



Indicator: The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (5629)

Explanation: Often the schools in need of improvement are also hard to staff, but their students most need the best leaders and teachers. The district intentionally establishes pipelines to recruit leaders and teachers fit for service in these schools, often provides incentives, and gives the special induction training and mentoring.

Questions: What does your district look for in leaders and teachers to serve in schools in need of improvement? What are your recruitment methods to identify and select these personnel? How are new staff for these schools provided with induction training and mentoring? What else does your district do to support their success?

The district is responsible for choosing strong school leaders and high-performing teachers who have the capacity needed for school reform. For hard-to-staff schools this becomes especially important as these schools find it difficult to attract enough effective teachers for their students, especially in rural or urban schools and in certain subject areas such as math or science (National Comprehensive Center for Teacher Quality, 2011). In a study by Imazeki and Goe (2009) they found that “these shortages also contribute to an inequitable distribution of teachers between high- and low-need student populations; research consistently finds that students from poor and minority backgrounds have less access to highly qualified and experienced teachers than do their peers from low-poverty, non-minority backgrounds” (in NCCTQ, 2011).

In order to attract effective educators for these schools, districts must

1. actively and strategically market their strengths (e.g., attractive compensation packages or working conditions),
2. develop high and unyielding standards for the identification and selection of candidates, and aggressively reach out to all possible candidate pools when recruiting for difficult-to-staff positions (Guarino, Santibanez, & Daley, 2006; Simmons et al., 2007; Spradlin & Prendergast, 2006).
3. address some of the hidden costs of teaching in hard-to-staff areas; for example, cost of living, public transportation. (Liu & Johnson, 2003)

NCCQT (2011) gives the following suggestions for a district:

1. Identify the characteristics of the district and its schools that are attractive to teachers and seek to both market and build upon them to recruit new staff.
2. Identify schools within the district that have challenges in teacher recruitment.
3. Establish recruitment goals in terms of teacher quality and quantity for the district as a whole.
4. Establish recruitment goals in terms of teacher quality and quantity for high poverty and high minority schools to ensure that students in those schools do not have unequal access to high-quality teachers.
5. Develop and sustain partnerships with universities and community colleges that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas, such as teachers of students with disabilities and

English language learners.

6. Create programs to recruit former teachers, including those recently retired, and ensure that policies related to teacher retirement do not prohibit these actions.
7. Establish “grow-your-own” programs to recruit future educators from the pool of current high school students, paraprofessionals, teacher aides, and community members.
8. Provide financial incentives (e.g., salary increases, bonuses, housing assistance, etc.) for educators willing to work in high-need schools or subject areas. This strategy might include incentives for general education teachers to switch to special education, teaching English language learners, or becoming certified in other high-need subjects.
9. Alter hiring procedures and budget timelines to ensure that the appropriate number and types of teachers can be recruited and hired before they seek employment elsewhere.

For English Language Learners

Having sufficient personnel with the experience and expertise in meeting the needs of ELLs is essential to school improvement efforts. The district must ensure that schools in need of improvement have adequate numbers of both English language development specialists and content/grade-level teachers capable of providing content instruction that is sensitive to the needs of ELLs. At the outset of the school improvement process, the district should assess its need for qualified teachers of ELLs to determine staffing needs, e.g. recruitment, retention, and professional development for teachers of ELLs. Rather than a general statement of the district’s recruitment and retention goals, the outcome of the needs assessment should involve the development of a plan to address the identified needs.

The following are issues which districts need to attend to on an ongoing basis:

- English language development teachers hold and maintain certification in ESL.
- Bilingual/dual language teachers hold and maintain certification in bilingual education and in the content area(s) they teach.
- Content/grade-level teachers who serve ELLs hold and maintain certification in the content area (s)

/ grade(s) they teach.

- Teachers who provide academic content instruction to ELLs have expertise in addressing the academic, linguistic, and cultural needs of ELLs.
- The district employs a sufficient number of teachers in each school qualified to provide English Language development for ELLs.
- The district employs a sufficient number of teachers in each school with the expertise to provide content instruction for ELLs.
- Each school employs adequate staff to meet the requirements of the program design.

Source: Mid-Atlantic Comprehensive Center

References and Resources

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