can help transform the world by using teaching to have a positive impact on your community?

The F2MTC Program currently has 14 scholarships for up to \$5000.00 for male students interested in becoming teachers.

Contact us today to find our more information about the benefits of becoming a teacher, college enrollment, mentorship and other supports.

Contact:  
 Director: sharrriya.collier@csun.edu  
 Director: david.kretschmer@csun.edu  
 Phone: 215-668-1570

Scholarships Sponsored by: LASIF, California Community Foundation



Scholarships for future teachers

Summer MENtor Bridge Program



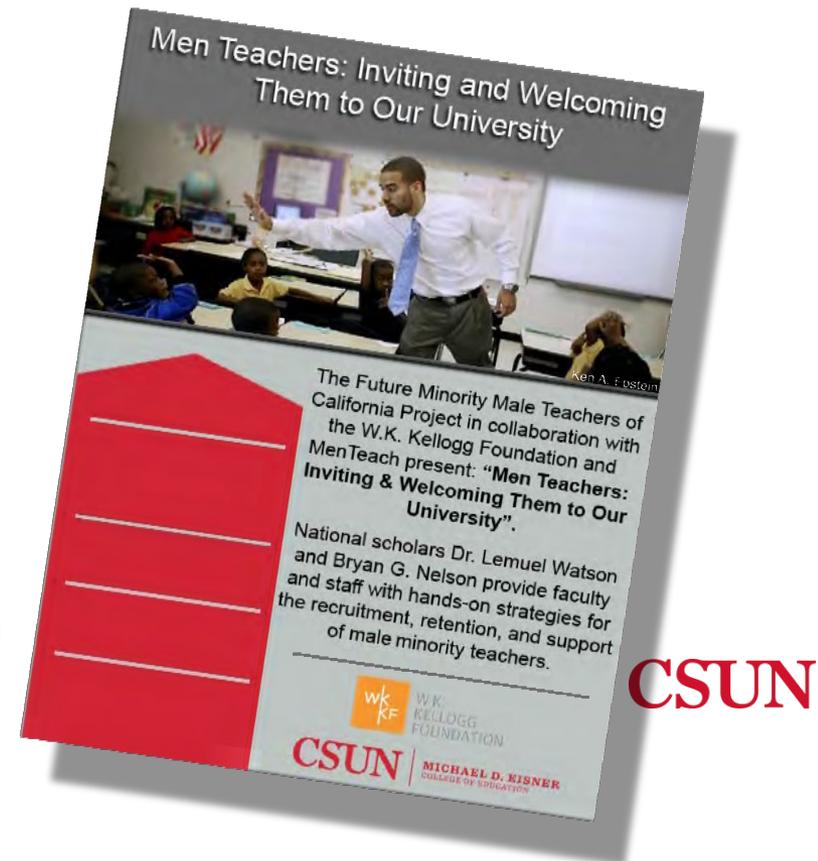


## Professional Development for Faculty and Staff

Project partners, Bryan Nelson & Dr. Lemuel Watson provided two all-day Professional Development sessions:

1. *Recruitment of Men as Future Teachers*
2. *Retention of Men in Teacher Preparation Programs*

Bryan and Lemuel will continue to offer professional development sessions to CSULA and CSUDH in Fall 2018 and branch out to San Diego State, East Bay, and San Jose State in year three of the grant (November 1 2018-October 31 2019).



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## Supporting Male Candidates through the ED Diversity Club

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Instituted to support all men currently enrolled in a Multiple Subject Program pathway

Monthly gatherings to discuss a range of topics related to teaching at the elementary level, and specifically men teaching at the elementary level:

- What it means to be a teacher of young children
- Challenges of our males candidates as they negotiate a predominately female domain both in university coursework and fieldwork and student teaching
- Teaching activities that candidates can immediately apply in their classrooms
- Discussions about how their teacher preparation program can better meet the needs of male teacher candidates

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## Supporting Male Candidates through the ED Diversity Club

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- Offers a safe space for future teachers to talk about sensitive topics related to teaching and to participate in fun activities that will engage the youngest learners
- Best NOT to refer to this as a support group meeting – men do not willingly do support groups
- Provide light refreshments in a relaxed atmosphere



# Summer MENtor Bridge Program

We recruited young men from CSUN's undergraduate ITEP Program and local high school Teacher Academies to join us for a week of presentations, discussion, reflection, activities, and visits to the Children's Summer Enrichment Program on the CSUN campus. Daily topics included:

1. Teaching as a Tool to Transform My Community
2. Social Justice and Hip Hop as Teaching Tools
3. Using Digital Media and STE(A)M as Future Teachers
4. College Strategies that Lead to Success
5. Teaching to Transform the World One Mind at a Time



**CSUN**



# Summer Bridge Program Evaluation

## Participant Responses

Item	<i>N</i>	Pre Mean	Post Mean	Pre SD	<i>t</i>	sig. ( <i>p</i> )	Cohen's <i>d</i>
I feel confident in my understanding of the importance of male minority teachers in transforming the community.	10	4.20	4.80	0.789	3.67	.005	0.76
I feel confident in my understanding of how to use social justice as a teaching tool.	10	3.00	4.50	0.816	9.00	.000	1.84
I feel confident in my understanding of how to use hip hop as a teaching tool.	10	2.80	4.10	1.135	3.88	.004	1.15
I feel confident in my knowledge of how to write a lesson plan.	10	2.50	4.00	0.972	3.74	.005	1.54
I feel confident in my understanding of how to use digital media for STEM education and lesson planning.	10	2.90	4.50	1.101	4.71	.001	1.45
I feel confident in my ability to implement strategies for college success.	10	2.90	4.30	0.876	6.33	.000	1.60
I feel confident in my knowledge of lifelong vocabulary skills.	10	3.10	4.30	0.994	4.13	.003	1.21
I feel confident in my understanding of how multicultural education is used as a teaching tool.	10	3.00	4.60	0.943	5.24	.001	1.70

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# Scholarships for Future Elementary Teachers

Scholarships provide an incentive for men to come to the CSU for their preparation as elementary teachers.

Recruit from undergraduate blended credential programs and Liberal Studies Pre-credential Option students.

*Male Teachers Needed Today!!*

**F2MTC** 2018  
FUTURE MALE ELEMENTARY TEACHERS OF CALIFORNIA SUMMER BRIDGE PROGRAM

*Did you know teaching is one of the oldest and most powerful careers in the world?*

*Did you know you can help transform the world by using teaching to have a positive impact on your community?*

*The F2MTC Program currently has 14 scholarships for up to \$5000.00 for male students interested in becoming teachers.*

*Contact us today to find out more information about the benefits of becoming a teacher, college enrollment, mentorship and other supports.*

**Contact:**  
Director: [shartriya.collier@csun.edu](mailto:shartriya.collier@csun.edu)  
Director: [david.kretschmer@csun.edu](mailto:david.kretschmer@csun.edu)  
Phone: 215-668-1570



Scholarships Sponsored by: LASIF,  
California Community Foundation





## Next Steps – Moving Forward

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1. Utilizing knowledge and skills gained through the grant, continue efforts to recruit men of color as future elementary teachers.
2. Continue to hold regular meetings of ED Diversity Club and increase participation of credential candidates; explore avenues to formally establish ED Diversity club on the CSUN campus.
3. Increase the pool of male Mentor Teachers who can host our male teacher candidates for at least one semester of student teaching.



## Next Steps – Moving Forward

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4. Continue to seek funding opportunities to continue professional development in the area of supporting male teacher candidates.
5. Roll-out F2MTC project to additional campuses in year 3.
6. Continue to connect with other agencies on campus in promoting program goals (veterans, TRIO).
7. With the support of FedCo grant funding, develop systems of support to increase retention rates of program graduates once they are in the field.

# Grow Your Own and Additional Recruitment Approaches

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# Teacher Education

GROW YOUR OWN  
RECRUITMENT  
APPROACHES



# GROW YOUR OWN - Recruitment Approaches

- **Comprehensive Teacher Outreach Program - Teacher Recruitment and Retention**  
Teacher Outreach Ambassadors
- **Support Services - Teacher Recruitment and Retention Program (TRRP)**
  - financial aid advising
  - examination preparation support
  - paid early clinical experiences for future teachers in K-12 classrooms, academies and afterschool programs
  - advising on teacher preparation pathway options, credential program prerequisite requirements, application process, exam prep and financial aid.
  - professional and career development
- **Stan State; A Hispanic Serving Institution**
  - Dual Language Conference
  - Developing online BILLA Courses
  - MSCP and SSCP w/Bilingual Authorization option



# GROW YOUR OWN- Recruitment Approaches

- **District Grants –Scholarship Support for District Personnel to Earn Credential w/Bilingual Authorization**
- **Grow Your Own Teachers Roadshow – Supporting District Recruitment in Rural Communities**
- **TRRP Support for Student California Teachers Association (SCTA)**



# GROW YOUR OWN - Recruitment Approaches

## **Conferences, Workshops and Professional Development**

TRRP/MSTI hosts professional development activities designed to motivate and support pre-service and teachers.

- Dual Language Conference
- Student to Teacher Conference
- Educational Technology Conference
- Math Teacher Meet and Greet
- Financial Literacy For Future Teachers
- Yearbook 101 Series

## **Community College Counselors– Discussions, Conversations, Collaboratives**

- Liberal Studies community college counselor ad-hoc annual meeting
- Teacher Pathway Partnership – Led by COEKSW Dean, partnership includes community colleges, local high schools, community organizations and Stan State Teacher Professionals
- Meetings with counselors at feeder community colleges - Department Chairs, TRRP Director



# GROW YOUR OWN - Recruitment Approaches

- **Collaboration**

TRRP/MSTI collaborates with programs, organizations and departments that build upon and enhance resources in support of diverse teacher candidates. These relationships include school districts, Community Colleges, **Migrant Education Programs, Mini-Corps, Dual Language Consortium**, County Offices of Education, University Outreach Services, Student Leadership Programs, Career Services, Great Valley Writing Project, Future Teacher Programs (HS), Student Support Services, STEM Vista, Financial Aid and the Student California Teachers Association(SCTA).

- **Support for RICA**

Stan State has partnered with a local school district to provide RICA preparation courses for struggling MSCP candidates. Facilitated by a K-6 Reading Specialist, participants are provided study materials and access to Teachers Test Prep on-line RICA support. CEU's available.



# Who Are We?

The Stanislaus State Teacher Recruitment and Retention Program (TRRP) and Math and Science Teacher Initiative (MSTI) seek to increase the diversity pool and number of students enrolling in undergraduate and post-baccalaureate teacher preparation programs.

TRRP offers a variety of support services, including guiding future teachers toward a seamless and successful transition into the appropriate teacher preparation program.

# Why Do We Love TRRP?

Get to know some of our current and former ambassadors!



"TRRP inspired and supported my dreams of being a teacher when I was in high school, and I love getting to do the same for others. It is such an important program!"  
-Miroslava Torres, Future Teacher



"It is important to support our teachers! They serve such an important role in our society, and TRRP exists to support them in their endeavors."  
-Jonathan Bastien, Future Teacher



"TRRP has greatly impacted my rapport with students and helped me build effective academic relationships with them, particularly with at-risk and resource students."  
-Leng Chang, Math Teacher



### Contact Us:

✉ StanTeach@csustan.edu

☎ (209) 667-3589  
(209) 667-3559

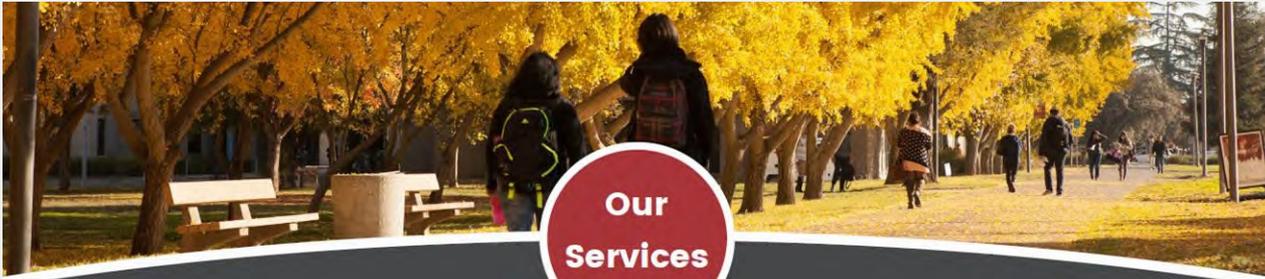
🌐 [www.csustan.edu/trrp](http://www.csustan.edu/trrp)

🏠 Teacher Recruitment and Retention Program  
DBH 305-308  
One University Circle,  
Turlock, CA 95382

## Teacher Recruitment and Retention



CALIFORNIA STATE UNIVERSITY  
**Stanislaus**



**Our Services**

### Teacher Outreach



**Information Tables** – We attend career fairs and similar events to provide information on Stan State teacher pathways and support services.



**Presentations** – We conduct information sessions and classroom presentations about the importance of a college education and Stan State's teacher preparation programs.



**Campus Visits** – We host student groups on the Turlock campus. Students tour the campus, participate in confidence building activities, and attend presentations on Teacher Education and the importance of higher education.

### Program Advising

#### Undergraduate Teacher Preparation Pathways

- Elementary Teacher Preparation (K-6)  
Liberal Studies (Turlock & Stockton)
- Secondary Teacher Preparation (7-12)  
Subject Matter Preparation Programs

#### Post-Graduate Teacher Credential Programs

- Multiple Subject (K-6) (Turlock & Stockton)
- Single Subject (7-12)
- Education Specialist (Special Ed. K-12)
- Special Ed./Multiple Subject Concurrent
- Bilingual Authorization (BCLAD)

### Future Teacher Support

- ✓ Early Field Experience Opportunities
- ✓ Advising on Teacher Preparation Pathways
- ✓ CBEST and CSET Preparation Resources
- ✓ Financial Aid Advising
- ✓ Professional and Career Development Training
- ✓ CSET Reimbursement for Foundation Level Math and Science



# GROW YOUR OWN - Dual Language Consortium

- Created a partnership between (IHE) CSU Stanislaus Teacher Education, Central Valley Dual Language Consortium, and (LEA) Patterson School District
- Focuses on building bilingual teacher education pipeline
  - provide summer institute for both school administrators and teachers
  - teacher professional development – focus on asset oriented frameworks, and culturally sustaining pedagogies
  - recruit bilingual teachers to obtain added authorization, and paraprofessionals to enroll in bilingual teacher education courses that focus on updated bilingual education and asset oriented pedagogy



# GROW YOUR OWN - RICA and CalTPA Support Structures

- RICA support
  - Candidate workshops
- TPA
  - Faculty and student teaching supervisor workshops
    - Asset-oriented approaches towards teaching
    - Critical examination of students who have experienced trauma due to racism, discrimination, etc.
    - Intersectionality - Social Identities
  - Online candidate workshops
    - Unpacking each CalTPA cycle

## Webinar Recap

Ernest Black  
Director, CalStateTEACH  
California State University  
[eblack@calstate.edu](mailto:eblack@calstate.edu)

# Closing Remarks

- Reflection
  - Think about the numbers of male teachers of color that you had during K-12
  - Think about how the effect a male teacher of color has on all students
- Summary of strategies of recruitment of men of color
- My anecdotal story
  - As a student
  - As a teacher

[www.calstate.edu](http://www.calstate.edu)



Find webinar resources at [www.calstate.edu/teachered](http://www.calstate.edu/teachered) (Resources)

**Thank You!**