

Stakeholder Status Report

Implementation of Pennsylvania’s Equitable Access to Excellent Educators State Plan

Root Cause – Limited pool of qualified educators to fill Pennsylvania vacancies (targeting equity gaps 1 to 5)	
Anticipated Outcomes	Progress
<p>1. Make available a robust marketing plan and screening tools for effective and innovative recruitment and selection of principals, teachers and other educators</p>	<p>PDE contracted with American Institutes for Research (AIR) to conduct a train-the-trainer program and technical assistance as trainers conduct turnaround training for LEAs. The first meeting with AIR was held November 2016 to discuss implementation of a train-the-trainer Quality School Leadership Identification (QSL-ID) process for recruiting candidates for principal positions; screening applications to identify semifinalists/finalists; conducting on-site screening, which includes candidates completing authentic performance tasks. QSL-ID Guidebook and Toolbox will be customized to align with Pennsylvania’s Framework for Leadership. Target date for initial training of 12-15 individuals is spring 2017. A central location will be selected. AIR will provide all training materials, technical assistance, and support to trainers as they train hiring committees and assist in recommending the best strategies to (a) scale up for statewide implementation, and (b) institutionalize the QSL-ID process.</p> <p>The QSL-ID to recruit teachers and other educators will be modified after successful implementation of the process for principals.</p>

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Anticipated Outcomes	Progress
	<p>Copies of the following publications, which are part of the School Turnaround Collection from Public Impact, will be posted on PDE’s Equitable Access web page and distributed to all Focus¹ and Priority² schools:</p> <ul style="list-style-type: none"> • <i>School Turnaround Leaders: Competencies for Success</i>; • <i>School Turnaround Leaders: Selection Toolkit</i>; • <i>School Turnaround Teachers: Competencies for Success</i>; and • <i>School Turnaround Teachers: Selection Toolkit</i> <p>These resources will also be made available on the SAS portal.</p>
2. Increase the principal and teacher pipeline	The Bureau of School Leadership and Teacher Quality in PDE received seven competitive applications from higher education preparation institutions. The purpose of the grant is to focus on future principals, who can support elevated instructional performance in high need schools through added preparation in grades PreK-4 to increase student achievement in subsequent years. LaSalle University, Shippensburg University of Pennsylvania, and Temple University will be federally-funded by ESEA Title II higher education competitive funds to implement programs.
3. Coordinate meetings between preparation programs and LEA human resource administrators to better align educator supply with local needs	Bureau of School Leadership and Teacher Quality will use the PDE teacher shortage report and location of Focus and Priority schools to identify locations of highest need. LEA and education preparation entity representatives will be invited to participate in regional meetings to discuss a variety of topics associated with increasing the educator pipeline in Pennsylvania.

¹ A Focus school is the lowest 10 percent of Title I schools (based on highest achievement gap for the historically low performing students AMO). The aggregate achievement gap is for combined mathematics/reading PSSA (and/or Algebra 1/Literature Keystone exams); OR Title I school with a graduation rate below 60 percent; OR test participation below 95 percent; AND not a Priority school.

² A Priority school is the lowest five percent of Title I schools (based on aggregate mathematics and reading proficiency for PSSA and/or Algebra 1/Literature for Keystone exams); OR Title I school receiving School Improvement Grant (SIG) funds.

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4. Addition of new reports to PDE’s Teacher Information Management Information Systems (TIMS)	At least one new report will be activated by May 2017 that will allow LEAs to generate a report of certified individuals who have agreed to have their contact information and certification areas released to LEAs that are hiring educators.
5. Amend Pennsylvania School Code to add two successful years of services in another state for out-of-state applicants (for it to be consistent with current law applicable to instructional certificates)	This was not included in the School Code amendments that accompanied the 2016-17 state budget. The Bureau of School Leadership and Teacher Quality identified this as a key outcome to eliminate a barrier for out-of-state principals who apply for Pennsylvania certification. The Department will continue to work with legislative partners to seek this amendment.
6. Revise and implement the local school equity plan template for all LEAs to complete	On November 22, 2016, PDE disseminated a brief electronic survey for LEAs to identify preferred vehicle for submitting local equity plans. The two options under consideration were: <ul style="list-style-type: none"> • Incorporate Local Equity Plan into Comprehensive Planning document; or • Submit data applicable to the Local Equity Plan via PIMS. PDE will make a decision by spring 2017.

Root Cause – Students in Pennsylvania’s poorest schools are not making as much academic progress in PSSA science assessment and in the Keystone exams (Algebra I, biology and literature) as they are in PSSA mathematics and English/language arts/reading subjects (targeting equity gaps 1 to 4)

Anticipated Outcomes	Progress
<p>1. Include high quality, ongoing science professional development opportunities into Pennsylvania’s 2015 SAS Institute</p>	<ul style="list-style-type: none"> • Administrators and teachers from Pennsylvania’s Focus and Priority schools participated in nine workshops aimed at helping to improve achievement in science, technology, engineering, and mathematics during the 2015 SAS Institute. • Pennsylvania Training and Technical Assistance Network (PaTTAN) conducted at least one professional development session for 600 educators entitled 2016 Multi-Tiered System of Support (MTSS) focusing on the implementation of science.³ • “Effective Strategies Supporting Science Instruction” was incorporated in the SAS portal. <p>Many professional development opportunities are now available at no cost on the SAS portal, CSIU Moodle, and Pennsylvania Learns Overview.</p>

³ Pennsylvania’s poorest (and highest minority schools) received priority during the registration process.

Root Cause – Students in Pennsylvania’s poorest schools are not making as much academic progress in the PSSA science assessment and in the Keystone exams (Algebra I, biology and literature) as they are in PSSA mathematics and English/language arts/reading subjects (targeting equity gaps 1 to 4)

Anticipated Outcomes	Progress
<ul style="list-style-type: none"> Require Focus and Priority schools to use local federal resources to conduct high-quality professional development in tested subjects of mathematics, English/language arts/reading and science 	<ul style="list-style-type: none"> Science professional development will be a major emphasis of Pennsylvania’s Focus and Priority schools in the 2016-17 school year and beyond. At the 2016 SAS Institute, one full day was devoted to science curriculum mapping for 250 educators from Pennsylvania’s Focus and Priority schools. Kim Sauers, Director of Curriculum and Instruction at Montoursville Area School District, led the science session. PDE pulled a variety of data as a way to help PDE staff work with Focus and Priority schools to better understand staffing and certification needs of these schools. <p>As part of Pennsylvania’s statewide longitudinal plan, PDE is committed to onboarding Focus and Priority schools to its early warning system (a data-driven dashboard); as of January 2017, a total of five Focus and Priority schools have been onboarded. This PDE-developed readiness tool can be used to determine if an LEA is strategically positioned to implement multiple-tiered systems of supports (MTSS). Pennsylvania’s Academic Recovery Leaders (ARLs) will (1) provide technical assistance to LEAs, and (2) determine LEA capacity to use the tool and to target MTSS interventions aligned to student needs.</p>

Root Cause – Students in Pennsylvania’s poorest schools are not making as much academic progress in the PSSA science assessment and in the Keystone exams (Algebra I, biology and literature) as they are in PSSA mathematics and English/language arts/reading subjects (targeting equity gaps 1 to 4)

Anticipated Outcomes	Progress
<ul style="list-style-type: none"> Need for all LEAs, but especially Pennsylvania’s poorest and highest minority schools, to conduct ongoing, sustained professional development in science, mathematics and English/language arts/reading 	<ul style="list-style-type: none"> In October 2016, staff from the Division of Federal Programs met with ARLs and intermediate unit curriculum coordinators to provide a list of professional development offerings available on SAS and iTunes U; copies of the list will also be available on PDE’s Equitable Access web site. PaTTAN conducted several professional development opportunities in the areas of mathematics, literacy, and English/language arts/writing for multidisciplinary teams consisting of building leadership, general and special education teachers, school counselors, school psychologists, and parents. Additionally, MTSS boot camps were conducted for elementary and secondary school educators. More than 1,300 Pennsylvania educators participated in professional development sessions conducted by PaTTAN. PDE, in Partnership with Pennsylvania Science Teachers Association and Pennsylvania State University, held a science educators’ leadership day on November 30, 2016, for more than 200 educators. The focus, 3-dimensional learning, laid the foundation for instruction that provides scaffolds and “on-ramps” for all students to engage in robust science, technology, engineering, and mathematics (STEM) instruction PreK-12. A three-year National Science Foundation grant focused on ensuring equity and coherence in science (STEM) that will enable Pennsylvania educators to work with 13 other states to co-design resources/solutions to bridge the equity and coherence gaps in science education. PDE’s science education adviser prepares and disseminates a monthly announcement related to science (STEM) ideas. The Division of Federal Programs will use this vehicle to distribute important science/STEM professional development opportunities or other related equitable access announcements.

Root Cause – Lack of high-quality professional development opportunities for teachers, principals, school board members, and other school staff (targeting equity gaps 1 to 7)

Anticipated Outcomes	Progress
<p>1. Effective, research/evidence-based teaching strategies aimed at improving student achievement</p>	<p>The following Pennsylvania Inspired Leadership (PIL) blended courses are now available or soon will be available for Pennsylvania administrators:</p> <ul style="list-style-type: none"> • Setting High Expectations for High Performing Schools • Leading Strategically • Planning, Implementing, and Evaluating Programs: Prenatal through Grade 3 (Piloted Fall 2016) • Instructional Leadership (Piloted Fall 2016) • Leading for Continuous Improvement (Piloted Fall 2016) <p>PaTTAN conducted a series of professional development opportunities focusing on a multi-tiered system of supports (MTSS). Priority participation was extended to Pennsylvania’s poorest and highest minority schools. Topics included: Mathematical Fluency; Concrete-Representational-Abstract (CRA) Instruction; Math Fluency at Home; Reading Instruction for Adolescent English Language Learners in Multi-tiered Systems of Support; Accessing Core Math Content Through Tier 3 Supports and Services, Pennsylvania Language Essentials for Teachers of Reading and Spelling, etc.</p> <p>As part of Pennsylvania’s statewide longitudinal plan, PDE is committed to onboarding Focus and Priority schools to its early warning system (a data-driven dashboard); as of January 2017, a total of five Focus and Priority schools have been onboarded. This PDE-developed readiness tool can be used to determine if an LEA is strategically positioned to implement multiple-tiered systems of supports (MTSS). Pennsylvania’s Academic Recovery Leaders (ARLs) will (1) provide technical assistance to LEAs, and (2) determine LEA capacity to use the tool and to target MTSS interventions aligned to student needs.</p>

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Anticipated Outcomes	Progress
	<p>The Pennsylvania Superintendent’s Academy is a two-year program launched by PDE in May 2016 to provide opportunities to explore strategies and tactics that embed equitable access to opportunities for learning (including equitable access to excellent educators) into the system of curriculum, assessments, and instruction provided by teachers whose preparation and in-service professional development create a deliberate cycle of continuous improvement for leaders, teachers, and, most importantly, students. The Superintendent’s Academy is built around two research-based pillars: National Center on Education and the Economy’s (NCEE) 9 Building Blocks for a World-Class Education System and NISL’s Dimensions of Leadership. The premises behind both pillars are:</p> <ul style="list-style-type: none"> • Educational systems focus on raising the bar for all students while narrowing the achievement gap between the lowest and highest performing groups of students; and • The educational leader is the driver of equitable results. <p>To date, 91 superintendents are participating in the Superintendent’s Academy.</p>
<p>2. Effective ways to engage the community and parents/families in student learning</p>	<p>The following PIL blended standalone courses were offered:</p> <ul style="list-style-type: none"> • Effective Communication • Team Building and Collaboration (piloted Fall 2016) <p>PaTTAN offered a training series entitled, “Enhancing Family Engagement” and conducted a webinar entitled, “Family Engagement: Local Educational Agency to Local Educational Agency.” Additionally, a major component in each of PaTTAN’s professional development opportunities includes engaging the community and parents/families.</p>

Root Cause – Lack of high-quality professional development opportunities for teachers, principals, school board members, and other school staff (targeting equity gaps 1 to 7)

Anticipated Outcomes	Progress
<p>3. Effective strategies for supporting and retaining teachers</p>	<p>PIL blended courses included:</p> <ul style="list-style-type: none"> • Setting High Expectation for High Performing Schools • Leading Strategically • Team Building and Collaboration (Piloted Fall 2016) <p>PaTTAN offered courses for principals entitled: The Critical Role of Principals in Meeting the Diverse Needs of Students with Disabilities; Principals Understanding How to Lead Special Education (PULSE).</p> <p>Previously funded eligible partnership grants included a strong coaching component for cooperating teachers and principals. High-quality tools that were developed by these grants will be posted to PDE’s Equitable Access web page and other appropriate distribution channels.</p>
<p>4. Effective strategies for nurturing a school environment that is conducive for all staff to feel safe and secure and for all students to feel safe so they can achieve greater academic success</p>	<p>In May 2015, PDE’s Office for Safe Schools released school climate surveys to all school entities in the commonwealth. The surveys are intended to provide schools with formative and summative climate data for use with needs assessments, program development and short and long term planning. The domains measured by the surveys include: Social Emotional Learning, Student Support, High Expectations and Academic Rigor/Challenge, and Safe and Respectful School Climate.</p> <p>Surveys are available for grades 3-5, 6-8, 9-12, staff and faculty, parents and community members.</p>

Root Cause – Lack of high-quality professional development opportunities for teachers, principals, school board members, and other school staff (targeting equity gaps 1 to 7)

Anticipated Outcomes	Progress
	<p>School climate surveys and their results are located on a secure website and are completely confidential. Survey data will be the sole property of the school district. No results will be reviewed by PDE. Schools can choose to administer any and all of the available surveys. Surveys are available for administration year round to assist school entities with ease of use and planning of administration.</p> <p>The climate surveys are available at Pennsylvania School Climate Surveys.</p> <p>Several other resources are available on the Office of Safe Schools web page, including Positive Behavior Interventions and Supports, bullying prevention, sudden cardiac arrest, safety checklist for IEP teams, model dating violence policy, etc. Additionally, in November 2016, several resources for parents/families and educators, including reports, supportive and caring themes to emphasize with children, webinars, and professional development opportunities were added to the SAS Portal.</p>

Root Cause – Teacher and principal preparation programs fail to graduate high-quality and well-prepared new teachers and principals to fill vacancies or to perform effectively in Pennsylvania’s poorest and highest minority schools (targeting equity gaps 1 to 5 and 7)

Anticipated Outcomes	Progress
<p>1. Coordinate meetings between preparation programs and LEA human resource administrators to better align educator supply with local needs</p>	<p>Bureau of School Leadership and Teacher Quality will use the PDE teacher shortage report and location of Focus and Priority schools to identify locations of highest need. LEA and education preparation entity representatives will be invited to participate in regional meetings to discuss a variety of topics associated with increasing the educator pipeline in Pennsylvania. (This activity is the same as item #3 reported on page 2.)</p>

Root Cause – Teacher and principal preparation programs fail to graduate high-quality and well-prepared new teachers and principals to fill vacancies or to perform effectively in Pennsylvania’s poorest and highest minority schools (targeting equity gaps 1 to 5 and 7)

Anticipated Outcomes	Progress
<p>2. Investigate and implement new procedures to improve the quality of field and student teaching experiences</p>	<p>A major portion of the Every Student Succeeds Act (ESSA) and the consolidated state plan to be submitted to US Department of Education relates to improving preparation of and supporting/retaining teachers and principals. Pennsylvania convened stakeholder workgroups in spring/summer 2016 to identify recommendations for PDE’s implementation of ESSA, including educator preparation. The recommendations are available in a summary report published by AIR in October 2016, which is available at AIR Stakeholder Recommendations Report.</p> <p>Previously funded eligible partnership grants⁴ (which included at least one high-need school) focused on improving student teaching and coaching for collaborating teachers, student teachers, and principals. REL compiled and summarized grant reports into a final report. Coaching resources developed by grants will be reviewed and made available on PDE’s Equitable Access web page.</p> <p>Beginning in April 2018, PDE will be required to survey all new first year teachers and their supervisors.⁵ Questions about field and student teaching experiences will be part of both surveys.</p>

⁴ At a minimum, an eligible partnership must include the following partners: Pennsylvania-based institution of higher education (IHE) which is approved by the Pennsylvania Department of Education to prepare principals and teachers; a Pennsylvania-based IHE that has arts and sciences faculty; and at least one high-need local educational agency (LEA). Title II, Subpart 3 of No Child Left Behind of 2001 (P.L. 107-110) identifies partners which are mandatory and voluntary.

⁵ Employment surveys are required by §612.5 (a)(3)(i-ii) of the teacher preparation accountability system under Title II of the Higher Education Act of 1965, as amended.

Root Cause – Teacher and principal preparation programs fail to graduate high-quality and well-prepared new teachers and principals to fill vacancies or to perform effectively in Pennsylvania’s poorest and highest minority schools (targeting equity gaps 1 to 5 and 7)

Anticipated Outcomes	Progress
<p>3. Expand membership on certification program approval review committees to include more representatives from LEAs</p>	<p>A database of LEA representatives, who serve on new program and major review committees, is maintained by the Bureau of School Leadership and Teacher Quality. An equal number of LEA and preparation entity representatives serve on each review, unless there are many secondary preparation subjects resulting in more LEA representatives.</p>

Root Cause - Fiscal equity (targeting equity gaps 1 to 6 and 8)

Anticipated Outcomes	Progress
<p>1. New funding formula approved by legislature and the governor for Pennsylvania funding to be more equitable for school districts</p>	<p>After a six-month long budget stalemate in 2015, Pennsylvania’s General Assembly adopted a new fair funding formula for school districts, which Governor Tom Wolf signed into law. The new funding formula was applied to new funding distributed in the 2015-16 and 2016-17 school years.</p> <p>Pennsylvania will continue its work related to ensuring fiscal equity for Pennsylvania’s poorest and highest minority schools, as it prepares its consolidated ESSA state plan.</p>
<p>2. State funding will increase beginning with the 2015-16 school year</p> <p>3. Per student funding will be more equitable in Pennsylvania’s poorest and highest minority schools</p> <p>4. Additional state subsidy authorized through the commonwealth’s budgeting process</p>	<p>Pennsylvania’s new funding formula was applied to new funding distributed in the 2015-16 and 2016-17 school years.</p>

Root Cause – Incomplete, inadequate or data that cannot be readily accessed (targeting equity gap 9)	
Anticipated Outcomes	Progress
1. Expand the collection of teacher/principal data to develop trends related to recruitment, hiring, retention, support (workforce, shortage, mobility, etc.)	<p>On November 22, 2016, PDE disseminated a brief electronic survey to seek input from LEAs to identify preferred vehicle for submitting local equity plans. The two options under consideration were:</p> <ul style="list-style-type: none"> • Incorporate Local Equity Plan into Comprehensive Planning document, or • Submit data applicable to the Local Equity Plan via PIMS. <p>PDE will make a decision by spring 2017.</p> <p>Additional data elements are built into the local equity plan that will improve workforce needs, shortages, and educator mobility data.</p>
2. Prepare report that lists the name of traditional/non-traditional preparation entities whose graduates have had their certificates suspended, surrendered, etc.	<p>Using publicly accessible data from PDE’s web page, an Excel spreadsheet reported the number of graduates who had their certificates suspended, surrendered, etc., in 2015 for various reasons. Unfortunately, the report was determined not to be meaningful since the number of educator certificates suspended could not be reported as a percentage of the total number of graduates.</p>
3. Continually revisit robustness and availability of data associated with access to excellent educators	<p>Data have not been re-analyzed to determine whether progress has been made in closing Pennsylvania’s equity gaps. Whenever additional data become available, and data from PIMS and TIMS are more accessible, data will be re-analyzed.</p>