



Project FIRST

Factors Impacting Retention and
Sustainability for Teachers

A Project by Western Oregon University sponsored by
the Oregon Department of Education



Project Team



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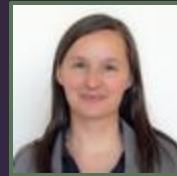
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Chapter 8: Priorities for Oregon's Teacher Workforce Sustainability

01

Summary of
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Implications

Summary of Findings

It's essential to interrupt the narrative that ethnoracially and linguistically diverse teachers experience their role as educators in monolithic ways through listening to teacher voices related to pressures to stay or leave (Pabon, 2016)



Teacher Preparation

Teacher retention in the profession is significantly impacted by high quality, comprehensive teacher preparation.

Teacher preparation programs must create supportive structures for candidates to not only successfully reach graduation and licensure, but perhaps more importantly, become culturally sustaining teachers who are committed to asset-based practices.



Inservice Retention

Intentional commitments for **retention of educators of color** require **strong advocacy by district leaders** to ensure that schools foster positive working environments through investments of funding, staffing, and time.

Job Dissatisfaction				Commitment to Retention
1	lack of autonomy	✗	✓	affirming leadership
2	experience of bias and daily microaggressions	✗	✓	critical affinity groups
3	limited opportunities for promotion	✗	✓	mentorship and professional development opportunities

Priorities for Oregon's Teacher Workforce Sustainability



01

Authentic and Responsive Education Entity Engagement Through Strategic Partnerships



- Educator Advancement Council
- Oregon Department of Education
- Regional Educator Networks
- Institutions of Higher Education

02

Building Transformative Educators and Administrators Through Strategic Community Partnerships



- Educational Service Districts
- Local districts
- Community colleges
- Institutions of Higher Education

...to grow, support, partner with, and retain our own transformative educators and administrators who match the community background and who are invested in the communities where they live and thrive.

03

Develop a System for State-wide Mentoring Communities of Practice



...through a strategic, systematic, and collective structured praxis developed by the EAC, ODE, REN, and IHEs to build human and social capital for teacher candidates in their final 45 credits and into and through their first five years in the field.

04

Develop Pathways to Affordable Licensure



Strategically incentivize educator licensure to make it a more inviting professional option.



Implications



	Colleges & Universities	Schools, Districts, & ESDs	State Policy Makers
Action 01	Equity Centered Curriculum	Access & Support	Data Collection & Sharing
Action 02	Responsive Pathways and Placements	Equitable Workload	Responsive Systems
Action 03	Strategic Networks	Financial Support	Affinity Supports



Implications for Colleges & Universities

Curriculum, Pathways & Placement



Colleges &
Universities



Equity-Centered Curriculum

that addresses intersectional identities and interrupts hegemony

Revisit Demands of Licensure

Especially for teachers of color

High Quality Placements

Systematize in close partnership with districts and consider site-schools to maximize teaching, learning, and professional development

Revisit educator preparation programming and the extraordinary demands of moving through licensure pathways, specifically for educators of color to create a more humane, socially just and joyful access to high-quality teacher preparation on the journey to becoming a licensed teacher.

Mensah & Jackson, 2018





Strategic Networks



Affinity & Ally Groups

to encourage values-stories and discussions



Mentorship & Peer Dialogue

where candidates of color can discuss and problematize their experiences



Strategic Seminars

that hold space for peer interaction, discussion, and problem-solving challenges in the field

(Brantlinger & Grant, 2022)



Implications for Schools, Districts and ESDs



Access & Support

	Mitigate Bias	Revisit educator evaluation tools, practices, and safeguards that protect against evaluator bias.
	Equity Based Development	Ensure professional development in partnership with educator preparation programs to develop anti-bias skills and tools to address racial, linguistic, and cultural bias.
	Coaching & Mentoring	Develop effective and systematic instructional coaching and professional mentoring.
	Leadership Support	Systematically track promotion to leadership with strategic mentoring and coaching support



Equitable Workload & Financial Support

Bring the joy back into the profession by restructuring a more humane workload for educators and educator leaders in PK-12:

- Mindfulness not to overburden teachers of color
- Critically look at roles and assignments in schools and equitable distribution of roles and responsibilities for workforce divisions.

Systematize supplemental income opportunities, specifically for teachers of color.



Effective and systematic instructional coaching and professional mentoring by like educators is associated with a significant increase, 47.4% at the 3-year mark and 67.9% at the 5-year mark, in retention rates for educators of color.

— Brantlinger & Grant, 2022





Implications for State Policy Makers



Improve Data Collection and Sharing

Data Systems



Create systems for
partnering with data
reporting agencies

Gather annual quantitative
and qualitative measures of
demographic isolation
(Patrick & Santelli, 2022)



Inputs



Build task force for annual
reports on evaluation data
for educators of color

Make data consistently,
publicly available: Oregon
Longitudinal Data
Collaborative

Outputs



Responsive Systems



Revisit Accountability Measures

consider the psychological burden continued demands place on PK-12 educators



Expand Qualification Opportunities

Consider content specializations for multiple subjects



Invest in Affinity Supports

Formalized affinity groups and mentorship for ethnoracially and linguistically diverse educators




Support GYO Programs

Continue deeper investments in Oregon's Grow-Your-Own program models that are situated in critical race theory, high quality educator preparation, locally tailored collaborations between LEAs, IHE, and community partners

(Rogers-Art et al., 2019)

Chapter 8 Toolkit

Title and Link	Description
<p data-bbox="142 412 768 537"><u>Creating an Action Plan and Sustaining Efforts to Increase Educator Diversity: A Toolkit for Districts & School Leaders</u></p> 	<p data-bbox="830 412 1789 947">This document provides guidance to support district leaders in their efforts to increase the racial, ethnic, and linguistic diversity of the educator workforce. It was designed to complement [Connecticut's] document titled Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection (which this toolkit refers to as “the Guidebook for Hiring and Selection” or simply the “Guidebook”). The toolkit guidance is informed by lessons learned from a pilot conducted with 12 districts between January 2020 and June 2021. This guidance is designed to help district leaders develop an action plan that clearly defines and communicates data-informed goals, strategies, and indicators of progress; specifies key elements of effective implementation; and details how district leaders should engage in cycles of continuous improvement to sustain their efforts and achieve their goals.</p>

Thank You!

To learn more about this work please review our Project First Website where you will find the Executive Summary and Toolkit.

Do you have any questions?

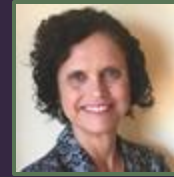
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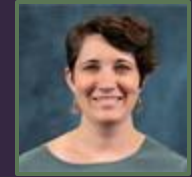
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