

A Playbook for School & District Leaders

Teacher Recruitment & Retention

Attract and Keep Your Most Effective Educators

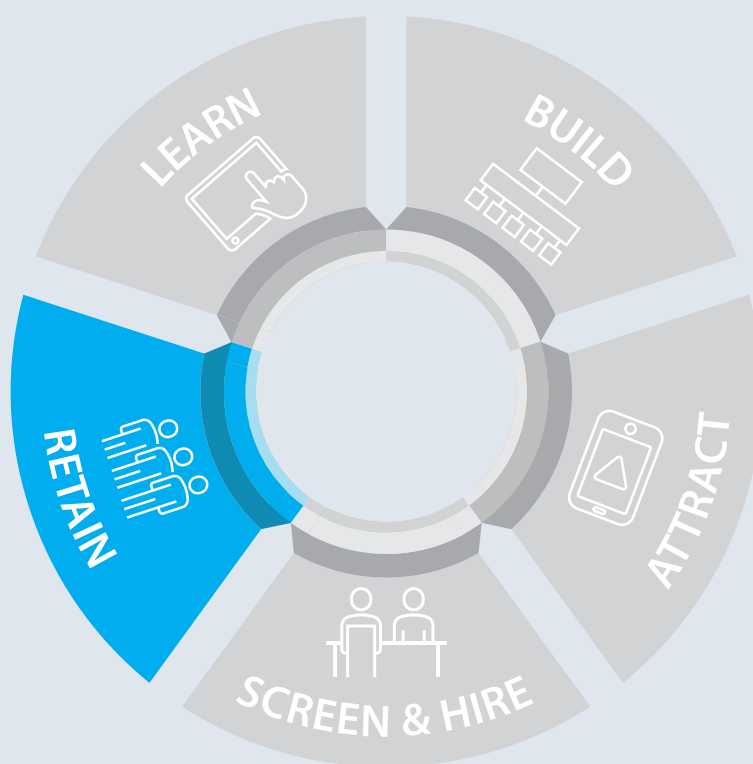
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Excerpt

- *Chapter 5: Retention Success: What Makes Effective Teachers Stay*



RETENTION SUCCESS: WHAT MAKES EFFECTIVE TEACHERS STAY





Planning for Retention

Now that you have brought on your latest cohort of new hires, what is your plan to retain them? And what's your plan to keep your current effective teachers? This chapter unpacks in more detail the following:

- ✓ Benefits of teacher retention
- ✓ Levers to retain your most effective teachers

I. Benefits of Teacher Retention

As seen in [Truth #16](#), retention is as important to a district as recruitment. Here are the top three benefits.

Benefit #1: It saves money and resources.

By retaining effective teachers, districts can save thousands of dollars every year—up to \$21,000 per teacher in some areas (Learning Policy Institute, 2017). This money could subsequently be more wisely reallocated to systems which will be more beneficial for student learning and supportive of district goals.

By eliminating the time and energy spent on recruiting and hiring personnel, districts can turn their attention to the processes and systems which result in student achievement gains, such as coaching systems and effective professional development structures.

Benefit #2: Student achievement can increase.

According to the National Conference of State Legislatures (NCSL) and the National Commission on Teaching and America's Future (NCTAF), the high turnover rate of teachers—up to 15% of teachers per year in some areas—“drains resources, diminishes quality, and undermines schools' ability to close the achievement gap” (NCSL, 2013; Barnum, 2017). Therefore, focusing energy on key retention levers, such as coaching and mentoring for teachers to improve student learning, can create a positive impact on student achievement.

Benefit #3: The climate and culture are impacted in a positive way, creating an environment where teachers want to work.

Deal and Patterson (2016) detail that a positive school climate includes having a safe school campus; a supportive academic, disciplinary, and physical environment; and respectful, trusting, and caring relationships throughout the school community (Deal & Patterson, 2016).

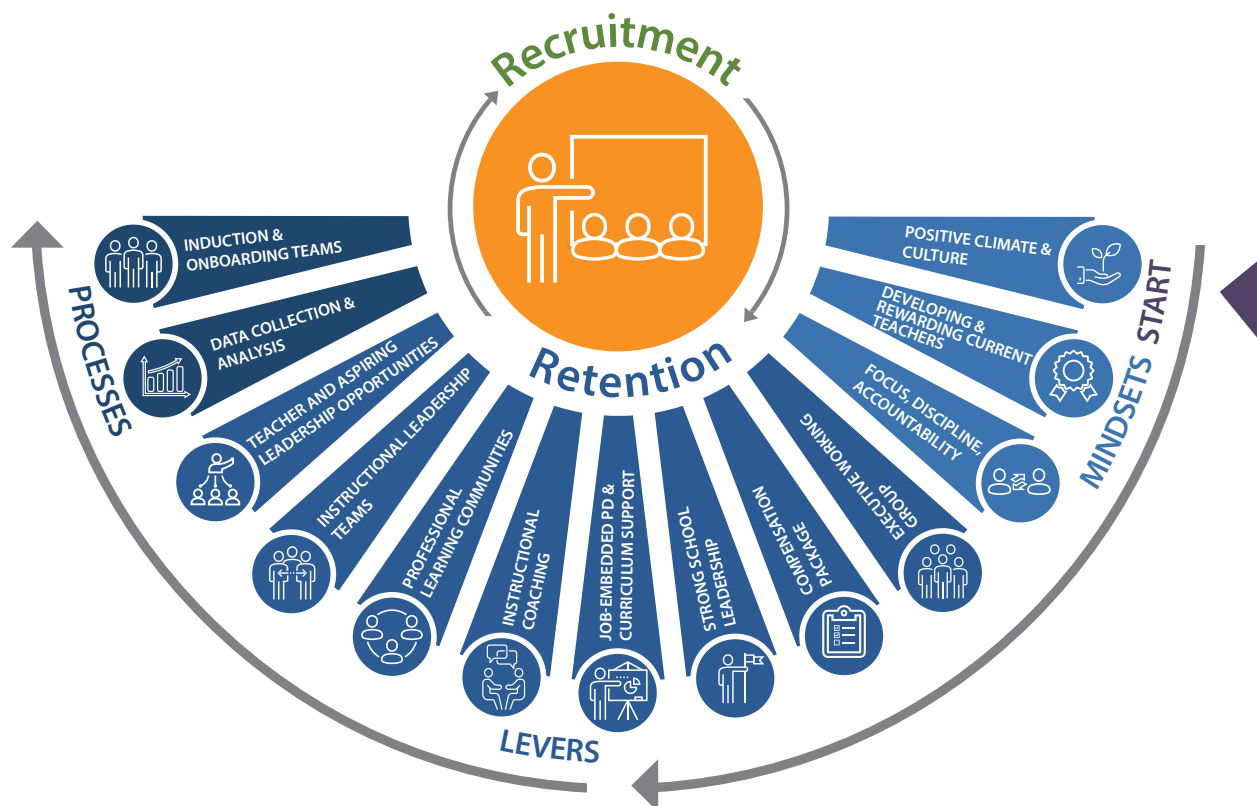


In Waco, Texas, the district is implementing new strategies to tackle its high teacher turnover rates, including hiring teacher aides and behavior intervention specialists to address their approach to discipline and hosting a cookout every six weeks to open lines of communication and provide opportunities for staff to voice questions and concerns. And it's making a difference: Waco High School has increased its teacher retention from 56% to 82% over the past three years (Isevoli, 2017).

In recent surveys with all of the Empower Educators to Excel districts, the number one reason teachers said they remained in their districts was because of relationships with colleagues. Creating a positive school culture and climate lessens teacher burnout rates and increases retention numbers (Zakrzewski, 2013).

II. Levers for Retention

There are many recommended levers that district and school leaders need to consider in building a school system where teachers will remain.



Here's a deeper dive into five levers, including:

1. Strong School Leadership
2. Instructional Leadership Teams
3. Professional Learning Communities
4. Instructional Coaching
5. Teacher Leadership Opportunities



Lever #1: Strong School Leadership

Leadership matters. School leadership affects teachers' perceptions of the whole school environment (Barnum, 2016).

School leadership quality and teacher autonomy/efficacy are strong predictors of teacher turnover (Barnum, 2016). In a recent national survey conducted by *EdWeek* of more than 500 K-12 teachers, leadership was cited as the number one reason that teachers decided to stay or leave any given school, with 18% of participants citing it as a deciding factor (Viadero, 2018). Researchers Boyd, Grossman, Ing, Lankford, Loeb, and Wykoff (2009) found that in New York City, teachers' opinions of their principals directly impacted attrition rates.

A recent study by the University of Missouri found that "...principal effectiveness is associated with greater teacher satisfaction and a lower probability that the teacher leaves the school within a year. Moreover, the positive impacts of principal effectiveness on these teacher outcomes are even greater in disadvantaged schools. These findings suggest that policies focused on getting the best principals into the most challenging school environments may be effective strategies for lowering perpetually high teacher turnover rates in those schools" (Grissom, n.d.).

The positive impacts of principal effectiveness on these teacher outcomes are even greater in disadvantaged schools.

If school leadership is critical to a school's success, what should school leaders do, and how can they start? Recent research indicates that a principal's greatest impact on student achievement is through the school culture (Wiener, 2018). According to research from the University of Chicago, culture is the number one way that leaders can impact a school, both for teachers and students (Weiner, 2018). This means that principals should focus on culture as a top priority to impact student learning and teacher satisfaction, which directly affects teacher retention rates.

Studies from North Carolina and New York City indicate that workplace support from school leadership is crucial for reducing turnover (Egalite & Lindsay, 2018). Support can come in the form of professional development, coaching and feedback, and teacher mentoring programs (Harper, 2018b). Consider this: nationally, 1 in 10 teachers quit in their first year (Asmar, 2018). However, with strategic planning and implementation of growth opportunities, teachers will be more inclined to stay in their current districts.



REFLECTION

- Have you recently asked your teachers for their perceptions of their school leaders?
- How are principals creating cultures where teachers feel like they belong and have opportunities for connection?
- How do you support your school leaders? Do your leaders receive coaching?
- How are you addressing the culture of your schools/district?
- Have you created a plan for retaining your most effective teachers?

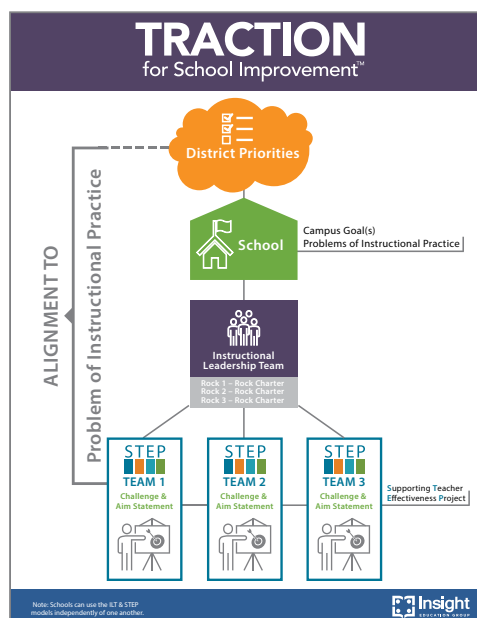
Lever #2: Instructional Leadership Teams

Instructional Leadership Teams (ILTs) are essential to the wellness of the school and are key levers to the school-improvement process. ILTs not only set the vision and goals, but as a cohesive group of leaders, they proactively, efficiently, and regularly work through issues that impede progress so that real student achievement and learning can happen.

A healthy leadership team is the key to gaining traction and sustaining a thriving organization. They cultivate the “implementer’s mindset”—focus, discipline, and accountability—within every staff member, and see that concrete actions are taken toward goals every day. Additionally, they provide an outward example of what school members spend time on and value, which in turn becomes a priority within the school.

What makes the biggest difference when it comes to leadership? A leadership team that works together to support teachers; devises, launches, and executes improvement goals along with research-based solutions; and cultivates the implementer’s mindset within every staff member to ensure that concrete actions are taken every day towards goals.

These skills, as well as ideas for implementation, can be found in Insight’s [Instructional Leadership Team Playbook](#).





REFLECTION

- How do your ILTs specifically empower your teachers?
- Is your ILT meeting regularly (weekly)?
- Have they established a clear vision, goals, and action steps?
- Are the right people in your ILT? Do you need to add people?
- How is the team cultivating a mindset of focus, discipline, and accountability?
- What processes do you have in place to ensure that your ILT is supporting improvement in your school?
- Are you regularly reflecting on what's working and what's not in terms of achieving goals?
- What is the coaching mechanism for your ILT?

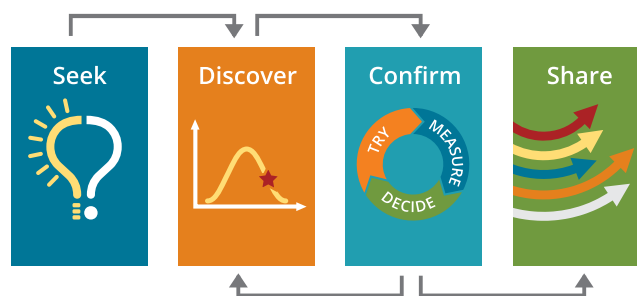
Lever #3: Professional Learning Communities

Professional learning communities (PLCs) have tremendous potential to improve teaching. In PLCs, teachers can work with one another to discover and develop new practices to help their students succeed.

As mentioned in [Three Levers for School Improvement](#), improvement is both a technical and a social process. Effective school leaders must provide the time and resources to proactively address problems of practice and develop solutions that will ultimately change outcomes for students.

When teachers have the time and space to collectively explore in order to solve problems through discovering, testing, and sharing better practices, they can develop trust among colleagues and support each other's efforts to improve. Using a systemic, data-driven PLC structure such as the [Supporting Teacher Effectiveness Project](#) (STEP) framework, educators can identify bright spots—assets—within their buildings and classrooms that can be leveraged and scaled toward greater improvement and replication.

Peter Leida, an assistant superintendent from Colonial School District in Delaware, explains that STEP is helping his district to “retain [their] best teachers” by focusing on teacher leadership and even “turn [their best teachers] into [their] best leaders.”

STEP Framework

Getting Better ► Together



REFLECTION

- How do you know when a change in teaching practice leads to improvement in student learning?
- How do your PLCs create a collective responsibility for teaching practice?
- What's the framework or process your PLCs use to encourage teacher collaboration through inquiry and dialogue?
- In what ways can your PLCs focus on continuous teacher learning?
- How can we ensure shared values, norms, and vision among PLC participants?

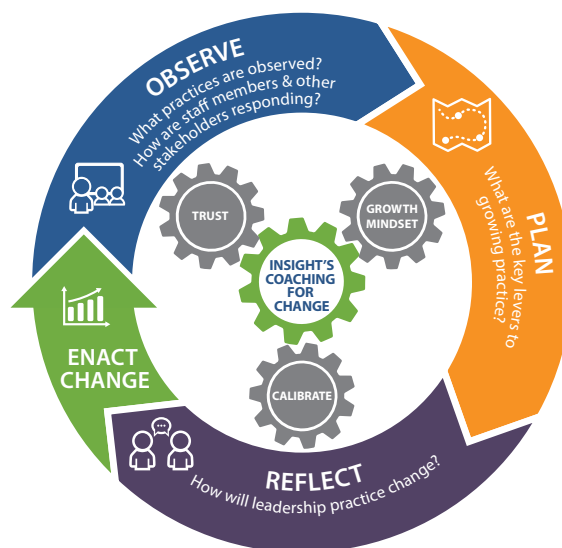
Lever #4: Instructional Coaching

Coaching provides the differentiation, support, and accountability that can help teachers and leaders get to that next level and create a larger impact on their organization.

Dr. Atul Gawande, an acclaimed surgeon and research scientist, wrote in a 2011 *New Yorker* article, "Coaching done well may be the most effective intervention designed for human performance." In contemplating his own professional development, Gawande researched instructional coaches—providers of job-embedded support—and found compelling evidence of the positive impact that coaching can have on growth in any industry.

Recently, a group of researchers—Matthew Kraft and Dylan Hogan of Brown University and David Blazar of Harvard University—released a compelling study examining the impact of coaching on instruction and student achievement (Kraft et al., 2016). Not surprisingly, they learned that there is, indeed, a positive effect of one-on-one coaching on a teacher's instructional practice. According to their paper, effective coaching must be: 1) individualized; 2) intensive; 3) sustained; and 4) focused on a specific context.

As discussed in [Insight's Coaching for Change Playbook](#), research indicates that effective coaching structures create a collaborative culture wherein the majority of staff takes ownership and responsibility for leading and applying improvement efforts in teaching and learning. "Coaching attends to the 'social infrastructure' issues (school climate, educator isolation, insufficient support, and limited instructional and leadership capacity) of schools and systems (Nuefeld and Roper, 2003) that often impede the deep and lasting change that school reform requires" (King et al., n.d.).





Therefore, an effective coaching system can affect the culture of a school or system, creating change in behaviors and practices at a micro- and macro-level to improve school-based cultures and conditions (Neufeld and Roper, 2003). Additionally, since coaching occurs in the neutral setting of a classroom, observation, learning, and experimentation can occur naturally (Neufeld and Roper, 2003).

REFLECTION

- What is your coaching model? Is it consistently implemented across your school or district?
- Are you connecting coaching to existing priorities, curricular programs, and instructional expectations to ensure alignment?
- Are there other initiatives being implemented at your school or in your district that might complement or compete with your planned coaching activities?
- Are your teachers being coached to be masters of their content and pedagogy?
- How will you measure and reflect upon the success of your coaching initiative throughout the year?
- As school and district leaders, how are you getting the support you need from your own executive coaches or mentors, as well as other leaders within and outside the district?

Lever #5: Teacher Leadership Opportunities

Opportunities for growth impact both teachers' efficacy levels and their motivation to advance. Providing a wide range of opportunities for teacher leadership and advancement increases the likelihood that highly effective teachers will stay.

The goal of increased teacher leadership opportunities should be to encourage top staff members to stay and become teacher leaders and mentors within the district. Creating pathways for highly effective teachers to stay and support other staff increases the consistency for student learning and broadens the scope of influence of your top staff to positively influence student achievement.

For example, in Syracuse, New York, an academy for aspiring leaders was established to help grow a pipeline of leaders in city schools. This has helped improve retention among staff because it offered teachers leadership roles which were not available before. It has also helped school leaders to be better prepared and stay (Mathewson, 2016).

In several Indianapolis schools, teacher retention has grown from around 50% to 97% in three years due to an increase in mentorship and training role opportunities (Riddell, 2018).

In Delaware, the Colonial School District is working to create leadership opportunities by creating instructional coaching positions at the school and district level, launching an aspiring leaders program with clear pathways for a variety of leadership



opportunities, and empowering teachers to lead professional development opportunities (Leida, 2018).

Like Colonial, the Marion County School District in rural South Carolina is making it one of their top priorities to provide a wide variety of teacher leadership opportunities that directly support the work of top district objectives including:

- leading induction for new hires;
- working to develop and implement curriculum with a cohort of other teachers;
- participating in the [Supporting Teacher Effectiveness Project](#), a PLC model whereby teachers are empowered to identify bright spots and replicate them across their schools;
- being part of their schools' onboarding teams, whose job it is to welcome and connect new hires to their schools; and
- holding roles such as master teacher, lead teacher, mentor teacher, department chairs, and committee chair.

REFLECTION

- Are you currently providing opportunities for leadership and advancement in your district? What are those opportunities?
- In what ways are you supporting and cultivating advancement opportunities for the most effective staff members in your district?
- How are you encouraging your most effective teachers to participate in leadership roles in your district?

III. How Principals Can Be Proactive About Retention

"Retention" is often nebulous and hard to measure in the day-to-day life of leading a school.

As a principal, there are ways you can **detect early warning signs** for your teachers who are thinking of leaving and take proactive measures to prevent them from leaving. At the heart of addressing retention is the reality that your teachers want to be **seen and heard**. Here are **four proactive practices** that can help you do just that.

Proactive Practice #1: Radar Meetings

The What:

- A 30-minute meeting conducted between you and a HR team member to identify teachers you want to retain (and those you may want to replace) for the next school year.
- Ideally, the meeting would occur at least three times during the course of the school year—November, February, and April.



The Why:

- To identify your most effective teachers early you want to retain
- To identify potential vacancies you will have for next school year in order to start recruiting early
- To identify teachers who may be struggling but you would like to retain and provide them with the necessary support before the end of the year

The How:

- Before the meeting, provide a list of all your teachers and rates them as follows.

THE <u>ENGAGED</u> TEACHER (3 POINTS)	THE <u>NOT ENGAGED</u> TEACHER (2 POINTS)	THE <u>ACTIVELY DISENGAGED</u> TEACHER (1 POINT)
<ul style="list-style-type: none">• Passionate about job every or most days• Demonstrates a positive attitude despite setbacks• Leads or is involved in several school initiatives outside of teaching• Demonstrates regular growth in their practice• Supportive and cooperative team member• Likely to return next year	<ul style="list-style-type: none">• Demonstrates little to no desire to grow professionally• Misses deadlines• Often appears distracted in meetings and events• Often does not follow-through on team activities and responsibilities• Often does the bare minimum• Unclear what they are thinking about for next year	<ul style="list-style-type: none">• Actively impacting the climate and culture in negative ways• Complains to colleagues and administration on a regular basis with proposing no solutions• Demonstrates no desire to grow professionally• Seeks to bring others into their negative court• Sometimes talks about not returning the next school year

- After you walk through the list with your HR team member, talk through this set of recommended questions.
 1. Who do we want to make sure to retain for next school year? For those who you want to retain, have they been told you would like them to stay? What supports or opportunities are you putting in place to retain them?
 2. Look at the "2s." Are there any who could become "1s"? If so, what would it take? Are there any that could become "3s"?
 3. Have either of you spoken to the 2s and 3s to find out what could be happening to be causing their behavior?
 4. Look at the "1s." What is your action step for each one?
 5. Total up your points for all your teachers. Take out this score at your next radar meeting to compare and contrast.
- Determine concrete next steps for which you and your HR team member are accountable.



Proactive Practice #2: Stay Interviews

The What:

- Serving as a great follow-up activity to your radar meetings and a way to build trust, stay interviews are one-on-one, 25-minute interviews with your teachers to get a pulse on where they are in terms of staying or going in the next school year.
- It is important to note that these are not performance reviews but rather are intentional times to have deeper levels of discourse about teachers' experiences.
- If you're unable to meet with each teacher yourself, consider having your assistant principal or other leaders in your school support you in conducting the interviews.

The Why:

- A stay interview is an excellent opportunity to listen—*really listen*—to your teachers in order for them to feel seen and heard.
- It is also an excellent opportunity to directly tell the specific teachers who you would like to retain that you would like to invite them back next year. Leaders often assume that their effective teachers “just know” that their principals would like them to return. However, teachers find it encouraging to hear the invitations directly from their principals.
- It is a great opportunity to note trends happening across your teaching force that you may want to address.

The How:

Here are few sample questions to consider for the conversation.

1. What do you look forward to when you come to work each day?
2. What kind of feedback or recognition do you like to receive?
3. What professional development has provided you the most value, and what do you feel would enhance your employee experience?
4. What concerns do you have? What can I do to make your experience better?

Some ideas and questions in this section were adapted from a presentation at the 2019 USDOE EED Annual Grantee Summit entitled, “Achieving Next-Level Retention Through Stay Interviews” by Emily Beck, HCMS Administrator, in the Office of the Maricopa County School Superintendent (AZ).

Proactive Practice #3: Survey

The What:

- In an online survey, give teachers the opportunity to share why they are staying and areas of improvement.
- You can give teachers a choice to leave their names or make their responses anonymous.



The Why:

- Gives you as the principal an idea of trends and concerns
- Allows you to capture the voices of all your teachers at once
- Gives opportunity for teachers to reflect on why they are considering staying or not

The How:

1. Create a survey in Google Forms or another survey tool. For survey questions, see Teacher Feedback Survey in [Appendix D](#). Adapt it for your needs.
2. Then review the results with your instructional leadership team. Ask yourselves:
 - a. What are the big ideas/themes?
 - b. Why should we care?
 - c. What should we do about it?
3. Consider sharing the results and next steps out with your teachers so they know you have heard them. You may also consider using some of the positive results and quotes for your teacher recruitment channels, such as your website, brochures, and social media.

Proactive Practice #4: Small Gestures

1. Feature the good work of your teachers regularly on your school's social media channels.
[Great examples done by Principal @ChrisGearlds and Principal @StrubeSusan from MSD of Decatur Township and Principal Crystal Hewitt @BennettsvilleS from Marlboro County School District]
2. "Fill My Bucket": In a common area of your school, such as the main office, hang a string of small buckets and label them with each staff member's name. Regularly add short, encouraging notes in the buckets and encourage your staff to do the same.
[Idea from Principal Katrina Daniels from Colonial School District]
3. Create a "Good News Board" where staff members can post good news from their lives on sticky notes to celebrate with each other. Place it in the staff lounge or a place where your only your staff can easily see it.
[Idea from Principal Katrina Daniels from Colonial School District]
4. Post a calendar outside your office door with days and time blocks you're available to take appointments with teachers to discuss whatever is on their minds. *[Idea from Principal Krista Beal from Gainesville ISD]*





5. Host a regular meeting each month in your office for new teachers to your school. Give them a chance to ask questions they have been thinking about. Take the opportunity to give them heads up about events/traditions/deadlines so they are not taken off guard.

[Ideas from Principal Beth Howell and Principal Kristina Lamia in Colonial School District]



6. When you see teachers on a Monday morning, ask “how was your weekend?” and maintain eye contact to show you’re listening.
[Idea from The Power of Belonging | Pat Wadors Talent Connect 2016 on YouTube] <http://www.youtube.com/watch?v=xwadscBnlhU>
7. On your teachers’ doors, leave sticky notes with glows or short encouraging messages. *[Idea from across several E3 districts]*
8. Give regular shoutouts about your staff members in front of parents and community groups. *[Idea from across several E3 districts]*
9. Once a month or so, surprise your teachers by bringing around a cart of fun snacks to them during the day.
[Idea from principal Jana Anderson from MSD of Decatur Township]
10. If a teacher has had a particularly rough day in the classroom or personally, send a quick text to let them know you’re thinking about them.
[Idea from Principal Jana Anderson from MSD of Decatur Township]

Recommended months for practices

PRACTICE	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
Radar meetings												
Stay interviews												
Survey												
Small Gestures												



IV. Retaining Teachers of Color

The Impact of Teachers of Color of All Students

Some of the most compelling research in recent years provides findings that indicate the significant impact that teachers of color have on all students—particularly students of color. Having a teacher who looks like them impacts, not only students' achievement, but also their expectations for going to college and a successful post-secondary life.

However, research also shows that teachers of color are entering the profession at lower levels than their white counterparts. They are also more likely to leave their schools within a couple of years if they do enter the profession (Mahnken, 2018a).

Why Are Teachers of Color Leaving?

According to the report, *If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover*, several reasons rise to the top on why teachers of color are leaving their districts and/or education altogether, including:

- Antagonistic school culture
- Unfavorable work conditions
- Deprived of agency and autonomy
- Feeling undervalued
- High cost of being a teacher of color, including family situations, societal and cultural inequities, and higher expectations, which takes a toll on them financially and psychologically (Dixon, Griffin, & Teoh, 2018)

In many districts, there is a trend to place higher percentages of teachers of color in hard-to-staff, low-income schools with poor leadership and with fewer professional development opportunities—leading to frustration and teachers exiting the district. Additionally, findings suggest that black teachers tend to change schools or leave the profession if they aren't exposed to black colleagues or a principal of color (Mahnken, 2018a).

What Can District Leaders do to Support Teachers of Color?

To retain and support teachers of color leaders, especially white leaders, must first take time for deep reflection on their personal biases and their institution's history with race. In turn, these reflections can lead to amazing new levels of opportunity, achievement, performance, support, and belonging for teachers of color as well as their students.

Here are three areas of focus to consider as you embark on this journey. This is by no means a comprehensive list but is a starting point for reflection.



PAY ATTENTION TO THE CULTURE OF YOUR ORGANIZATION	GROW AND SUPPORT YOUR PIPELINE	LEVEL UP AS LEADERS
<ul style="list-style-type: none">• Start at the top. Make space for dialogue and new learning about race in every leadership team meeting.• Unpack the history of race in your district or school.• Acknowledge that systematic racism exists. Actively do something about it.• Give teachers of color a voice and opportunity to build a community. We need to include teachers of color in the hiring process and be intentional about hearing their voices.• Offer a comprehensive induction program for all new hires, including intentional support to teachers of color in their first years of teaching (mentorship, professional development, onboarding teams, coaching, etc.)	<ul style="list-style-type: none">• Increase the number of leaders of color, both at the school and district level. Research shows that teachers of color have higher levels of job satisfaction and lower turnover rates if their principal is also a person of color (Egalite & Lindsay, 2018).• As a district, develop meaningful partnerships with local universities to actively recruit teachers of color into administrative roles, especially those who have demonstrated a commitment to working in hard-to-staff schools.• Develop opportunities for career growth, including internal and external leadership academies, instructional and leadership coaching, and opportunities to represent the district internally and externally at district-wide events, external conferences, and other events.• Provide ongoing professional learning opportunities and support for school leaders so they are better prepared to promote inclusivity and support all teachers effectively.• Include teachers of color in the hiring process, including featuring them in marketing campaigns, creating diverse hiring committees, or representing the district at job fairs, webinars, or social media.• Offer a comprehensive induction program to support teachers of color in their first years of teaching. This may include being matched with a veteran mentor teacher, additional professional development opportunities, and/or extra coaching support (Carver-Thomas, 2018).	<ul style="list-style-type: none">• Change the narrative of what teaching is like. Make active personal commitments and ask others to hold you accountable. For white educators, acknowledge the journey you are on to grow in your own development and understanding of race and implicit bias.• Find ways to affirm the humanity and racial identity of educators.• Create a strong value proposition for why teachers of color should teach in your district.• Provide ongoing professional learning for school leaders so they are better prepared to promote inclusivity and support all teachers effectively.



The Candidate of Color Perspective on Districts' Recruitment Efforts

Each year, Insight Education Group hosts the **Educator Exchange**, this exchange is focused on convening strategic educators and administrators from Historically Black Colleges and Universities (HBCUs), Minority-Serving Institutions, and other higher education institutions with leaders from the [Empowering Educators to Excel \(E3\)](#) school districts.

Together, these two critical parties in the recruitment and retention of teachers of color worked to establish district-university partnerships to begin addressing the shortage in this teacher demographic.

The Exchange, in conjunction with the historic venue, the International Civil Rights Center and Museum in Greensboro, NC, set the stage for honest and vulnerable discussions around being a teacher- particularly a teacher of color- in rural/ suburban districts as well as the retention and support challenges faced.

At the November 2019 gathering, HBCU students of color had an opportunity to engage in a conversation and provide feedback to district leaders on districts' teacher recruitment efforts. Here is an example of feedback by students given to a predominantly white school district.

- How have you encouraged your white teachers to think about cultural diversity and the role race plays in the classroom?
- How do you teach your teachers to handle student discipline?
- How far are you willing to go to support teachers of color?
- What do your libraries look like in terms of diversity?
- If I walk into one of your schools as a teacher of color, will I feel like I'm the "only one"?
- Have you thought about partnering with student organizations on college campuses with diverse voices to recruit teachers?
- How are you connecting with people of color in your community?
- Are you attending teachers of color job fairs?
- If I moved to your community, would I be safe?



How Can Districts and Schools Promote Inclusivity

In order to ensure that you are working to promote inclusivity and address race, begin conversations to help teachers of color feel heard and valued, create a culture that doesn't tolerate race-based stereotypes, and foster a community in which every teacher is responsible for every students' success.

This, in conjunction with explicitly valuing and praising the extra work that teachers of color often perform, being mindful of placements so as not to isolate teachers of color, diversifying leadership teams to represent the community the school serves, and creating viable avenues for leadership roles for members of all races and genders, will help as you begin conversations about race with your staff (Egalite & Lindsay, 2018; Shafer, 2018).

For white educators, the most important thing is to first engage in the work of personal development and grow in understanding of race and implicit bias. As a leadership team in your district or schools, begin the journey together of reading and reflecting together on race, equity, and inclusion—and look for connections to the impact on your own recruitment and retention efforts. This work is too important to not do together.

On the next page are some reading resources and reflection questions to start.



**Recommended Reading: This list is a starting point.**

- **Having Our Say: Examining Career Trajectories Of Black Male Educators In P-12 Education**
<http://www.phoenix.edu/content/dam/uopx/doc/external/having-our-say.pdf>
Published by the National Network of State Teachers of the Year & University of Phoenix; written by Dr. Kimberly Underwood, Dr. Donna Smith, Dr. Hilary Johnson-Lutz, Dr. Joy Taylor, and Dr. J. Medgar Roberts.
- **If You Listen, We Will Stay**
<http://edtrust.org/resource/if-you-listen-we-will-stay/>
Published by Teach Plus & Education Trust; written by Davis Dixon, Ph.D., Ashley Griffin, Ph.D., and Mark Teoh, Ed.D.
- **Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools**
<http://www.amazon.com/Courageous-Conversations-About-Race-Achieving/dp/0761988769>
by Glenn E. Singleton
- **Cultural Proficiency: A Manual for School Leaders**
<http://www.amazon.com/Cultural-Proficiency-Manual-School-Leaders/dp/1506390544>
by Randall B. Lindsey, Kikanza Nuri-Robins, Raymond D. Terrell, Delores B. Lindsey

For Discussion:

- Look at your district's demographic data for students, professional staff (teachers, teacher leaders, school leaders, central office staff, district leaders) and non-professional staff (employees in security, custodial, food services, operations, etc.) What surprises you? What is most alarming to you? Is there a difference in demographics between your exempt vs non-exempt staff? What are the implications of these statistics on providing equitable outcomes? What circumstances have led to these inequities?
- Why are your teachers of color leaving? Why are current teachers of color staying?
- How have you listened to the voices of teachers of color in your district? If so, what have you learned?
- How do you plan to regularly listen to the voices of teachers of color?
- Have you asked prospective candidates of color to provide feedback on your recruitment efforts?
- How can your teachers of color inform and provide support and feedback in teacher recruitment efforts?
- When was the last time you examined hiring practices to look for implicit bias—including how and where positions are marketed and posted, where are you recruiting from, how you are recruiting at in-person events, consistency and alignment of interview processes for all hiring managers, and how final hiring decisions are made?
- In what ways are you/can you support teachers of color in the classroom and moving into leadership roles?
- How is your district promoting and supporting professional and personal growth in their areas of race, diversity, and inclusion for its employees?
- What kinds of professional development are you offering all educators to develop cultural competency?
- What kinds of activities are you employing for and/or with your staff that reflect cultural competency?
- How does your district's strategic plan speak to some of the issues you have raised already in this conversation? Does it need to be revised or looked at again?
- What activities are regularly planned and supported to facilitate opportunities to build community for and among teachers of color?

Download Full Playbook

<https://www.insighteducationgroup.com/playbook-teacher-recruitment-retention>