

Redding Consortium Educator Work Group Recommendations

Executive Summary

The Redding Consortium for Educational Equity tasked the Educator Work Group, which consists of Consortium members, with researching, developing, and proposing recommendations. These recommendations focus on the recruitment, retention, and equitable allocation of diverse¹, high-quality or promising educators in the City of Wilmington schools and in Delaware high-needs schools. These recommendations are supported by local and national data and informed by best-practices.

Both nationally and locally, enrollment in teacher preparation programs has decreased. 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.

Background

This brief contains the proposed recommendations from the Educator Work Group of the Redding Consortium for Educational Equity. The Educator Work Group, which is comprised of Consortium members, was tasked with researching, developing, and proposing recommendations for the recruitment, retention, and equitable allocation of diverse, high quality or promising educators in City of Wilmington schools, and especially in high-needs schools, 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.² The recommendations reflect the data, ideas, and engagement of the Work Group and align with previous recommendations made by other multi-stakeholder groups.³ A preliminary draft of the recommendations from the Work Group was discussed and approved with conditions by the full Consortium.

¹ For the purpose of this document the term 'diversity' refers to the idea that the demographics of those directly involved in the education of a student should mirror the demographics of the students they serve with particular attention to race, ethnicity, and gender.

² See Appendix B 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/>).

³ Baugher E. MA, Wilson C. EdD, Soslau 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.*

Due to the COVID-19 pandemic, the Work Group paused their efforts for a few months and reconvened in July 2020. The Work Group decided to focus on two of the four recommendations conditionally approved by the Consortium and gather more stakeholder feedback. Additionally, action steps were determined along with the possible funding needed for the two recommendations. The two were:

1. Develop a *Grow Our Own* Program.
2. Create a Whole School Professional Learning Package Offered to High-Need Schools Within the City of Wilmington.

While these recommendations do not address all educator recruitment and retention 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.

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

Teacher Recruitment

National Concerns

Recruiting 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.⁴ The production of teachers is generally cyclical and responsive to the state of the economy, nevertheless 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. Also, college graduates with higher test scores were less likely to enter.⁵ 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 national recommendations and recent policies addressing teacher recruitment focus on targeted recruitment practices including efforts to recruit high-quality teachers for specific subject areas.⁶ Some of the best practice recommendations include: higher salaries, additional forms of monetary compensation, and loan forgiveness.⁷ Research finds that service scholarships and loan forgiveness programs positively influence recruitment into professional fields generally, and specific locations where individuals are needed.⁸ 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 needs positions.⁹ 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.¹⁰ 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

⁴ National Education Association. Research Spotlight on Recruiting and Retaining a Highly Qualified, Diverse Teaching Workforce. Retrieved from <http://www.nea.org/tools/17018.htm>

⁵ 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.

⁶ Aragon S. (Mar. 2018). Targeted Teacher Recruitment: What Is the Issue and Why Does it Matter? *Education Commission of the States*.

⁷ Addressing the Teacher Shortages, 2016; Espinoza, 2018; Podolsky, 2016.

⁸ Espinoza, 2018.

⁹ Podolsky, 2016.

¹⁰ Espinoza, 2018; Podolsky, 2016.

Carolina public schools.¹¹ Similarly, Colorado created its *Pathways2Teaching* initiative to encourage marginalized youth 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.¹² 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.¹³ 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.¹⁴

State Concerns

Delaware's location makes it particularly vulnerable to significant recruitment and hiring competition from surrounding states. In Delaware, 41% of teachers are prepared in other states and are considered the largest portion of Delaware's teacher preparation ecosystem.¹⁵ A common trend for out-of-state teacher preparation students is to 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.¹⁶

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, 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.¹⁷ 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

¹¹ Henry G., Bastain K.C., Smith A.A., The North Carolina Teaching Fellows Program: A Comprehensive Evaluation. *Education Policy Initiative at Carolina*.

¹² 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>.

¹³ (Professional Educator Standards Board, 2016)

¹⁴ Learning Policy Institute. (2016). Teacher Residencies in California (Policy Brief). *Learning Policy Institute*.

¹⁵ Ibid.

¹⁶ 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*.

¹⁷ Ibid.

teacher salaries and average teacher salaries were on the lower quartile compared to the surrounding states (see Table 2).¹⁸

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

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

Source: Dean Henry, 2019. Presentation.

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.¹⁹ 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.²⁰ The Teach DE Report provides similar recommendations that ensure critical needs areas and teacher shortages are addressed and establishing flexible and responsive systems that allow schools to efficiently fill critical needs areas.²¹ These Delaware reports provide a consensus on 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.²²

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 a factor in the success of students due to inconsistency in the classroom.²³ Additionally, retention rates have decreased the workforce.²⁴ Recent research shows that first year teachers, teachers of color, teachers in the field of science and math, and

¹⁸ Henry G. PhD. (2019). Preparation, Recruitment, Retention, and Allocation of Effective Teachers in Delaware. Presented to the Redding Consortium for Educational Equity.

¹⁹ Delaware Excellent Educators Plan, 2015.

²⁰ Delaware Excellent Educators Report, 2019.

²¹ Teach DE Advisory Council, 2018.

²² Delaware Excellent Educators Report, 2015; Teach DE Advisory Council, 2018.

²³ Carver-Thomas, D. (2018). Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color. *Learning Policy Institute*.

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

teachers with higher test scores have higher rates of turnover and attrition.²⁵ Moreover, teacher attrition disproportionately impacts high-poverty schools and students. Approximately one in 10 teachers in high-poverty schools leave the profession compared to fewer than one in 15 teachers in low-poverty schools.²⁶ Additionally, students of color, considered from low-income families, and are low-achieving are frequently served by less qualified teachers across states, districts, schools within districts, and even within 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 the environment, better career opportunities, and personal reasons.²⁹ It is important to note that, nationally, school leadership and environment are the primary reasons for teachers to leave their current position.³⁰

Given that factors such as 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 leadership qualities 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

²⁵ Ibid.

²⁶ Podolsky, 2016.

²⁷ National Academies of Sciences, Engineering, and Medicine. 2020. *Changing Expectations for the K-12 Teacher Workforce: Policies, Preservice Education, Professional Development, and the Workplace*. Washington, DC: The National Academies Press.

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.

leadership, a supportive work environment for educators, and ongoing professional learning. Numerous schools have adopted Comprehensive School Reform (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, those experiencing high poverty and low-test scores, have been the primary targets of CSR initiatives. A meta-analysis conducted in 2003 identified many CSR models that were grouped under four categories of effectiveness from “Strongest Evidence of Effectiveness” to “Greatest Need for Additional Research.”³⁷ Despite some successes and general potential, CSR has faced significant challenges and failures in the past. Its principles of holistic reform, rather than partial, 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 create school turnaround leaders³⁸ and Arkansas, which has built a robust state support system that includes multiple, interconnected leadership programs.³⁹

State Concerns

Like national trends, teacher attrition is significantly impacting student success in Delaware. Delaware teacher turnover rates are predominantly higher among first year teachers (see Table 3). Research suggests that the high turnover rates of novice teachers are due to inadequate preparation and support. 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

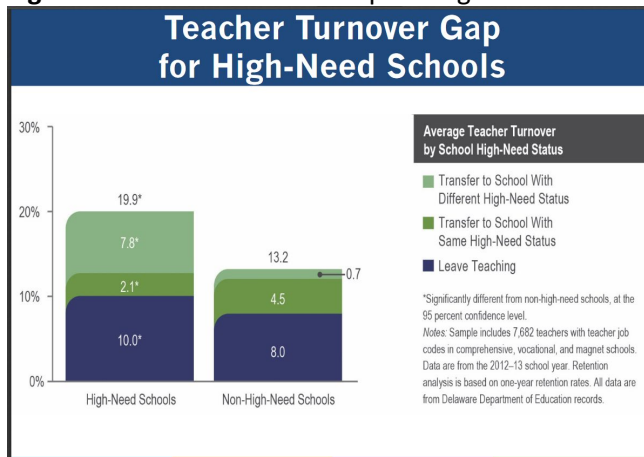
³⁷ Borman, Hewes, and Brown, 2003 pp. 126-127

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.

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>

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 report also recommends an extensive approach with 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 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 Whole or comprehensive school reform initiatives have the potential to build on human

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.

capital initiative by improving the places where teachers work towards places where teachers thrive and want to work.

Adequately Supporting Teachers of Color

National Concerns

A growing body of research shows the positive benefits of having a diverse teaching workforce, specifically highlighting the important roles of teachers of color for student success. It also shows that teachers of color help close 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 teachers of color have, however, the current racial and ethnic teacher workforce composition does not reflect the student composition being served.⁴⁹ Research has proven this disconnect has substantially grown over the past 20 years due to the changing student population and historical desegregation policy efforts.⁵⁰ Furthermore, evidence shows the student-teacher racial discrepancy has negative consequences, especially for underrepresented students of color who lack teacher role models.⁵¹ Additionally, teachers of color experience disproportionate treatment during their preparation in the form of inadequate programs and teacher licensure exams that exclude teacher candidates of color.⁵² During their career, teachers of color experience disproportionate treatment 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 due to unequal responsibility, and bearing the high cost of being a teacher of color.⁵³ 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.⁵⁴

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.⁵⁵ 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.⁵⁶ School leadership influences whether teachers of color stay at a specific school, which emphasizes the need for school leaders to empower and invest in teachers of color. These efforts include prioritizing hiring and

⁴⁷ Carver-Thomas, 2018.

⁴⁸ Ibid.

⁴⁹ National Academies of Sciences, Engineering, and Medicine. 2020.

⁵⁰ Ibid.

⁵¹ Ibid.

⁵² Carver-Thomas, 2018.

⁵³ Dixon, 2019; Carver-Thomas, 2018.

⁵⁴ Guarino, 2019.

⁵⁵ NEA, Research Spotlight on Recruiting and Retaining; Hansen, 2018; Dixon, 2019.

⁵⁶ Dixon, 2019.

placement of teachers of color to create cohorts and in turn reduce isolation.⁵⁷ Additionally, research-based recommendations suggest that the primary form of valuing teachers of color is by providing loan forgiveness, service scholarships, and loan repayment incentives.⁵⁸ A recent study found a strong association between workforce diversity and certain incentive policies 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.⁵⁹

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).⁶⁰ 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, being 43% racially diverse.⁶¹ To further this, Delaware K-12 learners are more diverse than the national distribution.⁶² 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 from underrepresented populations.⁶³ Throughout the teacher academy, preparation programs, and the educator workforce, there is a representation gap in Delaware.

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

⁵⁷ Ibid.

⁵⁸ Dixon, 2019; Hansen, 2018.

⁵⁹ Hansen, 2018.

⁶⁰ Pelesko, 2016.

⁶¹ Ibid.

⁶² Ibid.

⁶³ Ibid.

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 providing and expanding meaningful support for pre-service and in-service teachers of color and men.⁶⁴ 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.⁶⁵ Equity-literacy efforts should solely be within the teacher workforce, also reports recommend instilling this in the preparation programs and professional learning.⁶⁶

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.⁶⁷ 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.

⁶⁴ Teach DE Advisory Council, 2018.

⁶⁵ Ibid.

⁶⁶ Teach DE Advisory Council, 2018.

⁶⁷ Delaware Excellent Educators Plan, 2015.

Work Group Recommendations Proposed to the Redding Consortium

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.

Recommendations for Recruiting High-Qualified, Diverse Candidates

- Develop a *Grow Our Own* Program
 - The Work Group recommends a program geared towards recruiting and supporting paraprofessionals, community members, parents, and others representative of the school population. This program will provide support towards and build on paraprofessional's experiences and familiarity with school communities, including their supporting roles in the classroom, supervisory of students, and administrative assistance.
 - The Work Group recommends that Institutions of Higher Education (IHE) should create partnerships with already established and new Teacher Academies⁶⁸ in Delaware's districts and schools to create pipelines of diverse candidates flowing from schools to postsecondary programs and ultimately back into Delaware schools. 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. This partnership could help increase the number of students entering teacher preparation programs in Delaware.
 - The Work Group recommends that districts should further develop and advertise Teacher Academy and Future Teachers programs, especially to increase candidates of color enrollment.

⁶⁸ 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	

Implementation Plan

Steps	Expected Outcomes	Who is Responsible?
December 2020- March/April 2021		
Talk with New Castle County School districts and Delaware IHEs about program and implementation.	Secure commitment from schools and programs.	Co-Chairs of Consortium
Determine primary district and IHE liaisons that will provide recruitment information and support the paraprofessional/community recruit program.	A more standardized approach to recruiting paraprofessional/community recruits that will provide comprehensive information on the program	
UD, DSU, and Wilmington University ensure a partnership with Delaware Technical College's Elementary Education, Early Childhood Development, and Early Childhood Studies Associate degree programs.	Secure a communication line and commitment to facilitate a pathway to teaching degree for Del Tech graduates and to develop more adaptive and applicable curriculum and program framework.	Co-Chairs of Consortium
New Castle County School Districts and IHE's work to develop plans	Secure a communication line and commitment with the New Castle School Districts that will facilitate districts position needs and IHE's communication with teachers/paraprofessionals	IHEs and school districts
Draft a plan for the short-term school support staff/ community recruit program (includes curriculum/criteria changes, financial support, and academic support)	An implementation plan that will allow short term changes to positively alter the recruitment/retention of paraprofessionals/community recruits	
June 2021- July 2021		
Explore interest/availability for implementing the long-term teacher academy plans (e.g. OEI, DSU, UD).	Determine what organization will take the primarily lead for implementing the long-term recommendation	Co-Chairs of Consortium
2021-2022 School Year		
Conduct initial evaluations of current Teacher Academies.	Determine the current status of Teacher Academies	DOE
Complete and share evaluation findings.	Transparent report on the current state of Teacher Academies	DOE
Draft a plan for implementing changes	An implementation plan	DOE
Mid-Year Adjustments	Completing the changes that are feasible within the second half of the school year	DOE
Revise year 1 plan as needed; develop Year 2 plan based on evaluation findings.	An implementation plan that considers the previous year's evaluations and revise the implementation elements	

Draft a plan for implementing new Teacher Academies in other schools.	An implementation plan that considers the previous year's evaluations and program elements to use on new Teacher Academy programs	
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Monitoring Plan

Key element to monitor and evaluate	Data Type	Data Source	Who is responsible	How often will monitoring take place	What does success look like?
Educator program enrollment	Enrollment records	IHEs	IHEs	Yearly	Increase in enrollment
Educator program graduation rates	Graduation records	IHEs	IHEs	Yearly	Increase in graduation rates
Teacher Academy support elements	Teacher Academy evaluations/surveys		Schools	Yearly	Academies that provide inclusive and effective events/support systems
Teacher Diversity	Teachers demographics	DOE	DOE	Yearly	A teacher workforce that mirrors the demographics of the students they are teaching

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Recommendations for Retaining High-Quality, Diverse Candidates

- Create a Whole School Professional Learning Package Offered to High-Need Schools Within the City of Wilmington
 - The Work Group recommends a multi-year package that consists of 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.
 - The Work Group recommends developing professional learning that consists of initiatives focused on improving school climate and building cultures of respect and learning.
 - The Work Group recommends that the package be modeled after the existing programs in Laurel and Seaford, Delaware, but tailor each program to the unique context of each Wilmington school.
 - The Work Group recommends that each school 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 Work Group recommends that the Office of Innovation and Improvement at the Delaware Department of Education would be implementing the initiative and would work with IHEs to determine logistics. The Department of Education will need to work with the legislatures to determine proper amounts and acquisitions for funding.

Implementation Plan

Steps	Expected Outcomes	Who is responsible?
December 2020-March/April 2021		
Talk to agency running the pilot program (Office of Equity and Improvement), potential Wilmington schools, and programs supporting the PL Explore interest/availability with potential partners (e.g. DASL, PDCE, DSU etc.)	Secure commitment from agency, schools, and programs	Co-Chairs of Consortium
Identify formula or criteria that informs decisions around which schools will serve as initial pilot or stage 1 sites	Criteria or formula for selecting pilot or Stage 1 sites i.e. implementers of whole school reform intervention	
Draft plan (professional learning and evaluation) and budget	Draft plan and budget	Responsible agency
Secure funding for the pilot.	Funding to cover 2 to 3 schools for two to three years (this might involve working with the schools to help craft their Consolidated grant applications or portions thereof)	Legislators
May 2021-July 2021		
Finalize which Wilmington schools will participate based on need/criteria. The work group recommends using school with a high(determine %) of students from low income families, English Language Learners, and Students with Disabilities	Two to three schools will be part of the pilot program	OEI
OEI and partners will begin structuring program with schools based off of needs/criteria determined collaboratively in initial assessments/meetings with the schools	A comprehensive program based off of the needs of the schools in the pilot.	OEI and partners
2021-2022 School Year		
Pilot or Stage 1 Implementation Program up and running	Pilot program up and running	All
Mid-Year Adjustments		
Complete and Share Evaluation Findings		
Revise year 1 plan as needed; develop Year 2 plan based on evaluation findings		

Monitoring Plan

Key element to monitor and evaluate	Data Source	Who is responsible	How often will monitoring take place	What does success look like?
School Climate	School climate survey	Schools	2-4 times a year	Increase in staff/parents/guardian/student satisfaction
Student Achievement	SBAC In school assessment	Schools	2-4 times a year	% of students moving towards meeting the standard or above standard increasing and the % of students below standards decreasing. Increase achievement on school assessments.
Student attendance	Attendance records	Schools	2 times a year	Decrease in number of students absent or tardy
Teacher and leader participation	Measured by partners	Partners	As determined by partners spearheading the program	

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

Recommendations for Retaining High-Quality, Diverse Candidates

- The Work Group recommends developing economic assistance packages for educators in the City of Wilmington schools.
- The Work Group recommends expanding professional learning for school administrators in the City of Wilmington schools.
- The Work Group recommends that the state works with the LEAs to address financial incentives and packages. The literature shows that a meaningful increase in teacher salaries can help in retaining high-quality teachers. 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.

Recommendations for Supporting a Diverse Educator Workforce Within Schools

- The Work Group recommends that LEAs should create cohorts of educators 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 educator field. Data to follow this would be the diversity of the demographics of teachers hired increasing.

- The Work Group recommends that increased efforts should be made to recruit individuals of color and individuals with diverse backgrounds to these positions and to support these individuals while they are working within schools. Though this work may be taken in phases as our capacity for recruiting educators of color grows, it is important to emphasize the need for relative personnel of color.
 - 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 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 teachers in the field. Data for this recommendation would include the number of yearlong residencies and students participating in them.

Appendix

A. 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

B. Work Group Members

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Alfreda Butcher, Parent, Shortlidge Elementary School

Danya Woods, Education Professional, Shortlidge Elementary School

Jim Simmons, Director, Office of Equity and Innovation

Karlin Larkin, Director of Literacy, Great Oaks Charter School

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Shelley Rouser, Department Chair and Associate Professor, Delaware State University

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Ty Jones, Previous Chair of the Wilmington Community Advisory Council

The workgroup was supported by a team from the University of Delaware's Institute for Public Administration and Delaware State University.

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C. Definitions

Since the recommendations focus on high-quality, promising educators, the work group uses the following definitions. The Work Group recognizes there are varying definitions for the following terms and the ones used may not be fully comprehensive, but for the purpose of the Work Group charges the members defined the following terms as:

Educators: This group consists of teachers, administrators, and other positions within schools such as guidance counselors, support staff, nurses, librarians, and more.

Proven or Promising High quality or highly effective educators: forthcoming

Diversity: a reference to the idea that demographics of those directly involved in the education of students should mirror the demographics of the student they serve, with particular attention to race, ethnicity, and gender.

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.⁶⁹

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

Critical Needs Areas- forthcoming

⁶⁹ 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>