

DELAWARE DEPARTMENT OF EDUCATION

GUIDANCE FOR COMPLETION OF ESSA PORTION RELATING TO EQUITABLE ACCESS TO EXCELLENT EDUCATORS

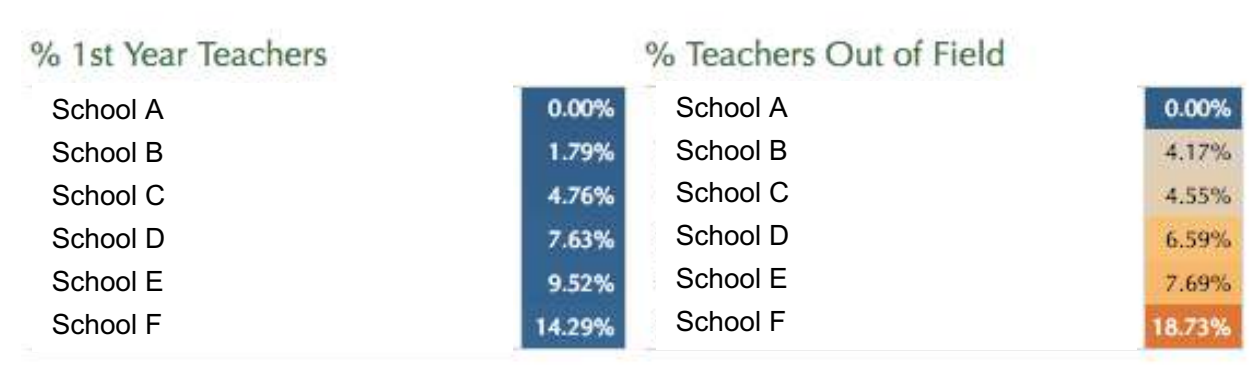
Equitable Access to Excellent Educators

1. How will the LEA identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? [Section 1112(b)(2)]

This question can be addressed using the Educator Equity Toolkit that LEAs received March 15, 2015. A hard copy of these materials will also be available at the Technical Assistance sessions in early April. Follow the steps below to develop a plan to address disparities in access to excellent educators for low-income and minority students.

Step 1: Use Educator Equity Dashboard or Report to identify key educator equity gap areas

Both tools can shed light on where the biggest educator equity gaps exist between schools in the LEA. One strategy for identifying the gaps is to refer to the Summary page of the Educator Equity Report to compare schools across domains. The domains with the most dramatically contrasting colors are typically the biggest gap areas, because the color contrast shows relative position compared to other schools in the state. For example, in the example below there is a larger gap between schools in the “Out of Field” than the “First Year Teacher” category based on the color contrast. As a result, this LEA may choose to prioritize “Out of Field” as the gap area to address. **When completing this section, please indicate the gap area of focus and the justification for why it was chosen.**



Step 2: Use Educator Equity LEA Planning Tool to Identify Focus Area

There are a number of potential areas of focus that may contribute to gaps in each of the educator equity domains. These may include (but are not limited to) challenges relating to Educator Preparation, School Leadership; Recruitment, Selection, and Staff Management; Mentoring and Induction; Professional Learning; or Compensation and Career Pathways. Completing the Educator Equity LEA Planning tool can help assess and identify the focus area of choice. Stakeholders can and should be engaged throughout this process. **Complete the exercise at <http://bit.ly/2mFRUzJ>** (LEAs also received this link as part of the Educator Equity Toolkit on 3/15/17).

Step 3: Use Educator Equity LEA Planning Tool and/or the Educator Equity Strategies Document to Identify Strategies for Addressing Focus Area

In completing the Educator Equity LEA Planning Tool, LEAs will have access to a list of supports offered by the DDOE. In addition, LEAs received two documents:

- **Educator Equity Resources:** This document contains various resources, programs and initiatives offered either by the DDOE or in partnership with the DDOE to address the various focus areas referenced above.

- **Educator Equity Strategies:** This document contains a number of research-based strategies that have been implemented in other states and districts that may address the various focus areas referenced above.

Using these tools, **please either (a) select a resource or strategy from the tools that the LEA will implement in order to close the selected educator equity gap; or (b) design a different resource or strategy better-tailored to the LEA that will close the selected educator equity gap. Explain why the strategy was selected and how it is expected to address the selected educator equity gap.** Stakeholders can and should be engaged throughout this process.

2. Describe the system of professional growth and improvement, such as induction for teachers, principals, or other school leaders. [Section 2102(b)(2)(B)]

High-quality teaching and learning requires a diverse cohort of educators (including teachers, principals, and other school leaders) to be prepared and supported to meet the many challenging demands they and their students face. The continuum of the educator profession and associated opportunities to support educators may be viewed broadly as five interrelated steps that build upon one another. There are many opportunities to develop new ways to support educators at various points in this continuum (illustrated below), as well as augment and strengthen existing efforts to improve individual parts and the overall system of supports.



Once needs have been identified (Question 1 – Steps 1 and 2), LEAs (along with stakeholders through consultation) should determine the professional growth and improvement approaches most likely to be effective. For Question 2, LEAs should focus on supports related to **Induction and Mentorship**, if not already addressed in Question 1. Programs and activities should be evidence-based.

Additional resources on educator mentorship and induction include:

- REL: Central Region's *How Do School Districts Mentor New Teachers?*
- GTL's *The Excellent Educators for All Initiative: Connecting State Priorities with Practical Induction and Mentoring Strategies*

3. Describe the system for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]

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Once needs have been identified (Question 1 – Steps 1 and 2), LEAs (along with stakeholders through consultation) should determine the professional growth and improvement approaches most likely to be effective. For Question 3, focus on supports related to **Strong Teacher Leadership**, if not already addressed in Question 1. Programs and activities should be evidence-based.

With the identified possible strategies below, and all other permissible activities, Title II, Part A funds may be used to support “time banks” or flexible time for collaborative planning, curriculum writing, peer observations, and leading trainings; which may involve using substitute teachers to cover classes during the school day. Furthermore, funds may be used to compensate teachers for their increased leadership roles and responsibilities.

Possible Strategies:

- Career opportunities and advancement initiatives for effective teachers that promote professional growth and emphasize multiple career paths. This includes creating hybrid roles that allow instructional coaching of colleagues while remaining in the classroom, as well as assuming other responsibilities such as collaborating with administrators to develop and implement distributive leadership models and leading decision-making.
- Supporting peer-led, evidence-based professional development in LEAs and schools.
- Recruiting and retaining talented and effective educators, including mentoring new educators.
- Participating in community of learning opportunities and other professional development opportunities with diverse stakeholder groups such as parents, civil rights groups, and administrators, to positively impact student outcomes; for example, through a forum to discuss the implication of a policy or practice on a school community, or organizing a community-wide service learning project, where teachers afterwards work together to imbed conclusions of these activities into their teaching.