



BUILDING **YOUR** BUILDING

How to Hire and **KEEP** Great Teachers

JASMINE K. KULLAR • SCOTT A. CUNNINGHAM

FOREWORD BY MIKE MATTOS



Hawker Brownlow
Education a Solution Tree company

Table of Contents

Reproducible pages are in italics.

About the Authors	ix
Foreword <i>by Mike Mattos</i>	xi
Introduction: Million-Dollar Decisions	1
A Teacher Supply Problem	1
The Need for Solid Leadership	3
About This Book	4
Look Ahead	5

PART 1: HIRING GREAT TEACHERS

1	Features of Effective Teachers	9
	Great Teachers Are Effective	9
	Characteristics of Effective Teachers	10
	Effective Teacher Processes	14
	Look Ahead	20
	Next Steps	21
	<i>Planning Template to Strengthen the Four Characteristics</i>	23
	<i>Assessment of Teaching Practices</i>	25
2	Hiring Practices	27
	Ongoing Initiatives	28
	The Hiring Process	33
	Look Ahead	42
	Next Steps	43
	<i>School Marketing Template</i>	44

<i>Hiring Needs Checklist</i>	45
<i>Résumé and Application Checklist</i>	46
<i>Sample Interview Questions</i>	47
<i>Interview Question Bank</i>	49
<i>Interview Recording Form</i>	56
<i>Interview Panel Commitment Form</i>	58
<i>Sample Questions for Reference Checks</i>	59

PART 2: KEEPING GREAT TEACHERS

3	Supporting New Teachers	63
	The Importance of Support	65
	Types of Support	66
	Areas of Support	69
	Look Ahead	80
	Next Steps	80
	<i>Ten Team-Building Activities</i>	82
	<i>Sample Faculty Handbook Table of Contents</i>	84
	<i>Advice to New Teachers</i>	88
	<i>Websites for New Teachers</i>	89
	<i>Minor Versus Major Infractions</i>	90
	<i>Classroom Management: Tips for New Teachers</i>	91
4	Mentoring New Teachers	93
	Types of Mentoring	96
	The Mentor	98
	Effective Mentoring Programs	101
	The Resident Educator Program	104
	Look Ahead	108
	Next Steps	109
	<i>Calendar of Topics for Mentors</i>	110
	<i>Mentee and Mentor Goal-Setting and Tracking Form</i>	111
5	Recognizing Teachers	113
	Recognition and Job Satisfaction	114
	Recognition and Retention	116

Forms of Recognition	117
Characteristics of Effective Recognition	119
Barriers to Recognition	122
Strategies for Recognizing Teachers	125
Recognition in PLCs.	127
Look Ahead	128
Next Steps.	129
<i>Recognition Survey</i>	130
<i>Self-Reflection of Current Recognition Practices</i>	132
<i>Bank of Simple Recognition Notes</i>	133
<i>Faculty and Staff Recognition Tracker</i>	134
<i>Yearlong Recognition Program, Month-by-Month Example</i>	135
<i>Appreciation Days List Template</i>	136
6 Implementing Professional Development	137
Theories on Adult Learning	139
Ineffective Professional Development.	144
Strategies for Effective Professional Development.	147
Look Ahead	152
Next Steps.	152
<i>Teacher Presenter Application</i>	153
<i>Professional Development Survey</i>	154
Afterword	155
References and Resources.	157
Index	169

Introduction: Million-Dollar Decisions

Have you ever been responsible for making a *million-dollar decision*? These are critical, high-stakes decisions that have the potential to elevate your organization to star status or sink it into obscurity. You may think you haven't, but if you are a school leader, you most definitely have made many high-risk decisions. Consider, for example, the decisions you make when hiring a new teacher.

When hiring a new teacher, you aren't simply hiring a person who will instruct students; you are hiring a person who will impact student lives—a person who may be the only adult a student can relate to, or the person who may end up saving a student's life. You are hiring a person who will open up new worlds for students. He or she can dramatically impact a student's life for the better. This is no small task. Making the wrong choice can have profound consequences. So when you hire a teacher, you are making a million-dollar decision.

So how do school leaders know how to make the right decision? How can you be sure to hire the right person for the job? And even more important, how do you ensure you keep the great teachers you hire? How do you build the best building possible? First, let's look at the climate of the teaching profession.

A Teacher Supply Problem

During the 2015–2016 school year, there were over 330 articles written about teacher shortages while only 24 articles were written about this topic two years prior (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Not only is the pool of teachers declining, but the number of people pursuing teaching careers has also declined (Sutcher et al., 2016). Specifically, teachers enrolled in teacher preparation programs is down 35 percent, and the percentage of graduates from teacher preparation programs has decreased 23 percent (Sutcher et al., 2016). In addition,

Leib Sutchter, Linda Darling-Hammond, and Desiree Carver-Thomas (2016) predicted there will be a 20 percent increase in teacher demand by 2025 because of the following factors.

- Student enrollment will grow by three million due to immigration and higher birth rates.
- Students-to-teacher ratios will decrease, which could require an additional 145,000 teachers by 2025.
- Teacher attrition is high; two-thirds of teachers who leave the profession do so before retirement because of job dissatisfaction.

In fact, when looking at teacher attrition rates, the National Center for Education Statistics (NCES; Gray & Taie, 2015) provided the following information over a five-year period (from 2007 to 2011).

- Among all beginning teachers in 2007–2008, 10 percent did not teach in 2008–2009, 12 percent did not teach in 2009–2010, 15 percent did not teach in 2010–2011, and 17 percent did not teach in 2011–2012.
- During their second year (in 2008–2009), 74 percent of beginning teachers taught in the same school as the previous year (called the *stayers*), 16 percent taught in a different school (the *movers*), and 10 percent were not teaching.
- During their fifth year (in 2011–2012), 70 percent of beginning teachers taught in the same school as the previous year (*stayers*), 10 percent taught in a different school (*movers*), 3 percent had returned to teaching after not teaching the previous year (the *returners*), and 17 percent were not teaching.

We have a teacher supply problem with fewer teachers entering the profession coupled with an increase in students entering schools (Darling-Hammond, 2003; Sutchter et al., 2016; Gray & Taie, 2015). “Since the early 1990s, the annual number of exits from teaching has surpassed the number of entrants by an increasingly large amount . . . for example, while U.S. schools hired 230,000 teachers in 1999, 287,000 left in that year” (Darling-Hammond, 2003, p. 7). Therefore, the need for teachers is increasing, but the teachers are leaving. This is why both hiring and retaining teachers are significant issues in education.

We know the devastating impact on schools and students when teachers leave and principals are faced with the task of hiring all over again. The National Commission on Teaching and America's Future (2007) finds the financial cost associated with hiring and training as a result of teacher turnover is almost \$7.3 billion per year. One might suggest that if we just raised teacher salaries, this problem of turnover and low supply would go away. Unfortunately, principals and most school leaders do not control salary as a way to entice teachers to stay; however, they can control how they lead the school, which has a significant impact on hiring and keeping teachers.

The Need for Solid Leadership

An *Education Week* survey of five hundred teachers finds that leadership is more important than salary when it comes to teachers staying in their jobs (Viadero, 2018). Educators Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos (2016) state, "When teachers have positive perceptions about their work environment, their principals, and the cohesion and support of their colleagues, they are more likely to remain in their schools because of their high levels of satisfaction with their work" (p. 202). Authors Sarah Almy and Melissa Tooley (2012) find that the following factors have more impact on teacher retention than salaries: when principals create a culture that includes collaboration, a commitment to using data to drive instructional decisions, and strong leadership.

Since principals can't control every aspect of the educational environment, they must focus on the factors they can control to create the best environment for students. One of the factors principals can control is the culture they create in their buildings. Are you leading a school with a culture that is conducive to attracting teachers and then retaining them? Have you created an environment with a relentless focus on learning, where every policy, practice, and decision is based on what is best for student learning? Have you created a collaborative culture with teacher teams collaborating about the *right* work? Have you created a results-oriented environment where teacher teams analyze student data and make instructional decisions based on that data? These characteristics describe a professional learning community (PLC; DuFour et al., 2016).

We believe implementing the PLC process to create such a culture is a school's best chance for building the foundation necessary to hire the right teachers and retain them. In a PLC, teachers are not alone as they collaborate, learn from each

other, celebrate together, and problem solve with one another, creating a culture of interdependence in which the focus is on student results. Imagine hiring new teachers into such a culture; in a PLC, they immediately have the support they need. If you would like to learn more about how to become a PLC, we recommend the following books:

- *Learning by Doing, Third Edition*, by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos
- *Kid by Kid, Skill by Skill* by Robert Eaker and Janel Keating
- *Cultures Built to Last* by Richard DuFour and Michael Fullan
- *The Five Disciplines of PLC Leaders* by Timothy D. Kanold
- *Leaders of Learning* by Richard DuFour and Robert J. Marzano
- *Leading by Design* by Cassandra Erkens and Eric Twadell
- *Making Teamwork Meaningful* by William M. Ferriter, Parry Graham, and Matt Wight

About This Book

This book is for any school leader who is responsible for hiring and leading teachers. That can be school principals, assistant principals, or teacher leaders. We strongly recommend this book to district leaders as well so they can provide the right support and tools to help their schools hire and retain teachers.

The book has two parts. The first part (chapters 1 and 2) focuses on hiring, and the second part (chapters 3 to 6) focuses on keeping great teachers.

- Chapter 1 helps school leaders consider what it means to be an effective teacher by outlining the features of effective teachers. It answers the question, What makes a teacher great? We believe before they can hope to hire and retain great teachers in their schools, leaders must be crystal clear on the features of effective teachers.
- Chapter 2 outlines practices for hiring effective teachers, including marketing, promoting upward mobility, utilizing college partnerships, recruiting, reviewing applications and résumés, interviewing (and alternatives), questioning, spotting untruthful candidates, and doing reference checks.

- Chapter 3 looks at the important responsibility of supporting new teachers. This chapter describes the different types of support for new teachers and practical strategies for school leaders to provide that support.
- Chapter 4 focuses on mentoring new teachers, describing different ways to mentor new teachers, and defining the mentor's role. We offer strategies to help make your mentoring program effective for new teachers.
- Chapter 5 looks at the task of recognizing new teachers and why recognition is so important in helping retain teachers. We examine characteristics of effective recognition programs and discuss why many leaders find it difficult to recognize teachers. We then offer practical strategies that can help leaders begin recognizing teachers.
- Chapter 6 examines professional development for new teachers. We discuss what makes professional development effective versus ineffective and offer strategies to help school leaders create a professional development program for new teachers that will help them be successful.

At the end of every chapter, we include a Next Steps section that describes that chapter's reproducible tools to aid leaders as they begin applying the material. Each chapter also includes Reflection Questions school leaders can use to self-reflect or facilitate a group discussion among a group of school leaders.

Look Ahead

As you read through this book, you will learn strategies and find tools to help you hire the best teachers and not only retain those new teachers you hire but hopefully retain all your teachers. Take the time to engage in the reflection questions at the end of every chapter to self-reflect on your new learning and use the reproducible tools to help you get the best for your students, your school, and your district.