



Alaska School Leadership Institute

**DESIGNING EFFECTIVE POLICIES AND  
PRACTICES FOR RECRUITMENT AND  
RETENTION**

May 25 – 27, 2016

Learning Lab 1 – Groups A, B, and C

Hilton Hotel - Anchorage, Alaska

***Session Leader: Al Bertani, Senior Design Consultant***

# Human Capital Strategies: Recruitment, Retention, Development, Learning

## Part 1


- **Designing Effective Policies and Practices for Staff Recruitment**

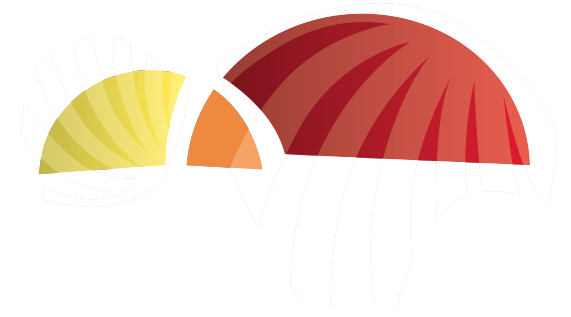
## Part 2

- **Improving Retention through Development and Learning**



# Session Objectives

- ✧ Examine the research on effective recruitment and retention strategies
  - ✧ Build effective recruitment and retention strategies
  - ✧ Model a process that school and district teams can use
- 



# **STAFF RECRUITMENT**



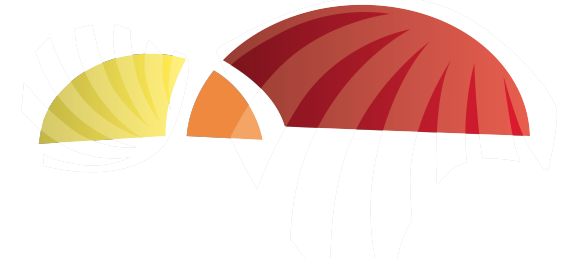




## THE COSTS OF TEACHER ATTRITION

**Teacher Attrition  
Costs the United  
States Up to  
\$2.2 Billion Annually**

On the Path to Equity: Improving the Effectiveness of Beginning Teachers;  
Alliance for Excellent Education; July 2014

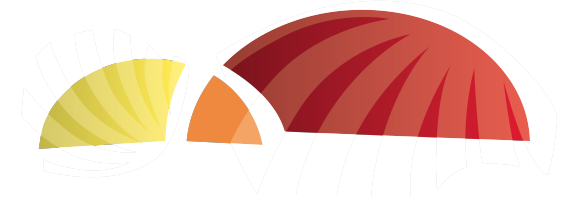


## **COSTS OF TEACHER ATTRITION STATE EXAMPLES**

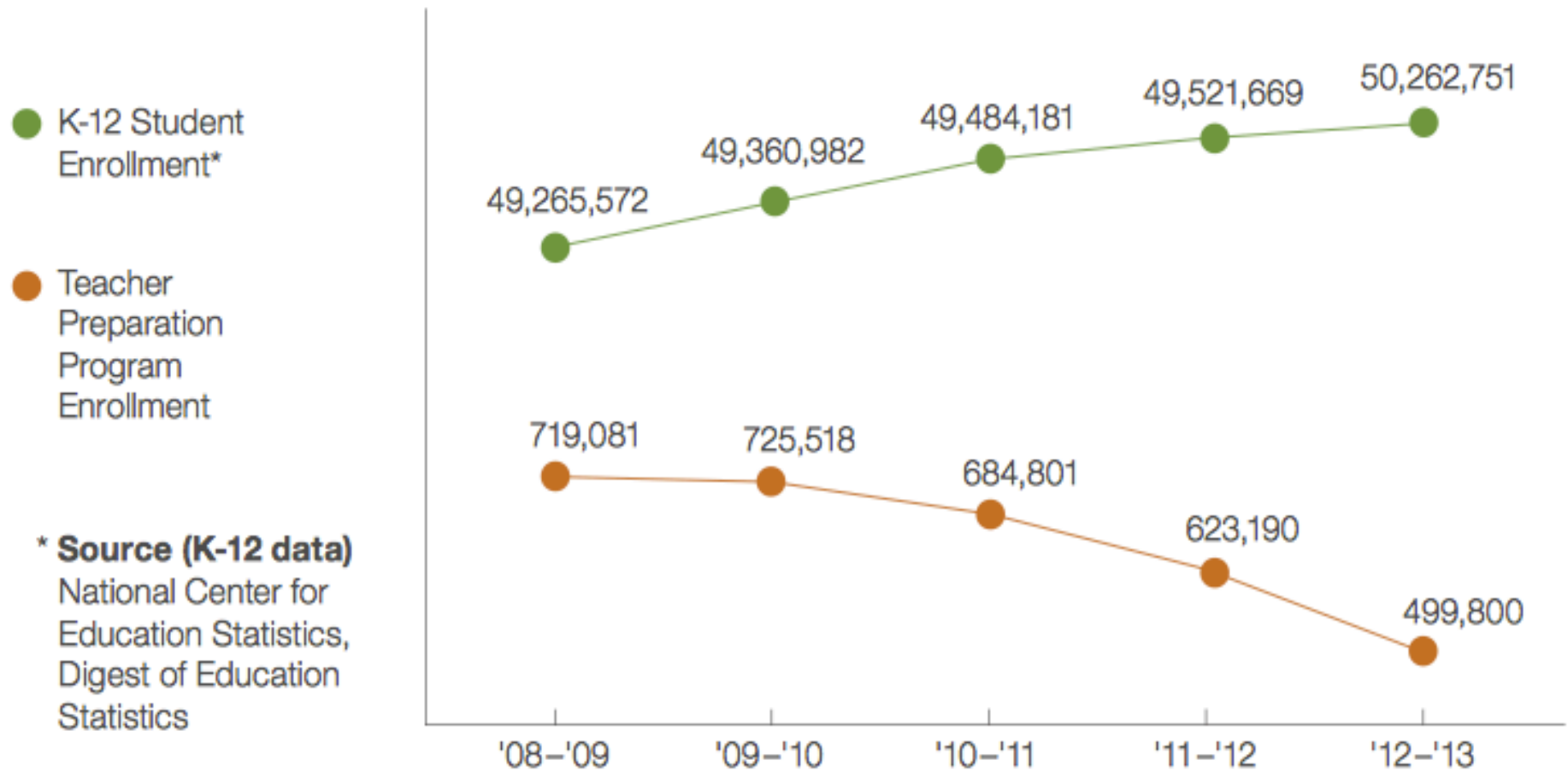
Ingersoll – University of Pennsylvania  
2008 - 2009

<b>STATE</b>	<b>TEACHER SAMPLE</b>	<b>NUMBER OF TEACHERS</b>	<b>NUMBER OF TEACHERS LEAVING</b>	<b>LOW COST ESTIMATE</b>	<b>HIGH COST ESTIMATE</b>
Alaska	616	8,117	786	\$3,341,689	\$7,469,525
Wyoming	643	7,939	530	\$2,315,612	\$5,040,235
California	1,361	310,004	18,777	\$81,960,046	\$178,396,884
Washington	758	58,108	3,634	\$15,863,595	\$34,529,213

On the Path to Equity: Improving the Effectiveness of Beginning Teachers;  
Alliance for Excellent Education; July 2014



## Trends in Enrollment Compared to K-12 Students



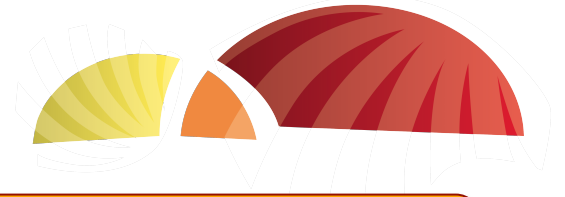
Enrollments in Teacher Preparation Programs; Title II Higher Education Act – New You Can Use;  
July 17, 2015



## WHERE HAVE ALL THE TEACHERS GONE?



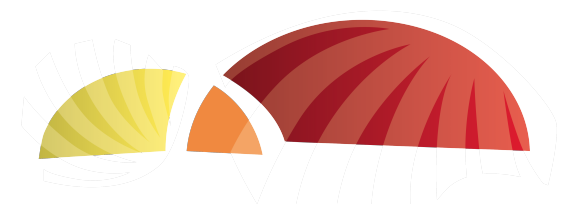
Where Have All the Teachers Gone?; NPR Ed; Eric Westervelt; March 3, 2015



## INTERROGATING OUR APPROACHES TO RECRUITMENT

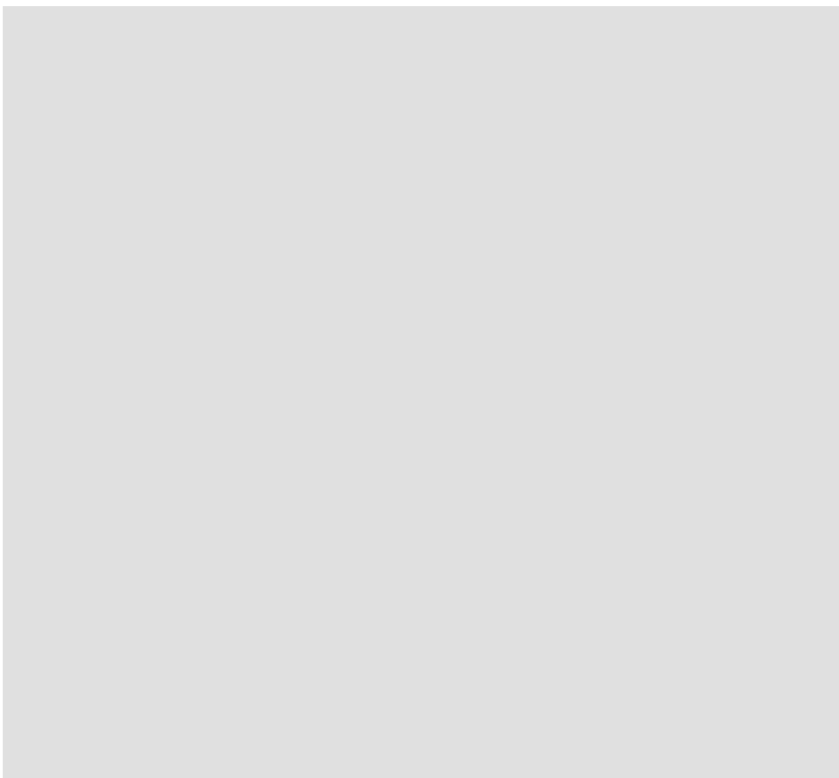
### Working with your table group...

- Secure the chart paper and markers needed
- Construct a T-Chart for discussion purposes
- Be prepared to post and discuss your ideas
- Follow the precise instructions of your facilitator



# INTERROGATING OUR APPROACHES TO RECRUITMENT

**What Are We Currently Doing...**

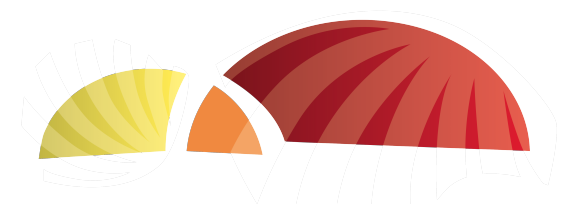




## OTHER RECRUITMENT MODELS IN PLAY

- ◆ Pre-Institute Examples from LKSD, Yukon\Koyukuk, and Lake and Penn
- ◆ Golden Apple Foundation – Chicago, Illinois
  - + Identified potential teachers in high school
  - + Supports them through undergraduate study
  - + Extensive Summer Programming – Clinical/Classroom
  - + Helps with out-placements for graduates
  - + Focuses on hard-to-staff schools
  - + Partnerships with almost sixty colleges/universities





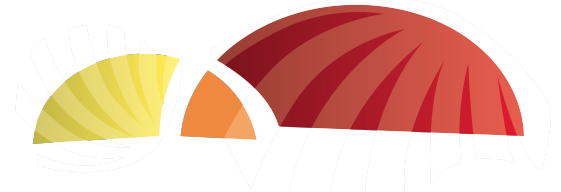
## INTERROGATING OUR APPROACHES TO RECRUITMENT

**What Are We Currently Doing...**

**What Else Could We Be Doing...**







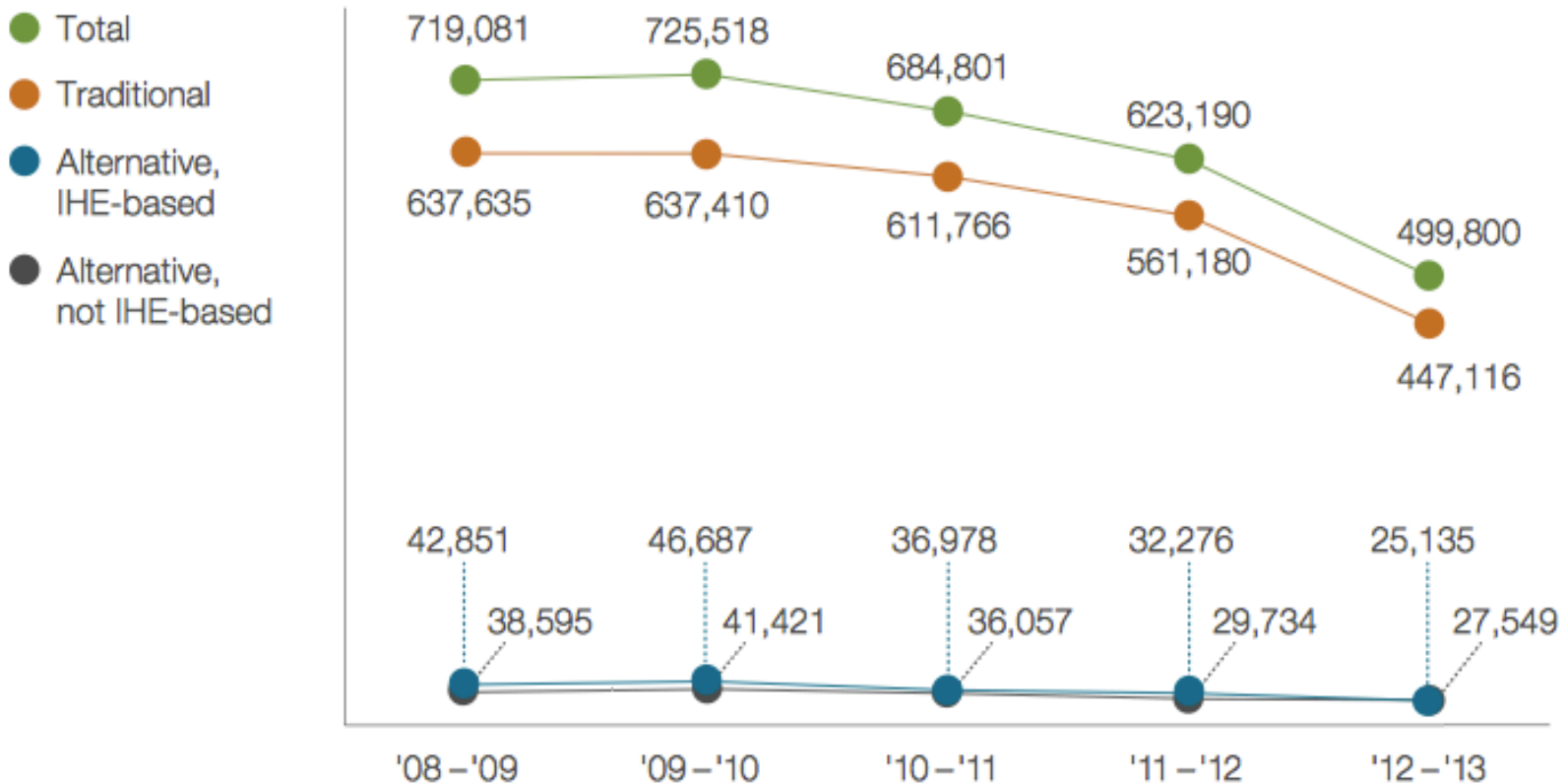
## **INTERROGATING OUR APPROACHES TO RECRUITMENT**

### **Considerations for What Else We Could Be Doing...**

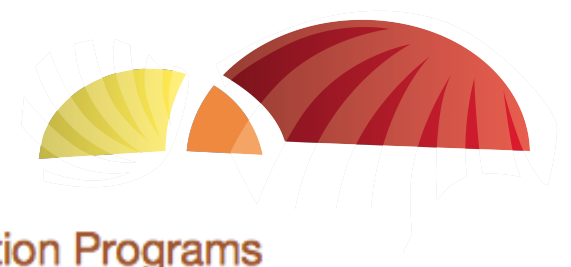
- Where are you currently recruiting?
- How are you currently recruiting?
- When do you begin recruiting (season and relationships)?
- Do you use social media to recruit?
- Who could you partner with to assist with recruitment?
- What roles do students, staff, and community play in the process?



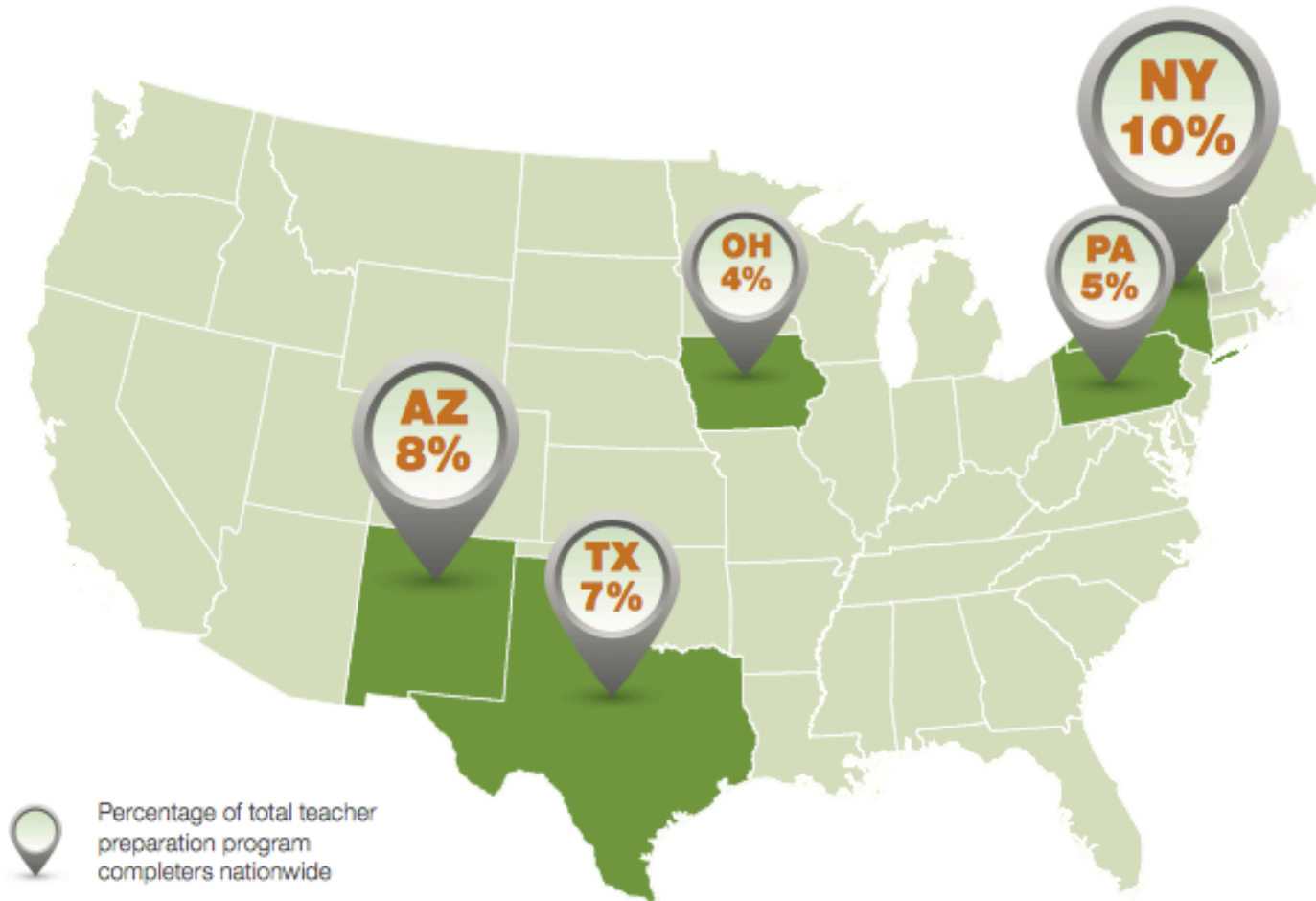
## Enrollment in Teacher Preparation Programs by Total Enrollment and Program Type: AY 2008–09 Through AY 2012–13



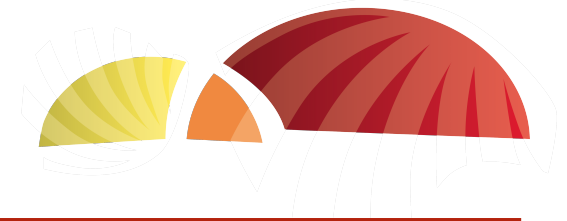
Enrollments in Teacher Preparation Programs; Title II Higher Education Act – New You Can Use;  
July 17, 2015



## States with Highest Enrollment in Teacher Preparation Programs



Enrollments in Teacher Preparation Programs; Title II Higher Education Act – New You Can Use;  
July 17, 2015



## LARGEST PRODUCING STATES FOR TEACHER PREPARATION



### **New York**

(47,872, or  
10 percent of  
all individuals  
enrolled)



### **Arizona**

(42,251, or  
8 percent of  
all individuals  
enrolled)



### **Texas**

(33,767, or  
7 percent of  
all individuals  
enrolled)



### **Pennsylvania**

(23,546, or  
5 percent of  
all individuals  
enrolled)



### **Ohio**

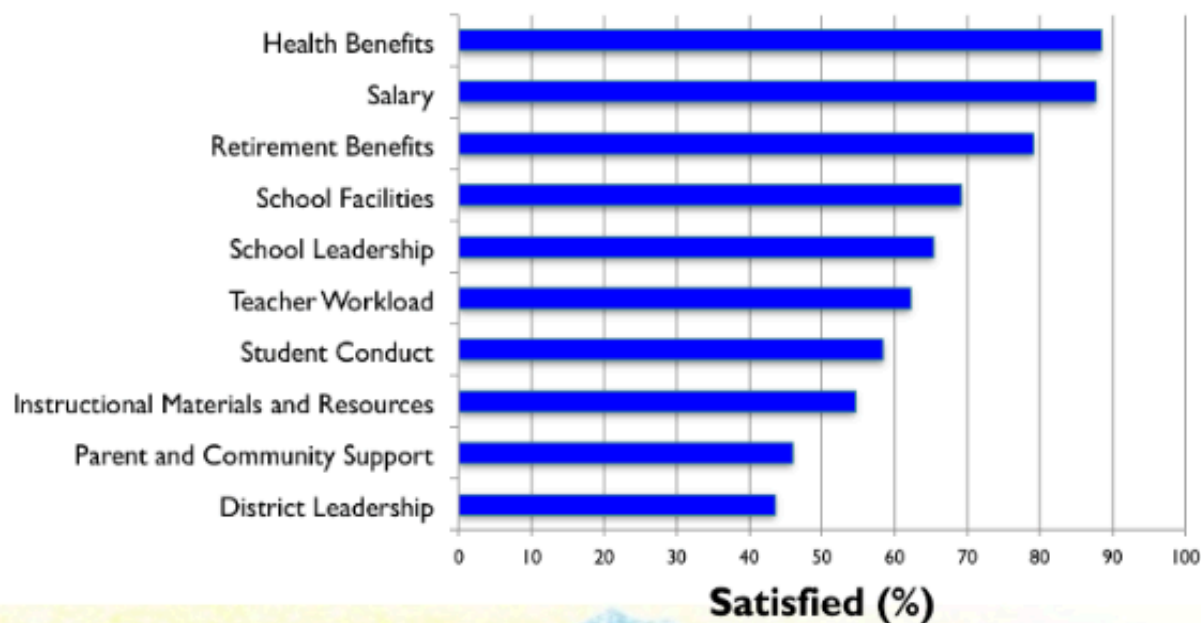
(21,607, or  
4 percent of  
all individuals  
enrolled)

Enrollments in Teacher Preparation Programs; Title II Higher Education Act – New You Can Use;  
July 17, 2015

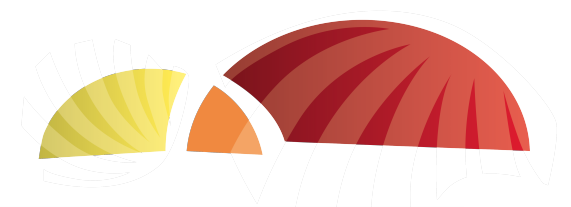


# Job Satisfaction

How satisfied are you with each of these aspects of your current job?



Teacher Retention – A Wicked Problem – Factors Related to Teacher Retention in Arctic Alaska; Joanne Healy, Ute Kaden, Philip Patterson; University of Alaska – Fairbanks; January 2016



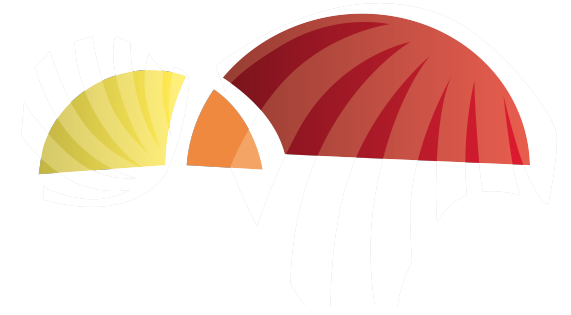
## HOW ABOUT A NEW PLATFORM?

Introducing Spark Hire...

### INTUITIVE VIDEO INTERVIEWING SOFTWARE FOR HR AND RECRUITMENT TEAMS

Our useful and easy-to-use features help you do your job better.

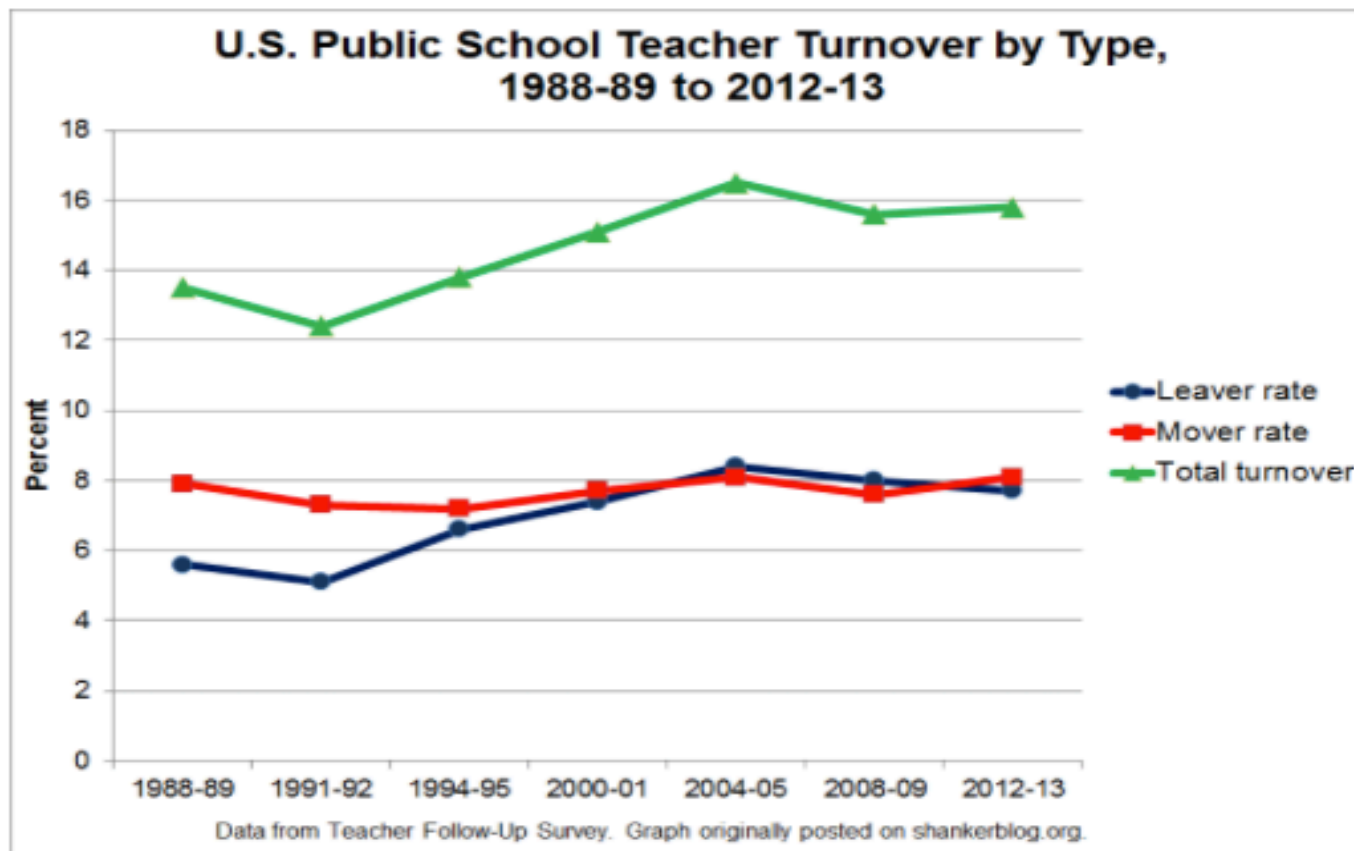
<https://www.sparkhire.com/>



# **STAFF RETENTION**

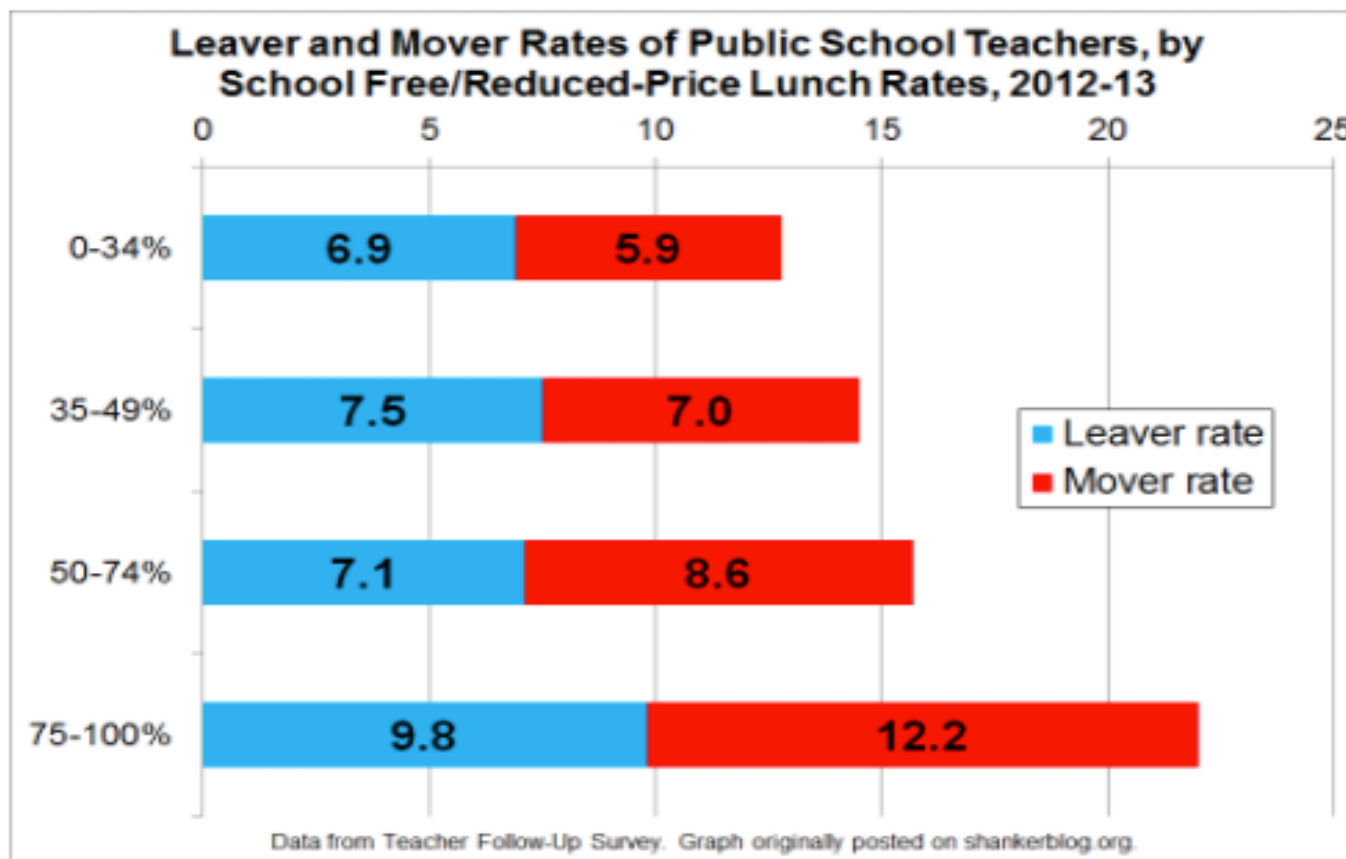


# TEACHER TURNOVER – THE BIG PICTURE





# TEACHER TURNOVER – THE BIG PICTURE





## THE OTHER COSTS OF TEACHER ATTRITION

“Teacher attrition hits states and school districts in the wallet, but students and teachers pay the real price.”

Bob Wise, President  
Alliance for Excellent Education




## SUMMARY OF STATE POLICY

**Table 1. State Policy: New Teacher Induction Requirements**

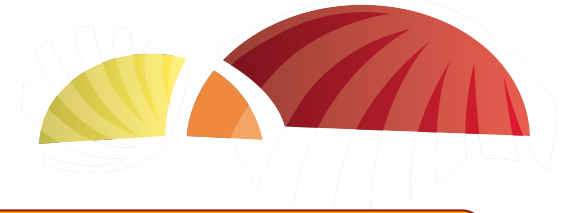
Required, with no minimum program length	Required for one year	Required for two years	Required for more than two years
Colorado	Arkansas	California	Delaware
Rhode Island	Kansas	Connecticut	Hawaii
Wisconsin	Kentucky	Iowa	Louisiana*
	New Jersey	Maine	Maryland
	New Mexico	Missouri	Massachusetts
	New York	Vermont	Michigan
	Oklahoma		North Carolina
	Pennsylvania		Ohio
	South Carolina		Utah
	Virginia		
	West Virginia		
3 states	11 states	6 states	9 states

Support from the Start: A 50-State Review of Policies and New Educator Induction and Mentoring; New Teacher Center; March 2016



## A SHOUT OUT TO ALASKA

While Alaska has embedded little about new teacher support into its state policies, the state operates and funds one of the more robust induction programs in the nation. The Alaska Department of Education & Early Development partnered with the University of Alaska to create the Alaska Statewide Mentor Project (ASMP), based in part on the NTC Induction Model. Forty ASMP mentors served more than 500 new teachers during the 2014-2015 school year. Since its inception in 2004, the ASMP has served more than 2,600 new teachers in 48 out of 54 Alaska school districts.



## **TEACHERS LEAVE FOR A VARIETY OF REASONS...**

### **Why Do Teachers Leave Your Schools and Districts?**

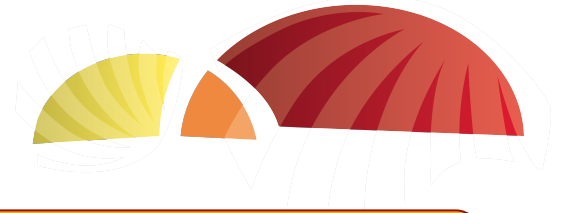
Step 1 Use the post-its to respond individually – 1 per post-it

Step 2 Examine all of the reasons identified - Clarify

Step 3 Cluster or Group the reasons that were identified

Step 4 Name the clusters/groups

Step 5 Prioritize your clusters/groups – Most/Least Significant



## **TEACHERS LEAVE FOR A VARIETY OF REASONS...**

- ☐ Isolated working conditions...
- ☐ Poor student discipline...
- ☐ Inadequate administrative support...
- ☐ Low salaries...
- ☐ Lack of collective teacher influence...

**Turnover is especially high among new teachers with 40 – 50 percent leaving the profession after five years.**



## Preliminary Findings that may influence retention

- **Administration/Leadership support (school/district level)**
- Multi-grade levels and multi subject, out of content area teaching assignments
- Teacher housing and overall living conditions
- Community integration varies
- Special education training and services are problematic
- Internet and communication availability
- Overall preparation for village teaching
- Tenure Policies
- Changing school enrollments
- Attendance
- Capricious administrative decisions (hiring, firing, curriculum, testing, etc.)
- Dramatic variance of community support for the school and teachers
- Struggle to deliver college prep/career oriented classes/programs
- Differences in integrating local culture/ language into the schools and curriculum
- Indication of interest in regional boarding schools and different attendance schedules
- Support for collaboration K-12 and Higher Ed (PD, mentoring/induction, culture camps, initial teacher training, rural short/long-term teaching internships)



Teacher Retention – A Wicked Problem – Factors Related to Teacher Retention in Arctic Alaska;  
Joanne Healy, Ute Kaden, Philip Patterson; University of Alaska – Fairbanks; January 2016




## **TEACHERS LEAVE FOR A VARIETY OF REASONS...**

Step 1 Identify your most significant challenge for retention

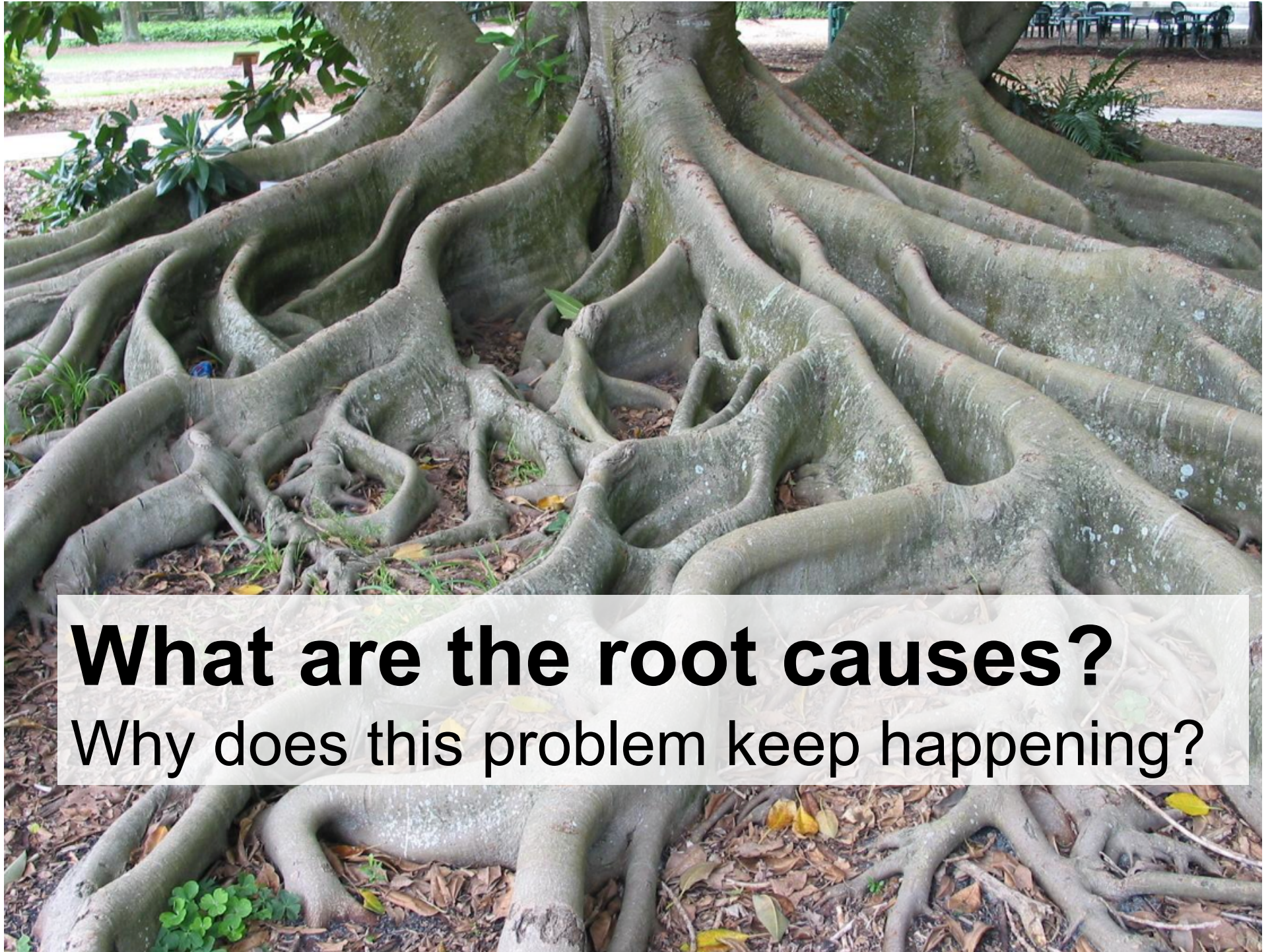
Step 2 Conduct a root cause analysis of the whys

Step 3 Determine the most important “why” that you can do something about

Step 4 Outline 4 – 5 actions you could take as a school or district



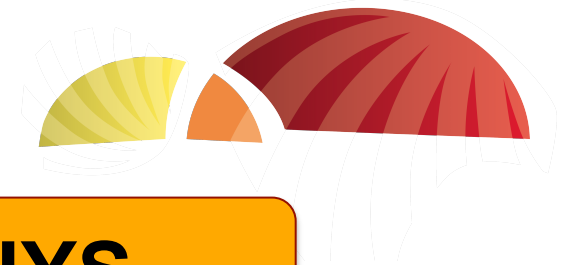




**What are the root causes?**

Why does this problem keep happening?

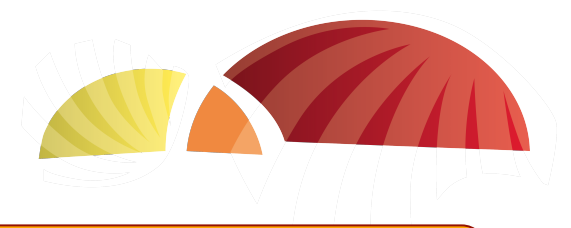




# IDENTIFYING THE WHYS

1st Why		
2nd Why		
3rd Why		
4th Why		
5th Why		





## HOW TO CURB TURNOVER

Multiple types of supports are needed...

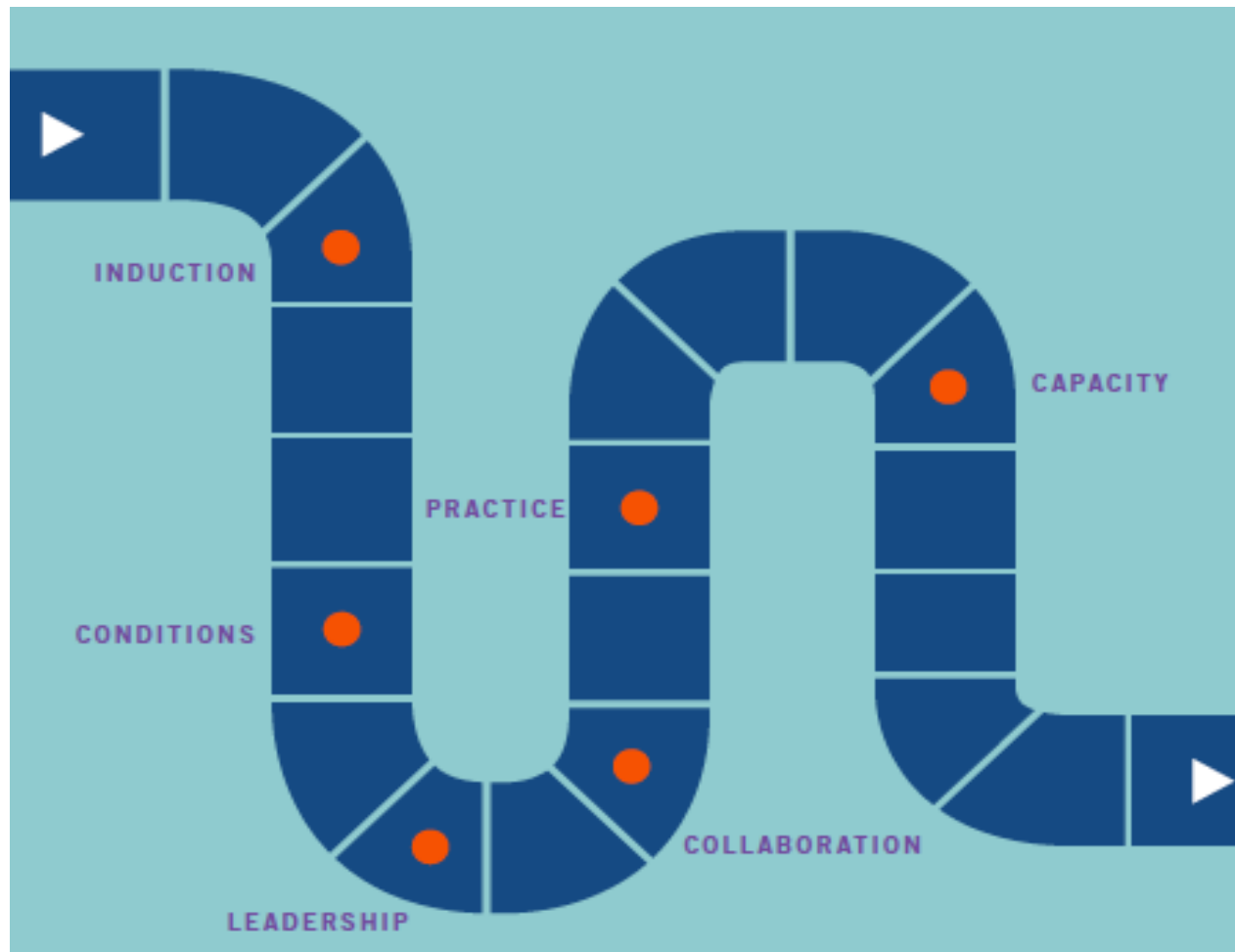
- ✓ High quality mentoring
- ✓ Common planning time for collaboration
- ✓ Support from school leaders and peers



## **POLICY RECOMMENDATIONS TO CURB TURNOVER**

- ◆ Require regular evaluations of teachers using multiple measures
- ◆ Develop systems to encourage high-quality educator development and teaching
- ◆ Require comprehensive induction programs for new teachers
- ◆ Embed analysis and improvement of teaching and learning conditions
- ◆ Support staff selection and professional growth systems that foster collegial collaboration

# THE PATH TO IMPROVED TEACHER RETENTION



On the Path to Equity: Improving the Effectiveness of Beginning Teachers;  
Alliance for Excellent Education; July 2014



## **STATE INDUCTION POLICY CRITERIA**

- 1. Educators Served - State policy should:**
  - a. Require that all beginning teachers receive induction support during their first two years in the profession; and
  - b. Require that all beginning school principals and administrators receive induction support during their first two years in the profession.



## STATE INDUCTION POLICY CRITERIA

### **2. Mentor Quality - State policy should:**

- a. Require a rigorous mentor selection process;
- b. Require foundational training and ongoing professional development for mentors;
- c. Establish criteria for how and when mentors are assigned to beginning educators; and
- d. Allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.



## **STATE INDUCTION POLICY CRITERIA**

### **3. Time - State policy should encourage programs to:**

- a. Provide release time for teacher mentors; and
- b. Provide dedicated mentor-new teacher contact time.





## **STATE INDUCTION POLICY CRITERIA**

### **4. Program Quality – State policy should address the overall quality of induction programs by:**

- a. Requiring regular observations of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers' classrooms
- b. Encouraging a reduced teaching load for beginning teachers
- c. Encouraging beginning educators participation in a learning community or peer network.



## STATE INDUCTION POLICY CRITERIA

### 5. Program Standards –

The state should adopt formal program standards that govern the design and operation of local educator induction programs.



## STATE INDUCTION POLICY CRITERIA

### 6. Funding - The state should:

- a. Authorize and appropriate dedicated funding for local educator induction programs; and/or
- b. Establish competitive innovation funding to support high-quality, standards-based programs.



## STATE INDUCTION POLICY CRITERIA

### **7. Educator Certification/Licensure –**

The state should: require beginning educators to complete an induction program to move from an initial license.



## STATE INDUCTION POLICY CRITERIA

### 8. Program Accountability –

The state should: assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.



## STATE INDUCTION POLICY CRITERIA

### **9. Teaching Conditions - The state should:**

- a. Adopt formal standards for teaching and learning conditions;
- b. Conduct a regular assessment of such conditions; and
- c. Incorporate the improvement of such conditions into school improvement plans.