SCHOOL DISTRICT OF WAUKESHA

DPI FINAL EQUITABLE DISTRIBUTION OF TEACHERS *Plan*

The School District of Waukesha was highlighted as a district having a problem of practice in the amount of emergency licensed individuals and the amount of initial educators as identified by DPI in 2016. Below are suggested strategies with a level of monitoring that will help our school district develop excellent and diverse educators so that all students have equitable access to reach their highest potential.

THEORY OF ACTION

IF we create an aligned system of human capital and use data to help us align these people and processes

THEN SDW will be better able to recruit, retain, and develop excellent educators such that all students have equitable access to excellent teaching and leading to help them achieve their highest potential in school and beyond.

DATA ANALYSIS

2016-17 Staffing Data

- 21% of bilingual educators in SDW are considered under-qualified
- 46% of all bilingual teachers are within their first five years of teaching
- There are a total of 60 bilingual teachers in SDW
- There are 9 schools throughout SDW with bilingual teaching staff

2017 DPI Equity Districts Turnover-Attrition Analysis

2017 DPI Waukesha Teacher Quality Data

ROOT CAUSE ANALYSIS

1. Inequitable staffing in relation to initial educators or emergency licensed staff in high needs schools.
   a. Demand for Dual Language educators is higher than the professional supply offers. Highly qualified staff in our Dual Language Program requires skill in language and teaching making emergency licensed staff higher qualified than some fully licensed staff.
2. Retention issues for educators, particularly initial educators or emergency licensed teachers
   a. Lack of support for new or newer teachers in terms of mentoring and access to resources for working in high needs schools.
   b. Data on new employees experience does not match our previous perception of their need, or there was a lack of data on on new employee needs.
   c. Skilled Dual Language teachers are often educated abroad, and as such, struggle to take and achieve on exams in English normed on Native English speaking educators to meet Wisconsin licensure requirements to obtain full certification.
   d. A perceived lack of investment in the educator or program by the evaluator.

STRATEGIES	EVALUATION
Implementation of Peer Review Mentor Grant through June 2018 • Monthly Mentoring with new teachers • Mentor Handbook and Agreements • Ongoing Mentor Professional Development (the Coaching Habit/Art of Coaching/Monthly Mentor Networking)	Mentoring agreements collected October and February Mentoring logs collected with each encounter and reviewed monthly for professional learning Professional development occurs monthly Observation and feedback on "mentoring" occurs twice annually
Effectiveness Coaches/Mentors trained in Art of Coaching and Impactful coaching.Monthly Mentoring with new teachers • Coaching cycles year 1-3 • Model Classrooms Curriculum support for Biliteracy, Skilled ESL coaches, and access to professional learning for biliteracy, all culturally responsive practices offered through our Teacher Development Program. 	Ensuring Excellence Determiners of success by Oct. 31: • One face-to-face meeting with every teacher in their first 3 years in the district to determine the coaching needs for the teacher (Year 2, veteran teachers, may not follow this complete cycle if agreed upon needs are met). • Minimum of one walkthrough with formative feedback with every teacher in their first 3 years in the district • Feedback will be provided to teachers in supporting years on their SLO's and PPG's Determiners of success by January 31: • Minimum of 1 coaching cycle completed for every teacher in their first 3 years in the district • Minimum of 2 coaching cycles completed for anchor/model classroom teachers SDW Coaching for Self-Regulation and Transfer Framework Coaching Conversation Protocol - Impactful Coaching Determiners of success by June 12: • Feedback provided to teachers regarding end of year SLO and PPG • Every teacher in their first 3 years in the district will be able to can name their EC as their mentor/coach • Anchor/Model classroom teachers will lead and help support professional learning among the greater staff • Additional coaching cycle completed for anchor/model classroom teachers
Collaborative networking, recruitment, screening and hiring of Bilingual Staff • Posting all regular education positions with a partner Dual Language posting to increase applicant pool • Screening procedure and collaborative interviewing • Hiring practices to include candidates shadowing current staff members to ensure the school environ ment is something that is aligned with candidates' values and goals.	100% open Dual Language positions are filled Open regular education positions are filled with bilingual staff who can become Dual Language teachers Maintain ongoing relationships with applicants over a two year cycle to ensure when a FIT can be made we can maximize relationships already made If the School District of Waukesha creates systems, networks and relationships designed to support the skill development of emergency and initially certified Bilingual educators, then Bilingual educator retention will increase by 5% from 90% to 95%, and 100% will become fully certified and qualified.
Grow Your Own preparation programs to help train bilingual and special education teachers	Visioning stages with Carroll University on offering bilingual and special education certificate programs. Have partnered with Carroll University on National Professional Development grant.
Implementation of Peer Review Mentor Grant through June 2018 • Fundamentals of Reading 1:1 and group support • EdTPA Group support • Mentoring specific to 1e and 3b and Dual Language Practices • Induction PD Dual Language Essentials and Teaching for Biliteracy	• FORT Training and 1:1 FORT coaching-passing the FORT exam • Passing the EdTPA • Implementation of practice that maximizing learning in multilingual environments per walkthrough evidence indicators

STRATEGIES	EVALUATION
Initial educator induction program and comprehensive professional learning that includes educator competencies over first 3 years in SDW. Professional Learning Guide. • Summer institute differentiated for new teachers • District level new teacher support sessions • Mid year celebration and connection • Monthly recognition and visits with new teachers in their first and second year. • Curriculum support for Biliteracy, and access to professional learning for Biliteracy, all culturally re sponsive practices offered through our Teacher Development Program.	New teacher survey and act on feedback Summer institute feedback All teachers hired are required to take courses offered by the School District of Waukesha and must equal 9 credits during their first 5 years of employment. These are connected to the foundational beliefs of the school district. Salary advancement occurs for completing this requirement.
IF We implement a coprehensive system of behavior and academic support that is focused on creating access through a data-based, collaborative, problem-solving process for students. THEN We will prioritize available to better meet the unique needs of each learner. Create School District of Waukesha goals around equity to help address cultural competence	Infused focus throughout all 26 sites. Teacher and classroom data and shifts. 2017-18 survey and staff data gathering and commitment to action. Define cultural competence and communicate goals around equity that will address the competence of our teachers
Partnerships • MTEC FORT support • CESA EdTPA support • NPD Grant submission with Carroll to "grow our own" 2016/2017 • Carroll University Pre-Service Partnership with Hawthorne LAB	Documentation of maintaining partnerships Teacher completion of FORT exam Quarterly meetings with Carroll University
Principal Leadership Cohort Development • Monthly Professional Leadership PLC to support supervision and evaluation of Dual Language teacher effectiveness • Biannual review of data on student achievement • Director of Educator Development will facilitate discussion with Principals on an annual basis around teacher effectiveness and placement of teachers within their own buildings	Use effectiveness coaches model to help prioritize expertise in high need areas. Principals' report out coaching cycles and where they are happening and adjust based on data. Annually address the growth through the summary cycle in the first 3 years. Principals report changing their placement practice to take into account equity. Students that need the best get the best.
Guide for Hiring Practices 	Teaching and Learning, Human Resources, and Principal Administrators will update Guide for Hiring to reflect collaborative hiring in which needs of entire district and inequities are addressed from the start of the hiring process.

Additional Resources Needed

- It will be critical to understand the assumption that additional resources are sustainable in the long term. With continuing declining enrollment (about 1% in 2017-18), we are facing a potential reduction of staff; however, we have increased special education and student services staffing to address social/emotional needs in the buildings, as well as increased teacher support staff to support initial educators, those on emergency licenses, and all teachers as part of the EEP.
- As the Bilingual services grow into the secondary, we will be striving to ensure that leadership and supports at that level are invested in and able to support the effective instruction in those classrooms
- We need to strive to integrate the strategies above into existing Theories of Action so as not to add new or additional work.