



This document accompanies the Arizona Department of Education’s Educator Recruitment and Retention Task Force recommendations. It is intended to provide additional information for each focus area determined by Task Force members.

Teacher Voice

What does the recommendation document say?

- Teachers need supportive administrators.
- Teachers need to be actively involved in the decision-making process on campus through conversation, planning, and development of various processes and procedures.
- Multiple avenues of input should be provided for teachers to feel comfortable providing suggestions, input, and feedback.
- A positive culture and climate are essential to helping teachers feel valued and safe to provide input.
- Once input is gathered, leadership should provide the next steps, actions, etc. based on the input.
- Leadership should always start with ‘the why’ in decision-making to help teachers understand the rationale for initiatives, procedures, and expectations.

Self-Reflection Questions for Local Education Agencies:

- What are some ways that we include our teachers in decision-making at the building and central office level?
- In what ways do we elicit teacher voice?
- What systems or structures can we create that support teacher input?
- How are we providing our administrators with professional development for building a strong climate and culture that includes trust and support?
- Once suggestions, input, and feedback are gathered, what is done with this information? Do we share information with teachers?
- Do we start with ‘The Why’ when a new initiative, procedure, or process is introduced?

Induction With Robust Mentoring

What does the recommendation document say?

- Induction and Mentoring programs should be a priority for Local Education Agencies as a retention strategy.
- Mentor selection is critical to an Induction and Mentoring program's success.
- Mentors should receive ongoing support to continue their professional development.
- Differentiated support for mentees is essential for retention. LEAs should consider the educator preparation pathway, years of experience, content/subject area, etc. when determining what is needed for support, as well as pairing them with an experienced mentor.
- Administrators are instrumental in ensuring that induction and mentoring programs are successful. They must be involved in the program at the building level.
- Providing teachers with necessary, appropriate resources (curriculum maps, pacing guides, common formative assessments, lesson plans, etc.) allows new teachers time to acclimate to their new position, content, etc.

Self-Reflection Questions for Local Education Agencies:

- Do we have a current Induction with Robust Mentoring program?
- If we have a program, is it aligned with the [Arizona Beginning Teacher Induction Program Standards?](#)
- How can we look at the current availability of funds to ensure that we have a strong, supportive Induction with Robust Mentoring program that differentiates for our mentees and provides ongoing training for our mentors?
- Are our building administrators involved in our Induction with Robust Mentoring program? If not, how do we involve them?
- Do we provide necessary, appropriate resources (curriculum maps, pacing guides, common formative assessments, lesson plans, etc.) to our teachers? If we do not, how can we?

Retention Plans

What does the recommendation document say?

- Teacher Voice and Induction with Robust Mentoring are critical components of a retention plan.
- Retention plans should be intentional.
- Varied staffing models, career pathways, and leadership opportunities are important to retention efforts.
- Building and central office leadership should work together to ensure all components are implemented.
- Stay interviews and regular check-ins are important to gather information from multiple perspectives, with follow-up and continuous improvement as needed to strengthen the system.
- A Local Education Agency's retention plan should be well communicated.

Self-Reflection Questions for Local Education Agencies:

- Do we have an intentional Retention Plan that is communicated to our stakeholders?
- Are systems of instructional support provided to teachers for collaboration, data-based decision-making, and student achievement?
- Do our stakeholders and our community believe in teacher retention?
- Are pathways for building teacher leadership capacity built into our system?
- Do we have varied staffing models that meet the needs of our students and staff?
- Do we use Stay Interviews to gather information and implement necessary improvements for our educators?
- Do we provide differentiated professional development for staff members?
- Is our leadership from the Local Education Agency and building level visible at the campus level?
- Are all our processes, procedures, and systems communicated to our teachers?

Additional Guidance Documents and Resources:

[Educator Recruitment and Retention Repository](#)