

ASK A REL RESPONSE

Recruiting and Retaining High-Quality, Diverse Teachers

Recent reports have documented that minority teachers are significantly underrepresented in schools (Bond, 2015). Contributing factors include high turnover rate, lack of effective recruiting strategies, and a decreased number of minority students enrolling in teacher preparation programs (Goldring, Taie, & Riddles, 2014; Sawchuck, 2014; U.S. Department of Education, Office for Civil Rights, 2014).

This shortage of minority teachers is compounded by the shortage of quality teachers in high-need subject areas such as bilingual education, English language acquisition, foreign languages, mathematics, reading, science, and special education. These shortages are particularly acute in rural areas and schools with high numbers of diverse and low-income students (Glazerman & Max, 2011; U.S. Department of Education, 2015).

In response to requests for research on strategies to recruit and retain more highly qualified, diverse teachers, our Ask A REL librarian conducted a quick scan of multiple education research databases and the websites of several regional and national organizations that are leaders in the effort to address teacher shortages. The abstracts below have been adapted from published material.

Ask A REL responses are tailored to meet the needs of each individual request and include copies of full-text articles from peer-reviewed journals. This is a free service. If you would like additional research on students with disabilities or other topics, please contact Jennifer Klump at relnw@educationnorthwest.org for personalized assistance.

Barton, R. (2012). Recruiting and retaining rural educators: Challenges and strategies. *Principal's Research Review*, 7(6). Retrieved from <http://educationnorthwest.org/resources/recruiting-and-retaining-rural-educators-challenges-and-strategies>

This literature review describes several strategies that rural districts are using to recruit and retain effective educators. These include preparing teachers for the realities of rural life, providing opportunities for professional development, and recruiting for high-needs subject areas

Bond, B. (2015, October 14). The role of teacher diversity in improving the academic performance of minority students [Web log post]. Retrieved from Albert Shankar

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Institute website: <http://www.shankerinstitute.org/blog/role-teacher-diversity-improving-academic-performance-minority-students>

This article provides a short review of the research on why teacher diversity matters for the achievement of minority students.

Behrstock, E., & Clifford, M. (2010). *Ensuring the equitable distribution of teachers: Strategies for school, district, and state leaders.* Retrieved from American Institutes for Research, Center for Great Teachers and Leaders website: <http://www.gtlcenter.org/products-resources/ensuring-equitable-distribution-teachers-strategies-school-district-and-state>

This brief provides specific strategies for school, district, and state leaders to address recruitment, hiring, placement, and working conditions for minority teachers.

Bireda, S., & Chait, R. (2011). *Increasing teacher diversity: Strategies to improve the teacher workforce.* Retrieved from Center for American Progress website: <http://americanprogress.org/issues/education/report/2011/11/09/10636/increasing-teacher-diversity/>

This report highlights elements of effective, fine-tuned recruitment strategies for increasing teacher diversity; presents brief case studies of programs; and suggests recommendations for state and local policy to support such programs and strategies.

Boser, U. (2011). *A state-by-state analysis of teachers of color.* Retrieved from Center for American Progress website: https://www.americanprogress.org/wp-content/uploads/issues/2011/11/pdf/teacher_diversity.pdf

This in-depth analysis suggests that the nation needs a dual approach to improving teacher diversity: expand high-quality recruitment programs (e.g., through alternative certification programs) and improve the professional working conditions and experiences of teachers of color.

Education First. (2015). *Retaining great teachers in Denver's highest poverty schools: A report of the Teacher Retention Task Force.* Retrieved from Denver Public Schools website: <http://careers.dpsk12.org/wp-content/uploads/2015/01/DPS-TeacherRetentionTaskForceReport.pdf>

Task force members consulted research and their own experience to explore a set of commonly cited teacher working conditions and to determine why the teacher turnover rate is so high in Denver Public Schools. Topics include administration, school culture, support, and workload. The task force provides recommendations in four areas: leadership, teacher supports, student supports, and rewards and recognition.

Educators 4 Excellence. (2015). *Closing gaps: Diversifying Minnesota's teacher workforce.*

Retrieved from

http://educators4excellence.s3.amazonaws.com/8/e6/2/2606/E4E2015_MNClosingGaps_Web.pdf

In Minnesota, 29 percent of students are racially and ethnically diverse, compared to only 4 percent of the teacher workforce. In an effort to address that disparity, this brief offers recommendations on teacher recruitment, induction, and retention. To promote retention, the report recommends that districts deliberately cultivate culturally inclusive environments for teachers and students and create new compensation and career-ladder opportunities.

Glazerman, S., & Max, J. (2011). *Do low-income students have equal access to the highest-performing teachers?* (NCEE Evaluation Brief, NCEE 2011-4016). Retrieved from U.S.

Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance website:

<http://ies.ed.gov/ncee/pubs/20114016/>

This brief describes the prevalence of the highest performing teachers in 10 districts across seven states. The overall patterns indicate that low-income students have unequal access, on average, to the district's highest performing teachers at the middle school level but not at the elementary level. However, there is evidence of variation in the distribution of highest performing teachers within and among the districts studied. Some have an underrepresentation of the highest performing teachers in high-poverty elementary and middle schools. Others have underrepresentation only at the middle school level, and one district has a disproportionate share of the district's highest performing teachers in its high-poverty elementary schools.

Goldring, R., Taie, S., & Riddles, M. (2014). *Teacher attrition and mobility: Results from the 2012–13 Teacher Follow-up Survey (First Look, NCES 2014-077).* Retrieved from U.S.

Department of Education, National Center for Education Statistics website:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014077>

The purpose of the Teacher Follow-up Survey is to determine how many teachers remained at the same school, moved to another school, or left the profession in the year following the survey.

Lemke, M., Thomsen, K., Wayne, A., & Birman, B. (2012). *Providing effective teachers for all students: Examples from five districts.* Retrieved from American Institutes of

Research, Center on Great Teachers and Leaders website:

<http://www.gtlcenter.org/products-resources/ensuring-equitable-distribution-teachers-strategies-school-district-and-state>

This report outlines steps that districts can take to provide more equitable access to great teachers, including a discussion of the challenges they may face in assessing teacher

effectiveness. The report addresses three issues: identifying effective teachers, using information about teacher effectiveness in human resource policies, and using information about teacher effectiveness to ensure equity. Drawing on the experiences of five districts, it outlines policy considerations for both state and district leaders.

Margeson, S., Eide, C., & Fox, A. (2014). *Intentionality: Strategic preparation and development to retain our most effective teachers.* Seattle, WA: Teachers United. Retrieved from <https://t.co/wztMPbnqGP>

Teachers United Policy Leaders includes representatives from nine districts across Washington state. The group conducted a literature review and met several times over a 10-week period to analyze and debate current state policy and practice related to teacher quality. The final report includes nine recommendations for how to strategically prepare, develop, and retain effective teachers.

National Comprehensive Center for Teacher Quality. (2007). *Recruiting quality teachers in mathematics, science, and special education for urban and rural schools.* Retrieved from American Institutes for Research, Center for Great Teachers and Leaders website: www.gtlcenter.org/sites/default/files/docs/NCCTQRecruitQuality.pdf

This document examines specific strategies for recruiting teachers in high-need subject areas.

National Comprehensive Center for Teacher Quality. (2009). *Thinking systemically: Steps for states to improve equity in the distribution of teachers.* Retrieved from American Institutes for Research, Center for Great Teachers and Leaders website: <http://www.gtlcenter.org/products-resources/thinking-systemically-steps-states-improve-equity-distribution-teachers-0>

This is an action-planning workbook to guide regional Comprehensive Center and state education agency conversations about how to address the inequitable distribution of teachers.

Palaich, R., Reichardt, T. O., McDaniel, J., Wool, S., & McClelland, A. (2014). *Keeping up with the kids: Increasing minority teacher representation in Colorado: Executive summary.* Retrieved from Colorado Department of Education website: <https://www.cde.state.co.us/fedprograms/minority-teacher-recruitment-executive-summary>

This study draws three conclusions regarding the issue of increasing minority teacher representation in Colorado:

- There is willingness, but limited capacity, to address minority recruitment
- Recruitment and retention efforts need to be tailored to meet the needs of individual districts and communities

- It is essential to improve relationships among educators and between educational institutions and minority communities

According to the study, possible strategies for retention include higher salaries and incentives, more effective principals and school leadership, comprehensive mentoring and induction, networks of teacher collaboration and support, increased classroom autonomy, and improved facilities.

Sawchuck, S. (2014, October 21). Steep drops in teacher prep enrollment numbers. *Education Week*, 34(9), pp. 1, 10. Retrieved from <http://www.edweek.org/ew/articles/2014/10/22/09enroll.h34.html>

This article discusses the teacher shortage and includes a graph that clearly shows how enrollment in teacher preparation programs is dropping in many states.

U.S. Department of Education, Office for Civil Rights. (2014). *Data snapshot: Teacher equity (Issue Brief No. 4)*. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-teacher-equity-snapshot.pdf>

This publication provides insight into the lack of access to experienced teachers in schools with high percentages of American Indian/Alaska Native, Black, and Latino students. These students attend schools with first-year teachers at a higher rate than do other students.

U.S. Department of Education, Office of Postsecondary Education. (2015). *Teacher shortage areas nationwide listing: 1990–1991 through 2015–2016*. Retrieved from <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

This report provides a state-by-state list of teacher shortage areas.