Additional Detail: Educator Support and Development
Summary

• There are approximately 9,000 teachers and 200 school leaders serving in Delaware public schools.

• Educator support and development begins before teacher candidates set foot in the classroom and spans the full term of an educator’s career.

• More work is needed to ensure that all students have access to excellent educators.
Approximately 9,000 teachers and 200 principals serve in Delaware public schools.

<table>
<thead>
<tr>
<th>2014-15 Educator Characteristics</th>
<th>Teacher</th>
<th></th>
<th>Principal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8,987</td>
<td></td>
<td>207</td>
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<tr>
<td>RACE/ETHNICITY</td>
<td></td>
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<tr>
<td>White</td>
<td>7,749</td>
<td>86%</td>
<td>162</td>
<td>78%</td>
</tr>
<tr>
<td>African American</td>
<td>948</td>
<td>11%</td>
<td>41</td>
<td>20%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>195</td>
<td>2%</td>
<td>3</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Other Minority*</td>
<td>95</td>
<td>1%</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>COUNTY OF EMPLOYMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Castle</td>
<td>5,149</td>
<td>57%</td>
<td>119</td>
<td>57%</td>
</tr>
<tr>
<td>Kent</td>
<td>2,024</td>
<td>23%</td>
<td>46</td>
<td>22%</td>
</tr>
<tr>
<td>Sussex</td>
<td>1,814</td>
<td>20%</td>
<td>42</td>
<td>20%</td>
</tr>
</tbody>
</table>

*Other minority includes Asian, Hawaiian, American Indian, and multi-racial. Data reflects full-time teachers only.

Note: Data are for 207 full-time educators with a principal job code in SY 2014-15. The number of principal jobs in a district is allocated based on the student enrollment count on September 30. Total number of principals is based on allocated principal units and does not include other administrative positions that may serve a similar function, such as director. Subsequently, principal total may not match the total number of Delaware public schools. Percentages may not total 100 due to rounding.

Teachers

- Nearly a quarter of Delaware teachers have four or fewer years of experience
- Approximately 60 percent of Delaware teachers have earned a graduate degree

Principals

- More than 60 percent of Delaware principals reported they had been employed as a principal at their current school for less than four years

Educator support and development begins before teacher candidates set foot in the classroom and spans the full term of an educator’s career.

<table>
<thead>
<tr>
<th>Preparation / Pre-Service</th>
<th>Traditional <strong>institutes of higher education</strong> and <strong>alternate route providers</strong> prepare educators to work in Delaware schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment / Selection</td>
<td><strong>District and charter schools</strong> select educators based on varying recruitment and selection processes.</td>
</tr>
<tr>
<td>Licensure / Certification</td>
<td>The state sets requirements to ensure that educators possess the <strong>knowledge, skills, and experience</strong> needed for their roles.</td>
</tr>
<tr>
<td>Induction / Mentoring</td>
<td>District and charter schools provide new teachers <strong>support</strong> as they <strong>transition into the profession</strong>.</td>
</tr>
<tr>
<td>Distribution</td>
<td>District and charter schools <strong>place</strong> educators at schools where their talents are <strong>needed most</strong>.</td>
</tr>
<tr>
<td>Evaluation &amp; Development</td>
<td>Educators are <strong>evaluated</strong> on a regular basis and provided <strong>ongoing professional development</strong> to ensure continuous improvement.</td>
</tr>
<tr>
<td>Compensation / Career Pathways</td>
<td>A <strong>state-level educator salary scale</strong> determines how educators are compensated. Career pathways are limited but vary across districts and schools.</td>
</tr>
</tbody>
</table>
In 2012-13, a total of 2,858 students were enrolled in Delaware teacher preparation programs. Approximately 70 percent of Delaware’s principals received their terminal degree at an in-state university, with the majority (47 percent) of them attending Wilmington University.

Data regarding principal preparation in Delaware is limited. While this represents where Delaware’s principals received their terminal degree, it is unclear the extent to which this also represents the place where they enrolled for their leadership course of study.

• Approximately 40 percent of teachers hired in 2012-13 were first time teachers

• The majority (90 percent) of teachers receiving certification came from traditional pathways

Note: See next slide for principal data.

Over 80 percent of principals are hired from within Delaware, with over 60 percent of hires coming from within the district.

64 percent of Delaware principals reported they had been employed as principals at their current school for less than four years.
To be licensed to teach in Delaware, candidates need to graduate from a traditional college or university teaching program OR complete an alternative route teaching certification program (ARTC).

In addition, candidates must pass the specific assessments for their certification area.

To be licensed to be a principal in Delaware, candidates must have a master’s degree, go through 240 hours of internship experience, and have at least five years teaching experience.

In 2013, Delaware passed a suite of teacher preparation changes via Senate Bill 51 (SB51), a bi-partisan and nationally lauded piece of legislation that increased the requirements for preparation programs and licensure.

**Teachers**

### Requirements of SB51

#### Licensure and Certification
- Require educators to pass both an approved content-readiness exam and performance assessment before receiving an initial license
- Require special education teachers to demonstrate content knowledge if they plan to teach in a secondary subject

#### Teacher Preparation Programs
- Set high admission and completion requirements
  - Students must be in the 50th percentile of their class or have a grade point average of at least a 3.0 out of a standard 4.0 scale
  - They must also acquire a minimum score, mandated by the state’s Department of Education, on the SAT, ACT, or Praxis
  - Programs can waive admission requirements for up to 10 percent of students admitted
- Provide student teaching experiences supervised by high quality educators and ongoing evaluation of program participants
- Prepare prospective elementary school teachers in age-appropriate literacy and mathematics instruction
- Track and report data on the effectiveness of their programs

Teachers

• For the first three years in the classroom, new teachers receive support, and participate in a comprehensive induction program.

• In a state-wide survey of teaching conditions, less than a third of new teacher respondents report that the support they received from their mentors significantly influenced their professional practice “quite a bit” or “a great deal.”

Principals

• In a state-wide survey of administrator working conditions, half of principal respondents report receiving “quite a bit” or “a great deal” support in instructional leadership, with less coaching around teacher remediation.

Teachers

• Delaware schools serving high percentages of low-income students have greater percentages of new teachers on staff, and higher rates of teacher turnover than non-high-need schools.

<table>
<thead>
<tr>
<th>Share of Novice Teachers Across High-Need and Low-Need Schools, 2012-13</th>
<th>Average One-Year Teacher Turnover by School High-Need Status, 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with 3 years of experience</td>
<td>Leave Teaching</td>
</tr>
<tr>
<td>Teachers with 1-2 years of experience</td>
<td>Transfer to Non High-Need School</td>
</tr>
</tbody>
</table>

Bottom Quartile Schools (Lowest Need)*  
Second Quartile Schools  
Third Quartile Schools  
Top Quartile Schools (Highest Need)*

- 10%  
- 10%  
- 15%  
- 14%

- 7%  
- 7%  
- 10%  
- 9%

- 3%  
- 3%  
- 5%  
- 5%

- 8%  
- 2%  
- 10%

- 5%  
- 1%  
- 1%

- 14%

**Top Quartile Schools (highest need) refer to schools with a high percentage of low-income student enrollment. Bottom Quartile Schools (lowest need) refer to schools with a low percentage of low-income student enrollment.**

**High-Need Schools as defined by the DDOE based on student enrollment and other criteria.**

Note: Minimal data is publicly available enabling an examination of the allocation of high-performing principals to schools with high-need populations.

Teachers

- Under the Delaware Performance Appraisal System II (DPAS II), each year over half of Delaware teachers and specialists undergo an annual summative performance evaluation in which they earn ratings of Highly Effective, Effective, Needs Improvement, or Ineffective.

Note: In 2014, 5,150 teachers and specialists received a summative performance evaluation, in accordance with their one- or two-year evaluation cycle. This is not inclusive of educators in four charter schools that received waivers to implement an alternative evaluation system. The state assessment was used for informational purposes only and did not count toward teacher evaluations.


Principals

- Under the Revised Administrator Evaluation System, all Delaware principals receive a summative performance evaluation, according to their review cycle. In 2012-13, all administrators received a summative evaluation.
Overview

Current Landscape

How Delaware Compares

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**Teachers**

- Teachers (and specialists) are evaluated based on **four** components of **professional growth** and **one** component of **student improvement**.

  - **Component 1:** Planning and Preparation
  - **Component 2:** The Classroom Environment
  - **Component 3:** Instruction
  - **Component 4:** Professional Responsibilities
  - **Component 5:** Student Improvement

- The student improvement component is comprised of multiple measures of student growth including:
  - State Assessments*
  - Alternative Assessments of Content Knowledge
  - Student Improvement Goals

- And each educator type is assessed based on a different combination of measures.

**Principals**

- Administrators are evaluated based on **four** components of **leadership practice** and **one** component of **student improvement**.

  - **Component 1:** Vision and Goals
  - **Component 2:** Teaching and Learning
  - **Component 3:** People, Systems, and Operations
  - **Component 4:** Professional Responsibilities
  - **Component 5:** Student Improvement

- Student improvement component is comprised of the state assessment,* and student improvement goals.

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*State Assessment Scores in 2014-15 did not count toward educator Evaluations.

• More than half of teachers indicate that they need further support in critical areas such as Common Core implementation and special education.

Q: In which of the following areas (if any) do you need professional development to teach your students more effectively?

- Common Core standards
- Integrating technology into instruction
- Closing the achievement gap
- Differentiating instruction
- Special education
- Student assessment
- Your content area

• Principals indicate a need for additional support in evaluating (more than 40 percent) and supporting their teachers (more than 50 percent).

Q: In which of the following areas (if any) do you need professional development to lead your school more effectively?

- Teacher Remediation/Coaching
- Teacher Evaluation
- School Improvement Planning
- Instructional Leadership
- Working with parents and the community
- Creating Positive Learning Environments
- Staffing

Teachers

- While Delaware’s average public school teacher salary ($59K) is above the national average, it is not on par with neighboring states ($49K-$62K) with which Delaware competes for teachers.

Average Public School Teacher Salary By State, 2011-12

Principals

- The average annual salary of Delaware’s principals is above national average.

Average Annual Principal Salary, 2011-12

- In 2014, Delaware was one of 18 states to earn an overall teacher effectiveness policy grade of C+ or higher from the National Center on Teacher Quality (NCTQ). Delaware's highest marks were in policies related to preparing teachers and identifying effective teachers.

- Compared to the national average, Delaware's principals are less experienced, both in terms of overall tenure and tenure at a single school, and earn more.

- While Delaware's average public school teacher salary ($59K) is above the national average, it is not on par with neighboring states ($49K-$62K) with which Delaware competes for teachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>Potential Action Steps</th>
<th>Progress Underway</th>
<th>Supporters</th>
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</thead>
<tbody>
<tr>
<td>Pre-Service/Preparation</td>
<td>• Fully implement recent changes to teacher preparation</td>
<td>SB51</td>
<td>Delaware Department of Education (DDOE) Professional Standards Board (PSB)</td>
</tr>
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<td></td>
<td>• Support innovation within teacher and school leader preparation programs</td>
<td>Wilmington University Clinical Residency Program</td>
<td>State Board of Education (SBE)</td>
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<td></td>
<td>• Raise the bar on admissions requirements for principal preparation programs and hold programs accountable for their graduates</td>
<td>RELAY Graduate School of Education (RELAY GSE)</td>
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<td></td>
<td>• Provide intensive leadership training for future principals</td>
<td>Delaware Leadership Project (DLP)</td>
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<td></td>
<td>UD Principal Preparation Program (PPP)</td>
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<td></td>
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<td>Fostering Leadership Excellence (FLEX)</td>
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<td>Lead for Delaware</td>
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</tr>
<tr>
<td>Recruitment/Selection</td>
<td>• Sustain alternative routes to certification programs that recruit strong aspiring educators to serve in high-need schools</td>
<td>Teach For America (TFA)</td>
<td>District and charters schools</td>
</tr>
<tr>
<td></td>
<td>• Develop a statewide recruitment and marketing strategy for educators</td>
<td>DLP</td>
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<td>UD ARTC and Transitions to Teaching Program (DT3P)</td>
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<td>JoinDESchools.org</td>
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<td>Harvard Strategic Data Project (SDP) Partnership</td>
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<td></td>
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<td>Talent Practices Survey</td>
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</tr>
<tr>
<td>Licensure/Certification</td>
<td>• Raise the bar on initial administrator certification</td>
<td>SB51</td>
<td>DDOE</td>
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<tr>
<td></td>
<td>• Require elementary teacher candidates pass a rigorous assessment of effective reading instruction</td>
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<td>SBE</td>
</tr>
<tr>
<td></td>
<td>• Ensure secondary teachers are expert in their specific content area</td>
<td></td>
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</tr>
<tr>
<td>Induction/Mentoring</td>
<td>• Build closer connections between teacher preparation programs and K-12 schools</td>
<td>Comprehensive Induction Program (CIP) Grants</td>
<td>DDOE</td>
</tr>
<tr>
<td></td>
<td>• Share best practices and reward districts and schools that develop innovative practices that scale to other schools</td>
<td>New Teacher Academy and Mentor Academy (Other related initiatives noted in other sections include: Talent Practices Survey, SDP Partnership and Fellows, and TELL DE Survey)</td>
<td>District and charter schools</td>
</tr>
<tr>
<td>Category</td>
<td>Potential Action Steps</td>
<td>Progress Underway</td>
<td>Supporters</td>
</tr>
<tr>
<td>---------------------------</td>
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<td>------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Distribution              | • 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                                                                                       | Delaware Talent Cooperative  
See “Recruitment/Selection” for other related initiatives.                                                                                           | DDOE  
District and charter schools                                             |
| Professional Development & Evaluation | • Refine educator evaluation and ensure adequate supports for implementation  
• Support new models of teacher collaboration, development, and leadership within and across schools                                                                                                        | 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                                                                                   | Delaware Administrators State Association (DASA)  
DDOE  
Delaware State Education Association (DSEA)  
District and charter schools  
SBE                                                                                                                                  |
| Compensation & Career Pathways | • Advance meaningful changes to compensation and career pathways                                                                                                                                                     | TELL DE Survey  
Committee to Advance Educator Compensation and Careers (CAECC)                                                                                   | DASA  
DDOE  
DSEA  
District and charter schools  
State Legislature                                                                |