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

More teachers with no experience than any other level of experience

2000s
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
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 teachers 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 that 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

College of Education & Human Development

University of Delaware

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The Consortium is a body that intends to be Community, Research, and Data driven.
Decision-making Model

Phase 1: Development

Stakeholder engagement
Local Data
Best Practice Research

Draft recommendations/considerations
Outline of scope for policy proposals and strategies

Phase 2: Deliberation, vetting, refining

Stakeholder engagement
Local Data
Best Practice Research

Local and state policy proposals

The evolution of the policy may require repeating phase 1 and 2 for further improvement

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

Educators

Redistricting & Governance
Public Comment
Workgroup Meetings

Educators

Redistricting & Governance

Next Consortium Meeting: February 13, 2020