

Teacher Quality Issues Related to State Equity Plans

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Source: Prince, C. (forthcoming). *Good-faith efforts: What states can do to ensure quality teachers for the students who need them most.* Washington, DC: Council for Chief State School Officers.

Eight Essential Elements

1. Data and Reporting Systems
2. Teacher Preparation
3. Out-of-Field Teaching
4. Recruitment and Retention of Experienced Teachers
5. Professional Development
6. Specialized Knowledge and Skills
7. Working Conditions
8. Policy Coherence

Data and Reporting Systems

- How is the state planning to develop the teacher data and reporting systems needed to identify and correct inequities in the distribution of quality teachers in high-poverty/high-minority schools vs. low-poverty/low-minority schools?

Teacher Preparation

- How is the state planning to build a pipeline of prospective teachers for high-poverty, low-performing schools?

Out-of-Field Teaching

- How is the state planning to reduce the incidence of out-of-field teaching (particularly in mathematics, science, special education, and bilingual education/English as a Second Language) in high-poverty, low-performing schools?

Recruitment and Retention of Experienced Teachers

- How is the state planning to build a critical mass of qualified, *experienced* teachers willing to work in hard-to-staff schools?

Professional Development

- How is the state planning to strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools?

Specialized Knowledge and Skills

- How is the state planning to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English language learners, and other students at risk)?

Working Conditions

- How is the state planning to improve the conditions in hard-to-staff schools that contribute to excessively high rates of teacher turnover?

Policy Coherence

- How is the state planning to improve internal processes or revise state policies that may inadvertently contribute to local staffing inequities?

Current State Practices

Data and Reporting Systems

- RI and DE – created a data systems management plan using a unique teacher identifier to track training program, credentials and placement over time.
- GA – added teacher working conditions survey to data on HQT
- NH – maintained a HQ status database for all classes being taught.
- AZ, CA, and MA – are building a compatible personnel database that combines placement, hiring status and credential in one warehouse.

Teacher Preparation

- CA and FL- forgave graduating teachers' student loans (Stanford University); increase diversity with minority scholarships .
- CT- teachers suggested topics to their professors, who then taught based on what the teachers were looking to incorporate into their classes;
- IL- science teachers received help from the University under a \$5 million grant from the National Science Federation to create a statewide program to improve chemical sciences and computational literacy in small rural schools.
- Used OSEP (special ed personnel) and OESE-funded grants to grow candidates that remained in state for high need areas (Transition to Teaching and Teacher Quality Recruitment)
- Enlarged pool of candidates by developing partnership programs with LEAs for paras to become teachers and other career ladder-based initiatives.
- Created professional development schools that are beneficial to IHEs and LEAs; improved both teacher quality and student performance.

Out-of-Field Teaching

- FL – allowed teachers to continue teaching for only one year without being certified in the area they are teaching, after which they must begin 300 hours of training needed for their endorsements.
- Provided signing bonuses or loan forgiveness for teachers willing to move to or train in areas that need their credential.
- Recruited single subject majors into schools of education, using paid internships during their junior and senior year.
- Created teaching academies in high schools for hard to staff subject areas.
- Provided scholarships and tuition assistance for candidates willing to major in the high need subject areas.

Recruitment and Retention of Experienced Teachers

- FL- formed statewide coalition to recruit 1,000 new minority teachers and increase diversity of teacher workforce;
- TX- created agreement with Mexico to hire bilingual teachers
- CA- gave principals the ability to hire new teachers earlier;
- WI - paid accomplished teachers an additional \$5K per year for up to nine years if they agree to work in high-poverty schools
- CA- gave principals in low-performing schools the authority to refuse teacher transfers they do not want;
- CA- provided \$6K stipends to veteran teachers who serve as mentors in low-performing schools;

Recruitment and Retention, cont'd

- TX- Rehired HQ retired teachers in hard-to-fill subject areas.
- GA- Created data banks of LEA best practices
- AK- Used state job banks to identify and hire for hard-to-fill positions
- Targeted issues at the local level to include community members in local personnel development (The Watkins Group).

Professional Development

- IL- training for 100 principals in struggling Chicago schools to focus on better ways to screen, select, and retain quality teachers;
- IL- established mentoring program for all new principals;
- PA- established training centers to triple the number of National Board Certified Teachers
- FL- financially supported creation of special ed specific mentoring programs.

Specialized Knowledge and Skills

Some states have:

- Used individual coaching and mentoring to develop essential teaching skills with novice teachers and leadership skills with veteran teachers.
- Developed online mentoring and coaching to enhance coursework and novice teaching experiences.
- Structured alternative certification programs to imbed critical pedagogy "upfront" and leave traditional coursework for later.
- Instituted the INTASC standards for both regular and special education pre-service and in-service programs.

Working Conditions

- GA- conducted a statewide working conditions study to address needs of all state teachers.
- CA- conducted a retention/attrition study to determine reasons for teachers staying and leaving.
- UT and KY - conducted retention study to determine necessary supports for special ed teachers to stay in their positions.
- *Keeping Quality Teachers Retention Guide* – West Ed, NY state DOE, NERRC, Personnel Center at NASDSE- researched based surveys for use at the building level.
- Match candidate with the setting – surveys to determine what candidate is right for your school/locale (The Watkins Group).

Policy Coherence

- CA- streamlined credentialing process so it is easier to hire out-of-state teachers;
- AZ- stricter penalties for teachers who switch jobs mid-year;
- RI- addressed needs of principal leadership through adoption of new state standards for administrators;
- Align NCLB/IDEA requirements for HQT with current state professional standards, program approval standards, licensing requirements and testing, and professional development statewide.
- Use data to inform future practice in all areas of personnel development.

Questions or Concerns?

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