



Rhode Island Department of Education & Central Falls School Department

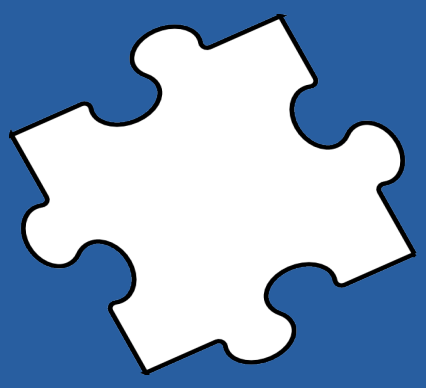


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Goals

- The Rhode Island Department of Education and Central Falls School Department are looking to achieve a greater understanding of the reasons why teachers leave the profession in their specific context, and how we can create systems and structures to support teachers to remain in classrooms in Central Falls.
- Create and codify exit interview protocol for teachers leaving the profession or changing schools.
- Use survey data to identify local trends, over time, of teacher mobility and the reasons why this is occurring.
- Conceive, create, codify, and implement a procedure for on-boarding new hires to the district and to their new role as classroom leaders
- Identify mechanisms for on-boarding mid-year hires to the district and to their new role as classroom leaders in such a way that sets these individuals up for success. This might take the form of a “boot camp” or side-by-side teaching before they take over the classroom solo.
- Explore creative ways to leverage the Central Falls’ Warrior Fellowship experience as a pathway to certification, particularly in high-needs areas such as science, mathematics, and special education.



Gaps and Root Causes

- Understanding why teachers leave Central Falls, coupled with ensuring that those teachers who choose to work there-- either before the start of the school year or mid-year-- will go a long way toward understanding the context and dynamics of teacher mobility and satisfaction within the district. Additionally, insofar as this work touches school improvement work, the lessons learned from this work in Central Falls have the potential to inform and drive transformation work at the school, district, and state level.



Accomplishments

- Worked with Central Falls to identify a new set of goals that are aligned with their district work and strategic plan for the coming years.
- Worked with WestEd and Kathy to identify best practices and key resources to support the creation of the semi-structured exit interview and teacher support in the form of coaching or mentorship programs.
- Performed preliminary policy scans regarding exit interviews and certification flexibility.



Questions we are Pursuing

- What are national best practices or protocols around teacher exit interviews?
- How do other districts or states collect qualitative and quantitative data regarding teacher mobility?
- In districts with limited resources, what do on-boarding programs look like and how are they sustainable?
- In contrast to the robust work offered by places like The New Teacher Center, what would a “thin” mentorship, coaching, or on-boarding program look like?
- How do other districts support mid-year hires, and set those individuals up for long-term success?
- For districts in state receivership, what kinds of certification flexibility are commonplace-- looking to places like New York and Massachusetts for examples?



Questions for Colleagues

- What data elements have you found useful in helping districts capture information that can be used to recruit teachers?
- What state and/or district strategies have you found to be successful in increasing teacher recruitment and retention?
- What do you expect your next steps to be as we move beyond a talent focus and into a focus on turnaround?

