



R.A.C.C.E.

Challenging systems of oppression by advocating for culturally competent educational practices.

Presented by
Dr. Arlene Arias
Chantae Campbell
Robert M. Goodrich

5/31/16

**CHRO's Public Fact Finding Hearing Regarding the
Waterbury Board of Education's Minority Hiring Practices**

RADICAL ADVOCATES FOR CROSS-CULTURAL EDUCATION

OUR MISSION IS TO CHALLENGE SYSTEMS OF OPPRESSION BY ADVOCATING FOR CULTURALLY
COMPETENT EDUCATIONAL PRACTICES.

CHRO's Public Fact Finding Hearing Regarding the Waterbury Board of Education's Minority Hiring Practices

5/31/2016

**Testimony by Dr. Arlene Arias, LCSW, Ed.D.
Co-founder R.A.C.C.E.**

Good evening My name is Dr. Arlene Arias. I am a co-founder of RACCE (Radical Advocates for Cross Cultural Education). The mission of our advocacy group is to challenge systems of oppression and advocate for culturally competent educational policies and practices. Part of our strategic plan in achieving our mission has been to advocate at the state and municipal levels for more diversity among teaching professionals in our district. I was appointed and served on the minority teacher recruitment state task force earlier this year. Our task force recommendations were key in the development of SB 379, which was passed as Public Act. No. 16-41 during this last legislative session.

RACCE believes that being proactive with minority teacher recruitment and retention is a vital, especially in a district where the student body is 78% non-white and is served by a professional staff that is 88% white. Waterbury, like other urban districts, has struggling schools with children who are affected by social issues including poverty, mass incarceration, and language barriers. However, this gap in minority teachers is one of the largest in the state and contributes to a quickly growing disparate disciplinary rate for Black and Hispanic students.

The racial disparity among teachers also makes closing the achievement gap nearly impossible. Although Waterbury has partnered with regional educational non-profits to recruit minority teachers, little has been accomplished. Over the last seven years, Waterbury has hired 1059 white teachers, and in the same time frame 89 Black or Hispanic teachers were hired. It is imperative that the district formulates policies and implement programs that result in greater hiring and retention rates of non-white school professionals.

The disparities between white and non-white teachers has a negative impact on this district, which is concerning and multi-tiered. First, the district's current hiring practices aren't effective and have resulted in huge disparities that benefit white teaching professionals. This has been a longstanding trend in the Waterbury school district.

Second, the lack of minority teaching staff in our schools isolates the current minority teachers who already have voiced their concerns about their status. Isolation, alienation, and limited professional advancement are associated with teacher dissatisfaction according to Torres et al.(2004; and have been echoed in the complaints by teachers of color in this district, as identified in a minority teacher retention survey conducted by the Waterbury Public Schools.

Third, and most important is the impact this disparity has on students. Research suggests that there are academic benefits when students and teachers share the same race/ethnicity because such teachers can serve as role models, mentors, advocates, or cultural translators (Adair, 1984; Graham, 1987; King, 1993; Ladson-Billings, 1992; Pitts, 2007; Stewart, Meier, & England, 1989). Black students are referred to gifted programs, particularly in reading, at significantly lower rates when taught by non-Black teachers according to Grissom & Redding (2015). There is a plethora of research that suggests that minority teachers are directly and indirectly positioned to impact student achievement.

In our advocacy efforts to increase minority teacher recruitment and retention, RACCE has made several recommendations to the district, (including the school board) which would improve current practices and prioritize minority teacher hiring and retention. Our recommendations included:

- Request that cultural competency training be provided in the district that is centered in Critical Race Theory.
- Prioritization of minority teacher recruitment in negotiations between the WTA and city of Waterbury
- Support for a proposed change to the hiring process that would require those responsible for choosing a candidate to receive an offer of employment would have to offer a valid reason why a minority candidate was not chosen, if there was a minority candidate interviewed. And implementation of Rooney Rules, which are being used by the legal profession, as well as the NFL to diversify candidate pools
- Creation and funding of a minority teacher recruitment center

We hope that the commission would further consider exploring these recommendations, as appropriate, as part of this investigative process.

The Waterbury Public Schools as a whole needs to be held accountable for fair hiring practices. The district has limited itself in its efforts to increase minority teacher recruitment and retention as a result of ineffective legal (civil service) and human resource practices (such as recruitment not being connected to hiring), which limits any efforts to increase and retain minority teachers. So far the district has been unwilling to change its policies in a direct manner that reflects the severity of this educational dilemma.

Furthermore, the Waterbury Public Schools must believe minority teacher recruitment and retention is a priority before it can become willing to make the necessary changes and investments that are required to affect positive changes. It's clear that the current policies and procedures are not working. Policy changes that are needed must be purposeful as to affirm the district's commitment as an institution to being a leader in the area of urban education. We hope that our testimony provides facts, context, and background necessary for your investigation.

Respectfully,

Dr. Arlene Arias, LCSW, Ed.D.
Co-founder R.A.C.C.E.
5/31/2016

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**Testimony by Robert M. Goodrich
Co-founder R.A.C.C.E.**

Good evening commissioners and thank you for providing our community the opportunity to testify on this educational dilemma. My name is Robert Goodrich and I am a co-founder of Radical Advocates for Cross-Cultural Education, R.A.C.C.E. I have been a Waterbury Public Schools employee since November of 2013.

I have experienced first hand the lack of diversity that exists within the Waterbury Public Schools' professional staff. It's very white. I have first hand experience with both white and non-white school professionals in the classrooms and the school campuses.

According to the *Connecticut Code of Professional Responsibility for School Administrators* and the *Connecticut Code of Professional Responsibility for Teachers*, both administrators and teachers have a *Responsibility to the Student, the Profession and Staff, and to the Community*. The hiring and retention of culturally competent educators is a responsibility that we all share in but is a responsibility to be shouldered by administrators and teachers alike. The blame game and excuses should stop. Its time for our school professionals to be held accountable for their professional practices in and outside of the classroom by the standards codified by law. If this commission finds the Waterbury Public Schools hiring and retention practices of non-white professional educators to be discriminatory, then it should also be considered that violations of the Connecticut Codes of Professional Responsibility for Administrators and Teachers have also occurred.

Our goal tonight is to provide a road map for the commission to continue its inquiry. We have submitted written testimony that pinpoints the type of schools that have failed to diversify their respective staffs, failed to increase the number of Black and Hispanic educators, and those types of schools that have allowed their respective staffs to experience a decrease in diversity.

The individual schools that have had zero non-white educators, and those that have maintained less than two Black or Hispanic educators are also easily noticeable. This is a good place to start. However those schools that have experienced net losses of Black and Hispanic educators is where your inquiry should start. We are prepared to speak with the commission at a later date to discuss our findings.

On some of these campuses that have zero or very few Black or Hispanic educators on staff you can easily see disparities in discipline when comparing white students and their Black and Hispanic counterparts. Students often experience greater levels of racialized isolation and lower performance rates in these schools. Finally, Waterbury Public Schools has a glaring arrest disparity for non-white students. This is included in our written testimony as well.

Here in Waterbury the hiring practices of educators is often referred to as being tainted by nepotism and cronyism. This may be true. However when a system run by white professionals, who control the hiring process, and systematically these professionals reject or refuse to hire and promote Black and Hispanic educators; then it must be called hiring discrimination. The multitude of ways in which invisible or covert forms of power are used to dominate non-white subgroups are numerous and uncountable in most cases. This is not one of them. Remember we count what we value.

Respectfully,

Robert M. Goodrich
Co-founder R.A.C.C.E.
5/31/2016

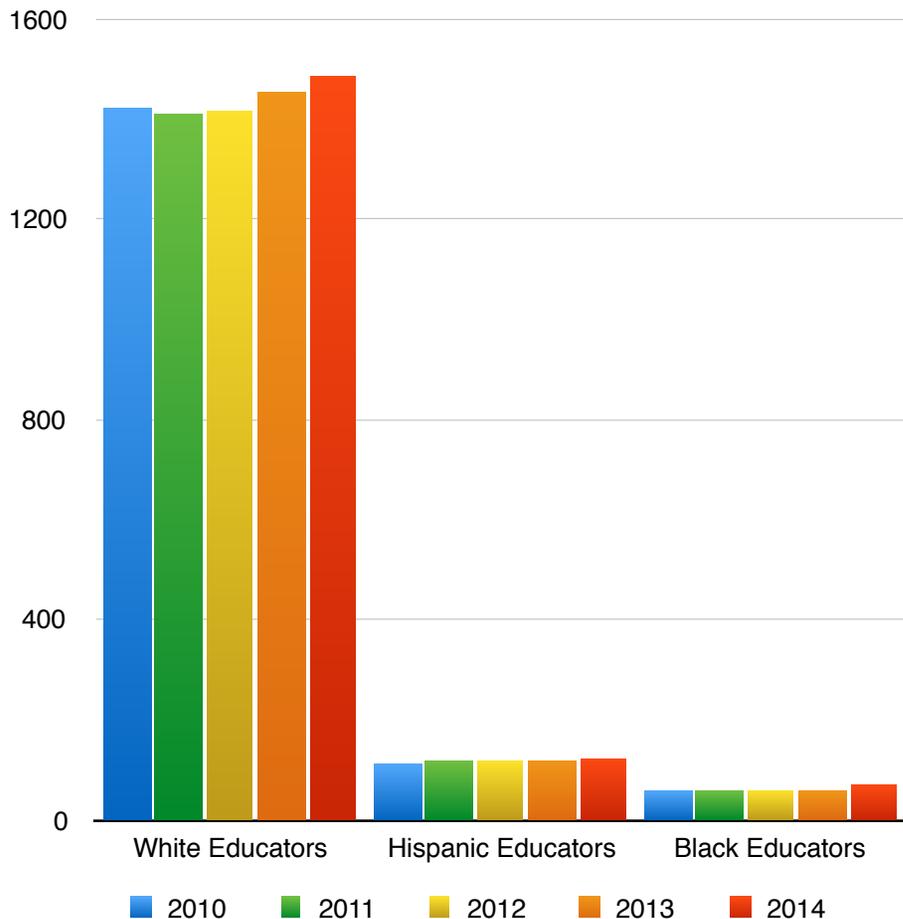
Waterbury Public Schools Educator Staffing Trends

Accessed via <http://edsight.ct.gov/SASPortal/main.do>

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Waterbury Public Schools Educator Staffing Trends

	2010	2011	2012	2013	2014	NET
White	1418	1411	1417	1450	1482	+64
Hispanic	115	116	117	119	122	+7
Black	58	61	62	60	68	+10

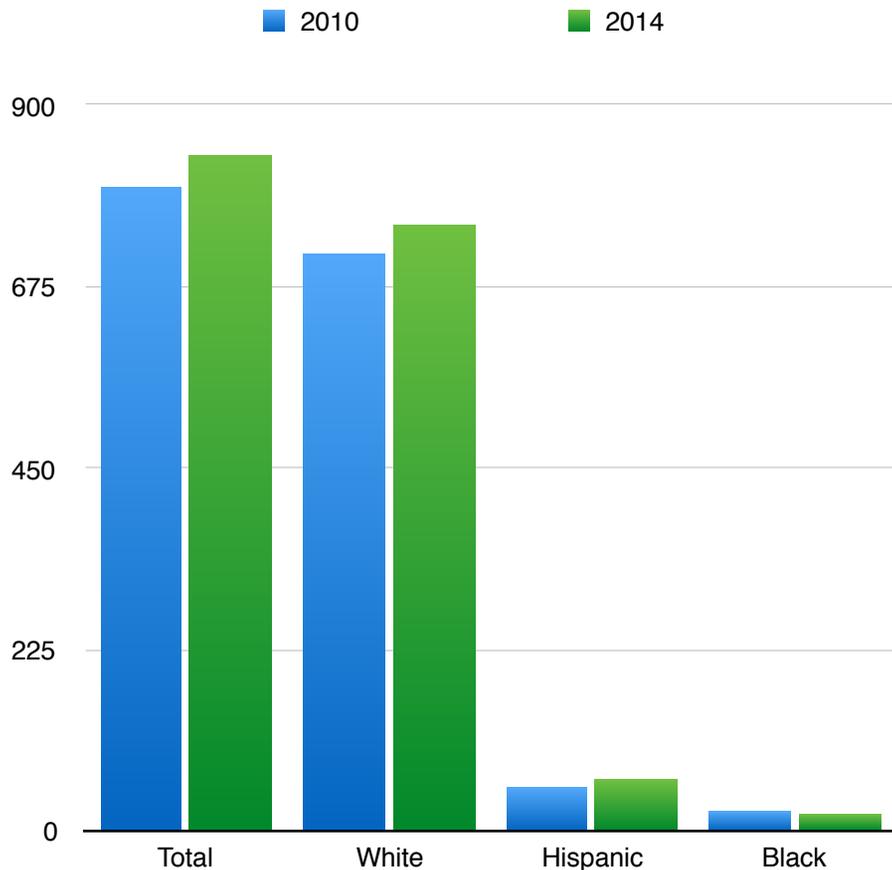
Waterbury Public Schools Educator Staffing Trend: K-8 and Elementary Schools' Five Year Trend

Accessed via <http://edsight.ct.gov/SASPortal/main.do>

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	2010	2014	Net
Total	797	839	+42
White	715	753	+38
Hispanic	56	65	+9
Black	26	21	-5

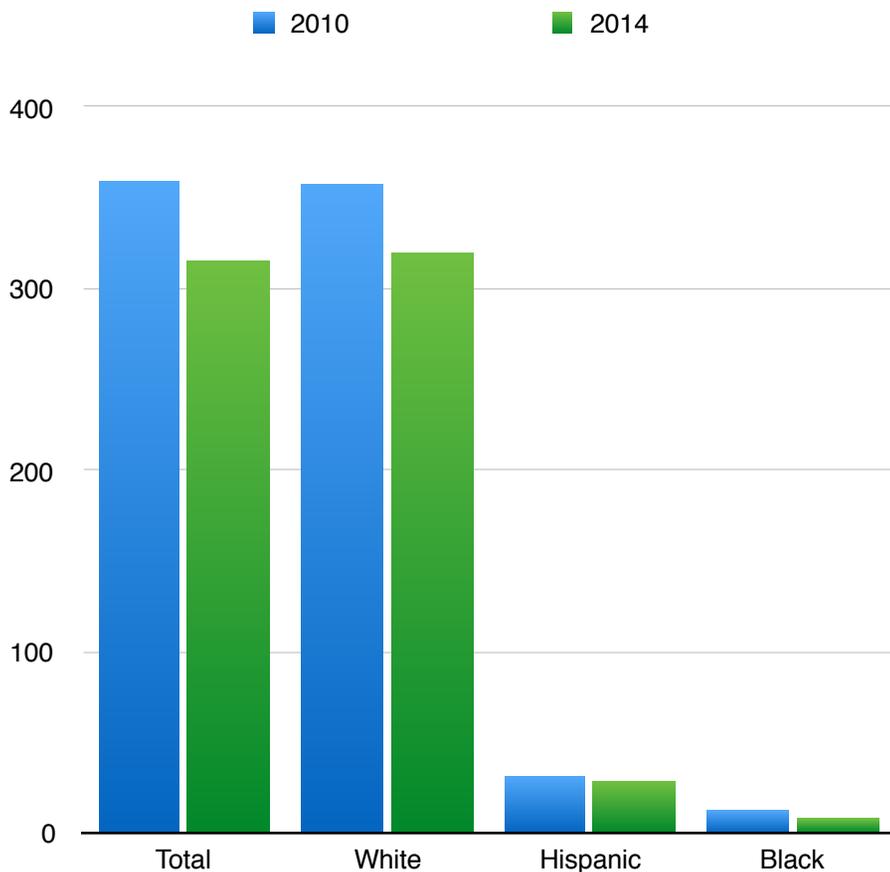
Waterbury Public Schools Educator Staffing Trend: Middle Schools' Trend

Accessed via <http://edsight.ct.gov/SASPortal/main.do>

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	2010	2014	Net
Total	359	357	-2
White	315	320	+5
Hispanic	32	29	-3
Black	12	8	-4

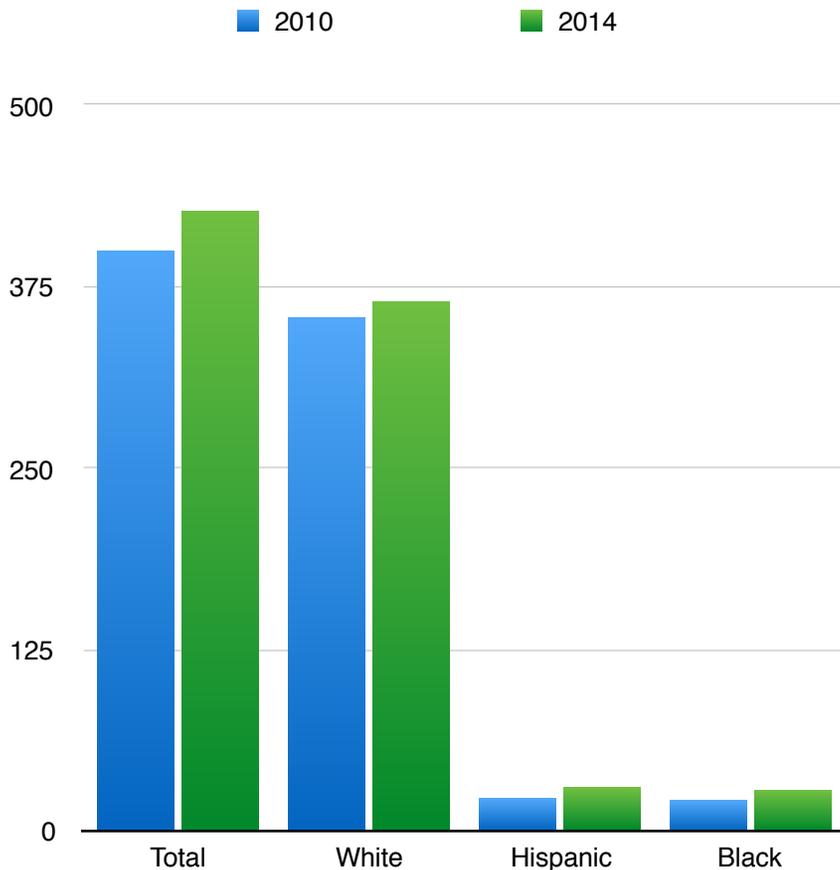
Waterbury Public Schools Educator Staffing Trend: High Schools' Five Year Trend

Accessed via <http://edsight.ct.gov/SASPortal/main.do>

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	2010	2014	Net
Total	399	427	+27
White	354	367	+13
Hispanic	23	30	+7
Black	22	29	+7

Waterbury Public Schools Educator Staffing Trend: Preschool SPED and Alternative Schools' Five Year Trend

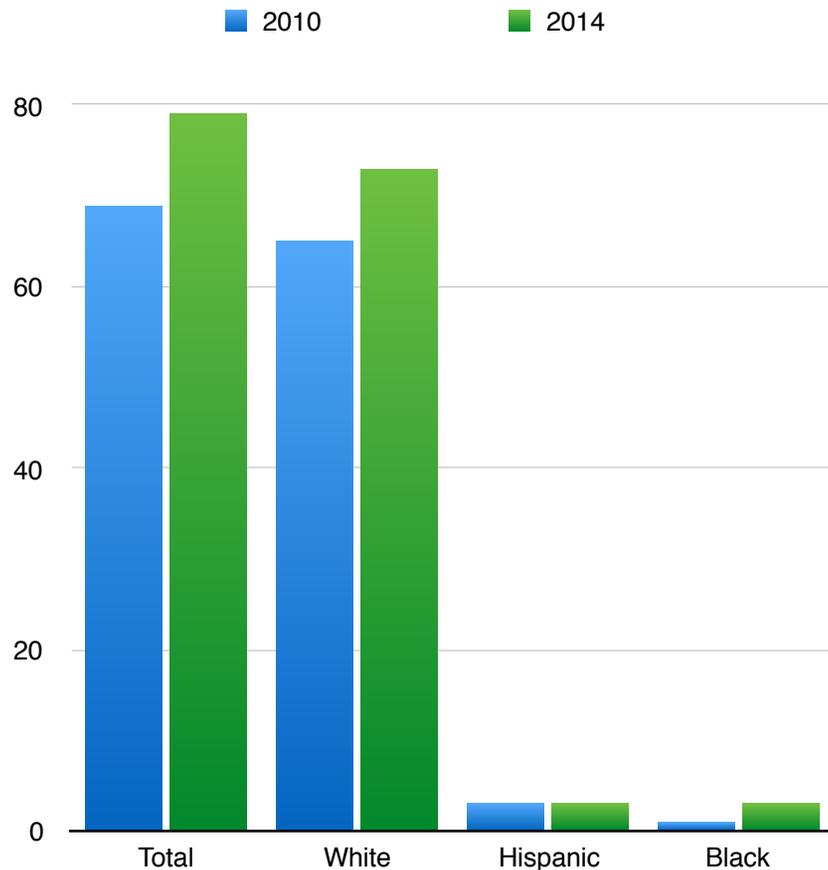
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	2010	2014	Net
Total	69	79	+10
White	65	73	+8
Hispanic	3	3	0
Black	1	3	+2

Waterbury Public Schools Educator Staffing Trend: Black Educator Staffing by Schools

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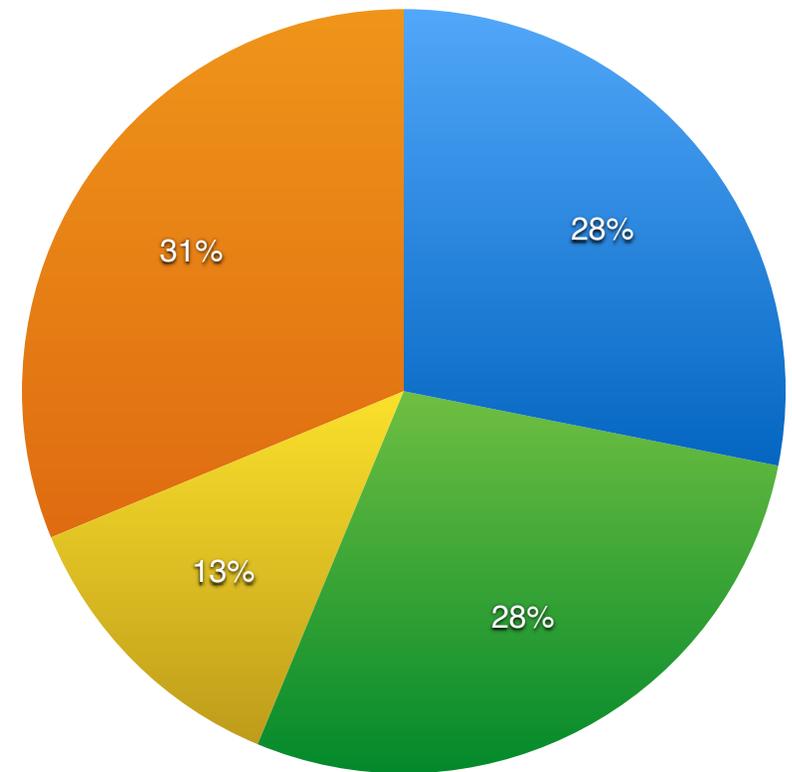
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CHRO's Public Fact Finding Hearing Regarding the Waterbury Board of Education's Minority Hiring Practices

- Schools with Zero Black Educators
- Schools with One Black Educator
- Schools with Two Black Educators
- Schools with Three or more Black Educators

“In the 2013-2014 school year Waterbury Public Schools had nine schools with zero Black educators, and nine schools with only one Black educator. Over a five year period eight schools didn't increase the number of Black educators and five schools experienced a decline of Black educators ”



Waterbury Public Schools Educator Staffing Trend: Hispanic Educator Staffing by Schools

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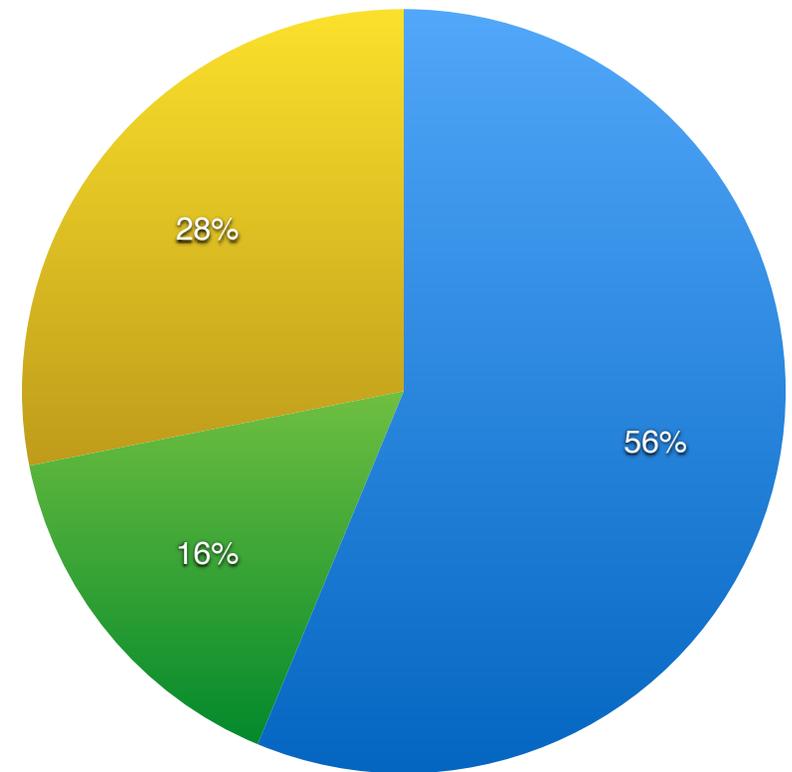
Presented by **Radical Advocates for Cross-Cultural Education-R.A.C.C.E.**

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- Schools with 3 or less Hispanic Educators
- Schools with 4 to 6 Hispanic Educators
- Schools with 6 or more Hispanic Educators

“In the 2013-2014 school year Waterbury Public Schools had 18 schools with three or less Hispanic educators. Over a five year period nine schools experienced a decline in Hispanic educators, and nine schools didn't increase the number of Hispanic educators.”



CLOSING THE ACHIEVEMENT GAP: IMPACTING THE CLASS ROOM THROUGH INCREASING CULTURAL COMPETENCY

RADICAL ADVOCATES for CROSS-CULTURAL EDUCATION-R.A.C.C.E.

Can Minority Educators Make A Difference?

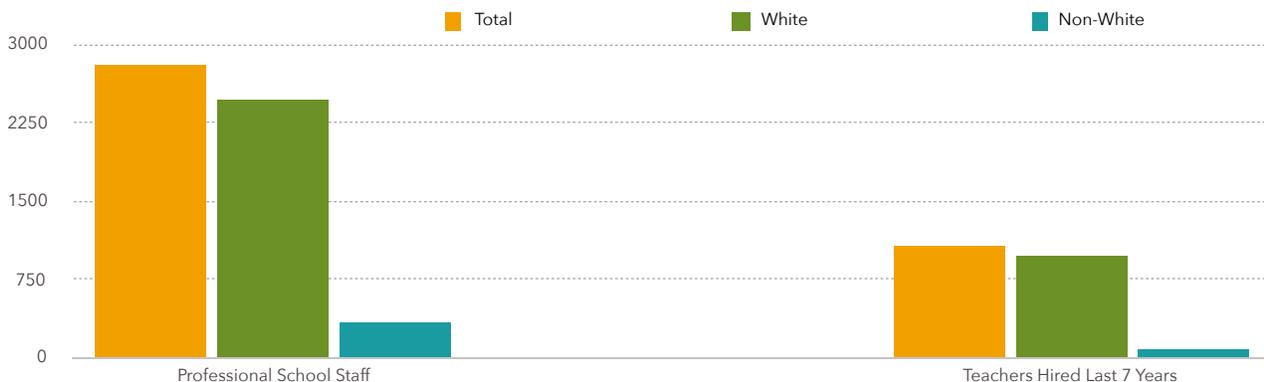
National: The answer to this question is YES. The National Collaborative on Diversity in the Teaching Force (NCDTF, 2004) report suggested that teachers of color can help close the academic achievement gap, particularly if they are skilled at culturally responsive instruction and hold high expectations of their students. More importantly the NCDTF reported that “students of color tend to have higher academic, personal and social performance when taught by teachers of their own ethnic group. There is decades of data that supports this claim, but little has been done to improve this educational dilemma. Fortunately, the number of elementary and secondary minority teachers has dramatically increased over the last 20 years from **325,000 to 642,000**.

Connecticut: Decades of data exists to support the above claims, but little has been done to improve this educational dilemma in our state. Pointing out that our state colleges and universities have only 5% of their Teacher Preparatory programs enrolled with both Black and Hispanic candidates is not enough. We also have to acknowledge that some of the laws governing teacher certification are more burdensome to minority teacher candidates in our state, and severely restrict our school district from recruiting highly qualified minority candidates from out of state. Combining how minority teachers can help reduce achievements gaps and our state being acknowledged multiple times for having the largest achievement gaps in the nation by National Assessment for Educational Progress (NAEP) it only makes sense to take action that brings more minority teachers to Connecticut.

Waterbury: Let’s be clear, we **do not** believe our school district is filled with unqualified, inexperienced, inept White school professionals, but we have a clear understanding of the impacts of having culturally competent and culturally similar teachers and school professionals working with non-white students, which is based heavily in data, as well as socio-cultural. However our city has a huge dilemma. We have struggling schools with school children who are affected by generational poverty, mass incarceration, and language barriers. Our student body is 78% non white and is served by a professional staff that is 88% white. This gap is one of the largest in the state. This gap contributes to a disparate disciplinary rate for Black and Hispanic students and makes closing the the achievements nearly impossible. Waterbury has partnered with ACES (\$100 million non-profit) to recruit minority teachers but little has been accomplished. Over the last 7 years Waterbury has hired 1059 teachers and has only hired 90 Black or Hispanic teachers. Accountability reforms and retirements force Waterbury to hire large numbers of teachers every year. We must formulate programs that lead to significantly greater hiring rates and retention rates of non-white school professionals.

R.A.C.C.E. RECOMMENDS

- *Create and fund a local Minority Teacher Recruitment Center. Where both the the W.T.A. and S.A.W. aggressively promote our district as a preferred destination for newly certified, as well as a pathway to promotion for certified teachers and administrators with established success.*
- *Create Mentorship program that hires retired non-white teachers to mentor newly hired non-white teachers.*
- *Create statewide initiatives to fund teacher preparation programs that specifically target minority teacher candidates.*
- *Our district should invest in creating professional development that focuses on cultural competency, works to identify implicit and explicit bias, and sets specific goals to minimize the effects on students.*
- *Support the repeal of legislative barriers to hiring non-white teachers, such as **Section 36 of Public Act 12-116**, which requires an applicant for a professional educator certificate to hold a master's degree (7/2016).*
- *Make sure legislators fund mechanisms, for **Public Act 15-243** which allows Teacher Preparatory Programs to be judged by their quality of teacher preparation, how new teachers help their students learn, and efficacy of programs abilities to recruitment minority teacher and administrator candidates. **Despite having one of the nations most rigorous certification requirements, Connecticut Teacher Preparatory Programs' were poorly rated going (D+,2009, B-, 2013) by the NCTQ.***
- *Make sure legislators fund mechanisms for **Public Act 15-108**, so that it can be successful. Especially the section that requires our CSDE Commissioner to create certification reciprocity agreements with states. As citizens, we must make it clear that the CSDE target states that produce high numbers of qualified Black and Hispanic teacher candidates first.*



RADICAL ADVOCATES FOR CROSS-CULTURAL EDUCATION

OUR MISSION IS TO CHALLENGE SYSTEMS OF OPPRESSION BY ADVOCATING FOR CULTURALLY COMPETENT EDUCATIONAL PRACTICES.

In the 2014-15 school year the Waterbury Public Schools experienced a 27% increase in student arrests. The 2014-15 school year was a pivotal year for the Waterbury Public Schools. Despite entering into a memorandum of understanding with the Waterbury Police Department that was supposed to guarantee a graduated response model was to be adhered to-arrests went up. Arrests went up despite promoting there would be a greater reliance on restorative justice models, which were to use local juvenile review boards as a strategy to avoid placing our students into the school-to-prison pipeline. The 2014-15 arrest total was 334 up from 263 in 2013-14.

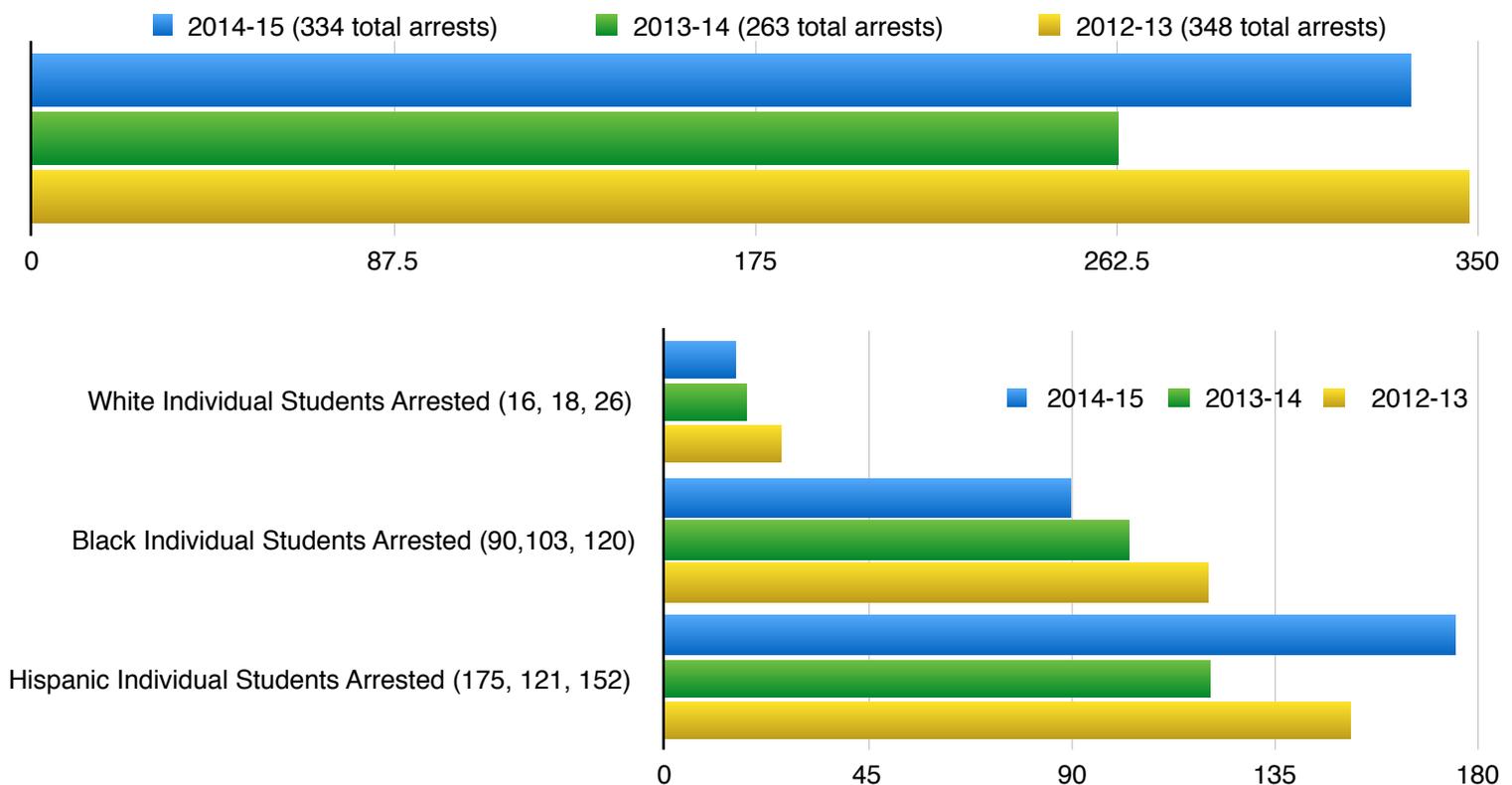
In the last three years Black students have been arrested at a rate of 5 to 1 to their White counterparts. Black and White students have a 1.2 to 1 population ratio. Hispanic students have been arrested at rate of 7.5 to 1 to their White counterparts. Hispanic and White students have a 2.2 to 1 population ratio. Waterbury Public Schools continue to place our most vulnerable students in harms way. We ask that the Waterbury Public Schools release these data sets to the public in a more timely manner; and we ask the public to continue to show up, and speak out about these educational dilemmas affecting Waterbury students.

RACCE is an educational advocacy group located in Waterbury, CT.

Please join us in our mission to challenge systems of oppression by advocating for culturally competent educational practices.

For more information about our strategies and vision for change visit our website: RACCE.NET

Data used comes from Connecticut State Department of Education ED 166 Disciplinary Offense Collection and is accurate as of 4/12/2016.



BLACK GIRLS SUMMIT: FINDINGS AND DATA ANALYSIS ON WATERBURY PUBLIC SCHOOLS DISCIPLINE DISPARITIES

RADICAL ADVOCATES for CROSS-CULTURAL EDUCATION-R.A.C.C.E.

Waterbury’s female students of color are at greater risk of being suspended in school than their white counterparts, thereby, accelerating the school to prison pipeline for girls of color. In light of this we urge the Superintendent, and BOE to form a special task force. This task force would examine and identify which discipline policies are administered properly, those that work to increase or decrease instructional time, and those policies that need to be supported or rescinded. Specifically, this task force should include principals, teachers, social workers, school psychologists, police and parents. R.A.C.C.E. would be a willing volunteer, as a participant and/or facilitator.

R.A.C.C.E. believes it is important to highlight the statistical illusion that reducing overall suspensions would lead to a reduction in the disparate disciplinary rates of female students of color.

We know this isn’t true. It is our belief that the reduction in the number of overall suspensions is not a reliable metric for determining whether or not our district’s policies and practices are in fact culturally competent and student centric.

R.A.C.C.E. believes the paradigm that places discipline over academic achievement is a primary reason for achievement gaps, graduation rate disparities, low-levels of school connectedness and the over-disciplining of students of color, especially girls of color in Waterbury’s public schools.

In an attempt to explain the unique circumstances that girls of color face we highlighted a report *Black Girls Matter*, produced by the *African American Policy Forum*. From this report we gained an understanding that poverty, interpersonal violence, sexual assault, pregnancy and the burdensome trend of parenting responsibilities for both Hispanic and Black female students is at higher levels than their white counterparts. Combining this with a paradigm of discipline over academic achievement, girls of color feel heightened levels of vulnerability through the phenomena of being pushed-out and over-policed. This creates a continuum of suspensions and more vulnerability for female students of color in Waterbury.

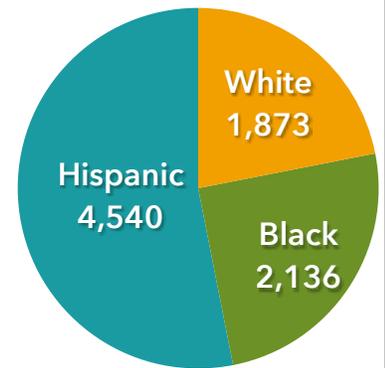
Waterbury’s school district will be required by law to provide cultural competency training for its school professionals in 2015. We urge the B.O.E., the Superintendent and her staff to pursue training that doesn’t just meet federal or state standards. Rather, we suggest designing and implementing long-term, progressive, and tailored professional development to meet the very specific needs of the diverse student body. Waterbury can be an innovator and leader in this area.

If school professionals don’t understand how their socio-cultural identity fits into societal power dynamics, then they can never truly be educators who are cross-cultural. It is only when school professionals understand how implicit and explicit bias works to control all of their core duties as educators that they will be able make judgments about discipline and academic achievement through a lens of equity, fairness, and justice.

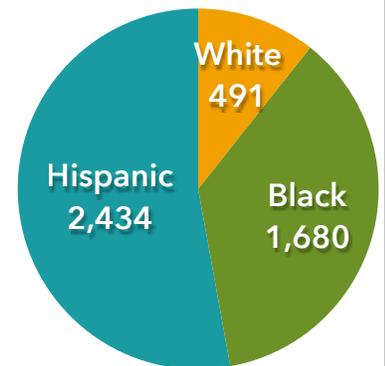
Finally our Black Girls Summit panelists and attendees recommended the following:

- ◆ Increase the amount of student controlled and designed after school programs.
- ◆ Training of all staff on culturally competency and implicit bias.
- ◆ More timely distribution of (dis)aggregated data.
- ◆ More accountability for school professionals as it relates to these discipline disparities.

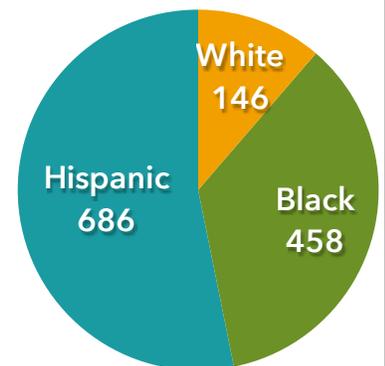
Female Student Population
3 -year Average



Female Student Suspensions
3-year Average



Individual Females Suspended
3-year Average



*All data was collected from Waterbury School District’s ED 166 files sent to C.S.D.E.

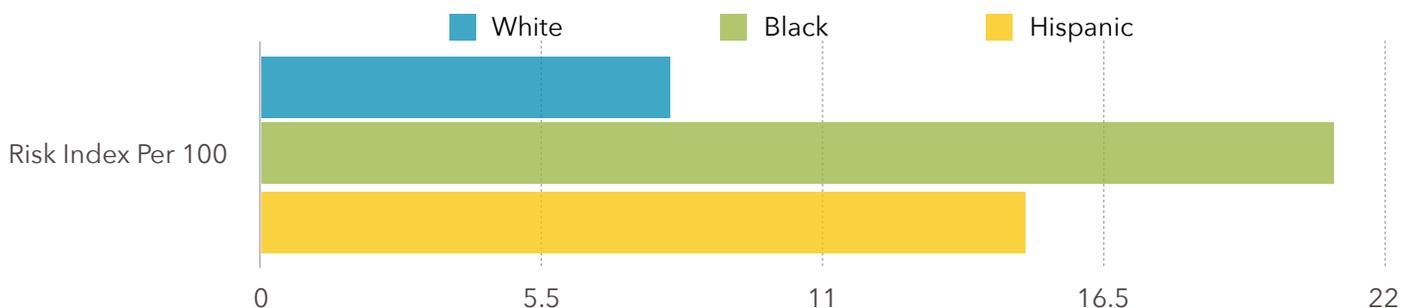
Black Female Students 2012-2015

- ◆ Over the last 3 years Black female students were suspended at a rate of **3.5** to 1 (5041 vs. 1472), while having a 1.1 to 1 population ratio.
- ◆ Over the last 3 years Black female individuals were responsible for suspensions that equaled 1375 vs. 437 for white females. A **3.2** to 1 ratio.
- ◆ Over the last 3 years 21% of all Black females were suspended while only 8% of White female students were suspended. This equates to a **2.6** times greater Risk Index for Black female students.
- ◆ Over the last 3 years, even though population numbers have **decreased** along with suspension totals, Black female students have seen an intensification of their suspensions. Risk Ratios increased from 2.6 to 1 to 3 to 1.
- ◆ Over the last 3 years 35% of all female suspensions were given to Black females while Black females only accounted for 24% of the female population. This equates to a **1.5** disparate impact rate.

Hispanic Female Students 2012-2015

- ◆ Over the last 3 years Hispanic female students were suspended at a rate of **5.0** to 1 (7303 vs. 1472), while only having a **2.4** to 1 population ratio.
- ◆ Over the last 3 years Hispanic female individuals were responsible for suspensions that equaled 2058 vs. 437 for white females. A **4.7** to 1 ratio.
- ◆ Over the last 3 years 15% of all Hispanic females were suspended while only 8% of White female students were suspended. This equates to a **1.95** times greater Risk Index for Hispanic female students.
- ◆ Over the last 3 years, as population numbers have steadily increased by **10 %** for Hispanic females, so have their suspension totals. Hispanic female students have also experienced an increase of their risk to being suspended. Their Risk Ratio has grown from 1.9 to 2.2 a **17%**.
- ◆ Over the last 3 years 51% of all female suspensions were given to Hispanic females while Hispanic females accounted for 53% of the female population.

*All data was collected from Waterbury School District’s ED 166 files sent to C.S.D.E.



Race & The Limits of Whitewashed Policies for Hiring of Non-White Teachers

by

Radical Advocates for Cross-Cultural Education

**A Presentation to the Connecticut State Legislative Taskforce on Minority Teacher
Recruitment and Retention-Best Practices**

12/14/15

Dr. Arlene Arias
Chantae K. Campbell
Robert M. Goodrich

How do we identify problems and create solutions while navigating systems that perpetuate inequity?

Human existence cannot be silent, nor can it be nourished by false words, but only by true words, with which men and women transform the world. To exist, humanly, is to name the world, to change it. Once named, the world in its turn reappears to the namers as a problem and requires of them a new naming. Human beings are not built in silence, but in word, in work, in action-reflection.

~Paulo Freire, 1968~

“Women of color are differently situated in the economic, social, and political worlds. When reform efforts undertaken on behalf of women neglect this fact, women of color are less likely to have their needs met than women who are racially privileged.”

~Kimberle Crenshaw, 1993~

Is the recruitment and retention of minority teacher candidates an impossibility in the status quo?

“The results of the data that was collected show that 62% of Black and Latino teacher’s surveyed say they have felt discriminated against in their current positions.”

Waterbury Public School District Action Plan to Increase Representation of Black and Latino Educators is filled with pertinent survey data that reveals institutional neglect and racial isolation of non-white teachers and administrators.

WE COUNT WHAT WE VALUE

Waterbury is a an Alliance School District and has (2) schools in the Commissioner's Network

Information Gap

Waterbury Public Schools doesn't willingly share data with our organization or other community organizations.

Hiring Gap

Out of 1059 teachers hired the last 7 years only 89 are Black or Hispanic (as of 10/1/15)

Information needed

Race, gender, and ethnicity of applicants:
Who gets hired?
Who doesn't?
Who is retained?

Discipline Gap (2012-2015)

Black Females are suspended 3.5 times more than their white counterparts.

Hispanic Females are suspended 5 times more than their white counterparts.

Attendance Gap (2011-2014)

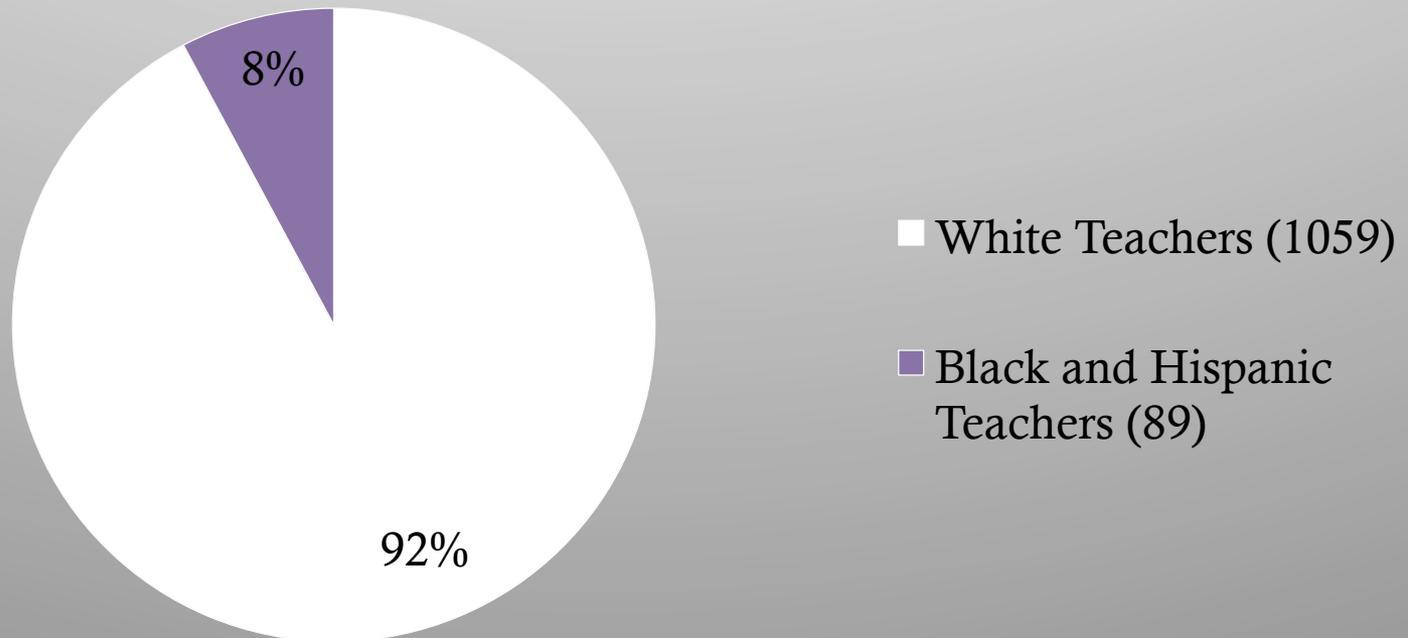
14% of white Students are Chronically Absent

20% of Black students

22% of Hispanic (2012-2014)

Waterbury Public Schools' Hiring Practices

Teachers Hired by Waterbury Public Schools last 7 Years



Literature Review

“Waterbury Public School District Action Plan to Increase Representation of Black and Latino Educators,” June 30, 2015

“Teacher Diversity Matters: A State-by-State Analysis of Teachers of Color,” by Ulrich Boser for Center for American Progress. November 2011.

“Representation in the classroom: The effect of own-race teachers on student achievement,” Economics of Education Review Volume 45, April 2015, Pages 44–52

“Keeping Up with the Kids: Increasing Minority Teacher Representation in Colorado,” by APA Consulting for Colorado Department of Education

“Waterbury Public Schools Annual Reports,” 2008-2014

“The Relevance of Historically Black Colleges and Universities in Preparing Black Educators and Teachers The Relevance of Historically Black Colleges and Universities,” Journal of Educational Policy; Fall 2013.

“Alliance District Chronic Absenteeism Data Cohort, 2012-2014,” CSDE

“CLOSING THE ACHIEVEMENT GAP: IMPACTING THE CLASS ROOM THROUGH INCREASING CULTURAL COMPETENCY,” Radical Advocates for Cross-Cultural Education, 9/12/15

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All literature can be viewed on our website-RACCE.NET

Applicability of the **Code of Professional Responsibility for Teachers** to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective teacher candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for Teachers; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs
www.ct.gov/sde/cert
Scroll down and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."
- Connecticut Common Core of Teaching
www.ct.gov/sde
Click on "Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."
- NCATE
www.ncate.org

Connecticut State Department of Education



Dr. Dianna R. Wentzell
Commissioner

Bureau of Educator Standards and Certification

Nancy L. Pugliese, Chief

FOR MORE INFORMATION:

Web: <http://www.ct.gov/sde/cert>

E-mail: teacher.cert@ct.gov

Phone: (860) 713-6969
(Noon-4 p.m., Monday, Tuesday,
Thursday and Friday)

Mail: Bureau of Educator Standards
and Certification
P.O. Box 150471, Room 243
Hartford, CT 06115-0471

Connecticut Code of Professional Responsibility

For Teachers

Regulations of Connecticut State Agencies
Section 10-145d-400a



PREAMBLE

Subsection (a)

The Code of Professional Responsibility for Teachers is a set of principles which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the teaching profession, and the community.

Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

Connecticut Code of Professional Responsibility for Teachers

Regulations of Connecticut State Agencies Section 10-145d-400a

(b) RESPONSIBILITY TO THE STUDENT

(1) The professional teacher, in full recognition of his or her obligation to the student, shall:

- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
- (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (F) Assist students in the formulation of value systems and worthy, positive goals;
- (G) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
- (H) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
- (I) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
- (J) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, in full recognition of his or her obligation to the student, shall not:

- (A) Abuse his or her position as a professional with students for private advantage;
- (B) Sexually or physically harass or abuse students;
- (C) Emotionally abuse students; or
- (D) Engage in any misconduct which would put students at risk.

(c) RESPONSIBILITY TO THE PROFESSION

(1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:

- (A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
- (B) Uphold the professional teacher's right to teach effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Assume responsibility for his or her professional development;
- (F) Encourage the participation of teachers in the process of educational decision-making;
- (G) Promote the employment of only qualified and fully licensed teachers;
- (H) Encourage promising, qualified and competent individuals to enter the profession;
- (I) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
- (J) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:

- (A) Obtain licensure or employment by misrepresentation or fraud;
- (B) Misrepresent his, her or another's professional qualifications or competencies; or
- (C) Engage in any misconduct which would impair his or her ability to teach.

(d) RESPONSIBILITY TO THE COMMUNITY

(1) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:

- (A) Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
- (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (C) Promote the principles and ideals of democratic citizenship; and
- (D) Endeavor to secure equal educational opportunities for all children.

(2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:

- (A) Exploit the educational institution for personal gain; or
- (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.

Applicability of the **Code of Professional Responsibility for Administrators** to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective administrator candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers the Code of Professional Responsibility for School Administrators;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for School Leaders; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs
www.ct.gov/sde/cert
Scroll down and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."
- Standards for School Leaders
www.ct.gov/sde
Click on "Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."
- NCATE
www.ncate.org

Connecticut State Department of Education



Dr. Dianna R. Wentzell
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Hartford, CT 06115-0471

Connecticut Code of Professional Responsibility

For School Administrators

Regulations of Connecticut State Agencies
Section 10-145d-400b



PREAMBLE

Subsection (a)

This code of professional responsibility for school administrators reaffirms and codifies the principles and standards that have guided the school administrator profession over the years. The principles set forth in this code are intended to guide the conduct and assist in the appraisal of conduct for the members of the profession and the public they serve. The code cannot, and does not address every situation in which choices and decisions must be made. The code recognizes the ability of the members of the profession to make administrative decisions that are in the best interest of the students and all individuals associated with the school district in which the members serve.

The code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. Administrators must focus the energies of schools on student learning above all else. In addition, the code recognizes the responsibility of administrators to the public, their colleagues and all staff members to foster high standards for professional educators, provide leadership, encourage diversity in curriculum and staff, and promote a quality educational program. By setting forth a code of professional responsibility for school administrators separate from the code applicable to teachers, there is a recognition of the similar but different responsibilities that the two groups have to the students they serve. Both codes seek to codify standards for the education profession to promote a quality system of education for the students in our state. The additional responsibility an administrator accepts in the performance of his or her duties is reflected in this code.

Connecticut Code of Professional Responsibility for School Administrators

Regulations of Connecticut State Agencies Section 10-145d-400b

(b) RESPONSIBILITY TO THE STUDENT

The professional school administrator, in full recognition of obligation to the student, shall:

- (1) Make the well-being of students the fundamental value in all decision making and actions;
- (2) Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
- (3) Promote in students pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;
- (4) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion or sexual orientation;
- (5) Foster in students the full understanding, application and preservation of democratic principles and processes;
- (6) Guide students to acquire the required skills and understandings for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (7) Assist students in the formulation of positive goals;
- (8) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
- (9) Develop within students fundamental critical thinking skills and problem-solving techniques;
- (10) Ensure quality education for all students;
- (11) Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing board policy or professional practice;
- (12) Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse; and
- (13) Promote ongoing development and evaluation of curriculum.

(c) RESPONSIBILITY TO THE PROFESSION AND STAFF

The professional school administrator, in full recognition of obligations to the profession, shall:

- (1) Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession;
- (2) Engage in administrative, supervisory and evaluative practices with staff members and provide leadership to ensure the highest standards of services for students;
- (3) Encourage student learning through the effective support of all staff engaged in the learning process;
- (4) Encourage the participation of administrators and teachers in the process of curriculum development and educational decision making;
- (5) Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development for self and staff;
- (6) Promote the employment of only qualified, certified educators, and qualified non-certified staff;
- (7) Encourage promising, qualified and competent individuals to enter the education profession; and
- (8) Maintain the confidentiality of all information obtained in the proper course of one's administrative duties and dispense the information when prescribed or directed by law, governing board policy or professional practice.

(d) RESPONSIBILITY TO THE COMMUNITY

The professional school administrator, in full recognition of the public trust vested in the education professional, shall:

- (1) Be cognizant of the influence of school administrators upon the community at large and, therefore, not knowingly misrepresent facts or make false statements;

- (2) Obey local, state and national laws;
- (3) Implement the governing board policies and administrative rules and regulations;
- (4) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (5) Pursue appropriate measures to address those laws, policies and regulations that are inconsistent with sound educational goals;
- (6) Avoid misusing administrative position for personal gain;
- (7) Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contracts;
- (8) Promote the principles and ideals of democratic citizenship; and
- (9) Endeavor to secure equal educational opportunities for all children.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

The professional school administrator, in full recognition of the responsibility to the student's family, shall:

- (1) Respect the dignity of each family, its culture, customs and beliefs;
- (2) Promote and maintain appropriate, ongoing and timely written and oral communications with the family;
- (3) Respond in a timely fashion to families' concerns;
- (4) Consider the family's perspective on issues involving its children;
- (5) Encourage participation of the family in the educational process; and
- (6) Foster open communication among the family, staff and administrators.