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Washington State Equity Plan:

Ensuring Equitable Access to Excellent Educators

2015

Authorizing legislation: Elementary and Secondary Education Act (ESEA) - Section 1111 (b)(8)(C)

Title II, Part A at OSPI

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Introduction

The Washington Office of Superintendent of Public Instruction (OSPI) has created an Equity Plan to improve the equitable access of all students to excellent educators within Washington. The Equity Plan is submitted to the U.S. Department of Education in fulfillment of the requirement in the Elementary and Secondary Education Act (ESEA), Section 1111(b)(8)(C) which specifies that each state must ensure “that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers.”¹ Washington is committed to improving student outcomes and closing the opportunity gap by ensuring that each student has access to effective instruction and strong leadership in their school.

In order to create this plan, OSPI convened a cross-departmental and multiple agency Equity Plan Leadership Team. The purpose of this design of the team was to meaningfully involve all of the relevant departments within the agency as well as collaborate with other agencies and create deep consensus and shared ownership for the implementation of the Equity Plan. The Office of Superintendent of Public Instruction also partnered with the Comprehensive Center at Education Northwest for research and data technical assistance

Equity Plan Leadership Team Membership	
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¹ U.S. Department of Education. Cover letter for State Plans to Ensure Equitable Access to Excellent Educators. Assistant Secretary Deborah Delisle. November 10, 2014

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The Equity Plan Leadership Team was facilitated by the Director of Title II, Part A and Special Programs using a consensus based decision making protocol. The team created the plan through the following process:

1. Identified relevant stakeholders and developed a focus group protocol to engage stakeholders in ensuring equitable access to excellent educators.
2. Developed an Educator Working Conditions Survey to identify which working conditions affect teacher and principal distribution and retention.
3. Reviewed data from the Highly Qualified Tool, the S275 Personnel Database and the School Report Card in order to identify equity gaps.
4. Conducted root-cause analyses based on data to identify the systemic challenges that affect equity gaps in Washington and targeted strategies to close these gaps.
5. Reviewed stakeholder root-cause analysis and proposed strategies to identify areas where there was consensus.
6. Set measurable targets and created a plan for measuring and reporting progress and continuously improving this plan.

Current Policy Landscape in Washington

The Office of Superintendent of Public Instruction began the Equity Plan process by reviewing existing policies and current initiatives. Specifically, we reviewed:

- Status of basic education funding case, *McCleary V. State of Washington* and progress of the Legislature in complying with the Washington Supreme Court.
- Status and implications of Initiative 1351-An act relating to lowering class sizes and increasing school staff to provide all students the opportunity for a quality education.
- Teacher and Principal Evaluation Program (TPEP) requirements.
- Policies and initiatives focused on Washington’s institutions of higher education (IHE) and other providers that prepare teachers and principals through the Professional Educator’s Standards Board (PESB).
- Current certification, licensure standards and Title II, Part A requirements.

Status of Basic Education Funding-Compensation Identified as Significant Root Cause of Inequitable Access to Educators

Washington is currently in contempt of a court order by the Supreme Court to produce a complete plan to achieve full state funding of K–12 basic education funding without relying on the use of local funding. At the writing of this Equity Plan, the Washington Legislature was ordered into a second Special Legislative Session because a basic education funding plan has not been finalized in the budget.

In the *McCleary* decision², the Court required the state to fund House Bill 2776, which includes statewide full-day kindergarten; lower K–3 class size; materials, supplies and operating costs; and transportation. Additionally, the Court specified that the State fund the “prototypical school model” as defined in House Bill 2261, which increases the number of paraeducators, librarians, school nurses, guidance counselors, office and technology support, custodians and classified staff. House Bill 2261 also created the [Compensation Technical Working Group](#), which created a new salary allocation model that aligned educator development and certification with compensation. The Compensation Technical Working Group report³ contained the following recommendations.

Statutory Charge	Recommendation	Explanation
<i>RCW 28A.400.201(4)(c) “Include a comparison of salaries and other compensation to the appropriate labor market for at least the following subgroups of educators: Beginning teachers and types of educational staff associates.”</i>	1) Increase the Starting Salary for Teachers and Educational Staff Associates to \$48,687	The number one priority of the Compensation Technical Working Group (TWG) is to increase the starting salary of educators to attract a wider pool of the highest quality candidates. By using a comparative labor market analysis

² *McCleary, et ux., et al. v. State of Washington*, Case Number 84362-7 Washington Supreme Court. <http://www.courts.wa.gov/opinions/pdf/843627.opn.pdf>

³ Compensation Technical Working Group Final Report. Office of Superintendent of Public Instruction. June 2012. <http://www.k12.wa.us/Compensation/CompTechWorkGroupReport/CompTechWorkGroup.pdf>

		based on Bureau of Labor Statistics data, the starting wage for a beginning teacher and educational staff associate (ESA) with a Bachelor’s degree should be increased from \$33,401 to \$48,687. This would be an additional \$15,286 of state funding per beginning educator. Current salary compliance laws will ensure that every beginning teacher and ESA makes at least this amount.
<i>RCW 28A.400.201(3) “conduct or contract for a preliminary comparative labor market analysis of salaries and other compensation for school district employees to be conducted and shall include the results in any reports to the legislature.”</i>	2) Provide Fair Market Based Salary Allocations for all K–12 Staff.	The Compensation TWG also recommends that the non-school related experience for ESAs be recognized on the state salary allocation model and not be limited to two years as it is in current statute.
<i>RCW 28A.400.201(3) “conduct or contract for a preliminary comparative labor market analysis of salaries and other compensation for school district employees to be conducted and shall include the results in any reports to the legislature.”</i>	3) Maintain Comparable Wage Levels through an Annual Cost of Living Adjustment and Periodic Wage Analyses.	To ensure that the K–12 salary allocations keep pace with the wages of comparable occupations, the Compensation TWG recommends that the comparable wage analysis be conducted every four years and allocations be adjusted accordingly, if necessary. In the interim, state allocations should be adjusted annually with the Seattle-Tacoma-Bremerton Consumer Price Index as per the provisions of Initiative 732.
<i>RCW 28A.400.201(2) “recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system... (a) How to reduce the number of tiers within the existing salary allocation model”</i>	4) Align the Salary Allocation Model to the Career Continuum for Educators.	The recommended state salary allocation model is roughly structured according to the stages of the career continuum for educators, recognizing the movement from a residency certificate to a professional certificate and potentially to a National Board for Professional Teaching Standards (NBPTS) certificate. The certification process provides an objective

		<p>measure of teacher development against professional standards as outlined by the Professional Educator Standards Board (PESB) and the National Board for Professional Teaching Standards. The Compensation TWG emphasizes that the increasingly rigorous, performance-based certification process coupled with the movement to a robust, four-tiered evaluation system will ensure that Washington’s students are served by high-quality educators.</p> <p>The proposed state salary allocation model has 10 cells compared to the 119 cells in the current model, providing a more attractive career progression to recruit and retain educators in the profession.</p>
<p><i>RCW 28A.400.201(2) “recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system.”</i></p>	<p>5) Invest in 10 Days of Professional Development Time.</p>	<p>The state certification and evaluation system expects educators to grow professionally. However, the state only funds 180 days of instruction. The 180 school day calendar is focused on student’s academic development and does not provide time for educator-focused development. Current practice often involves taking school time away from students, through early release days or late arrival days, in order to provide time for educator professional development. The Compensation TWG recommends that the state include ten professional development days for certificated instructional staff in the definition of basic education. The Compensation TWG recognizes that certain classified positions may also require additional funding for targeted professional</p>

		development, but further work is necessary before development of a recommendation for non-certificated instructional staff positions.
<i>RCW 28A.400.201(2) “the technical working group shall make recommendations on the following: (d) The role of and types of bonuses available”</i>	6) Allocate Mentors and Instructional Coaches in the Basic Education Funding Formula.	Many of the necessary roles and responsibilities required in a successful school are currently being provided, in part, through local funds. The Compensation TWG asserts that the roles of mentor teacher and instructional coach are essential activities for providing a basic education program and a state-funded obligation. The group recommends that funding for mentor teachers be provided as a needs-based allocation and instructional coaches be funded as a prototypical job category through the basic education funding formula.
<i>RCW 28A.400.201(1) “continuing to attract and retain the highest quality educators will require increased investments.”</i>	7) Provide Appropriate Staffing Levels and Increased Program Support for Basic Education	Working conditions and workload play a significant role in the attraction and retention of staff. The Compensation TWG maintains that sufficiently funded staffing levels and increased program support for struggling students will improve learning opportunities for students and also lead to higher retention of educators. The group proposes that their compensation recommendations occur in tandem with the statutory requirements in SHB 2776 and the basic education funding recommendations proposed by the Quality Education Council (QEC).
<i>RCW 28A.400.201(2) “(b) How to account for labor market adjustments; (c) How to account for different geographic regions of the state where districts may</i>	8) Amply Fund State Basic Education Salary Allocations and Limit Locally Funded Salary Enhancements to No More than 10% of the State Allocation	The state is responsible for fully funding the salaries of staff performing basic education activities. The Compensation TWG affirms that average comparable

<p><i>encounter difficulty recruiting and retaining teachers”</i></p>		<p>wages are sufficient to recruit and retain high-quality staff. However, the group acknowledges that local school districts may have unique circumstances that lead to difficulties recruiting and retaining staff. The group recommends that districts be allowed to provide locally funded salary enhancements for non-basic education functions. However, to address equity concerns, the locally funded expenditures for these salaries should be limited to 10% above the state allocation.</p>
<p><i>RCW 28A.400.201(2)(f) “including a recognition that staff on the existing salary allocation model would have the option to grandfather in permanently to the existing schedule.”</i></p>	<p>9) Ensure School Districts Receive the Same or Higher State Salary Allocations per State-Funded Employee</p>	<p>The Compensation TWG recommends that the legislature fully fund the recommendations immediately. At full implementation of the proposed salary allocations, no later than 2018, school districts will receive a higher state salary allocation for every employee and there will be no need for any individual to grandfather into the existing state allocation model. Until the new allocation model is fully funded, school districts should receive the higher allocation from either the old or new state salary allocation model for every state-funded employee. ⁴</p>

Superintendent Dorn’s Plan to Fully Fund Basic Education

Due to the lack of response by the Legislature to the Supreme Court order and Compensation Technical Working Group recommendations, Superintendent Dorn proposed a plan to fully fund basic education over six years by focusing on the following three policy areas:

1. **Funding:** The state must provide ample state funding for a general and uniform program of basic education in all schools.

⁴ Compensation Technical Working Group Report. Office of Superintendent of Public Instruction. 2012. <http://www.k12.wa.us/Compensation/CompTechWorkGroupReport/CompTechWorkGroup.pdf>

2. **Levies:** The state must no longer rely on local school levies to meet its obligation to fully fund basic education.
3. **Adequacy:** The state must fund any new education programs and initiatives they pass into law, rather than rely on local district funding. This is known as “do no harm.”

The plan specifies the following steps to phase in the plan:

1. Complete HB 2776 implementation. Affirm that the funding generated through HB 2776 is for allocation purposes only.
2. Reduce class size in grades 4–12. The Dorn plan recommends reducing class size to 24 in grades 4–6 and 27 in grades 7–12. I-1351 would require class size in those grades to be at 25.
3. Hire additional support staff. This includes increasing the number of librarians, school nurses, guidance counselors, office and technology support, custodians, and classified staff to keep students safe.
4. Fund more teachers and more classrooms. Thousands more teachers and classrooms will be necessary when class sizes are reduced.
5. Begin compensation reform—a necessary vehicle for levy reduction:
 - a. Fund classified and administrative staff at current district funding levels, but with state resources.
 - b. Initiate statewide collective bargaining for compensation, benefits, regional cost-of-living adjustments, and workday definition. During the transfer to the new system, the Legislature must restrict current bargaining, local levy bases and any possible new levies so that the state doesn’t incur larger obligations.
 - c. Provide K-12 health insurance through a statewide benefit program similar to state employees.
 - d. Provide teacher support by funding 10 Professional Development days and teacher mentors.
 - e. Redefine the meaning of supplemental contracts to ensure that local levies are not used for basic education/compensation.
6. Initiate levy reduction as the state proceeds to fund basic education costs currently covered by local levies. Complete levy reform consists of:
 - a. Clearly defining the appropriate uses of local levy funds, and
 - b. Redefining and limiting future growth of levies.
7. Require the Quality Education Council (QEC) – created by HB 2261 to direct the implementation of the prototypical school model – to create two new workgroups that will:
8. Design a better process to recruit and retain teachers, and
9. Monitor the evolving definition of “basic education.”

In order to accomplish the plan, Superintendent Dorn proposed the following structural changes to the Legislature:

Structural Changes – Superintendent Dorn’s Plan to Fully Fund Basic Education
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<p>Initiate Levy Reduction, as the state proceeds to fund basic education costs currently covered by local levies, and eliminate supplemental time, resources and incentives compensation (known as TRI):</p>	<ul style="list-style-type: none"> ▪ School districts would be prohibited from using local excess levies to fund materials, supplies and operating costs; student transportation; or staff salaries related to the program of basic education. ▪ Districts would be allowed to use levy funds to pay supplemental staff contracts and other costs related to student education enrichment programs that go beyond the basic education program provided by the state, such as extracurricular athletic activities, instruction unrelated to the mandatory state Essential Academic Learning - Requirements, early learning, and adult basic education. ▪ Starting immediately, growth of levies beyond current levels would be restricted. The maximum levy percentage would be reduced to a uniform level across all districts by 2021.
<p>Initiate Statewide Collective Bargaining for compensation, benefits, regional cost-of-living adjustments, and workday definition:</p>	<ul style="list-style-type: none"> ▪ The Superintendent of Public Instruction would represent school district employers in negotiating collective bargaining agreements for public school teachers and classified employees. ▪ Public school employees would be represented by two exclusive bargaining representatives. ▪ The scope of statewide bargaining would be limited to wages, workday definition, and fringe benefits, and not include Time, Responsibility, and Incentive — known as TRI. ▪ School district management rights would not be subject to bargaining. ▪ School employees will retain the right to organize locally and collectively bargain other terms and conditions of

	<p>employment with each school district employer, for supplemental contracts regarding compensation for education enrichment services and activities that go beyond the state’s program of basic education.</p> <ul style="list-style-type: none"> ▪ Collective bargaining agreements between school districts and their employees that are in effect today would remain in effect until they expire.
<p>Review and Address Short and Long Term Statewide System Capacity Issues related to the expansion of full-day kindergarten and class-size reduction, including the availability of appropriate classrooms:</p>	<ul style="list-style-type: none"> ▪ To offer statewide full-day kindergarten and to reduce K–3 class sizes, an additional 5,700 classrooms are needed, costing about \$2 billion. The Senate made progress toward this requirement. ▪ In its January 2014 order, the Court wrote that “the state must account for the actual cost to schools of providing (additional capital expenditures).”
<p>Require the Non-Partisan Quality Education Council to Create Two New Workgroups that will:</p>	<ul style="list-style-type: none"> ▪ Design a better process to recruit and retain teachers and ▪ Annually study and report on the state’s evolving program of basic education and the financing necessary to support the program.

Excellent Educator Definition

The Office of Superintendent of Public Instruction utilized the three educator characteristics of inexperience, unqualified, and out-of-field to complete the initial data analysis of student access rates (see Equity Gap Data Analysis). In addition to analyzing access rates to inexperienced, unqualified and out-of-field teachers, by student of color and students in poverty, OSPI also analyzed the access rates of students receiving Special Education and English Language services. A more detailed methodology is in the Appendix F: Methodology, business rules and data components used in implementation of the Washington State Equity Plan.

The Equity Plan Leadership Team created definitions of an “excellent educator” for both teachers and principals to first be used in the 2015–16 school year and subsequent updates to the Equity Plan. Given the relatively short timeline for completing the Equity Plan and the limitations on many of the data sources used to measure the components outlined in the definitions, the team chose the later date for analysis. The 2015–16 school year will be the first year in which OSPI anticipates having full sub-criteria

data on all teachers and principals from the Teacher and Principal Evaluation Program reported at the state level.

An “excellent” teacher will demonstrate the following five characteristics:

1. Deep Content Knowledge:

- Demonstrates subject matter knowledge and teaching skill in each core academic subject assigned to teach.

Content Knowledge Requirements-Highly Qualified (HQ)	
<p>Elementary Teachers: Applies to Grades K–5/6. Teachers meet HQ through one pathway.</p>	<ul style="list-style-type: none"> • NES Elementary Education* • NES Early Childhood Education (P-3)*
<p>Secondary Teachers: Applies to middle and high school teachers. Teachers meet HQ through one pathway for each core academic subject area assigned to teach.</p>	<ul style="list-style-type: none"> • NES/WEST-E Subject Area Tests* • Washington Subject Area Endorsement • Academic Major • Graduate Degree • Coursework equivalent to a major (45 quarter credits or 30 semester credits) • National Board Certification

- As measured by Teacher Evaluation Criteria
 - Criteria 4 – Providing a clear and intentional focus on subject matter content and curriculum.

2. Professional Development:

- Engages in ongoing, job-embedded professional development demonstrating a commitment to improving teaching through ongoing professional learning.
- As measured by Teacher Evaluation Criteria – Level 3 Proficient or Level 4 Distinguished in:
 - Criteria 8-Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

3. Pedagogy:

- Demonstrates the ability to design and plan instruction for students with diverse learning styles and cultural backgrounds.
- Routinely using formative and summative assessments to monitor student learning and inform instructional practices and instruction.

- As measured by Teacher Evaluation Criteria – Level 3 Proficient or Level 4 Distinguished in:
 - Criteria 2 – Demonstrating effective teaching practices.
 - Criteria 3 – Recognizing individual student learning needs and developing strategies to address those needs.
 - Criteria 6 – Using multiple student data elements to modify instruction and improve student learning.

4. Disposition

- Creates an inclusive and safe learning environment where all students and their families feel welcome.
 - As measured by Teacher Evaluation Criteria- Level 3 Proficient or Level 4 Distinguished in:
 - Criteria 1 – Centering instruction on high expectations for student achievement.
 - Criteria 3 – Recognizing individual student learning needs and developing strategies to address those needs.
 - Criteria 5 – Fostering and managing a safe, positive learning environment.
 - Criteria 7 – Communicating and collaborating with parents and the school community.

The Equity Plan Leadership Team believed that in addition to the four components of the definition outlined above, that an ultimate measure of an “excellent educator” is one who can contribute to and create positive student outcomes. However, the team chose to postpone adding this component to the definition until the data are available.

5. Positive Student Outcomes:

- Increases student growth and positive student outcomes.

As measured by:

- Student Growth Percentiles (17–18 school year).
- Adequate student growth within the State Board of Education Achievement Index – (2018–19 school year).
- Graduation data and college and career readiness within the State Board of Education Achievement Index (2017–18 school year).
- As measured by Teacher Evaluation Criteria – Level 3 Proficient or Level 4 Distinguished in:
 - Criteria 3 – Recognizing individual student learning needs and develop strategies to address those needs.
 - Criteria 6 – Using multiple student data elements to modify instruction and improve student learning.
 - Criteria 8 – Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Additionally, the team created an “excellent” principal definition based on both the principal’s ability to be an instructional leader in relation to the teachers they supervise, support achieving positive student outcomes, managing the school, and leading with vision.

An “excellent” principal will support, enable, and create a school environment in which teachers are able to demonstrate how they meet the “excellent” teacher definition (1. Deep Content Knowledge, 2. Professional Development, 3. Deep Pedagogy, 4. Disposition, and 5. Positive Student Outcomes). Additionally, an “excellent” principal will demonstrate:

1. Positive Student Outcomes-Increases student growth and positive student outcomes

As measured by:

Principal Evaluation Criteria – Level 3 Proficient or Level 4 Distinguished in:

- Criteria 2 – Demonstrating a commitment to closing the achievement gap.
- Criteria 4 – Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.
- Criteria 6 – Monitoring, assisting and evaluating effective instruction and assessment practices.

2. Managing the School and Leading with Vision

As measured by:

Principal Evaluation Criteria – Level 3 Proficient or Level 4 Distinguished in:

- Criteria 1 – Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
- Criteria 7 – Managing both staff and fiscal resources to support student achievement and legal responsibilities.

Stakeholder Engagement and Feedback

In order to meaningfully engage with stakeholders and provide multiple opportunities for feedback, OSPI engaged in stakeholder meetings, conducted focus groups, and employed a working conditions survey. The stakeholders identified in the table below represent key components of the educational system and/or consumers of public education, with a particular focus on the both educators and communities of color. OSPI met with all of the stakeholder groups to present the Ensuring Equitable Access to Excellent Educators Initiative, explain the guidance and requirements of the Equity Plan and share the feedback options for the group to select to participate in.

The focus group protocol was developed to lead stakeholders through a review of the Equity Data Profiles, identify root causes of the unique equity gaps within Washington and collaborate on strategies targeted to the root causes. The focus group protocol was designed with simple step-by-step

instructions, templates for feedback, and a summary document in order to allow any group to facilitate the focus group on their own or to request facilitation by OSPI.

The Washington Educator Working Conditions Survey (see Appendix B) was modeled after North Carolina’s Teacher Working Conditions Survey (NCTWC) which was developed with the American Institutes of Research. The purpose of the survey was to gather input on working conditions in schools from teachers, educational staff associates, paraeducators, principals/assistant principals, district administrators and parents/guardians/community members. The survey was divided into five categories of questions, including: parent and community involvement, leadership, professional learning, classroom support and safety.

The Equity Plan Leadership reviewed the stakeholder feedback from the focus groups and the Washington Educator Working Conditions survey in order to determine congruence between identified root causes and consensus on proposed strategies to close equity gaps.

In order to create broad, representative and ongoing stakeholder engagement, the Equity Plan Leadership Team plans to share the final Equity Plan with the stakeholders and to engage in ongoing stakeholder coalition meetings during the implementation of the plan. Additionally, the Washington Educator Working Conditions Survey has been identified as a strategy that will be employed annually to inform policy decisions and implementation of the plan.

Stakeholder Organization	Stakeholder Meeting	Focus Group	Survey
<p>Alternative Routes to Certification Work Group The role of the work group is to discuss the future direction of the alternate routes to certification and provide guidance for future design strategies for alternate route programs.</p>			
<p>Association of Educational Service Districts (AESD) AESD Represents Washington’s Nine Educational Service Districts. ESDs were formed when individual County Superintendent of School offices were consolidated and reorganized to reduce duplication, equalize educational opportunities, and provide a more effective reporting and accountability system to the state legislature.</p>			
<p>Association of Washington State Principals (AWSP) AWSP is governed by a 27-member Board of Directors that includes the AWSP president, president-elect and past president; the component board presidents and officers; AWSP executive staff; and liaisons from other K-12 education agencies and associations. The board president rotates among elementary, middle and high school component boards. Board meetings are held quarterly around the state.</p>			
<p>Bilingual Educational Advisory Committee (BEAC) With the involvement of parents, educators, and community, BEAC is committed to addressing the unique needs of students from</p>			

<p>linguistically and culturally diverse backgrounds and to help them achieve the high content and performance standards expected of all students in Washington State. The program helps English Language Learners (ELLs) to become proficient in English and to meet state learning standards. Created in 1979, the program serves about eight percent (8%) of the state's student population.</p>			
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<p>Center for Strengthening the Teaching Profession (CSTEP) CSTP supports student achievement through a focus on teaching excellence. We don't believe good teaching happens by accident, but that high-quality teaching occurs when there is a strong system and a strong profession that supports teachers. CSTP is a unique, innovative and independent Washington state nonprofit organization that helps build a strong, supported and effective teaching force for Washington's students. Since 2003, we have and continue to promote state and local policies and practices to help thriving, professional educators positively impact student learning.</p>			
<p>Commission on African American Affairs The most important challenge facing the Black community today is the education of our children. Too many of our children drop out or are pushed out of school before earning a high school diploma. Black youth who stay in school have average test scores below those for White and Asian students. Black students who go on to two-year and four-year colleges and universities are less likely to graduate than those in other ethnic groups.</p>			
<p>Commission on Asian and Pacific American Affairs (APA) The mission of this commission is to improve the well-being of Asian Pacific Americans by ensuring their access to participation in the fields of government, business, education, and other areas. (Chapter 43.117 RCW). Over the past 40 years, the Commission on Asian Pacific American Affairs has engaged in advocacy, community education, and outreach, as well as interagency and community collaborations to improve the well-being of the APA communities.</p>			
<p>Commission on Hispanic Affairs The Washington State Commission on Hispanic Affairs (CHA) was created by a Governor's Executive Order and established in statute in 1971. As mandated by the state legislature, the Commission's functions are to improve public policy development and the delivery of government services to the Hispanic community.</p>			
<p>Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) The committee is charged by RCW 28A.300.136 to synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan and recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board and the State Board of Education. The statute requires OSPI to identify school districts that have the most significant achievement gaps among subgroups of students and for large numbers of those students, and districts that should receive priority for assistance in advancing cultural competency skills in their workforce.</p>			
<p>Office of Indian Education The Office of Native Education advocates for the academic success of all students. We create and promote strategies that integrate the teaching of Native American history, culture, language and government. Educators in Washington's schools look to our staff for leadership and technical assistance.</p>			

<p>Professional Educator Standards Board (PESB) The purpose of PESB is to establish policies and requirements for the preparation and certification of education professionals. The PESB also serves as an advisory body to the Superintendent of Public Instruction on issues related to educator recruitment, hiring, mentoring and support, professional growth, retention, evaluation, and revocation and suspension of licensure.</p>			
<p>Public School Employees Union (PSE) Public School Employees of Washington (PSE) is a labor union dedicated exclusively to representing classified educational support professionals in Washington State’s public education system. Our 26,000 members play a vital role in the operation of preschool, K-12 and universities throughout the state.</p>			
<p>State Board of Education (SBE) The mission of the State Board of Education is to lead the development of state policy for K-12 education, provide effective oversight of public schools, and advocate for student success.</p>			
<p>Teacher and Principal Evaluation Program Steering Committee (TPEP) The Teacher/Principal Evaluation Pilot was born out of Engrossed Second Substitute Senate Bill 6696 during the 2010 legislative session. The evaluation provisions in the bill were part of a larger reform effort made during Washington’s Race to the Top application. The bill created our pilot projection and moved the state from a two-tiered system of unsatisfactory to a four-tiered evaluation system. In addition to moving to a four-tiered system, the legislation created eight new criteria for teachers and principals to be evaluated upon, with common themes tying the criteria for teachers and principals together.</p>			
<p>The Washington Association of Colleges for Teacher Education (WACTE) The purpose of the Washington Association of Colleges for Teacher Education is to provide leadership on issues related to professional education, with primary focus on teacher education. This purpose is pursued through activities which: a) promote effective public policy regarding professional education, b) enhance and improve professional education programs at member institutions, and c) enhance the professional effectiveness of members.</p>			
<p>Washington Association of School Administrators (WASA) WASA’s membership includes more than 1,600 members and is open to all educational administrators in central office, building management, and educational agency positions. The Washington Association of School Administrators (WASA) is an organization for professional administrators that is committed to leadership.</p>			
<p>Washington Education Association (WEA) The mission of the Washington Education Association is to advance the professional interests of its members in order to make public education the best it can be for students, staff, and communities.</p>			

<p>Washington Partnerships for Action Voices for Empowerment (PAVE) PAVE, a parent organization, works to advance our mission by providing support, advocacy, training and informational resources to empower individuals with disabilities and their families. The impact we seek is to improve the quality of life and advocacy skills of families and individuals with disabilities. By serving parents/caregivers, families/relatives, individuals with disabilities and/or special needs and professionals in Washington State through a range of programs and services and internationally through STOMP, the Specialized Training of Military Parents.</p>			
<p>Washington State Parent Teacher Association (WA PTA) Founded in 1905, the Washington Congress of Parents and Teachers, better known as the Washington State PTA, is the largest volunteer organization in the state, with more than 138,000 members in more than 900 local units across the state. The WA PTA’s vision is that every child’s potential become a reality.</p>			
<p>Washington State School Directors Association (WSSDA) WSSDA is a trusted, respected advocate for public education and student achievement. Serving as a unified voice for local school leaders, we foster effective relationships with the Legislature, the governor’s office, the superintendent of public instruction, members of Congress, federal agencies and myriad educational organizations. WSSDA’s legislative reports and analyses are widely read and used throughout the education community.</p>			
<p>Washington Student Achievement Council (WSAC) Established as a cabinet-level state agency on July 1, 2012, the Washington Student Achievement Council provides strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment in Washington.</p>			

Summary of Stakeholder Focus Group Feedback

While the option to engage in a stakeholder focus group was provided to all identified stakeholders, only a few stakeholders engaged in this option. A summary of the stakeholder focus group feedback is provided below, with both root causes identified and proposed strategies to close equity gaps.

Organization	Root Causes Identified	Proposed Strategies
<p>Bilingual Education Advisory Committee (BEAC)</p>	<p>Disparity in tax base to fully fund instructional needs.</p>	<p>Current program is based on the “Robin Hood” strategy for school funding. Equalization of school funding needs to be state-wide.</p>

Organization	Root Causes Identified	Proposed Strategies
	In equitable funding at state level. This funding fails to provide relative support for our neediest students.	Fully funded education statewide. The McCleary legislation must be implemented!
	Pay differential. Highest minority schools have lowest paid teachers.	Increase stipends for teachers that teach in minority schools. Also increase stipends for highly qualified teachers in high poverty areas.
	Teachers not highly qualified in small towns and rural areas.	State should have more oversight to recruit qualified teachers! Check before hiring teachers to make sure they have all the necessary endorsements to teach successfully.
	Geography and rural areas wear more than one hat.	Incentive funding for teachers committing to teach in rural areas for at least five years. Legislate penalties for districts that have high percentage of multi-funded positions or staff assigned to more than two sites. Professional development for teachers to update their pedagogies for teaching in challenging demographic areas.
	Inadequate instrumental support for counseling and truancy.	Provide funding for counseling services and family support programs to increase student participation.
	High teacher absentee rates.	Wrap around services including preventative health care for teachers.

Organization	Root Causes Identified	Proposed Strategies
State Board of Education (SBE)	School leadership is a big factor in how a school is effective.	Good leadership makes for a good climate in a school. Provide professional development to administration on what an effective administrator is.
	Rural areas are more likely to have non-highly qualified and out-of-field teachers.	Create alternative pathways to certification.
Washington Association of School Administrators (WASA)	Men of color not represented in the teaching profession.	<p>The following would help increase men of color in the teaching profession:</p> <ul style="list-style-type: none"> • Scholarships. • Outreach Initiatives. • Federal loan forgiveness. • Instructional practices that considers all backgrounds.
	Gaps in highly qualified teacher assignments.	<p>The following would allow more teachers to become highly qualified:</p> <ul style="list-style-type: none"> • Use Title II funds to help teachers gain the needed endorsement to teach in the assigned areas. • Creative scheduling to allow for job imbedded training.

Organization	Root Causes Identified	Proposed Strategies
	Lack of dual language teaching candidates.	<p>The following would increase dual language teaching candidates:</p> <ul style="list-style-type: none"> • Incentives to teachers to become dual language certified. • Offer professional development on minimal ability to understand different languages.
Teachers United	Teachers leave the profession because they burn out from the pressures and stress of teaching in high-needs schools.	Create teacher leadership roles and expand mentor training for teachers.
	Teachers feel frustrated in their inability and the expectation to get students with significant years of learning deficits up to grade-level expectations in one year.	Change school improvement metrics to reward growth instead of punishing for expected low-achievement.
Washington Association of Colleges for Teacher Education (WACTE)	Pay scale not reflective for ELL and Special Education teachers.	Pay more and change evaluation models (differentiate salaries).
	Candidates do not have skills to teach in poverty and low performing schools.	Create better teacher mentoring programs with incentives for both the mentor and mentee.
	Rural area makes it hard to get good teachers for certain low performing schools.	Recruiting teachers from within the communities and using alternate routes for certification.
	Teachers are stretched too thin in smaller schools.	Create additional funding for paraeducators.

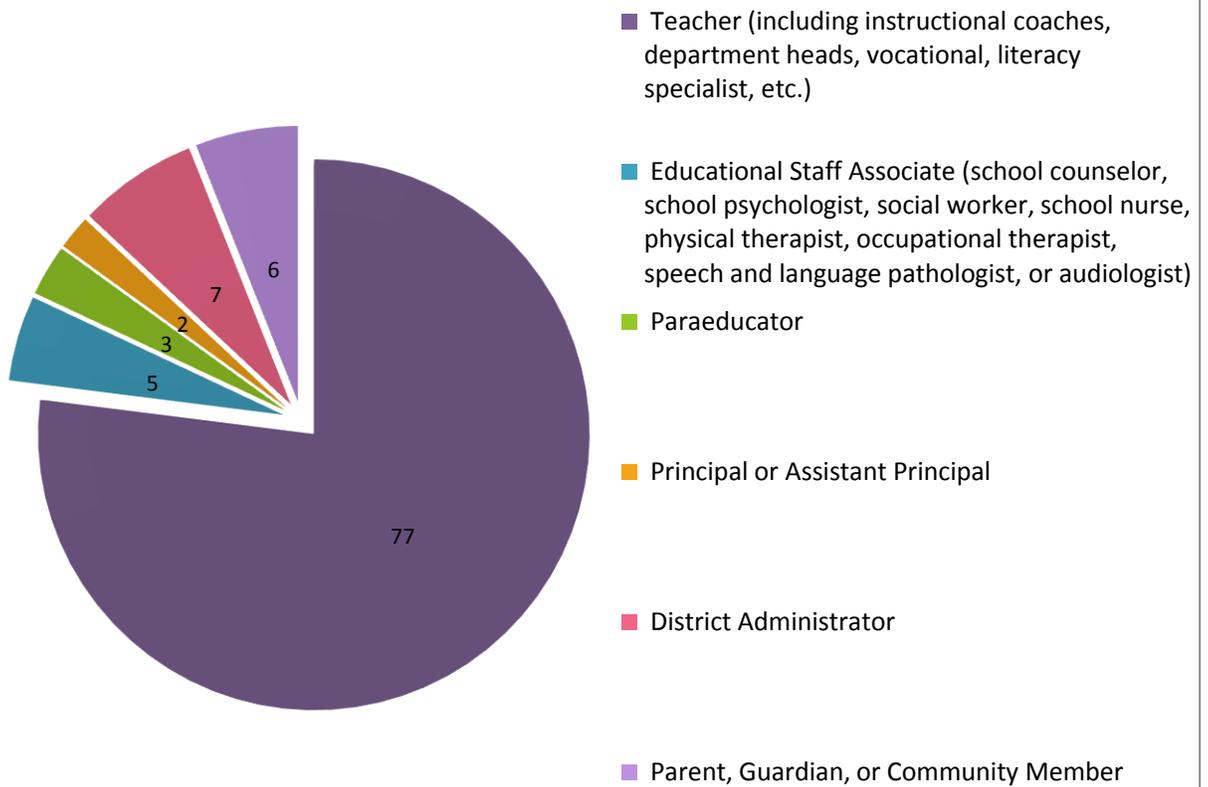
Summary of Washington Educator Working Conditions Survey Data

The Equity Plan Leadership Team identified that working conditions were one of the key root causes to equity gaps within Washington. However, there was no source of statewide data on working conditions so the team developed the Washington Educator Working Conditions Survey. The survey was replicated from the North Carolina Teacher Working Conditions (NCTWC) survey, with additional surveys developed for both school district administrators and parents/guardians and community members. The survey was distributed to teachers, principals/assistant principals, paraeducators, educational staff associates, school district administrators and parents/guardians and community members with the assistance of the stakeholder organizations identified in the previous table. The Equity Plan Leadership Team engaged in an initial analysis of the survey data and plan to continue to analyze the data to inform the implementation of the plan and to distribute the survey annually. Additional survey data is included in the appendix.

The survey questions were organized in five areas:

1. Parent and community involvement.
2. Leadership.
3. Professional learning.
4. Classroom support.
5. Safety.

Nearly 77 percent of the respondents were teachers, constituting the majority of the responses. Only 2.2percent of the respondents were principals, which concerned the Equity Plan Leadership team, as well as the relatively low levels of paraeducator and educational staff associate responses. Of 295 school districts within Washington, respondents from 263 districts participated in the survey.



Value	Percent	Count
Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)	77.4%	4,617
Educational Staff Associate (school counselor, school psychologist, social worker, school nurse, physical therapist, occupational therapist, speech and language pathologist, or audiologist)	5.2%	307
Paraeducator	2.9%	170
Principal or Assistant Principal	2.2%	130
District Administrator	6.6%	396
Parent, Guardian, or Community Member	5.8%	345
Total		5,965

Teachers and principals were both asked to respond to the question “which of the following best describes your immediate professional plans”. Below is a comparison of the teacher and principal responses:

Immediate Professional Plans:

Principals

Continue as a principal at my current school	77.3%
Continue as a principal in this district but leave this school	4.7%
Continue as a principal in this state but leave this district	5.5%
Leave the principalship for another administrative position or teaching position	6.3%
Leave the principalship for personal reasons (e.g. health, family, etc.)	1.6%
Retire from principalship	3.1%
Leave the principalship for another reason	1.6%
Teachers	
Continue teaching at my current school	75.5%
Continue teaching in this district but leave this school	5.0%
Continue teaching in this state but leave this district	6.2%
Continue working in education but pursue an administrative position	2.5%
Continue working in education but pursue a non-administrative position	2.8%
Leave education entirely	8.0%

The Equity Plan Leadership Team was pleased that majority of respondents indicated that they intended on staying within the profession. However, the team plans to further disaggregate the respondent data on those who intend to leave the profession, by demographics, geographic location and school district. Additionally, the team was concerned that for teachers the option of retirement from the profession was not offered as a question and may have affected the quality of the data. The team plans to review and revise the survey questions to ensure the responses options are accurate.

All respondents were asked which teaching conditions were the most important in promoting student learning. As indicated in the table below, the conditions were ranked differently by different respondents (1 – most important, 9 – least important).

	District Admin	ESA	Paraeducator	Parent/Community	Principal	Teacher
1	School Leadership	Safe Environment	Safe Environment	Instructional Practices & Support	Safe Environment	Safe Environment
2	Instructional Practices & Support	Instructional Practices & Support	Managing Student Conduct	Safe Environment	Instructional Practices & Support	Instructional Practices & Support
3	Safe Environment	Managing Student Conduct	Instructional Practices & Support	School Leadership	School Leadership	Managing Student Conduct
4	Teacher Leadership	School Leadership	School Leadership	Managing Student Conduct	Professional Development	Time
5	Managing Student Conduct	Time	Teacher Leadership	Facilities & Resources	Teacher Leadership	School Leadership
6	Professional Development	Facilities & Resources	Time	Teacher Leadership	Managing Student Conduct	Facilities & Resources
7	Facilities & Resources	Teacher Leadership	Facilities & Resources	Time	Time	Teacher Leadership
8	Time	Professional Development	Professional Development	Professional Development	Facilities & Resources	Professional Development
9	Community Support/Involvement					

An additional question was also asked of all respondents, to identify which teaching conditions they believe most affects a teacher’s willingness to continue teaching at a school.

	District Admin	ESA	Paraeducator	Parent/Community	Principal	Teacher
1	School Leadership	School Leadership	Safe Environment	School Leadership	Safe Environment	School Leadership
2	Safe Environment	Safe Environment	Managing Student Conduct	Safe Environment	School Leadership	Safe Environment
3	Managing Student Conduct	Managing Student Conduct	School Leadership	Time	Time	Managing Student Conduct
4	Instructional Practices & Support	Time				
5	Time	Time	Facilities & Resources	Managing Student Conduct	Managing Student Conduct	Instructional Practices & Support
6	Teacher Leadership	Teacher Leadership	Time	Teacher Leadership	Teacher Leadership	Teacher Leadership
7	Facilities & Resources	Facilities & Resources	Teacher Leadership	Facilities & Resources	Professional Development	Facilities & Resources
8	Professional Development	Professional Development	Professional Development	Professional Development	Facilities & Resources	Professional Development
9	Community Support/Involvement					

The Equity Plan Leadership Team reviewed these tables and noticed that many of the strategy areas they had identified as being crucial were also identified by the survey respondents. The team plans to do a more detailed analysis of the working conditions data in each category of the survey (Parent and community Involvement, Leadership, Professional Learning, Classroom Support, and Safety).

Review of Research

The Equity Plan Leadership team reviewed relevant research briefs prepared by Education Northwest on teacher working conditions; recruitment, induction and retention; and principal leadership. Additional research meta-analyses prepared by the Washington State Institute for Public Policy for the Compensation Technical Working Group on the effect of mentoring and induction programs; professional development; hard-to-fill schools and positions, and teacher turnover were also reviewed.

The national research confirmed the experiences and expertise of both the Equity Plan Leadership Team and the feedback received by stakeholder groups about the reasons and contributing factors to the inequitable access to teachers. Specifically, the issue of teacher turnover in schools with high percentages of students of color and students disrupts, “efforts to build a strong organizational culture, makes it difficult to develop and sustain coordinated instructional programs and makes it impossible to ensure that students in all classrooms have effective teachers.”⁵ However, the research suggests that while economics and teacher preferences may play a role in teacher decisions about where they chose to teach, an “alternative explanation is that teachers who leave high-poverty, high-minority schools are rejecting the dysfunctional contexts in which they work, rather than the students that they teach.”⁶ Both the Equity Plan Leadership Team and multiple stakeholder groups identified that improving teaching working conditions, providing targeted professional development and supports and strengthening the preparation of teachers would reduce teacher turnover. Indeed, the research confirmed that teachers choose to stay, “longer in schools that have a, “positive work context, independent of the schools’ student demographic characteristics” and remain “because of the school’s culture, the principal’s leadership, and the relationships among colleagues.”⁷

The role of leadership on the equitable access of educators was also reviewed, with research suggesting that the supportive context in which teachers work is a factor in which schools teachers stay in. Principals with strong leadership skills and the ability to create “relational trust” between “various role relationships within the school—including teachers with students, teachers with other teachers, teachers with parents, and teachers with their school principal” and “the degree of ‘relational trust’ in these day-to-day relationships is crucial” and has a “powerful impact that the quality of social exchanges on a school’s capacity to improve.”⁸ Research has indicated that “principals are central to school improvement and to teacher satisfaction,”⁹ with additional research focused further unpacking of the complexities of the working conditions in schools and their effect on teacher and principal retention and student achievement.

Equity Gap Data Analysis

The Equity Plan Leadership Team worked with a data team within the Office of Superintendent of Public Instruction to design the equity gap data analysis. The team was interested in creating a method of ranking and visually displaying equity gaps (access to inexperienced, unqualified and out-of-field

⁵ The Qualitative Factors that Affect Teacher Distribution. Northwest Comprehensive Center at Education Northwest. Basha Krasnoff. 2015. p. 2

⁶ Ibid, p. 2

⁷ Ibid, p. 3

⁸ Ibid, p. 4

⁹ Ibid, pg. 5

teachers) by disaggregated student categories (race/ethnicity, students in poverty and student receiving Special Education or English language learner services). The equity gap data analysis disaggregates the access rates of different student categories by the following units: state, educational service district, school district and school building.

Key Terms and Metrics

According to the U.S. Department of Education, an equity gap is the difference between the rate at which students from low-income families or students of color are educated by excellent educators and the rate at which other students are educated by excellent educators. As a counter category to excellent educators there are inexperienced, unqualified or out-of-field teachers (See Table 1 for definitions). States must at minimum address inexperienced, unqualified or out-of-field teachers to identify equity gaps by using school or student level data. The information including indices and methodology described here is applied to school year 2013–14 data to identify the equity gap(s).

Indices used to identify equity gaps are Teacher and Student categories. The Teacher category includes unqualified, inexperienced, and out-of-field teachers. The Student category includes five student groups used in our state for federal accountability: All Students (ALL), Free and Reduced Price Lunch status (FRL), Special Education Program (SPED), English Language Learner (ELL), and Minority (MNR; aggregated number of Race/Ethnicity subgroups excepting White). Race/Ethnicity is further broken down by subgroup (White, Hispanic/Latino, Asian, Black/African American, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, and Two or More Races). Table 8 shows abbreviation of Teacher and Student categories. The percent of Title I schools (for school level Boolean variable (Y or N) is used to indicate Title I building at each school) and geographic location (from 1: Urban, 2: Suburban, 3: Town and 4: Rural area; See Table 7) are used to identify trend(s) of equity gap’s occurrence with respect to these two indices.

To identify equity gaps, we compare the percent of each Student category to ALL students subgroup statewide (20 %) taught by each teacher category and look at these indices by state, educational service districts, school districts, and school level. Also, we compare these categories by percentage of Title I schools and geographic location to identify trend(s) of equity gaps occurrence.

Since head count of teachers and students are positively correlated to school size, these categories are weighted by the total number of teachers or the total number of students at each school. For instance, percent of inexperienced teachers = head count of inexperienced teachers/ total number of classroom teachers per school, and percent of FRL students = head count of FRL students/ total number of students per school. Table 1 below is a list of the Teacher category indices, with definitions and arithmetic formulas where applicable. Table 2 below is an example of head count and percent by teacher category.

Table 1: A List of Indices of Teacher Category with Definition and Arithmetic Formula

Definition	Arithmetic formula
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<p>Core Academic Classes*: Fourteen core academic classes defined by the Elementary and Secondary Education Act (ESEA): Mathematics, Science, History, Geography, Civics/Government, Elementary Curriculum, Economics, Foreign (World) Languages, Reading, English/Language Arts, Music, Visual Arts, Dance, and Theatre.</p>	<p>N/A</p>
<p>Classroom Teacher (CRT)*: Classroom Teacher data includes individuals serving in a role reported to the apportionment system (S-275) as assigned to a duty root. Duty root is the first two digits of the duty code to identify the duty category. In this case, our focus is the classroom teachers who assigned to teach students from kindergarten to 12 grade (K-12); teachers with a duty root of 31 (Elementary Teacher), 32 (Secondary Teacher) or 33 (Other Teacher). This data does not include duty root 63 (Contractor Teacher) or duty root 52 (Substitute Teacher).</p> <p>Head Count of Classroom Teacher: Head count of classroom teachers is a summation of highly qualified teacher (HQT) and not highly qualified teacher (NotHQT).</p>	<p>N/A</p>
<p>Highly Qualified Teacher (HQT)*: Highly Qualified Teacher data includes classroom teachers of core academic subjects who must meet the following three criteria:</p> <ol style="list-style-type: none"> 1. Hold at least a bachelor’s degree, and 2. Hold full state teacher certification, and have 3. Demonstrated knowledge of subject matter and skill in the area assigned to teach. <p>Head Count of Highly Qualified Teacher: Since highly qualified teachers must demonstrate knowledge of subject matter and skill in the area, the head count of highly qualified teacher is based on highly qualified core content area(s), not an individual teacher.</p>	<p>HQT % = $(\text{HQT}/\text{CRT}) * 100$</p>
<p>Not Highly Qualified Teacher (NotHQT): Not Highly Qualified Teachers are classroom teachers of core academic subjects who do not meet the three criteria above for HQT.</p> <p>Head Count of Not Highly Qualified Teacher: Head count of not highly qualified teacher is based on not highly qualified core content area(s) assigned to teach.</p>	<p>NotHQT % = $(\text{NotHQT}/\text{CRT}) * 100$</p>

* Reference: OSPI Report Card Glossary

Table 1: A List of Indices of Teacher Category with Definition and Arithmetic Formula (Cont’d)

Definition	Arithmetic formula
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<p>Inexperienced Teachers (INX): Inexperienced Teacher data includes classroom teachers who have less than or equal to five years teaching experience and classified as HQT or NotHQT.</p> <p>Head Count of Inexperienced Teachers: Since many classroom teachers teach at multiple schools, head count of Inexperienced teacher is a duplicated count (if any) of Inexperienced teachers at each school they are assigned to teach.</p>	<p>INX % = (INX/CRT) *100</p>
<p>Out-of-Field Teacher (OTF): An Out-of-Field Teacher is a teacher assigned to teach core academic classes but who is not properly endorsed in the subject(s).</p> <p>Head Count of Out-of-Field Teacher: The count of Out-of-Field Teacher is the number of classes taught by an out-of-field teacher.</p> <p>Denominator for calculating percent of Out-of-Field Teacher: Since the head count of Out-of-field teachers is based on number of classes which are taught by Out-of-field teachers, the denominator for calculating percent of Out-of-Field Teacher is the total number of core content classes scheduled at a school (TCS).</p>	<p>OTF % = (OTF/TCS) *100</p>

* Reference: OSPI Report Card Glossary

Table 2 Example of head count and percent of CRT, HQT, NotHQT, and OTF at School Z

Teacher Name	HQ Content Area: Grade Level	Not HQ Content Area: Grade Level	In Field Content Area: Grade Level –SecID*	Out-of-Field Content Area: Grade level – SecID*
Teacher A	Reading: K12 Music: K12	Math:4	Reading: 1 -Sec 1 Reading: 1 -Sec 2 Reading: 2 -Sec 1 Reading: 2 -Sec 2 Reading: 3 -Sec 1 Music: 9 -Sec 1 Music: 9 -Sec 2 Music: 10 -Sec 1 Music: 10 -Sec 2	Math: 4 -Sec 1 Math: 4 -Sec 2 Math: 4 -Sec 3
Teacher B	Science: 4-9 Math: 4-9	Math:12	Science: 4 -Sec 1 Science: 4 -Sec 2 Math: 8 -Sec 1	Math:12 -Sec 1 Math:12 -Sec 2 Math:12 -Sec 3
Teacher C	History: K-8	Geography: 10	History: 5 -Sec 1 History: 5 -Sec 2 History: 6 -Sec 1 History: 7 -Sec 1	Geography: 10 -Sec 1 Geography: 10 -Sec 2
Head Count (Numerator)	5	3	16	8
Total Count (Denominator)	Classroom Teacher (CRT) = 8		Core content classes scheduled (TCS)= 24	
Percent	$(\text{HQT}/\text{CRT}) * 100$ $= (5/8) * 100$	$(\text{NotHQT}/\text{CRT}) * 100$ $= (3/8) * 100$	N/A	$(\text{OTF}/\text{TCS}) * 100$ $= (4/24) * 100$

*SecID: Section ID used for identification of a unique occurrence of a class/staff/location. The section ID is intended to uniquely identify each class/period of students that occur (Reference: OSPI Comprehensive Education Data and Research System Data Manual)

The entire business rules for the Equity Gap Data Analysis are in Appendix F.

The extensive equity gap data analysis with disaggregated data by state, educational service district, school district and school is located in Appendix.

School Score Range by Teacher Categories

In order to visually identify equity gaps, the distribution of student access rates to unqualified (Not HQT), inexperienced (INX) and out-of-field (OTF) teachers was indexed. A summary of the index is provided below, with more details in Appendix F.

School Score	NotHQT		INX		OTF		Note
	Min	Max	Min	Max	Min	Max	
I	0	0	0	10.7	0	3.7	<p>Lower % of NotHQT, INX, or OTF at a school</p>  <p>Higher % of NotHQT, INX, or OTF at a school</p>
II	1.1	3.3	10.8	16.0	3.8	7.8	
III	3.4	5.2	16.1	21.1	7.9	11.4	
IV	5.3	8.7	21.2	28.3	11.5	17.0	
V	8.8	66.7	28.4	100.0	17.1	100.0	

There are several data trends in equitable access at a state level that give a context to the equity gaps within Washington. As indicated in table below, at the state level, both White and American Indian students have greater access to highly qualified teachers. This represents a positive disproportionality, in that these students in these subgroups have more access than other students to highly qualified teachers.

HQT					(Unit:%)
RankHQT	I (Low)	II	III	IV	V (High)
AvgPctHQT	86.2	93.2	95.8	97.4	100.0
Min	33.3	91.3	94.7	96.6	100.0
Max	91.2	94.7	96.6	98.9	100.0
ALL Student	19.5	20.1	19.7	19.2	21.6
FRL	20.7	20.1	19.7	18.4	21.1
ELL	20.1	22.8	21.0	17.4	18.7
SPED	20.2	19.4	20.0	18.3	22.2
MNR	20.5	21.0	19.9	19.7	18.8
White	18.8	19.4	19.5	18.8	23.5
Hisp	21.0	21.2	19.4	19.1	19.3
Asian	18.0	24.1	20.0	22.3	15.6
Black	21.9	20.6	22.4	19.2	15.9
Amln	26.0	15.7	15.1	15.6	27.7
Pcls	18.9	16.6	24.0	23.3	17.3
MRcs	19.7	19.5	20.2	19.5	21.2

However, looking at the state summary of access rates to not highly qualified teachers indicates that for the majority of student race/ethnic groups, ELL, SPED and students in poverty (FRL), there is little disproportionality. However, American Indian students are more likely to be a school with high numbers of unqualified teachers (note- this may be data reporting error, as the previous table indicates that they American Indian students have high access to highly qualified teachers).

State Summary: Student Access Rates to Unqualified (not Highly Qualified) Teachers

NotHQT

(Unit:%)

RankNotHQT	I (Low)	II	III	IV	V (High)
AvgPctNotHQT	0.0	2.6	4.2	6.8	13.8
Min	0.0	1.1	3.4	5.3	8.8
Max	0.0	3.4	5.3	8.8	66.7
ALL Student	21.6	19.2	19.9	20.0	19.3
FRL	21.1	18.4	19.9	20.1	20.6
ELL	18.7	17.4	21.0	22.8	20.0
SPED	22.2	18.3	20.2	19.4	20.0
MNR	18.8	19.7	20.2	21.0	20.3
White	23.5	18.8	19.7	19.4	18.6
Hisp	19.3	19.1	19.5	21.2	20.9
Asian	15.6	22.3	20.7	23.8	17.6
Black	15.9	19.2	22.8	20.3	21.8
Amln	27.7	15.6	15.2	15.7	25.9
Pcls	17.3	23.3	24.2	16.5	18.7
MRcs	21.2	19.5	20.5	19.4	19.5

However, student access rates to inexperienced teachers illustrate that at a state level, students in poverty, ELL students, and Hispanic, Asian, Black and Pacific Islander students are more likely to be in a school with inexperienced teachers (with less than five years of experience). At the state level, access rates to inexperienced teachers represents the largest equity gap.

State Summary: Student Access Rates to Inexperienced Teachers

INX		(Unit:%)				
RankINX	I (Low)	II	III	IV	V (High)	
AvgPctINX	6.4	13.4	18.5	24.3	37.2	
Min	0.0	10.8	16.1	21.2	28.6	
Max	10.8	16.0	21.1	28.3	100.0	
ALL Student	20	20	20	20	20	
FRL	18.0	18.5	19.9	20.6	23.1	
ELL	11.3	14.7	18.6	22.2	33.3	
SPED	21.2	20.0	19.9	19.8	19.2	
MNR	15.0	17.1	20.1	21.4	26.5	
White	24.0	22.0	20.6	18.9	14.5	
Hisp	14.5	17.6	19.1	21.2	27.7	
Asian	12.1	14.7	22.6	22.5	28.0	
Black	12.1	15.3	20.2	21.1	31.5	
Amln	27.1	16.3	15.2	20.0	21.5	
Pcls	11.8	16.8	20.4	23.9	27.1	
MRcs	19.6	19.6	21.3	20.9	18.7	

At the state level, student access rates to out-of-field teachers (teachers assigned to teach a class without the core content area expertise) appear to be relatively proportional among all student subgroups.

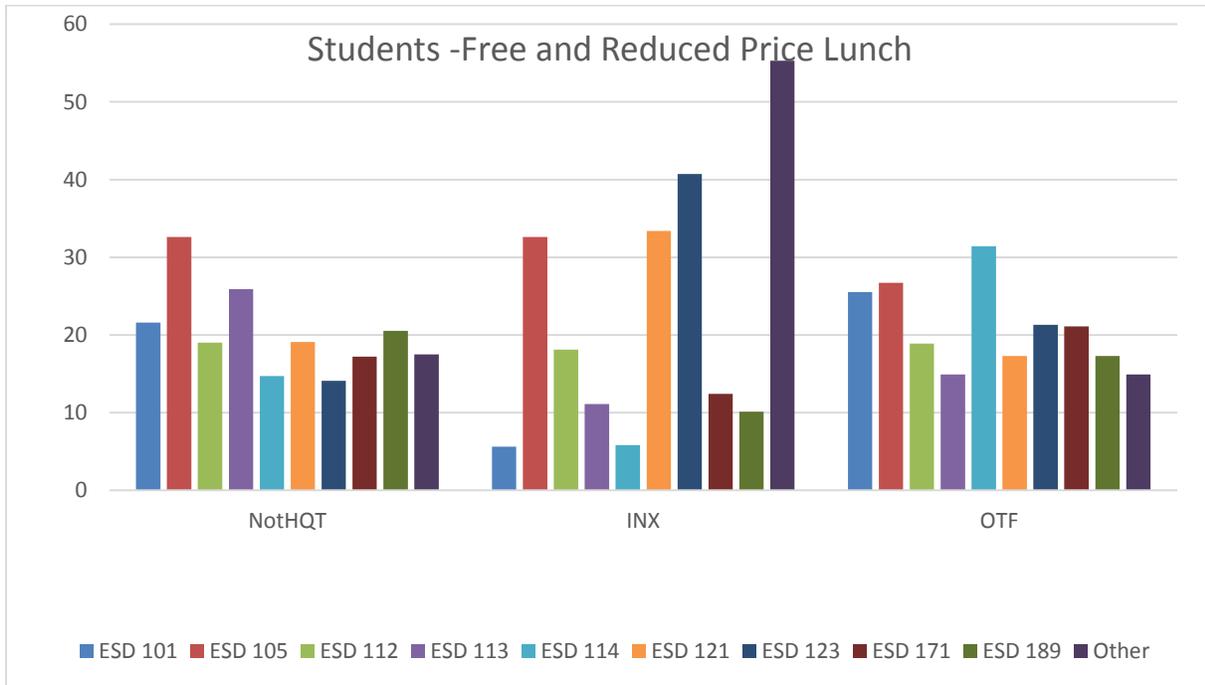
State Summary: Student Access Rates to Out-of-Field Teachers

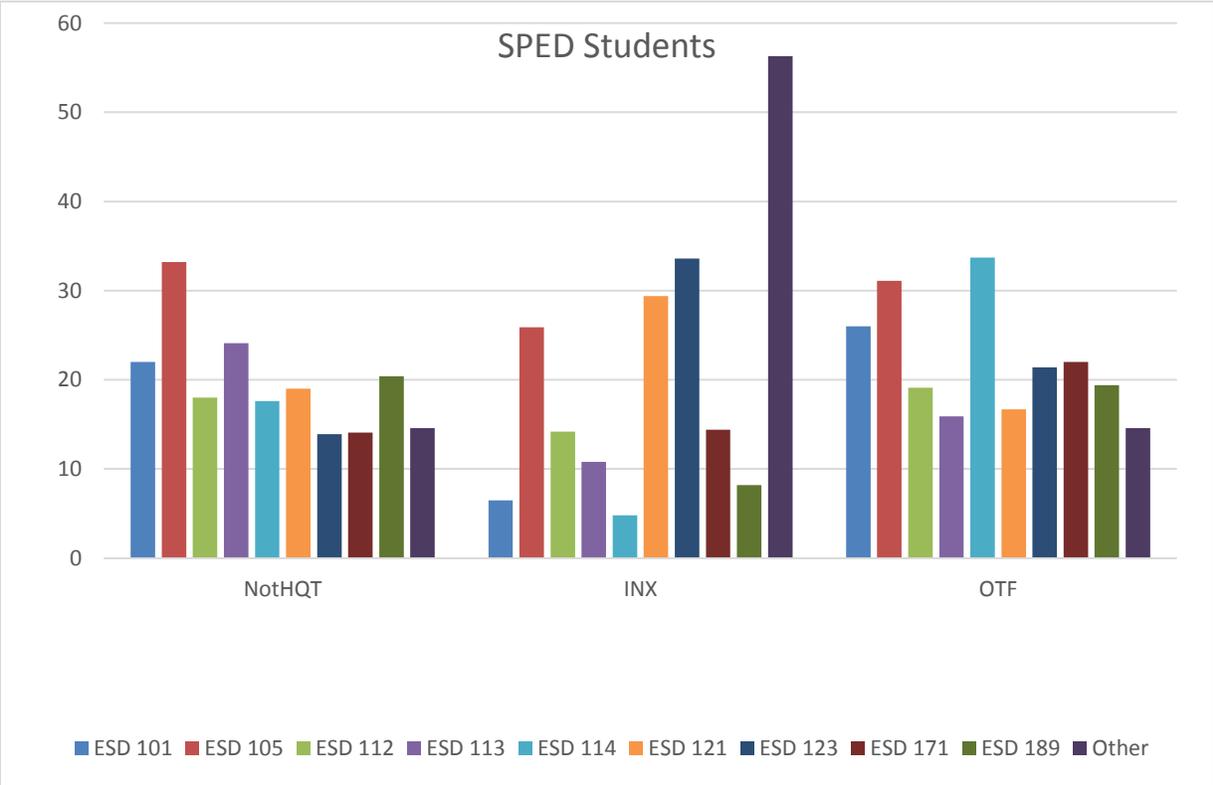
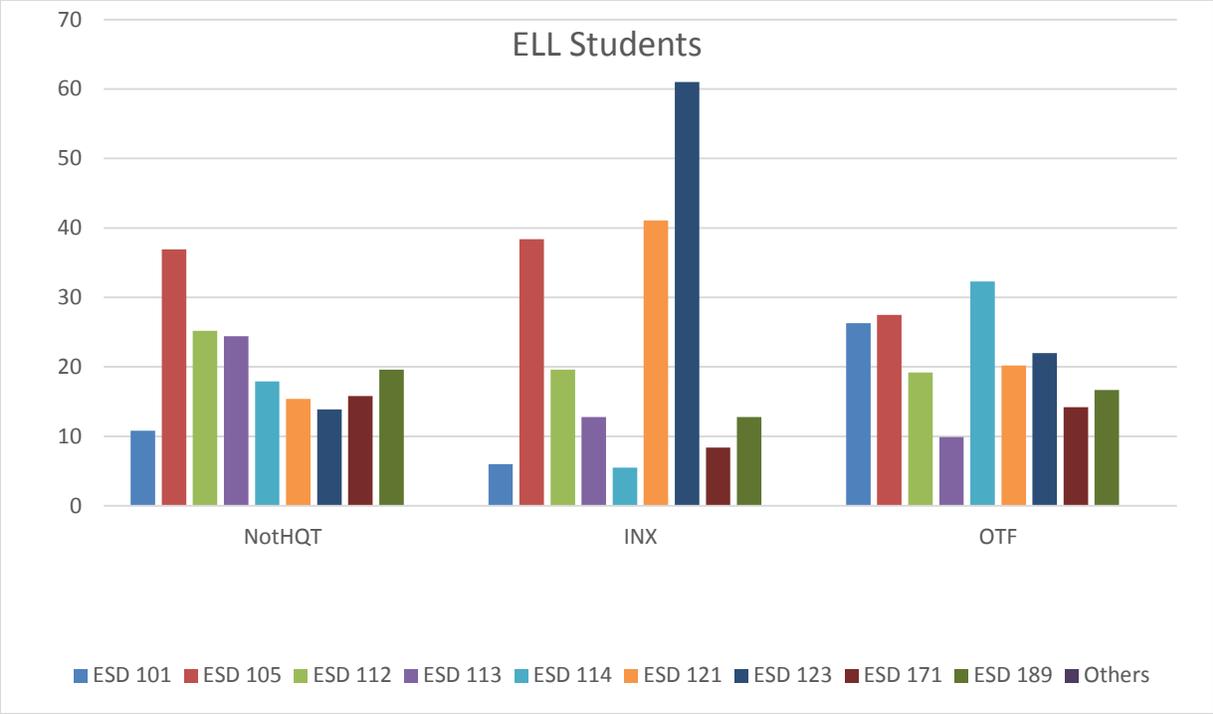
OTF		(Unit:%)			
RankOTF	I (Low)	II	III	IV	V (High)
AvgPctOTF	1.8	5.7	9.7	13.9	30.0
Min	0.0	3.8	7.9	11.5	17.1
Max	3.8	7.8	11.4	17.0	100.0
ALL Student	20	20	20	20	20
FRL	20.5	19.9	19.9	19.6	20.1
ELL	23.6	23.4	17.3	15.2	20.5
SPED	20.9	19.9	19.3	19.6	20.3
MNR	20.6	20.2	20.4	19.2	19.6
White	19.7	20.0	20.1	20.1	20.1
Hisp	19.8	21.2	19.9	18.4	20.7
Asian	18.9	21.0	22.5	19.9	17.6
Black	25.5	17.2	21.2	20.2	15.9
Amln	25.5	16.0	18.1	20.2	20.2
Pcls	18.9	19.4	21.3	20.7	19.7
MRcs	21.0	18.9	19.8	19.9	20.3

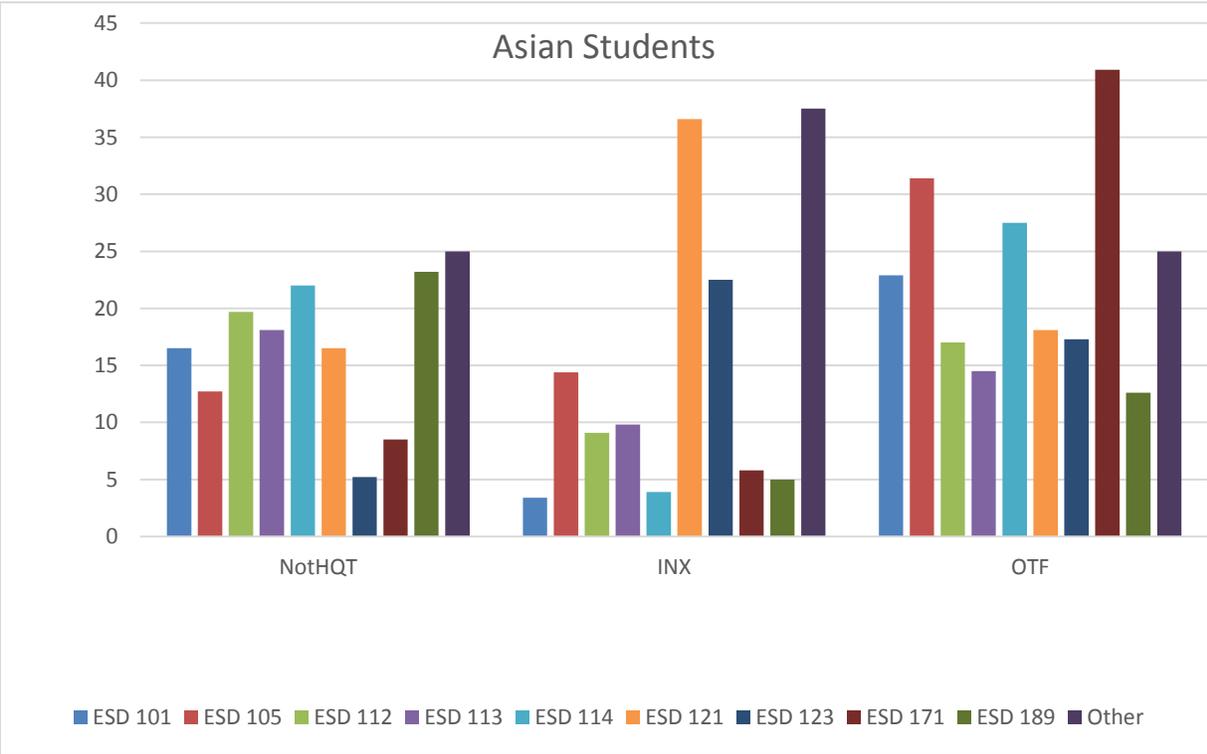
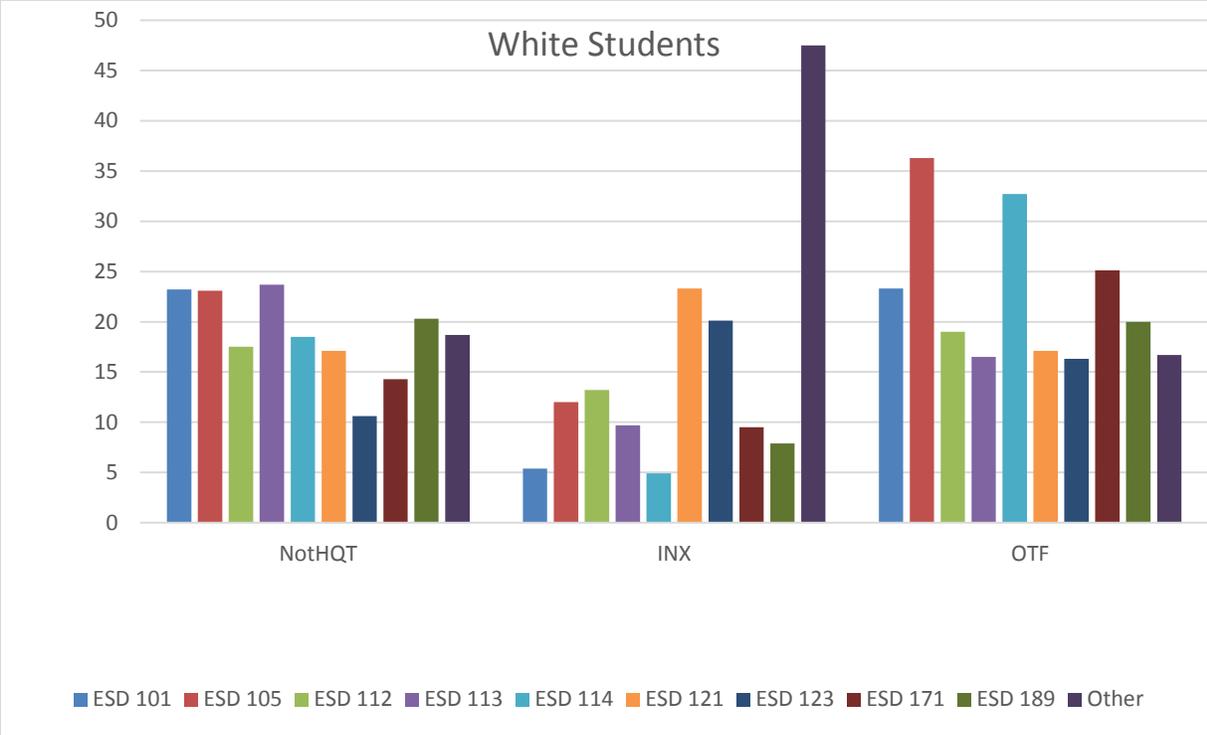
Equity Gaps Affected by Geography and Compensation:

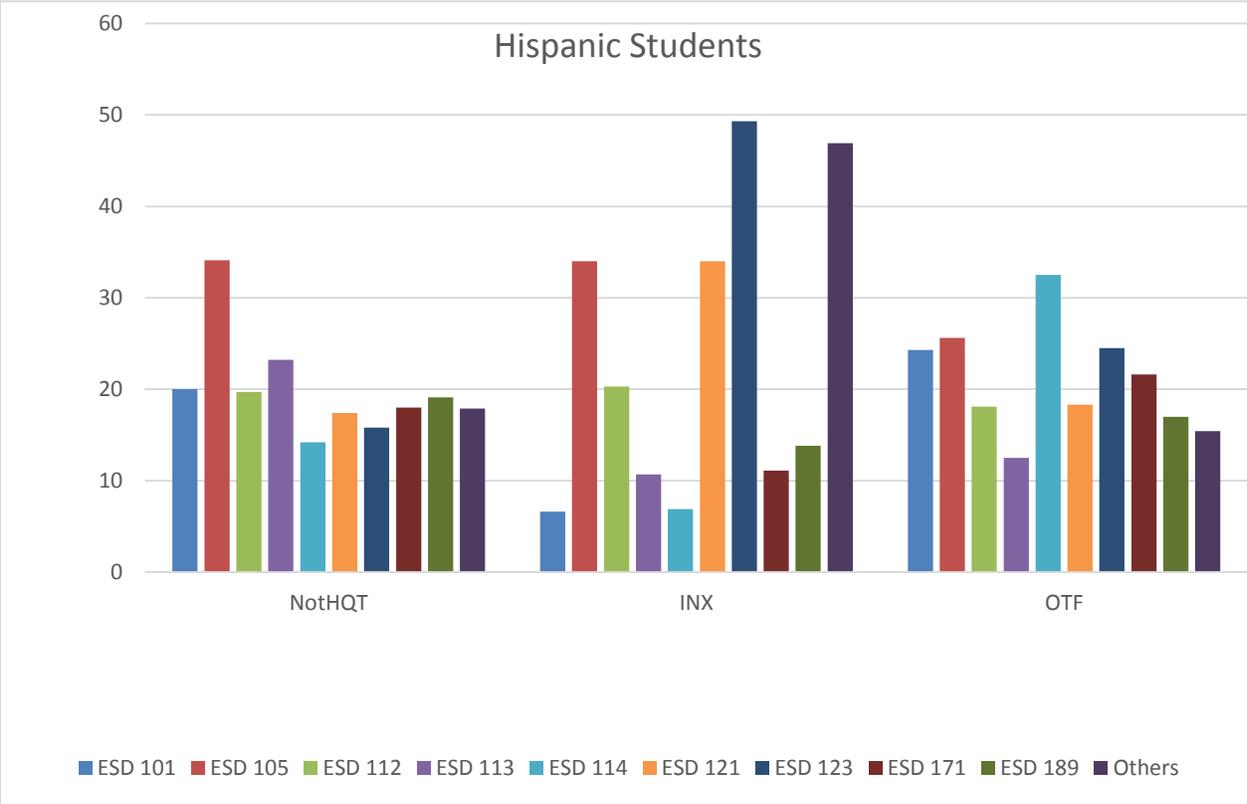
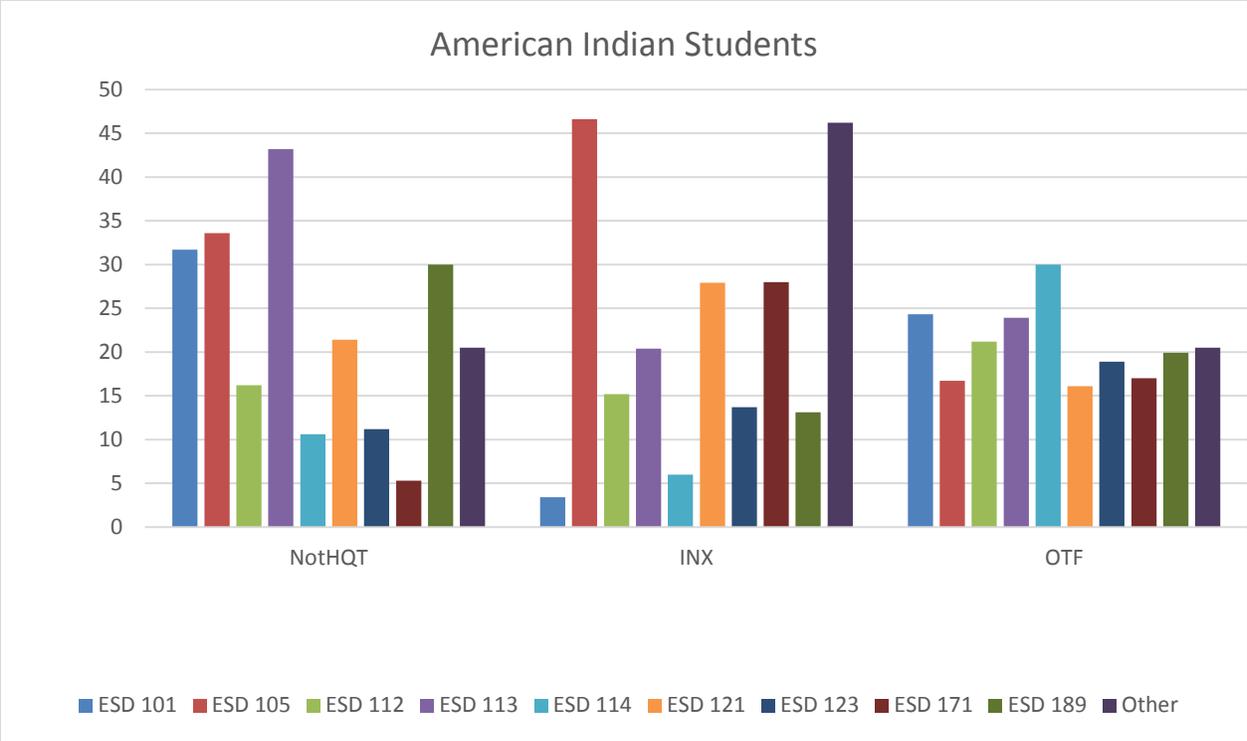
However, the state summaries are not indicative of the more detailed equity gaps included in Appendix G. The Equity Plan Leadership Team thoroughly analyzed the equity gaps by educational service district, school district and geographic location within the state.

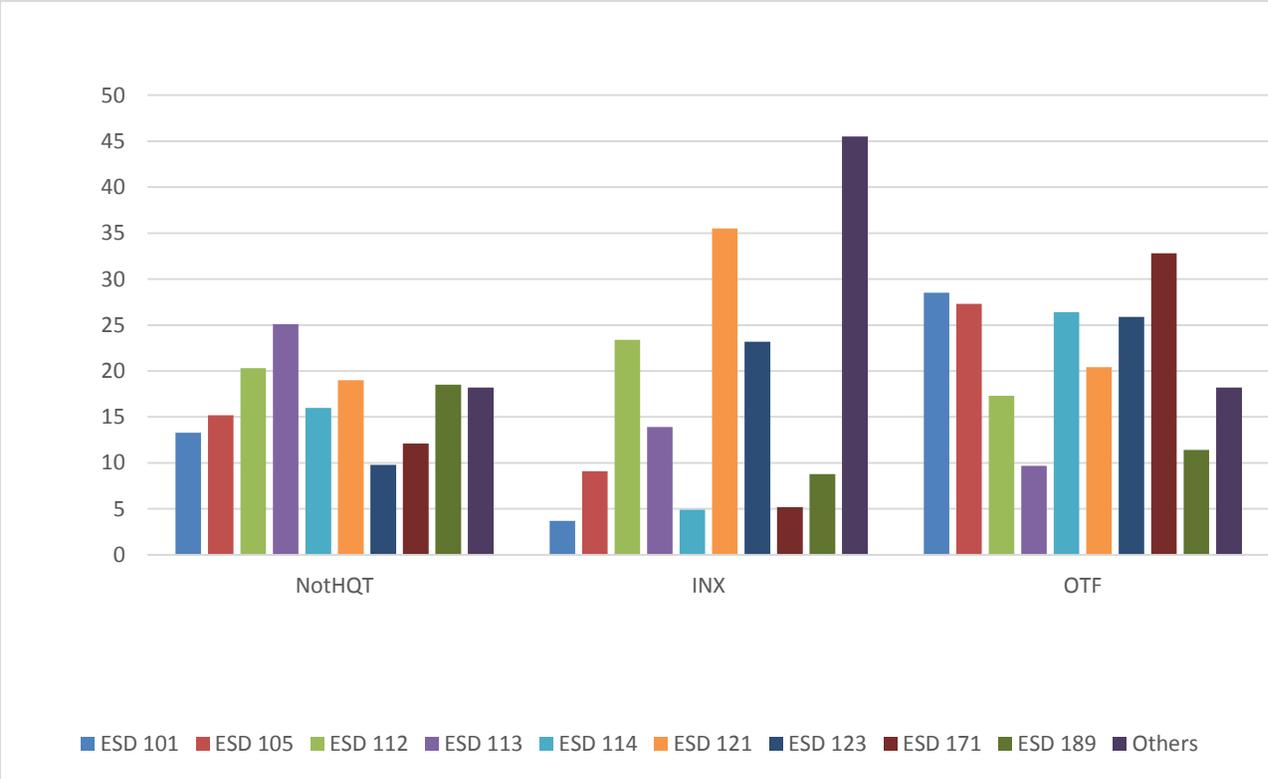
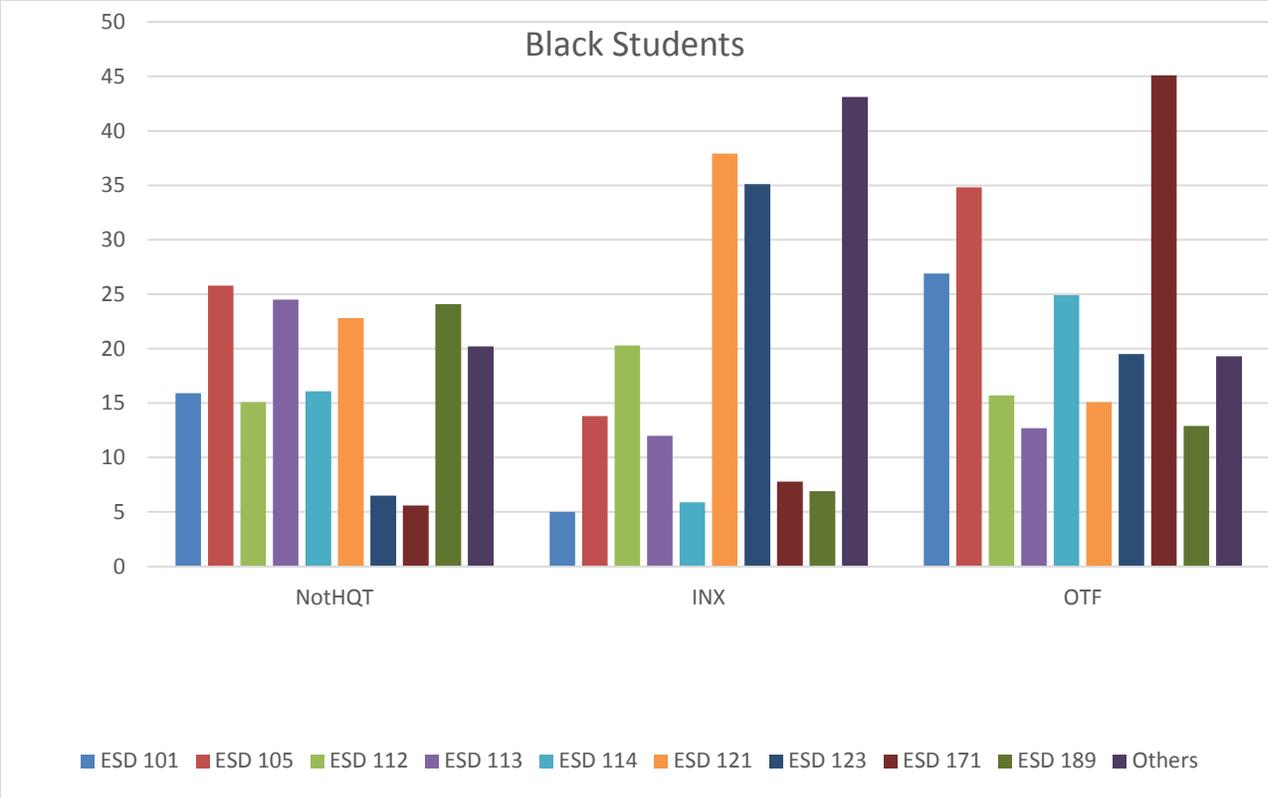
At the educational service district, school district and school levels, there are many school districts and schools with large equity gaps. However, the team was unable to determine a single determinant of these equity gaps, given the complexity of the data. At the educational service district level, there were significant equity gaps among student subgroups, particularly for students of color, students in poverty and students receiving English language learner and Special Education services.







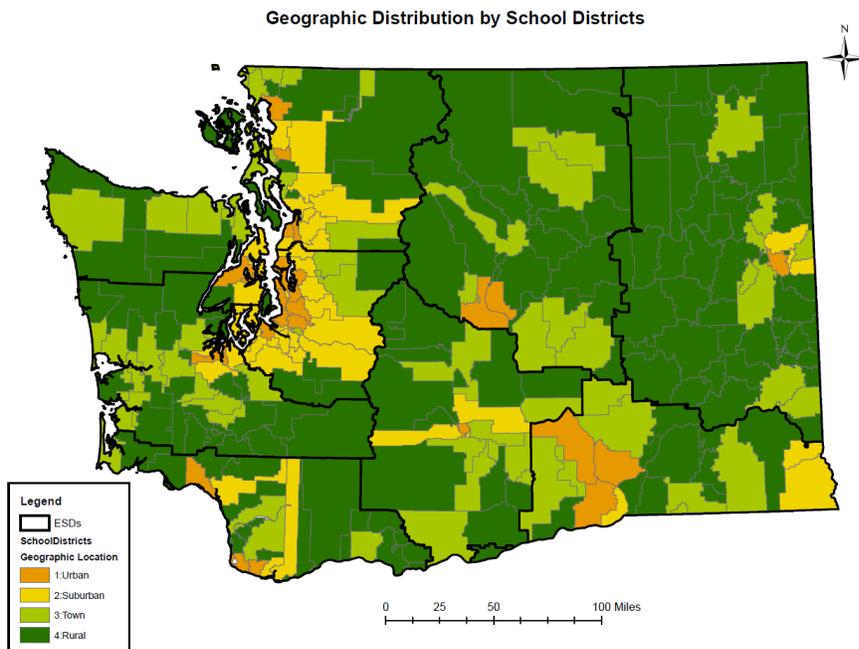




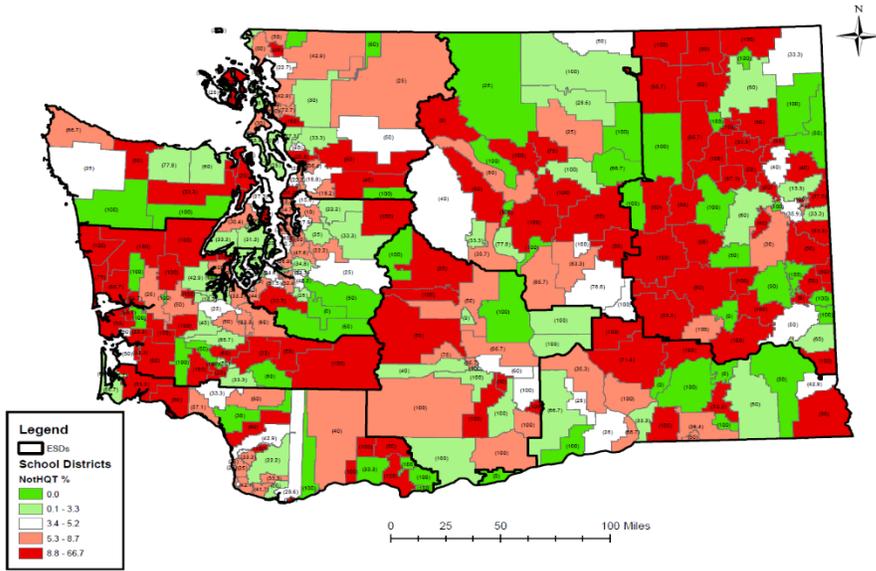
The team identified several patterns from the data:

- **Geographic Patterns Related to Rural, Suburban, Town and Urban Settings:**

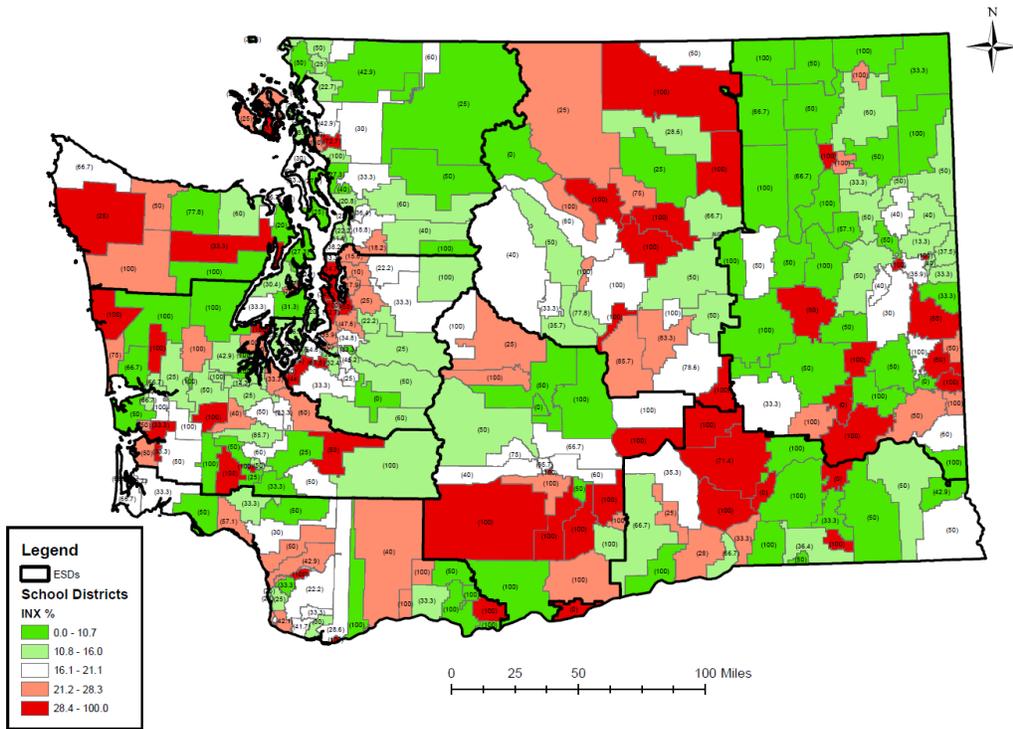
The team identified that rural educational service districts and school districts within the state averaged more out-of-field and unqualified teachers than suburban and urban settings. The team believes that this due to the unique geographic distribution of school districts within the state, with the majority of school districts located in rural locations of the state. As identified in the strategies section, the team believes that rural and remote locations are more difficult to attract, recruit and retain teachers, specifically in field and highly qualified teachers.



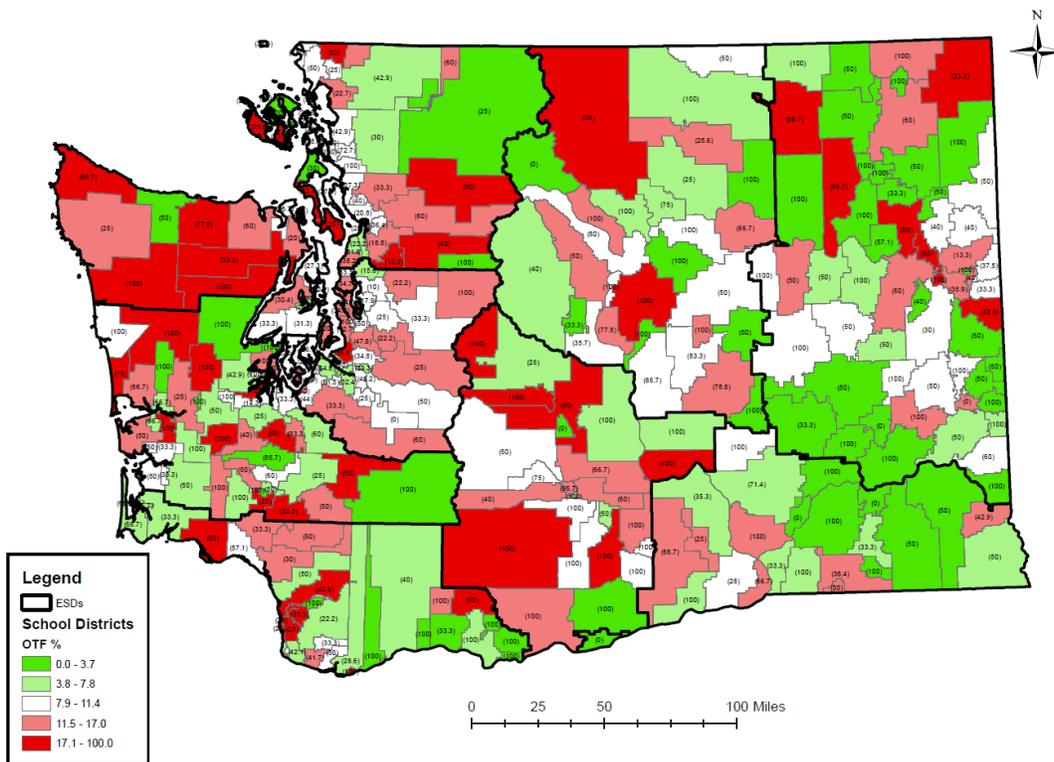
Percent of Not Highly Qualified Teachers (NotHQT) by School District (Title I Building %)



Percent of Inexperienced Teachers (INX) by School District (Title I Building %)



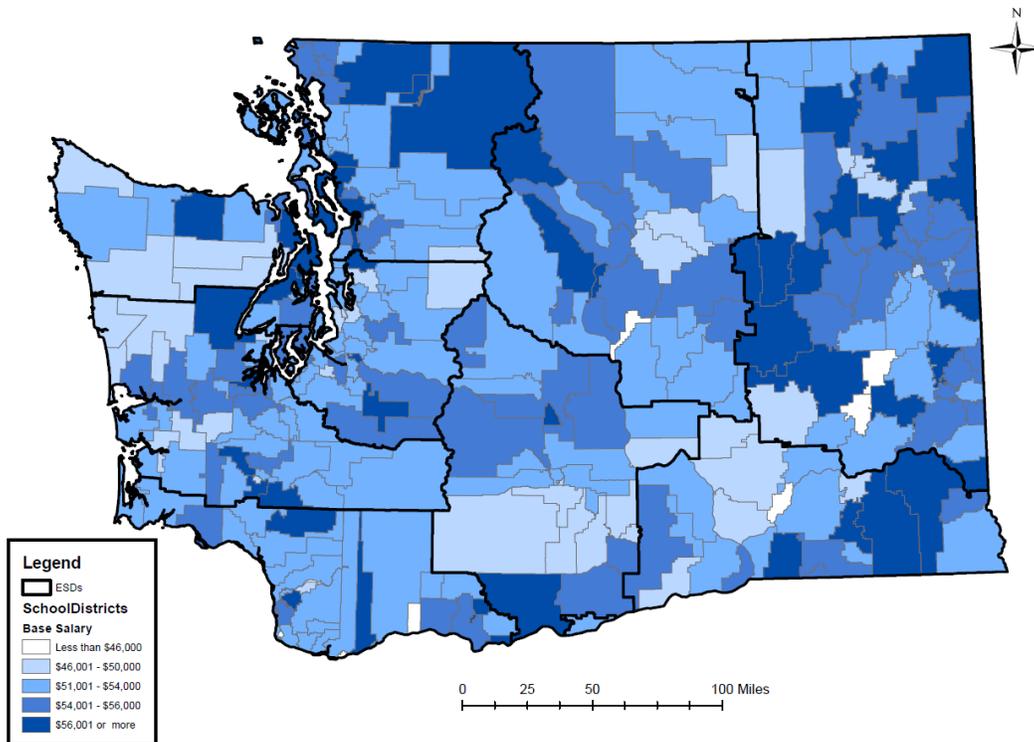
Percent of Out of Field Teachers (OTF) by School District (Title I Building %)



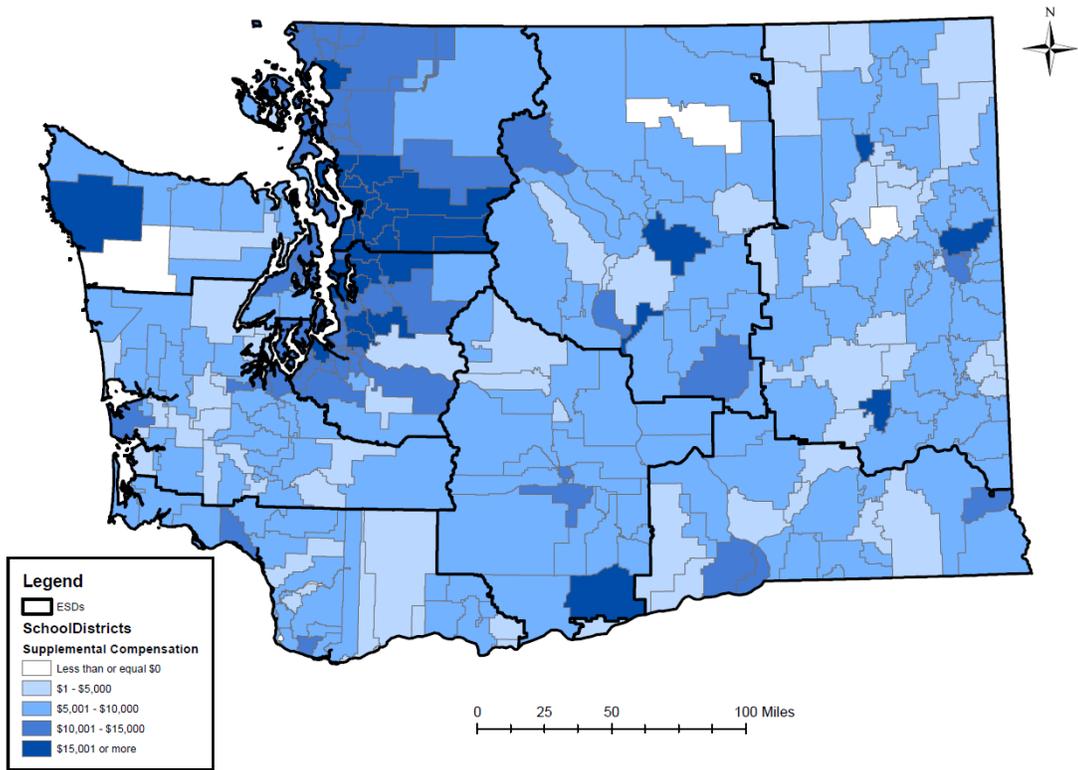
Variance in Average Base Salaries and Average Supplemental Compensation:

The Equity Plan Leadership Team reflected on equity gap data and their knowledge of inequities in basic education funding, in light of the Supreme Court order to fully fund basic education. The team analyzed the equity gap data by educational service district and school district and found that many of the districts with higher equity gaps (less access for student to experienced, highly qualified and in field teachers) corresponded to school districts with the least average base salary and the least additional supplemental compensation provided through local levy funding. The team is concerned that this salary inequity is the primary driver of equity gaps in Washington state and that fully funding compensation is necessary for all school districts to have equal hiring capacity to recruit and retain experienced, highly qualified and in-field-teachers.

Average Base Salaries by School District - Certified Staff (2013-14)



Average additional Supplemental Compensations by School District - Certified Staff (2013-14)



District	CIS Total Salary	CIS Base Salary	Salary Variance
State Summary	66,258.61	53,331	\$ 12,928
Aberdeen School District	\$ 62,620	55,119	\$ 7,501
Adna School District	\$ 60,918	56,276	\$ 4,642
Almira School District	\$ 60,129	57,604	\$ 2,525
Anacortes School District	\$ 70,240	55,758	\$ 14,482
Arlington School District	\$ 74,906	53,802	\$ 21,104
Asotin-Anatone School District	\$ 59,713	52,822	\$ 6,891
Auburn School District	\$ 73,511	53,522	\$ 19,989
Bainbridge Island School District	\$ 69,630	55,641	\$ 13,989
Battle Ground School District	\$ 60,952	53,354	\$ 7,598
Bellevue School District	\$ 72,722	51,016	\$ 21,706
Bellingham School District	\$ 70,624	54,110	\$ 16,514
Benge School District	\$ 42,587	41,799	\$ 788
Bethel School District	\$ 65,819	52,614	\$ 13,205
Bickleton School District	\$ 55,230	54,482	\$ 748
Blaine School District	\$ 69,271	55,266	\$ 14,005
Boistfort School District	\$ 58,329	51,420	\$ 6,909
Bremerton School District	\$ 60,667	52,257	\$ 8,410
Brewster School District	\$ 56,979	51,237	\$ 5,742
Bridgeport School District	\$ 55,553	49,481	\$ 6,072
Brinnon School District	\$ 56,409	48,942	\$ 7,467
Burlington-Edison School District	\$ 66,904	53,026	\$ 13,878
Camas School District	\$ 63,603	53,619	\$ 9,984
Cape Flattery School District	\$ 58,350	49,546	\$ 8,804
District	CIS Total Salary	CIS Base Salary	Salary Variance
Carbonado School District	\$ 59,531	56,592	\$ 2,939
Cascade School District	\$ 60,339	53,518	\$ 6,821
Cashmere School District	\$ 64,839	55,783	\$ 9,056
Castle Rock School District	\$ 60,178	53,902	\$ 6,276
Centerville School District	\$ 54,498	51,247	\$ 3,251
Central Kitsap School District	\$ 68,074	56,353	\$ 11,721
Central Valley School District	\$ 60,748	54,318	\$ 6,430
Centralia School District	\$ 61,799	53,565	\$ 8,234
Chehalis School District	\$ 63,166	54,882	\$ 8,284
Cheney School District	\$ 62,095	53,613	\$ 8,482
Chewelah School District	\$ 66,741	59,108	\$ 7,633
Chimacum School District	\$ 65,761	56,767	\$ 8,994
Clarkston School District	\$ 65,658	55,359	\$ 10,299
Cle Elum-Roslyn School District	\$ 57,155	52,846	\$ 4,309
Clover Park School District	\$ 64,525	51,678	\$ 12,847
Colfax School District	\$ 61,030	55,199	\$ 5,831
College Place School District	\$ 62,963	55,174	\$ 7,789
Colton School District	\$ 63,061	56,197	\$ 6,864
Columbia (Stevens) School District	\$ 61,695	58,805	\$ 2,890
Columbia (Walla Walla) School District	\$ 57,626	51,896	\$ 5,730
Colville School District	\$ 61,568	55,831	\$ 5,737
Concrete School District	\$ 65,111	57,496	\$ 7,615
Conway School District	\$ 67,775	57,332	\$ 10,443
Cosmopolis School District	\$ 57,979	53,802	\$ 4,177
Coulee-Hartline School District	\$ 60,935	55,469	\$ 5,466
Coupeville School District	\$ 63,667	54,501	\$ 9,166
Crescent School District	\$ 57,695	51,580	\$ 6,115
Creston School District	\$ 60,284	56,097	\$ 4,187
Curlew School District	\$ 54,273	51,616	\$ 2,657
Cusick School District	\$ 57,284	54,132	\$ 3,152
Damman School District	\$ 58,567	57,146	\$ 1,421
Darrington School District	\$ 63,678	53,594	\$ 10,084
Davenport School District	\$ 61,222	54,965	\$ 6,257
Dayton School District	\$ 61,288	56,626	\$ 4,662
Deer Park School District	\$ 62,076	54,076	\$ 8,000

District	CIS Total Salary	CIS Base Salary	Salary Variance
Dieringer School District	\$ 70,134	56,758	\$ 13,376
Dixie School District	\$ 62,046	52,360	\$ 9,686
East Valley School District (Spokane)	\$ 64,460	55,359	\$ 9,101
East Valley School District (Yakima)	\$ 61,667	53,635	\$ 8,032
Eastmont School District	\$ 65,195	54,927	\$ 10,268
Easton School District	\$ 61,969	55,530	\$ 6,439
Eatonville School District	\$ 61,940	54,058	\$ 7,882
Edmonds School District	\$ 72,859	53,951	\$ 18,908
Ellensburg School District	\$ 60,832	55,342	\$ 5,490
Elma School District	\$ 58,080	54,538	\$ 3,542
Endicott School District	\$ 66,108	57,343	\$ 8,765
Entiat School District	\$ 60,906	56,895	\$ 4,011
Enumclaw School District	\$ 55,500	53,527	\$ 1,973
Ephrata School District	\$ 59,981	52,874	\$ 7,107
Evaline School District	\$ 53,556	47,356	\$ 6,200
Everett School District	\$ 83,779	57,774	\$ 26,005
Evergreen School District (Clark)	\$ 64,313	53,291	\$ 11,022
Evergreen School District (Stevens)	\$ 69,976	50,004	\$ 19,972
Federal Way School District	\$ 64,048	51,345	\$ 12,703
Ferndale School District	\$ 67,305	55,791	\$ 11,514
Fife School District	\$ 63,502	52,440	\$ 11,062
Finley School District	\$ 65,644	55,571	\$ 10,073
Franklin Pierce School District	\$ 61,214	50,239	\$ 10,975
Freeman School District	\$ 63,880	56,717	\$ 7,163
Garfield School District	\$ 55,324	52,613	\$ 2,711
Glenwood School District	\$ 60,299	53,572	\$ 6,727
Goldendale School District	\$ 62,146	56,206	\$ 5,940
Grand Coulee Dam School District	\$ 57,485	52,531	\$ 4,954
Grandview School District	\$ 58,686	49,591	\$ 9,095
Granger School District	\$ 55,815	50,131	\$ 5,684
Granite Falls School District	\$ 71,190	53,882	\$ 17,308
Grapeview School District	\$ 54,239	50,557	\$ 3,682
Great Northern School District	\$ 53,584	48,772	\$ 4,812
Green Mountain School District	\$ 50,914	47,775	\$ 3,139
Griffin School District	\$ 63,745	57,349	\$ 6,396
Harrington School District	\$ 62,196	54,820	\$ 7,376
Highland School District	\$ 61,259	53,302	\$ 7,957
Highline School District	\$ 62,953	50,432	\$ 12,521
Hockinson School District	\$ 59,603	51,697	\$ 7,906
Hood Canal School District	\$ 60,541	56,181	\$ 4,360
Hoquiam School District	\$ 62,848	55,282	\$ 7,566
Inchelium School District	\$ 63,217	54,813	\$ 8,404
Index School District	\$ 49,503	48,985	\$ 518
Issaquah School District	\$ 65,839	51,161	\$ 14,678
Kahlotus School District	\$ 57,640	53,381	\$ 4,259
Kalama School District	\$ 55,746	52,078	\$ 3,668
Keller School District	\$ 57,542	49,068	\$ 8,474
Kelso School District	\$ 62,778	52,866	\$ 9,912
Kennewick School District	\$ 67,022	53,501	\$ 13,521
Kent School District	\$ 67,814	51,914	\$ 15,900
Kettle Falls School District	\$ 64,720	57,579	\$ 7,141
Kiona-Benton City School District	\$ 59,837	52,822	\$ 7,015
Kittitas School District	\$ 64,492	54,862	\$ 9,630
Klickitat School District	\$ 66,413	58,980	\$ 7,433
La Center School District	\$ 61,841	56,936	\$ 4,905
La Conner School District	\$ 67,984	53,612	\$ 14,372
LaCrosse School District	\$ 59,683	53,289	\$ 6,394
Lake Chelan School District	\$ 64,148	55,424	\$ 8,724
Lake Stevens School District	\$ 71,925	53,420	\$ 18,505
Lake Washington School District	\$ 67,236	50,683	\$ 16,553
Lakewood School District	\$ 72,143	54,616	\$ 17,527
Lamont School District	\$ 45,701	42,381	\$ 3,320

District	CIS Total Salary	CIS Base Salary	Salary Variance
Liberty School District	\$ 60,621	53,174	\$ 7,447
Lind School District	\$ 54,478	49,290	\$ 5,188
Longview School District	\$ 63,521	53,140	\$ 10,381
Loon Lake School District	\$ 49,386	47,908	\$ 1,478
Lopez School District	\$ 56,026	51,233	\$ 4,793
Lyle School District	\$ 64,175	55,586	\$ 8,589
Lynden School District	\$ 66,378	55,012	\$ 11,366
Mabton School District	\$ 62,331	54,407	\$ 7,924
Mansfield School District	\$ 48,727	47,874	\$ 853
Manson School District	\$ 58,110	51,177	\$ 6,933
Mary M Knight School District	\$ 59,119	53,459	\$ 5,660
Mary Walker School District	\$ 60,854	57,111	\$ 3,743
Marysville School District	\$ 77,430	56,108	\$ 21,322
McCleary School District	\$ 54,587	51,232	\$ 3,355
Mead School District	\$ 72,872	55,554	\$ 17,318
Medical Lake School District	\$ 61,683	53,916	\$ 7,767
Mercer Island School District	\$ 68,819	52,440	\$ 16,379
Meridian School District	\$ 65,717	54,411	\$ 11,306
Methow Valley School District	\$ 60,114	54,104	\$ 6,010
Mill A School District	\$ 47,078	45,859	\$ 1,219
Monroe School District	\$ 74,503	53,262	\$ 21,241
Montesano School District	\$ 62,090	54,930	\$ 7,160
Morton School District	\$ 55,174	51,391	\$ 3,783
Moses Lake School District	\$ 66,461	53,814	\$ 12,647
Mossyrock School District	\$ 57,662	52,855	\$ 4,807
Mount Adams School District	\$ 54,386	48,652	\$ 5,734
Mount Baker School District	\$ 67,945	56,117	\$ 11,828
Mount Pleasant School District	\$ 44,304	41,643	\$ 2,661
Mount Vernon School District	\$ 66,445	51,767	\$ 14,678
Mukilteo School District	\$ 79,438	54,615	\$ 24,823
Naches Valley School District	\$ 62,083	55,569	\$ 6,514
Napavine School District	\$ 59,688	53,443	\$ 6,245
Naselle-Grays River Valley School District	\$ 62,556	53,936	\$ 8,620
Nespelem School District	\$ 55,676	50,182	\$ 5,494
Newport School District	\$ 62,853	57,287	\$ 5,566
Nine Mile Falls School District	\$ 63,851	55,712	\$ 8,139
Nooksack Valley School District	\$ 64,918	53,950	\$ 10,968
North Beach School District	\$ 54,310	50,704	\$ 3,606
North Franklin School District	\$ 56,658	49,330	\$ 7,328
North Kitsap School District	\$ 66,704	56,621	\$ 10,083
North Mason School District	\$ 58,929	52,673	\$ 6,256
North River School District	\$ 51,381	48,384	\$ 2,997
North Thurston Public Schools	\$ 64,606	53,507	\$ 11,099
Northport School District	\$ 61,019	53,228	\$ 7,791
Northshore School District	\$ 75,392	56,023	\$ 19,369
Oak Harbor School District	\$ 63,721	53,355	\$ 10,366
Oakesdale School District	\$ 59,210	54,442	\$ 4,768
Oakville School District	\$ 50,980	47,097	\$ 3,883
Ocean Beach School District	\$ 60,236	53,496	\$ 6,740
Ocosta School District	\$ 64,229	53,988	\$ 10,241
Odessa School District	\$ 69,119	60,560	\$ 8,559
Okanogan School District	\$ 62,061	55,630	\$ 6,431
Olympia School District	\$ 65,678	55,343	\$ 10,335
Omak School District	\$ 51,751	52,488	\$ (737)
Onalaska School District	\$ 59,315	52,889	\$ 6,426
Onion Creek School District	\$ 66,159	58,558	\$ 7,601
Orcas Island School District	\$ 63,286	53,159	\$ 10,127
Orchard Prairie School District	\$ 63,081	52,927	\$ 10,154
Orient School District	\$ 54,746	52,858	\$ 1,888
Orondo School District	\$ 61,807	58,672	\$ 3,135
Oroville School District	\$ 58,273	52,265	\$ 6,008

Orting School District	\$ 61,270	51,793	\$ 9,477
District	CIS Total Salary	CIS Base Salary	Salary Variance
Othello School District	\$ 54,810	48,042	\$ 6,768
Palisades School District	\$ 44,539	43,765	\$ 774
Palouse School District	\$ 61,975	55,507	\$ 6,468
Pasco School District	\$ 54,860	50,616	\$ 4,244
Pateros School District	\$ 61,103	54,143	\$ 6,960
Paterson School District	\$ 53,297	50,707	\$ 2,590
Pe Ell School District	\$ 59,842	55,329	\$ 4,513
Peninsula School District	\$ 65,728	55,370	\$ 10,358
Pioneer School District	\$ 57,621	53,604	\$ 4,017
Pomeroy School District	\$ 63,560	57,404	\$ 6,156
Port Angeles School District	\$ 66,355	56,392	\$ 9,963
Port Townsend School District	\$ 62,726	54,990	\$ 7,736
Prescott School District	\$ 60,235	52,929	\$ 7,306
Prosser School District	\$ 58,501	54,688	\$ 3,813
Pullman School District	\$ 60,673	53,619	\$ 7,054
Puyallup School District	\$ 68,522	55,612	\$ 12,910
Queets-Clearwater School District	\$ 47,970	50,769	\$ (2,799)
Quilcene School District	\$ 51,699	48,675	\$ 3,024
Quillayute Valley School District	\$ 51,261	51,052	\$ 209
Lake Quinalt School District	\$ 55,974	49,151	\$ 6,823
Quincy School District	\$ 60,272	51,455	\$ 8,817
Rainier School District	\$ 59,273	52,928	\$ 6,345
Raymond School District	\$ 54,737	49,418	\$ 5,319
Reardan-Edwall School District	\$ 61,374	55,709	\$ 5,665
Renton School District	\$ 65,058	50,831	\$ 14,227
Republic School District	\$ 58,822	53,930	\$ 4,892
Richland School District	\$ 62,149	53,524	\$ 8,625
Ridgefield School District	\$ 62,541	54,495	\$ 8,046
Ritzville School District	\$ 59,027	56,991	\$ 2,036
Riverside School District	\$ 63,169	54,459	\$ 8,710
Riverview School District	\$ 68,205	51,877	\$ 16,328
Rochester School District	\$ 59,175	52,615	\$ 6,560
Roosevelt School District	\$ 54,977	52,724	\$ 2,253
Rosalia School District	\$ 63,552	57,313	\$ 6,239
Royal School District	\$ 59,146	51,307	\$ 7,839
San Juan Island School District	\$ 62,827	52,979	\$ 9,848
Satsop School District	\$ 60,845	55,004	\$ 5,841
Seattle Public Schools	\$ 71,530	51,776	\$ 19,754
Sedro-Woolley School District	\$ 63,980	53,453	\$ 10,527
Selah School District	\$ 62,021	53,936	\$ 8,085
Selkirk School District	\$ 62,676	58,601	\$ 4,075
Sequim School District	\$ 61,321	53,027	\$ 8,294
Shaw Island School District	\$ 42,574	39,975	\$ 2,599
Shelton School District	\$ 62,573	54,941	\$ 7,632
Shoreline School District	\$ 68,262	53,837	\$ 14,425
Skamania School District	\$ 57,645	56,100	\$ 1,545
Skykomish School District	\$ 59,536	50,770	\$ 8,766
Snohomish School District	\$ 78,076	54,376	\$ 23,700
Snoqualmie Valley School District	\$ 66,457	51,915	\$ 14,542
Soap Lake School District	\$ 61,543	51,738	\$ 9,805
South Bend School District	\$ 55,873	51,195	\$ 4,678
Tukwila School District	\$ 68,686	50,282	\$ 18,404
South Kitsap School District	\$ 65,165	55,424	\$ 9,741
South Whidbey School District	\$ 70,610	58,728	\$ 11,882
Southside School District	\$ 55,090	53,503	\$ 1,587
Spokane School District	\$ 66,845	54,444	\$ 12,401
Sprague School District	\$ 57,004	52,320	\$ 4,684
St. John School District	\$ 59,179	53,070	\$ 6,109
Stanwood-Camano School District	\$ 73,174	56,320	\$ 16,854
Star School District	\$ 49,627	45,871	\$ 3,756

Starbuck School District	\$ 55,542	48,481	\$ 7,061
Stehekin School District	\$ 74,711	61,447	\$ 13,264
District	CIS Total Salary	CIS Base Salary	Salary Variance
Steilacoom Hist. School District	\$ 64,216	51,940	\$ 12,276
Steptoe School District	\$ 62,687	55,015	\$ 7,672
Stevenson-Carson School District	\$ 58,741	53,807	\$ 4,934
Sultan School District	\$ 69,575	53,172	\$ 16,403
Summit Valley School District	\$ 51,032	48,421	\$ 2,611
Sumner School District	\$ 68,072	53,670	\$ 14,402
Sunnyside School District	\$ 58,004	50,978	\$ 7,026
Tacoma School District	\$ 70,674	53,273	\$ 17,401
Taholah School District	\$ 58,675	49,427	\$ 9,248
Tahoma School District	\$ 70,129	54,932	\$ 15,197
Tekoa School District	\$ 57,674	55,099	\$ 2,575
Tenino School District	\$ 58,225	51,892	\$ 6,333
Thorp School District	\$ 53,648	51,167	\$ 2,481
Toledo School District	\$ 62,232	56,288	\$ 5,944
Tonasket School District	\$ 59,567	53,116	\$ 6,451
Toppenish School District	\$ 57,714	50,550	\$ 7,164
Touchet School District	\$ 66,066	57,629	\$ 8,437
Toutle Lake School District	\$ 64,222	57,324	\$ 6,898
Trout Lake School District	\$ 59,667	53,385	\$ 6,282
Tumwater School District	\$ 63,724	54,496	\$ 9,228
Union Gap School District	\$ 57,213	50,593	\$ 6,620
University Place School District	\$ 66,726	54,177	\$ 12,549
Valley School District	\$ 52,258	49,172	\$ 3,086
Vancouver School District	\$ 60,082	52,522	\$ 7,560
Vashon Island School District	\$ 64,765	53,532	\$ 11,233
Wahkiakum School District	\$ 61,357	55,377	\$ 5,980
Wahluke School District	\$ 55,716	46,290	\$ 9,426
Waitsburg School District	\$ 60,245	57,258	\$ 2,987
Walla Walla Public Schools	\$ 63,453	55,088	\$ 8,365
Wapato School District	\$ 59,937	49,877	\$ 10,060
Warden School District	\$ 59,873	51,044	\$ 8,829
Washougal School District	\$ 61,512	52,490	\$ 9,022
Washtucna School District	\$ 57,100	52,860	\$ 4,240
Waterville School District	\$ 57,968	54,329	\$ 3,639
Wellpinit School District	\$ 54,144	54,793	\$ (649)
Wenatchee School District	\$ 60,941	53,738	\$ 7,203
West Valley School District (Spokane)	\$ 61,365	53,894	\$ 7,471
West Valley School District (Yakima)	\$ 63,474	53,864	\$ 9,610
White Pass School District	\$ 58,869	52,154	\$ 6,715
White River School District	\$ 68,077	55,745	\$ 12,332
White Salmon Valley School District	\$ 60,140	54,620	\$ 5,520
Wilbur School District	\$ 66,119	56,845	\$ 9,274
Willapa Valley School District	\$ 61,755	52,655	\$ 9,100
Wilson Creek School District	\$ 62,202	55,478	\$ 6,724
Winlock School District	\$ 61,425	57,160	\$ 4,265
Wishkah Valley School District	\$ 54,833	46,941	\$ 7,892
Wishram School District	\$ 61,730	59,581	\$ 2,149
Woodland School District	\$ 59,987	52,759	\$ 7,228
Yakima School District	\$ 65,706	53,244	\$ 12,462
Yelm School District	\$ 59,888	52,219	\$ 7,669
Zillah School District	\$ 60,029	53,884	\$ 6,145

Additional Analysis Needed

The Equity Plan Leadership Team was left with more questions following their initial analysis of the equity gap data. The team focused on geographic location and compensation differentials as their main

root causes equity gaps (with much more detailed root causes identified in the Strategies for Eliminating Equity Gaps section), but lacked sufficient data on the hiring practices, supply and demand and mobility and turnover patterns in school districts. The team focused extensively on the strong local control nature of Washington, with the theory that many of the variations of the equity gaps are due to the local school district context and the school and district leadership. The team has identified additional sources of data to be analyzed in each strategy area. Given that this was the initial year of data analysis with this methodology, the team plans to engage in deeper data analysis with the additional data sources in future years identified in the plan.

Strategies for Eliminating Equity Gaps

The strategies identified to eliminate equity gaps were identified by both the Equity Plan Leadership Team and stakeholder feedback as being the highest priority given the unique policy context of Washington. The team engaged in a policy and program review inventory to identify the current strategies targeted at attracting; preparing and developing; supporting and retaining educators and conducted a root-cause analysis.

The root-cause analysis consisted of six steps:

1. **Identifying Relevant and Available Data:** Determined what data were available and relevant to identifying equity gaps and relevant data sources and conducted an analysis of these data.
2. **Analyzing Data and Identifying Equity Gaps:** Identified the equity gaps resulting from our analysis in preparation for the root-cause analysis.
3. **Analyzing Root Causes:** Brainstormed a complete list of root causes behind our equity gaps and categorized them by themes.
4. **Mapping Strategies to Root Causes:** Identified relevant strategies to address our root causes.
5. **Review Stakeholder Input:** Reviewed and identified strategies where there was consensus with stakeholders
6. **Prioritization of Strategies for Implementation:** Prioritized the strategies identified for implementation, identifying reasonable timelines.

Equity Plan Strategy Framework Aligned to Career Continuum of Educators



ATTRACT- Strategies to attract educators to the profession

Theory of Action

- *If we create multiple pathways into the teaching profession and reduce barriers for teachers to achieve licensure and highly qualified status,*
- *Then Washington school districts will be better able to recruit, retain, and develop educators to serve in all schools.*

Strategy 1: Invest in Multiple Pathways into the Teaching Profession

We believe that the data and root-analysis reveal that there are significant teacher shortages in content and program areas and school districts have difficulty filling positions with in-field, highly qualified and experienced teachers.

Root-Cause Analysis Findings

- **Lack of Teachers in Content and Program Areas:** Both the Equity Data Analysis and stakeholder feedback revealed that there are significant shortage areas in different content

and program areas and geographic areas of the state. The Professional Educator Standards Board maintains a list of identified shortage areas which teachers can use to qualify for federal student loan forgiveness. The consistent shortage areas include: math, science, special education, and ELL content.

- **Late Hiring Timeline:** Due to the unpredictable shifts in teacher turnover, there is little way of projecting shortage areas annually at a statewide level. School districts vary in their human resource practices and policies, with some substantially investing in projections of vacancies and others responding to vacancies as they arise. Many districts hire applicants late in the year, often after the start of the school year and rely on a series of long term substitutes to teach students as they recruit for a qualified teacher. The late hiring timeline is affected by the geographic isolation of some rural and remote school districts within the state, as well as the perceived challenges of some schools (in improvement status and Title I)

- **Low Salaries:** Low salaries (both beginning salaries and earnings potential) exacerbate these challenges, particularly in our high-poverty rural schools and high-poverty districts adjacent to wealthier districts. The state funded average base salary and additional supplemental compensation paid by districts through local levy funds varies widely across the state, resulting in inequities in the hiring capacity of school districts.

- **Lack of Sufficient Pathways into the Teaching Profession:** In addition to traditional teacher education preparation programs, there is a lack of alternative routes into the teaching profession within Washington. The Professional Educator Standards Board has been defunded by the Legislature for the Alternative Routes to Certification Program and the Educator Retooling Scholarship Program.

- **Educator Perception of Working Conditions of Special Education and English language learner workload:** Stakeholders identified that some teacher turnover in shortage areas, particularly special education and English language learner programs, is due to the additional time, responsibilities and poor working conditions. Due to the shortage of educators in these areas, the caseload for special education and ELL teachers can often be excessive and difficult to maintain.

Relevant Metrics

- Review of the Professional Educator Standards Board Educator Pathways Data.

- Highly Qualified Tool – Out-of-field Data by content area.

- Professional Educator Standards Board teacher assignment data linked to student course codes.

- Educator Working Conditions Survey data.

- Teacher and Principal Evaluation Program sub criteria.

Note: This is the first year of linking teacher assignment data to student course codes and the data is preliminary.

Stakeholder Feedback

- **Negative Perception of Teaching Profession:** Some stakeholder identified that the increasing accountability, poor working conditions and low starting salary and lifetime earning potential have created a negative perception of the teaching profession. Potential teaching candidates in core content areas, like math, science, have industry options that provide both better working conditions and income. Additionally, first generation college students are dissuaded from joining the teaching profession because of their substantial student debt and need to be in an economically successful career post-graduation. Many students who are interested in becoming teachers do not pursue this degree because they perceive this career as having less credibility and prestige than other career fields, like law, medicine and business.
- **Difficult to Become a Teacher:** Stakeholders shared that for both students and graduates, there is a perception that process of licensure and meeting highly qualified status is difficult. The basic skills and endorsement tests (WEST-B and WEST-E) are seen as potential barriers, which some stakeholders sharing that students struggle to pass the test. Additionally, many stakeholders brought up that the licensure and highly qualified information provided by OSPI is confusing and difficult to navigate. Finally, teachers who come to Washington from another state do not have sufficient reciprocity and may have to take fulfill additional requirements for licensure or highly qualified status.
- **First Generation College Students and Teacher Candidates of Color:** The opportunity gap persists in the post-secondary, with less students in poverty and students of color entering colleges and persisting until graduation. Stakeholders were deeply concerned that the demographics of teachers in Washington schools do not reflect the ethnic diversity of the students they serve. They believe that this due to less first generation college students and students of color entering colleges, choosing teaching as a profession and being hired in school districts. Stakeholders identified that additional cultural competence requirements in pre-service programs and for in-service teachers would help both these teaching candidates and students. Additionally, the low salaries (and limited lifetime earning potential), coupled with the lack of perceived prestige often influence these teaching candidates career choices. However, stakeholders also shared that many first generation college students and students of color are specifically choosing teaching as their profession because they view education as a great equalizer and believe

the providing an excellent public education to students like themselves is a civil rights mission.

- **Low Salaries:** Multiple stakeholder groups identified that both the low beginning base salary on the salary allocation model, as well as the limited lifetime earnings in teaching discourage college students from pursuing teaching as a profession. Stakeholders focused on the salary disparities among different school districts within Washington, particularly those in rural and remote locations and those without strong tax bases and ample local levy funding as being grossly unequal. They shared that school districts with ample resources are able to recruit and retain teachers into hard to fill content areas and positions because they can offer substantial TRI (time, responsibility and incentive) supplemental compensation packages. Stakeholders felt that this compensation inequity results in deep equity gaps around the state and less wealth school districts with out-of-field teachers, teacher shortages or relying on long-term substitutes.

Invest in Multiple Pathways into the Teaching Profession Sub strategies

- **Sub strategy 1: Alternative Routes to Certification:** The [Alternative Routes to Certification](#) Program was created by the Legislature in 2001 and has focused on creating partnerships between school districts and colleges of education pre-service programs to create alternative pathways into the teaching profession. There are four routes within the Alternative Routes to Certification Program:
 - Route 1- Alternate Route for Classified Staff, Paraprofessional
 - Route 2- Alternative Route for Classified staff who hold a minimum of a BA Degree
 - Route 3- Alternative Route for individuals with subject-matter expertise in shortage areas
 - Route 4- Alternative Route for individuals teaching with Conditional Certificates

The Professional Educator Standards Board has proposed legislation to increase and expand the Alternative Routes to Certification Program, which is a key strategy identified by the Equity Plan Leadership team. Specifically, the expansion would include increasing the number of alternative route programs to increase the number of teachers who enter the profession, which a prioritization of target populations including: para educators to teachers, teachers who wish to teach English language learners and special education and programs with high school teacher academies that work with the Recruiting Washington Teachers program.

The expansion of the Alternative Routes Program would require additional funding of 4 million dollars per biennium in order to provide scholarships for the increased applicants.

[Senate Bill 5496](#) and [House Bill 1770](#) were introduced during the 2015 Legislative Session and are pending approval. The Equity Plan leadership team will focus on increasing the Alternative Routes to Certification Program within the timeline listed below.

▪ **Sub strategy 2: Educator Retooling Scholarship Program:**

- There is a need to have veteran teachers currently within the teaching profession gain additional endorsements in order to be in field in their teaching assignments. The Equity Plan Leadership team has identified the expansion of the [Educator Retooling Scholarship Program](#) within the Professional Educator Standards Board as a strategy. The Educator Retooling Scholarship Program funding has been suspended by the Legislature and only available for math and science endorsements. Expansion of the program will include additional 1 million in funding for more scholarships, as well as adding special education, English language learner, computer science and environment/sustainability endorsements as eligible retooling areas for teachers.
- [Senate Bill 5312](#) and [House Bill 1570](#) were introduced during the 2015 Legislative Session and are pending approval. The Equity Plan leadership team will focus on increasing the Educator Retooling Scholarship Program within the timeline listed below.

- **Sub strategy 3: Paraeducator Pipeline:** The creation of a Paraeducator Pipeline Program was identified as a strategy to increase the number of diverse teachers and retain them in school districts with shortages, as para educators more accurately reflect the ethnic diversity of their students and are from the communities in which they serve. The Paraeducator Pipeline Program will assist rural and remote communities to grow their own teachers by providing financial incentives through an alternative route conditional loan scholarship to become teachers. It will also address the recommendations of the [Paraeducator Work Group](#) which was created by the 2014 Legislature to produce the reports and recommendations over a period of two fiscal years. The first set of deliverables is due to the education committees of the Legislature on January 10, 2015, and must include recommendations for:

1. Minimum employment standards for paraeducators who work in English language learner, transitional bilingual, federal limited English proficiency, learning assistance, and federal disadvantaged programs;
2. A career ladder that encourages paraeducators to pursue advanced education and professional development as well as increased instructional ability and responsibility; and
3. Professional development for certificated employees that focuses on maximizing the success of paraeducators in classrooms.
4. The work group must also report on proposals for an articulated pathway for teacher preparation.

The second set of deliverables is due to the Legislature by January 10, 2016, and must include recommendations for:

1. Minimum employment standards for paraeducators who work in basic education and special education programs; and
2. Professional development and training to help paraeducators meet the employment standards.

- The Professional Educator Standards Board, in collaboration with the Equity Plan Leadership team, will develop an agency request bill for the Paraeducator Pipeline Program and implement it in the timeline listed below.

- **Sub strategy 4: Recruiting Washington Teacher Program:** The [Recruiting Washington Teacher Program](#) is a grant program that supports the recruitment and preparation of diverse high school students to explore future roles as educators in teaching shortage areas (mathematics, science, special education, Bilingual education and English language learner). Partnerships between teacher preparation programs, high schools, community colleges, parents/guardians and community based organizations are supported to design and deliver innovative programs to support students, underrepresented in the teaching profession, to explore careers in education.
- The Equity Plan Leadership Team, in collaboration with the Professional Educator Standards Board, will develop a bill and funding proposal to expand the number of Recruiting Washington Teacher high school sites, focusing on schools within districts with large equity gaps and implement it in the timeline listed below.

- **Sub strategy 5: Develop State Teacher Loan Forgiveness and Scholarship Program:**

Student loan forgiveness programs have been created to help recruit and retain employees by providing compensation for those with student debt. Under certain conditions, the federal government will cancel all or part of a federal educational loan. The use of loan forgiveness is almost exclusively reserved for individuals serving the public in some manner, either through volunteering, serving in the military, teaching or practicing medicine in certain types of communities and teaching in low-income schools or teacher shortage areas.

Federal Stafford loan forgiveness is provided for teachers serving in a subject matter shortage or in a low-income school. Federal subject matter shortages areas include math, science and special education. Low income schools are defined as those that qualify for funds under Title I of the Elementary and Secondary Education Act of 1965, as amended; been selected by the U.S. Department of Education based on determination that more than 30 percent of the school's total enrollment is made up of children who qualify for services under Title I; be operated by the Bureau of Indian Education (BIE) or operated on Indian reservations by Indian tribal groups under contract with the BIE; or are listed in the Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits.

- Federal Perkins loan forgiveness is provided for teachers serving in a low-income school, special education teachers, including teachers of infants, toddlers, children or youth with disabilities or teachers in the fields of mathematics, science, foreign languages, or bilingual education or in another field of expertise determined by a state education agency to have shortage of qualified teachers in that state.
- Another way of providing a bonus for educational advancement is to adopt a tuition reimbursement policy for approved higher education programs successfully completed by employees and aligned to their current work responsibilities. The Washington Office of the State

Human Resources Director (formerly Washington’s Department of Personnel) recognizes tuition reimbursement for state employees, creating a tuition reimbursement form that state agencies can use to develop their own tuition reimbursement policies. Authorized under RCW 41.06.133 and WAC 357-34-030, tuition reimbursement only applies to qualified state employees. Additionally, RCW 28B.15.558-Waiver of tuition and fees for state employees and educational employees provides tuition waivers on a “space available basis” at all state universities and community colleges for “teachers and other certificated staff employed at public common and vocational schools, holding or seeking a valid endorsement and assignment in a state-identified shortage area.”

- The Equity Plan Leadership Team will research the historical and current use of federal student loan forgiveness programs within Washington State and identify additional areas in which loan forgiveness could be used. Based on this analysis, the team will develop a recommendation for a Washington State Teaching Loan Forgiveness and Scholarship program targeted to content areas and geographic locations within the state with teacher shortages.

Performance Objectives

- By the end of the 2015–16 school year, the Alternative Routes to Certification and Educator Retooling legislative requests will have passed and the increased funding and enhanced models will be implemented.
- By the end of the 2016–17 school year, the Paraeducator Pipeline bill and funding request and the Recruiting Washington Teachers Program funding increase will be developed and submitted to the Legislature.
- By the end of the 2017-18 school year, the Equity Plan Leadership Team will have completed research and developed final recommendations and an agency requested bill for a Washington State Teacher Loan Forgiveness and Scholarship Program to the Legislature.
- ***Note: Additional information about performance objectives is in Measuring Progress section.***

PREPARE - Strategies to Effectively Prepare Educators to Serve in All Schools

Theory of Action

If OSPI intentionally collaborates with pre-service teacher education program to align program requirements with identified equity gap areas and expand dual endorsement programs,

Then Washington school districts will be able to recruit, hire and retain teachers with both content area expertise and a focus on either serving students with disabilities or students who are English language learners.

Strategy 2: Collaborate to Strengthen Pre-Service Programs at Colleges of Education

We believe that a more intentional partnership between the public school systems and the Office of Superintendent of Public Instruction; and the Professional Educator Standards Board with colleges of education will strengthen both pre-service programs and increase infield and highly qualified teachers serving all students, particularly students of color, and students being served in special education and English language learner programs.

Root-Cause Analysis Findings

- **Lack of Alignment of Program Requirements to Licensure and Title II, Part A Highly Qualified Requirements:** The Equity Plan Leadership Team identified that many teacher candidates graduate from colleges of education without passing the basic skills and endorsement tests (WEST B and WEST E), as well as without a core content area or ELL or SPED endorsement. The team is concerned that teacher candidates are often hired by school districts due to the teacher shortage and are not highly qualified or are out-of-field in their content area. Teachers are frustrated that they were not better prepared and must do additional requirements for their assignment area in the school they are teaching. Additionally, Title I buildings must have all teachers highly qualified and some school districts that have many new teachers are struggling to correctly assign teachers to Title I buildings.
- **Pre-service Experience and Expertise in Serving Different Populations of Students:** The length of time pre-service candidates spend in field experience student teaching varies among different colleges of education. The quality and depth of this field experience also varies, which some programs offering deep residency models in which teacher candidates are co-teaching and receiving job-embedded observation, evaluation feedback and real-time modeling of instructional strategies; and other programs with a more traditional model of student teaching in which the teacher candidate “takes over” the classroom for a month while the classroom teacher takes a break. Additionally, field

experiences vary in their approach and attention to serving different student populations, particularly English language learners, students with disabilities, and students in the opportunity gap. Some pre-service programs intentionally weave differentiation, language acquisition strategies and using data to inform instruction into all content areas, rather than stand-alone coursework or endorsement areas. However, there is a concern that many teaching candidates graduate without enough experience and competency in serving all the types of students they will encounter in their classrooms.

- **Need for Expertise in Content Area and English Language Learner or Special Education Program:** Due to the needs of students, teaching candidates need to graduate with both expertise and an endorsement in both a core academic content area and either an English language learner/Bilingual or Special Education endorsement. This allows both highly qualified requirements to be met, but also allows school districts greater flexibility in teaching assignments and the instructional design of the school. Moreover, utilizing a universal design of inclusion and robust language acquisition strategies in all general education classrooms benefits all students, not just students who are English language learners or students with disabilities.

Relevant Metrics

- Review of the Professional Educator Standards Board program review data.
- Highly Qualified Tool – Out-of-Field Data by content area.
- Professional Educator Standards Board teacher assignment data linked to student course codes.
- Teacher and Principal Evaluation Program sub criteria

Stakeholder Feedback

- **Schools in Improvement Status:** Stakeholders shared that many of the schools identified as either Priority or Focus are in improvement status due to the low achievement of their students who are English language learners or students with disabilities. They are concerned that not all schools are able to hire and retain teachers with ELL/Bilingual or SPED endorsements and instead try to provide professional development in language acquisition and differentiation strategies to strengthen the instructional practices of their teachers. Additionally, many schools in improvement status are disproportionately schools with large percentages of students in poverty and students of color, and would benefit from teachers which additional competence in using data to inform instruction, closing opportunity gaps and serving diverse learning styles.
- **Rural and Remote School District Capacity:** The majority of the school districts in Washington are located in rural and sometimes remote locations in the state. These districts struggle to recruit and retain teachers, particularly teachers with dual endorsements in ELL/Bilingual or SPED and a core academic content area. Stakeholders identified that the elimination of the HOUSSSE form as a

pathway for highly qualified status has negatively affected rural and remote districts ability to have in-field teachers. While the HOUSSSE form is still allowed for Special Education, stakeholders are concerned that there is still not a sufficient enough supply of teachers with enough coursework, experience or professional development to be able to use this pathway. Additionally, there are largely underserved areas of the state with no proximity to a college of education and limited online or remote learning options for teachers in these districts to gain additional endorsements.

- **Cultural Competence Requirements in Pre-Service Programs:** Stakeholders shared that they are concerned that not all pre-service programs have the same coursework requirements for cultural competence, as required by the Professional Educator Standards Board. They believe that these requirements should be strengthened within pre-service programs, in order for teacher candidates to have stronger expertise in serving diverse students and creating an inclusive instructional and social/emotional learning environment for all of their students.

- **Experience Closing the Opportunity Gap:** It was identified by stakeholders that pre-service programs address closing the opportunity gap differently. Some programs have an intentional focus on using student achievement data to inform instruction, creating inclusive and safe learning environments and promoting high expectations and access to equitable educational opportunities for all students. Stakeholders were concerned that not all pre service programs focus on the process of closing opportunity gaps as a requirement of contemporary public education and that many new teachers shared that they felt ill prepared to serve in schools with large opportunity gaps.

Collaborate to Strengthen Pre-Service Programs at Colleges of Education Sub strategies

- **Sub strategy 1: Expand Dual Endorsement Programs:** Teacher candidates in Washington colleges of education must select an endorsement area in order to graduate from a program. The endorsement requirements in Washington rely on a performance-based system in which candidates must demonstrate mastery of key competencies. Teams of P–12 educators and higher education faculty with expertise in each area developed these competencies and aligned them with national content standards and Washington standards for P–12 education. The WEST-E, the required content test for teachers, was developed specifically for Washington and was based on these competencies. The NES will replace some of the WEST-E assessments beginning in fall 2014. See [NES Transition](#) for more information. [WEST-E Objectives](#) - Investigate objectives for each endorsement.

There is a need for teacher candidates to possess both a core content area endorsement and either a English language learner/Bilingual or Special Education upon completion of their pre-service teacher education program in order to be considered Highly Qualified.

▪ The Equity Plan Leadership team will work with the Professional Educator Standards Board to review program requirements for college of education and add the requirement that all teacher candidates take coursework that will lead to both a core content area endorsement and an ELL/Bilingual or Special Education endorsement.

▪ **Sub strategy 2: Strengthen Alignment of Pre-service Teacher Education Programs to Identified Equity Gaps**

▪ The Professional Educator Standards Board currently is required to analyze educator workforce development, reviewing both the production of endorsement areas by pre-service program and the shortages of teachers in specific areas of the state. The [Professional Educator Standards Board Annual Report on Educator Preparation and Workforce](#) focuses on several key indicators to keep track of policy goals:

- Teacher assignment
- Shortage Policy
- Diversity in teacher preparation programs
- Teacher candidates working in diverse settings
- Teacher knowledge and skills
- Professional certificate teaching credential
- Linking teacher preparation programs and teacher effectiveness
- District hiring practices

▪ The Equity Plan Leadership Team will work with the Professional Educator Standards Board to share the initial analysis of the equity gap data and develop recommendations to strengthen teacher education programs in the specific policy areas identified in the annual report.

▪ **Sub strategy 3: Increase Field Experience in Pre-service Teacher Education Programs:** Pre-service teacher education programs require student teaching or field experience as a component of the program. The length of time and depth of the field experiences varies, with some programs requiring in-depth residency programs where teacher candidates can spend an entire school year co-teaching and engaging in site based lessons. It is at a school and school districts discretion whether to provide field placements for teacher candidates. The Equity Plan Leadership Team will analyze the current student teaching and field experience requirements at pre-service programs approved by the Professional Educator Standards Board and research regarding residency models. The Team will issue final recommendations to the Professional Educator Standards Board based on their analysis to provide more field experience to candidates in order to be better prepared to serve in schools.

Performance Objectives

- By the end of the 2015–16 school year the expansion of the Dual Endorsement Program legislation will have passed and the additional funding levels will be provided by the Legislature. OSPI and PESB will begin initial meetings with the WACTE to collaborate on strengthening the alignment of pre-service teacher education program requirements to identified equity gaps within Washington.
- By the end of the 2016–17 school year, the final recommendations and policy changes for strengthening the alignment of teacher education program requirements will be presented for adoption to the Professional Educator Standards Board. A summary of the recommendations will be produced and included in the updated Equity Plan.
- By the end of the 2017–18 school year all teachers will graduate colleges of education with a dual endorsement (both a core academic content area and either a English language learner/Bilingual or Special Education endorsement). Final recommendations and policy changes to increase field experiences in pre-service teacher education programs will be presented to the Professional Educator Standards Board. A summary of the recommendations will be produced and included in the updated Equity Plan.
- ***Note: Additional information about performance objectives is in Measuring Progress section.***

DEVELOP – Strategies to Provide Continual Professional Development, State Support and Funding to Develop Educators

Theory of Action

If new teachers are provided support within the first three years of their career in an induction and mentoring program,

Then they will become effective teachers and be retained within the district and the state.

Strategy 3: Provide State Funded Induction and Mentoring Program to All Teachers Within the First 3 Years of their Career

We believe that a teacher's first 3 years are critical to developing competencies and becoming an effective teacher and that all inexperienced teachers must be provided with an induction and mentoring program.

Root-Cause Analysis Findings

- **No Uniform Induction and Mentoring Program:** There is currently no statewide uniform induction and mentoring program provided to all new teachers within Washington. The Beginning Educator Support Team (BEST) is a state-funded grant program used by districts to create and implement systems of support to attract, train and retain novice teachers. However, these grants are limited and competitively distributed to school districts and/or regional school district consortia pending legislative funding. The BEST program has been defunded in the last two biennial budget by the Legislature. 39 school districts are currently receiving BEST grants out of 295 school districts within the state.
- **Varying Levels of Field Experience and Competency Among Inexperienced Teachers:** There are varying levels of field experience, content expertise and competency among inexperienced teachers and without a uniform induction and mentoring program to transition pre-service teachers into to their teaching assignments there is little opportunity to provide them with the supports they need to be successful. The BEST program in collaboration with the Center for Strengthening the Teaching Profession has created the [Effective Support for New Teachers in Washington State: Standards for Beginning Teacher Induction](#) which is a tool for program reflection, evaluation and improvement by those with varying roles and connections to induction for beginning teachers. It provides a means to bridging the transition from preserve to teaching by systematically integrating the essential components of induction: hiring, orientation, mentoring, professional learning, formative assessment for teacher growth and induction program impact.

- **Inexperienced Teachers are Often Assigned to Difficult Workloads:** The initial equity gap data analysis for this plan revealed that students in poverty, students receiving English language learner and special education services and students of color are more likely to be taught by a teacher with less than five years of experience. It is critical that students who are historically underserved and potentially in the opportunity gap are taught by teachers with sufficient experience and competence to be able to address their learning needs.

- **Lack of Funding of Additional Time for Mentor and Mentee:** Aside from the minimal state funding for the BEST grants, there is no additional funding for the additional time that both the mentor and mentee add to their workload to accomplish meaningful mentorship. Local school districts may provide this funding through local levy funding, but it varies throughout the state.

Relevant Metrics

- Teacher and Principal Evaluation Program sub criteria.

- 2015–17 Biennial budget funding for Induction and mentoring program.

- Educator Working Conditions Survey data.

- Equity Gap Data-Inexperienced Teachers.

Stakeholder Feedback

- **New Teachers Feel Unsupported and Overwhelmed;** Stakeholders shared that many new teachers feel unsupported by the administration within their schools and overwhelmed by the working conditions of their teaching assignments. Both from the administrative mechanisms of the school district to the need for assistance in lesson planning, using formative assessments and adjusting instruction based on student’s needs; stakeholders are concerned that inexperienced teachers often have widely varying needs and little support in the schools and districts they serve in.

- **Induction and Mentoring Programs Help Support Veteran Teachers:** New teachers often bring fresh research and new energy and ideas into schools from their pre-service programs which stakeholders believe benefits veteran teachers. Mentors can benefit from learning from the new teachers and in assuming the role of mentor, are able to be recognized on a career ladder as a “master” educator who can teach a new teacher how to deepen their practices.

- **Attrition in First Five Years of Teaching:** Stakeholders were deeply concerned with the significant attrition of new teachers within their first five years of teaching. Reasons for leaving the profession included difficult working conditions, lack of mentoring and support, low salaries, and fear over increased accountability.

State Funded Induction and Mentoring Program Sub strategies

- **Sub strategy 1: Provide State Funded Mentor FTE Through Prototypical Schools Funding Formula**

- The Equity Plan Leadership Team adopts the recommendations from the Compensation Technical Working Group which outline providing a separate mentor categorical allocation through the prototypical schools funding formula for school districts based on the number of first, second, and third year teachers as reported in the S275 personnel database. An additional allocation should be provided for teachers in probationary status due to their evaluation in accordance with Engrossed Second Substitute Bill 5895, Section 1 (4b), which states, “the evaluator may authorize one additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency.” This recommendation will ensure that every Washington school district will have sufficient resources through reliable and regular state funds to support the need to mentor novice teachers. As a categorical allocation, the funding provided must be used for the mentor program; however, school districts can determine the appropriate use of the funding to best support the needs of their teachers and students. As required in RCW 28A.150.230, school districts must report the number of staff in each evaluation rating. As an allocation, smaller districts may have the opportunity to leverage capacity and infrastructure through partnerships with educational service districts. Implementation of this recommendation will assist the state in its paramount duty to provide a basic education to public school students through a stable funding source.¹⁰
- The Office of Superintendent of Public Instruction in collaboration with the Equity Plan Leadership team, will create legislation to allocate mentors through the prototypical schools funding formula.

- **Sub strategy 2: Provide Release Time for Mentor and Mentee to Participate in Induction and Mentoring Program:**

- In order for an induction and mentoring program to be successful, both the mentor and mentee need release time from their classrooms to engage in observation, feedback and planning together. While some school districts provide release time through local contract bargaining, there is no uniform requirement for release time for mentors and mentees at a state level.
- As part of the statewide induction and mentoring program, funding and a requirement for locally bargained release time will be included in the legislation for the induction and mentoring program, which will be developed in collaboration with the Equity Plan Leadership Team.

¹⁰ The Compensation Technical Working Group Final Report. Office of Superintendent of Public Instruction. 2012. <http://www.k12.wa.us/Compensation/CompTechWorkGroupReport/CompTechWorkGroup-MainReport.pdf>

- **Sub strategy 3: Develop and Fund Statewide Comprehensive Induction and Mentoring Program**
- Utilizing the model of the currently funded Beginning Educator Support Team (BEST) program and the induction and mentoring standards, the Equity Plan Leadership team will review research on mentoring programs and develop a recommendation for the components of a statewide comprehensive Induction and Mentoring Program. The program will be utilized to support mentees in their first three years of teaching, as well as to provide supports for teachers on probationary status through their evaluation. The program will be required to be implemented for all schools with new or probationary teachers who receive the mentor allocation through the prototypical schools funding model.
- The Equity Plan Leadership Team will develop a detailed recommendation for the Induction and Mentoring program and will create legislation to provide funding and establish the program.

Performance Objectives

- By the end of the 2015–16 school year, the state funded FTE mentor will be allocated to all school districts through the prototypical schools funding formula.
- By the end of the 2016–17 school year the BEST Program will be expanded and developed into a statewide comprehensive induction and mentoring program. The 2016–17 Supplemental Budget will include funding for the induction and mentoring program.
- By the end of the 2017–18 school year, the statewide induction and mentoring program will have been implemented in all school districts within the state.
- ***Note: Additional information about performance objectives is in Measuring Progress section.***

SUPPORT-Strategies to Focus State and Federal Funding to Provide Professional Development and Support to Address Identified Equity Gap Needs

Theory of Action

If, Title II, Part A grants and state professional development funding is focused on providing incentives, training, and time for unqualified, out-of-field and inexperienced educators to develop

Then districts will increase their numbers of highly qualified, in field and experienced educators and teachers will be more highly effective with their students.

Strategy 4: Focus Title II, Part A Grants and State Professional Development Funding on Identified Equity Gap Needs

We believe that federal and state funding can be leveraged to focus on equity gap areas and utilized to support teachers throughout the continuum of their careers.

Root-Cause Analysis Findings

- **Class Size Reduction:** Many school districts utilize a significant portion of their Title II, Part A funding on class size reduction. However, an examination of research indicates that class size reduction may not be the effective in increasing student achievement. Being taught by a competent teacher with deep pedagogical and content knowledge, who is highly qualified and teaching in an infield assignment affects student achievement more than a class size reduction of 1–5 students.
- **Funding General Professional Development Activities through Title II, Part A:** Due to the lack of statewide funding for professional development for all educators, many school districts utilize their Title II, Part A allocation on providing general professional development for their staff. While it is allowable to use the allocation on professional development activities that improve the knowledge of teachers and principals, and in appropriate cases, paraprofessionals in content knowledge and classroom practices; the funding should be more narrowly targeted to equity gap areas identified through this plan.
- **Less of a Focus on Recruitment, Retention and Teacher Advancement Costs:** Few districts have used their Title II, Part A allocation for developing and implementing mechanisms to assist schools to effectively recruit, hire and retain highly qualified teachers and principals. These strategies could include (a) providing monetary incentives such as scholarships, signing bonuses and differential pay in academic subjects or schools with teacher shortages; (b) recruiting teachers for programs with shortages, like special education and (c) recruiting qualified paraprofessionals and teachers from

populations underrepresented in the teaching profession and providing them with alternative routes to obtaining teacher certification.

- **Elimination of the HOUSSE option for Highly Qualified Status:** In 2013, the U.S. Department of Education strongly encouraged OSPI to limit the use of the HOUSSE form in all areas with the exception of special education. August 31, 2014, was the deadline for school districts to submit the HOUSSE form for teachers in core content areas. Due to the elimination of the HOUSSE form as a pathway to achieve highly qualified status, school districts will need to redirect their Title II, Part A allocations to helping teachers that are out-of-field take and pass the endorsement tests (WEST-E).

Relevant Metrics

- Title II, Part A iGrants Expenditure Categories by Allowable Fund Categories data.
- Equity Gap Data-Highly Qualified and Out-of-Field.
- 2015–17 Biennial budget data on funding of basic education.

Stakeholder Feedback

- **Title II, Part A Allocation Use Varies Based on Local Levy Funding:** Stakeholders shared that school districts that have robust local levy funding use less of their Title II, Part A allocation on professional development and other allowable costs. However, many of the districts with reduced local levy funding also receive the smallest Title II, Part A allocations and often do not have sufficient funding to recruit and retain teachers.
- **Professional Development Needs Exceed State and Federal Funding Capacity:** Increasing professional development needs, specifically on the changing learning standards, assessment systems and teacher and principal evaluation, exceed the amount of state and federal funding. Local school district funding bridges the gap or school districts apply for waivers to reduce the 180 day school year from the State Board of Education in order to provide professional development days within their state funding allocations.
- **Supply and Demand of Particular Content Area Endorsements for Teachers:** Teacher shortage areas vary in different locations and school districts within the state and stakeholders expressed that the supply of teachers with certain content areas does not meet the demand of teachers needed. The Professional Educator Standards Board designates hard to fill teacher shortage areas, identifying the following shortage content areas: biology, chemistry, early childhood special education, earth science, mathematics, middle level math, middle level science, physics, science and special education.

Focus Title II, Part A Grants and State Professional Development Funding on Identified Equity Gap Needs

- **Sub strategy 1: Out-of-Field Data Dashboard in the Highly Qualified Tool**
- Teacher assignment data aligning teachers to the courses and course codes they teach students will be used with data from the highly qualified tool on the core content areas each teacher is qualified to teach. In collaboration with the Title II, Part A office and the Professional Educator Standards Board, an out-of-field data dashboard will be created and uploaded within the Highly Qualified Tool in order for schools and school districts to more easily see how their teacher assignments are in or out-of-field. Additionally, the initial equity gap data analysis created for this plan will be uploaded by school, school district and educational service district.
- **Sub strategy 2: Revise Title II, Part A iGrants Application Requirements and Monitoring** The Title II, Part A grant application in the iGrants system captures how school districts chose to use their allocation in the allowable costs categories:
 - Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances, as noted in [question E-6](#) of the guidance manual).
 - Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages; (b) reducing class size; (c) recruiting teachers to teach special needs children, including students with disabilities, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternate routes to obtaining teacher certification.
 - Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:
 - **Content knowledge.** Providing training in one or more of the core academic subjects that the teachers teach. Core academic subjects are identified as:
 - Mathematics
 - Science
 - History
 - Geography
 - Civics/Government
 - Economics
 - Foreign (World) Languages
 - Reading
 - English/Language Arts
 - Music (general, choral, instrumental)
 - Visual Arts
 - Dance

- Theatre
- Elementary Curriculum
- **Classroom practices.** Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills, and (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments.
 - Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, regarding effective instructional practices that:
 - Involve collaborative groups of teachers and administrators;
 - Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;
 - Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;
 - Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and
 - Provide training on how to use data and assessments to improve classroom practice and student learning.
 - Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators, induction, and support for new teachers and principals during their first three years; and financial incentives to retain teachers and principals with a record of helping students to achieve academic success.
 - Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs.
 - Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders.
 - Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternate routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
 - Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation.
 - However, a deeper analysis of how districts use their allocation to support the needs assessment in their highly qualified plan has not been done at a state level. OSPI, in collaboration with the Equity Plan Leadership Team, will review an analysis prepared by the

Title II, Part A office and will assist the office to revise the Title II, Part A application and monitoring requirements to closely align the use of the grant funding to equity gaps identified in schools and school districts.

▪ **Sub strategy 3: Full State Funding of 10 Professional Development Days:**

The state certification and evaluation systems expect educators to grow professionally. However, the state only funds 180 days of instruction. The 180 school day calendar is focused on student’s academic development and does not provide time for educator-focused development. Current practice often involves taking school time away from students, through early release days or late arrival days, in order to provide time for educator professional development. Washington has recognized the importance of professional development in the past by compensating for additional professional development days, called Learning Improvement Days (LID). In 2002–03, three LID days were provided. In 2009–10, the number was reduced to two. In 2010–11, all funding for LID days was eliminated. School districts are providing professional development through locally funded days or requesting waivers to the 180 school day calendar in order to replace a day of instruction with a professional development day. In addition, some local school districts are scheduling half days of instruction in order to provide time for professional development during the second half of the day. School districts should have the flexibility to distribute the time in a manner that best fits their needs. The group discussed the possibilities of the time being used for professional learning communities, individual professional growth planning, and focused seminars.

In order for all school districts to be able to provide certificated instructional staff with time to engage in the professional development required of state and federal policy, the state must fully fund 10 professional development days to certificated instruction staff in addition to the 180 day instructional calendar. The Equity Plan Leadership Team supports the funding of ten professional development days and the similar recommendation of the Compensation Technical Working Group. The team will work with OSPI to draft agency requested legislation to fully fund ten professional development days.

Performance Objectives

▪ By the end of the 2015–16 school year, the Highly Qualified Tool will include an out-of-field dashboard by school and school district, indicating which teachers are in an assignment which does match their core content areas they are prepared to teach. Additionally, equity gap data from this plan will be linked within in Title II, Part A grant application tool for school districts to review when making funding decisions regarding their allocation.

▪ By the end of the 2016–17 school year the Title II, Part A iGrants application requirements and monitoring will be revised to focus the use of funding on identified equity gaps by school and school district.

- By the end of the 2017–18 school year, OSPI will develop and submit an agency request bill for full state funding of ten Professional Development Days for all certificated instructional staff.

▪ ***Note: Additional information about performance objectives is in Measuring Progress section.***

RETAIN- Strategies on Full Funding of Basic Education and Compensation Reform

Theory of Action

If the Washington Legislature complies with the Supreme Court order and fully funds all basic education categories, specifically compensation,

Then school districts will have adequate and equitable hiring capacity and will be able to recruit, retain and sustain effective educators to serve all students within the state.

Strategy 5: Full Funding of Basic Education and Compensation Reform

We believe that the failure to full funding basic education in Washington state, specifically teacher salaries, has negatively affected the equitable distribution of excellent educators.

Root-Cause Analysis Findings

- **Inequitable Salaries Based on Local Levy Funding** As the compensation data analysis indicates, both average base salaries allocated by the state and the amount of additional supplemental compensation offered through local levy funding varies widely by school district. The average base salary is affected both by grandfathered school districts which receive more compensation based on grandfathered salary allocation models, as well as the staff mix in school districts with teachers with more years of experience and additional degrees and levels of education. Supplemental compensation in the form of TRI (time, responsibility and incentive) packages funded through local levies for basic education can increase compensation substantially. The compensation provided to teachers and principals within Washington state is inequitable and not fully state funded, which is a violation of the Washington Constitution and the Supreme Court order as a result of the McCleary case.
- **Equity Gaps Correspond to Funding Gaps:** The initial analysis of the equity gap data created for this plan reveals that many of the school districts with large equity gaps of student access to highly qualified, experienced and in field teachers are also the same school districts with large funding gaps: both lower average base salaries and substantially less supplemental compensation through local levy funding. These school districts are unable to recruit, hire and retain an educator with the same credentials as a school district which large supplemental compensation packages. Through the reliance on local levy funding to provide market based compensation for basic education, the state is not able to provide equitable opportunities to all students within the state, particularly for students of color, students in poverty and students who receive English language learner and special education services; which contributes to the opportunity gap.

- **Low Salaries Contribute to Less Teachers Entering the Profession and Teacher Attrition:** The low starting salaries and limited lifetime earnings of teachers affect both how many college graduates are entering the teaching profession and the rates of teacher attrition. Graduates in content shortage areas like math and science have substantial higher earning potential in different careers within those fields than in teaching. Additionally, both poor working conditions and low compensation affect a teacher’s decision to remain in a specific school district or within the profession.

Relevant Metrics

- 2015–17 Biennial budget data on funding of basic education.
- National Board Certified Teacher Challenging School bonus data.
- S275-Personnel Reporting Database on Average Base Salaries and Average Supplemental Compensation.

Stakeholder Feedback

- **Teacher Turnover Affected by Compensation:** Stakeholders revealed that many teachers may take a position in a less desirable assignment or location until they can gain experience and be able to be hired in a school district that offers additional compensation. This results in significant turnover in content shortages areas, hard to staff schools and school districts. Teacher turnover affects student achievement, the sustainability of improvement efforts and perception of schools by families and community members.
- **Difficult to Recruit and Retain Teachers to Geographic Areas, Types of Schools and Teaching Assignments:** The substantial differences in compensation and basic education funding by school district make it difficult to recruit and retain teachers to rural and remote areas of the state, as well as schools in improvement status or Title I schools and hard to fill teaching assignments. Stakeholders shared that many school districts are left without unfilled positions or are forced to assign teachers to out-of-field assignments in order to students to have a teacher. They are concerned on how this inequity affects student achievement in school districts that cannot recruit, hire and retain highly qualified, in field and experienced teachers.
- **Compensation Inequity Perceived as Unfair:** Multiple stakeholders were startled by the compensation inequities among school districts and have shared that they find these differences to be unfair. Particularly among school districts with less local levy funding, there is a desire to be able to compete for teachers with an equal ability as wealthier school districts. Family and community group stakeholders were particularly concerned that their students might be taught by a teacher who has less credentials or is likely to leave the school due to low compensation.

- **Sub strategy 1: Full Funding of Basic Education and Compensation Reform:** The Equity Plan Leadership Team and stakeholders identified that the full funding of basic education and compensation reform was one of the main strategies to provide equitable access to excellent educators and to provide all school districts with equitable hiring capacity. The team recommends the Superintendent Dorn’s Funding Plan, as outlined below:
 1. **Initiate levy reduction**, as the state proceeds to fund basic education costs currently covered by local levies, and eliminate supplemental time, resources and incentives (known as TRI):
 - School districts would be prohibited from using local excess levies to fund materials, supplies and operating costs; student transportation; or staff salaries related to the program of basic education.
 - Districts would be allowed to use levy funds to pay supplemental staff contracts and other costs related to student education enrichment programs that go beyond the basic education program provided by the state, such as extracurricular athletic activities, instruction unrelated to the mandatory state Essential Academic Learning Requirements, early learning, and adult basic education.
 - Starting immediately, growth of levies beyond current levels would be restricted.
 - The maximum levy percentage would be reduced to a uniform level across all districts by 2021.
 2. **Initiate statewide collective bargaining** for compensation, benefits, regional cost-of-living adjustments, and workday definition:
 - The Superintendent of Public Instruction would represent school district employers in negotiating collective bargaining agreements for public school teachers and classified employees.
 - Public school employees would be represented by two exclusive bargaining representatives.
 - The scope of statewide bargaining would be limited to wages, workday definition, and fringe benefits, and not include Time, Responsibility, and Incentive — known as TRI.
 - School district management rights would not be subject to bargaining.
 - School employees will retain the right to organize locally and collectively bargain other terms and conditions of employment with each school district employer, for supplemental contracts regarding compensation for education enrichment services and activities that go beyond the state’s program of basic education.
 - Collective bargaining agreements between school districts and their employees that are in effect today would remain in effect until they expire.
 3. **Review and address short- and long-term statewide system capacity issues** related to the expansion of full-day kindergarten and class-size reduction, including the availability of appropriate classrooms:

- To offer statewide full-day kindergarten and to reduce K–3 class sizes, an additional 5,700 classrooms are needed, costing about \$2 billion. The Senate made progress toward this requirement.
- In its January 2014 order the Court wrote that “the State must account for the actual cost to schools of providing (additional capital expenditures).”

4. **Require the non-partisan Quality Education Council to create two new workgroups** that will:

- Design a better process to recruit and retain teachers and
- Annually study and report on the state’s evolving program of basic education and the financing necessary to support the program.

The Equity Plan Leadership Team will collaborate with OSPI to incorporate the equity data analysis with Superintendent Dorn’s funding proposal to show the connection between equity gaps and low salaries and supplemental compensation.

- **Sub strategy 2: Develop Human Resources Technical Assistance Module** School districts have different approaches to the process of attracting, recruiting, hiring and retaining teachers into their school districts. Many work in partnership with their local union bargaining units to negotiate contracts and to help recruit staff into hard to fill content areas and positions. Several smaller districts have formed regional consortia to leverage their minimal administrative allocations and pull resources to serve their region. Additionally, both the Professional Educator Standards Board and the Title II, Part A office within OSPI provide human resource technical assistance as requested by school districts. However, a statewide human resources technical assistance module does not exist to address the unique needs of Washington.

The Equity Plan Leadership Team will work collaboratively with the Washington Education Association, the Association of Washington School Principals, Title II, Part A office and the Professional Educator Standards Board to create a Human Resource Technical Assistance module to be used by districts to assist them in attracting, recruiting, hiring and retaining teachers in their school district.

- **Sub strategy 3: Expand National Board Certified Teacher Challenging School Bonus** In 2007, the Governor initiated and the Legislature funded the only state funded bonus compensation within Washington, the National Board Certified Teachers base bonus of \$5,090 per year. In addition, National Board Certified Teachers who serve in “challenging schools” receive an additional \$5,000 bonus. As specified in [WAC 392-140-973](#), “Challenging, high poverty schools are schools where, for the prior year, the student headcount enrollment eligible for the federal free and reduced price lunch program was at least: 70 percent for elementary schools, 60 percent for middle schools or 50 percent for high schools.”

The NBCT Challenging Schools Bonus has provided a powerful incentive for teachers to serve in high poverty schools, or for teachers in those schools to get national board certification. The Equity Plan Leadership team would like to see additional funding from the Legislature to expand the number of NBCT serving in high poverty schools with large equity gaps. The team

will create legislation with OSPI to expand the funding of the Challenging Schools bonus for NBCT's.

▪ **Sub strategy 4: Research Differential Compensation Options:** Additional compensation above the base salary is currently provided by more school districts through local levy funding in the form of TRI (time, responsibility and incentive) pay. Collective bargaining agreements often will specify additional roles and responsibilities a teacher must fulfill in order to qualify for this additional compensation. However, some school districts utilizing TRI as a supplement to provide a comparable market based salary and to recruit and retain teachers. The Equity Plan Leadership Team is interested in researching current differential compensation options and to identify additional roles and responsibilities, like serving as a special education teacher and being responsible for preparing Individualized Education Plans that would be eligible for state funded differential compensation. The team will research differential compensation options and provide final recommendations to OSPI and in subsequent updates of the Equity Plan.

▪ **Sub strategy 5: Research Housing Allowance Options:** The Equity Plan Leadership team heard from stakeholders in rural and remote school districts, as well as urban districts, that affordable housing is difficult to obtain on a teacher's salary. There are limited options in rural and remote settings, with some school districts purchasing housing for their teachers to live in during the school week or busing in teachers for more populated areas. In urban school districts, the cost of living is so high that most teachers' salaries are inadequate to support renting or buying housing within the city. While the team believes that fully funding basic education, including compensation, may help with the affordability of housing options for teachers, the team is concerned about the availability of housing, particularly in rural and remote school districts. The team will research locally providing housing allowance options and create recommendations which will be shared with OSPI and included in subsequent updates to the Equity Plan.

Performance Objectives

▪ By the end of the 2015–16 school year, expansion of the National Board Certified Teacher Challenging School bonus will be funded by the Legislature. OSPI will develop and publish collaboratively designed Human Resource Technical Assistance with the Washington Education Association and Association of Washington State Principals.

▪ By the end of the 2016–17 school year, the Equity Plan Leadership team will have completed research and issued final recommendations for differential compensation options and fellowship and housing allowance options, to be included in the update to the Equity Plan.

▪ By the end of the 2017–18 school year, full funding of basic education will have been achieved by the Legislature (deadline as established by House Bill 2776 and 2261 and Supreme Court order).

▪ **Note: Additional information about performance objectives is in Measuring Progress section**

Measuring Progress

In order to measure progress and publically report on the implementation of this Equity Plan, the Office of Superintendent of Public Instruction will engage in the following activities:

- **Stakeholder Coalition Meetings:** The Stakeholder Coalition will be convened three times a year to analyze equity gap data, review the progress of implementation of the strategies in the equity plan and provide meaningful and reciprocal input and feedback about the plan. The Stakeholder Coalition will consist of representatives identified in the Stakeholder Engagement section of the plan.
- **Public Reporting Through Traditional and Social Media:** In addition sharing the equity plan and implementation progress through the Stakeholder Coalition meetings, the Office of Superintendent of Public Instruction will issue an annual bulletin and memorandum to all school districts to share the Equity Plan. The Equity Plan will be publically posted on the OSPI website, as well as be shared through traditional and social media.
- **Annual Educator Working Conditions Survey:** The Title II, Part A office within OSPI will annually distribute the Educator Working Conditions Survey to teachers, principals, paraeducators, school administrators and educational staff associates. Additionally, parent and community member version of the Educator Working Conditions survey will be distributed annually.

In each strategy area identified previously in the plan (Attract, Prepare, Develop, Support and Retain), implementation goals are identified along with relevant data sets that will be reviewed in addition to the equity gap data. In the table below is summary of the equity data gap performance goals with minimum percentages of reduction in equity gaps specified. The Equity Plan Leadership Team struggled with establishing performance goals for the equity gap data, due to the short timeline established for completing this plan, there was not longitudinal data sets available to establish a baseline for many of the data categories. The team also was concerned that there were many exogenous factors which may affect the state's ability to meet the performance goals. The team will continue to examine the baseline data from this initial analysis and further refine the performance goals if necessary in subsequent submissions of the equity plan.

However, the team believed that goals were ambitious enough and yet feasible if the strategies contained within this plan were funded and implemented with fidelity through all school districts within Washington.

Progress Monitoring Overview by Strategy Area

	2015–16 SY	2016–17 SY	2017–18 SY
Strategies 1-5	<ul style="list-style-type: none"> ▪ At the State level, reduce students being taught by: ▪ Level V - Inexperienced ▪ 5%-Students of color ▪ 5%-ELL Students ▪ 5%-SPED Students ▪ 5%-Students in poverty ▪ Level IV and V-Not Highly Qualified ▪ 3%-Students of color ▪ 3%-ELL Students ▪ 3%-SPED Students ▪ 3%-Students in poverty ▪ Level V-Out-of-field ▪ 3%-Students of color 	<ul style="list-style-type: none"> ▪ At the Educational Service District level, reduce students being taught by: ▪ Level V - Inexperienced ▪ 5%-Students of color ▪ 5%-ELL Students ▪ 5%-SPED Students ▪ 5%-Students in poverty ▪ Level IV and V-Not Highly Qualified ▪ 3%-Students of color ▪ 3%-ELL Students ▪ 3%-SPED Students ▪ 3%-Students in poverty ▪ Level V-Out-of-field ▪ 3%-Students of color ▪ 3%-ELL Students 	<ul style="list-style-type: none"> ▪ At the School District level, reduce students being taught by: ▪ Level V - Inexperienced ▪ 5%-Students of color ▪ 5%-ELL Students ▪ 5%-SPED Students ▪ 5%-Students in poverty ▪ Level IV and V-Not Highly Qualified ▪ 3%-Students of color ▪ 3%-ELL Students ▪ 3%-SPED Students ▪ 3%-Students in poverty ▪ Level V-Out-of-field ▪ 3%-Students of color

	<ul style="list-style-type: none"> ▪ 3%-ELL Students ▪ 3%-SPED Students ▪ 3%-Students in poverty 	<ul style="list-style-type: none"> ▪ 3%-SPED Students ▪ 3%-Students in poverty 	<ul style="list-style-type: none"> ▪ 3%-ELL Students ▪ 3%-SPED Students ▪ 3%-Students in poverty
EXCELLENT EDUCATOR DATA	<p>Initial analysis of Teacher and Principal Evaluation Program sub-criteria data identified in excellent educator definition in the following categories:</p> <ol style="list-style-type: none"> 1. Deep Content Knowledge 2. Professional Development 3. Deep Pedagogy 4. Disposition 	<p>Establish performance goals of Teacher and Principal Evaluation Program sub-criteria data identified in excellent educator definition in the following categories:</p> <ol style="list-style-type: none"> 1. Deep Content Knowledge 2. Professional Development 3. Deep Pedagogy 4. Disposition 	<p>Initial analysis of Teacher and Principal Evaluation Program sub-criteria data identified in excellent educator definition in the following categories:</p> <ol style="list-style-type: none"> 5. Positive Student Outcomes
STAKEHOLDER COALITION	3 Coalition Implementation and Data Retreats (Fall, Winter, Spring)	3 Coalition Implementation and Data Retreats (Fall, Winter, Spring)	3 Coalition Implementation and Data Retreats(Fall, Winter, Spring)
EQUITY PLAN LEADERSHIP TEAM	The team will meet once a month to review data and implement the strategies identified in the plan. The team may create subcommittees in order to more efficiently complete the tasks identified.	The team will meet once a month to review data and implement the strategies identified in the plan. The team may create subcommittees in order to more efficiently complete the tasks identified.	The team will meet twice a month to review data and implement the strategies identified in the plan. The team will draft and finalize the updated Equity Plan.

Ongoing Monitoring and Support

The Equity Plan Leadership Team plans to utilize the expertise and technical assistance of the Comprehensive Center at Education Northwest as they implement the plan and engage ongoing data analysis and stakeholder engagement. Additionally, the Office of Superintendent of Public Instruction has a partnership with the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) based on implementation science research by Dr. Dean Fixsen. The SISEP Center supports education systems in creating implementation capacity for evidence-based practices benefitting all students, especially students with disabilities. The Office of Special Education Programs funds the SISEP Center to provide our state (OSPI, ESDs, Districts and Schools) with intensive technical assistance for establishing an effective and affordable infrastructure to implementation of evidence-based practices using multiple methods:

- Coordinated and shared professional learning via on-site monthly support, webinars and communities of practice bridging States and Districts.
- Online and off-line coaching, teaching and learning about implementation, scaling, and system reinvention.
- Tools and resources for conducting work, including formative and summative evaluations tools for action planning, monitoring, and outcome assessment.

The Equity Plan Leadership Team intends to approach the implementation of the strategies identified in this plan through the stages of implementation science in order to implement the changes with fidelity and ensure that all students have equitable access to excellent educators.

<p>Exploration Stage – The Implementation Team and the organization (district or school) exchange information about implementation capacity and organization needs, goals, and willingness to participate in using one or more selected innovations fully and effectively to noticeable improve student outcomes</p>	<p>Installation Stage – The Implementation Team and the organization prepare to initiate agreed-upon changes in organization and teacher practices. Identify resources, prepare materials, prepare staff, etc.</p>	<p>Initial Implementation Stage – Begin to use the innovation with the support of the Implementation Team and facilitative administrative supports in the organization. Frequent data collection, reporting, and action planning guide rapid identification of problems and development of solutions to help assure intended outcomes.</p>	<p>Full Implementation Stage – The innovation and the support of the Implementation Team are now standard practices in the organization. Implementation supports and instruction are delivered consistently with high levels of fidelity and reliable student outcomes.</p>
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This material is available in alternative format upon request.



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EQUITY PLAN FOCUS GROUP

Guided Root-Cause Analysis Activity (1–2 hours)

This activity consists of the following steps:

- Step 1: Identify the Equity Gaps to Be Addressed
- Step 2: Conduct a “Data Dive” With Group Review of Data Profiles
- Step 3: Identify and Discuss Root Causes
- Step 4: Categorize the Root Causes
- Step 5: Discuss Strategies for Educator Talent Development

Step 1: Identify the Equity Gaps to Be Addressed

Instructions

- Invite participants to reflect on the equity gaps in their school, district, region, and state—using the examples listed in the “Tips” (below) as a model. *Important:* Remind participants that the goal of this brainstorming is to get started; they will be refining and focusing the list using data and group discussions during the course of the session.
- Depending on the size of the group, participants can brainstorm a list of equity gaps first in pairs or groups of three.
- After each group has identified at least one equity gap, share out as a whole group.
- Use chart paper or the **Equity Plan Focus Group-Identify Equity Gaps to be Addressed worksheet** to write down a list of these equity gaps. Leave the chart up and in full view for the duration of the meeting.
- To transition this activity and set up for later steps, ask participants to highlight the *one equity gap* that seems to represent the greatest disparity or seems to be the most immediate and pressing. This voting can be done by a show of hands.

Note

Tips

- Specify the equity gap in terms of a particular problematic equity outcome. For example:
 - “There is higher teacher ‘churn’ in priority schools as compared with non-priority schools.”



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- “There is lower principal quality in larger high schools than smaller high schools.”
- “Low-performing students are more likely than high-performing students to be assigned a novice teacher.”
- “Filling teacher vacancies is more challenging in our high-poverty, high-minority schools than in other schools.”
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to “excellent” teachers defined as those who meet a minimum standard of effectiveness or defined as highly effective or the *most* effective teachers.
- Although the problems in your state may be many, highlight just one *primary* problematic equity outcome or gap in performance for the purpose of this exercise. The team can come back later to conduct a root-cause analysis for the other key equity gaps.

Step 2: Conduct a “Data Dive” With Group Review of Data Profiles

Instructions

Facilitator Preparation: In order to prepare to present data and facilitate a discussion, it may be helpful to review the *Moving Toward Equity Data Review Tool* (http://www.gtlcenter.org/data_review_tool) before this meeting. This step requires adaptation to each state context.

You will pass out the **Washington Educator Equity Data Profile** from the Department of Education for the group to review. Remind the group that this is just a snapshot of data and that there are many other data points that will be considered in the Equity Plan.

During the Meeting:

- Start with a presentation of the data. Project each piece of data for the group and pass out paper copies to each participant. For most people, it may not be immediately apparent what the numbers represent without an initial walk-through. Plan to repeat much of this information twice, depending on the level of familiarity that the stakeholder group has with data of this nature.
- Give participants ample time to digest the data. Before rushing into a discussion of the story told by the data and the recommendations that should emerge, give participants time to think through the data themselves, with guiding questions that they answer as individuals or in small groups.
- Have data experts on hand. Especially when data literacy is lacking, consider providing each group with a data expert who can guide the group in accurately exploring the data.



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- Divide and conquer. If the amount of data to dig through is extensive, break it into smaller pieces and assign small groups to tackle individual sections. Leave time for a whole-group share-out at the end so participants can weigh in on all sections in which they can lend perspective.
- Highlight key data points. It is easy to get lost in spreadsheets of numbers, so consider highlighting in color or in bold the data that matter the most to the present discussion.

Note: If your state does not have high-quality, relevant data to inform your key equity gaps, don't be deterred from having this conversation now. Instead, rely on the best knowledge of your team based on observations in the field and what data you do have (while at the same time clarifying what plans are under way in your state to improve the quality of data over time).

Step 3: Identify and Discuss Root Causes

Instructions

- Share with the group that in this step, they will brainstorm the root causes of the equity gaps identified in Step 1 using the information and data shared in Step 2—that is, they will try to determine reasons why these problematic equity outcomes may have occurred. Remind the group that through their role as direct stakeholders, they can provide explanations of the data that may not be apparent to policymakers. By identifying the root causes, stakeholders will directly influence the solutions identified in the equity plan design. This step is a critical part of creating a plan with identified solutions that match the needs of the field as specified by the group.
- Model the process. First, ask the group to share one explanation for why the equity gap exists. Second, ask why the reason provided is an issue. For example, if stakeholders note that the root cause to a teacher equity gap is poor school leadership, ask why school leadership is poor. Don't stop there. If the root cause for poor leadership is, for example, is seen as poor leadership preparation, ask stakeholders why leadership preparation programs are poor. Follow up by asking the group why these explanations may be valid. Encourage the group to share their reasons (even if they don't know for sure). Connect these root causes to the data from Step 2 when possible, but also encourage participants to freely state their perspectives. Keep asking why until you seem to have exhausted the possible causes for the identified problem. Consider ranking these challenges in terms of critical impact.
- Encourage participation through independent or small-group work. Divide the group into pairs (or larger groups). Ask each group to identify one problem and use the **Step 3-Identify Root Causes** worksheet or chart on paper all possible causes.



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- Have each group post its chart, and debrief with a quick share-out from each group.

Tips

For suggestions of root causes, have the group refer to the *Moving Toward Equity Quick-Start Guide* (http://www.gtlcenter.org/sites/default/files/docs/Quick_Start_Guide.pdf), specifically the section titled “Set Priorities: What are the root causes behind equity gaps in our state or district context?”

Remind the group to focus on *system challenges*, not *symptoms*. For example, the tendency of early-career teachers to move from inner-city to suburban schools after a few years is a *symptom*, while a lack of strong preparation and leadership in inner-city schools is a *systems challenge*. Also, the high percentages of teachers of students with disabilities who leave teaching for work in the private sector is a *symptom*, while unmanageable caseloads for these teachers is a *systems challenge*.

Step 4: Categorize the Root Causes

Instructions

- Using the completed worksheets and/or group charts of possible root causes listed in Step 3, ask the whole group to consider how each root cause could be placed into categories.
- Potential categories for root causes of equity gaps could include the following:
 - Lack of talent development opportunities, such as teacher-leader roles
 - Poor working conditions or limited support structures in specific schools
 - Inadequate preparation for or experience working with specific subgroups of students
- Physically arrange each chart into a category within view of the group. Categories will vary based on causes selected by each group. You can also use sticky notes or colored index cards to help categorize the root causes

Step 5: Discuss Strategies for Educator Talent Development

Instructions

- Ask the group to consider what specific strategies for educator talent development could address one of the categories of root causes.
- As a whole group, chart or use the worksheet Step 5-Strategies for Educator Talent Development – identify at least three possible strategies for educator talent development that are matched to each root cause.



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Remind participants that their input will inform the state's equitable access plan. (This is a good time to clarify that these strategies are preliminary.)

- Photocopy and distribute **Handout 7.2: Talent Development Framework** (http://www.gtlcenter.org/talent_development_handout). Alternately, you can use the graphic that also appears as Figure 1 on page 9 of this handout. Explain to participants that the GTL Center developed this framework as part of the *Talent Development Framework for 21st Century Educators: Moving Toward State Policy Alignment and Coherence* (http://www.gtlcenter.org/talent_development_framework) to emphasize the many policy components that matter when working to ensure effective educators for all students. These components may be helpful in framing this discussion of strategies. Which of the 13 components in the framework address the root causes identified by your state's stakeholders?

Tips

- Be creative. It is okay to identify strategies for educator talent development that may not be perfect or not able to address all issues of inequitable access.
- For strategies for educator talent development, see the *Moving Toward Equity Quick-Start Guide* (http://www.gtlcenter.org/sites/default/files/docs/Quick_Start_Guide.pdf), particularly the section titled "Take Action: What strategies for educator talent development do we currently have in place or need to put in place? How can we ensure coordination across strategies?"
- Also, refer to the *Taking Action* page of the full *Moving Toward Equity* online tool (<http://www.gtlcenter.org/learning-hub/moving-toward-equity/taking-action>).
- Strategies may include things you're already doing or new ways to enhance existing strategies.
- Consider at which level of the system targeted strategies are most needed and may be the most effective (i.e., school level, district level, or state level). This decision should be informed by where the data suggest the equity gaps lie.



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For Facilitators

As a facilitator, it is critical that you plan for your focus group. Please use the table below to help plan and document your outreach. After you complete the focus group, please complete the summary (Parts 2 & 3) and return it to Kim Bahrenburg at Kim.Bahrenburg@k12.wa.us.

You will also need to return the following (if completed) so that the stakeholder input can be considered for the Equity Plan.

- Step 1-Equity Plan Focus Group-Identify Equity Gaps to be Addressed
- Step 3-Identify Root Causes
- Step 5-Strategies for Educator Talent Development

Part 1: Planning

Our state/district, _____ [name of state/district], intends to convene _____ [number] facilitated discussions with stakeholders about equitable access. The scheduled dates and information for the facilitated discussions are as follows:

	Scheduled Date	Estimated Number of Participants	Types of Participants (e.g., District Staff, School Staff, Parents, Community Members)	Assigned Moderator	Assigned Note Taker
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					



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Participants also had a high level of agreement for the following:

Participants disagreed over the following (please explain, if possible, the cause behind the disagreement):

We were most surprised by:

Part 3: Bringing It All Together—Our Stakeholders’ Feedback

During the period _____ [inclusive dates], 20____ [year],
_____ [number of individual participants] _____ [stakeholder type (e.g., parents,
district staff, school staff] from _____ [name of state/district] convened for
_____ [number of separate facilitated discussions] facilitated discussions on equitable
access. In considering all of the facilitated discussions, we found the following:

Across the multiple conversations, participants in our state generally:

1 2 3 4 5

(agreed)

(disagreed)

It was generally agreed that an ideal equity plan would include the following:



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The top three priorities around equitable access that emerged in our state/district were:

1. _____
2. _____
3. _____

The approach to addressing equitable access that participants were *most* in favor of was:

The reasons they liked this approach were:

However, their concerns about this approach included:

Across the different stakeholder groups, participants had a high level of agreement for the following:

The greatest areas of disagreement included (please explain, if possible, the cause behind the disagreement):

What surprised us most was:



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Other notes:

Step 3-Identify and Discuss Root Causes

Equity Gap	Root Cause	Notes

Step 5-Strategies for Educator Talent Development

Root Cause	Strategy

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Based on North Carolina’s TEACHER WORKING CONDITIONS 2014 Survey

Equitable Access to Excellent Educators Survey *DRAFT* (final version in Survey Gizmo)

Based on North Carolina’s TEACHER WORKING CONDITIONS 2014 Survey

Teacher Questions.....pg. 4

Principal Questions.....pg. 21

District Questions.....pg. 34

Parent/Community Questions.....pg. 37

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

Introduction

Working conditions in schools are very important.

The purpose of the Educator Working Conditions Survey is to gather input from educators, administrators, parents, and community members on the various factors that affect working conditions in schools. This includes parent and community involvement, leadership, professional learning, classroom support, and safety.

Data from this survey will be used to inform the Office of Superintendent of Public Instruction as it creates the Washington State Equity Plan for the Department of Education. Your responses are important and we thank you in advance for taking the time to complete this survey.

Informed Consent and Confidentiality

Survey data obtained from this survey will be reported in the aggregate, with every effort to keep individual responses confidential. Your participation is voluntary and you may withdraw your participation at any point or skip any question if you do not wish to answer. By clicking the next button, you agree that you are giving your informed consent to participate in the survey.

Demographics **(all soft required- except for question one)**

Please indicate your position:

- Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)
- Educational Staff Associate (school counselor, school psychologist, social worker, school nurse, physical therapist, occupational therapist, speech and language pathologist and audiologist)
- Principal or Assistant Principal
- District Administrator
- Parent, Guardian, or Community Member

School District

DROP DOWN LIST

How many total years have you been employed as an educator?

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- First Year
- 2-3 Years
- 4-6 Years
- 7-10 Years
- 11-20 Years
- 20+ years

How many total years have you been employed in the school (teachers/Principal) / district (district admin.) in which you are currently working?

- First Year
- 2-3 Years
- 4-6 Years
- 7-10 Years
- 11-20 Years
- 20+ years

What subject(s) are you teaching in your current assignment?

Academic subject drop down

If you selected other, please indicate the subject you are currently teaching:

Short Answer

What certification do you have?

Teachers:

- Residency Certificate
- Professional Certificate
- Substitute Certificate
- Limited Teaching Certificates
- Foreign Trained
- First Peoples' Language, Culture and Oral Traditions Certification
- National Board Certification

Principals and assistant principals:

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- Residency Certificate
- Professional Administrator Certificate
- Substitute

Educational Staff Associates:

- Residency ESA
- Professional ESA
- Initial ESA Certificate
- Continuing ESA Certificate
- Substitute Certificate
- Other (limited) ESA Certificate

TEACHER QUESTIONS

Time

Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Class sizes are reasonable such that teachers[1] have the time available to meet the needs of all students.	<input type="radio"/>				
b. Teachers have time available to collaborate with colleagues.	<input type="radio"/>				
c. Teachers are allowed to focus on educating students with minimal interruptions.	<input type="radio"/>				
d. The non-instructional time[2] provided for teachers in my school is sufficient.	<input type="radio"/>				
e. Efforts are made to minimize the amount of routine paperwork[3] teachers are required to do.	<input type="radio"/>				
f. Teachers have sufficient instructional time to meet the needs of all students.	<input type="radio"/>				

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g. Teachers are protected from duties that interfere with their essential role of educating students.



1. *Teachers means a majority of teachers in your school.*

2. *Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc.*

3. *Routine paperwork means both electronic and paper forms and documentation that must be completed to comply with school, district, state, and federal policies.*

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In an average week, how much time do you devote to the following activities during the school day (i.e., time for which you are under contract to be at the school)?

	None	Less than or equal to 1 hour	More than 1 hour but less than or equal to 3 hours	More than 3 hours but less than or equal to 5 hours	More than 5 hours but less than or equal to 10 hours	More than 10 hours
a. Individual planning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Collaborative planning time[1]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Supervisory duties[2]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Required committee and/or staff meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Completing required administrative paperwork[3]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Communicating with parents/guardians and/or the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Addressing student discipline issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Professional development[4]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Preparation for required federal, state, and local assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Delivery of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Utilizing results of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Collaborative time includes time spent working with other teachers within or across grade and subject areas as part of a Professional Learning Community to plan and assess instructional strategies.

2. Supervisory duties include hall monitoring, recess, bus and cafeteria coverage, etc.

3. Paperwork means both electronic and paper forms and documentation that must be completed to comply with federal, state and local policies.

4. Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.

In an average week of teaching, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?

- None
- Less than or equal to 1 hour
- More than 1 hour but less than or equal to 3 hours

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- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Facilities and Resources

Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Teachers[1] have sufficient access to appropriate instructional materials[2].	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
c. Teachers have access to reliable communication technology, including phones, faxes and email.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
e. Teachers have sufficient access to a broad range of professional support personnel[3].	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
f. The school environment is clean and well maintained.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
g. Teachers have adequate space to work productively.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
h. The physical environment of classrooms in this school supports teaching and learning.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
i. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

1. Teachers means a majority of teachers in your school.

2. Instructional materials include items such as textbooks, curriculum materials, content references, etc.

3. Professional personnel includes positions such as school counselors, nurses, school psychologists and social workers, library media specialists, etc.

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

Community Support and Involvement

Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Parents/guardians are influential decision makers in this school.	<input type="radio"/>				
b. This school maintains clear, two-way communication with the community.	<input type="radio"/>				
c. This school does a good job of encouraging parent/guardian involvement.	<input type="radio"/>				
d. Teachers[1] provide parents/guardians with useful information about student learning.	<input type="radio"/>				
e. Parents/guardians know what is going on in this school.	<input type="radio"/>				
f. Parents/guardians support teachers, contributing to their success with students.	<input type="radio"/>				
g. Community members support teachers, contributing to their success with students.	<input type="radio"/>				
h. The community we serve is supportive of this school.	<input type="radio"/>				

1. Teachers means a majority of teachers in your school.

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

Managing Student Conduct

Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Students at this school understand expectations for their conduct.	<input type="radio"/>				
b. Students at this school follow rules of conduct.	<input type="radio"/>				
c. Policies and procedures about student conduct are clearly understood by the faculty.	<input type="radio"/>				
d. School administrators consistently enforce rules for student conduct.	<input type="radio"/>				
e. School administrators support teachers'[1] efforts to maintain discipline in the classroom.	<input type="radio"/>				
f. Teachers consistently enforce rules for student conduct.	<input type="radio"/>				
g. The faculty work in a school environment that is safe.	<input type="radio"/>				

1. Teachers means a majority of teachers in your school.

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Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

Teacher Leadership

Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Teachers[1] are recognized as educational experts.	<input type="radio"/>				
b. Teachers are trusted to make sound professional decisions about instruction.	<input type="radio"/>				
c. Teachers are relied upon to make decisions about educational issues.	<input type="radio"/>				
d. Teachers are encouraged to participate in school leadership roles[2].	<input type="radio"/>				
e. The faculty has an effective process for making group decisions to solve problems.	<input type="radio"/>				
f. In this school we take steps to solve problems.	<input type="radio"/>				
g. Teachers are effective leaders in this school.	<input type="radio"/>				

1. Teachers means a majority of teachers in your school.

2. School leadership roles may include formal roles such as department chair, an elected member of the School Improvement Team, mentor, coach or leader of a professional learning community, etc.

Teachers[1] have an appropriate role at your school in each of the following areas.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Selecting instructional materials and resources	<input type="radio"/>				
b. Devising teaching techniques	<input type="radio"/>				
c. Setting grading and student assessment practices	<input type="radio"/>				
d. Determining the content of in-service professional development programs	<input type="radio"/>				
e. Establishing student discipline procedures	<input type="radio"/>				
f. Providing input on how the school budget will be spent	<input type="radio"/>				
g. The selection of teachers new to this school	<input type="radio"/>				
h. School improvement planning	<input type="radio"/>				

Teachers[1] have an appropriate level of influence on decision making in this school.

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- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

1. Teachers means a majority of teachers in your school.

School Leadership

Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. The faculty and staff have a shared vision.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. There is an atmosphere of trust and mutual respect in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers[1] feel comfortable raising issues and concerns that are important to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The school leadership[2] consistently supports teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers are held to high professional standards for delivering instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school leadership facilitates using data to improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher performance is assessed objectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers receive feedback that can help them improve teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The procedures for teacher evaluation are consistent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The school improvement team provides effective leadership at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The faculty are recognized for accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Teachers means a majority of teachers in your school.

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2. School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.

The school leadership [2] makes a sustained effort to address teacher concerns about:

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Leadership issues	<input type="radio"/>				
b. Facilities and resources	<input type="radio"/>				
c. The use of time in my school	<input type="radio"/>				
d. Professional development	<input type="radio"/>				
e. Teacher leadership	<input type="radio"/>				
f. Community support and involvement	<input type="radio"/>				
g. Managing student conduct	<input type="radio"/>				
h. Instructional practices and support	<input type="radio"/>				
i. New teacher support	<input type="radio"/>				

1. School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.

Equitable Access to Excellent Educators Survey

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Professional Development

Please rate how strongly you agree or disagree with statements about professional development in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Sufficient resources are available for professional development[1] in my school.	<input type="radio"/>				
b. An appropriate amount of time is provided for professional development.	<input type="radio"/>				
c. Professional development offerings are data driven.	<input type="radio"/>				
d. Professional learning opportunities are aligned with the school's improvement plan.	<input type="radio"/>				
e. Professional development is differentiated to meet the individual needs of teachers[2].	<input type="radio"/>				
f. Professional development deepens teachers' content knowledge.	<input type="radio"/>				
g. Teachers have sufficient training to fully utilize instructional technology.	<input type="radio"/>				
h. Teachers are encouraged to reflect on their own practice.	<input type="radio"/>				
i. In this school, follow up is provided from professional development.	<input type="radio"/>				
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	<input type="radio"/>				
k. Professional development is evaluated and results are communicated to teachers.	<input type="radio"/>				
l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	<input type="radio"/>				
m. Professional development enhances teachers' abilities to improve student learning.	<input type="radio"/>				

1. Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.

2. Teachers means a majority of teachers in your school.

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In which of the following areas (if any) do you need professional development to teach your students more effectively?

	Yes	No
a. Your content area	<input type="radio"/>	<input type="radio"/>
b. Common core and essential standards	<input type="radio"/>	<input type="radio"/>
c. Student assessment	<input type="radio"/>	<input type="radio"/>
d. Differentiating instruction	<input type="radio"/>	<input type="radio"/>
e. Special education (students with disabilities)	<input type="radio"/>	<input type="radio"/>
f. Special education (gifted and talented)	<input type="radio"/>	<input type="radio"/>
g. English Language Learners	<input type="radio"/>	<input type="radio"/>
h. Closing the Achievement Gap	<input type="radio"/>	<input type="radio"/>
i. Methods of teaching	<input type="radio"/>	<input type="radio"/>
j. Reading strategies	<input type="radio"/>	<input type="radio"/>
k. Integrating technology into instruction	<input type="radio"/>	<input type="radio"/>
l. Classroom management techniques	<input type="radio"/>	<input type="radio"/>

In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas?

	Yes	No
a. Your content area	<input type="radio"/>	<input type="radio"/>
b. Common core and essential standards	<input type="radio"/>	<input type="radio"/>
c. Student assessment	<input type="radio"/>	<input type="radio"/>
d. Differentiating instruction	<input type="radio"/>	<input type="radio"/>
e. Special education (students with disabilities)	<input type="radio"/>	<input type="radio"/>
f. Special education (gifted and talented)	<input type="radio"/>	<input type="radio"/>
g. English Language Learners	<input type="radio"/>	<input type="radio"/>
h. Closing the Achievement Gap	<input type="radio"/>	<input type="radio"/>
i. Methods of teaching	<input type="radio"/>	<input type="radio"/>
j. Reading strategies	<input type="radio"/>	<input type="radio"/>
k. Integrating technology into instruction	<input type="radio"/>	<input type="radio"/>
l. Classroom management techniques	<input type="radio"/>	<input type="radio"/>

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

Instructional Practices and Support

Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. State assessment[1] data are available in time to impact instructional practices.	<input type="radio"/>				
b. Local assessment[2] data are available in time to impact instructional practices.	<input type="radio"/>				
c. Teachers[3] use assessment data to inform their instruction.	<input type="radio"/>				
d. The curriculum taught in this school is aligned with Common Core Standards.	<input type="radio"/>				
e. Teachers work in professional learning communities[4] to develop and align instructional practices.	<input type="radio"/>				
f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	<input type="radio"/>				
g. Teachers are encouraged to try new things to improve instruction.	<input type="radio"/>				
h. Teachers are assigned classes that maximize their likelihood of success with students.	<input type="radio"/>				
i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	<input type="radio"/>				
j. State assessments provide schools with data that can help improve teaching.	<input type="radio"/>				
k. State assessments accurately gauge students' understanding of standards.	<input type="radio"/>				
l. Teachers believe almost every student has the potential to do well on assignments.	<input type="radio"/>				

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

m. Teachers believe what is taught will make a difference in students' lives.	<input type="radio"/>					
n. Teachers require students to work hard.	<input type="radio"/>					
o. Teachers collaborate to achieve consistency on how student work is assessed.	<input type="radio"/>					
p. Teachers know what students learn in each of their classes.	<input type="radio"/>					
q. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.	<input type="radio"/>					

1. State assessments include end of course and end of grade tests.

2. Local assessments are standardized instruments offered across schools within the district and can include any norm or criterion referenced tests, diagnostics, or local benchmarks.

3. Teachers means a majority of teachers in your school.

4. Professional learning communities include formalized groupings of teachers within or across grade and subject areas that meet regularly to plan and assess instructional strategies for student success.

Overall

Which of the following best describes your immediate professional plans?

- Continue teaching at my current school
- Continue teaching in this district but leave this school
- Continue teaching in this state but leave this district
- Continue working in education but pursue an administrative position
- Continue working in education but pursue a non-administrative position
- Leave education entirely

Overall, my school is a good place to work and learn.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

In your opinion, which teaching conditions most affects a teacher's willingness to continue teaching at a school? **Drag and drop - ranking**

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

- Time during the work day
- Facilities and resources (School property and learning materials)
- Community support and involvement
- Managing student conduct (discipline issues and student behavior)
- Teacher leadership School leadership
- Professional development (opportunities to continually learn and grow)
- Instructional practices and support (methods of teaching to support all students)
- Safe environment (emotional and physical safety at school)

In your opinion, which teaching conditions are most important to you in promoting student learning?

Drag and Drop – ranking

- Time during the work day
- Facilities and resources (School property and learning materials)
- Community support and involvement
- Managing student conduct (discipline issues and student behavior)
- Teacher leadership School leadership
- Professional development (opportunities to continually learn and grow)
- Instructional practices and support (methods of teaching to support all students)
- Safe environment (emotional and physical safety at school)

New Teacher Support (teachers with 3 or less years of experience)

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

Does your school have one or more teachers whose primary job is to be:

- Mentor to early-career teachers
- Instructional coach
- Content specialist
- ELL consulting teacher or coach
- Special education consulting teacher or coach
- Data coach or assessment specialist
- Graduation coach or student success coach

As a beginning teacher, I have received the following kinds of support.

Yes No

- | | | |
|---|-----------------------|-----------------------|
| a. I received no additional support as a new teacher. | <input type="radio"/> | <input type="radio"/> |
| b. Formally assigned mentor | <input type="radio"/> | <input type="radio"/> |
| c. Seminars specifically designed for new teachers | <input type="radio"/> | <input type="radio"/> |
| d. Release time to observe other teachers | <input type="radio"/> | <input type="radio"/> |
| e. Access to professional learning communities where I could discuss concerns with other teacher(s) | <input type="radio"/> | <input type="radio"/> |
| f. Regular communication with principals, other administrator or department chair | <input type="radio"/> | <input type="radio"/> |
| g. Reduced workload | <input type="radio"/> | <input type="radio"/> |
| h. Orientation for new teachers | <input type="radio"/> | <input type="radio"/> |
| i. Common planning time with other teachers | <input type="radio"/> | <input type="radio"/> |
| j. Formal time to meet with mentor during school hours | <input type="radio"/> | <input type="radio"/> |
| k. Other | <input type="radio"/> | <input type="radio"/> |

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

On average, how often did you received support in each of the following activities?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Developing lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being observed teaching by my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Observing my mentor's teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Analyzing student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Reviewing results of students' assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Addressing student or classroom behavioral issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Reflecting on the effectiveness of my teaching together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Aligning my lesson planning with the state curriculum and local curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much did the support you received influence your practice in the following areas?

	Not at all	Hardly at all	Some	Quite a bit	A great deal
a. Instructional strategies	<input type="radio"/>				
b. Subject matter I teach	<input type="radio"/>				
c. Classroom management strategies	<input type="radio"/>				
d. Using data to identify student needs	<input type="radio"/>				
e. Differentiating instruction based upon individual student needs and characteristics	<input type="radio"/>				
f. Creating a supportive, equitable classroom where differences are valued	<input type="radio"/>				
g. Enlisting the help of family members, parents and/or guardians	<input type="radio"/>				
h. Working collaboratively with other teachers at my school	<input type="radio"/>				
i. Connecting with key resource professionals (e.g., coaches, counselors, etc.)	<input type="radio"/>				

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

j. Complying with policies and procedures	<input type="radio"/>				
k. Completing administrative paperwork	<input type="radio"/>				
l. Providing emotional support	<input type="radio"/>				
m. Other	<input type="radio"/>				

Please indicate whether each of the following were true for you and your mentor (If yes to having a mentor)

	Yes	No
a. My mentor and I were in the same building.	<input type="radio"/>	<input type="radio"/>
b. My mentor and I taught in the same content area.	<input type="radio"/>	<input type="radio"/>
c. My mentor and I taught the same grade level.	<input type="radio"/>	<input type="radio"/>

Overall, the additional support I received as a new teacher improved my instructional practice.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

Overall, the additional support I received as a new teacher has helped me to impact my students' learning.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

Overall, the additional support I've received has been important in my decision to remain at this school.

- Strongly disagree

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

- Disagree
- Agree
- Strongly agree
- Don't know

Demographics (for all)

What is your gender identity?

- Female
- Male
- Other
- Prefer not to answer

Are you of Hispanic/Latino ethnicity?

- Yes
- No

If Yes, Ethnicity: Drop down menu

What is your race?

- Black or African American
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Native Hawaiian/Other Pacific Islander
- White
- Two or More Races
- Prefer not to answer

(Races include drop down menus of subcategories)

PRINCIPAL QUESTIONS

Demographics

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

1. How many total years have you been employed as an educator?

- First Year
- 2-3 Years
- 4-6 Years
- 7-10 Years
- 11-20 Years
- 20+ years

2. How many total years have you been employed in the school in which you are currently working?

- First Year
- 2-3 Years
- 4-6 Years
- 7-10 Years
- 11-20 Years
- 20+ years

3. How many total years have you been a principal in the district in which you are currently working?

- First Year
- 2-3 Years
- 4-6 Years
- 7-10 Years
- 11-20 Years
- 20+ years

4. What Certification do you have?

Drop down list

Time

6. Please rate how strongly you agree or disagree with the following statement about the use of time in your school and district.

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Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Central office has streamlined procedures to minimize principals'[1] time on non-instructional tasks.	<input type="radio"/>				
b. Principals are provided time to collaborate with other principals and district leaders.	<input type="radio"/>				
c. Principals are provided time for networking and collaboration outside of the district.	<input type="radio"/>				
d. Principals have sufficient time to focus on instructional leadership issues (i.e. data analysis, professional development, etc.)	<input type="radio"/>				
e. Working directly with students (i.e. teaching, tutoring, etc.)	<input type="radio"/>				

1. Principals means a majority of principals in your school district.

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Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

i. Student discipline issues



1. Personnel issues includes time hiring, supervising, and remediating all staff on issues not directly related to instructional planning and improvement.
2. Administrative duties include tasks related directly to the operations of your school including, but not limited to: transportation, paperwork or other documentation of compliance with district, state or federal requirements, etc

Facilities and Resources

9. Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. My school has a sufficient number of licensed staff provided by the district to meet the educational needs of our students.	<input type="radio"/>				
b. My district HR department provides highly qualified applicants for open faculty positions in this school.	<input type="radio"/>				
c. My school has a sufficient number of non-licensed staff to operate efficiently and effectively.	<input type="radio"/>				
d. My school is provided sufficient data and information to make informed decisions.	<input type="radio"/>				
e. My school receives instructional resources commensurate with other schools in the district.	<input type="radio"/>				
f. My school receives instructional resources commensurate with student needs.	<input type="radio"/>				

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

Teacher Leadership

10. Please indicate the role you and/or your leadership team have in each of the following areas in your school.

	No role at all	Small role	Moderate role	Large role	Don't know
a. Selecting instructional materials and resources	<input type="radio"/>				
b. Devising teaching techniques	<input type="radio"/>				
c. Setting grading and student assessment practices	<input type="radio"/>				
d. Determining the content of in-service professional development programs	<input type="radio"/>				
e. Implementing mentoring programs for new teachers	<input type="radio"/>				
f. The selection of teachers new to this school	<input type="radio"/>				
g. Evaluating teachers	<input type="radio"/>				
h. Removing teachers/teacher transfer	<input type="radio"/>				
i. Establishing student discipline procedures	<input type="radio"/>				
j. Establishing the school schedule	<input type="radio"/>				
k. Establishing DISTRICT budget priorities	<input type="radio"/>				
l. Establishing SCHOOL budget priorities	<input type="radio"/>				
m. School improvement planning	<input type="radio"/>				
n. Establishing the school mission and vision	<input type="radio"/>				

Equitable Access to Excellent Educators Survey

Based on North Carolina's *TEACHER WORKING CONDITIONS 2014 Survey*

11. Please rate how strongly you agree or disagree with the following statements about decision making in your district.

	No role at all	Small role	Moderate role	Large role	Don't know
a. Principals are actively involved in district decision making about educational issues.	<input type="radio"/>				
b. Principals are trusted to make sound professional decisions about instruction in this district.	<input type="radio"/>				
c. In this district we take steps to solve problems.	<input type="radio"/>				
d. The district has an effective process for making group decisions and solving problems.	<input type="radio"/>				
e. The district involves principals in decisions that directly impact the operations of my school.	<input type="radio"/>				

Equitable Access to Excellent Educators Survey

Based on North Carolina's *TEACHER WORKING CONDITIONS 2014 Survey*

School Leadership

12. Please rate how strongly you agree or disagree with statements about leadership in your district.

Strongly disagree Disagree Agree Strongly agree Don't know

- a. Central office supports appropriate school improvement decisions when challenged by parents and the community.
- b. The district clearly defines expectations for schools.
- c. The district provides constructive feedback to principals toward improving performance.
- d. There is an atmosphere of trust and mutual respect within this district.
- e. Central office provides principals support when they need it.
- f. The district has a clearly defined mission and vision for all schools.
- g. The district encourages cooperation among schools.

Equitable Access to Excellent Educators Survey

Based on North Carolina's *TEACHER WORKING CONDITIONS 2014 Survey*

Professional Development

13. In which of the following areas (if any) do you need additional support to lead your school more effectively?

	Yes	No
a. Instructional leadership	<input type="radio"/>	<input type="radio"/>
b. Student assessment	<input type="radio"/>	<input type="radio"/>
c. Creating positive learning environments	<input type="radio"/>	<input type="radio"/>
d. School improvement planning	<input type="radio"/>	<input type="radio"/>
e. Budgeting	<input type="radio"/>	<input type="radio"/>
f. School scheduling	<input type="radio"/>	<input type="radio"/>
g. Staffing (hiring, etc.)	<input type="radio"/>	<input type="radio"/>
h. Teacher evaluation	<input type="radio"/>	<input type="radio"/>
i. Teacher remediation/coaching	<input type="radio"/>	<input type="radio"/>
j. Data-driven decision making	<input type="radio"/>	<input type="radio"/>
k. Working with parents and the community	<input checked="" type="radio"/> <input checked="" type="radio"/>	

14. Principal professional development is a priority in this district.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

- Don't know

15. Sufficient resources are available to principals to participate in professional development opportunities.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

Overall

16. Principal professional development is a priority in this district.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

17. Which of the following best describes your immediate professional plans?

- Continue as a principal at my current school
- Continue as a principal in this district but leave this school
- Continue as a principal in this state but leave this district
- Leave the principalship for another administrative position or teaching position
- Leave the principalship for personal reasons (e.g., health, family, etc.)
- Retire from the principalship
- Leave the principalship for another reason

18. Which aspect of your leading conditions most affects your willingness to remain as principal in your school? DRAG AND DROP - RANKING

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

- Time during the work day
- Facilities and resources (School property and learning materials)
- Community support and involvement
- Managing student conduct (discipline issues and student behavior)
- Teacher leadership School leadership
- Professional development (opportunities to continually learn and grow)
- Instructional practices and support (methods of teaching to support all students)
- Safe environment (emotional and physical safety at school)

19. In your opinion, which teaching conditions most affect a teacher's willingness to continue teaching at a school? *Drag and drop - ranking*

- Time during the work day
- Facilities and resources (School property and learning materials)
- Community support and involvement
- Managing student conduct (discipline issues and student behavior)
- Teacher leadership School leadership
- Professional development (opportunities to continually learn and grow)
- Instructional practices and support (methods of teaching to support all students)
- Safe environment (emotional and physical safety at school)

20. In your opinion, which teaching conditions are most important to you in promoting student learning? *Drag and drop - ranking*

- Time during the work day
- Facilities and resources (School property and learning materials)
- Community support and involvement
- Managing student conduct (discipline issues and student behavior)
- Teacher leadership School leadership
- Professional development (opportunities to continually learn and grow)
- Instructional practices and support (methods of teaching to support all students)
- Safe environment (emotional and physical safety at school)

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Based on North Carolina's *TEACHER WORKING CONDITIONS 2014 Survey*

New Principal Support **(PRINCIPALS WITH THREE YEARS OR LESS)**

49. Have you been formally assigned a mentor in the past three years?

- Yes
- No

50. I was effectively provided support in the following areas.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Instructional leadership	●●●●●				
b. School improvement planning	●●●●●				
c. Budgeting	●●●●●				
d. Scheduling	●●●●●				
e. Staffing (hiring, firing, etc.)	●●●●●				
f. Teacher evaluation	●●●●●				
g. Teacher remediation	●●●●●				
h. Data-driven decision making	●●●●●				
i. Working with parents and the community	●●●●●				

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

53. Overall, the additional support I have received has been important in my effectiveness as a school leader.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

54. Overall, the additional support I received has been important in my decision to remain at this school.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

DISTRICT ADMINISTRATOR QUESTIONS

1. How many total years have you been employed as a district administrator?

- First Year
- 2-3 Years
- 4-6 Years
- 7-10 Years
- 11-20 Years
- 20+ years

2. How many total years have you worked in the district in which you are currently working?

- First Year
- 2-3 Years
- 4-6 Years
- 7-10 Years

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

- 11-20 Years
- 20+ years

3. How important are the following to you as a district administrator? DRAG AND DROP

	Not important	Somewhat important	Very Important	Don't know
a. Teachers' Years of Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers' Education in Subject they teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Adequate Compensation for educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Job Stability/Teacher Retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Cultural Competency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Community Involvement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
g. Supportive Leadership				

4. On average, how often do you engage with the following.

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Principal or Vice Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Professional Personnel[1]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Community Members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>

4. Professional personnel includes positions such as school counselors, nurses, school psychologists and social workers, library media specialists, etc.

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

5. *Principal professional development is a priority in this district.*

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

6. **In your opinion, which teaching conditions most affect a teacher's willingness to continue teaching at a school?** *Drag and drop-ranking*

- Time during the work day
- Facilities and resources (School property and learning materials)
- Community support and involvement
- Managing student conduct (discipline issues and student behavior)
- Teacher leadership School leadership
- Professional development (opportunities to continually learn and grow)
- Instructional practices and support (methods of teaching to support all students)
- Safe environment (emotional and physical safety at school)

7. **Which teaching conditions are most important to you in promoting student learning?** *Drag and drop-ranking*

- Time during the work day
- Facilities and resources (School property and learning materials)
- Community support and involvement
- Managing student conduct (discipline issues and student behavior)
- Teacher leadership School leadership
- Professional development (opportunities to continually learn and grow)
- Instructional practices and support (methods of teaching to support all students)
- Safe environment (emotional and physical safety at school)

8. **Parents or Community Members have an appropriate level of influence on decision making in this school.**

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

- Strongly disagree
- Disagree
- Agree
- Strongly agree

PARENT/COMMUNITY MEMBER QUESTIONS

1. How many total years have you lived in your current community?

- First Year
- 2-3 Years
- 4-6 Years
- 7-10 Years
- 11-20 Years
- 20+ years

2. How important are the following to you as a parent, guardian, or community member? DRAG AND DROP

	Not important	Somewhat important	Very Important	Don't know
b. Teachers' Years of Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers' Education in Subject they teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Adequate Compensation for educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Job Stability/Teacher Retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Cultural Competency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Community Involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

g. Supportive Leadership

3. On average, how often do you engage with staff from your local school?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Teachers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Principal or Vice Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Professional Personnel[1]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Professional personnel includes positions such as school counselors, nurses, school psychologists and social workers, library media specialists, etc.

Q 4. From what you know, please rate how strongly you agree or disagree with the following statements about the use of time in your community's school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Class sizes are reasonable for teachers[1] to have time to meet the needs of all students.	<input type="radio"/>				
b. Teachers have the time to provide adequate support to students.	<input type="radio"/>				
c. Teachers are allowed to focus on educating students with minimal interruptions.	<input type="radio"/>				
d. Teachers have sufficient time to meet the needs of all students.	<input type="radio"/>				

1. Teachers means a majority of teachers in the school.

5. In your opinion, which teaching conditions most affect a teacher's willingness to continue teaching at a school? **Drag and drop- ranking**

- Time during the work day
- Facilities and resources (School property and learning materials)
- Community support and involvement
- Managing student conduct (discipline issues and student behavior)

Equitable Access to Excellent Educators Survey

Based on North Carolina's TEACHER WORKING CONDITIONS 2014 Survey

- Teacher leadership School leadership
- Professional development (opportunities to continually learn and grow)
- Instructional practices and support (methods of teaching to support all students)
- Safe environment (emotional and physical safety at school)

6. Which teaching conditions are most important to you in promoting student learning?

Drag and drop- ranking

- Time during the work day
- Facilities and resources (School property and learning materials)
- Community support and involvement
- Managing student conduct (discipline issues and student behavior)
- Teacher leadership School leadership
- Professional development (opportunities to continually learn and grow)
- Instructional practices and support (methods of teaching to support all students)
- Safe environment (emotional and physical safety at school)

7. Overall, the schools in my community are a good place for teachers to work and students to learn.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

8. Parents or Community Members have an appropriate level of influence on decision making in this school.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

The Qualitative Factors That Affect Teacher Distribution

by Basha Krasnoff

Recent research offers convincing evidence that the teacher is the most important school-level factor in a student's achievement. What's more, the contribution of teachers has been shown to be especially important when it comes to the achievement of low-income students, who tend to have fewer learning supports outside of school. Researchers have found, however, that teachers' effectiveness in improving the academic achievement of these students varies widely, even within the same school (McCafrey, Lockwood, Koretz, & Hamilton, 2004; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004).

Because of teachers' importance in the academic success of students, researchers have explored the challenges schools face in hiring and retaining high-quality teachers. Recently, research has focused on such questions as:

- Are low-performing schools that serve high-poverty, high-minority communities able to hire their fair share of highly qualified teachers?
- Why do high-quality teachers leave schools in high-minority, high-poverty communities at disproportionate rates, as compared to teachers who leave schools in less diverse, higher income communities?
- Do the teachers who remain in low-performing schools have sufficient knowledge, experience, and skill to improve the academic outcomes of their students?

State and district officials seek to build instructional capacity and eliminate disparities in teacher effectiveness in schools serving high-need students by trying to recruit the most promising teachers and to retain only the most effective ones. Unfortunately, district and school

administrators have quickly discovered that hiring promising teachers and retaining them are two very different challenges. They find that early-career teachers, as if moving through a revolving door, steadily leave schools in high-minority, high-poverty communities to work in schools in less diverse, higher income communities, or to take jobs outside of education (Ingersoll, 2001). This pattern of teachers' exodus from low-income to high-income schools is documented in both large quantitative and small qualitative studies (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2007; Boyd, Lankford, Loeb, & Wyckoff, 2005; Hanushek, Kain, & Rivkin, 2004; Johnson et al., 2004; Leu-kens, Lyter, & Fox, 2004). It seems that the very schools that need effective teachers the most have the greatest difficulty retaining them.

The High Price of Turnover

Persistent turnover:

- **Disrupts efforts to build a strong organizational culture**
- **Makes it difficult to develop and sustain coordinated instructional programs**
- **Makes it impossible to ensure that students in all classrooms have effective teachers**

Schools and students pay a high price when early-career teachers leave high-need schools after two or three years, just when they have acquired valuable teaching experience (Ingersoll & Smith, 2003; Neild, Useem, Travers, & Lesnick, 2003). Educators agree that first-year teachers are, on average, less effective than their more experienced colleagues (Clotfelter, Ladd, & Vigdor, 2006; Rivkin et al., 2005; Rockoff, 2004). When experienced teachers leave a school, particularly one serving low-income, high-minority students, they are most likely replaced by a first-year teacher who is substantially less effective. Thus, it becomes impossible for schools with continuous turnover to build instructional capacity and to ensure that students in all classrooms have effective teachers. In addition, persistent turnover in a school's teaching staff disrupts efforts to build a strong organizational culture and makes it difficult to develop and sustain coordinated instructional programs throughout the school.

Explanations differ about what causes a high number of teacher transfers and exits, which create hard-to-staff schools. Looking at large data sets, some researchers interpret these turnover patterns as evidence of teachers' discontent with their low-income or minority students (Borman & Dowling, 2008). Hanushek et al. (2004) showed that student demographics are more important to teachers' transfer decisions than salary differences across districts; they interpreted this to mean that teachers choose to leave their students rather than their schools.

However, an alternative explanation is that teachers who leave high-poverty, high-minority schools are rejecting the dysfunctional contexts in which they work, rather than the students they teach (Allensworth, Ponisciak, & Mazzeo, 2009; Boyd et al., 2011; Buckley, Schneider, & Shang, 2004; Johnson & Birkeland, 2003). There have been recent case studies and media reports about high-poverty, high-minority schools that are not hard to staff, but that actually attract and retain good teachers. These findings suggest that those schools provide the conditions and supports that teachers need to succeed with their students—whomever those students may be (Chenoweth, 2007, 2009; Dillon, 2010; Ferguson, Hackman, Hanna, & Ballantine, 2010; Johnson & Birkeland, 2003).

Recent large-scale quantitative studies have provided further evidence that teachers choose to leave schools with poor work environments and that these conditions are most common in schools typically attended by minority and low-income students (Borman & Dowling, 2008; Boyd et al., 2011; Ladd, 2009, 2011; Loeb, Darling-Hammond, & Luczak, 2005). Thus, there is mounting evidence to suggest that the seeming relationship between student demographics and teacher turnover is driven not by teachers' responses to their students, but by the conditions in which they must teach and their students are obliged to learn.

Why Teachers Stay

- **Teachers stay longer in schools that have a positive work context, independent of the schools' student demographic characteristics**
- **Teachers remain in a school because of the school's culture, the principal's leadership, and the relationships among colleagues**

In a study of Massachusetts schools, Johnson, Kraft, and Papay (2012) used data on teachers' job satisfaction, career intentions, and the conditions of their work to confirm that the school environment dismisses or minimizes much of the apparent relationship between teacher satisfaction and student demographic characteristics. They concluded that the school environment is a critical factor in teacher satisfaction, regardless of student demographics. The conditions in which teachers work matter a great deal to them and, ultimately, to their students. These researchers found that teachers are more satisfied and plan to stay longer in schools that have a positive work context, independent of the school's student demographic characteristics. Furthermore, although a wide range of working conditions matter to teachers, the specific elements of the work environment that matter the most to teachers are not narrowly conceived "working conditions," such as clean and well-maintained facilities or access to modern instructional technology.

Teachers choose to remain in a school, regardless of student demographics, because of social factors: the school's culture, the principal's leadership, and relationships among colleagues. These social factors predominate in predicting teachers' job satisfaction and career plans. Bryk and his colleagues have documented that improving these social conditions involves building relational trust between teachers and school leaders and engaging teachers in coconstructing the social context of their work (Bryk & Schneider, 2002; Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010).

More important, research suggests that providing teachers with a supportive context contributes to improved student achievement. Ladd (2009) and Johnson et al. (2012) found that favorable conditions for teachers' work predict students' academic growth, even when comparing schools that serve demographically dissimilar groups of students. Thus, policymakers who want to retain effective teachers and improve student performance, particularly in schools that are traditionally hard to staff, should pay close attention to the social and cultural context as teachers experience it.

The Teacher's Workplace

- **Different elements of the workplace affect teachers' ability to teach well, sense of self-efficacy, satisfaction with their role and assignment, and willingness to stay in their school and in the profession**
- **The quality of the social and cultural context of the school can have a powerful impact on a school's capacity to improve**

Despite growing recognition of the importance of work conditions, researchers have only begun to understand how different elements of the workplace affect teachers' ability to teach well, along with their sense of self-efficacy, satisfaction with their role and assignment, and willingness to stay in their school and in the profession (Johnson et al., 2012). Johnson (1990) proposed a comprehensive framework for analyzing the teacher's workplace. Its components ranged from the physical teaching environment (e.g., safety and comfort), to economic factors (e.g., pay and job security), to assignment structures (e.g., workload and supervision), to cultural and social elements (e.g., strength of the organizational culture and characteristics of colleagues and students). Through teacher interviews, Johnson discovered how interdependent these many factors are in determining an individual teacher's success and job satisfaction.

Preliminary efforts to reform the teachers' workplace typically focus on factors that can be readily manipulated, such as pay, class size, or job security. However, many workplace features, such as the social context of schooling, remain beyond the reach of collective bargaining, legislation, and administrative rule making. Yet, it is the social context of schooling that has been shown to significantly impact efforts to improve schools and student outcomes (Bryk & Schneider, 2002; Bryk et al., 2010). Conducting research in the Chicago Public Schools, Bryk and colleagues examined various role relationships within the school—including teachers with students, teachers with other teachers, teachers with parents, and teachers with their school principal. They concluded that the degree of "relational trust" in these day-to-day relationships is crucial, and they documented the powerful impact that the quality of social exchanges can have on a school's capacity to improve.

Clearly, any meaningful analysis of teachers' work conditions must recognize the full range and interdependence of the factors that define the workplace, from the concrete and transactional (e.g., pay, workload, contractual responsibilities) to the social and transformative (e.g., interactions with colleagues and administrators, organizational culture). There is convincing evidence not only that the teachers' ability to deliver effective instruction is deeply affected by the context in which they work, but also that this context may vary greatly from school to school and district to district (Johnson et al., 2012).

Work Conditions and Teacher Turnover

- **Principals are central to school improvement and to teacher satisfaction**
- **Strong principal leadership, collegial relationships, and positive school culture are key factors in greater teacher satisfaction with their position and greater student academic growth**

Recent findings about work conditions in schools have begun to reshape our understanding of the causes of teacher turnover. In a comprehensive review of the literature, Borman and Dowling (2008) found that teacher demographic characteristics, teacher qualifications, school organizational characteristics, school resources, and school student-body characteristics are all related to teacher attrition. They argued that the "characteristics of teachers' work conditions are more salient for predicting attrition than previously noted in the literature"; however, the researchers concede that disentangling the relative contributions of student and school characteristics is challenging.

Horng (2009) explicitly attempted to distinguish among these possible determinants of turnover through a survey that asked teachers their preferences for different types of hypothetical schools with different sets of demographic characteristics, work conditions, and salaries. The researcher found that work conditions—particularly administrative support, school facilities, and class size—are more important to teachers than salary and much more important than student demographics. In

this study, the researcher examined the trade-offs that teachers reported among these different factors but not the work conditions that they actually experienced or the decisions they eventually made about leaving.

Boyd (2011) and Ladd (2011) combined information from surveys about teachers' work conditions with data about career plans. The researchers found that, in addition to salaries and benefits, work conditions substantially influence teachers' career plans. According to Boyd, work conditions were important predictors of New York City teachers' decisions to change schools or leave the profession, even after accounting for differences in student demographic characteristics across schools. In particular, the researchers suggested that school administration is the most important factor in teachers' career decisions. Similarly, based on statewide data from North Carolina, Ladd found strong evidence that work conditions, particularly the quality of a school's leadership, are related to teachers' stated career intentions.

Researchers repeatedly find that principals are central to school improvement and to teacher satisfaction. But, they have not been able to adequately explain the role an effective principal plays, including how effective principals conceive of and do their work. What is known is that strong principal leadership, collegial relationships, and positive school culture contribute to teacher satisfaction and help students experience greater academic growth. While these elements of the work context are distinct, they are also related: Schools with high scores on one element often have high scores on the others. There is a great deal to learn about principal leadership and how the principal exerts the informal and formal authority of the position to promote teachers' collaborative work and a productive school culture.

While this growing body of literature suggests that work context matters to teachers, there has been only one study that explored how teacher work conditions in U.S. public schools are related to the academic performance of their students. In 2009, Ladd examined the relationship between work conditions and student achievement in elementary schools, as evidenced by school-level, value-added scores. The researcher found that work conditions predict school-level, value-added

scores in mathematics and, to a lesser degree in reading, above and beyond the variation explained by school-level student and teacher demographic characteristics. Of the five work conditions that Ladd examined, school leadership again emerged as the most important predictor of achievement in mathematics, whereas teachers' ratings of school facilities had the strongest relationship with reading achievement. Considering that legislators are placing increasing emphasis on evidence of student achievement when evaluating education policy, an understanding of the relationship between work conditions and student achievement is extremely important.

Conclusions

Although evidence continues to mount that work conditions play an important role in both teachers' career choices and their students' learning, there is still much to learn about the work conditions that matter most to teachers and how they influence school organization and instructional practice. To date, studies about this issue have relied primarily on large data sets that allow researchers to track teachers' career paths and student achievement over time, or they have analyzed survey data that report on teachers' views. Additional measures of the social conditions of work and a closer analysis of school-level practices would greatly enhance understanding. More research is required to understand why some work conditions are especially important, how they interact day-to-day, and what can be done to ensure that all schools serving low-income, high-minority students become places where teachers do their best work.

States and districts continue to gather and maintain rich longitudinal data about many factors that are relevant to this issue—student enrollment and achievement, teacher transfer patterns, principal hiring and assignment, teacher evaluation, school climate, and parental satisfaction. By considering these data, individually and in combination, researchers can examine increasingly complex interactions among principals, teachers, students, and the school context. Examining these data at the state level will guide education leaders to identify the individual schools serving low-income, high-minority populations that warrant closer

examination, either because of their success or their failure. Through such work, state education leaders can guide policymakers, school leaders, and teachers more fully and practically to improving schooling for all students. The more policymakers and school officials are able to choose appropriate levers to create a meaningful social and cultural context in which teachers and students will thrive, the greater teachers' commitment will be to the school and the higher students' academic achievement will be.

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Teacher Recruitment, Induction, and Retention

by Basha Krasnoff

It is critically important that we develop much more effective policies to attract, retain, and support the continued learning of prepared and committed teachers. When teachers have assembled the kind of training and experience that allows them to be successful with students, they constitute a valuable human resource for schools—one that needs to be treasured and supported if schools are to become and remain effective. (Darling-Hammond & Wei, 2009, p. 631)

Teacher quality and student achievement

Over the years there has been substantial evidence to suggest that among all school resources, well-prepared, expert, and experienced teachers are among the most important determinants of student achievement. Studies at the state, district, school, and individual level have found that teachers' experience, as well as their academic background, preparation for teaching, and certification status, matter for teachers' effectiveness. Because of the strong evidence about how much teacher effectiveness matters to student achievement, the No Child Left Behind Act (2002) requires that highly qualified teachers staff all schools (Darling-Hammond, 2010).

To ensure that all students have “teachers with the subject-matter knowledge and teaching skills necessary to help them achieve to high academic standards, regardless of their individual learning styles or needs,” ESEA Title II, Part A (2006) provides substantial funding “to help states and districts recruit, train, reward, and retain highly qualified teachers.” The law emphasizes that teachers of core academic subjects meet certain minimum requirements to be considered highly qualified: at least a bachelor's degree, full state certification,

The difference between the effect of having a very well-qualified teacher rather than one who was poorly qualified was larger than the effects of race and parent education combined. The achievement gap would be much reduced if low-income minority students were routinely assigned highly qualified teachers, rather than the poorly qualified teachers they most often encounter. (Clotfelter et al., 2007, p. 673)

full licensure by the state for their teaching assignment, and subject matter knowledge and teaching skill in each core academic subject assigned to teach (ESEA, 2006).

Recruiting “highly qualified” teachers

A longitudinal study of high school students in North Carolina found that students’ achievement is significantly higher if they are taught by a teacher who is certified in his or her teaching field, was fully prepared upon entry, had higher scores on the teacher licensing test, graduated from a competitive college, had taught for more than two years, or was National Board Certified. While each of these traits helped make teachers more effective, the combined influence of having a teacher with most of these qualifications, as compared to having a teacher with fewer of them, was larger than the effects of race and parent education combined (Clotfelter, Ladd, & Vigdor, 2007).

A study of teachers in New York City found that student achievement was most enhanced by having a fully certified teacher who had graduated from a university preservice program, had a strong academic background, and had more than two years of experience. Students’ achievement was hurt most by having an inexperienced teacher on a temporary license, which is the teaching profile most common in high-minority, low-income schools with ongoing teacher turnover. In combination, improvements in these qualifications reduced the gap in achievement between the schools serving the poorest and the most affluent student bodies by 25 percent (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008).

The requirement that schools staff all classrooms with “highly qualified teachers” has created challenges for many schools, particularly those in inner city and poor rural areas. The challenge is due neither to teacher shortages (the United States produces many more qualified teachers than are hired) nor to growing student enrollments or increasing teacher retirements. Data show that the chronic demand for new teachers is largely due to teacher turnover: teachers moving from or leaving their teaching jobs. Retaining teachers is the greatest challenge facing schools today (Alliance for Excellent Education, 2004).

Hiring practices—not a small applicant pool—seem to be at the root of the recruitment problem for some districts. When The New Teacher Project studied hiring practices in four hard-to-staff urban districts, researchers found that strategic recruitment yielded a multitude of applicants, but many of the high-quality candidates withdrew their applications before hiring decisions were made in mid- to late summer. Withdrawers had significantly higher GPAs and were 40 percent more likely to have a degree and experience in their teaching field than candidates who were eventually hired. The majority of those who withdrew subsequently cited late hiring as their reason for accepting employment elsewhere. Researchers suggested that schools work with teacher unions and partner with teacher preparation programs to streamline the hiring process to competitively post and fill their positions and to tailor compensation packages to applicant credentials (Levin & Quinn, 2003).

While applicants' acceptance decisions consider salaries being offered in other districts and in fields outside of teaching, "salary" has not been correlated to teacher "shortages" or attrition, except as it relates to excessive workloads, high-stakes testing, disruptive student behavior, poor leadership and administration within schools, and views of teaching as a temporary profession. Researchers found that even moderate salary increases are only moderately effective at increasing the candidate pool or stopping existing teacher attrition. In fact, raises of 25–40 percent would be necessary to have a significant impact. Salary levels vary significantly by district: Teachers in schools serving the largest concentrations of low-income students earn, at the top of their salary scale, one third less than teachers in higher income schools (National Commission on Teaching & America's Future [NCTAF], 1996).

Turnover and attrition

Underpaid teachers are typically underprepared and not supported as they confront lower levels of resources, poorer working conditions, and the stresses of working with students and families who have a wide range of needs. Beginning teachers are particularly vulnerable because they are more likely to be assigned low-performing students. Despite the added challenges that come with teaching students with higher needs, most beginners are given no professional support, feedback, or demonstration of what it takes to help their students succeed. The result is that new teachers are the most at risk of leaving the teaching profession. Research shows that 14 percent of new teachers leave by the end of their first year; 33 percent leave within three years of beginning teaching; and almost 50 percent leave within five years (Ingersoll, 2003). These high attrition rates mean students continually face inexperienced teachers and that schools face the higher economic costs of continually hiring and training new teachers. High turnover rates also disrupt the team-based, organizational structure and functioning of a school and interrupt the planning and implementation of a coherent, comprehensive, and unified curriculum (Guin, 2004).

Policies that address the root problems of high turnover must address the four major factors that exert strong influences on teacher entry and retention:

- Compensation
- Working conditions
- Teacher preparation
- Mentoring and support

The advantages of having highly qualified teachers are clear but it is not so clear what attracts and keeps highly qualified teachers teaching and what drives them out of schools and the profession. The burning questions challenging educators from the federal to the local level today are:

- What will increase the power of the teaching profession to recruit and retain well-prepared, experienced, accomplished, high-quality teachers?
- What will create a stable, expert teaching force in all kinds of schools and districts?

Who's Leaving the Teaching Profession?

Research tells us that the teachers leaving the profession mostly fit this profile:

- White
- Female
- Higher measured ability
- Teaching math or science
- Teaching fewer than five years
- Near retirement

(Guarino, Santibañez, Daley, & Brewer, 2004)

Factors Influencing Teacher Retention

In research studies, teachers consistently identify five factors as reasons for remaining in their classrooms and schools:

- **Time to collaborate with colleagues** to plan and to participate in professional activities, which allows colleagues to learn from one another and reduces isolation
- **Job-embedded professional development** planned collaboratively with other teachers and leaders to target instructional strategies and other content immediately applicable to their practice
- **Sense of autonomy** to exercise authority in their classrooms and participate in the decisionmaking process at the school level

Continued on page 5

High turnover often links directly to teachers' sense of effectiveness. Research consistently shows that teachers often leave high-poverty, low-performing, at-risk schools because they have not been adequately prepared to teach in such challenging environments and lack much needed support from administrators (Laine, 2008). On the other hand, research shows that new recruits who have had training in specific aspects of teaching (e.g., selection and use of instructional materials, child psychology, and learning theory), who have experienced practice teaching, and who received feedback on their teaching leave the profession at half the rate of those who did not (NCTAF, 2003).

Attracting “high-quality” teachers

To attract high-quality teachers (i.e., those who are well prepared, experienced, and accomplished), research suggests that schools must match their recruitment and retention efforts to the characteristics and motivations of the teachers and teaching candidates they hope to attract. For example, one highly qualified, board-certified teacher provided some insight when he asserted that the following conditions would have to be met before he would even consider working in a high-needs school:

I would want to see social services for parents and children, accomplished leadership, adequate resources and facilities, and flexibility, freedom and time One of the single greatest factors that would convince me would be an effective administrator. The leadership of the principal has everything to do with school success [because] effective leaders are magnets for accomplished teachers It is amazing to me the level of attention that is being focused on teacher qualifications in hard-to-staff schools when little is done to address the sometimes appalling conditions in which teachers are forced to work and students are forced to learn As an accomplished teacher, my greatest fear is being assigned to a hard-to-staff school and not being given the time and the flexibility to make the changes that I believe are necessary to bring about student achievement. (Darling-Hammond, 2010, p. 21)

Research evidence supports these “demands” and suggests that schools could recruit and retain more high-quality teachers if school leaders promoted good working conditions, including an atmosphere of collegial support, meaningful involvement in decisionmaking, and a focus on student learning. While some researchers have pointed out the mediating influence of working conditions on recruitment and retention (Murnane, Singer, Willett, Kemple, & Olsen, 1991), others have demonstrated how teacher commitment (and attrition) is moderated by powerful intervening variables related to working conditions, such as collegiality, involvement in decisionmaking, and opportunities for professional development (Rosenholtz, 1989).

The teachers' sense of self-efficacy—the personal satisfaction that comes from feeling competent to do the job well—plays a role in the decision to stay or leave for both novice and veteran teachers. A survey of 2,000 current and former

teachers in California showed that teachers felt greater personal satisfaction when they believed in their own efficacy, were involved in decisionmaking, and established strong collegial relationships (Futernick, 2007).

When teachers cite their many reasons for leaving their job, most involve nonsalary-related dissatisfaction. Teachers most frequently cite excessive workloads and high-stakes testing, disruptive student behavior, poor leadership and administration within schools, and views of teaching as a temporary profession. Most strategies identified in the research as cost effective and influential in convincing teachers to remain relate to improving teachers' work environment and providing professional development.

Transforming schools so that they can recruit and retain good teachers who are equipped to support strong learning requires attention to all these factors and more. Instead of emphasizing monetary bonuses to attract teachers to hard-to-staff schools, evidence directs policymakers instead to invest in the professional working conditions and supports for teacher learning that are critical to their success (Berry, 2004). While money does "sweeten the offer," both novice and experienced teachers are attracted primarily to principals who are good instructional leaders, to like-minded colleagues who are committed to the same goals, to teaching conditions and readily available, relevant instructional materials, and to learning supports that enable them to be effective (Darling-Hammond, 2010).

Developing and retaining "highly effective" teachers

Building a professional teacher corps is a process that only begins with recruiting highly qualified teachers. Once recruited, these teachers need professional development, coaching, mentoring, and other supports to develop a strong sense of their own efficacy based on high-quality teaching skills and experience. Ultimately, with these types of supports, teachers become highly effective at producing high-quality, student learning and fostering high student achievement. When school leaders and policymakers understand the reasons for teacher attrition, they develop policies that stem attrition through better preparation, assignment, working conditions, and mentor support: all of which contributes toward the goal of ensuring qualified teachers for all students (Darling-Hammond, 2010).

Schools can enhance the beneficial effects of strong initial preparation with strong mentoring and induction programs during the first years of teaching. A number of studies have found that well-designed mentoring programs improve retention rates for new teachers. They also improve teachers' attitudes, feelings of efficacy, and instructional skills. Providing expert mentors with release time to coach beginning teachers reduced attrition by more than two thirds. Furthermore, the beginning teachers became competent more quickly than those who were forced to learn by trial and error (NCTAF, 1996).

There is much evidence that well-operated induction and mentoring programs are the best method for increasing teacher retention. In California, high-quality induction and mentoring programs reduced attrition by 26 percent in just two years (Brill & McCartney, 2008). Retention increases when effective principals are actively involved in teacher induction, providing "professional

Continued from page 4

- **Time to interact with supportive educational leaders** in a reciprocal relationship of respect, support, and involvement in leadership opportunities
- **Opportunities to provide input regarding student learning outcomes** as part of a professional learning community where teachers question and discuss student needs, subject matter, assessments, equity and access, and generate local knowledge

(Charlton & Kritsonis, 2009–2010)

Educators in one exemplary elementary school meet regularly to focus on student learning: one of the conditions that contribute to teacher retention.



socialization” in the form of frequent discussion, monitoring, and feedback. In schools where there is a climate that sets high expectations for student learning combined with the belief that all students can learn, beginning teachers express loyalty to, and the intention to stay, in a particular school because the mission, vision, and values of the school culture match their own. However, there is also compelling evidence that socializing new teachers into an ineffective school promulgates ineffective practices and produces internal conflicts for new teachers (Angelle, 2006).

A well-researched approach—comprehensive induction—is a combination of mentoring, professional development, support, and formal assessments for new teachers during at least their first two years of teaching. Studies show that comprehensive induction programs cut attrition rates in half and even more importantly, help to develop novice teachers into high-quality professionals who really impact student achievement. Most researchers and education experts agree that, in general, new teachers require from three to seven years in the field to reach proficiency and maximize student performance. Economists have reported that investing in comprehensive induction can create a payoff of \$1.37 for every \$1.00 invested (Villar, 2004).

A comprehensive induction program developed and operated by the New Teacher Center was designed to break the cycle of inequity and provide children who are most in need of a quality education with teachers capable of helping them. This approach to induction provides one-to-one mentoring sessions, during which an exemplary teacher helps a novice teacher to analyze her practice and uses classroom data to offer constructive suggestions for improvement. Mentors help new teachers set professional goals, plan lessons, analyze student work, and reflect on their progress. They may team-teach or model lessons while the new teacher observes.

Over two decades of experience, the New Teacher Center learned many lessons about the efficacy of new teacher induction and mentoring (Moir, 2009). Ellen Moir, the founder of the New Teacher Center, shared the most valuable lessons learned from the Center's extensive experience:

1. New teacher induction programs require a systemwide commitment to teacher development. Induction programs are most effective when all stakeholder groups are represented in the program design and when new teacher induction is part of a districtwide initiative to improve teaching and learning.
2. Induction programs accelerate the effectiveness of new teachers, fast-tracking their progress to exemplary teachers who have the ability to positively impact student achievement.
3. Standards-based, formative assessment tools and procedures are necessary to establish professional norms, collect evidence of student learning, and measure teacher growth over time.
4. Induction programs give talented teachers a midcareer boost and a powerful opportunity to develop leadership skills. An effective training course for mentors provides opportunities for professional growth for the mentor as well.
5. Principals are the critical component of any mentoring program when they have an unswerving commitment to ongoing professional development. The principal must fully understand and endorse teacher/mentor and collaborative grade-level meetings to cultivate a thriving learning community.
6. Effective induction programs must combine high-quality mentoring within communities of practice where teachers collaborate to design lessons, observe each other teach, and analyze student data.
7. To be successful, teachers need supportive school environments, where educators are valued, trusted, and have the time and ability to collaborate to improve instruction. For mentoring to affect the enculturation and instructional practice of beginning teachers, schools need sufficient resources, empowered educators, and the time and professional development to work closely with colleagues.
8. Online learning communities supplement in-person meetings and professional development training to provide timely, cost-effective mentoring. They offer access to resources, including experienced teachers, content facilitators, and content experts who may not always be available within the district.
9. There must be policies in place that fund mandates for mentored induction so that program quality and intention are strong enough to have an impact. A state-level infrastructure, including well-designed programs and teacher performance standards, and a system of communication and support are necessary.

10. Strong induction programs must embrace a robust, well-articulated vision and then work toward impacting teacher effectiveness and equitable student learning. State policies guide the development of the vision but accountability rests at the district level. Accountability transcends compliance and moves the school toward a cycle of continuous improvement that provides evidence of an acceleration of new teacher effectiveness.

Policy considerations

According to Linda Darling-Hammond, we need to develop much more effective policies to attract, induct, and retain prepared and committed teachers. Since attrition is a much greater problem in the overall teacher supply picture than is producing enough teachers to satisfy demand, we need to retain strong teachers by supporting their continued learning. School leaders and policymakers must understand the reasons for teacher attrition and develop effective strategies for keeping their best teachers (Darling-Hammond, 2010).

The implications from the research for educational policy and practice:

- **Organizational structures and supports:** Investing in competitive salaries is important; however, recruiting and keeping good teachers—both novice and experienced—is equally a question of attending to key working conditions that matter to them. In addition to class size, teaching loads, and the availability of materials, significant conditions include teacher participation in decision-making, strong and supportive instructional leadership from principals, and collegial learning opportunities.
- **Recruitment of prepared and qualified teachers:** Seeking out and hiring better prepared teachers has many payoffs and savings in the long run, both in terms of lower attrition and higher levels of competence.
- **Investment in induction and mentoring programs:** Investing in induction and mentoring programs provides a pipeline of effective and satisfied teachers who are prepared to enter and stay in high-need schools. Considering the high costs of attrition, many of the strategic investments needed to support competent teachers in staying, such as mentoring for beginners and ongoing learning and leadership challenges for veterans, pay for themselves in large degree.
- **Development of communities of professional teachers:** Developing a stable, high-quality teaching force that becomes increasingly effective creates a professional learning community that not only reduces the cost of teacher failure but also the cost of student failure.

Summary of findings

Today, school districts have the flexibility to use Title II, Part A funds creatively to address the challenges of teacher quality, including teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, and retention. Effective induction and mentoring programs have been shown to increase retention rates in many types of schools. To be effective the programs must be well-organized with instructive and expedient activities, a formal mentoring aspect, reduced

teaching requirements for new teachers to give them time for training, and a formal way to assess the new teachers with a focus on assistance rather than evaluation (Serpell & Bozemen, 1999).

Requiring performance standards for “fully qualified teachers” as a prerequisite to hiring new staff means that well-prepared teachers will more likely remain in the profession long enough to contribute to the school’s improvement goals. A synthesis of the research base on what teachers should know and be able to do to support student learning offers criteria that could serve as benchmarks for teacher preparation, licensing, and hiring. According to researchers and practitioners, “highly qualified” teachers possess the following characteristics:

- Possess a deep understanding of the subjects they teach
- Show a firm understanding of how students learn
- Demonstrate the teaching skills necessary to help all students achieve high standards
- Create a positive learning environment
- Use a variety of assessment strategies to diagnose and respond to individual learning needs
- Demonstrate and integrate modern technology into the school curriculum to support student learning
- Collaborate with colleagues, parents, community members, and other educators to improve student learning
- Reflect on their practice to improve future teaching and student achievement
- Pursue professional growth in both content and pedagogy
- Instill a passion for learning in their students (NCTAF, 2003)

Supporting new teachers with high-quality, induction programs that lighten initial class load to accommodate coaching, mentorship, and collaborative planning would accelerate effectiveness. Focused professional development on lesson study, student work, test scores, and linguistic and cultural competence would yield quality instruction for improved learning (Serpell & Bozemen, 1999).

Good teachers are strongly attracted to school systems that focus on finding, keeping, and supporting good teachers. Effective teachers want to work in environments that support and appreciate them. They are sustained and nourished by other good teachers who become their trusted colleagues, coaches, and mentors and who share a commitment to creating a good learning environment for their students. Effective leaders attract effective teachers and together they create a great school environment where their teaching and learning can flourish (Darling-Hammond, 2010).

Higher salaries may be necessary but not sufficient to attract and retain high-quality teachers, especially in hard-to-staff schools. Strong administrative leadership in new teacher support would, at the very least, lower class loads and increase curricular resources, but would especially provide opportunities

for new teachers to work collaboratively with other teachers under the tutelage of mentors who can help them develop their knowledge and skill from within the school community (Brill & McCartney, 2008).

Building the teaching profession to ensure quality teachers and learning for each student means paying teachers more, but differently, by reorganizing the school structure to create a tiered teaching profession that accommodates and rewards highly accomplished teachers who can manage and lead less experienced teachers (NCTAF, 2003).

As policymakers seek new ways to recruit and retain highly qualified and highly effective teachers, many of the current approaches—pay for performance and alternative routes—may have little impact. A systematic approach to teacher development is needed to directly address the problems schools and districts face (Berry, 2004). School staffing problems are not caused by “inexorable societal demographic trends” but by organizational issues that are amenable to systemic policy changes. By looking closely at the data, the underlying organizational conditions that undermine teacher recruitment programs can be identified and addressed. States, districts, and schools must address these organizational conditions that cause high levels of teacher attrition before teacher recruitment programs will successfully attract highly qualified and effective teachers into some of our schools (Ingersoll, 2003, p. 21).

As school systems approach teacher development systematically, there will be a paradigm shift. Ultimately, data structures will be reinvented so that valid and reliable information is used as a foundation for assessing the teacher development system and for pushing advances in policy and practice. Through this systematic shift, schools will cultivate teachers who know content, can teach, and understand how all students learn based on established and enforced standards for the teaching profession (Berry, 2004).

Lessons learned

Impact of attrition

- There is no shortage of teachers coming into the system. The real difficulty is that too many teachers are leaving the profession after only a few years.
- Finding, hiring, and training new teachers creates a large financial cost. As trained teachers leave their schools, a double loss occurs: Money has been lost in training that will not be applied as a tool for improvement at that particular school and more money has to be spent for training incoming teachers.
- High teacher turnover affects the school community and hinders long-term planning. Losing experienced teachers has negative implications for individual students, as well as for the school and district.

Impact of inequity

- Inequitable distribution of teacher expertise increases the likelihood that students in more impoverished and racially isolated schools will be taught by inexperienced and/or uncertified teachers.

Impact of work conditions

- Overwhelming workloads and too little planning time are the primary sources of dissatisfaction cited by teachers upon leaving a school or the profession.
- Severe behavior problems have been found to be negatively correlated with teacher satisfaction and novice teachers are typically assigned to the most difficult or problematic classrooms.
- School facilities, resources, and materials all have to meet basic quality requirements so they don't contribute to teacher attrition.
- Increases of between 25 and 40 percent are required before salary impacts retention.

Impact of professional supports

- Teachers seek work environments in which they are supported and treated as professionals, sharing ideas and resources with colleagues, and receiving respect and guidance from the principal.
- Strong professional communities that stress support and involvement in major decisionmaking improve teacher retention.
- Effective induction and mentoring programs have been shown to increase retention rates in many types of schools. The programs must be well organized with instructive and expedient activities and involve formal mentoring, reduced teaching requirements for new teachers to allow for training, and systematic assessment that focuses on assistance rather than evaluation of new teachers.

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About the Northwest Comprehensive Center

The Northwest Comprehensive Center (NWCC), operated by Education Northwest, is one of the nation's 15 regional Comprehensive Centers. Funded by the U.S. Department of Education, the NWCC provides high-impact training and technical assistance to state education agencies in the Northwest states of Alaska, Idaho, Montana, Oregon, and Washington. Our work focuses on the priorities of educator effectiveness, school improvement, and Common Core State Standards implementation.

Education Northwest is a nonprofit, nonpartisan organization headquartered in Portland, Oregon, that's dedicated to transforming teaching and learning. Our services to states, districts, schools, community-based organizations, and foundations include rigorous research and evaluation; research-based technical assistance; widely acclaimed professional development; and strategic communications that maximize impact.

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 Northwest Comprehensive Center
at Education Northwest

**WHAT THE
RESEARCH
SAYS ABOUT** Class Size,
Professional Development, and
Recruitment, Induction, and Retention
of Highly Qualified Teachers

A Compendium of the Evidence on Title II, Part A, Program-Funded Strategies



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Literature Search Strategies

Literature review sources, search terms, and keywords

Two sources of information were used: a systematic search of multiple databases and a search in Google Scholar.

We used a comprehensive strategy to search for qualifying studies, articles, and reports since 2007. The electronic bibliographic databases we searched included: EBSCO Professional Development Collection, Education Research Complete, ERIC, Gale’s Educators Reference Complete, Google Scholar, NBER Working Paper Series, PsychInfo, and Science Direct.

Subject	Search Terms	Results*
Class Size Reduction	“class size reduction” AND (“effect”* OR “achieve”* OR “learning outcomes” OR “school improvement”)	Initial result: 3,000 items Narrowed to 86 items Final: 65 items
Professional Development	(“professional development” OR “professional learning” OR “teacher development”) AND (“student achieve”* OR “title II” OR “effective”* OR “student outcomes”) NOT (“part D” OR “math science partnership”)	Initial result: 8,000+ items Narrowed to 91 items Final: 65 items
Teacher Recruitment, Retention	(“teacher recruitment” OR “teacher retention” OR “teacher induction” OR “principal recruitment” OR “principal retention” OR “principal induction”)	Initial result: 6,000 items Narrowed to 103 items Final: 35 items

* After the initial search, a more in-depth reading of abstracts narrowed the results. A further review of the studies yielded the final number of reports that informed our findings.



Currently three strategies predominate to address teacher quality issues: class size reduction; professional development; and recruitment, induction, and retention of highly qualified teachers.

Review limitations

- The study was limited to a review of research obtainable through Portland State University's electronic databases and other free online databases. Books were excluded.
- The review focused on published studies and journal articles. Dissertations were excluded.
- English language only.
- Publication date after 2007.

Executive Summary

States and districts have the flexibility to creatively use Title II, Part A funds to address teacher quality issues. Currently, three strategies predominate—class size reduction, professional development, and recruitment, induction, and retention of highly qualified teachers. Each strategy is implemented with the intention of improving teaching quality and, by extension, student achievement.

To support decisions about which strategy would be most effective given organizational and structural constraints, states and districts need to consider the research evidence. This compendium comprises briefs developed from extensive literature searches, reviews, and analyses of the research evidence for each of the three common strategies. The purpose of the information presented here is to help inform states and districts as they plan their Title II, Part A, fund designations.

Class size reduction

There is no evidence that minimal or arbitrary reductions in class size will improve student performance. Across the entire range of research studies on class size reduction, however, there are a few general conclusions that can be drawn about the effects of smaller classes on student performance:

- In the primary grades, boys and girls equally benefit academically from long-term exposure to small classes
- Minority and low-income students gain particular academic and behavioral advantages that increase the longer they are exposed to smaller classes
- Gains from small classes in the primary grades are larger when class size is reduced to fewer than 15 students
- Poor instructional practice continues to yield poor academic results no matter how much the class size is reduced
- Students who have been in smaller classes throughout the primary grades retain academic gains made in multiple content areas upon return to standard-size classrooms in the upper grades

One caveat: When schools and districts designate Title II, Part A funds for class size reduction, they should also plan appropriate professional development for the teachers who will carry out the program and make necessary changes to the educational and physical contexts in which those programs will be placed.

Professional development

Professional development consists of such a broad and complex array of interrelated but disparate learning opportunities, it is difficult to measure their overall effect on teacher's knowledge and instructional practice. Research suggests that some types of professional development are effective at changing teacher instructional practices and some types of teacher practices are more effective at increasing student achievement. There is no body of research that causally links effective professional development approaches to increased student achievement.

Professional development programs are judged effective primarily because they change instructional practice in a way that seems to increase student achievement. There are certain common features of professional development that have been associated with changes in teacher knowledge, practice, and by extension, student achievement.

Professional development programs that are deemed effective share the following characteristics:

- Strong content focus on higher order, subject-matter content and the pedagogy of how students learn that content
- Active learning opportunities during the school day for teachers to get involved in inquiry-oriented, learning approaches, such as observing and receiving feedback, analyzing student work, or making presentations
- Collective participation in collaborative, learning opportunities with groups of teachers from the same grade, subject, or school to build interactive learning communities
- A consistent body of professional development activities that build the coherence of teacher knowledge, school curricula, district policy, and state reforms
- Sufficient duration and span that spreads professional development activities over the school year or semester and includes at least 20–40 hours of contact time
- Evaluation design that collects data on at least one measure of each program objective, including quality of implementation of development activities, gains in teacher knowledge, changes in classroom practices, and increases in student achievement

Teacher recruitment, induction, and retention

The recruitment, retention, and support of highly qualified teachers present three sets of intertwined challenges. Research overwhelmingly points to four broad categories related to the implementation of this strategy that states and districts must consider: organizational structures and supports; recruitment of prepared and qualified teachers; investment in induction and mentoring programs; and development of communities of

professional teachers. Investing in competitive salaries is important; however, recruiting and keeping good teachers—both novice and experienced teachers—is equally a question of attending to key working conditions that matter to them.

Consider the following:

- In addition to class size, teaching loads, and the availability of materials, factors contributing to teacher retention include teacher participation in decisionmaking, strong and supportive instructional leadership from principals, and collegial learning opportunities.
- Seeking out and hiring better prepared teachers has many payoffs and savings in the long-run, both in terms of lower attrition and higher levels of competence.
- Investing in induction and mentoring programs provides a pipeline of effective and satisfied teachers who are prepared to enter and stay in high-need schools. Considering the high costs of attrition, many of the strategic investments needed to support competent teachers in staying, such as mentoring for beginners and ongoing learning and leadership challenges for veterans, pay for themselves in large degree.
- Developing a stable, high-quality, teaching force that becomes increasingly effective creates a professional learning community that not only reduces teacher failure but also student failure.
- Building the teaching profession to ensure quality teachers and learning for each student means paying teachers more but differently by reorganizing the school structure to create a tiered teaching profession that accommodates and rewards highly accomplished teachers who can manage and lead less experienced teachers.

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Introduction

The Elementary and Secondary Education Act (ESEA) Title II, Part A program provides “Improving Teacher Quality State Grants” to educational agencies implementing strategies intended to increase the academic achievement of all students. Agencies do this by helping schools and districts to improve teacher and principal quality and to ensure that all teachers are highly qualified. Nonregulatory guidance affords these agencies flexibility to use the funds creatively to address challenges to teacher quality, including:

- Teacher preparation and new teacher qualifications
- Recruitment, hiring, induction, and retention of teachers
- Professional development
- The need for more capable principals and assistant principals to serve as effective school leaders

The Title II, Part A program requires that schools and districts implement scientifically based strategies and solutions, the effectiveness of which have been proven by “research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.” Washington Office of Superintendent of Public Instruction requested assistance from the Northwest Comprehensive Center at Education Northwest to develop research briefs to meet that requirement. After an extensive review of the literature, we developed the following compendium of the research base for three Title II, Part A program-funded strategies for improving teacher quality:

- Class size reduction
- Professional development
- Teacher recruitment, induction, and retention

We hope that the information presented in this compendium supports states and districts as they strategically plan their investments in Title II, Part A programs.

Class Size Reduction

The federal government has fully supported class size reduction (CSR) to improve student achievement, with funding for the initiative reaching \$1.3 billion by 2000. In 2002, a class size reduction program was embedded into Title II of the No Child Left Behind Act when the Eisenhower Professional Development Grant and the Class Size Reduction Grant were consolidated into a more general teacher quality block grant program funded at \$2.85 billion.

The Title II “Improving Teacher Quality” State Grant provides funding for professional development; recruiting, hiring, and training new teachers; and reducing class size. All three of these are prominent topics in K–12 school improvement and each one warrants study. Some analysts argue that no education issue would benefit more from research-based evidence than CSR. CSR is very expensive to implement and there has been much debate over whether its benefits are sufficient to offset the high costs because implementing CSR often precludes investing in other improvement strategies (Council of Chief State School Officers, Research and Development, 2012).

A popular strategy

CSR is a very attractive educational improvement strategy and popular with parents and educators alike. Parents believe that smaller classes mean greater attention to individual student’s needs leading to better student learning. Teachers believe that smaller classes are more manageable and allow time for thoughtful reflection on instructional practice, which they assume will lead to higher achievement. By 2005, approximately half of the states had either mandated or provided incentives to reduce class size in public schools despite

Speculations on the Benefits of Class Size Reduction

- Higher morale and less teacher stress
- Reduced teacher workloads
- More individualized attention for students
- Increased student and teacher interaction/communication
- Higher levels of student participation
- More time on task or greater opportunity to learn
- Lower student retention rates
- Increased parent and teacher interaction/communication

scant evidence of its effectiveness (Chingos, 2011). By 2010, all but 15 states had laws restricting the number of students that may be included in a general education classroom in some or all grades (Sparks, 2010).

CSR studies have always produced somewhat ambiguous results. When critics challenged CSR, however, it wasn't because they had no effect on student achievement but rather, they weren't considered the best use of educational funds (Sparks, 2010). Despite this concern about cost effectiveness, smaller class size remained a popular concept. According to a 2007 survey conducted by the American Federation of Teachers, parents considered class size second in importance only to school safety (Dillon, 2011). One national poll found that 77 percent of Americans would rather spend educational dollars on class size reduction than on higher teacher salaries (Chingos, 2011).

With the economic downturn beginning in 2008, however, many states and districts began to consider that their investment in CSR might be too costly in times of economic uncertainty. Consequently, 19 states relaxed or eliminated their class size laws or policies. Policymakers and researchers began to turn away from straight CSR to other methods of increasing individual instruction time, such as restructured class formats, coteaching, and distance learning. Federal policy has also begun to deemphasize class size reduction as an across-the-board policy. According to data from the American Association of School Administrators, 62 percent of districts in 2010/11 claimed they would increase class sizes, compared to 26 percent in 2009/10, and only 9 percent in 2008/09 (Ellerson, 2010).

Quality of available research

States and districts are searching for evidence of sufficient effectiveness of CSR policies to offset the expense of implementation. There are hundreds of studies, articles, and briefs on the topic. According to the Brookings Institute Brown Center on Education Policy, there are three categories of credible studies of CSR (Chingos & Whitehurst, 2011):

- Randomized experiments, in which students and teachers are randomly assigned to smaller or larger classes
- Natural experiments in which, for example, a sudden change in class size policy allowed a before-and-after analysis of its effects
- Sophisticated mathematical models for estimating effects that take advantage of longitudinal data on individual students, teachers, and schools.

Meta-analyses of the large array of existing studies suggest that research supports all possible standpoints: That CSR improves student performance, that CSR can either improve performance or have no effect, and that CSR has absolutely no effect on student performance. With these conflicting study outcomes, there are mixed opinions on whether class size has any discernible effect on student achievement and whether discernible benefits outweigh the costs of implementation. There is one conclusion that research on the topic of CSR can agree on: There is no reason to expect consistent improved student performance under a CSR policy.

Unfortunately, the body of research on the impact of CSR on student achievement has been highly criticized on the basis of flawed methodologies and results challenged as unreliable. The most common failing of such research is disregard for the impact of

other student variables on student achievement, such as income level. Also problematic is the lack of research comparing CSR directly to other interventions, in order to determine which strategy is *more* effective.

“Credible” study results

There are only three high-quality, research-based studies that have actually investigated the impact of smaller classes on student performance. The first two have historical significance because much of what is currently believed about CSR originated with them: the STAR study in Tennessee and the SAGE program in Wisconsin. The third study, the California CSR program study, provided many lessons for proponents of current and future programs (Romanik, 2010).

Tennessee STAR

The most influential and credible study of CSR initiatives is the Student/Teacher Achievement Ratio (STAR), conducted between 1985 and 1989 and involving 79 elementary schools. Project STAR is frequently cited as a landmark study in CSR research and is credited with much of the national push in CSR. Project STAR is unique for being both large-scale and randomized—two characteristics that are considered the gold standard in social science research.

This study randomly assigned students to kindergarten classes so that some were enrolled in regular classes composed of 22–26 students and others went into small classes of 13–17 students. Students remained in these class configurations through third grade. When studied in grade 3, students in the smaller classes saw larger test scores gains in reading and mathematics compared to those in larger classes. This effect was most noticeable for minorities and low-income students. These benefits were reported to extend into the upper elementary grades. The advantage of CSR appeared greater (nearly double) for African American students compared to nonminority students. Poor and minority students appeared to reap the greatest learning gains in smaller classes. Classroom behavior was judged better for students enrolled in small classes, and these students were more likely to take college entrance exams during high school. Follow-up studies through the years found the students who had been in small classes earlier had better academic and personal outcomes throughout their school years and beyond (Krueger & Whitmore, 2001; Sparks, 2010).

STAR has been recognized as demonstrating some of the largest CSR impacts: Students gained the equivalent of three additional months of schooling four years after their classes were reduced by 7–10 students. It is important to note that in order to see the benefit, class sizes must fall to 15 students or fewer, compared to an average class size of 24 students. Most research agrees that slight class size reductions bear no measurable benefit for students (Achilles, 2012).

Wisconsin SAGE

The Student Achievement Guarantee in Education (SAGE) program in Wisconsin began in 1996. This study did not use randomization of students into regular and small classes but rather matched control and experimental schools. Variables used to match schools included family income, reading achievement, size, and racial composition. The CSR intervention started in first grade and continued as students advanced to grades 2 and 3.

The program continued for five years through 2001/02. Students were tested in May and again in October each year using the Terra Nova Comprehensive Test of Basic Skills. Results indicated that students in classes with approximately 15 students outperformed those in classes composed of approximately 30 students in mathematics and language arts each year the program was in existence. Researchers found higher achievement for children living in poverty. They also suggested that it would be difficult to replicate these results without including key elements of that program, such as early intervention and small class sizes for three years or more (Achilles, 2003).

California CSR

California's CSR program, the first large-scale, state-operated effort, was initiated during a time of plentiful state funding (Bullwinkle & Gaylor, 2002). It is actually not an experiment but rather a program with provisions for evaluation. CSR was introduced in kindergarten through third grade during fall 1996 and limited participating classrooms to 20 students. Initially, the state awarded districts \$650 to \$850 per student and facility grants of \$25,000 to \$40,000 per school to reach the reduced class size. During 1997/98 or the second year of operation, 1.6 million students were enrolled in small classes at an annual cost of \$1.5 billion (Witte, 2000). Over the lifetime of the reform, the state has spent an estimated \$22 billion in direct subsidies to districts participating in the program. This funding is in addition to billions of dollars spent by individual school districts in order to cover the costs of the reform (Freedberg & Cabrera, 2009).

A study of the program during 1998/99 included 432 California schools and found, in general, no difference on Stanford Achievement Test scores between groups of students who had participated in smaller classes and those enrolled in regular sized classes. Although the program has been very popular among teachers, parents, and students, it has resulted in relatively small positive achievement gains among K–3 students.

Policy considerations

According to Biddle and Berliner (2002), attention to class size is a timely and appropriate focus for education policy. Reducing class size makes intuitive sense: Decreasing the teacher-student ratio should increase teacher-student interaction, which together should increase student learning. And, some research indicates that smaller classes are good for learning and for behavior. But, research does not point to a straightforward relationship between decreasing class size and increasing student achievement. Rather, research suggests that there are many intervening factors that influence the outcome of implementing a CSR policy. There is a picture emerging that suggests the following:

- **Targeted population:** If minority and low-income students in the primary grades benefit the most academically and behaviorally from CSR policies, then funding considerations should be given to hiring well-trained and enthusiastic teachers and creating additional classroom space to accommodate smaller classes for this group.
- **Teaching skills:** New teachers and experienced teachers alike will need support to learn teaching strategies that optimize the benefit of a smaller classroom configuration. No intervention, including smaller classes, can succeed without good teaching practice.



In order for smaller classes to pay real dividends, both new and veteran teachers will need support in adopting teaching strategies that take advantage of the class size reductions.

- **Physical space:** Schools have only so much physical space. Dividing classrooms in half, using broom closets, and other makeshift accommodations are inadequate for obtaining optimal results of smaller class sizes. Proper facilities are a major consideration for implementing smaller classes.
- **Flexibility:** Any new policies that are instituted to reduce class size must be flexible enough to keep the focus on improved learning. Funds must be used to accommodate specific needs of specific students in specific schools and to engage the community in the planning process.
- **Expanding research base:** Rigorous research and evaluation of each CSR implementation will contribute to the success of subsequent implementations that are built on previous experience.

Theories about why small classes produce positive effects follow two lines of thought. Most theorists have focused on the teacher and have reasoned that small classes produce positive effects in student achievement because interactions between the teacher and individual students are improved in the small-class context. The theory suggests limits for the extra gains one should expect from small classes in the early grades. Clearly,

students are likely to learn more and develop better attitudes toward education if they are exposed to well-trained and enthusiastic teachers, appropriate and challenging curricula, and physical environments in their classrooms and schools that support learning. If conditions such as these are not also present, then to reduce class size in the early grades will presumably have little impact. Thus, when planning programs for reducing class size, states and districts should also plan for the professional development of teachers who will participate in smaller classes and provide appropriate environments in which those programs will take place.

Summary of findings

While individual studies have not offered conclusive evidence, the entire range of studies suggests a number of general conclusions about the effects of smaller classes on student performance:

- Long-term exposure to small classes in the primary grades is advantageous to all students, boys and girls equally
- Small classes in the primary grades offer particular academic and behavioral advantages to minority and low-income students whose gains increase the longer they are exposed to smaller classes
- Academic gains from small classes in the primary grades are larger when class size is reduced to fewer than 15 students
- Academic gains from small classes in the primary grades are found in multiple academic subjects using both traditional student achievement measures and various other indicators of student success
- Academic gains from small classes in the primary grades are retained when students return to standard-size classes in the upper grades and the gains continue through middle school and high school
- Evidence of academic improvement from smaller classes in middle school and high school has been inconclusive

Lessons learned

Researchers agree that shrinking the number of students in a class does not automatically translate into better learning. Teachers also need to alter their teaching practices to optimize the advantage of having fewer students. And, while the studies that found positive effects from CSR have focused on efforts that reduce classes to 16 or so students, the costs are prohibitive. Consequently, states have tended to reduce classes by only a few students. One concern surrounding various states' efforts to shrink class sizes is that the press for quantity will come at the expense of quality, forcing schools and districts to hire underqualified or unprepared teachers: a lesson that California learned firsthand with its CSR program. In the first year of its implementation, more than one fifth of the teachers hired had only emergency credentials. The schools serving poor and minority students were hit hardest as qualified teachers with full credentials and seniority left to take jobs at "less difficult" schools.

Offering an economist's view of class size research, Krueger (2000) maintains that there are significant advantages to be realized by maintaining small (<15) classes in the early grades, and that CSR would have a definite positive impact if targeted toward those populations shown to benefit from it, particularly students in high-poverty districts.

Krueger also notes that no commentators reach the conclusion that *increasing* class sizes will lead to improved student performance, save for possibly in the very upper grades of secondary schooling. However, participation in moderately sized classes (20–25 students) has not been shown to detrimentally affect students in and of itself. In fact, it is argued that students suffer the effects of a large class only when class sizes reach the 30s, just as reduction in size does not necessarily bring positive outcomes unless the number of students drops to 15 or fewer. Krueger's analysis concludes that reducing class sizes from the 30s to the 20s is in the right direction, but there is little support for the claim that there are increases in achievement or satisfaction, or teacher attitude or morale. Only when the class size reduces to 15 or fewer are there appreciable benefits.

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Professional Development

In the history of education there has never before been a greater recognition of the importance of professional development. Every modern proposal to reform, restructure, or transform schools emphasizes professional development as a primary vehicle in efforts to bring about needed change. With this increased recognition has come increased scrutiny. Questions are being raised about the effectiveness of all forms of professional development in education. And with these questions have come increased demands for demonstrable results What evidence is there to show they are effective? (Guskey, 1995, p. 1)

If it is true that “we make time for what we value,” then it is ironic that teachers, in particular, struggle with finding time to learn to be better teachers. Although research tells us that effective professional development is vital to school success and teacher satisfaction, the most prevalent approach used for decades, the ubiquitous “sit and git topic du jour” workshop model has been summarily dismissed by administrators and teachers alike for its vague applicability to real contexts, lack of measurable effectiveness, and poor return on the investment of time and resources.

Beginning in the 1990s, qualitative literature began to support a roughly consistent alternative model: For teacher learning to truly matter, it must take place in a more active and coherent intellectual environment where ideas are exchanged and explicit connections made to the bigger picture of school improvement.

In 2008, the National Staff Development Council (now Learning Forward) and a team of researchers from the Stanford Center for Opportunity Policy in Education (SCOPE) launched a three-part *Status of Professional Learning* research study conducted by Darling-Hammond, Wei, and their colleagues to measure the effectiveness of professional learning in the United States. These researchers drew on a variety of sources, including reviews of mainly qualitative literature, research on teacher learning in developed countries, teacher surveys conducted by the Learning Forward group, data from the annual MetLife Survey of the American Teacher, and data from three

administrations of the federal Schools and Staffing Survey. Findings, released in three successive phases through 2012, provide the most up-to-date descriptive information on professional development trends in the United States.

The first phase study (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009) found that U.S. teachers generally spent more time instructing students and less time in professional learning opportunities with their peers than teachers in top-performing countries. The second phase research (Wei, Darling-Hammond, & Adamson, 2010) found that the United States is making some progress in providing increased support and mentoring for new teachers. However, the study also revealed that teachers have fewer opportunities for the kind of ongoing, intensive professional learning that research shows has a substantial impact on student learning.

During a keynote speech at the Staff Development Council Conference in 2008, Darling-Hammond emphasized that good professional development “is not a mystery. What is a mystery is how to get policy to support this kind of [teacher] learning routinely . . . so that it can become the norm, not the exception.” She acknowledged that it is no small feat changing school schedules and teacher working hours. She also was quick to point out that it is not hard to imagine why districts favor “spray-and-pray” professional development workshops even if they know they aren’t particularly effective, given that they are easier and generally cheaper than reorganizing school schedules, extending the school day, or hiring additional staff to free up the common time for this type of professional development. Subsequent years of the study guided by other researchers examined policy frameworks supporting high levels of professional development activities. Key findings from these later stages indicate that sustaining focus is vital, collegiality is not enough, and leadership is the key element.

Some districts, schools, and teachers are designing, implementing, and experiencing several popular models for site-based professional development that matured during the 2000s. These professional development activities include the ever-evolving models of professional learning communities (PLCs), also known as “inquiry teams” or “learning teams.” Basically, teachers in either grade-level or content-area teams meet several times a week as PLCs to collaborate on teaching strategies and solve problems. In the most sophisticated examples, teachers set common instructional goals, teach lessons in their individual classrooms, administer informal assessments to determine levels of student mastery, and then regroup as a team to analyze the data together. Then, they pinpoint areas of success, identify areas for improvement, and set goals for future teaching (Honawar, 2008).

Such practices are being paired with other opportunities for deepening practice, including observing fellow teachers and working one-on-one with classroom-based “coaches” or content experts. To provide enough time for teachers to work together effectively, such models frequently require schools to overhaul their schedules or arrange for a delayed start time (Keller, 2007). Other variations of site-based professional development include the practice of lesson study, in which a team of teachers develops a lesson that one of the teachers then teaches. The lesson is observed and sometimes videotaped so that colleagues can analyze the lesson’s strengths and weaknesses and determine how to strengthen the lesson (Viadero, 2004).

With the current onslaught of requirements to measure teacher and principal effectiveness in increasing student outcomes, the concept of professional development has been extended beyond classroom practices to include formal teacher induction, the

credits or degrees teachers earn as part of recertification or to receive salary boosts, the national board certification process, and participation in subject-matter associations or informal networks (Sawchuk, 2010).

Effective professional development: Where are the data?

If the United States is truly serious about helping every student succeed, we will invest in research-based professional development programs that get us there, and we'll have the patience [to implement them faithfully].
(Van Roekel, 2013)

Hard data about which professional development models lead to better teaching are difficult to come by. An analysis of 13 different lists of characteristics of effective professional development drawn from the leading organizations in the field show that all the analysts derived their outcomes in very different ways, used different criteria to determine “effectiveness,” and varied widely in the characteristics they identified. The research evidence regarding most of the identified characteristics was inconsistent and sometimes contradictory (Guskey, 2003).

In essence, professional development relies on a two-part transfer of knowledge: Teachers must internalize new knowledge and skills sufficiently to change their behavior and those changes in teacher behavior must subsequently result in improved student mastery of the subject matter. It is the complex nature of those transactions that makes the effectiveness of professional development activities so challenging to study. As a result, much of the research conducted on professional development continues to be descriptive rather than quantitative (Sawchuk, 2010).

Today, quantitative research on the impact of professional development remains comparatively thin. A 2007 review of more than 1,300 studies on professional development conducted by researchers at the American Institutes for Research found only nine studies of professional development programs that met rigorous scientific standards set by the What Works Clearinghouse, the arm of the federal Institute of Education Sciences that reviews experimental research on program impact. The study found that effective programs were characterized by an average of 49 hours of training but the study’s authors cautioned against extrapolating the findings given the varying aims of the programs studied and the small sample sizes of participants in each program (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007).

Two federally funded, randomized, field studies of intensive professional development programs, however, found no effects on student achievement, even though the programs were generally aligned with the features outlined in the 2007 review. In the first study, two professional development approaches based on a popular early-reading program increased teachers’ knowledge of literacy development in the year of the intervention and in their use of explicit reading instruction, but had little effect on achievement among second-graders in high-poverty schools (Garet et al., 2008).

A second study looking at a secondary math professional development initiative found that it yielded significant changes in teachers’ instructional practice, but (with one small exception) did not improve teacher knowledge of rational numbers or have any impact on middle school students’ understanding of rational numbers (Garet et al., 2011).

Researchers have analyzed large sets of annual student data, prevalent since No Child Left Behind, to determine whether teachers with specific professional development experiences get larger gains for their students than other teachers. Looking across annual data from Florida between 1999/2000 and 2004/05, one such study found inconsistent, but generally positive if small, correlations between content-focused, in-service credits in math and middle school students' achievement in that subject (Harris & Sass, 2011).

Only a handful of studies have quantitatively examined the newer, site-based approaches to professional development. One study (Gallimore, Ermeling, Saunders, & Goldenberg, 2009) concluded that students in schools whose teacher learning teams relied on a set of formal protocols for guiding meetings improved more than those in a comparison group of schools where that structure was lacking. Researchers suggest that these findings are more likely when teams are teaching similar content, led by a trained peer-facilitator, use an inquiry-focused protocol, and have stable settings in which to engage in continuous improvement. While this 5-year, prospective study of nine Title I schools relied on a quasi-experimental methodology rather than a randomized experiment, its findings offer a promising avenue for future research.

A recently released study, the 2012 MetLife Survey of American Teachers, showed that although teacher morale is down across the United States, those educators expressing higher job satisfaction had one particular trait in common: They were more likely to have benefitted from effective professional development opportunities and collaborative time with fellow teachers. Researchers reported that in schools where professional learning is centered around job-embedded collaboration with a focus on student results, teachers feel less isolated and experience a greater sense of confidence and job satisfaction—basically, the antithesis of the type of professional development that occurs outside the school, away from actual instruction, and away from students (Markow, Macia, & Lee, 2013).

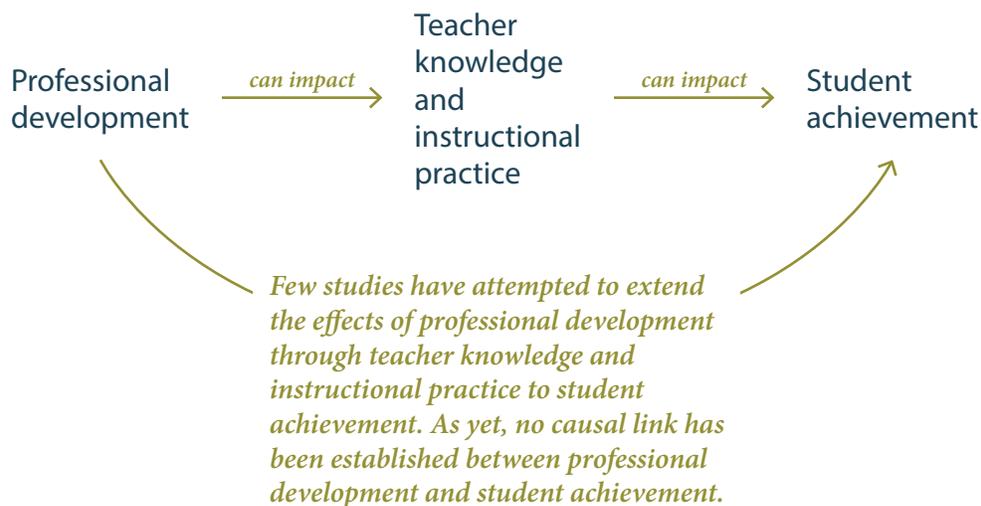
There is tremendous pressure to gain high-quality instructional practices through fidelity of implementation of evidence-based practices (Mindich & Lieberman, 2012). While funding is pouring into initiatives that emphasize measurement and improvement of teacher performance, there is no stockpile of effective teacher professional development and training approaches from which states and districts can choose. To see any return on this vast investment, state and district superintendents, principals, school boards, and reform leaders must channel their resources into evidence-supported, professional development models (Pianta, 2011). This is important because high-quality professional development is the single most cost-effective tool available to improve the quality of teachers and increase student achievement (Cohen & Hill, 2001).

Linking professional development to teacher practice and student achievement

Professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in the schools. But how do we link the effectiveness of teacher professional development with student achievement? (DeMonte, 2013)

Teachers continually confront new challenges and are expected to refine their strategies and techniques to ensure that their students learn. From keeping pace with the newest classroom technologies, addressing classroom discipline issues, identifying and meeting the individual needs of diverse learners, and—perhaps most significantly—meeting the requirements of the Common Core State Standards, the pressures to improve student achievement are immense. Effective teaching is a learned activity. Improving the practice of teaching—learning to teach better—requires training. Experience alone will not lead directly to better instruction. The effectiveness of professional development must be rooted in the best available research and measured by its impact on student achievement, including achievement by students with disabilities and English language learners.

Until recently, researchers tended to look at either the relationship between professional development and teacher practice, or the relationship between teacher practice and student achievement (for a singular academic subject, controlling for only a limited number of covariates). Increasingly complex studies based on multilevel frameworks are attempting to capture classroom teacher effects on student achievement or district-level professional development on teacher practices within schools. But, relatively few of these studies attempt to extend the effects of professional development through teacher practices to student achievement. And, the results of those studies are inconsistent (Wallace, 2009).



A results-driven education system evaluates its success by what students actually know and are able to do (Faria & Killion, 2010). Creating a results-driven education system requires that results-driven professional development programs are judged primarily by whether they change instructional practice in a way that contributes to increased student achievement. The principal measures of a results-driven professional development program are implementation, application, and impact. A useful evaluation of a professional development program must answer these questions:

About implementation

- Did the professional development program meet the participants' needs?
- Was the professional development program of high quality?

About application

- Are the participants receiving job-embedded, reflective opportunities to assist in their application and utilization of new knowledge in an effort to improve educational practices?
- Is their application and utilization of new knowledge effective?

About impact

- What are the measurable results for students?

Analysis of existing research suggests that professional development is effective when it is sustained, comprehensive, and embedded in the school day. It suggests that professional development must incorporate peer coaching, observation, modeling, and feedback; it must also be explicitly tied to higher order content and skills to significantly impact teacher practice (Darling-Hammond et al., 2009). Until now, researchers have not been able to make strong causal statements about these factors because data have come primarily from teacher self-reports and self-selection. Current approaches to professional development research promise to go beyond these design flaws to provide conclusive evidence about the factors that make professional development effective in increasing student achievement.

Policy considerations

Given the need to improve the quality of instruction and the lack of clarity and shared knowledge about what systems and activities improve teaching, it is time to take stock of what is known about professional development; what kinds of activities are currently underway; and what will be needed going forward as reforms roll through the education system. It is critical to align ongoing professional development with the school's common focus and the district's high expectations to improve the performance of all students. Professional development offerings should be focused and informed by the research base and school/classroom-based assessments. Appropriate instructional support and resources are crucial to the fidelity of implementation of the approaches and techniques learned through professional development.

When teachers develop schoolwide goals for student learning, share collective responsibility for meeting the goals, and collaborate to achieve them, the school's capacity is strengthened and student performance is likely to improve. The best way for administrators to facilitate this process is to develop protocols and procedures for embedding teacher team collaboration into the school day and cultivate a culture of shared responsibility. They must also apply rigorous methods to study the effectiveness of these policies. Evaluation methods are fundamental in determining whether outcomes can be linked to professional development. Ensuring that professional development improves student learning begins by incorporating identified features of effective learning into teacher professional development and using appropriate tools to measure the impact on student learning.

According to Choy, Chen, and Bugarin (2006), systemwide professional development programs require structures and policies that:

- Are driven by the analysis of the differences between goals and standards for student learning and student performance
- Are part of a comprehensive change process



One recommendation for effective professional development suggests that groups of teachers from the same grade, subject, or school work together in an interactive learning community.

- Are school-based and integrated with school operations
- Involve teachers in defining their needs and developing opportunities for professional development
- Meet individual teacher's needs but are primarily collaborative
- Provide opportunities for teachers to develop theoretical understanding of the knowledge and skills learned
- Are continuous and ongoing, with follow-up and support for further learning
- Incorporate an evaluation of the effect on teaching practice and student outcomes

Summary of findings

Professional development has consisted of such a complex array of interrelated but disparate learning opportunities, it has been difficult to measure its overall effect on teacher's knowledge and instructional practice. While research has given us some insight into what types of professional development are more effective at changing teacher instructional practice and which teacher practices are more effective at increasing student achievement, no research has causally linked effective, professional development approaches to increased student learning.

There are certain common features of professional development, however, that have been associated with changes in teacher knowledge, practice, and by extension, student achievement. Research suggests that these common features are:

- Strong content focus: Professional development activities focus on higher order, subject-matter content and the pedagogy of how students learn that content.
- Active learning: Teachers have opportunities during the school day to get involved in inquiry-oriented learning approaches, such as observing and receiving feedback, analyzing student work, or making presentations, as opposed to passively sitting through lectures.
- Collective participation: Groups of teachers from the same grade, subject, or school participate in collaborative, learning opportunities so they can build an interactive learning community.
- Coherence: What teachers learn in any professional development activity is consistent with other professional development and with their knowledge; their learning maintains coherence with school curricula, district policy, and state reforms.
- Sufficient duration: Professional development activities are spread over the school year or semester and include 20–40 hours of contact time.
- Evaluation design: Data are collected on at least one measure of each program objective, including quality of implementation of development activities, gains in teacher knowledge, changes in classroom practices, and increases in student achievement.

Professional development programs are judged effective primarily because they change instructional practice in a way that contributes to increased student achievement.

Lessons learned

Providing high-quality professional development is hard work and to be effective must become a core value of the education system over time. There are no quick fixes to change and improve teacher practice. While the results of individual studies have not offered conclusive evidence, the entire range of studies suggest a number of common features of effective professional development programs. And, although researchers have not been able to make strong causal statements about these common features, recent approaches to professional development research promise to provide conclusive evidence about the factors that make professional development effective in increasing student achievement. In the meantime, there is sufficient qualitative evidence to support instituting the structures and policies that cultivate a school culture of continuous learning so that all teachers engage collaboratively in the ongoing achievement of each and every student.

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Teacher Recruitment, Induction, and Retention

It is critically important that we develop much more effective policies to attract, retain, and support the continued learning of prepared and committed teachers. When teachers have assembled the kind of training and experience that allows them to be successful with students, they constitute a valuable human resource for schools—one that needs to be treasured and supported if schools are to become and remain effective. (Darling-Hammond & Wei, 2009, p. 631)

Teacher quality and student achievement

Over the years there has been substantial evidence to suggest that among all school resources, well-prepared, expert, and experienced teachers are among the most important determinants of student achievement. Studies at the state, district, school, and individual level have found that teachers' experience, as well as their academic background, preparation for teaching, and certification status, matter for teachers' effectiveness. Because of the strong evidence about how much teacher effectiveness matters to student achievement, the No Child Left Behind Act (2002) requires that highly qualified teachers staff all schools (Darling-Hammond, 2010).

To ensure that all students have “teachers with the subject-matter knowledge and teaching skills necessary to help them achieve to high academic standards, regardless of their individual learning styles or needs,” ESEA Title II, Part A (2006) provides substantial funding “to help states and districts recruit, train, reward, and retain highly qualified teachers.” The law emphasizes that teachers of core academic subjects meet certain minimum requirements to be considered highly qualified: at least a bachelor's

degree, full state certification, full licensure by the state for their teaching assignment, and subject matter knowledge and teaching skill in each core academic subject assigned to teach (ESEA, 2006).

Recruiting “highly qualified” teachers

A longitudinal study of high school students in North Carolina found that students’ achievement is significantly higher if they are taught by a teacher who is certified in his or her teaching field, was fully prepared upon entry, had higher scores on the teacher licensing test, graduated from a competitive college, had taught for more than two years, or was National Board Certified. While each of these traits helped make teachers more effective, the combined influence of having a teacher with most of these qualifications, as compared to having a teacher with fewer of them, was larger than the effects of race and parent education combined (Clotfelter, Ladd, & Vigdor, 2007).

The difference between the effect of having a very well-qualified teacher rather than one who was poorly qualified was larger than the effects of race and parent education combined. The achievement gap would be much reduced if low-income minority students were routinely assigned highly qualified teachers, rather than the poorly qualified teachers they most often encounter. (Clotfelter et al., 2007, p. 673)

A study of teachers in New York City found that student achievement was most enhanced by having a fully certified teacher who had graduated from a university preservice program, had a strong academic background, and had more than two years of experience. Students’ achievement was hurt most by having an inexperienced teacher on a temporary license, which is the teaching profile most common in high-minority, low-income schools with ongoing teacher turnover. In combination, improvements in these qualifications reduced the gap in achievement between the schools serving the poorest and the most affluent student bodies by 25 percent (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008).

The requirement that schools staff all classrooms with “highly qualified teachers” has created challenges for many schools, particularly those in inner city and poor rural areas. The challenge

is due neither to teacher shortages (the United States produces many more qualified teachers than are hired) nor to growing student enrollments or increasing teacher retirements. Data show that the chronic demand for new teachers is largely due to teacher turnover: teachers moving from or leaving their teaching jobs. Retaining teachers is the greatest challenge facing schools today (Alliance for Excellent Education, 2004).

Hiring practices—not a small applicant pool—seem to be at the root of the recruitment problem for some districts. When The New Teacher Project studied hiring practices in four hard-to-staff urban districts, researchers found that strategic recruitment yielded a multitude of applicants, but many of the high-quality candidates withdrew their applications before hiring decisions were made in mid- to late summer. Withdrawers had significantly higher GPAs and were 40 percent more likely to have a degree and experience in their teaching field than candidates who were eventually hired. The majority of those who withdrew subsequently cited late hiring as their reason for accepting employment elsewhere. Researchers suggested that schools work with teacher unions and partner with teacher preparation programs to streamline the hiring process to competitively post and fill their positions and to tailor compensation packages to applicant credentials (Levin & Quinn, 2003).

While applicants' acceptance decisions consider salaries being offered in other districts and in fields outside of teaching, "salary" has not been correlated to teacher "shortages" or attrition, except as it relates to excessive workloads, high-stakes testing, disruptive student behavior, poor leadership and administration within schools, and views of teaching as a temporary profession. Researchers found that even moderate salary increases are only moderately effective at increasing the candidate pool or stopping existing teacher attrition. In fact, raises of 25–40 percent would be necessary to have a significant impact. Salary levels vary significantly by district: Teachers in schools serving the largest concentrations of low-income students earn, at the top of their salary scale, one third less than teachers in higher income schools (National Commission on Teaching & America's Future [NCTAF], 1996).

Turnover and attrition

Underpaid teachers are typically underprepared and not supported as they confront lower levels of resources, poorer working conditions, and the stresses of working with students and families who have a wide range of needs. Beginning teachers are particularly vulnerable because they are more likely to be assigned low-performing students. Despite the added challenges that come with teaching students with higher needs, most beginners are given no professional support, feedback, or demonstration of what it takes to help their students succeed. The result is that new teachers are the most at risk of leaving the teaching profession. Research shows that 14 percent of new teachers leave by the end of their first year; 33 percent leave within three years of beginning teaching; and almost 50 percent leave within five years (Ingersoll, 2003). These high attrition rates mean students continually face inexperienced teachers and that schools face the higher economic costs of continually hiring and training new teachers. High turnover rates also disrupt the team-based, organizational structure and functioning of a school and interrupt the planning and implementation of a coherent, comprehensive, and unified curriculum (Guin, 2004).

Policies that address the root problems of high turnover must address the four major factors that exert strong influences on teacher entry and retention:

- Compensation
- Working conditions
- Teacher preparation
- Mentoring and support

The advantages of having highly qualified teachers are clear but it is not so clear what attracts and keeps highly qualified teachers teaching and what drives them out of schools and the profession. The burning questions challenging educators from the federal to the local level today are:

- What will increase the power of the teaching profession to recruit and retain well-prepared, experienced, accomplished, high-quality teachers?

Who's Leaving the Teaching Profession?

Research tells us that the teachers leaving the profession mostly fit this profile:

- White
- Female
- Higher measured ability
- Teaching math or science
- Teaching fewer than five years
- Near retirement

(Guarino, Santibañez, Daley, & Brewer, 2004)

- What will create a stable, expert teaching force in all kinds of schools and districts?

High turnover often links directly to teachers' sense of effectiveness. Research consistently shows that teachers often leave high-poverty, low-performing, at-risk schools because they have not been adequately prepared to teach in such challenging environments and lack much needed support from administrators (Laine, 2008). On the other hand, research shows that new recruits who have had training in specific aspects of teaching (e.g., selection and use of instructional materials, child psychology, and learning theory), who have experienced practice teaching, and who received feedback on their teaching leave the profession at half the rate of those who did not (NCTAF, 2003).

Attracting “high-quality” teachers

To attract high-quality teachers (i.e., those who are well prepared, experienced, and accomplished), research suggests that schools must match their recruitment and retention efforts to the characteristics and motivations of the teachers and teaching candidates they hope to attract. For example, one highly qualified, board-certified teacher provided some insight when he asserted that the following conditions would have to be met before he would even consider working in a high-needs school:

I would want to see social services for parents and children, accomplished leadership, adequate resources and facilities, and flexibility, freedom and time One of the single greatest factors that would convince me would be an effective administrator. The leadership of the principal has everything to do with school success [because] effective leaders are magnets for accomplished teachers It is amazing to me the level of attention that is being focused on teacher qualifications in hard-to-staff schools when little is done to address the sometimes appalling conditions in which teachers are forced to work and students are forced to learn As an accomplished teacher, my greatest fear is being assigned to a hard-to-staff school and not being given the time and the flexibility to make the changes that I believe are necessary to bring about student achievement. (Darling-Hammond, 2010, p. 21)

Research evidence supports these “demands” and suggests that schools could recruit and retain more high-quality teachers if school leaders promoted good working conditions, including an atmosphere of collegial support, meaningful involvement in decisionmaking, and a focus on student learning. While some researchers have pointed out the mediating influence of working conditions on recruitment and retention (Murnane, Singer, Willett, Kemple, & Olsen, 1991), others have demonstrated how teacher commitment (and attrition) is moderated by powerful intervening variables related to working conditions, such as collegiality, involvement in decisionmaking, and opportunities for professional development (Rosenholtz, 1989).

The teachers' sense of self-efficacy—the personal satisfaction that comes from feeling competent to do the job well—plays a role in the decision to stay or leave for both novice and veteran teachers. A survey of 2,000 current and former teachers in California showed that teachers felt greater personal satisfaction when they believed in their own efficacy, were involved in decisionmaking, and established strong collegial relationships (Futernick, 2007).

Factors Influencing Teacher Retention

In research studies, teachers consistently identify five factors as reasons for remaining in their classrooms and schools:

- **Time to collaborate with colleagues** to plan and to participate in professional activities, which allows colleagues to learn from one another and reduces isolation
- **Job-embedded professional development** planned collaboratively with other teachers and leaders to target instructional strategies and other content immediately applicable to their practice
- **Sense of autonomy** to exercise authority in their classrooms and participate in the decisionmaking process at the school level
- **Time to interact with supportive educational leaders** in a reciprocal relationship of respect, support, and involvement in leadership opportunities
- **Opportunities to provide input regarding student learning outcomes** as part of a professional learning community where teachers question and discuss student needs, subject matter, assessments, equity and access, and generate local knowledge

(Charlton & Kritsonis, 2009–2010)

When teachers cite their many reasons for leaving their job, most involve nonsalary-related dissatisfaction. Teachers most frequently cite excessive workloads and high-stakes testing, disruptive student behavior, poor leadership and administration within schools, and views of teaching as a temporary profession. Most strategies identified in the research as cost effective and influential in convincing teachers to remain relate to improving teachers' work environment and providing professional development.

Transforming schools so that they can recruit and retain good teachers who are equipped to support strong learning requires attention to all these factors and more. Instead of emphasizing monetary bonuses to attract teachers to hard-to-staff schools, evidence directs policymakers instead to invest in the professional working conditions and supports for teacher learning that are critical to their success (Berry, 2004). While money does "sweeten the offer," both novice and experienced teachers are attracted primarily to principals who are good instructional leaders, to like-minded colleagues who are committed to the same goals, to teaching conditions and readily available, relevant instructional materials, and to learning supports that enable them to be effective (Darling-Hammond, 2010).

Developing and retaining "highly effective" teachers

Building a professional teacher corps is a process that only begins with recruiting highly qualified teachers. Once recruited, these teachers need professional development, coaching, mentoring, and other supports to develop a strong sense of their own efficacy based on high-quality teaching skills and experience. Ultimately, with these types of supports, teachers become highly effective at producing high-quality, student learning and fostering high student achievement. When school leaders and policymakers understand the reasons for teacher attrition, they develop policies that stem attrition



Educators in one exemplary elementary school meet regularly to focus on student learning: one of the conditions that contribute to teacher retention.

through better preparation, assignment, working conditions, and mentor support: all of which contributes toward the goal of ensuring qualified teachers for all students (Darling-Hammond, 2010).

Schools can enhance the beneficial effects of strong initial preparation with strong mentoring and induction programs during the first years of teaching. A number of studies have found that well-designed mentoring programs improve retention rates for new teachers. They also improve teachers' attitudes, feelings of efficacy, and instructional skills. Providing expert mentors with release time to coach beginning teachers reduced attrition by more than two thirds. Furthermore, the beginning teachers became competent more quickly than those who were forced to learn by trial and error (NCTAF, 1996).

There is much evidence that well-operated induction and mentoring programs are the best method for increasing teacher retention. In California, high-quality induction and mentoring programs reduced attrition by 26 percent in just two years (Brill & McCartney, 2008). Retention increases when effective principals are actively involved in teacher induction, providing "professional socialization" in the form of frequent discussion, monitoring, and feedback. In schools where there is a climate that sets high expectations for student learning combined with the belief that all students can learn, beginning teachers express loyalty to, and the intention to stay, in a particular school because the

mission, vision, and values of the school culture match their own. However, there is also compelling evidence that socializing new teachers into an ineffective school promulgates ineffective practices and produces internal conflicts for new teachers (Angelle, 2006).

A well-researched approach—comprehensive induction—is a combination of mentoring, professional development, support, and formal assessments for new teachers during at least their first two years of teaching. Studies show that comprehensive induction programs cut attrition rates in half and even more importantly, help to develop novice teachers into high-quality professionals who really impact student achievement. Most researchers and education experts agree that, in general, new teachers require from three to seven years in the field to reach proficiency and maximize student performance. Economists have reported that investing in comprehensive induction can create a payoff of \$1.37 for every \$1.00 invested (Villar, 2004).

A comprehensive induction program developed and operated by the New Teacher Center was designed to break the cycle of inequity and provide children who are most in need of a quality education with teachers capable of helping them. This approach to induction provides one-to-one mentoring sessions, during which an exemplary teacher helps a novice teacher to analyze her practice and uses classroom data to offer constructive suggestions for improvement. Mentors help new teachers set professional goals, plan lessons, analyze student work, and reflect on their progress. They may team-teach or model lessons while the new teacher observes.

Over two decades of experience, the New Teacher Center learned many lessons about the efficacy of new teacher induction and mentoring (Moir, 2009). Ellen Moir, the founder of the New Teacher Center, shared the most valuable lessons learned from the Center's extensive experience:

1. New teacher induction programs require a systemwide commitment to teacher development. Induction programs are most effective when all stakeholder groups are represented in the program design and when new teacher induction is part of a districtwide initiative to improve teaching and learning.
2. Induction programs accelerate the effectiveness of new teachers, fast-tracking their progress to exemplary teachers who have the ability to positively impact student achievement.
3. Standards-based, formative assessment tools and procedures are necessary to establish professional norms, collect evidence of student learning, and measure teacher growth over time.
4. Induction programs give talented teachers a midcareer boost and a powerful opportunity to develop leadership skills. An effective training course for mentors provides opportunities for professional growth for the mentor as well.
5. Principals are the critical component of any mentoring program when they have an unswerving commitment to ongoing professional development. The principal must fully understand and endorse teacher/mentor and collaborative grade-level meetings to cultivate a thriving learning community.
6. Effective induction programs must combine high-quality mentoring within communities of practice where teachers collaborate to design lessons, observe each other teach, and analyze student data.

7. To be successful, teachers need supportive school environments, where educators are valued, trusted, and have the time and ability to collaborate to improve instruction. For mentoring to affect the enculturation and instructional practice of beginning teachers, schools need sufficient resources, empowered educators, and the time and professional development to work closely with colleagues.
8. Online learning communities supplement in-person meetings and professional development training to provide timely, cost-effective mentoring. They offer access to resources, including experienced teachers, content facilitators, and content experts who may not always be available within the district.
9. There must be policies in place that fund mandates for mentored induction so that program quality and intention are strong enough to have an impact. A state-level infrastructure, including well-designed programs and teacher performance standards, and a system of communication and support are necessary.
10. Strong induction programs must embrace a robust, well-articulated vision and then work toward impacting teacher effectiveness and equitable student learning. State policies guide the development of the vision but accountability rests at the district level. Accountability transcends compliance and moves the school toward a cycle of continuous improvement that provides evidence of an acceleration of new teacher effectiveness.

Policy considerations

According to Linda Darling-Hammond, we need to develop much more effective policies to attract, induct, and retain prepared and committed teachers. Since attrition is a much greater problem in the overall teacher supply picture than is producing enough teachers to satisfy demand, we need to retain strong teachers by supporting their continued learning. School leaders and policymakers must understand the reasons for teacher attrition and develop effective strategies for keeping their best teachers (Darling-Hammond, 2010).

The implications from the research for educational policy and practice:

- **Organizational structures and supports:** Investing in competitive salaries is important; however, recruiting and keeping good teachers—both novice and experienced—is equally a question of attending to key working conditions that matter to them. In addition to class size, teaching loads, and the availability of materials, significant conditions include teacher participation in decision-making, strong and supportive instructional leadership from principals, and collegial learning opportunities.
- **Recruitment of prepared and qualified teachers:** Seeking out and hiring better prepared teachers has many payoffs and savings in the long run, both in terms of lower attrition and higher levels of competence.
- **Investment in induction and mentoring programs:** Investing in induction and mentoring programs provides a pipeline of effective and satisfied teachers who are prepared to enter and stay in high-need schools. Considering the high costs of attrition, many of the strategic investments needed to support competent teachers in staying, such as mentoring for beginners and ongoing learning and leadership challenges for veterans, pay for themselves in large degree.

- **Development of communities of professional teachers:** Developing a stable, high-quality teaching force that becomes increasingly effective creates a professional learning community that not only reduces the cost of teacher failure but also the cost of student failure.

Summary of findings

Today, school districts have the flexibility to use Title II, Part A funds creatively to address the challenges of teacher quality, including teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, and retention. Effective induction and mentoring programs have been shown to increase retention rates in many types of schools. To be effective the programs must be well-organized with instructive and expedient activities, a formal mentoring aspect, reduced teaching requirements for new teachers to give them time for training, and a formal way to assess the new teachers with a focus on assistance rather than evaluation (Serpell & Bozemen, 1999).

Requiring performance standards for “fully qualified teachers” as a prerequisite to hiring new staff means that well-prepared teachers will more likely remain in the profession long enough to contribute to the school’s improvement goals. A synthesis of the research base on what teachers should know and be able to do to support student learning offers criteria that could serve as benchmarks for teacher preparation, licensing, and hiring. According to researchers and practitioners, “highly qualified” teachers possess the following characteristics:

- Possess a deep understanding of the subjects they teach
- Show a firm understanding of how students learn
- Demonstrate the teaching skills necessary to help all students achieve high standards
- Create a positive learning environment
- Use a variety of assessment strategies to diagnose and respond to individual learning needs
- Demonstrate and integrate modern technology into the school curriculum to support student learning
- Collaborate with colleagues, parents, community members, and other educators to improve student learning
- Reflect on their practice to improve future teaching and student achievement
- Pursue professional growth in both content and pedagogy
- Instill a passion for learning in their students
(NCTAF, 2003)

Supporting new teachers with high-quality, induction programs that lighten initial class load to accommodate coaching, mentorship, and collaborative planning would accelerate effectiveness. Focused professional development on lesson study, student work, test scores, and linguistic and cultural competence would yield quality instruction for improved learning (Serpell & Bozemen, 1999).

Good teachers are strongly attracted to school systems that focus on finding, keeping, and supporting good teachers. Effective teachers want to work in environments that support and appreciate them. They are sustained and nourished by other good teachers who become their trusted colleagues, coaches, and mentors and who share a commitment to creating a good learning environment for their students. Effective leaders attract effective teachers and together they create a great school environment where their teaching and learning can flourish (Darling-Hammond, 2010).

Higher salaries may be necessary but not sufficient to attract and retain high-quality teachers, especially in hard-to-staff schools. Strong administrative leadership in new teacher support would, at the very least, lower class loads and increase curricular resources, but would especially provide opportunities for new teachers to work collaboratively with other teachers under the tutelage of mentors who can help them develop their knowledge and skill from within the school community (Brill & McCartney, 2008).

Building the teaching profession to ensure quality teachers and learning for each student means paying teachers more, but differently, by reorganizing the school structure to create a tiered teaching profession that accommodates and rewards highly accomplished teachers who can manage and lead less experienced teachers (NCTAF, 2003).

As policymakers seek new ways to recruit and retain highly qualified and highly effective teachers, many of the current approaches—pay for performance and alternative routes—may have little impact. A systematic approach to teacher development is needed to directly address the problems schools and districts face (Berry, 2004). School staffing problems are not caused by “inexorable societal demographic trends” but by organizational issues that are amenable to systemic policy changes. By looking closely at the data, the underlying organizational conditions that undermine teacher recruitment programs can be identified and addressed. States, districts, and schools must address these organizational conditions that cause high levels of teacher attrition before teacher recruitment programs will successfully attract highly qualified and effective teachers into some of our schools (Ingersoll, 2003, p. 21).

As school systems approach teacher development systematically, there will be a paradigm shift. Ultimately, data structures will be reinvented so that valid and reliable information is used as a foundation for assessing the teacher development system and for pushing advances in policy and practice. Through this systematic shift, schools will cultivate teachers who know content, can teach, and understand how all students learn based on established and enforced standards for the teaching profession (Berry, 2004).

Lessons learned

Impact of attrition

- There is no shortage of teachers coming into the system. The real difficulty is that too many teachers are leaving the profession after only a few years.
- Finding, hiring, and training new teachers creates a large financial cost. As trained teachers leave their schools, a double loss occurs: Money has been lost in training that will not be applied as a tool for improvement at that particular school and more money has to be spent for training incoming teachers.

- High teacher turnover affects the school community and hinders long-term planning. Losing experienced teachers has negative implications for individual students, as well as for the school and district.

Impact of inequity

- Inequitable distribution of teacher expertise increases the likelihood that students in more impoverished and racially isolated schools will be taught by inexperienced and/or uncertified teachers.

Impact of work conditions

- Overwhelming workloads and too little planning time are the primary sources of dissatisfaction cited by teachers upon leaving a school or the profession.
- Severe behavior problems have been found to be negatively correlated with teacher satisfaction and novice teachers are typically assigned to the most difficult or problematic classrooms.
- School facilities, resources, and materials all have to meet basic quality requirements so they don't contribute to teacher attrition.
- Increases of between 25 and 40 percent are required before salary impacts retention.

Impact of professional supports

- Teachers seek work environments in which they are supported and treated as professionals, sharing ideas and resources with colleagues, and receiving respect and guidance from the principal.
- Strong professional communities that stress support and involvement in major decisionmaking improve teacher retention.
- Effective induction and mentoring programs have been shown to increase retention rates in many types of schools. The programs must be well organized with instructive and expedient activities and involve formal mentoring, reduced teaching requirements for new teachers to allow for training, and systematic assessment that focuses on assistance rather than evaluation of new teachers.

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How States Are Using Title II, Part A Funds

According to the U.S. Department of Education (U.S. DOE), states received approximately \$2.33 billion during the 2012/13 school year to fund such allowable teacher quality reforms as:

- Recruiting and retaining highly qualified teachers
- Offering professional development in core academic areas
- Promoting growth and rewarding quality teaching through mentoring, induction, and other support services
- Testing teachers in academic areas
- Reducing class size

To better understand how these funds were being used, U.S. DOE administered surveys to a nationally representative sample of 800 school districts at the end of the 2012/13 school year. The sample of districts was drawn from the Common Core of Data and stratified by district size (enrollment) and level of poverty. The key findings summarized data from the completed surveys of 80.5 percent of the sampled districts.

Key findings

- A total of 97 percent of districts received Title II, Part A funding for the 2012/13 school year. The highest poverty districts received a greater share of the funds than the lowest poverty districts (52% of the total allocation versus 9%, respectively), and the larger districts (i.e., those with 10,000 or more students enrolled) received the majority of the funds (61%).

- While districts can use Title II, Part A funds for multiple purposes, most districts allocate at least some funds for professional development for teachers and paraprofessionals (64%). Many districts also use funds to hire highly qualified teachers to reduce class size (47%).
- In allocating funds, 19 percent of school districts earmarked all of their available funds for reducing class size while 10 percent of districts spent all of their available funds on professional development for teachers and paraprofessionals.
- The majority of Title II, Part A funds (75%) was used to pay for professional development activities for teachers, paraprofessionals, and administrators (44%) and to pay for highly qualified teachers to reduce class size (31%). The amount of funds used for reducing class size has decreased from 57 percent in 2002/03 to 31 percent in 2012/13, while the percentage of funds used for professional development for teachers and paraprofessionals has increased from 27 percent in 2002/03 to 41 percent in 2012/13.
- Of the funds that went for professional development activities, a larger proportion were used for professional development for teachers and paraprofessionals (41% of the total Title II, Part A funds allocated) than for administrators (4%). Since 2002/03, the proportion of funds used for professional development for administrators has grown from 2 percent to 4 percent.
- Districts used 6 percent of the funds to pay for mechanisms and strategies aimed at recruiting and retaining highly qualified teachers, principals, and specialists in core academic areas. These mechanisms and strategies include scholarships, loan forgiveness, signing bonuses, and differential pay for teachers.
- Seven percent of funds were used for various initiatives that promote professional growth and reward quality teaching, such as mentoring, induction, or exemplary teacher programs.
- Eligible nonpublic schools received 5 percent of the funds for professional development purposes.
- School districts combined 1 percent of the funds with other federal program funds under the provisions of the Rural Education Achievement Program, and transferred 1 percent of the funds to another title through ESEA funding transferability provisions. Districts most commonly transferred funds to Title I.

Findings specific to class size reduction

- Approximately 14,986 teachers were paid with Title II, Part A funds in 2012/13. The majority of these teachers (58%) were paid to teach in kindergarten and grades 1–3. The average allocation for each class size reduction teacher was \$51,567.
- The vast majority of class size reduction teachers paid in 2012/13 with Title II, Part A funds were general education teachers (88%). Of the remaining teachers, 1 percent were special education teachers, and 11 percent were other teachers.
- The largest percentage of class size reduction teachers paid with Title II, Part A funds were in the highest poverty districts (49%). The lowest poverty districts paid for the smallest proportion of these teachers (10%).

- The largest districts (those with more than 25,000 students) paid the largest percentage of class size reduction teachers (35% of the total), followed by districts with 1,000 to 2,499 students (16% of the total). The smallest districts (less than 300 students) paid the smallest proportion of these teachers (1% of the total).
- Overall, the number of class size reduction teachers paid with Title II, Part A funds has decreased by 51 percent since 2002/03. The proportion of these teachers paid to teach in K–3 decreased from 76 percent in 2002/03 to 57 percent in 2012/13. The proportion paid to teach in grades 9–12 has remained at approximately 5 percent.
- The average allocation for each teacher increased by 19 percent between 2002/03 and 2012/13. However, when the 2002/03 average allocation is adjusted for inflation, the allocation has decreased by 7 percent or \$3,905.

Findings specific to professional development

- The majority of the funds used for professional development for teachers were allocated to activities in the subject areas of reading (23%) and mathematics (18%). Districts reported allocating 7 percent for science, 4 percent for history/social studies, and 5 percent for technology. A further 8 percent was allocated to foreign languages, fine arts, special education, and English as a second language.
- Districts allocated 24 percent of funds for professional development of teachers to activities in other academic subjects or areas not listed above, including health and physical education, Advanced Placement education, the Common Core State Standards (both reading and mathematics), various forms of interdisciplinary professional development, and targeted professional development based on school-specific needs.
- School districts spent 12 percent of their funds on professional development in other nonacademic topics. These topics included positive behavioral interventions and supports, teaching strategies, and classroom management.

Source: U.S. Department of Education. (2013). *Findings from the 2012–2013 Survey on the Use of Funds under Title II, Part A*. Retrieved from <http://www2.ed.gov/programs/teacherqual/2013findingsfinal.doc>

Findings specific to recruitment, induction, and retention

- In addition to class size, teaching loads, and the availability of materials, working conditions significant in teacher recruitment and retention include teacher participation in decisionmaking, strong and supportive instructional leadership from principals, and collegial learning opportunities.
- Seeking out and hiring better prepared teachers has many payoffs and savings in the long run, both in terms of lower attrition and higher levels of competence, which reduce later costs.

- Investing in induction and mentoring programs provides a pipeline of effective and satisfied teachers who are prepared to enter and stay in high-need schools. Considering the high costs of attrition, many of the strategic investments needed to support competent teachers in staying, such as mentoring for beginners and ongoing learning and leadership challenges for veterans, pay for themselves in large degree.
- Developing a stable, high-quality teaching force that becomes increasingly effective creates a professional learning community that not only reduces the cost of teacher failure but also the cost of student failure.

 Northwest Comprehensive Center
at Education Northwest

***Methodology, business rules, and data components used in
implementation of the Washington State Equity Plan, 2015***

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II Objective and Overview of 2013-14 school year Equity Gap Indices

According to the U.S. Department of Education, an equity gap is the difference between the rate at which students from low-income families or students of color are educated by excellent educators and the rate at which other students are educated by excellent educators. As a counter category to excellent educators there are inexperienced, unqualified or out of field teachers (See Table 1 for definitions). States must at minimum address inexperienced, unqualified or out of field teachers to identify equity gaps by using school or student level data. The information including indices and methodology described here is applied to school year 2013–14 data to identify the equity gap(s).

Indices used to identify equity gaps are Teacher and Student categories. The Teacher category includes unqualified, inexperienced, and out of field teachers. The Student category includes five student groups used in our state for federal accountability: All Students (ALL), Free and Reduced Price Lunch status (FRL), Special Education Program (SPED), English Language Learner (ELL), and Minority (MNR; aggregated number of Race/Ethnicity subgroups excepting White). Race/Ethnicity is further broken down by subgroup (White, Hispanic/Latino, Asian, Black/African American, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, and Two or More Races). Table 8 shows abbreviation of Teacher and Student categories. The percent of Title I schools (for school level Boolean variable (Y or N) is used to indicate Title I building at each school) and geographic location (from 1: Urban, 2: Suburban, 3: Town and 4: Rural area; See Table 7) are used to identify trend(s) of equity gap's occurrence with respect to these two indices.

To identify equity gaps, we compare the percent of each Student category to ALL students subgroup statewide (20%) taught by each teacher category and look at these indices by state, educational service districts, school districts, and school level. Also, we compare these categories by percentage of Title I schools and geographic location to identify trend(s) of equity gaps occurrence.

Since head count of teachers and students are positively correlated to school size, these categories are weighted by the total number of teachers or the total number of students at each school. For instance, percent of inexperienced teachers = head count of inexperienced teachers/ total number of classroom teachers per school, and percent of FRL students = head count of FRL students/ total number of students per school. Table 1 below is a list of the Teacher category indices, with definitions and arithmetic formulas where applicable. Table 2 below is an example of head count and percent by teacher category.

Table 1: A List of Indices of Teacher Category with Definition and Arithmetic Formula

Definition	Arithmetic formula
------------	--------------------

<p>Core Academic Classes*: Fourteen core academic classes defined by the Elementary and Secondary Education Act (ESEA): Mathematics, Science, History, Geography, Civics/Government, Elementary Curriculum, Economics, Foreign (World) Languages, Reading, English/Language Arts, Music, Visual Arts, Dance, and Theatre.</p>	N/A
<p>Classroom Teacher (CRT)*: Classroom Teacher data includes individuals serving in a role reported to the apportionment system (S-275) as assigned to a duty root. Duty root is the first two digits of the duty code to identify the duty category. In this case, our focus is the classroom teachers who assigned to teach students from kindergarten to 12 grade (K-12); teachers with a duty root of 31 (Elementary Teacher), 32 (Secondary Teacher) or 33 (Other Teacher). This data does not include duty root 63 (Contractor Teacher) or duty root 52 (Substitute Teacher).</p> <p>Head Count of Classroom Teacher: Head count of classroom teachers is a summation of highly qualified teacher (HQT) and not highly qualified teacher (NotHQT).</p>	N/A
<p>Highly Qualified Teacher (HQT)*: Highly Qualified Teacher data includes classroom teachers of core academic subjects who must meet the following three criteria:</p> <ol style="list-style-type: none"> 1. Hold at least a bachelor's degree, and 2. Hold full state teacher certification, and have 3. Demonstrated knowledge of subject matter and skill in the area assigned to teach. <p>Head Count of Highly Qualified Teacher: Since highly qualified teachers must demonstrate knowledge of subject matter and skill in the area, the head count of highly qualified teacher is based on highly qualified core content area(s), not an individual teacher.</p>	$\text{HQT \%} = \frac{\text{HQT}}{\text{CRT}} * 100$
<p>Not Highly Qualified Teacher (NotHQT): Not Highly Qualified Teachers are classroom teachers of core academic subjects who do not meet the three criteria above for HQT.</p> <p>Head Count of Not Highly Qualified Teacher: Head count of not highly qualified teacher is based on not highly qualified core content area(s) assigned to teach.</p>	$\text{NotHQT \%} = \frac{\text{NotHQT}}{\text{CRT}} * 100$

* Reference: OSPI Report Card Glossary

Table 1: A List of Indices of Teacher Category with Definition and Arithmetic Formula (Cont'd)

Definition	Arithmetic formula
<p>Inexperienced Teachers (INX): Inexperienced Teacher data includes classroom teachers who have less than or equal to five years teaching experience and classified as HQT or NotHQT.</p> <p>Head Count of Inexperienced Teachers: Since many classroom teachers teach at multiple schools, head count of Inexperienced teacher is a duplicated count (if any) of Inexperienced teachers at each school they are assigned to teach.</p>	$\text{INX \%} = (\text{INX}/\text{CRT}) * 100$
<p>Out of Field Teacher (OTF): An Out of Field Teacher is a teacher assigned to teach core academic classes but who is not properly endorsed in the subject(s).</p> <p>Head Count of Out of Field Teacher: The count of Out of Field Teacher is the number of classes taught by an out of field teacher.</p> <p>Denominator for calculating percent of Out of Field Teacher: Since the head count of Out of field teachers is based on number of classes which are taught by Out of field teachers, the denominator for calculating percent of Out of Field Teacher is the total number of core content classes scheduled at a school (TCS).</p>	$\text{OTF \%} = (\text{OTF}/\text{TCS}) * 100$

* Reference: OSPI Report Card Glossary

Table 2 Example of head count and percent of CRT, HQT, NotHQT, and OTF at School Z

Teacher Name	HQ Content Area: Grade Level	Not HQ Content Area: Grade Level	In Field Content Area: Grade Level –SecID*	Out of Field Content Area: Grade level – SecID*
Teacher A	Reading: K12 Music: K12	Math:4	Reading: 1 -Sec 1 Reading: 1 -Sec 2 Reading: 2 -Sec 1 Reading: 2 -Sec 2 Reading: 3 -Sec 1 Music: 9 -Sec 1 Music: 9 -Sec 2 Music: 10 -Sec 1 Music: 10 -Sec 2	Math: 4 -Sec 1 Math: 4 -Sec 2 Math: 4 -Sec 3
Teacher B	Science: 4-9 Math: 4-9	Math:12	Science: 4 -Sec 1 Science: 4 -Sec 2 Math: 8 -Sec 1	Math:12 -Sec 1 Math:12 -Sec 2 Math:12 -Sec 3
Teacher C	History: K-8	Geography: 10	History: 5 -Sec 1 History: 5 -Sec 2 History: 6 -Sec 1 History: 7 -Sec 1	Geography: 10 -Sec 1 Geography: 10 -Sec 2
Head Count (Numerator)	5	3	16	8
Total Count (Denominator)	Classroom Teacher (CRT) = 8		Core content classes scheduled (TCS)= 24	
Percent	$(\text{HQT}/\text{CRT}) * 100 = (5/8) * 100$	$(\text{NotHQT}/\text{CRT}) * 100 = (3/8) * 100$	N/A	$(\text{OTF}/\text{TCS}) * 100 = (4/24) * 100$

***SecID**: Section ID used for identification of a unique occurrence of a class/staff/location. The section ID is intended to uniquely identify each class/period of students that occur (Reference: OSPI Comprehensive Education Data and Research System Data Manual)

III Data Sources for 2014 Equity Gap Index

- **Teacher Demographic and Certification Information**: Data is uploaded from OSPI Report Card.
- **Teachers' Highly Qualified/Not highly Qualified Content Area(s)**: Data is uploaded from OSPI Teacher Quality database, which is collected by Highly Qualified Teacher Data Collection Tool.
- **Teachers' Endorsement Area(s) and Endorsement Issue Date**: Data is uploaded from OSPI e-Certification System
- **Teachers' and Students' Class Schedule**: Data is uploaded from OSPI Comprehensive Education Data and Research System.
- **Student Enrollment information**: Data is provided from OSPI Student Information.
- **Geographic Location of Schools**: Data is uploaded from National Center For Education Statistics
- **Title I Buildings During 2013-14 school year**: Data is provided from OSPI Title I

IV Application of Methodology: Business Rule Highlights

The methodology applied to 2013-14 school year data has five steps. Inexperienced teacher (INX) index, Classroom teacher (CRT) index, All student (ALL) index, and FRL student (FRL) indices at School District Y are used as an example.

Methodology:

Step 1 Calculate each school's percent of inexperienced teacher (See Table 2).

$$(\text{Number of INX} / \text{Total number of Teachers}) * 100$$

Step 2 Assign each school's teacher category percent to individual students.

Step 3 Sort students in ascending order by the school's teacher category percent and classify into five groups from I through V based on the school's teacher category percent. These five classifications are indicators of the volume of each Teacher category at a school. These indicators make up the School Score. For instance, students who are counted in School Score I are at schools which have a lower percent of Inexperienced teachers, and students who are counted in School Score V are at schools which have a higher percent of Inexperienced teachers. Table 3 shows the range of school scores by each Teacher category.

Equal Number of Allocation of Students into School Scores (I - V): When students are classified into five different School Scores in state level it is important to allocate students into these School Scores equally. So that we can compare percent of Student categories to the percent of the allocated students at each School Score by each School Score and identify Equity Gaps (The indication of Equity Gaps is described following the steps in Section V). Allocation of students into five school score is performed at State level only, so that we can see different percent of students at each school score by each ESD and school district.

Cut Points of School Score: There are about 1,000,000 students who enrolled in K-12 public schools in Washington State. Statewide, 20% of students are at schools in each School Score. When allocating students into five sections (School Scores) equally (i.e., 200,000 students), the cut point may land in the middle of the same percentage of Teacher Category. When this happens, all the students at that same percentage of Teacher Category are moved into the lower School Score.

Table 3 School Score Range by Teacher Categories

School Score	NotHQT		INX		OTF		Note
	Min	Max	Min	Max	Min	Max	
I	0	0	0	10.7	0	3.7	Lower % of NotHQT, INX, or OTF at a school  Higher % of NotHQT, INX, or OTF at a school
II	1.1	3.3	10.8	16.0	3.8	7.8	
III	3.4	5.2	16.1	21.1	7.9	11.4	
IV	5.3	8.7	21.2	28.3	11.5	17.0	
V	8.8	66.7	28.4	100.0	17.1	100.0	

Step 4 Compute percent of each student subgroup at each school score category. Table 4 shows percent and head count of student subgroups in each school score category.

Percent of All students subgroup at each school score category $V = (200,000/1,000,000)*100$

Percent of FRL subgroup at each school score category $V = (140,000/500,000)*100$

Table 4 Percent and Head Count of Student Subgroups in each School Score Category, State level

School Score Category	Percent of Student Subgroup						Head Count of Student Subgroup					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
All Students	20%	20%	20%	20%	20%	100%	200,000	200,000	200,000	200,000	200,000	1,000,000
FRL	12%	20%	20%	20%	28%	100%	60,000	100,000	100,000	100,000	140,000	500,000

Table 5 Percent and Head Count of Student Subgroups in each School Score Category, School District X

School Score Category	Percent of Student Subgroup						Head Count of Student Subgroup					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
District X All Students	12%	20%	20%	24%	24%	100%	6,000	10,000	10,000	12,000	12,000	50,000
District X FRL	13%	13%	13%	27%	33%	100%	4,000	4,000	4,000	8,000	10,000	30,000

Indication of Equity Gaps: Based on Percent of Student Subgroup in Table 4 (State level Percent and Head Count of Student Subgroup) more FRL students (**28%**) are at Category V schools with higher numbers of inexperienced teachers, compared to All students subgroup statewide (**20%**). It means that there is an equity gap statewide. Based on the Student Subgroup percent in Table 5 (School District level Percent and Head Count of Students' Subgroup) a greater proportion of District X students (**24%**) are at schools with higher numbers of inexperienced teachers, compared to students statewide (**20%**). District FRL students (**33%**) are even more likely to be at a school with higher numbers of inexperienced teachers. The equity gap is apparent statewide (**28%**), and is apparent in District X, too (**33%**).

Step 5 Put five gradients of color on percent of student subgroups at School Score Category V.

The key to identify Equity Gaps is to compare percent of student subgroups to percent of statewide All students subgroup which is 20%. Recall that Equity Gaps is the difference between the percent of subgroups who are taught by inexperienced teacher. Table 6 shows Category of Student Subgroups' Percent in School Score Level V with gradient red color, which help readers to easily recognize equity gaps.

	Subgroup %		Note
	Min	Max	
	0	22.9	Almost the same portion of students in subgroups are taught by inexperienced teacher compared to the portion of students in School Score I school statewide (20%)
	23.0	29.9	↓
	30.0	34.9	
	35.0	39.9	
	40.0	61.0	

Table 6 Category of Student Subgroups' Percent in School Score Level V

Note: In addition to the main indices, three categories including Title I, Title I %, and Geo (Geographic Location range from 1: Urban through 4: Rural) are in tables. Table 7 shows their value and description of each category.

School Characteristic	Value	Note
Title I	Y	School is Title I building
	N	School is NOT Title I building
Title I %	%	Percent of Title I building at state and each ESD or school district
Geo* (Geographic Location)	1	Urban
	2	Suburban
	3	Town
	4	Rural

Table 7 Characteristics of State, Educational Service District, School District, and School

Geo*: Geographic Location used to indicate urbanity level from urban area through rural area based on population and distance from geographic boundary such urban area

Table 8 Abbreviation of Teacher and Student categories

Category	Abbreviation	Source
Teacher category	NotHQT	Not highly qualified teacher
	INX	Inexperienced teacher
	OTF	Out of field teacher
Student Subgroup	ALL	All student
	FRL	Free Reduced price Lunch
	ELL	English Language Learner
	SPED	Special Education
	MNR	Minority (aggregated number of subgroup of Race/Ethnicity excluding White)
Race/Ethnicity	White	White
	Hisp	Hispanic/Latino
	Asian	Asian
	Black	Black/African American
	AmIn	American Indian/ Alaskan Native
	PcIs	Native Hawaiian/Other Pacific Islander
	MRcs	Two or More Races

V Interpretation of Tables

Case 1: Equity Gap exists

Table 8 State Level of Percent of Student Subgroups by Inexperienced Teacher School Scores

RankINX	I (Low)	II	III	IV	V (High)
ALL Student	20	20	20	20	20
FRL	18.0	18.5	19.9	20.6	23.1
ELL	11.3	14.7	18.6	22.2	33.3

- **20%** of students are in schools with high levels of inexperienced teachers (Category V)
- A slightly higher percent (23.1%) of FRL students are in category V schools. It means that there is a slight equity gap with respect to FRL subgroup at the state level.
- A higher percentage (33.3%) of ELL students are in category V schools. It means that there is a severe equity gap with respect to ELL subgroup in state level.

Case 2: Equity Gap does not exist

Table 9 School District Level of Percent of Students Subgroup by Inexperienced Teacher School Scores

EsdName	SchoolDistrict Name	Title I %	Sub-group	INX				
				I	II	III	IV	V
	State	44.2	ALL	20	20	20	20	20
ESD 000	School District X	60.0	ALL	38.9	20.5	20.5	20.1	0.0
ESD 000	School District X	60.0	FRPL	34.9	22.0	20.1	23.1	0.0

- 38.9% of District X students are in a Category I school with respect to inexperienced teachers. 38.4% of District X FRL students are in a Category I school with relatively low percentages of inexperienced teachers (0-10.7%).
- Students in this district are more likely to have access to experienced teachers, compared to the state (where only 20% of students are at schools with 0-10.7% inexperienced teachers).
- District X does not have any students that are in schools with relatively high rates of inexperienced teachers (Category V is 0%). It does not mean there are no inexperienced teachers, but only that there aren't any schools (and thus no students) in the category of having 28.4-100% inexperienced teachers.

Case 3: School District which has a few schools

**Table 10 School District Level of Percent of Student Subgroups
by Inexperienced Teacher School Scores**

EsdName	SchoolDistrict Name	Title I %	Sub- group	INX				
				I	II	III	IV	V
	State	44.2	ALL	20	20	20	20	20
ESD 000	School District Y	0.0	ALL	0.0	0.0	0.0	0.0	100.0
ESD 000	School District Y	0.0	FRPL	0.0	0.0	0.0	0.0	0.0

- All District Y students are in a Category V school with respect to inexperienced teachers.
- 100% of District Y students are in schools with relatively high rates of inexperienced teachers (28.4-100%).
- There is only one school in District Y or, two or more schools which have the percent of inexperienced teachers between 28.4 and 100% are in District Y.

In this case, let's suppose there is only one school District Y and 30% of teachers at that school have fewer than 5 years of experience. Thus, the school is classified as Category V, and all students in the school (and district) are in Category V.

That means students in this district are more likely to have inexperienced teachers, compared to the state (where only 20% of students are at schools with 28% or more inexperienced teachers). This does not mean that all teachers are inexperienced; it means that all students in this district are in schools with relatively high rates of inexperienced teachers.

- There are no students in FRL.

Table Category

Categories	Value	Note
Title I	Y	School is Title I building
	N	School is NOT Title I building
Title I %	%	Percent of Title I building at each educational service district or schools district
Geo (Geographic Location)	1	Urban
	2	Suburban
	3	Town
	4	Rural
School Score	I	<div style="text-align: center;">  </div>
	II	
	III	
	IV	
	V	
% of Student Subgroup		<div style="text-align: center;">  </div>
		Two times or more portion of students in Subgroups are taught by inexperienced teachers, compared to the portion of students in School Score V school statewide (20%)

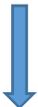
Almost the same portion of students in Subgroups are taught by inexperienced teacher compared to the portion of students in School Score I school statewide (20%)

Two times or more portion of students in Subgroups are taught by inexperienced teachers, compared to the portion of students in School Score V school statewide (20%)

Teacher Categories and Student Subgroups and Race/Ethnicity

Category	Abbreviation	Source
Teacher category	NotHQT	Not highly qualified teacher
	INX	Inexperienced teacher
	OTF	Out of field teacher
Student Subgroup	ALL	All student (including students in Subgroup(s) and not in Subgroup)
	FRL	Free Reduced Price lunch
	ELL	English Language Learner
	SPED	Special Education
	MNR	Minority (Aggregated number of subsets of MNR excluding White)
Race/Ethnicity	White	White
	Hisp	Hispanic/Latino
	Asian	Asian
	Black	Black/African American
	AmIn	American Indian/ Alaskan Native
	PcIs	Native Hawaiian/Other Pacific Islander
	MRcs	Two or More Races

School Score Range

School Score	NotHQT		INX		OTF		Note
	Min	Max	Min	Max	Min	Max	
I	0	0	0	10.7	0	3.7	Low % of NotHQT, INX, or OTF
II	1.1	3.3	10.8	16.0	3.8	7.8	
III	3.4	5.2	16.1	21.1	7.9	11.4	
IV	5.3	8.7	21.2	28.3	11.5	17.0	
V	8.8	66.7	28.4	100.0	17.1	100.0	High % of NotHQT, INX, or OTF

% of Student Subgroups in School Score Level V

Subgroup	% Range		Note
	Min	Max	
	0	22.9	Almost the same portion of students in Subgroups are taught by inexperienced teacher compared to the portion of students in School Score I school statewide (20%)
	23	29.9	↓
	30.0	34.9	
	35.0	39.9	
	40.0	61.0	Two times or more portion of students in Subgroups are taught by inexperienced teachers, compared to the portion of students in School Score V school statewide (20%)

**Appendix H: Compensation Data by School District, Average Base Salary and Average Supplemental Salary
Paid Through Local Funding**

CCDDD	District	CIS Total Salary (prgm 01, 02, 31, 34, 45, 97)	CIS Base Salary (prgm 01, 02, 31, 34, 45, 97)	Salary Variance (prgm 01, 02, 31, 34, 45, 97)
00000	State Summary	66,258.61	53,331	\$ 12,928
14005	Aberdeen School District	\$ 62,620	55,119	\$ 7,501
21226	Adna School District	\$ 60,918	56,276	\$ 4,642
22017	Almira School District	\$ 60,129	57,604	\$ 2,525
29103	Anacortes School District	\$ 70,240	55,758	\$ 14,482
31016	Arlington School District	\$ 74,906	53,802	\$ 21,104
02420	Asotin-Anatone School District	\$ 59,713	52,822	\$ 6,891
17408	Auburn School District	\$ 73,511	53,522	\$ 19,989
18303	Bainbridge Island School District	\$ 69,630	55,641	\$ 13,989
06119	Battle Ground School District	\$ 60,952	53,354	\$ 7,598
17405	Bellevue School District	\$ 72,722	51,016	\$ 21,706
37501	Bellingham School District	\$ 70,624	54,110	\$ 16,514
01122	Benge School District	\$ 42,587	41,799	\$ 788
27403	Bethel School District	\$ 65,819	52,614	\$ 13,205
20203	Bickleton School District	\$ 55,230	54,482	\$ 748
37503	Blaine School District	\$ 69,271	55,266	\$ 14,005
21234	Boistfort School District	\$ 58,329	51,420	\$ 6,909
18100	Bremerton School District	\$ 60,667	52,257	\$ 8,410
24111	Brewster School District	\$ 56,979	51,237	\$ 5,742
09075	Bridgeport School District	\$ 55,553	49,481	\$ 6,072
16046	Brinnon School District	\$ 56,409	48,942	\$ 7,467
29100	Burlington-Edison School District	\$ 66,904	53,026	\$ 13,878
06117	Camas School District	\$ 63,603	53,619	\$ 9,984
05401	Cape Flattery School District	\$ 58,350	49,546	\$ 8,804
27019	Carbonado School District	\$ 59,531	56,592	\$ 2,939
04228	Cascade School District	\$ 60,339	53,518	\$ 6,821
04222	Cashmere School District	\$ 64,839	55,783	\$ 9,056
08401	Castle Rock School District	\$ 60,178	53,902	\$ 6,276
20215	Centerville School District	\$ 54,498	51,247	\$ 3,251
18401	Central Kitsap School District	\$ 68,074	56,353	\$ 11,721
32356	Central Valley School District	\$ 60,748	54,318	\$ 6,430
21401	Centralia School District	\$ 61,799	53,565	\$ 8,234
21302	Chehalis School District	\$ 63,166	54,882	\$ 8,284
32360	Cheney School District	\$ 62,095	53,613	\$ 8,482
33036	Chewelah School District	\$ 66,741	59,108	\$ 7,633
16049	Chimacum School District	\$ 65,761	56,767	\$ 8,994
02250	Clarkston School District	\$ 65,658	55,359	\$ 10,299
19404	Cle Elum-Roslyn School District	\$ 57,155	52,846	\$ 4,309
27400	Clover Park School District	\$ 64,525	51,678	\$ 12,847
38300	Colfax School District	\$ 61,030	55,199	\$ 5,831

**Appendix H: Compensation Data by School District, Average Base Salary and Average Supplemental Salary
Paid Through Local Funding**

36250	College Place School District	\$	62,963	55,174	\$	7,789
38306	Colton School District	\$	63,061	56,197	\$	6,864
33206	Columbia (Stevens) School District	\$	61,695	58,805	\$	2,890
36400	Columbia (Walla Walla) School District	\$	57,626	51,896	\$	5,730
33115	Colville School District	\$	61,568	55,831	\$	5,737
29011	Concrete School District	\$	65,111	57,496	\$	7,615
29317	Conway School District	\$	67,775	57,332	\$	10,443
14099	Cosmopolis School District	\$	57,979	53,802	\$	4,177
13151	Coulee-Hartline School District	\$	60,935	55,469	\$	5,466
15204	Coupeville School District	\$	63,667	54,501	\$	9,166
05313	Crescent School District	\$	57,695	51,580	\$	6,115
22073	Creston School District	\$	60,284	56,097	\$	4,187
10050	Curlew School District	\$	54,273	51,616	\$	2,657
26059	Cusick School District	\$	57,284	54,132	\$	3,152
19007	Damman School District	\$	58,567	57,146	\$	1,421
31330	Darrington School District	\$	63,678	53,594	\$	10,084
22207	Davenport School District	\$	61,222	54,965	\$	6,257
07002	Dayton School District	\$	61,288	56,626	\$	4,662
32414	Deer Park School District	\$	62,076	54,076	\$	8,000
27343	Dieringer School District	\$	70,134	56,758	\$	13,376
36101	Dixie School District	\$	62,046	52,360	\$	9,686
32361	East Valley School District (Spokane)	\$	64,460	55,359	\$	9,101
39090	East Valley School District (Yakima)	\$	61,667	53,635	\$	8,032
09206	Eastmont School District	\$	65,195	54,927	\$	10,268
19028	Easton School District	\$	61,969	55,530	\$	6,439
27404	Eatonville School District	\$	61,940	54,058	\$	7,882
31015	Edmonds School District	\$	72,859	53,951	\$	18,908
19401	Ellensburg School District	\$	60,832	55,342	\$	5,490
14068	Elma School District	\$	58,080	54,538	\$	3,542
38308	Endicott School District	\$	66,108	57,343	\$	8,765
04127	Entiat School District	\$	60,906	56,895	\$	4,011
17216	Enumclaw School District	\$	55,500	53,527	\$	1,973
13165	Ephrata School District	\$	59,981	52,874	\$	7,107
21036	Evaline School District	\$	53,556	47,356	\$	6,200
31002	Everett School District	\$	83,779	57,774	\$	26,005
06114	Evergreen School District (Clark)	\$	64,313	53,291	\$	11,022
33205	Evergreen School District (Stevens)	\$	69,976	50,004	\$	19,972
17210	Federal Way School District	\$	64,048	51,345	\$	12,703
37502	Ferndale School District	\$	67,305	55,791	\$	11,514
27417	Fife School District	\$	63,502	52,440	\$	11,062
03053	Finley School District	\$	65,644	55,571	\$	10,073
27402	Franklin Pierce School District	\$	61,214	50,239	\$	10,975
32358	Freeman School District	\$	63,880	56,717	\$	7,163
38302	Garfield School District	\$	55,324	52,613	\$	2,711

**Appendix H: Compensation Data by School District, Average Base Salary and Average Supplemental Salary
Paid Through Local Funding**

20401	Glenwood School District	\$	60,299	53,572	\$	6,727
20404	Goldendale School District	\$	62,146	56,206	\$	5,940
13301	Grand Coulee Dam School District	\$	57,485	52,531	\$	4,954
39200	Grandview School District	\$	58,686	49,591	\$	9,095
39204	Granger School District	\$	55,815	50,131	\$	5,684
31332	Granite Falls School District	\$	71,190	53,882	\$	17,308
23054	Grapeview School District	\$	54,239	50,557	\$	3,682
32312	Great Northern School District	\$	53,584	48,772	\$	4,812
06103	Green Mountain School District	\$	50,914	47,775	\$	3,139
34324	Griffin School District	\$	63,745	57,349	\$	6,396
22204	Harrington School District	\$	62,196	54,820	\$	7,376
39203	Highland School District	\$	61,259	53,302	\$	7,957
17401	Highline School District	\$	62,953	50,432	\$	12,521
06098	Hockinson School District	\$	59,603	51,697	\$	7,906
23404	Hood Canal School District	\$	60,541	56,181	\$	4,360
14028	Hoquiam School District	\$	62,848	55,282	\$	7,566
10070	Inchelium School District	\$	63,217	54,813	\$	8,404
31063	Index School District	\$	49,503	48,985	\$	518
17411	Issaquah School District	\$	65,839	51,161	\$	14,678
11056	Kahlotus School District	\$	57,640	53,381	\$	4,259
08402	Kalama School District	\$	55,746	52,078	\$	3,668
10003	Keller School District	\$	57,542	49,068	\$	8,474
08458	Kelso School District	\$	62,778	52,866	\$	9,912
03017	Kennewick School District	\$	67,022	53,501	\$	13,521
17415	Kent School District	\$	67,814	51,914	\$	15,900
33212	Kettle Falls School District	\$	64,720	57,579	\$	7,141
03052	Kiona-Benton City School District	\$	59,837	52,822	\$	7,015
19403	Kittitas School District	\$	64,492	54,862	\$	9,630
20402	Klickitat School District	\$	66,413	58,980	\$	7,433
06101	La Center School District	\$	61,841	56,936	\$	4,905
29311	La Conner School District	\$	67,984	53,612	\$	14,372
38126	LaCrosse School District	\$	59,683	53,289	\$	6,394
04129	Lake Chelan School District	\$	64,148	55,424	\$	8,724
31004	Lake Stevens School District	\$	71,925	53,420	\$	18,505
17414	Lake Washington School District	\$	67,236	50,683	\$	16,553
31306	Lakewood School District	\$	72,143	54,616	\$	17,527
38264	Lamont School District	\$	45,701	42,381	\$	3,320
32362	Liberty School District	\$	60,621	53,174	\$	7,447
01158	Lind School District	\$	54,478	49,290	\$	5,188
08122	Longview School District	\$	63,521	53,140	\$	10,381
33183	Loon Lake School District	\$	49,386	47,908	\$	1,478
28144	Lopez School District	\$	56,026	51,233	\$	4,793
20406	Lyle School District	\$	64,175	55,586	\$	8,589
37504	Lynden School District	\$	66,378	55,012	\$	11,366

**Appendix H: Compensation Data by School District, Average Base Salary and Average Supplemental Salary
Paid Through Local Funding**

39120	Mabton School District	\$	62,331	54,407	\$	7,924
09207	Mansfield School District	\$	48,727	47,874	\$	853
04019	Manson School District	\$	58,110	51,177	\$	6,933
23311	Mary M Knight School District	\$	59,119	53,459	\$	5,660
33207	Mary Walker School District	\$	60,854	57,111	\$	3,743
31025	Marysville School District	\$	77,430	56,108	\$	21,322
14065	McCleary School District	\$	54,587	51,232	\$	3,355
32354	Mead School District	\$	72,872	55,554	\$	17,318
32326	Medical Lake School District	\$	61,683	53,916	\$	7,767
17400	Mercer Island School District	\$	68,819	52,440	\$	16,379
37505	Meridian School District	\$	65,717	54,411	\$	11,306
24350	Methow Valley School District	\$	60,114	54,104	\$	6,010
30031	Mill A School District	\$	47,078	45,859	\$	1,219
31103	Monroe School District	\$	74,503	53,262	\$	21,241
14066	Montesano School District	\$	62,090	54,930	\$	7,160
21214	Morton School District	\$	55,174	51,391	\$	3,783
13161	Moses Lake School District	\$	66,461	53,814	\$	12,647
21206	Mossyrock School District	\$	57,662	52,855	\$	4,807
39209	Mount Adams School District	\$	54,386	48,652	\$	5,734
37507	Mount Baker School District	\$	67,945	56,117	\$	11,828
30029	Mount Pleasant School District	\$	44,304	41,643	\$	2,661
29320	Mount Vernon School District	\$	66,445	51,767	\$	14,678
31006	Mukilteo School District	\$	79,438	54,615	\$	24,823
39003	Naches Valley School District	\$	62,083	55,569	\$	6,514
21014	Napavine School District	\$	59,688	53,443	\$	6,245
25155	Naselle-Grays River Valley School District	\$	62,556	53,936	\$	8,620
24014	Nespelem School District	\$	55,676	50,182	\$	5,494
26056	Newport School District	\$	62,853	57,287	\$	5,566
32325	Nine Mile Falls School District	\$	63,851	55,712	\$	8,139
37506	Nooksack Valley School District	\$	64,918	53,950	\$	10,968
14064	North Beach School District	\$	54,310	50,704	\$	3,606
11051	North Franklin School District	\$	56,658	49,330	\$	7,328
18400	North Kitsap School District	\$	66,704	56,621	\$	10,083
23403	North Mason School District	\$	58,929	52,673	\$	6,256
25200	North River School District	\$	51,381	48,384	\$	2,997
34003	North Thurston Public Schools	\$	64,606	53,507	\$	11,099
33211	Northport School District	\$	61,019	53,228	\$	7,791
17417	Northshore School District	\$	75,392	56,023	\$	19,369
15201	Oak Harbor School District	\$	63,721	53,355	\$	10,366
38324	Oakesdale School District	\$	59,210	54,442	\$	4,768
14400	Oakville School District	\$	50,980	47,097	\$	3,883
25101	Ocean Beach School District	\$	60,236	53,496	\$	6,740
14172	Ocosta School District	\$	64,229	53,988	\$	10,241
22105	Odessa School District	\$	69,119	60,560	\$	8,559

**Appendix H: Compensation Data by School District, Average Base Salary and Average Supplemental Salary
Paid Through Local Funding**

24105	Okanogan School District	\$	62,061	55,630	\$	6,431
34111	Olympia School District	\$	65,678	55,343	\$	10,335
24019	Omak School District	\$	51,751	52,488	\$	(737)
21300	Onalaska School District	\$	59,315	52,889	\$	6,426
33030	Onion Creek School District	\$	66,159	58,558	\$	7,601
28137	Orcas Island School District	\$	63,286	53,159	\$	10,127
32123	Orchard Prairie School District	\$	63,081	52,927	\$	10,154
10065	Orient School District	\$	54,746	52,858	\$	1,888
09013	Orondo School District	\$	61,807	58,672	\$	3,135
24410	Oroville School District	\$	58,273	52,265	\$	6,008
27344	Orting School District	\$	61,270	51,793	\$	9,477
01147	Othello School District	\$	54,810	48,042	\$	6,768
09102	Palisades School District	\$	44,539	43,765	\$	774
38301	Palouse School District	\$	61,975	55,507	\$	6,468
11001	Pasco School District	\$	54,860	50,616	\$	4,244
24122	Pateros School District	\$	61,103	54,143	\$	6,960
03050	Paterson School District	\$	53,297	50,707	\$	2,590
21301	Pe Ell School District	\$	59,842	55,329	\$	4,513
27401	Peninsula School District	\$	65,728	55,370	\$	10,358
23402	Pioneer School District	\$	57,621	53,604	\$	4,017
12110	Pomeroy School District	\$	63,560	57,404	\$	6,156
05121	Port Angeles School District	\$	66,355	56,392	\$	9,963
16050	Port Townsend School District	\$	62,726	54,990	\$	7,736
36402	Prescott School District	\$	60,235	52,929	\$	7,306
03116	Prosser School District	\$	58,501	54,688	\$	3,813
38267	Pullman School District	\$	60,673	53,619	\$	7,054
27003	Puyallup School District	\$	68,522	55,612	\$	12,910
16020	Queets-Clearwater School District	\$	47,970	50,769	\$	(2,799)
16048	Quilcene School District	\$	51,699	48,675	\$	3,024
05402	Quillayute Valley School District	\$	51,261	51,052	\$	209
14097	Lake Quinalt School District	\$	55,974	49,151	\$	6,823
13144	Quincy School District	\$	60,272	51,455	\$	8,817
34307	Rainier School District	\$	59,273	52,928	\$	6,345
25116	Raymond School District	\$	54,737	49,418	\$	5,319
22009	Reardan-Edwall School District	\$	61,374	55,709	\$	5,665
17403	Renton School District	\$	65,058	50,831	\$	14,227
10309	Republic School District	\$	58,822	53,930	\$	4,892
03400	Richland School District	\$	62,149	53,524	\$	8,625
06122	Ridgefield School District	\$	62,541	54,495	\$	8,046
01160	Ritzville School District	\$	59,027	56,991	\$	2,036
32416	Riverside School District	\$	63,169	54,459	\$	8,710
17407	Riverview School District	\$	68,205	51,877	\$	16,328
34401	Rochester School District	\$	59,175	52,615	\$	6,560
20403	Roosevelt School District	\$	54,977	52,724	\$	2,253

**Appendix H: Compensation Data by School District, Average Base Salary and Average Supplemental Salary
Paid Through Local Funding**

38320	Rosalia School District	\$	63,552	57,313	\$	6,239
13160	Royal School District	\$	59,146	51,307	\$	7,839
28149	San Juan Island School District	\$	62,827	52,979	\$	9,848
14104	Satsop School District	\$	60,845	55,004	\$	5,841
17001	Seattle Public Schools	\$	71,530	51,776	\$	19,754
29101	Sedro-Woolley School District	\$	63,980	53,453	\$	10,527
39119	Selah School District	\$	62,021	53,936	\$	8,085
26070	Selkirk School District	\$	62,676	58,601	\$	4,075
05323	Sequim School District	\$	61,321	53,027	\$	8,294
28010	Shaw Island School District	\$	42,574	39,975	\$	2,599
23309	Shelton School District	\$	62,573	54,941	\$	7,632
17412	Shoreline School District	\$	68,262	53,837	\$	14,425
30002	Skamania School District	\$	57,645	56,100	\$	1,545
17404	Skykomish School District	\$	59,536	50,770	\$	8,766
31201	Snohomish School District	\$	78,076	54,376	\$	23,700
17410	Snoqualmie Valley School District	\$	66,457	51,915	\$	14,542
13156	Soap Lake School District	\$	61,543	51,738	\$	9,805
25118	South Bend School District	\$	55,873	51,195	\$	4,678
17406	Tukwila School District	\$	68,686	50,282	\$	18,404
18402	South Kitsap School District	\$	65,165	55,424	\$	9,741
15206	South Whidbey School District	\$	70,610	58,728	\$	11,882
23042	Southside School District	\$	55,090	53,503	\$	1,587
32081	Spokane School District	\$	66,845	54,444	\$	12,401
22008	Sprague School District	\$	57,004	52,320	\$	4,684
38322	St. John School District	\$	59,179	53,070	\$	6,109
31401	Stanwood-Camano School District	\$	73,174	56,320	\$	16,854
11054	Star School District	\$	49,627	45,871	\$	3,756
07035	Starbuck School District	\$	55,542	48,481	\$	7,061
04069	Stehekin School District	\$	74,711	61,447	\$	13,264
27001	Steilacoom Hist. School District	\$	64,216	51,940	\$	12,276
38304	Steptoe School District	\$	62,687	55,015	\$	7,672
30303	Stevenson-Carson School District	\$	58,741	53,807	\$	4,934
31311	Sultan School District	\$	69,575	53,172	\$	16,403
33202	Summit Valley School District	\$	51,032	48,421	\$	2,611
27320	Sumner School District	\$	68,072	53,670	\$	14,402
39201	Sunnyside School District	\$	58,004	50,978	\$	7,026
27010	Tacoma School District	\$	70,674	53,273	\$	17,401
14077	Taholah School District	\$	58,675	49,427	\$	9,248
17409	Tahoma School District	\$	70,129	54,932	\$	15,197
38265	Tekoa School District	\$	57,674	55,099	\$	2,575
34402	Tenino School District	\$	58,225	51,892	\$	6,333
19400	Thorp School District	\$	53,648	51,167	\$	2,481
21237	Toledo School District	\$	62,232	56,288	\$	5,944
24404	Tonasket School District	\$	59,567	53,116	\$	6,451

**Appendix H: Compensation Data by School District, Average Base Salary and Average Supplemental Salary
Paid Through Local Funding**

39202	Toppenish School District	\$	57,714	50,550	\$	7,164
36300	Touchet School District	\$	66,066	57,629	\$	8,437
08130	Toutle Lake School District	\$	64,222	57,324	\$	6,898
20400	Trout Lake School District	\$	59,667	53,385	\$	6,282
34033	Tumwater School District	\$	63,724	54,496	\$	9,228
39002	Union Gap School District	\$	57,213	50,593	\$	6,620
27083	University Place School District	\$	66,726	54,177	\$	12,549
33070	Valley School District	\$	52,258	49,172	\$	3,086
06037	Vancouver School District	\$	60,082	52,522	\$	7,560
17402	Vashon Island School District	\$	64,765	53,532	\$	11,233
35200	Wahkiakum School District	\$	61,357	55,377	\$	5,980
13073	Wahluke School District	\$	55,716	46,290	\$	9,426
36401	Waitsburg School District	\$	60,245	57,258	\$	2,987
36140	Walla Walla Public Schools	\$	63,453	55,088	\$	8,365
39207	Wapato School District	\$	59,937	49,877	\$	10,060
13146	Warden School District	\$	59,873	51,044	\$	8,829
06112	Washougal School District	\$	61,512	52,490	\$	9,022
01109	Washtucna School District	\$	57,100	52,860	\$	4,240
09209	Waterville School District	\$	57,968	54,329	\$	3,639
33049	Wellpinit School District	\$	54,144	54,793	\$	(649)
04246	Wenatchee School District	\$	60,941	53,738	\$	7,203
32363	West Valley School District (Spokane)	\$	61,365	53,894	\$	7,471
39208	West Valley School District (Yakima)	\$	63,474	53,864	\$	9,610
21303	White Pass School District	\$	58,869	52,154	\$	6,715
27416	White River School District	\$	68,077	55,745	\$	12,332
20405	White Salmon Valley School District	\$	60,140	54,620	\$	5,520
22200	Wilbur School District	\$	66,119	56,845	\$	9,274
25160	Willapa Valley School District	\$	61,755	52,655	\$	9,100
13167	Wilson Creek School District	\$	62,202	55,478	\$	6,724
21232	Winlock School District	\$	61,425	57,160	\$	4,265
14117	Wishkah Valley School District	\$	54,833	46,941	\$	7,892
20094	Wishram School District	\$	61,730	59,581	\$	2,149
08404	Woodland School District	\$	59,987	52,759	\$	7,228
39007	Yakima School District	\$	65,706	53,244	\$	12,462
34002	Yelm School District	\$	59,888	52,219	\$	7,669
39205	Zillah School District	\$	60,029	53,884	\$	6,145