



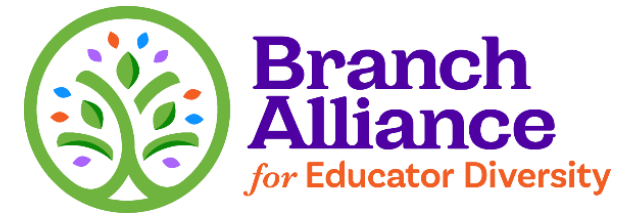
# Tackling Teacher Turnover: Creating a Culture of Teacher Retention

BranchED Fall Convening

September 2024



# Learning Objectives



1

**Surface** the factors contributing to teacher attrition in the teaching profession.

2

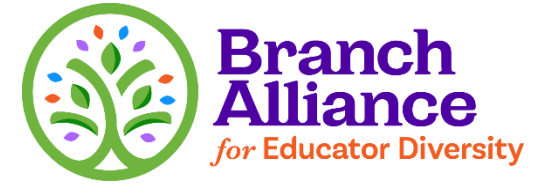
**Surface** the factors contributing to teacher retention.

3

**Consider** strategies to address and mitigate these factors.



# By the Numbers

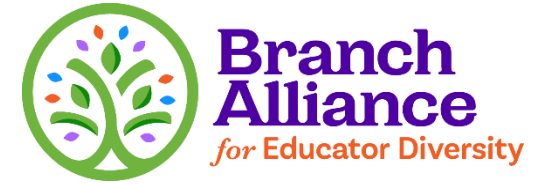


- Over the last decade, there has been a significant decline in the number of degrees and certificates conferred in high-need specialties
  - 4% decrease in special education
  - 27% decrease in science and mathematics education
  - 44% decrease in foreign language education.
- 71% of traditional teacher preparation programs identify as white
- 35% decline in traditional teacher preparation programs
  - Alternative programs also experienced drops

(AACTE, 2022)



# By the Numbers

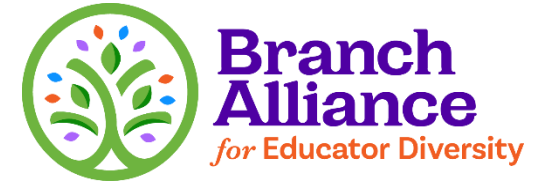


- 55% of currently employed teachers are seriously thinking about leaving their jobs compared to 37% the previous year
  - This is true regardless of age
  - The percentage is even higher for teachers of color
- Even more alarming, more teachers than ever are breaking their contracts and leaving in the middle of the school year
- K-12 teachers are the **#1 most burned-out profession** in the United
- 29% of teachers were chronically absent in 2021

(Huebeck, 2022, Jotson, 2022, Peck, 2024)



# By the Numbers

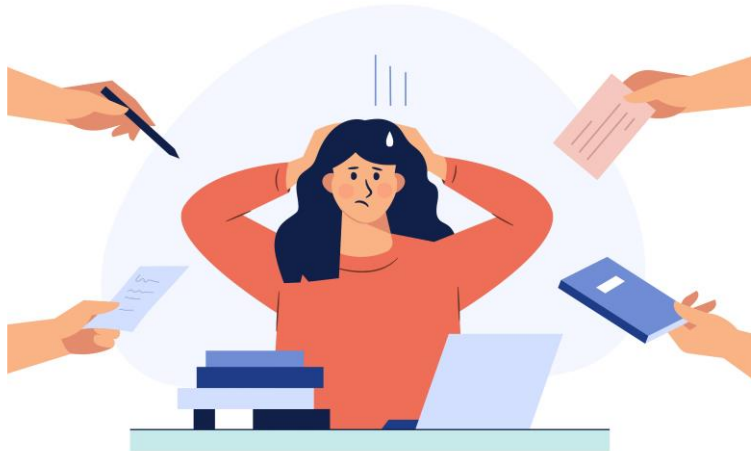


- On average 23% of teachers left their school in 2022-2023
  - Schools serving the greatest proportion of students experiencing poverty lost 29% of their teachers
- 47.5% of teachers in schools with the lowest % of students who are economically disadvantaged have been at their school for at least five years compared to 34.2% of teachers in schools with the highest % of students who are economically disadvantaged

(ERS, 2024)



# Where to Focus



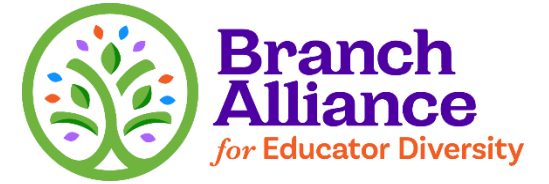
**Why They  
Leave**



**Why They  
Stay**



# Think – Pair – Share



## *Personas*

- Think about a teacher who left the profession
  - How was the teacher prepared?
  - What were some key points in their teaching journey?
  - Was there a catalyst to their decision to exit?



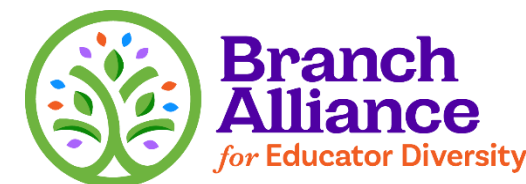
# Think – Pair – Share



## *Personas*

- Think about a teacher you know that has remained in the profession
  - How was the teacher prepared?
  - What were some key points in their teaching journey?
  - What has helped them persist in the profession?





# Why They Leave

Stress

High Workloads

Poor Working Conditions

Inadequate Compensation

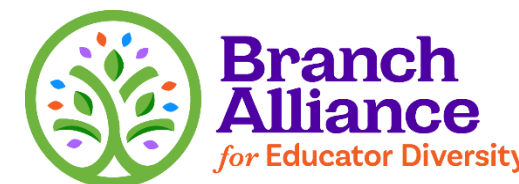
Lack of Preparation

Lack of Administrative Support

Poorly Designed Professional Learning Environment

Lack of Teacher Input and Feedback

(Torgerson, 2022)



# Why They Stay

Quality preparation

Quality professional development appreciation, listening, and emotional support

Flexibility with policies and curriculum

Prioritizing physical and mental health

Lightening the load

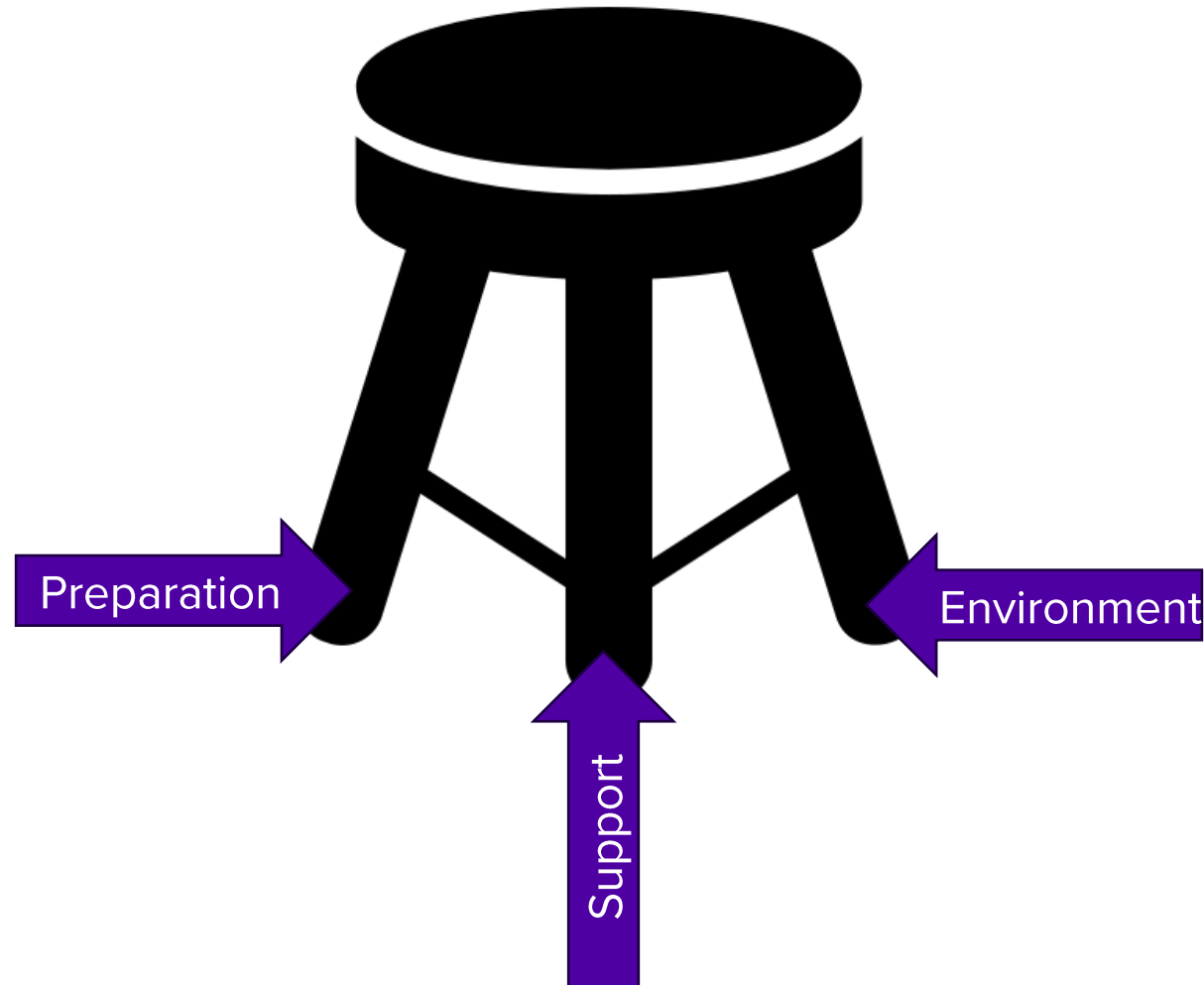
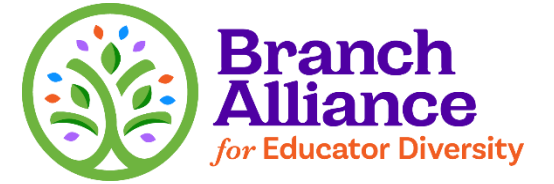
Trusting teachers

(Gonzalez, 2022; Learning Policy Institute, 2024)



# The Three-Legged Stool

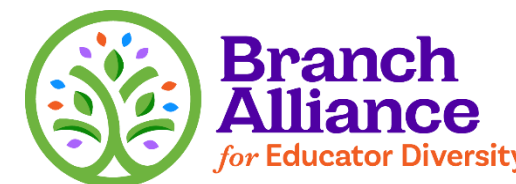
*Facilitating Retention*





# Where is Your Stool More Wobbly?





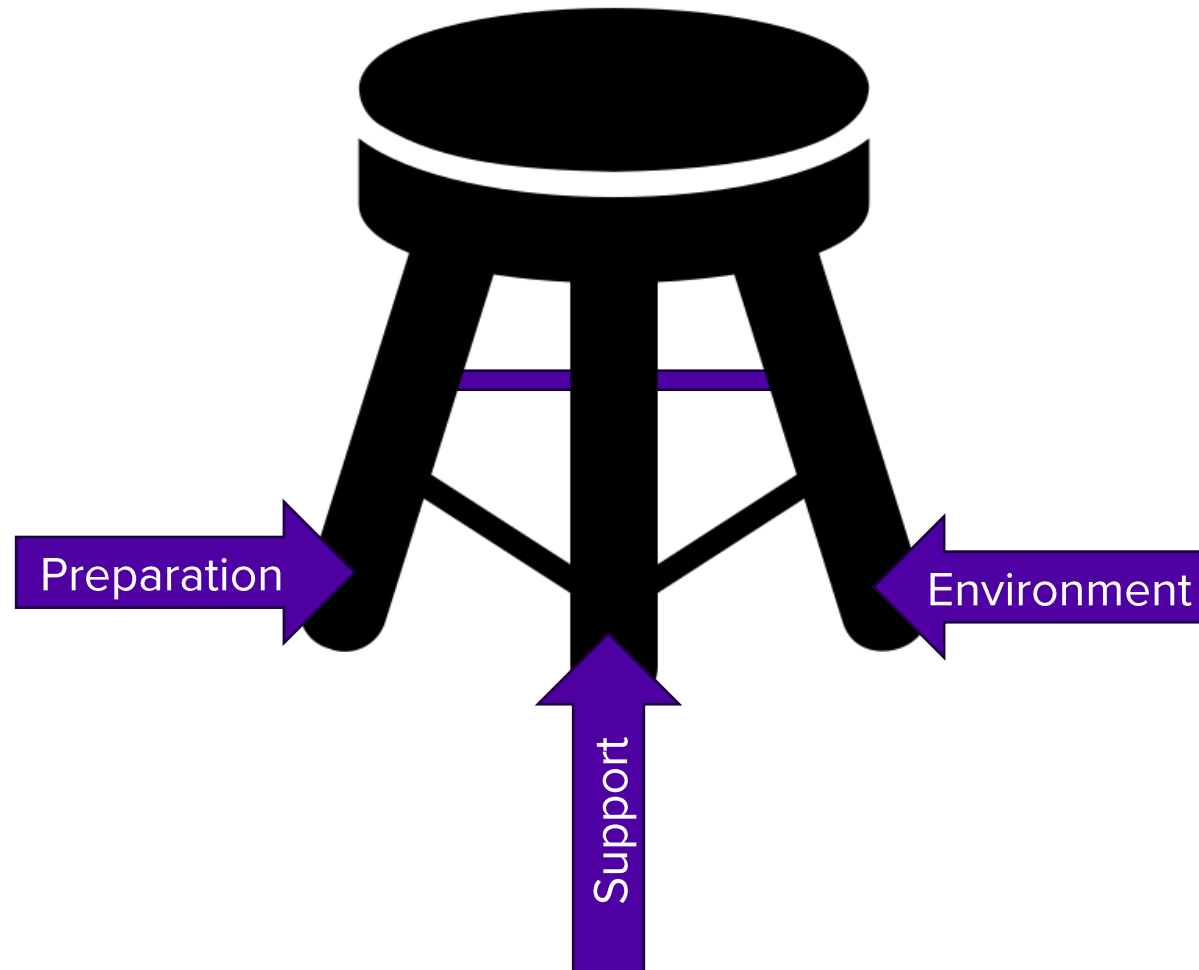
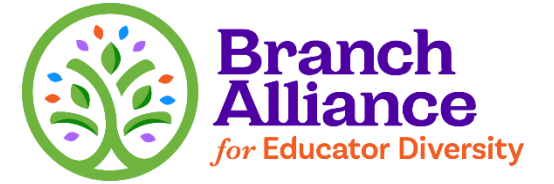
# Addressing the Wobble

- Where is your stool more wobbly?
- What contributed to the wobble?
- How do you know?
- What could make it more solid?
- What are the processes you would undertake for adjusting the wobble?
- Who needs to help fix the wobble?



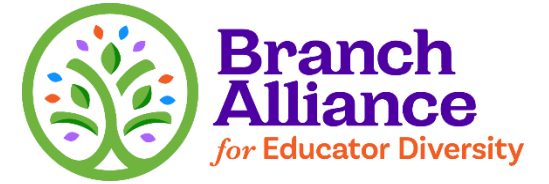
# The Three-Legged Stool

*Facilitating Retention*





# Hazel Haley



Lakeland High School English Teacher

69-year teaching career

67 of them in the same high school

Taught 3 generations of students

(Ledger Staff, 2008)



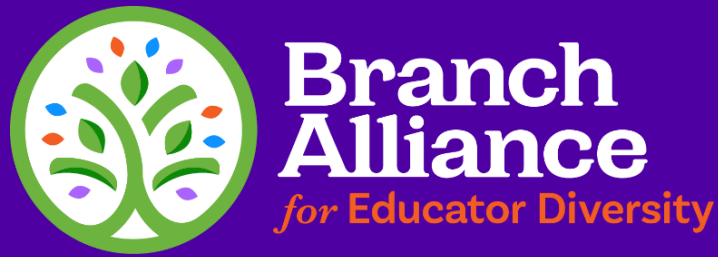




# Debrief

- What information are you taking away from this session?
- What action will you take or try?





*A Higher Standard*

**Thank you for spending time with us!**



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