



The Impact of the Wisconsin Educator Effectiveness Process on New Teacher Turnover

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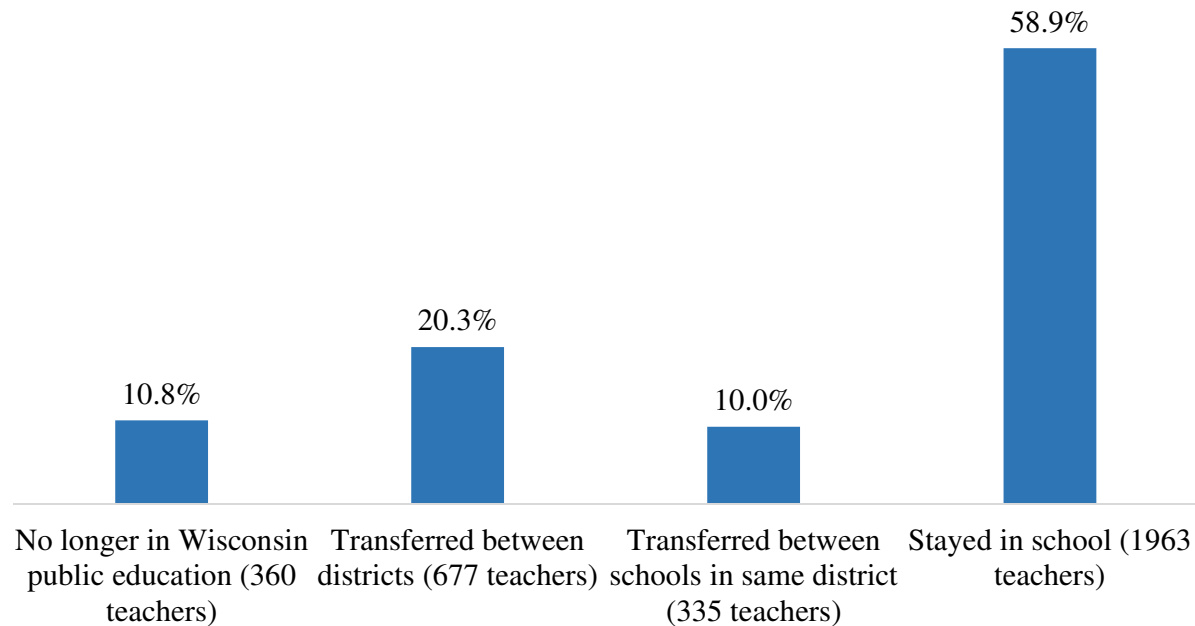
Retention study

- Since the passage of Act 10 in 2011, which greatly diminished the collective bargaining rights and retirement benefits of teachers, Wisconsin districts have experienced increased teacher turnover through retirements and transfers, which has resulted in teacher shortages (Umhoeher, & Hauer, 2016).
- Fundamentally, more satisfied employees are more productive (Judge, Thoresen, Bono, & Patton, 2001) and more satisfied teachers are far more likely to stay in their schools and continue in the field of education (Borg & Riding, 1991; Johnson, Kraft, & Papay, 2012).
- Teacher turnover, especially in the case of early career teachers, is a problem that drains school resources and lowers the quality of teaching students experience, especially in urban and high-poverty schools (Lankford, Loeb, & Wychoff, 2002; Hanushek, Rivkin, & Schiman, 2016). Through these processes, teacher turnover has a negative impact on student achievement (Ronfeldt, Loeb, & Wyckoff, 2013).
- Given that new teachers, as a group, are at a greater risk of moving away from their school (Lankford, Loeb, & Wychoff, 2002), EE has the potential to either help or hurt the teacher turnover challenges facing Wisconsin schools.

What measures did we use?

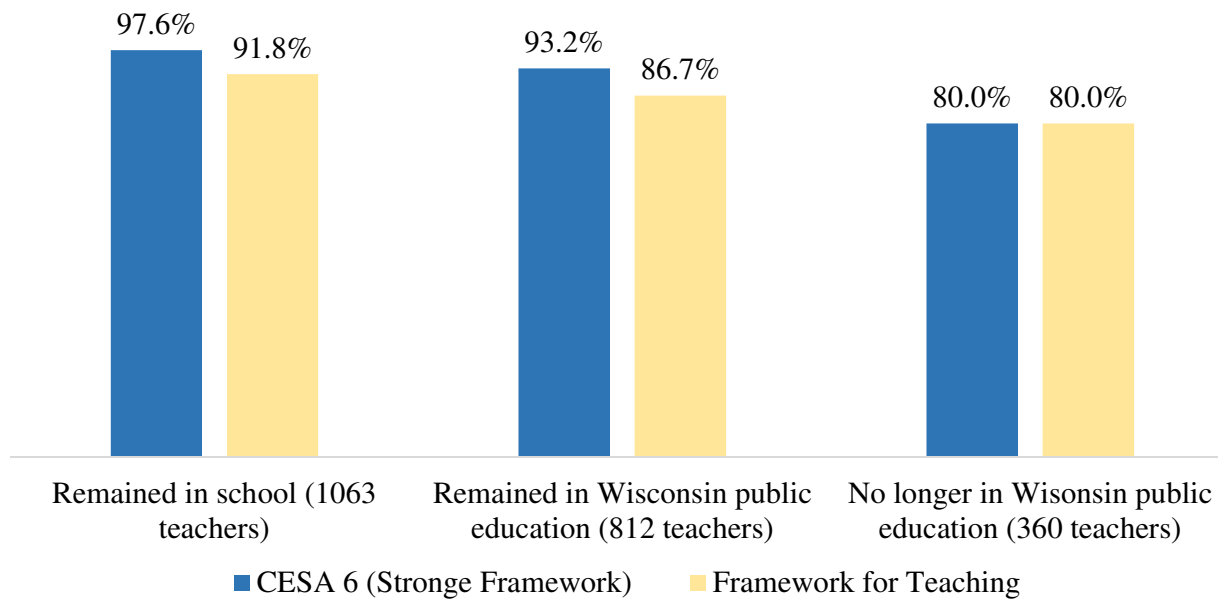
- New teacher mobility – WISESTAFF
- Teacher effectiveness ratings – EE data for Framework for Teaching and Stronge Model
- We used data from the Wisconsin Educator Development Support and Retention Survey to measure:
 - The Feedback Process (Cherasaro, Brodersen, Yanoski, Welp, & Reale, 2015)
 - Usefulness of feedback
 - Accuracy of feedback
 - Opportunity to Use Feedback
 - Use of Feedback
 - How many times did teachers receive feedback?
 - Job Satisfaction
 - Brief Index of Affective Job Satisfaction (Thompson & Phua, 2012)
 - Teacher Commitment to School (5Essentials) (Klugman, Gordon, Sebring, & Sporte, 2015)
 - Principal Effectiveness (5Essentials) (Klugman, Gordon, Sebring, & Sporte, 2015)
 - Principal Trust
 - Principal Leadership

Over 40% of “New” teachers left their school within two years



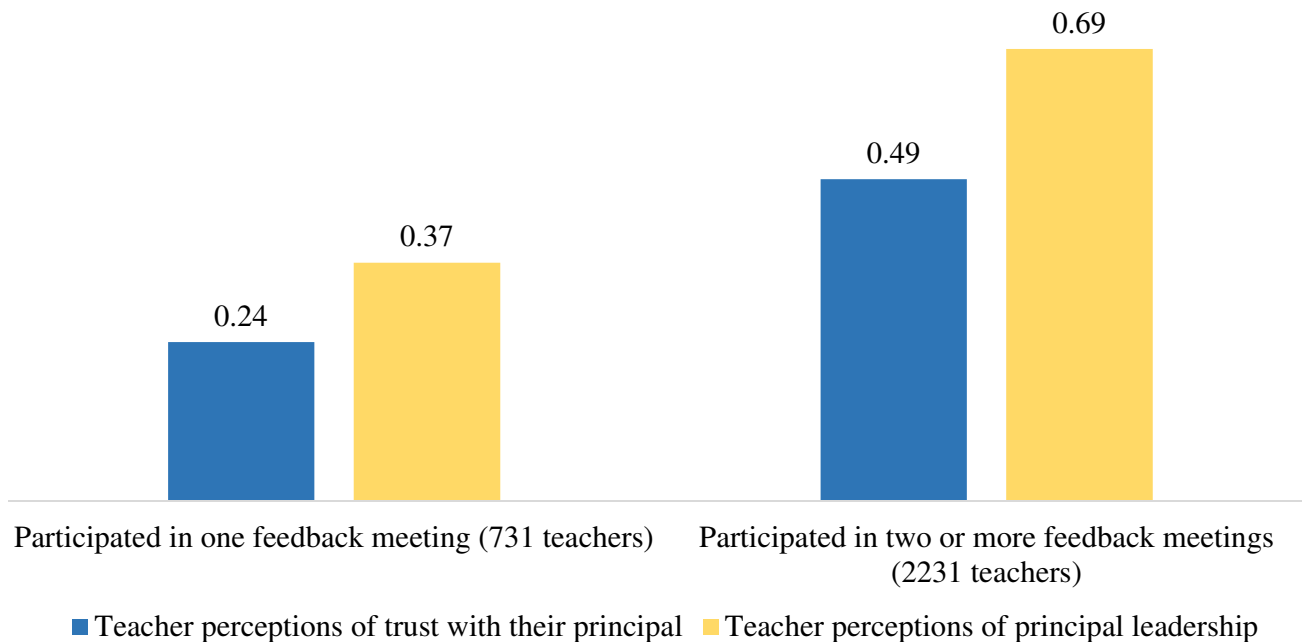
- Of the 3,335 teachers identified by their district as “New” in the 2016-17 school year who participated in the study, roughly 60% remained in their school at the start of the 2018-19 school year.
- Nearly 11% were no longer working in Wisconsin public education.

Most new teacher who left their school were rated as effective overall



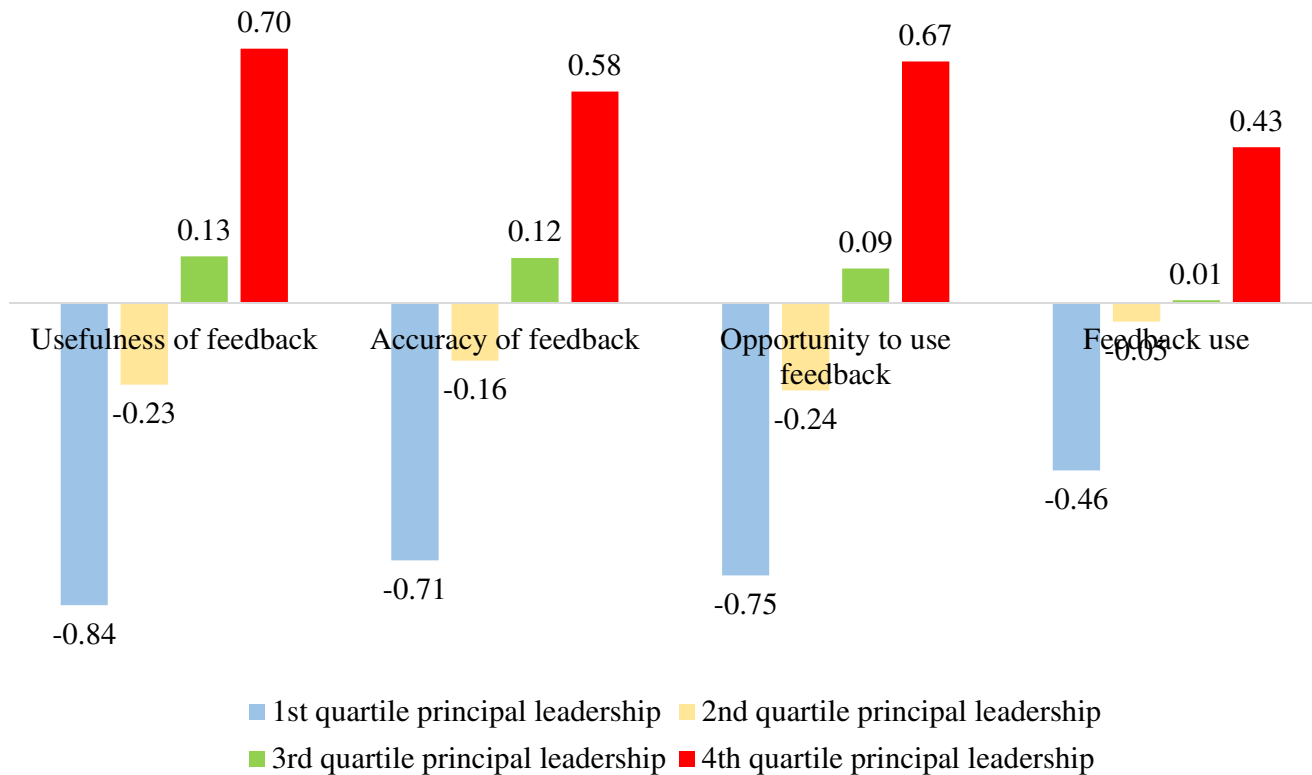
While fewer teachers who transferred or ceased to work in public education were rated as effective than those who remained in their school, the great majority of these teachers were rated as proficient or better on most aspects of professional practice, according to their local evaluation process.

New teachers who received verbal feedback from their principal or evaluator were more likely to view their principal as an effective leader



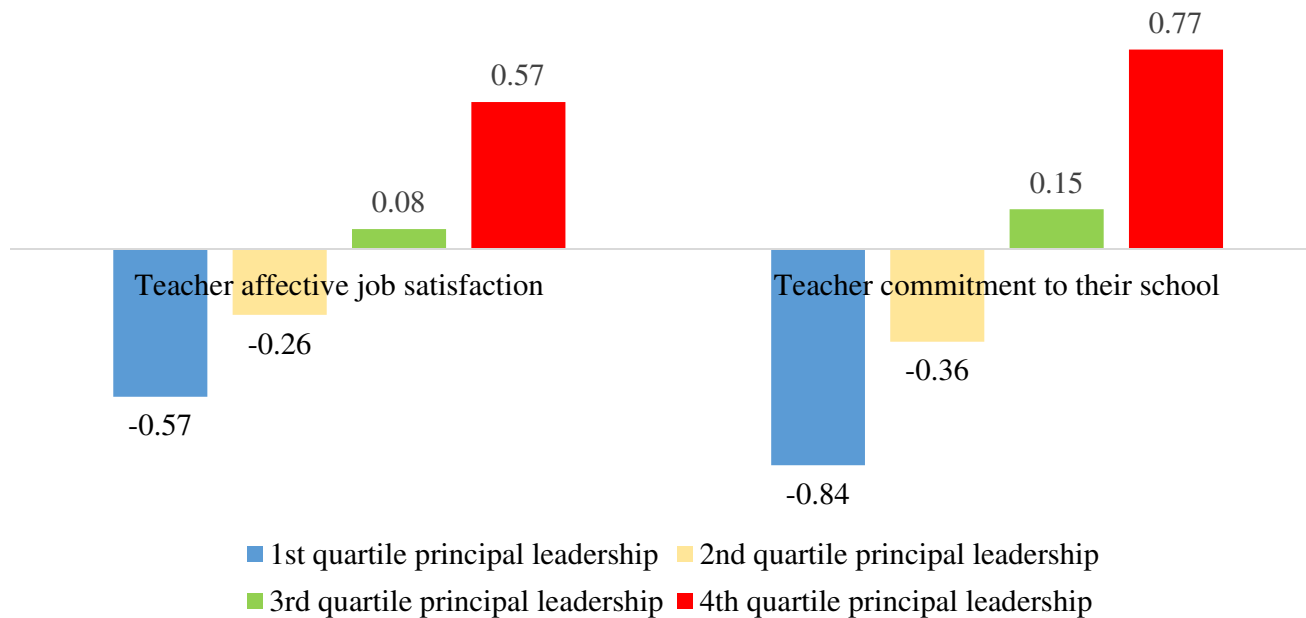
76% of teachers with two or more feedback meetings viewed their principal as a more effective leader than those who did not participate in any. Having just one feedback meeting had roughly half the effect on teacher perceptions of their principal.

New teachers who received useful and accurate feedback were more likely to view their principal as an effective leader



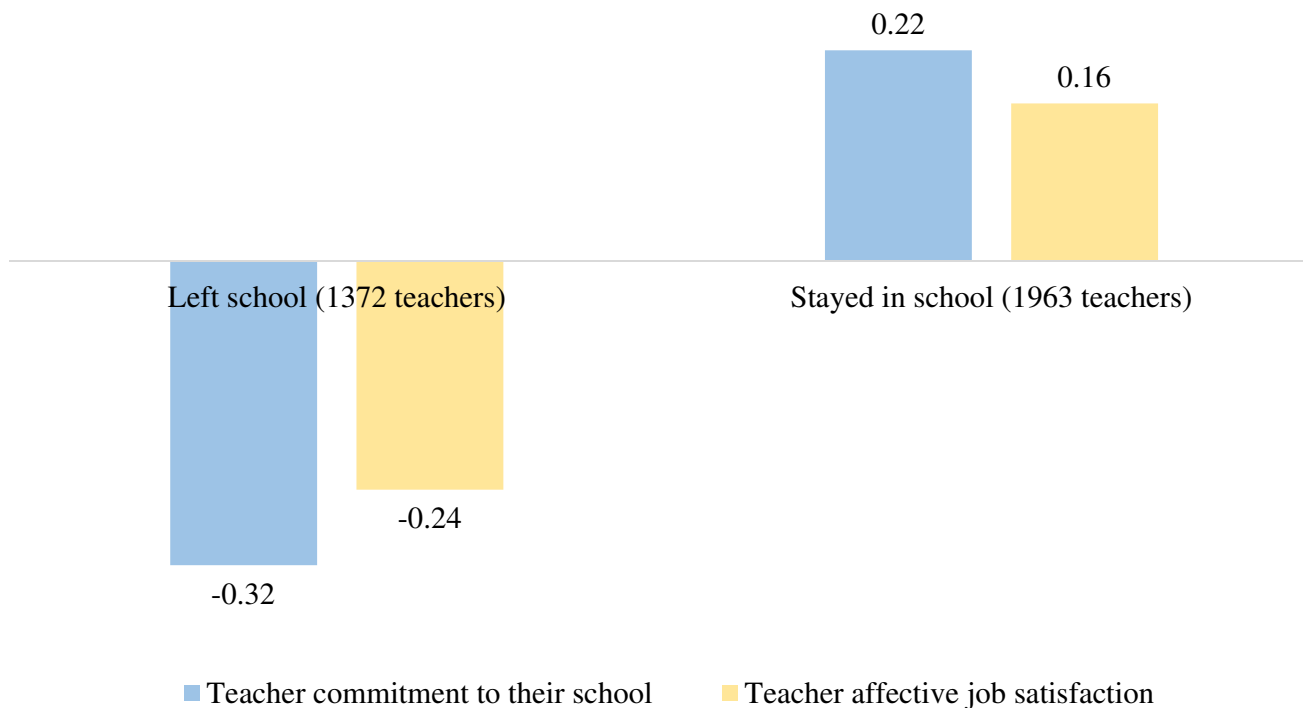
The Usefulness of feedback provided to new teachers who viewed their principal as a strong leader (4th quartile) was rated as over 1 and 1/2 standard deviations more useful and nearly 1 and 1/3 standard deviations more accurate than the feedback provided to teachers who viewed their principal as a less effective leader (1st quartile).

New teachers who viewed their principal as an effective leader were more committed to their school and satisfied with their job



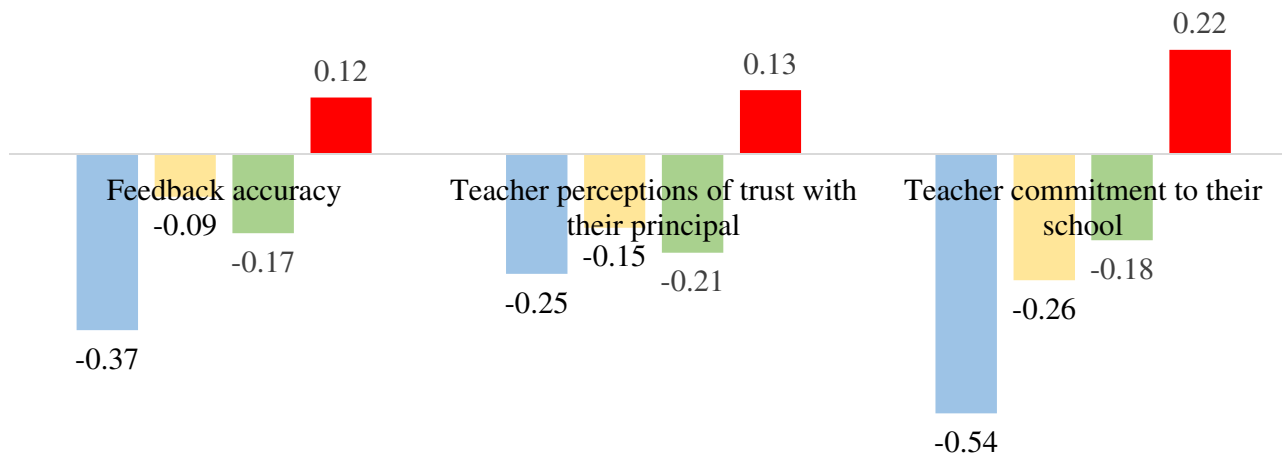
New teachers who viewed their principal as a strong leader (4th quartile) were over 1 and 1/2 standard deviations more committed to their school (0.77 compared to -0.84) and over one standard deviation more satisfied with their job (0.57 compared to -0.57) than teachers who viewed their principal as a less effective leader (1st quartile).

New teachers more satisfied with their job and committed to their school were more likely to remain in their school



The .54 (.22 compared to -.32) effect size difference between the school commitment of those who remained in their school and those who left suggests 71% of new teachers who stayed reported being more committed to their school than the average teacher who left.

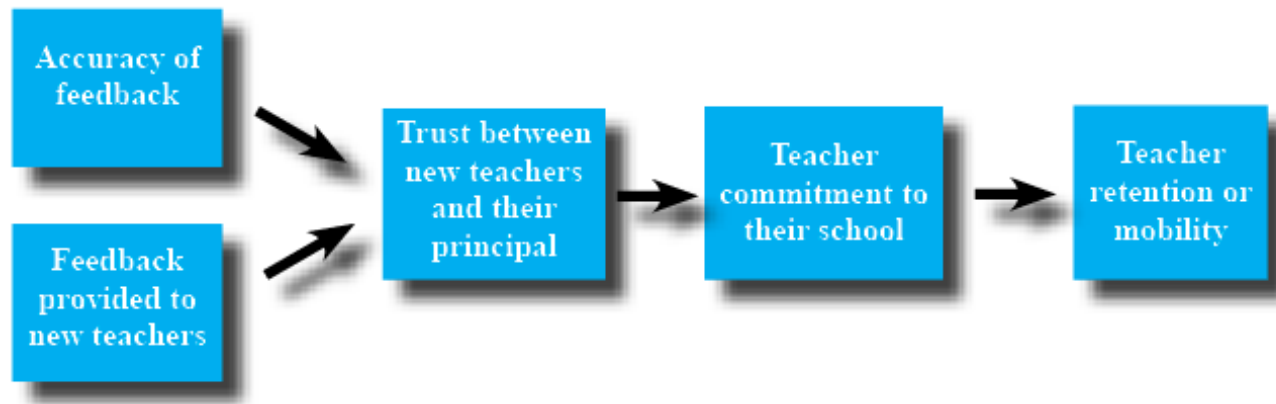
New teachers who remained in their school received more accurate feedback, trusted their principal more, and were more committed to their school



These three factors were identified through statistical modelling as the most important for determining the employment status of new teachers.

- No longer in Wisconsin public education (332 teachers)
- Transferred between districts (610 teachers)
- Transferred between schools in same district (319 teachers)
- Stayed in school (1819 teachers)

The EE process model for teacher retention



Discussion

- A school's implementation of their teacher evaluation and feedback process has a large effect on how teachers view their principal and to what extent they are committed to their school.
- Since new teacher turnover was found to be closely linked to their feelings of school commitment, the EE process done well, with teachers participating in at least two feedback meetings where accurate performance feedback is provided, can promote teacher retention.
- When not done well, more teachers will look for other opportunities.
- Given the higher teacher turnover seen in Wisconsin since Act 10, it is therefore critical that schools implement the EE process with a learning-centered approach that promotes educator growth.