



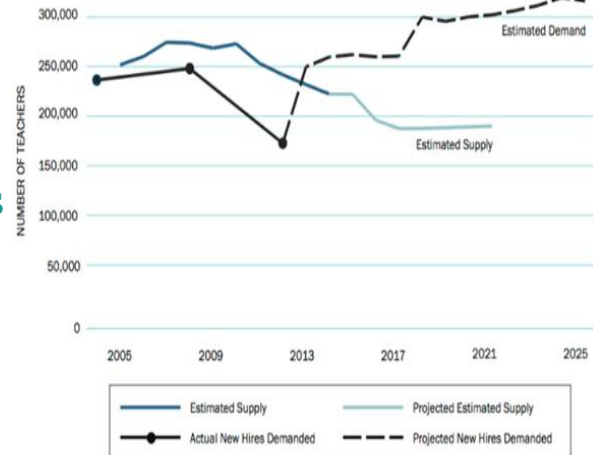
Teacher Retention Strategies for Private Schools

Wyayn Rasmussen, EdD
MISF School Leadership Conference
September 24, 2019

What is happening?

- There is a teacher shortfall which appears to be driven by four main factors:
 - decreased enrollment in teacher preparation programs
 - decreasing student-teacher ratios
 - increasing student enrollment
 - attrition of the teaching force

(Sutcher et al., 2016).



What is happening?

- Nearly one third of teachers leave the profession within the first three years of their careers (*Sutcher, Darling-Hammond, & Carver-Thomas, 2016*)
- In urban areas, more than half of all teachers turn over within five years (*Headden, 2014*)
- 21% of private school teachers change schools or leave the teaching profession each year compared to 15% in the public schools (*McGrath & Princiotta, 2005*)

What is happening?

- 21% of nonsectarian school teachers, 23% of other religious school teachers, and 19% of Catholic school teachers switch schools or leave the profession every year *(McGrath & Princiotta, 2005)*
- Small private schools experience a loss of almost one quarter of the faculty annually *(McGrath & Princiotta, 2005)*
- There is a teacher shortage in the specific fields of STEM, special education, and specific settings like disadvantaged or rural schools *(Cowan, Goldhaber, Hayes, & Theobald, 2016)*

Why is this surprising?

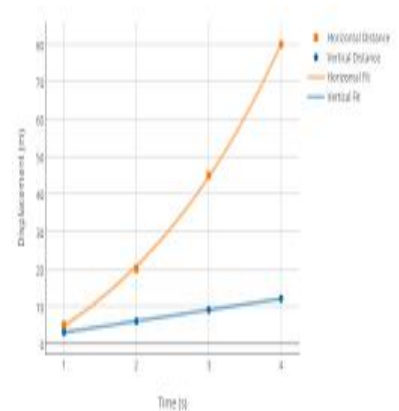
- Private school teachers have greater satisfaction in their jobs than their public school peers (*Gius, 2015; Sparks, 2016; U.S. Department of Education, 2016; Schoepner, 2010*)
- There is a decrease in crime in the areas surrounding private schools (*Braun, Jenkins, & Grigg, 2006; Green, Machin, Murphy, & Zhu, 2011*)
- There is a relaxation of licensure requirements (*Sharkey & Goldhaber, 2008*)



Why is this surprising?

- Private school students have greater social cohesion (*Braun, Jenkins, & Grigg, 2006; Green, Machin, Murphy, & Zhu, 2011*)
- Private school students are achieving higher grades in school (*Braun, Jenkins, & Grigg, 2006; Green, Machin, Murphy, & Zhu, 2011*)
- Private school students are earning more over the course of their careers (*Braun, Jenkins, & Grigg, 2006; Green, Machin, Murphy, & Zhu, 2011*)

Displacement / Time Graph Comparison of Horizontal and Vertical Motion



Why is this important?

- Increasing teacher retention rates naturally leads to more experienced teachers.
- Experienced teachers are more effective at raising student outcomes (*Wilson et al., 2004*)
- High attrition rates have been found to negatively impact the accomplishments of all the learners in a school, not just the learners in the classroom of a new teacher (*Ronfeldt, Loeb, & Wyckoff, 2013*).


Why is this important?

- Teachers play a critical role in school and are able to significantly impact student achievement *(Boyd, Lankford, Loeb, Ronfeldt & Wyckoff, 2011)*.
- Teachers show the greatest increases in effectiveness during their first few years on the job *(Aarons, Barrow, & Sander, 2007; Boyd et al., 2011)*
- As teachers gain experience, they improve other measures of success including greater stability and consistency in instruction and the deepening of relationships *(Kini & Podolsky, 2016)*.

Why is this important?

- High economic costs to schools as teachers must be constantly hired and trained
- Schools must constantly fund staffing efforts and specialized support for new teachers, without gaining any long-term benefits from these investments
- An absence of stability that makes development and planning difficult





With the growth in the student population until at least 2022 in public schools, private schools will find themselves in an increasingly competitive mode to recruit and retain their new teachers.

FAMILY FEUD FAMILY FEUD FAMILY FEUD FAMILY FEUD FAMILY FE

FAMILY FEUD

FAMILY FEUD FAMILY FEUD FAMILY FEUD FAMILY FEUD FAMILY FE

Top 10 Influencing Factors



Mean Rank from *Kendall's W*

Class size

Choice in teaching assignment

Collegiality & Collaboration

Input into curricular material

Mission-based education

Student behavior

Parental support/involvement

Admin. Leadership style

School discipline policies

Participants' list of influential factors

Collegiality and collaboration

Admin. Leadership style

Class size

Student behavior

Mission-based education

Parental/support/involvement

Choice in teaching assignment


High-quality teachers

Quality of the school/teaching staff

Input into curricular materials

What can we do?


- Small class size was the number one factor in private school teacher retention.
 - Keep class sizes small.
 - List small class sizes when posting positions (recruiting)
 - List small class sizes among benefits on job descriptions, job postings, in faculty handbooks and give frequent reminders of the benefits of small class sizes throughout the school year (retaining)



· “This is huge, [...]. Wow. I can actually have full discussions in class. Every voice gets heard. Students’ questions get answered. Daily. It is the great secret to independent school success.”

What can we do?


- Give teachers choices over their own classroom structures and schedules
 - Develop systems to formally ask teachers what they want to teach.
 - Be cognizant of the importance of giving their teachers a voice



“Taking advantage of individual strengths and abilities to match teachers to job assignments puts people in a place where they are effective and happy. It makes a huge difference in happiness at work.”

What can we do?

- Teachers hold collaboration and collegiality very high in their list of retention factors
 - Structure operations to foster collaboration, collegiality and the development of relationships — both between teachers and between admin and teachers.



“My school colleagues are my extended family. I have been offered numerous opportunities to leave our Catholic Schools to be employed in other districts. I cannot see myself leaving the teachers that have become my “sisters” or “brothers” over the years.”

What can we do?


- Input into curricular materials, is an important factor for teachers
 - School leaders should build broad engagement through shared leadership strategies
 - Practice shared decision making



“Teachers know best what curriculum will work in their classrooms. Their expertise is invaluable.”

What can we do?


- Teachers hold the mission of their school in high regard
 - Be **bold** in stating the schools' mission
 - Marketing materials
 - Job postings
 - Faculty handbook
 - Staff intranet/portal



“One of the reasons I chose to teach at [...] 20 years ago was because of its commitment to social justice. I continue to enjoy that aspect of our school culture immensely. It helps to justify my decision to stay and the work I do (at the macro-meaning of my life).”

What can we do?


- Teachers consider student behavior a strong factor in their decision to remain in teaching
 - Use your discipline record and successful character building curricula as a marketing tool to attract teachers (and parents)
 - Offer professional development in classroom management



“The kids at our school are generally really well behaved and is a MAJOR reason why I stay at my school (and in teaching in general).”

What can we do?


- Closely related to student behavior are the school's discipline policies
 - Have clear behavior policies
 - Implement policies consistently



“Developing self-discipline in students allows them to become the best they can be. Discipline policies that lead to healthy relationships and restoration create an environment where peace resides.”

What can we do?

- Teachers see parental involvement as a strong factor
 - Determine a plan of action to increase parent involvement
 - Market the benefits of parent involvement as a strategy to increasing teacher retention.



“One thing we know for certain is that parents who are appropriately involved in their child’s education improve the quality of that education. Healthy balance is the key.”

What can we do?

- How well a principal works with faculty is a strong predictor of a teacher's intent to remain in teaching
 - A strong principal is a main priority
 - Careful consideration before hiring
 - Provide leadership development as well as curriculum and instruction develop

“I have worked for several administrators, and have felt supported and appreciated. Administrator[s] have to make difficult decisions, but they have confidence in their staff, and trust their abilities to do their jobs. It is always a team effort, but the administrators set the tone and have given great direction.”

What can we do?

- High-quality teachers are less likely to leave their school
 - Private schools could benefit from less humility and more acknowledgment of their teachers' accomplishments
 - Teachers enjoy being around other high-quality teachers and this is a strong determinant of why they have chosen to remain in private school teaching
 - Private schools should boast on the quality of their teachers as a strategy to increasing teacher retention
 - Social Media, website, Staff shout-outs

Interesting to note:

- No financial factors in the top 10
- Highest financial factor was - Spouse's income at #11

Four lowest rating factors in teacher retention:

- Hiring process
- Alternative opportunities in today's labor market
- Opportunities to augment salary
- Merit pay or bonuses

Get into groups of 3 -5



- Share your retention strategies
- What did you learn from this presentation that you will begin doing?
- What do you think about no financial factors being in the top 10 influencing factors?



Questions or comments?