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Strategies for Attracting and Retaining Teachers

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Attracting and retaining high quality teachers is a challenge for many school districts. This is especially true in a time of increased accountability and limited resources. This report details best practice in the training, hiring, improvement, and retention of high quality teaching staff. The authors explain how school leaders can attract quality teaching staff, provide effective new teacher induction programs, and establish procedures that will assist in retaining the best of the best teaching staff.

Keywords: teacher retention, teacher recruitment, new teacher induction programs

OVERVIEW

Low expected earnings in teaching relative to earnings in other professions can deter people from pursuing a teaching license and thereby affect the supply of new teachers. Two content areas among the most susceptible to teacher shortages are math and science, fields in which salaries are relatively higher in occupations outside teaching. Regions most susceptible to shortages are large cities and rural areas. In more urban areas the cost of living is higher, other job opportunities are available for educated workers, and teaching conditions associated with concentrations of immigrant children from impoverished families can be challenging. Rural areas may find it difficult to attract teachers based on their location and available resources. Districts must develop savvy recruiting practices in order to attract teachers from the qualified applicant pool (Loeb, Rouse, & Shorris, 2007).

Once recruited, qualified teachers must be improved through on-target, on-time, and on-task staff development programs, and these teachers must be retained for the benefit of the students the school district serves. The average yearly turnover rate in education is 13.2% as compared to 11% in other professions. Half of all urban teachers leave the profession within their first three to five years, and half of those rated as being in the top 20 percent of all teachers leave within five years. The two most frequently cited reasons for leaving are low pay and problems associated with teaching (Ingersoll, 2001). The problem areas of concern that beginning teachers share are classroom management, student discipline, required adjustments to the physical demands of teaching, and managing the instructional demands of profession (Coggins & Deffenbaugh, 2013). Other problems cited include isolation, difficulties managing interpersonal relationships with parents and staff, heavy workload, government initiatives, stress, the sacrifice of leisure time, and justification of work demands to others outside of the workplace (Heller, 2004).

Recruitment, placement, development, and retention of high-quality personnel at all levels constitute the significant focus of district leadership. Teacher attrition imposes costs not only on the students of the novice teacher who replaces the outgoing teacher, but also on the school as a whole. For example, administrators and perhaps even other teachers must take time to orient and train new teachers, especially if the school uses a particular curriculum. To the extent that principals adjust class sizes or the student composition of classes to provide new teachers with a somewhat easier load, other teachers in the school will necessarily shoulder a heavier burden. More generally, a staff with high turnover loses the institutional memory that could help it avoid “reinventing the wheel” or making costly mistakes (Heller, 2004).

CHARACTERISTICS OF AN EFFECTIVE RECRUITMENT AND RETENTION PLAN

Recruitment

Planning for teacher recruiting should be a continuous process. School administrators should establish goals and objectives for the district recruitment plan every year (Webb & Norton, 2008). Effective recruiting starts with a great reputation. School districts should develop a marketing strategy that illuminates the positive elements of the school district, the community, and the surrounding area.

Many districts enhance their public relations efforts through a well-designed web site that demonstrates the climate and culture of the school and community. Effective web pages provide a variety of interesting and helpful information to new and potential employees by highlighting student and employee accomplishments, demographics, and personnel information that include an on-line application process, policies and regulations, calendars, and contacts. Web pages should be colorful, include well-designed graphics, and be easy to access and search. In addition, web pages should provide an authentic story about the school's vision for teaching and learning; the vision for students, teachers, and auxiliary personnel; the leadership philosophy; and district and community values, expectations, and future plans. Offering detailed data on the cost of living and quality of life in the area can entice teachers. It is advisable to include as much data as possible, as the information prospective teachers want varies widely by age and experience. Having current, reliable information on the web site should be a priority (Gow, 2003).

Administrators and other current employees should attend career fairs at teacher education institutions. Current employees can sometimes be the most effective cheerleaders for the district recruitment program (Morehart, 2001). Allow teachers to be active participants in district recruiting efforts by sending them to meetings, conferences, teacher fairs, and other activities where they may tell firsthand the great story of their school. The district should develop recruit visuals such as DVDs, PowerPoint presentation loops, and display boards to use at career fairs. Post-it notes, ink pens, and other give-away items bearing the district logo should also be available at the district's station at the career fair.

The district needs to develop a packet of recruitment materials reflective of the different characteristics and needs in the district which can be given to prospective teachers at job fairs or made available at all schools and at the central office. These information packets could also be handed out at meetings and conferences, as well as any other place that may be a source for teacher recruitment. Information that could be included as part of the packet: a map of the district and surrounding area; a letter from the superintendent or school board president welcoming the applicant and describing the basic philosophy of the district; information describing school sites and curricular features; and a resource describing the community, types of housing available, recreational opportunities, etc. The main characteristic of these packets is the emphasis on the benefits of working in the district. These printed materials would provide the added advantage of giving the applicants something they can re-read at any time.

Prospective teachers should be encouraged to schedule visits to the schools. School visits should include informal meetings not only with students, but with other teachers, especially teachers at similar stages in their own careers. Such meetings can serve as a reality check for prospective teachers against misconceptions they may have initially formed through the formal interviews.

Some districts have created partnerships with local colleges to encourage students to enter teaching. Districts need to provide the training institutions with current information so they can encourage prospective teachers to investigate the great things the school district has to offer. District administrators and teachers should volunteer as presenters in university teacher preparation classes. Most programs welcome class presentations from practitioners who can provide a real-world perspective in dealing with current educational problems and issues. This will not only benefit the students, but should serve to further expose the special attributes of the school district. Furthermore, the district and the university should work cooperatively to design fieldwork placements in the district that will increase the pool of potential teachers who are familiar with the schools. Such placement also encourages new teachers to consider working in the school. School districts can agree to sponsor internship programs affiliated with a university, with the hope that the interns will then teach in the school when fully certified. Additionally, pre-service internships build competence and professionalism in first year teachers.

District administrators should support the local universities' efforts to find more teacher candidates to help fill the shortage of teachers through the alternative certification process in that, for many professionals, the field of education has an appeal to those who are bored with the mundane routine of their current job. The number of teachers entering the teaching field without an education degree is on the rise thanks to alternative teaching certification programs. Universities and organizations such as Teach for America (TFA) are offering alternative certification programs that allow teachers to get into the classroom with as little as 5-7 weeks of initial training (Cloud, 2010). According to studies in several states alternatively certified teachers tend to score as well as teachers with education degrees on licensing tests and tend to stay on the job as long, or longer than teachers who are trained in traditional certification programs (Streisand & Toch, 1998).

The term "growing-your-own" sometimes is used in regard to recruiting teachers. Many school districts are able to grow their own teachers by having active and dynamic future teacher clubs in their schools. This is an excellent way to introduce students to the teaching profession and provide an opportunity for them to live and work in their local communities after they become certified. Grow your own programs can also involve district personnel looking within their classified employee and volunteer groups for potential teachers. District administrators should try to offer incentives to these classified and volunteer groups, and then assist them in obtaining an education degree. This will aid these people in becoming teachers and build a strong allegiance to the district. Grow your own programs also take advantage of aspiring teachers' tendency to prefer to return home to teach. Teachers prefer to teach close to where they grew up and in areas demographically similar to their hometown (Boyd, Lankford, Loeb, & Wyckoff, 2005).

People are more likely to enter teaching when starting teacher salaries are high relative to salaries in other occupations. The fact that average US teachers' salaries are low relative to GDP per capita indicates both that the United States has the capacity to pay higher salaries and that current salaries may not be high enough to attract a quality teaching force (Ladd, 2007). Another financial recruiting incentive is loan forgiveness, whereby school districts offer to assume full or partial responsibility for payment of student loans and other less expensive debts for beginning teachers. For example, school districts may contact lending institutions that have new teachers as clients and work with them to help decrease interest rates or consolidate loans. Other financial recruiting incentives include signing bonuses for teachers in shortage subject areas, scholarships for newly qualified teachers who voluntarily take classes in a designated shortage subject area, and tuition reimbursement for advanced educational degrees.

Other recruiting strategies include advertising open positions in newspapers and university placement centers and making personalized follow-ups to job inquiries in order to foster positive feelings about opportunities in the district.

Retention

Surveys find that lack of support is a key reason why teachers change schools or leave the profession (Ingersoll, 2001). Many districts have tried to reduce attrition through induction and mentoring programs for new teachers. Members of all stakeholder groups should be involved at some point in this effort.

Coggins and Diffenbaugh (2013) reference Daniel Pink's book *Drive* and recommend three ways to increase the number of teachers who continue working effectively in classrooms for more than a few years. The initial recommendation is for new teachers to obtain mastery. Teachers flourish when they feel good about their work. To assist teachers in feeling good about their work, schools must not place beginning teachers into the most difficult classrooms with inadequate support, and all teachers must be provided with frequent quality feedback from knowledgeable practitioners. The second recommendation dwells on the concept of purpose. Teachers are in the classroom because they want to improve the learning of their students in a manner that will have a positive effect on the students. Teachers need to be provided with opportunities to work in teams that have the potential of improving instructional practice so that many students are affected in positive ways. School districts must establish procedures that provide teachers with opportunities to have a say in school policies, and in the development of comprehensive programed improvement strategies. A final recommendation is for teachers to be allowed autonomy in regard to instruction. A balance must be struck between the "flee market" classroom, where a teacher "rents the space and does their own thing," and a tightly controlled scripted curriculum delivery that provides the teacher no freedom in regard to instruction, pacing, and assessment (Coggins & Diffenbaugh, 2013).



Induction is the term used to describe all the processes through which a new teacher is introduced to the policies and culture of the school district, including the individual school, the staff, curriculum, and the community. The process of induction should begin the moment a new teacher is hired. As soon as new teachers sign their contracts, the district should provide as much information about the school and community as possible and make new hires feel special, welcome, and appreciated in between the time they sign their contract and when they first report to work. Relationship building is key toward fostering positive attitudes and feelings of belonging among teachers when they arrive in their new surroundings. Sending weekly postcards or notes relaying the message that the school and community are looking forward to their arrival and copies of newspapers or other information that will help inform them about their new community and school are additional ways to build relationships. Keeping in touch with incoming teachers and having someone available to meet them when they arrive at the school also set a positive tone for these individuals.

In California, the State Department of Education awarded grants to more than 400 school districts in order to test the effectiveness of various induction models. In urban districts, 93% of new urban teachers continued to teach in their districts, a gain of over the 70% of the new teachers not in the program. In rural areas 85% of the project's teachers continued to teach in their districts, as compared with 50% of other new rural teachers (Henshaw, 1992). A study conducted at the University of South Florida demonstrates that the lack of an effective system of support may lead to dissatisfaction with teaching and the eventual attrition of many who might otherwise become successful teachers. Those new teachers who participated in an induction program experienced less job stress, felt more effective as teachers, and were more likely to continue teaching (Dianda et al., 1991).

Rosenholtz (1989) summarized the literature by listing ten components essential for the successful induction of new teachers:

1. Carefully selecting initial assignments in which placing the new teacher in the most difficult schools or with the most difficult situations is avoided
2. Providing opportunities to participate in decision-making, coupled with autonomy in many classroom choice
3. Setting clear administrative goals
4. Offering regular, clear feedback and specific suggestions for improvement
5. Providing encouragement from administrators and colleagues
6. Working in a non-threatening environment to encourage questions
7. Discussing the role of the teacher with experienced colleagues.
8. Encouraging experimentation and discussing the results with colleagues
9. Setting clear school rules for student behavior
10. Providing opportunities to interact with parents

Induction programs typically involve meetings, informal classes for new teachers, and peer-support groups. A strong induction program for new staff members that involves them in an existing learning community must assign a strong coaching mentor who can grow professionally as much as those they mentor; support and extend innovative practice through active research; and support collegial discussion and learning among experienced staff, new staff, and the principal through rigorous study groups. Such a framework for induction not only harnesses the enthusiasm and professional support research has shown necessary for making novices successful, but builds an ongoing commitment to professional learning for all staff members.

Mentoring programs generally pair novice teachers with experienced teachers, although the type and extent of interaction between the teachers vary considerably. In all cases, mentoring programs must exist separately from evaluative programs. Efforts to provide effective mentoring programs appear to impact beginning teachers in at least three significant ways. First, mentoring helps new teachers adjust to the organization and philosophy of the school. Second, mentoring fosters self-confidence and gives new teachers encouragement to not only remain in the district, but remain in the profession as well. Third, a sound mentoring program allows new teachers to expand their teaching

skills and knowledge-base (Southwest Educational Development Laboratory, 2000). The mentor-coach who mentors novices must ensure that the feedback provided guides and improves practice while engendering trust in the mentor/protégé relationship (Johnson, 2002).

Training of mentors should be a priority for the principal. For effective feedback, mentors should offer nonjudgmental accepting responses, present specific data for discussion, and provide guidelines for growth. The principal must provide the mentor access to the protégé's classroom and assure equal access to the mentor's class. The mentor must see the protégé in practice, and more importantly, the mentor must be a skilled observer to find subtle teaching and student learning behaviors that, if improved, can increase a protégé's effectiveness and competence (Portner, 2003). At the same time, the protégé must observe the mentor with attention to practice and lesson design that serves as an exemplary model for the protégé. The principal must develop special schedules to provide the mentor and protégé time in their day to visit and collaborate because, if mentoring doesn't happen in the classroom, it quickly becomes merely a to-do list for the first month of school and little improvement or growth in practice occurs for the protégé.

The protégé's professional development does not have to be the only outcome of a mentoring relationship. The mentor is a second beneficiary of the close observation of instructional practice. Mentors must know what effective instruction looks like and what will result in high student achievement in order to guide the protégé in efforts to fine-tune instructional skills or classroom management strategies. The protégé who observes the mentor teach can provide another perspective to the mentor's practice and help both reflect on what works well and what could work better. As a result, the mentor can grow professionally along with the mentored teacher.

New teachers need guidance and clear expectations, but they must also find freedom and empowerment to determine how they meet these expectations. Principals must nurture an environment that encourages new teachers to take control of how they teach and set high standards for student achievement.

New teachers want to make contributions and feel they are a working part of a school culture. A strong retention program must quickly involve new teachers in the decision making process. Instead of becoming mere spectators, new teachers must be encouraged by their principal to develop their own identity (Wong, 2003).

Sergiovanni (1996) tells school leaders that a teacher's participation in a professional community of colleagues has a powerful effect on his or her ability to effectively work in the classroom and adopt teaching strategies that more effectively meet student needs. Establishing a learning community that values the ideas and experiences of all its members will sustain new teachers through their early years. The principal must also develop a community of learners who work toward common goals and make decisions based on shared experiences and results. Most importantly, this must be a community willing to accept and value perspectives offered by new teachers.

Novices must be encouraged to participate with others in the school to ask questions critical to their practice. Action research not only puts novices in charge of what results from their instruction, but it identifies effective and ineffective teaching habits that are forming early in their practice. Such identification is the first step in helping to eliminate those practices that are ineffective.

Study groups provide another vehicle for learning in practice for the novice with the support of veteran colleagues. Study groups examine theories and practices of experts in the field that help translate into actual classroom practice (Berliner, 1986). The principal must provide staff development that offers a background and a process for staff research and study. It is also the principal's obligation to be involved in any staff development, demonstrating his or her commitment to the process and hard work driving study groups. Perhaps most importantly, the principal must act on recommendations resulting from study groups.

Professional development such as seminars for new teachers is a way to retain teachers. The U.S. Department of Education Initiative on Teaching (2000) offered the following strategies to help schools improve their staff development programs:

- Commit more resources to staff development
- Create job-embedded collaborative content-focused professional development opportunities that continue throughout the academic year



- Implement year-long contracts for teachers to provide extra time for professional development, curriculum planning and collaboration
- Restructure the daily schedule to provide longer uninterrupted times for teacher collaboration and planning
- Institute summer programs where teachers may become intellectually re-charged
- Evaluate program effectiveness based on improved student learning

Administration should review the professional growth plans of each teacher at the beginning and middle of the school year. The purpose of this review is to ensure that the teachers are exposed to professional development activities that enhance their craft. Additionally, this review provides a forum for the principal and the teachers to discuss the extent to which the teachers seize opportunities to provide leadership in areas of curriculum, instruction, support services, parental engagement, and community development. Some districts designate an amount of money per teacher that can be spent on individual professional development and/or cultural enrichment, while other schools target professional development on school wide goals. In some cases, districts have been successful in situating high-value professional development resources at a district site. Schools can maximize impact at little or no cost by encouraging teachers to present at major workshops and conferences or to apply for such high-prestige, funded programs such as Fulbright and Klingenstein fellowships and National Endowment summer seminars.

School leadership is too big a job for one person. Teachers should be involved in school leadership opportunities, and new models of leadership are emerging. A number of schools are experimenting with new leadership roles for teachers. Modeled after colleges and universities, teachers are involved in the same manner that professors are involved in decisions about curriculum, graduation requirements, scheduling, hiring of colleagues and administrators, finance, and use of space. All teachers are significant leaders of their students, and when the teachers are allowed take part in overall school leadership the teacher moves from being an employee to a managing partner of the school. A feeling of tremendous professional satisfaction accompanies this shift and provides experienced teachers the “middle management” opportunities necessary to effectively retain teachers (Barth, 2013).

A teacher’s decision to enter or remain in teaching depends not only on his or her initial salary but also on the expected growth in that salary over time. One way to improve teacher retention is to increase salaries, either by uniform increases for all teachers or by targeted salary increases or bonuses. Although higher salaries do boost retention rates, uniform salary increases seem unlikely to pass a cost-benefit test. The difficulty in retaining teachers varies dramatically across schools, education levels, and subject areas. Even in highly disadvantaged urban districts, for example, some elementary schools have little trouble hiring for general education teaching positions. Uniform salary increases will inevitably provide additional compensation to many teachers who would have taught in the same position anyway. Salary schedules that start low but then rise quite rapidly to a plateau are associated with the most severe challenges of retaining teachers. High starting salaries with relatively rapid growth to a salary plateau are most attractive to those who are willing to make a substantial initial commitment to teaching, but this type of salary schedule may not succeed in keeping teachers in the profession until the normal retirement age. Schedules in which salaries start low but climb steadily over a long period are less attractive to teachers who are unsure about whether they wish to become a lifetime teacher; however, the schedule may succeed in retaining teachers as they age (Johnson, Berg, & Donaldson, 2005).

If the goal is not only to attract but also to retain quality teachers in difficult-to-fill positions or locations, the most logical incentive program is a long-term financial package rather than a one-time bonus. This long-term financial plan includes targeted bonuses or higher salaries to retain teachers in hard-to-staff schools and subject areas. Researchers have found that the introduction of a bonus payment reduced turnover of the targeted teachers by roughly 12, relative to what it would have been in the absence of the program. Interestingly, the policy seemed to have the strongest effect for experienced teachers (Clotfelter, Glennie, Ladd, & Vigdor, 2008). Although the evidence to date is limited, state and district officials might consider a targeted salary enhancement program with clear eligibility rules and substantial dollar amounts.

Another financial incentive program involves giving teachers the option of being assessed against national criteria for teaching effectiveness. Those who pass this assessment gain access to significantly higher pay (Johnson et al., 2005).

Working conditions appear to be even more important than wages, particularly for teachers in urban schools. Research in this area typically compares the salaries and student characteristics in the schools (or districts) that teachers leave with those in the schools (or districts) that teachers enter. Generally, studies suggest that most teachers are attracted to high functioning schools with competent administrators, dedicated colleagues, and reasonably well-behaved children who are “teachable” even if they may come from poor families and have low skills. These are schools where teachers feel they can make a difference. However from a policy perspective, the problem is that such a school is exactly what most school reform efforts are trying to create. Thus trying to improve working conditions in isolation involves a Catch-22: to improve working conditions to attract effective teachers, it is necessary to reform the whole school, but whole school reform will not work without effective teachers (Johnson et al., 2005).

Districts can retain teachers by looking at the total work situation to identify ways of making the adult experience in schools more meaningful, more satisfying, and, ultimately, more productive. Creating a positive family-faculty atmosphere based on the recognition of faculty professionalism can itself be highly significant in teacher retention. Furthermore, public recognition of service for longevity at various stages or for particular achievements in other areas is an emotional hook to help keep good people (Johnson et al., 2005).

Other retention strategies that guard against teacher burn-out are providing additional support staff for teachers, sabbaticals, and extended leaves, faculty exchange programs. (Johnson et al., 2005).

Additional financial initiatives that can be put in place to retain teachers include reimbursement of dues for professional association memberships; reimbursement of tuition costs for continued professional development; giveaways of donated items, such as cultural or sporting event tickets, museum memberships or passes, financial planning, or other pro bono personal services; merit pay for teachers who demonstrate great results with students; provision of release time for travel to professional meetings; and housing provisions as teachers who must drive long distances to work because of a lack of housing are more likely to leave their positions than teachers who live in or near the community where their school is located. (Johnson et al., 2005).

IMPORTANT THINGS TO REMEMBER

Evidence collected on teacher recruitment and retention suggests several important lessons. First, there is no silver bullet. The problem is too large and too complex to be solved easily. Policymakers and educators must resist falling into unproductive battles over issues such as certification that tend to pit the free-market camp against the professionalism camp. Second, local responses to this problem are limited in important ways. The importance of geography and working conditions in teacher decisions suggests that it may be difficult or extremely expensive to solve the problem through recruitment and retention alone. Third, at least part of the problem may be operational. The inability of districts to make offers to teacher candidates until July or August could be addressed, at least in part, by improving human resource systems and renegotiating certain contract provisions with local unions. Among the causes for late hiring are policies that allow exiting teachers to provide late notification to the district, policies that allowed experienced teachers to transfer between schools at the last minute, late state budget deadlines, and antiquated or dysfunctional human resource departments. Finally, researchers and policymakers should focus more energy on demand-oriented strategies that would improve the ability of district administrators to identify and hire the most qualified applicants.

Better screening of applicants could help them improve their workforce considerably. The tremendous variation in teacher quality, even within schools and among teachers who have the same certification and experience, highlights the importance of making sure that those making the hiring decisions have a keen eye for talent and have reached agreement on the characteristics of what makes an effective teacher.

Even districts that are extremely efficient in hiring will invariably hire some teachers who do not perform well in the classroom. Although it is politically and financially costly to dismiss existing teachers, it is easier to distinguish between effective and ineffective teachers once they start teaching than to predict which teachers will be effective. According to an informal survey of the human resource departments in several large urban districts, less than one percent of the teaching force is dismissed each year, with slightly more tenured than untenured teachers dismissed. One often-cited explanation is administrative hurdles involving firing outlined in collective bargaining agreements,



including a documentation and appeal process that principals describe as extremely burdensome. Dismissing a teacher imposes considerable costs on a principal or school, or both. Administrators must take the time and energy to hire a replacement and integrate the new teacher into the school. Since new teachers are less effective, on average, than experienced teachers, replacing an older teacher with a novice, all else equal, is likely to worsen student performance in the short turn; thus it will make sense for a principal to dismiss a teacher only if he or she is certain the teacher is less effective than the replacement will be and if the benefits associated with the new “more effective” teacher outweigh the costs associated with firing and hiring (Jacob, 2007).

All recruitment and retention efforts that involve additional financial cost to the district have drawbacks. Some existing teachers and teacher candidates find it unfair that teachers newly entering the profession should be eligible for benefits that they did not get. It can be prohibitively expensive to try to “buy your way around” teacher attrition. No one knows how large the offsets would need to be or who should bear the burden of the cost. Perhaps the biggest problem of all is that a willingness to work in a hard-to-staff school or district or content area for an agreed-upon bonus is no guarantee of effectiveness.

In conclusion, schools must become increasingly creative in developing practices and policies to attract and support teachers in every phase of their careers. Reflecting traditional school needs as well as the evolving expectations of members of the work-force, current best practices are focusing as much on the intangible aspects of job satisfaction as on the material conditions of employment. While money does talk, it is the entire quality of the work experience that ultimately tells a teacher whether to stay or go.

DO'S IN RECRUITING AND RETAINING QUALITY TEACHING STAFF

1. Have a recruitment plan.
2. Have an up-to date district website with a variety of interesting and helpful information
3. Attend career fairs with multi-media promotional materials (giveaways donning the school logo, display boards, DVD presentation, or packets of printed information).
4. Encourage prospective teachers to visit schools in the district.
5. Partner with local colleges.
6. “Grow your own” teachers from local residents.
7. Offer competitive salaries and other financial incentives, such as loan forgiveness, signing bonuses, and scholarship.
8. Have an induction and mentoring program.
9. Set clear high expectations for new teachers.
10. Include teachers in decision making processes in the building.
11. Establish professional learning communities.
12. Establish staff development plans incorporating action research.
13. Establish staff-study groups.
14. Take an active role in the provision of professional development.
15. Provide middle management opportunities (department chair, teacher leaders, and curriculum leaders) to experienced teachers.
16. Increase teacher salaries.
17. Create a positive work environment (competent administration, dedicated colleagues, and reasonably well-behaved students).
18. Establish a resiliency-building school culture.

19. Provide additional support staff to teachers.
20. Provide sabbaticals, extended leaves, and faculty exchange programs.
21. Provide reimbursement for professional dues and professional conferences.
22. Provide release time to attend professional conferences.
23. Provide giveaways of donated items: tickets, coupons, services.
24. Provide merit pay to those who demonstrate great results with students.
25. Provide housing options, if needed in your community.
26. Support alternative teacher certification programs.

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