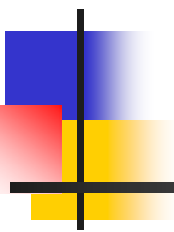


Recruiting and Retaining Good Teachers for Hard-to-Staff, Low-Performing Schools

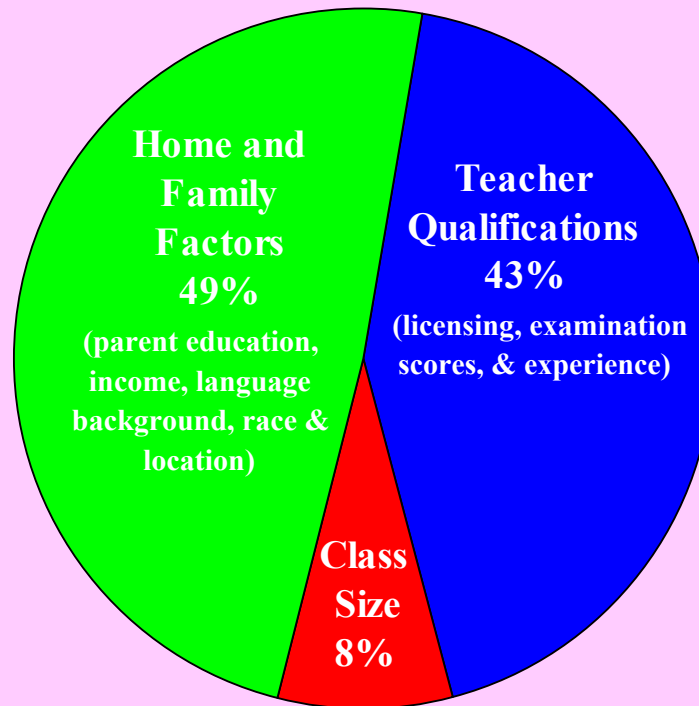


Barnett Berry
Campaign for Fiscal
Equity

June 14, 2005

Influence of Teacher Qualifications on Student Achievement

Gains in Math Achievement from 3rd to 5th Grade Due to:

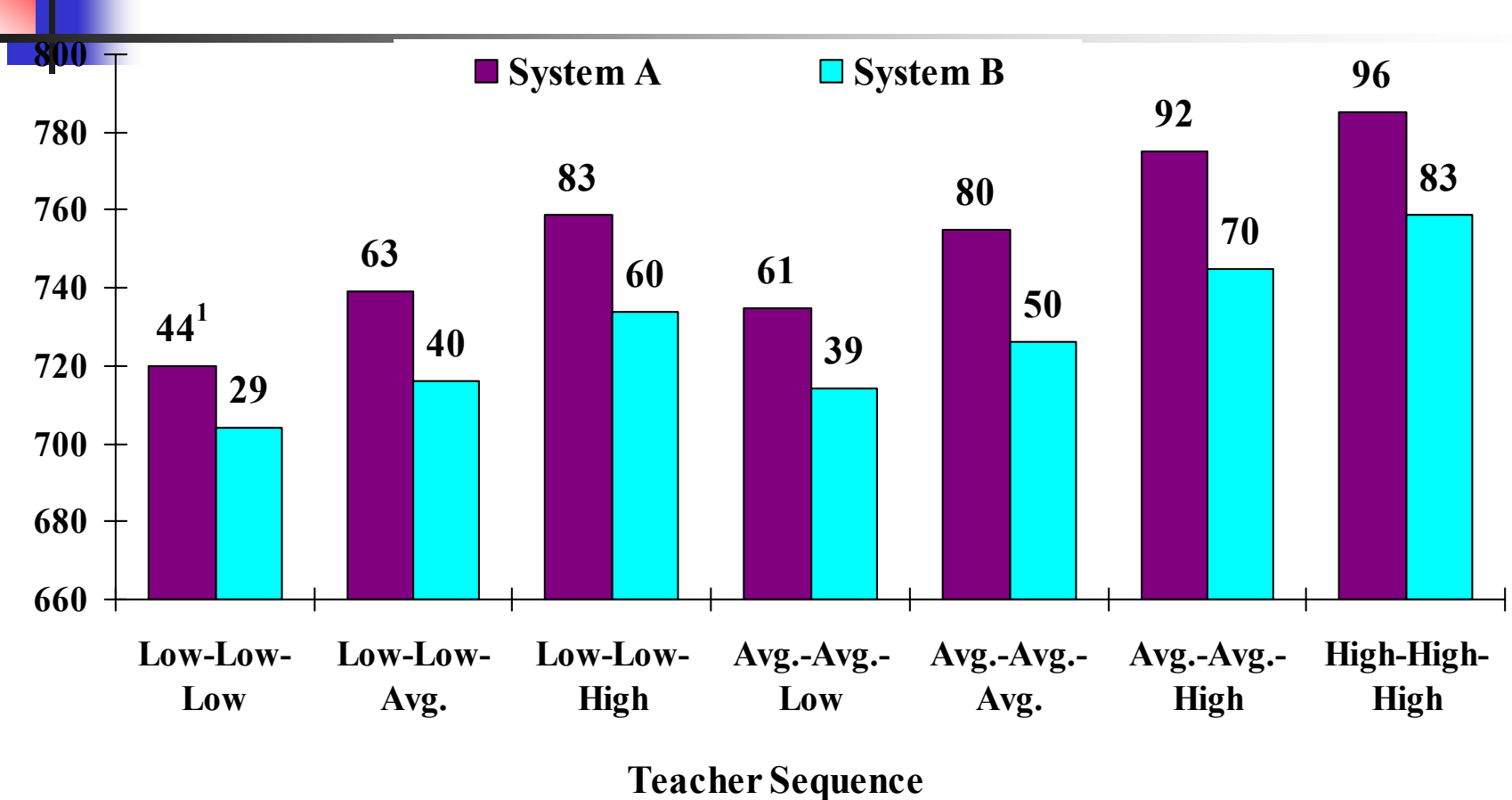


Developed from data presented in Ronald F. Ferguson, Paying for Public Education: New Evidence of How and Why Money Matters, *Harvard Journal on Legislation*. 28 (Summer 1991): pp. 465-498.

National Commission on Teaching & America's Future, *Doing What Matters Most*, 1997.

Cumulative Effects of Teacher Effectiveness

Student test scores (5th grade math) by effectiveness level of teachers over a three-year period, for two metropolitan school systems



¹Denotes the corresponding percentile (CIB/McGraw-Hill, 1990, pp. 104-115).



The Teaching Gap & the Achievement Gap

- **Under-qualified teachers:**
 - teach more than 2 million U.S. students. There are 5 times more likely to be in high-minority schools
 - Have much higher attrition rates (70% are gone within 3 years) creating a parade of unskilled novices in high-minority schools
- **Students taught by underqualified teachers have significantly lower achievement in reading and mathematics**



National Board for Professional Teaching Standards

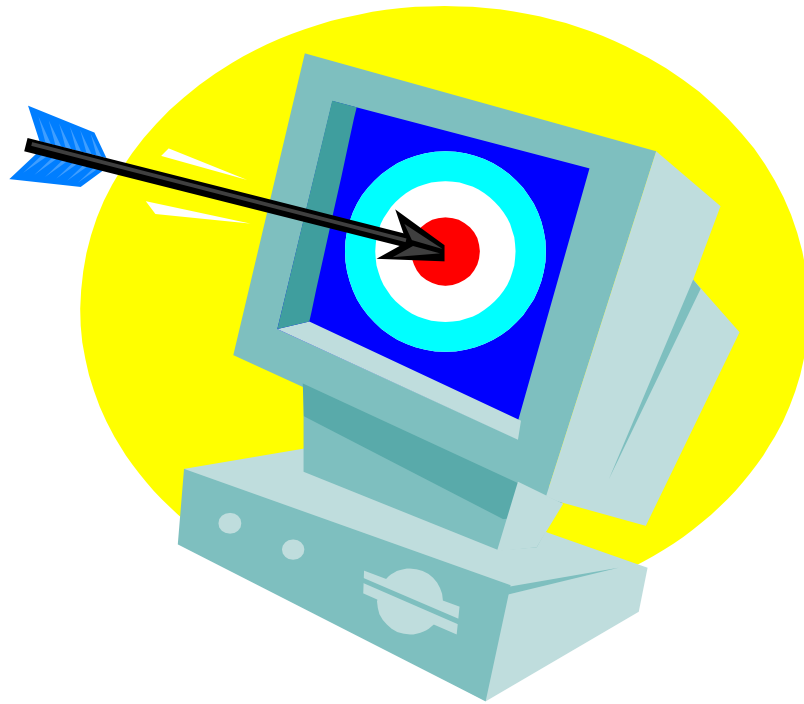
- Similar to board certification process in other professions
- Performance assessment of content and teaching skills (different grades and subjects)
- Costs of \$2300
- 300-400 hours for portfolio & day-long test
- A number of states & districts now have incentives for teacher to sit for & earn NBC



National Board Certified Teachers: What They Know and Can Do

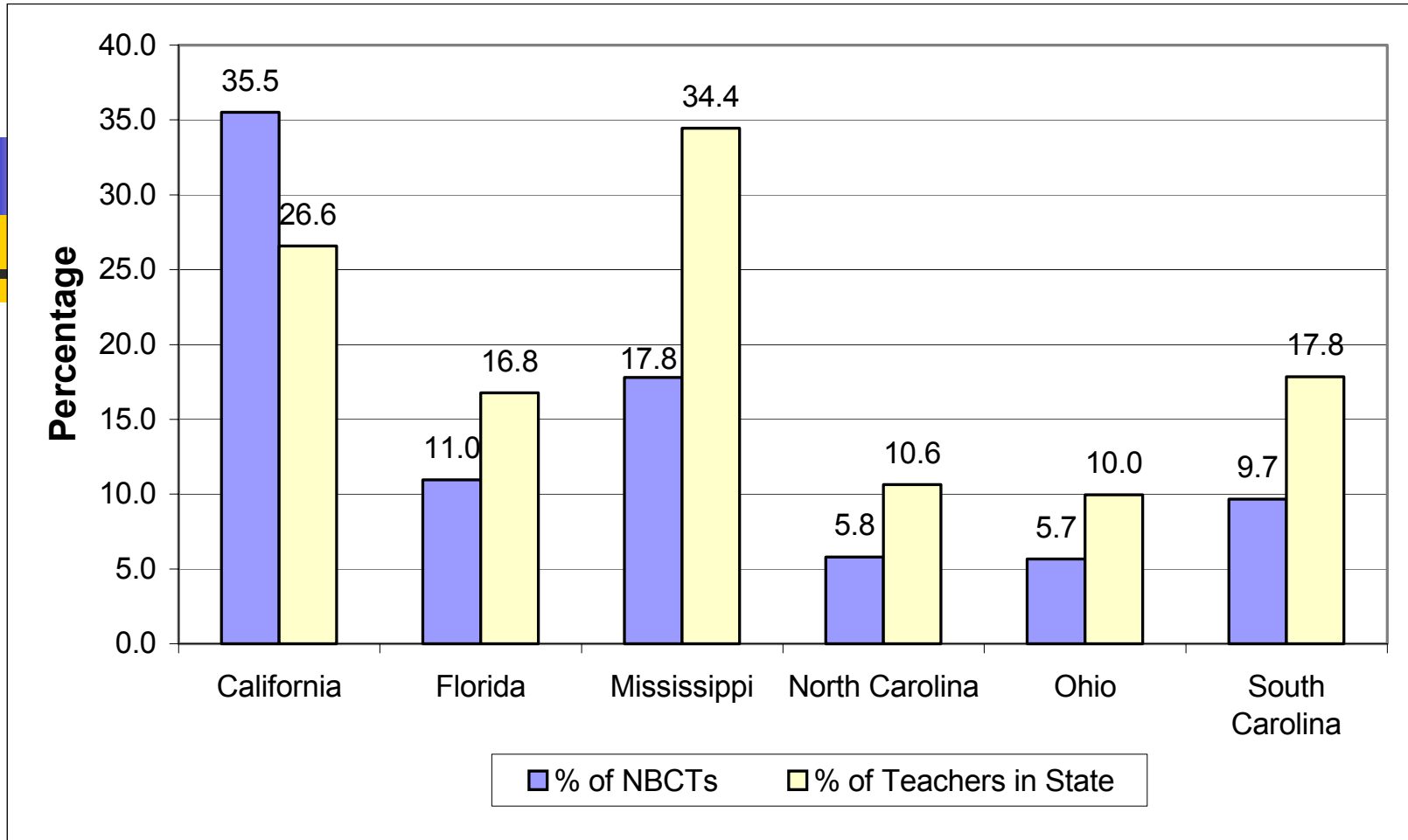
- Assess own teaching (video)
- Analyze lessons and know why students do or do not learn
- Know how to adjust lessons based on data and evidence
- Commitment to children, families and communities

Three Studies Now Show That National Board Certified Teachers Increase Student Achievement

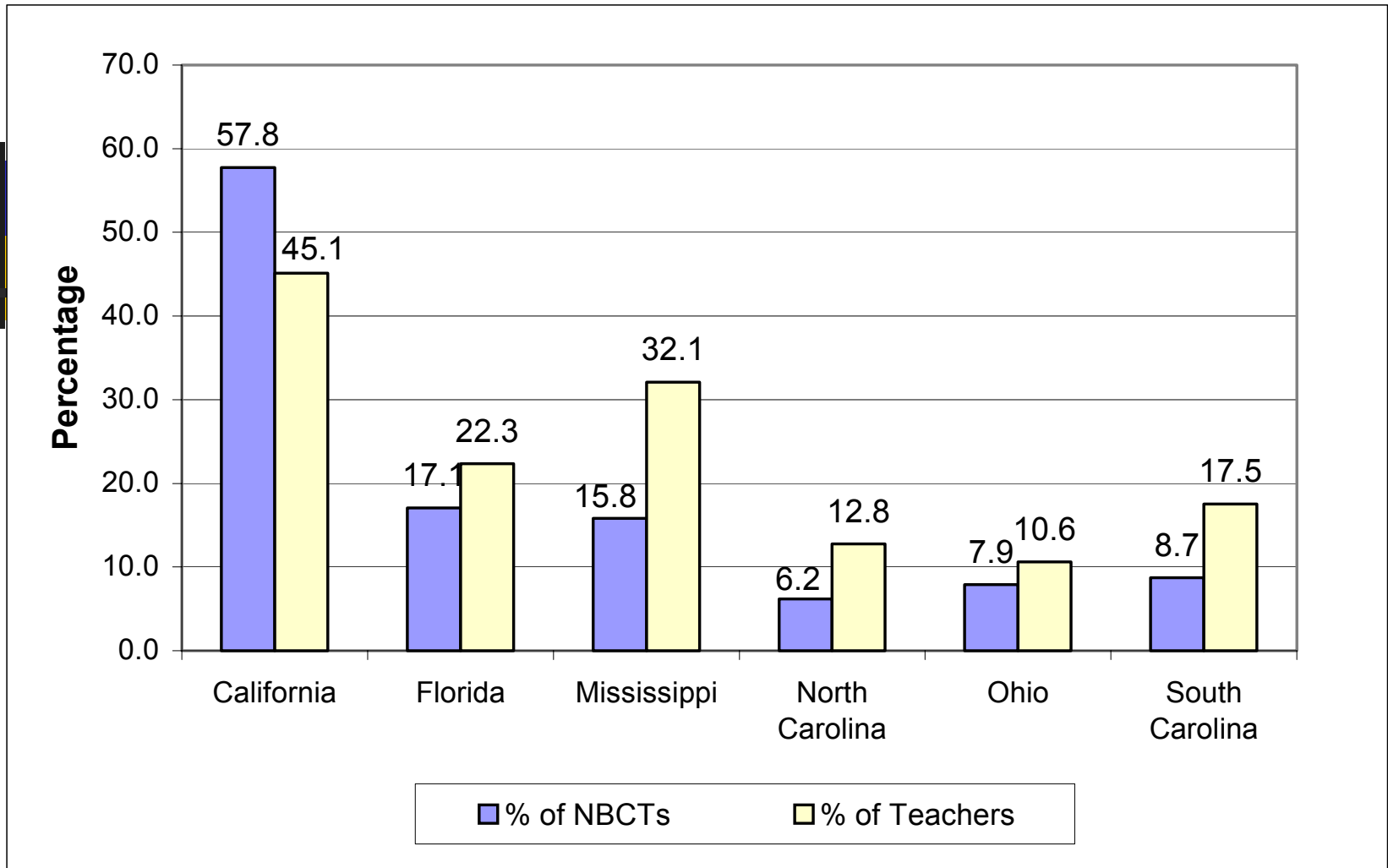


- **Cavalluzzo, L. (2004).**
 - Miami-Dade data
- **Goldhaber, D., & Anthony, E. (2004).**
 - North Carolina data
- **Vandervoort, L.G., Amrein-Beardsley, A., and Berliner, D (2004).**
 - Arizona data

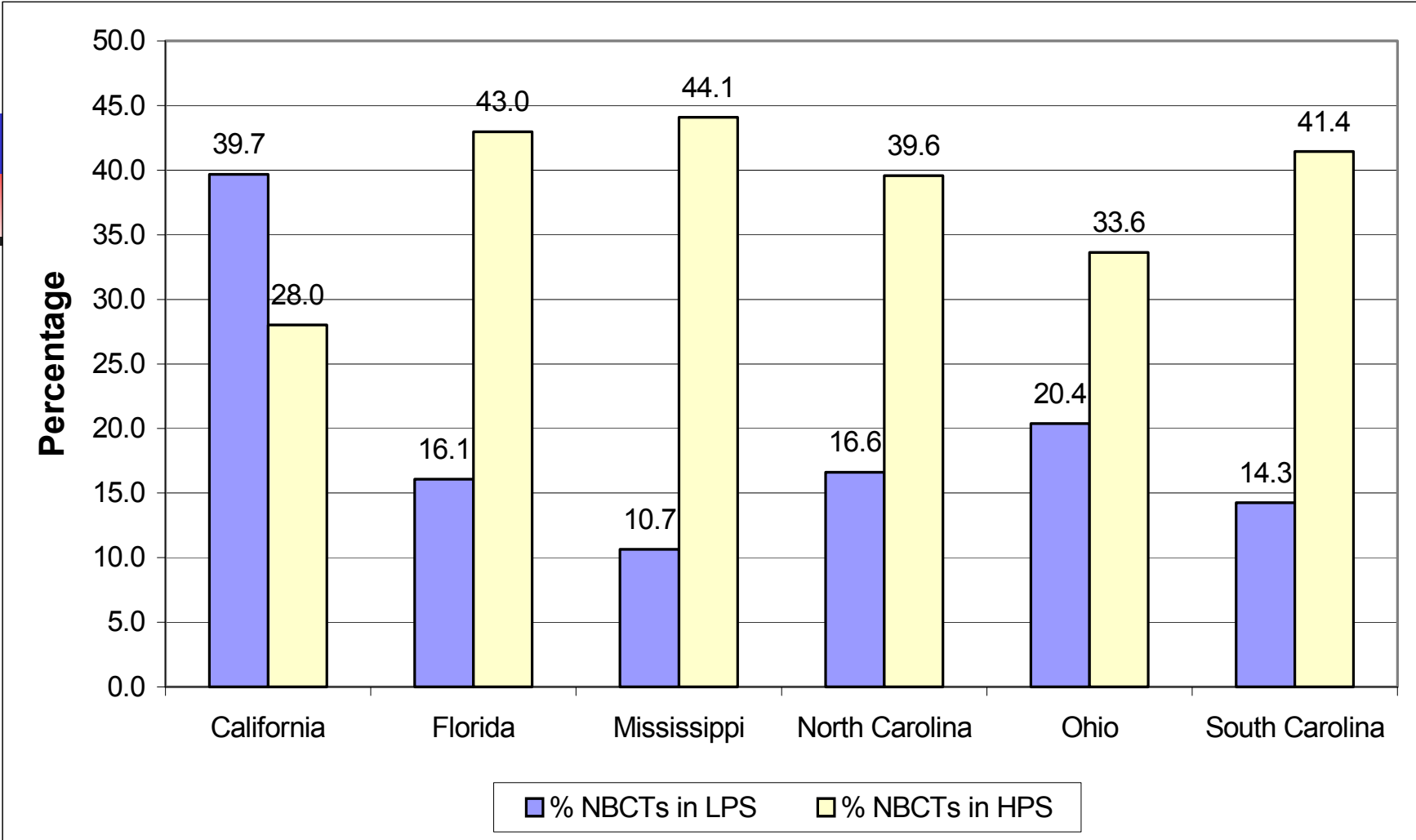
NBCTs Do Not Teach in High Poverty Schools (except in California)



NBCTs Do Not Teach in High Minority Schools (except in California)



NBCTs Do Not Teach in Low-Performing Schools (except in California)





LA NBCTs Do Not Teach in the Lowest Performing Sub-District

District	% of LA NBCTs	% of LPS	% of “API 1” Schools
A	10.8	26.1	4.3
B	12.3	51.5	14.7
D	12.4	18.4	5.3
I	3.4	82.2	57.8



The Evidence

- Limited, but compelling, research on recruiting and retaining teachers in hard-to-staff schools
- National study of the impact of National Board Certified Teachers in low-performing schools
- Voices from the Teacher Leaders Network



Accomplished Teachers

1. Do not work for weak principals.
2. Do not teach where they cannot apply their teaching expertise.
3. Want to teach with “kindred” spirits.
4. Need right resources & smaller “case” loads.
5. Need incentives.



NBCTs (and other accomplished teachers)

6. Need school & district leadership to understand & embrace the NB process.
7. Need to use NB process to drive professional development.
8. May know how to teach but may not choose to lead.
9. May want to lead but lack leadership skills.
10. Need P.D. in collaboration, and cultural competence.

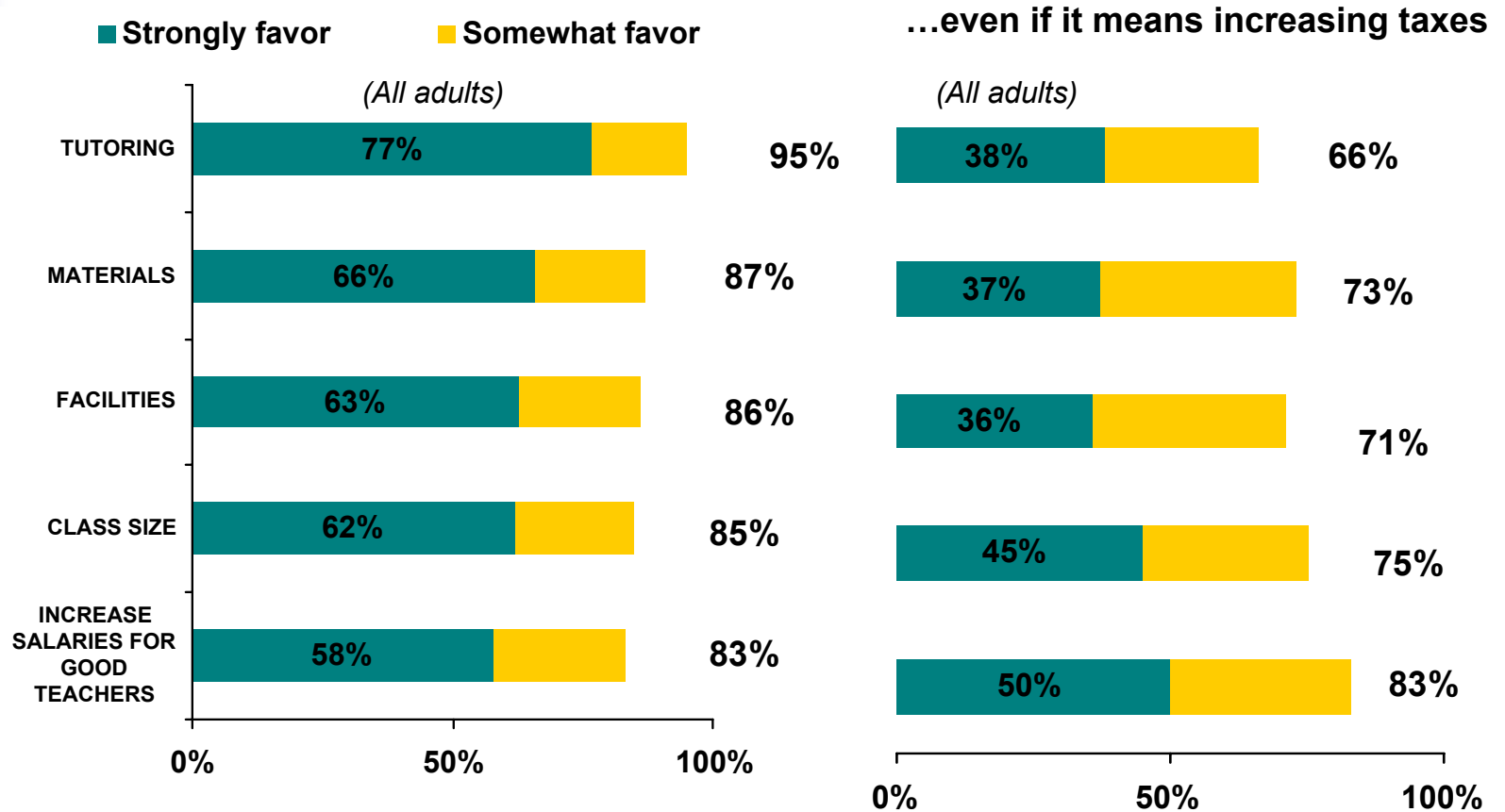


What Needs To Be Done

- Comprehensive set of solutions - no silver bullet
- New dollars and reallocation of existing ones
- Different strategies for urban and rural schools
- Using data to engage the public
 - Consider if enough of the public want to invest in the teachers who teach other people's children

Spend Money to Fix Education

Source: Hart and Teeter. (2002). *A national priority: Americans speak on teacher quality.*
Educational Testing Service.





The Solution Set

- Incentives for school-university partnerships to prepare teachers specially for urban and rural schools
- Scholarships for teachers to prepare for and teach in LPS for 5 years or more
 - Teaching assistants
 - Adults in community
 - Mid-career switchers



The Solution Set

- Incentives to bring cadres of NBCTs to LPS
- Incentives to cultivate NBCTs in LPS
- New administrator-union contract around tenure and mobility
- Pay teachers more and differently
- Improve working conditions
 - Professional development, time, leadership, empowerment, and facilities and resources are all keys to student achievement and teacher retention



976 Martin Luther King, Jr. Blvd., Ste. 250
Chapel Hill, North Carolina 27514
(919) 951-0200

SECTQ - www.teachingquality.org

TLN - www.teacherleaders.org