

Educator Equity Strategies

The purpose of this document is to help LEAs identify supports offered by the Delaware Department of Education to address gaps in educator equity among schools. The resources outlined in this document mirror those available in the [Educator Equity LEA Planning Tool](#), which should be completed as part of the Consolidated Grant Application planning process. Using the Educator Equity Reports and Dashboard, LEAs should:

1. Identify the key educator equity gaps to address (Educator Effectiveness, Educator Experience, Educator Retention, or Out-of-Field Teaching);
2. Select the key focus areas to address in order to close the educator equity gaps (School Leadership; Educator Preparation; Recruitment, Selection, and Staff Management; Mentoring and Induction; Compensation and Career Pathways; Educator Evaluation Alignment; and Professional Learning); and
3. Choose the strategies, supports, and resources that the LEA will employ in order to address the identified focus area and associated educator equity gaps.

Use the links below to navigate to related supports and resources provided by the Department of Education:

[School Leader Supports](#)

[Educator Preparation Supports](#)

[Recruitment and Selection Supports](#)

[Mentoring and Induction Supports](#)

[Compensation and Career Pathways Supports](#)

[Educator Evaluation Alignment Supports](#)

[Professional Learning Supports](#)

School Leadership Supports

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

- **Assistant Principal Academy:** The focus of this year's Assistant Principal Academy is supporting and on-boarding new or novice assistant principals. NASSP trainer Tom Evans will present "10 Skills for Successful School Leaders: A Focus on the Assistant Principal." The second and third AP Academy Sessions will be a two-day workshop presented by NASSP trainer Tom Evans titled, "10 Skills for Successful School Leaders: A Focus on the Assistant Principal."
- **Delaware Principal Advisory Group Meetings - Timely Topics (Quarterly):** School leaders are invited to participate in quarterly Delaware Principals' Advisory Group (DPAG) meetings. The purpose of DPAG is to allow building leaders the opportunity to meet with colleagues from around the state to learn about key updates, hear about happenings in the field, and provide essential feedback.
- **Delaware's Learning Leader Network (LLN) Year 2:** This hands on professional development consists of onsite formative classroom walkthroughs with live streaming as Drs. Moss and Brookhart, authors of *Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement*, teach administrators how to use walkthroughs for student look-fors. The professional development offers guided discussions around the next level of work for principals and teachers. There are five sessions scheduled this year. After the walkthroughs, Moss and Brookhart guide LLN participants through modeling: 1) how to set professional learning targets and student look-fors, 2) formative feedback and feed-forward conversations between principals and teachers, and 3) linking the next level of work to school-wide professional learning goals.
- **Partnership with Relay:** Offer participation in a new kind of principal training program, designed specifically for current principals: a one-year National Principals Academy Fellowship (NPAF) that prepares principals to become instructional and cultural leaders, not merely building managers. The leadership academy's approach emphasizes individualized, job-embedded practice.
- **Executive Leadership Academy (DASL/UD):** This will be the fourth year that DDOE/DASL partner to provide the Executive Leadership Academy. There will be six sessions offered throughout the spring. Coursework and topics include: facilitation skills, conflict resolution, team building, client relations, and social networking. This training is targeted for district level supervisors aspiring to develop skills towards a Superintendent's career. The competencies are based on AASA's National Competencies for Superintendents.

Educator Preparation Supports

Delaware must strive for all educators working in our schools to be well prepared to take on the critical job of supporting our students. Research shows that well-prepared educators are more likely to stay in the classroom and achieve strong student outcomes at a faster rate than less-prepared peers. Due to this strong research-base, educator preparation is a critical lever to ensure that every student experiences effective educators every day. As a state agency, the DDOE accomplishes this goal in educator preparation through three mechanisms: 1) set standards for entry into the profession; 2) use data to determine program effectiveness; and 3) seed innovation to promote clinically oriented teacher preparation and a strong pipeline of the quantity of quality of educators Delaware needs.

- **Educator Preparation Partnership Grants:** The Delaware Department of Education is proud to announce a Request for Application (RFA) focused on strengthening partnerships between schools and districts and educator preparation providers. The Educator Preparation Partnership Grant will focus on addressing three statewide priorities –
 - Clinically Oriented Teacher Preparation
 - Program Design to Meet Workforce Needs
 - Recruitment Strategies and Partnerships
- **Educator Preparation Program Reports (to target recruitment efforts and partnerships):** The 2016 Educator Preparation Program Reports were crafted as one initiative among statewide and national efforts to improve the quality and transparency of educator preparation. About half of the state’s early career educators are prepared by Delaware preparation programs; the reports are part of Delaware’s larger effort to strengthen such programs throughout the state. These reports are one important way to measure and assess the quality of Delaware preparation programs in their ability to recruit, train, and develop quality educators for the state’s students. Each report contains six (6) scored domains: Recruitment, Candidate Performance, Placement, Retention, Graduate Performance, and Perceptions. Each domain is comprised of two (2) to four (4) metrics.

Educator Preparation Resources

- Resources for Clinically-Oriented Teacher Preparation
- Resources for Ensuring High-Quality Teacher Talent
- Resources for Paths to Equity

ESSA offers states and districts multiple opportunities to innovate in the development and expansion of teacher-preparation programs. Under ESSA, states and districts can use Title II funds to:

- develop or expand one-year residency programs where teacher candidates learn under the mentorship of experienced teachers prior to becoming teachers of record;
- develop or expand alternate routes into teaching that target midcareer professionals from other fields, former military personnel, and those with advanced degrees; and
- support state-created “teaching academies” that prepare teachers or school leaders to work in high-need schools.

Recruitment and Selection Supports

Research shows that teachers are the most important school-based factor in predicting a student's achievement. The initiatives relating to teacher recruitment and selection are designed to improve equitable access to high-quality educators by ensuring that large and small as well as rural and urban districts are on a level playing field in terms of recruitment and hiring. Consistent with these ideals, DDOE seeks to reduce equity gaps by increasing marketing efforts for new educators, promote early hiring and build pipelines in the profession to assist in attracting the best teachers to teach in Delaware. Delaware will also work with the LEAs to hire more minority teachers to reflect the students they are educating.

- **Join Delaware Schools:** Join Delaware Schools is an on-line application system and website that allows candidates to apply for multiple job postings using one common application. The website is designed to provide candidates with a “one-stop shop” where they can access information about the benefits of working in Delaware, the unique characteristics of participating districts and charter schools and Delaware’s licensure and certification requirements.
- **Pre-Screener Tool:** Offered to districts and charter schools participating in Join Delaware Schools, this online screener offers the first step in “screening-in” those applicants who can identify the talents needed to be successful in their roles. Comprised of timed, multiple-choice questions, these assessments provide a graphical analysis of each candidate’s talent profile, helping you quickly determine which applicants will move to the next step of your selection process.
- **Recruitment and Selection Toolkit:** This toolkit is a resource for district/school administrators and other staff involved in the selection and hiring of teachers. It offers practical guidance to district/school leaders for a comprehensive approach to the selection of teachers. The contents of the Toolkit are based on the latest literature and effective practices. The toolkit includes examples, templates, resources, and references.
- **The Delaware Teacher Recruitment and Selection Toolkit is designed to assist district/school administrators and staff in effectively:**
 - Thinking strategically and comprehensively about the recruitment and selection of the district/school's most valuable assets - teachers;
 - Learning more about how to apply the most effective practices in recruitment and selection of teachers as part of their educator effectiveness strategies;
 - Identifying immediate actions that can be taken; and
 - Using and/or adapting tools and templates that are aligned with the Delaware Performance Appraisal System (DPAS II) components, criterion, and performance levels.
- **Individualized Technical Assistance on an As-Needed Basis:** Additional supports and resources may be available on an as-needed basis for districts and charter schools in Delaware.

Mentoring and Induction Supports

Supporting Delaware’s newest educators is essential to ensuring all of Delaware’s students receive a quality education and are college and/or career ready. By providing comprehensive support to our newest educators, the Delaware Department of Education, school districts, and charter schools can work together towards increasing educator retention rates; improving professional practices of both new and veteran educators, and most importantly, having positive effects on student achievement.

The goal of the Comprehensive Induction Program is to provide new educators with the support necessary to become familiar with school and district policies, hone their professional skills, help them evaluate and reflect on their own professional performance and develop an individualized growth plan to improve their effectiveness.

In addition, Delaware’s commitment to educator equity includes programs designed to create continuous and effective professional learning opportunities for educators at all stages of the profession because professional learning activities, such as those that enhance or expand teacher knowledge, are more likely to be effective if they are part of a coherent program of ongoing professional development.

- **Comprehensive Induction Program for Educators:** A four-year cycle created to ensure all new educators in the State of Delaware receive full professional and personal support as they develop the essential knowledge, skills and experience that will result in a high quality education for all of Delaware’s students, notably those taught by novice educators.
- **New Teacher and Mentor Academies:** As part of DOE’s continued effort to provide high quality professional development through the Comprehensive Induction Program (CIP), a series of engaging, fun-filled and highly relevant workshops will be held throughout the state including: Foundations for Classroom Success; Engaging and Preserving Self; Who is With Me?; Diversity: Our Students and Ourselves; Building Your Mentor Toolkit; Maximizing Feedback for Growth; and Difficult Conversations
- **Summer Lead Mentor Trainings:** Professional learning sessions provided to LEA mentoring Site Coordinators and Lead Mentors designed to provide information related to best practices related to providing high-quality support to novice educators. Also provides an opportunity for LEAs to learn about the “traditional” State of Delaware mentoring program as well as share innovative practices being implemented through the Comprehensive Induction Program competitive grants.
- **Online Ethics Course:** The ProEthica program is an online educator ethics training and assessment program designed for teachers. This research-based program offers educators techniques and strategies to balance the sometimes contradictory professional expectations they encounter”. The program is aligned to the Model Code of Ethics for Educators (MCEE) and raises educator awareness of making informed decisions guided by professional ethics. All novice educators in the first year on an Initial License and those new to the State of Delaware will complete this 3-hour course as part of their mentoring and induction efforts.

Compensation and Career Pathways Supports

Retention rates among high-performing employees are increased when opportunities for advancement are available. Research also shows that high-performing employees are more attracted to promotion opportunities compared with low-performing employees, and they also are more likely to leave a position because of a lack of opportunity for advancement. These opportunities for educators too often lead out of the classroom. This research was confirmed by our stakeholders, who mentioned the importance of opportunities for educator professional growth while keeping strong teachers the classroom where they can positively impact students.

Teacher Leader Pilot: The Teacher Leader Pilot provides career ladder opportunities and compensation to educators who want to serve in Teacher Leader roles within their schools, yet want to continue to work directly with students in their classroom. Teacher Leaders receive \$5,000 in additional compensation, \$6,000 if they work in a high needs school. Participating schools also receive additional funding to cover release time and provide additional resources to Teacher Leaders.

Through this initiative, Teacher Leaders serve in one of the following roles and work collaboratively with the school leadership team to identify and address challenges within the school.

- Instructional Practice Leads will improve the instructional practice of fellow educators using a variety of high-impact support strategies focused on frequent, targeted feedback in educators' development areas.
- Digital Content Leads will help educators build their instructional technology knowledge so more students have access to technology that helps improve their academic outcomes.
- Instructional Strategy Leads will introduce new instructional strategies into schools to help educators meet their learning needs and help schools meet their academic goals.
- Community Partnership Leads will help students gain access to services designed to improve their physical and mental health, giving them a greater chance at academic success.
- Instructional Culture Leads will help schools build a philosophy around culture, discipline and culturally responsive teaching.

Teacher Leaders and school administrators participate in high-quality professional learning sessions throughout the school year. During these sessions, participants strengthen their skills related to the seven domains of teacher leadership; Fostering a Collaborative Culture to Support Educator Development and Student Learning, Accessing and Using Research to Improve Practice and Student Learning, Promoting Professional Learning for Continuous Improvement, Facilitating Improvements in Instruction and Student Learning, Promoting the Use of Assessments and Data for School and District Improvement, improving Outreach and Collaboration with Families and Community, and Advocating for Student Learning and the Profession.

Delaware Talent Cooperative: The Delaware Talent Cooperative (Co-Op) was designed, in collaboration with educators, to support the most effective educators in classrooms with students who need them most—and thus to support schools that have high populations of traditionally underserved students. The initiative seeks to retain some of the state's highest-performing educators (teachers, specialists, and school leaders) working in the highest-need schools.

The Co-Op includes state-funded financial awards and recognition for educators, professional learning networks, and teacher-leadership opportunities. The Co-Op also fosters cross-school collaboration between districts and charters, urban schools and rural schools, and educators in various subject areas and disciplines.

Educator Evaluation Alignment Supports

Misalignment between the elements of an educator's evaluation scores can be problematic and confusing for educators. For example, an educator's observation scores may suggest that they are successful, while their student growth data may reveal that their students are not learning commensurately. This misalignment typically results from issues relating to goal setting, observation norming, or a misunderstanding of the evaluation purpose/framework. Below, please select the potential strategies relating to evaluation misalignment that you would like support in for your LEA. A member of our team will reach out with additional supports.

- **Goal Setting:** Setting Measure B and C goals is an important process, as it sets the expectations for teachers and students for the year. These goals must be rigorous, attainable, and data-driven. The TLEB has developed goal-setting resources and can provide additional supports for teachers and school leaders in setting appropriate Measure B and C goals.
- **Evaluation Purpose Setting:** There are a number of reasons that educators and school leaders are evaluated. In addition to holding individuals accountable for teaching and learning, evaluation can be used for professional growth, ensuring equitable access to high-quality educators, and helping students grow and succeed. The TLEB can provide supports to teachers and school leaders in identifying and engaging in the various elements of educator evaluation.
- **Observation Calibration Supports:** Misalignment between different educator evaluation ratings may stem from an evaluator's lack of calibration to the observation rubric. The TLEB offers a number of supports to ensure that evaluators are properly trained and calibrated to the DPAS II framework.
- **Strategies for Aligning Formative Observation Data with Formative Student Achievement Data:** Formative observation and student achievement data should be aligned throughout the school year to ensure that summative observation and student achievement data are aligned. The TLEB can provide supports on using formative student data to track progress throughout the year and in formative observation conversations.

Professional Learning Supports

Delaware's commitment to educator equity includes programs designed to create continuous and effective professional learning opportunities for educators at all stages of the profession because professional learning activities, such as those that enhance or expand teacher knowledge, are more likely to be effective if they are part of a coherent program of ongoing professional development.

- **Common Core and Next Generation Science Standards Site Visits:** Provides on-going support for full implementation of the Common Core Standards and gathering information about the needs of districts to better support CCSS and NGSS implementation. Site visits and subsequent site visit reports are intended to share best practices for improving academic programs and operations. During the 2015-16 school year, T&L completed 17 site visits. During the 2016-17 school year, T&L is on track to complete 20 site visits.
- **Literacy Cadre:** Provides resources and supports for reading specialists, literacy coaches and lead teachers who meet once a month to work on ELA/Literacy professional learning, materials, and resources for statewide use. Examples: Units, lessons, rubrics, professional learning modules and eLearning courses. <http://www.doe.k12.de.us/domain/374>
- **Math Cadre:** Provides resources and supports for district and school mathematics coaches/specialists and lead teachers. Some district coordinators/directors attend these meeting when possible. Cadre members meet once a month for mathematics content and coaching professional development and collaboration time to directly support goals established to help initiatives in their districts.
- **Literacy Coalition:** Provides resources and supports for English language arts/literacy administrators; i.e., supervisors, directors, coordinators. This group meets once a month to guide and vet the work of the Literacy Cadre, give feedback on statewide initiatives, create and share resources, and receive professional learning on agreed upon topics.
- **Math Coalition:** Provides resources and supports for Mathematics administrators (supervisors, directors, coordinators), IHE representatives, DFSME representatives, and other key stakeholders to support mathematics instruction. This group meets once a month to support instructional practice and provide professional development to district leaders.
- **Science Coalition:** Facilitates Delaware Science Coalition comprised of curriculum directors, higher education, business partners, and informal educators. This group meets once a month to guide curriculum, instruction, and assessment in science in collaboration with DOE, give feedback on statewide initiatives, create and share resources in curricular materials, professional development and classroom assessments.
- **Social Studies Coalition:** Provides resources and supports for Social Studies administrators; i.e., supervisors, directors, coordinators. This group meets once a month to guide and curriculum, instruction, and assessment in social studies in collaboration with DOE, give feedback on statewide initiatives, create and share resources, and receive professional learning on agreed upon topics.
- **Arts Education Advisory Council:** Facilitates Arts Education Advisory Council, which meets quarterly to create and share resources, solicit feedback, and offer support to districts in their implementation of new arts standards. A sub-committee of the Arts Education Advisory Council help plan and implement Fundamental not Ornamental.
- **Science Coalition Resource Center:** Builds and disseminates hands-on science materials statewide. Every district and nearly every charter is a member of the Delaware Science Coalition. The Coalition adopts resources a group and trains teachers collaboratively by pulling their human and fiscal resources together. This is the only content area where this occurs at scale. In 2016, the Center implemented a new Warehouse Inventory Management Solution system, allowing the group to create and disseminate over 24,000 science kits annually.
- **Gifted and Talented Advisory Council:** Facilitates the Statewide Advisory Council on Programs for Gifted and Talented Students (SACPGTS), which meets quarterly to support districts in their implementation of education plans for serving gifted or talented students (Regulation 902) A Schoology page serves as a repository for resources and links educators.

- **Math Curriculum Academy:** Provides professional learning opportunity for mathematics curriculum academy, which is comprised of middle school teachers and coaches from 12 LEAs (9 districts and 3 charter schools). The purpose of the academy is for participants to gain leadership skills by engaging in focused unit-level planning with the end in mind. Participants develop a unit of study and gain skills to support planning with their content teams during PLCs.
- **NextGen Teacher Leader Project:** For three years has provided an ongoing professional learning opportunity for 200 NextGen teacher leaders and 21 team leads to meet monthly and continue to learn about NGSS (Next Generation Science Standards) with a special emphasis on classroom assessments to support students' NGSS learning. These teachers are also receiving leadership training on adult learning/coaching skills to support the work of leading NGSS transition back in their schools.
- **NextGen Writing Team:** Provides professional learning opportunity for 20 Science teachers/specialists from across the state are evaluating the existing curricular units, finding the gaps where NGSS is missing, and developing gap lessons/classroom assessments to meet those needs. These instructional resources will be used statewide to support NGSS implementation
- **Reading Writing Project:** In partnership with the University of Delaware, solicits applications for one grade level team, from 4 schools; i.e., 5th grade teachers at a school, to participate in intensive professional learning and action research related to the ELA/Literacy CCSS. Teachers are paid a stipend and the professional learning takes place outside of school hours.
<http://www.doe.k12.de.us/site/Default.aspx?PageID=2891>
- **Social Studies Recommended Curriculum Development for Teacher Leaders:** In collaboration with the Social Studies Coalition of Delaware, establishes and maintains a teacher training program that focuses on building capacity at the building level and provides professional development in improving content knowledge, instructional practices, and assessment literacy.
- **Learning Leader Network:** Provides an opportunity for school leaders to work together to utilize a collaborative, formative walkthrough process based on work by Dr. 's Connie Moss and Susan Brookhart "Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement." Now in its second year, this program serves to foster and support strong connections among leaders as they engage in onsite visits, training and discussions to connect their everyday decisions of practice to compelling evidence of student understanding at the classroom lesson level.
- **Advanced Placement Professional Learning:** Through the Advanced Placement Incentive Grant, DDOE supports the professional learning of teachers from around the state. A portion of the grant is utilized by an LEA consortium to sponsor the annual AP Teacher Summit in early fall.
- **AP Insight:** In partnership with College Board, supports 109 teachers in Biology, Chemistry, Calculus, World History and U.S. History with online and face to face professional learning. AP Insight is a diagnostic tool for formatively assessing students and providing instructional strategies to meet student's needs.
- **State Network of Educators (SNE):** Oversees the State Network of Educators – a group of teachers who harvest resources to adapt or adopt and submit for posting in the Digital Library. This group of educators also trains teachers statewide on how to use the Digital Library. The Digital Library is a tool provided to support the Smarter Assessment suite of resources.
- **eLearning Delaware:** Provides Delaware educators with effective, online professional development and mandatory training opportunities on the Schoology Learning Management System to enhance teacher content knowledge, improve teaching practices, and increase student achievement levels. eLearning Delaware courses are available in ELA, social studies, CTE, and science. Facilitated mathematics courses will also be available starting Spring 2017.
- **Science Curriculum and Kit training:** In collaboration with the Delaware Science Coalition, sets up K-10th grade training schedule for fall, winter, spring and summer. These trainings are held in Kent, Sussex and NC counties for elementary and for secondary at Collette.
- **AP Computer Science MOOC (Massive Open Online Course):** Coordinates course participation. Trains coaches to effectively facilitate learning by students taking the online course.



Teacher & Leader Effectiveness Branch

Delaware Department of Education

- **Fundamental not Ornamental Arts Convening:** Facilitates summer convening of public school and community arts educators in Dance, Media Arts, Music, Theatre and Visual Arts. Professional Learning focuses on implementation of Delaware's new arts standards and integration of the Common Core State Standards and Next Generation Science Standards.
- **PAEMST Awards:** Each year T&L oversee the annual Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) awards banquet in Dover. This event recognizes educators awarded by the White House for the highest recognition K-12 mathematics and science teachers can achieve for outstanding teaching in the United States. Awardees serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of mathematics and science education.