

## ABSTRACT

This study aims to describe the distribution of teachers across different schools in Chile. We examine the sorting of teachers with different (i) family socioeconomic background, (ii) educational performance, and (iii) quality of preservice teacher education. Based on a recent, nationally representative survey of teachers, we focus on how teacher sorting unfolds across more or less socioeconomically vulnerable schools. Our findings show a consistent sorting of teachers that augments educational inequality. More vulnerable schools systematically receive teachers from lower family socioeconomic backgrounds, with poorer prior educational performance, as well as teachers with potentially less rigorous teacher training. These results are particularly relevant to the current debate about vulnerable schools' capacity to recruit and retain high quality teachers.

## CONTEXT

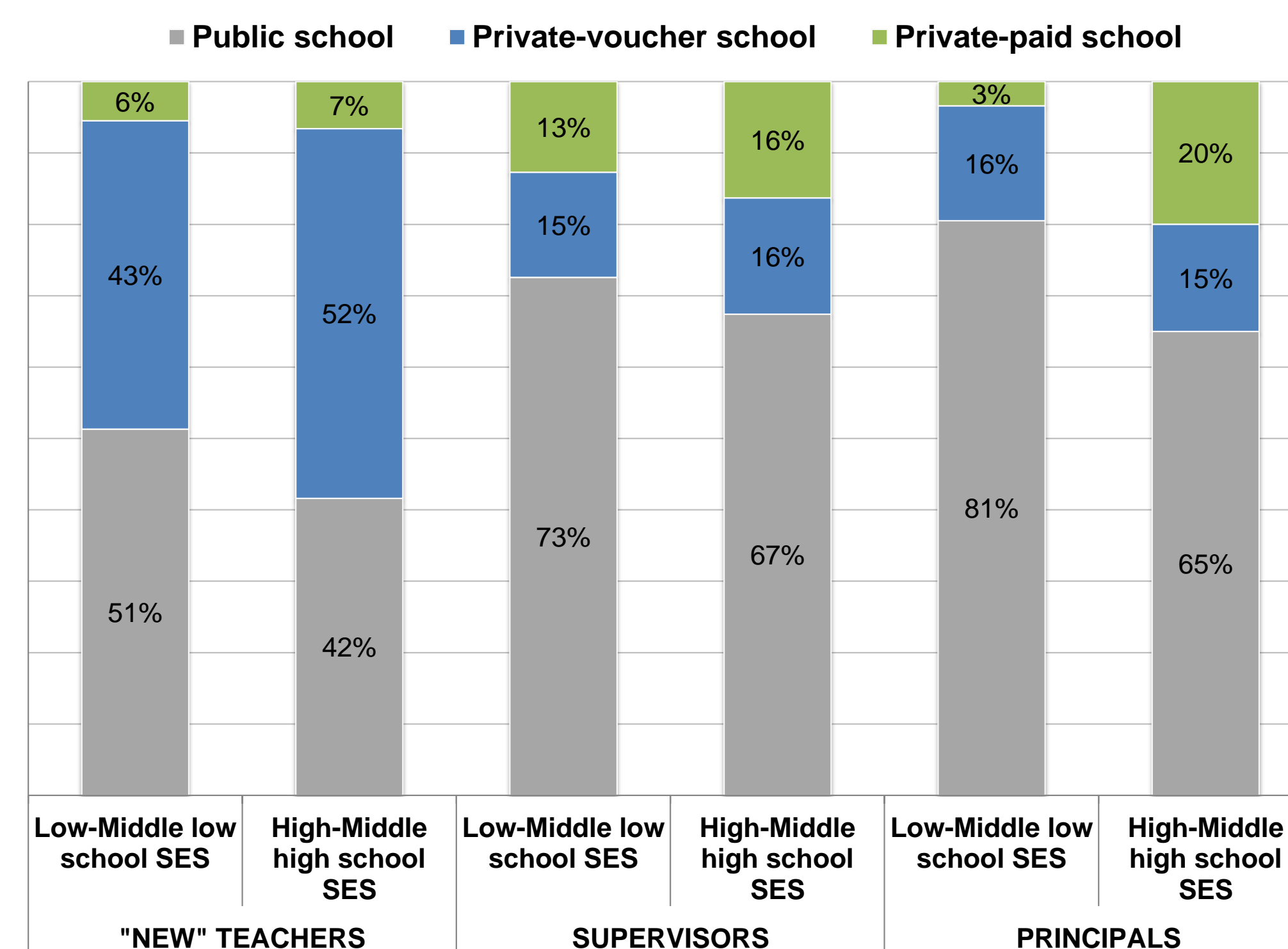
- ❑ Massive expansion of primary teacher preparation programs
  - 86% increase in period 2002 - 2007
  - Limited quality and weak regulation of new teacher education programs
- ❑ Particular context of Chilean teachers
  - Teachers' career trajectories characterized by low turnover; and lower salaries and prestige than other professionals
  - Teaching as a key avenue for social mobility: 70% of preservice graduates in 2009 were first generation of college graduates in their families
- ❑ Limited evidence regarding the distribution of different teachers across different schools

## DATA

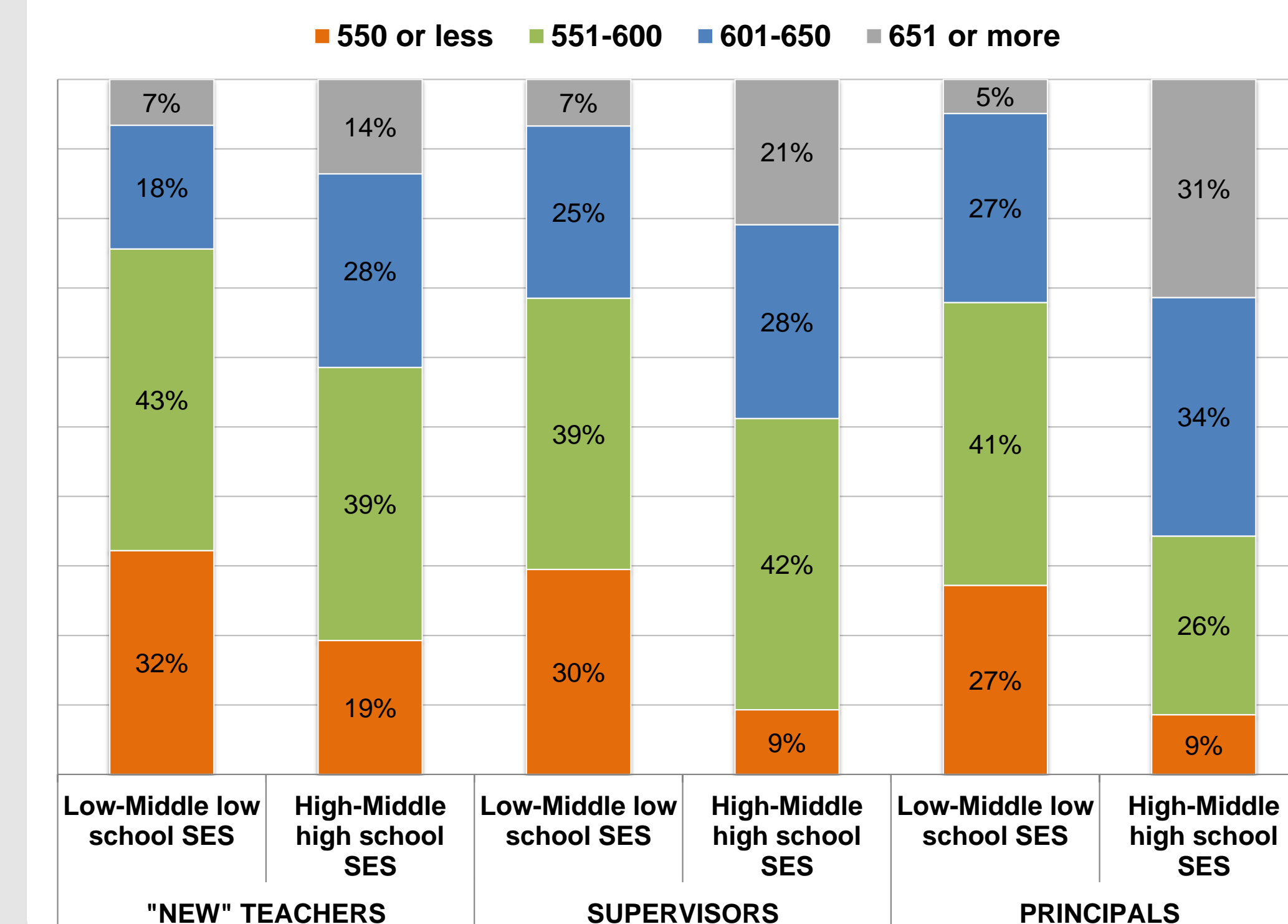
- ❑ Random sample of schools of different institutional types and socioeconomic status from urban municipalities of different size
- ❑ Self-administered surveys completed in 2010:
  - All teachers who teach math and/or language at the elementary level
  - Principals and teacher supervisors

	Sample		Analytic sample: Public and private-voucher schools	
	Number of individuals	Number of schools	Number of individuals	Number of schools
Teachers	2,000	282	1,910	268
"New teachers": Age 40 or less	772	259	739	245
40+ years old	1,056	266	1006	253
Principals	249	249	240	240
Supervisors	283	282	265	251

## TYPE OF HIGH SCHOOL ATTENDED BY SOCIOECONOMIC LEVEL (SES) OF CURRENT SCHOOL



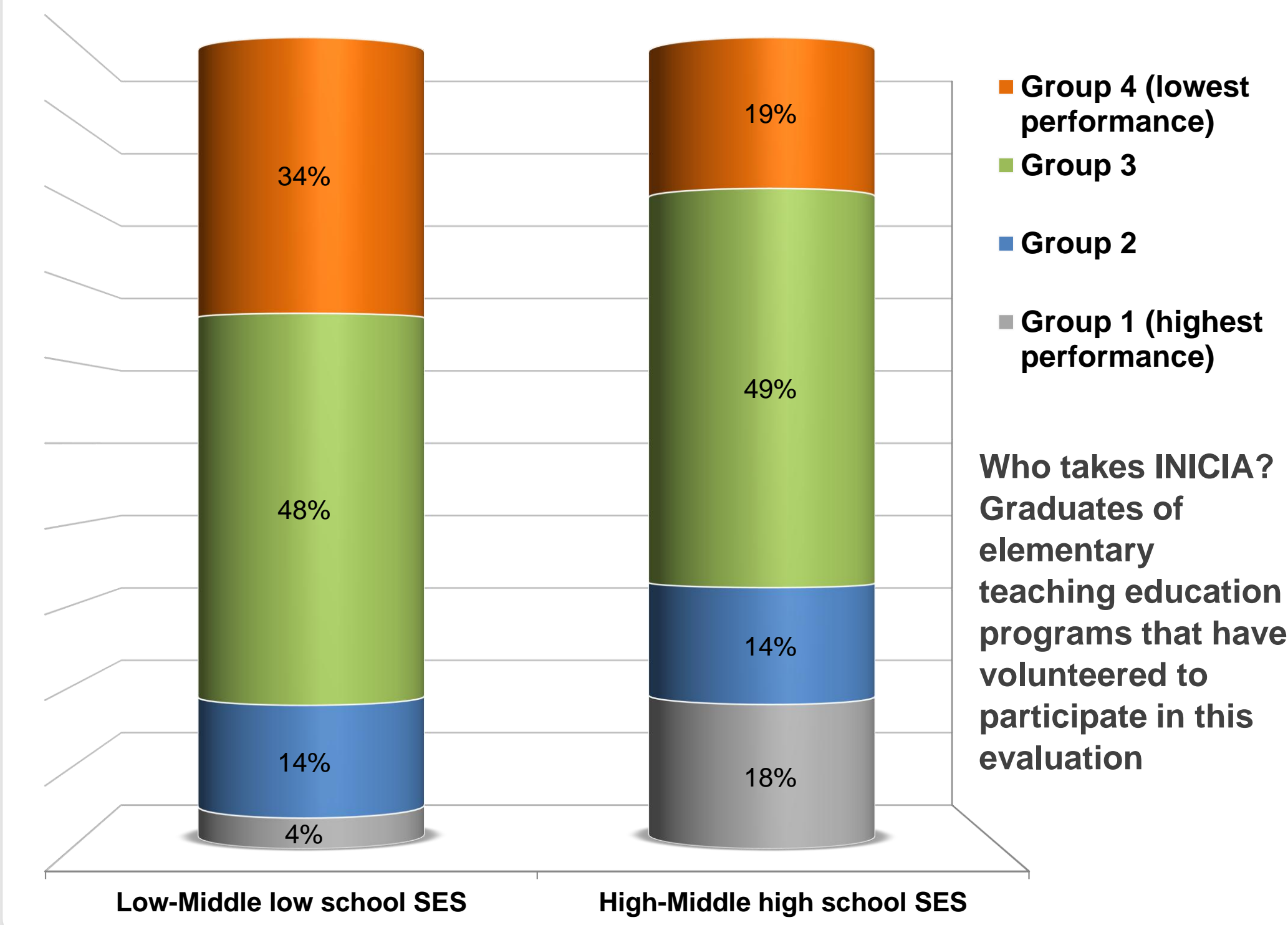
## SCORES IN COLLEGE ENTRANCE EXAM BY SES OF CURRENT SCHOOL



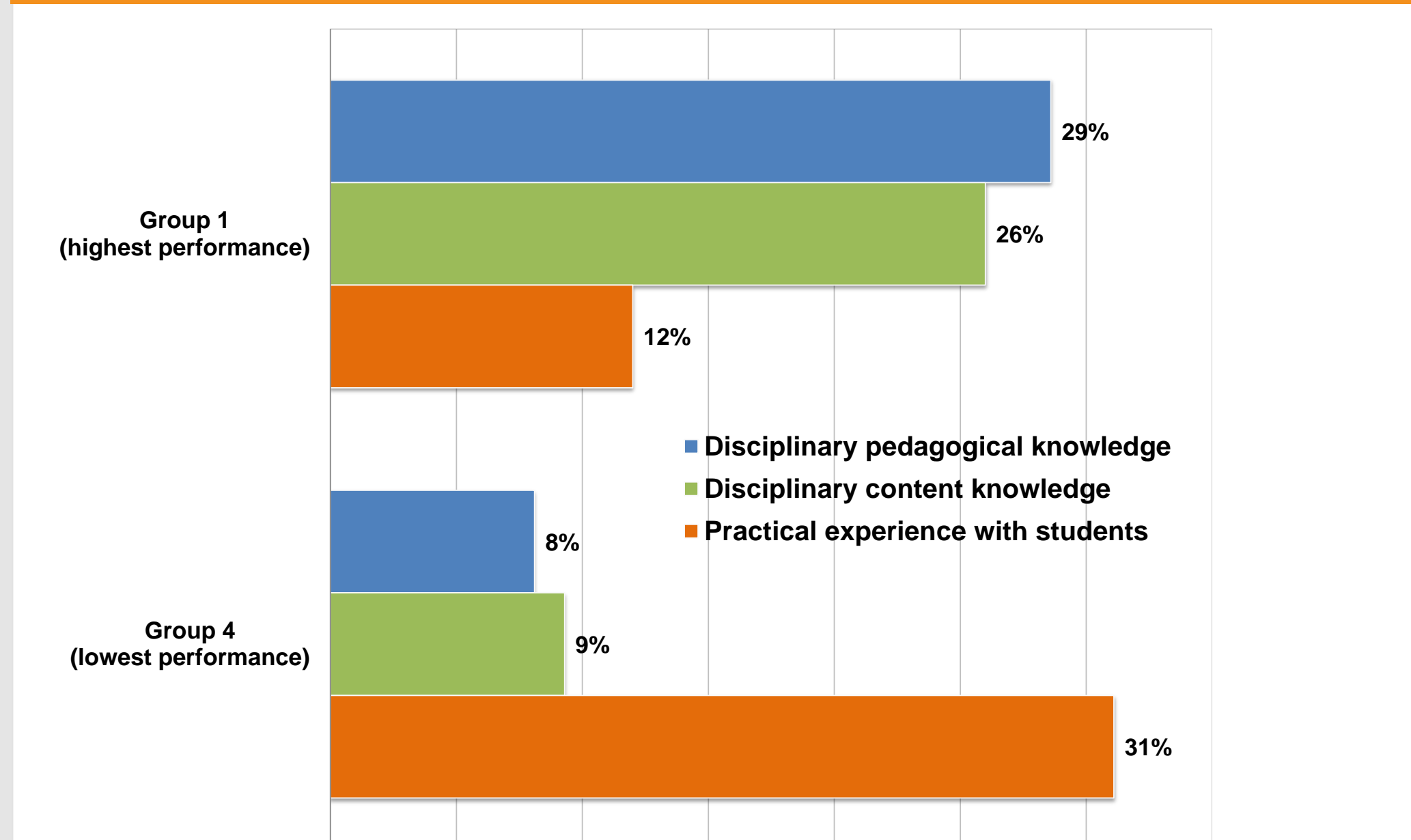
## SORTING ACROSS SCHOOLS IS NOT LIMITED TO TEACHERS

- ❑ Teachers, supervisors and principals who work in schools with low and middle-low socioeconomic status:
  - Are more likely to have graduated from a public high school
  - Are more likely to have attained lower scores in the college entrance exam (PAA/PSU)
- ❑ Evidence of systematic sorting for all three categories of educators:
  - Educators with lower levels of accumulated human capital are systematically overrepresented in low socioeconomic schools

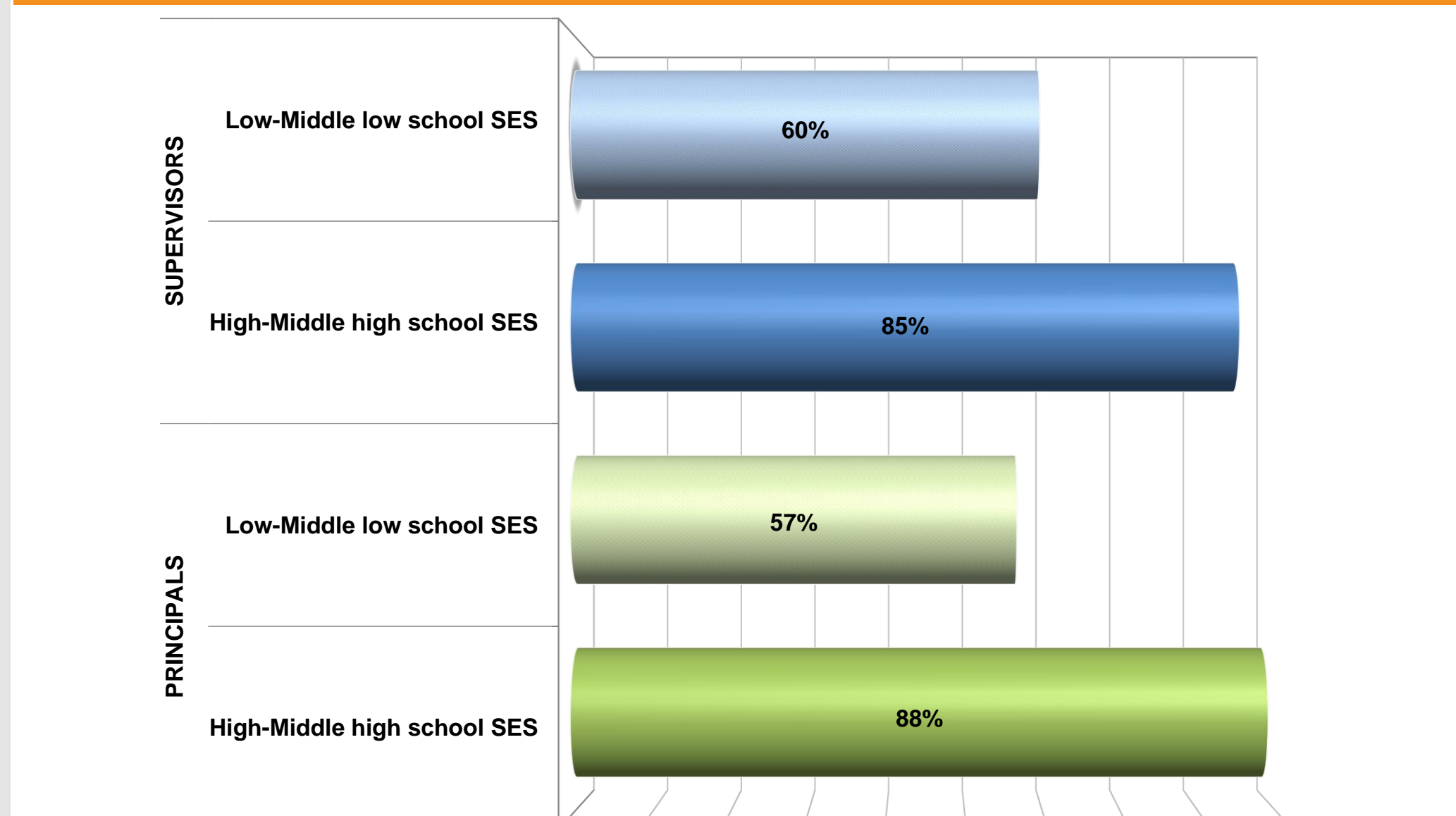
## "INICIA" TEST SCORES OF PRESERVICE INSTITUTION BY SES OF CURENTSCHOOL



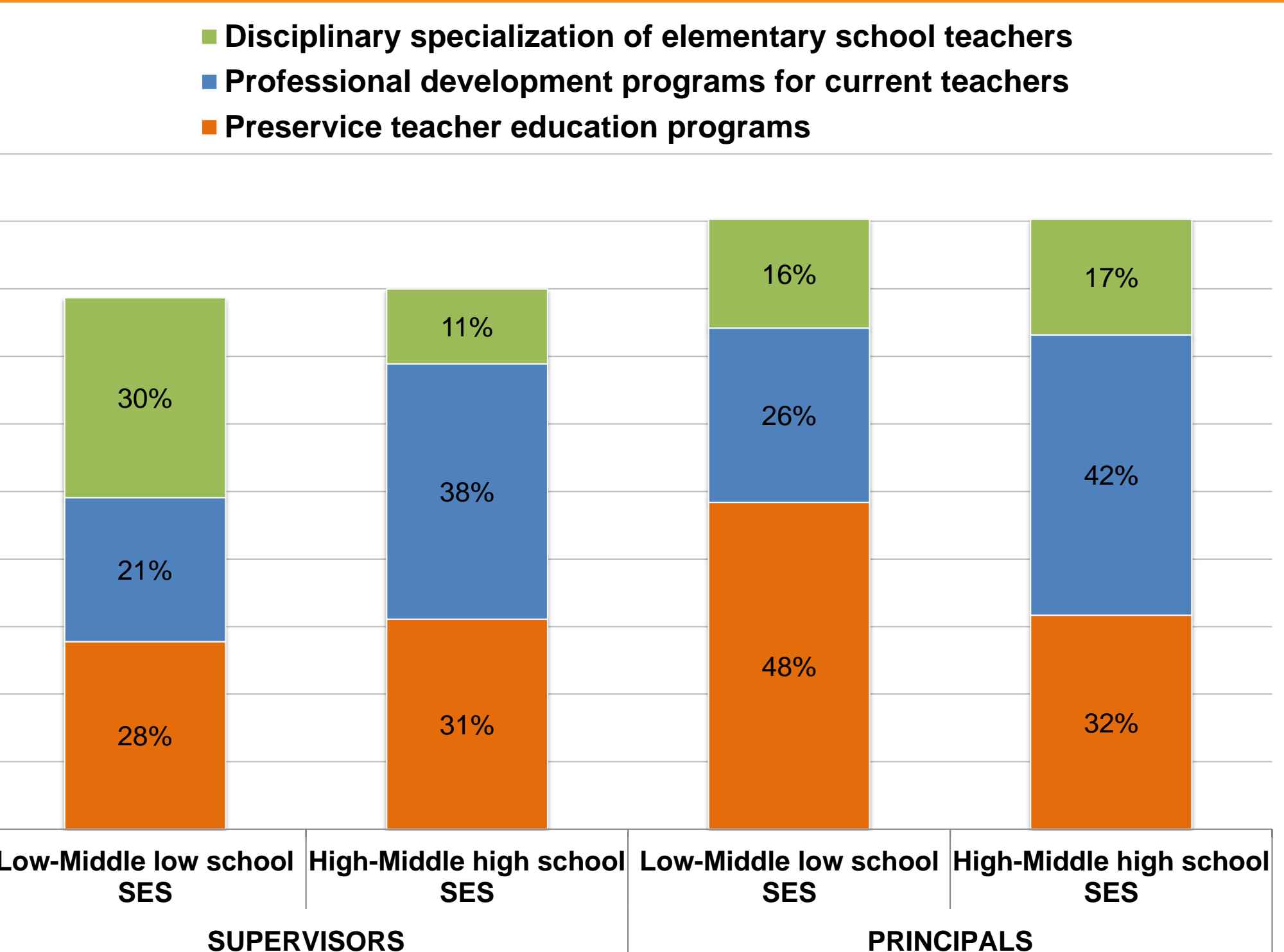
## NEW TEACHERS' PERCEPTION OF "EXCELLENT" PRESERVICE PREP



## PREPARATION TO TEACH CLASSES IN THIS SCHOOL IS "GOOD" OR "VERY GOOD"



## MOST IMPORTANT POLICY ACTION TO ENHANCE EDUCATION IN THIS SCHOOL IS TO IMPROVE...



## SUMMARY AND CONCLUSIONS

- ❑ These findings document a pattern of teacher sorting across schools that reinforces educational inequality for low SES schools are more likely to have teachers who:
  - Attended more vulnerable high schools
  - Exhibit lower academic performance prior to entering college
  - Enrolled in less selective postsecondary institutions
  - Are not well evaluated by principals and supervisors
- ❑ This pattern of teacher sorting heightens inequality because low SES schools need highly trained and effective teachers who can deal with more challenging work conditions.
  - This survey shows that compared to their peers in high SES schools, teachers in low SES schools report more often report being victims of students' insults, threats, and overall violence
- ❑ These findings support the need to implement programs and incentives that would allow low SES schools to recruit and retain good quality teachers
  - The majority of supervisors and principals report that teacher-related policies are "the most important" actions to improve education in their schools
  - While principals in low SES schools emphasize the need to improve preservice programs, principals in high SES school emphasize professional development

## CONTACT

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