



Partnerships

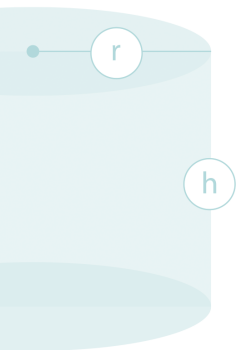
It truly does take a village. And so, it's finding new partners. It's nurturing relationships. It's refreshing relationships.

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Strong internal and external partnerships help teacher candidates by providing a pathway into and through their preparation programs. These partnerships can support recruitment and strong clinical placements, which are important for all candidates but are especially important for STEM teachers of color. In particular, internal partnerships can develop strong institutional recruitment pipelines from undergraduate STEM programs into credentialing programs; they also facilitate collaboration with faculty from mathematics and science departments to build a rich curriculum. External partnerships help to enrich candidates' education and clinical training and promote alternative pathway programs and field placements that best serve STEM candidates of color.



Some of the programs we spoke to as part of our *Seen, Heard, Reflected: Building and Sustaining a Diverse STEM Teacher Pipeline* research shared specific promising practices they engage in to develop internal and external partnerships:

RECRUITMENT AND OUTREACH PARTNERSHIPS

Internal partnerships with undergraduate mathematics and science departments are a key strategy for boosting outreach and creating pathways into teaching. Preparation programs directly recruit undergraduate STEM majors and create opportunities for STEM undergraduates to prepare and implement small-group lessons. They also build relationships with local middle and high schools, community colleges, and districts to expand the recruitment pool and attract STEM candidates and candidates of color who might not otherwise consider teaching.

FIELD PLACEMENT PARTNERSHIPS

Program administrators build strong local partnerships with school districts for clinical placements by developing personal relationships with field placement partners and vetting them closely to ensure school and district leaders are committed to providing a rich clinical experience. They also create partnerships with schools and districts that have an explicit mission of diversifying their teacher workforce. These efforts ensure that candidates have a strong clinical experience that is aligned with the mission and values of the preparation program.

SPOTLIGHT

REACH INSTITUTE FOR SCHOOL LEADERSHIP

BACKGROUND

Founded in 2006 in Oakland, Reach Institute for School Leadership is a private institute accredited by the Commission on Teacher Credentialing (CTC). In 2018, Reach enrolled 23 credential students, 52 percent of whom were people of color. From 2016-2018, Reach's three-year average program completion rate for STEM candidates was 17 percent (compared to the state average of 11 percent). Reach supports candidates pursuing the intern and clear credential paths; when candidates enter the program, they are already in the classroom.

PARTNERSHIPS

Reach partners with districts that similarly prioritize providing strong clinical support and classroom training for district intern teachers. Reach starts the year with partner meetings between district and Reach leadership, providing an opportunity to review each party's respective roles in supporting candidates closely. This structure also provides an opportunity to discuss each partner's goals for the academic year. Reach then develops personalized coaching and academic modules for candidates that complement these goals.

SPOTLIGHT

**CALIFORNIA STATE UNIVERSITY,
LONG BEACH (CSULB),
COLLEGE OF EDUCATION**

BACKGROUND

CSULB College of Education houses the third-largest teacher preparation program in California. In 2018, the CSULB College of Education enrolled 664 credential students, 40 percent of whom were people of color. From 2016-2018, the college's three-year average program completion rate for STEM candidates was 18 percent (compared to the state average of 11 percent). The CSULB College of Education supports candidates pursuing undergraduate, postbaccalaureate, residential, and district internship credential pathways, each of which is structured to support candidates before they enter the classroom and throughout their clinical training.

PARTNERSHIPS

The College of Education at CSULB has built strong external partnerships over time that support outreach and recruitment. For example, the college utilizes Mathematics and Science Teacher Initiative (MSTI) funds to support an outreach program housed within local community colleges to hire student ambassadors who are current teaching candidates to hold workshops, sit on student panels, and pre-advise students interested in CSULB's undergraduate teacher credentialing program. The program also partners with Cerritos Community College and assigns teacher candidates to run an academic support program where first-year community college students work with local middle schoolers to develop a science camp curriculum. This partnership promotes STEM teaching as a career choice.

The CSULB College of Education also launched the Teachers for Urban Schools Initiative (TUSI) with Long Beach Unified School District in order to recruit more candidates of color. The initiative facilitates outreach to local middle and high school students and identifies scholarships and other funding opportunities that help reduce the financial burden of earning a credential. For example, TUSI recently launched the Mary Jane Patterson Scholarship program to target potential African American candidates. TUSI also conducts outreach to paraeducators within the Long Beach Unified school district and CSULB undergraduates within the Africana studies program, among other student groups/networks.

SPOTLIGHT:**CALIFORNIA STATE UNIVERSITY,
POMONA (CALPOLY POMONA),
COLLEGE OF EDUCATION AND
INTEGRATIVE STUDIES****BACKGROUND**

Cal Poly Pomona College of Education and Integrative Studies is located in Los Angeles County and enrolls primarily candidates from the surrounding communities. During the 2018-2019 school year, CEIS enrolled nearly 200 single and multiple credential students, 52 percent of whom were people of color. From 2016-2018, the college's three-year average program completion rate for STEM candidates was 22 percent (twice the state average of 11 percent). The program supports candidates pursuing residential, district internship, and combined master's degree credential pathways.

PARTNERSHIPS

Cal Poly Pomona College of Education and Integrative Studies engages and collaborates closely with faculty from math and science departments, both to enrich teacher training and for outreach to prospective STEM teachers. Undergraduate math and science and credential faculty form the teacher education committee; this group discusses topics such as curriculum, testing, and admissions requirement. As a result, candidate training within CEIS at Cal Poly Pomona is "...interdisciplinary. It's hands-on. It's student-centered. It's field-based.... we don't do lecture, for the most part. And it's very, very much activity oriented," according to Dean Jeff Passe.

The CEIS leadership team is committed to the idea that teaching is an intrinsically rewarding experience and actively work alongside undergraduate math and science departments to recruit science and math undergraduates who may not have considered teaching as a career option. To that end, the college and math and science departments run an education campaign that helps educate math and science faculty about teaching careers so they can also be advocates for the profession. The Center for Math and Science (CMAS) also provides STEM majors professional development opportunities and orients them to teaching.

1. For the purposes of this analysis, we include Black, Latinx, Native American, and Pacific Islander candidates in the "people of color" definition since of the groups for which data is publicly reported, they are most often underrepresented and underserved in our education systems.
2. This figure was derived from ETW's analysis of Title II Federal Data, Teacher Prep Program Enrollment and Completion, 2013-2018.
3. This figure was derived from ETW's analysis of Title II Federal Data, Teacher Prep Program Enrollment and Completion, 2013-2018.
4. CSU Mathematics and Science Teacher Initiative (Long Beach, C.A.: The California State University Office of the Chancellor), <https://www2.calstate.edu/impact-of-the-csu/teacher-education/Pages/math-science-teacher-initiative.aspx>.
5. This figure was derived from ETW's analysis of Title II Federal Data, Teacher Prep Program Enrollment and Completion, 2013-2018.