



The Challenges of Realizing Educational Equity Across States: Recruiting and Retaining High-Quality Teachers

Presented by Dr. Archie E. Hill

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Objectives

By the end of this presentation, you will have a better understanding of

1. The structural impediments to educational equity
2. The challenges of recruiting and retaining high-quality teachers in rural and high-poverty districts
3. The strategies used to overcome the challenges of recruiting and retaining high-quality teachers in rural and high-poverty districts

Goal

The goal of this presentation is to develop a set of strategies and resources to overcome the impediments to educational equity.



The Challenges of Realizing Educational Equity

What hinders educational equity or prevents educational equity from occurring?

- The economic and political conditions of various social groups

(Fiel, 2013; Max & Glazerman, 2014; Williams, 2003)

- Rural and low-income students are taught by a higher proportion of ineffective teachers.

(Max & Glazerman, 2014; Williams, 2003)

Impediments to Educational Equity

Impediments to educational equity are structurally ingrained in the culture of the states.

- State Laws/Legislature
- Attitudes
- Maintaining the Status Quo
- Education Funding Formula



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Addressing Impediments to Educational Equity

Brown v. Board of Education

- “Where a State has undertaken to provide an opportunity for an education in its public schools, such an opportunity is a right which must be made available to all on equal terms.”
- “We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place.”

Brown v. Board of Educ., 347 U.S. 483 (1954)

Addressing Impediments to Educational Equity

Elementary and Secondary Education Act of 1965

- “[P]rovide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”

Elementary and Secondary Education Act, 20 U.S.C. § 1001 (2015)

Every Student Success Act (ESSA) of 2015

- “Provide low-income and minority students greater access to effective teachers.”

Every Students Succeeds Act of 2015

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The Challenges of Recruiting and Retaining High-Quality Teachers

Recruiting, and retaining high-quality teachers in rural and high-poverty districts is a challenge for all states.

- Consolidated State Plans: What guides states in implementing plans for educational equity?



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Consolidated State Plans: What guides states in implementing plans for educational equity?

- ESSA
- Federal Grant Programs*
- LEA Comprehensive Needs Assessment**
- LEA's Consolidated Plan
- Compliance Monitoring
- State Legislative Initiatives/Priorities

(U.S. Department of Education, 2017a, 2017b)

*Rural and Low-Income School (RLIS) program and the Small, Rural School Achievement (SRSA) program
** A Comprehensive Needs Assessment includes a Gap Analysis to determine the disparities in the teaching force across the state (p. 37).

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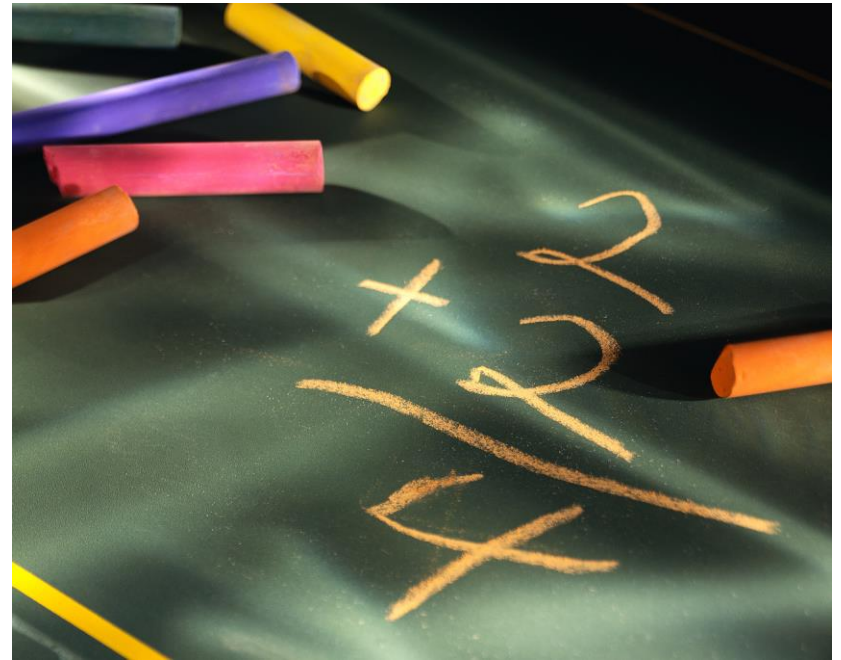
Impediments to recruiting and retaining high-quality teachers in rural and high-poverty districts:

- Salary
- Housing
- Isolation
- Incentives for experienced and effective teachers

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Salary

- Teacher pay is low in high-minority and rural districts because these districts have less money to pay them. Hence, less affluent districts struggle with teacher equity.



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Housing

- Housing is deficient in rural districts; people often drive 35-40 miles to teach.



The Challenges of Recruiting and Retaining High-Quality Teachers

Isolation (Quality of Life)

- More young teachers desire to live in urban or suburban areas due to “quality of life” considerations.



The Challenges of Recruiting and Retaining High-Quality Teachers

- Strategies and Resources
- Additional Resources
- Innovations



Strategies and Resources used to Recruit and Retain High-Quality Teachers

Strategies and Resources

Strategies and Resources used to Recruit and Retain High-Quality Teachers

Salary

- Increase teacher pay in rural and high-minority schools.
- Rethink how we allocate salaries.
- Elicit a constructive political response to the problem.
- Provide incentives for high-quality teachers to teach there (National Board for Professional Teaching Standards).

Strategies and Resources used to Recruit and Retain High-Quality Teachers

Housing

- Provide housing incentives to recruit teachers to rural areas and high-minority districts.
- Create teacher villages.

Strategies and Resources used to Recruit and Retain High-Quality Teachers

Isolation

- Develop ways to make rural teaching exciting and enticing.
- Invest in teachers who want to live in rural areas.
- Recruit high school students that want to teach in rural and high-minority schools.
- Develop locally grown talent.



Strategies and Resources used to Recruit and Retain High-Quality Teachers

Additional Resources

Strategies and Resources used to Recruit and Retain High-Quality Teachers



Additional resources

- Provide additional funds to ensure that schools have enough staff to support their students' academic and emotional needs.
- Produce and require meaningful professional development (e.g., diversity training).
- Develop teacher mentors.

Strategies and Resources used to Recruit and Retain High-Quality Teachers

Additional resources, cont.

- Recruit teachers of color.
- Provide funds to increase scholarships, fellowships, and teacher residency programs.
- Ask the Southeast Comprehension Center for assistance in recruiting more minority teachers.
- Ask Regional Educational Laboratory Southeast for assistance in recruiting more minority teachers.

Strategies and Resources used to Recruit and Retain High-Quality Teachers

Strategic Innovations

Strategies and Resources used to Recruit and Retain High-Quality Teachers

Strategic innovations

- Community Schools
- “Call Me Mister” Initiative (Clemson University)
- Differentiated resources
- The teacher residency model

The Challenges of Realizing Educational Equity

Discussion

- Develop a set of strategies and resources for states.



The Challenges of Realizing Educational Equity

References

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