

Winter 2007

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Featured Article

"Support New Teachers and Keep Them Teaching"

Education Digest

Author: Anonymous

To Read More go to Education Digest

<http://www.eddigest.com/>

Click [here](#) for abstract

Did you know...?

- 38% of teachers who left the profession attributed it to "dissatisfaction with administrative support"...
 - 32% of teachers who left the profession blamed "workplace conditions"...
- Reference: National Center for Education Statistics
- Teachers' salaries in constant 2003-04 dollars increased 1 percent between 1990-91 and 2004-05...
 - And are projected to increase an additional 5 percent between 2004-05 and 2015-16 in the middle alternative projections...

Reference: National Center for Education Statistics

- 40% of current public school teachers expect to not be teaching

Keeping Teachers Happy

Increasing Faculty Satisfaction



Within three years of beginning to teach, over one-third of teachers leave the profession, and nearly one half change professions within five years. More than 250,000 teachers leave the profession each year, and only about one-third of these retired. This loss can prove very costly for schools;

the cost of recruiting, hiring, training, and then losing a teacher is \$50,000.

With the ever-shrinking budgets schools face, the high cost of teacher turnover can frustrate school boards and cripple schools. So what can schools do to keep their employees happy?

Studies have shown that the top reasons teachers leave the profession are poor working conditions and low salaries. While budget-constraints limits what school districts can do for salary, working conditions can be improved by implementing several new policies that can make a world of difference in teacher satisfaction.

1. Provide new teachers the support they need.

Many schools addressing the teacher turnover problem have turned to a teacher mentoring program, where more experienced teachers are assigned to teachers who are new to the profession. The experienced teachers can provide guidance and suggestions in improving classroom techniques that may help ease the transition. It also may allow the new teacher to feel supported in his/her new environment.

2. Create a supportive environment.

Each school has its own climate which may contribute to the decision to stay in the teaching profession. Opening up

five years from now...

Reference: NCEI

Useful Links

[Michigan Education Report](#)

News and analysis for Michigan schools

[Michigan Association of School Board Resources](#)

A listing of useful websites for educational information

[NSDC](#)

National Staff Development Center: A site focused on "high quality professional learning"

[LookSmart](#)

A search engine for articles from a variety of educational journals—for free!

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communication and allowing teachers in on the decision-making process empowers teachers and allows them to see that they play an active role in the school itself. Allow teachers to have fun and have a social environment where they work. Hold annual potlucks, picnics, or lunches for teachers. Holding social functions together increases a sense of togetherness and openness that can stop backstabbing and hostility.

3. Appreciate your staff and show it.

Schools who recognize publicly the achievements and good work of their teachers improve morale throughout the school. It can be as simple as the school board recognizing the work of faculty, or just complimenting employees during staff meetings. While walking through the building, principals can note positive things teachers are doing and write teachers a positive note about what the principal liked about their work. A little bit goes a long way to improving teacher satisfaction.

While schools tend to face the same problems with teacher satisfaction, each school has individual benefits and problems. To pinpoint what problems teachers are facing, try conducting a staff survey to find what your school can improve on.

This research can **guide a district's future** based on data received and information learned. Perspectives Consulting Group, Inc. provides information and services, which will allow you to plan and make informed decisions based on **data** about staff opinions, concerns and perceptions about the district.

*Source: "CREATE GREAT SCHOOL CLIMATE" by Kathleen Vail
Education Digest 71, No. 4, December 2005*

Benchmarking and Education

"Why Educators Desperately Need It"



"The single best way to accelerate the rate of improvement in K-12 education is through widespread benchmarking of these practices. This is how we can bring to the surface and put to use what works." (www.edweek.org)

Benchmarking is a way for schools to determine best-practices within education to tell you where you can improve.

The website www.edweek.org offers a complete article about best practices in benchmarking for educational organizations. The site offers a four-step process for benchmarking, suggestions for increasing the odds of implementation, and what advantages result from the process.

In our experience conducting surveys for school districts, information can help school districts implement better planning procedures and more efficiently allocate resources. When used as a benchmark, surveys can offer objective evaluations on how effective programs have been in accomplishing their goals.



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Email kshoop@perspec.com

Did you receive the Educational CD-ROM?



We have developed a resource for school districts that outlines the services Perspectives Consulting Group, Inc. offers. If you are interested in receiving the CD-ROM, please e-mail Katie at kshoop@perspec.com and we will be happy to send it to

you and anyone else in your district who might be interested.

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