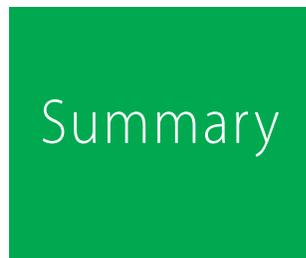




Developing the “Compendium of Strategies to Reduce Teacher Turnover in the Northeast and Islands Region”: a companion to the database



Institute of Education Sciences
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Summary

September 2008

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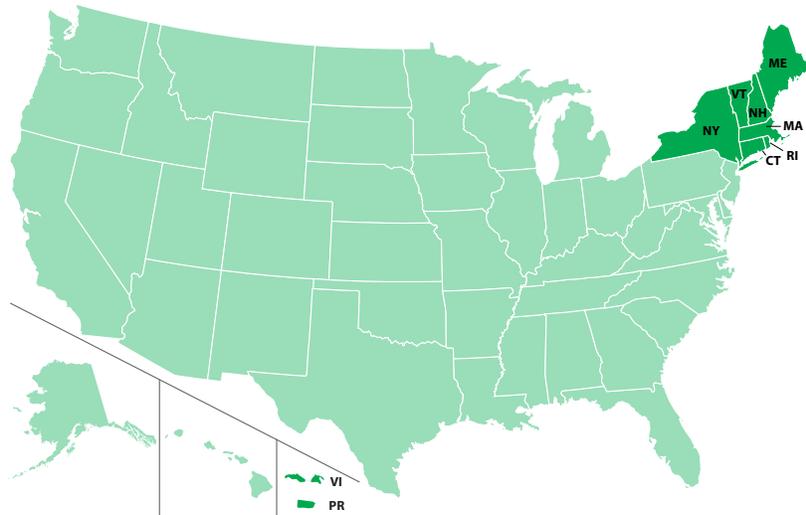
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This report is available on the regional educational laboratory web site at <http://ies.ed.gov/ncee/edlabs>.

Developing the “Compendium of Strategies to Reduce Teacher Turnover in the Northeast and Islands Region”: a companion to the database

This report provides state-, regional-, and district-level decisionmakers in the Northeast and Islands Region with a description of the Compendium of Strategies to Reduce Teacher Turnover in the Northeast and Islands Region, a searchable database of selected profiles of retention strategies implemented in Connecticut, Maine, Massachusetts, and Vermont.

Decisionmakers in the Northeast and Islands Region are facing teacher turnover problems and need to address them, but they have limited resources and information for doing so. There is inadequate information about which strategies work; how they are designed, developed, and implemented; and the impacts they have had.

This project, which developed the Compendium of Strategies to Reduce Teacher Turnover in the Northeast and Islands Region, is intended to provide decisionmakers with a tool for learning from the experience of others in their region. It provides a collection of program and policy descriptions in a searchable database that can be probed for a variety of key features. In addition, because the Compendium includes contact information, it can link

decisionmakers to policy and program experts. Decisionmakers can contact program leaders directly with questions that are relevant to the decisionmakers’ work and context.

The Compendium is not a complete inventory of teacher retention policies and programs in these states but a sample that offers an overview of the range of interventions that have been implemented. A primary selection criterion used for including a policy or program in the Compendium was that increasing teacher retention was an explicit goal. The research team looked for evidence at the program level—from written documents, program web sites, conversations with program experts, and other venues—that retaining teachers was at least one of the program’s explicit purposes.

Measures of quality, implementation, or impact were not among the criteria for inclusion, so it should be assumed that the policies and programs in the Compendium vary along these dimensions. Moreover, inclusion in the Compendium does not imply any measure of endorsement, and readers should not draw any conclusions about a program’s merit or standing in the field from its inclusion.