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

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Objectives

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

1. The structural impediments to educational equity
2. The challenges of recruiting and retaining high-quality teachers in rural and high-poverty districts
3. The strategies used to overcome the challenges of recruiting and retaining high-quality teachers in rural and high-poverty districts
The goal of this presentation is to develop a set of strategies and resources to overcome the impediments to educational equity.
The Challenges of Realizing Educational Equity

What hinders educational equity or prevents educational equity from occurring?

- The economic and political conditions of various social groups
  (Fiel, 2013; Max & Glazerman, 2014; Williams, 2003)

- Rural and low-income students are taught by a higher proportion of ineffective teachers.
  (Max & Glazerman, 2014; Williams, 2003)
Impediments to Educational Equity

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

- State Laws/Legislature
- Attitudes
- Maintaining the Status Quo
- Education Funding Formula
Addressing Impediments to Educational Equity

Brown v. Board of Education

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

Elementary and Secondary Education Act of 1965

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


Every Student Success Act (ESSA) of 2015

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

Every Students Succeeds Act of 2015
Recruiting, and retaining high-quality teachers in rural and high-poverty districts is a challenge for all states.

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

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

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

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

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

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

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

- Housing is deficient in rural districts; people often drive 35-40 miles to teach.
Isolation (Quality of Life)

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

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

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

Salary

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

Housing
- Provide housing incentives to recruit teachers to rural areas and high-minority districts.
- Create teacher villages.
Strategies and Resources used to Recruit and Retain High-Quality Teachers

Isolation

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

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

Additional resources

- Provide additional funds to ensure that schools have enough staff to support their students’ academic and emotional needs.
- Produce and require meaningful professional development (e.g., diversity training).
- Develop teacher mentors.
Strategies and Resources used to Recruit and Retain High-Quality Teachers

Additional resources, cont.

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

Strategic Innovations
Strategic innovations

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

- Develop a set of strategies and resources for states.
The Challenges of Realizing Educational Equity

References

Alabama Const. art. XIV, §256

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


