From Concept to Action: Teacher Retention

2023 NATIONAL REPORTING SYSTEM TARGETED WORKSHOP
NOVEMBER 8–9, 2022, 9:00 AM–5:00 PM ET
WASHINGTON, DC

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AIR®

Welcome, Introductions, and Agenda

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Targeted Workshop Objectives

State teams will use data trends related to teacher retention in their state to:

- Identify state-specific and program-wide drivers behind teacher attrition and retention.

- Create a detailed action plan that focuses on two of the following areas (selected by participating states) to guide new or continued implementation of strategies on teacher retention:

  - Professional development,

  - Teacher engagement and mentorship,

  - Local provider engagement, or

  - Partner engagement.

- Conduct asset mapping for resources to support teacher retention.

- Understand key determinants of strategy and implementation readiness to support ongoing efforts on teacher retention.

Agenda

- Welcome, Introductions, and Agenda

- My Role—The Remix

- Rapid Review: The Importance and Impact of Teacher Retention

- All Roads Lead to . . . Part 1: Are You Ready?

  - Strategy and Implementation Readiness Checklist: Teacher Retention (SIRC:TR)

- All Roads Lead to . . . Part 2: Do You Have a Map?

  - Asset Mapping

- From Concept to Action: Draft Action Plan

- Look Both Ways at the Crosswalk

- What Success Looks Like

- Next Steps and Wrap-Up

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My Role—The Remix

Part I

In your state team, use the board to:

- Write the priority strategy on which your team will be working during the workshop.

- Identify and write the role that each team member, who is participating in the workshop, will play in implementing this strategy.

- If different, identify and write the team member's role once the strategy is successful.

Post on the board.

My Role—The Remix

Part II

Each **team** has **3** minutes to introduce themselves as follows:

- State;

- Strategy; and

- Names, professional title, and anticipated role in the implementation of the strategy.

Rapid Review: The Importance and Impact of Teacher Retention

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Importance and Impact

1. Which of these areas are impacted by teacher attrition in your state? How?

2. Which of these areas are addressed by the strategies you shared and heard from others?

___ **Student Costs**

___ **Recruitment/Onboarding Costs**

___**Training Costs**

___**Lost Productivity**

___**Cultural Impact**

___**Lost Institutional Knowledge**

___**Employee Morale**

Sources: Bristol and Martin-Fernandez, 2019; Carver-Thomas and Darling-Hammond, 2019, 2017; Charaba, 2023; Monk, 2007; and Ronfeldt et al., 2013.

Break

All Roads Lead to . . . Part 1: Are You Ready?

Strategic and Implementation Readiness Checklist: Teacher Retention (SIRC:TR)—Using Data to Inform Retention and Progress Monitoring

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Strategy and Implementation Readiness Checklist (SIRC): Teacher Retention

A guide to support states in the development, review, and/or implementation of teacher retention strategies through the following categories:
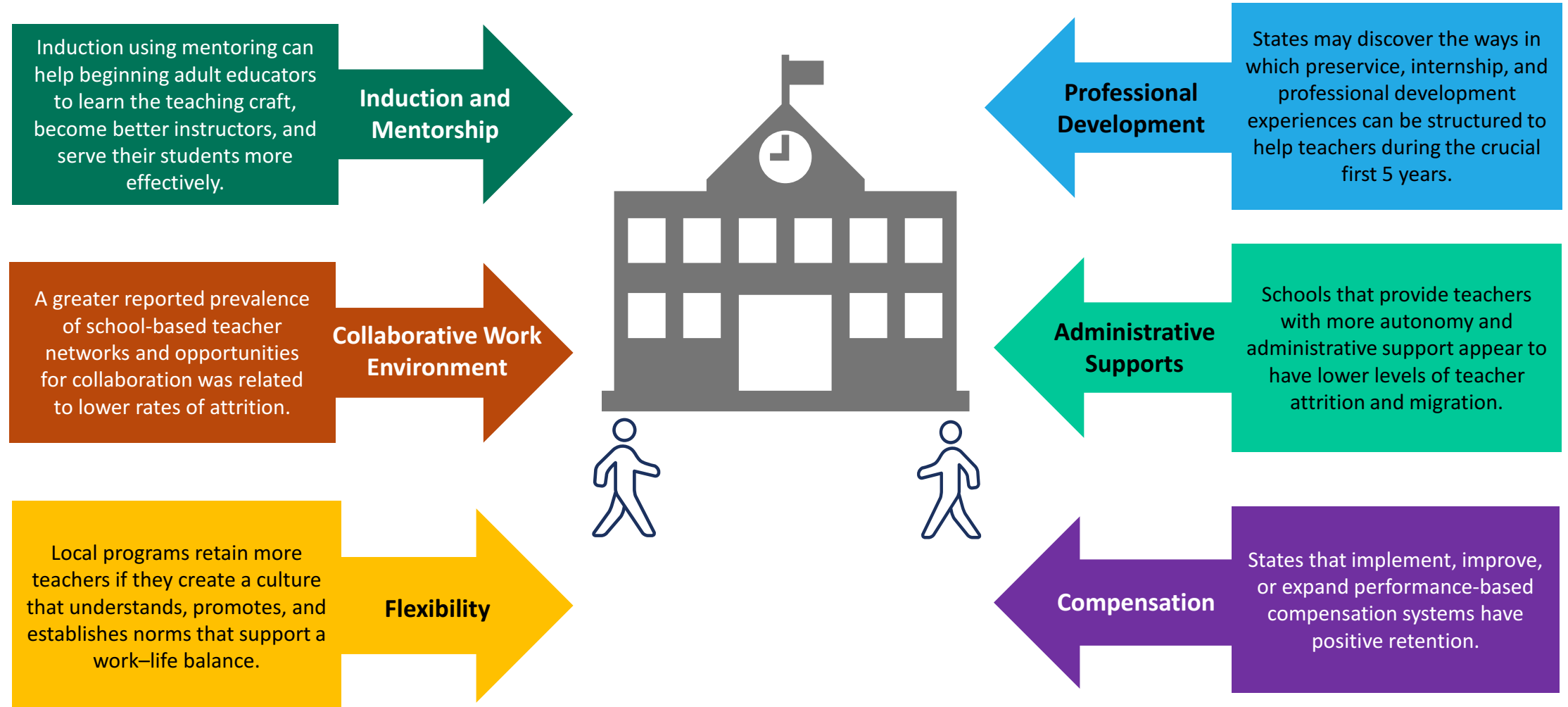
- Strategy Alignment

- Local Programs/Provider Engagement

- Partner Engagement

- Teacher Engagement and Mentorship

- Professional Development

- Use of Data to Inform Retention Strategy and Progress Monitoring

Workshop approach is to first review the "**Use of Data…**" category. This section applies to any strategy.

Then review the category from your application that is specific to your strategy and action planning needs.

Using Data to Inform Your Retention Journey

Use data as your road map for your retention journey to:

- Inform retention strategies, goals, and milestones;

- Monitor implementation of your strategies; and

- Monitor success of your strategies.

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Teacher Retention Strategies

Induction and Mentorship
Induction using mentoring can help beginning adult educators to learn the teaching craft, become better instructors, and serve their students more effectively.

Professional Development
States may discover the ways in which preservice, internship, and professional development experiences can be structured to help teachers during the crucial first 5 years.

Collaborative Work Environment
A greater reported prevalence of school-based teacher networks and opportunities for collaboration was related to lower rates of attrition.

Administrative Supports
Schools that provide teachers with more autonomy and administrative support appear to have lower levels of teacher attrition and migration.

Flexibility
Local programs retain more teachers if they create a culture that understands, promotes, and establishes norms that support a work–life balance.

Compensation
States that implement, improve, or expand performance-based compensation systems have positive retention.

Sources: American Institutes for Research, 2015; Borman and Dowling, 2008; Lester, 2015; and U.S. Department of Education, 2022.

Are You Ready to . . .

Optimize current data

Bridge gaps in data

Focus strategy development

Collaborate and learn

- It is not about the volume of data, but the quality of insights derived.

- Every state, regardless of its abundance of data, has the potential to design and implement effective recruitment and retention strategies.

- Through data-driven decision-making, you can leverage institutional and external data to identify patterns, trends, and areas of concern in teacher attrition.

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Optimize Current Data

To identify the factors contributing to teacher attrition and to implement targeted strategies, programs should monitor trends in teacher retention at various levels:

- Do you have a high-quality data system that can disaggregate data at the individual program and teacher/instructor level?

- What can your data tell you about the factors impacting staff changes in your state?

- What sources and metrics will you use to inform whether your strategy was implemented successfully?

Factors to monitor include:

Teacher/ instructor demographics	Teacher performance	Qualifications
Years of experience	Pre-service experience	Administrative support
Student demographics	Student performance	Program climate
State policies		

Bridge Gaps in Data

- How does your state identify ways to gather critical knowledge even when comprehensive data are not available?

- What tools and methods does your state utilize to inform decision-making?

- How does your state identify areas where resources might be lacking or where additional support is needed?

- Will your data and tools help to indicate success by demonstrating changes in retention patterns statewide and in targeted areas?

Teacher/instructor demographics

Pre-service experience

Program climate

Non-NRS data elements

Focus Strategy Development

Based on your pre-work from the SIRC:TR, reflect on the following questions:

- How do I leverage the power of continuous learning by offering targeted professional development based on data insights?

- How can I strengthen or enable the role of mentorship by using data to match mentors and mentees effectively?

- Do local providers use data-informed feedback systems to ensure that teachers feel acknowledged and to address areas of improvement?

- What state policies have you created that are data-driven and responsive to the evolving needs of teachers (e.g., compensation, credentialing, or scheduling policies)?

Collaborative Learning Discussion: Individual State

Part I

In your state team, reflect on your state's teacher retention strategies.

- Discuss the teacher retention strategies using the guiding questions below.

- Use flip charts as needed to capture key thoughts.

- Designate a reporter at your table for the share-out.

Guiding Questions

- How ready do you feel to implement your strategies based on available data?

- What methods does the state use to collect qualitative data that may help to inform teacher retention?

- Do local providers use data to inform teacher retention and related strategies? If so, what are these data? If not, how could the state assist providers in doing so?

Collaborative Learning Discussion: State to State

Part II

State teams will be paired. In your state pairs:

- Select a reporter.

- Each state will share one strategy, related action steps and risk consideration regarding data for which they'd like feedback.

- The partner state ask questions and provides feedback.

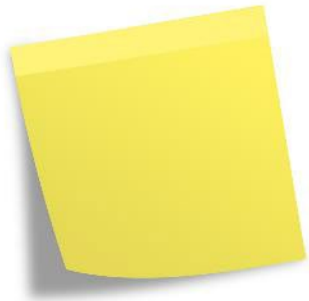Return to the large group for report out.

Guiding Questions

- What is your data challenge as it relates to teacher retention?

- How does your state identify ways to gather critical knowledge even when comprehensive data is not available?

- How does your state identify areas where resources might be lacking or where additional support is needed?

Share-Out and Key Takeaways

- The reporter at each table will share highlights from the table.

- What is a key takeaway from or reflection about the different strategies and data challenges you have heard?

- How ready do you feel given some the data challenges discussed?

Lunch

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SIRC:TR Roundtable

Professional Development

Teacher Engagement and Mentorship

Local Provider Engagement

Partner Engagement

Identify who will attend which SIRC:TR Roundtable topic based on the two topics that your team identified during the pre-session.

Using the SIRC:TR, each Roundtable will:

- Review and discuss the checklist items for their category.

- Guiding considerations include:

  – Recognize what is in place to validate or support the checklist item and what is missing.

  – Do others at the table have recommendations and/or experiences with this checklist item that may be adaptable?

  – How impactful is this category for our strategy?

Share-Out and Key Takeaways

Each table will share:

- One item from the SIRC topic's checklist that was discussed and

- A key highlight and takeaway about that item.

All Roads Lead to . . . Part 2: Do You Have a Map?

Asset Mapping

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What Is Asset Mapping?

Asset mapping is the process of mapping the people and resources available to your state to support your teacher retention goal and strategy implementation.

Mapping identifies individual, associational, institutional, physical and cultural assets including

- Resources,

- Gifts,

- Talents,

- Skills, and

- Knowledge of a community or organization.

Source: Lightfoot et al., 2014.

Uses for Asset Mapping

Tool for Strategic Planning

A Referral Resource

A Recruiting Tool

Resource Map for Students and Teachers

Steps to Asset Mapping

Recognize
- Research and list out the resources and assets available for your teacher retention goals and strategy implementation.

Map
- Organize your researched assets in ways that suit your teacher retention strategy— – physically, conceptually, thematically, etc.

Mobilize
- Utilize local program staff and partners to connect with assets and garner buy-in.

Identify Assets

Individuals

- **Utilize talents, skills, and experiences of local providers and other stakeholders.**

Economic

- **Supplement costs through partnerships, in-kind services, and resource allocation.**

Physical Resources

- **Enhance program capacity, recruitment, and engagement activities.**

Institutions and Services

- **Support strategy implementation and external initiatives.**

Activity: Start Mapping

Part I

- In your state team, use your responses to the pre-session activity, *Map It Out: Assets for Teacher Retention* and brainstorm connections about additional resources and assets you heard mentioned during the roundtable checklist discussions.

Guided questions to focus your brainstorm:

- Who will be using this map and for what purpose (local programs, teachers, other state partners)?

- What information do you want to include in the map?

- How are resources currently allocated within the state?

Asset Mapping Example

Retention Strategy Symbols

🖐 Implement virtual state-sponsored onboarding program to support novice instructors.
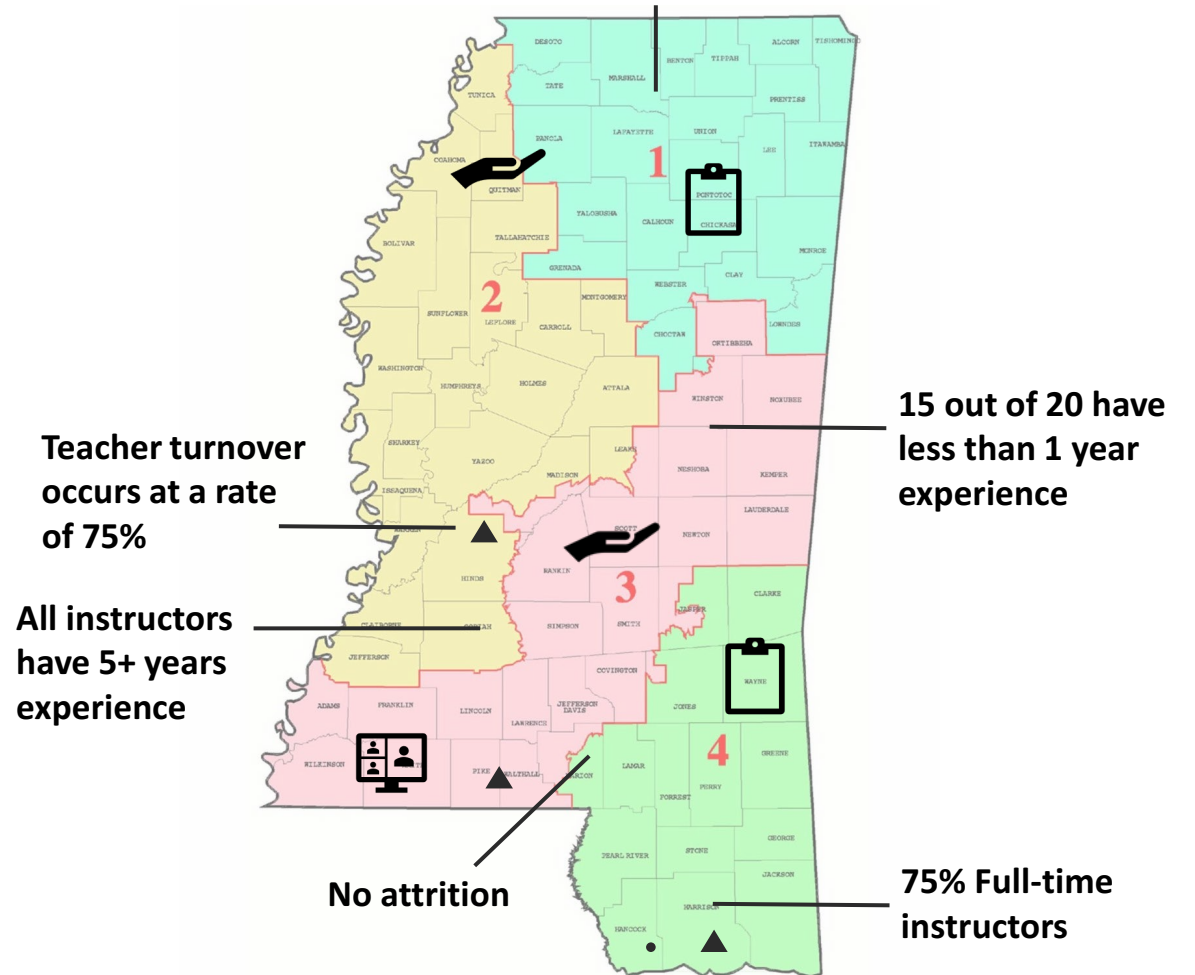
📋 Develop a job satisfaction survey to gauge administrative support, highlight best practices, and assess needs.

🖥 Create VLCs or CoPs for cross-regional mentoring program

50% -No certification
Program A - 5 teachers left in the last three program years.

15 out of 20 have less than 1 year experience

Teacher turnover occurs at a rate of 75%

All instructors have 5+ years experience

No attrition

75% Full-time instructors

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Activity: Start Mapping

Part II

- Use the provided printed state map and start mapping your data points and the places where supports are located.

- You'll have 10-15 minutes to map out assets and strategies.

- Select a reporter to share out.

Break

Share-Out and Key Takeaways

Each state will share highlights from their map. As part of your share-out reflect on the following:

- What trends did you find in your asset map or the asset map process?

- Are resources distributed equitably? For example, resources in urban vs rural areas of your state?

- How might the mapping impact your strategy implementation?

From Concept to Action: Draft Action Plan

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Section V: Action Planning and Steps

The 2023 Regional Training template covers the key elements and action steps for teacher retention planning:

- Develop the implementation steps,

- Delegate responsibilities,

- Create deliverables and timelines, and

- Identify needed support.

This Workshop expands these elements to include:

- Detailed risk considerations,

- Identification of evaluation measures, and

- Supplemental crosswalk to support plan effectiveness.

Strategy #____:	Insert a strategy from Section 1	
What specific data do you need to inform and measure the success of this strategy?*(see Appendix X: Data Considerations for Teacher Retention Plan for broad level data)	How will the data inform this strategy?	What, if any, are the limitations of this data source?

Completed-review and revise after developing action steps

What are milestones or benchmarks of success for this strategy?
What stakeholders will be affected by this strategy and how?
What partners are required to implement this strategy and what is their role?
What are potential challenges to this strategy and solutions to address them?

Action Steps

Action Steps	Responsible Parties	Evidence of Completion	Timeline
List action steps relevant to this plan.	List the parties responsible for executing the action step.	List how you will know the action step has been taken or completed.	List due dates and key activities for completing each action step.

Regional Training Version

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State Team Action Planning and Steps

In your state team, start with the strategy that you shared at the beginning of the workshop and

- Complete the Action Plan and Steps worksheet,

- Identify the SIRC theme(s) that apply to this strategy,

- Review the SIRC readiness questions under the applicable theme(s), and

- Use the Action Plan and Risk Consideration worksheet to:

  - Draft an action plan based on your responses and

  - Consider the risk section and provide responses.

Time permitting, repeat for an additional strategy.

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Wrap Up Day 1 and Overview Day 2

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Welcome Back Day 2 and Recap Day 1

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From Concept to Action: Draft Action Plan (continued)

State Team Action Planning and Steps (continued)

In your state team, continue working on both strategies: Complete the one initiated yesterday and work on your second strategy (identified during the pre-session).

- Complete the Action Plan and Steps worksheet,

- Identify the SIRC theme(s) that apply to this strategy,

- Review the SIRC readiness questions under the applicable theme(s), and

- Use the Action Plan and Risk Consideration worksheet to:

  - Draft an action plan based on your responses and

  - Consider the risk section and provide responses.

State to State Exchange

In your state team pairs, do the following:

- One state will have 5 minutes to share one strategy and rationale and review their action steps and related items.

- The partner state should ask clarifying questions and then provide feedback that includes but is not limited to

  - Additional considerations and

  - Clarity of action steps in alignment with the strategy's rationale.

- Teams should switch places and repeat the process.

Share-Out

Image Credit: Timusu from Pixabay.

Break

Look Both Ways at the Crosswalk

Crosswalk of Action Plan and Steps to Data Needs and Relevant SIRC:TR Categories

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Why Crosswalk?

In the context of this workshop and supporting strategy implementation, a crosswalk can help to determine if action steps and strategies address:

- Readiness for implementation;

- Strengths that can be leveraged in the plan;

- Gaps that may exist; and

- Identification of additional benchmarks, evidence of completion or progress, and resources and opportunities that support the strategy.

Crosswalk Activity

Using your completed Action Plan and Steps Worksheet and the SIRC:TR, complete the following:

- Review each step for your strategy and review your team's responses to the **Data Use** category.

- Identify if the Action Plan and Steps:

  – **Reflect the strengths and readiness** indicated by your responses, and if so, how?

  – **Address the gaps** indicated by your responses, and if so, how?

    » If not, are these gaps potential barriers to successful implementation of your strategy?

    » If yes, be sure to reflect this in the Risk Section of the Worksheet.

Repeat this process with **at least one of the other SIRC:TR categories** (teacher engagement and mentorship, professional development, partner engagement, and local provider/program engagement) related to your strategy.

- Review each step for your strategy and review your team's responses to the **selected category**.

Share-Out and Key Takeaways

- Each state will report on **one** crosswalk readiness item and how it's reflected or addressed in their plan.

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Lunch

What Success Looks Like

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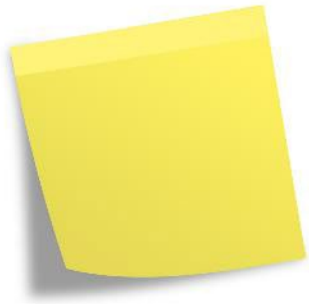for Adult Education

What (Strategy) Success Looks Like

Select one of your strategies and do the following:

- Articulate in one or two sentences what the expected outcomes would be if your strategy was implemented.

- Using the following categories, and a sentence to describe each category, you would rate the strategy as:

  - Fair,

  - Good, or

  - Excellent.

- Review your data-driven metrics and evidence of completion section of the Action Plan and Steps Worksheet for this strategy and revise it, if applicable, based on the "score" categories.

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Share-Out and Key Takeaways

- Each state will share its strategy, one "score" category, and data-driven metrics.

- What is a key takeaway from or reflection on "rubric-Ing your strategy?

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Break

State Share Outs and Final Considerations

State Team Share Outs

Each state will share out **one** of its strategies as follows:

- Verbally describe the teacher retention challenge that your strategy is intended to address;

- Identify **two key action steps, one evaluation measure,** and **one risk consideration; and**

- Articulate **each team member's individual role once the strategy is successfully implemented.**

Image Credit: Timusu from Pixabay.

Next Steps and Wrap-Up

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Next Steps

- **Immediate:** Please complete evaluation!

- **December 1:** States post final version of Teacher Retention Plan and Worksheet on Moodle.

- **Late January-February:** AIR NRS Support Team meet with state pairs to follow up on progress.

- **Late February-Mid March:** NRS hosted webinar (75 min) delivered with brief summary of targeted workshop and related resources and highlighting state efforts through presentation by 2-3 participating states.

NRS Training Evaluation

- Please complete your evaluation for the Workshop.

- We use this information to inform our trainings and future resources and the support we provide to states.

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