



NATIONAL COMPREHENSIVE CENTER  
FOR **TEACHER QUALITY**

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# Concurrent Session 3: “The Role of School Leaders in Ensuring an Equitable Distribution of Teachers”

## A Review of the Literature

### Ellen Behrstock-Sherratt, Ph.D.

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# National Focus on Equitable Distribution

- Addressing the inequitable distribution of teachers is arguably the most important teacher quality issue today.
  - 2001 reauthorization of the Elementary and Secondary Education Act
  - 2006 submission of highly qualified teacher plans
  - 2009 American Recovery and Reinvestment Act

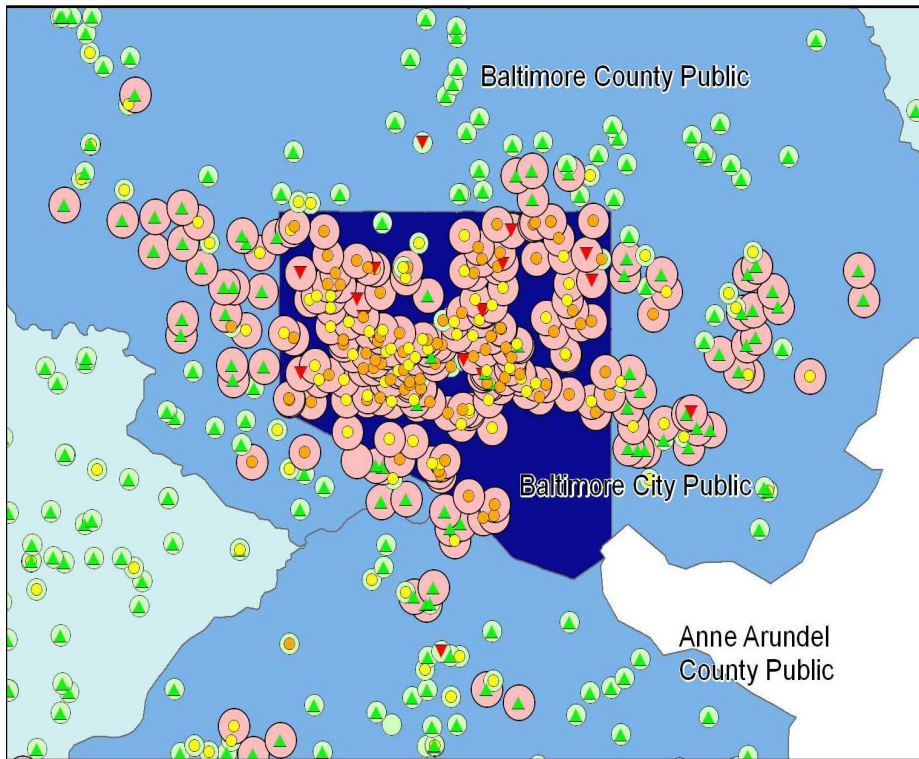
# Research Overview on Equitable Distribution

- Research consistently indicates that low-performing and high-poverty urban and rural schools are staffed at higher rates than their high-performing, low-poverty counterparts with teachers who are:
  - Inexperienced
  - Underqualified
  - Less effective
  - Less likely to stay

# Consequences of Inequitable Distribution

- The real goal is *not* to improve equitable teacher distribution.
- The real goals are to improve student learning, close achievement gaps, and create educational opportunities for all young people.
- Achieving equitable distribution of teachers is intended to be a means to that end.

# Equitable Teacher Distribution Map



## % Classes taught by HQTs

- ▼ 0% to 50%
- >50% to 75%
- >75% to 90%
- ▲ Greater than 90%

## School % FRL

- Less than 40%
- Greater than 40%

## % FRL

- Less than 20%
- >20% to 35%
- >35% to 50%
- Greater than 50%

# Teacher Academic Qualifications

- Research in Illinois, New York, North Carolina, and elsewhere considers several teacher academic qualifications.
  - Poor and minority students and those with limited English proficiency are shortchanged in terms of teacher:
    - College selectivity, ACT scores, possessing more than a bachelor's degree
    - Licensure type, licensure test score, passed test on first try
    - National Board for Professional Teaching Standards certification
    - Teaching experience

Sources: Clotfelter et al. (2007); DeAngelis et al. (2005); Lankford et al. (2002)

# Value-Added Measures of Effectiveness

- 2011 study examined 10 large elementary and middle school districts in 7 states to determine whether the most effective teachers (top 20 percent value-added scores) were equitably distributed.
- High-poverty schools were less likely to have teachers with value-added scores in the top 20 percent; inequity was especially egregious in middle schools.
- Found variability in equitable distribution across districts, grades, or subjects.

*Source:* Glazerman and Max (2011)

# Teacher Turnover

- Allensworth, Ponisciak, and Mazzeo (2009) found that nearly 100 Chicago schools (poor and high-minority) have chronic turnover (>25 percent).
- Ingersoll and Perda (2009) found nationally that school poverty, school size, and urbanicity were most correlated with teacher turnover.
  - Not-poor/large/suburban districts experienced 11 percent turnover.
  - Poor/small/urban districts experienced 26 percent turnover—twice as much.

# Within-School Distribution

- Within the school, there is an inequitable assignment of teachers.
  - Teachers with higher degrees and those with degrees from more selective colleges are assigned to:
    - More advanced courses.
    - Less challenging students.
  - Less experienced, minority, and/or female teachers are assigned to:
    - Students with lower prior achievement.
    - Students who are from poor and minority backgrounds.

# Recruitment, Hiring, and Placement: Strategies for School Leaders

- Participate in an education network.
- Participate in hiring process.
- Establish objective hiring criteria.
- Create accurate and positive representation of the school.
- Rethink teacher placement and assignment practices to ensure that pressures, favoritism, or a desire to reward certain teachers does not create within-school inequitable distribution.

# Improving Working Conditions: Strategies for School Leaders

- Promote a school atmosphere that is trusting and respectful.
- Ensure that the entire teaching staff is highly motivated, collegial, and collaborative.
- Ensure a safe school environment.
- Provide strong instructional support.
- Systematically collect working conditions data.
- Improve student behavior and motivation.
- Increase parental involvement.

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**Ellen Behrstock-Sherratt, Ph.D.**

**P:** 312-288-7623

**F:** 312-288-7601

**E-Mail:** [esherratt@air.org](mailto:esherratt@air.org)

1000 Thomas Jefferson Street NW

Washington, DC 20007-3835

**Phone:** 877-322-8700 or 202-223-6690

**Website:** [www.tqsource.org](http://www.tqsource.org)

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