



A Teacher Quality Initiative

**ATTRACTING AND RETAINING
ACCOMPLISHED TEACHERS IN HARD-TO-
STAFF PUBLIC SCHOOLS**

IOWA FINAL REPORT

November 14, 2006

**Supported by
The NEA Foundation and the
NEA Teacher Quality Department**

Attracting and Retaining Accomplished Teachers in Hard to Staff Public Schools

Iowa Final Report November 15, 2006

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Response to Questions

1. Grant Accomplishments

A. What were your goals for this program?

The goal of this grant is to establish the teaching and learning conditions necessary to attract and retain highly accomplished teachers (including National Board Certified Teachers) in hard-to-staff public schools in Iowa.

As we achieve the goals of this request for proposal (RFP), we also plan to:

- Understand why some schools thrive as others struggle so hard.
- Further develop our understanding of highly accomplished teaching.
- Gain insights into the thought and decision-making process of National Board Certified Teachers (NBCT) as they make employment decisions.

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As a result of this initiative, we plan to *identify the key elements of the teaching and learning conditions necessary to attract and retain highly accomplished teachers in hard-to-staff schools*. These key elements will lead the development of policy, suggestions for local schools and districts, learning experiences for Iowa educators, and model contract language that will lead to such teaching and learning conditions.

B. What steps did you take to accomplish your goals?

Steps Taken to Achieve Goals of the Grant

At the state level we have accomplished the following:

- (1) Conducted a search of the literature and research on the topic of establishing teaching and learning conditions necessary to attract and retain highly accomplished teachers in hard-to-staff public schools. The review of literature is attached in the document titled Summary of Literature Regarding the Attraction and Retention of Accomplished Teachers in Hard-to-Staff Schools. See Attachment A.
- (2) Convened focus groups of National Board Certified (NBC) teachers to explore their thinking and insights about accepting assignments in hard-to-staff schools. A report of the data gathered is attached in the document titled Attract and Retain Iowa National Board Certified (NBC) Teachers in Hard to Staff Schools: Report of the Data Gathered From Iowa NBC Teachers, July, 2005. See Attachment B.
- (3) Facilitated sessions for the Advisory Council, the Waterloo Planning Team, and individuals in the Waterloo Community School District (CSD), using the Theory of Constraints (TOC) developed by Dr. Eli Goldratt. The Theory of Constraints provided the structure for the NBC Teacher focus groups and for the analysis of the data generated by those focus groups. For a brief description of the Theory of Constraints see Attachment C.

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(4) Conducted interviews and surveys to understand what is working at schools that are functioning well and have similar demographics to the traditional hard-to-staff school. We will seek to gain insights into what keeps accomplished teachers in schools that are usually hard-to-staff. See the surveys and interviews listed with the local actions below.

(5) Met with the State Advisory Council, consisting of representatives from the various partners in this project, to coordinate communication, planning, and sharing of learning and insights.

(6) Considered reports to the State Advisory Council of the activities of the grant. The Advisory Council prepared a definition of Accomplished Teaching to guide its work and its future recommendations. The definition is attached as Advisory Council Definition of Accomplished Teaching. See Attachment D.

Local Activities

Waterloo, Iowa—A Planning Team was established in the Waterloo Community School District that consists of representatives from both the Administration and the Association. The Planning Team:

(1) Analyzed the issue within the district including past studies and plans and selected three (one middle school and two elementary) schools that met the initial criteria for a Hard to Staff (HTS) school and three matching schools that were Not Hard to Staff (NHTS) schools. See Attachment J—Case Briefs of the Three HTS and Three NHTS Schools in Waterloo, Iowa for the initial criteria for selection of the schools.

(2) Designed and conducted a survey in all six selected schools in May of 2005 and provided assistance in the design and implementation of face to face interviews of 82 randomly selected teachers in the six schools in November and December of 2005. See Attachments E and F.

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The Planning Team reviewed and analyzed the data collected from surveys and reviewed the report of the interviews. The surveys and interviews were conducted and reported in a manner that preserved the anonymity and confidentiality of the respondents. See Attachment G, Some Preliminary Conclusions for Attracting and Retaining Teachers in HTS Schools. See also Attachment K, Waterloo Teacher Interview Results.

(3) Is still in the process of preparing an update/report for district staff, association members participating in the grant, and for the school board.

(4) Is considering changes in contract language, district policies, procedures, professional development, and incentives. No specific recommendations have been made by the planning team at this time.

(5) Developed a more complete understanding of highly accomplished teaching that will lead to a shared vision of highly accomplished teaching in the Waterloo district. The document expressing the Planning Team's vision of accomplished teaching is attached as Waterloo Planning Team Vision of Accomplished Teaching. See Attachment H.

(6) Developed a definition of Hard to Staff Schools. The revised definition:

Definition: Hard to Staff Schools **may have:**

- a high student mobility rate,
 - a high percentage of minority student enrollment, and
 - a high percentage of free and reduced lunch student enrollment and
- Will have:**
- a decreasing number of discipline referrals,
 - an increasing rate of student achievement, and
 - a decreasing rate of staff turnover

(7) Developed a draft list of obstacles to ensuring that accomplished teachers can be attracted to schools in the Waterloo Community School District. See Attachment N, Barriers and Intermediate Objectives Worksheet

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(8) Members of the planning team have indicated a commitment to continue their work beyond the period of the grant.

Iowa City, Iowa—A Planning Team was established in the Iowa City Community School District that consisted of representatives from both the Administration and the Association.

The Planning Team:

(1) Analyzed the issue within the district including past studies and plans and concluded that they had no HTS schools. However the district finds it difficult to attract and retain accomplished minority teachers and administrators to the district. As a result of the analysis the Planning Team focused its attention on attracting and retaining accomplished minority teachers to the Iowa City Community School District.

(2) Assisted in the design of and commissioned face to face interviews of all minority teachers and administrators employed in the district. The interviews were conducted and reported to the planning team in April and May, 2006. The Planning Team reviewed and analyzed the data collected from the report of the interviews and generated several preliminary recommendations for policy and the recruitment process for finding and attracting accomplished minority teachers and administrators.

(3) Successfully implemented some of the Planning Team recommendations during the 2006 recruitment process.

(4) Members of the Planning Team have indicated their willingness to continue work on this project.

West Monona—Preliminary discussions were held with members of the local association and the school district. West Monona is a small rural district on the Western border of Iowa. The district population of 3,957 residents yields a K12 enrollment of 719 students. Although the

need for new teachers is small each year, it is difficult to recruit teachers to this rural district located approximately 60 miles from the larger population centers in the area. The members of the planning group conducted a preliminary survey of teachers in May 2006. The planning group initiated face to face interviews with the teachers most recently hired into the district. The interviews were conducted on October 9, 2006 and the results were reported to the planning group on November 6, 2006. See Attachment M. West Monona Teacher Interview Report. The West Monona Planning Team indicated that they will continue working on this issue.

C. What outcomes were accomplished for each of these goals? What evidence supports the attainment of each goal?

The goals stated below are condensed from the goal narrative of the RFP application. We plan to:

1. Establish the teaching and learning conditions necessary to attract and retain highly accomplished teachers (including National Board Certified Teachers) in hard-to-staff public schools.

Outcome—Teacher surveys of the entire faculty in eight schools, more than 100 face to face interviews, and focus groups provided valuable insight into what it would take to attract highly accomplished teachers to hard to staff schools. To be effective at attracting highly accomplished teachers to HTS schools policies, processes, and procedures must:

Commit the school and district to a *package of policies* that include:

- a. Involving teachers professionally in decisions that affect them
- b. Allowing teachers time to teach
- c. Supporting teachers and teaching

- d. Maintaining high standards and expectations for student behavior and student achievement, and
- e. Demonstrating a desire to make changes in the HTS schools that show promise for transforming the schools and making them attractive and no longer hard to staff.
- f. Commitment to growing more accomplished teachers in the HTS school.

This package of policies may also include *additional pay for the additional work necessary* to make the sometimes dramatic changes in structure, climate, and working conditions in the HTS schools. It may also include additional pay necessary to overcome the “family barrier.” Without “family barrier” pay, it will be difficult to move mid-career teachers with families to hard to staff schools.

It is important to note that many teachers in HTS schools are teaching there because they are “called” to teach there. They believe that they are making a contribution to the children of difficult circumstances for the greater good of humanity. School and district policies must support their commitment.

Evidence—See Attachment B—Report of the Focus Groups of Iowa NBC teachers, Attachment K—Waterloo Teacher Interview Report, and Attachment M—West Monona Teacher Interview Report.

2. Understand why some [HTS] schools thrive as others struggle so hard.

Outcome—descriptions of the hard to staff schools and not hard to staff schools were prepared from the school fate data and the teacher interviews in the Waterloo district. Cunningham Elementary school in Waterloo seems to be one of the thriving hard to staff schools. It was

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created from whole cloth with a new building staffed by teachers who wished to embark on a new adventure in teaching youth in a difficult area of the community. The school is characterized by a positive atmosphere, collegiality, collaboration, and a faculty that subscribes to specific expectations not found in other schools. Cunningham has made itself unique through intent and the will to turn intent into reality. Cunningham children are making progress as a result of the mutually held commitment to excellence of teachers, administrators, parents and children. The planning team is considering the role of “reconstituting schools” and the language necessary to protect the interests of all stakeholders during a reconstitution process. It is argued that reconstitution—closing a school and reopening it under different circumstances—provides a fresh start and an opportunity to develop the commitment and institute the kinds of new programs found at Cunningham.

Evidence—See Attachment J—Case Briefs of the Three HTS and Three NHTS Schools in Waterloo.

3. Further develop our understanding of highly accomplished teaching.

Outcome—The Iowa State Advisory Council developed a definition of accomplished teaching for the state level and the Waterloo Planning Team developed a definition of accomplished teaching for our local site in Waterloo. The Advisory Council compared its definition with the local definition from Waterloo and with the Iowa Teaching Quality Standards and found them all compatible. Both definitions, while not identical, serve to strengthen our understanding of highly accomplished teachers and teaching.

Evidence—the definitions formulated by the Advisory Council (Attachment D) and the Waterloo Planning Team (Attachment H) and the literature review titled Summary of

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Literature Regarding the Attraction and Retention of Accomplished Teachers in Hard-to-Staff Schools (Attachment A).

4. Gain insights into the thought and decision-making process of National Board Certified (NBC) teachers as they make employment decisions.

Outcome—we have conducted focus groups with NBC teachers and have formed insights into their employment decision making process.

Evidence—See Attachment B. Report of the Focus Groups of Iowa NBC Teachers.

5. Identify the key elements of the teaching and learning conditions necessary to attract and retain highly accomplished teachers in hard-to-staff schools.

Outcome—Elements have been tentatively identified from an analysis of the data.

Evidence—See Attachment G—Some Preliminary Conclusions for Attracting and Retaining Teachers in HTS Schools from the Waterloo Planning Team, Attachment B—Attract and Retain Iowa National Board Certified (NBC) Teachers in Hard to Staff Schools: Preliminary Report of the data gathered from Iowa NBC Teachers, July, 2005, and Attachment K—Waterloo Teacher Interview Report. See also the answer to question five beginning on page eleven.

D. What barriers did you encounter in reaching your goals and how did you overcome those barriers?

State Level—a barrier encountered at the state level is the considerable amount of time and difficulty scheduling meetings with many people who have very busy schedules. This is a secondary reason for the request for an extension of the grant time schedule

Local Level—similar scheduling problems were encountered at the local level. The Waterloo Planning Team is continuing the process of identifying barriers to and intermediate objectives

for accomplishing the goal of making all Waterloo schools attractive to accomplished teachers.

All levels—a major barrier to all of this type of work is the tremendous overburden of work that teachers today seem destined to carry. Often the burden seems unrelated to the primary mission of the teacher. The Lean Enterprise Institute indicates that a primary duty of leadership is the removal of *muri* or overburden. Only when the overburden is removed will teachers have the time and energy to do the problem solving necessary to improve student achievement. A survey of the Advisory Council concluded that on a scale of zero to fifty teachers today were overburdened up to 95%.

2. What roles did each of the partners play in reaching the outcomes?

State and local association leadership and staff in conjunction with district administrators and Department of Education Consultants played vital roles in guiding the study of this important issue.

3. What state and local policies contributed to the success or created barriers for the program? If applicable—at the district level, how did provisions of the negotiated agreement contribute to the success or create barriers for the program?

A. The limited time and scope of the grant was a barrier to its success. The ultimate success of such a grant is that there are no longer any hard to staff schools in the districts participating in the grant. The success of formerly hard to staff schools can be made a model of policy and practice for other schools to follow.

B. National policies that condition funding based on high stakes testing create barriers to this program. State policies that create overlapping reporting and decision making systems create barriers by requiring endless meetings and reports. For example the decision making

systems for special education, staff development, and school improvement. At the district level no barriers were encountered in Iowa City or West Monona. In Waterloo, contract language requiring teachers to remain in their original building assignment for a minimum of three years created a barrier. The intent of the language was to keep new teachers in hard to staff buildings, however when new teachers wished to transfer into a Hard to Staff School they were trapped by the language designed to reduce transfer out of Hard to Staff schools.

4. How will you institutionalize your successes?

The local planning teams in all three districts have committed to continue working on the grant. The State Advisory Council has indicated a desire to continue working on the issue and has indicated that the leadership of the grant should pursue additional grant funding. Additional grant funding from the Theory of Constraints for Education Foundation has been proposed, provided that matching state funding can be acquired. The proposed grant would provide funding for up to three school sites and up to \$150,000 per year for four years.

5. What policies and practices will be necessary to achieve results on a larger scale?

Attracting accomplished teachers to hard to staff schools is very problematic given one single factor—family. It is very difficult to move teachers unless they are early in their career and have no family considerations or late in their career after their children are grown and gone and their spouse can move with them. Family constraints were the largest barrier to moving teachers to hard to staff schools. Family was often also the largest barrier to retaining teachers in hard to staff schools, if the spouse was moving to another location the teacher was also moving. The family barrier and family location is possibly the primary reason that accomplished career teachers required some substantial sums of money as a necessary condition for making the move. A second factor in attracting and retaining accomplished

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teachers is composed of several elements. Seymour Sarason once said that “teacher working conditions are student learning conditions.” National Board Certified (NBC) teachers indicated overwhelmingly that the working conditions go beyond the usual contract language and include elements such as professional respect and respect for professional competence, collaborative working relationships among the faculty, staff, and administration of the school. NBC teachers, and teachers in Waterloo, West Monona, and Iowa City indicated a strong need for administrative support and a consistency in maintaining high expectations for student behavior and achievement. In order to attract experienced teachers to HTS schools, decision makers will need to commit to a package of policies that:

- Involves teachers professionally in decisions that affect them
- Allows teachers time to teach
- Supports teachers and teaching
- Maintains high standards and expectations for student behavior and student achievement
- Sometimes includes additional pay, and
- Demonstrates a desire to make changes in the HTS schools that will turn them into attractive schools that are no longer hard to staff.

6. What unintended or unanticipated findings (either positive or negative) resulted from this program?

When working with focus groups of NBC teachers, we did not anticipate the depth of responses to questions. We often needed to stop their writing and interrupt their discussions in order to meet our very generous time constraint. The focus groups were four hours in length including approximately one-half hour for lunch. We did not anticipate the need for a group

or “package” of policies and requirements that would enable a district to attract NBC teachers to a hard to staff school. We also did not anticipate that such a large number of NBC teachers (90% of the participants) would be willing to migrate to the HTS schools following the reduction of their primary family constraint and given the package of requirements. Ten percent of the participants did not have family constraints and were willing to move to a HTS school on the day of their focus group.

In the Waterloo school district we found the planning team reluctant to share information with people in the district outside of the planning team. The fear of negative information was apparent from the initial stages of the grant to the reporting of the information from the teacher surveys and teacher interviews. When the results of the teacher interviews were reported to the planning group—the group reacted with shock and ended the meeting without discussion even though the conflicts that were exposed by the report were of long standing and generally well known. Such a reaction to bad news will be found in most organizations that have no mechanism for raising negative findings and dealing with them effectively.

7. How many NBCTs are working in your state’s public schools? If possible to determine, how many NBCTs are working in hard to staff schools?

There are currently 490 NBCTs working in the public schools in the State of Iowa and 52 NBCTs teach in schools with 40% or more free and reduced lunch enrollment and 25% or more minority student enrollment. Those two categories do not completely define hard to staff schools in Iowa, as many of the very small rural schools in the state are hard to staff and have a very low percentage of, if any, minority students. Small rural schools are often hard to staff primarily due to their size and location.

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Iowa Final Budget Report—Attracting and Retaining Accomplished Teachers in Hard to Staff Public Schools.

Budget Item	Grant Amount	Expended	Match Expended
Books, articles, and materials	\$900	\$4,076	
Focus groups of NBCTs (5 groups @ 12 participants @ \$0 stipend)	0	0	
Focus group meeting costs	\$200	\$1,765	\$1,200
Facilitate focus groups & surveys in partnering districts (7 districts @ 2 groups each @ 12 participants @ \$0 stipend)	0		
Focus group meeting costs	\$300	\$1,016	\$1,728
Statewide Advisory Council (six meetings of 20 members)	\$3,600	\$1,553	\$26,338
Released time			
Meeting and travel costs	\$8,400	\$6,361	\$4,000
Theory of Constraints consulting	\$5,000	\$9,335.52	\$6,000
Learning organization and systems thinking consulting	0		
Waterloo Planning Team (12 members @ 18 meetings)			
Released time	\$21,600	\$9,608	\$19,684
Meeting costs	\$2,700		\$1,888
Waterloo focus groups (3 groups @ 12 members @ \$0 stipend)	0		\$600
Surveys for Waterloo and other districts – creation and analysis	\$3,400	\$6,589	\$300
Communications and publications	0		
Case studies developed for three Waterloo schools	\$3,500	\$4,500	\$1,000
Meeting, focus group facilitation, and project leadership	\$8,000	\$13,724	\$16,346
Secretarial support and printing	\$2,000	\$1,512	\$3,600
Totals	Total: \$60,000	\$60,000	\$82,648

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Summary of Literature
Regarding the Attraction and Retention of
Accomplished Teachers in
Hard-to-Staff Schools

by Kristin Senty

This paper provides a review of recent literature regarding attracting and retaining teachers in education and the staffing of hard-to-staff schools.

It was written for the Iowa Teaching and Learning Center and Iowa State Education Association, June 2005.

This initiative has been funded in part by a grant from the NEA Foundation.

Introduction – the question of shortages

Educators make up the nation's second largest workforce, only slightly less than health care workers. Schools today employ approximately 3.5 million K-12 teachers, and around 12.5 million workers as a whole.¹ An aging workforce, and an increase in population suggests the need to maintain an adequate supply of teachers to support the growth and stability of future generations.

Both teachers and the public today are familiar with the problem of teacher shortages. The National Commission on Teaching sent out an urgent plea in 1997, that "the nation will need to hire at least two million teachers over the next ten years." It also suggested that higher education is not producing enough to meet that need.² While policy makers argue that the solution to a potential shortage lies in recruiting larger numbers, a closer analysis of the issue suggests a problem more complex than numbers alone can solve.

In fact, a shortage of people qualified to teach simply does not exist. A 2001 report

"The image that comes to mind is a bucket rapidly losing water because of holes in the bottom. Pouring more water into the bucket will not be the answer if the holes are not first patched." Richard Ingersoll.⁴

through the Southeast Center for Teaching Quality, showed there are actually more prepared and certified teachers available compared to the number of jobs open, though deficits in some specialty areas do exist. Today, around 50% of new teachers do not enter the workforce directly after graduating, delaying employment until they find a position that meets their expectations of salary, working conditions, and area of expertise.³

With an adequate teacher supply, analysts have discovered that the problem - masquerading as a shortage - is actually one of retention. Reframed in this new light, a combination of social demographic trends and systemic issues within schools themselves, are some of the underlying points that merit a closer look.

What are the impacts of low teacher retention? With new attention from No Child Left Behind drawn to student achievement and improved graduation outcomes, many argue that achievement is linked not only to the quality of teaching, but also the ability to create a cohesive atmosphere within schools. The

rapid rate of teacher turnover annually chips away at this cohesiveness, and in schools defined as "hard to staff," the negative impacts of low retention are felt the greatest.

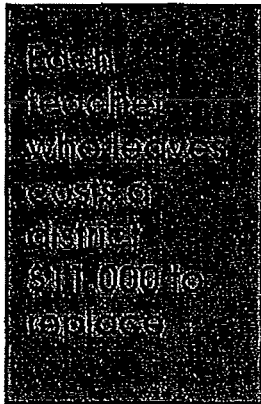
Teacher retention – the revolving door

Noted sociologist Richard M. Ingersoll, from the University of Pennsylvania, has offered ample research on the topic of teacher shortages. His efforts have laid important groundwork for a wider audience to discuss the dynamics of this issue. In his 2003

Iowa Interim Report, August 30, 2006

ISEA/NEA Grant: Attracting and Retaining Accomplished Teachers in Hard to Staff Schools

report, "Is there really a teacher shortage?", Ingersoll says: **"Conventional wisdom concerning teacher shortages is largely a case of wrong diagnosis and wrong prescription."**⁵



workplace with the problem of a force is readily examined from the supply and demand - yet Ingersoll argues that the structure of schools requires us to look at examining a combination of external issues, and internal organizational issues.

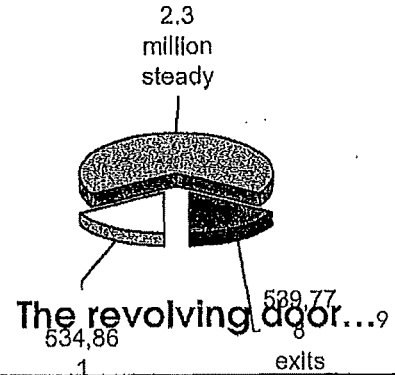
Demographic data show that the demand for teachers has increased, based on an increase in population and student enrollment. At the same time, Ingersoll discovered that schools across

economic sectors are having difficulties with hiring.

Only 42% of teachers who graduated in 1993 taught after their first year out of college, and 58% of those same individuals were teaching four years later.⁷ Simply put, a sizeable number of available, trained teachers in the supply pool are choosing not to teach, or just aren't staying in the profession as a long term career.

Most important to understand is the revolving-door nature that has come to characterize the teaching workforce. During the 1999-2000 school year, 534,861 teachers nation-wide entered in new positions. By the following year, 539,778 had transferred to other schools, or had left teaching entirely. **Nation-wide over 1 million teachers in a given year, or one third of the total teaching workforce are in some regular state of transition.**⁸

Policy makers have reacted to these rapid fluctuations with assorted efforts to recruit more teachers. Alternative programs designed to encourage mid-career switches into teaching such as "Teach for America," or "Troops to Teachers," have failed to address the nature of the revolving door. Such programs tend to offer less training, and numbers show that recruits who enter teaching through this route tend to quickly leave the profession. Financial incentives including sign-on bonuses, loan forgiveness, and housing or tuition reimbursement have also had little impact.¹⁰



Can monetary incentives and alternative entry programs combat retention?

To attract teachers to work in high-needs schools, both Massachusetts and California offered signing bonuses ranging from \$6,000 to \$25,000 over a four-year period.

The results:

- Fewer Massachusetts recruits ended up teaching in high-needs schools. In 1999, 71% taught in high-needs schools, and by 2002, the number fell to 41%. In contrast, more than half taught in the state's top ten scoring districts.

- Those who attended accelerated summer training programs left teaching at two times the national average.

Massachusetts spent \$921,250 to attract and train 74 recruits who are no longer working in the public schools.

Despite all efforts to entice and retain new candidates, strategies that merely ply the system with greater numbers have failed to address the complex reasons why more teachers are choosing not to teach, or are not pursuing the profession for the long term.

Based upon this information, Ingersoll suggests we refocus our attention on the internal issues of individual schools most significantly affected by the revolving door.

Vitality of the profession – cohesion required

While it's possible to analyze employee turnover rates in teaching in the same way we would other professions, researchers in the field of labor management point to some characteristics of schools which make them unique, thus requiring a different measure.

The school workplace is characterized by extensive interaction, cohesion, and commitment of employees as the forces which help them to function. Dependent upon these characteristics, such workplaces tend to become more vulnerable and less productive when high turnover rates enter into the equation.¹²

Ingersoll says that schools resemble more a family than an organization with a specific economic output. Education theorists also offer the idea that a positive sense of community, belonging, communication, and cohesion are some of the most important indicators of effective schools.¹³ To build these conditions within a family or a school, time, commitment, and consistency are required – rapid fluctuations of teachers in and out of the workplace make this a greater challenge.

No Child Left Behind requires some measure of a school's output - yet the economic output of a school, like a family, is simply harder to measure. This measure in a school is through academic achievement.

A Dallas study from the mid-1990's shows how the consistent placement of a well-trained teacher in the classroom affects student performance. Students assigned to an "effective teacher" three years in a row scored an average of 49 percentile points higher on standardized reading assessments, compared to children assigned to three "ineffective teachers" in a row.¹⁴

Mark R. Warner, Governor of Virginia, and the chairman of the National Partnership for Teaching in At Risk Schools, said, "research suggests that if our poorest children are given a succession of motivated, well-prepared, and experienced teachers, the gaps in achievement between those children and their more affluent peers can be narrowed – if not completely closed."¹⁵

The consistent presence of a well qualified teacher in the classroom points to more productive outcomes for students of all socio-economic backgrounds - yet current policy strategies have only managed to fuel to the revolving employment door, rather than address the underlying problems.

Teachers are the most powerful determinants of whether students are able to meet high demands.

The revolving door - why teachers aren't staying

In an environment where cohesion and retention are needed attributes for overall strength and success, what factors currently undermine them?

With one third of the teaching workforce in some state of fluctuation in any given school year, teachers are leaving the profession for many different reasons. Policy makers have pointed to the shortage that an aging teaching workforce will create, yet Ingersoll

Teachers are staying in positions for less extensive periods of time. Around 30% leave the profession after their first three years and over 45% leave after 5 years.

discovered that the number of teachers retiring are less significant than those who leave for other reasons. Another category that makes up a moderate portion of exits, are teachers who leave or transfer as a result of school staffing actions such as a closing, lay-off, or reorganization.

One of the most substantial segments of teachers exiting the profession are those who leave for personal reasons, such as a pregnancy or a family move. **The other largest segment are those who leave due to outright dissatisfaction with teaching, or a desire to pursue another profession** – again, Ingersoll encourages us to

look at internal factors contributing to these motivations.¹⁸

In surveys of teachers who left because they were dissatisfied, the desire for a better salary, unresolved student discipline issues, frustrations with class sizes, and the desire for greater faculty authority were some of the most significant reasons fueling those exits.¹⁹

A 2001 NCES survey of 8,400 public and private school teachers cited **dissatisfaction with administrative support as the number one reason teachers leave low-income public schools** - where salary is the reason given more frequently by those who leave private affluent schools.²⁰

Weak teacher induction programs are a factor affecting the success or failure of novice teachers, and a significant number of those who left after the first few years say they failed to find adequate support in the workplace. In one federal Schools and Staffing Survey (SASS), teachers reported that having a "helpful mentor" reduced the chances of leaving their position after the first year – yet fewer than 1% of new teachers had comprehensive support, including mentoring, ongoing education, common peer planning time, teacher networking, and administrative support.²¹

We don't put attorneys just out of law school alone on their first case yet we put new teachers alone in the classroom for their first year and expect them to shoulder the same responsibilities as veteran teachers. Our induction model creates impossibly high expectations.

Kathleen Fulton, Director of Reinvigorating Schools for the 21st Century

Scaled down to its essence, **teachers leave the profession when they feel they cannot succeed and be effective.**²² Naturally, schools deemed "hard to staff" are hit even harder by these fluctuations, given the many more challenging work conditions at hand.

Key findings from a Harvard University study on why teachers leave teaching or move to new assignments:

- Teachers who moved schools tended to search out more supportive environments; where administrators and others helped them succeed;
- Mid-career switchers were more likely to transfer from their first assignment (25%), than their peers entering teaching as a first career (8%). These individuals were less willing to tolerate unsupportive work environments than those more traditionally prepared;
- Teachers who move to new positions tend to land in schools serving wealthier students;
- Teachers who enter the profession through shortcut alternative programs are the most likely group to leave the profession - 42% as compared to 16% from traditional certification -- This suggests that more preparation may be a key to retention;
- Teachers who began their careers where novice and veteran teachers alike were supported to continue learning, were most likely to remain in the profession, and in the same school.

Retention in hard to staff schools

"Hard to staff" schools bring the issue of teacher retention to its peak in difficulty, because by definition, they are most affected by the revolving door. The challenging characteristics of such schools often make them less attractive work environments to new and experienced teachers alike. Locations in troubled inner city or isolated rural areas, an already established high teacher turnover rate, insufficient resources, and low performance on state accountability measures are some of these characteristics.²⁵

"The data show that high poverty public schools, especially those in urban communities, lose, on average, over one fifth of their faculty each year. In such cases, ostensibly, an entire staff could change within a school in only a short number of years." Richard M. Ingersoll ²⁶

The North Carolina Association of Educators compiled the responses of 14,000 teachers as to what it would take to entice them to teach in a school documented as "low performing" or hard to staff. Only 30% of respondents indicated a willingness to accept that challenge, even if there were financial incentives.²⁷

High teacher turnover is a problem of national scope. Yet numbers from one study of low performing/hard to staff Chicago Public Schools, show how the problem of turnover there is even more dramatic. Where 14% of first year teachers nationally left their placement or the profession after their first year, 39% of teachers in the low performing

Chicago schools did not return after the 2002-2003 school year. 28

Not only is it hard to attract and retain teachers in hard to staff schools, but there are also substantial differences in the quality of teachers who do work there. There are a substantially larger number of teachers who have less training in their subject area, and have less teaching experience – and for those who have training and experience, many are simply not prepared and supported to handle the instructional challenges they typically face.²⁹

Again, policy makers have approached this peak in the retention problem by increasing the rate of recruitment, allowing more teachers into the classroom with less training and fewer credentials. Unaddressed underlying issues render these strategies, again, ineffective.

What can...

The wrong diagnosis and wrong prescription by policy makers seems to ignore the reasons why teachers are not staying with the profession. The strategy itself has the effect of compoundin

Here's where you won't find our best and brightest teachers....

- 26% of students attending high poverty secondary schools have **teachers without certification**, compared to 13% of students in more affluent schools.
- Students from high poverty schools are almost twice as likely as students from more affluent schools to have **a teacher without a major or minor in their field**.
- Low performing/hard to staff schools in North Carolina are more likely to have **out-of-field teachers, and individuals on substandard licenses**.
- African American students in Tennessee and Texas are nearly twice as likely to be assigned to **the most ineffective teachers**, and half as likely to be assigned the most effective.³⁰

Pressure to staff classrooms at all costs provides a disincentive for school system leaders to unite around high standards for entry into the teaching profession.

Case in point:

As California's use of emergency licensing has proliferated, the percentage of teachers who have completed a preparation program before entering the teaching has dropped from 78% in 1991-92 to 52% in 1998-99.

*of recruitment strategies involve lowering increasing teacher supply is to deflate ns, then these measures may simply school staffing problems."*³¹

As the numbers of teachers in the workforce decrease due to the retention problem, in turn affecting student learning, schools are now relying upon uncertified teachers, or unprepared programs. Fewer credentials and support lead to higher turnover rates than for those with full credentials.

In fact, retention issues within the teaching profession have a rather lengthy history,

and their presence may be no accident. Teaching has long been a low-status, high turnover occupation, with recruitment rather than retention as the primary tool used for staffing. Ingersoll points to other occupations where a revolving door of recruitment is insidiously used to undermine worker and union efforts to improve working conditions and wages.

While it stands to question whether the use of recruitment in the teaching profession has been as calculated an effort, in order to reverse the revolving door, says Ingersoll, ***“improvements in the quality and quantity of the teaching workforce will require improvements in the quality of the teaching job.”***³³

By this token, if No Child Left Behind mandates quality teachers within the classroom, then it stands to reason that a quality school environment is needed to support their presence. That's not to say one absent of problems and challenges - but rather, one well equipped to effectively meet those things head on.

Proposals that imagine accomplished teachers as leaders of reform, also often overlook the special skills and training required for such work.³⁴

acts are beginning to apply solutions to ensure that a quality classroom. Yet too often, these solutions are not sustainable take into account the wide number of variables needed to make an

For example, several states are looking at ways to increase the number of National Board Certified Teachers (NBCT's) in hard to staff schools – yet most of these proposals fail to address the school working conditions which support sustaining quality teachers. The Teacher Leaders Network, a web-based professional community of 300 successful educators in 19 states, have suggested that policy makers address those conditions as part of an overall strategy, including the following:

- The presence of skillful administrators;
- Adequate teaching and learning resources;
- High quality professional development programs;
- Meaningful collaboration;
- The opportunity to develop effective strategies to reach every child.³⁵

Regardless of whether not a teacher has National Board Certification, placing any teacher into a challenging classroom without these supports is not sufficient in itself to give young people the best possible education.

Salary incentives are another tool used to attract NBCT's, yet offer incentives considered "robust" enough to encourage the hard to staff schools.³⁶ At the same time, none of these incentives that targets the goal of higher student achievement, where so would make them more effective.

Armed with the knowledge that quality teachers can make a difference in some of our toughest schools, a 17 state project through the Education Commission of the States recently brought policy makers and stakeholders together to convene

Iowa Interim Report, August 30, 2006

ISBA/NEA Grant: Attracting and Retaining Accomplished Teachers in Hard to Staff Schools

19% of National Board Certified teachers teach in a school in the bottom third of performance for its state, and only 12% of them are in a school with more than 75% of their students receiving free or reduced-price lunch.

on the issue of hard to staff schools. This four year long effort brought forth the following key insight: **“efforts to improve the quality of teaching in hard to staff schools must specifically target those schools and not the state teacher shortage or quality problem as a whole.”**³⁷

In essence, the problem is not one solved through sweeping policy changes, system overhauls, or methods for attraction, but through careful, step by step strategies focused toward individual schools, and based upon the myriad of feedback that teachers are willing to provide.³⁹

An ongoing examination of the internal factors which make teaching less desirable for those exiting the profession, according to Ingersoll, is the most effective strategy to yield a host of solutions to the retention problem in all schools, and especially those considered hard to staff.

Finally, the Teacher Leaders Network offers further insight in response to the question, **“What do accomplished teachers believe about quality teaching and high need schools?”** Their answers demonstrate the kind of subtle awareness that Ingersoll and others suggest policy makers begin to approach their solutions.

1. Financial incentives may be necessary but are never sufficient;
2. Expert teachers are more willing to accept positions in high need schools when the school's working conditions support quality teaching and student achievement;
3. Expert teachers can thrive in high need schools that have adequate resources, support, and strong leadership;
4. When working conditions do not support quality teaching, expert teachers are unlikely to remain in a high-need school;
5. Educators who feel a calling to teach in high-need schools are more likely to remain committed to the work;
6. Successful teaching in high need schools requires a special set of skills;
7. A few accomplished teachers working in isolation in a high need school will not turn the school around;
8. When expert teachers are recruited into a high need school, they must be able to integrate themselves into the existing community if they expect to impact school performance;
9. Accomplished teachers will be drawn to high need schools that have a strong principal who knows how to lead and support instructional improvement;
10. Many high need schools have existing faculty who are capable – under the right conditions – of turning around the school;
11. If expert teachers are going to make a long-term difference in a school, they must help teachers reach a high level of sufficiency;
12. While National Board Certified Teachers exhibit the skills and knowledge needed to teach effectively, not all are well suited for work in high need schools.⁴⁰

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Attachment B Report of the Focus Groups of Iowa NBC Teachers

**Attract and Retain Iowa National Board Certified (NBC) Teachers
in
Hard to Staff Public Schools**
Report of the Focus Groups of Iowa NBC Teachers

National Board Certified (NBC) Teachers met in four small focus groups at four locations in Iowa for the purpose of conversation and to determine what would be necessary to attract them to and retain them at a hard to staff school (HTS School). Teachers were asked to make written responses to several questions about their teaching and their motivation to become Board Certified. Following each of the written responses, the group shared and discussed their thinking. It was our intention to ask the teachers to think at a deeper level about their work and their attitudes and their feelings about their work. The first focus group indicated that most NBC Teachers needed no prompting to write lengthy and thoughtful responses. A list of summary responses gathered from the discussion of each question is shown below.

Focus group questions

1. **Why do you teach?**
2. ~~Why do you teach? (Eliminated as unnecessary for this group of people)~~
3. ~~Why do you teach?~~
4. **What brings you joy in your work as a teacher?**
5. **What makes you shake your head and wonder – why am I doing this?**
6. **Why NBC? Why go through all of that extra work?**
7. **What would make you leave the classroom? Why?**

I've got a tough school to staff, because it has a reputation as difficult school/community to work in.

8. **What would it take to get you there? (Includes responses made during discussions)**
 - Small classes, guaranteed.15 students.
 - Experience as an Administrator who is a change agent.
 - Someone who will listen to me and will support my ideas.
 - A school that the teachers run.
 - Democratic decision making.
 - A climate of change.
 - The system is committed to change.
 - Do not give me all the tough kids because I am "so good".
 - Will you be willing to go forward with our ideas?

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- A huge commitment to technology.
- Purchase quality materials.
- I would go to help the kids.
- Associate help.
- Show me your vision.
- Willingness to work with families.
- There is a community of learners.(teachers, students, families)
- More pay. \$10,000 more.
- Good in-service, time for teachers to talk professionally.
- Grants for financial support.
- Will you stay as our administrator 3 to 5 years?
- Ask me. You think I will be valuable in the school.
- Value me as a pro. Value all in the school.
- Systems tend to stay the course.
- Districts should have all schools with a variety of students.
- Time to plan.
- No duties.
- Allow me to develop rules and back me with infractions.
- If you think I am wrong, tell me in private.
- Moving expenses.
- A process to develop relationships with kids and family.
- Time before start of school for planning.
- Interview with a team of current teachers.
- Have current staff become NBC teachers.
- Administrators who are NBC teachers.
- Quality conversations between teachers.
- Cultural is harder to change than the climate. In a change or die situation, only 1 in 10 make the change. With support and little steps 7 of 10 change.
- Celebrate success.
- Consistency in how school operates on standards, both with teachers and students
- What is the history of the school, do they really want to change the school.
- What do the kids want to do
- Salary and benefits –what is promised is delivered
- \$10,000 more than you make now is one thing and benefits
- Money is not so important as long as I have enough materials,
- Are textbooks up to date
- My commute to work would not be too long.
- Support from your administrator
- Want moving expenses and housing allowance and access to a place on a lake nearby
- How can I re-establish myself as a new teacher in a new setting
- Enough planning and collaboration time to be a team, not just individual teachers.
- Training of teachers to be effective team members and leaders
- Class size and number of preps
- Need good parental support where parents reinforce the concepts taught

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- Administration needs to be willing to let you do your job rather than telling us exactly what to do and provide support and backup.
- Consistent discipline

The initial questions (1-7) prepared the NBC Teachers for the key question: (8) what will it take to attract you to (or retain you at) a HTS School? Teachers made initial written responses and then discussed them within the framework of the Theory of Constraints Cloud Diagram. The diagram frames the teachers' decision as a conflict between going to the HTS School and staying at their current school. The decision to stay is shown as supporting several needs on the bottom of the diagram and the decision to go to the HTS School is shown as supporting several needs on the top of the diagram. The teachers' overall goal of the decision is stated on the left of the diagram below.

In order to make a thoughtful decision to go to the HTS School it is necessary to "break" the cloud (symbolized by the X) at the logical connection between the teachers' needs and not going, so that the teacher will decide to go to the HTS School.

Analysis and discussion of the contents of the diagram could proceed as follows:

- Determine the assumptions that tie the wants and needs together on each side of the diagram. For example: in order to meet the teachers' need for a challenge, the teacher must go to the new school because it will provide a challenge that the teacher is looking for.
- The assumptions may need to be raised and checked for validity on both sides of the diagram.

After a careful checking of needs and assumptions an employer may wish to break the conflict by disconnecting the teachers' needs and not going to the HTS School.

See the Chart below.

Critical Decision (Choice) for the NBC Teachers

Goal	Needs	Want
Student Success, Successful Teacher, Fulfillment and balance in life, Best Teacher	Challenge, \$10K, valued, part of decision making, predictability, ongoing system that listens and values me, I will fit into your school/system, a vision, life long learning is valued with money and credit, moving costs paid Advancement, Pay, Challenge, Expand Knowledge, Culture and shopping next door, Fresh Start Time to Plan, Supportive Administration, Job for Spouse, Time for Family, \$5-10K/yr more, Double my salary, Collegiality, Small Classes, Meaningful in-service, One Year Trial, Want to interview the staff at this school <p style="text-align: center;">Advancement/Satisfaction</p>	Go to a HTS School
	One Side AND Other Side	VERSUS
	Secure, safe, known, keep seniority Respect for my history, Comfort, Security, Commitment to what I'm doing now, Established Reputation, Support of Administration and fellow Teachers, Avoid Fear, Stress, and Inconvenience Established, Comfortable, Secure, Known, Can make change where I am, Avoid Risk Supportive Administration, Security, Predictable support, Known Environment, Financial Security, Time for Family and Friends, Low Commute Time, Protect my own children <p style="text-align: center;">Security</p>	X Don't Go to a HTS School

Attachment C. A Brief Description of the Theory of Constraints

A Brief Description of the Theory of Constraints (TOC)

The Theory of Constraints (TOC), created by Dr. Eliyahu Goldratt a physicist and management guru, is the application of cause effect thinking to the practical problems of business and everyday life. The graphic diagrams of the TOC Thinking Processes make intuition explicit and improve communication. TOC is three things: an integrated management science, a group of applications designed to focus on important organizational leverage points and bring rapid and large bottom line results, and a set of graphic thinking processes and tools.

First of all, a constraint is anything that keeps you from attaining your goal to the greatest extent possible. A constraint then is the best leverage point for improving any operating system. Simply stated, the theory of constraints is the application of the hard physical sciences to the identification and leveraging of systems constraints. *Second*, the hard physical sciences—Physics—use the thinking processes of effect-cause-effect logic. Goldratt and his colleagues have developed an integrated set of graphic thinking processes that aid anyone in applying effect-cause-effect logic to problems in the “soft” sciences such as education. Goldratt points out that

- People close to the problem have a great deal of intuition about the problem and how it can be solved. Quite often their intuition is implicit. The TOC thinking processes aid in making intuition explicit so that it can be analyzed and developed into common sense solutions.
- Complex systems are composed of many interconnected pieces. Because of their complexity, such systems have an inherent simplicity that allows them to be effectively managed from one or a very few leverage points—their constraints.
- The hard sciences begin by making all assumptions explicit. In most human interactions, the assumptions are hidden from all parties. The TOC thinking processes aid in exposing all assumptions so that it can be determined if they are valid.
- Hard sciences do not deal with truth they deal with the validity of assumptions. A valid assumption will become a part of a valid theory. A valid theory is a good explanation, one that makes sense to most people.
- Good solutions will be greeted with the greatest compliment, “It’s just common sense.” Even though the common sense solution may have escaped those involved for years. This happens often when applying the TOC thinking processes, because they are very effective at bringing invalid assumptions into view and allowing them to be replaced by valid assumptions.

Third, while all of the thinking processes can readily be applied in education, three of them can be used immediately by students in the classroom if they are introduced through modeling by the teacher and directly taught to students. Knowing the Theory of Constraints, students and teachers are equipped with powerful tools for their own learning.

“These tools provide us with an aid to better and clearer communication with each other as well as better communication between our ears (thinking). In an age where agility has

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quickly become the key to competitiveness, the ability to learn—to generate knowledge—is a true competitive edge. The Thinking Processes provide a systematic approach to increasing our capacity to learn faster and deeper than ever before. The Thinking Processes will prove to be fundamental learning tools in the Age of Agility.”—
Lisa Scheinkoff

The Thinking Processes have specific names and abbreviations that are easy to remember. Their use is supported by the “categories of legitimate reservation (CLRs)” that make it comfortable and rational to criticize and improve on the structure of the tools. The tools have generic graphic shapes and a few simple rules of construction. The use of the tools, the rules of construction, and the CLRs are designed to be helpful not nitpicky. The first three tools the Evaporating Cloud, the Consequence Branch, and the Ambitious Target are easily adopted in the classroom by teachers and students. The transition tree helpful to teachers as they prepare instructions as it exposes the necessary reasons—whys—for doing things in a particular process or procedure. The current reality tree, the future reality tree, the transition tree and the prerequisite tree are of most benefit to people charged with the leadership and management of schools and school systems.

Attachment D. Iowa State Advisory Council Definition of Accomplished Teaching

What are the qualities/characteristics of accomplished teaching?

Professional Competencies	Accomplished teaching effectively uses professional and content knowledge in an academically challenging environment that maximizes student learning.
Differentiated Learning Strategies	Accomplished teaching engages students through differentiated learning strategies appropriate to all student needs and uses assessment tools for future planning.
Connections and Perspectives	Accomplished teaching encourages creative application of learning which is meaningful, relevant, authentic, collaborative, and culturally responsive.
Nurturing Learning Community	Accomplished teaching provides a nurturing learning community empowering youth to make reasoned choices in a democratic society and a diverse world.
Personal Qualities	Accomplished teaching reflects a passionate commitment to student success through ethical choices, adapting to changing circumstances and continual learning and growth.

Attachment E. Waterloo Teacher Survey

Attracting and Retaining Accomplished Teachers Initiative

The Waterloo Public Schools and the Waterloo Education Association are pleased to participate in a study regarding Attracting and Retaining Accomplished Teachers. Other partners in this study are the Iowa State Education Association, the Iowa Teaching and Learning Center, and the National Educational Association. Funds to support this initiative are provided by the NEA Foundation for the Improvement of Instruction.

A Waterloo Planning Team, co-chaired by Bev Smith, Director of Human Resources and Equity and Kathi Latta, WEA President, designed this survey. The purpose of the survey is to gather information to guide future planning. The survey is being given to teachers in six schools in the district. The survey may be given to others at a later date.

Please circle the answer(s) that best capture your response to the question.

1. **Do you feel you are making a difference with your students? (Circle your response)**

Yes No

2. **Are you effective in your job? (Circle your response)**

Yes No

3. **Why did you decide to teach in this school?**

4. **Why do you continue to teach in this school?**

5. **What do you like about teaching in this school?**

6. **What would you change about this school?**

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Name of Current School: _____

Number of Years in this school: _____

Years of Teaching Experience Overall: (Circle the correct response)

Under 1 year	16-20 years
1-5 years	21-25 years
6-10 years	26-30 years
11-15 years	Over 31 years

Your Current Age: (Circle the correct response)

25 and under	46-50
26-30	51-55
31-35	56-60
36-40	61-65
41-45	66 and over

Your Education: (Circle the correct response)

BA	MA
BA +15	MA+15
BA +30	MA+30
	MA +45

Attachment F. Waterloo Teacher Interview Questions

Waterloo Teacher Interview Questions

This paper provides a list of the questions asked during the interviews conducted with 82 randomly selected faculty members in six schools in the Waterloo Community School District from October 18, 2005 to November 3, 2005.

An attempt was made to provide answers to all of the questions in every interview even though the questions were not always asked directly. Many times answers to some questions were provided while responding to others. Many times answers to questions were provided during the initial "get acquainted" and during the "exit" period of the interview.

Questions

1. Would you leave this school to go to a hard to staff school or how can I get you to go to a hard to staff school?
 - In Southwest Iowa
 - Within a 30 minute drive of Waterloo
 - Within the Waterloo Community School District
 - Austin, Texas or some other place out of state
2. What must be done to retain you at this school? (asked at hard to staff schools) How do we keep you here?
3. How do we get you to transfer to hard to staff school in Waterloo? What will get you to go? (asked at both hard to staff and not hard to staff schools)
4. What makes a hard to staff school?
5. What would enhance your work at _____ ?
6. What would drive you away from teaching?
7. What opportunities would pull you away from teaching?
8. What have we not covered that people reading this report should hear from you?

Two types of information were drawn from the interviews. First was a summary of the responses to question number one about moving teachers from their current places of assignment to other locations. That data was displayed in a series of tables without interpretation. Second was a set of critical choices that were identified within the schools and within the school district. The critical choices were developed from an analysis of the notes taken during the interviews.

Attachment G. Some Preliminary Conclusions for Attracting and Retaining Teachers in HTS Schools

Some Preliminary Conclusions for Attracting and Retaining Teachers in HTS Schools

The following statements drawn from the teacher interviews in Waterloo may apply generally to HTS Schools and the teachers who would work in them.

2. Some teachers are "called" to teach in HTS schools. These people will migrate to HTS schools on their own initiative. They do not need incentives. Some of them will resent "incentives."
3. Some teachers feel that "a bonus is unfair" or that "a bonus for teaching in a HTS school only confirms and supports the current situation." A bonus or financial incentive alone indicates that there is no commitment to making changes that will improve the situation.
4. Some teachers will take a position in a HTS school in order to "get into the system" with the hope to move to a better assignment in a couple of years.
5. A few teachers will move to HTS schools for more money or other types of financial incentives such as forgiving college loans.
6. Extra money is a necessary condition to get many experienced teachers to move to a HTS school.
7. For most experienced teachers, *extra money alone is insufficient to get them to move to a hard to staff school.*
8. People hiring experienced teachers to HTS schools *must commit to changes that hold promise for making the school attractive and successful.*
9. Experienced teachers moving to HTS schools will *require their involvement in decision making and in making necessary changes at their new school.*
10. In order to attract experienced teachers to HTS schools, decision makers will need to commit to a *package of policies* that must include:
 - a. Involving teachers professionally in decisions that affect them
 - b. Allowing teachers time to teach
 - c. Supporting teachers and teaching
 - d. Maintaining high standards and expectations for student behavior and student achievement, and
 - e. Demonstrating a desire to make changes in the HTS schools.

The package of policies may include *additional pay for the additional work* necessary to make the sometimes dramatic changes in structure, climate, and working conditions in the HTS schools.

Attachment H. Waterloo Planning Team Vision of Accomplished Teaching

Learnings

In our study, we have learned the following are necessary components to successfully attract and retain accomplished teaching in hard-to-staff schools.

Shared Vision of Excellence	A shared vision of excellence that includes a willingness to continually improve and a commitment to high expectations for all students and staff.
Positive Supportive Collegial Environment	Everyone in the school is committed to establish and maintain a positive teaching and learning climate, encourages open communication, shows a willingness to work together, and provides collegial support.
Optimistic Skilled Leadership	Leaders must have an optimistic approach, be dedicated, focused, consistent, skilled, and resilient.
Recognize Teaching is a Calling	Teachers recognize that teaching is a calling, have a passion for teaching and want to impact the lives of children.
Teaching Skills	Teachers continually strive to improve content knowledge, effective teaching strategies and classroom management skills in order to maximize student success.
Culturally Competent Educators	Everyone in the school must recognize the impact of culture on teaching and learning and use that knowledge to teach and work effectively with others.

Attachment J. Case Briefs of the Three HTS and Three NHTS Schools in Waterloo, Iowa

Waterloo Community School District Profile

The Waterloo Community School District includes the cities of Waterloo, Evansdale, Elk Run Heights, Gilbertville, and Raymond, part of the city of Cedar Falls, and certain unincorporated areas in Black Hawk County. The District is located entirely within Black Hawk County and encompasses approximately 150 square miles.

The District is an independent unit of government authorized under Section 274.1 of the Iowa Code. The governing body of the District is comprised of a seven-member Board elected for staggered three-year terms. Four members are required to reside in the director district represented while three are elected at large. Daily administrative and academic functions of the District are the responsibility of the Superintendent, who is appointed by the Board.

Waterloo is the fifth largest school district of Iowa's 377 public school systems. The enrollment is approximately 10,500 students. The District currently operates two regular and one alternative high school, one alternative school for middle school students, four middle schools and thirteen elementary schools. The District has approximately 820 full-time equivalent (FTE) professional employees (including administrators and teachers) and 510 FTE support staff. Approximately 40% of the teaching staff have advanced degrees.

The District contracts with First Student to provide student transportation. Approximately 6,000 students are transported daily. School meals are prepared in six locations by Sodexo with around 1,460,000 meals served annually. Nursing services are contracted through Black Hawk County and Driver Education is contracted with *AutoPilots*.

The District provides a full range of educational services to students in kindergarten through grade 12. These services include regular and enriched academic education, special education for students with special needs, career educations, and numerous individualized programs such as specialized instruction for at-risk students and for limited-English-speaking students.

Focus of the Grant in Waterloo

The grant focused on schools in the Waterloo (Iowa) Community School District. The Hard to Staff (HTS) Schools in Waterloo were selected on initial criteria developed by the Waterloo Planning Team. Similar, not hard to staff (NHTS) schools were matched with the hard to staff schools.

Criteria for hard to staff schools:

- High percentage of free and reduced price school lunch enrollments
- High percentage of minority enrollments
- High student mobility
- High number of student referrals
- Low student achievement
- High teacher turn over

Longfellow Elementary School (K-5) HTS

Longfellow Elementary School was completed in 1940 and was a part of the Work Progress Administration (WPA) project of the federal government. It is a well built three story building featuring the block style industrial design of the period. A small annex was added in 1959. The district's web site has a flattering picture of an attractive and substantial building. The school is located on the East side of Waterloo and is surrounded by a poor working class neighborhood. The grounds have few designated play areas, a limited amount of equipment, and generally are not well maintained. The interior of the building is dark, windows are not well shaded or well cleaned. Cabinetry in the rooms has had a series of coats of paint and the wood floors in the rooms show their age. Inside, Longfellow looks like a school that has seen better days and it reflects the condition of the surrounding neighborhood. Recent efforts have been made to improve the interior of the building with dropped ceiling and new lighting in the hallways.

Longfellow suffered through a recent period of rapid administrative turn over that led to considerable skepticism on the part of the teaching faculty. The current principal is beginning his third year at the school and has indicated his long term commitment to the school and faculty.

Cunningham Elementary School (Early Childhood and K-5) HTS

Cunningham Elementary School was completed in 2002 with funds generated from a recently authorized local one cent sales tax. Cunningham is a single story design around grade level pods that provide work rooms, lunch rooms, and activity areas for each pod of classrooms. It has bright and colorful interior with a large open space media center. The grounds are well kept and attractive. The school is located on the East side of Waterloo and is surrounded by a poor working class neighborhood with some new home construction nearby.

Some special arrangements were made prior to the school opening in 2002. All staff bid to join the school knowing that there were special circumstances surrounding their employment. First, the school is on a year round schedule with intercession programming. Both staff and students wear required uniforms, there is an early start time and an after school program. Teachers are required to make home visits twice per year and there is a signed commitment by parents, students, and staff. In addition there are some gender based classrooms and the student to faculty ratio is very low. Perhaps, due to the special circumstances surrounding Cunningham, there is a higher than expected level of student achievement, and a lower than expected teacher turn over.

Orange Elementary School (K-5) NHTS

Orange Elementary school, built between the wars with a more recent annex addition, came to the Waterloo district by way of consolidation with the Orange Consolidated district in 1964. This old building is well kept and is located in a rural setting several miles south of Waterloo. The senior staff has been together for several years. The current principal is a long time administrator in the district and was preceded by a long time teacher activist turned administrator who served the building for ten years and recently retired.

Lou Henry Elementary School (K-5) NHTS

Lou Henry Elementary School opened its doors in the Fall of 2005 and was built with funds generated from by the local one cent sales tax. It is a new modern single story building with many of the same physical concepts as Cunningham Elementary. It has grade level pods

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that provide work rooms, lunch rooms, and activity areas for each pod of classrooms. It has bright and colorful interior with a large open space media center. The grounds are well kept and attractive. The school is located on the West side of Waterloo and is surrounded by an established middle class neighborhood. Unlike Cunningham, Lou Henry is not on a year round schedule of classes. Lou Henry conforms to the usual nine months on and three months off schedule as the rest of the school district. Lou Henry does not require uniforms or have same sex classrooms.

Logan Middle School (grades 6-8) HTS

Logan Middle School was completed in 1953. It is a well built multi-story building featuring the industrial design style of the period. The middle school is located on the East side of Waterloo and is surrounded by a working class neighborhood.

Hoover Middle School (grades 6-8) NHTS

Hoover Middle School was completed in 1967. It is located on the West side of Waterloo near the new Lou Henry Elementary school and is surrounded by an established middle class neighborhood. It is a well built single story building at the front with a walk out lower level in the back.

Chart comparing the HTS Schools (2005-06 School Year data)

Item/Schools	Cunningham HTS	Longfellow HTS	Orange NHTS	Lou Henry NHTS	Logan HTS	Hoover NHTS	District
Enrollment	308	284	393	294	447	669	10,500
Minority	92%	78%	12%	21%	66%	23%	36%
FRED Lunch*	96.5%	96.5%	35.1%	41.2%	79.2%	37.8%	E61.6% M79.2%
Daily Attendance	94.1%	93.3%	96.7%	96.3%	91.9%	96.3%	E95.4% M93.5%
LPS** to Student	1:7.5	1:8.6	1:12.9	1:12.3	1:11.2	1:12	E 1:11 M 1:12.7
Reading Comp.	54%	37.5%	58.6%	84.2%	28.6%	61.7%	E61.4% M51.5%
Math Comp.	41.7%	35.5%	55.1%	80.1%	28.4%	58.2%	E58.7% M49.7%
Student Mobility	25.6%	37.7%	9.4%	8.8%	25.8%	15.4%	E21.7% M23.1%
Conference Attendance	92%	69.5%	98.5%	96.3%	51.5%	89.6%	

*Free or Reduced (FRED)** Licensed Professional Staff (LPS)

Attachment K. Waterloo Teacher Interview Report

This paper provides a summary of the information and analysis of the interviews conducted in six schools in the Waterloo Community School District with 82 randomly selected faculty members from October 18, 2005 to November 3, 2005.

Questions Asked

A list of the questions is provided below. An attempt was made to cover answers to all of the questions in every interview even though the questions were not always asked directly. Many times answers to some questions were provided while responding to others. Many times answers to questions were provided during the initial “get acquainted” and “exit” periods of the interview.

Questions

1. Would you leave this school to go to a hard to staff school or how can I get you to go to a hard to staff school?
 - In Southwest Iowa
 - Within a 30 minute drive of Waterloo
 - Within the Waterloo Community School District
 - Austin, Texas or some other place out of state
2. What must be done to retain you at this school? (asked at hard to staff schools) How do we keep you here?
3. How do we get you to transfer to hard to staff school in Waterloo? What will get you to go? (asked at both hard to staff and not hard to staff schools)
4. What makes a hard to staff school?
5. What would enhance your work at _____ ?
6. What would drive you away from teaching?
7. What opportunities would pull you away from teaching?
8. What have we not covered that people reading this report should hear from you?

Two types of information were drawn from the interviews. A summary of the responses to questions about moving teachers from their current places of assignment to other locations was displayed in a series of tables below without interpretation.

Second is a set of critical choices or conflicts that were identified within the schools and within the school district. The critical choices were developed from an analysis of the notes taken during the interviews. The notes taken during the interviews were read initially searching for themes. Themes were identified as critical choices or conflicts within the school, the district, and the community based on the frequency with which they were mentioned in the notes.

Moving Teachers from one school to another

One purpose of this project is to determine what is necessary to attract and retain teachers in HTS schools. This purpose caused the interviewer to press teachers to make choices that they often were not prepared to make. None the less, they were often pushed to make choices about moving given their current circumstances rather than what they might do in the future or might have done in the past. Teachers were aggressively recruited to the “other” schools and were offered incentives to move to the other schools. The necessary incentives are listed under the Conditions column. Teacher responses are displayed in the tables below.

Cunningham			
Move to	No	Yes	Conditions

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SW Iowa	15	1	\$2,000
Within 30 minutes	6	10	\$3,600 plus Lead Teacher, Location, \$6,000, Location, \$12,000 plus yr round school, \$12,000 plus what's here, \$4,000, \$6,000, \$6,000
Waterloo District	12	4	Longfellow, Longfellow as lead teacher, \$6,000, Longfellow
Out of State	13	3	
Longfellow			
Move to	No	Yes	Conditions
SW Iowa	9		
Within 30 minutes	5	4	\$2,400, \$5,000 plus support
Waterloo District	3	6	Middle School, Plan time, fit better, not welcome here, HVAC, Stable Leadership
Out of State	9		
Logan Middle			
Move to	No	Yes	Conditions
SW Iowa	14	2	
Within 30 minutes	12	4	
Waterloo District	10	6	Longfellow, Longfellow, Longfellow, Orange, Academics #1 and Consistency, Innovative approach, \$5,000
Out of State	9	7	
Hoover Middle			
Move to	No	Yes	Conditions
SW Iowa	18	2	\$55,000 and 10 Year Contract, \$10,000 raise plus several additional items
Within 30 minutes	8	12	Match current salary, \$5,000 plus small classes, \$3,000 plus positive administration, Match current salary, \$ and small classes, \$55,000 and 10 year contract, \$4,000 raise, \$6,000 raise, Less than 20 In a class
Waterloo District	10	10	\$2,000, Logan for \$8,000, Logan for \$5,000 and many changes in structure, \$12,000, \$3,000; Pick my team and other changes in structure plus \$6,000, Logan for \$5,000, Make Logan like here, \$12,000 plus stress leave, \$12,000
Out of State	18	2	Wisconsin, \$50,000 salary
Orange			
Move to	No	Yes	Conditions
SW Iowa	10		

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Within 30 minutes	10		
Waterloo District	10		
Out of State	10		
Lou Henry			
Move to	No	Yes	Conditions
SW Iowa	10		
Within 30 minutes	9	1	And a cut in pay
Waterloo District	7	3	\$12,000, \$6,000 plus several changes in structure
Out of State	10		

Comment:

It is interesting that many people must be paid to move out of hard to staff schools in Waterloo and that many people must be paid to move into hard to staff schools in Waterloo.

Critical choices Identified for the Waterloo community

Interviews with teachers identified some community wide issues that contribute to the negative reputation of Hard to Staff (HTS) Schools.

1. Socioeconomic status is considered to be one of the deciding factors in maintaining a negative reputation in the community for the HTS Schools and in accounting for the low level of support for those schools and their students.
2. Race is considered to be one of the deciding factors in maintaining a negative reputation in the community for the HTS Schools and in accounting for the low level of support for those schools and their students.
3. Geographic location within the community is considered one of the factors in maintaining a negative reputation in the community for the HTS Schools.

Critical choices Identified for the schools and district

Identification of a hard to staff school was made by the central office administrator in charge of human resources in consultation with association leaders. The matching—not hard to staff—schools were selected in the same way. The hard to staff (HTS) schools that participated in the interviews were: Longfellow Elementary, Cunningham Elementary, and Logan Middle School. The not hard to staff (NHTS) schools were: Orange Elementary, Lou Henry Elementary, and Hoover Middle School.

Critical choices or conflicts in organizations often stem from what most people would consider to be undesirable effects, events, or occurrences. Analysis of the teacher interviews points to several critical choices or conflicts. A cursory look at this list might suggest that there is nothing right with the schools or that teachers are good at complaining. Such suggestions are unwarranted. Given the number of conflicts and difficult situations in HTS schools, teachers were positive, liked or loved their work, and were deeply committed to their students and to their students' success. A more appropriate conclusion is that these teachers are willing to point with concern to things they see needing improvement and that they want to create a better situation for the children placed in their care.

The critical choices identified for the schools and district:

1. The school's response to student behavior problems or to student misbehavior is a critical choice especially in two HTS schools and to a lesser extent in the third HTS School.

High expectations for student behavior and consistency of response to student's misbehavior were cited as issues in the interviews. Consistency is the word most often used in conjunction with the issue of behavior. Maintaining consistency with student behavior was mentioned as a critical choice in all schools except one (Lou Henry Elementary) NHTS School.

2. Administrative support and "backing me up" was cited as lacking in two (Logan and Longfellow) HTS schools and to a much lesser extent in the third (Cunningham). It was cited as a positive factor in one (Lou Henry) of the NHTS schools. Support for teachers in conflicts with students or a parent is a critical choice in all of the schools and especially in HTS schools.
3. Structuring and communicating expectations for student achievement is a critical choice especially in HTS schools. Maintaining high expectations for student achievement was an issue cited in the interviews. Several teachers indicated that other teachers in their building did not have high expectations for some students because they do not believe that "those (black and poor) students" can learn at high levels. Some teachers expressed heartfelt anger that some children were being cheated by low expectations and low standards therefore enabling poor performance.
4. In one (Logan) HTS school, critical choices one through three above had devolved into a significant and public conflict within the leadership team and school office. Resolution of this conflict presented a critical choice for the leadership within the building and the district. *Comment.* This critical choice appears to be a local manifestation of a larger debate and will not likely be resolved by "moving people" because the debate also exists within the faculty, the district, the larger community and indeed across the nation. Like so many debates it has polarized faculties and communities and increased the difficulty of finding alternatives that will work. The debate can be characterized with the compressed conflict "tough love" that pits being strong and tough against being loving and nurturing. The conundrum is in finding the right combination of ingredients that provides workable alternatives. District leadership stepped into this situation and changed the leadership team for the 2006-07 school year.
5. At three schools—two (Logan and Longfellow) HTS and one (Orange) NHTS—the physical plant, repair, and maintenance present critical choices for the district. Issues such as general building repair and maintenance, lack of air conditioning, and modernization were cited. *Comment:* Some teachers at the two HTS Schools thought that their buildings were consciously placed at a lower priority because of the location and status of their students and families in the community. Indeed, their schools were moved down the facilities priority list due to pressure from an influential group of community members and patrons of the district.
6. At all schools, some hiring practices present critical choices for the district. *Comment:* An issue raised in several interviews was that teachers are often hired late in August. This is complicated by teachers waiting until the last minute to give notice of their leaving district employment.

7. At the three HTS schools—the reputation of the schools and surrounding neighborhoods presents a critical choice for the district and community. *Comment:* Several teachers indicated that when other people find out where they teach they are greeted with “Oh my, you teach **THERE**,” “How can you do **THAT**?” “Is it **SAFE**?” One teacher working in a hard to staff school commented that “It isn’t that bad.”
8. Continuity of building leadership is a critical choice in two (Logan and Longfellow) of the HTS schools. *Comment:* Longfellow school suffered for several years with rapid administrative turn over. The current principal is beginning his third year in the building and has stated his commitment to remain there for the long haul. The administrative turn over at Logan was not as significant as at Longfellow and the recent turn over will probably be of benefit to the situation.
9. Keeping stakeholders informed about the data collected and the relative success of initiatives is a critical choice for all schools and the district. *Comment:* The amount of data collection was cited as burdensome by several teachers. “If it’s collected, at least send it back and tell us what it said.” The interviewer was frequently asked if the results of the interviews would be shared with teachers.
10. Support for teachers is a critical choice within each school and throughout the district. *Comment:* “Ask me about decisions that affect my teaching and my students.” “Involve me in decisions” and “... make use of my professional skills” are representative of comments by several teachers.
11. Recognition of the difficult work teachers do in HTS schools is a critical choice. *Comment:* Several teachers said they would like to hear a “thank you” once in a while. Some said that they would like to see central office people in the schools.
12. The number of initiatives created at the district level is a critical choice for the schools and district. *Comment:* Several teachers think that they and their students are “guinea pigs” because there are so many “initiatives” and they don’t get feedback about them. Some teachers think that “new systems must be put in place” that tinkering with the current system has not worked and will not work to improve their situation. Indeed some school change agents are recommending a single goal for focusing the efforts of the entire faculty of a school. The Theory of Constraints also suggests that identifying the primary constraint of the system and focusing all efforts to overcome that constraint is the only way to make real and dramatic progress. Multiple goals tend to dissipate energy and effort to the point of ineffectiveness.
13. Though money may be a necessary condition for some teachers, it is insufficient by itself to move most Waterloo teachers into HTS schools. At the same time, some teachers looked for employment in the HTS schools and remain in HTS schools because of their “commitment to the children.” Almost all teachers indicated *that changes in working conditions and climate* were necessary in order to move teachers in Waterloo into HTS schools. Making those changes is a critical choice for the district and the schools.

Critical Choices for Teachers

Some of the choices presented by and to teachers are exactly the same as those presented to the HTS schools and to the district.

1. Responding to student behavior problems or to student misbehavior is a critical choice for teachers, especially in HTS schools.
2. Structuring and communicating expectations for student achievement is a critical choice for teachers, especially in HTS schools.
3. Maintaining consistency toward student behavior and student academic achievement throughout the school is a critical choice for teachers in HTS schools and in two NHTS schools.
4. Teachers must be able to disagree with colleagues and administrators and still join with them to support a team effort. This is a critical choice for teachers especially in HTS schools.
5. Stepping forward and leading is a critical choice for a teacher in an atmosphere that does not seem to support or honor teacher leadership. Several teachers indicated that their professional opinion is not recognized or respected.
6. Teachers have identified many critical choices for their schools, the district, and the community. They must work with district leadership to develop effective methods to identify those critical choices and to deal with them effectively.

Conclusions for Waterloo

For the Waterloo Community School District and its schools some general conclusions can be drawn from these interviews.

1. The Waterloo Community School District has many dedicated, hard working, committed, and stressed teachers.
2. Many teachers have "lifetime commitments" to Waterloo and to the children they teach. Many of the teachers grew up in Waterloo, attended nearby teacher preparation programs at the University of Northern Iowa or Wartburg College, and sought employment in the Waterloo district. Several teachers sought employment specifically in the HTS schools in Waterloo. Many teachers in HTS schools find it a "calling" to serve in those schools and choose to remain in them even when given an opportunity to move.
3. Teachers hold a wealth of intuition about how to make these HTS schools work effectively. It needs to be marshaled and utilized.

In Waterloo, the schools and teachers seem to be caught in a model of conflict with winners and losers. It is possible to adopt a win-win model of conflict that provides opportunity for everyone to work together to resolve many of the critical choices facing the district, its schools, and its teachers.

Conclusions for Attracting and Retaining Teachers in HTS Schools

The following conclusions may apply to schools and teachers beyond Waterloo.

11. Some teachers are "called" to teach in HTS schools. These people will migrate to HTS schools on their own initiative. They do not need incentives. Some of them will resent "incentives."

12. Some teachers feel that “a bonus is unfair” or that “a bonus for teaching in a HTS school only confirms and supports the current situation.” A bonus or incentive indicates that there is no commitment to making changes that will improve the situation.
13. Some teachers will take a position in a HTS school in order to “get into the system” with the hope to move to a better assignment in a couple of years.
14. A few teachers will move to HTS schools for more money or other types of financial incentives such as forgiving college loans.
15. Extra money is a necessary condition to get many experienced teachers to move to a HTS school.
16. For most experienced teachers, extra money alone is insufficient to get them to move to a hard to staff school.
17. People hiring experienced teachers to HTS schools must commit to changes that hold promise for making the school attractive and successful.
18. Experienced teachers moving to HTS schools will require their involvement in decision making and in making necessary changes at their new school.
19. In order to attract experienced teachers to HTS schools, decision makers may need to commit to a package of policies that:
 - a. Involves teachers professionally in decisions that affect them
 - b. Allows teachers time to teach
 - c. Supports teachers and teaching
 - d. Maintains high standards and expectations for student behavior and student achievement
 - e. Sometimes includes additional pay, and
 - f. Demonstrates a desire to make changes in the HTS schools.

This draft report was presented to the Waterloo Planning Team for review and comment. It was received with a great deal of difficulty. The Planning Team identified only the most easily accepted conclusions to report to the association and the district board of directors.

Attachment L. West Monona CSIP Questionnaire Results

West Monona Community input is requested to aid in the promotion of the area for the purpose of attracting and retaining teachers.

1. What do you like or find attractive about the West Monona communities? What do you think would attract other people to the West Monona communities?

Improvements and updates are taking place. A "rec" trail from city to Blue Lake.
Small town atmosphere. Centrally located between Sioux City, IA and Omaha, NE.
Loess Hills, Missouri River, Beautiful area.
The thing I like most about the West Monona communities is their size. There is not the congestion of big city life.
We do not have many of the social problems that plague larger cities.
Access to State & County parks, local stores meet needs (mostly).
The convenience of getting to the schools, hospital, doctors, and business areas. Friendliness of the community.

2. What attracted you to live and work in the West Monona communities? Do these conditions still exist today?

A job located on the west side of Iowa on an interstate highway.
Small town. Conditions still exist today-Yes.
Safe communities. Yes, conditions still exist today.
I was born and raised in Onawa.
Friendly & competent co-workers, clean, well maintained facility. Yes conditions still exist.
Our business situation. Conditions do not exist today- after 35 years things have changed.

3. Think of people looking for a good place to work and live. What would/should they look for in the West Monona communities? What would discourage them from moving to our communities?

Would/Should look for in our communities:

Job/housing/school/rec. center

Know everyone

Good health care, good police & fire protection, available housing, good schools for their children, and a variety of churches.

Dedicated, competent teachers, good or excellent sports programs, available/affordable housing, safe schools & neighborhoods, stable jobs.

Hospital, good doctors, good school system with low teacher to pupil ratio, low crime rate, county seat, cost of housing lower than in cities.

Discourage from moving to our communities:

Higher paying jobs

No major places to grocery shop

Lack of housing, lack of jobs.

Lack of young people, business opportunities.

4. What could the West Monona School community do to make our communities more attractive?

We are starting a school web site.

Continue with cross-country, golf; add more band programs, such as jazz band, marching band. Become more involved in intramural competitions.

I like West Monona the way it is. To start adding things to our community to attract people makes us look desperate. It would almost be like paying people to move here.

Economic/new business development. Encourage more parent/community involvement and support. Offer safe, affordable housing/neighborhoods.

Encourage small businesses, light industry and tourism.

Attachment M. West Monona Teacher Interview Report

Participation in the Grant

Two members of the West Monona Community School District are also members of the state advisory council for the grant. They indicated an interest in conducting a survey of their most recently hired teachers to determine what attracted them to the district and what would help attract other teachers and retain them in the West Monona district. Arrangements were made for teacher interviews and a questionnaire was developed.

Questionnaire

The questionnaire provided a general guideline for the interviews. Due to time limitations, not all questions were completed for all interviews. However, several of the questions overlapped intentionally in order to probe for deeper responses.

Questions:

1. What brings you to teaching?
2. What brings you to Iowa?
3. What bring you to West Monona?
4. What keeps you here? What is favorable here?
5. What could be improved to help keep you here?
6. Can I recruit you to a different district?
7. What attracted you to West Monona?
8. How could we attract more teachers to West Monona?
9. Given a magic wand, what would you change immediately to attract and keep teachers in West Monona?
10. Given a magic wand, where in the world would you be teaching tomorrow?
11. Suppose you are fresh out of college, how best can I recruit you to West Monona?
12. What would most influence you to come here? To stay here?
13. What would influence you to leave here?
14. What would influence you to leave teaching?
15. What would you like to say that has not been asked?

Teacher Interviews

Interviews were scheduled every thirty minutes throughout the school day. No students were present in the school as all teachers and administrators were participating in a day of staff development. Teachers either came to the interview room or the interviewer met them and conducted the interview in their classroom. Participants were informed of the purpose of the interview and that their individual responses would be confidential.

Interviews with 14 teachers were conducted on October 9, 2006. Teachers in the elementary, middle, and high school who were hired within the last 6 years participated in the interviews. Notes were taken during the interviews and a brief general impression was recorded following each interview. At the end of the day, general impressions were recorded. Notes were set aside for a period of time. All notes were then typed and recorded for each question asked. The recorded notes were reviewed two additional times for themes and impressions prior to making a draft summary report

The following provides a summary of the information and analysis of the interviews.

Summary of the Analysis

1. Family is first. Family situation is the primary motivating factor in where these generally young people choose to locate. Family is the primary motivating factor should they choose to move to a new location. These teachers, given the right opportunity, will choose to move to a new location closer to their family within or outside the area.
2. Family is second. Several people want a place to make a home. They have lived in a rural setting and they like it. They feel "safe" in the rural setting and have no desire to migrate to a more urban location. Even a district of 1500 students K-12, approximately twice the size of West Monona, is considered by many to be too large.
3. Money is third. While they don't like to admit it, money can move them elsewhere. Generally the elsewhere is still within the "Siouxland" area, but they can be recruited away from West Monona for surprisingly small increases in salary.
4. Money and opportunity for professional growth can pull people away from West Monona. Perhaps increases in salary and salary incentives for professional growth and longevity can help keep teachers in West Monona.
5. This is not an adventuresome group. Given the opportunity to teach anywhere in the world tomorrow, most choose the "Siouxland" area including West Monona.
6. The current administration received a vote of confidence. The high school principal in particular is seen as very supportive administrator and one of the reasons people would choose to stay in West Monona. On the other hand, a change to a less supportive administration could move teachers out of the district.

Teachers seem generally comfortable here. They would make some recommendations for change and improvement, such as additional technology in the schools, more incentives for professional growth, and more positive support from the school board. The community needs more opportunities for spousal employment, more available housing, and more social opportunities for young teachers. Given their suggestions and their commitment to their students and the district, these young teachers believe that the district needs to do more to sell itself to new teachers and that there are positive aspects of the district to sell.

Attachment N. Barriers and Intermediate Objectives Worksheet

#	Barriers	#	Intermediate Objectives
1	Reluctance of individuals and groups	1	
2	Fear of change	2	
3	Acceptance of how we have always done it (status quo)	3	
4	Lack of self confidence	4	
5	Society's view of teachers and public education	5	
6	Realistic view of everyone's role in education	6	
7	Contract language	7	
8	Perception not all buildings are treated the same	8	
9	Changes in people are hard to make	9	
10	Uneven resource allocation	10	
11	Limited energy of people	11	
12	"isms" are barriers—race, class, etc.	12	
13	Support by parents—fundraising differences	13	
14	Parent advocates are viewed as having undue influence	14	
15		15	

Certification Statement

**The NEA Foundation Grant to Attract and Retain Accomplished Teachers in
Hard-to-Staff Public Schools
Interim Report—Grant Extension Until November 15, 2006**

For the Principal Investigator

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I certify that the information included in the narrative and financial sections of this report are accurate and complete.

signed/Elwood R. Thompson

August 31, 2006

Signature

Date

