

## **IMPROVING TEACHING QUALITY IN HARD TO STAFF SCHOOLS**

### **RECRUITING AND RETAINING TEACHERS IN HARD-TO-STAFF SCHOOLS**

American Federation of Teachers Resolution, 2007

This resolution from the American Federation of Teachers calls on teachers' unions and school districts to join forces and work together to attract and keep qualified teachers in high-poverty schools. Among the strategies it recommends are an emphasis on school safety, professional development and induction programs, better recruitment and hiring practices, and higher teacher salaries.

### **CURBING OR FACILITATING INEQUALITY? LAW, COLLECTIVE BARGAINING, AND TEACHER ASSIGNMENT AMONG SCHOOLS IN CALIFORNIA**

W. Koski and E. Hornig, Institute for Research on Education Policy & Practice, March 2007

Several recent reports assert that the differences in teacher qualifications between high- and low-poverty schools is caused by teacher unions and, specifically, collectively bargained transfer rights for senior teachers. Empirical research tends to refute this claim. This is a summary of recent study that analyzes 488 collective bargaining agreements in California and examines the relationships between their provisions and relevant district characteristics. The authors conclude that school district seniority preference language in teacher transfer and leave provisions have no systematic effect on teacher-quality gaps between disadvantaged and affluent schools. To the contrary, districts with strong transfer provisions tend to have larger percentages of credentialed teachers.

### **FAILING SCHOOLS SHOWED PROGRESS WITH MOST OF THE SAME TEACHERS**

[Bess Keller](#), *Education Week*, April 9, 2008

Chattanooga's Benwood Initiative is one of the most widely touted school-reform success stories of recent years. And many credit its success to financial incentives used to lure new teachers to low-performing schools. This article describes a recent report by Education Sector which argues that Benwood's success was not just about attracting new talent, but helping existing teachers improve the quality of their instruction.

### **A GOOD GRADE FOR TEACH FOR AMERICA: HIGH-SCHOOLERS TAUGHT BY THE PROGRAM'S NOVICE INSTRUCTORS SCORED BETTER ON YEAR-END EXAMS, STUDY SAYS**

Stacy Teicher Khadaroo, *The Christian Science Monitor*, April 4, 2008

Unlike the study in the preceding article, this article describes a small study of Teach for America high-school teachers, which has led some to argue that a focus on recruiting elite college students into teaching—rather than improving the preparation, training, and retention of existing staff—is the key to improving achievement in high-poverty schools.

## **HIGH POVERTY SCHOOLS AND THE DISTRIBUTION OF TEACHERS AND PRINCIPALS**

[Charles Clotfelter](#), [Helen Ladd](#), [Jacob Vigdor](#), [Justin Wheeler](#),

Sanford Working Paper Series, December 2006

This study documents the imbalance in the quality of the teachers and principals in high-poverty North Carolina schools compared to that in schools serving more advantaged students, and explores why these differences emerge. The consistency of the patterns across many measures of teacher and principal qualifications leaves no doubt that students in high-poverty schools are served by school personnel with lower qualifications than those in lower-poverty schools. In many cases, the differences are large. The study concludes that the differences largely reflect predictable outcomes of the labor market for teachers and principals, and discusses active policy interventions to counter these forces and help provide equal educational opportunity.