

## Unpacking the Factors Behind Teacher Distribution Patterns in Your State: Data Collection Protocols

### Introduction

The equitable distribution data collection protocols were developed through a collaborative effort of the Delaware Department of Education, the Mid-Atlantic Comprehensive Center, REL Mid-Atlantic, and the National Comprehensive Center for Teacher Quality. They consist of four survey schedules:

- District human resources official interview
- School principal interview
- School principal survey to be used in conjunction with the interview
- Teacher survey

These survey schedules can be adapted to collect important information about workforce distribution practices in your state. With assistance from the TQ Center or your regional comprehensive center, they can be adapted to fit your context and data needs. The human resources interview instrument, for example, can be used as an interview schedule in a study to determine what district practices lead to high teacher equity, or it can be used as a focus group protocol to ascertain how districts in your state hire and assign teachers.

For more information about the development and use of the protocols, watch the prewebcast presentation titled *Getting to the “Why” of Teacher Distribution: A Tool for States* (<http://www.tqsource.org/webcasts/equitableDistribution/cogshall.php>).

If you would like copies of the instruments, contact the TQ Center ([tqcenter@learningpt.org](mailto:tqcenter@learningpt.org) or 977-322-8700) or Jane Cogshall ([jane.cogshall@learningpt.org](mailto:jane.cogshall@learningpt.org)).

### Selected Items

#### Protocol 1: District Human Resources Specialist Interview

Can you walk me through the hiring process—from when a vacancy is identified to when a candidate applies and is interviewed, selected, and hired?

[PROMPTS]

- How do you identify how many vacancies you will have?
- When in the year do you begin recruiting? What are some of your most successful recruiting strategies?
- Are there standard district selection criteria that all schools are to use?
- How long does this process take?
- Do late budget timelines sometimes hinder or restrict hiring in this district? How so?

What policies or practices help or hinder the placement of highly qualified teachers in each school in the district?

[PROMPTS]

- For example, late enrollment counts, transfer policies, or inability to begin hiring until a vacancy is officially posted or teachers officially indicate they will retire?

### Protocol 2: Principal Survey

Number the top three factors from 1 to 3 for how teachers are assigned to classes in your school:

- \_\_\_ Assigned to classes based on their expertise
- \_\_\_ Assigned to classes based on their subject area certification
- \_\_\_ Assigned to classes based on their gender
- \_\_\_ Assigned to classes based on their seniority
- \_\_\_ Assigned to classes that are assessed for state and federal accountability, based on their ability to produce high test scores among students
- \_\_\_ Assigned to classes based on their ability to work with certain student populations (e.g., English language learners, special education students)
- \_\_\_ Assigned to classes based on their race or ethnicity
- \_\_\_ Other \_\_\_\_\_

What components of a high-quality induction program are provided to all novice teachers at your school? (Check all that apply.)

- A formal orientation to the school and community
- Common planning time with teachers in the same subject area
- Common planning time with teachers in the same grade level
- One-on-one mentoring by a mentor in the same subject area
- One-on-one mentoring provided by veteran teachers as available
- Release time for classroom observations
- Reduced teaching load
- Reduced number of preps
- Seminars or classes for beginning teachers
- Regular supportive communication with principals or other administrators

### Protocol 3: Principal Interview

What would you have to change about this school to attract more highly qualified and experienced candidates?

What types of pay or benefit incentives do teachers at this school have available to them?

Did you ever have to assign a teacher to a course section (or class) in which you thought he or she did not necessarily belong? Why?

[PROMPTS]

- What were the circumstances? Can you think of another example?

### Protocol 4: Teacher Survey

Please check the appropriate box according to your level of agreement with the following statements.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable
Teachers are evaluated fairly at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am given the support I need to teach students with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers at this school are trusted to make sound professional decisions about instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inappropriate student behavior is dealt with effectively in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with my opportunities for professional growth at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**To the best of your knowledge, and given what you know about your school, how much influence over teacher assignment do the following individuals have?**

	<b>A Great Deal of Influence</b>	<b>Some Influence</b>	<b>Almost No Influence</b>	<b>No Influence</b>	<b>Don't Know</b>
Principal or school head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistant or vice principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department or grade-level chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-based curriculum specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher mentors or coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District superintendent or CEO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District-level subject area supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District-level human resources specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior teachers (more than three years of experience)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New teachers (0–2 years of experience)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher union leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please choose the top three incentives that would have the most influence over your decision to move to a higher-needs school.**

Select three of the following:

- Retention bonus (a \$5,000 to \$10,000 bonus for staying three years)
- Signing bonus (a \$2,000 bonus for agreeing to teach for one year)
- 3 percent to 5 percent salary increase
- Shorter commute time
- Housing incentives (e.g., mortgage tax credits, first month's rent)
- Loan forgiveness
- Better school leadership
- More collegial atmosphere
- A preferred teaching assignment (in terms of subject matter)
- A preferred teaching assignment (in terms of grade level)
- A more manageable course load (fewer preps, fewer classes)
- More freedom to teach what and how I prefer
- Bonuses linked to school performance
- Facilities that are clean and in good repair and that provide me with adequate space for teaching and other activities
- Sufficient resources (e.g., books, materials, paper) to teach the way I want to teach
- Smaller class sizes