

Black Teachers' Retention and Transfer Patterns in North Carolina: How Do Patterns Vary by Teacher Effectiveness, Subjects, and School Conditions?

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Motivation

- > Diversifying the teaching workforce is situated in three contexts:
 - Student population is becoming increasingly diverse (US Department of Education)
 - The potential benefits of a diverse teacher workforce on student learning outcomes (e.g., Dee, 2004; Grissom et al, 2009)
 - Limited knowledge about the specifics of labor markets for teachers of color (e.g., Ingersoll & May, 2011; Murnane et al., 1991; Villegas & Lucas, 2004)

Research Questions

Black or African American teachers comprise the largest subgroup of teachers of color and had the lowest retention rate (NCES, 2014)

> I ask:

- What were the trends and patterns of Black teacher retention in comparison to that of their White counterparts? How did these trends and patterns vary depending on teachers' effectiveness and subjects?
- Which school supports (e.g., leadership, mentoring, and professional development) were associated with higher Black teacher retention?
- Who did leave and where did they move?

Data and Sample

- > More than a decade of teacher turnover data from North Carolina (NC) elementary and middle schools from 2004 to 2015:
 - Black and White teachers whose primary responsibilities were as full time classroom teachers
 - An average of 13% were Black, while an average of 79% were White teachers: a total of ~ 61,000-69,000 teachers per year, about 7,000-9,200 Black teachers in a given year.
 - 11,000 to 18,000 who were given either value-added or observational ratings since 2011: 13% of Black or 81% were White

Measures

Two measures of teacher effectiveness from six state professional teaching standards since 2011

- > 1. Teachers demonstrate leadership;
- > 2. Teachers establish a respectful environment for a diverse population of students;
- > 3. Teachers know the content they teach;
- > 4. Teachers facilitate learning for their students;
- > 5. Teachers reflect on their practice;

Observational
Ratings

- > 6. Teachers contribute to academic success of students (based on the end of grade state tests; 3-8)

Value-added
(EVAAS)

- Math
- Reading
- Science

Measures



Teaching working conditions (Krafft & Papay, 2015): every 2 years from 2004-2014

> Principal leadership:

- consistently enforcing rules for student conduct; consistently supporting teachers; addressing teacher concerns about facilities and resources, the use of time, professional development, and leadership issues.

> Mentoring effectiveness:

- instructional strategies; curriculum and the subject content; classroom management and discipline strategies; school or district policies and procedures; completing products or documentation required of new teachers; completing other school or district paperwork; and social support and general encouragement

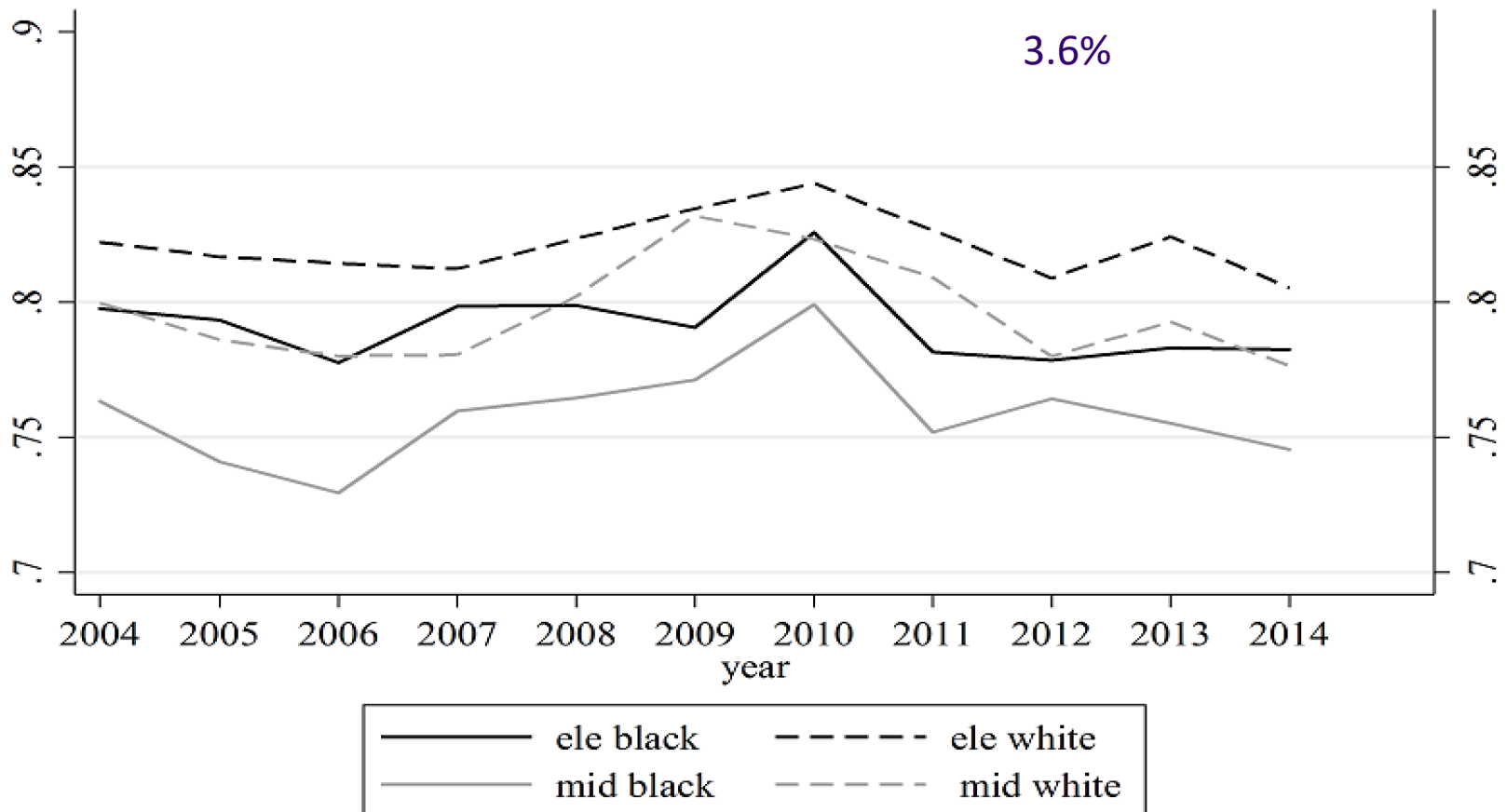
> Professional development:

- sufficient funds and resources available to allow teachers to take advantage of professional development activities; adequate PD time; whether teachers had sufficient training to fully utilize instructional technology; and whether professional development provided teachers with the knowledge and skills most needed to teach effectively.

Takeaways #1

#1. Black teachers had significantly lower retention rates

Black and White Teacher Retention Rates
NC: 2004-2014



Takeaways #2

#2. Black teachers' retention and transfer patterns parallel those of White teachers in multiple aspects:

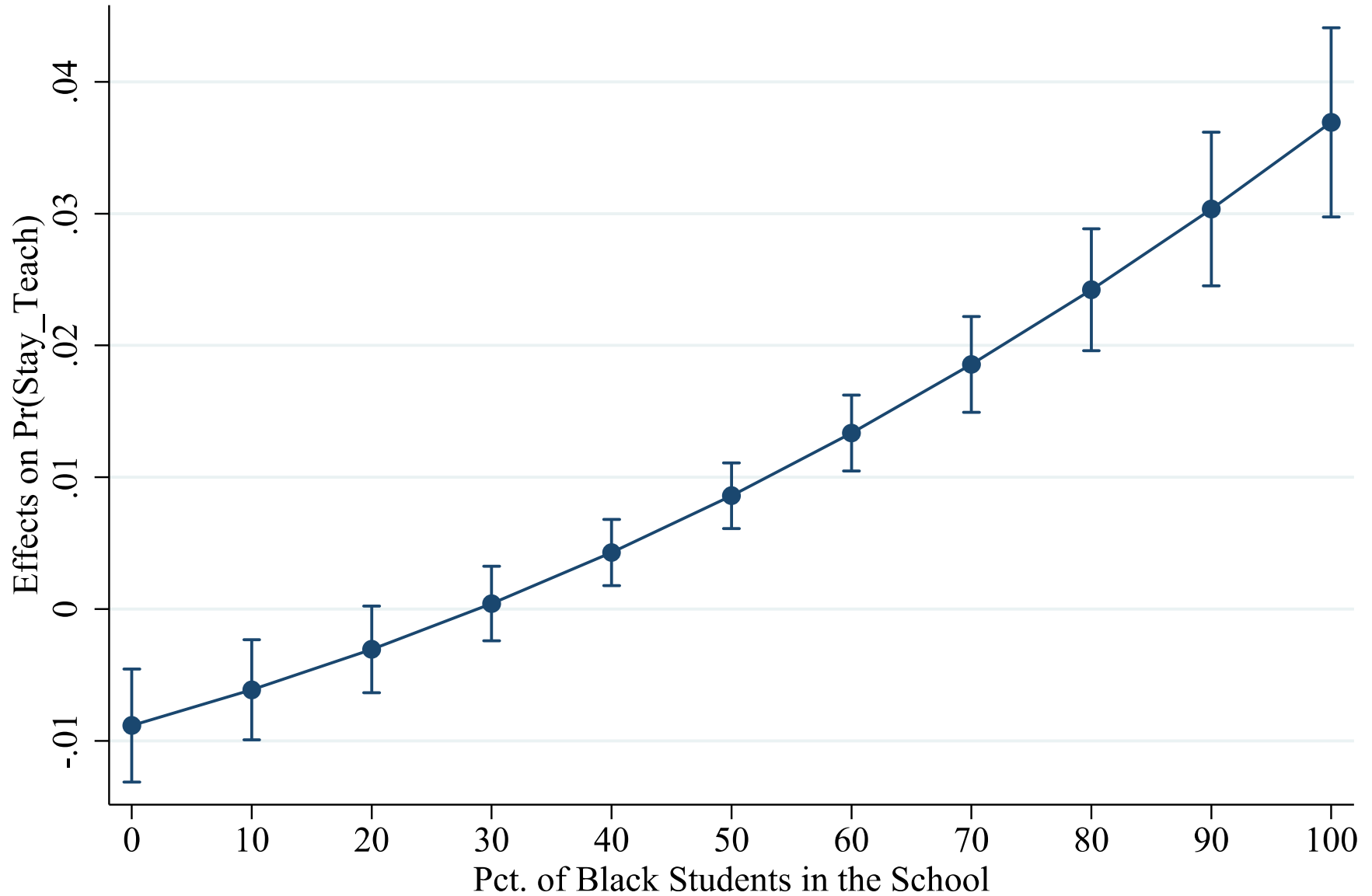
- Elementary school Black teachers have a higher retention rate than their middle school counterparts.
- More likely to stay in schools with better supports
- Effective teachers are more likely to stay
- Moved to schools that served more advantaged students; and more effective teachers moved to new schools that served even more advantaged students.

Takeaways #3

#3: Black teachers' retention and transfer patterns show distinctive features.

- **job-matching**: Black teachers are more likely to stay in schools serving larger proportions of Black students and are more likely to switch to another school serving higher proportions of Black students than White teachers

Conditional Marginal Effects of Black Teachers with 95% CI



Takeaways #3

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Takeaways # 4

#4: The retention of effective Black teachers in math—a subject area often facing teacher shortage—is more responsive to strong school leadership, mentoring, and professional development.

Policy Implications

Many effective strategies of retaining teachers can be equally effective for Black teachers

- > Better supports from school leadership, mentoring support, and effective professional development.

Policy Implications

Several distinctive strategies particularly for Black teachers

- > If drawn-to-home is the key reason, then local recruitment and support
 - Partnership between Black communities and nearby universities/colleges
- > If mission-driven is the key reason, then call on their commitment to serve
 - Offer their leadership roles to effective black teachers that allow them to expand their influence beyond their own classrooms
- > If quality-matching is the key reason, then strategic staffing teaching workforce

QUESTIONS?

