Talent Management for Equitable Access

Partnering to Build Comprehensive Mentoring and Induction Programs in Low-Performing Schools

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Introductions & Welcome
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 Goals

- Understand what equitable access is, and why it matters for our students.
- Explore one model for aligning school improvement and equitable access efforts through state and district partnerships.
- Examine mentoring & induction as a strategy for improving equity.
- Learn from our colleagues in Mississippi about their equitable access efforts.

What is equitable access, and why does it matter?
What do we mean when we talk about educator equity?

Low-Income Students  Served by  Ineffective Teachers

Students of Color  Out-of-Field Teachers

Inexperienced Teachers

Why does this matter?

Educators can close gaps.

Students of ineffective teachers learn a half year of material. Students of effective teachers learn 1.5 years worth of material. (Hanushek, 2010)

Homing a top-performing teacher for four years in a row could be enough to close black-white achievement gap. (Gordon, Kane and Staiger, 2006)

Students with even one highly effective teacher are more likely to graduate, attend college, and earn higher income. (Chetty, Friedman, and Rockoff, 2012)

*Source: The Education Trust and the New Teacher Project, Building a Foundation for Equitable Access, 2014

Center on GREAT TEACHERS & LEADERS at American Institutes for Research
What did we learn from a review of state equity plans?

Gaps in equitable access to experienced, in-field, and qualified teachers persist nationwide.

Number of States Identifying Various Equity Gaps

- Low-income students taught at higher rates by inexperienced teachers: 38
- Minority students taught at higher rates by inexperienced teachers: 33
- Low-income students taught at higher rates by unqualified teachers: 26
- Minority students taught at higher rates by unqualified teachers: 25
- Low-income students taught at higher rates by out-of-field teachers: 15
- Minority students taught at higher rates by out-of-field teachers: 14

Source: Williams, Adrien, Murthy, & Pietryka, 2016

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High Poverty Districts: 27.2%
GAP = 10.6%
Low Poverty Districts: 16.6%

High Minority Districts: 27.9%
GAP = 11.8%
Low Minority Districts: 16.1%

Taught by Inexperienced Teachers (1 Year or Less)

Source: Williams, Adrien, Murthy, & Pietryka, 2016
Taught by Teachers Rated Developing or Ineffective

- High Poverty Districts: 14.4% (GAP = 7.4%)
- Low Poverty Districts: 7%

Source: Williams, Adrien, Murthy, & Pietryka, 2016

Taught by Out of Field Teachers

- High Poverty Districts: 10.3% (GAP = -0.70%)
- Low Poverty Districts: 11%

- High Minority Districts: 12.5% (GAP = 3.5%)
- Low Minority Districts: 9%

Source: Williams, Adrien, Murthy, & Pietryka, 2016
Prevalence of Highest Performing Teachers in the Highest and Lowest Poverty Schools (10 Districts)

Figure 2. Prevalence of Highest-Performing Teachers in the Highest- and Lowest-Poverty Schools

<table>
<thead>
<tr>
<th>School Type</th>
<th>Highest-Poverty Schools</th>
<th>Lowest-Poverty Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Schools</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Middle School</td>
<td>32</td>
<td>15</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Math</td>
<td>15</td>
<td>29</td>
</tr>
</tbody>
</table>

Source: Glazerman & Max, 2011, as shown in Institute of Education Sciences, 2014, p. 6.

Talent for Turnaround Leadership Academy (T4TLA)
Aligning Equitable Access and School Improvement through Strengthening the Educator Workforce
WHAT WE DID

Over two years, T4TLA brought together 8 states and 14 district teams in a cycle of in-person and virtual meetings. States include:

- AZ
- CO
- DC
- GA
- IN
- MS
- NH
- RI

The T4TLA Approach

Three-Step Process for Building Bold Strategies

**STEP 1:**
Review Data to understand challenges in attracting, supporting, or retaining excellent educators in high-need schools

**STEP 2:**
Dive Deep to understand problems of practice at the root of challenges

**STEP 3:**
Address the Challenge through design and implementation of bold talent management strategies.
What did T4TLA teams learn from their data?

**THE CONTEXT**

8 States and 14 District teams say their top talent challenge is:

KEEPING OUR BEST TEACHERS

Many T4TLA districts lose 50% or more of their teachers in their first 2-3 years in the classroom.

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Why are schools in T4TLA districts struggling with retention?

- Graduates of teacher preparation programs are under-prepared to teach
- New teachers lack needed supports to teach in high-need schools
- Principals lack quality professional learning opportunities needed to support teachers
- Poor teaching and learning conditions lead to burnout
- Districts struggle to attract quality candidates
What are T4TLA states doing to improve retention by strengthening the educator workforce?

Mentoring & Induction Affinity Group
District Snapshot: Prioritized Challenges

What are T4TLA districts’ prioritized talent challenges?

- Attracting quality teachers
- Insufficient support for teachers
- Retaining quality teachers
- Attracting quality leaders
- Insufficient support for leaders
- Retaining leaders

District Snapshot: Strategy Selection

What strategies will districts select to address their challenges?

- Developing principal standards to inform principal talent management system
- Strengthen/increase principal professional development
- Provide explicit teacher leadership opportunities/pathways
- Strengthen/increase teacher professional development
- Strengthen or design teacher mentoring & induction program
- Design or strengthen recruitment/marketing practices
- Design "grow your own" teacher preparation program
- Teacher prep/district partnerships to align prep with district needs
- Systematically collect more talent management data to inform or improve strategy design
Impact of Mentoring and Induction

Based on a review of research from Ingersoll and Strong, 2011.

Induction Program Inventory

Used to help teams plan for the building blocks of a comprehensive induction program including structures to support beginning teachers, mentors, principals, and district leaders.
Affinity Group Self-Assessments: 6 Months of Progress

Mentoring and Induction Toolkit

Designed expressly to support states that are working closely with districts to build strong mentoring and induction (M&I) programs in low-performing schools, the GTL Center’s ready-to-use toolkit guides state and district leaders through the most critical aspects of developing effective M&I programs.
Overview of the Toolkit

- Module 1: Introduction to the GTL Mentoring and Induction Toolkit
- Module 2: Mentor Recruitment, Selection, and Assignment
- Module 3: Mentor Professional Learning, Development, and Assessment
- Module 4: Beginning Teacher Professional Learning and Development
- Module 5: The Role of the Principal in Mentoring and Induction
- Module 6: Mentoring and Induction for Special Educators
- Module 7: Collecting Evidence of Induction Program Success

Module Components

- **Anchor Presentation**: Summarizes research and best practices related to the topic.
- **Handouts**: Provide information to supplement the anchor presentation.
- **Team Tools**: Help teams plan, design, and implement the components of a comprehensive mentoring and induction program.
Access to Toolkit Materials

- Anchor presentations and select team tools are available on the GTL Center website.
- Regional comprehensive center and state education agency personnel may request access to additional toolkit materials.
- In December, we plan to release the toolkit publicly to all interested parties.

Q&A with Vernesia Wilson, Director, Mississippi Department of Education
Mississippi’s Progress

Mississippi DOE held a retreat to orient districts to the state M&I plan and developed the following resources:

- Mississippi Teacher Mentoring and Induction Concept Map
- Mississippi Teacher Mentoring and Induction for School Districts: A Guidebook for Developing Teacher Mentoring & Induction Programs
- MDE Teacher Mentor Orientation Module Series (a 3-module, online resource with study guides, PowerPoints, and printable materials)
- Qualitative end-of-school year mentor and mentee surveys
- Mentor/Mentee Collaboration Plan
- Mentee Professional Growth Plan
- Classroom Observation Scripting Form
- Training for mentors and administrators
- Root Cause and District Data Dissection Analyses

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