

EDUCATOR RETENTION AND RECRUITMENT REPORT
Prepared by the Arizona Department of Education
Educator Retention and Recruitment Task Force

Initial Report

January 2015

PROBLEM STATEMENT

Every student in Arizona deserves a highly effective teacher in their classroom.

Every educator deserves to be compensated for their performance, academic preparation, time and professionalism.

In response to rising concerns regarding the shortage of effective teachers and high turnover rates of educators in Arizona schools and districts and the challenges this lack of stability creates, the Arizona Department of Education formed the Educator Retention and Recruitment Task force under the direction of Deputy Superintendent Dr. Jennifer Johnson. The Task force, composed of ADE staff, school and district personnel and other education stakeholders, prepared a summary of data that illustrates the current challenges concerning educator retention and recruitment. A summary of relevant research and recommendations for policymakers and educators designed to improve the recruitment and retention of quality educators in Arizona is also included.

Arizona students deserve highly effective teachers and leaders. Without immediate attention to ensure that all Arizona classrooms are guided by effective teachers, who are properly prepared, compensated and respected, our students will not meet their full potential. Another critical issue that has long-term impact is that Arizona will not be able to ensure economic prosperity for its citizens and create the workforce of tomorrow. There are solutions to remedy these challenges that necessitate that each of us play a critical role in creating a quality public education system.

This report contains recommendations for action by policymakers. First, many levers that impact quality education rest in the hands of our elected officials. This report addresses specific action that may be taken by policymakers and educators to retain our effective teachers. Second, if we are collectively successful at retaining our current teaching workforce, we will have addressed the major issues described in this report. Finally, we must also continue to build effective systems to recruit new professionals into the classroom in order to fill the vacancies resulting from those educators who reach retirement age and leave the classroom in the coming years. It is imperative that all three components of the solution work together to ensure student academic success and the future prosperity of Arizona.

DATA

Teacher Shortage

In the 2013-2014 school year, there were 60,588 teachers in both district and charter schools within the state of Arizona (ADE, Highly Qualified (HQ) database, 2014). As the educator shortage issue continues to grow in its magnitude, it has become necessary to collect information to more succinctly communicate the crisis our state now faces with ensuring all students have access to highly effective teachers in their classrooms. Therefore, the Arizona Department of Education's Educator Retention and Recruitment Task force has identified and collected information to better articulate the breadth and impact of the current educator shortage within Arizona. Further, this task force has developed sound recommendations on how best to address this issue. To this end, the Task force has compiled information from the following sources:

- A literature review on teacher shortage, retention, and recruitment research and policy papers;
- A survey of district superintendents conducted by Arizona School Administrators (ASA) Association in November 2013¹ and August 2014²;
- A survey of district superintendents and charter representatives conducted by the Arizona Department of Education (in collaboration with ASA) in September 2014³;
- Data submitted by districts and charters to the Arizona Department of Education through the Highly Qualified Teacher Position Input application each academic year⁴;
- Data provided by the Arizona State Retirement System (ASRS) in October 2013⁵ and October 2014⁵

In the ASA survey conducted in November of the 2013-2014 school year, of the 79 districts who responded to the survey, 62% reported having open teaching positions within their schools. During this same year, districts and charters reported that 938 open teaching positions were filled by substitute teachers. This represents a 29% increase in the number of self-reported long-term substitutes serving to fill open teaching positions from the previous school year (ADE, HQ database, 2014). In addition, according to a 2014 ADE survey, 53% of districts and charters reported they had between one and five educators break their contract or resign midyear during the 2013-2014 school year. 42% of the respondents in this same survey reported pursuing careers outside of education for higher pay as the primary reason for educators leaving their positions.

¹ ASA survey administered to district superintendents in November 2013 with 127/227 respondents (56%)

² ASA survey administered to district superintendents in August 2014 with 64/227 respondents (28%)

³ ADE (in collaboration with ASA) survey administered to district superintendents and charter representatives in September 2014 with 180/610 respondents (30%)

⁴ Teacher and teaching position information submitted to ADE by districts and charters through the Highly Qualified Teacher Position Input application. Information is submitted annually

⁵ Information collected from the Arizona State Retirement System in October 2013 and October 2014

The situation only appears to be worsening in 2014-2015 school year. For example, in the ASA survey administered in August 2014, of the districts that responded, 387 open teaching positions were reported just as the new school year was set to begin. According to the September 2014 ADE survey, 62% of district and charters who responded indicated they still had open teaching positions. Specifically, 74% reported having between one and five open positions and 4% stated that they had more than 20 open teaching positions. Science, math, special education and kindergarten were cited by districts and charters as the most challenging teaching positions to fill.

The outlook appears even bleaker when considering pending teacher retirement. According to information provided by Arizona State Retirement System, there were 108,840 active public school employee members in state retirement system as of June 30, 2013. It is projected that 26,122 will be eligible to retire by June 30, 2018. In other words, 24% of Arizona's educational workforce is eligible to retire within the next four years (ASRS Fact Sheet, 2013).

With a record number of open positions and a significant percentage of the existing teaching force is on the verge of retirement. With that in mind, the Educator Retention and Recruitment Task force believes that it is imperative for leaders to more closely examine many of the underlying factors contributing to the teaching shortage crisis we now face.

Educator Experience

Arizona is experiencing a decrease in the number of people entering the teaching profession. In 2013, there was a 7% decrease from 2012 in the number of students enrolled in a State Board approved educator preparation program (U.S. Department of Education, Title II HEOA <https://title2.ed.gov/Public/Report/StateHome.aspx>). Along with fewer people entering into education as a career, the experience of existing teachers is increasingly shifting towards a higher percentage of beginning teachers in our classrooms. According to a study conducted by the Headen (2014), the most common teacher in the 1987-1988 school year had 15 years of experience. In 2011-2012 the most common teacher had five years of experience. More recent research (Hill, 2014) indicates that 46% of new teachers leave the profession within their first 5 years. Furthermore, Ingersoll and Merrill (2014) demonstrated that the amount of substance and content in teacher preparation programs was significantly related to teacher attrition and those who had more training in teaching methods were far less likely to leave teaching after their first year. In Arizona, 29% of teachers had three or less years of experience in the 2013-2014 school year. During this same school year, 24% of first year teachers and 20% of second year teachers left their positions and were not reported as teaching in Arizona (ADE, HQ database, 2014).

A higher percentage of inexperienced teachers in Arizona classrooms impacts student achievement. Research indicates that it takes from three to five years for a teacher to become effective in their instruction (Berliner, D 2004). Losing beginning educators before they have mastered the complex skills of the classroom creates years of unstable educational environments for students. In addition to the impact on student achievement, this "revolving door" effect influences the climate and culture of the school and has financial implications since

districts and charters must perpetually provide intensive professional development and on-going support to new educators. In fact, the cost to find and contract one new teacher can be as much as \$50,000 (Lasagna, 2009).

Professional Support

New teachers need ongoing, job-embedded, applicable professional development and mentoring support since lack of assistance and supportive teaching conditions are two chief reasons why teachers leave schools or the profession entirely. (Goldrick, L., Policy Director, National Teacher Center, 2014, July, National Public Radio Marketplace). This is especially true in schools faced with high poverty rates, student populations with high percentages of special education and ELL students, significant student mobility and absence rates, a wide range of cultural diversity, staff turnover, and low morale. Considering that there are many districts and charters located in remote, rural communities throughout Arizona, these challenges and impacts can become daunting to provide the support necessary for teachers to stay.

Due to drastic budget cuts in the last few years, many support structures for new teachers have been reduced or eliminated. There is currently no state support for this critical component of teacher retention. Structured mentoring and induction programs are two key support systems for new teachers as they enter the teaching field. Mentoring provides coaching, support, and feedback by an experienced, veteran teacher to a novice teacher and is generally one component of a more comprehensive induction program (Headden, 2014). Structured induction programs offer a wider support system than mentoring alone by providing guidance in curriculum planning and instruction, professional development, and other structures of support over the first 2-3 years of a teacher's career (Berry, 2013). According to the ADE survey administered in September 2014, 73% of districts and charters reported having a structured mentoring program to assist new teachers with transition to their new teaching assignment, while 26% did not have a mentoring program at all. Only 60% of districts and charters offered their employees a stipend to mentor new teachers. In this same survey, 32% of districts and charters indicated they do not have a structured induction program for new teachers.

While mentoring and induction programs require a financial investment on behalf of districts and charters, there is evidence to suggest that quality support programs do make economic sense. Budget cuts have drastically reduced the funding to mentoring and induction programs for new teachers. Arizona researchers state that the cost of implementing an effective retention and quality induction program is approximately \$6,000 per teacher. Therefore, it seems logical that financial investment to establish quality mentoring and induction programs for new teachers offers significant cost savings for districts and charters.

Given significant budget cuts at a time when accountability, expectations and fixed operational costs are rising, it should be acknowledged that as much funding as possible be devoted to the classroom and that additional resources are merited. It should be noted that these cuts paired with escalating costs have come at the expense of critical teaching and support positions which have been eliminated in Arizona schools such as counselors, librarians, PE instructors, nurses, music, and art in order to keep dollars focused on direct classroom instruction. Research

(Ruppert, S., 2006; President's Committee on the Arts and the Humanities, May 2011; President's Council on Physical Fitness and Sports, June 2009) indicates the addition of art, music, PE and other non-core curriculum enhances the academic success of students. However, these content areas and activities have been severely reduced or eliminated due to both fiscal issues and classroom time necessary for effective teaching and learning. Unfortunately student support and instructional support services are NOT considered classroom dollars in the Auditor General reports on Classroom Spending. The critical student support services provided by attendance clerks, counselors, nurses, audiologists and speech pathologists, curriculum directors, special education directors, teacher trainers, librarians, media specialists, and instruction-related IT staff who provide significant benefit to students and teachers in the classroom are considered "administrative". However, without these support services our teachers would not be able to spend their time on direct instruction.

Recruitment and Retention

According to Education Week (October, 2014), massive changes to the profession, coupled with budget woes, appear to be shaking the image of teaching as a stable, engaging career. Nationwide, enrollments in university teacher-preparation programs have fallen by nearly 10 percent from 2004 to 2012, according to federal estimates from the U.S. Department of Education's postsecondary data collection. (2013)

Only 13% of districts and charters recruit solely within Arizona, while 11% recruit mostly out of state. According to the ADE September 2013 survey, when asked why districts and charters recruit for teachers outside of Arizona, 35% indicated that there were not enough candidates to choose from within the state. "Within a group of 300 potential freshmen visiting Grand Canyon University, when asked, "How many of you are going into education [at Grand Canyon University] only two raised their hands." (B. Hurley, October 9, 2014) District and charters also indicated that 89% of out-of-state teachers typically remain five years or less at their organization. According to the 2013 ASA survey, 17% of certified staff left the district in school year 2013-2014. This figure is consistent with 14% of teachers not returning to a teaching position within the state as reported to the ADE (ADE, HQ database, 2014).

Teacher Salaries

The research does support that teachers, specifically young teachers, struggle financially. Many times young teachers cannot find affordable housing in the communities in which they teach, struggle to pay off student loans, and take on additional jobs. Coupled with the demands of teaching, it can become too much to stay within the profession (National Educational Association. 2014, September). The average teacher salary in the state of Arizona is \$49,885. This can be compared to states such as Oregon at \$57,612, Washington at \$52,234, California at \$69,324 and Nevada at \$55,957 (NEA Research Estimates Database, 2013).

When considering the salaries of beginning educators in Arizona, the average starting salary is \$31,874. The Arizona School Boards Association’s Annual Salary Survey shows that Arizona teacher starting salaries are on average 20% higher in 2013 than in 2003⁶. For comparison, the minimum wage has increased 53%. According to the salary survey for starting annual salaries completed by the National Association of College and Employers (NACE) in 2004 and 2013, shows that other degree programs increased more than teaching:

Figure 1: Percent of Change in Salary Increases by Profession

	2004 ⁷	2013 ⁸	%Change
Computer Engineering	\$53,117	\$70,300	32%
Chemical Engineering	\$52,563	\$66,900	27%
Accounting	\$42,045	\$53,500	27%
Finance	\$40,596	\$58,100	43%
Nursing	\$37,253	\$52,000	40%
Marketing	\$36,071	\$51,900	44%
Liberal Arts	\$30,153	\$43,200	43%
Psychology	\$25,032	\$37,200	49%

⁶ This calculation was completed by comparing the 2003 and 2013 starting salary for 65 school districts that reported data in 2003 and 2013

⁷ NACE Winter 2004 Salary Survey (http://money.cnn.com/2004/02/05/pf/college/lucrative_degrees)

⁸ NACE September 2013 Salary Survey

According to the ADE survey, 54% of districts and charters indicated that salaries were the primary obstacle in recruiting out of state candidates. 49% indicated that salary was one of the top three reasons cited for teachers leaving their organization.

Not only do Arizona schools compete with other professions for the most talented teachers, but we also compete with other states whose starting and continuing salaries, support, career pathways and community amenities are stronger than those typically found in Arizona. For example, Yuma County must compete with San Diego County for teachers, a difficult challenge when all factors are considered.

The Auditor General's reports have indicated that administrative costs in Arizona are well below the national average. It would be incorrect to assume that teacher salaries are low because administrative compensation is inflated. Many factors influence operational costs and what is classified technically as administrative costs.

General Education Funding

Arizona is well below the average per pupil funding at \$7,175. According to the National Education Association, the United States average per pupil expenditure for public elementary and secondary schools was \$11,674 in 2013 (National Education Association, March 2014). "Since 2008, Arizona has cut per pupil funding to a greater degree than all but two states, Oklahoma and Alabama" (Leachman, M. & Mai, C. 2013). "Underfunding is a significant contributor to Arizona's low academic performance and its diminishing ability to promote excellence in teaching" (Tirozzi, G., Carbonaro, P. & Winters, M., 2014). Underfunding our investment in students means Arizona is severely challenged to provide adequate instructional material and technology, competitive compensation structures and the rigor necessary to achieve world-class status.

RESEARCH

Nationally, 46% of new teachers are leaving the profession within the first five years of teaching (Hill, 2011). This is especially high in specialized areas such as kindergarten, special education, math, and science (Hill, 2011) (Chan & Richardson, ND). In addition, there are also teachers exiting as a result of retirement (Keating, 2006). With teachers exiting the profession for one reason or another, it is critical that we address this shortage as there will continue to be an increasing number of classrooms lacking fully certified educators year after year. There are various reasons contributing to the exiting of educators in the profession. Some of those reasons include: low pay, lack of community support and respect, paperwork demands, number of required meetings, issues with colleagues, and inadequate teaching materials (Hill, 2011). Some of these issues are within our control and some are not. Therefore, it is important to look at what we can control and ensure we are being intentional in addressing the issues that we can improve.

In addition, we must consider the unique attributes of those teachers within the millennial generation who make up the bulk of new teachers. It is found that these teachers have specific job needs that must be met (B. Kaifi, Nafei, Khanfar, & M. Kaifi, 2012). Those needs range from support in the form of structured induction or mentoring and supportive school structures to needing to feel that they are making a difference within an organization (Coggins, 2013). Millennial teachers also have a desire to receive praise and positive reinforcements, one on one coaching, may be interested in moving into a different position in education within 3-4 years, and also need assistance with balance and prioritizing (Richardson, 2008). These are a creative group of teachers that also seek for autonomy and purpose (Coggins, 2008). Time, training, and investment needs to be made for this group of teachers as they are the future of the profession. It is also known that teachers in general leave because of a feeling of lack of support from administration. All teachers, but particularly less experienced teachers need ongoing, job-embedded professional development, adequate time to plan and collaborate with peers, adequate materials and a positive school culture. (Headden, 2014). From a financial standpoint, teacher attrition is costly for districts (Wynn, 2007).

It is a common goal among educators that having a student-first mentality is at the forefront of our efforts. However, the teachers who have direct contact with students on a daily basis are the ones who need to be taken into account first and foremost. There are many strategies that can be used by districts in order to assist in retaining teachers. First, a plan to retain effective teachers and recruit new teachers to replace those teachers who retire needs to be developed (Keating, 2006). This plan would prompt human resource departments to develop goals that focus on recruiting educators year round. Next, according to Keating (2006), selling and marketing your organization are essential because first impressions are important when recruiting teachers. This is especially true in a competitive market (Keating, 2006). Creating a positive and teacher-friendly working environment is also important to keep in mind when considering teacher recruitment (Keating, 2006). Financial incentives such as increasing salary schedules and loan forgiveness programs are also beneficial in recruiting teachers (Muller, 2010). Mentoring and structured induction programs have also been successful in many districts

(Headden, 2014). These programs offer support to new teachers and allow schools to continue building capacity in our newest educators who are refining effective instructional strategies and classroom management to ensure that all students are successful. We must commit to strengthening our educators and motivating them to remain in the profession.

Another important fact is that 25-35% return to teaching after taking a leave to raise a family (ECS, ND). Incentives and recruitment should be invested into this group of teachers. We need to maintain contact with these teachers and provide the opportunity, motivation and educational enhancements to enable them to re-enter the teaching profession.

RECOMMENDATIONS

The Educator Retention and Recruitment Task force identified a number of activities that educational leaders across Arizona could pursue to address factors that impact the current shortage of qualified educators. The Task force recognizes that the applicability of the recommendations may vary by locale and are influenced by available resources, school/district priorities, staff expertise and past history of efforts in this area. The following list is not intended to be exhaustive or prescriptive. It is the intent of the Task force to continue to expand and refine these recommendations dependent on continuing research, partnerships with others working to address this issue, feedback from educators and discussion with policymakers.

Recommendations for Policymakers: (legislators, State Board of Education, Superintendent of Public Instruction, local governing boards)

- Elevate positive reinforcement for the role our educators play in ensuring success for all students
- Publicly acknowledge the value of the teaching profession and the critical need for effective teachers in all Arizona classrooms
- Acknowledge the critical need for improved educator retention in Arizona
- Become knowledgeable regarding the current situation and the predicted trends in teacher retention
- Participate in ongoing discussions designed to develop solutions to improve teacher retention
- Help to improve the respect afforded educators
- Publicly acknowledge the value of the teaching profession
- Share stories of effective teachers across Arizona
- Support policies that acknowledge the professionalism of teachers
- Review and act on recommendations to streamline teacher certification
- Support evidence-based best practices in educator evaluation
- Become knowledgeable regarding evidence-based best practices in educator evaluation
- Support policies that respect local control, embed best practices
- Provide ongoing support and resources for the refinement of educator evaluation models
- Support accountability policies that acknowledge the need for multiple measures of teacher effectiveness
- Support and fund evidence-based structured induction programs for new teachers and effective professional development for all teachers and leaders
- Support the identification and sharing of evidence-based best practices in mentoring and structured induction
- Support policies and budgets that ensure the ongoing support for teachers and leaders
- Ensure that professional development for teachers and leaders is job-embedded, relevant, timely, ongoing and supported through effective feedback and follow up
- Ensure that teachers are involved in identifying the topics and skills to be addressed
- Increase funding to address compensation issues - make Arizona competitive in the marketplace
- Acknowledge that the teacher retention crisis cannot be effectively curtailed without additional funding dedicated to teacher compensation
- Support a statewide increase in funding for K-12 schools to address teacher compensation issues
- Understand the competitive marketplace and the variety of other professions with which schools must compete for teachers

RECOMMENDATIONS – cont'd

LEA Retention Strategies:

- Work to build the best possible work environment for educators
- Share the successes of your school/district in order to build the positive reputation of your teachers and administrators
- Regularly survey your teachers and administrators regarding support needed
- Develop and fund high quality structured induction (sustained, multi-year mentoring) programs for new educators
- Develop a strategic plan for professional development of all educators
- Arrange budget priorities to provide job-embedded, on-going, focused, relevant professional development for all educators
- Utilize local, regional and state professional development resources
- Leverage federal funding approved for professional development
- Involve educators in the refinement of local evaluation system
- Provide support within educator evaluations for improved performance
- Utilize 301 funds to acknowledge and reward effective performance
- Provide opportunities for advancement - describe leadership development activities at the school and district levels, leadership opportunities for teachers without leaving teaching, connections to National Board Certification
- Identify/enhance educator recognition opportunities
- Provide time, support and recognition for ongoing, job-embedded, effective collaboration
- Conduct exit interviews with educators leaving to determine reasons for leaving
- Use the results of exit interviews to address internal issues
- Review/revise current salary/benefit package
- Utilize federal loan forgiveness incentives for Title 1 schools

RECOMMENDATIONS – cont'd

ADE can:

- Continue to research and partner with educators and policymakers to improve educator retention in Arizona
- Develop and share an online statewide repository of best practices related to educator retention
- Provide and share statewide data on teacher retention
- Provide technical assistance related to educator evaluation, professional development planning, and use of federal funds for educator development and retention
- Provide cost effective, quality and relevant professional development
- Provide links to regional and statewide professional development resources
- Publicize debt forgiveness criteria for teachers serving in Title 1 schools
- Help to publicize successful educators and schools to support elevating the respect for educators
- Collaborate with policymakers to increase educator salaries and expenses related to certification
- Collaborate with educator professional organizations to identify issues and potential challenges in Educator Retention and Recruitment
- Continue to seek opportunities to increase public awareness of educator retention issues

Recruitment

LEA Recruitment Strategies:

- Actively engage with higher education to recruit prospective teachers during pre-service training
- Develop high school programs such as Future Educators to encourage students to evaluate the field of education as they review their options for post-secondary studies
- Include education in school-based career fairs for students
- Support pre-service field-based experiences - host interns & student teachers
- Increase advertising of openings on state and national websites – ADE hosts the Arizona Employment in Education website at no cost to schools and districts
- Attend local, regional, national job fairs - provide quality materials describing educator openings
- Form regional consortiums to support recruitment efforts
- Develop/increase/distribute marketing materials - print & online
- Review your current salary/benefits packages - understand your competition and identify your advantages
- Utilize the incentive of federal loan forgiveness for Title 1 districts
- Describe how you support educators throughout their career and what advancement opportunities you provide
- Expand partnerships with community organizations such as the Chamber of Commerce, local businesses, churches, local media who can help share information about your needs
- Utilize the Arizona Commerce Authority template to help entice educators to Arizona - use similar strategies to entice educators as those used to attract and retain valued employers
- Develop/expand an internal system to "grow your own", partner with higher education - encourage instructional aides to investigate what would be needed for certification
- Leverage federal funding available for teacher recruitment

ADE can:

- Provide accurate, consistent, timely information regarding certification
- Address issues with reciprocity – including a review of regulations, timelines and availability of required coursework
- Clarify the differences between certification rules and Highly Qualified regulations and provide technical assistance to schools
- Process certification applications in a timely manner
- Implement an online certification application system
- Work with educators and policymakers to review/revise certification requirements where possible
- Ensure that the statewide online recruitment tool is known, free, robust and effective
- Develop and share an online statewide repository of best practices related to educator recruitment
- Develop and share an online resource describing educator preparation programs in Arizona
- Track and publish the number of pre-service teachers and graduates within each approved preparation program annually
- Facilitate dialogue among K-12 educators and educator preparation leaders to identify issues and continue the refinement of pre-service training for all educators
- Provide technical assistance for Future Educator programs through the CTE unit
- Continue to provide focused assistance in the recruitment of special education staff
- Research what other states are doing to address educator recruitment

Future Recommendations

Further research needs to be done on such items as comparing the teacher preparation pipeline with other professions in Arizona. A comparison of the cost of living and salary needs to be would be beneficial to examine the gaps in these two areas.

We need to also address the increase in fixed costs such as utilities, benefits, food for student lunches, bus maintenance and gasoline. These costs are not included in dollars spent in the classroom, yet they must be considered as required. The argument that education has plenty of money, just in the wrong places needs to be substantiated by data.

How do we address competition with other professions for people with the skill set we desire? This issue needs to be explored to look at ways the field of education can attract competent professionals.

Research needs to continue to identify the macro problem of a statewide shortage. This issue has now expanded to the metropolitan areas and is no longer just an issue in rural Arizona.

With the implementation of an educator evaluation instrument for principals and teachers, aligned to the *Arizona Framework for Measuring Educator Effectiveness* which uses observation, student data, and surveys as its three main components, research needs to be done to analyze the impact of these new requirements on the teacher shortage.

As we continue gathering and reviewing data, we should highlight what's working in recruitment and retention to replicate effective strategies.

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APPENDIX

- Membership of Educator Recruitment & Retention Task Force
- ASRS data – 2013 & 2014
- ADE/ASA survey results

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Information from ASRS related to public school employees

Greater Phoenix Educational Management Council
Dianne Smith, Executive Director (623) 772-2214
Information provided by ASRS 10-2013

Members Retired in the Last 5 Years

<u>Charters:</u> 577	<u>District Schools:</u> 20,823
Returned to Work (ACR): 109	Returned to Work: 8,494
Returned to Work Same Employer: 49	Returned to Work Same Employer: 5,513

Total Number of Retirees

<u>Charters:</u> 884	<u>District Schools:</u> 62,522
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Survivors Receiving a Benefit from a Deceased Member that Retired in the Last 5 Years

<u>Charters:</u> 7	<u>District Schools:</u> 230
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Total Survivors Receiving a Benefit from a Deceased Member

<u>Charters:</u> 26	<u>District Schools:</u> 2,845
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Total Number of Active Members (as of 6/30/2013)

<u>Charters:</u> 4,174	<u>District Schools:</u> 104,666
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Members at Normal Retirement (as of 6/30/2013)

<u>Charters:</u> 163 (3.9% of the population)	<u>District Schools:</u> 9,175 {8.8% of the population}
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Members at Normal Retirement (as of 6/30/2018):

<u>Charters:</u> 590	<u>District Schools:</u> 25,532
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Refunds in the Last 5 Years (36,734 individual members, 80 had more than one refund during the 5 year period)

<u>Charters:</u> 2,691	<u>District Schools:</u> 34,123
Age < 25: 37	Age < 25: 879
Age 25- 29.99: 260	Age 25- 29.99: 3,240
Age 30- 39.99: 868	Age 30-39.99: 9,230
Age 40-49.99: 709	Age 40-49.99: 8,546
Age 50-59.99: 467	Age 50- 59.99: 6,566
Age 60 +: 350	Age 60 +: 5,662

Became Inactive in Last 5 Years but Did Not Refund

<u>Charters:</u> 2,246	<u>District Schools:</u> 33,117
Age < 25: 89	Age < 25: 2,403
Age 25- 29.99: 337	Age 25-29.99: 5,174
Age 30-39.99: 743	Age 30-39.99: 9,357
Age 40-49.99: 511	Age 40-49.99: 7,429
Age 50-59.99: 450	Age 50-59.99: 6,065
Age 60 +: 116	Age 60 +: 2,689

Information from ASRS related to public school employees

Greater Phoenix Educational Management Council
Dianne Smith, Executive Director (623) 772-2214
Information provided by ASRS 10-2014

Members Retired in the Last 5 Years

Charters: 680

Returned to Work (ACR): 83

Returned to Work Same
Employer: 40

District Schools: 23,200

Returned to Work: 4,770

Returned to Work Same Employer: 3,487

Total Number of Retirees

Charters: 962

District Schools: 62,962

Total Survivors Receiving a Benefit from a Deceased Member

Charters: 21

District Schools: 2,901

Total Number of Active Members (as of 6/30/2014)

Charters: 4,621

District I Schools: 107,865

Members at Normal Retirement (as of 6/30/2014)

Charters: 117 (2.5% of the population) District Schools: 9,549 (8.9% of the population)

Members at Normal Retirement (as of 6/30/2019):

Charters: 599

District Schools: 25,767

Refunds in the Last 5 Years

Charters: 2,776 (2,728 individual
members) Age < 25: 40

Age 25- 29.99: 229

Age 30- 39.99: 881

Age 40-49.99: 749

Age 50- 59.99: 498

Age 60 +: 378

District Schools: 35,783 (34,810 individual members)

Age < 25: 877

Age 25- 29.99: 3,359

Age 30-39.99: 9,578

Age 40 – 49.99: 8,942

Age 50 – 59.99: 7,028

Age 60 +: 5,998

Became Inactive in Last 5 Years but Did Not Refund

Charters: 2,667

Age < 25: 84

Age 25 - 29.99: 296

Age 30 – 39.99: 675

Age 40 – 49.99: 459

Age 50- 59.99: 467

Age 60 +: 473

No Date of Birth: 213

District Schools: 47,645

Age < 25: 2,343

Age 25- 29.99: 4,761

Age 30-39.99: 8,408

Age 40 – 49.99: 6,292

Age 50 – 59.99: 9,544

Age 60 +: 14,878

No Date of Birth: 1,419

Q1 Describe your LEA:
Answered: 180 Skipped: 0

Answer Choices	Responses	
District	50.56%	91
Charter	49.44%	89
Total	180	

Q2 Describe the size of your LEA:
Answered: 180 Skipped: 0

Answer Choices	Responses	
less than 1,000 students	50.56%	91
1,000-5,000 students	26.67%	48
5,000-10,000 students	12.22%	22
more than 10,000 students	10.56%	19
Total		180

Q3 Describe the location of your LEA:
Answered: 180 Skipped: 0

Answer Choices	Responses	
Urban	32.22%	58
Suburban	28.33%	51
Rural	39.44%	71
Total		180

Q4 Select your county: Answered: 180 Skipped: 0

Answer Choices	Responses	
Apache	3.33%	6
Cochise	3.89%	7
Coconino	0.56%	1
Gila	2.22%	4
Graham	1.11%	2
Greenlee	0.56%	1
La Paz	0.56%	1
Maricopa	45.00%	81
Mohave	1.67%	3
Navajo	3.89%	7
Pima	16.11%	29
Pinal	6.67%	12
Santa Cruz	0.56%	1
Yavapai	10.00%	18
Yuma	3.89%	7
Total		180

Q5 As of this date, do schools within your district/charter still have vacant positions?

Answered: 180 Skipped: 0

Answer Choices	Responses	
Yes	62.22%	112
No	37.78%	68
Total		180

Q6 Within your district/charter, how many vacant positions are there?

Answered: 95 Skipped: 85

Answer Choices	Responses	
1-5	73.68%	70
6-10	15.79%	15
10-20	6.32%	6
More than 20	4.21%	4
Total		95

Q7 Please rank order the following positions from the HARDEST TO FILL (1) to EASIEST TO FILL (13)

Answered: 157 Skipped: 23

	1	2	3	4	5	6	7	8	9	10	11	12	13	Average
Kindergarten	9.55%	10.83%	12.10%	14.01%	6.37%	6.37%	6.37%	6.37%	3.82%	5.10%	6.37%	1.91%	10.83%	7.92
SPED	36.94%	14.65%	17.83%	8.92%	7.64%	3.18%	3.18%	3.18%	1.27%	0.64%	0.64%	1.27%	0.64%	10.91
High School Math	18.47%	24.20%	10.83%	4.46%	7.64%	5.10%	3.18%	1.27%	1.91%	2.55%	5.73%	4.46%	10.19%	8.90
High School Science	6.37%	18.47%	20.38%	7.64%	8.28%	5.73%	5.73%	2.55%	3.82%	2.55%	3.18%	12.10%	3.18%	8.47
Middle School Math	11.46%	7.64%	12.74%	21.02%	12.74%	9.55%	7.01%	7.64%	2.55%	2.55%	2.55%	1.91%	0.64%	9.12
Middle School Science	4.46%	8.28%	8.92%	10.83%	14.01%	16.56%	11.46%	8.28%	6.37%	3.18%	3.82%	1.27%	2.55%	8.13
Foreign Language	3.82%	0.00%	2.55%	4.46%	7.64%	14.65%	13.38%	15.92%	10.83%	8.28%	8.92%	5.10%	4.46%	6.26
Art	0.00%	0.64%	0.64%	1.27%	6.37%	5.73%	12.74%	18.47%	16.56%	17.20%	8.92%	5.73%	5.73%	5.26
Music	0.00%	1.91%	0.64%	3.82%	5.73%	7.01%	10.19%	12.10%	21.02%	14.65%	12.10%	7.64%	3.18%	5.38
Instructional Coaches	0.00%	0.64%	0.64%	2.55%	3.82%	5.73%	6.37%	6.37%	12.10%	24.84%	18.47%	12.10%	6.37%	4.49
Math Specialist/Interventionist	2.55%	8.92%	7.64%	8.92%	10.83%	7.64%	7.01%	5.73%	3.18%	7.01%	18.47%	10.83%	1.27%	6.78
Reading Specialist/Interventionist	3.82%	1.91%	3.18%	5.73%	6.37%	7.64%	7.64%	5.10%	11.46%	4.46%	6.37%	26.75%	9.55%	5.25
Principal Other School Administrator	2.55%	1.91%	1.91%	6.37%	2.55%	5.10%	5.73%	7.01%	5.10%	7.01%	4.46%	8.92%	41.40%	4.13

Q8 What market strategies are you currently utilizing for vacant positions? (Check all that apply)
Answered: 157 Skipped:23

Answer Choices	Responses	
Newspapers/magazine job advertisement	66.88%	
Online job advertisement	88.54%	
The Arizona Teach-In	39.49%	62
Other job fairs	48.41%	76
Arizona Education Employment Board	68.79%	
School district website	75.16%	
Recruitment at universities	59.24%	93
Other	28.03%	44
Total Respondents: 157		

Q9 Which of the following would best describe your recruitment strategy? Our district/charter recruits:
Answered: 157 Skipped: 23

Answer Choices	Responses	
All in-state candidates	12.74%	20
Mostly in-state candidates	38.85%	61
Balance of in-state and out-of-state candidates	32.48%	51
Mostly out-of-state candidates	10.83%	17
All out-of-state candidates	0.00%	0
Other (please explain)	5.10%	8
Total		157

#	Other (please explain)	Date
1	International teachers	9/25/2014 2:16 PM
2	Those qualified doesn't matter where they come from	9/23/2014 10:23 AM
3	Looking for Montessori trained teachers	9/18/2014 11:26 AM
4	Navajo preference	9/18/2014 10:48 AM
5	Teach for America	9/18/2014 10:29 AM
6	We would prefer instate as we have had many out of state candidates return home after a year or two.	9/18/2014 10:26 AM
7	Our school is located on the border between Utah and AZ. It is very difficult to get candidates from AZ because of the geographical barrier of the Grand Canyon. .	9/18/2014 10:02 AM
8	We usually hire from outside of the state in our YUMA locations.	9/18/2014 9:46 AM
9	Offer competitive compensation, great benefits, and quality professional opportunities	9/18/2014 9:43 AM
10	We will take them where we find them	9/12/2014 6:01 PM
11	Movie theater advertising	9/12/2014 12:06 PM
12	Best teachers from anywhere. Most came from out of state this year.	9/12/2014 12:02 PM

ADE/ASA - Teacher Shortage and Retention Survey Results
September 2014

13	We have little success recruiting out of state candidates to Snowflake	9/12/2014 9:17 AM
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Q10 If you recruit out-of-state candidates, what would you attribute as the primary reason for recruiting outside of Arizona?

Answered: 157 Skipped: 23

Answer Choices	Responses	
Not enough in-state candidates to choose from	34.39%	54
The quality of in-state candidates is not adequate	7.01%	11
Both quantity and quality of qualified candidates	38.22%	60
Other (please explain)	5.10%	8
N/A	15.29%	24
Total		157

#	Other (please explain)	Date
1	Look at quality of candidate (not necessarily the state)	9/23/2014 2:14 PM
2	The out of state candidates have been friends of current employees.	9/21/2014 8:37 PM
3	We are open to in-state and out-of-state candidates. Looking for the best fit with the best qualifications we can find and afford.	9/18/2014 12:39 PM
4	The location of our district	9/18/2014 10:02 AM
5	YUMA county has a teaching shortage. Our other sites hire from both a pool of candidates within the state and out of the state.	9/18/2014 9:46 AM
6	No in state applicants	9/13/2014 3:59
7	Pay and the teacher eval system	9/12/2014 11:06
8	All of the above.	9/12/2014 3:14
9	Many in-state candidates prefer to work in larger cities and do not want to come to Yuma.	9/12/2014 12:02
10	We find most Arizona teachers are not interested in working in rural Arizona.	9/12/2014 11:24
11	Have not been successful with most out of state candidates.	9/12/2014 11:00

Q11 If you recruit out-of-state candidates, please rank order the following based on the LARGEST OBSTACLE (1) to LEAST OBSTACLE (9) in bringing out-of-state teachers to Arizona.

Answered: 157 Skipped: 23

	1	2	3	4	5	6	7	8	9	Average Ranking
Salaries	54.1 4%	20.3 8%	12.1 0%	5.73 %	2.55 %	1.91 %	0.64 %	1.27 %	1.27%	7.96
Arizona political	4.46 %	18.4 7%	16.5 6%	9.5 5%	14.6 5%	13.3 8%	10.8 3%	7.64 %	4.46%	5.40
AZ state certification	17.2 0%	24.2 0%	22.2 9%	20.3 8%	5.73 %	7.01 %	1.91 %	0.64 %	0.64%	6.91
Costs to become certified in	3.18 %	12.7 4%	17.2 0%	27.3 9%	17.8 3%	12.1 0%	8.92 %	0.64 %	0.00%	5.81
Cost of moving	5.10 %	9.55 %	12.7 4%	17.8 3%	27.3 9%	15.9 2%	9.55 %	1.91 %	0.00%	5.52
Cost of living	0.64 %	1.91 %	2.55 %	3.82 %	14.6 5%	26.7 5%	26.1 1%	21.0 2%	2.55%	3.65
Arizona education funding rank	5.10 %	7.64 %	8.92 %	10.1 9%	10.1 9%	16.5 6%	23.5 7%	17.2 0%	0.64%	4.54
Location of our	5.73 %	5.10 %	5.10 %	4.46 %	5.73 %	5.10 %	14.6 5%	45.8 6%	8.28%	3.48
Other (please explain in Question #12 below)	4.46 %	0.00 %	2.55 %	0.64 %	1.27 %	1.27 %	3.82 %	3.82 %	82.17%	1.75

Q12 Please explain "Other" from Question #11 above.

Answered: 26 Skipped: 154

#	Responses	Date
1	In our community there are very few places for teachers to live.	9/26/2014
2	don't do this	9/25/2014
3	Rural, remote, location, size of community	9/25/2014
4	Knowledge and Experience in strategies for or target population of high school	9/25/2014
5	Get Homesick	9/25/2014
6	Anyone we have interviewed from out of state has accepted the job. We have not had difficulty hiring out-of-state (California, Michigan, Florida, Minnesota, Nebraska),	9/25/2014 10:36 AM
7	High accountability with low support	9/23/2014 5:31 PM
8	just numbered randomly as we do not recruit out of state	9/23/2014
9	Obtaining a AZ fingerprint clearance card. It takes 8 to 10 weeks still.	9/21/2014 8:07 PM
10	The length of time it takes candidates to get their fingerprint clearance card...12 weeks is an excessive amount of time.	9/20/2014 3:44 PM
11	We do not recruit out of state	9/19/2014
12	it's even harder to find trained and qualified Montessori and Waldorf teachers.	9/18/2014
13	Montessori credentials not recognized in the AZ	9/18/2014
14	We do not recruit from out of state	9/18/2014
15	no housing available	9/18/2014
16	Cost of living and salary have proven to be the biggest hindrances in recruiting out of state candidates. We had 3 candidates this summer who initially took the job than looked at their budget and declined.	9/18/2014 10:26 AM
17	N/A	9/18/2014
18	Maybe you can't find quality teachers because you can't count. Also, if #9 is N/A, #10 should not be a required answer.	9/18/2014 9:43 AM
19	Different fiscal years for each state. Start and end dates of teacher contracts vary from state to state.	9/15/2014 3:10 PM
20	N/A	9/15/2014
21	N/A	9/15/2014
22	No other- You can't move on without checking other.	9/12/2014
23	Many are looking for jobs in states where there have been a loss of growth. This year many are seeking a warmer climate due to harsh weather in their home states this past couple of years.	9/12/2014 12:02 PM
24	Do not recruit out of state due to budgetary constraints.	9/12/2014 11:43 AM
25	District Housing Subsidy	9/12/2014 11:36 AM
26	Either want to live in city or closer to home.	9/12/2014 10:48 AM

Q13 Does your district/charter conduct exit interviews with educators to determine their reasons(s) for leaving?

Answered: 149 Skipped: 31

Answer Choices	Responses	
Yes	83.89%	
No	16.11%	24
Total		149

Q14 In general, educators recruited outside of Arizona typically remain at our district/charter:

Answered: 149 Skipped: 31

Answer Choices	Responses	
0-2 Years	40.94%	61
3-5 years	48.32%	72
More than 5 years	10.74%	16
Total		149

Q15 Approximately how many educators broke their contract or resigned during the 2013-2014 school year?

Answered: 149 Skipped: 31

Answer Choices	Responses	
0	24.16%	36
1 to 5	55.03%	82
6-10	10.74%	16
11 to 20	2.68%	4
More than 20	5.37%	8
N/A	2.01%	3
Total		149

**Q16 What does your district/charter do if an educator breaks their contract/resigns mid- year?
 (Check all that apply)**

Answered: 149 Skipped: 31

Answer Choices	Responses
Allow them to leave without penalty	40.27% 60
We have a clause in our contract for a monetary penalty and exercise	40.27% 60
If a monetary penalty; how much? (\$500, \$2,500, etc.)	30.87% 46
Allow educators to break a contract once a suitable replacement is found	26.17% 39
Other (please explain)	12.75% 19
N/A	2.68% 4
Total Respondents: 149	

#	Other (please explain)	Date
1	\$2,500	9/26/2014 9:29 AM
2	Report to ADE	9/25/2014 4:16 PM
3	Liquidated damages up to \$2,000.00	9/25/2014 2:18 PM
4	\$1,000	9/25/2014 11:58 AM
5	\$500	9/25/2014 11:39 AM
6	We will be putting a clause in for the next school year	9/25/2014 11:35 AM
7	Handled on a case by case basis. There is a monetary penalty, sometimes implemented.	9/25/2014 11:09 AM
8	Evaluate each situation on a individual basis.	9/25/2014 10:55 AM
9	At Will Contract	9/24/2014 6:47 PM
10	Document no-rehirable status	9/23/2014 5:35 PM
11	Board decides if charge \$2,500.00	9/23/2014 5:12 PM
12	Release after 14 days notice with no penalty	9/18/2014 5:55 PM
13	1500	9/18/2014 4:07 PM
14	If they resign mid-year, they are not eligible for re-hire at a later date.	9/18/2014 12:59 PM
15	Our charter has at-will agreements with a 30 day exit clause that is no cause as a result of state funding structure	9/18/2014 12:41 PM
16	If I have paid for Montessori training, I have them repay	9/18/2014 11:39 AM
17	At will employment due to charter status	9/18/2014 11:18 AM
18	Severance pay % is included in contract	9/18/2014 10:36 AM
19	It depends on the situation	9/18/2014 10:12 AM
20	Monetary penalty is up to 10% of contract, and the	9/18/2014 10:00 AM
21	Leave without penalty - resigned after pregnancy leave	9/18/2014 9:47 AM
22	2,500.00	9/17/2014 4:57 PM
23	Not a penalty...liquidated damages	9/14/2014 7:20 AM
24	file with ADE	9/13/2014 7:52 AM
25	The possible exceptions would be family emergency, etc.	9/12/2014 6:03 PM
26	\$2500 liquidated damages and submit name and infor to ADE for unprofessionalism	9/12/2014 4:24 PM
27	\$2,500	9/12/2014 3:37 PM

**ADE/ASA - Teacher Shortage and Retention Survey Results
September 2014**

28	\$1,000 liquidated damages	9/12/2014 2:49 PM
29	\$2,000 penalty	9/12/2014 2:44 PM
30	Begin Termination Proceedings, File Unprofessional Conduct Report with ADE	9/12/2014 11:41 AM
31	\$2,000 in penalty, but hard time getting them to pay	9/12/2014 11:30 AM
32	we report to ADE Cert. unit	9/12/2014 11:09 AM
33	\$2,500.	9/12/2014 11:07 AM
34	\$1,000.00	9/12/2014 11:04 AM
35	depends on circumstances	9/12/2014 11:02 AM
36	Monetary penalty is 10 days per diem	9/12/2014 10:52 AM
37	\$2500-- new for SY15. Last year-no fee.	9/12/2014 10:45 AM
38	\$1,500	9/12/2014 9:57 AM
39	1500	9/12/2014 9:53 AM
40	The penalty is \$500	9/12/2014 9:29 AM
41	2500	9/12/2014 9:14 AM
42	\$750	9/11/2014 9:27 PM
43	\$1,000	9/11/2014 8:14 PM
44	We must find a qualified replacement who is hired at the same time the resignation is approved. If someone walks/abandons, we report it to ADE as unprofessional	9/11/2014 7:49 PM
45	Penalty is \$1500	9/11/2014 7:34 PM

Q17 Does your district/charter submit to the State Board of Education the names of teachers who break contract?

Answered: 149 Skipped: 31

Answer Choices	Responses
Yes	36.91%
No (please explain below)	63.09%
Total	149

#	if not. please explain	Date
1	We have an at-will employment agreement	9/25/2014 9:39 PM
2	We generally do...it depends on the situation.	9/25/2014 4:16 PM
3	We often find they may be adequate teachers for non-high risk students in the case where they resign because they have a hard time with our teaching standards	9/25/2014 1:14 PM
4	It was mutually agreed upon in most cases	9/25/2014 11:35 AM
5	No explanation. Just not our practice to do so.	9/25/2014 11:09 AM
6	We used to. However, the Arizona Department of Education told us they do not discipline certified teachers for breaking contracts with charter schools. So, there was no point in reporting them (or having contracts).	9/25/2014 10:47 AM
7	I do not know	9/24/2014 6:47 PM

ADE/ASA - Teacher Shortage and Retention Survey Results
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8	Our district provides employment agreements and not contracts	9/23/2014 5:35 PM
9	The one occasions this occurred, the teacher did not return the final week of school. Teacher was retiring and the District did not report to State Board of Education.	9/23/2014 5:11 PM
10	At will contracts	9/23/2014 10:26 AM
11	N/A	9/23/2014 9:10 AM
12	If they follow the clause in our contract and work with us while finding a replacement we do not report them.	9/22/2014 8:58 AM
13	If they don't want to be there, we don't want them. Our culture is important to us.	9/20/2014 3:47 PM
14	Because we hold them until a replacement is found (except for emergency circumstances), we feel they are being professionally responsible.	9/20/2014 1:32 PM
15	I am just as happy to see the person leave if they are not happy here. I am not sure breaking a contract should penalize a teacher in future endeavors.	9/19/2014 2:14 PM
16	Didn't know it was required	9/19/2014 10:58 AM
17	We want teachers who are willing to be dedicated to teaching their students. If they are short-changing their students, then we will allow them to leave.	9/18/2014 8:05 PM
18	Not yet due to reasons for breaking contracts.	9/18/2014 4:07 PM
19	We haven't done it in the past but we'll start doing it this year.	9/18/2014 1:57 PM
20	no contracts	9/18/2014 1:50 PM
21	not sure; that's a question for other Admin.	9/18/2014 1:26 PM
22	Our teachers are not under contract.	9/18/2014 12:59 PM
23	As explained above, current year funding requires us to use at-will agreements with a 30 day exit clause.	9/18/2014 12:41 PM
24	No action by state board is taken against their certificate.	9/18/2014 11:45 AM
25	I have never had a teachers break a contract in the middle of school year.	9/18/2014 11:39 AM
26	at will employees	9/18/2014 11:18 AM
27	Contract is at will for both parties	9/18/2014 11:01 AM
28	We are a charter school with an at will contract.	9/18/2014 10:33 AM
29	If they broke the contract for an unreasonable conflict.	9/18/2014 10:12 AM
30	I thought Arizona was a right to work state and the teachers had the "right" to leave. We have employee agreements, not "contracts".	9/18/2014 10:12 AM
31	Typically when teachers break contract there is a mutual element, and in such cases we do not report to the SBE.	9/18/2014 10:00 AM
32	We have at will agreements. Therefore, either party may part ways.	9/18/2014 9:49 AM
33	Not at this time	9/18/2014 9:47 AM
34	See above - pregnancy issue	9/18/2014 9:47 AM

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35	We did not have any teachers break contract.	9/17/2014 5:43 PM
36	We did not in previous years but have begun this year.	9/17/2014 4:57 PM
37	Suitable replacement. Educators left the field education.	9/17/2014 9:16 AM
38	There is no point in submitting the names as the ADE could care less. Their investigation department is lightly staffed and has far more serious issues to deal with.	9/15/2014 6:34 PM
39	Currently under review for the 14-15 school year.	9/15/2014 3:14 PM
40	If received within a reasonable time frame to replace.	9/15/2014 12:01 PM
41	No, unless they do not have a legitimate reason for leaving.	9/15/2014 10:12 AM
42	sometimes	9/14/2014 11:38 AM
43	The current rate of investigation is ridiculous.	9/13/2014 4:02 PM
44	However, there's never been any consequences.	9/12/2014 4:24 PM
45	There seldom seems to be any penalty from ADE for a teacher who breaks his/her contract.	9/12/2014 3:53 PM
46	We recommend to our board to submit the names of teachers who resign without a justifiable reason. As you know this is difficult to determine. Also difficult to collect the \$2500 when they resign.	9/12/2014 3:37 PM
47	We report to the SBE if a teacher does not work cooperatively with the district and leave prior to finding a suitable replacement.	9/12/2014 2:49 PM
48	I am unaware of any that have been submitted prior to my arrival, and since I have been here no one has broken their contract	9/12/2014 2:44 PM
49	Typically we allow them to resign. I have found that to SBE does not revoke their certificate if they break their contract, so there is no real penalty if we terminate their employment with us.	9/12/2014 11:30 AM
50	Yes, if they don't pay the fee.	9/12/2014 11:07 AM
51	Only if they do not pay the penalty.	9/12/2014 9:57 AM
52	We do not typically have teachers break contracts mid-year except for health or unavoidable family situations. Usually it is during the summer and because they have found	9/12/2014 9:53 AM
53	Attorneys gave us a choice report to ADE or pay penalty	9/12/2014 9:53 AM
54	We only file a complaint if they refuse to wait until we employ a replacement or if they refuse to pay liquidated damages.	9/12/2014 8:38 AM
55	Nothing is ever done.	9/12/2014 6:29 AM
56	Penalty is enough	9/12/2014 12:52 AM

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57	Usually it is in our best interest to let them leave.	9/11/2014 11:50 PM
58	No time	9/11/2014 9:51 PM
59	Reporting serious misconduct does not result in action by ADE	9/11/2014 9:27 PM
60	No confidence in the alignment of the consequence.	9/11/2014 8:20 PM
61	Suitable replacement found prior to start of school year.	9/11/2014 8:09 PM
62	Certified have paid penalties.	9/11/2014 7:50 PM
63	There is a feeling that the State Board of Education will not do anything with this information.	9/11/2014 7:22 PM

Q18 What are the top three reasons most often given for teachers leaving your district/charter?
Answered: 149 Skipped: 31

Answer Choices	Responses
Pursue another career outside of education	42.95% 64
Pursue a position in another district/charter within AZ	48.99% 73
Pursue a position in another state	33.56% 50
Pursue an administrative position within AZ	5.37% 8
Pursue an administrative position in another state	1.34% 2
Pay scale	46.98% 70
Working conditions	7.38% 11
Family issues	30.20% 45
Staying at home for parenting (cost of daycare equals salary)	12.75% 19
Medical issues	10.74% 16
Retirement	18.79% 28
Enrolling in school to pursue a higher degree	8.05% 12
Health issues	12.08% 18
Other (please explain)	12.75% 19
Total Respondents: 149	

#	Other (please explain)	Date
1	Moving out of state	9/25/2014 9:39 PM
2	Work at a school that is not year-round for vacation reasons	9/25/2014 1:14 PM
3	A 'variety' of reasons would come in third - typically related to an increase in pay either in state or out of state.	9/25/2014 11:09 AM
4	Relocating and leaving education	9/25/2014 10:47 AM
5	Paying for medical benefits	9/24/2014 6:47 PM
6	Reduction in Force - Fluctuations in ADM - rural area	9/23/2014 5:11 PM
7	salary is low	9/22/2014 2:52 PM
8	They are not doing their job.	9/18/2014 8:05 PM

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9	Moving back to where family is to raise their children.	9/18/2014 2:04 PM
10	Spouse takes job in another city out of state	9/18/2014 1:22 PM
11	Only 2 teachers have exited during school year in last 15 years	9/18/2014 10:36 AM
12	Travel time and distance to get to work.	9/18/2014 10:06 AM
13	Move to another state, distance of commute	9/14/2014 7:20 AM
14	Don't value their Principal	9/13/2014 7:52 AM
15	Unsuited to education profession	9/12/2014 6:03 PM
16	Spouse takes job in other location	9/12/2014 11:26 AM
17	Job at the Community College	9/12/2014 11:04 AM
18	Extended year calendar	9/12/2014 10:52 AM
19	Evaluation. Longer school year.	9/12/2014 10:45 AM
20	Commuting expense	9/12/2014 9:57 AM
21	We have had teachers who are mostly women resign due to their husbands taking employment outside our community. Our largest employer, a papermill closed down.	9/12/2014 9:53 AM
22	AZ certification hoops too costly loss of 301 incentives	9/11/2014 9:51 PM
23	location	9/11/2014 7:50 PM
24	Personal reasons...They came to Tucson with a significant other who is at UA for a graduate program, etc. When completed, they move elsewhere.	9/11/2014 7:49 PM

Q19 Does your district/charter have a structured mentoring program to assist new teachers with the transition to their new teaching assignment?

Answered: 149 Skipped: 31

Answer Choices	Responses
Yes	73.15%
No	26.85% 40
Total	149

Q20 If your district/charter does have a structured mentoring program for new teachers, do your mentor teachers receive any of the following (please check all that apply):

Answered: 103 Skipped: 77

Answer Choices	Responses	
Stipend (\$1,000 or less)	28.16%	29
Stipend (\$1,000 to \$5,000)	34.95%	36
Stipend (\$5,000 to 10,000)	2.91%	3
Stipend (more than \$10,000)	0.00%	0
Formal mentoring training	41.75%	43
Release time for mentor	33.01%	34
Mentor Forums	14.56%	15
Collaborative Tools to use in the process	38.83%	40
Total Respondents: 103		

Q21 Does your district/charter have a structured induction program to assist new teachers with the transition to their new teaching assignment?

Answered: 149 Skipped: 31

Answer Choices	Responses	
Yes	68.46%	
No	31.54%	47
Total		149

Q22 If your district/charter does have a structured mentoring program for new teachers, do your mentor teachers receive any of the following (please check all that apply)

Answered: 97 Skipped: 83

Answer Choices	Responses	
Required attendance by teachers	75.26%	73
Forums for beginning teachers	55.67%	54
Beginning teacher proficiency levels	25.77%	25
A connection to the mentoring program	57.73%	56
Total Respondents: 97		

Q23 Please respond below with any current recruitment and/or retention issues you have that we did not address in the previous questions.

Answered: 39 Skipped: 141

#	Responses	Date
1	Lack of qualified applicants	9/25/2014 8:28 PM
2	I believe there are many teachers holding a teaching degree but unable to pass the AEPA due to language issue. As administrators, we should be able to let a teacher go if they cannot perform	9/25/2014 4:16 PM
3	n/a	9/25/2014
4	Many experienced teachers who apply have not really mastered teaching strategies that ensure learning for students who have not succeeded in other programs. They often do not demonstrate the ability to check for understanding, or use data to drive instruction, and have few intervention skills for students who have not mastered the initial lesson objectives. There seems to be a lack of effective instructional supervision in their previous places of employment.	9/25/2014 1:14 PM
5	New teachers receive more frequent class visits for coaching purposes and for additional evaluations. We have a Director of Curriculum and Professional Development (even though we are a small district) who will work as a one-on-one coach with new teachers in skills development. She was a NBC Teachers, and brings much expertise to these conversations.	9/25/2014 11:09 AM
6	Our issue in recruitment is living in a remote and rural area.	9/25/2014
7	It has even become incredibly difficult to find quality, qualified high school history teachers.	9/25/2014 10:47 AM
8	None	9/23/2014
9	The state of Arizona needs to put more money into education period!!!!, Pay the school more so we can properly educate our future!!!! We could pay the teachers more, train them more, meet the demands of the state with technology/ standards etc. The bottom line is MONEY!!!!!!!!!!!!!!	9/23/2014 3:54 PM
10	Encourage teachers to have student teachers, so that we can recruit/hire from the best student teachers	9/20/2014 1:32 PM
11	No problems experienced except with subs; survey needs to allow questions to be skipped or NA checked more often - I was forced to answer questions that did not apply	9/18/2014 1:50 PM
12	hard to get qualified prof. to rural AZ	9/18/2014
13	I have difficulty finding Montessori trained teachers.	9/18/2014
14	Schools in rural areas also have to contend with housing for teachers	9/18/2014 11:01 AM
15	It is more difficult to recruit teachers in poverty areas like South Phoenix where we are located, even though we are an A school	9/18/2014 10:36 AM

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16	There should be more job fairs that align to the types of schools and their programs. Charter vs. District, Alternative Schools, etc.	9/18/2014 10:07 AM
17	Arizona schools simply do not receive enough money to pay their teachers a living wage. Our teachers essentially have to take a vow of poverty to stay in the profession.	9/18/2014 10:07 AM
18	Our recruitment and retention issues primarily have to do with extreme rural location and travel distance for teachers.	9/18/2014 10:06 AM
19	There is shortage of Highly qualified candidates in certain counties. This has created a need for teacher and therefore, the state should include higher equalization funds for these areas.	9/18/2014 9:49 AM
20	Lack of well-trained Arizona teachers proficient in project-based learning and engagement of urban learners	9/18/2014 9:47 AM
21	We have experienced continued problems with ADE personnel in the certification department given misleading and/or contradictory information. I have spoken with Superintendent Huppenthal about the most egregious cases.	9/15/2014 6:34 PM
22	Many recruitment fairs run within a six-eight week window.	9/15/2014 3:14 PM
23	N/A	9/15/2014
24	5	9/13/2014
25	We struggle as we are a bit more "removed" from Maricopa County. We find that teachers may stay with us a year or two, gain experience and then seek employment closer to their home or larger metropolitan areas.	9/12/2014 2:49 PM
26	I spent the entire summer recruiting and have done so the last 4 years. We are experiencing retirements, mostly but some leaving for other jobs. This year, a special education teacher left with zero notice. We sent the sheriff to the house fearing an emergency. The teacher had packed the Friday before and left for California.	9/12/2014 12:13 PM
27	Certification and becoming highly qualified make it more difficult.	9/12/2014
28	Reciprocity for Middle School and Kindergarten certs or endorsements is a huge barrier. AZ does not provide enough candidates to fill positions in AZ. We recruit heavily out of state out of sheer necessity. This year approx 65% of our new staff came from other states. Our out of state candidates may stay 1-3 years to get experience and then go back to their home state to be near family.	9/12/2014 11:07 AM
29	We are in need of a middle school English teacher. That was not on your list.	9/12/2014 11:04 AM
30	Working directly with career centers outside of any job fairs that might be offered	9/12/2014 10:52 AM

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31	Regarding #19-22...we just started a new induction and mentoring program. We are in the very beginning stages of it and hope to increase retention. However, salaries, evaluation, performance classifications/pay may be an obstacle. We're currently looking for a Technology Teacher. We've already had one teacher resign and implemented the fee. The quality of teachers coming into the profession is low. They're not prepared for management, Common Core/AZCCRS, and the challenges of the profession.	9/12/2014 10:45 AM
32	We have to do our best to promote and recruit locally. It is impossible to be able to afford to move into our community from somewhere else and get established on a teacher's salary.	9/12/2014 9:53 AM
33	Lack of funding is making it hard to keep the younger teachers since the pay is low. We are seeing younger teachers more and more leaving the teaching profession because they cannot afford to teach.	9/12/2014 9:29 AM
34	As the economy improves, I believe that teacher recruitment and retention will become an even greater challenge.	9/12/2014 9:14 AM
35	The previous question on the hardest-to-fill positions excluded elementary classroom positions. In the ASA survey this fall, nearly 1/3 of the districts reported that they still have elementary classroom vacancies - more than the percentage reporting special education vacancies.	9/12/2014 8:38 AM
36	Pooling Title II funds to recruit at out of state job fairs. Research Texas Model	9/12/2014 12:52 AM
37	Too many different applications discourage recruits and waste time and money.	9/11/2014 11:50 PM
38	Certification delays from reciprocity causing no release of 301 funds used as recruitment tool	9/11/2014 9:51 PM
39	Anxiety over school labels and state testing requirements and what does that look like for Arizona - we have no answers to give. Teachers are certified and highly qualified in multiple states until they arrive in AZ only to be professionally and financially offended by being offered a 1 year certificate at full cost with hoops to jump through for next 1-4 years. Paycheck sticker shock- out of state teachers sign up for stated salary but have cardiac arrest after Arizona taxes and ASRS eat up their take home pay -- immediate buyer's remorse and they start looking for better paying (better take-home pay) job.	9/11/2014 9:27 PM