

Understanding What Influences Teacher Mobility



Who We Are

The Regional Educational Laboratory (REL) Central at Marzano Research serves the applied education research needs of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.



EDUCATOR PIPELINE RESEARCH ALLIANCE

An alliance united by goals to examine practices and policies that support educators throughout the educator pipeline.

Areas of Focus



Educator Preparation



Educator Evaluation



Educator Mobility

Teacher Retention, Mobility, and Attrition in Four States



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Regional Educational Laboratory at Marzano Research

COLORADO KANSAS MISSOURI NEBRASKA NORTH DAKOTA SOUTH DAKOTA WYOMING

Meet Our Presenters

- Stephen Meyer and Emma Espel, REL Central
- Carolyn Haug, Director of Research and Impact, Colorado Department of Education
- Desiree Carver-Thomas, Researcher and Policy Analyst, Learning Policy Institute
- Facilitator: Mike Siebersma, REL Central

Goals

- To convey the research on teacher mobility.
- To review the findings from the two REL Central reports and discuss how practitioners are using them to inform policy.
- To present state and local teacher retention initiatives and explain how they are aligned with research.

Teacher Workforce as a Priority

- Complete the poll:
 - What level of priority do you place on teacher workforce issues?
 - 1 = Very low priority
 - 2 = Low priority
 - 3 = Average priority among others
 - 4 = High priority
 - 5 = Very high priority



Why This Study?

Stephen Meyer and Emma Espel

REL Central



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COLORADO KANSAS MISSOURI NEBRASKA NORTH DAKOTA SOUTH DAKOTA WYOMING

Prior Work in Research Alliances

Sep 2017

- Using Data to Understand Rural Teacher Retention, Mobility, and Attrition

Sep 2018

- Considerations for Using State Education Agency Data to Understand Teacher Retention, Mobility, and Attrition

Oct 2018

- Using Data to Understand Administrator Retention, Mobility, and Attrition

Introduction to Concept and Terms

TEACHER RETENTION, MOBILITY, AND ATTRITION: UNDERSTANDING LANGUAGE

FACTOR 2 LOCATION



- <https://www.youtube.com/watch?v=uz-OAWi8JFo&feature=youtu.be>

Teacher Shortages

- Decreases in teacher preparation program enrollment.¹
- Projections of increase in national teacher shortage.²
- Acute shortages in particular content areas, types of districts and schools, and geographic areas.^{3,4}

Teacher Mobility and Attrition

- Nationally, each year about 84 percent remain in the same schools, 8 percent move to a different school, and 8 percent leave teaching.⁵
- There is substantial variation across states and districts.⁶
- Teacher mobility and attrition are associated with negative consequences for schools and students:
 - Student achievement.^{7,8}
 - Costs related to recruitment, hiring, and training.^{9,10}

Related Factors

- Factors related to retention, mobility and attrition include the following:
 - Teacher demographics, qualifications, and experience.
 - Characteristics of
 - teacher preparation and induction;
 - school organization and resources; and
 - students and communities.

Overview of Study

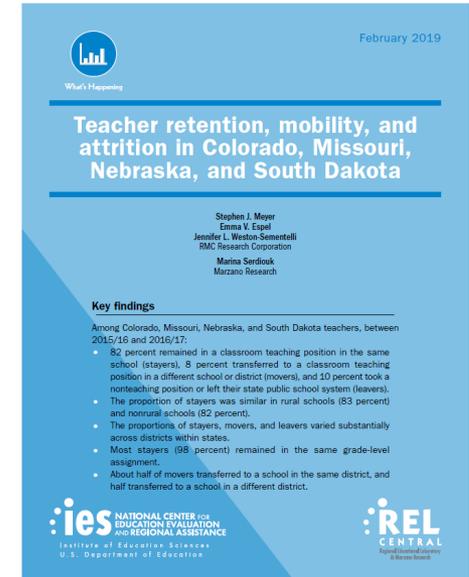
Stephen Meyer and Emma Espel

REL Central

Study Design

- Administrative data for all teachers from state education agencies.
- Based on primary teacher assignments to districts, schools, and positions.
- Characterization of retention, mobility, and attrition from 2015/16 to 2016/17.
- Multinomial logistic regression used to examine related factors.

Report 1



Teacher Retention, Mobility, and Attrition in Colorado, Missouri, Nebraska, and South Dakota¹¹

Research Questions

1. What proportions of teachers
 - remained in a classroom teaching position in the same school (stayers);
 - transferred to a classroom teaching position in a different school or district (movers); and
 - took a nonteaching position or left their state public school system (leavers)?
2. What proportion of stayers had the same grade-level assignment, and what proportion had a different grade-level assignment?
3. What proportion of movers remained in the same district, and what proportion transferred to a different district?
4. What proportion of leavers took a nonteaching position, and what proportion left their state public school system?

Key Findings

- **Stayers** remaining in classroom teaching positions in the same schools – **82 percent**.
- **Movers** moving to classroom teaching positions in different schools or districts – **8 percent**.
- **Leavers** taking nonteaching positions or exiting the state public school system – **10 percent**.
- The proportion of **stayers** was similar in **rural schools (83 percent)** and **nonrural schools (82 percent)**.

Key Findings (cont.)

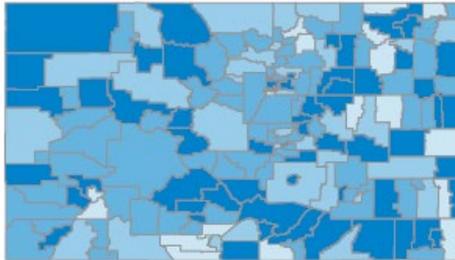
- The proportions of stayers, movers, and leavers varied substantially across districts within states.

The combined proportion of movers and leavers between 2015/16 and 2016/17 varied across districts in each state.

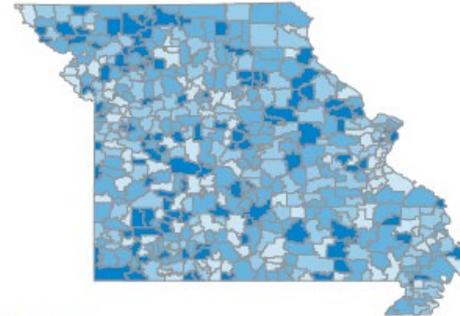
Average proportion of movers and leavers (percent)

■ Less than 11 ■ 11-15 ■ 16-24 ■ More than 24

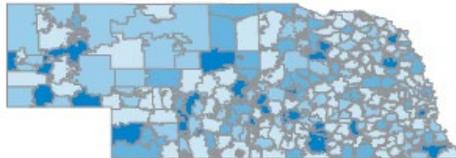
Colorado



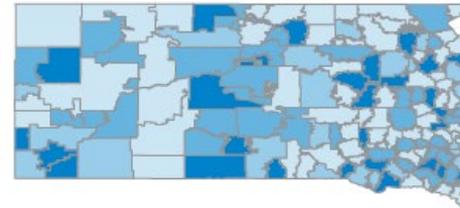
Missouri



Nebraska



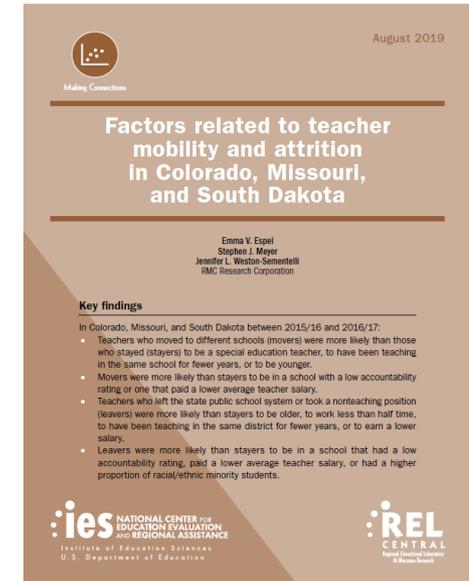
South Dakota



Key Findings (cont.)

- Most stayers (**98 percent**) remained in the same grade-level assignments.
- About half (**51 percent**) of movers transferred to schools in the same districts, and half (**49 percent**) transferred to schools in different districts.
- Most leavers (**96 percent**) left the state public school system.

Report 2



Factors Related to Teacher Mobility and Attrition in Colorado, Missouri, and South Dakota¹²

Research Question

- To what extent were characteristics of teachers, schools, and districts in Colorado, Missouri, and South Dakota related to the likelihood of teachers moving to a different school and taking a nonteaching position or leaving the state public school system altogether?

Key Findings

- Teachers who moved to different schools (movers) were more likely than those who stayed (stayers) to be special education teachers, to have been teaching in the same schools for fewer years, or to be younger.
- Movers were more likely than stayers to be in schools with low accountability ratings or in schools that paid lower average teacher salaries.

Key Findings (cont.)

- Teachers who left the state public school system or took nonteaching positions (leavers) were more likely than stayers to be older, to work less than half time, to have been teaching in the same districts for fewer years, or to earn lower salaries.
- Leavers were more likely than stayers to be in schools that had low accountability ratings, paid lower average teacher salaries, or had higher proportions of racial/ ethnic minority students.

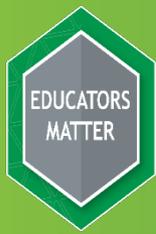
Co-Interpretation and Implications

Carolyn Haug

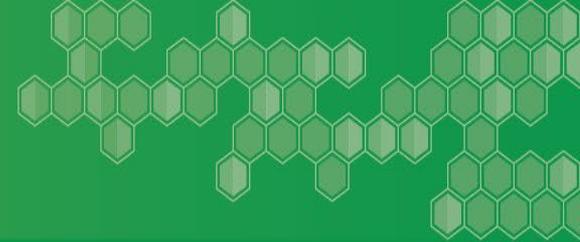
Colorado Department of Education (CDE)



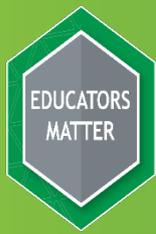
- Significant interest has been expressed by state, district, and advocacy groups in the Colorado-specific results and the multistate results of the research.
 - Some of our perceptions were confirmed by the findings. For example, teachers in schools identified for improvement were more likely to not stay in those schools.
 - However, some findings also caused us to reflect on and discuss other perceptions. For example, teachers in nonrural schools were more likely to move than were teachers in rural schools.
 - Comparative data with neighboring states is very valuable, both when the findings are similar and when they differ.



- Many of the research questions that REL Central asked were replicated by CDE as they pertain to the population of new teachers prepared through Colorado routes to licensure. Specifically, we examined the proportions of teachers who continued to teach in the same schools, transferred to different schools or districts, took nonteaching positions in education, or left the state public school system, related to new teachers prepared in Colorado programs.
- There is a strong interest in educator workforce patterns in rural and nonrural Colorado. To that end, Colorado conducts an annual school district survey focused on hiring educator positions.



- REL Central hosted a findings interpretation event on November 1 to facilitate group discussion about how to leverage findings from the first report to inform policy, program, and practice decisions in Colorado.
- A broad array of stakeholders, including educator preparation program deans and executive directors, rural education advocacy groups, school district and school board associations, and multiple state department offices, were included.
- A similar event will be held in early spring to facilitate stakeholder discussion of the second report and insights based on a synthesis of both reports.



- Colorado legislation requires annual public reports on input and outcomes measures for new teachers, including:
 - Enrollment and completion from preparation programs
 - Employment
 - Performance evaluation ratings
 - Retention
 - This is the outcome that we measured in largely the same way as REL Central did. However, we applied our analysis to a different population. The REL Central research examined this outcome for all teachers, and our own research asked it of newly prepared teachers completing a Colorado preparation program.
 - The REL Central research provides an invaluable reference point for our own research.

Retention, Mobility & Attrition Dashboard

ATI Statewide Programs

Select a Program or Agency Type:



Retention data can only be collected after the teacher has been employed for at least one year. The year following the first year of employment, and each year after that, it is possible to ask whether the teacher has been retained. The cohort year is the year the teacher completed their preparation program. The year after the cohort year is the teacher's first year of teaching and two years after the cohort year is the first year retention data can be provided.

To understand the relationship between the cohort year and the retention year better, we provide this example: A teacher completes preparation in spring 2016, which places them in the 2015-16 cohort. This teacher teaches in District A Schol A during the 2016-17 school year. Tracking this teacher the following year shows this teacher is teaching in District A, but has moved to Schol B, and this teacher is reported for the 2017-18 school year in the Retained in District category. Tracking this teacher for another year shows this teacher is still teaching in District A Schol B and this teacher is reported for the 2018-19 school year in the Retained in Schol category.

Select a Cohort Year:



2015-16

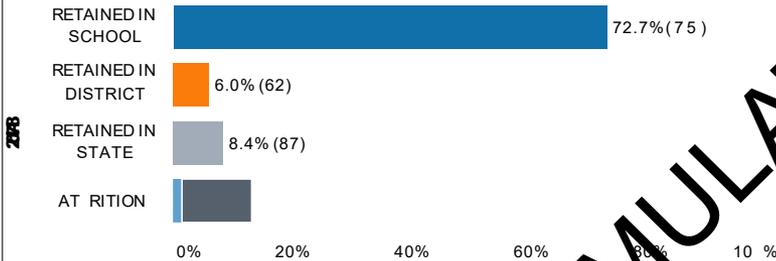
Select an Endorsement Area:

All Endorsement Areas

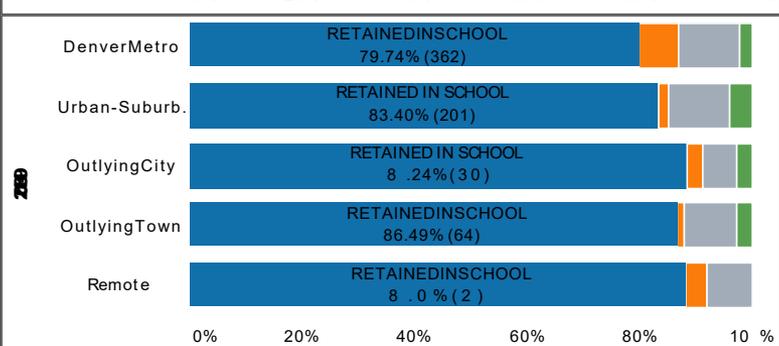
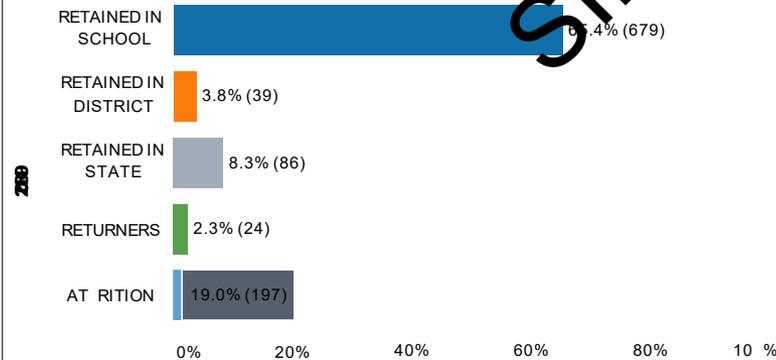
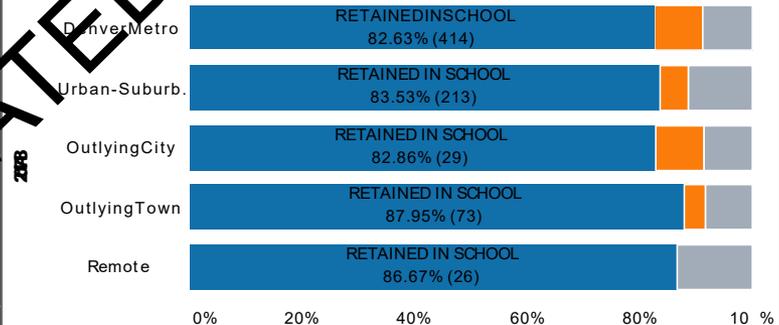
Endorsement Area Selected:

All Endorsement Areas

Teacher Retention, Mobility & Attrition for New Teachers Completing in the Cohort Year: **2015-16**



Teacher Retention, Mobility & Attrition by District Setting for New Teachers Completing in the Cohort Year: **2015-16**



SIMULATED DATA



How Do Colorado School Districts Fill Open Educator Positions?

- Statewide mandatory district reporting of educator shortages began in 2018/19. We are currently in our second cycle of collecting educator hiring data from across Colorado.
- These data on how districts fill open positions allow CDE to identify specific educator shortage areas in Colorado and report specific information to the Colorado legislature to inform decisions regarding support for recruiting and retaining educators.
- The REL Central research helps us understand implications of the Colorado hiring survey and broaden our knowledge base.





Highlights from the [state-level summary](#) include:

- Almost 9,000 teaching and SSP positions needed to be hired for 2018/19, representing 14 percent of all teaching and 19 percent of all SSP positions in the state.
- Of the 7,773 total teaching positions to hire, 264 (3 percent) remained unfilled for the school year and 933 (12 percent) were filled through a shortage mechanism.*
- Of the 1,177 total SSP positions to hire, 103 (9 percent) remained unfilled for the school year and 91 (8 percent) were filled through a shortage mechanism.*
- In core teaching subject areas, shortages of math, science, and special education teachers were evident statewide. Additionally, shortages of English teachers in small rural and early childhood teachers in nonrural areas were reported. There were significant shortage differences among types of districts, with small rural areas having a more difficult time filling positions and a higher percentage of positions going unfilled.

* Shortage mechanisms include long-term substitutes, emergency authorizations, retired educators brought back to the classroom, and alternative licensure candidates.



Example Policies and Programs

Desiree Carver-Thomas

Learning Policy Institute (LPI)

Nation's schools short at least 100,000 qualified teachers.

BARTOW, Fla. - Only the
still looking for

Teacher shortages affecting
every state as 2017-18 school
year begins

crisis in rural towns

Oklahoma Teacher Shortage

Administrators

Metro Students Have To Take
Online Courses Due To Teacher
shortage

Teacher shortage looms over Detroit

What Matters in Recruiting and Retaining Teachers

1. Compensation
2. Preparation
3. Support for Novices
4. Teaching Conditions



Solving the Teacher Shortage *How to Attract and Retain Excellent Educators*

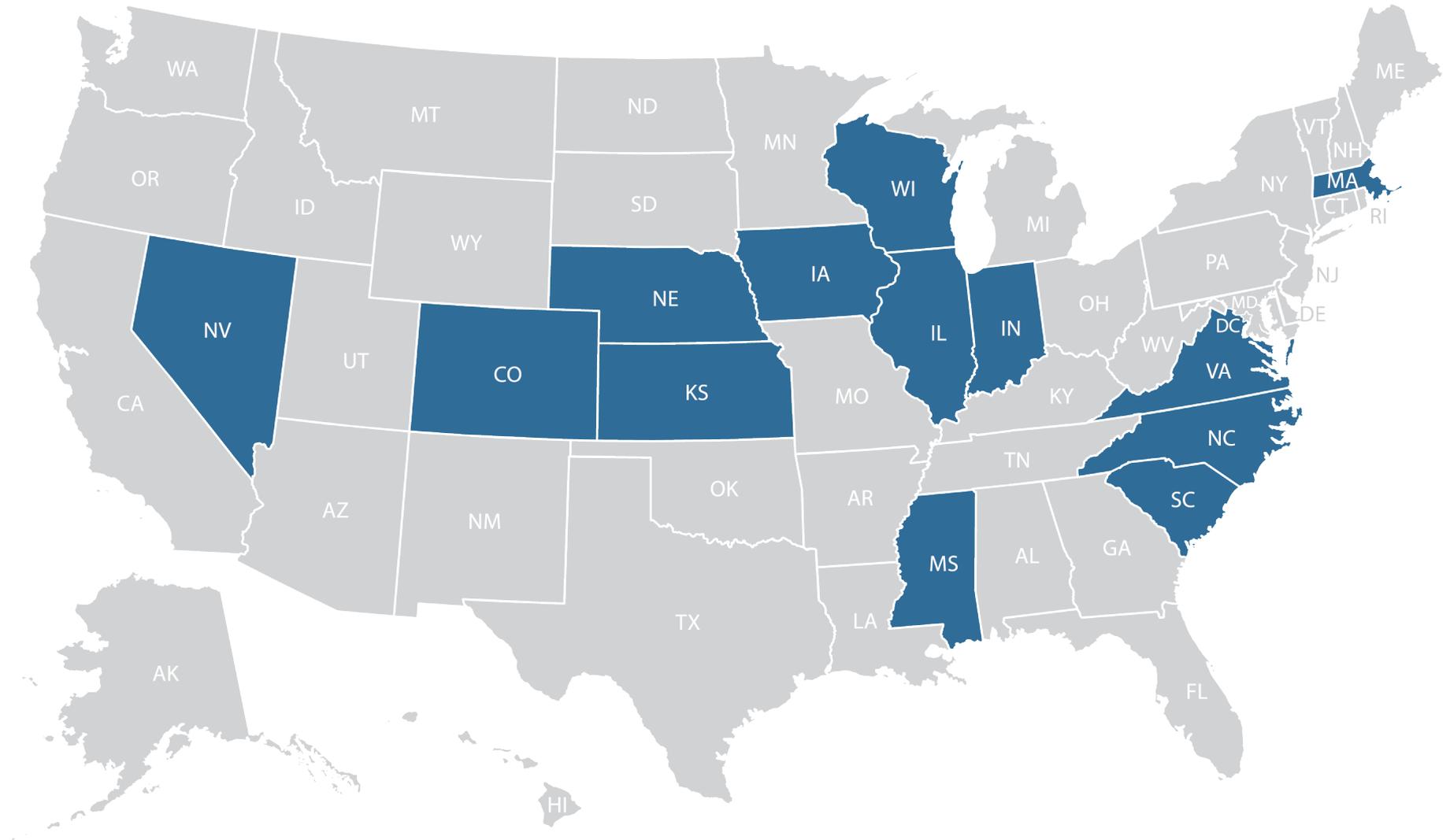
Anne Podolsky, Tara Kini, Joseph Bishop, and Linda Darling-Hammond



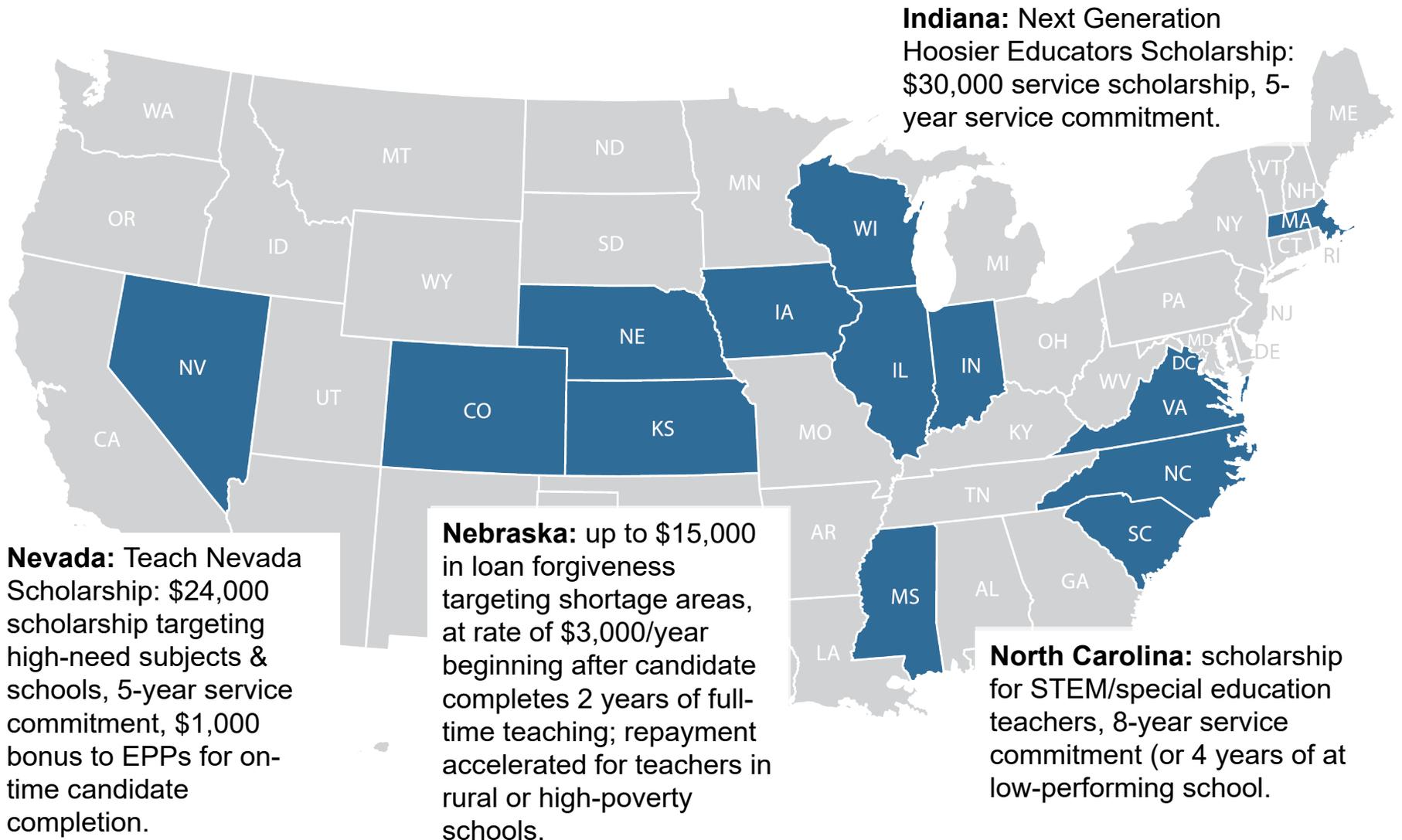
SEPTEMBER 2016

**So, how can states
address their teacher
shortages without
undermining teacher
quality?**

Service Scholarships & Loan Forgiveness



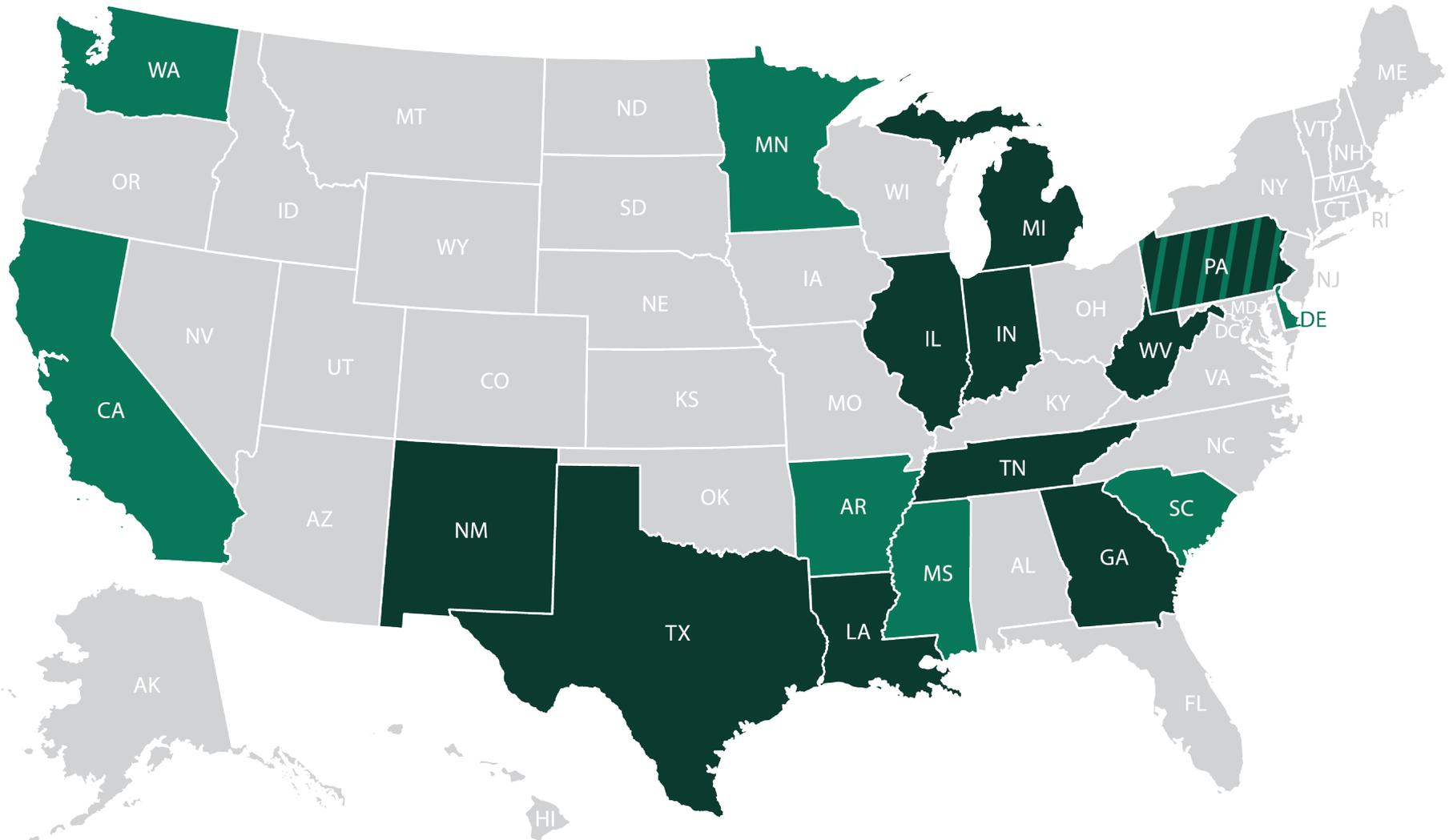
Service Scholarships & Loan Forgiveness



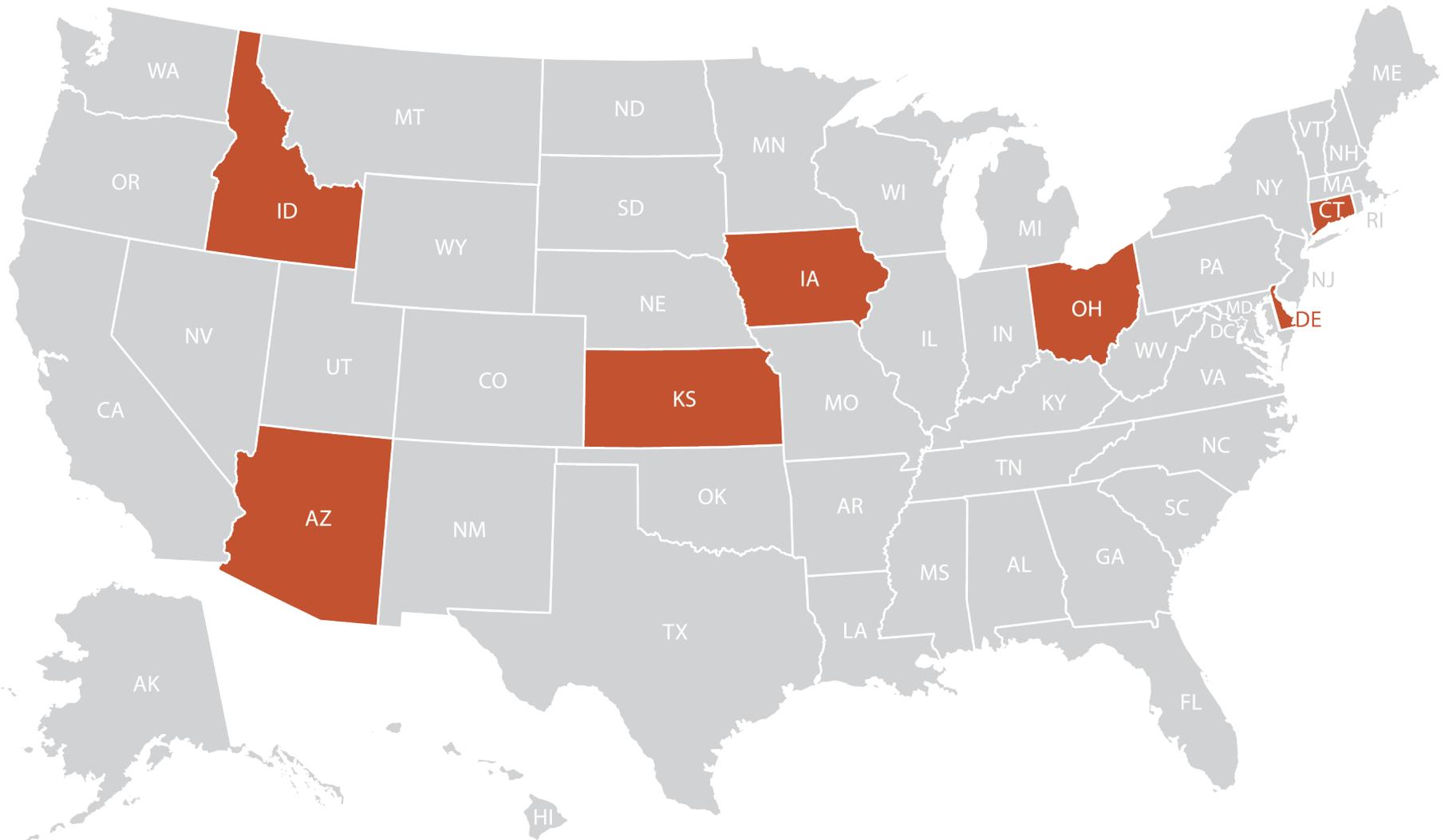
Highway-Retention Pathways into Teaching

■ Teacher Residencies

■ Other Grow-Your-Own Programs



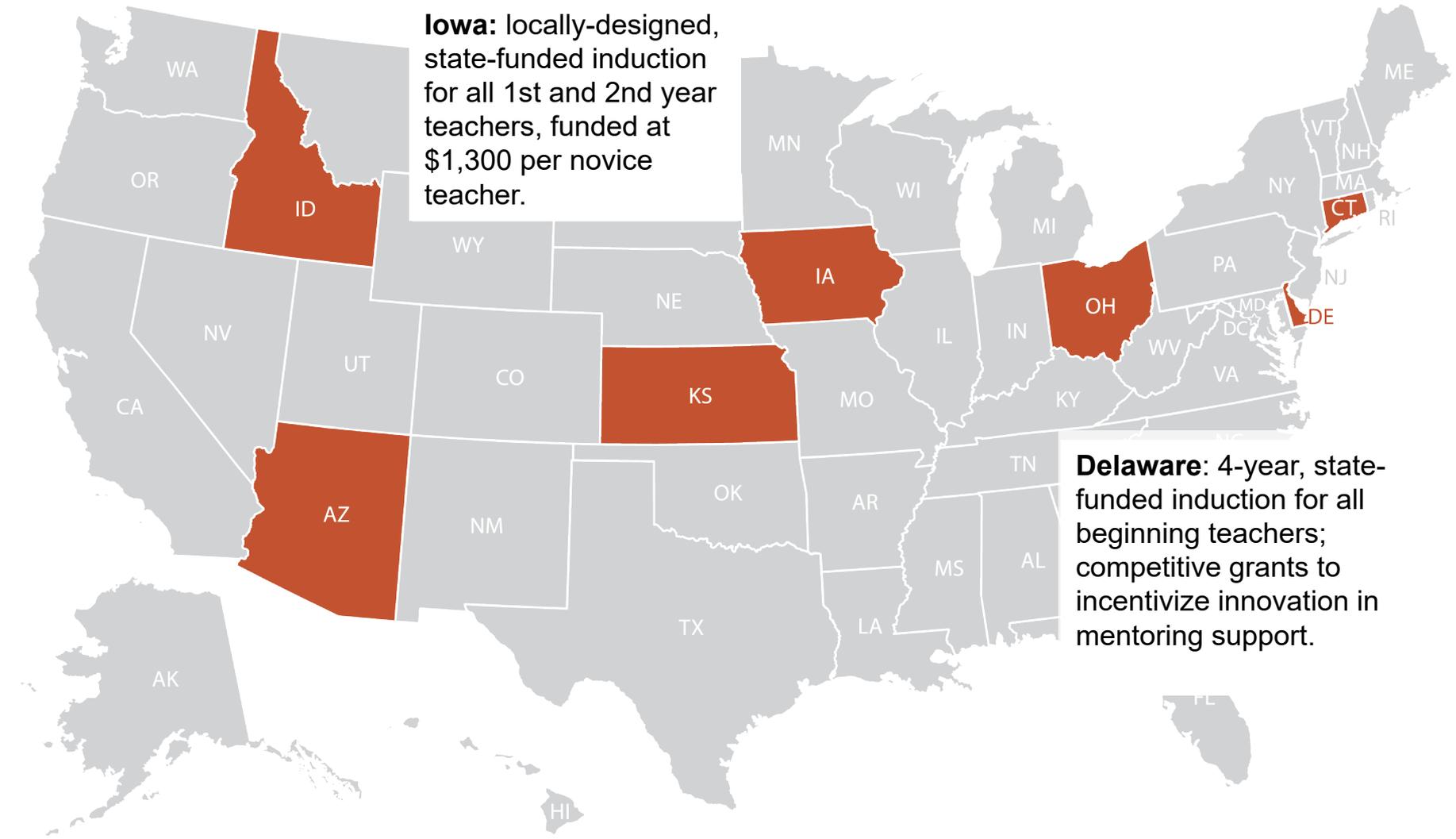
Mentoring & Induction for Novice Teachers



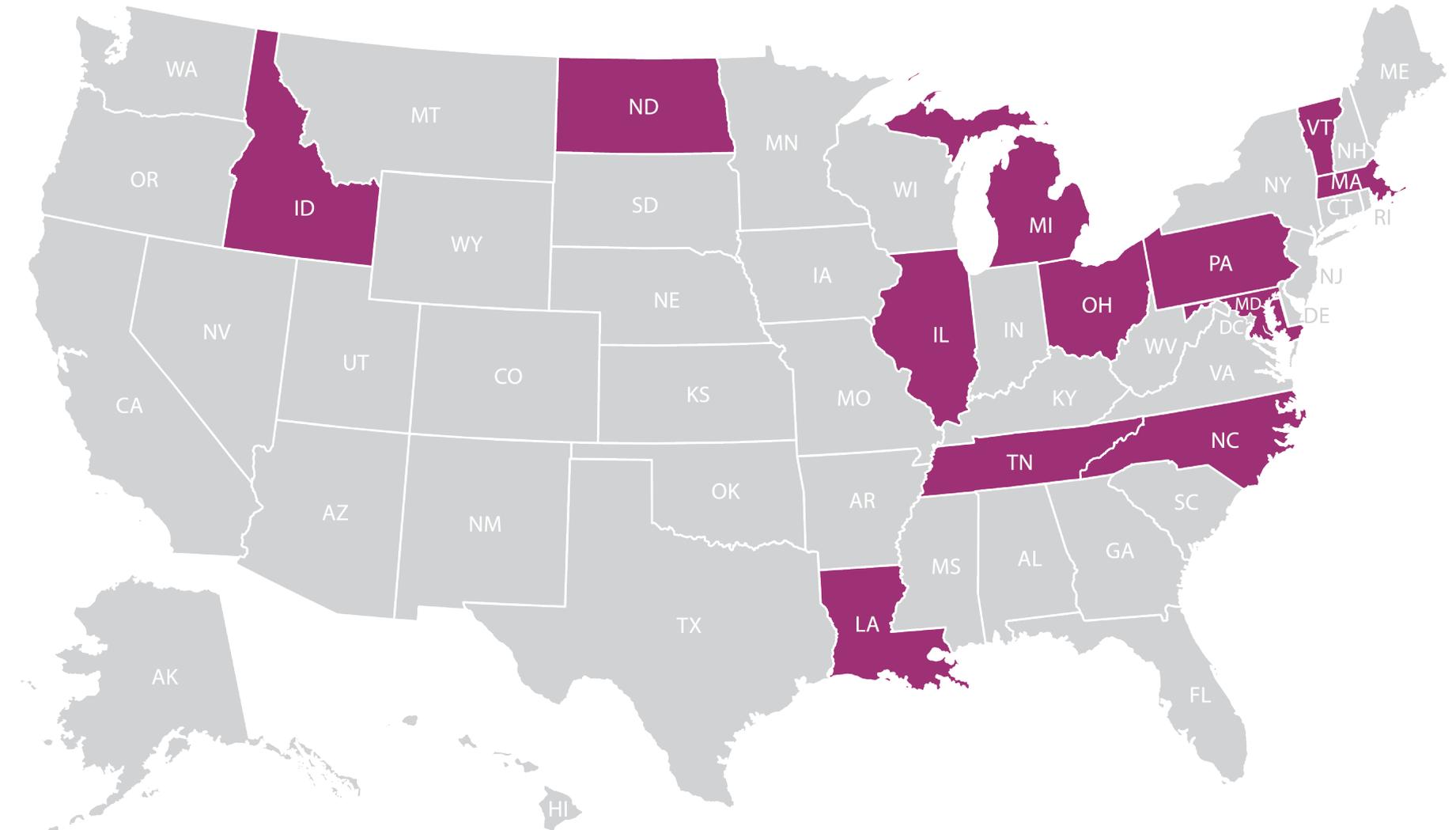
Mentoring & Induction for Novice Teachers

Iowa: locally-designed, state-funded induction for all 1st and 2nd year teachers, funded at \$1,300 per novice teacher.

Delaware: 4-year, state-funded induction for all beginning teachers; competitive grants to incentivize innovation in mentoring support.



School Leadership

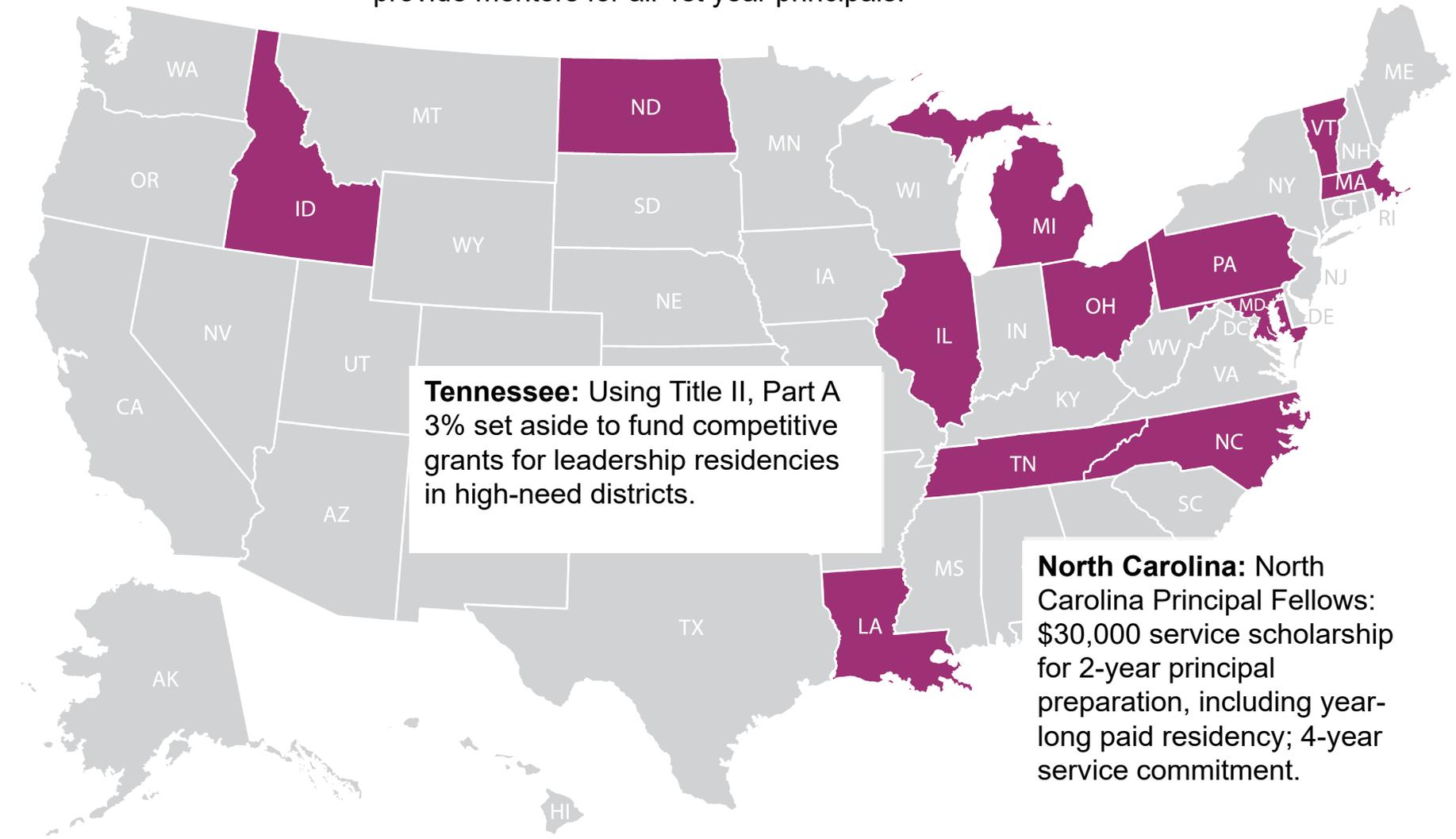


School Leadership

North Dakota: Using Title II, Part A 3% set aside to fund ND Leadership Academy and provide mentors for all 1st year principals.

Tennessee: Using Title II, Part A 3% set aside to fund competitive grants for leadership residencies in high-need districts.

North Carolina: North Carolina Principal Fellows: \$30,000 service scholarship for 2-year principal preparation, including year-long paid residency; 4-year service commitment.

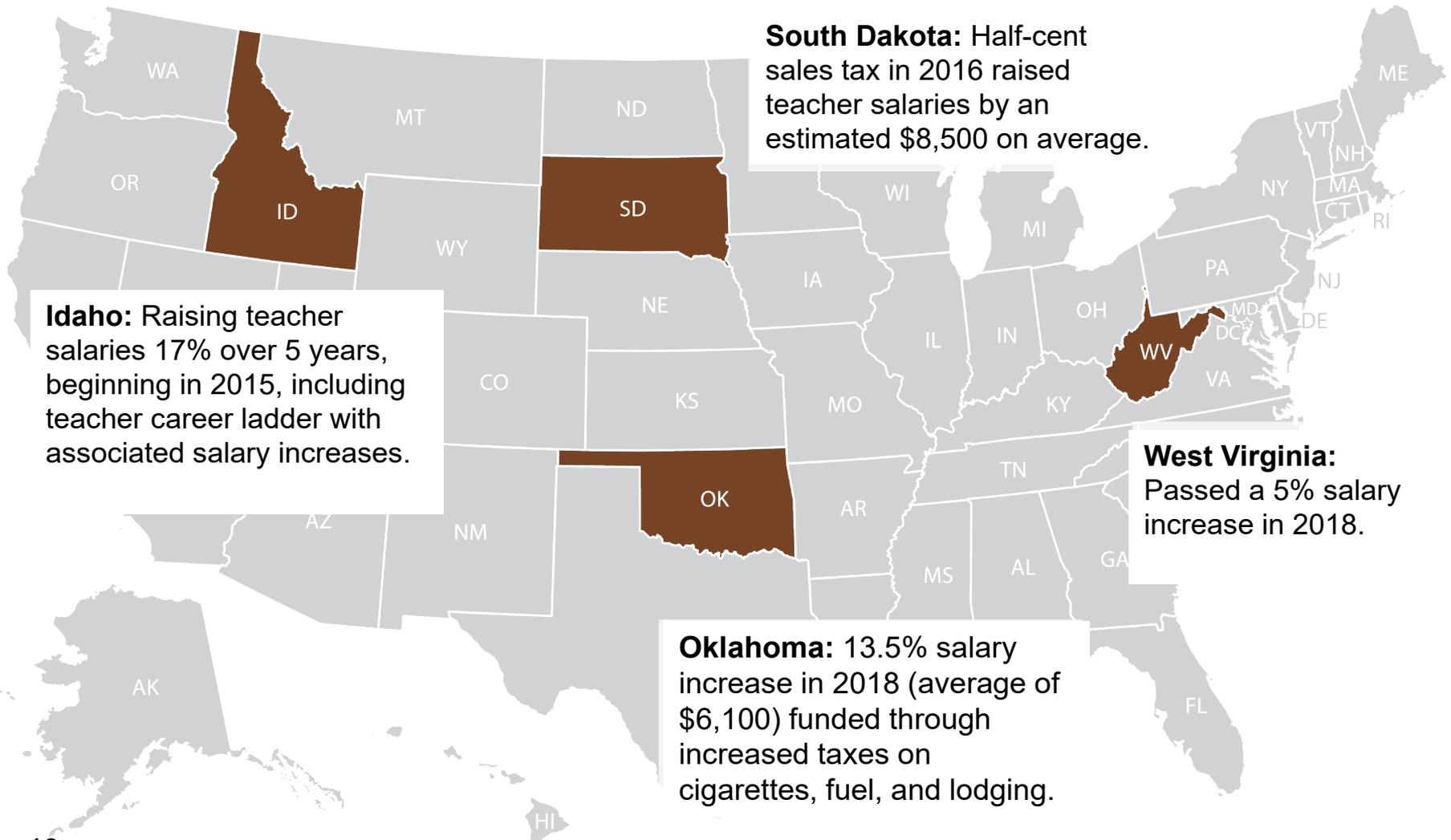


Competitive Compensation

■ Overall Salary Increases

■ High-Need Subjects and/or Locations

■ Financial Research for Teachers Expertise and Leadership

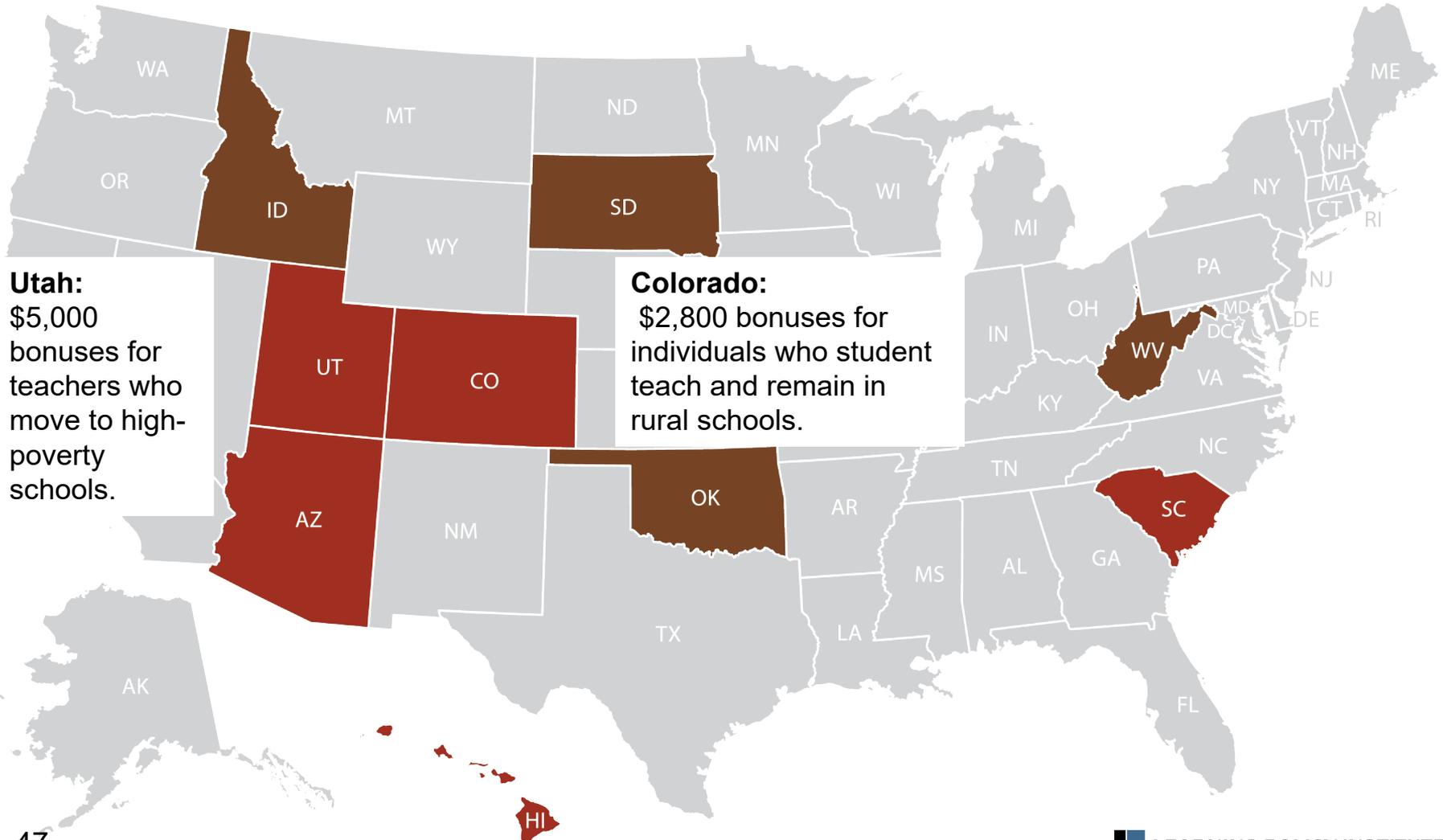


Competitive Compensation

■ Overall Salary Increases

■ High-Need Subjects and/or Locations

■ Financial Rewards for Teacher Expertise and Leadership



Competitive Compensation

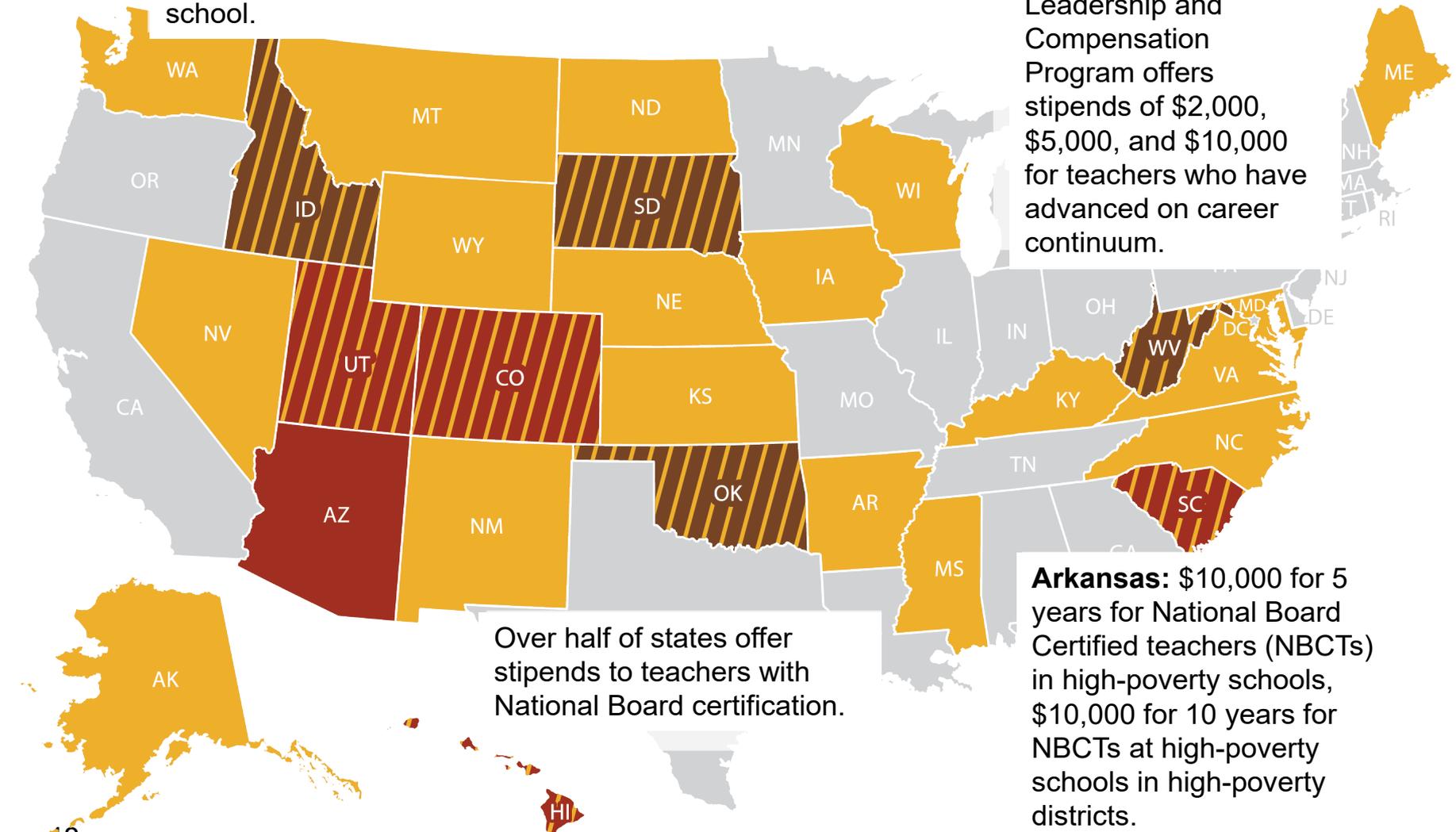
- Overall Salary Increases
- High-Need Subjects and/or Locations
- Financial Rewards for Teacher Expertise and Leadership

Washington: ~\$6,000 bonus for NBCTs, plus additional \$5,000 if teaching at an under-resourced school.

Iowa: Teacher Leadership and Compensation Program offers stipends of \$2,000, \$5,000, and \$10,000 for teachers who have advanced on career continuum.

Over half of states offer stipends to teachers with National Board certification.

Arkansas: \$10,000 for 5 years for National Board Certified teachers (NBCTs) in high-poverty schools, \$10,000 for 10 years for NBCTs at high-poverty schools in high-poverty districts.



Addressing Teacher Shortages: What States and Districts Can Do



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Providing excellent educators for all students is one of the most important drivers of a well-functioning education system, one that must prepare diverse students to participate in today's knowledge-driven economy. However, many districts face teacher shortages that threaten their ability to deliver a quality education to all children. Although it can be tempting for districts to turn to short-term solutions to a teacher shortage, often by lowering the standards to qualify as a teacher, such solutions can exacerbate the problem over the long term. For example, if teachers are hired without being fully prepared, the resulting much higher turnover rates (from two to three times as high as for fully prepared teachers¹) can cost districts up to \$20,000 per teacher in replacement costs² and hurt student achievement.³

The Learning Policy Institute's new report, *Addressing the Teacher Shortage: What Districts Can Do*, provides a comprehensive review of the current state of the profession. Based on this review, the author prioritizes student learning and workforce, districts can achieve the following:

Improve teacher preparation and recruitment

1. Develop **teacher residency** models to work as paid apprenticeship programs. Districts could also consider **alternative certification** programs, such as Title II of the Every Student Succeeds Act (ESSA) Title II and AmeriCorps.
2. Create **local pipelines into the profession**, which recruit talented individuals from local communities.

Strengthen hiring practices and retention

1. Ensure **hiring decisions** are based on the best information possible. A hiring process that includes a fit based on high-quality information, such as interviews, candidates meet other teachers, and a trial teaching period.
2. **Revise timelines for voluntary resignation** as possible, ideally in the summer, so that the resignation process be completed earlier in the year.
3. Develop **strong partnerships** with local businesses and community organizations to provide professional development and support.
4. **Reduce unnecessary barriers to entry**, such as requiring salaries commensurate with the profession, not lose salary credit.



Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession

Daniel Espinoza, Ryan Saunders, Tara Kini, and Linda Darling-Hammond

Key Question

- What might be some policy or program implications of the findings in the report for your context?

Questions and Answers

- Submit questions through the chat box.

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