



THE PATH TO EQUITY: TEACHER RETENTION AT 40/40

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RATIONALE

Educational achievement is a result of schools providing high quality curriculum and instruction. Quality teachers are the source of quality instruction. Today we experience significant teacher turnover rates in the U.S. especially in Title I schools, located in low income neighborhoods serving children that have historically been deprived of high quality education due to “inequities intentionally structured into our society, and schools”. (Terrell, Lindsey 2009)

METHODOLOGY

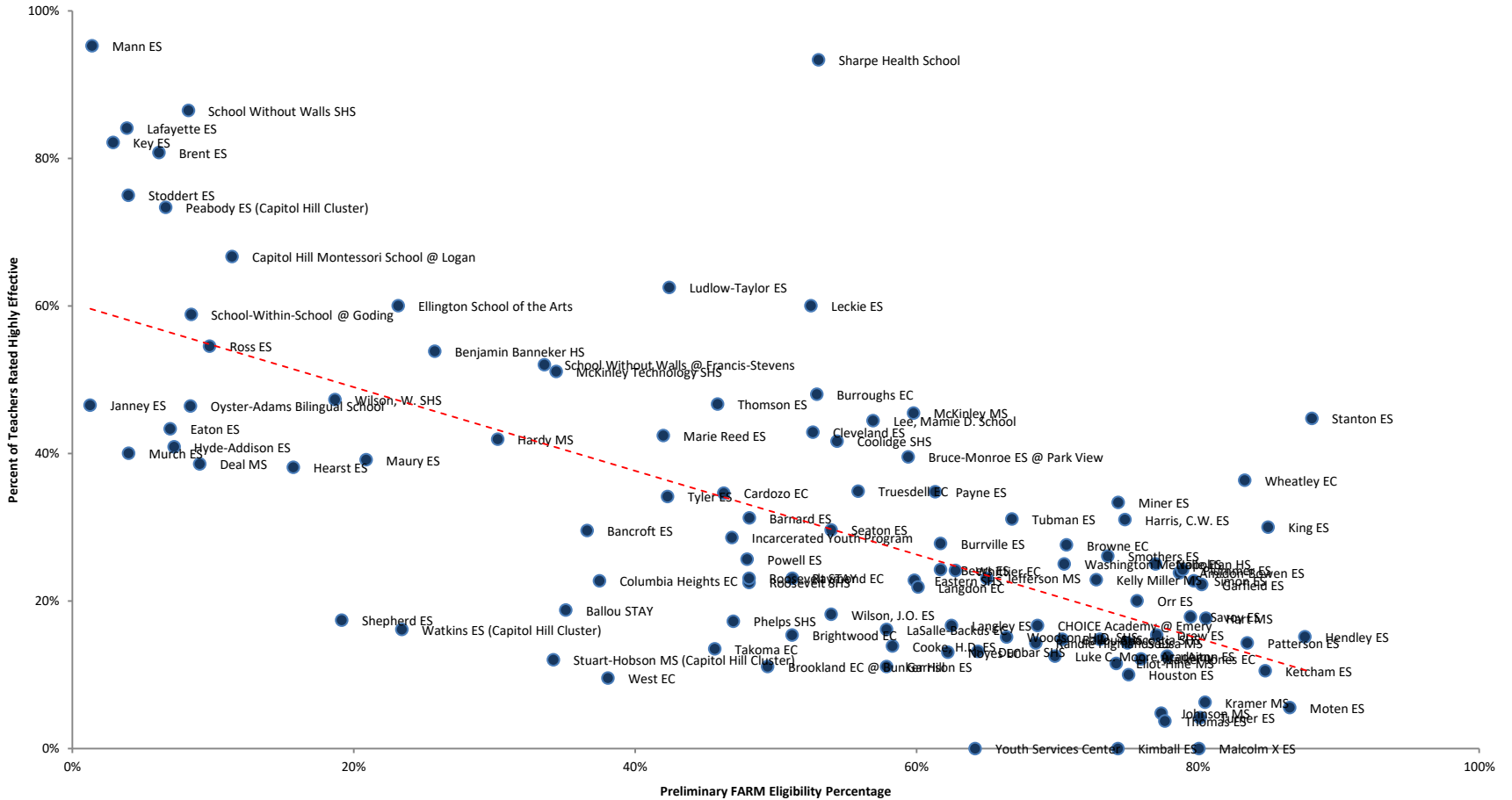
The school of study was selected because of its retention of highly effective teachers irrespective of the fact that it is a Title I school located in a low-income neighborhood.

Data was obtained through teacher, principal and assistant principal interviews, and surveys. The qualitative findings were aligned to the quantitative findings in regards to teacher retention.

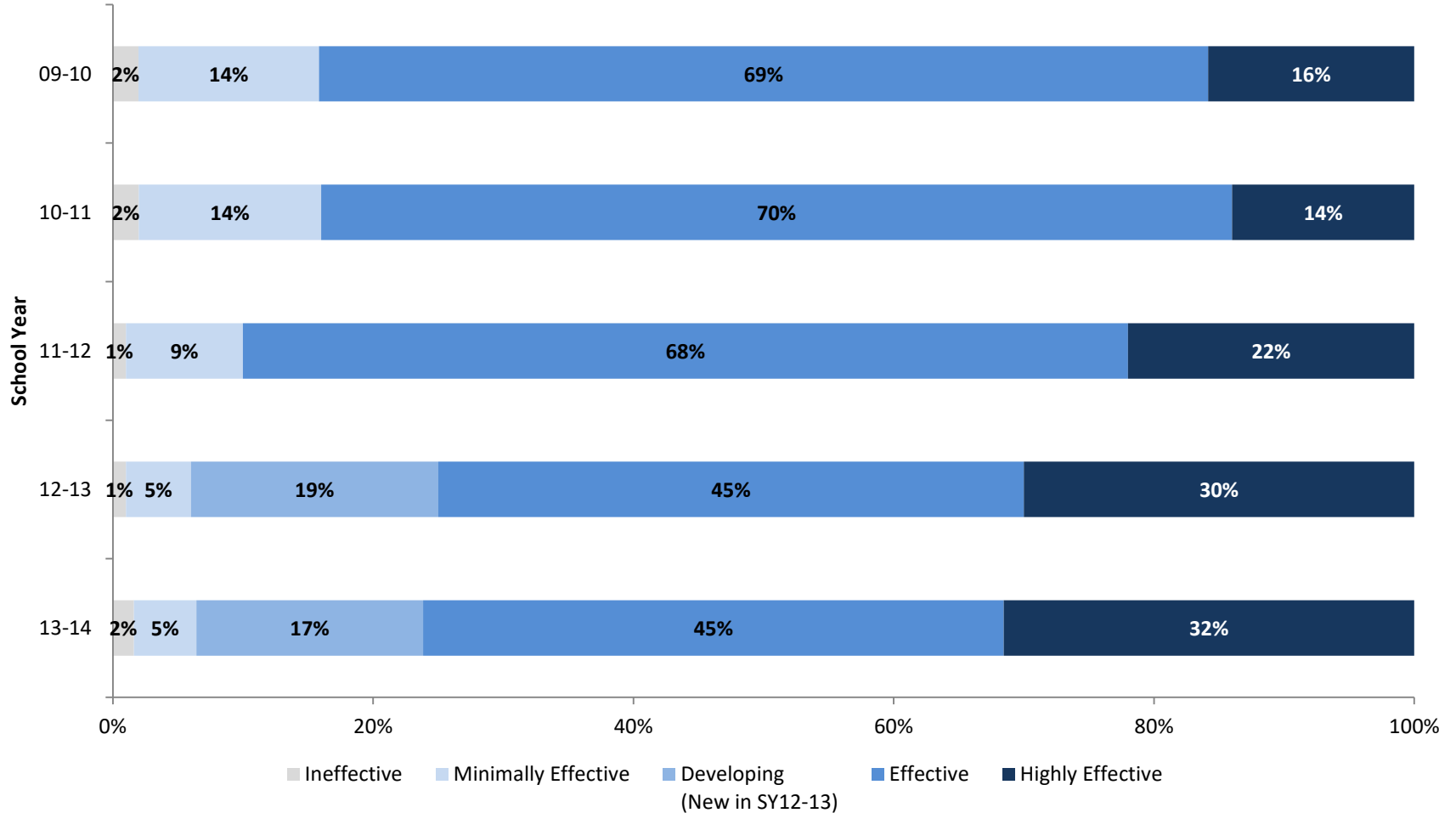
The researcher anticipated qualitative surveys and interviews to conflict with the quantitative findings because individuals were self-reporting. In order to prevent this from occurring participants were informed that the surveys and interviews would not have any identifiable information that could be traced back to the participant.

Disclaimer: The school of study can serve as an exceptional role model for teacher retention for other schools with similar demographics if the recommendations can be piloted at other schools with the same context and produce the same desired outcomes. Otherwise, the sample size is too small to make a broad generalization.

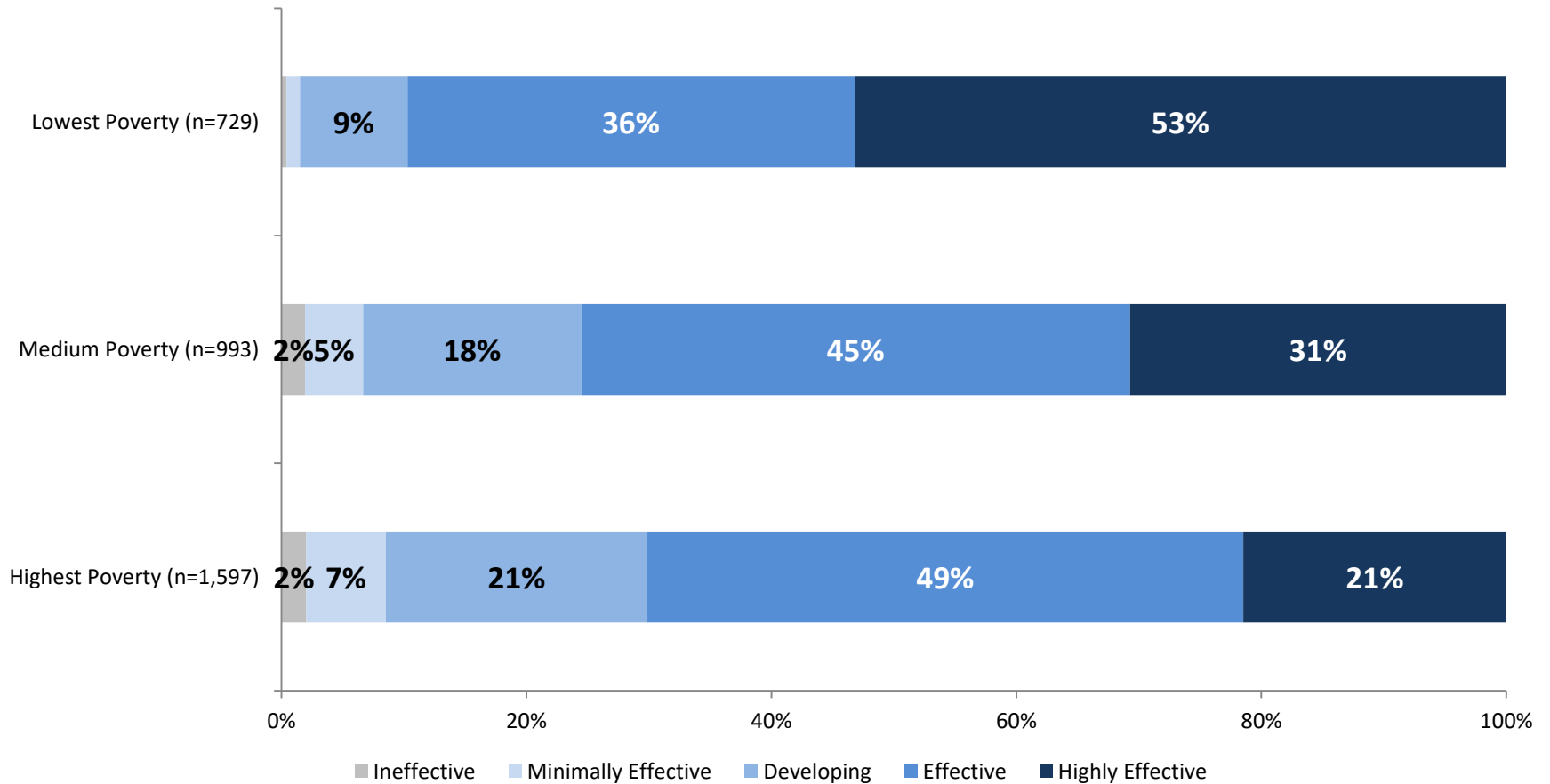
2013-14 % Highly Effective by FARM Eligibility



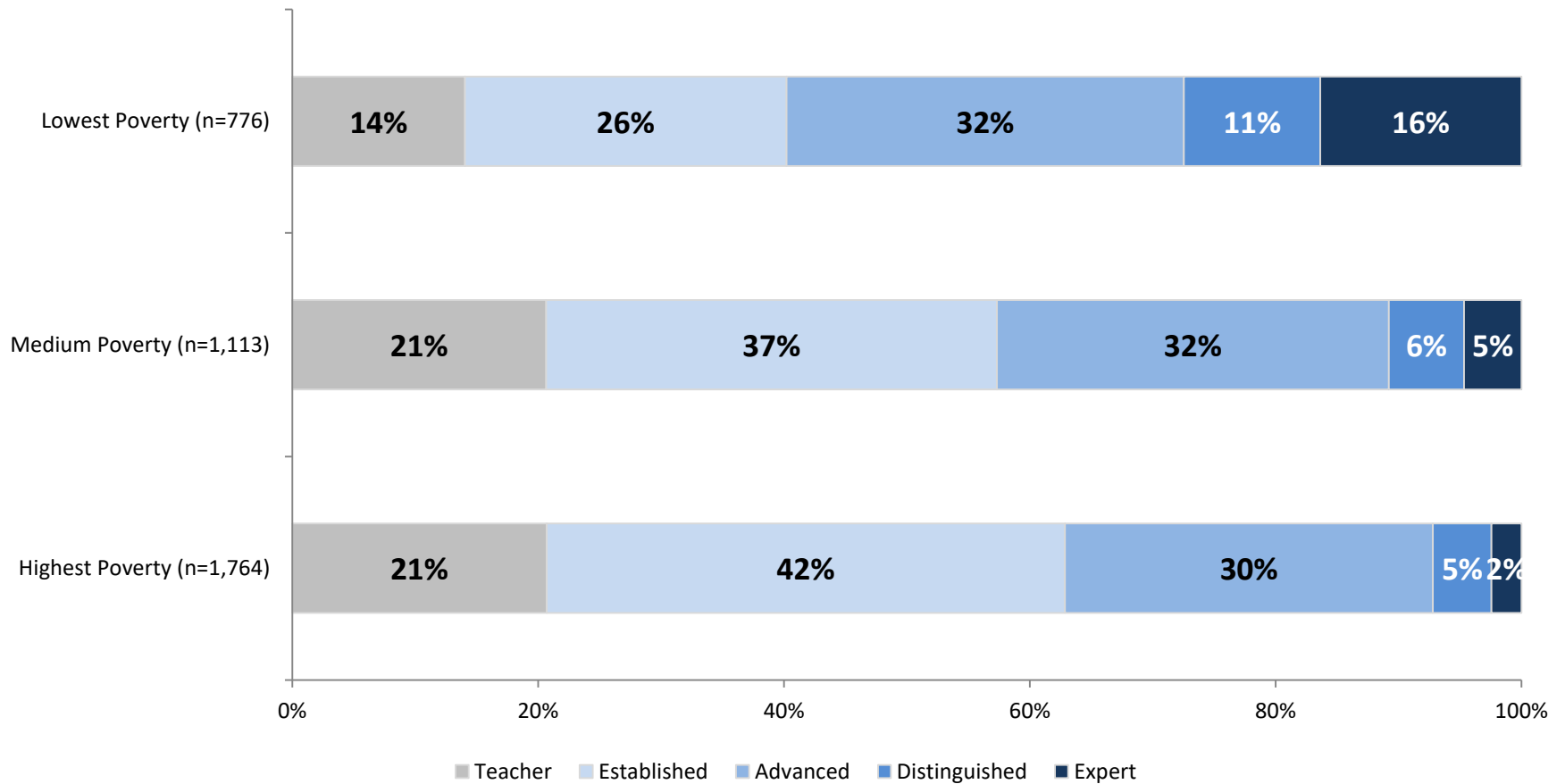
The Good News: Teacher Effectiveness Is Up



2013-14 IMPACT Ratings by School Poverty Level



2014-15 LIFT Levels by School Poverty Level





SUCCESS

Where did the highly effective teachers come from?

How did the school of study retain highly effective teachers?

What did the school do with their effective and developing teachers?

RECOMMENDATIONS

Hire culturally and linguistically diverse leaders invested in providing equal opportunities for all students

Provide ongoing contextualized training based on the diverse needs of the school community

Build partnerships, asset map to determine what your current families, and community can bring to the table

Engage families and teachers and inform them of the historical context of under-served populations within the U.S.

Continue to evolve and provide as much support as needed via wrap around services

Provide needs based professional development to teaching staff to meet their individual needs to increase teacher effectiveness

Create a school culture of information sharing where teachers lead school wide initiatives

Equity is defined as access to material and human resources in proportion to needs. Once disparities have been identified, if we proceed with equal allocation of resources, the disparities continue. Equitable allocation responds to identified needs.

TEACHER QUALITY EQUITY

In the last ten years there's been a lot of research done about what makes a difference for student achievement, and it is now clear that the single most important determinant of what students learn is what their teachers know. Teacher qualifications, teachers' knowledge and skills make more difference for student learning than any other single factor.

- Linda Darling-Hammond

HIGHLY QUALIFIED TEACHER

According to No Child Left Behind, NCLB highly qualified teachers are those who

1. Have full certification or licensure
2. Hold a college degree
3. Have demonstrated content knowledge in all the subjects they teach (Smith, Desimone & Ueno 2005)

Schools, school districts, and states are held accountable under NCLB for ensuring that all students have access to highly qualified teachers under this federal definition.



TEACHER EFFECTIVENESS CONTINUUM

Highly Effective

Effective

Developing

Minimally Effective

Ineffective

As defined by the District of Columbia Public Schools.

HOW TO MAKE HIRING DECISIONS

Instructional leaders should put the following information into consideration when making a hiring decision

Teacher Education

Teacher Experience

Teacher Mobility – Teacher assignment

Teacher Certification

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