Strengthening the Teaching Profession Across the Entire Career Pipeline
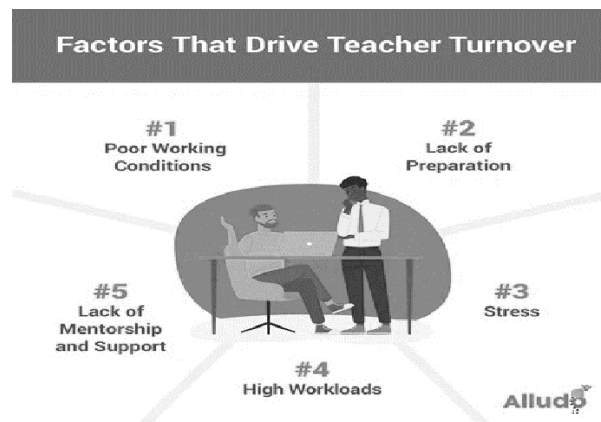Constitutional Players Convening
June 17, 2024

What is happening in Montana to support the development of a strong teacher workforce across the entire career pipeline from recruitment to retention?

Education Commission of the States, May 2023

What does the data tell us about <mark>teacher retention</mark> in Montana?

Teacher Data:

- Measured in this study are four kinds of turnover: school (763 teachers annually), transferred systems (335), **left the workforce (1274)**, and total (2039).

- The age groups that most frequently experience turnover are the **26-30 demographic (30.04%)** and the 66 and older demographic (36.64%).

- Of the teachers that left the workforce, 12.16% of teachers with a special education endorsement left, 9.89% of teachers with a general education endorsement left, and 12.04% with a science endorsement left.

- Of teachers that switch schools, 27.27% of gifted and talented teachers switch, 10.13% of special education teachers switch, and 6.76% of general education teachers leave for another school.

- Turnover is acute in the first five years of teaching (licensure). **30.72% of first year teachers experience**

turnover and 27.14% of teachers with 2-5 years of licensure leave.

School Data:

- **738 Montana schools experienced turnover** in at least one position in 2022 (**89.35% of public schools**). Only 88 schools were not affected by turnover.
- In 212 schools, 100% of the turnover results from an educator leaving the workforce.
- 524 schools had teachers leave and transfer to a different school.
- 61 schools had all their turnover attributable to a teacher leaving a school system.
- In **37 schools, the turnover rate was greater than 80%.** This rate is correlated to the high rate of supervising teacher's turnover (25%).
- Only four on reservations schools did not experience turnover. 67 on reservation schools had at least one teacher leave the workforce.
- 60.17% of elementary schools statewide had a teacher transfer to another school (436 total). 73.01% of high schools had a teacher transfer to another school (173 total).
- 71 elementary schools and six high schools did not have a teacher leave the Montana workforce.
- **All high schools in a district with a population between 201 and 400 students experienced turnover.**
- **54.34% of elementary schools in districts with 40 of fewer student had turnover.**
- **93.22% of comprehensive support schools and 96.45% percent of targeted support schools had turnover.**
- 90.56% of Title 1 schools experienced turnover.
- 68.24% of Title 1 schools had a teacher who transferred to a different school.

<mark>Early Career Support:</mark> How do we address existing teacher retention challenges beyond recruitment and preparation?

> **According to National Conference of State Legislatures (March 2023) Recruiting, Preparing and Retaining Effective Educators: A Legislators' Guide:**
>
> **"**Recruiting new educators and providing them with sufficient training is necessary but insufficient to ensure all students have access to high quality teachers and principals. The majority of the demand for educators is caused by attrition , indicating the need to directly address educator retention.
>
> When teachers and principals are given meaningful decision-making authority, have opportunities for professional learning and collaboration, and are provided early career support, they are more likely to be retained in the profession."
>
> **Policy Options**

"Beyond the strategies addressing recruitment and preparation, which also play into retention, the strategies below specifically work to address the causes of teacher and principal turnover.

- Implement or expand **induction and mentoring** programs that include orientation to the district and school, support from trained mentors or coaches, opportunities for collaboration with other teachers or principals, aligned professional expectations, and ongoing professional development based on individual needs.
- Adopt standards for professional development, such as the **Standards for Professional Learning**, that promote content focused, job-embedded and sustained active learning opportunities.
- Adopt **evaluation systems** that allow for local adaptation, enable mentoring, coaching and professional learning, encourage working in struggling schools, and provide sufficient training and time for supervisors to conduct meaningful evaluations.
- Invest in school principals to improve teacher working conditions.
- Create structures to involve teacher and principal voice in decision-making."

How is the Accreditation Process aligned to ARM 10.55 being used in SY 2024-2025 to Strengthen Educator Effectiveness and support teacher retention?

- The **Integrated Strategic Action Plan (ISAP)** must clarify what specific steps must be taken to achieve the district graduate profile and reflect a continuous improvement process. 10.55.601 ACCREDITATION STANDARDS: PROCEDURES
- Three components embedded within the Integrated Strategic Action Plan (ISAP) for school districts for Year 2

ISAP Component	ISAP Prompt	Description
Professional Development Plan	Upload your 10.55.714(3) aligned professional development plan. Ensure your plan includes the elements of 10.55.714. Outline the ways in which your district's professional development plan builds skills by (1) identifying the skills that staff are acquiring, (2) describing how these skills directly impact student learning, and (3) detailing how these skills align to the Graduate Profile and educational goals. Identify how your district's professional development plan builds skills that help address the safety, well-being, and mental health of students and staff. Please ensure and provide evidence that all professional development will directly impact student learning.	**ARM 10.55.714(1)** **Professional development:** (a) shall be aligned with the district **graduate profile** and **educational goals** outlined in the district integrated strategic action plan described in ARM 10.55.601; (b) shall be provided to address **safety, well-being, and mental health** of students and staff; (c) focuses on **teachers as central to student learning** and includes all other members of the school community; (d) focuses on individual, collegial, and **organizational learning**, reflection, and growth; (e) respects and nurtures the **intellectual and leadership capacity** of teachers, principals, and others in the school community by incorporating active learning and adult learning theory; (f) reflects research and demonstrates **models of effective practice** in teaching, learning, and leadership; (g) enables teachers to develop further experience in **subject content**, **teaching strategies**, **uses of technologies,** and other essential elements in teaching to high standards; (h) offers opportunities for **feedback and reflection**; (i) is **ongoing and sustained**; (j) is **planned collaboratively** by those who will participate in and facilitate that development; (k) requires substantial time, other resources, and where practical provides **coaching and expert support**; (l) is **job-embedded** to encourage teachers to meet, share, collaborate, and grow their practice; (m) is driven by a **coherent long-term plan**; and

		(n) is **evaluated** on the impact of professional development on teacher effectiveness and student learning, and the results of this assessment guides subsequent professional development.

Mentorship and Induction Program	Describe the district mentorship and induction program.	**ARM 10.55.723**
		(1) The local board of trustees shall implement a **mentorship and induction program** as outlined in the integrated strategic action plan. described in ARM 10.55.601 that:
		    (a) is **research-based** to ensure inclusion of **high-impact professional learning strategies**;
		    (b) is implemented to assist initial licensed and incoming educators in meeting **teaching standards** embedded in the district evaluation framework outlined in ARM 10.55.724;
		    (c) supports initial licensed and incoming teachers' **planning, implementation, and assessment of instruction** aligned to the program area and content standards and content-specific learning progressions;
		    (d) supports initial licensed and incoming teachers to establish and maintain a **positive classroom climate**; and
		    (e) encourages **continuous learning, reflection, and growth**.
		(2) The mentorship and induction program may include the following criteria:
		    (a) provide training for mentors through the Montana Teacher Learning Hub, professional organizations, or other professional development opportunities;
		    (b) prioritize mentor-mentee matches that are grade and subject level aligned;
		    (c) focus on research-based instructional practice;
		    (d) engage with mentoring partners in professional collaboration; and
		    (e) establish effective coaching for learning methods.

Teacher Evaluation and Feedback	Upload a copy of your board approved teacher evaluation instrument.	**ARM 10.55.724** (1) The local board of trustees shall ensure the completion of **periodic written evaluations** of all regularly employed instructional personnel who are under written contract. Employees evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to the employee's files. (2) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the Montana Federation of Public Employees, the Montana Rural Education Association, the Montana School Boards Association, the School Administrators of Montana, and the Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conform to the requirements set forth in this rule. (3) The local board of trustees shall implement an evaluation component as outlined in the integrated strategic action plan described in ARM 10.55.601.

Career Advancement: **How do we address existing teacher retention challenges through Career Advancement Opportunities?**

- With the appropriate supports, such as release time and additional compensation for additional responsibilities, **teacher leadership** and advancement can support improved student outcomes and teacher recruitment and retention.
- Teacher Leaders maintain K-12 classroom-based teaching responsibilities, while also taking on leadership responsibilities outside the classroom (Wenner and Campbell, 20
- Education Commission of the States Mitigating Teacher Shortages: Teacher Leadership (May, 2016)
  - "Research indicates that teacher leadership opportunities can improve teachers' job satisfaction and provide them a greater voice in their working environment, potentially improving teacher retention."
- Teacher Leadership Toolkit 2.0 (2019) from the Center for Great Teachers and Leaders highlights well-designed teacher leadership initiatives.
- Promote career advancement and leadership opportunities that allow teachers to grow professionally and earn additional compensation, while remaining in the classroom. Examples:
  - Programs for master-teachers who support the development of other educators:
    - Residency Project
    - Mentorship and Induction
    - Apprenticeship Programs
    - Job-embedded coaching
  - Distributive leadership models
  - Teacher-led instructional improvement efforts
  - Leading professional learning communities