

**ESSA Educator and Leader Development Working Committee
Plan for Equity Sub-committee
August 22, 2016**

Equity Plan Themes

Recruitment and Teacher Preparation
Teacher and Principal Effectiveness
Retention and Professional Growth
Factors that Impact the Learning and Working Environment

ESSA Section to Address

5.2 – Support for Educators

A. Resources to Support State-level Strategies – Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support state level strategies designed to:

iii. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the provisions described in the State’s plan for educator equity.

D. Education Reparation Programs. If the SEA or its LEAs plan to use the funds under one or more of the included programs for this purpose, describe how the state will improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA.

Identify Intended Outcomes – focusing on ACCESS and QUALITY

What equity gaps can we address?

1. What should we propose as activities, projects or programs to address these gaps?
2. How should the various stakeholders (P-12, IHE, P-20 Collaboratives) be involved?
How?
3. What 3 Outcomes/Projects should we address?

Brainstorming for Outcomes

Synopsis:

Most of the discussion was across a variety of topics. Of the attract-prepare-support/develop-retain teacher continuum the majority of the conversation centered on recruiting a diverse workforce in GA. There were two main questions and then the group lodged ideas.

Operational Questions:

1. What is the diversity of your teaching core versus the diversity of your constituents;
2. What do other schools and states do as far as working towards attracting diverse teacher candidates?

Ideas:

- Change structures/organizations and how we communicate and the change has to be locally responsive (w/potential to produce research that might inform folks regionally, nationally and globally).

- (*Aspiring leaders for teachers*) Leadership development cohort that is contextual but has portability outside of district (authorized or acknowledged by the PSC). In larger systems there is an informal GYOT culture. Necessary precursor.
- Ratcheting up positive messaging in high schools.
- Training to stay in the classroom rather than leaving the classroom and becoming a teacher leader (taste and see approach).
- Need to look at how we can optimize the *Teaching as a profession course*.
- Changing the idea that teaching is a backup plan or secondary option.
- Should look at making an argument to change the tenure culture of the EPP to directly improving the profession.
- Stronger support in IHEs for 1st Generation college students (prospective preservice candidates).
- Turning residencies into *cooperative opportunities* similar to what's done in schools and colleges of business, hospitality and tourism etc.
- Districts should study Houston county attitude/cultural climate. Teachers and school leaders want to work there.
- Take a look at model scenarios like the one in Bethlehem, PA where the community committed to ensuring that every child will go to college.
- GYOT (grow your own teacher) – all regions have their own issues and challenges that they cater towards how they attract and retain. Tim Helms explained why his children came back to SW Georgia to teach but that's not the norm.
- Have to build from within the infrastructure from within to adopt a GYOT program (all stakeholders within the community must be involved): Bethlehem, PA model.
- Lifestyle and economic development are critical pieces in attracting a diverse workforce.
- Need support systems at every stage of the entire teacher prep continuum to ensure that candidates are attracted, prepared, developed, retained and retooled (if necessary).
- Need to consider changing what an educator preparation program looks like
- Need to consider examining the work of Travis Bristol regarding retaining African-American male teachers (and APs).
- Need real meaningful partnership between the LEA and the EPP to create viable opportunities to attract quality diverse candidates into the profession.