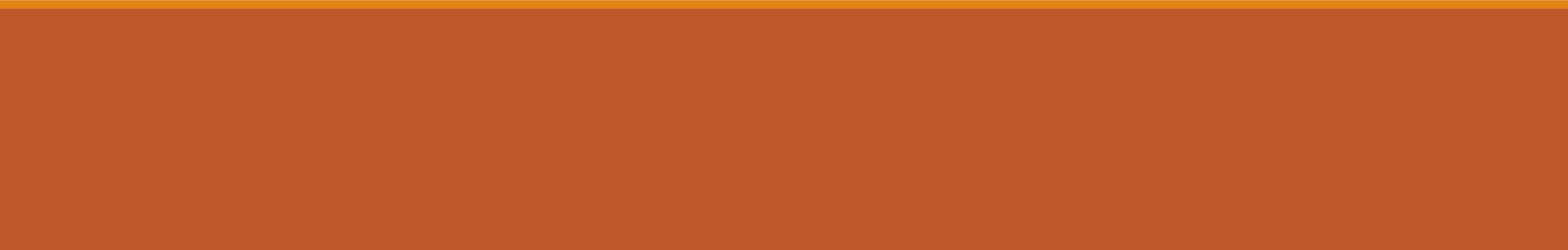


Redding Consortium for Educational Equity

NOVEMBER 14, 2019

Welcome
&
Review Minutes



Preparation, Recruitment, Retention, and Allocation of Effective Teachers in Delaware

The Redding Consortium

November 14, 2019

Gary T. Henry

Dean, College of Education and Human Development



High Quality Teachers are Essential

As one of three priorities, the **Redding Consortium** has identified **recruitment, retention, and equitable allocation of high quality teachers** as a focus of efforts to achieve **equitable educational outcomes for all Delaware students**

Preparation of more high quality teachers can add to efforts to achieve more equitable student outcomes

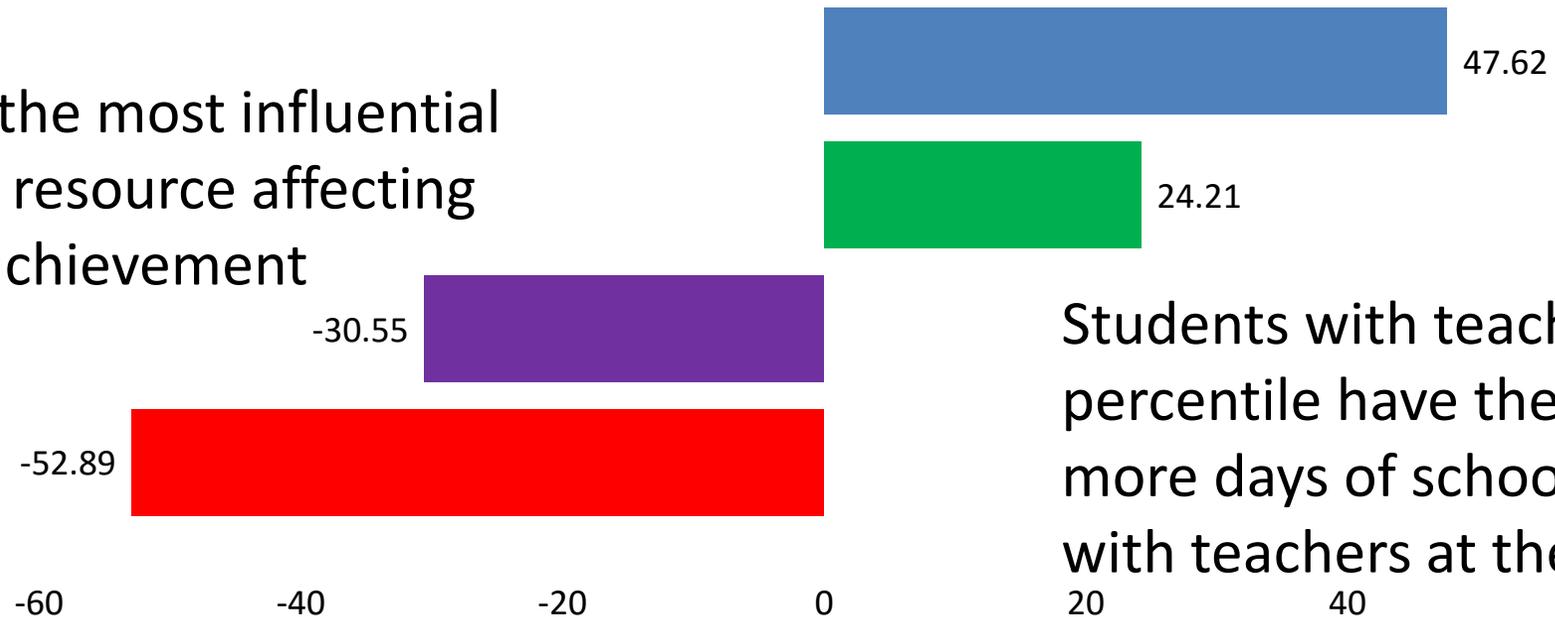
What defines high quality?

1. Effective teaching as measured by **value-added scores and observations**
 - Schools with high concentrations of students living in poverty have more teachers who are less effective

Teacher Effectiveness is Highly Variable

Elementary Mathematics Teacher Effectiveness

Teachers are the most influential school-based resource affecting educational achievement

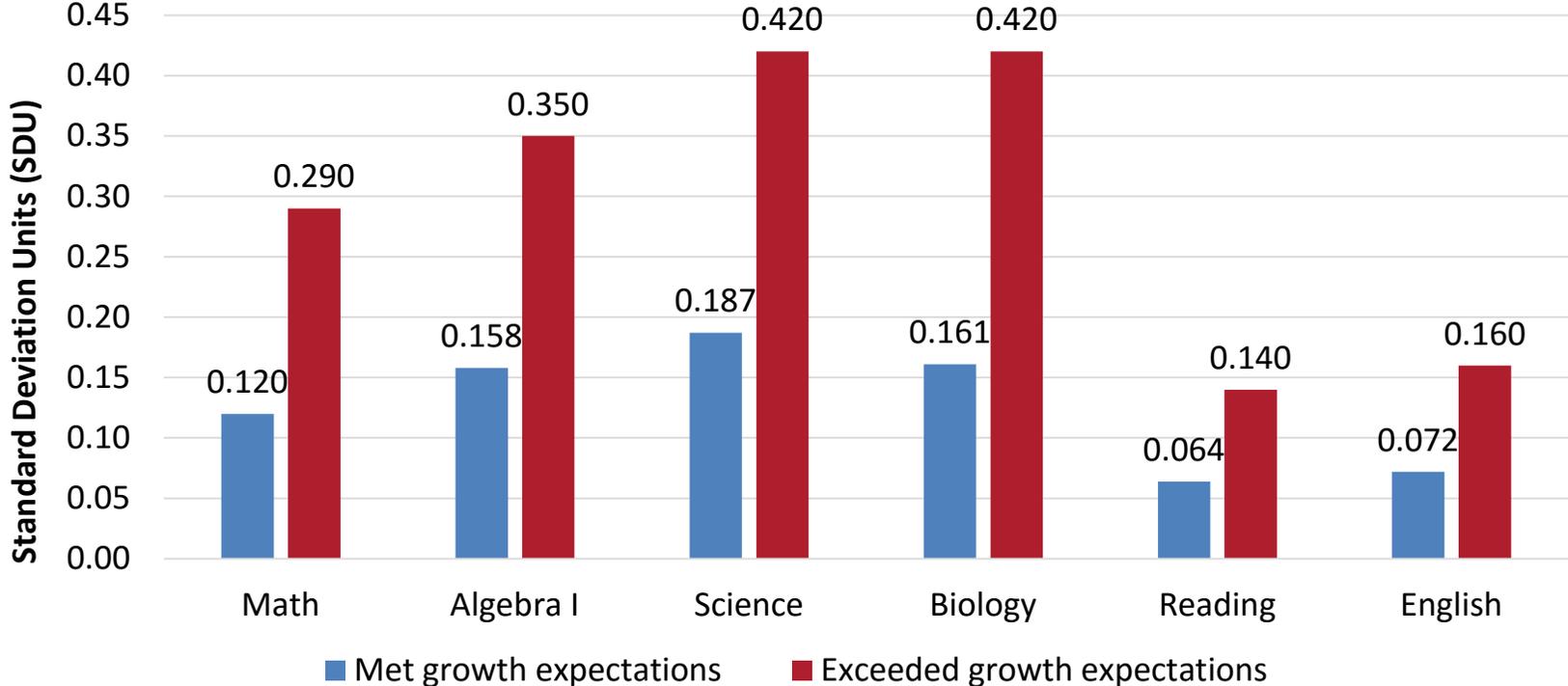


Students with teachers at 90th percentile have the equivalent of **100** more days of schooling than students with teachers at the 10th percentile.

■ 90th percentile ■ 75th percentile ■ 25th percentile ■ 10th percentile



Teachers' Prior Effectiveness Predicts Future Effectiveness



Effect of Being Taught by a Teacher who Exceeded Expectations according to Value-added Versus a Teacher who Met Expectations (Lauen & Henry, 2016)





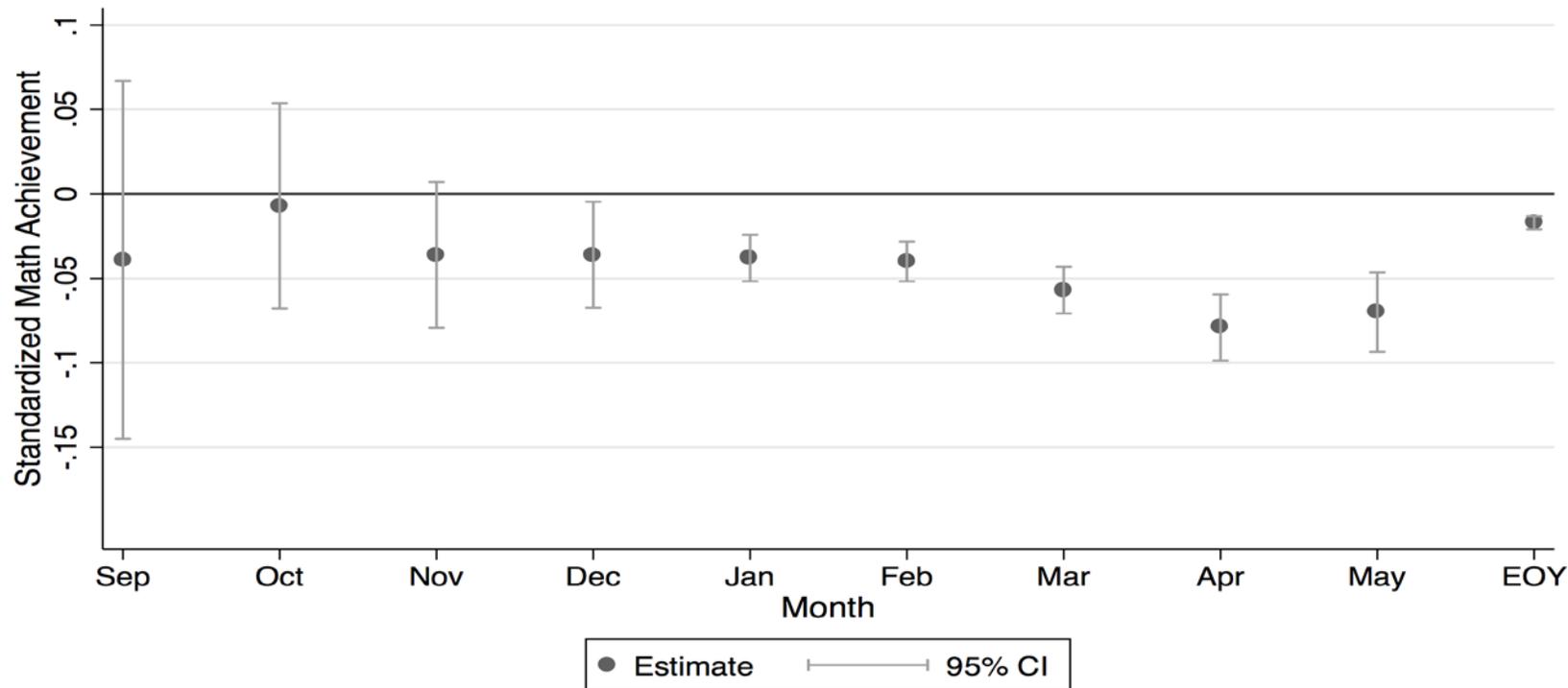
High Quality
Teachers are
Essential

What defines high quality?

2. Teachers who remain in their schools
 - Teacher turnover, especially during the school year, reduces student learning
 - Schools with high concentrations of students living in poverty have teacher turnover rates 50 to 100 percent higher than other schools
 - Schools with high concentrations of students living in poverty have higher rates of teacher turnover during the school year which has larger negative effects on student learning

Teacher Turnover Negatively Affects Student Achievement Gains, Especially During School Year

Effect of Within-Year Classroom Teacher Turnover on Math Achievement by Month of Turnover





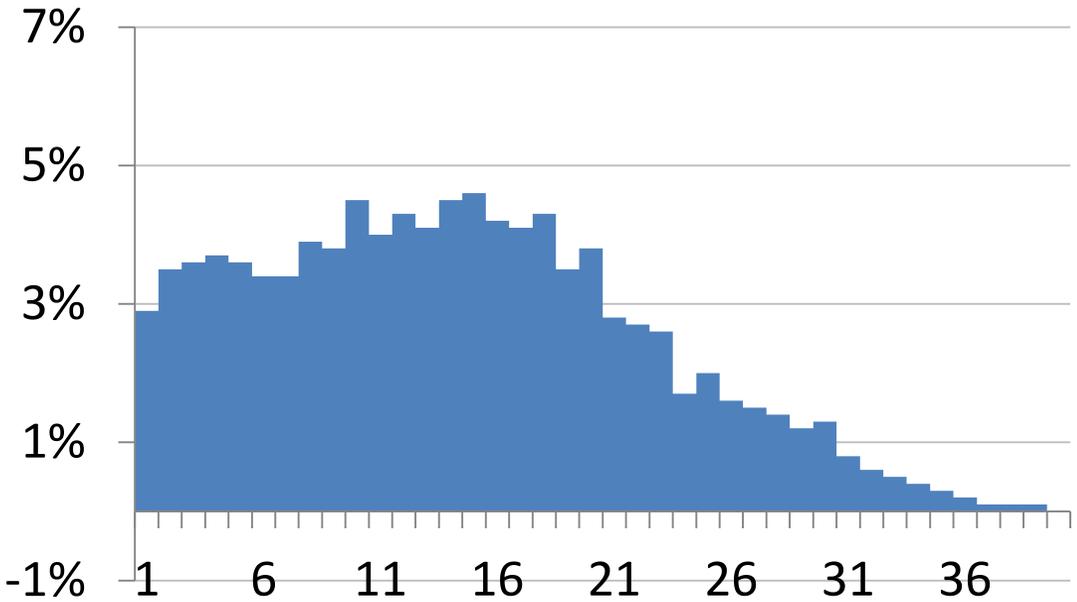
High Quality Teachers are Essential

What defines high quality?

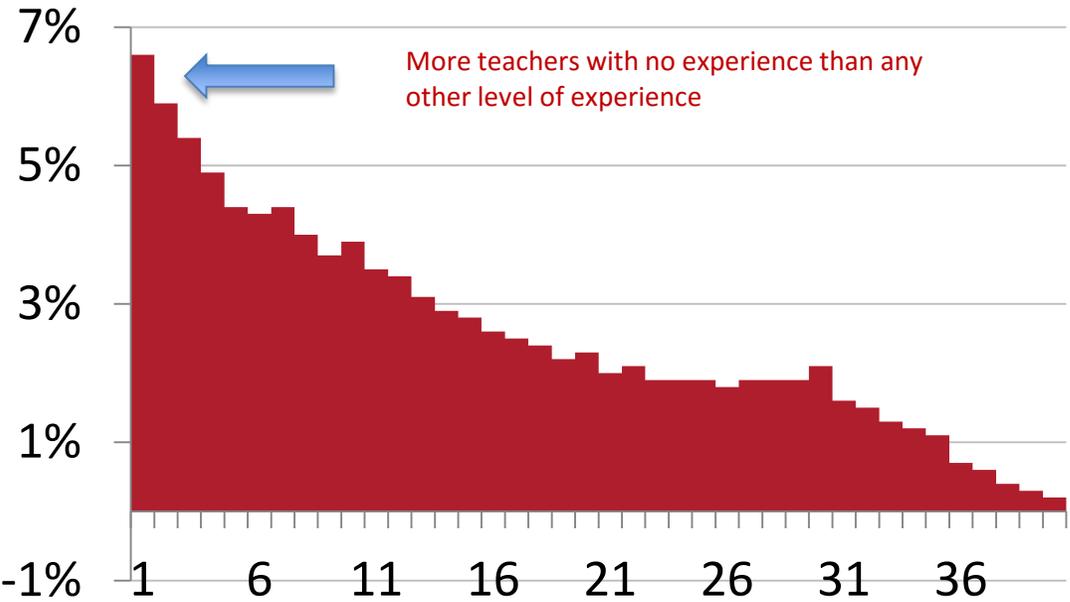
3. Teachers with experience
 - Novice teachers are, on average, less effective, more likely to turnover
 - Schools with high concentrations of students living in poverty employ more novice teachers
 - Schools with high concentrations of students living in poverty hire more novice teachers from out-of-state and alternative entry teachers who are less effective (other than Teach for America) and turnover at higher rates

The Teacher Workforce is Less Experienced Now than in the Past

1980s



2000s





High Quality Teachers are Essential

What defines high quality?

More teachers (small class sizes) do not compensate for lower quality teachers

- Schools with high concentrations of students living in poverty hire more teachers but these teachers are less effective on average
- Beyond a point, reducing class size does not improve the quality of instruction or student learning

Delaware's Teacher Shortage

Numerous studies have documented Delaware's teacher shortage

- Science, technology, math, computer science, and special education teachers are some of the greatest shortages

Many potential actions to reduce the shortage have been identified and documented

Addressing Delaware's Teacher Shortage

1. A Role for Higher Education and the University of Delaware

Increasing the number of high quality teachers prepared in Delaware

UD Deans of Arts & Science and Education & Human Development have charged a Taskforce to develop its efforts to reduce Delaware's teacher shortage

Increasing the number of high quality teachers prepared in Delaware alone will not solve the problem

2. The State Role

Actions by the State of Delaware will be required to address its teacher shortage

Current Placements of UD Teacher Preparation Program Graduates In Delaware

On average at UD, **227** students are certified to teach each year

47% from Delaware

53% from out-of-state

82% of Delaware completers teach in Delaware (87 teachers per year)

24% of non-Delaware completers teach in Delaware (29 teachers per year)

25% of non-Delaware completers teach outside of their home state and outside of Delaware (30 teacher per year)

Taskforce to develop the University of Delaware's responses to reducing Delaware's teacher shortage

The taskforce will address these issues

1. If and how to initiate and sustain a preparation program for middle grades teachers
2. The feasibility of extending and expanding UD's teacher preparation programs in Wilmington and New Kent and/or Sussex Counties in a way that maintain the quality of UD's teacher preparation programs
3. Identifying the best options for creating a single, visible source of information for potential students interested in UD's teacher preparation programs and the teacher job market in Delaware
4. Assessing the best alternatives for increasing the number of teachers that UD prepares in areas of shortage, including high school math and science, computer programming, and special education

State Actions to reduce Delaware's teacher shortage

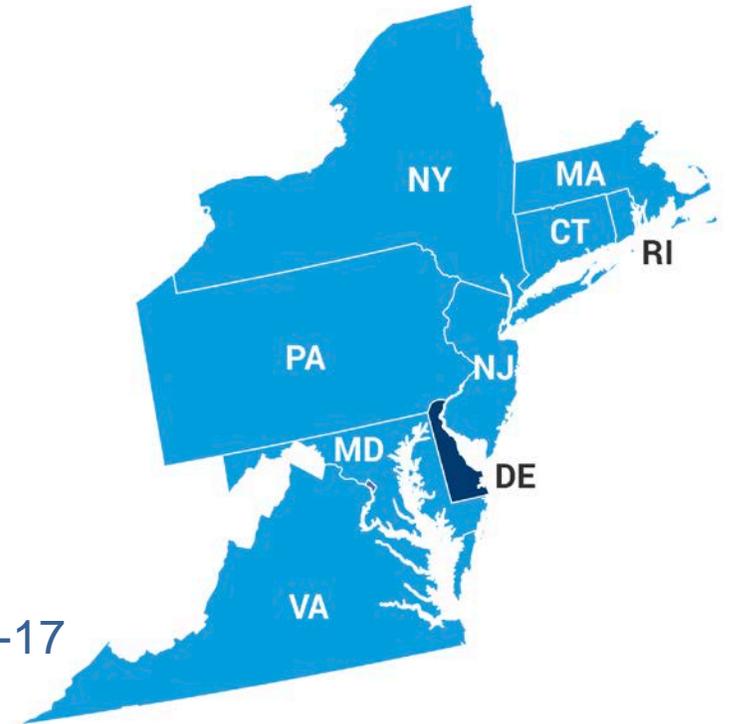
In order to reduce the teacher shortage, the state and local districts will need to

- Authorize and implement specific and binding offers by January of each year to students completing teacher preparation programs
- Make the job offers specific as to school and grade/content assignment – no “open contracts”
- Prohibit teacher voluntary transfers for the following school year after February
- Appropriate and expend sufficient funds for salaries that are competitive with the other states in the mid-Atlantic region

Average Teacher Salaries in Delaware and Surrounding States

NY	\$79,637
DC	\$76,131
NJ	\$69,623
MD	\$66,961
RI	\$66,477
PA	\$65,863
DE	\$60,214
VA	\$51,049

National Center for Education Statistics, U.S. Education Department 2016-17



Additional Proven Strategies for Increasing Supply and Increasing the Equitable Distribution of High Quality Teachers

“A Delaware Teaching Fellows Program”

- Based on North Carolina Teaching Fellows program that recruited high achieving high school seniors and provided them with four year college scholarships
- One year of the scholarship was forgiven for each year teaching in NC public schools
- Teaching Fellows were highly effective and more likely than all other sources of teachers to stay for at least 5 years (Henry, Bastian & Smith, 2012)

Financial incentives for high performing teachers in schools with high concentrations of students living in poverty was requirement for iZones shown to be effective for six years in student gains in TN

- In Memphis, effective teachers in iZone schools received 17-19% more than similar teachers in other schools in district
- Teachers with high value-added or observation scores in schools with high concentrations of students living in poverty receive higher pay in the form of signing bonuses and retention salary increases
- High performing teachers responsible for nearly half of positive effects of iZone on student gains



Confronting Inequitable Educational Outcomes in Delaware

Three Questions Frame the Issues to be Confronted

1. What will it cost to produce equitable educational outcomes for students in Delaware?
2. What is the fairest way to raise the revenues necessary to produce equitable outcomes for all students in Delaware?
3. How should the revenues be expended to realize equitable outcomes for all students in Delaware?

A positive and constructive first step is to increase the pool of high quality teachers

I look forward to working with you to find ways to achieve equitable educational outcomes for all of Delaware's students



Preparation, Recruitment, Retention, and Allocation of Effective Teachers in Delaware

Gary T. Henry

Contact Info

College of Education &
Human Development

University of Delaware

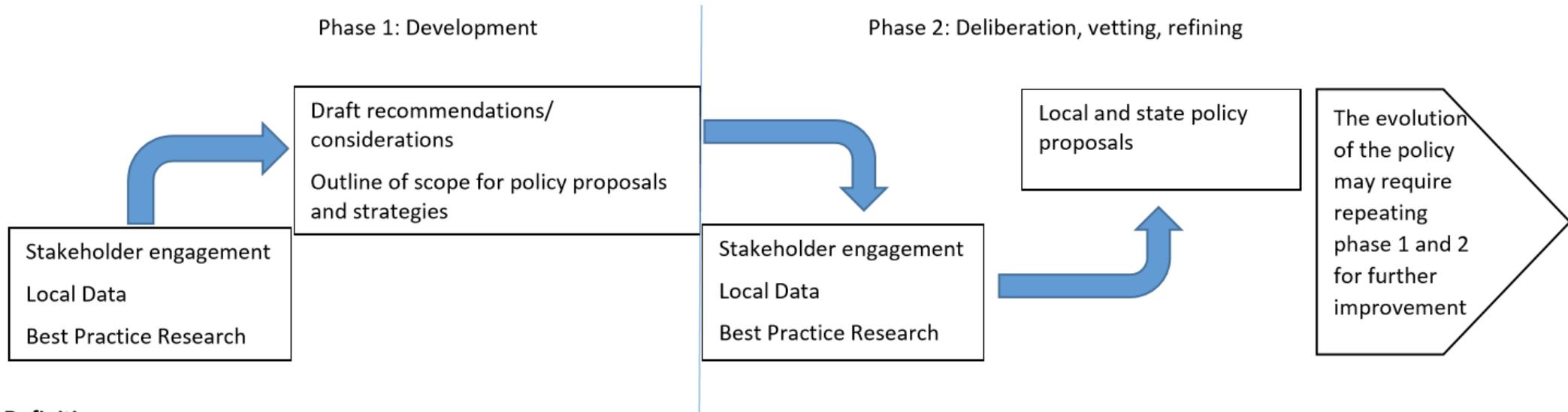
gthenry@udel.edu



The Consortium is a body that intends to be

Community, Research, and Data
driven

Decision-making Model



Definitions:

- Stakeholder engagement includes educators, parents, students, community members and organizations, to ensure their perspectives and involvement are included in the process
- Local data consists of gathering Delaware-specific data on each topic is used to assess magnitude and scope of educational equity concerns
- Best practice research consists of gathering research from other districts and states to deliberate and create best-practice recommendations

Priority Areas

- Educators
- Redistricting and Governance
- Funding
- Social and Emotional Learning

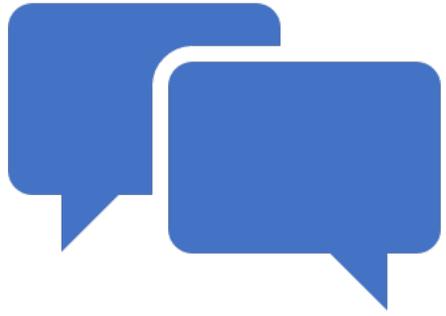
**Redding Consortium Proposed Timeline
November 2019 through August 2020**

		November	December	January	February	March	April	May	June	July	August	
Educators	Address the recruitment of educators and the effects of late hiring	Work Group Meetings					Recommendations/ Deliverable					
	Retention of diverse, high-quality educators in High Needs Schools							Work Group Meetings				
	Explore further recruitment, retention, and supply practices										Specific Actions TBD	
Redistricting and Governance	Develop a proposal for redistricting in the City of Wilmington and northern New Castle County	Work Group Meetings										Work Plan
	Research the viability of the New Castle County Tax District and Tax Pool							Specific Actions TBD				
Funding	Keep all Consortium members informed about ongoing funding issues (i.e. ACLU lawsuit, etc.)	IPA & DSU Team provide funding information to Consortium members on as-needed basis										
Social and Emotional Learning	Specific Actions TBD (i.e., SEL programming, school discipline, structural racism)	Specific Actions TBD										

Active Work Groups

Educators

Redistricting &
Governance



Public Comment

Workgroup Meetings

Educators

Redistricting &
Governance

Next Consortium Meeting: February 13, 2020