



EQUITABLE DISTRIBUTION OF EFFECTIVE EDUCATORS: SYSTEMS ANALYSIS TOOL

Created by:
Great Lakes Equity Center

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About Great Lakes Equity Center

Great Lakes Equity Center is one of ten regional Equity Assistance Centers funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. The Center serves the public educational agencies in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin by providing a wide range of technical assistance supports.

The mission of the Center is, to ensure equity in student access to and participation in high quality, research-based education by expanding states' and school systems' capacity to provide robust, effective opportunities to learn for all students, regardless of and responsive to race, sex, and national origin, and to reduce disparities in educational outcomes among and between groups.



About This Tool

This tool is designed to facilitate a team in conducting an in-depth analysis of their local context and pre-planning related to the following domains of teacher efficacy:

- Definition of Effective Educator
- Educator Recruitment,
- Educator Induction,
- Educator Professional Learning and Development
- Educator Evaluation and
- Educator Retention
- Distribution of Educators

EQUITABLE DISTRIBUTION OF EFFECTIVE EDUCATORS TOOL

PART ONE: ANALYZING ESSENTIAL ELEMENTS OF EQUITABLE DISTRIBUTION OF EFFECTIVE EDUCATORS

Instructions:

1. Assemble a team that represents school stakeholders (leadership, staff, families, students, and community partners)
2. Assign a facilitator to lead the analysis and pre-planning activities.
3. The facilitator will guide a whole group discussion to co-construct a shared understanding of “What is an effective teacher.” This shared understanding will form the basis for further examination of current contexts and next steps for successful: recruitment, induction, professional learning, evaluation, retention, and distribution of effective educators.
4. Using the prompts provided, the facilitator will guide whole or small-group discussions for each of the essential elements (see tables on pages 3—10) documenting current contexts, as well as areas for continued improvement.
5. Once the team has worked through each of the essential elements, they will move on the Part Two (see page 11).

EQUITABLE DISTRIBUTION OF EFFECTIVE EDUCATORS TOOL

What is an effective teacher? (effective versus qualified)

What actionable data do we need and how can we access it?

What do we expect to learn from the data?

Where are we now?

What shared understandings of teacher effectiveness reside in your district? School?

What do we need?

What new understandings about what is an effective teacher would you like to add to definitions of teacher effectiveness in your district?

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How do we recruit effective teachers?

What actionable data do we need and how can we access it?

What do we expect to learn from the data?

Where are we now?

What strategies are we using currently to recruit effective teachers in our district, and what is our current capacity for recruiting effective teachers?

What do we need?

What additional strategies can we identify that will improve outcomes for recruiting effective teachers?

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How do we induct new teachers in our district?

What actionable data do we need and how can we access it?

What do we expect to learn from the data?

Where are we now?

What is our current induction strategy for new teachers to our district and schools? What is our current capacity to induct new teachers?

What do we need?

What areas of our induction processes need attention in order to improve induction outcomes for teachers new to our district and school?

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How do we ensure continuous professional learning and development for our teaching staff that support student success?

What actionable data do we need and how can we access it?

What do we expect to learn from the data?

Where are we now?	What do we need?
What is the current vision, mission and model for providing professional learning leading to equitable learning environments in our district and schools? What is our current capacity?	What areas of professional learning need improvement in our district and schools?

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How do we ensure that our teacher evaluation process moves from compliance-driven toward teacher learning and development and improved student outcomes?

What actionable data do we need and how can we access it?

What do we expect to learn from the data?

Where are we now?	What do we need?
What is the current process for teacher evaluation used in our district? What is your current capacity?	What areas of teacher evaluation need improvement in our district?

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How do we foster teacher commitment to our district in order to increase teacher retention rates and reduce teacher attrition rates while maintaining a highly-effective teaching force?

What actionable data do we need and how can we access it?

What do we expect to learn from the data?

Where are we now?	What do we need?
What strategies are we employing currently to retain effective teachers? What is your current capacity?	What areas need further development to ensure retention of a highly effective teaching force?

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How do we ensure the equitable distribution of effective teachers across our district/ school?

What actionable data do we need and how can we access it?

What do we expect to learn from the data?

Where are we now?	What do we need?
What is the current status of equitable distribution of effective teachers in our district? School? What is our current capacity?	What areas of our district's protocol for teacher distribution should be addressed in order to ensure that every student has effective teachers?

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How do we create policies that support recruitment, induction, professional learning and development, evaluation and equitable distribution of effective teachers?

What actionable data do we need and how can we access it?

What do we expect to learn from the data?

Where are we now?	What do we need?
What is the current status of policies that support equitable distribution of effective teachers in our district? School? What is our current capacity?	Which district policies should be addressed in order to ensure that every student has effective teachers?

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PART TWO: TEAM PRIORITIZATION AND PRE-PLANNING

Instructions:

1. After engaging in reflection, discourse and analysis of essential elements of equitable distribution of effective teachers, the team will prioritize elements for further analysis and action, select one of the following domains:
 - Shared Understandings of Teacher Effectiveness
 - Recruitment
 - Induction
 - Professional Learning
 - Evaluation
 - Retention
 - Equitable Distribution
2. Team will break into two smaller teams and one team will brainstorm potential or known BARRIERS related to the selected domain, and the other team will brainstorm potential or known ASSETS related to the selected domain.
3. The next phase of the process will be to engage in a systems planning process to develop goals, valued outcomes, and strategies related to the prioritized domain.



References

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