



NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY

Concurrent Session 3: “The Role of School Leaders in Ensuring an Equitable Distribution of Teachers”

A Review of the Literature

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National Focus on Equitable Distribution

- Addressing the inequitable distribution of teachers is arguably the most important teacher quality issue today.
 - 2001 reauthorization of the Elementary and Secondary Education Act
 - 2006 submission of highly qualified teacher plans
 - 2009 American Recovery and Reinvestment Act

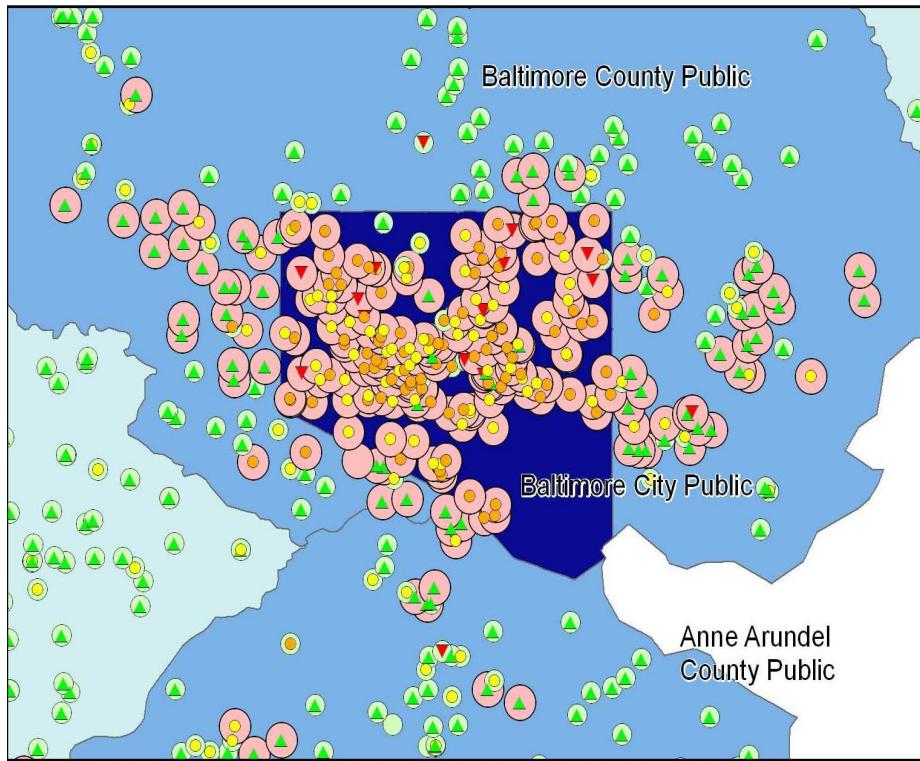
Research Overview on Equitable Distribution

- Research consistently indicates that low-performing and high-poverty urban and rural schools are staffed at higher rates than their high-performing, low-poverty counterparts with teachers who are:
 - Inexperienced
 - Underqualified
 - Less effective
 - Less likely to stay

Consequences of Inequitable Distribution

- The real goal is *not* to improve equitable teacher distribution.
- The real goals are to improve student learning, close achievement gaps, and create educational opportunities for all young people.
- Achieving equitable distribution of teachers is intended to be a means to that end.

Equitable Teacher Distribution Map



% Classes taught by HQTs

- ▼ 0% to 50%
- >50% to 75%
- >75% to 90%
- ▲ Greater than 90%

School % FRL

- Less than 40%
- Greater than 40%

% FRL

- Less than 20%
- >20% to 35%
- >35% to 50%
- Greater than 50%

Teacher Academic Qualifications

- Research in Illinois, New York, North Carolina, and elsewhere considers several teacher academic qualifications.
 - Poor and minority students and those with limited English proficiency are shortchanged in terms of teacher:
 - College selectivity, ACT scores, possessing more than a bachelor's degree
 - Licensure type, licensure test score, passed test on first try
 - National Board for Professional Teaching Standards certification
 - Teaching experience

Sources: Clotfelter et al. (2007); DeAngelis et al. (2005); Lankford et al. (2002)

Value-Added Measures of Effectiveness

- 2011 study examined 10 large elementary and middle school districts in 7 states to determine whether the most effective teachers (top 20 percent value-added scores) were equitably distributed.
- High-poverty schools were less likely to have teachers with value-added scores in the top 20 percent; inequity was especially egregious in middle schools.
- Found variability in equitable distribution across districts, grades, or subjects.

Source: Glazerman and Max (2011)

Teacher Turnover

- Allensworth, Ponisciak, and Mazzeo (2009) found that nearly 100 Chicago schools (poor and high-minority) have chronic turnover (>25 percent).
- Ingersoll and Perda (2009) found nationally that school poverty, school size, and urbanicity were most correlated with teacher turnover.
 - Not-poor/large/suburban districts experienced 11 percent turnover.
 - Poor/small/urban districts experienced 26 percent turnover—twice as much.

Within-School Distribution

- Within the school, there is an inequitable assignment of teachers.
 - Teachers with higher degrees and those with degrees from more selective colleges are assigned to:
 - More advanced courses.
 - Less challenging students.
 - Less experienced, minority, and/or female teachers are assigned to:
 - Students with lower prior achievement.
 - Students who are from poor and minority backgrounds.

Recruitment, Hiring, and Placement: Strategies for School Leaders

- Participate in an education network.
- Participate in hiring process.
- Establish objective hiring criteria.
- Create accurate and positive representation of the school.
- Rethink teacher placement and assignment practices to ensure that pressures, favoritism, or a desire to reward certain teachers does not create within-school inequitable distribution.

Improving Working Conditions: Strategies for School Leaders

- Promote a school atmosphere that is trusting and respectful.
- Ensure that the entire teaching staff is highly motivated, collegial, and collaborative.
- Ensure a safe school environment.
- Provide strong instructional support.
- Systematically collect working conditions data.
- Improve student behavior and motivation.
- Increase parental involvement.

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