Recruiting and Retaining Utah Teachers

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September 13, 2016
Joint Education Conference
Utah Valley University

Teacher Retention in Utah

At First Glance: Teachers in Utah

Cohort of Teachers - 2011

84.5% 73.8% 64.4% 58.4%
1st Year Retention Rate 2nd Year Retention Rate 3rd Year Retention Rate 4th Year Retention Rate


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SASS (2011-12) and TFS (2012-13)

- NCES conducts a national survey every 4 years called School and Staffing Survey (SASS) on teachers, principals, and schools.
- Additionally, NCES conducts a Teacher Follow-up Survey (TFS) on teacher turnover from a subset of those in SASS survey.
- UEPC analyzed data from the SASS/TFS survey that are specific to Utah and compared the results with US average.

TFS: Definition of Stayers, Movers, and Leavers

**TFS Definitions**

- **Stayers** = teaching in the same school as when they were surveyed the previous year
- **Movers** = teaching in a different school (could be a different public school in the same or different district, a charter, or a private school)
- **Leavers** = people who are no longer teaching, but could be working inside or outside of education

<table>
<thead>
<tr>
<th></th>
<th>Utah</th>
<th>US</th>
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</thead>
<tbody>
<tr>
<td>Stayers</td>
<td>84%</td>
<td>80%</td>
</tr>
<tr>
<td>Movers</td>
<td>16%</td>
<td>8%</td>
</tr>
<tr>
<td>Leavers</td>
<td>5%</td>
<td>8%</td>
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</tbody>
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TFS: Observations on Leavers

- Charter schools compared to traditional schools
- Male compared to Female
- Suburban compared to urban and rural
- Voluntarily leavers compared to involuntary leavers

Percent of Public School Teacher Leavers in Utah and the US, Total and 1-3 Year of Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Utah</th>
<th>US</th>
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<tbody>
<tr>
<td>All Teachers</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>1-3 Years Experience</td>
<td>11%</td>
<td>7.10%</td>
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</table>
Shortages in Utah Schools

• For all Utah schools, Special Education and Music/Art were relatively difficult to fill
  – However, most positions were reported as less difficult to fill in Utah than those positions were reported nationally
• In Utah secondary schools, Special Education, Math, Biology/Life Science, and Physical Sciences were reported as more difficult to fill than other subjects.

Future Opportunities

• Utah Educator Survey
  – Teachers, Administrators, and District HR Directors
    • What are the vacancies, who is filling the vacancies, and impact
    • Reasons for staying, moving, and leaving
• Establishing comprehensive and continuous data collection (e.g., recruitment, retention, working conditions, satisfaction, and compensation)
• Investing in educator preparation
  – Recruitment and pathways (e.g., tuition)
  – Induction
  – Programs
  – Personnel for programs
• Studying training programs, career pathways (e.g., employment, induction, turnover, and retention)