REL CENTRAL
Regional Educational Laboratory at Marzano Research

What Influences Teacher Movement:
## *Teacher Characteristics*

Who Is Considered a Mover?

A classroom teacher is considered a mover if they transfer to a classroom teaching position in a different school or district within a state public school system.

Teacher Characteristics Associated with the Likelihood of Teachers Being Movers

(Characteristics are ordered from highest to lowest risk of moving. The risk of moving was determined for each characteristic after accounting for the relationships of all other characteristics.)
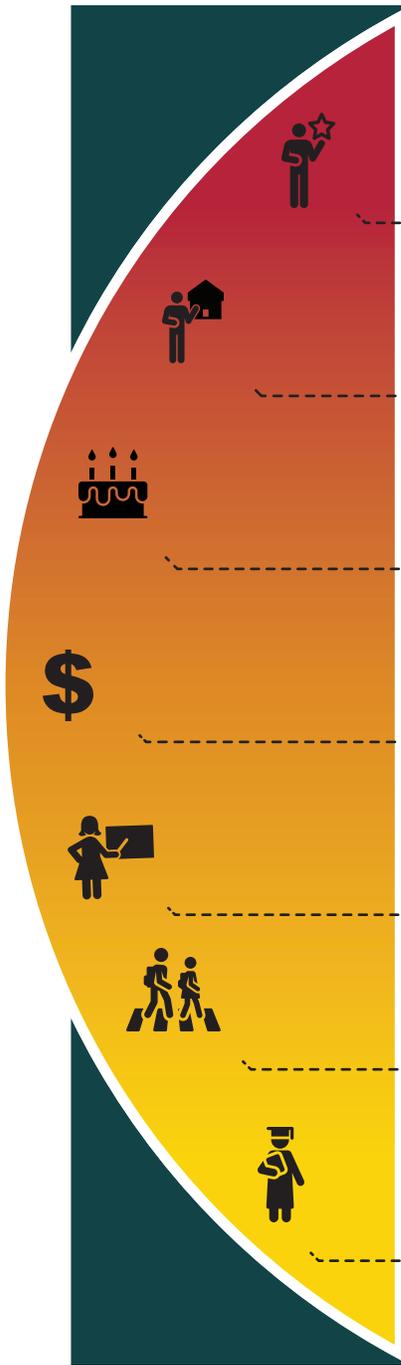
Subject-Area Assignment: Special Education
Special education teachers were more likely to be movers.

Years Teaching in the Same School
Teachers with fewer years in the same school were more likely to be movers.

Age
Younger teachers were more likely to be movers.

Salary
Teachers with lower salaries were more likely to be movers.

Gender
Male teachers were more likely to be movers.

Grade-Level Assignment
Teachers assigned to teach in middle or high school level grades were more likely to be movers.

Highest Education Degree Obtained
Teachers with a master's degree or higher were more likely to be movers.

For further comparison and implications, please read the full report: **https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4635**

Note: A school is defined as rural based on the National Center for Education Statistics school locale classifications.

Source: REL Central analysis of data from state education agencies in Colorado, Missouri, and South Dakota and from the Common Core of Data.

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What Influences Teacher Movement:
School Characteristics

Who Is Considered a Mover?

A classroom teacher is considered a mover if they transfer to a classroom teaching position in a different school or district within a state public school system.

School Characteristics Associated with the Likelihood of Teachers Being Movers

(Characteristics are ordered from highest to lowest risk of moving. The risk of moving was determined for each characteristic after accounting for the relationships of all other characteristics.)

State Accountability Designation
Teachers in schools identified by state education agencies for improvement were more likely to be movers.

Average Teacher Salary
Teachers in schools with lower average salaries were more likely to be movers.

Student Population: Racial/Ethnic Minority
Teachers in schools with higher proportions of racial/ethnic minority students were more likely to be movers.

Student Population: English Learner Students
Teachers in schools with higher proportions of English learner students were more likely to be movers.

Student Population: School Lunch Eligibility
Teachers in schools with higher proportions of students eligible for the national school lunch program were more likely to be movers.

Academic Performance
Teachers in schools with lower academic performance were more likely to be movers.

Grade Span
Teachers in schools that did not offer traditional preK–5, 6–8, and 9–12 grade configurations were more likely to be movers.

Rurality
Teachers in nonrural schools were more likely to be movers.

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