

Teacher Retention: The Role of Professional Learning



Webinar
March 30, 2023

If you can see the slide and hear the music, you are all set.

Welcome! We will begin shortly.

All attendees are muted upon entry.
Please use the chat feature for comments and questions during the webinar.

 **learningforward**
THE PROFESSIONAL LEARNING ASSOCIATION

Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/learningforward)

Let's get started



Suzanne Bouffard
Senior Vice President
Communications and
Publications
Learning Forward

THE LEARNING PROFESSIONAL
THE LEARNING FORWARD JOURNAL

Tackling TURNOVER

WHAT DO EDUCATORS NEED TO STAY?



February 2023, Vol. 44, No. 1

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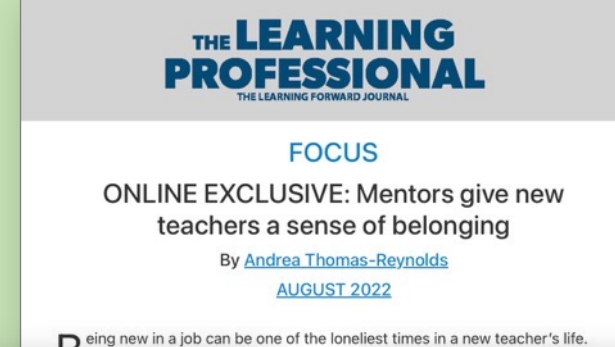
Kathy Perret (kathyperretconsulting@gmail.com) is an independent educational consultant and virtual coach focused on instructional coaching.

THE LEARNING PROFESSIONAL
THE LEARNING FORWARD JOURNAL

FOCUS

ONLINE EXCLUSIVE: Mentors give new teachers a sense of belonging

By [Andrea Thomas-Reynolds](#)
[AUGUST 2022](#)



Being new in a job can be one of the loneliest times in a new teacher's life.

COACH'S NOTEBOOK
Kathy Perret

WANT TO RETAIN TEACHERS? ASK THEM WHAT THEY NEED

Have you seen the movie *Field of Dreams*? It's about a farmer from my home state of Iowa who builds a baseball field among his cornfields that attracts the spirits of past baseball legends. Even if you haven't seen the film, you've probably heard the quote, "If you build it, he will come" (Robinson, 1989). These days, we often hear an adapted version of this quote: "Build it, and they will come."

Building something and hoping people will come may work in a movie, but, unfortunately, it doesn't miraculously happen in our schools. In my work with instructional coaches and school leaders, I have adopted a different spin on the quote: Build together so they will stay.

The word "stay" is key. We are seeing teachers leave the profession at alarming rates, and declining rates of people entering the profession make it even more important to hold on to the teachers we have.

The word "together" is also key. We all have to work in collaboration to improve teacher retention — leaders, coaches, teachers, and all staff. Building collaborative school culture is an ongoing process. Here's one strategy I recommend, regardless of where you are in your leadership journey: that ties directly to improving retention.

THE STAY INTERVIEW

If you have ever left a position, perhaps you were invited to an exit interview. Typically, the goal of an exit interview is to ascertain why the employee is leaving. The information can help employers change their practices going forward to retain future staff. But why not be more proactive? Why wait until an employee has already decided to leave before figuring out how to improve things?

Try setting up stay interviews to gather information on how teachers (and other staff members) feel about their working conditions and what they need to happily stay at their current school. Such reflective, one-on-one conversations between teachers and school leaders are critical for nurturing a healthy school culture, and stay interviews can show staff that you are invested in them for the long term.

Melissa Harvey, principal at Bobby Summers Middle School in Fate, Texas, first learned of stay interviews from a yearlong principal institute run by the nonprofit organization N2 Learning, through which school administrators collaborate with peers from other districts to learn about building and sustaining school transformation.

Stay interview questions should be tailored to each school environment. They might include inquiries like, "What do you look forward to when you come to work each day?" and "If you were to consider leaving this position, why would that be?" (Heubeck, 2022). Harvey chose her questions from a bank created with her principal institute cohort and piloted them with two teacher leaders and one teacher before finalizing them.

She offered her staff a chance to sign up for voluntary stay interviews, and many immediately signed up and sought her out. She reminded teachers that the process was about making things



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FOCUS TACKLING TURNOVER

A supported workforce is a strong workforce

MISSOURI CENTERS PROFESSIONAL LEARNING
IN ITS PLAN TO RECRUIT AND RETAIN TEACHERS

BY PAUL KATNIK

Like most U.S. states, Missouri is struggling with teacher shortages. In our public schools, which serve nearly 900,000 students, shortages have typically been concentrated in urban and rural

areas, and in content areas of special education, math, and science. Recently, however, shortages have begun broadly impacting more schools in more parts of the state and more content areas. As sobering as these challenges are, Missouri is committed to efforts that

will result in real change to ensure a well-prepared, stable, satisfied, and high-quality workforce so that all children have access to an excellent education. High-quality, standards-aligned professional learning is a key part of our multifaceted strategy.

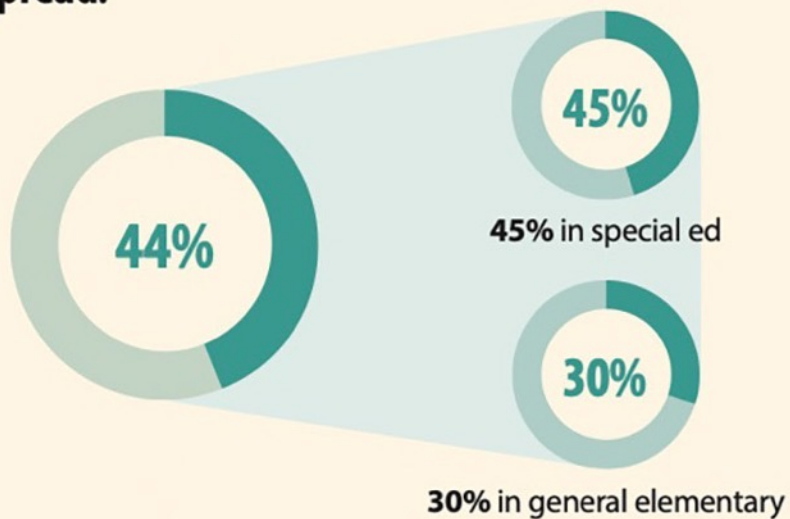
Participants will ...

- Learn how high-quality professional learning supports teacher retention.
- Discover strategies for boosting teacher retention by investing in teacher development.
- Examine how to incorporate teachers' perspectives on their jobs and professional needs into retention efforts.
- Explore the progress and results of districts' and states' investments in teacher retention.
- Gather ideas for making professional learning a key part of your retention strategies.

CURRENT TRENDS

Turnover is widespread.

44% of U.S. public schools report teaching vacancies.¹



More teachers intend to leave than ever before.²



Teachers of color leave at a higher rate than white teachers.³



PROFESSIONAL LEARNING CAN HELP

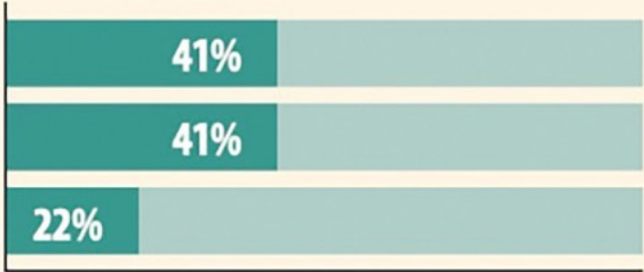


Yes, compensation matters.

Teachers are **31%** more likely to stay in districts with the highest salaries. ⁶

Teachers of color ranked professional learning and leadership development as the best strategies for teacher retention – much more important than salaries. ⁴

More professional development and support:
More leadership opportunities:
Higher salary:



Teachers of color also rank these strategies for learning and growth highly: ⁵



Ensure new teachers of color serving high-need students receive adequate support.



Provide more time for teacher collaboration.



Increase teachers' say in policy decisions.



Provide more training on effective classroom management strategies for all teachers.

CRITICAL RETENTION STRATEGIES

Retention will take transformation on multiple fronts. Professional learning-related strategies include:

- Bolstering school leadership and administrative support
- Increasing access to professional collaboration and shared decision-making
- Improved access to teaching and learning resources
- Improving teacher preparation
- Expanding teacher residencies
- Providing mentors



Let's check in

How big a problem are teacher shortages and turnover where you work?

- A major problem
- A minor problem
- Not a problem

To what extent is your system implementing proactive strategies to retain teachers?

- Actively implementing
- Making progress
- Getting started
- Haven't thought about it or haven't started

Please feel free to share your best retention strategies in the chat box at any time during this webinar.

Panel discussion



Paul Katnik

Assistant Commissioner
Office of Educator Quality
Missouri Department of
Elementary and
Secondary Education
Jefferson City, MO



Melissa Harvey

Principal
Bobby Summers
Middle School
Royse City I.S.D.
Fate, TX



**Andrea Thomas-
Reynolds**

Senior Vice-president
Insight Education
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New Orleans, LA



Professional Learning Improves Teacher Retention

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- Increase in retirements
- Increase in vacancies
- Decrease in teacher candidates
- Decrease in applicants
- Decrease in teacher retention
- Supply is not meeting demand



Teacher Recruitment Grants (Grow Your Own)

- More collaboration with higher education (34%)
- More interest in teaching (30%)
- More collaboration with community partners (25%)
- Building a larger teacher candidate pool (24%)
- Recruiting future teachers in particular content areas like special education, math, and science (21%)



Teacher Retention Grants

- 508 school districts and charter schools (92%)
- 90% of grants using research-based strategies
- Improving mentoring/support for new teachers
- Expanding teacher voice and leadership
- Investing in professional learning
- Investing in teachers



- Implementing professional learning based in teacher identified needs (40%)
- Strengthening mentor programs (27%)
- Retaining more experienced, high quality teachers (29%)
- Retaining teachers in particular content areas like special education, math and science (23%)
- Providing customized support to schools related to teacher retention (21%)



Melissa Harvey
Principal, Bobby Summers Middle School
melissa.harvey@rcisd.org

Stay interviews

“A staff that feels valued and appreciated will increase the belonging, engagement and retention.”

— CharacterStrong



My post to staff:

I want to do STAY interviews with anyone and everyone who is willing!

What is a STAY interview? This is an interview where you meet with me.

You tell me why you choose Summers, and why you choose teaching.

- What do you look forward to?
- What can we do more of to make your job better or happier (things we have control of)?

I have about 8 questions. Please email me.

Why am I doing this?

I need people who are problem solvers/happiness creators/change initiators. (Even if you are not, I would love to meet with you to get insight).



Stay interview questions

- What do you like most about working at Summers?
- Would you recommend our campus to job-seeking friends?
Why or why not?
- Do you feel valued and respected? What makes you feel that way?



Stay interview questions (continued)

- What is the most frustrating thing about your current position?
(I eased into the hard questions.)
- What kind of feedback/recognition/support would you like that you are not currently receiving?
- What did you love about your last campus/district/role that you wish we did here?



Stay interview questions (continued)

- Rate the work/life balance here 1–10. Is there anything that we can do as a staff to help?
(CharacterStrong always comments that an organization that takes care of well-being is a safe place to work.)
- If you were to consider leaving Summers, why would that be?
(These were the hardest things to hear — a lot of things I have no control over.)
- What area of growth do you think is the greatest need for campus and/or district administration?
- What would make your job even more satisfying? Or just make it the best place to work?



Responsiveness and trust

“Thank you for trusting me enough to tell me this.”

“I believe we are measured by how we respond.”

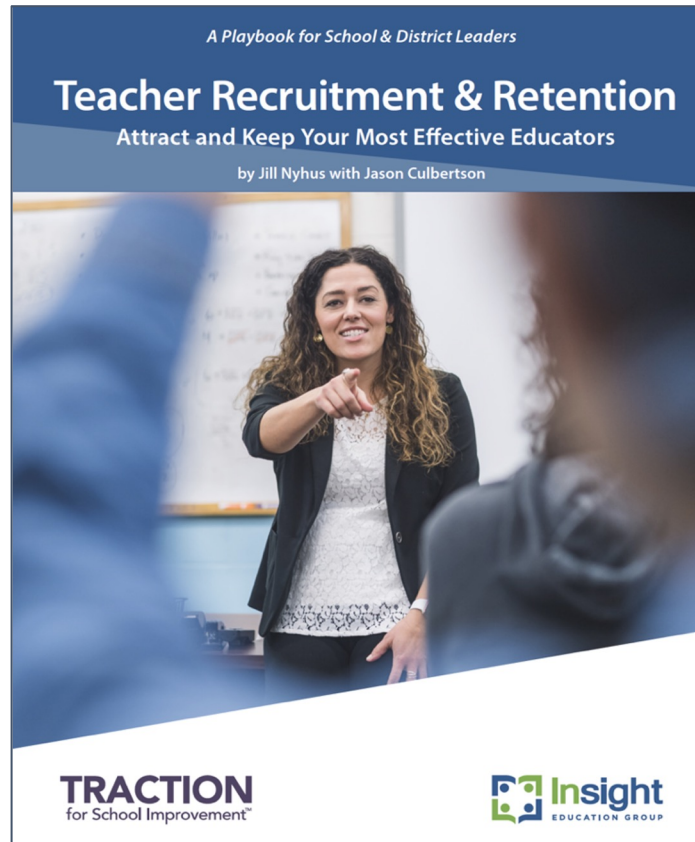
— Superintendent Matthew Gutierrez
Seguin ISD



Andrea Thomas-Reynolds

Senior Vice-president, Insight Education Group

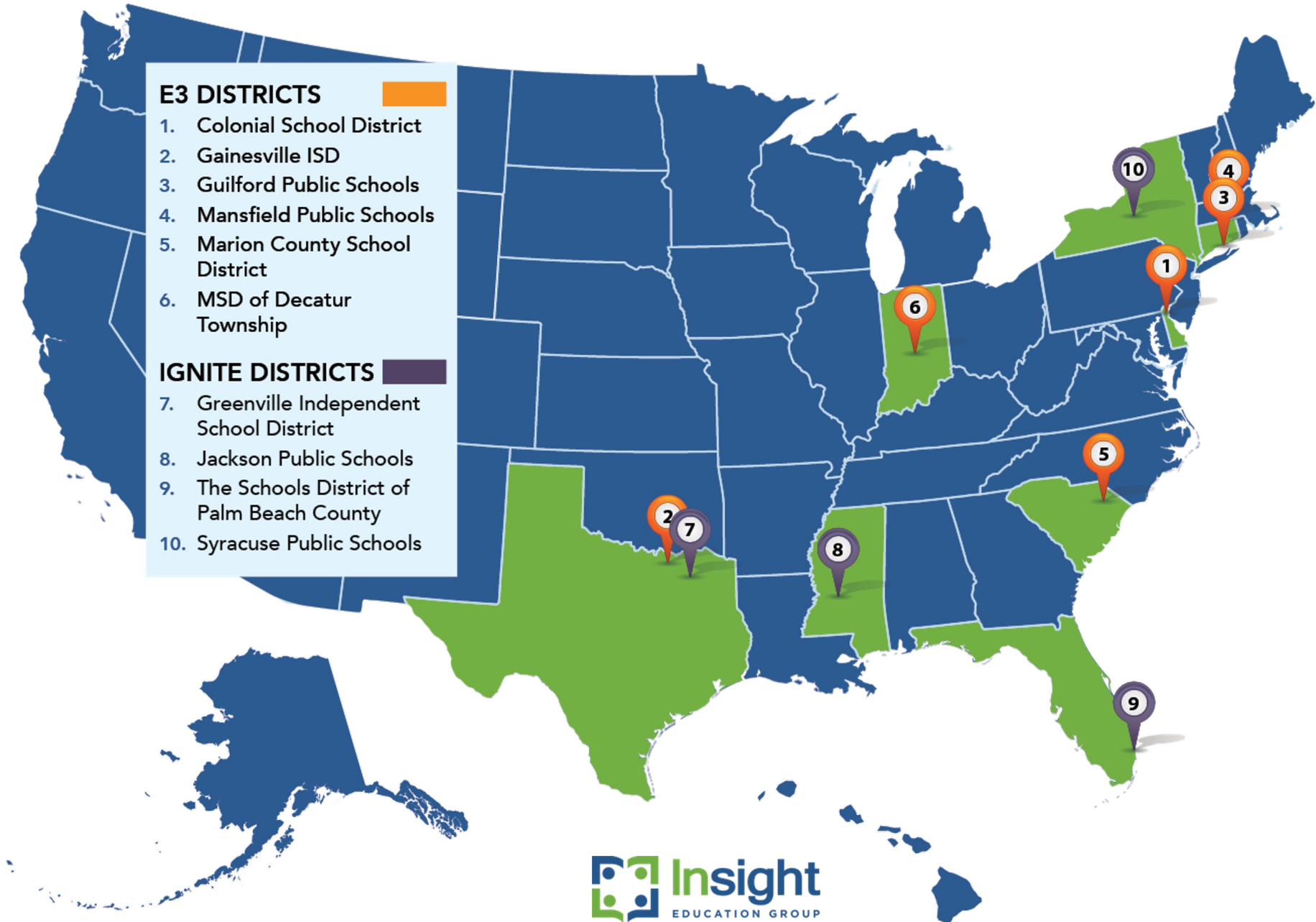
thomasreynolds@insighteducationgroup.com



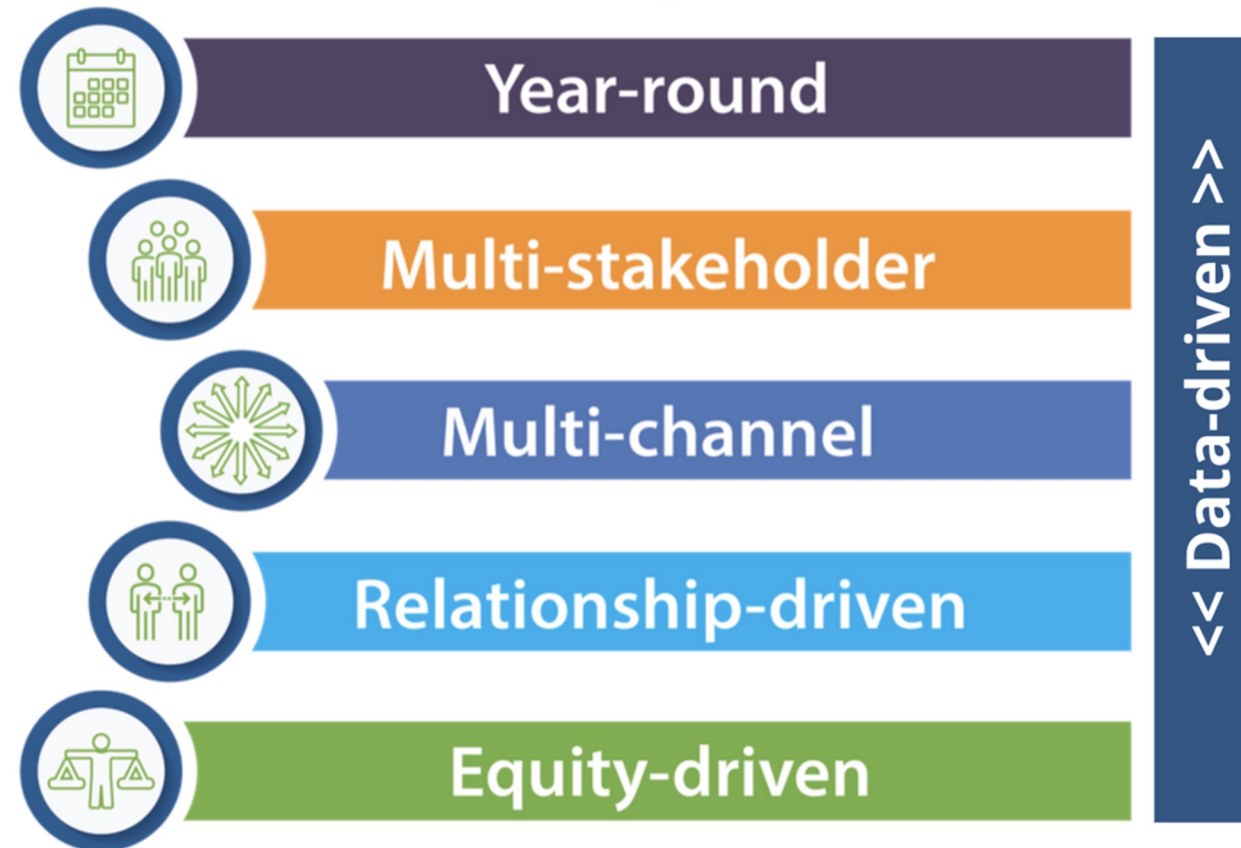
[https://www.insighteducationgroup.com/
playbook-teacher-recruitment-retention](https://www.insighteducationgroup.com/playbook-teacher-recruitment-retention)



E3 and IGNITE School Districts



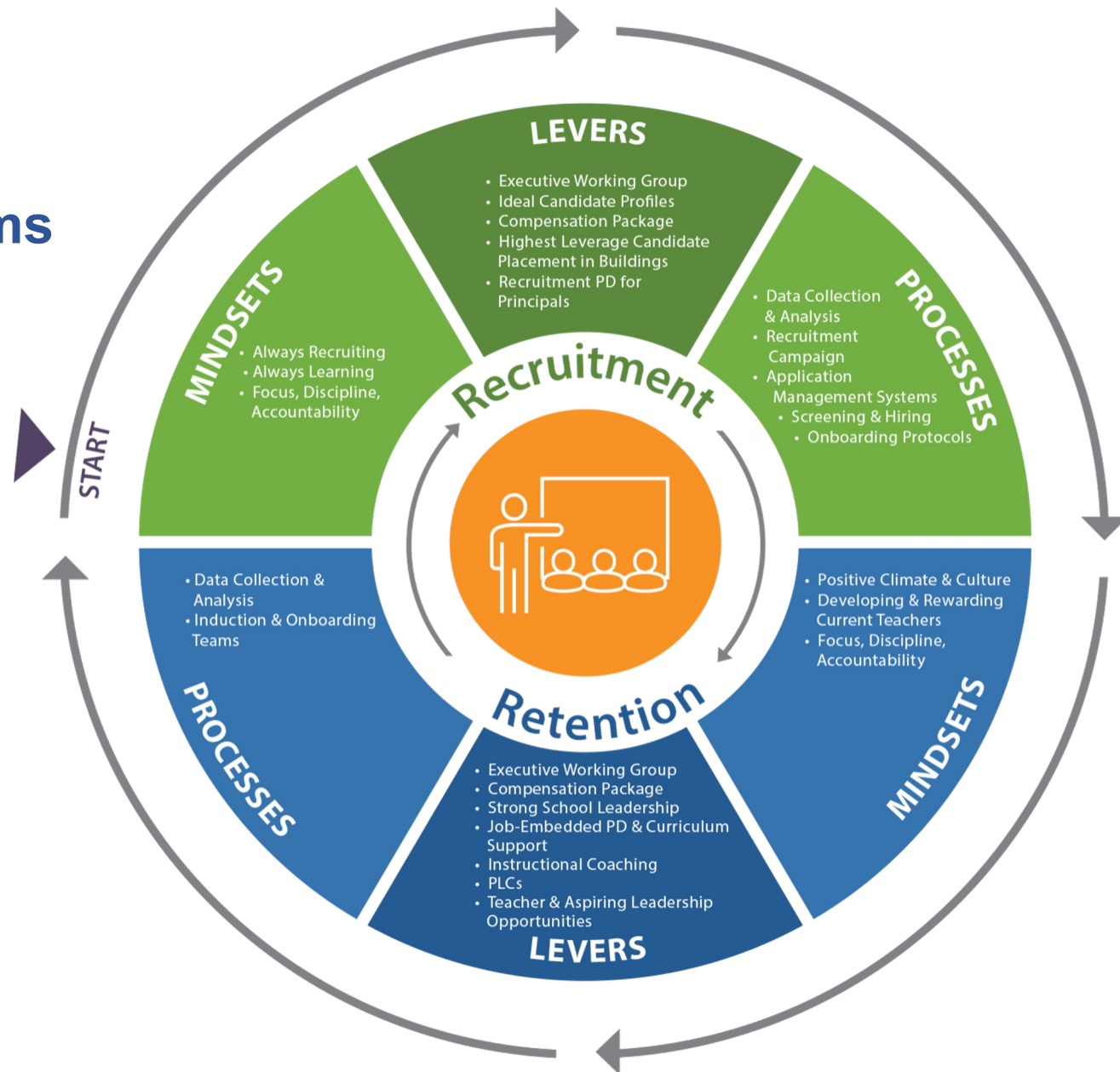
Characteristics of an Effective Recruitment & Retention System



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Recruitment & Retention Systems



Onboarding Teams

Team Membership

- Are educators in your school with 2+ years experience
- Teacher/staff member in the school
- Teams consists of 5 – 7 members
- Annual commitment to meet 4 times per year as a group

Characteristics

- A strong affinity for building strong relationships
- Enjoyment for hospitality and making people feel welcomed
- May not have had other leadership opportunities
- School and community supports

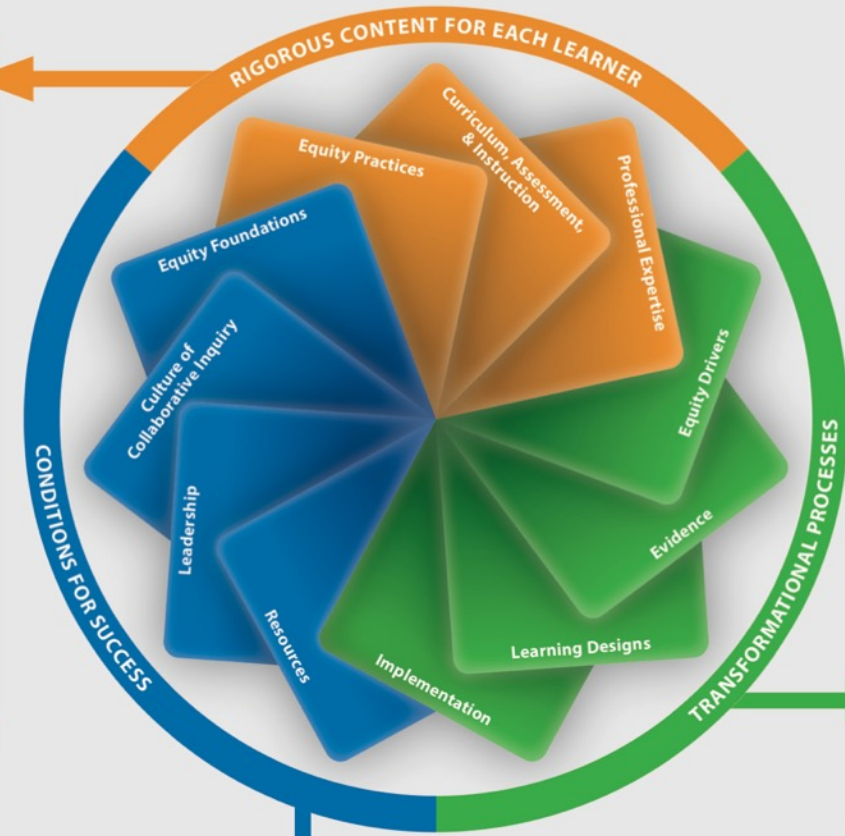
Benefits of Onboarding Teams and Retention

- Cultivates a culture of belonging and connection in school
- Provides intentional thought about how to support teachers throughout the academic year
- Strengthens relationship building — Teachers have a trusted point of contact in the school
- Engages the involvement of existing staff (not in leadership) to see their valuable role in the school

How Standards for Professional Learning can help address turnover

Rigorous Content for Each Learner

- How does strengthening educators' social and emotional competencies further your school or system's efforts to enhance **equity practices**? (p. 30)
- What does your system do to nurture the development of **professional expertise** among administrators, particularly those leaders who support principals? (p. 34)



Transformational Processes

- How do the varied learning needs of educators inform what **learning designs** to use in professional learning? (p. 40)
- What do effective instructional coaches do to ensure the ongoing **implementation** of learning for teachers? (p. 26)

Conditions for Success

- Creating a **culture of collaborative inquiry** can happen within and among schools, systems, and even regions or states. How can networks encourage the growth of such cultures at a range of levels? (p. 9)
- Educators benefit from education systems that prioritize sustained professional learning with guidance in policy. How does the **leadership** of professional learning drive practice at your state, province, or other level? (p. 22)

Discussion and Questions



Let us hear from you

**Please fill out our
post-webinar
survey**

<https://www.surveymonkey.com/r/R2LN3VW>



Mark your calendars

**Webinar April
13 3-4pm ET**

**Effective Coach/
Administrator
Partnerships**

**Online Course
Begins April 17**

**[Implementing a
Coaching Cycle](#)**

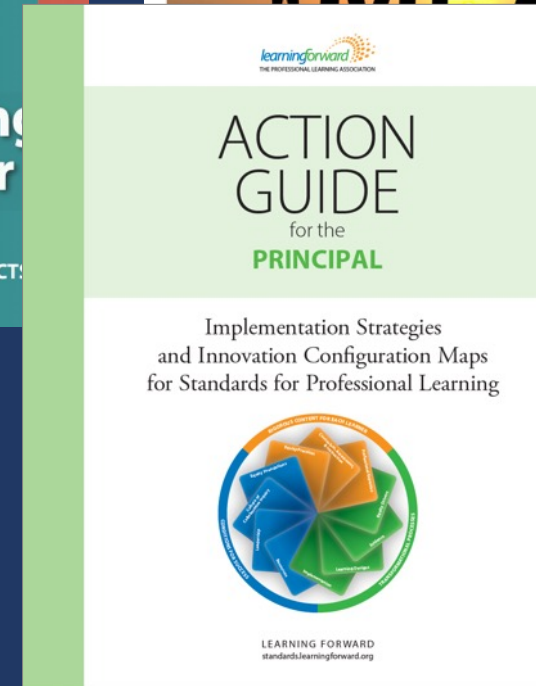
**Standards Week
April 24–28**

- Daily webinars
- New tools
- Implementation strategies

Online resources

Look for follow-up resources, including a recording of this webinar and slides:

- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)
- Use the [Action Guide for Principals](#)



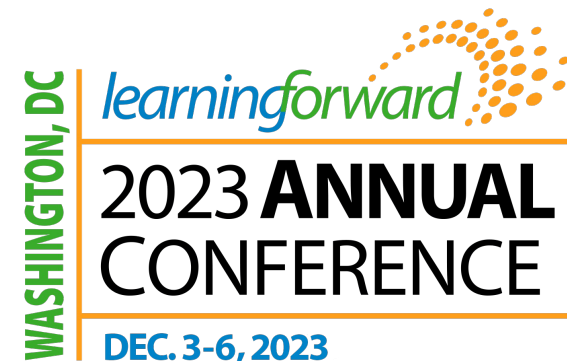
2023

Learning Forward's Annual Conference

Evidence into Action

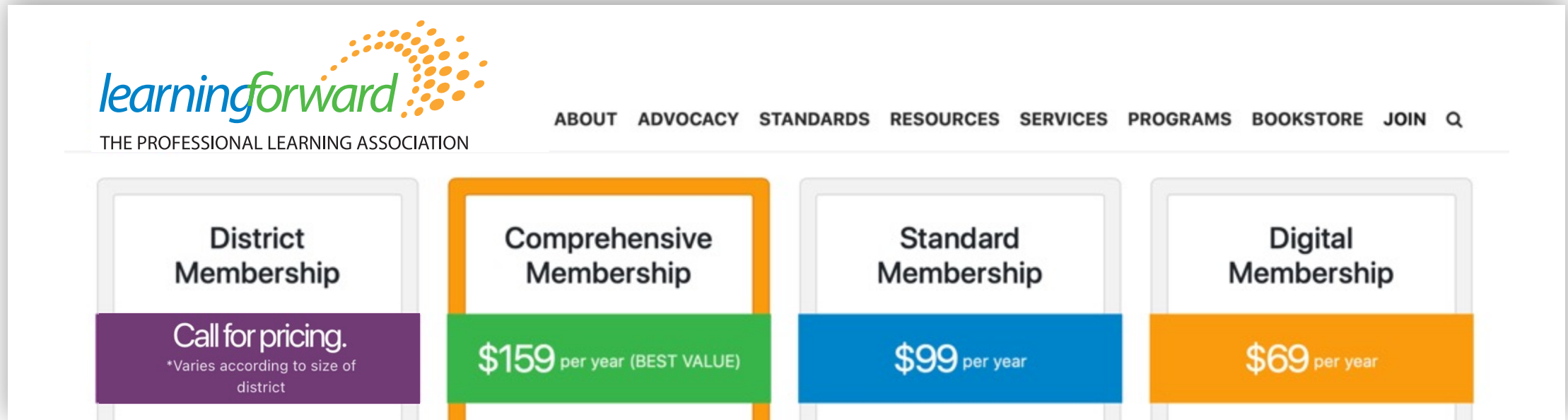


December 3 – 6, 2023
Washington, DC
#LearnFwd23



Learning Forward memberships

- Get \$10 off any new Learning Forward membership
 - Use coupon code **LFWebinars**
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The screenshot shows the Learning Forward website's membership page. At the top left is the logo for Learning Forward, with the tagline "THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with links for ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. Below the navigation menu are four membership options presented in cards:

Membership Type	Price
District Membership	Call for pricing. <small>*Varies according to size of district</small>
Comprehensive Membership	\$159 per year (BEST VALUE)
Standard Membership	\$99 per year
Digital Membership	\$69 per year

Thank you!

