

# Improving Educator Retention: Ensuring Students Have Access to Effective Teaching

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## Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

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## Poverty in America

- Twenty percent of American children live in poverty.
- More than one million children struggle with hunger every day; more than 1.2 million are homeless on any given night.
- More than half of public school students are poor and eligible for free or reduced-priced meals.
- Upward mobility in the United States is a dream deferred for most poor children; if you are born poor, you are likely to remain poor your entire life.

Source: Cookson, 2013.



## Barriers to Opportunity

- The School to Prison Pipeline refers to the “disproportionate numbers of students with disabilities and African-American youth receiv[ing] suspensions, and overall, students who [are] removed from school [and] have a much higher likelihood of involvement in the juvenile delinquency system” (Gonsoulin, Zablocki, & Leone, 2012, p. 309).



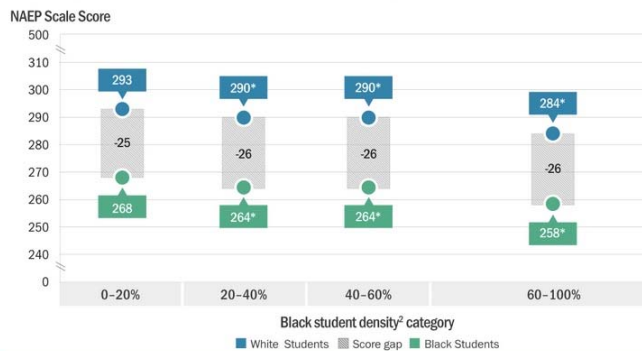
## Barriers to Opportunity

- “If current trends continue, one of every three Black American males born [in 2013] can expect to go to prison in his lifetime” (The Sentencing Project, 2013, p. 1).
- “Most big cities with high concentrations of low-income students had graduation rates in the 60 percent range, with some as low as 50 percent” (America’s Promise Alliance, 2014, para. 11).
- High school dropouts are an economic disadvantage; these individuals represent a significant loss in buying power and do not contribute to the tax base (Alliance for Excellent Education, 2011).

## Segregation and the Achievement Gap

According to the 2011 National Assessment of Educational Progress (NAEP)

Achievement for both Black and White students is lower in schools with the highest percentages of Black students. But the achievement gap is not different.<sup>1</sup>



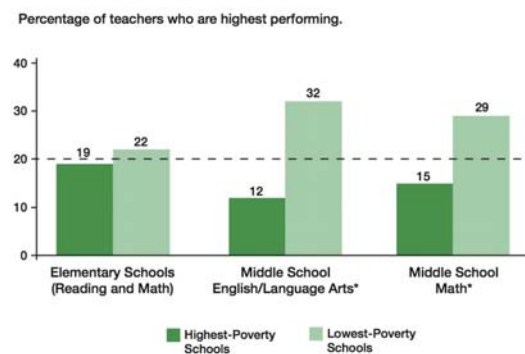
Source: Bohrnstedt, Kittmitto, Ogut, Sherman, & Chan, 2015.

## Consistent Findings, Persistent Gaps

- Studies consistently show that poor and minority students (and often low-performing students) are more likely to be taught by less-qualified or effective teachers.
- Even very recent studies and state equity plan analyses suggest equity gaps persist.

## Prevalence of Highest Performing Teachers in the Highest and Lowest Poverty Schools (10 Districts)

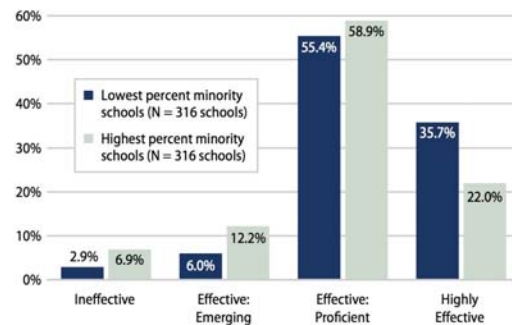
**Figure 2. Prevalence of Highest-Performing Teachers in the Highest- and Lowest-Poverty Schools**



Source: Glazerman & Max, 2011, as shown in Institute of Education Sciences, 2014, p. 6.

## Teacher Evaluation Ratings in Louisiana, 2012–13 Top versus Bottom Quartile Schools by Minority Enrollment

**FIGURE 2**  
**Teacher evaluation ratings in Louisiana, 2012-13**  
Top versus bottom quartile schools by minority enrollment



Source: DeMonte & Hanna, 2014, p. 4.

## Warm-Up Activity

1. Turn to a neighbor and share your name and current role.
2. Share your thoughts on the following:
  - In your current role, have you observed equitable access issues?
  - If so, how did it impact your choices as an educator? How did it impact your students? Your community?
  - If not, what examples of equitable access did you observe?

## Policy Background

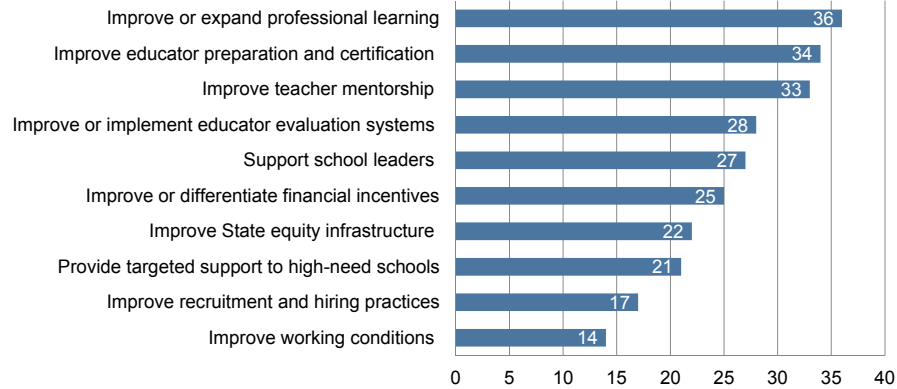
- 2002: No Child Left Behind required all students to be taught by highly qualified teachers by 2006.
- 2006: States create plans to ensure that poor and minority students are not taught at higher rates than other students by underqualified, inexperienced, or out-of-field teachers.



## 2015 Equity Plans

- To what extent do equity gaps persist with respect to poor and minority students and unqualified, out-of-field, and inexperienced teachers?
- Consider the root causes of existing gaps.
- Design or describe strategies to address root causes.
- Put forward plan to monitor and assess progress in reducing any existing gaps.
- To see plans that have been submitted and approved, visit <http://www2.ed.gov/programs/titleiparta/resources.html>.

## Common Strategies—2015 Plans



## Impact of Every Student Succeeds Act?



## We Need a Comprehensive Approach to Strengthening the Educator Workforce



## Deep Dive: Focus on Retention

“Teaching has become an increasingly unattractive job in California. ... Ironically, where teachers are in short supply, current policies encourage the hiring of individuals who are not yet prepared to teach, which often heightens turnover and further exacerbates the shortages in the long haul” (Task Force on Educator Excellence, p. 19).



# Attrition and Turnover Rates for Public School Teachers

## Attrition and Turnover Rates

- 8 percent attrition rate
- 13 percent turnover rate
- 20 percent: turnover rate for high-poverty schools, especially for math and science teachers

(NCES, 2010; Goldring, Tai, & Riddles, 2014; Ingersoll, 2001; Ingersoll, 2011; Ingersoll & May, 2012; Keigher & Cross, 2010)



## Monetary Cost

\$1 billion to \$2.2 billion per year on teacher attrition and turnover (Hassel & Hassel, 2010)

## Teacher Turnover: Stayers, Movers, and Leavers

Where did teachers go between school years 2011-12 and 2012-13?



84% of teachers stayed at the same school



8% of teachers moved to a position at another school



8% of teachers left the teaching profession



More teachers from high-poverty schools moved to other schools between the 2011-12 and 2012-13 school years than mid- or low-poverty schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), Teacher Follow-up Survey (TFS), "Current Teacher Data File," 2012-13. [http://nces.ed.gov/ipeds/data/tfs/indicator\\_01c.asp](http://nces.ed.gov/ipeds/data/tfs/indicator_01c.asp)

## Effect of Turnover on Workforce

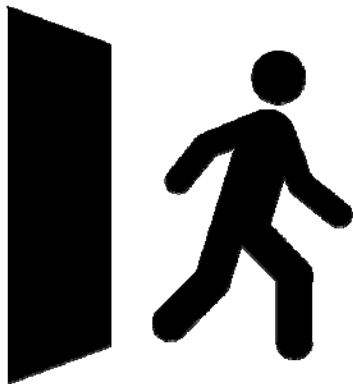
- Median years of experience:

- 1987–88: 15 years
- 2007–08: 1 year
- 2011–12: 5 years



The attrition rate of first-year teachers has increased more than 40 percent in the past two decades (Ingersoll, 2012).

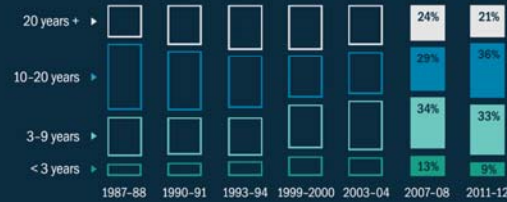
## Teacher Attrition Exacerbates Shortages



- High-need districts struggle to attract and retain high-quality, well-prepared teachers
  - 50% of new teachers leave within 3 years in many urban districts
- 2X = Likelihood underprepared teacher will leave within five years vs. prepared teacher
- \$15,000-\$20,000 = Cost per teacher who leaves

## How Experienced Are U.S. Public School Teachers?

The distribution of teacher experience has fluctuated over the past 25 years. While the percentage of teachers with 10–20 years of experience has grown since 2007–08, the percentage of new teachers with less than 3 years of experience has declined.



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File, 1987–88 through 2011–12; and "Charter School Teacher Data File, 1999–2000." [http://nces.ed.gov/ipeds/data/ipeds/datafiles/0114\\_209\\_10.asp](http://nces.ed.gov/ipeds/data/ipeds/datafiles/0114_209_10.asp)

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## Research-Based Approaches to Improving Recruitment and Retention

- Residency programs
- Induction programs
- School leadership and climate
- Career advancement and compensation



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# Residency Programs

**Benefit:** Residency programs may help improve teacher effectiveness and retention rates through relationships and experiential learning (Barrett, Hovde, Hahn, & Rosqueta, 2011; Papay, West, Fullerton, & Kane, 2011).

**Challenges:** It is difficult to find enough effective mentor teachers for these programs, limiting the number of teachers who can participate (Clotfelter, Ladd, & Vigdor, 2007; Lankford, Loeb, & Wyckoff, 2002).

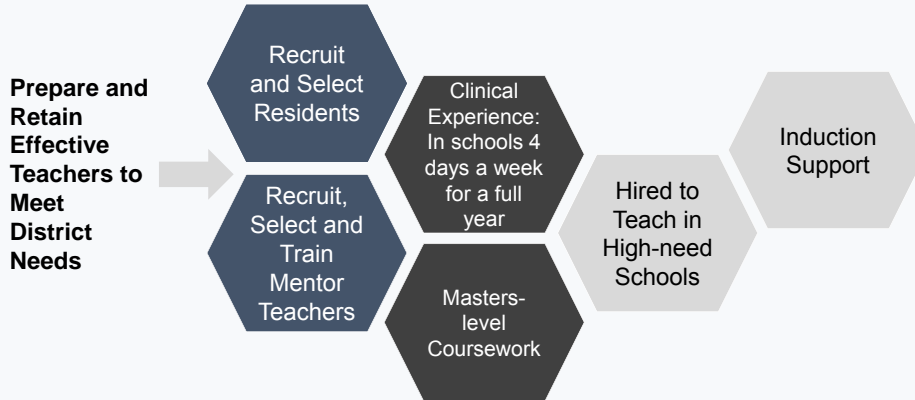


# Residency Programs

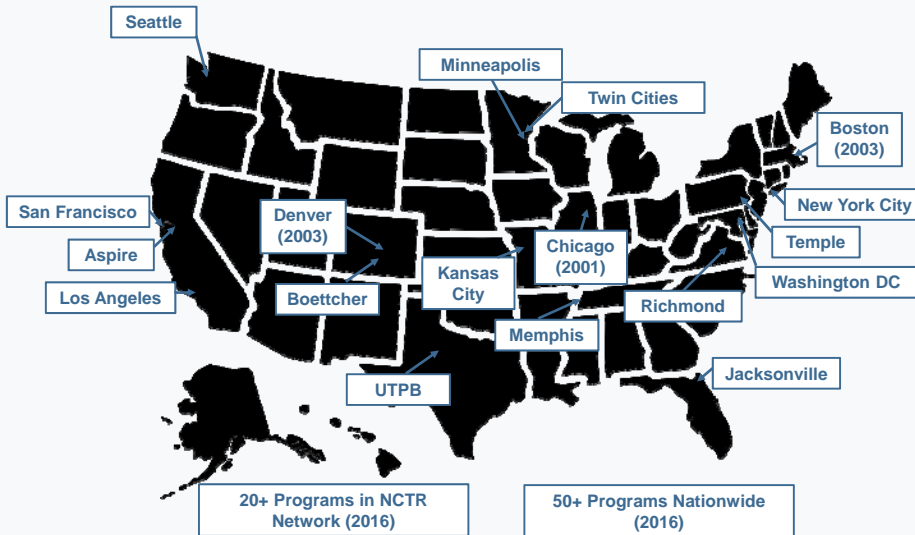
Teacher preparation has not responded to district needs to prepare highly-effective candidates for high need areas

- **What:** A local response to meet the need for high-quality, committed teachers who stay
- **Who:** A collaboration between school districts, IHEs, and (often) local not-for-profits
- **How:** Clinical-based teacher preparation programs that are customized to meet the needs of school districts serving high need students
- **Where:** In more than 50 urban and rural districts nationwide

## Residency Program Design



## 15 Years of Teacher Residencies



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## Early Findings from the NCTR Residency Model

- Improved teacher retention (5-year retention rates of 85%)
- Increase in student achievement with residency-trained teachers
- Principal satisfaction rates of over 90%
- Improved diversity of local teacher workforce

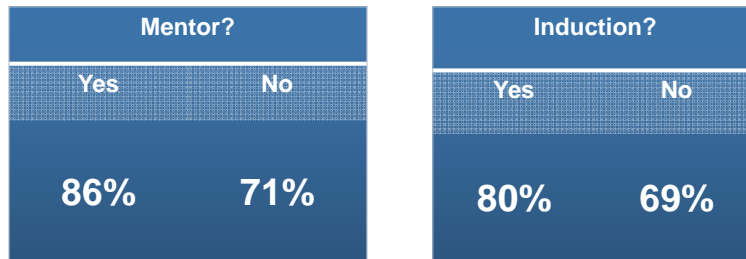
## Induction Programs

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- Teacher retention and effectiveness are closely related to beginning teaching experiences (Ingersoll, 2012; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Liu, 2004; McCarthy & Guiney, 2004; Smith & Ingersoll, 2004).
- Most studies show that induction programs can improve teacher retention and commitment to teaching, but the wide variety in program design makes it difficult to generalize the effects of induction (Allen, 2005; Wei, Darling-Hammond, & Adamson, 2010).

## Mentoring, Induction, and Attrition

Percentage of teachers still in the profession after five years:



Source: Gray & Taie, 2015.

## School Leadership and Climate

- Negative school climates or working conditions and changes in school leadership can lead to higher teacher turnover rates (Allensworth, Ponisciak, & Mazzeo, 2009; Baker, Punswich, & Belt, 2010; Johnson, Berg, & Donaldson, 2005).



## School Leadership and Climate

- Principals who create a culture of high expectations and systematically remove low-performing teachers improve the retention of effective teachers.
- However, this same study found that many principals in these urban schools struggled to motivate effective teachers to remain in their schools.

Source: TNTP, 2012.

## Career Advancement and Compensation

- Effective teachers often cite a lack of career advancement opportunities as their reason for leaving.
- Some research has indicated hybrid teaching and leadership roles may motivate teachers to stay in the profession and help effective teachers have a broader influence or impact (Hart, 1994; Hassel & Hassel, 2010; Rinehart, Short, Short, & Eckley, 1998; Steel, Griffith, Hom, & Lyons, 2002).





# Salary

Percentage of teachers still in the profession after five years:

Starting salary of <b>more</b> than \$40K	Starting salary of <b>less</b> than \$40K
85%	68%

Source: Gray & Taie, 2015

# Reflection and Discussion

Turn to a neighbor and share your response to the following:

- Based on this overview of research-based approaches to retention, what do you see as the **priority** approach to improve retention of California teachers?
- Have any approaches described here influenced you in your education career? (Share any examples from your districts or schools.)

# Questions?

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