

Michigan's Plan to Ensure Equitable Access to Excellent Teachers

Section 1. Introduction

The Michigan Department of Education (MDE) is pleased to submit to the U.S. Department of Education (USED) the following plan to address the long-term needs for improving equitable access to excellent educators in Michigan. This plan supports MDE's mission that "All students graduate ready for career, college, and community."

This plan responds to Education Secretary Duncan's July 7, 2014, letter to State Education Agencies (SEA), as augmented with additional guidance published on November 10, 2014. Michigan's plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families, students of color, and students with special needs 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.

Michigan's plan details our approach to achieving the objective of improving access to excellent teachers for our state's most disadvantaged students. Michigan is committed to improving student outcomes across the state by expanding access to excellent teaching for all students. As such, the plan is not about a narrow and impractical redistribution of high-quality educators from low-need to high-need districts, schools, and classrooms, but rather a comprehensive approach to strengthening and maintaining teacher effectiveness across the state, with an emphasis on schools and classrooms with the greatest need.

To create this plan, a team of cross-functional leaders at MDE, led by the Deputy Superintendent for Accountability Services, took the following steps:

1. Engaged stakeholders around the state in the plan development, which included a long-term strategy for ongoing involvement of stakeholders in improving the plan and reviewing progress in its implementation.
2. Reviewed data provided by USED and our own data systems to identify equity gaps.
3. Conducted root-cause analyses, based on data and with stakeholders, to identify the challenges that underlie our equity gaps to identify and target our strategies accordingly.
4. Identified strategies and action steps to address equity gaps and developed a plan for reporting progress and continuously improving this plan.

Scan of State-Level Policies, Initiatives, and Currently Available Data

To inform the development of this plan and establish the context of current activities that may impact the equitable distribution of excellent educators, MDE scanned policies and initiatives that Michigan has been implementing in recent years and reviewed relevant and available data concerning educator quality and placements. This scan was conducted with cross-functional teams from offices within MDE to ensure that any additional strategies enacted as part of this plan fit the Michigan context and capitalize on work already in progress or completed. Specifically, we reviewed the following policies, initiatives, and legislation.

1. Existing state policies and practices for improving educator recruitment, retention, development, and support. This included teacher shortages, reciprocity agreements, new teacher mentoring, teacher placement, teacher permit system, three tier

- licensure to support teacher leaders, and Title II (3) Improving Teacher Quality Grants.
2. Policies and initiatives focused on Michigan's educator preparation institutions and other providers that prepare teachers and principals. This included MDE's five year plan for improving and reforming the preparation of teachers and administrators, Education Preparation Institution (EPI) performance standards, Michigan Test for Teacher Certification upgrades, Professional Readiness Exam with higher cut scores, and National Accreditation requirements.
 3. Initiatives related to providers of in-service professional learning programs. This included the State Board of Education Professional Learning Policy Statement and Standards; the National Board for Professional Teaching Standards; Excellent Educators grants; Collaboration for Effective Educator Development, Accountability, and Reform; Michigan Integrated Behavior and Learning Support Initiative training programs for teachers of students with disabilities; Sheltered Instruction Observation Protocol; Language and Literacy strategies for English learners; best practices on second language acquisition; STEM training programs; civil rights initiative for resources with multi-cultural examples for teaching content standards; state requirements for professional development; and new teacher mentoring and induction.
 4. Current licensure standards and requirements. This included the teacher certification code, alternative routes to certification, reading diagnostic requirement for professional certification, Memos of Understanding for tribal communities, EPI requirements, State Board of Education standards, and Special Education administrative rules guiding educator preparation.
 5. State legislation related to human capital management. This included recent changes in collective bargaining, probationary periods, tenure, and the use of seniority in transferring and laying off teachers. It also included a review of proposed state legislation for a new educator effectiveness evaluation system, which is currently being considered in the state legislature and expected to include the use of student growth measures.
 6. Michigan's ESEA Flexibility Request. This included a review of Principle 1 – College- and Career-Ready Expectations for All Students; Principle 2—Differentiated Recognition, Accountability, and Support; and Principle 3—Supporting Effective Instruction and Leadership.

Data relevant to the development and implementation of the state's equitable access plan were also examined.

We reviewed the data profile prepared by USED, in particular the Civil Rights Data Collection (CRDC) data submitted by Michigan's school districts; *EDFacts* data provided to USED on classes taught by highly qualified teachers; Michigan's Registry of Educational Personnel (REP) data; the Michigan Online Educator Certification System (MOECS) data. MDE's Office of Evaluation, Strategic Research, and Accountability and MDE's Office of Professional Preparation Services led the process of collecting and reconciling these disparate state and national data sources. Any strictly technical issues that arose were resolved by this team.

Section 2. Stakeholder Engagement

Recognizing that a successful state plan for teacher equity in Michigan could not be developed in isolation by MDE, our plan builds in the long-term involvement and ownership of numerous stakeholders, including parents, teachers and other school employees in traditional and charter schools, teacher and leader educators and others from higher education, school boards, foundations, civil rights and other community groups, and the business community. As described below, MDE involved stakeholders in the development of the plan and will continue to involve

them as the plan is implemented and improved. Stakeholder engagement included the following three components. As the plan is implemented, other opportunities for two-way communication will most likely be added.

1. Creating an MDE Equitable Access website.
2. Convening stakeholder to draft a shared plan and solicit feedback on the draft plan.
3. Establishing an on-going Equitable Access Advisory Group.

The following describes these three parts in detail.

1. Creating an MDE Equitable Access website.

As with other statewide initiatives, MDE created a website to specifically focus on the Equitable Access Plan (<http://mde-equity.sdd-collab.net/>).

The website was populated with information on the issue of equitable access and materials and outcomes from meetings with stakeholders. A draft of the plan with an embedded survey was posted to solicit feedback from stakeholders. We used the website for two-way communication with stakeholders to encourage feedback and comments. Once implementation of the plan begins, MDE will continue to use the website for communication.

2. Convening stakeholders to develop a draft plan and solicit feedback.

MDE convened an internal cross-department Steering Committee to provide leadership and advice on the various components of the plan and strategic development. A key task for the Steering Committee was to create a list of potential stakeholder perspectives critical to the topic, including state and district leaders on educator quality, teachers, principals, parents, union leaders, community and business organizations, and students. The Committee then identified individuals who represented the identified perspectives.

We convened a group of 31 stakeholders for a 1 1/2 day planning session in a central region of the state in spring 2015. These stakeholders represented approximately 70 unique perspectives, including parents, students, teachers, school and district leaders, pupil services personnel, school board members, community organizations, advocacy group leaders, educator preparation faculty, private business representatives, representatives from Native American Indian tribes, and other members of the public. A list of the stakeholders participating in the session and asked to provide feedback on a draft plan is included in Appendix A.

To ensure that we garnered meaningful input for the plan, particularly on analyzing root causes, we chose to use a highly structured process called "Structured Dialogic Design," which ensures a focused, authentic discussion that promotes consensus building and shared ownership. Through this process, stakeholders were asked to review data, identify barriers and root causes, and develop strategies to address the barriers and root causes. To ensure that the group had a common understanding of issues related to equitable access, data compiled about teachers and students by the MDE internal group was shared. The meeting agenda and materials are included in Appendix B.

The stakeholders had productive and rich conversations. After a review of the data, they were asked to respond to a Triggering Question: "What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?" Eighty-two statements about the barriers were elicited. Each stakeholder was then asked to clarify the meaning of his/her statement; other stakeholders had an opportunity to seek additional clarification in order to fully understand the intent. Stakeholders could also suggest amendments but the decision to accept or reject the suggestion solely resided with the author of the idea.

The third step in the process was to cluster the ideas according to their similarity and provide

a heading. Prioritization of ideas was the fourth step in which stakeholders were given five dots and asked to vote on their top ideas—those that resonated most in the context of the triggering question.

Stopping the dialogue at this step risks the phenomenon known as “erroneous priorities effect”—addressing popular ideas that are not likely to have a significant impact on the overall system. To minimize the erroneous priorities effect, we included a fifth step, influence mapping, in which specialized software was used to present stakeholders with two ideas and ask them to make a judgment regarding whether one has significant influence on the other (e.g., if we were able to address barrier X, would that help significantly in addressing barrier Y?). “Yes” votes were determined by a 75% super-majority. This phase promotes dialogue by sharing differing views on how one voted. Stakeholders had the opportunity to provide a rationale for why they voted yes or no. This phase generated an influence map based on 75% or more consensus of the group that indicated the likely leverage points or root causes within the system. The statements and their clarifications, the clusters, and the Influence Map of Barriers are included in Appendix C and can be found on the MDE website (<http://mde-equity.sdd-collab.net/>).

To document stakeholder comments, a transcription service was used to capture the statements, clarifications of the statements, and the dialogue during the influence mapping process. This transcription was made available through the MDE website. Stakeholders were encouraged to engage more widely with colleagues and continue to communicate back further insights they gained.

A draft of this plan was posted on the MDE website, with embedded survey questions. We asked stakeholders to review the plan and provide feedback.

Feedback and input on the draft plan was also solicited from various groups, including a presentation at the May 12, 2015 State Board of Education meeting. This meeting is video-streamed statewide, providing an opportunity for both stakeholders and the general public to learn about the plan and how to access information about it. The agenda for the meeting is included in Appendix D.

MDE conducted meetings to engage other ongoing advisory and support committees: Title I Practitioners, Special Education Advisory Council, the State Superintendent’s Student Advisory Group, and the School Improvement Facilitators’ Network. Consultation with these groups provided important feedback on the plan and how it might affect their work. Agendas for the meetings are included in Appendix E.

On May 11, 2015, MDE presented the draft plan to the Education Alliance of Michigan, which is comprised of the executive directors of the following associations:

- Association of Independent Colleges and Universities of Michigan
- Michigan Association of Non-Public Schools
- Michigan Association of School Administrators
- Michigan Association of Intermediate School Administrators
- Michigan Association of Public School Academies
- Michigan Association of School Boards
- Michigan Association of Secondary School Principals
- Michigan Community College Association
- Michigan Association of Middle and Elementary School Principals
- Michigan Education Association of Educators
- AFT Michigan
- Michigan Parent Teacher Student Association
- Michigan School Business Officials
- Michigan State University College of Education, K-12 Outreach

The agenda for this meeting is included in Appendix F.

For all stakeholders, as well as those who could not invest significant time in the plan's development and were interested in updates on the progress of developing the plan, regular updates were posted on the MDE website. Feedback from stakeholders was used to revise and improve the plan, recognizing that it will continue to evolve during implementation and monitoring. Using feedback received from these activities as well as participating in the peer review process supported by the Equitable Access Support Network, this plan was focused on gaps specific to inexperienced teachers and the strategies were realigned to more closely tie them to the root cause analysis and the issue of teacher retention.

3. Establishing an on-going Equitable Access Advisory Group.

One of the strategies developed with stakeholders was to continue to involve them in further planning and implementation by establishing a statewide Excellent Educator Advisory Group (composed of many of the same stakeholder groups). This Advisory Group will oversee the long-term commitment to implementing the strategies in this plan. A few specific examples of ongoing engagement include:

- Quarterly meetings for the Excellent Educator Advisory Group to develop goals and review the plan and progress toward achieving equitable access.
- In between meetings, Advisory Group members will engage with additional stakeholders to gather insights to inform the ongoing implementation of Michigan's equitable access plan.

Section 3. Equity Gap Exploration and Analysis

The Michigan Department of Education continues to focus on equitable access to quality education as one of its most important strategic priorities. The problems associated with equity gaps are complex and multi-faceted. One area of specific concern and focus for Michigan has been identifying and minimizing gaps in quality teaching across schools with diverse populations or with high proportions of economically disadvantaged students.

One of MDE's challenges in defining excellent teaching is the absence of a statewide system for educator evaluation. PA 201 of 2011 required a statewide performance evaluation system for teachers and administrators that:

- Is conducted at least annually;
- Includes measures of student growth;
- Includes multiple rating categories that use student growth as a significant factor;
- Uses the labels of ineffective, minimally effective, effective, and highly effective; and
- Uses the evaluations to inform decisions on effectiveness; promotion, retention, and termination; granting tenure and/or full certification.

As stipulated in the law, a Council for Effective Educators was convened to make recommendations to the State Board, Governor, and Legislature on the following:

1. A student growth and assessment tool;
2. A state evaluation tool for teachers;
3. A state evaluation tool for administrators;
4. Changes to requirements for a professional teaching certificate; and
5. A process for evaluating and approving local evaluation tools for teachers and administrators that are consistent with the state evaluation tool for teachers and administrators and the Act.

The Council completed its work in July 2013. The recommendations from the Council were used by the state legislature to draft additional legislation. Those bills were passed by the House, but not by the Senate and therefore were not enacted. In the 2015-16 session, the Senate introduced new legislation that reflects some of the Council's recommendations. The legislation requires a staggered percentage approach to requiring the annual year-end evaluation to be based on student growth and assessment data, as well as requirements for observation and teacher certification. The legislation establishes parameters for districts to use in selecting or developing their evaluation tool and requires districts to use the tool selected consistently across its schools. The House will consider the legislation, and we await whether or not it will be enacted.

While MDE collects district data on teachers evaluated as ineffective, minimally effective, effective, and highly effective, these labels are not based on common standards. Due to the lack of common standards, data exploration focused on potential gaps at the school level of three indicator variables as proxy for teacher quality: (a) inexperienced teachers, (b) unqualified teachers, and (c) out-of-field teachers. We explored each of these three proxy indicators of excellence, looking for gaps across varying concentrations of racial subgroups, proportions of economically disadvantaged (ED) students, proportions of Limited English Proficiency (LEP), and proportions of Students with Disabilities (SWD).

Definitions and Metrics

Teacher Definitions

Ideally, inexperienced teachers would be defined as those in their first three years of teaching, as research shows that teacher value-added increases most quickly during this period.

Unfortunately, MDE cannot directly measure teachers' years of classroom experience, largely because we cannot determine whether teachers are missing in state data because they were not working in the education profession at the time, were employed in other states or countries, or were employed in non-public schools.

As a result, inexperience is defined as holding provisional (initial certification for teachers prepared in traditional programs) or interim (initial certification for teachers trained in alternate route programs), rather than professional, certification. While some teachers with provisional certification may be outside their first three years of experience (for instance, if they have renewed their initial certification), all those with professional certification will have at least three years' experience. The requirements to obtain professional certification have changed several times in recent years. Prior to 2009, provisionally certified teachers needed three or more years of classroom experience (technically in their field of endorsement, though verification of this is a challenge), plus either a Master's degree or 18 credit hours of professional learning. Beginning in 2009, a 3-credit reading diagnostics course was required for professional certification. In 2012, the credit requirement was lowered to six credit hours (the same level as required for renewal of a provisional certification). The current dividing line between renewed provisional certification and professional certification for teachers with three or more years of experience is successful completion of an approved 3-credit reading diagnostics course (MCL 380.1531(4)). As a result, relatively few teachers with sufficient experience should still hold provisional certification, but this is impossible to fully verify in our data.

To disambiguate the terms "unqualified" and "out-of-field," the former was defined to reflect one's setting, while the latter refers to content area alignment. Teachers in General Education (GE), Special Education (SE), and Career/Technical Education (CTE) settings should possess certifications specific to those settings. Those who do not, such as a CTE teacher who possesses only GE certification, are deemed to be unqualified, regardless of any content area overlap between their endorsements and assignments.

Out-of-field teachers are those working in content areas for which they are not endorsed. An English teacher whose only endorsement is in Mathematics, for instance, would be out-of-field. A

crosswalk developed by MDE's Office of Professional Preparation Services (OPPS) enabled the generation of lists of endorsement codes covering content germane to each assignment code.

One type of case tested the separate definitions of unqualified and out-of-field. A teacher may count as both qualified and in-field individually, while not being both jointly. For example, consider a teacher assigned to teach a GE Business course whose endorsements are in CTE Business and in GE English. This teacher has a GE certification, so she would be counted as qualified, and is endorsed in Business content, so she would be counted as in-field. However, these endorsements individually do not add up to an endorsement in GE Business. Such cases are marked as "out of-field" to denote this crucial distinction.

The fact that a teacher is listed as "unqualified" or "out-of-field" for a particular course assignment does not mean that that teacher is incapable of teaching in that academic setting or content area. Schools may request, and MDE may approve, temporary permits allowing educators to teach courses for which they are not permanently endorsed or in settings for which they are not certified. Some of these teachers may be working towards their endorsement in their content area, while others may be emergency replacements designated to fill unanticipated shortfalls. Such teachers may do their job excellently; however, large numbers of such teachers in a given school or district may be evidence of systemic issues worth highlighting.

Student Definitions

MDE defines as Minority any student identified as American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or two or more races.

The definition for Economically Disadvantage (ED) includes students identified from four different sources: direct certification of Food Stamp receipt (provided by the Department of Human Services), Free/Reduced Lunch eligibility (provided by districts), homeless status (provided by districts), and migrant status (provided by MDE's Office of Field Services). Information on how these are collected and used may be found at [http://michigan.gov/documents/cepi/2014-15 MSDS collection details 454235 7.pdf](http://michigan.gov/documents/cepi/2014-15_MSDS_collection_details_454235_7.pdf).

MDE uses the federal definition for Limited English Proficiency (LEP): students who (1) were not born in the United States or whose native language is not English, (2) are native Americans, Alaska natives, or native residents of outlying areas who come from environments that have had a significant impact in English language proficiency, or (3) are migratory, have a native language other than English, and come from environments where a language other than English is dominant. These students' difficulties in speaking, reading, writing, or understanding English must deny them the ability to achieve proficiency on state assessments, successfully achieve in English-language classrooms, and participate fully in society.

MDE defines students with disabilities (SWD) as those who are determined by an individualized education program team, an individualized family service plan team, or an administrative law judge to have one or more impairments that necessitate special education, related services, or both.

Exploration of the Data

The hypothesis for equity gaps predicted that observable gaps in access to excellent educators (as measured by proxy indicators, as explained above) would be found in schools with large populations of minority students, poor students, students with limited English proficiency, and students with disabilities.

Data Sources

To explore the key questions about equitable access to excellent educators, data from the MDE 2014 collections of the Registry of Educational Personnel (REP) and the Michigan Online Educator

Certification System (MOECS) were used. REP contains information on teachers' course assignments and any traditional public schools or charters in which they took place, while MOECS contains information on teachers' certifications and content area endorsements. The two data sets were combined using teachers' Personnel Identification Code (PIC) values, assigned consistently across the two data sets.

Based on the End-of-Year (EOY) data for 2014 from REP and MOECS, the proportion of teachers at each school who were new, unqualified, or out-of-field was calculated. These proportions were then used as either dependent/outcome variables or binning categories for multiple sets of contingency table analysis. For each school, the percentage of all minority students, as well as ED, LEP and special education students was also calculated. Data on minority enrollment came from MISchoolData, while data on ED, LEP, and special education statuses came from the Michigan Student Longitudinal Data System (MSLDS) Toolbox's Student Demographics data.

Types of Analysis

Two types of analysis are presented here. The first studied the distribution of inexperienced, unqualified, and out-of-field teachers across schools with differing student characteristics. This determined, for instance, whether high-minority schools had a greater proportion of inexperienced teachers than low-minority schools. The second analysis examined the distribution of at-risk populations based on teacher characteristics. This determined, for instance, whether schools with large numbers of inexperienced teachers had a greater proportion of minority students. Including both analyses showed that results were not dependent on particular data groupings.

Analysis by Student Characteristics

The initial analyses are contained in Table 1. This table presents the percentages of schools with varying quartile levels of inexperienced, unqualified, and out-of-field teachers with schools with varying quartile levels of minority, poor, disabled, and English proficiency students.

Table 1: Differences by Student Characteristics

School Type	% Inexperienced Teachers	% Unqualified Teachers	% Out-of-Field Teachers
All Schools	26.8%	1.1%	8.6%
Schools in the Top Quartile of Low-Income Students (N = 875; N _s = 314,619; N _t = 19,406)	35.0%	1.4%	7.8%
Schools in the Bottom Quartile of Low-Income Students (N = 875; N _s = 512,887; N _t = 29,629)	21.7%	0.8%	7.6%
Income Equity Gap	13.3	0.6	0.2
Schools in the Top Quartile of Minority Students (N = 867; N _s = 360,704; N _t = 21,783)	34.5%	1.6%	8.0%
Schools in the Bottom Quartile of Minority Students (N = 867; N _s = 336,960; N _t = 20,133)	25.3%	0.9%	9.9%
Minority Gap	9.2	0.7	-1.9

Schools in the Top Quartile of Students With Disabilities (N = 875; N _s = 281,335; N _t = 18,823)	26.9%	1.7%	9.7%
Schools in the Bottom Quartile of Students With Disabilities (N = 875; N _s = 337,176; N _t = 19,558)	29.2%	1.1%	7.6%
Disability Gap	-2.3	0.6	2.1
Schools in the Top Quartile of LEP Students (N = 875; N _s = 429,587; N _t = 26,027)	25.1%	0.8%	7.2%
Schools in the Bottom Quartile of LEP Students (N = 1,409; N _s = 398,292; N _t = 25,065)	33.5%	1.4%	10.1%
LEP Gap	-8.4	-0.6	-2.9

Inexperienced teachers appear at much higher rates at schools with very high numbers of economically disadvantaged or minority students. Unqualified teachers appear at slightly higher rates at these schools and at schools with very high numbers of students with disabilities. Out-of-field teachers are slightly more likely to appear at schools with many low-income students or students with disabilities, and slightly less likely to appear at schools with many minority students. Interestingly, schools with many students of limited English proficiency are *less likely* to have teachers in any of the three categories.

Table 2 summarizes the differences in teacher characteristics by school type. As in Table 1, high-poverty schools have 13.3 percentage points more inexperienced teachers than low-poverty schools. This 13.3 percentage point difference, when starting from a baseline of 21.7% at low-poverty schools, translates to roughly a 60% increase.

Table 2: Raw and Percent Differences by Student Characteristics

Gap Type	Inexperienced		Unqualified		Out-of-Field	
	Raw	Percent	Raw	Percent	Raw	Percent
Poverty	13.3	High-ED group has 60% more inexperienced teachers	0.6	High-ED group has 75% more unqualified teachers	0.2	High-ED group has 3% more out-of-field teachers
Minority	9.2	High-minority group has 36% more inexperienced teachers	0.7	High-minority group has 78% more unqualified teachers	-1.9	Low-minority group has 24% more out-of-field teachers
Disability	-2.3	High-SWD group has 8% fewer inexperienced teachers	0.6	High-SWD group has 55% more unqualified teachers	2.1	High-SWD group has 28% more out-of-field teachers

LEP	-8.4	High-LEP group has 25% fewer inexperienced teachers	-0.6	High-LEP group has 43% fewer unqualified teachers	-2.9	High-LEP group has 29% fewer out-of-field teachers
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As in Table 1, inexperienced teachers are more likely to appear at high-poverty and high-minority schools and are less likely to appear at high-disability and high-LEP schools. The same pattern holds for unqualified teachers, though the small absolute differences in the numbers of unqualified teachers translate to large relative gaps. Out-of-field teachers are very slightly more likely to show up at high-poverty schools, but are less likely to show up at high-minority, high-disability, or high-LEP schools.

Analysis by Teacher Characteristics

Grouping schools by teacher characteristics provides a similar picture. Figures 1a and 1b show student demographics in two types of schools. Figure 1a shows the racial composition of schools with less than 50% inexperienced teachers, while figure 1b shows that of schools with at least 50% inexperienced teachers.

Figure 1: Student Demographics by Teacher Experience

Figure 1a: Less than 50% Inexperienced Teachers (2824 Schools)

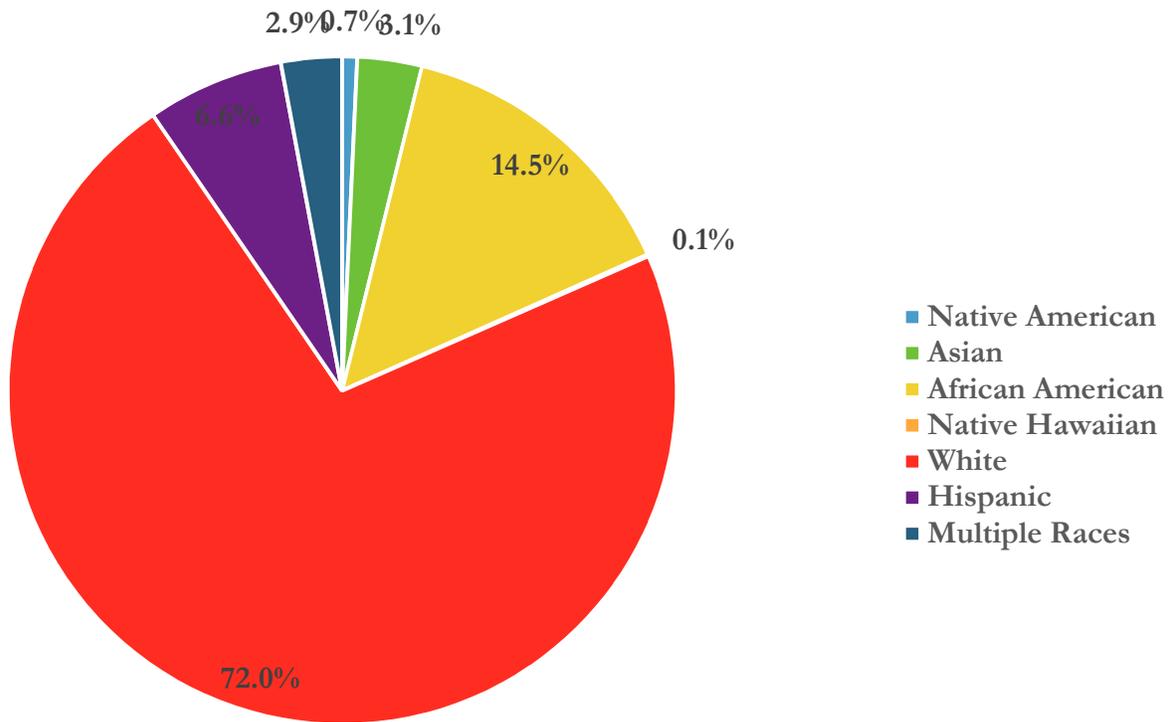
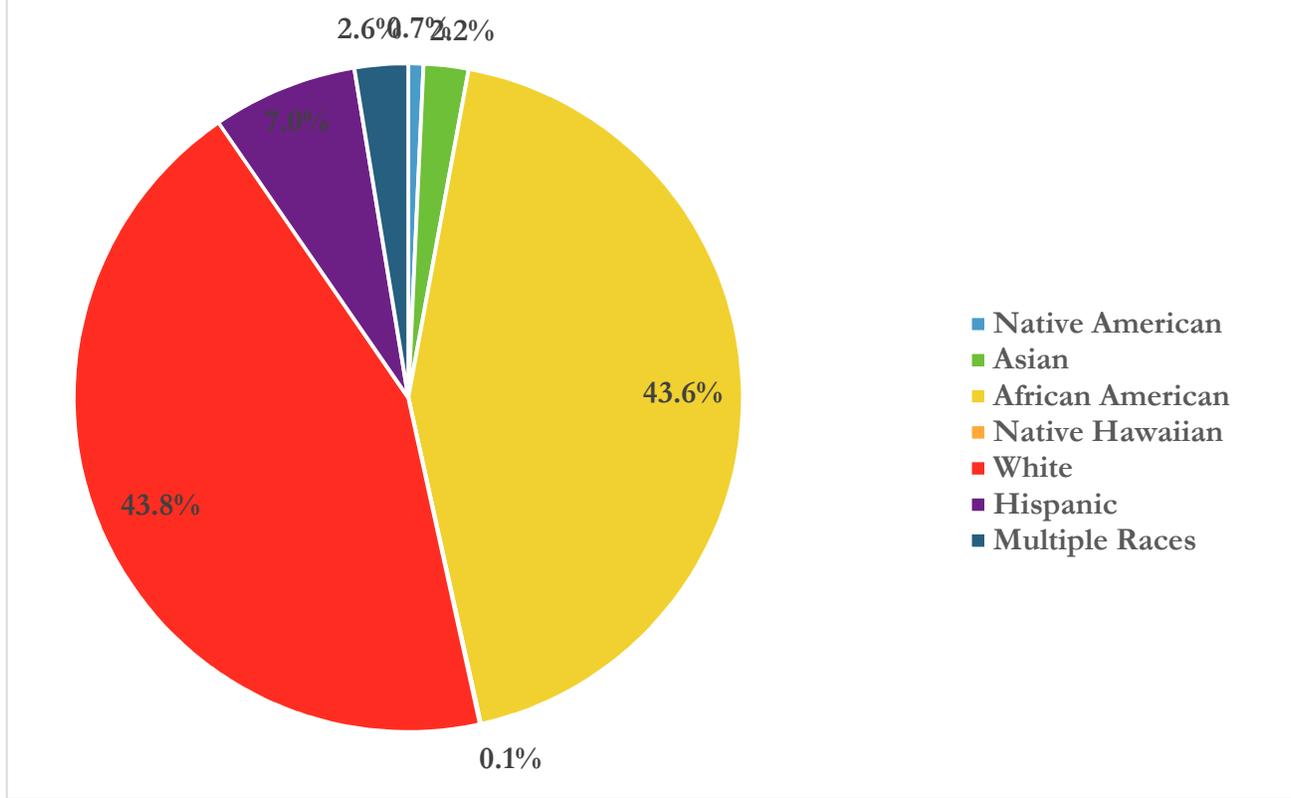


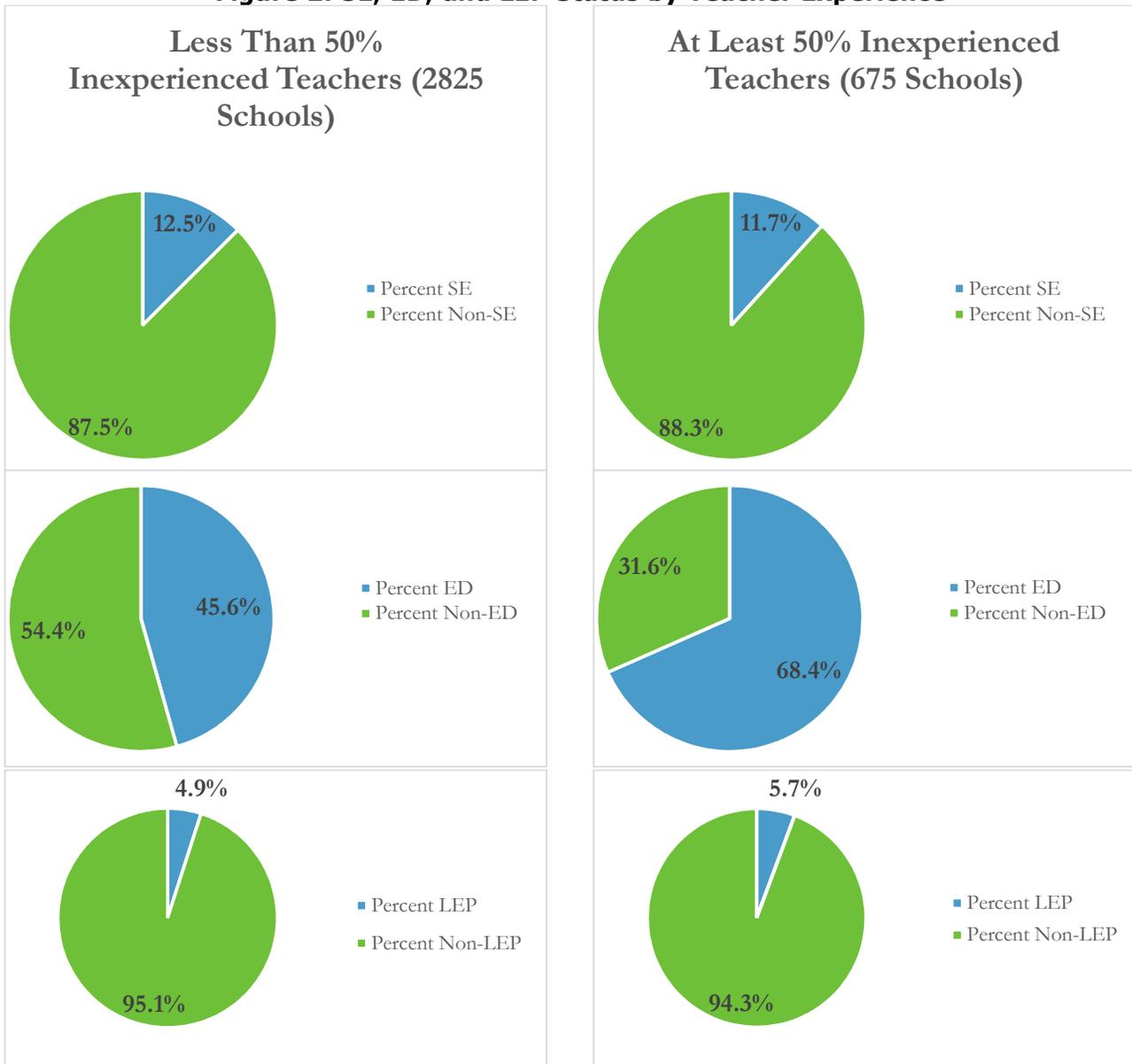
Figure 1b: At Least 50% Inexperienced Teachers (645 Schools)



Schools where a minority of teachers are inexperienced have a racial makeup broadly similar to that of the state as a whole. Of their students, 72.0% are white, 14.5% are African American, 6.6% are Hispanic, and approximately 6.8% are of other races. Schools where the majority of teachers are inexperienced appear very different. Nearly identical proportions of their students are White and African American, at 43.8% and 43.6% respectively; another 7.0% are Hispanic and approximately 5.6% are of other races.

Figure 2 shows similar statistics for SE, ED, and LEP students. Differences in LEP and SE representation are relatively minor, but there is a 50% increase in ED representation among schools where a majority of teachers are inexperienced.

Figure 2: SE, ED, and LEP Status by Teacher Experience



Figures 3a and 3b show the differences in racial composition between schools where no teachers are unqualified for any course assignment and where any teachers are unqualified for any course assignment. Once again, the share of White students at these schools falls (by approximately 8.3%) and the share of African American students rises (by approximately 37.8%).

Figure 3: Student Demographics by Teacher Qualifications

Figure 3a: No Teachers Unqualified for Any Assignment

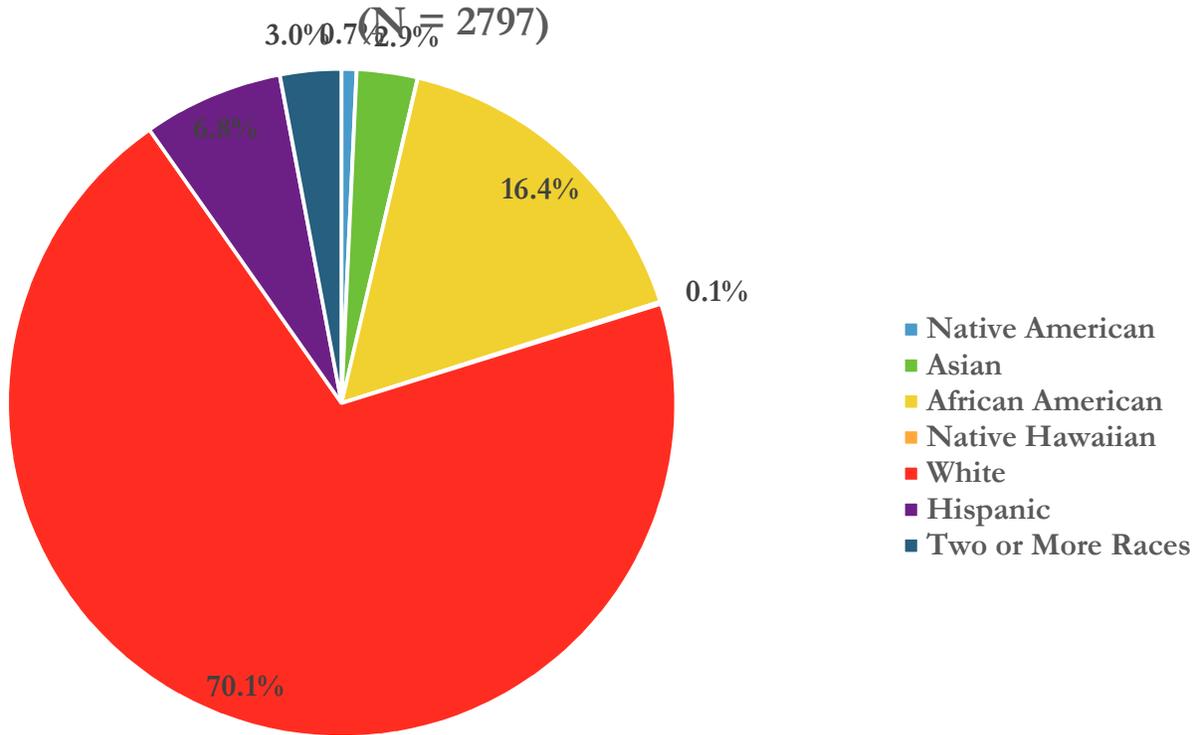


Figure 3b: Any Teachers Unqualified for Any Assignment

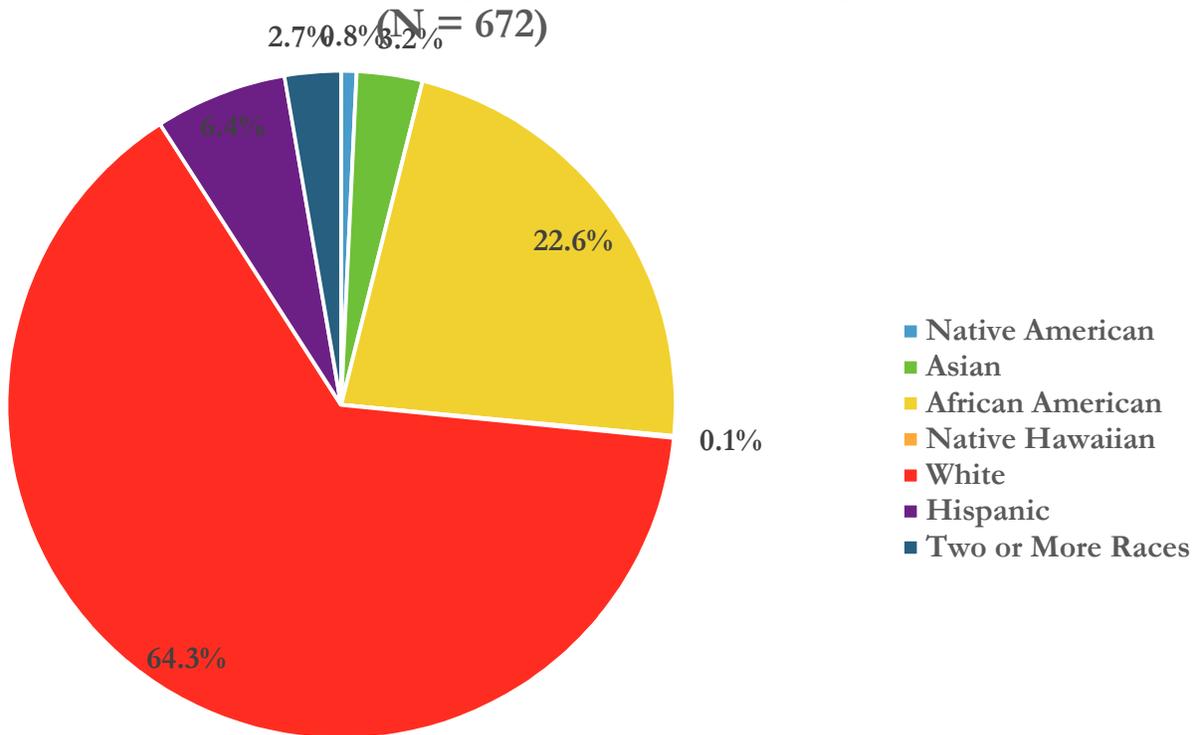


Figure 4 shows similar statistics for SE, ED, and LEP students at these two groups of schools. Unlike with race, differences in the percentages of these students are minor across all three groups of students.

Figure 4: SE, ED, and LEP Status by Teacher Qualification

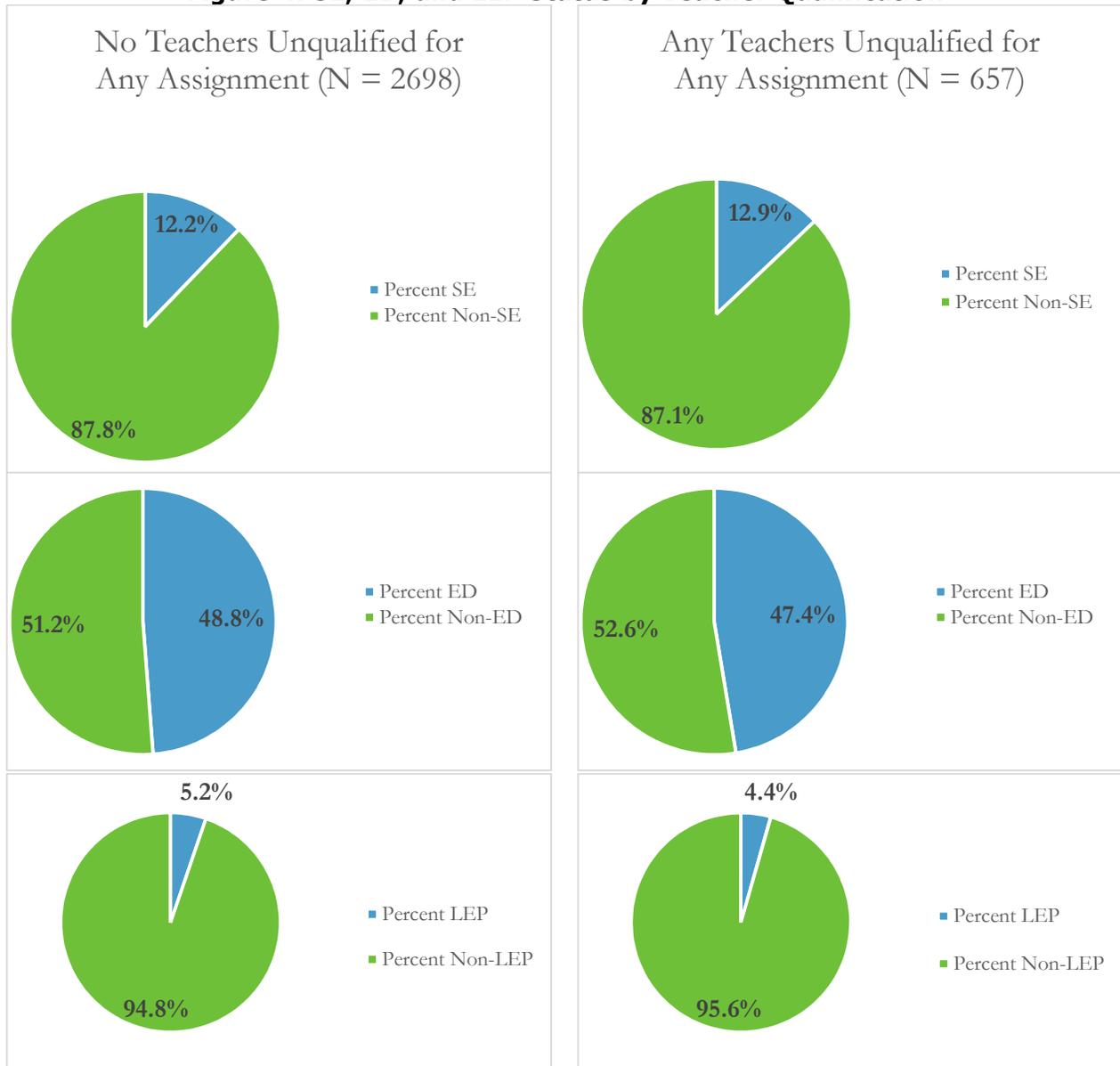


Figure 5 shows the differences in students' racial representation based on whether fewer than 25% of their teachers are out-of-field in any course assignment or at least 25% of their teachers are out-of-field in any course assignment.

Figure 5: Student Demographics by Teacher Fields

Figure 5a: Less Than 25% Teach Any Classes Out of Field (N = 3218)

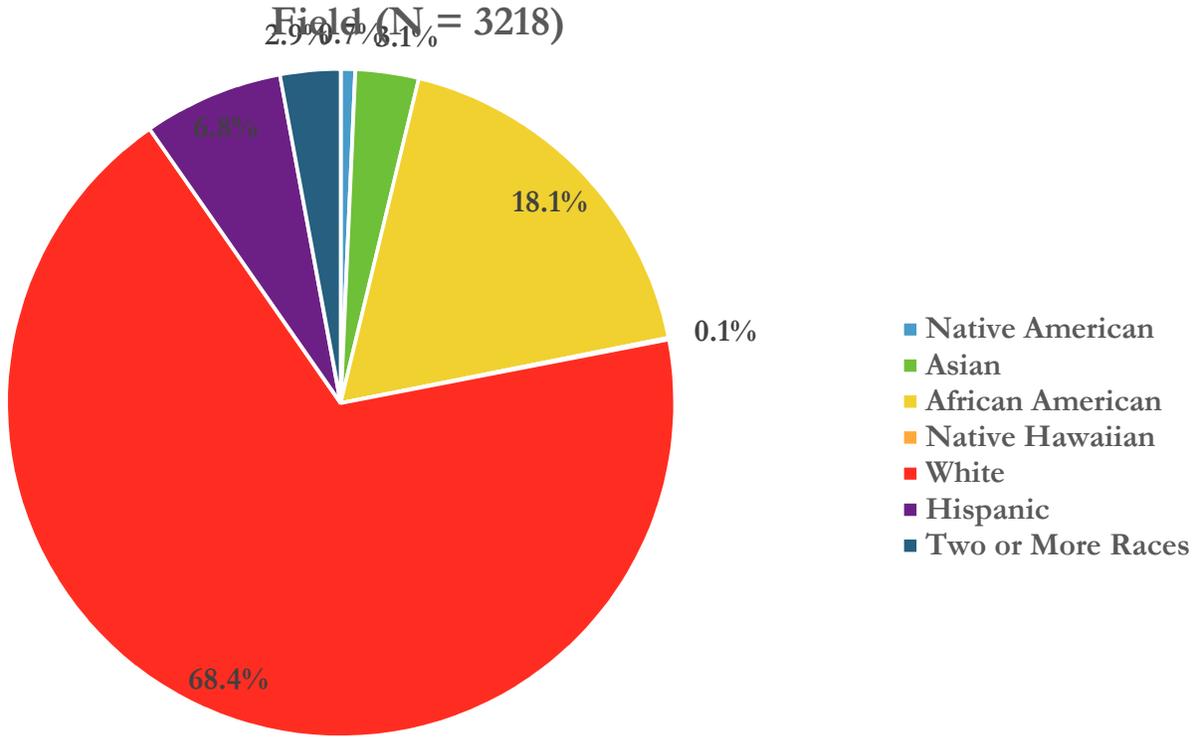
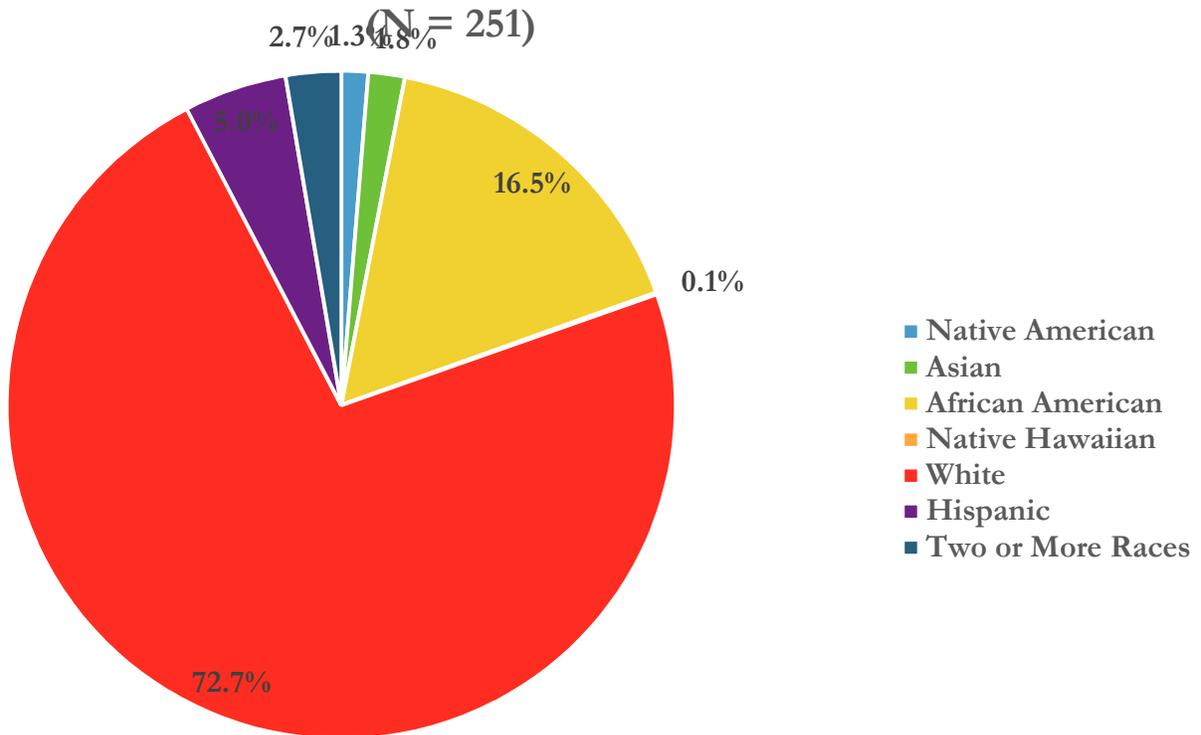


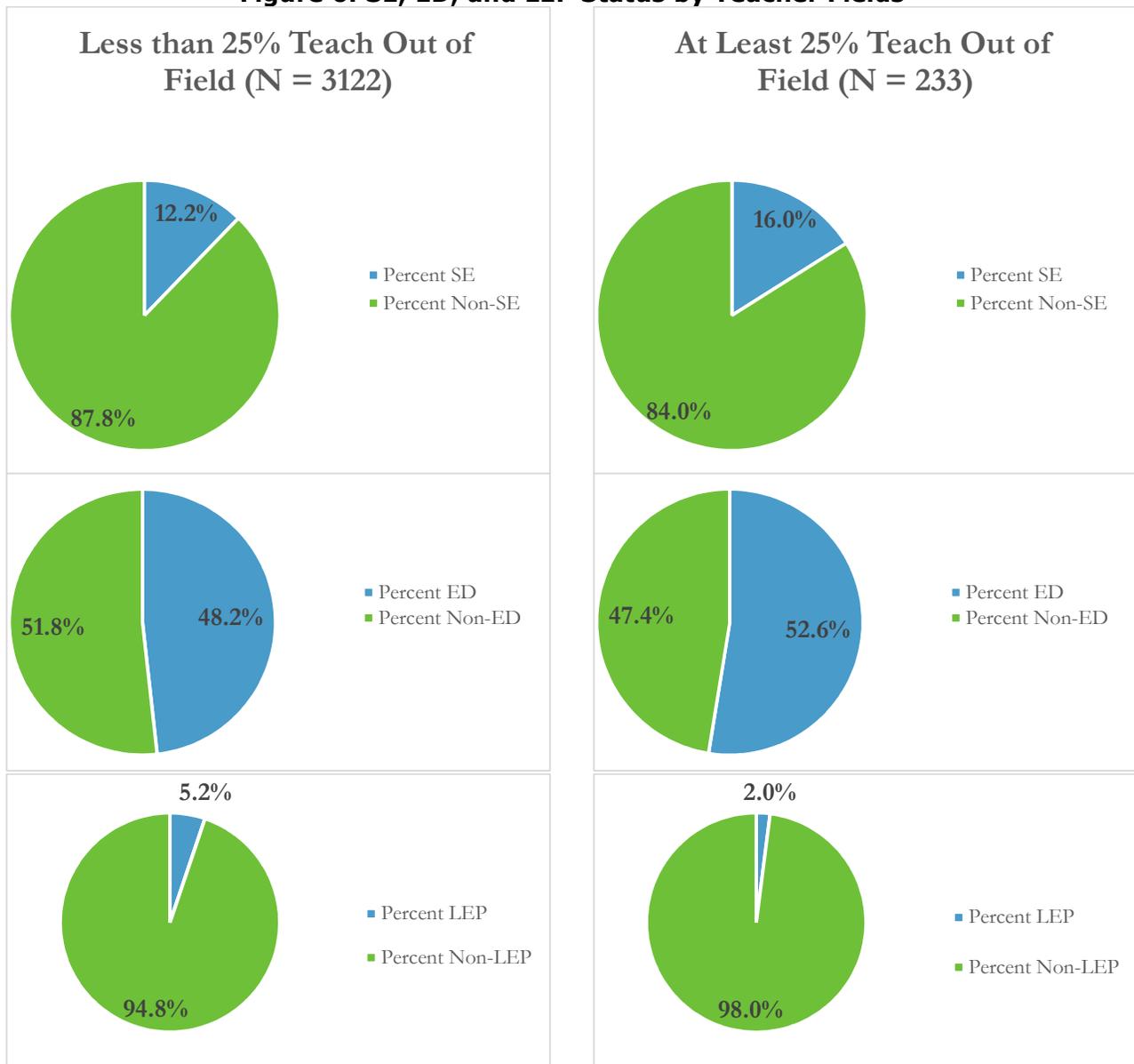
Figure 5b: At Least 25% Teach Any Classes Out of Field (N = 251)



Unlike in previous cases, students at schools with large numbers of out-of-field teachers are more likely to be White or Native American and less likely to belong to any other racial or ethnic groups.

Figure 6 shows similar statistics for SE, ED, and LEP students at these two groups of schools.

Figure 6: SE, ED, and LEP Status by Teacher Fields



In this case, schools with the highest numbers of teachers out of field have more SE students (by approximately 31.1%), more ED students (by approximately 9.1%) and fewer LEP students (by approximately 61.5%).

Conclusions and Future Work

The original hypothesis was found to be both supported and not supported. The findings showed:

1. The overall percentage of both unqualified and out-of-field teachers is small with little variability across types of schools.
2. Significant gaps in proportions of experienced teachers are observable in schools with large populations of minority students and in schools with large populations of poor students.
3. Significant gaps in proportions of experienced teachers are not observable in schools with large populations of students with disabilities and schools with large populations of students with limited English proficiency.

Based on these findings, the gaps in access for students in schools with large populations of minority and poor students to experienced teachers are the largest and potentially the most pressing. For that reason, this plan focuses on these gaps, while building in a plan to further explore gaps in equitable access for students with disabilities and with limited English proficiency.

The data presented above reflect a first step at analyzing Michigan's equity gaps. Additional data at the regional and local district level are needed to identify districts with high numbers of minority and economically disadvantaged students and inexperienced teachers. As data are disaggregated, we expect to see significant variation across the state. Districts with significant equity gaps will need a more nuanced data picture to conduct their own root cause analyses. Since districts and ISDs have a large degree of autonomy in setting educational policy, having more detailed data will provide MDE with a lever to encourage and support district policies that take into account unique issues, strengths, and challenges.

Based on feedback from stakeholders, an analysis that overlays student performance data with gaps in access to experienced teachers is needed to enable the state and districts to more fully understand the educational impact.

Another need is to more closely examine particular types of schools. Given the recent focus in Michigan on charter school accountability, it may be worth examining whether charter schools are more or less likely to have equity gaps than traditional public schools. As charters have different structures and operating principles than traditional public schools, causes of equity gaps and solutions at charter schools may be different from those for traditional public schools.

Section 4. Strategies for Eliminating Equity Gaps

MDE recognizes that ensuring students' equitable access to excellent teachers is a complex endeavor and that achieving teacher equity goals will require implementation of a comprehensive, multi-faceted strategy built on a vision of organizational change. Michigan's plan is based on the following theory of action.

Theory of Action

If we build an infrastructure that includes representative stakeholder perspectives to identify and examine specific gaps in access to excellent educators, use data to prioritize strategies to close identified gaps, pilot and measure new strategies, and focus resources on effective strategies, then we will achieve equitable access to excellent educators for all students in Michigan.

Root-Cause Analysis

As described in Section 3 of this plan, the data clearly show that the largest gap in equitable access is evidenced by the disproportionality of inexperienced teachers in high minority and high ED schools. Because the inexperience measure is a proxy for "excellent," stakeholders were asked to consider equitable access more broadly, i.e., access to excellent teachers. Thus the trigger question for the root cause analysis was: "What are the barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority

and/or high poverty?”

A full description of the Structured Dialogic Design process used to identify barriers and root causes is included in Section 2. In summary, the root-cause analysis consisted of four steps:

1. **Identifying Relevant and Available Data:** In this step, MDE determined the data available and relevant to identifying equity gaps and conducted an analysis of these data.
2. **Analyzing Data and Identifying Equity Gaps:** In this step, MDE identified the equity gaps resulting from the analysis in preparation for the root-cause analysis.
3. **Analyzing Root Causes:** In this step, stakeholders brainstormed a complete list of barriers to equitable access and the root causes behind the equity gaps, categorized them by themes, and created an influence map of the most critical root causes.
4. **Mapping Strategies to Root Causes:** In this final step, stakeholders and MDE identified strategies to address the root causes.

The barriers and root causes were classified into 12 categories and applied to an “influence map” through specialized software with algorithms that make connections based on the votes of the stakeholders. This map (Appendix G) illustrates the most critical barriers and root causes the stakeholders believe hinder student access to excellent teaching in Michigan.

While it is expected that many of these barriers and root causes will resonate throughout the state, some of the root causes lie in systemic issues outside education and some are best addressed through district solutions. Nonetheless, these root causes can serve as levers MDE can use to call attention to and address inequitable access. In addition, providing a state policy context can encourage and support districts to improve their human capital decisions.

To support local initiatives to address their own root causes, MDE will need to provide districts with data specific to their equity gaps to develop a more nuanced picture of the issues that need to be addressed. Differences in size, geography, leadership, and local challenges will likely demonstrate that “one size fits all” root causes are not sufficient.

Michigan has limited state level data that shows the link between the barriers, root causes, and strategies. Therefore, MDE examined national research on factors that impact equitable access and on issues related to the teacher pipeline of recruitment, hiring, development, and retention. A summary of the relevant research studies is included in included in Appendix H. The following are some of the common findings.

- High numbers of inexperienced teachers at high-needs schools is a result of high turnover and low retention.
- As many as a third of teachers leave after their first three years of teaching and almost 50 percent leave after five years.
- Problems with having high quality teachers in at-risk schools include teacher supply, teacher distribution, teacher recruitment, support for new teachers, and school environment.
- Teachers plan to stay longer in schools with a positive work context, independent of the school’s student demographics.
- Teachers stay when they have a school leader who ensures the school works properly, provides instructional leadership, and is an inclusive decision-maker.
- Teachers stay when there are high levels of collegial support that includes having an environment of respect and trust, formal structures for collaboration and support, and a shared

set of professional goals and purposes.

- Teachers stay when the school culture reinforces norms of student discipline and parent engagement.

Strategies and Action Steps

The barriers and root causes the stakeholders found to be the strongest were those dealing with systems and their capacity and the pipeline for teachers working in high-needs schools. This pipeline is a continuum from attracting candidates into teacher preparation programs, preparing them to teach, recruiting and hiring them into high-need districts, evaluating and developing them, and providing a career path for teacher leaders (vs. going into administration). After a peer review and additional work with stakeholders, we further narrowed the focus of this plan's strategies to target retention of excellent teachers in high-poverty and high-minority schools, as we theorize that the high concentration of inexperienced teachers in these schools is largely attributable to a high turnover in staff.

To address these barriers and root causes, a two-pronged approach was developed.

- I. Build a statewide infrastructure to develop and support ongoing identification and evaluation of strategies targeted to specific gaps in access to excellent educators.
- II. Pilot promising new strategies to improve retention of excellent educators in high-poverty and high-minority schools.

To build out this approach, seven strategies were developed. These are described in the Action Plans that follow, with timelines and responsible parties.

I. Build a statewide infrastructure to develop and support ongoing identification and evaluation of strategies targeted to specific gaps in access to excellent educators.

Strategy 1. Establish and maintain an Excellent Educator Advisory Group.

Michigan has several standing advisory groups, but not one that pulls together a diverse group of stakeholders to specifically address issues related to the state's teacher pipeline. To make significant progress on the state's human capital issues, we need an infrastructure through which both the pipeline and access to excellent teachers by all students, but primarily those with the greatest needs, can be improved.

Therefore, based on recommendations from stakeholders, MDE will formally convene an Excellent Educator Advisory Group (EEAG), comprised of many of the same stakeholders who helped develop and revise this plan. The purpose of the EEAG is to develop a common vision across stakeholders to set and measure goals to close equity gaps. The EEAG will help identify and prioritize short-and long-term strategy implementation and review outcomes. A key focus for the EEAG will be on capacity issues throughout the system and on maximizing resources to improve teacher retention.

For the first year of its work, the EEAG will meet quarterly and assist in publishing an annual report for stakeholders on the status of the equity gaps and successes of various strategies in addressing them.

Strategy 2. Operationalize the new MDE Office of Educator Talent and Policy Coordination.

The Office of Educator Talent and Policy Coordination was recently established as part of MDE's Division of Accountability Services and is part of the statewide infrastructure needed to address equitable access. It provides an internal structure to provide leadership for the state's educator talent pipeline and for building processes and procedures for effective implementation of cross-office initiatives.

The Office provides subject matter expertise and program implementation in pipeline components that have not been traditionally supported by MDE, such as recruitment and retention. In partnership with the Office of Professional Preparation, which focuses on preparation, certification, and licensure, this new office gives the state, districts, and educator preparation institutions services and support for the entire continuum of the educator pipeline.

The Office will be responsible for the overall management and implementation of this plan. Specifically, it will convene the Excellent Educator Advisory Group (strategy 1); support the implementation of the Michigan Teacher Corps pilot (strategy 4); provide support to the development and completion of the data analysis agenda (strategy 3); and support implementation of the Call to Action/Media Campaign (strategy 6).

Strategy 3. Establish and implement a robust agenda for data analysis to inform the Excellent Educators Advisory Group in its work to identify and evaluate targeted strategies.

As stated in Section 3 of this plan, we recognize the need for additional data and plan to do further data analysis to inform this work. Initially, an analysis of regional and local district gaps in equitable access is needed to determine if specific districts and Intermediate School Districts (ISD) have gaps in access to experienced teachers that are particularly pronounced. We also need to know whether the gaps are in specific schools or content areas. Root causes are expected to vary among urban and rural areas of high poverty and further analysis is needed of those differences as we move to district level analyses and plans. As mentioned previously, we plan to further evaluate the part of our data hypothesis that was not supported by our initial analysis in order to better ascertain what, if any, gaps in equitable access exist for students with disabilities and limited English proficiency. Gaps in access to excellent leaders at the building and district levels will also be examined.

A second component of this strategy is the development of a prediction tool for future gaps in access/shortage areas (both content and regional). Finally, we need to evaluate the programmatic strategies in this plan, as outlined in this section.

II. Pilot promising new strategies to improve retention of excellent educators in high-poverty and high-minority schools.

Strategy 4. Implement the Michigan Teacher Corps (MTC)

The MTC is a programming collaboration between The New Teacher Project (TNTP) and Leading Educators (LE) to develop and implement a program to build and retain highly skilled instructional teams in Michigan's lowest performing schools, in which poor and minority students are disproportionately enrolled. The MTC will recruit, select, support, and retain highly skilled educators in Michigan's lowest performing schools to support school turnaround by dramatically raising student achievement and closing achievement gaps.

Among the guiding principles for the MTC is a belief that teaching in a high-poverty, low-achieving environment is a fundamentally different experience from teaching in a well-resourced, high-achieving environment, and a belief that new teachers require intensive school-based support throughout the first few years of teaching.

MTC will employ a highly selective process to recruit teachers who demonstrate the skills, dispositions, and cultural responsiveness to commit to serve in the lowest-performing schools. The highly skilled instructional teams will be comprised of teachers new to the school and teacher leaders selected from existing school staff. TNTP will recruit and train new teachers to the building from recent graduates of traditional teacher preparation programs; experienced teachers from non-MTC schools and districts; and career-changers trained via the Michigan Teaching Fellows alternative route program operated by TNTP and modeled after their highly successful Teaching Fellows program in other states and districts.

Leading Educators (LE) will recruit and train teacher leaders from MTC schools and districts, capitalizing on existing talent and providing opportunities for growth and leadership. Leading Educators, an approved program for Michigan's Advanced Professional Certification, works closely with its partner school districts in supporting teacher leader program participants and their principals. Prior to enrolling teacher leader candidates in the program, LE administers surveys and conducts interviews with the district, school(s), and existing teacher leaders to assess school-specific instructional and cultural contexts, teacher development approaches, and other key indicators of school success to produce recommendations for the development of teacher leadership roles and identification of candidates for the LE program. LE then works with the district to create competency summaries, desired outcomes, job descriptions, schedules, and other relevant materials for the new teacher leadership roles that program candidates will operate within while completing the LE program. For example, teacher leader roles could be aimed at modeling effective professional learning communities for teacher teams, supporting the use of data to drive instructional decisions in the classroom, or developing teachers' skills to create a positive student culture and climate.

The instructional teams that are recruited and trained through the Michigan Teacher Corps are intended to contribute to stability in the schools' teaching staff by providing high-quality preparation, ongoing professional learning and support, and opportunities for teachers to expand their impact through additional teacher leadership responsibilities. These supports contribute to better working conditions, a healthy school environment for teaching and learning, and teacher retention to sustain student success.

Strategy 5: Support the Kent County's School Leader and Master Teacher Initiative

Education Trust-Midwest (ETM), with the support of the Steelcase Foundation, will launch a new program in fall 2015 to dramatically raise student achievement and close achievement gaps. While this program is not operated by MDE, we are committed to following the program's progress in its pilot schools. This program could serve as a model for dramatic improvements in student achievement in other high-need schools with a significant number of inexperienced teachers in the state.

ETM's Center for Excellence in Teaching and Learning will provide support and coaching to teachers and promote collaboration among principals and teachers to raise student achievement in high-poverty schools in Grand Rapids and other inner-ring school districts in Kent County. The goal is to reach eight districts with 30 teachers over the next four years.

The program will build a Kent County Learning and Innovation Network that will help schools with their talent pipeline challenges, including building strong leaders, identifying and leveraging high-performing master teachers' expertise to build other teachers' capacity, and retaining and recruiting effective teachers. As educators transition to new career and college ready standards, this capacity building and support are critical to turning students into better learners.

ETM's program is based on research that shows successful school turnaround initiatives are led by strong building leaders who identify and cultivate instructional leadership among Master Teachers. However, research also shows that master teachers often do not have the mechanism to share their expertise with their colleagues or replicate their effective practices across schools. The creation of the Kent County Learning and Innovation Network will support master teachers and improve retention rates, as such models have elsewhere in the country.

The program focuses on developing high-quality principals trained to build high-functioning school teams. Principals and teachers are trained to build school culture, develop collaboration, analyze data, and implement coaching for teachers. Each principal and teacher leader is assigned a year-long coach and receives intensive and individualized practice.

Strategy 6. Implement a Call to Action/Media Campaign

One root cause for inequitable access and low teacher retention identified by our stakeholders is

the lack of respect given to the teaching profession. The theory is that the portrayal of teachers and schools as “the problem” with student learning and public education leads to low morale and high teacher turnover. This makes attracting new talent to the profession and supporting and retaining those in the profession incredibly challenging. In the next decade, half the nation’s teachers—approximately 1.72 million—are expected to retire. However, the projected gap in the teaching force is also a result of as many as a third of teachers leaving the profession in their first three years and almost 50 percent leaving after five years. Teacher attrition has grown by 50 percent during the past 17 years. The national teacher turnover rate has risen to 16.8 percent; in urban schools, it is more than 20.

To recruit and retain excellent teachers, we need to elevate the status and respect of the teaching profession by publicly recognizing and valuing teachers’ contributions to the education of our children and society in general. This strategy focuses on changing the negative conversation and narrative about educators and education (e.g., “failing” schools, “ineffective” teachers) to focusing on growth and potential. For example, teachers and schools are largely not to blame for the enormous layering of challenges that hinder many minority and poor students. They do, however, provide places of great potential for dramatically improving students’ outcomes.

The specific action steps, including the identification of resources and content of the messaging will be developed by a subcommittee or workgroup of the Excellent Educators Advisory Group. Planning for implementation will take place during the 2015-16 school year, with implementation starting in the 2016-17 school year.

Strategy 7. Increase Awareness and Support Research on Teacher Loan Forgiveness Program

The USED’s Teacher Loan Forgiveness Program (TLFP) is designed to encourage individuals to enter and continue in teaching in high-need schools. For teachers who teach for five complete and consecutive academic years in schools that serve low-income students, teachers may be eligible for forgiveness of federal student loan debt up to \$17,500. Therefore, one of the strategies is to better market its availability to individual teachers through high schools, colleges, and universities, based on the theory that potential and practicing teachers are not aware of this program.

In addition, little research has been done on the effectiveness of the TLFP in recruiting and retaining teachers in high-need schools. As part of MDE’s research agenda, we will support a new study (currently in the pilot stage) by the University of Michigan, in partnership with the University of Chicago, to examine the extent to which teachers who are already eligible or are nearly eligible for the TLFP are aware of their own eligibility (or near eligibility) for this program, as well as how many who are aware of their own eligibility have applied to participate in the program. Additionally, the study will examine whether providing clear, timely information and/or application completion support to TLF-eligible teachers will increase the number of teachers who apply for and receive TLF. Further, the study will examine whether providing information and supports to TLF-eligible and nearly eligible teachers will increase retention in high poverty public schools in Michigan.

Strategy Action Plans

Strategy 1: Excellent Educator Advisory Group		
Lead Office/Organization: Office of Educator Talent and Policy Coordination (MDE)		
Strategy Description	<p>In accordance with the input from our stakeholders, we will form the Excellent Educator Advisory Group, comprised of many of the same stakeholders who have helped us develop and revise this plan. The purpose of the Excellent Educator Advisory Group is to help develop a common vision across stakeholders for additional goals and strategies to close our equity gap with inexperienced teachers. The Group will also help in monitoring and evaluating the strategies and identify short-and long-term policy changes. A key role for the Group will be to identify ways to maximize resources to districts and schools that have significant gaps with inexperienced teachers. This could include evaluating current funding streams, building capacity to use funding sources effectively, and recommending how to close funding gaps.</p>	
Key Stakeholders	<p>Advisory Group Members (including schools, districts, public school academies, institutions of higher education, teacher/leader preparation programs, education advocacy groups, superintendents, central office leaders, principals, teachers, students, parents, community leaders, state government, business organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English language learners, and others)</p>	
Activities and Milestones	Timeline	Activity/Milestone
	July 2015	Develop Advisory Group charge and scope of work
		Recruit Advisory Group members
	September 2015	Finalize Advisory Group membership
		Convene quarterly Advisory Group meeting
		Establish goals and outcomes for the Advisory Group’s first year, including identification of subcommittees and/or workgroups
	December 2015	Convene quarterly Advisory Group meeting
		Subcommittees/workgroups continue work
	March 2016	Convene quarterly Advisory Group meeting
Subcommittees/workgroups continue work		
June 2016	Convene quarterly Advisory Group meeting	

	September 2016	Convene quarterly Advisory Group meeting	
		Publish report on first year Equity Plan implementation outcomes	
	SY 2016-17	Continue quarterly Advisory Group meetings	
		Publish report on second year Equity Plan implementation outcomes	
	SY 2017-18	Continue quarterly Advisory Group meetings	
		Publish report on third year Equity Plan implementation outcomes	
Evaluation	Metric	Data Collection Mechanism	Reporting Schedule
	Perceived efficacy of Advisory Group members	Survey of members	Annual
	Overall implementation and impact of the State Equity Plan	Evaluation data on all strategies in the State Equity Plan	Annual

Strategy 2: Office of Educator Talent and Policy Coordination	
Lead Office/Organization: Office of Educator Talent and Policy Coordination (MDE)	
Strategy Description	<p>The MDE leadership team identified two major areas that needed additional attention when contemplating the challenges encountered in providing equitable access to excellent educators to minority, low-income, English Learners and disabled students. These areas are:</p> <ul style="list-style-type: none"> • The educator talent pipeline as a whole, and in particular educator talent development in the K-12 space including professional learning, educator evaluation, career pathways for in-service educators, retention, and recognition activities; and • Policy coordination and project management. <p>The establishment of the MDE Office of Educator Talent and Policy Coordination fosters collaboration across offices and aligns the expertise that exists across the MDE. This Office will leverage internal talent and structures while dedicating some research resources to provide the actionable data needed to properly execute Michigan’s plan to ensure equitable access to excellent educators.</p>

Key Stakeholders	MDE Leadership		
Activities and Milestones	Timeline	Activity/Milestone	
	June 2015	Submit Michigan's Plan to Ensure Equitable Access to Excellent Educators to USED	
		Begin collaboration with the Center for Great Teachers and Leaders on using the Talent Development Framework for 21 st Century Educators to establish a collaborative MDE approach to identifying and supporting Talent Pipeline priorities	
		Establish project management processes and schedules for implementation of the State Equity Plan	
	August 2015	Finalize MDE Talent Pipeline priorities and incorporate into project management processes and schedules	
	SY 2015-16	Manage implementation of the State Equity Plan, including ongoing monitoring, support and public reporting	
	SY 2016-17	Manage implementation of the State Equity Plan, including ongoing monitoring, support and public reporting	
	SY 2017-18	Manage implementation of the State Equity Plan, including ongoing monitoring, support and public reporting	
Evaluation	Metric	Data Collection Mechanism	Reporting Schedule
	Effective Implementation of the State Equity Plan	Project Management processes and reports	Ongoing

Strategy 3: Data Analysis Agenda

Lead Office/Organization: Office of Educator Talent and Policy Coordination (MDE) in collaboration with the Excellent Educators Advisory Group

Strategy Description	<p>The data used to identify the equity gaps described in this plan raised a number of additional questions and directions to be explored to continuously improve how we identify and close these gaps. Additional areas for detailed analysis will focus on equity gaps for students with disabilities and English language learners; examinations of regional, district, and intra-school equity gaps; (in)equitable distribution of excellent school and district leaders; and ways to predict gaps and intervene early. The Data Analysis Agenda will annually prioritize those areas in which additional research and analysis will be done in addition to evaluating the metrics for the other programmatic strategies in this plan to provide the foundation for decision-making.</p>	
Key Stakeholders	<p>Excellent Educators Advisory Group MDE Office of Evaluation, Strategic Research, and Accountability MDE Office of Professional Preparation Services MDE Office of Education Improvement and Innovation</p>	
Activities and Milestones	Timeline	Activity/Milestone
	July 2015	Develop list of possible topics to be included in first year of the data agenda
		Begin running preliminary/sample analyses to present to Advisory Group to assist in establishing data agenda priorities for 2015-16
	September 2015	Establish data subcommittee/workgroup at first Advisory Group quarterly meeting
		Subcommittee/workgroup begins work
	December 2015	Finalize Data Analysis Agenda for 2015-16
		Subcommittee/workgroup continues work
	March 2016	Subcommittee/workgroup presents work at quarterly Advisory Group meeting
	June 2016	Subcommittee/workgroup presents final analysis of data agenda priorities for 2015-16 to Advisory Group to inform
	SY 2016-17	Continue annual Data Analysis Agenda priority-setting and reporting
SY 2016-17	Continue annual Data Analysis Agenda priority-setting and reporting	

	SY 2017-18	Continue annual Data Analysis Agenda priority-setting and reporting	
Evaluation	Metric	Data Collection Mechanism	Reporting Schedule
	TBD based on Agenda		

Strategy 4: Michigan Teacher Corps

Lead Office/Organization: Office of Educator Talent and Policy Coordination (MDE)

Strategy Description	<p>The Michigan Teacher Corps (MTC) is an ambitious, teacher-centered effort to invigorate struggling Michigan schools with great teaching. The MTC builds a passionate group of like-minded teachers and provides the training, coaching and leadership development they need to provide a transformative education for Michigan students. The MTC will employ a highly selective process to recruit teachers who demonstrate the skills, dispositions, and cultural responsiveness to commit to serve in the lowest-performing schools and work with one another to develop and sustain a highly-effective instructional teams. The focus of the MTC is on building and retaining these highly-effective instructional teams in Priority schools to drive dramatic improvement in student outcomes. The teams are comprised of teachers new to the school and experienced teachers currently in the school who are identified for leadership training. New teachers are recruited and trained by TNTP via one of three avenues: alternate route preparation, recent graduates of traditional teacher preparation programs, and experienced teachers from non-MTC schools and districts. Teacher leaders will be recruited from MTC schools and districts and trained by Leading Educators.</p>		
Key Stakeholders	<p>TNTP Leading Educators Partner schools and districts</p>		
	Timeline	Activity/Milestone	
	Winter 2015	Finalize district and school partnerships for cohort one	
		Finalize MTC programming	
		Conduct teacher and teacher leader recruitment	
	July 2015	Begin summer training for Teaching Fellows (alternate route) and newly-certified teachers for cohort one	
Begin summer training for teacher leaders for cohort one			

	August 2015	Induction and team training for all teachers and teacher leaders at partner schools		
	SY 2015-16	Implement MTC programming, including ongoing training, coaching, mentoring, and evaluation for cohort one		
		Begin planning and recruitment for cohort two partner schools and districts		
		Begin planning and recruitment for cohort two teachers and teacher leaders		
	SY 2016-17	Implement MTC programming, including ongoing training, coaching, mentoring, and evaluation for cohort one and two		
		Begin planning and recruitment for cohort three partner schools and districts		
		Begin planning and recruitment for cohort three teachers and teacher leaders		
	SY 2017-18	Implement MTC programming, including ongoing training, coaching, mentoring, and evaluation for cohort two and three		
		Begin planning and recruitment for cohort four partner schools and districts		
		Begin planning and recruitment for cohort four teachers and teacher leaders		
	Evaluation	Metric	Data Collection Mechanism	Reporting Schedule
		New Teacher Effectiveness	Assessment of Classroom Effectiveness (TNTP)	Bi-annual
Teacher Leader Effectiveness		Teacher Leader Evaluation Rubric (Leading Educators)	Annual	
MTC Implementation and Outcomes		MARITC Evaluation (MDE)	Annual	

Strategy 5: School Leader and Master Teacher Capacity

Lead Office/Organization: Education Trust- Midwest

Strategy Description	The Kent County Learning and Innovation Network will provide support and coaching for teachers and promote collaboration among principals and teachers. The Network will help schools with their talent pipeline challenges, including building strong leaders, identifying and leveraging high-performing master teachers' expertise to build other teachers' capacity, and retaining and recruiting effective teachers. Eight districts and 30 teachers will participate in the program.		
Key Stakeholders	Education Trust-Midwest, Principals and Teachers in 8 Kent County districts.		
Activities and Milestones	Timeline	Activity/Milestone	
	June 2015-16	Identify master teachers and teachers in need of support	
		Increase leadership capacity of administrators and master teachers	
		Create a multi-tiered system of support model for each building	
	June 2016-17	Master teachers work with teachers and students, begin implementation of the multi-tiered system of support	
		Monitor the multi-tiered system of support	
	June 2017-18	Teacher leaders increase capacity of other teachers	
		Expand the multi-tiered system of support	
		Form data analysis teams	
	June 2018-19	Expand the multi-tiered system of support building wide	
Establish sustainability plan			
Evaluation	Metric	Data Collection Mechanism	Reporting Schedule
	Increased student achievement and decreased achievement gaps.	State and district assessments.	Annual
	Increased percentage of master teachers.	District teacher evaluations.	Annual

Strategy 6: Call to Action/Media Campaign

Lead Office/Organization: Office of Educator Talent and Policy Coordination (MDE) in collaboration with the Excellent Educators Advisory Group

Strategy Description	<p>This strategy focuses on changing the negative conversation and narrative about educators and education (e.g., “failing” schools, “ineffective” teachers) to focusing on growth and potential. For example, teachers and schools are largely not to blame for the enormous layering of challenges that hinder many minority and poor students. They do, however, provide places of great potential for dramatically improving students’ lives. The profession of teaching carries that great potential and is attractive because of it.</p>		
Key Stakeholders	<p>Excellent Educators Advisory Group</p>		
	Timeline	Activity/Milestone	
	September 2015	<p>Establish Call to Action subcommittee/workgroup at first Advisory Group meeting</p>	
		<p>Call to Action subcommittee/workgroup begins work</p>	
	December 2015	<p>Call to Action subcommittee/workgroup presents recommendations for specific action steps and outcomes to Advisory Group</p>	
	Spring 2016	<p>Call to Action subcommittee/workgroup continues work</p>	
	Summer 2016	<p>Call to Action/Media Campaign finalized for launch</p>	
	SY 2016-17	<p>Call to Action/Media Campaign launched</p>	
Evaluation	Metric	Data Collection Mechanism	Reporting Schedule
	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>

Strategy 7: Teacher Loan Forgiveness Program

Lead Office/Organization: Office of Professional Preparation Services (MDE) and Office of Evaluation, Strategic Research and Accountability (MDE)

Strategy Description	This strategy endeavors to examine the extent to which teachers who are already eligible or are nearly eligible for the TLF are aware of their own eligibility (or near eligibility) for this program, as well as how many who are aware of their own eligibility have applied to participate in the program. Additionally, the study will examine whether providing clear, timely information and/or application completion support to TLF-eligible teachers will increase the number of teachers who apply for and receive TLF.		
Key Stakeholders	University of Michigan University of Chicago		
	Timeline	Activity/Milestone	
	Spring 2015	Conduct preliminary data analysis	
	Summer 2015	Pilot various features of the intervention to determine effectiveness of a larger-scale intervention	
	Fall 2015	Conduct data analysis and report on pilot	
	SY 2015-16	Begin full study	
	SY 2016-17	Continue full study	
	SY 2017-18	Continue full study	
Evaluation	Metric	Data Collection Mechanism	Reporting Schedule
	Awareness and utilization of teacher loan forgiveness	Survey	TBD
	Teacher retention	Registry of Education Personnel	TBD

Summary

MDE recognizes that closing teacher equity gaps will require additional strategies and actions at both the state and district levels. Particularly in the most challenging schools, recruiting and retaining *more* experienced teachers will be necessary and might require intensive interventions to support effective building and district leadership, change the instructional program, and implement a range of innovative actions to improve working conditions.

Working with the Excellent Educator Advisory Group, ambitious but achievable goals, based on the best available research about student needs and the contributions of educators to their success will be established.

Section 5. Ongoing Monitoring and Support

MDE is committed to ensuring the long-term success of this initiative. MDE will use the gap measure itself as the overall measure of the plan as a whole, i.e., reviewing annually the extent to which the gap is or is not closing on the inexperience measure.

Responsibility for monitoring the implementation of the strategies will be housed in the Data Agenda strategy and overseen by MDE in collaboration with the Excellent Educator Advisory Group.

One of the most important roles the state can play in ongoing monitoring and support is one of data transparency and continuation of existing support structures. MDE will work with the Excellent Educators Advisory Group to provide stakeholders and local districts with updated information about the human capital system. When the state Annual Report on Equitable Access is released, MDE will post it on the MDE website and conduct webinars for stakeholders to share its results, respond to any questions, and obtain feedback about ways to refine and improve the plan and implementation process. MDE will also present at state association conferences on the equitable access issue, the data, and strategies. These presentations will increase public awareness about state efforts and progress in addressing issues of inequitable access.

The strategy for improving data analysis is critical to providing MDE and local districts with more refined data about equitable access to excellent educators. As the data analysis agenda is refined, MDE can better determine equity issues throughout the state and improve data sharing mechanisms. Our intent is to allow and encourage a variety of local district strategies and supports that reflect specific challenges facing districts and their unique root causes for inequitable access.

As detailed in the Action Plans in Section 4, metrics and timelines have been set for implementing and monitoring the work. MDE will continue to build on these efforts to improve data and continuously improve the identification of equity gaps in access to excellent educators.

Section 6. Conclusion

Michigan strongly supports the U.S. Department of Education's goal of ensuring that every student has equitable access to excellent educators and welcomes this opportunity to present this state plan for advancing this mission. The plan reflects extensive outreach to the community and thoughtful deliberation about actions that will support state efforts to address challenges and meet the goal of ensuring that all students graduate career and college ready.

While the plan will evolve over time, our theory of action and the seven targeted strategies embody a solid approach to setting the conditions necessary to close Michigan's gaps in equitable access to excellent educators for all students.

Michigan’s Plan to Ensure Equitable Access to Excellent Teachers

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Appendix A
State Equity Plan Root Cause Analysis Participants

Name	Title	Affiliation	Email Address
Abbie Groff-Blaszak	Director, Office of Educator Talent & Policy Coordination	Michigan Department of Education	groff-blaszaka@michigan.gov
Bobby Dorigo Jones	Project Management Intern	Skillman Foundation	rdorigojones@gmail.com
Dave Treder	Research Coordinator	Genesee ISD	dtreder@geneseeisd.org
David Judd	Director, Office of Systems Integration	Michigan Department of Education	judd@michigan.gov
Deb Asano	Associate Superintendent, Title Services	Marquette Alger RESA	dasano@maresa.org
Dedrick Martin	Superintendent	St. John's Public Schools	martind@sjredwings.org
Erin Duckett	Industry Talent Specialist	Workforce Development Agency	duckette@michigan.gov
Frederick Brown	Deputy Executive Director	Learning Forward	frederick.brown@learningforward.org
Jennifer Lewis	Assistant Professor, Teacher Learning and Mathematics Education	Wayne State University	jmlewis@wayne.edu
Jennifer Wirz	Assistant Director of Planning and Research for the College of Education and Human Services	Central Michigan University	wirz1jp@cmich.edu
Jeremy Reuter	Director of Funding and Governmental Relations	Learning Care Group	reuterje@gmail.com
Jolia Hill	Manager, Administrative and Financial Services, Public School Academies	Wayne RESA	hillj@resa.net
Juan Martinez	Principal	Cesar Chavez Academy High School	juan.martinez@leonagroup.com
Katie Smillie	Math Teacher	Hale Area Schools	ksmillie@haleschools.net
Latika Fenderson	Special Education Teacher	Macomb ISD	lfenderson@misd.net
Mary K. Bradley	Deputy Director, The Center for Charters	Central Michigan University, The Center for Charters	mbradley@thecenterforcharters.org
Matt Wesaw	Director	Michigan Department of Civil Rights	wesawm@michigan.gov
Pamela Pugh Smith	State Board of Education Member	Michigan State Board of Education	pampugh@umich.edu
Patricia Fitzpatrick	Retired Principal, Attwood Elementary School	Retired, Lansing Public Schools	pfitzpat@sbcglobal.net
Punita Dani Thurman	Project Manager, Education Strategy Portfolio	Skillman Foundation	pthurman@skillman.org
Rachele DiMeglio	Senior Managing Director, Partnerships & Corps Member Experience	Teach for America	rachele.dimgelio@teachforamerica.org

Appendix A
State Equity Plan Root Cause Analysis Participants

Renee Schenkman	Teacher, Detroit Public Schools Contractor, Office of Education	Teach for America	renee.schenkman@gmail.com
Sam Sinicropi	Improvement and Innovation Consultant Manager, Professional Preparation & Learning Unit, Office of	Michigan Department of Education	sinicropis@michigan.gov
Sarah-Kate LaVan	Professional Preparation Services Education Consultant, Office of	Michigan Department of Education	lavans@michigan.gov
Sean Kottke	Professional Preparation Services Assistant Superintendent of Human	Michigan Department of Education	kottkes@michigan.gov
Sharron Pitts	Resources & General Counsel	Grand Rapids Public Schools	pittss@grps.org
Suneet Bedi	Data and Policy Analyst Manager, Public School Academies Unit, Office of Education Improvement	EdTrust Midwest	sbedi@edtrustmidwest.org
Tammy Hatfield	and Innovation Contractor, Office of Education	Michigan Department of Education	hatfieldt@michigan.gov
Theresa Saunders	Improvement and Innovation	Michigan Department of Education	saunderst@michigan.gov
Tom Miller	Superintendent Manager, Workforce	Nah Tah Wahsh Public School Academy	tom.miller@hannahvilleschool.net
Tracy (Susan) DiSanto	Planning/Analytics and Co Chair	DTE Energy	disantos@dteenergy.com

STATE EQUITY PLAN

April 22 – 23, 2015

Day 1

The times below are approximates and will vary depending on the dialogue.

8:00	Welcome & Brief Overview of the process (Structured Dialogic Design)
8:25	Introduce Triggering Question that will guide focus of remaining day
8:30	Generate ideas in response to the Triggering Question
9:00	Clarification of ideas generated
9:30	Break
9:45	Generation of more ideas in response to the Triggering Question, cont.
10:00	Clarification of ideas generated, cont.
11:30	Review & Amend Categories of ideas (lunch will be served during this time)
12:00	Prioritization (over lunch)
12:30	Compare ideas to determine influence relationship (Root Cause Mapping)
2:00	Break
2:15	Root Cause Mapping, cont.
3:15	Break
3:30	Root Cause Mapping, cont.
4:15	Interpretation of Root Cause Map
4:45	Next Steps
5:00	Adjourn

STATE EQUITY PLAN

April 22 – 23, 2015

DAY 2

The times below are approximates and will vary depending on the dialogue.

8:30	Reflections from Day 1
8:40	Opening Activity
9:05	Introduce Triggering Question for Day 2
9:10	Policy Overview
9:20	Small Group Action Scenarios
10:00	Break
10:15	Small Group Action Scenarios, cont. and Report Out
10:55	Overview - Whole Group Action Scenario
11:00	Working Lunch
11:30	Whole Group Action Scenario
12:30	Whole Group Report Out
12:55	Next Steps
1:00	Adjourn

MICHIGAN'S STATE PLAN TO ENSURE EQUITABLE ACCESS TO EXCELLENT EDUCATORS

Structured Dialogue Stakeholder
Meeting

April 22-23, 2015

“STATE PLAN” OVERVIEW

Identify Equity Gaps

- a. Required Definitions:
Inexperienced
Teacher; Unqualified
Teacher; Out-of-Field
Teacher; Poor Student;
Minority Student
- b. (a word about
“Excellent”)

Explain Likely Causes of Equity Gaps

Develop Strategies to Eliminate Identified Gaps and Evaluate Progress

“STATE PLAN” OVERVIEW

Identify Equity Gaps

- a) Required Definitions:
Inexperienced Teacher;
Unqualified Teacher;
Out-of-Field Teacher;
Poor Student; Minority
Student
- b) (a word about
“Excellent”)

Explain Likely Causes of Equity Gaps

Develop Strategies to Eliminate Identified Gaps and Evaluate Progress

“STATE PLAN” OVERVIEW

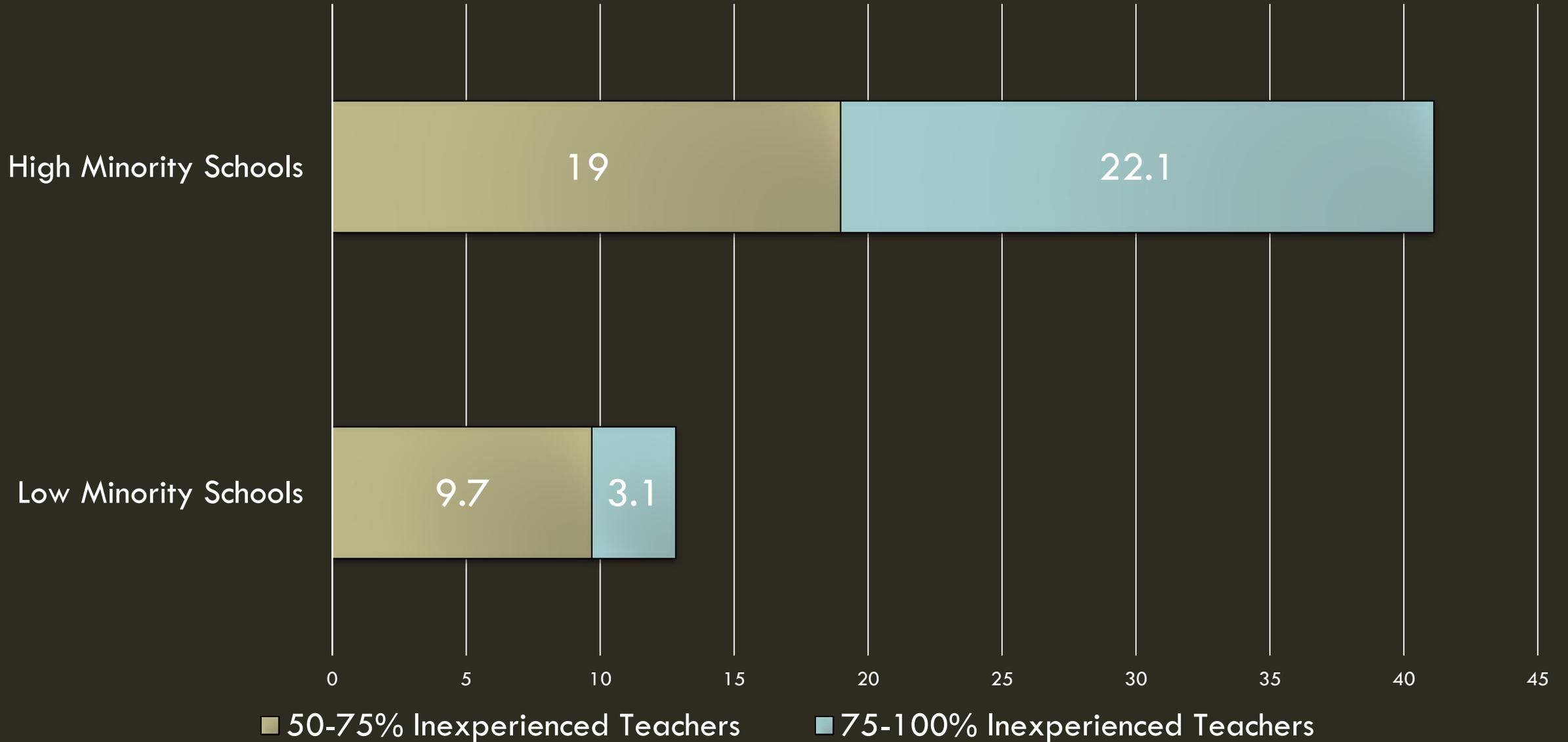
Identify Equity Gaps

- a) Required Definitions:
Inexperienced Teacher;
Unqualified Teacher;
Out-of-Field Teacher;
Poor Student; Minority
Student
- b) (a word about
“Excellent”)

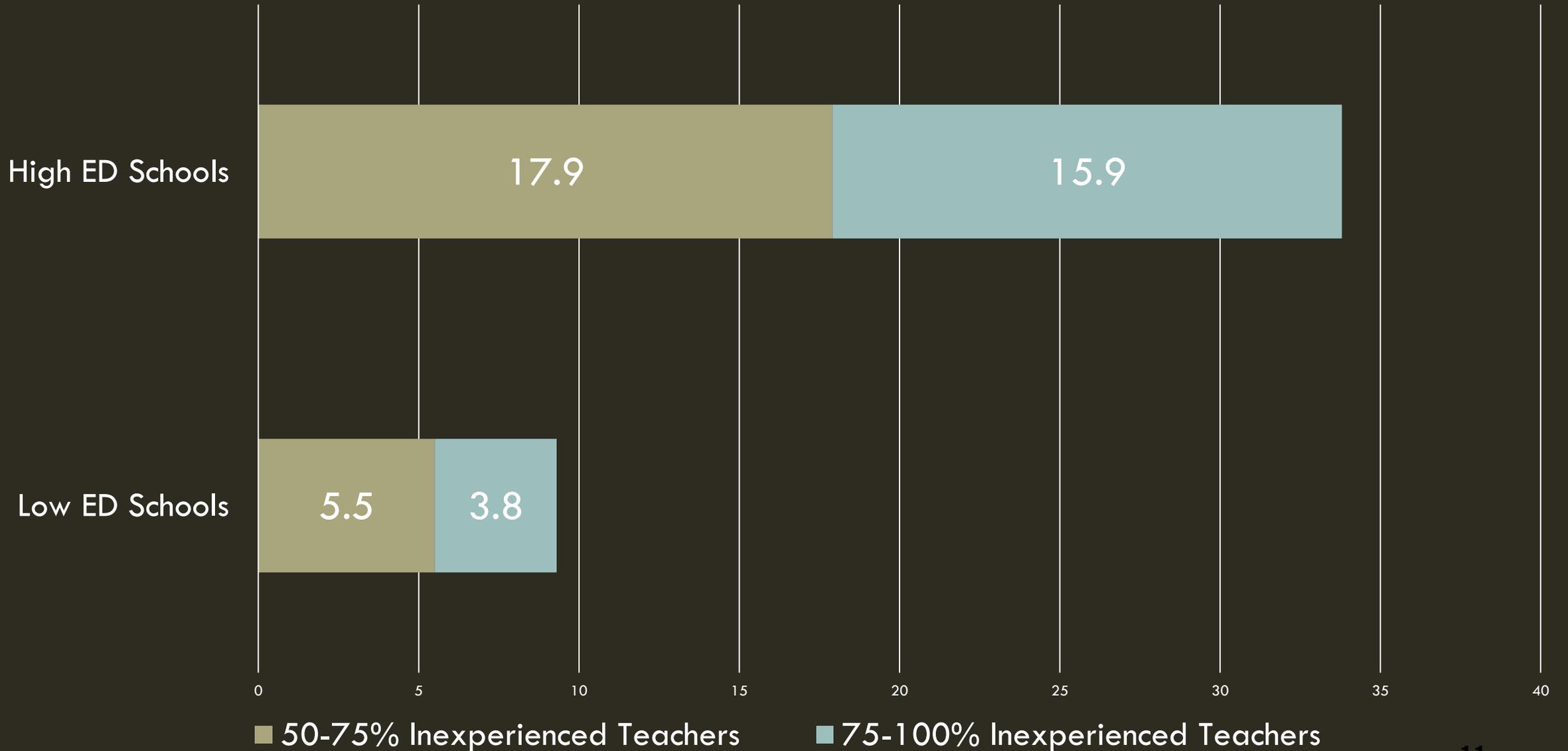
Explain Likely Causes of Equity Gaps

Develop Strategies to Eliminate Identified Gaps and Evaluate Progress

Inequitable Access for Minority Students



Inequitable Access for Poor (ED) Students



Structured Dialogue



*harnessing the collective
wisdom of diverse
stakeholders*



Diversity

A diversity of points of view is essential when engaging stakeholders in a dialogue for defining and resolving a complex issue.



Autonomy & Authenticity

Every person's perspective matters. It is important to protect the autonomy and authenticity of every person's observations.



Structure

Dialogue must be structured to both protect autonomy & authenticity and to prevent cognitive overload



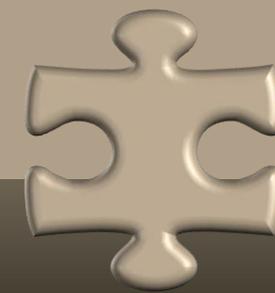
Meaning

Participants become wiser about the meaning of their own ideas when they begin to understand how different peoples' ideas relate.



Relative Importance

Participants will understand the relative importance of their ideas only when they compare them with others in the group.



Learning

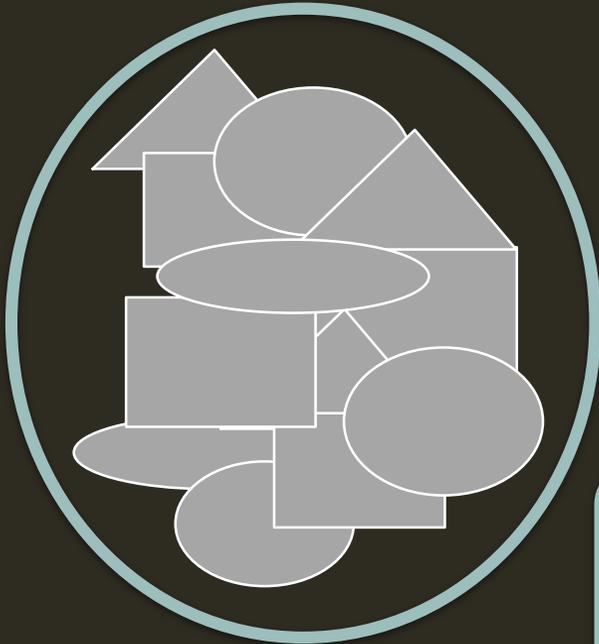
The whole group learns and evolves as each participant sees how their ideas influence those of others.

APPLICATION STAGES OF THE CO-LABORATORY DIALOGUE

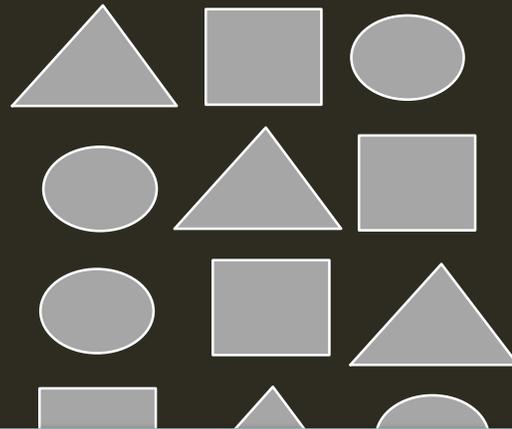
Anticipating the System

ANTICIPATION

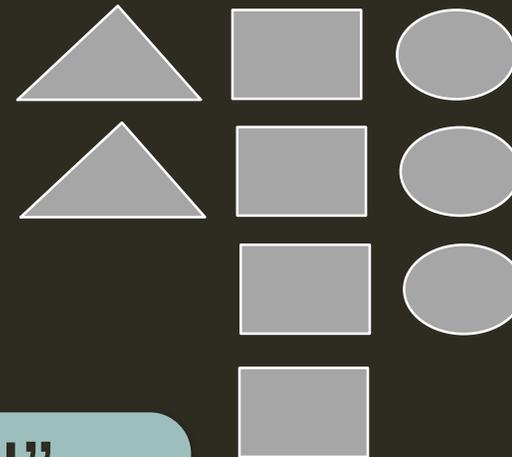
Complex Situation



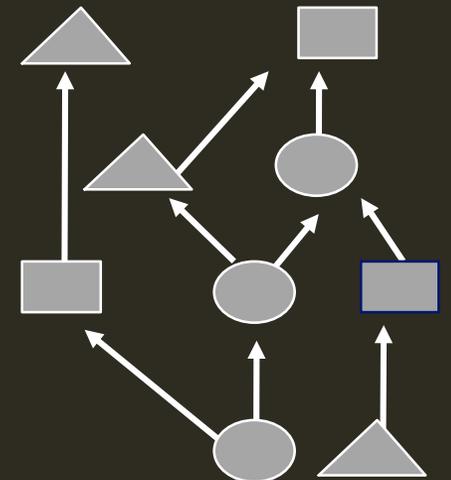
Requirement Statements Before Classification



Classification Of Requirement Statements



Enhancement Pattern



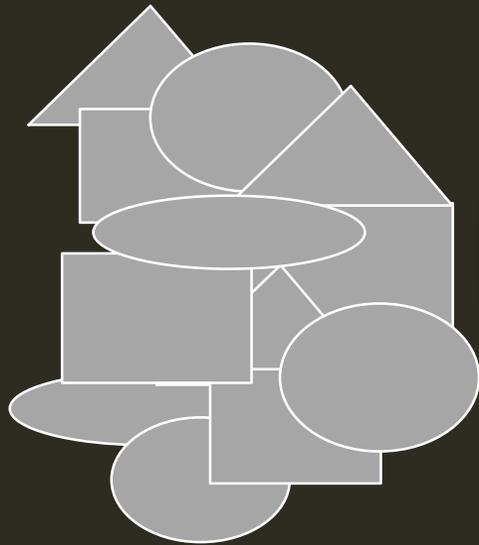
The "Wicked" Problem

APPLICATION STAGES OF THE CO-LABORATORY DIALOGUE

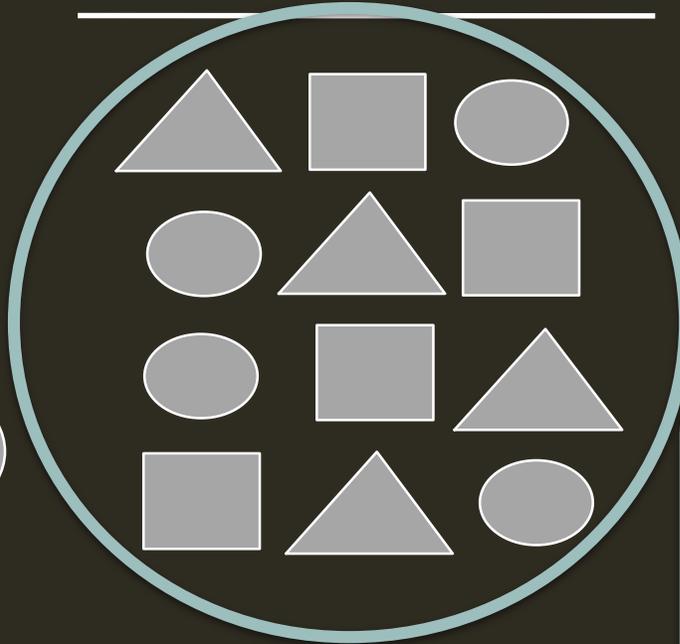
Anticipating the System

ANTICIPATION

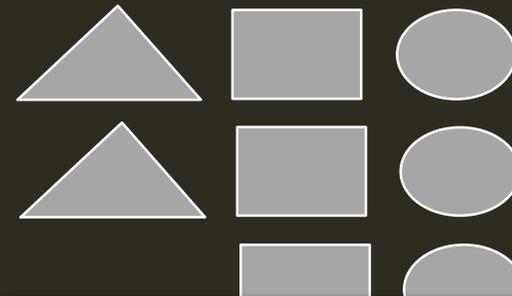
Complex Situation



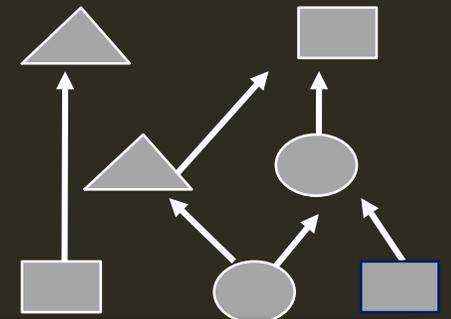
Requirement Statements Before Classification



Classification Of Requirement Statements



Enhancement Pattern



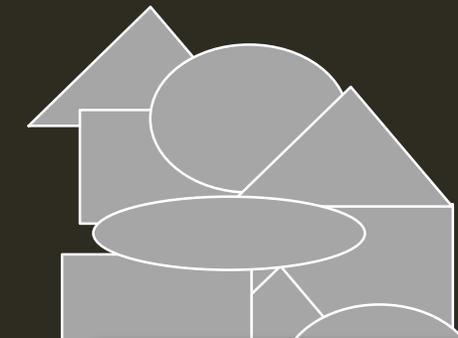
Many ideas generated in response to a triggering question

APPLICATION STAGES OF THE CO-LABORATORY DIALOGUE

Anticipating the System

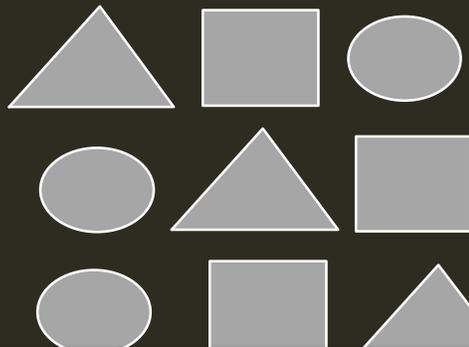
ANTICIPATION

Complex Situation

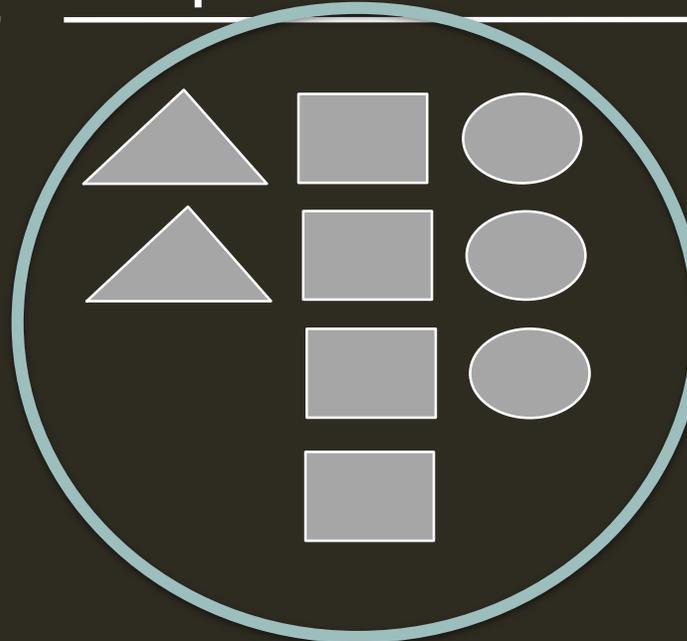


Organized according to similarities

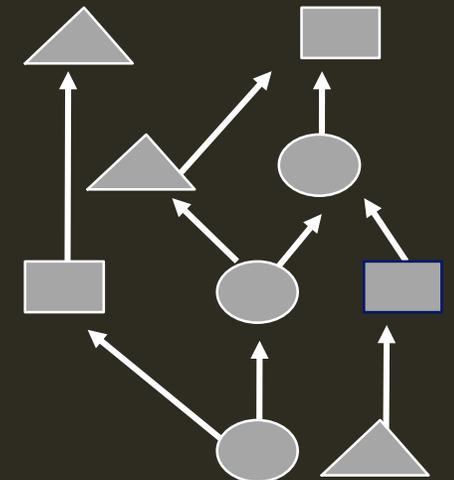
Requirement Statements Before Classification



Classification Of Requirement Statements



Enhancement Pattern

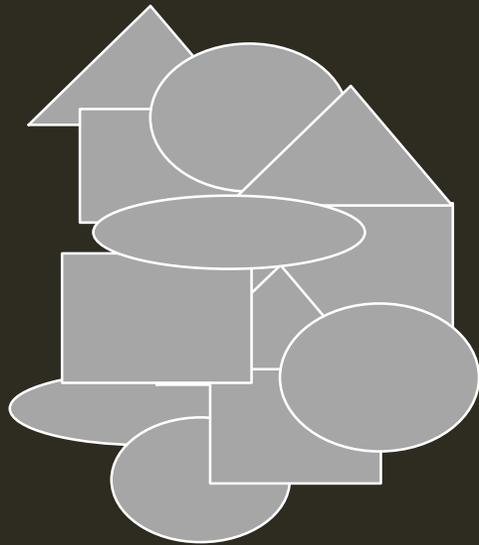


APPLICATION STAGES OF THE CO-LABORATORY DIALOGUE

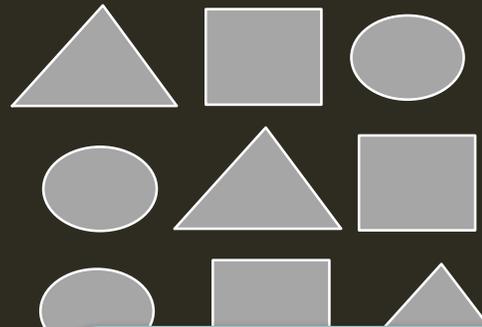
Anticipating the System

ANTICIPATION

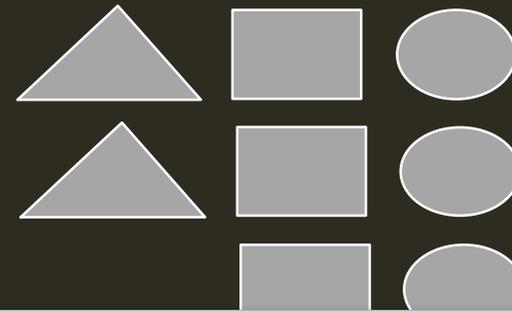
Complex Situation



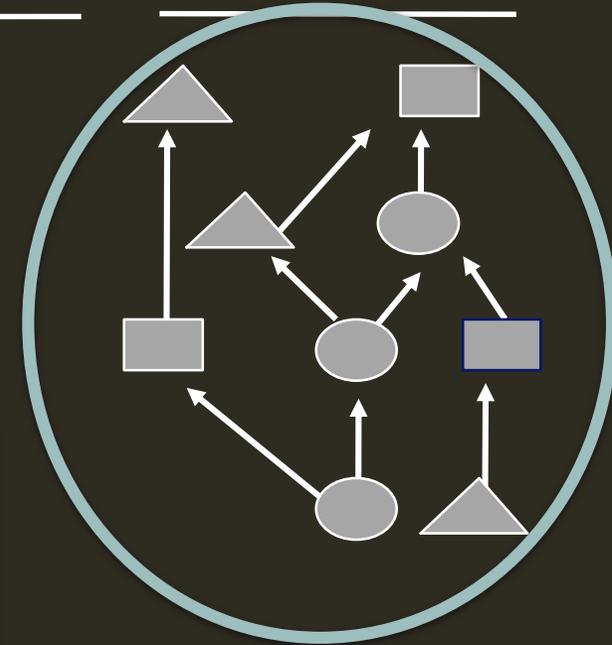
Requirement Statements Before Classification



Classification Of Requirement Statements



Enhancement Pattern



Influence relationships determine likely leverage points

STEP 1: IDEA GENERATION (HEADLINES)

- Participants silently and independently generate concise ideas in response to a triggering question – think Newspaper Headlines



Cemetery residents making a comeback

Fund-raiser to feature debate by famous figures from Troy's history

By **KEN THURMAN**
Staff writer

Special Advertising Section
August 11, 1991

Earl, to be held on Thursday from 5 to 7:30 p.m. Tickets are \$55 and may be purchased at the door.

Money from the fifth annual event goes to the Oakwood Restoration Fund, with primary emphasis on the restoration of the Earl Chapel. Its roof has leaked and is in

Rally against apathy draws small crowd

OKLAHOMA CITY (AP) — Organizers had high hopes for a rally Saturday to battle apathy in civic life, but the event drew only a fraction of the anticipated crowd.

Thomas Payne, a spokesman for the Coalition of Civic Leadership, said he was hoping for about 25,000 participants to hear five hours of entertainment, poetry, songs and speeches.

Instead, the rally drew about 200 people, many of whom were security guards, police constab-

les, reporters and campaign workers handing out pamphlets.

"We understood that we had a tragic incident, and sometimes these types of incidents drive people from mass assemblies," Payne said, referring to the bombing that rocked the Olympic Games in Atlanta early Saturday, killing two people and injuring at least 110 others.

Another reason for the low turnout, Payne said, was just what his group is trying to battle — ap-

athy.

Still, he was optimistic.

"This is a beginning, not an end," Payne said.

The rally began with a march from Ralph Ellison Library to the Capitol steps a few blocks north. Payne said he was expecting groups from Stillwater, Tulsa, Lawton, Edmond and Muskogee.

Payne said organizers started planning the rally in April as "a means to reclaim and renew our community."

Hospitals resort to hiring doctors

PHYSICIAN SHORTAGE PROMPTING
MOVE, ADMINISTRATORS SAY

STEP 2: CLARIFICATION OF IDEAS

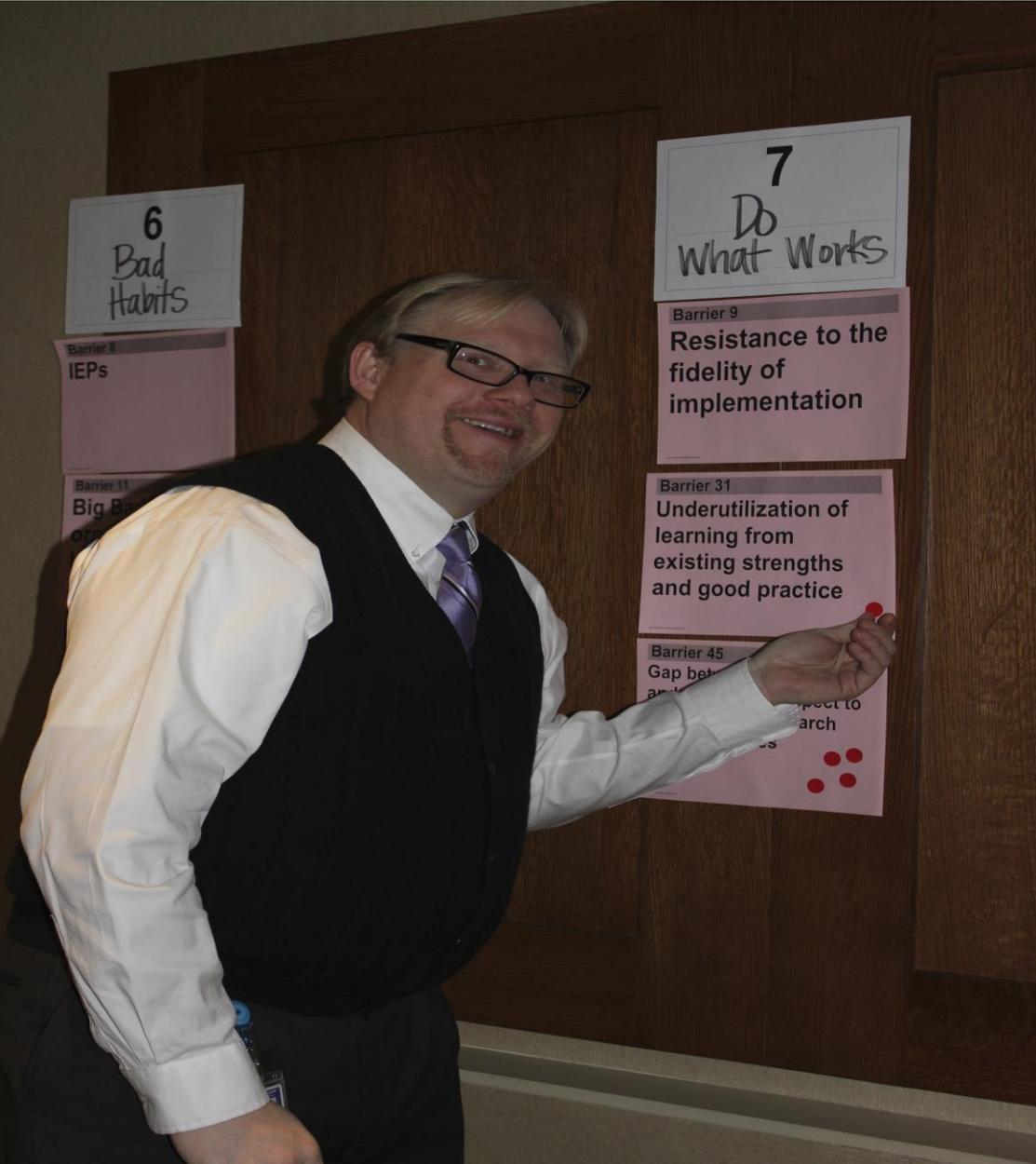


Author elaborates on the statement so participants fully **understand** the idea. Discussions regarding agreement or disagreement are avoided.

STEP 3: CATEGORIZATION/CLUSTERING



STEP 4: VOTING ON RELATIVE IMPORTANCE



In the context of the **TRIGGERING QUESTION**, what top five ideas resonate with you the most?

Generic Question:

“Suppose we are able to make progress in meeting:

(Idea X)

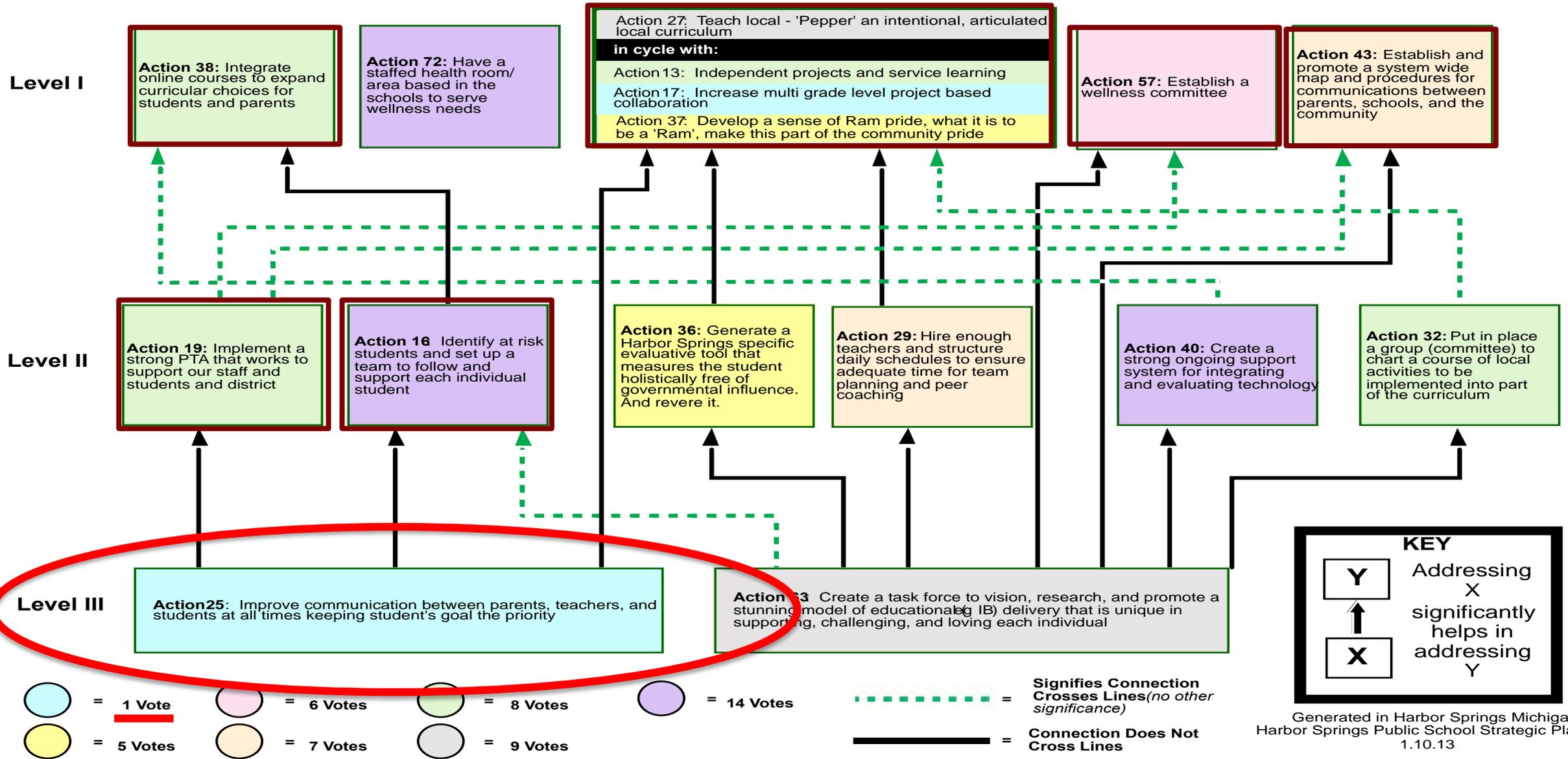
will this help SIGNIFICANTLY in meeting:

(Idea Y)

in the context of successful outcomes of the triggering question?”

Triggering Question:

"What actions must Harbor Springs Public School take to overcome barriers and approximate the ideal future of delivering extraordinary educational experiences that lead to successful student outcomes (including post-school) for all students?"



Generated in Harbor Springs Michigan
Harbor Springs Public School Strategic Planning
1.10.13

“What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?”

Table 1 List of Barriers

Triggering Question: *"What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?"*

#: Barrier

- 1: Lack of successful examples in urban schools on how to distribute excellent teachers to breach equity gaps
- 2: Understanding of culture
- 3: Inadequate preparation of teachers for specific needs and context for teaching in specific environments
- 4: Problems with teacher retention
- 5: The consequence of more experienced teachers equals more seniority equals more power to choose low poverty/low minority students
- 6: In schools learning systems for teachers and leaders are not effective
- 7: Inadequate support for new teachers despite mentoring and professional development requirements
- 8: Differing views of what's important
- 9: Inadequate supply of successful school leaders
- 10: No incentives or even disincentives to teach and stay in highest needs schools
- 11: Inability to complete a RSHOI-recruitment, selection, hiring orientation, and induction in ways that matter
- 12: Salary differences between high and low poverty districts
- 13: Lack of training in how to elicit intrinsic motivation
- 14: Lack of strong leadership that cultivates excellent teachers in urban areas
- 15: The community health and the perception of the quality of that education system will attract excellent educators
- 16: Negative perception of working in high poverty schools/communities
- 17: Negative perception of minority or high poverty at risk students ability to learn and excel
- 18: Accountability systems that disfavor working in high poverty minority settings
- 19: Manpower dissipates in the trenches
- 20: Negative perceptions of behavioral issues scares off top teaching prospects
- 21: Lack of diversity in the field of education - teachers and leadership
- 22: Lack of understanding or desire to understand specific needs and abilities within the population
- 23: Lack of the higher educational institutions producing a stable, high quality product/teachers
- 24: Challenging working conditions lead to high teacher turnover
- 25: Conflicting state funding, requirements and expectations for all public schools

Table 1 List of Barriers

Triggering Question: "What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?"

#: Barrier

-
- 26: Lack of stability in schools with minority and/or high poverty students
 - 27: Funding and facility issues plague low performing schools
 - 28: Failure to adequately prepare teachers for their unique school communities
 - 29: Difficulty in dealing with wide ranges of learners
 - 30: Parent and community pressure against equitable distribution of staff
 - 31: Access to effective communication
 - 32: Insufficient capacity of the system and school leadership to prioritize and differentiate human capital strategies
 - 33: Inadequate hiring timelines in high poverty districts
 - 34: Lower allocation of state resources in high poverty/minority communities to attract excellent teachers
 - 35: District central offices are not structured to support principals in schools....instead focused on mandates
 - 36: Avalanche of legislation and accountability mandates lead many to exit or avoid teaching profession
 - 37: Personality conflicts between teachers, students, and parents
 - 38: Insufficient supply of teachers, inexperienced or otherwise, in high needs schools
 - 39: Chasing the standard of equity as equitable
 - 40: Pressure to show student growth on state tests rather than teach applicable life skills
 - 41: The movement and opportunity for teachers in specific classrooms in schools are hindered by contracts
 - 42: Ineffective long term strategies in low achieving school systems perpetuates teacher inequality
 - 43: Lack of funding to support and provide access to high quality sustainable professional development and mentoring programs
 - 44: Twin negative narrative about teachers and high poverty/minority areas
 - 45: Politics driving education
 - 46: Lack of culturally proficient training opportunities leave educators illprepared to infuse equity in education
 - 47: New teachers are often assigned the more challenging workloads
 - 48: Lack of standardized geographic distribution of excellent teachers
 - 49: Schools are expected to turn all teachers into excellent?, retain them no matter what the location
 - 50: Unstable budgeting and hiring projections lead to layoff and rehire cycles that disincentivise teacher retention
 - 51: The inability of the education system to understand the customer base - adult centered schools vs student centered

Table 1 List of Barriers

Triggering Question: "What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?"

#: Barrier

environments

52: Lack of representation of families from minority/high poverty communities

53: Teaching profession not valued by public

54: Inflexible leadership within the school and within the system

55: The vilification of minority student behavior as it relates to their ability to learn

56: Not enough actionable human capital data available

57: Negative perception of teaching as a career choice limits inflow of talented teaching candidates

58: Erosion of morale within teaching profession

59: State professional learning and recertification policies drive educators to engage in adult learning experiences that do not lead to improved practice

60: A lack of consensus as to what constitutes an excellent educator-the balancing between content expertise and the affective side of education

61: Lack of creative ways to retain and recognize 'good' teachers

62: Potential lack of clarity about the roles and responsibilities of a teacher during recruitment and training vs the reality of what they're taking on

63: The ongoing deeply persistent presence of systemic racism and classicism

64: Lack of common vision of entities (higher education, MDE, ISDs) with actionable steps for coordination and improvement

65: Too many school systems that compete for students rather than come together to build knowledge around improving practice

66: Market based policies plus low expectations for minority students equal reduced opportunities for students to learn

67: Mismatch at higher ed to develop and place excellent student teachers with excellent classroom teachers for practicum

68: Overutilization of teaching staff in high poverty/minority schools

69: A backloaded compensation model

70: Lack of policies that encourage schools to examine student discipline statistics that show the disproportional targeting of minority and high poverty students

71: The lack of vision regarding the criteria for an excellent school district in the state of Michigan

72: Impatience for good outcome undermines work toward deep learning

73: Failure being an option

74: Educators at high risk for poverty and the psycho-social risk factors that follow

Table 1 List of Barriers

Triggering Question: *"What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?"*

#: Barrier

- 75: After school and summer learning programs either don't exist or are not high quality
- 76: The existence of the zero tolerance level around discipline
- 77: The lack of use of data to inform decisions at the state department level on teacher excellence
- 78: The lack of social supports for teachers and principals in their schools
- 79: Resistance by higher education to change traditional educator preparation models
- 80: Our inability to reward teachers for things that really do matter on how advancing
- 81: Differing views of the use of technology in teaching and learning
- 82: Lack of grow your own strategies to identify young talent

MDE Equity Plan - Root Cause Analysis
Table 2: Barrier Clarification

1. Lack of successful examples in urban schools on how to distribute excellent teachers to breach equity gaps.

It's pretty self-explanatory. I've been thinking about this issue a lot in trying to look for places where it's been done in the political context and just have not been able to find any that have been sustainable. I know Montgomery county tried to do this a while ago but once the superintendent leaves then it kind of dissipates. And I just haven't seen anywhere where sort of a state has embraced this as a way of working. And without examples it's hard to get the buy in that you need in order to make it happen.

2. Understanding of culture.

I just want to make sure that in my comments during the day I don't intend to offend anybody by my comments so if you are offended by what I say it was not intentional. Just a lack of understanding. The understanding of culture. When you're looking at it from the educational environment Michigan is quickly becoming a melting pot and it's getting wider and there's a lot of misunderstanding of the different cultures. You look at some folks don't look you in the eye when they talk. So the impression might be they're not listening or paying attention. Others may not shake hands. Just all these different differences. And I think they impact the unconscious bias that we all have but yet we may not all recognize. Every one of us in this room and I truly mean every one of us have a bias against something. And we just don't always recognize it and it does impact how we interact with people. So I think the more we can do to get a better understanding of the various cultures that are coming to this state the better the learning environment will be, the better the teachers will be and the more effective the communication will be and the better prepared the student will be when they leave school. It's a big definition of a short barrier.

3. Inadequate preparation of teachers for specific needs and context for teaching in specific environments.

Just highlighting the sort of general approach of teacher education. Certainly in the state but across the country where it's just not focused on really targeting training for beginning teachers for a specific environment. Really understanding the population with whom they might teach, specific strategies or even curriculum or issues that play. So really thinking about a tighter connection of communication and planning between higher ed or preparation providers in the context within which they're going to serve. I think it leaves a lot of new teachers really struggling and feeling quite unsuccessful in their first years of teaching.

4. Problems with teacher retention.

I left this pretty broad and I think some of the issues I was trying to get at with this headline was the lack of support. Sometimes that causes teachers to leave unstable working conditions. Salary can also play into this. And the lack of promotion maybe not in the typical sense but the ability to move in a higher position if you have the talent or experience to lead inexperienced teachers. Those systems don't seem to be in place. And also this ties into probably the evaluation systems as well, our inability to sometimes identify those high performing teachers who can also lead novice and inexperienced teachers to become more rigorous educators. So an umbrella.

MDE Equity Plan - Root Cause Analysis
Table 2: Barrier Clarification

5. The consequence of more experienced teachers equals more power to choose low poverty/low minority students.

My thought on this is within the system I was trying to think within a school system or district why would we see the most experienced educators move toward gifted and talented programs. Why would they not stay with the students that even within that district or school needed them the most? And so I think that's something I think still maybe exists in some school districts where you get some power within the system. Once you gain experience or education levels or what have you to then choose not what logically you think wouldn't make the most sense but what the adults in the system would do because they have the power then. The system gives them the power to make choices versus what the students who have the greatest need have the needs for.

6. In schools learning systems for teachers and leaders are not effective.

For this one when I was -- I defined learning systems as strong professional learning exists in the schools and it exists for both the teachers and the leaders. So we know that in high functioning systems in this country and beyond they spend time and resources focused on the learning for those who are in the systems and we also know this is true for noneducation entities as well. The districts of longbeach all the districts have invested time in effective professional learning. What's unfortunate though is even in states like Michigan and others that have actually adopted standards for professional learning you wouldn't know that when you go into schools because you see some of the most awful learning for teachers and leaders just not paying attention to what the research says is good for adult learning. So all the things that have been mentioned around the table about what educators need to learn around cultural competence and around all these other issues they can't because their learning systems are inadequate.

7. Inadequate support for new teachers despite mentoring and professional development requirements.

In putting this up I can't help but think about the vast percentage of people who leave the profession within the first couple of years and go to something often unrelated to education at all. And so we know that the intention with new teacher induction mentoring was to provide that support but I don't think in reality that happens and I believe there are ways to make that happen to provide a strong mentor and provide the right kind of professional development in those first years to get them through those first tough couple of cycles where you question yourself and that's where the most growth occurs and I think whether you're urban, rural, high poverty, low poverty, that's a critical element.

8. Differing views of what's important.

Many of our districts experience lots and lots of poverty within the community. I know we have free lunches, we have free breakfast and some of us are sending free snacks, you know, home after school. But we don't take into consideration that home life. We don't take into consideration the experiences of the children, some of them, that they have had between the time they left us and the time they see us the next morning and it's important I think for us to get to know the student before we can teach the student.

MDE Equity Plan - Root Cause Analysis
Table 2: Barrier Clarification

9. Inadequate supply of successful school leaders.

This one is more of a systems piece as opposed to a job at leaders. This is we see turn over in leadership especially in high poverty minority areas so this one is more about what it takes to get the leaders to the right places. And for all of us as a field to define what it means to be successful.

10. No incentives or even disincentives to teach and stay in highest needs schools.

So the majority of teachers that I work with in my experience are new teachers. The vast majority of them are very committed to their students and to working specifically in high poverty districts. And also over time many of them do become very effective as new teachers and are on a pathway to becoming great teachers overall. But so many things that are not about students and families and communities make it difficult for them over time to make the choice to stay. And I'm thinking certainly of salary but also just of a real instability in the system as it relates to changes of leadership at all levels, unstable student movement and student enrollment and all those things that make, you know, potentially staying in that school and at that community seem unsustainable and make it seem sort of very realistic to even if you're going to stay in teaching move to an environment that's more stable.

11. Inability to complete RSHOI-recruitment, selection, hiring, orientation, and induction in ways that matter.

So the system is made up of people and most jobs in the system people get jobs because they know someone in the system that said the system then recruits, selects, hires, orients and inducts people who are easily enculture rated into the system rather than those that would buck against the system. And unless there's intentionality around the recruitment selection, hiring orientation and induction the system remains the way it is. I used the example of if you want to change the way you think the problem with that is you have to use your mind to change your mind. If the system wants to change the problem is that the system has to change itself.

12. Salary differences between high and low poverty districts.

My playground or sandbox is large data sets. So that's what I did last week was put together the data sets that we're talking about. And the salary is the one, the variable that did stick out the largest. One of the big issues is how you want to look at charter schools and how that's going to impact all the data we're talking about. So that's kind of the reason I mentioned that. It seems pretty self explanatory I think.

13. Lack of training in how to elicit intrinsic motivation.

I'll talk a little about my background again. I'm a first year teacher and it is at a very small had school with very high poverty 3 or 4 generations of it. And so my barrier was lack of training in how to elicit intrinsic motivation because that's one of the most difficult things I go through every day is spending all this time trying to figure how to get them to listen, get them to care and how to want to learn and how to want to do well. And they just don't. So I feel like if I had more training, more skills in this this could go to preserves, professional development, something like that I would feel much more confident and love my job a little more. I still love my job but, um, you know it would definitely motivate me to stay if I felt more skilled in how to get these kids that just don't care about college because their parents never went to college and they don't care about education and all that.

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14. Lack of strong leadership that cultivates excellent teachers in urban areas.

First of all there's a strong focus on the importance of leadership in schools and having a pipeline that schools have access to for strong leaders and what I mean by strong leaders I know somebody mentioned that needs to be defined as well is really looking at leadership that builds a culture of excellence and expectations but then also not looking at professional development as sessions but as an ongoing building of teachers and truly developing them and also not evaluations as one time, two times during the year but an ongoing.

15. The community health and the perception of the quality of that education system will attract excellent educators.

As I was saying before around the community health and perception of that institution when you think about attracting new hires when we think about it from a company perspective the health of a company or the attractiveness of the company tends to then attract those higher potential type of individuals. The other thing I was thinking about when I was thinking about community health is that those families that have the means to move out of an environment because they aren't getting what they think they need in an education for their children they leave and it tends to be then who's left behind and that's not attractive to families to come in and it's not attractive for educators to go there either. So it's kind of continuing the cycle. As I think about it from a company perspective the health of a company, if a company is on the verge of bankruptcy generally the high talent leaves. Right? And they go to another industry. And lastly I think from a work force planning perspective the generation that's coming outright now the millennial generation tends to move jobs. They don't have that loyalty that many of us had when we started in the industry or in the education industry. So they tend to move every 2 to 3 years because that's what they do. So unless you incentivize them and attract them they won't stay.

16. Negative perception of working in high poverty schools/communities.

So a loaded statement and this goes to the perception of working in particularly high poverty schools but high minority as well. The challenges of moving into a school that's high poverty whether it's bias or not understanding culture or the challenges that may be working in those schools and feeling as a teacher do you have the tool set to go into those schools and be effective in a environment where we're being measured but I asked the/community be on there adding to the comment it's not just within the brick and mortar it's actually the perception of being in that community. There could be bias, not understanding, not seeing how as an individual you fit into that so negative perception that many folks have unfortunately.

17. Negative perception of minority or high poverty at risk student's ability to learn and excel.

I guess what I was trying to get at was many times people have a perception that students or kids or families from -- that are in high poverty situations or minority communities don't have that desire to want to go to college. You know if their parents don't come to parent teacher conferences that they're not interested in their kid's learning. And really what it could be is that they've got 2 or 3 jobs trying to keep the family going and, you know, a teacher may think that there's no commitment in that family, that the kids can't learn or don't want to learn or don't have access to extra tutoring outside of school. And so why go into that community and give if you don't think you're going to be successful in that community to help kids learn? All parents

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want the best for their kids. All students might not know what the best is because they haven't seen it yet but I believe that intrinsically there is a desire to be successful so it's kind of like those perceptions that are out there of -- that really aren't true but unless you go in and know families personally, you know kids personally, you take the time to understand what they're going through and what's happening in their life that you wouldn't know that we all want the same for our kids. Kids want the same and so it's just those negative perceptions. I hope that makes sense.

18. Accountability systems that disfavor working in high poverty minority settings.

So what I meant by this was in systems where teachers are held accountable for student growth for example or they're measured by high stakes evaluation systems and where high poverty high north students may not show the same growth as quickly in such systems teachers leave because they want to be judged favorably and it's easier in more high achieving systems to be evaluated highly. That works at a lot of levels. Another place where this plays out is the accountability that we have right now for example teacher licensure to the extent that we raise requirements for teacher knowledge just for example in teacher licensure in the state we perhaps inadvertently leave out minority teacher candidates who traditionally have not done as well on those kinds of entry systems. So on a lot of levels the accountability systems which are meant to increase high functioning throughout the system end up having adverse effects for our high poverty minority students and teachers.

>> Are you talking about prehigher assessment in the teachers aren't able to pass so we lose good candidates because they don't test well?

>> Right. Hugely. Yeah.

19. Manpower dissipates in the trenches.

I'm going to say this first and rock the boat because I'm a black girl that rocks. Right? So with me being a black girl that rocks I was educated by strong community parental support systems, teachers, counselors, therapists, the whole 9. With all that manpower dissipating what do we have? So we're sitting here at this roundtable but it's grass roots. We can talk about the alleviation but the community base, the family unit whether it was your neighbor 4 doors down gave me the opportunity to be a black girl that rocks. So with that dissipating situation of in the trenches I'm thinking of the whole 9. It's not just in the educational arena. It's the surrounding units that surround these students that we see every day. I'm a teacher that teaches students with emotional impairments. So with the lack of therapeutic approaches the lack of involvement of community and parents, the lack of great teachers to me that end up being recruited to go into management or administration like me it bothers me. So I'm here to kind of rock the boat.

20. Negative perceptions of behavioral issues scares off top teaching prospects.

So in this statement I probably could have changed out behavior and said school issues but in a lot of school districts there always seems to be that school or a group of schools that teaching candidates within the organization want to stay away from. And the thinking is for the same amount of money and the same amount of resources or even lack of resources in a particular school why should I go and teach in school X in my district that has far more challenges in terms of challenging students, higher degree of students who are on free and reduced lunch or extreme poverty, all of those issues that hit the media all the time, they're

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discussed internally in school districts. So quite honestly when you see those schools within a district or within any organization when the opportunity comes for a teacher to transfer out, an experienced teacher in a lot of cases they take it because there's very few people who just crave that challenge if they perceive that all things being equal the pay is going to be the same and I need more resources for a tougher job but yet I'm not going to have what I need. Why take that headache? I'll go over to this school as soon as an opportunity comes up.

21. Lack of diversity in the field of education - teachers and leadership.

I think mine leads into several other. With the majority, high percentage of teachers in leadership in education are white female coming from a middle class background. So that brings with its own set of background knowledge and experience and maybe a lack of understanding of other backgrounds and experiences.

22. Lack of understanding of understanding or desire to understand specific needs and abilities within the population.

This goes along with the whole conversation of stereotype. Maybe it should actually say lack of understanding or wanting to understand. Because I think it's both. There is an understanding but like was said if there's "an easier opportunity" why would I take the extra headache to learn about the extra challenges? And that whole stereotype that being in a minority dense area or a high poverty area means unsuccessful or more difficult or more challenging. You know it's not always necessarily the case. I can't speak to it personally but I -- it's just when that opportunity arises maybe that general first thought of oh that's just too much for me.

23. Lack of the higher educational institutions producing a stable, high quality product/teachers.

Mine was not just taking a shot of colleges but basically the reason I asked when we first started the educational system what did that mean is that we've got teachers that come out like Katy over here that come out of 4 years or 5 years of college and the thing they get the least of is how to teach. That's the least thing you get. So as schools we get a teacher, a variety of them and we don't get a hold harmless. We get achievement and growth has to take place while these new teachers come in. If you're lucky enough to have experienced teachers which you may have a spattering of them throughout the crew, you're lucky. But my point is that it's like with a car. If you get a car and a whole set of cars are sold and they're all the same type and break down you're going to the manufacturer. We have a system that takes place 5 to 6 years before we get the product and we need to work with the colleges to make sure that we get excellent whatever that means teachers. So we've got a product we can start with and just make them better as we go through. And like I said it wasn't a shot just at colleges. It's the whole system that produces education. So that's what I wanted to make sure that the higher ed people didn't feel I was picking on them or anything like that.

24. Challenging working conditions lead to high teacher turnover.

In short it's really hard work to teach in high minority, high poverty schools. And that's due to a number of challenging working conditions which typically compound one another in these environments from few actual tangible resources to poor physical facilities to a lack of breaks throughout the day, long hours, dysfunction in culture and even those teachers who jump in and embrace that and are really good at it it's really, really hard to sustain. And so we face issues of burnout and just needing to find something that is not that hard every day. I mean not

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to be crass but I had conversations with teachers who are not in the classroom. Gee I miss the classroom but it's nice to go to the bathroom when I need to go to the bathroom. It's little things but they're really big things too.

25. Conflicting state funding, requirements, and expectations for all public schools.

It should be for all public schools. When I look at that I look at it from the stand point that I was traditional. Now I work with the public school academies unit and I understand that there is -- we call them all traditional schools but the requirements we as a state place to them are different. There's different salary structures, they're different incentives, there's different Title I pay, there's different funding, there's a different retirement system. So if you're a teacher in a public school academy you might not be part of the retirement system and as a teacher they want that. They strive for that a lot of times so they might go into a charter school and you have an excellent teacher, a wonderful teacher and within 2 years they're shopping, they're looking for a different district. They've put in their time, they've done their dues and they move on. So how do we look at incentivizing or having those universal expectations for all public schools so that they're all meeting the needs of our challenging rewarding students.

26. Lack in stability in schools with minority and or high poverty students.

Mine was basically about how the lack of stability is not just coming from teacher turn over but it's also coming from higher up with administration frequently turning over, with schools frequently shutting down, being taken over by other different charters and just I guess the way schools are being run kind of like businesses and if the system is failing rather than allocating more resources to that system it's kind of just getting shut down and replaced and shut down and replaced. So that's kind of what this was getting at.

27. Funding and facility issues plague low performing schools.

Back to funding a little bit. It doesn't necessarily state funding. It could be but I was just looking at funding in the terms of how funds are allocated in a district or in a building in terms of looking at that part of it and facility issues I have been in districts that have poorer facilities and districts that have nicer facilities and a lot of it has to do with the ability of the community to support building projects which isn't always the same in different places and if you look at those two things I think that has a negative effect on teachers who may be willing to stay in places.

28. Failure to adequately prepare teachers for their unique school communities.

In my brief time in the education world I've definitely had my eyes opened to different things and biases exposed and this barrier has been touched on by other people but I think it's important for teachers to understand the school they're working within the context of the surrounding community and, you know, identify like was said barriers between a personal relationship with students and those biases that can affect that.

29. Difficulty in dealing with wide ranges of learners.

So there's a wide range of learners in minority and or high poverty school buildings or districts and that wide range of learner creates many challenges and can be frustrating for a too much teacher and the school may not provide adequate support to deal with those wide range of learners. (Take out too much).

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30. Parent and community pressure against equitable distribution of staff.

Well I've been in school administration for a long time and there are a lot of things that we know we should do are great until we actually have to do them. And that's what this is all about. Things are great as long as they don't affect me or my particular school or community and school systems haven't quite figured out how to counter or how to deal with that pressure or how to create an environment where they can stand up against that pressure and eliminate some of these equitable gaps.

Typically the pressure surprisingly comes from all parts. So parents in high performing schools don't want to lose their teachers and surprisingly enough a lot of parents in low performing schools with low performing staff don't want to lose their particular teacher regardless of whether you can show that they're not being effective. People don't tend to like change. They don't like allocation resources and they push back like crazy. And so you see it in the education -- try to transfer a coach. But, you know, it's just that kind of environment still is very strong at least in traditional schools. I haven't worked in charter schools.

31. Access to effective communication.

In my work communication has been critical. My first career was state police. My second career was a tribal leader for a native American tribe in northern Michigan now I'm in civil rights. When you find difficulties my experience has been it all boils down to communication. So when you look at the different cultures, the diversity of this state, the classroom I think there's a lack of access in many cases where we're having difficulty to effective communication. And people will look at effective communication from different perspectives. Is that the teacher making the decision on what's effective communication or is it the student? And I'll identify one and one comment I would have Jeff is I'm not clear on the definition of minority. Are we talking race or other issues? You don't have to answer that I will point that out as part of my comment. I will look at the deaf or the hard-of-hearing student or the deaf-blind student. Who makes a determination on what's effective communication for that student? We are pushing the student through the system outside the school, they're aging out then they become a customer of the state and not a person who is helping the state get better. So I would hope that -- my point here was access to effective communication we really evaluate, you know, how we're communicating with that student be it deaf, hard-of-hearing, deaf-blind, student from a different culture, the diversity. You know if you're not communicating to the point where a student can learn, you know, we're basically wasting time and pushing them through the system. That's where I came from on that comment.

32. Insufficient capacity of the system and school leadership to prioritize and differentiate human capital strategies.

So this I think we've heard this in different iterations across the conversation but thinking about central office's role or in school leaders. I think I have in my experience found them both to not really prioritize. Thinking about human capital in a strategic way so in the context of time lines, in the context of really know who your best performers are and how to support them. There are lots of competing pressures. Certainly at a central office context, particularly around compliance. Most schools charter and districts that I work with are really focused on equity and thinking about not getting sued more so than whether or not they're getting the top talent and whether or not they're keeping the right talent. So the incentive structures are really about compliance not optimization which also points to the idea of differentiation. So in education and

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likely different than some of the other colleagues who are here in thinking about this in the private sector there is this incredible focus on treating everyone the same when the reality is people's contributions are not the same, their needs are not the same. We as a system know how to do this for kids in terms of differentiating instruction. In the system I find a resistance about differentiating adults in the system and how to potentially pay differently or offer different roles and really be -- the system is just not -- one it's not designed to encourage that but I also don't think people in many of those leadership roles know how to do that. I just don't think they have that capacity as well.

33. Inadequate hiring timelines in high poverty districts.

So again with this this comes in two times I guess in two ways with equity at the teacher level or at the student level. At the teacher level with the budgeting practices the way they are unstable usually in high poverty districts the pool is usually dwindled by the time those schools have a chance to get the most effective or experienced teachers, leaving them with inexperienced teachers. So at the teacher level that's an issue and I think this was spoken to in one of the next barriers that it can lead to retention issues and de incentivizing those teachers that want to be part of that system. So that got to this a little bit as well as the student level. If we don't know what staff we're having in a building in a timely manner then you cannot allocate your better teachers to your point, allocate those teachers properly for the most struggling classrooms or challenging classrooms. So ultimately that's impacting those students.

34. Lower allocation of state resources in high poverty/minority communities to attract excellent teachers.

Proposal A I think helps somewhat level the playing field for rural school districts, maybe some of the urbans versus the wealthy kind of property tax rich areas of the state. Didn't totally fix it. I come from a rural school district south of Lansing so it did help us quite a bit in our per pupil funds from the state but in fact if we wanted to incentivize resources where it was really needed we wouldn't let them say we need extra. That's what's in place throughout the state. We have the haves in Michigan or across the country who really don't necessarily want the have notes to get the resources. Anyway that's my take on it. So if we really want to solve the problem we need to start in the beginning and track the excellent educators like a business and incentivize retaining and attracting those resources that would help solve the problem.

35. District central offices are not structured to support principals in schools... instead focused on mandates.

So it's similar in some ways to 32 with the focus on central office. Jokingly in districts people often say when you leave your school and take a position in central office you've gone to the dark side because no one really knows what happens up there. It's just this kind of place where mandates come from. Moving to the central office is sometimes considered the new dark side. Central offices particularly in districts where they get large and get more complex you have all these departments that are focused on whatever their issues happens to be and sometimes or often times these departments then are the ones who are responsible for requesting things from principals and they come down in the form of mandates. The research out there shows when a professional learning system in a school requires expertise from outside the system or from outside the school it's the hope that the central office will be the first place they may turn because that's where that expertise might reside. So thinking about ways

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to develop the capacity and to restructure central office in a way that they support and not just mandate.

36. Avalanche of legislation and accountability mandates lead many to exit or avoid teaching profession.

Clarifying this probably I don't have to go too far to have you understand that. But people go into education to impact student learning. They go because the light bulb went off for them. They love the feeling and want to work with children and over the couple of years whether that's been region ally, statewide or federally the avalanche is drowning educators and removing them from what they want to do so much. And I think we have to slow that down and get back to the idea of the teaching and learning and stop changing course so quickly and that frustrates them. It's difficult to meet conflicting demands. And it's not just the legislation and accountability it's the amount of red tape that you have to go through and you can easily see how I can get from here to Tom but I can't use Title I to do this because it involves this. I have to document evidence. That sort of thing. So enough said.

37. Personality conflicts between teachers, students, and parents.

We all know what conflicts exist. Sometimes before the second day of school. The conflict could be obvious and it may not be obvious but it depends I think on the values we have as partners with families. Conflict sometimes is generational and conflict sometimes appears just because of who I am and just because who I look like or what I look like. A conflict will just ride up and you shut me right out and I think we have to be aware that that happens before we can do anything about it.

38. Insufficient supply of teachers, inexperienced or otherwise, in high needs schools.

In the work that I do in Detroit one of my primary functions is to connect with school leaders, hiring managers, HR directors to help find them teacher candidates to interview from our program and one of the biggest barriers that -- across the board they're facing is just a pure lack of teachers in the city. And so I think when I was reflecting upon coming to this conversation I was having a hard time thinking about experience or qualifications because those things certainly matter but I think even before then whether it's new teachers or experienced teachers there are just a whole lot of vacancies right now in our high needs schools. I had conversations with DPS about a month back about upwards of 100, 150 vacancies. I have charter schools calling me, October, November, December asking if we have teachers available and sort of looking anywhere that they can. And so I think we just have an even more than figuring out who our good teachers are. At a base line we have a major supply problem and talent problem when it comes to specifically working in high needs schools.

39. Chasing the standard of equity as equitable.

So this one ties into my first one. Schools are caught having to chase equity. And there is vertical equity and horizontal equity. Vertical equity would be different strategies for different kinds of students. Horizontal equity would be there being a warm body in front of every kid. So if I'm a school I have to deal with both of those. I have to put a warm body in front of every child and then I have to provide specialized instruction based on the needs of the students. I'm thinking that the schools are not really aware of their need to not chase equity but to find effective teachers who can do what they want to have done for proficient students.

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40. Pressure to show student growth on state tests rather than teach applicable life skills.

Okay pressure to show student growth on state tests. The school I'm at right now is also a priority school and I'm thinking probably a lot of other priority schools are high minority or high poverty schools. So there's even that extra added pressure to show student growth and so I guess it kind of goes back to what a few of you have said about why would you choose a harder job for the same amount of money or whatever. It would be a lot easier to teach a classroom of kids that sit quietly and learn and listen to what you say and try because they are expected to go to college.

41. The movement and opportunity for teachers in specific classrooms in schools are hindered by contracts.

I was thinking of the movement of teachers through a district or school as it relates to the unions (inaudible) flexibility of being able to put a highly talented teacher in areas where they would like. Maybe management doesn't have the opportunity to put teachers where they think they should go in some cases. -- I do think there's a need to make sure that everybody is treated fairly but I also think that some of the rules that the contracts have in place hinder the success of the school.

I'm saying perception again suspect that, you know, if an opening comes up and you have a more highly qualified individual but an individual who has seen a teacher then the students will not get what they need because that teacher maybe doesn't have the best qualification where another teacher may have and you can't put them in that job. (Seniority).

The high potential will always going to be highest potential. That's my personal opinion. The ones in the middle are the ones you have the most success because they will make the best progress. Even though you should work with all. This is my personal opinion. I'm saying I think the middle -- and we think of this in industry. We aren't -- the high potential individual in industry is always going to be high potential. But the leaders tend to focus on the high potentials or the problem. They don't focus on that large part of the bell curve that is if you spent most of your time developing those individuals you're going to see the greatest success.

42. Ineffective long term strategies in low achieving school systems perpetuates teacher inequality.

So this was based around the data that was shown to begin with. Schools that are dealing with this inequity, in particular schools that are low achieving with this inequity are essentially in a reactive mode no matter how much we want to be proactive to the issue that we're dealing with. You're dealing year to year, month to month, week to week just being able to get by. So the statement is really about the ecosystem for long term strategies that potentially builds the system around the teachers and the students. Because we're in an environment that's measured on student achievement and teacher effectiveness. What are the early childhood strategies that help to ensure school readiness? What are the family and community engagement strategies to ensure that we're reaching children not just in the classroom but beyond, engaging their parents, engaging those who are most influence in a child's ability to learn when they come to school. That can be down to things like nutrition, religious belief, whatever it may be then when a student is there they're really to learn. And then that comes

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back to the work force issue when someone is having to make the decision of this is where I want to go particularly low achieving school what other strategies do you have in place to make sure as a teacher I have the skills and tools to be successful and we would all love more money. The answer that always comes up. But what can we do around things that may not be financially driven to give that tool kit to teachers?

43. Lack of funding to support and provide access to high quality sustainable professional development and mentoring programs.

So I realize there's a lack of funding and to set the stage I come from -- I have two focuses. One focus is work with state and federal program directors to provide them support, resources so they can make the right decisions on how they're using their funding to support whether it's students or providing professional development for staff members. The other side of my coin is I'm an authorizer. We authorize 3 charter schools so we have 33 school districts and 110 charters. And so I look at the inequity of funding that's provided to all. I mean we're all losing funding every year but I look at how schools, traditional schools and charters are having to make decisions on whether putting a body in a classroom to support kids or use this funding to support teachers that might need additional professional development to retain them in those schools or to make them excellent teachers. So I guess this was all about lack of funding, we need more funding to do all but there's not enough to give a small charter school enough funding to retain and support professional development for their staff when they're also trying to get a big bang for their buck to support classroom instruction to kids. So it's so much wrapped up in this. I don't know what I'm doing.

44. Twin negative narrative about teachers and high poverty/minority areas.

What I meant by this is that there's a surprising amount of deficit talk about teachers in the public right now. A lot of the policy initiatives are linked to getting bad teachers out. You hear that talked about all the time. So why are we doing teacher evaluation? Why are we doing all this testing? So one version of that is to improve instruction but another very prominent version of that is to weed bad teachers out and the amount of talk about bad teachers is really disproportionate to the number of bad teachers that are in the system. It's not so say that there aren't any but it's surprising how much that is talked about. And I think that doesn't help recruit really good people into the profession. And that's coupled with the really negative imagery and talk about life in high poverty and minority settings. So I think we really are constrained in attracting people to a profession that's subject to a huge amount of negative publicity in areas that are subject to a huge amount of negative publicity and I think together we have sort of Bermuda triangle that makes it very hard to bring high quality people to work in those areas and stay there and be respected and take their work seriously.

45. Politics driving education.

That's pretty broad isn't it? Okay so when I was thinking of politics driving education to me I think of legislation. The majority rules instead of having a plethora, a diverse understanding of what political machine is going to drive education. So with all the changes whether it's community based changes and parents not getting certain funding for variations of things if they're low income it drives how education is moved in your environment. Years ago when we were probably growing up education wasn't the driving force on how my teacher taught me. So currently if you got a certain legislator in office who puts out a bill it usually moves fast and it makes the decision on how we're going to fund, support or educate our students. So when I

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look at this I look at where is our diversity sitting in Lansing, sitting in DC to kind of drive how we want to hit home on being in the trenches and the forefront of those particular students we service.

46. Lack of culturally proficient training opportunities leave educators ill prepared to infuse equity in education.

So with this one we have a lot of -- a lot of our challenges are in the urban area and a lot of times there's sometimes a perception whether it's good or bad that we lack -- it's not a perception. We don't have a lot of minority teaching candidates that's reflective of the students that they're going to serve when we send them to a lot of urban centers or low income areas. But even in that sense sometimes you might have a person who is a minority and they still might not be culturally in tune with the challenges that the students face. So for example if you are a minority student and you came from a household that was largely middle income, you went to college, you did all this stuff, you apply for that job and the perception is well you're African American candidate and this is largely an African American school so you will do a great job. In reverse that's used against nonminority candidates. Maybe you're not quite what we need for this particular position and the reality is if they don't understand the importance of making those personal connections with the kids and with the families and really getting to understand those factors that impact that kid prior to them showing up in that classroom or what's going on at home, we go back to Maslow's hierarchy of needs. We're sending a lot of teachers in that don't have that cultural proficiency naturally innate in them. They're coming out of colleges not giving that to them and they're going into a system for lack of many reasons, resources primarily they don't have access or provided ongoing relevant cultural competencies or cultural proficient professional development opportunities to help them stay in a place and be successful.

47. New teachers are often assigned the more challenging workloads.

I think this plays into a lot of things people have said as far as mentor support. I do not know why but in my experience we always seem to give new teachers the most challenging work loads, the most challenging assignments. They're split between buildings or they have the more challenging students even though we're not supposed to be tracking them all but they all seem high numbers of IEPs in one room and challenging behaviors in one room and more experienced teachers will choose to go somewhere else or take a different assignment. So we often -- new teachers are still trying to get their bearings and figure things out then we give them assignments that veteran teachers would probably struggle with to be successful at. So they tend to burnout quickly.

48. Lack of standardized geographic distribution of excellent teachers.

So this kind of goes along with what a lot of people have said but in a different way. So those areas that have the higher populations of minority and or poverty some of you had said typically are those with more vacancies. So there's not -- I mean I don't know how else to really describe it. There's a lack of geographic distribution for those "excellent teachers" because those are the same areas that have the more challenging students and therefore more vacancies. I don't know how else to -- I think it's pretty clear.

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49. Schools are expected to turn all teachers into excellent?, retain them no matter what the location.

I guess I'm being a little facetious with this but basically when you get your staff they all have to become excellent teachers eventually regardless. The state is taking out the but wait a minute you can't do that anymore. And the fact is that I've been approached and say well if you're expecting all the students to achieve don't you expect all your teachers to achieve. So it kind of raises interesting questions as to with the different localities of the schools and that, are all the teachers truly expected to turn into excellent teachers?

The locations means whether it be inner city, rural, small, big.

50. Unstable budgeting and hiring projections lead to layoff and rehire cycles that disincentivise teacher retention.

So in a system where schools foundation funding is based on the number of students in the classroom, in the building, in the district and in an environment where our high poverty high minority schools are especially hit hard by instability and student populations whether it's families are actually moving out of these communities or they're excising choice options. It's very difficult for districts to predict how much money they're going to have and how many teachers they're going to need. So we see and we hear about in districts notices, recalls, just very unstable environment for a teacher or any professional really to continue to persevere not knowing what's going to happen from year to year in terms of their job being there or not.

51. The inability of education systems to understand the customer base-We have adult centered schools versus student centered environments.

With this I look at we do a lot of status quo. I think it was talked about at the central office. It's that status quo. Once we're there we've arrived and we don't really want to rattle or shake things up and we sometimes forget that the customer base is educating students and how do we look at what's the best for the students? We look at what's best for the building or the system or higher ed or whatever the system is we stay in that adult centered area versus looking at that student centered environment.

52. Lack of representation of families from minority/high poverty communities.

So I've been thinking a lot about this one I guess and I'm not entirely sure if I have it down the way I can explain it but I was kind of looking at the -- like thinking about the disconnect between the school system that is we have in place in the communities that they serve and how we have a lack of advocacy for the families that are there. Like we tend to look at just the students and we don't always connect with the families and where they're coming from whether it be whether they have a lot of jobs and it's not easy for them to come in, whether we have students who come from families who don't speak English. It seems to be that there's not a lot of communication going on between those two structures.

53. Teaching profession not valued by public.

This is as I was listening to everyone I couldn't see who had number 45 but I couldn't agree with you more on politics driving education because I think in my experience the families that you have that are involved in education whether they're children mostly are there have faith in the school and understand the difficult job we have. The farther away the members of the public get away from having that direct experience I think is where -- whether it's politics or

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whether it's people in the community that don't have children in the schools, I think that that's what I'm talking about in terms of valuing the teaching profession.

54. Inflexible leadership within the school and within the system.

So another barrier that I identified is the inflexible know flexibility within the school or within the system (inflexible). To support the things that need to be done, support the teachers to help them become excellent. Sort of like other comments that had been made about you reach a certain level, you put in a number of years and you think that you know it all. And as leadership needs to be open and creative and welcoming and engaging with everyone so that you're constantly changing to meet the needs of your students in your building.

55. The vilification of minority students behavior as it relates to their ability to learn.

I think this gentlemen got to what I was talking about in terms of the suspension behavior and how it affects whether "excellent teachers "want to come into the school and I've heard from a lot of new teachers that their inability to really understand and deal with the behavior in a positive way challenges them and does not -- and makes them rethink their own decisions about the profession.

56. Not enough actionable human capital data available.

Again I think somebody else touched on this as well but I don't think we have enough -- schools and districts don't actually capture really good information about sort of distribution of teachers, trends on teachers, holding principals accountable for what's happening around human capital, challenges in their building. We talk about turn over but some turn over is good turn over so we explain it away. We also don't have good benchmarking data so it's hard for me as a school lead are or as a district to tell if my -- if sort of what's happening in my building is typical, atypical. Communities aren't able to hold accountable around that and it sort of flows up to the state as well. So we just -- we haven't made a priority to really track information about human capital in a way that can inform productive decisions.

57. Negative perception of teaching as a career choice limits inflow of talented teaching candidates.

My thought around this one is a little about what was talked basketball and the other folks touched on but also about the logical choices we make about careers in this country especially. And monetary rewards, you know, what you think of as an educator what kind of rewards you're going to get with salary versus pension versus health care, time off in the summer, matching your child's schedule. Those kind of benefits that teachers thought about -- one of the things they thought about. And that it limits that pipeline of the best and the brightest in our society to actually come into the teaching profession because of somebody's perception either from accountability or the negative things to what's my income going to look like through my career. And so we don't have that pipeline filled with maybe as many of the best and brightest as we would like.

58. Erosion of morale within the teaching profession.

So I'm unpacking? So I think it goes back to number 53 and it's the devaluing of educators which I believe is part of what leads to the erosion of the morale of educators and those in the teaching profession. These are educators interfaced within these minority and high poverty area they are interface with children who experience a lots of different issues. So I think it also

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can relate to the secondary trauma that they may experience from having to deal with the issues of their children. And I think it plays out in, you know, anything from lack of -- also I think it relates to the pay of educators and how our educators have had to really take some cuts in their pay. So I mean I think it plays out in many ways that contribute to the inequitable access to excellent teachers.

59. State professional learning and recertification policies drives education to engage in adult learning experiences that do not lead to improve practice.

So I don't know finance this is the case in Michigan but it's certainly the case in a lot of states. So the state has an opportunity to reengage with teachers often times when they're going through their recertification or the re-licensure process and often times in order to get your license renewed you have to engage in X number of hours of professional learning. And often in those states that do this it's about seat time F I get X number of hours the hours don't necessarily have to connect to anything my students need or I need as an educator I just need to chalk off X number of hours. So we know often times going to the external workshops and those things they don't necessarily result in change in practice back in my classroom and certainly don't connect back to the kinds of learning that I need in order to support what my students need. So it's really about the realigning of policy at the state level to drive people to engage in the kind of professional learning often that involves a learning team, a grade level team, teachers working together collectively to share their knowledge at the grade level. Those kinds of experiences really do change practice, observing a colleague, et cetera. But the state system doesn't have a system to count those hours focused on that type of learning.

60. A lack of consensus as to what constitute as an excellent educator-balancing between content expertise and the affective side of education.

In a system that's so focused on student growth based on academic achievement there's sometimes a lack of understanding that perhaps the most valuable excellent teacher will be the one who cannot for that year demonstrate rapid academic growth but has caused that student to feel safe, trusted, believed in and supported and launches a series of years of growth to follow. And there really isn't a way to look at that definition of excellence right now.

61. Lack of creative ways to retain and recognize "good" teachers.

My intentions of this is most of us that or most of our staff that are "good teachers" they are rewarded by giving them an administrative type of job, making them -- we call them the downtown administrators versus the local administrators. But there should be more creative ways to retain the "good teachers" in their buildings and one of the creative ways is to reward monetary. That always excites us. And secondly to use them as mentors in the building. My colleague to the right said give them a day off once a week so they can mentor the teachers that are within that building. I would do that but I would also build something else personal in there for them always and if we reward them that way we're qualifying as good can be shared with many of the other teachers within that building.

62. Potential lack of clarity about the roles and responsibilities of a teacher during recruitment and training versus the reality of what they're taking on.

So I have a lot of thoughts that I'm trying to put together that go under this one but where I'm at right now is thinking a lot about what some folks mentioned before which is this idea that -- so one, the majority of our teaching population is middle class and white and we're trying to prove

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effective educators in low income and high minority communities and when -- and because many of those teachers are middle class and white and because teaching is a profession where having gone through it for so long you have a deep picture of what it looks like based on your own lived experience and then for whatever reason because it's where the jobs are because inexperienced teachers with more -- rather teachers with more experience have the jobs in those communities that are sort of what you're most accustomed to you end up teaching in a community that looks very different in your definition of what it means to be a teacher and what your role is really disrupted and widened at that time and you're not necessarily prepared for that. And I think that that leads to a lot of sort of dissatisfaction and lack of retention in those communities.

63. The ongoing deeply persistent presence of systemic racism and classism.

I think this is pretty self explanatory.

64. Lack of common vision of entities (higher education, MDE, ISDs) with actionable steps for coordination and improvement.

So this really leads -- it's a cause of governance structure issue in Michigan. We're unique where higher ed is autonomous from the rest of the educational landscape and I would not want to take away that autonomy because I believe we need to promote and also respect and preserve that autonomy of higher education but we can still do a better job of having a common vision and coordination between all involved. So that's really where this comes from is I think we can work within the system that exists but also have actionable steps.

>> I was curious about that role the ISDs. Do you think there is a current common view across the state or should -- do you think there is around the role of the ISD or should there be if it doesn't exist?

>> Yes that you're saying there should be and it would be then coordinated?

>> Yes.

>> Just for clarification would this also include the policy side, the legislature as one of these entities at the table or just the -- just the educational entities? Would you include the government as being part of one of the missing pieces here.

>> I think we have a common vision of the entities that are actually implementing. I think the legislature would have a better idea where to go but instead it's the opposite of the right? They're leading what these entities are kind of charged with doing or whatever. So I think if there was a common vision actionable steps that would help create a better environment overall that would include the legislature.

65. Too many school systems that compete for students rather than come together to build knowledge around improving practice.

So I'm talking about the Detroit context. John how relevant this is to other places. Educating high poverty children of color is really hard and complex work. I don't think that -- I don't think we have sufficient capacity to spread out among competing systems to everybody figure it out for themselves and offer this -- what we have right now feels like the wild West where everybody kind of strikes out on their own and says let me figure this out and through competition I will somehow rise above everybody else and offer a great solution. I think the problem is too complex for that frankly. I think it's something we all need to put our heads together around and have the very, very best thinkers at least in Detroit I'm speaking. I don't

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know if this is true at all for the rest of the state. We need to come together and say what do we know. The best people around in the city need to come together and say these are the core practices that help children in this city learn and that takes a combined joint effort. I know Americans have an allergy to single centralized systems but the current model where everybody is competing basically for students, they're just trying to get students in seats is draining our capacity to know something and do something well. And I feel helpless in the current policy environment to overcome that. But I would say it's a major contributor to why we are unable to meet the kids in our city.

>> I think this is an excellent point. I think we're pointing out here school systems when I think this goes -- I think it goes higher than that. It's government systems. We have a board of -- a department where we've just recently had the governor to remove, you know, a whole department over to the department of technology management and budget. So I mean I think it goes a little bit higher than the school systems.

>> Yeah I played for a long time with like what words am I going to put in that spot. So you're right. Like what do we mean as educational entities. Like what is it? But there's something here and maybe at the core is this notion that competition having lots of players out there sort of fighting for each other -- with each other around kids will somehow produce good work

66. Market based policies plus low expectations for minority students equal reduced opportunities for students to learn.

So I think -- I tried to pick up on things I believe but I'm hearing in other places. So when I talk about market based policies it's really some of those legislative decisions that's coming down that produce this environment of schools of choice to which we see -- I think the last couple articles I read Michigan has like the highest percent of for profit schools in the country. So you have this high degree of choice if you will or competition that's starting to destabilize the traditional school concept. And at the same time you have this real lack of clarity around what an adequate education is or what the priority is. So, you know, if corporate America says we need more people in the stem profession then stem schools pop up -- is the new rage. Every couple years there's a new rage or focus in education and no one is really investing in what is a good adequate form of education for our kids. And then a real lack of -- over dramatized focus on the outcome. So we want to see what the test scores is. If we give you X amount of dollars by the middle of next week we want to see that raise student achievement by X percent. When I say market based policies I'm really talking about that kind of being a driver. Then when I go to low expectations it's really about practices that continue to perpetuate and create systems of over and under representation for minority students, over identified for special education because maybe we don't understand them in a lot of different contexts. Under representation of minority students in other areas that enhance their opportunity to learn. AP courses making their way through high schools successfully, getting into college, all of those things are a part of that. So it just kind of produces this mentality that why invest a lot in these areas if your return is going to be low? And I think that's part of a racial construct that was brought up earlier. It's persistent and has been persistent in America and just played out in different ways. So when you put the market based policies together with the low expectation for minority achievement you get reduced opportunities for teachers to learn or for students to learn because your teachers are constantly destabilized. They're moving. The expectation is changed. They don't have the resources they need. All of those things play a part of that. Sorry it was long.

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67. Mismatch of higher ed to develop and place excellent student teaches with excellent classroom teachers for practicum.

So when I think about this I think about when I war more hat as a principal and I wore my hat as a teacher and the placement of student teachers, the higher higher eds are they reviewing and interviewing the teachers that they'll be placing these perspective teachers in? Are they evaluating and looking at the evaluations of these teachers or are we creating a cycle where ineffective teachers are teachers that don't have the skill necessary or have classroom managements are given a student teacher to have an extra body to help manage them versus learning from the best and brightest? So we're creating a system where the student teacher's coming into your buildings, they've learned what they observed. So they're not practicing the best practices because they weren't exposed to them. So how do we look at that match for teacher placement with the best classroom environment? Because we might have great urban educators coming up. If we gave them classrooms that had and emphasized the best urban educators that they see.

68. Pressure to maximize teacher efficacy in high poverty/minority schools.

So I'm not sure if I like the wording on this one but basically what I was thinking about is how the lack of resources in schools has resulted in teachers doing more than just teaching. Like an increased pressure for all teachers to be leaders in different areas, to be coaching, to be tutoring, to be doing all these different roles and a lot of the times these are the teachers who have the least experience and it's not really modeled based on a way that's sustainable to their growth as educators but how much can we get out of this teacher in the next year or next two years which does contribute to the burnout that we've kind of addressed before. So I don't know if anyone has a better way of saying this but that's kind of what I was trying to get at.

>> Maybe I'm thinking along a little bit different line but my thought was the expectation that schools be handling issues that might otherwise be better handled outside of the school in terms of some of the poverty issues, housing, psychology, job placements, counseling, mental health, transportation. Schools and teachers are to be all things to all people and that's unrealistic or are you thinking differently?

>> Something along those lines of how teachers -- I guess like teachers are doing more than just teaching in these areas and that contributes to burnout.

69. A back loaded compensation model.

I was reflecting on the conversation around how teachers -- how people in general, young people today typically don't stay in careers for 30 years. They often change full professions. The expectation is that a person graduating from college today may have multiple professions over their lifetime and the compensation model in education actually is driven by an idea that you should -- you likely will make less money in your first few years of teaching in exchange for a promise of one higher compensation as you progress in your career but also when you think about the model for the retirement system it's driven by the idea or the expectation that to reap the full benefit you will stay in the profession for 30 years which I think what contributes to new teachers leaving the profession because after 4 or 5 years they can often leave the profession and begin -- so they start out maybe like some of the peers but after 5 years many other professions show much more rapid growth and opportunity to earn additional compensation earlier in your career.

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70. Lack of policies that encourage schools to examine student discipline statistics that show the disproportional targeting of minority and high poverty students.

The point was made earlier about how students are over identified for special ed and it breaks my heart to see students in programs largely because of teacher or discipline policies that got them into those programs as opposed to discipline strategies that didn't necessarily or that better met the student's needs and teacher's understanding of student needs and school's understanding of student needs. So if you just examine your statistics particularly in schools where you have mixed student groups it become a real eye opener for teachers to realize how we are over disciplining students perhaps versus meeting them where they are and meeting their actual needs. So it's just -- when you think back to no child left behind I think one thing that it did was it uncovered in those districts that were seen to have high student growth and high student learning gains and all of a sudden they realized there was possibilities of students where the gains weren't seen.

71. The lack of vision regarding the criteria for an excellent school district in the state of Michigan.

I think this one is pretty clear but just to I guess make it clearer, um, we have not had and someone mentioned this earlier about having a vision between the ISD, the school districts and the MDE. MDE has not had a vision for what it's like to have an excellent school district in Michigan for many years. So it's impossible with a driving agency it's impossible for the ISD or the higher ed community to have a vision that would be connected to ours.

72. Impatience for good outcome. Under mines toward deep learning.

We're in a big rush to make things better and we need to be. If you have a kid in third grade you can't wait until fifth grade or eighth grade or tenth grade for things to be better. You need things better now. So there's good reason for us to be impatient but the problem is improving what we're trying to do is slow incremental serious work. We cannot change towards improved outcomes in a serious way without taking time and doing intricate work it takes for teachers to learn how to do this and do it better. So our impatience which I said is justified actually leads to us undermining the good work that we need to do. So we're in a big hurry so we do things that are fast that have a lot of splash that produce quick results but they don't really lead to the deep learning and change that we need both for teachers and for students. So that's it.

73. Failure being an option.

What I was thinking failure being an option I think of me coming from a district. It's now dismantled. And knowing that the market, the data, the systematic supports or lack of supports that were in place had already deemed them a failing district. So even if I came in there as I did for the 6 years first starting out being a great educator the system was already set up for them to be a failing school. So when we talk about effective educators we talk about educators who have the potential to do great things but when we already have systematically set up an environment or a school to say guess what, no matter what you come in there and do we already know statistically these kids are going to be failures, we're okay with that. We're just going to go with the flow, give it time then we'll close up shop. We talk about how the outcome of the evaluation tool is to really get the teachers to be more effective but really it's to keep you in mediocrity because effective is just good enough. If you give a little bit extra you're still effective because the system has been designed to be a failure. So with that in mind no matter

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how much we talk about student growth teacher initiatives to change how they instruct, certain marketed systems have already been designed to be a failure.

>> When I read that I was almost thinking positively T failure is the only option and the system is failing. Is that right? Failure was -- it says being an option makes they think there's more than one option there. That's why I was confused. I get a different feel from what you said versus what I read there.

>> I guess and I don't know maybe I could have restructured the question a different way. When I think of poverty minority it's just like buying a car. You go shop around and uncertain cars in certain areas or it being a used car is already deemed to be not so good of a car. To me the system for minority and poor children has been set up to already be a failure even if you go in there and give it your all.

>> I hear what you're saying --

>> I will interject. That's the point of the clarification. We don't go by the headlines. We go by and that's why it's critical that we have this discussion. That's why it's critical that we don't leave it at that level because you're going to have at lunch you will get a whole packet that has the transcription of the explanations and clarifications for every idea generated. Go by that when you're deciding on how to vote priority wise and go by that when you're voting for influence. If it's worded the way -- not exactly the way you like it that's okay. Look at the clarification. I get it. I just want to make sure that people understand that when they're looking at it this is the point of the clarification stage.

74. Educators at high risk of poverty and the psychosocial risk factors that follow.

So I think the first part is pretty clear, educators at high risk for poverty. I do know embarrassment indicators that live in an area where we've had a whole district that was dissolved and teachers that have to start over with pay, with pay cuts. Educators are experiencing pay cuts. So they're experiencing some of the same things that the students and their families are. Then I think that what comes with that is all of those psychosocial factors that them and their families may experience as well.

I think that we could go up a few notches but yes I think that salary could definitely lead to poverty. Especially when you have cuts in pay that are at the beginning of a school year, at the end of a school year and a lot of times the educators are just realizing they can't afford to do the profession that they're doing. Then I think as it relates to the psycho/social risk factors everything that comes with that whether it's the mental instability, the pressure on family that that causes, so on and so forth. Not being able to care for yourself, not being able to care for your own family but you're having to go into the classroom and care for impoverished children. But with expectation that is you have a job and you're getting paid.

>> Just for clarification are you linking this to salary or are you linking this to -- I'm trying to see -- I actually understand it --

>> I think that we could go up a few notches but yes I think that salary could definitely lead to poverty. Especially when you have cuts in pay that are at the beginning of a school year, at the end of a school year and a lot of times the educators are just realizing they can't afford to do the profession that they're doing. Then I think as it relates to the psycho/social risk factors everything that comes with that whether it's the mental instability, the pressure on family that that causes, so on and so forth. Not being able to care for yourself, not being able to care for

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your own family but you're having to go into the classroom and care for impoverished children.
>> But with expectation that is you have a job and you're getting paid so... .

75. After school and summer learning programs either don't exist or are not high quality.

If I were to change the original question and expand it to not just excellent teachers but excellent teaching and the idea we want kids to experience excellent teaching across the day and across the year that's where this one comes into play. So this notion that summer learning loss is real and often is a forgotten phenomena but we know at the beginning and I think back to my own school when I was teaching in elementary school at the beginning of the school year you're starting and you're rebuilding those skills and all the things that the students who didn't have access to the kinds of quality summer experiences that some students have, our kids come back and were rebuilding and we're reteaching. And so a quality summer learning program one that is aligned to the needs of the district and pays attention to what the district is trying to do in terms of its educational priorities will help decrease that summer learning loss and the same can be said for after school.

So for this purpose I was not talking about remedial summer school. I was talking about those summer school programs where kids actually want to go. Because often times in remedial summer school it's repeat of the same. And so kids end up feeling like I failed during the year and now I'm failing during the summer. And some cities because of the cooperation between some of these really innovative programs that are aligned to the zoo or some of these other activities kids even who aren't in need of remediation want to go and they increase their learning throughout the summer.

76. The existence of the zero tolerance level around discipline.

The existence -- excuse me -- the existence of the zero tolerance level around discipline -- this comes from a part of a community group that I'm currently working with and the goal is to reexamine the zero tolerance level in schools. The school to prison pipeline has had an opportunity to look at the reasons for various districts who are suspending kids. And most of it is about nothing. We would call nothing. For an example arguing with the teacher. Don't you remember teaching debating skills and when the student was talking -- ask Sam. He would remember that. When the student continued to talk with the teacher we channeled that into a debating skill. Then formed debating clubs. And now if that is a talk back or anything back you're out the door. And you're out the door for 6 weeks. And I was surprised at the number of districts who are doing this because they have zero tolerance level. We need to keep kids in school.

It's going to force me as a teacher along with my colleagues to come up with some strategies that we can use that deals with whatever we're complaining about but keeps the kid at school. Somebody said something about community organizations in the trenches. There are a lot of community organizations that will help us with kids with things after school versus taking them out of school.

Just ensuring that students have access to excellent teachers. So by them being in school and not being pushed out that means that we would ensure they have access to excellent teachers.

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>> Just for clarification you talk about zero tolerance you're talking more discipline not zero tolerance as it is with threats?

>> (inaudible). -- we have gone from that level all the way to (inaudible).

>> I have a question. I agree with what you're saying but my question is on how will taking that away -- how will that impact.

>> I see where you're going -- it's going to force me as a teacher along with my colleagues to come up with some strategies that we can use that deals with whatever we're complaining about but keeps the kid at school. Somebody said something about community organizations in the trenches. There are a lot of community organizations that will help us with kids with things after school versus taking them out of school.

>> I think that your comment is more focused on access for the students rather than really -- because you have to make sure those students are provided access so you can't just cut them out of school and say you can't come back for 6 months. I'm responding to her more than you.

>> Is it more related to what was said or is it not?

>> Restate.

>> Just ensuring that students have access to excellent teachers. So by them being in school and not being pushed out that means that we would ensure they have access to excellent teachers.

>> The reality is if they're pushed out they don't have access to excellent teaching.

>> So it's inclusive of what Mary is talking about?

>> Can I ask another clarifying question? So I guess trying to take what you're saying and put it towards the question at hand would be that if teachers knew that -- had a better understanding of zero tolerance level and what it provided them as a teacher that we would get more teachers interested -- not fearful of dealing with students and then maybe more excellent teachers are teachers who are considered excellent would stay in the profession and not be fearful of what they come up against. Is that?

>> And that kind of goes with some of the discussion that I've already heard about understanding cultures and the differences between us. It all plays in the same thing. I was just shocked with the number of things that they were out of school for. And I've only been out 4 years July 1.

>> Hearing your comment then hearing the question about does it really address the question we're asking and I can't get by the fact that the way the U.S. department of Ed has framed the question kind of has won the argument saying that if we get -- if we can just get excellent teachers in our high poverty schools we'll fix the problem. And we're all talking about some really problems that I don't know are differentiated by teachers but there's a lot of different issues but I think the framing of the question really sets the discussion and I'm not sure where the discussion should be but that's my take.

>> If that's one of the reasons or one of the barriers of our kids succeeding we do need to have a discussion like that.

>> From like our very first asking clarifying questions about the statement in general, the barrier statement. Because there isn't a definition of excellent. A degree with you.

>> I hope this doesn't come across this way -- I'm not a blanket U.S. Ed defender but I think maybe I did a poor job of representing what they're asking us to do or maybe it's just opened --

>> [Off mic]

>> Well what they're asking us to do is to determine -- I think it's necessarily more open ended then we tend to get to. In fact in our early conversations just internally in the department we

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kept reverting back to the old -- what I think is the old conversation about how do we get teachers around and get the ride ones in the right places and the more we talked through it and talked to U.S. Ed that's not actually what they're asking and that's not actually what we think we need to be trying to do. It's about whatever point in time we are, whatever place in time our teachers are how do we solve this problem of this gap? Right? So yes it's necessarily messy but no I don't think the question is how do we move excellent teachers around.

>> And again the question pre-exposes there's this huge gap between the teachers and the two different environments because we see such different outcomes and such different challenges in the communities. Then we say if we can fix the teachers or switch the teachers that will fix the problem. (Presupposes).

>> But I think that also presupposes and one thing we keep touching on is that there's one definition of excellent educator. Right? Which there may not be and it may be different in different contexts to some degree.

>> Yeah so just jumping on to that bandwagon there's an ideological battle before the question is, is excellent teachers born or created. So you come in -- you come in as an excellent teacher or we develop people to become excellent teachers and I think in a lot of situations just the framing of the question particularly when you're talking about access or barriers for minority students in high poverty situations it almost presupposes that if you are a teacher in a high poverty situation you must there by definition not be an excellent teacher. I'm a teacher in that system. I can't be excellent because I'm in that system but the question is asking how do we get these kids to have access to these excellent teachers. So then we have to ask the question... Do we just -- are excellent teachers developed and do we develop a system that invests in improving the quality of educators so that the kids in the system have access to high quality educators or is it -- it's some innate ability for you to be an excellent teacher there by I have an issue of how much do I pay, what can I do to attract this excellent teacher from over there to come and work with these kids so they have access. If that makes sense.

>> I want to ask a clarifying question. So I hear what you're saying addressing a lot of different things. The discussion has gone a lot of different places. So I just wanted to clarify. One way I thought originally you were saying is even if there are excellent teachers in a school if kids are being denied entry to school because of zero tolerance policy they can't get to those excellent teachers. So that's one way I heard it. Then another way this went was well excellent teachers would have some role in finding ways around a zero tolerance policy that keeps kids out? And a third thing I was hearing was we could retain teachers better if there were reasonable ways to keep kids in school and is it all of the above? Okay.

>> All of the above.

>> So it's a retention question, it's also an access for kids question, it's touching on a lot of different categories and as I see these categories being laid out I'm thinking this is one of those that might fit in a lot of them.

>> I agree.

>> So I just wanted to -- I don't know I guess looking at this I was kind of thinking about the different ways we value education in minority and high poverty schools versus nonminority non-poverty schools and I think that there's this increased emphasis on discipline and compliance in these schools and I think we like teachers have this pressure to have students who are compliant and not necessarily students who are always learning or learning even at a deeper level. And what I was understanding is that you were kind of getting at that with this.

>> I think we're not only valuing education but we are valuing the child. And anyway that we can develop the staff to understand the child better and to help the child deal with the anxieties

MDE Equity Plan - Root Cause Analysis
Table 2: Barrier Clarification

that's producing some of the disciplines that we have kind of kept then we are helping the child and we are helping the teacher grow also. You didn't quite get it? Go ahead and say it. It's okay.

>> No I mean it's just kind of like a lot to wrap my head around. I guess like in thinking about what you were saying also about, you know, what this -- what the question is getting at and what this response is getting at I think I'm just kind of like trying to figure out where this fits.

77. The lack of use of data to inform decisions at the state department of level on teacher excellence.

So one of the things that we consistently talk about at the department is the lack of use of data to inform our own decisions. We have a lot of data. We have data divisions. And yet we don't look at much of that data to really inform our overall decisions. Perhaps in individual departments they look at their data. For example office of education improvement and innovation might look at curriculum instruction data, but in terms of the conversation we're having here the department as a whole doesn't know anything about this. We might not have the right data to access. Any information we can use as a system to better understand what's happening and make decisions about those understandings.

78. The lack of social supports for teachers and principals in their schools.

This comes from new research that I just learned about which is that apparently teachers are -- there's a lower attrition rate for teachers in high poverty minority schools where there are lots of social supports for them at school and that doesn't mean like parties. That means -- sorry, that means more like critical collegueship, rich conversations around instruction, lots of sort of professional capital that's being built through social connections at the school site.

79. Resistance by higher education to change traditional educator preparation models.

I think it's fairly self explanatory. I can speculate why there's some resistance and theres some resistance. But I think I was just thinking of Mary's point as well about autonomy and we do have a sense of autonomy but I think that it's important that we don't use autonomy to prepare teachers in isolation from the other educational entities because I think that's critical that we do that so... I think the accreditation process is pushing us to change the way we prep our teachers. Because I'm in the accreditation process kind of trying to move and make some of those changes I do see some of the resistance to make those changes so... It probably comes from some of my experience and background trying to do that work but... .

80. Our Inability to reward teachers for things that really do matter on how advancing.

I had one tied to the compensation structure and this concept of paying people additionally for higher education degrees which a lot of the research I've looked at hasn't shown it has any real relationship to student outcomes. But our inability to think about how to reward teachers for the things that really do matter as opposed to these sort of artificial indicators. To reward teachers for things that really do matter in terms of how they're advancing either themselves or the profession as opposed to just reverting back to well I've got a Master's degree and doctorates degree. Well so what basically.

MDE Equity Plan - Root Cause Analysis
Table 2: Barrier Clarification

81. Differing views of the use of technology in teaching and learning.

So in the sense of using technology to support teaching in learning is a must but I think there's a fear just like with, you know, the big 3, you know the way that technology is getting rid of people on-lines I think that there's a fear of some teachers that technology will get rid of teaching positions as we move forward. And so that could stop or stifle folks from coming into the profession. So differing views of the use of technology for teaching and learning.

In trying to clarify water cooler talk, you know, as you hear more cyber schools coming and I'm a proponent for options for kids. Parents know how their kids learn best but I think there's also a fear of educators new or old that technology might be used to take their position away rather than support them as an educator in the classroom. So, you know, I think overall they're differing views of how to use technology to support teaching and learning.

82. Lack of grow your own strategies to identify young talent.

Grow your own strategies in schools is one approach that some have taken to identify young talent. Students who teachers are saying exhibit the qualities of what might make an effective teacher in the future. And so the barrier would be the lack of grow your own strategies. The lack of grow your own strategies to identify young talent.

>> Are you talking about students, identifying students to be?

>> Like high school students who teachers may see. Because one thing that teachers do sometimes is we shoot ourselves in the foot when it comes to our own profession. So we'll see a young child who looks like he or she might make a great teacher and we immediately say oh don't go into teaching. You wanted to become something else. And so as part of a broader strategy to grow our own talent by identifying those young high school students or even earlier and encouraging them to go into the field.

>> Would you include in that the concept of even thinking outside of what we currently have? That growing your own might be one option of many options that we could look at?

>> Oh, absolutely. Just not wanting to lose this one but also considering others. Absolutely.

Figure 1 Classification of Barriers

Triggering Question: "What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?"

Cluster 1: Leadership Capacity

- 1: Lack of successful examples in urban schools on how to distribute excellent teachers to breach equity gaps
- 9: Inadequate supply of successful school leaders
- 14: Lack of strong leadership that cultivates excellent teachers in urban areas
- 32: Insufficient capacity of the system and school leadership to prioritize and differentiate human capital strategies
- 35: District central offices are not structured to support principals in schools.....instead focused on mandates
- 54: Inflexible leadership within the school and within the system

Cluster 2: Belief Systems

- 2: Understanding of culture
- 8: Differing views of what's important
- 16: Negative perception of working in high poverty schools/communities
- 17: Negative perception of minority or high poverty at risk students ability to learn and excel
- 22: Lack of understanding or desire to understand specific needs and abilities within the population
- 55: The vilification of minority student behavior as it relates to their ability to learn
- 63: The ongoing deeply persistent presence of systemic racism and classicism

Cluster 3: Teacher Preparation

- 3: Inadequate preparation of teachers for specific needs and context for teaching in specific environments
- 23: Lack of the higher educational institutions producing a stable, high quality product/teachers
- 28: Failure to adequately prepare teachers for their unique school communities
- 67: Mismatch at higher ed to develop and place excellent student teachers with excellent classroom teachers for practicum
- 79: Resistance by higher education to change traditional educator preparation models

Figure 1 Classification of Barriers

Triggering Question: "What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?"

Cluster 4: Retention

- 4: Problems with teacher retention
- 10: No incentives or even disincentives to teach and stay in highest needs schools
- 24: Challenging working conditions lead to high teacher turnover
- 36: Avalanche of legislation and accountability mandates lead many to exit or avoid teaching profession
- 47: New teachers are often assigned the more challenging workloads
- 61: Lack of creative ways to retain and recognize 'good' teachers
- 68: Overutilization of teaching staff in high poverty/minority schools
- 69: A backloaded compensation model

Cluster 5: Accountability Policies

- 5: The consequence of more experienced teachers equals more seniority equals more power to choose low poverty/low minority students
- 20: Negative perceptions of behavioral issues scares off top teaching prospects
- 40: Pressure to show student growth on state tests rather than teach applicable life skills
- 41: The movement and opportunity for teachers in specific classrooms in schools are hindered by contracts
- 49: Schools are expected to turn all teachers into excellent?, retain them no matter what the location
- 59: State professional learning and recertification policies drive educators to engage in adult learning experiences that do not lead to improved practice
- 60: A lack of consensus as to what constitutes an excellent educator-the balancing between content expertise and the affective side of education
- 70: Lack of policies that encourage schools to examine student discipline statistics that show the disproportional targeting of minority and high poverty students

Cluster 6: Ongoing Professional Learning

- 6: In schools learning systems for teachers and leaders are not effective
- 7: Inadequate support for new teachers despite mentoring and professional development requirements
- 13: Lack of training in how to elicit intrinsic motivation
- 29: Difficulty in dealing with wide ranges of learners
- 43: Lack of funding to support and provide access to high quality sustainable professional development and mentoring programs
- 46: Lack of culturally proficient training opportunities leave educators illprepared to infuse equity in education
- 78: The lack of social supports for teachers and principals in their schools

Figure 1 Classification of Barriers

Triggering Question: "What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?"

Cluster 7: Resistance to Change

- 11: Inability to complete a RSHOI-recruitment, selection, hiring orientation, and induction in ways that matter
- 30: Parent and community pressure against equitable distribution of staff
- 39: Chasing the standard of equity as equitable
- 66: Market based policies plus low expectations for minority students equal reduced opportunities for students to learn
- 72: Impatience for good outcome undermines work toward deep learning
- 73: Failure being an option

Cluster 8: System Variability

- 12: Salary differences between high and low poverty districts
- 25: Conflicting state funding, requirements and expectations for all public schools
- 26: Lack of stability in schools with minority and/or high poverty students
- 27: Funding and facility issues plague low performing schools
- 50: Unstable budgeting and hiring projections lead to layoff and rehire cycles that disincentivize teacher retention
- 75: After school and summer learning programs either don't exist or are not high quality

Cluster 9: Health of Ecosystem

- 15: The community health and the perception of the quality of that education system will attract excellent educators
- 19: Manpower dissipates in the trenches
- 31: Access to effective communication
- 37: Personality conflicts between teachers, students, and parents
- 42: Ineffective long term strategies in low achieving school systems perpetuate teacher inequality
- 51: The inability of the education system to understand the customer base - adult centered schools vs student centered environments
- 52: Lack of representation of families from minority/high poverty communities
- 74: Educators at high risk for poverty and the psycho-social risk factors that follow
- 76: The existence of the zero tolerance level around discipline

Figure 1 Classification of Barriers

Triggering Question: "What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?"

Cluster 10: Recruitment and Attraction

18: Accountability systems that disfavor working in high poverty minority settings

21: Lack of diversity in the field of education - teachers and leadership

33: Inadequate hiring timelines in high poverty districts

34: Lower allocation of state resources in high poverty/minority communities to attract excellent teachers

38: Insufficient supply of teachers, inexperienced or otherwise, in high needs schools

44: Twin negative narrative about teachers and high poverty/minority areas

48: Lack of standardized geographic distribution of excellent teachers

57: Negative perception of teaching as a career choice limits inflow of talented teaching candidates

62: Potential lack of clarity about the roles and responsibilities of a teacher during recruitment and training vs the reality of what they're taking on

82: Lack of grow your own strategies to identify young talent

Cluster 11: Value of Profession

45: Politics driving education

53: Teaching profession not valued by public

58: Erosion of morale within teaching profession

Cluster 12: Cohesive System

56: Not enough actionable human capital data available

64: Lack of common vision of entities (higher education, MDE, ISDs) with actionable steps for coordination and improvement

65: Too many school systems that compete for students rather than come together to build knowledge around improving practice

71: The lack of vision regarding the criteria for an excellent school district in the state of Michigan

77: The lack of use of data to inform decisions at the state department level on teacher excellence

80: Our inability to reward teachers for things that really do matter on how advancing

Table 3 Voting Results on the Relative Importance of the Barriers

Triggering Question: "What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?"

(VOTES) Barrier

- 64: (16 Votes) Lack of common vision of entities (higher education, MDE, ISDs) with actionable steps for coordination and improvement
- 3: (15 Votes) Inadequate preparation of teachers for specific needs and context for teaching in specific environments
- 34: (13 Votes) Lower allocation of state resources in high poverty/minority communities to attract excellent teachers
- 10: (12 Votes) No incentives or even disincentives to teach and stay in highest needs schools
- 17: (12 Votes) Negative perception of minority or high poverty at risk students ability to learn and excel
- 14: (11 Votes) Lack of strong leadership that cultivates excellent teachers in urban areas
- 7: (7 Votes) Inadequate support for new teachers despite mentoring and professional development requirements
- 18: (6 Votes) Accountability systems that disfavor working in high poverty minority settings
- 27: (5 Votes) Funding and facility issues plague low performing schools
- 15: (4 Votes) The community health and the perception of the quality of that education system will attract excellent educators
- 45: (4 Votes) Politics driving education
- 71: (4 Votes) The lack of vision regarding the criteria for an excellent school district in the state of Michigan
- 6: (3 Votes) In schools learning systems for teachers and leaders are not effective
- 32: (3 Votes) Insufficient capacity of the system and school leadership to prioritize and differentiate human capital strategies
- 58: (3 Votes) Erosion of morale within teaching profession
- 1: (2 Votes) Lack of successful examples in urban schools on how to distribute excellent teachers to breach equity gaps
- 25: (2 Votes) Conflicting state funding, requirements and expectations for all public schools
- 35: (2 Votes) District central offices are not structured to support principals in schools.....instead focused on mandates
- 42: (2 Votes) Ineffective long term strategies in low achieving school systems perpetuates teacher inequality
- 43: (2 Votes) Lack of funding to support and provide access to high quality sustainable professional development and mentoring programs
- 61: (2 Votes) Lack of creative ways to retain and recognize 'good' teachers
- 63: (2 Votes) The ongoing deeply persistent presence of systemic racism and classicism
- 67: (2 Votes) Mismatch at higher ed to develop and place excellent student teachers with excellent classroom teachers for practicum
- 2: (1 Votes) Understanding of culture

Table 3 Voting Results on the Relative Importance of the Barriers

Triggering Question: "What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?"

(VOTES) Barrier

- 20: (1 Votes) Negative perceptions of behavioral issues scares off top teaching prospects
- 21: (1 Votes) Lack of diversity in the field of education - teachers and leadership
- 26: (1 Votes) Lack of stability in schools with minority and/or high poverty students
- 38: (1 Votes) Insufficient supply of teachers, inexperienced or otherwise, in high needs schools
- 46: (1 Votes) Lack of culturally proficient training opportunities leave educators illprepared to infuse equity in education
- 53: (1 Votes) Teaching profession not valued by public
- 62: (1 Votes) Potential lack of clarity about the roles and responsibilities of a teacher during recruitment and training vs the reality of what they're taking on
- 65: (1 Votes) Too many school systems that compete for students rather than come together to build knowledge around improving practice
- 66: (1 Votes) Market based policies plus low expectations for minority students equal reduced opportunities for students to learn
- 69: (1 Votes) A backloaded compensation model
- 75: (1 Votes) After school and summer learning programs either don't exist or are not high quality
- 76: (1 Votes) The existence of the zero tolerance level around discipline
- 80: (1 Votes) Our inability to reward teachers for things that really do matter on how advancing
- 4: (0 Votes) Problems with teacher retention
- 5: (0 Votes) The consequence of more experienced teachers equals more seniority equals more power to choose low poverty/low minority students
- 8: (0 Votes) Differing views of what's important
- 9: (0 Votes) Inadequate supply of successful school leaders
- 11: (0 Votes) Inability to complete a RSHOI-recruitment, selection, hiring orientation, and induction in ways that matter
- 12: (0 Votes) Salary differences between high and low poverty districts
- 13: (0 Votes) Lack of training in how to elicit intrinsic motivation
- 16: (0 Votes) Negative perception of working in high poverty schools/communities
- 19: (0 Votes) Manpower dissipates in the trenches
- 22: (0 Votes) Lack of understanding or desire to understand specific needs and abilities within the population
- 23: (0 Votes) Lack of the higher educational institutions producing a stable, high quality product/teachers

Table 3 Voting Results on the Relative Importance of the Barriers

Triggering Question: "What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?"

(VOTES) Barrier

- 24: (0 Votes) Challenging working conditions lead to high teacher turnover
- 28: (0 Votes) Failure to adequately prepare teachers for their unique school communities
- 29: (0 Votes) Difficulty in dealing with wide ranges of learners
- 30: (0 Votes) Parent and community pressure against equitable distribution of staff
- 31: (0 Votes) Access to effective communication
- 33: (0 Votes) Inadequate hiring timelines in high poverty districts
- 36: (0 Votes) Avalanche of legislation and accountability mandates lead many to exit or avoid teaching profession
- 37: (0 Votes) Personality conflicts between teachers, students, and parents
- 39: (0 Votes) Chasing the standard of equity as equitable
- 40: (0 Votes) Pressure to show student growth on state tests rather than teach applicable life skills
- 41: (0 Votes) The movement and opportunity for teachers in specific classrooms in schools are hindered by contracts
- 44: (0 Votes) Twin negative narrative about teachers and high poverty/minority areas
- 47: (0 Votes) New teachers are often assigned the more challenging workloads
- 48: (0 Votes) Lack of standardized geographic distribution of excellent teachers
- 49: (0 Votes) Schools are expected to turn all teachers into excellent?, retain them no matter what the location
- 50: (0 Votes) Unstable budgeting and hiring projections lead to layoff and rehire cycles that disincentivise teacher retention
- 51: (0 Votes) The inability of the education system to understand the customer base - adult centered schools vs student centered environments
- 52: (0 Votes) Lack of representation of families from minority/high poverty communities
- 54: (0 Votes) Inflexible leadership within the school and within the system
- 55: (0 Votes) The vilification of minority student behavior as it relates to their ability to learn
- 56: (0 Votes) Not enough actionable human capital data available
- 57: (0 Votes) Negative perception of teaching as a career choice limits inflow of talented teaching candidates
- 59: (0 Votes) State professional learning and recertification policies drive educators to engage in adult learning experiences that do not lead to improved practice
- 60: (0 Votes) A lack of consensus as to what constitutes an excellent educator-the balancing between content expertise and the affective side of education

Table 3 Voting Results on the Relative Importance of the Barriers

Triggering Question: "What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?"

(VOTES) Barrier

68: (0 Votes) Overutilization of teaching staff in high poverty/minority schools

70: (0 Votes) Lack of policies that encourage schools to examine student discipline statistics that show the disproportional targeting of minority and high poverty students

72: (0 Votes) Impatience for good outcome undermines work toward deep learning

73: (0 Votes) Failure being an option

74: (0 Votes) Educators at high risk for poverty and the psycho-social risk factors that follow

77: (0 Votes) The lack of use of data to inform decisions at the state department level on teacher excellence

78: (0 Votes) The lack of social supports for teachers and principals in their schools

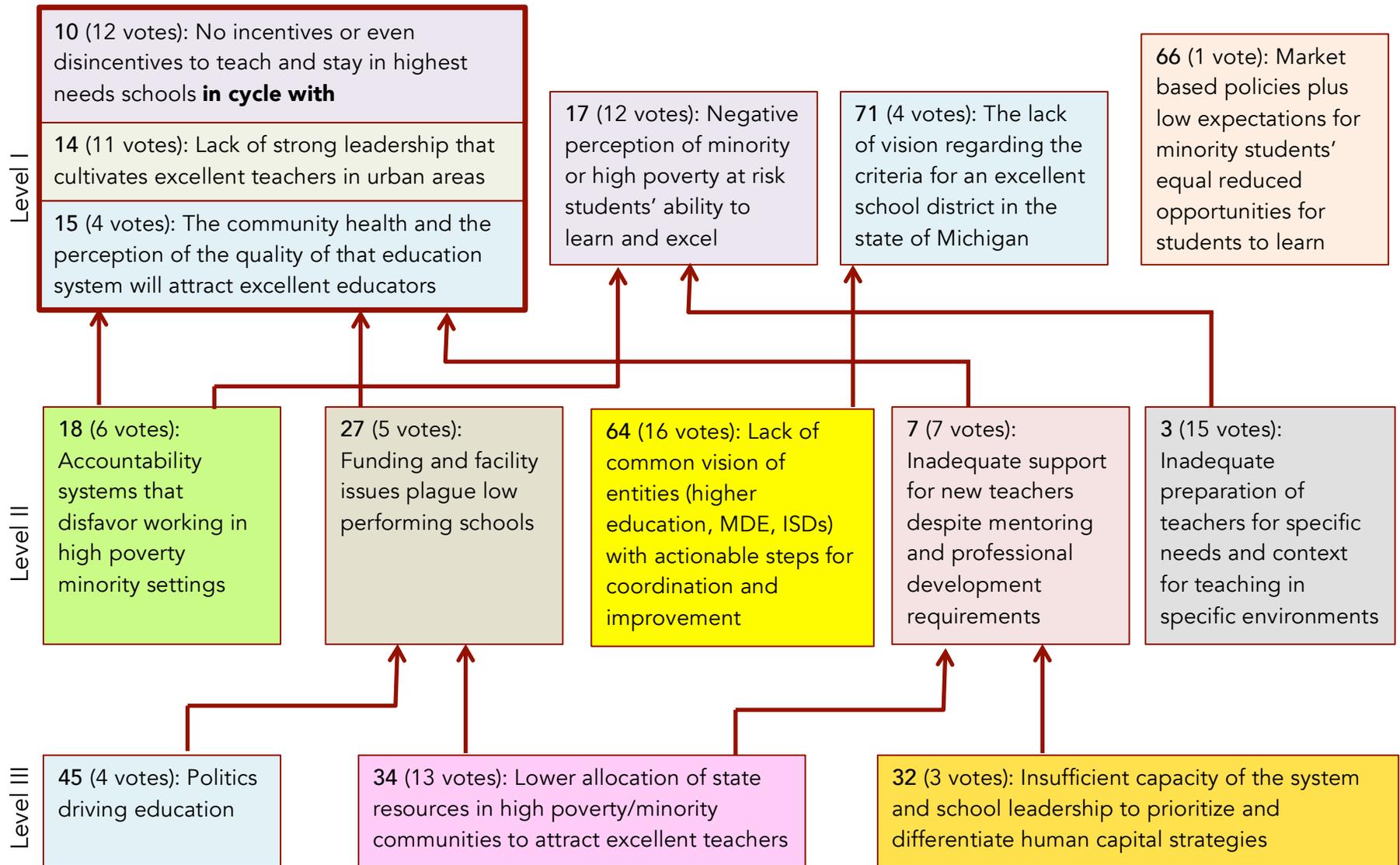
79: (0 Votes) Resistance by higher education to change traditional educator preparation models

81: (0 Votes) Differing views of the use of technology in teaching and learning

82: (0 Votes) Lack of grow your own strategies to identify young talent

Total Votes Cast: 148

Figure 2: Influence Patterns of Barriers



Triggering Question: What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?

Note: Color indicates number of priority votes the idea received

AGENDA

MICHIGAN
STATE BOARD OF EDUCATION

Ladislaus B. Dombrowski Board Room
Fourth Floor, John A. Hannah Building
608 West Allegan
Lansing, Michigan

May 12, 2015
9:30 a.m.

Regular Meeting

- I. CALL TO ORDER
- II. APPROVAL OF AGENDA AND ORDER OF PRIORITY

Committee of the Whole Meeting

- III. DISCUSSION ITEMS
 - A. Presentation on Space Station Launch Science Project by Students from Madison District Public Schools (9:45-10:15 a.m.)
 - B. [Presentation on the 2015 Educator Preparation Institution Performance Score Report](#) (Accountability Services – Venessa Keesler; Professional Preparation Services – Leah Breen) (10:15-10:45 a.m.)
 - C. [Presentation on 2014 Year Out Survey of Teachers](#) (Accountability Services – Venessa Keesler; Professional Preparation Services – Leah Breen) (10:45–11:15 a.m.)
 - D. [Presentation on Plan to Ensure Equitable Access to Excellent Educators](#) (Accountability Services – Venessa Keesler; Educator Talent and Policy Coordination – Abbie Groff-Blaszak) (11:15 a.m.-12:00 p.m.)
 - E. Discussion Regarding Criteria for Grant Program (12:00 p.m.)
 - [Criteria for McKinney-Vento Homeless Students Grant, \\$2,000,000](#) (Education Services – Linda Forward; Field Services – Mike Radke)

NOTE: The public will be given an opportunity to comment prior to a vote. Because it is impossible to project an exact time for each item, the public is encouraged to attend the entire meeting to be assured an opportunity to comment on a specific item.

The State Board of Education agenda and material are available on the web at www.michigan.gov/mde

State Board of Education meetings are open to the public. Persons with disabilities needing accommodations for effective participation in the meeting should contact the Office of the State Board of Education at 517/373-3902 (voice) or 517/373-9434 (TDD) a week in advance to request mobility, visual, hearing, or other assistance.

- IV. RECESS FOR LUNCH (12:00 p.m.-1:00 p.m.)

Regular Meeting

- V. CALL TO ORDER

- VI. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING
(1:00-1:30 p.m.)

Committee of the Whole Meeting

- III. DISCUSSION ITEMS (continued)

- F. [Presentation on Personalized Learning – Flexible Systems for Teaching and Learning Opportunities](#) (Education Services, Education Improvement and Innovation – Linda Forward) (1:30-2:15 p.m.)

Regular Meeting

- VII. APPROVAL OF STATE BOARD OF EDUCATION MINUTES (2:15 p.m.)

- G. [Approval of Minutes of Regular and Committee of the Whole Meeting of April 14, 2015](#)

- H. [Approval of Minutes of Special Meeting of April 24, 2015](#)

- VIII. PRESIDENT’S REPORT (2:15-2:30 p.m.)

- IX. REPORT OF THE SUPERINTENDENT (Items on the Report of the Superintendent include information on administrative decisions made by the Superintendent. The documents are provided to the members of the Board for their information.)

Reports (2:30-2:45 p.m.)

- I. [Human Resources Report](#)

- J. [Report on Property Transfer Decision](#)

Grants

- K. Report on Grant Awards

1. [2014-2015 ISD Collaboration Grant - Amendment, Continuation; \\$407,000](#) (Education Services, Education Improvement and Innovation – Linda Forward)
2. [2014-2015 Section 22.i: Technology Readiness Infrastructure Grant - Amendment; \\$1,327,065](#) (Education Services, Education Improvement and Innovation – Linda Forward)

3. [2014-2015 Section 22.i: Technology Readiness Infrastructure Grant - Amendment; \\$14,711,675](#) (Education Services, Education Improvement and Innovation – Linda Forward)
 4. [2014-2015 Title I Statewide System of Support Technical Assistance Grant - Amendment; \\$9,482,008](#) (Education Services, Education Improvement and Innovation – Linda Forward)
 5. [2014-2015 IDEA, Part B Mandated Activities Projects - Amendment; \\$14,471,830](#) (Education Services – Linda Forward; Special Education – Teri Johnson Chapman)
 6. [2014-2015 Safe Schools/Healthy Students State Planning, Local Educ. Agencies, & Local Communities - Amendment; \\$241,400](#) (Administration and Support Services – Kyle Guerrant; School Support Services – Marla Moss)
- X. [REPORT OF MICHIGAN TEACHER OF THE YEAR](#) (2:45-3:00 p.m.)
- XI. DISCUSSION/ACTION ITEMS
- L. [Discussion Regarding National Association of State Boards of Education Nominations for Awards and Board of Directors](#) (NASBE Delegate – Lupe Ramos-Montigny) (3:00-3:15 p.m.)
 - M. [State and Federal Legislative Update](#) (Office of Public and Governmental Affairs – Martin Ackley; Chair, SBE Legislative Committee – Casandra Ulbrich) (3:15-3:45 p.m.)
- XII. CONSENT AGENDA (Items are on the consent agenda to be voted on as a single item by the Board. Board members may remove items from the consent agenda prior to the vote. Items removed from the consent agenda will be discussed individually.)
- N. [Approval of Criteria for McKinney-Vento Homeless Students Grant, \\$2,000,000](#) (Education Services – Linda Forward; Field Services – Mike Radke)
- XIII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS (3:45-4:00 p.m.)
- XIV. FUTURE MEETING DATES
- A. Wednesday, May 13, 2015 Special Meeting (1:00 p.m.)
 - B. Tuesday, May 19, 2015 State Board Retreat (9:30 a.m.)
 - C. Tuesday, June 9, 2015 Regular Meeting (9:30 a.m.)
 - D. Tuesday, August 11, 2015 Regular Meeting (9:30 a.m.)
- XV. ADJOURNMENT (4:00 p.m.)

Title I Committee of Practitioners (COP) Agenda
May 11, 2015, 9:00am, State Board Room

Agenda:

1. Abbie Groff-Blaszak discussing the MDE Equity Plan
2. Jennifer LaPointe discussing the State Systematic Improvement Plan (SSIP)
3. Mike Radke updates from Washington DC and the UGG (the new Edgar)

**Michigan Department of Education
Student Advisory Group
April 23, 2015, 9:30 am -1:00 pm**

AGENDA

9:30 a.m. – 10:00 a.m. – Light Refreshments

10:00 a.m. -10:20 a.m. – Welcome and Introductions

10:20 a.m. -11:20 a.m. – Focused Discussion

Topic 1 – Testing: M-STEP, ACT, SAT

Topic 2 – Preparation for the Future

Topic 3 – Bullying

Topic 4 – Equity in Teaching

11:20 a.m. -12:00 p.m. – Open Discussion/Q & A

12:00 p.m. -1:00 p.m. – Lunch / Continued Discussion

1:00 p.m. – Meeting Concludes/Chaperones return to pick up students

SEAC April 1, 2015 OSE Updates

TERI JOHNSON CHAPMAN, ED.S.
DIRECTOR
JOHNSONT37@MICHIGAN.GOV

State Plan to Ensure Equitable Access to Excellent Educators

- This plan needs to address the following:
 1. Develop and begin implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators.
 2. Reviewed data to identify equity gaps.
 3. Conducted root-cause analyses, based on data and with stakeholders, to identify the challenges that underlie equity gaps to identify and target strategies accordingly.
 4. Set measurable targets and created a plan for measuring and reporting progress and continuously improving this plan.
- The plan is due June 1st

The
**Education
Alliance**
of Michigan

AGENDA

**MICHIGAN ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (MASSP)
1001 CENTENNIAL WAY, SUITE 100
LANSING, MI 4817
MAY 11, 2015**

12:30 p.m.

Lunch

1:00 p.m.

Call to Order

- Introductions
- Approval/Modification of agenda
- Minutes April 13, 2015

1:05 p.m.

**State Superintendent Mike Flanagan
Draft State Equity Plan – submittal to USDE June 1
Stakeholder Input**

2:00

**Student Inspiration Project
Linda Forward, MDE
Kristen Harmeling, Harrison Group**

2:45 p.m.

**Analysis of M-Step Costs
Proposal 1 Aftermath
Legislative/Budget Issues**

3:00 p.m.

Education Alliance Business

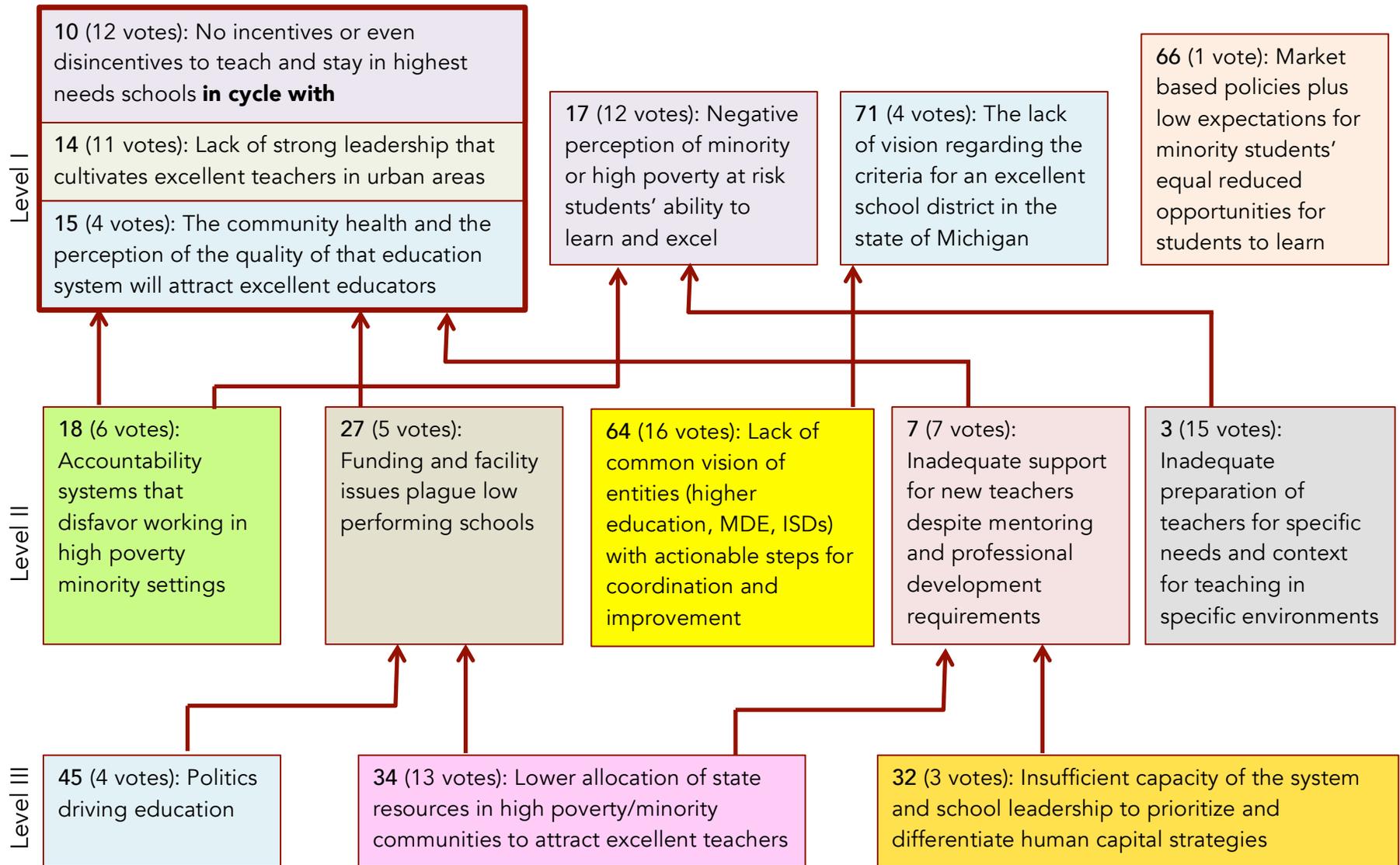
- Summer Retreat Agenda Topics Discussion
- Summer Retreat Meeting Location Details

3:15 p.m.

Other Issues

**Next Meeting – June 8, 2015
Barbara Markle Home**

Figure 2: Influence Patterns of Barriers



Triggering Question: What are barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?

Note: Color indicates number of priority votes the idea received

SUMMARY OF RESEARCH ON EQUITABLE ACCESS

- “How Context Matters in High-Need Schools: The Effects of Teachers’ Working Conditions on Their Professional Satisfaction and Their Students’ Achievement,” by Susan Johnson, Matthew Kraft, and John Papay, Teachers College, Columbia University, October 2012.

The authors found that high numbers of inexperienced teachers is a result of high turnover. Their study found that teachers plan to stay longer in schools that have a positive work context, independent of the school’s student demographic characteristics. Those working conditions go beyond clean and well-maintained facilities and access to modern instructional technology. Teachers seek good principals, collaborative colleagues, and a positive school culture. They conclude that “the high turnover rates of teachers in schools with substantial populations of low-income and minority students are driven largely by teachers fleeing the dysfunctional and non-supportive work environments in the schools to which low-income and minority students are most likely to be assigned.”

- “Teacher Turnover in High-Poverty Schools: What we Know and Can Do,” by Nicole Simon and Susan Johnson, Project on the Next Generation of Teachers, Harvard Graduate School of Education, August 2013.

The study cites over 13 studies that have demonstrated that problems caused by teacher turnover are especially pronounced in so-called “hard-to-staff schools” with high numbers of low-income and minority students, leaving them with the least experienced and least effective teachers. The authors note that efforts to solve the staffing problems have focused on recruitment of promising teachers, with less attention to supporting and retaining them once they are there. They also conclude that poor working conditions are what makes it difficult for teachers to teach and students to learn. They found that the best predictors in teacher satisfaction and retention are working conditions related to school leadership, collegial relationships, and elements of school culture.

In school leadership, teachers stay in high poverty and minority schools when there is a principal who ensures the school works properly, provide instructional leadership, and are inclusive decision-makers. Teachers stay when their school has a high level of collegial support that includes having an inclusive environment of respect and trust, formal structures for collaboration and support, and a shared set of professional goals and purposes. Teachers stay when the school culture reinforces norms of student discipline and parental engagement.

- “Recruiting and Retaining Quality Teachers for High-Needs Schools: Insights from National Board Certified Teachers (NBCT) Summits and Other Policy Initiatives,” by Barnett Berry with Melissa Raspberry and Alice Williams from the Center for Teaching Quality.

The study shows that only 17 states offer incentives of any kind for teachers to teach in high-needs schools. Some states offer financial incentives to address recruitment and retention, but other factors influence teachers’ decision making, such as having had special preparation for urban teaching, support from more experienced colleagues, and opportunities for knowing students better.

The authors note that money is necessary, but clearly not sufficient. A study of California teachers showed three major reasons for leaving teaching: an inadequate

system (poor professional development, time to plan, adequate supplies), bureaucratic impediments (paperwork, classroom interruptions, restrictions on how administrators and policymakers expected them to teach), and collegial support (strong team to draw on and respect and trust among staff). Teachers unwilling to teach in high need schools believed school leaders would not support them, overall working conditions would not allow them to be successful, and they not sufficiently prepared to teach students in these challenging schools. NBCT research showed strong principal leadership, collegial staff with shared teaching philosophy, adequate resources necessary to teaching, and supportive and active parent community more powerful determinants than salary.

- “Promoting More Equitable Access to Effective Teachers,” Reform Support Network, February 2015.

Root causes: ineffective leadership, adverse working conditions lack of upward mobility, inadequate compensation, effectiveness-blind human capital management, productivity of peers. Strategies: start plan for workforce planning, differentiate roles and titles for high performing teachers and extend reach, recruit teachers in high need areas through loan repayment, peer cohorts, change teacher placement policies, longitudinal data system to track which students get which teachers, place proven leaders in high needs schools.

- “Recruiting and Supporting Effective Teachers,” National Conference of State Legislators, November 2013.

Half the nation’s teachers—approximately 1.72 million—are expected to retire in the next decade. However, the projected gap in the teaching force is also a result of a third of teachers leave the profession in their first three years and almost 50 percent leave after five years. Teacher attrition has grown by 50 percent during the past 17 years. The national teacher turnover rate has risen to 16.8 percent; in urban schools, it is more than 20 percent.

- “Qualified Teachers for At-Risk Schools: A National Imperative,” National Partnership for Teaching in At-Risk Schools,” 2005.

Problems include teacher supply, distribution, recruitment, support for new teachers, and school environment.