

Utah Early Career Teacher Retention (U-ECTR) Partnership Meeting 2: Defining the problem

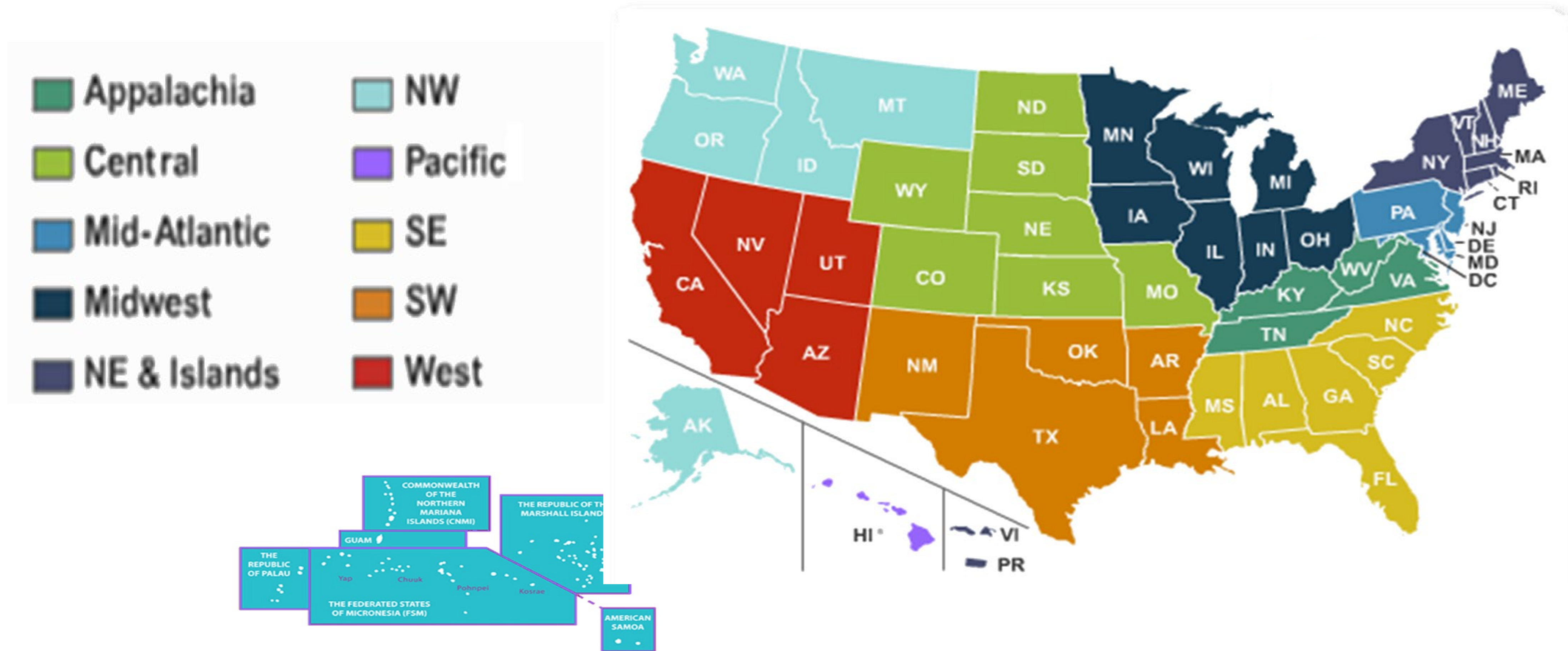
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Utah State Board of Education

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Welcome and objectives

Ten RELs work in partnership with LEAs, SEAs, and others to use data and research to improve academic outcomes for students



Who is part of the Partnership PLC, and why?



PLC composition:

- Utah School Districts (HR Directors, etc.)
- USBE Teaching and Learning
- REL West

Hello! Each attendee...

- (Re)introduce yourself
- What are you seeking to get out of participating in this partnership with peers, USBE, and REL West?

Objectives and agenda for today

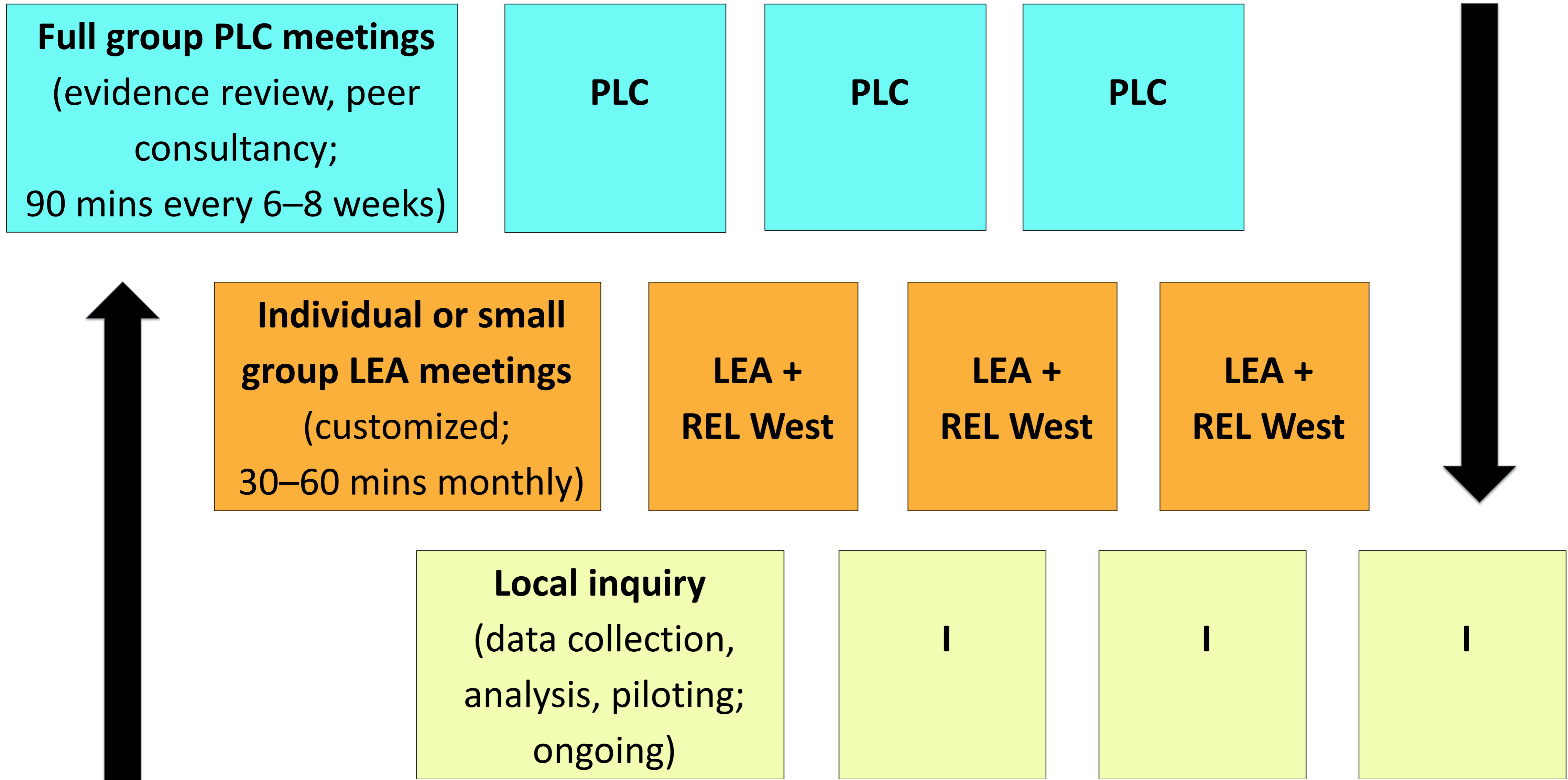
Objectives

- Review and reflect on recent exit survey results from departing teachers in Utah
- Refine questions to explore the root causes of local early career teacher attrition
- Plan for subsequent consultations with REL West/USBE

Agenda

- ✓ Welcome and objectives
- How we work and learn together
- What are Utah's exiting teachers saying?
- How can we better understand early career teacher attrition through improvement science?
- Peer discussion of local contexts, interests, and related efforts
- Prepare for the next partnership meeting

How we will work and learn together



Local inquiry process



Source: Adapted from NWEA with permission.

Understanding why Utah educators are exiting the profession

Utah Educator Exit Survey (2022–23)

Jennifer Throndsen, USBE

Utah Educator Exit Survey

About the survey

- Statewide survey administered by districts to departing teachers
- Required by law to be administered; optional for teachers
- Limitations: it is optional for respondents, generalization is limited
- Approximately half of departing teachers answered in the last year

Survey questions:

- What issues influenced exiting teachers' decisions to leave?
- What issues would have had an influence in encouraging them to stay?
- Why are exiting Utah teachers leaving/where are they going?

Exit survey results collected from Utah teachers from July 2022 to May 2023

<i>What issues played a moderate-to-major role in exiting Utah teachers' decisions to leave?</i> ¹	% ALL TEACHERS (n=1417)	% Teachers with 6 or fewer years of experience (n=713)	% Teachers with 7 or more years of experience (n=704)
Emotional exhaustion/burnout	67.5	67.0	68.0
Job-specific stressors	58.3	56.5	60.1
Retirement*	43.4	6.8	67.3
Better salaries and/or benefits	42.3	53.3	31.1
Better opportunities for career growth	39.7	47.5	31.8
Poor/ineffective leadership	37.1	40.3	33.9
Taking a career break to care for family*	36.7	48.9	28.7
Inadequate training and/or support	29.9	35.6	24.0

Breakout Session: Review exit survey results

- Review the state exit survey data further and, based on the results, consider:
 - What are your reactions to these data?
 - How do these findings align with your knowledge of local teacher retention issues?
 - What would you like to explore further in your own district and why?

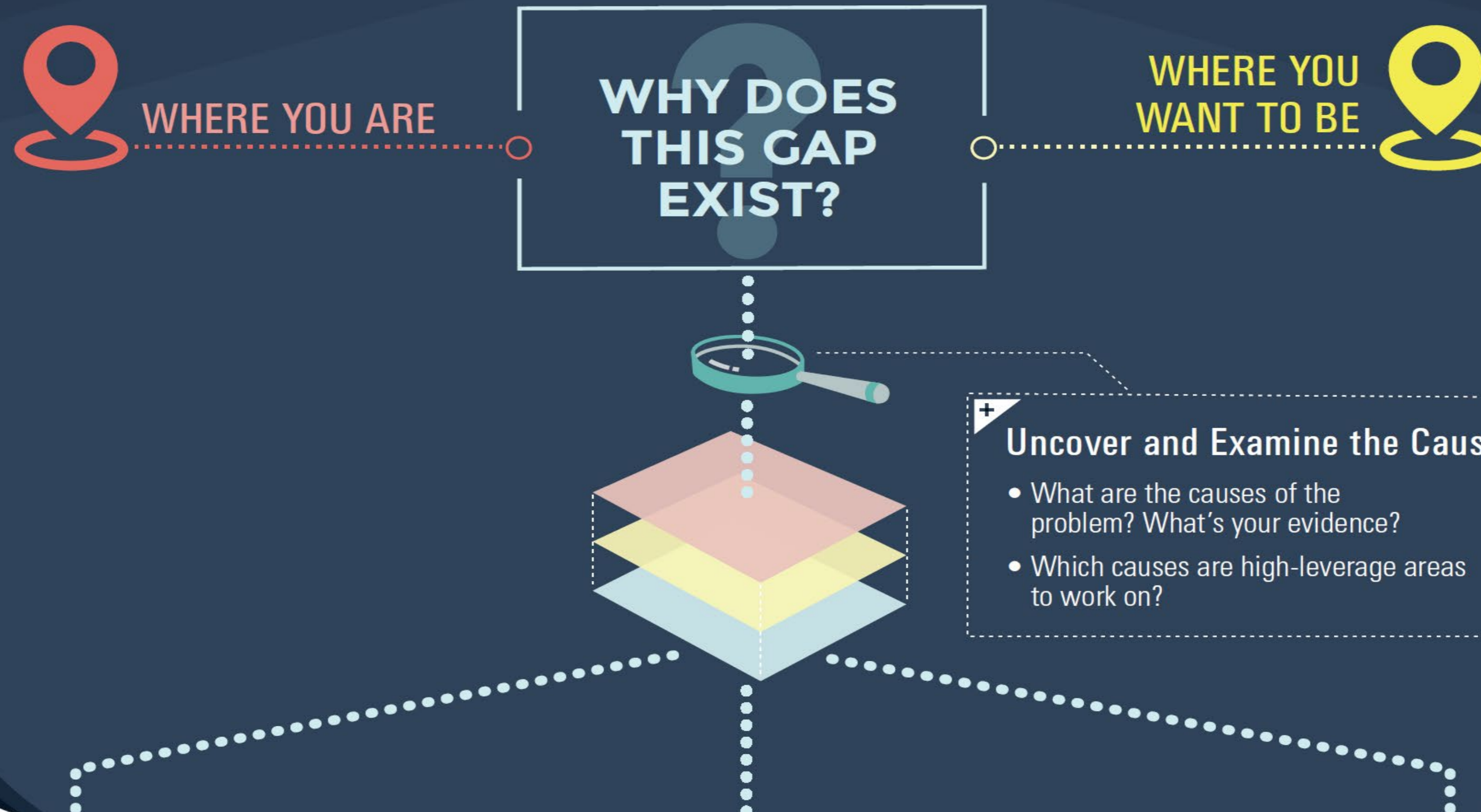


How can we better understand early career teacher attrition through improvement science?

Kenwyn Derby, REL West

An improvement science approach to understanding a problem in your system.

By taking the time to learn how your system is producing the problem you are trying to solve, you lay the foundation for focusing efforts and identifying the right changes that lead to improvement.



What is prompting you to engage in the work of understanding the problem?

You probably already have a challenging problem in your system and a team of colleagues who are committed to solving that problem.

What do you do after identifying causes of the gap between where you are and where you want to be?

You may move on to focusing your team's collective efforts, identifying change ideas, and testing them.

Collectively make sense of data about the problem



- » What is the extent of the problem?
- » How does the problem vary over time?
Across sites? Between groups?

Related tools/strategies

- » Focus on variation: Pareto charts, run charts
- » Gather data about possible causes

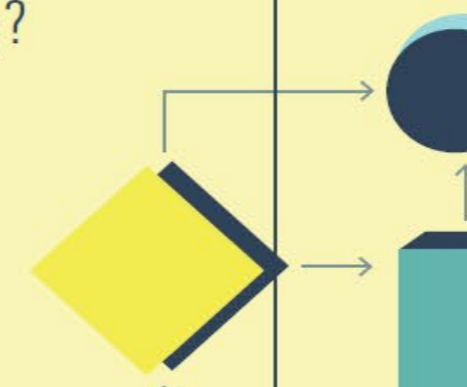
Map the system



- » What is the system that is producing the problem?
- » Where are the breakdowns happening?

Related tools/strategies

- » Process map
- » System map



Understand the user experience



- » How do users experience the system?
- » Where do users identify system breakdowns?

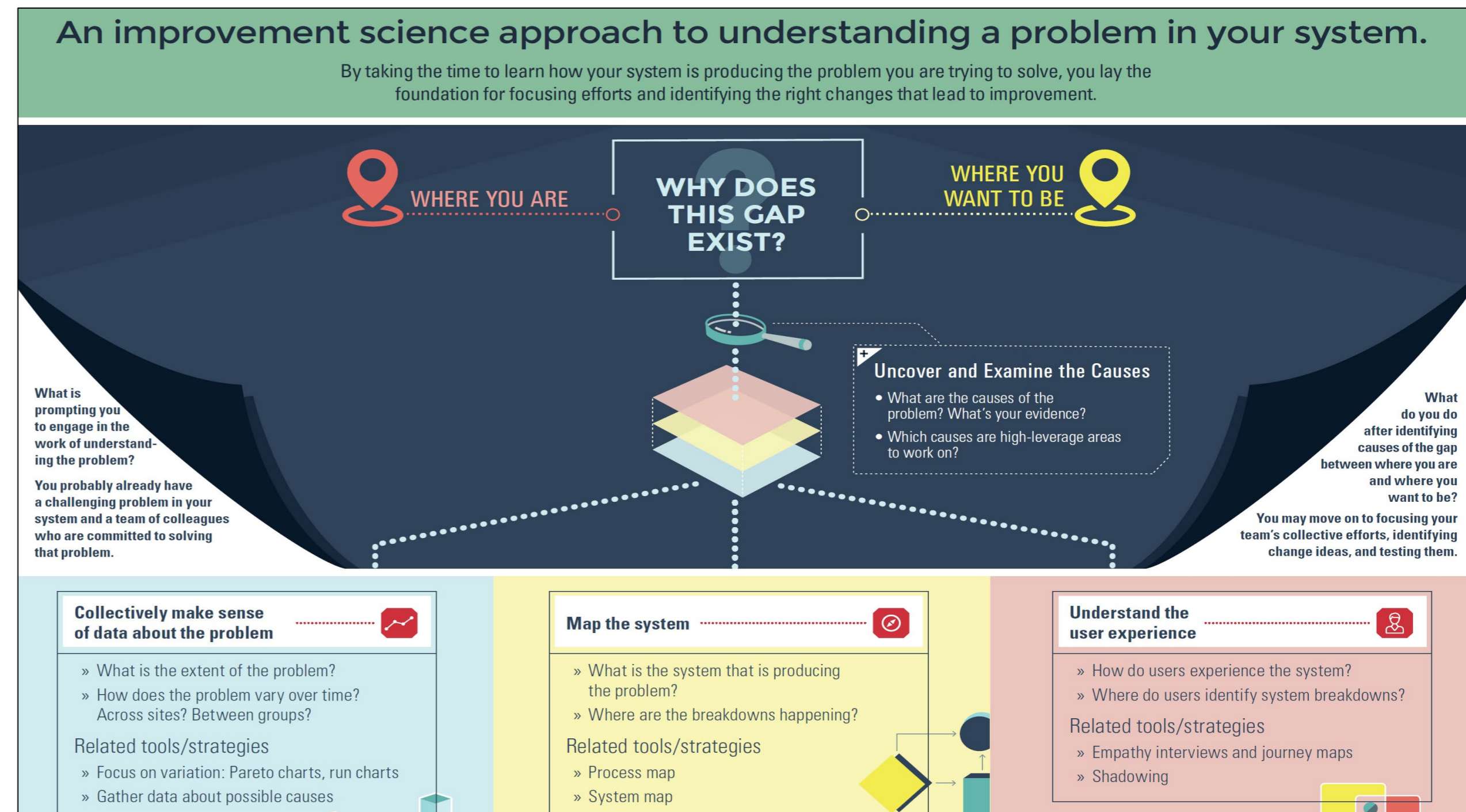
Related tools/strategies

- » Empathy interviews and journey maps
- » Shadowing



Better understanding the problem

- How might you apply the sample questions from the infographic to the issue (identified in the breakout) that you want to explore further?
- Enter 1–2 sub-questions in your Google Doc cell that probe more deeply on the issue you identified



Peer discussion with a partner

Peer discussion – What will our exploration look like?

Peer discussion of local contexts, interests, and related efforts

- Reflect with a partner about the specific issue you want to address and the questions you will ask to better understand the problem
- What data and/or tools might you use (existing or new) to address the questions you've identified?

Group discussion

Sharing out: Did you change your question or data collection strategy based on your peer discussion? Why?

Looking ahead: What else would you like to learn from/share with the group in future meetings based on your discussions today?

Next steps and closing

Prepare for next meeting

- Schedule August session (continued focus on local root cause analysis)
 - Bringing your local knowledge and experience into play
 - Before then, let's schedule an individual Zoom call/site visit with REL West!
- Closing: Share one word or phrase describing today's PLC work

Attendance

Please use this QR code to document your participation in this meeting.

Thank you!



Thank you!

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