

# HOW DO WE KEEP THEM?: A STATEWIDE SNAPSHOT OF BEGINNING TEACHER RETENTION STRATEGIES IN NORTH CAROLINA

By Micah Guindon, Hunter Huffman, Allison Rose Socol, Sachi Takahashi-Rial Project 8.4 / August 2014



## EXECUTIVE SUMMARY

Low beginning teacher retention rates create a revolving door of inexperienced teachers in our State's classrooms. This project creates a statewide snapshot of strategies school districts are using to improve beginning teacher retention. Human resource directors in each local education agency (LEA) or their designee completed an online survey. The survey targeted eight categories of beginning teacher retention strategies. The surveyed categories were:

- District Support
- Teacher Working Conditions
- Observation and Feedback
- Mentoring
- Orientation
- Professional Development
- Human Resources
- Principal Support

Survey results show mentoring programs and beginning teacher (BT) orientations are the most commonly used strategies across North Carolina districts. Additionally, respondents recognize mentoring as the most effective strategy for BT retention. To increase retention rates, respondents want **protected time during the school day for mentors and BTs to meet**, as well as an **opportunity for BTs to observe master teachers**. Respondents would like mentor programs to receive **an increase in funding**, or, in some cases, for the program to be funded once again. The least common strategies currently used by LEAs are ones that involve funding. These include housing incentives, reduced class size for BTs, and BTs and master teachers co-teaching in the same classroom.

Further research on this topic should examine BT retention rates by district and how the strategies used correspond to retention rates. In particular, this research could indicate which strategies correspond to districts with high and low retention rates. Comparing rates of rural LEAs with urban ones, low-wealth LEAs with wealthier ones, and LEAs that border other states versus those that do not could provide a more robust picture of beginning teacher retention in North Carolina.

## INTRODUCTION

### PROBLEM STATEMENT

There are many factors that contribute to teacher attrition. Most factors involve nonsalary-related concerns. Dissatisfaction with the amount of resources and the facilities, excessive workloads, high-stakes testing, and disruptive student behaviors all cause BTs to leave the classroom.<sup>1</sup> Additionally, maternity and family concerns, poor leadership and administration within schools, poor mentoring, and views of teaching as a temporary profession contribute to attrition.<sup>2</sup>

The National Commission on Teaching and America's Future frames the lack of high quality teachers as an inability to retain excellent teachers in the profession rather than a shortage of teachers.<sup>3</sup> This inability to keep new teachers long enough for them to become experienced teachers creates a revolving door

<sup>1</sup> Brill, Sam, and Abby McCartney. "Stopping the revolving door: increasing teacher retention." *Politics & Policy* 36.5 (2008): 750+.

<sup>2</sup> Brill, Sam, and Abby McCartney. "Stopping the revolving door: increasing teacher retention." *Politics & Policy* 36.5 (2008): 750+.

<sup>3</sup> National Commission on Teaching and America's Future. "No dream denied: A pledge to America's children." Washington, DC: National Commission on Teaching and America's Future (2003): [http://nctaf.org/wp-content/uploads/no-dream-denied\\_full-report.pdf](http://nctaf.org/wp-content/uploads/no-dream-denied_full-report.pdf) (accessed August 5, 2014).





within our classrooms. Each year, over 200,000 new teachers are hired across the United States. By the end of the first year, approximately 10% of these teachers leave. Unfortunately, the numbers do not improve in the following few years with 30% of new teachers leaving the profession after 3 years and 45% leaving after 5 years.<sup>4</sup> In North Carolina, the state average for all teacher turnover was 14% in 2012-2013, 12% in 2011-2012, and 11% in 2010-2011.<sup>5</sup> These numbers do not take into account the wide variance across the state. For example, 28% of teachers in Washington County left their positions in 2011-2012, while in Elkin City Schools teacher turnover was only 2%.<sup>6</sup>

The inability to retain teachers is a problem for a number of reasons. The economic impact of the revolving door of new teachers is enormous. Districts lose an average of \$11,500 in recruitment, preparation, and support costs for every teacher who leaves the classroom.<sup>7</sup> There is also an instructional loss to consider. While the claim is disputable, the literature indicates a correlation between teacher experience and student achievement.<sup>8</sup> That is, students who work with experienced teachers tend to have higher achievement levels. With new teachers consistently leaving, teacher retention levels have an impact on the quality of instruction taking place

and student achievement. Additionally, there are implications for the institution when BTs leave their jobs. Changes in personnel disrupt the planning and implementation of curriculum, organizational structures, the sense of community and belonging that schools need to develop to be effective. Economic, instructional, and institutional impacts are felt disproportionately at low performing minority schools because these schools generally have a higher percentage of new teachers and therefore more difficulty with retaining teachers.<sup>9</sup>

## POSSIBLE REMEDIES

### *Induction Programs*

Effective induction and mentoring programs are the most consistently successful strategies aimed at increasing retention. They have also been shown to increase retention rates in a variety of types of schools.<sup>10</sup> Induction programs provide a comprehensive “framework of support, professional development and standards-based assessments and evaluations.”<sup>11</sup> Well organized induction programs can cut attrition rates by 50%.<sup>12</sup> Furthermore, induction programs and mentoring are a more cost-effective way to improve teacher retention than some alternative solutions like salary increases.<sup>13</sup>

<sup>4</sup> Graziano, Claudia. “Public education faces a crisis in teacher retention.” *Edutopia* (2005): <http://www.edutopia.org/new-teacher-burnout-retention> (accessed August 5, 2014).

<sup>4</sup> North Carolina Department of Public Instruction. “Teacher Turnover Data.” North Carolina Department of Public Instruction (2014): <http://www.ncpublicschools.org/educatoreffectiveness/surveys/turnover/> (accessed August 5, 2014).

<sup>5</sup> *Ibid.*

<sup>6</sup> James B. Hunt, Jr. Institute for Education Leadership and Policy. “Teacher Retention.” Chapel Hill, NC: Southeast Center for Teacher Quality (2004): <http://www.teachingquality.org/sites/default/files/%281%29%20Teacher%20retention.pdf> (accessed on July 28, 2014).

<sup>7</sup> Brill, Sam, and Abby McCartney. “Stopping the revolving door: increasing teacher retention.” *Politics & Policy* 36.5 (2008): 750+.

<sup>8</sup> *Ibid.*

<sup>9</sup> *Ibid.*

<sup>10</sup> Serpell, Zewelanj, and Leslie A. Bozeman. “Beginning Teacher Induction: A Report on Beginning Teacher Effectiveness and Retention.” Office of Educational Research and Improvement. Washington, DC: National Partnership for Excellence and Accountability in Teaching (1999).

<sup>11</sup> James B. Hunt, Jr. Institute for Education Leadership and Policy. “Induction and Mentoring.” Chapel Hill, NC: Southeast Center for Teacher Quality (2004): <http://www.teachingquality.org/sites/default/files/%282%29%20Induction%20and%20mentoring.pdf> (accessed on July 28, 2014).

<sup>12</sup> *Ibid.*

<sup>13</sup> Brill, Sam, and Abby McCartney. “Stopping the revolving door: increasing teacher retention.” *Politics & Policy* 36.5 (2008): 750+.

While induction programs may vary in design, essential elements include:

- Trained mentors
- Pairing with mentors in a similar grade and subject area
- Common planning time for mentors and mentees
- Release time for both the mentor and mentee for observations and analysis
- Ongoing professional development, for both the mentor and mentee
- Access to an external network of beginning teachers
- Standards-based evaluation of beginning teachers and the program itself
- Adequate and stable funding<sup>14</sup>

In addition to these program features, Serpell and Bozeman add the importance of programs using instructive and quick activities, reducing teaching requirements for new teachers to give them time to be trained, and providing a way to assess the new teachers with a focus on assistance rather than evaluation.<sup>15</sup> According to Wong, the most successful induction programs begin with a pre-school year workshop, offer a continuum of professional development over 2 or 3 years, incorporate a strong sense of administrative support, integrate a mentoring component, and provide opportunities for beginning teachers to visit demonstration classrooms.<sup>16</sup>

### *Mentoring*

Mentoring is one component of an induction program. It is a formal coaching relationship between an experienced teacher and a new one. The experienced teacher or mentor supports a new teacher by providing guidance, advice, and feedback in areas such as planning, classroom management, pedagogy, and emotional support.<sup>17</sup> North Carolina State Board of Education policies state, “(m)entors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession.”<sup>18</sup> “High quality mentor programs fully train mentors, pair first and second year teachers with mentors in similar grades and subject areas, and provide release time and common planning time for mentors and mentees.”<sup>19</sup>

The relationship between mentor and mentee often begins during an induction program prior to the start of the school year and continues through the BTs’ first or second year of teaching. Smith and Ingersoll found that having a mentor decreased teacher attrition by about 30%.<sup>20</sup> A study by Odell and Ferraro revealed that “on a scale of 1-5 (5 being the best), teachers averaged 4.2 when asked how helpful mentoring was; on a scale of 1-5 (5 being the most positive), teachers averaged a 4.1 when asked what sort of influence mentoring had on them.”<sup>21</sup>

### *Working Conditions*

Improvement to teachers’ working conditions is a potentially powerful policy lever to improving teacher retention. In a voluntary survey of North Carolina educators, Hirsch and Emerick found that teachers believe that working conditions such as planning time, professional development, leadership, empowerment, and facilities and resources all affect their decision to leave or stay in a position. Most notably, school leadership had the strongest correlation to employment plans. Leadership that addresses the concerns of teachers, fosters an atmosphere of empowerment and support, and communicates vision is critical. One current strategy to create effective leadership in schools is to involve teachers in School Improvement Teams wherein they participate in school-level decision-making such as planning time and allocation of resources.<sup>22</sup>

### *Salaries*

The majority of the literature suggests that while salary increases may be beneficial for improving teacher quality, recruitment, and productivity, this strategy is not effective for improving teacher retention. Several studies indicate that raises of 20% or more would be needed to make a significant impact on retention; increases less substantial than that have proven only marginally effective. Thus, salary increases are an impractical way to improve beginning teacher retention in most cases.<sup>23</sup>

<sup>14</sup> *Ibid.*

<sup>15</sup> Serpell, Zewelanj, and Leslie A. Bozeman. “Beginning Teacher Induction: A Report on Beginning Teacher Effectiveness and Retention.” *Office of Educational Research and Improvement. Washington, DC: National Partnership for Excellence and Accountability in Teaching (1999).*

<sup>16</sup> Wong, H. “Producing educational leaders through induction programs.” *Kappa Delta Phi Record*, 40(3) (2004): 106-111.

<sup>17</sup> Serpell, Zewelanj, and Leslie A. Bozeman. “Beginning Teacher Induction: A Report on Beginning Teacher Effectiveness and Retention.” *Office of Educational Research and Improvement. Washington, DC: National Partnership for Excellence and Accountability in Teaching (1999).*

<sup>18</sup> North Carolina State Board of Education. “North Carolina State Board of Education Policy Manual.” *North Carolina State Board of Education (2010):* <http://www.ncpublicschools.org/docs/educatoreffectiveness/beginning/policysupportprogram.pdf> (accessed July 29, 2014).

<sup>19</sup> James B. Hunt, Jr. Institute for Education Leadership and Policy. “Induction and Mentoring.” *Chapel Hill, NC: Southeast Center for Teacher Quality (2004):* <http://www.teachingquality.org/sites/default/files/%282%29%20Induction%20and%20mentoring.pdf> (accessed on July 28, 2014).

<sup>20</sup> Serpell, Zewelanj, and Leslie A. Bozeman. “Beginning Teacher Induction: A Report on Beginning Teacher Effectiveness and Retention.” *Office of Educational Research and Improvement. Washington, DC: National Partnership for Excellence and Accountability in Teaching (1999).*

<sup>21</sup> Odell, Sandra J., and Douglas P. Ferraro. “Teacher Mentoring and Teacher Retention.” *Journal of Teacher Education*, 43 (3) (1992): 200-204.

<sup>22</sup> Hirsch, Eric, and Scott Emerick. “Teacher Working Conditions Are Student Learning Conditions: A Report on the 2006 North Carolina Teacher Working Conditions Survey.” *Hillsborough, NC: Center for Teaching Quality (2007).*

<sup>23</sup> Brill, Sam, and Abby McCartney. “Stopping the revolving door: increasing teacher retention.” *Politics & Policy* 36.5 (2008): 750+.

## RESEARCH QUESTION

What strategies are local education agencies using to improve beginning teacher retention in North Carolina?

## METHODS

To find out what North Carolina's LEAs are doing to retain beginning teachers, qualitative data was collected. A survey instrument was designed based on the academic literature and North Carolina's policies for beginning teacher programs.<sup>24</sup> The study was non-experimental and no external variables were introduced. Rather, the study was designed to be descriptive in nature showing the current landscape of beginning teacher retention strategies in North Carolina's LEAs and providing analysis of any patterns that may emerge. North Carolina Department of Public Instruction's Communication Department distributed the survey via email to human resource directors in all 115 LEAs. In some cases, they may have passed it on to the beginning teacher coordinator, should they have someone in that position.

The survey included 51 specific retention strategies that fell into eight categories:

- district support
- mentoring
- human resources
- teacher working conditions
- orientation
- principal support
- observation and feedback
- professional development

The survey also included six open-ended questions. The complete survey instrument, including the 51 strategies, can be found in Appendix A. We coded the survey responses by using qualitative methods of analysis. This analysis involved categorizing results and looking for emerging themes. We tallied similar results and drew conclusions from the frequency of various themes.

## RESULTS & ANALYSIS

We received 32 completed surveys, which is a 28% response rate. We analyzed the data by retention strategy as well as by category. For the full list of results, see Appendix B.

### MOST COMMON STRATEGIES

The most commonly embraced strategies fell into two categories: orientation and mentoring. Results indicated that 100% of respondents are providing an orientation for their beginning teachers. This formal orientation, held prior

to the school year, happens at the district level and includes professional development components as well as information on state, district, and school expectations, goals, and missions.

Mentoring is another category where 100% of participants are utilizing specific retention strategies. In other words, all respondents have some kind of mentor program in place. All mentors receive initial and ongoing training for this role. Furthermore, the survey shows that any individual who observes beginning teachers receives training prior to those observations. One respondent from Columbus County wrote about the importance of mentoring happening at the school-level, rather than the district-level:

*Mentors and principals are the first line of support for BTs. They are most readily available at the school site when the beginning teacher has a question or problem.*

These results reflect the best practice written in the literature of mentoring programs (including orientations) is being used across North Carolina.

### LEAST COMMON STRATEGIES

The least common strategies fell into the working conditions and human resource categories. Only 41% of districts are pursuing additional funding for beginning teachers through grants. Less than 16% provide housing incentives, allow beginning teachers to be matched with an experienced teacher in the same classroom, or assign beginning teachers smaller classes. These strategies are likely unused at this time due to funding constraints and human capacity limitations. In the quotation below, one respondent from Davie County shared the impact limited funding has on beginning teacher programs:

*Improve mentor time, quality, and pay to help meet the needs of BTs. Mentors need to spend more quality time with BTs. Limited or no mentor funds negatively impacts support for BTs. More funds are needed to support mentored and mentees.*

### FIGURE 1: RETENTION STRATEGIES CURRENTLY IN PLACE



#### Most Common

1. District-wide PD at beginning of year
2. Formal orientation
3. Orientation involves state, district, and school expectations, mission, and goals
4. Initial and ongoing training for mentors
5. All BT observers are trained



#### Least Common

1. Principals assign veteran teachers and beginning teachers to teach in the same class
2. District offers housing incentives
3. Small classes

<sup>24</sup> North Carolina State Board of Education. "North Carolina State Board of Education Policy Manual." North Carolina State Board of Education (2010): <http://www.ncpublicschools.org/docs/educatoreffectiveness/beginning/policysupportprogram.pdf> (accessed July 29, 2014).

## ADDITIONAL STRATEGIES

When asked what additional strategies they are using, respondents most commonly named strategies within the human resources category. Many of these strategies are financial in nature. Examples are resource purchasing, tuition reimbursement, state fee payment, small stipends for mentors, professional development reimbursement, interest-free loans for relocation, and reduced rent.

There were also several unique human resource strategies mentioned:

- Kannapolis City Schools has a buddy system between the district human resource staff and BTs. Their support is more peripheral; they email/call to wish BTs happy birthday and to see if they need additional support.
- Guilford County has a Rookie of the Year award to recognize outstanding BTs.
- Davie County provides individualized support based on what the teacher needs.
- In Lenoir County, district officials visit classrooms throughout the year. The northeast region of the state has a 16 county collaborative (called the NE Collaborative) that supports BTs through networking and professional development.

## MOST EFFECTIVE STRATEGIES

When asked what strategies they think are the most effective, respondents named strategies across three categories: mentoring, relationships, and school principal. Mentoring is discussed in the above sections of this report. Relationships referred to positive and trusting relationships between BTs and their mentors, their principals, and other BTs. Lastly, school principals who demonstrate open communication and who support BTs and mentor programming are considered effective. A Brunswick County representative wrote about using strategies that address the expanding expectations of beginning teachers:

*Any strategy that reduces the stress and worry from a BT. We (meaning DPI and the LEA) have added too many expectations onto the role of "teacher." They may come out of their college program somewhat prepared to teach but ill prepared to address society's ills that surface in school settings. In particular – the parenting role that many families shift to our schools.*

## DISCONTINUED STRATEGIES

Respondents listed a number of strategies that they felt were effective at retaining beginning teachers and are no longer in use. These included:

- retention bonuses
- signing bonuses in hard-to-fill areas
- professional learning communities (PLCs) replacing



- beginning teacher meetings with the principal
- payment of licensure, testing, and lateral entry fees
- tuition assistance
- mentor pay
- district based mentors
- fewer meetings at the district's central office
- housing incentives

Funding was the number one reason cited for discontinuing these strategies.

## STRATEGIES LEAS WOULD LIKE TO USE

When asked what strategies they would like to be using that they are not, most respondents reported mentoring once again. Mentoring is commonly used yet programs vary. For example, some districts pay mentors and others do not, some are assigned prior to the beginning of school and others are not, and some have district level mentors while others are based at the school. Respondents want mentors to have protected time to meet with the BTs during the school day and they want the option for BTs to observe master teachers.

Another category that districts wish to utilize more is various financial incentives. Herein, many respondents feel that financial incentives (such as signing bonuses, retention bonuses, tuition reimbursement, and licensing fee payment) are effective. Most of these strategies have been discontinued at this time, but respondents would like to have them back. These attitudes about monetary incentives are not in line with recommendations from the literature. The literature on this topic says that these types of financial incentives may be helpful in improving recruitment efforts, teacher quality, working conditions, and even student achievement.<sup>25</sup> Nonetheless, there is not a significant correlation with beginning teacher retention.<sup>26</sup>

<sup>25</sup> Brill, Sam, and Abby McCartney. "Stopping the revolving door: increasing teacher retention." *Politics & Policy* 36.5 (2008): 750+.

<sup>26</sup> Brill, Sam, and Abby McCartney. "Stopping the revolving door: increasing teacher retention." *Politics & Policy* 36.5 (2008): 750+.

## LIMITATIONS

Our survey, like all surveys, is based on the self-reported perceptions of human resource directors and/or beginning teacher coordinators. Secondly, very few LEAs from Region 8 and Region 1 responded to the survey; only one LEA from Region 8 and two LEAs from Region 1 answered the survey. Although the rest of the state's regions were more evenly represented, results cannot be generalized to every district in the state.

## RECOMMENDATIONS

### INCREASE ADVOCACY & FUNDING FOR MENTOR PROGRAMS

Though the State Board of Education has usually requested mentorship funding from the North Carolina General Assembly, mentorship funds were eliminated in 2010. An increase in advocacy efforts towards this end as well as continued requests for funding could result in more monies for these programs. Without adequate funding, districts must curtail their comprehensive programs, cutting pieces and parts that may be working to retain beginning teachers. Investment in mentor programs can shortcut the high cost that accrue from constant recruiting, hiring, and training new teachers.

### INCREASE MENTOR PROGRAM PRACTICES

The literature reveals mentor programs as best practice in retaining beginning teachers. Our survey results indicate in North Carolina mentor program strategies are the most commonly used. Furthermore, respondents find them effective and they want to more fully implement such strategies. Therefore, we recommend districts and schools examine which specific strategies may enhance their already existing mentor

programs. Specifically, principals are encouraged to allow protected time during the school day for BTs to observe and meet with their mentors. Principals should consider providing leadership opportunities for BTs by inviting them onto the school leadership team or the school improvement team. These leadership opportunities can increase their investment in the school, help build their sense of community, and establish their voices as ones that can make a difference at their school. One survey respondent from Davie County illustrated this concept by writing, "BTs want to be supported and belong to an effective team where they are invited to participate, provide input, and be held accountable."

We also recommend that DPI support mentor programs at the district level by creating guidelines for effective mentoring. DPI staff can train district level administrators and mentors using these guidelines. Ongoing professional development on this topic will increase support for these best practices, promote their importance, and allow them to be more closely monitored and evaluated by the State Board of Education.

### FURTHER RESEARCH

Comparing quantitative data on BT retention rates to these survey results will help illustrate which strategies are most and least successful at retaining new teachers. This data is a new subset of the Teacher Turnover Report and will be available for the first time in October 2014. It will provide BT retention rates for 2013-2014. We recommend that DPI collect and analyze beginning teacher retention data on an annual basis and report this information to the State Board of Education. Furthermore, comparing rural LEAs with urban ones, low wealth LEAs with wealthier ones, and LEAs that border other states versus those that do not may reveal important trends. Data could also be examined by region and LEA size.



## APPENDIX A

### BEGINNING TEACHER RETENTION SURVEY

This survey aims to create a snapshot of the work districts in North Carolina are doing to promote beginning teacher retention. The information you provide will help the Department of Public Instruction to identify commonalities and differences among districts with similar characteristics and share these strategies across districts in order to increase beginning teacher retention in our state. Thank you for your cooperation!

Please indicate which beginning teacher retention strategies your district is currently implementing. Check all that apply.

#### *District Support*

- District develops an annual plan and provides a comprehensive program for beginning teachers.
- District participates in implementing a regionally-based annual peer review and support system.
- District supports ongoing program improvement and accountability through multiple processes, including data analysis and program review.
- District pursues additional funding through grants to support beginning teachers.

#### *Human Resources*

- District employs full-time mentors for beginning teachers.
- District compensates part-time mentors.
- District offers housing incentives to beginning teachers.
- District offers additional paid time off to beginning teachers.

#### *Working Conditions*

- Beginning teachers are assigned in the area of their licensure.
- Beginning teachers have limited preparations.
- Beginning teachers work in grade-level teams to coordinate instructional planning.
- Beginning teachers have limited non-instructional duties (e.g. bus duty, lunch duty, hall duty).
- Beginning teachers have a reduced number of students.
- Beginning teachers have a limited number of exceptional or difficult students.
- Beginning teachers have no extracurricular assignments (e.g. student council, volleyball).
- Principals assign veteran teachers & beginning teachers to teach in the same class.

#### *Orientation*

- Beginning teachers participate in district-wide professional development designed for them prior to the start of the school year or within the first month.
- Beginning teachers participate in a structured orientation focused on their assigned school.
- District provides a formal orientation for beginning teachers.

#### *Mentoring – Mentor Selection and Assignment*

- Selection criteria for mentor teachers are developed through interaction and collaboration with a variety of stakeholder groups.
- Mentor selection criteria are clearly articulated by program leadership.
- Process for mentor application and selection is transparent and uniformly applied.
- Mentors are assigned prior to the first day of employment.
- Mentors are assigned in the beginning teachers licensure area.
- Mentors are assigned to beginning teachers in their school.
- Mentors are assigned to beginning teachers past their first year of teaching.

#### *Mentoring – Mentor Training*

- Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program.
- Mentors receive ongoing training to advance their knowledge and skills.

#### *Mentoring – Mentor Practices*

- Mentors support beginning teachers to appreciate diversity and to create a respectful environment for a diverse population of students.
- Mentors support beginning teachers to design and implement instruction that meets the diverse learning needs of students.
- Mentors provide resources for and modeling of best practices for beginning teachers.

#### *Mentoring – Principal Support*

- Principals give mentors protected time to provide beginning teachers with support.
- Principals clearly communicate the mentors' role to staff.

#### *Professional Development*

- Beginning teachers develop a Professional Development Plan in collaboration with his/her principal and mentor teacher.
- Beginning teachers update their Professional Development Plan annually.
- Beginning teachers complete additional PD required/prescribed by the district.
- Beginning teachers focus on a few, meaningful PD opportunities in order to not be overburdened.
- Beginning teachers attend "study groups" or Professional Learning Communities at their school.
- Schools provide release time to beginning teachers to attend seminars, observe veteran teachers, work with support providers to analyze student work, etc.
- District provides specific PD that allows beginning teachers to become acquainted with peers from other schools.
- District holds monthly beginning teachers support groups.

### Observation and Feedback

- Beginning teachers are observed/evaluated at least three times annually by a qualified school administrator followed by a post-conference.
- Beginning teachers are observed at least once annually by a teacher followed by a post-conference.
- Beginning teachers have formative assessment conferences throughout the year to monitor progress toward goals.
- All persons who observe teachers are appropriately trained.
- Principals and/or the district monitor and hold mentors accountable for meeting mentor standards.

### Open Ended Questions

Please use the space provided to describe any additional beginning teacher retention strategies that your district is currently implementing.

- In your opinion, which strategies are most effective at retaining beginning teachers in your district?
- What strategies for beginning teacher retention has your district tried in the past, but are no longer being used? (If none, leave blank.)

- What strategies for beginning teacher retention would you like to use, but are not currently in practice in your district?
- Rank the top three most common reasons beginning teachers leave your district by typing a 1, 2, or 3 next to the reasons below (1 is the most common reason, 2 is the second most common reason, and 3 is the most common reason).
  - to teach in another district
  - to teach in another state
  - to teach in a charter school
  - to teach in a non-public/private school
  - dissatisfied with teaching or career change
  - end of term with teacher placement agency (e.g. VIF International Education, Teach for America)
  - turnover initiated by district
  - family relocation
  - family responsibilities/childcare
  - other

District name:

District number:

## APPENDIX B

### SURVEY RESULTS

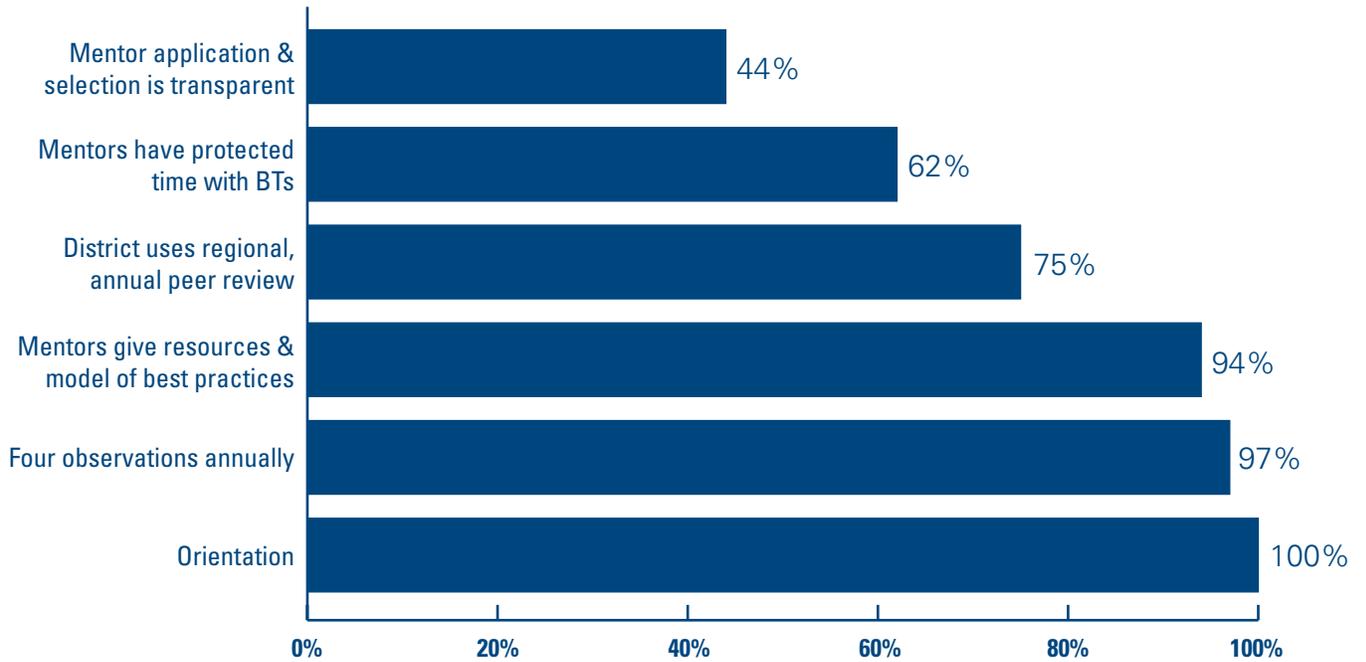
DISTRICT SUPPORT	
District develops an annual plan and provides a comprehensive program for BTs.**	41%
District participates in implementing a regionally-based annual peer review and support system.**	75%
District supports ongoing program improvement and accountability through multiple processes, including data analysis and program review. **	84%
District pursues additional funding through grants to support BTs.	97%
HUMAN RESOURCES	
District employs full-time mentor(s) for BTs.	52%
District compensates part-time mentors.	62%
District offers housing incentives to BTs.	10%
District offers additional paid time off to BTs.	5%
TEACHER WORKING CONDITIONS	
BTs are assigned in area of their licensure.**	97%
BTs have limited preparations.*	66%
BTs work in grade-level teams to coordinate instructional planning.	94%
BTs have limited non-instructional duties (e.g. bus duty, lunch duty, hall duty).*	69%
BTs have a reduced number of students.*	16%
BTs have a limited number of exceptional or difficult students.*	47%
BTs have no extracurricular assignments (e.g. student council, volleyball).*	50%
Principals assign veteran teachers & BTs to teach in the same class.	6%
ORIENTATION	
BTs participate in district-wide professional development designed for BTs prior to the start of the school year or within the first month.**	100%

District provides a formal orientation for BTs.**	100%
The orientation includes a description of available services and training opportunities.**	97%
The orientation includes state, district, and/or school expectations.	100%
The orientation includes information about the roles and responsibilities of the Board of Education, the superintendent, and other leaders at the district level.	84%
The orientation includes information about the district's mission and goals.	100%
BTs participate in a structured orientation focused on their assigned school.**	78%
<b>MENTORING – MENTOR SELECTION &amp; ASSIGNMENT</b>	
Selection criteria for mentor teachers are developed through interaction and collaboration with a variety of stakeholder groups.**	66%
Process for mentor application and selection is transparent and uniformly applied.**	44%
Mentors are assigned prior to the first day of employment.	78%
Mentors are assigned in the BT's licensure area.*	47%
Mentors are assigned to BTs in their school.*	94%
Mentors are assigned to BTs past their first year of teaching.**	91%
<b>MENTORING – MENTOR TRAINING</b>	
Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program. **	100%
Mentors receive ongoing training to advance their knowledge and skills.**	100%
<b>MENTORING – MENTORING PRACTICES</b>	
Mentors support BTs to appreciate diversity and to create a respectful environment for a diverse population of students.**	94%
Mentors support BTs to design and implement instruction that meets the diverse learning needs of students. **	97%
Mentors provide resources for and modeling of best practices for BTs.**	94%
<b>PRINCIPAL SUPPORT</b>	
Principals give mentors protected time to provide BTs with support.**	62%
Principals clearly communicate the mentors' role to staff.**	81%
<b>PROFESSIONAL DEVELOPMENT</b>	
BTs develop a Professional Development Plan in collaboration with his/her principal and mentor teacher.**	97%
BTs update their Professional Development Plan annually.**	97%
BTs complete additional PD required/prescribed by the district.	94%
BTs focus on a few, meaningful PD opportunities in order to not be overburdened.	56%
BTs attend "study groups" or Professional Learning Communities at their school.	94%
Schools provide release time to BTs to attend seminars, observe veteran teachers, work with support providers to analyze student work, etc.	69%
District provides specific PD that allows beginning teachers to become acquainted with peers from other schools.	66%
District holds monthly BT support groups.	59%
<b>OBSERVATION &amp; FEEDBACK</b>	
BTs are observed/evaluated at least three times annually by a qualified school administrator followed by a post-conference.**	97%
BTs are observed at least once annually by a teacher followed by a post-conference.**	97%
BTs have formative assessment conferences throughout the year to monitor progress toward goals.**	84%
All persons who observe teachers are appropriately trained.**	100%
Principals and/or the district monitor and hold mentors accountable for meeting mentor standards.	78%

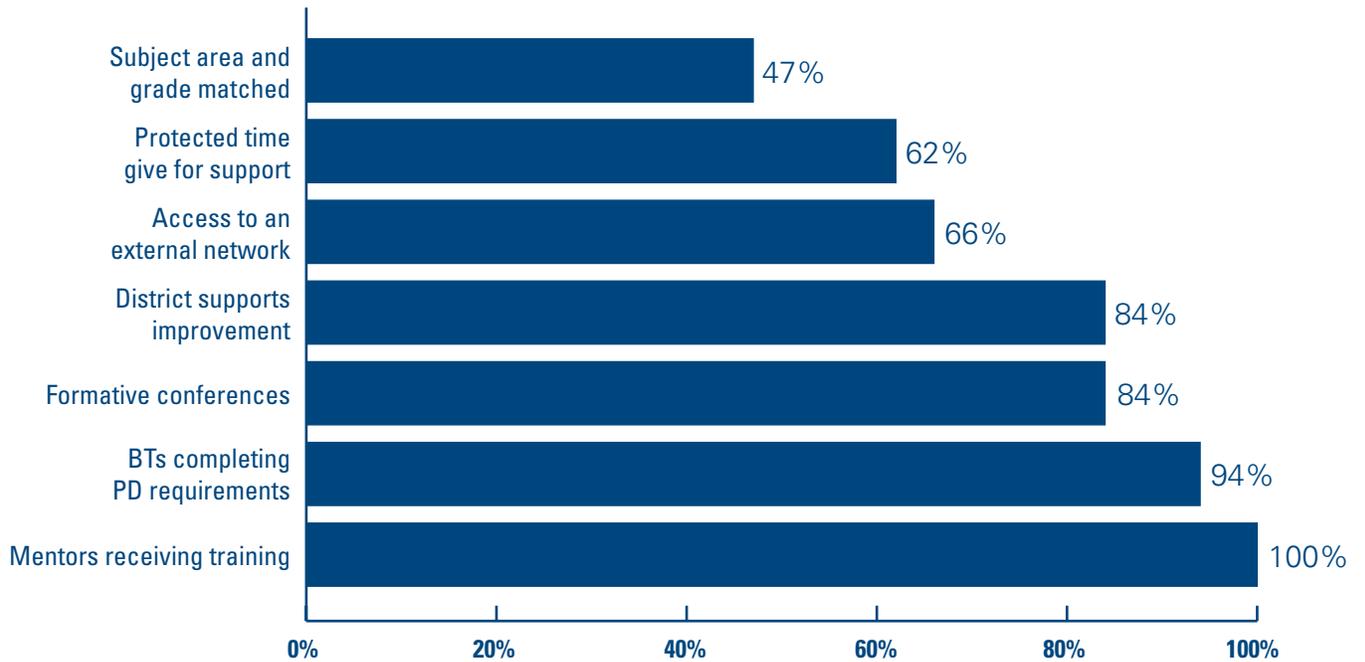
\* Recommended by the State \*\* Required by the State Strategies Required by NC Policy

Being Implemented

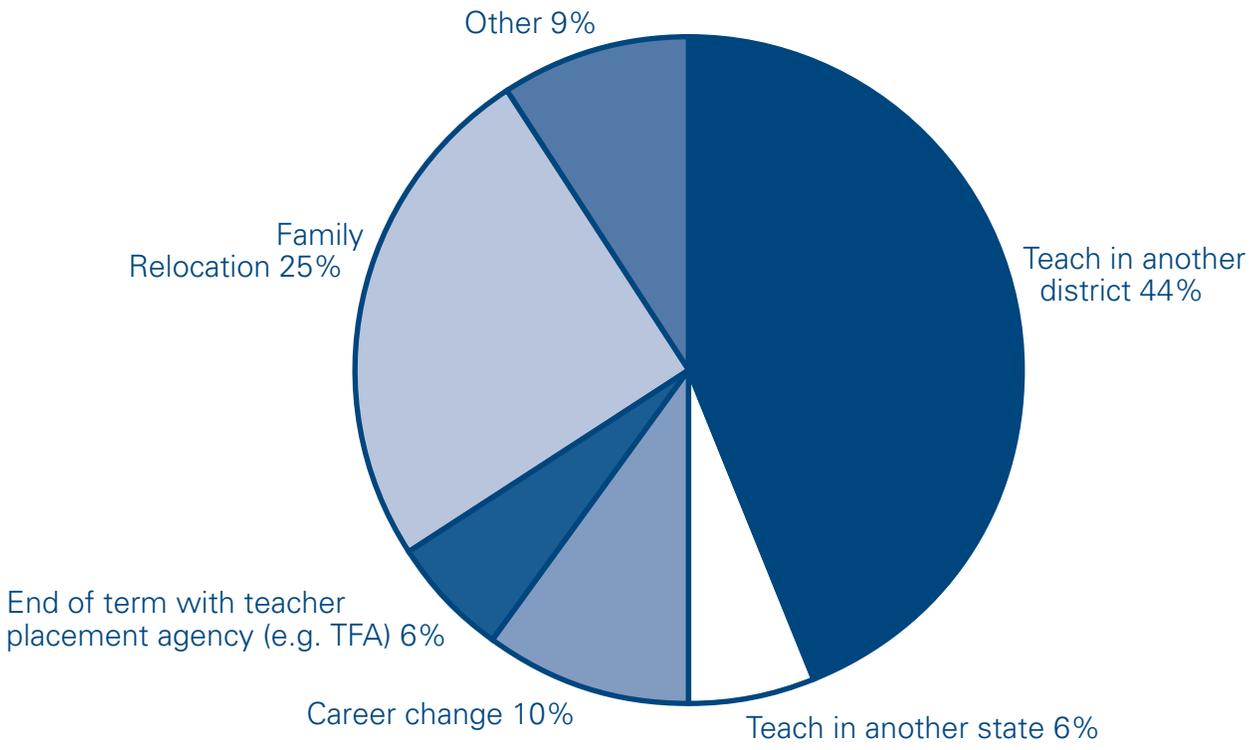
**FIGURE 2: STRATEGIES REQUIRED BY NC POLICY BEING IMPLEMENTED**



**FIGURE 3: BEST PRACTICES FROM THE LITERATURE BEING IMPLEMENTED IN NC**



**FIGURE 4: MOST COMMON REASON RESPONDENTS THINK BTS LEAVE THEIR DISTRICT**





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By Micah Guindon, Hunter Huffman, Allison Rose Socol, Sachi Takahashi-Rial

The Financial and Business Services Area is in its eighth year of the Research Intern Program. The Program is designed to help build a quality research program within NCDPI to supplement and supply data for discussions related to procedural, process, and policy changes. This year's program included students from Duke University's Master of Public Policy program, North Carolina State University's Master of Public Administration program, and The University of North Carolina at Chapel Hill's Master of Public Administration and Doctorate in Education programs. The intern program is managed by Eric Moore (919-807-3731) and Kayla Siler (919-807-3824) | [intern\\_research@dpi.nc.gov](mailto:intern_research@dpi.nc.gov).

**NC DEPARTMENT OF PUBLIC INSTRUCTION :: June St. Clair Atkinson, Ed.D., State Superintendent :: 301 N. Wilmington Street :: Raleigh, NC 27601-2825**

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