

Retaining Los Maestros: Best Practices in Supporting Latinx Staff

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Rationale: Teacher Retention

- “Teacher turnover and attrition are costly in both human and financial costs. A study by the Alliance for Excellent Education estimated the cost at \$2 billion annually.” (ISBE, 2018)
- National Center of Education Statistics’ Schools Staffing Survey (SASS) & Teacher Follow up Survey:
“Of those (teachers) who depart because of job dissatisfaction, most link their turnover to ...” (Ingersoll et al., 2019 p.460)”



Leadership Matters

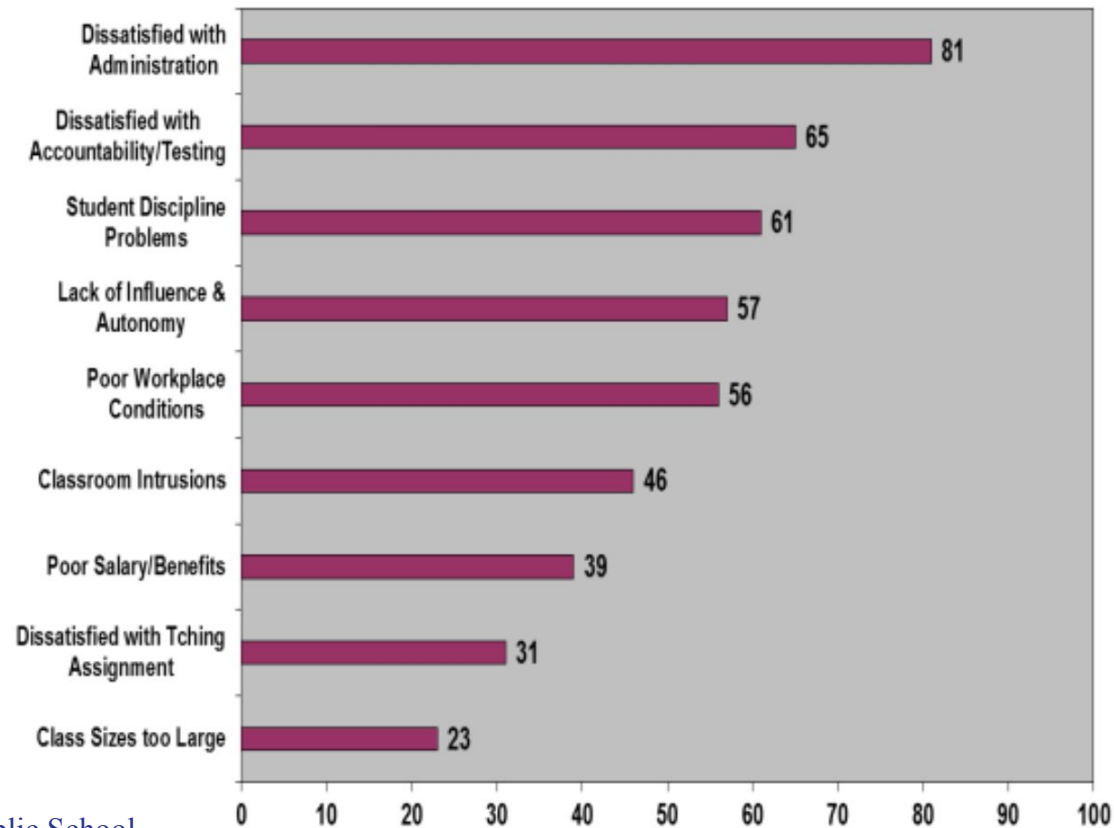
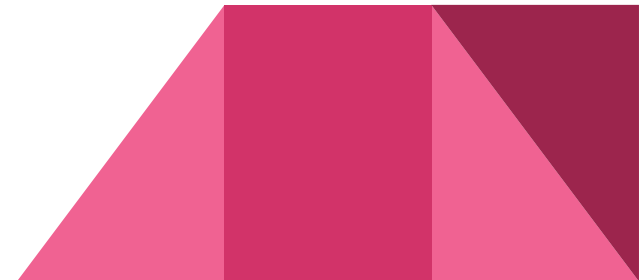


Figure 1. Of Those Minority Public School Teachers Reporting Dissatisfaction, Percentage Reporting Particular Reasons for Their Turnover, 2016-17. Ingersoll et al., 2019 p.460

Purpose of the Study

- Exploring the working relationship and role of principal on the support in retaining of Latinx teachers.
- This empirical study will examine the role of autonomy, competence, and relatedness in the development of rational trust between Latinx teacher and direct supervisor/principal.



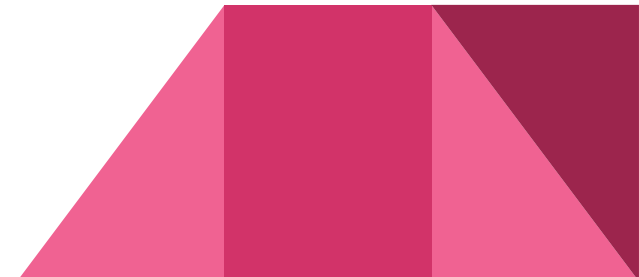
Theoretical Framework

Self Determination Theory

In 1985, researchers Ryan and Deci examine intrinsic motivation and self determination in human behavior.

They posits that all humans have a innate drive for learning and curiosity. This internal drive is fostered in an environment that supports autonomy, competence, and relatedness.(Ryan &Deci 2009)

The more a leader can support autonomy, competence, and relatedness for their group the more intrinsic motivation the group will have. Increase motivation can lead to increase in job satisfaction and higher retention



Theoretical Framework

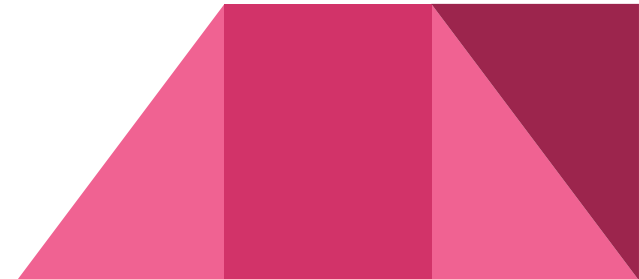
Relational Trust Theory

Relational trust is a distinct role of social exchanges witnessed in everyday school communities (Bryk & Schneider, 2003)

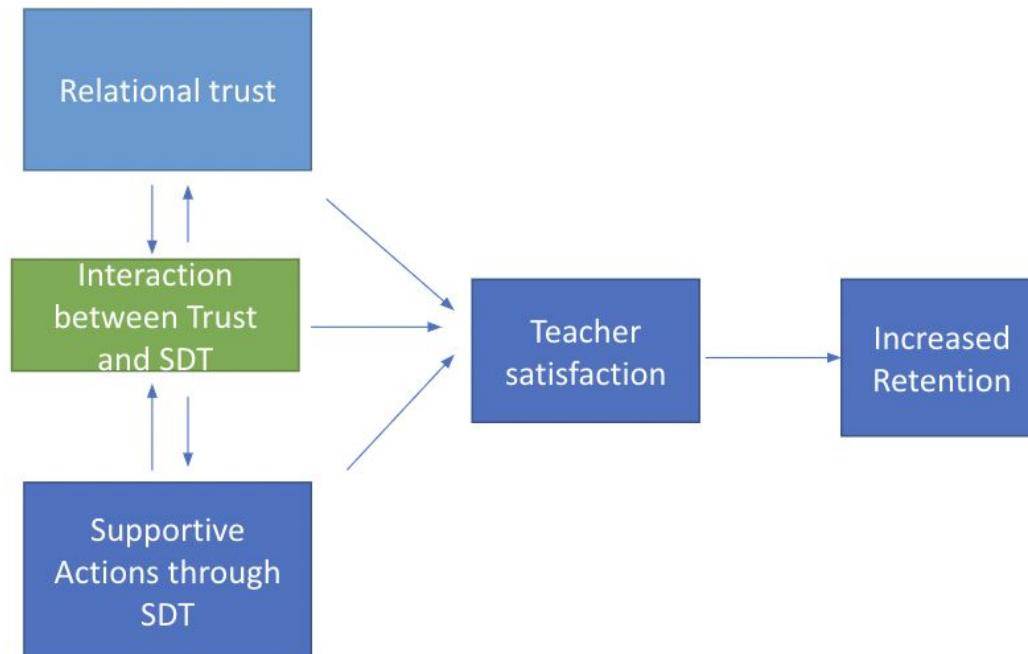
As a social construct, trust lies at the heart of relationships and contracts, influencing each party's behavior toward each other" (Robinson, 1996, p. 576)

Conversations between teachers and administrators are an excellent way to gauge the level of relational trust. If the conversation is authentic, open, and affirming, then trust is evident in the relationship.

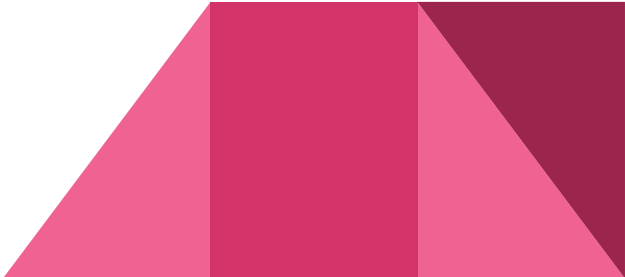
Set of preconditions must be met for trust to occur: Benevolence, Honesty, Safe Working Conditions, and Personal Identity.




Conceptual Framework



Research Questions

1. How does the principal-teacher relationship impact intrinsic motivation for Latinx staff?
 2. How does principal support influence the trust development of Latinx teachers?
 3. What is the impact of recognizing the cultural/ethnic identity of Latinx teachers on teacher satisfaction and teacher retention?
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Methodology

- Interview six Latinx teacher participants, three non Latinx teacher participants
 - Interview three school principals (two Latinx principals and one non Latinx principal)
 - Each school will have one principal and three teachers interview for comparison analysis.
 - Interview 45- 60 minutes long; zoom platform and recorded.
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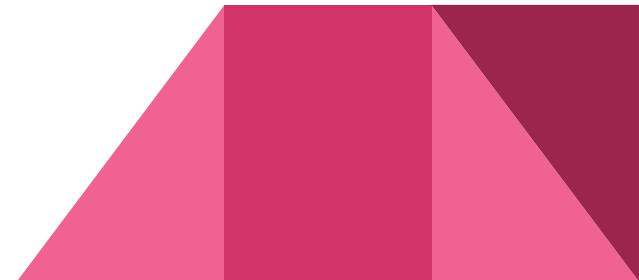
Teacher Findings

Task Delegation is a Way Principals Can Provide Autonomy Support.

With Intentionality, Recognizing Cultural Identity Develops Belonging

Developing Spaces for Collaboration Creates a Sense of Belonging

Feeling Heard and Following Through is Critical in Creating Trust

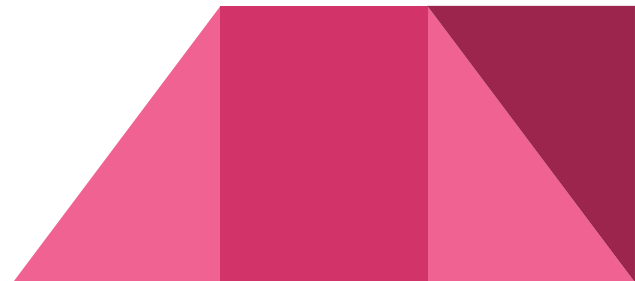


Principal Findings

Avoid Micromanaging by Listening Strengthens the Sense of Competence.

Develop a Space of Trust Through Learning Experiences and Social Capital

Acknowledge All Aspects of Culture to Provide Mentorship for Teachers



Professional Retention Strategies for Administrators

1. Involve a diverse group of people in decision making. Be mindful not to marginalize staff of color through tasking assignments.
2. Listen to to your teachers and support staff. Make a dedicated time to hear ideas and follow up when people go through difficult times.
3. Champion the celebration of cultures in your building by supporting student initiatives and know your own personal cultural awareness.
4. Focusing on student driven outcomes help teachers stay motivated in tough times.
5. Allowing spaces for affinity groups to meet help climate and culture of the building.

