

Summary of the 2018 Teacher Retention Summit

The 2018 Teacher Retention Summit was a successful convening of 250 educators, school administrators, education stakeholders, leaders from higher education, and policymakers from around the Commonwealth. EdPolicyWorks presented a new analysis of state data related to teacher retention as a foundation for the conversation. Practitioner panels then shared experiences from the field and policymakers discussed opportunities to scale solutions. Attendees engaged in small group discussions and identified strategies for local and state-level policymakers to deploy to better retain teachers. As a result of these rich conversations, attendees offer the following recommendations up to policymakers for their consideration in addressing Virginia's teacher retention challenge:

✓ State-Level Solutions

- ✓ Offer in-state tuition for out-of-state education students who commit to teaching in Virginia
- ✓ Provide loan forgiveness for teachers who stay in the profession for at least 5 years
- ✓ Enhance existing state financial incentives for educators in high-demand fields such as special education, STEM, and those serving the most at-risk students.
- ✓ Reduce burdens on teachers by addressing the mental health well-being of students by improving the state funded ratio of school counselors, psychologists, social workers and removing the cap on the support positions.
- ✓ Address licensure fees, testing fees, and other requirements which are often barriers to becoming a new teacher or to returning to the field
- ✓ Create streamlined routes for teaching assistants to become licensed teachers
- ✓ Enhance state funding for and improve quality of state-mandated mentorship programs for new teachers
- ✓ Continue to increase salaries annually to remain a competitive state for teaching

✓ Local-Level Solutions

- ✓ In addition to state incentives, local divisions should provide financial incentives to recruit and retain teachers based on local needs, including but not limited to:
 - *Bonuses for number of years in the classroom*
 - *Housing stipends*
 - *Financial incentives for serving in high-needs schools within the division*
- ✓ Invest in high quality professional development and supports for school leaders in order to foster the best possible working environments for teachers
- ✓ Local divisions should be responsive to requests from teachers for more autonomy and empower teachers to have a voice in division level decisions

Recommendations for Education Preparation Programs

1. Include more special education content in programming for all teacher candidates
2. Address cultural competency and social emotional learning in course content

Areas in Need of Additional Analysis

- Microcredentialing for teachers, particularly around culturally responsive teaching practices
- Drawing from the 2016 *Task Force on Diversifying Virginia's Educator Pipeline*, the Commonwealth should annually convene teachers and teacher candidates of color to help facilitate their engagement in policy development as well as recruitment and retention strategies.
- The relationship and policy implications of the correlation between teacher retention and high quality principals and school leaders
- The relationship and policy implications of the correlation between high quality mentorship and retention