

Teacher Incentives: Models and Strategies to Increase Retention

NEGA PRISM

Created by Sara Tolbert, graduate assistant

Last updated February 23, 2005

Model or Strategy	Rationale	Implementation Strategies	Policy/Sustainability Issues	Related Resources	Comments
Teacher induction	New teachers have the highest rates of attrition due to lack of administrative support and lack of transitional support from teacher education programs into permanent teaching positions.	Induction programs should include orientation program, expert teachers who model lessons, mentors, strategies for classroom management, opportunities for planning/collaboration as well as forum for expressing/resolving concerns, peer support. New teachers prefer to engage in collaborative sharing/discussions vs. lecture by principal and/or staff developer	Induction programs should be an integral part of the new teacher's first few years (even five), not just the first few months or even the first year.	Eberhard, Reinhardt-Mondragon, and Stottlemeyer 2000; Hope 1999; Menchaca 2003 NASSP 2004 (88) Dufour 2002 GSTEP	Induction programs should be meaningful and job-embedded vs. three-day orientation/baptism by fire model.
Mentoring	Mentoring should be used to assist new teachers.	Mentors should: share grade level and subject areas of mentee, be well-trained, have a reduced schedule in order to make time for mentees, provide non-threatening feedback, facilitate reflective thinking	Focus on meaningful mentoring; use surveys/questionnaires to determine if mentor/mentee partnerships are working out successfully for the new teacher	Colgan 2004, Danielson 2002, Hoff 2000	An alternative to mentoring is new teacher learning communities.

Model or Strategy	Rationale	Implementation Strategies	Policy/Sustainability Issues	Related Resources	Comments
Peer coaching	Coaches can be used to help experienced and inexperienced teachers work together and build or refine skills.	See Table 1: Provides steps and model timeline for implementation/evaluation of a peer coaching program		Slater and Simmons 2001	
Recognition/ Administrative Support	Teachers leave because they feel their profession is negatively viewed by society. Their hard work frequently goes unrecognized by administrators and peers. Teachers need to feel that their work is valued	Motivation strategies; principals and lead teachers should support and motivate faculty, providing a sense of inclusion/accomplishment, role models, fun/enthusiasm, creativity/adventure, responsibility, and confidence for teachers.		Eight Ways to Motivate Your Staff (January 2003). <i>Principal</i> (84)3.	
Shared governance/ “Management decisions based on consultation” (Kyriacou 2001)	Teacher morale is low due to lack of administrative support and decision-making power . Teachers need both “connectedness and autonomy” (Williams 72)	Model: The Senate, “planning effective meetings”: establish committees, agendas, chairs; use faculty handbook as arbitrator		Bugeja 2005 Ingersoll 1996	Ingersoll’s study demonstrates how teacher decision-making power is inversely related to student conflict (discipline problems are also contributing factors to teacher attrition)

Model or Strategy	Rationale	Implementation Strategies	Policy/Sustainability Issues	Related Resources	Comments
PD Content Area Training	Math and science teachers leave due to lack of confidence in content area.	<p>Site-based; encourage staff to pursue opportunities in which they are interested; staff must “apply new learning;” collaborative focus on results; “create structures that require teachers to work together, and build time for that work into the school day and annual calendar”</p> <p>Redefine conference requirements</p> <p>Whole faculty study groups</p>		<p>DuFour 2004</p> <p>Bradburn 2004</p> <p>Lick 2000, Mahon 2003</p>	
Communication/ Team-Building Strategies	Teachers leave due to feelings of isolation and lack of collegial interaction/support .	<p>Train teachers in and institute protocols such as dyads, support groups and/or critical friends; create a “safe space” for teachers to express their thoughts and emotions</p> <p>Lesson Study</p>		Bambino 2002, Routman 2002, NSDC 2001, Houghton 2001, Brahier 2004	

Model or Strategy	Rationale	Implementation Strategies	Policy/Sustainability Issues	Related Resources	Comments
Creating desirable workplace conditions	<p>Working conditions: paperwork, resource availability, schedule, workload, teaching assignment</p> <p>Additionally, teachers often feel that they are not treated as professionals (i.e. must sign out to leave, bus duty, no private office, etc.-Inman 611)</p>	Administrators and lead teachers should work to reduce stressful workplace conditions (i.e. eliminate more menial tasks, give teacher opportunities to participate in decision making, communication system that timely informs teachers of policy/schedule changes, etc.)		Black 2003	Especially important for new teachers; workload and class assignments should be appropriate and reasonable. New teachers should have extra planning periods in which they can observe effective veteran teachers.
Strategies for parental involvement	Lack of parental support contributes to teacher stress and burnout.	Several models (see article) that include the following components: Open an helpful communication with parents, parents are collaborators and have a voice in school policy, active school/parent partnership, encourage volunteer participation		Carlson 1991	Models discussed in article include: Teachers Involved Parents in Schoolwork (TIPS), The Parent and Child Literacy Intervention Program, The Family Math Program, The Chicago Governance Program

Model or Strategy	Rationale	Implementation Strategies	Policy/Sustainability Issues	Related Resources	Comments
Finding time for collaboration and planning	Time constraints; teachers leave because they are overextended and don't have enough planning time.	See Raywid's models of time-saving strategies LaBelle provides several strategies teachers can use to save time in the classroom (see below)		Raywid 2004	
Stress Management Workshops ("Teaching Smarter" Model; Sandy LaBelle)	Teachers can find ways to save time and increase efficiency by using time and class management strategies suggested by Sandy LaBelle.	Series of 4 articles that address stress, time management and delegating strategies; could be developed into a series of workshops for teachers		LaBelle 2000, 2001, 2002, 2003	