

Overview: Educator Support and Development November 2015

Introduction

Research demonstrates that **teachers and school leaders are the most important in-school factors impacting student learning.**ⁱ Currently, more than 9,000 teachers and school leaders serve Delaware public schools,ⁱⁱ and **roughly two thirds of total education spending (\$1.98 billion)**ⁱⁱⁱ in the State of Delaware supports teachers and administrators. This makes educator support and development one of the **highest leverage policy areas** that impacts student learning.

Delaware has improved its state policies that support educator effectiveness over the last five years,^{iv} and recent state assessment results make it clear that more work is needed to provide every Delaware educator with the preparation, development, and support needed to excel.

Current Landscape

Educator Support and Development Continuum

Educator support and development begins before teacher candidates set foot in the classroom and spans the full term of an educator's career. Over the past decade, Delaware has made significant progress in building the framework of a system that supports all educators.

Continuum	Summary	Progress
Pre-Service/ Preparation	Prepare the best and brightest to work in Delaware schools.	Raised the bar on who can become a teacher by passing legislation (SB51) to increase the rigor of teacher preparation programs and raise certification standards. ^v
Recruitment/ Selection	Select those most capable of making a difference with students.	Cultivated educators dedicated to serving high-needs schools by establishing highly selective recruitment strategies and alternative route pipelines for new teachers and principals working in high-need schools.
Licensure/ Certification	Ensure that educators possess the knowledge, skills, and experience needed for their roles.	Increased the qualifications for specific teaching roles by passing legislation (SB51) to increase the rigor of all teacher preparation programs and raised certification standards.
Induction/ Mentoring	Support new educators as they transition into a rigorous profession.	Refined the statewide mentoring program for new teachers by encouraging districts and charter schools to innovate at the local level through targeted grant funding.
Distribution	Place educators at schools where their talents are needed most.	Reduced turnover of highly effective educators at high-need schools ^{vi} by providing incentives to remain at high-need schools, or to transfer to a high-need school.
Professional Development & Evaluation	Meaningfully evaluate and support educators throughout their careers.	Increased the quality of the educator evaluation process by increasing rigor and support, encouraging schools and districts to develop alternative teacher evaluation systems at the local level, and developing a community of practice to improve principal evaluations.



		Supported educator professional learning by building in more time for educator collaboration and professional development, and implementing initiatives to encourage teacher leadership and facilitate cross-school collaboration.
Compensation & Career Pathways	Rethink compensation and career paths to create new roles and responsibilities	Initiated policy conversations about restructuring state-level career paths and compensation.

How the Delaware System Compares

- Delaware was one of 18 states to earn an overall policy grade of **C+ or higher** from the National Center on Teacher Quality (NCTQ) in 2014. From a policy perspective, Delaware is a national leader in terms of policies supporting teacher preparation and evaluation, but still has further room to improve and to ensure support for implementation of these policies.

- Strong policies supporting the development of excellent school leaders** is also critical to the success of Delaware students. Delaware **helped develop**, and is one of 40 states to adopt, the 2014 Interstate School Leaders Licensure Consortium (ISLLC) Standards,* which **outline the principles of education leadership** and will serve as the **foundation of initiatives** supporting principal development moving forward.^{viii}

** In October 2015 the National Policy Board for Educational Administration voted unanimously to approve new, refreshed standards for educational leaders. The 2015 Professional Standards for Educational Leaders, formerly known as ISLLC standards.^{ix}*

Figure 1: NCTQ State Teacher Policy Yearbook



Potential Action Steps

Delaware has made significant progress in building the framework of a system that supports all educators. However, from both a policy and implementation perspective there is still more work ahead to ensure that state educator policies translate into meaningful initiatives that elevate the teaching profession and ensure that all students are taught by exceptional educators in Delaware.

(Note: See addendum for full list and descriptions of policies and initiatives noted in "Progress Underway")

Continuum	Potential Actions Steps	Progress Underway	Supporters
Pre-Service/Preparation	<ul style="list-style-type: none"> Fully implement recent changes to teacher preparation Support innovation within teacher and school leader preparation programs Raise the bar on admissions requirements for principal preparation programs and hold programs accountable for their graduates 	<ul style="list-style-type: none"> SB51 Wilmington University Clinical Residency Program RELAY Graduate School of Education (RELAY GSE) Delaware Leadership Project (DLP) UD Principal Preparation Program (PPP) 	<ul style="list-style-type: none"> Delaware Department of Education (DDOE) Professional Standards Board (PSB) State Board of Education (SBE)

	<ul style="list-style-type: none"> • Provide intensive leadership training for future principals 	<ul style="list-style-type: none"> • Fostering Leadership Excellence (FLEX) • Lead for Delaware 	
Recruitment/ Selection	<ul style="list-style-type: none"> • Sustain alternative route certification programs that recruit strong aspiring educators to serve in high-need schools • Develop a statewide recruitment and marketing strategy for educators 	<ul style="list-style-type: none"> • Teach For America (TFA) • DLP • UD Alternate Route to Certification and Transitions to Teaching Program (DT3P) • JoinDESchools.org • Harvard Strategic Data Project (SDP) Partnership • Talent Practices Survey 	<ul style="list-style-type: none"> • DDOE • Districts and Charters
Licensure/ Certification	<ul style="list-style-type: none"> • Raise the bar on initial administrator certification • Require elementary teacher candidates pass a rigorous assessment of effective reading instruction • Ensure secondary teachers are expert in their specific content area 	<ul style="list-style-type: none"> • SB51 	<ul style="list-style-type: none"> • DDOE • SBE
Induction/ Mentoring	<ul style="list-style-type: none"> • Build closer connections between teacher preparation programs and K-12 schools • Share best practices and reward districts and schools that develop innovative practices that scale to other schools 	<ul style="list-style-type: none"> • Comprehensive Induction Program (CIP) Grants • New Teacher Academy and Mentor Academy 	<ul style="list-style-type: none"> • DDOE • Districts and charter schools
Distribution	<ul style="list-style-type: none"> • Continue to build state and local level capacity to collect and analyze educator data that can be leveraged to inform educator related policies and initiatives • Ensure all students have access to excellent educators, particularly low-income and minority students 	<ul style="list-style-type: none"> • Delaware Talent Cooperative <i>(Other related initiatives noted in other sections include: Talent Practices Survey, SDP Partnership and Fellows, and TELL DE Survey.)</i> 	<ul style="list-style-type: none"> • DDOE • Districts and charter schools

Professional Development & Evaluation	<ul style="list-style-type: none"> Refine educator evaluation and ensure adequate supports for implementation Support new models of teacher collaboration, development, and leadership within and across schools 	<ul style="list-style-type: none"> Professional Learning Community (PLC) Common Ground for the Common Core (CGCC) RELAY National Principal Academy Fellowship (NPAF) Development Coach Project Delaware Teacher Institute (DTI) Schools that Lead (STL) Alt. Evaluation System Administrator Evaluation Redesign and Community of Practice 	<ul style="list-style-type: none"> DDOE Delaware State Education Association (DSEA) Delaware Association of School Administrators (DASA) SBE District and charter schools
Compensation & Career Pathways	<ul style="list-style-type: none"> Advance meaningful changes to compensation and career pathways 	<ul style="list-style-type: none"> TELL DE Survey Committee to Advance Educator Compensation and Careers (CAECC) 	<ul style="list-style-type: none"> DDOE State Legislature DSEA DASA District and charter schools

Additional Resources:

- Delaware Department of Education Educator Equity Plan: <http://www.doe.k12.de.us/domain/390>
- Delaware Professional Standards Board: <http://www.doe.k12.de.us/domain/172>
- Stanford Center for Opportunity Policy in Education: <https://edpolicy.stanford.edu>
- American Institutes for Research: <http://www.air.org/topic/education>
- The New Teacher Project: <http://tntp.org>
- The Education Trust: <http://edtrust.org>

Sources:

- ⁱ Center for Applied Research and Educational Improvement, Ontario Institute for Studies in Education. (2004). *How Leadership Influences Student Learning*. <http://www.wallacefoundation.org/knowledge-center/school-leadership/pages/default.aspx>
- ⁱⁱ Delaware Department of Education. (2015). *Online School and District Profiles*. <http://profiles.doe.k12.de.us/SchoolProfiles/State/>
- ⁱⁱⁱ Delaware Department of Education. (2015). Report of Educational Statistics 2013-2014 Finance Information. <http://www.doe.k12.de.us/Page/2227>
- ^{iv} National Center for Teacher Quality. (2015). *2014 State Teacher Policy Yearbook State-by-State Summary*. <http://www.nctq.org/statePolicy/2014/statePolicyNationalSummary.do>
- ^v Delaware 147th General Assembly. (2013). Senate Bill #51 w/SA1. <http://legis.delaware.gov/LIS/LIS147.NSF/vwLegislation/SB+51?Opendocument>
- ^{vi} Teacher and Leader Effectiveness Unit. (2014). Delaware Department of Education. http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/271/the%20set/July_Set_2014.pdf.
- ^{vii} Council of Chief State School Officers. (2008). *Educational Leadership Policy Standards: ISLLC 2008 as Adopted by the National Policy Board for Educational Administration*. http://www.ccsso.org/Resources/Publications/Educational_Leadership_Policy_Standards_ISLLC_2008_as_Adopted_by_the_National_Policy_Board_for_Educational_Administration.htm

^{viii} Center on Great Teachers & Leaders. (2015). *National School Leadership Standards Map*. American Institutes for Research.
<http://www.principalstandards.gtlcenter.org/>

^{ix} Council of Chief State School Officers. (2015). *National Policy Board Approves Final Professional Standards for Educational Leaders*.
http://www.ccsso.org/News_and_Events/Press_Releases/National_Policy_Board_Approves_Final_Professional_Standards_for_Educational_Leaders.html