

# Retaining Effective Educators

Teach Plus New Mexico

# Teach Plus Teacher Research on the Teacher Pipeline

- + Recruitment
  - + Updated Vacancy System
  - + Marketing Campaign
  - + Diversifying the Educator Workforce
- + Teacher Development
  - + Educator Preparation Programs
  - + Quality Professional Training
- + Retention
  - + Teacher Leadership Opportunities
  - + Professional Atmosphere
  - + Exit Survey

# Teachers May Leave

According to Ed Week, 44% of teachers reported they are very likely or likely to leave the profession within the next two years to pursue a different occupation



# Temperature Check

Teach Plus NM flash poll with 223 participants:

- + Teachers identified the following as strongest reasons to stay in the classroom:
  - + "My ability to influence or impact student achievement levels"
  - + "My relationship with other teachers and/or teacher teams"
  - + "School climate"
- + Teachers identified the following as strongest reasons to leave the classroom:
  - + "Workload"
  - + "Planning and preparation time"
  - + "School leadership"



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# How do we retain *effective* educators?



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# Quality Training

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# The Challenge

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Current teacher training models require teachers to attend mandatory sit-and-get sessions without accountability around the need or effectiveness of the sessions.

31 percent of respondents to our survey indicated that training and professional learning is a reason for them to stay in the classroom.

# Quality Teacher Training and Support

In 2018 we surveyed more than 300 New Mexico teachers to learn more about their experiences with professional development opportunities:

- + Teachers rated the overall quality of their typical PD as:

A=9% B= 29% C= 27% D= 22% F=11% and Unsure= 2%

- + 38% of teachers were satisfied with the teacher leadership opportunities regarding PD compared to 62% that were not satisfied.
- + 70% of teachers indicated they are not involved in the planning process for the PD they receive.
- + +9 out of 10 teachers indicated they do not have the autonomy to select their own professional development



# The Solution

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- + Create a state level Director of Professional Learning position
- + Require districts to provide a survey at the end of each training session to evaluate the effectiveness of that training
- + Develop a task force that will partner with stakeholders to create three tiered marketplace of professional development topics that are relevant to specific demographic areas and school requirement based on their student populations.

The background features a blue gradient with several overlapping squares of varying shades of blue. Two horizontal dotted lines, one above and one below the main text, span across the width of the slide.

# Differentiated Support

# The Challenge

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Teachers provide differentiated instruction for their students to accommodate various learning styles and needs. However, the support offered to teachers is not differentiated to meet their needs.

# Need for Targeted Support



Mila was born premature. She attended pre-k and received services for speech focusing on articulation. She is on grade level for math, but has struggled to make gains in reading. She requires additional support with a focus on blending. She works better in smaller groups and is still working on confidence in large group settings for academics.

# Need for Targeted Support



As a teacher I feel like my strengths are the ability to keep the students engaged and excited about learning. I also feel like I create a very diverse and open classroom community that quickly allows me to build relationships with each of my students! Communication with families is something I ensure I do everyday to make sure we are all following along with their child's progress. I think I would benefit from PD involving small group management and strategies and inclusive practices.

# Need for Targeted Support



My strength in teaching is building trust and respect with students. Building trust and respect opens different avenues to reach students and guide them to academic and personal success. As an educator, I feel professional development (PD) is paramount to becoming a skilled educator.

Some PD that I would benefit from would be geared toward reading and math interventions and strategies for struggling students. PD on Trauma informed practices and classroom management strategies would also help me ensure instructional time is maximized.

# Need for Targeted Support



I have been teaching kindergarten for 18 years. I feel one of my strengths is building relationships with my students and families. These relationships help build trust so I can create an environment where students feel safe and can learn and grow. I can also adapt quickly to new curriculums and learn and grow to provide my students with the best resources and tools.

Professional Development is essential to growing as a teacher and providing students instruction that is meaningful and essential. PD surrounding trauma informed, behavior management after COVID that I can immediately implement in my classroom would be extremely beneficial.

# Need for Targeted Support



I began my alternatively-licensed teaching career three years ago after immigrating from Peru, where I was a dentist and college professor. As a dual-language elementary teacher, my strengths include the ability to connect with and motivate students to learn in more than one language.

I am moving into a teacher leadership role as a new grade-level team leader, and while my school has provided robust professional development in bilingual and transdisciplinary pedagogy, targeted training for mentorship and pedagogical leadership is essential for me, my colleagues, and ultimately my students.



# The Solution

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- + Ensure opportunities for **teachers** to have some autonomy in selecting profession development that best fits their needs
- + Expand funding and support for micro-credentialing
- + Leverage the experience and expertise of great educators to lead their peers through quality mentorships, coaching, and cohorts by offering both stipends and time within the required schedule to fulfill the duties and responsibilities



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# Teacher Leadership

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# The Challenge

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Teachers are both overwhelmed by the additional roles/responsibilities *and* lack access to meaningful teacher leadership opportunities. This wide range contributes to teacher burnout and lack of engagement, ultimately leading to attrition and teacher shortage.

# Data

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While 19 percent of survey respondents indicated that lack of teacher leadership opportunities is a reason to leave the profession, 34 percent of respondents indicated that their teacher leadership opportunities were a reason to stay.

# The Solution

The Teachers LEAD Act (H.R. 7122 and S. 3881)

- + Funding for district-designed, structured teacher leadership development programs that will:
- + Leverage classroom teachers in **shared decision-making** with school and district officials;
- + Provide opportunities for **instructional leadership, mentorship skills, and program development**;
- + Encourage collaborative, evidence-based, sustainable **peer-to-peer learning**;
- + Provide teacher leaders time away from the classroom and **tangible compensation** for added responsibilities



# Workplace professionalism

# The Challenge

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Even the most effective educators struggle in a field that doesn't afford them the same professional courtesies that other careers provide.

# Workplace professionalism

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- + Availability and amount of planning time differs district to district and school to school
- + As student needs increased during COVID, teachers have had to take on additional academic and social support roles
- + Teacher workload has increased because of staff shortage
- + Teachers frequently pay out-of-pocket for classroom resources and supplies



# From our survey:

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Teachers identified the following as strongest reasons to leave the classroom:

- + "Workload"
- + "Planning and preparation time"
- + "School leadership"

# The Solution

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- + Require schools to outline support for quality, protected planning time for educators that fits into the weekly schedule in their 90 day school plans
- + Ensure funding supports the hiring of full-time support positions
- + In addition to funding, require districts to outline recruitment plans for full time positions that directly support students such as: counselors, social workers, and nurses
- + Require schools to include a plan to monitor and support mental health of student and teachers as part of current reporting systems

# Teacher Retention Outcomes

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If we develop and implement systems that build effective educators by providing quality differentiated training, teacher leadership opportunities and create a professional workplace, **then** teachers will be more effective in the classroom and will remain in the classroom longer.