## GAP AREA: Students in poverty are more likely to be assigned to out-of-field teachers

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##  I. [Use additional data](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-otherdata.docx)

By meeting Massachusetts’s moral imperative to provide **all students with equitable access** to excellent educators, schools can also close gaps in educational outcomes.

* Analyze Student Learning Experience (SLE) [detailed reports](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html) comparing rates of economically disadvantaged students’ assignment to out-of-field teachers, by subject taught.
* Determine types of positions that are hardest to fill or filled latest in the year, at each school.
* In schools/subjects where students in poverty are more often assigned to out-of-field teachers, identify which types of courses have out-of-field teachers.

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## II. [Ask self-assessment/ stakeholder engagement questions to explore root causes](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-rootcauseanalysis.docx)

* Are economically disadvantaged students more likely to be in certain types of courses, such as remedial courses? Do such courses have more out-of-field teachers?
* Does the district target hard-to-staff subject areas in its recruitment and retention efforts?
* How many teachers or paraprofessionals in the district are working to add/attain a license in a hard-to-staff area?
* Do retention rates vary by subject? If retention of effective teachers is lower than desired, why do teachers leave?

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* The Edwin Out of Field Teacher Assignments Report (SE821) lists assignments of out-of-field teachers in a district
* A [brief guide](http://www.doe.mass.edu/edeffectiveness/mentor/hard-to-staff-roles.docx) on recruitment and retention of teachers in hard-to-staff areas
* Some out-of-field teachers may use [Structured Guidance & Supports](http://www.doe.mass.edu/licensure/academic-prek12/sgs/) for meeting the licensure Competency Review
* [Strategy overviews and tools](http://wgee.org/best-practices/promising-practices-by-district/) from districts working to improve recruitment and induction
* [District advisory](http://www.doe.mass.edu/edprep/advisories/DistrictPipeline.docx) and [guidance](http://www.doe.mass.edu/edeffectiveness/equitableaccess/partnerships.pdf) on educator pipeline development
* The [Master Schedule Review](http://www.doe.mass.edu/edeval/guidebook/8b-masterschedreview.docx), a tool from the [Guidebook for Inclusive Practice,](http://www.doe.mass.edu/edeval/guidebook/) supports scheduling to meet the needs of diverse learners

## Resources

**Guides for other gap areas**

## III. [Develop strategy starting points](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-strategies.docx) & [monitor progress](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-progress.docx)

* When recruiting teachers, or placing student

teachers, target high performing educator

preparation programs that prepare teacher candidates for hard-to-staff subjects.

* + Consistently communicate with preparation programs about your district’s hiring needs.
* “Grow your own”: systematically support teachers/paraprofessionals working toward teaching licenses in hard-to-staff areas.
* Involve teachers in hard-to-staff roles in creating plans to recruit and retain effective teachers in their subjects.
* Work with local educational collaboratives or statewide subject-specific teacher organizations to recruit and support educators in hard-to-staff subjects.
* Evaluate and enhance your new teacher induction program, and other teacher supports, to better address the needs of teachers in hard-to-staff areas, and thus promote recruitment/retention.
* Provide opportunities for [teacher leadership](http://www.doe.mass.edu/edeffectiveness/leadership/), and differentiated training, to retain effective teachers in hard-to-staff subjects.
* Develop a clear process for monitoring progress, with short-term and long-term metrics.