

The Excellent Educators for All Initiative: Connecting State Priorities with Practical Induction and Mentoring Strategies

Ellen Sherratt, Ph.D. - Deputy Director, Center on Great Teachers & Leaders
Dalia Zabala – Senior TA Associate, Center on Great Teachers & Leaders
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Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Session Objective

- Build participants' capacity to build their work to ensure equitable access to excellent educators for all students by:
 - Providing an overview of the federal Excellent Educators for All initiative and the resulting state equity plans
 - Providing an opportunity to generate ideas for strengthening local induction and mentoring programs to ensure that poor and minority students are not shortchanged in their access to excellent educators
 - Providing an opportunity to share ideas for contributing to the state policy dialogue on this topic

What is the Federal Excellent Educators for All Initiative?

- How familiar are you with the Excellent Educators for All initiative?
 - Not at all
 - Somewhat
 - Very

What is the Federal Excellent Educators for All Initiative?

- The Excellent Educators for All initiative required that all states develop plans to ensure equitable access to excellent educators for all students
 - State education agencies were required to submit “equity plans” to the U.S. Department of Education by June 1, 2015
 - Plans included information on the “equity gaps” between poor and minority students’ access to great teachers and the access had by their peers
 - Plans also included strategies for addressing equity gaps

2006 Equity Plans

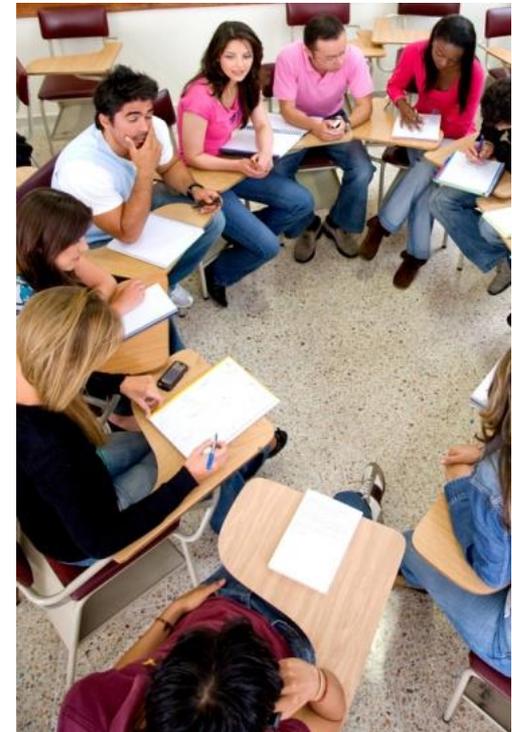
- The 2002 reauthorization of the Elementary and Secondary Education Act, known as No Child Left Behind, called for all students to be taught by highly qualified teachers by 2006.
- States also were required to create plans to ensure that poor and minority students are not taught at higher rates than other students by underqualified, inexperienced, or out-of-field teachers.
- The 2006 and revised Highly Qualified Teacher plans are available at:
<http://www2.ed.gov/programs/teacherqual/hqtplans/index.html>

2015 Equity Plans

- Revisit the extent to which equity gaps persist with respect to poor and minority students and unqualified, out-of-field, and inexperienced teachers.
 - States can also look at other definitions of excellent teachers and other measures (e.g., turnover).
- Consider the root causes of existing gaps.
- Design or describe strategies to address root causes.
- Put forward plan to monitor and assess progress in reducing any existing gaps.
 - Almost all plans are now approved and available here:
<http://www2.ed.gov/programs/titleiparta/resources.html>

2015 Equity Plans

- Required that stakeholders be engaged in the development of the plan:
 - Teachers
 - Principals
 - Districts
 - Parents
 - Community organizations



Excellent Educators for All Initiative

- Involved significant support from federal technical assistance groups
- Created the Equitable Access Support Network (EASN) to:
 - Provide intensive coaching to states
 - Create topical communities of practice for state leaders
 - Provide a vehicle for requesting assistance on developing equity plans
 - Connect leaders to resources and tools to conduct equitable access work:
<https://easn.grads360.org/#program>
- Created data profiles for states to begin the data analysis process
- Involved multiple rounds of reviews of draft plans



- Recruitment, Selection, and Hiring
- Career Advancement and Tiered Licensure
- Evaluation and Professional Learning
- Recertification and Continuing Licensure

- Induction and Mentoring
- Educator Environment
- Assignment and Transfer
- Compensation

What Have We Learned To-Date?

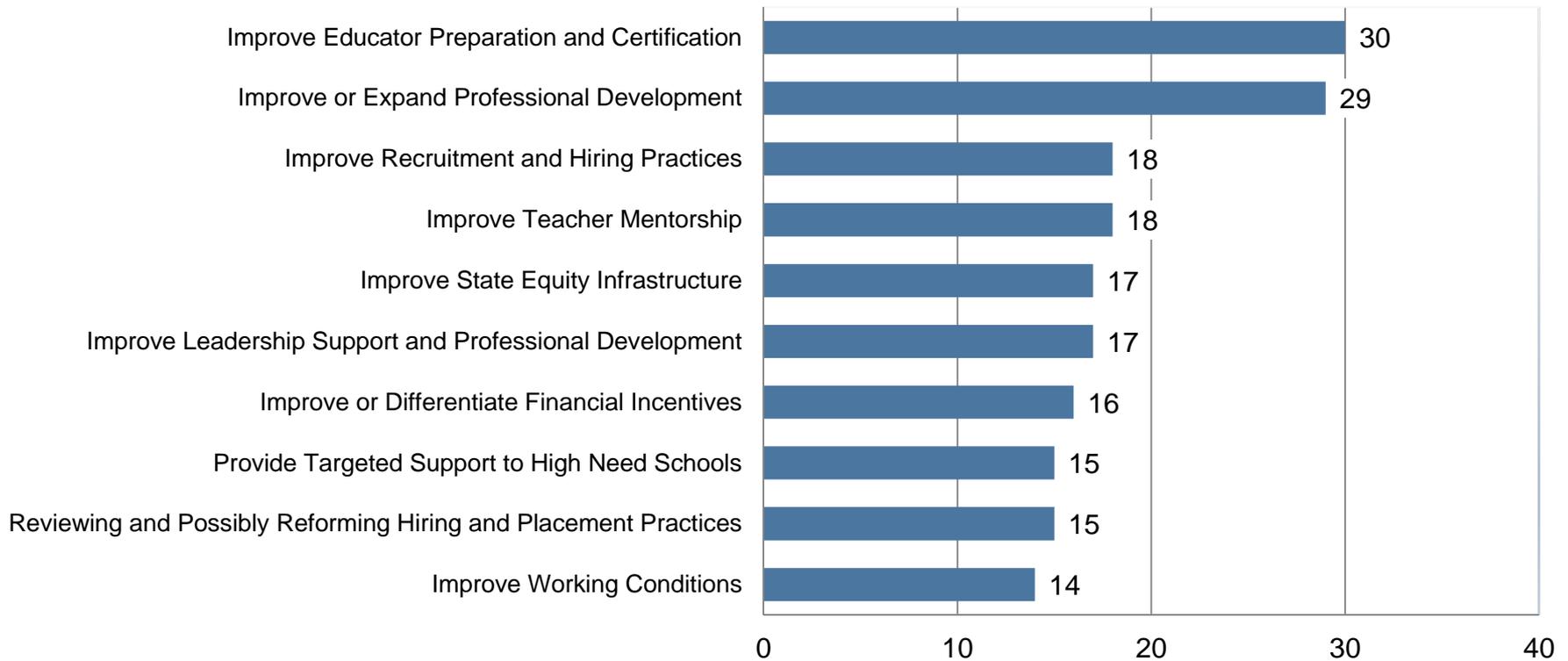
- Key challenge areas for states included:
 - Completing a high-quality plan within a compressed timeline
 - Defining and identifying data on excellent teaching and leading
 - Identifying root causes in the absence of root-cause data
 - Determining strategies that are realistic given state budgets, and that fall within a state education agencies purview
 - Building capacity for widespread, authentic stakeholder engagement and communication



What Have We Learned To-Date?

- Some innovative strategies included:
 - Crosswalking the equity plan with other strategic plans for improving teacher and principal quality
 - Developing teacher leadership opportunities and teacher career ladders
 - Collecting new data on root causes, such as school climate data and exit surveys to better understand the reasons teachers leave high-poverty and high-minority schools
 - Collecting more consistent teacher shortage data and/or educator shortage predictor models to ensure sufficient supply to meet demand statewide and in particular geographic and subject areas
 - Using talent development or human capital management systems approaches to address all relevant policy areas and ensure the coherence across policy areas

Common Strategies from Approved 2015 Plans



Strategies Related to Induction and Mentoring

- **Continue/Strengthen existing programs**
 - Ranged from simply listed existing programs to specific plans to improve existing programs
- **Funding**
 - Continue existing grant programs
 - Explore new funding opportunities
- **Standards or Guidelines**
 - Development and adoption
 - To support inconsistency in induction programs

Strategies Related to Induction and Mentoring (continued)

- Specific components of induction programs
 - Release time
 - Connection to tiered licensure
- Possible new interest/new programs
 - Several states have new programs or interest in creating new programs
- Mentoring/Induction for new Administrators

Activity 1: Connecting Your Induction & Mentoring Program to Your State's Equity plan

- Complete Worksheet and discuss in a small group

Activity 2: Whole Group Share-Out

1. What teacher induction and mentoring provisions in your states' equity plan were seen as strengths? Did anything surprise or disappoint you?
2. What connections were identified between your states' equity plans and your local induction and mentoring practices?
3. What ideas emerged for strengthening local programs to better meet the states' goals for ensuring equitable access to excellent teaching?

Activity 3: Action Items for Strengthening Equitable Access in Your District and State

- Complete worksheet with a partner

Questions?

Ellen Sherratt
312-288-7623
esherratt@air.org

Dalia Zabala
202-403-XXXX
dzabala@air.org

1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
877-322-8700
gtlcenter@air.org
www.gtlcenter.org | www.air.org



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▶ *Advancing state efforts to grow, respect, and retain great teachers and leaders for all students*

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