

## TEACHER RETENTION STRATEGIES – RESOURCES

**Note:** *Descriptions have been taken from websites and are not intended to provide a critical review of the materials.*

### Articles, Papers, and Presentations

Artzt, Alice F., and Curcio, Frances R. (2008). "Recruiting and Retaining Secondary Mathematics Teachers: Lessons Learned from an Innovative Four-Year Undergraduate Program." *Journal of Mathematics Teacher Education*, vol. 11, no. 3, p. 243-251. (retrieved through UNT Libraries online search engine)

**Description:** In response to the critical shortage of qualified mathematics teachers in the U.S., the TIME 2000 Program was created with funds from the National Science Foundation, at Queens College of the City University of New York. Now institutionalized, the program is designed to support the recruitment, preparation, and retention of prospective teachers through a close-knit learning community in which participants experience an innovative and multifaceted program for their four years of undergraduate study. This article describes the innovative aspects of the program that show promise of preparing highly competent teachers whose careers span a lifetime. Short- and long-term strategies for recruiting students from high school are described as well as the program components that are designed to increase retention of candidates in the program and in teaching. (retrieved through UNT Libraries online search engine)

Bell, David, and Thomas, Earl. (2007). "A Mentoring Process to Support Teachers' Growth and Retention." *Academic Leadership Journal*, Vol 5, Issue 3. (retrieved through UNT Libraries online search engine)

**Description:** Collective studies on the impact of mentoring programs have provided empirical evidence that it has a positive impact on teacher retention (Ingersoll and Kralik 2004). As educational consultants, the authors discuss the need for mentoring new and veteran teachers and introduce elements of the process.

Brooks-Young, Susan. (2007). "Help Wanted." *T H E Journal*, Vol. 34, Issue 10, p. 44-50. (retrieved through UNT Libraries online search engine)

**Description:** The article presents an overview of a report, entitled "The Cost of Teacher Turnover in Five School Districts: A Pilot Study," published by the National Commission on Teaching and America's Future. This report describes three areas where districts can offer support to high-quality teaching that makes a difference, which are availability of high-

quality teaching resources, access to education experts and ongoing support from peers. Two demonstration projects were also cited in which online communities play an important role in teacher retention through effective induction practices. The first is the National Commission on Teaching and America's Future/Georgia State University Induction Project and the second project is the Teachers Learning in Networked Communities.

Brown, Susan. (2002-2003). "Working Models: Why Mentoring Programs May be the Key to Teacher Retention." *Techniques*. Association for Career and Technical Education. (Retrieved through [www.acteonline.org](http://www.acteonline.org))

**Description:** The author writes a practical article concerning the role of mentoring in teacher retention. Comments and program examples from various people in the field are included.

Fenton, A. M. and Brown, S. B. (2007) "Teacher Recruitment Strategies for Diverse Candidates from Middle Schools, High Schools, and Two-Year Institutions" *Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Hilton New York, New York, NY*. Retrieved 2008-06-26 from [http://www.allacademic.com/meta/p142658\\_index.html](http://www.allacademic.com/meta/p142658_index.html)

**Description:** A collaboratively planned on-campus retreat model aimed at recruiting minority teacher candidates from middle schools, high schools, and two-year partner institutions, fostering partnerships with schools, businesses, and community organizations.

Feng Li. (2006). "Combating Teacher Shortages: Who Stays, Who Leaves, and Why." *Dissertation*, Florida State University. (retrieved through UNT libraries online search engine)

**Description:** Increases in the school-age population, maximum class size requirements in various states and the No Child Left Behind Acts mandate of a 'highly qualified teacher' in every classroom collectively will increase the demand for teachers. However, public school teachers are exiting the profession in large numbers. There are three self-contained chapters in this dissertation on the determinants of teacher attrition, why new teachers leave, and determinants of teacher mobility between schools and the factors between schools and the factors affecting attrition from the teaching profession. The findings show that factors such as student performance on standardized tests, race, and other classroom characteristics affect attrition.

Grant, Franklin D. (2001) "Fast-Track Teacher Recruitment." American Association of School Editors. Retrieved from <http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=4024>

**Description:** The author proposes that today's human resources office needs a strategy and the latest tools to fill school personnel needs. He concludes that school districts with a Renaissance human resources director, a pledge toward customer service, a well-conceived strategic plan and state-of-the-art equipment will be able to fill teacher vacancies rapidly with the best candidates available.

Hare, Debra and Heap, James L. (2001) "Effective Teacher Recruitment and Retention Strategies in the Midwest: Who Is Making Use of Them?" North Central Regional Educational Laboratory, Naperville, IL. Retrieved from [http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/1b/26/47.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/26/47.pdf)

**Description:** The document describes survey research, completed in five Midwestern states, on the strategies used to attract and retain teachers and on how effective those strategies had been. The results are divided into three sections: new teacher support programs, retention strategies, and recruitments strategies. Recommendations are made for school and state policymakers.

Heintz, Thomas J. (2008). "The Relationship between Induction Services Provided by the District and the Role of the Principal in the Induction Process to New Teacher Retention in Suffolk County, New York." *Dissertation Abstracts International Section A: Humanities and Social Sciences*, vol. 6, issue 7, p. 2742. (retrieved through UNT libraries online search engine)

**Description:** The purpose of this study was to examine the relationships among the perceptions new teachers had toward the four roles demonstrated by the district and the principal during the induction process of new teachers and their commitment to remain in the profession. This study revealed that there were no significant relationships among new teacher perceptions towards the four roles that the district and the principal demonstrated during the induction process and their intention to remain in the profession. However, more than 50 percent of the 77 new teachers who participated in the study indicated that induction services provided by the district and principal were contributing factors in their decision to remain in the profession.

Herbert, Karen S. (2004). "Production and Retention of Beginning Teachers from 1999 to 2003: A Comparison of Preparation Routes." *Preliminary Report Issued to the State Board for Educator Certification*. Retrieved from [www.sbec.state.tx.us/SBEOnline/reprtdatarsch/prerptprodretrvsd.pdf](http://www.sbec.state.tx.us/SBEOnline/reprtdatarsch/prerptprodretrvsd.pdf).

**Description:** This preliminary report is an initial examination of emerging trends in production and retention of beginning teachers among the three primary routes to teacher certification in Texas. Data from 1998-2000 was used in the study. The results are mixed for the different certification routes.

Ingersoll, Richard M. (2001). "Teacher Turnover and Teacher Shortages: An Organizational Analysis." *American Educational Research Journal*, vol. 38, no. 3, p. 499-534. (retrieved through UNT libraries online search engine)

**Description:** This analysis investigates the possibility that there are factors tied to the organizational characteristics and conditions of schools that are driving teacher turnover and school staffing problems. The data used included the Schools and Staffing Survey and Teacher Follow up Survey. Results indicate that school staffing problems are due primarily to a large number of teachers leaving for reasons other than retirement. The article concludes that schools must address organizational sources of low teacher retention.

Ingersoll, Richard M., and Kralik, Jeffrey M. (2007) "The Impact of Mentoring on Teacher Retention: What the Research Says." University of Pennsylvania GSE Publications, PA. Retrieved from [http://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gse\\_pubs](http://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gse_pubs)

**Description:** The Education Commission of the States commissioned the present effort as a comprehensive and critical review of existing empirical studies on induction programs (support, guidance, and orientation). This report's primary objective is to provide policymakers, educators and researchers with a reliable assessment of what is known, and not known, about the effectiveness – the value added – of teacher induction programs. In particular, this review focuses on the impact of induction and mentoring programs on teacher retention.

McCreight, Carolyn. (2000) "Teacher Attrition, Shortage, and Strategies for Teacher Retention." Retrieved from [http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/16/74/0c.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/74/0c.pdf)

**Description:** This paper examines research on teacher shortages, attrition, recruitment, and retention. The format is a review of research and information on the topics, an exploration of why problems occur, and a review of strategies.

McKee, Kerry L. (2002). A Study of Factors Related to Teacher Retention. *Electronic Thesis*. University of North Texas. (retrieved through UNT libraries online search engine)

**Description:** Almost half of all new teachers leave the profession within the first five years, creating a difficult model where more teachers leave the teaching profession compared to teachers entering the profession. Part of the problem is a result of career progression. However, most of teacher attrition is a result of factors such as inadequate pay, administrative support, workplace conditions, student related issues, and collegiality with peers. Although teachers do not enter the profession with the notion of getting rich, they do need to make enough money to support themselves and their families. Furthermore, professional status in America is closely tied to socioeconomic status. Therefore, while salary may be the largest component of teacher attrition, school and district characteristics, teacher qualifications, and demographics also affect a teacher's decision to leave the profession.

Mihans, Richard. (2008). "Can Teachers Lead Teachers?" *Phi Delta Kappan*, vol. 89, no. 10, p. 762-765. (retrieved through UNT libraries online search engine)

**Description:** According to the "Schools and Staffing Survey," 64,954 public schools reported vacancies during the 2003-04 school year. Even more alarming is the fact that projections suggest teacher attrition rates will continue to soar, while student enrollments climb, well into the 21st century. In this article, the author addresses the five most commonly cited issues in teacher retention and offers four specific recommendations for how teachers can become leaders who can influence those factors.

National Education Association. (2003) "Meeting the Challenges of Recruitment and Retention." National Education Association. Retrieved from <http://www.nea.org/teachershortage/images/rrg-full.pdf>

**Description:** "Meeting the Challenges..." is a guidebook to support NEA's commitment to building a qualified and diverse teacher workforce by providing state affiliate staff and local leaders with a compendium of effective, innovative, and promising initiatives, strategies, and programs, as well as resources from which to draw, to meet the challenges posed in recruiting and retraining qualified teachers for their schools.

Osgood, Virginia M., and Self, Mary J. (2002). "Pathway to Survival—A New Teacher Induction Initiative. *Paper Presentation at the 2002 ACTE Conference - ED481331*. Retrieved from <http://voc.ed.psu.edu/projects/publications/books/Fall2003/OsgoodSelf.pdf>.

**Description:** A new teacher induction system was implemented in the Oklahoma state's technology centers during the academic year 2000-2001, and an evaluation based on data gathered during the second year of the system's implementation indicated that the system provided a positive experience for all new teachers involved. Surveys were sent to participants in 48 induction teams across 29 different technology centers (response rate of 70%) and 64 face-to-face interviews were conducted. Specific recommendations include the following: (1) increase awareness of mentor training and related financial issues; (2) increase knowledge of team members' roles and responsibilities and improve communication between them; (3) select better mentors part of which would involve the state agency developing a list of content mentors; and (4) school and technology centers should make firm commitments concerning their responsibilities to new teachers and be honest about their expectations of them.

Rockoff, Jonah E. (2008). "Does Mentoring Reduce Turnover and Improve Skills of New Employees? Evidence from Teachers in New York City." *NBET Working Papers: 13868*. National Bureau of Economic Research, Inc., (retrieved through UNT libraries online search engine)

**Description:** The author studied the impact of mentoring in New York City, which adopted a nationally recognized mentoring program in 2004, using detailed program data to examine the relationship between teacher and student outcomes and measures of mentoring quality. Findings showed strong relationships between measures of mentoring quality and teachers' claims regarding the impact of mentors on their success in the classroom, but weaker evidence of effects on teacher absences, retention, and student achievement. The most consistent finding is that retention within a particular school is higher when a mentor has previous experience working in that school, suggesting that an important part of mentoring may be the provision of school specific knowledge. Affects on student achievement and teacher skills are also reported.

Ruhland, Sheila. (2001). "ED463414 - Factors Influencing the Turnover and Retention of Minnesota's Secondary Career and Technical Education Teachers." *Paper presented at the Annual ACTE Meeting*. Accessed online through <http://eric.ed.gov>.

**Description:** A study was conducted to identify why secondary career and technical education (CTE) teachers in Minnesota, remain in or leave the

teaching profession. The study found differences between teachers who leave and those who remain in the teaching profession regarding their perception of the teaching commitment level and first-year teaching experience. Those who remained in the teaching profession were extremely committed to teaching, and they rated their first-year teaching experience as more positive than those who left. Teachers who stayed also rated their skills in organization and planning, functioning within a team environment, and practical experience higher than those who left. Those who left most often cited job-related stress as the reason for leaving. Includes recommendations.

Smith, Thomas M., and Ingersoll, Richard M. (2004). "What are the effects of Mentoring and Induction on Beginning Teacher Turnover?" *American Educational Research Journal*, vol. 41, no. 3, p. 681-714. (retrieved through UNT libraries online search engine)

**Description:** This study examines whether induction programs have a positive effect on beginning teacher retention. The study uses data from the nationally representative 1999-2000 Schools and Staffing Survey. The results indicate that beginning teachers who were provided with mentors from the same subject field and who participated in collection induction activities were less likely to move to other schools and to leave the profession after their first year of teaching.

Stewart, Kylie. (2008 posted). "Teacher Induction Programs: Producing Education Leaders. *PowerPoint Presentation*. Kansas Recruitment and Retention Programs. Retrieved from <http://www.slideshare.net/stewart.kylie/review-of-kansas-teacher-retention-and-solutions/>.

**Description:** This presentation provides a review of the 2006 Kansas Legislative Post Audit Report and a review of issues and solutions for retaining teachers, including induction programs.

Zirkle, Chris, and Winegarder, Amy. (2005). "A Retention Study of Career-Based Intervention Teachers in Ohio." *Journal of Career and Technical Education*. Accessed online through <http://scholar.lib.vt.edu>

**Description:** This descriptive survey research sought to determine the present status of completers of a career-technical/vocational education teacher licensure endorsement program in Career-Based Intervention at a state-supported university. The study sought to determine if teachers completing the licensure endorsement program were still teaching in Career-Based Intervention programs, why they may have left, and to obtain their perceptions of the preparation program's effectiveness in working with the student population in Career-Based Intervention programs.

## Books

Breaux, Annette L. and Wong, Harry K. (2003) New Teacher Induction: How to Train, Support, and Retain New Teachers. Harry K. Wong USA.

**Description:** This book blends first hand knowledge into workable solutions for easy implementation. Written for school and district administrators, principals, school board members, and anyone in a decision making capacity, New Teacher Induction will show you how to set up a support program step-by-step. Extensive research is provided that is both historical and practical. Over 30 induction programs are featured with their contact information listed. The 80-page Reference section contains schedules and handouts from 3 of the most effective induction programs in the country.

Cox, Cheryl (Editor); Whaley, Jamie (Editor) and Aspen Publishers. (2002). Developing the Effective Teacher: Hiring, Evaluation, and Retention Practices for the School Administrator. LRP Publishers.

**Description:** Developing the Effective Teacher is a comprehensive resource manual for school administrators struggling to hire, retain, and evaluate teachers. This manual will assist school administrators in developing creative hiring practices, such as signing bonuses and increased salaries, even with limited budgets. The manual covers all aspects of the administrator's difficult challenge, from recruiting methods and interviewing, to teacher retention, evaluations, and legal issues such as state-by-state hiring guidelines and background checks.

Menter, Ian (ed.). (2002). The Crisis in Teacher Supply: Research and Strategies for Retention. Trentham Books, England.

**Description:** Maintaining the supply of teachers to schools is a major challenge for the governments of many countries, yet there has been remarkably little systematic research in the field. This book offers analyses of a number of projects designed to improve recruitment into the teaching profession in England, showing which are effective and why. Various contributors.

Podsen, India J. (2002). Teacher Retention: What Is Your Weakest Link? Eye on Education.

**Description:** Author India Podsen shows how to uncover and analyze retention risks at your school, implement induction programs to help novices master the realities of full-time teaching, engage your experienced teachers in the retention process, apply the Professional Educator Career

Framework, consisting of Four Career Stages. This book provides school leaders with practical suggestions and easy-to-use tools such as checklists, action plans, evaluation templates, benchmarks and standards designed to help you deal successfully with teacher shortages and related problems.

Podsen, India J., and Denmark, Vicki M. (2006). *Coaching & Mentoring First-Year and Student Teachers*.

**Description:** This book is for staff developers, teacher leaders, supervisors, principals and all others engaged in in-service teacher training. It provides over 60 step-by-step procedures, checklists, and planning guides to make you more effective and successful as a coach and/or mentor of new teachers. Includes coverage of standards, assessment, analyzing student work, cognitive coaching and more.

Reed, Deborah, Rueben, Kim, and Barbour, Elisa. (2006). Retention of New Teachers in California. Public Policy Institute of California.

**Description:** In California's continuing efforts to improve the quality of public schools, teacher retention is a potentially important strategy. Using a new longitudinal database on public school teachers, the authors examine teacher retention patterns in the state. They investigate the effects on retention of two policies intended to improve retention - teacher induction programs and teacher compensation - as well as the unintended consequences of class size reduction programs. They also consider the relationship between teacher retention and the shortage of fully credentialed teachers, with a particular focus on high-poverty districts, where the shortage is most severe.

Richin, Roberta A.; Banyon, Richard; Stein, Rita Prager; and Banyon, Francine. (2003) Induction: Connecting Teacher Recruitment to Retention. Corwin Press.

**Description:** This book is designed to help school administrators, teachers, and board of education members choose from a wide variety of proven practices to attract and retain the best professional staff in this competitive market. This resource provides you with the best practices for attracting and keeping educators by using five building blocks to construct a three-year practical plan to recruit and retain staff: Preparing: recognizing your induction needs, developing your mission statement, establishing policy, and setting your induction goals in staffing, orienting, connecting, and keeping/retaining.

## Associations and Agencies

Association for Career and Technical Education

[www.acteonline.org](http://www.acteonline.org)

**Description:** The Association for Career and Technical Education (ACTE) is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers.

American Association of School Administrators

[www.aasa.org](http://www.aasa.org)

**Description:** The American Association of School Administrators, founded in 1865, is the professional organization for more than 13,000 educational leaders across the United States. AASA members range from chief executive officers, superintendents and senior level school administrators to cabinet members, professors and aspiring school system leaders.

National Education Association

[www.nea.org](http://www.nea.org)

**Description:** The National Education Association (NEA), the nation's largest professional employee organization, is committed to advancing the cause of public education. NEA's 3.2 million members work at every level of education—from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States.

State Board for Education Certification

[www.sbec.state.tx.us](http://www.sbec.state.tx.us)

**Description:** The State Board for Educator Certification was created by the Texas Legislature in 1995 to recognize public school educators as professionals and grant educators the authority to govern the standards of their profession. The Board oversees all aspects of the preparation, certification, and standards of conduct of public school educators.

Texas Education Agency

[www.tea.state.tx.us](http://www.tea.state.tx.us)

**Description:** The mission of the Texas Education Agency is to provide leadership, guidance, and resources to help schools meet the educational needs of all students.

**Additional Websites – Search Tools / Digital Libraries / Misc**

[www.allacademic.com](http://www.allacademic.com)

**Description:** Academic article search engine

[www.eric.ed.gov](http://www.eric.ed.gov)

**Description:** Education article search engine

<http://teacherretention.edreform.net/portal/teacherretention/strategy3>

**Description:** Catalogued resources for the strategy of “Qualified Teachers for Every Classroom”