

Center on

**GREAT TEACHERS & LEADERS**


at American Institutes for Research ■

The Equitable Access Implementation Playbook

**ENSURING EQUITABLE ACCESS TO EXCELLENT EDUCATORS**

Research-Supported Implementation Tips for Equitable Access Plan Strategies

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# Contents

- Strategy 1: School Leadership . . . . . 1
- Strategy 2: Strengthen Teacher Preparation for Rural and Urban Districts . . . . .3
- Strategy 3: Recruitment and Retention Challenges . . . . . 4
- Strategy 4: Induction and Mentoring . . . . . 9
- Strategy 5: Providing Professional Learning Experiences to Teachers in High-Need Schools. . . . .10
- Strategy 6: Compensation and Career Pathways . . . . .12
- Strategy 7: School Climate and Conditions . . . . .14



This resource is a companion document to [Ensuring Equitable Access to Excellent Educators: Strategic Guidance for Districts](#). It provides research-based information for local education agencies (LEAs) on the effective implementation of seven common strategies that state education agencies (SEAs) have included in their equity plans.

- Strategy 1: School leadership
- Strategy 2: Teacher preparation
- Strategy 3: Recruitment and selection
- Strategy 4: Induction and mentoring
- Strategy 5: Professional learning
- Strategy 6: Compensation and career pathways
- Strategy 7: School climate and conditions

This document provides links to suggested resources and summaries of the tips and recommendations within these resources for LEA leaders to consider when determining detailed implementation plans for each strategy.

## Strategy 1: School Leadership

The following are tips and recommendations for enhancing school leadership at the LEA level. These tips are drawn from the resources cited in this section.

- **Leadership Preparation, Professional Learning, and Evaluation Tip 1.** Leverage principal evaluation systems to enhance leadership for effective teaching and leading in high-need districts and schools.
- **Leadership Preparation, Professional Learning, and Evaluation Tip 2.** Leverage teacher and principal evaluation results to identify targeted, job-embedded professional development.
- **Leadership Preparation, Professional Learning, and Evaluation Tip 3.** Align leadership preparation program standards and district hiring practices and selectively hire the most qualified applicants.
- **Leadership Preparation, Professional Learning, and Evaluation Tip 4.** Cultivate strong partnerships with educator preparation programs to streamline or revise approval processes for both alternative route and traditional programs and implement high-quality leadership internship programs.

## Questions for Consideration

- Which of the state strategies are already supported by initiatives or policies in your district?
- Which of the implementation tips resonates most within the context of your LEA's needs?
- What changes or expansions are needed to support these existing programs (consider both the state and local levels as appropriate)?
- If any of these strategies are not yet supported in your district, what actions can your LEA take to begin implementation?
- What does your LEA need from the SEA or the state department of education (e.g., direct technical assistance and guidance documents)?

## Resources

Turnbull, B. J., Riley, D. L., Arcaira, E. R., Anderson, L. M., & MacFarlane, J. R. (2013). *Building a stronger principalship, Vol. 1: Six districts begin the principal pipeline initiative*. New York, NY: The Wallace Foundation. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Six-Districts-Begin-the-Principal-Pipeline-Initiative.pdf>

This report is the first of three evaluation reports of The Wallace Foundation's Principal Pipeline Initiative that was conducted by Policy Studies Associates Inc. and the RAND Corporation. The Wallace Foundation grant being evaluated was intended to support districts in the creation of leadership standards aligned to hiring practices, which would involve offering high-quality preservice training, selectively hiring only the most qualified applicants, and providing on-the-job evaluation and support. This initial report describes the first-year plans and activities of the six participating districts in the 2011–12 school year.

Mitgang, L. D. (2003). *Beyond the pipeline: Getting the principals we need where they are needed most*. New York, NY: The Wallace Foundation. <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Beyond-the-Pipeline-Getting-the-Principals-We-Need.pdf>

This Wallace Foundation policy brief examines three independent research studies to determine the causes of the current problems in the labor market for principals. The findings suggest that policies and practices designed solely to add more certified candidates to the job pipeline miss the central challenges underlying the difficulty that districts face in attracting and retaining high-quality leaders. The challenges include a lack of incentives to draw quality leaders to the lowest performing schools, regulatory issues, and counterproductive hiring practices. Using these findings, the report provides policy implications to indicate ways to better address these problems.

Kowal, J., & Hassel, E. A. (2011). *Importing leaders for school turnarounds: Lessons and opportunities*. Chapel Hill, NC: Public Impact. Retrieved from [http://www.darden.virginia.edu/uploadedFiles/Darden\\_Web/Content/Faculty\\_Research/Research\\_Centers\\_and\\_Initiatives/Darden\\_Curry\\_PLE/School\\_Turnaround/importing-leaders-for-school-turnarounds.PDF](http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/School_Turnaround/importing-leaders-for-school-turnarounds.PDF)

This report, prepared by Public Impact for the University of Virginia's Partnership for Leaders in Education, explores lessons about when and how organizations in other sectors import leaders, including how organizations push people away, train staff members, and foster employee success. These efforts can be useful to state and local leaders for importing talent in lowest performing schools.

Mitgang, L., Gill, J., & Cummins, H. J. (2013). *Districts matter: Cultivating the principals urban schools need*. New York, NY: The Wallace Foundation. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Districts-Matter-Cultivating-the-Principals-Urban-Schools-Need.pdf>

This report, published by The Wallace Foundation, emphasizes two key tasks that districts need to do to best develop and cultivate the most highly qualified principals. Evidence finds that districts need to (1) build a large corps of well-qualified candidates and (2) support leaders on the job. The report details how doing so can lead to outcomes that are more successful.

Fuller, E. J., Hollingworth, L., & Young, M. D. (2015). Working conditions and retention of principals in small and mid-sized urban districts. *Advances in Educational Administration*, 22, 41–64.

This article analyzes survey data from a sample of Texas principals who were asked about their intentions to stay in their schools and their perceptions of working conditions, such as support and facilities, salary, resources, autonomy to make decisions, testing and accountability pressures, and relationships with supervisors.

## Strategy 2: Strengthen Teacher Preparation for Rural and Urban Districts

The following are tips and recommendations for enhancing teacher preparation at the LEA level. These tips are drawn from the resources cited in this section.

- **Teacher Preparation Tip 1.** Cultivate strong partnerships with teacher preparation programs to streamline or revise approval processes for programs and implement high-quality teacher residency or grow-your-own programs.
- **Teacher Preparation Tip 2.** Measure the knowledge and skills of preparation program graduates to improve the validity and rigor of current teacher candidacy assessments.
- **Teacher Preparation Tip 3.** Provide teacher candidates with seamless transitions between preparation and induction to help balance teacher supply and demand and foster communication between LEAs and preparation programs regarding local needs.
- **Teacher Preparation Tip 4.** Track strengths and weaknesses of teacher preparation programs through follow-up with recent graduates to obtain their perceptions of the preparation program, especially for those working in high-need schools.
- **Teacher Preparation Tip 5.** Track graduates' placement, retention, and (if possible) their effectiveness to determine the extent to which their teacher preparation program serves the staffing needs of high-need schools.

### Questions for Consideration

- Which of the state strategies are already supported by initiatives or policies in your district?
- Which of the implementation tips resonates most within the context of your LEA's needs?
- What changes or expansions are needed to support these existing strategies or strategy-related programs?
- If any of these strategies are not yet supported in your district, what actions can your LEA take to begin implementation?
- What does your LEA need from the SEA or the state department of education (e.g., direct technical assistance and guidance documents)?

### Resources

Barry, B., Montgomery, D., Curtis, R., Hernandez, M., Wurtzel, J., & Snyder, J. (2008). *Creating and sustaining urban teacher residencies: A new way to recruit, prepare, and retain effective teachers in high-needs districts*. Washington, DC: The Aspen Institute. Retrieved from <http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/FINAL.CREATINGANDSUSTAININGUTR.PDF>

This publication from The Aspen Institute discusses the clinical residency model of teacher preparation as both an effective preparation strategy and a direct response to the problems of teacher recruitment and retention in high-need schools. Urban teacher residency programs generally have high percentages of graduates from minority backgrounds who are specifically trained, through strong partnerships with urban schools, to be successful teachers in those schools after graduation. The programs continue to mentor and support new teachers for several years after they take full-time positions. Because many of the residency programs prepare their candidates for a specific

district, the program has easy access to graduates for mentoring follow-up and can report confident data on teacher retention and effectiveness.

National Council for Accreditation of Teacher Education. (2010). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers*. Washington, DC: Author. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715>

This 2010 report of the National Council for Accreditation of Teacher Education Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning stresses the central role of clinical practice in reforming teacher preparation and recommends that educator preparation programs include inservice development of their graduates as part of their responsibility to ensure effectiveness in the classroom.

Barley, Z. A. (2009). Preparing teachers for rural appointments: Lessons from the mid-continent. *The Rural Educator*, 30(3), 10–15. Retrieved from <http://files.eric.ed.gov/fulltext/EJ869310.pdf>

This study does not look at the effects of a rural placement program on outcomes for teachers or students. Rather, it scans the various components of preparation programs in central U.S. states related to teaching in rural schools. The study highlights previous research and surveys rural education teachers on their needs.

Barley, Z. A., & Brigham, N. (2008). *Preparing teachers to teach in rural schools* (Issues & Answers Report, REL 2008–No. 045). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Retrieved from [http://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL\\_2008045\\_sum.pdf](http://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2008045_sum.pdf)

This Regional Educational Laboratory Central brief focuses on North Dakota, South Dakota, Nebraska, Kansas, Missouri, Wyoming, and Colorado because this region has a higher percentage of rural students and schools compared with the national average. It highlights considerations for preparing teachers to teach in rural settings and identifies five promising program components to prepare teachers to teach in rural settings, including a rural placement.

Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55(1), 25–38. Retrieved from <http://www.sagepub.com/eis/Weinstein.pdf>

This study includes helpful considerations when building culturally inclusive and sensitive preparation programs or courses.

## Strategy 3: Recruitment and Retention Challenges

The following are tips and recommendations for addressing recruitment and retention challenges at the LEA level. These tips are drawn from the resources cited in this section.

- **Recruitment and Retention Tip 1.** Align educator licensing and certification systems to the latest research on effective teaching and leading.
- **Recruitment and Retention Tip 2.** Work with schools to collect data on educator turnover that may point to possible sources of turnover and suggest potential solutions (e.g., teacher satisfaction surveys and school climate indicators).
- **Recruitment and Retention Tip 3.** Consider offering flexible career pathways and alternative staffing structures, such as part-time teaching or job sharing.



- **Recruitment and Retention Tip 4.** Examine the effectiveness of local hiring practices, incentive-based programs (such as compensation), and professional learning.
- **Recruitment and Retention Tip 5.** Strengthen routes to preparation, including the development of clinical experiences for candidates and teacher residency programs.
- **Recruitment and Retention Tip 6.** Identify educator vacancies early to be more competitive with other districts.

## Questions for Consideration

- Which of the state strategies are already supported by initiatives or policies in your district?
- Which of the implementation tips resonates most within the context of your LEA's needs?
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## Resources

Hayes, K. T., & Behrstock, E. (2009). *Teacher recruitment: Strategies for widening the teaching pool in a shrinking economy* (Policy-to-Practice Brief). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from [http://www.gtlcenter.org/sites/default/files/docs/RtoP\\_Brief\\_TeacherRecruitment.pdf](http://www.gtlcenter.org/sites/default/files/docs/RtoP_Brief_TeacherRecruitment.pdf)

This policy-to-practice brief provides examples of how district and state leaders can take advantage of the renewed interest in teaching as a career path during challenging economic times. Particular attention is given to promoting the teaching profession as a strategy to improve the recruitment of highly effective teachers to high-need schools and subject areas. This resource may be particularly helpful in learning about grow-your-own programs that already exist. Examples and links for three programs in Illinois, North Carolina, and Colorado also are discussed.

Imazeki, J., & Goe, L. (2009). *The distribution of highly qualified, experienced teachers: Challenges and opportunities* (TQ Research and Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from [http://www.lauragoe.com/lauragoe/imazekigoe-distribution.pdf?sm\\_au=iVVP7nnpHfNJ5fM](http://www.lauragoe.com/lauragoe/imazekigoe-distribution.pdf?sm_au=iVVP7nnpHfNJ5fM)

This brief discusses research to date (up to 2009) on improving access to highly qualified, experienced teachers. The authors also identify potential policy responses to challenges related to inequitable access and strategies for states and districts to use data to identify schools in need of assistance. The brief also includes examples of strategies used by states and districts to improve access to effective educators.

Behrstock, E., & Clifford, M. (2010). *Ensuring the equitable distribution of teachers: Strategies for school, district, and state leaders* (TQ Research and Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.gtlcenter.org/sites/default/files/docs/EnsuringEquitableDistributionTeachers.pdf>

This brief provides an overview of school policies and practices that influence equitable access to effective educators. The authors also provide examples of strategies for school, district, and state leaders to address teacher recruitment, hiring, and placement practices plus improve working conditions.

Behrstock, E., & Clifford, M. (2009). *Leading Gen Y teachers: Emerging strategies for school leaders* (TQ Research & Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://files.eric.ed.gov/fulltext/ED520777.pdf>

This brief discusses strategies for school and district leaders to use to attract and retain teachers from Generation Y, those who were born between 1977 and 1995. It includes lessons learned from the private sector; a summary of research on retaining teachers from Gen Y; and specific example strategies for school leaders, such as promoting a positive and supportive school culture, improving teachers' skills and knowledge, focusing on instructional leadership, and encouraging shared leadership.

Ahmad, F. Z., & Boser, U. (2014). *America's leaky pipeline for teachers of color: Getting more teachers of color into the classroom*. Washington, DC: Center for American Progress. Retrieved from <https://cdn.americanprogress.org/wp-content/uploads/2014/05/TeachersOfColor-report.pdf>

Published by the Center for American Progress, this report examines the pipeline for teachers of color and possible barriers to a more diverse pool of teachers in high-minority schools. Specifically, the authors find that there is a demographic mismatch between teachers and students, and they suggest this situation may be caused by low enrollment in teacher preparation programs by teachers of color and higher turnover among teachers of color. The report focuses on the constraints that make it difficult to find high-quality candidates of color (e.g., fewer candidates of color are enrolling in college, including teacher preparation programs). This report may help districts and schools think about how pieces of their own pipelines may be improved to attract more candidates of color to the profession.

American Youth Policy Forum. (2012). *Building an effective teacher pipeline: List of resources*. Washington, DC: Author. Retrieved from <http://www.aypf.org/wp-content/uploads/2012/05/Teacher%20Pipeline%20Resources.pdf>

In 2012, the American Youth Policy Forum prepared this list of resources on building an effective teacher pipeline for a congressional staff briefing.

Center for Teacher Quality. (2009). *Strengthening and diversifying the teacher recruitment pipeline: Current efforts*. Washington, DC: National Education Association. Retrieved from <http://www.nea.org/assets/docs/HE/TQbook09.pdf>

This report by the Teacher Quality Department and the Center for Great Public Schools at the National Education Association outlines three strategies for increasing the supply of teachers in high-need areas, including specific subjects, specialties, and teachers of color: college fellow programs, high school teacher cadet programs and academies, and community college programs. The report scans the successes and challenges in the programs that are meant to attract more high-quality and diverse candidates into the teaching profession. It notes examples that may be helpful and some specific issues that can hinder the success of any program.

Kowal, J., & Hassel, B. C. (with Crittenden, S., & Rosch, J.). (2009). *Expanding the pipeline of teachers and principals in urban public schools: Design principles and conditions for success*. Chapel Hill, NC: Public Impact. Retrieved from [http://publicimpact.com/images/stories/publicimpact/documents/Human\\_Capital\\_Report.pdf](http://publicimpact.com/images/stories/publicimpact/documents/Human_Capital_Report.pdf)

This report, prepared by Public Impact, examines the initiatives supported by the Cleveland and George Gund Foundations to develop teacher and principal pipelines for a talent pool prepared for and committed to urban education. It analyzes 18 specific efforts conducted at the national and district levels to identify common themes and best practices.

Guarino, C. M., Santibanez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173–208.

This meta-analysis focuses on the research related to teacher recruitment and retention. It includes a summary of the trends in teacher retention, characteristics of schools and districts that successfully recruit and retain teachers, and the types of policies that show evidence of efficacy in recruiting and retaining teachers.

TNTP. (2012). *The irreplaceables: Understanding the real retention crisis in America's urban schools* (Executive Summary). Brooklyn, NY: Author. Retrieved from [http://tntp.org/assets/documents/TNTP\\_Irreplaceables\\_ExecSum\\_2012.pdf](http://tntp.org/assets/documents/TNTP_Irreplaceables_ExecSum_2012.pdf)

This policy brief from TNTP covers the issue of attrition among effective teachers and offers two key recommendations for overcoming this challenge: making teacher retention a priority and strengthening the profession by raising expectations for teachers. Examples of suggested retention strategies include setting clear, public retention targets; paying irreplaceable teachers their worth; and addressing the working conditions that drive them out.

Auguste, B., Kihn, P., & Miller, M. (2010). *Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching: An international and market research-based perspective*. London, UK: McKinsey & Company. Retrieved from [http://mckinseyonsociety.com/downloads/reports/Education/Closing\\_the\\_talent\\_gap.pdf](http://mckinseyonsociety.com/downloads/reports/Education/Closing_the_talent_gap.pdf)

This report explores the lessons that can be learned from top-performing teaching forces in Singapore, Finland, and South Korea about teacher recruitment and retention and presents the results of a market research survey of 1,600 U.S. college students from the top third of their college classes. It explores the attributes of teaching in the United States that these students find attractive and unattractive. What turned these high-quality students away from teaching? The answers are comparatively lower salaries, supports to improve performance, preparation for future jobs, opportunities for promotion, and opportunities for collaboration.

Müller, E. (2012). *Examples from four states using new technologies to improve recruitment and retention of qualified special education personnel*. Alexandria, VA: National Center to Improve Recruitment and Retention of Qualified Personnel for Children With Disabilities, Personnel Improvement Center. Retrieved from <http://personnelcenter.org/documents/Using%20New%20Technologies%20to%20RnR-Four%20State%20Approaches%20-final.pdf>

This case study, published by the National Center to Improve Recruitment and Retention of Qualified Personnel for Children With Disabilities, examines how four states implemented new technologies (at either the state or regional levels) to revamp their approaches to recruiting and retaining special education teachers and specialists. Although limited data are available, all these technologies appear to have had a positive impact on states' recruitment and retention efforts.

Putney, L. L. (2009). *Key issue: Recruiting special education teachers*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from [http://www.gtcenter.org/sites/default/files/docs/KeyIssue\\_RecruitingforSpecialEd.pdf](http://www.gtcenter.org/sites/default/files/docs/KeyIssue_RecruitingforSpecialEd.pdf)

This Key Issue, from the National Comprehensive Center for Teacher Quality, discusses the critical shortage of special education teachers, especially in urban and rural areas. It provides strategies for recruiting special education teachers through incentives and partnerships with institutions of higher education, attracting more people into the profession through multiple pathways, encouraging paraprofessionals to become certified teachers, retaining current special educators, and promoting cultural diversity in the field.

Müller, E. (2011). *Special education personnel preparation partnerships: Program features to promote recruitment and retention* (Practice Brief). Alexandria, VA: National Center to Improve Recruitment and Retention of Qualified Personnel for Children With Disabilities, Personnel Improvement Center. Retrieved from <http://personnelcenter.org/documents/Special%20Education-Related%20Personnel%20Preparation%20Partnerships-HEADINGS.pdf>

Published by the National Center to Improve Recruitment and Retention of Qualified Personnel for Children With Disabilities, this brief focuses on the collaboration between district personnel-preparation partnership programs and institutions of higher education to boost the recruitment and retention of special education personnel. It finds that the key components of a successful program include collaboration among partners, tailoring programs to meet unique needs, offering flexible methods of course delivery, and reaching out to nontraditional teacher candidates.

The Iris Center. (2015). *Teacher retention: Reducing the attrition of special educators*. Nashville, TN: Vanderbilt University, Peabody College, The Iris Center. Retrieved from [http://iris.peabody.vanderbilt.edu/module/tchr\\_ret/](http://iris.peabody.vanderbilt.edu/module/tchr_ret/)

The IRIS Center developed this five-part online interactive module to highlight how to best support—and therefore retain—special educators, with a particular focus on the key steps that school administrators can take to create a productive and inviting work environment.

Müller, E. (2012). *Using grow your own programs to promote recruitment and retention of qualified special education personnel: Three state approaches* (Case Study). Alexandria, VA: National Center to Improve Recruitment and Retention of Qualified Personnel for Children With Disabilities, Personnel Improvement Center. Retrieved from <http://personnelcenter.org/documents/Grow%20Your%20Own-Three%20State%20Approaches%20PDF-%20final%20w%20Eve%20Edits.pdf>

Published by the National Center to Improve Recruitment and Retention of Qualified Personnel for Children With Disabilities, this case study describes the approaches that three states have taken to grow their own special education personnel. Grow-your-own programs enable LEAs to recruit and train special education employees from their own communities, often targeting high school students with an expressed interest in education careers, paraprofessionals, or rural educators seeking a career change. Approaches from Arizona, South Carolina, and Utah are highlighted.

Müller, E. (2011). *Using new social media to recruit and retain qualified special education personnel* (Practice Brief). Alexandria, VA: National Center to Improve Recruitment and Retention of Qualified Personnel for Children With Disabilities, Personnel Improvement Center. Retrieved from <http://personnelcenter.org/documents/Using%20New%20Social%20Media%20to%20Recruit%20and%20Retain%20Qualified%20Special%20Education%20Personnel-HEADINGS.pdf>

Published by the National Center to Improve Recruitment and Retention of Qualified Personnel for Children With Disabilities, this brief highlights best practices from across the United States for employing technology and social media (including Facebook and Twitter) to recruit and retain special education teachers and specialists.

Albert Shanker Institute. (2014). *How do we get experienced accomplished teachers into high-need schools?* [Video]. Washington, DC: Author. Retrieved from <http://www.shankerinstitute.org/audio-visual/how-do-we-get-experienced-accomplished-teachers-high-need-schools>

In an October 2014 discussion hosted by the Albert Shanker Institute, a panel of experts examined the reasons that students with high needs are disproportionately taught by new, poorly prepared, and inadequately supported teachers who often leave the profession at a high rate. The experts also discussed relevant policy changes that might address this issue as well as ways to attract and retain highly effective teachers in high-need schools.

Najera, T. (2015, February 17). *7 steps for a balanced recruitment and retention strategy* [Web log post]. Retrieved from [http://blogs.edweek.org/topschooljobs/k-12\\_talent\\_manager/2015/02/balanced\\_recruitment\\_retention.html](http://blogs.edweek.org/topschooljobs/k-12_talent_manager/2015/02/balanced_recruitment_retention.html)

Tracy Najera, who is an expert at Battelle for Kids, wrote this *Education Week* blog and details a recruitment and retention strategy approach.

Beesley, A., Atwill, K., Blair, P., & Barley, Z. *Strategies for recruitment and retention of secondary teachers in central region rural schools*. Denver, CO: Mid-continent Research for Education and Learning. Retrieved from <http://files.eric.ed.gov/fulltext/ED544668.pdf>

Using data from the 2003–2004 Schools and Staffing Survey and interviews of principals from high schools and combined schools (K–12, 6–12), this study describes the ways that rural high schools in the Central region have recruited and retained teachers.

## Strategy 4: Induction and Mentoring

The following are tips and recommendations for addressing induction and mentoring challenges at the LEA level. These tips are drawn from the resources cited in this section.

- **Induction and Mentoring Tip 1.** Provide new teachers with a reduced student load.
- **Induction and Mentoring Tip 2.** Establish cross-district principal mentor networks to build the capacity of principal mentors to give actionable feedback and helpful support.
- **Induction and Mentoring Tip 3.** Evaluate any current efforts to provide inservice support, using a survey of preparation program graduates who have received such support.
- **Induction and Mentoring Tip 4.** Identify the most beneficial inservice assistance that educator preparation programs can provide for their graduates and partner schools and identify local partnerships to help provide these supports.
- **Induction and Mentoring Tip 5.** Research inservice assistance and supports to identify the strengths, weaknesses, and effectiveness of induction activities.

### Questions for Consideration

- Which of the state strategies are already supported by initiatives or policies in your district?
- Which of the implementation tips resonates most within the context of your LEA's needs?
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- If any of these strategies are not yet supported in your district, what actions can your LEA take to begin implementation?
- What does your LEA need from the SEA or the state department of education (e.g., direct technical assistance and guidance documents)?

## Resources

National Commission on Teaching and America's Future. (2007). *The high cost of teacher turnover* (Policy Brief). Washington, DC: Author. Retrieved from <http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Cost-of-Teacher-Turnover-2007-policy-brief.pdf>

This report discusses the issue of teacher turnover and explains how starting a new teacher's career with a strong mentoring program can help break the cycle of teacher turnover.

Kaufmann, J. (2007). *State induction programs and mentoring for new and beginning teachers* (StateNotes). Denver, CO: Education Commission of the States. Retrieved from <http://www.ecs.org/clearinghouse/76/63/7663.pdf>

This report summarizes mentoring and induction initiatives in all 50 states.

Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Education Research*, 81(2), 201–233.

This review critically examines 15 empirical studies, conducted since the mid-1980s, on the effects of new teacher induction and finds that most studies provide empirical support for the claim that support and assistance for beginning teachers have a positive impact on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices, and student achievement.

## Strategy 5: Providing Professional Learning Experiences to Teachers in High-Need Schools

The following are tips and recommendations for enhancing professional learning for educators at the LEA level. These tips are drawn from the resources cited in this section.

- **Professional Learning Tip 1.** Reliably implement a comprehensive educator evaluation system to help determine whether the access to great teachers and leaders is equitable in your school, across your district, and across your state.
- **Professional Learning Tip 2.** 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.
- **Professional Learning Tip 3.** Evaluate and consider expanding the professional development opportunities that colleges of education provide specifically to strengthen teaching in high-need schools.

### Questions for Consideration

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This report summarizes mentoring and induction initiatives in all 50 states.

The Iris Center. (2015). *Teacher induction: Providing comprehensive training for new special educators*. Nashville, TN: Vanderbilt University, Peabody College, The Iris Center. Retrieved from <http://iris.peabody.vanderbilt.edu/module/induction/>

This five-part online module, created by The IRIS Center at Vanderbilt University, highlights that administrative support is critical for new special education teachers and demonstrates how teacher support can boost effectiveness in the classroom.

Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Education Research*, 81(2), 201–233.

This review critically examines 15 empirical studies, conducted since the mid-1980s, on the effects of new teacher induction and finds that most studies provide empirical support for the claim that support and assistance for beginning teachers have a positive impact on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices, and student achievement.

National Comprehensive Center for Teaching Quality. (2012). *Generating teaching effectiveness: The role of job-embedded professional development in teacher evaluation* (Research and Policy Brief). Washington, DC: Author. Retrieved from <http://www.gtlcenter.org/sites/default/files/docs/GeneratingTeachingEffectiveness.pdf>

This research and policy brief describes the importance of not only using educator evaluation results to inform professional learning but also incorporating it as a fundamental part of the evaluation process.

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. Washington, DC: National Staff Development Council. Retrieved from <http://www.learningforward.org/docs/pdf/nsdcstudy2009.pdf>

This report examines what research has revealed about professional learning that improves teacher practices and student learning.

Althaus, K. (2015). Job-embedded professional development: Its impact on teacher self-efficacy and student performance. *Teacher Development*, 19(2), 210–225.

This study investigates the impact of a districtwide, job-embedded mathematics professional development program on elementary teachers' general and personal efficacy. The results indicate that teachers' general efficacy and student socioeconomic status predicted student achievement in mathematics, supporting the conclusion that job-embedded, sustained professional development may lead to improved student achievement in mathematics.

## Making the Most of Educator Evaluations

Darling-Hammond, L. (with Cook, C., Jaquith, A., & Hamilton, M.). (2012). *Creating a comprehensive system for evaluating and supporting effective teaching*. Stanford, CA: Stanford Center for Opportunity Policy in Education. Retrieved from [https://edpolicy.stanford.edu/sites/default/files/publications/creating-comprehensive-system-evaluating-and-supporting-effective-teaching\\_1.pdf](https://edpolicy.stanford.edu/sites/default/files/publications/creating-comprehensive-system-evaluating-and-supporting-effective-teaching_1.pdf)

This report describes the need for a comprehensive educator evaluation system that should coherently address the criteria and methods for evaluating teachers at key career milestones. It outlines an integrated approach that connects these goals to a teaching-career continuum and a professional development system that supports effectiveness for all teachers at every stage of their careers.

Center on Great Teachers and Leaders. (2014). *Using teacher evaluation data to inform professional learning*. Washington, DC: American Institutes for Research, Center on Great Teachers and Leaders. Retrieved from <http://www.gtlcenter.org/technical-assistance/professional-learning-modules/using-teacher-evaluation-data-inform-professional-learning>

This professional learning module delves into practical approaches for using evidence and ratings gathered through performance evaluations to inform professional learning for teachers. In this module, participants will (1) learn how teacher evaluation data are used in self-reflection and formative feedback, (2) practice using teacher evaluation data in planning for professional learning for individuals and the organization, and (3) explore next steps for ensuring that school and district structures support a teacher evaluation system focused on professional growth.

## Strategy 6: Compensation and Career Pathways

The following are tips and recommendations for addressing compensation challenges at the LEA level. These tips are drawn from the resources cited in this section.

- **Compensation Tip 1.** Consider perspectives of teachers and leaders by surveying effective teachers and leaders currently working in high-poverty schools to determine what effect, if any, financial compensation has on their decisions to move to or stay in high-need schools.
- **Compensation Tip 2.** Provide nonmonetary incentives (e.g., reduced class size, teacher aides, increased autonomy, and career ladders) for teachers who work in high-need schools.
- **Compensation Tip 3.** Examine local and national incentive-based programs for lessons learned in encouraging teachers to stay in or move to high-need schools.
- **Compensation Tip 4.** Support local innovation related to recruitment and retention incentives (e.g., housing incentives and local market-based salary bonuses) as well as career advancement opportunities that encourage effective teachers to stay in hard-to-staff schools.

## Questions for Consideration

- Which of the state strategies are already supported by initiatives or policies in your district?
- Which of the implementation tips resonates most within the context of your LEA's needs?
- What changes or expansions are needed to support these existing strategies or strategy-related programs?
- If any of these strategies are not yet supported in your district, what actions can your LEA take to begin implementation?
- What does your LEA need from the SEA or the state department of education (e.g., direct technical assistance and guidance documents)?



## Resources

Imazeki, J. (2005). Teacher salaries and teacher attrition. *Economics of Education Review*, 24(4), 431–449. Retrieved from <http://www-rohan.sdsu.edu/~jimazeki/papers/EERAugust2005.pdf>

This study examines the relationship between salary and attrition, distinguishing between interdistrict transfer attrition and district exit attrition. The author finds that teachers who transfer respond most strongly to salary increases relative to neighboring districts. This study may provide support for district-level, salary-based retention strategies.

Hanushek, E. A., & Rivkin, S. G. (2007). Pay, working conditions, and teaching quality. *The Future of Children*, 17(1), 69–86. Retrieved from [http://www.princeton.edu/futureofchildren/publications/docs/17\\_01\\_04.pdf](http://www.princeton.edu/futureofchildren/publications/docs/17_01_04.pdf)

This Texas public schools study examines using increases in compensation to improve overall teacher quality. The authors conclude that such increases in compensation may not be effective. Consequently, they suggest lowering barriers to entry into the profession and linking compensation to career advancement as more effective strategies. This study may inform the development of compensation reforms and provide evidence for particular types of compensation-based strategies.

Guarino, C. M., Santibanez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173–208.

This article is a meta-analysis of the research surrounding teacher recruitment and retention. It summarizes trends in teacher retention, the characteristics of schools and districts that successfully recruit and retain teachers, and the types of policies that show evidence of efficacy in recruiting and retaining teachers. It finds that (1) overall higher teacher salaries are associated with lower teacher attrition, (2) teachers are responsive to salaries outside their districts and their profession, and (3) self-reported dissatisfaction with salary in surveys was associated with higher attrition and decreased commitment to teaching.

Auguste, B., Kihn, P., & Miller, M. (2010). *Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching: An international and market research-based perspective*. London, UK: McKinsey & Company. Retrieved from [http://mckinseysociety.com/downloads/reports/Education/Closing\\_the\\_talent\\_gap.pdf](http://mckinseysociety.com/downloads/reports/Education/Closing_the_talent_gap.pdf)

This report explores the lessons that can be learned from top-performing teaching forces in Singapore, Finland, and South Korea about teacher recruitment and retention and presents the results of a market research survey of 1,600 U.S. college students from the top-third of their college classes. It explores the attributes of teaching in the United States that these students find attractive and unattractive. With regard to compensation, the research inquired about the attractiveness of the following job attributes: If you do well, you would be paid appropriately, you can support a family on the salary, it pays appropriately for the skills and effort you would bring, starting salaries are competitive, and salaries increase appropriately in the long term. For each attribute, fewer than one fifth of these high-performing college students believed teaching fared well, whereas two thirds to four fifths believed that their nonteaching alternative career option did fare well.

Azordegan, J., Byrnett, P., Campbell, K., Greenman, J., & Coulter, T. (2005). *Diversifying teacher compensation* (Issue Paper). Denver, CO: Education Commission of the States. Retrieved from <http://www.ecs.org/clearinghouse/65/83/6583.pdf>

This issue paper provides a literature review of teacher compensation and reforms and some specific policy examples. It may provide helpful background on compensation policies and evidence to support compensation strategies and reforms.

Hassel, E. A., Hassel, B. C., & Kowal, J. M. (2007). *Improving teaching through pay for contribution*. Washington, DC: National Governors Association, Center for Best Practices. Retrieved from <http://www.nga.org/files/live/sites/NGA/files/pdf/0711IMPROVINGTEACHING.PDF>

This policy brief begins by examining the current common teacher pay system and its potential shortcomings. It then offers a range of possible reforms to this system and the merits and limitations of each. Finally, it addresses specific considerations and best practices when implementing compensation reforms. This article may provide evidence to support compensation reforms plus best practices for planning implementation of these reforms.

Jerald, C. (2009). *Aligned by design: How teacher compensation reform can support and reinforce other educational reforms*. Washington, DC: Center for American Progress. Retrieved from <http://cell.uindy.edu/docs/TAP/AlignedByDesign.pdf>

This policy brief from the Center for American Progress examines methods for aligning compensation systems with overall strategic human resource strategies. Specifically, it examines the Teacher Advancement Program, the challenges associated with implementing policy alignment that may impact human resources, and recommendations for alignment. This article may provide support for reforming compensation to better align with human capital management and provide general information on potential compensation reforms.

Heneman, H. G., Milanowski, A., & Kimball, S. (2007). *Teacher performance pay: Synthesis of plans, research, and guidelines for practice*. Philadelphia: University of Pennsylvania, Graduate School of Education, Consortium for Policy Research in Education. Retrieved from [http://www.cpre.org/sites/default/files/policybrief/886\\_rb46.pdf](http://www.cpre.org/sites/default/files/policybrief/886_rb46.pdf)

This policy brief outlines three types of performance-based compensation approaches: school-based performance awards, knowledge- and skill-based pay, and combined plans. It synthesizes the research to date on their effectiveness.

## Strategy 7: School Climate and Conditions

The following are tips and recommendations for measuring school climate and addressing educator working conditions at the LEA level. These tips are drawn from the resources cited in this section.

- **School Climate and Conditions Tip 1.** Ensure that LEAs focus on supporting instructional leadership in high-need schools to provide teaching staff the working conditions they need to succeed for improved teacher recruitment, development, and retention.
- **School Climate and Conditions Tip 2.** Establish opportunities for teacher leaders empower them to collaborate on curriculum and data and provide constructive feedback to peers.
- **School Climate and Conditions Tip 3.** Focus on school staff perceptions of working conditions through surveys, focus groups, and interviews among teachers, other instructional staff, and students. Encourage school leaders to use the resulting data to focus and improve their school improvement plans and their own leadership performance.
- **School Climate and Conditions Tip 4.** Improve working conditions to attract, develop, and retain teachers for students from low-income and minority families.
- **School Climate and Conditions Tip 5.** Encourage school leaders to use climate and working conditions data to focus and improve their school improvement plans and their own leadership performance.

## Questions for Consideration

- Which of the state strategies are already supported by initiatives or policies in your district?
- Which of the implementation tips resonates most within the context of your LEA's needs?
- What changes or expansions are needed to support these existing strategies or strategy-related programs?
- If any of these strategies are not yet supported in your district, what actions can your LEA take to begin implementation?
- What does your LEA need from the SEA or the state department of education (e.g., direct technical assistance and guidance documents)?

## Resources

Almy, S., & Tooley, M. (2012). *Building and sustaining talent: Creating conditions in high-poverty schools that support effective teaching and learning*. Washington, DC: Education Trust. Retrieved from [http://edtrust.org/wp-content/uploads/2013/10/Building\\_and\\_Sustaining\\_Talent.pdf](http://edtrust.org/wp-content/uploads/2013/10/Building_and_Sustaining_Talent.pdf)

Districts and states must address policy and culture issues that lead to higher rates of teacher dissatisfaction and turnover in schools serving large populations of students from low-income families and minority backgrounds. This report highlights five districts in Louisiana, Massachusetts, North Carolina, and two in California that recognize the importance of teaching and learning conditions. Building and sustaining strong teaching and learning conditions is a key strategy for attracting, developing, and retaining strong teachers in high-need schools. Although each district's approach is different, some consistent themes emerge: a focus on strong leadership, a campuswide commitment to improving instruction by analyzing student data and reflecting on practice, and a collaborative environment that values and rewards individual contribution.

Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*, *114*(10), 1-39.

This article describes the evidence that suggests that the seeming relationship between student demographics and teacher turnover is driven not by teachers' responses to their students but by the conditions in which they must teach and their students are obliged to learn.

Ladd, H. F. (2011). Teachers' perceptions of their working conditions: How predictive of planned and actual teacher movement? *Educational Evaluation and Policy Analysis*, *33*(2), 235-261.

This quantitative study examines the relationship between teachers' perceptions of their working conditions and their intended and actual departures from schools. Based on rich administrative data for North Carolina combined with a 2006 statewide survey administered to all teachers in the state, the study documents that working conditions are highly predictive of teachers' intended movement away from their schools, independent of other school characteristics, such as the racial mix of students. Moreover, school leadership, broadly defined, emerges as the most salient dimension of working conditions.

Center on Great Teachers and Leaders. (2014). *Understanding teaching conditions*. Washington, DC: American Institutes for Research, Center on Great Teachers and Leaders. Retrieved from <http://www.gtcenter.org/technical-assistance/professional-learning-modules/understanding-teaching-conditions>

Teaching conditions play a significant role in teacher retention, teacher effectiveness, and ultimately student learning. This adaptable professional learning module (1) explains how teaching conditions at the state, district,

and school levels can create a more positive teaching and learning environment; (2) explains how to use data on teaching conditions to improve educator effectiveness; and (3) presents resources that support effective school improvement planning by using data on teaching conditions.

**Markov, D., & Pieters, A. (2012).** *The MetLife survey of the American teacher: Teachers, parents and the economy.* New York, NY: MetLife Foundation. Retrieved from <http://www.metlife.com/assets/cao/contributions/foundation/american-teacher/MetLife-Teacher-Survey-2011.pdf>

This publication reports the results from telephone interviews of teachers, online surveys of parents, and online surveys of students in Grades 3–12. The primary findings state that teachers have lower job satisfaction than in previous years. Education was affected by the economic downturn, and although parent and community involvement has increased, it is still a challenge for some schools. The interviews of teachers found that those teachers with high job satisfaction are more likely than teachers with low job satisfaction to rate their preservice training as excellent or good in preparing and supporting them to engage parents effectively. However, a causal link cannot be made based on these data.

**Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009).** *The schools teachers leave: Teacher mobility in Chicago Public Schools.* Chicago, IL: University of Chicago, Consortium on Chicago School Research. Retrieved from [https://ccsr.uchicago.edu/sites/default/files/publications/CCSR\\_Teacher\\_Mobility.pdf](https://ccsr.uchicago.edu/sites/default/files/publications/CCSR_Teacher_Mobility.pdf)

This study of teacher attrition patterns in high-need Chicago Public Schools finds that, at least at the elementary school level, teachers' perceptions of parents as partners in students' education are strongly related to their decisions to remain in their respective schools. Indeed, teacher-parent relationships were found to account for much of the difference in teacher retention rates between low-income, African-American schools, and other schools.



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