



About the project

Through teacher fellowships, Hope Street Group aims to amplify teacher voice to inform state and district education policies. In fall 2017, Arizona Teacher Fellows held focus groups and disseminated open-ended surveys on teacher retention and school mission. Five key findings guided policy recommendations to Arizona stakeholders.

348

in-person focus group participants

471

open-ended survey participants

TEACHER RETENTION



1 Teachers **volunteer** to, are **asked** to, or are **told** to assume leadership roles. Teachers emphasized that **additional compensation** is **important** in encouraging teachers to assume school leadership roles.

“ Sometimes teachers feel that this [leadership] is just asking them to be overworked because leadership doesn't always equate to more pay.”

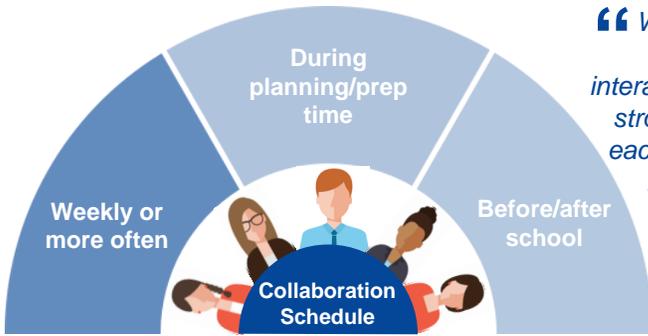


2 **81%** of teachers reported that their school uses non-instructional time for peer-to-peer collaboration, but some teachers reported that they do not have enough non-instructional time.

WHAT CAN STAKEHOLDERS DO?

- **Teacher retention.** Consider a multifaceted approach toward improving teacher retention that includes teacher leadership, peer-to-peer collaboration, and school climate components.
- **Teacher leadership.** Consider developing teacher leadership pathways that incorporate teacher suggestions, and review other state models.
- **Peer-to-peer collaboration.** Consider how to support district efforts to restructure schedules to provide teachers with more non-instructional time for collaboration.
- **School climate.** Share the National School Climate Standards with districts, as these offer guidance around supporting and evaluating school climate efforts.

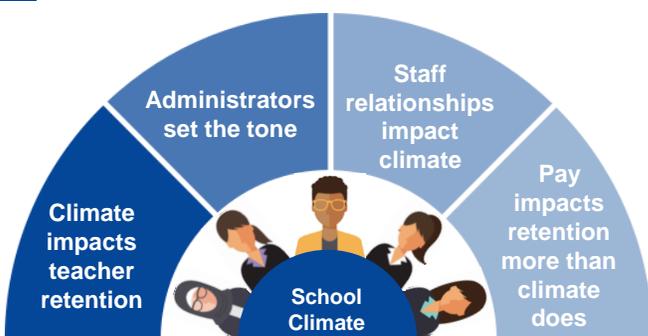
3 Teachers often meet in **professional learning communities** or as **teams** to discuss planning, lessons, curricula, or student data. Teachers regularly meet:*



“ We have a lot of opportunities to interact. Our team is strong, so we help each other out and meet whenever needed.”



4 Teachers discussed the following regarding school climate and teacher retention:*



“ Teachers will stay anywhere if they have a positive school climate.”



* Relatively darker shading indicates more commonly noted themes.



SCHOOL MISSION

5 When discussing the development of their school's mission, teachers reported that they:*



“ The 'mission' of our school was made prior to me coming in...I feel like there are good intentions but there is not total staff buy-in.”



WHAT CAN STAKEHOLDERS DO?

- Because some teachers had limited involvement, stakeholders could suggest that districts provide teachers with a greater voice in decision-making, pursuant to local policies.