

# TEACHER PREPARATION COLLABORATION AMONG DELAWARE DISTRICTS AND EDUCATOR PREPARATION PROGRAMS 2020-22

*Convened by Rodel*

*Funded by Michael & Susan Dell Foundation*

*Partners include Red Clay Consolidated School District, Colonial School District, Delaware State University, University of Delaware, Wilmington University, Relay GSE, Delaware Technical Community College, and the Delaware Department of Education*

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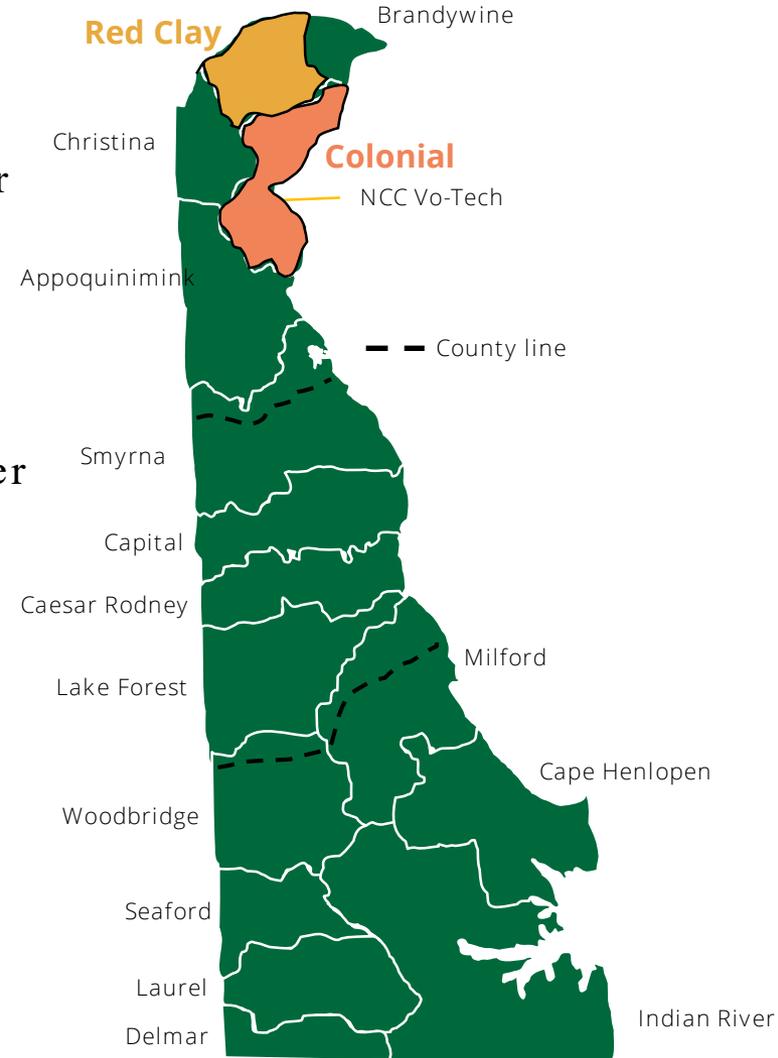
# Delaware is a Small, Diverse State

## Challenges

- Teachers do not represent the students they serve
  - 138,000 students in 220 schools; 56% of color
  - 9,600 teachers; 17% identify as teachers of color (TOC)
- After 2 years of teaching, Delaware retains only
  - 50% TOC in same school
  - 70% in state (about 10 percentage points lower than non-TOC)

## Opportunities

- **New teachers are more representative:**
  - 1500 high school students enrolled in teacher academy courses; **50% of color**
  - **34% of first year teachers are of color**
- **High concentration of residencies yielding stronger new teachers and higher retention potential:** state investing \$1M and planning for 75 residents in 3 years



# District Partners Represent 20% of State Students and Educators

*Project goal is to influence state systems*

**Red Clay students make up 12% of Delaware's total public school student population**

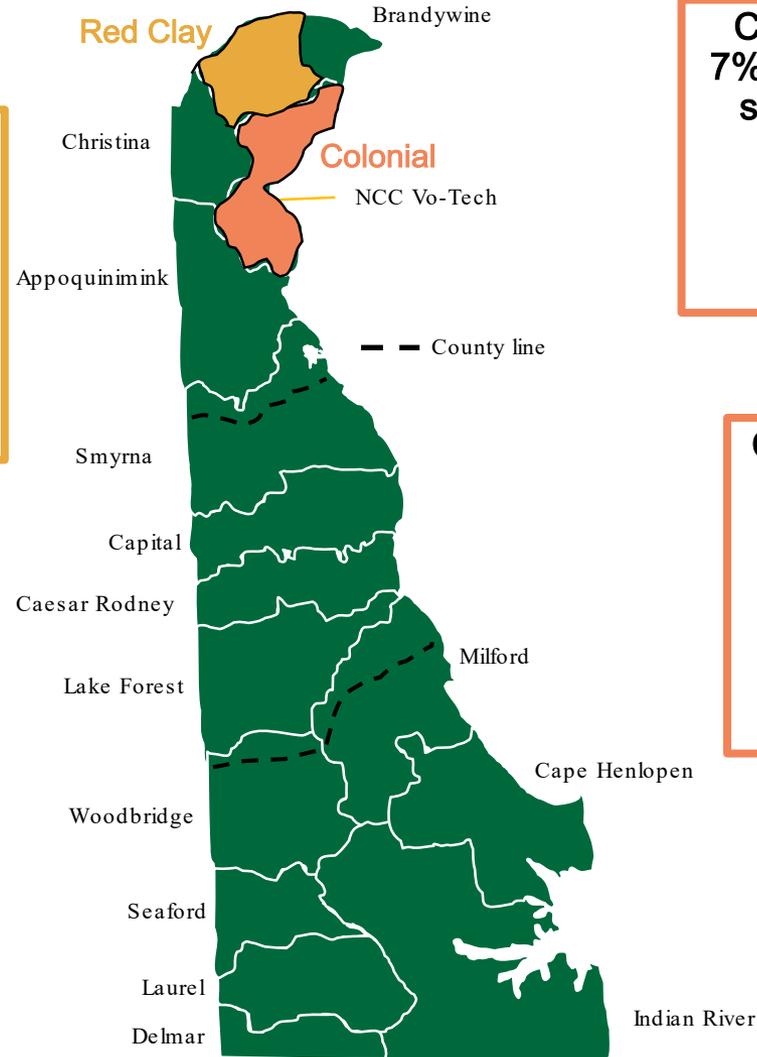
*Total Red Clay Students: 16,967*

*Total Delaware Public School Students: 139,144*

**Red Clay teachers make up 12% of Delaware's total public school teacher population**

*Total Red Clay Teachers: 1,126.*

*Total Delaware Public School Teachers: 9,622.85*



**Colonial students make up 7% of Delaware's total public school student population**

*Total Colonial Students: 9,889*

*Total Delaware Public School Students: 139,144*

**Colonial Teachers make up 7% of Delaware's total public school teacher population.**

*Total Colonial Teachers: 654*

*Total Delaware Public School Teachers: 9,622.85*

# The Opportunity in Delaware

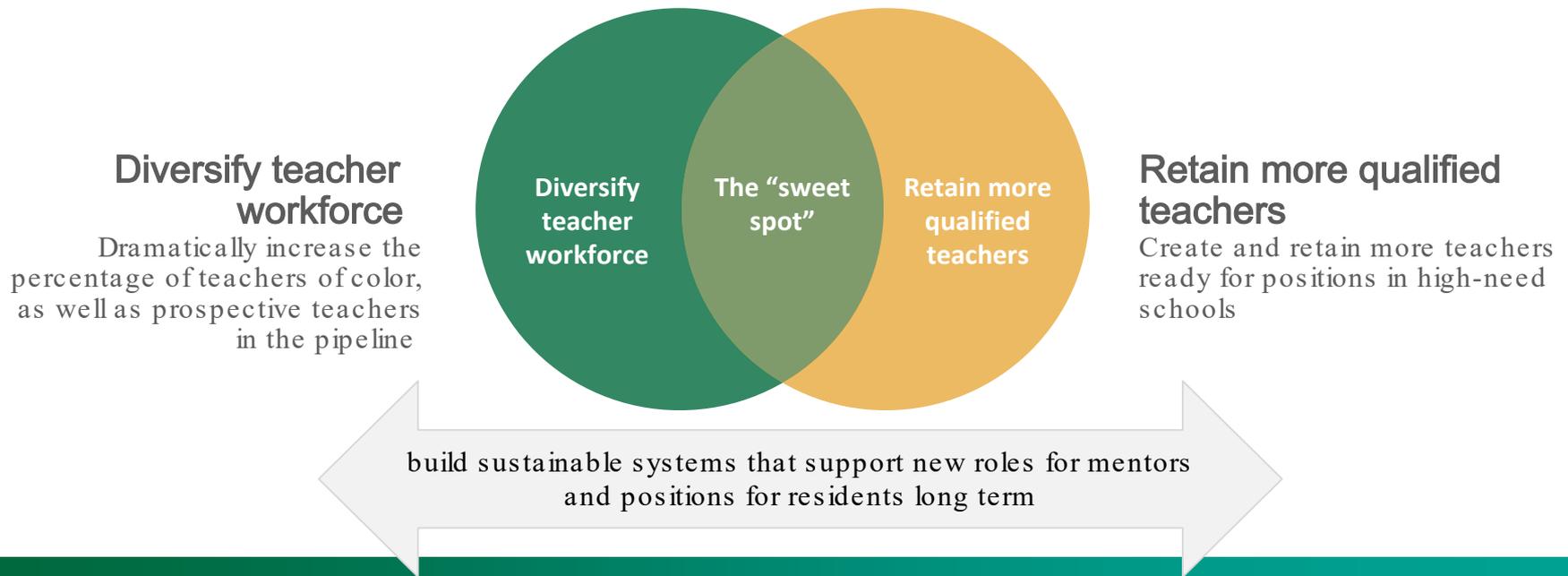
- **Local and State Impact** —commitments from
  - two large, diverse districts
  - five Educator Preparation Programs
  - local and national funders
  - state Department of Education
- **Largest concentration of teacher residents in the country**  
anticipated, with all Educator Preparation Programs committed
- **Leveraged state funding** —new funding for loan forgiveness, resident stipends, and new residency programs
- **Greater percentage of teachers of color** entering the profession and in training – and commitment to support and retain them

# Executive Summary

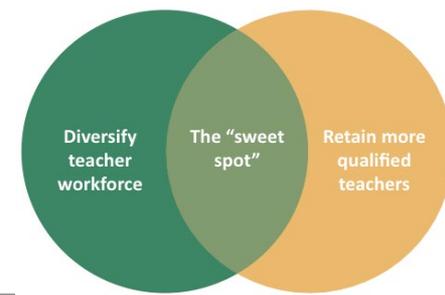
- Too many of our new teachers hit burnout, particularly in high-need schools.
- Our pipeline is not diverse enough; however, we have a unique opportunity to guide hundreds of current high school students of color with an interest in teaching.
- To do that successfully, we must strengthen Teacher Academy programming, and scale up and build out residency programs—all with an eye for coherence of programming and sustainability of funding.
- The state has committed state funding to support residencies and capacity to recruit teachers of color
- We have engaged two large and diverse districts, five educator preparation programs, and the state Department of Education—to create an education ecosystem with a clear pathway to teaching and the highest concentration of teacher residents nationally

# Vision

This collaboration is building momentum in Delaware when it comes to creating more intentional partnerships between districts and teacher prep programs. We seek to dramatically increase the number of teachers of color, as well as prospective teacher residents in the pipeline. Our vision is to build on this partnership—among two districts, the state, and educator preparation programs—to not only inform statewide change in Delaware but to inform the national conversation.



# Project Goals



	Current Landscape	In 2021-22
<b>Increase number of residents</b>	<ul style="list-style-type: none"> <li>● 47 residents statewide</li> <li>● 6 residents in Colonial and 5 in Red Clay</li> </ul>	<ul style="list-style-type: none"> <li>● 75 residents statewide</li> <li>● 25 residents in Colonial and 17 in Red Clay</li> </ul>
<b>Retain more qualified teachers</b>	<ul style="list-style-type: none"> <li>● 76% of teachers remain in the state beyond their first two years</li> </ul>	<ul style="list-style-type: none"> <li>● 85% of teachers who participated in year-long residency and are hired remain in the state beyond their first two years</li> </ul>
<b>Diversity of workforce</b>	<ul style="list-style-type: none"> <li>● 34% of first-year teachers are people of color</li> <li>● 25% students of color in Ed Prep Programs</li> </ul>	<ul style="list-style-type: none"> <li>● 40% of first-year teachers are people of color</li> <li>● 30% students of color in Ed Prep Programs</li> </ul>

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 and 17% are people of color.

# Delaware's Context: Building Blocks



- **Residencies**

- State DOE investing \$1M in resident stipends and building new programs, prioritizing quality of mentors
- Major state Institutions of Higher Education (IHEs)—Delaware State Univ and University of Delaware—have launched new residency programs
- LEA interest in hub school model



- **Career Pathway for Teacher Candidates**

- Leverage large enrollment in high school teacher academies with high percentage of students of color
- Significant opportunity to align coursework and financial supports for the pathways from high school to Educator Preparation Program (EPP), give dual credit opportunities to make room for yearlong residency



- **District and Higher Education Convening and Collaboration**

- Provide capacity to loose network of districts and IHEs to share what's working, place students in cohorts, and strengthen programming based on needs of districts

# Priority Initiatives

In order to achieve the shared goals, partners carved out the following priorities to drive aligned programming and coherence across institutions:



- **Residencies:** Scale up current residency programs and 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 and create pathways to post-secondary Ed Prep Program with a yearlong clinical experience



- **Recruit and Retain Teachers of Color:** Create deliberate systems within districts and IHEs focused on supporting, sustaining, and recruiting teachers of color

# Activities by Priority

Priority	Activities/Inputs supported by this partnership	Grant objectives during the two years of MOU (to 2022)	Aligned Goal
<b>Residencies</b> 	<ul style="list-style-type: none"> <li>• Create residency programs with new IHEs</li> <li>• Strengthen residency partnerships with existing IHEs</li> <li>• Strengthen policies and supports for mentors</li> <li>• Develop sustainability strategies to be able to pay for residencies in the long-term</li> <li>• Grow and pay for residencies in the long-term</li> </ul>	<ul style="list-style-type: none"> <li>• increase number of teacher residents statewide from 42 to 75 by and within Red Clay and Colonial from a combined 11 teacher residents currently to a combined 41</li> </ul>	<p>The aligned programming across residencies, teacher academies, and IHE collaboration seeks to achieve these goals:</p> <ul style="list-style-type: none"> <li>• diversify teacher workforce</li> <li>• increase number of residents</li> <li>• retain more qualified teachers</li> </ul>
<b>Career Pathway for Teacher Candidates</b> 	<ul style="list-style-type: none"> <li>• Strengthen quality of teaching in teacher academies through professional learning and supports</li> <li>• Analyze dual enrollment offerings and articulate vertical pathways for students from high school to college EPP, residency and employment</li> <li>• Incentivize students to enroll with IHE partners for college ed prep program with residency component</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of Red Clay and Colonial teacher academy high school students enter college ed prep program</li> </ul>	
<b>Recruit and Retain Teachers of Color</b> 	<ul style="list-style-type: none"> <li>• Identify TA provider to create and facilitate community of practice, then convene quarterly</li> <li>• Address the placement process for residents, including selection and training of mentor teachers.</li> <li>• Strategize long-term plan to recruit, sustain and support teachers of color</li> <li>• Review districts' short-term, mid-term, and long-term data on hard-to-staff positions; identify how to adjust programming and recruitment strategy to address those needs.</li> <li>• use this community of practice to systematically review district data to improve EPP recruitment and training</li> </ul>	<ul style="list-style-type: none"> <li>• Build a community of practice among IHEs and LEAs, in order to tackle five big lifts</li> </ul>	

# About our Partners

Delaware  
School  
District  
Partners



Delaware  
Educator  
Preparation  
Programs



Supporting  
Partners  
(Roles)



Michael & Susan Dell  
FOUNDATION

Funder



Funder, Convener, Data & Policy Analysis,  
Fiscal Agent, Contract Manager



Funder, Policymaking,  
Support