H. Stakeholder Engagement Stage 3 Meeting Note Summaries

Delaware Department of Education | Plan to Ensure Equitable Access to Excellent Educators for All Students

Draft Plan Review

Working Group Conversation
Townsend Building -- May 8, 2015

Attendees:
- Ige Purnell – Principal, McCullough Middle School (Colonial)
- Claire Robertson-Kraft – Education Researcher and Contractor Researching the Delaware Talent Cooperative, University of Pennsylvania
- Chris Kenton – Executive Director, Professional Standards Board
- Mary Pickering – Parent Advocacy Council for Education
- Ken Hutchins – Capital Data Analyst
- Marsha Carter – Parent Advocacy Council for Education
- Dusty Blakey – Superintendent Colonial
- Betsy Fleetwood – Human Resources Director for Colonial
- Dom Zaffora – DSEA Treasurer
- Elizabeth Diaz– Director of Teacher Leadership Development, Teach for America Delaware
- Cora Scott – Director of PK-12 Educational Services for Brandywine
- Shan Green – Principal, Central Middle School (Capital)
- Nnamdi Chukwuocha – Wilmington City Councilman

TLEU Staff:
- Diane Bogle – Parent/Community Engagement Consultant for TLEU
- Atnre Alleyne – TLEU (by phone)
- Rashida Scott – TLEU (note taker)
- Christopher Ruszkowski – TLEU (facilitator)
- Doug Gagnon – TLEU & Harvard Strategic Data Project
- Maria Stecker - TLEU

Ensuring Equitable Access to Excellent Educators

Ad Hoc Working Group Review & Discussion

May 8, 2015

2-4pm

<u>**Agenda**</u>

- Show current status of the plan (skeleton version of where we're at)
- Stop at each section and ask for feedback; answer questions; comments

<u>**Reflection Questions**</u>

Plan Requirements

1. Why has USED asked all 50 states to embark upon this process in their states and local communities?

   - Disproportion/trying to provide access
   - The data shows that teachers are not working with the students who have those high needs
   - Comparison to other countries we are falling behind
   - No child left behind not as effective/how do we get rid of ineffective teachers; and/or providing professional development/provide unique structure guidance and support/new teachers lacking the support they need/training for those educators who lack communication skills (language barriers)

2. What questions do we still have about USED's plan requirements?

   - What is the evaluation process to become an ineffective teacher? Effectively ranking them appropriately not based on an assessment. The current system isn't meeting the needs.
   - How are we going to implement this process/Child should be central focus point at all times/ continue to look at the socio-economic bases/ensure stakeholders are venture stakeholders and being addressed the whole child

3. What additional information should DDOE obtain from USED over the next several months? From other organizations?
   - Make sure we're collaborating with other agencies

Stakeholder Engagement

1. What additional groups of community members/stakeholders should DDOE engage over the next six months?

   - Start looking beyond education/business leaders/mental health, etc outside of school settings
   - Speak to the students to hear their opinions and their thoughts
   - School boards
   - Legislature

2. Which perspective(s) should DDOE spend more time gathering (from those already engaged)?

   - Teachers; they are at the ground level
   - Prospective teachers
   - Higher ed (visit this on a continuous basis)
     - o How is higher ed recruiting these teachers?
   - Parents (compare their perspectives and the stakeholders; but get opinions from a broad range of parents [suburban and high needs])

3. How should DDOE approach districts/charters this summer to engage in planning, support, and communications?

   - Focus on preparation for these teachers to make sure these teachers are prepared for high need schools

<u>Notes</u>:
   - It should be mandated that student teachers should intern in high needs schools

Educator Equity Gaps – Data

1. What are the strengths of DE's current approach to equity gap data?

   - The fact that we're talking about it
   - Transparency of the data Having the data at hand and the quality you have to work from

2. What questions do you still have about the data/gaps that DDOE has uncovered?

   - Do we have data showing its working in other places
   - How do we highlight those schools and people who are doing well
   - The data is currently focusing on two areas right now, should we be valuing the concepts of analysis, complex argumentative thought processes, look at data over the past 10 years and analyze that holistically and have we been working towards that, if not the case then we need to think about the path that will lead top student success
   - Is the data correct/are we misinterpreting it? Drilling down to get to the true data
   - Explaining the variations of the data (different levels of schools, background of the teachers, teacher demographics)
   - What do we do with the data (i.e. backgrounds of student teachers) and how do we make the necessary changes with this data

3. What additional data (or deeper analysis) should be conducted over the next three-six months to further illuminate the challenge? (focusing on educator equity)

   - What supports are in place (professional development)
   - How can we fund higher needs differently
   - Interviewing the teachers and highlighting the successors
   - Anonymous parent/student/teacher survey between 2-3 schools performing well and 2-3 on the lower end of the spectrum and comparing that feedback/data

Root Cause Analysis

1. What did our various stakeholder groups miss/overlook in their conversations?

   - Root analysis is very comprehensive, however when do we focus on leadership
   - How do you get active voices from parents/parent involvement
   - Variations of the districts (macro vs micro); fiscal equity
   - Take each root causes and look at the whys? to be able to focus and fix
   - Class size/policies of the environment

2. What additional root causes does this working group believe need to be included?

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3. What additional work should the TLEU do to learn more about connections between equity gaps and root causes?

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<u>Notes</u>

- In the terms of lack of compensation/incentives – provide incentives to those who are willing to go into these high needs schools
- Give those teachers in high needs more time to do the work they need to do

Potential Strategies and Solutions

1. How can the state's current approaches be refined to greater impact educator equity?

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2. What LEA approaches have worked? What have LEAs tried to address these challenges?

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3. What new potential strategies/solutions should the SEA/LEA be considering to address these equity gaps?

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<u>Notes</u>

- How do we offset teachers' weaknesses when teaching subjects that are not their mastery?

Implementation Support, Ongoing Monitoring, and Public Reporting

1. How should this work be communicated over the next six months?

    - Take it on the road to all the stakeholders and the districts as well showing a partnership
    - The DOE should find a person in the stakeholders and announce this publicly

2. What should the state's role be in holding LEAs accountable for addressing educator equity gaps?

    - The way they distribute 1st year teachers
    - Inconsistency in the introduction program
    - How can you get rid of ineffective teachers?
    - Clear delineation upfront of what the process is

3. What should the state's role be in supporting LEAs as they address these persistent equity gaps?

4. What technical assistances is needed?

    - Look how early education does their process (with a TA and process document)
    - Make sure you follow through!