# Article information:

ERIC - ED561064 - Attaining Equitable Distribution of Effective Teachers in Public Schools, Center for American Progress, 2014-Apr  
<https://eric.ed.gov/?id=ED561064>

# Article summary:

1. The No Child Left Behind Act of 2001 sought to ensure that all children have equal opportunity for a high-quality education and required all students to be taught by "highly qualified" teachers by 2006.

2. There are emerging criteria, policies, and tools to help determine access to and equitable distribution of effective teachers in public schools.

3. State policy can be used to improve the overall quality of the educator workforce as a larger strategy to ensure that all students have access to effective teachers.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Attaining Equitable Distribution of Effective Teachers in Public Schools" by Glenda L. Partee, published by the Center for American Progress, discusses the need for equitable distribution of effective teachers in public schools. The author argues that while the No Child Left Behind Act of 2001 sought to ensure all children have equal opportunities for a high-quality education and established criteria for highly qualified teachers, there is still a need to address concerns about teacher quality in broader and more creative ways.

The article provides an overview of shifts in policy and practice related to teacher quality and explores state policy levers that can be used to improve the overall quality of the educator workforce. It also addresses federal oversight of teacher-equity provisions in current education law and efforts to encourage states to build rigorous systems of educator evaluation and support.

While the article presents some useful insights into the issue of equitable distribution of effective teachers, it has some potential biases. For example, it focuses primarily on state-level policies and overlooks the role that federal policies play in shaping teacher quality. Additionally, it does not explore counterarguments or alternative perspectives on how best to achieve equitable distribution of effective teachers.

Furthermore, the article makes unsupported claims about the effectiveness of certain strategies without providing evidence or data to support these claims. For instance, it suggests that hiring and recruiting future educators based on evidence of their performance will lead to better outcomes but does not provide any evidence or data to support this claim.

Overall, while "Attaining Equitable Distribution of Effective Teachers in Public Schools" provides some useful insights into the issue at hand, its potential biases and lack of supporting evidence make it less than fully convincing as a comprehensive analysis.

# Topics for further research:

* Federal policies on teacher quality in public schools
* Alternative perspectives on achieving equitable distribution of effective teachers
* Evidence-based strategies for hiring and recruiting effective educators
* The impact of teacher evaluation and support systems on teacher quality
* Best practices for improving teacher retention in high-need schools
* The role of teacher preparation programs in ensuring equitable distribution of effective teachers

# Report location:

<https://www.fullpicture.app/item/9f9b745ebde1739fa759c8d3d506a99d>