G. Stakeholder Engagement Stage 2 Meeting Note Summaries
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

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

Join Delaware

It's okay but
the jobs are
misaligned with
fields.
Not all schools
are in.

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
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 group instruction, PLCs, learning about instruction, watching teachers, lesson study.

Instructional Coaches, TOSAs (Teachers on Special Assignments) and curriculum cadres receive a 1st' of PD on best practices. They rarely go back to the classroom. Change this.

To the risk/reward scenario for teacher compensation / job security in line for
### 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
  - Change mindset approach set up from "assignment" to authentic, meaningful collaboration
- **...stop doing in this area?**
  - One size fits all PDs & seminars (disrespectful & ineffective)

**Best PD: Howard HS** (PD days -> 1L 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 collaboration
- Organic conversations fuel authentic meaningful collaboration
- Respect for profession, dignity (not condescending)

Treat teachers like professionals
- PD agendas need to develop among teachers what they identify as highest needs — not prescriptive

- Content-centric (not strategy-centric) → Continuing education
- Community of learners (PLCs) → Voluntary
- Instructional leader

→ D1 addresses these

for retention and building

Organic conversations & inter-district collaboration
Root Cause Area Selected: Education Prep.

What should Delaware...

...continue to support in this area?

- Strengthen SB 51 to require longer residencies (single year)
- Even 2 years (X)
- With support for 2nd year

- Keep SAKE to support alternative prep for outmoded teacher high needs schools

- Continue to support CTE with teachers
- High schools and highly qualified teachers

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

- Establish minimal standards for effective mental health in HNS

- State subsidies for co-teacher in high need schools, or allowance upward momentum in salary scale for effective co-teaching

- State support co-teaching model for EBD teaching

- Provide unit funding to HNS's to allow 1st gr. teacher to co-teach as least one period/day eliminating extra duties
<table>
<thead>
<tr>
<th><strong>What should Delaware...</strong></th>
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<tbody>
<tr>
<td>...continue to support in this area?</td>
<td>...stop doing in this area?</td>
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- Teach For America
- Tour DC Schools

- Revamp DC Talent Corp
- Stop the shotgun approach, try one or two things
What should Delaware attempt that is a new/innovative idea in this area?

Investing financially in top candidates
Salaries competitive with the profession
Paid internships (Student Teacher) competitive salaries
Sign on bonuses for high needs content experts [with or who are willing to develop strong pedagogical skills]

Decision makers re who has the "right mindset" needed to have the right mindset themselves
Rigorous recruitment, selection and credentialing process
Use the top teachers as part of leadership teams for IHEs
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

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>DISTRICT/ORG</th>
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<tbody>
<tr>
<td>Kristen Marquez</td>
<td>HR/Ben Rep</td>
<td>Delmar</td>
</tr>
<tr>
<td>Anne Wheeler</td>
<td>HR Specialist</td>
<td>Colonial</td>
</tr>
<tr>
<td>Betsy Fleetwood</td>
<td>HR Director</td>
<td>Colonial</td>
</tr>
<tr>
<td>Donna Santangelo</td>
<td>HR Secretary</td>
<td>Appoquinimink</td>
</tr>
<tr>
<td>Meryl Heurett</td>
<td>Business Manager</td>
<td>MOT Charter</td>
</tr>
<tr>
<td>Robert Gray</td>
<td>Coordinator of DT3P</td>
<td>University of Delaware</td>
</tr>
<tr>
<td>Chris Smith</td>
<td>HR Director</td>
<td>Red Clay</td>
</tr>
</tbody>
</table>
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-needs schools
- Early field experiences
- Checklists of experiences in other types of environments (e.g. urban, rural)
- All year student teaching placements

...stop doing in this area?

- Unrealistic placements
  - Limit in high income schools/
  - Not utilizing
  - Responsive classroom -
    - Cause of teaching
What should Delaware attempt that is a new/innovative idea in this area?

Response: Classroom teaching in college

Implement better screening for student teaching placements in high needs schools - instrument
What should Delaware...

...continue to support in this area?

- Work to increase social worker and outside agency support to families.
- Support non-instructional community-building activities so teachers can meet families in a non-traditional/casual setting.
- Leadership in programs accessible for children.
- Careful assignment of administrators. Climate must be created by principal and teachers to make employers and students want to be there.
- Financial incentives nice, but may not attract teachers who will stay or be effective. Not all districts can afford to do this.

...stop doing in this area?

- Stop allowing severely disruptive children the ability to remain in a classroom where they are taking instructional time away from entire class.
- Stop training teachers for unusual procedures for discipline regardless of how school numbers are perceived.
- Stop limiting non-instructional spending cutback may build community.
- Stop tying capital funding to referenda. Low income families will not be able to pay more without 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 on advertising.
- function of as an application system is lacking.

...stop doing in this area?

Delaware Talent Coop -
- you are assuming high needs performers is transifiable.
- 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 with high performing teachers (helpful in determining grit — can they handle it)

State wide marketing campaign to attract high school students to teach:

- Have high schools create educational pathways
  - Expose them to positive exp as teachers
  - Get them excited
  - Show financial incentives (loan forgiveness)

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 projections closer
(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:

<table>
<thead>
<tr>
<th>NAME</th>
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<tbody>
<tr>
<td>Domenico Zaffora</td>
<td>Woodbridge/DSEA</td>
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<tr>
<td>Jesse Parsley</td>
<td>Miford</td>
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<tr>
<td>Paula Brown</td>
<td>Red Clay</td>
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<tr>
<td>Jackie Kook</td>
<td>Christina</td>
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<tr>
<td>Mike Matthews</td>
<td>Red Clay</td>
</tr>
<tr>
<td>Stephanie Ingram</td>
<td>Colonial</td>
</tr>
<tr>
<td>Deb Stevens</td>
<td>DSEA</td>
</tr>
<tr>
<td>Frederika Jenner</td>
<td>DSEA</td>
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</tbody>
</table>
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

Teach for America
Not sure of cost or validity of program

...stop doing in this area?
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 need areas
- State PD Day
- Internships.
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<tr>
<th>What should Delaware...</th>
<th>...stop doing in this area?</th>
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<tbody>
<tr>
<td>Setting guidelines for mentoring programs (current regs)</td>
<td>Setting districts have so much flexibility in planning these programs. It creates inequity across the state.</td>
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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 gap 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.
What should Delaware attempt that is a new/innovative idea in this area?

I think a solid system of peer evaluations as review 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/should 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/ ITL 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 district 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
What should Delaware...

...continue to support in this area?

TELL Delaware Survey - expand to include all stakeholders (parents, communities, businesses)

What should Delaware...

...stop doing in this area?

Hybrid Funding - has potential for misdirected funds and 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 21st 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 equity based on student needs.
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<tr>
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<tr>
<td>Continue exploring equitable opportunities &amp; teacher leadership</td>
<td>DE Talent Coop</td>
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<tr>
<td>Equitable distribution of awards to all teachers in a building</td>
<td>Bonuses based on test scores</td>
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<td>Higher starting salaries (but not the CAEC plan!)</td>
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<td>Steps and lanes</td>
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</table>
What should Delaware attempt that is a new/innovative idea in this area?

- Equitable distribution of rewards 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
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.
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:

<table>
<thead>
<tr>
<th>NAME</th>
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<tbody>
<tr>
<td>Maurice Pritchett</td>
<td>Pritchett &amp; Associates</td>
</tr>
<tr>
<td>Joe Garcia</td>
<td>City Council</td>
</tr>
<tr>
<td>Shannon Griffin</td>
<td>ACLU-Delaware</td>
</tr>
<tr>
<td>Nnamdi Chukwuocha</td>
<td>City Councilman</td>
</tr>
<tr>
<td>Theo Gregory</td>
<td>City Council President</td>
</tr>
<tr>
<td>Elizabeth Lockman</td>
<td>Wilmington Education Think Tank</td>
</tr>
</tbody>
</table>
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