



EXECUTIVE SUMMARY

Transforming THE TEACHER ROLE:

How Innovative Designs Can Improve Satisfaction, Retention, and Student Experiences

Introduction

In order to dramatically transform the experiences of all students and the outcomes they achieve, we must also tend to our teachers. Change to one cannot occur without change to the other. However, our teachers are struggling and, while teacher shortages and a dwindling pipeline [are not new phenomena](#), recent dissatisfaction and resignation trends are shedding more light on the need for change.

Transforming the Teacher Role: How Innovative Designs Can Improve Satisfaction, Retention, and Student Experiences is designed to help leaders undertake that change. It seeks to answer the

question—how can we redesign schools not just for greater student learning and happiness, but also for great teacher satisfaction? It is organized into four parts that build on each other or could be used separately.

Part 1 | Transforming the Teaching Profession: Why Now is the Time

Teacher satisfaction is declining. In a 2019 nationally representative survey on teacher satisfaction, 22% of teachers responded that they considered leaving the profession due to inadequate pay, another 19% considered leaving due to added stressors and burnout, and another 10% considered leaving due to a

More than 50% who moved schools or left teaching **did so due to “dissatisfaction”** with low pay, inadequate **administrative support**, lack of influence in **decision-making**, and a lack of **student motivation** (Ingersoll, 2001).

lack of feeling respected or valued in their schools (PDK, 2019). In addition, Black and Latinx teachers report feeling higher rates of dissatisfaction than their white counterparts (ASI, 2015; Master et al., 2018). And, 44% of new teachers leave the profession within the first five years of teaching (Ingersoll, 2018).

These trends are further elaborated on in the full [Transforming the Teacher Role](#) resource and [accompanying slides](#).

“The ultimate hidden truth of the world is that it is something that we make and we could just as easily make differently.”

- David Graeber



Image courtesy of Valor Collegiate Academy.

Part 2 | Drivers of Satisfaction: What Attracts Teachers and Keeps Them Around

Job satisfaction refers to the gratification and fulfillment that results from working in a chosen occupation. For educators, this refers to the degree to which job-related needs and desires are met by a school (Evans, 1997). Teacher satisfaction is important because it is related to teacher well-being and retention as well as instructional quality. Deeply understanding and addressing teacher satisfaction in a school community can illuminate ways to support both educators, and, in turn, the students they work with.

Addressing teacher satisfaction will require communities to deeply understand their context and the individual educators working within it. In order to help communities build this understanding, we consolidated research on teacher job satisfaction and organizational social theory to describe what teachers value most from the profession and, in turn, what can *drive* satisfaction. This was inspired by the concept of Employee Value Propositions (EVP) but was customized with concepts and language related to education, schools, and teaching.



Driver 1: Role and Fit

This driver defines the ways that a teacher's role, responsibilities, and a personal sense of belonging contribute to teacher satisfaction.



Driver 2: Working Conditions

This driver defines the ways that a school's structure and systems support teachers and contribute to teacher satisfaction.



Driver 3: Career Development

This driver defines the types of opportunities and resources around career progression that contribute to teacher satisfaction.



Driver 4: Compensation, Rewards, and Recognition

This driver defines how increased salary, fair compensation, and positive recognition contribute to teacher satisfaction.

Within each of these primary drivers are secondary drivers that more specifically define what schools must offer teachers for them to thrive and remain in the profession.

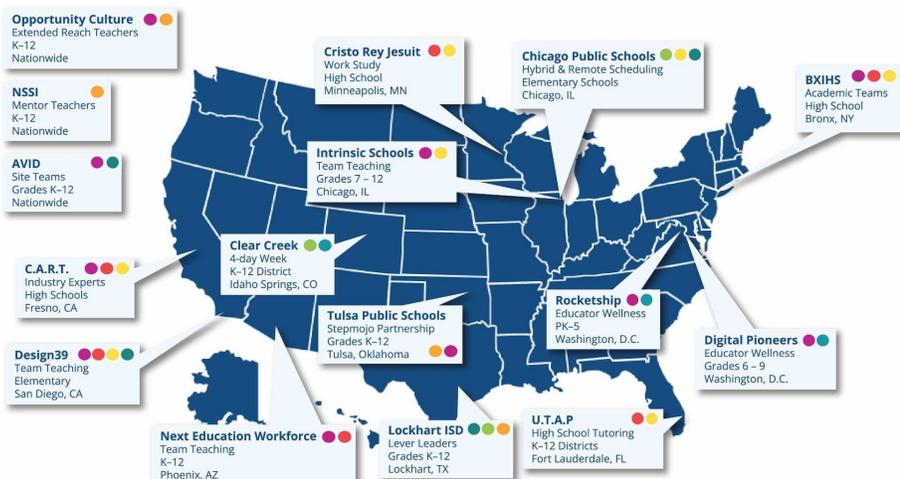
Part 3 | Innovating on the Role of the Teacher: Transformational Strategies

Next, we present seven strategies that pull on the Drivers of Satisfaction *and* on research around equitable outcomes for student learning. Many of the strategies call on schools and districts to make system-level decisions and consider long-term planning.

These strategies are based on the work of organizations and school communities, as well as research on the teacher role. The extended resource includes a description of what each strategy involves, the reasons it has the potential to improve teacher satisfaction, its connection to student learning, links to examples, and some suggestions for getting started in smaller ways in order to tinker toward transformation.

Seven Strategies for Transforming the Teacher Role	Role & Fit	Working Conditions	Career Development	Compensation & Recognition
				
Implement Collaborative Team Teaching	◆	◆		
Leverage Nontraditional Professionals to Supplement Staff		◆		
Extend the Reach of High-Quality Educators			◆	◆
Activate Student Ownership and Self-Direction	◆	◆	◆	
Think Flexibly About Scheduling	◆	◆	◆	
Inspire Teacher Autonomy and Leadership		◆	◆	◆
Support Positive Adult Mindsets and Well-Being	◆	◆		

Part 4 | See Strategies in Action: Examples from the Field



Lastly, we spotlight about twenty learning environments and organizations that are implementing the strategies in a variety of configurations. For each, we share descriptions, how each configures multiple strategies together, links to resources, as well as important system specifications