

Redding Consortium Educator Work Group Recommendations

To: The Redding Consortium for Educational Equity
From: The Educator Work Group of Redding Consortium for Educational Equity
Date: March 23, 2020
Re: Updated Recommendations for Consortium Consideration

Executive Summary

The Redding Consortium for Educational Equity tasked the Educator Work Group, which consists of Consortium members, with researching, developing, and proposing policy recommendations. These recommendations focus on the recruitment, retention, and equitable allocation of diverse, high-quality educators in the City of Wilmington schools and also in Delaware high-needs schools. These recommendations are supported by local and national data and informed by research best-practices.

Both nationally and locally, enrollment in teacher preparation programs have decreased. Not only are individuals not enrolling in preparation programs, but those who do enroll are receiving inadequate preparation. Additionally, teacher turnover and shortages are impacting Delaware and other states' schools, specifically in high-needs subject areas. Furthermore, these trends are intensified for teachers of color who are receiving further challenges in teacher preparation programs and in the teacher workforce.

The following recommendations are proposed by the Redding Educator Work Group to address concerns regarding the retention and recruitment of high-quality, diverse educators:

- For recruiting high-qualified, diverse candidates
 - Develop a *Grow Our Own* Program.
 - Strengthen the Teacher Pipeline.
- For Retaining High-Quality, Diverse Candidates
 - Address Financial Incentives and Packages.
 - Create a Whole School Professional Learning Package Offered to High-Need Schools Within the City of Wilmington.
- For Supporting a Diverse Teacher Workforce
 - Local Education Agencies (LEAs) should create cohorts of teachers and administrators of color for the purpose of preparing the next generation of teachers and administrators.

Background

This brief contains the proposed recommendations from the Educator Work Group of the Redding Consortium for Educational Equity.¹ The Educator Work Group, which is comprised of Consortium members, was tasked with researching, developing, and proposing policy recommendations for the recruitment, retention, and equitable allocation of **diverse, high-quality educators in City of Wilmington schools, and especially in high-needs schools,**² using local data, national best-practice research, and community stakeholder engagement.

Process for Development

These recommendations were developed during a series of Educator Work Group meetings where members conversed with stakeholders, reviewed national and local data, and deliberated on best practices. Stakeholders that were engaged during this process included members of the Educator Work Group who represent various organizations and groups including the Delaware Department of Education, the Office of Innovation and Improvement, the Delaware State Education Association, individual teachers, representatives from higher education, and attending members of the public.³ The recommendations reflect the data, ideas, and engagement of the Work Group and align with previous recommendations made by other multi-stakeholder groups.⁴ A preliminary draft of the recommendations from the Work Group were discussed and approved with conditions by the full Consortium. This brief incorporates the concerns raised by Consortium members and further elaborates the recommendations in more detail. While these recommendations do not comprehensively address all educator issues, the Work Group believes they are a positive starting point that will help address some of the systemic issues related to the recruitment, retention, and equitable allocation of diverse, high-quality educators.

¹ The Redding Consortium for Educational Equity was created to recommend policies and practices to the Delaware General Assembly and Governor with the aim of achieving educational equity and improved educational outcomes for all Pre-K through 12 students in the City of Wilmington and northern New Castle County public schools. The Consortium will monitor and evaluate educational practices and build on the work of the Wilmington Education Improvement Commission (WEIC) and the Wilmington Education Advisory Committee (WEAC).

² See Appendix 1 for definitions of high-needs schools and list of high-needs schools located in the City of Wilmington.

³ See Appendix 2 for a full list of Work Group members. More detailed information about the Work Group's meetings and discussions can be found in the meeting minutes available on the Redding Consortium website (<https://www.solutionsfordelawareschools.com/>).

⁴ Baugher E. MA, Wilson C. EdD, Soslaw E. PhD; *Fostering Equity Literacy with In-Service Teachers; University of Delaware Partnership for Public Education.*; Dixon R.D., Griffin A.R., & Teoh M.B. (2019). *If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover. The Education Trust & Teacher Plus.*; Teach DE Advisory Council. 2018. *Teach DE Report- recommendation to Strengthen the Teacher Pipeline in Delaware.*; Delaware Excellent Educators Report. (2019). *Delaware Department of Education.*

Educator Work Group Goal: An Increased Pool of Qualified, Diverse Candidates for Recruitment and Retention

Teacher Recruitment

National Concerns

Recruiting people into the teaching profession is a growing concern nationwide as the number of people enrolled in teacher preparation programs has declined in recent years while the number of K-12 students has increased.⁵ While the production of teachers is generally cyclical and responsive to the state of the economy, teacher supply in local areas is shaped to a large degree by local policies and training opportunities that directly impact the overall supply of teachers as well as shape the distribution of teachers across schools in ways that can result in teacher shortages in specific areas such as special education, and in schools with specific characteristics such as those considered high needs. In addition to general concerns about the supply of teachers, there are also concerns about who is and who is not pursuing careers in teaching. According to a recent review of teacher recruitment research, white individuals and individuals who are women are more likely to enter the teaching profession, while college graduates with higher test scores were less likely to enter.⁶ One reason this is a concern is that there is a growing mismatch between the demographic profile of the teacher workforce compared to the current population.

Many of the recommendations and recent policies addressing teacher recruitment focus on targeted recruitment practices including efforts to recruit high-quality teachers for specific subject areas.⁷ Some of the specific research-based recommended include: higher salaries, additional forms of monetary compensation, and loan forgiveness.⁸ Research finds that service scholarships and loan forgiveness programs positively influence recruitment into professional fields generally, and specific locations where individuals are needed.⁹ Additionally, when the financial benefits meaningfully offset the cost of professional preparation, loan forgiveness and scholarship programs can successfully recruit and retain high-quality professionals into those high need positions.¹⁰ Another research-based strategy is utilizing high retention pathways and comprehensive mentoring and induction for novice teachers to help ensure high-quality teachers are prepared and interested to work in specific positions.¹¹ Numerous state and local governments have created successful preparation pathways. Examples include North Carolina, which created a *Teaching Fellow Program* that has successfully recruited academically competitive in-state high school seniors by providing competitive college scholarships for prospective teachers to attend in-state universities, acquire degrees in teaching, and eventually teach in North Carolina public schools.¹² Similarly, Colorado created its *Pathways2Teaching* initiative to encourage marginalized youth

⁵ National Education Association. Research Spotlight on Recruiting and Retaining a Highly Qualified, Diverse Teaching Workforce. Retrieved from <http://www.nea.org/tools/17018.htm>

⁶ Guarino C.M., Satibanez L., Daley G.A. (2016). Teacher Recruitment and Retention: A Review of the Recent Empirical Literature. *Review of Education Research*. 76(2), pp.173-208.

⁷ Aragon S. (Mar. 2018). Targeted Teacher Recruitment: What Is the Issue and Why Does it Matter? *Education Commission of the States*.

⁸ Addressing the Teacher Shortages, 2016; Espinoza, 2018; Podolsky, 2016.

⁹ Espinoza, 2018.

¹⁰ Podolsky, 2016.

¹¹ Espinoza, 2018; Podolsky, 2016.

¹² Henry G., Bastain K.C., Smith A.A., The North Carolina Teaching Fellows Program: A Comprehensive Evaluation. *Education Policy Initiative at Carolina*.

to participate in college preparation programs by allowing high school juniors to explore teaching and educational justice issues while earning college credit and, if considered low-income, funding to attend Colorado University.¹³ Illinois implemented a *Grow Your Own Teacher Education Initiative* to support paraprofessionals, parents, and community members in low-income areas to become highly effective educators.¹⁴ Finally, San Francisco created the *San Francisco Teacher Residency* to provide a more affordable pathway to a teaching career while providing intensive preparation for the challenges of high-need schools by offering tuition reduction, scholarship support, and loan forgiveness to teachers that commit to three years in the San Francisco Unified School District. San Francisco’s program has proven very effective as evidenced by high rates of teacher retention, diversity, and efficiency.¹⁵

State Concerns

Delaware’s location and situation makes it particularly vulnerable to significant recruitment and hiring competition from surrounding states. Importantly, 41% of Delaware teachers are prepared in other states and are considered the largest portion of Delaware’s teacher preparation ecosystem.¹⁶ A common trend for out-of-state teacher preparation students is that they will return to their home state following graduation, creating an outsourcing of teachers from Delaware to the surrounding states. This is particularly concerning when viewed alongside the drastic decrease in Delaware preparation program enrollment (see Table 1). A primary concern facing Delaware’s education system is ensuring a robust supply of high-quality educators to meet the specific high-needs demands.¹⁷

Table 1. Enrollment in Delaware Educator Preparation Programs

	2008-09	2015-16	2016-17
Traditional	783	503	379
Alternative	0	56	80
Total	783	559	459

Source: Education Commissions of the States, 2019

In addition, a decreased preparation enrollment, Delaware hinders efforts to attract educators by not providing competitive salaries and early hiring dates. In 2018, most Delaware districts hired 75% of educators between May and August for the upcoming school year.¹⁸ This hiring span is later than other surrounding states (February through April) and is not conducive to obtaining desirable, high-quality educators. Both Delaware’s average starting teacher salaries and average teacher salaries were on the lower quartile compared to the surrounding states (see Table 2).¹⁹

¹³ Beuten C., (2017). Pathways2Teaching Encourages Youths to Teach Close to Home: High Schoolers in Underserved Communities Examine How to Break the Cycle of Inequity. *University of Colorado*. Retrieved from <http://www.cu.edu/article/pathways2teaching-encourages-youths-teach-close-home>.

¹⁴ (Professional Educator Standards Board, 2016)

¹⁵ Learning Policy Institute. (2016). Teacher Residencies in California (Policy Brief). *Learning Policy Institute*.

¹⁶ Ibid.

¹⁷ Pelesko, 2016; Delaware Excellent Educators Report, 2019; Plan to Ensure Equitable Access to Excellent Educators for All Students (2015-2025). (2015). *Delaware Department of Education*.

¹⁸ Ibid.

¹⁹ Henry G. PhD. (2019). Preparation, Recruitment, Retention, and Allocation of Effective Teachers in Delaware. Presented to the Redding Consortium for Educational Equity.

Table 2. 2016-2017 Teacher Salaries Comparison for the Mid-Atlantic States.

	Average Starting Teacher Salaries	Average Teacher Salaries
Delaware	\$60,214	\$41,639
D.C.	\$76,131	\$55,209
Maryland	\$66,691	\$45,443
New Jersey	\$69,623	\$51,443
New York	\$79,637	\$45,549
Pennsylvania	\$65,863	\$44,647
Virginia	\$51,049	\$40,453

Recent Delaware reports provide analogous recommendations for addressing problems related to the recruitment and selection of high-quality educators. The Delaware Plan for Excellent Educators, which projects the state’s desired education efforts from 2015 to 2025, states that Delaware’s two main strategies are strengthening educator preparation for urban and rural schools and enhancing the recruitment, selection, and staff management of excellent educators.²⁰ Moreover, the Delaware Excellent Educators Report provides extensive recommendations that address multiple steps in the recruitment process, including hiring, teacher recruitment, and teacher selection recommendations.²¹ The Teach DE Report provides similar recommendations that ensure that critical needs areas and teacher shortages are addressed and establishing flexible and responsive systems that allow schools to efficiently fill critical needs areas.²² These Delaware reports provide a consensus on proper actions to address teacher recruitment, including attracting high school students to redeveloped teacher preparation programs, fostering and developing “Grow Your Own Teacher” programs, creating and promoting meaningful loan forgiveness programs and incentive packages, and developing clear hiring rubrics that are communicated with the IHEs.²³

Teacher Retention

National Concerns

In addition to teacher recruitment, teacher retention is another major concern in the field of education. Recent research has determined that high turnover rates are an influential and detrimental factor in the success of students due to inconsistency in the classroom.²⁴ Additionally, retention rates have decreased the workforce.²⁵ Recent research shows that first year teachers, teachers of color, teachers in the field of science and math, and teachers with higher test scores have higher rates of turnover and attrition.²⁶ Moreover, teacher attrition disproportionately impacts high-poverty schools and students.

²⁰ Delaware Excellent Educators Plan, 2015.

²¹ Delaware Excellent Educators Report, 2019.

²² Teach DE Advisory Council, 2018.

²³ Delaware Excellent Educators Report, 2015; Teach DE Advisory Council, 2018.

²⁴ Carver-Thomas, D. (2018). *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color.* Learning Policy Institute.

²⁵ Carver-Thomas, D. (2018). *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color.* Learning Policy Institute.

²⁶ Ibid.

Approximately one in 10 teachers in high-poverty schools left the profession compared to fewer than one in 15 teachers in low-poverty schools.²⁷

There are many factors that affect teacher turnover and attrition, however, principal leadership, shared philosophy with colleagues, adequate resources, and a supporting community have been shown to be consistently important factors influencing teachers' decisions to remain in the profession.²⁸ Conversely, research shows that the most frequent motives for leaving the profession include inadequate preparation, challenging working conditions, leadership's lack of support for new teachers, dissatisfaction with compensation, better career opportunities, and personal reasons.²⁹ It is important to note that school leadership and environment are the primary reasons for teachers to leave their current position nationally.³⁰

Given that factors like school leadership and a supportive work environment rank high as reasons for leaving the profession, many of the recent research-based recommendations describe strategies for addressing them.³¹ Schools that provide mentoring, induction programs, and collegial support systems produced lower rates of turnover specifically for novice teachers.³² Additionally, research suggests that teachers desire effective management, encouraging leadership, and inclusive decision-making, autonomy in the classroom, and proper administrative support.³³ These qualities in leadership are associated with lower levels of teacher attrition and migration.³⁴ In order to have strong teachers, schools must have strong principals and administrators who will foster a collaborative and supportive school environment. School leadership is also found to have one of the greatest influences on student outcomes, second only to classroom instruction among school-level factors.³⁵ Not surprisingly, research suggests that district officials should consider efforts to match the effectiveness of school leaders with their teacher's desired leadership characteristics to help lower teacher attrition.³⁶

While many districts and schools continue to address issues of leadership, school environment, and professional learning separately, others are pursuing a more holistic approach to ensuring strong leadership, a supportive work environment for educators, and ongoing professional learning. Numerous schools have adopted CSR initiatives, some of which have been shown to have positive affects both nationally and in Delaware. CSR "focuses on reorganizing and revitalizing entire schools rather than implementing a number of specialized, and potentially uncoordinated, school improvement initiatives." Schools most in need, for example those experiencing high poverty and low-test scores, have been the primary targets of CSR initiatives. A metaanalysis conducted in 2003 identified many CSR models that were grouped under four categorizes of effectiveness from "Strongest Evidence of Effectiveness" to "Greatest Need for Additional Research."³⁷ Despite some successes and general potential, CSR has faced

²⁷ Podolsky, 2016.

²⁸ Barnett, 2009.

²⁹ Podolsky A., Kini T., Bishop J., & Darling-Hammond L., (2016). Solving the Teacher Shortages: How to Attract and Retain Excellent Educators. *Learning Policy Institute*.

³⁰ Addressing the Teacher Shortage, 2016; Guarino, 2016; Simon, 2015.

³¹ Simon, 2015.

³² Guarino, 2016.

³³ Simon, 2015; Guarino, 2016.

³⁴ Guarino, 2016.

³⁵ Guarino, 2016.

³⁶ Simon, 2015.

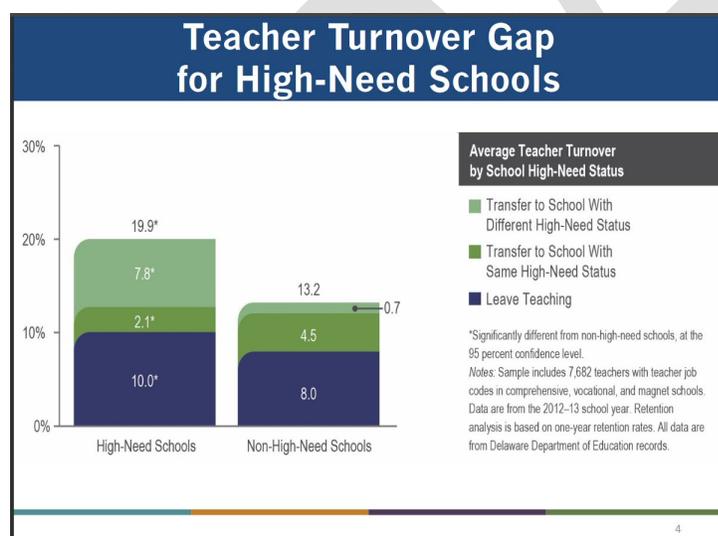
³⁷ Borman, Hewes, and Brown, 2003 pp. 126-127

significant challenges and failures in the past. Its principles of holistic, rather than partial, reform can be applied when approaching school climate, administrator, and leadership issues in that recommendations should address all aspects of these issues, rather than various problems individually. Nationwide, many states have successfully implemented or begun to implement more holistic professional learning reform. Examples include Colorado, which expanded its school leadership development program to develop school turnaround leaders³⁸ and Arkansas, which has built a robust state support system that includes multiple, interconnected leadership programs.³⁹

State Concerns

Similarly to national trends, teacher attrition is significantly impacting student success in Delaware schools. Delaware teacher turnover rates are predominantly higher among first year teachers (see Table 3). Research suggests that the high degree of turnover rates of novice teachers is due to inadequate preparation and unsupported staff. Delaware exit interviews conducted by the Delaware Department of Education displayed that 78% of teachers voluntarily resigned. The leading causes for teachers leaving was school leadership, with 48% citing this as a major factor in their decision and 18% citing it as a moderate factor.⁴⁰

Figure 1: Teacher Turnover Gap for High-Need Schools



Source: Delaware Department of Education, (NEED BETTER COPY)

<https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/390/Delaware%20Equity%20Gap%20Data.pdf>

³⁸ For more information on school turnaround, reference the following resources:

National Center for School Turnaround and Improvement <https://csti.wested.org/>; Heissel, J. A., & Ladd, H. F. (2018). School turnaround in North Carolina: A regression discontinuity analysis. *Economics of Education Review*, 62, 302-320.; Papay, J., & Hannon, M. (2015). The effects of school turnaround strategies in Massachusetts. In *annual meeting of the Association of Public Policy and Management*. Miami, FL.; Thompson, C. L., Henry, G., & Preston, C. (2016). School turnaround through scaffolded craftsmanship. *Teachers College Record*, 118(13), 1.; Zimmer, R., Henry, G. T., & Kho, A. (2017). The effects of school turnaround in Tennessee's achievement school district and innovation zones. *Educational Evaluation and Policy Analysis*, 39(4), 670-696.

³⁹ Pechota, D., Scott D. (2020). Principal Development as a Strategy in School Improvement. *Education Commission of the States*.

⁴⁰ Delaware Department of Education, 2020.

Delaware reports have suggested similar recommendations regarding teacher retention. The Delaware Plan for Excellent Educators lists improving teacher induction and mentoring and enhancing professional learning opportunities for all Delaware educators as the two main state strategies.⁴¹ The Delaware Excellent Educators Report recommends an extensive approach to multiple steps of teacher recruitment and retention in a school.⁴² Recommendations include aligning teacher preparation and induction, improving hiring and effectiveness, and utilizing data for more informed hiring practices.⁴³ Other reports advocate for producing teachers of high quality and providing them with full support through pre-service to in-service transition and throughout their career.⁴⁴ Additionally, the Teach DE Report recommends developing supportive induction and mentorship experiences, a statewide system of exit surveys, and exploring professional development.⁴⁵

Other schools or districts, including Laurel and Seaford here in Delaware, have developed their own “home grown” versions of CSR, turning to providers at the University of Delaware for assistance in designing “whole-school” reform models. Their partnerships have been long-term and appear to offer evidence of positive effects on administrator and teacher practices. In recent years, efforts to improve schools have focused somewhat myopically on increasing human capital-- i.e. recruiting high quality teachers. However, after nearly two decades of intense and costly efforts along this line, “schools that serve low-income and high poverty communities have not been reformed as many had hoped.” By focusing on individuals while ignoring the schools where they work, reformers failed to address a major source of the problem.⁴⁶ Context matters! Whole or comprehensive school reform Initiatives have the potential to build on human capital initiative by improving the places where teachers work, places where teachers thrive and want to work.

Adequately Supporting Teachers of Color

National Concerns

A growing body of research demonstrates the positive benefits of having a diverse teaching workforce, specifically highlighting the important roles of teachers of color for student success. Research shows that teachers of color aid in closing the achievement gaps specifically for students of color and are well-liked and respected by students of all races.⁴⁷ Moreover, teachers of color contribute to the improvement of students of color in areas such as reading and math scores, graduation rates, and interest in attending college. Additionally, both students of color and white students report having positive perceptions of their teachers of color.⁴⁸ These perceptions include feeling cared for, and mitigating feelings of isolation, frustration, and fatigue.

Despite the positive influence they have, however, teachers of color experience disproportionate treatment during their preparation in the form of inadequate programs and teacher licensure exams

⁴¹ Delaware Excellent Educators Plan, 2015.

⁴² Delaware Excellent Educators Report, 2019.

⁴³ Ibid.

⁴⁴ Pelesko, 2016.

⁴⁵ Delaware Excellent Educators Report, 2019.

⁴⁶ Johnson S. M., 2019. *Where Teachers Thrive: Organizing Schools for Success*. Harvard Education Publishing Group.

⁴⁷ Carver-Thomas, 2018.

⁴⁸ Ibid.

that exclude teacher candidates of color.⁴⁹ Additionally, teachers of color experience disproportionate treatment during their careers in the form of antagonistic work culture, displacement from high-needs school they teach in, feelings of deprivation of agency and autonomy, feelings of being undervalued to due inequal responsibility, and bearing the high cost of being a teacher of color.⁵⁰ Due to this, schools that have a higher population of teachers of color, those with higher proportions of students of color, low-income, and/or low-performing students, and urban school districts have higher teacher attrition rates.⁵¹

Several national reports suggest that retaining teachers of color requires providing them adequate preparation, support, leadership, and autonomy as well as compensation that amply reflects their professional stature.⁵² Specific recommendations include providing cultural affirmation to teachers of color in order to assure that teachers of color feel welcomed to be their authentic selves and ensuring curriculum and learning environment is inclusive of all racial and ethnic groups.⁵³ School leadership influences whether teachers of color stays at a specific school, which emphasizes the need for school leaders to empower and invest in teacher of color. These efforts include prioritizing hiring and placement of teachers of color to create cohorts and in turn reduce isolation.⁵⁴ Additionally, research-based recommendations suggest that the primary forms of valuing teachers of color is by providing loan forgiveness, service scholarships, and loan repayment incentives.⁵⁵ A recent study found a strong association between workforce diversity and certain incentive polices that may be particularly attractive for teachers of color. The study found that relocation assistance, loan forgiveness, bonuses for excellence in teaching, and bonuses for teaching in less than desirable locations were significantly associated with an increase in school's teachers of color representation.⁵⁶

State Concerns

An important concern for Delaware is ensuring a workforce that accurately reflects the diverse population in Delaware K-12 educational system. Current educator and administrator demographics are drastically different than the student population they are serving (see Table 4).⁵⁷ Current high school teacher academy demographics do not represent a diverse population (see Table 5). Delaware's demographics for preparation programs are significantly less diverse than the national US public four-year postsecondary institutions 43% statistic.⁵⁸ To further this, Delaware K-12 learners are more diverse than learners nationally.⁵⁹ Additionally, 28% of graduates from Delaware teacher preparation programs in 2014-2015 were from underrepresented groups compared to 54% of Delaware K-12 students in 2015-2016 were form underrepresented populations.⁶⁰ Throughout the teacher academy, preparation programs, and the educator workforce, there is a representation gap in Delaware.

⁴⁹ Ibid.

⁵⁰ Dixon, 2019; Carver-Thomas, 2018.

⁵¹ Guarino, 2019.

⁵² NEA, Research Spotlight on Recruiting and Retaining; Hanson, 2018; Dixon, 2019.

⁵³ Dixon, 2019.

⁵⁴ Ibid.

⁵⁵ Dixon, 2019; Hanson, 2018.

⁵⁶ Hanson, 2018.

⁵⁷ Pelesko, 2016.

⁵⁸ Ibid.

⁵⁹ Ibid.

⁶⁰ Ibid.

Table 4. Percentage of Educators and Students Racial Demographics

	White	Black	Hispanic/Latino	Other
Teachers	85%	11%	2%	2%
School Leaders	73%	25%	2%	0%
Wilmington Students	7%	72%	18%	3%
Delaware Students	45%	30%	17%	8%

Source: Delaware Department of Education, 2017; UD Institute for Public Administration, 2018

Table 5. High School Teacher Academy Demographics

	Students Enrolled	Percentage
Program Enrollments	2335	100
Female	1699	72
Male	636	15
American Indian/ Alaska Native	15	.6
Asian American	48	2
Black	791	33
Hispanic/Latino	295	12
Native Hawaiian/Pacific Islander	3	.1
White	1126	48
Multi-Racial	57	2.4

Source: Delaware Department of Education

Recent reports discuss the need for lowering the representation gap in Delaware. Reports, such as the Teach DE report, suggest supporting and expanding meaningful support for pre-service and in-service teachers of color and men.⁶¹ Importantly, reports suggest providing administration and human resource professionals with training to address implicit bias and racism not only during the hiring process, but throughout the teachers' careers.⁶² Equity-literacy efforts should solely be within the teacher workforce, also reports recommend instilling this in the preparation programs and professional learning.⁶³

While the recruitment and retention of high-quality, diverse educators is a statewide issue, it is particularly important in high needs areas such as Wilmington as an essential aspect of educational equity.⁶⁴ Proper preparation and cultivation of high-quality educators positively impacts the teachers joining the field and the quality of education students are receiving. Ensuring that Delaware is preparing and recruiting high quality educators adheres to the charges of the Consortium to provide policies for furthering educational equity.

Redding Consortium Recommendations

The following recommendations are based on and supported by the previous discussion on research based best practices. The Redding Consortium's Educator Work Group recommends the following actions to increase the recruitment and retention of qualified, diverse candidates.

⁶¹ Teach DE Advisory Council, 2018.

⁶² Ibid.

⁶³ Teach DE Advisory Council, 2018.

⁶⁴ Delaware Excellent Educators Plan, 2015.

Recommendations for Recruiting High-Qualified, Diverse Candidates

- Develop a *Grow Our Own* Program
 - Teacher Academies are programs of study in high schools that provide career and technical education programs to prepare students for careers in elementary and secondary education. The Work Group recommends that Institutions of Higher Educations (IHE) should create partnerships with already established and new Teacher Academies⁶⁵ in Delaware's districts and schools to create pipelines of diverse candidates flowing from schools to postsecondary programs and ultimately back into Delaware schools. This partnership could help increase the number of students entering teacher preparation programs in Delaware. Work group question: What data points should we use?
 - In addition to Teacher Academies, other programs exist in schools such as Future Teachers that students interested in teaching join. The Work Group recommends that districts should further develop and advertise these programs, especially to increase minority enrollment. Data that could be used to track progress include the number of programs and participating students.
- Strengthen the Teacher Pipeline
 - The Delaware Department of Education has multiple scholarship and tuition forgiveness programs for students entering teacher preparation programs or current teachers. The educator Work Group recommends that this program should be expanded with increased funding so that more prospective and current educators can access. This includes programs such as the Christa McAuliffe Teacher Incentive Program, Delaware Teacher Corps Incentive Program, Speech-Language Pathologist Incentive Program, Critical Needs Reimbursement Program, and High Needs Loan Repayment Program.⁶⁶ The Delaware Department of Education would need to work with the Legislature to

⁶⁵ Teacher Academies are programs of study that provide career and technical education programs to prepare students for careers in elementary and secondary education (delawarepathways.org). The following list is current Delaware schools that have teacher academies. Notably, there are no schools that serve Wilmington Students, so new Academies should be formed in the Wilmington area.

-A.I. Dupont High School	-McKean High School
-Appoquinimink High School	-Middletown High School
-Caesar Rodney High School	-Milford High School
-Cape Henlopen High School	-Polytech High School
-Delmar High School	-Seaford High School
-Dover High School	-Smyrna High School
-Glasgow High School	-Sussex Central High School
-Great Oaks Charter	-William Penn High School
-Indian River High School	-Woodbridge High School
-Laurel High School	

⁶⁶ All of the previously stated scholarship programs are used each year in Delaware and have more applicants than can be funded (Delaware DOE). For further information on these programs: Christa McAuliffe Teacher Incentive Program- <https://www.doe.k12.de.us/Page/1053> , Delaware Teacher Corps Incentive Program- Graduate Level: <https://www.doe.k12.de.us/Page/1949>, Critical Needs Reimbursement Program: <https://www.doe.k12.de.us/Page/1060>, High Needs Educator Student Loan Payment Program: <https://www.doe.k12.de.us/Page/1060>, The bill number for Critical Needs updates is: House Bill 267 <http://legis.delaware.gov/BillDetail/47934>.

increase this funding. The baseline data would include the number and amount of scholarships/loan forgiveness provided.

- The Work Group recommends that the Delaware P-20 Council should use its unique roll of bringing together P-12 and higher education to create channels of communication between IHEs and Local Education Agencies (LEA). This communication can help increase the number of pre-service students who will accept high-needs positions. Both IHEs and LEAs need to ensure that the information shared is two-way and continual. IHEs should take an active role in preparing teacher and administrator candidates with coursework that sufficiently prepares them to teach in high-needs schools, as well as working in diverse populations. IHEs need to actively recruit for high needs areas. This recommendation would address increasing recruitment and retention efforts in Delaware. Potential data would include the enrollment of students into high-needs preparation areas and retain them.
- The Work Group recommends that all Delaware teacher preparation programs should continue to develop and expand on year-long residencies for educator and administrator candidates in high-need schools. These yearlong residencies help further prepare and familiarize candidates with a yearlong school process. In turn, these programs help increase recruitment and retention. This recommendation builds on and strengthens the DDOE's Year Long Residency Program and the Teacher Residency Partnership, which offers funding for LEAs to partner with IHEs to develop and implement residencies. This recommendation would support increasing the teacher pipeline and lead to retention of teacher in the field. Data for this recommendation would include the number of yearlong residencies and students participating in them.

Recommendations for Retaining High-Quality, Diverse Candidates

- The literature shows that a meaningful increase in teacher salaries can help in retaining high-quality teachers. The Work Group recommends that the state works with the LEAs to address financial incentives and packages. This would include making teacher salaries and/or non-monetary compensation in Wilmington schools competitive with surrounding states and within Delaware. Potential data for this recommendation would be the state teacher salary scale.
- Create a Whole School Professional Learning Package Offered to High-Need Schools Within the City of Wilmington
 - This package would involve multi-year, focused partnerships with IHEs to provide professional learning and coaching for both administrators and teachers in order to improve school climate and ultimately limit teacher attrition. It should be considered a long-term goal.
 - Professional learning would consist of initiatives focused on improving school climate and building cultures of respect and learning.
 - Though this support might be modeled after existing programs in Laurel and Seaford, Delaware, it is important that each program would be tailored to the unique contexts of each Wilmington school.
 - Schools initially targeted for support would be selected based on pressing demographic data, including but not limited to low-income, English learner, and racial considerations.

- The Office of Innovation and Improvement at the Delaware DOE would be implementing the initiative and could leverage aid from IHEs and other organizations.
- The legislature would work with the DOE in determining proper amounts and acquisitions for funding.

Recommendations for Supporting a Diverse Teacher Workforce

- To increase and build support in schools, LEAs should create cohorts of teachers and administrators of color for the purpose of preparing the next generation of teachers and administrators as well as supporting the current teachers of color in the schools. Districts would be responsible to create these cohorts to provide support, build recruitment efforts, and diversify the teaching field. Data to follow this would be the diversity of the demographics of teachers hired increasing.

The preceding recommendations were prioritized by the Educator work group. The following two recommendations were developed by the work group and will be addressed and further developed in the future:

- Develop economic assistance packages for educators in the City of Wilmington schools.
- Expand professional learning for school administrators in the City of Wilmington schools.

Work Group Path Forward

What does the group see are the next steps?

Appendix

1 Definitions

Since these recommendations focus on high needs City of Wilmington schools, the Work Group used the following definition and school list.

High Need Schools: the definition of a “high need” school uses the Every Student Succeeds Act (ESSA) definition, and describes schools in the top quartile among either elementary or secondary schools in three or more of the following areas:

- Percent low-income students
- Percent English Language Learner students,
- Percent Students with Disabilities,
- Percent underrepresented minority students
- OR if the school has more than 90% of their students classified as low income, ELL, or underrepresented minority.⁶⁷

Wilmington Schools: The following table is a list of schools located in Wilmington. The table also includes the percent of student who are considered low income, English language learners, students with disabilities, or underrepresented minorities.

⁶⁷ Delaware Department of Education. High Need Schools. Retrieved. <https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/188/Current%20High%20Needs%20Schools.pdf>

List of Schools Located in the City of Wilmington 2019-2020

District	School Name	Low Income	English Learners	Students w/Disabilities
Brandywine	Harlan Elementary School	58%	2%	22%
	P.S. duPont Middle School	33%	3%	18%
Christina	Stubbs Elementary School	81%	*	25%
	Bancroft School	78%	3%	24%
	Bayard School	72%	19%	17%
Red Clay Consolidated	Shortlidge Academy	71%	8%	20%
	Lewis Dual Language Elementary	62%	57%	14%
	Highlands Elementary School	64%	10%	11%
	Warner Elementary School	74%	8%	26%
	Cab Calloway School of the Arts	9%	1%	4%
	Charter School of Wilmington	4%	*	1%
New Castle County Vocational Technical	Howard High School of Technology	42%	4%	12%
Charter Schools	Edison Charter School	73%	1%	7%
	East Side Charter School	72%	*	14%
	First State Montessori Academy	9%	1%	11%
	Freire Charter School	39%	2%	21%
	Great Oaks Charter School	59%	6%	20%
	Kuumba Academy	57%	1%	15%

* "Data has been suppressed"

Bold indicates high needs school from <https://www.doe.k12.de.us/Page/3846>

Source: Delaware Department of Education School Report Cards

Appendix 2 Work Group Members

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Alfreda Butcher, Parent, Shortlidge Elementary School

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Jim Simmons, Director, Office of Innovation and Improvement

Margie Lopez-Waite, Delaware Hispanic Commission

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