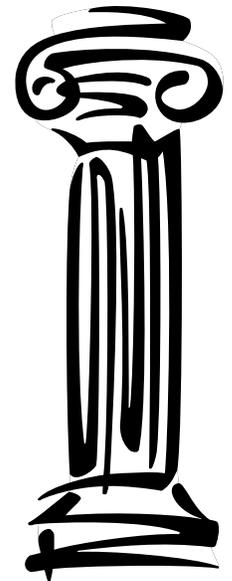


# *Bringing It Together*



*Keeping  
Quality  
Teachers*

Concetta and James Sullivan, Partners  
Sullivan Educational Associates

Evaluation Materials (Appendices 6-10 through 6-13) developed by:

Patricia H. Mueller, Ed.D.  
Research Associate  
Northeast Regional Resource Center  
Learning Innovations at WestEd





## *Bringing It Together*

Educators recognize the need to ensure a quality teaching force if students are to gain the knowledge and skills that will enable them to be successful in school and in life. Section One of this document, *Making the Case for Teacher Retention*, highlighted the crucial role of quality teachers in promoting the academic success of all students. It provided research findings linking high student academic achievement with quality, experienced teachers. Subsequent sections identified three key strategies for building a framework that school leaders can use to help them retain teachers in their profession and in their school: *Improving Working Conditions; The Role of the Administrator in Teacher Retention; and Induction and Mentoring Programs that Work*.

*Promoting Linkages: Partnerships Between Schools and Higher Education*, shows how school leaders can promote partnerships that provide needed instructional support for new teachers and enhance professional growth and development opportunities for all school staff. Educators are increasingly recognizing that schools alone cannot be responsible for retaining quality teachers, and that collaborative partnerships with parents, institutions of higher education, community members and agencies, and community-based organizations can support and enhance schools' efforts to provide quality teachers to meet the needs of the diversity of today's students.

In focusing attention on retaining quality teachers, school leaders can draw upon a wealth of resources, both within the school and in the community that can provide support in any teacher retention initiative. The following five areas of inquiry provide a straightforward framework for action for initiating or enhancing a teacher retention initiative at the school district or school building level.

- Where Do We Start?
- Who Should We Involve?
- What Do We Want to Do?
- How Do We Do It?
- Where Do We Go From Here?

Each of the five areas of inquiry is further developed with a key question and action steps that can be taken to create a blueprint for teacher retention. The use of this framework enables school leaders and administrators to enter

the process at any point in time, dependent on the status and needs for a teacher retention plan at the local level. The appendices listed at the end of this section provide resources that support planning and implementation.

### *Where Do We Start?*

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*Key Question: Have we set goals to retain quality teachers who promote academic success for our students?*

School leaders who recognize the critical role that quality teachers play in high academic performance provide the impetus and leadership for establishing a teacher retention initiative (Danielson, 2002). A recurring or persistent exodus of teachers from a school or from a district often signals the need to examine conditions that may be contributing to why teachers are leaving.

If a school or district believes a teacher retention problem exists, a self-assessment with three action steps can form the basis for initiating a teacher retention effort, and examining factors at the very beginning of the process. Depending upon where a problem exists, a team of key personnel with substantial involvement of teachers can be assembled at the school or district level, or at both levels, to explore reasons why teachers are leaving. Because the major focus of the educational environment and schools is the retention of quality teachers to promote student achievement, any self-assessment or discussion regarding teacher retention should begin by examining teacher retention data. Ultimately, improvements in teacher retention should result in increased or enhanced results in student achievement.

#### *1. Analyze data to identify the problem.*

Analyzing data on retention of quality teachers is the first step in identifying whether a teacher retention problem exists. Data on teacher retention and attrition should be reviewed and analyzed as part of the problem identification process to determine whether a high number or proportion of quality teachers are leaving the school or district. The data could include, but not be limited to, the number and percentage of teachers leaving a school or district disaggregated by type of certification or license; exit interview and survey data specifying reasons why teachers left their positions; survey or focus group data on teachers remaining in their positions to identify reasons why they are staying, and whether they may be considering leaving and why; and any other data that could pinpoint problems that affect retention of quality teachers (Ingersoll, 2001). Particular shortage areas that have been documented nationwide, such as special education, mathematics and science, may warrant specific consideration.

As a next step, analyzing student achievement data can identify the impact on students when teacher attrition may be an issue. Schools have a wide variety of data on student and school educational performance that can be used to assess student learning (Reeves, 2004). Report card grades, teachers' periodic assessments of student performance, standardized test results, and SAT and PSAT scores are among the numerous ways schools can determine whether students are achieving learning standards. In New York State, for example, annual School Report Cards are developed for each

district and all schools in each district, summarizing a wide range of student performance data as well as characteristics of the schools, communities, teachers and students. Disaggregated data can be used to determine achievement patterns for specific groups including students with disabilities.

Using teacher retention data linked to data on student achievement, the school or district team can identify factors that contribute to high academic achievement while at the same time, identifying problems that are inhibiting attainment of education goals. Where academic achievement is clearly meeting or exceeding expectations, factors and conditions that are contributing to success including high retention rates of quality teachers should be identified and encouraged. Similarly, where student outcomes are below expectations, the team should analyze disaggregated data including teacher attrition rates to identify problems that need to be addressed if students are to achieve learning standards.

## ***2. Identify root causes of the problem.***

The problem identification process should use root cause analysis or a similar process that is based on review of data to analyze a problem (University of the State of New York, 2001). Searching for the root cause of a potential problem begins with a collection of hunches about the problem, and then proceeds through a review and analysis of appropriate data to identify the root cause(s). Categories of data should include teacher retention and attrition data; demographical data about the school, students and community; student learning data; perceptions of key stakeholders including students, staff, parents, community members and others; and school processes data such as curriculum, assessment and instructional data. A starting point to determine the root cause(s) of a teacher retention problem could be a review of current rates of teacher retention and where the school or district believes they should be. Using multiple sources of data, the root cause search yields information about the fundamental cause(s) of a problem. In the process, the building or district team members brainstorm hunches and ideas about the problem; consolidate ideas from all team members; investigate and analyze needed data; and ultimately arrive at consensus on the root cause(s) of the problem.

## ***3. Examine reasons why the problem exists.***

A review of teacher retention data in conjunction with student achievement data enables a determination of potential reasons or hypotheses of why a problem exists. Research data and evaluative studies have consistently linked higher levels of student achievement with lower rates of teacher turnover, higher levels of teacher satisfaction with their school environment, and a positive learning community where teachers feel valued and supported. Analysis of achievement data and comparison of that data with characteristics of the teaching force across the district, across schools within the district, across grades within the schools, and across student populations within schools and grades should clarify the reasons why teacher

retention is a major problem within any given school setting (University of the State of New York, 2001). At the district level, examination of teacher retention data such as the percentage of highly qualified teachers who teach in high performing schools and the percentage who teach in low performing schools, and the percentage of teachers who have taught for three or four plus years in their schools helps pinpoint areas of concern where teacher retention efforts may be needed.

A growing body of research and evaluative studies outlined in earlier sections of this document has identified three major issues affecting the retention of quality teachers (Darling-Hammond, 2003). In examining reasons why a teacher problem exists and developing assumptions about the problem, the team should review and analyze these major issues as possible causes of why teachers are leaving. Emphasis on each or all of the three strategies is locally driven, based on the district's or school's initial self-assessment of which factors most strongly influence teacher retention. Factors may differ widely from urban to suburban to rural settings, based on the characteristics of the schools.

- Working conditions are key factors in why teachers choose to stay or leave their teaching position in a school, or choose to leave the teaching profession altogether. In seeking reasons why teachers leave, surveys of the existing teaching staff, exit interviews of teachers who elect to leave, or other data collection efforts can help pinpoint working conditions that contribute to why quality teachers leave. Section Two of this document, *Building a Framework: Improving Working Conditions*, identifies a series of working conditions that research and evaluative studies have shown can act as either supports or deterrents to teacher retention. The research shows, for example, that providing building and district level support for teachers, establishing a safe school environment for staff and students, and providing professional development opportunities for teachers are among the working conditions known to have a positive impact on retention of quality teachers. Section Two contains a self-assessment instrument that can help teachers and school leaders determine factors supporting teacher retention in their school or district, and select strategies for enhancing those factors in the local setting.
- Teachers consistently cite administrative support and effective instructional leadership as key factors that create supportive and positive school climates that value teaching and learning, and result in high student achievement. Administrators can set the tone for a collaborative learning community where teamwork and collegial support is the norm, and student learning is the highest priority. Section Three of this document, *Building a Framework: The Role of the Administrator in Teacher Retention*, identifies common themes in educational leadership with examples of how an administrator can support teacher retention and provides resources for achieving that goal.

- A lack of induction programs for new teachers, and mentoring programs for both new and veteran teachers can result in teachers who leave their school or the profession because of a lack of needed support in their early critical years of teaching. New teachers develop their skills as they have opportunities to use them in classroom settings, and then reflect upon their success in positively affecting student achievement. When new teachers leave, review and analysis of reasons why they leave should be considered in defining root causes for teacher attrition.

Section Four of this document, *Building a Framework: Induction and Mentoring Programs that Work*, provides a solid model for planning and implementing induction and mentoring programs. It describes why induction and mentoring programs are necessary for new teachers, the types of assistance and support new teachers need, and the ways that mentors can support new teachers. The appendices contain a series of resources including a coaching self-assessment instrument and chart outlining roles and responsibilities of key players in a mentoring program in the Hopkinton Public Schools in Massachusetts. It also includes models for induction and mentoring programs that can be considered for implementation in any school setting including urban, suburban and rural schools, and districts.

As noted earlier in the discussion on data analysis, the school or district team can explore a number of potential sources of data on teacher retention and attrition to aid in developing and examining potential reasons why teachers leave. Exit interviews and surveys of teachers leaving the school or district; surveys of the perceptions of teachers in the schools and district about the school environment and conditions; and other sources of information can be used for this purpose.

### *Who Should We Involve?*

Consensus among members of the school or district team on the root cause(s) of a teacher retention problem and the reasons why a teacher retention problem exists sets the stage for moving from problem identification to problem solving. Building partnerships among key stakeholders offers a viable way of gaining valuable support for launching a teacher retention initiative. Partnerships are formed among individuals and groups who have a common vision and who believe that retention of quality teachers results in improved student outcomes. Schools, teachers, families and communities are an important part of every child's life, and the people children see on a daily basis play a significant role in their growth and development.

In many localities, school and community leaders recognize the close interrelationships of school, family and community, and how these components of a child's life can support each other. The impetus for action for organizing a teacher retention initiative frequently occurs within the school community when individuals take leadership in seeking ways to ensure that teachers are supported and recognized for their tireless efforts in helping

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*Key Question: Have we reached out to partners who can support our efforts to retain quality teachers?*

students achieve success. School partners such as school administrators, teachers, parents, school board members, and teacher unions, and community partners such as institutions of higher education can play key roles in implementing a teacher retention initiative.

### *1. Involve key school partners.*

A unifying theme that will be a powerful force for a teacher retention initiative is a common concern about the needs of students, and how quality teachers impact on student achievement. School leaders set the tone for cooperation by focusing on the needs of students, and by identifying teacher retention strategies that are known to be effective in retaining quality teachers. They promote expectations that all school environments will support quality teaching and learning (Glickman, 2002). They increase school board and public awareness of the critical link between teacher retention and success of students. They strive to open lines of communication within the school, and between the school and the community to foster school improvement and high academic achievement through retention of the best teachers. School leaders build partnerships around a realistic and achievable strategy to retain quality teachers (Scherer, 2003).

Teachers are key school partners who should be involved in all stages of a teacher retention initiative. School principals can provide school building leadership that creates a positive and supportive school climate for teaching and learning (Charlotte Advocates for Education, 2004). All school faculty and staff can foster a collaborative and supportive environment where the highest priority is student learning. Teachers' unions can partner and link teacher union and school district programs to create innovative strategies to retain quality teachers, particularly in areas of persistent shortages. The school board can increase its understanding of the linkage between teacher retention and student achievement. In addition, all school partners can respond to the challenges faced by new teachers through collegial support and building positive relationships among all teachers.

### *2. Collaborate with institutions of higher education.*

Institutions of higher education can be valuable resources in supporting a teacher retention initiative. Starting with the preparation of new teachers, institutions of higher education can collaborate with schools to ensure that all new teachers entering the workforce are appropriately trained to help all students achieve higher standards. Research and evaluation findings that can support efforts to enhance teacher retention initiatives can be shared with schools. Partnerships can be established between schools and institutions of higher education to enhance linkages between pre-service training and ongoing professional development. These partnerships can provide the basis for inclusive pre-service programs, and follow-up training and support for both new and experienced teachers, particularly in areas of persistent shortages. Section Five of this document, *Promoting Linkages: Partnerships Between Schools and Higher Education*, provides a broad range of information,

guidance and resources for schools and districts seeking to initiate or enhance partnerships with institutions of higher education. It has examples of partnerships including Professional Development Schools that provide a continuum of services addressing the needs of educators at all stages of their careers. A model partnership agreement, a rubric for assessing the qualities of partnerships, and case studies of existing partnerships are also included in appendices to Section Five.

### *3. Include parents, families and community stakeholders.*

Parents and families are key partners critical to the success of students in school, and schools can enlist their support and commitment to a teacher retention initiative (Marzano 2003). Schools can help strengthen the knowledge of parents and families about the important role they can play in promoting student achievement, while at the same time, creating awareness of the need to devote efforts to retention of quality teachers. Schools can also gather information about potential partners in the community, including employers, businesses, Chambers of Commerce, employee groups, local media, community action groups, and other individuals and organizations that have an interest and commitment to quality education. Conversations with potential partners could be initiated through invitation to a meeting to discuss the importance of quality teachers to ensuring an education system in which students become responsible and productive members of society who contribute to the growth of their own communities.

Every community regardless of size has groups, agencies, individuals, and other formal and informal organizations that are committed to helping the community grow and prosper (Marzano, 2003). While some groups and organizations are well known and their commitment very visible, others can play an equally important role in helping a teacher retention initiative succeed. A formal review of the resources both within the school and in the community can lead to the identification of a host of potential partners who, if asked, would be more than willing to commit their time and energy to improving the well-being of children by supporting quality teachers. Using the students' needs assessments and the critical link between quality teachers and academic achievement, a wider audience of individuals and groups can be encouraged to become involved in supporting a teacher retention initiative.

### *What Do We Want to Do?*

Retention of quality teachers provides a proven strategy for promoting student success. Setting high expectations and providing the help students need to succeed through experienced teachers are the cornerstones of a good education program. A growing body of research strongly suggests that high student achievement occurs most frequently when teachers, parents and students set high standards and believe that all students can reach those standards (Schmoker, 2001). Expectations of high student performance are clearly related to a shared vision of success for the entire community and a

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*Key Question: Have we developed a school improvement plan that includes strategies for retention of quality teachers?*

commitment to ensuring quality teachers for all students. In New York State, for example, the Comprehensive System of Personnel Development (CSPD) Plan serves as the vehicle for addressing special education issues and concerns, including retention of special education teachers. The CSPD Plan has become the primary school improvement planning process and tool for many New York State schools, and it provides a comprehensive approach to identifying root causes of problems enabling development of realistic and achievable planning goals.

**1. *Identify possible solutions.***

A review of data on teacher retention and the impact on student achievement provides an opportunity for the school or district team to brainstorm potential solutions for addressing the teacher retention problem. The preliminary solutions should be both realistic and feasible in terms of cost and effort. Root cause data on the reasons why teachers leave is a starting point for developing preliminary solutions for potential inclusion in a teacher retention action plan. Previous sections of this document provide a series of potential strategies and ideas that should be considered in developing preliminary solutions to the teacher retention problem.

If data shows that large numbers or percentages of new teachers are leaving after a relatively short time in the school or district, new teacher support activities described in Section Four including stronger and more comprehensive induction programs, and mentoring of new teachers are possible solutions. If survey data of current teachers shows a need for professional development in specific areas, potential solutions could include training identified by teachers, peer coaching, teachers visiting other classrooms to observe new or different instructional strategies, and other ideas developed by the team. School climate and instructional leadership issues as well as other working conditions outlined in Section Two could be addressed in a similar fashion by brainstorming solutions that would support a positive teaching and learning environment in the school. Enhancing administrative support and related leadership actions outlined in Section Three provide additional ideas for consideration.

**2. *Develop or modify an action plan.***

Many schools already have school improvement plans and professional development plans that can be modified or amended to include a teacher retention initiative. Setting goals and objectives in existing or new plans forms the basis for developing a well organized initiative for teacher retention that serves as the primary vehicle for clear and effective communication among all partners. The teacher retention data reviewed in the problem identification process combined with the preliminary list of possible solutions can be used as the starting point for developing or revising an action plan for a teacher retention initiative. Student achievement data provides the framework for further discussions about the current level of achievement in the school or district, and highlights areas where improvement needs to

occur. Gaining agreement among all partners on the critical importance of retaining quality teachers enables a more focused discussion around the priority needs within the district and its schools.

During the planning process, the key partners in the school and in the community are able to expand their base of knowledge about each other, and about the needs that must be addressed to ensure retention of quality teachers. They are also in a stronger position to relate their knowledge about resources available in the school and in the community to new ways of working together to achieve a common goal of retaining quality teachers.

Administrators, teachers and school staff can come together in a full staff meeting to review priority needs for teacher retention and offer ideas for solving problems. Surveys, small group meetings focused on teacher retention, focus groups or other means can be used to engage school staff in identifying solutions to problems. Community resources including parents and families, public and private sector partners including institutions of higher education, and local governmental leaders are potential resources that can also provide valuable support as part of the action plan for a teacher retention initiative.

### ***3. Implement the action plan.***

The program implementation stage provides the link between the available resources and the actions that will be taken to address a teacher retention issue. Crucial decisions will need to be made concerning the types and levels of support that will be provided to retain quality teachers. Human and financial costs of new and different services, and development of the organizational and administrative structure to ensure success need to be addressed as part of the implementation process.

In implementing the action plan, the school or district team can begin working on a limited set of priorities with a clearly defined focus on retaining quality teachers. Working with a small core group of individuals including teachers, key elements of the operational plan can be implemented. A review of educational research and evaluative studies can be used to identify alternative strategies, activities and supportive services that have proven successful for other schools and districts.

The team can play an instrumental role in moving the teacher retention activities from the initial exploratory planning stage on paper to the implementation of a concrete plan for action. Beginning with the commitment to retain quality teachers to help all children succeed, key partners in the school and community working together provide the momentum for change that begins to draw others into the effort. They demonstrate the leadership that establishes trust and opens lines of communication for people to become involved.

## *How Do We Do It?*

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*Key Question: Have we created a supportive environment that ensures retention of quality teachers?*

The ultimate success of an initiative devoted to retention of quality teachers will be determined by its impact on student achievement. Within our rapidly changing society, a quality education has become essential for students to achieve academic success in school, and gain the knowledge and skills needed to be productive in society. Teachers play a most important role in organizing and providing teaching and learning experiences designed to develop students' basic and advanced skills. Research and evaluative studies have documented the crucial role of teachers in setting high expectations for academic success and helping their students achieve it. Emerging partnerships devoted to supporting retention of quality teachers that draw upon the strengths of the school and community create the enthusiasm and commitment needed to ensure success.

### *1. Provide strong leadership.*

The school community is in the best position to provide the leadership necessary to develop and implement a teacher retention initiative that involves the support of parents, families and community. School leaders can use planning discussions with the school or district team and key partners in both the school and community to talk about issues around teacher retention that are affecting all students and teachers. They can help establish and gain consensus on a vision for success that ensures student achievement through retention of quality teachers. School leaders can create a common message with key partners to promote an urgency for ensuring retention of quality teachers. That message can be delivered to the school and the community in both formal and informal meetings. The leaders can encourage the school's partnerships with its teachers and with the community to work collaboratively to retain quality teachers who help students achieve success.

### *2. Define responsibilities.*

As the plan for action for teacher retention is implemented, key activities and tasks will be conducted for addressing the defined needs of teachers with responsibilities and timeframes identified for achieving results. The implementation phase will require a structure and a set of agreed-upon processes and procedures to complete key activities. Logistical arrangements will need to be in place to organize meeting times, provide materials for all partners in the school and community, offer orientation and training for all key partners, and attend to a host of other details for implementing key activities.

Specific attention should be devoted to establishing clear responsibilities for work to be completed with timelines and expected dates for completion of tasks. Performance indicators should be included to monitor achievement of objectives, and a schedule should be developed for the ongoing review and assessment of the teacher retention initiative. Data collected can be used to monitor and evaluate progress against planned objectives.

### 3. *Provide training and staff development.*

For many individuals in both the school and community, new learning standards and the *No Child Left Behind* law with its related assessment processes are new and unfamiliar. To enable all children to succeed and to stress the importance of quality teachers for high academic achievement, all partners including teachers, school staff, parents and families, and community members need to understand what new learning expectations entail, and how these differ from what occurred in the past (Darling-Hammond, 2003). They will need to have information on why the new standards have been put in place, and why it is critical for students to achieve the knowledge, skills and understandings contained in today's curriculum. To support all teachers, key partners can be provided knowledge and skills that will enable them to support quality classroom instruction. Questionnaires, surveys, interviews and other means can be used for identifying areas for training and staff development of teachers, school staff, parents and families, and community partners. Staff development and training priorities should be based on the support needs of students and teachers, and should be incorporated into the plan for action for teacher retention.

### *Where Do We Go From Here?*

In an era of competing demands for public funding, effective partnerships within schools and with the community have demonstrated the benefits of working together to achieve common goals. Partnerships cannot only maximize the use of scarce public resources, but they also send a clear and unambiguous message that the school and community are committed to working together to address issues affecting the positive growth and development of its children. The initial plans for a teacher retention initiative should specify activities designed to solicit ongoing broad-based support for the commitment to teacher retention as an important component of school improvement planning. In addition, evaluation should be included in the early stages of planning to guide program development.

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*Key Question: Have we created a framework for feedback and continuous improvement to retain quality teachers?*

#### 1. *Evaluate and report results.*

Evaluation is a key part of program design that needs to be considered an integral component of any teacher retention initiative. The evaluation design selected should be capable of guiding program development by measuring progress of actual activities implemented as compared to initial plans. The types of evaluation measures to be used, the format and arrangements for collecting data, and the frequency of reporting results should all be considered as initial plans are developed and implemented. Measures of teacher retention across schools, grades, subject matter and teacher specialty areas, as well as interviews and surveys of teachers' perceptions can gauge the impact on teachers.

Similarly, student performance on state tests and assessments, school and class level achievement data, indicators of student participation in school

programs, and other important measures can be used to assess the impact of teacher retention strategies on student achievement. Data elements should be gathered at the beginning of the initiative to ensure baseline data to compare with results in subsequent time periods. Regular scheduled reviews of performance data and indicators should be put in place to track results over time and to communicate accomplishments to all key partners supporting the initiative. A formal year-end evaluation should be conducted to establish priorities for subsequent years' activities.

The "Results Accountability" evaluation framework developed by Dr. Mark Friedman is one evaluation model that can be considered for use in evaluating a teacher retention initiative. The model provides a structure for quantifying the achievement of results. Using a four-quadrant schematic that enables users to display agreed-upon performance measures, the framework can be used to address key evaluation questions including: "How much did we do? How well did we do it? How much change did we produce? Is anyone better off?" A complete description of the model and how to use it for evaluating a teacher retention initiative are contained in Appendices 6-11 and 6-12.

## **2. *Celebrate success.***

As the teacher retention initiative develops, many people will devote considerable time and energy to make the initiative successful. In the early stages of the initiative, the changes in teacher retention rates and the impact on student achievement may not be readily noticeable or apparent in the short run. In many cases, the true measures of success will only emerge over a considerable length of time. In the interim and as a way of maintaining momentum, periodic reviews of progress might be conducted which highlight what's been accomplished to date and which reaffirm the commitment of the vision that initially brought the partners together. These "celebrations" could focus on factors that will ultimately lead to retention of a quality teaching force and higher student performance. New forms of teamwork in the school that support all teachers or implementation of a buddy system for new teachers are examples of the types of activities that could form the basis for recognizing contributions of individuals and celebrating success.

## **3. *Sustain the effort.***

A good solid evaluation design and a continuous series of planned celebrations that are built into the teacher retention initiative are two strategies that have been used to build enthusiasm for helping the initiative grow over time. In addition, the commitment to action and the sense of urgency conveyed by school leaders set the stage for others to identify how they can support the initiative. Key partners can use their skills and expertise to identify the types of activities that will be needed to move the initiative from the planning stage to implementation. Considerable time and energy should be devoted to building trust and ownership of the teacher retention

initiative by a variety of individuals and groups that will be instrumental in making the initiative a success. Barriers to implementation should be identified as soon as possible in order to consider contingency arrangements for maintaining momentum. Data and evaluation results can be used to assess progress, and refine programs and activities. Finally, administrative and organizational procedures including a budget and sufficient resources necessary to support priority activities can help ensure development of a capacity for self-renewal.

## *Conclusion*

The gap in student achievement is most evident where students do not have the school, family and community support systems they need to succeed. Quality teachers are a critical factor in ensuring that all students have the teaching and learning experiences they need to be successful. There is an increasing body of research and evaluative studies that suggest that a well planned, comprehensive approach to school improvement with a clear focus on retaining quality teachers can support high levels of student achievement. In addition, schools and institutions of higher education working together can greatly improve the retention of new teachers.

The following appendices include resources that will further assist school districts and schools in developing a framework for teacher retention that is aligned with, and integrated into, the school improvement planning process.

*Appendix 6-1* provides a flowchart for the framework of the implementation process, outlining the key questions and recommended steps for creating a teacher retention initiative.

*Appendix 6-2* creates a visioning process to consider in initiating a teacher retention initiative. The visioning process probes further into the key questions and allows for more comprehensive thinking through a series of guiding questions. This process can be used individually or in small group settings to “vision” what currently exists and what could be.

*Appendix 6-3* offers an approach to examine each of the proposed steps in the planning process and assess whether the district or school currently engages in those steps; whether a change in practice would make a difference; and how much effort it would take to change current practices.

*Appendix 6-4* establishes a framework for how root cause analysis can lead to potential solutions of a problem.

*Appendix 6-5* introduces how one state views the process of root cause analysis as a helpful tool in the planning process. This process has been used at both the district and school levels to examine root causes or potential reasons for the current status.

*Appendix 6-6* examines the potential roles of partners in developing, implementing and promoting a teacher retention initiative. This document was prepared and developed with a strategic planning workgroup of stakeholders involved in the process.

*Appendix 6-7* creates an opportunity to reflect on current practice in involving partners in a teacher retention initiative. Coupled with Appendix 6-6, this document can be used to expand and enhance thinking regarding relationships among prospective partners.

*Appendix 6-8* displays a framework for an action plan, where each potential solution or strategy can be outlined to ensure that successful completion of the strategy can be achieved.

*Appendix 6-9* illustrates an exit survey tool that the New York City School District has developed to determine the reasons why first-year teachers have chosen to leave the system. This tool can be adapted for use within other districts.

*Appendix 6-10* is a chart listing potential evaluation plan indicators and targets for each of the three key strategies identified for addressing a teacher retention problem.

*Appendix 6-11* provides a description of Friedman's "Results Accountability" evaluation framework including the use of the four quadrants for displaying performance data.

*Appendix 6-12* provides examples of the use of the Friedman model in evaluating each of the three key strategies identified for addressing a teacher retention problem.

*Appendix 6-13* provides a description, and a copy, of a survey instrument that can be used to gather baseline and subsequent data for use with the Friedman evaluation model.

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## ***Bringing It Together Implementation Framework***

### **Where Do We Start?**

*Key Question: Have we set goals to retain quality teachers who promote academic success for our students?*

1. **Analyze data to identify the problem.**
2. **Identify root causes of the problem.**
3. **Examine reasons why the problem exists.**



### **Who Should We Involve?**

*Key Question: Have we reached out to partners who can support our efforts to retain quality teachers?*

1. **Involve key school partners.**
2. **Collaborate with institutions of higher education.**
3. **Include parents, families and community stakeholders.**



### **What Do We Want to Do?**

*Key Question: Have we developed a school improvement plan that includes strategies for retention of quality teachers?*

1. **Identify possible solutions.**
2. **Develop or modify an action plan**
3. **Implement the action plan.**



### **How Do We Do It?**

*Key Question: Have we created a supportive environment that ensures retention of quality teachers?*

1. **Provide strong leadership.**
2. **Define responsibilities.**
3. **Provide training and staff development.**



### **Where Do We Go From Here?**

*Key Question: Have we created a framework for feedback and continuous improvement to retain quality teachers?*

1. **Evaluate and report results.**
2. **Celebrate success.**
3. **Sustain the effort.**



## *Bringing It Together Visioning Tool*

<i>Where Do We Start?</i>		
<i>Key Question: Have we set goals to retain quality teachers who promote academic success for our students?</i>	<i>Where Are We Now?</i>	<i>Where Do We Want to Be?</i>
<p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>● How do we gather data?</li> <li>● What data do we routinely collect that could be helpful to us?</li> <li>● Have we identified any other sources and types of data that would be helpful?</li> <li>● Have we identified our sources of data regarding teacher retention?</li> <li>● Do the data show that working conditions could be a factor in teacher retention?</li> <li>● Do the data show that the role of the administrator could be a factor in teacher retention?</li> <li>● Is there any evidence that induction and mentoring programs are needed?</li> <li>● Have we selected specific achievement data that would help us understand if we have a problem?</li> <li>● Is the data disaggregated to help us make decisions (e.g., special education, math, science)?</li> <li>● Do we see any linkages between student achievement data and our teacher retention data?</li> <li>● Does the data suggest to us that we have a teacher retention problem?</li> <li>● From the data we've selected, can we clearly link the data to teacher retention as a problem?</li> <li>● What reasons for the problem can we draw from the data?</li> <li>● How can we substantiate those reasons?</li> <li>● Have we considered root cause analysis to determine potential causes?</li> <li>● Does our review or analysis lead us to possible solutions?</li> </ul>		



## *Bringing It Together Visioning Tool*

<i>Key Question: Have we reached out to partners who can support our efforts to retain quality teachers?</i>	<i>Who Should We Involve?</i>	<i>Where Do We Want to Be?</i>
<i>Guiding Questions</i>	<i>Where Are We Now?</i>	
<ul style="list-style-type: none"> <li>● Who are the key players (e.g., principal, teachers, unions, human resources personnel, special education coordinator) who should be involved in examining teacher retention issues?</li> <li>● How are teachers involved in the process?</li> <li>● Have we involved teachers who have left our system in the discussion?</li> <li>● Are there key players who have not been involved? How can we involve them?</li> <li>● Have we reached out to institutions of higher education (IHEs) to discuss teacher retention?</li> <li>● How are IHEs involved in our recruitment and retention efforts?</li> <li>● Are there other ways to partner with IHEs?</li> <li>● Have we examined strategies in partnering with IHEs, such as professional development schools?</li> <li>● How do we communicate with parents and families about teacher retention?</li> <li>● Have we involved them in any way?</li> <li>● How do we communicate with the general community about teacher retention?</li> <li>● Have we involved community groups?</li> <li>● Are there ways that we believe that specific community groups (e.g. chamber of commerce, business, local government) would be helpful?</li> <li>● How do we want to involve them?</li> </ul>		



## *Bringing It Together Visioning Tool*

<p><b>Key Question: Have we developed a school improvement plan that includes strategies for retention of quality teachers?</b></p> <p><b>Guiding Questions</b></p>	<p><b>What Do We Want to Do?</b></p> <p><b>Where Are We Now?</b></p>	<p><b>Where Do We Want to Be?</b></p>
<ul style="list-style-type: none"> <li>● How can our teacher retention effort fit into our current plans for school improvement?</li> <li>● Are there ways that the teacher retention plan can enhance our efforts in school improvement, such as improved student achievement in specific content areas or for specific groups of students?</li> <li>● Does everyone involved understand the linkages to the overall school improvement plan?</li> <li>● Have we identified possible solutions based on our analysis of the data?</li> <li>● Will these solutions directly impact upon the root causes or issues we've discussed?</li> <li>● Who will be included in the development of the action plan? Have we left anyone out?</li> <li>● Does the action plan consider each of the three identified strategies (working conditions, role of the administrator, and induction and mentoring)?</li> <li>● Do we have evidence that the solutions that we propose may work?</li> <li>● Is there a designated individual for each activity?</li> <li>● Does the plan show how we know that each step has been accomplished? What measures will we use?</li> <li>● Are timelines reasonable?</li> <li>● Are resources and funds clearly allocated?</li> <li>● Have we identified any barriers or constraints?</li> <li>● Does the plan address staff development needs?</li> <li>● How will we share our results?</li> </ul>		



## *Bringing It Together Visioning Tool*

<b>How Do We Do It?</b>		
<b>Key Question: Have we created a supportive environment that ensures retention of quality teachers?</b>	<b>Where Are We Now?</b>	<b>Where Do We Want to Be?</b>
<b>Guiding Questions</b>		
<ul style="list-style-type: none"> <li>● Does the plan emphasize linkages between student achievement and teacher retention?</li> <li>● Is there steady, consistent leadership in place to implement the action plan?</li> <li>● Have areas of concern (working conditions, role of the administrator, induction and mentoring programs) raised by teachers emerged and been addressed by leadership?</li> <li>● Have we created opportunities for expanding leadership activities to a greater number of people, including teachers?</li> <li>● Have we assigned reasonable responsibilities for completion of tasks and activities?</li> <li>● Does everyone understand the delegated responsibilities?</li> <li>● Are the individuals identified within the plan reasonable choices for the actions or strategies to be implemented?</li> <li>● Does each action fall within the area of responsibility of the identified person?</li> <li>● Are there any tasks or action steps that need additional personnel to accomplish?</li> <li>● Have staff development needs been identified by teachers and other key players?</li> <li>● Have we established staff development and training priorities based on the expressed needs?</li> <li>● Have we incorporated staff development and training into the plan for action?</li> </ul>		



## *Bringing It Together Visioning Tool*

<i>Key Question: Have we created a framework for feedback and continuous improvement to retain quality teachers?</i>	<i>Where Do We Go From Here?</i>	<i>Where Do We Want to Be?</i>
<i>Guiding Questions</i>	<i>Where Are We Now?</i>	<i>Where Do We Want to Be?</i>
<ul style="list-style-type: none"> <li>● Have we included an evaluation design in the initial stages of plan development?</li> <li>● Does the evaluation design address working conditions, role of the administrator, and induction and mentoring programs?</li> <li>● Have we established a process/procedures for collecting data and information?</li> <li>● Are we using a variety of means/measures to collect data on planned activities?</li> <li>● Have we established regular reviews of performance data to monitor progress?</li> <li>● How will we share results with key partners?</li> <li>● Do we have plans for a year-end evaluation to look on progress and guide future plans?</li> <li>● Have we established both formal/informal ways of recognizing accomplishments and expressing appreciation?</li> <li>● Have we organized year-end events to demonstrate progress and encourage continued participation?</li> <li>● Have we worked with key partners to develop strategies for continuous growth?</li> <li>● Have we expanded the base of support to promote sustainability?</li> <li>● Have we celebrated changes in organizational or individual behaviors that promote teacher retention?</li> <li>● Will we build in time for self-renewal and thoughtful reflection to create energy?</li> </ul>		



## Bringing It Together Assessment Tool

<b>Key Question</b> <i>Have we set goals to retain quality teachers who promote academic success for our students?</i>	<b>Where Do We Start?</b>						<b>How much effort will it take to significantly change our practices?</b>					
	<b>To what extent do we engage in this behavior to address this issue?</b>		<b>How much will a change in our practices increase our teacher retention rates?</b>				Too much to do	A lot but possible to do	Some	Not much		
	Not at all	Not often	To some extent	To a great extent	Not at all	Not much	To some extent	To a great extent				
<i>1. Analyze data to identify the problem.</i>												
<i>2. Identify root causes of the problem.</i>												
<i>3. Examine reasons why the problem exists.</i>												



## Bringing It Together Assessment Tool

Key Question		Who Should We Involve?											
		To what extent do we engage in this behavior to address this issue?				How much will a change in our practices increase our teacher retention rates?				How much effort will it take to significantly change our practices?			
		Not at all	Not often	To some extent	To a great extent	Not at all	Not much	To some extent	To a great extent	Too much to do	A lot but possible to do	Some	Not much
Have we reached out to partners who can support our efforts to retain quality teachers?													
1. Involve key school partners.													
2. Collaborate with institutions of higher education.													
3. Include parents, families and community stakeholders.													



## *Bringing It Together Assessment Tool*

<b>What Do We Want to Do?</b>												
<i>Key Question</i>  <i>Have we developed a school improvement plan that includes strategies for retention of quality teachers?</i>	<i>To what extent do we engage in this behavior to address this issue?</i>				<i>How much will a change in our practices increase our teacher retention rates?</i>				<i>How much effort will it take to significantly change our practices?</i>			
	Not at all	Not often	To some extent	To a great extent	Not at all	Not much	To some extent	To a great extent	Too much to do	A lot but possible to do	Some	Not much
<i>1. Identify possible solutions.</i>												
<i>2. Develop an action plan.</i>												
<i>3. Implement the action plan.</i>												



## *Bringing It Together Assessment Tool*

<b>Key Question</b>  <i>Have we created a supportive environment that ensures retention of quality teachers?</i>	<b>How Do We Do It?</b>											
	<b>To what extent do we engage in this behavior to address this issue?</b>		<b>How much will a change in our practices increase our teacher retention rates?</b>		<b>How much effort will it take to significantly change our practices?</b>							
	Not at all	Not often	To some extent	To a great extent	Not at all	Not much	To some extent	To a great extent	Too much to do	A lot but possible to do	Some	Not much
<i>1. Provide strong leadership.</i>												
<i>2. Define responsibilities.</i>												
<i>3. Provide training and staff development.</i>												



## Bringing It Together Assessment Tool

<b>Where Do We Go From Here?</b>												
<b>Key Question</b>  <i>Have we created a framework for feedback and continuous improvement to retain quality teachers?</i>	<b>To what extent do we engage in this behavior to address this issue?</b>				<b>How much will a change in our practices increase our teacher retention rates?</b>				<b>How much effort will it take to significantly change our practices?</b>			
	Not at all	Not often	To some extent	To a great extent	Not at all	Not much	To some extent	To a great extent	Too much to do	A lot but possible to do	Some	Not much
1. <i>Evaluate and report results.</i>												
2. <i>Celebrate success.</i>												
3. <i>Sustain the effort.</i>												

Adapted from: Marzano, Robert J. (2003, February). *Using Data: Two Wrongs and a Right. Educational Leadership*, 60(5) 52-60.



Appendix 6-4

**Looking for Root Causes**

The following sequence provides an insight into the process of root cause analysis, based on sound data collection and analysis.

New York State’s Office of Vocational and Educational Services for Individuals with Disabilities (VESID) recommends a seven step process: (1) Identify the problem; (2) Identify the goal; (3) Formulate hunches; (4) Examine school processes; (5) Expand the data; (6) Investigate needed data; and (7) Reach consensus on the root cause hypothesis. Further information on the full process is available at the following website: [www.nysed.gov](http://www.nysed.gov).

**Root Cause Definition:** The most basic causes that can reasonably be identified, that we have control to fix, and for which effective recommendations for prevention can be implemented. (The Savannah River Project).

**Hunches** are initial perceptions about the causes of an event or condition that may or may not be supported by data. Exploring the hunches through questioning and searching for supporting data can lead to a root cause **hypothesis**, which further defines the problem, and can lead to the discussion of potential solutions.

**Expand the Hunches (Root Cause Search)**

Hunches	Questions About Hunches	Possible Supporting Data	Location of Data

**Root Cause Hypothesis Statement (Fill in the Blanks)**

Based on our exploration of our hunches, our hypothesis about teacher retention is that \_\_\_\_\_ is the root cause of the problem. Potential solutions or strategies leading to an action plan are: (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

Adapted from: (2004) *Data/Root Cause Professional Development Module*. VESID/OSEP/I.D.E.A. State Improvement Grant.



## *Another Way to View Root Causes*

*School District:* \_\_\_\_\_

*School Building:* \_\_\_\_\_

Problem identification and analyses help us think through the big picture and locate the reasons or root causes of problems. Steps in solving problems, using multiple measures of data (adapted from materials created by Victoria Bernhardt), are shown below. This process very closely follows the “Bringing It Together Implementation Framework” provided in this document, and provides further detail for individuals who may not be familiar with root cause analysis.

1. Identify the problem — Identify and analyze symptoms
2. Describe hunches and hypotheses — break up observations about data
3. Determine questions you need to ask to find out if the hunches and hypotheses are fact or fiction
4. Analyze multiple measures of data — Identify root causes
5. Analyze the political realities
6. Identify possible solutions
7. Match possible solutions with root causes
8. Develop an action plan for solving the problem
9. Implement the action plan
10. Evaluate the implementation



**Defining the Problem:**

<b>Priority Area:</b> E.g., Special Education, Middle School Mathematics
<b>Description of Problem:</b> E.g. Turnover rate is excessive or recurring.
<b>Objective:</b> E.g., To improve the retention of new teachers by 20% in the priority area.
<b>What are the Symptoms (outward, observable evidence) of the Problem?</b> Use available data to document and explore symptoms.



**Hunches and Hypotheses to Get to Root Cause**

<b>Priority Area: Observation/Possible Cause</b>	<b>Questions about the Observation</b>	<b>Possible Data to Support</b>	<b>Is this a Condition or a Problem?</b>



**What Are Your “Ah=Hahs” from Your Analysis of the Data?**

**What Are the Root Causes?**

Adapted from: (2001) *Comprehensive District Education Plan*, New York State Education Department ([www.nysed.gov](http://www.nysed.gov)).



## *Putting the Spotlight on Key Roles*

<i>Partners</i>	<i>Roles</i>
<b><i>State</i></b>	<ul style="list-style-type: none"> <li>• Promote student achievement for all students, through development and implementation of educational strategies to retain quality teachers, particularly in areas of persistent shortages</li> <li>• Create dialogue among National, State, and regional policymakers to recognize the linkages between student achievement and teacher retention</li> <li>• Develop systemic strategies for educators/districts to prepare for implementation of professional development and teacher certification requirements, including teacher mentoring</li> <li>• Offer targeted technical assistance to encourage systematic strategies of retention for all teachers, based on locally determined needs</li> <li>• Create an environment where the use of data and research-based practices form the foundation to support the retention of all teachers</li> <li>• Allocate resources to support teacher retention strategies, especially in schools with the greatest needs</li> </ul>
<b><i>School Superintendent</i></b>	<ul style="list-style-type: none"> <li>• Create a vision of success for all students, including students with disabilities</li> <li>• Motivate schools and the community through their actions and commitment to educational excellence for all students</li> <li>• Promote expectations that all school environments will support quality teaching and learning</li> <li>• Increase school board and public awareness of the critical link between teacher retention and success of students</li> <li>• Collaborate within the schools and in the community to seek ways to address barriers to retaining quality teachers</li> <li>• Provide school and community leadership to set priorities and implement actions to recruit and retain quality teachers</li> </ul>
<b><i>School Board</i></b>	<ul style="list-style-type: none"> <li>• Increase its understanding of the linkage between teacher retention and student achievement for all students</li> <li>• Create and sustain positive school climates that promote teaching and learning for all students and school staff</li> <li>• Establish priorities for addressing barriers that interfere with teacher retention, especially in areas of persistent shortages, such as special education, mathematics, and sciences</li> <li>• Recognize the cost of teacher turnover and allocate specific resources to address the issues of teacher retention both at the district and building levels</li> <li>• Monitor and evaluate student outcomes related to strategies developed to recruit and retain teachers</li> <li>• Foster and reinforce school and community collaboration to enhance the retention of teachers within the district</li> </ul>
<b><i>School Principal</i></b>	<ul style="list-style-type: none"> <li>• Communicate a commitment to high academic performance for all students, including students with disabilities</li> <li>• Provide school building leadership that creates a positive school climate among students, school faculty and staff, and parents to help all children achieve success</li> <li>• Demonstrate strong educational and administrative leadership to support teachers in meeting the educational needs of all students</li> <li>• Collaborate with school faculty and unions to share success and address risk factors related to teacher retention</li> </ul>



<i>Partners</i>	<i>Roles</i>
<b><i>School Principal (Continued)</i></b>	<ul style="list-style-type: none"> <li>• Promote supportive teacher retention strategies, such as improving working conditions, increasing administrative supports for all teachers and creating induction and mentoring programs</li> <li>• Create a culture of shared responsibility and ownership needed to ensure the highest quality of teaching and learning</li> </ul>
<b><i>School Faculty and Staff</i></b>	<ul style="list-style-type: none"> <li>• Create and demonstrate a commitment to high expectations for learning for all students, including students with disabilities</li> <li>• Respond to the challenges faced by new teachers through collegial support and building positive relationships among all teachers</li> <li>• Work collaboratively and provide positive role models to help all teachers develop skills that enhance the teaching and learning process</li> <li>• Encourage and support innovative strategies, such as mentoring, to promote competencies in new teachers</li> <li>• Work in partnership with all school and community partners to create a helpful and encouraging school environment for all teachers</li> <li>• Support strategies to address barriers to recruiting and retaining quality teachers within the school environment</li> </ul>
<b><i>Human Resources Department</i></b>	<ul style="list-style-type: none"> <li>• Promote student achievement through development and implementation of policies to retain quality teachers</li> <li>• Provide professional development opportunities including mentoring to strengthen the skills of educators to teach all students</li> <li>• Establish personnel policies that enhance the personal and professional well-being of teachers, staff and administrators</li> <li>• Foster collegial and supportive school environments to ensure positive working conditions for all school staff</li> <li>• Encourage collaboration with institutions of higher education and other community partners to support teaching and learning</li> <li>• Negotiate funding, adequate supplies and materials, and instructional resources</li> </ul>
<b><i>Special Education Coordinators</i></b>	<ul style="list-style-type: none"> <li>• Create and shape the vision of a school environment where all children can learn</li> <li>• Provide the knowledge, skills and expertise to support the teaching and learning process for all students, especially those with disabilities</li> <li>• Actively support initiatives that create an atmosphere of learning and trust for faculty who teach students with disabilities</li> <li>• Foster and promote improved collaboration among all stakeholders focused on supporting the academic needs of students with disabilities</li> <li>• Help identify staff development and training needs that support school staff in addressing barriers to teaching and learning for students with disabilities</li> <li>• Draw upon and provide support to local, state and national support structures to foster improved academic achievement for students</li> </ul>
<b><i>Teachers' Unions</i></b>	<ul style="list-style-type: none"> <li>• Promote the role of quality teachers and the importance of teacher retention as factors in academic success for all students, including students with disabilities</li> <li>• Partner and link teacher union and school district programs to create innovative strategies to retain quality teachers, particularly in areas of persistent shortages</li> <li>• Provide strong energetic leadership in designing and implementing orientation, mentoring, induction and professional development programs for all teachers</li> <li>• Recognize and build on the skills of veteran teachers to support new teachers in enhancing their teaching skills</li> <li>• Advocate at the local, state, and national levels to create supportive teaching environments and working conditions where all teachers can succeed</li> <li>• Create an environment for teachers to feel nurtured, to network, and to enhance their teaching skills through collaborative initiatives</li> </ul>



<b><i>Partners</i></b>	<b><i>Roles</i></b>
<b><i>Parents and Families</i></b>	<ul style="list-style-type: none"> <li>• Set high expectations for achievement of their children and provide the support needed to help their children achieve success</li> <li>• Work collaboratively with school faculty and staff to help all students, including students with disabilities, to focus on school and learning</li> <li>• Increase their knowledge about the relationship between teacher retention and student achievement, and support initiatives to promote quality teaching</li> <li>• In partnership with teachers, provide role models for their children through increased knowledge and skills</li> <li>• Participate in school/community teams that foster supportive school and community environments where both teachers and students experience success</li> <li>• Be involved in the school community, with an emphasis on raising expectations regarding the recruitment and retention of quality teachers</li> </ul>
<b><i>Students</i></b>	<ul style="list-style-type: none"> <li>• Develop and foster positive attitudes towards school, their fellow students, and the school faculty and staff</li> <li>• Support and acknowledge the role that quality teaching plays in academic success</li> <li>• Respect and learn to appreciate the diversity and differences in teaching and learning styles among all students, including those with disabilities, and school faculty and staff</li> <li>• Work collaboratively with school faculty, staff, and all students to promote a positive school environment that encourages teachers in their roles</li> <li>• Support and encourage fellow students in responding to the teaching and learning process; promote and support positive learning experiences within the school</li> <li>• Demonstrate increasing responsibility as they mature for contributing to a spirited and supportive school environment</li> </ul>
<b><i>Institutions of Higher Education</i></b>	<ul style="list-style-type: none"> <li>• Strive to ensure that all new teachers entering the workforce are appropriately trained to help all students achieve learning standards</li> <li>• Create and share research and evaluation findings to enhance teacher retention, especially in areas of persistent shortages</li> <li>• Establish partnerships and cooperative agreements with local school districts to enhance the linkages between pre-service training and ongoing professional development</li> <li>• Develop inclusive pre-service programs and follow-up training and support for new and experienced teachers, particularly in areas of persistent shortages</li> <li>• Enhance the involvement of higher education in local school districts through programmatic initiatives to promote achievement for all students</li> <li>• Collaborate with schools and the community to support and enhance teacher retention</li> </ul>
<b><i>Other Community Partners</i></b>	<ul style="list-style-type: none"> <li>• Promote and support a school and community environment that values high expectations for learning</li> <li>• Expand their knowledge about the importance of teacher retention and its impact on student achievement</li> <li>• Demonstrate a collaborative commitment to helping all students and teachers achieve success in school</li> <li>• Offer time, expertise, and resources to support retention initiatives and the educational growth of students</li> <li>• Provide positive outlets for teachers through community support for internships, mentoring, and building a community of learners to support the teaching role</li> <li>• Support the allocation of resources, including those needed to address barriers to teacher retention, necessary to ensure that all children, including those with disabilities, receive a quality education</li> </ul>



Appendix 6-7

## Who Is Involved?

### Status of Current and Potential Partners To Improve Teacher Retention

<i>Partners</i>	<i>Level of Involvement</i>					<i>Recommended</i>
	<i>Current</i>					
	<i>Not At All</i>		<i>Extensive</i>			
<b>State</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>District</b>						
<i>School Superintendent</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>School Board</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Other</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>School Building</b>						
<i>School Principal</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>School Faculty and Staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Human Resources Department</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Special Education Coordinator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Teachers' Union</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Parents and Families</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Students</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Other</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Institutions of Higher Education</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Other Community Partners</b>						
<i>Employers and Businesses</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Local Governmental Agencies</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Professional Organizations</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Community-Based Organizations</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Social/Fraternal Organizations</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Faith-Based Organizations</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Libraries/Cultural Institutions</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Media</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Other</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Appendix 6-8

**Action Plan**

Strategy:

Addresses (Circle any that apply.): Working Conditions Role of the Administrator Induction and Mentoring Other \_\_\_\_\_

Goal:

<i>Action Steps in the Process (How)</i>	<i>Those Responsible (Who)</i>	<i>Timeline (When)</i>	<i>Resources (With What)</i>	<i>Measures or Evidence</i>	<i>Implications for Professional Development</i>



## *An Exit Survey of New Teachers Who Left The New York City Public Schools Within One Year*

### **A. Directions:**

Please review the following categories of reasons an individual may have left teaching in the New York City public schools. After you have considered these items, please complete the chart at the bottom of the page.

#### ***Reasons for Leaving the NYC Public Schools***

- ***Economic Reasons*** - primarily financial: cost of living concerns, including: salary; benefits; incentives such as, tuition reimbursement and monetary bonuses; opportunities for promotion; availability of affordable housing.
- ***Personal Reasons*** - primarily due to events in your own life or family circumstances. For example: health-related reasons; pregnancy/child care; spouse's job change; travel difficulties; desire to move away from New York City.
- ***School-Related Reasons*** - primarily factors related to the school in which you were employed, including: safety, security and disciplinary concerns; workload and clerical demands; class size; leadership, rules and procedures; planning time; work environment/facilities; assignment policies; teaching and training resources/materials; support, professional development and encouragement.
- ***Student-Related Reasons*** - primarily due to the actions and attitudes of students, including: motivation to learn; behavior issues; level of respect for you as a teacher; ability to meet academic performance standards; parental involvement.
- ***Job Readiness Reasons*** - primarily factors related to your own professional preparation. For example: ability to meet requirements for provisional or permanent New York State certification; level of preparation in classroom management skills; level of preparation in teaching strategies; level of preparation in content area.
- ***Professional Reasons*** - primarily concerns about the manner in which new teachers are perceived; level of input you had in decisions. This includes: appreciation/recognition by supervisors, peers and the public; caliber of colleagues; level of influence over workplace or educational policies/practices.



***B. Directions***

For each of the six Reasons For Leaving listed on the left, please indicate (X) how important each one was in your decision to leave the New York City public schools.

<b>Reasons for Leaving</b>	<b>Not At All Important</b>	<b>Slightly Important</b>	<b>Somewhat Important</b>	<b>Very Important</b>	<b>Extremely Important</b>
Personal					
Economic					
School-Related					
Student-Related					
Job Readiness					
Professional					

***C. Directions***

Based on the descriptions provided at the top of the page, please place an X next to the Reason that had the **greatest impact on your decision** to leave the New York City public schools. Choose only one box.

Personal

Economic

School-Related

Student-Related

Job Readiness

Professional



Section I Family/Personal Reasons and Employment After Leaving the NYC School System						
A. Family or Personal Reasons		Impact on Your Decision to Leave NYC Public Schools				
Please indicate the level of influence each of the following had on your decision to leave the New York City public schools:		Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
1	Change of residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Pregnancy/child rearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Other family or personal reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Current Employment		Importance in Your Decision to Leave NYC Public Schools				
1. Only respond to these items if you left teaching for employment in an area <u>OTHER THAN EDUCATION</u> :		Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
1	Better salary and/or benefits in your non-teaching job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Better working conditions in your non-teaching job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Greater capacity to secure affordable housing in a safe neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Greater prestige in your non-teaching job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Only respond to these items if you left the New York City school system to teach in a <u>DIFFERENT SCHOOL SYSTEM</u> :		Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
5	Better salary and/or benefits in the other system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Better working conditions in the other system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Greater capacity to secure affordable housing in a safe neighborhood outside of New York City	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Better media treatment of teachers in other system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Comparisons		Aspects of Work				
If you are now employed on a full-time basis, whether you are working as a teacher or outside the field of education, please compare the NYC teaching job you left with your current job.		Better as a NYC Teacher	About the Same	Better in Current Position		
1	Salary					
2	Opportunities for professional advancement					
3	Opportunities for professional development					
4	Opportunities for learning from colleagues					
5	Recognition and support from administrators/managers					
6	Safety of environment					
7	Influence over workplace policies and practices					
8	Autonomy or control over own work					
9	Professional prestige					
10	Benefits					
11	Procedures for performance evaluation					
12	Manageability of workload					
13	General working conditions					
14	Job security					
15	Intellectual challenge					
16	Overall job satisfaction					



Section II School Climate / Professional Factors and Allocation of Time						
A. School Climate / Professional Factors		Impact on Your Decision to Leave NYC Public Schools				
Please respond to these items in terms of their impact on your decision to leave the NYC public schools.		Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
1	Classroom management issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	In-school time demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	After-school time demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Shortage or difficulty in obtaining textbooks and other instructional materials and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Level of school safety and security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Condition of school building (level of repair and maintenance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Student behavior in the school as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Level of parental involvement/support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Inclusion of special needs students in class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Amount of in-school planning and preparation time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Limited opportunities to collaborate with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Size of class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Size of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Level of administrative assistance to support teacher efforts to engage students in enrichment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Level of administrative assistance to support teacher efforts to engage students in instructional/remedial activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Size and manageability of work load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Availability of resources and equipment for doing job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Professional caliber of colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Intellectual challenge of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I did not have an assigned mentor or buddy teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Level of professional development provided to me in teaching strategies and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Level of supervisory support provided to me in my content area/grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Impact on teaching and learning environment of noise and related discipline issues in halls and other "public" space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Disciplinary processes and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



B. Allocation of Time in NYC Public Schools						
Please respond to the next two questions in whole hours based on a full week of teaching:						
1	Approximately how many hours of scheduled school time did you have for planning? _____ Hours					
Approximately how many hours did you spend before school, after school and on the weekend on the following types of activities?						
2	a. School-related activities such as coaching, field trips, tutoring, etc. _____ Hours					
	b. School-related activities such as preparing lessons, grading papers, attending meetings, meeting parents _____ Hours					
In a typical full week of teaching, how often did you have to interrupt your class(es) to deal with student misbehavior or discipline?						
3	Please use the following five-point scale: 5=Constantly, 4=Often, 3=Sometimes, 2=Rarely, 1=Not At All. Enter Rating Number Here --> <input type="text"/>					
Section III Influences to Leave		Impact on Your Decision to Leave NYC Public Schools				
To what extent did the issues below influence your decision to leave teaching in the NYC public schools:		Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
1	1. Routine duties/paperwork interfered with my job of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	2. Student disrespect for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	3. Student absenteeism / cutting classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	4. Level of input in selecting textbooks and other materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	5. Lack of recognition for a job well done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	6. Inability of students to stay focused on learning tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	7. Conflicts among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	8. Inability to select teaching techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	9. Vandalism, robbery and/or theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	10. Opportunities for professional advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	11. Level of input in establishing curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	12. Insufficient professional development in classroom management and conflict resolution skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	13. Inability to select grade level assignment I wanted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	14. Inability to select content area assignment I wanted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	15. Level of input in deciding content, topics and skills to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	16. Student threats and/or violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Section IV Instructional Support		Effectiveness of Aspects of Instructional Supervision				
To what degree were the instructional supervisors in your school, effective in each of the following areas:		Not At All Effective	Limited In Effect	Somewhat Effective	Very Effective	Extremely Effective
1	Communicating respect for teachers and their value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Facilitating/encouraging teacher professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Encouraging teachers to use student evaluation results in planning curriculum and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Encouraging professional collaboration between teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Working with individual teachers to develop and meet curriculum standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Working with individual teachers to develop and implement pedagogic strategies and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Encouraging teachers to change teaching methods if students were not achieving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	knowledging/publicly recognizing individual achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section V Organization / Leadership		Effectiveness of Aspects of Organization and Leadership				
To what extent were your school's organizational structure and leadership effective in these areas:		Not At All Effective	Limited In Effect	Somewhat Effective	Very Effective	Extremely Effective
1	Communicating respect for teachers and their value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Facilitating/encouraging teacher professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Encouraging teachers to use student evaluation results in planning curriculum and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Encouraging professional collaboration between teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Providing teachers with opportunities to develop and meet curriculum standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Providing teachers with opportunities to develop and implement pedagogic strategies and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Encouraging teachers to change teaching methods if students were not achieving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Providing teachers with opportunities to engage students in enrichment activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Providing teachers with opportunities to engage students in instructional support activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Maintaining a positive tone and creating a positive work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Holding supervisors/administrators accountable for the observation, support and development of new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>







*Potential Evaluation Plan Performance Indicators and Targets*

General	Role of the Administrator	Improving Working Conditions	Induction and Mentoring Programs that Work
<ul style="list-style-type: none"> <li>● # of new general education and special education teachers remaining after five years</li> <li>● Job satisfaction ratings for both exiting teachers and remaining new teachers</li> <li>● Clear delineation of factors related to retention and exiting</li> <li>● Correlation between teacher longevity and student results</li> <li>● Existence and duration of a school or district wide retention plan.</li> </ul>	<ul style="list-style-type: none"> <li>● # of strategies developed to support new teachers</li> <li>● % of teachers satisfied with job descriptions and work assignments</li> <li>● % of new teachers satisfied with administrative respect and appreciation</li> <li>● % of new teachers satisfied with administrative support system for professional development</li> <li>● % of new teachers satisfied with administrative support for curriculum and instruction</li> <li>● % of new teachers satisfied with administrative support for classroom management, teaching strategies, and skills</li> <li>● % of new teachers satisfied with administrative support for discipline processes, procedures, and handling conflict and disruptive students</li> <li>● % of new teachers satisfied with adequate pay and job benefits</li> <li>● # of collaborative partnerships developed to support teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>● % of teachers who believe the school climate is supportive and enriching</li> <li>● Availability of sufficient curriculum guides and resources</li> <li>● # and type of teacher resources and equipment available</li> <li>● % of teachers satisfied with resource availability</li> <li>● % of teachers satisfied with curriculum and instructional control</li> <li>● % of teachers satisfied with class size and workload</li> <li>● % of teachers satisfied with working conditions and safety</li> <li>● % of teachers satisfied with interaction and learning from colleagues</li> <li>● % of teachers satisfied with parental support</li> <li>● % of teachers satisfied with student attitude towards learning and behavior</li> <li>● % of teachers satisfied with adequacy of planning time and demands</li> <li>● % of teachers satisfied with ability to link assessment results to engaging students in instructional support activities</li> <li>● % of teachers supporting or participating in measurement of student results</li> <li>● % of teachers with provisional certification</li> </ul>	<ul style="list-style-type: none"> <li>● # of new teachers with an assigned mentor or participating in an induction program</li> <li>● % of mentors/mentees satisfied with selection process and results</li> <li>● % of mentor satisfaction with preparation and development</li> <li>● # of mentors/mentees satisfied with ratio of mentors to mentees</li> <li>● # of mentors/mentees indicating satisfaction with strategies within mentoring program</li> <li>● # of mentors and mentees satisfied with modification of schedules and meeting times to enhance mentoring</li> <li>● # and scope of mentor sessions completed</li> <li>● % of mentors/mentees satisfied with presence of evaluation and modifications made</li> <li>● % of programs coordinated with other school supports</li> <li>● % of programs supported by school administrator and other educators in the school</li> <li>● % of programs linked with institutions of higher education</li> </ul>



## ***The Friedman Model***

### ***Results Accountability Framework ([www.resultsaccountability.com](http://www.resultsaccountability.com))***

Mark Friedman's Results Accountability Framework is based on a four-quadrant conceptualization of program performance measures, which address quantity and quality of inputs or what we do (Effort) and the quantity and quality of outputs or impact (Effect). The model attempts to answer important, evaluative questions: "How do we know if we are doing badly?" "How do we know what 'better' is?" and "Is anyone better off as a result of what we do?" Friedman begins his discussion of the model by clarifying concepts of the model; "results," "indicators," and "program performance measures."

**Results** are defined as a condition of "well-being" for children, families and communities. They are matters of common sense that are about basic desires of citizens and the fundamental purposes of governments and cross over agencies and programs. Results of this type typically have "staying power;" they aren't likely to change over many years and they are the right place to start to begin to figure out how to get "there" from "here." An example related to this work might be teachers remaining in their jobs for more than five years.

**Indicators** are measures that quantify the achievement of the desired result. They assist in answering the question, "How would people know a result if they achieved it?" Indicators can be useful in creating a report card on progress towards the result. Indicator baselines are created and can then be used to project trend lines. One indicator that "teachers are remaining in their jobs" would be the teacher retention rate measured at specific points in time. Another might be related to the strategies used to encourage retention such as induction and mentoring programs. Indicators might then be related to the quantity and the quality of the induction/mentorship programs (see Appendix 6-12).

**Performance Measures** assess the overall effectiveness of program service delivery. Does the program work the way it should? As described by Friedman, there are distinctions between the ends and the means. Results and indicators are about the ends. Strategies are the means to get there from here and performance measures indicate whether the individual strategies are having the desired impact to achieve the intended results.

When used as an evaluation framework, implementers of the model need to agree on core program performance measures. Friedman encourages users to choose indicators and measures which meet three criteria: 1) communication power — they communicate to a broad range of audiences, 2) proxy power — they say something important about the result and/or bring along the rest of the "data herd," and 3) data power — there is quality data available on a timely basis. When these criteria are used to determine performance measures, generally short lists of four to six measures are developed.



**Program Performance Measures**  
**Questions About Service Delivery**

	<b>Quantity</b>	<b>Quality</b>
<b>Input/Effort</b>	<b>How Much Service Did We Deliver?</b>	<b>How Well Did We Deliver Service?</b>
<b>Output/Effect</b>	<b>How Much Effect/Change Did We Produce?</b>	<b>What Quality of Change/Effect Did We Produce?</b>

Friedman uses a four-quadrant table format to illustrate his concepts of “effort” and “effect.” The Y axis elements describe the quantity and the quality of services delivered. The X axis elements describe the input in terms of effort and the output in terms of effect. When the quadrants are illustrated graphically, the following measures are depicted: 1) quantity of effort, 2) quality of effort, 3) quantity of effect, and 4) quality of effect. School evaluation teams will need to identify performance measures across these four dimensions that answer the following critical performance questions:

- How much did we do? (e.g., number of services)
- How well did we do it? (e.g., percent satisfied with the service)
- How much effect/change did we produce? (e.g., numbers of effects/changes)
- What was the quality of the change/effect that we produced? (e.g., quality of the effect/change described as a percentage)

The quality of input or efforts (Quadrant #2) are often easily measured (e.g., percent of participants indicating satisfaction with a service), however the quality of output or effect is more difficult to capture as the program may have less control over the variables which produce the effect (Quadrant #4). Types of measures in each quadrant are depicted below. Examples specific to “Keeping Quality Teachers” can be found in Appendix 6-12.



## *Separating the Wheat from the Chaff*

### *Types of Measures Found in Each Quadrant*

<p><b>How much did we do?</b></p> <p># Clients/customers served</p> <p># Activities (by type of activity)</p>	<p><b>How well did we do it?</b></p> <p><b>% Common measures</b> (e.g., client-staff ratio, workload ratio, staff turnover rate, staff morale, % staff fully trained, % clients seen in their own language, worker safety, unit cost)</p> <p><b>% Activity-specific measures</b> (e.g., % timely, % clients completing activity, % correct &amp; complete, % meeting standard)</p>
<p><b>Is anyone better off?</b></p>	
<p>#</p> <p>#</p> <p>#</p> <p>#</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Point-in-Time Vs. Point-to-Point Improvement</p> </div>	<p><b>% Skills/Knowledge</b> (e.g., parenting skills)</p> <p><b>% Attitude</b> (e.g., toward drugs)</p> <p><b>% Behavior</b> (e.g., school attendance)</p> <p><b>% Circumstance</b> (e.g., working, in stable housing)</p>

### *How do we get from talking about results to doing something about them?*

1. Identify and establish a mutually agreed upon set of results.
2. Select indicators which measure and communicate whether the results are being met.
3. Establish a baseline, reporting the “story behind the baseline” or the history, and develop forecasting trend lines.
4. Review strategies and resources to assist in turning the curve away from the baseline.
5. Involve partners in implementing research-based strategies to produce the desired results.
6. Begin implementation of the selected strategies while continuing to look for new ones that will stand the test of time.
7. Use a feedback loop to review success of the strategies and correct as needed. “Success equals beating the baseline.”

The strength of this evaluation model lies in the district’s ability to assess its progress across the three research-based strategies (e.g., the role of the administrator, working conditions, induction and mentoring); select specific, targeted strategies/activities to affect the area of lowest performance; conduct evidenced-based evaluation using the Friedman model; and finally, perform post-implementation assessment using the general survey instrument (Appendix 6-13). The model follows Reeves recommendation that “it is more important and accurate to measure a few things frequently and consistently than to measure many things once.” Additionally, the data are easily reportable and presented in a user friendly format (p. 25, *Accountability for Learning: How teachers and school leaders can take charge* by Douglas B. Reeves – ASCD, 2004).



## *The Friedman Model in Action*

### *Sample Strategy to Evaluate Progress*

To assist the school team in creating an evaluation strategy before beginning the initiative, a suggested plan using Friedman's steps is below, followed by examples that illustrate Friedman's four-quadrant conceptualization in action.

1. Identify and establish a politically grounded set of results.
2. Distribute a general survey to teaching staff to collect baseline data (Appendix 6-13: Keeping Quality Teachers Survey is an example of such an instrument) or use the self-assessment checklists to assist in determining: What's working? What areas need more focus? Establish a baseline, reporting the "story behind the baseline" or the history, and develop forecasting trend lines.
3. Select performance measures and indicators that measure and communicate whether the results are being met. Review the "Potential Evaluation Plan for Performance Indicators and Targets" in Appendix 6-10 and review baseline data collected to date. Are there additional data that need to be collected to measure impact?
4. Review strategies and resources to assist in turning the curve away from the baseline.
5. Involve partners in implementing research-based strategies to produce the desired results (e.g., State Department of Education, IHE's).
6. Begin implementation of the selected strategies while continuing to look for new ones that will stand the test of time.
7. Use a feedback loop to review success of the strategies and correct as needed.
8. Distribute the general survey to teaching staff to collect post-implementation data. Were the desired results achieved?



## *Improving Working Conditions: Performance Indicators and Targets Example*

### *End/Results:*

- To increase community involvement and support for schools and teachers.
- To increase the percentage of teachers remaining after 5 years.
- To correlate student results outcome data with teacher retention.

### *Means/Strategies:*

- Increase family involvement by involving members in policy making.
- Increase family involvement by having members participate in administrative and teacher hiring decisions.
- Increase newsletter/communication to families to provide updates on school/district activities/issues.
- Create a Special Education Advisory Council.

Indicators and performance measures are then matched to the effort/effect, quantity/quality standards. By returning to the “Working Conditions: Self-Assessment Instrument,” specific areas for focus can be targeted, which may have been rated “never” or “seldom.” These are the data points that will be collected, analyzed and reported over the period of the project.

<i>How much did we do?</i>	<i>How well did we do it?</i>
<p># of parents represented in policy making</p> <p># of parents participating in administration and faculty hiring decisions</p> <p># newsletter/communications to parents providing an update of school/district activities/issues</p> <p># of Special Education Advisory Council meetings</p>	<p>% of parents reporting satisfaction with their participation in policy making</p> <p>% of parents reporting satisfaction with their participation in administration and faculty hiring decisions</p> <p>% of parents reporting satisfaction with newsletter or communications received from the school/district</p> <p>% of Advisory Council members reporting satisfaction with the meetings, process, accomplishments, etc.</p>
<i>Is anyone better off?</i>	
<p># of families reporting increased involvement (baseline-to-current data changes)</p> <p># of new teachers remaining in their current positions for 5 years (periodic data collection)</p> <p># of students’ outcome data that can be correlated with teacher longevity (baseline-to-current data changes)</p>	<p>% of families reporting increased involvement (baseline-to-current data changes)</p> <p>% of new teachers remaining in their current positions for 5 years (periodic data collection)</p> <p>% of students’ outcome data that can be correlated with teacher longevity (baseline-to-current data changes)</p>



***Role of the Administrator:  
Performance Indicators and Targets Example***

***End/Results:***

- To impact the role of the administrator in teacher retention.
- To increase the percentage of teachers remaining after 5 years.
- To correlate student results outcome data with teacher retention.

***Means/Strategies:***

- To redefine and clarify teacher and support staff job descriptions (policy, procedures).
- To increase the numbers of teachers visiting other classrooms (professional development and support).
- To develop consistent discipline policies and procedures (safe environment).

Indicators and performance measures are then matched to the effort/effect, quantity/quality standards. By returning to the “The Role of the Administrator in Teacher Retention: Self-Assessment Instrument,” specific areas for focus can be targeted, which may have been rated “never” or “seldom.” These represent the data points that will be collected, analyzed and reported over the period of the project.

<b><i>How much did we do?</i></b>	<b><i>How well did we do it?</i></b>
# of revised job descriptions	% of teachers indicating satisfaction with revised job descriptions
# of teachers who visit other classrooms	% of teachers indicating satisfaction with visits to other classrooms
# of consistent discipline policies/procedures developed	% of staff indicating satisfaction with discipline policies/procedures
<b><i>Is any one better off?</i></b>	
# of job descriptions developed (baseline-to-current)	% of administrative policies changed that can be correlated with teacher retention
# of teachers visiting other classrooms (baseline-to-current)	% of new teachers remaining in their current positions for 5 years (periodic data collection)
# of schools with consistent discipline policies/procedures (baseline-to-current)	% of students’ outcome data that can be correlated with teacher longevity (baseline-to-current data changes)



## *Induction and Mentoring Programs that Work: Performance Indicators and Targets Example*

### *End/Results:*

- To develop an effective mentoring program.
- To increase the percentage of teachers remaining after 5 years.
- To correlate student results outcome data to teacher retention.

### *Means/Strategies:*

- Provide new teachers and mentors with an adequate selection and matching process.
- Provide an adequate number of mentors for new teachers.
- Provide adequate time for mentoring activities.

Indicators and performance measures are then matched to the effort/effect, quantity/quality standards. By returning to the “Developing Effective Mentor Programs” rating rubric, specific areas for focus can be targeted, which may have been rated “inadequate” or “basic.” These represent the data points that will be collected, analyzed and reported over the period of the project.

<i>How much did we do?</i>	<i>How well did we do it?</i>
<ul style="list-style-type: none"> <li># of new teachers and mentors who are paired up</li> <li># of mentors compared to new teachers</li> <li># of modified schedules and meeting times</li> <li># of mentors trained in adult learning theory and cognitive coaching</li> </ul>	<ul style="list-style-type: none"> <li>% of new teachers and mentors indicating satisfaction with the selection and matching process</li> <li>% of teachers indicating satisfaction with the ratio of mentors to new teachers</li> <li>% of staff indicating satisfaction with modification of schedules and meeting times to enhance mentoring</li> <li>% of mentors indicating satisfaction with training in adult learning theory and cognitive coaching</li> </ul>
<i>Is anyone better off?</i>	
<ul style="list-style-type: none"> <li># of new teachers and mentors who are paired up (baseline-to-current)</li> <li># of mentors compared to new teachers (baseline-to-current)</li> <li># of modified schedules and meeting times (baseline-to-current)</li> <li># of mentors trained in adult learning theory and cognitive coaching (baseline-to-current)</li> </ul>	<ul style="list-style-type: none"> <li>% of mentoring practices implemented that can be correlated with teacher retention</li> <li>% of new teachers remaining in their current positions for 5 years (periodic data collection)</li> <li>% of students' outcome data that can be correlated with teacher longevity (baseline-to-current data changes)</li> </ul>



***Partnerships between Schools and Higher Education:  
Performance Indicators and Targets Example***

***End/Results:***

- To enhance the quality of the IHE-school partnership.
- To increase collaborative research/inquiry projects and student field experiences in the district.
- To increase the number of collaboratively developed professional development opportunities available to district staff.

***Means/Strategies:***

- Invite representatives from: IHE leadership and faculty, school leadership and faculty, the community, families and State Education Department (SED) to join a Collaborative Partnership Workgroup (CPW).
- Increase the number of collaborative research/inquiry projects conducted at the school.
- With the CPW, develop expectations and assessments for student teachers or interns at the school.
- With the CPW, develop a two-credit course on “Differentiating Instruction” to be offered during the summer for school staff and students of the IHE.

Indicators and performance measures are then matched to the effort/effect, quantity/quality standards. By returning to the “Rubric for Assessing the Qualities of Partnerships between Schools and Teacher Preparation Programs at Institutions of Higher Education,” specific areas for focus can be targeted, which may have been rated “drawing board” or “evolving.” These are the data points that will be collected, analyzed and reported over the period of the project.

<b><i>How much did we do?</i></b>	<b><i>How well did we do it?</i></b>
# CPW members attending meetings	% of CPW members reporting satisfaction with their participation (e.g., meetings, projects)
# of stakeholder groups represented on the CPW	% of school/IHE representatives at meetings
# of research/inquiry projects at the school	% of IHE/school faculty reporting satisfaction with projects at the school
# of student teachers at the school reaching a satisfactory score on collaboratively designed performance assessment	% of student teachers reporting satisfaction with field placement
# of school district staff participating in two-credit, summer course on “Differentiating Instruction”	% of participants reporting satisfaction with “Differentiating Instruction” course
# of IHE-enrolled students participating in two-credit, summer course on “Differentiating Instruction”	
<b><i>Table continued on next page.</i></b>	



*Is anyone better off?*

# CPW members attending meetings  
(baseline-to-current data changes)

# of stakeholder groups represented on the  
CPW (baseline-to-current data changes)

# of research/inquiry projects at the school  
(baseline-to-current data changes)

# of student teachers at the school  
reaching a satisfactory score on  
collaboratively designed performance  
assessment (baseline-to-current data  
changes)

# of school district staff participating in  
two-credit, summer course on  
"Differentiating Instruction" (# that  
register and # that complete all  
requirements)

# of IHE-enrolled students participating in  
two-credit, summer course on  
"Differentiating Instruction" (# that  
register and # that complete all  
requirements)

% of CPW members attending meetings  
where the range of stakeholder groups is  
represented

% of research projects conducted at the  
school where faculty member  
documents instructor and/or student  
impact

% of student teachers at the school  
indicating interest in teaching in the  
district upon graduation

% of school district staff participating in  
course on "Differentiating Instruction"  
that implement the strategies in the  
academic year (baseline-to-current data)

% of IHE-enrolled students participating  
in two-credit, summer course on  
"Differentiating Instruction" (baseline-  
to-current data)



## ***Performance Measures and Indicators Sample Evaluation Instrument***

The purpose of this sample instrument is to assist in determining if the strategies and activities implemented have had their desired effect. The following notes and recommendations will assist in deciding how to use the survey, who might receive it, when to distribute it, and ways to interpret and report the results.

- Administrators may choose to use the instrument as is or adapt it to measure selected indicators of success (e.g., select only those items that relate to induction and mentoring programs).
- The survey may be administered to a district's teaching staff, at the building level or to a sub-set of the teaching staff (e.g., special educators).
- After the initial administration to the selected staff members and as the strategies presented are implemented, conduct ongoing, formative evaluation to develop forecasting trend lines, using the Friedman model (see Appendices 6-11 and 6-12). By doing this, a baseline can be established, and trends can be forecasted (e.g., at the start of the initiative, there are no teacher/mentor teams and by the end of Year One, there are three mentor-teacher teams; by Year Two there are eight teacher/mentor teams).
- Data from the survey can serve to stay the course of implementation or make alterations.
- Data can be reported frequently to staff, stakeholders and the community.
- Collect, analyze and report the data consistently to ensure reliability and fidelity to the greatest extent possible (i.e., use the same measures for baseline and ongoing measurement).
- Consider developing an Executive Summary using lay language to report data to the public.
- Consider developing easy-to-read graphic displays of the data.
- Consider administering the survey annually to measure pre- and post-strategy implementation.

Specific performance measures related to partnerships between institutions of higher education and school districts may be found in *Appendix 5-4, A Rubric for Assessing the Qualities of Partnerships Between Schools and Teacher Preparation Programs at Institutions of Higher Education*.



## General Survey Example

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Role: \_\_\_\_\_

On a rating scale of 1 to 4, with **1 = Not at all**, **4 = To a great extent**, please rate the following items related to “Keeping Quality Teachers: Working Conditions and Role of the Administrator.”

<i>Working Conditions</i>	<b>1</b> <i>Not at all</i>	<b>2</b>	<b>3</b>	<b>4</b> <i>To a great extent</i>
Colleagues share your beliefs and values about the school mission.				
Teachers participate in decision making on important matters (e.g., selecting curricula/materials).				
Teachers are appropriately assigned to classes (e.g., possess appropriate credentials and management skills).				
Salary and benefits are adequate.				
Licensing and certification policies and procedures are followed.				
Teacher job descriptions are up-to-date and accurate.				
Teachers know the “chain of command.”				
Teachers receive regular, relevant feedback on their performance.				
Appropriate professional development is available and supported.				
Teachers are able to effectively differentiate instruction for diverse groups of students.				
A comprehensive student support and discipline system exists.				
Focus is on improving student results.				
Planning time (individual and team) is reasonable.				



<b><i>Working Conditions (Continued)</i></b>	<b>1 <i>Not at all</i></b>	<b>2</b>	<b>3</b>	<b>4 <i>To a great extent</i></b>
Paperwork loads are reasonable.				
Class load is reasonable.				
Necessary materials are available.				
Curriculum guidelines exist and are updated.				
Technology is available, with ongoing support.				
Teachers really like the school in which they are currently working.				
School climate shows respect for all.				
Families/parents are active in the school/district (e.g., assist in policy making, hiring of staff).				
Families/parents receive home-school communications.				

<b><i>Role of the Administrator</i></b>	<b>1 <i>Not at all</i></b>	<b>2</b>	<b>3</b>	<b>4 <i>To a great extent</i></b>
Administrators support teacher retention activities.				
Administrators communicate what kind of district/school he/she wants.				
Administrators develop clear job descriptions for all staff.				
Administrators support teachers when needed.				
Administrators understand what teachers do.				
Administrators promote the philosophy that all teachers share the responsibility for educating all students (i.e., general and special educators share ownership).				



On the following items, please answer “yes” (Y) or “no” (N) whether you received the support indicated and, if so, the extent to which the support was helpful, using a rating scale is 1 to 4, with 1 = not at all, 4 = to a great extent.

<b><i>Induction and Mentoring</i></b>	<b><i>Y</i></b>	<b><i>N</i></b>	<b><i>1 Not at all</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>4 To a great extent</i></b>
Formal mentoring.						
Regular meetings with new teachers.						
Informal help from building teachers.						
Assistance from building administrators.						
Structural supports, such as release time for observations, and common planning time for meetings.						
Assistance from consultants or supervisors.						
In-service or staff development.						
Informal help from other colleagues.						

***Intent to Remain in the Position (Reminder: this information is anonymous.)***

Please check one of the items below, indicating your current intent to remain teaching in this school/district:

- As long as I am able.
- Until retirement.
- Until something else comes along.
- Leaving as soon as possible for personal reasons.
- Leaving special education for general education as soon as I can.
- Undecided.