

TEACHER EQUITY RUBRIC

This rubric is intended for use by district leadership teams to reflect on the progress of implementation of their work to ensure that all students — particularly low-income students and students of color — have equal access to excellent teachers. Many districts have already started a process to understand and improve student access to strong teachers, so this resource will primarily help district teams reflect on their current progress in order to both identify district strengths as well as components of planning and implementation that need to be revisited to increase the likelihood of achieving their goals. Outlined below are seven steps we recommend districts complete to ensure that *all* students have access to instruction from great teachers.

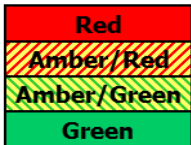
1. **Analyze Data:** Agree on and examine key indicators of teacher quality to understand the district's distribution of teachers.
2. **Choose Focus Areas:** Articulate district focus areas based on data trends, including key teacher inequities and schools impacted.
3. **Identify Root Causes:** Define the processes, policies, and systems that are contributing to inequities.
4. **Set a Goal:** Articulate an *equity-oriented* goal with clear outcomes to which district and school personnel can commit.
5. **Select Strategies:** Reflect on whether existing strategies will achieve the desired goal, and if not, adapt them and fill in the gaps.
6. **Flesh Out Strategies:** Fully describe the targeted set of strategies the district will employ to maximize impact.
7. **Monitor Progress:** Develop targets for executing and monitoring implementation to make appropriate adjustments along the way to the goal.

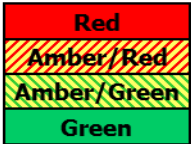
Conditions for Success. To achieve their teacher equity goals, district leadership teams must consider a number of prerequisite conditions necessary to successful implementation.


HOW TO USE THE RUBRIC

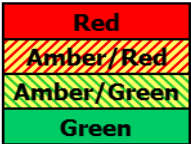
This rubric should be used by leadership teams to reflect on their efforts to improve teacher equity, in order to identify strengths and areas of focus for improvement. As a tool for improvement and problem solving, it should be applied formatively to assess the current state of the teacher equity goals within the district. The rubric is built on the seven steps described in The Education Trust equity guide, “Achieving Equitable Access to Strong Teachers.” Each row in the rubric defines a step, includes key questions to consider, and presents descriptors of what weak and strong implementation look like. District teams should use the key questions and descriptors to reflect on the status of their respective district’s current equity approach, and make ratings of progress according to a four-point ratings scale (red, amber red, amber green, green). The rubric provides descriptions of what weak (red) and strong (green) implementation look like. District teams must determine if they tend more toward red or toward green and rate themselves accordingly along the four rating options. Note that weak (red) means that urgent attention is needed, not that an effort is irredeemable or irreversible. Similarly, strong (green) means that implementation is on the right track against expectations of progress but not that everything is perfect. While amber red and amber green ratings are not specifically described in the rubric, these ratings should be used in situations where the district is not quite red or not quite green. Pushing for a spread of ratings will provide a clear and shared sense of where to celebrate/learn (green and amber green) and where to focus (red and amber red).

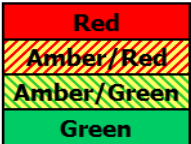
Ratings scale:

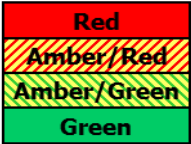


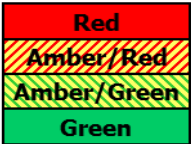
Key Questions	Weak (R)	Strong (G)	Rating
<p>1. Analyze data: Agree on and examine key indicators of teacher quality to understand the district's distribution of teachers.</p>			
<ul style="list-style-type: none"> ■ Does the district team agree on how to measure teacher quality? ■ Does the district team analyze multiple teacher quality indicators? ■ Does the analysis thoroughly explore how effective teachers are distributed across the district, across schools with different student populations, and within schools? 	<ul style="list-style-type: none"> ■ There is widespread disagreement about which data are valid indicators of teacher quality; data quality/accuracy issues are allowed to stall progress. ■ A single indicator is used to measure teacher quality, giving a skewed picture. ■ Analysis is superficial; without deeper investigation, the team concludes that no real inequities exist between district schools (e.g., because all schools have high concentrations of low-income or students of color). 	<ul style="list-style-type: none"> ■ The district team has agreed on a set of indicators they will use to measure teacher quality; data used are widely trusted as reliable enough to inform action. ■ Multiple indicators are used to produce a well-rounded picture of teacher quality in the district (e.g., new teachers, out-of-field teaching, effective teachers, retention, chronic teacher absenteeism, late hires). ■ Analysis drills down until all inequities are identified, differentiating between school populations and accounting for locally relevant sub-groups (e.g., free lunch only, specific racial groups). 	


Key Questions	Weak (R)	Strong (G)	Rating
2. Choose Focus Areas: Articulate district focus areas based on data trends, including key teacher inequities and schools impacted.			
<ul style="list-style-type: none"> ■ Has the district team selected one to two teacher quality inequities on which to focus? ■ Has the district team prioritized efforts to focus on a manageable set of schools? 	<ul style="list-style-type: none"> ■ Inequities have not been prioritized; no focus areas have been selected, or too many focus areas are selected, so the task of addressing them is overwhelming. ■ Efforts to address teacher quality inequities address all students or all schools. 	<ul style="list-style-type: none"> ■ One or two key inequities have been identified as focus areas as a result of the data analysis; the district team and key stakeholders agree that these are the most important inequities for the district to address. ■ Efforts are targeted among a prioritized group of students or schools — those most affected by the key inequities. 	

Key Questions	Weak (R)	Strong (G)	Rating
3. Identify Root Causes Define the processes, policies, and systems that are contributing to inequities.			
<ul style="list-style-type: none"> ■ Does the district team understand which factors contribute to the inequities identified as focus areas? ■ Does the district team understand how district systems or levers relate to these inequities? ■ Has the district team prioritized the 3-4 most significant factors for the district to address? ■ Is this prioritization informed by input from stakeholders at all levels (district, school, classroom, and community)? 	<ul style="list-style-type: none"> ■ The district team is not clear why key teacher quality inequities exist. ■ The team has not considered the district’s role in causing/addressing the inequities and/or attributing the inequities wholly to factors the district cannot influence. ■ Insofar as there is any understanding of root causes, there is no sense of which factors are the highest priorities. ■ Any thinking about the root causes of inequities is done in isolation, without stakeholder input. 	<ul style="list-style-type: none"> ■ The district team has a clear picture of the factors preventing the recruitment, development and/or retention of effective teachers in the schools where they are most needed. ■ The district team understands how district regulations, policies, and practices contribute to and could help address factors causing the inequities. ■ The district team has identified three to four priority factors to address, factors that are both significant and actionable. ■ The district team has tested their thinking through further research (e.g., surveys, focus groups, or conduct site visits), such that the three to four priority factors specifically resonate with stakeholders. 	

Key Questions	Weak (R)	Strong (G)	Rating
<p>4. Set a Goal: Articulate an <i>equity-oriented</i> goal with clear outcomes to which district and school personnel can commit.</p>			
<ul style="list-style-type: none"> ■ Has the district team examined benchmarks related to their focus areas? ■ Does the district have measurable and timely goals for improving teacher equity at the district and school level? ■ Are the goals known and supported by district and school staff? 	<ul style="list-style-type: none"> ■ The district team has not compared their teacher quality inequities to relevant benchmarks — therefore, it is hard to say <i>how</i> bad the problem is. ■ Any goals are vague and expressed only at the district level; they may speak to teacher effectiveness issues generically, without addressing a specific inequity. ■ Staff are unaware of or disagree with the goals. 	<ul style="list-style-type: none"> ■ The team has clear reference points (e.g., their own past performance, other exemplar districts, state averages, or a subset of high-performing schools in the district) against which to judge the district's current performance on key teacher equity indicators. ■ The district has goals that are equity-focused and are specific, measurable, ambitious, reasonable and timely; the goals clearly articulate which schools will be targeted for action. ■ All district and school staff know and understand why the district has set these equity goals; they see the goals as part of a shared effort to improve outcomes for their students. 	

Key Questions	Weak (R)	Strong (G)	Rating
<p>5. Select Strategies: Reflect on whether existing strategies will achieve the desired goal, and if not, adapt them and fill in the gaps.</p>			
<ul style="list-style-type: none"> ■ Has the district evaluated existing and new strategies (regulations, policies, and practices) for their alignment with root causes and the goal? ■ Has the district reached agreement on three to five high-impact strategies by determining what to stop, what to modify, and what to begin? ■ Do the strategies represent a coherent and coordinated approach that aligns with other district priorities? ■ Will the identified strategies collectively lead to achieving the district's equity goal? 	<ul style="list-style-type: none"> ■ The district team does not understand, or is not sure, which strategies will address the root causes of inequities. ■ There is not a clear set of strategies that will impact the district's equity goal; the district has not reached agreement on how to modify strategies or has identified too many. ■ Strategies remain uncoordinated and are not specifically equity focused, but are rather for all kids; strategies represented an "isolated" set of work and are not aligned with broader district priorities. ■ The collective impact of the strategies will not achieve the district's equity goal(s). 	<ul style="list-style-type: none"> ■ The district team has a clear understanding of the priority strategies (regulations, policies, and practices) that will impact the overall equity goal. ■ The district team has identified what to stop, scale, and start; they have identified the top three to five strategies that address the root causes and are grounded in available research. ■ The chosen strategies complement one another and are aligned with district priorities; the approach is seen as coherent at the school level. ■ The team is confident that the strategies will achieve the equity goals of the district. 	

Key Questions	Weak (R)	Strong (G)	Rating
6. Flesh Out Strategies: Fully describe the targeted set of strategies the district will employ to maximize impact.			
<ul style="list-style-type: none"> ■ Is the district equity goal guided by a plan that clearly articulates the theory of action, strategies, and necessary resources? ■ Is the plan written and used to drive the day-to-day work of implementation? ■ Does the district team understand the chain of district and school staff who need to act for the strategies to be successful? 	<ul style="list-style-type: none"> ■ The specifics of each strategy have not been agreed upon; the approach has not been codified or communicated. ■ There is not a written plan specific to the equity goals in the district. ■ The actions of each key leader in the district to achieve the district equity goals are either unclear, not fully articulated, or both. 	<ul style="list-style-type: none"> ■ A written equity plan clearly articulates the theory of action, strategies, capacity and resources necessary to deliver; it has been shared with stakeholders and key actors. ■ Each strategy includes specifics of implementation — details on how many schools, teachers, and students are impacted; major activities and milestones of implementation; key stakeholders to engage; and leading indicators of implementation progress. ■ The major actors and their roles, responsibilities, and capabilities are clearly identified — there is a realistic sense of what it will take to be successful. 	

Key Questions	Weak (R)	Strong (G)	Rating
7. Monitor Progress: Develop processes for monitoring implementation to make appropriate adjustments along the way to the goal.			
<ul style="list-style-type: none"> ■ Does the district team consistently collect data to assess progress on each strategy (e.g., milestones, process metrics)? Are these data related to progress on the goal itself? ■ Are there regular, structured opportunities for key leaders to review progress, learn from what’s working, and problem-solve in areas that are off track? ■ Do district leaders have a clear view of how implementation is going in the field? ■ Does the district adjust supports and interventions based on performance? 	<ul style="list-style-type: none"> ■ Limited data are collected and discussed in between annual progress reviews on the goal and strategies; or so many data points are available that it is unclear how implementation is progressing. ■ Implementation progress may be discussed informally or not at all; if it is discussed, it does not result in action. ■ There are multiple views on implementation progress by those in the district. ■ Supports are adjusted only in limited fashion based on strategy implementation. 	<ul style="list-style-type: none"> ■ Quantitative and qualitative data on implementation from the field are regularly captured to inform progress. ■ The district team has regular project management meetings, as well as periodic progress monitoring meetings to reflect on overall progress of each strategy and the equity goal. ■ The district leader and team have a shared view of implementation progress, celebrate successes, and solve problems; actions are taken based on performance. ■ Project management and progress monitoring meetings inform and direct implementation supports, with a strong sense of shared responsibility from the district office for achieving equity goals. 	

Key Questions	Weak (R)	Strong (G)	Rating
<p>Conditions for Success: To achieve their teacher equity goals, district leadership teams must consider a number of prerequisite conditions necessary to successful implementation.</p>			
<ul style="list-style-type: none"> ■ Has the district made a commitment to equity, and is it publicly supported by the superintendent? ■ Is there a person or team responsible for driving implementation on the equity goal? ■ Is there a coalition of seven to ten influential leaders who support and champion the equity goal and the work being done to achieve it? ■ Are communications consistent and effective in engaging stakeholders in the implementation effort? 	<ul style="list-style-type: none"> ■ Equity is not on the radar of the district leader; it is not a part of the strategic plan or an identified area for district focus. ■ There is not an owner of the equity agenda, and the team may be loosely coupled together, but it does not feel responsible for the work. ■ Some champions exist, but they have not been cultivated into a guiding coalition to support implementation. ■ Communications and engagement on equity have been sporadic and opportunistic; many key stakeholders don't know about or agree with the equity agenda, particularly how the goals will be achieved. 	<ul style="list-style-type: none"> ■ The district superintendent has made a public commitment to equity; it is central to the overall goals for improving student achievement. ■ The person or team driving the equity goal has the authority and influence to drive implementation. ■ The district has strong relationships with a coalition of influential stakeholders (e.g., district office, principals, teachers, board, unions); they understand what it will take to accomplish the goal and are champions of the effort. ■ Communications from the district are two-way to inform the plan and implementation; the field and key stakeholders feel engaged and have ownership of the equity goals. 	