Examples of State and District Approaches for Addressing Equitable Access to Effective Teachers and Leaders

In response to the renewed focus by the U.S. Department of Education’s Excellent Educator’s for All Initiative, the Center on Great Teachers and Leaders (GTL Center) has developed a series of resources to help states and regional comprehensive centers think through state and district actions to ensure equitable access to effective teacher and leaders. The initiative defines equitable access as students of color and students from low-income backgrounds being taught by great teachers within schools led by great principals at the rate experienced by high-income or nonminority peers. Several recent studies have shown that students from low-income or minority families are disproportionately taught by educators who are less qualified, less experienced, and less effective (Glazerman & Max, 2011; Isenberg et al., 2013; Office for Civil Rights, 2014; Sass, Hannaway, Xu, Figlio, & Feng, 2012).

The purpose of this document is to provide examples of state and district policy and actions to address issues of inequitable access to effective teachers and leaders. The GTL Center approaches this comprehensive method of ensuring that all students have access to great teaching and leading through a Talent Development Framework that groups state or district policy and practice into three interdependent clusters:

* Attract the right talent into the profession to meet your students’ needs.
* Prepare future teachers and school leaders to meet your students’ needs.
* Develop, support, and retain educators in the field to ensure that they can continue to meet your students’ needs.

The strategies identified in this resource have been reviewed to determine where the action fits within the framework. It is important to note, however, that although some states and districts do not refer to their work as specifically addressing equitable access, their strategies align with the framework. Furthermore, many of these strategies have not been demonstrated with rigorous research to have improved access but are worthy of further consideration.

This document will be updated on a regular basis as new state and district examples emerge. If you have information you would like to share, please email Ellen Sherratt at esherratt@air.org

# State Examples

## State-Funded Centers to Collect Data About Teacher Shortages and Distribution to Inform Policy Action

Although these state examples do not fit within the Talent Development Framework, they are key examples that cite both the importance of addressing issues related to educator equity specifically, as well as highlight the importance of collecting and using data in making decisions related to equity issues.

### Illinois

The [Illinois Education Research Council](http://www.siue.edu/ierc/) (IERC) researched and produced several in-depth reports (see the bulleted list) on the state of teacher distribution in Illinois during the past decade, focusing on various areas of the Talent Development Framework, whether it is attracting, preparing, or developing, supporting, and retaining teachers. IERC’s mission is to bring research-based evidence to the attention of the [Illinois P–20 Council](http://www2.illinois.gov/gov/P20/Pages/default.aspx) to inform their policy direction and strategies.

* [The Distribution of Teacher Quality in Illinois](http://www.siue.edu/ierc/publications/pdf/Teacher_Quality_IERC__2005-1.pdf)
* [Examining the Distribution and Impact of Teacher Quality in Illinois](http://www.siue.edu/ierc/publications/pdf/Teacher_Quality_IERC_2005-2.pdf)
* [Pipelines and Pools: Meeting the Demand for Early Childhood Teachers in Illinois](http://www.siue.edu/ierc/publications/pdf/Pipelines_and_Pools_2006-3.pdf)
* [The Illinois Early Childhood Teacher Reserve Pool Study](http://www.siue.edu/ierc/publications/pdf/Reserve_Pool_of_EC_Teachers2006-4-1.pdf)
* [Leaving Schools or Leaving the Profession: Setting Illinois’s Record Straight on New Teacher Attrition](http://www.siue.edu/ierc/publications/pdf/New_Teacher_Attrition_Study_2007-1.pdf)
* [Leveling Up: Narrowing the Teacher Academic Capital Gap in Illinois](http://www.siue.edu/ierc/publications/pdf/IERC2008-1.pdf)
* [Examining the Chicago Early Childhood Teacher Pipeline](http://www.siue.edu/ierc/publications/pdf/IERC_Chicago_ECE_Teacher_Pipeline_Study.pdf)
* [The Changing Distribution of Teacher Qualifications Across Schools: A Statewide Perspective Post-NCLB](http://www.siue.edu/ierc/publications/pdf/2010_Changing_Distribution_of_Teacher_Qualifications_Across_Schools_1.pdf)
* [The Student Has Become the Teacher: Tracking the Racial Diversity and Academic Composition of the Teacher Supply Pipeline](http://www.siue.edu/ierc/publications/pdf/2013-3_Spencer_Teacher_Longitudinal_Study.pdf)

### Ohio

The Ohio Department of Education created its [Office of Educator Equity](http://education.ohio.gov/Topics/Teaching/Educator-Equity) to monitor and support districts through the implementation of the Ohio Teacher Equity Plan. An essential element to this support is the Ohio Teacher Equity Plan and Equitable Distribution of Highly Effective Educators (EDHEE) Analysis Tool. This tool provides local education agencies (LEAs) with information needed to implement the strategies within the state equity plan. Furthermore, the state plans to phase out calculating teacher equity using highly qualified teacher data. Starting in 2014–15, Ohio plans to conduct its equity analyses on the basis of the Ohio Teacher Evaluation System or a comparable LEA evaluation system. The Office of Educator Equity also supports LEAs in the communication strategies and stakeholder collaboration needed to implement strategies. In addition, Ohio administered the TELL Ohio Survey in 2013. The [TELL Ohio](http://www.tellohio.org/) Survey focused on the teaching, learning, and working conditions across the state, including community engagement and support, teacher leadership, school leadership, managing student conduct, use of time, professional development, facilities and resources, instructional practices and support, and new teacher support.

The state also provided training to Race to the Top districts in human capital management systems thinking, including creating a [METworks resources website](http://education.ohio.gov/Topics/Teaching/Educator-Equity/METworks-in-Ohio) and hosting a one-day training workshop. Through METworks Ohio, LEAs have been provided with recommendations and potential policy changes to recruit and retain school leaders. Examples of the recommendations include establishing high standards for leadership candidacy, expansion and diversification of applicant pools, implementation of programs to develop emerging and future school leaders within teacher pools, and flexibility in defining the role of the principal. To retain these school leaders, METworks Ohio recommends investment in job-embedded professional development, induction and mentoring, and the use of strategic compensation and incentives. In order to evaluate and support the growth of school leaders, Ohio has adopted a comprehensive approach to principal evaluation using the Ohio Principal Evaluation System (OPES) Framework. Data from this system can be used to identify school leadership needs across and within Ohio’s school districts.

### South Carolina

South Carolina has access to the [Center for Educator Recruitment, Retention and Advancement (CERRA)](http://cerra.org/), which provides data on teacher supply and demand in the state and runs various teacher recruitment initiatives (Pro Team, Teacher Cadets, Teaching Fellows, and Mentor Training). The [research](http://cerra.org/research/overview.aspx) available through the center examines the impact of the state’s teacher recruitment initiatives and provides data on teacher turnover in the state, by district, and long-term trends in teacher turnover for the previous five years. Other data include salary trends for teachers across the state and data on the race and gender of the state’s teaching force.

## State Policies Designed to Attract Teachers and Leaders to the Profession

In the Talent Development Framework, there are three areas of focus for recruitment: pathways into the profession; workforce, shortage, and mobility data; and elevation of the profession. The following state policies on recruiting teachers and schools leaders into the profession reflect the tenets of the Talent Development Framework in action. The programs described in this section are designed to recruit effective teachers and leaders into the schools that need them most. Although some of the programs do not cite equity as a main outcome goal, the programs described align with the framework.

### Mississippi

In order to help recruit teachers in hard-to-staff rural districts across the state, Mississippi provides up to $6,000 in housing assistance for teachers who agree to work in rural Mississippi for three years (Mississippi Home Corporation, n.d.). Features of the [Housing Assistance for Teachers (HAT) Program](http://www.mshomecorp.com/homebuyers/hat%20program.htm) include:

* An assistance promissory note is converted to an interest-free grant if the approved applicant is participating as a licensed teacher and agrees to employment of service for a period of no less than three years in a school district where a critical shortage of teachers exists.
* State assistance can be used for a down payment, closing costs, prepaid expenses, and private mortgage insurance.
* Applicants must provide a minimum down payment from their own funds of 1 percent of the sales price and one month’s reserves.
* Units must be located in targeted counties of the state as designated by the Mississippi Board of Education.

At least two districts have been identified that offer similar programs. For example, a [Teacher Next Door](http://www.sf-moh.org/index.aspx?page=287) loan program is available to teachers employed with the San Francisco Unified School District, and teachers employed with Chicago Public Schools have access to the [Teacher Housing Resource Center](http://teacherhousing.cps.k12.il.us/) for financial support and guidance.

## State Policies Designed to Prepare the Right Teachers and Leaders for the Profession

In the Talent Development Framework, one of the three interdependent policy and practice clusters is preparation. Preparation encompasses how states and districts set up their future teachers and school leaders to address the needs of each school and each student. The following are two critical areas of focus for preparation: initial certification and licensure and program accreditation and approval. The state policies highlighted in this section address these areas of focus.

### Illinois

Illinois established a commission on School Leader Preparation in Illinois Colleges and Universities to improve the connection between preparation programs and needs of the field. The commission performed an evaluation of the current approach to school leader preparation and offered the report *School Leader Preparation: A Blueprint for Change*, which identifies goals and recommendations for state implementation. As a result, Illinois established [Principal Preparation Redesign](http://illinoisschoolleader.org/principal_preparation/) in collaboration with the [Illinois School Leadership Advisory Council](http://illinoisschoolleader.org/illinoischoolleadershipadvisorycouncil/aboutus.shtml). These groups have held five conferences to date addressing the following topics:

* School Leadership Standards
* New Structure for Leadership Certification and Endorsements
* School/University Partnerships and Selection Process
* Residencies and Internships
* Assessments of Candidates and Graduates

### Texas

To evaluate the effectiveness of the educator preparation program in preparing new teachers, Texas requires that principals respond to a [survey](http://www.tea.state.tx.us/index2.aspx?id=2147484163&menu_id=2147483671&menu_id2=794) to measure the performance of beginning teachers and the educator preparation program’s effectiveness in preparing those teachers to succeed in the classroom. These surveys focus on first-year teachers who may be interns in an alternative certification program or newly certified. By monitoring the performance of first-year teachers and teacher candidates, Texas will have data to support analysis of best practices within teacher preparation and will be able to identify areas for growth and improvement in the teacher preparation pipeline.

## State Policies Designed to Develop, Support, and Retain Effective Teachers and Leaders

The Talent Development Framework encourages states and districts to consider how policies develop, support, and retain teachers through career advancement and tiered licensure, induction and mentoring, educator environment, evaluation and professional learning, recertification and continuing licensure, compensation, and assignment and transfers. The following state policies reflect elements of these focus areas. It should be noted that some previous examples, such as Ohio’s teacher and principal evaluation system, also fall within this category, further highlighting the interdependence of these policies.

### Colorado

Colorado has established the [Teachers and Principals Training and Recruiting Fund](http://www.cde.state.co.us/fedprograms/tii/a) in order to support programs charged with enhancing the existing teacher and school leader force through high quality professional growth once on the job. This funding can be used for teacher advancement initiatives that emphasize multiple career paths and pay differentiation; professional development activities that improve the knowledge of teachers, principals and superintendents; and hiring highly qualified teachers to reduce class size.

### Texas

Beginning in 2005, the Governor’s Educator Excellence Grant (GEEG) program provided three-year federal- and state-funded grants to allow public schools in Texas to institute performance pay plans. The performance pay plans varied in implementation, but many used individual teacher performance, student achievement, and school-level performance data to determine teacher eligibility and bonuses. Teacher turnover rates decreased in schools implementing the GEEG program, with a positive correlation between bonus size and teacher retention (Springer et al., 2009). Although the grant period has ended, the evaluation results identified provide some considerations that may be useful for other state policymakers.

### Iowa

In 2011, the Iowa Department of Education’s Task Force on Teacher Leadership and Compensation recommended the creation of a system through which teachers can be promoted from an “initial” teacher to a “career” teacher after two years in the classroom. As a career teacher, the individual is eligible for three new leadership positions that include teaching while also mentoring or modeling for other teachers. Teachers receive additional compensation for these expanded roles and responsibilities (Iowa Department of Education, 2012).

# District Examples

The following are several examples of district efforts to address inequitable access to great teachers. As was the case for the state-level examples, these have not been demonstrated with rigorous research to have improved access but are worthy of additional consideration and study. In addition, although some of these strategies were designed specifically to address issues of equity, many were implemented to address challenges faced within one of the three key elements within the GTL Center’s Educator Talent Framework, as previously described.

## Initiatives and Programs Adopted by Districts

The programs described in the following section include initiatives that are implemented through various nonprofit organizations and foundations. These programs are established in many districts across the country.

### The Academy for Urban School Leadership

The [Academy for Urban School Leadership](http://auslchicago.org/about) (AUSL), a nonprofit organization that manages 32 public schools in Chicago, specializes in school turnaround. Its residency program focuses on training teachers who will be highly effective in an urban turnaround setting. Residents train under the guidance of mentor teachers in AUSL schools while working toward their master’s degrees. At the end of their residency year, residents transition to full-time teaching positions within AUSL classrooms (Academy for Urban School Leadership, 2014). Data show that AUSL’s residency program not only creates a teacher pipeline for AUSL schools but also improves teacher retention. According to a 2011 report, 83 percent of AUSL teachers were teaching after five years, compared with an average of 33 percent for Chicago Public Schools (Barrett, Hovde, Hahn, & Rosqueta, 2011).

### Leading Educators

[Leading Educators](http://www.leadingeducators.org/) is a two-year fellowship in New Orleans and Kansas City, Missouri, that offers opportunities for highly effective teachers to develop leadership skills in their schools. Teacher fellows lead a teaching team, facilitate team planning and collaboration, and instruct students. Fellows attend a weeklong summer training, with follow-up training and leadership workshops catered to the fellows’ specific needs. Fellows also complete a yearlong project catered to their schools’ needs, with a focus on leading other teachers and increasing student performance (Public Impact, 2013a). According to Leading Educators, 98 percent of fellows and alumni continue serving high-need populations, although some move to administration. Kansas Cityʼs 2011−12 student performance data showed that proficiency rates of students taught by Leading Educators grew five times more than their counterparts in the district. Proficiency rates of students of Leading Educators in New Orleans grew 12 times more (Leading Educators, 2012).

### Public Impact Opportunity Culture

The Public Impact [Opportunity Culture](http://opportunityculture.org/)initiative aims to extend the reach of excellent teachers to more students. The initiative does so by working with school districts to restructure schools to provide opportunities for career advancement, time for collaboration, and pay that reflects a teacher’s impact and reach. All of these interventions must also be combined with a rigorous selection and placement process that ensures only the best candidates enter any classroom (Public Impact, 2014a; Public Impact, 2014b).

### Teach For America

In response to a growing shortage of teachers in urban and rural schools, the [Teach For America](http://www.teachforamerica.org/) organization now operates in more than 30 states. The goal of the program is to recruit recent college graduates, as well as professionals of all backgrounds, to teach in urban and rural public schools for two years. Teach For America provides training to these individuals based on their model of instruction that they believe should have a positive impact on their students. According to their website, “Teach For America’s mission is to build the movement to eliminate educational inequity by developing such leaders” (Teach For America, n.d.).

### Teach Plus Turnaround Teacher Teams (T3) Initiative

The Turnaround Teacher Teams (T3) Initiative is a partnership between Teach Plus and local school districts in several locations, including Massachusetts (Boston, Holyoke), Washington, D.C., and Indiana (Indianapolis). The T3 initiative is a teacher-designed school improvement model to address the problem of inequitable access to effective teachers in high-poverty schools. The model was developed based on feedback indicating that teachers would be more willing to take on the challenges of working in high-need schools if they had a cadre of experienced teachers working with them. The T3 initiative includes a cohort staffing model in which T3 teacher leaders compose between 20 to 25 percent of school faculty as well as experienced principals; ongoing training and professional learning; resources for improving instruction, such as data on student progress, and coaching; and differentiated pay to compensate teachers for their leadership roles. Early research out of districts that have partnered with Teach Plus have shown some significant gains in student outcomes during the past two to four years, such as improved results for both English language arts and mathematics and increased retention of effective teachers within the high-need schools.

## District Policies Designed to Attract Teachers and Leaders to the Profession

The programs described in this section are designed to recruit effective teachers and leaders into the schools that need them most. Although some of the programs do not cite equity as a main outcome goal, the programs described align with the Talent Development Framework.

### Columbus City Schools (Ohio)

Although not specifically designed to improve equitable access to effective teachers, Columbus City Schools has established programs to reward and support teachers in all schools, including providing support for National Board Certified teachers, providing incentives for all teachers in schools that meet adequate yearly progress, and a $4,000 stipend for teachers who agree to transfer to struggling schools if they have five years of experience and a history of high student achievement (U.S. Department of Education, 2012).

### Eagle County Schools, Colorado

The Eagle County School District has established policies to improve educator effectiveness in all schools, such as:

* Hiring strategies
* Professional development
* Teacher induction
* Termination of unsatisfactory and probationary teachers

The district also provides a one-time signing bonus of $2,500 to attract teachers into high-need schools when they commit to working in the school for two years (U.S. Department of Education, 2012).

### North Carolina School of Science and Mathematics

The [North Carolina School of Science and Mathematics](http://www.ncssm.edu/learn/IVC) uses interactive videoconferencing (IVC) courses as part of their distance learning program. IVC courses were created to provide districts across the state of North Carolina with courses in hard-to-staff subjects and to provide opportunities for advanced coursework. Teachers with advanced degrees provide instruction through two-way videoconferencing. Courses are in 90-minute blocks and accommodate a range of school calendars. Individual schools can register high school students in courses on a first-come, first-served basis. More than 500 students from across North Carolina participate in IVC courses each year (North Carolina School of Science and Mathematics, n.d.).

Although many programs offer remote teaching, there is little evidence to suggest that such programs offer higher quality teaching than that which students experience in person. Effective teachers still underpin student success. Fully capitalizing on remote learning therefore requires that excellent teachers guide student learning (Public Impact, 2013b).

## District Policies Designed to Prepare the Right Teachers and Leaders for the Profession

In the Talent Development Framework, one of the three interdependent policy and practice clusters is preparation. Preparation encompasses how states and districts set up their future teachers and school leaders to address the needs of each school and each student. The following are two critical areas of focus for preparation: initial certification and licensure and program accreditation and approval. The district policies highlighted in this section address these areas of focus.

### Boston, Massachusetts

The Aspiring Principals Program in Boston Public Schools is designed to attract effective educators into the school leadership pipeline in the district. The main elements of the program are:

* Improve the instructional leadership and management skills of current educators.
* Identify and train school leaders to become a principal/headmaster the following year.
* Capitalize on the knowledge and skills current educators have and transform those into leadership skills.

Program participants will work with district leaders to improve their knowledge and skills to become better instructional leaders and better operational building leaders with the goals of both preparing and retaining more school leaders in the district (Boston Public Schools, n.d.).

### Hamilton County Public Schools, Tennessee

In 2010, Hamilton County Public Schools (HCPS) began planning a grow-your-own teachers initiative. The goal of the program is to identify the top 10 percent of local students and recruit them into local university education programs. Students who gain their certification through this program would be promised a job as a teacher in HCPS when they graduate and attain certification. In addition, the University of Tennessee at Knoxville and the University of Tennessee at Chattanooga are both working on designing alternative certification programs and teacher residency programs (U.S. Department of Education, 2012).

## District Policies Designed to Develop, Support, and Retain Effective Teachers and Leaders

The Talent Development Framework encourages states and districts to consider how policies develop, support, and retain teachers through career advancement and tiered licensure, induction and mentoring, educator environment, evaluation and professional learning, recertification and continuing licensure, compensation, and assignment and transfers. The following district policies reflect elements of these focus areas. As with the other sections, the programs noted in this section may not cite equity as the main outcome goal of their programs, but the strategies align with the GTL Center’s Talent Development Framework.

### Ascension Parish, Louisiana

In response to chronic low performance in several schools in the parish, Ascension decided to focus on changing school and district culture through professional development and instructional accountability designed to attract and retain effective teachers in the schools and district. To accomplish this, the parish public school system agreed to implement TAP, the System for Teacher and Student Advancement (TAP System) in 2005–06. The TAP System focuses on four components to raise student achievement: ongoing, applied professional learning; instructional accountability; opportunities for career advancement through multiple career paths; and performance-based compensation. Initial reports from teachers and leaders in the parish indicate that they have improved rates of teacher satisfaction and retention from year to year (The Education Trust, 2012).

### Calcasieu Parish, Louisiana

Through their Teacher Incentive Fund grant, Calcasieu Parish Public Schools developed a human capital management system for 21 of their high-need schools. The program, [PROGRESS (Professionally Rewarding Outcomes and Growth Raising Effectiveness and Student Success)](http://www2.cpsb.org/resources/progressproject/index.html), provides recruitment bonuses for teachers who transfer into high-need schools and subjects and creates a career ladder staffing structure with the schools. The program also has developed relationships with institutions of higher education, both to provide professional learning opportunities for the parish’s teachers and to expose teacher preparation program candidates to the high-need schools in the parish and the supports they would receive if they choose to take a position there. Perhaps of greatest interest, the parish hired a public relations/marketing expert to launch a rebranding campaign to make teaching in its high-need schools a “badge of honor.”

### Charlotte-Mecklenburg, North Carolina (the Opportunity Culture Initiative)

Four schools in Charlotte, North Carolina, are participating in the [Opportunity Culture](http://opportunityculture.org/) initiative. Through this initiative, they have developed new staffing plans that extend the reach of effective teachers in several ways. Many involve teachers leading teams of other teachers. Others allow teachers to specialize in particular subjects. Still others provide opportunities for students to engage in digital learning for part of the day, freeing up effective teachers to work with additional students. Schools can also combine these models. In all schools, the effective teacher is responsible for the learning outcomes of more students (Public Impact, 2014a). Because effective teachers reach more students with the help of digital technology and support from paraprofessionals for noninstructional and routine instructional duties, fewer certified teachers are needed overall, and schools are able to sustainably fund higher pay and other priorities (Public Impact, 2012).

### Charlotte-Mecklenburg, North Carolina (the Strategic Staffing Initiative)

The Charlotte-Mecklenburg Schools [Strategic Staffing](http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/ED_Case_Study_Strategic_Staffing.pdf) initiative was launched during the 2008–09 school year to address low student performance in roughly one-third of the district’s 165 schools. The district leadership team collected and analyzed data on staffing and recruitment/retention strategies in the district. Based on the data as well as conversations with district teachers and principals, the leadership developed the Strategic Staffing initiative. The district worked to recruit principals with previous experience in improving student achievement and provided them with priority access to resources and personnel support for their struggling schools. The district also worked to staff these schools with teams that had the right areas of expertise to support the struggling schools. To do this, schools were staffed with an assistant principal, a behavior management technician, academic facilitators, and up to five teachers. Principals also were given the ability to transfer out up to five low-performing teachers from their school. Finally, the district gave principals more autonomy in their buildings for making almost all school-level decisions. In addition, the principals received a 10 percent salary increase, and teachers who transferred into the schools were given additional compensation of $10,000 for the first year and $5,000 for the second year in the schools. Initial results from the program show four of the seven principals from the initial cohort are leading in their schools, as well as retention of effective teachers. The schools have also experienced increases in student achievement, with all schools making gains in reading and mathematics (The Education Trust, 2012).

### Clark County, Nevada

Clark County School District has a long history of dedication to equitable access. Among other initiatives, in 2006, in partnership with the local business community, the school district created Empowerment Schools, which involved the high-need schools receiving flexibility to alter the school calendar to promote greater learning time, a memorandum of understanding that later turned into a new teacher contract, and additional funds to spend at their own discretion. A democratic culture meant that educators were heavily involved in decision making regarding the necessary approaches for improving teacher retention (The Public Education Foundation, n.d.).

### Fresno Unified School District, California

In response to low student performance, the district focused on improving teachers’ knowledge and skills through the development of effective school leaders. By focusing on principals, the district aimed to transform the school and district culture, leading to development of and support for effective teachers in the schools. The Skillful Leader Project was introduced in 2005, designed to provide principals with feedback and support to enhance their leadership skills. Early skills focused on reliably evaluating and providing teachers with meaningful feedback across schools. The program also focused on helping principals create professional learning communities within their schools. Early results indicate increased retention of effective teachers within these schools (The Education Trust, 2012).

### Hillsborough County, Florida

To set expectations for school leadership regarding retention of effective teachers, the Hillsborough County, Florida, principal evaluation system includes a retention component. Five percent of a principal’s evaluation score considers the percentage of effective teachers who remain in the school (Hillsborough County Public Schools, 2012).

### Houston Independent School District, Texas

In 2010, the district analyzed data on teacher effectiveness and school characteristics. Through this review, they discovered that schools with more than 75 percent of students eligible for free or reduced-price lunch were less likely to be taught by effective teachers (based on value-added data). To improve teacher effectiveness, the district has established greater selectivity in hiring as well as implemented policy that uses effectiveness data to make decisions about termination or to prevent low-performing teachers from transferring to other schools. The district has also established an induction and mentoring program for all teachers. Finally, the district provides a $10,000 stipend to effective teachers who agree to transfer to struggling schools (U.S. Department of Education, 2012).

### Metropolitan Nashville Public Schools

Schools in this district participate in the Opportunity Culture initiative. Through this initiative, they have developed new staffing plans that offer teachers an opportunity for job sharing, which is defined as one full-time position filled by two tenured teachers. Teachers may share the position in 50/50 or 60/40 percentages, but only teachers who work 50 percent of the time are eligible to receive benefits. Job-share proposals must be developed and approved by the principal and submitted to human resources for final acceptance. Job sharers must serve as substitutes for one another and may not take extended leave while sharing a position (Metropolitan Nashville Public Schools, 2009).

### Sacramento City Unified School District, California

In 2010, the district identified several low-achieving schools, six schools that ranked in the lowest 20 percent in the state based on student achievement results. The district designated them as “Priority Schools” and created a plan to address the challenges faced by the staff. Their focus is a three-pronged approach: find the best leaders in the district to work in these schools for a commitment of at least three years; give the leaders more autonomy over school-based decisions, such as building their own leadership teams; and select teachers to fill vacant positions. The Priority Schools also formed data inquiry teams, trained by the district, to help establish a data-driven decision-making culture within the schools. The initiative is in early stages; however, initial results indicate some positive changes to the culture within these Priority Schools, including improved retention of teachers after the first year, as well as an increased desire among other teachers in the district to work within the Priority Schools (The Education Trust, 2012).

### Washington, D.C.

Under the IMPACT system for performance assessment, principals in District of Columbia Public Schools are evaluated on several components regarding how they support their school culture and how they support and retain their teachers. Within those components, principals are evaluated specifically on the following:

* Talent:
* Identifies and strategically places outstanding talent.
* Evaluates staff members, provides support, and removes low performers.
* Retains key staff and builds leadership capacity.
* School culture:
* Creates a positive, student-centered environment.
* Ensures that students meet high academic and behavioral expectations.
* Implements effective interventions that support student success.

To be rated as “highly effective,” principals must demonstrate that they are identifying, developing, investing in, and recognizing their highest performers (District of Columbia Public Schools, 2014).

### Shelby County Schools, Tennessee

Shelby County Schools in Tennessee designed the Innovation Zone (iZone) for a group of 17 historically low-performing schools. These schools, which received federal turnaround funding, were given autonomy in staffing in order to attract and retain effective teachers in the classroom. The schools also provide a rigorous curriculum with the use of new classroom technologies. Key program strategies include:

* Hire top-tier teachers, based on their state evaluation system rating, who are then required to commit to three years teaching in the iZone.
* Provide six content-area coaches to iZone schools.
* Develop high-quality, targeted professional development plans for teaching, using expertise of retired master teachers.
* Hire turnaround-minded leaders for iZone schools.
* Implement the Instructional Culture Insight Survey in iZone schools, and require principals to implement action plans based on the results (Teach901, n.d.).

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