

G. Stakeholder Engagement Stage 2 Meeting Note Summaries

Delaware Equity Plan Stakeholder Engagement

Strategy Protocol

Partners and IHEs – Blue Hen Conference Center – 4/14/15

PARTICIPANTS:

On April 14, 2015, a group of eleven educational partners and educator preparation IHE leaders convened for a 180 minute facilitated discussion on strategies to address the root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information and the attendants at this session were

NAME	ORGANIZATION
Greg Vetter	Amplify
Marsha Horton	Delaware State University
Bob Martin	Delaware State University
Elaine Marker	Delaware State University
Christine Eisenhauer	Relay Graduate School of Education
Elizabeth Diaz	Teach for America – Delaware
Frank Livoy	University of Delaware
Raymond Theilacker	University of Delaware
Steve Godowsky	University of Delaware – DASL
Michael Moody	Insight Education Group
Matt Kelomers	New Leaders

SESSION INFORMATION:

During the session, a quick review of the plan requirements and data was presented by Christopher Ruszkowski and Atnre Alleyne (DDOE TLEU). Next, a summary of the root causes named at stakeholder engagement sessions was presented. The group then broke off to dig deeply into the root cause area of their choice and develop potential strategies. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

Graphic organizers from the session detailing stakeholder named strategies can be found beginning on page 3.

Participants asked questions about or suggested the following:

- Questions about who has ownership of this work and where the focus should be (state vs. district vs. school)

Participants disagreed over the following:

- Some participants felt the DDOE should have taken a more scientific approach to the root cause analysis than relying on what stakeholders named

Root Cause Area Selected: Too few candidates with right mindset

What should Delaware...

...continue to support in this area?

TFA

Delaware Talent Cooperative
although not sure
if \$10K is the
right risk reward for
someone who is
comfortable.

You can't attract
non-teacher
candidates

Adjust

...stop doing in this area?

Join Delaware

Its okay but

the jobs are
misaligned with
funders.

Not all schools
are in.

Hire great teacher candidates early.
Too much late hiring practices

What should Delaware attempt that is a new/innovative idea in this area?

For every year of successful teaching in a high needs school, you earn 1.25 years of retirement credit.

Vesting could be lowered from 10 years to 5 years

Job Sharing / Staggered Schedules
So teachers are not burned out working the hours necessary to be successful. → 2 hours every day over lap for small ~~are~~ group instruction, PLCs, learning about instruction, watching teachers, lesson study.

Instructional coaches, TOSA's (Teachers on Special Assignments), and curriculum cadres receive a lot of PD on best practices. They rarely go back to the classroom. Change this.

Is the risk/reward scenario for teacher compensation / job security in line for

high needs schools compared to private sector & other schools. Good teachers have options.

Root Cause Area Selected: Professional Learning

What should Delaware...

...continue to support in this area?

- DTI
- PLCs
putting teachers
in charge of them
& organizing them
around topics
centered around the
needs of your kids

...stop doing in this area?

- Change mindset & approach
Set up from "assignment"
to authentic,
meaningful collaboration
~~Feedback~~
- One Size Fits All
PDs & Seminars
(disrespectful &
ineffective)

Best PD: Howard HS (PD Days → SL asked
teachers what they wanted
& gave them menus of
options)

What should Delaware attempt that is a new/innovative idea in this area?

Interdistrict Collaboration and Vertical ^(K-12) collaboration

↳ organic conversations fuel authentic & meaningful collaboration

↳ respect for profession, dignity (not condescending)

Treat teachers like professionals

PD agendas need to ~~be driven~~ develop among teachers around what they identify as highest needs — not prescriptive.

- Content centric (not strategy centric) → continuing education
- Community of learners (PLCs) → voluntary
- Instructional leader

↳ DTI addresses these

for retention and building

↳ organic conversations & interdistrict collaboration

10 yrs.

Root Cause Area Selected: _____

Educator Prep.

What should Delaware...

...continue to support in this area?

- Strengthen SB 51 to require longer residence
↓
even 2 yrs. (?)
with *support for 2nd year
- Keep SAFE to support alt. res. prep for out-of-state high need schools
- Continue to support ACTC which supplies HN schools of highly qualified techs.

...stop doing in this area?

What should Delaware attempt that is a new/innovative idea in this area?

- Establish ^{uniform} minimal standards for ^{effective} co-teaching teachers in HNS
- \$ * State ~~fund~~ subsidies for co-teaching ^{OR allow upward movement in salary scale} in high need schools. for effective co-teaching teachers in HNS
- \$ State support Co-teaching model for st. teaching.
- \$ Provide unit funding to HNS to allow 1st yr. teachers to co-teach at least one pd/day w/ a veteran + eliminate extra duties.

Root Cause Area Selected: Recruitment, Selection, & Hiring

What should Delaware...

...continue to support in this area?

Reach for America
Join DE Schools

...stop doing in this area?

Revamp DE Talent Cup
Stop the shotgun approach,
trying any or everything

What should Delaware attempt that is a new/innovative idea in this area?

Investing financially in top candidates

Salaries competitive w/ top professions

Paid internships (Student Teach) competitive salaries

Signing bonuses for high needs content experts [with
or who are willing to develop strong
pedagogical skills]

Decision makers re who has the "right mindset, etc."
need to have the right mindset themselves

Rigorous recruitment, selection and credentialing process.

Use the top teachers as part of leadership teams for
IHEs.

Delaware Equity Plan Stakeholder Engagement

Strategy Protocol

District Human Resource Directors – Collette Education Center – 4/22/15

PARTICIPANTS:

On April 22, 2015, a group of seven district human resource directors convened for a 60 minute facilitated discussion on strategies to address the root causes of educator inequity.

The Delaware Department of Education collected sign-in information and the attendants at this session were

NAME	TITLE	DISTRICT/ORG
Kristen Marquez	HR/Ben Rep	Delmar
Anne Wheeler	HR Specialist	Colonial
Betsy Fleetwood	HR Director	Colonial
Donna Santangelo	HR Secretary	Appoquinimink
Meryl Heurett	Business Manager	MOT Charter
Robert Gray	Coordinator of DT3P	University of Delaware
Chris Smith	HR Director	Red Clay

SESSION INFORMATION:

During the session, a quick review of the plan requirements and data was presented by Maria Stecker and Douglas Gagnon (DDOE TLEU and Harvard Strategic Data Project, respectively). Next, a summary of the root causes named at stakeholder engagement sessions was presented. The group then broke off to dig deeply into the root cause area of their choice and develop potential strategies. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

Graphic organizers from the session detailing stakeholder named strategies can be found beginning on page 3.

Participants asked questions about or suggested the following:

- Questions about which groups of organizations had named compensation as a potential root cause

Root Cause Area Selected: EDUCATOR PREP

What should Delaware...

...continue to support in this area?

- SUPPORT PLACEMENTS IN HIGH-NEED SCHOOLS
- EARLY FIELD EXPERIENCES
- CHECKLISTS & EXPERIENCES IN OTHER TYPES OF ENVIRONMENTS (e.g. afterschool, etc.)
- ALL YR STUDENT TEACHING PLACEMENTS

...stop doing in this area?

- UNREALISTIC PLACEMENTS LIMIT IN HIGH INCOME SCHOOLS / AFFLUENT
- NOT UTILIZING RESPONSIVE CLASSROOM - COLLEGE TEACHING

What should Delaware attempt that is a new/innovative idea in this area?

Responsive classroom
Teaching in college

Implement better screening
for student teacher
placement in high-needs
schools → instrument

Root Cause Area Selected: School / Neighborhood Climate + Resources

What should Delaware...

...continue to support in this area?

Work to increase Social Worker and outside ~~parent~~ agency support w/ families.

Support non-instructional community building activities so teachers can meet families in a non-traditional / casual setting

Bring in ^{Leadership} programs ~~centers~~ for children.

^{Careful assignment of Administrators}
Climate must be created by principal + teachers to make employers + students want to be there.

Financial incentives nice, but may not ^{attract} ~~draw~~ teachers who will stay or be effective. Not all districts can afford to do this.

...stop doing in this area?

^{safety}
STOP Allowing severely disruptive children the ability to remain in a classroom where they are taking instructional time away from entire class

STOP PENALIZING TEACHERS FOR UTILIZING Procedures for discipline regardless of how school numbers are perceived.

STOP LIMITING NON-INSTRUCTIONAL SPENDING WHICH MAY BUILD Community

STOP TIEING CAPITAL FUNDING TO REFERRALS - Low income families will not be able to pay more - will not support.

Root Cause Area Selected: Recruitment

What should Delaware...

...continue to support in this area?

Teach for America -
good idea -
to assist districts -
Make sure certification
is cleaner from start to
finish

Join DE School -
keep main focus
of advertising
(function of it as
an application system
is lacking)

...stop doing in this area?

Delaware Talent Coop -
you are assuming
high ~~needs~~ performing
is transferable
\$ sales issues

What should Delaware attempt that is a new/innovative idea in this area?

Student teachers need to be placed

in high needs schools w/ high performing teachers

(help w/ determining grit - can they handle it)

- ~~eliminate political~~ → ~~divisive~~ ~~placement~~

State wide Marketing Campaign to

attract high school students to teaching

- Have high schools create educator pathway
 - expose them to positive exp. as teachers
 - get them excited
 - show financial incentives (loan forgiveness)
- ~~also~~

State wide incentives for DE teachers to return to DE schools and teach

Develop a better way of unit count

30 day in Sept not

Clear enough - too much movement
in schools during the year

- Use later months to get projection dates
(could even compare Sept. to a later
month)

Delaware Equity Plan Stakeholder Engagement

Strategy Protocol

DSEA Educators – DSEA Offices in Dover – 4/28/15

PARTICIPANTS:

On April 28, 2015, a group of eight Delaware State Education Association (DSEA) educators and employees convened for a 180 minute facilitated discussion on a data review, root cause analysis of educator inequity, and potential strategy generation session. This group was formed with support from DSEA. *Please note that the root cause analysis notes can be found with the other root cause protocol session notes.*

The Delaware Department of Education collected sign-in information. The attendants at this session were:

NAME	DISTRICT/ORGANIZATION
Domenico Zaffora	Woodbridge/DSEA
Jesse Parsley	Miford
Paula Brown	Red Clay
Jackie Kook	Christina
Mike Matthews	Red Clay
Stephanie Ingram	Colonial
Deb Stevens	DSEA
Frederika Jenner	DSEA

SESSION INFORMATION:

Following the root causes breakout session, a summary of the root causes named at other stakeholder engagement sessions was presented. The group then broke off to dig deeply into the root cause area of their choice and develop potential strategies. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

Graphic organizers from the session detailing stakeholder named strategies can be found beginning on page 3.

Participants asked questions about or suggested the following:

- Questions about who has ownership of this work and where the focus should be (state vs. district vs. school)

Participants disagreed over the following:

- Some participants felt the DDOE should have taken a more scientific approach to the root cause analysis than relying on what stakeholders named

Root Cause Area Selected: Recruitment, Selection

What should Delaware...

...continue to support in this area?

Join Delaware
- encourage all
Districts to participate

...stop doing in this area?

Teach
Gov
America
not sure of
cost or validity
of program

What should Delaware attempt that is a new/innovative idea in this area?

- Teacher on Loan to high needs schools with opportunity to return to home school
- Bonus or placement incentive
- PD state driven to address pitfalls in High Needs Areas
- State PD Day
- Internships.

Root Cause Area Selected: Induction and Mentoring

What should Delaware...

...continue to support in this area?

Setting guidelines
for mentoring programs
(current regs)

Grant program

So, I see this as each building creating a mentoring team that will plan and conduct all new hire events. Would function like a distributed leadership PLC. The grant could fund this group for summer work and training. The team would work to build a supportive network that, over time, would encompass most, if not all, of the school.

...stop doing in this area?

Setting districts have so much flexibility in planning these programs. It creates inequity across the state.

What should Delaware attempt that is a new/innovative idea in this area?

I think a solid system of peer ~~to~~ evaluations or reviews should be part of the program. This would provide way more support in the classroom for novice educators. This team would be the mentoring team and function as a PLC, building trust and meeting regularly. Over time, the entire building could/would be part of this culture.

Root Cause Area Selected: professional learning

What should Delaware...

...continue to support in this area?

allow teachers to
spend time w/ like
teachers to discuss
curriculum

partner w/ IHEs to
provide differentiated
PD

state PD day

...stop doing in this area?

• forcing everyone to
attend same PD

• bring back clusters

• allowing district to
create distinct
centered PD

• believing that
CC is the only
area that we need
PD

these ideas might not be in the
correct categories (sorry it's late...)

What should Delaware attempt that is a new/innovative idea in this area?

- Offer more statewide courses that count for distinct PD
- Western Sussex PD model (ask teachers for input)
- ~~(State PD day allowed~~ for teachers to explore outside their area of content knowledge
- online state PD

Root Cause Area Selected:

School/ Neighborhood

What should Delaware...

...continue to support in this area?

TELT Delaware
Survey - expand to
include all stakeholders
(parents, community,
businesses)

...stop doing in this area?

Flyfish Funding -
has potential for
misdirected funds
and ~~are~~ could be detrimental
to the student.

What should Delaware attempt that is a new/innovative idea in this area?

- Properly fund and support a school RN in every building.
- Fund mental health care and general health care for students. Create partnerships.
- Buildings need to be revamped.
- increase ratio for technology - classroom sets
- Parent education via outreach programs
- find a new way to fund building construction besides referendum?
- weight school funding equitably based on student needs

Root Cause Area Selected: Comp. 3 Career Path

What should Delaware...

...continue to support in this area?

...stop doing in this area?

~~• Continue exploring equitable opportunities~~

• DE Talent Coop

• Bonuses based on test scores

~~• Teacher leadership~~

~~• Equitable distribution of awards to ~~for~~ all teachers in a building~~

~~• Higher starting salaries (but not the CAEEC plan!)~~

• Steps and lanes

What should Delaware attempt that is a new/innovative idea in this area?

- Equitable distribution of rewards [awards] to schools
- Higher starting salaries
(NOT the CAECC scheme)
- Explore meaningful and equitable opportunities for teacher leadership
(not the CAECC scheme)

Root Cause Area Selected: Recruitment, Selection, & Staff

What should Delaware...

...continue to support in this area?

Join Delaware

...stop doing in this area?

- Delaware Talent Co-op
 - little attraction
 - lateness of retention offers
- Supporting TFA
 - cannot be justified in light of HB 51
 - creates & supports churn
 - includes extra costs to each district

4/28

don't function to retain anyone - teachers must notify in 14 days

What should Delaware attempt that is a new/innovative idea in this area?

Create & support prof. dev. center in each county

- a place
- a staff + educator/trainers during school day + additional trainers for after school and summer
- building has classrooms, labs, large group space, technology, cafeteria
- used by teachers, specialists, admins.

I failed to note that it said "innovative idea IN THIS AREA!" Sorry

4/28

Delaware Equity Plan Stakeholder Engagement

Strategy Protocol

Wilmington Education Think Tank – City Council Building – 5/1/15

PARTICIPANTS:

On May 1, 2015, a group of ten Wilmington civic and community leaders convened for a 60 minute facilitated discussion on strategies to address the root causes of educator inequity. This think tank convenes every other week for the purpose of discussing and having a voice in public education in Wilmington.

The Delaware Department of Education collected sign-in information and the attendants at this session were:

NAME	ORGANIZATION
Maurice Pritchett	Pritchett & Associates
Joe Garcia	City Council
Shannon Griffin	ACLU-Delaware
Nnamdi Chukwuocha	City Councilman
Theo Gregory	City Council President
Elizabeth Lockman	Wilmington Education Think Tank

SESSION INFORMATION:

During the session, a quick review of the plan requirements and data was presented by Christopher Ruszkowski and Atnre Alleyne (DDOE TLEU). Next, a summary of the root causes named at stakeholder engagement sessions was presented. The group then chose to dig deeply into the **school leadership** root cause area and develop potential strategies. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

Participants asked questions about or suggested the following:

- Participants suggested we do a historical study and look back at what made teachers in Wilmington great prior to 1983
- Looking for acknowledgement from DDOE that we haven't always gotten it right – it will go a long way – talk about how we want to do better, hold others accountable, but hold ourselves accountable

Takeaways of the conversation were the need to focus on the following to improve school leadership for Wilmington students:

- Coaching
- Hiring
- Evaluation & Training
- Tackle Political Obstacles like School Boards and Teachers Unions

Whole Group Facilitated Discussion Notes

WHAT SHOULD DELAWARE DO TO IMPROVE SCHOOL LEADERSHIP?

- Develop a plan for getting retired, high quality principals, to come back and train new principals – Principal mentoring (everyone should have a coach)
- Distinction between leadership and managers – additional leadership training for Principals
- Principal hiring – doesn't focus on leadership skills; who is identifying great school leaders and asking the questions; track record of those applying – focus on student outcomes and how other teachers looked at you
- Scaling the impact of great leaders (look at Lamont looking over FFA as a positive) – great leaders can take on more than one school with the right supports
- We need to combat the autonomy issue to push back on the teachers union (in collective bargaining agreement)
- Focus on Superintendents as a possible lever
- Need to push back against collective bargaining agreement
- Is there a way for us to translate leadership skill screening into practice – screening process potentially through evaluation method?
- Principals need more development and a better evaluation method
- Hiring practices are an issue – sometimes Principals selected weren't the right person from the get go
- School Boards may have too much power with hiring and firing
- Principals need to provide additional support for teachers
- Question – how do we build a pool of leaders that have those skills?
 - First, we need to see who we have.
 - Next, we need to look at selection model.
- Takeaway – Hiring practices are big
- Are Directors of Elementary and Secondary Education at the District level strong leaders?
- Looking for acknowledgement from DDOE that we haven't always gotten it right – it will go a long way – talk about how we want to do better, hold others accountable, but hold ourselves accountable
- Principals need to be involved in the community and be close and understand the needs of their staff