

The **Center on Great Teachers and Leaders** (GTL Center) at American Institutes for Research developed the **Moving Toward Equity** interactive online tool as a resource for those seeking systemic solutions to the persistent problem of inequitable access to great teachers and leaders. This tool is useful for state and local education agencies as they update their **Title I equity plans**.

The Moving Toward Equity tool provides strategies, resources, and examples to help policy leaders in each state:

- Understand and define equitable access to teachers and leaders.
- Measure the state’s progress toward ensuring equitable access.
- Set equity priorities based on the state’s needs.
- Create an action plan to move toward greater equity.

The tool is organized to help policy leaders and others ask the right questions and then take an intentional and comprehensive approach to finding and implementing solutions that promote equitable access to great educators.

To access the Moving Toward Equity tool, visit [www.gtlcenter.org/learning-hub/moving-toward-equity](http://www.gtlcenter.org/learning-hub/moving-toward-equity).



## Take Action Toward Equity With Comprehensive Talent Development

The Moving Toward Equity tool helps educators and policy leaders set priorities and explore potentially effective strategies.

Achieving equitable access to great teachers and leaders is not possible, however, unless all talent development strategies are working in concert. For example, an innovative recruitment incentive program to attract great teachers will be undone by a lack of career advancement opportunities that allow great teachers to lead while continuing to teach.

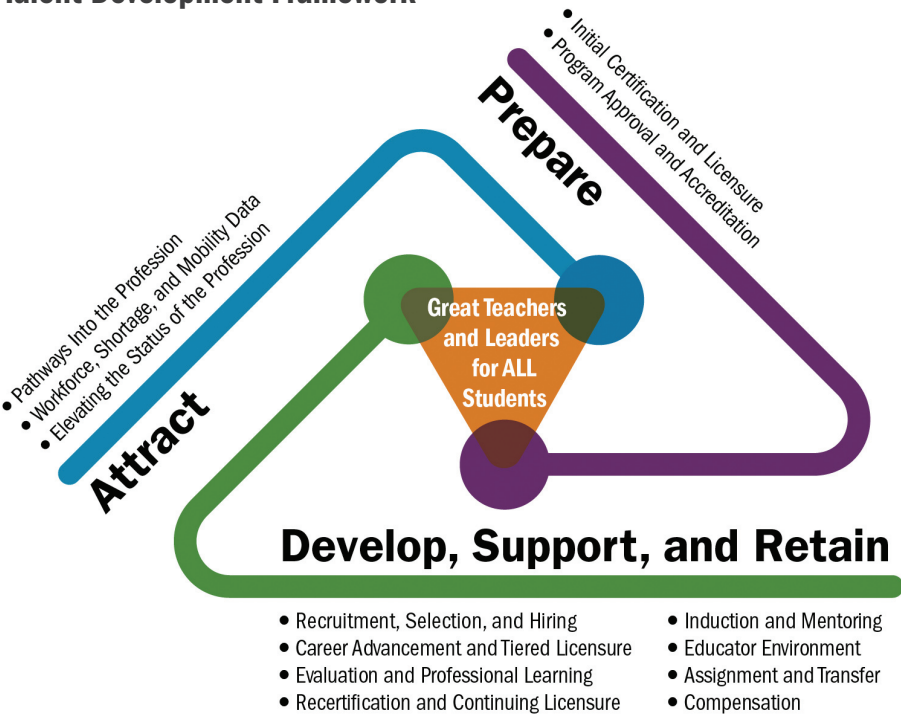
The GTL Center developed the **Talent Development Framework** to emphasize the many interdependent components that help ensure great teaching and leading. Our vision is that one day all educators will have access to a coherent talent development system that builds educator effectiveness, so no child will lack for great teachers who are supported by great principals.

The current well-meaning but patchwork quilt of fixes is inadequate to the task. It is past time we take a new, more comprehensive approach. The GTL Center is committed to working with our state and regional comprehensive center partners to help ensure that America’s

- 23.5 million** public school students living in poverty,
- 24.5 million** students of color,
- 4.7 million** students who are English language learners,
- 6.4 million** students with disabilities, and
- 11.9 million** students in rural schools

have access to truly great teachers and principals who can help them achieve in **every classroom, every day**.

### Talent Development Framework



### Contact Information

#### Center on Great Teachers and Leaders

1000 Thomas Jefferson Street NW  
Washington, DC 20007-3835  
877.322.8700  
[www.gtlcenter.org](http://www.gtlcenter.org)

[gtlcenter@air.org](mailto:gtlcenter@air.org)

[www.facebook.com/gtlcenter](https://www.facebook.com/gtlcenter)  
[www.twitter.com/gtlcenter](https://www.twitter.com/gtlcenter)

The Center on Great Teachers and Leaders (GTL Center) is part of the U.S. Department of Education’s Comprehensive Centers program, which consists of seven national content centers and 15 regional centers supporting all 50 states. The GTL Center is administered by American Institutes for Research and its partners—the Council of Chief State School Officers and Public Impact—under a five-year cooperative agreement with the U.S. Department of Education.

1617\_04/14

Center on  
**GREAT TEACHERS & LEADERS**  
at American Institutes for Research ■

## Moving Toward Equity



### The Opportunity

Great teachers and leaders hold the key to helping underserved students achieve success in school and in life. The renewed focus on equitable access to effective teachers and leaders can kick-start dialogue and action to make this goal America’s reality.

### The Challenge

Ensuring that low-income students and students of color have equal access to great teachers and leaders requires broad commitment and multipronged approaches to a problem that has no simple solution. Successful solutions will change the face of our schools.

### The Approach

Stakeholders and policy leaders use data to identify the extent of the inequities and their root causes. Together, they develop informed solutions to address the challenges, assess implementation and impact, and adjust course accordingly.

# MOVING TOWARD EQUITY | Quick-Start Guide for Equitable Access to Great Teachers

Moving effectively toward equity in access to great teachers and leaders starts with asking tough questions and collecting the right data. Determining the extent of the problem and its underlying causes will then help you and your team set priorities and take appropriate action. Knowing that you've made the right decisions and should stay the course (or plot a new one) requires assessing your impact and continuing to focus on your priorities. Use the questions and examples in the Equity in Action chart to begin charting your path toward equity.

For additional resources and examples, use the full Moving Toward Equity online tool at [www.gtlicenter.org/learning-hub/moving-toward-equity](http://www.gtlicenter.org/learning-hub/moving-toward-equity).

## Equity in Action

### SET PRIORITIES | What are the root causes of inequity in our state or district context?

#### Failure to Attract Great Teachers to High-Need Schools because of:

- Late hiring timelines
- Low leadership quality
- Less desirable working conditions, including safety and student behavior challenges, limited teacher autonomy, low-quality facilities, lack of collegial relationships, low levels of community support, or resources
- Fewer opportunities for career advancement
- Lower salaries and less adequate benefits
- Lack of geographic proximity to home and other amenities (e.g., transportation)
- Other

#### Failure to Effectively Deploy Great Teachers to and Within High-Need Schools because of:

- Seniority-based transfer and reduction-in-force policies (e.g., “last in, first out”)
- Misassignment within schools (e.g., assigning novice teachers to low-performing students)
- Teacher preferences for working in higher tracked classes
- Parent demands (e.g., for tracking, for teachers with the best reputations, for small class sizes)
- Underuse of technology or alternative staffing arrangements to extend reach or access
- Other

#### Failure to Develop Great Teachers in High-Need Schools because of:

- Lack of effective professional learning supports (including induction and mentoring)
- Poor working conditions that inhibit professional learning
- Scheduling constraints that pose limitations (e.g., for teacher collaboration, opportunities for observing or being observed)
- Lack of professional learning supports aligned to teacher need
- Other

#### Failure to Retain Great Teachers in High-Need Schools because of:

- Educator preparation programs that do not supply enough teachers who are fully prepared to teach in high-need schools
- Lack of opportunities for career advancement
- Low leadership quality
- Less desirable working conditions, including safety and student behavior challenges, limited teacher autonomy, low-quality facilities, lack of collegial relationships, low levels of community support, or limited resources
- Low salaries and inadequate benefits
- Lack of geographic proximity to home and other amenities (e.g., transportation)
- Retirements (aging teacher population)
- Other

### TAKE ACTION | What strategies for educator talent development do we currently have in place or need to put in place? How can we ensure coordination across strategies?

#### Educator Preparation and Certification

- Cultivate strong partnerships between educator preparation programs and high-need schools and districts.
- Provide seamless transitions between preparation and induction in high-need schools and districts.

#### Recruitment, Selection, and Hiring

- Make job sharing available for teachers who wish to work part-time in high-need schools.
- Identify vacancies early by providing a monetary incentive for early notification of resignation (or retirement) and a monetary penalty for late notice.

#### Induction and Mentoring

- Provide new teachers with a reduced course load and fewer students.
- Establish cross-district principal mentor networks.

#### Evaluation and Professional Learning

- Leverage principal evaluation systems to enhance leadership for effective teaching in high-need schools.
- Build the capacity of principals and coaches in high-need schools to use evaluation frameworks and results to provide actionable feedback and tailor professional learning for individual teachers.

#### Transfer and Assignment

- Track teacher, course, and student assignments.
- Provide principal professional development on school scheduling and teacher assignments.
- Determine which students have been repeatedly assigned an inexperienced teacher, and then reassign those teachers or students.

#### Compensation and Incentives

- Provide retention bonuses for effective teachers who come to and remain in high-need schools.
- Consider nonmonetary incentives (e.g., reduced class size, teacher aides, increased autonomy, career ladders) for teachers who work in high-need schools.

#### Educator Environment

- Empower teacher leaders to collaborate on curriculum and data and to provide constructive feedback to peers.
- Encourage school leaders to use climate and working conditions data to focus and enhance their school improvement plans and their own leadership performance.

### PULL THE RIGHT LEVER | What policy changes are needed to implement those strategies effectively?

- Changes in state or federal statutes
- Revision of regulations or guidance
- Targeted grant making
- Relevant language in proposal requests

- Partnerships
- Stakeholder task forces
- Public reporting of outcomes
- Renegotiation of employment contracts

- Changes in state board of education rules
- Judicial remedies
- Stable funding assurances

- Use of technical assistance providers to build capacity
- Awareness raising

### SELECT YOUR ROLE | Who should take responsibility to change policy and implement the strategies?

#### National Level

- President
- U.S. Department of Education
- U.S. Congress
- Comprehensive centers
- Regional educational laboratories
- TA&D (Technical Assistance and Dissemination) Network
- National advocacy groups
- National teacher and leader associations

#### State Level

- Governors
- Legislators
- State education agency (SEA) leadership
- SEA staff
- State boards of education
- State agencies for higher education
- Institutions of higher education
- Educator preparation programs
- Regional service providers

#### District Level

- Superintendents
- Central office leadership and staff
- Boards of education
- District or regional union leaders

#### School Level

- Principals
- Assistant principals
- Teachers
- Teacher leaders
- Local union leaders

## ASSESS EQUITY | Identify which data are most useful for the following actions:

- Understanding the root causes of inequitable access
- Improving the design and implementation of the strategies
- Understanding the impact of implemented strategies
- Holding responsible parties accountable through transparency