

Redding Consortium for Educational Equity

FEBRUARY 13, 2020

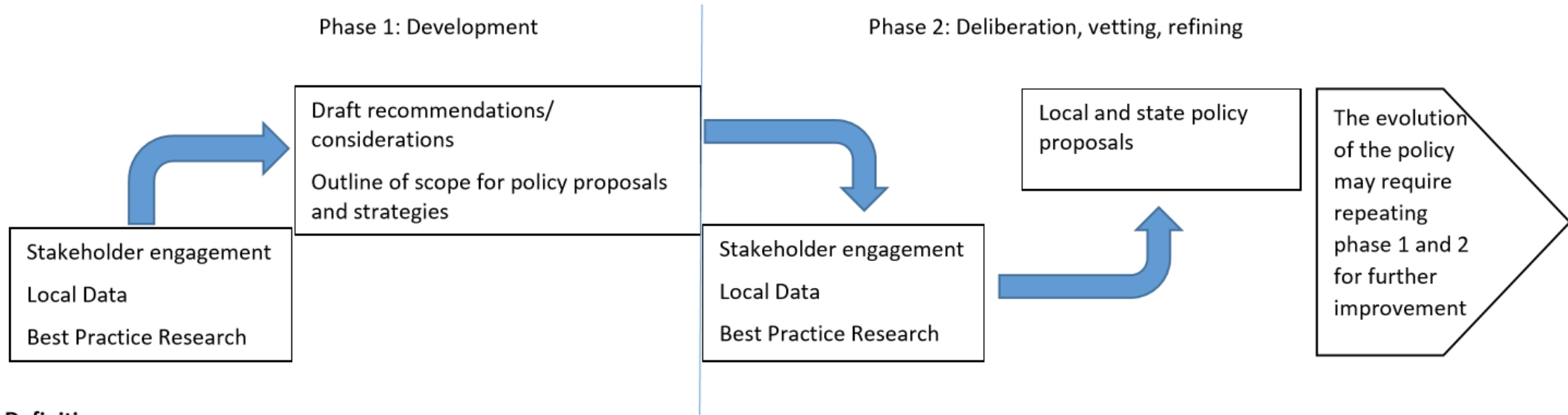
Welcome and Introductions

Approval of Minutes

Redding Consortium Timeline & Priorities

		November	December	January	February	March	April	May	June	July	August		
Educators	Address the recruitment of educators and the effects of late hiring	Work Group Meetings				Recommendations/ Deliverable							
	Retention of diverse, high-quality educators in High Needs Schools						Work Group Meetings						
	Explore further recruitment, retention, and supply practices										Specific Actions TBD		
Redistricting and Governance	Develop a proposal for redistricting in the City of Wilmington and northern New Castle County	Work Group Meetings										Work Plan	
	Research the viability of the New Castle County Tax District and Tax Pool						Specific Actions TBD						
Funding	Keep all Consortium members informed about ongoing funding issues (i.e. ACLU lawsuit, etc.)	IPA & DSU Team provide funding information to Consortium members on as-needed basis											
Social Determinants of Health and Education	Specific Actions TBD (i.e., SEL programming, school discipline, structural racism)	Specific Actions TBD											

Consortium Decision-Making Model



Definitions:

- Stakeholder engagement includes educators, parents, students, community members and organizations, to ensure their perspectives and involvement are included in the process
- Local data consists of gathering Delaware-specific data on each topic is used to assess magnitude and scope of educational equity concerns
- Best practice research consists of gathering research from other districts and states to deliberate and create best-practice recommendations

Redistricting Work Group Update

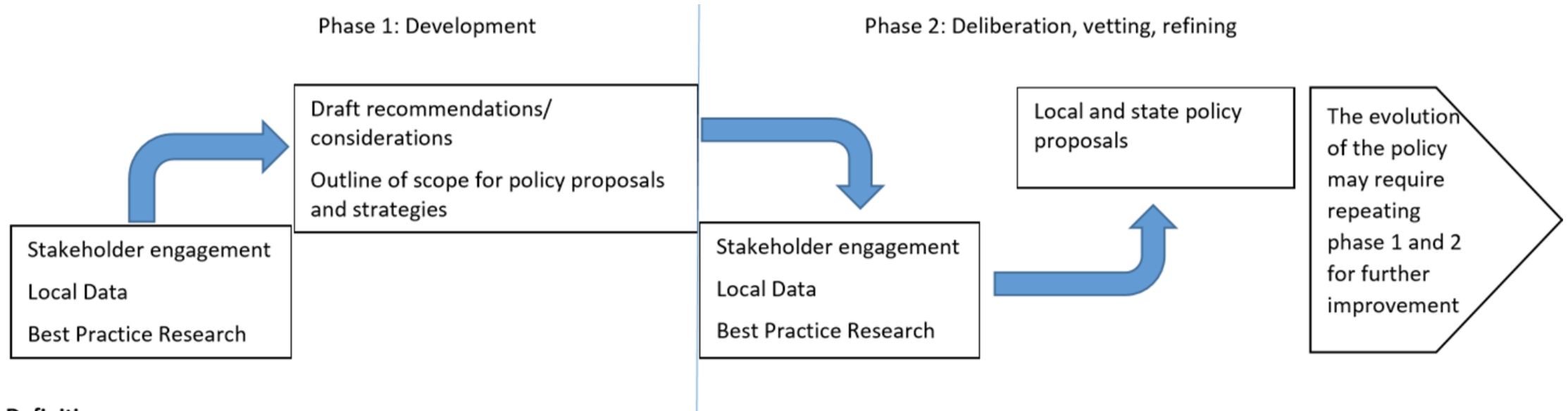
Educator Work Group Recommendations for Consideration

PRESENTED TO THE REDDING CONSORTIUM
FEBRUARY 13, 2020

Charge and Timeline

- Develop action items or legislation around recruitment, retention, and allocation of high-quality diverse educators to present to the full Consortium.
- Work Group met 3 times from December through February.

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Delaware Department of Education Update



Leadership Initiatives in Delaware

February 2020

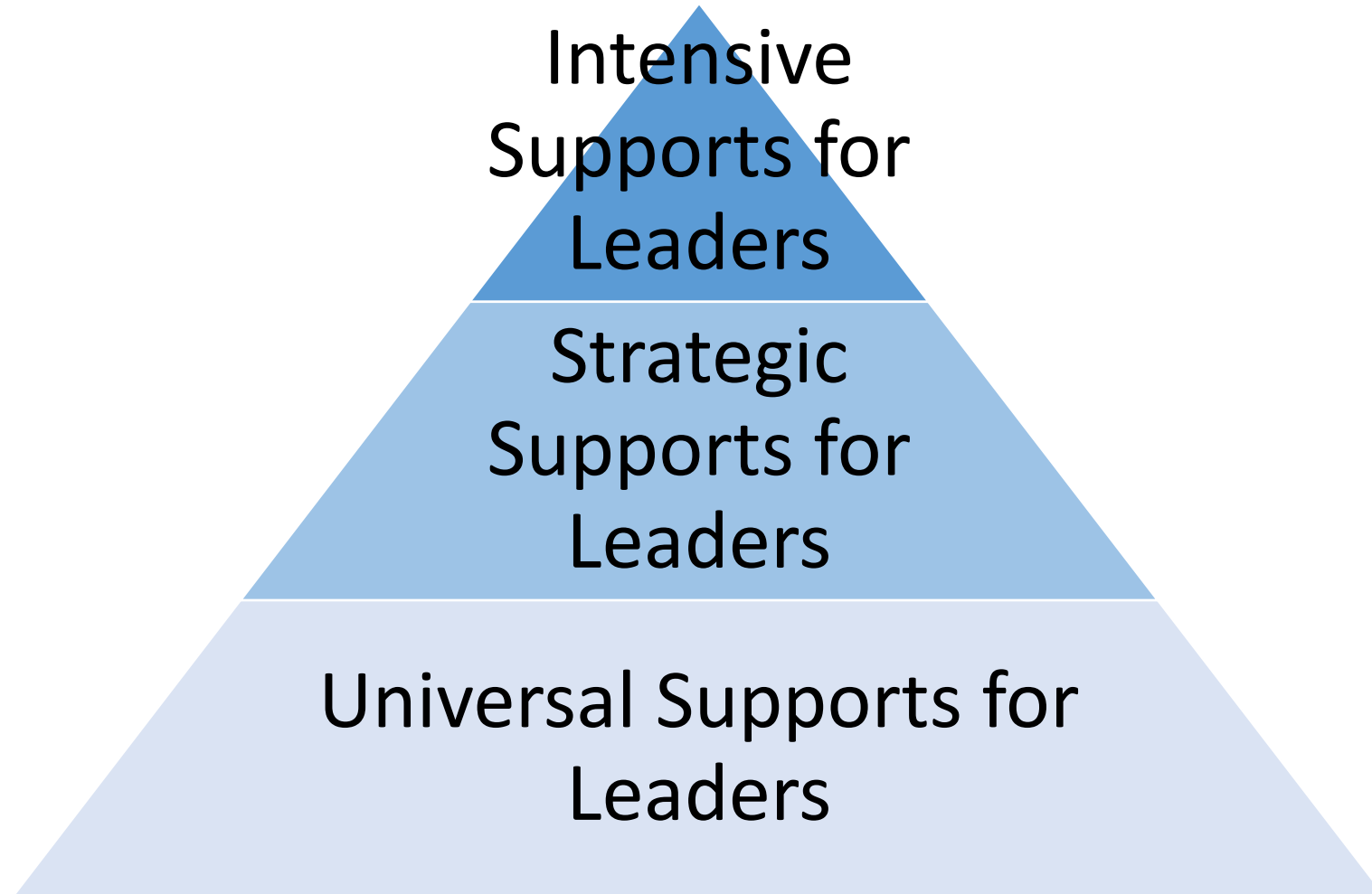
Michael Saylor, Ph.D.



Delaware
Department of Education



Tiered Supports



Comprehensive Induction

- Year 1 (Required) – Standards-Aligned PD
Mentor Support
- Year 2 (Optional) – 1:1 Onsite Coaching
- Year 3 (Optional) – Governor's Leadership
Institute - *proposed*





Leadership Network

- Targeted Networking for High-Needs School Leaders in Wilmington – Christina, Red Clay, Kuumba Charter School
- 10 School Teams identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools
- Focus – Collaborative Leadership (Protocols for meetings, PLCs, Feedback)
- PD paired with Coaching



#FocusED

- Monthly Professional Learning on specific topics – Care of Students, Equity, Grading, Instruction
- Led by National Experts via live podcast (Jimmy Casas, Pete Hall, Pedro Noguera, Daniel Pink)





Leadership Series

Annual Series of Professional Learning

- 2018-2019 – Excellence Through Equity (Alan Blankstein)
- 2019-20 – Design Thinking (NASSP/DASL)
 - PD Paired with Onsite Coaching



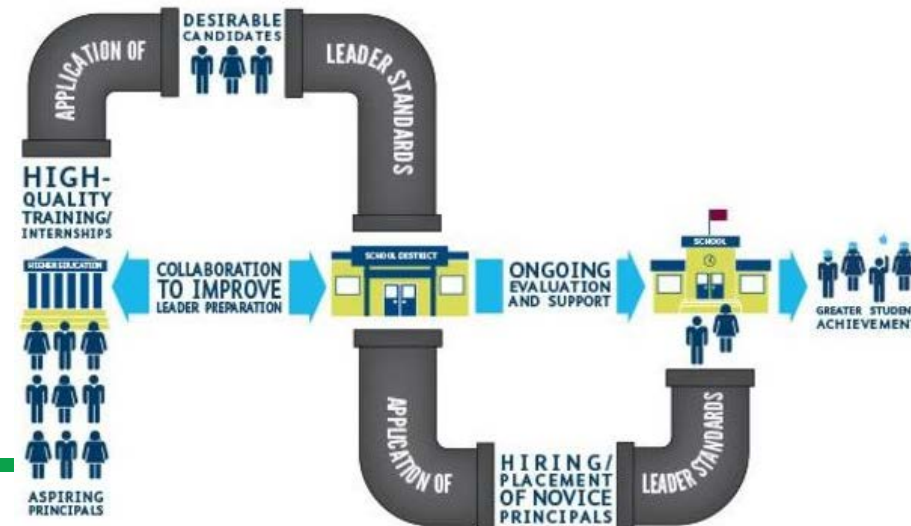
Leadership Showcases

Sessions led by DE Teams – Sharing and Networking best practices



Additional DOE Supports

- Principal Pipelines – Technical support and funding
- Relay Graduate School – Scholarships (data, observation/feedback, school culture)
- Educator Evaluation – Technical support
- Preparation Programs – Technical support and funding



Additional DOE Supports

- Curriculum Training – Next Generation Science Standards
- Equity Network – 10 Schools
- ELL Leader Training – WIDA Consortium





Questions?

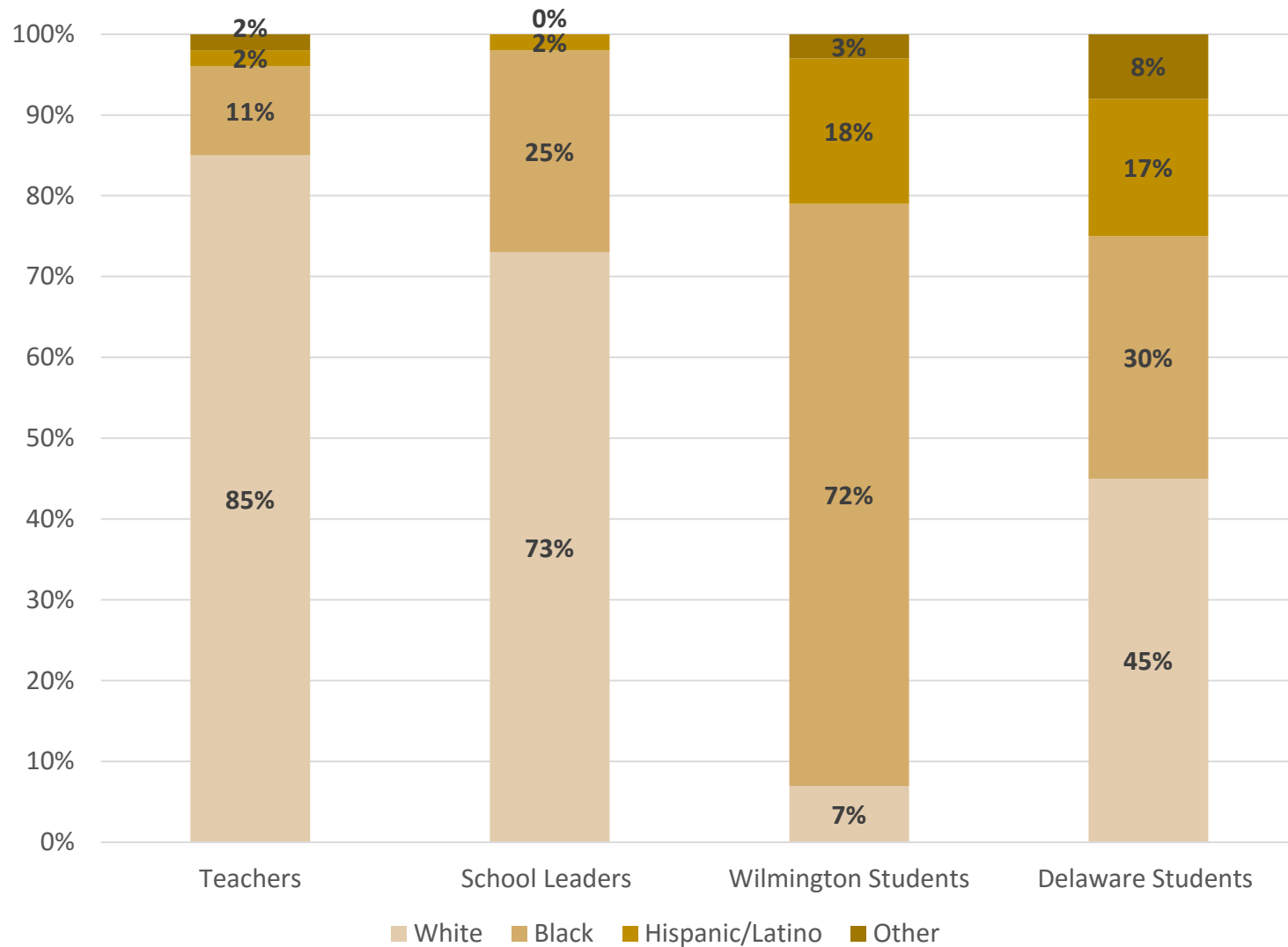
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Recommendations for Review, Discussion, and Action

Enrollment in Delaware Educator Preparation Programs

	2008–09	2015–16	2016–17
Traditional Programs	783	503	379
Alternative Routes	0	56	80
Total Enrollment	783	559	459

Source: Education Commissions of the States, 2019



Comparison of Educator and Student Demographics

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

Recommendation 1:

Grow Our Own Teachers

1. IHEs create partnerships with Teacher Academies to create pipelines of diverse candidates flowing from schools to postsecondary programs and ultimately back into Delaware schools.
 - Current scholarships and tuition forgiveness programs (Christa McAuliffe Teacher Incentive Program, Delaware Teacher Corps Incentive Program, Speech-Language Pathologist Incentive Program, Critical Needs Reimbursement Program, and High-Needs Loan Repayment Program) need to be expanded upon and promoted.
2. For individuals interested in a career path in education, there should be further development and advertisement of existing career path programs, like Future Teacher Leadership and similar groups.

Recommendation 1:

Grow Our Own Teachers

3. LEAs create cohorts of teachers and administrators of color for the purpose of preparing the next generation of teachers and administrators.
4. Create channels of communication between IHEs and LEAs to increase the number of pre-service students who are to fill high-need positions. IHEs should take an active role in preparing teacher and administrator candidates with coursework that sufficiently prepares them to teach in high-needs schools, as well as working in diverse populations. IHEs needs to actively recruit for high-needs areas.
5. Increase the number of IHEs developing year-long residencies for educator and administrator candidates in high-need schools.

Recommendation 1:

Grow Our Own Teachers

6. Address financial barriers and ensure incentive packages (tuition, housing, job placement, coaching, etc.) in return for agreement for service in high-need schools are accessible.
7. Making teacher salaries and/or non-monetary compensation in Wilmington schools competitive with surrounding states and within Delaware.

Questions/Discussion

Wilmington Teacher and Administrator 1 Year Turnover Rates

	Teachers	Administrators
Transferring within the school district	12%	14%
Transferring across school districts	9%	0%
Leaving Delaware	8%	0%
Total turnover rate	29%	14%

Source: *Delaware Department of Education, 2018-2019 to 2019-2020 School Year*
N=345

Recommendation 2: **Develop economic assistance packages for educators in the City of Wilmington Schools**

- The Delaware General Assembly will collaborate with the City of Wilmington and NCC Government to develop a mixed income, mixed use housing and amenities zone for educators (teachers, administrators, social workers) aimed at attracting, supporting, and retaining high quality educators.
- Explore the possibility of exempting city educators from the Wilmington wage tax. While the traditional school districts with schools in Wilmington provide various supplements for the tax, not all LEAs provide this service.

Top 3 Reasons Wilmington Educators Leave

1. School Leadership
 2. Student Behavior & School Climate
 3. District Leadership and/or District Policies
- There are current improvement efforts underway at DOE and other organizations, and these recommendations are supplementing these efforts.

Discussion & Questions

Recommendation 3: **Expand Professional Learning for School Administrators in the City of Wilmington Schools**

- All school leaders will participate in a comprehensive professional development program that includes mentoring, coaching, cultural competency, improving school climate, collaborative leadership, and classroom management.
- The curriculum will be adaptive to current concerns and issues school leaders are encountering.
- The logistics of the program would be developed and implemented by the Delaware Department of Education and the Office of Innovation and Improvement.

Discussion & Questions

Recommendation 4: **Reconstruct and Fund a Whole School Professional Learning Package for High-Need Schools**

- Multi-year and focused partnerships with IHEs to provide professional learning and coaching for both administrators and teachers.
- Initiatives aimed at improving school climate and building cultures of respect and learning.
- Tailored to the unique contexts of individual schools in Wilmington.
- The program would be supported through the Office of Innovation and Improvement at the Delaware Department of Education. The General Assembly will work with DOE to determine funding.
- This model has already been successfully implemented in Delaware.

Discussion & Questions

Next Steps

- Work Group will take the supported recommendations and create an action plan for final approval in April.

Upcoming Meetings

Redistricting and Governance Meeting – February 19,
6-8 p.m., Community Education Building

Full Consortium Meeting – Week of April 20-24

Public Comment
