

# Using Teacher Leadership as Retention Strategy

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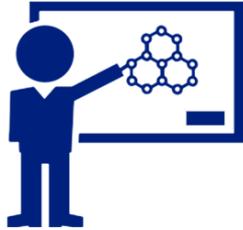
Center on  
**GREAT TEACHERS & LEADERS**  
at American Institutes for Research ■



NORTHEAST COMPREHENSIVE CENTER



# Teacher Leadership can improve...



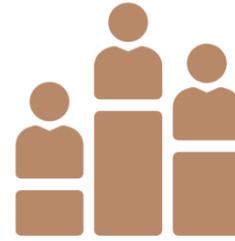
Instruction



Curriculum and Assessment



Student Support Structures



Retention

*All these factors can lead to improvement in student learning.*

# What the Research Says

## *Foundational Research*

Teacher leadership can led to better professional learning<sup>1</sup>

Better professional learning led by teacher leaders includes

- increased shared learning experiences
- growth mindset
- improved instructional efficacy<sup>2</sup>

Many of the features of teacher leadership are associated with higher retention rates of effective educators<sup>3</sup>

1 Charner-Laird, M., Ippolito, J., & Dobbs, C. L. (2016). The roles of teacher leaders in guiding PLCs focused on disciplinary literacy. *Journal of School Leadership*, 26, 975–1001. ; Yager, S., Akcay, H., Dogan, O., & Yager, R. (2013). Student views of teacher actions in science classrooms designed to meet current reforms. *Journal of Science Education and Technology*, 22(6), 974–983.

2 Nistler, M.; Gerdeman, D., & Williams, R. (2018). Strategies for Implementing the Teacher Leadership and Compensation Program in Iowa School Districts. Retrieved from <https://www.air.org/system/files/downloads/report/Strategies-for-Implementing-Teacher-Leadership-Compensation-Iowa-case-studies-2018.pdf>

3 Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). Solving the Teacher Shortage: How to Attract and Retain Excellent Educators (Research Brief). Palo Alto, CA: Learning Policy Institute.

# What the Research Says

## *Research on Teacher Leader Models*

The National Institute for Excellence in Teaching's (NIET) TAP Program has evidence of a positive impact on student learning and retention.<sup>3</sup>

Public Impact's Opportunity Culture program has evidence of positive impacts on both reading and math achievement for students taught by multi-classroom educators.<sup>4</sup>

<sup>3</sup> Backes, B., & Hansen, M. (2018). Reaching further and learning more? Evaluating Public Impact's Opportunity Culture Initiative. CALDER Working Paper No. 181. Retrieved from [https://caldercenter.org/sites/default/files/WP%20181\\_0.pdf](https://caldercenter.org/sites/default/files/WP%20181_0.pdf)

<sup>4</sup> National Institute for Excellence in Teaching (NIET). (2017). Research Overview: Key Findings from 10 Studies of the TAP System. Retrieved from <https://www.niet.org/assets/Publications/tap-research-10-study-summary.pdf>

# Let's Hear From You

1. What specific types of teachers you want to retain (e.g., science or technology, teachers of color)? Where you want to retain more teachers (e.g., rural districts)?
2. Are there any formal teacher leadership opportunities currently available in your state or district? Are these opportunities standalone or integrated with projects related to retention goals?

# Designing and Implementing Teacher Leader Roles

# Teacher Leader Roles



# Example: DCPS Teacher Leadership Innovation (TLI) Role

At least 50% direct instructional time, up to 50% release time

Annual \$2,500 extra duty pay

Elementary and Middle School

- LEAP Content Leader in Literacy or Math
- TLI Teacher Leader in ECE, SPED, or Culture

High School level

- TLI Department Chairs in ELA, Math, Science, or Social Studies
- TLI Teacher Leader in SPED or Culture

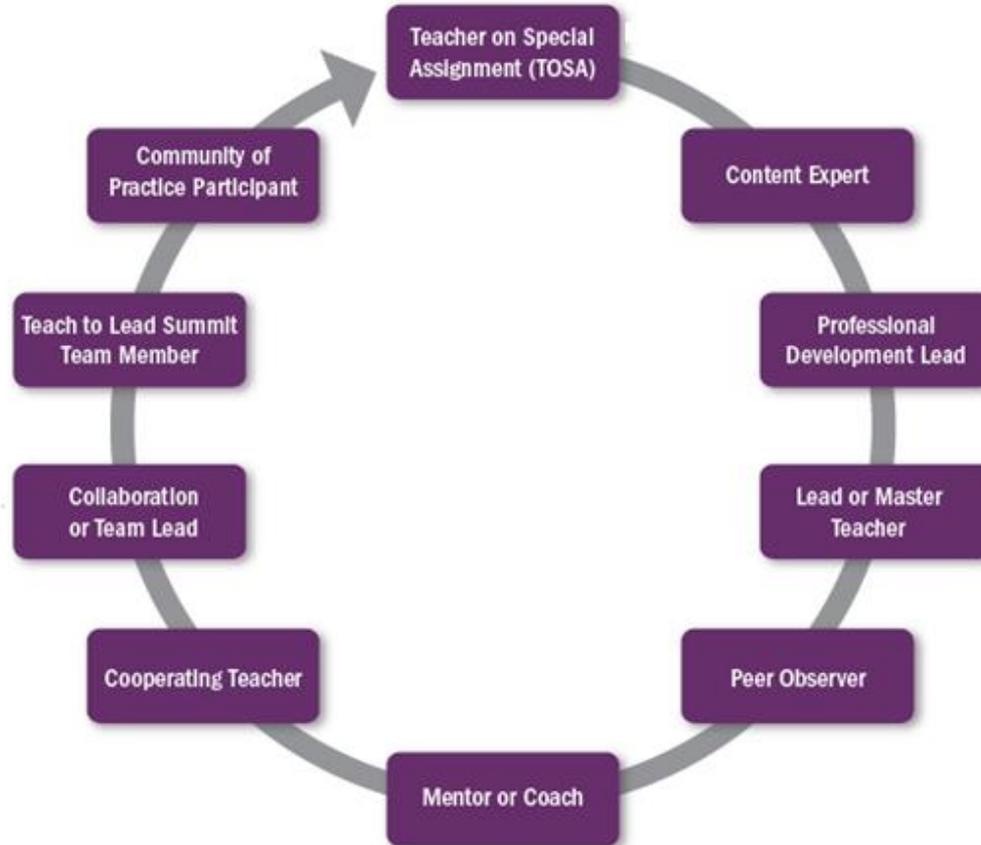
# Example: DCPS Teacher Leadership Innovation (TLI) Role

Lead content-specific school-based learning teams that engage in a weekly cycle of:

- lesson planning
- content knowledge development
- formative observations, co-planning, modeling, and observing
- student work analysis

Attends professional development meetings and trainings

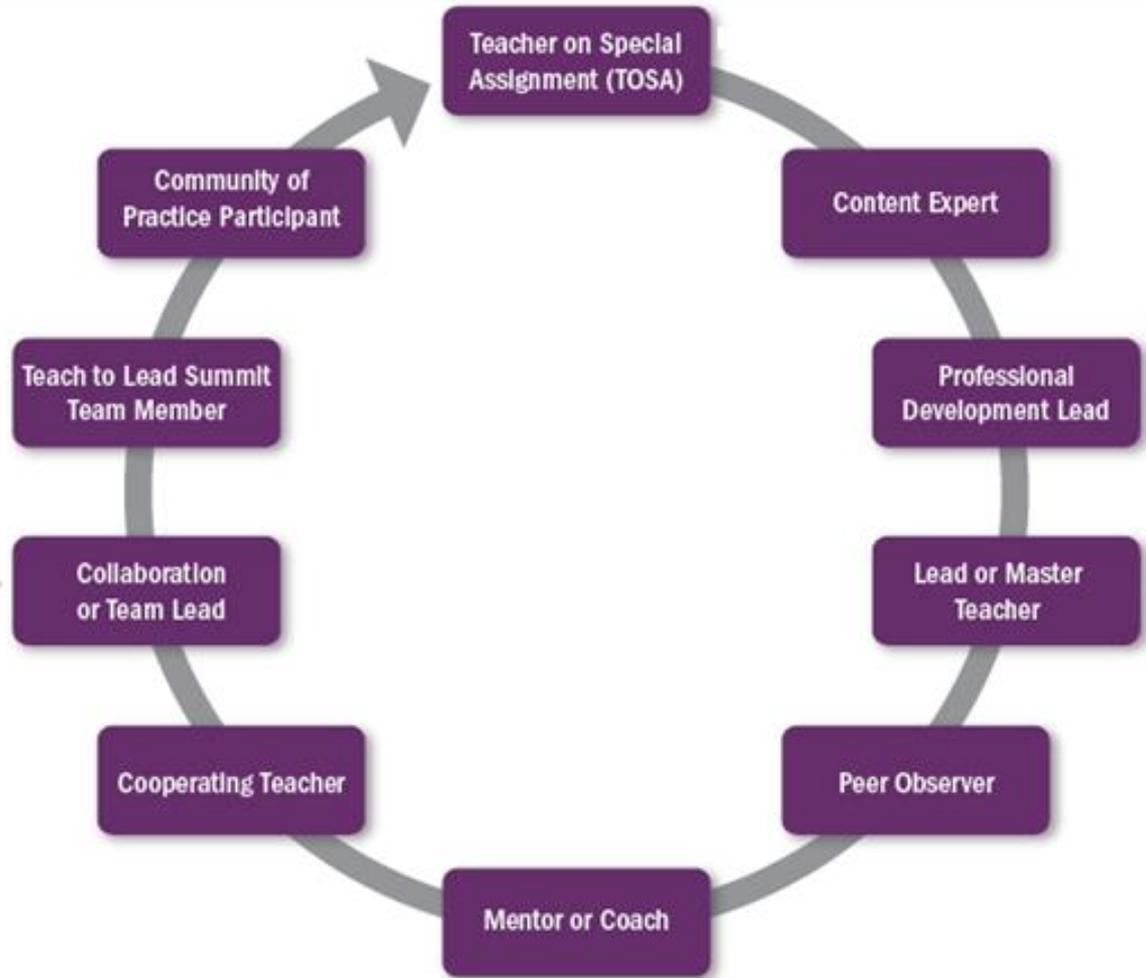
# Teacher Leadership Roles



# Teacher Leader Role Profiles

What roles do you currently have in place?

What roles would you like to create, spread, or scale next year?



# Strategies for Designing Teacher Leader Roles

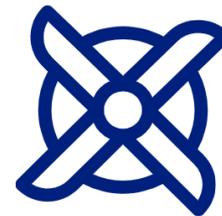
## Identifying teacher leader candidates

- Focus on strengths, not weaknesses.
- Consider long-term career options.



## Creating sustainable models

- Allow flexibility over time.
- Reflect capacity and need.



# State, District, and School Roles

# State Role

Provide funding (e.g., grants, Title II option) to scale or foster teacher leader models

Share information on best practices and teacher leadership models with districts and schools

Create formal state-level teacher leadership positions

# District Role

Create district-level or school-level teacher leader positions

Share information on best practices and teacher leadership models with schools

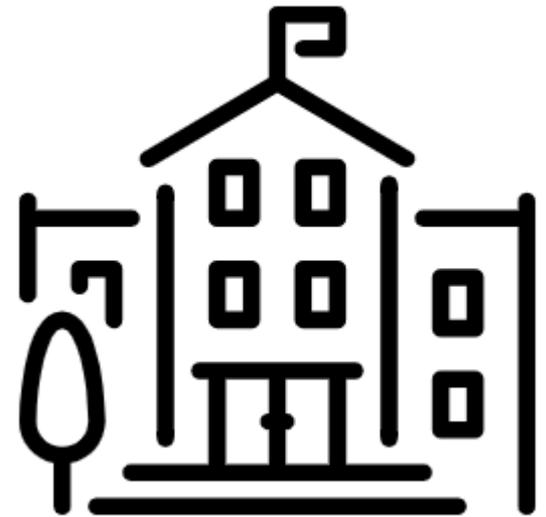
Provide funding to select schools to scale or foster teacher leadership models



# School Role

Create school-level teacher leader positions

Support teacher leader success and development



# School Leaders Supporting Teacher Leaders



# Examples of Teacher Leadership Improving Retention

# TAP Elements of Success

Multiple career paths

Ongoing applied professional growth

Instructionally focused accountability

Performance-based compensation



# TAP System

- With a national retention rate of 94%, TAP schools retain approximately 14% more teachers compared to similar types of high-need schools.
- TAP teachers who were retained in the same school improved their instructional skills.
- TAP teachers who were retained in the same school improved their classroom value-added scores.
- TAP teachers who moved to another TAP school improved their instructional skills.
- TAP teachers who moved to another TAP school improved their classroom value-added scores.
- TAP principals overwhelmingly acknowledge the value of the TAP system in retaining their most effective teachers.
- TAP schools save over \$50,000 per year in teacher attrition costs, which is the approximate value of having an additional teacher on site.

# TAP System

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TAP schools save over \$50,000 per year in teacher attrition costs

# Notes from the Field: Huerfano School District in Colorado

# The Beginning

Seven years ago, my current school went into their first year of Turnaround.

Teacher turnover was not even a conversation

Leadership turnover was not an issue

Turnaround efforts began and the elementary school retention rate dropped below 50%.

50% turnover would not be the lowest a school in the district would experience.

5 or more teachers left before December of each year, with 3-4 leaving before October.

# The Journey

Monumental shifts in leadership and leadership styles

Superintendent and principals decided that teacher attraction and retention was at the heart of the Turnaround efforts.

Principals began building leadership capacity within the buildings

- Small leadership responsibilities
- Professional development around leadership
- Assuming leadership roles

These efforts increased retention by 15% the first year.

## 2<sup>nd</sup> year

Administration passed a Mill Levy Bond in the community around the goal of attracting and retaining quality teachers.

The budget reflected funds for teacher leadership roles

- » Instructional coach
- » Mentors
- » Team leaders
- » Content Experts

Learning curve for teachers, administrators, and the community

- » Building trusting relationships with teachers
- » Building trusting relationships with administrators
- » The role in the school from a community's perspective

87.5% Retention at the end of the second year.

# Currently

All three schools are out of Turnaround or Priority Improvement status.

- First time in 7 years

District is out of Turnaround or Priority Improvement status.

Both elementary schools are fully staffed.

- First time in 6 years

Collaboration between teachers and teacher leaders are the root of our schools

Collaboration between administration and teachers is positive and effective

All three schools have the same staff they started the school year with.

Elementary principals feel that the majority of the staff will return.

Survey's will not go out until January.

# Resources

# GTL Teacher Leadership Toolkit

- Clear, step-by-step guide for planning state or district teacher leadership efforts
- Compendium of 10 resources to guide planning on topics such as:
  - Teacher leader role profiles
  - Professional learning for teacher leaders
  - Licensure and credentials for teacher leaders



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## Sponsored Snack Break: 2:30 – 2:45

## Team Time 2: Applying Knowledge From Plenary and Breakout Sessions: 2:45 – 4:15

Teams	Room
Arizona and Colorado	Van Buren
District of Columbia	Harrison
Georgia and Mississippi	Wilson
Indiana	Jackson
Rhode Island	Madison