

ATTRACTION, RECRUITMENT, AND RETENTION OF EDUCATORS

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In the following report, Hanover Research reviews research-based best practices in the attraction, recruitment, and retention of educators for the public K-12 sector.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

The inability to recruit teachers into the education system is one of the key issues facing K-12 education. At the same time, the rate of teacher attrition from schools is increasing. There is an additional demand for new teachers to enter the education system, yet many districts are unable to fill their current needs.¹ In the following report, Hanover Research describes the ways in which public K-12 school districts can engage the market of prepared educators to staff high-quality teachers for all students. Specifically, this report examines peer-reviewed and best-practice research literature on teacher attraction, recruitment, and retention, organized in the following sections:

- **Section I: Teaching Labor Context** provides a brief overview of the teaching labor market, focusing on needs and challenges in teacher recruitment and retention.
- **Section II: Attracting Individuals to the Field of Teaching** presents common issues related to getting candidates to the teacher pipeline and discusses general trends in education program completions. Especially, it focuses on school and district opportunities to influence the development of the teacher candidate pipeline through alternative pathways and local data analysis.
- **Section III: Recruitment of Quality and Diverse Teacher Candidates** focuses on marketing initiatives and methods of communicating a district's value to unique populations of teacher candidates, such as minority and male teacher candidates.
- **Section IV: Retaining High-Quality Teachers** discusses how districts can retain quality teachers in all classrooms and schools through incentives and structural changes to the workplace.

This report draws broadly from peer-reviewed secondary research sources and other secondary research materials from stakeholders in the field including state reports, education news analyses, professional organization commentary, and reports from commissioned and independent education research groups. Yet the full scope of the research questions presented to Hanover Research by the Southeast Wisconsin Schools Alliance (SWSA) exceeds the capabilities of a secondary research report. We are happy to conduct follow-up research to answer additional questions that may not be covered by the current report.

¹ Sutchter, L., L. Darling-Hammond, and D. Carver-Thomas. "A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S." Learning Policy Institute, September 15, 2016.
<https://learningpolicyinstitute.org/product/coming-crisis-teaching>

KEY FINDINGS

- **The teacher pipeline is narrowing, as fewer candidates are enrolling in and completing teacher preparation programs.** The complex factors influencing the lack of sector growth include budgetary cuts during the economic recession, reduced interest in teaching as a career, and struggles with teacher retention, especially among minority teachers. Specific teacher candidate shortages vary by geography as well as subject. Some Midwestern states and California are experiencing general shortages, while New York State’s teacher market is glutted. The U.S. Department of Education allows states to define unique teacher shortage areas (TSAs), and the TSA subjects are different across states. For example, there is typically lower demand for teachers of English, social studies, or early childhood education, but higher demand for teachers of special education and STEM subjects.

ATTRACTING INDIVIDUALS TO TEACHING

- **Alternative teacher preparation programs pose a controversial opportunity in favor of streamlined pathways.** Critics contend that most alternatives are not “true” alternatives, as they replicate the preparatory coursework of traditional programs but allow candidates to teach simultaneously to completing those requirements. Proponents of these alternatives counter-argue that the skills and knowledge required of effective teachers can be gained through practice, not just coursework, and alternative programs widen the net of potential teachers by increasing opportunities for diverse candidates to pursue a career in education.
 - **Alternative certification programs** such as Teach for America and local pathways can be controversial, but provide opportunities for career-changers and minorities to circumvent barriers associated with traditional teacher preparation programs.
 - **Grow-your-own programs** are most often cited in relation to efforts by rural school districts to increase access to teacher preparation programs and improve supports to local candidates.
 - **Early outreach efforts** are most often used to encourage minorities in urban school districts to consider the teaching profession and provide introductory, preparatory coursework.
- **Researchers encourage states and districts to mine local data to map patterns of teacher mobility in an effort to better understand the factors contributing to local shortages and other staffing challenges.** This includes reviewing richer data on teacher experiences and habits (e.g., mobility or leaving), applying empirical frameworks to internal research, and considering the impact of competition from schools and districts in other areas.

RECRUITMENT

- **District marketing must advertise the “best true story” of the district’s vision while appealing to what potential teacher candidates value.** Effective marketing should clarify the material and non-material incentives that districts offer, such as salary and benefits, classroom autonomy, professional growth opportunities, and the district’s definition of effective teaching. In particular, the marketing “pitch” should focus on the impact that teachers can have on student learning and district goals, and focus on the specific needs and expectations of the hiring school.
- **Recruitment efforts should be platform and audience appropriate.** Recruitment campaigns should be grounded in a clear “pitch,” but different attractions can be highlighted to impress potential candidates. Recruiters should use the variety of media channels available to increase the awareness of career opportunities in the district, including social media such as Facebook, LinkedIn, and Twitter. In particular, districts should utilize online sources and attend recruitment fairs sparingly to manage the recruitment budget while increasing impressions. Similarly, recruitment efforts should be tailored to different audiences, such as highlighting different attractions to in-state or local candidates versus out-of-state candidates.
- **Recruitment of minority teachers should consider the particular needs and concerns of the target population.** Districts should analyze current regulations, policies, and procedures to determine potential barriers to recruiting minority teacher candidates. Some districts tailor marketing materials and related district collateral to highlight the contributions of a diverse teacher workforce – for example, promoting excellence among teachers of color or highlighting a male teacher group.

RETENTION

- **Factors contributing to teacher attrition can include personal reasons as well as issues related to the working environment, but one overwhelmingly common message is that teachers are not paid enough for the work that they do.** While individual reasons for leaving vary, some research suggests that new teachers, teachers in schools with diverse students, and teachers in urban and public schools are particularly susceptible to turnover. Districts should critically analyze data on teacher experience to identify the specific factors influencing local retention.
- **Districts can use a combination of financial and non-financial incentives to improve working conditions for teachers.**
 - *Financial incentives* include salary adjustments at entry or during service, as well as changes to a range of other compensation elements such as healthcare benefits, bonus structures, and supports for continued professional development. While financial incentives are popular, the literature on their effectiveness at improving retention is somewhat mixed.

- *Non-financial incentives* focus on the physical and socio-emotional infrastructures of teachers' working environments, such as providing adequate resources, resolving facilities concerns, and creating a collaborative school culture. In particular, new teacher induction and mentoring programs are critical to the retention of new hires, as are programs that support teacher engagement.

SECTION I: TEACHING LABOR CONTEXT

This section provides a brief overview of the teaching labor market, focusing on needs and challenges in the recruitment and retention processes.

OVERVIEW OF THE TEACHING MARKET

Public and private schools in the United States employed more than 1.5 million kindergarten and elementary school teachers,² 627,500 middle school teachers,³ and 961,600 high school teachers in 2014,⁴ in addition to other education, training, and library positions such as special education teachers and teacher assistants.⁵ However, the “projected 3.5 million elementary and secondary school full-time-equivalent (FTE) teachers [...] in the fall of 2014 [...] were not substantially different from the number [employed] in 2004.”⁶

Despite apparent stagnation in the overall teaching sector, approximately a quarter of a million new teacher hires have been needed annually.⁷ To fill these positions, employers seek candidates from a range of teacher preparation programs. The U.S. Department of Education (DoE) notes that “[r]oughly 460,000 individuals were enrolled in traditional and alternative route to certification teacher preparation programs in 2013-14.”⁸ The National Council on Teacher Quality (NCTQ) further notes that these teacher candidates and current educators – totaling over 3 million teachers – are prepared through “27,000 programs in 2,000 separate institutions.”⁹

Among the U.S. institutions contained in the Integrated Postsecondary Education Data System (IPEDS) universe, teacher preparation programs have conferred approximately 100,000 bachelor’s degrees and more than 148,000 master’s degrees per year from 2011 to 2015. There were fewer conferrals in 2015 compared to previous years, and the general semi-decadal trend was negative, as shown in Figure 1.1.

² “Kindergarten and Elementary School Teachers.” *Occupational Outlook Handbook*. Bureau of Labor Statistics. <https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm>

³ “Middle School Teachers.” *Occupational Outlook Handbook*. Bureau of Labor Statistics. <https://www.bls.gov/ooh/education-training-and-library/middle-school-teachers.htm>

⁴ “High School Teachers.” *Occupational Outlook Handbook*. Bureau of Labor Statistics. <https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm>

⁵ “Education, Training, and Library Occupations.” *Occupational Outlook Handbook*. Bureau of Labor Statistics. <https://www.bls.gov/ooh/education-training-and-library/home.htm>

⁶ “Fast Facts: Teacher trends.” National Center for Education Statistics. <https://nces.ed.gov/fastfacts/display.asp?id=28>

⁷ Sutcher, Darling-Hammond, and Carver-Thomas, “A Coming Crisis,” Op. cit.

⁸ “Improving Teacher Preparation: Building on Innovation.” U.S. Department of Education. 2016. <https://www.ed.gov/teacherprep>

⁹ “Teacher Prep.” National Council on Teacher Quality. <http://www.nctq.org/teacherPrep/2016/home.do>

Figure 1.1: Total Education Degree Conferrals (CIP 13) by Level, 2011-2015

LEVEL	2011	2012	2013	2014	2015	CAGR	AAC	STDEV(AAC)
Bachelor	108,319	110,062	109,390	103,374	96,471	-2.9%	-2,962	3,614
Master	186,933	181,054	166,921	156,914	148,290	-5.6%	-9,661	2,979

Source: IPEDS¹⁰

Recent reports about the teacher market have been somewhat disconcerting. *Education Week* reported “steep drops” in teacher preparation enrollments in 2014, and the perceptions of the teaching profession as well as economic troubles communicating “to potential candidates that the profession was no longer a reliable one.”¹¹ Similarly, members at the 2015 annual meeting of the Council of Academic Deans from Research Education Institutions drew attention to “the growth of alternative models advertising low cost and accelerated completion.”¹² The total enrollment in teacher education dropped by 35 percent from 691,000 in 2009 to 451,000 in 2013, likely creating a shortage of new graduates available to enter the teaching profession. Researchers Sutchter, Darling-Hammond, and Carver-Thomas are concerned that 2016 will experience the largest candidate shortage in a decade.¹³

Figure 1.2 below presents the U.S. DoE data illustrating the declining enrollments and completions of U.S. teacher preparation programs between 2008 and 2014. Please note that “enrollments” include the population of students currently engaged in teacher preparation coursework, and “completers” consider only the subset of students that have finished a program successfully in the given year.

¹⁰ “Use the Data.” National Center for Education Statistics Integrated Postsecondary Education Data System. <https://nces.ed.gov/ipeds/Home/UseTheData>

¹¹ Sawchuk, S. “Steep Drops Seen in Teacher-Prep Enrollment Numbers.” *Education Week*, October 21, 2014. <http://www.edweek.org/ew/articles/2014/10/22/09enroll.h34.html>

¹² Svarczkopf, K. “Reframing the narrative around teacher prep: Who will define the future of educator preparation?” *Eduventures*, October 6, 2015. <http://www.eduventures.com/2015/10/who-will-define-the-future-of-educator-preparation/>

¹³ Sutchter, Darling-Hammond, and Carver-Thomas, “A Coming Crisis,” Op. cit.

Figure 1.2: U.S. Teacher-Preparation Enrollments and Completers, 2008-2014 (In Thousands)



Source: U.S. Department of Education as presented by Education Week¹⁴

CHALLENGES IN TEACHER RECRUITMENT

Teacher demand is increasing in part due to the end of the economic recession. Districts continue to restore teacher education programming and classes that were lost due to budget cuts during the economic downturn. At the same time, K-12 student enrollment is projected to increase after approximately 10 years of staying relatively stable. If schools wish to return to a teacher to student ratio of 15.3:1 (the pre-recession average), they will need to hire 145,000 additional teachers.¹⁵

However, teacher attrition is a particularly acute problem, with school districts losing existing teachers to retirement and/or other careers, bringing in fewer new teachers, and experiencing insufficient diversity among teachers. Some sources estimate that up to 50 percent of teachers will retire or change jobs within the next seven years and 20 percent of

¹⁴ Sawchuk, S. "Teacher-Preparation Enrollments Continue to Fall, But Less Steeply." *Education Week*, March 22, 2016. http://blogs.edweek.org/edweek/teacherbeat/2016/03/teacher_preparation_enrollment_declines.html

¹⁵ Ibid.

new teachers will leave the job after just three years.¹⁶ Moreover, the Learning Policy Institute suggests that almost 8 percent of each year's teacher workforce will not return.¹⁷

SUBJECT-AREA AND SPECIALTY SHORTAGES

Though aggregate teacher data suggest a severe shortage across the country, teacher shortages are most acute in certain subjects and locations. Certain states, including Arizona, California, Oklahoma, Indiana, and Kansas, experience far more difficulty in finding teachers than others. Meanwhile, New York is producing too many teachers, resulting in unemployment among education graduates. While schools in suburban locations often do not experience teacher shortages, rural and urban schools are more likely to struggle with finding quality teacher candidates. Schools in rural areas may find it challenging to incentivize teachers to work and live in the area, while urban schools may face recruiting barriers due to safety concerns and more challenging student populations.¹⁸ In general, teacher shortages tend to correspond with high-poverty and high-minority environments.¹⁹

The U.S. DoE uses the term "teacher shortage area" (TSA) to designate shortages in the teacher workforce in each state, with states defining their own areas for the federal government that meet the following definition:²⁰

An area of specific grade, subject matter or discipline classification, or a geographic area in which the Secretary determines that there is an inadequate supply of elementary or secondary school teachers.

Each state's defined shortage areas cannot exceed "5 percent of the total of all of the unduplicated full-time equivalent (FTE) elementary and secondary teaching positions."²¹ While some subjects consistently show high unmet demand, including special education, STEM subjects, and English as a second language (ESL), literature or history subjects typically have low demand with teaching roles already filled.²² In an analysis of the federal labor and teaching data published by *Education Week*, research again highlights high demand for special education, science, and math teachers and the "overpopulation" of fields such as early childhood education and English.²³ The severity of these types of shortages, as noted

¹⁶ "Research Spotlight on Recruiting & Retaining Highly Qualified Teachers." National Education Association. <http://www.nea.org/tools/17054.htm>

¹⁷ Sutchter, Darling-Hammond, and Carver-Thomas, "A Coming Crisis," Op. cit.

¹⁸ McKenna, L. "America's Teaching Force, by the Numbers." *The Atlantic*, September 10, 2015. <http://www.theatlantic.com/education/archive/2015/09/americas-teaching-force-by-the-numbers/404590/>

¹⁹ [1] Sutchter, Darling-Hammond, and Carver-Thomas, "A Coming Crisis," Op. cit. [2] Scherer, M. "Responding to the Teacher Shortage." Association for Supervision and Curriculum Development, 2003. <http://www.ascd.org/publications/books/104138/chapters/Responding-to-the-Teacher-Shortage.aspx>

²⁰ Cross, F. "Teacher Shortage Areas: Nationwide Listing 1990-1991 through 2015-2016." U.S. Department of Education Office of Postsecondary Education, August 2016, p. 4. <http://www2.ed.gov/about/offices/list/oep/pol/tsa.pdf>

²¹ Ibid.

²² McKenna, Op. cit.

²³ Brenneman, R. "Is There a Teacher Shortage? That Depends How You Frame It." *Education Week: Teacher*. August 6, 2015. http://blogs.edweek.org/teachers/teaching_now/2015/08/is-there-a-teacher-shortage-yes-no-maybe.html

by Education World, has generated several adverse effects on the recruitment and retention of teachers, including:²⁴

- Forty two states issuing emergency credentials to individuals without a background in education;
- Twenty five percent of new teachers failing to have licenses to teach in their respective fields; and
- Twenty percent of new teachers leaving within three years of starting, and most of the individuals who leave have the highest college-entrance exam scores

MINORITY TEACHERS

Compared to their white peers, **fewer minorities choose to enter the teaching profession.** The National Center for Education Statistics (NCES) reports that 81.9 percent of public school teachers and 83.0 percent of public high school (Grade 9-12) teachers were white in the 2011-2012 school year.²⁵ The disparity between the number of white teachers and teachers of color can be significant in areas with large numbers of minority students. As a 2015 article by *The New York Times* notes:²⁶

- In Boston, there is one Hispanic teacher for every 52 Latino students and one black teacher for every 22 African-American students, but there is one white teacher to fewer than three white students.
- In New York City, 60 percent of teachers are white and more than 85 percent of the students are racial minorities.
- In Washington, D.C., the city's district has struggled to hire Hispanic teachers even as Hispanic enrollment has increased.

The shortage of minority teachers is significant, as these teachers are more likely to work in underrepresented areas, and may better assist students from similar backgrounds. A 2014 study by the Center for American Progress notes that:²⁷

Teachers of color are more likely to work and remain in high-poverty, hard-to-staff urban schools and districts than their white counterparts; in fact, they often consider it an important duty to do so. What's more, teachers of color are known to

²⁴ Bulleted content adapted from: "The Teacher Shortage: Apply, Please!" Education World, 2006. http://www.educationworld.com/a_admin/admin/admin155.shtml

²⁵ [1] "Number and Percentage Distribution of Teachers in Public and Private Elementary and Secondary Schools, by Selected Teacher Characteristics: Selected Years, 1987-88 through 2011-12." National Center for Education Statistics, 2014. https://nces.ed.gov/programs/digest/d14/tables/dt14_209.10.asp?current=yes
[2] "Percentage of Public School Teachers of Grades 9 through 12, by Field of Main Teaching Assignment and Selected Demographic and Educational Characteristics: 2011-12." National Center for Education Statistics, 2014. https://nces.ed.gov/programs/digest/d14/tables/dt14_209.50.asp?current=yes

²⁶ Bulleted content adapted from: Rich, M. "Where Are the Teachers of Color?" *The New York Times*, April 11, 2015. <http://www.nytimes.com/2015/04/12/sunday-review/where-are-the-teachers-of-color.html>

²⁷ Partee, G.L. "Retaining Teachers of Color in Our Public Schools: A Critical Need for Action." Center for American Progress, June 2014. p. 2. <https://cdn.americanprogress.org/wp-content/uploads/2014/06/Partee-TeachersOfColor-report2.pdf>

be personally committed to the success of children of color, and they affect a wide range of student academic outcomes.

The underrepresentation of minorities in the teaching workforce has considerable impacts on advanced-level course enrollment, school attendance, college attendance, standardized test scores, and general retention.²⁸ A 2015 article published in the *Economics of Education Review* examined how student achievement changed when they switched between teachers of different races in Grades 3 through 10, and found that students who worked with teachers from the same race had improved academic outcomes. Specifically, the study notes that these same-background pairings had a positive and “potentially policy relevant” impact on reading scores for black and white students, and a significant impact on math scores for black, white, and Asian students.²⁹ Furthermore, the presence of minority teachers can have important socialization benefits for students of all races and ethnicities by exposing them to different perspectives that help build “productive and genuine relationships” and by challenging “contradictory and incomplete” preconceptions about individuals based on demographic characteristics such as race.³⁰

²⁸ [1] Ibid., p. 6. [2] “Relationship Between Teacher Race/Ethnicity and Student Academic Achievement.” American Institutes for Research Regional Educational Laboratory, February 2015. http://www.relmidwest.org/sites/default/files/RDR2015_02_QP10241681_Teacher%20race%20and%20student%20achievement.pdf

²⁹ Egalite, A.J., B. Kisida, and M.A. Winters. “Representation in the Classroom: The Effect of Own-Race Teachers on Student Achievement.” *Economics of Education Review*, 45, April 2015. p. 50. https://www.researchgate.net/publication/272101860_Representation_in_the_classroom_The_effect_of_own-race_teachers_on_student_achievement

³⁰ [1] Anderson, M.D. “Why Schools Need More Teachers of Color—for White Students.” *The Atlantic*, August 6, 2015. <http://www.theatlantic.com/education/archive/2015/08/teachers-of-color-white-students/400553/>
[2] Michael, A., and E. Bartoli. “What White Children Need to Know About Race.” *Independent School*, Summer 2014. <http://www.nais.org/Magazines-Newsletters/ISMagazine/Pages/What-White-Children-Need-to-Know-About-Race.aspx>

SECTION II: ATTRACTING INDIVIDUALS TO THE FIELD OF TEACHING

This section presents common issues related to recruiting candidates into the teacher pipeline and discusses the general trends in education program completions. Specifically, we focus on school and district opportunities to influence the development of the teacher candidate pipeline through alternative pathways and local data analysis.

TEACHER PREPARATION PROGRAMS

Traditional teacher preparation programs comprise three main elements – general education and content coursework (e.g., undergraduate degree), professional coursework, and student teaching. This can include both undergraduate and graduate programs that lead to certification or the eligibility to test for licensure.³¹

As described in Section I of this report, approximately three master’s degrees in education are awarded for every two bachelor’s degrees in the field. The NCES tracks education degree programs in more specific categories according to the Classification of Instructional Program (CIP). Figure 2.1 below presents the six-digit CIP categories with the greatest number of bachelor’s and master’s degree completions between 2011 and 2015.

According to these self-reported CIP data from higher education institutions, most programs are classified in broad program areas by level or general topic, and completions in the presented six-digit categories have generally declined, with one exception – undergraduate programs in special education.

Figure 2.1: Most Common Education Degree Completion Programs by Level

CIP AND TITLE	2011	2012	2013	2014	2015	CAGR	AAC	STDEV (AAC)
Bachelor’s Degree								
13.1202 Elementary Education and Teaching	40,599	39,749	37,177	32,568	29,909	-7.4%	-2,673	1,331
13.1210 Early Childhood Education and Teaching	11,143	11,902	13,525	14,306	13,416	4.8%	568	911
13.1314 Physical Education Teaching and Coaching	8,959	8,864	8,994	8,334	7,973	-2.9%	-247	295
13.1001 Special Education and Teaching, General	7,372	7,949	8,451	8,670	8,211	2.7%	210	409
13.1205 Secondary Education and Teaching	3,984	4,245	4,157	4,212	3,806	-1.1%	-45	243
Master’s Degree								
13.0101 Education, General	28,835	26,914	24,249	22,058	19,850	-8.9%	-2,246	267

³¹ ‘What makes teacher prep ‘traditional’ or ‘non-traditional’?’ National Center on Teacher Quality, p. 1. www.nctq.org/dmsView/NCTQ_-_What_Makes_Teacher_Prep_Traditional_or_Non-Traditional

CIP AND TITLE	2011	2012	2013	2014	2015	CAGR	AAC	STDEV (AAC)
13.0401 Educational Leadership and Administration, General	20,348	19,451	19,054	19,168	17,586	-3.6%	-691	627
13.0301 Curriculum and Instruction	19,985	18,606	17,160	16,063	16,704	-4.4%	-820	854
13.1001 Special Education and Teaching, General	14,453	14,394	13,568	11,892	11,194	-6.2%	-815	576
13.1101 Counselor Education/School Counseling and Guidance Services	13,024	13,016	12,399	11,726	11,442	-3.2%	-396	269

Source: IPEDS

Through a set of interviews in 2007, Edutopia compiled education experts’ views on “key components of effective teacher preparation,” including:³²

- Intentional coursework and clinical experiences organized around a coherent vision of good teaching;
- Practical collaboration with in-seat mentor teachers;
- Preparation informed by high professional standards for programs, licensing, and certification; and
- Exploration of how to serve the socio-cultural needs and expectations of diverse student, parent, collegial, and community populations.

When ranking national teacher preparation programs in 2014, the NCTQ found only 107 of the 1,612 reviewed elementary and secondary programs to be “top ranked” quality, and the majority — 848 programs — received the lowest marks (Level I). The report highlights particular weaknesses among elementary and mathematics programs, and notes that “[s]tudent teaching [...] is the NCTQ standard that institutions struggle most to meet, particularly around ensuring that student teachers are placed with effective teachers.”³³

Recognizing that teacher preparation programs are the gateway for most teaching candidates, the U.S. DoE has recently given more attention to standards in this field. Its final regulations published in October 2016 will require teacher preparation programs to demonstrate their quality in program completion as well as employment and survey outcomes, and will link federal TEACH grants (a type of tuition scholarship for prospective student teachers) to the quality of the program.³⁴ The key benefit of this policy is that

³² Bulleted content adapted from: “The Key Components of Effective Teacher Preparation: The Experts Speak.” Edutopia, January 29, 2007. <https://www.edutopia.org/key-components-effective-teacher-preparation>

³³ “NCTQ Teacher Prep Review 2014: Executive Summary.” National Council on Teacher Quality, June 2014. http://www.nctq.org/dmsView/Teacher_Prep_Review_2014_executive_summary

³⁴ See, for example, “Overview of the Final Rule for Teacher Preparation Program Regulations Released by the U.S. Department of Education.” American Association of Colleges for Teacher Education, January 2017. https://secure.aacte.org/apps/rl/res_get.php?fid=3158&ref=rl

school districts will have a better sense of the quality of the education program on a given candidate's resume. In the past, K-12 employers "had to make hiring choices for teachers without good information on the performance of the programs that trained them."³⁵

ALTERNATIVE PATHWAYS

Fast-track programs and other alternative preparation models present options for the most strapped states and districts to fill openings while waiting for teacher preparation programs to develop further.³⁶ They can also help overcome persistent challenges faced by underrepresented populations interested in entering the teacher workforce. For example, in a survey of six California para-educators, researchers Valenciana, Weisman, and Flores highlighted challenges that minority candidates face in accessing and navigating the traditional teacher preparation system.³⁷

According to the NCTQ, "non-traditional programs are, quite simply, anything else" that does not match the three-part structure of traditional teacher preparation programs.³⁸ The theory behind these programs is to "make it less cumbersome for talented individuals without teaching degrees to enter the classroom."³⁹ Such programs often fall into the following four major categories: alternative certification, grow-your-own, early outreach, and traditional teacher preparation with district partnership.⁴⁰

ALTERNATIVE CERTIFICATION

Alternative certification typically refers to certification programs coordinated through nonprofit efforts such as Teach for America (TFA) and The New Teacher Project (TNTP), though critics argue that classifying TFA as an "alt-cert" program is "technically incorrect because TFA recruits, trains, and places teachers but generally doesn't certify them."⁴¹ As described by the NCTQ, TFA offers a rigorous model of clinical practice and supervision through a two-year teaching commitment:⁴²

- Candidates have five weeks of training that includes 20 hours of lead teaching and 20 hours of small-group or one-on-one tutoring;

³⁵ Kreighbaum, A. "New Accountability for Teacher Prep." *Inside Higher Ed*, October 13, 2016. <https://www.insidehighered.com/news/2016/10/13/obama-administration-releases-final-rules-teacher-preparation-programs>

³⁶ Gonser, S. "Are uncertified teachers better than substitutes?" *The Hechinger Report*, November 30, 2016. <http://hechingerreport.org/uncertified-teachers-better-substitutes/>

³⁷ Valenciana, C., E.M., Weisman, and S.Y. Flores. "Voices and Perspectives of Latina Paraeducators: The Journey Toward Teacher Certification." *The Urban Review*, 38:2, June 2006. EBSCO.

³⁸ "What makes teacher prep," Op. cit., p. 1.

³⁹ Walsh, K., and S. Jacobs. "Alternative Certification Isn't Alternative." Thomas B. Fordham Institute and National Council on Teacher Quality, September 2007, p. 7. http://www.nctq.org/nctq/images/Alternative_Certification_Isnt_Alternative.pdf

⁴⁰ Bireda, S. and Chait, R. "Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce." Center for American Progress, 2011, pp. 6-8. http://www.americanprogress.org/wp-content/uploads/issues/2011/11/pdf/chait_diversity.pdf

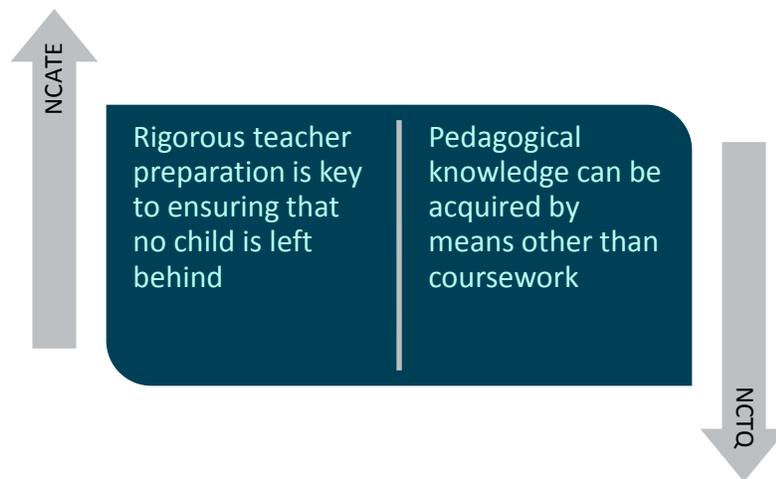
⁴¹ Walsh and Jacobs, "Alternative Certification," Op. cit., p. 8.

⁴² Bulleted content taken verbatim from: "What makes teacher prep," Op. cit., p. 2.

- Instructional coaches observe and provide written feedback to corps members a minimum of 1 time per week;
- Program supervisor conducts at least four formal observations. Candidates have their first observation within the first 5 weeks of internship; and
- The school district to which an intern is assigned may or may not assign a mentor.

Controversy around alternative certification reflects a larger debate about how teachers become skilled in their practice. An article in *EducationNext* juxtaposes the perspectives of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the NCTQ, as described in Figure 2.2.⁴³ Some experts argue that coursework is more important than classroom experience, while others argue the opposite.

Figure 2.2: Differing Views on Alternative Certification



Source: EducationNext⁴⁴

Additionally, critics question whether these alternatives are actually different. In 2009, researchers Nadler and Peterson evaluated outcomes in states with “genuine” versus “symbolic” alternative certification options, and found 21 states with true alternatives to traditional teacher preparation and 26 states with nominal alternatives.⁴⁵ Similarly, in a later analysis of a “purposeful sample of 49 alternative certification programs in 11 states” for the Fordham Institute and the NCTQ, researchers Walsh and Jacobs found that some alternative certification programs sometimes did not set high standards for applying candidates (e.g., only 40 percent “require a college GPA of 2.75 or above”) or require the same amount of graduate coursework as in a traditional program. They noted that these programs “merely re-ordered the traditional teacher-prep sequence without altering its

⁴³ Nadler, D., and P.E. Peterson. “What Happens When States Have Genuine Alternative Certification?” *EducationNext*, 9:1, Winter 2009. <http://educationnext.org/what-happens-when-states-have-genuine-alternative-certification/>

⁴⁴ Ibid.

⁴⁵ Ibid.

substance, allowing candidates to take this burdensome course load while teaching instead of before.”⁴⁶

However, Nadler and Peterson found that minorities were “represented in the teaching force to a greater extent in states with genuine alternative certification than in other states,”⁴⁷ suggesting that alternative certification programs provide benefits beyond the simple mathematics of increasing the supply of teacher candidates. Madkins, for example, links the role of alternative certification programs to improving opportunities for Black teachers.⁴⁸

GROW-YOUR-OWN PROGRAMS

In grow-your-own programs, school districts support current students and local residents to obtain teaching certifications through various supports such as high school coursework, dual enrollment, summer programs, job shadowing opportunities, and/or access to traditional teacher preparation programs. While such efforts are typically for the preparation of teacher leaders (e.g., principals) or are associated with strategies of rural school districts,⁴⁹ they can be used in urban districts and to staff difficult-to-fill positions in, for example, special education or multicultural education.⁵⁰ For example, under pressure to fill teacher positions, Asheville City Schools in North Carolina looked to its teacher assistants for potential candidates to be developed and promoted to full teachers and awarded scholarships for teacher preparation programs.⁵¹

Many teachers work for their hometowns, at least initially, regardless of the preparation programs they receive. A 2012 article in the journal *Educational Evaluation and Policy Analysis* used data from the national Education Longitudinal Study of 1988 that included three mutually exclusive samples: 279 participants who became teachers after obtaining a bachelor’s degree; 2,210 participants who obtained a bachelor’s degree but did not become teachers; and 5,046 participants who completed high school but did not obtain a bachelor’s degree during the survey’s time frame.⁵² This study found that participants who became teachers lived a median of 13 miles from the school where they attended Grade 10 in 2000,

⁴⁶ Walsh and Jacobs, “Alternative Certification,” Op. cit., p. 9.

⁴⁷ Nadler and Peterson, “What Happens When,” Op. cit.

⁴⁸ Madkins, T.C. “The Black Teacher Shortage: A Literature Review of Historical and Contemporary Trends.” *The Journal of Negro Education*, 80:3, Summer 2011, p. 417. ProQuest.

⁴⁹ See, for example: [1] Sutton, J.P., et al. “Building Special Education Teacher Capacity in Rural Schools: Impact of a Grow Your Own Program.” *Rural Special Education Quarterly*, 33:4, Winter 2014. EBSCO.

[2] Versland, T.M. “Principal Efficacy: Implications for Rural ‘Grow Your Own’ Leadership Programs.” *Rural Educator*, 35:1, Fall 2013. EBSCO.

⁵⁰ See, for example: [1] Sutton et al., “Building Special Education,” Op. cit.

[2] Mada, C.L., and B.D. Schultz. “(Re)Constructing Ideals of Multicultural Education Through Grow Your Own Teachers.” *Multicultural Perspectives*, 11:4, Oct-Dec 2009. EBSCO.

[3] Donnelly, L. “Growing Educators.” *Teacher Magazine*, 18:2, October 2006. EBSCO.

⁵¹ Ball, J. “Districts step up efforts to recruit new teachers.” *Citizen Times*, March 7, 2016. <http://www.citizen-times.com/story/news/local/2016/03/07/districts-step-up-efforts-recruit-new-teachers/81276388/>

⁵² Reininger, M. “Hometown Disadvantage? It Depends on Where You’re From: Teachers’ Location Preferences and the Implications for Staffing Schools.” *Educational Evaluation and Policy Analysis*, 34:2, June 1, 2012. pp. 3–5. <https://cepa.stanford.edu/sites/default/files/Reininger%20HA%20EEPA%202012.pdf>

compared to a median of 54 miles for participants who obtained a bachelor’s degree but did not become teachers.⁵³ Similarly, a 2005 study of teachers who began teaching in New York between 1999 and 2002 found that 61 percent of all teachers in the state began teaching within 15 miles of their hometown, and 85 percent began teaching within 40 miles of their hometown.⁵⁴

Research on the effectiveness of grow-your-own strategies presents mixed outcomes. A 2011 article in the *High School Journal* examined the personality traits of high school students participating in Future Educators of America (FEA), an extracurricular program that provides high school students with exposure to various aspects of the teaching profession, in 19 rural and suburban high schools in Georgia. The author found that FEA attracted “the right stuff,” or at least students with personalities similar to working teachers as found in previous research using the same scale.⁵⁵ Likewise, Cassville R-IV Schools, a rural school district in Missouri, reported success with a grow-your-own program that focused on high school students in the district and students in local community colleges. According to the Missouri Department of Elementary and Secondary Education, 25 percent of teachers in Cassville R-IV Schools were alumni of the district, and around 50 percent of teachers had 11 years or more of overall teaching experience.⁵⁶

Furthermore, some school districts have reported success in attracting and retaining teachers using grow-your-own programs. A 2014 article in the journal *Rural Special Education Quarterly* surveyed 638 participants in the Centers for the Re-education and Advancement of Teachers in Special Education (CREATE), a grow-your-own initiative that helped non-certified special education teachers in South Carolina obtain special education certifications. While there were some differences in the types of certifications held by teachers in rural versus urban areas, the authors concluded that overall, CREATE led to a more equitable distribution of teachers with special education certifications in South Carolina school districts.⁵⁷ In addition, Oakland Unified School District, an urban school district in California, reported a 94 percent annual retention rate for teachers certified through its Teach Tomorrow Oakland program in 2011.⁵⁸

However, other grow-your-own programs have been less successful. For example, the statewide Grow Your Own Teachers initiative in Illinois that began in 2005 with an initial

⁵³ Ibid., p. 7.

⁵⁴ Boyd, D. et al. “The Draw of Home: How Teachers’ Preferences for Proximity Disadvantage Urban Schools.” *Journal of Policy Analysis and Management*, 24:1, 2005. p. 117.
<https://cepa.stanford.edu/sites/default/files/DrawHome.pdf>

⁵⁵ Swanson, P.B. “Georgia’s Grow-Your-Own Teacher Programs Attract the Right Stuff.” *High School Journal*, 94:3, 2011. pp. 123–125. <https://pdfs.semanticscholar.org/9ef0/4817c7beff49f9ed453e92959340d595a4e4.pdf>

⁵⁶ “Cassville Works Toward Educator Equity with ‘Grow Your Own’ Teacher Recruitment.” Missouri Department of Elementary and Secondary Education, November 18, 2015. <https://dese.mo.gov/communications/news-releases/cassville-works-toward-educator-equity-grow-your-own-teacher>

⁵⁷ Sutton, J.P. et al. “Building Special Education Teacher Capacity in Rural Schools: Impact of a Grow Your Own Program.” *Rural Special Education Quarterly*, 33:4, 2014. pp. 18–19. <http://jech.bmj.com/content/54/9/667.short>

⁵⁸ Heitin, L. “New Research Targets Teaching’s Diversity Gap - Education Week.” *Education Week*, November 10, 2011. http://www.edweek.org/tm/articles/2011/11/10/cap_diversity.html

goal of preparing 1,000 new teachers had only prepared around 80 teachers by 2015.⁵⁹ Some research suggests that grow-your-own programs operating in urban areas may be more successful at recruiting teachers who will ultimately remain in their hometowns than those in rural areas. For example, only 39 percent of teachers in the *Educational Evaluation and Policy Analysis* study who had attended Grade 10 in rural areas were living within 20 miles of their high school in 2000, compared to 81 percent of teachers who had attended Grade 10 in urban areas.⁶⁰

EARLY OUTREACH

According to the Center for American Progress, early outreach programs “attempt to attract high school students into the profession before they enter college.” They may be considered a subset of grow-your-own programs, but focus exclusively on promoting teaching as a career option to current secondary students. Grow-your-own programs often go further to include local high school and college graduates, and emphasize preparation infrastructure as opposed to marketing.⁶¹

Additionally, early outreach programs tend to focus on underrepresented populations defined typically by socioeconomic status or race/ethnicity and use financial supports (e.g., tuition scholarships) as a key element to help students act upon their interest in teaching.⁶² For example, a recent San Diego-area task force linked its early outreach programs, including FEA and “pre-collegiate programs,” to “a shared vision of a highly effective and diverse teacher workforce.”⁶³

Early outreach programs, sometimes called “teacher cadet” programs, often provide coursework and internship opportunities to interested high school students.⁶⁴ The Teacher Cadet Program in South Carolina, which similarly offers a “dual credit accrual course” during normal school hours rather than as a club or extracurricular, has operated since 1985-86 and “grown to include approximately 170 South Carolina high schools with nearly 200 classes serving an average of 2,700 juniors and seniors annually.”⁶⁵

Importantly, early outreach programs can be multidirectional. Higher education institutions may reach out to area high schools and share, at “bare minimum,” expectations around prerequisites and coursework requirements. They may go further by “reaching out to

⁵⁹ Perez, J. and D. Rado. “Illinois Falls Short in \$20 Million Effort to Develop 1,000 Teachers.” *Chicago Tribune*, January 9, 2015. <http://www.chicagotribune.com/news/ct-teacher-diversity-program-met-20150109-story.html>

⁶⁰ Reininger, Op. cit., pp. 7–8.

⁶¹ Bireda and Chait, “Increasing Teacher Diversity,” Op. cit., p. 7.

⁶² Martines, J. “How to find minority teachers who want to stay in the job?” *The Hechinger Report*, December 6, 2016. <http://hechingerreport.org/find-minority-teachers-want-stay-job/>

⁶³ “Teacher Pipeline Task Force Final Report.” San Diego Unified School District and San Diego Education Association. 2014. https://www.sandiegounified.org/sites/default/files_link/district/files/committees/blueprint/2015/0518/Teacher-Pipeline-Task-Force-Board-Report.pdf

⁶⁴ Ball, “Districts step up,” Op. cit.

⁶⁵ “Overview.” Teacher Cadet Program (South Carolina). <https://www.teachercadets.com/teacher-cadets-overview.html>

underserved groups where they live” through outreach events at churches.⁶⁶ Alternately, schools and districts may build relationships with current students through programs and activities that promote the work of the district’s diverse teachers and give minority students exposure to teaching as a profession.⁶⁷

One disadvantage of early outreach programs is “that they are recruiting very young people into teaching and may not be able to adequately identify participants who have the skills, motivation, and attitude to be successful teachers.”⁶⁸ District leaders are generally excited about alumni returning to teach, but are also cautious:⁶⁹

There’s no better role model for our students than teachers who have sat, literally, in the same chairs,” [co-founder of Partnerships to Uplift Communities (PUC) Schools Jacqueline Elliot] said. But there was a caveat. “Just because they’re your alumni doesn’t mean they’re going to make a great teacher,” she noted.

MINING LOCAL DATA

Aside from developing strong pipelines in the higher education sector, researchers at the American Institutes for Research (AIR) encourage school districts to mine their own data. Specifically, they urge districts and states to look beyond aggregate retention rates and projected retirement to dive deeper into “personnel, payroll, or other records to track and study teachers’ movement between schools and districts and in and out of the state public education system.”⁷⁰ Indeed, researchers often urge decisions around recruitment and retention efforts to be “based on an understanding of factors that contribute to [...] educators’ decisions to leave the field.”⁷¹

Districts can mimic the efforts of academic researchers in gathering and studying the trends data. Researcher Gaytan, for example, surveyed high school business education department chairpersons to explore the differences in the characteristics of “individuals entering the business education teaching profession and those remaining, and qualities of schools that are successful in recruiting and retaining such individuals.”⁷² Tulsa Public Schools in Oklahoma, for instance, has a Human Capital department that analyzes the “measures around teacher and leader effectiveness, recruiting and retention, and customer service.” These data allowed the district to shape policies and practices that helped reduce “support

⁶⁶ Reed, C.B. “Building the Educational Pipeline.” *Trusteeship Magazine*, Nov/Dec 2010.

<http://www.agb.org/trusteeship/2010/novemberdecember/building-the-educational-pipeline>

⁶⁷ Palaich, B., et al. “Keeping Up with the Kids: Increasing Minority Teacher Representation in Colorado.” Prepared for Colorado Department of Education, December 16, 2014.

<https://www.cde.state.co.us/cdeprof/2014minorityeducatorrecruitmentreport>

⁶⁸ Bireda and Chait, “Increasing Teacher Diversity,” Op. cit., p. 7.

⁶⁹ Martines, “How to find,” Op. cit.

⁷⁰ Berg-Jacobsen, A., J.D. Levin, and J. Lindsay. “It’s 2016: Do You Know Where Your Teachers Are?” InformED blog, American Institute for Research, January 13, 2016. <http://educationpolicy.air.org/blog/its-2016-do-you-know-where-teachers-are>

⁷¹ In discussion of special education teachers, specifically, see: Billingsley, B.S. “Special Education Teacher Retention and Attrition: A Critical Analysis of the Research Literature.” *The Journal of Special Education*, 38:1, 2004. EBSCO.

⁷² Gaytan, J. “Teacher Recruitment and Retention: An Essential Step in the Development of a System of Quality Teaching.” *Career and Technical Education Research*, 33:2, 2008, p. 119. EBSCO.

staff turnover by 6 percent in the past year” and “the number of complaints received in our HC [Human Capital] department” by 38 percent over the previous year.⁷³

Data mining efforts should also consider competitions from other local districts and employers of teachers. Researchers Leal and Maio draw attention to this issue as especially challenging for smaller districts, which may not be able to offer aggressive and attractive recruitment packages or benefits to teachers.⁷⁴

⁷³ Bagshaw, T., T. Daulong, and E. Douglas-McNab. “How BIG Data Can Inform and Innovate HR in K-12 Education.” *Education Week*, June 8, 2015. http://blogs.edweek.org/topschooljobs/k-12_talent_manager/2015/06/big_data_hr_education.html

⁷⁴ Paraphrased lightly from: Leal, F., and P. Maio. “California’s largest school districts use aggressive tactics to find teachers.” *EdSource*, September 30, 2016. <https://edsources.org/2016/californias-largest-school-districts-use-aggressive-tactics-to-find-teachers/570015>

SECTION III: RECRUITMENT OF QUALITY AND DIVERSE TEACHER CANDIDATES

This section explores how districts can identify and hire quality teacher candidates. Please note that the literature often views the line between “recruitment” and “retention” efforts as somewhat permeable, in the sense that programs and policies that help *retain* quality teachers can also be marketed to *attract* and *recruit* new teachers to the district. For the purposes of this report, we will treat them as separate concepts. Thus, this section on recruitment focuses on marketing initiatives and methods of communicating a district’s value to unique populations of potential employees, such as minority and male teacher candidates.

MARKETING INITIATIVES

Documents published by school districts indicate that many consider marketing to be an integral part of their hiring strategies. District of Columbia Public Schools (DCPS), for example, hosts a website completely dedicated to teacher recruiting.⁷⁵ The website encourages visitors to “teach, lead, and build” and appeals to a sense of agency and values by asking the following question to potential candidates:⁷⁶

We are on a mission: to defy expectations about what urban schools and students can achieve and to make DCPS a model for public education nationwide. What role will you play?

Marketing may constitute a stand-alone recruiting initiative or support other recruiting initiatives, such as grow-your-own programs and teacher centers. CalTeach teacher centers, for instance, instituted large media campaigns operated by professional media consultants “to encourage interest in the teaching profession and to better inform individuals about various pathways and requirements to becoming a teacher in California.”⁷⁷ The literature supports several best practices in the design and implementation of marketing initiatives, as demonstrated in Figure 3.1 below.

⁷⁵ The website is www.joindcpublicschools.com.

⁷⁶ “Teacher Recruitment and Selection.” District of Columbia Public Schools. http://dccouncil.us/files/user_uploads/budget_responses/Q19_Attachment_DCPS_Teacher_Recruitment_and_Selection.pdf

⁷⁷ Hickey, C., M. Sandy, and M. Olebe. “California Center for Teaching Careers: Program Evaluation.” California Commission on Teacher Credentialing, March 2003, p. 6. <http://www.ctc.ca.gov/reports/CalTeach-Report-March2003.pdf>

Figure 3.1: Best Practices in Marketing



ADVERTISE BEST TRUE STORY

Marketing efforts should advertise “the best true story.” In other words, they should truthfully describe unique and important aspects of working as a teacher that may be attractive to some applicants.⁷⁸ Similarly, TNTP writes that schools should create a “pitch” that helps explain “what sets a school apart and what traits a leader is looking for in his teachers.”⁷⁹ Importantly, the pitch should focus on what matters to teachers. AASA, the School Superintendents Association, notes that out-of-state candidates are less interested in “sun and fun” pitches and more interested in making a difference:⁸⁰

Our survey of education graduates from five Midwestern universities documents that sun and fun and bonus pay are low priorities for recruits while the district’s instructional values and quality professional training rank as the top two factors in candidates’ decisions to take jobs out-of-state. New teachers want to make a difference and view being able to help students succeed as a reason to teach.

Research indicates that many hard-to-staff schools do not adequately market the potentially appealing aspects of their institutional culture and environment. In the 2012 *Rural Educator* study “How do We Get Them on the Farm,” researchers Maranto and Shuls examined the websites of geographic shortage districts (GSDs) in Arkansas to investigate how and to what extent the school districts used “materialistic and nonmaterialistic recruitment incentives in the recruitment of teachers.”⁸¹ Materialistic incentives usually include salary and benefits, whereas non-materialistic incentives include public services, classroom autonomy, advancement opportunities, professional growth, collegial, teamwork-driven environments, and results-driven organization.⁸² Overall, Maranto and Shuls found that GSDs’ websites were “woefully inadequate” at addressing both materialistic and non-materialistic incentives.

⁷⁸ See, for example, “Magnet School Marketing Plan.” Omaha Magnet Schools. http://www.magnet.edu/files/pdf/dr_marketing-plan.pdf

⁷⁹ “Teacher Recruitment Roadmap.” The New Teacher Project, June 2014, p. 1. tntp.org/assets/tools/Recruitment_Roadmap_TNTP_12JUN2014.docx

⁸⁰ Polzin, J.R. “Recruiting Out-of-State Teachers.” *The School Administrator*, 64:5, May 2007. <http://www.aasa.org/SchoolAdministratorArticle.aspx?id=6712>

⁸¹ Maranto, R. and J. Shuls. “How Do We Get Them on the Farm? Efforts to Improve Rural Teacher Recruitment and Retention in Arkansas.” *Rural Educator*, 34:1, 2012. p. 1. <http://files.eric.ed.gov/fulltext/EJ1000101.pdf>

⁸² *Ibid.*, p. 6.

Figure 3.2: Recruitment Incentives Displayed on GSD Websites

CONTENT AREA	PERCENT OF GSD WEBSITES DISPLAYING INFORMATION
Salary	26%
Benefits	7%
Teamwork	4%
Professional Growth	0%
Public Service	0%
Innovate	0%
Results Driven	0%
Advancement	0%

Source: Maranto and Shuls⁸³

In addition, Maranto and Shuls compared information on GSD websites to information available on a KIPP charter website and found “more information in this one paragraph about teaching at KIPP than in the combined total of all 53 GSD websites.” They further state that “if the GSDs are in need of teachers, it is hard to tell from the recruitment information on their websites.”⁸⁴ To address this dearth of information, the researchers recommend that school districts have a separate and easily identifiable space on their websites for teacher recruitment and market the potential advantages of school district employment to potential teacher candidates.⁸⁵

EMPHASIZE EMPLOYEE VALUE

Research on best practices in attracting underrepresented talent from other industries suggests that school districts should emphasize the value of prospective employees. For example, as a 2006 *Personnel Psychology* article succinctly notes, “minorities seek workplaces wherein their competency rather than their salient characteristics determines their outcomes.” Consequently, school districts looking to increase the number of educators of color should emphasize their belief that teachers with diverse backgrounds enhance the school district and will be valued. In doing so, however, leaders must ensure that school district policies and practices accurately reflect claims made during the hiring process.⁸⁶

One particular challenge to demonstrating the value of teachers is the role of “outsiders influencing the profession and its perceived status.” In an article from the *American Journal of Education*, researcher Glazer notes that “external agents or institutions are seen as the key influences on the professional status of teaching, with schools, teachers, and students seen as the target of outside influences.”⁸⁷ Similarly, Bill McDiarmid, Dean of the University

⁸³ Ibid.

⁸⁴ Ibid., p. 9.

⁸⁵ Ibid., pp. 10–11.

⁸⁶ Avery, D. and P. McKay. “Target Practice: An Organizational Impression Management Approach to Attracting Minority and Female Job Applicants.” *Personnel Psychology*, 59:1, Spring 2006. p. 177.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1027.4041&rep=rep1&type=pdf>

⁸⁷ “Educational Professionalism: An Inside-Out View.” *American Journal of Education* 114, February 2008, p. 170. EBSCO.

of North Carolina School of Education, was quoted by National Public Radio (NPR) as saying, “The [teacher] job [...] has a PR problem.”⁸⁸ Glazer concludes:⁸⁹

Recruitment, policy, leadership, budgets, and school organization are all important, to be sure, but to focus on these issues while ignoring the primary mechanisms by which professions manage and control their work is to lose sight of what is most central to any professional enterprise—a system of practice.

Therefore, districts’ marketing efforts should focus on the individuals they want to hire and the fundamental values they hold around teaching as a profession.

CAREFULLY CONSIDER PLATFORM AND AUDIENCE

Moreover, leaders may wish to review the existing marketing initiatives to determine the degree in which they align with platform- and audience-specific best practices. Recruiters have more platforms than ever to market job openings to teacher candidates, although researchers Sluder and Andrews found in one study that some social networking sites remained unused or underused.⁹⁰ Nonetheless, an education-specific talent management company, TalentEd, encourages districts to use “social recruitment tools” such as LinkedIn, Twitter, and Facebook to increase visibility and internal referrals.⁹¹ Likewise, the company K-12 HR Solutions recommends social media recruitment strategies as a way to “cast a wide net when fishing for new talent.”⁹²

The Washington Office of the Superintendent of Public Instruction (WAOSPI) encourages districts to engage a variety of media channels effectively as part of both short-term and long-term recruitment efforts, measuring immediate recruitment success through social media and digital campaigns and long-term recruitment success through actual applications and the qualifications of new hires. Figure 3.3 below details the long-term and short-term measures of teacher recruitment success.

⁸⁸ Westervelt, E. “Where Have All The Teachers Gone?” As presented on *All Things Considered*, National Public Radio, March 3, 2015. <http://www.npr.org/sections/ed/2015/03/03/389282733/where-have-all-the-teachers-gone>

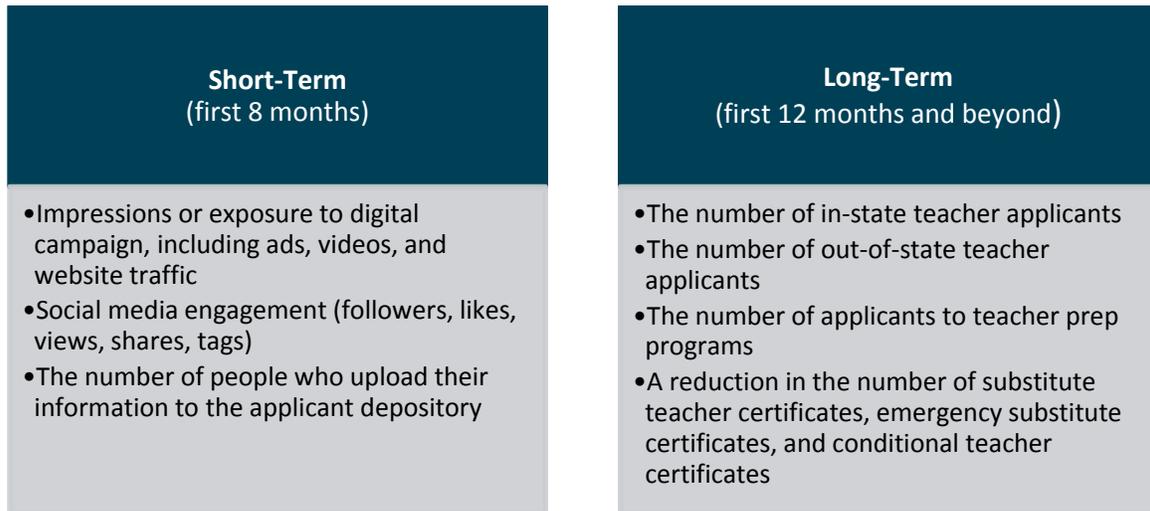
⁸⁹ Glazer, J.L. “Educational Professionalism: An Inside-Out View.” *American Journal of Education*, 114:2, February 2008, p. 185.

⁹⁰ Sluder, J.B., and A.K. Andrews. “The Effect of Facebook on Hiring Teachers.” *Journal of Technology Integration*, 2:1, Spring 2010. EBSCO.

⁹¹ “Applicant tracking and social media enhance the hiring process.” TalentEd, August 31, 2014. <http://talentedk12.com/applicant-tracking-and-social-media-enhance-the-hiring-process/>

⁹² Daniel, C. “8 Effective Strategies to Recruit Teachers This Spring: (And Is Strategy #5 An Acceptable Strategy??).” K12 HR Solutions blog, February 25, 2014. <http://www.k12hrsolutions.com/2014/02/25/8-effective-strategies-to-recruit-teachers-this-spring/>

Figure 3.3: Measuring Teacher Recruitment Success



Source: WAOSPI⁹³

Similarly, a recruitment roadmap published by TNTP in 2014 emphasizes the importance of using the marketing budget “strategically.” Specifically, it encourages districts to:⁹⁴

- **Target high-yield online recruitment sources** that deliver a high return on your investment. Online sources typically reach a larger audience and yield better results than print sources (e.g. choose Craigslist.com over an ad in a local newspaper). Online teacher-specific recruitment sources like Teachers-Teachers.com typically yield better results than general online job sites like CareerBuilder.com, though both are valuable sources if you have the funds.
- **Attend regional, education-specific recruitment fairs.** Regional area university education fairs are worthwhile to attend because they typically yield a target audience interested in teaching in your area. The farther you travel from your school district, however, the less useful they become. As a general rule, don’t travel farther than 150 miles for a recruitment fair unless you know that it delivers on quality or quantity of candidates. Also, unless you have a large recruitment budget, do not attend generalized, non-education recruitment fairs as the candidates at these events are not typically interested in teaching.

Districts may also vary marketing messages by target audience. The WAOSPI, for example, recently published a statewide marketing plan that highlights five potential sources for teacher candidates, combined with a general focus on “individuals of color and other identified shortage areas-equity gaps.”⁹⁵ The key difference in messaging between in-state candidates and out-of-state candidates is that in-state candidate messaging should focus on a variety of professional pathways and job availability, while out-of-state candidate

⁹³ Chastain, R. “Teacher Recruitment: Marketing Plan Overview, Hiring for the 2017-18 School Year.” Washington Office of the Superintendent for Public Instruction, October 26, 2016. p. 12.

http://www.k12.wa.us/rfp/2016/2016-28/Exhibit_F_Teacher_Recruitment_Marketing_Plan.pdf

⁹⁴ Bulleted content taken nearly verbatim from: “Teacher Recruitment Roadmap,” Op. cit., p. 1.

⁹⁵ Chastain, “Teacher Recruitment,” Op. cit., p. 7.

messaging should focus on job availability and the general appeal of living in Washington State.⁹⁶

Figure 3.4: WAOSPI Target Audiences for Teacher Recruitment



Source: WAOSPI⁹⁷

Regardless of method, it is important to consider that stakeholders may criticize marketing initiatives that are too expensive, particularly in times of economic stress. In 2001, the New York City chancellor of schools received considerable censure after releasing a plan to spend \$16 million on a teacher recruitment campaign. Critics felt that the plan was in poor taste considering teachers’ low salaries and lack of support once hired, while the chancellor argued that the money was needed to fill 12,000 empty teaching positions.⁹⁸

GENERAL RECRUITMENT STRATEGIES

TNTP encourages districts to “hire early” and “use a selection model,” but also to “recruit creatively for specialized and high priority candidates.”⁹⁹ Its collection of hiring resources model a four-step process that emphasizes the importance of clarifying expectations and needs and tailoring the hiring process to focus on those aspects, as demonstrated in Figure 3.5 below.

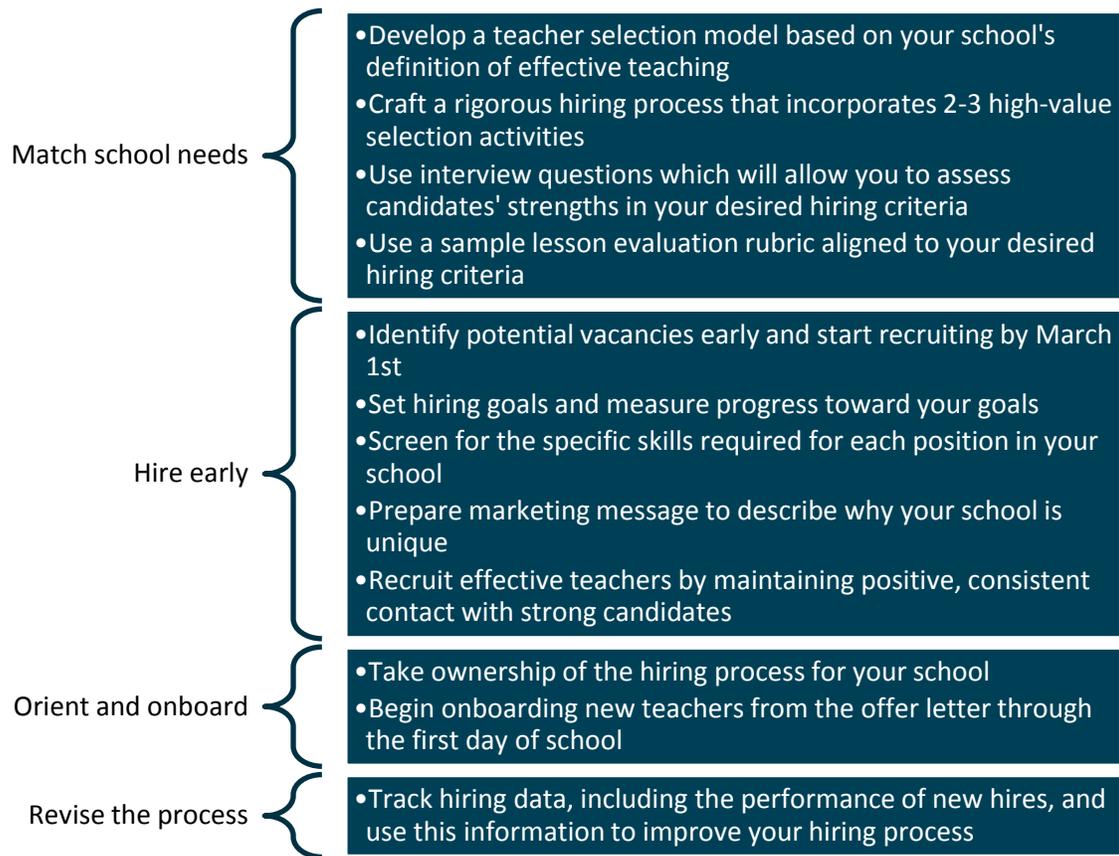
⁹⁶ Ibid., p. 8.

⁹⁷ Ibid., p. 7.

⁹⁸ Goodnough, A. “Ad Campaign to Recruit Teachers Draws Fire.” The New York Times, February 17, 2001. <http://www.nytimes.com/2001/02/17/nyregion/ad-campaign-to-recruit-teachers-draws-fire.html>

⁹⁹ “Teacher Recruitment Roadmap,” Op. cit., p. 3.

Figure 3.5: Innovative Hiring Process in K12 Teaching



Source: TNTP¹⁰⁰

These recommendations are generally reflected in other sources. A Harvard University Education Policy Group, for example, puts forth four basic recommendations toward improved teacher recruitment:¹⁰¹

- Communicate accurate information about teacher salaries;
- Address concerns about classroom management;
- Sell potential teachers on student impact; and
- Begin recruitment early.

These recommendations are based on the results of a survey of teaching students, whose common concerns include salary or pay as a new teacher, ability to control their classroom, and a desire to reach undeserved students. Furthermore, the survey indicates that many teaching students (44 percent) decided to become teachers *prior* to enrolling in college, and

¹⁰⁰ "Resources: Hiring." TNTP. <http://tntp.org/teacher-talent-toolbox/explore/hiring>

¹⁰¹ Bulleted content taken verbatim from: "Rethinking Teacher Recruitment at Harvard." Harvard University Institute of Politics Education Policy Group. Spring 2013. p. 1. http://iop.harvard.edu/sites/default/files_new/research-policy-papers/Ed_Policy_Paper.pdf

another 10 percent chose the major during their freshman year. This suggests that the earlier an institution can recruit potential students, the better.¹⁰²

More aggressive tactics, according to one EdSource article on California school district recruitment efforts, may include “offering bonuses, expanding recruiting efforts in other states and countries, and lifting caps on salaries offered to veteran teachers so they don’t have to take a pay cut when transferring from other districts.”¹⁰³

Another important general strategy for teacher recruitment is to examine potential unintentional barriers to entry in the hiring process. For example, if a district “only accepts paper applications or requires that all applicants attend in-person interviews prior to entering the hiring pool,” they are likely “missing out on many high quality candidates.”¹⁰⁴ This is particularly important to the recruitment of minority teachers, described in the next subsection.

RECRUITING MINORITY TEACHERS

Although a majority of students in the public school system are racial and ethnic minorities, only 17 percent of teachers represent these minority groups.¹⁰⁵ According to the most recently available data from the NCES, 82 percent of public school teachers were white in the 2010-11 school year.¹⁰⁶ An Albert Shanker Institute study found that from 2002 to 2012, the number of black teachers in public schools decreased in nine major U.S. cities, ranging from a 15 percent reduction in New York City to a 62 percent reduction in New Orleans. The number of Hispanic teachers increased in eight of the cities examined by the report, but the rate was still lower than the growth of Hispanic students in those cities.¹⁰⁷ On average, just one in 10 students in these cities was white, but six in 10 teachers were white.¹⁰⁸

Figure 3.6: Percent Change in Minority Teachers in Urban School Districts, 2002-2012

CITY	CHANGE IN PERCENTAGE OF BLACK TEACHERS	CHANGE IN PERCENTAGE OF HISPANIC TEACHERS	CHANGE IN PERCENTAGE OF ASIAN TEACHERS
Boston	-18.3%	1.1%	--
Chicago	-39.2%	6.4%	--
Cleveland	-33.9%	-9.4%	--
Los Angeles	-33.2%	6.5%	-2.6%

¹⁰² Ibid.

¹⁰³ Leal and Maio, “California’s largest,” Op. cit.

¹⁰⁴ “Teacher Recruitment Roadmap,” Op. cit., p. 1.

¹⁰⁵ Camera, L. “Wanted: Minority Teachers.” *U.S. News & World Report Education*, September 16, 2015. <http://www.usnews.com/news/blogs/data-mine/2015/09/16/teacher-workforce-not-diverse-enough-report-shows>

¹⁰⁶ “Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987-88 through 2011-12.” *Digest of Education Statistics*, National Center for Education Statistics. https://nces.ed.gov/programs/digest/d15/tables/dt15_209.10.asp?current=yes

¹⁰⁷ “The State of Teacher Diversity in American Education.” Albert Shanker Institute. p. 5. <https://assets.documentcloud.org/documents/2426481/the-state-of-teacher-diversity.pdf>

¹⁰⁸ Ibid., p. 98.

CITY	CHANGE IN PERCENTAGE OF BLACK TEACHERS	CHANGE IN PERCENTAGE OF HISPANIC TEACHERS	CHANGE IN PERCENTAGE OF ASIAN TEACHERS
New Orleans	-62.3%	43.5%	--
New York City	-15.1%	2.4%	52.7%
Philadelphia	-18.5%	26.6%	---
San Francisco	-32.4%	8.1%	12.2%

Source: Albert Shaker Institute¹⁰⁹

However, the Albert Shanker Institute report concluded that school districts’ teacher recruitment was not the major reason for a lack of minority teachers. Instead, the key factor was that minority teachers were more likely to *leave* the profession compared to other teachers.¹¹⁰ The NCTQ suggests that this issue is compounded by poor teacher preparation in college, with programs that are insufficiently rigorous and do not prepare candidates for the realities and difficulties of teaching.¹¹¹

Nevertheless, districts have the most direct influence on their own efforts to recruit minority teacher candidates. According to *Education Week*, Maryland’s public schools are the best in the nation in recruiting minority teachers. The Maryland Department of Education states that their teacher preparation programs are the key reason for this quality. However, more minority teachers are still needed to reflect the current Maryland demographics and the state must work to retain minority teachers.¹¹² A 2013 Maryland Department of Education working group on minority teacher issues made the following recommendations:¹¹³

- Examine current regulations, policies, and procedures... to determine if any present barriers exist that might be addressed to enhance the recruitment of minorities into the teaching profession.
- Use recruitment strategies that also include needed support systems for minority teachers.
- Provide financial incentives that make a difference in the life of a newly recruited teacher.
- Expand current programs offered in high school such as the Teacher Academy of Maryland, increase enrollment in the Future Educators Association, which exists at both middle and high schools, and enhance business partnerships through the Maryland Business Roundtable or other similar organizations, which can showcase minority teachers and the teaching profession.

In addition, the National Education Association (NEA) proposes several specific strategies for the “identification, recruitment, and retention of minority teachers,” including:¹¹⁴

¹⁰⁹ Ibid., pp. 33-96.

¹¹⁰ Ibid., p. 5.

¹¹¹ Camera, “Wanted,” Op. cit.

¹¹² “Minority Teacher Recruitment: Study and Report.” Maryland State Department of Education, December 2013. p. 1. <http://msa.maryland.gov/megafile/msa/speccol/sc5300/sc5339/000113/019000/019714/unrestricted/20140809e.pdf>

¹¹³ Bulleted content taken verbatim from: Ibid., pp. 7-9.

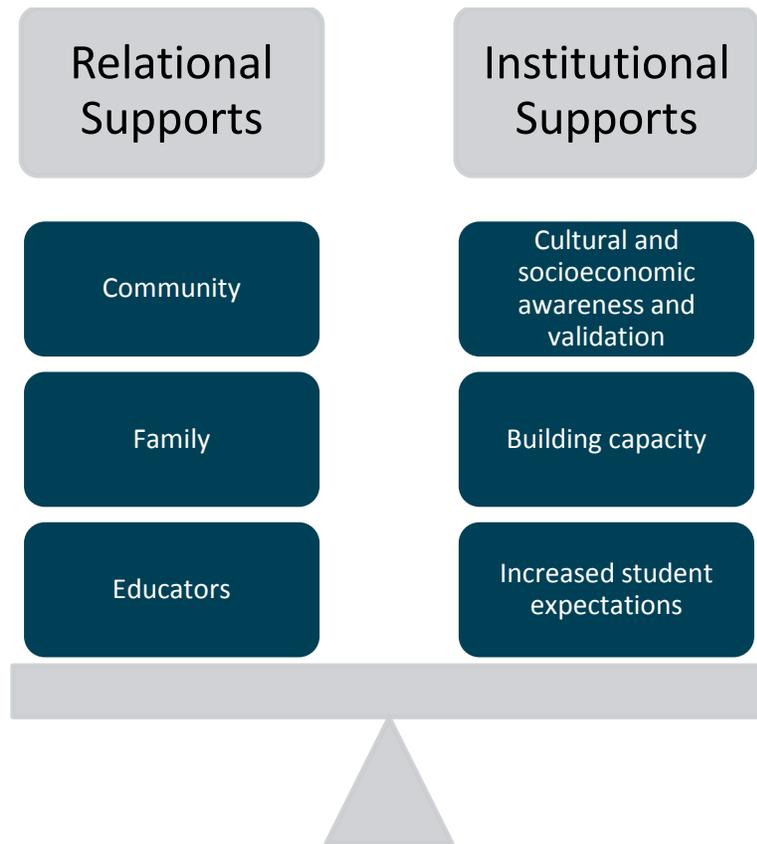
¹¹⁴ Bulleted content taken verbatim from: “NEA and Teacher Recruitment: An Overview.” National Education Association. <http://www.nea.org/home/29031.htm>

- Early prospective teacher identification initiatives through secondary school surveys, counseling, motivational workshops, summer college preparatory courses, courses in educational theory and practice, and promise of financial aid;
- Aggressive recruitment activities, such as holding orientations, recruiting transfer students from two-year colleges, sponsoring future teachers clubs, organizing media campaigns in minority communities, and recruiting minorities to teaching from business and the military sectors;
- Financial aid, including fellowships, scholarships, and forgivable loans, targeted to minority students who intend to teach;
- Social and economic support, including improving test-taking skills and providing academic counseling and tutoring; and
- Mentoring in the school setting.

In their discussion of Latino recruitment, researchers Morton and Martin draw attention to the parallel roles of “relational” and “institutional” supports in influencing Latino students to consider education as a career (Figure 3.7). Through in-depth analysis of six cases, the authors find that “[t]he cumulative actions of transformative educational leaders” create the conditions and influences that lead “disadvantaged youth, including Latinos [...] to persist to the postsecondary milieu [and] pursue a career in PK-12 education.”¹¹⁵

¹¹⁵ Morton, J.M., and B.N. Martin. “Investigating the Student Experiences of Mexican-American PK-12 Educators to Cultivate Authentic Latino Recruitment Strategies.” *Current Issues in Education*, 16:1, March 16, 2013, p. 10. EBSCO.

Figure 3.7: Influences on Young Latino Students to Consider a Career in Education



Source: Morton and Martin¹¹⁶

RECRUITING MALE TEACHERS

Another category of underrepresented individuals in the teaching workforce is males. According to the U.S. Bureau of Labor Statistics (BLS) data presented by the non-profit advocacy group MenTeach, males comprised 40.8 percent of all secondary school teachers in 2015, but significantly smaller shares of the current teaching workforce in child care, teacher assistant, preschool and kindergarten, and elementary and middle school positions.¹¹⁷ According to researcher Cushman, “the absence of men from classrooms has been linked to the underachievement of boys, behavioral issues, a lack of male role models, and the feminization of schools.”¹¹⁸ Other resources highlight the importance of intersectionality (e.g., black male teachers) or the need to improve recruitment and retention of male special education teachers.¹¹⁹

¹¹⁶ Ibid., pp. 7-10.

¹¹⁷ “Data About Men Teachers.” Men Teach.

¹¹⁸ Cushman, P. “The male teacher shortage: A synthesis of research and worldwide strategies for addressing the shortage.” *Journal of Educational Policy*, 4:1, 2007, p. 80. EBSCO.

¹¹⁹ [1] Hawkins, B.D. “Where Are All the Black Male Teachers?” *NEA Today*, September 22, 2015. <http://neatoday.org/2015/09/22/where-are-all-the-black-male-teachers/>

[2] Rice, C.J., and D.P. Goessling. “Recruiting and Retaining Male Special Education Teachers.” *Remedial and Special Education*, 26:6, Nov/Dec 2005. EBSCO.

As with general recruitment, the recruitment of male teachers may begin with improvements to compensation and the status of the profession in terms of prestige and respect for teachers, or with other recruitment and retention efforts.¹²⁰ Beyond this, districts can create opportunities for male teachers to collaborate as an affinity group, and celebrate the accomplishments of effective male teachers.¹²¹

However, Cushman argues that the recruitment of male teachers will be most effective when we “challenge restrictive notions of masculinity, a complex issue that requires professional development, skills, and training to address underlying gender issues.”¹²² In particular, schools and districts – as well as teacher preparation programs – should address concerns about men working with children. Cushman draws attention to the way that teaching is seen as “mothering” or “women’s work,” which can distance men from the field. In addition, male teachers are extremely concerned with the threat of “being accused of child abuse and paedophilia,” given public concerns that have stemmed from “the very small number of men who have abused their students hav[ing] seemingly done untold damage to the teaching profession.”¹²³

¹²⁰ Cushman, “The male teacher shortage,” Op. cit., p. 82.

¹²¹ [1] Ibid. [2] Rice/Goessling, “Recruiting and Retaining Male,” Op. cit.

¹²² Cushman, “The male teacher shortage,” Op. cit., pp. 80-81.

¹²³ Ibid., p. 83.

SECTION IV: RETAINING HIGH-QUALITY TEACHERS

This section discusses how districts can retain quality teachers in all classrooms and schools through incentives as well as structural changes to the workplace.

MARKET CONTEXT AND IMPERATIVE

Teacher retention is an increasingly significant but complex issue for K12 education, where a “revolving door” of teacher turnover can cost districts up to \$2.2 billion dollars per year.¹²⁴ According to Richard Ingersoll, a University of Pennsylvania professor and scholar of the teacher workforce, teaching has a higher turnover rate than many other professions, including engineering, law, nursing, and architecture.¹²⁵

Factors contributing to teacher attrition include personal reasons as well as issues with administrative support, autonomy, class size, accountability policies, and the availability of mentoring and induction programs for new teachers.¹²⁶ Petress listed a host of reasons why candidates do not enter the teaching workforce or leave teaching.¹²⁷

- Low teacher pay rates;
- Lowered teacher respect by students, parents, and administrators;
- Failure or refusal by unions and administrators to weed out incompetent or burned out teachers;
- Union intransigence regarding state administered teacher competency testing;
- Overcrowded classrooms;
- Insufficient teacher preparation time allowed in daily teacher schedules;
- Too many non-teaching duties assigned to teachers;
- Outdated text-books;
- Growing student truancy;
- Growing tendency for non-qualified teachers instructing certain classes where teacher shortages seem chronic;
- Overuse of college supplied student teachers in some schools;

¹²⁴ “Revolving Door of Teachers Costs Schools Billions Every Year.” *NPR*, March 30, 2015.

<http://www.npr.org/sections/ed/2015/03/30/395322012/the-hidden-costs-of-teacher-turnover>

¹²⁵ Ingersoll, R. “Beginning Teacher Induction: What the Data Tell Us.” *Education Week*, May 16, 2012. http://www.edweek.org/ew/articles/2012/05/16/kappan_ingersoll.h31.html

¹²⁶ Guarino, C.M., L. Santibañez, and G.A. Daley. “Teacher Recruitment and Retention: A Review of the Recent Empirical Literature.” *Review of Educational Research*, 76:2, Summer 2006. p. 197. Accessed via ProQuest.

¹²⁷ Bulleted content taken verbatim from: Petress, K. “How We Can Attract and Retain Quality Teachers.” *Education*, 128:2, Winter 2007, p. 234. EBSCO.

- A growing number of students not being appropriately prepared upon entrance into classes at the start of each year;
- The increased presence of drugs, alcohol, guns, and violence in a growing number of classrooms;
- Insufficient school supplies available for teachers and students;
- Dilapidated infrastructures and deplorable physical conditions in some schools; and
- A lack of high priority concern by parents, administrators, and politicians for improving these and other education problems.

Some studies found that school demographic factors could contribute to teacher retention rates, with a 2004 literature review by RAND finding higher attrition among schools with diverse populations, urban schools, and public schools.¹²⁸ However, the Center for American Progress indicates that, teachers have been staying in the profession at higher rates than typically thought since 2007, and teachers at high-poverty schools are staying at statistically similar rates compared to teachers at less demanding schools.¹²⁹ These findings appear similar to those in a 2015 U.S. DoE report on public school teacher attrition and mobility.¹³⁰

Additionally, some studies suggest that new teachers leave in higher numbers compared to veteran teachers.¹³¹ Anywhere from 17 to 50 percent of new teachers leave within their first five years of teaching.¹³² In the most recent report, the U.S. DoE notes that “among all beginning teachers in 2007–08, 10 percent did not teach in 2008–09, 12 percent did not teach in 2009–10, 15 percent did not teach in 2010–11, and 17 percent did not teach in 2011–12.”¹³³

FINANCIAL INCENTIVES

Financial incentives are common tools for addressing teacher retention and staffing challenges. According to an *Educational Administration Quarterly* article, financial incentives are defined as “differentiate teacher compensation in an effort to attract qualified individuals to the teaching profession, recruit and retain teachers, and strategically allocate

¹²⁸ Bullet points quoted verbatim from: Guarino, C. et al. “A Review of the Research Literature on Teacher Recruitment and Retention.” Education Commission of the States, 2004. p. x.
http://www.rand.org/content/dam/rand/pubs/technical_reports/2005/RAND_TR164.pdf

¹²⁹ Hanna, R. and K. Pennington. “Despite Reports to the Contrary, New Teachers Are Staying in Their Jobs Longer.” Center for American Progress, 2015.
<https://www.americanprogress.org/issues/education/news/2015/01/08/103421/despite-reports-to-the-contrary-new-teachers-are-staying-in-their-jobs-longer/>

¹³⁰ Gray, L., S. Taie, and I. O’Rear. “Public School Teacher Attrition and Mobility in the First Five Years.” U.S. Department of Education, 2015. p. 3. <http://nces.ed.gov/pubs2015/2015337.pdf>

¹³¹ Provini, C. “Why Are Teachers Leaving the Profession?” *Education World*, May 2, 2014.
http://www.educationworld.com/a_curr/why-are-teachers-leaving-profession.shtml

¹³² [1] Gray, Taie, and O’Rear, “Public School Teacher,” Op. cit. [2] Ingersoll, “Beginning Teacher Induction,” Op. cit. [3] Fensterwald, J. “Half of New Teachers Quit Profession in 5 Years? Not True, New Study Says.” EdSource, July 16, 2015. <https://edsources.org/2015/half-of-new-teachers-quit-profession-in-5-years-not-true-new-study-says/83054>

¹³³ Gray, Taie, and O’Rear, “Public School Teacher,” Op. cit., p. 3.

teachers to classrooms where they are most needed.”¹³⁴ Researchers Kolbe and Strunk argue that the strategy of using financial incentives to increase teacher retention and recruitment is “grounded in the theory of compensating differentials,” which “suggests that additional compensation can offset otherwise unattractive job characteristics associated with the teaching field or working in a particular district or school.”¹³⁵

Conversely, inadequate compensation is seen as a common cause of teacher attrition, and literature indicates that increasing salaries or offering bonuses remedies this issue. **The overwhelming message across platforms and perspectives is that teachers are simply not paid enough for the work they do.**¹³⁶ For example, the 2004 RAND literature review confirms that:¹³⁷

- When asked their reasons for leaving teaching, teachers often cited low salaries as an important reason for job dissatisfaction;
- Teachers were responsive to salaries outside their districts and outside of teaching; and
- Higher salaries were associated with lower teacher attrition.

Similarly, TNTP considers making early-career salaries more competitive with other professions” as “the most important thing school systems can do to recruit more talented teachers.”¹³⁸ In particular, TNTP argues that to attract and retain early-career teachers, school districts should:¹³⁹

- Benchmark initial salaries to be competitive with other nearby districts and professions;
- Increase effective teachers’ salaries quickly during the first five years; and
- Vest recruitment bonuses for new teachers over a five-year period.

Researcher Hess adds that “[b]enefit systems that penalize shorter terms of service are a stumbling block for second-career teachers; comparable salaries and a defined-contribution 401(k)-type retirement plan make a lateral move more attractive.”¹⁴⁰ Indeed, the scope of financial incentives should go beyond the initial salary to include a range of small, one-time bonuses as well as broader changes related to other aspects of compensation.¹⁴¹ Figure 4.1

¹³⁴ Kolbe, T. and K.O. Strunk. “Economic Incentives as a Strategy for Responding to Teacher Staffing Problems: A Typology of Policies and Practices.” *Educational Administration Quarterly*, 48:5, December 2012. p. 4. http://www.uscrossier.org/ceg/wp-content/uploads/2011/08/Kolbe_Strunk_Economic-Incentives_EAQ_2012.pdf

¹³⁵ Ibid., p. 5.

¹³⁶ See, for example: [1] Westervelt, “Where Have All,” Op. cit. [2] Allegretto, S., and L. Mishel. “The teacher pay gap is wider than ever.” Economic Policy Institute, August 9, 2016. <http://www.epi.org/publication/the-teacher-pay-gap-is-wider-than-ever-teachers-pay-continues-to-fall-further-behind-pay-of-comparable-workers/>

¹³⁷ Bullets content quoted verbatim from: Guarino et al., “A Review of the Research,” Op. cit., p. x.

¹³⁸ “Shortchanged: The Hidden Costs of Lockstep Teacher Pay.” The New Teacher Project, 2014. p. 11. http://tntp.org/assets/documents/TNTP_Shortchanged_2014.pdf

¹³⁹ Bulleted items lightly adapted from: Ibid.

¹⁴⁰ Hess, F.M. “How to Get the Teachers We Want.” *Education Next*, 9:3, Summer 2009, p. 39. Also available at: <http://educationnext.org/how-to-get-the-teachers-we-want/>

¹⁴¹ Kolbe and Strunk, “Economic Incentives,” Op. cit., p. 5.

below highlights the different types of financial incentive policies that school districts employ to increase teacher retention. These incentive categories include salary schedule modifications such as salary minimums and increases, salary enhancements such as supporting certification efforts or extra responsibilities, and other incentives such as signing bonuses and loan forgiveness.

Figure 4.1: Types Of Economic Incentive Policies

INCENTIVE CATEGORY	EXAMPLE POLICY TYPES
Salary Schedule Modifications	<ul style="list-style-type: none"> ▪ State-mandated minimum salary levels ▪ Across-the-board salary increases ▪ Alternative salary schedules ▪ “Frontloaded” or “backloaded” salary schedules
Salary Enhancements	<ul style="list-style-type: none"> ▪ Salary credits ▪ Additional pay for teaching in geographic- or subject-shortage areas ▪ Additional pay for certifications or credentials ▪ Additional pay for extra responsibilities ▪ Tax waivers and credits ▪ Transportation subsidies
Limited Duration Incentives	<ul style="list-style-type: none"> ▪ Signing bonuses ▪ Relocation incentive ▪ Credential or certification bonus ▪ Performance-based rewards ▪ Loan forgiveness ▪ Home ownership assistance
Education-And Training Related Incentives	<ul style="list-style-type: none"> ▪ Tuition subsidies and remission ▪ Pre-service teacher scholarships and stipends ▪ Alternative routes to teacher certification ▪ Tuition tax credits
In-Kind Incentives	<ul style="list-style-type: none"> ▪ Housing assistance ▪ Subsidized meals ▪ Access to local amenities
Retirement Benefit Waivers	<ul style="list-style-type: none"> ▪ Return-to-work policies ▪ Deferred retirement

Source: Educational Administration Quarterly¹⁴²

EFFECTIVENESS OF FINANCIAL INCENTIVES

While financial incentives are popular, the literature on their effectiveness at improving teacher retention is mixed. In 2006, the National Bureau of Economic Research (NBER) studied a teacher incentive program implemented in North Carolina from 2001 to 2003,

¹⁴² Figure reproduced verbatim from: Ibid., p. 9.

which awarded an annual bonus of \$1,800 to certified math, science, and special education teachers working in high poverty or academically failing public secondary schools. The NBER found that the program decreased turnover rates by 12 percent, with variations suggesting opportunities for targeting specific subject areas or levels as well as improving communication around the incentive. However, the program was “ended [...] even before the first evaluation of the program was complete,” so further study is not possible.¹⁴³

However, a researcher at the Center for Education Policy Analysis, found different results. She studied whether teacher retention was affected by a 2008 San Francisco Unified School District policy that provided compensation increases for early career teachers. While the overall teacher retention increased in the school district after increasing compensation, the result was likely due to changes in the economy, as teachers targeted with the increased salary had no differential increase in retention rates.¹⁴⁴

Furthermore, other research demonstrates that financial incentive policies may negatively affect student achievement outcomes. A researcher at Harvard University and the NBER conducted a “randomized school-based trial” of a 2007-2010 teacher financial incentive program in high-needs New York City schools.¹⁴⁵ The program provided tiered incentives to schools meeting 75 to 100 percent of their benchmark achievement goals:¹⁴⁶

Each participating school could earn \$3,000 for every UFT [United Federation of Teachers]-represented staff member, which the school could distribute at its own discretion, if the school met the annual performance target set by the DOE based on school report card scores. Each participating school was given \$1,500 per UFT staff member if it met at least 75% of the target but not the full target. Note that the average New York City public school has roughly sixty teachers; this implies a transfer of \$180,000 to schools on average if they met their annual targets and a transfer of \$90,000 if they met at least 75% of, but not the full target. [...] The only restriction [for distribution of these funds] was that schools were not allowed to distribute rewards based on seniority.

Results of the study show that the incentives had no statistically significant or economically meaningful effects on teacher retention or attendance.¹⁴⁷ Additionally, the incentives had a negative effect on student achievement in elementary and middle schools, with no evidence of any positive impact on the achievement of high school students.¹⁴⁸

¹⁴³ Clotfelter, C. et al. “Would Higher Salaries Keep Teachers In High-Poverty Schools? Evidence from a Policy Intervention In North Carolina.” National Bureau of Economic Research, 2006.
<http://www.nber.org/papers/w12285.pdf>

¹⁴⁴ Hough, H.J. “Salary Incentives and Teacher Quality: The Effect of a District-Level Salary Increase on Teacher Retention.” Center for Education Policy Analysis, 2012. pp. 1–9.
https://cepa.stanford.edu/sites/default/files/QTEA_Ret_Research%20brief_20120912.pdf

¹⁴⁵ Fryer, R. “Teacher Incentives and Student Achievement: Evidence from New York City Public Schools.” Harvard University and the National Bureau of Economic Research, 2011. p. 4.
http://scholar.harvard.edu/files/fryer/files/teacher_incentives_and_student_achievement_evidence_from_new_york_city_public_schools.pdf

¹⁴⁶ Ibid.

¹⁴⁷ Ibid., p. 20.

¹⁴⁸ Ibid., p. 17.

While many experts support merit-based pay as a strategy for improving retention of high-performing teachers, some object the strategy because it “hold[s] educators accountable for student outcomes when many contributing factors are beyond their control.”¹⁴⁹ Similarly, others worry that the competitive nature of merit-based methods could inhibit collaboration and teamwork,¹⁵⁰ contradicting the best practices recommendation of collaboration as a crucial aspect of supportive working conditions.¹⁵¹

IMPROVING WORKPLACE CONDITIONS

Financial strategies alone may not be enough to improve teacher retention, since many teachers leave their profession because of school conditions affecting autonomy, accountability, and support.¹⁵² Observers note that “trying to retrofit an outdated model of teaching is a fool’s errand,” as little has changed in terms of the role of the teacher and the assumptions about teachers being “largely interchangeable.” Figure 4.2 below describes the elements that contribute to school working conditions, including physical features, organizational structures, and a variety of socio-emotional and cultural features, that have a great influence on teacher retention.

Figure 4.2: Elements of School Working Conditions for Teachers

- The **physical features** of buildings, equipment, and resources, which serve as a platform for teachers’ work;
- The **organizational structures** that define teachers’ formal positions and relationships with others in the school, such as lines of authority, workload, autonomy, and supervisory arrangements;
- The **sociological features** that shape how teachers experience their work, including their roles, status, and the characteristics of their students and peers;
- The **political features** of their organization, such as whether teachers have opportunities to participate in important decisions;
- The **cultural features** of the school as a workplace that influence teachers’ interpretation of what they do and their commitment, such as values, traditions, and norms;
- The **psychological features** of the environment that may sustain or deplete them personally, such as the meaningfulness of what they do day to day or the opportunities they find for learning and growth; and
- The **educational features**, such as curriculum and testing policies, that may enhance or constrain what teachers can teach.

Source: NEA¹⁵³

¹⁴⁹ Jensen, U., G. Yamashiro, and K.A. Tibbetts. "What Do We Know about Teacher Pay-for-Performance?" Kamehameha Schools Research & Evaluation Division, November 2010, p. 7. http://www.ksbe.edu/_assets/spi/pdfs/PerformancePay.pdf

¹⁵⁰ Ibid.

¹⁵¹ See, for example, the discussion at: Johnson, S.M. "The Workplace Matters: Teacher Quality, Retention, and Effectiveness." Best Practices Working Paper, National Education Association, July 2006, pp. 6-7. files.eric.ed.gov/fulltext/ED495822.pdf

¹⁵² Guarino, Santibañez, and Daley, "Teacher Recruitment," Op. cit., p. 197.

¹⁵³ Figure contents quoted verbatim from: Johnson, "The Workplace Matters," Op. cit., p. 2.

The NEA notes that the negative effects of working conditions on teacher retention are especially pressing for high-needs schools.¹⁵⁴ Similarly, a study by TNTP reports that “only 32 to 45 percent of teachers at low-achieving schools said that their school was ‘a good place to teach and learn’ compared with 70 to 82 percent of teachers at high-achieving schools.”¹⁵⁵

Some research studies have found that improving working conditions and school culture can have a greater effect on retention compared to financial incentives. One survey of National Board-certified teachers found that “factors such as strong principal leadership, a collegial staff with a shared teaching philosophy, adequate resources necessary to teach, and a supportive and active parent community were far more powerful determinants” than financial incentives.¹⁵⁶ Similarly, a 2010 McKinsey survey of teachers who graduated in the top third of their class found that an improved working environment was more important for attracting teachers to high-needs schools than a salary increase. These teachers “valued excellent school leadership slightly” more than doubling their maximum salary from \$70,000 to \$150,000, and more than double the number of teachers “would teach in a high-needs school with a good working environment than would do so for double the salary.”¹⁵⁷

Workplace conditions that impact teacher retention may include the school’s culture, physical resources, administrative leadership and management, and teacher recognition and feedback. Figure 4.3 below summarizes the NEA’s best practices in school workplace conditions to retain teachers.

Figure 4.3: Working Conditions to Support Teacher Retention

WORKING CONDITION	CAUSE FOR ATTRITION	BEST PRACTICE
Teaching Assignments	Out-of-field or split assignments; excessive teaching load or class size	Appropriate teaching assignments; fair and manageable teaching load and class size
Working Relationships Among Teachers	Working in isolation from colleagues	Working collaboratively with colleagues
Support for New Teachers	Sink-or-swim induction	Ongoing observation of, interaction with, and advice from experienced colleagues
Support for Students	Little assistance for students or for teachers in working with students; inadequate family and community support	Collective teacher responsibility for student achievement, comprehensive student support services, school-family-community partnerships
Curricular Support	Under- or overprescribed curriculum, often not aligned with standards	Complete, aligned curriculum that can be used flexibly

¹⁵⁴ Berry, B., M. Rasberry, and A. Williams. “Recruiting and Retaining Quality Teachers for High-needs Schools: Insights from NBCT Summits and Other Policy Initiatives.” National Education Association. p. 5. http://www.nea.org/assets/docs/HE/mf_nationalstrategyforumreport.pdf

¹⁵⁵ “The Irreplaceables: Understanding the Real Retention Crisis in America’s Urban Schools.” The New Teacher Project, 2012. p. 18. http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf

¹⁵⁶ Berry, Rasberry, and Williams, “Recruiting and Retaining,” Op. cit., p. 5.

¹⁵⁷ Auguste, B., P. Kihn, and M. Miller. “Closing the Talent Gap: Attracting and Retaining Top-Third Graduates to Careers in Teaching.” McKinsey and Company, 2010. p. 33. http://mckinseysociety.com/downloads/reports/Education/Closing_the_talent_gap.pdf

WORKING CONDITION	CAUSE FOR ATTRITION	BEST PRACTICE
Resources and Materials	Routine shortages of instructional supplies; teachers spend their own money for essentials	Sufficient resources and materials; teacher stipends for extras
Assessment	Excessive focus on tested topics and test-taking skills	Standardized tests, as one part of a comprehensive assessment strategy
Professional Development	A miscellaneous selection of one-shot workshops	Coherent, job-embedded assistance that meets individual teachers' instructional needs
Professional Influence and Career Growth	Having the same influence and opportunities on the first day and last day of one's career	Progressively expanding influence and increasing opportunities for career growth
Facilities	Inadequate, unsafe, decrepit buildings for some schools	Safe, well-maintained, well-equipped facilities for all schools
Principal's Leadership	Insufficient attention to workplace conditions and interdependent aspects of teacher's work	Actively brokers workplace conditions; encourages teacher interdependence and collective work

Source: NEA¹⁵⁸

THE ROLE OF SCHOOL ADMINISTRATORS

Administrators play a fundamental role in teachers' decisions to stay or leave, as they set the tone of a school's workplace culture. Hess argues that districts "casually waste scarce talent" by ignoring the unique skills and abilities of individuals, doing a disservice to students and staff alike.¹⁵⁹ As the report by TNTP states, "creating a professional environment where the best teachers are excited to work makes a big difference" in improving teacher retention.¹⁶⁰ For example, a 2009 article published by The Urban Institute and the National Center for the Analysis of Longitudinal Data in Education studied the relationship between school working conditions and teacher attrition in New York City public schools by surveying first-year teachers with initial and follow-up surveys.¹⁶¹ Results of the surveys indicated that "the administration factor" was the most significant element of working conditions affecting teacher retention, and teachers who had less positive perceptions of their school administrators were more likely to transfer to another school and to leave teaching.¹⁶² The effect of a teacher's perceptions of administrators was significant, because:¹⁶³

A standard deviation increase in a teacher's assessment of the administration decreases his or her likelihood of transferring by approximately 44 percent relative to staying in the same school, and it decreases his or her likelihood of leaving teaching in New York City by approximately 28 percent relative to staying in the same school.

¹⁵⁸ Figure reproduced verbatim from: Johnson, "The Workplace Matters," Op. cit., p. 4.

¹⁵⁹ Hess, "How to Get," Op. cit., p. 37.

¹⁶⁰ "The Irreplaceables," Op. cit., p. 18.

¹⁶¹ Boyd, D. et al. "The Influence of School Administrators on Teacher Retention Decisions." The Urban Institute, 2009. p. 4.

¹⁶² Ibid., p. 11.

¹⁶³ Ibid.

In addition to setting a school's organizational and workplace culture, administrators are responsible for providing teachers with feedback and recognition, which research shows is critically important in increasing teacher retention. According to education researchers at the College of William and Mary, "**the power of feedback to teachers on what is happening in their classroom cannot be overestimated.**"¹⁶⁴ For example, while the 2012 survey of high school teachers identified "money" as the top strategy for increasing retention, 20.2 percent of teachers chose "respect and recognition for student achievement" and "additional teaching resources" as their second or third option. One teacher commented that school administrators should "[a]cknowledge each teacher's accomplishments, treat them with respect, and allow the teachers to teach without unrealistic expectations." Another noted that such recognition gave "the faculty a feeling of momentum and evidence of making a difference."¹⁶⁵

Communicating small and large successes is also important. TNTP's survey found that for high-performing, "irreplaceable" teachers who left their schools, two-thirds mentioned that "nobody even bothered to encourage them to return for another year."¹⁶⁶ Through recognition and candid performance feedback, principals could have a significant influence on convincing high-performing teachers to stay and low-performing teachers to move on or improve. Yet, most principals fail to do this.¹⁶⁷ As TNTP notes, "a little effort could make a big difference – but most principals are hardly trying."¹⁶⁸ To effectively communicate with teachers, principals' feedback should be:¹⁶⁹

- **Tangible and transparent:** data that are accessible and easy to understand;
- **Actionable:** concrete, specific, accurate, and useful data;
- **Accepted by teachers;**
- **Specific & personalized:** focused on one or two key elements of performance; and
- **Timely:** the sooner the better to facilitate reflection.

Increased feedback and recognition evidently increases teacher retention. Accordingly, Figure 4.4 below summarizes four retention strategies that principals and other school leaders can use to improve school conditions and support teachers.

¹⁶⁴ DiPaola, M. "Providing Effective Feedback to Teachers: A Critical Task of Instructional Leaders." College of William and Mary School of Education. p. 7.
<https://education.wm.edu/centers/sli/events/LA%20Conference/Ldrshp%20Insti14-1.pdf>

¹⁶⁵ Petty, T.M., P. Fitchett, and K. O'Connor. "Attracting and Keeping Teachers in High-Need Schools." *American Secondary Education*, 40:2, Spring 2012, p. 76.

¹⁶⁶ "The Irreplaceables," Op. cit., p. 16.

¹⁶⁷ Ibid., p. 14.

¹⁶⁸ Ibid., p. 17.

¹⁶⁹ Bulleted content quoted verbatim with modification from: DiPaola, "Providing Effective Feedback," Op. cit., p. 28.

Figure 4.4: Communication-Based Retention Strategies for School Leaders

STRATEGY	TEACHER DESCRIPTION
Feedback & Development	<ul style="list-style-type: none"> ▪ Provided me with regular, positive feedback ▪ Helped me identify areas of development ▪ Gave me critical feedback about my performance informally
Recognition	<ul style="list-style-type: none"> ▪ Recognized my accomplishments publicly ▪ Informed me that I am high-performing
Responsibility & Advancement	<ul style="list-style-type: none"> ▪ Identified opportunities or paths for teacher leader roles ▪ Put me in charge of something important
Resources	<ul style="list-style-type: none"> ▪ Provided me with access to additional resources for my classroom

Source: TNTP¹⁷⁰

NEW TEACHER INDUCTION AND MENTORING PROGRAMS

Research shows that the most common types of new teacher supports – induction and mentoring programs – can successfully reduce new teacher attrition.¹⁷¹ For example, a U.S. DoE study on teacher attrition in the first five years found that “[i]n each follow-up year, the percentage of beginning teachers who were currently teaching was larger among those who were assigned a first-year mentor than among those not assigned a first year mentor.”¹⁷²

In addition to increasing overall retention, research studies establish that mentorship and induction programs increase new teachers’ job satisfaction and commitment, as well as improve their teaching abilities in areas such as classroom and behavior management, lesson plan development, and activity adjustment.¹⁷³ Research also indicates that students of teachers who participate in induction programs have higher scores or more gains on achievement tests compared to students whose teachers did not participate in an induction program.¹⁷⁴

¹⁷⁰ Figure reproduced verbatim from: “The Irreplaceables,” Op. cit., p. 16.

¹⁷¹ Guarino, Santibañez, and Daley, “Teacher Recruitment,” Op. cit., p. 199.

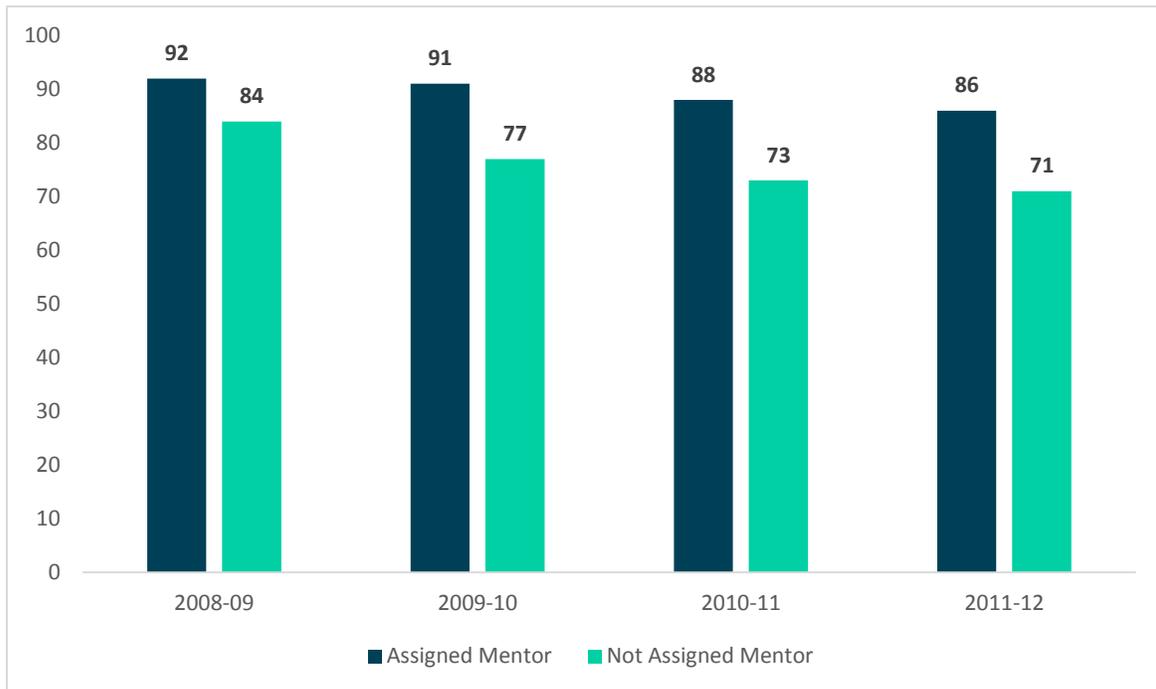
¹⁷² Gray, Taie, and O’Rear, “Public School Teacher,” Op. cit., p. 3.

¹⁷³ [1] Callahan, J. “Encouraging Retention of New Teachers Through Mentoring Strategies.” *Delta Kappa Gamma Bulletin*, 83:1, October 2016. p. 9. Accessed via EbscoHost. [2] Ingersoll, R., and M. Strong. “The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research.” *Review of Education Research*, 81:2, 2011, p. 38.

http://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gse_pubs

¹⁷⁴ Ingersoll and Strong, “The Impact of Induction,” Op. cit., p. 38.

Figure 4.5: Percentage of Teachers Retained by Assignment of First-Year Mentor



Source: U.S. DoE¹⁷⁵

The 2004 RAND literature review found that programs with mentors from the same subject, designated planning and collaboration time with same-subject teachers, and an external network of teachers as resources were most strongly correlated with higher retention.¹⁷⁶ Other characteristics of effective mentoring programs include:¹⁷⁷

- **Mentor teachers** who are highly qualified and effective leaders and advocates;
- **Clear goals** for what information mentors should share with new teachers;
- **Professional development** for mentors in the field of educational leadership;
- Mentors should help new teachers **develop long-term professional goals**; and
- Mentors should help new teachers **develop classroom management strategies**.

Induction programs include a variety of practices, activities, and supports, and often include mentoring opportunities.¹⁷⁸ The most comprehensive induction programs include “working with a mentor and having regular supportive communication with one’s principal, participation in a seminar for beginning teachers, common planning time with other teachers in the same subject, a reduced course load, and assistance from a classroom aide.”¹⁷⁹

¹⁷⁵ Ibid.

¹⁷⁶ Guarino, Santibañez, and Daley, "Teacher Recruitment," Op. cit., p. 197.

¹⁷⁷ Bullet points adapted from: Callahan, Op. cit., pp. 7–8.

¹⁷⁸ Ingersoll, "Beginning Teacher Induction," Op. cit.

¹⁷⁹ Ibid.

TEACHER ENGAGEMENT

Research demonstrates that teacher engagement is significantly associated with both retention and attendance.¹⁸⁰ Teacher engagement includes a teacher’s enthusiasm for her work and is defined as “the feelings teachers have about their work, which influence the choices they make in directing their effort and energy.”¹⁸¹ While increasing teacher engagement is shown to increase retention and decrease attrition, it has many other benefits for schools. For example, teacher engagement improves teacher efficacy, as engaged teachers are more committed to their work, consistently look for ways to improve their teaching, and have higher levels of productivity.¹⁸² Students with engaged teachers have higher levels of achievement and lower dropout rates.¹⁸³

Notably, teacher engagement decreases over time, as demonstrated in Figure 4.6 below.¹⁸⁴ A 2015 update to the Gallup poll reported that approximately 30 percent of teachers were engaged, “matching the national average for all workers.”¹⁸⁵

Figure 4.6: Teacher Engagement Levels Over Time (2013)

YEARS OF EXPERIENCE	PERCENT ENGAGED
6 months to 1 year	35.1%
1 to 3 years	30.9%
3 to 5 years	27.9%
5 to 10 years	30.8%
10+ years	31.8%

Source: Gallup¹⁸⁶

Teacher engagement also significantly impacts teacher attendance. The 2015 Gallup poll finds that teachers “who are ‘not engaged’ or are ‘actively disengaged’ at work miss an estimated 2.3 million more workdays than teachers who are ‘engaged’ at their jobs.” Actively disengaged teachers are absent twice as many days per school year as engaged teachers.¹⁸⁷

¹⁸⁰ Kirkpatrick, C. and S. Johnson. “Ensuring the Ongoing Engagement of Second-Stage Teachers.” *Journal of Educational Change*, 15:3, August 2014. p. 240. Accessed via EbscoHost.

¹⁸¹ [1] Ibid. p. 321.

[2] Ibid., p. 232.

¹⁸² [1] Hastings, M. and S. Agrawal. “Lack of Teacher Engagement Linked to 2.3 Million Missed Workdays.” Gallup.com, January 2015. <http://www.gallup.com/poll/180455/lack-teacher-engagement-linked-million-missed-workdays.aspx> [2] Kirkpatrick and Johnson, “Ensuring the Ongoing,” Op. cit., p. 232.

¹⁸³ [1] Martin, A. “The Relationship Between Teachers’ Perceptions of Student Motivation and Engagement and Teachers’ Enjoyment of and Confidence in Teaching.” *Asia-Pacific Journal of Teacher Education*, 34:1, March 2006. p. 75. Accessed via EbscoHost. [2] Kirkpatrick and Johnson, “Ensuring the Ongoing,” Op. cit., p. 233.

¹⁸⁴ Lopez, S.J. and P. Sidhu. “In U.S., Newer Teachers Most Likely to Be Engaged at Work.” Gallup.com, August 1, 2013. <http://www.gallup.com/poll/163745/newer-teachers-likely-engaged-work.aspx>

¹⁸⁵ Hastings and Agrawal, Op. cit.

¹⁸⁶ Figure reproduced verbatim from: Lopez and Sidhu, “In U.S., Newer Teachers,” Op. cit.

¹⁸⁷ Hastings and Agrawal, “Lack of Teacher Engagement,” Op. cit.

TEACHER RESILIENCE

School culture may impact the resiliency of teachers in rural schools. For example, a 2007 study in the academic journal *The Rural Educator* surveyed 28 teachers at a rural K-8 school in North Carolina with a substantially lower annual teacher turnover rate compared to the district or state average and relatively high student achievement. Respondents were asked to rate the school’s implementation of 11 strategies associated with teacher resilience.¹⁸⁸ Figure 4.7 below shows the percentage of respondents providing the highest possible rating, “we have this together,” for each strategy. Respondents were most likely to provide the highest rating for strategies associated with respect for teachers, such as encouragement and appreciation of staff, supportive feedback, and fair distribution of resources, but less likely to provide the highest rating for formal recognition of staff or involvement in decision-making.

Figure 4.7: Resilience-Building Strategies Reported by Survey Respondents

STRATEGY	PERCENT OF RESPONDENTS REPORTING “WE HAVE THIS TOGETHER”
Encouragement of staff	89.3%
Staff given supportive feedback	89.3%
Fair distribution of resources	84.3%
Appreciation of staff	78.6%
Staff believes they will succeed	78.6%
Staff express 'can do' attitude	78.6%
Staff engaged in job-specific and organization wide responsibilities	75.0%
Staff encouraged to do what really matters	67.9%
Staff rewarded for risk taking	53.6%
Staff participation in decision making	53.6%
Recognition of staff	42.9%

Source: *The Rural Educator*¹⁸⁹

Certain personality traits may also affect the likelihood that individual teachers remain in particular schools. For example, a 2015 study by the Education Policy Initiative at Carolina (EPIC), a research institute focused on education policy at the University of North Carolina at Chapel Hill, tracked the correlation between the Five Factor Model (FFM) personality traits and the first year outcomes of 1,790 new teachers, using a 120-item personality survey.¹⁹⁰ This study found a significant correlation between new teachers’ openness to experience and their likelihood of accepting a first-year teaching position in schools with high poverty levels, high percentages of minority students, or low academic performance.¹⁹¹ This study also found a statistically significant correlation between new teachers’ conscientiousness

¹⁸⁸ Malloy, W.W. and T. Allen. “Teacher Retention in a Teacher Resiliency-Building Rural School.” *Rural Educator*, 28:2, 2007. pp. 20–21. <http://eric.ed.gov/?id=EJ783870>

¹⁸⁹ Chart contents taken directly from: *Ibid.*, p. 22.

¹⁹⁰ Bastian, K.C. et al. “Do Personality Traits Impact Beginning Teacher Performance and Persistence?” Education Policy Initiative at Carolina, July 2015. p. 2. http://www.wcu.edu/WebFiles/PDFs/CEAP_PersonalityTraits_2015.pdf

¹⁹¹ *Ibid.*, p. 3.

and their retention in North Carolina’s public schools after one year, as well as a positive but statistically insignificant relationship between conscientiousness and retention in the same school after one year. Based on these findings, the authors recommended that teacher preparation programs consider incorporating personality traits into the selection process for teacher candidates, although they cautioned that these decisions should be made based on multiple indicators, rather than personality assessments alone, as responses to personality surveys may differ in high-stakes environments.¹⁹²

In addition, resilience may be referred to alternately as “coping skills,” focusing on the ability of teachers “to cope with [...] stressors and complications,”¹⁹³ or “grit,” a psychological construct associated with resilience. A 2014 study in *Teachers College Record* examined the impact of grit on teacher retention in two longitudinal samples of 154 teachers in low-income school districts.¹⁹⁴ This study defined grit as “perseverance and passion for long-term goals,” and assessed grit using blind reviews of new teachers’ resumes.¹⁹⁵ Specifically, resumes were assessed for sustained involvement and achievement in extracurricular activities during college using a seven-point rubric.¹⁹⁶ This study found that grit ratings were strongly correlated with new teachers’ effectiveness and retention over their first year in the classroom, while new teachers’ SAT scores and college GPAs were not correlated with either retention over the first year or teacher effectiveness.¹⁹⁷

In an examination of efforts to manage shortages in language teachers, Swanson notes the importance of positive feedback to preservice and new teachers that allows them to develop a “strong perception of self-efficacy” through construction of “mastery experiences.” Specific practices that can contribute to authentic performance feedback include co-working with veteran and master teachers, administrative use of competency and personality scales to guide feedback conversations, and emphasis on self-management skills in teacher preparation and development programs.¹⁹⁸

¹⁹² *Ibid.*, p. 6.

¹⁹³ Swanson, P.B. “The congruence of vocational interests and the workplace environment: Reducing the language teacher shortage.” *Language Teaching Research*, 16:4, 2012, p. 522. ProQuest.

¹⁹⁴ Robertson-Kraft, C. and A.L. Duckworth. “True Grit: Trait-Level Perseverance and Passion for Long-Term Goals Predicts Effectiveness and Retention among Novice Teachers.” *Teachers College Record*, 116:3, 2014. pp. 0–1. <http://www.sas.upenn.edu/~duckwort/images/publications/truegrit.pdf>

¹⁹⁵ *Ibid.*, p. 3.

¹⁹⁶ *Ibid.*, p. 14.

¹⁹⁷ *Ibid.*, pp. 17–18.

¹⁹⁸ Swanson, “The congruence of...shortage,” *Op. cit.*, pp. 531-533.

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