the **JOURNEY CONTINUES**

From Concept to Action: Teacher Retention

2023 Targeted Workshop Worksheets

NATIONAL REPORTING SYSTEM
for Adult Education

U.S. Department of Education,
Office of Career, Technical, and Adult Education

Contents

Worksheet Description

The following worksheets and templates have been designed to accompany the NRS 2023 Targeted Workshop, The Journey Continues—From Concept to Action: Teacher Retention. The workshop provides participating states the opportunity to create a detailed action plan to guide new or continued strategy implementation on teacher retention and understand key elements of strategy and implementation readiness to support ongoing teacher retention efforts.

Teacher Retention Plan Template

Use the template below to develop a teacher retention plan. The plan should be proactive, detailed, data-driven, and targeted.

NRS Regional Training 2023 Teacher Retention Plan Template

Section I: Challenge, Goals, Rationale, and Strategies

Challenge or Topic: What teacher retention challenge or topic does this plan address?

Goal: What will it take to change or improve the teacher retention challenge or topic?

Rationale: What are the drivers and needs for this goal?

Strategies: What approaches will be used to accomplish the goal?

1.

2.

3.

Section II: Strategy Development, Data Needs, and Stakeholder and Partner Considerations

Strategy #_____:	*Insert a strategy from Section 1*	
What specific data do you need to inform and measure the success of this strategy? *(See Data Considerations for Teacher Retention Plan for broad-level data at the end of this appendix.)	**How will the data inform this strategy?**	**What, if any, are the limitations of this data source?**

What are milestones or benchmarks of success for this strategy?

What stakeholders will be affected by this strategy and in what ways?

What partners are required to implement this strategy, and what are their roles?

What are potential challenges to this strategy and solutions to address them?

Strategy #_____:	*Insert a strategy from Section 1*	
What specific data do you need to inform and measure the success of this strategy? ***(See Data Considerations for Teacher Retention Plan for broad-level data at the end of this appendix.)**	**How will the data inform this strategy?**	**What, if any, are the limitations of this data source?**

What are milestones or benchmarks of success for this strategy?

What stakeholders will be affected by this strategy and in what ways?

What partners are required to implement this strategy, and what are their roles?

What are potential challenges to this strategy and solutions to address them?

Section III: Local Program Engagement

How will you communicate your plan to local programs/providers?

What role and level of engagement will your local programs/providers have in the plan?

What state-level supports will local programs/providers need for their roles or engagement?

Section IV: Resources

What resources are needed to implement this plan?	
Human Resources/Personnel	
Budget	
Policy/Legal	
Community	
Technology	
Marketing/Branding/Communication	
Professional Development	
Other	

Section V: Action Steps

Note: For the purposes of the targeted workshop, this section refers to broad-level actions necessary to accomplish the overall goal and related strategies. This section was part of the 2023 regional training. For the targeted workshop, states should complete the Action Plan and Action Steps worksheet which is a more detailed approach to capturing action steps for the teacher retention plan and related strategies.

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

Data Considerations for Teacher Retention Plan

Various data considerations may be helpful to identify the factors contributing to teacher attrition and to implement targeted strategies for teacher retention. The following are examples of the types of data that states may want to consider to inform their teacher retention plan and its outcomes.

- Data disaggregated to the individual program and teacher/instructor level. For example:
  - Unique teacher identifiers
  - Longitudinal data on teachers
  - Data on teacher demographics, for example:
    - » Age
    - » Gender
    - » Ethnicity/race

- » Education level (e.g., degrees, certifications, licensure)

- » Years of teaching experience

- » Tenure

- » Location

- Data on staff trends in your state over the last 3 to 5 years

- Data on staff changes in your state; for example:

  - Requests for medical leave

  - Retirements

  - Resignations

- Data on staff wellness; for example:

  - COVID-19 pandemic impacts

  - Perception of workload

  - Program morale

- Data on professional development activities; for example:

  - Topics offered

  - Incorporation of teacher retention content

  - Participant applications of learned skills and knowledge

  - Teacher engagement in decision making

  - Teacher recognition

- Disaggregated data on teacher vacancies; for example:

  - Geographical

  - Course level and class type

Action Plan and Steps Worksheet: Teacher Retention Strategies

The Action Plan and Steps Worksheet: Teacher Retention Strategies plan captures detailed elements of an action plan and includes considerations for: evaluating measures, risk identification and foundation for a strategy rubric.

[State Name] Action Plan and Steps Worksheet: Teacher Retention Strategies

Complete this action plan for at least one of your strategies.

Teacher Retention Strategy	
Success Indicators	

ACTION PLAN

	Action Steps List action steps relevant to this strategy.	Required Resources List the resources related to this action step necessary to make the strategy a success.	Responsible Parties List the parties responsible for executing the strategy.	Affected Adult Education Stakeholders Identify stakeholders affected or involved in this action step.	Evidence of Completion List how you will know the action step has been taken or completed.	Timeline List due dates and key activities for completing each action step.	Related Data List any data related to this action step, if applicable. For example, generated, collected, or disseminated data.
1	●	●	●	●	●	●	●
2	●	●	●	●	●	●	●
3	●	●	●	●	●	●	●
4	●	●	●	●	●	●	●
5	●	●	●	●	●	●	●

Evaluation Measure(s): List or describe what will be measured and how it will be measured to determine progress toward strategy. These items should align with your goals and rationale for this teacher retention strategy (Section I of the Teacher Retention Plan Template).

Risk Considerations: Identify potential threats to your action plan, especially those that would be crucial to implementation of the action plan or strategy. Note that not every action plan and related strategy will have the same risks so each should be reviewed individually.

Considerations to help identify risks or challenges to the action plan and the related recruitment and enrollment strategy (please note these are examples and not an exhaustive list):

- Resources: e.g., Do you have the resources needed to actualize your action plan?
- Stakeholder buy-in: e.g., What resistance might you encounter and from whom? Are there unintend and ill-received results or impact might happen to specific stakeholders?
- Politics and policy: e.g., What policy and political considerations are needed to implement key action steps? Do the action steps or strategy require or benefit from policymaker approval or ageement to proceed?
- Data: e.g., Do you or will you have the needed data to inform the action planning steps or strategy?

Step 1: Identify potential risks.

Step 2: Determine the level of the risk: e.g., (1) high-potential great impact, medium-potential slight impact, low-potential minimal impact; (2) likelihood (very likely, likely, unlikely, highly unlikely) and priority in which it should be addressed.

Step 3: Determine potential approaches to address the risk (e.g. eliminate the cause, reduce the probability or impact of the risk or do nothing—that is, whether it's an acceptable risk)

Step 4: Prioritize risks based on risk level and response; adjust action plan as needed.

Identify risks	What is the level of risk?		Potential approach to address the risk
List potential risks to implemention of the action plan	*Impact*	*Likelihood*	*How will team respond to the risk and persons responsible for risk response?*
1.			
2.			
3.			

Strategy Rubric Description and Example: This table assists your team with broadly capturing what you anticipate the strategy would look like once implemented. For this worksheet, we are using three levels of ratings: fair, good, and excellent. Feel free to change how these ratings are defined. Your team can also use this as a foundational base for an expanded rubric that breaks out different categories related to your teacher retention strategy and assigns a rubric description and rating for each of those categories.

A	B	C	D
Strategy	**Fair**—*Strategy has been partially or fully implemented but not met most expected outcomes.*	**Good**—*Strategy has been partially or fully implemented and some or all expected outcomes have been achieved but not to the desired degree.*	**Excellent**—*Strategy has been fully implemented and all expected outcomes have been achieved.*
Example: Create a teacher advisory council.	Most or all seats on the council have been filled, but representing less than half of the state's geographical regions. Council members understand their formal roles as written in council role descriptions but only some actively fulfill these roles as intended. Council members review the teacher retention plan but only occasionally provide actionable recommendations for teacher engagement activities. Fewer than two thirds of the council members serve as ambassadors for the teacher induction and orientation programs.	Most or all seats on the council have been filled, representing more than half of the state's geographical regions. Council members understand their formal roles as written in council role descriptions and most actively fulfill these roles as intended. Council members actively provide recommendations for teacher engagement activities and updates to the teacher retention plan but these are not always actionable. More than two thirds of the council members serve as ambassadors for the teacher induction and orientation programs.	All seats on the council have been filled, representing all geographical regions of the state. Council members understand and actively fulfill formal roles as written in council role descriptions. Council members actively provide recommendations for teacher engagement activities and updates to the teacher retention plan that are actionable and reflect a diverse representation of teacher needs across the state. Council members serve as ambassadors for the teacher induction and orientation programs.

Strategy Rubric Worksheet

A	B	C	D
Strategy	**Fair**—*Strategy has been partially or fully implemented but not met most expected outcomes.*	**Good**—*Strategy has been partially or fully implemented and some or all expected outcomes have been achieved but not to the desired degree.*	**Excellent**—*Strategy has been fully implemented and all expected outcomes have been achieved.*

Other notes:

Additional Teacher Retention Resources

The following resources are provided to support your current or future teacher retention related strategies.

Teacher Mentoring
SIRC Tags: teacher engagement and mentorship, professional development

Alston, G. D., & Hansman, C. A. (2020). Embracing diversity and inclusive mentoring practices for leadership development. *New Directions for Adult and Continuing Education, 167–168,* 83–94. https://doi.org/10.1002/ace.20400

Callahan, J. (2016). Encouraging retention of new teachers through mentoring strategies. *Delta Kappa Gamma Bulletin, 83,* 6–11. http://www.deltakappagamma.org/GA-betaepsilon/Newsletters/2016_Jour_83-1_Early-Career-Educators_web.pdf#page=6

Center on Great Teachers and Leaders. (n.d.). *Mentoring & induction toolkit 2.0.* https://gtlcenter.org/technical-assistance/toolkits/mi-toolkit

Literacy Information and Communication System. (2015). *Teacher induction and mentoring brief.* https://lincs.ed.gov/publications/te/mentoring.pdf

Professional Development/Teacher Comptencies
SIRC Tags: professional development

Alaska Department of Labor & Workforce Development. (n.d.). *Professional development.* https://jobs.alaska.gov/aae/professional_development.html

Literacy Information and Communication System. (2017). *Adult education teacher competencies.* https://www.casas.org/docs/default-source/institute/si-2017/c8-what-makes-an-effective-adult-education-teacher.pdf

Short, J., & Hirsh, S. (2020). *The elements: Transforming teaching through curriculum-based professional learning.* Carnegie Corp. https://media.carnegie.org/filer_public/92/cb/92cb54eb-b313-44e8-b251-32c6eaeee0c1/elements_report_november_2020.pdf

Smith, C., & Gillespie, M. (2007). Research on professional development and teacher change: Implications for adult basic education. *Review of Adult Learning and Literacy, Vol. 7: Connecting Research, Policy, and Practice* (pp. 205–244). Lawrence Erlbaum Associates. https://lincs.ed.gov/professional-development/resource-collections/profile-224

Stewart, C. (2014). Transforming professional development to professional learning. *Journal of Adult Education, 43*(1), 28–33. https://files.eric.ed.gov/fulltext/EJ1047338.pdf

Teacher Standards/Performance
SIRC Tags: teacher engagement and mentorship; using data to inform retention strategy and progress monitoring; local programs and provider engagement

Center on Great Teachers and Leaders. (n.d.). *Pulse checks on teaching conditions and teacher well-being.* https://gtlcenter.org/content/pulse-checks-teaching-conditions-and-teacher-well-being

Center on Great Teachers and Leaders. (2023). *The way school districts pay teachers ignores school staffing problems. Strategic salary incentives can help.* https://gtlcenter.org/content/way-school-districts-pay-teachers-ignores-school-staffing-problems-strategic-salary

Council of Chief State School Officers. (2011). *Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards: A resource for state dialogue.* https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf

Gupta, N., & Sampat, S. (2021). *How teacher expectations empower student learning.* Brookings. https://www.brookings.edu/articles/how-teacher-expectations-empower-student-learning/

Pham, L. D., Nguyen, T. D., & Springer, M. G. (2021). Teacher merit pay: A meta-analysis. *American Educational Research Journal, 58*(3), 527–566. https://journals.sagepub.com/doi/abs/10.3102/0002831220905580

Public Schools of North Carolina, Educator Effectiveness Division. (2013). *North Carolina professional teaching standards.* https://files.nc.gov/dpi/north_carolina_professional_teaching_standards_2.pdf

Stone, M., & Peetz, C. (2023, June 12). Does performance-based teacher pay work? Here's what the research says. *EducationWeek.* https://www.edweek.org/leadership/does-performance-based-teacher-pay-work-heres-what-the-research-says/2023/06

Defining Program Goals and Objectives
SIRC Tags: strategy alignment; using data to inform retention strategy and progress monitoring

Gilbert, H. (2021). *Let's get SMART: Steps to create program objectives* [Blog Post]*.* University of Mississippi, Center for Research and Evaluation. https://cere.olemiss.edu/lets-get-s-m-a-r-t-steps-to-create-program-objectives/

Northern Illinois University, Center for Innovative Teaching and Learning. (n.d.). *Writing goals and objectives.* https://www.niu.edu/citl/resources/guides/instructional-guide/writing-goals-and-objectives.shtml

Wilburn, S. T., & Wilburn, K. T. (n.d.). *Developing measurable program goals and objectives.* Florida Department of Education, Academic Achievement Through Language Acquisition. https://www.fldoe.org/core/fileparse.php/7582/urlt/0064429-smart.pdf

Instructional Strategies and Methods
SIRC Tags: professional development; strategy alignment; local program and provider engagement

Dunst, C. J., Trivette, C. M., & Hamby, D. H. (2010). Meta-analysis of the effectiveness of four adult learning methods and strategies. *International Journal of Continuing Education and Lifelong Learning, 3*(1), 91–112. https://www.puckett.org/Meta-analysis-effectiveness-four-adult-learning-methods-strategies.pdf

Kapur, R. (2018). Innovative strategies and methods in adult education. *International Journal of Law, Management and Social Science, 2*(2), 1–12. https://www.researchgate.net/publication/323829608_Innovative_Strategies_and_Methods_in_Adult_Education

Lunenberg, F. C., & Irby, B. J. (2011). Instructional strategies to facilitate learning. *International Journal of Educational Leadership Preparation, 6*(4). https://files.eric.ed.gov/fulltext/EJ974330.pdf

McCall, R. C., Padron, K., & Andrews, C. (2018). *Evidence-based instructional strategies for adult learners: A review of the literature.* CUNY Academic Works. https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1048&context=bx_pubs

Mishkind, A. (2016). *Adult education: What makes teaching effective?* (Research Brief No. 13). California Department of Education. https://www.calpro-online.org/documents/CALPRO_BRIEF_13_508.pdf

Rasmussen, C. (2015). *Adults and learners: Effective teaching strategies.* University of Minnesota Extension. https://www.leadingagemn.org/assets/docs/15_Workforce_103_CreatingEffectiveOrientationPrograms-CRasmussen.pdf

Texas Workforce Investment Council. (2010). *Adult education providers: Instructional approaches and service delivery methods.* https://gov.texas.gov/uploads/files/organization/twic/Adult_Education_Providers.pdf

Assessment and Evaluation Strategies

SIRC Tags: using data to inform retention strategy and progress monitoring; local programs/provider engagement

Connecticut State Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education. (2016). *Adult education educator evaluation and support plan.* https://portal.ct.gov/-/media/SDE/Adult-Ed/Teacher-Evaluation/Adult-Education-Instructor-Evaluation-Planrev-64516.pdf

DeLuca, C., & Volante, L. (2016). Assessment for learning in teacher education programs: Navigating the juxtaposition of theory and praxis. *Journal of the International Society for Teacher Education, 20*(1), 19–31. https://files.eric.ed.gov/fulltext/EJ1177153.pdf

Hood, S. L., Dilworth, M. E., & Lindsay, C. A. (2022). *Landscape of teacher preparation program evaluation policies and progress*. National Academy of Education, Committee on Evaluating and Improving Teacher Preparation Programs. https://files.eric.ed.gov/fulltext/ED619002.pdf

Licensure Examples

SIRC Tags: professional development; using data to inform retention strategy and progress monitoring

ABE Teaching & Learning Advancement System & Hamline University. (2019). *Adult basic education: Licensure in Minnesota FAQs.* https://atlasabe.org/wp-content/uploads/2019/11/ABE-Licensure-FAQs-November-2019.pdf

California Commission on Teacher Credentialing. (n.d.). *Designated subjects adult education teaching credentials (CL-697B).* https://www.ctc.ca.gov/credentials/leaflets/designated-subjects-adult-credentials-(cl-697b)

New York State Education Department Office of Teaching Initiatives. (n.d.). *Adult, community, and continuing education.* https://www.highered.nysed.gov/tcert/certificate/aducomm.html

Ohio Department of Education. (n.d.). *Adult education permit.* https://education.ohio.gov/Topics/Teaching/Licensure/Apply-for-Certificate-License/Adult-Educationo-License