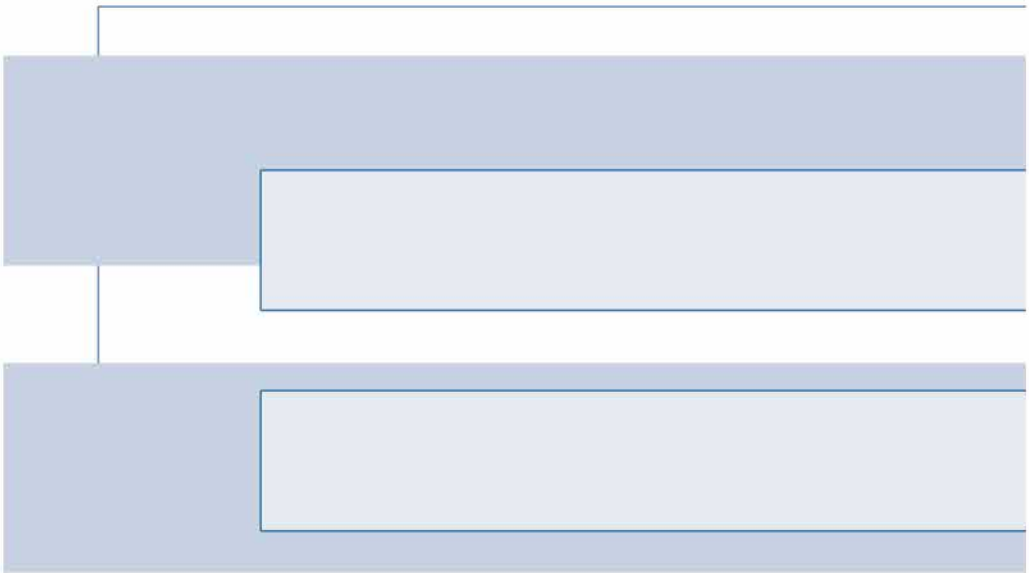
Delaware
Department of Education

Delaware

Plan to Ensure Equitable Access to Excellent Educators for All Students (2015–2025)

June 1, 2015



Contents

Section 1. Introduction: Delaware's Commitment and the Delaware Context 1

Section 2. Equity Gaps 6

- Delaware's Commitment to High-Quality Data 6
- Definitions 7
- Outcome Measures 8
- Student Subgroups 9
- Data Analysis 10

Section 3. Delaware's Stakeholder Engagement Approach to Date 20

- Vision for a Comprehensive Stakeholder Engagement Approach 20
- Plan for Stakeholder Engagement 20
- Participating Stakeholder Groups 22
- Moving Forward: Stakeholder Engagement in Implementation (Stage 4) 24

Section 4. Root Cause Analysis 26

- Results of Stage 1: Data Review and Root Cause Analysis 26

Section 5. Potential Strategies and Solutions for Eliminating Equity Gaps 33

- Strategy 1: Improving School Leadership and Retaining Our Best Leaders 35
- Strategy 2: Strengthen Educator Preparation for Urban and Rural Schools 40
- Strategy 3: Enhanced Recruitment, Selection, and Staff Management of Excellent Educators 46
- Strategy 4: Improved Induction and Mentoring 53
- Strategy 5: Enhanced Professional Learning Opportunities for All Delaware Educators 56
- Strategy 6: Rethinking Compensation and Creating Career Pathways Designed to Keep Effective Educators in the Classroom 60
- Strategy 7: Consider School Climate and Conditions, As Well As Resources 62

Section 6. Ongoing Monitoring of Strategies and Results, and Reporting Progress to Stakeholders and the Public 67

- Identifying Select Partner LEAs (Districts & Charters) 68
- Examining Schools That "Beat the Odds" (Best Practices in Educator Equity) 69
- Statewide data public reporting on a proposed "Educator Equity Quotient" 69
- Statewide Equitable Access Working Group 71

Section 7. Conclusion 73

References 74

Appendices

A. Delaware Educator Diagnostic: Analysis of the First State's Workforce A-1
B. Technical Appendix to Exhibit 2 ..... B-1
C. Stakeholder Engagement Stage 1 Deck and Materials C-1
D. Stakeholder Engagement Stage 2 Deck and Materials D-1
E. Stakeholder Engagement Stage 3 Deck and Materials E-1
F. Stakeholder Engagement Stage 1 Meeting Note Summaries F-1
G. Stakeholder Engagement Stage 2 Meeting Note Summaries G-1
H. Stakeholder Engagement Stage 3 Meeting Note Summaries H-1
I. Sample Stakeholder Outreach E-Mail I-1
J. GTL Center's Talent Development Framework J-1
K. Community of Practice–Developed DPAS-II Guide for Administrators K-1
L. Profiles of Educators in the Delaware Talent Cooperative L-1
M. Delaware Talent Cooperative Study Summary M-1
N. Sample Exit Survey N-1
O. Brandywine School District CIP Grant Proposal O-1
P. Colonial School District CIP Grant Proposal P-1
Q. Funding Flexibility Workgroup Report Q-1
R. Title II, Part A—2015–16 Consolidated Application Program Highlights R-1
S. District Equity Gap Maps S-1

Section 1. Introduction: Delaware's Commitment and the Delaware Context

Despite the deeply held American belief that a democracy thrives through a well-educated populous, it is only since 1965 that state education agencies have been bound by the Elementary and Secondary Education Act (ESEA) to provide equitable access to education for all students, with particular attention paid to students from low-income and minority backgrounds. For the last 50 years, we as a nation have fallen short of a duty that we should have addressed before the first school ever opened. Across the nation, poor and minority students do not always have access to a level playing field with their nonminority and more affluent peers when it comes to obtaining an excellent education. In Delaware, although many student achievement and access gaps continue to persist, there are several schools and districts that have begun to demonstrate that history need not repeat itself. Delaware has long focused on closing educator equity gaps because we, as a state, believe that *we will only close the achievement gap for our highest need students if all students have equitable access to the most capable and well-prepared educators.* Despite our concerted efforts to date, our student achievement data persistently tell us we have more work ahead. The good news is that many of Delaware's educators and local leaders are already showing what is possible for ALL students by re-doubling efforts to ensure that "excellent educators for all" is a statewide reality.

Recent state data illustrated that significant achievement gaps exist among Black, Hispanic, low-income, students with disabilities, and English language learners (ELLs) compared with their White peers (see Exhibit 1).

Exhibit 1. Difference in Percentage of Students Scoring Proficient or Advanced, DCAS 2013–14

Student Subgroup	English Language Arts	Mathematics
Black/White	23*	27*
Hispanic/White	20*	18*
Low-income/non–low income	21*	22*
Students with disabilities (SWD)/non-SWD	49*	48*
English language learner (ELL)/non-ELL	42*	33*

Note. This sample includes all students in Grades 3–10 who participated in 2013–14 English language arts and mathematics assessments. All data are from Delaware Department of Education records.
* Difference is statistically significant at the 5 percent level.

As a state, Delaware recognizes that these persistent achievement gaps strongly predict how likely a student is to attend and excel in college or in a career. The National Center for Education Statistics (2015) recently reported that in 2013, the immediate college enrollment rate for high school completers from high-income families (80 percent) was 31 percentage points higher than the rate for those from low-income families (49 percent). More than half of Delaware public school students who enroll in the state's colleges have to take remedial courses that are not credit-bearing. Although this fact is concerning, perhaps more alarming is that only 30 percent of

Delaware high school freshmen make it to their sophomore year of college, and only 17 percent of low-income freshmen persist to their second year of college. Further, although much has been written about other contributing factors to these gaps (e.g., poor health care and funding shortfalls), the state-specific data reviewed from Delaware suggests that the achievement gap can be closed by ending educator quality disparities.

Educator quality remains the number-one in-school factor affecting whether Delaware's students have access to the great education that they deserve.

To that end, the Delaware Department of Education (DDOE) is pleased to submit to the U.S. Department of Education the following plan for improving equitable access to excellent teachers and leaders in our state. This plan responds to Education Secretary Arne Duncan's July 7, 2014, letter to all state education agencies (SEAs), as augmented with additional guidance published on November 10, 2014. Delaware's plan complies with (1) the requirement in Section 1111(b)(8)(C) of ESEA that each state's Title I, Part A plan includes information on the specific steps that the SEA will take to ensure that students from low-income families and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA if necessary. Given the importance of strong school leadership, the plan also addresses access for students from low-income families and students of color to high-performing school principals.

Delaware is eager to be a leading state in the nation in the development and implementation of this state plan to ensure equitable access. Delaware is uniquely positioned for three key reasons: our commitment to generating and reviewing high-quality educator effectiveness data, our commitment to authentic stakeholder engagement with the full spectrum of actors in the system, and our commitment to a comprehensive, coordinated, urgent approach to ensuring that all students have access to excellent teachers and leaders.

Delaware's Commitment to High-Quality Educator Effectiveness Data. One way in which Delaware hopes to lead the nation in ensuring equitable access to all educators is through effective establishment and usage of educator effectiveness data. The state's first-round win in the 2010 Race to the Top (RTTT) competition was predicated on state and local leadership's historic commitment to educator excellence, which dates back to the 1980s. Delaware was one of the first states to institute a statewide educator evaluation system, and one of the first to establish statewide data platforms. The educator evaluation system was revised in 2005, creating the critical capacity to link student and educator data and allowing educators and policymakers to quickly analyze the performance of students over time, track how graduates perform in college, and link teachers to teacher preparation programs, all of which provide rich opportunities to use data to drive performance at the system, school, and classroom levels.

Delaware's Commitment to High-Quality Data

One way in which Delaware hopes to lead the nation in ensuring equitable access to all educators is through effective establishment and usage of educator effectiveness data.

Delaware knows from available research data that the presence of a highly skilled teacher is the strongest in-school predictor of a student's academic success, with high-quality school leaders being the second most important factor. However, several recent national studies (Glazerman & Max 2011; Goldhaber, Lesley, & Theobald, 2014; Isenberg et al., 2013; Kalogrides & Loeb, 2013; Sass, Hannaway, Xu, Figlio, & Feng, 2012; Schultz, 2014) demonstrate that educator equity gaps continue to endure for students from low-income and minority backgrounds, according to almost every educator effectiveness metric, at the classroom, school, and district levels. Delaware's educator excellence work is focused on the principle that ensuring equitable access to

teachers and school leaders—those who have the mind-sets and skills to guide their learning—will lead to success both in the classroom and into college and careers. This belief is informed, in part, by the state's extensive longitudinal data systems and recent work with Harvard University's Strategic Data Project (SDP). Through its partnership with SDP since 2011, Delaware has seen its culture of data use expand into the relatively new field of educator effectiveness analytics at the state, district, and school levels. The SDP human capital and college-going diagnostic research has prompted a strong demand for data on school, teacher, and student performance within DDOE and in the field. Last year, a four-member analyst team was formed within the Teacher & Leader Effectiveness Unit (TLEU); this team is led by an SDP alumni and includes two Cohort 6 SDP Fellows. As part of the development of this equity plan, Delaware partnered with SDP further to conduct a series of equity-related analyses. SDP's work is perhaps even more important because of their national perspective, and Delaware continues to learn from other states, districts and charter networks about how to improve its data systems in the spirit of better understanding and acting upon educator effectiveness data.

Delaware's Commitment to Authentic Stakeholder Engagement. The development of this plan provided staff at DDOE the opportunity to share data, challenges, and opportunities with diverse stakeholders from across the state. Delaware has committed to another six months of stakeholder engagement in 2015. Hundreds of Delaware educators, parents, community leaders, district leaders, policymakers and elected officials had the opportunity (in the first half of 2015) to review statewide data, ongoing state and local initiatives in the area of educator equity, and perhaps most importantly, an opportunity to comment on the work currently underway and to inform future directions. The state has a long history of stakeholder participation in policy and practice and appreciates USED's attentiveness to the importance of soliciting input from educators, partners, parents, and others concerned with ensuring that all Delaware students are taught by excellent educators.

As noted, the stakeholder engagement process on current equity gaps and potential long-term strategies to address them will continue beyond the submission of the plan. Delaware is committed to a comprehensive approach to stakeholder engagement, and, therefore, many of the additional discussions focused on potential strategies will occur during summer and into fall 2015. Some of these conversations will include groups that have participated in the initial discussions around equity gaps and their root causes while others will be engaged for the first time. DDOE's leadership continues to welcome feedback about additional groups that should be involved.

Delaware's Commitment to a Coordinated, Comprehensive Approach. A third way in which Delaware is well-positioned—with a vision of eliminating key educator equity gaps that exist within our state by 2025—is through a coordinated approach to addressing the issue. First, because of the state's small size, Delaware remains uniquely poised to tackle the pervasive problem of inequitable access to excellent teachers and leaders in a coordinated way. Delaware's plan demonstrates the state's commitment to addressing inequities across all student demographics, across all 19 districts and 24 charter schools.[1] Part of the longer term plan will focus on a smaller subset of districts serving disproportionately higher numbers of students from low-income communities—DDOE hopes to forge deeper partnerships with several LEAs in developing local plans and driving key strategies at the level closest to students.

But more important than size is our commitment at the state and local levels to developing educator effectiveness policies in a way that strategically addresses the full spectrum of critical policy areas (e.g., recruitment, retention, evaluation, professional development) and align initiatives to ensure coherence across them. This educator effectiveness "systems approach" involves coordinating within DDOE to ensure that all leaders working to improve educator effectiveness are aware of one another's initiatives and able to leverage and strategically build

[1] In 2015–16, three additional charter schools will open, bringing the total number of local education agencies (LEAs) to 33.

upon them. Building on the state's 2010 RTTT efforts, in 2013 Delaware has developed sustainability plans for its great teachers and leaders efforts, building upon statewide work dating back to the 1990s. In 2010, Delaware created the TLEU to help fuel ongoing efforts, which has allowed the state to make great strides in establishing a foundation for this equitable access focus. More importantly, however, districts and charters have developed deeper capacity (through more than $70 million in RTTT funds, ongoing technical assistance, and the leadership of the state's superintendents) in the realm of educator effectiveness.

Notably, Delaware's districts and charters have developed new partnerships with preservice providers, stronger selection models and screening tools, new approaches to mentoring and induction, uniquely tailored educator evaluation systems, greater opportunities for individualized professional development, and early efforts in creating more meaningful retention strategies. They also have invested in early childhood, wraparound services, and improved culture and climate (based on new data streams). Thus, Delaware continues to form an approach to educator effectiveness that is a "both/and" instead of an "either/or" approach, attempting to eliminate the foible of false choices. This plan thus builds on a strong foundation for improving student performance and access to teacher and leader excellence, which will be detailed throughout the plan.

To ensure that DDOE began this work with a clear vision of the policies and initiatives already underway, the team conducted a policy inventory using the Center on Great Teachers and Leaders (GTL Center) Talent Development Framework. This policy inventory involved bringing together the state's educator effectiveness leaders to systematically document the full spectrum of educator effectiveness policies and initiatives, and consider areas of strength and areas where less policy attention had been devoted to-date (see Section 5 for more details on this policy inventory).

Despite Delaware's leadership in the areas of data, stakeholder engagement, and comprehensive educator effectiveness approaches, the in-depth review suggested that Delaware still has work to do before "equitable access" will be achieved. In April 2013, Delaware released its *Educator Effectiveness Diagnostic,* which found, among other results, the following:

- **New teachers in Delaware leave more quickly:** Two out of three new teachers, on average, leave their school by their fourth year. One out of every three new teachers, on average, leaves Delaware entirely after four years. After the 2012–13 school year, 22.1 percent of early career teachers left their schools, which is nearly double the rate for teachers with three or more years of prior experience (12.9 percent). The rate at which teachers leave Delaware schools entirely also is much higher for early career teachers (12.3 percent) than it is for more experienced teachers (7.8 percent).
- **High-need schools have higher rates of teacher turnover:** For *high-need schools,* defined in Section 2 of the plan, on average, nearly 45 percent of teachers have left a high-need school after four years, compared with 58 percent in all other schools.
- **Delaware's neediest students might not be consistently interacting with the highest-performing teachers:** On average, high-need schools have 60 percent of their teachers rated *Exceeds* or *Satisfactory* on their Student Improvement Component (Measure A ratings[2]) versus 76 percent in all other schools. Overall school performance in Delaware's highest need schools (and subgroups) continues to lag behind state averages, though this is not true in every situation.

[2] Measure A of DPAS-II (R) for teachers is comprised of student academic growth targets, which are based on the change in performance of students in Grades 3–10 on reading and/or mathematics state assessments from fall to spring.

- **Poorer schools exhibit higher shares of newly hired teachers:** Newly hired teachers in Delaware constitute about 9 percent of the workforce in schools above the state median in economically disadvantaged student composition, compared with 6 percent in those schools below the median. Further, novice teachers are roughly twice as common in schools in the top quartile of economically disadvantaged students (poorest) as they are in schools in the bottom quartile (most affluent).

These and other data continue to drive the work of TLEU, DDOE, LEAs, and policy leaders. In response to these facts and the federal requirement that all states submit a plan to address educator equity, Delaware partnered with the GTL Center at American Institutes for Research and has taken the following steps to engage a broad community of stakeholders in the creation of our statewide equity plan:

1. Reviewed data provided by ED, Harvard University's SDP, and the state's Public Educator Data Systems (see Section 2).
2. Developed and began implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators (see Section 3).
3. Conducted a root cause analysis, based on data and more than twenty meetings/sessions with a broad cross section of education stakeholders, to identify the challenges that underlie our equity gaps, and to co-develop shared understandings of the resulting strategies intended to address these root causes (see Section 4).
4. Developed a menu of potential strategies and solutions with concrete guidance to continue or direct implementation (see Section 5).
5. Set measurable goals and created a plan for measuring and reporting progress and continuously improving this plan as well as informing our stakeholders of our progress (see Section 6).

Delaware's Commitment to Stakeholder Engagement

The resulting plan reflects the thoughtful analysis of more than 200 state leaders, educators, and Delaware citizens.

The resulting plan reflects the thoughtful analysis of more than 200 state leaders, educators, and Delaware citizens. This plan will provide a roadmap for the state's comprehensive approach to strengthening teacher and leader effectiveness across Delaware. Specifically, it will review the current data that speak to the most relevant and persistent equity gaps that exist in the state, and it will share the root causes of those gaps that emerged from these stakeholder conversations and further data review. Finally, the plan will present the state's approach and timeline for communicating progress to stakeholders and the broader public on an ongoing basis, noting that a second phase of data review, stakeholder engagement, and LEA technical assistance will occur during the second half of 2015 as the plan is finalized. The plan addressed the core in-school issue of educator equity—Delaware understands that both formal and informal support and accountability for districts, schools, and educators combined with ongoing engagement of the broader citizenry and of civic and community groups will ensure that all Delaware students have the opportunity to succeed in school, in college, and in their careers.

Section 2. Equity Gaps

A critical step in moving toward more equitable access to excellent educators is to better identify important indicators of educator equity and equity gaps[3] so that state leaders and stakeholders can discuss root causes behind these equity gaps and identify potential strategies that directly address these gaps. Although Delaware's focus on providing equitable access to effective teaching and leadership is long-standing, critical data highlighting the depth of the challenge have become available only in the last few years. This section provides a brief history of Delaware's commitment to continually developing its educator effectiveness data infrastructure to enable meaningful analysis of educator effectiveness and equitable access trends. The section also defines key terms, presents the outcomes of DDOE's data analysis, and identifies four key equity gaps that will be continuously referenced throughout the plan as the state moves from data analysis to concrete action.

Delaware's Commitment to High-Quality Data

The data presented in this plan build on almost a decade of dedicated efforts to improve educator data quality in Delaware. In 2006, the DDOE submitted an educator equity plan to ED that detailed the steps that the state would take to ensure that all students were instructed by a highly qualified teacher (HQT).[4] The plan included a number of steps to achieve this goal, including the increased use of Title II monitoring and providing technical support to districts. In 2006, roughly one quarter of Delaware schools and more than a third of classes were instructed by teachers who did not meet the federal definition of HQT. Today, more than 98 percent of the teachers of core academic subjects in Delaware meet that definition. Although this dramatic increase in HQT trends in the state is very encouraging, Delaware recognizes that HQT is not a strong enough indicator of educator effectiveness and has not translated into increased achievement for all students. There is still significant progress needed in understanding the next generation of indicators and data that will shape the state's equitable access goals.

In the years following 2006, the state's emphasis on understanding equitable access to effective educators remained resolute. In its RTTT grant application three years later, Delaware outlined a number of initiatives aimed at increasing educator effectiveness, especially in the state's high-need schools.[5] The RTTT opportunity led to the creation of TLEU within DDOE, the distribution of nearly $60 Million in federal funds to districts and charters based on need, and ultimately the implementation of a number of equity-focused initiatives such as a statewide educator recruitment portal (www.joindelawareschools.org) and the Delaware Talent Cooperative (see Section 5). A plan for building a more complex understanding of the state's educator equity landscape was charted.[6] Recognizing educator effectiveness as more indicative of student success than HQT, the state pushed ahead based on student achievement trends and other key educator equity data points; however, there was consensus within Delaware that state leaders needed a research partner to help it analyze decades of workforce data.

In 2012, DDOE partnered with Harvard University's SDP to increase the DDOE's analytic capacity relating to issues of educator effectiveness. Full-time Strategic Data Fellows have served within DDOE during this time. This

[3] Equity gaps are defined as the difference between the rate at which certain groups of students (e.g., minority or high-poverty) are taught by excellent teachers and leaders and the rate at which their peers are taught by such teachers and leaders.
[4] See the 2006 Delaware educator equity plan (http://www2.ed.gov/programs/teacherqual/hqtplans/de.doc).
[5] See Delaware's Race to the Top Application for Initial Funding (http://governor.delaware.gov/docs/DERTTTNarrativeFinal1001190116.pdf).
[6] See "HC Analytics" Delivery Plan submitted to ED in 2010–11 as part of the state's RTTT Scope-of-Work.

investment has allowed Delaware to conduct sophisticated analyses relating to equitable access. In April 2013, the state released the *Educator Effectiveness Diagnostic*[7] after a 12-month engagement with Harvard's senior researchers (http://www.doe.k12.de.us/domain/355). The major objective of the state's data analytics efforts were achieved, and state and local education leaders could not cite "not having the data" as a reason for not addressing critical issues of educator equity. This report was publicly released in spring 2013 and has been shared with state legislators, local school boards, district superintendents, principals, and others. Delaware's efforts to create these new understandings and to share them with educators and policymakers to inform legislation and implementation have been recognized nationally by the Data Quality Campaign.

In February 2015, the state's Data Fellows were invited by the Equitable Access Support Network to present their approach in identifying equity gaps with other New England state equitable access teams at a Northeast Comprehensive Center (hosted by the Southern Regional Education Board (SREB)). Several other states are now taking a similar approach to Delaware, building a deep understanding of their data with external research partners that have deep expertise in the field. Thus, to summarize, during the past decade, Delaware has been committed to understanding and publishing statewide trends concerning this important data management and analysis issue (including equitable access specifically) that historically has not been a priority for state agencies. This commitment to high-quality data has earned our state regional and national attention and builds the foundation for a strong and long-lasting commitment to securing excellent educators for all students.

All analyses presented in the state's equity plan herein are a product of the ongoing collaboration between the Harvard Strategic Data Project and the Delaware Department of Education.

Definitions

As noted earlier, Delaware's 2006 educator equity plan focused primarily on HQT status. In contrast, the current plan focuses instead on ensuring that all students are taught by "excellent" teachers, who in turn are supported by "excellent" leaders. Clearly, there are multiple important dimensions of educator effectiveness (e.g., qualifications, expertise, performance, and effectiveness in improving student academic achievement and social-emotional well-being). Delaware has broadly defined *excellent educators*, in collaboration with stakeholders, as follows:

- An *excellent teacher* is fully prepared to teach in his or her 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 of the classroom.
- An *excellent school leader* is fully prepared to lead both instructionally and administratively, is able to demonstrate strong leadership practices and significant growth in student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of school.

Because of the challenges associated with accurately and consistently capturing these attributes statewide, DDOE has elected to err on the side of comprehensiveness over simplicity in selecting metrics to capture educator equity. Rather than confine the analysis to the metrics required by the U.S. Department of Education, DDOE will consider equitable access to excellent educators holistically herein, considering the following aspects of teachers and leaders themselves as well as teaching and learning conditions.

[7] See Appendix A.

Outcome Measures[8]

- Inexperienced Teachers

  1. **Rates of First-Year Teachers.** Most teachers improve considerably during their first year of practice. The prevalence of first-year teachers is one indicator of equity.

  2. **Rates of Early Career Teachers.** Generally, teachers continue to increase in their effectiveness for at least the first few years in the classroom. For this reason, rates of early career teachers, or those with zero to two years of prior experience, also were examined.

- **Teacher Observational Scores.** Presented is the proportion of teachers who earn *satisfactory* ratings (*unsatisfactory* ratings are also included) for each of the four observational components (Components I–IV) of the state's Delaware Performance Appraisal System II (DPAS-II) teacher evaluation system: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

- **Teacher Contribution to Student Growth.** Data on student growth measures also are used to broaden the understanding of equitable access to excellent teachers. The rates of Delaware's Group 1 educators (those who teach English or mathematics) rated *exceeds, satisfactory,* and *unsatisfactory* on Measure A were also considered.[9] Although the introduction of a new student growth model in Delaware may make it difficult to precisely compare equity gaps before and after the new model is implemented, examining this metric still provides important cross-sectional trends as well as critical longitudinal information.

- **Teacher Evaluation Summative Ratings.** The DPAS-II educator evaluation system historically utilizes the following four summative ratings: *highly effective, effective, needs improvement,* and *ineffective*. These ratings capture many of the qualities of excellent educators noted earlier. Prior data suggest that the majority of educators in Delaware are rated as *highly effective* or *effective* on their final summative evaluation. For this reason, the lower two teacher summative ratings (*ineffective* and *needs improvement*) were combined into the single measure *not effective* for the purposes of this plan.

- **Unqualified or Out-of-Field Teachers.** Delaware plans to continue to examine rates of HQT, or those teachers who hold full certification required for a particular class and have demonstrated subject matter competence for the content of the class (see Section 6, as Delaware is considering different ways to collect and report such indicators—such as developing an Educator Equity Quotient (EEQ)). In the interim, the percentage of classes instructed by a non-HQT teacher will be used as a proxy for the proportion of out-of-field and unqualified teachers in a school. As Delaware continues to update and improve teacher licensing and certification—and ultimately how "highly qualified" is viewed in the state—this metric may change in future years.

Delaware's Use of Multiple Educator Effectiveness Metrics

Because of the challenges associated with accurately and consistently capturing these attributes statewide, DDOE has elected to err on the side of comprehensiveness over simplicity in selecting metrics to capture educator equity.

[8] All data are from DDOE records.

[9] Group 1 educators are Grades 3–10 reading or mathematics teachers whose students receive individualized growth targets. Measure A is determined by the number of students assigned to Group 1 educators who reach their growth target.

- **Teacher Salary.** Teaching salary plays a role in ensuring that excellent teachers are attracted to schools. To determine whether poor and minority students are taught by less well-paid teachers, net pay as well as experience- and education-adjusted teacher pay were examined.
- **Teacher and Principal Turnover.** High rates of teacher turnover are a cause and a symptom of school and teacher quality issues. The rates of out-of-school (total) teacher and principal turnover were examined as an additional indicator of excellence.
- **Principal High-Tenure Rates.** School culture benefits from having a stable principal in place, as it often takes a number of years for school leaders to establish an environment of trust and high expectations. For this reason, the composition of principals who have been at their school for five or more years was examined.
- **School Working Conditions.** Poor teacher working conditions may be seen as a cause and effect of low school quality. In this report, the average school composite score from the Teaching, Empowering, Leading and Learning (TELL) Delaware survey was examined; this score measures educator perceptions of teaching and learning conditions.

Student Subgroups

- **Students From Low-Income Families**. Students are categorized as "low income" if they receive either Temporary Assistance for Needy Families or Supplemental Nutrition Assistance Program (jointly referred to as "Direct Certification").
- **Students of Color**. Students are categorized as students of color if they self-identify as any race other than White.
- **ELLs.** This subgroup includes students who meet the federal definition of ELL, also known as "limited English Proficient" (LEP), according to Public Law 107-110, Title IX, Part A, Sec. 9101 (25).
- **Students With a Disability.** This subgroup includes students with an identified disability who have received services through an individualized education plan.
- **Urban Students.** Students who attend a school in an urbanized area, as defined by the National Center for Education Statistics.
- **Students From Wilmington.** Students who attend a school within the city limits of Wilmington.
- **Students From a High-Need School.**[10] A school is considered high need (for the purposes of this plan) if it has met at least one of these four conditions:
  1. It has been a partnership zone or priority school since 2010
  2. It participated in the state's Talent Retention initiative during the first half of RTTT (in 2012–13).
  3. It is one of the top 15 schools in at least two of these three statewide categories: highest percentage of non-White students, highest percentages of students eligible for free or reduced-price meals, or highest percentages of ELLs.

[10] DDOE is currently reviewing all business rules concerning student achievement data and school characteristics. Revised definitions will be included in an updated version of the plan in late 2015.

4. At least 75 percent of its students are non-White, eligible for free or reduced-price meals, or ELLs. *Note: the state's calculation of poor/"low-income" has changed in 2015, and the state's Equity Plan utilizes historic definitions in some cases while utilizing newer definitions in others. See footnote.*

For each of the first four subgroups, school quartiles are constructed. For instance, a school would be in the first quartile (Q1) of low-income students if its rate were in the lowest quartile (i.e., the most affluent). Conversely, a school would be in the fourth quartile (Q4) of low-income students if its rate were in the highest quartile (i.e., the poorest). Urban students are compared with nonurban students, while students from Wilmington are compared with non-Wilmington students. Exhibit 2 presents the differences in subgroups—or equity gaps—for all outcome measures examined in this report. All public schools in Delaware are included in these analyses.[11]

Data Analysis

Exhibit 2 highlights meaningful equity gaps along a number of dimensions. For instance, schools in the highest quartile of low-income students and those in the highest quartile of students of color have rates of early career educators roughly 5 percentage points higher than schools in the lowest quartile of each category, respectively. Similar gaps are found across urbanicity and high-need status. Fourth quartile schools in student income, composition of students of color, and high-need schools exhibit meaningful gaps across nearly all indicators, including teacher observation scores, Measure A scores, summative teacher ratings, teacher turnover, and TELL composite scores (working conditions). Findings across ELL and special education populations, as well as urban/nonurban and Wilmington/non-Wilmington schools, were mixed.

[11] One exception is the exclusion of charter schools in analyses related to experience, as there were data quality issues in this area.

Exhibit 2. Delaware Equity Gaps[a]

Outcomes	Student Subgroups						
	% Low Income	% SOC	% ELL	% SWD	Urban/ Non-Urban	Wilm/ Non-Wilm	School HN Status
	Gap (Q4–Q1)	Gap (Q4–Q1)	Gap (Q4–Q1)	Gap (Q4–Q1)			
Share of teachers who are novices	2.3*	2.5*	0.5	0.7	1.6*	-0.1	2.2*
Share of teachers who are early career (0–2 years of experience)	4.5*	5.7*	-0.5	2.7*	5.1*	-0.4	4.7*
Share of teacher rated as *unsatisfactory* on one or more DPAS I–IV components	1.6*	1.8*	1	0	2.4*	-0.5	1.5*
Share of teachers rated as *unsatisfactory* on DPAS Measure A	18.0*	14.6*	9.9*	5.2*	12.7*	10.8*	12.3*
Share of teachers rated as *satisfactory* on DPAS Measure A	−5.1	3.5	2.8	5.3	−5.2	5.3*	−8.5*
Share of teachers rated as *exceeds* on DPAS Measure A	−12.9*	−18.1*	−12.7*	−10.5*	−7.5*	−16.1*	−3.8
Share of teachers with a summative rating of *ineffective* or *needs improvement*	2.7*	1.8*	1.8*	0.2	1.8*	0.6	2.0*
Share of teachers with a summative rating of *effective*	5.6*	6.7*	2.3	5.0*	5.5*	5.0*	3.2
Share of teachers with a summative rating of *highly effective*	−8.3*	−8.5*	−4.1	−5.2*	−7.3*	−5.6*	−5.2*
Percentage of classes taught by HQTs	−1.2	−1.6*	0.5	0.6	−0.2	−0.2	−1.4
Average teacher salary	−4903.4*	−2539.5*	−726.9	−4035.8*	−2582.3*	5205.0*	−2343.6*
Average teacher salary, adjusted for years of experience and advanced degree	−1830.7*	819.9*	356.9	−1752.5*	−787.9*	4754.5*	287.7
Percentage of teachers who left teaching in Delaware Public Schools in 2012–13	0.5	3.6*	−1.9*	0.7	2.9*	0.4	2.1*
Percentage of teachers who transferred districts in Delaware in 2012–13	1.0*	1.4*	−0.4	0.7	1.6*	−0.4	1.5*

Outcomes	Student Subgroups						
	% Low Income	% SOC	% ELL	% SWD	Urban/ Non-Urban	Wilm/ Non-Wilm	School HN Status
	Gap (Q4–Q1)	Gap (Q4–Q1)	Gap (Q4–Q1)	Gap (Q4–Q1)			
Percentage of teachers who transferred schools within a district in Delaware in 2012–13	3.8*	3.2*	2.8*	2.5*	0.8	−1.7*	3.2*
Overall percentage of teacher turnover	5.4*	8.2*	0.6	4.0*	5.3*	−1.7	6.8*
Percentage of principals who left Delaware Public Schools in 2012–13	−2.3	−1.5	−13.6*	−1.1	5.2	−1.3	1.1
Percentage of principals who transferred districts in Delaware in 2012–13	3	1.1	2.6	2.9	−3.1*	0.1	3
Percentage of principals who transferred schools within a district in Delaware in 2012–13	−5.6	5.6	−5.9	−4.5	−3.1	−5.3	6
Overall percentage of principal turnover	−4.9	5.2	−16.9*	−2.7	−1.1	−6.4	10.2
Percentage of principal whose tenure at school is three or more years	−10.3	−8.5	−2.1	2.6	−1.3	10.7	−11.8
Average TELL composite	−5.8*	−7.4*	1.6	−2.2	−6.9*	−3.6	−6.2*

Note. The sample includes teachers with teaching job codes in comprehensive, vocational, and magnet schools. Teacher experience, salary, percentage of classes taught by highly qualified teachers, and DPAS outcomes are from the 2013–14 school year. Retention outcomes and TELL scores are from the 2012–13 school year. All data are from DDOE records.
Abbreviations for Student Subgroups are as follows: SOC (Students of Color), ELL (English language learner), SWD (students with disabilities); School HN Status (school high-need status).
[a] See Appendix B for a technical description of the data definitions and methods used to create this table.
* Difference is statistically significant.

This table represents a comprehensive examination of equity gaps in the state of Delaware. In the coming years, the state will continue to monitor the progress of these gaps (see Section 6). It is important to take such a comprehensive approach, as Delaware acknowledges that the successful solution to closing gaps depends on the type of gap (e.g., salary gaps versus gaps in experience) as well as the subgroup being considered (e.g., ELL students versus students from low-income families). After performing a comprehensive examination of equity gaps, a number of priority equity metrics were selected based on reasons described herein. Using priority metrics will allow the state to improve clarity and focus discussion on these matters. The following are two contributing equity gap metrics. The contributing equity gaps are considered some of the root causes (as named in stakeholder engagement sessions) of the priority equity gaps.

To obtain a complete understanding of Delaware's equity gaps, researchers examined all key metrics across school need status. The U.S. Department of Education's FAQ guidance requires states to look at the extent to

which poor and minority students are taught by excellent teachers compared to other students. Delaware's definition of high need schools (described above) takes into account the proportion of minority and poor students in schools (in addition to other factors), and we therefore turn to this definition as a way to more clearly state our equity gaps. Table 3 illustrates how the high-need, high-minority, and high-poverty school measures relate. For example, note that more than 90 percent of the schools in the highest minority group of schools in the state are also considered high-need, and more than 70 percent of the schools in the highest poverty quartile of schools in the state are considered high-need. In closing gaps between high-need and non-high-need schools, one would likely be closing the gaps across related subgroups as well. Moreover, the equity gaps across need status are large and meaningful, as the following analyses expand upon.

Exhibit 3. Characteristics of High-Need and Non-High-Need Schools in Delaware

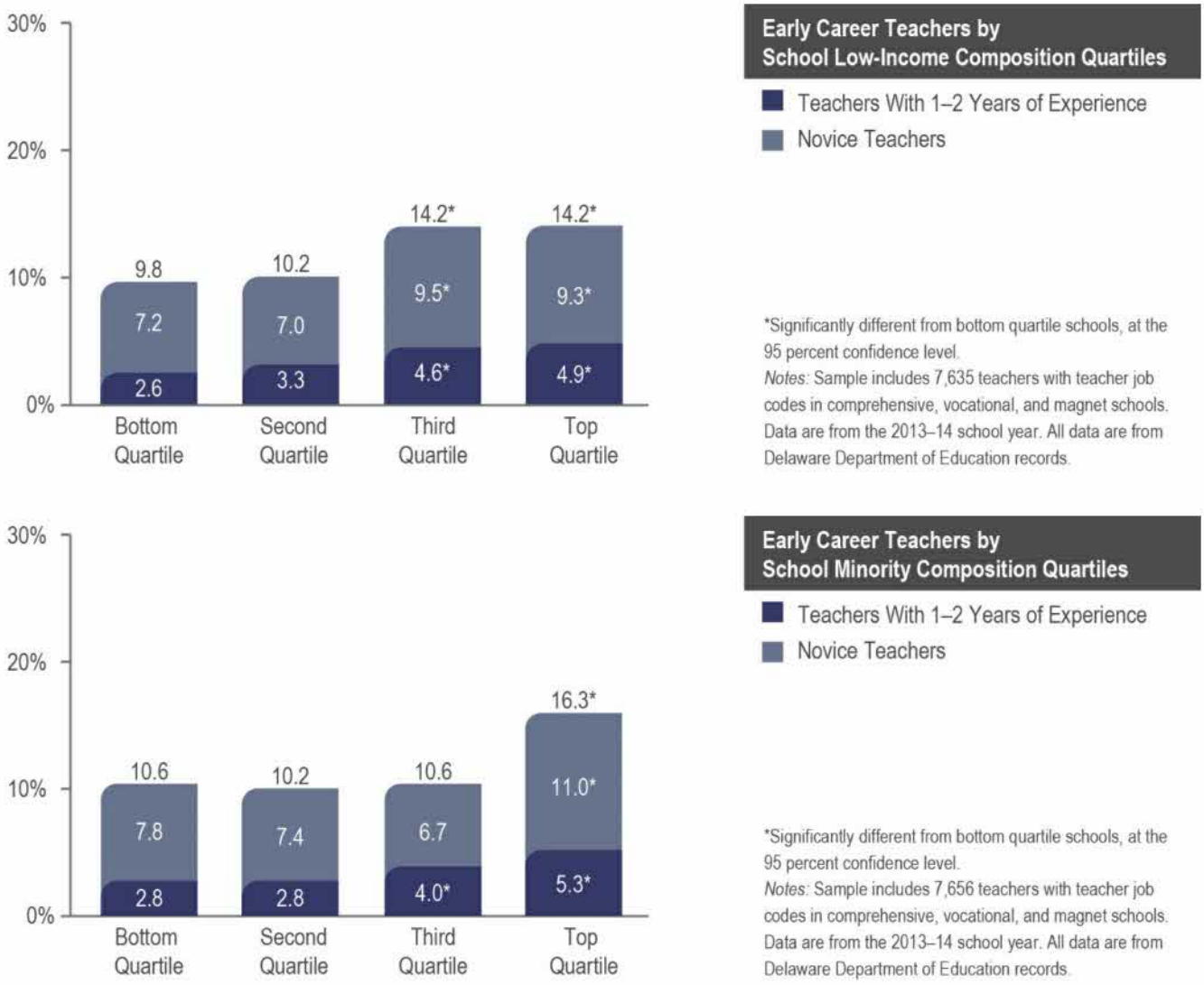
Student Population	High-Need Schools	All Other Schools	Difference
Percentage ED students	63.2	35.8	27.4*
Percentage minority students	74.2	44.7	29.6*
Percentage ELL students	16.0	4.1	12.0*
Percentage of students with disabilities	14.7	14.3	0.4
Percentage of schools in lowest income quartile	72.8	6.6	66.2*
Percentage of schools in highest minority quartile	91.1	8.1	83.0*

Note. Sample includes students in comprehensive, vocational, and magnet schools in the 2013–14 school year. All data are from DDOE records.
* Difference is statistically significant at the 5 percent level.

Numerous considerations went into choosing the outcome measures in the priority metrics. First, many discussions took place with community members across the state. During this dialogue, teachers, administrators, and local education leaders were given the opportunity to voice what they believed to be the most important factors to examine. We also were informed by internal and external research, discussed later. This research underscores that the chosen outcome measures offer variability across the state (and thus are practically useful to examine) and are widely seen as important indicators of educator quality. Three priority equity gaps emerged from this work which are elaborated upon below:

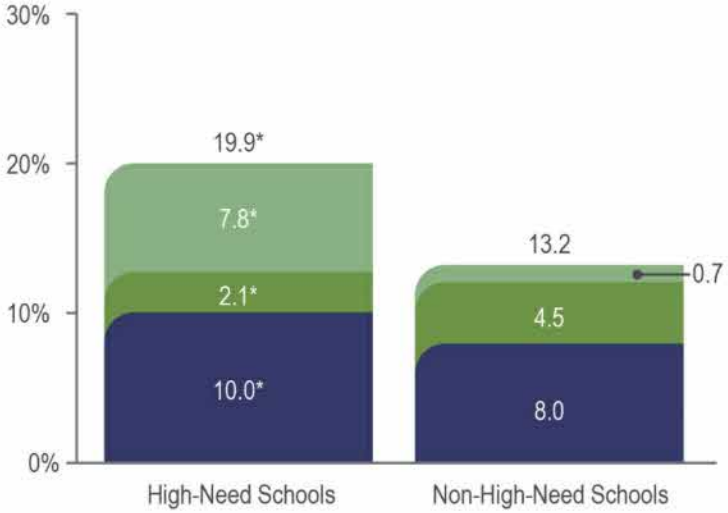
- **Priority Equity Gap 1: Students from high-need schools are more likely to be taught by inexperienced teachers than other students** (*rates of early career educators across need status*). Effective teaching usually requires time and experience. The first years of one's teaching career provide opportunities for professional growth, yet new teachers have fewer experiences to draw on in planning lessons, managing classrooms, and creating assessment strategies. Therefore, one may expect beginning teachers to be less effective than their more experienced colleagues. A substantial body of literature suggests this case to be true—teachers improve their performance (again as measured by their contribution to student achievement) through their first few years in the classroom (Nye, Konstantopoulos, & Hodges, 2004; Rockoff, 2004; Rivkin, Hanushek, & Kain, 2005). Exhibit 4 illustrates that high-need schools have a higher composition of early career educators, including a higher rate of first-year teachers, specifically.

Exhibit 4. Early Career Teachers Across School Need Status



- **Priority Equity Gap 2: Students from high-need schools are more likely to experience higher rates of teacher turnover than are other students** *(out-of-school (total) turnover rate across high-need status).* Research has shown that turnover can have a negative effect on the effectiveness of all teachers in a school (Ronfeldt, Loeb, & Wyckoff, 2013). Exhibit 5 shows that teacher turnover—and especially between-district turnover—is a more common occurrence in high-need schools. Furthermore, this figure suggests that teacher migration between high-need and non-high-need schools is unidirectional: although only 1.2 percent of teachers in non-high-need schools moved to high-need schools, 7.2 percent of teachers in a high-need school left for a non-high-need school in 2013–14. Past research has also documented this "one-directional" turnover (Hanushek & Rivkin, 2007).

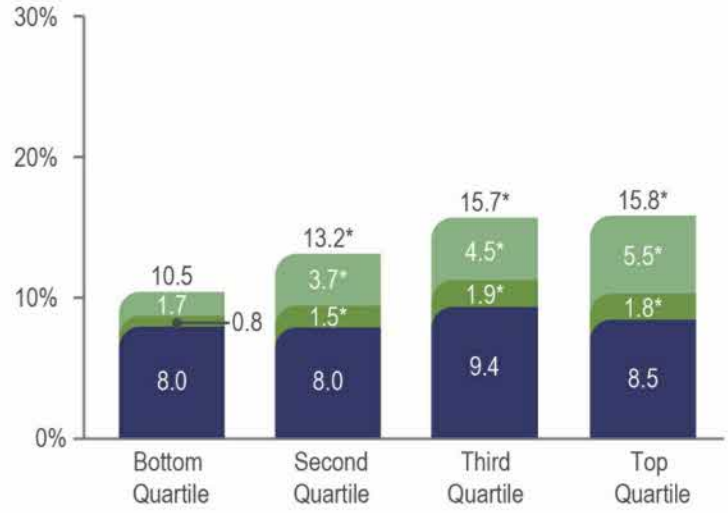
Exhibit 5. Average Teacher Turnover Across School Need Status



Average Teacher Turnover by School High-Need Status

- Transfer to School With Different High-Need Status
- Transfer to School With Same High-Need Status
- Leave Teaching

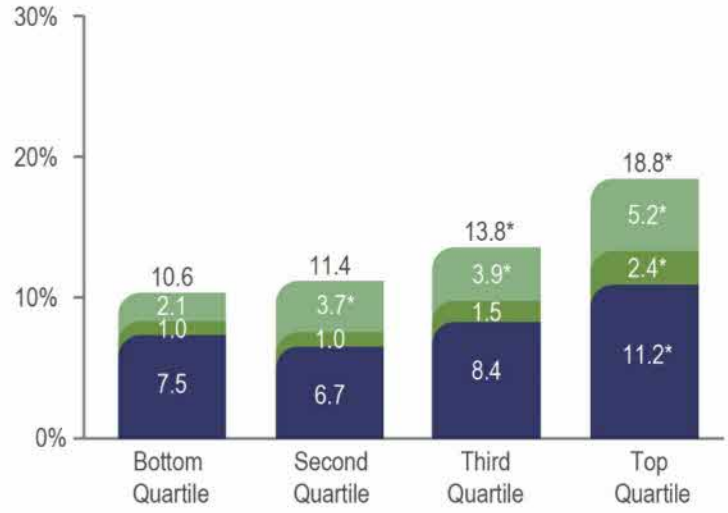
*Significantly different from non-high-need schools, at the 95 percent confidence level.
Notes: Sample includes 7,682 teachers with teacher job codes in comprehensive, vocational, and magnet schools. Data are from the 2012–13 school year. Retention analysis is based on one-year retention rates. All data are from Delaware Department of Education records.



Average Teacher Turnover by School Low-Income Quartiles

- Transfer Within Districts
- Transfer Between Districts
- Leave Teaching

*Significantly different from the bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes 7,527 teachers with teacher job codes in comprehensive, vocational, and magnet schools. Data are from the 2012–13 school year. Retention analysis is based on one-year retention rates. All data are from Delaware Department of Education records.



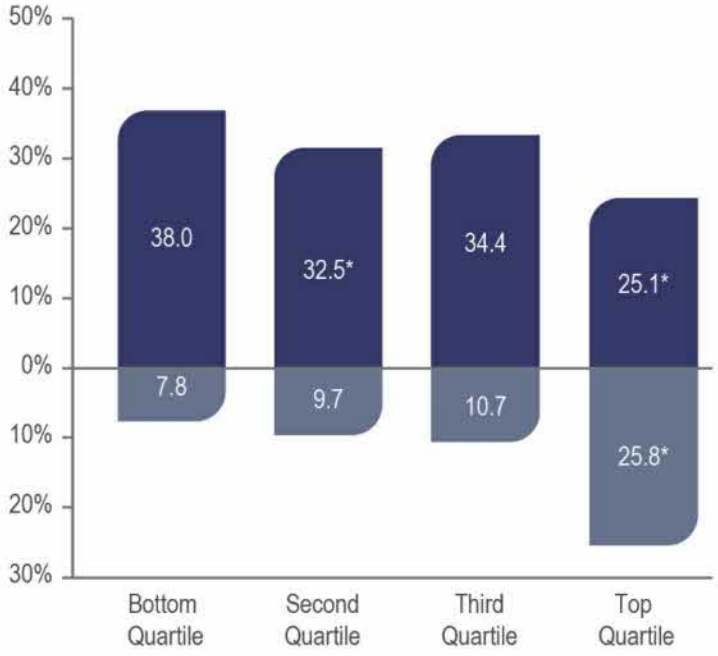
Average Teacher Turnover by School Minority Quartiles

- Transfer Within Districts
- Transfer Between Districts
- Leave Teaching

*Significantly different from the bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes 7,548 teachers with teacher job codes in comprehensive, vocational, and magnet schools. Data are from the 2012–13 school year. Retention analysis is based on one-year retention rates. All data are from Delaware Department of Education records.

- **Priority Equity Gap 3: Students from high-need schools have less access to effective teachers than other students** *(percentage of educators rated Exceeds and Unsatisfactory on Measure A, across need status).* There is evidence to suggest that teachers who help students grow academically, also contribute to improvements in a number of long-term outcomes such as future earnings (Chetty, Friedman, & Rockoff, 2012). Considerable equity gaps in Measure A ratings exist between high-need and non-high-need schools (see Exhibit 6). This finding is consistent with a number of prior research studies, which also establish a connection between school poverty and estimates of teacher contribution to student achievement (Isenberg et al., 2013). It is important to note that although high-need schools have lower growth ratings, *not all educators in poor, high-minority, and urban schools earn lower marks* than other schools. Exhibit 7 shows that while poorer schools generally produce lower-than-average student growth ratings, there are numerous outlying schools that counter this trend by producing higher-than-predicted compositions of teachers rated as *Exceeds*. Although the adoption of a new student growth model will create analytical challenges in analyzing this particular gap before and after the adoption of the model, DDOE will continue to solve for such challenges and monitor educator-student growth estimates using new data as they become available. Nonetheless, this data presented below demonstrates two important headlines: the existence of a performance equity gaps and reality that many schools are "beating the odds", thus highlighting that socioeconomic status need not be deterministic.

Exhibit 6. Measure A Ratings Across School Need Status

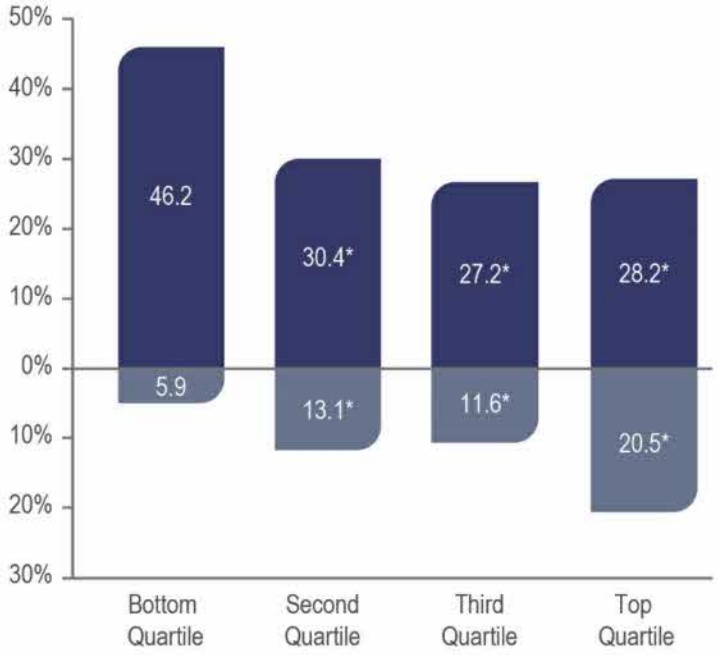


Teacher Ratings by School 2013–14 Economically Disadvantaged Quartiles

Exceeds

Unsatisfactory

*Significantly different from the bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes 2,489 teachers with teacher job codes and Measure A ratings in comprehensive, vocational, and magnet schools. Data are from the 2013–14 school year. All data are from Delaware Department of Education records.



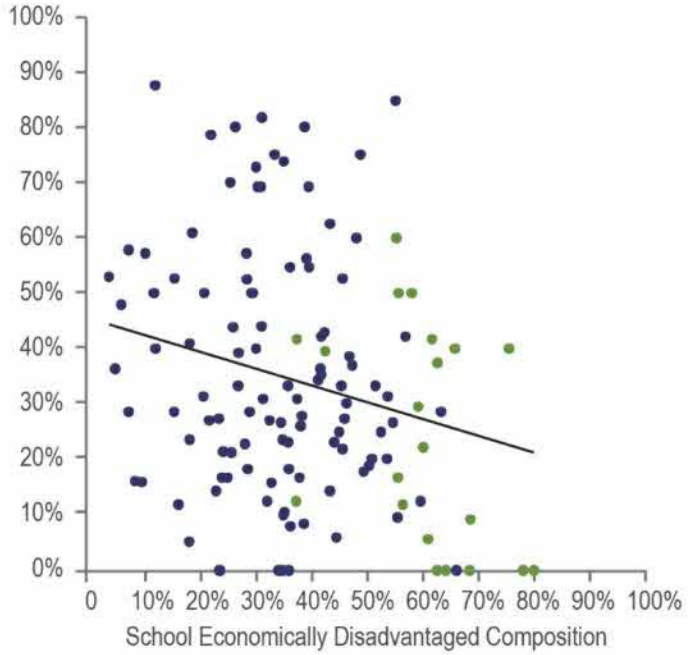
Teacher Ratings by School 2013–14 Minority Quartiles

Exceeds

Unsatisfactory

*Significantly different from the bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes 2,489 teachers with teacher job codes and Measure A ratings in comprehensive, vocational, and magnet schools. Data are from the 2013–14 school year. All data are from Delaware Department of Education records.

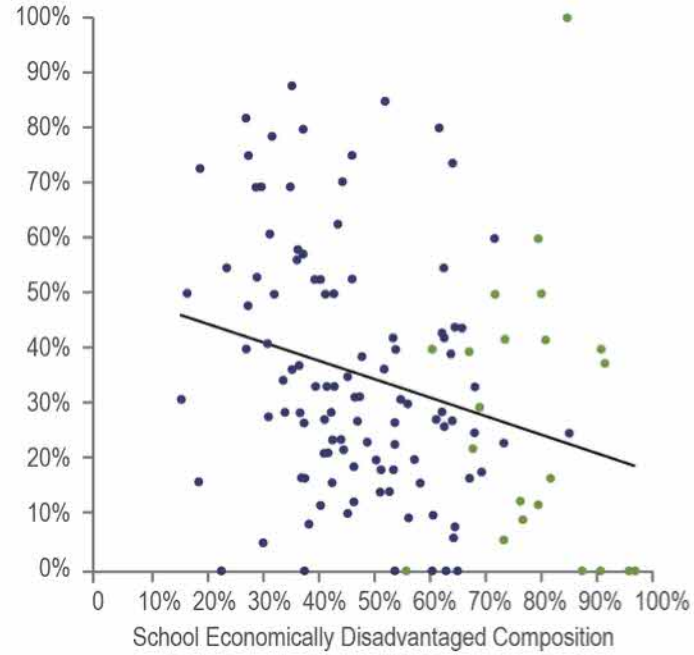
Exhibit 7. Measure A Ratings Versus School Low-Income and Minority Composition



Share of Teachers With Measure A Exceeds Rating by School 2013–14 Economically Disadvantaged Composition

Non-High-Need School
High-Need School

Correlation = -.22
Notes: Sample includes 2,489 teachers with teacher job codes and 2013–14 Measure A ratings in comprehensive, vocational, and magnet schools with at least 10 such teachers. All data are from Delaware Department of Education records.



Share of Teachers With Measure A Exceeds Rating by School 2013–14 Minority Composition

Non-High-Need School
High-Need School

Correlation = -.27
Notes: Sample includes 2,489 teachers with teacher job codes and 2013–14 Measure A ratings in comprehensive, vocational, and magnet schools with at least 10 such teachers. All data are from Delaware Department of Education records.

Having identified these three primary equity gaps based on a thorough analysis of the data, our stakeholder engagement, root causes analysis, and strategy development were then targeted at eliminating them.

Section 3. Delaware's Stakeholder Engagement Approach to Date

To understand the variables impacting equitable access to excellent educators within school communities, DDOE prioritized engaging directly with members of diverse stakeholder groups across the state. A comprehensive set of solutions and strategies calls for a comprehensive and long-term vision for stakeholder engagement that extends beyond the planning process and into implementation. The following section provides details on Delaware's vision for stakeholder engagement, the stages of the stakeholder engagement process, and the resulting contributions of participating stakeholders.

Vision for a Comprehensive Stakeholder Engagement Approach

Delaware's approach to stakeholder engagement centers on three core principles:

- The development of the educator equity plan will be fully informed by the ideas, insights, and perspectives of a variety of stakeholder groups.
- Stakeholders will participate throughout the development of the statewide equity plan and will continue their involvement during implementation.
- All stakeholder engagement events will be inclusive, collaborative or two-way, and solutions-oriented.

Having developed these principles, Delaware outlined a plan for engaging stakeholders widely and authentically.

Plan for Stakeholder Engagement

The plan connects with stakeholders at four distinct stages of the equity planning process:

1. Stage 1.[12] Stakeholders participate in a data review session and root cause analysis. Outcome: Common root causes *behind equity gaps* are identified.
2. Stage 2.[13] Using the commonly identified root causes from the first stage, stakeholder groups are then gathered to identify and suggest potential strategies to address the root causes. Outcome: Stakeholders provide input on strategies.
3. Stage 3.[14] Stakeholders provide feedback on the overall plan developed to address equitable access to excellent educators in Delaware. Outcome: Final plan submission reflects the input and views of the various communities within Delaware.
4. Stage 4: After plan submission, stakeholder engagement will continue with LEAs and other groups to determine how the state can best support effective implementation of the strategies set forth in this plan

[12] See Appendix C for Stage 1 root cause analysis protocol deck and materials.
[13] See Appendix D for Stage 2 strategy protocol deck and materials.
[14] See Appendix E for Stage 3 ad hoc review group deck and materials.

Outcome: Implementation reflects comprehensive stakeholder engagement on strategies and is differentiated to LEA needs.

To keep the conversations on data, root causes, and strategies focused and solutions-oriented, and to ensure that all stakeholder groups were participating in a consistent process, structured protocols were developed, modeled off those developed by the GTL Center. These protocols allowed Delaware to prioritize strategies linked directly to the root causes identified by our stakeholders. In Stage 1, stakeholders reviewed the priority equity gap data described in Section 2. After the data session, participants engaged in a guided dialogue to identify potential root causes for inequitable access to high-quality teaching. The facilitators for the sessions were well versed on the requirements of the plan and had previously served as classroom teachers, thus allowing them to structure and facilitate the sessions similar to a classroom lesson, with the objectives of dissecting and analyzing Delaware's priority equity gaps and developing potential root causes of one or more of the priority equity gaps.

First, DDOE staff opened the meeting, welcoming all participants and explaining that the focus of the next 60–90 minutes was to have an open and honest dialogue and to solicit their feedback for inclusion in Delaware's educator equity plan. Next, they delivered an overview of the Excellent Educators for All Initiative and educator equity plan requirements. A facilitator from Harvard University's SDP then shared data visualizations for the three priority equity gap areas of teacher experience, teacher turnover, and teacher contributions to student growth. The SDP facilitator also answered data methodology questions and considered suggestions for future analyses—many of which were conducted and included in the data section of the plan. Session participants were then asked to choose one of the priority educator equity gaps and to dig deeply into that gap and ask "why" the gap exists on a root cause and subcause level. In small groups or as individuals, participants completed a graphic organizer, where they named potential root causes for their chosen educator equity gap. Finally, in the Stage 1 sessions, the group debriefed as a whole—with participants naming their chosen equity gap and sharing their identified root causes.[15] Throughout the months-long process, TLEU staff met regularly to discuss results and consider additional data analyses based on feedback from participants and staff review.

Delaware's Use of Structured Discussion Protocols

To keep the conversations on data, root causes, and strategies focused and solutions-oriented, and to ensure that all stakeholder groups were participating in a consistent process, structured protocols were developed

For Stage 2, a protocol was created for gathering possible strategies to address our root causes and, eventually, our equity gaps; the protocol was built directly off the results of the first protocol by presenting the common root causes collected by all stakeholders in Stage 1. Similar to the root cause analysis protocol (Stage 1), the session opened with a brief review of the plan requirements and priority equity gap data visualizations. Next, participants learned the six common root causes named in most root cause sessions along with the broader root cause categories across all those named (e.g., school leadership, educator preparation). An overview of all root causes named in each category was then presented, with the intention of having attendees chose one root cause category to address and generate strategies for in small groups. Participants were given a graphic organizer asking them to respond to the following questions given their root cause category: (1) What should Delaware continue to support in this area? (2) What should Delaware stop doing in this area? (3) What should Delaware attempt that is new or innovative in this area? To assist in this process, participants received a guidance document specific to the root cause area they picked. To help them frame their responses, on one side of the

[15] See Appendix F for Stage 1 meeting notes and summaries.

handout, the specific root causes within that category were listed. On the other side of the handout, a list of current DDOE initiatives related to that area were described. To close the session, in a large-group discussion, the groups shared their responses to the questions posed on the graphic organizer. Delaware values diverse and robust feedback on these strategies and solutions and is still in the process of collecting stakeholder input on this topic. Results from the initial sessions are included in the appendices[16] to this plan; DDOE plans to hold several more stakeholder engagement sessions soliciting feedback after plan submission but prior to implementation.

Stage 3 of stakeholder engagement in the planning process was dedicated to gathering feedback on the creation of the resulting SEA-proposed plan. A select group of stakeholders representing most of the protocols in Stages 1 and 2 were invited to participate in a review panel held for two hours in the state's capital on May 8. The participant panel included two principals, two parents, a district superintendent, a district data analyst, a district human resources director, a district director of education services, a teacher and a teachers union representative, a DDOE educational partner, a Wilmington City Councilman, an education researcher and partner, and the executive director of the Professional Standards Board. Other groups were invited but were unable to attend (e.g., charter school leaders). At this session, a high-level overview of the plan was shared with six sets of reflection questions inserted at key points related to the plan requirements, stakeholder engagement, educator equity gaps (data), root cause analysis, potential strategies and solutions, implementation, ongoing monitoring, and public reporting.[17] This group also expressed a willingness and desire to convene regularly as an educator equity working group to guide the implementation of the plan.

Delaware also held a number of meetings, set up informational calls, or sent e-mails to select stakeholders to brief them on the purpose and status of the plan, solicit their feedback, or ask for their assistance in convening a group of stakeholders.[18]

Participating Stakeholder Groups

External Stakeholders

External stakeholder groups were actively involved throughout this process and represented a variety of perspectives: principals, teachers, district-level administrators, SEA leadership, IHEs, charter-school-affiliated educators and leaders, parents, teachers and specialists, members of the Delaware Talent Cooperative, members of civic and community groups, educators unions, and other local community members. Going forward, Delaware plans to expand beyond this list to include additional parents and organizations representing specific student subgroups, including ELLs, students with disabilities, and representatives from early childhood education groups. Despite the small geographic footprint, Delaware has a variety of urban, rural, and suburban communities. To ensure Delaware connected with a representative set of stakeholder groups, communities across all three of Delaware's counties (New Castle, Kent, and Sussex) were included. In addition, sessions purposefully included a full range of demographic and socioeconomic groups. Sessions were held in Dover and in Wilmington to ensure that as many Delawareans as possible could participate. In many cases, these sessions were tied to regularly scheduled meetings to ease the logistical burden of attending multiple sessions.

The following table details the stakeholders engaged and the nature of the engagement:

[16] See Appendix G for Stage 2 meeting notes and summaries.
[17] See Appendix H for Stage 3 meeting notes and summaries.
[18] See Appendix I for an example of one of these e-mails.

Date	Stakeholder Group	Nature of Engagement
1/22	District administrators (including superintendents)	Root cause analysis protocol
2/9	Principals (Delaware Principals Advisory Group)	Root cause analysis protocol
2/18	Teachers and specialists in the Delaware Talent Cooperative	Root cause analysis protocol
2/20	Nonprofit partners and teacher or leader preparation programs	Root cause analysis protocol
3/11	Charter leaders	Root cause analysis protocol
3/18	District data analysts (Data Analyst Working Group)	Root cause analysis protocol
3/26	District administrators (including superintendents)	Root cause analysis protocol
3/28	Teachers and Specialists in the Delaware Talent Cooperative	Root cause analysis protocol
3/31	Delaware State Education Association (teachers union)/Delaware Association of School Administrators	Informational meeting and discussion
4/1	DDOE Director's Council (internal SEA meeting)	Combined root cause analysis and strategy protocol
4/1	Licensure and Certification Committee (Professional Standards Board)	Root cause analysis protocol
4/7	Delaware Workforce Development Board	Informational meeting and discussion
4/10	Wilmington Education Think Tank (civic leaders)	Root cause analysis protocol
4/13	P-20 Council	Root cause analysis protocol
4/14	Nonprofit partners and teacher or leader preparation programs	Strategy protocol
4/14	Teaching & Learning Cadre	Root cause analysis protocol
4/16	Congressional delegation	Informational call and discussion
4/22	District human resource directors	Strategy protocol
4/28	Educators (group formed with support from the teachers union)	Combined root cause analysis and strategy protocol
5/1	Wilmington Education Think Tank (civic leaders)	Strategy protocol
5/2	Parent Advocacy Council for Education	Combined root cause analysis and strategy protocol
5/7	Professional Standards Board	Plan overview and briefing
5/8	Draft plan review with stakeholder representatives from previous sessions	Draft plan review
5/21	Delaware State Board of Education	Plan overview and briefing

Internal Stakeholders

As outlined in the chart above, Delaware conducted intensive stakeholder engagement efforts with multiple groups of educators and citizens throughout the state. The state's plan was also discussed regularly within the Department of Education, with members of every branch contributing the content found herein. Noted in the chart is an April 1, 2015 Director's Council meeting where 15-20 of the Department's core leaders (including nearly all of its Directors) engaged in a full equity plan protocol, including both small and large group discussion of the state's data, root causes of the state's current status, and potential strategies to pursue to close the state's equity gaps. The Director's Council conversation also served as an opportunity to identify stakeholder groups that had not yet been engaged, many of which the TLEU immediately scheduled time with in April 2015. Additionally, the Department's senior leadership team, including the Secretary of Education and all branch leaders, received updates on the plan's status three times a month before and during regular meetings. Given the critical role the Governor's Office plays on key legislative issues such as compensation reform or weighted student funding, policy advisors from within that office also provided content for the plan. Updated equity plan presentations (such as the one shared by the TLEU with the State Board of Education on May 21, 2015), updates on working group committee members, and educator effectiveness data has also been shared and discussed internally over the past five months, with draft versions of the state's plan being shared with various senior team members throughout the month of May.

Moving Forward: Stakeholder Engagement in Implementation (Stage 4)

A critical piece of our long-term plan for implementation is to develop communication and feedback loops for the continuous involvement of educators, system leaders, parents and families, and engaged citizens. This work will provide Delaware with real-time feedback on the meaning of state data, the effectiveness of state and local strategies, the impact of new state and local programs and policies, and potential refinements to the state's plan going forward. DDOE believes that the long-term success of the plan will rely, in part, on a strong design for collecting and responding to feedback from the field on an ongoing basis while also providing a channel for sharing progress and celebrating milestones in the implementation of the plan.

Delaware asked various stakeholders to share feedback on other individuals, groups, regions and categories to be contacted for ongoing collaboration. In addition to those already involved in the planning and review process, the TLEU also plans to engage the following groups in future meetings in 2015, prior to full implementation:

- Additional teachers
- Students
- Additional parents
- Additional community and civic leaders
- Additional teacher preparation programs and IHEs
- Legislators
- Groups representing ELLs
- Groups representing students with disabilities
- Groups representing early childhood education professionals
- Sussex County educators, parents, citizens, and others

By collaboratively addressing inequitable access to high-quality educators, Delaware has strengthened critical partnerships with a broad set of stakeholders. DDOE believes that the resulting plan will *support the efforts to attract, deploy, support, develop, and retain effective teachers where they are needed most and thereby improve student access to excellent educators across the state*. Moving forward, effectively engaging and soliciting input from stakeholders will continue be a significant focus of Delaware's work to ensure excellent educators for all Delaware students, with a focus on students with the highest need.

State websites will be a point of contact with a broad range stakeholders on the progress of the plan, opportunities for involvement and for us to gather feedback. Delaware will post updates to various websites (including Equity Plan specific pages) and invite further dialogue on posted plans and potential revisions.

Section 4. Root Cause Analysis

Results of Stage 1: Data Review and Root Cause Analysis

To ensure that our State Plan to Ensure Equitable Access to Excellent Educators is meaningful, Delaware carefully considered the root causes behind the state's equity gaps alongside various stakeholder groups. It then sought to refine existing educator effectiveness strategies, again in collaboration with stakeholders, so that they were closely aligned with these root causes and, therefore, likely to succeed in addressing the root causes. The process and protocols used to conduct root cause analyses with various stakeholder groups are described in detail in Section 3. These processes, and a detailed description of the outcomes, as well as how quantitative data were used to complement the stakeholder feedback, are discussed below.

Delaware relied on the first stage of its stakeholder engagement efforts to identify the root causes of its educator equity gaps. It should be noted that while one stakeholder group argued that asking stakeholders to name root causes is not essential in determining what they are, another argued that DDOE leaders should not name root causes unless stakeholders named them. The Department heard a broad spectrum of input during this process.

Throughout, to prepare stakeholders to engage in the work of root cause analysis and strategy identification, participants were provided with materials and discussion protocols designed to create a common understanding about the equitable access data/issues facing Delaware. Delaware endeavored to identify root causes for each key equity gap based upon a deep consideration of the data provided by Harvard SDP for each equity gap (see Section 2). However, there was a large degree of overlap in responses (i.e., most root causes were named by stakeholders as having an impact on more than one of the state's major equity gaps presented herein).

The most common root causes identified by stakeholders were grouped into the following categories:

- Inadequate school leadership
- Inadequate educator preparation
- Lack of effective educator recruitment, selection, and staff management practices
- Inadequate educator induction and mentoring
- Lack of specific professional learning opportunities for educators
- Low compensation for high-need schools and lack of educator career pathways
- Poor school/neighborhood climate and lack of school-based resources

Within each of these categories, stakeholders identified specific root causes. Although the root causes identified by stakeholders often were expressed as applying across all equity gaps, DDOE understood the importance of considering each equity gap individually and developed deeper connections to clarify the specific causes behind gaps in access to teachers with experience, teachers who stay in their school, and teachers who are top performing. DDOE's analysis was based on:

- Sorting stakeholder-identified root causes and considering to which equity gaps the were most connected

- Exploring the recent body of research around educator equity from organizations such as TNTP[19]
- Considering the state's historic and institutional understanding of each equity gap

In the root cause tables herein, TEx *refers to the teacher experience gap,* TT *refers to the teacher turnover gap, and* TEf *refers to the teacher effectiveness gap.*

[19] http://tntp.org/publications/scroll/retention-and-school-culture

Inadequate School Leadership: Root Causes	TEx	TT	TEf
Poor leadership skills create a negative school culture and a lack of buy-in or empowerment among staff.[a]		X	X
Principal turnover creates instability and a negative school culture.		X	X
There is a lack of thoughtful **placement and class planning.**	X	X	X
The school leader **allocates resources ineffectively.**		X	X
The school leader **does not have autonomy** to make decisions that would positively impact the school.	X	X	X
The school leader does not plan the school day to **maximize time on task** for students.			X

Inadequate Educator Preparation: Root Causes	TEx	TT	TEf
Preparation programs **do not prepare educators (teachers and principals) with the skills** necessary to be effective in high-need schools.[a]		X	X
Internships and student teaching opportunities do not give candidates or schools enough exposure to assess whether there is a mutual fit in high-need schools.		X	X
A lack of collaboration exists between districts and IHEs.	X		X
There is **not equitable access to IHEs** throughout the state.	X		X

Lack of Effective Recruitment, Selection, and Staff Management Practices: Root Causes	TEx	TT	TEf
There are too few candidates with the right mindset, "grit," and cultural competency to be effective.[a]		X	X
There is **no strategic recruitment or placement** of teachers best suited to be effective in high-need schools.	X		
Late hiring timelines put Delaware at a disadvantage and do not allow for strategic placement.	X		X
Negative perceptions of teaching do not attract "the best and brightest" to the profession.	X	X	
Contractual hiring arrangements hinder the ability to place and keep effective educators in high-need schools.			X
It is **difficult to remove ineffective educators** from the classroom.			X

Inadequate Induction and Mentoring: Root Causes	TEx	TT	TEf
There is an **inadequate mentoring program** and a **lack of strategic pairing of mentors to mentees** to make a new educator feel supported and be effective in a high-need school.		X	X

Lack of Professional Learning Opportunities: Root Causes	TEx	TT	TEf
Professional development is not aligned or differentiated to skills needed in a high-need school.[a]		X	X
No ongoing support for teachers outside of the early years in the profession exists.	X	X	X

Low Compensation and Lack of Career Pathways: Root Causes	TEx	TT	TEf
Lack of monetary incentives to go or stay in a more challenging, high-need school where it is perceived to be more stressful.[a]	X	X	
Many educators go to **neighboring states with higher pay**	X	X	
Federal loan repayment programs contribute to turnover by attracting early career educators who will leave the school or profession as soon as their loans are repaid		X	
Lack of career pathway opportunities for high performing educators who want to stay in the classroom	X	X	X

Poor School/Neighborhood Climate and Lack of Resources: Root Causes	TEx	TT	TEf
There is **inadequate funding for wraparound services** and resources needed to meet the holistic needs of students.[a]	X	X	
Parental support is lacking in high-need schools.		X	
Negative perceptions of safety dissuade educators from wanting to teach in the neighborhood.	X		
The school culture is negative (high stress with a lack of collaboration). *Note:* All focus groups noted this issue as a subcause of school leadership issues.		X	
Educators live outside of the area where high-need schools are located.	X		
Student turnover increases instability and contributes to "burnout."		X	
Many high-need schools **are located in dilapidated buildings, lack state-of-the-art technology**, and do not have access to the same opportunities that non-high-need-schools do.	X	X	

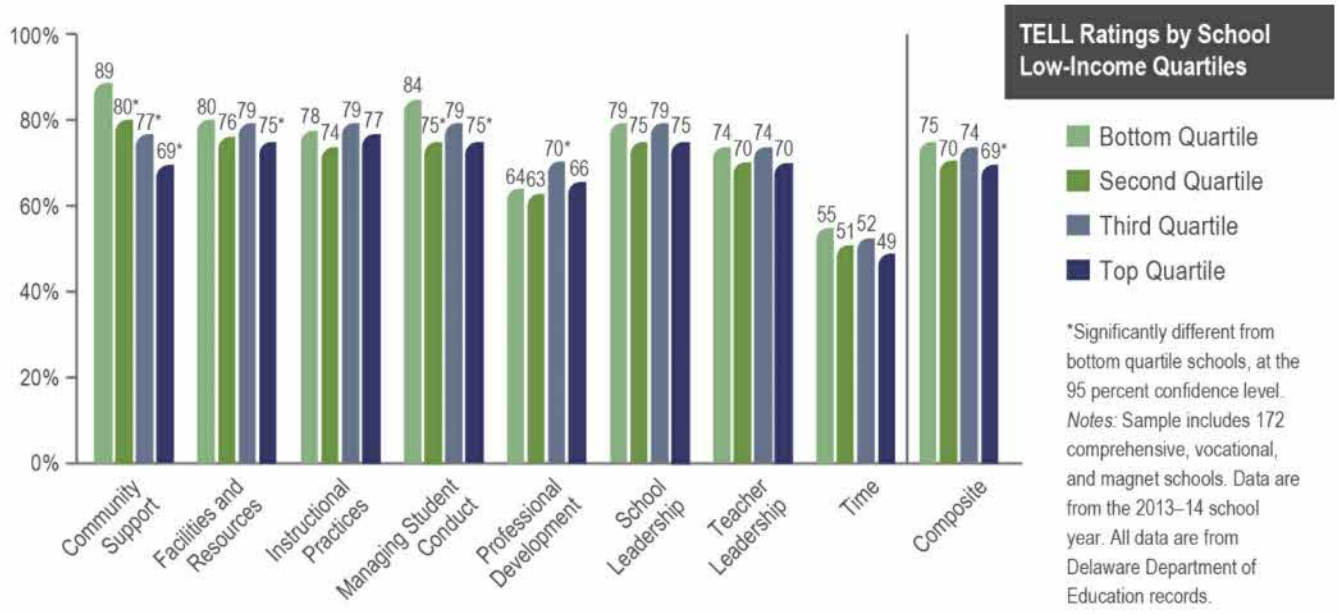
[a] Delaware examined the feedback given by stakeholders and identified the six root causes frequently named at many sessions:

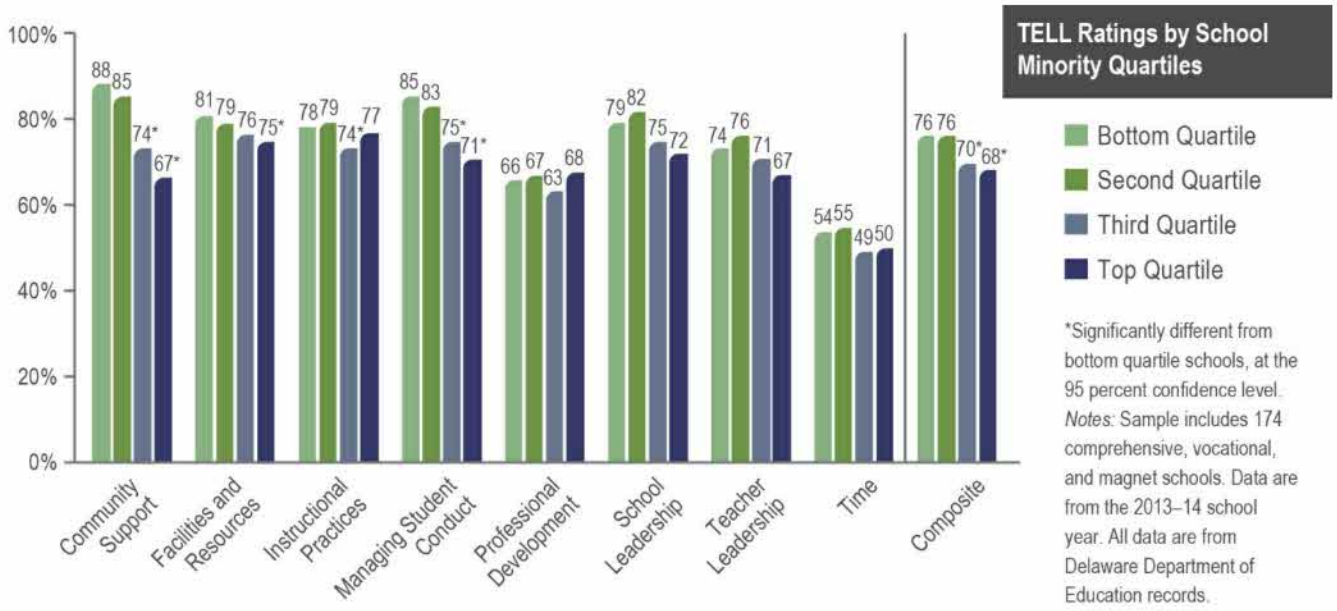
1. There is **inadequate funding for wraparound services** and resources needed to meet the holistic needs of students (poor school/neighborhood climate and lack of resources area).
2. **Professional development is not aligned or differentiated** to skills needed in a high-need school (lack of professional learning area).
3. There are **too few candidates with the right mind-set, "grit," and cultural competency** to be effective (lack of effective recruitment, selection, and staff management practices area).
4. **Preparation programs do not prepare educators (teachers and principals) with the skills** necessary to be effective in high-need schools (inadequate educator preparation area).
5. **Poor leadership skills** create a negative school culture and a lack of buy-in and empowerment among staff (inadequate school leadership area).
6. **There is a lack of monetary incentives** to go to or stay in a more challenging, high-need environment, where it is perceived to be more stressful (low compensation and lack of career pathways area).

Data on Root Causes. Although stakeholder feedback on the root causes behind Delaware's equity gaps is critical, DDOE also is committed to considering deeper data analyses to inform and verify our work. Data were not available to support (or negate, as the case may be) the stakeholder feedback on all identified root causes, but DDOE did analyze existing data where they were available—specifically for two of the identified root causes: school culture (teacher perceptions of working conditions) and principal turnover. As shown here, stakeholder feedback in these areas was consistent with trends in high-need schools versus non-high-need schools in the state.

- **Teacher perceptions of working conditions across school need status.** This equity gap differs from the other three in that it is more a *root cause* of the first three priority gaps than it is a direct measure of teacher excellence within a school. For instance, research suggests that factors related to working conditions affect the quality of applicants, effectiveness of teachers within a school, and rates of teacher turnover (Ingersoll & May, 2012). Analyses suggest that working conditions vary considerably across Delaware: The overall composite score of working conditions for schools in the highest quartile of low-income or minority students is roughly 5 percentage points lower than for schools in the lowest quartile of each category, respectively (see Exhibit 8).

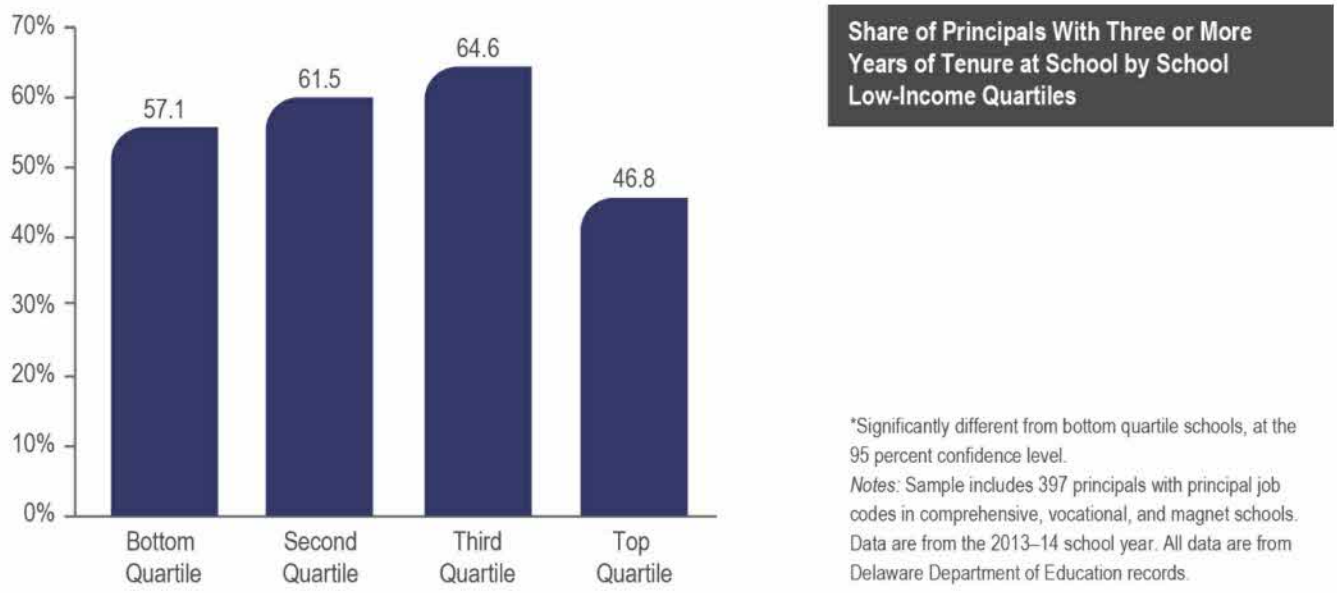
Exhibit 8. Teacher Perceptions of Working Conditions



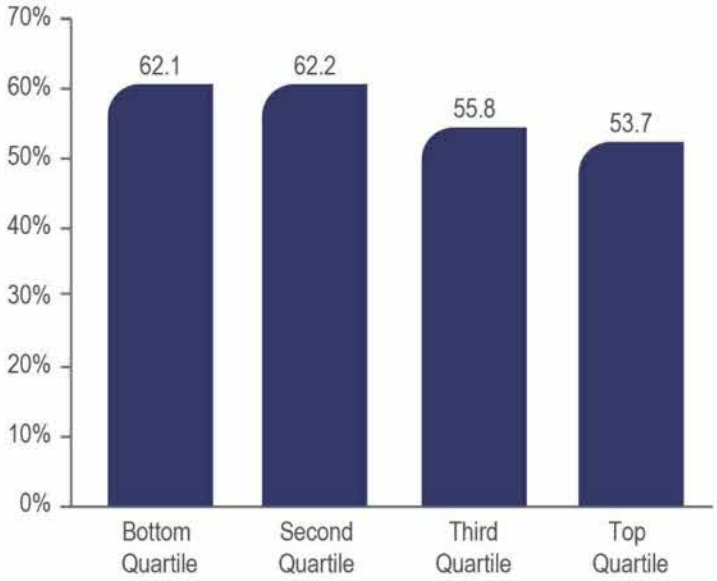


Principal stability across school need status. Access to high-performing school leaders also is an important equity issue for our students. Research suggests that principal stability has a positive impact on student achievement, even when accounting for a number of principal and school characteristics (Brockmeier, Starr, Green, Pate, & Leech, 2013). Exhibit 9 shows that high-need schools in Delaware have considerably lower shares of principals with at least three years of tenure at the same school.[20]

Exhibit 9. Principal Stability Across Need Status



[20] This gap of 11.8 percentage points (p = 0.066) is significant at the 10 percent level.



Share of Principals With Three or More Years of Tenure at School by School Minority Quartiles

*Significantly different from bottom quartile schools, at the 95 percent confidence level.

Notes: Sample includes 401 principals with principal job codes in comprehensive, vocational, and magnet schools. Data are from the 2013–14 school year. All data are from Delaware Department of Education records.

Section 5. Potential Strategies and Solutions for Eliminating Equity Gaps

Delaware's commitment to strengthening educator effectiveness spans the last several decades, but a deeper review of the state's educator equity data and the subsequent development of this plan sparked a renewed energy for doing so and a refinement of the state's approach. As discussed in Section 2, Delaware's commitment to improving educator effectiveness started with building the data systems and analytic capacity to better understand the state's landscape and workforce. Although the field of educator effectiveness analytics is in its relative infancy, Delaware has taken initiative in developing data infrastructure, systems, strategies, and initiatives that have the potential to improve educator effectiveness. During the past five years, Delaware has made significant investments in its workforce—from pre-service preparation, to recruitment and selection, to evaluation, professional learning and compensation systems. Often these investments, financial and otherwise, have been directed toward ensuring equitable access to excellent educators for students in our highest-need schools.

As Delaware charts the next decade in educator effectiveness, it will require a more focused approach—the state's equity gaps have been closed in small pockets but persist at-scale. Delaware's stakeholders and leadership have consistently said that the state's 2015 equity plan should not precipitate a laundry list of new initiatives, but rather build on the foundation of promising initiatives from the past five years (or from the decade before). Delaware's state leadership also has used ED's directive as an opportunity to complete a full inventory of major educator effectiveness initiatives from the last five years (see Section 1) and to build updated educator effectiveness data sets with Harvard SDP. State leadership responded to the call, in collaboration with stakeholders, to develop stronger, triangulated connections among the state's equity gaps, potential root causes, and possible strategies and solutions that have an ongoing or increased likelihood of success.

Section 5 outlines where DDOE has arrived with regard to the menu of strategies it plans to employ between 2015–25, seeking to alleviate root causes and dramatically shrink educator equity gaps. Although these are still under final review during the next six months of 2015, DDOE arrived at these strategies based on (a) our analysis of data and conversations with multiple stakeholder groups in the past three months; (b) the results of a systematic policy inventory and gap analysis; and (c) the DDOE's reflections on a meaningful theory of action to guide our efforts to ensure equitable access to excellent educators.

Stakeholder Feedback on Strategies that Will Address Root Causes. Having considered existing educator effectiveness policies and initiatives, DDOE drew on stakeholder feedback to refine the approach to implementing strategies that will address the priority equity gaps. Specifically, stakeholders identified seven equitable access strategy thematic areas, each with several specific sub-strategies or programs. *These strategy areas align with the categories that emerged from the root cause analysis of the state's priority equity gaps (experience, turnover, effectiveness).* Many of these initiatives and programs are already in progress statewide or in select districts/charters but will be expanded on or modified to reflect root cause analysis findings and ongoing statewide engagement.

Policy Inventory and Gap Analysis. Because of the breadth of existing educator effectiveness initiatives in Delaware introduced in the past decade, DDOE decided to begin the strategy dialogue with a policy inventory of existing policies and initiatives across the educator career continuum. Using the GTL Center's Talent

Development Framework, the TLEU documented efforts in 13 areas of educator effectiveness policy and identified six areas of strength (e.g., areas where Delaware already had put in place significant policies or initiatives) and seven areas for development (e.g., areas where Delaware had paid less attention or been less effective to-date).[21] The cross-department process served two purposes: first, we obtained a comprehensive perspective of where our efforts were already being placed so that decisions about new strategies could be made strategically with this information in mind; and, second, DDOE leaders representing various educator effectiveness areas gained detailed knowledge of their colleagues' initiatives so that opportunities for greater collaboration and coordination across initiatives can be achieved. *It should be noted that a similar inventory/analysis should be conducted by many of Delaware's districts and charters in order to build a full understanding of the Delaware landscape that is not limited by a heavy state-level emphasis.*

Theory of Action. Delaware recognizes that achieving its teacher and leader equity goals will require implementation of a comprehensive, multifaceted strategy built on a vision of organizational change at the state and local levels. Delaware's plan to ensure equitable access to excellent educators, therefore, is built on the following theory of action, which conveys that if these strategies are put into place, Delaware will address the root causes behind the equity gaps and, in time, the equity gaps will cease to exist.

IF a comprehensive approach to understanding and supporting educator effectiveness—in particular for low-income, high-minority, and high-need schools and districts—is implemented statewide, but in particular in schools serving larger than average numbers of high-need students; and if this approach is monitored and reported to our stakeholders over time,

THEN our state, districts, and charter schools will be better able to recruit, evaluate, develop, and retain excellent educators such that all students have equitable access to excellent educators who can help them achieve their highest potential in school, in college, and in their lives.

This comprehensive approach includes several strategies that fall into the broad categories of the educator effectiveness continuum, including recruitment, development and retention of top talent; teacher and principal preparation; fiscal equity as a resource to support educator effectiveness; better and more transparent use of data (including data on both educator effectiveness as well as school climate and conditions); and a commitment to create effective partnerships between the state and LEAs to close Delaware's persistent gaps and move toward equity. The following strategies mirror the list of root causes that surfaced from conversations with stakeholders. Both existing initiatives as well as some that Delaware would like to pursue in the future are addressed.

Throughout this section, Delaware has provided visual examples of the high-level links between the educator equity gaps of teacher turnover, experience, and effectiveness to relevant root causes and potential strategies and solutions aimed at closing these gaps. *Note that these visuals do not provide a comprehensive list of all*

[21] See Appendix J for a summary of the policy scan outcomes.

relevant root causes and solutions, but rather are examples of some of the links in that root cause area. The text in each section provides more information about these examples.

Strategy 1: Improving School Leadership and Retaining Our Best Leaders

As noted, Delaware has consistent challenges with deliberate management of the educator effectiveness continuum, including struggles with educator retention in high-poverty schools and persistent challenges with educator performance in those contexts. Delaware stakeholders convened throughout the early spring of 2015, and two key themes emerged related to school leadership that cross all three Delaware priority equity gaps.

- Effective school leadership is critical in order to address all three equity gaps related to who is teaching our neediest students, teacher retention, and teacher performance.
- Principal turnover was noted as a root cause for teacher turnover and effectiveness equity gaps, and data confirmed that high-need schools experience lower principal stability.

Research supports Delaware's core belief that strong school-based leadership and improved student outcomes are linked (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Hallinger & Heck, 1998). For example, schools that lose a principal after one year underperform in the subsequent year. Conversely, schools who perform successfully on standardized tests also report high staff cohesion and positive working conditions established and nurtured by strong school leaders (Burkhauser, 2012).

To create effective school leaders in every building, especially for students who need them the most, the TLEU developed the School Leader Effectiveness Continuum as the theoretical framework in 2014. School leadership is a complex entity and, as a state system, cannot be improved by focusing on the single piece of the continuum. The continuum encompasses conditions such as a school leader's preparation, professional learning, and evaluation, as well as policies to address the conditions in which our school leaders work.

School Leader Effectiveness Continuum

Conditions: Time, Resources, Operations, Policy, and Governance

The following strategies are grounded in the belief that strong leaders are the best lever needed to recruit, develop, and retain excellent teachers.

Based on this theoretical framework, the findings mentioned earlier, and the previous efforts of DDOE, Delaware has set two state-level priority metrics that all school leadership strategies will be geared toward, with a particular focus on high-need schools.

1. Seventy-five percent of principals and assistant principals serving the state's high-need schools (50) demonstrate "effective" leadership practices and higher than average rates of student growth by 2017–18.

2. Eighty percent retention rate of "highly effective" principals retained or promoted within Delaware districts or charters, as defined by the updated DPAS-II metrics for administrators by 2017–18.

The following section will address these two major needs related to school leadership—increasing effective school leaders and increasing retention of great principals, particularly in the highest need schools. It will outline existing strategies that have demonstrated impact or policy changes that support the plan to ensure excellent educators for all. Most important, it will include new strategies the state plans to explore as new approaches to the persistent challenges concerning school leadership.

Summary of Existing Strategies and Policies to Improve School Leadership

Based on its theoretical framework of the School Leader Effectiveness Continuum, the state engaged in numerous strategies to increase the effectiveness of school leaders. These strategies fall into three categories related to preparation, professional learning, and evaluation. The follow section elaborates on these categories and their associated strategies.

Preparation and Policy

Delaware continues to consider opportunities where state-level regulation can create momentum for improving school leadership preparation given the state's belief that school leadership is a pivotal factor to ensuring achievement gains—especially with an emphasis on high-need students. For example, the TLEU has worked with policymakers to revise policies regarding the programs under which school leaders are prepared. In collaboration with the Professional Standards Board (PSB), Regulations 1591–1595 were amended, allowing for new design in school leadership training and preparation. Program approval and renewal processes are similar to the charter school authorization and renewal process, based on the quality of your program plan, and ultimately based upon student outcomes and relevant program data. The PSB published the School Leader Preparation Program Application in fall 2013, which approved the Delaware Leadership Project (DLP) as the first alternative route to principal certification in Delaware. The key lever that these new regulations present is the opportunity for districts, partner organizations, and universities to create innovative ways to better prepare school leaders, with a focus on job-embedded training and authentic learning experiences to practice and receive feedback.

DLP was originally a RTTT initiative led by Innovative Schools, a nonprofit organization that supports school improvement in Delaware. Founded in 2011, the DLP is Delaware's first "alternative route" to principal certification and a key part of Delaware's plan for transforming the state's highest need schools. The program includes an intensive five-week "boot-camp" experience designed to transition participants from effective teachers into effective school leaders. The summer program is followed by a 10-month paid residency as candidates serve as an administrator, working with a mentor principal to practice and develop their skills as part of a school leadership team in a high-need school. Graduates also receive two years of postgraduate coaching to support their leadership in a high-need school. According to a spokesperson at ED, "The Delaware Leadership Project is providing a unique training experience that is resulting in more collaborative, instructionally focused, talent-focused principals who are ready to lead a high-need school from day one." To date, 15 leaders have completed the program, and 12 are currently serving as school leaders in high-need schools in Delaware.

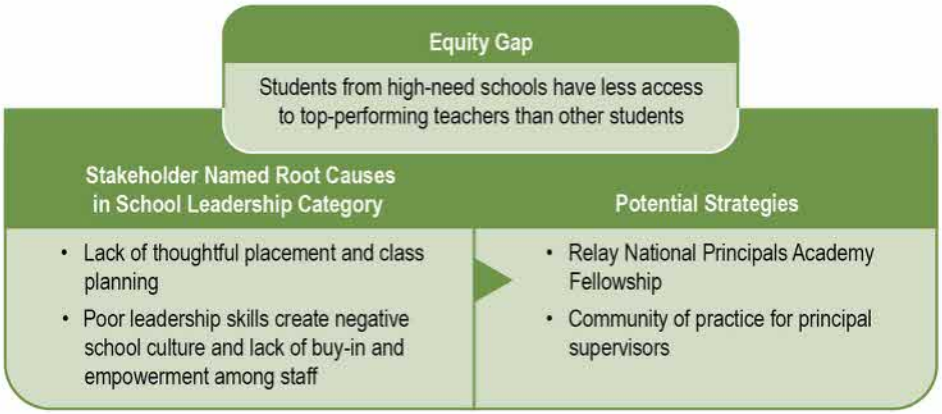
By bolstering the expectations for school leader preparation programs, fostering the development of new programs (University of Delaware's alternative-route program was recently approved, becoming the second to earn approval, in April 2015) and supporting a focus on the preparation and development of leaders specifically

for high-need schools, Delaware hopes to increase the supply of leaders who are well prepared and desire to take on the exciting challenge of leading high-need schools.

Professional Learning and Coaching

Delaware has invested resources in the past five years in the development of school leaders, with varying purposes and aims. Two initiatives that have yielded positive results and are slated to continue beyond RTTT include participating in the Relay National Principals Academy Fellowship (NPAF) and providing Development Coaches for school-level leaders. The Relay NPAF focuses on developing principals of high-need schools in observation and feedback protocols, data-driven instruction, and school culture. Development coaches focus on providing support to principals and assistant principals to implement the teacher evaluation system by bolstering leaders' skills in conducting quality observations and coaching teachers. These initiatives strive to improve the quality of school leadership to increase teacher effectiveness and retention.

Delaware has formed a partnership with the NPAF to train 10 principals per year in an effort to prepare current principals of high-need schools to become instructional and cultural leaders in their buildings. To achieve this goal, the program focuses on the levers of observation and feedback protocols to build teacher capacity, and the use of data-driven instruction to drive results. School leaders attend a two-week summer intensive and four weekend "intersessions" throughout the year. The Relay NPAF approach emphasizes individualized, job-embedded practice. School leaders study their "game film": they record their feedback and professional development sessions with colleagues, analyze them with faculty members, practice new approaches, and immediately apply what they learn to their own school contexts. Unique to Relay, the program requires that principal supervisors at the district and organizational levels attend key sessions during the summer to better support NPAF participants throughout the year. From 2013 to 2015, 15 principals have participated in Relay NPAF, with 10 principals of high-need schools slated to attend the 2015–16 cohort. Delaware's goal is to continue training at least 10 leaders per year, with a focus on supporting and developing principals to work in high-need schools as part of a national network of principals serving students from low-income communities.



In 2011, the Delaware Academy for School Leadership (DASL) in the University of Delaware's College of Education and Human Development launched the Development Coach Project as part of Delaware's RTTT plan. This initiative provides school leaders with coaches that support them in their ability to observe and provide feedback to teachers through the implementation of the teacher evaluation system. Development coaches spend three hours a week in each school they work with conducting co-observations, providing feedback to principals on their feedback sessions, and performing calibration exercises. Development coaches provide on-the-ground

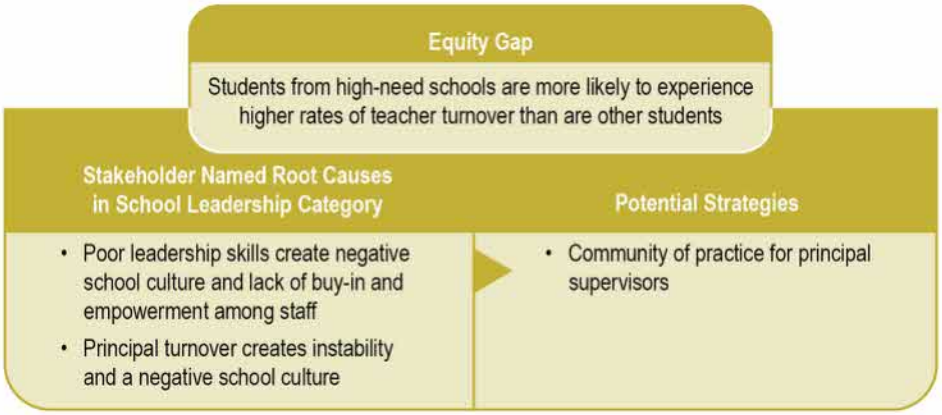
support to principals and assistant principals. In the past four years, DDOE has supported an average of 65 development coaches a year. As noted by Susan Bunting, superintendent of Indian River School District:

> Since the onset of the Race to the Top initiative, Indian River's students have profited immensely from the expertise shared with newest principals by the development coaches that have been assigned to the district. The "on-the-job training" in each specific setting has greatly impacted principals' effective use of the DPAS II process to increase student learning. From the calibration following observations to the scrutiny of formative documents, the development coaches enable district principals to maximize the impact of the evaluation system.

School leaders consistently report that development coaches have provided great support in deepening their skills in observation and feedback skills. This support is critical to ensuring teachers have feedback and support to continue their professional growth.

Leader Evaluation and Community of Practice for Principal Supervisors

In 2013, Delaware began exploring the possibility of redesigning the administrator evaluation system. DDOE created a partnership with New Leaders and DASL to assist in the policy development and structure of the new system as well as to create a *community of practice (CoP)* specifically focused on the role of the principal supervisor. Developing a new evaluation system, differentiated by role as well as increasing the capacity and skills of principal supervisors, is one strategy to raise the development of school leader effectiveness. The purpose of this CoP is to build a shared and rigorous definition of effective principal practice among those responsible for assessing it and to support the implementation of the new administrator evaluation system.[22] This community also serves as venue for principal supervisors to share best practices in how they are coaching and developing school-based leaders. The CoP convenes three times during the academic year, and topics include goal-setting, evidence collection, providing feedback, and preparing for midyear and summative conferences. In addition, the CoP conducts two webinars to provide an additional vehicle for problem solving while minimizing time outside of the district.



In its first year, 72 participants were initially trained, and 45 principal supervisors participated in the CoP. According to DDOE staff:

[22] The CoP-developed *DPAS-II Guide for Administrators (Principals): Principal Practice Rubric* is available in Appendix K.

The work has been instrumental in implementing the new administrator evaluation system, which will eventually encompass four systems—one for assistant principals, principals, district leaders, and superintendents. The principal evaluation system is the only one in full implementation this year, with the assistant principal and district leader system launching in full implementation during the 2015–16 school year.

The CoP is a strategy to improve not only school leaders' effectiveness through evaluation and coaching but also principal retention by creating an environment where leaders are supported and provided opportunities for continuous growth. Creating this environment will incentivize high-quality leaders to remain in the school building.

New Priorities to Ensure Equitable Access

Delaware has invested in and established school leadership as a major priority area in the next two years. However, Delaware's current strategies only partially deal with the equity gap root causes of teacher retention and effectiveness. Delaware therefore proposes to explore additional strategies as part of its ongoing work to address the identified equity gaps:

1. Increase high-quality preparation programs for leaders in high-need schools.
2. Expand Relay NPAF and create a network of leaders in high-need schools.
3. Create a Leadership Design Fellowship for district teams to develop principal pipelines.
4. Explore the creation of an advanced license for master principals, potentially including extra compensation for those producing extraordinary results, particularly in high-need schools.

Delaware believes these strategies will expand on the existing groundwork and address the two key metrics related to effective leaders in high-need schools and principal retention, particularly for students who need them the most. Following is a brief summary of the potential new strategies.

1. **Increase high-quality preparation programs for leaders in high-need schools.**
   As noted above, Regulation 1595 allows for new and innovative approaches to developing school leaders. By addressing this root cause of educator equity gaps in pre-service, Delaware seeks to address the challenges associated with poor preparation for high-need schools. New programs include DLP and University of Delaware's Principal Preparation Program (PPP), with organizations such as Teach For America and Wilmington University also exploring new pre-service pathways in partnerships with schools serving low-income communities. Delaware's major pre-service partners have begun to coalesce and collaborate about the unique challenges that must be solved for in order to close educator equity gaps, notably around turnover and effectiveness.
2. **Expand Relay NPAF and create a network of leaders in high-need schools.**
   Delaware plans to support at least 10 principals of high-need schools to attend Relay NPAF. In addition, DDOE will launch Relay Network this summer to provide an opportunity for school leaders who have completed the yearlong program to deepen their learning from the fellowship, continue the growth of themselves and their teams, and share key lessons learned. The network will be led by two early adopters; it will be a space where those who attended the fellowship can grow and find ways to share their key learnings with those outside of the fellowship to improve school cultures and student outcomes.
3. **Create a Leadership Design Fellowship for district teams to develop school leader pipelines.**
   One role of the state is to build the capacity of districts, which is what the Leadership Design Fellowship would provide. The fellowship would include five to six districts, particularly those with equity gaps or

contributing equity gaps, and provide the opportunity for districts to develop a clear process for the identification, development, and selection of leaders. Much effort has been paid to the development of leaders after they are already in the position, but more effort needs to be placed in the process by which districts are identifying, cultivating, and selecting their own leaders. This collaborative fellowship would help districts develop processes specific to their needs (e.g., clear process to identify "high potentials") yet can capitalize on the experiences and knowledge of the group for districts to determine a clear pipeline for principal development.

4. **Explore the creation of an advanced license for master principals, potentially including extra compensation for those producing extraordinary results, particularly in high-need schools.** Delaware seeks to explore the possibility of creating an advanced license for master principals to provide an incentive for highly effective leaders to stay in the school building. Currently, there is no opportunity for school leaders, no matter their level of effectiveness or students they serve, to earn additional compensation. This type of policy change may provide additional compensation, multiyear contracts, or other incentives for school leaders who demonstrate extraordinary student results and positive school cultures, particularly for those in high-need schools. If the state is working to create excellent educators for all, then high-quality school leaders must remain in the schools to ensure positive school cultures, increase teacher retention, and support teacher performance.

Delaware's Approach to Securing Effective School Leaders for All

Focusing on one area of school leader effectiveness will not affect the system overall, so Delaware's approach is multifaceted and includes strategies from preparation to professional learning to evaluation

To summarize, effective school leadership and ensuring high-quality principals remain in the schools are two critical levers for addressing identified teacher equity gaps. Stakeholders consistently note and data confirm that instability and ineffectiveness in leadership lead to these equity gaps, and without correcting these two concerns, it will be difficult to overcome these gaps. As referenced in the School Leader Effectiveness Continuum, focusing on one area of school leader effectiveness will not affect the system overall, so Delaware's approach is multifaceted and includes strategies from preparation to professional learning to evaluation. Delaware's school leadership strategies build on our existing strengths while deepening the focus on schools and districts where there is a greater need.

Strategy 2: Strengthen Educator Preparation for Urban and Rural Schools

To ensure excellence in teaching and learning, Delaware must ensure that all of the educators working in our schools are well prepared to take on the critical job of ensuring their students' academic success. Inadequate teacher preparation for high-need schools was cited as a root cause for teacher turnover and teacher effectiveness gaps. This determination presumes that training affects retention and performance. Therefore, this finding highlights that there are potential differences in how teachers are trained and that the training itself can be improved. Delaware believes that improved teacher preparation will result in stronger teachers. As the approver of all educator preparation programs operating in Delaware, the state has some authority to oversee and dictate the standards for teacher preparation, and to arrange technical assistance when appropriate.

Strong educator preparation is a strategy that Delaware has been investing in for several years. As an SEA, Delaware is committed to the preparation of teachers in well-designed and competitive programs and to

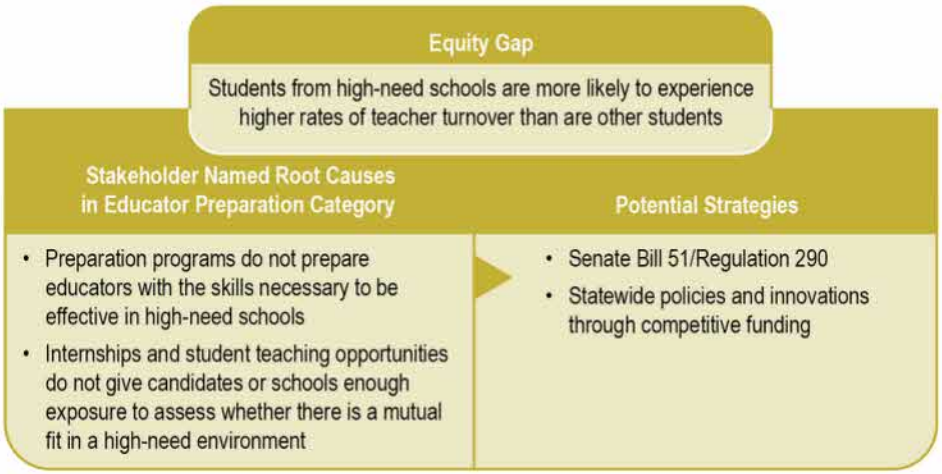
supporting those educators in their early years in the classroom. Senate Bill 51 is one of the vehicles through which Delaware is working to improve teacher preparation.

In May 2013, Governor Jack Markell signed Senate Bill 51 (2013), which raised the standards of teacher preparation programs by setting competitive enrollment requirements and requiring a system of reporting to monitor program effectiveness. Specifically, Senate Bill 51 and its corresponding regulation require the following:

- To be accepted into a teacher preparation program, candidates much have either a 3.0 grade point average (GPA) or have a GPA in the top 50 percent in the most recent two years of their general education, or demonstrate mastery of general knowledge deemed to be college-ready on an assessment normed to the college-bound population.
- To exit a program, teacher candidates must pass a subject-matter exam and a performance assessment, as well as demonstrate their teaching skills through observation in a minimum 10-week classroom residency supervised by a high-quality cooperating teacher and clinical supervisor.
- Program data, including data related to student outcomes of program graduates, be collected annually and publicly reported.

To date, most of the state's teacher preparation work has focused on the following policy levers articulated in Senate Bill 51 and other policy platforms:

- **Increasing accountability, data, and transparency** to highlight improvements and deficits to spur change
- **Expanding options for training and creating a competitive marketplace for high-quality training programs** (traditional and alternative).
- **Setting or raising standards for existing programs,** as noted earlier, in the following ways:
  - Raising standards for becoming a teacher (entry and graduation)
  - Setting standards for what and how aspiring teachers learn (content, residency, etc.)
  - Increasing accountability in approval and renewal, including outcomes data
- **Targeting funding in each of these areas** to seed innovation and high-quality programs



Within each of these areas, there are specific areas for potential innovation and expansion for emphasis on the highest need schools. Some of these examples are detailed in the following section.

Increasing Accountability, Data, and Transparency

Currently, programs "report cards" have been developed for educator preparation programs. These report cards will include multiple measures of performance, including metrics on placement, retention and performance. Within these score cards, DDOE will have specific metrics on each of these measures in high-need schools, as a way of measuring performance of candidates in these situations, and providing transparency about the level at which teacher preparation programs serve high-need contexts.

To ensure equity, this reporting should continue, and DDOE may use this data to create other state-level reports on teacher preparation related to high-need schools that can be the basis of other collaborative higher education reforms or the basis for further funding for innovation.

Expanding Options for Training and Creating a Competitive Marketplace for High-Quality Training Programs (Both Traditional and Alternative)

Delaware has committed significant resources to funding teacher preparation innovations, in both traditional and alternative formats. Specifically, for high-need contexts, Delaware has provided funding for programs that specifically target training placement in high-need schools. These programs work to curb the root causes of inadequate preparation for high-need schools and work to provide a pipeline of candidates with the mindset and cultural competency to be effective in that environment. They include the following:

Teach For America

Delaware has partnered with TFA since 2009—initially as part of the Philadelphia/Mid-Atlantic region. The partnership was a result of early support from the public and private sectors, including local philanthropy and the business community. As an alternative route to certification, TFA became and remains the only program in Delaware that deliberately recruits teachers into our highest needs schools statewide. TFA's corps is seven times more diverse than Delaware's teacher force. TFA Delaware became its own region in 2011. The program recruited 19 teachers in its first year and currently has grown to include 60 educators teaching in 23 schools in six districts and five charter schools in all three Delaware counties.

According to TFA:

> Teachers who lead with a clear and inspiring vision, drive dramatic academic and personal growth, and partner with students, families, and colleagues are in demand in Delaware. As a state, we are working towards honoring and developing the profession of teaching through effective professional development that focuses on practice, cultural competency, and leadership.

TFA is working with high-need schools and programs that serve students from early childhood through high school and teach in urban and rural schools statewide. There is particular demand for teachers of color and bicultural, bilingual teachers to serve Delaware's swiftly growing ELL population. TFA seeks to ensure that all students have access to passionate and committed teachers who are held accountable to closing persistent achievement gaps and to create pathways into the profession that will meet statewide demands for talented professionals who are willing to teach in some of our most challenging schools.

Relay Graduate School of Education

Delaware formed a partnership with Relay GSE to train educators specifically to work in high-need schools. Relay is an accredited graduate school of education that focuses on training educators to work in high-need schools and is the first accredited program to require that teachers demonstrate growth while teaching in a classroom prior to earning their degree. Relay's practical approach to teacher preparation enables degree candidates to learn their craft while teaching, to be mentored by effective teachers, and to observe and analyze their own practice through thousands of video clips taken as they teach. Relay graduates are expected to demonstrate that their students have achieved one year's growth during the academic year to earn their Masters of Arts in Teaching (MAT).

Relay GSE will launch in fall 2015 with a first cohort of alternative certification and MAT candidates who will work in district and charter schools statewide. Relay also is partnering with other Delaware teacher pipeline organizations to better understand the unique needs of the state and ensure programmatic success for its degree candidates as well as Delaware's students.

Delaware Transitions to Teaching Program (TTT) at the University of Delaware (part of UD's ARTC)

One of the state's recent initiatives is the Delaware Transitions to Teaching Partnership (DT3P)—a new program at the University of Delaware designed for individuals with a background in mathematics, science, English, or technology and engineering who wish to become full-time teachers for high-need, Grades 6–12 Delaware public schools. This alternate route to certification program does not require any previous education coursework but enables participants to complete course requirements in as few as three years while fully employed as a teacher. Applicants must have a bachelor's degree and 30 credits in one of the content areas listed. After selected and placed, DT3P participants are given a one-year emergency credential, which can be renewed up to three times until all certification requirements have been met.

Current partners include ED, DDOE, three high-need districts (Capital, Seaford, and Woodbridge), Moyer Academy, a charter school, and the University of Delaware Center for Teacher Education. In its first year, the program included 15 teachers who taught mathematics, science, technology and engineering, and English, in some of Delaware's neediest schools. The program seeks talented candidates, especially from among traditionally underrepresented groups (e.g., women, racial and ethnic minorities, and people with disabilities) and provides training, employment assistance, and professional support during the first four years of teaching. Participants take advantage of the following supports:

- A sequence of University of Delaware courses to ensure a highly effective preparation program that meets the state's alternative certification requirements
- An intensive summer institute before teaching
- School placement assistance
- On-site coaching during the first year of teaching
- Professional development seminars for program participants and their mentors
- Financial support through tuition scholarships and reimbursement

To ensure equity, moving forward, seed or incentive funding should focus on alternative or traditional programs training specifically for high-need schools, with the aim of increasing teacher retention and effectiveness. This

work will include encouraging and supporting high-need school applications for State Agency for Higher Education (SAHE) grants.

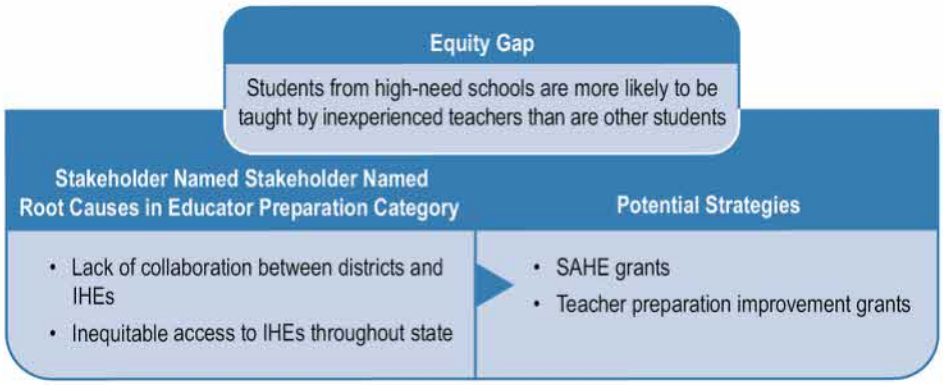
State Agency for Higher Education Grants

Since 2010, the State Agency for Higher Education (SAHE) through DDOE manages the SAHE federal grant process and oversight for funds awarded to eligible partnerships to support innovative and effective professional development that improves teacher content knowledge and teaching skills to help all students achieve to high academic state standards, as part of Title II, Part A.

Specifically, grants support scientifically based practices that will improve teaching to increase student achievement in 10 core academic subjects: arts, civics and government, economics, English, geography, history, mathematics, reading or English language arts, science, and world languages.

The higher education program component of Title II, Part A provides an opportunity for eligible partnerships composed of IHEs and high-need districts or charter schools to apply for grants on a competitive basis. Stakeholders have named both lack of partnerships between districts and IHEs and inequitable access to IHEs throughout the state as root causes of teacher experience and effectiveness gaps. Through a continued focus on leveraging the use of SAHE grants in a meaningful way, DDOE can incentivize LEAs and IHE partnerships. This, in turn, works to positively impact their schools by increasing effectiveness and attracting/retaining experienced educators.

Moving forward, DDOE can maximize focus on teacher preparation for high-need schools by continuing to fund programs that specifically train candidates for those contexts and that show demonstrated results in their outcomes for students. These programs may be alternative or traditional. DDOE also could provide seed funding for traditional programs to pilot innovations or new methods of providing exposure and high-quality training for teachers in high-need schools.



Setting or Raising Standards for Existing Programs

Delaware also is supporting the improvement of teacher preparation by setting or raising the standards for all programs. DDOE has set baseline standards around content, including literacy pedagogy, residency length, standards alignment and high-quality cooperating and supervising teachers. The state has provided competitive

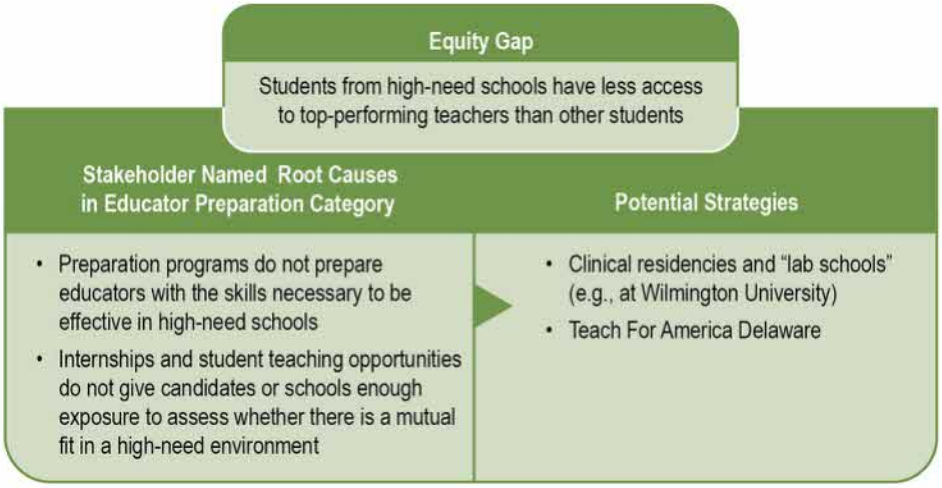
grant funding to innovations at the IHE level in these areas. One recipient of state funding for innovation is Wilmington University's clinical residency program, detailed later.

Clinical Residencies and "Lab Schools" (launched by Wilmington University)

As part of the state's use of funding innovations to improve teacher preparation, Wilmington University launched the clinical residency initiative in February 2015 with support from a RTTT teacher preparation grant. The yearlong residency gives aspiring teachers the chance to spend an entire school year co-teaching with an experienced educator. According to Governor Jack Markell:

> This initiative directly answers a need identified by our teachers who told us just how challenging their first year in the classroom was and how they would have benefited from having a longer clinical residency.

Three schools, representing all three counties in Delaware, joined the program as "lab schools" this year. Wilmington University selected and placed a dozen of its senior education majors in these schools, pairing them with host teachers who agreed to embark upon the yearlong co-teaching model.



The University plans to expand the program during the next 18 months by adding teachers in the current partner schools as well creating additional school partnerships.

One participating principal described the program as giving future teachers a chance to understand a school's culture:

> It allows them to learn what it looks like to begin a school year, and provides a window through which to see the growth that students make by the end of the school year. It is a hands-on experience that lets the intern learn and grow in a nurturing environment with the support of both the teachers and administrators.

These kinds of deeper clinical residencies fulfill the vision of teacher preparation reforms in Delaware which was envisioned by the Governor, legislators and partners.

This type of training should continue to be supported to institutionalize practices in preparation that can directly affect teacher retention and effectiveness. To further focus this effective practice on equity, this work should be piloted in partnership with high-need schools and its curriculum modified accordingly. This could directly address

concerns regarding insufficient exposure to high-need schools and could work to increase teacher retention and effectiveness by better preparing aspiring educators for a high-need classroom.

Continued Focus on Setting or Raising Standards for Teacher Preparation for High-Need Schools

To ensure equitable access to excellent teachers, Delaware should research and set standards for course content relevant to high-need school training. In addition, this work would include setting standards for high-need school exposure in residency and practicum—including continued funding of innovative and experimental models.

Strategy 3: Enhanced Recruitment, Selection, and Staff Management of Excellent Educators

Another significant overlap between existing DDOE priorities and stakeholder feedback is in Delaware's efforts to continually improve the recruitment, selection, and hiring of excellent educators to work in all public schools, with an emphasis on those schools whose students are most in need of the most effective educators. Improving educator recruitment and selection was also one of the areas for development identified in the GTL Center policy inventory. One significant project to date is the design and launch of a statewide recruitment portal (www.joindelawareschools.org) not only to post job openings and collect and distribute applications but also to showcase the many innovations and opportunities for educators throughout the state. The TLEU has also developed, in partnership with the Mid-Atlantic Comprehensive Center (MACC) a 200-page "resource binder" for districts and charters seeking to improve their internal practices around recruitment, selection, and hiring—core to this work is each LEA developing core competencies that they look for when bringing an educator into a high-need school. Some of Delaware's districts have already taking the lead in addressing this part of the continuum.

The initiatives discussed herein are designed to improve equitable access to high-quality educators by ensuring that large and small as well as rural and urban districts are on a level playing field in terms of recruitment and hiring. Consistent with the following strategies, below we discuss state-developed initiatives as well as partnerships that combine to reduce equity gaps that pertain to attracting the best teachers to teach in Delaware.

Improving the Recruitment and Selection of Excellent Educators by Marketing Opportunities

Join Delaware Schools

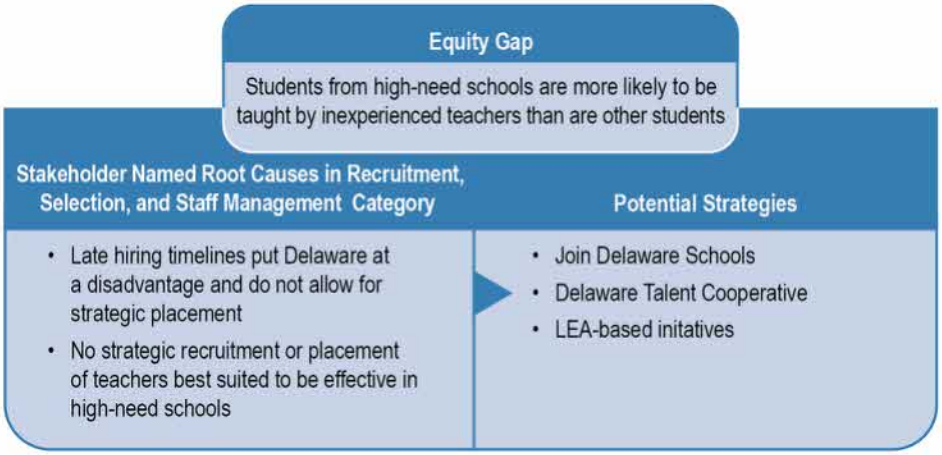
Join Delaware Schools (www.joindelawareschools.org) is a statewide educator recruitment portal that went live in May 2013 and was one of the first of its kind in the country (notably due to the high-level of district and charter participation). The purpose of this initiative is to provide education professionals seeking employment an easy and effective way to search for available jobs throughout the state; job seekers also can apply for multiple available positions with one application. Through the *Join Delaware Schools* online portal, potential candidates can search openings, learn about districts and individual schools, and post their résumés to one centralized site to be accessed by districts or charter schools looking for talented teachers and leaders. According to Governor Jack Markell who spoke at the site's unveiling, "This site's resources are an important tool to highlight the benefits of teaching in Delaware, to help us attract and retain the best teachers, and to make it easier for high-quality applicants to apply for teaching jobs in our state."

Although the portal enables applicants to apply for several jobs with a single online application, hiring decisions remain at the LEA level. Currently, each of our 19 districts and 21 charter schools is signed on to the portal

although there is a significant variance in how individual LEAs are using it in their recruiting efforts. To date, the site has received more than 4,900 teacher applications and more than 1,400 leader applications.

According to Eugene Mayo, former director of human resources for Colonial School District:

> The Colonial School District strongly endorses www.joindelawareschools.org because it creates a competitive edge for school districts in its talent acquisition process. Specifically, I am pleased by the portal's capabilities and features; including data collection, filtering, and communication with applicants. Although our district has recently joined the portal, I am already seeing an increase in applications, which will ultimately lead to new hires.



Plans for the site include posting additional information, such as professional development opportunities, state- and districtwide education news and events, as well as survey results and blogs. The site has the ability to highlight certain recruitment priorities (such as mathematics or science positions) and will ultimately be able to track statewide hiring data to better inform LEA recruitment strategy and future improvements to the site so that it can become the go-to recruitment platform for every LEA in Delaware. It is also a platform by which the state can showcase its commitment to educator equity in terms of messaging, data, culture, and incentives.

An early adopter of the program, and a rural district with large numbers of students living below the poverty line, Seaford School District reports that it had three times the normal applicant pool, which allowed it to hire three times as many teachers before the beginning of the school year. Human Resources Director Stephanie Smith reported that in its first year, *Join Delaware Schools* enabled her to find a number of qualified applicants for traditionally hard-to-fill jobs. "For example, a physics teacher, it's traditionally hard to find applicants for that subject, but I had nine. That may not sound like a lot, but that's huge." Dr. Smith also reported receiving out-of-state applications from Rhode Island and California.

The implications for equity are many. *Join Delaware Schools* allows districts to cast a much wider net than they would be able to do on their own. This is especially true for some of the state's smaller and more rural districts that simply do not have the budgets or internal capacity available to aggressively recruit. The site builds a deeper, more diverse applicant pool for all available positions. All LEAs, despite their size or demographics, have access to the same talent and also can reach out to candidates based on their specific needs or wants. Just as applicants can search for specific jobs by school and district characteristics, schools also are able to search a large database of applicants to find the exact qualities that they are looking for to fill an open position. They can search

applicant characteristics such as subject area, expertise, years of experience, and even whether an applicant is a minority, bilingual, and so on.

DDOE is working on ways to make the portal more attractive to every LEA in Delaware. Future plans include linking the portal to the state financial system, which will allow LEA human resources users to cross-reference and link a variety of information on applicants without the need to input the same information more than once. DDOE also is exploring ways to strengthen the site's ability to capture and display recruitment and hiring data, which inform districts of trends in hiring, identify gaps in recruitment related to hiring needs, and have the ability to inform statewide policy.

To help districts strengthen their teacher and principal selection processes, the state, in partnership with a group of researchers from West Ed (the MACC), has produced a technical assistance toolkit on candidate selection. The state also meets monthly with human resources directors from across the state, offering professional growth opportunities, sharing research in regard to human capital, and reporting data to encourage districts to consider other dimensions affecting recruitment efforts, such as evaluation systems, leadership, and professional growth opportunities. The TLEU must continue to communicate about the availability of these resources, how they can be tailored to meet local needs, and what additional resources and technical assistance the state can make available for districts and charters taking the lead on this important work.

Delaware Talent Cooperative

The Delaware Talent Cooperative (Co-Op) was created by TLEU in 2012 with significant funding from RTTT to address Delaware's need to recruit and retain top talent in its highest needs schools. The Co-Op offers several financial incentives to educators who agree to teach or remain in these schools for a minimum of two years; this effort aims to put the most effective educators in front of the students who need them most and to support schools that have high populations of traditionally underserved students. Co-Op members include some of the state's most accomplished educators (teachers, specialists, and school leaders) who transfer to the highest needs schools or agree to continue working in those schools and are eligible to receive the following benefits:

- Retention award between $2,500 and $10,000 during a two-year period for eligible educators already working in participating schools. Educators can earn this award annually, for a total of up to $20,000.
- Transfer awards up to $20,000 during a two-year period for eligible educators who transfer to participating schools.
- Formal recognition by DDOE for their commitment and practice, including an annual convening of Co-Op educators with the Delaware Secretary of Education.
- Initial training (transfer award educators) and ongoing professional development (all educators) at no cost to the educator. All Co-Op educators become part of a professional learning community (PLC) that spans all districts and schools throughout the state. This training is focused on teacher leadership.
- Leadership opportunities as well as opportunities to learn from others in the Co-Op and participate in multiple state initiatives.
- Participating schools also are eligible to receive grants of up to $10,000 for school improvement efforts that address the equity gaps through targeted approaches to recruitment, selection, and retention.

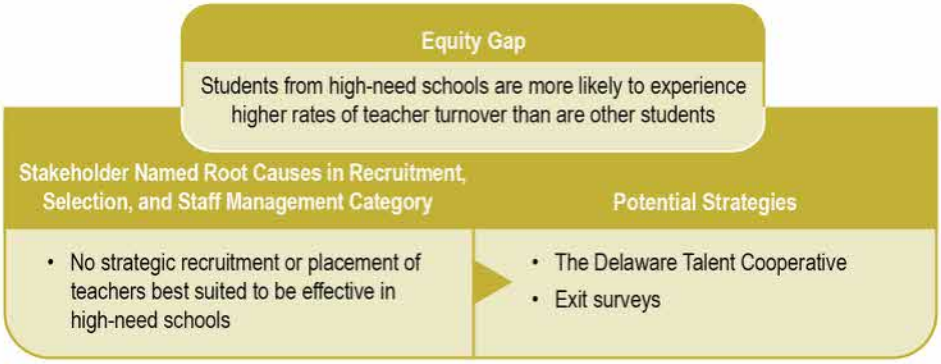
Decisions about how to use school grants are made at the building level. Participating schools submit a one-page proposal to apply for their grants and provide periodic updates about how grant funds are used. The only

requirement is that the money be used in the same spirit as the Co-Op in order to retain and recruit highly effective and excellent educators.

Co-Op participants agree to serve in a participating school for at least two years, participate in Co-Op professional development sessions, and be involved in Co-Op activities. For teachers and specialists, this involvement may include participating in a Teacher Advisory Council (TAC), attending or presenting at information sessions about the Co-Op, being a new teacher mentor, and being a teacher leader in their building or district. For school leaders, it may include serving as a leader of leaders or mentoring new administrators.

Cohort 1 of the Co-Op was made up of 28 educators. Cohort 2 saw an expansion of the program to 18 schools and was made up of approximately 160 educators. Cohort 3 was made up of approximately 140 educators.[23]

The Co-Op complements other state initiatives to support and strengthen teaching, including state-led TACs that meet regularly with DDOE to weigh in on the most pressing educational issues for our students and schools, statewide PLCs, and the annual TELL Delaware survey.



To design the Co-Op, DDOE worked with an advisory council that included representatives of DDOE, the Delaware State Education Association, the Delaware Charter Schools Network, community organizations, districts, and schools. The advisory council participated in developing the initiative by providing input and advice at key points in the process. *DDOE also held focus groups with teachers across the state, and their input helped shape the program. For example, feedback from the advisory council and focus groups promoted the idea of recognizing teachers in nontested subjects and grades and including grants to schools.*[24]

The Co-Op is directly aligned to the overall theory of action outlined at the beginning of this equity plan. *The most notable measure of success is that Co-Op schools are retaining highly effective educators in reading and mathematics at a 10 percent higher rate than other high-need schools in the state of Delaware*. Future success would further increase this rate and eventually match the retention rate of non-high-need schools across the state, thus directly closing one of Delaware's three priority equity gaps.

[23] Profiles of some Co-Op educators are available in Appendix L.
[24] See Appendix M for a summary of the Co-Op study.

Teach For America—Delaware (Recruitment Efforts)

TFA Delaware (DE) also is engaged in the recruitment, hiring, and selection of educators for high-need schools in all three Delaware counties. The organization has invested significant resources in the past six years to recruit teachers, especially teachers from diverse backgrounds, for our state's most challenging, highest need schools.

TFA-DE corps members and staff are deeply invested in working with the community to ensure that one day, every child in Delaware will be college ready. TFA-DE has recruited nationally and specifically selected teachers who lead with a clear and inspiring vision, drive dramatic academic and personal growth, and partner with their students, families, and colleagues. Retention is highly valued by TFA-DE, and the organization is working toward honoring and developing the profession of teaching through effective professional development that focuses on practice, cultural competency, and leadership.

TFA-DE corps members and alumni have championed a college access program with the College Board and fellow teachers, started and led a debate team, composed a school newspaper, organized school assemblies, rethought the delivery of early childhood education with the Office of Early Learning at the Latin American Community Center, a birth-to-age-5 community-based organization. After school and during the summer, TFA-DE corps members engage with students at community centers through internships that focus on college access and opportunity through increased rigor of existing programs.

TFA-DE recently expanded to all three counties in the state. Continued expansion could mean opportunities not just for children in one school, but for thousands of children in districts and charters throughout the state. However, TFA-Delaware's retention rates must also be collaboratively addressed so that the reduction of one priority equity gap is not offset by the continuation of another (effectiveness vs. experience). That said, TFA's contributions (as noted above) focus on the whole child, wraparound services being offered, a greater focus on diversity and inclusiveness, and the development of school leaders—all of which were noted by stakeholders as important to address over the next decade.

Early Hiring

During the past decade, Delaware has studied hiring trends through its annual Supply & Demand Report (conducted annually until 2013 with the University of Delaware). Each year, for many years, the State Board of Education would receive a report noting that the majority of Delaware's new hires occurred in July and August, long after these candidates became interested, eligible, or available post-graduation. Greater awareness was generated, but, generally, limited action was taken by state and local leaders.

Delaware stakeholders have long acknowledged the missed opportunities associated with hiring late in the season—the TLEU has noted to LEAs that the strongest schools and LEAs begin to make offers as early as January of a given year. However, these same stakeholders (notably the state's local human resources directors) have long described the structural roadblocks associated with collective bargaining agreements, internal capacity, and, perhaps most notably, the state's financial system (in Delaware, the state funds approximately two thirds of each educator's salary, and the full "unit count" is not completed for the state until late September of a given year, causing uncertainty in the marketplace). These obstacles put many of the state's LEAs into situations where the risk/reward calculation was often dominated by the fiscal implications as opposed to the equally pressing issue of educator efficacy/equity and the potential for improved student achievement outcomes.

More recently, however, state policymakers have acknowledged these roadblocks and attempted to curtail their negative effect on LEA staffing decisions, notably around early hiring. Mounting evidence supported the importance of early hiring in terms of selecting top talent, placing educators in "best-fit" roles, and longer runways for meaningful mentoring and induction programs (including stronger new staff orientations) as well as the impacts such decisions can have on climate and culture, leadership efficacy, and educator retention. However, policymakers consistently heard that state financial guarantees were the impediment.

Former Lieutenant Governor Matt Denn responded by working with the legislature to pass "98 percent guarantee" legislation, to conduct deeper studies and analysis of the issue, and to make such financial reassurances permanent when passing Senate Bill 16 in spring 2014. Pilot efforts and deeper LEA focus on this issue have led to some small increases in the number of educators being hired earlier. Much of the previous August activity now takes places in June or July. And DDOE has developed a more sophisticated tool/report for gathering this information (the Talent Practices Survey, which is distributed annually to human resources directors and triangulated with data systems and queries developed by SDP). The launch of Delaware's first statewide recruitment portal, www.joindelawareschools.org, also has stimulated earlier interest from "college seniors" and the teacher preparation programs they attend. Thus, momentum around the issue of early hiring has grown during the RTTT period in Delaware, within individual districts and charters taking advantage of the financial security legislation has provided, and leveraging their focus on talent recruitment to make earlier and stronger hiring decisions.

Progress, however, has been too slow for our students, particularly those in high-need schools. The pipelines for our highest need schools have fewer candidates in them and are not always the highest priority work locations for the districts. Also, the structural roadblocks associated with collective bargaining agreements and internal capacity have not been eliminated. A dedicated effort to improve in this arena, matched by tackling these two barriers, is the next frontier for the state in this critical educator equity strategy. Stakeholders have echoed the importance the addressing this throughout the equity plan engagement sessions and over the past several years as Delaware's leaders have attempted to tackle the root causes of the state's equity gaps.

Statewide Longitudinal Data System Grant Program

Research has shown repeatedly that educators are the single most important school-related factor in student success (Desimone & Long, 2010; Grubb, 2008; Hanushek, 2010; Hanushek & Rivkin, 2006; Jennings & DiPrete, 2010; Nye, Konstantopoulos, & Hedges, 2004; Rowan, Correnti, & Miller, 2002). In the last five years (coinciding with, but not as a result of their first-place award in RTTT), Delaware has made strides in strengthening the supports provided to, and the accountability of, these educators across the human capital continuum from preparation and recruitment to retention, compensation, and advancement.

A crucial component of this improvement has been collecting and examining the data available about teachers in Delaware. Delaware has invested heavily in revising its educator evaluation system—the DPAS-II—as an essential component of the state's efforts to offer all of its students a quality education. Through numerous partnerships in the past three years, specifically with the Data Quality Campaign, Harvard University's SDP, and closer cooperation with Delaware's IHEs, DDOE has made great strides in collecting and housing more and richer data. It also has made great advancements in its own capacity to analyze, leverage, and strategically react to the data. This work has dovetailed well with the revised DPAS-II evaluation system and its new Student Improvement Component. As shown in the past two years of the DDOE's analysis of the system, despite a relative dearth of meaningful differentiation occurring from the four observational components of an educator's evaluation, the revised Student Improvement Component offers a level of nuance that has long been missing.

These educator effectiveness data allow the state to increase support to preparation programs and alternate routes that consistently provide effective teachers and principals, to equitably distribute effective teachers and principals, and to identify and certify the most impactful forms of professional development. At the LEA level, data on performance should drive decisive action on developing all teachers, rewarding highly effective teachers with increased responsibilities and compensation, providing appropriate supports to all teachers, especially those needing improvement, and removing ineffective teachers.

Concurrent to the submission of this plan, DDOE is applying for a grant under the Statewide Longitudinal Data System Grant program under the Talent Management strand. Although this work is not necessarily driven by a desire to carry out this equitable access plan, it is certainly a driver of it. USED's focus on equitable access has allowed Delaware leaders to open new lines of dialogue about how to best adjust the specifications of this and other grant proposals.

This year's grant is unique in that it places unprecedented emphasis on data *use* rather than structures, collection, or federal reporting. The DDOE's grant discusses how it will use these funds (if awarded) to create publically facing dashboards and automated internal reporting collectively called the Talent Insight Dashboard. This work will create sustainable tools to perpetuate the immense analytic work that DDOE has undertaken in the past three years to seek to more fully understand how educators and school leaders, which are the largest school-based factor in student achievement are prepared, placed, performing, retained, compensated, and promoted. Use cases for these planned dashboards and reports include principals considering which teacher to put with their most challenging students or personnel directors deciding which experienced educator to hire. However, by automating this research, the state will better be able to understand its progress over time and will have increased capacity in delving deeper into the root causes of some of these gaps.

Statewide Approach to Exit Surveys

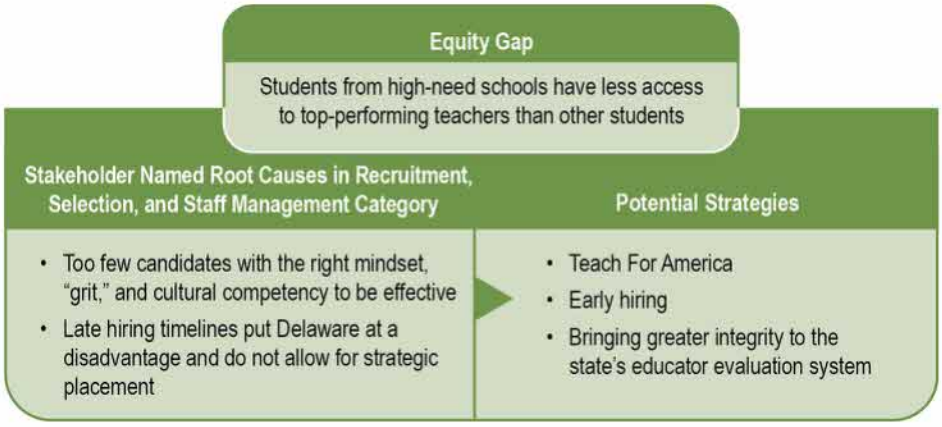
With teacher turnover being identified as one of Delaware's priority equity gaps to address over the next decade, state leaders, policymakers, and stakeholders alike have consistently requested additional information as to why teachers are leaving their classrooms, their schools, their districts, or the state. Thus, Delaware will again commit to creating a statewide approach to conducting exit surveys. A similar pledge was made in 2011, but the Department was unable to clarify roles and responsibilities with its LEA partners in this effort, and DDOE hesitated to be the entity ultimately responsible for something so directly linked to the local employer. Recent feedback from stakeholders indicates that many are comfortable with the Department identifying resources, developing a survey instrument, and contracting external partners and capacity to deliver a teacher exit survey statewide. While Delaware must consider which items are most valuable, which approach is most cost-effective, and what resources are available to identify the hundreds of teachers that leave their classrooms statewide each year, the identification of teacher turnover as a priority equity gap makes this effort near-imperative. By 2016, Delaware, in collaboration with interested parties, will establish a statewide approach to exit surveys and build the data collected into the broader suite of educator effectiveness data that has been used to inform this plan, and that will be utilized to deepen the state's understanding and address priority equity gaps in the years ahead (see Appendix N for an example Exit Survey for Delaware).

Bringing Greater Integrity to the State's Educator Evaluation System(s)

Delaware's commitment to meaningful educator evaluation is both well-established *and* amongst the most discussed and debated educator effectiveness initiatives statewide. As noted herein, the recent revision of the state's Student Improvement Component has provided opportunities for richer dialogue about the state's priority

equity gaps and has positioned Delaware to measure educator effectiveness in multiple ways. The overall system (DPAS-II, which was utilized by all but four Charter LEAs over the past two years), however, has not always yielded differential observation data at-scale or consistent educator sentiment about the importance of accountability. *(Notably, there are schools that are implementing with greater fidelity across the state, using both DPAS-II and the Teaching Excellence Framework [TEF].)* Several LEAs, numerous education leaders, and Department officials have consistently noted that all parties must work together to bring greater integrity to educator evaluation—that it must provide the individualized feedback/coaching, the accurate ratings, and the overall integration of multiple measures of student growth and teacher effectiveness it promised. In the longer arc of educational improvements, robust educator evaluation systems are in their relative infancy and should be given time to administer, evolve, and become a trusted source for making important decisions about educator equity and student achievement.

As a result of early learnings from educator evaluation implementation in Delaware, several LEAs have deepened their student goal-setting work, others have partnered more deeply with their Development Coaches, and others yet have decided to develop their own local educator evaluation system and seek state approval. Meanwhile, the Department remains committed to revising the state system based on educator feedback, continuing to provide regular training opportunities, producing more resources to aid principals in their goal-setting, and bringing-in national best practices and external facilitation to regularly review system progress and challenges. Although the best approach is certainly at the cross-section of policy, resources, and implementation, Delaware must collectively and collaboratively determine how to bring greater integrity to its educator evaluation systems. Without it, the development of meaningful educator prep, educator career pathways, school leadership systems, and reformed professional learning opportunities become conspicuous at-best. To review the statewide analysis/reports developed in the last two years (*Continuous Improvement* and *Performance Matters*), visit http://www.doe.k12.de.us/domain/355.



Strategy 4: Improved Induction and Mentoring

Research suggests that high-quality induction programs can increase retention and teacher effectiveness and improve student learning; for example, first-year teachers receiving induction and mentoring support show student performance gains equivalent to those of fourth-year teachers who did not have this support (Strong, 2006). DDOE has focused resources on induction and mentoring since 1994, yet despite considerable attention to this issue, it emerged as an area for development in the GTL Center policy inventory because of the need for greater state technical assistance and monitoring to assess implementation and consistent quality of induction and

mentoring programs. Moreover, it continues to be a focus area from stakeholders offering strategies to address educator equity. Thus, induction and mentoring remain among DDOE's proposed equitable access strategies.

Although initial work focused on new educators only, programs now differentiate between new educators holding an initial license and experienced educators holding continuing licenses but who are new to the state. In a recent survey, National and State Teachers of the Year ranked *access to an assigned or informal mentor* more influential than any other support received as beginning teachers in terms of its impact on their effectiveness (Behrstock-Sherratt, Bassett, Olson, & Jacques, 2014). Delaware's induction and mentoring programs respond to research that highlights the need to provide even greater support for our new educators to ensure all of Delaware's students receive quality instruction and are college and career ready.

Continuing to Support New Teachers With Expanded Induction and Mentoring Programs

Statewide and Regulatory Approach

Much of Delaware's approach to induction and mentoring resulted from the passage of Regulation 1503 in 2004. This regulation requires that DDOE develop and approve educator induction programs aligned to the Delaware State Teaching Standards and the Danielson Framework for Teaching and must include training and support for *all* educators whether they be new to the profession, new to the state, or teaching in a new category, for example, a school nurse who changes positions to a school counselor or a teacher who becomes a principal or assistant principal. This requirement relates to equity in that all schools and districts are treated equally, with all educators having access to differentiated supports that challenge their personalized needs. LEAs have the option to follow the state-developed program or submit a plan for a locally designed mentoring and induction program through the comprehensive induction program competitive grant opportunity. Plans for locally designed programs must be reviewed and approved by DDOE. Educators must complete a comprehensive induction program to meet the requirements to have their licenses renewed. The regulation also required that DDOE develop programs for lead mentors and administrative lead mentors.

Another SEA-initiated approach is the establishment of the New Teacher Academy and the Mentor Academy to provide direct professional learning opportunities from DDOE to novice educators and mentors.

For the 2014–15 school year, DDOE offered three sessions topics as part of the New Teacher Academy:

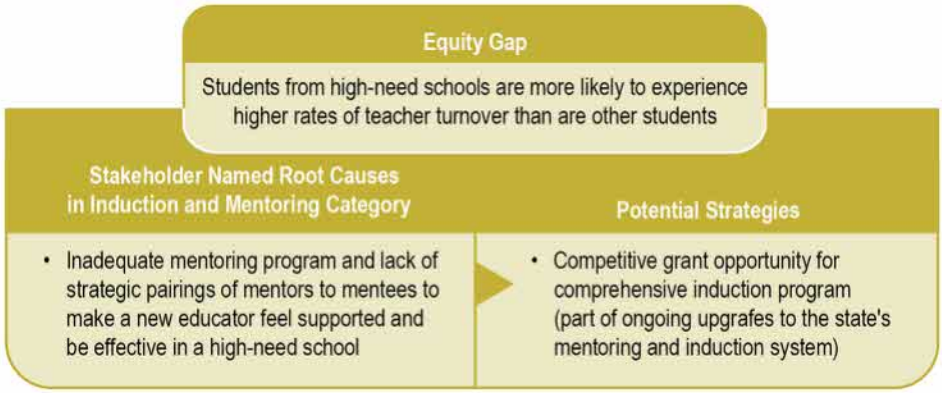
- Taking a learning-centered approach to classroom management
- Questioning in the classroom
- Designing project-based activities

The Mentor Academy also offered professional learning opportunities during the 2014–15 school year. Topics included the following:

- A new approach to providing effective feedback
- Transformative teacher coaching practices
- Leadership and mentoring based on John Maxwell's Laws of Leadership

Comprehensive/Competitive Induction Grants (for Delaware Districts/Charters)

Delaware's mentoring and induction strategies also include local approaches through partnerships between the state and LEAs. Comprehensive Induction Program (CIP) grants support LEAs in developing innovative induction programs that provide new educators with the tools necessary to become familiar with school and district policies and procedures, hone their professional skills, and help them evaluate and reflect upon their own professional performance. Through these programs, educators develop individualized growth plans to improve their effectiveness; improvements in teacher effectiveness result in a reduction in teacher turnover. During the past three years that CIP grants have been made available to LEAs, the state has seen an increase in LEAs looking to provide targeted and specific supports to educators who work in high-need schools. One such example comes from the Brandywine School District. As part of its proposed program, the LEA intends to offer additional professional learning sessions to educators in its highest need school. These teachers will receive training focused on "culturally responsive teaching." In addition, the LEA will be partnering with Teach For America, an organization committed to ensuring students in high-need schools have the highest quality teachers.



Proposals must meet several requirements, including alignment to Charlotte Danielson's *Enhancing Professional Practice*: *A Framework for Teaching* or the most current DPAS-II frameworks; a minimum of 30 hours of direct, one-on-one mentoring within the first year of the CIP grant; a minimum of 30 hours of research-based professional learning activities during each year of the CIP grant based on a needs assessment of new educators (taking into account each educator's preparation programs); strategies for the recruitment and selection of high-quality mentors and ongoing mentor training; an orientation program for all new educators; observation and feedback; individual educator growth plans; and an annual evaluation.

LEAs are eligible for grants up to $50,000, depending on the size and scope of their induction programs. Current plans and resources ensure that we will continue to offer these grants as long as funds are available. During the 2014–15 school year, DDOE awarded approximately $204,000 to seven LEAs, including six districts and one charter school.[25]

Looking forward, success in the induction and mentoring program would be defined by the following principles.

[25] CIP grant proposals for Colonial School District and Brandywine School District are available in Appendices O and P.

- **Value:** Program participants will see both personal and professional value in the program, including the development of personalized professional learning opportunities that meet their specific needs and, most importantly, the needs of their students—particularly low-income students and students of color.
- **Learning:** Program participation has led to enhanced personal or professional attitudes, perceptions, or knowledge. Specifically, educators will learn real-world strategies that can be applied immediately upon returning to their classroom for addressing the most pressing needs of their students.
- **Change in Skills:** Program participants have applied what is learned to enhance their professional behaviors and can point to evidence that supports their claims of having changed their approach to better meet the needs of their students.
- **Effectiveness:** Program participants demonstrate an improved performance level as a result of their enhanced professional behaviors, ultimately leading to a reduction in the achievement gap between students in high-need and non-high-need schools.

Ultimately, if Delaware is successful in addressing these program evaluation categories, then DDOE believes there will be an increase in retention rates for our newest educators because they will feel more supported and will have gained the differentiated skills necessary to be successful in the most demanding profession and highest need schools.

Strategy 5: Enhanced Professional Learning Opportunities for All Delaware Educators

Enhanced or expanded teacher knowledge followed by explicit change in teaching practice leads to improvement in student learning (McCutchen et al., 2002). Delaware's commitment to educator equity and our continued enhancements to our human capital management system include programs designed to create continuous and effective professional learning opportunities for educators at all stages of the profession because professional learning activities, such as those that enhance or expand teacher knowledge, are more likely to be effective if they are part of a coherent program of ongoing professional development (Cohen & Hill, 2000; Grant, Peterson, & Shojgreen-Downer, 1996).

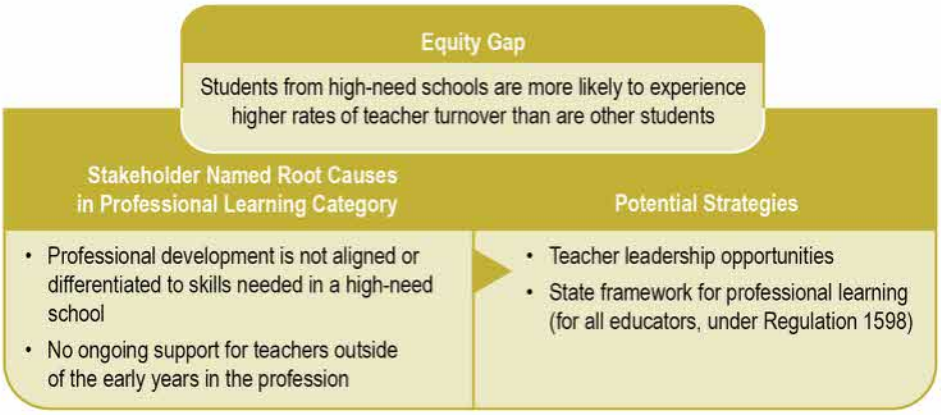
We recognize that not all professional learning has the desired outcome of changes in practice toward improved student outcomes. Garet et al. (2001) found that teachers reported greater change in their knowledge and skills when professional learning activities matched the following parameters:

- Built on what the teachers had already learned in related professional learning activities.
- Emphasized content and pedagogy aligned with national, state, and local standards, frameworks, and assessments.
- Supported teachers in developing sustained ongoing professional communication with other teachers who were trying to change their teaching in similar ways.

With this research in mind, Delaware aims to reaffirm its commitment to excellent job-embedded professional learning for its teachers. Through RTT, Delaware has invested heavily in professional learning, resulting in a number of initiatives and programs at schools and districts throughout the state. However, stakeholders named inadequate professional development for high-need schools and "one-size-fits-all" learning initiatives as root causes of Delaware's educator equity gaps. DDOE is currently drafting a new framework for professional learning,

with the goal of increasing the quality of professional learning opportunities for teachers in Delaware to increase student achievement. This approach is grounded in the following beliefs:

- Teachers and leaders are the most important factor for student success, and, therefore, Delaware must support their continuous improvement.
- LEAs are best positioned to impact teacher professional learning and will be the primary drivers of the activities that lead to instructional improvements.
- The DDOE's role is to incentivize, support, and monitor the quality of professional learning.
- Delaware will be most successful if professional learning is designed from the user perspective; articulating what the teacher experience looks like when professional learning is successful.
- Delaware must recognize and build upon the best practices found among its great teacher and leaders.
- As partners in this work, Delaware needs to better articulate the state, LEA, school leader, teacher leader, teacher, student, and parent roles in the ongoing process of continuous improvement.



With these in mind, Delaware's professional learning vision is to ensure that all educators have the mind-sets, skills, and content expertise needed so all of Delaware's students can meet the expectations of college- and career-ready standards. To accomplish this task, Delaware believes that every teacher's professional experience will meet the expectations laid out in the vision for a new professional learning framework (currently in development). Although details are still being established, Delaware's vision for professional learning lays out the belief that all teachers in Delaware schools deserve to continuously improve their practice through their own initiative and through investments made by their schools and districts. They also deserve to have state and local leaders incentivize, support, and monitor this work to ensure it is happening with quality. Teachers in Delaware deserve each of the following, aligned with the state's standards for professional learning (14 Del. Admin. Code 1591–1595, 2013):

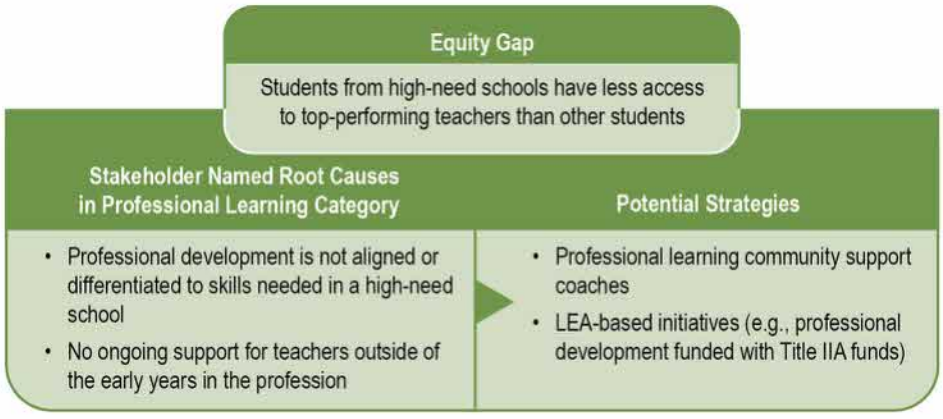
1. **Individualized Learning:** Understanding that educators learn in different ways and at different rates, teachers' learning is personalized to their identified needs and occurs through individualized feedback and coaching from a skilled leader and through continuous self-learning. Opportunity exists in this area to differentiate for high-need schools and tailor learning to the skills needed to increase teacher effectiveness, improve student achievement, and decrease teacher turnover.
2. **Learning Communities:** Teachers participate in multiple professional learning communities that convene regularly and frequently during and outside the workday to strengthen their practice and increase student

results. The community is committed to continuous improvement, collective responsibility, and alignment of individual, team, school, and school system goals.

3. **Leadership:** Teachers have skillful leaders at their school who develop capacity, advocate, and create support systems for professional learning.
4. **Teacher Leadership:** Teachers recognize and advance shared leadership as a way to promote leaders from all levels of the organization.
5. **Resources:** Teachers have the human, fiscal, material, technology, and time resources they need to achieve student-learning goals and advance their learning.
6. **Data:** Teachers' professional learning is based on multiple sources of current quantitative and qualitative data, such as common formative and summative assessments, performance assessments, observations, work samples, performance metrics, portfolios, and self-reports.
7. **Monitoring and Continuous Improvement of Learning Designs:** The design of teachers' professional learning integrates theories, research, and models of human learning to achieve its intended outcomes. It is influenced by the goals of the learning, characteristics of the learners, their comfort with the learning process and one another, their familiarity with the content, the magnitude of the expected change, educators' work environment, and resources available to support learning.

As mentioned earlier, Delaware currently has several professional learning offerings and teacher leadership opportunities underway. Delaware feels the following initiatives support teachers in their professional learning and can be tailored to address the needs of educators in high-need schools. This differentiated learning and teacher-leadership initiatives would be aimed at increasing retention and effectiveness, as educators would be more supported and armed with additional knowledge and skills to increase their student success and achievement.

Supporting Teacher Growth Through Professional Learning Opportunities



LearnZillion's Delaware Dream Team

In 2013, DDOE partnered with LearnZillion to establish the Delaware Dream Team, made up of 34 educators from across Delaware who were charged with helping to develop high-quality Common Core formative assessment items to share with their peers across the state. According to Secretary of Education Mark Murphy:

> The 2014 Delaware Dream Team is both an opportunity to recognize some of the state's most accomplished teachers and a challenge to those individuals to continue to grow, to make collaboration an integral part of their practice and to create high-quality materials that will help teachers and students across our state—and around the country—be successful.

Dream Team members, made up of mathematics and ELA teachers, were selected through a competitive application process evaluating both their understanding of the Common Core State Standards and their desire to "scale their impact" beyond the walls of their own classrooms. Members receive a $500 stipend for their leadership. These educators bring their knowledge back to their schools—sharing with colleagues who can use it is as a springboard to increase effectiveness within their own classrooms.

Delaware Teachers Institute

The Delaware Teachers Institute (DTI) is a partnership between the University of Delaware and four New Castle County districts: Christina, Colonial, New Castle County Vocational-Technical, and Red Clay Consolidated. Situated in the University of Delaware's College of Arts and Sciences, DTI is designed to strengthen teaching and learning in many of the participating districts' highest need schools. The institute includes seminars led by a University faculty group and a committee of teacher leaders on subjects that school teachers request in the humanities and sciences, which best fit contemporary needs among the student population.

A primary goal of DTI is that by developing teacher leaders in individual schools serving high-need student populations, DTI strengthens the schools' learning environments. After a rigorous application process, Grades K–12 teachers are admitted into small seminar groups organized by the content topics led by faculty experts, with teachers applying their knowledge of elementary and secondary pedagogy, their understanding of the students they teach, and their grasp of what really works in the classroom.

Participating teachers write a curriculum unit to be used in their own classrooms and to be shared with others in their home schools as well as other teachers through both print and electronic publication.

Common Ground for the Common Core/PLC Supports

RTTT enabled Delaware to invest in PLC support coaches who facilitate weekly PLC discussions in every Delaware school. Coaches help teachers use data to drive discussions concerning student learning and focus instruction on the concepts and skills that the data suggest their students need support in mastering. Many schools and districts throughout the state have credited the PLC support coaches in driving student achievement gains. Districts and schools have some autonomy in how they use their coaches. In Year 2 of Delaware's RTTT implementation, every LEA implemented weekly 90-minute PLCs focused on data-informed instruction and reached every core content public school teacher in the state.

Building from this, the Common Ground for the Common Core project launched in 2013 and is designed to support educators implementing Common Core standards by providing intense support to a team of teachers that can take that knowledge and work with educators in their buildings. The project will help bring Delaware educators up to speed on what the standards are, their implications for their day-to-day classroom instruction, and changes that are necessary to ensure they successfully roll out and benefit students.

Another Path Forward: Analysis of Current Initiatives at the LEA Level

Given the heavy investment in professional learning initiatives—at the SEA and LEA levels—it is important to conduct a review of current initiatives in Delaware's high-need schools. To drive meaningful change, this analysis needs to be conducted at the LEA level to determine which initiatives have been successful at curbing educator equity gaps and improving student achievement. This analysis also would highlight professional development gaps that the state and LEA should address to combat the educator equity gaps.

Strategy 6: Rethinking Compensation and Creating Career Pathways Designed to Keep Effective Educators in the Classroom

Retention rates among high-performing employees are increased when opportunities for advancement are available (Ableidinger & Kowal, 2010). Research also shows that high-performing employees are more attracted to promotion opportunities compared with low-performing employees, and they also are more likely to leave a position because of a lack of opportunity for advancement (Steel, Griffeth, Hom, & Lyons, 2002). These opportunities for educators too often lead out of the classroom. This research was confirmed by our stakeholders, who mentioned the importance of opportunities for educator professional growth while keeping strong teachers in the classroom where they can positively impact students. It was further confirmed by the GTL Center policy inventory, which identified both compensation and career ladders as areas for development.

Delaware is approaching this issue legislatively and programmatically. Several studies have shown that salary increases or bonuses can increase teacher retention and attract new, high-quality talent to the field (Clotfelter, Glennie, Ladd, & Vigdor, 2008; Teach Plus, 2012), but there is not enough research available at this time to be conclusive (Allen, 2005; Hough, 2012). The Committee to Advance Educator Compensation and Careers (CAECC) task force has been charged with advising the governor on the issue of differentiated compensation as a result of Senate Bill 254 passing. This bill "establishes parameters for an improved educator compensation system." The committee has been working to consider alternative compensation structures and career pathways for educators aligned with the parameters set forth in the bill, such as providing educators with a meaningful career pathway, including higher starting salaries and recognition for working with high-need students, and significant leadership opportunities for career advancement that keep talented educators in the classroom (S. 254, 2014).

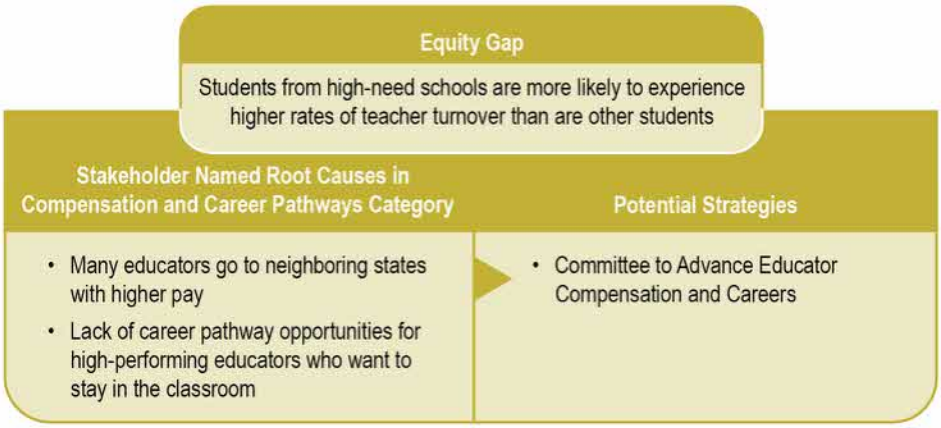
The bill set an end date of November 2014, but, as of the writing of this plan, this time frame was extended as the committee is still working to develop a set of recommendations. The task force, which includes members of the House and Senate and includes representation from the Delaware State Education Association (DSEA), has created transparency through its website, which reports all of the meeting minutes and information about the committee's work.

The state's website lays out a justification for the work:

- Delaware's current steps and lanes compensation system ties educator compensation exclusively to years of experience and attainment of academic credits and degrees, with no other state-level opportunities to earn additional compensation or advance career-wise while staying in the classroom. Educators earn additional pay in small, incremental steps and often have few opportunities to take on additional responsibility or lead their peers unless they pursue administrative positions.
- Many of our best and most experienced educators are forced to leave the classroom if they want to advance their career, earn more money, and participate in schoolwide decision making. Simultaneously,

the state's salaries for our newest educators are not on par with surrounding states. About 40 percent of our educators leave within the first five years, at least in part because of low early career salaries.

- Any proposal by the committee will involve more state funding for educator salaries to better recognize the invaluable role educators play in the lives of our children. Current educators will have the option of remaining in the current system or switching to the new system designed by the committee.



The alternative compensation system introduces meaningful incentives for teachers to serve our highest need students and in our highest need schools:

- Teacher leadership roles, which provide teachers with a $5,000 annual supplement to their base salary, for teachers who accept meaningful adult leadership responsibilities beyond their core classroom roles in the areas of curriculum, instruction, assessment, evaluation (including, but not limited to, peer observation, feedback, and coaching), or professional development. These roles are available to educators through competitive application, with the total number of roles available statewide not to exceed 15 percent of the total teaching population.
- Designated high-need schools and districts with large high-need populations will receive a significantly larger proportion of these roles and the accompanying salary stipends. Moreover, teacher leadership roles in designated high-need schools will provide a $6,000 annual stipend as opposed to the $5,000 available in non-high-need settings.
- Senior teacher leadership roles, which provide teachers with a $17,000 annual supplement to their base salary, will be created for teachers who have previously and successfully served in teacher leadership roles, have demonstrated a track record of performance in driving student learning, and have the desire to play a greater role in school-level and district decision making while retaining a foot in the classroom. These roles are available to educators through competitive application, with the total number of roles available statewide not to exceed 2 percent of the total teaching population.
- Senior teacher leaders must, in the course of their responsibilities, serve high-need students, either directly or indirectly through their work at a school or district level. Moreover, to encourage more of Delaware's teachers to work in a high-need setting or with a high-need population, the Committee to Advance Educator Compensation and Careers (CAECC) has proposed that eligibility for senior teacher leadership requires a minimum of six years of service in a high-need school or with a significant high-need student population.

- CAECC also reviewed national examples of salary stipends that support more National Board–certified educators serving in high-need school settings and recommended introducing a $3,000 annual stipend to teachers' base salary while they served in a high-need school or a school with a significant high-need student population.

The goal of these incentives, which would be embedded in an alternate state pay scale for Delaware's future educators, is to introduce a professional career pathway that aligns compensation, certification, and professional designation in more clearly recognizing an educator's progression through career milestones, while also offering significant incentives for experienced and high-performing educators to serve in high-need schools or in schools with significant high-need populations to access professional opportunities and the highest salaries achievable on the alternative state scale.

CAECC believes that by introducing an alternative state pay scale that offers higher entry-level salaries (particularly for bachelor-degree-holding educators), emphasizes progression toward teacher leader and senior teacher leadership roles—with more opportunities to do so in high-need schools and while serving high-need student populations—that the state will reorient a significant portion of compensation toward teacher-led responsibilities that meaningfully impact a school's ability to drive student learning.

Although the CAECC has not identified specific success metrics given discussions and policy recommendations continue to evolve, the following have been noted in numerous public discussions as high-level aspirations:

- A significant reduction in the number of teachers in their first five years of teaching who leave the profession
- A significant reduction in the turnover rate of teachers serving in high-need schools or with high-need student populations
- Evidence that Delaware is better able to attract high-performing undergraduates to the teaching profession who otherwise would have sought entry-level roles in other careers
- Evidence that Delaware's districts are able to employ teacher leader and senior teacher leader roles in supporting a coordinated talent and recruitment strategy among their highest need schools

The Delaware Talent Cooperative

In addition to the work being undertaken by the CAECC, Delaware believes that the Delaware Talent Cooperative also works to address the root cause of a lack of financial incentives to go or stay in a more challenging, high-need school. Details on the Cooperative were described earlier in Strategy 3: Enhanced Recruitment, Selection, and Staff Management of Excellent Educators. Still, to-date, the initiative has been implemented in only a small (but significant) number of high-need schools, with some early success shown in retaining outstanding educators.

Strategy 7: Consider School Climate and Conditions, As Well As Resources

Finally, Delaware's seventh proposed strategy relates to improving school climate and the resources available for fostering effective teaching and learning conditions. Research consistently finds that working conditions and the feeling of being supported are chief factors affecting teacher retention. In their national survey of more than 10,000 teachers, Scholastic and the Bill & Melinda Gates Foundation (2012) found that the following school conditions were most often cited as "absolutely essential" or "very important" for retaining top-performing

teachers: help for students with behavioral or other problems that interfere with learning, access to high-quality teaching resources, time for collaboration, safe and clean buildings, a collegial work environment, and providing greater decision-making roles for teachers in regard to school policies and practices.

These research findings were reiterated by stakeholders in Delaware, who offered similar explanations for the teacher experience inequities and teacher turnover equity gaps during the state's root cause analysis discussions. There were particular concerns shared by Delaware's stakeholders regarding inadequate funding for "wraparound services" and other resources many believe are needed to meet the needs of students and thus create better conditions for teaching and learning. These findings also were supported by existing state data from a nationally normed survey, which showed that teachers in high-need schools in Delaware perceive their working conditions to be of lesser quality than do teachers in other Delaware schools (see Exhibit 8).

DDOE has been working for a number of years to improve school climate and conditions, first by better understanding the challenges through tools like the TELL Delaware survey and the state's culture and climate survey. Delaware also has created supports for school leaders such as a community of practice for principals' managers, and supports for teachers through RTTT expectations for LEAs to ensure manageable teacher workloads, promote teacher collaboration, and decrease paperwork. Notable among these efforts has been the state's commitment to PLCs, which Governor Jack Markell championed in 2010–11 and which resulted in every core content teacher have 90 minutes weekly of collaborative planning time. DDOE will continue to promote such efforts by providing resources for PLCs, encouraging local collective bargaining units and school boards to address schoolwide culture and conditions, and promoting collegial workplaces, particularly through expanded teacher leadership opportunities.

DDOE's primary strategy in the next decade to more directly address the school conditions and resources root causes named by stakeholders will be two-pronged: (1) continue to collect TELL Delaware survey data (and other survey data) biannually to assess challenges and progress; and (2) support flexible funding proposals that deliver weighted resources based on students' need. The former, TELL, provides a vital source of data that will inform future root cause analyses and will drive LEA actions to address their specific local challenges and differentiate approaches based on the issues at hand. At the policy and monitoring level, TELL will help the state assess whether progress is being made toward addressing the root causes and will help policy decision makers at all levels create targeted and systemic interventions based on data, an aim that may be further strengthened as flexible funding opportunities become available.

TELL Delaware

The teaching environment includes many complex variables (i.e., demands on scheduling and teacher time, autonomy, professional development opportunities) that together can be predictive of student learning gains and student perceptions of support and rigor. Teachers' effectiveness can be directly influenced by their working conditions in a given context (Boyd et al., 2011; Ferguson & Hirsch, 2014; Johnson, 2006; Johnson, Kraft, & Papay, 2012; Ladd, 2011). The Delaware State Education Association's (DSEA) 2009 white paper reiterated the importance of teaching conditions and urged "DOE to partner with Dr. Eric Hirsch and the New Teacher Center to conduct an ongoing teaching and learning conditions survey statewide" as part of its RTTT plan. In response, DDOE worked with a coalition of partners (including DSEA, the Delaware Association of School Administrators , the State Board of Education, the Governor's office, etc.) to launch the TELL Delaware survey (www.telldelaware.org) in January 2013. TELL Delaware is an anonymous, statewide survey of licensed school-based educators designed to assess teaching conditions at the school, district, and state levels, with emphasis on the following topics:

- Community engagement and support
- Teacher leadership
- School leadership
- Managing student conduct
- Use of time
- Professional development
- Facilities and resources
- Instructional practices and support
- New teacher support

School-based licensed educators completed the survey during a five-week period through an anonymous online access code. This was Delaware's first statewide survey about teaching conditions and the first statewide survey where results were reported publicly at school, district, and state levels online.

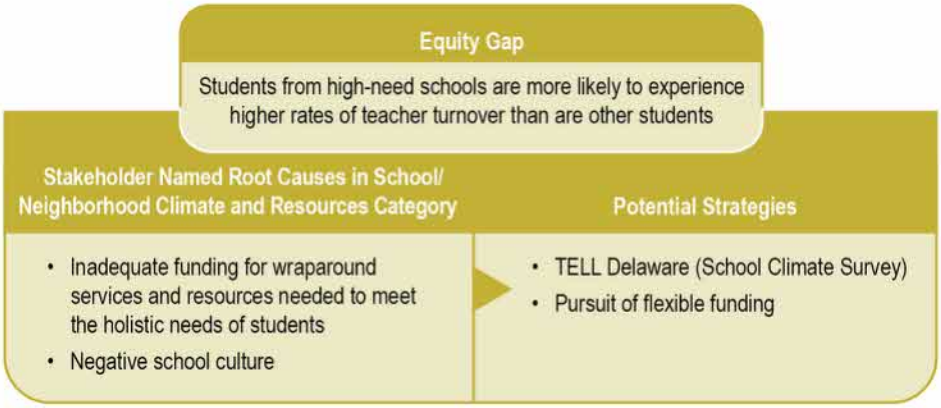
Fifty-nine percent of Delaware educators responded to the survey representing 6,153 out of a reported 10,392 school-based licensed educators in Delaware. Nearly 80 percent of schools (175 out of 225, 78 percent) met the 50 percent and minimum five respondents response rate threshold required to receive an individual school-level data report. Results were published and made available online through the *TELL Delaware* website.

After the results of the TELL Delaware survey were published, the DDOE conducted a workshop for district leaders on "taking action with TELL DE data" for district leaders. The workshop demonstrated how resources provided by the New Teacher Center could be used to reflect upon the data at the school and district-level and make any needed changes. In addition to any actions taken at the district and school levels in response to TELL Delaware data, the state considered policy efforts in response to the key gaps identified by the survey, including the following:

- Improving teacher leadership opportunities
- Differentiating professional development to individual educator needs
- Reducing the amount of routine paperwork
- Improving educator induction and mentoring across the state

In response, DDOE expanded statewide teacher-leader networks (Delaware Teachers' Institute, Delaware Talent Cooperative, LearnZillion "Dream Team" teachers, Vision Network/Schools that Lead, more support for Lead Mentors, etc.), created competitive grants to help LEAs improve educator induction and mentoring, and sought ways to streamline the educator evaluation process (through technology upgrades and regulatory changes). DDOE also conducted additional analyses to identify the equity gaps in teaching conditions and any exemplary districts.

To build on the lessons learned from TELL Delaware 2013, DDOE intends to conduct a second administration of TELL Delaware in early 2016 and future administrations of the survey biannually.



The Pursuit of Statewide Flexible, Weighted Student Funding

The state's funding flexibility proposal[26] is included in the governor's fiscal year 2016 recommended budget currently being reviewed by the General Assembly. Delaware will continue to pursue this course of action in 2015 and in the years ahead. The current proposal seeks to grant Delaware's districts and charters (LEAs) greater flexibility in how they use staff and financial resources provided by the state. As Delaware continues to shift toward an outcomes-based accountability system, DDOE is attempting to provide differentiated resources that empower local school communities to strategically address their unique challenges and goals while creating the space and incentives for innovation that drives student learning in its schools.

Based on unit counts, the current system (which is already 70 years old) does not allow for needs-based decisions to be made by the schools because of the rigidity of how the units can be used. Few states have funding systems as prescriptive or inflexible as Delaware's. In fact, Delaware is one of 13 states that does not use the pervasive foundational student funding models that more closely tie funding to individual student needs. Moreover, the highest performing systems in the world often provide considerable (up to 80 percent) funding flexibility at the school level while placing much more emphasis on holding principals accountable for outcomes.

Delaware's stakeholders have stated a root cause of educator equity gaps is the need for funding for "wraparound services" to meet the holistic needs of students in high-need schools. By giving LEAs greater flexibility with funding, they may be able to repurpose some of those funds to meet their stated needs. Even in a fiscal environment with constraints, Delaware remains committed to bringing together stakeholders in the spirit of equitable funding to support the closing of equity gaps.

The public education system is being forced to rethink long-held practices and policies as the global knowledge economy places new and increasingly complex demands on our graduates. As a result, Delaware's districts and schools are already having to develop new strategies for adapting the way they use standards and assessments, train and develop educators, and apply their limited resources to support student learning. This means empowering leaders closest to the work—those in districts and schools—to tackle these challenges proactively. Granting districts greater freedom to deploy their state resources in support of their unique needs and performance goals is a critical step in sustaining this transition.

[26] See Appendix Q for the funding flexibility workgroup report.

The result of the current education finance system is a series of constraints that incentivize districts to focus on managing unit counts (to maximize revenues), rather than on understanding whether a different allocation mechanism would increase student achievement. Allowing schools the flexibility to make funding decisions based on weighted student needs is critical if Delaware is going to enact programmatic decisions that better serve their unique student populations.

The goals of the proposal are to do the following:

- Allow local schools and districts great resource allocation flexibility at the local level.
- Permit local districts more discretion with respect to the expenditure of state funds.
- Require increased transparency and community involvement in local financial decisions.
- Allow districts to make earlier job offers to recruit and retain the best teachers.
- Allocate funding based upon students' needs in the spirit of "equitable funding."

Section 6. Ongoing Monitoring of Strategies and Results, and Reporting Progress to Stakeholders and the Public

Delaware is committed to ensuring the long-term attainment of equitable access to excellent educator for all students. This plan provides a roadmap for current and future administrations and staff to ensure that the work of educator effectiveness is supported by data, resources, and progress monitoring. Over the past five years the Markell administration has been deeply committed to improving educational outcomes for all students, with supporting great teachers and school leaders being one of the state's pillars on which that success is built.

As an SEA, DDOE is committed to providing ongoing resources and technical support to every district and charter school, with an emphasis on those districts and charters where the state's priority educator equity gaps are most prevalent. Continuing to allocate Title I, Part A and Title II, Part A[27] funds to schools with the largest percentages of students from low-income families, students of color, or students with disabilities is an ongoing state role. And, moving forward, Delaware will have additional oversight for the districts with the largest equity gaps for the three priority metrics for any of the student subgroups described in Section 2, Equity Gaps. DDOE is also committed to the use of formal evaluations to monitor districts' implementation of the strategies laid out in this plan. This approach will include asking districts to voluntarily submit data to the state for analysis in order to ensure accurate public reporting. Delaware will also continue reviewing applicable research and forward relevant studies to state working groups and to districts/charters. DDOE will formally monitor LEA progress on an annual basis and more often if a district fails to make progress toward its performance objectives in a timely manner.

As detailed in Section 5, for each strategy, Delaware has begun to chart a plan to assess implementation success. DDOE has already have identified the following areas where it will begin collecting information, and is prepared to build on these efforts with further data collection and reviews as they emerge:

- Updated climate survey with an emphases on teaching & learning working conditions
- Ongoing educator evaluation data for all educators
- Fiscal auditing and management
- New licensure and educator preparation standards implementation
- Ongoing surveys of stakeholder groups

The table within this Section (Exhibit 10) outlines the major components of the state's draft timeline to guide the short-term and long-term implementation of our plan. This timeline and the activities contained within Section 6 will be reviewed by DDOE stakeholder engagement groups, and the state's Educator Equity working group over the next six months to ensure that it is both comprehensive and understandable. Delaware commits to some form of annual public reporting on progress toward addressing root causes to eliminate equity gaps that will include

[27] Documents are available at http://www.doe.k12.de.us/domain/314. See Appendix R for 2015 program highlights.

posting a progress report on the DDOE website, sending the link to all LEAs and stakeholders, and informing the public through statewide media. Delaware will formally update this plan a least every three years based on new data, new analyses of root causes, and new strategies.

The major activities within the scope of Section 6, several of which are explained in greater detail below and are noted within Exhibit 10, include:

- Ongoing stakeholder engagement to refine, improve, and update the state's plan, both in the immediate short-term and over the next decade
- Deep state/LEA partnerships with 5-10 districts/charters both in the immediate short-term in generating local plans and over the next decade in providing resources and technical assistance
- Continued identification of best practices and schools/LEAs that are "beating the odds" in closing educator equity gaps
- Statewide data reporting/public transparency around the state's priority equity metrics, including regular updates to the state's equity data gaps (and subsequent revisions to the state's plan)
- New statewide data public reporting on a proposed "Educator Equity Quotient" (tentative, pending statewide review, federal approval, and DDOE implementation capacity)
- Ongoing competitive grant funding for LEAs (with a deeper focus on Educator Equity)
- Ongoing performance management routines (semi-annually) already embedded into state structures, to include ongoing technical assistance on the state's consolidated grant application
- Regular convening of the state's educator equity working group, which includes stakeholders that have participated in the root cause analysis and strategies/solutions protocols

Identifying Select Partner LEAs (Districts & Charters)

DDOE will partner with approximately six districts and several charter schools (5-10 in total) across the state to provide support in addressing their educator equity-related issues. To help examine trends across the state, six choropleth maps were generated using the same data set from prior analyses.[28] These maps highlight the considerable variability found across the state and suggest that districts are confronted with varying degrees of challenges in ensuring access to excellent educators for all students. Over the next few months, DDOE work to identify the partner LEAs by taking a number of criteria into consideration (giving roughly equal consideration to the rates of novice and early career teachers, staff turnover and principal tenure, Measure A ratings of teachers, and perceptions of school working conditions in each district). Further data analysis and stakeholder engagement will be considered in finalizing this list of LEAs for potential technical assistance, resource provision, and ongoing accountability. Selected educator equity metrics across partner districts and charters will be presented in the second version of the plan later in 2015.

[28] See Appendix S.

Examining Schools That "Beat the Odds" (Best Practices in Educator Equity)

DDOE will continuously identify schools that, while having similar demographics and challenges as other historically underperforming schools, exhibit relatively encouraging trends in terms of access to excellent educators. Although this work is ongoing, as it requires careful consideration and additional analyses, DDOE has selected a number of potential "beating the odds" schools that will be scrutinized further to examine strong aspects of practice and policy implementation. Potential example schools include H.O. Brittingham Elementary School in Cape Henlopen School District, South Dover Elementary School in Capital School District, and Banneker Elementary School in Milford School District—all schools with a relatively large share of low-income students.[29] Despite facing greater challenges than most schools in the state, these schools exhibit trends better than the average Delaware school in teacher perceptions of working conditions, annual teacher turnover rate across five years, and the most recent year's Measure A results. In identifying these schools, Delaware will continue to highlight best practices in supporting educator effectiveness and provide further public transparency around the idea that socioeconomic status and race need not be deterministic in our students' lives.

Statewide data public reporting on a proposed "Educator Equity Quotient"

(tentative, pending statewide review, federal approval, and DDOE implementation capacity)

Beginning in summer 2016, the Delaware Department of Education plans to publicly release a bi-annual Educator Equity Quotient (EEQ) that tracks state, district, and school-level progress in relation to educator equity gaps and other educator effectiveness metrics noted in the state's equity plan. DDOE intends to release a version of this data for local education agency review and feedback in fall 2015, long before it would potentially go public. The feedback received will be used to refine the EEQ structure and format before public release in 2016.

The EEQ has the potential to track key leading and lagging indicators pertaining to critical areas of educator effectiveness (pre-service, recruitment, induction and mentoring, evaluation, professional learning opportunities, compensation and career pathways, retention, etc.). The compilation of metrics could result in a score for the state and for each LEA to capture progress on closing equity gaps. DDOE could also utilize such data to support district and school strategic planning for upcoming years, and to have on-site conversations with LEAs about their overall educator effectiveness efforts.

Note: This proposal is currently in draft form, as noted in the title of this section. Delaware seeks to utilize such data collection and analysis to modernize its definition of "highly-qualified", which requires additional approvals.

As currently proposed, the included metrics (*based upon priority equity gaps and stakeholder input)* could be as follows:

[29] These schools are located in the fourth (poorest) quartile of proportion of low-income students.

Student Access to Experienced Educators

- Percentage of students in the bottom quartile of state assessment performance taught by inexperienced educators (compared with students in other quartiles)
- Percentage of novice teachers in district's high-need schools compared with non-high-need schools

Student Access to Excellent Educators

- Percentage of educators in tested subjects earning an *Exceeds* rating on the state test-based student growth measure in high-need versus non-high-need schools
- Average educator evaluation criterion-level ratings for educators in high-need versus non-high-need schools
- Percentage of educators earning *highly effective* summative ratings in high-need versus non-high-need schools

Student Exposure to Exiting Educators

- Total rate of turnover of educators (pooled over five years) in high-need versus non-high-need schools
- Rate of turnover of highly effective educators in high-need versus non-high-need schools
- Total rate of turnover of school leaders in high-need versus non-high-need schools

Student & Educator Access to "Positive" Environment

- Percentage of educators reporting their school is a "good place to work and learn" in high-need versus non-high-need schools
- Gap between average compensation in high-need versus non-high-need schools
- *Other school climate or educator working conditions metric (to be determined)*

The aforementioned metrics *will be vetted, refined, and further defined through conversations with stakeholders engaged as part of the state's educator equity planning process* and corresponding component weights will be developed. The following metrics, for example, could also be included as part of the EEQ:

- Percentage of all educators who are new to a district who are hired by June 15 (recruitment)
- Increase in number of applications for positions in high-need schools (recruitment)
- Percentage of first-year mathematics and English teachers rated *exceeds* on Measure A (recruitment/induction)
- Increase in the percentage of educators agreeing with the following statement: "Provided supports (i.e., instructional coaching, professional learning communities) translate to improvements in instructional practices by teachers" (professional development)
- Percentage of district's schools in the top quartile for teacher ratings and the lowest quartile for student achievement (evaluation)
- Percentage of district's schools with less than 50 percent of students proficient and more than 90 percent of educators rated *satisfactory* on all observational components (evaluation)

- Percentage of district's experienced educators with a Measure A score lower than the district's average novice teacher score (evaluation)

Statewide Equitable Access Working Group

Delaware has noted in several sections of its plan that additional stakeholder engagement is an immediate need. Over the past six months, Delaware has been able to convene several conversations about the state's equity gaps and root causes, but far fewer about the potential strategies/solutions and ongoing monitoring efforts. Still, initial conversations and a review of current practices has allowed Delaware to begin to build a longer-term strategy for executing towards improved educator equity and student outcomes. Beyond the intensive short-term educator engagement, Delaware is committed to creating a 15-20 person Educator Equity Working Group to serve as the primary advisors on overall progress and ongoing challenges. This working group will include elected officials from multiple levels of government, parents, educators, district superintendents, human resource directors, community/civic organization leaders, and other select partners such as teacher preparation organizations, outside researchers, and content experts. It will continue to be critical to involve all communities in this effort, and to ensure that diverse perspectives are being heard—across socioeconomic, racial, geographic, and other lines of differences. The beginning of this group was formulated at the January Equitable Access Support Network (EASN) convening supported by USED, and Delaware invited several stakeholders from multiple local meetings to the first ad hoc version of this working group on May 8, 2015. As noted in Exhibit 10 below, the formation of such a group will be a critical component of the state's ongoing review efforts. Deep LEA partnerships, public reporting of data, and other accountability and support structures will continue to be employed, but this working group has the potential to serve as the soul of the state's plan.

Exhibit 10. Educator Equity Plan Implementation Timeline

Major Activities	Parties Involved	Organizer	Time Frame	
			Start	Frequency
Identification of select LEAs for technical assistance and creation of equitable access implementation plans for 2016-2020 (with final approval of LEA strategy every four years)	Select LEAs, DDOE	Teacher & Leader Effectiveness Unit	Fall 2015	Every four years
Ongoing collection of educator effectiveness data, including, but not limited to, the following: Talent Practices Survey (Supply/Demand) Early Hiring Data Educator Preparation Program Metrics Educator Evaluation Data (into Online Platforms) Consolidated Grant Application Auditing Exit Survey Data	Non-profits, Higher-Education Institutions, All LEAs, DDOE	Teacher & Leader Effectiveness Unit	Seasonal	Annually
Official roll-out of Educator Preparation Scorecards	Non-profits, Higher-Education Institutions, All LEAs, DDOE	Teacher & Leader Effectiveness Unit	Summer 2016	Bi-Annually

Major Activities	Parties Involved	Organizer	Time Frame	
			Start	Frequency
Ongoing LEA performance management routines	Participating LEAs	Accountability & Performance Management Workgroup	Summer 2015	Twice a year
Teaching & Learning Cadre meetings	Participating LEAs	Teaching & Learning Branch	Fall 2015	Monthly
Stakeholder implementation feedback submitted through feedback loops	Stakeholders	Teacher & Leader Effectiveness Unit	September 2015	Ongoing
Professional Standards Board meetings	PSB Members	Professional Standards Board	Fall 2015	Monthly
Community stakeholder Committee for the Advancement of Educator Compensation & Career (CAECC) meetings	Community stakeholders	Delaware Department of Education	Fall 2015	TBD
Equitable Access Plan—Statewide Working Group	Stakeholders	Teacher & Leader Effectiveness Unit	Winter 2015	Twice a year
Potential release of new Educator Equity Quotient Report (to include new form of HQT collection)	DDOE, LEAs	Teacher & Leader Effectiveness Unit	Summer 2016	Annually
Publicly report Equitable Access Plan Year 1 Progress Report, solicit input from stakeholders	Internal DDOE team, stakeholders, and the public	Teacher & Leader Effectiveness Unit	Summer 2017	Bi-Annually
Compile a progress report of strategy performance metrics and present to stakeholders	DDOE, LEAs	Teacher & Leader Effectiveness Unit	Winter 2018	Bi-Annually
Publicly report Equitable Access Plan Year 3 Progress Report, solicit input from stakeholders	Internal DDOE team, stakeholders, and the public	Teacher & Leader Effectiveness Unit	Summer 2019	Bi-Annually
Publicly report Equitable Access Plan Year 5 Progress Report, solicit input from stakeholders	Internal DDOE team, stakeholders, and the public	Teacher & Leader Effectiveness Unit	Summer 2021	Bi-Annually

Section 7. Conclusion

DDOE strongly supports the U.S. Department of Education's goal of ensuring that every student has equitable access to excellent educators. The state welcomes this opportunity to present its plan for advancing this mission in Delaware. Delaware has invested in this work for many years and significantly increased its efforts to address educator equity as a result of the 2010 RTTT grant and previous federal, state and local efforts to improve educator effectiveness overall. Although Delaware has a strong and long-standing commitment to engaging stakeholders in work to advance educational opportunities for all Delaware students, this plan enabled stakeholders to come together around a common vision and common definitions of educator equity, and to be more deliberate about the commitment to broad, statewide outreach to include parents, families, and civic organizations. Delaware's multifaceted plan reflects extensive discussion about what actions state and local education leaders are expected to take that will enable schools and districts to attain this important objective.

As noted, Delaware's plan is grounded in a strong understanding of statewide educator effectiveness data that has been developed over the past decade. The state's ongoing partnership with the Harvard Strategic Data Project has enabled a richer understanding and relevance of the experience, turnover, and effectiveness gaps. These three educator equity gaps have now been named priority gaps for the state to address both in the short-term and over the next decade. Such data has informed a statewide dialogue about "the why", as addressed in the state's root cause analysis section. While stakeholders named many common root causes such as school leadership, differentiated professional learning opportunities, and working conditions (climate/culture), the emergence of wraparounds services, compensation/career pathways, and recruitment/staffing/staff management are ideas that have long been discussed but on which many states have not yet taken collective action. The formulation of this plan allows Delaware to consider the equity gaps, consider the root causes, and to turn a set of potential strategies and solutions into a series of initiatives that can be implemented and tracked. Delaware's plan builds on progress made in several of those initiative areas, as detailed herein, and has allowed the state to complete an inventory of educator effectiveness initiatives that should be continued, strengthened or refined in the spirit of equitable access for all students. As this state's plan crystalizes over the next six months via additional stakeholder engagement based on the draft submitted herein, Delaware must also consider how it will provide technical assistance, monitor progress, and public reporting data and outcomes on its priority equity metrics. To close the educator equity gaps presented, stakeholders and educational leaders should have a constant awareness of their current status and a firm commitment to forging ahead in solving to complex challenges. While DDOE has provided some general commitments within, this final section of the plan will be refined and communicated to ensure broader understanding,

Ultimately, Delaware sees the submission of this plan as a step along a continuum of commitment and progress toward student achievement goals. As noted, at the point of this submission, DDOE is continuing its stakeholder engagement work and soliciting feedback on current strategies that stakeholders deem high-potential, on strategies that we might consider discontinuing, and on several that are being named as suggestions from a diverse set of stakeholders. Several of these sessions have been scheduled during the summer months, and there is anticipated to be some updated materials (both within the plan and the appendices) as this work continues. Although Delaware's plan will continue to evolve, DDOE believes that the theory of action and the targeted potential strategies included here embody a solid foundation to improving educator effectiveness, particularly for those students most in need. Delaware looks forward to continuing to engage with stakeholders as the state progresses towards achieving equitable access to excellent teachers and leaders for all students.

References

14 Del. Admin. Code 1591–1595 (2013). Retrieved from http://regulations.delaware.gov/AdminCode/title14/1500/1595.pdf

Ableidinger, J., & Kowal, J. (2010). *Shooting for stars: Cross-sector lessons for retaining high-performing educators*. Chapel Hill, NC. Public Impact. Retrieved from http://opportunityculture.org/images/stories/shooting_for_stars_2010.pdf

Allen, M. (2005). *Eight questions on teacher recruitment and retention: What does the research say?* Denver, CO: Education Commission of the States. Retrieved from http://www.ecs.org/html/educationissues/teachingquality/trrreport/home/TeacherRecruitmentRetention.pdf

An Act to Amend Title 14 of the Delaware Code Relating to Educator Licensure, Certification, and Preparation Programs, S. 51, 147th Gen. Assembly (2013).

An Act to Establish the Committee to Advance Educator Compensation and Careers and Develop an Alternative Compensation Structure and Career Pathway for Educators in Delaware, S. 254, 147th Cong. (2014).

Behrstock-Sherratt, E., Bassett, K., Olson, D., & Jacques, C. (2014). *From good to great: Exemplary teachers share perspectives on increasing teacher effectiveness across the career continuum.* Washington, DC: National Network of State Teachers of the Year & Center on Great Teachers and Leaders. Retrieved from http://www.gtlcenter.org/sites/default/files/Good_to_Great_Report.pdf

Boyd, D., Grossman, P., Ing, M, Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Education Research Journal*, *48*(2), 303–333.

Brockmeier, L. L., Starr, G., Green, R., Pate, J. L., & Leech, D. W. (2013). Principal and school-level effects on elementary school student achievement. *International Journal of Educational Leadership Preparation*, *8*(1), 49–61.

Burkhauser, S. (2012). *First-year principals in urban school districts: How actions and working conditions relate to outcomes*. Santa Monica, CA: RAND. Retrieved from http://www.rand.org/content/dam/rand/pubs/technical_reports/2012/RAND_TR1191.pdf

Chetty, R., Friedman, J. N., & Rockoff, J. E. (2012). Great teaching. *Education Next*, *12*(3), 58–68.

Clotfelter, C., Glennie, E., Ladd, H., & Vigdor, J. (2008). Would higher salaries keep teachers in high-poverty schools? Evidence from a policy intervention in North Carolina. *Journal of Public Economics 92*, 1352–1370. Retrieved from http://faculty.smu.edu/millimet/classes/eco7321/papers/clotfelter%20et%20al%2003.pdf

Cohen, D. K., & Hill, H. C. (2000). Instructional policy and classroom performance: The mathematics reform in California. Teachers College Record, 102(2), 294–343.

Desimone, L., & Long, D. A. (2010). Teacher effects and the achievement gap: Do teacher and teaching quality influence the achievement gap between Black and White and high- and low-SES students in the early grades? *Teachers College Record, 112*(12), 3024–3073.

Elementary and Secondary Education Act (No Child Left Behind Act of 2001), Pub. L. No. 107-110, Title IX, Part A, Sec. 9101, (25).

Ferguson, R., & Hirsch, E. (2014). How working conditions predict teaching quality and student outcomes. In T. J. Kane, K. A. Kerr, & R. C. Pianta (Eds.), *Designing teacher evaluation systems: New guidance from the Measures of Effective Teaching Project*. Hoboken, NJ: Jossey-Bass.

Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? Results from a national sample of teachers. *American Education Research Journal, 38*(4), 915–945.

Glazerman, S., & Max, J. (2011). *Do low income students have equal access to the highest performing teachers?* Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/pubs/20114016/pdf/20114016.pdf

Goldhaber, D., Lesley, L., & Theobald, R. (2014). *Uneven playing field? Assessing the inequity of teacher characteristics and measured performance across students* (CEDR Working Paper 2014-4). Seattle, WA: University of Washington. Retrieved from http://www.cedr.us/papers/working/CEDR%20WP%202014-4.pdf

Grant, S. G., Peterson, P. L., & Shojgreen-Downer, A. (1996). Learning to teach mathematics in the context of systemic reform. *American Educational Research Journal, 33,* 509–541.

Grubb, W. N. (2008). Multiple resources, multiple outcomes: Testing the 'improved' school finances with NELS88. *American Educational Research Journal, 45*(1), 104–144,

Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980–1995. *School Effectiveness and School Improvement*, *9*(2), 157–191.

Hanushek, E. A. (2010). How well do we understand achievement gaps? *Focus, 27*(2), 5–12.

Hanushek, E. A., & Rivkin, S. G. (2006). *School quality and the black-white achievement gap*. Cambridge, MA: National Bureau of Economic Research. Retrieved from http://faculty.smu.edu/millimet/classes/eco7321/papers/hanushek%20rivkin%2002.pdf

Hanushek, E. A., & Rivkin, S. G. (2007). Pay, working conditions, and teacher quality. *Future of Children*, *17*(1), 69–86.

Hough, H.J. (2012). Salary incentives and teacher quality: The effect of a district-level salary increase on teacher recruitment.

Ingersoll, R. M., & May, H. (2012). The determinants of mathematics and science teacher turnover. *Educational Evaluation and Policy Analysis, 34*(4) 435–464.

Isenberg, E., Max, J., Gleason, P., Potamites, L., Santillano, R., Hock, H., & Hansen, M. (2013). *Access to effective teaching for disadvantaged students* (NCEE 2014-4001). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/pubs/20144001/pdf/20144001.pdf

Jennings, J. L., & DiPrete, T. A. (2010). Teacher effects on social and behavioral skills in early elementary school. *Sociology of Education, 83*(2), 135–159.

Johnson, S. M. (2006). The workplace matters: Teacher quality, retention, and effectiveness. Working Paper. National Education Association Research Department

Johnson, S. M., Kraft, M. A., & Papay, J. P. (2011). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record, 114*(10), 1–39. Retrieved from http://scholar.harvard.edu/files/mkraft/files/teacher_working_conditions_-_tcr_revision_-_final.pdf

Kalogrides, D., & Loeb, S. (2013). Different teachers, different peers: The magnitude of student sorting within schools. *Educational Researcher, 42*(6), 304–316. Retrieved from http://cepa.stanford.edu/content/different-teachers-different-peers-magnitude-student-sorting-within-schools#sthash.0ysrZQO4.dpuf

Ladd, H. (2011). Teachers' perceptions of their working conditions: How predictive of planned and actual teacher movement? *Educational Evaluation and Policy Analysis, 33*(2), 235–261.

Leithwood, K., Louis, K. L., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning.* New York, NY: Wallace Foundation.

McCutchen, D., Abbott, R. D., Green, L. B., Beretvas, S. N., Cox, S., Potter, N. S., & Gray, A. L. (2002). Beginning literacy: Links among teacher knowledge, teacher practice, and student learning. *Journal of Learning Disabilities*, 35(1), 69–86.

National Center for Education Statistics. (2015). *Immediate college enrollment rate.* Retrieved from http://nces.ed.gov/programs/coe/indicator_cpa.asp

Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis, 26*(3), 237–257.

Rivkin, S., Hanushek, E., & Kain, K. (2005). Teachers, schools, and academic achievement. *Econometrica*, *73*(2), 417–458.

Rockoff, J. (2004). The impact of individual teachers on student achievement: evidence from panel data. *American Economic Review, 94*(2), 247–252.

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, *50*(1), 4–36.

Rowan, B., Correnti, R., & Miller, R. J. (2002). *What large-scale survey research tells us about teacher effects on student achievement.* Philadelphia, PA: Consortium for Policy Research in Education. Retrieved from http://www.consortiumformedia.literacy.org/sites/default/files/researchreport/791_rr51.pdf

Sass, T., Hannaway, J., Xu, Z., Figlio, D., & Feng, L. (2012). Value added of teachers in high-poverty schools and lower-poverty schools. *Journal of Urban Economics, 72*, 104–122.

Scholastic & Bill and Melinda Gates Foundation. (2012). *Primary sources: 2012. America's teachers on the teaching profession.* New York: Scholastic. Retrieved from http://www.scholastic.com/primarysources/pdfs/Gates2012_full.pdf

Schultz, L.M. (2014). Inequitable dispersion: Mapping the distribution of highly qualified teachers in St. Louis metropolitan public elementary schools. *Education Policy Analysis Archives, 22*(90). Retrieved from http://dx.doi.org/10.14507/epaa.v22n90.2014

Steel, R. P., Griffeth, R. W., Hom, P. W., & Lyons, D. M. (2002). Practical retention policy for the practical manager. *Academy of Management Executive, 16*(2), 149–164.

Strategic Data Project Human Capital Diagnostic. Center on Education Policy Research, Harvard University. January 25, 2013

Strong, M. (2006). Does new teacher support affect student achievement. *New Teacher Center Research Brief*, *6*(1).

Teach Plus. (2012). *Great expectations: Teachers' views on elevating the teaching profession.* Boston, MA: Author. Retrieved from http://edexcellence.net/commentary/education-gadfly-weekly/2012/november-8/great-expectationsteachers-views-on-elevating-the-teaching-profession.html

A. Delaware Educator Diagnostic: Analysis of the First State's Workforce

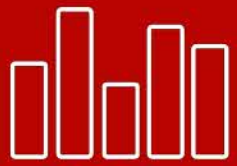
STRATEGIC DATA PROJECT

Delaware Educator Diagnostic:

An Analysis of The First State's Workforce

www.gse.harvard.edu/sdp

Center for Education Policy Research at Harvard University | April 19, 2013



STRATEGIC DATA PROJECT

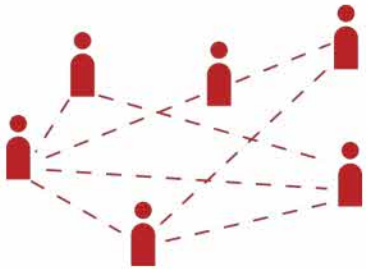
MISSION

Transform the use of data in education to improve student achievement.

Core Strategies

I. Fellows

Place and support **data strategists** in agencies



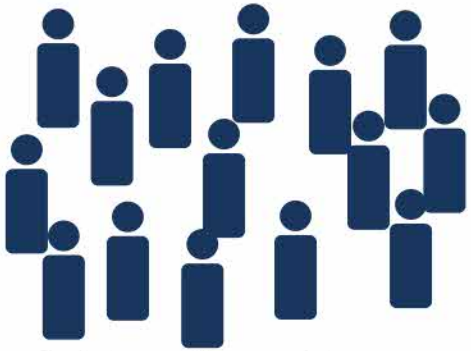
who will influence policy at the local, state, and national levels.

2. Diagnostic Analyses

Create **policy- and management-relevant standardized analyses** for districts and states.

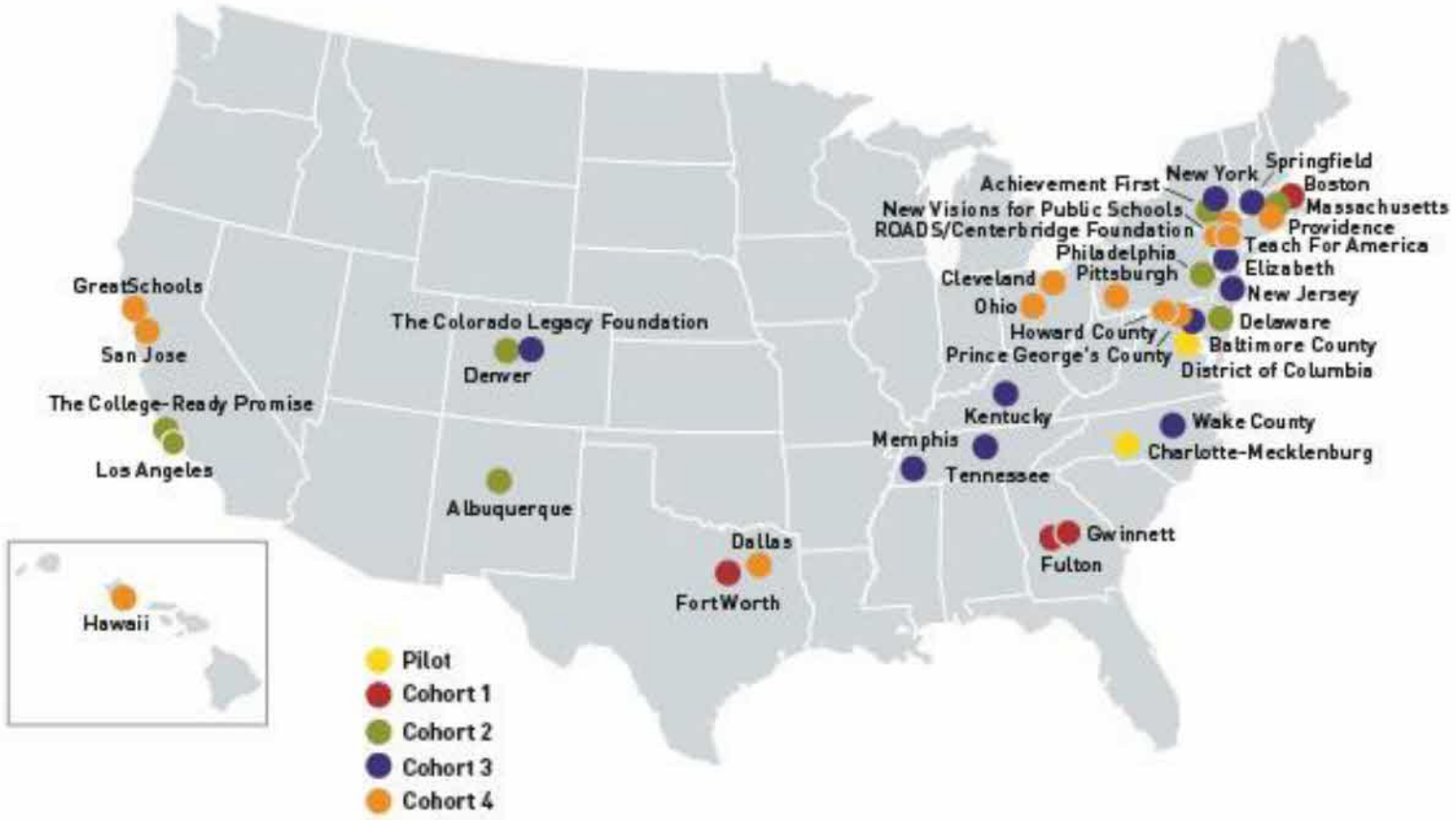
3. Scale

Improve the way data is used in the education sector.



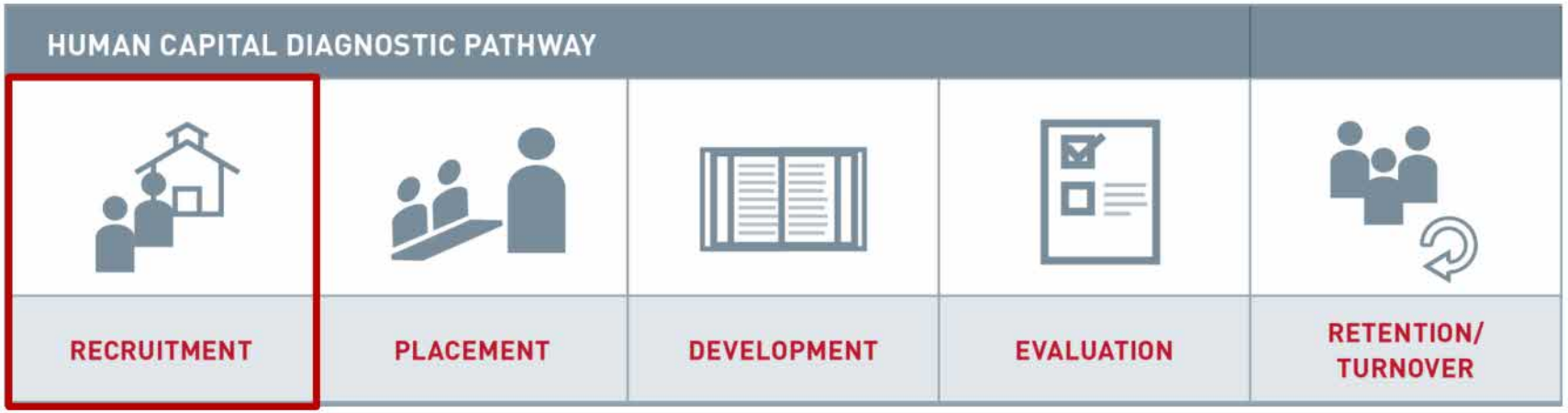
Achieve broad impact through wide dissemination of analytic tools, methods, and best practices.

The SDP Family



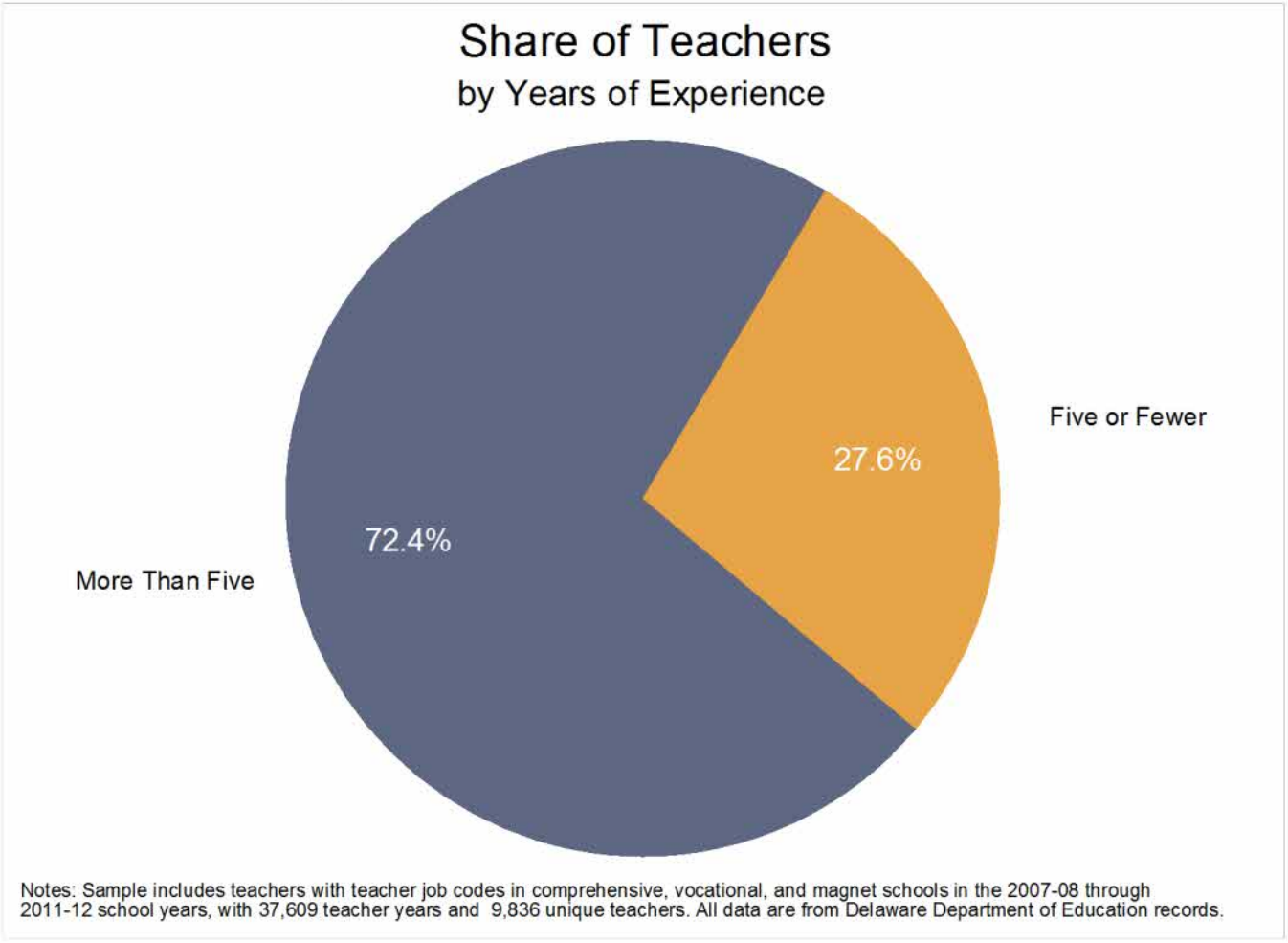
Educator Diagnostic Pathway

HUMAN CAPITAL DIAGNOSTIC PATHWAY				
RECRUITMENT	PLACEMENT	DEVELOPMENT	EVALUATION	RETENTION/ TURNOVER



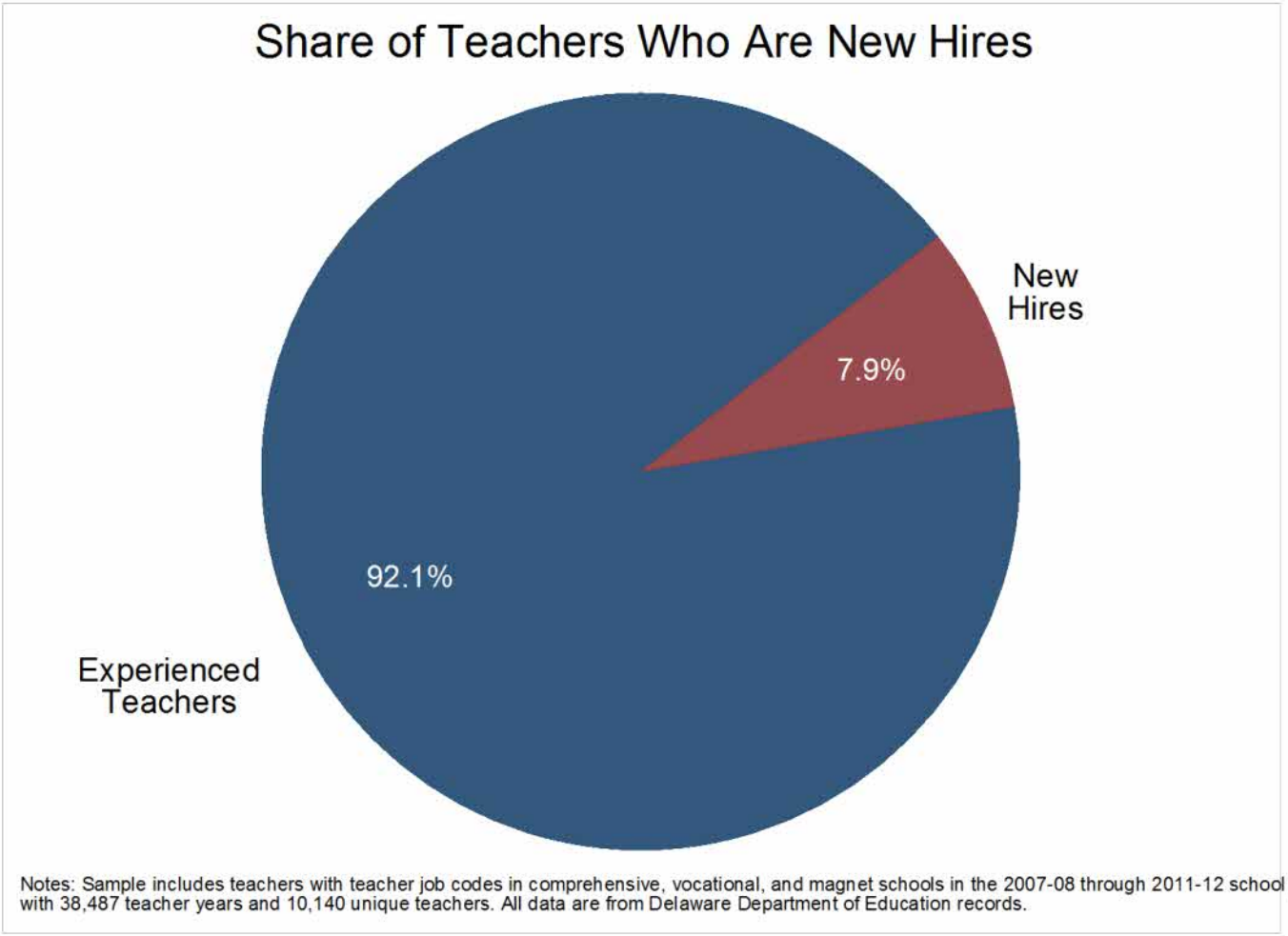
RECRUITMENT

More than a quarter of teachers have five or fewer years of teaching experience



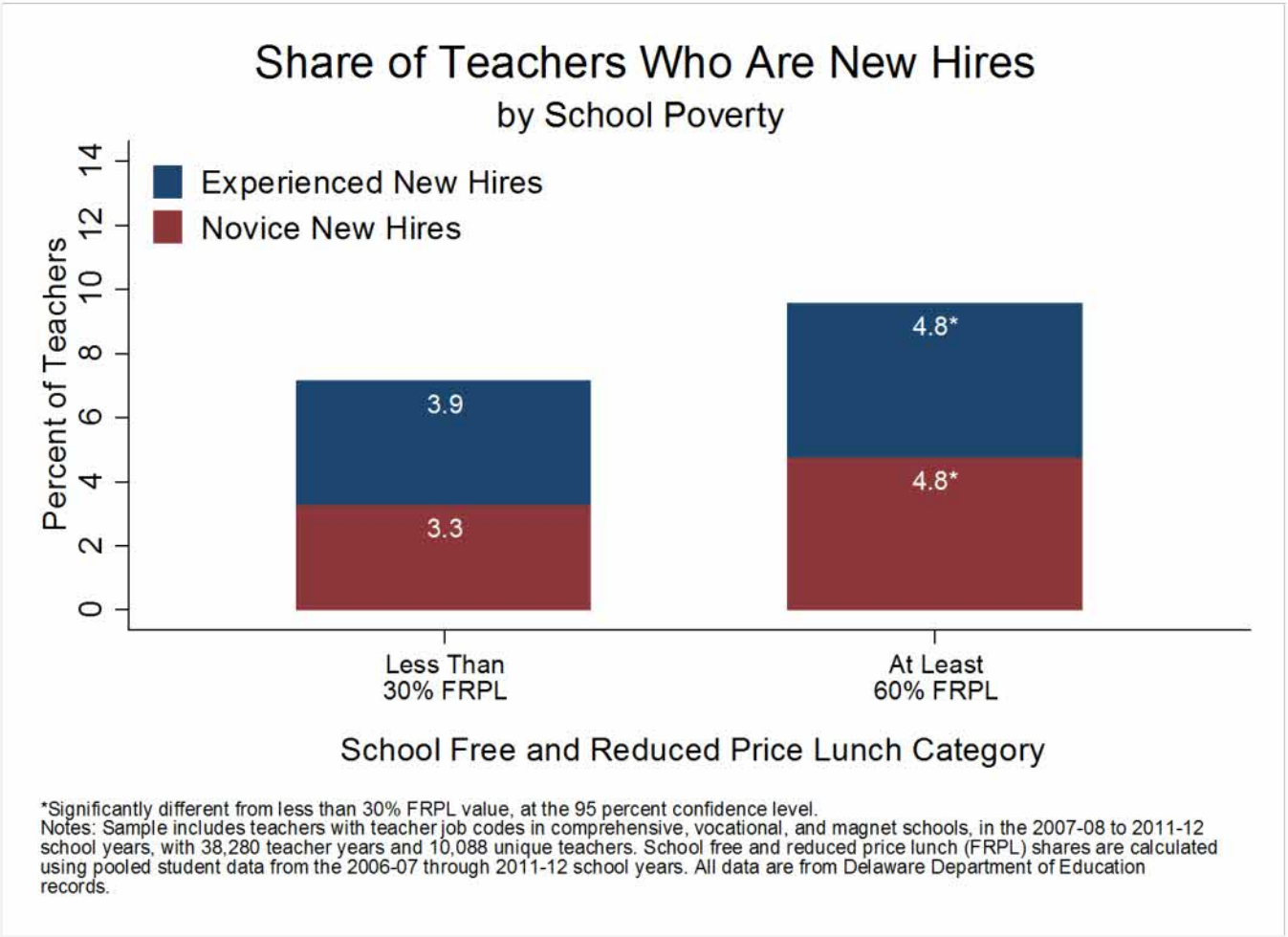
Notes: Sample includes teachers with teacher job codes in comprehensive, vocational, and magnet schools in the 2007-08 through 2011-12 school years, with 37,609 teacher years and 9,836 unique teachers. All data are from Delaware Department of Education records.

Fewer than one in twelve teachers are new hires each year



Notes: Sample includes teachers with teacher job codes in comprehensive, vocational, and magnet schools in the 2007-08 through 2011-12 school years, with 38,487 teacher years and 10,140 unique teachers. All data are from Delaware Department of Education records.

High-poverty schools have larger shares of new hires than low-poverty schools



*Significantly different from less than 30% FRPL value, at the 95 percent confidence level.
Notes: Sample includes teachers with teacher job codes in comprehensive, vocational, and magnet schools, in the 2007-08 to 2011-12 school years, with 38,280 teacher years and 10,088 unique teachers. School free and reduced price lunch (FRPL) shares are calculated using pooled student data from the 2006-07 through 2011-12 school years. All data are from Delaware Department of Education records.

Teacher characteristics differ markedly between high- and low-poverty schools

Teacher Characteristics by School Poverty Level

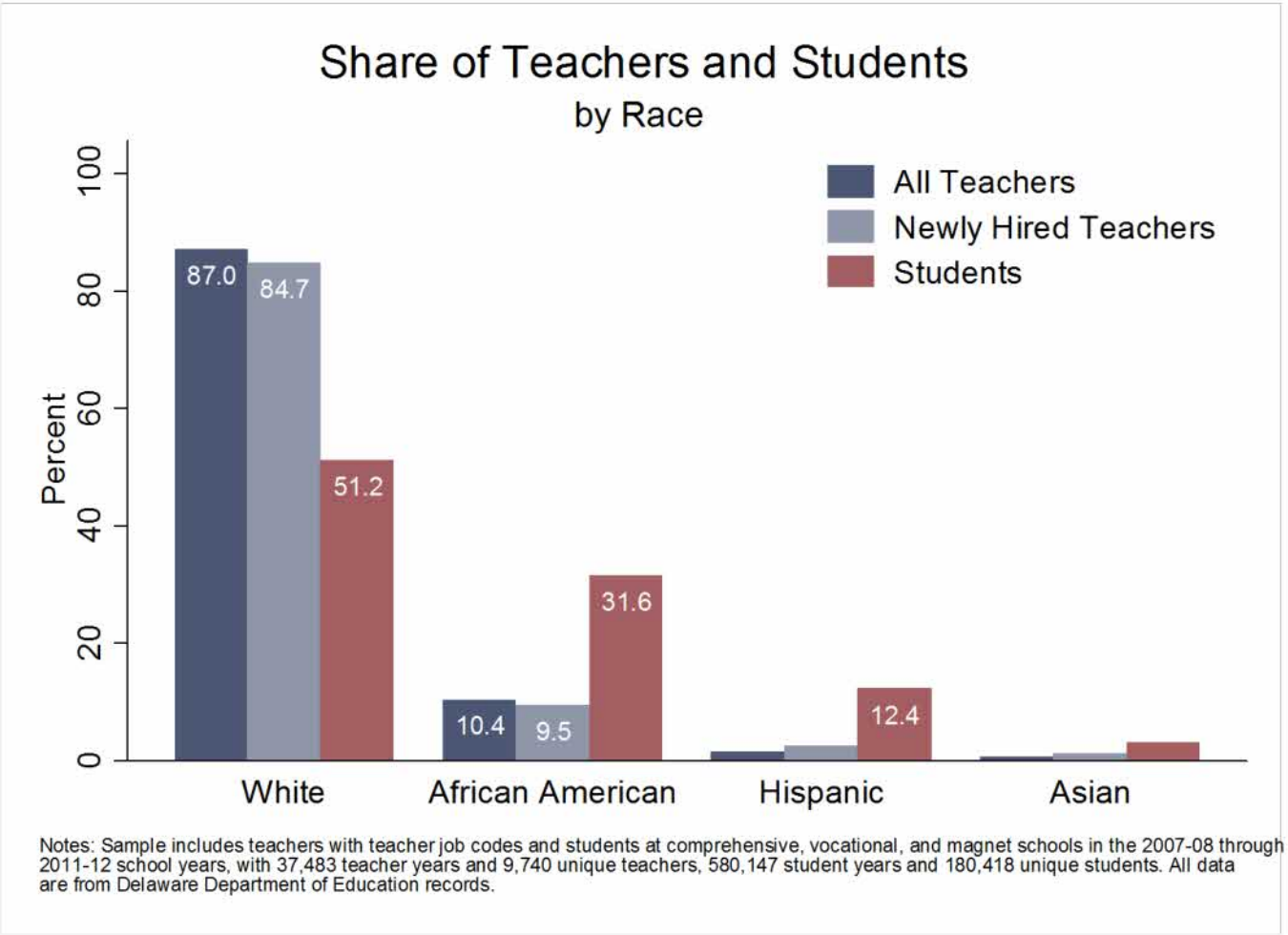
	State Average	Average for High-Poverty Schools (≥60% FRPL)	Average for Middle-Poverty Schools (30-59% FRPL)	Average for Low-Poverty Schools (<30% FRPL)	Difference between High- and Low-Poverty Schools
Percent Male	23.9	13.8	26.8	24.7	-11.0*
Percent African American	10.4	13.1	10.4	7.9	5.2*
Percent Hispanic	1.6	2.4	1.4	1.3	1.1*
Percent White	87.0	83.9	87.1	89.9	-6.0*
Percent Novice	3.9	4.9	3.8	3.3	1.6*
Average Years Experience	12.4	11.2	12.7	12.9	-1.7*

*Difference is statistically significant at the 95 percent confidence level.

Notes: Sample includes teachers with teacher job codes in comprehensive, vocational, and magnet schools in the 2007-08 through 2011-12 school years, with 38,280 teacher years and 10,088 unique teachers. High-/middle-/low-poverty schools category includes 44/104/33 unique schools. School free and reduced price lunch (FRPL) shares are calculated using pooled student data from the 2006-07 through 2011-12 school years. All data are from Delaware Department of Education records.

RECRUITMENT

Teachers are less likely to be minority than students



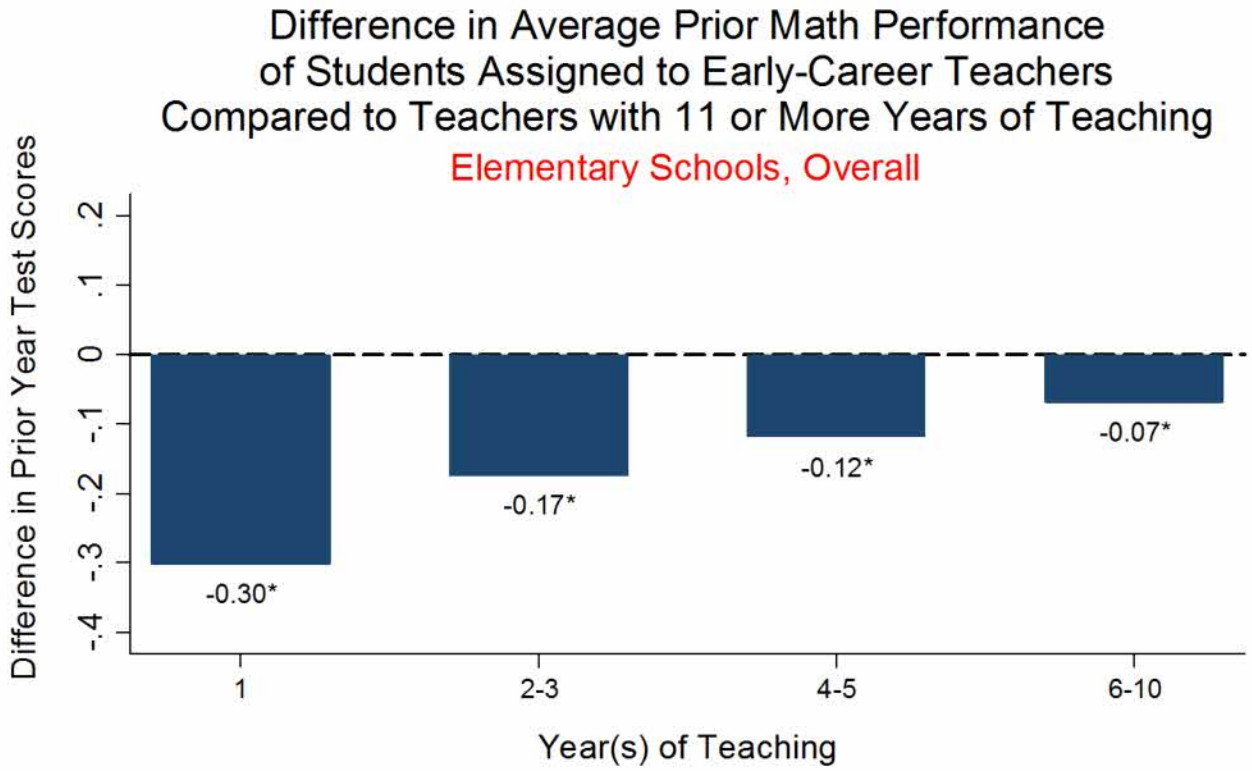
Notes: Sample includes teachers with teacher job codes and students at comprehensive, vocational, and magnet schools in the 2007-08 through 2011-12 school years, with 37,483 teacher years and 9,740 unique teachers, 580,147 student years and 180,418 unique students. All data are from Delaware Department of Education records.

RECRUITMENT

HUMAN CAPITAL DIAGNOSTIC PATHWAY
RECRUITMENT
PLACEMENT
DEVELOPMENT
EVALUATION
RETENTION/
TURNOVER

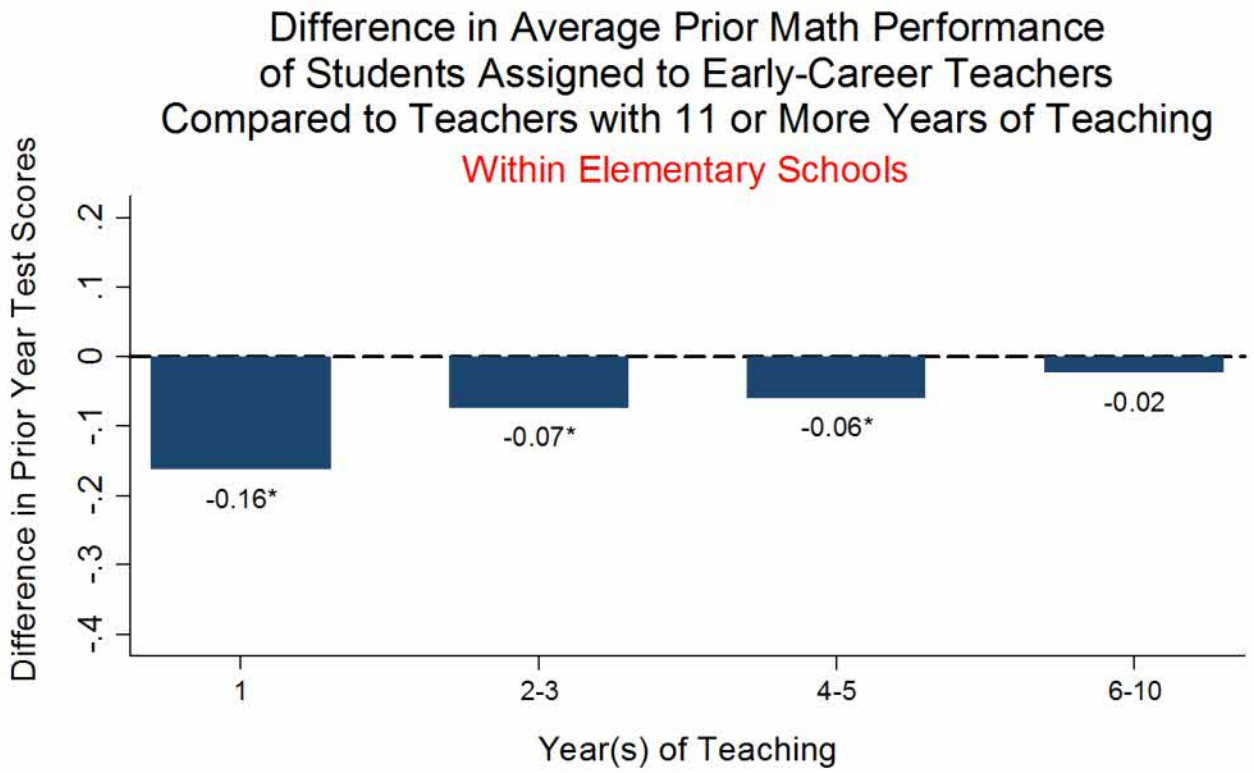
PLACEMENT

The least academically prepared elementary students are more likely to be placed with the most inexperienced teachers



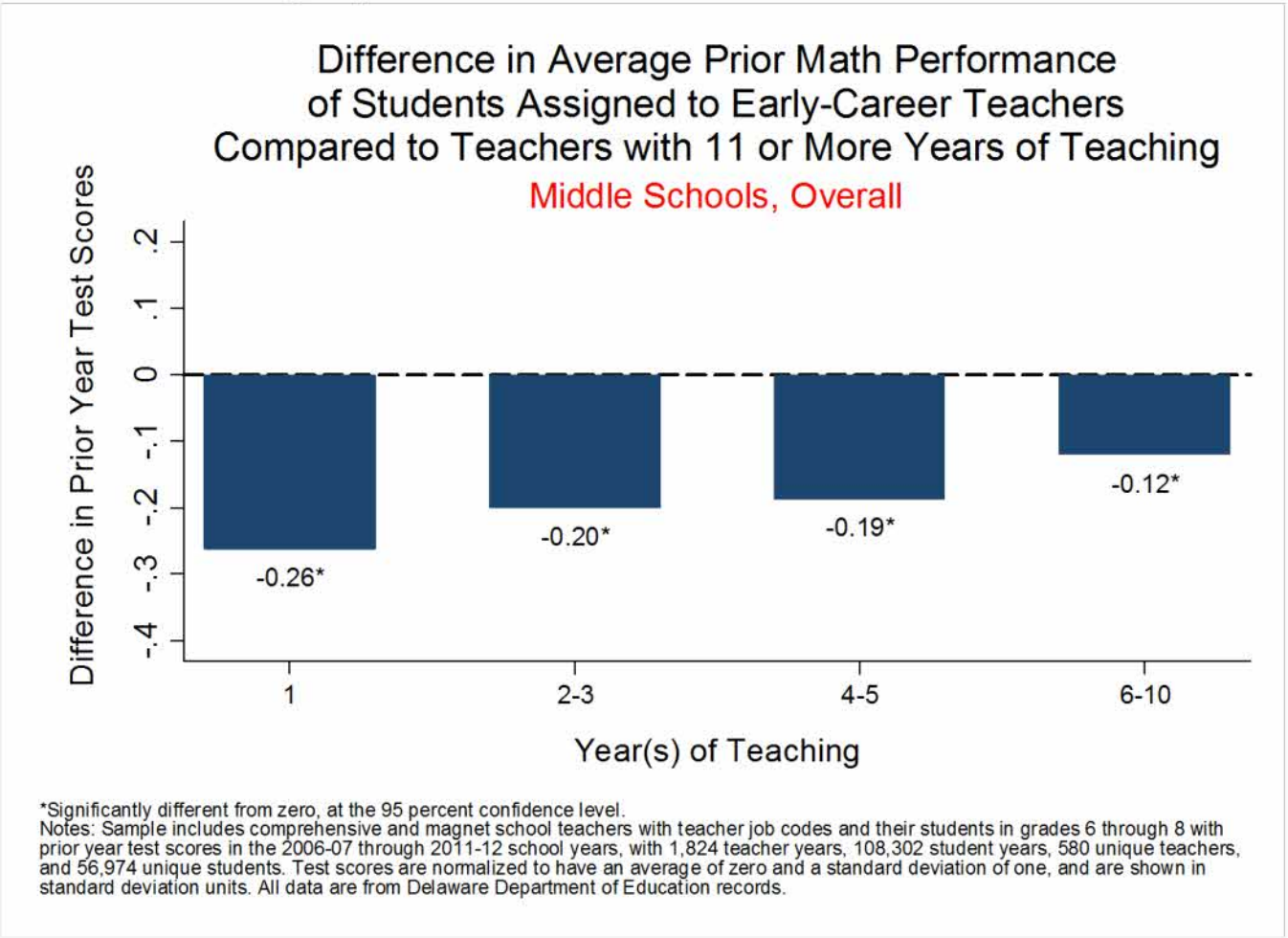
*Significantly different from zero, at the 95 percent confidence level.
Notes: Sample includes comprehensive and magnet school teachers with teacher job codes and their students in grades 4 and 5 with prior year test scores in the 2006-07 through 2011-12 school years, with 3,576 teacher years, 76,169 student years, 1,162 unique teachers, and 50,712 unique students. Test scores are normalized to have an average of zero and a standard deviation of one, and are shown in standard deviation units. All data are from Delaware Department of Education records.

This is also true when we look at student placement within elementary schools



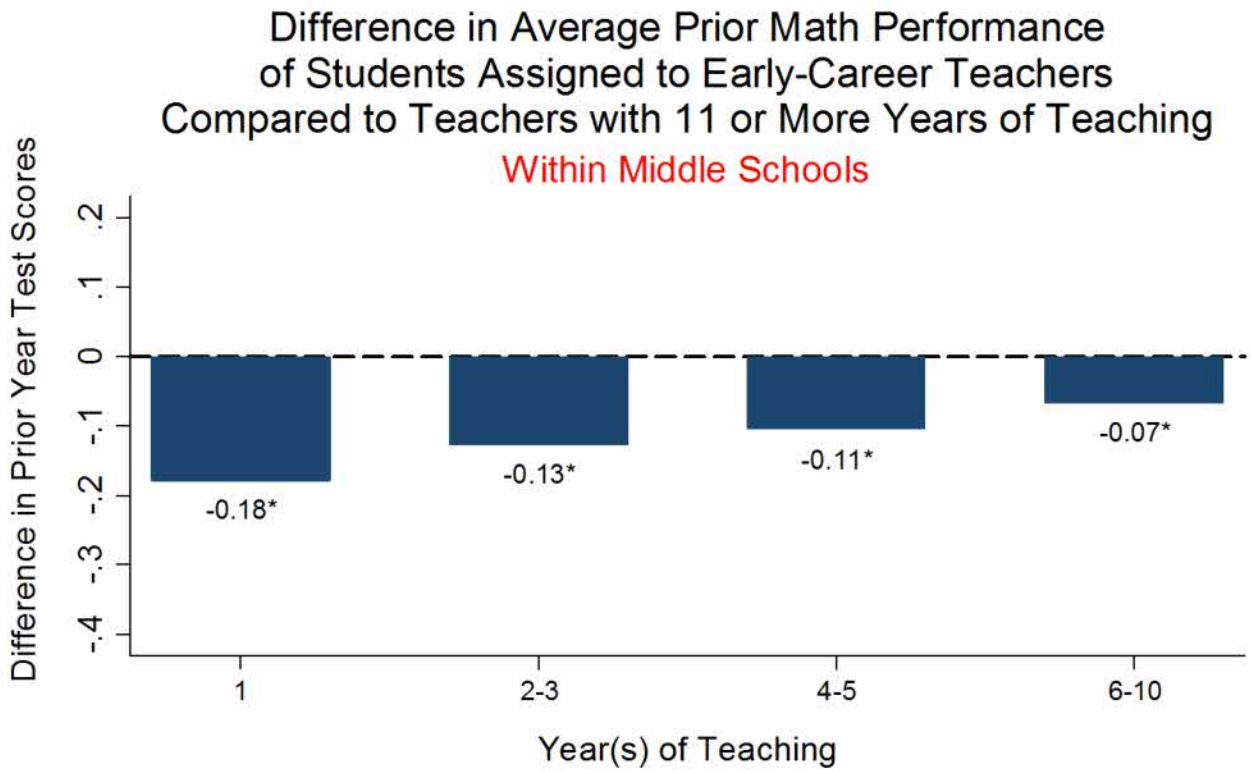
*Significantly different from zero, at the 95 percent confidence level.
Notes: Sample includes comprehensive and magnet school teachers with teacher job codes and their students in grades 4 and 5 with prior year test scores in the 2006-07 through 2011-12 school years, with 3,576 teacher years, 76,169 student years, 1,162 unique teachers, and 50,712 unique students. Test scores are normalized to have an average of zero and a standard deviation of one, and are shown in standard deviation units. All data are from Delaware Department of Education records.

In middle schools, inexperienced teachers also have students with lower average prior test scores



*Significantly different from zero, at the 95 percent confidence level.
Notes: Sample includes comprehensive and magnet school teachers with teacher job codes and their students in grades 6 through 8 with prior year test scores in the 2006-07 through 2011-12 school years, with 1,824 teacher years, 108,302 student years, 580 unique teachers, and 56,974 unique students. Test scores are normalized to have an average of zero and a standard deviation of one, and are shown in standard deviation units. All data are from Delaware Department of Education records.

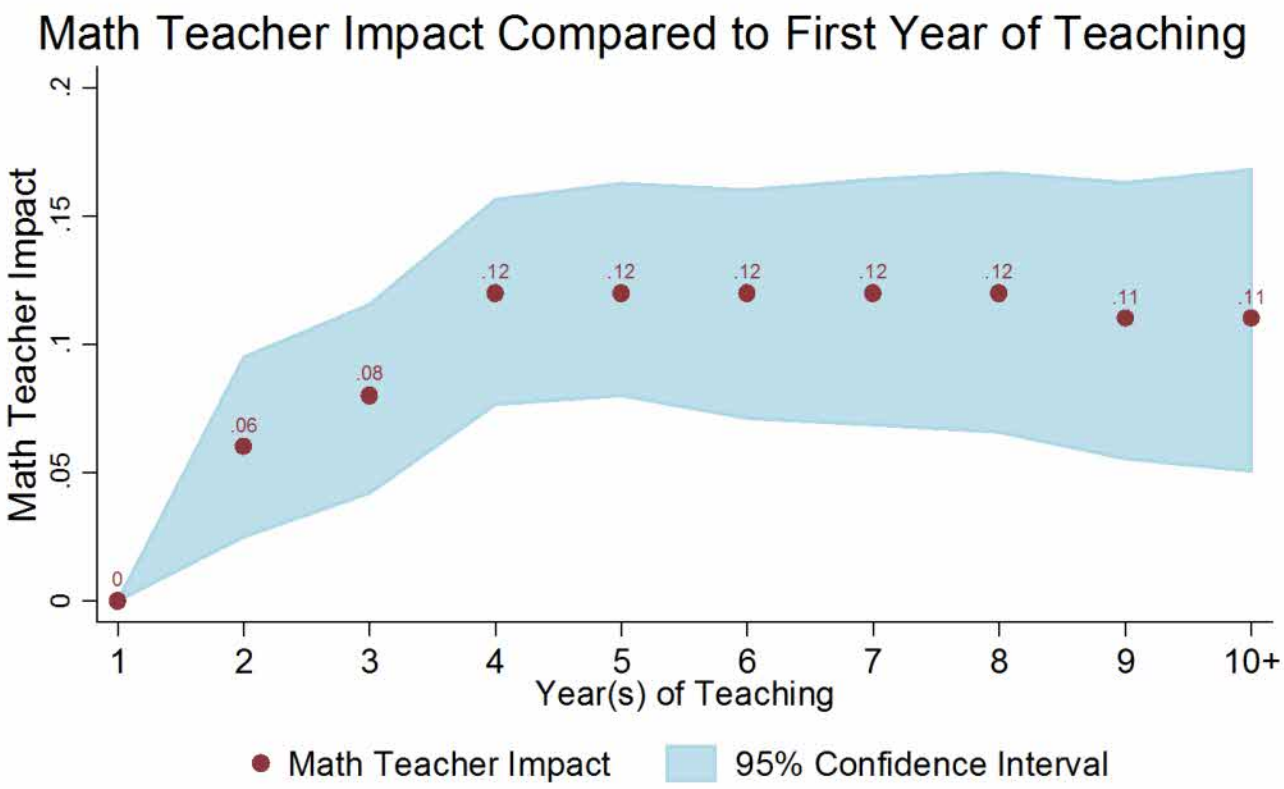
These differences also exist within middle schools



*Significantly different from zero, at the 95 percent confidence level.
Notes: Sample includes comprehensive and magnet school teachers with teacher job codes and their students in grades 6 through 8 with prior year test scores in the 2006-07 through 2011-12 school years, with 1,824 teacher years, 108,302 student years, 580 unique teachers, and 56,974 unique students. Test scores are normalized to have an average of zero and a standard deviation of one, and are shown in standard deviation units. All data are from Delaware Department of Education records.

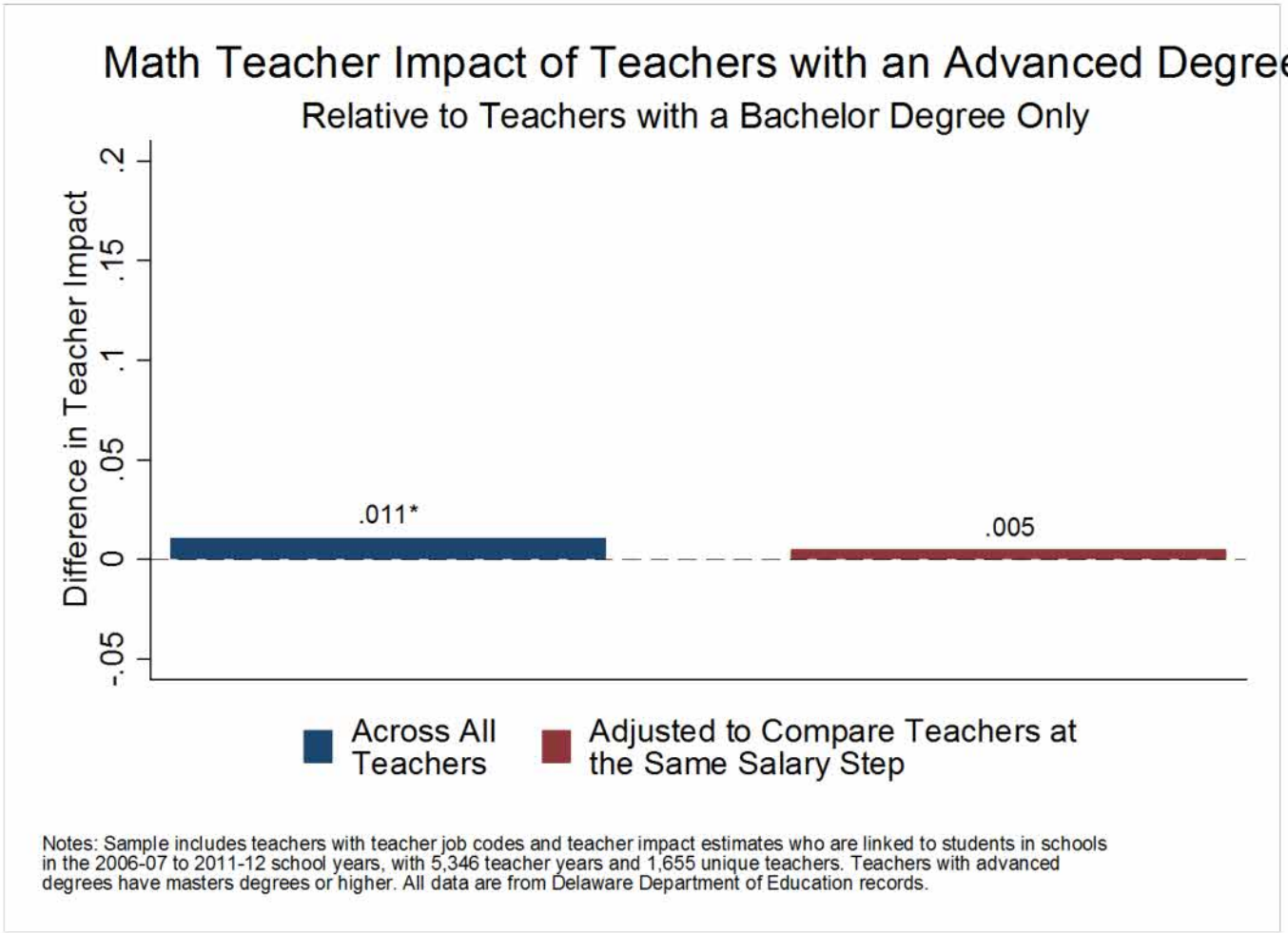
DEVELOPMENT

Teacher impact on student math achievement increases the most in the first few years of teaching



Notes: Sample includes comprehensive and magnet school teachers in the 2006-07 through 2011-12 school years with teacher job codes and teacher impact estimates who are linked to 4th through 8th grade students, with 5,448 teacher years and 1,721 unique teachers. Teacher impacts on student test scores are average within-teacher gains compared to novice teachers. All data are from Delaware Department of Education records.

There is little difference in impact on student achievement between teachers with and without masters degrees

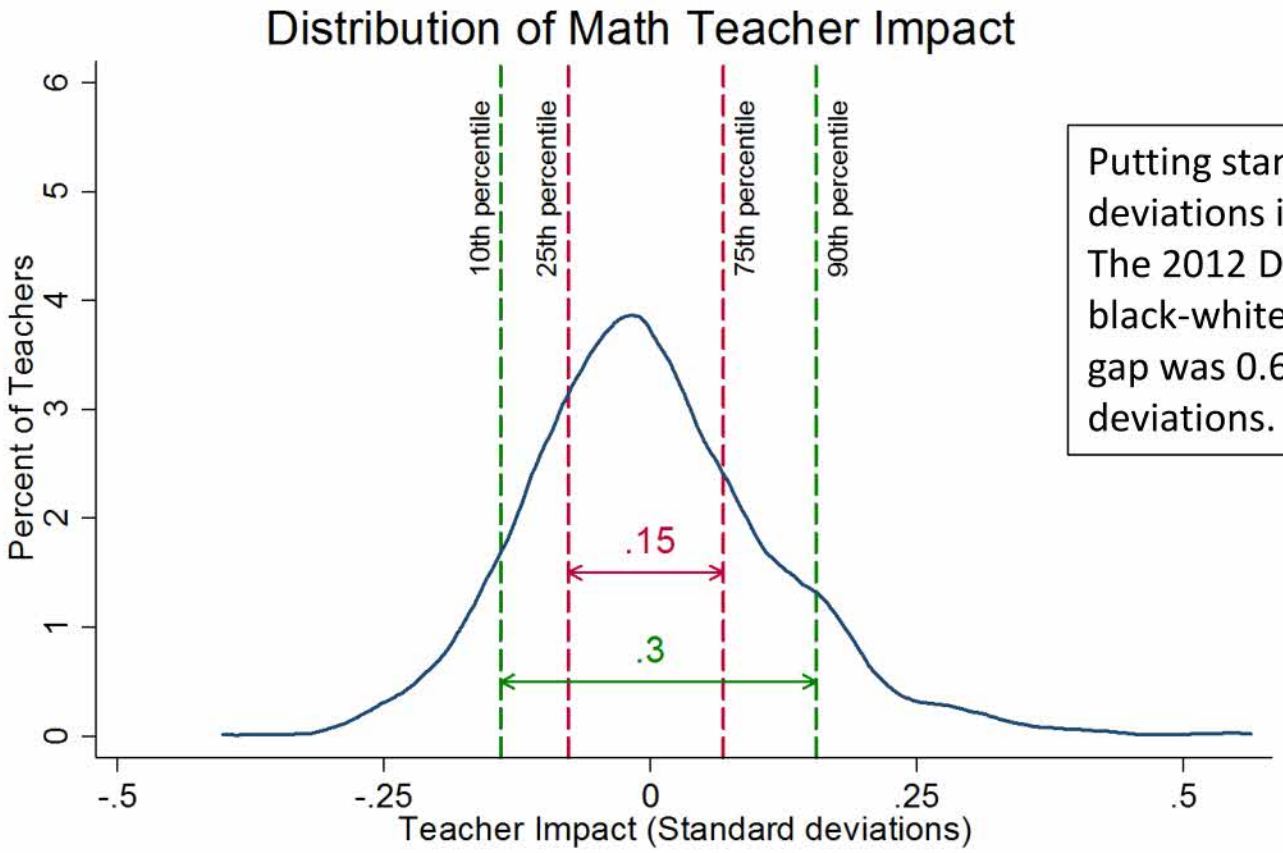


Notes: Sample includes teachers with teacher job codes and teacher impact estimates who are linked to students in schools in the 2006-07 to 2011-12 school years, with 5,346 teacher years and 1,655 unique teachers. Teachers with advanced degrees have masters degrees or higher. All data are from Delaware Department of Education records.

HUMAN CAPITAL DIAGNOSTIC PATHWAY
RECRUITMENT
PLACEMENT
DEVELOPMENT
EVALUATION
RETENTION/
TURNOVER

EVALUATION

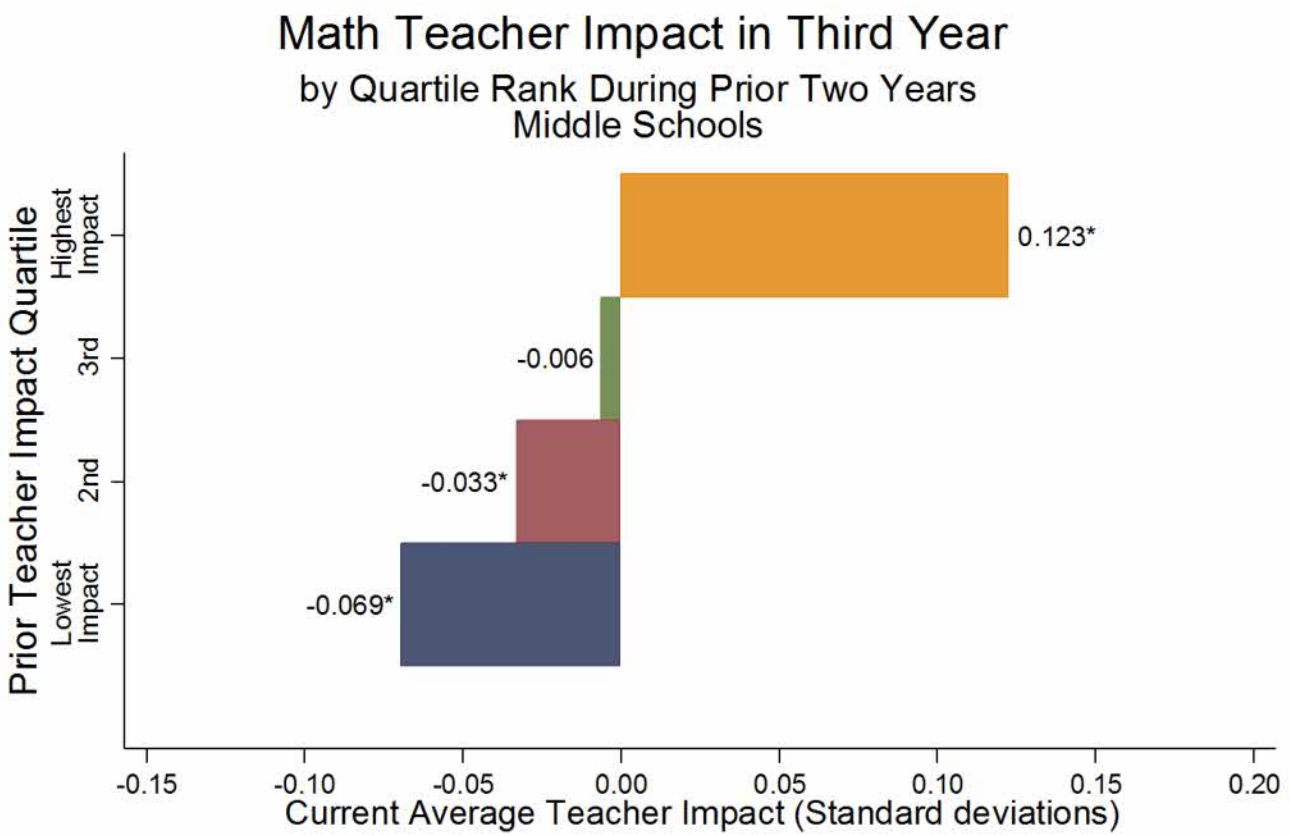
Teacher impact on student achievement varies widely across the state



Note: Sample includes 1,759 comprehensive and magnet school teachers with teacher job codes and math students in grades 4 through 8 in school years 2006-07 to 2011-12. All data are from Delaware Department of Education records.

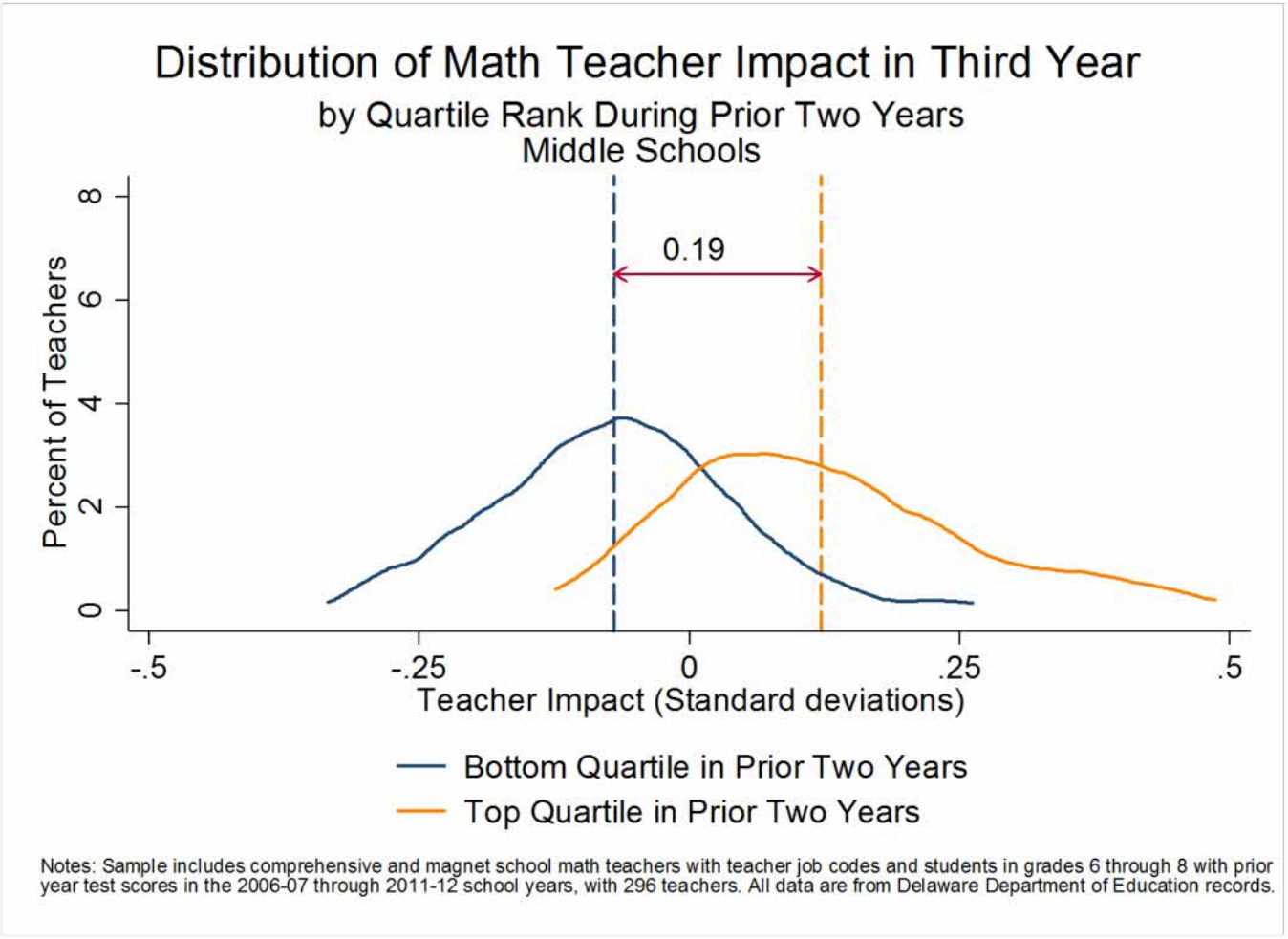
Putting standard deviations in context: The 2012 Delaware black-white test score gap was 0.6 standard deviations.

On average, a math teacher's impact on student achievement is predictive of future impact



*Significantly different from zero at the 95 percent confidence level.
Notes: Sample includes comprehensive and magnet school math teachers with teacher job codes and students in grades 6 through 8 with prior year test scores in the 2006-07 through 2011-12 school years, with 296 teachers. All data are from Delaware Department of Education records.

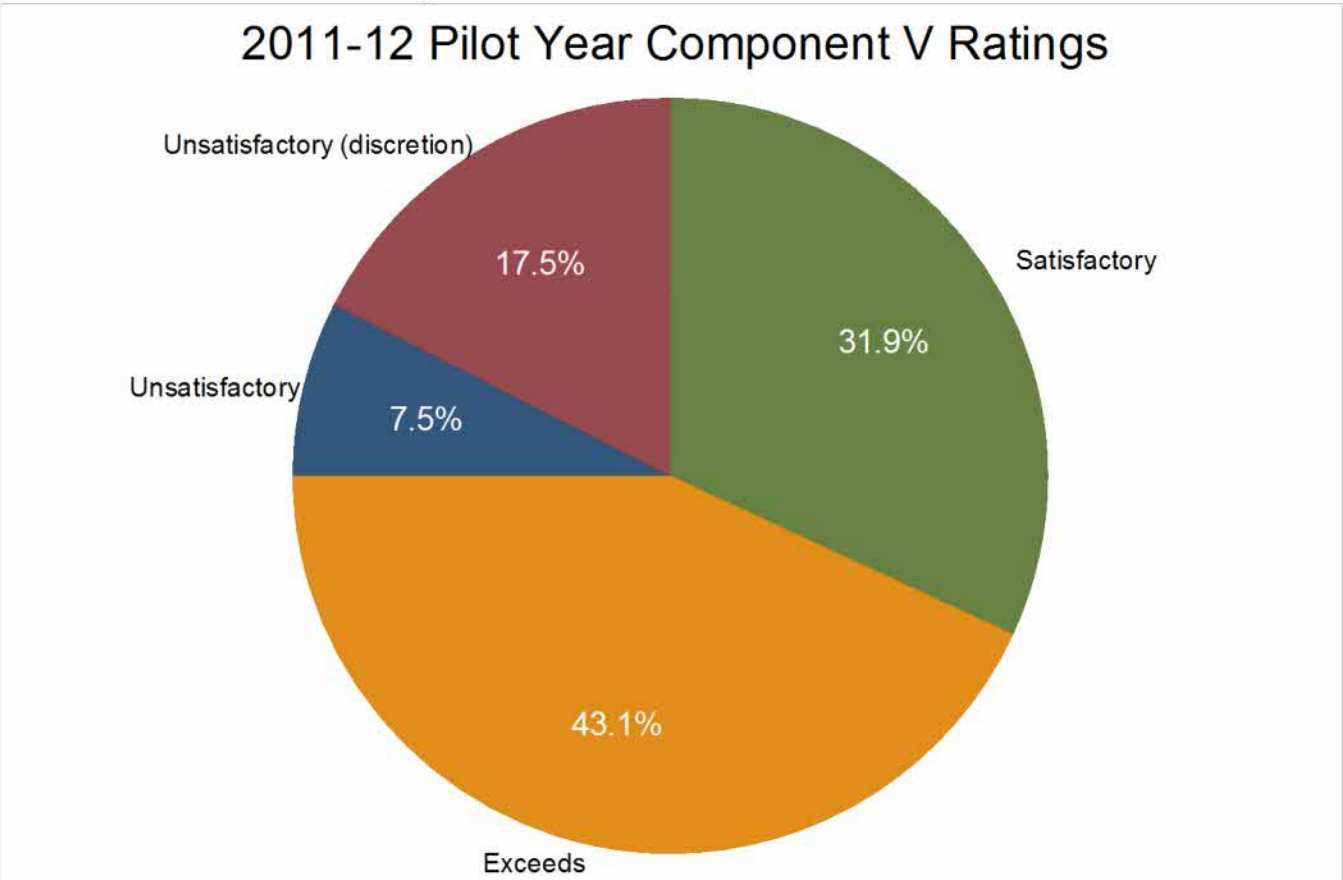
Nonetheless, there is movement between impact groups



Notes: Sample includes comprehensive and magnet school math teachers with teacher job codes and students in grades 6 through 8 with prior year test scores in the 2006-07 through 2011-12 school years, with 296 teachers. All data are from Delaware Department of Education records.

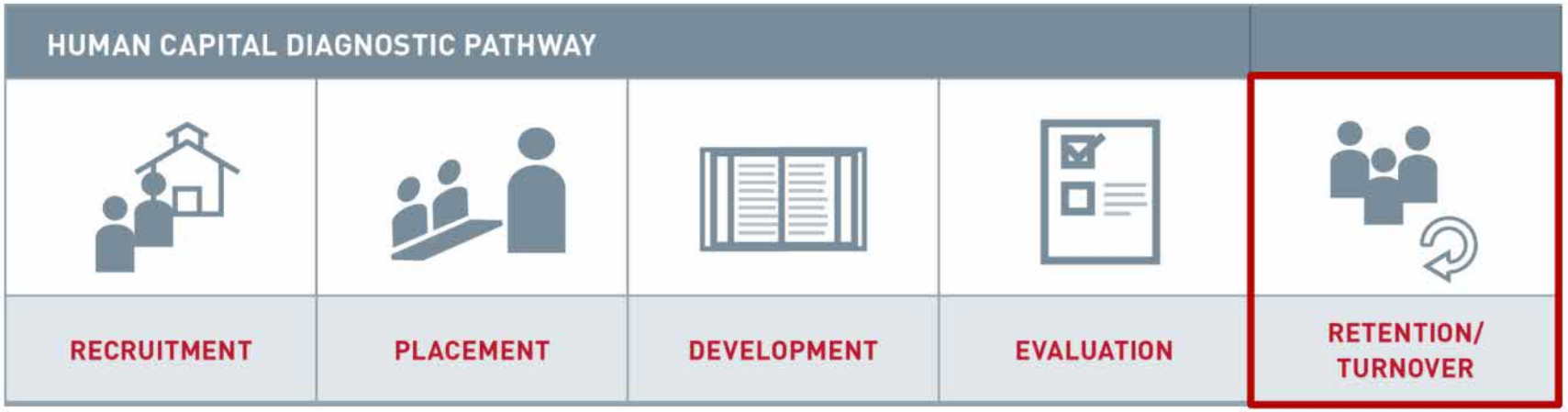
EVALUATION

In 2011-12, among teachers of tested subjects participating in Delaware's new teacher evaluation system, more than two in five were rated "Exceeds Expectations"



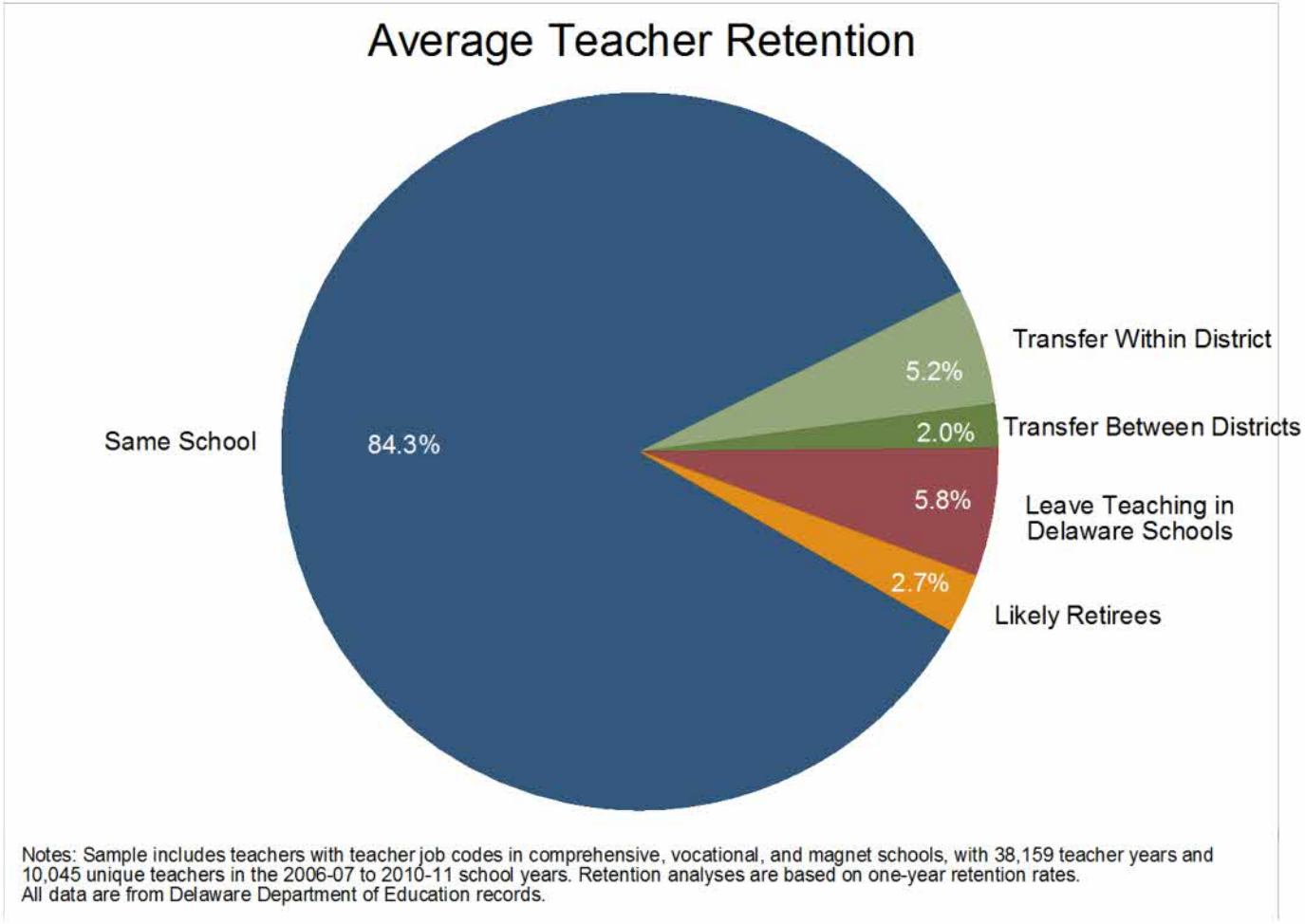
Notes: Sample includes 2,684 unique teachers with 2011-12 Delaware Department of Education Component V ratings and class sizes of 10 or more. Ratings are based on Delaware Department of Education Component V teacher-student links for Math and English/Language Arts. All data are from Delaware Department of Education records.

EVALUATION



RETENTION/TURNOVER

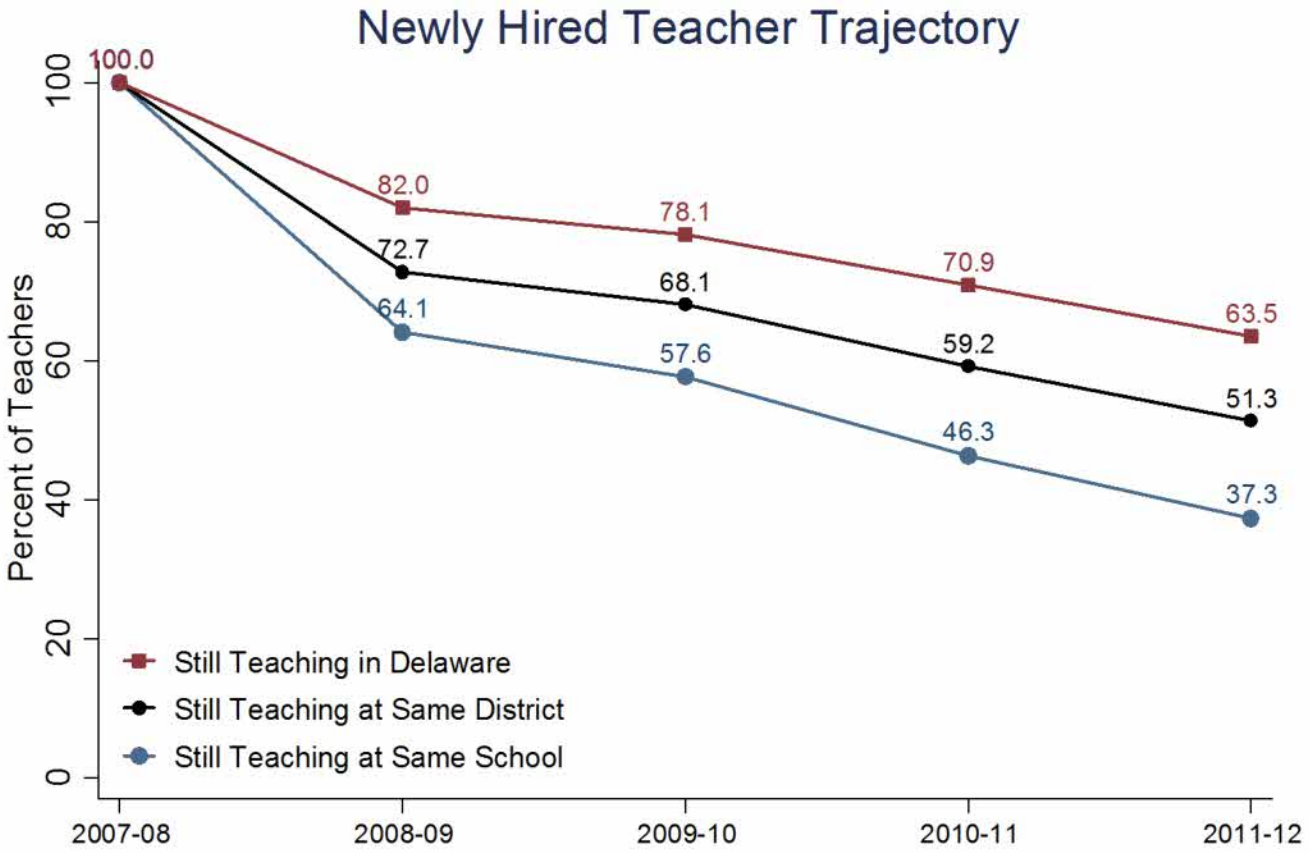
More than 15 percent of teachers do not continue teaching in the same school in the following year



Notes: Sample includes teachers with teacher job codes in comprehensive, vocational, and magnet schools, with 38,159 teacher years and 10,045 unique teachers in the 2006-07 to 2010-11 school years. Retention analyses are based on one-year retention rates.
All data are from Delaware Department of Education records.

RETENTION/ TURNOVER

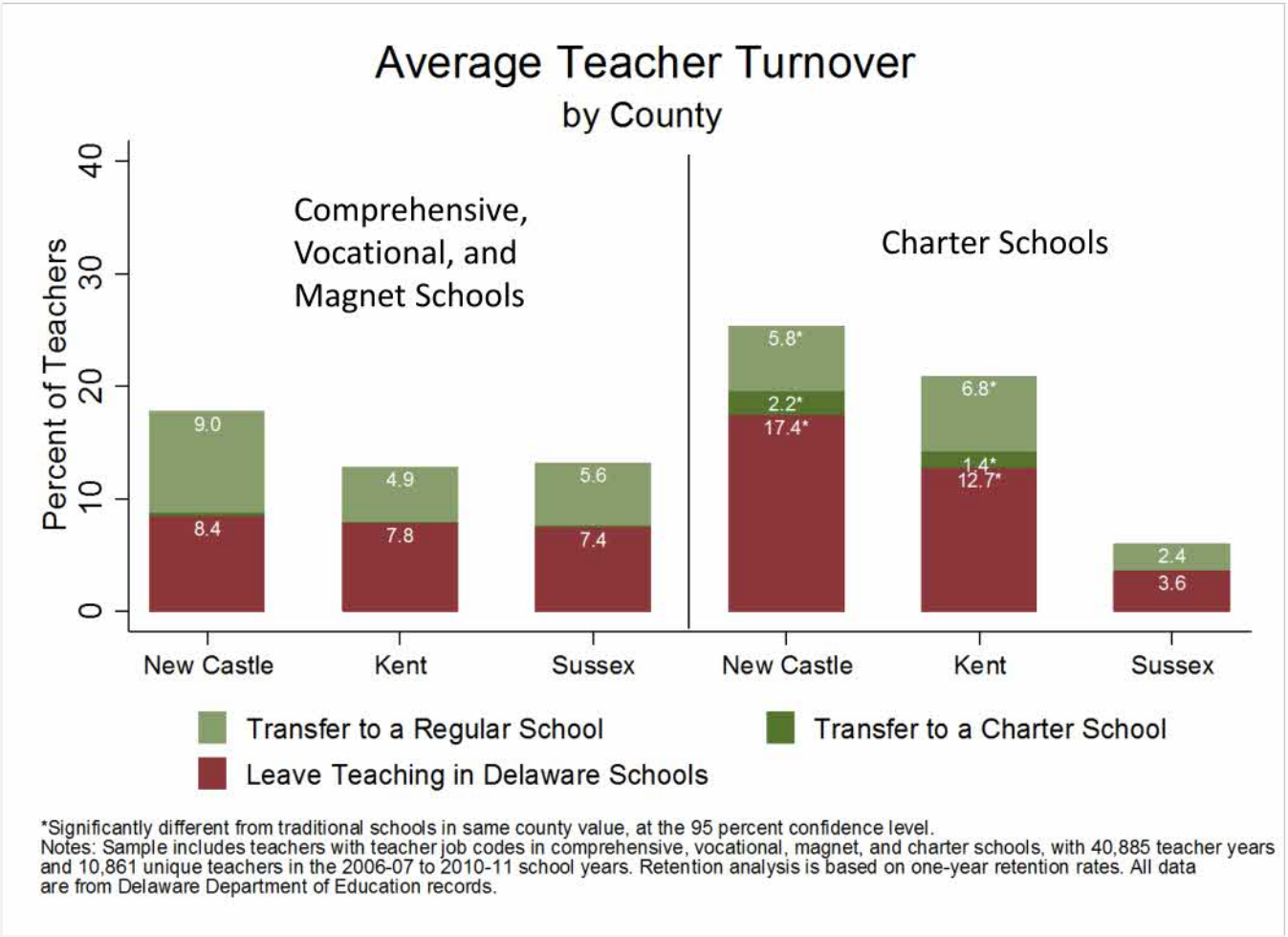
A large share of newly hired teachers leave teaching in Delaware within four years



Notes: Sample includes 821 comprehensive, vocational, charter, and magnet school teachers with teacher job codes in the 2007-08 school yea
All data are from Delaware Department of Education records.

RETENTION/ TURNOVER

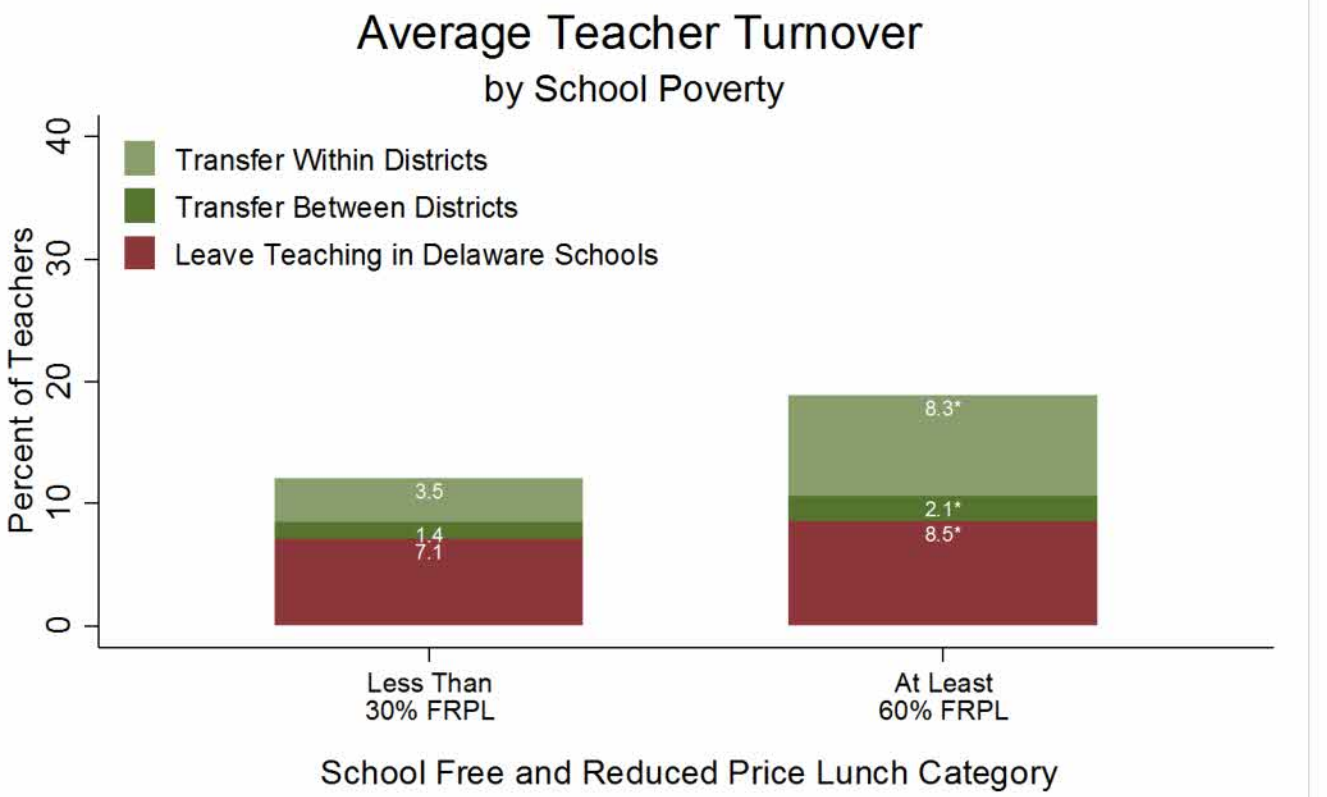
Charter schools tend to have higher turnover than traditional schools



*Significantly different from traditional schools in same county value, at the 95 percent confidence level.
Notes: Sample includes teachers with teacher job codes in comprehensive, vocational, magnet, and charter schools, with 40,885 teacher years and 10,861 unique teachers in the 2006-07 to 2010-11 school years. Retention analysis is based on one-year retention rates. All data are from Delaware Department of Education records.

RETENTION/ TURNOVER

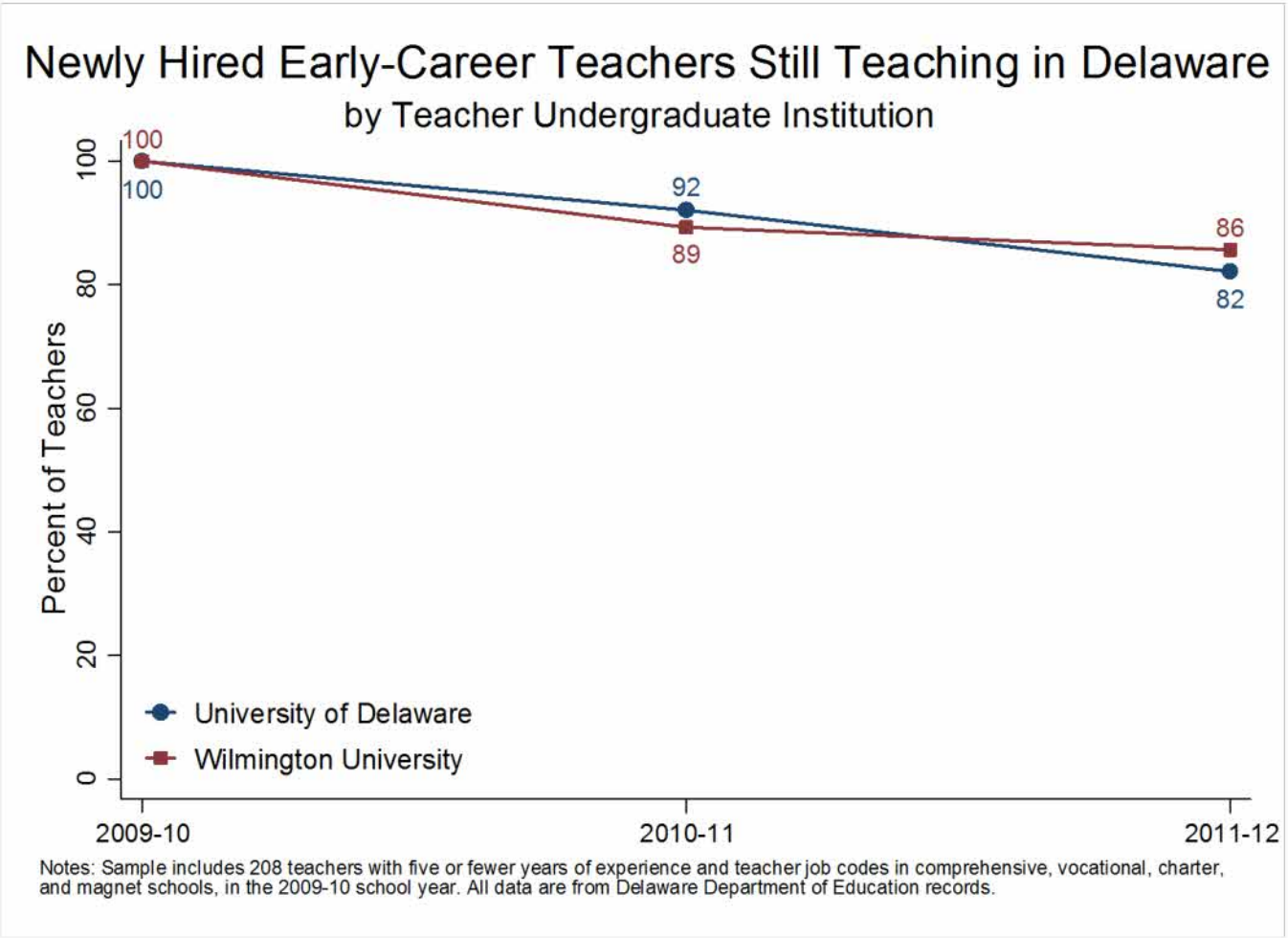
High-poverty schools have higher rates of teacher turnover



*Significantly different from less than 30% FRPL value, at the 95 percent confidence level.
Notes: Sample includes teachers with teacher job codes in comprehensive, vocational, and magnet schools, with 37,955 teacher years and 9,993 unique teachers in the 2006-07 to 2010-11 school years. Retention analysis is based on one-year retention rates. School free and reduced price lunch (FRPL) categories are calculated using pooled student data from the 2006-07 through 2011-12 school years. All data are from Delaware Department of Education records.

RETENTION/
TURNOVER

Retention trajectories are similar for newly hired teachers graduating from different programs



RETENTION/ TURNOVER

B. Technical Appendix to Exhibit 2

This appendix serves as a technical appendix to Exhibit 2.

School Sample

The analytic sample is restricted to **traditional**, **magnet**, and **vocational** schools (except charters in by district results).

Significance Tests

T-tests are conducted to determine the significance of the gaps. An asterisk symbolizes gaps with *p* values less than .05.

Groups (Columns)

- **School Low Income Quartiles/Deciles:** Share of students in school classified as Economically Disadvantaged (*ed_indc* == "Y") quantiled within school sample using 2013–14 FAY student data. Gaps are defined as difference between top and bottom quantiles; *t*-tests between these quantiles are conducted to determine significance of gaps.
- **School High-Need Status:** Indicator for whether the school is identified as high need.
- **School Minority Quartiles/Deciles:** Share of students in school classified as minority (non-White, *race_code* ! = 5) quantiled within school sample using 2013–14 FAY student data. Gaps are defined as difference between top and bottom quantiles; *t*-tests between these quantiles are conducted to determine significance of gaps.
- **School Limited English Proficiency Quartiles/Deciles:** Share of students in school defined as English language learners (*s_ell_code* == "LEPN" | *s_ell_code* == "LEPO") quantiled within school sample using 2013–14 FAY student data. Gaps are defined as difference between top and bottom quantiles; *t*-tests between these quantiles are conducted to determine significance of gaps.
- **School Disability Quartiles/Deciles:** Share of students in school defined as disabled (*swd_code* ! = 0 [none]) quantiled within school sample using 2013–14 FAY student data. Gaps are defined as difference between top and bottom quantiles; *t*-tests between these quantiles are conducted to determine significance of gaps.
- **School County:** Categorical variable for school county.
- **School Locale:** Categorical variable pulled from the National Center for Education Statistics (NCES).
- **Urban/Nonurban:** Urban defined as school's NCES locale == "Urban"; Nonurban defined as all other NCES locales ("Suburb," "Town," "Rural"). Gaps defined as difference between urban and nonurban; *t*-tests between these groups are conducted to determine significance of gaps.
- **Wilmington/Non-Wilmington:** Wilmington defined as *sch_city* == "Wilmington"; non-Wilmington defined as schools not located in Wilmington. Gaps are defined as difference between Wilmington and non-Wilmington; *t*-tests between these groups are conducted to determine significance of gaps.
- **Districts:** Districts defined using district code/name; all charters are combined into a group named "Charters." *Note:* This group is the only one that includes charters.

Metrics (Rows)

Metrics defined using 2013–14 data across groups defined at the school level, using a data set unique at the teacher level:

- Share of Teachers Who Are Novices (first appearance in data, years of teacher experience == 0)
- Share of teachers who are early career teachers (teachers with two or fewer years of experience)
- average years of teacher experience
- Share of teachers rated as *unsatisfactory* on one or more DPAS I–IV components
- Average teacher criterion scores on DPAS I–IV
- Shares of teachers *unsatisfactory/satisfactory/exceeds* on Measures A/B/C
- Share of teachers rated as *ineffective* or *needs improvement* (combined) on summative ratings
- Share of teachers rated as *effective/exceeds* on summative rating
- Share of teachers Nationally Board Certified
- Share of teachers with advanced degrees (masters or above)
- Average teacher salary
- Average teacher salary adjusted for years of experience and whether teacher holds an advanced degree

Metrics defined using 2013–14 and prior school years across groups defined at the school level, using a data set unique at the principal level:

- Share of principals in first year at school, defined as principals whose tenure at the school began in 2013–14.
- Share of principals whose tenure at school is less than or equal to two years, defined as principals whose tenure at the school started in 2012–13 or later.
- Share of principals whose tenure at school is three or more years, defined as principals whose tenure at the school started in 2011–12 or earlier.
- Share of principals whose tenure at school is five or more years, defined as principals whose tenure at the school started in 2009–10 or earlier.

Metrics defined using 2013–14 data across groups defined at the school level, using a data set unique at the school level:

- Percentage of classes taught by highly qualified teachers

Metrics defined using 2012–13 snapshot across groups defined at the school level, using a data set unique at the school level:

- TELL metrics

Metrics defined using 2012–13 and 2013–14 data across groups defined at the school level, using a data set unique at the teacher level:

- Percentage of teachers who left teaching in Delaware Public Schools after 2012–13
- Percentage of teachers who transferred districts in Delaware after 2012–13
- Percentage of teachers who transferred schools within a district in Delaware after 2012–13
- Overall percentage of teacher turnover (sum of previous retention metrics)
- Aforementioned retention metrics restricted to teachers rated as *unsatisfactory/satisfactory/exceeds* on Measure A

Metrics defined using 2012–13 and 2013–14 data across groups defined at the school level, using a data set unique at the principal level:

- Percentage of principals who left Delaware after 2012–13
- Percentage of principals who transferred districts in Delaware after 2012–13
- Percentage of principals who transferred schools within a district in Delaware after 2012–13
- Overall percentage of principal turnover (sum of previous retention metrics)

C. Stakeholder Engagement Stage 1 Deck and Materials

Ensuring Equitable Access to Excellent Educators

Delaware Data Review and Root Cause Analysis Protocol

Delaware
Department of Education

Session Goals

- The goals for today's session are to:
  - Name the basic requirements for Delaware's Equity Plan ("Excellent Educators for All")
  - Dissect and analyze Delaware's "equity gaps", considering experience, turnover, and performance
  - Develop potential root causes of one or more of Delaware's "equity gaps"

EXCELLENT EDUCATORS FOR ALL - PLAN OVERVIEW

Delaware
Department of Education

"Excellent Educators for All" - Overview

- Educator effectiveness is the single most important school factor affecting student achievement.
- Several recent studies demonstrate that equity gaps continue to endure for students from low-income and minority backgrounds:
  - According to virtually every educator effectiveness metric
  - At the classroom, school, and district level

"Excellent Educators for All" Initiative

- 2001–Today: No Child Left Behind Act Equity Requirements:
  - "Highly Qualified Teacher" Requirements
  - Previous federal requirement for an "Equity Plan"
- 2014–15: Excellent Educators for All Initiative:
  - State Plans to Ensure Equitable Access to Excellent Educators due to the U.S. Department of Education June 1, 2015
  - Equitable Access Data Profiles provided
  - Equitable Access Support Network created

"Excellent Educators for All" Requirements

- The six requirements in the federal FAQ guidance include:
  - Provide documentation of the steps the SEA took to consult with stakeholders
  - Identify equity gaps
  - Explain the likely cause(s) of the identified equity gaps
  - Set forth the SEA's steps to eliminate identified equity gaps
  - Describe the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps
  - Describe how the SEA will publicly report on its progress in eliminating the identified gaps, including timelines for this reporting

Stakeholder Engagement

Protocols & Other Meetings

(To-Date, 4/14)

Completed	
1/22	District Administrators (Chiefs Mtg.)
2/9	Principals (D-PAG)
2/18	Teachers/Specialists
2/20	Non-Profit Partners/IHEs
3/11	Charter Leaders (TLE Charter Forum)
3/18	District Data Analysts (DAWG)
3/26	District Administrators (Chiefs Mtg.)
3/28	Teachers/Specialists
3/31	DSEA/DASA
4/1	DDOE Director's Council
4/1	Licensure and Certification Committee (PSB)
4/7	Delaware Workforce Development Board
4/10	Wilmington Education "Think Tank" (Civic Leaders)
4/13	P-20 Council

Scheduled Upcoming	
4/14	Non-Profit Partners/IHEs
4/14	Teaching & Learning Cadre
4/16	Congressional Delegation (call)
4/22	District HR Directors (Quarterly)
4/28	Educators (Group Formed with Support from DSEA)
5/7	Professional Standards Board
5/8	Draft Plan Review
5/21	State Board of Education

Equity Gaps

- Statutory/Regulatory Terms
  - Inexperienced
  - Unqualified → Using HQT
  - Out-of-Field → Using HQT
- Additional Equity Gaps
  - Turnover
  - Effectiveness
  - Others…

Educator Equity Gaps

for students from low-income families and minority students

Teacher Experience	Teacher Turnover	Teacher Effectiveness

Root Causes

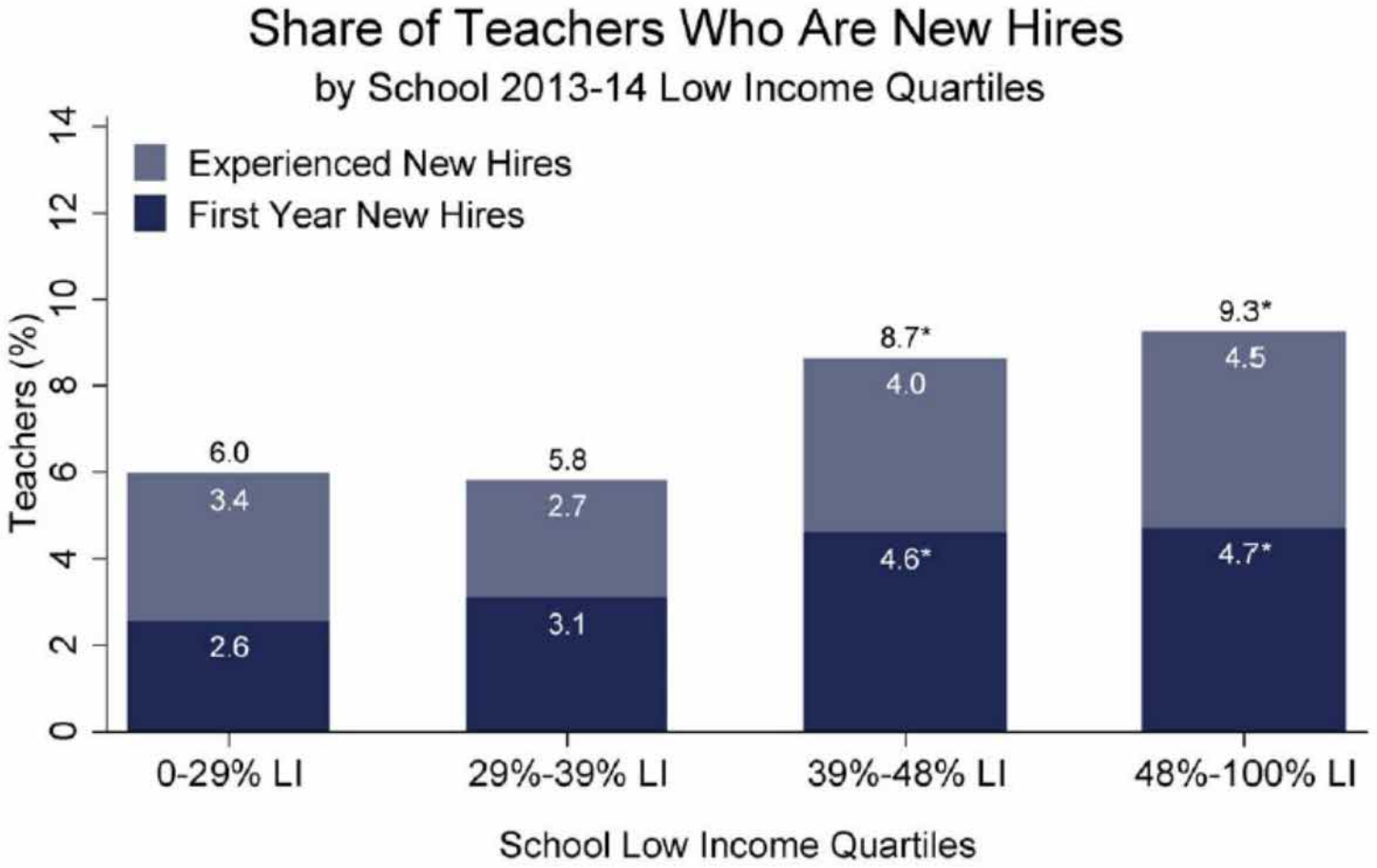
Potential/Long Term Strategies

STRATEGIC DATA PROJECT

Considering Educator Equity Metrics

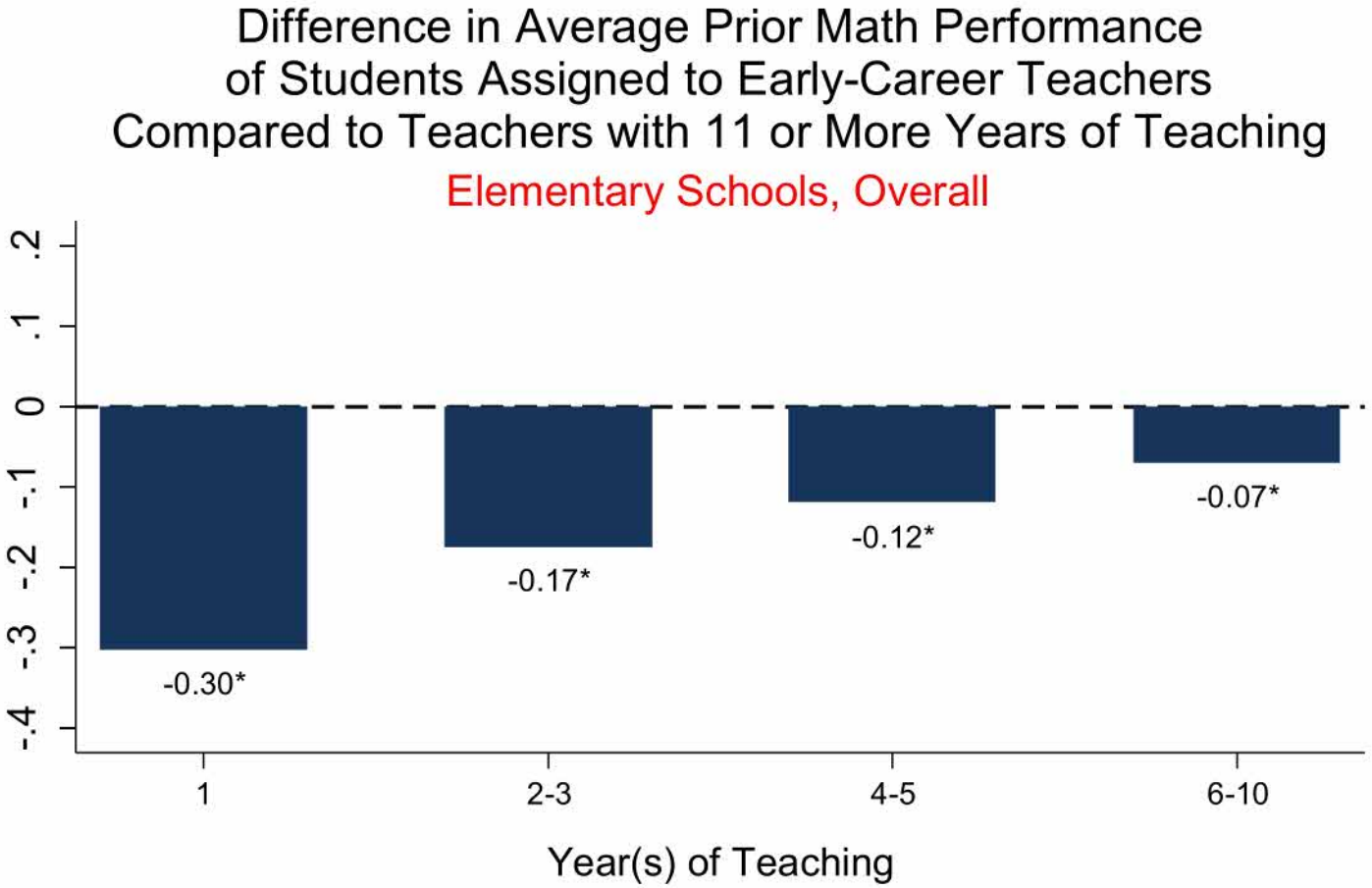
Teacher Experience Gaps

Schools that serve a large percent of low income students are more likely to have a larger share of first year teachers



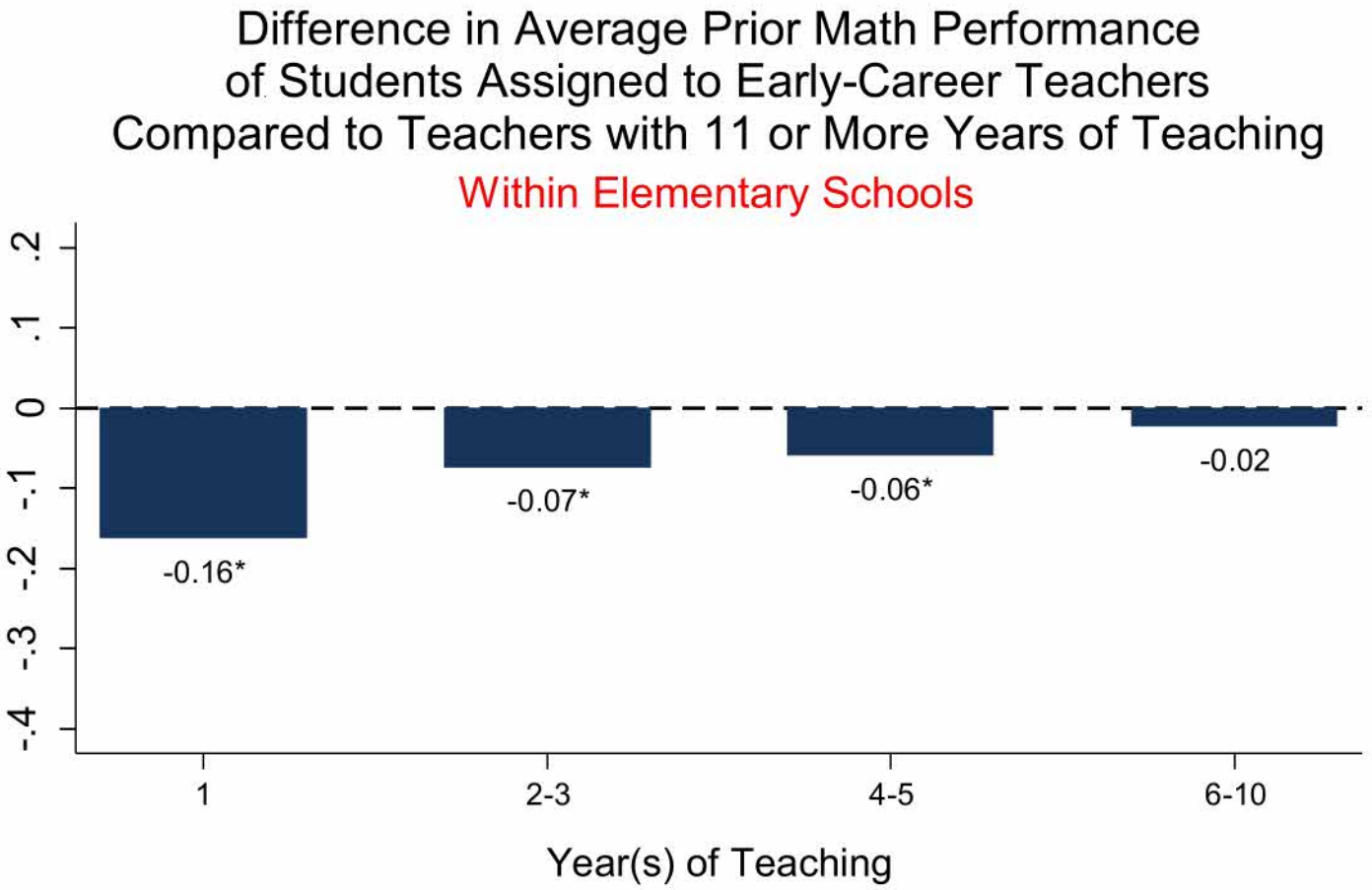
*Significantly different from the bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes 7,599 teachers with teacher job codes in comprehensive, vocational, and magnet schools.
Data are from the 2013-14 school year. All data are from Delaware Department of Education records.

On average, lower achieving students are placed with less experienced teachers



*Significantly different from zero, at the 95 percent confidence level.
Notes: Sample includes comprehensive and magnet school teachers with teacher job codes and their students in grades 4 and 5 with prior year test scores in the 2006-07 through 2011-12 school years, with 3,576 teacher years, 76,169 student years, 1,162 unique teachers, and 50,712 unique students. Test scores are normalized to have an average of zero and a standard deviation of one, and are shown in standard deviation units. All data are from Delaware Department of Education records.

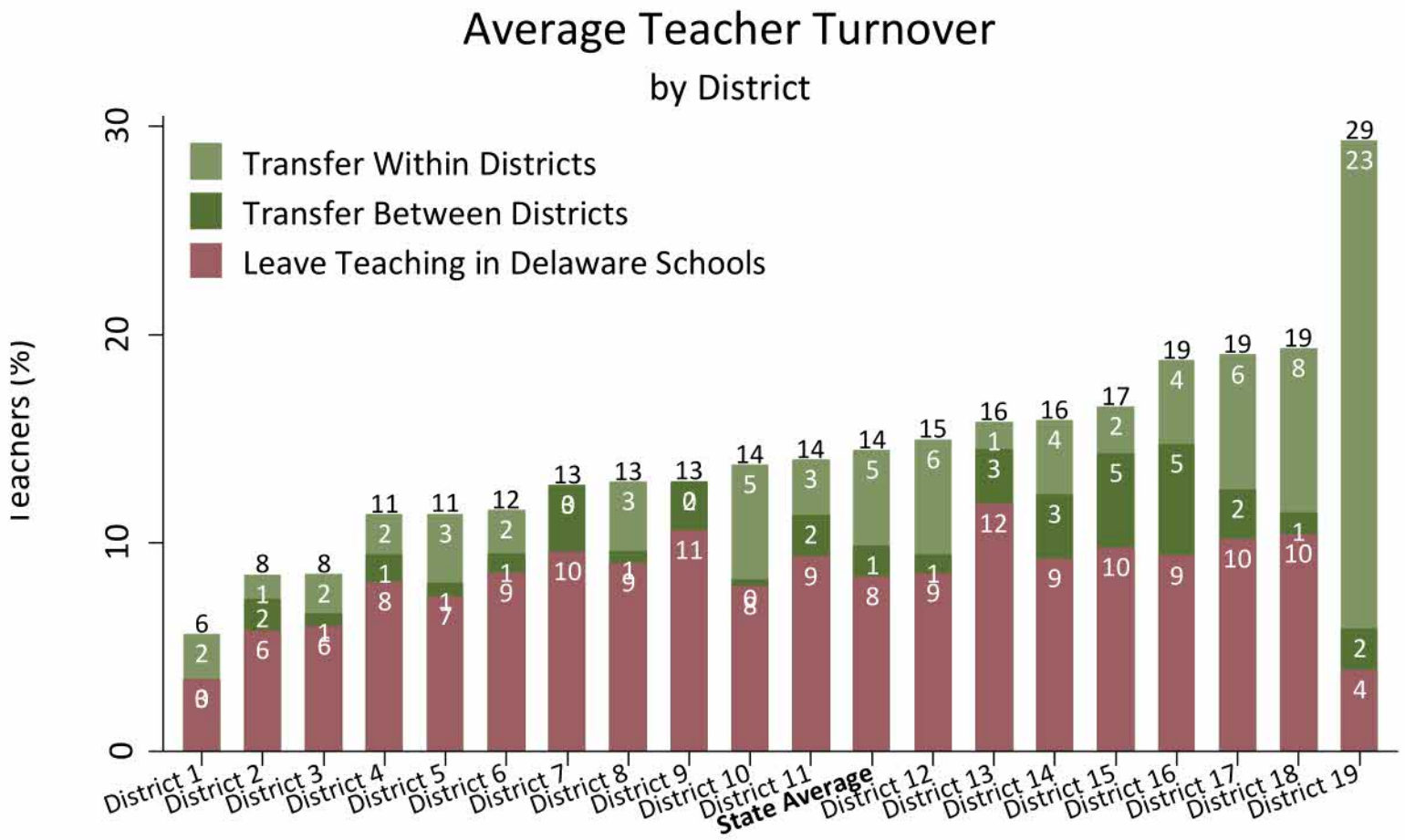
Equity gaps by experience also exist when we look only within schools



*Significantly different from zero, at the 95 percent confidence level.
Notes: Sample includes comprehensive and magnet school teachers with teacher job codes and their students in grades 4 and 5 with prior year test scores in the 2006-07 through 2011-12 school years, with 3,576 teacher years, 76,169 student years, 1,162 unique teachers, and 50,712 unique students. Test scores are normalized to have an average of zero and a standard deviation of one, and are shown in standard deviation units. All data are from Delaware Department of Education records.

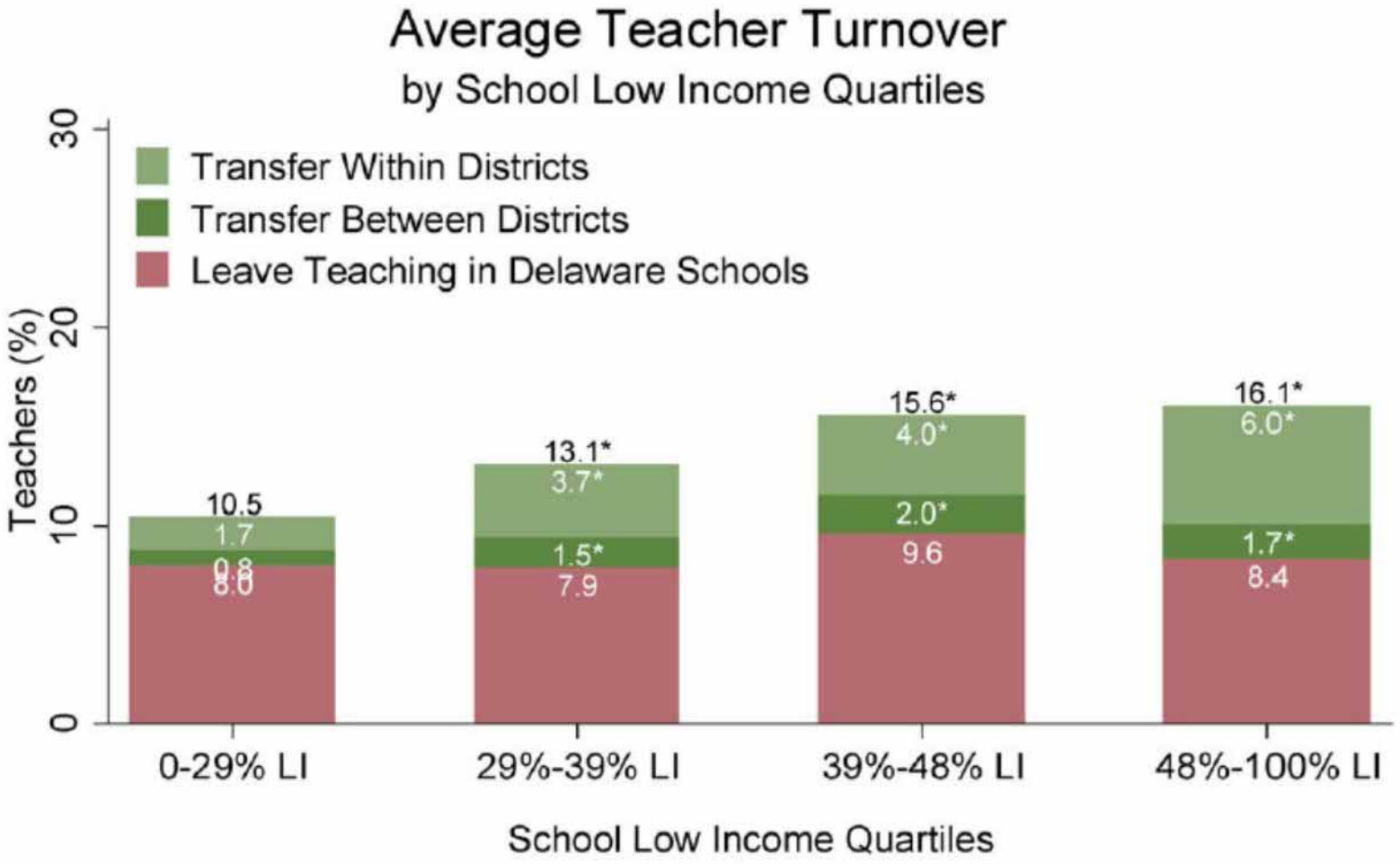
Teacher Turnover Gaps

Teacher turnover varies considerably across school districts in Delaware



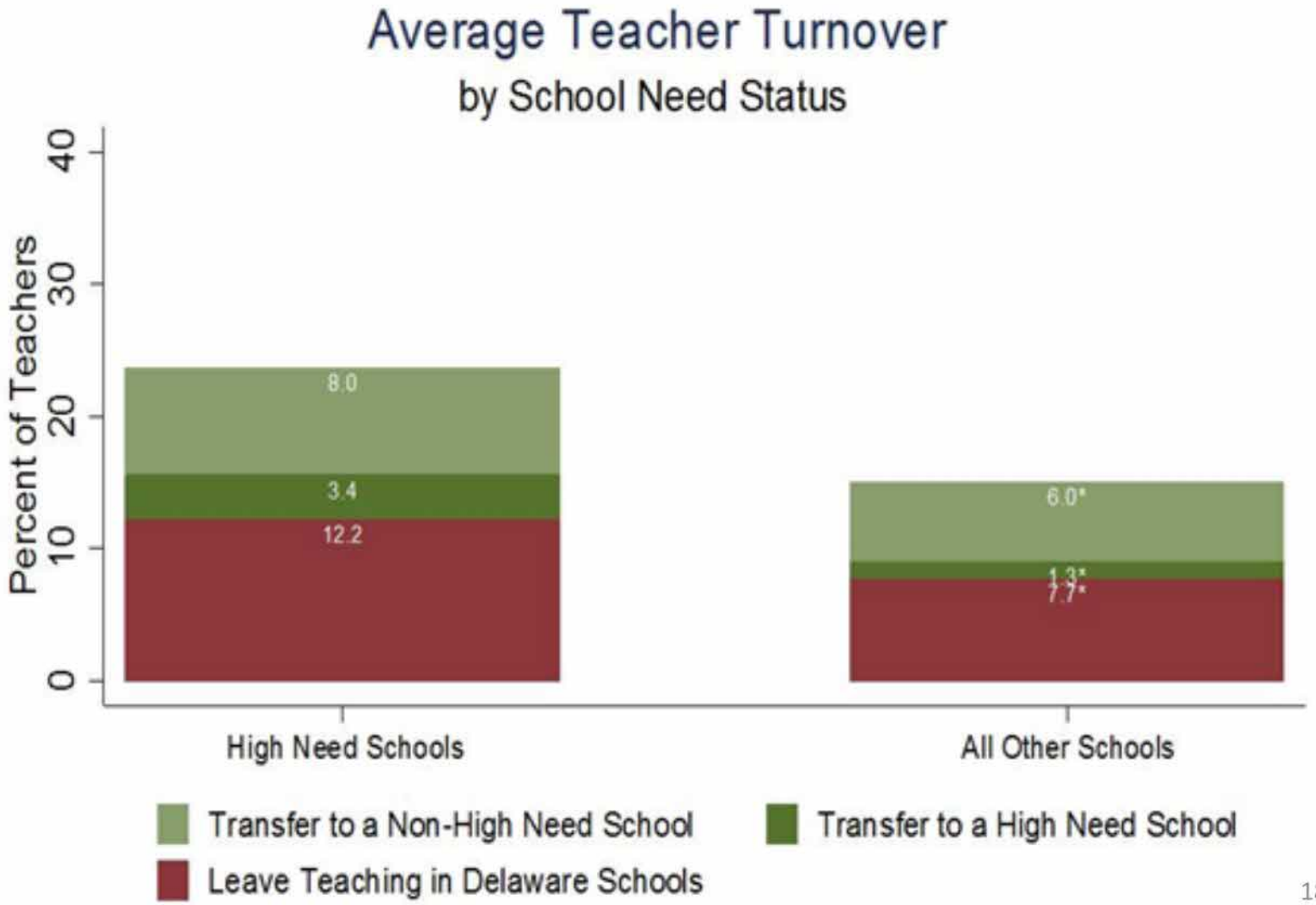
Notes: Sample includes 7,682 teachers with teacher job codes in comprehensive, vocational, and magnet schools.
Data are from the 2012-13 school year. Retention analysis is based on one-year retention rates.
All data are from Delaware Department of Education records.

There is higher teacher turnover in schools that serve higher percentages of low income students



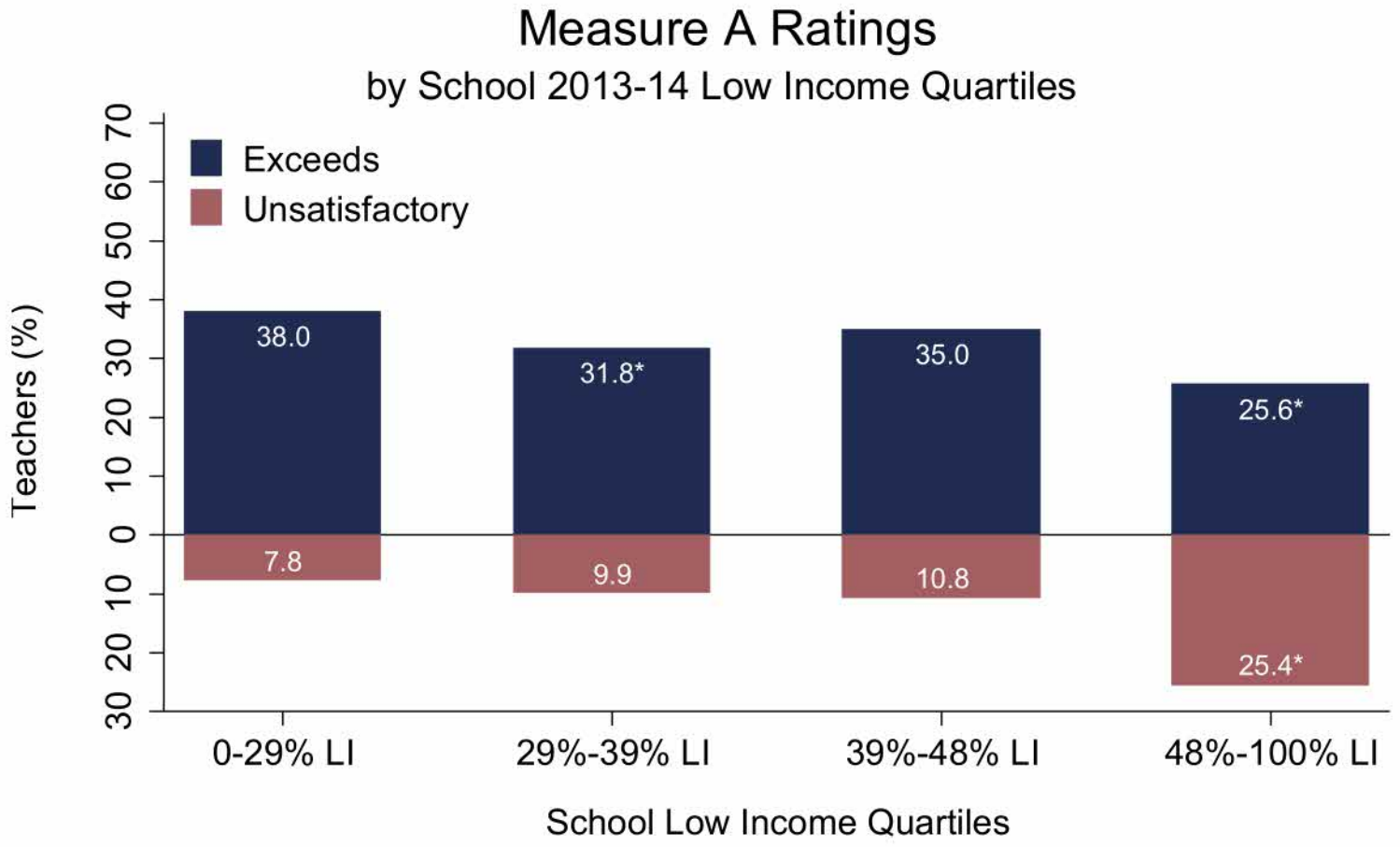
*Significantly different from the bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes 7,527 teachers with teacher job codes in comprehensive, vocational, and magnet schools.
Data are from the 2012-13 school year. Retention analysis is based on one-year retention rates.
All data are from Delaware Department of Education records.

Teachers are less likely to transfer into high-need schools from non-high-need schools



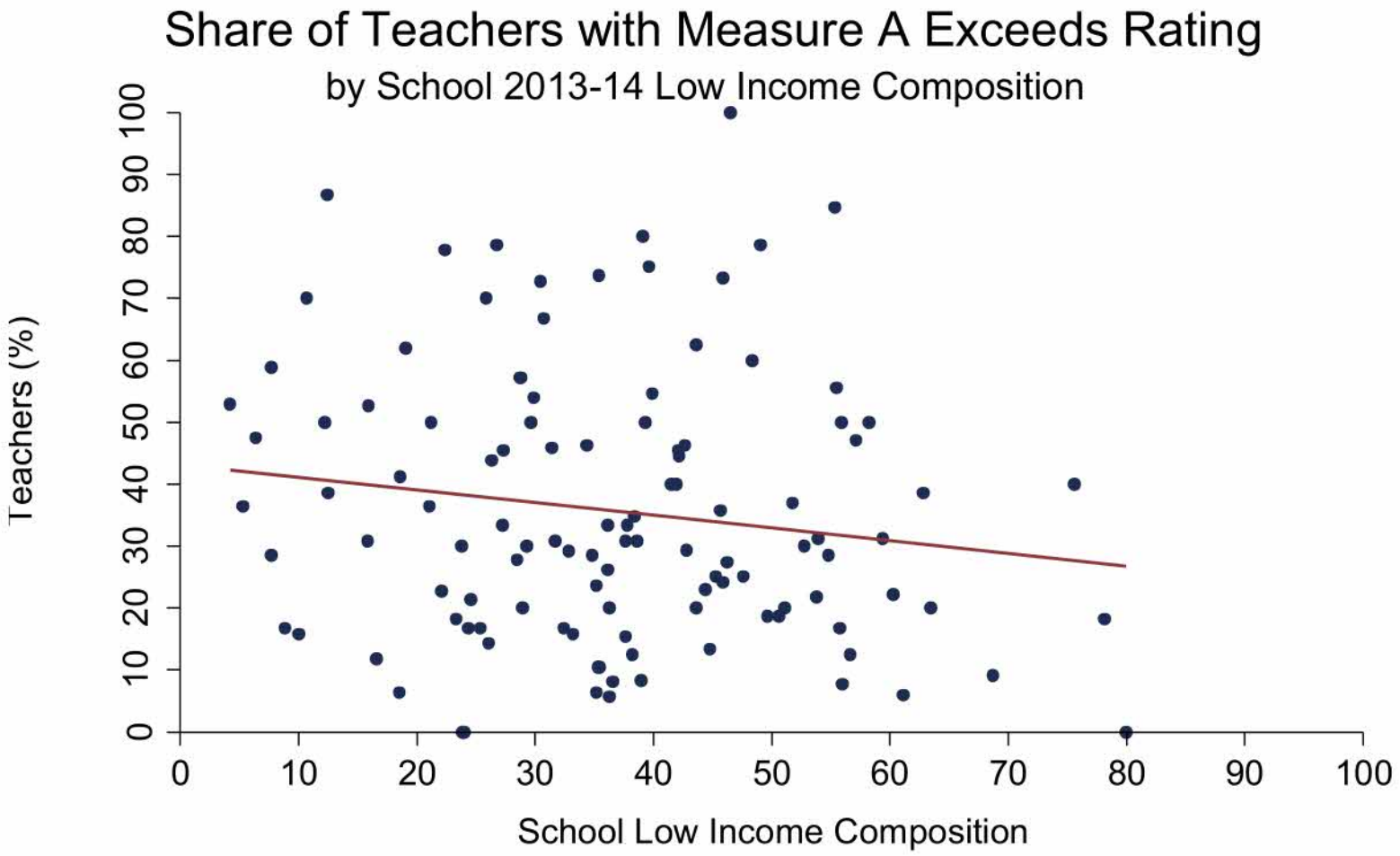
Teacher Effectiveness Gaps

Schools with high percentages of low-income students are more likely to have teachers who earn "Unsatisfactory" ratings on Measure A of their teacher evaluations



*Significantly different from the bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes 2,476 teachers with teacher job codes and Measure A ratings in comprehensive, vocational, charter, and magnet schools.
Data are from the 2013-14 school year. All data are from Delaware Department of Education records.

The proportion of low income students in a school is related to the proportion of teachers earning "Exceeds" on Measure A



Correlation = -.15
Notes: Sample includes 2080 teachers with teacher job codes and 2013-14 Measure A ratings in comprehensive, vocational, charter, and magnet schools with at least 10 such teachers. All data are from Delaware Department of Education records.

ROOT CAUSE ANALYSIS

Delaware
Department of Education

Summary of Equity Gaps and Challenges Identified by DE Data

- **Teacher Experience -** Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

Sample Root Cause Analysis: Sample Model and Group Activity

- **Challenge**: **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.

Possible Root Causes Identified:

1. School leadership
2. Working conditions
3. Lack of career pathways

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to the student growth component of teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who receive "Unsatisfactory" ratings on the student growth component of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience -** Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

D. Stakeholder Engagement Stage 2 Deck and Materials

Ensuring Equitable Access to Excellent Educators

Root Cause Analysis Summary and Strategies Protocol

Delaware
Department of Education

Do Now

On the coldest night of winter your heat goes out. What do you do to keep warm?

Objectives at Last Session…

- ✓ Named the basic requirements for Delaware's Equity Plan ("Excellent Educators for All")
- ✓ Dissected and analyzed Delaware's "equity gaps", considering experience, turnover, and performance
- ✓ Developed potential root causes of one or more of Delaware's "equity gaps"

Session Goals

- The goals for today's session are to:
  - Review focus group identified **root causes** of equity gaps
  - Evaluate current **strategies** and generate new ones to address the identified root causes

Agenda

- Plan Overview Recap
- Data Review
- Root Cause Analysis Summary
- Strategy Generation Session
- Next Steps and Closing

EXCELLENT EDUCATORS FOR ALL - PLAN OVERVIEW

Delaware
Department of Education

"Excellent Educators for All" - Overview

- Educator effectiveness is the single most important school factor affecting student achievement.
- Several recent studies demonstrate that equity gaps continue to endure for students from low-income and minority backgrounds:
  - According to virtually every educator effectiveness metric
  - At the classroom, school, and district level

"Excellent Educators for All" Initiative

- 2001–Today: No Child Left Behind Act Equity Requirements:
  - "Highly Qualified Teacher" Requirements
  - Previous federal requirement for an "Equity Plan"
- 2014–15: Excellent Educators for All Initiative:
  - State Plans to Ensure Equitable Access to Excellent Educators due to the U.S. Department of Education June 1, 2015
  - Equitable Access Data Profiles provided
  - Equitable Access Support Network created

"Excellent Educators for All" Requirements

- The six requirements in the federal FAQ guidance include:
  - Provide documentation of the steps the SEA took to consult with stakeholders
  - Identify equity gaps
  - Explain the likely cause(s) of the identified equity gaps
  - Set forth the SEA's steps to eliminate identified equity gaps
  - Describe the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps
  - Describe how the SEA will publicly report on its progress in eliminating the identified gaps, including timelines for this reporting

Stakeholder Engagement

Protocols & Other Meetings

(To-Date, 4/21)

Completed	
1/22	District Administrators (Chiefs Mtg.)
2/9	Principals (D-PAG)
2/18	Teachers/Specialists
2/20	Non-Profit Partners/IHEs
3/11	Charter Leaders
3/18	District Data Analysts (DAWG)
3/26	District Administrators (Chiefs Mtg.)
3/28	Teachers/Specialists
3/31	DSEA/DASA
4/1	DDOE Director's Council
4/1	Licensure and Certification Committee (PSB)
4/7	Delaware Workforce Development Bd.
4/10	Wilmington Education "Think Tank" (Civic Leaders)

Completed (continued)	
4/13	P-20 Council
4/14	Non-Profit Partners/IHEs
4/14	Teaching & Learning Cadre
4/16	Congressional Delegation (call)

Scheduled Upcoming	
4/22	District HR Directors (Quarterly)
4/28	Educators (Group Formed with Support from DSEA)
5/2	Parent Advocacy Council for Education
5/7	Professional Standards Board
5/8	Draft Plan Review
5/21	State Board of Education

Equity Gaps

- Statutory/Regulatory Terms
  - Inexperienced
  - Unqualified → Using HQT
  - Out-of-Field → Using HQT
- Additional Equity Gaps
  - Turnover
  - Effectiveness
  - Others…

Educator Equity Gaps

for students from low-income families and minority students

Teacher Experience	Teacher Turnover	Teacher Effectiveness

Root Causes

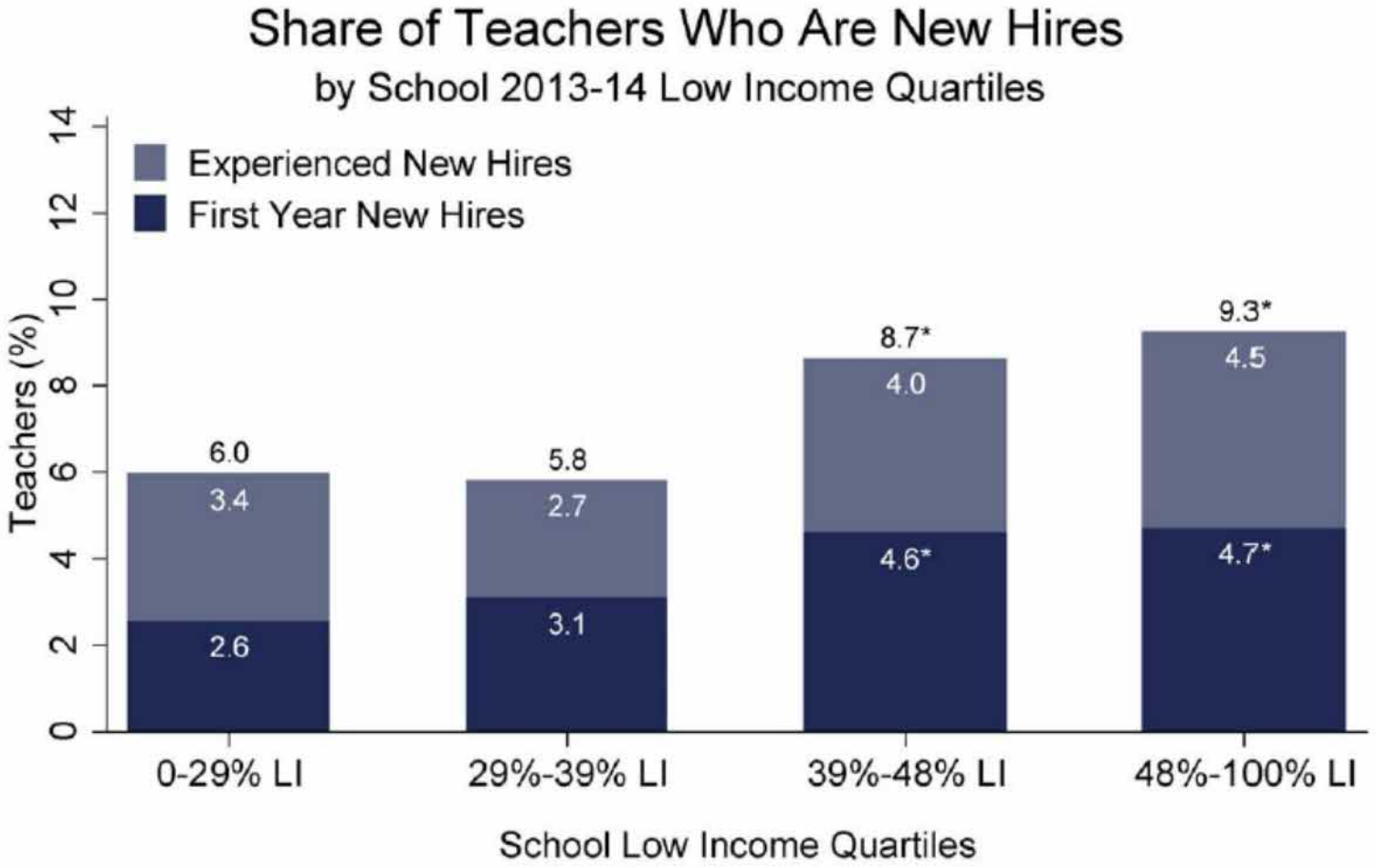
Potential/Long Term Strategies

STRATEGIC DATA PROJECT

Considering Educator Equity Metrics

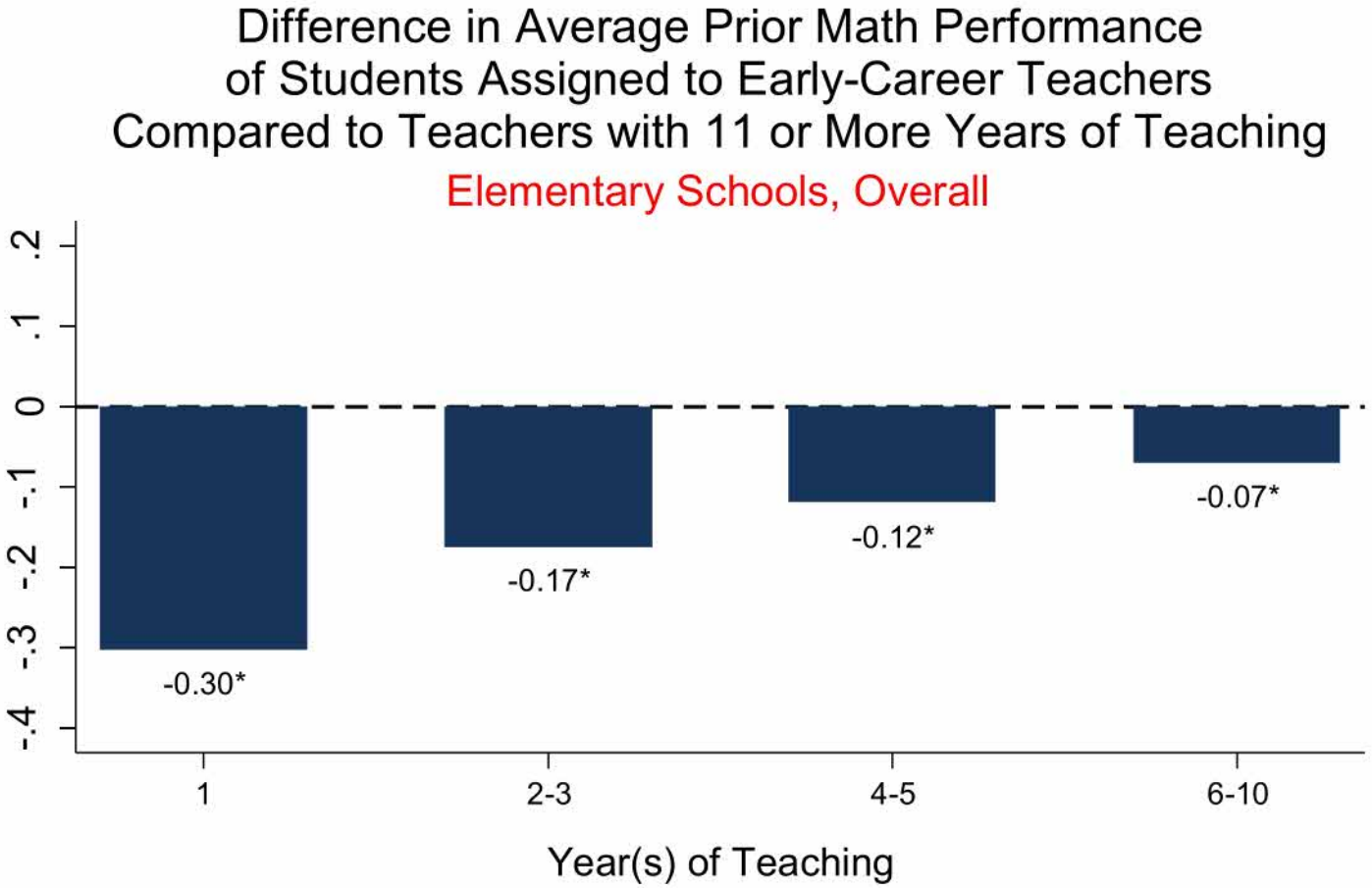
Teacher Experience Gaps

Schools that serve a large percent of low income students are more likely to have a larger share of first year teachers



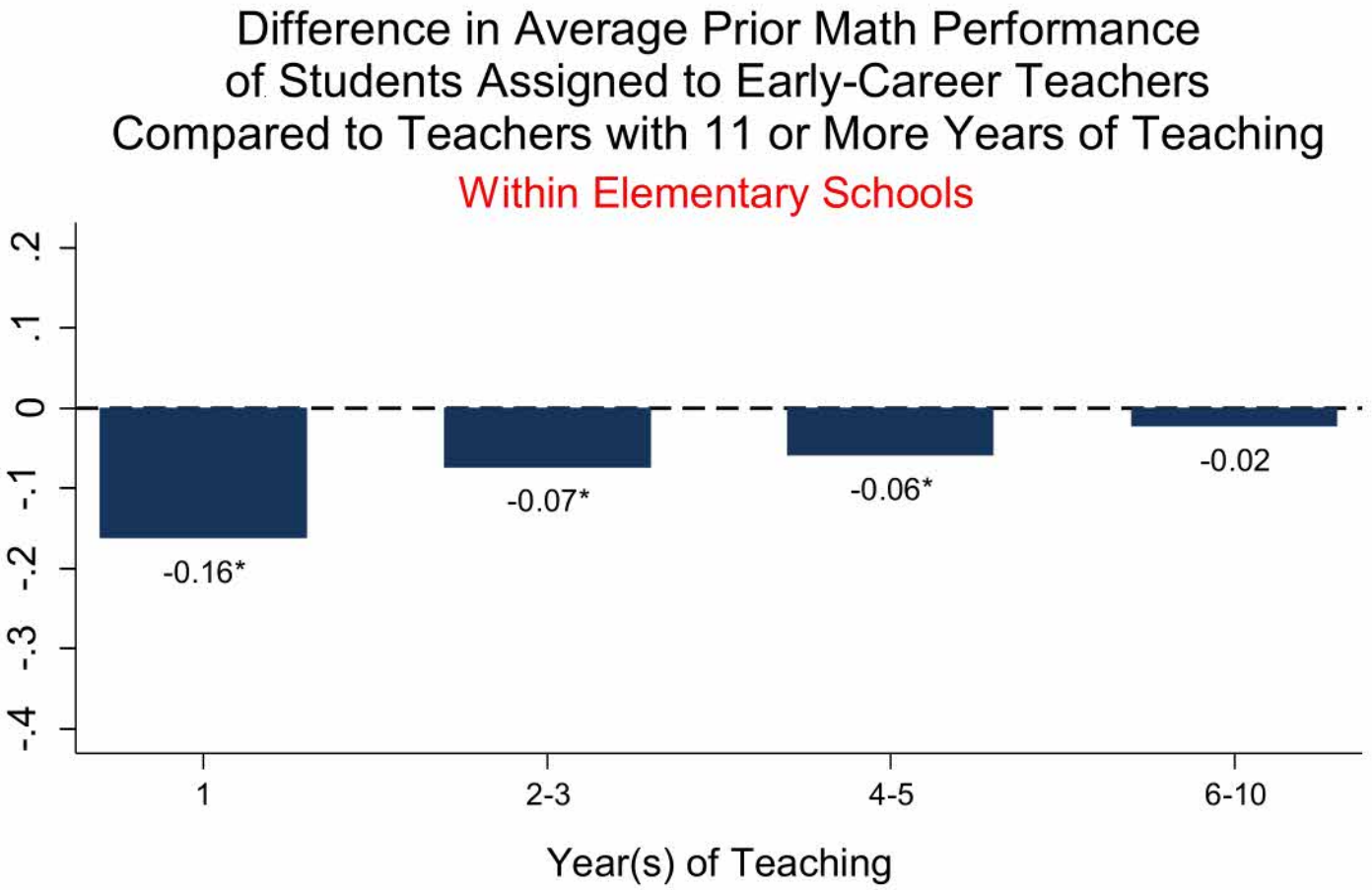
*Significantly different from the bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes 7,599 teachers with teacher job codes in comprehensive, vocational, and magnet schools.
Data are from the 2013-14 school year. All data are from Delaware Department of Education records.

On average, lower achieving students are placed with less experienced teachers



*Significantly different from zero, at the 95 percent confidence level.
Notes: Sample includes comprehensive and magnet school teachers with teacher job codes and their students in grades 4 and 5 with prior year test scores in the 2006-07 through 2011-12 school years, with 3,576 teacher years, 76,169 student years, 1,162 unique teachers, and 50,712 unique students. Test scores are normalized to have an average of zero and a standard deviation of one, and are shown in standard deviation units. All data are from Delaware Department of Education records.

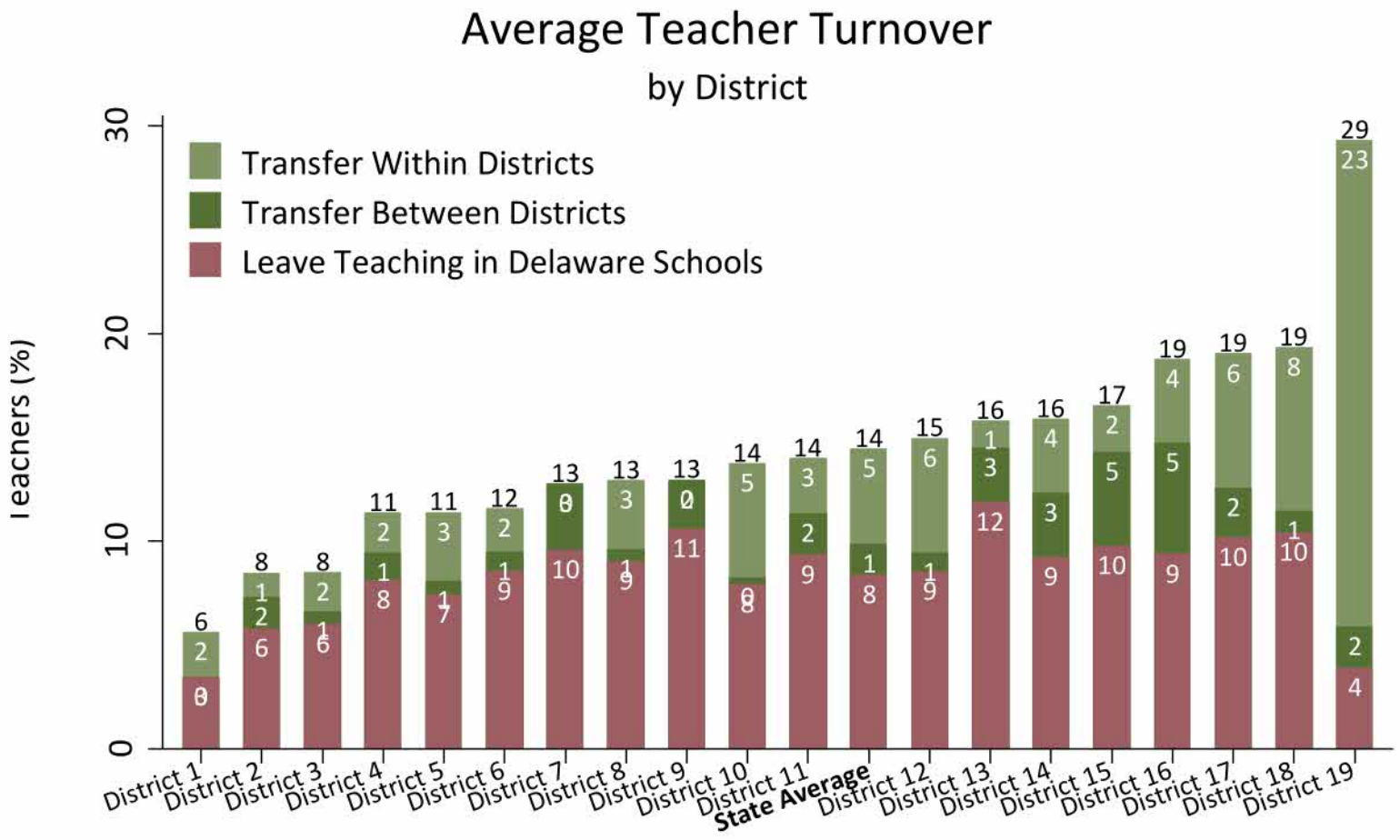
Equity gaps by experience also exist when we look only within schools



*Significantly different from zero, at the 95 percent confidence level.
Notes: Sample includes comprehensive and magnet school teachers with teacher job codes and their students in grades 4 and 5 with prior year test scores in the 2006-07 through 2011-12 school years, with 3,576 teacher years, 76,169 student years, 1,162 unique teachers, and 50,712 unique students. Test scores are normalized to have an average of zero and a standard deviation of one, and are shown in standard deviation units. All data are from Delaware Department of Education records.

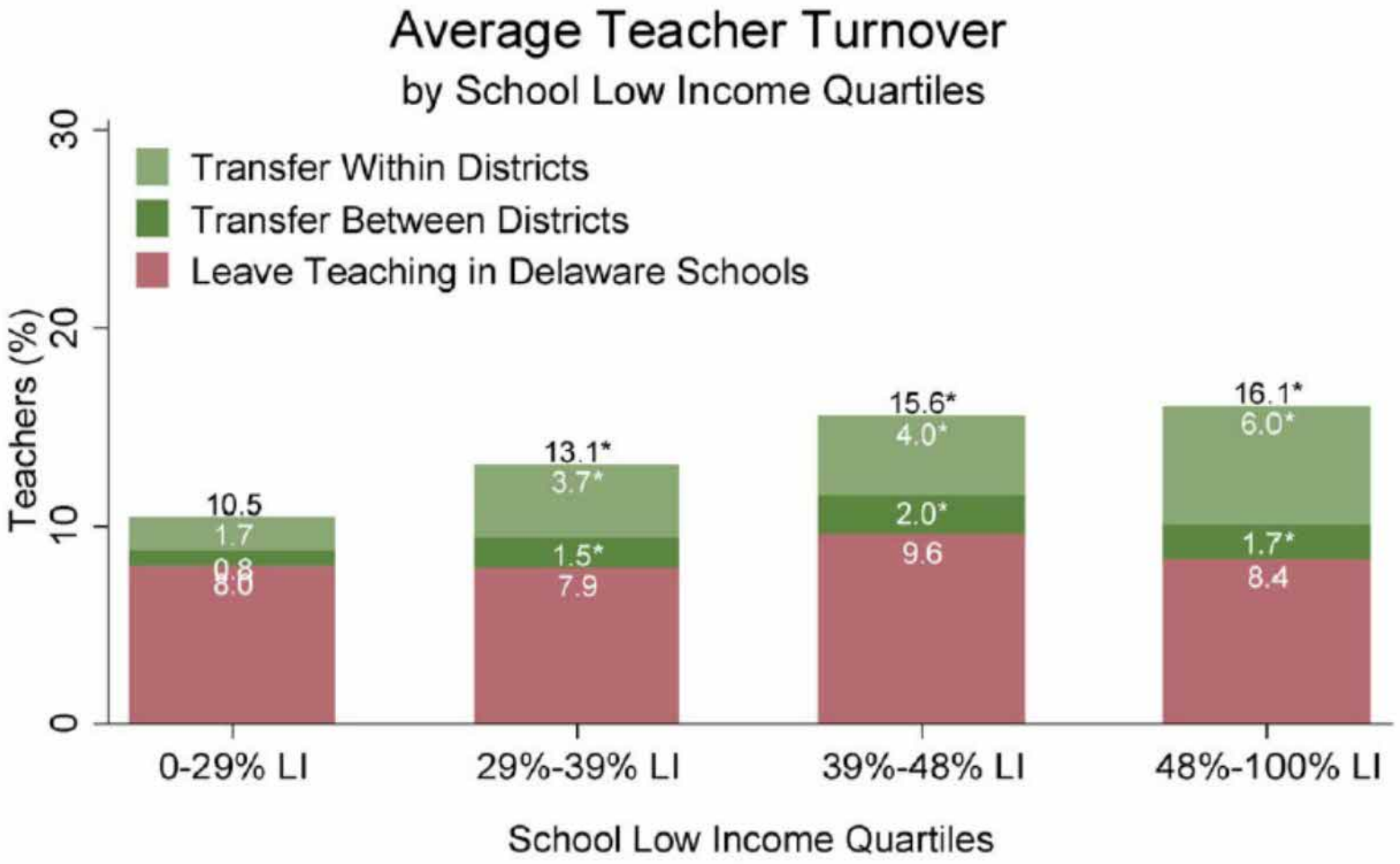
Teacher Turnover Gaps

Teacher turnover varies considerably across school districts in Delaware



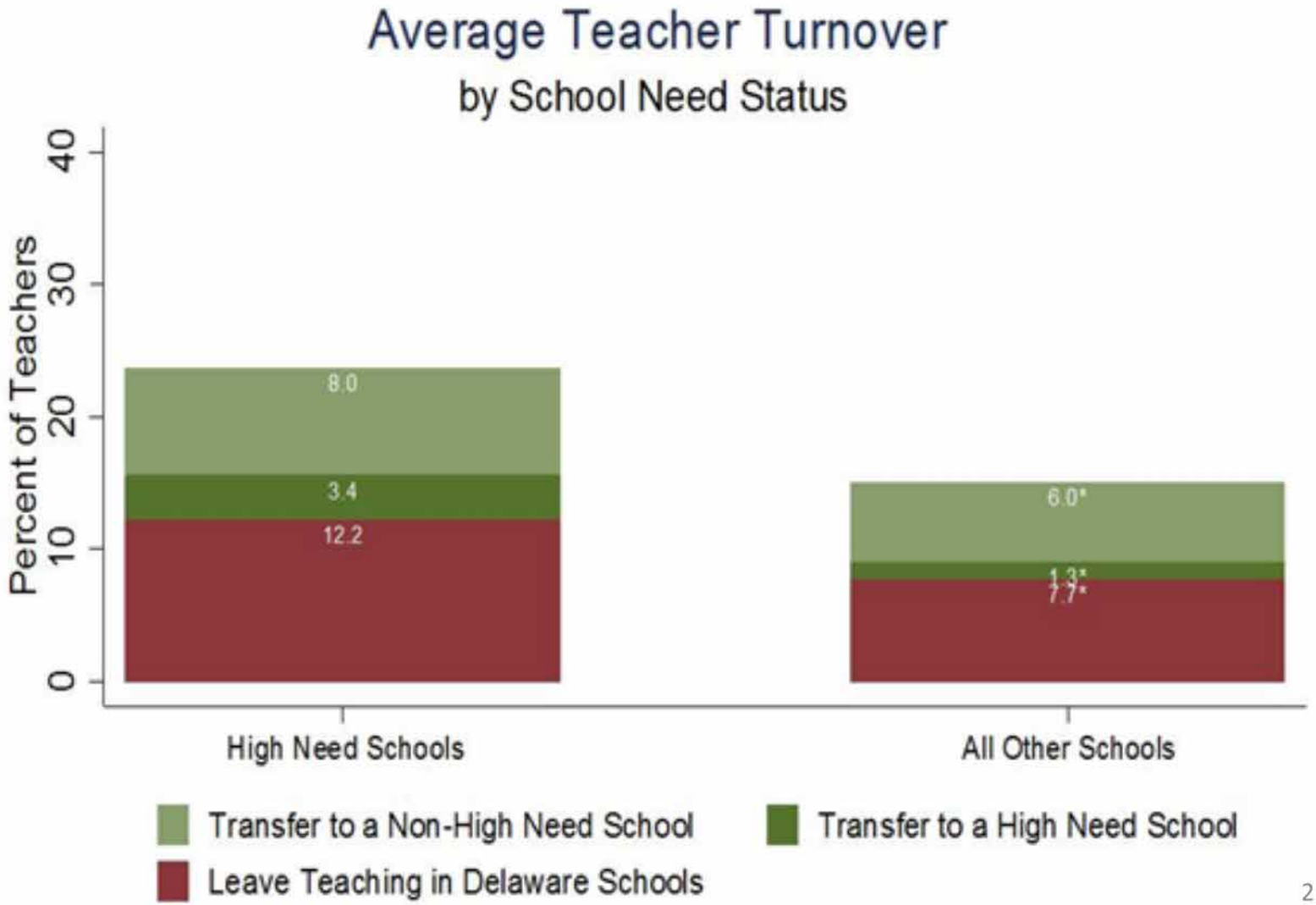
Notes: Sample includes 7,682 teachers with teacher job codes in comprehensive, vocational, and magnet schools.
Data are from the 2012-13 school year. Retention analysis is based on one-year retention rates.
All data are from Delaware Department of Education records.

There is higher teacher turnover in schools that serve higher percentages of low income students



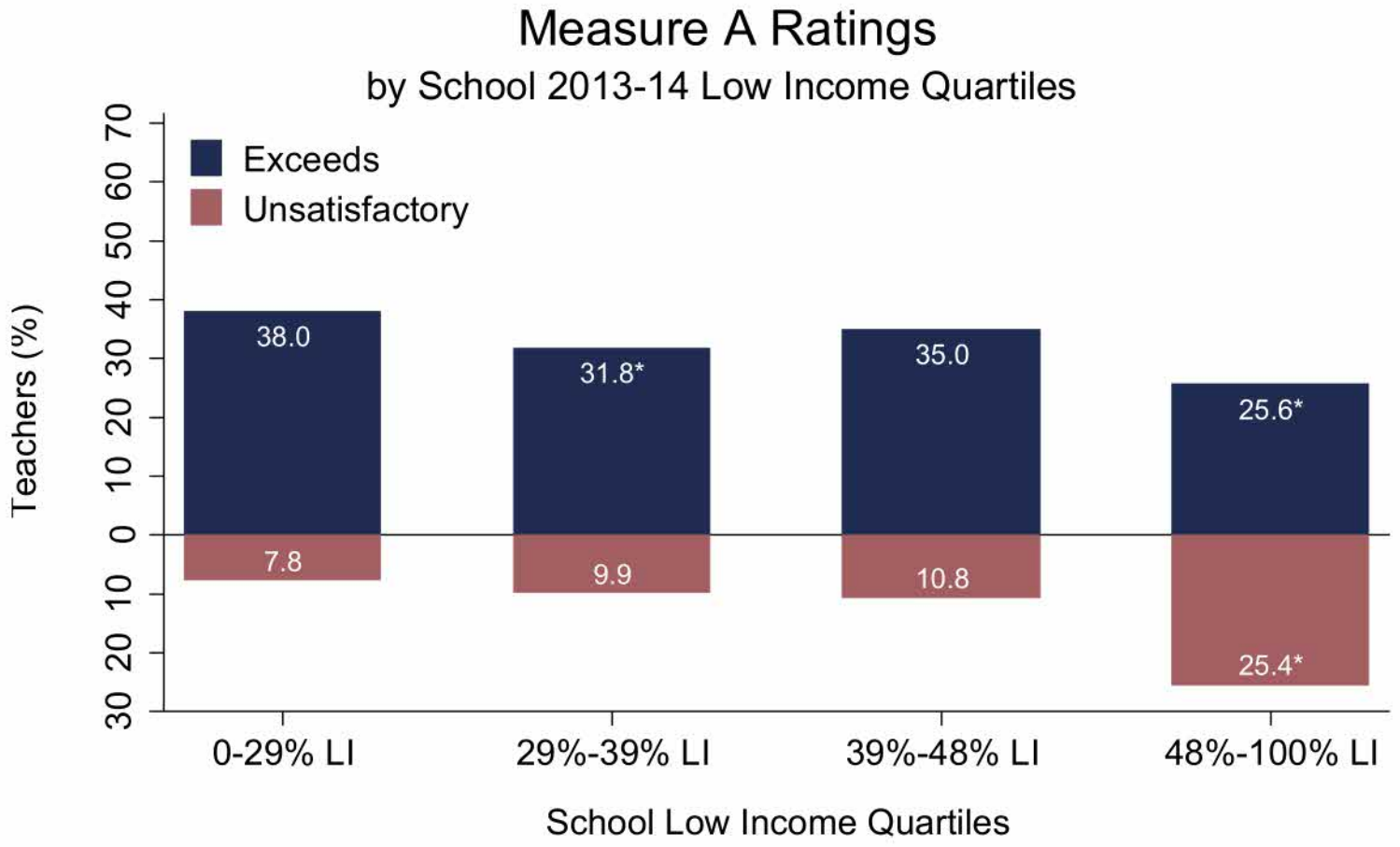
*Significantly different from the bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes 7,527 teachers with teacher job codes in comprehensive, vocational, and magnet schools.
Data are from the 2012-13 school year. Retention analysis is based on one-year retention rates.
All data are from Delaware Department of Education records.

Teachers are less likely to transfer into high-need schools from non-high-need schools



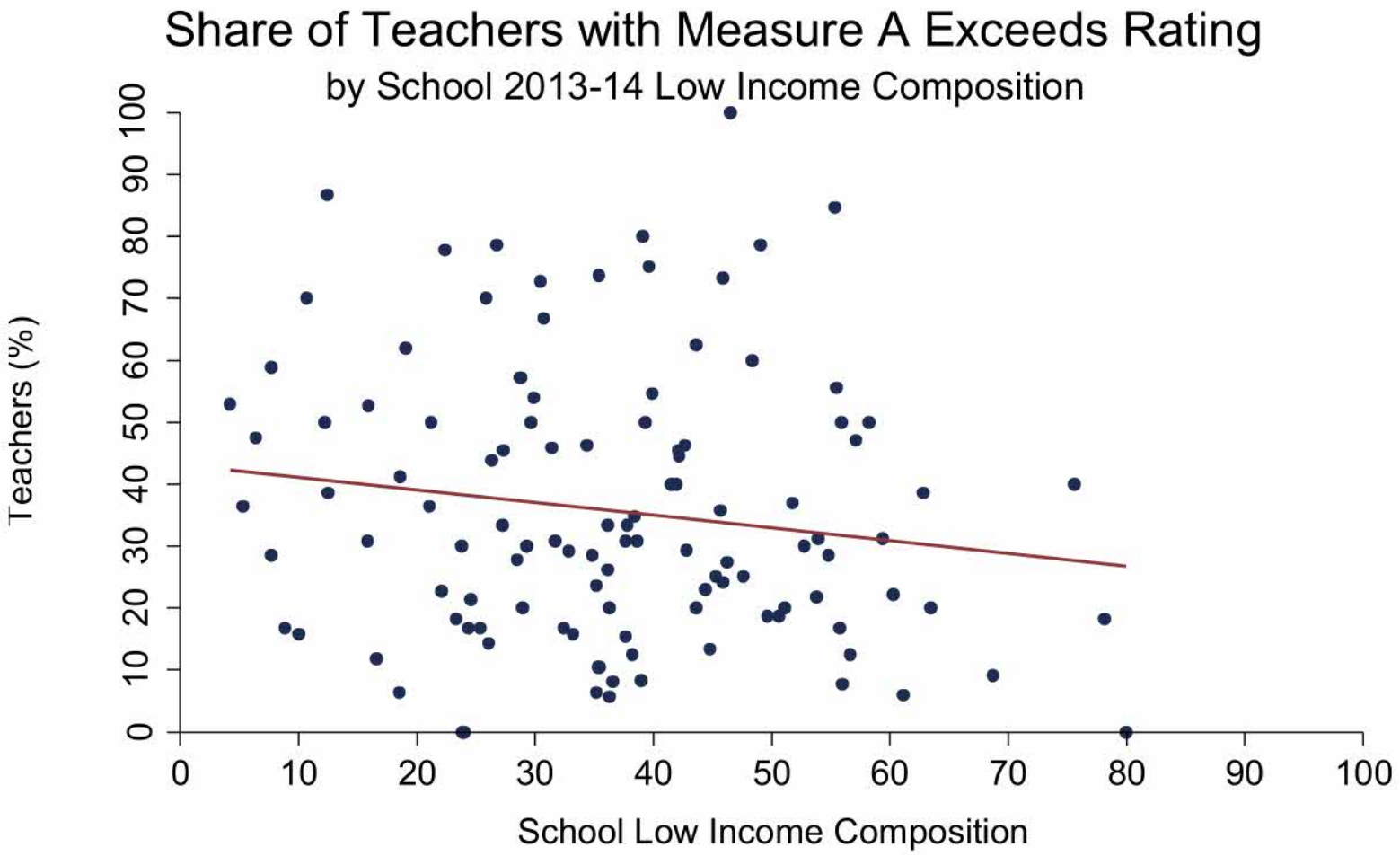
Teacher Effectiveness Gaps

Schools with high percentages of low-income students are more likely to have teachers who earn "Unsatisfactory" ratings on Measure A of their teacher evaluations



*Significantly different from the bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes 2,476 teachers with teacher job codes and Measure A ratings in comprehensive, vocational, charter, and magnet schools.
Data are from the 2013-14 school year. All data are from Delaware Department of Education records.

The proportion of low income students in a school is related to the proportion of teachers earning "Exceeds" on Measure A



Correlation = -.15
Notes: Sample includes 2080 teachers with teacher job codes and 2013-14 Measure A ratings in comprehensive, vocational, charter, and magnet schools with at least 10 such teachers. All data are from Delaware Department of Education records.

ROOT CAUSE ANALYSIS PROTOCOLS SUMMARY

Delaware Department of Education

Summary of Equity Gaps and Challenges Identified by DE Data

- **Teacher Experience -** Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

Root Cause Analysis Protocols

- In meetings held between January-early March, data was presented and groups were asked to name root causes for the identified gaps around teacher experience, teacher turnover, and teacher effectiveness.

Most Common Root Causes That Emerged
(named in most sessions)

- **Poor school leadership skills** create negative school culture and lack of buy-in/ empowerment among staff *(School Leadership)*
- **Preparation programs do not prepare educators (teachers and principals) with the skills** necessary to be effective in high-needs schools *(Educator Preparation)*
- **Inadequate funding for wrap-around services** and resources needed to meet the holistic needs of students *(School/Neighborhood Climate and Resources)*
- **Professional development is not aligned or differentiated** to skills needed in a high-needs school *(Professional Learning)*
- There are **too few candidates with the right mindset, "grit", and cultural competency** to be effective *(Recruitment, Hiring, and Staff Management)*
- **Lack of monetary incentives** to go or stay in a more challenging, high-needs environment where it is perceived to be more stressful*

Identified Root Cause Areas

- School Leadership
- Educator Preparation
- Recruitment, Selection, and Staff Management
- Induction and Mentoring
- Professional Learning
- Compensation and Career Pathways
- School/Neighborhood Climate and Resources

Educator Equity Gaps

for students from low-income families and students of color

Teacher Experience	Teacher Turnover	Teacher Effectiveness

Root Causes*

*Most Common Root Causes That Emerged

Poor school leadership creating negative culture	Inadequate educator preparation	Lack of funding for wrap-around services	Professional development not aligned	Too few candidates with right mindset and cultural competency	Lack of monetary incentives

Potential/Long Term Strategies

STRATEGY GENERATION

Delaware
Department of Education

Strategies for Eliminating Equity Gaps

- Strategies for eliminating equity gaps should be:
  - Directly tied to the root causes
  - Evidence-based
  - Targeted to the students with least access to excellent educators
  - Fluid over time as new data become available
  - Articulated in a timeline that includes beginning and completion dates, responsible persons, and resources needed

Identified Root Cause Areas

- School Leadership
- Educator Preparation
- Recruitment, Selection, and Staff Management
- Induction and Mentoring
- Professional Learning
- Compensation and Career Pathways
- School/Neighborhood Climate and Resources

Root Causes Related to:
School Leadership

School Leadership Root Causes
Poor leadership skills create negative school culture and lack of buy-in/ empowerment among staff*
Principal turnover creates instability and a negative school culture
Lack of thoughtful **placement and class-planning**
Ineffective resource allocation by school leader
School leader **does not have autonomy** to make decisions that would positively impact school
School leader does not plan school day to **maximize time on task** for students

**Note – this root cause named in most focus group sessions*

Root Causes Related to:
Educator Preparation

Educator Preparation Root Causes
Preparation programs **do not prepare educators (teachers and principals) with the skills** necessary to be effective in high-needs schools*
Internships and student teaching opportunities do not give candidates or schools enough exposure to assess whether there is a mutual fit in a high-needs environment
Lack of collaboration between districts and IHEs
There is **not equitable access to IHEs** throughout the state

**Note – this root cause named in most focus group sessions*

Root Causes Related to:
Recruitment, Selection, & Staff Management

Recruitment, Selection, & Staff Management Root Causes
Too few candidates with the right mindset, "grit", and cultural competency to be effective*
No strategic recruitment or placement of teachers best suited to be effective in high-needs schools
Late hiring timelines put Delaware at a disadvantage and do not allow for strategic placement
Negative perceptions of teaching do not attract the best & brightest to the profession
Contractual hiring arrangements hinder the ability to place and keep effective educators in high-needs environments
Difficult to remove ineffective educators from the classroom

**Note – this root cause named in most focus group sessions*

Root Causes Related to:
Induction and Mentoring

Induction and Mentoring Root Causes

Inadequate mentoring program and **lack of strategic pairing of mentors to mentees** to make a new educator feel supported and be effective in a high-needs environment

Root Causes Related to:
Professional Learning

Professional Learning Root Causes
Professional development is not aligned or differentiated to skills needed in a high-needs environment*
No on-going support for teachers outside of their early years in the profession

**Note – this root cause named in most focus group sessions*

Root Causes Related to:
Compensation & Career Pathways

Compensation & Career Pathways Root Causes
Lack of monetary incentives to go or stay in a more challenging, high-needs environment where it is perceived to be more stressful*
Many educators go to **neighboring states with higher pay**
Federal loan repayment programs contribute to turnover by attracting early career educators who will leave the school or profession as soon as their loans are repaid
Lack of career pathway opportunities for high performing educators who want to stay in the classroom

**Note – this root cause named in most focus group sessions*

Root Causes Related to:
School/Neighborhood Climate & Resources

School/Neighborhood Climate and Resources Root Causes
Lack of parental support in high-needs schools
Negative perceptions of safety dissuade educators from wanting to teach in the neighborhood
Negative school culture (high stress with a lack of collaboration) *Note – all focus groups noted this as a sub-cause of school leadership issues*
Educators live outside of the area where high-needs schools are located
Student turnover increases instability and contributes to "burn-out"
Inadequate funding for wrap-around services and resources needed to meet the holistic needs of students*
Many high-needs schools **are located in dilapidated buildings, lack state-of-the-art technology**, and do have access to the same opportunities non-high-needs-school do

**Note – this root cause named in most focus group sessions*

Strategy Brainstorming

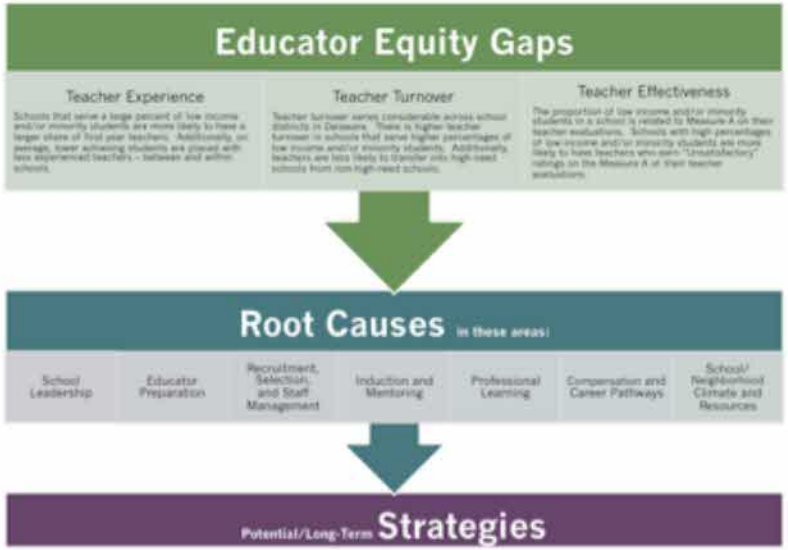
- In small groups, **choose one** of the root cause areas identified.
- In your group, brainstorm strategies to address these root causes. Think about:
  1. How should Delaware approach this area?
  2. What should Delaware continue to support in this area? Stop doing in this area? New and innovative ideas should Delaware attempt in this area?

Page 1

Delaware – Excellent Educators for All Initiative

Strategy Brainstorming Session

Directions: In small groups, you will be brainstorming strategies for a specific root cause area. With your group, select one root cause area (below) and **circle it on this chart**. Reference the handout outlining the specific root causes and current initiatives related to that root cause area. Then, on the back of this paper, evaluate the current strategies and brainstorm new ones to address the root causes of the equity gaps in this area related to teacher experience, teacher turnover, and teacher effectiveness.



Additional Considerations: Strategies for eliminating equity gaps should be:

- Directly tied to the root causes
- Evidence-based
- Targeted to the students with least access to excellent educators
- Fluid over time as new data become available
- Articulated in a timeline that includes beginning and completion dates, responsible persons, and resources needed

Page 2

Root Cause Area Selected: _____

What should Delaware...	
...continue to support in this area?	*...stop doing in this area?*

Page 3

What should Delaware attempt that is a new/innovative idea in this area?

Strategy Brainstorming

- In small groups, **choose one** of the root cause areas identified
- In your group, brainstorm strategies to address these root causes. Think about:
  1. How should Delaware approach this issue?
  2. What should Delaware continue to support in this area? Stop doing in this area? New and innovative ideas should Delaware attempt in this area?
- Be prepared to present your new ideas (3-5 minutes per group)

NEXT STEPS AND CLOSING

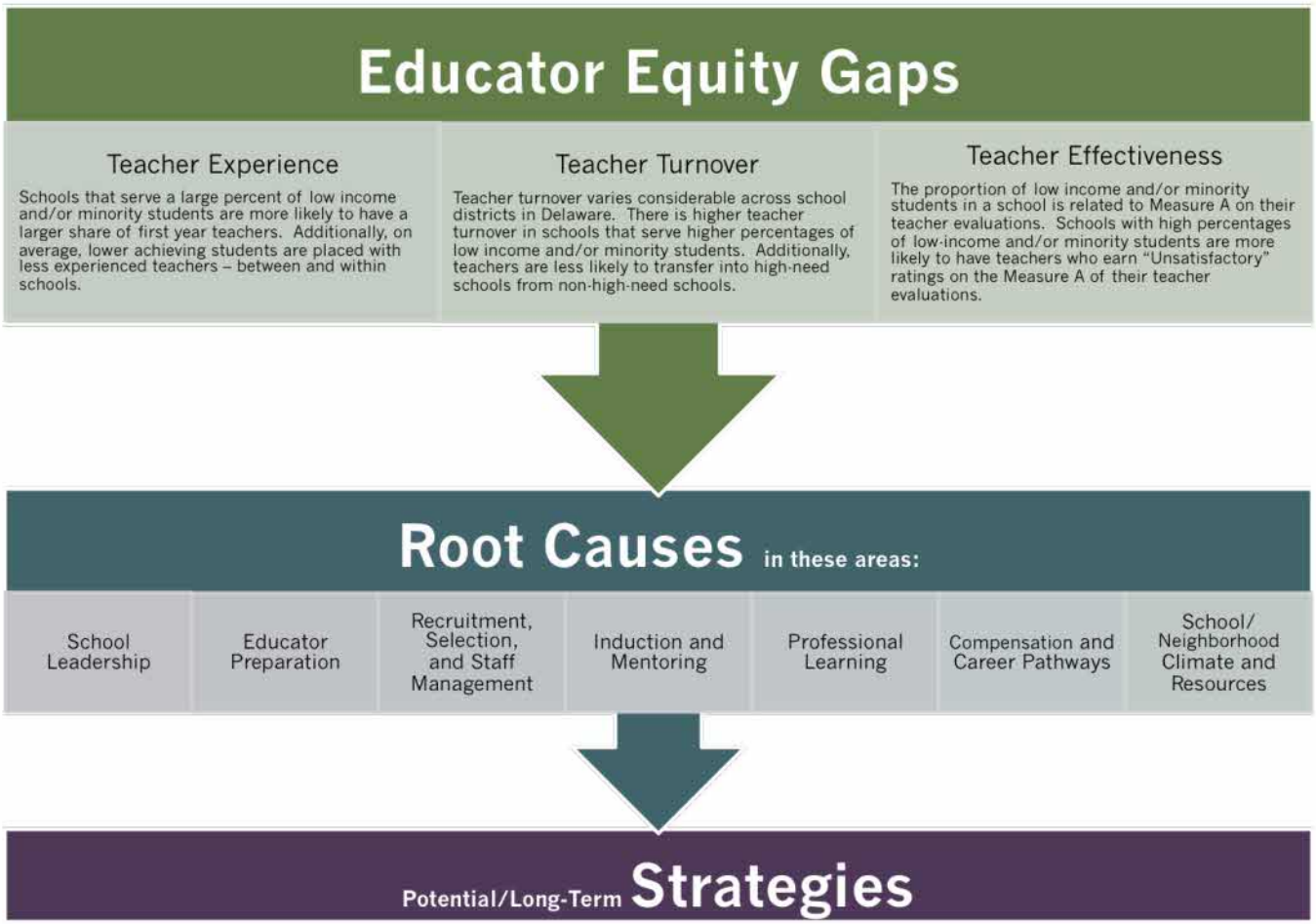
Delaware
Department of Education

Questions, Thoughts, Concerns?

Delaware – Excellent Educators for All Initiative

Strategy Brainstorming Session

Directions: In small groups, you will be brainstorming strategies for a specific root cause area. With your group, select one root cause area (below) and **circle it on this chart**. Reference the handout outlining the specific root causes and current initiatives related to that root cause area. Then, on the back of this paper, evaluate the current strategies and brainstorm new ones to address the root causes of the equity gaps in this area related to teacher experience, teacher turnover, and teacher effectiveness.



Additional Considerations: Strategies for eliminating equity gaps should be:

- Directly tied to the root causes
- Evidence-based
- Targeted to the students with least access to excellent educators
- Fluid over time as new data become available
- Articulated in a timeline that includes beginning and completion dates, responsible persons, and resources needed

Root Cause Area Selected: _____

What should Delaware…

…continue to support in this area?	*…stop doing in this area?*

What should Delaware attempt that is a new/innovative idea in this area?

Root Causes Related to:
School Leadership

School Leadership Root Causes
Poor leadership skills create negative school culture and lack of buy-in/ empowerment among staff*
Principal turnover creates instability and a negative school culture
Lack of thoughtful **placement and class-planning**
Ineffective resource allocation by school leader
School leader **does not have autonomy** to make decisions that would positively impact school
School leader does not plan school day to **maximize time on task** for students

**Note – this root cause named in all focus group sessions*

Current DDOE Initiatives Related to:
School Leadership

Current Initiatives Related to School Leadership

Community of Practice for Principal Supervisors
Facilitated sessions for principal supervisors around key areas of leadership, evaluation, and policy

Development Coaches
Coaches for schools/leaders that provide deep support on the DPAS-II process, with a focus on goal-setting and the observation and feedback cycle.

Delaware Leadership Project
Talent pipeline for recruiting and training aspiring principals for high needs schools

Relay National Principals Academy Fellowship (NPAF)
A one-year fellowship for high-performing/high-potential sitting principals to become instructional and cultural leaders

Executive Leadership Academy
Training for aspiring district leaders

Regulations 1595
Opportunity for new leadership preparation programs

Root Causes Related to:
Educator Preparation

Educator Preparation Root Causes
Preparation programs **do not prepare educators (teachers and principals) with the skills** necessary to be effective in high-needs schools*
Internships and student teaching opportunities do not give candidates or schools enough exposure to assess whether there is a mutual fit in a high-needs environment
Lack of collaboration between districts and IHEs
There is **not equitable access to IHEs** throughout the state

**Note – this root cause named in all focus group sessions*

Current DDOE Initiatives Related to:
Educator Preparation

Current Initiatives Related to Educator Preparation

Senate Bill 51
Charted a course for the future of teacher prep: higher entrance requirements, stronger exit requirements, longer residencies, greater accountability

Teacher Preparation Grants
Allocated to the University of Delaware, Delaware State University, and Wilmington University during Race to the Top (e.g. Wilmington University created three lab schools); part of the state budget request

Teach for America
Talent pipeline for recruiting and placing teachers in high needs schools

SAHE Grants
The SAHE works in conjunction with the states to make competitive subgrants to partnerships of IHEs, high-need LEAs, and other entities (for competitive grants) through specific activities that focus on professional development for teachers, highly qualified paraprofessionals, and, if appropriate, principals

UD ARTC
Supports Delaware public and charter schools in certain secondary subject areas and K-12 Music and Art where there is a shortage of certified teachers

Root Causes Related to:
Recruitment, Selection, & Staff Management

Recruitment, Selection, & Staff Management Root Causes
Too few candidates with the right mindset, "grit", and cultural competency to be effective*
No strategic recruitment or placement of teachers best suited to be effective in high-needs schools
Late hiring timelines put Delaware at a disadvantage and do not allow for strategic placement
Negative perceptions of teaching do not attract the best & brightest to the profession
Contractual hiring arrangements hinder the ability to place and keep effective educators in high-needs environments
Difficult to remove ineffective educators from the classroom

**Note – this root cause named in all focus group sessions*

Current DDOE Initiatives Related to: Recruitment, Selection, & Staff Management

Current Initiatives Related to Recruitment, Selection, & Staff Management
Teach for America Talent pipeline for recruiting and placing teachers in high needs schools
Join Delaware Schools Centralized application website for all educator jobs across the state, with increasing data reporting and tools (first online system for some rural districts)
Delaware Talent Cooperative Attracting and retaining high performing teachers in high needs schools through compensation and professional development

Root Causes Related to:
Induction and Mentoring

Induction and Mentoring Root Causes

Inadequate mentoring program and **lack of strategic pairing of mentors to mentees** to make a new educator feel supported and be effective in a high-needs environment

Current DDOE Initiatives Related to:
Induction and Mentoring

Current Initiatives Related to Induction and Mentoring
Regulation 1503 Sets statewide requirements for mentoring
Comprehensive Induction Grants Grants for LEAs to develop their own unique mentoring and induction programs

Root Causes Related to:
Professional Learning

Professional Learning Root Causes
Professional development is not aligned or differentiated to skills needed in a high-needs environment*
No on-going support for teachers outside of their early years in the profession

**Note – this root cause named in all focus group sessions*

Current DDOE Initiatives Related to:
Professional Learning

Current Initiatives Related to Professional Learning
LearnZillion's Delaware Dream Team Teachers participate in an intensive professional learning experience focused on the Common Core State Standards
Delaware Teachers Institute Intensive, creative professional development for teachers to create instructional units based on content learned at university seminars
Common Ground for the Common Core Project designed to support educators implementing the Common Core standards by providing intense support to a team of teachers that can take that knowledge and work with educators in their building

Root Causes Related to:
Compensation & Career Pathways

Compensation & Career Pathways Root Causes
Lack of monetary incentives to go or stay in a more challenging, high-needs environment where it is perceived to be more stressful*
Many educators go to **neighboring states with higher pay**
Federal loan repayment programs contribute to turnover by attracting early career educators who will leave the school or profession as soon as their loans are repaid
Lack of career pathway opportunities for high performing educators who want to stay in the classroom

**Note – this root cause named in most focus group sessions*

Current DDOE Initiatives Related to:
Compensation & Career Pathways

Current Initiatives Related to Compensation & Career Pathways
Delaware Talent Cooperative Attracting and retaining high performing teachers in high needs schools through compensation and professional development
Teacher Leader roles being created at the school and district level
Committee to Advance Educator Compensation and Careers (CAECC) A Committee charged with developing an alternative compensation structure and career pathway for educators in Delaware's public schools
Lead Mentors Lead mentors are experienced educators working with novice teachers (years 1-3) as part of the state's mentoring and induction programming. To be selected, lead mentors must earn effective evaluation ratings and complete a two-day summer training seminar each year.

Root Causes Related to:

School/Neighborhood Climate & Resources

School/Neighborhood Climate and Resources Root Causes
Lack of parental support in high-needs schools
Negative perceptions of safety dissuade educators from wanting to teach in the neighborhood
Negative school culture (high stress with a lack of collaboration) *Note – all focus groups noted this as a sub-cause of school leadership issues*
Educators live outside of the area where high-needs schools are located
Student turnover increases instability and contributes to "burn-out"
Inadequate funding for wrap-around services and resources needed to meet the holistic needs of students*
Many high-needs schools **are located in dilapidated buildings, lack state-of-the-art technology**, and do have access to the same opportunities non-high-needs-school do

**Note – this root cause named in all focus group sessions*

Current DDOE Initiatives Related to:
School/Neighborhood Climate & Resources

Current Initiatives Related to School/Neighborhood Climate and Resources
TELL Delaware Survey Survey of teachers on teaching conditions
Pursuit of Flexible Funding Gov. Jack Markell has proposed in his budget for next year a pilot program that would let up to five school districts receive 10 percent of their total unit value in cash. The districts would still need to meet all the requirements for things like appropriate services for special needs, and the right number of school nurses. But they would not be bound by the stricter unit count rules.

E. Stakeholder Engagement Stage 3 Deck and Materials

Ensuring Equitable Access to Excellent Educators

Ad Hoc Working Group Review & Discussion

May 8, 2015

Delaware
Department of Education

The Educator Effectiveness Continuum:
Five Major Areas of Focus

1. Before the Classroom: <u>Talent Cultivation</u>
Preparing teachers and leaders in well-designed programs and supporting them during their crucial early years in the classroom

2. In the Classroom: <u>Talent Development and Management</u>
Implementing and refining a sophisticated way to measure educator performance, and building compensation structures and career pathways to keep more educators in Delaware

At Every Point: Statewide Supports

3. <u>LEA & Partner Capacity-Building</u>: Providing responsive technical assistance and capturing exemplary practices for our LEAs to as they build their own high-performing teams.

4. <u>Data Analytics</u>: Analyzing data from within and across LEAs and disseminating information to underscore the importance of educator effectiveness practices.

5. <u>Innovation</u>: Creating initiatives and campaigns across the continuum that highlight the importance of raising esteem and the bar for the profession.

Working Group Goals (5/8)

- The goals for today's discussion are:
  - Name the basic requirements for Delaware's Equity Plan ("Excellent Educators for All")
  - Review Delaware's "equity gaps", considering experience, turnover, and performance
  - Discuss stakeholder-developed potential root causes of Delaware's "equity gaps"
  - Review the current potential set of strategies to address the identified root causes
  - Establish an Equitable Access Working Group over the next 3-6 months for deeper review
  - Collaborate across stakeholder groups as we seek to build consensus on the work ahead

Equity Plan: Section Summary

- **Section 1:** Introduction
- **Section 2:** Educator Equity Gaps
- **Section 3:** Stakeholder Engagement Approach and Root Cause Analysis
- **Section 4:** Potential Strategies and Solutions
- **Section 5:** Ongoing Progress Monitoring, Public Reporting, Communications, and Support for Implementation at the SEA/LEA levels
- **Section 6:** Closing

EXCELLENT EDUCATORS FOR ALL – PLAN REQUIREMENTS

Delaware
Department of Education

"Excellent Educators for All" - Overview

- Educator effectiveness is the single most important school factor affecting student achievement.
- Several recent studies demonstrate that equity gaps continue to endure for students from low-income and minority backgrounds:
  - According to virtually every educator effectiveness metric
  - At the classroom, school, and district level

"Excellent Educators for All" Initiative

- 2001–Today: No Child Left Behind Act Equity Requirements:
  - "Highly Qualified Teacher" Requirements
  - Previous federal requirement for an "Equity Plan"
- 2014–15: Excellent Educators for All Initiative:
  - State Plans to Ensure Equitable Access to Excellent Educators due to the U.S. Department of Education June 1, 2015
  - Equitable Access Data Profiles provided
  - Equitable Access Support Network created

"Excellent Educators for All" Requirements

- The six requirements in the federal FAQ guidance include:
  - Provide documentation of the steps the SEA took to consult with stakeholders
  - Identify equity gaps
  - Explain the likely cause(s) of the identified equity gaps
  - Set forth the SEA's steps to eliminate identified equity gaps
  - Describe the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps
  - Describe how the SEA will publicly report on its progress in eliminating the identified gaps, including timelines for this reporting

Educator Equity Gaps

for students from low-income families and minority students

Teacher Experience	Teacher Turnover	Teacher Effectiveness

Root Causes

Potential/Long Term Strategies

Reflection Questions (10 Min.)

- Why has USED asked all 50 states to embark upon this process in their states and local communities?
- What questions do we still have about USED's plan requirements?
- What additional information should DDOE obtain from USED over the next several months? From other organizations?

Stakeholder Engagement

Protocols & Other Meetings

(To-Date, 5/7)

Completed	
1/22	District Administrators (Chiefs Mtg.)
2/9	Principals (D-PAG)
2/18	Teachers/Specialists
2/20	Non-Profit Partners/IHEs
3/11	Charter Leaders
3/18	District Data Analysts (DAWG)
3/26	District Administrators (Chiefs Mtg.)
3/28	Teachers/Specialists
3/31	DSEA/DASA
4/1	DDOE Director's Council
4/1	Licensure and Certification Committee (PSB)
4/7	Delaware Workforce Development Bd.
4/10	Wilmington Education "Think Tank" (Civic Leaders)

Completed (continued)	
4/13	P-20 Council
4/14	Non-Profit Partners/IHEs
4/14	Teaching & Learning Cadre
4/16	Congressional Delegation (call)
4/22	District HR Directors (Quarterly)
4/28	Educators (Group Formed with Support from DSEA)
4/29	State PTA Director (informational call)
5/1	Wilmington Education Think Tank
5/2	Parent Advocacy Council for Education
5/7	Professional Standards Board (informational)

Scheduled Upcoming	
5/8	Draft Plan Review
5/21	State Board of Education

Reflection Questions (10 Min.)

- What additional groups of community members/stakeholders should DDOE engage over the next six months?
- Which perspective(s) should DDOE spend more time gathering (from those already engaged)?
- How should DDOE approach districts/ charters this summer to engage in planning, support, and communications?

Equity Gaps

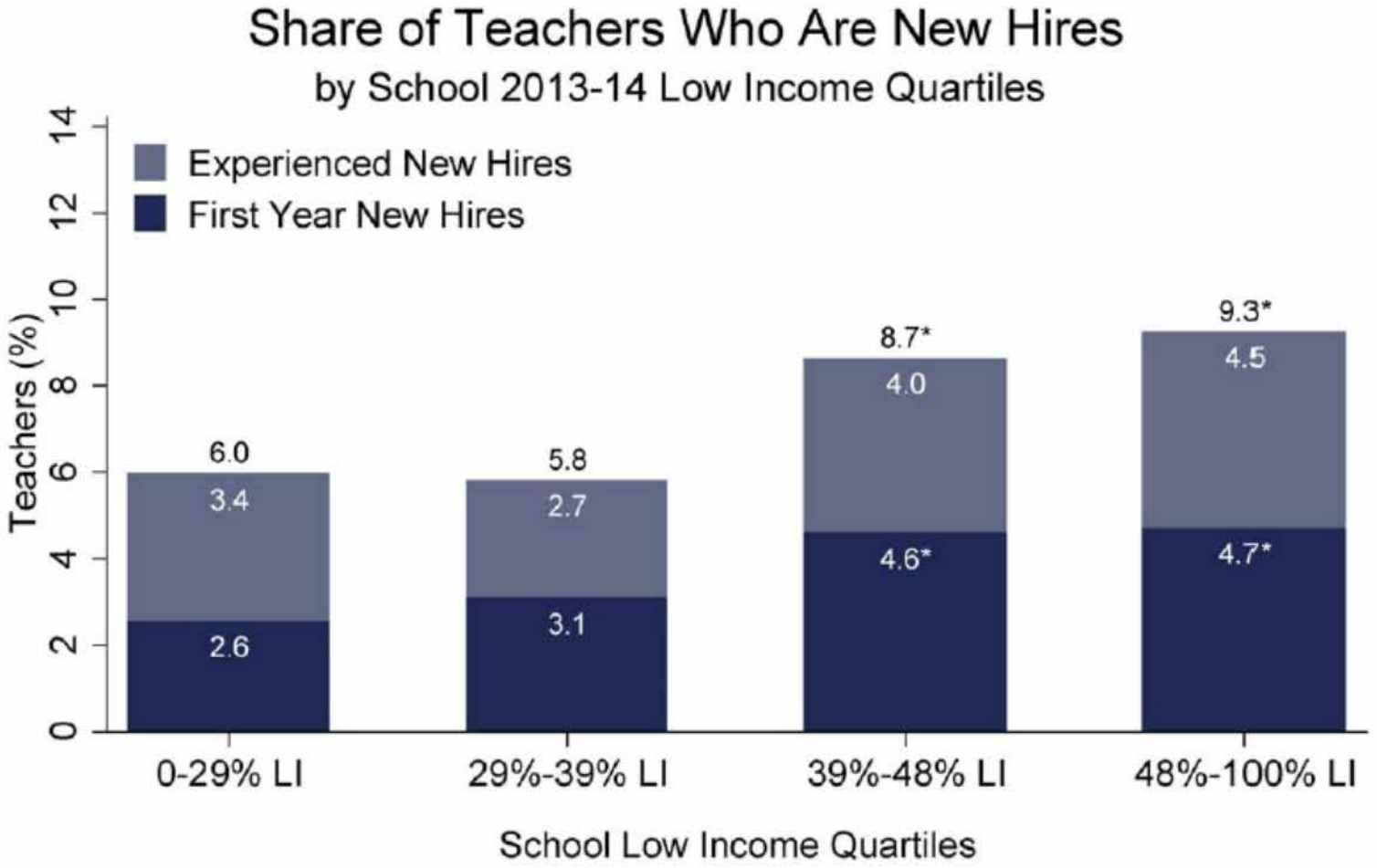
- Statutory/Regulatory Terms
  - Inexperienced
  - Unqualified → Using HQT
  - Out-of-Field → Using HQT
- Additional Equity Gaps
  - Turnover
  - Effectiveness
  - Others…

STRATEGIC DATA PROJECT

Considering Educator Equity Metrics

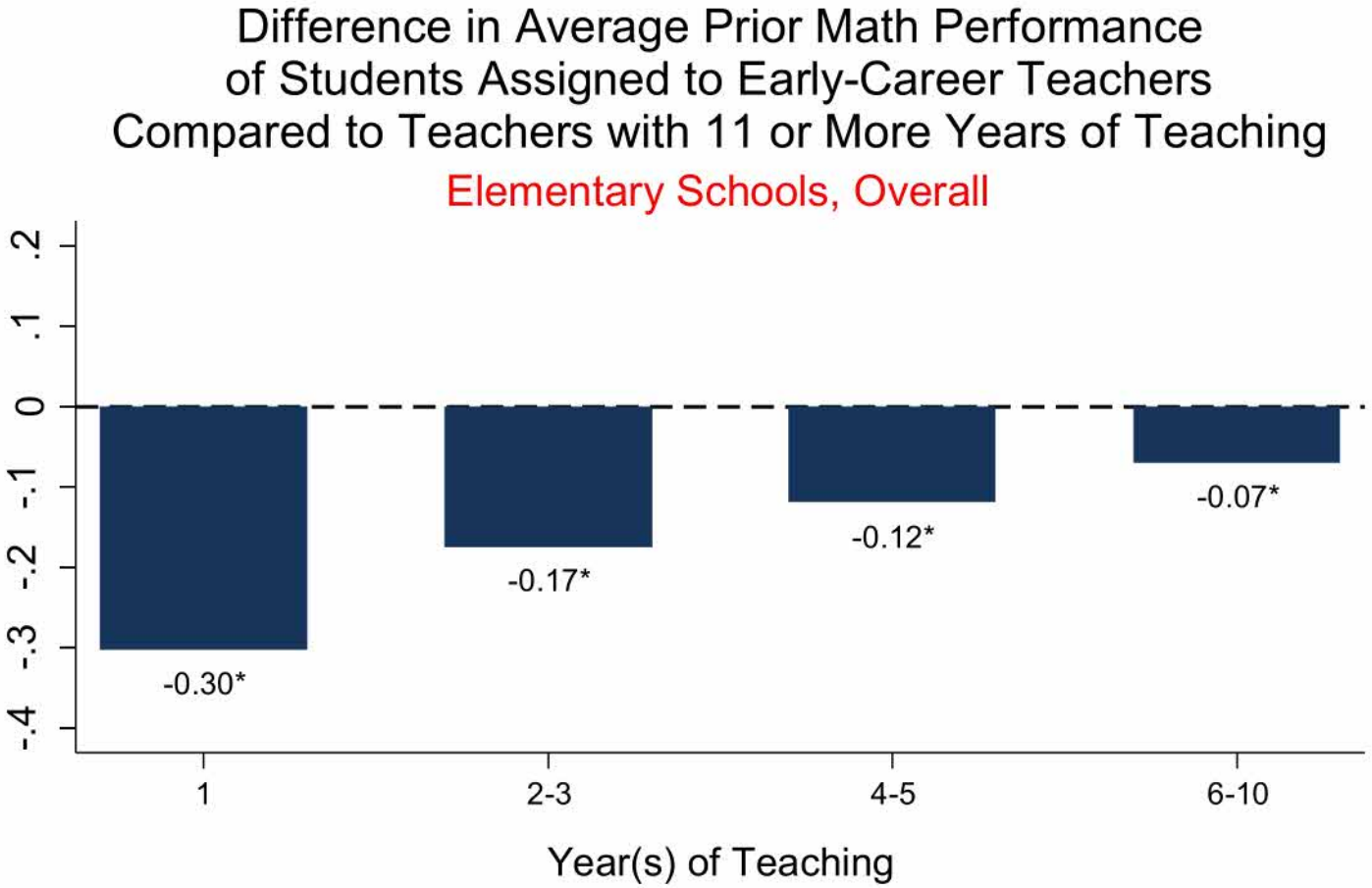
Teacher Experience Gaps

Schools that serve a large percent of low income students are more likely to have a larger share of first year teachers



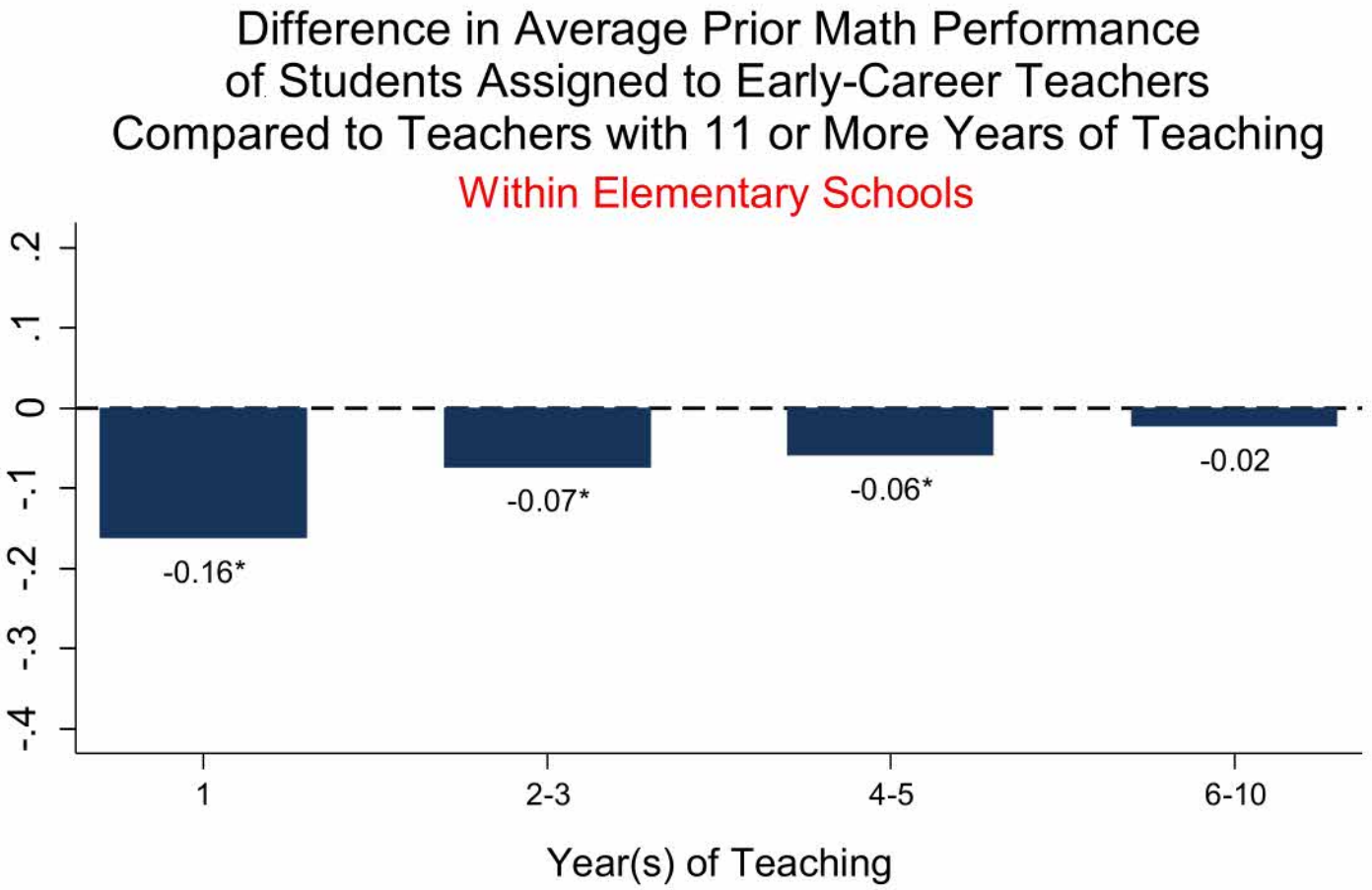
*Significantly different from the bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes 7,599 teachers with teacher job codes in comprehensive, vocational, and magnet schools.
Data are from the 2013-14 school year. All data are from Delaware Department of Education records.

On average, lower achieving students are placed with less experienced teachers



*Significantly different from zero, at the 95 percent confidence level.
Notes: Sample includes comprehensive and magnet school teachers with teacher job codes and their students in grades 4 and 5 with prior year test scores in the 2006-07 through 2011-12 school years, with 3,576 teacher years, 76,169 student years, 1,162 unique teachers, and 50,712 unique students. Test scores are normalized to have an average of zero and a standard deviation of one, and are shown in standard deviation units. All data are from Delaware Department of Education records.

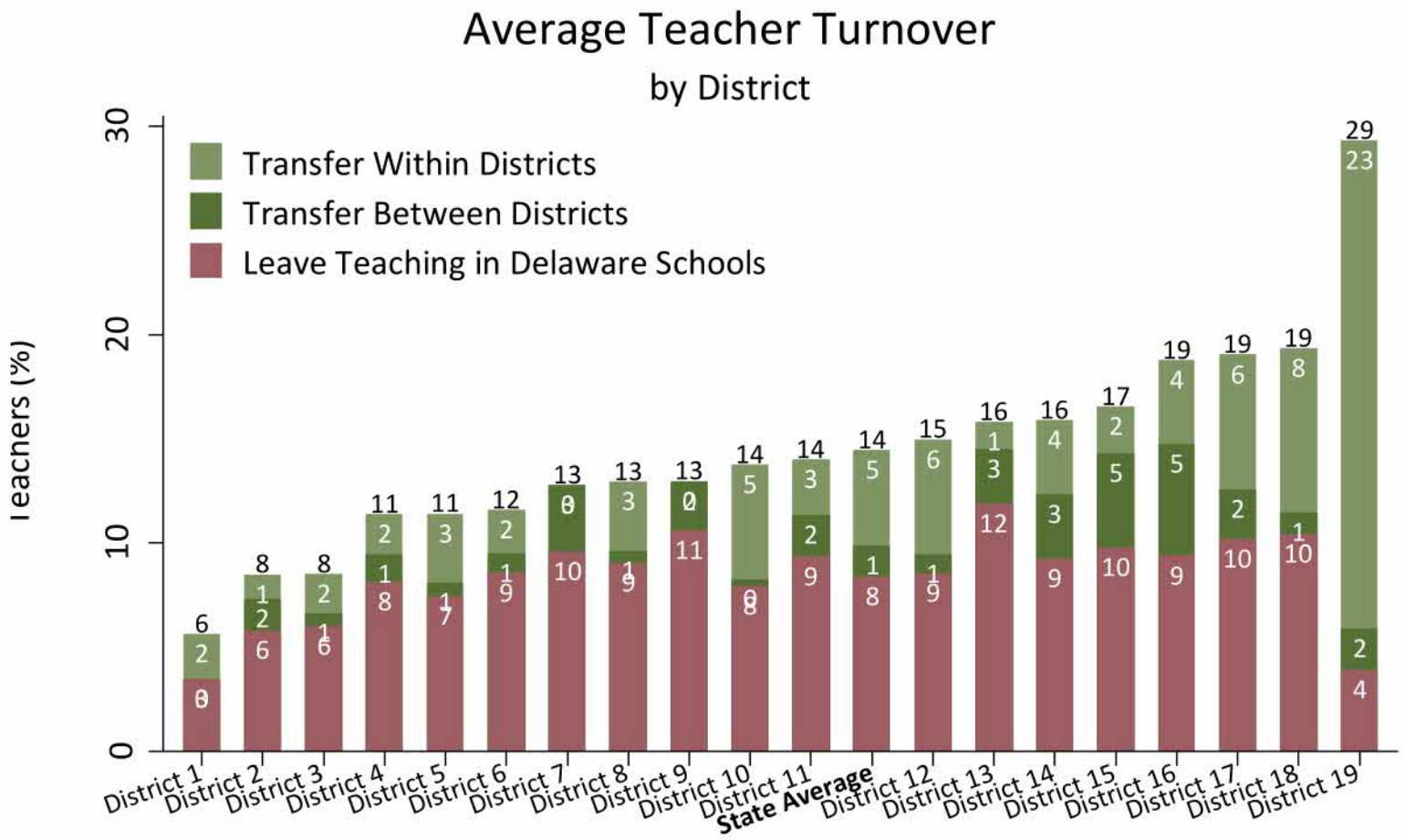
Equity gaps by experience also exist when we look only within schools



*Significantly different from zero, at the 95 percent confidence level.
Notes: Sample includes comprehensive and magnet school teachers with teacher job codes and their students in grades 4 and 5 with prior year test scores in the 2006-07 through 2011-12 school years, with 3,576 teacher years, 76,169 student years, 1,162 unique teachers, and 50,712 unique students. Test scores are normalized to have an average of zero and a standard deviation of one, and are shown in standard deviation units. All data are from Delaware Department of Education records.

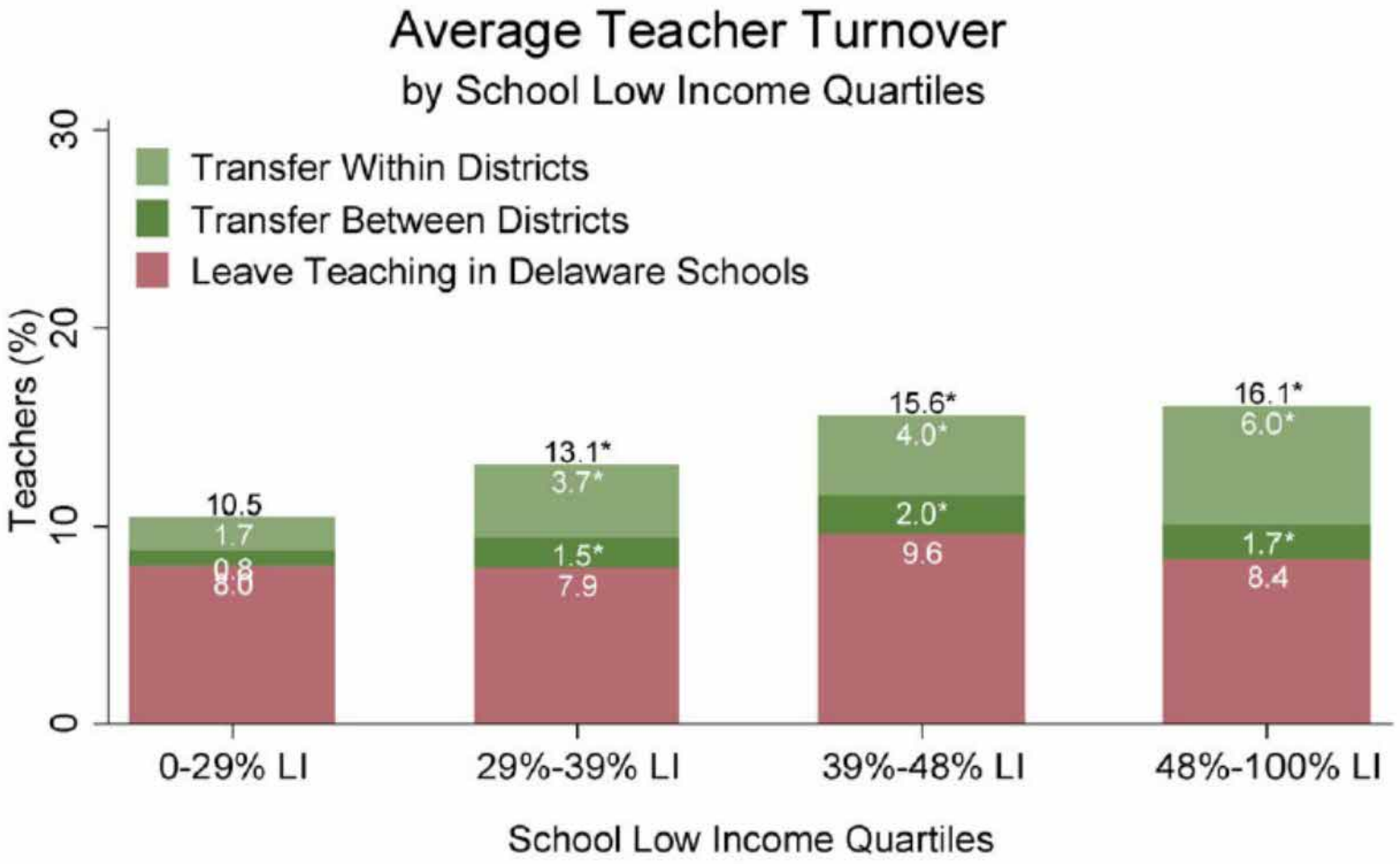
Teacher Turnover Gaps

Teacher turnover varies considerably across school districts in Delaware



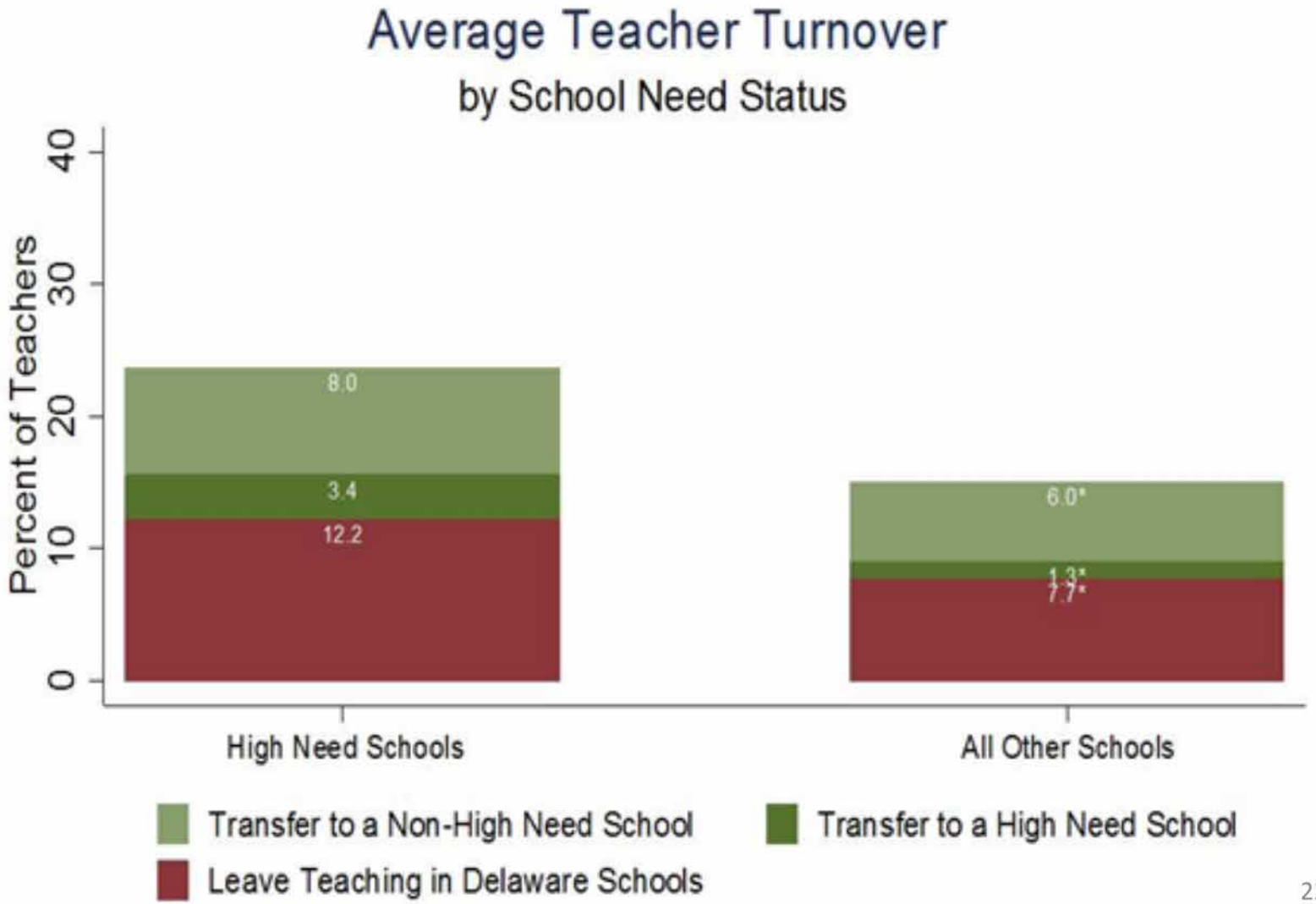
Notes: Sample includes 7,682 teachers with teacher job codes in comprehensive, vocational, and magnet schools.
Data are from the 2012-13 school year. Retention analysis is based on one-year retention rates.
All data are from Delaware Department of Education records.

There is higher teacher turnover in schools that serve higher percentages of low income students



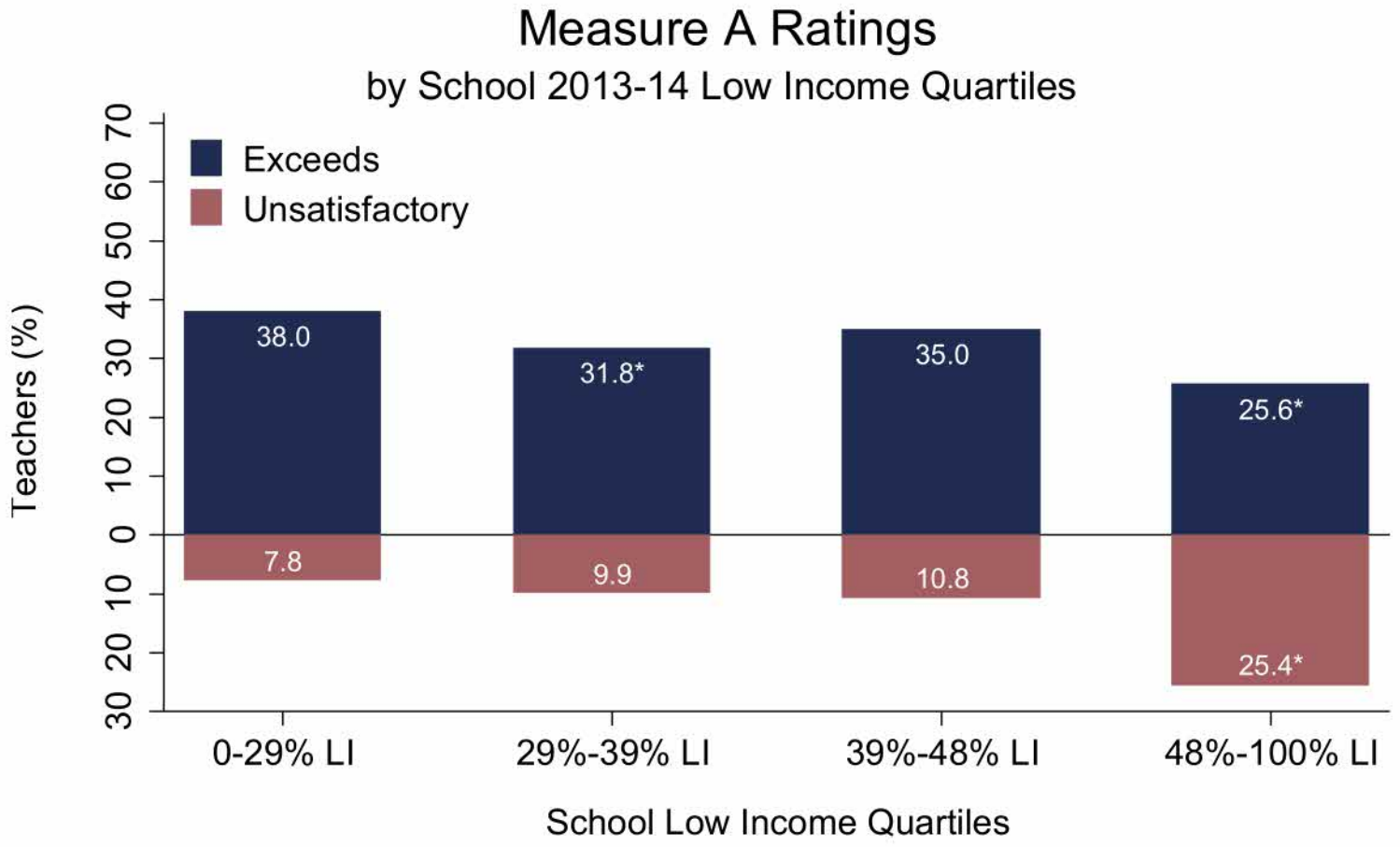
*Significantly different from the bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes 7,527 teachers with teacher job codes in comprehensive, vocational, and magnet schools.
Data are from the 2012-13 school year. Retention analysis is based on one-year retention rates.
All data are from Delaware Department of Education records.

Teachers are less likely to transfer into high-need schools from non-high-need schools



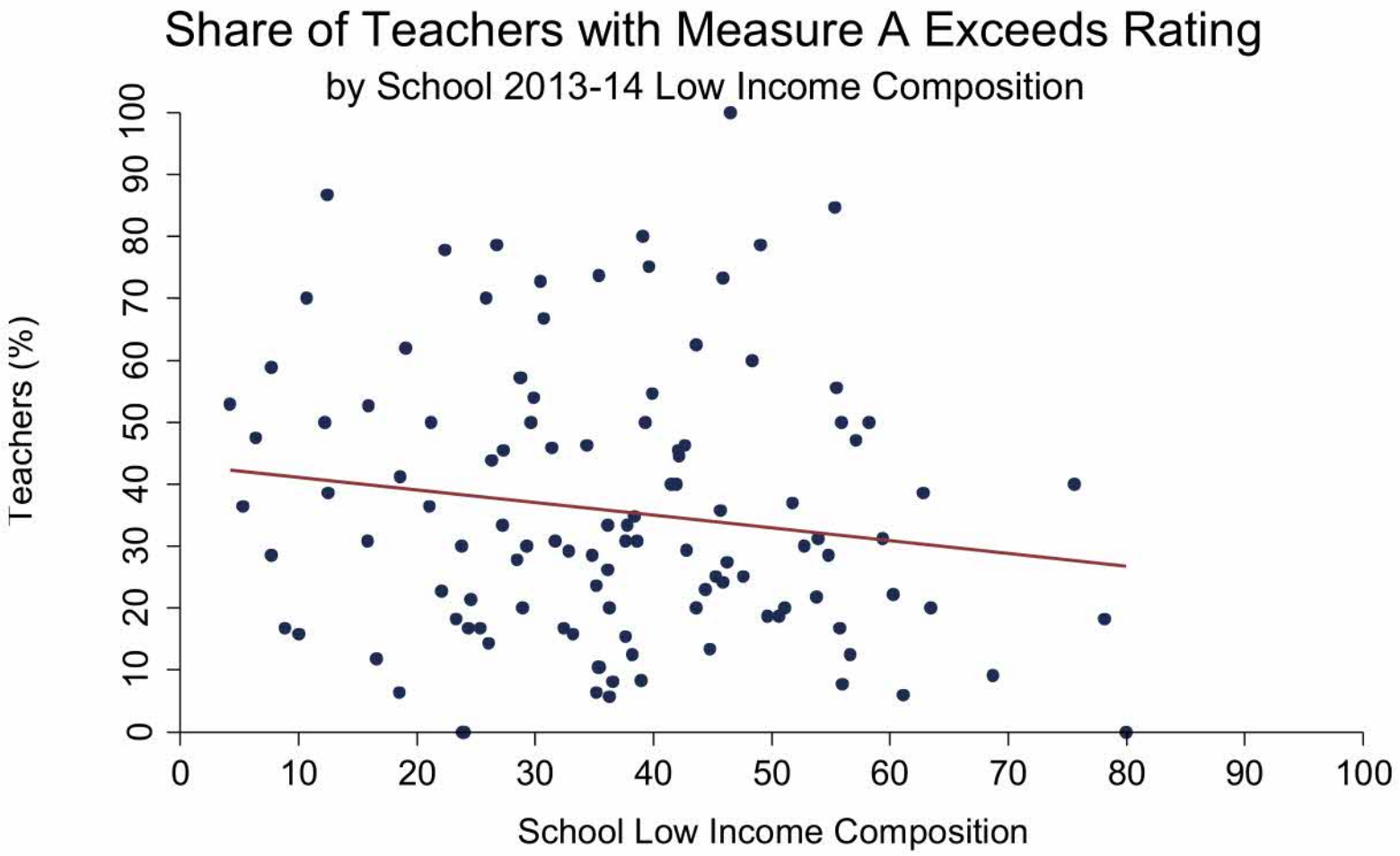
Teacher Effectiveness Gaps

Schools with high percentages of low-income students are more likely to have teachers who earn "Unsatisfactory" ratings on Measure A of their teacher evaluations



*Significantly different from the bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes 2,476 teachers with teacher job codes and Measure A ratings in comprehensive, vocational, charter, and magnet schools.
Data are from the 2013-14 school year. All data are from Delaware Department of Education records.

The proportion of low income students in a school is related to the proportion of teachers earning "Exceeds" on Measure A



Correlation = -.15
Notes: Sample includes 2080 teachers with teacher job codes and 2013-14 Measure A ratings in comprehensive, vocational, charter, and magnet schools with at least 10 such teachers. All data are from Delaware Department of Education records.

Reflection Questions (15 Min.)

- What are the strengths of Delaware's current approach to equity gap data?
- What questions do you still have about the data/gaps that DDOE has uncovered?
- What additional data (or deeper analysis) should be conducted over the next three-six months to further illuminate the challenge? *(focusing on educator equity)*

ROOT CAUSE ANALYSIS PROTOCOLS SUMMARY

Delaware
Department of Education

Educator Equity Gaps

for students from low-income families and students of color

Teacher Experience	Teacher Turnover	Teacher Effectiveness

Root Causes

Strategies

Identified Root Cause Thematic Areas

- School Leadership
- Educator Preparation
- Recruitment, Selection, and Staff Management
- Induction and Mentoring
- Professional Learning
- Compensation and Career Pathways
- School/Neighborhood Climate and Resources

Most Common Root Causes That Emerged
(named in most sessions)

- **Poor school leadership skills** create negative school culture and lack of buy-in/ empowerment among staff *(School Leadership)*
- **Preparation programs do not prepare educators (teachers and principals) with the skills** necessary to be effective in high-needs schools *(Educator Preparation)*
- **Inadequate funding for wrap-around services** and resources needed to meet the holistic needs of students *(School/Neighborhood Climate and Resources)*
- **Professional development is not aligned or differentiated** to skills needed in a high-needs school *(Professional Learning)*
- There are **too few candidates with the right mindset, "grit", and cultural competency** to be effective *(Recruitment, Hiring, and Staff Management)*
- **Lack of monetary incentives** to go or stay in a more challenging, high-needs environment where it is perceived to be more stressful *(Compensation and Career Pathways)*

Educator Equity Gaps

for students from low-income families and students of color

Teacher Experience	Teacher Turnover	Teacher Effectiveness

Root Causes*

*Most Common Root Causes That Emerged

Poor school leadership creating negative culture	Inadequate educator preparation	Lack of funding for wrap-around services	Professional development not aligned	Too few candidates with right mindset and cultural competency	Lack of monetary incentives

Potential/Long Term Strategies

Root Causes Related to:
School Leadership

School Leadership Root Causes
Poor leadership skills create negative school culture and lack of buy-in/ empowerment among staff*
Principal turnover creates instability and a negative school culture
Lack of thoughtful **placement and class-planning**
Ineffective resource allocation by school leader
School leader **does not have autonomy** to make decisions that would positively impact school
School leader does not plan school day to **maximize time on task** for students

**Note – this root cause named in most focus group sessions*

Root Causes Related to:
Educator Preparation

Educator Preparation Root Causes
Preparation programs **do not prepare educators (teachers and principals) with the skills** necessary to be effective in high-needs schools*
Internships and student teaching opportunities do not give candidates or schools enough exposure to assess whether there is a mutual fit in a high-needs environment
Lack of collaboration between districts and IHEs
There is **not equitable access to IHEs** throughout the state

**Note – this root cause named in most focus group sessions*

Root Causes Related to:
Recruitment, Selection, & Staff Management

Recruitment, Selection, & Staff Management Root Causes
Too few candidates with the right mindset, "grit", and cultural competency to be effective*
No strategic recruitment or placement of teachers best suited to be effective in high-needs schools
Late hiring timelines put Delaware at a disadvantage and do not allow for strategic placement
Negative perceptions of teaching do not attract "the best & brightest" to the profession
Contractual hiring arrangements hinder the ability to place and keep effective educators in high-needs environments
Difficult to remove ineffective educators from the classroom

**Note – this root cause named in most focus group sessions*

Root Causes Related to:
Induction and Mentoring

Induction and Mentoring Root Causes

Inadequate mentoring program and **lack of strategic pairing of mentors to mentees** to make a new educator feel supported and be effective in a high-needs environment

Root Causes Related to:
Professional Learning

Professional Learning Root Causes
Professional development is not aligned or differentiated to skills needed in a high-needs environment*
No on-going support for teachers outside of their early years in the profession

**Note – this root cause named in most focus group sessions*

Root Causes Related to:

School/Neighborhood Climate & Resources

School/Neighborhood Climate and Resources Root Causes
Lack of parental support in high-needs schools
Negative perceptions of safety dissuade educators from wanting to teach in the neighborhood
Negative school culture (high stress with a lack of collaboration) *Note – all focus groups noted this as a sub-cause of school leadership issues*
Educators live outside of the area where high-needs schools are located
Student turnover increases instability and contributes to "burn-out"
Inadequate funding for wrap-around services and resources needed to meet the holistic needs of students*
Many high-needs schools **are located in dilapidated buildings, lack state-of-the-art technology**, and do have access to the same opportunities non-high-needs-school do

**Note – this root cause named in most focus group sessions*

Root Causes Related to:
Compensation & Career Pathways

Compensation & Career Pathways Root Causes
Lack of monetary incentives to go or stay in a more challenging, high-needs environment where it is perceived to be more stressful*
Many educators go to **neighboring states with higher pay**
Federal loan repayment programs contribute to turnover by attracting early career educators who will leave the school or profession as soon as their loans are repaid
Lack of career pathway opportunities for high performing educators who want to stay in the classroom

**Note – this root cause named in most focus group sessions*

Reflection Questions (10 Min.)

- What did our various stakeholder groups miss/overlook in their conversations?
- What additional root causes does this working group believe need to be included?
- What additional work should the TLEU do to learn more about connections between equity gaps and root causes?

POTENTIAL/LONG-TERM STRATEGIES AND SOLUTIONS FOR ELIMINATING EDUCATOR EQUITY GAPS

Delaware Department of Education

Strategies for Eliminating Equity Gaps

- Strategies for eliminating equity gaps should be:
  - Directly tied to the root causes
  - Evidence-based
  - Targeted to the students with least access to excellent educators
  - Fluid over time as new data become available
  - Articulated in a timeline that includes beginning and completion dates, responsible persons, and resources needed

Current DDOE Initiatives Related to:
School Leadership

Current Initiatives Related to School Leadership

Community of Practice for Principal Supervisors
Facilitated sessions for principal supervisors around key areas of leadership, evaluation, and policy

Development Coaches
Coaches for schools/leaders that provide deep support on the DPAS-II process, with a focus on goal-setting and the observation and feedback cycle.

Delaware Leadership Project
Talent pipeline for recruiting and training aspiring principals for high needs schools

Relay National Principals Academy Fellowship (NPAF)
A one-year fellowship for high-performing/high-potential sitting principals to become instructional and cultural leaders

Executive Leadership Academy
Training for aspiring district leaders

Regulations 1595
Opportunity for new leadership preparation programs

Current DDOE Initiatives Related to:
Educator Preparation

Current Initiatives Related to Educator Preparation

Senate Bill 51
Charted a course for the future of teacher prep: higher entrance requirements, stronger exit requirements, longer residencies, greater accountability

Teacher Preparation Grants
Allocated to the University of Delaware, Delaware State University, and Wilmington University during Race to the Top (e.g. Wilmington University created three lab schools); part of the state budget request

Teach for America
Talent pipeline for recruiting and placing teachers in high needs schools

SAHE Grants
The SAHE works in conjunction with the states to make competitive subgrants to partnerships of IHEs, high-need LEAs, and other entities (for competitive grants) through specific activities that focus on professional development for teachers, highly qualified paraprofessionals, and, if appropriate, principals

UD ARTC – Delaware Transitions to Teaching Program (DT3P)
Designed for individuals with a background in Math, Science, English, or Technology and Engineering, who wish to become a full-time teacher for a high-need, grade 6-12, Delaware public school

Current DDOE Initiatives Related to: Recruitment, Selection, & Staff Management

Current Initiatives Related to Recruitment, Selection, & Staff Management
Teach for America--Delaware Talent pipeline for recruiting and placing teachers in high needs schools
Join Delaware Schools Centralized application website for all educator jobs across the state, with increasing data reporting and tools (first online system for some rural districts)
Delaware Talent Cooperative Attracting and retaining high performing teachers in high needs schools through compensation and professional development
Exit Surveys DDOE has been exploring how to conduct statewide exit surveys for several years
Bring greater integrity to the state's educator evaluation system(s) Multiple stakeholders groups have noted that this is the fulcrum of many of these efforts.

Current DDOE Initiatives Related to:
Induction and Mentoring

Current Initiatives Related to Induction and Mentoring
Regulation 1503 Sets statewide requirements for mentoring
Comprehensive Induction Grants Grants for LEAs to develop their own unique mentoring and induction programs

Current DDOE Initiatives Related to:
Professional Learning

Current Initiatives Related to Professional Learning
LearnZillion's Delaware Dream Team Teachers participate in an intensive professional learning experience focused on the Common Core State Standards
Delaware Teachers Institute Intensive, creative professional development for teachers to create instructional units based on content learned at university seminars
Common Ground for the Common Core Project designed to support educators implementing the Common Core standards by providing intense support to a team of teachers that can take that knowledge and work with educators in their building
PLC Support Coaches Under RTTT, PLC Support Coaches facilitated weekly discussions focused on data-driven instruction in every Delaware school

Current DDOE Initiatives Related to:
Compensation & Career Pathways

Current Initiatives Related to Compensation & Career Pathways
Delaware Talent Cooperative Attracting and retaining high performing teachers in high needs schools through compensation and professional development
Teacher Leader roles being created at the school and district level
Committee to Advance Educator Compensation and Careers (CAECC) A Committee charged with developing an alternative compensation structure and career pathway for educators in Delaware's public schools
Lead Mentors Lead mentors are experienced educators working with novice teachers (years 1-3) as part of the state's mentoring and induction programming. To be selected, lead mentors must earn effective evaluation ratings and complete a two-day summer training seminar each year.

Current DDOE Initiatives Related to:
School/Neighborhood Climate & Resources

Current Initiatives Related to School/Neighborhood Climate and Resources
TELL Delaware Survey Survey of teachers on teaching conditions
Pursuit of Flexible Funding Gov. Jack Markell has proposed in his budget for next year a pilot program that would let up to five school districts receive 10 percent of their total unit value in cash. The districts would still need to meet all the requirements for things like appropriate services for special needs, and the right number of school nurses. But they would not be bound by the stricter unit count rules.

Reflection Questions (15 Min.)

- How can the state's current approaches be refined to greater impact educator equity?
- What LEA approaches have worked? What have LEAs tried to address these challenges?
- What new potential strategies/solutions should the SEA/LEA be considering to address these equity gaps?

IMPLEMENTATION SUPPORT, ONGOING MONITORING AND PUBLIC REPORTING

Delaware
Department of Education

Implementation, Ongoing Monitoring and Public Reporting Approach

- **Ongoing stakeholder engagement** throughout the summer and fall of 2015
- **Data reporting**/public transparency inclusive of **the EEQ** *("Educator Equity Quotient")*
- Deep **partnerships with several LEAs** (deeper technical assistance, planning support, etc.)
- **Competitive grant funding** (the "Equity Fund" to be established and distributed annually *(if funds are available)*
- TLEU-led **performance management routines** to analyze progress on plan on a regular basis
- **Annual meetings** with the states superintendents and charter school leaders around DE's Educator Equity Plan
- **Ongoing technical assistance** through the consolidated grant application as LEAs with more profound challenges allocate resources and review their LEA-specific data

Reflection Questions (15 Min.)

- How should this work be communicated over the next six months?
- What should the state's role be in holding LEAs accountable for addressing educator equity gaps?
- What should the state's role be in supporting LEAs as they address these persistent equity gaps?
- What technical assistance is needed?

NEXT STEPS AND CLOSING

Delaware
Department of Education

Questions, Thoughts, Next Steps?

Delaware's Educator Equity Plan

Working Group Review – Reflection Questions

PLAN REQUIREMENTS

- Why has USED asked all 50 states to embark upon this process in their states and local communities?
- What questions do we still have about USED's plan requirements?
- What additional information should DDOE obtain from USED over the next several months? From other organizations?

STAKEHOLDER ENGAGEMENT

- What additional groups of community members/stakeholders should DDOE engage over the next six months?
- Which perspective(s) should DDOE spend more time gathering (from those already engaged)?
- How should DDOE approach districts/charters this summer to engage in planning, support, and communications?

EDUCATOR EQUITY GAPS - DATA

- What are the strengths of Delaware's current approach to equity gap data?
- What questions do you still have about the data/gaps that DDOE has uncovered?
- What additional data (or deeper analysis) should be conducted over the next three-six months to further illuminate the challenge? *(focusing on educator equity)*

ROOT CAUSE ANALYSIS

- What did our various stakeholder groups miss/overlook in their conversations?
- What additional root causes does this working group believe need to be included?
- What additional work should the TLEU do to learn more about connections between equity gaps and root causes?

POTENTIAL STRATEGIES AND SOLUTIONS

- How can the state's current approaches be refined to greater impact educator equity?
- What LEA approaches have worked? What have LEAs tried to address these challenges?
- What new potential strategies/solutions should the SEA/LEA be considering to address these equity gaps?

IMPLEMENTATION SUPPORT, ONGOING MONITORING, AND PUBLIC REPORTING

- How should this work be communicated over the next six months?
- What should the state's role be in holding LEAs accountable for addressing educator equity gaps?
- What should the state's role be in supporting LEAs as they address these persistent equity gaps?
- What technical assistance is needed?

F. Stakeholder Engagement Stage 1 Meeting Note Summaries

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

District Leaders Meeting – Collette Center – 1/22/15

PARTICIPANTS:

On January 22, 2015, a group of 16 District Leaders convened for a 120 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential strategies and solutions protocol at a later date. The attendants at this session were:

NAME	TITLE	DISTRICT/SCHOOL/ORG.
Fara Zimmerman	Deputy Superintendent	Christina School District
Scott Lykens	Assistant Superintendent	Caesar Rodney School District
Hugh Broomall	Deputy Superintendent	Red Clay Consolidated School District
Chris Smith	Human Resources	Red Clay Consolidated School District
Dusty Blakey	Superintendent	Colonial School District
Lori Duerr	Assistant Superintendent	Colonial School District
Stephanie Smith	Human Resources	Seaford School District
Victoria Gehrt	Superintendent	New Castle County Vo-Tech District
Susan Bunting	Superintendent	Indian River School District
Celeste Bunting	Human Resources	Indian River School District
Kim Doherty	Human Resources	Brandywine School District
John Ewald	Superintendent	Laurel School District
Lincoln Hohler	Assistant Superintendent	Brandywine School District
Brenda Wynder	Chief Academic Officer	Lake Forest School District
Darren Guido	Supervisor of Instruction	Capital School District

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Atnre Alleyne (DDOE TLEU) and Ellen Sherratt (Center on Great Teachers and Leaders). Next, statewide data related to educator equity gaps was presented by Meg Nipson (Harvard Strategic Data Project). The group then broke out into smaller groups and was presented with their district/school level equity gap data. Participants then completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Ellen Sherratt and Judy Ennis (Center on Great Teachers and Leaders). The note taker for the meeting was Maria Stecker (DDOE TLEU).

SESSION SUMMARY:

A summary of the types of equity gaps, root causes and sub-causes identified during the whole group facilitated discussion can be found on page 4 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 5 of this document.

The top root causes that emerged in the conversation were:

1. School Leadership
2. Teacher Preparation
3. Inequitable Funding
4. Climate
5. Career Pathways

Participants disagreed over the following:

There were disagreements and questions related to the district-specific data given to small-groups. At the core of this was the districts questioning the validity of the data and whether it was a reflection of their local context.

Any additional reflections or notes:

There was some confusion and hesitation over the district-specific data presented. Based on this feedback, the DDOE will be revising the protocol and presenting only the state-level data in future protocols.

Whole Group Facilitated Discussion Notes

ROOT CAUSES AND SUB-CAUSES:

- School Leadership
  - TURNOVER - Leader turnover leads to uncertainty and unrest among staff
  - TRAINING AND PREP - Redefining the role of being a school leader
  - SCHOOL CLIMATE - Teaching staff has a negative perception of climate and buy-in to leadership style

- Funding Allocation/Resources
  - NEW NEEDS NOT FUNDED – Changing demographics are not matched by resouces

- Teacher Preparation
  - TRAINING - Insufficient preparation to work with ELL and other at-risk populations
  - PARTNERSHIP - Lack of collaboration between districts and IHEs
  - LOCATION - Disparities between resources upstate and downstate

- Climate
  - UNSAFE ENVIROMENTS – Teachers don't want to go or stay at high needs schools in Wilmington because of the unsafe environment and crime in the area

- Career Pathways
  - PULLING EFFECTIVE TEACHERS – Gaps are caused by pulling effective teachers out of the classroom to become administrators or instructional leaders

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to represent the greatest disparity or seems to be the most immediate and pressing.

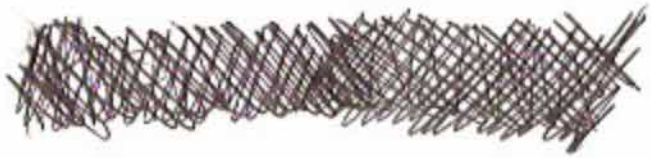
Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
  - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
  - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the *most* outstanding teachers.

List one most pressing equity challenge after your brainstorm:

Retaining high quality (targeted) teachers in our priority schools

Step 2: Identify Root Causes



Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips

- Focus on system challenges, not symptoms. For example, the tendency of early-career teachers to move from inner-city to suburban schools after a few years is a *symptom*, while a lack of strong preparation or leadership in certain inner-city schools is a *systems challenge*. Also, the high percentages of teachers of students with disabilities who leave teaching for work in the private sector is a *symptom*, while unmanageable caseloads for these teachers is a *systems challenge*.

List the root causes and the sub-causes of the challenge you selected above:

- increased pressure of performance outcomes
- community influence (poverty, crime)
- parent engagement lacking
- teacher "grit" - tenacity

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to represent the greatest disparity or seems to be the most immediate and pressing.

Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
  - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
  - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the *most* outstanding teachers.

List one most pressing equity challenge after your brainstorm:

We must make sure that the rating of teacher effectiveness is not skewed by the evaluator giving ~~good~~ unearned highly effective ratings.

School leadership
- eval training
- retraining leadership
- retiring teachers

Recruitment
- high scores
- low pay -

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips

- Focus on system challenges, not symptoms. For example, the tendency of early-career teachers to move from inner-city to suburban schools after a few years is a *symptom*, while a lack of strong preparation or leadership in certain inner-city schools is a *systems challenge*. Also, the high percentages of teachers of students with disabilities who leave teaching for work in the private sector is a *symptom*, while unmanageable caseloads for these teachers is a *systems challenge*.

List the root causes and the sub-causes of the challenge you selected above:

Currently we have high teacher experience + low novice tead hire, which means we will soon have many retirements. We will be forced to have many novice teachers at one time.

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to represent the greatest disparity or seems to be the most immediate and pressing.

Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
  - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
  - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the *most* outstanding teachers.

List one most pressing equity challenge after your brainstorm:

Eisenburg Elem - leadership
- Career ladder opportunities have removed highest effective teachers

Addressing by ⇒ In-re-development
→ TPA
→ mentoring program
→ change in leadership

[redacted]

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to represent the greatest disparity or seems to be the most immediate and pressing.

Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
  - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
  - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the *most* outstanding teachers.

List one most pressing equity challenge after your brainstorm:

Teacher turnover : connect to novice – [illegible]

Grades 7-12

5 schools had 0% of Educators rated "Exceeds" on measure A,
4 school had % of Educators rated "Highly Effective"

Step 2: Identify Root Causes

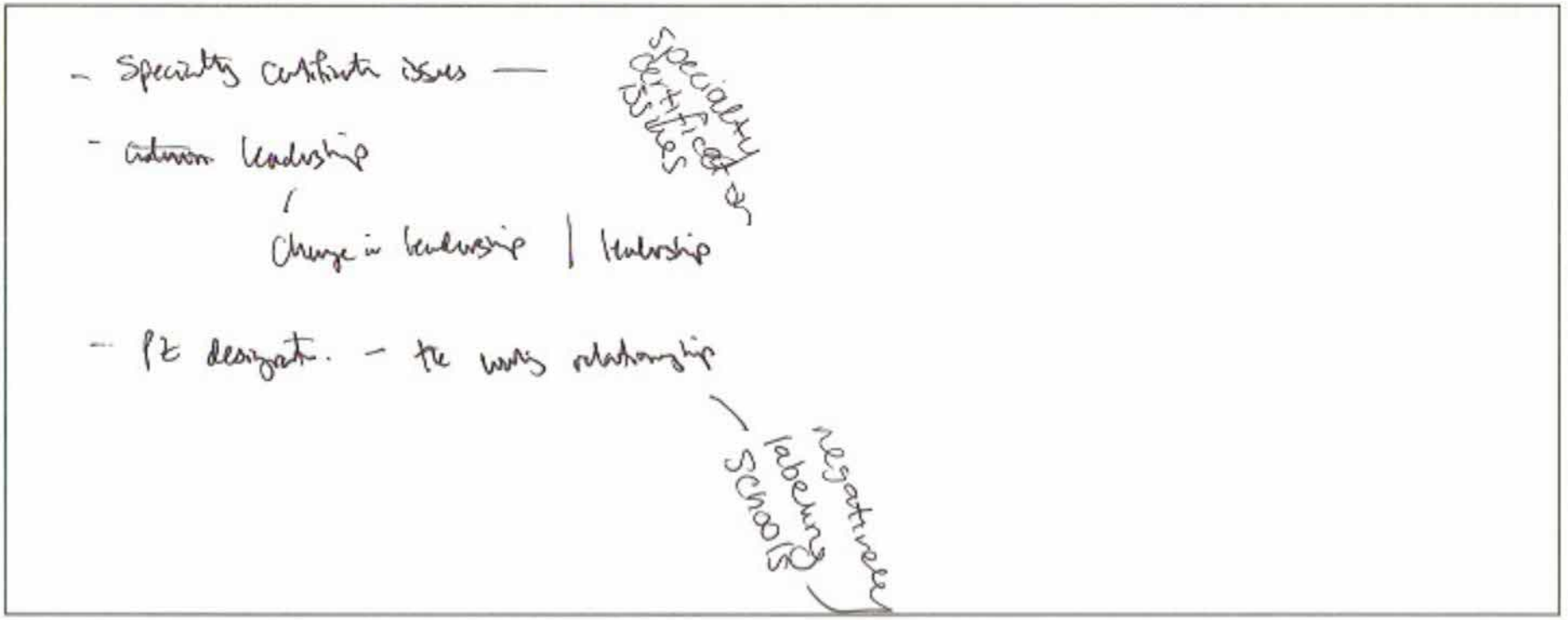
Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips

- Focus on system challenges, not symptoms. For example, the tendency of early-career teachers to move from inner-city to suburban schools after a few years is a *symptom*, while a lack of strong preparation or leadership in certain inner-city schools is a *systems challenge*. Also, the high percentages of teachers of students with disabilities who leave teaching for work in the private sector is a *symptom*, while unmanageable caseloads for these teachers is a *systems challenge*.

List the root causes and the sub-causes of the challenge you selected above:



Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to represent the greatest disparity or seems to be the most immediate and pressing.

Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
  - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
  - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the *most* outstanding teachers.

List one most pressing equity challenge after your brainstorm:

No equity gap according to this data. But, Equitable practices is an issue (eg, expectations that all students can learn)

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips

- Focus on system challenges, not symptoms. For example, the tendency of early-career teachers to move from inner-city to suburban schools after a few years is a *symptom*, while a lack of strong preparation or leadership in certain inner-city schools is a *systems challenge*. Also, the high percentages of teachers of students with disabilities who leave teaching for work in the private sector is a *symptom*, while unmanageable caseloads for these teachers is a *systems challenge*.

List the root causes and the sub-causes of the challenge you selected above:

- Cultural issue of low expectations among staff
- Contract restrictions for teachers with the right practices/expectations prohibit moving them to high-need classrooms
- Late hiring timelines
  - Core belief systems of staff
  - Teachers don't want to challenge students from broken homes (want to coddle them)
  - Teachers don't have skills to deal w/ these high-need populations
    - Teachers haven't been held accountable for doing so.
    - Lack of consistent PD
      - PD that pushes staff away from core belief system makes teachers uncomfortable.

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to represent the greatest disparity or seems to be the most immediate and pressing.

Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
  - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
  - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the *most* outstanding teachers.

List one most pressing equity challenge after your brainstorm:

Recruitment to schools → perceptions of locations
Teacher practicum placement → Univ. of DE not serving wide state
Compensation - adjunct overseeing teacher prep downstate

Wilmington Urban

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Delaware Principals Advisory Group (D-PAG) – Townsend Building – 2/9/15

PARTICIPANTS:

On February 9, 2015, a group of 11 Delaware principals convened for a 75 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	TITLE - SCHOOL	LEA
Matthew Donovan	Principal – Middletown High School	Appoquinimink
John Filicicchia	Principal – Lake Forest High School	Lake Forest
Shan Green	Principal – Dover Central Middle School	Capital
Yulonda Murray	Principal – Maple Lane Elementary School	Brandywine
Ige Purnell	Principal – McCullough Middle School	Colonial
David Santore	Principal – Dover Air Force Base Middle School	Caesar Rodney
David Hudson	Principal – Long Neck Elementary School	Indian River
Aaron Selekman	Principal – H.B. du Pont Middle School	Red Clay
Steve Norman	Principal – Positive Outcomes Charter School	Positive Outcomes
Nick Manolakos	Headmaster – Odyssey Charter School	Odyssey
Denise Parks	Assistant Headmaster – Odyssey Charter School	Odyssey

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Christopher Ruszkowski (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Atnre Alleyne (DDOE TLEU). The group then broke out into pairs and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Christopher Ruszkowski. The note taker for the meeting was Maria Stecker (DDOE TLEU).

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on page 3 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 4 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Teacher preparation programs not aligned to skills needed for high-needs schools
2. Inequitable funding/lack of resources
3. School leadership turnover
4. Physical plant

Participants disagreed over the following:

Some participants expressed disagreement over the measure used for teacher effectiveness.

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

- School Leadership
  - TURNOVER – Leader turnover creates inconsistency and contributes to negative school climate (2)
- Funding/Resources
  - RESOUCES – High needs schools do not have the resources they need to support students (mental health, behavioral health, etc.) (3)
- Climate/Geography
  - GEOGRAPHY – Educators live in different areas than the high-needs schools
  - STRESS LEVEL/EFFORT – It is easier to achieve a high teaching rating in a low-needs school
  - PARENTAL SUPPORT – Less support for school, students, and teachers
  - PHYSICAL PLANT – Building in high-needs schools not as nice/not as many physical resources as those in low-needs schools (2)
- Compensation
  - SAME PAY, MORE STRESS – For the same job and pay, a teacher has more stress in a high-needs school
- Teacher Prep
  - PREP PROGRAMS – Preparation do not prepare teachers with the skills to teach in a high-needs school (3)
- Professional Development
  - PROFESSIONAL DEVELOPMENT – PD is not aligned with giving teachers tool for high-needs environments
- Policy and Conditions
  - REMOVING INEFFECTIVE TEACHERS – Difficult to coach a teacher out

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
  - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
  - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the *most* outstanding teachers.

List one most pressing equity challenge after your brainstorm:

Teachers are less likely to transfer into high-need schools from non-high need schools

Less likely to transfer into high need schools from non HN

identifying perception around group / educators being evaluation more difficult (more difficult to be exceeds meet targets)
location of HN schools (on both ends of the state)
west → east Sussex
Wilm → Middletown
geography of educator in addition to that of school.

Population of students served might be out of ~~[illegible]~~ educators comfort zone.
Resources available at the school level, even within districts – Technology, parent engagement
Perceptions of school climate
behavioral / discipline / mental health
home resources (medical)
Consistency of school leadership, higher turnover in HN schools, instability discrades transfers

Retaining educators overall, but effect amplified in HN schools.
- stress levels
Potential pay difference in changing districts
higher salary districts tend to have fewer HN schools

demographics of teachers compared to those of students
middle class white women as teachers.
recruitment, prep and population (of sorts) mismatch between educators & the students they served.

Teache. Equity Root Cause Worksheet (adapted from .GTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

2/9

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
  - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
  - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the *most* outstanding teachers.

List one most pressing equity challenge after your brainstorm:

Teacher retention

- Easier kids / parent support
- Perception cover both other
- location - Geography -
- demographics
- Resources
- Behavioral / discipline
- Consistency of school leadership
  - instability
- Stress levels

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
  - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
  - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the *most* outstanding teachers.

List one most pressing equity challenge after your brainstorm:

Share of ~~teachers~~ Who are New Hires Not Getting

Teacher turnover in High minority Schools are 2x of lower minority Schools

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips

- Focus on system challenges, not symptoms. For example, the tendency of early-career teachers to move from inner-city to suburban schools after a few years is a *symptom*, while a lack of strong preparation or leadership in certain inner-city schools is a *systems challenge*. Also, the high percentages of teachers of students with disabilities who leave teaching for work in the private sector is a *symptom*, while unmanageable caseloads for these teachers is a *systems challenge*.

List the root causes and the sub-causes of the challenge you selected above:

- Higher Ineffective teachers – more
- Compensation
- presiptuan
- parental Support of both school + teachers
- Geography
- Physical Plant
- Leadership
- Culture
- Resources
- Stress levels

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
  - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
  - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the *most* outstanding teachers.

List one most pressing equity challenge after your brainstorm:

In the top quartile, students either have really strong or really weak (poverty)

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips

- Focus on system challenges, not symptoms. For example, the tendency of early-career teachers to move from inner-city to suburban schools after a few years is a *symptom*, while a lack of strong preparation or leadership in certain inner-city schools is a *systems challenge*. Also, the high percentages of teachers of students with disabilities who leave teaching for work in the private sector is a *symptom*, while unmanageable caseloads for these teachers is a *systems challenge*.

List the root causes and the sub-causes of the challenge you selected above:

- difficult to coach a teacher out.
- retention process or reasons
- ill prepared for teaching "whole child"
- good teaching looks different in a more needy environment
- bag of tricks has to be different
- address immediate needs of child before reading + math can happen
- understand relationship building (kids work harder when they know they are cared about)
- understand making connections w/ families
- quality of district mentor program
- teachers being unwilling to change w/ time or situations.
- teaching tends to be more about the teacher than the children
- hiring practices w/in certain districts

Teacher Equity Root Cause Worksheet (adapted from CoTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
  - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
  - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the *most* outstanding teachers.

List one most pressing equity challenge after your brainstorm:

all

Step 2: Identify Root Causes

- Leadership
- Support systems/PD
- pre-service, prep programs, pipelines

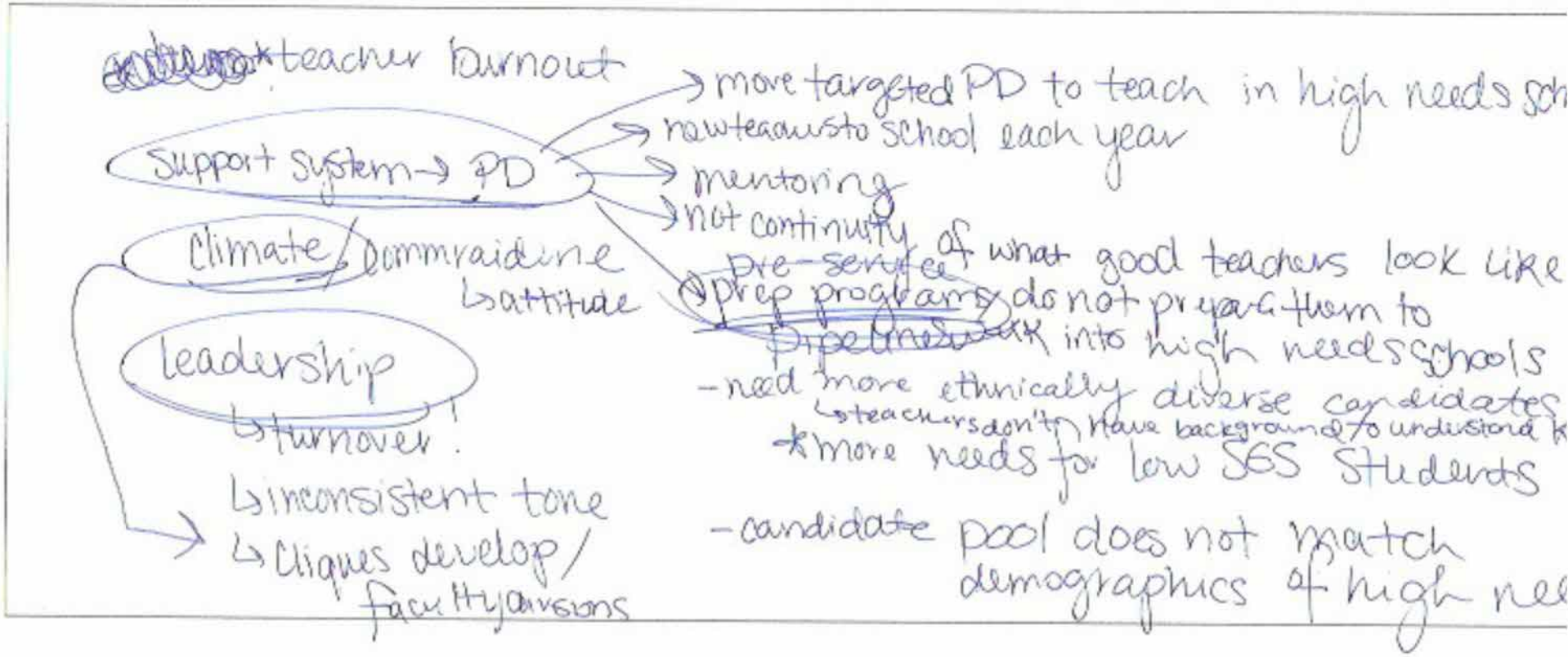
Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips

- Focus on system challenges, not symptoms. For example, the tendency of early-career teachers to move from inner-city to suburban schools after a few years is a *symptom*, while a lack of strong preparation or leadership in certain inner-city schools is a *systems challenge*. Also, the high percentages of teachers of students with disabilities who leave teaching for work in the private sector is a *symptom*, while unmanageable caseloads for these teachers is a *systems challenge*.

List the root causes and the sub-causes of the challenge you selected above:



Teache. Equity Root Cause Worksheet (adapted from GTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
  - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
  - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the *most* outstanding teachers.

List one most pressing equity challenge after your brainstorm:

- SHARE OF TEACHERS ~~WHO ARE NEW HIRES~~ TURNOVER (SLIDE 14)

TOP 2 QUARTILES

Problem: Teacher turnover in high minority school, double —

Step 2: Identify Root Causes

2/9

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips

- Focus on system challenges, not symptoms. For example, the tendency of early-career teachers to move from inner-city to suburban schools after a few years is a *symptom*, while a lack of strong preparation or leadership in certain inner-city schools is a *systems challenge*. Also, the high percentages of teachers of students with disabilities who leave teaching for work in the private sector is a *symptom*, while unmanageable caseloads for these teachers is a *systems challenge*.

List the root causes and the sub-causes of the challenge you selected above:

- Higher ineffective teachers to begin with? (turnover may be good)
- Compensation - Why would I want to make $50,000 for the same job when working at one place is much harder
- Parental support (Focus, lack)
- Facilities?
- Leadership
- Geography

TLEU's Failure to bring in effective pipeline

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
  - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
  - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the *most* outstanding teachers.

List one most pressing equity challenge after your brainstorm:

Retention - how to keep staff at the high needs school so they can grow + develop.

★ work to keep teachers at high need schools

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips

- Focus on system challenges, not symptoms. For example, the tendency of early-career teachers to move from inner-city to suburban schools after a few years is a *symptom*, while a lack of strong preparation or leadership in certain inner-city schools is a *systems challenge*. Also, the high percentages of teachers of students with disabilities who leave teaching for work in the private sector is a *symptom*, while unmanageable caseloads for these teachers is a *systems challenge*.

List the root causes and the sub-causes of the challenge you selected above:

Physical Plant

Resources to address "needs" =

Inequitable funding

Staffing Structures (sometimes district or options hinder)

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips ill prepared for "whole child" — hire ineffective teachers

- Focus on system challenges, not symptoms. For example, the tendency of early-career teachers to move from inner-city to suburban schools after a few years is a *symptom*, while a lack of strong preparation or leadership in certain inner-city schools is a *systems challenge* Also, the high percentages of teachers of students with disabilities who leave teaching for work in the private sector is a *symptom*, while unmanageable caseloads for these teachers is a *systems challenge*.

parental support — physical plant

List the root causes and the sub-causes of the challenge you selected above:

Teacher Burnout
Support System < mentor/PD/climate
leadership turnover — no continuity
faculty divisions/cliques/
Negative attitude
Teacher continuity for more experience teachers
cultural capital of low SES
Professional Development —

- role model - lacking
- experiential - IQ
- diverse candidate pool
- develop institutional know

I leadership climate → II pipelines/prps → III climate safe comfortable → IV

Making Schools More ENTICING For Teachers

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Delaware Talent Cooperative Educators – Collette Center – 2/18/15

PARTICIPANTS:

On February 18, 2015, a group of 13 educators for the Delaware Talent Cooperative convened for a 90 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	SCHOOL	GRADE LEVEL TAUGHT
James Bailey	Dover High School	Attendance Paraprofessional; 11th and 12th Grades
Shani Benson	South Dover Elementary	3rd Grade
Lane Carter	Dover High School	HS ELA
Anthony Davis	EastSide Charter School	6th Grade
Jodi DaCosta	Harlan Elementary	Guidance Counselor
Liza Giaccone	Dover High School	Nurse
Karen Hammer	Dover High School	Guidance Counselor
Charles Hoard	Howard High School	HS Building Automation Systems
Alexis Huttie	South Dover Elementary	3rd Grade
Angela Johnson	Laurel Intermediate	5th Grade Social Studies
Christiane Schulze	South Dover Elementary	3rd Grade
Faye Unger	South Dover Elementary	Nurse
Brad Whitenight	Dover High School	Music Teacher
David Rose	Positive Outcomes Charter School	Special Education; 7th – 12th Grades

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Shanna Ricketts (Harvard Strategic Data Project). Next, statewide data related to educator equity gaps was presented by Doug Gagnon (Harvard Strategic Data Project). The group then broke out into smaller groups and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Shanna Rickets (Harvard Strategic Data Project), Rebecca Marshall (DDOE TLEU), and Maria Stecker (DDOE TLEU). The note taker for the meeting was Maria Stecker (DDOE TLEU).

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on pages 3-4 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found on beginning on page 5 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Poor school leadership and turnover creates a negative school culture and a lack of buy-in among staff (poor leaders do not engage staff in collective decision making)
2. There is a lack of resources in high need schools to meet the holistic needs of students
3. Late hiring timelines and lower pay put Delaware at a disadvantage compared to surrounding states
4. Federal loan repayment programs attract educators to high need schools who leave either the profession or the school as soon as their loans are repaid
5. The negative perception of teaching as a profession and safety in high need schools fails to attract potentially great educators to both the profession and working in the neediest schools

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

- School Leadership
  - POOR LEADERSHIP IN CLASS PLANNING/PLACEMENT – Classes are not planned in a way that best meets the new teachers needs; Instead, they are just filling a gap.
  - PRINCIPAL TURNOVER CREATES NEGATIVE CULTURE – Principal turnover (possibly due to constant scrutiny/spotlight) causes upheaval, leads to feelings of uncertainty, and creates no incentives for great teachers to stay. This also creates a negative, gossipy environment that does not encourage collaboration. (3)
  - TOP DOWN MANAGEMENT STYLE – A top down management style contributes to a lack of transparency and does not encourage buy-in and collaboration among staff and does not produce the best outcome for students. Shared decision making would be key to changing this. (3)
  - PRINCIPAL BIAS – A negative culture is created when the Principal shows bias in the areas of educator evaluation as it is a subjective system.
- Mentoring, Coaching, Professional Development, & On-going Supports
  - LACK OF CLASSROOM MANAGEMENT SKILLS – Teachers in many HN schools are not receiving support in classroom management leading to lost instructional time.
- Hiring/Recruitment
  - LATE HIRING TIMELINES – Late hiring timelines puts Delaware at a disadvantage compared to other states. (2)

- Compensation/Incentives/Career Pathways
    - LOWER PAYING THAN OTHER STATES – In general, the best teachers go to Maryland, Pennsylvania, and New Jersey because they can get higher pay.
    - LOWER PAY IN HN SCHOOLS AND DISTRICTS – There are lower starting and retaining salaries in high need schools and districts, which do not attract the highest quality candidates.
    - FEDERAL LOAN REPAYMENT – Federal loan repayment programs attract educators to high need schools who leave either the profession or the school as soon as their loans are repaid. (2)
- Teacher Preparation
    - PREPARATION NOT ALIGNED – Teachers are not coming into the classroom prepared to meet the needs of students in high need schools.
- Resources
    - RESOURCES FOR HOLISTIC NEEDS – Due to the antiquated funding formula, there is a lack of resources necessary to meet the holistic needs of the child. (3)
- Perception of Teaching
    - NEGATIVE PERCEPTION OF TEACHING – In general, teaching is not a respected profession that attracts the best and the brightest. The inability to attract teachers to high needs schools compounds the problem for those students. (2)
- Climate/Geography
    - MORE STRESSFUL – It is more challenging to teach in high need school, which leads to teacher burnout and turnover.
    - PERCEPTIONS OF SAFETY – Negative/unsafe perceptions of the school and surrounding area prohibit attracting some high quality teachers to the school. (2)

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to the student growth component of teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who receive "Unsatisfactory" ratings on the student growth component of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Teacher Experience

Step 2: Identify Root Causes

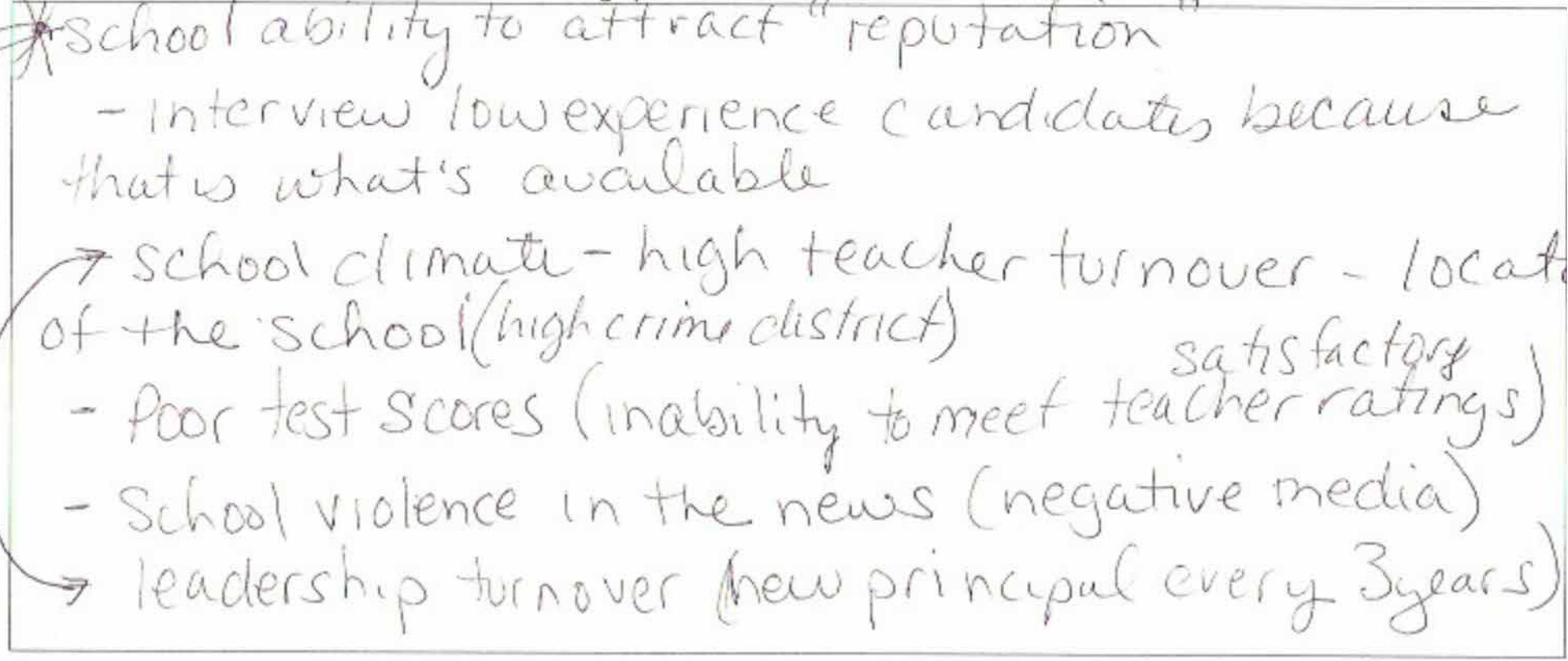
Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:



Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to the student growth component of teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who receive "Unsatisfactory" ratings on the student growth component of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Teacher Turnover

1. Principal Turnover
   a. Longevity Incentive
   b. Let staff be part of selection committee - collaborative decision making
5. Stigma of career

2. Location
   a. Needy Students
      1) draining
         a) Teachers make up for lack of financial, emotional, educatimal
      2) Need extra resources

3. Lack of Career Pathways
   3) Wrap Around service

4. Poorly trained teachers

* We NEED HIGHLY QUALIFIED PRINCIPALS!!!!!
  Lack of transparency

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

1. **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
2. **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools. * Lower support for other factors. * School Leadership
3. **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to the student growth component of teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who receive "Unsatisfactory" ratings on the student growth component of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

↳ unfair evaluation practices or unsatisfactory teachers being rated satisfactory because of "friendship" w/ leaders!

~~Teacher Effectiveness~~

Teacher Experience

→ We don't get the units we need! Class sizes are ridiculous

30 kindergarteners in a class leaves the teacher at a huge disa

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

classroom mgt.

cheaper / desperate / easier to contr
highered late, fe

- **List the root causes and the sub-causes of the challenge you selected above:**

↳ when teachers are hired late (often 1st year teachers) they often get the students the experienced teachers do not want based on perceptions of the kids

↳ Poor leadership: Not helping determine a class best fit for the new teacher

↳

Step 2: Identify Root Causes

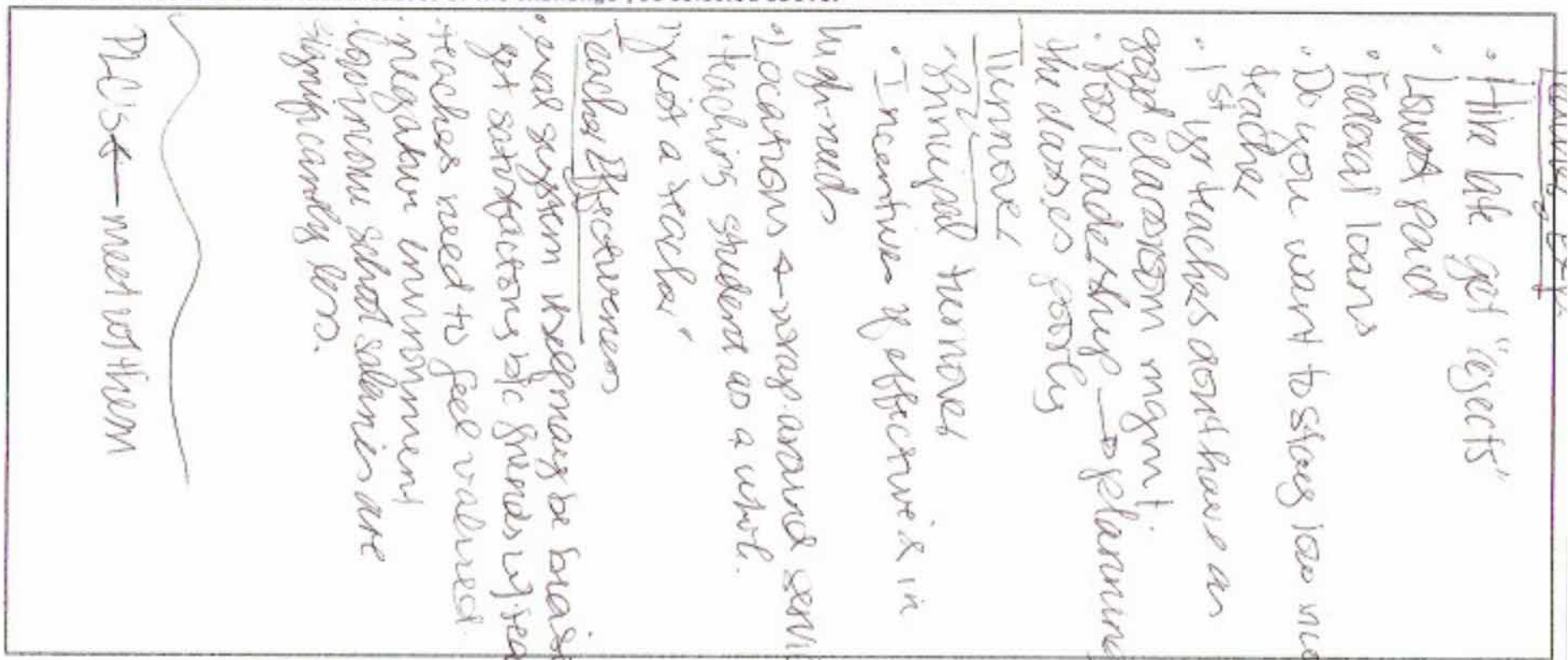
Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub causes.

List the root causes and the sub-causes of the challenge you selected above:



Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to the student growth component of teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who receive "Unsatisfactory" ratings on the student growth component of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Teacher Turnover
leadership - why? — public demand - Principal
— perception
— Charters different
— Union (dont renew -
— how Prainicpals can operate —

Culture -
valued -
learning from others
neg. environment
$..... starting + retaining

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to the student growth component of teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who receive "Unsatisfactory" ratings on the student growth component of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

-) 1st yrs are cheaper
-) " " more desperate for a job
-) " " @ a disadvantage when competing w/ experienced ones
-) Districts in DE hire much ~~earlier~~ later.
-) 1st yrs may be taking low income school position to work off student loans.
-) Classroom management issues

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Charter Forum – Community Education Building – 3/11/15

PARTICIPANTS:

On March 11, 2015, a group of seven Delaware charter school administrators and one education foundation representative convened for a 120 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	TITLE	CHARTER SCHOOL/ORG.
Kendra Giardiniere	Tutor Corps Director	Great Oaks
Sally Maldonado	Head of School	Kuumba Academy
Tricia Hunter Crafton	School Leader	The Delaware MET
Martin Rayala	Chief Academic Officer	Design-Lab High School
Catherine Balsley	Head of School	Campus Community
Liz Hoyt	Research Associate	Rodel Foundation of Delaware
Margie Lopez Waite	Head of School	ASPIRA Academy
Salome Thomas-EL	Head of School	Thomas Edison Charter School

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Christopher Ruszkowski (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Doug Gagnon (Harvard Strategic Data Project). The group then broke out into pairs and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Maria Stecker (DDOE TLEU). The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on pages 4-5 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 6 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Ineffective/unaligned professional development
2. Lack of cultural competency/mindset needed to be effective among teachers in a high-needs environment; no strategic recruitment or hiring practices aimed at getting teachers with the right cultural competencies/mindset into these schools
3. School leadership does not provide the coaching and empower teachers to feel invested and be effective
4. School preparation and internship programs are not teaching the skills needed in high-needs schools; additionally, internship/student teaching programs are not long enough to assess whether the environment is a mutual fit

Participants asked questions about or suggested the following:

- Concern that we are not considering the gender gap (especially as it related to STEM)
- Desire to see charter schools included in the data and pulled out separately
- For the plan, request that DDOE creates and think through ideas for how to make some strategies specifically for charter schools

Participants disagreed over the following:

One school leader expressed that in her school, teacher experience was not a good indicator of effectiveness with students. She has found her newer, less experiences teachers have a more flexible mindset and are adapting better to teaching the CCSS.

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

- School Leadership
    - LEADERSHIP UNABLE TO COACH TEACHERS – Some school leaders are not providing high quality feedback and coaching to their teachers so they can improve their practice (2)
    - LEADERSHIP DOES NOT EMPOWER TEACHERS – Teachers are not empowered and do not feel ownership over their ability to positively impact their school (2)
- Mentoring, Coaching, Professional Development, & On-going Supports
    - PROFESSIONAL DEVELOPMENT NOT EFFECTIVE/ALIGNED – Professional development opportunities provided for teachers are not focused or targeted to their needs around serving high-needs students and improving their practice (3)
    - MENTORSHIP PROGRAMS NOT EFFECTIVE/ALIGNED – Mentees are not receiving high quality mentorship or programming that is aligned to their needs in a high-need school
- Hiring/Recruitment
    - MINDSET OF TEACHERS NOT ALIGNED – Some teachers in high needs school do not really believe that all students (including low-income and minority) can succeed and learn
    - NO STRATEGIC RECRUITMENT/PLACEMENT FOR HIGN-NEED ENVIRONMENTS; LACK OF CULTURAL COMPETENCY– No focus on getting the right candidates into high needs schools (those that would be most effective with these populations of students and their families; those with cultural competency and/or whose demographic backgrounds match their students (3)

- HIRING PRACTICES NOT RIGOROUS – Some hiring processes in charter schools are not rigorous enough to determine the best fit for the schools and students (do not get at assessing grit, resiliency, and fit for the profession)

- Teacher Preparation
  - PREPARATION NOT ALIGNED – Teachers are not coming into the classroom or other pathways (including alternative routes and student teaching) prepared to meet the needs of students in high need schools.
  - INTERNSHIP PROGRAMS DON'T PROVIDE ENOUGH EXPOSURE – Student teaching and internship programs do not provide prospective educators enough exposure to assess whether the candidate is a mutual fit for a high-needs environment (2)

- Resources
  - LACK OF WRAP AROUND SERVICES – Students and their families do not have the services they need
  - LACK OF OPPORTINITIES/PHYSICAL RESOURCES – Students in high school environments do not have access to newer technologies or for field trips. Instead, these funds are used for educator salaries.

- Climate/Geography
  - LACK OF PARENTAL SUPPORT – Parents do not trust and build relationships with new teachers
  - LACK OF COLLABORATIVE CULTURE – Teachers in some high needs schools go into "survival mode" and create a closed door culture

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to the student growth component of teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who receive "Unsatisfactory" ratings on the student growth component of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Teacher Effectiveness

Charter Forum 3/11

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

Teacher Prep
- Urban ed. content at universities?
  - ↳ teaching those ~~skills~~ skills @ college?
- Developing necessary ~~content~~ soft skills like grit, resilience

Teacher Expectations/Mindset
- Does the teacher believe each of their students can succeed?
- What are they here for?

School Leadership
- coaching
- high quality feedback
- knowing "what it takes"

Professional Development
- High-quality, purposeful PD
- Observation/Feedback - Are your teachers comfortable receiving feedback? Can they pinpoint actionable items after each feedback session?

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low-income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to the student growth component of teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who receive "Unsatisfactory" ratings on the student growth component of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Teacher Effectiveness

Charter Forum 3/11

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

Teacher Effectiveness

- LI schools tend to attract higher percentage of first year teachers that are not prepared to be successful in high need schools
- Teacher training program > undergrad, TFA, student teaching
- Limited student wraparound services > connecting families to resources
- Cultural disconnect
- Coaching / PD Ongoing
- Teacher diversity
- School culture
- Teacher empowerment / leadership effectiveness
- Wrong career > hiring practice

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

culture?

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to the student growth component of teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who receive "Unsatisfactory" ratings on the student growth component of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

TEACHER TURNOVER

Charter Forum 3/11

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

Root Causes	Subcauses
1. Support	Leadership – not time to observe (busy with other issues) No coverage – no subs New teacher onboarding
2. Parents	Parent support – level of trust No training in working with parents
3. resources	Hand me down technology (not one to one) No money for field trips Money for salaries not reserve
4. culture	do your own thing – separation mismatch of culture – lack of training (cultural disconnect)
5. training – mentoring	trained in area but not experienced need internships – know the school (long term) University training
6. Student trust	students won't invest in short term teachers

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Data Analysis Working Group – Collette – 3/18/15

PARTICIPANTS:

On March 18, 2015, a group of three Delaware district data analysts convened for a 60-minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	TITLE	SCHOOL DISTRICT
Duncan Smith	Supervisor of Assessment and Accountability	Seaford School District
Ken Hutchins	Data Analyst	Capital School District
Hope Moffett	Data Specialist	Colonial School District

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Christopher Ruszkowski (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Doug Gagnon (Harvard Strategic Data Project). The group then broke out and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Christopher Ruszkowski. The note taker for the meeting was Maria Stecker (DDOE TLEU).

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on pages 4-5 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 6 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Lack of strategic class assignment / too much teacher leverage
2. Teacher burnout caused by lack of/misaligned preparation, mentoring, professional development and student/leadership turnover
3. Lack of a high-quality hiring pool

Participants asked questions about or suggested the following:

- Suggested that we look at deciles instead of quartiles because the range of schools without those buckets is so large (eg. highest LI quartile between 48%-100% LI)
- Would be interesting to look at whether the teacher experience matters for students who are advanced/proficient vs. basic/below basic.
- For turnover, would be interesting to look at changes in class assignments within a school.

Participants disagreed over the following:

- Grouping of teacher effectiveness into “exceeds” and “unsatisfactory” – if those teachers were to move to or from a high needs school, those teachers who are satisfactory may have a different outcome (moving closer to either “exceeds” or “unsatisfactory”) – in-group comparisons may be a more powerful way of looking at this than across-group comparisons

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

- School Leadership
  - LEADERSHIP TURNOVER – Turnover creates instability and changing direction, mission, and values
  - CLASS ASSIGNMENT – Class assignment is made based on adult needs instead of student needs – not strategic
  - TEACHER LEVERAGE – School leadership allows some teachers to leverage their power to influence class assignments and put other teachers through a "hazing process"
  - CULTURE – If the leader does not exhibit strong leadership skills, then a negative culture develops and there can be varying expectations and stability for students, staff, and performance
- Mentoring, Coaching, Professional Development, & On-going Supports
  - BURNOUT – Teachers burnout because they are not prepared with the skills (planning, discipline, etc.) and supports (PD, mentoring) to be successful
- Hiring/Recruitment
  - MINDSET MISALIGNMENT – Not all teachers in high need school share the mindset that all students can learn
  - FEW HIGH QUALITY CANDIDATES – There is a low number of high quality candidates available – and most of them prefer going to non-high-needs schools

- Teacher Preparation
    - BURNOUT – Teachers burnout because they are not prepared with the skills to be successful in a high-needs school
- Climate/Geography
    - SCHOOL LOCATION – The school location and perception of safety dissuade educators from teaching there
    - STUDENT TURNOVER – High student turnover within a school creates instability and makes it difficult to build a consistent culture; there is also not thoughtful class planning for these new students to ease the burden one teachers
    - LACK OF PARENTAL SUPPORT – Teachers do not feel the same support from some parents in high-needs environments

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations

List one most pressing equity challenge after your brainstorm:

EXPERIENCE

DAWG 3/18

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

1. Climbing the ladder
   - Teachers with experience have increased leverage to negotiate favored rosters
   - ~~Experienced teachers are competitive hires and~~ • Experience = more political pull in school

SL

2. Demand is greater for low income districts
   - larger hiring pool, can sort and select teachers rather than default

pipeline

3. Grunt mentality. - Hazing -
   - Teacher focus rather than student focus
   - novices exist to serve ~~the~~ ~~[illegible]~~ - prove success, pay dues.

climate? leader?

4. Higher turnover means more positions to fill.
   - What is the distribution of experience among teachers at schools with lots of hires - Do mostly new teachers leave - Is trend sustaining

5. Rosters with multiple preps - interventions

leader

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** - Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations

List one most pressing equity challenge after your brainstorm:

Teacher Turnover "Burn-Out"

TO Much chang

Lack of Stability > classroom/buildi environment

DAWG 3/18

Step 2: Identify Root Causes

Turn-over

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

1) "Burn-Out" -) Planning
-) Discipline → PD / Mentor

2) Not Enough Support:
-) Instructional -) Parental
-) Discipline → Staff - Mentors
PD/mentor/climate

3) Administrative Turnover
-) changing direction - mission - values
Scale.

4) Experience -) Less Experienced teachers
-) Less Train to deal with divers / low-income students
Prep

5) Student Turnover
Kids in and out
climate

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations

List one most pressing equity challenge after your brainstorm:

Expectation

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

1. Environment
   - Location of school
   - Expectations parents have of school's role → climate
   - → climate
2. Faith in building Leadership → sc. leader
   - Agree/alignment with culture established by school leader
   - Expectations - of staff, students, performance
3. Staff Assignment
   - Placement based on student needs vs ~~staff~~ adult needs
   - → sc. lead.
4. Expectations
   - → mindset
5.

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Chiefs Meeting – Collette Center – 3/26/15

PARTICIPANTS:

On March 26, 2015, a group of 46 district leaders (including superintendents) convened for a 90 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	TITLE	DISTRICT
Matthew Burrows	Superintendent	Appoquinimink
Jeff Klein	Research and Evaluation Coordinator	Appoquinimink
Mark Holodick	Superintendent	Brandywine
Julie Schmidt	Supervisor, Accountability	Brandywine
Lincoln Hohler	Assistant Superintendent for Academic Affairs	Brandywine
Cora Scott	Director of PK-12 Curriculum and Instruction	Brandywine
Scott Lykens	Director of Instruction	Caesar Rodney
Illegible	*Illegible*	Caesar Rodney
Michael Kelley	Director of Curriculum and Instruction	Cape Henlopen
Donna Kolakowski	Supervisor of Elementary Education	Cape Henlopen
Illegible	*Illegible*	Cape Henlopen
Michael Thomas	Superintendent	Capital
Ken Hutchins	Data Analyst	Capital
Illegible	*Illegible*	Capital

Sandra Spangler	Assistant Superintendent for Academic Services	Capital
Illegible	*Illegible*	Capital
Freeman Williams	Superintendent	Christina
Josette Tucker	Senior Director, Human Resources	Christina
Philip Keefer	Supervisor, Grants and Testing	Christina
Fara Zimmerman	Deputy Superintendent, Chief Academic Officer	Christina
Shawn Larrimore	Chief Academic Officer	Delmar
Susan Bunting	Superintendent	Indian River
Jay Owens	Director of Compliance and Accountability	Indian River
LouAnn Hudson	Director of Curriculum and Instruction	Indian River
Illegible	*Illegible*	Lake Forest
Illegible	*Illegible*	Lake Forest
Illegible	*Illegible*	Lake Forest
Shawn Larrimore	Superintendent	Laurel
Phyllis Kohel	Superintendent	Milford
Illegible	*Illegible*	Milford
Illegible	*Illegible*	New Castle County Vo-Tech
Illegible	*Illegible*	New Castle County Vo-Tech
Jason Peel	Principal	POLYTECH High School
Deborah Zych	Superintendent	POLYTECH School District
Illegible	*Illegible*	POLYTECH School District
Gerri Marshall	Supervisor, Research and Evaluation	Red Clay
Merv Daugherty	Superintendent	Red Clay
Joanna Adams	Director of Administrative Services	Seaford
Deborah Wicks	Superintendent	Smyrna
Illegible	*Illegible*	Smyrna
Kevin Dickerson	Director of Support Services	Sussex Tech
Heath Chasanov	Superintendent	Woodbridge
Donna Hall	Director of Curriculum and Instruction	Woodbridge

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Christopher Ruszkowski (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Rebecca Marshall (DDOE TLEU). The group then broke out into smaller groups and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Christopher Ruszkowski (DDOE TLEU). The note taker for the meeting was Maria Stecker (DDOE TLEU).

SESSION SUMMARY:

A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 4 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Inadequate teacher preparation, readiness, and exposure to high-need schools
2. Lack of support structures causing burnout (working conditions)
3. Poor school leadership
4. Lack of mental and social health services
5. Lack of cultural competency
6. Lower pay

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

- Teacher Effectiveness (but not as defined above)

↓

Not just about Measure A → a larger picture of effectiveness

Consistor vision contract
support & feedback goals –
Alignment ~~people~~ – practices
pe

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

- readiness and knowledge of teachers for addressing needs of low-income students and addressing existing gaps
- Special Education
  - ↳ Goal setting – document where they came from, why the goals were set
  - ↳ monitoring of implementation of efforts → walk-throughs → focus on delivering quality instruction
  - ↳
- Teachers need support and feedback to improve effectiveness

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above: TEACHER EXPERIENCE

1. CERTIFICATIONS/REQUIREMENTS (AP, PRAXIS II, ETC.) Additional
2. PROXIMITY TO LOCAL COMMUNITY
   - TEACHER TURNOVER
3. MORE EMPLOYEEMENT OPPORTUNITIES AT HIGH NEEDS SCHOOLS
   - TRANSFERS TO OPEN POSITIONS IN LOW NEEDS SCHOOLS LEAVES OPENINGS.
4. LACK OF EXPERIENCE W/ CULTURAL DIVERSITY
5. POLICIES AROUND LOW-PERFORMING SCHOOLS REQUIRE TURNOVER OF TEACHERS, WHICH CAUSES NEW HIRES (WITH LESS EXPERIENCE)
6. LACK OF PREPARATION BY UNIVERSITIES / TEACHER PIPELINE PROGRAMS (Built in transition)
   - TO BE ABLE TO TEACH ON THE 21ST DAY
   - STUDENT TEACHING EXPERIENCES/ENVIRONMENTS

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Seniority
re-balancing as students enter in fall

teacher might lack expectations for teaching high achieving students, eg AP, Gifted

No way to monitor from district level

VT process in DISTRICT
Specialized training needed in schools, eg IB
Assignments based on teacher dynamics

Focus on Partnership school sanctions - job security
Is data accurate for data to place ~~student~~ teacher on improvement plan

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

Contract language

turnover of supt

mindset of Union

Prioritize the issues in the contract - is this the highest priority?

Bad financial times - Fisker

Doe defined impact & teacher ratings going from highly effective → ineffective

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

1. Some teachers may be concerned about the long term stability of the school
2. (ie the school becoming a priority school)
3. initial ~~[illegible]~~ idealism becomes tempered
4. lack of support (~~[illegible]~~ resources..)
5. desire for the stability of a more successful school environment

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

1. School leadership - running of school, how you schedule teachers
   - lack of instructional focus
2. Perception of low income school - tainted view going in "these kids",
3. Idea of veteran teachers deserve "better kids" - not wanting to work w/ challenges
   - put their time in, deserve better classes
   "AP teacher", graduate
4. burn out / energy to be in high needs - same expectations for all schools (crucial for high needs); different schedule
5. Lack of experience in a high needs school -
   - student teaching experience
   - shocked when get there

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

1. Lack of support + resources (academic + social/emotional + economic) to carry out job requirements/meet student needs (no feeling they are part of the culture - isolation vs. collaboration)
2. Teachers' lack of cultural identity - must know to adress/teach + empathize
3. School location + quality of life for teacher + their families
4. Teacher evaluation system based on student performance when teachers are aware of poverty research
5. Inexperienced teachers - greater # hired so greater # leave as compared to non-high needs schools.
6. Lack of leadership @ school and/or district levels.
7. Lower pay in some cases - many districts within small area w/ policy to prevent "jumping" after contracts are signed.
8. Hard work - burnout, exhaustion

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

- Takes more time to work with diversity
- Perceptions vs. Reality ~~of what~~ of what being an educator today involves (lack of training)
- Support Structures - Professional for teachers + academic for students
- ~~Corporate~~ Change in programs - moving highest performing teachers with lowest performing student

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

Top 5 Reasons

1) Employment Practices

2) Appl- Perception of successful schools vs. non-successful applicants

3) Preservice programs • what are the student teaching experiences

4) Ineffective use of PLC times + Staff Development

5) Lack of building Adm skills as an Instructional Leadership
i.e. - Observation feedback and being a resource.

6) Veteran teachers expecting high-level classes.

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Funding / Resource

Value seen in school, education

1. Working conditions – Physical space
2. Lack of parental support / challenges of supporting family needs / Prior school experience
3. Student / Family Mental Health Issues
4. Career Preservation → CV Rating → Take over threat / Income Potential / opportunities for advancement
5. School Leadership / → Lack of Focus → which challenge is priority?

Lack of services / Lack of teacher prep to deal w/ these

Lack of parental recognition about issue/concern

School Resources

Turnover / ↓ Effectiveness of this type Leader

Lack of Teacher leaders

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

all 3 connected

new teachers challenged – rated less effective –

desire to leave [what % of turnover out of high %LI schools were "unsatisfactory"?]

disenchanted with labeling of school, level of work required to meet needs of students

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- Teacher Experience - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- Teacher Turnover – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- Teacher Effectiveness - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

1. School leadership
   - poor preparation
   - inexperience
   - turnover
2. Attendance (student)
   - homelife
   - uneducated parents
3. Negative school culture
   - weak leadership
   - poor PLC system
   - limited training/poor quality training
4. Scheduling
   - time of day
   - type of schedule
5. Lack of mentoring for new teachers
   - limited funding
   - selection of mentors
6. Poor use of data to inform instruction
   - limited training
   - poor leadership
   - underdeveloped PLCs
7. Stability
   - leadership stability
   - expectation shift
   - lack of structure (curriculum, goals, etc.)

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Delaware Talent Cooperative Educators – Townsend Building – 3/28/15

PARTICIPANTS:

On March 28, 2015, a group of 4 Delaware Talent Cooperative educators convened for a 60 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	TITLE	SCHOOL
Rhonda Carter	5th Grade Teacher	Prestige Academy
Henrietta O'Neill	5th Grade Teacher	Harlan Elementary
Kristen Ruhnke	6-8th Grade Teacher	Reach Academy
Kait Messina	Kindergarten Teacher	Kuumba Academy

SESSION INFORMATION:

During the session, an overview of the plan and statewide data related to educator equity gaps was presented to the group by Maria Stecker (DDOE TLEU). Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes. The note taker for the meeting was Maria Stecker. Notes were captured for all participants on one intake form.

SESSION SUMMARY:

A summary of the challenges and root causes identified can be found beginning on page 4 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Culture and climate
2. School leadership (lack of discipline support)
3. Lack of stability
4. Lack of mental, social, health services, and special education supports

Co-Op Pt 2 (1/2)
60 minutes

3/28

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

- stability
- work/life balance
- discipline/lack of support
- school uniform
- lack of consistency w/ leadership
- leadership (district & school) & support for culture & climate
- need more social/emotional/psychological counseling needs
  - (even in schools that have them, don't have enough
  - ↳ revolving door of specialists contribute to turnover and instability
- more special education supports → if you're questioning 'is this legal', it's a problem
  - ↳ students over-diagnosed as special education as a behavior issue
- programs (top-down) created to address equity gaps are actually widening gaps (Christina program on white/black discipline)
- Safety for teacher
  - teachers expected to overcome everything for students, not realistic (pressure on teachers)
- parents → lack of support/expectations, parents try to "run" the school
- leaving profession all-together because standardized testing is [illegible]
  - ↳ "make due with what you have, but we're not giving you anything extra to get you there"

there got erased

3/28

Step 2: Identify Root Causes

Co-Op Pt 2 (2/2)

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

- Stability (Leadership @ both district & school)
- Standardized Testing - politics
- Learning & Behavioral Supports

Leave School	Supports
• targeting wrong students for school's mission ↳ think of it as place to correct students' behavior ↳ expectation for what I can deliver is unrealistic • lack of discipline procedures/ inconsistency • discipl. procedures/ training of discipline support staff	• more time & supports in tutors & RTI ↳ designated time or not pulled from other academic classes • love full time aid → would need to reduce class size along w/ full time aid • smaller class size (more targeted supports & better relationships with students

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Licensure, Certification, and Compensation Subcommittee – Capital School District Offices – 4/1/15

PARTICIPANTS:

On April 1, 2015, a group of 15 members of the Professional Standards Board's Licensure, Certification, and Compensation Subcommittee convened for a 90 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	NAME	NAME
Barbara VanDornick	Angeline Rivello	Diane Albanese
Jill Cole	Tammy Croce	Maria Degnats
Karen Kleinschmidt	Frank Livoy	Charlie Michels
Kate Scantelbury	Cora Scott	Stephanie Smith
Katie Geiszler	Chris Kenton	Donna Lee Mitchell

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Maria Stecker (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Rebecca Marshall (DDOE TLEU). The group then broke out into pairs and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Maria Stecker. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on pages 3-4 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 5 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Climate
2. Resources and support
3. School leadership

Participants asked questions about or suggested the following:

- There was a concern expressed over the use of the new low-income measure
- There was several questions about the omission of charters from the data

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

- Teacher turnover
  - Pay
  - admin turnover
  - Climate (internal)
  - Disillusioned, pressure, grass is greener
- Teacher turnover
  - Extra/hard work – ability, time, etc.
  - Collective bargaining agreements allow teachers to transfer based on seniority
  - Cultural competence
  - Leadership – vision, inspiration, consistency
  - Community connectedness- family and community leaders; family/school feel
- Teacher effectiveness
  - Collective bargaining agreement
  - School leadership
  - Not all teachers may fit into that type of situation – assessing the qualities (passion and willingness)
  - Ed prep programs
  - Right role models
- Teacher turnover
  - Lack of teaching and learning resources (library, school supplies)
  - Parental support
  - Poverty – higher stress
  - Pressure to increase scores
  - Lack of commitment by LEA and teachers (want to see multi-year contracts offered to teachers)

- Teacher turnover
  - Inability to report discipline problems (cited for disciplining more types of children than other – based on race)
  - Inconsistency – priority schools made an attempt for consistency and referendum didn't pass
  - Lack of autonomy in classroom – everything dictated and measured based on some standards
  - Significant medical problems in teachers (depression, medication)
- Teacher experience
  - What structures could districts put in place to (high teaching load in first year)
  - Extra teaching support needed (co-teacher)
  - Principals and districts need to identify needs – not one size fits all
  - TFA is not high on list of needs, but they do start to prepare teachers to go into that school
  - Hiring lag – not knowing they are going to be working in that high need area (more targeted)
- Teacher experience
  - Code and policy restrictions
  - Inability to have flexibility to reduce loads (master and new teachers)
  - Leadership accountability
  - Guarding the front door – partnership

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

COMMITMENT to school; Commitment to teacher

I pledge to teach here + grow for 5 yrs

We pledge to employ + support + develop you for 5 yrs (unless due cause to dismiss)

Step 2: Identify Root Causes

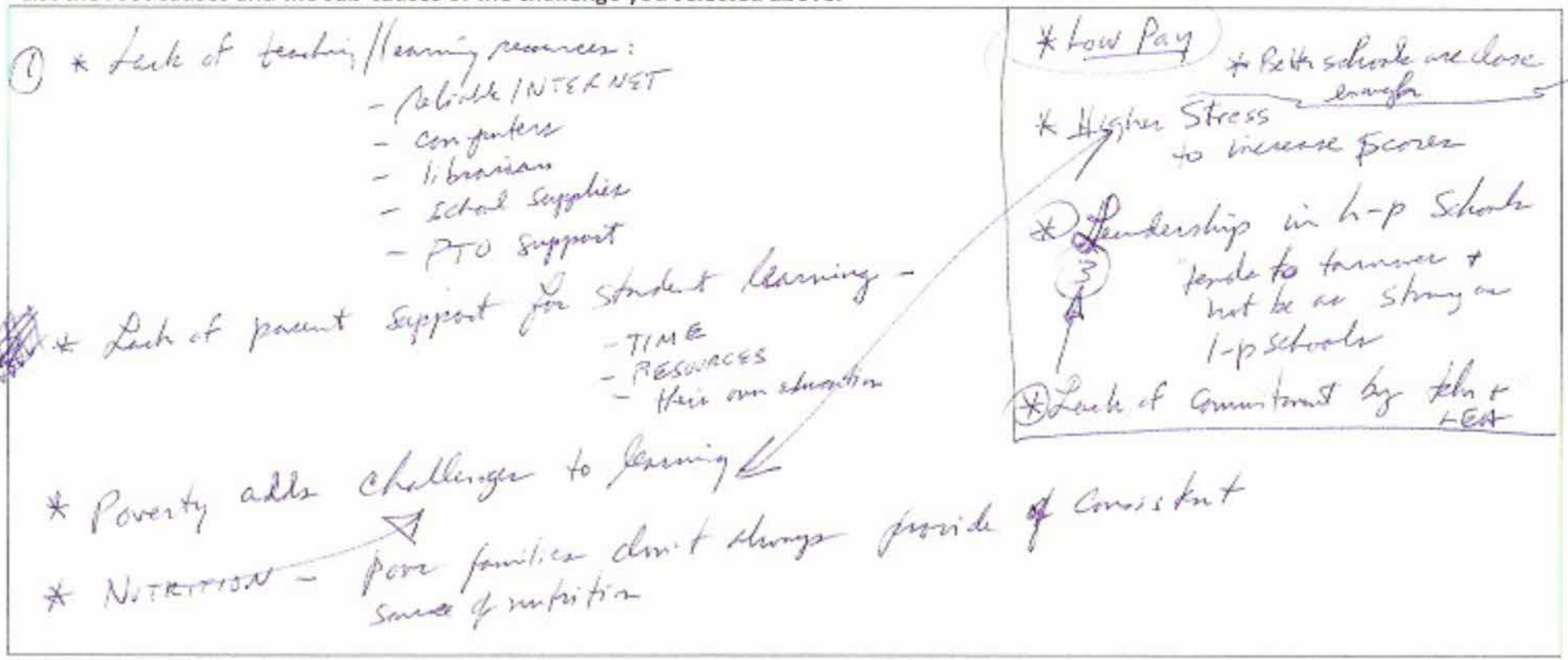
Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:



Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Experience of placements in high needs Schools

Tea

Turnover

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

- Contracts allow for teachers to transfer based on seniority
- Teacher passion to truly make a difference for students from low income/ minority backgrounds
- Willingness, ~~ability~~ to put in additional time (hard work)
- Cultural Competence
- Leadership (Vision, Inspiration, Consistency)
- Community Connectedness (families, church leaders, Community leaders)

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Teacher Turnover relate to Admin level turnover

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

→ inequity in Pay

→ Admin Turnover - all levels

→ internal climate differences

→ Teacher disillusionment / pressure

→

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

LCCC

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

student teachers - field exp. in high needs schools

effectiveness

teacher passion vs. Praxis

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

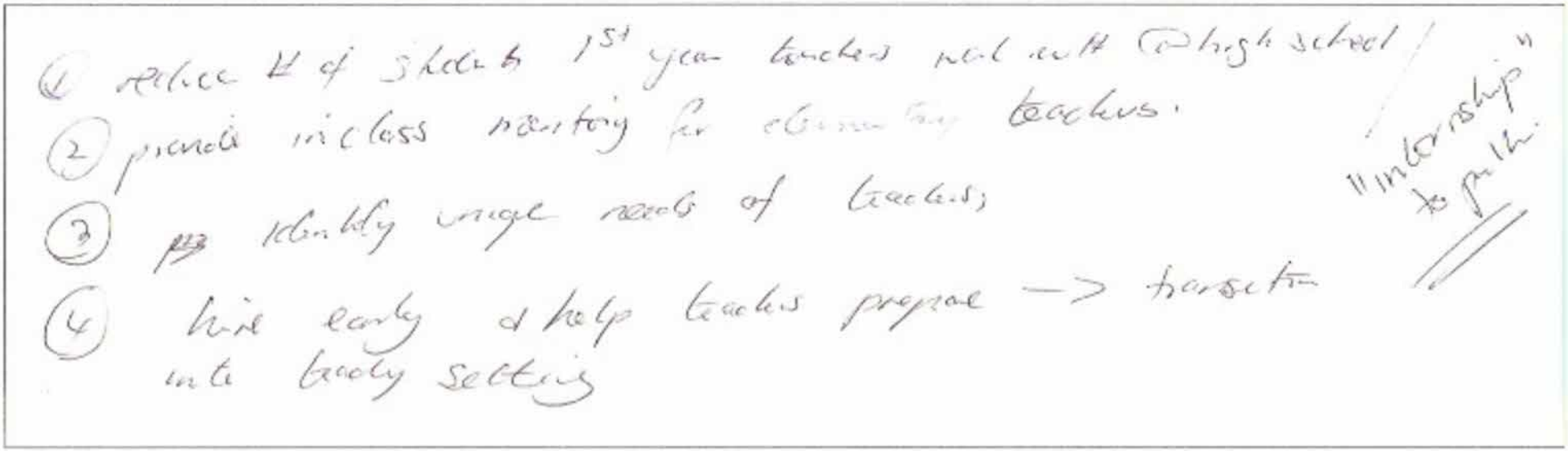
Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:



Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Root Causes

(1) Inability to Report Discipline Problems
(2) Aim for Consistency → Low Rarity Schools
(3) Lack of Autonomy
(4) Medical problem → stress depression

- Root Causes
- Sub Categories
- inequity of pay
- Climate difference
- Multi yr. Contracts

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

CBA → because when new teachers are allowed to transfer (climate/school leadership) in larger urban districts, they transfer.

Ed. Prep. Programs → trying to do a better job of preparing, difficult b/c there aren't good models/st. teachers (chicken or the egg, what comes first??)

Identifying Qualities → grittiness, recruiting the right folks for the job. ↳IHEs identifying them.

School Leadership (Turnover = Climate)

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

- Loss of Autonomy in Classroom
- Climate
- Oppressive Structures that have no value on effectiveness

2227

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Wilmington Education Think Tank – City Council Building – 4/10/15

PARTICIPANTS:

On April 10, 2015, a group of ten Wilmington civic and community leaders convened for a 90 minute facilitated discussion on a data review and root cause analysis of educator inequity. This think tank convenes every other week for the purpose of discussing and having a voice in public education in Wilmington.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	ORGANIZATION
Merv Daugherty	Red Clay Consolidated School District
Maurice Pritchett	Pritchett & Associates
Joe Garcia	City Council
Shannon Griffin	ACLU-Delaware
Rourke Moore	Mayor's Office
Nnamdi Chukwuocha	City Councilman
Jacqueline Jenkins	Mayor's Office
Raye Jones Avery	Christina Cultural Arts Center
Theo Gregory	City Council President
Elizabeth Lockman	Wilmington Education Think Tank

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Shana Young (DDOE). Next, statewide data related to educator equity gaps was presented by Douglas Gagnon (Harvard Strategic Data Project). The group held a large-group facilitated discussion on the data, challenges, and root causes led by Maria Stecker (DDOE). The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on pages 4-5 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Weak school leadership
2. Teacher preparation alignment
3. Cultural competency
4. Lack of holistic support for teachers and students
5. Lack of incentives

<u>Participants asked questions about or suggested the following:</u>

- Participants suggested DDOE track teacher preparation and how it related to retention and effectiveness
- Suggested we consider PK-2 and the root causes that may exist in early childhood education
- Suggested all applicants take a cultural competency test

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

What are the Root Causes of Teacher Experience Gaps:

- Parent request factor (weak school leadership)
- If I'm a new teacher, lower likelihood I will be placed in a non HN school
- Fewer openings in non-high-needs schools, so we get more new teachers in HN schools
- Part of the issue could be VT process
- More experienced teachers are not applying to be part of HN schools
- Antiquated deployment of teachers (highly effective teachers could teach multiple classes)
- Philosophy of baptism by fire – giving inexperienced teachers the classes
- Trying not to concentrate one classroom with so many students, do homogenous grouping, etc.
- Decision making not collaborative
- Partnering experienced and inexperienced teachers in classes (strategy)
- Longer student teaching is needed to have students understand the climate and culture
- Lack of cultural competency among staff
- Teacher preparation – exposure to HN schools
- Inadequate number of PD days & quality of training

What are the Root Causes of Teacher Turnover Gaps:

- Ed prep, student teaching, training and PD – not aligned or effective for HN schools
- School leadership – weak and lack of commitment
- Services available for teachers – lack of emotional support for teachers
- Teachers are playing the role of parent, social worker, etc. (need wrap around services)
- Teachers don't want to go to schools where they may be labeled ineffective if they don't feel the teachers have the supports
- Mindset that labeling a school is going to get a better result (has the exact opposite effect on teachers – teacher morale and demoralization, turnover, etc)

- Lack of incentives: different need and student challenges, but are we willing to provide financial incentives, student loan forgiveness
- Leaders are not Harvard, 4.0, etc - need to be careful with selecting leading: shift of paradigm around leadership and teacher qualities: should be broadened
- Fear for safety (within and outside), working conditions around the building
- Keep you because of your ability to manage a classroom, not your ability to teach them

What are the Root Causes of Teacher Effectiveness Gaps:

- Classroom management - training
- Lack of trauma informed teachers
- Parental engagement (related to cultural competency – cannot relate to parents)
- Cultural competency – did not get it sufficiently
- Lack of teacher support
- Professional development
- Training focuses on content competency, but not effectiveness (empathy and caring)
- Keep you because of your ability to manage a classroom, not your ability to teach them – placement of less effective teachers
- Comparison of charters to TPS – how often teachers are being evaluated and how often they receive immediate feedback allowing them to correct and tailor their practice
- People have a tendency to take care of their own – bring it into the building (lack of cultural competency)
- Compounding effect of turnover and access to experienced teachers
- Protection of teacher unions
- Tool they use to evaluate needs work (DPAS) – not highlighting and identifying the most effective teachers: never developed to look at teacher termination, only to keep teacher there - must have an honest system to remove ineffective educators (disagreement here – some feel you need to be able to label and remove ineffective teachers, others feel that you should be using evaluation systems only for conversation and improvement – bad teachers will leave on their own)

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

P-20 Council – Buena Vista Conference Center – 4/13/15

PARTICIPANTS:

On April 13, 2015, a group of 15 members of the P-20 Council convened for a 60 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	ORGANIZATION
Kimberly Sudler	Delaware State University
Rhonda Ringer	Delaware Department of Technology and Implementation
Michael Watson	DDOE
Terri Quinn Gray	Delaware State Board of Education
Donna Johnson	Delaware State Board of Education
Kendall Massett	Delaware Charter Schools Network
Susan Perry-Manning	Office of Early Learning
Melissa Hopkins	Rodel Foundation of Delaware
Katherine Cherry	GAECC
Liz Hoyt	Rodel Foundation of Delaware
Kim Joyce	Delaware Technical and Community College
Frederika Jenner	Delaware State Education Association
Steven Yeatman	DSCYF

Fran Riddle	Wesley College
Peggy Bottorf	University of Delaware

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Christoper Ruszkowski (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Douglas Gagnon (Harvard Strategic Data Project). The group then broke out into pairs and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Christopher. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 3 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Teacher preparation alignment
2. Lack of incentives to teach in low income schools/lack of career incentives or pathways
3. School leadership and leadership turnover
4. School leadership
5. Inequitable resources

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerably across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

P-20 Council

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

pg 1/2

List the root causes and the sub-causes of the challenge you selected above:

Alignment in teacher prep leads to teacher turnover that leads to need for new teachers = least experienced teachers in high needs schools, ½ in order to align you need experienced teachers.

Training, support, on-going differentiated, relavant timely support for all staff = turnover = least experienced teachers in schools,

Incentives to teach in low income schools attracts teachers
** TEACH grant **

Student enrollment increases and fluctuation (and student in year transitions)

Leader Turnover leads to teacher turnover to

P-20 Council

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

Turnover of grade assignments leads to turnover leads to experience.

Experienced teachers can sometimes be savvy to get to a better situation.

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Effectiveness

P-20 Council

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

- career incentives/pathways encourage highly effective teachers to leave the ~~sta~~ high needs classroom & pursue admin positions, or move to a high performing school
- Resources & supports needed to support high needs schools may not be equitable, may be greater. Family support isn't always there.
- School administrator decisions about which students are in which classrooms. (ie. Rewarding long-term teachers with "better" students and troublemakers to the new teachers)
-

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Teaching and Learning Cadre – Collette Center – 4/14/15

PARTICIPANTS:

On April 13, 2015, a group of six district and DDOE curriculum and instructional specialists convened for a 60 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	TITLE	DISTRICT/ORG
Kelley N Brake Grasso	Instructional Supervisor of Special Education	Red Clay
Ichelle Kutch	Supervisor of Curriculum and Instruction	Brandywine
Michelle Wyatt	Curriculum Specialist	Christina
Jessica Jackson	Director	Delaware Teachers Center
Sarah Celestin	Education Associate	DDOE
Terry Richard	Education Associate	DDOE

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Maria Stecker (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Douglas Gagnon (Harvard Strategic Data Project). The group then broke out into pairs and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for

one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Maria. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on page 3 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 4 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Teacher preparation alignment
2. Union contracts
3. School leadership and senior teaching with too much "clout"

Participants asked questions about or suggested the following:

- Participants requested that the DDOE dig deeper and look into equitable access for special education and English language learners
- Suggest we look at Red Clay who created a 15-point rubric to ensure that access is equitable for teachers
- Suggested we look at turnover with respect to salary and the correlation with different RTI models

Participants disagreed over the following:

Some participants believe that Measure A is influenced by many factors beyond a teachers control

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

1. **Turnover**
    a. Union contracts – hindrances in placement
    b. School choice
    c. Feeder patterns and student assignments
    d. Teacher assignments within tracked classes
    e. School leadership
2. **Effectiveness**
    a. Professional development
    b. Teacher preparation (teachers not familiar with co-teaching)
    c. Teaching rating systems leads teachers to not want to teach high needs students (teachers looking out for themselves)
    d. More experienced teachers hold more clout (placement trends) have say over what goes on in building – have admins ear (happens at secondary level)

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

T&L Cadre 4/14

List one most pressing equity challenge after your brainstorm:

Teacher Experience:

ESL Certified a/o Bilingual Certified Educators do not have the experience to serve EL/immigrant students.

Root Cause:

1. No funding to hire teachers
2. Lack of available or shortage of ESL Certified teaches w/in the state
3. District practice of using uncertified paras & tutors to fill slots.
4. No recruitment [illegible] external to DE sources of qualified teachers ~~[illegible]~~

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

T & L Cadre 4/14

List the root causes and the sub-causes of the challenge you selected above:

- TEACHER (PD)
- TEACHER (Prep)
- TEACHER (Rating System)
- More Experienced teachers hold more influence over operations

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Teacher ~~experience~~?
Teacher turnover?
Teacher ~~effectiveness~~?

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

1. Union contracts – assignment of teachers (VT) – no bearing on teacher effectiveness or student need.
2. Choice – perpetuates segregation
3. Feeder pattern, student assignments, teacher assignments (IB, AP, Spec Ed Res.) open enrollment v. assigned (Systemic issues) – common planning for collaboration to support needy students
4. School leadership – vision of equity, inclusion, all hands on deck mindset – principal turnover

T&L Cadre 4/14

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

DSEA Educators – DSEA Offices in Dover – 4/28/15

PARTICIPANTS:

On April 28, 2015, a group of eight Delaware State Education Association (DSEA) educators and employees convened for a 180 minute facilitated discussion on a data review, root cause analysis of educator inequity, and potential strategy generation session. This group was formed with support from DSEA. *Please note that the potential strategy generation notes can be found with the other strategy session notes.*

The Delaware Department of Education collected sign-in information. The attendants at this session were:

NAME	DISTRICT/ORGANIZATION
Domenico Zaffora	Woodbridge/DSEA
Jesse Parsley	Miford
Paula Brown	Red Clay
Jackie Kook	Christina
Mike Matthews	Red Clay
Stephanie Ingram	Colonial
Deb Stevens	DSEA
Frederika Jenner	DSEA

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Shana Young and Angeline Rivello (DDOE). Next, statewide data related to educator equity gaps was presented by Doug Gagnon (Harvard Strategic Data Project). The group then broke out into pairs and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. In some cases, DDOE TLEU team members listened in and helped guide the breakout groups, when needed. This portion of the activity was abbreviated as participants would also be completing a strategy protocol. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Maria Stecker (DDOE TLEU). The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 4 of this document. A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found beginning on page 5 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Improving school climate and working conditions
2. Improving school leadership and decreasing school leader turnover
3. Improving induction and mentoring

Participants asked questions about or suggested the following:

- One participant suggested that the DDOE look at the correlation between Measure A and teacher experience
- Participants asked the DDOE remain mindful that some state-led initiatives aimed at high-need schools may also contribute to teacher turnover and widen educator equity gaps
- One participant suggested adding the number of teachers rated “Exceeds” on Measure A to the school profiles page

Participants disagreed over the following:

- There was some disagreement between members of the use of Measure A as a measure of effectiveness

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

- Tracking – homogeneous grouping/more needy children are placed with the newer teacher (paradigm/culture shift; need shuffling of students); large groups of special education teachers are grouped together; worse in the elementary side; have teachers on constant rotational basis – (note: particular case for special education students)
- Overwhelmed – many trainings - turnover
- School climate – student, colleague, or admin created
- Working conditions – stress, lack of support, health issues created by cleanliness of building
- Lack of discipline, student assaults
- Lack of quality mentoring/support due to lack of experienced teachers within a building – need for veteran teacher leader
- New teachers teaching the wrong students – your best teacher should be placed with the neediest students (trial-by-fire)
- Principal churn and high teacher turnover have majorly negative impacts
- Lack of strong school leadership and attraction of strong leaders to high needs schools

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first-year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

1. Tracking - ~~homogeneous grouping~~ heterogeneous grouping; rotation of teachers,
2. Overwhelmed - [redacted] limited assets, discipline, out of classroom for training
3.

DSEA 4/28

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

teacher turnover

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. After you've written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don't know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

- School climate
  colle/admin created, students
- working conditions
  stress, lack of support, health issues due to cleanliness
- discipline
  student assaults
  code of conduct vs consequences
- courses not available in all schools limits movement
- attrition of new teachers

DSEA 4/28

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the ***one challenge*** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn "Unsatisfactory" ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

1) Reading / IEP. Coach Support

2) New teachers teaching wrong students

DSEA 4/28

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Parent Advocacy Council for Education (PACE) – Christina Cultural Arts Center – 5/2/15

PARTICIPANTS:

On May 2, 2015, a group of nine Delaware parents convened for a 120-minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME
Marsha Saunders
Althea Smith-Tucker
Francine Oates
Donchel Powell
Marsha Carter
Mary Pickering
Kendra Brown
Lynne Howard (PACE Organizer)
Raye Jones Avery (PACE Organizer)

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Christopher Ruszkowski (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Atnre Alleyne (DDOE TLEU). The group engaged in a discussion throughout the event and notes were taken by Maria Stecker (DDOE TLEU).

SESSION SUMMARY:

The top root causes categories/priorities that emerged in the conversation were:

1. Losing a lot of great teachers to other states because of compensation and passive recruitment (compared to other states actively recruiting)
2. Lack of financial incentives
3. Teacher effectiveness is highly tied to teacher preparation
4. Need to have the "passion" (mindset) and cultural competency

<u>Participants asked questions about or suggested the following:</u>

- Questions about the high number of teachers "leaving Delaware schools" and the implications for the state
- Need to have an exit survey
- Believe DDOE should be pushing the Co-Op (belief in performance-based differentiated compensation)
- Parent surveys to bring accountability to the forefront – and bring this into the parent evaluation system
- Publicly publish the data to help the public/parents hold them accountable

Participants disagreed over the following:

- Push back against Teach for America – some felt that they are intentionally placing new teachers with the neediest kids exacerbating the experience gap
- Forced transfers – placing the most experienced teachers with the neediest kids (teachers should go to a non-high-need school before moving to a high-need school)

G. Stakeholder Engagement Stage 2 Meeting Note Summaries

Delaware Equity Plan Stakeholder Engagement

Strategy Protocol

Partners and IHEs – Blue Hen Conference Center – 4/14/15

PARTICIPANTS:

On April 14, 2015, a group of eleven educational partners and educator preparation IHE leaders convened for a 180 minute facilitated discussion on strategies to address the root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information and the attendants at this session were

NAME	ORGANIZATION
Greg Vetter	Amplify
Marsha Horton	Delaware State University
Bob Martin	Delaware State University
Elaine Marker	Delaware State University
Christine Eisenhauer	Relay Graduate School of Education
Elizabeth Diaz	Teach for America – Delaware
Frank Livoy	University of Delaware
Raymond Theilacker	University of Delaware
Steve Godowsky	University of Delaware – DASL
Michael Moody	Insight Education Group
Matt Kelomers	New Leaders

SESSION INFORMATION:

During the session, a quick review of the plan requirements and data was presented by Christopher Ruszkowski and Atnre Alleyne (DDOE TLEU). Next, a summary of the root causes named at stakeholder engagement sessions was presented. The group then broke off to dig deeply into the root cause area of their choice and develop potential strategies. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

Graphic organizers from the session detailing stakeholder named strategies can be found beginning on page 3.

Participants asked questions about or suggested the following:

- Questions about who has ownership of this work and where the focus should be (state vs. district vs. school)

Participants disagreed over the following:

- Some participants felt the DDOE should have taken a more scientific approach to the root cause analysis than relying on what stakeholders named

Root Cause Area Selected: Too few candidates with right mindset

What should Delaware...

...continue to support in this area?	...Adjust/stop doing in this area?
TFA Delaware Talent Cooperative although not sure if $10K is the right risk reward for someone who is comfortable. You can't attract non-teacher candidates	Join Delaware Its okay but the jobs are misaligned with folders. Not all schools are in.

Hire great teacher candidates early.
Too much late hiring practices

What should Delaware attempt that is a new/innovative idea in this area?

For every year of successful teaching in a high needs school, you earn 1.25 years of retirement credit.

Vesting could be lowered from 10 years to 5 years

Job Sharing / Staggered Schedules so teachers are not burned out working the hours necessary to be successful. → 2 hours every day over lap for small ~~age~~ group instruction, PLCs, learning about instruction, watching teachers, lesson study.

Instructional coaches, TOSAs (Teachers on Special Assignments) and curriculum cadres receive a lot of PD on best practices. They rarely go back to the classroom. Change this.

Is the risk/reward scenario for teacher compensation / job security in line for high needs schools compared to private sector & other schools. Good teachers have options.

Root Cause Area Selected: Professional Learning

What should Delaware...

...continue to support in this area?	...stop doing in this area?
• IDT	
• PLCs → putting teachers in charge of them & organizing them around topics centered around the needs of your kids	→ Change mindset & approach set up from "assignment" to authentic, meaningful collaboration
	• One Size Fits All PDs & Seminars (disrespectful & ineffective)

Best PD: Howard HS (PD Days → SL asked teachers what they wanted & gave them menus of options)

What should Delaware attempt that is a new/innovative idea in this area?

Interdistrict collaboration and Vertical (K-12) collaboration
↳ organic conversations fuel authentic & meaningful collaboration
↳ respect for profession, dignity (not condescending)

Treat teachers like professionals

PD agendas need to ~~be~~ develop among teachers around what they identify as highest needs — not prescriptive.

- content centric (not strategy centric) → continuing education
- community of learners (PLCs) → voluntary
- instructional leader

↳ DTI addresses these

for retention and building
↳ organic conversations & inter/district collaboration

could change to strong culture of achievement for kids

10 yrs.

Root Cause Area Selected: Educator Prep.

What should Delaware…

…continue to support in this area?	…stop doing in this area?
→ Strengthen SB 51 to require longer residencies ↓ Even 2 yrs. (?) with *support for 2nd year	
→ Keep SAHE to support alt. ates. prep for crit. needs tchrs. high need schools	
→ Continue to support ACTC which supplies HN schools w/ highly qualified tchrs.	

What should Delaware attempt that is a new/innovative idea in this area?

- Establish uniform minimal standards for effective cooperating teachers in HNS

$ * State ~~fund~~ subsidies for cooperating tchrs. in high need schools. OR allow upward movement on salary scale for effective cooperating tchrs in HNS

$ State support Co-teaching model for st. teaching.

$ Provide unit funding to HNS's to allow 1st yr. teachers to co-teach at least one period/day w/ a veteran + eliminate extra duties.

Root Cause Area Selected: ~~Recruitment~~, Selection, & Hiring

What should Delaware...

...continue to support in this area?	...stop doing in this area?
Teach For America Join DE Schools	Revamp DE Talent Corp Stop the shotgun approach trying any or everything

What should Delaware attempt that is a new/innovative idea in this area?

Investing financially in top candidates
Salaries competitive w/ top professions
Paid internships (Student Teaching competitive salaries
Signing bonuses for high needs content experts [who the
or who are willing to develop strong
pedagogical skills]

Decision makers re who has the "right mindset" etc
need to have the right mindset themselves

Rigorous recruitment, selection and credentialing process.

Use the top teachers as part of leadership teams for
IHEs.

Delaware Equity Plan Stakeholder Engagement

Strategy Protocol

District Human Resource Directors – Collette Education Center – 4/22/15

PARTICIPANTS:

On April 22, 2015, a group of seven district human resource directors convened for a 60 minute facilitated discussion on strategies to address the root causes of educator inequity.

The Delaware Department of Education collected sign-in information and the attendants at this session were

NAME	TITLE	DISTRICT/ORG
Kristen Marquez	HR/Ben Rep	Delmar
Anne Wheeler	HR Specialist	Colonial
Betsy Fleetwood	HR Director	Colonial
Donna Santangelo	HR Secretary	Appoquinimink
Meryl Heurett	Business Manager	MOT Charter
Robert Gray	Coordinator of DT3P	University of Delaware
Chris Smith	HR Director	Red Clay

SESSION INFORMATION:

During the session, a quick review of the plan requirements and data was presented by Maria Stecker and Douglas Gagnon (DDOE TLEU and Harvard Strategic Data Project, respectively). Next, a summary of the root causes named at stakeholder engagement sessions was presented. The group then broke off to dig deeply into the root cause area of their choice and develop potential strategies. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

Graphic organizers from the session detailing stakeholder named strategies can be found beginning on page 3.

Participants asked questions about or suggested the following:

- Questions about which groups of organizations had named compensation as a potential root cause

Root Cause Area Selected: EDUCATOR PREP

What should Delaware...

...continue to support in this area?	...stop doing in this area?
- SUPPORT PLACEMENTS IN HIGH-NEEDS SCHOOLS	- UNREALISTIC PLACEMENTS LIMIT IN HIGH INCOME SCHOOLS / AFFLUENT
- EARLY FIELD EXPERIENCES	NOT UTILIZING - RESPONSIVE CLASSROOM - COLLEGES TEACHING
- CHECKLISTS Y EXPERIENCES IN OTHER TYPES OF ENVIRONMENTS (EG. [illegible] OF [illegible])	
- ALL YR STUDENT TEACHING PLACEMENTS	

What should Delaware attempt that is a new/innovative idea in this area?

Responsive classroom
Teaching in college

Implement better screening
for student teacher
placement in high-needs
schools → instrument

Root Cause Area Selected: School / Neighborhood Climate + Resources

What should Delaware...

...continue to support in this area?

Work to increase Social Worker and outside ~~support~~ agency support w/ families.

Support non-instructional community building activities so teachers can meet families in a non-traditional / casual setting

Bring in Leadership programs ~~for~~ for children.

Careful assignment of Administrators -
Climate must be created by principal + teacher to make employees + students want to be there.

Financial incentives nice, but may not attract teachers who will stay or be effective. Not all districts can afford to do this.

...stop doing in this area?

safety
STOP Allowing severely disruptive children the ability to remain in a classroom where they are taking instructional time away from entire class

STOP PENALIZING TEACHERS FOR UTILIZING Procedures for discipline regardless of how school numbers are perceived.

STOP LIMITING NON-INSTRUCTIONAL SPENDING WHICH MAY BUILD Community

STOP TYING CAPITAL FUNDING TO REFERENDUMS - Low INCOME FAMILIES will not be able to pay more / will not support.

Root Cause Area Selected: Recruitment

What should Delaware...

...continue to support in this area?	...stop doing in this area?
Teach for America - good idea - to assist districts - make sure certification is cleaner from start to finish	Delawan Talent Coop - you are assuming high ~~needs~~ performing is transfrable
Join DE school - keep main focus of advertising (function of it as an application system is lacking	$ solves issues

4/22 HR Weekly / Recruitment

What should Delaware attempt that is a new/innovative idea in this area?

Student teachers need to be placed
in high needs schools w/ high
performancing teachers
(help w/ determining grit - can they
handle it)

- ~~[illegible]~~

State wide marketing campaign to
attract high school students
to teaching

- Have high schools create educator pathway
  - expose them to positive exp.
    as teachers
    - get them excited
    - share financial incentives (loan forgiveness)
- ~~[illegible]~~

State wide incentive for DE teachers to
return to DE schools and teach

Develop a better way of unit count

30 day in Sept not

Clear enough - too much movement

in schools during the year

- use later months to get projection counts

(could even compare Sept. to a later month)

Delaware Equity Plan Stakeholder Engagement

Strategy Protocol

DSEA Educators – DSEA Offices in Dover – 4/28/15

PARTICIPANTS:

On April 28, 2015, a group of eight Delaware State Education Association (DSEA) educators and employees convened for a 180 minute facilitated discussion on a data review, root cause analysis of educator inequity, and potential strategy generation session. This group was formed with support from DSEA. *Please note that the root cause analysis notes can be found with the other root cause protocol session notes.*

The Delaware Department of Education collected sign-in information. The attendants at this session were:

NAME	DISTRICT/ORGANIZATION
Domenico Zaffora	Woodbridge/DSEA
Jesse Parsley	Miford
Paula Brown	Red Clay
Jackie Kook	Christina
Mike Matthews	Red Clay
Stephanie Ingram	Colonial
Deb Stevens	DSEA
Frederika Jenner	DSEA

SESSION INFORMATION:

Following the root causes breakout session, a summary of the root causes named at other stakeholder engagement sessions was presented. The group then broke off to dig deeply into the root cause area of their choice and develop potential strategies. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

Graphic organizers from the session detailing stakeholder named strategies can be found beginning on page 3.

Participants asked questions about or suggested the following:

- Questions about who has ownership of this work and where the focus should be (state vs. district vs. school)

Participants disagreed over the following:

- Some participants felt the DDOE should have taken a more scientific approach to the root cause analysis than relying on what stakeholders named

Root Cause Area Selected: Recruitment / Selection

What should Delaware...

...continue to support in this area?	...stop doing in this area?
Join Delaware - encourage all Districts to participate Teach For America Not sure of cost or validity of program	

What should Delaware attempt that is a new/innovative idea in this area?

- Teacher on Loan to high needs schools with opportunity to Return to home school
- Bonus or financial incentive
- PD state driven to address pitfalls in High Needs Areas
- State PD Day
- Internships.

Root Cause Area Selected: Induction and Mentoring

What should Delaware...

...continue to support in this area?	...stop doing in this area?
Setting guidelines for mentoring programs (current reqs) Grant program So, I see this as each building creating a mentoring team that will plan and conduct all new hire events. Would function like a distributed leadership PLC. The grant could fund this group for summer work and training. The team would work to build a supportive network that, over time, would encompass most, if not all, of the school.	Setting districts have so much flexibility in planning these programs. It creates inequity across the state.

What should Delaware attempt that is a new/innovative idea in this area?

I think a solid system of peer evaluations or review should be part of the program. This would provide way more support in the classroom for novice educators. This team would be the mentoring team and function as a PLC, building trust and meeting regularly. Over time, the entire building could/would be part of this culture.

Root Cause Area Selected: professional learning

What should Delaware...

...continue to support in this area?	...stop doing in this area?
allow teachers to spend time w/ like teachers to discuss curriculum partner w/ IHEs to provide differentiated PD state PD day	• forcing everyone to attend same PD • bring back clusters • allowing district to create distnct centered PD • believing that CC is the only area that we need PD

these ideas might not be in the correct categories (sorry it's late...)

What should Delaware attempt that is a new/innovative idea in this area?

- Offer more statewide courses that count for distnct PD

- Western Sussex PD model (ask teachers for input)

- ~~(State PD day~~ allow~~ed~~ for teachers ~~to~~) explore outside their area of content knowledge

- online state PD

Root Cause Area Selected: School/ Neighborhood

What should Delaware...

...continue to support in this area?	...stop doing in this area?
TELL Delaware Survey - expand to include all stakeholders (parents, community, businesses)	Flexible Funding - has potential for misdirected funds and ~~the~~ could be detrimental to the student.

What should Delaware attempt that is a new/innovative idea in this area?

- Properly fund and support a school RN in every building.
- Fund mental health care and general health care for students. Create partnerships.
- Buildings need to be ~~retr~~ revamped.
- increase ratio for technology - classroom set
- Parent education via outreach programs
- * find a new way to fund building construction besides referendum.
- weight school funding equitably based on student needs.

Root Cause Area Selected: Comp. 3 Career Path

What should Delaware...

...continue to support in this area?	...stop doing in this area?
• ~~Continue exploring equitable opportunities for teacher leadership~~ • ~~Equitable distribution of awards to all teachers in a building~~ • ~~Higher starting salaries (but not the CAEC plan!)~~ • Steps and lanes	• DE Talent Coop • Bonuses based on test scores

What should Delaware attempt that is a new/innovative idea in this area?

- Equitable distribution of rewards [awards] to schools
- Higher starting salaries (NOT the CAECC scheme)
- Explore meaningful and equitable opportunities for teacher leadership (not the CAECC scheme)

Root Cause Area Selected: Recruitment, Selection, & Staff

What should Delaware...

...continue to support in this area?	...stop doing in this area?
Join Delaware	• Delaware Talent Co-op - little attraction - Lateness of retention offers • Supporting TFA - cannot be justified in light of HB 51 - creates & supports churn - includes extra costs to each district

don't function to retain anyone - teachers must notify in March

4/28

What should Delaware attempt that is a new/innovative idea in this area?

Create & support prof. dev. center in each county
- a place
- a staff + educator trainers during school day + additional trainers for after school and summer
- building has classrooms, labs, large group space, technology, cafeteria
- used by teachers, specialists, admins.

I failed to note that it said "innovative idea IN THIS AREA!" Sorry

4/28

Delaware Equity Plan Stakeholder Engagement

Strategy Protocol

Wilmington Education Think Tank – City Council Building – 5/1/15

PARTICIPANTS:

On May 1, 2015, a group of ten Wilmington civic and community leaders convened for a 60 minute facilitated discussion on strategies to address the root causes of educator inequity. This think tank convenes every other week for the purpose of discussing and having a voice in public education in Wilmington.

The Delaware Department of Education collected sign-in information and the attendants at this session were:

NAME	ORGANIZATION
Maurice Pritchett	Pritchett & Associates
Joe Garcia	City Council
Shannon Griffin	ACLU-Delaware
Nnamdi Chukwuocha	City Councilman
Theo Gregory	City Council President
Elizabeth Lockman	Wilmington Education Think Tank

SESSION INFORMATION:

During the session, a quick review of the plan requirements and data was presented by Christopher Ruszkowski and Atnre Alleyne (DDOE TLEU). Next, a summary of the root causes named at stakeholder engagement sessions was presented. The group then chose to dig deeply into the **school leadership** root cause area and develop potential strategies. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

Participants asked questions about or suggested the following:

- Participants suggested we do a historical study and look back at what made teachers in Wilmington great prior to 1983
- Looking for acknowledgement from DDOE that we haven't always gotten it right – it will go a long way – talk about how we want to do better, hold others accountable, but hold ourselves accountable

Takeaways of the conversation were the need to focus on the following to improve school leadership for Wilmington students:

- Coaching
- Hiring
- Evaluation & Training
- Tackle Political Obstacles like School Boards and Teachers Unions

Whole Group Facilitated Discussion Notes

WHAT SHOULD DELAWARE DO TO IMPROVE SCHOOL LEADERSHIP?

- Develop a plan for getting retired, high quality principals, to come back and train new principals – Principal mentoring (everyone should have a coach)
- Distinction between leadership and managers – additional leadership training for Principals
- Principal hiring – doesn't focus on leadership skills; who is identifying great school leaders and asking the questions; track record of those applying – focus on student outcomes and how other teachers looked at you
- Scaling the impact of great leaders (look at Lamont looking over FFA as a positive) – great leaders can take on more than one school with the right supports
- We need to combat the autonomy issue to push back on the teachers union (in collective bargaining agreement)
- Focus on Superintendents as a possible lever
- Need to push back against collective bargaining agreement
- Is there a way for us to translate leadership skill screening into practice – screening process potentially through evaluation method?
- Principals need more development and a better evaluation method
- Hiring practices are an issue – sometimes Principals selected weren't the right person from the get go
- School Boards may have too much power with hiring and firing
- Principals need to provide additional support for teachers
- Question – how do we build a pool of leaders that have those skills?
    - First, we need to see who we have.
    - Next, we need to look at selection model.
- Takeaway – Hiring practices are big
- Are Directors of Elementary and Secondary Education at the District level strong leaders?
- Looking for acknowledgement from DDOE that we haven't always gotten it right – it will go a long way – talk about how we want to do better, hold others accountable, but hold ourselves accountable
- Principals need to be involved in the community and be close and understand the needs of their staff

H. Stakeholder Engagement Stage 3 Meeting Note Summaries

Draft Plan Review

Working Group Conversation

Townsend Building -- May 8, 2015

Attendees:

- Ige Purnell – Principal, McCullough Middle School (Colonial)
- Claire Robertson-Kraft – Education Researcher and Contractor Researching the Delaware Talent Cooperative, University of Pennsylvania
- Chris Kenton – Executive Director, Professional Standards Board
- Mary Pickering – Parent Advocacy Council for Education
- Ken Hutchins – Capital Data Analyst
- Marsha Carter – Parent Advocacy Council for Education
- Dusty Blakey – Superintendent Colonial
- Betsy Fleetwood – Human Resources Director for Colonial
- Dom Zaffora – DSEA Treasurer
- Elizabeth Diaz– Director of Teacher Leadership Development, Teach for America Delaware
- Cora Scott – Director of PK-12 Educational Services for Brandywine
- Shan Green – Principal, Central Middle School (Capital)
- Nnamdi Chukwuocha – Wilmington City Councilman

TLEU Staff:

- Diane Bogle – Parent/Community Engagement Consultant for TLEU
- Atnre Alleyne – TLEU (by phone)
- Rashida Scott – TLEU (note taker)
- Christopher Ruszkowski – TLEU (facilitator)
- Doug Gagnon – TLEU & Harvard Strategic Data Project
- Maria Stecker - TLEU

Ensuring Equitable Access to Excellent Educators

Ad Hoc Working Group Review & Discussion

May 8, 2015

2-4pm

Agenda

- Show current status of the plan (skeleton version of where we're at)
- Stop at each section and ask for feedback; answer questions; comments

Reflection Questions

Plan Requirements

1. Why has USED asked all 50 states to embark upon this process in their states and local communities?

    - Disproportion/trying to provide access
    - The data shows that teachers are not working with the students who have those high needs
    - Comparison to other countries we are falling behind
    - No child left behind not as effective/how do we get rid of ineffective teachers; and/or providing professional development/provide unique structure guidance and support/new teachers lacking the support they need/training for those educators who lack communication skills (language barriers)

2. What questions do we still have about USED's plan requirements?

    - What is the evaluation process to become an ineffective teacher? Effectively ranking them appropriately not based on an assessment. The current system isn't meeting the needs.
    - How are we going to implement this process/Child should be central focus point at all times/ continue to look at the socio-economic bases/ensure stakeholders are venture stakeholders and being addressed the whole child

3. What additional information should DDOE obtain from USED over the next several months? From other organizations?
    - Make sure we're collaborating with other agencies

Stakeholder Engagement

1. What additional groups of community members/stakeholders should DDOE engage over the next six months?

    - Start looking beyond education/business leaders/mental health, etc outside of school settings
    - Speak to the students to hear their opinions and their thoughts
    - School boards
    - Legislature

2. Which perspective(s) should DDOE spend more time gathering (from those already engaged)?

    - Teachers; they are at the ground level
    - Prospective teachers
    - Higher ed (visit this on a continuous basis)
        - How is higher ed recruiting these teachers?
    - Parents (compare their perspectives and the stakeholders; but get opinions from a broad range of parents [suburban and high needs])

3. How should DDOE approach districts/charters this summer to engage in planning, support, and communications?

    - Focus on preparation for these teachers to make sure these teachers are prepared for high need schools

Notes:

- It should be mandated that student teachers should intern in high needs schools

Educator Equity Gaps – Data

1. What are the strengths of DE's current approach to equity gap data?

    - The fact that we're talking about it
    - Transparency of the data Having the data at hand and the quality you have to work from

2. What questions do you still have about the data/gaps that DDOE has uncovered?

    - Do we have data showing its working in other places
    - How do we highlight those schools and people who are doing well
    - The data is currently focusing on two areas right now, should we be valuing the concepts of analysis, complex argumentative thought processes, look at data over the past 10 years and analyze that holistically and have we been working towards that, if not the case then we need to think about the path that will lead top student success
    - Is the data correct/are we misinterpreting it? Drilling down to get to the true data
    - Explaining the variations of the data (different levels of schools, background of the teachers, teacher demographics)
    - What do we do with the data (i.e. backgrounds of student teachers) and how do we make the necessary changes with this data

3. What additional data (or deeper analysis) should be conducted over the next three-six months to further illuminate the challenge? (focusing on educator equity)

    - What supports are in place (professional development)
    - How can we fund higher needs differently
    - Interviewing the teachers and highlighting the successors
    - Anonymous parent/student/teacher survey between 2-3 schools performing well and 2-3 on the lower end of the spectrum and comparing that feedback/data

Root Cause Analysis

1. What did our various stakeholder groups miss/overlook in their conversations?

    - Root analysis is very comprehensive, however when do we focus on leadership
    - How do you get active voices from parents/parent involvement
    - Variations of the districts (macro vs micro); fiscal equity
    - Take each root causes and look at the whys? to be able to focus and fix
    - Class size/policies of the environment

2. What additional root causes does this working group believe need to be included?

   •

3. What additional work should the TLEU do to learn more about connections between equity gaps and root causes?

   •

Notes

- In the terms of lack of compensation/incentives – provide incentives to those who are willing to go into these high needs schools
- Give those teachers in high needs more time to do the work they need to do

Potential Strategies and Solutions

1. How can the state's current approaches be refined to greater impact educator equity?

   •

2. What LEA approaches have worked? What have LEAs tried to address these challenges?

   •

3. What new potential strategies/solutions should the SEA/LEA be considering to address these equity gaps?

   •

Notes

- How do we offset teachers' weaknesses when teaching subjects that are not their mastery?

Implementation Support, Ongoing Monitoring, and Public Reporting

1. How should this work be communicated over the next six months?

    - Take it on the road to all the stakeholders and the districts as well showing a partnership
    - The DOE should find a person in the stakeholders and announce this publicly

2. What should the state's role be in holding LEAs accountable for addressing educator equity gaps?

    - The way they distribute 1st year teachers
    - Inconsistency in the introduction program
    - How can you get rid of ineffective teachers?
    - Clear delineation upfront of what the process is

3. What should the state's role be in supporting LEAs as they address these persistent equity gaps?

4. What technical assistances is needed?

    - Look how early education does their process (with a TA and process document)
    - Make sure you follow through!

I. Sample Stakeholder Outreach E-Mail

Delaware's Equiy Plan--Excellent Educators for All

DELETE REPLY REPLY ALL FORWARD ...

Ruszkowski Christopher

Tue 4/7/2015 7:05 PM

Inbox

Mark as unread

To: Matos Maria;

Cc: Kriss Michelle; Alleyne Atnre;

This message was sent with high importance.

Maria--How are you?!? We would love to set something up with you. Michelle is copied here so that we could talk for 30 minutes this week. See below re: what I would hope to discuss.

We're in the process of putting together a plan on educator equity. We're wondering if you'd be willing and interested in putting together a group to share thoughts and provide input. If interested, keep reading...

The DDOE is working on a State Equity Plan to Ensure Equitable Access to Excellent Educators. The plan is to presented to the United States Department of Education on June 1, 2015. The aim of this plan is to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, ineffective, unqualified, out-of-field, or low-performing teachers. To put together the plan, we are seeking stakeholder input on root causes and potential solutions for these inequities. Given the focus of your work in the Wilmington community and statewide, we would find your contributions invaluable.

At this session, your group would be engaged in an overview of the process, a data review and Q&A, and a challenge/root cause identification activity. After meeting with all stakeholder groups to discuss root causes, we will be synthesizing all of the feedback into clear root causes and sub-causes. Ideally, the goal would be to then re-engage your group a month later to hear potential strategies and solutions.

We would really appreciate your time and perspective. Hoping to meet with you soon. Please let me know if you have any questions or concerns.

Sincerely,

Christopher

J. GTL Center's Talent Development Framework

Delaware Educator Talent Development: A Policy Inventory Synthesis and Summary

Introduction and Background

Attracting, preparing, developing, supporting, and ultimately retaining talented educators are fundamental components of the vision and purpose of the Delaware Department of Education (DDOE). In winter and spring 2015, DDOE undertook a systematic review of state efforts around supporting talent development to ensure that the state's human capital management approach was strategic, comprehensive, and informed by available research. Specifically, the DDOE's Teacher and Leader Effectiveness Unit (TLEU) engaged the Center on Great Teachers and Leaders (GTL Center) to facilitate an inventory of programs and policies currently in place by using the GTL Center's Talent Development framework.

This brief summarizes the results of the group's efforts, including an analysis of strengths and areas for growth as reported by the participating Delaware state team members. The purpose of this brief is to identify where Delaware's educator talent initiatives have focused and where they have been more sparse. Table 1 summarizes the elements of Delaware educator effectiveness policy that emerged as strengths and those that emerged as areas for growth. The rationale for and data supporting each of these is detailed in the sections that follow.

Table 1. Summary of Findings

Areas of Strength	Areas for Growth
• Pathways Into the Profession • Workforce, Shortage, and Mobility Data • Initial Certification and Licensure • Program Approval and Accreditation • Educator Environment • Evaluation and Professional Learning[30]	• Elevating the Status of the Profession • Recruitment, Selection, and Hiring • Assignment and Transfer • Induction and Mentoring • Recertification and Continuing Licensure • Compensation • Career Advancement and Tiered Licensure

PRELIMINARY

[30] Although categorized as a strength, Evaluation and Professional Learning was also identified as an area where there was a significant need for growth as well.

Copyright © 2015 American Institutes for Research. All rights reserved.

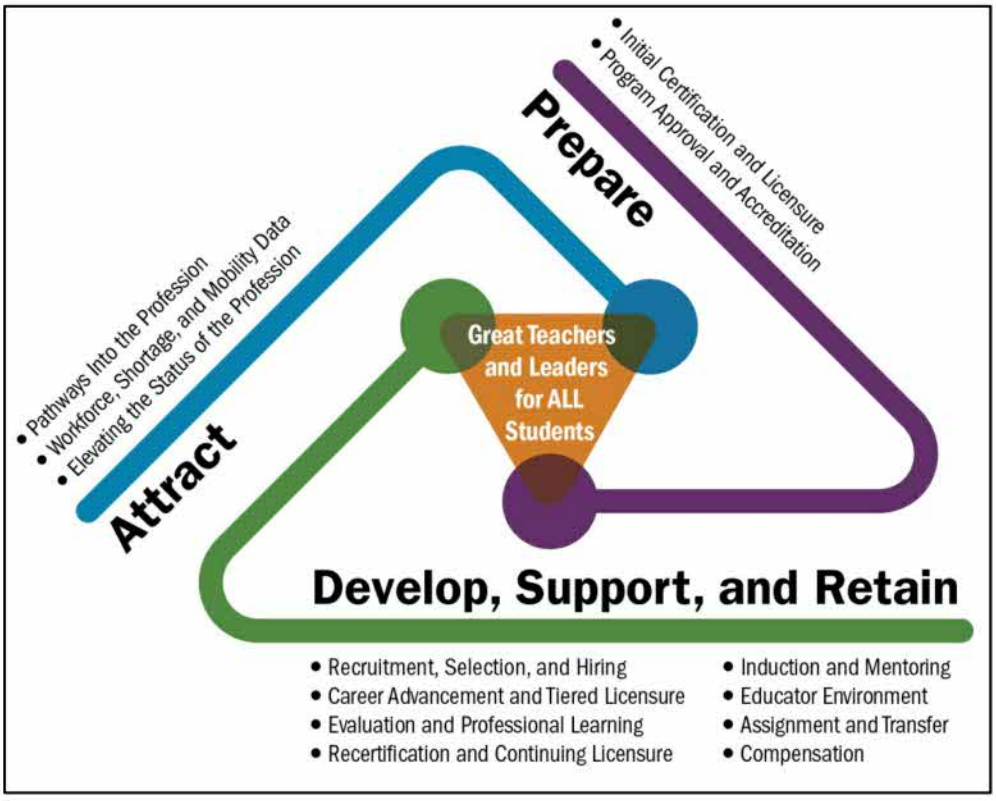
What Is the Purpose of Inventorying the Talent Development Framework and Why Does It Matter?

The Talent Development framework takes a state team through a structured process of documenting each policy and initiative that aims to improve the teacher workforce. The first step involves conducting a policy inventory and identifying gaps between the promising practices recommended by research and the efforts taken thus far by the state. It addresses 13 educator effectiveness policy component areas, grouped by the following three cluster areas:

- **Attract** the right talent into the profession to meet your students' needs.
- **Prepare** future teachers and school leaders to meet your students' needs.
- **Develop, support, and retain** educators in the field to ensure that they can continue to meet your students' needs.

The 13 educator effectiveness policy components are presented in Figure 1.

Figure 1. Talent Development Framework



Each policy and practice cluster (and the subtopics within each cluster) impacts the efficacy of the other clusters if expectations are consistent, rigorous, and supported. Poor planning in one area increases the challenges in and puts stress on the other areas. For example, it is much harder to prepare future teachers and school leaders to meet your students' needs if there are limited pathways into the profession or pathways that attract only candidates from a narrow range of experiences, interests, or specializations. Retaining educators in the field is similarly challenging

if teachers and school leaders are prepared poorly for their roles, not offered ongoing supports (for example, induction and mentoring programs), or see few options for career advancement and professional growth. A field that builds positive working environments, attractive compensation systems, and diverse career opportunities is more appealing to top college students or professionals changing careers and helps to retain existing professionals. By engaging in this process, Delaware can improve its own educator effectiveness systems and continue to lead the nation in charting a path away from piecemeal policies and toward proactive policy development that is grounded in the state's unique needs and context.[31]

Process and Methodology

The policy inventory and gap analysis process is intended not only to gather the data needed for the policy inventory and gap analysis but also to encourage high-level systems thinking and break down cross-department silos. This process allows leaders working on one aspect of educator talent policy to be connected with those working in related areas and can ensure policy coherence and avoid confusion, contradictions, or redundancies in their work (it is of note that in the Delaware context, this collaboration and systems thinking already is well established). The DDOE team engaged in the following step-by-step process across multiple meetings between January and April 2015:

1. Assemble a team from multiple departments for an in-person, facilitated discussion by using the Talent Development framework and assign documents for each component
2. Inventory the state's educator talent development by using the 13 components and subcomponents
3. Analyze the strengths and needs in three key policy areas—attracting; preparing; and developing, supporting, and retaining teachers and leaders

Once the team assembled, the second step was to assign members from each relevant department (see Appendix A for a complete list of the individuals involved) to each of the 13 components presented in Figure 1 to conduct an inventory of the full set of state-level policies and initiatives addressing that component. To aid this process, the Talent Development framework presents a number of indicators for each of the 13 components; the indicators reflect the findings from the latest educator effectiveness research.[32] For each indicator, the DDOE team identified whether there already is a policy or initiative in place (yes, partially, or no), described how the work currently is done and what else might be needed to improve on it, and shared any additional insights about that area of educator effectiveness policy in Delaware. The GTL Center assembled

[31] This brief represents the findings from the Talent Development framework policy inventory and gap analysis. The next step of the Talent Development framework process would be to conduct a depth-of-implementation analysis for several priority educator effectiveness components and to document action steps for creating a more comprehensive and purposeful approach to securing the teachers that Delaware needs.

[32] More information about the GTL Center's Talent Development framework, including a complete list of the indicators for the 13 components, is available at http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf.

the comments and provided clarifying prompts to ensure a comprehensive scan was provided by each party.

Components for which a majority of sub-indicators were categorized as having programs in place or clear policies in action were categorized as areas of strength. If a component had a majority of sub-indicators categorized as *partial* or *no*, they were highlighted as areas for growth. In one instance (component 9: evaluation and professional learning), the sub-indicators were equally categorized as *yes* and *partial/no;* it was determined to categorize this component as a strength but with significant attention paid to the areas for growth.

The purpose of the policy inventory is not to suggest that DDOE necessarily be engaged in each of the indicators included in the framework, nor is it to evaluate the *effectiveness* of the various policies and initiatives in place. Rather, the purpose is to create a clear picture of the strengths, gaps, and areas of overlap so that as DDOE leaders chart their next steps, they can be sure they are omitting or prioritizing certain aspects of educator effectiveness *intentionally* and can determine action steps for their strategic plans accordingly. The conclusion of this report offers some next steps for consideration based on the outcomes discussed below.

Results - Part 1: Areas of Strength

This section summarizes the six components identified as areas of strength based on DDOE leaders' documentation of the work that was under way. Where applicable, the areas where further effort could be made are also outlined.

Component 1: Pathways Into the Profession

Creating strong pathways into the profession is critical for ensuring that new teachers and principals are well equipped to perform well in their jobs from the start. Delaware's attention to strengthening pathways into the profession are a strength overall. State Regulation 290 (which was revised after the passage of Senate Bill 51 in 2013) includes a call for reviewing entry criteria for new educator preparation programs in the state. The goal of this legislation is to ensure that educator preparation programs are meeting the needs of the field and also to identify potential barriers to high-quality candidates from entering the field. For school leaders, Regulations 1591-1595 raised the bar for school leadership preparation program approval by eliminating "course count" options that were viewed as insufficient by the participants in this process. Both traditional and alternative-routes to school leadership preparation programs are possible and encouraged through competitive funding under Race to the Top.

Although Pathways Into the Profession was identified as an area of strength for Delaware overall, the DDOE did identify an important area of growth for this component: the need for greater capacity building and oversight of existing efforts. Specifically, on the basis of standards and criteria for the educator preparation program accreditation and review process, Delaware has created a program approval process and has established requirements for program recruitment and selection for traditional and alternative preparation programs. The DDOE currently is working to build capacity to oversee this process. Likewise, the state currently is seeking resources and expanded capacity in order to require districts and educator preparation programs

to create and support high-quality university-district partnerships responsive to district and state needs.

Component 2: Workforce, Shortage, and Mobility Data

Collecting and analyzing data about the educator workforce, educator shortages, and educator mobility enable the state to make well-informed decisions about targeting resources. TLEU has systematically collected educator supply and demand data for the past decade; recognizing the critical importance of such data, they recently developed a more sophisticated tool for gathering this information named the Talent Practices Survey. This survey, developed by the Harvard Strategic Data Project, is distributed annually to human resources directors statewide and triangulated with additional state data. The state currently provides centralized high-quality data collection on teacher and leader assignments, recruitment, retention, hiring, qualifications, tenures, and dismissals. The data are shared publicly as appropriate and also used to support state- and district-level policies and initiatives related to equitable access. Delaware has even created a policy to connect educator preparation programs with the data to inform their communication with and selection of teacher candidates.

The state currently is preparing for the implementation of this policy. The state is working to improve its data collection system and state education leaders are actively searching for resources to do so. In addition, the state is encouraging LEAs to be partners in that data collection system, particularly by administering exit surveys to staff that voluntarily depart.

Component 4: Initial Certification and Licensure

As noted in component 1: Pathways into the Profession, Delaware has significant regulations tied to Senate Bill 51 focused on educator licensure and preparation.[33] Senate Bill 51 not only elevated standards for teacher preparation programs but it also raised standards for teacher preparation *candidates*, by making it more difficult to obtain initial licensure. In collaboration with the Professional Standards Board (PSB), Delaware has established educator standards for certification and licensure, which have become more rigorous in the past two years, and associated assessments that are aligned with educator standards related to content knowledge and pedagogical skills. The state partially aligns its certification and licensure standards with its state professional practice standards and has stakeholders regularly review and update those standards.

Various structures are in place to support this work, such as the Delaware Licensure and Certification Criteria Subcommittee, which is co-chaired by the DDOE and an institution of higher education. Members of the committee include teachers, specialists, institution of higher education faculty, DDOE faculty, and PSB members. The state's collaborative efforts around initial certification and licensure could be supported better, however, through providing data to help determine which initiatives to enact.

[33] For details on Regulation 290 and 1591-1595, please see component 1.

Component 5: Program Approval and Accreditation

Preparation Program Approval and Accreditation also falls under the requirements of Regulation 290. This regulation includes stipulations for preparation programs to show use of learning in coursework that includes an emphasis on classroom practice as well as pedagogical theory, clinical experience, and alignment with educator performance and student learning standards. Delaware is working to build capacity to implement this requirement and to provide guidance to programs on how to report on how they are meeting regulatory requirements (note: current programs are not required to comply with Regulation 290).

In addition, Delaware collects and links data on educator effectiveness and educator preparation programs that it shares with those programs to support continuous improvement efforts. The state will launch scorecards in 2015 that will be used to determine whether preparation programs need to be closed. The DDOE also requires preparation programs to collect their own data on the effectiveness of their educator cohorts to inform their own improvement work.

In addition to its continued work to implement Regulation 290, further improvements to Delaware's Educator Preparation Program Approval and Accreditation efforts may be possible by revising entry criteria for educator preparation programs so that they are sensitive to supply and demand needs.

Component 9: Evaluation and Professional Learning

As noted above, components were categorized as an area of strength if the majority of the sub-indicators were categorized as having programs in place or clear policies in action. In the case of component 9, the sub-indicators were evenly split between *yes* and *partial/no.* Moreover, this component area was identified by the Delaware team as a priority policy area for possible changes to program design and policy. Although the component is classified as a strength, significant areas for growth are outlined and it is recommended that this component be explored further to identify the depth of implementation of current programs and feasibility of the possible changes suggested by the team.

Since the 1980s, Delaware has included professional learning and teacher evaluation as a major component of state policy. But the 2013–14 school year marked the second year in which all teachers, specialists, and administrators in Delaware were evaluated using the revised Delaware Performance Appraisal System II (DPAS II). DPAS II consists of a performance observation rubric adapted from the Danielson Framework for Teaching plus a section focused on student growth. Student growth calculations vary depending on teacher role and grade level but generally are determined using both test scores and teacher-created growth measures. To support implementation of the student growth section, educators were provided access to hundreds of pre- and post-assessments created by Delaware educators in addition to the use of the Delaware Comprehensive Assessment System.

Although most LEAs have selected to implement the state model, each LEA or charter school is allowed to design its own system as long as it is aligned to the state requirements. In addition, districts can choose to request an alternative evaluation system. The alternative evaluation system application process provides districts with detailed guidance on designing and

implementing educator evaluation systems aligned with state regulations. One identified area for improvement to this system would be to identify a partner to help districts do this work. Another option would be to establish a statewide system capitalizing on innovation at the local level (e.g., with the Charter Collaborative).

Delaware provides trainings and credentialing to ensure inter-rater reliability and to support districts to ensure inter-rater reliability, but this also is an area that could be strengthened further. Another area for development relates to tying evaluation results to professional learning opportunities. Districts currently are in charge of establishing requirements for high-quality, ongoing, job-embedded professional learning opportunities. The state currently identifies possible structures for job-embedded professional learning and provides technical assistance or information to inform districts of these models. The state also subsidizes a variety of job-embedded or job-supported professional development options and makes these models available to districts. This could be an area where the state provides technical assistance in identified areas for development. For example, although teachers and leaders are required to participate in a goal-setting process that aligns performance with professional learning opportunities, professional development is not linked formally.

As a result of the Year 1 report on DPAS II implementation, the state actively took steps to address identified areas for improvement for Delaware's approach to educator evaluation and professional learning. These efforts include continued funding for coaches to support school leaders with the evaluation process, specific training in student growth goal setting, and a new statewide credentialing assessment for evaluators. The efforts also include the strengthening of alternative assessments used to measure student growth, an approval process for districts to use alternative evaluation systems to meet the needs of their educators, and recent amendments to regulations to allow for alternative designs for component 4 (e.g., student surveys).

Therefore, despite the strengths of Delaware's approach to educator evaluation and professional learning, because of the areas of need identified the DDOE team participating in this review selected component 9 as a high-leverage area for growth as well.

The TLEU team members identified the following specific suggestions for improving on this component:

- Providing job-embedded professional learning for all educators
- Updating the DPAS II rubric to align to the Common Core standards
- Adjusting rubric language and educator application rubric language to be more student centered
- Building of district capacity to adapt teacher evaluation systems and related assessments to match the needs of their specific contexts
- Exploring options for resources to expand the coaching program for schools with identified needs as well as for districts that wish to participate
- Building of school leader capacity to provide actionable feedback to support professional growth

Component 13: Educator Environment

A final area of strength for Delaware is educator environment, which includes school climate, workload, opportunities for professional collaboration, and other job conditions that influence educators' decisions to enter or remain in a particular school, district, or the profession. Delaware is planning to continue using the Teaching, Empowering, Leading and Learning Survey (TELL Delaware) in January 2016 to help the state assess the condition of educator working environments. At this time, Delaware provides resources and supports districts in ensuring that school buildings are safe, clean, and equipped for learning and teaching.

The Race to the Top grant required the establishment of criteria for districts to ensure manageable teacher workloads, including protecting teachers' time to collaborate with colleagues and attend professional learning opportunities and decreasing administrative paperwork in order to increase instructional time. The Race to the Top requirement is not continuing, but the state is encouraging it actively through provided professional learning community support and coaches.

To protect these criteria, strong political encouragement from the state will be required. Enshrining this in code is an option but is not being pursued by the DDOE at this time. Rather the state is encouraging local collective bargaining units to include these criteria.

Delaware understands the link between effective school leaders and teacher leaders and a positive educator environment. The state provides resources and supports to districts through organizations and programs such as LearnZillion, Delaware Teachers Institute, School That Leads, National Association for the Teaching of English, and Relay (for school leaders). It also provides a community of practice for principal managers and extensive training to school leaders on positive and effective educator evaluation. Although no specific areas for development around Educator Environment were identified by TLEU staff, finding ways to better work with districts to promote strong teaching and learning conditions is an area that always can be strengthened.

Results - Part 2: Areas for Growth

Here we present the components that emerged as areas of growth for Delaware. For each of these components, DDOE leaders detailed a number of ways in which the state was addressing the component, but the overall assessment was that more attention was warranted.

Component 3: Elevating the Status of the Profession

Elevating the status of the profession is important for Delaware to recruit the next generation of talent to its schools and to value those already in the profession so that they will stay and stay motivated. There are several programs in place in Delaware that serve this purpose but at present they lack a clear strategy to tie them together. For example, the state supports the following programs: Teacher of the Year, Superstars in Education, Dream Team, Committee to Advance Educator Compensation and Careers, the Rodel Foundation's iEducate Delaware, and the STEM Residency (former program). Led by the secretary of education, with participation from various departments and the governor, Delaware has initiatives to bring together leaders from education

associations and organizations that engage teachers in dialogue about major reform efforts. These initiatives also convene accomplished teachers and stakeholders to brainstorm strategies related to increasing teacher engagement and effective communication of statewide initiatives.

An area for growth would be to establish a cohesive strategy from the communications office to streamline messaging and ensure appropriate stakeholders are well informed of the successes of Delaware's teachers. This communications strategy should also connect with institutions of higher education to engage in this work and reach incoming teacher candidates as well. Approaches to Elevating the Status of the Teaching Profession that are missing from Delaware's programs and policies include an absence of initiatives related to using nonmonetary performance incentives. Additionally, Delaware does not offer teacher leadership certificates or a process for teachers to earn credentials related to leadership.

Component 6: Recruitment, Selection, and Hiring

Educator Recruitment, Selection, and Hiring is an area for growth due to Delaware's self-reported rating as "partial" for four out of seven indicators in the framework. As evidenced by the following summary, there are already programs and policies in place for strengthening recruitment, selection, and hiring, but the participating team identified the need for improved technical assistance from the state to support the success of their efforts. For example, Delaware provides all potential job candidates with a single source of information on open positions and streamlines the application process through the website Join Delaware Schools. The website and the opportunities it showcases could be improved by conducting further market research and expanding data collection. Through a comprehensive technical assistance binder, Delaware has provided support to districts in establishing clear criteria, rubrics, and training to screen teacher and leader candidates and in developing systematic hiring procedures that create a strong fit between the teacher and the district. The TLEU, however, sees a need to provide guided technical assistance on the best way to engage with the information in the binder. Moreover, through monthly meetings and communications, districts are encouraged by the state to consider how recruitment efforts may be affected by other elements of the system (e.g., professional growth, leadership, teacher evaluation systems). But these monthly meetings currently lack a comprehensive communications strategy and so do achieve their potential for improving teacher recruitment in the state.

Component 7: Assignment and Transfer

Attention to educator assignment and transfer has implications for educators' ability to be effective, their satisfaction and retention in the position, and for equitable access to educator talent for students from disadvantaged backgrounds. The sub-indicators for this component address promoting early notification of transfers, cross-district sharing of evaluation results, consideration of educator quality and "fit" as drivers of transfer decisions, and within-field assignments. Delaware state law requires that districts assign teachers to positions in their field and also that districts share educator evaluation results when teachers transfer across districts within the state. Also, districts currently are encouraged to consider educator quality and school-educator match when making transfer decisions through informal channels. However, there is inconsistent enforcement of the above provisions and communication on the requirements for early notification of transfers and sharing educator evaluation results when teachers transfer

between districts tends to be only informal. In addition to improving the consistency of enforcement, the TLEU team identified a need to improve standards for communication on these topics. The Delaware state team also believed they would benefit from a deeper exploration of the programs and policies included within this component to identify more potential areas of strength or growth.

Component 8: Induction and Mentoring

High-quality induction and mentoring help educators to be effective from the first day and Delaware has a strong approach to induction and mentoring in place. Districts are recommended and encouraged to assign new teachers a manageable course load and provide an appropriate placement during site visits, but this procedure is not required or monitored officially. To support and develop teachers during their first three years in the classroom, the DDOE offers both a new educator induction program and Comprehensive Induction Program (CIP) Grants for districts to design their own program. Starting in 2013, CIP Grants were awarded on a competitive basis. Only six LEAs (Caesar Rodney, Christina, Colonial, Indian River, Woodbridge, and Sussex Vocational-Technical High School) applied for and were awarded funding. The CIP Grants program was designed in response to complaints from districts related to both the structure and content of an existing state model. Designed to foster professional growth in new teachers and subsequently result in increased student learning, both the state model and models designed under the CIP Grant consist of mentoring and professional development seminars focused on the skills and guidance needed at the beginning of a teaching career.

Through State Regulation 1503, districts are required to ensure that mentors are selected according to high-quality criteria and matched with an appropriate teacher. Regulation 1503 also requires that mentors receive high-quality training in coaching skills and that mentors be prepared to help mentees learn about district priorities in curriculum, instruction, and assessment. Despite the strong induction and mentoring elements in place, this component was seen by the DDOE as an area for growth for one key reason: the need for greater state technical assistance and monitoring to assess implementation and consistent quality. Although Regulation 1503 provides concrete requirements, additional technical assistance from the state could be used to increase quality and provide greater accountability through monitoring.

Component 10: Recertification and Continuing Licensure

Another area identified for growth overall was Recertification and Continuing Licensure. Delaware requires teachers and leaders to engage in locally approved professional development in order to renew their license and certificates. This requirement is supported by a single database for district-reported information and through state staff maintaining licensure and certification. At present, there is an ongoing conversation on how to improve upon one particular area for growth: incorporating evaluation and effectiveness results. Possible changes include adding information regarding effectiveness measures and content expertise in order to distinguish teacher qualifications for placement across and within schools. Additionally, Delaware may consider a school-level accountability measure related to combining effectiveness and qualifications for placement.

The licensing system in place guides teacher development along a continuum: initial, continuing, and advanced. These tiers are based on 90 clock hours of professional development and National Board Certification status and are not related to career pathways or based on differentiated roles. Basing continuing licensure so heavily on clock hours does not account for how effective a teacher is and therefore revising these requirements was identified by TLEU as an area for growth.

The DDOE currently is implementing compensation reform and the addition of a provisional license based on performance assessments, which would expand the potential pathways for teachers entering the classroom. An identified area for expansion or improvement in this component is state-approved professional development offerings to ensure that recertification and continuing licensure requirements align with research on professional learning (e.g., making sure professional learning is sustained and job embedded). This work could be supported by focusing the use of Title II funds, with the existing professional development subcommittee of the PSB serving as a channel for state-approved professional development offerings.

Component 11: Compensation

Delaware is interested in establishing long-term teacher and leader salary policies that are competitive, sustainable, and designed to recognize and reward effective educators. The DDOE is in active conversations with the governor's office and other stakeholders to accomplish this goal. Currently, all compensation and personnel decisions are handled at the district level. The state does use educator evaluation results in a substantial way in compensation and hiring decisions within the state-run Delaware Talent Cooperative. The Delaware Talent Cooperative's new compensation system has been regularly evaluated both through TLEU monitoring and a third-party evaluation to assess whether the key goals of the reforms are being achieved.

In addition, the Charter Collaborative Schools have embarked upon developing their own compensation initiative based on lessons learned from the Delaware Talent Cooperative. Finally, Senate Bill 254, which passed into law on July 1, 2014, established the Committee to Advance Educator Compensation and Careers in Delaware (CAECC). The Committee is charged with submission of a proposal including alternative educator compensation system to the Governor. This proposal must align with and clarify the details of the parameters of SB 254, including career pathway options with expanded leadership opportunities, supplemental pay for leadership roles and levels of base pay at all steps of the career pathway.

Another path for growth would be to examine the data structure supporting compensation decisions. There are currently multiple data systems and four offices (TLEU, Governor's Office, State Board of Education and Office of Management and Budget) engaged with the state data infrastructure and assessment system to implement and evaluate performance-based compensation plans. Evaluation results, licensure, and compensation are tracked through the state repository but through three separate systems that currently are not aligned. This could be improved by linking the three systems at the state level.

Component 12: Career Advancement and Tiered Licensure

A final area for growth, related to component 11, is Teacher Career Advancement and Tiered Licensure. As previously noted in component 10, Delaware has not yet established a tiered licensure structure for teachers and leaders that highlights differentiated roles for career advancement. The TLEU team identified as an area for development the need to create standards and competencies to recognize when an educator is ready to move from one stage to another. The state does currently provide resources and supports for districts considering developing and piloting tiered licensure systems for teachers and leaders that highlight differentiated roles for career advancement through the Delaware Talent Cooperative, but this effort is not widespread.

Conclusion

The goal of this gap analysis is to provide the state of Delaware with a clear picture of its current policy and program landscape support around educator talent development. The information provided in this summary may be used as a baseline for further analysis into the areas of strength and growth. As a first step, we recommend reexamining the seven areas for development and prioritizing action steps on the basis of the state's overall vision and mission for serving its teachers and thereby serving the students of Delaware. Several additional possible next steps also emerge from this analysis.

- Identify the appropriate action steps to address these three identified areas for growth in particular due to their frequent mention across components and in dialogue with the team:
    - Strengthening the connections between the policies and programs highlighted in the pathways into the profession, an area of strength, to induction and mentoring, an area of growth, would allow the state to leverage strong policies positively.
    - Exploring options for resources to expand the coaching program for schools with identified needs as well as for districts that wish to participate through further grant programs
    - Leveraging professional learning programs that target school leader capacity and district capacity to adapt teacher evaluation systems and related assessments to match the needs of their specific contexts
- Consider the depth of implementation for several priority component areas, beginning with the priority areas for growth laid out in component 9. This step includes consideration of stakeholder buy-in, funding, and other aspects of successful implementation of the policies or initiatives that are under way.
- Reexamine and potentially improve data collection on the effectiveness of various policies or initiatives that were categorized as areas of strength or growth to determine what impact they are having on educator retention or performance or on student learning.

K. Community of Practice–Developed DPAS-II Guide for Administrators

Delaware Performance Appraisal System

Building greater skills and knowledge for educators

DPAS-II Guide for Administrators (Principals)

Principal Practice Rubric

Updated August 2014

Delaware
Department of Education

COMPONENT 1: VISION AND GOALS			
1 INEFFECTIVE	**2 NEEDS IMPROVEMENT**	**3 EFFECTIVE**	**4 HIGHLY EFFECTIVE**
A. DEVELOPS A VISION FOR HIGH STUDENT ACHIEVEMENT			
Adopts a vision with minimal focus on student achievement for all students	Creates a vision for high student achievement but does not explicitly state that expectation for all students	Develops and communicates a district-aligned vision for high student achievement and college and career readiness for all students	Engages diverse stakeholders in collaboratively developing a district-aligned vision for high student achievement and college and career readiness for all students and effective teaching practices for all teachers
Rarely demonstrates confidence in the potential of all students and educators to perform at high levels	Asserts belief that all students and educators can meet high expectations	Consistently models values, beliefs, and attitudes that reflect high expectations for all students and adults	Builds high expectations among educators, students, and parents that success is possible for all students
B. ESTABLISHES SCHOOL GOALS AND AN ALIGNED SCHOOL PLAN USING DATA			
Reviews annual student achievement outcomes and develops goals that are vague and lack rigor	Reviews summative data metrics to develop student achievement-oriented school improvement goals that are rigorous for some groups of students	Engages the school leadership team in the analysis of quantitative and qualitative data to diagnose the current state of the school, inform decision-making processes, and develop rigorous and concrete student achievement-oriented school improvement goals	Develops all educators' ability to collaboratively analyze a broad set of data points to diagnose the current state of the school, inform decision-making processes, and develop rigorous and concrete student achievement-oriented school improvement goals for all students
Rarely shares strategies to achieve school improvement goals	Drafts a school plan that identifies time-bound benchmarks and some strategies for achieving school improvement goals	Develops and implements a school plan with specific and time-bound benchmarks and strategies to achieve student achievement-oriented school improvement goals	Engages all educators in developing and implementing a detailed school plan with specific and time-bound benchmarks and strategies to meet the student achievement-oriented goals
Rarely monitors student achievement data and does not relate it to progress toward student achievement goals or use it to inform adjustments to strategies	Periodically reviews student achievement data but shows limited ability to adjust and/or revise strategies to meet student achievement goals	Develops and implements systems to analyze disaggregated formative and summative data to monitor student progress and implement revised strategies as supported by the data	Develops educators' ability to analyze disaggregated formative and summative data to monitor, evaluate, and review progress, and systematically adjusts strategies as needed to meet student achievement goals
C. ESTABLISHES AND REINFORCES SCHOOL VALUES AND BEHAVIORS THAT ALIGN TO THE VISION			
Inconsistently reinforces behavioral expectations for staff and students	Reinforces behavioral expectations for staff and students most times	Establishes and reinforces behavioral expectations for staff and students based on the school's values	Develops school community's ability to reinforce behavioral expectations for staff and students
Rarely demonstrates fairness when engaging with students and educators	Inconsistently demonstrates fairness when engaging with students and educators	Publicly models fairness and consistency when engaging with students and educators	Develops educators' ability to be fair and consistent with students
Minimally supports students' emotional and social development	Provides some supports for students' emotional and social development	Develops educators' ability to support and enhance students' emotional and social development	Consistently monitors educators' ability to support and enhance students' emotional and social development
Inconsistently implements a school-wide behavior plan and unfairly applies positive and negative consequences	Develops a school-wide behavior plan and supports educators in implementing it	Leads the school leadership team in creating a positive school culture through the development and implementation of a clear, school-wide behavior plan	Develops others' ability to create positive school culture by clearly articulating and implementing a school-wide behavior plan that includes systems to ensure consistent and fair implementation

D. DEVELOPS CULTURAL COMPETENCE AND A COMMITMENT TO EQUITY			
Provides little to no access to diversity-related professional learning	Provides whole group undifferentiated professional learning about working in and supporting a diverse community	Supports educators to improve their understanding of how their personal experiences inform their assumptions about students and the school community	Leads educators through processes to understand how their personal experiences and interpretation of the world and can be used to identify students' strengths and assets
Rarely addresses situations where students are systematically excluded from accessing rigorous learning opportunities	Provides most students with access to rigorous learning opportunities	Implements equitable systems to ensure all students have access to rigorous learning opportunities	Creates and implements equitable systems and procedures to ensure all students have access to rigorous learning opportunities
Avoids conversations about diversity and demonstrates limited awareness of the impact of diversity on student learning	Participates in conversations about diversity and culture, but rarely initiates conversations or connects them to student learning	Initiates conversations about diversity and culture as well as about how they may impact student learning	Develops the school's collective capacity to engage in conversations about diversity and culture as well as how they may impact student learning
Does not address inappropriate and/or intolerant statements directed at members of the school community	Attempts to address intolerant statements directed at members of the school community with limited success	Addresses intolerant statements directed at members of the school community	Consistently addresses intolerant statements directed at members of the school community

SAMPLE OBSERVABLE AND DOCUMENTED INDICATORS OF QUALITY PROFESSIONAL PRACTICE FOR
VISION AND GOALS

O = OBSERVABLE

☐ = DOCUMENTED

DEVELOPS A VISION FOR HIGH STUDENT ACHIEVEMENT

- O Vision focuses on high expectations for student academic achievement for all students
- O Presentations at meetings, forums, trainings, etc. that highlight open dialogue
- ☐ Environmental use of the vision statement and goals

ESTABLISHES SCHOOL GOALS AND AN ALIGNED SCHOOL PLAN USING DATA

- O Use of vision statement in messaging (verbally and in writing) student achievement-oriented school improvement goals
- O Personal interaction with staff, students, parents, and community members to communicate the school vision and goals
- O Facilitation of school improvement team meetings with multiple stakeholder groups
- ☐ Concrete analysis of disaggregated student performance data by grade, subgroup, teacher, cohort, etc.
- ☐ Student achievement-oriented school improvement goals linked to data analysis
- ☐ Process for decision-making based on data
- ☐ School Plan aligns with school vision and goals
- ☐ Written expectations for teaching and learning aligned to state standards and student achievement-oriented school improvement goals

ESTABLISHES AND REINFORCES VALUES AND BEHAVIORS THAT ALIGN TO THE VISION

- O Behaviors of the staff and students is congruent with the school values
- O Facilitation and/or co-facilitation of school improvement team meeting focused on school-wide behavior plan
- O Staff and students conduct match the stated expectations
- O Positive and negative consequences for behavior are implemented consistently
- O Interactions with students are supportive of their social and emotional development
- O Teachers are fair and consistent with students
- O Interactions with students and staff are consistent and fair
- ☐ Student discipline data is continuously monitored

DEVELOPS CULTURAL COMPETENCE AND A COMMITMENT TO EQUITY

- O Facilitates and/or co-facilitates ongoing conversations for staff to develop cultural competence and explore their personal assumptions and approach to diversity
- ☐ Community conversations about culture and diversity occur regularly

COMPONENT 2: TEACHING AND LEARNING			
1 INEFFECTIVE	**2 NEEDS IMPROVEMENT**	**3 EFFECTIVE**	**4 HIGHLY EFFECTIVE**
A. IMPLEMENTS RIGOROUS CURRICULUM AND ASSESSMENTS ALIGNED TO DELAWARE STATE STANDARDS			
Struggles to support educators' implementation of a curriculum aligned to state standards	Engages key stakeholders in developing, adapting and implementing curriculum aligned to state standards to meet student learning needs	Consistently develops and supports educators' implementation of a curriculum aligned to state standards to meet student learning needs	Develops educators' ability to develop, adapt, articulate and implement rigorous curriculum aligned to state standards to effectively address all student learning needs
Allows educators to implement lesson and units plans that are disconnected from school goals and misaligned to state standards	Encourages educators to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans	Leads educators' analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to school goals	Develops educators' ability to analyze standards, curricula and aligned assessments to develop and implement aligned lesson and unit plans linked to school goals
Rarely adjusts lesson or unit plans based on student outcomes	Adjusts some unit and lesson plans based on student progress toward outcomes	Oversees revisions to unit and lesson plans based on student outcomes	Implements on-going systems to review and improve unit and lesson plans based on student outcomes
B. IMPLEMENTS HIGH-QUALITY INSTRUCTIONAL PRACTICES			
Provides inconsistent support in the use of instructional strategies that support student learning	Attempts to ensure educators use a few common instructional strategies that meet student needs and drive student learning	Supports educators in implementing rigorous instructional strategies that meet student needs and drive student learning	Develops educators' ability to effectively implement rigorous instructional strategies that meet student needs and drive student learning
Rarely adapts instructional practices	Identifies adaptations to instructional practices and assessments with limited implementation	Adapts instruction and assessments to ensure that all students master content	Creates and implements systems to adapt instruction and assessments to ensure that all students master content
C. INCREASES TEACHER EFFECTIVENESS THROUGH SUPPORT AND EVALUATION			
Rarely incorporates student outcomes or evidence of teacher practice when making decisions about teacher effectiveness and instructional improvement	Uses some evidence of teacher practice and student outcomes to make decisions about teacher effectiveness and instructional improvement	Uses evidence of teacher practice and student outcomes to make decisions about teacher effectiveness and instructional improvement	Uses multiple sources of evidence of teacher practice and student outcomes to make decisions about teacher effectiveness and instructional improvement
Only conducts teacher observations as part of the evaluation system or when requested by a teacher	Inconsistently implements classroom observations to collect evidence of teacher practice	Conducts frequent formal and informal observations to collect evidence of teacher practice	Develops the leadership team's ability to collect evidence of teacher practice and conducts frequent formal and informal observations
Provides vague, non-specific feedback to teachers based on limited data	Provides global feedback based on either observational or student performance data	Provides frequent, individualized, and actionable feedback based on evidence from observation and student performance data	Provides continuous, individualized feedback based on evidence from observations and student performance data
Rarely hold teachers accountable for implementing feedback	Attempts to hold teachers accountable for implementing feedback into their practice	Ensures teachers implement feedback into their practice	Monitors teachers to ensure they implement feedback into their practice

D. MONITORS STUDENT DATA TO DRIVE INSTRUCTIONAL PRACTICES			
Rarely collects data to draw conclusions about instruction	Inconsistently collects data from limited sources to draw conclusions about instruction	Creates and implements systems for consistent monitoring and frequent collection of data to identify student outcome trends and drive continuous improvement	Develops staff members' ability to create and implement systems for consistent monitoring and frequent collection of data to identify student outcome trends and drive continuous student improvement
Rarely attempts to use disaggregated and student-specific data to ensure instruction is differentiated based on student need or that students receive appropriate intervention	Disaggregates data to determines appropriate differentiation and intervention strategies based on some students' learning needs	Engages all educators in analyzing disaggregated and student-specific data to determine appropriate differentiation and intervention strategies based on individual students' learning needs	Develops instructional staff's ability to create and implement systems to analyze disaggregated and student-specific data to determine appropriate differentiation and intervention strategies based on individual students' learning needs

SAMPLE OBSERVABLE AND DOCUMENTED INDICATORS OF QUALITY PROFESSIONAL PRACTICE FOR TEACHING AND LEARNING

O = OBSERVABLE

☐ = DOCUMENTED

IMPLEMENTS RIGOROUS CURRICULUM AND ASSESSMENTS ALIGNED TO DELAWARE STATE STANDARDS

- O Instructional strategies engage students in cognitively challenging work that is aligned to Delaware state standards
- O Teachers use a broad range of pedagogical approaches
- ☐ Curricular materials aligned to Delaware state standards

IMPLEMENTS HIGH-QUALITY INSTRUCTIONAL PRACTICES

- O Facilitation of the formal observation process (pre-conference, observation, post-conference including feedback) for every teacher and specialist
- O Active, regular involvement in Professional Learning Community meetings, community meetings, faculty meetings, etc. to support teacher professional learning
- ☐ Record of feedback and accountability systems for implementing feedback
- ☐ Teacher lesson plans that show evidence of professional learning activities
- ☐ Accountability procedures for teaching and learning are clearly communicated to staff

INCREASES TEACHER EFFECTIVENESS THROUGH SUPPORT AND EVALUATION

- O Effective completion of all DPAS evaluations of teachers and specialists
- O Facilitation and/or co-facilitation of professional learning activities focused on monitoring/evaluating the effectiveness of curriculum, instruction, and assessment
- O Conferences with evaluator to identify way to improve professional practice
- ☐ Clear procedures are in place for maintaining confidentiality of information

MONITORS STUDENT DATA TO DRIVE INSTRUCTIONAL PRACTICES

- O Facilitation and/or co-facilitation of professional learning activities focused on monitoring/evaluating the effectiveness of curriculum, instruction, and assessment
- ☐ Administrative or school climate survey results and action plan to: 1.) continue and fine-tune effective practices; and/or, 2.) improve areas of concern
- ☐ Alignment of technological resources to support student achievement-oriented school improvement goals
- ☐ Student work samples and classroom observation data are used to make decisions about teacher effectiveness

COMPONENT 3: PEOPLE, SYSTEMS, AND OPERATIONS			
1 INEFFECTIVE	**2 NEEDS IMPROVEMENT**	**3 EFFECTIVE**	**4 HIGHLY EFFECTIVE**
A. MANAGES RESOURCES IN ALIGNMENT WITH THE SCHOOL PLAN			
Allocates fiscal and physical resources to initiatives that do not align to school goals	Distributes fiscal and physical resources based on student achievement-oriented school improvement goals	Allocates fiscal and physical resources responsibly, efficiently, and effectively in alignment with student achievement-oriented school improvement goals	Creatively leverages and maximizes fiscal and physical resources responsibly, efficiently, and effectively
Does not manage partnership agreements effectively	Inconsistently manages partnership agreements	Provides opportunities for educators to manage their own partnership agreements and manages school partnership agreements effectively	Develops educators' ability to effectively manage their own partnership agreements and manages all school partnership agreements effectively
Only accesses existing resources and does not seek out information about additional resources	Seeks information about additional resources	Seeks information about additional resources and accesses those resources to address school needs	Actively accesses additional resources that align with student achievement-oriented school improvement goals
B. ORGANIZES SCHOOL TIME TO SUPPORT ALL STUDENT LEARNING AND STAFF DEVELOPMENT PRIORITIES			
Allows non-instruction related distractions to interfere with instructional time	Develops some routines to maximize instructional time	Implements schedules and routines to maximize instructional time	Creates and implements schedules and routines to maximize instructional time
Rarely plans and prioritizes own time and neglects to protect time for instructional leadership activities	Plans own schedule to address instructional leadership activities but is inconsistent on how time is spent	Plans and prioritizes own schedule to prioritize instructional leadership activities focused on teaching and learning	Plans and monitors own schedule for the year, month, week, and day to prioritize instructional leadership activities focused on teaching and learning
C. ENSURES SCHOOL OPERATIONS ALIGN WITH MANDATED POLICIES			
Oversees school operations that do not comply with federal, state, and board policies, or with negotiated agreements	Ensures all school operations comply with federal, state, and board policies	Ensures school operations comply with federal, state, and board policies, and negotiated agreements	Collaborates with district office to create and implement systems to ensure all school operations comply with federal, state, and board policies
Rarely fulfills reporting requirements	Fulfills reporting requirements within a reasonable timeframe	Consistently fulfills reporting requirements within an established timeframe	Proactively fulfills all reporting requirements
Does not maintain confidentiality or releases private school and/or district records unnecessarily	Maintains confidentiality and privacy of school and/or district records, including student and staff information	Ensures all school professionals maintain the highest level of confidentiality and privacy of school and/or district records, including student and staff information	Develops school professionals' ability to maintain the highest level of confidentiality and privacy of school and/or district records, including student and staff information
Rarely reviews school safety procedures and fails to make changes to procedures to ensure a safe learning environment	Manages a safe learning environment	Reviews and refines school safety procedures to ensure a safe and secure learning environment	Continually assesses and refines school procedures to ensure a safe and secure learning environment

D. HIRES AND RETAINS EFFECTIVE STAFF			
Does not make an effort to retain or recognize effective teachers	Attempts to retain effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Consistently retains highly-effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest
Implements selection criteria that differs by applicant	Drafts a basic criteria for selecting and hiring staff	Develops clear selection criteria and hiring processes	Engages all educators in developing and implementing clear, specific selection criteria and hiring processes
Rarely involves others in the hiring or selection process	Rarely uses available data to identify or recognize effective teachers	Reviews student work, teacher observation and evaluation data to identify and recognize effective teachers	Reviews all student work, teacher observation and evaluation data to identify and recognize effective and high potential teachers
Demonstrates a lack of awareness of how collective bargaining agreements create opportunities for hiring and retaining high performing educators	Demonstrates inconsistent awareness of how collective bargaining agreements can create opportunities for hiring and retaining high performing educators	Demonstrates inconsistent awareness of how collective bargaining agreements can create opportunities for hiring and retaining high performing educators	Leverages an understanding of established collective bargaining agreements to create opportunities to hire and retain highly effective educators
E. DEVELOPS A HIGHLY-EFFECTIVE LEADERSHIP TEAM			
Allows ineffective or misaligned educators to serve on the leadership team	Defines the role of the leadership team and selects some members based on skill	Establishes a leadership team made up of high-performing teachers with a range of skill sets	Establishes an effective leadership team with a relentless focus on student learning
Rarely provides support to the leadership team	Develops a plan and attempts to support the leadership team	Works with leadership team members to lead teacher teams and conduct teacher observations	Selects top-peforming teachers and ensures the team has a variety of skill sets Develops the team's ability to oversee complex projects, lead teacher teams, and conduct teacher observations

SAMPLE OBSERVABLE AND DOCUMENTED INDICATORS OF QUALITY PROFESSIONAL PRACTICE FOR
PEOPLE, SYSTEMS, AND OPERATIONS

○ = OBSERVABLE

☐ = DOCUMENTED

MANAGES RESOURCES IN ALIGNMENT WITH THE SCHOOL PLAN

- ○ Ongoing budget meetings seek input from stakeholders and share updates
- ○ Partnerships with community businesses to supplement resources
- ○ Alignment of resources (human & fiscal) to support student achievement-oriented school improvement goals
- ○ Facilitation and/or co-facilitation of professional learning activities focused on contractual agreements
- ☐ Budgets reflect resource allocations in alignment with student achievement-oriented school improvement goals
- ☐ School expenditure reports reflect use of resources in alignment with the vision and school plan

ORGANIZES SCHOOL TIME TO SUPPORT ALL STUDENT LEARNING AND STAFF DEVELOPMENT PRIORITIES

- ○ Organization of school time to support student achievement-oriented school improvement goals
- ☐ Personal schedule prioritizes teaching and learning
- ☐ Yearly calendar of opportunities for staff to develop capacity

ENSURES SCHOOL OPERATIONS ALIGN WITH MANDATED POLICIES

- ○ Facilitation and/or co-facilitation of professional learning activities focused on board policies
- ☐ Clear procedures are in place for maintaining confidentiality of information
- ☐ School safety plan strategies and activities are understood by all teachers and students

HIRES AND RETAINS EFFECTIVE STAFF

- ○ Recognizes the accomplishments of students and staff in Professional Learning Community meetings, community meetings, faculty meetings, etc.
- ○ Each staff position has clear performance expectations aligned with school mission and school-wide expectations for instruction and culture
- ☐ Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning
- ☐ High percentage of teachers rated effective stay in the school

DEVELOPS A HIGHLY-EFFECTIVE LEADERSHIP TEAM

- ○ Leadership team focuses on frequent discussions of student learning to target key instructional needs
- ○ Leadership team consistently models and enforces school-wide philosophy, core values, responsibility and efficacy
- ☐ Multiple staff members serve as instructional leaders in the school
- ☐ Leadership team is comprised of fully aligned and highly skilled staff

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES			
1 INEFFECTIVE	**2 NEEDS IMPROVEMENT**	**3 EFFECTIVE**	**4 HIGHLY EFFECTIVE**
A. BUILDS PROFESSIONAL RELATIONSHIPS AND CONSTRUCTIVELY MANAGES CHANGE			
Struggles to build positive relationships with adults and/or students	Attempts to build professional relationships with adults and students	Builds positive professional relationships with adults and students	Builds and maintains positive, trusting professional relationships with adults and students
Rarely responds to educators' opinions or concerns about the change process	Provides minimal time or support for educators to process or adapt to change process	Supports staff through change process by encouraging questions and dialogue on a regular basis	Proactively leads and supports educators through the change process by creating opportunities for them to express both supportive and contrary opinions/perceptions
B. ENGAGES IN SELF-REFLECTION AND ON-GOING PROFESSIONAL DEVELOPMENT			
Does not seek and is unwilling to accept feedback	Demonstrates a non-defensive attitude when receiving feedback on own professional practice	Seeks feedback on own professional practice	Responds to the needs of educators and develops their ability to seek feedback on their own professional practice
Does not adapt leadership practice based on feedback	Makes minor adjustments to practice based on feedback	Self-reflects and adjusts own practice based on feedback	Develops educators' ability to self-reflect and adjust their practice based on that feedback
Resists engaging in professional learning opportunities aligned with the needs of the school	Engages in some professional learning opportunities aligned with the needs of the school	Engages often in professional learning opportunities aligned with the needs of the school	Engages in multiple professional learning opportunities aligned with the needs of the school
C. DEMONSTRATES A PERSISTENT FOCUS ON PROACTIVE PROBLEM SOLVING AND ADVOCACY			
Easily loses focus when problem-solving and reacts with visible frustration when faced with challenges	Attempts to react when faced with immediate challenges, but struggles to follow-through on problem-solving strategies	Leads staff in problem-solving processes to address challenges	Develops educators' ability to proactively problem-solve to address challenges
Rarely resolves issues within a reasonable timeframe	Resolves issues as they arise	Quickly resolves issues as they arise	Quickly and decisively resolves issues
Does not advocate on for the diverse needs of all students	Attempts to advocate for students but does not focus on all students' needs	Advocates on behalf of the diverse needs of all students	Develops educators' ability to advocate on behalf of the diverse needs of all students in all decision-making related to social and academic goals
D. ENGAGES FAMILIES AND THE COMMUNITY IN STUDENT LEARNING			
Rarely welcomes families and community members into the school	Sets expectations for educators on the process for welcoming families and community members into the school	Welcomes all families and community members into the school	Creates a school-wide culture in which all families and community members are welcomed into the school
Rarely engages families and community members in ways to support student learning	Communicates key information about student learning to families and the community and identifies some ways they can support children's learning	Shares explicit information about student learning expectations with families and the community and identifies specific ways they can participate in their children's learning.	Develops educators' ability to implement multiple structures to meaningfully engage families and the community in achieving student achievement-oriented school improvement goals and priorities
Shares inaccurate and/or incomplete information about progress towards meeting school improvement goals	Shares limited and/or incomplete information about progress towards meeting school improvement goals with stakeholders	Conducts and supports communication with stakeholders to share progress towards meeting student achievement-oriented goals	Implements effective communication strategies with stakeholders to share progress towards meeting student achievement-oriented goals

SAMPLE OBSERVABLE AND DOCUMENTED INDICATORS OF QUALITY PROFESSIONAL PRACTICE FOR
PROFESSIONAL RESPONSIBILITIES

O = OBSERVABLE

☐ = DOCUMENTED

BUILDS PROFESSIONAL RELATIONSHIPS AND CONSTRUCTIVELY MANAGES CHANGE

- O Supports for staff through the change process
- ☐ Interactions with staff and community members build positive rapport
- ☐ Systems that promote collegiality among staff

ENGAGES IN SELF-REFLECTION AND ON-GOING PROFESSIONAL DEVELOPMENT

- O Participation in professional learning opportunities aligned with the needs of the school
- O Conferences with evaluator to identify way to improve professional practice
- O Participation on district and/or state committees to deepen leadership skills
- O Participation in district administrative Professional Learning Communities
- ☐ Professional growth plan includes goals for growth and aligned strategies
- ☐ Administrative survey results and action plan to: 1.) continue and fine-tune effective practices; and/or, 2.) improve areas of concern

DEMONSTRATES A PERSISTENT FOCUS ON PROACTIVE PROBLEM SOLVING

- O Interaction with staff to proactively solve problems
- O Seeks input from staff to resolve issues
- ☐ All students have access to rigorous course content
- ☐ Student achievement expectations reflect the belief that all students can achieve at high levels
- ☐ Administrative and school climate survey results and action plan to: 1.) continue and fine-tune effective practices; and/or, 2.) improve areas of concern

ENGAGES FAMILIES AND THE COMMUNITY IN STUDENT LEARNING

- O Active participation in collaborative community meetings to review student work and plan for instructional interventions
- O Active participation at school and community events with families, students, and staff
- O Family engagement in learning during school hours and at school-sponsored events (volunteers, parent trainings, etc.)
- O Families actively participate in school improvement meetings
- ☐ Family survey data reflects positively on how the school engages families and the community in student learning

L. Profiles of Educators in the Delaware Talent Cooperative

Delaware Talent Cooperative
EQUITY. RECOGNITION. EXCELLENCE.

Profiles of Educators in the Delaware Talent Cooperative

Ms. Ashley Sorenson is a fifth year educator at **Howard High School of Technology** in Wilmington, DE. Ashley, Howard's 2014-15 Teacher of the Year, is a member of Cohort II of the Delaware Talent Cooperative (DTC or Co-Op).

After earning her undergraduate degree at the University of Wisconsin, Ashley joined Teach For America and began teaching biology at Howard High – eventually growing to serve as Science Department Chair. Two years ago, Ashley and a colleague created the College Access Program with a group of sophomores set to graduate this year. The program now serves 100 students in grades 9-12 and is embedded within the school day. Students are assigned mentors through a partnership with the FirstGEN network. The program includes, assigned mentors, college research, interview/application skill development, college tours, and much more. Ashley's program was awarded a $36,500 College Access Challenge Grant in 2013-2014 to expand its reach and resources. The program has also recently received an additional $6,500 to assist with scaling its impact.

After her time as a Teach for America Corps Member came to an end, Ashley committed to remaining at Howard because she saw a real opportunity to positively affect change. In 2013, Ashley joined the Delaware Talent Cooperative and earned a Retention award for her achieved excellence and continued commitment to serving the Howard community. In her current position as Instruction Technology Coach, Ashley is the champion of all educational technology based initiatives, such as the 1:1 iPad program. She has stated that the professional development she has received through the Co-Op as well as the internal support and best-practice centered culture created by like-minded DTC educators in her building have been invaluable.

Delaware Department of Education

Delaware Talent Cooperative
EQUITY. RECOGNITION. EXCELLENCE.

As part of Cohort III, **Mr. Doug Backus** is one of the Delaware Talent Cooperative's newest members. In less than a year at **Positive Outcomes Charter School**, he is already deeply embedded into the POCS Community. Doug is currently teaching math while serving as an advisor to the entire mathematics department.

After attending State University of New York – Potsdam and Wilmington University for his Bachelor's and Master's respectively, Doug was a teacher and football coach at Woodbridge Middle School in Delaware for eleven years. It was during his tenure at Woodbridge when Doug began to be recognized by his students and peers for his leadership and professional excellence in the classroom. After being named Middle School Teacher of the Year in 2010 and earning a rating of "Highly Effective" on DPAS-II educator evaluation in 2013-2014, Doug sought out the Delaware Talent Cooperative for a new challenge.

Upon his acceptance into the DTC, Doug transferred from Woodbridge and began teaching at Positive Outcomes Charter School. Doug says he enjoys the daily challenges and unpredictability he faces at POCS. He relishes the small class sizes because it affords him the opportunity to really connect with his students. Affectionately known as "Coach," by his students it has become evident that they view him as a trustworthy source of social and academic enlightenment.

Highlights of Doug's DTC experience so far include receiving heartfelt letters from parents and students attesting to the difference he is making. He also values the professional development sessions during which he gets to learn best practices and collaborate with other DTC educators.

Delaware Department of Education

Delaware
Talent Cooperative
EQUITY. RECOGNITION. EXCELLENCE.

Ms. Henrietta O'Neill brings to the Delaware Talent Cooperative's Cohort III nearly two decades of classroom experience and knowledge. During the early part of Henrietta's teaching career she was a pre-school teacher in Wilmington, DE. After earning her Bachelor of Science at Wilmington University in 2004, she taught in the Brandywine Specialized Autism Program at Darley Road Elementary School. When Darley Road closed in 2008, Henrietta was hired to teach third grade at Claymont, but due to a reduction in force was assigned to Mount Pleasant Elementary as a fifth grade teacher. Despite the uncertainty around her, Henrietta remained committed to building strong relationships with the students and their families. Her hard work resulted in Henrietta earning ratings of "Exceeds and Highly Effective" with 100% of her students meeting the benchmark for Reading and Math in the 2012-2013 school year.

Henrietta's passion to help close the achievement gap coupled with her proven effectiveness in the classroom made her a great fit for the Delaware Talent Cooperative. As a 2014 Attraction Award recipient, she is currently teaching fifth grade at **Harlan Elementary School.** Since her arrival, she has become an integral part of the faculty at Harlan. Her participation in focus groups and DTC feedback sessions have been paramount in the further development and augmenting the overall impact of the Co-Op.

Delaware Talent Cooperative
EQUITY. RECOGNITION. EXCELLENCE.

Ms. Phyllis Wooley-Roy is a member of Cohort II of the Co-Op and a recipient of a Delaware Talent Cooperative Retention Award. Phyllis has epitomized the passion, zeal, and effectiveness for educating the high-need school populations the DTC values.

Phyllis had a very successful career as a marketing executive for major corporations including Colgate and AstraZeneca. During her time in the corporate world she would volunteer at high-need schools. She was moved by these students' lack of access to a quality education, so much so that she decided to become an agent of change. Phyllis handed in her corporate resignation and enrolled in the Master of Education program at Wilmington University. Upon completion of her Master's program Phyllis was hired at Harlan Elementary to teach 5th grade. Her methods, rooted in her belief that "students will rise to the standards you (the teacher) set," showed their effectiveness immediately. Her students at Harlan showed so much improvement she was moved to Lombardi Elementary where she produced the same results. Her students reading and math levels improved over 30% during her first year of instruction.

When Phyllis joined the Co-Op she was able to transfer back to **Harlan Elementary School** where she is currently teaching 4th grade. She continues to strive to push many students who are well below the reading and writing standards for 4th grade up to and above grade-level.

M. Delaware Talent Cooperative Study Summary

Delaware Talent Co-Operative:
Retaining High-Performing Teachers in Delaware
Executive Summary

OVERVIEW

Background

The Delaware Talent Cooperative has offered financial incentives for the highest-performing teachers to stay in and move into schools serving students (mostly from low-income communities) in the state. During the 2013-2014 school year, the Co-Op was implemented in 18 out of 49 eligible schools. The highest performing teachers in each school – those who were rated "Highly-Effective" on the state's teacher evaluation system – were identified. These teachers were offered up to $10,000, paid in equal installments over a two-year period, if they remained in one of the designated schools (*Retention Program*). Additionally, highly effective teachers across the state were eligible for transfer incentives of up to $20,000 if they committed to transferring/working in participating schools (*Attraction Program*).

Operation Public Education (OPE) at the University of Pennsylvania was commissioned by the Delaware Department of Education (DDOE) to gather information on the implementation of the Delaware Talent Cooperative ("Co-Op") and evaluate how the initiative influenced educators' perceptions of educator evaluation, talent recruitment, compensation and career pathways, and, most notably, educator retention in the state's high-need schools. This document summarizes key findings from OPE's research conducted between January 2015 and May 2015.

Data Collection Methods

The research and data collection centered around three main questions:

- ***Participation.*** *Who participates in the Co-Op and what influences their decision to join the program?*

  We examined how the characteristics of teachers participating in the Co-Op compared to other sub-groups of teachers and conducted focus groups with participating teachers and eligible non-participating teachers/principals to gather feedback on why they decided to join/not join the Co-Op.

- ***Implementation.*** *What have been the strengths and challenges associated with the implementation of the Co-Op?*

  We analyzed two surveys on the implementation of the Co-Op, the first given by the DDOE in Fall 2014 and the second administered by OPE in May 2015. To complement this survey data, we conducted site visits in higher performing Co-Op schools.

- ***Outcomes.*** *Do teachers in Co-Op schools have different perceptions of evaluation systems or different rates of retention?*

  We used survey data to investigate how teachers in Co-Op schools' perceptions of educator evaluation compared to teachers in non-participating schools, as well as to the population of teachers in the state. We also examined how teacher retention in Co-Op schools compared to other types of schools in the state of Delaware.

Figure 1: Data Sources (Collected in the 2014-2015 Year)

Quantitative	*Qualitative*
✓ Fall 2014 Co-Op survey administered by DDOE (157 respondents)	✓ One focus groups with participating Co-Op Retention teachers (15 participants)
✓ Administrative data on teachers in the state of Delaware	✓ Two focus groups with participating and non-participating Attraction teachers (12 participants)
✓ Retention data on teachers in the state of Delaware	✓ Two site visits to high-performing schools with a combination of interviews and focus groups (total of 14 teachers and 7 leaders)
✓ Spring 2015 Co-Op survey administered by OPE (77 respondents – 29% response rate)	✓ Interviews with key stakeholders including current and former union leaders, DDOE leaders, participating and non-participating principals (11 participants)

PARTICIPATION:

Who participates in the Co-Op and what influences their decision?

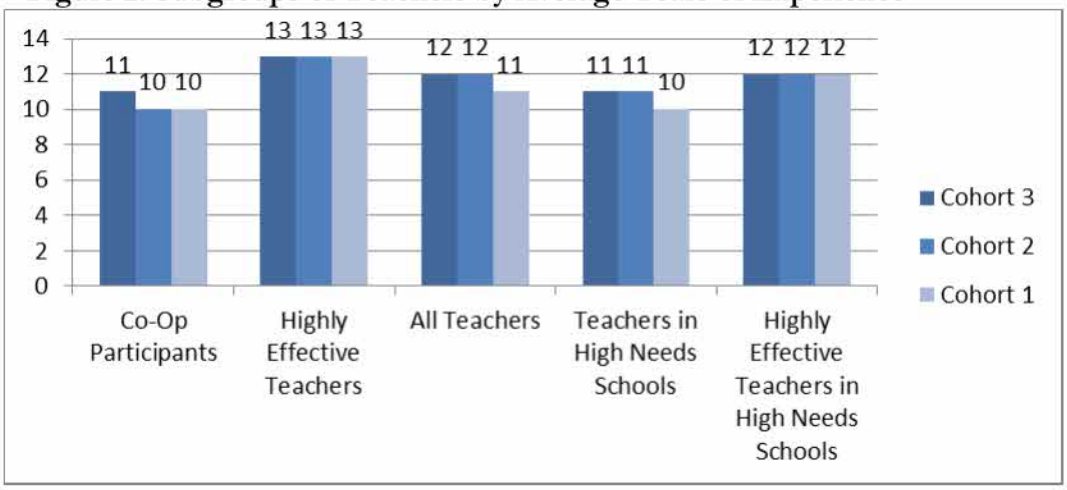
We analyzed the demographic data from Cohort 1 (2011-2012), Cohort 2 (2012-2013), and Cohort 3 (2013-2014) of the Talent Co-Op Retention Program. For each Cohort (and corresponding year of the Co-Op), we looked for differences between participating teachers and other groups of teachers on the following characteristics: age, gender, race, years of teaching experience, school level, and level of education. We compared participating teachers in the Retention Program to the following sub-groups of educators for each year of the Co-Op (2012, 2013, 2014). Due to the small number of participants in the Attraction Program of the initiative, we did not conduct quantitative analysis on these teachers.

- ***Highly Effective Teachers***. All teachers in the state of Delaware who were rated Highly Effective on DPAS-II
- ***All Teachers***. All teachers in the state of Delaware
- ***High Needs Teachers***. All teachers in high needs schools
- ***Highly Effective Teachers in High Needs Schools***. All Highly Effective teachers teaching in high needs schools

Who participates in the Co-Op?

- ***Co-Op Retention teachers are younger and less experienced than other sub-groups of teachers.*** Co-Op teachers tend to be younger and less experienced than other sub-groups of teachers with the exception of other teachers in high needs schools. However, their years of experience are lower than other highly effective teachers in high needs schools.

Figure 2: Subgroups of Teachers by Average Years of Experience



The Co-Op also has a disproportionately high number of secondary teachers compared to other sub-groups of teachers, which is likely due to the composition of schools participating in the Co-Op. There were no other significant differences between Co-Op teachers and other subgroups of teachers.

Why do they participate?

Participating teachers shared the following reasons for their participation in the Co-Op:

- ***Additional compensation.*** Many teachers indicated that the compensation aspect of the Co-Op made it possible for them to pursue and stay in positions in lower paying schools or districts. Though compensation was not the primary driver of decisions, teachers felt that the stipend was helpful and appreciated the extra compensation.
  - ✓ *"I think the elephant in the room is money. I mean, nobody wants to talk about it, but there are surrounding states that pay better." (Retention Teacher)*
- ***Recognition for high-performing teachers.*** Teachers reported that the Delaware Talent Cooperative recognized achievement in high needs schools, and many teachers saw compensation as a reward for their hard work within their schools.
  - ✓ *"It was recognizing and valuing great teachers, because I came from a school where I worked 12 hours a day at home, at school, and yeah I am highly effective in my observations but you go home at the end of the day but no one recognizes it and no one seems to value it, and I was at the point where I didn't want to teach anymore. I was burned out and I was done so it was nice to, even in a letter, have someone be like we do value you in this state, we do recognize that you are working hard and to now be somewhere where it is recognized still. I think that's working." (Attraction Teacher)*
- ***Opportunities to share best practices with other high-performing teachers.*** Teachers reported that the Delaware Talent Cooperative provided them with a unique and valued opportunity to interact with – and learn from – other high-performing teachers across the state.
  - ✓ *"…what I really got out of the-Co-Op was I sat around a table with really good teachers, talking education… I was hoping we would have more interaction and group activities." (Retention Teacher)*

Why don't they participate?

The teachers that did not join the Co-Op Attraction Program cited security in their current job as the reason for not opting into the program. Security included concerns about tenure and compensation, as well as concerns over teaching a different population of students.

- ***Security.*** Teachers shared that they were comfortable in their current jobs. Several worried about whether they would maintain their tenure status if they moved to a new district or be able to maintain the same level of compensation.

  - ✓ *"If I leave my district and go on to another district, do I start over? What happens with my tenure? You know? That was a big concern… I'm in my district. I felt safe. But to be completely honest with you, I did not feel safe going into another district not knowing what was going to happen to me after two years." (Attraction Teacher)*
  - ✓ *"When we work in Delaware, 70% of our salary comes from the state. 30% comes from local funds. What happens if when you leave a school district and work for a charter school, you're only earning the state amount. I would have lost 30% of my income making that move." (Attraction Teacher)*

Principals whose schools did not participate in the Retention program cited perceptions of equity and community as the reason why the Co-Op was not implemented in their respective schools.

- ***School Community.*** One principal shared that the district did not enter the Co-Op because there were concerns that only teachers in tested subjects would be eligible. Though this practice has changed in recent years, the principal had not been aware of the change or involved in the decision-making process. Another principal reported that the idea of the Co-Op was insulting to some staff. This principal felt it undermined the idea that all teachers contributed to student success and thus, had the potential to disrupt a positive school climate.

IMPLEMENTATION

What have been the strengths and challenges associated with the implementation of the Co-Op?

Strengths

Teachers cited the following factors as contributing to successful implementation:

- ***Professional Development.*** Although there was some critical feedback from teachers that attended professional development in the early years of the Co-Op that it was too rudimentary, teachers in more recent cohorts reported that the professional development helped them establish leadership roles in their schools.

  - ✓ *"We had a really good project that we are taking back to our school and hopefully we will try to implement at some point." (Retention Teacher regarding a team project developed during the three day conference)*

- ***Team Building and Goal Setting.*** Some teachers expressed that the Co-Op helped them clearly identify goals and became a rallying point for teacher improvement. Teachers were motivated to work and grow as a team in order to meet learning goals for their students. They noted that having a clear target helped them stay focused, though they were always motivated to do their best in the classroom.

- ✓ *"I think it kind of brought a lot of us together in a sense. I feel like it really made me feel like part of the team." (Retention Teacher)*

- ➢ ***Feedback.*** Teachers in the two high-performing Co-Op schools we visited cited the importance of quality feedback. The quality of feedback also emerged on the survey as the most important factor influencing teachers' perceptions of the Co-Op's impact.

  - ✓ *"What you really want is professional feedback. I'm a career educator so I wouldn't mind a shot in the arm. It's all about continued growth." (Retention Teacher)*

Figure 3: Teachers' Perceptions of Helpfulness of Co-Op Components

	Not Helpful	Somewhat Helpful	Helpful	Very Helpful
Additional Compensation	3.2%	6.5%	32.3%	58.1%
Professional Development	17.7%	22.6%	35.5%	24.2%
Opportunities to collaborate with other highly effective teachers	14.5%	21%	33.9%	30.6%

***Note: N=77 teachers who completed end of year survey**

Challenges

- ➢ ***Communication.*** The initial design team focused on the development of the Co-Op, but did not have a clear plan for how the program would be communicated to districts, schools, and teachers. Consequently, most teachers agreed that there was some initial confusion when they were introduced to the program and some felt ambushed by the demands of the program. Teachers expressed that expectations and scheduling should be laid out more clearly in advance.

  - ✓ *"It would be nice for [Co-Op expectations] to be really clear; this is what it is, this is what you need to do, this is what you needed, this is what's expected of you." (Retention Teacher)*

- ➢ ***Possibility of Divisiveness in Co-Op Schools.*** While teachers in some schools felt the Co-Op had a positive impact on team-building, other teachers expressed concerns with the negative stigma associated with the Co-Op. In some schools, teachers expressed that they felt they could not talk about Co-Op membership with other teachers, making the atmosphere divisive.

  - ✓ *"For whatever reason, in education, the idea of an attraction incentive is looked at negatively... it definitely does not create a nice feeling in a building. There's a lot of closed door meetings with only those people and we try not to talk about it to people that we know didn't get it." (Attraction Teacher)*

- ➢ ***Inconsistent and Unfair Standards for Selection.*** Many felt Co-Op selection standards were unfair. The complaints about equity varied on a school basis, but generally teachers felt the standards were inconsistently applied. Several teachers complained that leadership set the bar unrealistically high, therefore excluding teachers that made tremendous gains.

  - ✓ *"It was extremely difficult and I feel like it was partially the money part too, because some people made it by one kid, and some people didn't make it by one kid. So is there really that big of a difference between the teachers? No, of course not. So why couldn't we do something that would be just rewarding everyone across the board? Like if you have a really good English department, why not just reward everyone? It just didn't feel fair." (Retention Teacher)*

Figure 4: Teachers' Perceptions of Co-Op Communication, Criteria, & Community

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The information I received about the Co-Op when I joined, provided me with an understanding of the program	6.5%	19.4%	8.1%	62.9%	3.2%
The expectations for my participation in the Co-Op are clearly defined	4.8%	12.9%	17.7%	56.5%	8.1%
The criteria for selecting members of the Co-Op is fair	12.9%	25.8%	19.4%	33.9%	6.5%
I feel comfortable talking about the Co-Op with other teachers at my school	8.2%	18%	24.6%	41%	8.2%

Note: N=77 teachers who completed end of year survey

OUTCOMES

Do teachers in Co-Op schools have different perceptions of evaluation systems or different rates of retention?

Teacher Evaluation

OPE analyzed the DPAS-II implementation survey given to all teachers in 2013-2014. The survey uses a scale of 1 to 4 and reviews school perceptions of different aspects of DPAS-II. The survey results included data aggregated at the school level (*N*=232). Of those schools, 18 schools were Co-Op schools and 47 were high needs schools. We compared Co-Op schools to other high needs schools and all schools.

We grouped questions into the following scales to streamline interpretation of the results:

- ***Fairness*** – teachers' perceptions of whether the system was fair and equitable
- ***Observation*** – teachers' perceptions of the fairness of the observation components of DPAS-II
- ***Student Growth*** – teachers' perceptions of the fairness of the student growth component of DPAS-II
- ***Implementation*** – teachers' perceptions of the consistency and quality of DPAS-II implementation

Across all DPAS-II survey measures, Co-Op teachers consistently rated DPAS-II implementation higher than other schools. However, it is impossible to discern whether Co-Op participation led to successful DPAS-II implementation or if Co-Op schools had more effective implementation prior to participation.

- ***Significant differences in Perceptions of Fairness and Student Growth.*** In particular, teachers in Co-Op schools had better perceptions of the overall fairness of the DPAS-II system and the accuracy of student growth measures (Measures A, B, and C).

Figure 5: Teachers' Perceptions of DPAS-II (Aggregated at the School Level for 2013-2014 Year)

	Co-Op Schools	High Needs Schools	All Schools
Fairness			
Fair and Equitable. The system is fair and equitable	2.60	2.41	2.42
Student Growth			
Measure A. Measure A is a good indicator of my teaching effectiveness	2.55	2.20	2.23
Measure B. Measure B is a good indicator of my teaching effectiveness			
Measure C. Measure C is a good indicator of my teaching effectiveness			
Student Improvement. Can be judged fairly and equitably			

Note that the Student Growth measure was a scale of the 4 listed questions

Teacher Retention

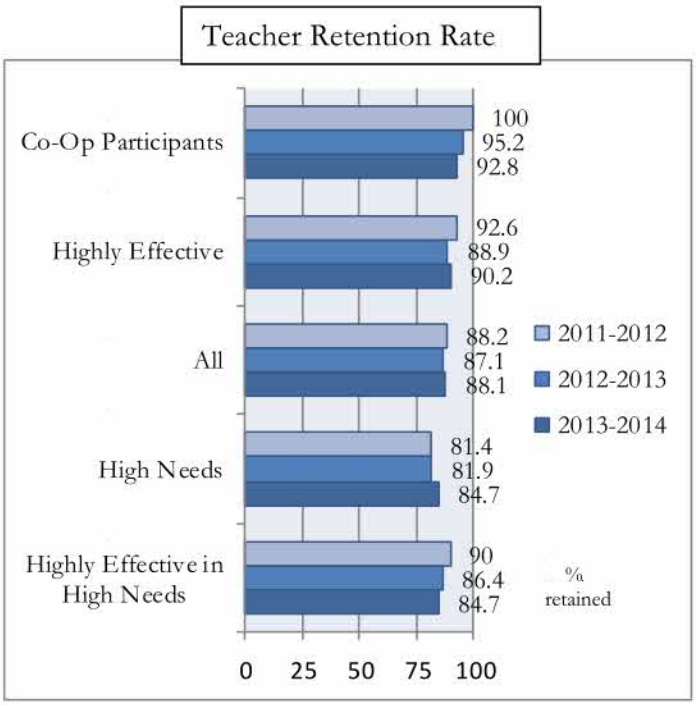
- ***Level of administrative support, school culture, and compensation are most important factors.*** Overall, teachers reported in both surveys and focus groups that the three most important factors influencing their decision to stay teaching in their school were: administrative support, school culture, and compensation.

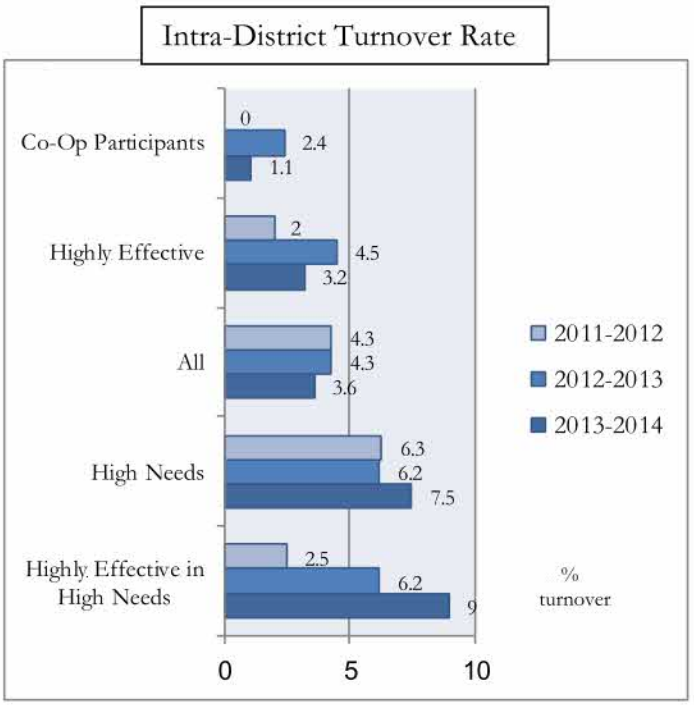
Figure 6: Most Important Factors Influencing Teacher Retention

	% indicating in top 3 factors
Administrative Support	71%
School Culture	54%
Compensation	38%
Resources	32%
Input into Decision-Making	27%
Level of Autonomy	27%
Professional Community	24%
Student Behavior	19%
Professional Development	10%
Level of Parental Support	5%

Note: N=77 teachers who completed end of year survey

- ***Higher rates of retention among Co-Op teachers than other sub-groups of teachers.*** Co-Op teachers tended to return to the same school at a higher rate than all other sub-groups of teachers. When Co-Op teachers did leave their school, they had lower rates of intra-district turnover, meaning they were less likely to stay teaching in the same district. 50% of surveyed teachers shared that they were more likely to stay teaching at their school because of the Co-Op.





RECOMMENDATIONS

Clearly communicate the purpose & expectations of the Co-Op

Teachers were more likely to be invested in the Co-Op if they did not view it solely as additional compensation, but instead as part of a comprehensive program designed to recognize and support professional growth. Additionally, teachers who understood the Co-Op expectations were more likely to have positive perceptions of the program's impact. When leaders communicate with current and prospective Co-Op teachers, they should emphasize the purpose behind the program and set clear expectations for the requirements at the beginning of the year. To support these practices, DDOE and district leaders should provide principals with communication training on messaging the value and structure of the Co-Op.

Focus on the perceived fairness & usefulness of performance measures

Teachers' perspectives of the Co-Op were influenced by their perceptions of the accuracy and fairness of the evaluation system. Many teachers were concerned about the subjectivity associated with the observation measures, in addition to the attainability of the student growth measure. As a result, some teachers believed the Co-Op created a divisive culture in their school, which made them reluctant to discuss their participation. Leaders should ensure that teachers understand the performance measures and offer specific feedback to help them improve their instructional practice. In turn, DDOE and district leaders should provide principals with training on expectation setting and feedback, as well as facilitate opportunities for them to share best practices around building school culture with other leaders.

Recognize teachers' and schools' differentiated needs

Teachers identified a variety of factors driving their decision to stay teaching in their school. While compensation was one of the most important factors, most teachers shared that the level of administrative support and school culture were even more critical, and others felt that factors such as level of involvement and autonomy were most relevant. The prospective Attraction Program teachers we interviewed had an entirely different set of concerns, focused around job and financial security. DDOE and district leaders should consider creating differentiated tracks and offerings within the Co-Op, which can be better customized to meet teachers' and schools' varying needs.

Provide opportunities for ongoing collaboration

Teachers appreciated the opportunity to connect and share teaching methods with other high performing teachers in the state. They reported that learning directly from their peers was the most inspiring aspect of the program and challenged them to continue developing their practice. However, Co-Op meetings were infrequent, and it was often challenging for teachers to travel across the state to attend. DDOE leadership should consider developing informal networks that would allow Co-Op teachers to connect with other participating teachers throughout the year (e.g., affinity groups, online discussion forums, twitter chats).

Re-engage key stakeholders in the process

Since the design of the Co-Op, there has been turnover in key leadership positions at the state level, which has made it challenging to ensure all stakeholders have similar context and share the same vision for the program. To be successful and sustainable over time, stakeholder engagement needs to be a dynamic and iterative process. DDOE leadership should create a Co-Op working group (similar to what existed in the initial design phase) composed of key stakeholders (e.g., state and union leadership, participating principals and teachers) to revisit the goals of the Co-Op and refine the structure and programming moving forward.

N. Sample Exit Survey

Delaware Education Employee Exit Survey

This survey is designed to capture your experiences in the school you recently exited and the factors that impacted your transition out of your previous location. Please answer the survey in its entirety as your answers will help us to improve teaching and learning conditions in our schools. No identifying information will be published or released. Thanks for your participation.

Section I. Background and Demographic Information

1. Gender
   - ☐ Male
   - ☐ Female
2. Race/Ethnicity: select all that apply
   - ☐ White/Caucasian
   - ☐ Hispanic/Latino(a)
   - ☐ African American
   - ☐ Native American
   - ☐ Asian
   - ☐ Hawaiian/Pacific Islander
3. What is your age?
   - ☐ 20-25
   - ☐ 26-30
   - ☐ 31-40
   - ☐ 41-50
   - ☐ 51-60
   - ☐ Over 60
4. What is your highest degree attained?
   - ☐ Associates' or 2-year college degree
   - ☐ Bachelors' or 4-year college degree
   - ☐ Masters' degree
   - ☐ Doctoral degree
   - ☐ Other (explain)

For the next selection of questions your "exited" school or position is the one you are leaving or most recently left. If you have worked at more than one school in the past year, please answer the questions for the school you were employed with the longest.

5. What school are you currently exiting?

6. How many total years have you been employed as an educator?
   - ☐ First year
   - ☐ 2-3 years
   - ☐ 4-6 years
   - ☐ 7-10 years
   - ☐ 11-20 years
   - ☐ 20 or more years
7. How many total years had you been employed in the school you exited?
   - ☐ First year
   - ☐ 2-3 years
   - ☐ 4-6 years
   - ☐ 7-10 years
   - ☐ 11-20 years
   - ☐ 20 or more years

8. How would you best describe the position you exited?
   - ☐ Full time
   - ☐ Part time
   - ☐ Itinerant
9. How would you best describe your role at the school you exited?
   - ☐ Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)
   - ☐ Principal
   - ☐ Assistant Principal
   - ☐ Other Education Professional (school counselor, psychologist, social worker, etc.)
10. At what grade level(s) did you teach in school you are exiting?: select all that apply (TEACHERS ONLY)
   - ☐ Kindergarten
   - ☐ Grade 1
   - ☐ Grade 2
   - ☐ Grade 3
   - ☐ Grade 4
   - ☐ Grade 5
   - ☐ Grade 6
   - ☐ Grade 7
   - ☐ Grade 8
   - ☐ Grade 9
   - ☐ Grade 10
   - ☐ Grade 11
   - ☐ Grade 12
   - ☐ Other (explain)
11. What subject(s) did you teach in the school you are exiting?: select all that apply (TEACHERS ONLY)
   - ☐ Agrisciences
   - ☐ Business, Finance and Marketing
   - ☐ English as a Second Language
   - ☐ English Language Arts
   - ☐ Family and Consumer Sciences
   - ☐ Health and/or Physical Education
   - ☐ Mathematics
   - ☐ Science
   - ☐ Skilled and Technical Sciences
   - ☐ Social Studies
   - ☐ Technology Education
   - ☐ Visual and Performing Arts
   - ☐ World Languages
   - ☐ Other (explain)

Section II. Thoughts on Previous School Year *(Example shown for Teachers)*

1. Please think back to the most recent school year spent at the institution you exited. Rate each of the following on how much you agree or disagree with the statement (select

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
a) Teacher compensation is appropriate for their level of responsibility and education.	☐	☐	☐	☐	☐
b) The school environment is clean and well-maintained.	☐	☐	☐	☐	☐
c) School administrators support teachers' efforts to maintain discipline in the classroom.	☐	☐	☐	☐	☐
d) The school maintains clear, two-way communication with the community.	☐	☐	☐	☐	☐
e) Community members support teachers, contributing to their success with their students.	☐	☐	☐	☐	☐
f) Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	☐	☐	☐	☐	☐
g) Procedures for teacher evaluation are consistent	☐	☐	☐	☐	☐
h) Teachers have sufficient access to appropriate instructional materials (textbooks, content references, etc.).	☐	☐	☐	☐	☐
i) Teachers are trusted to make sound professional decisions about instruction.	☐	☐	☐	☐	☐
j) Teachers have an appropriate level of influence on decision making in the school.	☐	☐	☐	☐	☐
k) Teachers have autonomy to make decisions about instructional delivery (e.g. pacing, materials and pedagogy).	☐	☐	☐	☐	☐
l) Teachers have access to reliable communication technology, including computers, printers, software and internet access.	☐	☐	☐	☐	☐
m) Teachers have time available to collaborate with colleagues.	☐	☐	☐	☐	☐
n) Teachers are recognized as educational experts	☐	☐	☐	☐	☐
o) Teachers have sufficient access to a broad range of professional support personnel.	☐	☐	☐	☐	☐
p) An appropriate amount of time is provided for professional development.	☐	☐	☐	☐	☐
q) Professional development is differentiated to meet the needs of individual teachers.	☐	☐	☐	☐	☐
r) Professional development enhances teachers' abilities to improve student learning.	☐	☐	☐	☐	☐

Please use the space below to elaborate on any responses.

2. Please think back to the most recent school year spent at the institution you are exiting, especially your relationship with your school leader. Rate each of the following statements on how much you agree or disagree with their characterization of your supervisor's performance.

My school leader is effective at _____	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Not Applicable**
a) Creating an atmosphere of trust and mutual respect in the school.	☐	☐	☐	☐	☐
b) Communicating the respect and value of teachers	☐	☐	☐	☐	☐
c) Consistently supporting teachers.	☐	☐	☐	☐	☐
d) Developing broad agreement among the teaching staff about the school or department's mission	☐	☐	☐	☐	☐
e) Holding teachers to high professional standards for delivering instruction.	☐	☐	☐	☐	☐
f) Assessing teacher performance objectively.	☐	☐	☐	☐	☐
g) Providing teachers with feedback that can help them improve teaching.	☐	☐	☐	☐	☐
h) Using data to improve student learning.	☐	☐	☐	☐	☐
i) Encouraging dissenting opinions and constructive criticism	☐	☐	☐	☐	☐
j) Working with staff to develop and attain curriculum standards	☐	☐	☐	☐	☐
k) Utilizing shared leadership	☐	☐	☐	☐	☐

Please use the space below to elaborate on any responses.

Section III. Future Employment Plans *(Teachers only)*

1. Do you feel that your decision to leave your position was…
   - ☐ Voluntary
   - ☐ Involuntary (RIF, firing)
   - ☐ Other (please explain) _____
2. What are your new employment plans after leaving this position?
   - ☐ Teaching (K-12) elsewhere in the same district
   - ☐ Teaching (K-12) in a different public or charter school elsewhere in Delaware
   - ☐ Teaching (K-12) in a private school elsewhere in Delaware
   - ☐ Teaching (K-12) out of the state
     - ◊ Where? _____
   - ☐ Teaching in pre-kindergarten or post-secondary level
   - ☐ Working non-teaching occupation in the field of education (e.g. administration, district or central office or Department of Education)
   - ☐ Returning to school for advancement *within* the field of education
   - ☐ Returning to school for advancement *outside* the field of education
   - ☐ Career change
   - ☐ Caring for family members
   - ☐ Military service
   - ☐ Retiring
   - ☐ Unemployed and seeking work
   - ☐ Other (please explain): _____
3. Please take some time to think about your decision to exit your school, and the different factors you considered. Please rate each of the following items below on how important it was to your decision to leave your school.

	Not at all important	**Slightly Important**	**Important**	**Very Important**	**Not Applicable**
a) Legal or ethical conflict	☐	☐	☐	☐	☐
b) Salary or benefits	☐	☐	☐	☐	☐
c) Access to better/more affordable housing	☐	☐	☐	☐	☐
d) Commute was too far	☐	☐	☐	☐	☐
e) Wanted to teach in different community	☐	☐	☐	☐	☐
f) Dissatisfied with support received from the community	☐	☐	☐	☐	☐
g) Dissatisfied with support from colleagues	☐	☐	☐	☐	☐
h) Dissatisfied with support from school administrator	☐	☐	☐	☐	☐
i) Dissatisfied with job description or responsibilities	☐	☐	☐	☐	☐

j) Dissatisfied with *changes* in job description or responsibilities	☐	☐	☐	☐	☐
k) Dissatisfied with the education own children were receiving	☐	☐	☐	☐	☐
l) Did not feel prepared to implement new reform measures	☐	☐	☐	☐	☐
m) Did not agree with new reform measures	☐	☐	☐	☐	☐
n) Inadequate mentoring	☐	☐	☐	☐	☐
o) Lack of recognition	☐	☐	☐	☐	☐
p) New position better aligned with interests/abilities	☐	☐	☐	☐	☐
q) School policies and procedures	☐	☐	☐	☐	☐
r) Student behavioral or discipline problems	☐	☐	☐	☐	☐
s) Too high of workload	☐	☐	☐	☐	☐
t) Administration's willingness to make corrections or changes	☐	☐	☐	☐	☐
u) Personal or family health considerations	☐	☐	☐	☐	☐
v) Pension or retirement considerations	☐	☐	☐	☐	☐

Please elaborate on any very low or very high responses.

4. Please rate any of the following on how likely they would have been to persuading you to remain at the school you are exiting.

	Definitely Not	**Probably Not**	**Probably**	**Definitely**
a) Better salary or benefits	☐	☐	☐	☐
b) More school support from the community	☐	☐	☐	☐
c) More support from colleagues	☐	☐	☐	☐
d) More support from school administrator	☐	☐	☐	☐
e) Better preparation to implement new reform measures	☐	☐	☐	☐
f) Different or no new reform measures	☐	☐	☐	☐
g) More effective mentoring	☐	☐	☐	☐
h) New forms of recognition	☐	☐	☐	☐

i) More flexibility to align with interests/abilities	☐	☐	☐	☐
j) Better/different school policies and procedures	☐	☐	☐	☐
k) Fewer student behavioral or discipline problems	☐	☐	☐	☐
l) Smaller workload	☐	☐	☐	☐
m) More willingness from the administration to make corrections or changes	☐	☐	☐	☐

Please discuss any other factors that could have persuaded you to remain at the school you have exited below:

Thank you for your participation in this Exit Survey. Your responses are helping to improve teaching and learning conditions in Delaware schools. No identifying information will be published or released. If you would like to discuss your responses further, please provide your contact information below.

Name: _____

Email: _____

Phone: _____

O. Brandywine School District CIP Grant Proposal

COMPREHENSIVE INDUCTION PROGRAM PROPOSAL FORM:

Proposal Date: 3/27/20153/27/20153/27/20153/27/2015
LEA Name: Brandywine School District
LEA Site Coordinator: Cora Scott
Site Coordinator Phone: 302-793-5065
Site Coordinator Email: cora.scott@bsd.k12.de.us

Program Vision, Mission, Goals and Objectives

Clearly state the proposed CIP Vision, Mission, Goals and Objectives. Be sure to explain how the proposed induction model addresses identified needs within your LEA related to the support provided to new educators (reference pertinent data sources) and how the program ties to existing professional learning activities.

Vision: To ensure all new educators in Brandywine School District receive high quality professional development in a highly supportive culture as they develop the essential knowledge, skills and experience that will result in a high quality education for our students, notably those taught by novice educators.

Mission: To provide all new teachers with the necessary framework, resources, and support tailored to meet their individual needs to become successful educators.

Goals: 1) New teacher support is high quality, comprehensive, targeted, ongoing, and valued. 2) Teaching and learning is responsive to student needs and supported by appropriate resources.

Objectives: 1) Establish a culture of high expectations. 2) Implement a comprehensive mentoring and induction program that meets the specific needs of new educators and is aligned with state and local initiatives. 3) Provide professional learning opportunities so teachers are successful in the implementation of high quality personalized learning environments. 4) Establish an effective selection process and training program for fostering highly effective mentors. 5) Establish a district collaborative community of new and veteran teachers that willingly and openly share resources, assistance, and ideas that increases the support provided to new educators. 6) Develop assessment literate teachers who are able to review student data to drive instruction. 7) Build reflective practitioners who are able to review their present level of professional performance and use data to set personal and professional development goals.

Stakeholder Engagement and Roles & Responsibilities

Describe your plan to engage a variety of stakeholders, from district administrator to new teacher, to create a school and district-wide culture that fully supports new educators.

Over the past two years data has been gathered from new teachers, lead mentors, and mentors related to the current mentoring and induction program format. This has been done through surveys, committee meetings, and reflection/dialogue meetings with individuals. Additionally, district administration has expressed the need for an induction program better aligned to our district initiatives and inclusive of professional development focused on cultural competence. The proposed CIP requires collaboration and support at multiple levels:

- Superintendent's Office (Director): Provide oversight, project and budget management. Ensure that various stakeholders are accountable for their role in delivering a successful induction program.
- District CIP Coordinator: Coordinate all CIP activities, monitor completion of requirements, and provide ongoing feedback and coaching through classroom visits, face-to-face meetings, and virtual sessions. District CIP Coordinator must provide 90 hours of CIP support to received stipend ($3000)
- Human Resources: Facilitate onboarding procedures, evaluate cycle placement and participate in Teacher Leadership Orientation.
- Curriculum & Instruction Department: Provide content area and LFS professional development, support the development of blended learning lessons aligned to CCSS and SBAC (formative and summative)

assessments. Additionally, provide coaching support for assigned teachers.

- Principals: Work closely with Lead Mentors, Mentors, New Teachers for ongoing support and feedback. Utilize the DPASII process for formalized feedback for continuous improvement.
- Lead Mentors: Provide professional development, support mentors, facilitate training modules (Schoology), provide observation feedback, provide classroom coaching and modeling as needed. Must provide 45 hours per year of Lead Mentor support to be paid stipend through DOE.
- Instructional Technology Specialist: Provide professional development on the use of Schoology and support the program by working directly with the District CIP Coordinator, Lead Mentors, Mentors, and New Teachers to provide technology support for the blended learning implementation.
- Mentors: Provide a minimum of 30 hours of one-on-one assistance and support for Y1 New Teachers. Assist with assignments, provide observation feedback, and provide modeling/coaching support.
- New Teachers: Actively engage in all aspects of the CIP and complete program requirements.

Differentiation of Support for New Educators

The Comprehensive Induction Program strives to ensure the diverse needs of new educators are being addressed. Due to participants entering the program with differing levels of experience and preparation, each proposal must include strategies to identify the needs of new educators as well as strategies for tracking the educator preparation programs that their new educators attended. Please provide an explanation of the strategies you plan to use and describe how this data will be used to drive program implementation.

Courses within the online Learning Management System: Schoology will be created for each year of the program. As part of the onboarding process the New Teachers will be required to establish a profile when registering for the course. This will provide the necessary information to ascertain background experiences (teacher preparation program, prior teaching/student teaching experience, etc.). In addition, a survey will be conducted to provide an opportunity for identification of key areas of focus when working with the Lead Mentors and Mentors. There will be a mid-year survey to allow for mid-year correction if additional supports are needed for the New Teachers. An exit survey will be conducted to identify the strengths and weaknesses of the program from the New Teachers' perspective. This will provide valuable information for needed adjustments when implementing in 2016-2017SY.
*See the CIP Program Proposal (page 7)

Orientation and Professional Learning Activities for New Educators

Clearly outline all orientation and professional learning activities planned throughout the Comprehensive Induction Program. Include dates, activity content, purpose, duration, connection to Charlotte Danielson's work, DPAS II components and/or Professional Teaching Standards.

All program components are in alignment with Charlotte Danielson's work, DPASII components and/or Professional Teaching Standards. *See the CIP Program Proposal (page 7) for details.
Outcomes:

- Teachers have an informed conviction about what it will take to create transformational change for student in the Brandywine School District.
- Teachers understand the causes and ongoing tensions related to the achievement and opportunity gape and will recognize that approaching the community with intellectual curiosity, respect and humility are essential habits of effective teacher leadership.
- Teachers believe that they are a part of a high performing team; they drive their own development, so that their classrooms are innovative and support critical thinking for students.
- Teachers value diversity, equity, inclusiveness, and develop socio-cultural consciousness in order to build meaningful relationships with their students.
- Teachers use a values-based leadership approach to set vision and big goals that include access and academic goals to invest and inspire students.

In addition to what is presented in the CIP Program Proposal, New Teachers participate in 90 minutes

per week of collaborative sessions with grade level/department focused on CCSS, data based decisions, and planning. District-wide professional development is provided on topics such as: CCSS, RtI, Differentiated Instruction, Accelerating Learning (6 days throughout the school year). Furthermore, if there are required Snow Days to be made up the district has developed online Schoology Modules as additional professional learning opportunities (Growth Mindset, Rigor in the Classroom, Compassionate Schools, Next Generation Science Standards, etc.).

Mentor Selection Process and Professional Learning Activities for Mentors

Please provide details for your mentor selection process and all mentor training planned to support mentors in their role. Include dates, activity content, purpose, and duration.

Mentors are selected in collaboration with Building Administration and Lead Mentors. Each Mentor must commit to the time requirement to effectively support the New Teacher through the CIP. Professional development will be provided to Mentors in August to review the components of the CIP. A second offering will occur in late September for any Mentors who were assigned to late hires. Mentors will attend the Quarterly YR1 Meetings with New Teachers. In addition, a Schoology Group will be created for all Mentors to allow Lead Mentors to provide support and resources. Mentors will participate in a minimum of 30 hours of face-to-face and virtual mentoring sessions. They will conduct lesson studies and be invited to any face-to-face or online learning opportunities for new teachers.

Observations and Professional Feedback

Explain your plan for conducting more frequent observation/feedback cycles with novice educators. Please note that the requirement to receive grant funding is a minimum of one observation/feedback cycle per month for new educators. LEAs are encouraged to consider how technology might be leveraged to address this requirement.

New Teachers will receive observation and feedback sessions each month through their administrators (walkthroughs, DPASII) and peer coaching ongoing in their buildings. Lead Mentors and Mentors will conduct observations and feedback utilizing the Focus on Student Learning: A Feedback Protocol (Vision Network). Some observations will be in-person and others will be recorded and viewed for discussion. Feedback sessions will occur both face-to-face and electronically.
*See CIP Proposal (page 7)

Evaluation Plan: Measures of Success

All proposed Comprehensive Induction Programs must include a plan to determine the program's effectiveness and relevance to all participants. Evaluation plans should provide data related to each of the measures outlined below:

1. **Value**- program participants see both personal and professional value in the program.
2. **Learning**- program participation has led to enhanced personal and/or professional attitudes, perceptions or knowledge.
3. **Change in Skills**- program participants have applied what is learned to enhance their professional behaviors.
4. **Effectiveness**- program participants demonstrate an improved performance level as a result of their enhanced professional behaviors.

Plans for evaluating the proposed Comprehensive Induction Program must be clearly defined with measurable indicators of success and **should include a process for utilizing DPAS II data to identify top performing novice educators within the LEA.** You will be asked to provide grant status/impact reports in January 2016 and May 2016 to the DDOE. Please outline your CIP evaluation plan in the space provided below.

Brandywine will utilize the Professional Development Evaluative Levels developed by Dr. Thomas Guskey. This continuous improvement framework provides five levels for evaluating professional development and collects varying types of information to be used for formative and summative purposes.
Level 1 Participant reactions to PD: exit surveys
Level 2 Participant learning: walkthroughs, reflections, observation/feedback
Level 3 Organization support and change: mid-year/end-of-year survey, reflections/assignments
Level 4 Participant's use of knowledge and skills: DPASII Formative/Summative Feedback, exit reflection/dialogue meeting
Level 5 Student Outcomes: benchmark assessments, student achievement outcomes

Ongoing evaluation will provide feedback necessary to make programmatic changes that may be needed.

Budget

The proposed Comprehensive Induction Program should meet the diverse needs of new educators within the LEA while still maintaining a reasonable cost per participant.

Do not include any costs for Lead Mentor and/or Mentor stipends, as those will continue to be covered by the Department of Education through current processes.

Complete the attached "*Proposal Budget Form*" (page 5) and include a one-page narrative of how the funds you are requesting will be spent.

- District CIP Coordinator $3,000 stipend for a minimum of 90 hours (teacher extra pay for extra responsibilities)
- Partnership with Teach for America and Relay/GSE $15,000
- 40 Chromebooks for Lead Mentors and Mentors $11,800
- Substitute costs for Lead Mentors and Mentors to fulfill CIP requirements $7,000
- Professional Resources $10,000 (*See CIP Proposal page 7)

COMPREHENSIVE INDUCTION PROGRAM	DELAWARE DEPARTMENT OF EDUCATION Teacher and Leader Effectiveness Unit 401 Federal Street, Suite 2 Dover, DE 19901 Phone: 302-735-4101 Fax: 302-739-3092
COMPREHENSIVE INDUCTION PROGRAM INNOVATION GRANT APPLICATION – PROPOSED BUDGET INFORMATION	

Submitting District Information

DISTRICT AND SCHOOL NAME:	PROJECT TITLE:
CONTACT NAME AND TITLE: WORK E-MAIL:	WORK PHONE NUMBER:
BUSINESS MANAGER'S NAME AND INITIALS (REQUIRED WHEN SUBMITTED AS AN APPLICATION BUDGET):	FAX NUMBER:
STATE GRANT AWARD AMOUNT (approved by DOE):	

Activity	Salary (Account Code 5100)					Other Employee Costs (Account Code 5120)	Total Salary and OEC	Health Insurance/Other Non-Taxed Benefits	Contracted Services (Account Code 5500)	Travel (Account Code 5400)	Supplies and Materials (Account Code 5600)	Capital Outlay (Account Code 5700)	Audit Fees (Account Code 5500)	Indirect Cost (Account Code 5560)	Total
	Administrative (ex. Assistant Principal and higher)	Instructional (ex. Teachers, Paras)	Support (ex. Secretary, Custodial, Food Service)	Non-Pension Positions (ex. Substitutes)	Salary Subtotal										
Administration		$3,000			$3,000	$914	$3,914						-	-	$3,914
Instruction					$0	$0	$0		$7,000		$11,800		-	-	$18,800
Facilities (Operation and Maintenance of Plant)					$0	$0	$0						-	-	$0
Research and Evaluation					$0	$0	$0						-	-	$0
Professional Development **					$0	$0	$0		$15,000		$10,000		-	-	$25,000
Grant Subtotal	$0	$3,000	$0	$0	$3,000	$914	$3,914	$0	$22,000	$0	$21,800	$0	-	-	$47,714
Grant Check ("OK" if grant total equals grant award amount; +/- value if grant total out of balance with grant award amount; does not include optional match) →															($47,714)

** PROFESSIONAL DEVELOPMENT (Amount must equal or exceed 25% of State Grant Request)	$25,000	#DIV/0!

District Match Subtotal (not required for grant award)					$0	$0	$0						-	-	$0
Grant and Match Total	$25,000	#DIV/0!	$0	$0	$3,000	$914	$3,914	$0	$22,000	$0	$21,800	$0	-	-	$0

Timeline and Milestones

Create a timeline for the development and delivery of your Comprehensive Induction Program, listing all major milestones including any pre-planning activities. *(You may add lines as necessary)*

Milestone Activity	Date
Planning for partnership with TFA/Relay	April 2015-May 2015
Establish calendar for professional development sessions	April 2015
CIP Overview for Principals/Assistant Principals	May 2015
Lead Mentor Training	Summer 2015
Mentor Training	August 2015
New Teacher Orientation	August 2015
New Teachers registered for Schoology	September 2015
Lead Mentors and Mentors registered for Schoology	August-September 2015

	YEAR ONE TEACHERS & HARLAN YEAR ONE /YEAR TWO TEACHERS	YEAR TWO TEACHERS & HARLAN YEAR THREE TEACHERS	YEAR THREE TEACHERS & EXPERIENCED TEACHERS
ORIENTATION	**New Teacher Orientation**: Teacher Leadership **Day 1** Teach for America • Engaging in the FOUR Questions • Philosophy of Education • Setting a Foundation for Leading with Vision • Culturally Responsive Teaching District Focus and Initiatives • LFS Overview & Planning • Schoology **Day 2** Teach for America • Your Teacher Voice • Culture of Achievement • Building Community • Management Common Pitfalls District Focus and Initiatives • Content Area Resources and Expectations **Nuts & Bolts** (Facilitated by Lead Mentor @ building by 9/15) • Data Service Center (absence, prof dev) • eSchool (attendance, gradebook) (1.5 hours)	*If newly hired to BSD would be required to attend Orientation and Nuts & Bolts.	*If newly hired to BSD would be required to attend Orientation and Nuts & Bolts.

	YEAR ONE TEACHERS & HARLAN YEAR ONE /YEAR TWO TEACHERS	YEAR TWO TEACHERS & HARLAN YEAR THREE TEACHERS	YEAR THREE TEACHERS & EXPERIENCED TEACHERS

PROFESSIONAL DEVELOPMENT	**Quarterly YR1 Meetings** at building focused on DPASII (Facilitated by Lead Mentor):
	• Goal Setting, Planning & Preparation
	• The Classroom Environment
	• Instruction
	• Professional Responsibilities
	(6 hours)
	
	Teach for America (must attend at least one session offered)
	• No Nonsense Nurturer (high expectations and strong relationships)
	• Actualizing Vision (investment strategies aligned to planning)
	• Lemov Techniques (increased student engagement strategies)
	(1.5 hours)
	
	District-wide YR1 Workshops
	• Data Analysis (iTracker)
	• Content Area focused on CCSS and rigorous learning activities (LFS) (2 sessions)
	(4.5 hours)
		Quarterly YR2 Meetings at building (Facilitated by Lead Mentor):
		• Training on peer coaching through use of Focus on Student Learning: A Feedback Protocol (Vision Network) to build teacher leader capacity throughout the district
		• DPASII Distinguished Evidence (striving for continuous improvement)
		  ○ Planning & Preparation
		  ○ The Classroom Environment
		  ○ Instruction
		(6 hours)
		
		Relay/GSE (must attend at least two sessions offered)
		• Engaging Everybody
		• Designing and Evaluating Assessments
		• Checks for Understanding
		• Feedback and Grading
		(4 hours)
		
		District-wide YR2 Workshops
		• Instructional Technology (Schoology)
		• LFS Rigor in the Classroom
		• LFS Acceleration
		(4.5 hours)
			Fall & Spring YR3 Meetings (2) meetings at building (Facilitated by Lead Mentor):
			• Training on peer coaching through use of Focus on Student Learning: A Feedback Protocol (Vision Network) to build teacher leader capacity throughout the district (2015-2016 SY only)
			• Topics identified by Focus on Student Learning: A Feedback Protocol reflections
			(3 hours)
			Personal Professional Development selected by New Teacher aligned with Personal Growth Plan
			• Examples: DOE New Teacher Workshops, BSD Online Schoology Modules (Compassionate Schools, Mindset, RtI, etc.), District offered face-to-face trainings, outside organization trainings
			(6.5 hours)

	YEAR ONE TEACHERS & HARLAN YEAR ONE /YEAR TWO TEACHERS	YEAR TWO TEACHERS & HARLAN YEAR THREE TEACHERS	YEAR THREE TEACHERS & EXPERIENCED TEACHERS
ONLINE PROFESSIONAL LEARNING COMMUNITY (SCHOOLOGY)	**Book Study: The First-Year Teacher's Survival Guide** (Julia G. Thompson) • Assigned readings with guiding questions to ensure active thinking and reading with a purpose. • Bi-weekly online discussions, video review and reflection stemming from book study topics (9 hours)	**Book Study: Teach Like a Champion (Doug Lemov)** • Assigned readings with guiding questions to ensure active thinking and reading with a purpose. • Bi-weekly online discussions, video review and reflection stemming from book study topics (9 hours)	**Book Study**: Selected by team of teachers for face-to-face and online PLC • Examples: Teach Like a Pirate (Dave Burgess), The Skillful Teacher (Jon Saphier), How Children Succeed (Paul Tough), Whatever It Takes (Paul Tough), Teach Like Your Hair's on Fire (Rafe Esquith), The Exceptional Teacher's Handbook (Carla F. Shelton) (15 hours)
OBSERVATION & FEEDBACK	**Focus on Student Learning: A Feedback Protocol** (Vision Network) • Mentor Teacher conducts 2 (30 min) observations w/ feedback and resource/idea sharing to improve practice • Mentor Teacher and New Teacher conduct Lesson Study of 2 (30 min) video recordings of New Teacher w/ feedback and resources/idea sharing to improve practice • New teacher conducts 2 (30 min) observations of Mentor Teacher w/ follow-up dialogue (6 hours)	**Focus on Student Learning: A Feedback Protocol** (Vision Network) • Lead Mentor conducts 1 (30 min) observations w/ feedback and resource/idea sharing to improve practice • Lead Mentor and New Teacher conduct Lesson Study of 2 (30 min) video recordings of New Teacher w/ feedback and resources/idea sharing to improve practice • New teacher conducts 2 (30 min) observations of Lead Mentor or other Teacher in building w/ follow-up dialogue (5 hours)	**Focus on Student Learning: A Feedback Protocol** (Vision Network) • New Teacher conducts Lesson Study of 3 (30 min) video recordings of self with completion of reflection protocol (3 hours) **Focus on Student Learning: A Feedback Protocol** (Vision Network) • New Teacher conducts peer observation and feedback session with New YR2 Teacher in building. (1 hour)

	YEAR ONE TEACHERS & HARLAN YEAR ONE /YEAR TWO TEACHERS	YEAR TWO TEACHERS & HARLAN YEAR THREE TEACHERS	YEAR THREE TEACHERS & EXPERIENCED TEACHERS
ACTION PLAN	**New Teacher will submit an Action Plan (data protocol)** to their Mentor Teacher indicating how data is driving student learning and next steps to ensure students are on track to benchmark at the end of the year. (January) (1.5 hours)	**New Teacher will submit an Action Plan (data protocol)** to their Mentor Teacher indicating how data is driving student learning and next steps to ensure students are on track to benchmark at the end of the year. (January) (1.5 hours)	**New Teacher will submit an Action Plan (data protocol)** to their Mentor Teacher indicating how data is driving student learning and next steps to ensure students are on track to benchmark at the end of the year. (January) (1.5 hours)
PERSONAL GROWTH PLAN	**New Teacher will submit a Personal Growth Plan** developed at end-of-year checkout with Mentor Teacher for the following school year.	**New Teacher will submit a Personal Growth Plan** developed at end-of-year checkout with Lead Mentor for the following school year.	**New Teacher will submit a Personal Growth Plan** developed at end-of-year checkout with Lead Mentor for the following school year.
DOE Required DPASII Training for Teachers/Specialists	DPASII Online Modules through PDMS and eLearning Delaware • Must be completed within 2 weeks of hire date	*If not previously trained in DPASII must complete Online Modules through PDMS and eLearning Delaware	*If not previously trained in DPASII must complete Online Modules through PDMS and eLearning Delaware

*A modified Comprehensive Induction Program is proposed for Harlan Elementary during the 2015-2016 SY in order to provide more structured, intensive support for the current teachers in their first three years. Due to the capacity of partnerships the proposed plan needed to be phased in and allowed for current novice Harlan teachers to participate. Beginning the 2016-2017 SY the Comprehensive Induction Program model will be consistent for all new hires.

P. Colonial School District CIP Grant Proposal

COMPREHENSIVE INDUCTION PROGRAM PROPOSAL FORM:
Proposal Date: March 28, 2014
District Name: Colonial School District
District Site Coordinator: Tara Amsterdam
Site Coordinator Phone: 302-429-4085
Site Coordinator Email: tamsterdam@colonial.k12.de.us
Mentoring Website: www.colonialmentoring.weebly.com

Program Vision, Mission, Goals and Objectives - CIP Vision: To ensure all new educators in Colonial School District receive high quality professional development in a highly supportive culture as they develop the essential knowledge, skills and experience that will result in a high quality education for our students, notably those taught by novice educators. CIP Mission: To provide all new teachers with the necessary framework, resources, and support tailored to meet their individual needs to become successful educators. CIP Goals: 1) Colonial's Comprehensive Induction Program (CIP) is a critical component within the overall district framework for instructional effectiveness and student achievement. 2) Colonial's CIP is a critical component to teacher success. 3) New teacher support is high quality, comprehensive, targeted, ongoing, and valued. 4) Personalized learning opportunities for students are driven by a shared vision for a future where teaching and learning are responsive to student needs and supported by appropriate resources. CIP Objectives: 1) Establish a culture of high expectations. 2) Implement a comprehensive mentoring and induction program that meets the specific needs of new educators and is aligned with state and local initiatives. 3) Provide professional learning opportunities so teachers are successful in the implementation of high quality personalized learning environments. 4) Establish an effective selection process and training program for fostering highly effective mentors. 5) Establish a district collaborative community of new and veteran teachers that willingly and openly share resources, assistance, and ideas that increases the support provided to new educators. 6) Develop assessment literate teachers who are able to review student data to drive instruction. 7) Build reflective practitioners who are able to review their present level of professional performance and use data to set personal and professional development goals. Addressing Needs: A review of our teacher retention data from the past 3 years suggests that the strong support and implementation plan developed for our newest teachers had a significant impact on their classroom effectiveness. Colonial building administrators decide each spring to retain or release teachers based on their classroom performance and student outcome results.

Table 1 shows an increase in the percentage of teachers that building administrators decided to retain after Year 1.

Table 1: % of Teachers Recommended for Retention

Year	# of New Teachers Hired	# of New Teachers Recommended for Contract Renewal	% of Teachers Recommended for Contract Renewal
2012-13	53	42	79%
2013-14	94	65	69%
2014-15	84	75	89%

Mentor Survey Results

Qualitative survey results from ***mentors*** indicated a greater sense of efficacy from the program and improved satisfaction with the program. This is supported by comments such as, "I felt very well supported. Everything is very clearly stated, and I never was at a loss of what needed to be completed - either by me or my mentee." "This was my first time mentoring. Having access to materials and the timeline of dates was very helpful." "I think the process this year was very helpful and supportive. Both Tara and Julie always made themselves available to answer any questions. The way the cycle documents were set up in Schoology made everything organized and easy to access."

Mentee Survey Results

Survey results from ***mentees*** also indicated a high level of satisfaction from our comprehensive induction program. This is supported with comments such as, "I had a wonderful experience as I developed as a professional and applied new practices in my teaching." "I appreciated the flexibility when required meetings conflicted with other programs." "I felt all documents were organized well and everything was easy to access!" "I felt that the mentoring program was a great experience to be a part of and I look forward to being a better teacher as a result of the program." "It's been a worthwhile experience, the mentors are committed and there are resources available for both mentors and mentee throughout the exercise. It's amazing to see how we all are engaged in collaborative learning and members of the learning community working as a team."

A review of survey results from March 2015 (see Table 2) from mentees shows significant increases in 3 areas compared with the 2013 TELL Delaware results. Most notably is in the increase in agreement with the statement "Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school" which increased by 55%. This could be supported by the fact that 100% of 2014-15 Colonial mentees have a building level mentor. This is an increase from the 2013 TELL Delaware results which showed 81% of new teachers were formally assigned a mentor.

Table 2-Mentee Survey Results

Statement	**2013 TELL Delaware Results % of Agree/Strongly Agree to the Statement**	**Winter 2015 CIP Results % of Agree/Strongly Agree to the Statement**	**% Change from 2013 to 2015**
Overall, the additional support I received as a new teacher has helped me to impact my students' learning.	62%	86%	+24%
Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.	48%	93%	+55%
Overall, the additional support I received as a new teacher improved my instructional practice.	59%	93%	+34%
Overall, I felt supported as part of the Colonial Community	N/A	100%	N/A
Overall, I appreciated the flexibility and choice of professional development opportunities offered as part of the mentoring program.	N/A	93%	N/A

Stakeholder Engagement and Roles & Responsibilities - Stakeholder Engagement: It is the superintendent's expectation that the district and school foster a welcoming and supportive environment for all stakeholders. This expectation will strategically include all new teachers through our CIP, PLC school culture, and Lead Mentor touch points. District and building administrators will consider the needs of new teachers when making both instructional and non-instructional decisions (e.g. collaborative pairs during professional learning, background/previous

knowledge shared prior to events, and purposeful and frequent classroom visits). In addition, Colonial's CIP involves a multitude of district staff in training and support of the new teachers.

Roles & Responsibilities: A successful plan involves a variety of people, buy-in at all levels, alignment to overarching goals, and integrated practices so that new programs are not stand alone, but a part of a more comprehensive strategic plan. Therefore, the district will deploy a number of district and school employees as owners of this new program.

- Superintendent's Office - Provide oversight, project and budget management. The project manager will oversee the plan and ensure owners are held accountable for their role in delivering a successful induction program.
- Site Coordinator - Coordinate all CIP activities, monitor completion of new teacher and mentor requirements, and provide ongoing feedback and coaching during classroom visits, meetings, and virtual sessions.
- Human Resources - Facilitate onboarding procedures, evaluate cycle placement, participate in Orientation, record cycle completion in DEEDS, and provide certificates.
- Curriculum and Instruction Department - Provide LFS professional development, support the development of blended learning lessons aligned with CCSS and SBA-like formative and summative assessments, review new teacher videos and provide feedback, and provide coaching for assigned teachers.
- Schools Division - Monitor and support principals' engagement of new teachers and mentors. The Schools Division will provide DPAS II training.
- Principals, Asst. Principals, & Student Advisors - Work closely with mentors and new teachers, providing support through observation and feedback and the DPAS II process.
- Lead Mentors - Provide professional development, support mentors, facilitate training modules and discussion with new teachers via LMS, provide observation feedback, and provide classroom coaching and modeling as needed. Lead Mentors will provide 45 hours per year for three years focused on cycles 1, 2, 3, & 4.
- Building/District Instructional Coaches-Supporting new teachers by providing feedback via observation/feedback, beginning of the year support, DPAS II support, and planning/preparation.

- Instructional Technology Coaches - Facilitate blended learning professional development and support the program by working directly with Lead Mentors, mentors and new teachers to provide technology guidance and assistance and support blended learning implementation.
- Mentors - Provide 30 hours minimum of one-on-one assistance and guidance in year one. Assist in assignments as needed, provide observation feedback, and support in blended learning professional development and implementation. Mentors are focused on cycle 1 & 2.
- New Teachers - Actively engage in all aspects of the CIP and complete program requirements, including a minimum of 30 hours of mentoring and 30 hours of professional development.

Differentiation of Support for New Educators - Identifying Needs of New Educators: Colonial School District recognizes that new teachers may need more time to develop their craft while also recognizing teachers should have choice in how and what they learn. To house and communicate information to our new teachers, we have designed an easy to access website (www.colonialmentoring.weebly.com) that provides an overview of the program, dates, and contact information. As teachers are hired, a collaborative assessment of individual teacher needs will be conducted. Teachers and district/school administrators will determine between the better of two different options.. In both options, Colonial is partnering with Teach for America (TFA). Option 1 – Summer School Cohort: Offered to teachers hired March through June. Teachers selecting this option recognize they will benefit by gaining classroom experience prior to the school year. Teachers will be paired with a veteran teacher during the four-week summer school program, beginning July 6, 2015. Prior to the start of summer school, teachers will participate in two days of professional development, provided by TFA focused on 1) vision, goals and leadership and 2) classroom management. Day 2, classroom management is aligned to Charlotte Danielson's classroom environment domain and meets the Cycle 1 requirements. In addition to these two days, teachers will attend professional development, offered by Colonial staff once a week during summer school, with a continued focus on leadership and classroom management. Teachers who accept this option will also complete the first day of Learning

Focused Solutions (LFS) training, aligned to Charlotte Danielson's instruction domain, on August 13, 2015. Option 1 teachers will participate in a total of 15 summer PD hours.

Option 2 – Traditional Start Cohort: Offered for teachers hired between March 1 and August 11. Option 2 is an enhanced version over the previous 2 years of CIP implementation, based on feedback from year 1 new teachers and mentors. First year implementation was too broad. Year 2 professional development days on August 11-13, 2015 and will provide in-depth training in three specific areas. Day 1, vision, goals, and leadership and Day 2, classroom management will be offered by TFA. Classroom management is aligned to Danielson's classroom environment domain and meets the Cycle 1 requirements. The third day will focus on LFS training, offered by Colonial staff. Option 2 teachers will participate in a total of 17 summer hours.

- TFA Vision, Goals and Leadership PD Overview: First year teachers learn how to develop strong school visions and goals for their students through asking the question: "What's the most meaningful and lasting impact I can accomplish with my students?" Teachers will understand that their vision and goals represents their definitive response to this question. It not only illuminates the destination but also guides them on the path they'll travel to reach it. Their vision and goals must become the driving force of their teaching and inspire students to work hard to reach it. Teachers learn best practices for gathering the data/information they'll need to establish their own vision and goal statements with specific emphasis on the significance of building strong relationships with building staff, students and their families.
- TFA Classroom Management PD Overview: Students WANT and DESERVE a well-managed classroom, and a teacher who cares enough to command it. Their motivation to be self-driven learners and achieve high expectations depends on it. Teachers understand the purpose and foundational vision for teacher leadership and maintaining student investment through the Behavior Management Cycle. Teachers will establish and maintain confident leadership of a positive, efficient, 'in-control' classroom environment in which all students can learn by communicating expectations clearly, explicitly, and confidently, noticing, narrating, and rewarding positive student behaviors, responding

justly, immediately, and assertively to misbehaviors while maintaining students' dignity and effectively designing, explaining, and reinforcing time-saving procedures.

Tracking Progress: Both options will be closely monitored and an informal evaluation of each option will take place during and after the activities are completed. Colonial SD is interested in having a better understanding of the value and benefits of each option and how each option translates to enhanced teaching and learning. Teachers in both options will be enrolled in a course in Schoology, Colonial's Learning Management System (LMS), beginning in Cycle 1 and extend through Cycle 4 for continuity throughout the program. Teachers will upload their requirements for each cycle, complete online assessments, and complete periodic feedback surveys. Teachers will be offered flexibility between online and face-to-face options. to address areas of growth as identified by through conversations with their mentors. The LMS provides for timely response and ongoing communication with mentors. Colonial SD will evaluate each option using the following criteria: completion of requirements, assessment results, DPAS II, and recommendation to return for employment in year 2.

Orientation and Professional Learning Activities for New Educators - Orientation: In addition to the two options of differentiated summer professional development, all new teachers will attend one day of orientation on August 17. Orientation includes a New Teacher Breakfast attended by all district/school administrators, information shared by HR and CEA, a session from the Curriculum and Instruction Division providing an overview of teaching and learning expectations (1 PD hour), and DPAS II training (1 PD hour) and an introduction to Charlotte Danielson's work. Teachers will also spend time in their schools. Principals will provide an overview of building expectations, school culture, and orientation to the school. Lead mentors and/or Instructional Coaches will visit classrooms to make introductions and offer assistance.

Professional Learning Activities: The CIP activities beyond the summer and orientation will provide new teachers with options for ongoing learning. Research indicates that teachers need to have ownership of his/her learning while having decision-making of what they learn and how they learn it. For these reasons, Colonial will be offering optional face-to-face and virtual sessions focused on a variety of topics. Options will include Doug Lemov's Teach Like a Champion strategies for improving student engagement and student learning, aligned to Danielson's

framework, specifically classroom environment and instruction domains. 1) Cycle 1: Intro to Cycle 1 begins in September for both mentors and mentees. After the introduction, new teachers will be trained in eSchool, i-tracker and data service center. Through December, teachers will be offered the opportunity to attend online and face to face sessions provided by Colonial and our partners, TFA and Relay, on Teach Like a Champion strategies, student engagement, lesson planning and classroom management. New hires will be encourage to chose professional development opportunities to support the observation feedback they receive from their mentors, coaches and administration. Cycle 1 requirements are due December 18, 2015. Five and half hours of PD and support are offered during Cycle 1. 2) Cycle 2: Intro to Cycle 2 begins in January. Through April, teachers will be invited to continue to learn Teach Like a Champion strategies, once again offered in a blended format. Cycle 2 requirements are due April 22, 2016. Four hours of PD is offered during Cycle 2. 3) LFS required PD: Throughout the first year, new hires will be trained on the first two days of LFS. Cycle 1 participants will complete 6 hours of training on LFS lesson planning. Day 1 training will take place during our new hire orientation. Cycle 2 participants will be trained on LFS higher order thinking. This will be offered after school in two 3-hour sessions. 4) TFA Professional Development Collaboration: Colonial will partner with TFA to streamline professional development with the support offered through TFA. TFA Corps Members will be provided credit for TFA training while participating in CIP Mentoring Program. In addition, all new teachers and mentors in Colonial will be offered the opportunity to participate in TFA professional development. 5) Ongoing Support: All new teachers will be enrolled in a course in Schoology. Within this course, teachers will participate in and receive support during the optional PD sessions, reviewing and reflecting on Education Impact teaching videos, ongoing discussions, and reading articles and sharing reflections. The Site Coordinator and Lead Mentors will manage the course. At the conclusion of the sessions, teachers will leave with two products: a classroom management plan and a philosophy of education centered on their vision and goals for their classroom. These tools will be used for conversations and reflections between the mentor and the mentee. Additional classroom management strategies and presentations will be offered as optional support for new teachers throughout each cycle. 6) Cycle 3: The most substantial change to our mentoring program for 2015-16 is for our Cycle 3 teachers. Colonial

has collaborated with the Relay Graduate School of Education (Relay GSE) to develop a scope and sequence that aligns with the needs of novice teachers and expectations for Cycle 3 mentoring. Teachers in Cycle 3 will engage in professional development to deepen their understand of the importance of assessment in their classrooms. Training will focus on how to design and implement both formative and summative assessments as well as use the data to drive instructional decisions. This will be accomplished through a blended approach focused on the following core activities: Engaging Students in Learning, Designing and Evaluating Assessments, Checking for Understanding, and Providing Student Feedback and Grading. These modules of learning provide our 2nd year teachers an opportunity to learn specific strategies and approaches that will enhance teaching and ultimately impact student learning in their classrooms. To demonstrate understanding and application of these skills and concepts, teachers will upload lesson plans and teaching videos demonstrating the techniques in action. Lead mentors will provide personalized feedback to support new teachers through face-to-face sessions and Schoology. 7) Cycle 4: Teachers will complete a project. Teachers will identify areas of strength and improvement as it relates to content and pedagogy and develop a plan to address needs. Teachers will have opportunities to collaborate with others in Schoology and receive support from their Lead Mentor. Cycle 4 teachers will participate in 30 hours of professional learning.

Professional Learning Activities for Mentors - Recruitment: Criteria for selection into the Colonial School District mentoring program is dependent upon a willingness to share, be flexible and have the desire to grow and learn together with a mentee. Mentors are recruited by lead mentors and through recommendations by building administrators. Each mentor must agree to the time requirements and commitments of the CIP. Mentor Training: Mentors and Mentees will attend an overview meeting for an hour at the beginning of each cycle. During this time, the expectations for Cycle 1 and 2 will be reviewed. The overview meetings will be held in September for Cycle 1 and January for Cycle 2. Mentors will be offered a more in depth training on component 1 and 3 of the DPAS II framework, offered online, with support. Ongoing support from Lead mentors through Schoology will be offered. Lead Mentoring: In June 2015, all Lead Mentors will participate in a collaborative session to develop a feedback loop between mentors, mentees, and lead mentors to solidify the vision and goals for each cycle in an online environment. Throughout the

summer, Lead Mentors will complete the online portions of their cycles through the lens of a mentee. Lead Mentors will meet again in August to discuss the process and refine the feedback loop for the remainder of the year. Mentoring: Mentors will participate in a minimum of 30 hours of face-to-face and virtual mentoring sessions. Videotaping lessons and sharing through Schoology provides greater flexibility and ongoing support. Mentors will have the option to participate in virtual learning sessions, to further their own learning and have more open and relevant discussion with their mentees.

Observations and Professional Feedback - Teachers will be learning strategies outlined in Doug Lemov's Teach Like a Champion book through observation and feedback sessions, based on Relay and Paul Bambrick's Leverage Leadership. New teachers will be offered additional support to learn Lemov's strategies through virtual and face-to-face sessions. Teachers will receive ongoing observation and feedback sessions with their administrator, school coach, district instructional coach, district instructional technology coach, mentor, and lead mentor. New teachers will receive at least one observation and feedback session a month. Some observations will be in person and others will be videotaped and viewed/discussed outside the classroom. Feedback sessions will occur face-to-face and virtually through Schoology. Incorporating the virtual practice into the process, allows for more flexibility and ongoing feedback discussions. Veteran teachers will also participate in observation and feedback sessions, many of which will be videotaped. A bank of videos will be available through Schoology to provide opportunities for new teachers to review specific and targeted lessons and engage in discussion of effective practices.

Evaluation Plan: Measures of Success -Colonial will evaluate its mentoring program using a three-pronged approach in 2015-16. We will continue to incorporate surveys after professional development and in mid-February to receive feedback as to the impact of our mentoring program on new teachers (Cycles 1-4) professional growth. This provides us with an opportunity to reflect and refine our approach in 2016-17. Additionally, we will continue to review the recommendations for renewal or non-renewal of contracts by building level administrators. We will also engage our principals in completing a survey on the growth of new teachers with a focus on our Cycle 3 teachers to gauge their growth within the newly created program. Finally, we will conduct a data

analysis of the student achievement of children in teachers' classrooms at each level to evaluate the transfer from the professional development to student outcomes. Data analysis will be based on Component V measures identified by the teachers and, when applicable, common assessment data comparing their scores with the scores of their peers. Information gained from each of these methods provides a different lens through which we can evaluate the impact of the CIP on our newest teachers in Colonial.

Budget Narrative

In 2013-14 Colonial begun this process by re-envisioning and then implementing a new mentoring program with the support of a CIP grant. Typically, it takes 3-5 years to learn, adjust and sustain new practices and prove sufficient outcomes. However, the results of the metrics included in the evaluation section prove that our newest teachers are already meeting with greater success than in the previous two years. We believe this is strongly attributed to the revised Colonial Induction Program. While we recognize the need to grow and develop our 1st year (Cycle 1 & 2) teachers, we also need to continue supporting our 2nd year (Cycle 3 teachers) and strengthen the Cycle 3 program for 2015-16. We are asking for $4000 to support our continued partnership with TFA to support our Cycle 1 and 2 teachers as they enter the profession through one of the two options described above. The district will fund the cost of providing stipends ($4,000) to teachers who select Option 1 as part of our summer program. We have leveraged the use of our Learning Management System (LMS) the past two years to deliver professional development to our teachers in a personalized approach that allows them to choose their own time, pace, path, and place. We value the opportunity of a blended (face-to-face and online) approach to teaching and learning. As such, we are asking for $1,125 for LMS support and $20,600 for 50 chromebooks and $1,250 for headsets. As videotaping teachers in action as part of self-reflection and feedback, it is critical that teachers have access to video cameras. We are seeking $3750 for cameras, stands, and storage devices (25 total) to ensure that teachers have access to that technology. The district will fund the cost of substitutes ($15,000) for professional development in training teachers to implement blended learning strategies into their teaching over a period of two-days in 2015-16. As stated previously, we are partnering with the Relay GSE to support our 2nd year teachers (Cycle 3) to ensure that they have the tools to be

highly effective and continue to learn and grow in the profession. We are asking for $11,250 for support to begin this collaborative partnership. We believe that the Relay GSE modules selected for our teachers will have a significant impact on our teachers and, ultimately, on student outcomes. Although we strive to hire the 'best and brightest' in April, May, and June, we must recognize that for multiple reasons some of our teachers are not hired until after the school year begins. We need to ensure that this group of teachers receives intensive support after they join Colonial. Often this group is struggling the most for various reasons and often neglected. Thus, we are asking for $4,500 to provide substitutes for these teachers to receive small group focused attention on the essential components of our Cycle 1 and 2 mentoring program to arm them with the necessary tools to be successful. Finally, our site coordinator has a number of tasks within our district and is responsible for coordinating all facets of our mentoring program, including providing face-to-face training and online training for lead mentors, mentors, and mentees. This is a significant amount of work outside of her responsibilities as an instructional coach in our district. We are asking for $3,522 ($2,700 stipend, $822 OECs) to lead this work and support our newest teachers and our mentors as they are being trained to lead the Colonial Induction Program. In summary, Colonial is seeking $49,997 of funding support for year 3 of implementation of the Colonial Induction Program. As we look to the future of sustaining our program, we believe it's important to take calculated risks and seek solutions to complex issues such as supporting new teachers. The funds received will allow us to confirm the impact on our teachers and then determine which to strengthen and which to eliminate based on student outcomes in future years. Additionally, it will provide us with evidence of effectiveness when seeking Board and community support for future budget proposals.

Timeline and Milestones

Milestone Activity	Date
CIP Planning	January – March, 2015
Planning for Option 1	April – June, 2015
Planning for Option 2	April – June, 2015
Option 1 Summer Implementation	July 1 – July 31, 2015
Option 2 Summer implementation	August 11 – 12, 2015
LFS Training for all new teachers	August 13, 2015
Orientation for all new teachers	August 17, 2015
Cycle 3: Engaging Everybody Module	August, 2015
Intro to Cycle 1 for new teachers and mentors	September, 2015
Intro to Cycle 3	September, 2015
Intro to Cycle 4	September, 2015
All teachers in Cycles 1, 3, and 4 and mentors are entered into a course in Schoology	September, 2015
Cycle 3: Designing & Evaluating Assessments	September, 2015
Make up Orientation for late hires	October 2015
Make up LFS: Lessons Training for all new teachers	November, 2015
Cycle 3: Checking for Understanding	November, 2015
Cycle 1 completion	December 18, 2015
Intro to Cycle 2 for new teachers and mentors	January, 2016
Cycle 3: Feedback & Grading	January, 2016
LFS: Higher Order Thinking Training for all new teachers	March, 2016
Cycle 3: Reflections of Learning	March, 2016
Cycle 2 completion	April 22, 2016
Cycle 3 completion	April 22, 2016
Cycle 4 completion	April 22, 2016

COMPREHENSIVE INDUCTION PROGRAM	DELAWARE DEPARTMENT OF EDUCATION Teacher and Leader Effectiveness Unit 401 Federal Street, Suite 2 Dover, DE 19901 Phone: 302-735-4101 Fax: 302-739-3092

COMPREHENSIVE INDUCTION PROGRAM INNOVATION GRANT APPLICATION – PROPOSED BUDGET INFORMATION

Submitting District Information

DISTRICT AND SCHOOL NAME: Colonial School District	PROJECT TITLE: Colonial CIP
CONTACT NAME AND TITLE: Peter J. Leida, Director of Schools WORK E-MAIL: pleida@colonial.k12.de.us	WORK PHONE NUMBER: 302-323-2716
BUSINESS MANAGER'S NAME AND INITIALS (REQUIRED WHEN SUBMITTED AS AN APPLICATION BUDGET): Emily Falcon 3-26-15	FAX NUMBER: 302-323-2748
STATE GRANT AWARD AMOUNT (approved by DOE):	$50,000.00

Activity	Salary (Account Code 5100)					Other Employee Costs (Account Code 5120)	Total Salary and OEC	Health Insurance/Other Non-Taxed Benefits	Contracted Services (Account Code 5500)	Travel (Account Code 5400)	Supplies and Materials (Account Code 5600)	Capital Outlay (Account Code 5700)	Audit Fees (Account Code 5500)	Indirect Cost (Account Code 5560)	Total
	Administrative (ex. Assistant Principal and higher)	Instructional (ex. Teachers, Paras)	Support (ex. Secretary, Custodial, Food Service)	Non-Pension Positions (ex. Substitutes)	Salary Subtotal										
Administration					$0	$0	$0						-	-	$0
Instruction					$0	$0	$0				$26,725		-	-	$26,725
Facilities (Operation and Maintenance of Plant)					$0	$0	$0						-	-	$0
Research and Evaluation					$0	$0	$0						-	-	$0
Professional Development **		$2,700			$2,700	$822	$3,522		$19,750				-	-	$23,272
Grant Subtotal	$0	$2,700	$0	$0	$2,700	$822	$3,522	$0	$19,750	$0	$26,725	$0	-	-	$49,997
Grant Check ("OK" if grant total equals grant award amount; +/- value if grant total out of balance with grant award amount; does not include optional match)	→														$3

** PROFESSIONAL DEVELOPMENT (Amount must equal or exceed 25% of State Grant Request)	$23,272	47%

District Match Subtotal (not required for grant award)					$0	$0	$0		$19,000				-	-	$19,000
Grant and Match Total	$23,272	$2,700	$0	$0	$2,700	$822	$3,522	$0	$38,750	$0	$26,725	$0	-	-	$69,000

Q. Funding Flexibility Workgroup Report

Funding Flexibility Working Group

Purpose:

Senate Bill 255 (Annual Appropriations Act) of the 147th General Assembly, Section 367, authorized the Department of Education to establish a working group to develop a pilot plan for education funding flexibility to be considered for implementation through the Fiscal Year 2016 budget process. In accordance with the budget bill, the working group consisted of the Secretary of Education (or designee, David Blowman), Director of the Office of Management and Budget (or designee, Elizabeth Lewis), Controller General (or designee, Mike Jackson), two members of the Joint Finance Committee appointed by the Co-Chairs (Senator Bushweller, Representative Heffernan), a representative from the Delaware State Education Association (Kristin Dwyer), a representative from the Delaware Association of School Administrators (Kevin Carson), a member of the Delaware School Chiefs Officers Association (Matt Burrows), and three members of the school business managers in which one of these members must represent a vocational-technical school district (Jan Steele, Jason Hale, Jill Floore). As a member of the Joint Finance Committee, Representative Miro also served on working group. The working group was tasked with submitting a "pilot plan for education funding flexibility" to the Governor and Joint Finance Committee by December 1, 2014. The working group met five times during the course of fulfilling their charge, and presents the following information for consideration.

Funding Background:

In 2012-2013, Delaware school districts received 59 percent of revenues in support of public education from the State, 30 percent from local property taxes and 11 percent from the federal government. Given that 70 percent of total funding comes from state and federal sources, local school districts have limited discretion over how resources are utilized.

DRAFT

State Funding

State funding is allocated through a variety of formulas, most of which are based on student enrollment/unit count. Specifically, the majority of State funds are earned through Division Funding, which in 2012-2013 accounted for approximately 80 percent of the State revenue to local school districts.

- Division I – Personnel Costs, authorizes local school districts to hire and compensate staff in accordance with state salary schedules; staffing funds accounted for approximately 67 percent of allocations in 2012-2013.
- Division II, fixed per unit amount for general operations:
    - All Other Costs can be used on most expenses other than benefits, debt service, energy, and transportation;
    - Energy can be used for electricity and fuel costs of school facilities; and,
    - Vocational - All Other Costs must be used for operating costs of vocational programs.
- Division III- Equalization, funding to offset variations in property wealth among district, can be used as flexibly as local funds.

In addition to the unit funding outlined above, the State provides resources for various programs such as professional development, technology, academic excellence, driver's education maintenance and educational sustainment, which can be prescriptive in nature and impact the ability for a district to address the current needs of its students.

Local Funding

Local funds are primarily raised through property taxes. There are four individual components to the tax rates assessed by each local school district, which includes current expense, tuition, debt service and match. Funds raised in each component must be used for the specified purpose.

DRAFT

- Current expense revenues generate the largest portion of local school district collections, and also provide the most discretion in support of operating expenses.
- Tuition tax is assessed to support the mandatory payments to receiving school districts when students attend a school in a non-resident district or to support eligible students or statewide programs within districts.
- Debt Service is collected to repay the local share of major capital project debt obligations.
- Match tax generates revenue to provide local school district contributions if required through any State appropriation and/or permitted by statute.

Federal Funding

Federal funds are tied to specific entitlement programs and must be used in accordance with federal law and regulations. To ensure compliance, local school districts are required to submit applications to the Department of Education and receive approval for how those funds will be expended. Districts may be forced to forfeit or repay federal funds if they fail to comply with all requirements.

Funding Challenges:

While there can be consistency in student needs across the State, the magnitudes of these needs often vary across local school districts and even between schools within a district. In some cases, the funding received by a district does not mirror its resource needs. Traditionally, the allocation of State funding to local school districts has been based on line-item appropriations and epilogue language establishing the specific purposes for each fund. The various restrictions imposed on the use of resources, including enrollment-driven funding, may force districts into making decisions based on compliance with the various program requirements and not necessarily those that would provide the most effective use of those resources in service of students.

DRAFT

Since Fiscal Year 2010, difficult economic conditions have led to a reduction in state funding in programs such as extra-time for students, support for limited-English proficient students, and reading and math specialists, among other areas. In addition to those funding reductions, Equalization unit values have been frozen, a 10 percent local cost-share has been implemented for transportation costs, and the unit value for All Other Costs has decreased. While the Administration and General Assembly utilized federal resources to sustain resources for a two-year period, and restored $32.1 million of the $58.5 million in reductions in discretionary funding, districts continue to be challenged with the reductions in programs that often supported higher-need students.

Pilot Model:

Given the present economic reality of limited resources, leaders in the school districts are rethinking long-held practices and policies as the global economy places new and increasingly complex demands on graduates. As a result, local school districts are already having to develop new strategies for adapting the way they use standards and assessments, train and develop educators, and maximize resources to support student learning. These shifts demand that greater local control be provided to leaders closest to the work – those in districts and schools – to tackle these challenges. This requires a shift in orientation from the State directing and proscribing the nature and pace of change in our schools, to supporting and scaling those efforts being developed and led at the school-level by districts and principals. Granting districts greater local control to deploy State resources in support of unique needs and performance goals is a critical step in sustaining this transition.

The following model seeks to grant no more than five (5) local school districts greater flexibility/local control in how they utilize staff and financial resources provided by the State, thereby maximizing resources to support student learning. The model in intended to be piloted for a three year period, and consists of two components: Staffing and Core Funding. *(Attachment A*

DRAFT

provides one district example of actual earned unis, weighted units, cash option values, and funding consolidation opportunities.)

Staffing:

- School districts continue to generate Division I units as established by 14 Del. C. c. 17.
- Model excludes Division I units and associated Related Services units earned in Intensive and Complex categories.
- The Department shall establish an index value that is relative to that of a 1.0 teaching unit, for each unit-generating, employee group earned according to 14 Del. C. c. 13. This allows the model to cost out the weight of each position, relative to the average teacher salary and other employment costs (excluding health insurance) as identified below:

Weighting Formula

Position Entitlement	Weight
Superintendent	2.1
Asst Superintendent	1.8
Administrative Assistant	1.1
Director	1.8
11 Month Supervisor	1.3
Building and Grounds Supervisor	1.4
Food Services Supervisor	1.4
Transportation Supervisor	1.4
Principal	1.6
Asst Principal	1.4
Classroom Teacher	1.0
Secretary	0.7
Custodian	0.6
Academic Excellence	1.0
Drivers Education	1.0
Nurse	1.0
Reading Cadre	1.0
Related Services - 10 month	1.0
Related Services Intensive - 11 month	1.1
Related Services Complex - 12 month	1.2
Visiting Teacher	1.0

- Participating local school districts may utilize positions among entitlement areas within their total weighted, earned unit entitlement for the school year.

DRAFT

- All relevant salary schedules and supplemental compensation as outlined in 14 Del. C. c. 13 and the Annual Appropriations Act shall continue to be used for purposes of salaries of employees.
- Participating school districts are authorized to receive cash for up to 10 percent of the total weighted, earned unit entitlement. This option shall only apply if the district has not filled the position at any time during the fiscal year in which it was earned, and if the district makes application to the Department of Education no later than January 31st of the current fiscal year. This cash option value shall be the corresponding amount of a Master's degree plus 10 years of experience, as calculated in accordance with 14 Del. C. §1305, inclusive of the appropriate other employment costs.
- In accordance with 14 Del. C. c. 17, maximum class sizes in grades K-3 and the percentage of units that must remain in the building that generates them remain unchanged.

Core Funding:

- The following State entitlement appropriations shall be consolidated into a single appropriation line at the local school district: Division II All Other Cost, Vocational and Energy; Division III Equalization; Academic Excellence; Technology Block Grant; Driver's Education Maintenance; Professional Development; and, Educational Sustainment Fund.
- Continue to earn State appropriations supporting public education, according to the provisions of 14 Del. C. c. 13 and c. 17 and the Annual Appropriations Act.
- Local school districts receive no more funds than currently allocated, but have the flexibility to target those resources to the most critical areas of student need.
- The following line items are based on specific student or district needs or are competitive in nature and therefore not deemed appropriate for aggregation: Unique Alternative; Division I Personnel Costs (including Food Services; Transportation; competitive, non-entitlement funds

DRAFT

(stipends, School Improvement); and, Special Education funding for Intensive and Complex units.

- Increase of cash option value to that of the average teacher salary including other employment costs and health insurance, with a maximum cash option of 10 percent of total units.

Pilot Assurances:

Local school districts intending to participate in the flexible funding pilot must, at a minimum, agree to:

- Submit an initial written letter of interest or application, to include a plan of how the district would implement the pilot and the expected outcomes. The flexibility request must be approved by the local school board and Citizen Budget Oversight Committee prior to submission. The request must include district acknowledgement that the consolidated appropriations represent the total eligible formula funding for the affected categories and that participation places the responsibility of service of the intending funding formula on the district.
- Continue to be subject to financial reporting requirements of 14 Del. C. §1507 and §1509, and demonstrate positive financial standing.
- Annually report the number and type of positions supported with state funding during the school year as compared to the positions entitled for funding.

Pros of Model:

- Offers decision-making at the district and/or building level, which allows school leaders to target resources in areas of high need. Decisions are driven by quality and not compliance
- Builds off previous efforts to incentivize earlier hiring that isn't solely contingent on the estimated April 15 unit count or the final September 30 unit count.
- Allows for better use of fractional units.

DRAFT

- Allows for unfilled staffing units to be used for other than intended purpose.
- Improves district ability to plan for administrative and related services staffing.
- Increases opportunities for districts to pool purchasing power of certain professional services.
- Collapses multiple appropriations, creating opportunities to maximize limited resources and improve administrative efficiencies in the management of school finances.
- Eliminates manual State processes related to the reversion of 15-month appropriations from districts.
- Addresses a portion of the inefficiencies of the current funding system.
- Eliminates spending on resources that districts do not value or believe meets current needs and allows districts to reallocate funds to maximize resources to support student learning.

Cons of Model:

- Potential for funding reductions as a condition of increased flexibility/local control.
- Concern about the ability to privatize services, as well as layoffs of certain support personnel to increase classroom resources.
- Represents adjustments within the current funding system, rather than comprehensive review of public education funding.
- Difficult to measure and create a causal relationship between increased funding flexibility/local control for a district and how students within a participating district perform.
- Consolidation of dedicated funding such as vocational funds may concern stakeholders.

Measures of Success:

Participating local school districts must report annually to the local school board and the Department of Education on what was planned during the pilot, what happened and explain any variances. Additionally, the district must be able to demonstrate and report on outcomes as a result of

DRAFT

participation of the pilot, i.e. additional teaching units filled, increased cash flexibility, etc. The Department of Education shall annually review those reports alongside the academic progress of each participating district, to ensure that student performance levels are maintained or improved, and to make a determination whether to continue the flexible funding pilot at each local school district. The Department shall summarize all reporting requirements by pilot school districts, and provide findings to the Joint Finance Committee, education committees of the House and Senate, Office of Management and Budget and Controller General's Office. At the end of the pilot period, based on those findings, the State shall make a determination to the effectiveness of flexible funding in providing greater flexibility/local control and improving student outcomes.

Parking Lot Issues:

The working group acknowledges that the model represents adjustments to the current public education funding system and does not modify the level of local effort required. In each of the group's meetings there was additional discussion and recognition that there are number of other initiatives or components that are currently being reviewed or discussed that impact the larger funding system, such as equalization and the need for reassessment, compensation reform, transportation funding and weighted student funding. Although it was outside this group's purview, the working group thought it was important to identify the potential need for a larger scale, review of the comprehensive funding system.

DRAFT

R. Title II, Part A—2015–16 Consolidated Application Program Highlights

2015-2016 Consolidated Application

Program Highlights

Program Name: Title II, Part A – Improving Teacher Quality – Professional Development

Program Managers: Angeline Rivello and Wendy Modzelewski

Contact Information:

wendy.modzelewski@doe.k12.de.us
Office: 302-857-3312
Cell: 302-545-2561

angeline.rivello@doe.k12.de.us
Cell: 302-373-9642

Program Resources:

- Grant Approval Checklist (pending)
- Website: (pending)
- http://www2.ed.gov/policy/elsec/leg/esea02/pg22.html
    - SEC. 2121. Allocations to Local Educational Agencies
    - SEC. 2122. Local Applications and Needs Assessment
    - SEC. 2123. Local Use of Fund
- Title II, Part A Non- Regulatory Guidance (www2.ed.gov/programs/teacherqual/guidance.doc)

A. Major Changes to 2015-2016 grant process:

1. We have consolidated the Needs Assessment for (1) Staff Training and (2) HQ into one needs assessment for Teacher Effectiveness. Please ensure that your Needs Assessment addresses multiple aspects of Educator quality and effectiveness. Visit the Non-Regulatory Guidance to ensure that all of the appropriate individuals are involved and maintain records.
2. We have greatly reduced the number of questions. Remember, however, that your LEA is legally required to fulfill the obligations of the law even though we have not asked questions specific to all the requirements.

B. Major challenges/obstacles during 2014-2015 grant process:

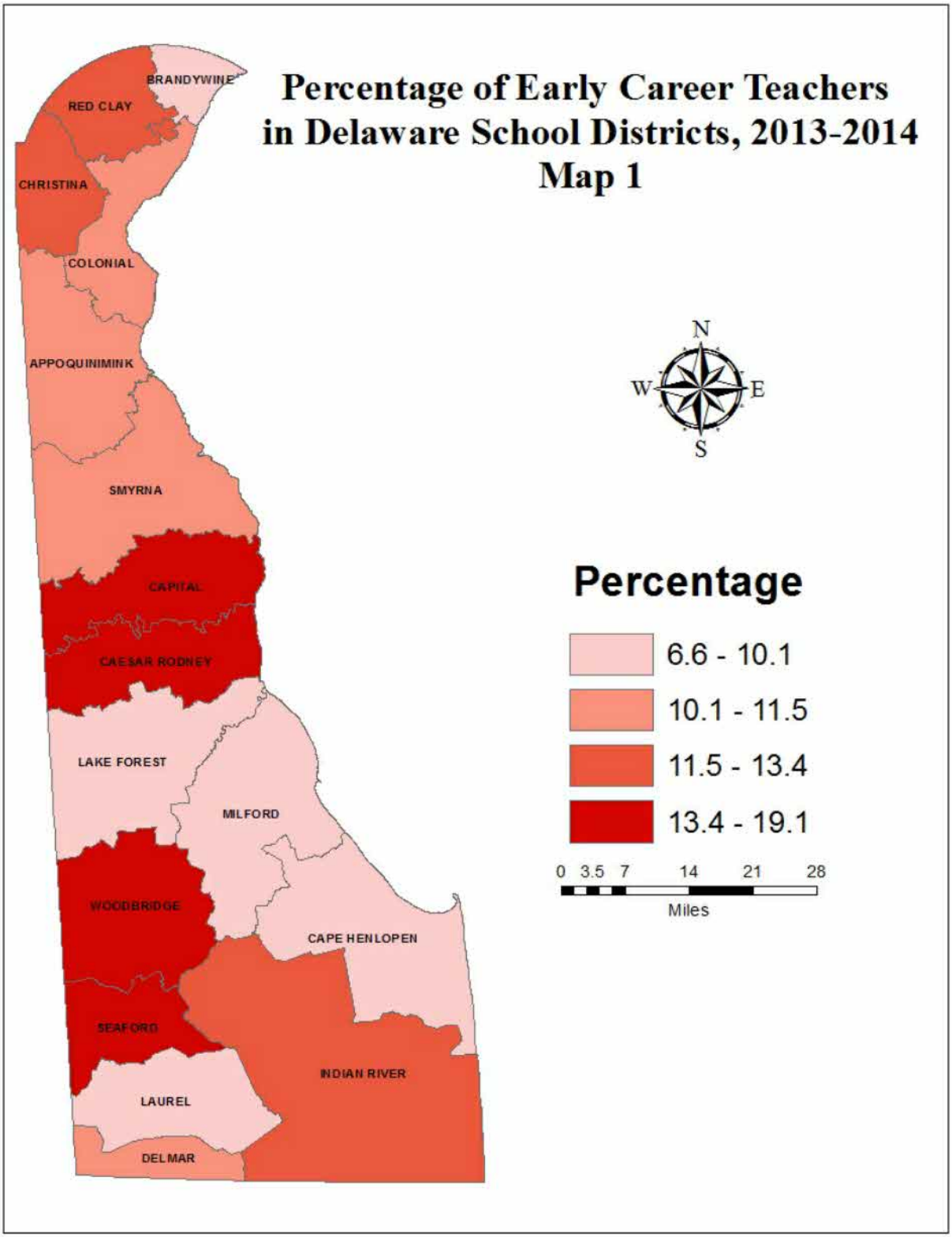
1. **PD Participants** – Only the Superintendent & Assistant, Principals & Assistants, teachers and sometimes Paras may participate. District Staff may not use IIA funds.
2. **Budget Allocations** must have specific details that demonstrate alignment to your needs assessment findings.
3. **Substitutes and Supplies/Materials –** You **MUST** fund some aspect of the PD in order to use the funds for either Substitutes or Supplies/Materials.
4. **Staff Hiring** (Must state the FTE)
    - Types of Staff and Budget Line Descriptions:
        - Class Size Reduction Units –Specify that they are HQ, Assigned to a High Need School, Subject Area, name or initials
        - Instructional Coaches – List core content area they address
        - District Staff – FTE is limited to the time for professional development they conduct

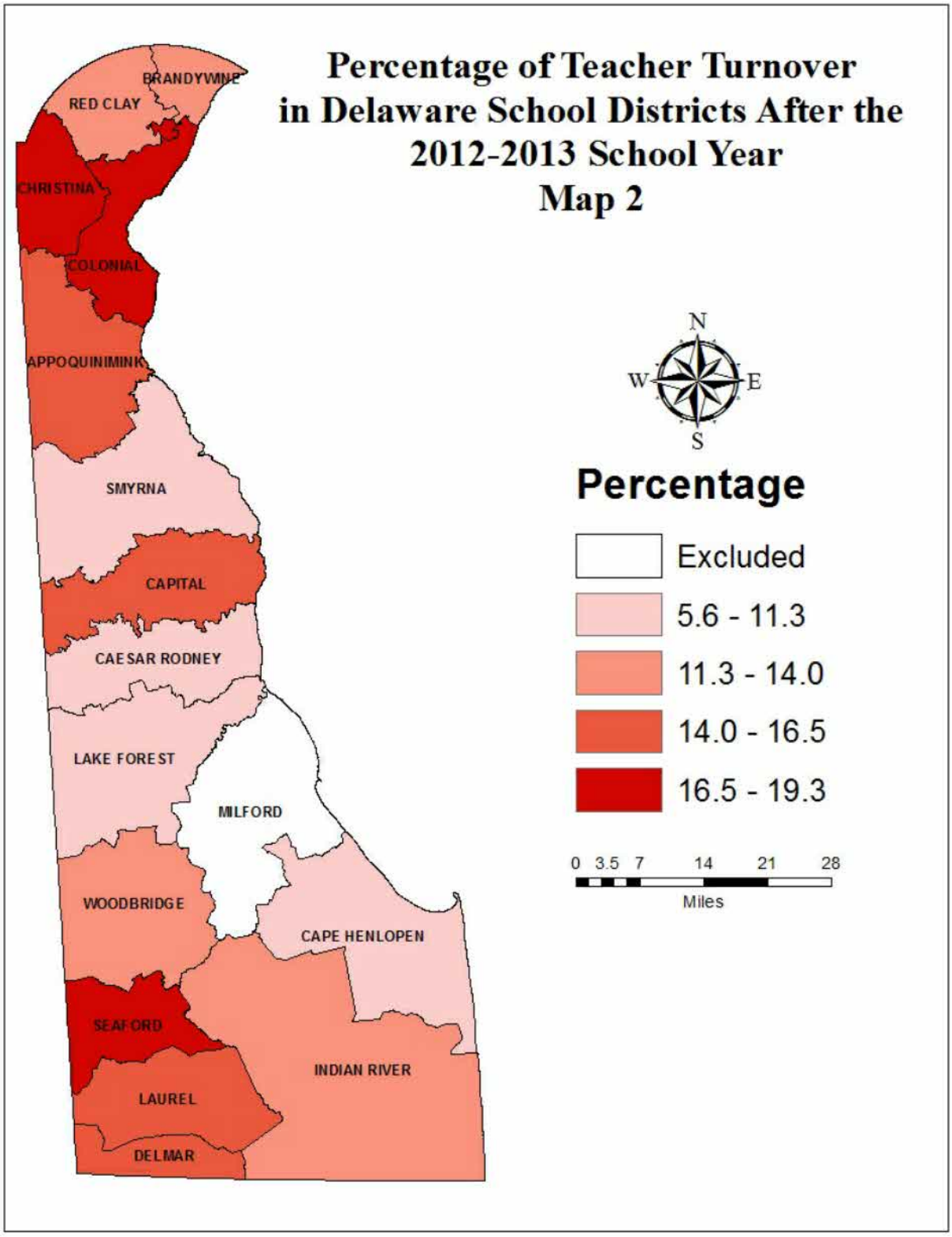
        - Secretaries – only the FTE for activities relative to Title IIA
    - Time and Effort reporting and task logs will be required for monitoring/audit. The LEA must demonstrate that the individual's Time and Effort equates to the FTE.
5. **Staffing analysis and needs assessment -** Many LEAs struggled explaining their staffing analysis and needs assessment. This explanation should be comprehensive of all teaching positions regardless of funding source.
6. **Involve your HR Staff -** Please consult with your district HR staff to complete this section. A staffing analysis and needs assessment is required by law. This should include a list of vacancies that are anticipated based on preliminary staffing information and the April 1st 98% guaranteed units allocation. It should also include a timeline of activities for how vacancies are determined and filled. It must be: "*conducted with the involvement of teachers, including teachers participating in programs under part A of title I, and shall take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards*."
7. **Title IX Equitable Services** (now in Section 3.12; Districts only; not Charters)
    - Funding allocation must come from Title IIA funds; you must meet or exceed your hold harmless amount
    - Decisions about what will be purchased/provided should be decided prior to purchase being made

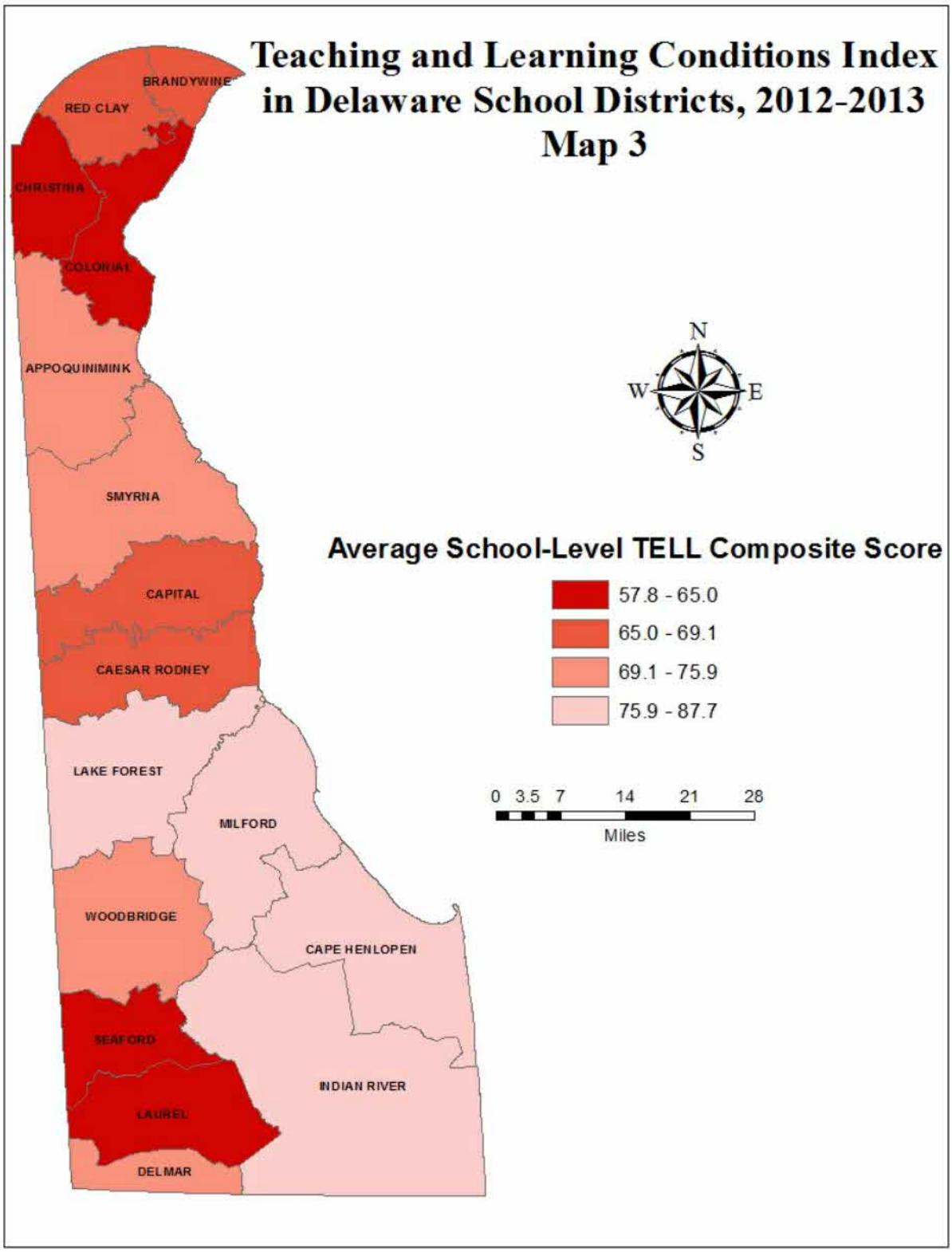
C. Major changes/revised expectations for the 2015-2016 grant process:

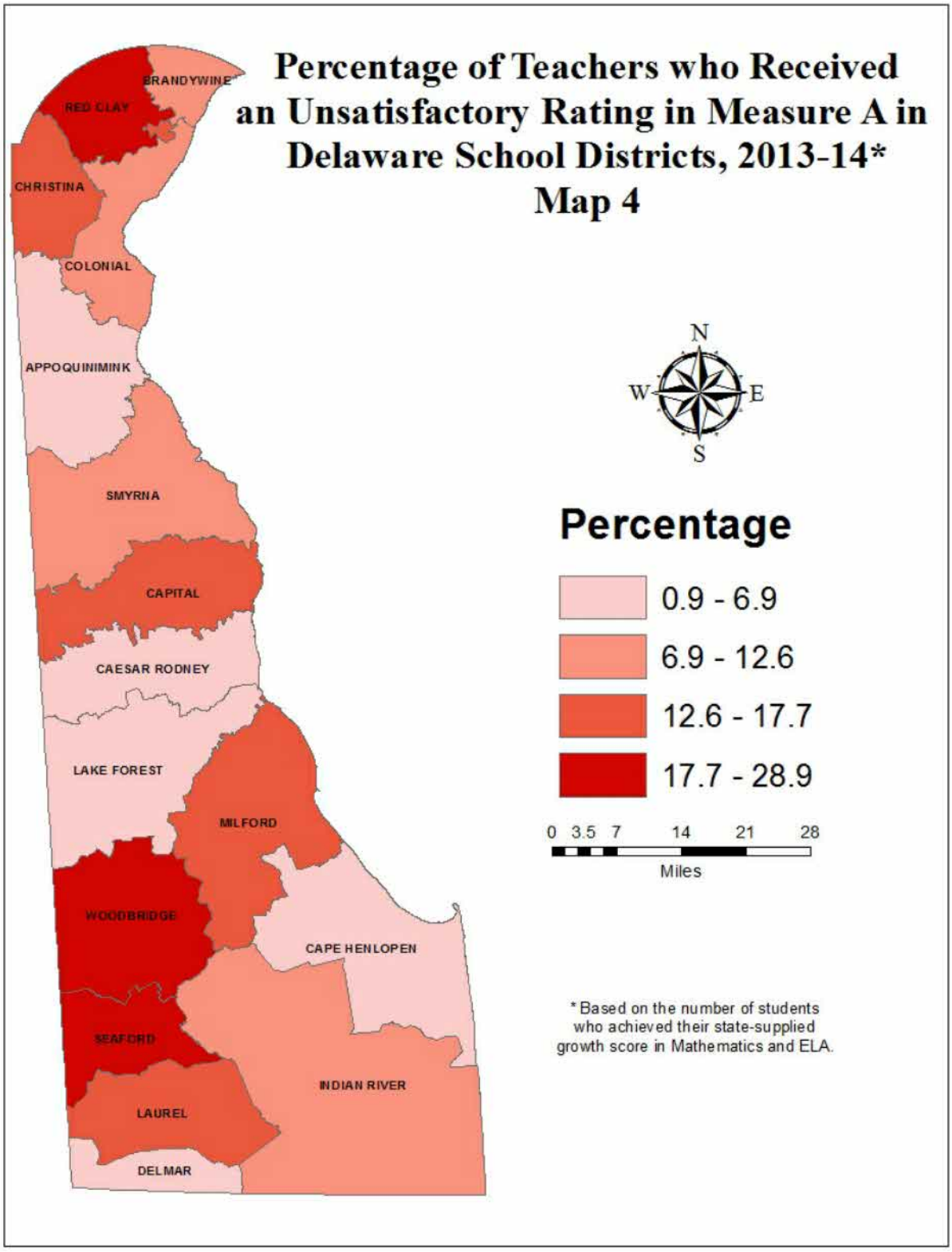
1. The needs derived from Needs Assessment must be clearly listed.
2. Demonstrate clear connections between the Needs Assessment, the Findings, and the Budget Expenditures.
3. Title IIA is a source of funding to help sustain successful RTTT initiatives, so you may need to reconsider how you use these funds in order to continue those initiatives.
4. The focus of your Title IIA funds should be on high-needs schools in your district. Use data to drive your decisions - data such as DPAS II to determine how to get the most effective teachers for the neediest kids. Your answers must address the question of distribution of effective educators especially in your district's highest need schools.

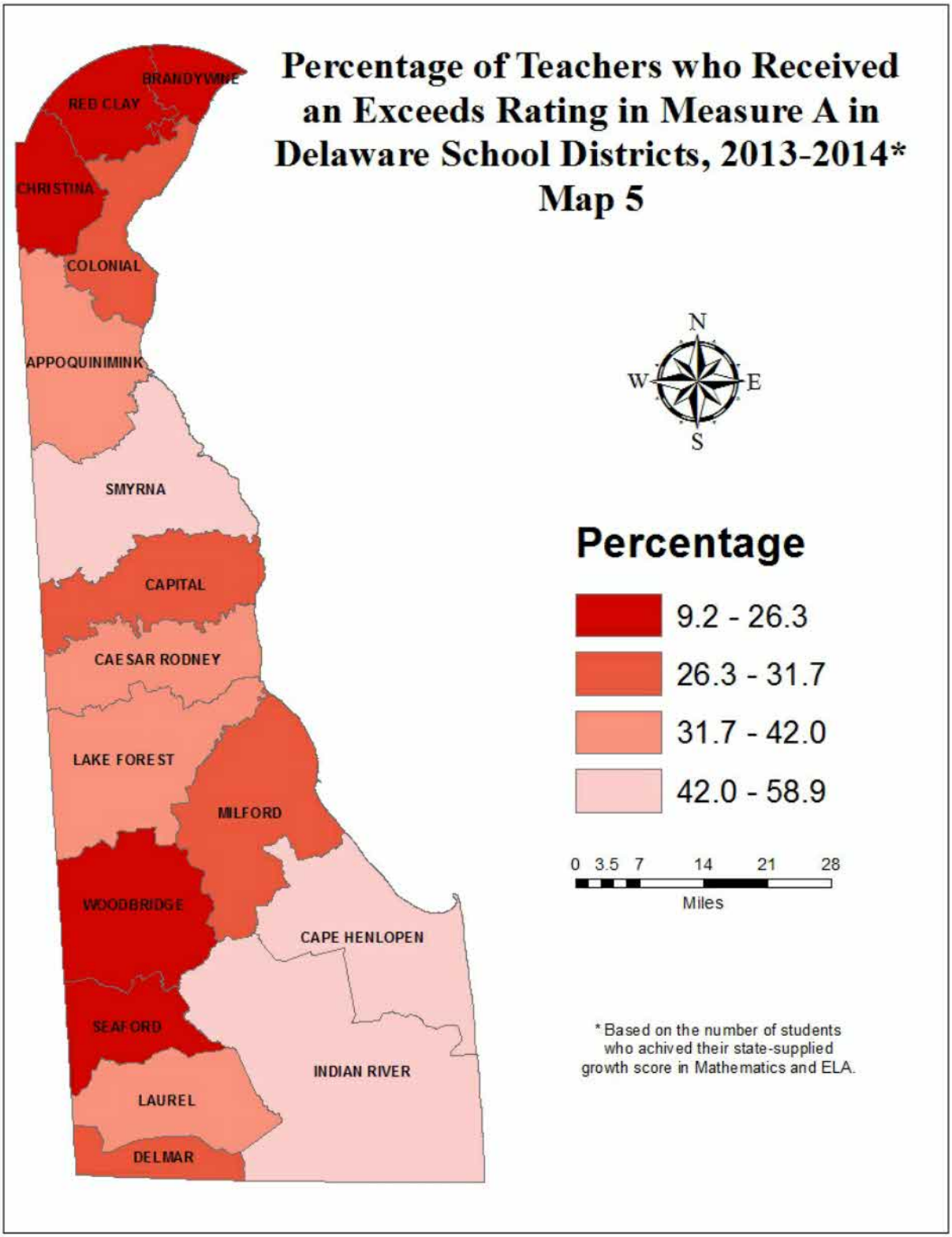
S. District Equity Gap Maps

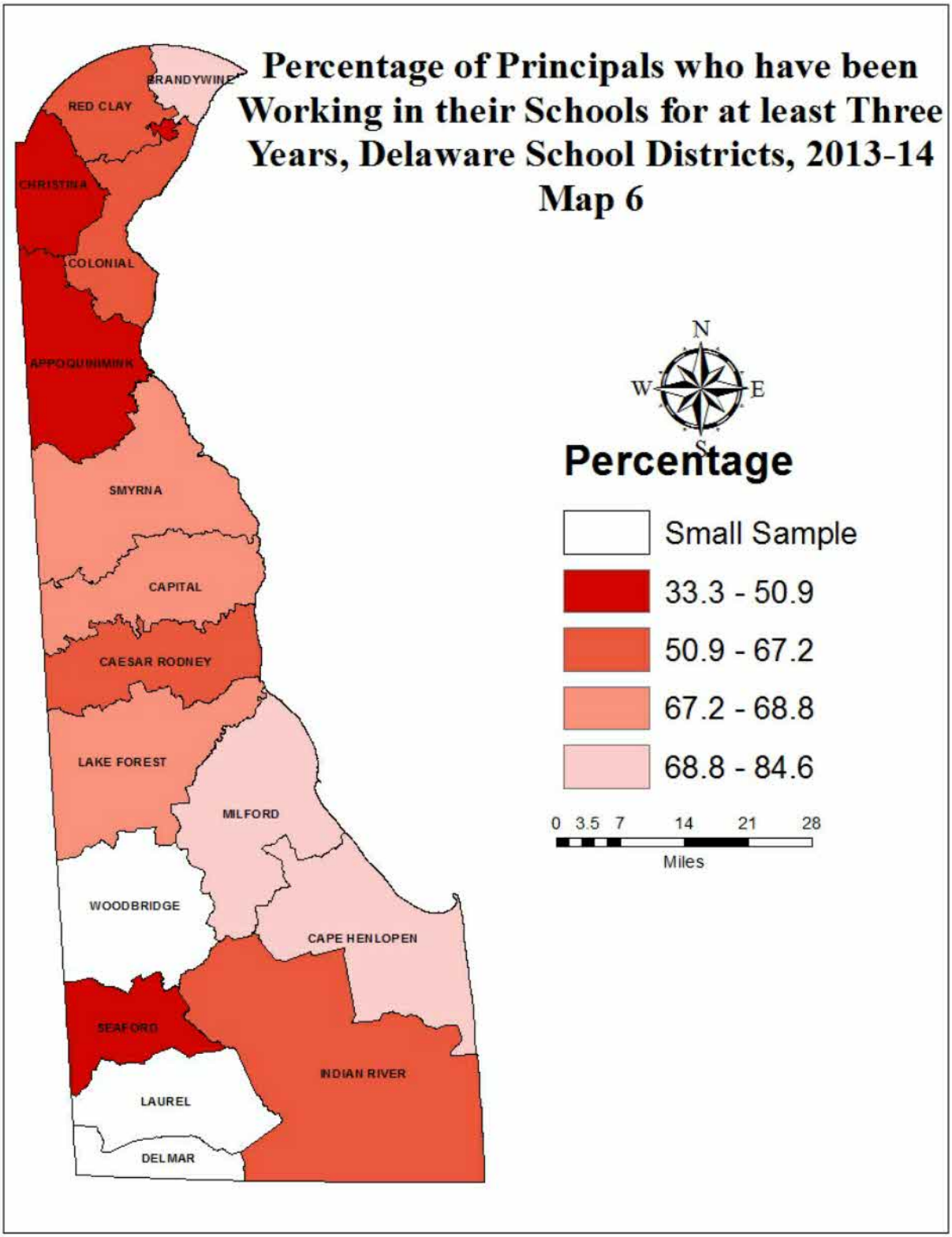

Percentage of Early Career Teachers in Delaware School Districts, 2013-2014
Map 1
BRANDYWINE
RED CLAY
CHRISTINA
COLONIAL
APPOQUINIMINK
SMYRNA
CAPITAL
CAESAR RODNEY
LAKE FOREST
MILFORD
WOODBRIDGE
CAPE HENLOPEN
SEAFORD
INDIAN RIVER
LAUREL
DELMAR
N
W
E
S
Percentage
6.6 - 10.1
10.1 - 11.5
11.5 - 13.4
13.4 - 19.1
0 3.5 7 14 21 28
Miles


Percentage of Teacher Turnover
in Delaware School Districts After the
2012-2013 School Year
Map 2
BRANDYWINE
RED CLAY
CHRISTINA
COLONIAL
APPOQUINIMINK
SMYRNA
CAPITAL
CAESAR RODNEY
LAKE FOREST
MILFORD
WOODBRIDGE
CAPE HENLOPEN
SEAFORD
INDIAN RIVER
LAUREL
DELMAR
N
W
E
S
Percentage
Excluded
5.6 - 11.3
11.3 - 14.0
14.0 - 16.5
16.5 - 19.3
0 3.5 7 14 21 28
Miles


Teaching and Learning Conditions Index in Delaware School Districts, 2012-2013
Map 3
BRANDYWINE
RED CLAY
CHRISTINA
COLONIAL
APPOQUINIMINK
SMYRNA
CAPITAL
CAESAR RODNEY
LAKE FOREST
MILFORD
WOODBRIDGE
CAPE HENLOPEN
SEAFORD
INDIAN RIVER
LAUREL
DELMAR
N
W
E
S
Average School-Level TELL Composite Score
57.8 - 65.0
65.0 - 69.1
69.1 - 75.9
75.9 - 87.7
0 3.5 7 14 21 28
Miles


Percentage of Teachers who Received an Unsatisfactory Rating in Measure A in Delaware School Districts, 2013-14*
Map 4
BRANDYWINE
RED CLAY
CHRISTINA
COLONIAL
APPOQUINIMINK
SMYRNA
CAPITAL
CAESAR RODNEY
LAKE FOREST
MILFORD
WOODBRIDGE
CAPE HENLOPEN
SEAFORD
INDIAN RIVER
LAUREL
DELMAR
N
W
E
S
Percentage
0.9 - 6.9
6.9 - 12.6
12.6 - 17.7
17.7 - 28.9
0 3.5 7 14 21 28
Miles
* Based on the number of students who achieved their state-supplied growth score in Mathematics and ELA.


Percentage of Teachers who Received an Exceeds Rating in Measure A in Delaware School Districts, 2013-2014*
Map 5
BRANDYWINE
RED CLAY
CHRISTINA
COLONIAL
APPOQUINIMINK
SMYRNA
CAPITAL
CAESAR RODNEY
LAKE FOREST
MILFORD
WOODBRIDGE
CAPE HENLOPEN
SEAFORD
INDIAN RIVER
LAUREL
DELMAR
N
W
E
S
Percentage
9.2 - 26.3
26.3 - 31.7
31.7 - 42.0
42.0 - 58.9
0 3.5 7 14 21 28
Miles
* Based on the number of students who achived their state-supplied growth score in Mathematics and ELA.


Percentage of Principals who have been Working in their Schools for at least Three Years, Delaware School Districts, 2013-14
Map 6
BRANDYWINE
RED CLAY
CHRISTINA
COLONIAL
APPOQUINIMINK
SMYRNA
CAPITAL
CAESAR RODNEY
LAKE FOREST
MILFORD
WOODBRIDGE
CAPE HENLOPEN
SEAFORD
INDIAN RIVER
LAUREL
DELMAR
N
W
E
S
Percentage
Small Sample
33.3 - 50.9
50.9 - 67.2
67.2 - 68.8
68.8 - 84.6
0 3.5 7 14 21 28
Miles