

What Workforce Quality Looks Like

The conditions necessary to recruit and retain a qualified, caring, diverse, and stable education workforce in our schools include: a pool of well-prepared, highly skilled candidates for all vacancies; comprehensive induction for new educators, with recommended two-year mentoring services from trained, experienced educators; opportunities for continual improvement and professional growth for all education employees; time to form collaborative relationships with colleagues; working conditions that support success, including a process for shared decision making at the school building level; and appropriate professional compensation and benefits.

The Great Public Schools Workforce Quality Indicators reflect NEA's commitment to high-quality public schools. They are: high-quality educator preparation and licensure; leadership training and stability; educator quality and effectiveness; teacher recruitment and retention; and incentives and supports (all school personnel).

For more information on what makes a great public school, please visit:

www.nea.org/gpsindicators

Is Your School a Great Public School?

Workforce Quality

Series 3 of 7



A Great Education

As students progress during the school year, it is essential that they are provided all the resources and supports they need to succeed.



A quality education begins with access to an exemplary early childhood education and continues with development of students socially, emotionally, and cognitively, preparing them for college and 21st-century careers. The bridge from early childhood education to graduation is only made possible with:

- High standards and a rigorous curriculum;
- Teaching and learning conditions conducive to engagement and enrichment;
- Educators of the highest quality;
- Valid assessments;
- Engaged families and community; and,
- Sufficient funding for advanced courses, modern materials and facilities, and educator professional development.

Great Public Schools Indicators Framework

The National Education Association's Great Public Schools (GPS) Indicators Framework elaborates on the seven criteria fundamental to a quality education and calls on all educators, families, community leaders, and policy makers to join the effort to ensure that every student has access to a great public school. Together, we can achieve greatness. Here we focus on one of the seven criteria required for student success—Workforce Quality.

Workforce Quality

All students deserve access to a quality teacher and to a school staff with the experience, skill, and support to meet their educational needs. Unfortunately, too many students—mostly poor and/or minority students—don't have equitable access to experienced and fully licensed teachers. This is a problem that can and must be addressed. School systems and policy makers can significantly improve teacher recruitment and retention in high-needs schools with research-proven practices that include high-quality mentoring and induction, stable and inclusive school leadership, and working conditions that provide educators with the resources and support they need to succeed.



How You Can Advocate for a Great Public School-Workforce Quality

Essential Pieces

High Quality Educator Preparation and Licensure

Leadership Training and Stability

Educator Quality and Effectiveness

Educator Recruitment and Retention

Incentives and Supports (All School Personnel)

Action Steps

Ask your school principal if all teachers have completed a teacher preparation program and are currently licensed.

Ask your school principal if all educators go through an induction and residency program.

Advocate for peer assistance and review (PAR) teams at your child's school.

Ask your school board about recruiting educators early in the year to guarantee your school gets the top candidates.

Ask your principal if all educators are evaluated based on multiple measures (e.g. observations and leadership roles, etc.).

Ask your principal if educators have the opportunity to collaborate with other teachers through professional learning teams during the school day.

Ask your principal if educators are provided professional growth opportunities based on results of their evaluations.

Ask your school board if they partner with local higher education preparation programs to ensure selection of accomplished educators.

Lobby your school board to incentivize National Board Certification.