

Teacher Retention Survey Results

Office of Teaching and Leading

Division of Educator Talent Acquisition and Effectiveness

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

2021-2022



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5

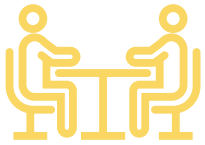


EVERY School and District is Rated “C” or Higher

6



RECRUIT



LICENSE



SUPPORT



RETAIN



PREPARE



HIRE



EMPOWER



RETIRE

MDE developed the Teacher Retention Survey based on North Carolina's Working Conditions survey, Tennessee's Educator Survey, and Mississippi workforce initiatives.

The Teacher Retention Survey launched on April 18, 2022 and closed on July 29, 2022.

6,760 Mississippi teachers responded to the survey, of which 5,856 Mississippi teachers completed the survey out of a total of 31,641 teachers for the 2021-2022 school year.

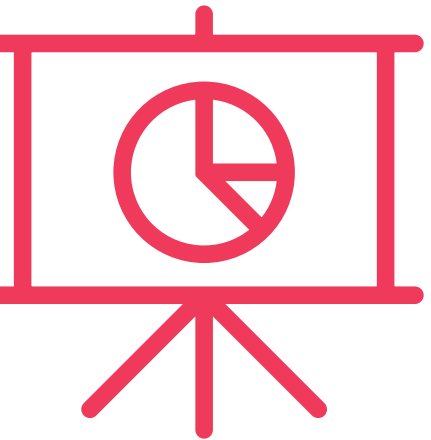
The anonymous survey addressed factors such as recruitment, onboarding, support, community involvement, school leadership, and compensation.

MDE's survey software reports percentages to the nearest whole number, so results may be within 1-2% of 100% due to rounding.

Results are reported in response to multiple choice, multiple selection, and Likert scale question types. Multiple selection questions are noted as they may not add to 100%.

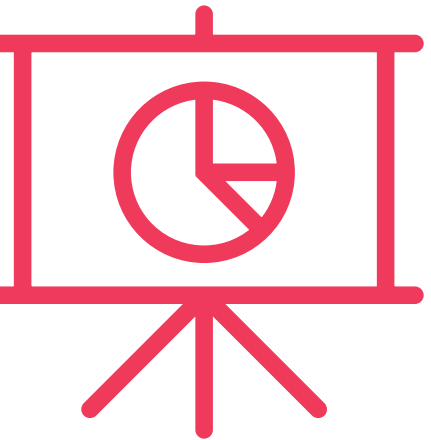
Results should not be interpreted to reflect all Mississippi teachers. The term "Mississippi Teacher Retention Survey respondents" is more appropriate for reporting.

Background Information: Please indicate your gender.



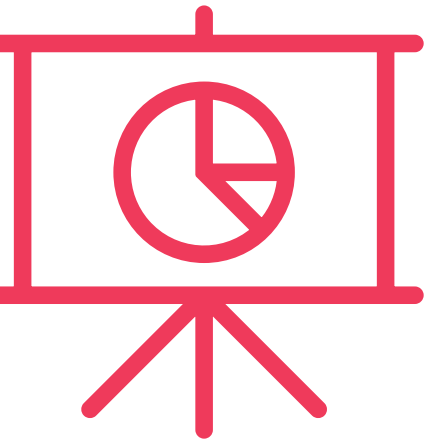
	Results
Male	15%
Female	82%
Choose Not to Disclose	3%

Background Information: Please indicate your race/ethnicity.



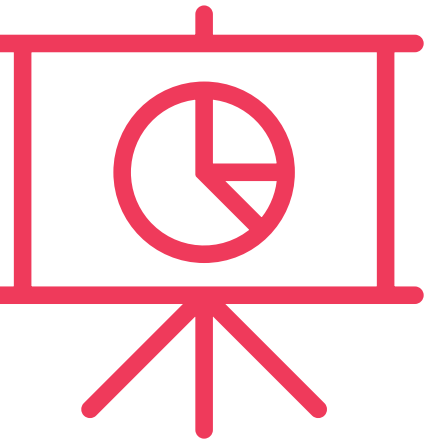
	Results
Hispanic or Latino	1%
Black or African American	25%
White	67%
Asian	1%
Native Hawaiian or Pacific Islander	0%
Native American or Alaskan Native	0%
Two or More Races	1%
Choose Not to Disclose	6%

Background Information: How many total years have you been employed as an educator? 9



	Results
1 Year	4%
2-3 Years	5%
4-5 Years	7%
6-10 Years	17%
11-20 Years	37%
20+ Years	30%

Background Information: Did you complete a traditional or an alternate route teacher education program?



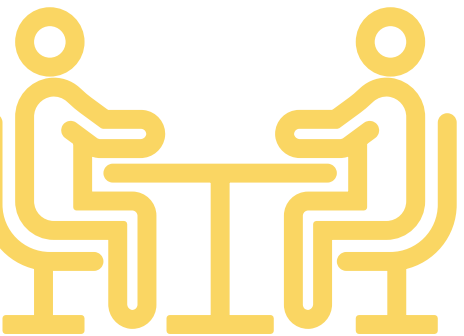
	Results
Traditional	68%
Alternate Route	32%

Recruit

Teacher Retention Survey Results

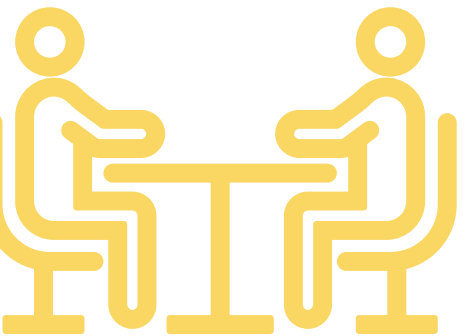
Where did you first hear of the open position?

	Results
The districts or school's website	28%
An online job board (e.g., TalentED, MDE job postings)	3%
From a colleague or friend	51%
A job fair	3%
Other	15%



	Results
User-friendliness and quality of the district’s website or application process	6%
Met recruitment staff at a job fair or other recruitment event	2%
The district’s pay scale is higher than other alternatives	11%
A conversation/relationship with the school leader	28%
I completed my student teaching/clinical practice within the district	14%
Individuals from my personal or professional network teach there	25%
The geographic location worked best for me	47%
I attended school in this school or district	28%
Other	13%

*** Note: Respondents could select up to two (2) items.**



Hire



Teacher Retention Survey Results

Which steps were part of the hiring process for the job you accepted at your current school?*

	Results
Interview with someone in the district's central office	30%
Phone or remote (e.g., over Zoom) interview with the principal	10%
In-person interview with the principal	79%
Interview with current teachers in the school	14%
Interview with parents or other members of the school community	1%
Teaching a demonstration lesson	3%
Supplying my prior evaluation scores or other prior evidence of my effectiveness	8%
Activity involving use of student data	2%
Check of my references	29%
Other	5%



* Note: Respondents could select all that apply.

Reflecting back on your onboarding experience, which of the following was most important?



	Results
The overall application process was user-friendly and easy to access	20%
The interview process was fair	32%
HR processing (e.g., payroll signup) was efficient	6%
Communication throughout the process was clear	43%

Support

Teacher Retention Survey Results

When you were a new teacher, which of the following kinds of support had the greatest influence on your decision to continue teaching?



	Results
Formally assigned mentor	23%
Seminars specifically designed for new teachers	3%
Common planning time with other teachers	20%
Release time to meet with mentor during school hours	2%
Orientation for new teachers	8%
Access to professional learning where I could discuss concerns with other teachers	7%
Regular communication with principals, other administrators or department chair	19%
I receive no additional support as a new teacher	19%

Use of Time: Class sizes are reasonable such that teachers have the time available to meet the needs of all students.



	Results
Strongly Disagree	12%
Disagree	23%
Neutral	16%
Agree	36%
Strongly Agree	14%
Do Not Know	1%

Use of Time: Teachers are allowed to focus on educating students with minimal interruptions.



	Results
Strongly Disagree	11%
Disagree	22%
Neutral	16%
Agree	38%
Strongly Agree	13%
Do Not Know	0%

Use of Time: The non-instructional time provided for teachers in my school is sufficient so that teachers have time available to collaborate with colleagues.



	Results
Strongly Disagree	11%
Disagree	22%
Neutral	17%
Agree	38%
Strongly Agree	12%
Do Not Know	1%

Use of Time: Efforts are made to minimize the amount of routine paperwork teachers are required to do.



	Results
Strongly Disagree	17%
Disagree	25%
Neutral	20%
Agree	29%
Strongly Agree	8%
Do Not Know	1%

Use of Time: Teachers have sufficient instructional time to meet the needs of all students.



	Results
Strongly Disagree	7%
Disagree	16%
Neutral	17%
Agree	45%
Strongly Agree	14%
Do Not Know	1%

Use of Time: Efforts are made to minimize the amount of school-related responsibilities teachers are required to do outside of the regular school workday.



	Results
Strongly Disagree	13%
Disagree	21%
Neutral	20%
Agree	35%
Strongly Agree	10%
Do Not Know	1%

Facilities and Resources: Teachers have sufficient access to appropriate instructional materials.



	Results
Strongly Disagree	4%
Disagree	10%
Neutral	11%
Agree	47%
Strongly Agree	26%
Do Not Know	0%

Facilities and Resources: Teachers have sufficient access to digital content and resources.



	Results
Strongly Disagree	3%
Disagree	7%
Neutral	9%
Agree	49%
Strongly Agree	32%
Do Not Know	0%

Facilities and Resources: Teachers have sufficient access to instructional technology, including computers, devices, printers, software, and internet access.



	Results
Strongly Disagree	3%
Disagree	6%
Neutral	7%
Agree	45%
Strongly Agree	39%
Do Not Know	0%

Facilities and Resources: Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.



	Results
Strongly Disagree	5%
Disagree	10%
Neutral	9%
Agree	44%
Strongly Agree	31%
Do Not Know	0%



	Results
Strongly Disagree	7%
Disagree	14%
Neutral	15%
Agree	41%
Strongly Agree	23%
Do Not Know	0%

Facilities and Resources: The physical environment of classrooms in this school supports teaching and learning.



	Results
Strongly Disagree	3%
Disagree	8%
Neutral	14%
Agree	50%
Strongly Agree	24%
Do Not Know	0%

Facilities and Resources: The reliability and speed of internet connections in this school are sufficient to support instructional practices.



	Results
Strongly Disagree	7%
Disagree	13%
Neutral	13%
Agree	46%
Strongly Agree	22%
Do Not Know	0%

Community Support and Involvement: Teachers provide parents/guardians with useful information about student learning.



	Results
Strongly Disagree	1%
Disagree	3%
Neutral	10%
Agree	58%
Strongly Agree	27%
Do Not Know	1%

Community Support and Involvement: Parents/guardians support teachers, contributing to their success with students.



	Results
Strongly Disagree	8%
Disagree	23%
Neutral	29%
Agree	33%
Strongly Agree	7%
Do Not Know	1%



	Results
Strongly Disagree	4%
Disagree	5%
Neutral	14%
Agree	39%
Strongly Agree	37%
Do Not Know	0%

Community Support and Involvement: I feel like someone cares about me at this school.



	Results
Strongly Disagree	4%
Disagree	6%
Neutral	14%
Agree	42%
Strongly Agree	33%
Do Not Know	1%

Community Support and Involvement: I am encouraged to stay at this school by my administration and/or other staff members.



	Results
Strongly Disagree	6%
Disagree	8%
Neutral	16%
Agree	36%
Strongly Agree	33%
Do Not Know	1%

Community Support and Involvement: I feel like I am part of a community at this school.



	Results
Strongly Disagree	4%
Disagree	8%
Neutral	16%
Agree	41%
Strongly Agree	31%
Do Not Know	0%

Learning Environment: Students understand and follow expectations for their conduct.



	Results
Strongly Disagree	11%
Disagree	22%
Neutral	18%
Agree	40%
Strongly Agree	8%
Do Not Know	0%



	Results
Strongly Disagree	3%
Disagree	10%
Neutral	14%
Agree	55%
Strongly Agree	18%
Do Not Know	0%



	Results
Strongly Disagree	7%
Disagree	13%
Neutral	18%
Agree	44%
Strongly Agree	18%
Do Not Know	0%



	Results
Strongly Disagree	3%
Disagree	8%
Neutral	14%
Agree	50%
Strongly Agree	25%
Do Not Know	0%

Professional Development: Sufficient resources and time are available for professional development in my school.



	Results
Strongly Disagree	5%
Disagree	14%
Neutral	19%
Agree	47%
Strongly Agree	15%
Do Not Know	1%

Professional Development: Professional learning opportunities are aligned with areas of growth from observations.



	Results
Strongly Disagree	6%
Disagree	16%
Neutral	23%
Agree	40%
Strongly Agree	13%
Do Not Know	3%

Professional Development: Professional development offerings are data driven and deepen teachers' content knowledge.



	Results
Strongly Disagree	5%
Disagree	14%
Neutral	24%
Agree	41%
Strongly Agree	13%
Do Not Know	3%

Professional Development: Teachers have sufficient training to fully utilize instructional technology.



	Results
Strongly Disagree	5%
Disagree	15%
Neutral	20%
Agree	45%
Strongly Agree	14%
Do Not Know	1%

Professional Development: Professional development provides ongoing opportunities for teachers to work with colleagues to reflect on their own practice and refine teaching practices.



	Results
Strongly Disagree	5%
Disagree	13%
Neutral	22%
Agree	46%
Strongly Agree	14%
Do Not Know	1%

Professional Development: Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.

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	Results
Strongly Disagree	4%
Disagree	11%
Neutral	22%
Agree	47%
Strongly Agree	14%
Do Not Know	1%

Professional Development: Local assessment data are available in time to impact instructional practices.



	Results
Strongly Disagree	2%
Disagree	6%
Neutral	16%
Agree	53%
Strongly Agree	18%
Do Not Know	4%



	Results
Strongly Disagree	1%
Disagree	1%
Neutral	5%
Agree	47%
Strongly Agree	44%
Do Not Know	2%

Instructional Practices & Support: Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.



	Results
Strongly Disagree	3%
Disagree	8%
Neutral	21%
Agree	47%
Strongly Agree	18%
Do Not Know	3%

Instructional Practices & Support: Teachers believe what is taught will make a difference in students' lives.



	Results
Strongly Disagree	2%
Disagree	4%
Neutral	13%
Agree	49%
Strongly Agree	30%
Do Not Know	2%

Instructional Practices & Support: Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.



	Results
Strongly Disagree	2%
Disagree	6%
Neutral	11%
Agree	51%
Strongly Agree	28%
Do Not Know	2%



	Results
Strongly Disagree	1%
Disagree	1%
Neutral	6%
Agree	55%
Strongly Agree	36%
Do Not Know	1%

Empower

Teacher Retention Survey Results



	Results
Administrator in my school (e.g., principal, assistant principal)	28%
Instructional coach in my school (e.g., literacy or math coach)	11%
Another teacher in my school (e.g., veteran teacher, department chair, team leader, mentor)	40%
Support Staff from my district (e.g., district coach, content coordinator)	8%
Other	14%



	Results
Strongly Disagree	8%
Disagree	15%
Neutral	19%
Agree	42%
Strongly Agree	16%
Do Not Know	0%

Teacher Leadership & Compensation: Teachers are encouraged to participate in school leadership roles.

	Results
Strongly Disagree	5%
Disagree	12%
Neutral	20%
Agree	45%
Strongly Agree	17%
Do Not Know	1%



Teacher Leadership & Compensation: The faculty has an effective process for making group decisions to solve problems.

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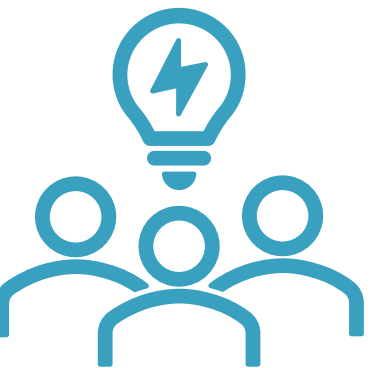
	Results
Strongly Disagree	9%
Disagree	20%
Neutral	23%
Agree	35%
Strongly Agree	11%
Do Not Know	2%





	Results
Strongly Disagree	19%
Disagree	28%
Neutral	23%
Agree	25%
Strongly Agree	4%
Do Not Know	0%

Teacher Leadership & Compensation: I left my district or have considered leaving to move to a district with higher teacher salaries.



	Results
Strongly Disagree	12%
Disagree	27%
Neutral	19%
Agree	23%
Strongly Agree	17%
Do Not Know	2%

Teacher Leadership & Compensation: The teacher pay raise made me feel more valued, respected, and fairly compensated.

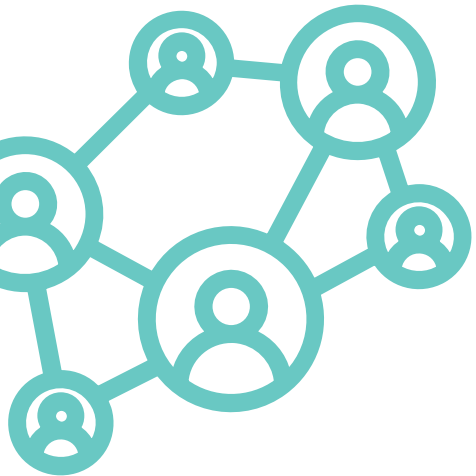
	Results
Strongly Disagree	5%
Disagree	10%
Neutral	20%
Agree	41%
Strongly Agree	23%
Do Not Know	1%



Retain

Teacher Retention Survey Results

Of the following, what do you think is the most important to increased teacher recruitment and retention?



	Results
Additional teacher pay raises	54%
Tuition scholarships and loan repayment/forgiveness	16%
Health insurance premiums & retirement benefits	9%
Signing and/or retention bonuses	12%
Emphasizing the difference teachers make on students' lives	10%

Which of the following best describes your immediate professional plans?



	Results
Continue teaching at my current school	73%
Continue teaching in the district but leave this school	3%
Continue teaching in this state but leave this district	5%
Continue teaching in a state other than Mississippi	2%
Continue working in education but pursue an administrative position	6%
Continue working in education but pursue a non-administrative position	3%
Leave education entirely	3%
Retire from education	5%



	Results
Community support and involvement	10%
Facilities and resources	4%
Instructional practices and support	8%
Learning environment	13%
Professional development	2%
School leadership	17%
Teacher leadership and compensation	12%
Use of time	4%
Other	31%



	Results
Community support and involvement	9%
Facilities and resources	3%
Instructional practices and support	4%
Learning environment	7%
Professional development	1%
School leadership	19%
Teacher leadership and compensation	14%
Use of time	10%
Other	33%

Which of the options below best represents your experience with classroom observation and coaching this school year?



	Results
I only had live, in-person observation and coaching this year.	77%
I only had virtual/remote observation and coaching this year.	1%
I had both live, in-person AND virtual/remote observation and coaching this year.	14%
Observation and coaching was not conducted by my administrator(s) this year.	7%

How helpful was the feedback you received from observations and coaching this year?



	Results
Not helpful	17%
Slightly helpful	21%
Moderately helpful	28%
Very helpful	35%

School Leadership: Teacher performance is assessed objectively, and teachers receive feedback that can help them improve teaching.



	Results
Strongly Disagree	5%
Disagree	9%
Neutral	17%
Agree	45%
Strongly Agree	22%
Do Not Know	1%

School Leadership: There is an atmosphere of trust and mutual respect in this school, and teachers feel comfortable raising issues and concerns that are important to them with school leadership.

70



	Results
Strongly Disagree	12%
Disagree	17%
Neutral	17%
Agree	36%
Strongly Agree	16%
Do Not Know	0%

School Leadership: The school leadership consistently supports, recognizes, and appreciates teachers.



	Results
Strongly Disagree	9%
Disagree	14%
Neutral	20%
Agree	38%
Strongly Agree	20%
Do Not Know	0%



	Results
Strongly Disagree	4%
Disagree	6%
Neutral	10%
Agree	49%
Strongly Agree	31%
Do Not Know	0%

School Leadership: The school leadership facilitates using data to improve student learning.



	Results
Strongly Disagree	2%
Disagree	3%
Neutral	9%
Agree	48%
Strongly Agree	36%
Do Not Know	1%

School Leadership: Teachers have an appropriate level of autonomy and influence on decision making.

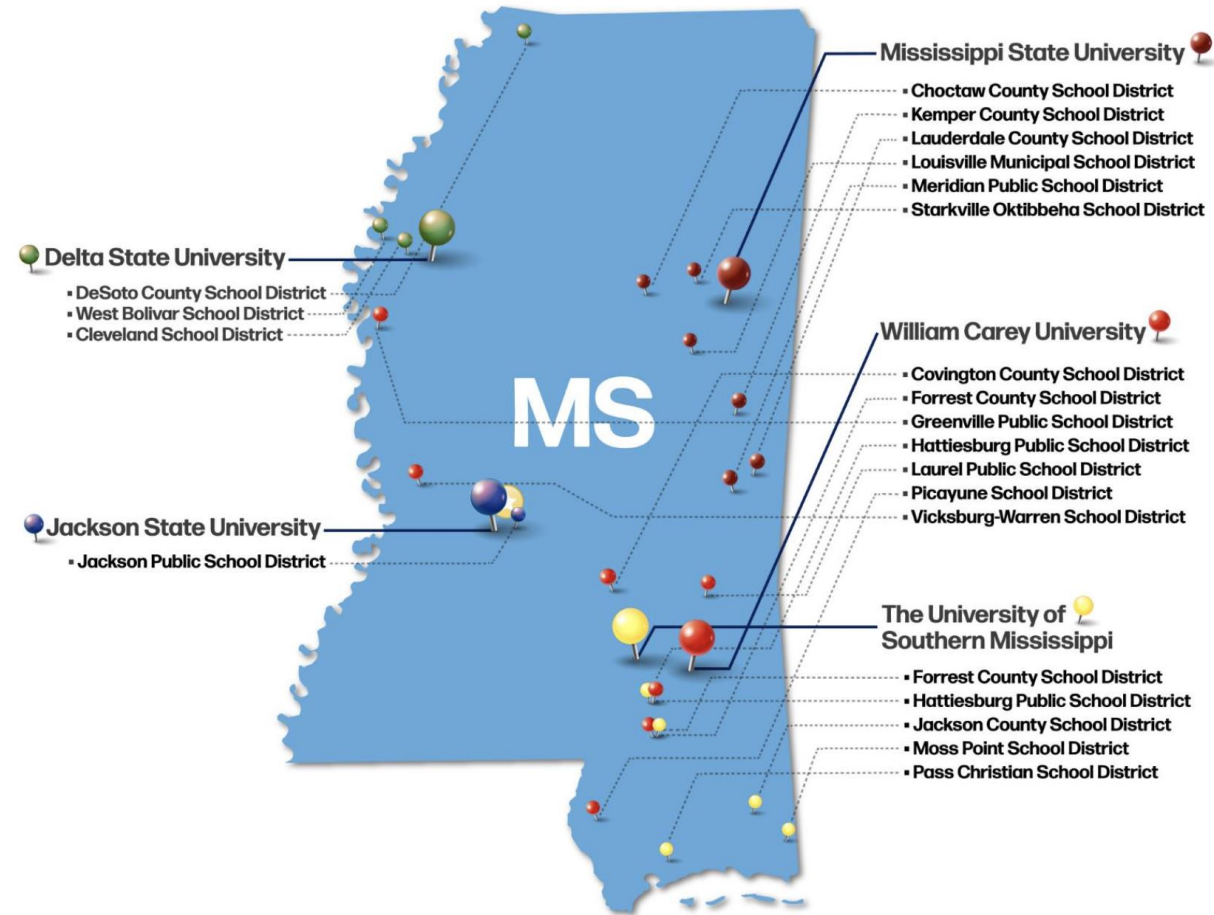


	Results
Strongly Disagree	9%
Disagree	16%
Neutral	21%
Agree	38%
Strongly Agree	15%
Do Not Know	1%

Teacher Retention Survey

Statewide Strategies

ESSER - Funded



Mentoring and Induction

Mentoring and induction contributes to the success of beginning teachers, increases student achievement, and leads to improvements in teacher retention. Mentoring and induction programs equip beginning teachers with the necessary support to ensure their professional growth and effectiveness. Districts have flexibility in developing their own formal mentorship and induction programs.



Program Planning and Logistics



Mentor Selection and Orientation



Ongoing Training and Support



Assessing Program Impact



Additional Resources



mdek12.org/OTL/OTC/TMP

1

2

Request Professional Development

Request Virtual and Face-to-Face Professional Development



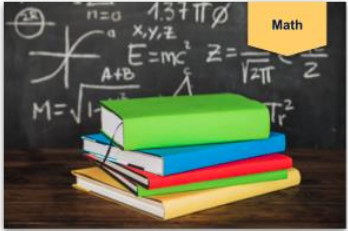



Administrators may request virtual and face-to-face professional development trainings provided through the Office of Professional Development.

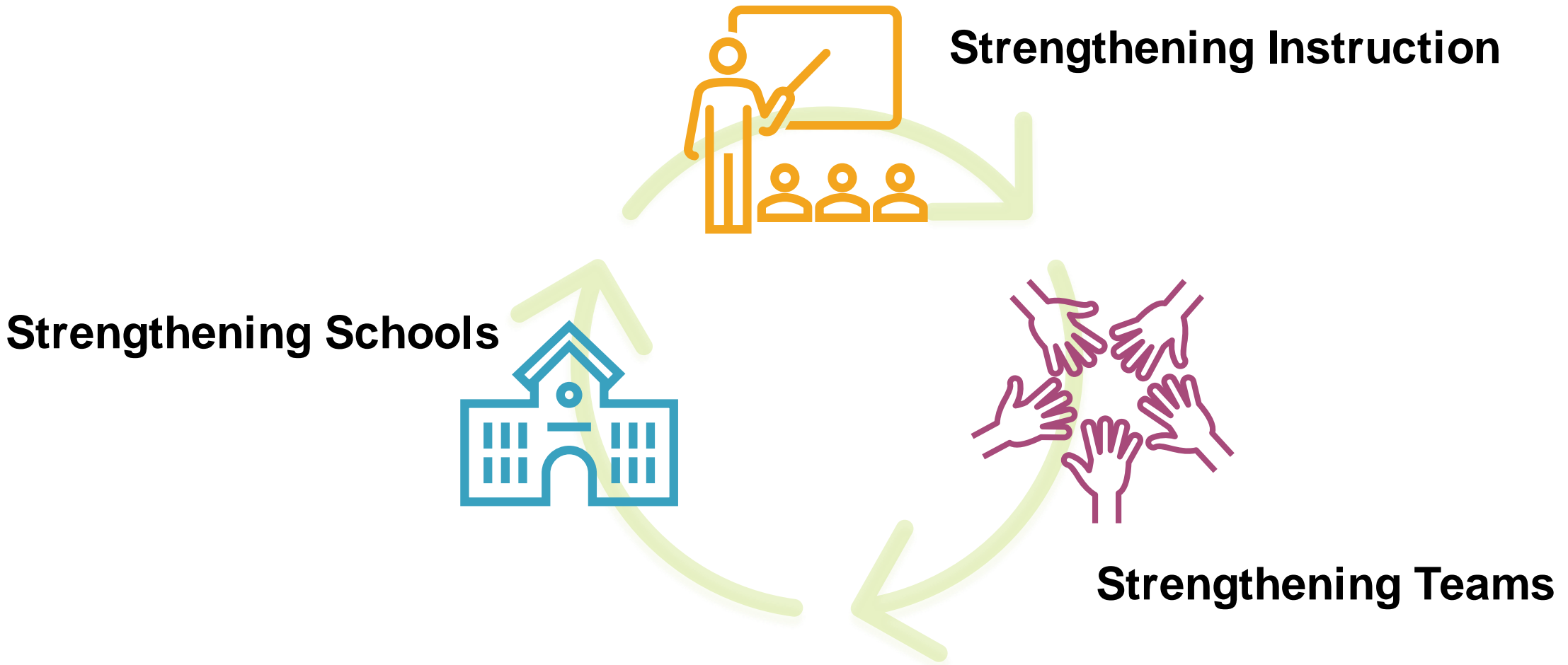
[Fall 2022 Professional Development Catalog](#)



Available August - December 2022. To submit a request for professional development, click [here](#).

PGS Domain I: Standard 1

 <p>Overview of the MS CCRS for ELA</p> <p>This training familiarizes participants with the MS CCRS for ELA by deconstructing them to support instructional planning.</p> <p>Participants will...</p> <ul style="list-style-type: none"> Gain an understanding of the ELA Standards through analysis of the anchor standards and the scaffolding document. Use the standards to identify and unpack grade-level expectations. Use learning targets to create meaningful chunks of instruction. <p style="background-color: #004a69; color: white; padding: 2px;">Grades K-2 3-5</p> <p style="text-align: right;">Virtual 90 minutes </p>	 <p>Overview of the MS CCRS for Mathematics</p> <p>This training familiarizes participants with the MS CCRS for Mathematics by deconstructing them to support instructional planning.</p> <p>Participants will...</p> <ul style="list-style-type: none"> Determine the intent of a standard by deconstructing it. Write learning targets for a deconstructed standard. Use learning targets to create meaningful chunks of instruction. <p style="background-color: #004a69; color: white; padding: 2px;">Grades 6-8 9-12</p> <p style="text-align: right;">Virtual 90 minutes </p>	 <p>Rigor in the Mathematics Classroom</p> <p>This training provides participants with a basic understanding of the 3 types of rigor, one of the major shifts called for in the MS CCRS for mathematics.</p> <p>Participants will...</p> <ul style="list-style-type: none"> Define "rigor" as it relates to math instruction and assessment. Describe the three types of rigor. Determine the appropriate rigor of MS CCRS for Mathematics. <p style="background-color: #004a69; color: white; padding: 2px;">Grades 6-8 9-12</p> <p style="text-align: right;">Virtual 90 minutes </p>
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