



NATIONAL COMPREHENSIVE CENTER
FOR **TEACHER QUALITY**

What Works Conference 2009 Concurrent Workshop Session 3

“Unpacking the Equitable Distribution of Teachers”

October 2009

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Purpose

- Address the importance of the equitable distribution of teachers and critical at-risk areas.
- Recognize the influence of school leaders in shaping school working conditions to affect teacher retention, recruitment, and distribution.
- Access tools and resources available from the TQ Center and its colleagues that might be useful for increasing equity at state and district levels.

TQ Center Resources

- **Workshops.** “Addressing Inequities in the Distribution of Highly Qualified and Effective Teachers: A Workshop to Move Research and Policy Into Action”
- **Webcasts.** *Systems and Strategies for Addressing the Inequitable Distribution of Teachers*
- **TQ Tips & Tools, Key Issues.** *Increasing Teacher Retention to Facilitate the Equitable Distribution of Effective Teachers*
- **Technical Assistance Toolbox.**

Session Outline

- Overview and Review of the TQ Center Biennial Report, *America's Opportunity: Teacher Effectiveness and Equity in K–12 Classrooms* (focused on the equitable distribution of teachers)
- Working Conditions and Equitable Distribution
- 10-Minute Break
- Breakout Sessions (two 25-minute sessions)
 - Special Education and English Language Learners
 - Rural Schools
- Question and Answer Discussion



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The “Real” Goal

- The goal is **not** achieving the equitable distribution of teachers!
- **The “real” goal is to improve student learning and educational opportunities.**
- Achieving equitable distribution is just a means to that end.

The Logic Model

1. Student achievement is very highly correlated with student poverty and race.
2. Schools with large concentrations of poor and minority students are much more likely to have underqualified and novice teachers.
3. Research says that if you improve the effectiveness of teachers, learning should improve.
4. Being highly qualified and experienced are proxy measures for teacher effectiveness.

The Logic Model

5. If we ensure that poor and minority students have an equal opportunity to be taught by highly qualified, experienced teachers, then student learning should improve (though we know these are imperfect proxies).
6. First, states determine how highly qualified, experienced teachers are distributed among schools.
7. Then, states offer guidance to districts in efforts to improve imbalances.

The Logic Model

8. The next step is to help districts evaluate the results of targeted efforts to improve teacher distribution.
9. Through evaluation, we will learn more about what works and what doesn't.
10. The final evaluation is to examine changes in student outcomes in schools and districts, looking for improvements in learning, attendance, promotion, etc.

Two New TQ Center Resources

- *The Distribution of Highly Qualified, Experienced Teachers: Challenges and Opportunities* (TQ Research & Policy Brief) (Imazeki & Goe, 2009)
 - Focuses on what we know from the research on teacher distribution and mobility
 - Discusses how to evaluate various options to try to improve distribution
 - Highlights state strategies (California, Georgia, and Ohio)

Two New TQ Center Resources

- 2009 Biennial Report, *America's Opportunity: Teacher Effectiveness and Equity in K–12 Classrooms*
 - Chapter 3: “The Equitable Distribution of Teachers: Strategies and Results”
 - Provides an overview of the topic
 - Highlights research in two states (Delaware and Tennessee)

What We Know...

- States are using various ways to identify districts and schools where inequitable distribution exists.
- Some are using quartiles of the percentages of poverty and minority students.
- Others are including additional information in their identification strategies.
 - Good idea, because some schools in the “high” quartile already have highly qualified, experienced teachers.

What We Wish We Knew...

- We still know almost nothing about what actually works in terms of recruiting and keeping highly qualified, experienced teachers in targeted schools.
- Efforts are under way throughout the country, but data to determine which strategies are having an impact may not be collected.
- Such data are essential for determining the relative cost-effectiveness of strategies.

The Workshop

- In this workshop, we'll have an opportunity to explore the following specific strategies in greater depth:
 - The impact of working conditions on equitable distribution and strategies to improve them
 - Recruitment and retention policies and strategies that impact English language learners and students with special needs
 - Rural recruitment and retention strategies

What's Next?

- The researchers have looked extensively at the causes of equitable distribution.
- Policymakers have offered suggestions for improving equity.
- Now, the future of equitable distribution research is in the hands of states, districts, and schools.
- It will be up to them to tell the researchers and policymakers what actually works.

References

- Imazeki, J., & Goe, L. (2009). *The distribution of highly qualified experienced teachers: Challenges and opportunities* (TQ Research & Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved October 21, 2009, from <http://www.tqsource.org/publications/August2009Brief.pdf>
- Goe, L. (2009). The equitable distribution of teachers: Strategies and results. In L. Goe (Ed.), *America's opportunity: Teacher effectiveness and equity in K–12 Classrooms* (pp. 73–109). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved October 21, 2009, from <http://www.tqsource.org/publications/2009TQBiennialReport.pdf>