
Compendium of Strategies to Reduce Teacher Turnover in the Northeast and Islands Region

Almost half of new teachers leave the profession within the first five years of teaching, and turnover issues are more pronounced for science and math teachers and for urban and rural districts. Several states have taken steps to reduce turnover, but few resources are available to inform and assist decision-makers in their efforts to reduce turnover. The compendium of teacher retention policies and programs implemented in Connecticut, Maine, Massachusetts, and Vermont provides education decision-makers with a powerful new resource organized by state, district size, per-participant cost, target audience, and target grade level, among other variables.

— ABIGAIL JURIST LEVY, EDC, PROJECT LEADER

PROJECT OBJECTIVES

- Develop a resource for policymakers and administrators that describes the range of programs and policies to reduce teacher turnover in Massachusetts, Connecticut, Maine, and Vermont.

AUDIENCE & APPLICATION

- State and district leaders across the region may use the compendium to identify a variety of retention strategies that states, regions, and districts similar to their own have employed. Strategy profiles include contact information for program leaders.

METHODOLOGY

- Compiled a typology of retention strategies through a systematic literature review and consultation with key advisors.
- Produced profiles of specific state-regional-, and district-level retention policies and programs by collecting data from reviews of public documents, Internet materials, and key informant interviews.

FINAL PRODUCTS

- A user-friendly searchable electronic database containing profiles of 33 teacher retention strategies may be found at: <http://www2.edc.org/relnei/teacherdb/>
- Issues & Answers Report published by the Institute of Education Sciences, which may be found at: http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2008052a.pdf.

What Are Fast-Response Projects?

Fast-Response Projects are short-term projects that respond to regional and national needs and priorities and provide research-based knowledge to inform policy and practice. They use methods such as research syntheses, mining of existing data sets, and descriptive studies.



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The database is intended to:

- Provide decision-makers with concise and thorough information about teacher retention policies and programs recently begun in the region.
- Be searchable by such key features as state, urbanicity, district size, policy family, type of program, target audience, target grade level, target content area, and cost per participant.
- Offer decision-makers contact information for specific policy and program experts.

The research team constructed four policy categories to classify and organize the teacher retention policies and programs. Of the 33 strategies included in the database, eight are financial incentives, four are pre-service programs, 19 are in-service programs, and two are considered to be central systems and supports.

The database is not an inventory of all teacher retention programs in the four participating states. Rather, it reflects the variation in strategies, contexts, and approaches to teacher retention that exists in the region.

Measures of program quality, implementation, or impact were not required for programs' inclusion in the database, and users should not draw conclusions regarding any retention program's merit or standing in the field. Inclusion in the compendium implies no endorsement of the policies or programs. In addition, the database does not include school-level policies or practices for reducing teacher turnover.

Contact Information

For more information about this project, e-mail Rebecca Carey (rcarey@edc.org) or visit REL-NEI online (www.relnei.org).



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