



Wisconsin Center for Education Research

SCHOOL OF EDUCATION

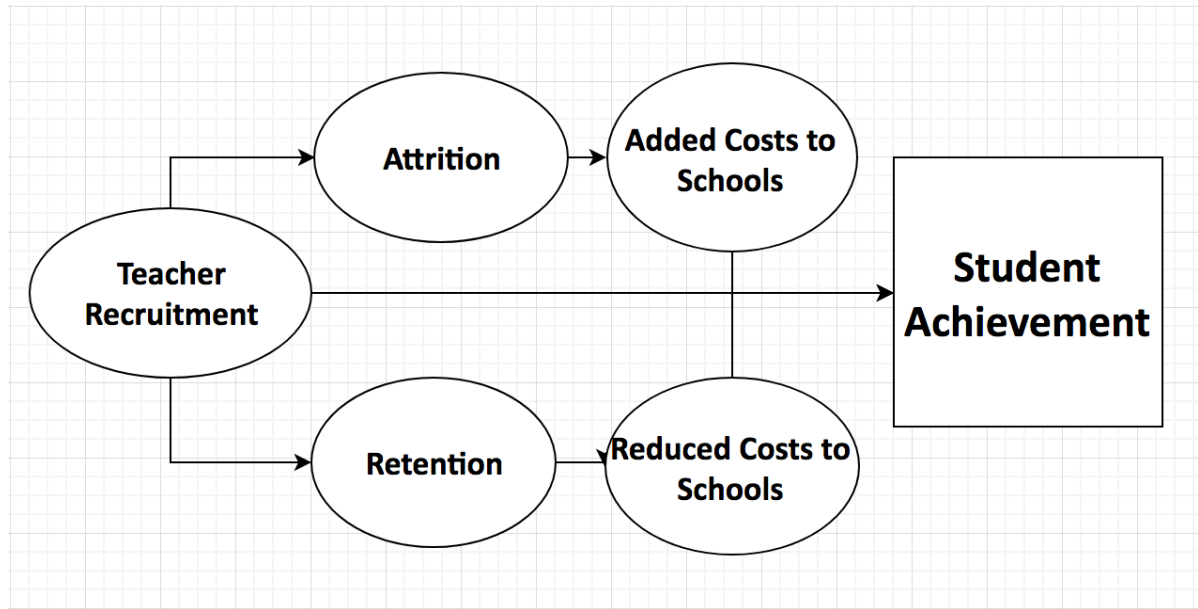
UNIVERSITY OF WISCONSIN-MADISON

Rural Teacher Recruitment and Retention in Wisconsin

Ari Brown, La Follette School of Public Affairs

Minseok Yang, Education Leadership & Policy Analysis

Teacher Recruitment and Retention

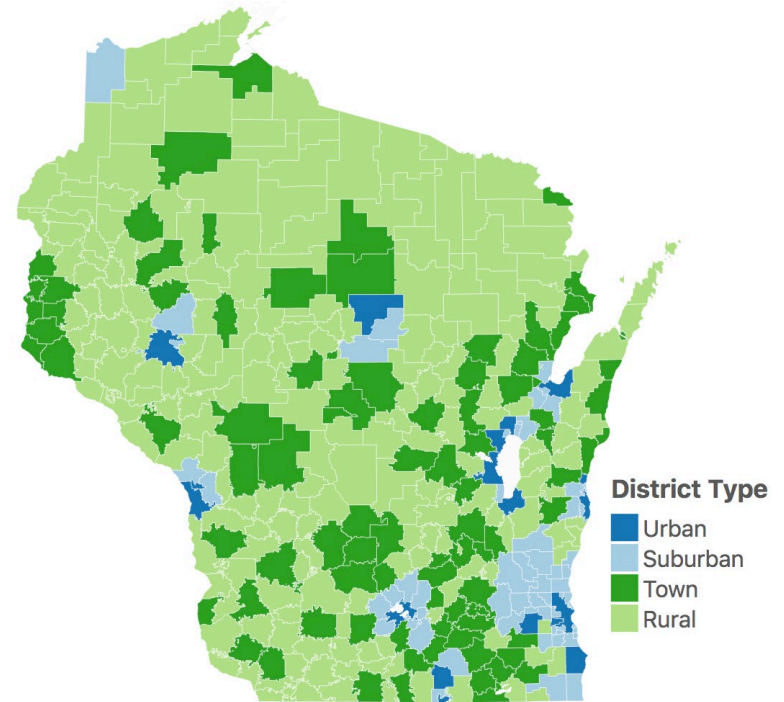


Schools teachers are most likely to move or leave:

- **More students of color**
- **More low-income students**
- **Smaller schools (fewer students)**
- **Rural & urban schools**

The Problem in “Rural” Schools

- **1. Lower pay** (Hanushek & Rivkin 2007; Beeson & Strange 2003; Jimerson 2003)
- **2. Isolation** (Greenough & Nelson 2015, Lazarev et. al 2017)
- **3. Stressful working conditions**
 - Time pressures (Abel & Sewell 1999)
 - Multiple roles (Bergman et. al 2016)
 - Community “role confusion” (Huysman 2007)

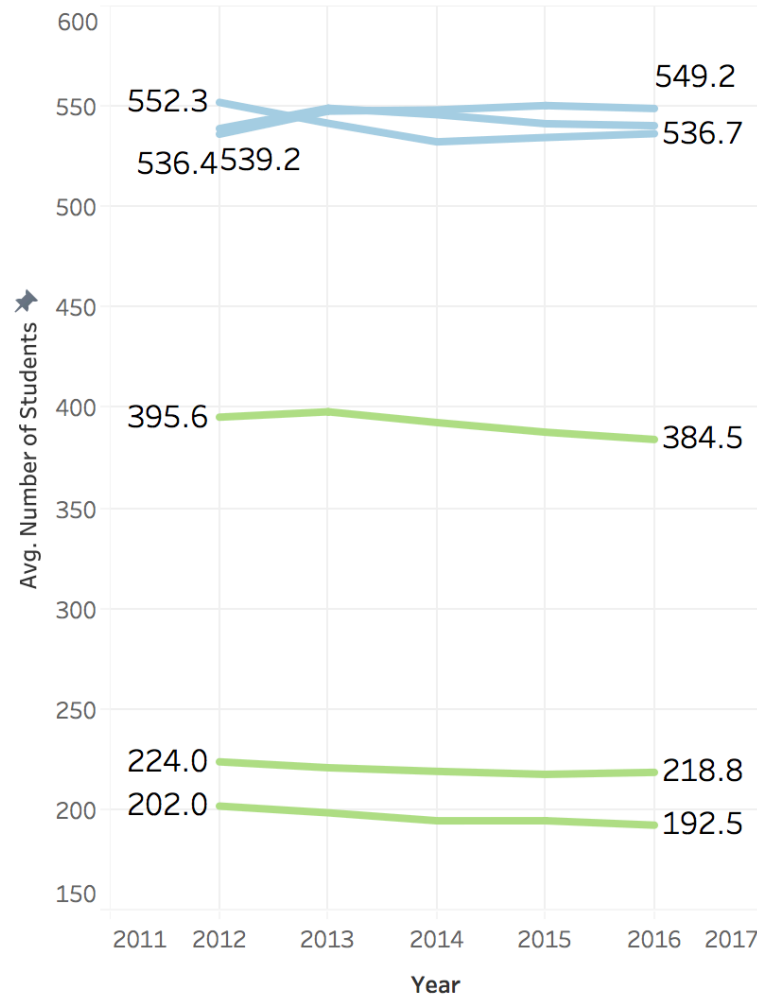


Kemp 2018

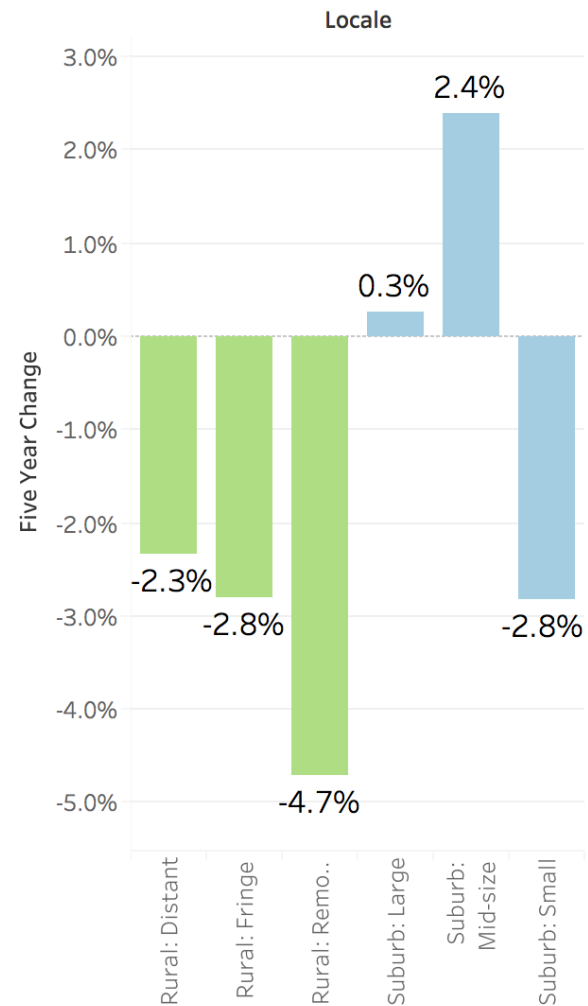
Rural schools are not homogenous.

Analysis: Rural Schools - Number and Size

Number of Students

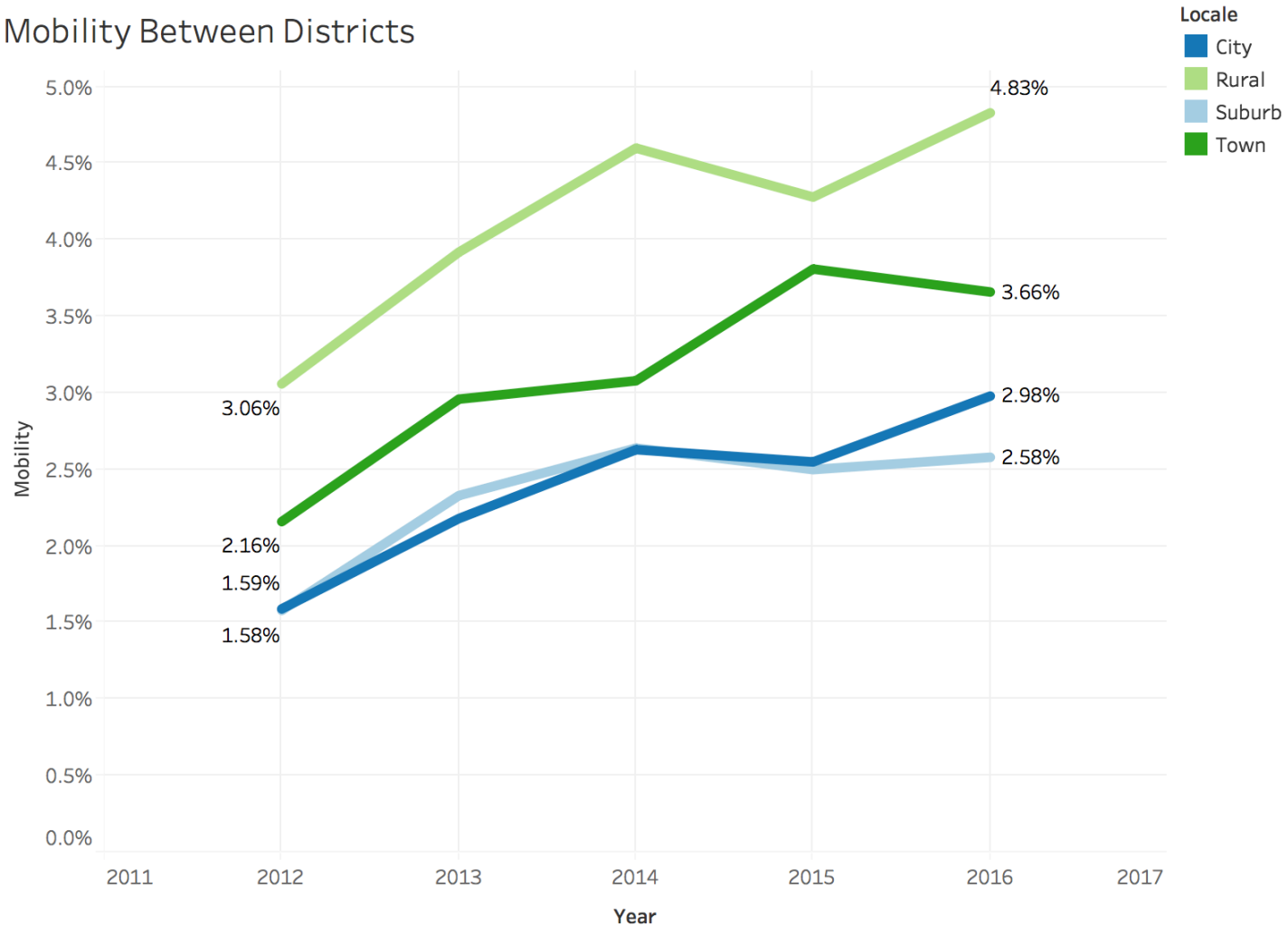


Five Year Change (2012-2016)



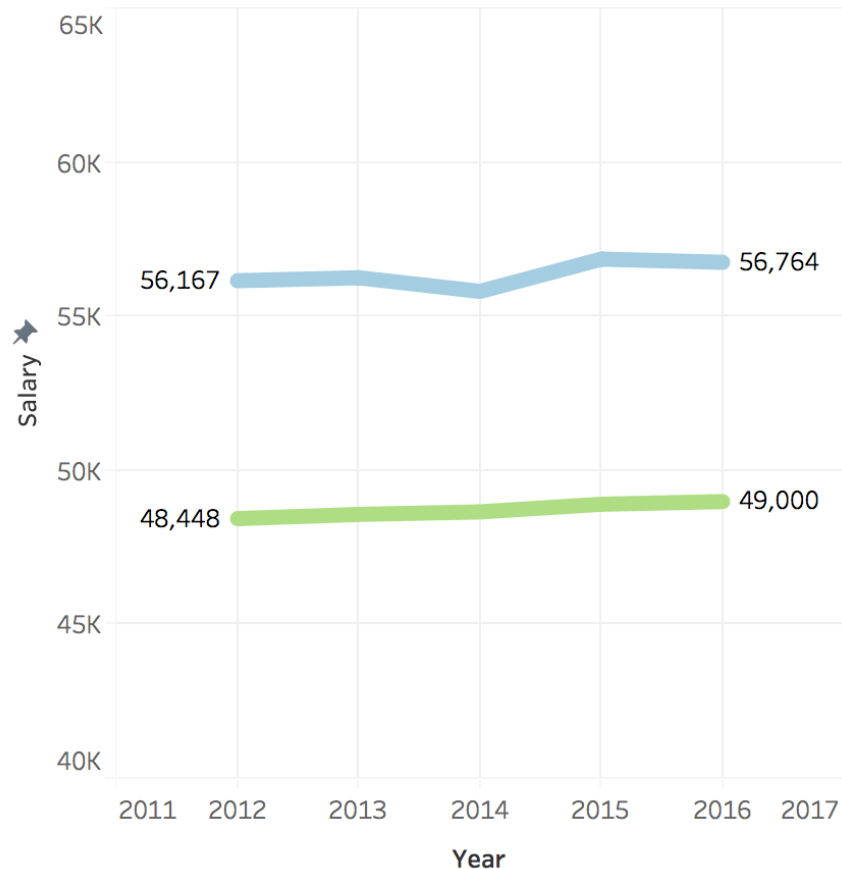
Analysis: Teacher retention in Wisconsin (mobility between school districts)

Mobility Between Districts

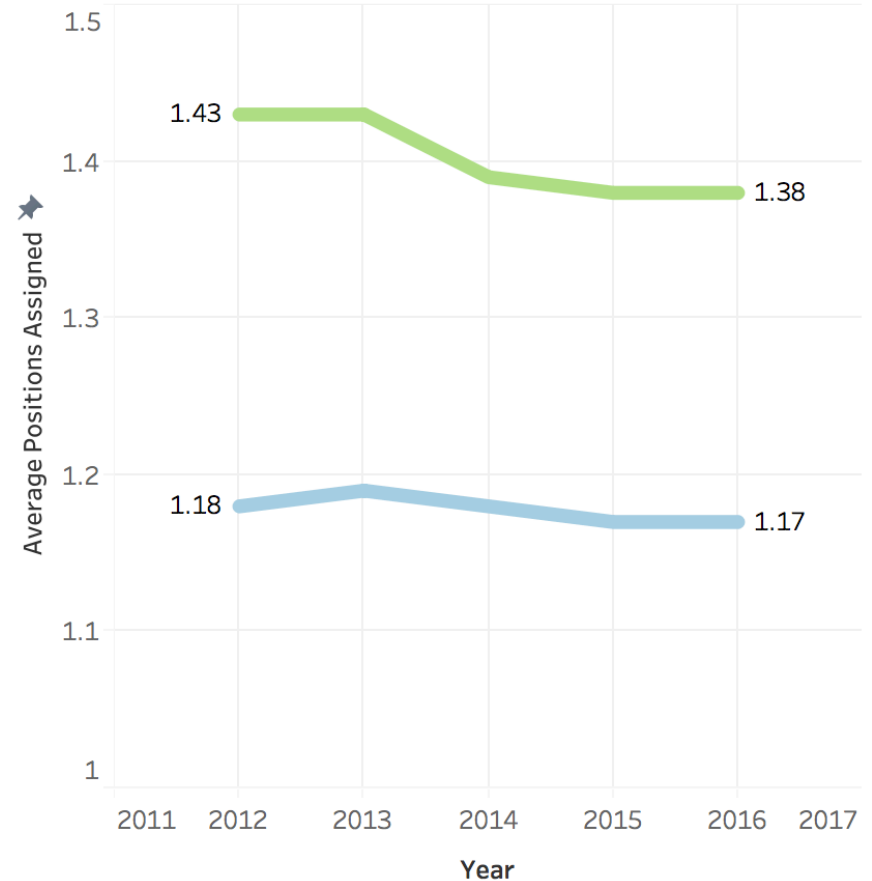


Analysis: Working conditions in Rural schools

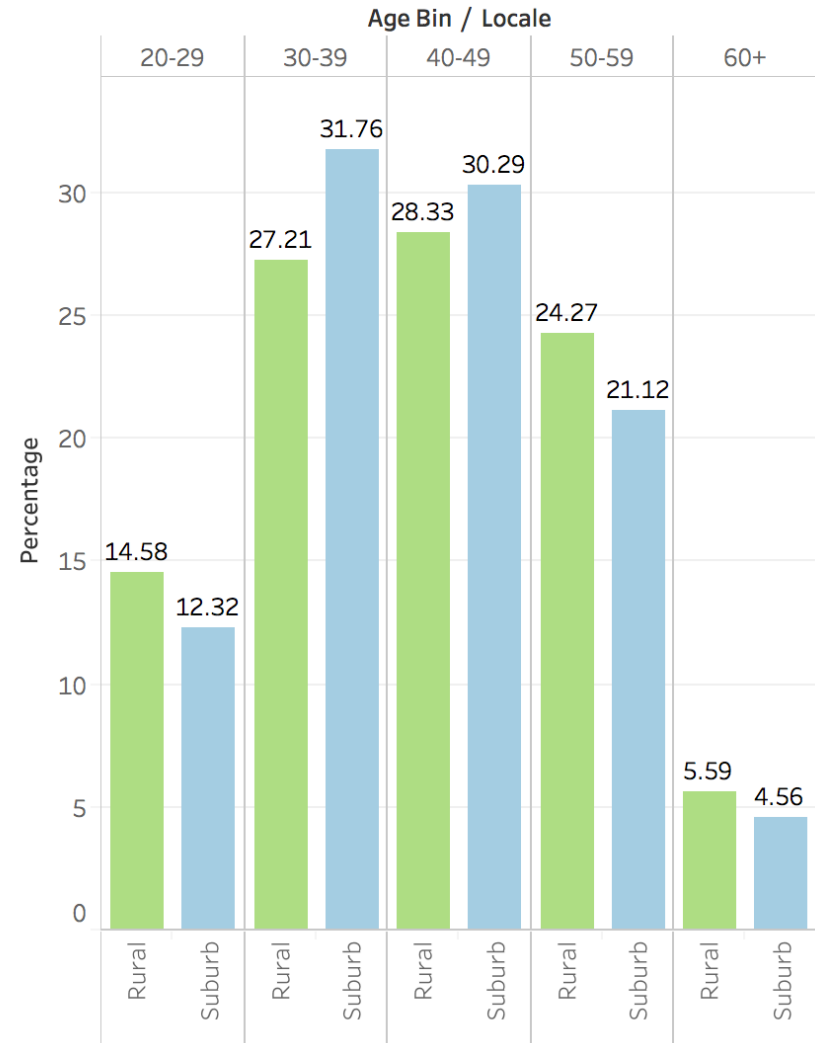
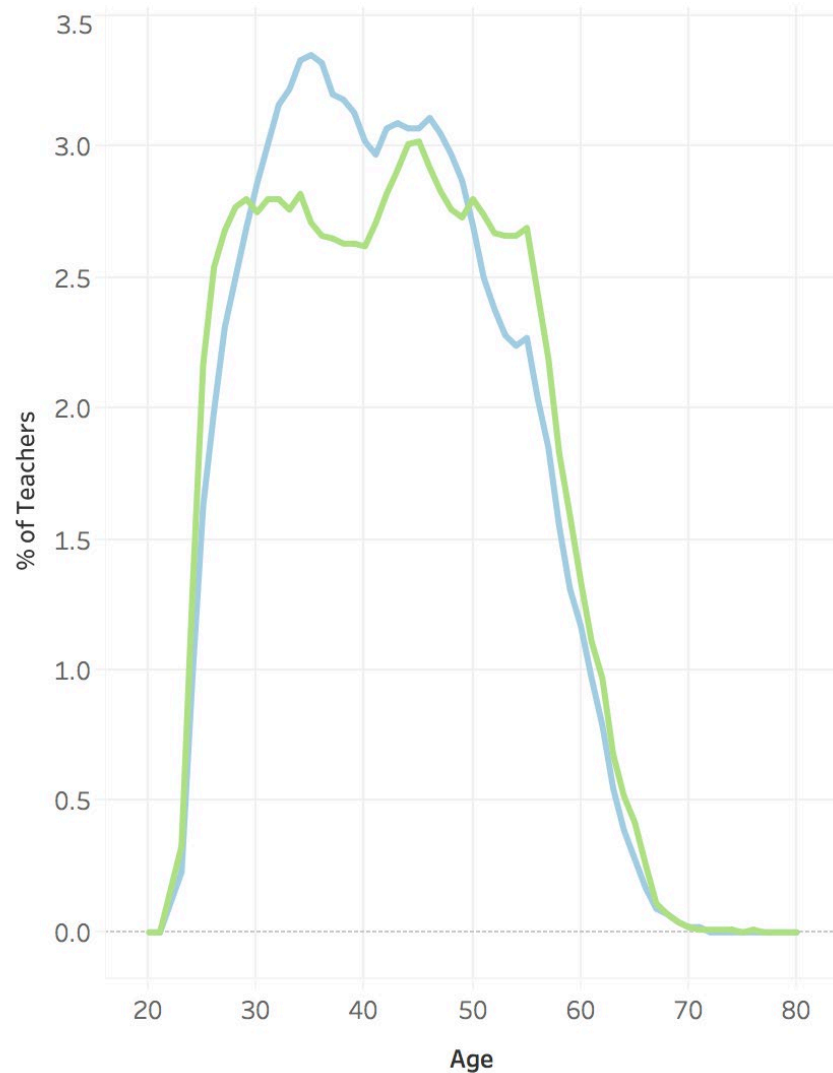
Salary



Multiple Roles



Analysis: Teacher distribution by age



Why Do Rural Teachers Leave? Stay?

Leave

- Better pay elsewhere (Boe et. al 1997, Theobald 1990, Hanushek et. al 2004)
- Job stress (Gordon 1991, Perrachione et. al 2008)

Stay

- Environmental support (Ingersoll 2001, Darling-Hammond et. al 2007, Boyd et. al 2011)
- Community support (Verdin & Smith 2013)
- Familiarity with rural area (McClure & Reeves 2004, Podolsky et. al 2016, Barker & Beckner 1985, Boyd et. al 2005)

Suggested Interventions

- Targeted incentives



City moves forward with first affordable teacher housing development

- University partnerships



- “Grow Your Own” programs



THANK YOU! QUESTIONS?

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