

Teacher Retention, Recruitment, and Effectiveness

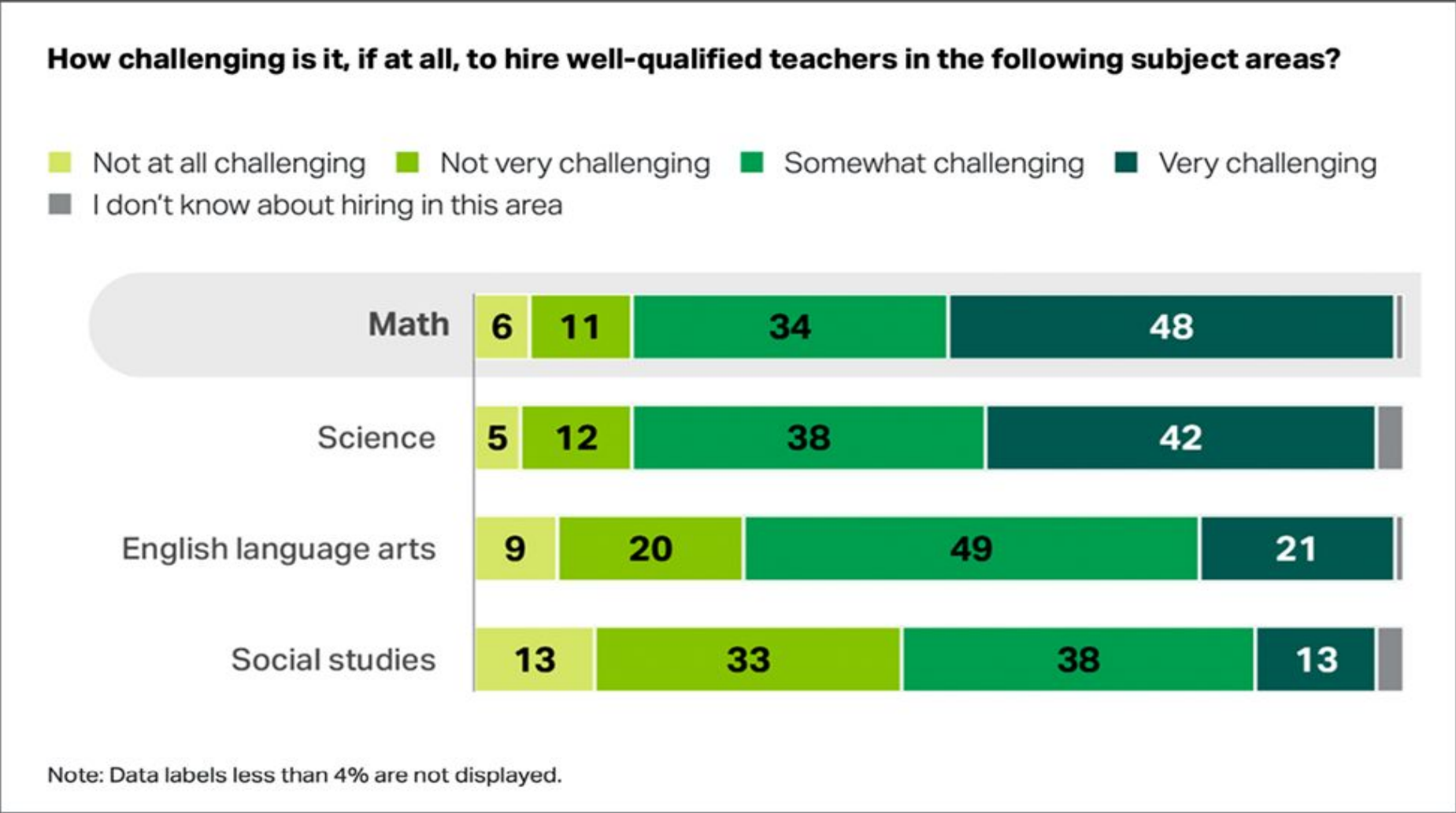
The National Institute for Excellence in Teaching (NIET) is a non-profit organization with a 25-year history of improving teacher and student outcomes.

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Teacher Recruitment and Retention



Leaders Reflect on Recruitment Challenges



The Impact of Teacher Turnover

“Each year, math teacher retention always presents a scary situation because we lose at least two or three math teachers, which causes me, as the Math Master Teacher, to start over with support and strategies from the previous year. Last school year, six of our seven math teachers and two math resource teachers were either new or non-certified math teachers.”

- Erica Faust, Master Teacher, Ouachita Parish Schools, LA



What Do Teachers Say They Value?

- Adequate compensation and the ability to earn additional compensation based on being great at your job or taking on additional roles or responsibilities
- High-quality feedback and support to grow and improve in your profession - so that you are always learning and being challenged
- The opportunity to work collaboratively with others. Teaching can be a very isolated position, and finding ways to build in time for working together is critical
- Opportunities for leadership roles and career advancement
- Better preparation and support for new teachers – especially alignment between teacher prep and K12 expectations, mentoring, support, and coaching to improve

02

Aligned Systems of Support Increase Teacher Effectiveness and Retention



An Aligned System of Support for Growth

Opportunities for educators to take on teacher leader roles and responsibilities



Multiple Career Paths



Ongoing Applied Professional Growth

Job-embedded professional learning focused on teacher and student needs

Fair evaluations based on a clear, research-based instructional rubric



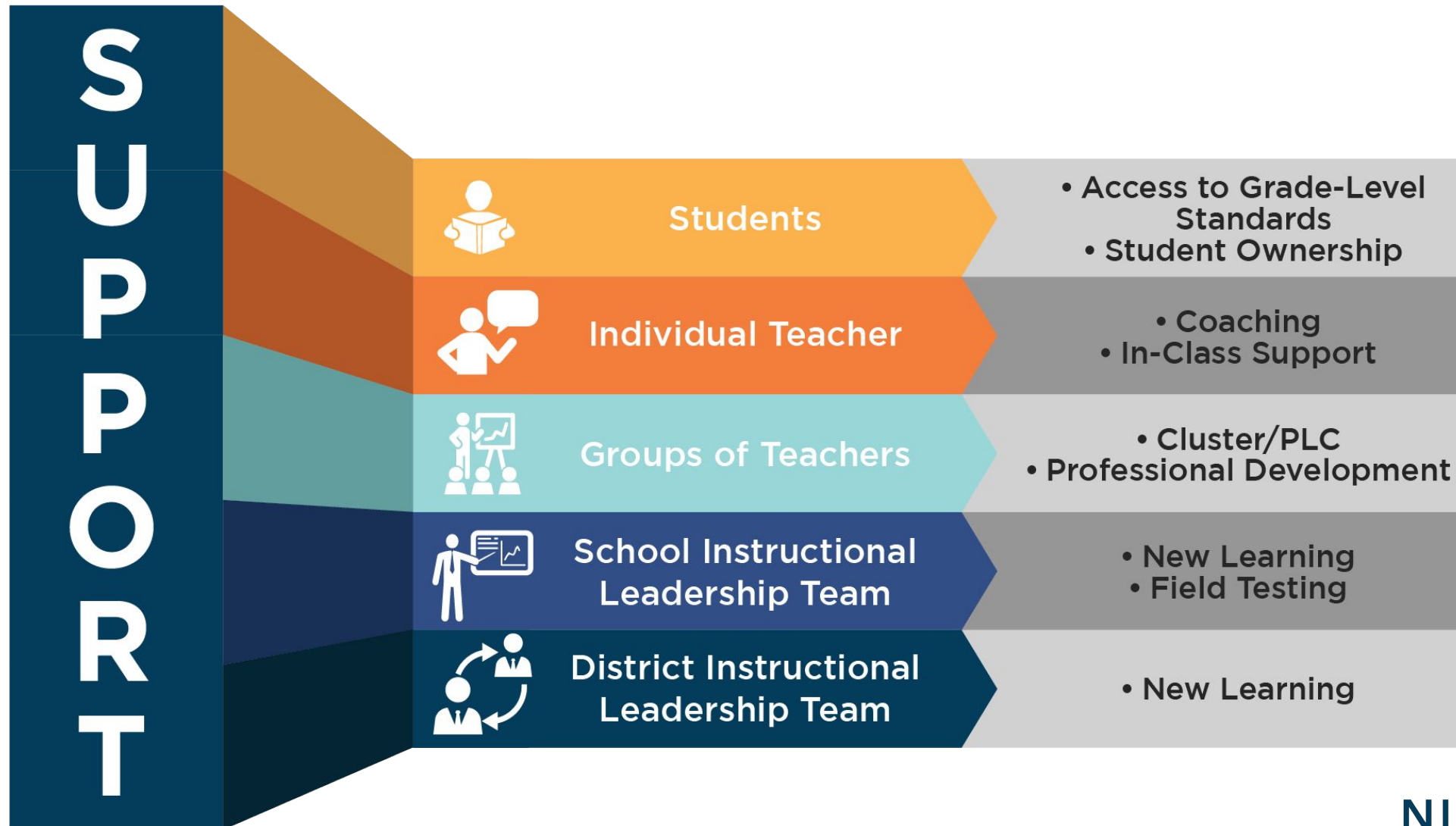
Instructionally Focused Accountability



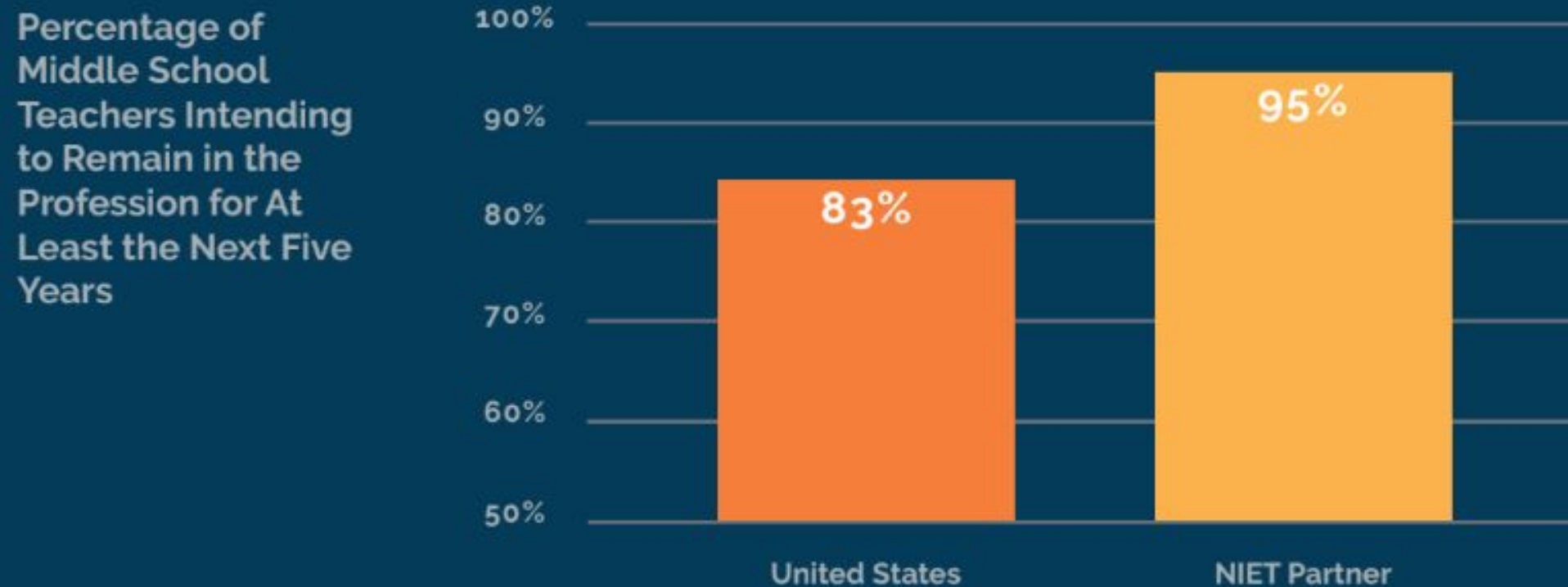
Performance-Based Compensation

Opportunities based on new roles and measures of effectiveness

Aligning Layers of Support Creates Coherence



Districts Retain More Teachers



Source: NIET Department of Research and Evaluation, 2022

Teacher Instructional Skills and Student Learning Grow

Teacher Performance

96%

districts improved teacher
instructional skills

Student Growth

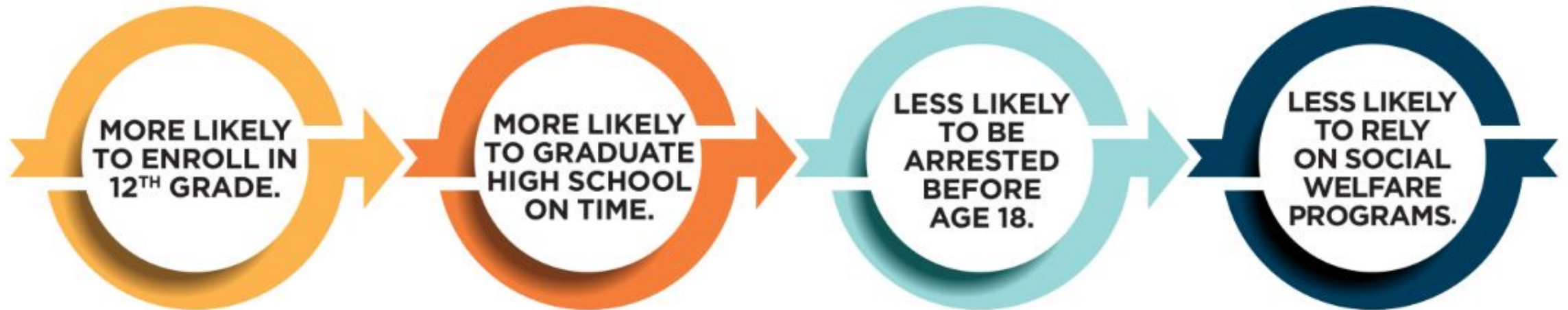
90%

districts outperformed their
matched comparison districts in at
least one state assessment subject

Source: NIET Department of Research and Evaluation, 2023

Students Are Succeeding Through These Supports

The study found that eighth grade students who experienced the TAP System were:



Source: Cohodes, S., Eren, O., & Ozturk, O. (2023, May). The Long Run Effects of a Comprehensive Teacher Performance Pay Program on Student Outcomes (Working Paper No. 31056). National Bureau of Economic Research. <https://doi.org/10.3386/w31056>

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Examples of State Policies Supporting Retention and Effectiveness



Louisiana Professional Learning Roadmap

“I have been teaching for 27 years, but LEADS has prompted me to think about my teaching differently. I’m learning to give my students control of their learning by giving them time to discuss strategies with a group. It’s exciting to hear students talking about their learning and even coaching each other through problems.”

- Stephanie Peavy, 3rd Grade Math Teacher at Bossier Parish Schools, LA



Arkansas LEARNS Act and Teacher Leadership Roles

“The feedback I receive from my teachers who are in the Lead Designation Pathway is that the learning and networking is immediately impactful to their classroom practice as well as enhancing their skills and confidence to lead others.”

- Tina Hobbs, Novice Mentoring Coordinator at Dawson Education Cooperative, AR



Texas: Mentor Program Allotment and Teacher Incentive Allotment

“The investments we have made [through the state Mentor Program Allotment (MPA)] to focus the work of mentors on instructional improvement have produced strong results. Our new teachers are returning at higher rates and, just as important, learning how to reflect on and improve their practice.”

- Dr. Delic Loyde, Chief Executive Officer of the Hearne Education Foundation, TX



Tennessee Literacy Implementation Networks

“Last year, our focus was on purposeful planning and student engagement based on our academic data. Those two pieces led us to focus more on our professional development this year. One of the best things we’ve done, is build a professional vocabulary across all of our teachers.”

- Holly Eslick, Principal at North Middle School, Franklin County Schools, TN



South Carolina Teaching and Learning Standards 4.0

“Our weekly professional learning meetings have been most beneficial in helping teachers improve their effectiveness. These meetings help us celebrate strengths and refine our areas of growth, allowing us to meet the needs of our teachers and model new strategies to help students achieve success.”

- Emily Freeze Parks, Principal at Waterloo Elementary School, SC



Virginia's Layers of Support Based on Need

“In a year of a lot of change with the Virginia Literacy Act implementation and new standards and curricula, the ESLIS grant has provided the support needed to help us intentionally and strategically make these changes to raise achievement levels for all students.”

- Dr. Heather Gentry, Former Director of Instruction at Amelia County Public Schools, VA



Systems of Support for Teachers Drive Student Results

“Learning to tailor my coaching support for my teachers through NIET structures and practices, combined with my deep investment in my teachers and school, helped us begin to turn around our retention challenges this year - and led to at 14 point growth in sixth-grade math students.”

- Erica Faust, Master Teacher, Ouachita Parish Schools, LA



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