

## SUSTAINABILITY PLANNING GRANT

### *Recruiting and Retaining Effective Teachers - Toolkit*

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#### **Overview:**

Retaining the most effective teachers in high-poverty schools is imperative. Research suggests that there are a number of factors that play into a teacher's decision to leave for another position or career. However, some of these can be addressed at the school level and within current budget restraints to help prevent turnover. Additionally, these strategies and others may play a significant role in teacher recruitment. The following is a list of resources detailing current research on teacher retention and recruitment as well as case studies from schools that are implementing best practices in this area.

#### **Research:**

- This report provides a comprehensive look at the importance of identifying and retaining highly effective teachers and describes the most common reasons that teachers cite for leaving schools.

[http://tntp.org/assets/documents/TNTP\\_Irreplaceables\\_2012.pdf](http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf)

*Note: Page 16 from the above report outlines low-cost retention strategies for districts and school administrators.*

- Research suggests that highly effective teachers often want to take on leadership roles within their schools to allow them to share their instructional practices. This summary outlines career path models that schools can use to extend the reach of excellent teachers and to help acknowledge their strengths, both potential strategies for teacher retention.

[http://opportunityculture.org/wp-content/uploads/2012/05/Summary\\_of\\_Teacher\\_Career\\_Paths-Public\\_Impact.pdf](http://opportunityculture.org/wp-content/uploads/2012/05/Summary_of_Teacher_Career_Paths-Public_Impact.pdf)

- Pages 12-15 from this report identify structural conditions in schools that create effective professional learning opportunities for teachers. Structures like the mentoring program described on page 13 can potentially aid in teacher recruitment and retention efforts.

<http://depts.washington.edu/ctpmail/PDFs/Survey3WorkingPaper.pdf>

### Case Studies:

- This one-page summary describes how a school in New Jersey used its teachers as instructional coaches to help improve instruction school-wide. It represents a teacher leadership pathway that may be used as a model to identify, utilize, and retain highly effective teachers.

[http://www.timeandlearning.org/files/Instructional\\_Leadership\\_at\\_North\\_Star\\_Academy.pdf](http://www.timeandlearning.org/files/Instructional_Leadership_at_North_Star_Academy.pdf)

- This document is a position summary for a teacher in the Pittsburgh Public Schools and describes a two-year looping structure where teachers can earn a cohort bonus for better than expected results in student achievement.

[http://tntp.org/assets/tools/PPS\\_PRC\\_Job%20Description\\_TSLT%203.12.pdf](http://tntp.org/assets/tools/PPS_PRC_Job%20Description_TSLT%203.12.pdf)

- This website provides strategies that schools can use to promote long-term sustainability of teacher workloads and cultivate positive school culture. The webpage includes links to materials, such as a school culture rubric, that can be used to aid teacher recruitment and retention efforts.

<http://tntp.org/teacher-talent-toolbox/explore/managing-teacher-workload>