

Redding Consortium Educator Work Group Recommendations

Background

In October 2019, the Redding Consortium for Educational Equity tasked the Educator Work Group, with researching, developing, and proposing recommendations focused on the recruitment, retention, and equitable allocation of critical shortage area educators in City of Wilmington schools and ultimately in Delaware high-needs schools. The recommendations are supported by local and national data and informed by best-practices and community stakeholder engagement.

This report contains the proposed recommendations from the Educator Work Group of the Redding Consortium for Educational Equity. Delaware's education system has historically lacked equity. Research shows a primary component for equitable access to a quality education is for students to have equitable access to critical shortage area educators. 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 critical shortage area educators.

Process for Development

The Educator Work Group members developed these recommendations during a series of meetings where they met with stakeholders, reviewed national and local data, and deliberated on best practices. Stakeholders engaged during this process included members of the Educator Work Group who represent various organizations and groups such as the Delaware Department of Education, Office of Innovation and Improvement, Delaware State Education Association, individual teachers, representatives from higher education, and members of the public.¹ The recommendations reflect the data, ideas, and engagement of the Work Group and align with previous recommendations made by other multi-stakeholder groups. The full consortium discussed and approved with conditions a preliminary draft of the recommendations from the Work Group in February 2020.

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 gathered more stakeholder feedback. Additionally, the Work Group determined action steps along with the possible funding needed for the implementation of the recommendations. The two recommendations are:

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 critical shortage area educators.

¹ See Appendix B for a full list of Work Group members.

Definitions

For the purpose of this report, the definitions below are used in the recommendations. The Work Group recognizes that there are varying definitions for the following terms, but for the purpose of the Work Group's charges the members defined the following terms as:

Critical Shortage Area Educator by Race and Ethnicity (Critical Shortage Area Educator): This term refers to the hiring and retention of educators in a school mirroring a school's student population with attention to racial, ethnic, linguistic, and socioeconomic² representation. There will be an intentional focus on the black, brown, and Hispanic/Latino populations as well as males within those populations.

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

Equitable Allocation: the intentional practice by school districts to equitably assign educator positions while taking into account the specific schools' demographics and needed resources.

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.³

Proven or Promising, highly effective educators: For the purpose of these recommendations, this term will align with the Delaware Department of Education's definition for excellent teachers presented in the Delaware Plan to Ensure Equitable Access to Excellent Educators for all students: "an excellent teacher is fully prepared to teach in [their] assigned content area, is able to demonstrate strong instructional practices and significant growth in student learning (on student assessments and also in terms of social-emotional indicators, when available), and consistently demonstrates professionalism and a dedication to the profession both within and outside the classroom."⁴

Wilmington Schools: These are schools located within the City of Wilmington. A complete list with is referenced in Appendix A.

² Socioeconomic status, as defined by the American Psychological Association, is "the social standing or class of an individual or group... often measured as a combination of education, income, and occupation." In this definition, the work group is referencing that when possible, educators have life experiences similar to the students they serve.

³ 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>

⁴ Delaware Plan to Ensure Equitable Access to Excellent Educators for All Students

Educator Work Group Goal: An Increased Pool of Critical Shortage Area Candidates by Race and Ethnicity for Recruitment and Retention

Teacher Recruitment

National Concerns

Recruiting people into the teaching profession is a growing concern nationwide as the number of students enrolled in teacher preparation programs has declined in recent years while the number of K-12 students has increased.⁵ The production of teachers is generally cyclical and responsive to the economic state. Teacher supply in local areas is largely shaped by local policies and training opportunities that directly impact the overall supply and distribution of teachers across schools. Often, they result in teacher shortages in areas such as special education and in schools that are 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 the profession.⁶ This is a concern because of a growing mismatch between the demographic profile of the teacher workforce compared to the current student population.

Many of the national recommendations and policies addressing teacher recruitment focus on targeted recruitment practices including efforts to recruit high-quality teachers to specific subject areas.⁷ Some of the best practice recommendations 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 the teaching profession 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 needs 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's *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-

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, D., Saunders, R., Kini, T., & Darling-Hammond, L., (2018). Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession.; Podolsky A., Kini T., Bishop J., & Darling-Hammond L., (2016). Solving the Teacher Shortages: How to Attract and Retain Excellent Educators. *Learning Policy Institute*.

⁹ Espinoza, 2018.

¹⁰ Podolsky, 2016.

¹¹ Espinoza, 2018; Podolsky, 2016.

state universities, acquire degrees in teaching, and eventually teach in North Carolina public schools.¹² Similarly, Colorado’s *Pathways2Teaching* initiative encourages 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.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

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

Table 1. Enrollment in Delaware Educator Preparation Programs

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

Source: Education Commissions of the States, 2019

In addition, Delaware hinders efforts to attract educators with late hiring and salaries that are not as high as surrounding states. In 2018, most Delaware districts hired 75% of educators between May and August for the upcoming school year.¹⁸ This is later than other surrounding states (February through April) and is not conducive to obtaining high-quality educators. Both Delaware’s average starting teacher

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

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 Pelesko J. A., Glass L. (2016). The Case for a Statewide Effort to Align Teachers Preparations with the Need of the K Through 12 Education.; Delaware Excellent Educators Report, 2019; Plan to Ensure Equitable Access to Excellent Educators for All Students (2015-2025). (2015). *Delaware Department of Education*.

¹⁷ Pelesko J.A., Glass L. (2016). .

¹⁸ Ibid.

salaries and average teacher salaries are on the lower quartile compared to the surrounding states (see Table 2).¹⁹

Table 2. 2016-2017 Average Teacher Salary 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 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, recruitment, and teacher selection recommendations.²¹ The Teach DE Report provides similar recommendations to ensure 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 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 a major concern in the field of education. Recent research indicates that high teacher turnover rates are a factor in the success of students due to inconsistency in the classroom.²⁴ Additionally, low 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. Approximately one in 10

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

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 Ibid.

²⁶ Ibid.

teachers in high-poverty schools leave the profession compared to fewer than one in 15 teachers in low-poverty schools.²⁷ Diverse students who are from low-income families and are low-achieving are frequently served by less qualified teachers. This trend is predominant across states, districts, schools within districts, and even within individual schools.²⁸

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.²⁹ 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.³⁰ It is important to note that, nationally, school leadership and environment are the primary reasons for teachers to leave their current position.³¹

Since factors such as school leadership and a non-supportive work environment rank high as reasons for leaving the profession, many of the recent research-based recommendations describe strategies for addressing them.³² Schools that provide mentoring, induction programs, and collegial support systems produced lower rates of turnover specifically for novice teachers.³³ Additionally, research suggests that teachers desire effective management, encouraging leadership, and inclusive decision-making, autonomy in the classroom, and proper administrative support.³⁴ These leadership qualities are associated with lower levels of teacher attrition and migration.³⁵ In order to keep 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.³⁶ 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.³⁷

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 Comprehensive School Reform (CSR) initiatives, some of which have been shown

²⁷ Podolsky, 2016.

²⁸ 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.

²⁹ Barnett, Berry. (2009). Recruiting and Retaining Quality Teachers for High-Needs Schools: Insights from NBCT and Other Policy Initiatives. *National Center for Teaching Quality and the National Education Association*.

³⁰ Podolsky, 2016.

³¹ Addressing the Teacher Shortage, 2016; Guarino, 2016; Simon, Nicole S., Johnson S. M. (2015). Teacher Turnover in High-Poverty Schools: What We Know and Can Do. *Teachers College Records*.

³² Simon, 2015.

³³ Guarino, 2016.

³⁴ Simon, 2015; Guarino, 2016.

³⁵ Guarino, 2016.

³⁶ Ibid.

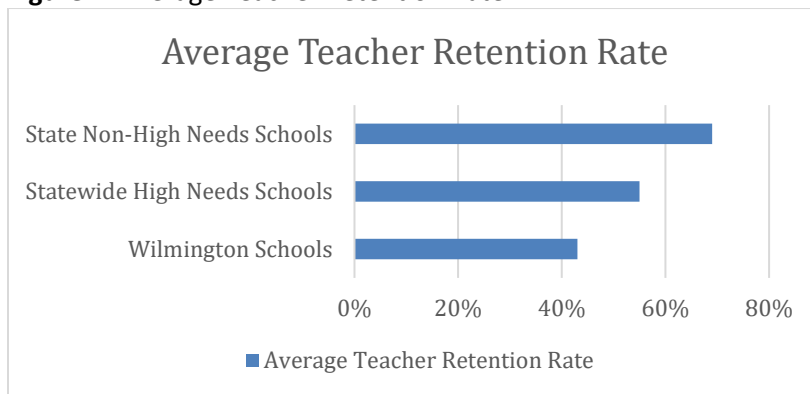
³⁷ Simon, 2015.

to have positive effects 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.”³⁸ Approaches to school climate, administrator, and leadership issues should be holistic and 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 leaders³⁹ and Arkansas, which has built a robust state support system that includes multiple, interconnected leadership programs.⁴⁰

State Concerns

Like national trends, teacher attrition is significantly impacting student success in Delaware. Delaware teacher retention rates are notably lower for high needs and Wilmington schools (see Figure 1). 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 showed 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.⁴¹

Figure 1: Average Teacher Retention Rate.



Source: Delaware Department of Education Data, 2019.

³⁸Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive School Reform and Achievement: A Meta-Analysis. *Review of Educational Research*, 73(2), 125–230.

³⁹ 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.

⁴⁰ Pechota, D., Scott D. (2020). Principal Development as a Strategy in School Improvement. *Education Commission of the States*.

⁴¹ 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.⁴² The report also recommends an extensive approach with multiple steps of teacher recruitment and retention in a school.⁴³ Recommendations include aligning teacher preparation and induction, improving hiring and effectiveness, and utilizing data for more informed hiring practices.⁴⁴ 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.⁴⁵ Additionally, the Teach DE Report recommends developing supportive induction and mentorship experiences, a statewide system of exit surveys, and exploring professional development.⁴⁶

Other schools or districts, including Laurel and Seaford in Delaware, 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.” Reformers failed to address a major source of the problem by focusing on individuals while ignoring the schools where they work.⁴⁷ Whole or comprehensive school reform initiatives have the potential to build on human capital initiative by improving the places where teachers work towards places where teachers thrive and want to work.

Effectively Supporting Critical Shortage Area Educators

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.⁴⁸ 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.⁴⁹ These perceptions include feeling cared for, and mitigating feelings of isolation, frustration, and fatigue.

⁴² Delaware Excellent Educators Plan, 2015.

⁴³ Delaware Excellent Educators Report, 2019.

⁴⁴ Ibid.

⁴⁵ Pelesko, 2016.

⁴⁶ Delaware Excellent Educators Report, 2019.

⁴⁷ Johnson S. M., 2019. *Where Teachers Thrive: Organizing Schools for Success. Harvard Education Publishing Group.*

⁴⁸ Carver-Thomas, 2018.

⁴⁹ Ibid.

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.⁵⁰ Research proves this disconnect has substantially grown over the past 20 years due to the changing student population and historical desegregation policy efforts.⁵¹ Furthermore, evidence shows the student-teacher racial discrepancy has negative consequences, especially for underrepresented students of color who lack teacher role models.⁵² 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.⁵³ 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.⁵⁴ 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.⁵⁵

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.⁵⁶ 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.⁵⁷ 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 placement of teachers of color to create cohorts and in turn reduce isolation.⁵⁸ 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.⁵⁹ 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.⁶⁰

State Concerns

An important concern for Delaware is ensuring a workforce that accurately reflects the diverse population in then Delaware K-12 education system. Current educator and administrator demographics are drastically different than the student population they are serving (see Table 4).⁶¹ Current high school

⁵⁰ National Academies of Sciences, Engineering, and Medicine. 2020.

⁵¹ Ibid.

⁵² Ibid.

⁵³ Carver-Thomas, 2018.

⁵⁴ Dixon, 2019; Carver-Thomas, 2018.

⁵⁵ Guarino, 2019.

⁵⁶ NEA, Research Spotlight on Recruiting and Retaining; Dixon, 2019.; Hansen, M., D. Quintero, and L. Feng. (2018). Can Money Attract More Minorities into the Teaching Profession? *Brookings Institution*.

⁵⁷ Dixon, 2019.

⁵⁸ Ibid.

⁵⁹ Dixon, 2019; Hansen, 2018.

⁶⁰ Hansen, 2018.

⁶¹ Pelesko, 2016.

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.⁶² To further this, Delaware K-12 learners are more diverse than the national distribution.⁶³ 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.⁶⁴ Throughout the teacher academy, preparation programs, and the educator workforce, there is a representation gap in Delaware.

Table 4. Delaware Educator and Student Racial Demographics

	White	Black	Hispanic/Latino	Other
Teachers	83%	11%	3%	3%
School Leaders	73%	23%	2%	2%
Wilmington Students	7%	72%	18%	3%
Delaware Students	44%	30%	18%	8%

Source: Delaware Department of Education Student Report Card, 2019.

Table 5. High School Teacher Academy Demographics

	Percent
Female	73%
Male	27%
American Indian/ Alaska Native	<1%
Asian American	2%
Black	34%
Hispanic/Latino	13%
Native Hawaiian/Pacific Islander	<1%
White	48%
Multi-Racial	2%

Total enrollment=2335

Source: Delaware Department of Education

⁶² Pelesko, 2016.

⁶³ Ibid.

⁶⁴ Ibid.

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.⁶⁵ 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.⁶⁶ Equity-literacy efforts should solely be within the teacher workforce, also reports recommend instilling this in the preparation programs and professional learning.⁶⁷

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.⁶⁸ 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.

⁶⁵ Teach DE Advisory Council, 2018.

⁶⁶ Ibid.

⁶⁷ Teach DE Advisory Council, 2018.

⁶⁸ 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 critical shortage area candidates.

Recommendations for Recruiting Critical Shortage Area Candidates

- Develop a *Grow Our Own* Program
 - The Work Group recommends a program geared towards recruiting and supporting related education professionals, community members, parents, and others representative of the school population. This program will provide support towards and build on related education professionals 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 Educations (IHE) create partnerships with already established and new Teacher Academies⁶⁹ in Delaware’s districts and schools to create pipelines of critical shortage area 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 further develop and advertise Teacher Academy and Future Teachers programs, especially to increase the enrollment of critical shortage area candidates.
 - The Work Group recommends that the Delaware Department of Education’s scholarship and tuition forgiveness programs 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.⁷⁰ The Delaware

⁶⁹ 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 of programs as of June 2019, more schools have added programs since.

- | | |
|----------------------------|-----------------------------|
| -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 | |

⁷⁰ 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

Department of Education would need to work with the Legislature to increase this funding. The baseline data would include the number and amount of scholarships/loan forgiveness provided along with the diversity of teachers receiving the incentives.

Implementation Plan

For the Grow Our Own Program to be successful the following steps should be taken to ensure a commitment from stakeholders and to determine the exact participants in the program with a focus on City of Wilmington.

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 related education professionals/community recruit program.	A more standardized approach to recruiting related education professionals/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 Deltech 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/related education professionals	IHEs and school districts
Draft a plan for the short-term school support staff/community recruit program	An implementation plan that will allow short term changes to positively alter the	

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>.

(includes curriculum/criteria changes, financial support, and academic support)	recruitment/retention of related education professionals/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 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	

Monitoring Plan

To monitor success, the following data points should be monitored.

Key elements	Data Type	Who is responsible	Frequency	What does success look like?
Educator program enrollment	Enrollment records	IHEs	Yearly	Increase in enrollment
Educator program graduation rates	Graduation records	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
Critical Shortage Area Educators	Teachers demographics	DOE	Yearly	A teacher workforce that adheres to the Work Groups definition of critical shortage area educators.

Recommendation for Retaining Effective Critical Shortage Area 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 educators 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 Wilmington 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 legislature to determine proper amounts and acquisitions for funding.

Implementation Plan

For Whole School Professional Learning Package to be offered, the following steps should be taken to ensure a commitment from stakeholders and to determine the exact participants in the program with a focus on City of Wilmington.

Steps	Expected Outcomes	Who is responsible?
December 2020-March/April 2021		
Talk to agency running the pilot program (Delaware Department of Education, possibly the 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	Agency running program with schools and partners
Secure funding for the pilot.	Funding to cover five 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 % of students from low income families, English Language Learners, and Students with Disabilities	Five schools will be part of the pilot program	OEI
OEI and partners will begin structuring program with schools based off needs/criteria determined collaboratively in initial assessments/meetings with the schools	A comprehensive program based off 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	TDB
Mid-Year Adjustments		
Complete and Share Evaluation Findings		
Revise year 1 plan as needed; develop Year 2 plan based on evaluation findings		

Monitoring Plan

To monitor success, the following data points should be monitored.

Key elements	Data Type	Who is responsible	Frequency	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	Schools	2-4 times a year	% of students moving towards meeting the standard or above standard

	In school assessment			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	

Looking Forward

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 Critical Shortage Area 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 Critical Shortage Area Educator Workforce Within Schools

- The Work Group recommends that LEAs should create cohorts of critical shortage area educators for the purpose of preparing the next generation of teachers and administrators as well as supporting the current critical shortage area educators in the schools. Districts would be responsible to create these cohorts to provide support, build recruitment efforts, and provide critical shortage area demographics that more closely mirror each school’s demographics. Data to follow this would be racial, ethnic, and linguistic demographics of educators hired within each school.
- The Work Group recommends that increased efforts should be made to recruit critical shortage area educator candidates 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 critical shortage area teachers, it is important to emphasize the need for critical shortage area related education professionals.
 - The Work Group recommends that the Delaware P-20 Council should use its unique role 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 with critical shortage area 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.

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Appendix A: 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 B: Work Group Members

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Noelle Picara, Co-Chair, Educator, Kuumba Academy

Alfreda Butcher, Parent, Shortlidge Elementary School

Danya Woods, Education Professional, Shortlidge Elementary School

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Maureen McGurk, National Board-Certified Teacher, Lombardy Elementary School

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Stephanie Ingram, Delaware State Education Association

Ty Jones, Previous Chair of the Wilmington Community Advisory Council

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