

Recruiting And Retaining Generation Y Teachers En

Sabrina W. Laine, Molly Lasagna, Ellen Behrstock-Sherratt

Recruiting and Retaining Generation Y Teachers Ronald W. Rebores, 2010 Provides educational leaders with a framework for hiring Generation Y teachers, developing appropriate instructional and professional development programs, and building a multigenerational, collaborative learning community.

Recruiting and Retaining Generation Y Teachers Ronald W. Rebores, Angela L. E. Walmsley, 2009-10-29 Provides educational leaders with a framework for hiring Generation Y teachers, developing appropriate instructional and professional development programs, and successfully building a multigenerational, collaborative learning community.

Opportunities and Challenges in Teacher Recruitment and Retention Carol R. Rinke, Lynnette Mawhinney, 2019-05-01 *Opportunities and Challenges in Teacher Recruitment and Retention* serves as a comprehensive resource for understanding teachers' careers across the professional lifespan. Grounded in the notion that teachers' voices are essential for understanding teachers' lives, this edited volume contains chapters that privilege the voices of teachers above all. Book sections look closely at the particular issues that arise when recruiting an effective, committed, and diverse workforce, as well as the challenges that arise once teachers are immersed in the classroom setting. Promising directions are also included for particularly high-need areas such as early childhood teachers, Black male teachers, STEM teachers, and urban teachers. The book concludes with a call for self-care in teachers' lives. Chapter contributions come from a variety of contexts across the United States and around the world. However, regardless of context or methodology, these chapters point to the importance of valuing and respecting teachers' lives and work. Moreover, they demonstrate that teacher recruitment and retention is a complex and multifaceted issue that cannot be addressed through simplistic policy changes. Rather, attending to and appreciating the web of influences on teachers' lives and careers is the only way to support their work and the impact they have on our next generation of students.

Retaining Teacher Talent Jane G. Coggshall, Amber Ott, Ellen Behrstock, Molly Lasagna, 2010 Members of Generation Y (those born between 1977 and 1995) have been characterized as creative, innovative, self-confident, highly educated, and educationally minded. They like to share what they've learned in small groups and are dissatisfied with workplaces that are technologically inferior. They have a strong moral drive to make a difference in society. Because members of Gen Y are accustomed to positive reinforcement, they desire constant feedback and want to be rewarded when they do things well.

They prefer to text with their thumbs rather than with their pointer finger, and they do not see any career as a lifelong pursuit. Little empirical evidence to support these claims exists, yet considering how critical this generation is to the workforce in general and to the teaching profession in particular--Gen Y teachers currently make up more than 18 percent of the teaching force, doubling in proportion in just the last four years--keen attention must be paid to Gen Y teachers' needs and preferences to ensure that the most effective Gen Y teachers continue to teach for more than just a few years. Retaining Gen Y teachers is a concern because in 2004-05, turnover among public school teachers under age 30 was 44 percent higher than the average teacher turnover rate (which includes retirees). The loss that this teacher attrition and mobility represents in terms of human and financial capital is staggering (see Barnes, Crowe, & Schaefer , 2007; Milanowski & Odden, 2007). To gain a better understanding of why this may be occurring and what human resources practices may stem the loss, researchers from Learning Point Associates and Public Agenda partnered together with the support of The Joyce Foundation and the Bill & Melinda Gates Foundation to conduct the Retaining Teacher Talent study. This report describes some of the most telling findings from this work. The six key findings in this report indicate that supporting teacher effectiveness will have a profound impact on teacher retention for Gen Y teachers as well as their colleagues. (Contains 17 figures and 11 footnotes.).

Recruiting, Preparing, and Retaining STEM Teachers for a Global Generation ,2019-05-27 Recruiting, Preparing, and Retaining STEM Teachers for a Global Generation, showcases 15 chapters highlighting both the challenges and successes of recruiting, preparing, and sustaining novice teachers in the STEM content areas in high-need schools.

Retaining Effective Teachers Mary C. Clement,2016-08-16 This book presents a common-sense approach for making district and school retention plans that will retain the most effective teachers needed in today's - and tomorrow's - schools. The strategies outlined in the book create help to create schools as high-quality workplaces that will retain teachers.

Millennial Teachers of Color Mary Elizabeth Dilworth,2018 Millennial Teachers of Color explores the opportunities and challenges for creating and sustaining a healthy teaching force in the United States. Noting that a diverse teaching and learning community enhances student achievement, particularly for the underserved and underachieving preK-12 student population, Mary E. Dilworth argues that efforts to recruit, groom, and retain teachers of color are out-of-date and inadequate. She and the contributors offer fresh looks at these millennials and explore their views of the teaching profession; focus attention on their relation to schools and teaching; and consider how these young teachers feel about teaching for social justice. The mismatch of the current cohort of students we serve to the teachers we recruit and retain is really unforgivable. We need a system of strategic actions that addresses this demographic gap once and for all. This book beautifully covers the reasons why and the results we need to achieve racially and ethnically infused teaching and learning. More importantly, it outlines an impressive framework for getting the job done. --Nancy Zimpher, chancellor emeritus, State

University of New York, and Senior Fellow, Rockefeller Institute of Government Dilworth shines needed light on the work, divergent experiences, nuanced views, and complexities of millennial teachers of color. The perspectives of these educators are indispensable in understanding the near future of US public education. --Nathan Bowling, Tacoma Public Schools, 2016 Washington State Teacher of the Year Contributors Keffrelyn D. Brown Keith C. Catone Genesis Chavez Marcus J. Coleman Hollee Freeman Michael Hansen Socorro Herrera Sarah Ishmael Sabrina Hope King Adam Kuranishi Lindsay Miller Amanda Morales Janice Hamilton Outtz Zollie Stevenson, Jr. Dulari Tahbildar Angela M. Ward Mary E. Dilworth is a former senior vice president of the American Association of Colleges for Teacher Education. She currently serves as an independent consultant to nonprofit organizations and educational institutions. Lisa Delpit is the Felton G. Clark Distinguished Professor of Education at Southern University and A&M College. H. Richard Milner IV is the Helen Faison Professor of Urban Education and director of the Center for Urban Education at the University of Pittsburgh, as well as the editor for the Race and Education series.

Recruitment, Retention, and Engagement of a Millennial Workforce Stephanie A. Smith, 2018-10-15 The millennial generation is unique in various ways, particularly with regard to their career aspirations and expectations. Due to their reputation as “job hoppers,” recruiting millennials is not enough. Retention of a millennial workforce is imperative for organizational success and longevity. This book explores the expectations held by millennials and the ways in which they differ from those of past generations. It covers a broad range of topics including onboarding, work/life balance, stress, retention after a crisis, boredom, internships, and how employers can best leverage mobile platforms for increased engagement.

Improving Teacher Quality Sabrina W. Laine, Molly Lasagna, Ellen Behrstock-Sherratt, 2010-12-07 Techniques for the difficult task of improving teacher quality No one stakeholder group can realize lasting change on their own; nor can any reform initiative focusing on just one type of strategy create the workplace conditions needed to truly build capacity within the education profession. Rather, stakeholders must focus on collaborating, reaching common understanding, and prioritizing for ultimate impact on the quality of teachers and teaching. This book discusses research and concrete examples of practice tied to teacher quality intended to improve eight key interrelated factors: Preparation; Recruitment; Hiring; Induction; Professional Development; Compensation and Incentives; Working Conditions; and Performance Management. Offers a framework and strategies for understanding the issues that make up the teacher quality question Written for educational leaders, superintendents, district administrators, teacher leaders, and principals, as well as policy-makers and other stakeholders Filled with illustrative examples teacher quality The author addresses the most important factor that affects student achievement-the quality of the teacher.

6 Types of Teachers Todd Whitaker, Douglas Fiore, 2013-09-27 This book helps you sharpen your ability to hire better

teachers for your school, improve the ones who are already there, and keep your best and brightest on board.

Leading Gen Y Teachers Ellen Behrstock, Matthew Clifford, 2009 A generational transition is occurring in U.S. public school classrooms. Baby Boom teachers (those born between 1946 and 1964) are approaching retirement age, and many of their colleagues from Generation X (those born between 1965 and 1976) are entering their mid-career stage. The newest generation in the teaching workforce is Generation Y (those born roughly between 1977 and 1995). Just as previous generations have shaped teacher career pathways and policies, the younger generation's expectations for their life and work will impact the ways in which Gen Y teachers enter and remain in the profession. This Research & Policy Brief aims to help state, district, and--most important--school-level leaders better understand this generation so that they can better manage and support all teachers for the improvement of teaching and learning, for current and future generations of students. Drawing upon research from within and beyond education, this brief describes what school-level leaders can do to ensure that the teaching profession benefits from the talent that Gen Y teachers offer. It begins by reviewing the sociological and workforce research on Generation Y. Next, it provides the results of a literature review of strategies for retaining Gen Y talent that are emerging in the private sector. It then provides recent research on practices to support and retain new teachers. Finally, it offers strategies that effective school leaders can adopt to support all teachers--and Gen Y teachers in particular. (Contains 2 tables.).

Getting and Keeping New Teachers Bruce S. Cooper, Janet D. Mulvey, 2009-11-16 Retaining new teachers has never been easy and when the teachers are on the fast track in urban settings, turnover and retention are real problems. This book examines how schools can work to recruit, support, and somehow hold on to new teachers, many of whom have only limited formal preparation and experience in the classroom. *Getting and Keeping New Teachers* explores the orientation of new teachers, their lives in urban schools, and the key role of school leadership and strong collegiality, all of which combine in some cases to support and retain new teachers in important ways.

Recruiting and Retaining Teachers Anne Cockburn, Terry Haydn, 2004 In times of increasing teacher shortage, this excellent guide gives advice on how to recruit and keep good teachers. It includes case studies of schools and LEAs that have been particularly successful, even in challenging circumstances.

Exploring Teacher Recruitment and Retention Tanya Ovenden-Hope, Rowena Passy, 2020-10-01 This thought-provoking collection examines the challenge of teacher shortages that is of international concern. It presents multiple perspectives, and explores the commonalities and differences in approaches from around the world to understand possible solutions for the current teacher workforce crisis. Acknowledging that solutions to attract and retain teachers vary by country, region and in some cases locality, the contributors scrutinise a range of workforce planning interventions at local and government level, including financial incentives and early career support. The book draws on different perspectives to

understand a range of problems that negatively affect teacher recruitment and retention, unpicking key challenges, including links between the disadvantages of location and access to teachers for coastal and rural schools, rising pupil numbers, declining school budgets and the role of professional learning in raising teacher status. Abundant in critiques, research-informed positions and context-specific discussions about the impact of teacher workforce supply and shortages, this book will be valuable reading for teacher educators, educational leaders, education policy makers and academics in the field.

5-Gen Leadership Mark White, 2021-09-07 An unprecedented leadership challenge for school administrators Today's school leaders face the unprecedented challenge of leading five generations: Baby Boomers, Generation X, Millennials, and brand-new Generation Z teachers, along with Gen Alpha, today's youngest students. Based on extensive research and the author's experience working with thousands of educators and students, 5-Gen Leadership addresses the nuances and expectations implicit with leading each generation. With an emphasis on developing a multi-generational lens through which to view school improvement, this book covers topics such as recruiting and retaining today's young teachers, tailoring professional development for each generation, and helping each generation succeed in a complex, accelerating world. Readers will also find: Tactics for transitioning to 5-Gen Leadership and understanding the four distinct generations in the teaching staff Moving leadership styles from a managing model to a coaching model Advice for understanding and creating a welcoming environment for Gen Z and Gen Alpha Suggestions for closing the digital generation gaps that emerged during the COVID-19 school closures A glimpse into the future to imagine how new generations of leaders will help reshape schools by 2030 If we're going to make the most of reforming our schools in the 2020s and keep up with the exponential rate of change in society we must understand today's students and the four disparate generations in our staffs. This book is critical to help leaders bridge those gaps. "How do we prepare today's students for the rapidly changing workplace and society in which they will live, work, and interact in an education system designed for a century that has passed us by? In 5-Gen Leadership: Leading 5 Generations in Schools in the 2020s, Mark White clearly provides a well-lit path to assist educators to successfully make the necessary cultural, structural and instructional changes that are needed." -Bill Daggett, Founder International Center for Leadership in Education (ICLE)

BUNDLE: Houston: Giving Wings to Children's Dreams + Callan: Achieving Success for New and Aspiring Superintendents + Rebore: Recruiting & Retaining Generation Y Teachers Paul D. Houston, Mary Frances Callan, Ronald W. Rebore, 2011-05-17 Do you wish you had access to other superintendents' expertise? With these resources, you do. All three of these books should be on every superintendent's bookshelf as the ESSENTIAL TOOLKIT you need. Take advantage of Corwin's special offer—BUY ALL 3 BOOKS FOR \$77.95! Use promo code D11518 In this environment of high-stakes tests, national standards, and do-more-with-less budgets, it's easy to lose sight of the heart and soul of educating children. People come to the superintendency in many ways and with varying degrees of preparation. No matter what your

particular background, this collection of resources will help you refocus and provide practical tools from those who have walked in your shoes. Building on the foundation of the challenges superintendents face today, *Giving Wings to Children's Dreams*, *Achieving Success for New and Aspiring Superintendents* and *Recruiting and Retaining Generation Y Teachers* help you put feet to your dream to give students the education they deserve. Through words that will resonate with anyone committed to improving schools, *Giving Wings to Children's Dreams* covers a broad range of topics that include the artistry of teaching; the value of creativity; looking beyond test scores to create engaging curriculum; integrating technology; addressing governance; and implementing accountability, leadership, and assessment. Included are chapter-by-chapter questions to inspire reflection, discussion, and professional development. *Achieving Success for New and Aspiring Superintendents* was written by two former superintendents: Mary Frances Callan and William Levinson. They bring years of experience, practical advice, and a vision for the future to this comprehensive how-to guide. They believe that understanding all aspects of the superintendency is critical to achieving success, and candidates who are prepared have a great advantage over those who are not. *Recruiting and Retaining Generation Y Teachers* will help administrators engage a new generation of teachers and gives them a framework for hiring and retaining them. Ronald W. Rebore and Angela L. E. Walmsley of St. Louis University outline how technology and diversity give this generation's teachers a dramatically different perspective, and offer guidelines for developing appropriate professional development programs and assessments. *Recharge your passion for education and learn from successful superintendents who stand ready to share their challenges, solutions, and methods for achieving true educational reform.*

Minority Teacher Recruitment and Retention Strategies Janet Kearney-Gissendaner, 2013-10-02 The tools and resources in this book help school leaders seamlessly incorporate minority teacher recruitment and retention programs into current human-resources activities. With details about exemplary minority teacher recruitment and retention programs, this book also showcases strategies for how to replicate such programs in your own school or district. Contents include: *A Critical Examination of Teacher Shortages: Thoughts on Needed Change*; *Identification of Recruitment Models Focused on Minority Teachers: A Theoretical; Concept and Survey*; *Pipeline Programs for Minority Teacher Recruitment*; and *Prepare for Action*.

Millennial Teachers of Color Mary E. Dilworth, H. Richard Milner, 2021-03-02 2019 Outstanding Book Award, American

Association of Colleges for Teacher Education (AACTE) *Millennial Teachers of Color* explores the opportunities and challenges for creating and sustaining a healthy teaching force in the United States. Millennials are the largest generational cohort in American history, with approximately ninety million members and, of these, roughly 43 percent are people of color. This book, edited by prominent teacher educator Mary E. Dilworth, considers the unique qualities, challenges, and opportunities posed by that large population for the teaching field. Noting that a diverse teaching and learning community enhances student achievement, particularly for the underserved and underachieving preK-12 student population, Dilworth argues that efforts to recruit, groom, and retain teachers of color are out-of-date and inadequate. She and the contributors offer fresh looks at these millennials and explore their views of the teaching profession; focus attention on their relation to schools and teaching; and consider how these young teachers feel about teaching for social justice. The book is intended to disrupt the current line of inquiry that suggests that by simply increasing the number of teachers of color equity has been established. Readers will gain insights on this unique and valuable group of prospective and practicing preK-12 educators and understanding of the need for more contemporary approaches to recruitment, preparation, hiring, and placement. Contributors Keffrelyn D. Brown Keith C. Catone Genesis A. Chavez Marcus J. Coleman Hollee R. Freeman Michael Hansen Socorro G. Herrera Sarah Ishmael Sabrina Hope King Adam T. Kuranishi Lindsay A. Miller Amanda R. Morales Janice Hamilton Outtz Zollie Stevenson Jr. Dulari Tahbaldar Angela M. Ward

Induction Roberta Richin, 2003-03-14 'Induction' is designed to help administrators, teachers and education board members with all aspects of the recruitment and retention process. It contains many insights and lessons from teachers who found their professional experiences rewarding and who remained in the profession throughout their working lives.

Recruitment and Retention of Quality Teachers United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Postsecondary Education, Training, and Life-long Learning, 2000

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