Plenary Session 1—Educator Retention in High-Need Schools and Districts: A Deeper Dive

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Why Schools Have Difficulty Staffing Their Classrooms With Qualified Teachers and What to Do About It

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The Problem of Teacher Turnover
Schools Suffer From a Revolving Door

(Numbers of Public School Teachers in Transition Into and Out of Schools Before and After 2011–12 School Year)

Hires 343,955

Teaching Force 3,385,171

Turnover 531,340

At Beginning of School Year

During School Year

After End of School Year

Source: Ingersoll, R., original analyses of 2011–13 Schools and Staffing Survey/Teacher Follow-Up Survey.
Trends in Teacher Turnover
(Percent Annual Public School Teacher Turnover, by Year)

Source: Ingersoll, R., original analyses of Teacher Follow-Up Survey.
Some Costs and Consequences of High Teacher Turnover

1. Leads to Teacher Shortages (Ingersoll, 2001; Ingersoll & Perda, 2010)
2. Undermines School Cohesion (Keesler & Schneider, 2010)
3. Costly in Time and Money (Odden & Milanowski, 2007; Levy et al., 2012; Barnes et al., 2007)
4. Hurts Long-Term Reform Efforts (Smylie & Wenzel, 2003)
5. Burdens Remaining Faculty (Guin, 2004)
6. Harms Student Achievement (Ronfeldt, Loeb, & Wyckoff 2013; Merrill, 2014)
7. Loss of the “Best and Brightest” (many studies, e.g., Lankford, Loeb, & Wyckoff, 2002)
Beginning Teachers Leave Teaching at Highest Rates
(Cumulative Percent Teacher Attrition, by Years of Experience: 1993–2003)

Schools Vary in Teacher Turnover
(Percent Annual Public School Teacher Turnover, by Type of School, 2012–13)

Job Dissatisfaction a Leading Factor Behind Teacher Turnover

(Percent Public School Teachers Reporting That Various Reasons Were Important for Their Turnover, 2012–13)

- Retirement: 18.7%
- School Staffing Action: 20.2%
- Family or Personal: 44.4%
- To Pursue Other Job: 36%
- Dissatisfaction: 55.7%

Teachers’ Working Conditions Are Important for Turnover
(Of Those Public School Teachers Who Moved From or Left Their School Because of Dissatisfaction, Percent Reporting Particular Sources of Dissatisfaction, 2012–13)

Dissatisfied with Accountability/Testing: 60.5%
Dissatisfied With Administration: 57.9%
Lack of Influence and Autonomy: 51.6%
Classroom Intrusions: 50.1%
Student Discipline Problems: 48.2%
Poor Facilities and Resources: 47.2%
Dissatisfied With Teaching Assignment: 40.6%
Poor Salary/Benefits: 29.5%
Class Sizes Too Large: 29.5%

In 2010, the federal 100K in 10 initiative was launched: Recruitment of **10,000** new math/science teachers per year for 10 years

- But, between 2012 and 2013 alone...
  - **40,600** math/science teachers left teaching altogether.
- Of them:
  - **8,900** retired.
  - **15,200** reported dissatisfaction as a major reason for leaving.
  - **37,000** moved to other schools.
- Of them: Four times as many moved to affluent as to poor schools.
The Leaky Bucket
The Importance of Induction for Beginning Teachers
Trends in Induction/Mentoring
(Percent of First-Year Teachers Participating in Induction or Mentoring Programs)

Source: Ingersoll, R., original analyses of Schools and Staffing Survey.
What Kinds of Induction Supports Do Beginning Teachers Receive?

(Percent First-Year Teachers Who Received Various Supports, 2015–16)

Regular Contact With Admin. — 81%
Mentor — 81%
Beginners' Seminars — 70%
Common Planning Time With Colleagues — 64%
Teacher Aide — 32%
Reduced Teaching Load — 14%

Source: Ingersoll, R., original analyses of 2015-16 National Teacher Principal Survey.
Three Induction Support Packages

**Basic**
- 61% of beginners
- Two components: mentor and face time with administrator

**Basic and Collaboration**
- 29% of beginners
- Four components: mentor from own field, face time with administrator, collaboration time, beginners’ seminar

**Basic & Collaboration and Extra Resources**
- 2% of beginners
- Six components: above four plus, reduced preparations, teacher aide

Percent Turnover After First Year of Beginning Teachers, According to Amount of Induction Support They Received

Induction Supports Most Effective in Reducing Teacher Turnover

- Mentor from the same field
- Common planning time with teachers in the same subject or regularly scheduled collaboration with other teachers on instruction

Research Shows Positive Effects of Induction and Support Programs for Beginning Teachers

- Mentor from the same field.
- We examined 15 best empirical studies, since the 1980s.
- Three sets of outcomes:
  - Teacher commitment and retention
  - Teacher classroom instructional practices
  - Student achievement
- Most of the studies reviewed showed positive impacts.

Effective Induction and Support Programs for Beginning Teachers

- Mentor from the same field
- The New Teacher Center (Santa Cruz, CA) is the major provider in the United States.
- NTC has Implemented many programs, including:
  - Chicago Public Schools
  - Broward County Public Schools (FL)
- New research, funded by U.S. Department of Education, shows positive impact of NTC induction and mentoring on student learning.

- [https://newteachercenter.org](https://newteachercenter.org)
The Importance of Teacher Leadership and Decision-Making Influence
The Role of Teachers in School Decisionmaking

(Percent Schools in Which Faculty Report Teachers on Average Have “Moderate” or “Large” Roles in Selected Areas of Decisionmaking in Their Schools)

- Overall Average Teacher Role: 24
- Providing Input on Sch Budget: 6
- Selecting New Teachers for School: 12
- Determining Content of Prof. Dev.: 13
- Establishing Student Discipline Procedures: 36
- School Improvement Planning: 45
- Selecting Student Grading and Assessment Practices: 63
- Selecting Instructional Materials: 64
- Devising Teaching Techniques: 88

Percent Schools where Teachers have Moderate/Large Roles

Teachers’ Roles in Decisionmaking and Teacher Retention

(Percent of Teachers in a School Planning to Stay, by the Overall Level of Teacher Decisionmaking, after Controlling for School Characteristics)

Levels of Teacher Decisionmaking:
- Lowest T DM
- Low
- Average
- High
- Highest T DM

Percent of Teachers in a School Planning to Stay:
- Lowest T DM: 76.2%
- Low: 78.6%
- Average: 81.3%
- High: 84.2%
- Highest T DM: 86.7%

Source: Ingersoll, R., original analyses of 2011-15 Teaching, Empowering, Leading and Learning (TELL) Survey
Areas of Teacher Decisionmaking Most Tied to Teacher Retention

- Establishing Student Discipline Procedures
- Devising Teaching Techniques
- Selecting instructional Materials
- School Improvement Planning

Source: Ingersoll, R., original analyses of 2011-15 Teaching, Empowering, Leading and Learning (TELL) Survey
But, Schools Often Lag in These…

- In 64% of schools, faculty report that teachers have only a SMALL or NO role in establishing student discipline procedures.
- In 55% of schools, faculty report that teachers have only a SMALL or NO role in school improvement planning.
- In 45% of schools, faculty report that teachers have only a SMALL or NO role in selecting instructional materials.

Recent Examples of Reforms Designed to Enhance Teacher Decision-Making Influence

School Improvement Teams
- Establishing student discipline procedures
- State-mandated, school-level leadership teams of administrators and teachers that wield collective authority (in at least six states: CO, NC, KY, TN, MA, OR)

Teacher Professional “Partnership” Schools
- Establishing student discipline procedures
- Schools that are collectively designed and run by teachers.
- Modeled after professional partnerships common among lawyers, engineers, architects, accountants, etc.
- Combination of school-level autonomy with school-level accountability
- About 120 public and charter schools in 19 states
For Further Reading

- *Do We Produce Enough Mathematics and Science Teachers?* (Download a copy.)
- *Beginning Teacher Induction: What the Data Tell Us* (Download a copy.)
- *The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research* (Download a copy.)
- *School Leadership, Teachers’ Roles in School Decision-making and Student Achievement* (Download a copy.)
For Further Information and Copies of Articles, Reports, and Other Materials:

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