What We Know and Can Do to Recruit & Retain Quality Teachers

Barnett Berry and Eric Hirsch

Teacher Quality, Recruitment & Retention Symposium

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Considering the Future of Teaching: **Accomplished Teachers**

- The highest paid anybodies in a school district
- Rewarded for teaching the most challenging students (pay, load, etc.)
- Have time & space to mentor and assess colleagues
Considering the Future of Teaching: New Teachers

- Not given the most challenging students
- Have a reduced teaching load until they pass “muster”
- Have support from content-specific mentor to assist in completing performance assessments
- Paid more when pass assessments
Considering the Future of Teaching: Schools Designed for Teacher Learning

- Everyone teaches, reducing teaching loads strategically
- P-16 partnerships allow for blending of teacher education, induction, & professional development
- Differentiated staffing allows for identifying & using teaching expertise to prepare novices
- Teacher teams (w/ varied expertise) responsible for larger groups of students
- 10 hours of teacher learning time/week
Teacher Retention: An Essential Issue for Florida and the Nation

- About one-third of new teachers leave the profession after three years and almost half after five years.

- Teacher turnover (those who leave the field and those who change jobs) is 15.7%, higher than non-teaching occupations (11%).

- Turnover is costly - $8,000 or more for each recruit leaving in the first few years of teaching.
Beginning Teacher Attrition is a Serious Problem

Cumulative Percent Of Teachers Leaving The Profession Each Year

After 1 Year: 14%
After 2 Years: 24.4%
After 3 Years: 32.6%
After 4 Years: 40.4%
After 5 Years: 46.2%

SOURCE: Richard M. Ingersoll, adapted for NCTAF from “The Teacher Shortage: A Case of Wrong Diagnosis And Wrong Prescription.” NASSP Bulletin. 86(June 2002):16-31
Attrition exacerbates recruitment problems as teachers are most likely to leave hard-to-staff schools and subject areas.

*Poor children and those of color are far more likely to be taught by inexperienced, underprepared, and unqualified teachers.*
Teacher Turnover is Higher in Low-Income Public Schools

School Conditions are the Biggest Reasons for Dissatisfaction-Related Teacher Turnover (1994-1995)

- Low Poverty, Suburban Public
- High Poverty, Urban Public

Reasons Why Quality Teachers Stay

1. They have the content knowledge and teaching skills necessary to work effectively with their students.

2. They receive the support and encouragement of their principal and colleagues, particularly at the beginning of their careers.

3. They are given the time and opportunity to learn how to teach more effectively.

4. They are satisfied with their compensation and the conditions in which they work.

5. They want the opportunity to have their voices heard and work without unnecessary intrusions and paper work.
A Sampling of Data & Policies

Getting Smart About Teacher Retention
Teacher Preparation: Clinical Experiences

First Year Teachers Feeling Very Well Prepared to:

- Classroom management
- Subject matter
- Plan lessons effectively

First Year Teachers Feeling Very Well Prepared to:

Age of K-12 Florida Teachers Who Left Teaching


Why Florida Teachers Left, 1999

To Raise Children/To Retire/For Other Personal Reasons: 58%

Dissatisfied With Teaching Profession: 20%

Desire Better Salary/Benefits: 14%

To Pursue Another Career: 8%

SOURCE: Florida Office of Economic and Demographic Research, Teacher Survey, April 2000
What Florida teachers who left teaching say would encourage them to return to the classroom

- Increased Pay: 72%
- Smaller Class Size: 63%
- Fewer Disruptive Students: 53%
- Less Paperwork: 42%
- More Support From School Administration: 32%
- Opportunity to Work Part-Time: 32%

SOURCE: Florida Office of Economic and Demographic Research, Teacher Survey, April 2000
Maryland: requires new elementary teachers to complete 12 semester hours in reading instruction

Indiana: elementary licensure exam demonstrates a knowledge of phonics instruction

California: requires a licensing test for assessing how to teach Limited English Proficient students

Georgia: requires double “minor” for middle school teachers and offers guarantee
New Standards Unenforced

- Emergency credentialing and alternative route teachers do not always need to meet same standards
- State boards of education and legislatures have been unwilling to close down poor schools of education
- Education schools used as “cash cows” for universities
Principals are Supportive and Encouraging to Teachers

Principals Frequently Discuss Instructional Practices with Teachers

Principals as Instructional Leaders: State Policies and Practices

**North Carolina**’s Principal Executives Program: $3 million state program; 80% of those participating in the Higher Schools Performance Program report improvement on the state assessment

**Colorado**: 30% of districts offer no professional development and more than half of districts spend less than $3,000 on principal professional development
Participation in induction program

Reduced teaching schedule

Reduced number of preparations

Induction: Supporting New Teachers

Work closely with a mentor

Mentor in same subject (asked only if answer to previous question was positive)

Mentor was helpful "to a great extent"

Induction: Supporting New Teachers

- Common planning time: US 43, Southeast 48, Florida 52
- Seminars for beginning teachers: US 63, Southeast 65, Florida 81
- Extra classroom assistance: US 26, Southeast 26, Florida 24
- Regular supportive communication: US 76, Southeast 79, Florida 85

30 states have an induction program for new teachers

16 states require and finance induction for all new teachers

9 states specify the amount of time for mentors and their assigned teacher to meet, ranging from 70 hours or a few meetings per year to AR, CT, DC, MD, WV requiring some contact each week
Induction and Mentoring: Connecticut’s BEST Program

- Highly structured portfolio consisting of lesson logs, videos, commentaries and student work
- Mentors meet regularly with novices.
- Content-specific seminars (25-30 hours)
- Portfolios reviewed by two trained assessors
- Initial pass rate of 85-92%
- Cost: $3.6 million for 2,800 teachers, or about $1,400 per new teacher
Induction and Mentoring: California’s BTSA Program

- Daily (on-site) support from a trained mentor
- Monthly formative assessments
- Individual induction plan
- 96% retention rate (1st year)
- $3,375 per beginning teacher per year with a $2,000 in-kind district match
- Only fully credentialed new teachers can participate, leaving 42,000 under-prepared novices without this type of support
Teacher Perception of Professional Development Quality

Professional Development: Access to Opportunities

- 35 states mandate PD for licensure renewal (most clock hours)
- Teachers more positive about content p.d.
- Less than 33% of teachers feel well prepared to assess student performance
- No Child Left Behind: $2.85 for scientifically based professional development
- Districts must use 5% of Title I funds to ensure teachers are highly qualified and identified schools must spend 10% on professional development
Satisfaction of Teachers with Their Salary

In Florida Higher Starting Salaries Equate to Fewer Out-of-Field Teachers

Districts that paid beginning teachers $29,000 or more in 2001-2002 reported 10% as being out of field.

For districts that paid beginning teachers under $29,000 the out-of-field percentage was more than double at 22.5%.

Source: Florida Department of Education, Office of Strategy Planning, September 2002
Teacher Perception of Job Security Based on Student Performance on State or Local Tests

Percentage of Teachers Who Would Enter Teaching Again

Teacher Compensation: Rewarding Performance

- Increased compensation targeting national or regional averages
- New MI study: Spending rose 3X as fast on central administration costs than on teacher salaries (1997-2000)
- Differentiated pay
  - CA school bonuses: $250 million to high performing schools; program abandoned due to budget and technical problems
  - National Board: More than half the states pay more - offer $7500 annual increase in SC; 12% in NC; 10% in FL (+10% for additional mentoring)
  - Pilots in OH, MN, Denver, etc.
Issues to Consider

- What Florida data are available to help policymakers and practitioners understand retention policy options?

- What will the impact of No Child Left Behind and its resources and sanctions be on the recruitment and retention of highly qualified and/or high quality teachers?

- What is the role of the state, districts, schools in improving working conditions?

- Given economic conditions, will the state be able to create a policy strategy which is predictable and sustainable for teachers over time?
  - e.g., Load reduction for new teachers; time for mentoring