

# 2101(c)(4)(B)(iii): Equitable access to effective teachers

## Background

Equitable access to effective teachers is a multifaceted issue. In terms of professional development, we believe that equitable access to effective teachers is predicated on a systemic emphasis on mathematics education that supports the learning of all students at the highest possible level. In a [joint position paper](#) focused on social justice in mathematics, TODOS: Mathematics for All and the National Council of Supervisors of Mathematics write that “studies continue to show that equitable practices combined with high expectations, high-quality content, and strong family/community relationships have a positive effect on mathematics learning and achievement” (p. 3).

According to a study by the [Learning Policy Institute](#), teacher shortages and high teacher attrition in STEM fields continue to disproportionately affect minority and low-income students. High-quality professional development can play a key role in achieving equitable access to effective teachers, through increasing teacher retention and improving educator effectiveness.

Noting that the development of a strong mathematical identity is crucial for success in mathematics, the [TODOS/NCSM position paper](#) recommends that all teachers have access to professional development opportunities with a dual focus on mathematics content and social justice. To maximally enhance effective teaching, these professional development opportunities support implementation of the [eight Mathematics Teaching Practices](#) articulated in the NCTM’s landmark publication *Principles to Actions: Ensuring Mathematical Success for All* (2014). [Providing opportunities for teacher leadership](#) is another key strategy that states can use both to retain highly effective teachers and to support their peers in striving for excellence (also see Allowable Activity v).

## Look Fors

Part of how states approach equitable access to effective educators in mathematics includes professional development designed to improve educator effectiveness. To achieve this goal, SEAs will—

1. coordinate local and state professional learning opportunities across the continuum of recruitment, preparation, induction, evaluation, and support, so that teachers have access to focused learning experiences that increase their sophistication around mathematics content and social justice;
2. guide the content of professional learning activities to leverage the [eight Mathematics Teaching Practices](#) (NCTM, 2014);
3. support LEAs’ use of practical measures that continuously strengthen the use of these effective teaching practices in every classroom;
4. assess equitable access through a combination of existing metrics and strategic sampling, including classroom observations; and
5. and provide opportunities to share promising variations of evidence-based practices that are responsive to local contexts.

## States with Promising Features

The following states were identified as a result of the Promising Features Survey in which 13 state plans were reviewed by mathematics leaders across the country. Related text from the full state plans mentioned below can be found in Tool #12 at <http://nctm.org/essatoolkit>.

- **Delaware’s** approach to equity includes providing resources for comprehensive induction and mentoring programs that will improve development and retention of effective teachers.
- **New York** will engage in a facilitated root cause analysis with LEAs focused on equity, through annual district- and state-level equity reports that will inform the use of Title II-A funds to close equity gaps.
- **Wisconsin’s** professional learning opportunities will focus on both standards and equity, through combining facilitation from subject area experts with supplemental, cross-subject resources shared statewide.