Empowering Great Teachers in Delaware

TEACHER PREPARATION COLLABORATION AMONG DELAWARE DISTRICTS AND EDUCATOR PREPARATION PROGRAMS 2020-2022

Rodel A GREAT EDUCATION CHANGES EVERYTHING
### Our Challenge and Why it Matters

#### THE PROBLEM

<table>
<thead>
<tr>
<th>Diversity</th>
<th>Retention</th>
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<td>• 17% of Delaware teachers identify as people of color, while 56% of students do.</td>
<td>• Only about 50% of teachers of color are in the same school after 2 years.</td>
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#### WHY IT MATTERS

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<th>Diversity</th>
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<td>• Positively impacts school climate, teacher readiness and effectiveness, student learning, and reduces teacher shortages and hiring costs.</td>
<td>• Positively impacts teacher readiness, student learning, and retention.</td>
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<td>• Increased achievement</td>
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<td>• Enrollment in advanced courses</td>
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<td>• Greater social-emotional development</td>
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Our Partners

DELAWARE SCHOOL DISTRICT PARTNERS

DELAWARE EDUCATOR PREPARATION PROGRAMS

SUPPORTING PARTNERS
Delaware Education Landscape and Partner Districts

Red Clay Consolidated School District has 29 schools and serves 16,000 students.

Colonial School District has 15 schools and serves 9,900 students.

There are currently 1,433 high school students earning credits in Delaware’s teacher academies and more enrolled. 50% are students of color.

There are currently 9,622 teachers in Delaware. 17% are people of color.
Our Goals

- Dramatically increase the teachers of color in the pipeline and their retention in the profession
- Catalyze statewide change in Delaware that can inform national conversation

**START EARLY**
Teacher Academy Pathway including dual enrollment

**CLINICAL RESIDENCIES**
Year-long experiences in schools

**SUSTAINED SUPPORT**
- Mentoring and cohort support for residents and new teachers
- New school designs and sustainable funding

**RETAIN MORE QUALIFIED AND DIVERSE TEACHERS IN DELAWARE SCHOOLS**
The K-12 Teacher Academy program of study is a CTE program that prepares high school students for careers in elementary and secondary education.

Observation opportunities in a variety of age and discipline settings, as well as special needs and non-classroom settings, provide practical experiences while enriching the learning.

Students have opportunity to participate in work-based learning during their senior year in a classroom setting.

Much like clinical residencies for medical professionals, teacher-prep students may pursue teacher residencies.

Teacher candidates are placed with mentor teachers in select partner schools and co-teach with their mentor over the entire school year.

The immersive co-teaching approach provides a true-to-life teaching experience and prepares candidates to competently manage their own classrooms immediately upon graduation. Candidates are involved in all teacher-related activities throughout the year, including classroom set-up, lesson planning, and more.
Timeline of Teacher Residencies

First undergraduate residency in Delaware. **Wilmington University**, 2014

**Relay Graduate School of Education** launches graduate residency in Delaware, 2017

**Delaware State University** launching residency program and **University of Delaware** expanding early childhood residency, 2020

**State Investments**, 2020
The Opportunity in Delaware

**LOCAL AND STATE IMPACT**
Commitments from:

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<td>Large, Diverse Districts</td>
<td>Local and National Funders</td>
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<td>Educator Preparation Programs</td>
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<td>State Department of Education</td>
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**GREATER PERCENTAGE OF TEACHERS OF COLOR**
Entering the Profession and in Training, and Commitment to Support and Retain Them

**LEVERAGED STATE FUNDING**
New Funding for Loan Forgiveness, Resident Stipends, and New Residency Programs

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<td><strong>50%</strong> Students of Color Out Of 1,500 High School Students Enrolled In Teacher Academy Courses</td>
<td><strong>34%</strong> First Year Teachers of Color</td>
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**HIGH CONCENTRATION OF RESIDENCIES YIELDING WELL-PREPARED NEW TEACHERS AND HIGHER RETENTION POTENTIAL**

$1M State Investment

75 Teacher Residents Planned for each of next two years.
These goals were developed in partnership with district representatives including superintendents and HR directors, state officials, and deans and leaders of educator preparation programs.
Priority Initiatives

RESIDENCIES

- Scale up current residency programs
- Invest in the design and creation of additional residency programs, to include potential redesign of schools such that they deepen training and enhance retention for residents.

CAREER PATHWAY FOR TEACHER CANDIDATES

- Formalize High School Teacher Academy dual enrollment opportunities
- Create pathways to post-secondary Ed Prep Program with a yearlong clinical experience.

HIGHER EDUCATION CONVENING AND COLLABORATION

- Convene IHEs to improve recruitment and support of new teachers of color, in addition to issues such as resident placement, mentor identification and support, and recruiting based on data on districts’ long-term hiring needs.
Teacher Diversity Matters

A more diverse teacher workforce could help narrow the achievement gap.

• Students perform better with teachers of the same ethnicity/race.
• Access to high-level coursework.

Higher expectations of students of color from teachers.

• Teacher expectations on student behavior can be powerful influencers for student performance and aspirations.
• Teachers of color serve as advocates and mentors for students of color by helping them navigate school culture.
Teacher turnover leads to more inexperienced or unqualified teachers, increased class sizes, or cutting class offerings.

Teacher inexperience and turnover negatively impact student learning.

Turnover disrupts school stability, collegial relationships, collaboration, and the accumulation of institutional knowledge.

Financial costs also accrue when replacing teachers, with estimates reaching $20,000 or more for each teacher who leaves an urban district.
Work Underway in 2020

RESIDENCIES

• UD and DSU developing residency programs
• Wilmington University expanding its residency program
• State dollars being invested to pay stipends to residents

CAREER PATHWAY

• Articulating the path to becoming a teacher, including dual enrollment opportunities, financial supports and scholarships for teacher candidates
• Identifying opportunities to make this path easier to navigate and more affordable

HIGHER EDUCATION

• Placing residents in hub schools
• Developing support systems for candidates and new teachers
• Creating a forum for collaboration
• Using data to meet districts' hiring needs
Opportunities Ahead

**Align** efforts with Department of Education on high-quality instructional materials to expose teacher candidates early

**Explore** new models including “teaching hospital” or hub school with meaningful leadership and development opportunities for teachers

**Implement** improvements to pathway to becoming a teacher, including dual enrollment and credit articulation

**Partner** to communicate about the pathway to becoming a teacher in Delaware and the profession broadly