

Talent Coalition Recommendation Report

PROBLEM STATEMENT

Educators - teachers and leaders - are the most important lever to ensuring quality learning opportunities for Detroit students and accelerated outcomes in schools. Our districts struggle with recruiting and retaining sufficient numbers of highly effective educators to teach in and lead Detroit schools and students. Only by supporting all districts and schools to recruit, develop, and retain highly effective educators will Detroit achieve dramatically improved outcomes for our students. Talent must be among the highest priorities for our community.

SUMMARY RECOMMENDATIONS

Recommendation	Cost	Difficulty of Implement	Potential benefit
Create a compelling narrative about Detroit that will attract and sustain educators.	Med	Med	High
Launch a citywide recruitment system for teachers and leaders (outreach, marketing, tools, capacity building of system and DPSCD/charters around strategic recruiting)	High	Med	High
Develop common talent data definitions and collected / shared talent data to inform bright spots and opportunities for support.	Low	Low	Med
Specifically target support for new teachers to encourage them to stay; can increase retention and be leveraged as part of the outreach and marketing effort.	Med	Med	Med
Create a citywide portfolio of professional learning and resources, and support high quality learning opportunities for all educators. (support existing teachers and leaders)	Low	Med	Med
Launch school and teacher leadership pipeline / pathways	High	Med	High
Establish a community of practice among DPSCD and charter schools to learn and implement local and national best practice talent principles.	Low	Low	High

STRATEGY RECOMMENDATIONS

Create a compelling narrative about Detroit that will attract and sustain educators.	Cost	Med
	Easy to Implement	Med
	Potential Impact / Benefit	High

Imperative	<p>There are high number of teacher vacancies and high rates of teacher turnover across the traditional district and charter schools. Additionally, the teaching profession is seeing a decline of entrants into the profession at the state level and nationally. Detroit must create a compelling narrative and a strong intentional outreach to attract teachers - new and veteran to the area and to increase the prominence and support for Detroit teachers citywide.</p>
Overview	<p>Fewer people are entering the teaching profession, retention within the field is imperative. This is especially true in a high-needs environment like Detroit.</p> <ul style="list-style-type: none"> • According to American College Testing and the United States Department of Education (ACT, 2015), fewer high school graduates are interested in majoring in education and less college students are pursuing careers in teaching. • During the 2008-2009 academic year, 719,081 students were enrolled in teacher preparation programs. Only five years later, during the 2013-2014 academic year, this number decreased by over a quarter million students, with 465,536 enrolled students (United States Department of Education, 2015a). • Federal data was recently released indicating a significant decline in percentage of schools with teaching vacancies and difficult-to-staff positions. In 1999-2000, 83% of schools reported at least one teaching vacancy. In 2011-2012, there was a fifteen percent decrease. Also, in 1999-2000, 36% of schools reported having at least one subject area with difficult-to-staff teaching positions. This decreased by nearly twenty percent in 2011-2012, with only 15% percent of schools reporting out on the same indicator (National Center for Education Statistics, 2015). <p>Teacher shortages and retention have not decreased in a similar fashion in all schools.</p> <ul style="list-style-type: none"> • The Learning Policy Institute (2016) highlights, "Some of the largest variation in teacher shortages is not between states, but between schools, both within and across districts. Regardless of the state, students in high-poverty and high-minority schools typically feel the largest impact of teacher shortages" (p. 13). This report went on to identify difficulty hiring and high turnover on a regular basis, noting that teachers are significantly impacted

	<p>when shortages become widespread. The nationally representative Schools and Staffing Survey (SASS) revealed these patterns still existed in 2011-2012, even in a time of teacher surpluses (National Center for Education Statistics, 2012).</p> <p>When teachers are not retained, not only does it increase the burden of recruiting, there's also high replacement costs on districts.</p> <p>In 1997, the cost to replace a teacher for a small rural district was approximately \$4,400 and nearly \$18,000 in a large urban district—resulting in a national cost of over \$7 billion. In 2007, Carroll calculated inflation, with teacher replacement costing more than \$8 billion. "A comprehensive approach to reducing attrition would effectively both lessen the demand for teacher hiring and save money that could be better spent on...evidence-based approaches to supporting teacher development" (Learning Policy Institute, 2016, p. 42).</p>
<p>Year 1</p>	<p>Design and launch a citywide coherent recruiting campaign that would include:</p> <ul style="list-style-type: none"> ● Develop marketing and outreach material focused on lifting importance of teachers; a narrative of hope/inspiration; around the recovery of the city (leverage partners like Detroit Chamber or Detroit Future City) ● Partner with entities already telling the narrative and focused on education--such as Chalkbeat Detroit and Detroit School Talk podcast or docuseries focusing on teachers (and students) ● Create a Detroit Teacher Guide (housing, dealerships, free memberships and discounts) ● Better publicity and marketing: Teacher Loan Forgiveness and Detroit Land Bank partnership ● Support local partnerships with Proud Michigan Educator Campaign ● Highlights / Showcase – Promote great teachers and leaders who are "making a difference" ● Issue a call to action for Detroit-based media to engage (print, radio, tv) <p>Set up measurement and monitoring to assess impact</p>
<p>Year 2-4</p>	<p>Continue to monitor and build out/enhance recruiting incentives, including:</p> <ul style="list-style-type: none"> ● Signing bonuses ● Retention bonus on an earlier schedule ● Housing options for interns, transportation for interns (also teachers) ● Zipcar (accessible for under 21)/Uber Stipends ● Teacher Town ● Establish an Excellence in Teaching Award / Fellowship. Teachers from each district would be nominated for the Excellence in Teaching Award. The final winners will receive a monetary award and will commit to a one year fellowship where they work together to deepen their skill and share their knowledge/skills to other teachers via various mediums. ● Similar to the #MIProudEducator campaign, launch one specific to Detroit teachers (or work with MDE to feature Detroit several
<p>Expected</p>	<ul style="list-style-type: none"> ● Increased number of candidates/applicants per each position

Benefits/ Success Measures	<ul style="list-style-type: none"> ● Decreased teacher vacancies throughout City of Detroit ● Positive feedback from applicant (need a baseline to compare) ● Increased number of highly effective, certified candidate applicants per position ● Decreased teacher vacancies across Detroit ● Increased number of highly qualified candidates (in terms of content knowledge, pedagogical skill, and asset-based mindset) applicants
Risks and Dependencies	<ul style="list-style-type: none"> ● Investment and buy-in from district leadership (district and charter) ● Funding to staff and launch ● Key Partners ● Set up an advisory committee to inform needs and feedback from district and charters

Explore feasibility of a comprehensive citywide recruitment system for teachers and leaders	Cost	Med
	Easy to Implement	Med
	Potential Impact / Benefit	High

Imperative	<p>We currently have hundreds of teacher vacancies across the City of Detroit. Entire school buildings do not have one certified teacher, students are not being offered the educational experience they deserve, and such dire shortages are placing further demand on current teachers in our city.</p> <p>In 1997, the cost to replace a teacher for a small rural district was approximately \$4,400 and nearly \$18,000 in a large urban district—resulting in a national cost of over \$7 billion. In 2007, Carroll calculated inflation, with teacher replacement costing more than \$8 billion. “A comprehensive approach to reducing attrition would effectively both lessen the demand for teacher hiring and save money that could be better spent on...evidence-based approaches to supporting teacher development” (Learning Policy Institute, 2016, p. 42).</p> <p>A citywide recruitment system serving DPSCD and charters would focus on:</p> <ul style="list-style-type: none"> ● Creation of a strategic recruitment plan for the City of Detroit ● Narrative and Marketing ● Recruitment of Candidates ● Access to Candidates for District (via hiring fairs and other mechanisms) ● Pipelines to Districts (HR in districts lead HR one recruited) <p>Such a citywide recruitment system would meet the immediate and most urgent recruitment needs present while also building capacity and gradually releasing the full recruitment continuum to DPSCD and charters.</p>
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Overview	One month into school in DPSCD and across charters, teacher vacancies are still
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prevalent and recruitment needs are still dire. DPSCD and charters do not have the recruitment capacity or systems to meet the demand and need today:

- Over 100 employment postings for various teacher roles throughout Detroit can be found online today.
- Current recruitment systems in districts range from a) not being listed and available on district-based hiring websites to b) including nearly 20 steps to successfully submit an application and the average candidate can expect an inconsistent experience that ranges from a) never hearing back regarding an application submission to b) being in an applicant process for anywhere from 30-90 days (for a variety of reasons).
- While no centrally collected data is reported out via a system, in the past month, DPSCD has reported anywhere from 100-425 vacancies. While charters are not reporting out in a similar fashion with media, we know these vacancies to be similar in terms of a great need still (not for all districts, but a majority).

In addition to Detroit-specific context, the following data regarding the profession also carries negative recruitment implications:

Fewer people are entering the teaching profession, retention within the field is imperative. This is especially true in a high-needs environment like Detroit.

- According to American College Testing and the United States Department of Education (ACT, 2015), fewer high school graduates are interested in majoring in education and less college students are pursuing careers in teaching.
- During the 2008-2009 academic year, 719,081 students were enrolled in teacher preparation programs. Only five years later, during the 2013-2014 academic year, this number decreased by over a quarter million students, with 465,536 enrolled students (United States Department of Education, 2015a).
- Federal data was recently released indicating a significant decline in percentage of schools with teaching vacancies and difficult-to-staff positions. In 1999-2000, 83% of schools reported at least one teaching vacancy. In 2011-2012, there was a fifteen percent decrease. Also, in 1999-2000, 36% of schools reported having at least one subject area with difficult-to-staff teaching positions. This decreased by nearly twenty percent in 2011-2012, with only 15% percent of schools reporting out on the same indicator (National Center for Education Statistics, 2015).

Teacher shortages and retention have not decreased in a similar fashion in all schools.

- The Learning Policy Institute (2016) highlights, "Some of the largest variation in teacher shortages is not between states, but between schools, both within and across districts. Regardless of the state, students in high-poverty and high-minority schools typically feel the largest impact of teacher shortages" (p. 13). This report went on to identify difficulty hiring and high turnover on a regular basis, noting that teachers are significantly impacted when shortages become widespread. The nationally representative Schools

	and Staffing Survey (SASS) revealed these patterns still existed in 2011-2012, even in a time of teacher surpluses (National Center for Education Statistics, 2012).
Year 1	Feasibility Study, including: <ul style="list-style-type: none"> • Needed financial investment • Buy-in from districts throughout City of Detroit • Co-design with districts that will use • Establish clear goals, measures of success • Suggested MOU, legal/financial infrastructure • Set up a design advisory - key stakeholders who would have input to co-design and govern a citywide system
Year 2-4	[If feasible] Launch and Monitor Citywide Teacher Recruitment System
Expected Benefits/ Success Measures	This would be based on the feasibility study, yet preliminary - benefits/measures of success include: <ul style="list-style-type: none"> • Decreased teacher vacancies • Ultimately, districts staffed at critical mass AND build internal capacity around strategic recruiting (everyone gets stronger) • Increased financial efficiency - instead of everyone doing the initial outreach / pool development themselves • Increased coordination and best practice sharing • Increased student achievement • Increased retention
Risks and Dependencies	<ul style="list-style-type: none"> • Funding/Needed financial investment • Buy-in from districts throughout City of Detroit • Cooperation and fair play from districts throughout City of Detroit • MDE launched a recruitment system in the past which didn't garner expected results. MDE is interested in creating a statewide recruitment platform/jobs portal (this could detract from applicants on a citywide platform).

Develop common talent data definitions, and collected/ shared talent data to inform bright spots and opportunities for support.	Cost	Low
	Easy to Implement	Med
	Potential Impact / Benefit	Med

Imperative	Given the disparate education landscape in Detroit it is very difficult to aggregate most system level data. This is especially true for talent data which also has potential gaps and quality capture issues when captured by the state. Accessing common talent data will allow for a greater opportunity to understand trends, identify bright spots and allow learning across systems.
Overview	A small governance/advisory group could review, in more detail, how talent

	data is captured and how it could be more standardized and what data is desired and could be collected. This group would also define guidelines and protocols for how the data could be shared and for what purposes. The standardization of this data capture and study could help inform a number of different talent efforts.
Year 1	Develop an advisory and commitment to share talent data - Get buy in and solicit interest from early adopters; define how data would be collected. Publish snapshot around Detroit talent data - what we know and what it means
Year 2-4	Establish protocol and repository of data and key questions for further analysis; Monitor data collection and adjust as needed.
Expected Benefits/ Success Measures	Common talent data could inform and guide various levels of decision making and support a robust learning agenda to inform talent interventions and investments
Risks and Dependencies	Requires buy in from stakeholders to capture and share data broadly Need to determine where and who would govern and analyze the data Funding to consolidate data infrastructure

Specifically target support for NEW teachers to encourage them to stay; can increase retention and be leveraged as part of the outreach and marketing effort.	Cost	Med
	Easy to Implement	Med
	Potential Impact / Benefit	High

Imperative	There are many new career teachers in Detroit, as in most urban areas who will need important support to feel prepared and equipped to support kids. This support both accelerates their capacity to deliver high quality learning and to feel encouraged to stay in the profession
Overview	There could be a cross system learning community or portfolio of pilot projects /innovative ideas targeted at improving <ul style="list-style-type: none"> • Quality onboarding at school and district / network level • Induction and mentorship programs within school and across the city • Positive narrative for teaching in Detroit • Idea exchanges and best practices (i.e., Have “stay” conversations in Nov/Dec, provide recognition for quality teaching practices) • Training and launch of high-quality mentor programs - where mentor teachers play an active role in coaching and developing new teachers. Teacher candidates know coming in that they will have support, and the role of mentor teachers provides opportunities for career development for experienced teachers.
Year 1	Confirm preliminary interest from stakeholders on what exists and could be tried to support new teacher learning <ul style="list-style-type: none"> • Share research and best practices with districts and charters

	<ul style="list-style-type: none"> ● Identify currently operating/successful mentoring and induction models ● Conduct feasibility study for citywide induction/mentorship program ● Create or adapt a survey for specifically for understanding new teachers' needs
Year 2-4	<p>Launch targeted investments and innovations around new teacher support programs</p> <ul style="list-style-type: none"> ● Provide direct support for implementation at the district / network level ● Implement and monitor mentorship programs across the city ● Recruit providers to support districts with any of these strategies (in particular, any mentorship programs)
Expected Benefits/ Success Measures	<ul style="list-style-type: none"> ● Deep culture focusing on teaching and learners – looks like regular engagement between novice/mentee and mentor teachers; principals really understand and support the program ● Feedback from new teachers - impact on culture and perception of support ● Improved teacher retention
Risks and Dependencies	<ul style="list-style-type: none"> ● Logistics, including availability of mentor teachers; release time for mentoring activities; etc. ● Buy in and commitment with districts/schools and central office who ultimately have to execute on studies and recommendations ● Funding to staff resources and build partnerships / capacity

Create a citywide portfolio of professional learning and resources and support high quality learning opportunities for all educators (support existing teachers and leaders)	Cost	Med
	Easy to Implement	Med
	Potential Impact / Benefit	High

Imperative	<p>There is no central location where educators can go to update skills and learn new strategies. Some districts are of higher capacity than others around delivering tailored high-quality professional development. There is a need to both develop district capacity to deliver meaning PD, aligned to best practice, and to identify common professional development learning needs that could be offered more efficiently across system. There is significant investment - time and dollars - around targeted teaching and leading capacity building. Teachers and leaders must pay to access quality professional development that is of interest but outside the training offered at their schools and systems.</p>
Overview	<p>Key to this work will be developing partner buy in (understand the needs and gaps) and assembling high impact professional development broadly across schools and systems (at no or low cost)</p> <p>There are few no or low cost development opportunities that are considered impactful and relevant. Partners like higher ed institutions or leaders with specific capacity to develop professional development offerings. For example, in preparation for the 3rd grade reading law, many teachers are being asked to</p>

	<p>complete a reading training course (Most teachers will have to pay out pocket; it could be to leverage this as a free citywide course - also could help teachers</p> <p>Each district identifies 4 professional development days within a school year (once per quarter). On each of these days, all educators within the city come together for a day of professional development facilitated by external and internal experts There is an opportunity to connect teachers as well across systems. It could be that there is a citywide professional development learning day / conference open to all schools systems educators</p> <p>Moreover, perhaps there could be interest to be explored around the need for a physical facility to support and reinforce cross sector learning (in a more neutral learning and sharing space.</p> <p>Is there enough interest or alignment to establish a professional learning center?</p> <p>NOTE - David Donaldson suggested the need from MDE that teachers are getting to take some sort of "reading" course that costs \$1800 --- couldn't that be delivered at no cost to all Detroit teachers in a high quality way?</p>
<p>Year 1</p>	<p>Assemble interested partners to identify high-priority professional learning needs and gaps</p> <ul style="list-style-type: none"> ● Cross-sector working group (providers, district, charters, educators, etc.) to conduct a comprehensive needs analysis of current assets, quality, and gap areas. ● Develop recommendations and buy-in for citywide professional learning opportunities and resources ● Identify owner / champion for the portfolio of professional development (foundations, nonprofits, districts, etc.) -- like NSNO in New Orleans, CityBridge in DC ● Identify location, collaboration of ownership and bldg. Maintenance ● Establish professional development mode <p>Launch high priority development offering to build momentum and learn from feedback</p>
<p>Year 2-4</p>	<ul style="list-style-type: none"> ● Pilot recommendations with 1-2 providers / opportunities ● Establish a systemic approach to evaluate the effectiveness and the need of professional learning opportunities (like a program evaluation; should be ongoing) ● Create a citywide narrative for best practices in talent development (i.e. 70-20-10 planning) ● Create a citywide professional learning catalogue / guide that includes description, price, provider, expected outcomes, evidence-based research (similar to What Works Clearinghouse)
<p>Risks and Dependencies</p>	<p>What/Who could be needed or put this recommendation at risk?</p> <ul style="list-style-type: none"> ● Logistics, including availability of mentor teachers; release time for mentoring activities; etc. ● Buy in and commitment with districts/schools and central office who ultimately have to execute on studies and recommendations <p>Professional development Center</p>

	<ul style="list-style-type: none"> • Districts and charters (and other stakeholders) must be willing to collaborate and contribute data • Inadequate resources to implement any of the recommendations • No champion / entity to own and push this work forward
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Launch school and teacher leadership pipeline / pathways	Cost	Med
	Easy to Implement	Med
	Potential Impact / Benefit	High

Imperative	The largest district in Detroit, DPSCD consistently begins the school year with 200 or more teacher vacancies. Permit use is increasing, demonstrating districts' need to fill vacancies with persons who do not hold full certification. Teacher turnover rates (described above) indicate a problem with teacher retention, which in turn creates consistently high demand for teacher supply. Districts also indicate that the supply of fully certified teachers is not always satisfactory in terms of quality and preparation to successfully teach in Detroit.
Overview	<p><i>Grow-Your-Own Programs:</i> Grow Your Own programs identify high-potential teacher candidates from within the community in which the candidate will be prepared to teach. These programs may be either alternate route (typically a post-baccalaureate program with an expedited and supported transition to certification) or based in traditional preparation programs (which may or may not be post-baccalaureate programs). GYO programs aim to enrich the local teacher pipeline by diversifying the workforce and recruiting community members who may tend to be retained at higher rates than teachers who are not from the community.</p> <p>(Other) Alternate Route Programs: Additional high-quality alternate route teacher preparation programs (sometimes referred to as Interim Certification Programs in Michigan) and alternate route principal preparation programs may be important to supplementing the educator supply in Detroit (e.g., Boston Teacher Residency, TeachDC, TFA, TNTP, Dream Keepers, etc.)</p>
Year 1	<ul style="list-style-type: none"> • Needs assessment: Determination of grade levels, content areas, schools, and districts in which there is identifiable need; Identification of currently-operating programs that are/can be used to fill specific needs and where there are gaps • Planning: Determine funding model, strategic and program plans, secure district partnerships, program evaluation • Recruiting/creating additional/new programs: Identify program providers and secure partnerships; explore feasibility of developing brand new programs if/where existing programs cannot meet need
Year 2-4	<p>Year 2: First candidate recruitment and training cycle; identification of vacancies and placements by districts</p> <p>Year 3: First placement year; second candidate recruitment and training cycle; first preliminary program evaluation report</p>

	<p>Year 4: Second placement year; third candidate recruitment and training cycle</p> <p>Year 5: Third placement year; fourth candidate recruitment and training cycle; first full program evaluation report</p>
Expected Benefits/ Success Measures	<ul style="list-style-type: none"> • Completer rate/retention rate • Student outcomes/effective instruction over time • True partnerships between district and EPP over time • Sustainable cost model • Increase in teacher diversity (also part of description/assumptions) <p>Year one: comprehensive plan (including program evaluation) with partner programs identified</p> <p>Year two: set/meet recruitment targets</p> <p>Year three: set/meet recruitment targets; outcome measures for teachers (observation/student learning/teacher growth/completer & persistence); satisfaction of partners – both districts and programs</p> <p>Year four/five: same as above plus structural/system changes related to HR (projecting and filling vacancies, etc.)</p> <p>Year five: same as above plus first formal program evaluation report</p>
Risks and Dependencies	<ul style="list-style-type: none"> • Can be expensive - who pays costs? • Requires long-term stability; many have come and gone with lots of investment and not necessarily lots of pay-out • Involves changes in districts' long-term structures and processes • Attracting/supporting candidates in having appropriate content coursework and certification test scores prior to program entry

<p>Establish a community of practice among DPSCD and charter schools to learn and implement local and national best practice talent principles.</p>	Cost	Med
	Easy to Implement	Med
	Potential Impact / Benefit	High

Imperative	<p>Because of the immense impact of quality management on their employees, districts and schools should explicitly prioritize management training for all leaders and managers</p>
Overview	<ul style="list-style-type: none"> • Central offices should design and implement comprehensive talent systems that support the recruitment, development, and retention of teachers and leaders. • Create a community of practice for district and school leaders who are ready to implement best-in-class talent practices • Connect them with partners to add to and build their capacity to implement quality talent practices • Implement a comprehensive talent development and retention strategy to ensure exceptional performance of central office staff
Year 1	<ul style="list-style-type: none"> • Establish a pilot community of practice for district and school leaders who are ready to implement best-in-class talent practices

Year 2-4	<ul style="list-style-type: none"> • Ready districts and charter networks for implementation of talent systems • Secure providers as appropriate to build the capacity of central offices to implement best practice talent systems • Develop "Habits of High Performance", a framework for central offices to establish healthy organizational practices and talent systems (may include After Action Reviews)
Expected Benefits/ Success Measures	<p>Retention of high quality teachers (at school level) - minimum 80%</p> <p>Retention of high quality leaders (at school level) - minimum 80%</p> <p>Retention of staff (at central level) - minimum 80%</p> <p>Parent Satisfaction</p>
Risks and Dependencies	<p>What/Who could be needed or put this recommendation at risk?</p> <ul style="list-style-type: none"> • Is there interest or alignment enough to support this recommendation? It would require collaboration across district and charters.

ADDITIONAL NOTES / APPENDICES

Other ideas???

Establish a competitive and innovative compensation and benefits system for teachers and leaders	
Imperative	<p>What's the problem, why is this needed? There are no baseline standards for beginning salaries for educators. Salaries vary from state to state/district to district. The number of people choosing the field of education as a career is decreasing drastically, creating a national teacher shortage.</p>
Overview	<p>Key components and research base</p> <ul style="list-style-type: none"> • Commission a citywide compensation study for educators at all levels and central office staff to establish compensation baseline • Identify innovative compensation strategies for citywide and district-specific implementation • Engage cross-sector stakeholders to provide non-monetary compensation opportunities as a recruitment and retention tool (i.e. Detroit Land Bank) • Provide ongoing education opportunities (incentives, discounts, tuition reimbursement) *particularly for critical shortages • Leverage existing loan-forgiveness programs as recruitment & retention strategy
Year 1	<ul style="list-style-type: none"> • Compensation and benefits study across district and charter schools • Research best practices in compensation and benefits • Provide recommendations and identify under-utilized resources • Publicize current educator benefits and incentives (i.e. Land Bank housing discount, business discounts, et.)
Year 2 - 4	<ul style="list-style-type: none"> • Create a citywide benefits and incentives for educators (this should include partnerships with public, private, and municipal entities) • Establish a compensation working group comprised of charters and district

	<p>staff to implement / overhaul compensation structures</p> <ul style="list-style-type: none"> • Leverage a citywide narrative around teaching in Detroit to publicize citywide compensation and benefits packages
Expected Benefits/ Success Measures	<ul style="list-style-type: none"> • To maintain momentum and sustainability, the recommendation should be defined across the years. Measures of success could include a data connected to teacher retention and turnaround
Risks and Dependencies	<ul style="list-style-type: none"> • Voluntary participation from district and charters to share their salary and benefits data • Buy-in from local businesses, city, etc. • Funding for the study

APPENDIX

OVERVIEW:

This document summarizes the research and planning of the Educator Talent Leadership Team of the Coalition. The members of the group are listed below and have been meeting since June 2017 both as a whole team and as smaller working groups to define the vision, current landscape, and recommendations outlined below.

SCOPE:

- Improve recruiting and narrative to make Detroit a destination place / calling for great teaching
- Promote innovative recruiting and compensation models
- Develop pipelines for principals and teachers
- Build capacity to develop and support every level of educator
- Build central office and school-level capacity to engage and implement high-impact talent strategies
- Prioritize a creating a culture of educator retention

CURRENT UNDERSTANDING AND ASSUMPTIONS

- Compensation matters. Recognition and non-monetary incentives can play a significant role in mitigating low compensation.
- Principal stability is low (stayer rate is 71% vs 77% statewide; leaver rate is 20% vs 14% statewide). Teacher stability is also significantly lower in Detroit than the statewide average (71% stayer rate vs 81% statewide; leaver rate is 15% vs 8% statewide)
- Central office and principal support are critically important - especially for educator development and retention.
- Detroit has many active higher ed and alternative pathway providers that offer interesting and innovative educator preparation programs.
- There are abundant partner organizations offering professional development opportunities.
- Access to and awareness of Teacher and leader training support programs available to prospective, new, and current educators is limited; programs are underutilized. Program quality is not consistently understood or evaluated.
- Reliable and accurate citywide educator talent data is hard to access. What we do have affirms common perceptions and raises important questions about Detroit teachers and leaders.
- There is a wide shortage of teachers citywide. This is more extreme in the traditional District but charter schools and networks are also understaffed. DPSCD opened school with over 250 teacher vacancies.

Committee Members

- Ivy Bailey, President of Detroit Federation of Teachers (Co-Chair)
- Punita Dani Thurman, Education Program Officer at The Skillman Foundation (Co-Chair)
- Tori Lee, Program Manager at EdFuel (Project Manager)
- Abbie Groff-Blaszack, Director of the Office of Educator Talent at the Michigan Department of Education
- Chanel Hampton, Founder and President of Hampton Consulting, Inc.
- Charity Davidson, Senior Managing Director at Teach For America Detroit

- Corey Drake, Professor and Director of Teacher Preparation at Michigan State University
- David Donaldson, Senior Executive Director of Talent at Detroit Public Schools Community District
- Elizabeth Moje, Dean of the College of Education at the University of Michigan
- Kendra Hearn, Chair of Secondary Teacher Education, University of Michigan
- Kayleigh Roy, Associate Project Manager at Quicken Loans Community Investment Fund
- Kim Cameron, Ross School of Business at the University of Michigan
- Kristina Campa-Gruca, Director of Partnerships at EdFuel
- Leah van Belle, Director of School Partnerships and Clinical Practice and Co-Director of Wayne State University Dream Keepers Urban Teacher Residency Program
- Markita Hall, Manager of Educational Services at Wayne RESA
- Megan Fenkell, Jacob Family Foundation
- Nate Walker, K-12 Organizer and Policy Analyst at American Federation of Teachers Michigan
- Renee Burgess, President of EQUITY Education
- Thomas Stallworth, President of Stallworth Group

Resource	Source	Link
Narrative: Michigan Equity Plan	United States Department of Education.	United States Department of Education. (2015). <i>Michigan's plan to ensure equitable access to excellent teachers</i> . Retrieved from https://www2.ed.gov/programs/titleiparta/equitable/miequityplan060115.pdf
Narrative: Enrollment in Teacher Preparation Programs	United States Department of Education.	United States Department of Education. (2015). <i>Enrollment in teacher preparation programs</i> . Retrieved from https://title2.ed.gov/Public/44077_Title_II_Issue_Brief_Enrollment_V4a.pdf .
Recruitment & Strategy: Detroit Human Capital Analysis	Source: Michigan Department of Education; Council for Great City Schools; "State of the Detroit Child 2012 Report" (Skillman Foundation and Data Driven Detroit)	No link provided. Hard copy provided.
Narrative and Narrative Marketing: Teach For America Marketing	Exemplar: Teach For America's Marketing Team (in partnership	www.teachforamerica.org

	with recruitment)	
Narrative and Narrative Marketing; SCS Teach Memphis	Choose SCS: Teach Memphis	http://www.scsk12.org/choosescs/#/
Quality of Living: Delmar DivINe	News Article: STL Today	http://www.stltoday.com/business/local/delmar-divine-group-plans-million-rehab-to-house-nonprofits-in/article_dfa_d3574-b8f6-5799-9c3c-87033125bcff.html
Quality of Living and Partnerships: School-Business Partnerships That Work	Education World	http://www.educationworld.com/a_admin/admin/admin323.shtml
Quality of Living and Partnerships: How-to- Guide for School Business Partnerships	Council for Corporate and School Partnerships (Note: Apply with a teacher lens, this is hyper-focused on students)	http://www.nhscholars.org/School-Business%20How_to_Guide.pdf
Citywide Recruitment System: Blended Hiring	Advancing K12	https://www.skyward.com/discover/blog/skyward-blogs/skyward-executive-blog/february-2015/a-new-definition-for-blended-hiring
Citywide Recruitment: National Best Practices for Teacher Recruitment	Illinois Network of Schools	http://www.publiccharters.org/wp-content/uploads/2016/11/National-Best-Practices_Teacher-Recruitment-and-Pipelines.pdf?x87663
Citywide Recruitment and HR Systems: Memphis, Transforming Teacher Hiring	TNTP	https://tntp.org/what-we-do/case-studies/memphis-transforming-teacher-hiring

Strategies: EdMatch and Teachers-Teachers	EdMatch and Teachers-Teachers	https://www.teachers-teachers.com http://www.myedmatch.com
Citywide Recruitment System: Teach in Florida	Teach in Florida and the Great Florida Teach-In	http://www.teachinflorida.com/recruitment/tabid/195/default.aspx http://www.teachinflorida.com/Recruitment/JobFairs/tabid/64/Default.aspx
Strategies: Citywide Leadership Incubator: The Influence of School Administrators on Teacher Retention Decisions	American Educational Research Journal	Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. <i>American Educational Research Journal</i> , 48(2), 303-333. doi:10.3102/0002831210380788.
Strategies: Citywide Leadership Incubator: Fostering Relationships to Increase Teacher Retention in Urban Schools.	Journal of Curriculum and Instruction	Waddell, J. (2010). Fostering relationships to increase teacher retention in urban schools. <i>Journal of Curriculum and Instruction</i> , (4)1, 70-85. doi:10.3776/joci.2010.v4n1p70-85.
Strategy: Citywide Leadership Incubator and Development: The Impact of Disrupted and Disjointed Early Professional Development on Beginning Teachers.	Teacher Development (Note: Same can be applied with leadership.)	Fenwick, A., & Weir, D. (2010). The impact of disrupted and disjointed early professional development on beginning teachers. <i>Teacher Development</i> , 14(4), 501-517. doi: 10.1080/13664530.2010.533491.
Strategy: Citywide Leadership Incubator and Development: Professional	Journal on School Educational Technology	Rodgers, C., & Skelton, J. (2014). Professional development and mentoring in support of teacher retention. <i>Journal on School Educational Technology</i> , 9(3), 1-11. Retrieved from http://files.eric.ed.gov/fulltext/EJ1097716.pdf .

Development and Mentoring in Support of Teacher	(Note: Same can be applied with leadership.)	
Strategy: Recruitment Systems	New Paradigm for Education is fully staffed.	No hard copy, yet referencing as a possible model/proofpoint.
Strategy: HR Systems: 2017 Candidate Experience Guide	Career Builder	https://drive.google.com/file/d/0B51oHR0GtEU5dmhaWUEwd1RwSms/view
Strategy: HR Systems: 2016 Talent Board North American Candidate Experience Research Report	TalentBoard	https://drive.google.com/file/d/0B51oHR0GtEU5dFg1bk94SU1rbWc/view
Strategy: HR Systems: 2016 Human Capital	Society for Human Resources Management	https://drive.google.com/file/d/0B51oHR0GtEU5T1JueUNSQ0NrZms/view
Strategy: HR Systems: 2016 Recruiter & Employer Sentiment Survey	MRI Network	https://drive.google.com/file/d/0B51oHR0GtEU5VzVwb3FCYioteXM/view
Strategy: HR Systems: 2012 Allied Workforce Mobility Survey	Allied HR	https://drive.google.com/file/d/0B51oHR0GtEU5UmdMX2VuSUgMd00/view
Strategy: Citywide Leadership Incubator: Developing and Supporting School-Ready Leaders	Council of Chief State School Officers (CCSSO)	http://www.ccsso.org/Resources/Programs/Developing_and_Supporting_School-Ready_Leaders.html

<i>The Irreplaceables</i>	<i>TNTP, 2012</i>	<i>Factors that influence teacher turnover/retention decisions of top performing teachers as follows: - development and feedback, - recognition, responsibility and advancement, and - adequate resources</i>
<i>Hidden in Plain Sight</i>	<i>EdFuel, 2017</i>	<i>Leaders and managers in education organizations (districts, nonprofits) cite two primary reasons for leaving their organizations: 1) success in their current role; and 2) opportunity for advancement. Both are solvable by the home organization.</i>
<i>New Schools for New Orleans (NSNO)</i>	<i>Organization</i>	<i>NSNO is a citywide intermediary, setting vision for the city to recruit, develop, and retain quality ed talent. Investment strategy includes supporting national talent organizations to launch and/or expand their work in the city. Also sponsors a citywide Excellence in Teaching award.</i>
<i>Memphis Teacher Town</i>	<i>Initiative</i>	<i>Memphis Teacher Town represents the citywide strategy for talent recruitment, development, and retention that informs Memphis' strategy to become a destination-of-choice for educator talent in the country. Foundations, federal dollars, and local support / resources are aligned to this singular vision.</i>
<i>Minneapolis District-Charter Compact</i>	<i>Initiative</i>	<i>- Charter-district compact between Minneapolis Public Schools and Hiawatha charter network to provide district-wide school leader development</i>
<i>A Coming Crisis in Teaching?</i>	<i>Learning Policy Institute, 2016</i>	<i>-United States attrition rate is double that of countries with high-performing school systems -Lowering attrition rate would reduce teacher shortage because more teachers would stay in the classroom, decreasing the need for new teachers</i>
<i>Overwhelmed and Out: Principals, District Policy, and Teacher Retention</i>	<i>Connecticut Center for School Change</i>	<i>-The single-most important reason teachers gave for leaving schools was poor leadership. -Districts must have competitive salary schedules or they risk of losing the competition for talent -Lack of coordination and communication between departments often affects teachers (ie: scheduling conflicting meetings on the same day)</i>

Next Steps for this document and process: Refine this document (down to 1.5 pages) and organize the document using this format: RecommendationàTacticàResearch backing.