

National **Charter School**  
**Resource** Center

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## Recruiting Teachers for Urban and Rural Charter Schools

JANUARY 2011



Tips & Tools



# Recruiting Teachers for Urban and Rural Charter Schools

January 2011



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## SCENARIO

Principal Luis Castro sits with the four colleagues on his charter management organization's (CMO's) New Teacher Collaborative Task Force. The task force was formed to create a teacher mentoring and induction program to be used in the five charter schools run by this CMO. The principals are meeting today with Teresa Dunn, the president of the task force.

Castro is principal of a midsize urban charter school in the state's only major metropolitan area. All five of the charter schools in the area serve many of the highest need high school students in the city.

"We have finally received the funds we've been seeking to support mentor teacher training," says Dunn. "High school mentor teachers will get a two-week summer training and monthly follow-up training and support throughout the school year. This is the opportunity we've been looking for to get our teachers the support they need—especially the new teachers."

"That's great," Castro says, "but I don't know how that's going to work for my school."

"Why?" Dunn asks, stunned. "We've been planning this for a long time, and you were one of the principals who asked to be a part of this task force."

"I know," Castro replies. "The problem is that we've got teachers quitting left and right in my high school. A lot of the positions are filled by substitutes, and what candidates I do have for the open positions inevitably take jobs in the suburbs because those offers come faster than ours."

"I understand," says Emily O'Brien, another charter principal who previously worked in a small rural school about an hour outside the city where Castro's charter school is.

"You do?" Castro asks, incredulous. "How does a rural school have problems filling teaching positions?"

"Oh, you'd be amazed," O'Brien tells him. "We lost nearly half the teachers in our high school three years ago, before I left. Even when I left we hadn't been able to replace them all with certified teachers. A few of them retired, but there were others—mostly young teachers in their twenties. I did exit interviews with as many of them as I could, and most of them told me they felt too socially isolated in our town. They were headed toward the suburbs. And I think that's why the school can't seem to find applicants."

"Our teachers are headed to the suburbs, too," Castro says, "but from what I can gather, they're leaving either because they don't feel well supported or there's too much disruptive student behavior, or both. And then when we do get teacher applicants, we have a hard time hiring the good ones because the suburbs hire faster."

"Have you contacted the colleges?" asks another principal. "Students are graduating now and looking for jobs."

"Definitely," O'Brien says as Castro nods. "But it hasn't helped much. I don't know what else we can do at this point."

*The resources and strategies in this Key Issue are intended to help leaders in charter schools and CMOs to choose recruitment strategies that best fit the needs of the urban and rural charter schools they lead; to understand what the related research says about those strategies; and then to use this information to design recruitment strategies that will help hard-to-staff urban and rural charter schools recruit the highest quality teachers.*

## BENEFITS

Teacher shortages are essentially a problem of distribution (Darling-Hammond, 2001; Ingersoll, 2001; National Association of State Boards of Education, 1998; Olson, 2000; Reeves, 2003; Voke, 2002). Rarely do teacher shortages exist across the board. Rather, according to recent studies, hardest to find are teachers who are both qualified and willing to teach in hard-to-staff schools, which include those in highly urban and rural areas—especially schools serving minority or low-income students (Imazeki & Goe, 2009).

In addition, recruitment and retention of high-quality teachers are intertwined; it is not enough to attract these teachers if concurrent steps are not taken to keep them (Liu, Johnson, & Peske, 2004). Current challenges become evident when one considers the following:

- Forty-three percent of U.S. public schools are located in rural communities or small towns (McClure, Redfield, & Hammer, 2003).
- Nonwhite, low-income, low-performing schools, particularly those in urban areas, have less-qualified teachers (Lankford, Loeb, & Wyckoff, 2002).
- Schools in isolated rural areas and inner cities are the hardest to staff (Reeves, 2003).

NCES data from 2003 to 2004 show that the probability of a charter school teacher leaving the profession is 230 percent as great as that of a traditional school teacher, and the probability of a charter school teacher leaving switching schools is 176 percent as great. These figures are more than twice as large for start-up charter schools (Stuit & Smith, 2010). Although not all urban and rural charter schools are hard to staff, in general schools with a large number of inexperienced and out-of-field teachers, special-needs or English-language-learner students, and poor, minority, and highly mobile students are likely to face the toughest recruitment and retention challenges (Jacob, 2007; Monk, 2007; Reeves, 2003; Southeast Center for Teaching Quality, 2002). Also, social and geographic isolation and lower-than-average pay make these schools unattractive to many teachers—leading to an inequitable distribution of teachers as more head to midsize and suburban districts (Levin & Quinn, 2003; Reeves, 2003).

Charter school leaders should keep in mind that no silver bullet exists for solving the problem of teacher recruitment in urban and rural schools. Nevertheless, combining strong recruitment strategies and incentives with measures aimed at retaining teachers can help urban and rural charter schools in the following ways:

- Urban and rural charter schools will be more competitive at recruiting high-quality teachers.
- High-quality teachers will be attracted to these schools that, in turn, will be able to retain them.
- Students and the school culture will benefit from having a well-qualified and more stable teaching force.

It should be borne in mind that some of the programs and resources that are highlighted herein currently do not serve charter schools but represent ideas or approaches that charter schools might want to explore further.

## TIPS AND CAUTIONS

The needs of hard-to-staff urban schools are often very different from those of their rural counterparts, and teacher recruitment is no exception. Therefore, recruitment strategies must be targeted to meet the needs of individual districts and schools. Several tips and cautions for charter school leaders to keep in mind follow.

- **Consider both intrinsic and extrinsic rewards for teachers when designing recruitment programs and policies.** Financial incentives such as signing bonuses alone are not enough to keep teachers in the profession (Liu et al., 2004). A study on the experiences of teachers who received Massachusetts’s \$20,000 signing bonus, a recruitment strategy instituted in 1998, showed that the majority left teaching within four years. Inducements (such as signing bonuses) are most effective when coupled with long-term capacity-building measures—such as quality professional development, a strong induction program for new teachers, and a professional learning community that nurtures teachers’ professional growth (Liu et al., 2004; McDonnell & Elmore, 1987).
- **Ensure that recruits are the right fit for your charter school.** Discussions about teacher shortages and attrition in urban and rural schools center on recruiting and retaining high-quality teachers. But not every high-quality teacher is the most appropriate or effective teacher for every student population (Goe, 2006; Liu, 2005). As Liu (2005) pointed out, “The skills, knowledge, and dispositions needed to be effective teaching Advanced Placement chemistry in an affluent, suburban, and homogeneous high school are different from those needed to teach untracked general science in a working-class, urban, and heterogeneous middle school” (p. 4). Teachers must understand not only their students’ academic needs but also their social and emotional needs (Goe, Bell, & Little, 2008). Hard-to-staff urban and rural districts and schools should take measures to ensure that they hire not only highly qualified teachers but also those who know the student population and demonstrate a passion for and a commitment to their academic success and social and emotional development. Goe (2006) suggests that districts and schools consider the following criteria when hiring teachers, taking into account local factors such as school setting, ethnicity/race of the student population, and heritage language of many or most students:
  - Second-language fluency
  - Quality of being a role model in mostly minority schools (e.g., teachers who are from the communities in which they will be teaching or share an ethnic or cultural background with the students they will be teaching)
  - Contribution to the diversity of mostly nonminority schools
  - Coursework or professional development that has prepared them to work with students with disabilities
  - Coursework or professional development that has prepared them to teach in specific settings, such as urban schools or Native American communities



## STRATEGIES

1. Provide incentives and policies to recruit a high-quality teacher workforce.
  - 1.1. Restructure teacher pay to encourage teacher recruitment.
  - 1.2. Combine pay incentives with cohort assignments.
  - 1.3. Combine pay incentives with improved working conditions.
2. Improve working conditions for teachers in urban and rural schools.
  - 2.1. Support new teachers.
  - 2.2. Create professional learning communities and career ladders for teachers.
3. Partner with institutions of higher education to prepare teachers for urban and rural school settings.
4. Grow your own.
5. Improve hiring practices.
6. Create partnerships to address out-of-school issues that affect recruitment and retention.
  - 6.1. Provide housing assistance.
  - 6.2. Provide reimbursement for moving expenses.
  - 6.3. Promote business partnerships.

## STRATEGY 1:

# Provide Incentives and Policies to Recruit a High-Quality Teacher Workforce

Teachers rarely list salary as the reason for entering the teaching profession (Farkus, Johnson, & Foleno, 2000; Feistritzer & Shankar, 2005). However, research suggests that teachers respond positively to financial incentives when making decisions about where to teach (DeAngelis, Peddle, & Trott, 2002; Imazeki, 2005). In a study of new teacher applicants in Michigan, it was found that those who accepted positions in charter schools on average earned \$4,300 less than their peers who took jobs in traditional public schools (Cannata, 2010). Teacher pay should be structured to encourage the recruitment of highly qualified teachers for all content areas. Although only about one third of charter schools have merit pay policies in place, those who do offer such policies when their local school districts do not, report being more content with their applicant pool; this suggests that having a high-profile policy in place may improve recruitment (Gross & DeArmond, 2010). It is important to note, however, that financial incentives must be combined with measures aimed at improving working conditions (Ingersoll, 2001; Liu et al., 2004), such as programs that provide support for new teachers and school leaders. Also, in some states charter schools are required to abide by the salary policies determined in their local school district's collective bargaining agreement (Gross & DeArmond, 2010).

### Resource 1: *The Challenge of Attracting Good Teachers*

Prince, C. D. (2002). *The challenge of attracting good teachers and principals to struggling schools*. Arlington, VA: American Association of School Administrators. Retrieved January 27, 2011, from [http://archives.aasa.org/files/challenges\\_teachers\\_principals.pdf](http://archives.aasa.org/files/challenges_teachers_principals.pdf)

This report discusses the historically permissible practice of reserving the best teachers and principals for those schools serving high-achieving, affluent, college-bound students. The author asserts that holding school systems accountable for improving the performance of *all* schools and *all* students might well require that resources—both human and financial—be allocated according to greatest need. She adds that the problem requires superintendents who are unafraid of conflict: “Changing these kinds of dysfunctional policies and procedures will require politically astute superintendents who are willing to take risks that will inevitably create conflict” (p. 15). The report also offers strategies for overcoming the political, managerial, and instructional dilemmas involved in making changes that will lead to more equitable distribution of effective teachers.

### Resource 2: *Mobilizing and Motivating Your Staff to Get Results*

Hassel, B. C., Hassel, E. A., Isaacson, D., Krasnow, J., McNiff, M. G., & Walter, K. (2000). *Mobilizing and motivating your staff to get results: A technical assistance guide for charter school leaders*. St. Paul, MN: Charter Friends National Network. Retrieved January 27, 2011, from <http://www.uscharterschools.org/pdf/gb/motivatingstaff.pdf>

This guide from the Charter Friends National Network provides charter school leaders with a range of strategies for recruiting, selecting, rewarding, developing, and evaluating teachers. The section on rewarding teachers offers four detailed steps to creating a stronger system for rewarding your teachers, including articulating a philosophy of compensation, deciding which elements of rewards to change, communicating reward decisions, and creating a consistent and clear reward process. It also provides examples and resources on performance-related pay.

## SUBSTRATEGY 1.1: Restructure Teacher Pay to Encourage Teacher Recruitment

### **Resource 3: Regulation Versus Markets**

Podgursky, M. (2001). Regulation versus markets: The case for greater flexibility in the market for public school teachers. In M. C. Wang & H. J. Walberg (Eds.), *Tomorrow's teachers* (pp. 117–148). Richmond, CA: McCutchan.

Economist Michael Podgursky argues that the single-salary scale, even with higher pay, cannot be adjusted to compensate for different working conditions. When pay is equal, teachers will use their seniority to transfer to preferred schools and new teachers will look for better conditions under which to begin. Consequently, troubled schools—including hard-to-staff rural and urban schools—end up with the least experienced teachers. Podgursky concludes that “if schools differ in terms of nonpecuniary conditions (e.g., safety, student rowdiness [and ruralness]), then equalizing teacher pay will disequalize teacher quality. On the other hand, if districts wish to equalize quality they will need to disequalize pay” (pp. 137–138).

### **Resource 4: Shaw (Mississippi) School District’s Local Incentive Pay Plan**

Contact: Shaw School District, P.O. Box 510, Shaw, MS 38773

Incentive pay may take the form of a signing bonus, often a single payment at the time of contract signing. In contrast, the impoverished Shaw School District, which is located in the rural Mississippi Delta, provides locally funded teacher pay bonuses spread over a three-year period and paid at critical points in the year—at contract signing, just before Christmas, and at the end of the school year as teachers enter the summer months of unemployment. This mutually beneficial plan gives the teachers cash when they need it most and gives the school the opportunity to pay in increments without depleting its funds. It is important to note that this local incentive fills a gap in the state’s teacher recruitment plan, which provides housing assistance, moving expenses, scholarships and loan forgiveness, opportunities for master’s level study, and sabbaticals for teachers in critical teacher shortage areas.

For a summary of these efforts in Shaw School District, please see Chapter 5 of the National Comprehensive Center for Teacher Quality report *America’s Challenge: Effective Teachers for At-Risk Schools and Students* ([http://www.tqsource.org/publications/NCCTQBiennialChapters/NCCTQ%20Biennial%20Report\\_Ch5.pdf](http://www.tqsource.org/publications/NCCTQBiennialChapters/NCCTQ%20Biennial%20Report_Ch5.pdf)).



## Resource 5: The Cost of Hiring a Rural Teacher

Prince, C. D. (2002). *Higher pay in hard-to-staff schools: The case for financial incentives*. Arlington, VA: American Association of School Administrators. Retrieved January 27, 2011, from <http://www.eric.ed.gov/PDFS/ED467667.pdf>

The author notes that rural areas are generally viewed as having a lower cost of living and thus requiring lower teacher pay than other areas. Policymakers need to consider the hidden costs of living in rural places, where the lack of public transportation, suitable housing, and necessary services require expenditures for home ownership and automobile operation. For this reason, more money will be needed to attract teachers to rural areas.

## Resource 6: Incentive Bonuses That High-Need School Can Use to Attract and Retain Academically Talented Teachers

Steele, J. L., Murnane, R. J., & Willett, J. B. (2009). *Do financial incentives help low-performing schools attract and keep academically talented teachers? Evidence from California*. Cambridge, MA: National Bureau of Economic Research.

This paper explores the impact of a California teacher incentive program called the Governor's Teaching Fellowship. The program extended a \$20,000 bonus to academically successful teaching candidates who agreed to teach in high-need schools. Recipients had to pay back \$5,000 per year for four years if they did not teach in a high-need school. Although the program lasted only two years because of budget shortfalls, it was successful in recruiting teachers who graduated from selective colleges and universities as well as those who received higher composite licensure test scores (even though that was not part of the selection criteria).

### SUBSTRATEGY 1.2:

## Combine Pay Incentives With Cohort Assignments

## Resource 7: Teacher Rewards for Poor Kids

Contact: Hillsborough County Public Schools, 901 E. Kennedy Blvd., Tampa, FL 33619 (or call 813-272-4000)

Ave, M. (2006, April 16). Do teacher rewards pay off for poor kids? *St. Petersburg [Florida] Times*. Retrieved January 27, 2011, from [http://www.sptimes.com/2006/04/16/Hillsborough/Do\\_teacher\\_rewards\\_pa.shtml](http://www.sptimes.com/2006/04/16/Hillsborough/Do_teacher_rewards_pa.shtml)

Hillsborough County schools in Florida attracted five nationally certified teachers to Clair-Mel Elementary School through a salary incentive plan to get good teachers into poor schools. The teachers, representing multiple disciplines, were all friends, held master's degrees, and came as a cohort. They received a \$10,000 bonus plus \$4,500 for board certification. Teachers reported a high level of satisfaction in the school (where 90 percent of students are poor) and planned to return for a second year.

## SUBSTRATEGY 1.3: Combine Pay Incentives With Improved Working Conditions

### **Resource 8: *Out of the Debate and Into the Schools***

Therriault, S. B., Gandhi, A. G., Casasanto, J., & Carney, S. (2010). *Out of the debate and into the schools: Comparing practices and strategies in traditional, pilot, and charter schools in the City of Boston*. Boston: The Boston Foundation. Retrieved January 27, 2011, from [http://www.tbf.org/uploadedFiles/tbforg/Utility\\_Navigation/Multimedia\\_Library/Reports/OutofDebate\\_Evidence.pdf](http://www.tbf.org/uploadedFiles/tbforg/Utility_Navigation/Multimedia_Library/Reports/OutofDebate_Evidence.pdf)

This study was conducted by researchers at the American Institutes for Research for the Boston Foundation. Eighty-four Boston principals were surveyed from throughout Boston's public schools, including all charter schools. There was a striking difference between charter and noncharter principals' views toward the role of salaries and benefits and working conditions. When asked whether the level of salary and benefit offered in their schools helped them to attract qualified teacher candidates, 100 percent of traditional school principals agreed, compared with only 28 percent of charter school principals. On the other hand, charter school principals were significantly more likely to see positive cultures and working conditions among their staff, with 100 percent or nearly 100 percent agreeing that teachers trust one another, share a focus on student learning, and take ownership of school climate. It also was found that in Boston charter school teachers work an average of 8.8 hours per day, compared with 6.6 in traditional public schools.

### **Resource 9: *Identifying Professional Contexts to Support Highly Effective Teachers***

Hirsch, E. (2008). *Identifying professional contexts to support highly effective teachers* (Key Issue). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved January 27, 2011, from <http://www2.tqsource.org/strategies/het/ProfessionalContexts.pdf>

This resource outlines strategies that districts and schools can use to assess, analyze, and improve the professional context within which teachers work. Resources accompany each strategy.

### **Resource 10: *Attracting Well-Qualified Teachers to Struggling Schools***

Prince, C. D. (2002). Attracting well-qualified teachers to struggling schools. *American Educator*, 26(4). Retrieved January 27, 2011, from <http://www.aft.org/newspubs/periodicals/ae/winter2002/prince.cfm>

This article, published by the American Federation of Teachers, examines the issue of pay incentives as a means of attracting highly qualified teachers to high-need schools and districts. The author notes that differentiated pay is a relatively new intervention with little information available on its effectiveness. The author recommends monetary incentives *along with* better conditions as a means of recruiting and retaining teachers in high-need areas:

Salary matters less when other characteristics of the workplace are personally and professionally satisfying. When they are not, or if the work itself is significantly more demanding, salary matters more and can be the tipping point that determines whether teachers stay or leave. Adjusting salaries upward can compensate for less appealing aspects of jobs; conversely, improving the relative attractiveness of jobs can compensate for lower salaries.

## **Resource 11: Benchmarks to Assess the Financial Attractiveness of Teaching**

Goldhaber, D., & Player, D. (2005). What different benchmarks suggest about how financially attractive it is to teach in public schools. *Journal of Education Finance*, 30(3), 211–230.

The authors use multiple national data sets on occupations and salaries to compare teaching salaries with those in other occupations. The research indicates that starting teaching salaries remain lower than starting salaries in other occupations; the differences have shrunk since the early eighties, however. When differences in salaries between teaching and competing occupations are examined, high-skill teachers and secondary teachers have more high-paying opportunities outside the profession than low-skill or elementary teachers do. The authors argue that because of these competing opportunities, districts using single-salary schedules will have trouble recruiting teachers in high-demand areas or will have to settle for teachers with lower skill levels. The authors recommend that districts explore salary systems to address the labor-market reality that people with different skills have different opportunities for higher salaries outside teaching.

## **Resource 12: Would Higher Salaries Keep Teachers in High-Poverty Schools?**

Clotfelter, C., Glennie, E., Ladd, H., & Vigdor, J. (2008). Would higher salaries keep teachers in high-poverty schools? Evidence from a policy intervention in North Carolina. *Journal of Public Economics*, 92, 1352–1370.

This study examines the outcome of a North Carolina program that provided an annual bonus to certified mathematics, science, and special education teachers in high-poverty, low-performing schools. Using longitudinal teacher data, the authors compared teacher turnover patterns before and after the bonus program was implemented. The research indicates that the bonus payment reduced teacher turnover rates by 17 percent.



## STRATEGY 2: Improve Working Conditions for Teachers in Urban and Rural Schools

Teachers are professionals. They want to work in environments that foster good teaching and that support them and their professional growth (Ingersoll, 2001; Johnson, Birkeland, Kardos, Kauffman, Liu, & Peske, 2001). Yet poor working conditions (e.g., long hours and a lack of administrator support) and inadequate opportunities for substantive professional development and support are primary reasons that a large number of teachers leave the profession within five years, and why charter school teachers leave their schools and the profession at even greater rates than teachers in traditional public schools (Ingersoll, 2001; Stuit & Smith, 2010).

### **Resource 13: Increasing Teacher Retention to Facilitate the Equitable Distribution of Effective Teachers**

Lasagna, M. (2009). *Increasing teacher retention to facilitate the equitable distribution of effective teachers* (Key Issue). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved January 27, 2011, from [http://www.tqsource.org/publications/KeyIssue\\_TeacherRetention.pdf](http://www.tqsource.org/publications/KeyIssue_TeacherRetention.pdf)

This publication provides information about strategies, programs, and resources to improve the retention and equitable distribution of teachers. The publication discusses strategies such as enhancing teacher induction and mentoring, improving working conditions, reforming teacher compensation systems, and providing teachers with advancement and leadership opportunities. The publication provides four real-life examples of promising initiatives designed in part to stem teacher turnover.

### **Resource 14: A Different Approach to Solving the Teacher Shortage Problem**

Ingersoll, R. M. (2001). *A different approach to solving the teacher shortage problem* (Teaching Quality Policy Brief No. 3). Seattle, WA: Center for the Study of Teaching and Policy. Retrieved January 27, 2011, from [http://depts.washington.edu/ctpmail/PDFs/Brief\\_three.pdf](http://depts.washington.edu/ctpmail/PDFs/Brief_three.pdf)

Teachers who migrate from school to school or district to district account for more than half the turnover in schools and districts. These teachers have not abandoned the profession but are looking for better conditions under which to practice—conditions that include access to basic resources, collaborative relationships with colleagues, reasonable and appropriate teaching assignments, supportive leadership and infrastructures, connections with parents and the community, and opportunities to grow and lead. Addressing the reasons that teachers migrate between schools and districts can help to stem the tide of migration and attrition.

## SUBSTRATEGY 2.1: Support New Teachers

### **Resource 15: Mobilizing and Motivating Your Staff to Get Results**

Hassel, B. C., Hassel, E. A., Isaacson, D., Krasnow, J., McNiff, M. G., & Walter, K. (2000). *Mobilizing and motivating your staff to get results: A technical assistance guide for charter school leaders*. St. Paul, MN: Charter Friends National Network. Retrieved January 27, 2011, from <http://www.uscharterschools.org/pdf/gb/motivatingstaff.pdf>

This guide from the Charter Friends National Network provides charter school leaders with a range of strategies for recruiting, selecting, rewarding, developing, and evaluating teachers. The section on coaching and developing teachers outlines five criteria for successful professional development programs, lists the types of professional development and supports available, and provides various resources on the topic.

### **Resource 16: Learning the Ropes**

Fideler, L., & Haselkorn, D. (1999). *Learning the ropes: Urban teacher-induction programs and practices in the United States*. Belmont, MA: Recruiting New Teachers.

This national study of induction programs describes efforts undertaken at 10 urban school districts and highlights their successes in helping new teachers become masters of their craft. The report also provides a comprehensive review of induction literature published from 1980 to the present.

### **Resource 17: The New Teacher Center at the University of California, Santa Cruz**

Website: <http://www.newteachercenter.org/>

A product of more than two decades of research, the New Teacher Center model is designed to serve as a catalyst for educational reform and professionalism in teaching. The organization offers an induction institute for educators who have responsibility for developing and implementing policies and programs to support beginning teachers. The institute also is designed for those who oversee and conduct professional development for the mentors of beginning teachers.

### **Resource 18: Connecting School and Community**

Contact: The Rural School and Community Trust Capacity Building Program, 1775 Graham Avenue, Suite 204, Henderson, NC 27553

The Rural School and Community Trust's professional development initiative is aimed at building and sustaining collaborations between schools and communities by bringing together diverse players (teachers, students, administrators, community members) for a series of conversations and exercises. This process can lead to place-based strategies for accomplishing a community's vision and is very effective in connecting educators to community resources. Such collaborations can also help to integrate educators and their work into the larger community.

## SUBSTRATEGY 2.2: Create Professional Learning Communities and Career Ladders for Teachers

### **Resource 19: *From Isolation to Collaboration***

Rasberry, M. A. (with Mahajan, G.). (2008). *From isolation to collaboration: Promoting teacher leadership through PLCs*. Hillsborough, NC: Center for Teaching Quality. Retrieved January 27, 2011, from <http://catalog.proemags.com/showmag.php?mid=wqdqrr#/page0/>

This report captures the Center for Teaching Quality's project aimed at addressing the culture of isolation experienced by so many teachers. This work involved initiating professional learning communities, groups committed to continuous improvement through shared values and reflection. Be sure to check out the embedded podcasts included in the report.

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### **Resource 20: Mississippi School Administrator Sabbatical Program**

Website: <http://www.mde.k12.ms.us/mtc/teach.htm> (refer to No. 4)

Rural communities often do not have the resources to support administrator growth and thus need assistance from the state. Experienced teachers in Mississippi's designated critical shortage areas are given the opportunity to take on school leadership positions through a state-sponsored sabbatical program. Teachers with three years of experience and a school district recommendation can receive their regular salary and fringe benefits while participating in an administrator sabbatical program. In exchange, participants must spend five years in administration in the sponsoring district or repay the award with interest.

## STRATEGY 3:

# Partner With Institutions of Higher Education to Prepare Teachers for Urban and Rural School Settings

Strong collaboration between teacher preparation programs and urban and rural districts is found to build relationships (American Federation of Teachers, 1994; Gross, 1988) that may, in turn, give hard-to-staff schools early access to prospective teachers and strengthen Grade K–12 education. The same could be true for charter schools, particularly in states where universities authorize charter schools and therefore are well positioned to partner for initiatives on teacher preparation, recruitment, and professional development. Charter schools and CMOs can work with the universities to ensure that these teachers are prepared to meet the challenges of their hard-to-staff schools. Field experiences in high-need schools should be extensive and of high quality. In addition, many alternative routes to certification are offered at local universities and allow paraprofessionals, military personnel, and other professionals to transition into teaching. Strong partnerships can help charter schools evaluate the quality of university graduates and give them a voice in reforming teacher preparation programs.

### **Resource 21: Hunter College Partnership**

Website: <http://www.hunter.cuny.edu/school-of-education/special-programs-and-centers/teacher-you>

Hunter College in New York City has partnered with four of the most successful urban charter schools—KIPP (Knowledge Is Power Program), Achievement First, Uncommon Schools, and the New York City Charter School Center in creating a specially designed teacher preparation program for these schools. The program, which was launched in June 2007, creates a model for responding to the specific needs of inner-city schoolchildren.

### **Resource 22: Charter Schools and the Teacher Job Search**

Cannata, M. (2010). *Charter schools and the teacher job search*. Nashville, TN: National Center on School Choice. Retrieved January 27, 2011, from [http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief\\_teacher\\_job\\_search.pdf](http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief_teacher_job_search.pdf)

Through a longitudinal survey and interviews of teacher candidates in the Detroit metropolitan area, this study found that prospective teachers tended not to seek positions in charter schools unless there were no positions available in traditional public schools. This was due to their preference for working in a familiar setting where they had existing social networks. When charter schools were authorized by a university with a teacher preparation program, however, these teachers were more likely to consider working in charter schools. Teachers who lived in communities with charter schools also were more likely to apply to teach in charter schools.

## Resource 23: University–School Teacher Education Partnerships

Website: <http://www.northcarolina.edu/academics/usp/index.htm>

Contact: University of North Carolina General Administration, Division of University–School Programs, 140 Friday Center Drive, Chapel Hill, NC 27515; or call 919-843-4792

At the urging of the University of North Carolina Deans' Council on Teacher Education, the North Carolina General Assembly provided funding to establish university–school teacher education partnerships at the 16 constituent institutions of the state university system. Partnerships are intended to improve teacher education and professional development and increase enrollment in teacher education programs in high-need content areas such as mathematics and science. The move by the General Assembly was the impetus for many of the professional development school partnerships started around the state as well as for the professional development networks that reached out to rural districts.

## Resource 24: Education Renewal Zones

Website: <http://files.ruraledu.org/misc/erz.htm>

Contact: The Rural School and Community Trust Capacity Building Program, 1775 Graham Avenue, Suite 204, Henderson, NC 27536, or call 252-433-8844

The Rural School and Community Trust's Education Renewal Zone (ERZ) is a collaborative effort by schools and institutions of higher education to connect schools in high-need communities with resources that can help improve and sustain them. According to the Rural School and Community Trust, higher education plays the following role in the ERZ initiative:

Each ERZ centers on a teacher education institution that assumes the lead in identifying 10–15 rural school or district partners; selecting and forming an ERZ Advisory Committee with school, community, and higher education representation; developing and implementing an ERZ needs analysis pertaining to teacher quality, recruitment, and retention; and designing a specific focus and plan of work to meet the needs of partnership schools and communities.

## Resource 25: Urban Teacher Education Partnership in St. Paul, Minnesota

Website: <http://www.teachercenter.mnscu.edu/featuredactivity.html>

Six Minnesota state colleges and universities have joined with six St. Paul public schools to form the Urban Teacher Education Partnership (UTEP). The program prepares students to teach in hard-to-staff schools and provides experience in the diverse city schools that increasingly will resemble Minnesota's classrooms of tomorrow.

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## Resource 26: The Partnership for Teacher Excellence in New York City

Website: <http://steinhardt.nyu.edu/petrie/>

In 2006, the New York City Department of Education formed the Partnership for Teacher Excellence with New York University and City University of New York. The partnership is dedicated to developing and implementing a new model for teacher education that addresses the city's need for highly qualified, well-trained teachers in high-need areas such as mathematics, science, and special education.

## Resource 27: Teacher Quality Enhancement Grants

Website: <http://www.ed.gov/programs/heatqp/index.html>

Authorized by Title II, the Teacher Quality Enhancement (TQE) program aims to reduce shortages of qualified teachers in high-need school districts by better preparing and recruiting teachers. The program offers three types of discretionary grants: state grants, partnership grants, and recruitment grants. The TQE website offers details on the grants.

## Resource 28: Ahead of the Class

Clewell, B. C., & Villegas, A. M. (2001). *Ahead of the class: A handbook for preparing new teachers from new sources*. Washington, DC: Urban Institute. Retrieved January 27, 2011, from [http://www.urban.org/UploadedPDF/ahead\\_of\\_the\\_class.pdf](http://www.urban.org/UploadedPDF/ahead_of_the_class.pdf)

Section 1 of this handbook outlines and describes the steps necessary to create a successful institutional partnership, including establishing a planning team, assessing a district's needs for qualified teachers, setting goals, choosing a recruitment pool, and designing the program. The handbook also includes sections on program implementation and modification and barriers to overcome.

## Resource 29: The Benedum Collaborative

Website: <http://www.hre.wvu.edu/benedum/>

This website provides an in-depth look at one of the oldest and most successful school-university collaborative efforts in the United States. Benedum involves 28 public schools, five school districts, West Virginia University's College of Human Resources and Education, and the Eberly College of Arts and Science. The collaborative has redesigned West Virginia University's teacher education program and established professional development schools. Public school teachers collaborate continuously with university faculty to provide learning experiences for education students.



## STRATEGY 4: Grow Your Own

One teacher recruitment strategy that has taken root in many traditional school districts is the grow-your-own approach, wherein districts encourage members of the community to consider teaching by creating programs that prepare them for certification. Local recruits likely are well acquainted with the needs and challenges of their neighborhood or region, may represent cultural and racial groups that exist within a district, and already are committed to the area. Charter schools can consider similar grow-your-own programs. Recruitment efforts should begin early by encouraging students, through extracurricular activities, to pursue a teaching career. Formal recruitment programs should be in place to provide encouragement, mentoring, training, and financial assistance toward certification. In addition, where relevant, charter schools should recruit paraprofessionals who already are working in the classroom as well as parents and community leaders who are looking to change careers.

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### **Resource 30: Illinois’s “Grow Your Own” Teacher Education Initiative**

Website: <http://www.isbe.state.il.us/rules/archive/pdfs/60ARK.pdf>

In 2004, the Illinois legislature enacted the teacher education initiative to prepare highly skilled teachers for hard-to-staff subjects such as mathematics and science in hard-to-staff schools. The goal is to recruit 1,000 teachers by 2016 and retain them for seven years. For more information, see the Real-Life Example at the end of this Key Issue.

### **Resource 31: Future Educators Association**

Website: <http://www.futureeducators.org/>

Future Educators Association is a national program for middle school and high school students interested in exploring careers in education. Chapters exist around the country, and Phi Delta Kappa International provides support and ideas for getting a program started. An advisor’s handbook is provided when a school or district joins the association.

### **Resource 32: Aurora (Colorado) Public Schools’ “Grow Your Own” Program**

Website: <http://www.aps.k12.co.us/hr/growyourown.html>

Aurora, Colorado, has instituted in its urban school district a program that encourages paraprofessionals who are already working with mathematics, science, and special education students to become certified teachers for those classrooms. The district provides qualified candidates with a stipend for tuition, books, and fees.

## Resource 33: Prezell R. Robinson Scholars Program

Website: <http://www.ncpublicschools.org/recruitment/scholarships/robinson/>

The North Carolina Department of Public Instruction's Prezell R. Robinson Scholars Program is designed to encourage high school students to pursue careers in teaching. The program is available only in low-wealth school systems with documented difficulty in recruiting qualified teachers. Robinson Scholars participate in system-sponsored activities designed to foster their commitment to teaching and enhance the likelihood they will be accepted to and complete an approved teacher education program. Upon graduation from high school, Robinson Scholars are awarded a Prospective Teacher Scholarship Loan to pursue a program of study leading to teacher licensure in North Carolina.

## Resource 34: Urban Teacher Academy Project Toolkit

Berrigan, A., & Schwartz, S. (2000). *Urban teacher academy project toolkit: A guide to developing high school teaching career academies*. Belmont, MA: Recruiting New Teachers.

This toolkit for promoting teaching and early recruitment includes guidelines for establishing and evaluating teacher career academies and for identifying prospective teachers. It also provides a comprehensive array of supports for recruiting promising students to the profession.

## Resource 35: South Carolina's Center for Educator Recruitment, Retention, and Advancement

Website: <http://www.cerra.org/>

This South Carolina center offers training to individuals who wish to become teacher cadet instructors and encourages academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career.

## Resource 36: North Carolina Teachers of Excellence for All Children

Website: <http://ncteach.ga.unc.edu/>

North Carolina Teachers of Excellence for All Children (NC TEACH) is a rigorous alternative teacher preparation program designed to recruit, train, support, and retain midcareer professionals as they become licensed teachers in North Carolina. Established in 2000, the program is administered by the University of North Carolina Office of the President in collaboration with the North Carolina Department of Public Instruction. More than 1,300 people have become licensed teachers through the NC TEACH program; they currently serve in more than 85 counties and school districts in all regions of the state. In 2002, 16 percent were in secondary science, 6 percent in secondary mathematics, 8 percent in middle school science, and 11 percent in middle school mathematics.

Through a collaborative initiative with the North Carolina Department of Public Instruction, NC TEACH and LEARN NC, statewide groups of teacher education faculty have developed online modules based on the original NC TEACH curriculum. These modules make up a significant part of an online alternative licensure program that includes a face-to-face orientation, access to a student resource center, and support services.

## Resource 37: North Carolina Model Teacher Education Consortium

Website: <http://ncmtec.northcarolina.edu/>

The North Carolina Model Teacher Education Consortium is for persons seeking a first education degree, initial licensure, or clearance of provisional, emergency, or lateral entry licensure. All full-time employees and part-time employees (substitutes with at least 30 days in the previous semester, bus drivers, and clerical and nutrition workers) of the local education agencies partnering with the consortium are eligible to participate. Full-time employees of institutions of higher education and community colleges partnering with the consortium and full-time School of Education instructors and paraprofessionals at these institutions also are eligible. Participants with little or no college experience can take the first two years of study at a community college and transfer directly into an education major at a four-year institution. The consortium pays a portion of the tuition, textbooks, and student fees. Students with more college experience may take consortium-sponsored courses taught at four-year colleges and universities or on community college campuses closer to home.

## Resource 38: Clark County (Nevada) STEP UP (Student Enlistment Project Undergraduate Program)

Website: <http://www.ccsd.net/jobs/TCHStepup.php>

Clark County (Nevada) School District's comprehensive plan for recruiting and retaining teachers includes a "grow your own" program called STEP UP (Student Enlistment Project Undergraduate Program). STEP UP is a collaborative effort of universities, the teachers' union, and the district to help high school students with an interest in teaching to begin pursuing a career in the field. The program provides participants with a scholarship and access to college-level classes in education that they can take while in high school. In the 2008–09 school year, eight high schools in the district offered these classes, with 235 students participating in them.



## STRATEGY 5: Improve Hiring Practices

Hiring delays can cause charter schools to lose highly qualified teacher candidates to other schools and districts. Teachers are not likely to wait until July or August for a job offer if another school or district moves more quickly. Currently, charter schools tend to recruit and hire candidates on a timeline similar to or behind the one used by school districts in their geographic area, failing to take advantage of their flexibility to get a head start in the hiring process (Gross & DeArmond, 2010). Changing hiring practices so that teachers could be extended job offers by the end of the previous school year would help charter schools secure highly qualified teacher candidates who are interested in working in hard-to-staff urban and rural schools (Levin & Quinn, 2003; Liu, 2003). In addition, the hiring process should be “information rich” (Liu, 2005, p. 12), providing interactions with teachers and the school principal and opportunities for a two-way exchange of information—especially important in isolated rural areas—so that teacher candidates have a comprehensive, accurate preview of the job. Information-rich hiring processes can lead to greater job satisfaction (Liu, 2005). Information-rich hiring processes may be especially important for charter schools that have a unique mission, population, or approach to teaching and learning.

### **Resource 39: Mobilizing and Motivating Your Staff to Get Results**

Hassel, B. C., Hassel, E. A., Isaacson, D., Krasnow, J., McNiff, M. G., & Walter, K. (2000). *Mobilizing and motivating your staff to get results: A technical assistance guide for charter school leaders*. St. Paul, MN: Charter Friends National Network. Retrieved January 27, 2011, from <http://www.uscharterschools.org/pdf/gb/motivatingstaff.pdf>

This guide from the Charter Friends National Network provides charter school leaders with a range of strategies for recruiting, selecting, rewarding, developing, and evaluating teachers. The section on recruiting and selecting staff outlines five detailed steps for identifying and recruiting candidates and then five additional steps to guide your selection of applicants. Throughout, resources and examples are provided to guide your work to select effective teachers.

### **Resource 40: Missed Opportunities**

Levin, J., & Quinn, M. (2003). *Missed opportunities: How we keep high-quality teachers out of urban classrooms*. New York: The New Teacher Project. Retrieved January 27, 2011, from <http://tntp.org/files/MissedOpportunities.pdf>

The New Teacher Project examined urban district hiring practices and their effect on applicant attrition and teacher quality by analyzing data from four hard-to-staff urban districts: three large U.S. districts in the Southwest, the Midwest, and the East, and one midsize district in the Midwest. The analysis revealed that after waiting up to four months for a job offer, anywhere from 31 percent to almost 60 percent of applicants withdrew from the hiring process, often to accept jobs with districts that made earlier offers. Of those who withdrew, the majority (50 percent to 70 percent) cited the late hiring timeline as the major reason for taking another job. The report also offers suggestions for removing early hiring barriers.

### **Resource 41: Hiring, Job Satisfaction, and Fit**

Liu, E. (2005). *Hiring, job satisfaction, and the fit between new teachers and their schools*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada, April 11–15.

Liu found that new teachers in his study who reported that their hiring process provided a holistic, accurate preview of the position also reported higher levels of job satisfaction. Elements of these information-rich hiring practices are interviews with a variety of individuals across the school community, teaching demonstrations, and observations of classes and staff meetings.

### **Resource 42: New Teachers' Experiences of Hiring**

Liu, E. (2003). *New teachers' experiences of hiring: Preliminary findings from a four-state study*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 21–25.

Surveying first- and second-year teachers in California, Massachusetts, Florida, and Michigan about their hiring experiences, the author found that few study participants reported interviews with any school personnel other than the principal and the majority had no opportunities to observe classes as part of the hiring process. As a result, new teachers in these states tended to form only moderately accurate pictures of their schools before they began their teaching jobs, suggesting that their expectations for the job may not have been met.

### **Resource 43: DSST Public Schools**

Website: <http://dsstpublicschools.org/jobs/teaching-at-dsst/>

The DSST Public Schools in Denver has been recognized as a top model nationally for teaching the science, technology, engineering, and mathematics subjects. Fully 100 percent of the school's graduates are accepted to attend four-year colleges. It is a free and open-enrollment charter school and attracts a top-rate teaching force by focusing on the school's mission and values and seeking out candidates with a similar focus on student achievement. Its website highlights statements from teachers about what made DSST, with its precise focus on achievement, a place of employment for which they were willing to move cross-country.

## STRATEGY 6:

### Create Partnerships to Address Out-of-School Issues That Affect Recruitment and Retention

Low beginning pay and the absence of affordable housing in many communities make it difficult for new teachers to obtain suitable living arrangements in the vicinity in which they work. As a result, they often are forced to live far from the schools where they teach, thus further taxing their already low salaries with the extra cost of commuting. Hard-to-staff urban and rural charter schools must build partnerships to address out-of-school factors that make teacher recruitment and retention difficult.

#### SUBSTRATEGY 6.1:

##### Provide Housing Assistance

#### **Resource 44: U.S. Department of Housing and Urban Development's Good Neighbor Next Door Program**

Website: <http://www.hud.gov/offices/hsg/sfh/reo/goodn/gnndabot.cfm>

The Good Neighbor Next Door program is designed to encourage teachers, firefighters, emergency medical technicians, and law enforcement officers to buy houses in low- and moderate-income neighborhoods. Teachers must be employed full-time by a public or private school or a federal, state, county, or municipal educational agency as a state-certified Grades K–12 teacher or administrator. In addition, they must work in the area where the house is located and agree to live in the house as their only residence for three years. According to the website, Good Neighbor Next Door properties are single-family houses in revitalization areas and are listed and sold exclusively on the Internet. The selected bidder may purchase the property at a 50 percent discount from the list price. For example, if a U.S. Department of Housing and Urban Development house is listed for \$100,000, a teacher can buy it for \$50,000. Teachers also can apply for Federal Housing Administration–insured mortgages with a down payment of \$100 and finance the closing costs.

#### **Resource 45: Bank of America's Neighborhood Champions Protected Mortgage Program**

Website: [http://www.bankofamerica.com/community/index.cfm?template=cdb\\_specializedprofessionloans](http://www.bankofamerica.com/community/index.cfm?template=cdb_specializedprofessionloans)

Bank of America offers a program specifically aimed at helping teachers and other public sector employees purchase houses. The Neighborhood Champions Protected Mortgage program targets teachers, police officers, firefighters, and medical workers, particularly those without an established credit history but with a favorable 12-month payment history on four monthly bills. The program offers fixed- or adjustable-rate financing and accidental death and dismemberment insurance.

## Resource 46: New York City Department of Education's Housing Support Program

Website: <http://www.teacherssupportnetwork.com/corporate/special/Sweepstakes.do>

This program provides nearly \$15,000 in taxable financial housing support each year for 100 certified full-time teachers with two or more years of teaching experience in mathematics, science, special education, or bilingual education. Applicants must pass a rigorous selection process. Those accepted into the program receive \$15,000 over two years in return for a three-year commitment to teach in a high-need school, as identified through the district's Teachers of Tomorrow program.

### SUBSTRATEGY 6.2:

#### Provide Reimbursement for Moving Expenses

## Resource 47: Mississippi Moving Expense Reimbursement Plan

Website: <http://www.mde.k12.ms.us/mtc/teach.htm> (refer to No. 5)

The Mississippi program provides up to \$1,000 in reimbursements for moving expenses for teachers relocating to critical shortage areas. This one-time-only award is given on approval of the local school district.

### SUBSTRATEGY 6.3:

#### Promote Business Partnerships

## Resource 48: New Teacher Welcome Package

Alamance County (North Carolina) Area Chamber of Commerce

Website: <http://www.alamancechamber.com/school-to-careers/#retention>

Each spring, chamber members contribute to a New Teacher Welcome Package. Approximately 300 packages are assembled and distributed to new educators working in Alamance County in an effort to reduce the upfront money needed to relocate to the area. Each package includes flyers offering discounts or waiving deposits to local hotels, apartment complexes, Internet services, banks, storage facilities, and moving companies. Also included are coupons and discounts from area restaurants, retail stores, and service providers.

## Resource 49: Thanks for Teaching

Alamance County (North Carolina) Area Chamber of Commerce

Website: <http://www.alamancechamber.com/thanks%2Dfor%2Dteaching/>

To show appreciation to current educators, chamber members offer specials and discounts through a Thanks for Teaching website. Offers include discounts on car services, residential closing costs, tax preparation, chiropractic services, and Internet services.

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## REAL-LIFE EXAMPLE: THE EQUITY PROJECT

In the Washington Heights neighborhood of New York City, one highly innovative charter school is addressing teacher recruitment and selection in groundbreaking new ways. The Equity Project (TEP), founded by Zeke Vanderhoek, opened in the autumn of 2009 with 120 fifth graders and an eight-member “teacher dream team” and will grow to include 480 children in Grades 5–8, with 28 teachers. The Equity Project singles out teacher quality as the essential lever for improving achievement. To attract and retain the most effective master teachers, the charter school has adopted its own “3 R’s”:

**Revolutionary Compensation**—Most unique about TEP is that its value for teachers is expressed and its recruitment of highly talented teachers achieved through salaries of \$125,000 as well as the opportunity to earn an additional \$25,000 bonus from schoolwide performance. These teacher salaries fit within the public school budget TEP receives as a New York City public school; no outside funding is used. This is accomplished by relying on the teachers’ tremendous productivity and quality to save costs elsewhere. (Visit <http://www.tepcharter.org/key-savings.php> for information about the cost-saving measures TEP employs to afford these teacher salaries.)

**Rigorous Qualifications**—All teachers must meet rigorous qualifications in the areas that research identifies as most important: (1) expert subject-area knowledge; (2) teaching expertise and experience; (3) strong curriculum development ability; and (4) outstanding verbal ability.

**Redefined Expectations**—The expectations are intended to improve student achievement by focusing on teachers constantly improving their craft, and include (1) a professional work day that includes daily peer observations and coteaching; (2) a work year that includes an annual six-week Summer Development Institute; and (3) a career arc that fosters professional growth through a mandatory sabbatical once every five or six years.

In the words of the school’s founder and principal, Zeke Vanderhoek (2010):

[There are] pockets of great teachers throughout the country...but ultimately they’re the exception, not the rule, and that’s because we don’t culturally value teachers. People make the mistake of thinking that...if you pay somebody more they will be a better teacher. That completely misses the point of TEP. The point of TEP is to change the perception of who should become a teacher, changing the lip service of ‘Oh, you teachers, we really value you’ to something concrete. In this culture, money is a signifier of value. Ultimately the goal is to attract more talent into the profession.... I think teaching is one of those professions where many people secretly want to do it and enjoy it when they’re up there, but they don’t really see it as realistic to support a family...[whereas] a lot of people go into law [for example] because they see it as a realistic way to pay the bills.... We are going to do a lot of things to make sacrifices in order to be able to invest in what we think is more cost-effective in the long run, which is investing in the teachers.

The initial recruitment process required Vanderhoek to conduct 100 initial candidate interviews and then a 15-month nationwide search almost like the “American Idol” of education with its hometown visits so that 35 finalists could be observed teaching in their schools. Says Vanderhoek (2010), “We’re not hiring first-year teachers, not that they can’t be great, but because

the learning curve is tremendous. We're hiring veteran teachers who are thoughtful, reflective practitioners who really think about all of the decisions that they make." Winning candidates possessed, among other traits:

- High levels of student engagement in their classrooms
- Expertise in redirecting potential troublemakers
- A contagious enthusiasm for their subject (Gootman, 2009)

As time goes on the long-term impact of TEP's aggressive recruitment strategy on teacher recruitment, retention, and effectiveness will be further understood and, if found to work, could serve as a model for widespread professional pay for teachers.

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## ABOUT THE NATIONAL CHARTER SCHOOL RESOURCE CENTER

The U.S. Department of Education is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the U.S. Department of Education, under a contract with Learning Point Associates, an affiliate of American Institutes for Research, has developed the National Charter School Resource Center. The Resource Center provides on-demand resources, information, and technical assistance to support successful planning, authorizing, implementation, and sustainability of high-quality charter schools; to share evaluations on the effects of charter schools; and to disseminate information about successful practices in charter schools.

# National Charter School Resource Center

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**[charterschoolcenter.org](http://charterschoolcenter.org)**

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