

## TeachNY - Summary of Leadership Task Force Discussions

### Recruitment, Selection, and Cultural Competence

	Challenges	Best Practices	New York State Policy Implications	SUNY Policy Implications	
				SUNY "New" Vision for Teacher Education	Proposed TeachNY SUNY Policy
<b>Recruitment/Cultural Competence</b>	<ul style="list-style-type: none"> <li>When and how to sustain engagement with potential candidates</li> <li>Late deciders vs. early deciders - need different engagement</li> <li>Matching supply of well-qualified teachers with high-demand areas, including STEM and bilingual education.</li> <li>Need to leverage existing programs</li> <li>Enrollment of students of color is down.</li> <li>Public perception of the profession</li> <li>Climate of testing and teacher evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Provide clinical experiences for prospective teachers.</li> <li>Develop partnerships with community colleges and high schools.</li> <li>Appeal to the desire of young people to make a difference in their communities by emphasizing the impact of teachers on student lives.</li> <li>Targeted marketing strategies for both young and older prospects</li> <li>Make subject matter experts aware of the salary of teachers.</li> <li>Grow the pool of candidates in the sciences rather than create competition</li> <li>Use data and social marketing to reach young people in the way they communicate.</li> <li>Specific recruitment strategies</li> <li>Convey high standards for entry.</li> <li>Current teachers as promoters</li> <li>Use social media and other means of reaching new audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Develop policies that would foster clinical experiences.</li> <li>Ensure that unqualified teachers are not allowed in classrooms, even on a temporary basis.</li> <li>Greater transparency of the starting salary variations among districts</li> <li>Ensure that testing is not a financial burden to prospective teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Partnerships between four and two-year colleges to enable seamless transfer in teacher preparation programs.</li> <li>Alternative certification programs to recruit career-changers and working adults.</li> <li>Incentives for teaching in high-need areas such as STEM and languages</li> <li>School partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Extend articulation between four-year and community colleges through Joint Admissions agreements for certification areas.</li> <li>Develop partnerships with area middle and high schools to better prepare students for teaching careers.</li> <li>Strengthen advisement for late deciders.</li> <li>Design curricula in specific areas that would guarantee speedy route to Masters degrees in areas of high need. These should have a large degree of flexibility built into them to keep current with the markets.</li> <li>Work with organizations that have specialized in developing recruitment strategies with local and professional communities.</li> <li>Strengthen pipeline efforts (pre-college and on campus) by advisement and academic supports before students apply to the education programs.</li> <li>Include preparation for testing as part of teacher ed curriculum.</li> </ul>
<b>Selection/Cultural Competence</b>	<ul style="list-style-type: none"> <li>High admission standards are critical to attracting the best teacher candidates.</li> <li>Need support system for increased standards</li> <li>Ensuring diversity of candidate pool is increased</li> <li>Broaden selection criteria</li> <li>Identifying individuals with the demonstrated capacity to develop cultural competence</li> </ul>	<ul style="list-style-type: none"> <li>Find candidates that understand that motivating students is part of the job.</li> <li>Look at measures in addition to GPA, such as instrumentation, simulation, interviews, GRE.</li> <li>Work effectively with specific groups, such as those in opportunity programs, to engage qualified students early in their academic careers.</li> <li>Address the practical needs of candidates.</li> </ul>	<ul style="list-style-type: none"> <li>Create programs that would create scholarship funding (as with STEM) and staged loan forgiveness for those who teach in underserved areas, much like the NDEA program on the federal level in the 1960's.</li> </ul>	<ul style="list-style-type: none"> <li>Thorough grounding in the appropriate discipline</li> <li>Prepare SUNY graduates to work in high-need areas.</li> <li>Prepare SUNY graduates to work in urban settings.</li> </ul>	<ul style="list-style-type: none"> <li>Develop selection assessments that include factors beyond overall GPA, such as simulations and interviews.</li> <li>Weigh measures other than GPA, successful job experiences in challenging settings, such as low-performing schools, effective tutoring experience, overseas education, and language proficiency.</li> </ul>