



Mentoring and Induction

Research shows that mentoring and induction programs for new educators improve recruitment, educator effectiveness, and retention. An experienced educator can help guide a new educator not only in the act of teaching students but also in learning the ins and outs of the profession not taught in a degree program. Effective mentoring and induction programs are comprehensive, consistent, and offer ongoing professional learning for both mentors and mentees for at least the first 2-3 years of a new educator's career.

<https://www.idra.org/resource-center/the-role-of-mentoring-in-teacher-quality-and-retention/>
<https://www.ecs.org/wp-content/uploads/Mitigating-Teacher-Shortages-Induction-Mentorship.pdf>

Collaboration and Networking for Support

Research shows that with support and collaboration for and among educators, retention rates increase. Educators need a collaborative culture where they feel supported by their colleagues and can call upon a large network of other professionals for advice, ideas, and comradery. LEAs benefit when educators are guaranteed time for planning and collaboration throughout the school year. Educators grow in the profession when they are encouraged to join professional networks, as well as have opportunities provided by their LEA to join committees and communities of shared practice.

<https://educationnorthwest.org/northwest-matters/creating-networks-improve-teacher-recruitment-and-retention-role-education>
<https://files.eric.ed.gov/fulltext/EJ1250205.pdf>
<https://aaas-arise.org/2019/08/27/support-networks-for-stem-teachers-can-improve-retention/>

Teacher Leadership Pathways

Research shows that offering varying pathways for career advancement for educators increases job satisfaction and retention. One of the main ways for teachers to advance on the pay scale is by leaving the classroom to become an administrator. However, many educators wish to stay in the classroom, but also want to advance their careers. Many LEAs have developed pathways for career advancement opportunities for teachers with differentiated pay and increased responsibility while staying in the classroom. This may include mentoring new teachers, providing staff professional development, assisting with curriculum planning, or coaching other teachers.

https://teachplus.org/sites/default/files/publication/pdf/decade-plus_final.pdf
https://opportunityculture.org/wp-content/uploads/2018/06/Career_Paths_and_Pay_in_an_Opportunity_Culture_A_Practical_Guide-Public_Impact.pdf

Culture and Climate Surveys

Research shows that educator culture and climate surveys can predict retention rates and identify the reasons for teacher attrition. LEAs can utilize these surveys to make improvements and guide spending and supports system-wide. LEAs benefit when utilizing detailed exit surveys to understand challenges and to produce solutions to identified retention issues.

https://learningpolicyinstitute.org/sites/default/files/product-files/Solving_Teacher_Shortage_Attract_Retain_Educators_REPORT.pdf
<https://files.eric.ed.gov/fulltext/EJ1054905.pdf>

School Leadership

Research shows that school leadership is a top factor in recruiting and retaining educators. Many times, educators cite poor leadership and ineffective administration as the main reason for leaving the profession. Conversely, many teachers point to quality school leadership as a reason for staying in the profession.

https://learningpolicyinstitute.org/sites/default/files/product-files/Role_Principals_Addressing_Teacher_Shortage_BRIEF.pdf
<https://www.wallacefoundation.org/knowledge-center/pages/a-new-role-emerges-for-principal-supervisors.aspx>

Advocacy

Many decisions impacting school systems and educators are decided by the governor and state legislature. It is imperative to keep informed about the proposed bills, laws, and budgets to ensure the needs of Arizona schools, educators, and students are being met.

<https://scholarcommons.sc.edu/cgj/viewcontent.cgi?article=4185&context=etd>