

WEBINAR

What makes them stay? Uncovering essential leadership strategies to retain effective teachers



Today's webinar

- + 45 minutes + Q&A
- + Listen-only mode
- + Submit questions via the chat box
- + Recorded and shareable
- + Short survey



Why NWEA?

- Long-time, trusted education partner
- Expand our mission-driven, research-based services
- UChicago Impact Partnership: 5Essentials framework, survey, and professional learning
- Ensure that all students are learning in a rigorous, safe, supportive, and trusting environment



Our panelists



Heather Davis Schmidt

Superintendent
Target Range School District
Missoula, MT
NWEA Leadership Coach



Victor Simon

Superintendent
Gower School District 62
Willowbrook, IL
NWEA Leadership Coach



Matthew Woods

District Administrator
NWEA Leadership Coach

The Challenge A Strategic Solution The 5Essentials

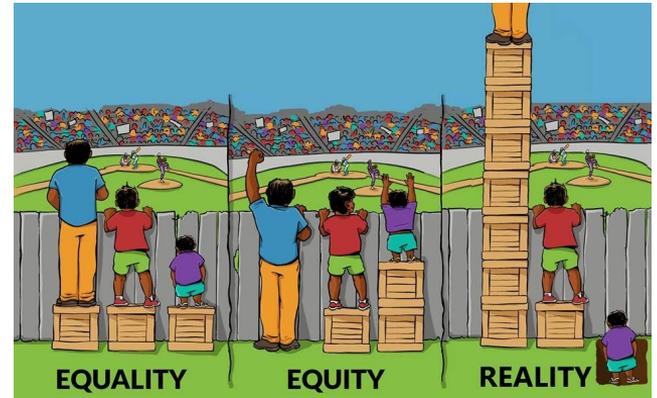
Jeff Rhodes, Director, School Improvement Services

The Challenge:

Teacher Turnover as a result of increased Attrition and reduced Retention

****Teacher Turnover impacts:***

- Student Achievement
- Equity of effective instruction for all students



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A Core Belief for Our Teachers



All teachers are entitled to a positive work environment where they are supported as professionals, continuously developed in their craft, and empowered to help lead efforts to establish and achieve the school's goals

A Strategic Solution:

Compelling evidence of improving school organizational characteristics as a way to reduce teacher turnover

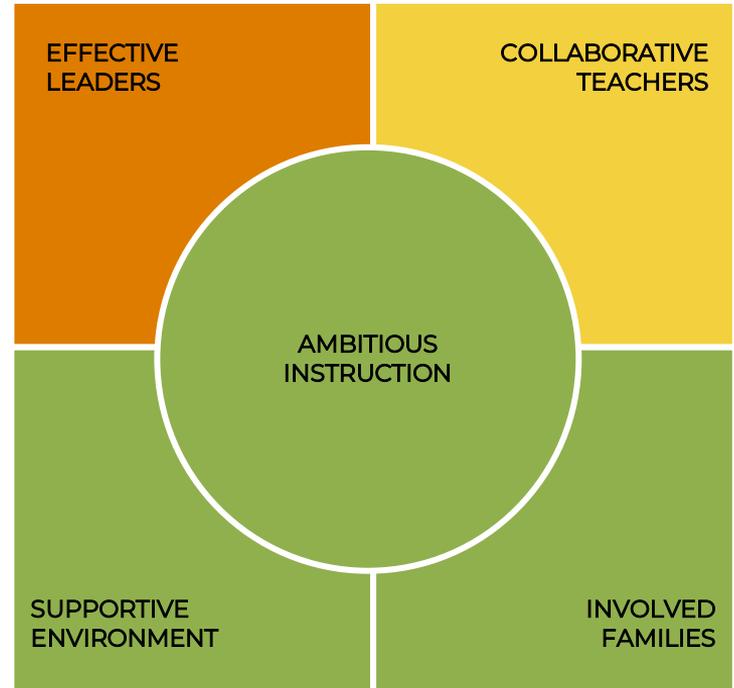
"We see some evidence that improving school organizational characteristics, such as reducing student disciplinary problems and **improving administrative support and teacher collaborations**, can reduce the risk of turnover. We are not suggesting it would be simple to **change these organizational features**, but the evidence warrants further exploration."

Brookings Institute Brown Center Chalkboard

The 5Essentials Framework and Survey

“How we organize schools is critical for student achievement. Improving schools entails coherent, orchestrated action across all five essential supports. Put simply, there is no one [solution].”

- Anthony Bryk. “Organizing Schools for Improvement.” Phi Delta Kappan, April 2010



The 5Essentials Framework and Survey

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The 5Essentials Core Measures

Effective Leaders



Teacher Influence

Teachers have influence in a broad range of decisions regarding school policies and practices

Program Coherence

School programs are coordinated and consistent with goals for student learning.

Teacher-Principal Trust

Teachers and principals share a high level of mutual trust and respect.

Instructional Leadership

The school leadership team sets high standards for teaching and student learning.

The 5Essentials Core Measures

Collaborative teachers



Collaborative Practices

Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.

Collective Responsibility

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

School Commitment

Teachers are deeply committed to the school.

Teacher-Teacher Trust

Teachers are supportive and respectful of one another, personally and professionally.

Quality Professional Development

Professional development is rigorous and focused on student learning.

30+ Years of Research Shows

The 5Essentials Framework, Survey, and Data are positively related with multiple academic outcomes.



Test scores
and test
score gains
(MAP
Growth)



Attendance
rates



Graduation
rates



GPA



Teacher
mobility /
retention



Freshman On
Track

Gower School District 62

Willowbrook and Burr Ridge, IL

Dr. Victor Simon, Superintendent

www.Gower62.com

- Suburban Elementary School District that serves ~1,000 PK-8 grade students just west of Chicago (~6 mi.)
- Diverse school community with a history of high levels of student attainment and growth (NWEA/MAP)
- Administrative Team stability and a cohesive Board of Education
- The 2022-23 Base Salary for BA Year 1 = \$47,811; MA Year 10 = \$72,195
- 10 Year of Labor Peace and an extension of collective bargaining terms (2021-2024)



"Children at their Best!"



LEADERSHIP PERSPECTIVE

“Your system is perfectly designed to give you the results that you get.”

W. Edwards Deming





Our Why

2012-2013 5Essentials Survey Data



A deliberate focus on **Supportive Environment** and a collective shift in mindset and practice.

- Relationships or bust mentality!
- Maslow before everyone!
- Without trusting, genuine relationships in place, an organization will face a point where progress stalls and productivity suffers



Change is inevitable. Growth is optional.

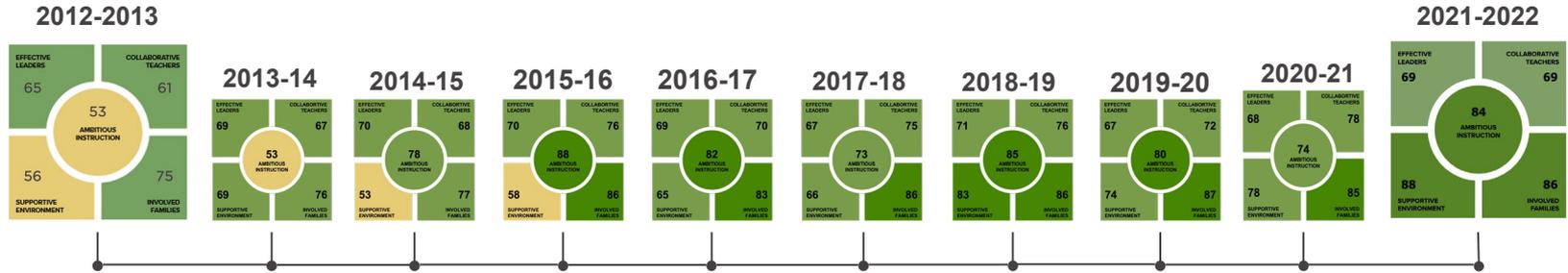
2012-2013



2013-2014



*A child's education isn't a dress rehearsal.
We have one chance to get it right and the
5Essentials Survey helps keep us focused
while holding us accountable.*

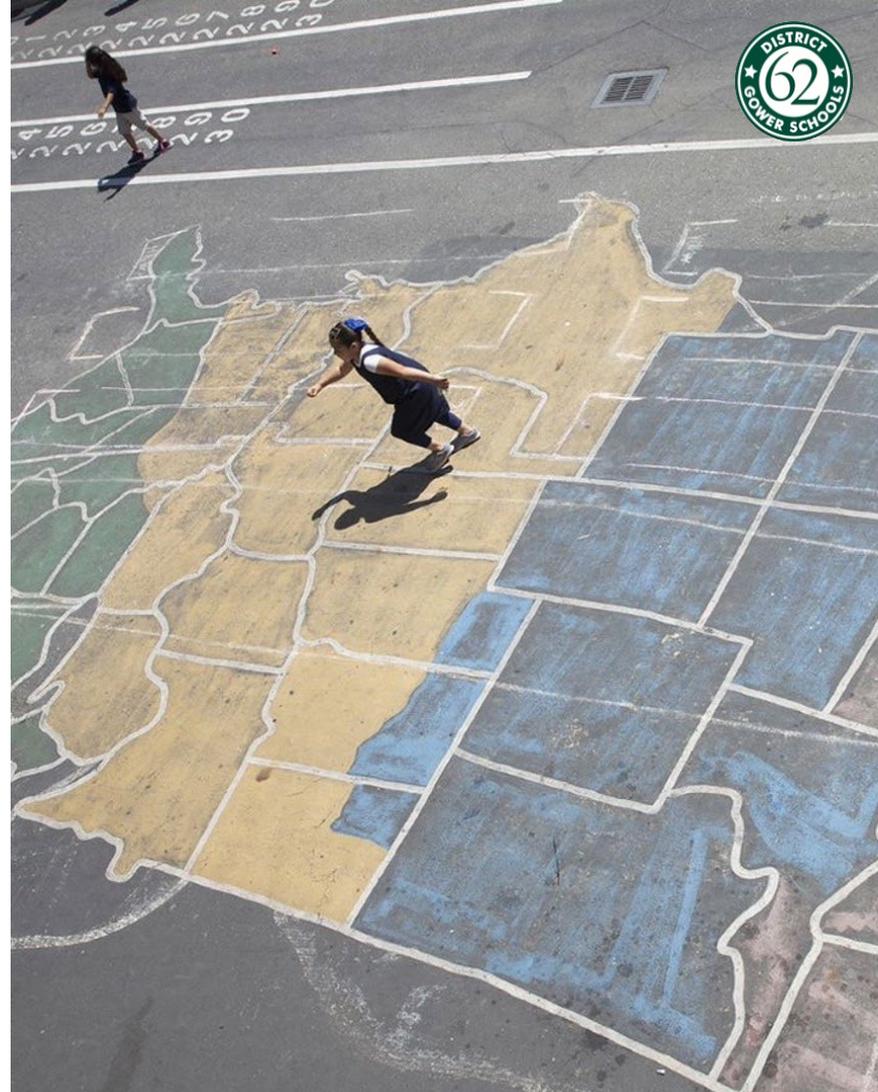


LEADERSHIP PERSPECTIVE

“A culture will exist in your school with or without your hands on the wheel. It becomes a choice to steer the ship and hold on tight! Chart your course!”

“ Poor school cultures and working conditions drive away great teachers”

(The Irreplaceables. TNTP, 2012.)



Collaborative Teachers as an Essential Element

2021-2022



In schools with strong **Collaborative Teachers**, all teachers collaborate to promote professional growth. In such schools, teachers are:

- Active partners in school improvement,
- Committed to the school, and
- Focused on professional development.

Leadership Lessons:

- Be crystal clear about the 'one thing'
- Develop a collective sense of urgency to address the issue (*think root cause over surface level*)
- Teachers must play an active role in each phase of the continuous improvement cycle (*Plan – Do – Check – Act*)
- The leadership focus remains on resource alignment, capacity building and a 'progress over perfection' mindset
- True Professional Learning Communities have evidence of deprivatizing practice and reflective dialogue



Effective Leaders: Program Coherence

Measure	Performance	Essential	Respondent
Program Coherence	98 Very Strong	 Effective Leaders	Teacher

Teachers report the following:

[Expand All](#)

Once we start a new program in this school, we follow up to make sure that it's working.

We have so many different programs in this school that I can't keep track of them all.

Many special programs come and go at this school.

Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.

There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

School programs are coordinated and consistent with its goals for student learning.



Collaborative Teachers: Collective Responsibility

Measure Performance Essential Respondent

**Collective
Responsibility**

74 Strong



Collaborative
Teachers

Teacher

Teachers report that other teachers in the school:

[Expand All](#)

Help maintain discipline in the entire school, not just their classroom?

Take responsibility for improving the school.

Feel responsible to help each other do their best.

Feel responsible that all students learn.

Feel responsible for helping students develop self-control.

Feel responsible when students in this school fail.

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.



Collaborative Teachers: School Commitment

Measure	Performance	Essential	Respondent
School Commitment	81 Very Strong	 Collaborative Teachers	Teacher

Teachers report the following:

[Expand All](#)

I feel loyal to this school.

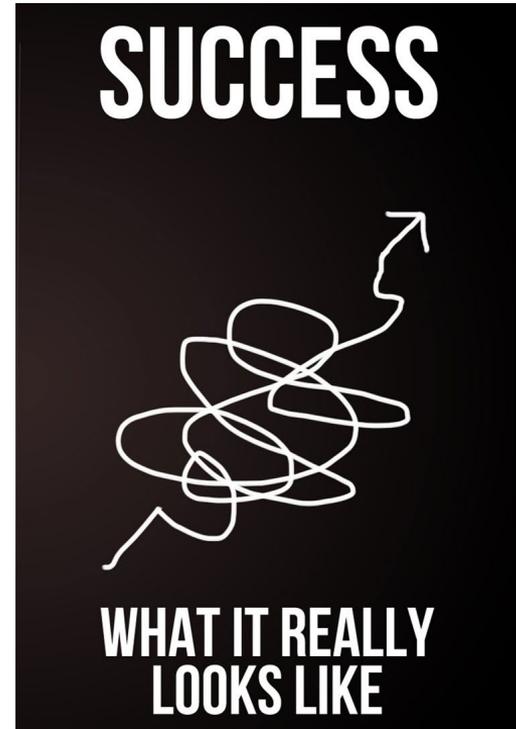
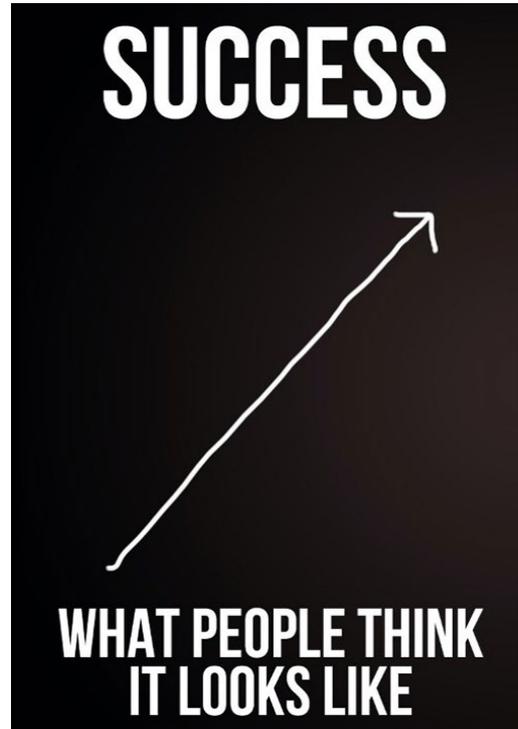
I would recommend this school to parents seeking a place for their child.

I usually look forward to each working day at this school.

I wouldn't want to work in any other school.

*Teachers are
deeply committed
to the school.*

Intentionality is a must. Plan - Do - Check - Act





Target Range School District Missoula, MT

Dr. Heather Davis Schmidt, Superintendent

www.target.k12.mt.us



Effective leaders create school environments where teachers feel supported, safe, and have a sense of belonging

- School leader as change agent
- Doing the work
- Servant leadership
- Examples - systems improvement with teacher voice at the center
- Resources

School Leader As Central Change Agent

“

Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”

-Leithwood, Seashore Louis, Anderson & Wahlstrom, 2004





Create the environment as
you do the work...

don't wait around for the *right*
environment to be in place.

Servant Leader



Systems improvement with teacher voice at the center

- Problem-solving processes
- Collaborative committees - curriculum alignment practices, processes, and protocols
- New programs or opportunities

Resource examples

Templates and checklists:

- [Problem-solving protocol template](#)
- [Agenda example](#)
- [Annual action plan checklist](#)



Dr. Matthew Woods, NWEA Leadership Coach
www.nwea.org/matthew-woods-eds/

Collaborative Teachers



Value them as the professionals!



Give opportunities for exposure and growth.



Intertwine individual needs and passions with school goals.

Quote from bell hooks

"For me, forgiveness and **compassion** are always linked: how do we hold people **accountable** for wrongdoing and yet at the same time remain in touch with their **humanity** enough to believe in their **capacity** to be **transformed**?"



Cavaliers UNITE



Feedback from Conferences w/ staff

I would like to thank everyone who signed up and shared their thoughts and insights on what we can do to improve for this upcoming school year. Below are the items that staff stressed should be top priorities (in no particular order):

- A. Consistency in discipline
 - 1) Lack of adherence and accountability to “universal rules” set-forth by the school (staff & students).
 - 2) Consistent consequences across all grade levels (**as much as possible**).
- B. Revise and condense CAV Code
 - 1) Too complicated and hard to follow with the various [googledocs](#) & ticket system.
 - 2) Targeted rewards (bi-weekly and/or monthly, etc.).
 - 3) Grade stipulation to promote work ethic for big reward (ex: at least a D average).
- C. Preserving and honoring collaborative planning time.
- D. Visibility of administrators in the building.
 - 1) In classrooms and hallways during transitions.
 - 2) Consistent communication
- E. Establishing & adhering to ● culture norms and traditions!
 - 1) Boosting & building morale.
- F. First 45 minutes of the day (7:30AM-8:15 AM)

Cavaliers UNITE

School Theme & Core Values

Theme

In alignment with [redacted] strategic plan, our students' needs, and staff feedback, our theme for this school year will be "**Cavaliers UNITE**". This will be our theme as we promote the following objectives related to instruction, consistent discipline, school culture:

- 1) **(Instruction)** Implementing literacy across all contents. Each week, respective contents will be tasked with showing evidence of literacy in their lesson plans and assessments. In alignment with our school theme, please place a **CU** beside the tasks you feel show evidence of literacy in your assessments.
 - ❖ Week 1 Social Studies & English
 - ❖ Week 2 Science
 - ❖ Week 3 Math
 - ❖ Week 4 Exploratory

During walkthroughs, I have encouraged [redacted] & [redacted] to "bleed over" into contents that they do not evaluate based on their assigned discipline grade level to offer another set of eyes on every teacher this school year, and be more visible throughout the school.

[redacted] Administration Responsibilities 2019-2020

- A. Mandatory 10 minute (minimum) walkthrough daily (written feedback given to teachers using agreed upon walkthrough form.)
- B. AP's will check-in with the Principal every day before they leave the building-> brief run-down of everything you have done and anything I need to be made aware of.
- C. Administrators will monitor teacher visibility in-between transitions. Administrator's will make note of teachers not at their assigned areas/doorways & follow-up accordingly.
- D. Administrators will not schedule meetings, and be available in the cafeteria during their corresponding grade level lunches to assist with monitoring. If unavailable, they will arrange coverage with another administrator.
 - a. [redacted] 6th Grade-> 10:20 AM-11:15 AM
 - b. [redacted] 7th Grade-> 11: 20 AM-12:15 PM
 - c. [redacted] 8th Grade -> 12:35 PM-1:30 PM

Collaboration is the KEY!

+ **Exhibition Night**

- <https://youtu.be/MpTPdEo-86Y>
- Students showcased lessons and items they were working on in their respective classes to the community!

+ **STEM Innovators**

- Teachers who were 'empowered' to lead professional development and model creative instruction in their classrooms.



Resources & Takeaways

+ Readings:

- Brown-Chidsey, Rachel, & Bickford, Rebekah. (2016). Practical handbook of multi-tiered systems of support : building academic and behavioral success in schools. New York: The Guilford Press
- McIntosh, Kent & Goodman, Steve. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: The Guilford Press



Q&A



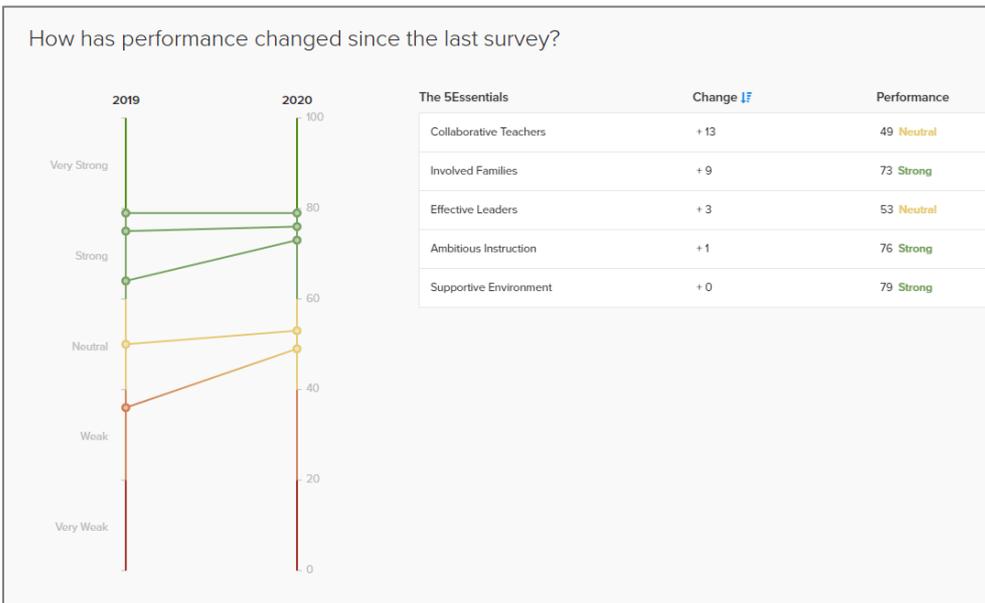
Where to learn more



Resources

- <https://www.brookings.edu/blog/brown-center-chalkboard/2019/12/04/reviewing-the-evidence-on-teacher-attrition-and-retention/>
- https://youtu.be/nASV5I_WG3k
(Maslow's Hierarchy of Needs in the Workplace)

Get hands-on with the 5Essentials Survey reporting site



Session:

- Wednesday, March 22nd, 1 p.m. ET



Thank you!



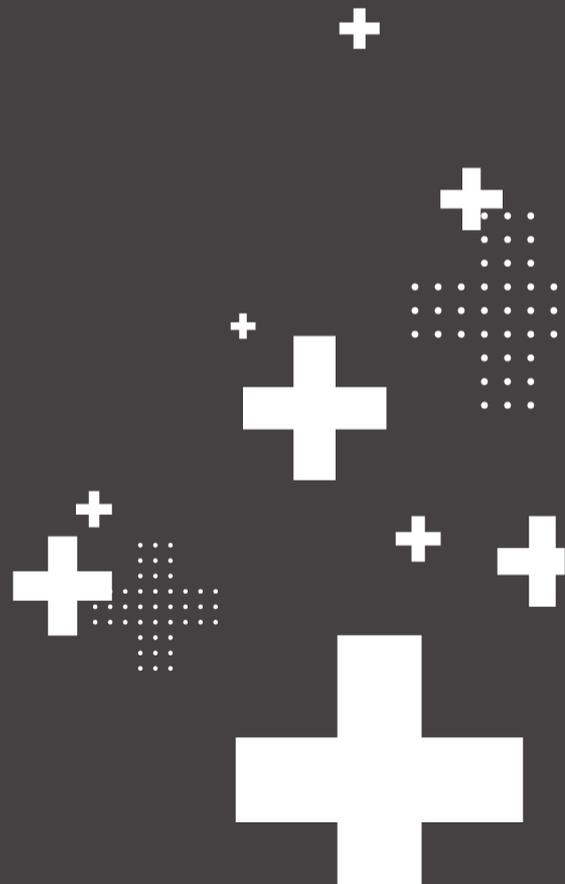
On-demand



Slides



Survey



nwea[®] believe in
what's possible[®]

