

Supports Associated with Teacher Retention in Michigan: An Interactive Practitioner's Guide



December 2021

Contents

Introduction.....	1
Overview.....	1
Part I: Why Focus on Teacher Retention?	3
Pre-Reading Questions	3
Background Information.....	3
Reflection Questions.....	6
Part II: Practical Strategies for Teacher Retention	7
Pre-Reading Questions	7
Teacher Retention Strategies	7
Tying It All Together	11
Teacher Retention Strategies Activity	12
Reflection Questions.....	13
Conclusion	13
References.....	14
Appendix. Full List of Teacher Retention Strategies.....	17

Exhibits

Exhibit 1. Supports Associated With Teacher Retention in Michigan	4
Exhibit 2. Among public school academies, the presence of mentoring, professional development, and opportunities for teachers to set goals in their evaluations and teachers’ perceptions of adequate instructional supports were associated with higher teacher retention, 2013-14 through 2018-19	8
Exhibit 3. Teacher retention in traditional school districts in Michigan was associated with supports for new teachers and supports involving compensation and benefits, 2013-14 through 2018-19.....	8

Introduction

Good teachers make good schools, so what do you do when good teachers leave your school?

Teacher attrition is the primary driver of the national teacher shortage—accounting for approximately [90% of annual teacher demand](#) (Carver-Thomas & Darling-Hammond, 2019). As the number of full-time equivalent teachers declines in Michigan due to attrition, coupled by the approximately 23% decline in newly certified teachers, comprehensive retention strategies become essential to ensuring equitable access to effective and diverse teachers.




While teachers of all backgrounds are leaving the profession at an alarming rate, teachers of color leave the profession at higher rates, often due to poor working conditions ([about 19% for teachers of color vs. about 15% for White teachers](#); Carver-Thomas & Darling-Hammond, 2017). A diverse workforce is associated with improved academic outcomes on standardized tests, attendance, retention, advanced-level course enrollment, graduation rates, and college entrance rates for students of color (Villegas & Davis, 2008; Villegas & Irvine, 2010). Research has shown that having just one Black teacher in an elementary school reduces a Black student's probability of dropping out by 39% and increases their probability of enrollment in college by 29% (Gershenson et al., 2017).



We can't ensure all students have equitable access to qualified teachers if our best teachers are leaving the profession. In Michigan, specific policies, practices, and programs at the local education agency level are associated with higher rates of teacher retention.

Overview

Research has revealed that when implemented with fidelity, specific practices, policies, and programs improve teacher retention in school districts. Four strategies associated with improved teacher retention are showcased in this guide: new teacher supports, teacher evaluation, professional development, and salary adjustment. This guide was written to bridge the gap between research and specific actions districts can take. The intended audience includes (a) school district leaders and (b) teams who have identified teacher retention as a problem and who are committed to remedying the exodus of diverse and effective teachers leaving their schools. The purpose of this guide is threefold:

1	2	3
 <p>Inform school district leaders and teams about evidence-based strategies associated with teacher retention in Michigan.</p>	 <p>Guide school district leaders and teams through the process of considering key questions related to implementing evidence-based strategies associated with teacher retention in Michigan.</p>	 <p>Provide examples of what these evidence-based strategies could look like in the field.</p>

Each part of this conversation guide will include pre-reading and reflection questions as well as interactive activities meant to produce meaningful conversations for district leaders surrounding teacher retention and opportunities to create actionable next steps for your district.

The Regional Educational Laboratory (REL) Midwest recently published a report titled [Supports Associated With Teacher Retention in Michigan](#) (Lindsay, Jiang, et al., 2021), which examines teacher retention rates in Michigan from 2013 to 2019 as well as survey responses from teachers about teacher supports in their school districts. This conversation guide builds off and expands on the strategies discussed in that report to assist district leaders in applying and implementing these strategies in their district.

Supports Associated with Teacher Retention in Michigan is a great resource to learn more about the strategies of teacher retention that are highlighted in this conversation guide. It is worth noting that the findings in this REL Midwest report apply to the districts they surveyed and are not generalizable to Michigan's overall population. Additionally, the supports mentioned are correlational reasons, not causal, for teachers staying or leaving their positions.



Part I: Why Focus on Teacher Retention?

Teacher attrition and turnover can be key contributing factors to workforce staffing needs (Carver-Thomas & Darling-Hammond, 2017). Every context of a school district is different and unique, but there are commonalities between schools in the problems of teacher retention. We all want to keep our good teachers. We can learn from each other by looking at root causes and common consequences of our problems with teacher turnover and share best strategies for how to adapt to these challenges.

Part I explains the importance of teacher retention and reasons your district should consider prioritizing improving teacher retention. Addressing teacher attrition has implications for cost, workforce diversity, and student achievement. Finally, we discuss some of the common causes contributing to attrition.

Key Terms

Throughout this resource, we use specific terms when talking about our teacher workforce. To ensure we have a common understanding, here are some working definitions of key terms:

Attrition: A reduction in the number of employees or participants that occurs when people leave because they resign, retire, etc., and are not replaced

Turnover: Change in teachers from one year to the next in a particular school setting

Recruitment: The effort to increase the numbers of qualified persons who would be willing to accept teaching positions

Pre-Reading Questions

Take a moment to reflect on the following questions on your own or discuss with your colleagues. The intention of these questions is to ground this guide in your own experiences before reading the next section.

- What were the most challenging parts of your first job?
- What is one support you relied on during your first years of working?
- What about it made you feel supported?



Background Information

Michigan prioritizes that all students have access to quality teachers as stated in its [Top 10 Strategic Education Plan](#). Teacher shortages are one barrier to achieving this goal (Lindsay, Jiang, et al., 2021). Exhibit 1 displays the teacher retention rates across the state of Michigan from 2013-14 to 2018-19.

In 2017-18, there were about 61,000 Michigan certified teachers who were not teaching in a Michigan public school. Ninety-three percent of these 61,000 teachers were younger than retiring age. Furthermore, the nonteaching teachers in 2017-18 who taught at some point since 2013 were 14% more likely to be from a racial or ethnic minority group (Lindsay, Gnedko-Berry, et al., 2021). Therefore, the challenge is getting certified teachers to join the teaching profession, retaining teachers in the teaching profession, and inviting back those teachers who are certified, but have left Michigan public schools.

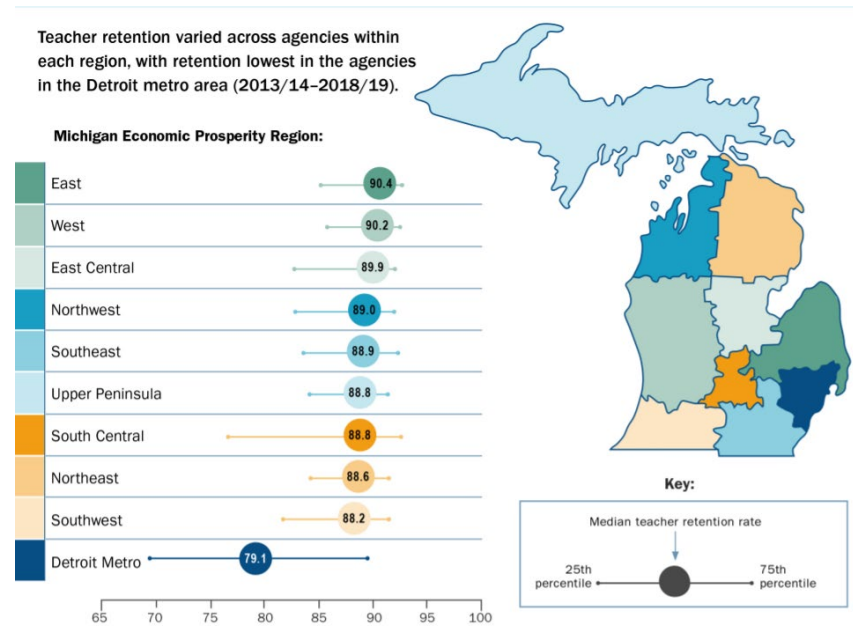
Research suggests that most teachers reach greater levels of effectiveness after three to five years of experience. However, between 17 and 30% of new teachers in the United States are leaving the field in

their first 5 years of teaching. Although there is variation between individual teachers' gains in effectiveness based on their years of experience, a teacher's first three to five years is when their effectiveness seems to increase most sharply. This pattern emphasizes the need to support and retain teachers in their early years (Kini & Podolsky, 2016).

It is important to note that not all teacher turnover is negative. Some teachers may leave the teaching profession for career advancement and leadership opportunities. Ineffective teachers may leave and get replaced by more effective ones. These are examples of some positive teacher turnover. When teacher turnover is happening at an alarming rate and is caused by school issues such as poor working conditions and unsupportive school leadership, it is considered negative teacher turnover (Carver-Thomas & Darling-Hammond, 2017).

Cost of Turnover. The cost of teacher turnover exceeds just a teacher leaving your district. Teacher turnover is costly in terms of financial resources, staff time, and student achievement. School districts in urban and rural areas, as well as those with high rates of students living in poverty, experience the highest rates of teacher turnover. The estimated cost of replacing a teacher varies from \$9,000 in a rural district, to \$11,000 in a suburban district, to \$21,000 in an urban district. These estimates are calculated by including the costs of separation (removing teachers from payroll, paying substitutes, etc.), recruitment and hiring (advertising open positions, conducting interviews, etc.), and training (new-employee orientation, onboarding workshops, etc.). The thousands of dollars that are spent on replacing teachers could be allocated toward school improvement efforts or improving working conditions for school staff and administrators (Watlington et al., 2010).

Exhibit I. Supports Associated with Teacher Retention in Michigan



Source: IES & REL Midwest, 2021. Reprinted with permission.

Activity: Cost of Teacher Turnover

To learn more about the estimated costs of teachers leaving your school district, check out the [Learning Policy Institute Cost of Teacher Turnover Calculator](#).

Diversifying the Workforce. An effective teacher workforce is a diverse teacher workforce. Research has suggested that when students of color are taught by teachers who share their race, academic

achievement improves, college enrollment increases, and suspensions decline (Dee, 2004; Egalite et al., 2015; Gershenson et al., 2017). For example, when Black elementary school students were assigned a Black teacher, they were 5% more likely to graduate high school and 4% more likely to enroll in college (Gershenson et al., 2017). Additionally, all students in a recent study viewed Black and Latino teachers more favorably than White teachers for measures of having high standards for students academically, supporting student efforts, organization of content, and clearly communicating concepts and feedback (Cherng, 2016). Furthermore, teachers of color are more likely to use culturally responsive practices and address racism and bias in classrooms.

To recruit diverse teachers, experts indicate that nontraditional pathways to the profession, including alternative routes to certification, teacher residencies, and Grow Your Own programs, may be effective strategies to alleviate barriers to enter the teaching field for candidates of color (Carver-Thomas, 2018). It is important to support, develop, and retain excellent teachers from diverse backgrounds. For example, districts may strengthen mentors' capacity to improve the diversity, equity, and inclusion of orientation and induction programs. Similarly, providing racial affinity groups is another way to support teachers of color in your district (Great Schools Partnership, 2021). This may include networking between districts at the school district or regional level for teachers from very small districts. Additionally, giving teachers decision-making power when it comes to issues in their classroom as well as ensuring their voices are heard in regard to school-wide decisions are two ways to help ensure teachers of color feel supported in their schools (Feng & Sass, 2018; Ingersoll & May, 2011; Ingersoll et al., 2017).

Impact of Turnover. The negative impacts of teacher turnover go beyond costs. Because of a shortage of quality teachers, positions are often filled by teachers with inadequate training. Combining these underprepared teachers and streams of substitute teachers with overcrowding in classrooms, cancelled courses, and a lack of strong relationships with teachers, student achievement is likely to suffer in these unstable learning conditions.

Another concerning effect of teacher turnover is that teachers that leave are usually replaced with teachers who have fewer years of experience and less effective teaching skills. Teacher turnover can negatively impact staff collegiality and school climate, as remaining teachers may assume greater responsibilities due to teacher shortages (Lindsay, Gnedko-Berry, et al., 2021).

Causes of Turnover. A teacher may leave a district for many reasons. The most common reasons teachers leave are dissatisfaction with teaching conditions, pursuit of a different career opportunity, family or personal issues, and school staffing actions such as layoffs (Ingersoll et al., 2014). [Teachers of color](#) are more likely to leave due to compensation being tied to student performance, unsupportive school leadership, a lack of decision-making power in the classroom and school, poor teaching conditions, and lack of opportunities for promotion and leadership. Teachers from diverse racial and ethnic backgrounds are also more likely than those not from diverse and ethnic backgrounds to cite [low salaries and wanting to take courses to improve their career opportunities](#) in education as reasons for not teaching. For urban and high-poverty schools, teachers can find loan forgiveness and subsidies attractive, but studies have demonstrated that poor social working conditions such as unsupportive school leadership, collegial relationships, and school culture are the reason many teachers leave (Milanowski et al., 2009; Simon & Johnson, 2015).



Teaching Conditions Survey

When it comes to retaining teachers, teacher well-being and working conditions are very influential. School leaders can conduct a climate survey, such as the [GTL Teaching Conditions Survey](#), to get a sense of how teachers feel regarding the school climate. Once school leaders know how teachers feel, it is crucial to listen to what teachers need, reflect on the experiences they have shared, and offer personalized strategies based on the different needs of teachers. The GTL Teaching Conditions Survey also collects perspectives of teachers and school staff to help districts get a sense of how they can better their teaching conditions and school climate. If teachers still choose to leave, be sure to conduct an exit survey to know when and why teachers are leaving as well as where they are going next.



The Vanderbilt Assessment of Leadership in Education (VAL ED) 360

Teachers often leave because of their school's climate or culture, which can be greatly influenced by school leadership (Quinn & Andrews, 2004). VAL-ED 360 is a comprehensive assessment of leadership behavior that can inform professional development areas for school leaders (Resonant Education, 2021).

<https://www.wallacefoundation.org/knowledge-center/documents/vanderbilt-assessment-of-leadership-in-education-technical-manual-1.pdf>

Nonteaching teachers in Michigan most often expressed two main reasons for not actively teaching: low salaries and limited advancement opportunities (Lindsay, Gnedko-Berry, et al., 2021). Additionally, taking care of their young children (Lindsay, Gnedko-Berry, et al., 2021) is another common reason why certified teachers leave the field.

Reflection Questions

- What impact do you think teacher attrition or turnover has on your district?
- How can you balance teacher growth into leadership roles with teacher retention?



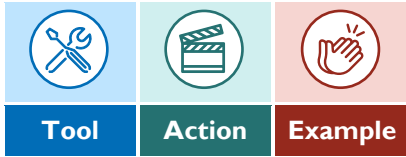
Part II: Practical Strategies for Teacher Retention

This section outlines a handful of strategies for teacher retention as a starting place to address some of the concerns listed in Part I. This list is not comprehensive; these strategies have been chosen as they showed promising results in Michigan in the REL Midwest report, [Supports Associated With Teacher Retention in Michigan](#) (Lindsay, Jiang, et al., 2021). Subsections within this part of the conversation guide can be used as a tool to walk your district through thinking about how to implement these strategies as well.

Pre-Reading Questions

- It is crucial to identify the root causes behind why a teacher leaves a particular school district and identify strategies specific to that district's context. List the biggest reasons a teacher might leave your district. Include any evidence you have for each reason.
—
—
—
—
—
- Of these reasons, circle the ones that are “within our control” in the district.

Teacher Retention Strategies

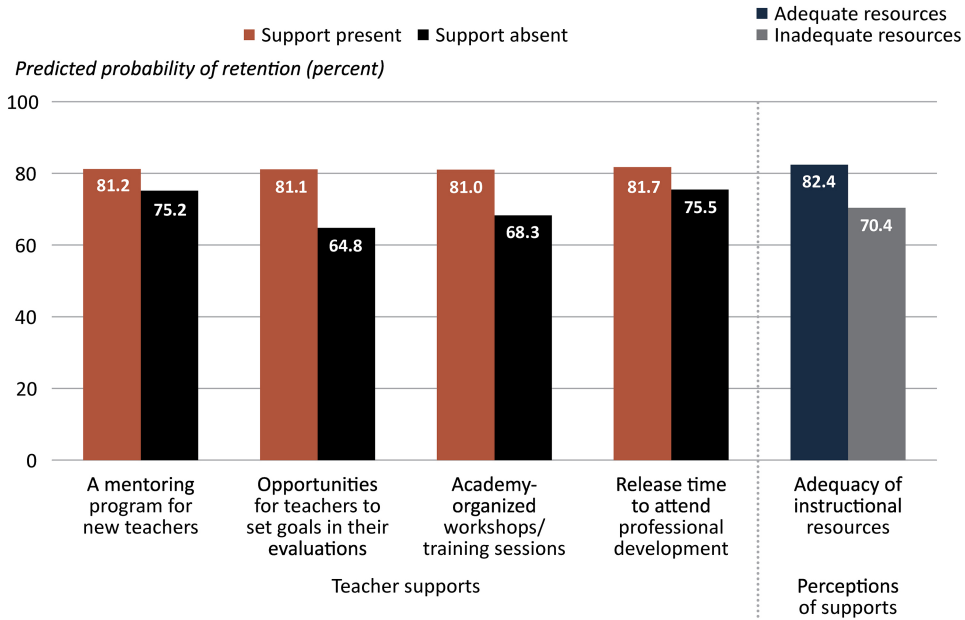


The following summary includes four evidence-based teacher retention strategies highlighted in the REL Midwest report, *Supports Associated With Teacher Retention in Michigan* (Lindsay, Jiang, et al., 2021). A full list of strategies for teacher retention from that report is included in the appendix. Additionally, tools, action steps, and examples related to the retention strategies are listed in this section.

Based on the report, *Supports Associated With Teacher Retention in Michigan* (Lindsay, Jiang, et al., 2021), the researchers discovered that some things within the control of district and school leaders are associated with improved teacher retention. Exhibit 2 (public school academies) and Exhibit 3 (traditional public schools) illustrate the comparison between retention in schools with supports present compared with supports absent. The bottom axis includes selected supports, and the height of the bar graphs indicates how they are related to the predicted probability of teacher retention.

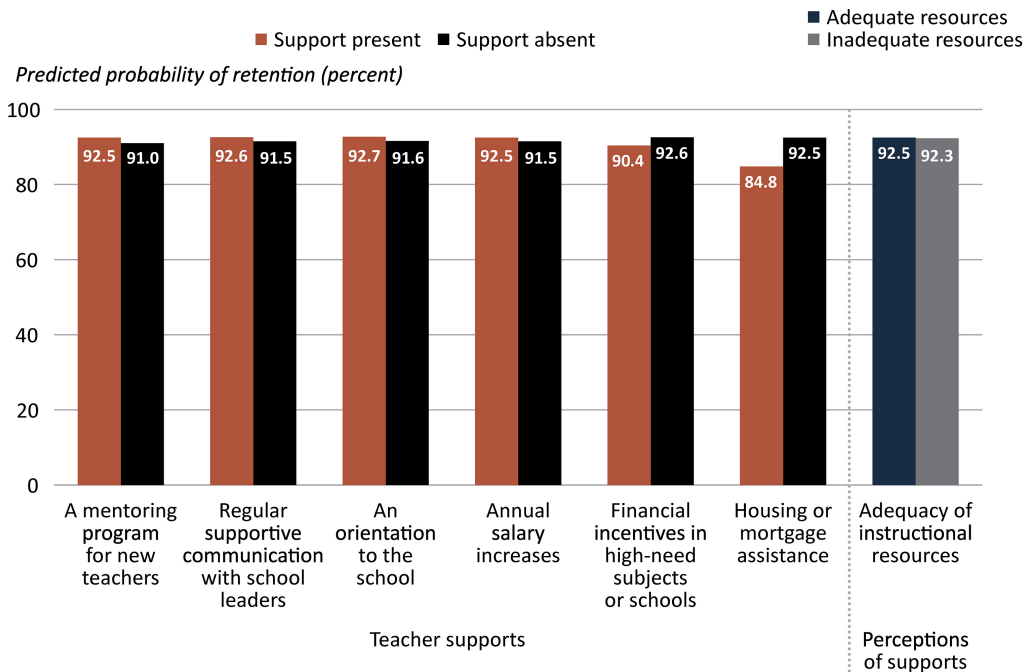
Your district may already have some of these supports in place in compliance with state or district legislation. However, these supports can be strengthened to make them more effective for your district. By making these supports more comprehensive, personalized, and of higher quality, your district can work toward reducing turnover. The tools, actions, and examples are intended to support your district in thinking of how to implement new strategies or improve the existing parts of the strategies you have in place. Think about how your district can move from strict legal compliance toward continuous improvement.

Exhibit 2. Among public school academies, the presence of mentoring, professional development, and opportunities for teachers to set goals in their evaluations and teachers' perceptions of adequate instructional supports were associated with higher teacher retention, 2013-14 to 2018-19



SOURCE: Lindsay, Jiang, et al., 2021, p. 13. Reprinted with permission.

Exhibit 3. Teacher retention in traditional school districts in Michigan was associated with supports for new teachers and supports involving compensation and benefits, 2013-14 to 2018-19



SOURCE: Lindsay, Jiang, et al., 2021, p. 14. Reprinted with permission.

Strategy I. New Teacher Supports

New teacher supports include policies, programs, and practices that support teachers during their first years of teaching. The supports may include:

- mentoring programs,
- an orientation to the school,
- regular and supportive communication with school leaders,
- common planning with teachers in the same subject or grade,
- more release time for preparation,
- instructional rounds with peers,
- seminars or classes,
- professional learning community teams with added supports, and
- extra classroom assistance.

Empirical studies have shown that new teacher supports, specifically mentoring and induction programs, benefit new teachers' effectiveness and their chances of remaining in their school district (Ingersoll & Kralik, 2004; Ingersoll & Strong, 2011). According to *Supports Associated With Teacher Retention in Michigan* (Lindsay, Jiang, et al., 2021), new teacher supports were more effective than certain financial supports (that is, housing and mortgage assistance) at retaining new teachers. The probability of teachers remaining at their school increased when a mentoring program was implemented, after introducing a new teacher orientation, and when there was supportive communication with school leaders (Lindsay, Jiang, et al., 2021). New teacher supports have also shown promise in retaining diverse teachers (Carver-Thomas, 2018).



Mentoring and Induction Program

Kokomo School Corporation (Indiana) implemented a mentoring and induction program and saw teacher retention improve from 50 to 100% in all four pilot schools, leading them to expand their program district-wide. The main reason teachers were leaving Kokomo was the lack of intentional and focused support after their first year of teaching, the low connection between new teachers and the community, and the limited opportunities for advancement. <https://gtlcenter.org/projects/mentoring-and-induction-kokomo>



Mentoring and Induction Toolkit

This tool includes ready-to-use materials, resources, and support to facilitate meaningful conversations about the design and implementation of effective, high-quality mentoring and induction programs. Mentors provide ongoing instructional and social-emotional support through differentiated mentoring models that allow new teachers to practice and grow in the profession of teaching during their initial years of residency. Mentoring programs can be more beneficial for special education teachers and teachers of color when personalized to their unique experiences. Looking for financial assistance in establishing a mentoring and induction program at your school? <https://gtlcenter.org/technical-assistance/toolkits/mi-toolkit>

Strategy 2. Evaluation That Includes Teachers' Goals

Although evaluations are mandatory, they can be made more beneficial for teachers. Specifically, schools that incorporated teachers' personal goals into their evaluations saw a 5.2% increase in the probability of teachers remaining at their schools. As Michigan evaluates teachers annually, its evaluation should give weight to goals teachers have set (Lindsay, Jiang, et al., 2021). When goals are set in evaluations, school leadership can personalize the supports teachers may need to assist them in achieving their goals.



Stay Interviews

Stay interviews can be conducted alongside evaluations. School leaders can have these short conversations with teachers to retain them by having the opportunity to acknowledge their successes, remind teachers of their motivations, and troubleshoot any issues teachers may be dealing with that could cause them to leave (Sullivan, 2013).

https://tntp.org/assets/teacher-talent-toolbox-resources/Planning_Guide_-_Teacher_Stay_Conversations.pdf

Strategy 3. Professional Development Opportunities and Instructional Resources

Professional development and instructional resources were both positively correlated with teachers being more likely to continue to teach at their current school. Professional development opportunities include:

- workshops, conferences, or training sessions;
- online courses, resources, and platforms;
- reimbursement and release time to partake in professional development; and
- observational visits to other classrooms, schools, or educational agencies.

Public school academies, also known as charter schools, that had professional development opportunities observed the probability of teacher retention increase by approximately 6-12% depending on the specific intervention implemented (Lindsay, Jiang, et al., 2021).



What makes for effective professional development?

A review of 35 studies evaluating effective professional development programs determined that specific characteristics make some professional development more successful than other professional development. One-and-done, generic, and isolated professional development will likely not improve teacher retention. According to Darling-Hammond et al. (2017), effective professional development:

- is content focused,
- incorporates active learning utilizing adult learning theory,
- supports collaboration, typically in job-embedded contexts,
- uses models and modeling of effective practice,
- provides coaching and expert support,
- offers opportunities for feedback and reflection, and
- is of sustained duration.



Lessons Learned From the Field: Teacher Leadership in Michigan Schools

Through Charter School Partners and the New Teacher Center, FlexTech High School implemented a peer instructional coaching program. Teachers at FlexTech High School can apply to be a coach by demonstrating their interest and excellence in teaching. Teachers are selected after completing an interview and coaching session that showcases their coaching abilities. Once they are chosen, coaches go through three training modules each year. The coaches work with new teachers at FlexTech within their first three years. New teachers are very receptive to the personalized instructional coaching sessions as the coaches are able to give advice as someone who is still an active teacher themselves. Therefore, new teachers and coaches can bond over shared experience, which creates a supportive atmosphere. Teachers who take on the role as a coach desire professional growth and receive release time from their classroom, extra prep time, and a stipend twice a year. Coaches appreciate the opportunity to be a leader in their school and provide value to new teachers. This intervention is a lot of work, and coaches' time needs to be protected so that they have the opportunity to implement their training. Charter School Partners and New Teacher Center are training a coach to become the leader of the program for FlexTech to increase sustainability of the program. In its beginning stages, this program was funded by the Michigan Regional Assistance grant. Funding for the program is now built into FlexTech's budget. Leaders in the school shared anecdotal evidence about the association with teacher retention.

Strategy 4. Annual Salary Increases

Annual salary increases have also helped teacher retention efforts. School districts that serve a majority of economically disadvantaged students¹ instituted annual salary increases and saw teacher retention rise 3.1% (Lindsay, Jiang, et al., 2021).



Charter Schools Partners Right Sizing Overview (Highlight from an Interview with Sarah Pazur, Director of School Leadership)

Charter Schools Partners constructed a Right Sizing Overview to help school leaders understand how neighboring districts and schools compared on salary, benefits, and retirement packages they were offering their teachers. Human resources let school leaders know what the average teaching salary was for their community and how their school matched up against it. School and district leaders had a clear benchmark for where salaries should be. Every district made a commitment to get themselves to that competitive benchmark within the next three years and created a plan to do so.

Tying It All Together

While these strategies can work in isolation, combinations of the strategies listed in this guide have demonstrated higher teacher retention rates as well. For example, districts that incorporated instructional resources, professional development opportunities, and evaluations that included teachers' goals observed teacher retention increase significantly. Districts serving large numbers of students from economically disadvantaged backgrounds that included teachers' goals in their evaluations as well as annual salary increases also realized significantly higher retention rates. (Lindsay, Jiang, et al., 2021).

¹ Economically disadvantaged students are defined as students who have been determined to be eligible for free or reduced-price meals via locally gathered and approved family applications under the National School Lunch program, are in households receiving food (Supplemental Nutrition Assistance Program) or cash (Temporary Assistance to Needy Families) assistance, are homeless, are migrant, are in foster care, or, beginning in 2017-18, certain Medicaid-eligible children. When any of these conditions are present, a student is considered economically disadvantaged.

Teacher Retention Strategies Activity

In this activity, you will examine the four selected evidence-based strategies listed above within the context of your own district. Your district likely has these strategies, or parts of these strategies, already in place. The purpose of this activity is to encourage your district to consider how enhancing these strategies would contribute to improved teacher retention. This means thinking about whether this strategy is already in place, whether it could be enhanced, and whether it could be evaluated.

Complete the table below. Reflect on each prompt in the first column given where you are with the strategy in your district.

	New Teacher Supports	Evaluation With Teachers' Goals	Professional Development & Instructional Resources	Annual Salary Increases
Enhancing this strategy would work well in our district because...				
We might face these challenges if we enhance this strategy in our district...				
These are the next steps and key stakeholders we should engage to enhance this strategy...				

Reflection Questions

Think about the causes of attrition you identified in the pre-reading questions of this section. Considering the trends on the completed table, jot down your thoughts on the following questions:

- What existing local and statewide educator talent management initiatives related to attracting, preparing, and retaining teachers can be leveraged to address the root causes of local shortages?
- Should multiple strategies be enhanced or improved based on local contexts and needs? What are the advantages to offering multiple strategies for local implementation instead of promoting one district-wide approach?
- As you consider strategies to enhance and improve, what reactions do you expect existing district stakeholders to have to each strategy?
- What other strategies might you consider implementing in your district?

Conclusion

Teacher retention is important for the quality of education and culture of the school community.



Teacher turnover can be addressed and improved. There are specific research-based strategies districts can take to improve teacher retention. This resource shares four key practices associated with improving retention: new teacher supports, teacher evaluation, professional development, and salary adjustment. While your district may already have many of these in place, strengthening them is an effective way to contribute to a higher teacher retention rate.

Consider how the strategies in this guide can work in your district. Keep the conversation going using the next steps you identified above.



Social Media Connection

Share how your district is working to retain and support excellent teachers.

Tag @mieducation and include #ProudMichiganEducator.

References

- Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Learning Policy Institute. <https://eric.ed.gov/?id=ED606434>
- Carver-Thomas, D., & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it*. Learning Policy Institute. <https://eric.ed.gov/?id=ED606805>
- Carver-Thomas, D., & Darling-Hammond, L. (2019). The trouble with teacher turnover: How teacher attrition affects students and schools. *education policy analysis archives*, 27(36). <https://files.eric.ed.gov/fulltext/EJ1213629.pdf>
- Cherng, H. Y. S., & Halpin, P. F. (2016). The importance of minority teachers: Student perceptions of minority versus White teachers. *Educational Researcher*, 45(7), 407-420.
- Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute. <https://doi.org/10.54300/122.311>
- Dee, T. (2004). Teachers, race and student achievement in a randomized experiment. *The Review of Economics and Statistics*, 86(1), 195–210. <https://cepa.stanford.edu/content/teachers-race-and-student-achievement-randomized-experiment>
- Egalite, A., Kisida, B., & Winters, M. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45(1), 33–52. <https://www.sciencedirect.com/science/article/pii/S0272775715000084>
- Feng, L., & Sass, T. R. (2018). The impact of incentives to recruit and retain teachers in “hard-to-staff” subjects. *Journal of Policy Analysis and Management*, 37(1), 112–135. <http://eric.ed.gov/?id=EJ1163968>
- Gershenson, S., Hart, C., Lindsay, C., & Papageorge, N. (2017). *The long-run impacts of same-race teachers*. IZA Institute of Labor Economics. <https://ftp.iza.org/dp10630.pdf>
- Great Schools Partnership. (2021). *Racial affinity groups: Guide for school leaders*. <https://www.greatschoolspartnership.org/resources/educational-equity/racial-affinity-groups-guide-for-school-leaders/>
- Ingersoll, R., & Kralik, J. (2004). *The impact of mentoring on teacher retention: What the research says*. Education Commission of the States.
- Ingersoll, R. M., & May, H. (2011). The minority teacher shortage: Fact or fable? *Phi Delta Kappan*, 93(1), 62–65. <https://doi.org/10.1177/003172171109300111>
- Ingersoll, R., May, H., & Collins, G. (2017). *Minority teacher recruitment, employment, and retention: 1987 to 2013*. Learning Policy Institute. <https://files.eric.ed.gov/fulltext/EJ1213628.pdf>

- Ingersoll, R. M., Merrill, E., Stuckey, D., & Collins, G. (2018). *Seven trends: The transformation of the teaching force*. Updated October 2018. Penn Graduate School of Education.
https://repository.upenn.edu/cgi/viewcontent.cgi?article=1109&context=cpre_researchreports
- Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233.
<http://www.jstor.org/stable/23014368>
- Institute of Education Sciences (IES) & REL Midwest. (2021). *Understanding the supports associated with teacher retention in Michigan* (Infographic).
https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_MW_Understanding_the_supports_associated_with_teacher_retention_in_Michigan.pdf
- Kini, T., & Podolsky, A. (2016). *Does teaching experience increase teacher effectiveness? A review of the research (research brief)*. Learning Policy Institute.
<https://learningpolicyinstitute.org/product/brief-does-teaching-experience-increase-teacher-effectiveness-review-research>
- Lindsay, J., Gnedko-Berry, N., & Wan, C. (2021). *Michigan teachers who are not teaching: Who are they, and what would motivate them to teach?* (REL 2021–076). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.
<https://files.eric.ed.gov/fulltext/ED611791.pdf>
- Lindsay, J., Jiang, J., Wan, C., & Gnedko-Berry, N. (2021). *Supports associated with teacher retention in Michigan* (REL 2021–108). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. <http://ies.ed.gov/ncee/edlabs>
- Merriam-Webster. (n.d.). *Attrition*. Retrieved December 3, 2021, from
<https://www.merriam-webster.com/dictionary/attrition>
- Milanowski, A. T., Longwell-Grice, H., Saffold, F., Jones, J., Schomisch, K., & Odden, A. (2009). Recruiting new teachers to urban school districts: What incentives will work? *International Journal of Education Policy and Leadership*, 4(8), 1–13. <http://eric.ed.gov/?id=EJ898889>
- Porter, A. C., Murphy, J., Goldring, E., Elliott, S. N., Polikoff, M. S., & May, H. (2008). *VAL-ED Technical manual, version 1.0*. Vanderbilt Assessment of Leadership in Education.
<https://www.wallacefoundation.org/knowledge-center/documents/vanderbilt-assessment-of-leadership-in-education-technical-manual-1.pdf>
- Quinn, R. J., & Andrews, B. D. (2004). The struggles of first-year teachers: Investigating support mechanisms. *The Clearing House*, 77(4), 164–168. <http://www.jstor.org/stable/30189889>
- Resonant Education. (2021). *Vanderbilt Assessment of Leadership in Education (VAL-ED)*.
<https://resonanteducation.com/valed/>

- Simon, N. S., & Johnson, S. M. (2015). Teacher turnover in high-poverty schools: What we know and can do. *Teachers College Record*, 117(3), 1–36. <http://eric.ed.gov/?id=EJ1056722>
- Sullivan, J. (2013, December 2). Stay interviews: An essential tool for winning ‘the war to keep your employees.’ *ERE: Recruiting Intelligence*.
<https://www.ere.net/stay-interviews-an-essential-tool-for-winning-the-war-to-keep-your-employees/>
- TNTP. (n.d.). *Six steps for a stay conversation*.
https://tntp.org/assets/teacher-talent-toolbox-resources/Planning_Guide_-_Teacher_Stay_Conversations.pdf
- Villegas, A. M., & Davis, D. E. (2008). Preparing teachers of color to confront racial/ethnic disparities in educational outcomes. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. Demers (Eds.), *Handbook on research in teacher education* (pp. 583–605). Routledge/Taylor & Francis Group and the Association of Teacher Educators.
- Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *Urban Review*, 42(3), 175–192. <https://doi.org/10.1007/s11256-010-0150-1>
- Watlinton, E., Shockley, R., Guglielmino, P., & Felsher, R. (2010). The high cost of leaving: An analysis of the cost of teacher turnover. *Journal of Education Finance*, 36(1), 22–37.
<http://www.jstor.org/stable/40704404>

Appendix. Full List of Teacher Retention Strategies

Below is the full list of teacher retention strategies included in the *Supports Associated with Teacher Retention in Michigan* report (Lindsay, Jiang, et al., 2021).

New Teacher Supports

- A mentoring program for teachers new to the local education agency
- Supportive communication with principal or other administrators
- Seminars, classes, or professional development for beginning teachers
- An orientation to the school
- Common planning time with teachers in same subject or grade
- Professional learning community teams with added supports
- Instructional rounds with peers
- Extra classroom assistance (such as teacher aides)
- Reduced teaching schedule/more release time for preparation

Compensation and Benefits

- Annual salary increases
- Financial assistance for professional learning
- Performance-based compensation such as bonuses
- Childcare benefits such as subsidies or on-site childcare
- Financial incentives for teachers in high-need subjects/schools
- Teacher housing or mortgage assistance programs

Evaluation

- Based in part on formal observations
- Allows teachers to set goals
- Based in part on student growth data
- Provides opportunities to receive feedback
- Based in part on informal classroom walk-throughs
- Based on clearly defined performance standards
- System requires collaboration with supervisor on goals
- Based on multiple data sources

Professional Development

- District-organized workshops, conferences, or training sessions
- Release time from teaching to attend professional development
- Online courses, resources, or platforms for knowledge sharing
- Reimbursement for conferences, workshops, or courses
- Time for observational visits to other classrooms in school
- Stipends for professional development that takes place outside regular work hours
- Observational visits to other schools or local education agencies

