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This issue's focus: Teaching Quality



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Teaching Quality

State Policy Recommendations for Addressing Teacher Shortages

by Ana Ramón

Teacher shortages are both costly and detrimental to student learning. In the coming months, the Texas Senate Education Committee will study teacher shortages and policy recommendations that could potentially become legislation next session.

IDRA presents seven recommendations for state-level policies to recruit, prepare and retain highly-qualified educators. The seven are based on research and IDRA's work, including its accelerated teacher certification model developed through projects serving Texas funded by the U.S. Department of Education's Transition to Teaching initiative over the course of 15 years.

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Teacher Preparation for Diverse Classrooms

by Chloe Latham Sikes, M.A.

The United States is facing a shortage of over 110,000 teachers. IDRA led the charge to address teacher shortages in Texas for over 15 years through its series of federally-funded Transition to Teaching initiative. We partnered with universities and high-need school districts across Texas to train high-quality teachers to educate diverse classrooms of students, particularly in the critical subjects of English learner education, STEM and special education.

Looking back at the success of the IDRA programs and the resulting model, we identified three key elements for teacher preparation and certification programs to address the teacher shortage issue. This article provides an overview of the three elements: (1) value and practice diversity; (2) include all key stakeholders; and (3) expand intervention models. More qualified teachers for a more multicultural nation benefits all students now and will for years to come.

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IDRA EAC-South Focus

Diversifying the Teacher Workforce

The national teacher shortage significantly impacts a district's ability to increase diversity among its instructional staff. The IDRA EAC-South is currently providing technical assistance services in five states to seven school districts that are under federal desegregation orders related to faculty recruitment and assignment along with multiple districts that have self-identified the need to diversify their staff.



In addition, the IDRA EAC-South published a online technical assistance package on diversifying the teaching field that contains videos, literature reviews and other resources on recruiting and retaining teachers of color.


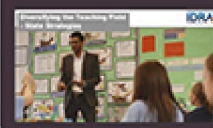





IDRA EAC-South Diversifying the Teaching Field Online Assistance Package



All teachers should have intentional, culturally-based preparation to teach our growing diverse student population. But diversity in the teaching profession also can positively impact student educational experiences and outcomes. This IDRA EAC-South Diversifying the Field Online Assistance Package is designed to provide educators and policymakers tools for building a diverse workforce.

This free online package includes four chapters, each with a video and supporting resources, infographics, articles & podcasts.

Chapter 1	Chapter 2	Chapter 3	Chapter 4	Dynamic Map
				
Introduction to Diversifying the Field	State Strategies	District Strategies	Analyzing the Data and Implications for Policy and Practice	Student-Teacher Demographic Diversity Gap
Get an overview of the gap between teacher diversity and student diversity. Get highlights of multiple effective strategies.	See challenges facing states in teacher diversity. And get specific research-based strategies for state-level implementation.	Explore challenges school districts face and strategies to counter those challenges and create a diverse teaching force.	Review state-level data in the U.S. South, data collection methods at the district level and implications for success.	Schools across the country struggle to hire a workforce that reflects the racial diversity of their communities. See how your U.S. South state is doing.
10:15 min.	9:45 min.	13:00 min.	10:50 min.	

<https://idra.news/webDiverseField>

The IDRA EAC-South is the equity assistance center that provides free or low-cost technical assistance to schools in the U.S. South. With roots in the Civil Rights Act of 1964, the four federally-funded equity assistance centers help school districts build capacity to confront educational problems occasioned by race, national origin, sex and gender, and religion.

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Intercultural Development Research Association • 5815 Callaghan Road, Suite 101 • San Antonio, Texas 78228 • 210-444-1710



SEE ONLINE TECHNICAL ASSISTANCE PACKAGE

Educator Coaching Model Strengthens Schools Serving Diverse Student Populations

by Nilka Avilés, Ed.D.

Teacher and principal coaching is a powerful tool for school teams. Grounded in current research and the real-life experiences of educational leaders, IDRA's unique model for school improvement demonstrated that coaching and supporting campus leadership leads to cohesive, meaningful change for struggling schools.

One group of schools that received such assistance from IDRA achieved full accreditation status. The number of individual schools receiving an F grade from the state dropped from 41 to 16 within four years. This article describes the IDRA coaching experience.



SEE ARTICLE

Intercultural Development Research Association
IDRA works with school systems, institutions of higher education, and communities across the country to transform education by putting children first.

Coaching and Mentoring for Schoolwide Success
IDRA's school improvement coaches work with district and campus leadership teams to help them plan their own efforts that lead to effective delivery of high-quality instruction featuring an evidence-based model. Leaders can create a space to examine their leadership and assess competence, and take practical steps to drive student achievement through effective practices. IDRA's coaching and mentoring supported professional standards for educational leaders, grounded in current research and the real-life experiences of educational leaders to meet the needs of schools and students.

What IDRA can do for you:

- Leading change with a sense of urgency
- Building collaboration and trust with a new for social justice and equity
- Clear coaching conversations and building trust
- Examining patterns of practice, current data, action plans and culture
- Recognizing strengths within the school community
- Planning goals to have the greatest impact on teacher and student success
- Reflecting on and celebrating and sustaining successes

IDRA's Coaching and Mentoring Team
IDRA has provided coaching and mentoring support to district leaders across the country. All of our work is an essential component to leading self-improving schools led by education that value and promote the success of students of all backgrounds. Schools that have received coaching and mentoring assistance and support from IDRA have achieved full accreditation status and are no longer rated as "Improvement Required" schools.

We are here to help. Call us!
310-444-1710

IDRA
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IDRA Training

Schools that have received coaching and mentoring assistance and support from IDRA achieved full accreditation status

GET INFO

Three-Day Literacy Learning Series for Strengthening Teachers' Knowledge of the Mental Processes in Inferencing
A Foundational Skill in Reading Comprehension

IDRA conducted research on the reading test questions that a high percentage of students missed across grade levels. We found that students were having difficulty with questions that require a high level of proficiency in the underlying and foundational skill of inferencing.

And we looked at the professional development that teachers had received. After an analysis of the books, we saw a heavy emphasis on pedagogy and IDRA. If any, on strengthening the content that teachers must deliver. Specifically, this means, inferencing as the content, what it is, what types of inferences are addressed during instruction and testing, how inferences are foundational skills that affect the curriculum throughout the day, and how to address inferences during instruction.

At the end of these workshops, teachers report being filled with hope that, as one teacher stated, "voices and books our efforts as effective teachers."

Disailed for...

- Classroom teachers
- Instructional specialists
- Instructional leaders

Schedule your training today!
Services are customized to the needs of the district or campus. Cost per day of consultant services is \$2,000 and includes materials, resources, planning, presenting and evaluating a day's activity. This cost includes travel and per diem costs for consultant. Cost to provide services out of state is \$3,000 per day.

To learn more, please contact Dr. Susana Sánchez at 210-444-1710.

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IDRA Training

IDRA's technical assistance, provides instructional strategies for building inferencing skills that is based on research with significant results!

GET INFO

Preparing Teachers to Serve Today's Classrooms
IDRA Accelerated Teacher Certification Model

With IDRA's Early Teacher Strategies in both service (beginning) and non-service (education fields), IDRA created a new model for recruiting potential teachers and preparing them to work in high-need schools. The results of IDRA's 10 years of impact is reflected through the high-need schools in the state. The Department of Education, under the leadership of Governor Abbott, IDRA's impact is being recognized. Over 800 new graduates and on-site professionals who had been working in "fields other than teaching." These new teachers participated in intense professional development while in a first-year and teaching internships. This commitment to working in high-need schools districts for a number of years.

What Made This Model Stand Out?

- 1 Recruitment & Selection**
Participants were actively recruited and carefully selected among minority community professionals who want to make a difference, and among recent graduates committed to work in diverse classrooms.
• Recruitment was informative and motivational, eliciting a sense of commitment and purpose, rather than one of economics or convenience.
• Selection involved verifying that participants met their eligibility requirements and their commitment to the goals of the program.
- 2 Preparation & Certification**
Participants were prepared through regular coursework at partnering colleges and universities and through individualized training via online and on-site professional development, so they could excel in diverse classrooms and obtain their certification.
• The preparation allowed that participants were pedagogically ready to be placed in high-need classrooms, through IDRA professional development that was built face-to-face and in online peer groups, along with coursework at the partner college.
• Certification involved supporting the teachers in meeting all official requirements needed to work in the classrooms, including test preparation support.
- 3 Placement & Retention**
Participants were placed in classrooms, initially as interns and eventually as teachers of record.
• In the placement stage, IDRA provided personalized support for participants to be employed in the high-need schools, including intensive preparation and resume writing.
• For retention, the in-service training involved IDRA's on-site assist-based mentoring and coaching, classroom observations, feedback and individual support, on-site and online experiences to support and implement the district selected curriculum, and IDRA practices (interactive workshops) so teachers could discuss issues and reinforcement around specific topics, such as discipline, parent involvement and cultural diversity.

Value Added
The IDRA focus was on:

- Diversity Added: The IDRA program created
- Effectiveness Added: 93% of teachers felt
- Transformation Added: 97% of teachers agree

Infographic

SEE INFOGRAPHIC

Podcasts about IDRA's Coaching Model

- * **Coaching and Mentoring New Teachers - Episode 24**
- * **Growth Mindsets to Increase Achievement - Episode 180**
- * **Capacity Building Among School Leadership - Episode 177**
- * **A Principal on Leadership for a Turnaround School - Part 1 - Episodes 168**

* **A Principal on Leadership for a Turnaround School - Part 2 - Episodes 169**

* **The Teacher as a Culturally Proficient Coach - Episode 58**

Available free online and via iTunes and Spotify!

Intercultural Development Research Association

Classnotes Podcast

Award-winning podcast exploring strategies to better serve every student in our diverse classrooms.



www.idra.org/podcasts IDRA



Annual IDRA La Semana del Niño Parent Institute™

~ Every Family Counts, All Students Matter ~

Family Leadership in Public Education

March 27, 2020
9:30 am - 1:30 pm
 Whitley Theological Center in San Antonio

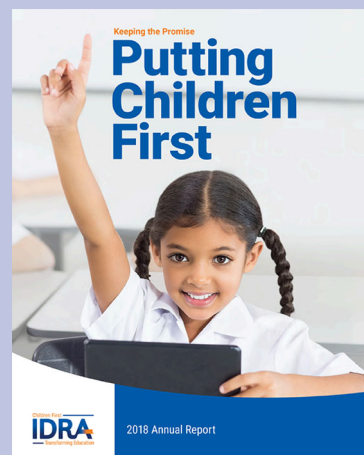
<https://idra.news/ParentInstitute>

Children First
IDRA
 Transforming Education

Keeping the Promise - Putting Children First

As a community, we have made a promise to our children - a big promise to provide a quality public education so all children may find their fullest future and fulfill it.

IDRA's new publication, *Keeping the Promise - Putting Children First*, features seven case studies that illustrate how IDRA promotes leading-edge research, policies and practices that secure real solutions to school inequity and achieves results for students. In many cases, intergenerational leadership - asset-based partnership with families, students, and communities - leads the way. As a result, this work has powerfully affected millions of students' lives by dramatically raising educational opportunities for all children.



SEE ANNUAL REPORT

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The Intercultural Development Research Association is an independent private non-profit organization dedicated to ensuring educational opportunity for every child. IDRA strengthens and transforms public education by providing dynamic training; useful research, evaluation, and frameworks for action; timely policy analyses; and innovative materials and programs.

IDRA works hand-in-hand with hundreds of thousands of educators and families each year in communities and classrooms around the country. All our work rests on an unwavering commitment to creating self-renewing schools that value and promote the success of students of all backgrounds.