



Recruiting and Retaining New Teachers— A Resource Brief

This brief is part of [a seven-part series](#) on challenges related to recruiting and retaining teachers from underrepresented backgrounds or with certain certifications. This series was developed as part of the R9CC Teacher Recruitment, Retention, and Recognition project with Illinois.

Solving the New Teacher Shortage

Attracting and retaining excellent educators is one of the most important drivers of a well-functioning education system—a system that must prepare diverse students with complex needs to participate in today’s knowledge-driven economy. However, a recent surge in the demand for teachers, alongside a diminishing supply and a steady rate of teachers leaving the profession, threatens students’ academic and economic welfare.¹ Teacher turnover adversely impacts student achievement, school finances, and school improvement efforts.⁴ Specific, targeted supports can help recruit and retain teachers in your district.

An estimated 17% to 30% of new teachers in the U.S. leave the profession within their first 5 years of teaching.² Some challenges that prompt new teachers to leave the field include stress, lack of appropriate support, and feeling unprepared to handle behavioral and academic issues among their students.³ Research supports the finding that teachers who receive appropriate supports stay in the teaching field at rates more than twice those of teachers who lack these supports. However, only a small number of teachers have access to these supports.⁴

This brief provides resources that highlight examples of strategies, programs, and initiatives that help states, local education agencies, and school districts address the shortage of newly certified teachers. This brief also includes additional resources related to recruiting, retaining, and supporting teachers.

Highlighted Resources

This section highlights examples of strategies, programs, and initiatives that help states, local education agencies, and school districts address the shortage of newly certified teachers.

Title	Summary
50-state comparison: Teacher employment contract policies (2020)	<p>This resource compares teacher employment contract policies in all states. All of the information was gathered from and focused on state statutes and regulations. State case law also was used for metrics related to collective bargaining. Data collection focused specifically on policy that addresses teacher employment contracts.</p>
50-state comparison: Teacher recruitment and retention (2019)	<p>This resource compiles state-specific data related to teacher shortages and provides a national comparison of state policies to recruit and retain teachers, especially in shortage subject areas and underserved schools. The resource features state educator preparation program completion data, shortage and equity gap data, in addition to policies found in state statutes, regulations and other documents, as of August 2019. It does not reflect local implementation or practice, including policies or programs at postsecondary institutions.</p>
Indiana Department of Education and Kokomo School Corporation: Mentoring and Induction in Underserved Schools (2018)	<p>This resource details the support that the Talent for Turnaround Leadership Academy’s cross-state Mentoring and Induction Affinity Group, the Great Lakes Regional Comprehensive Center, and the Indiana Department of Education provided to the Kokomo School Corporation’s leadership team in designing and implementing a comprehensive program to address Kokomo’s low teacher retention rate. Through multiyear mentoring, teachers continue early career professional development with the close attention of seasoned educators. The program includes features intended to help new teachers find connections and take root in the school community. The Kokomo School Corporation also offers mentoring responsibilities to established teachers, providing valuable leadership opportunities not previously available.</p>
Iowa Teacher Leadership and Compensation (TLC) System (2014)	<p>This resource explains how the Teacher Leadership and Compensation (TLC) System rewards effective teachers with leadership opportunities and higher pay, attracts promising new teachers with competitive starting salaries and more support, and fosters greater collaboration for all teachers to learn from each other. The TLC System goals are as follows: Attract able and promising new teachers by offering competitive starting salaries and offering short- and long-term professional development and</p>

Title	Summary
	<p>leadership opportunities; retain effective teachers by providing enhanced career opportunities; promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other; reward professional growth and effective teaching by providing pathways for career opportunities with increased leadership responsibilities and increased compensation; and Improve student achievement by strengthening instruction.</p>
<p>TELL Ohio (2013)</p>	<p>This resource showcases how the Ohio Department of Education and the state Office of Educator Equity and Talent, in partnership with the New Teacher Center, piloted the 3-year TELL (Teaching, Empowering, Leading, and Learning) program to provide educators in Ohio with data, tools, and support to facilitate school improvement planning and address issues of inequitable access.</p>
<p>Northern Illinois Noyce Science Teaching Scholarship and Internship Program (2022)</p>	<p>This project aims to meet the national need to prepare exemplary science teachers by recruiting and retaining prospective teachers who are trained and supported to teach in high-need schools in northern Illinois, where there is a documented STEM teacher shortage. This project looks, in part, to address this need through a strong partnership between 2-year and 4-year institutions. Students from Waubensee Community College (WCC) will receive training and serve as instructors for the Northern Illinois University STEAM camp in the summer. To explore teaching as a potential career path, the students also will serve as WCC peer tutors. This project has the potential to reduce attrition by enhancing support for prospective teachers through scholarships, early clinical experiences in high-need schools, and mentoring from practicing teachers from high-need schools. Graduates will receive ongoing peer support during their first 2 years as practicing teachers. As a result of this project, 20 new science teachers will be prepared to teach in high-need schools, potentially enhancing science learning for thousands of students in Illinois.</p>

Additional Resources

Teacher recruitment and retention is a challenge across teacher subgroups. These resources offer a more general overview of strategies to combat the teacher shortage.

Center on Great Teachers and Leaders at the American Institutes for Research (AIR):

<https://gtlcenter.org/>

Dias-Lacy, S. L., & Guirguis, R. V. (2017). Challenges for new teachers and ways of coping with them. *Journal of Education and Learning*, 6(3), 265–272.

<https://eric.ed.gov/?id=EJ1141671>

Duncan, E. (2022). *Addressing teacher shortages in the short and long term: What states and districts can do*. Education Trust. <https://edtrust.org/wp-content/uploads/2014/09/Addressing-Teacher-Shortages-in-the-Short-and-Long-Term-May-2022.pdf>

Ginsberg, A., & Budd, E. (n.d.). *Mentoring new teachers of color: Building new relationships among aspiring teachers and Historically Black Colleges and Universities*. Rutgers Center for Minority Serving Institutions. <https://cmsi.gse.rutgers.edu/sites/default/files/Mentoring%20Teachers%20of%20Color%20.pdf>

Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233. <https://journals.sagepub.com/doi/abs/10.3102/0034654311403323>

Konoske-Graf, A., Partelow, L., & Benner, M. (2016). *To attract great teachers, school districts must improve their human capital systems*. Center for American Progress. <https://americanprogress.org/wp-content/uploads/2016/12/HumanCapitalSurvey-report.pdf>

Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the teacher shortage: How to attract and retain excellent educators*. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Solving_Teacher_Shortage_Attract_Retain_Educators_REPORT.pdf

U.S. Department of Education, Office of Special Education Programs (OSEP). (n.d.). Ideas that work: Attract, prepare, retain resource database. <https://osepideasthatwork.org/federal-resources-stakeholders/topical-issues/attract-prepare-retain-resource-database>

Other Briefs

This section includes links to other briefs in the series.

[Bilingual Teachers](#)

[Rural Teachers](#)

[Special Education Teachers](#)

[STEM Teachers](#)

[Teachers in Low-income and Low-performing Schools](#)

[Teachers of Color](#)

Endnotes

¹ Sutchter, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.* Learning Policy Institute.

² Kini, T., & Podolsky, A. (2016). *Does teaching experience increase teacher effectiveness? A review of the research.* Learning Policy Institute.

³ Dias-Lacy, S. L., & Guirguis, R. V. (2017). Challenges for new teachers and ways of coping with them. *Journal of Education and Learning*, 6(3), 265–272.

⁴ Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the teacher shortage: How to attract and retain excellent educators.* Learning Policy Institute.