Ensuring Equitable Access to Great Teachers and Leaders

The webinar will begin shortly. You will hear silence until it begins.
The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.
Agenda

- Overview of Excellent Educators for All Initiative
- GTL Center Technical Assistance Materials
- Upcoming Convenings on Equitable Access
- Stakeholder Engagement: A Teacher’s Perspectives on Effective Strategies
- Understanding States’ Needs
- Discussion and Q&A
Overview of Excellent Educators for All Initiative
Excellent Educators for All Initiative

- **2001–Today: No Child Left Behind Act Equity Requirements:**
  - Highly Qualified Teacher Requirements
  - State Equity Plan

- **2014–15: Excellent Educators for All Initiative:**
  - Comprehensive Educator Equity Plans
  - Educator Equity Profiles
  - Educator Equity Support Network
As an example, the GTL Center has created a sample educator equity plan template which outlines critical elements:

- Introduction
  - Stakeholder engagement process
  - Definition of teacher quality
- Theory of Action
- Root Cause Analysis
- Strategies for achieving objectives and accompanying performance measures
- Monitoring and Support
- Conclusion
GTL Center
Technical Assistance Materials
Equitable Access Technical Assistance

- The GTL Center is available to:
  - Provide direct technical assistance
  - Review draft state equity plans
  - Convene states to share strategies
  - Create practical resources to support states
Equitable Access Direct Technical Assistance

- The GTL Center can provide direct technical assistance on:
  - Identifying root causes through guided use of the *Moving Toward Equity Root Cause Analysis Workbook*
  - Developing strategies, a theory of action, and consideration of appropriate metrics and their use
  - Effectively using the *Stakeholder Engagement Guide* and supplemental materials to plan and implement a stakeholder strategy
  - Reviewing draft state equity plans
Equitable Access Resources

- Online resources available on the GTL Center website include:
  - Quick Start Guide
  - Moving Toward Equity Online Resource Page
  - Moving Toward Equity Technical Assistance Materials
    - Stakeholder Engagement Guide
    - Data Review Tool
    - Root Cause Analysis Workbook
  - Talent Development Framework
  - Innovation Station
  - Great Teachers and Leaders for All Learners Blog
  - Professional Learning Module on Teaching and Learning Conditions
  - Additional Resources on All Aspects of Teacher and Principal Effectiveness
Moving Toward Equity Tools: Printable Quick Start Guide

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 Tools: Root Cause Analysis Workbook

- This is an online resource that takes users through a process of “movement toward equity” by providing strategies and resources for key education stakeholder groups under each content area. The resource is available online at http://www.gtlcenter.org/learning-hub/moving-toward-equity

- Users also can filter strategies and resources by stakeholder group (regional centers, states, districts, schools, or educator preparation programs) to get examples of action they can take to address equity issues.
The Stakeholder Engagement Guide provides strategies and resources for planning an authentic, productive, and sustainable plan for engaging a broad range of stakeholders.

- Includes: Step-by-step planning guides, timelines, communication tips, agendas, and support strategies
The Data Review Tool helps states think through equitable access metrics, data analysis, and data presentation for stakeholders, starting with the release of data profiles.

- Includes: Menu of metrics; guiding questions; equitable teacher distribution maps, bar charts, and tables; and sample district data
## Considerations for your state’s metric choice

<table>
<thead>
<tr>
<th>Metrics</th>
<th>(1) Does your state have these metrics? (Y/N)</th>
<th>(2) Are these metrics meaningful indicators of equitable access? (Y/N)</th>
<th>(3) If “yes” to (1) and “no” to (2), should your state use these metrics?</th>
<th>(4) If “no” to (1) and “yes” to (2), can your state collect these metrics? What would it take?</th>
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<td>ATTRACTION</td>
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<td>% of Teachers Teaching Outside of Their Licensure Area</td>
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<td>Total Years of Previous Teaching Experience (Average)</td>
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**ATTRACT**

- % of Teachers Teaching Outside of Their Licensure Area
- % of Teachers Teaching on Provisional License
- % of Teachers With Multiple Endorsements/License Areas
- % of Teachers in Their First Year of Teaching
- % of Teachers in Their First, Second, or Third Years of Teaching
- Total Years of Previous Teaching Experience (Average)

### Percentages of “Exemplary” Rated Teachers by Student Free or Reduced-Price Lunch (FRPL) Eligibility

2013-13 teacher salary data are displayed for those to the top districts only and were obtained from the Massachusetts Department of Elementary and Secondary Education website. 2011-12 student minority and free or reduced-price lunch (FRPL) eligibility percentages were obtained from the National Center for Education Statistics’ Common Core of Data. 2012-13 school district boundary data were obtained from the U.S. Census Bureau website.

### Percentages of Teachers in Effectiveness Categories, by School Poverty and Minority Status

<table>
<thead>
<tr>
<th>School Poverty and Minority Status</th>
<th>Ineffective</th>
<th>Effective</th>
<th>Highly Effective</th>
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</thead>
<tbody>
<tr>
<td>Non-high-poverty, non-high-minority</td>
<td>7.2%</td>
<td>81.2%</td>
<td>11.6%</td>
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<tr>
<td>Non-high-poverty, high-minority</td>
<td>5.8%</td>
<td>90.8%</td>
<td>3.5%</td>
</tr>
<tr>
<td>High-poverty, non-high-minority</td>
<td>14.3%</td>
<td>71.4%</td>
<td>14.3%</td>
</tr>
<tr>
<td>High-poverty, high-minority</td>
<td>8.3%</td>
<td>91.7%</td>
<td>0.0%</td>
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</table>
Understanding the Problem

As policymakers and practitioners seek to improve equitable access to great teachers and leaders, it is important to examine the data to gauge the extent to which particular inequities in their state or region exist. This information can be used to raise awareness and develop targeted strategies to address the problem and, in turn, monitor the success of those strategies. The following links are a series of primers on how to think about measuring equity, what multiple metrics can be brought to bear to understand the problem, and how to analyze and report the data.

Measuring Distribution: An Overview

Developing Metrics to Assess Equitable Teacher and Leader Distribution

Analyzing and Reporting Data
Teacher Assignment and Transfer

Once teachers are effectively recruited and hired by a district or school, how they are deployed also plays a critical role in equitable distribution. For example, as shown in this infographic from the Strategic Data Project, newly hired, first-year teachers are regularly assigned to students who have a history of lower performance—both between and even within schools. Also, transfer rules in some districts allow more experienced teachers to "bump" less experienced teachers from more desired schools, also resulting in inequitable distribution. Examining why this inequity happens so that it can be addressed is critically important. Strategies to deliberately place effective teachers should include the following considerations:

- Teacher assignment to courses within schools
- New teacher placement to schools within districts
- Reforming teacher transfer and dismissal policies

What Can I Do to Support Equitable Access to Great Teachers and Leaders?

Please select your role:

- Any
- District Leader
- Educator Preparation Program Administrator
- Regional Center Staff
- School Leader
- State Education Leader

Strategies to Consider

- Policy Levers
- Educator Preparation and Certification
- Recruitment, Selection, & Hiring
- Induction and Mentoring
- Evaluation and Professional Learning
- Compensation
- Educator Environment
- Measuring Progress and Adjusting Strategies

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at American Institutes for Research
Talent Development Framework

- Initial Certification and Licensure
  - Program Approval and Accreditation

- Pathways into the Profession
- Workforce, Shortage, and Mobility Data
- Elevating the Status of the Profession

- Great Teachers and Leaders for ALL Students

- Recruitment, Selection, and Hiring
- Career Advancement and Tiered Licensure
- Evaluation and Professional Learning
- Recertification and Continuing Licensure

- Induction and Mentoring
- Educator Environment
- Assignment and Transfer
- Compensation
Dedicated to exploring ways to ensure ALL students have access to truly great teaching and leading…

    in every classroom
    in every school
    every day

Featured Posts

- **Keeping Professional Learning at the Heart of Educator Evaluation**—by Lisa Foehr, Director of the Educator Quality, Rhode Island Department of Education, April 23, 2014

- **Leading to Equitable Access: Three Steps for Principals**—by Matthew Clifford, GTL Center staff, May 19, 2014

- **Involve Teachers and They Will Understand**—by Christopher Poulos, Teacher Leader in Residence, Connecticut State Department of Education, March 20, 2014
Understanding Teaching Conditions

This module, designed in collaboration with the New Teacher Center, helps participants

- Learn how teaching conditions at the state, district, and school level can create a more positive teaching and learning environment
- Understand how to use teaching conditions data to improve educator effectiveness
- Explore resources that support effective school improvement planning based on teaching conditions data
Innovation Station Online Resource

- A central online location for cutting-edge information and tools (http://www.gtlcenter.org/learning-hub/innovation-station)

- Resources focused on innovative strategies for the following:
  - Recruiting and retaining great educators
  - Rewarding great educators
  - Extending the reach of great educators to more students
  - Offering new career opportunities and career ladders
Upcoming Convenings on Equitable Access
Looking Ahead: Equitable Access Convenings

- Two convenings are being planned for those involved in writing the state equity plans.
- The first convening will be held on **February 3-4, 2015**, and will provide:
  - Information on the U.S. Department of Education’s (USED) requirements for the plan
  - A review of the data profiles
- The second convening will be held in early May 2015 and will:
  - Provide peers to review draft plans prior to submission to the USED
  - Provide experts to give guidance on components of the draft plans
Stakeholder Engagement: A Teacher’s Perspectives on Effective Strategies
A Teacher’s Perspectives on Effective Engagement Strategies

- **Grounding example**
  - *Highly-Effective Teacher Incentive Program* vs. *Teacher Turnaround Teams*

- **Keys to stakeholder engagement**
  - Early involvement (before a plan is drafted!)
  - Opportunities for meaningful contribution and collaboration
  - Continued investment in development, implementation, and iteration
  - Leverage existing talent/networks/partnerships

- **Audience**
  - Accessibility – content, physical location, time of day
  - Representativeness – are the right voices included?
Understanding States’ Needs
What Are Your States’ Needs?

- What elements of developing a state educator equity plan do you anticipate being the most challenging to address?
- Where do you envision needing technical assistance support?
Discussion and Q&A
Open Discussion and Q&A
Advancing state efforts to grow, respect, and retain great teachers and leaders for all students