How Do We Get Experienced Accomplished Teachers into High Need Schools?
Insights from North Carolina

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Primary sources


Charles Clotfelter, Helen Ladd and Jacob Vigdor, "Teacher mobility, school segregation and pay-based policies to level the playing field," Education Finance and Policy, 2011. (Also available through CALDER)


Percent of teachers with less than 3 years of experience, by poverty quartile and school level (NC)
Remarkably consistent pattern

High poverty (and high minority) schools have teachers with weaker qualifications by every measure. Similar pattern for principals.

Examination

Difficult working conditions in high need schools, not compensated for by higher salaries

- Teachers move away from high need schools to schools with lower proportions of needy students.
- Result is high teacher turnover in high need schools.
- Higher percentages of new hires have no experience.
- Movement is exacerbated by accountability.
Potential policy levers

- Salary differentials
- Strong school leadership
- Policies to offset the challenges that disadvantaged children bring to school