

Retaining Public Charter Teachers for Student Success

Executive Summary

Many public charter schools are achieving strong results for their students. However, research finds that the average public charter school loses a quarter of its teachers every year. Recent research confirms what intuition would tell us: teacher turnover can harm student achievement, while effective school leadership, dedicated to retaining highly effective teachers, can increase teacher longevity and contribute to student success.

This paper provides recommendations to school leaders and charter management organizations (CMOs) to help improve the retention of teachers in public charter schools.

I: Build a Culture of Mutual Feedback for Continuous Improvement

Building a culture of feedback for continuous improvement – one that includes both administrator feedback to teachers, and *teacher feedback to school leadership* – is essential for building a professional learning community that maximizes student achievement and teacher belief in school efficacy.

II: Protect Teachers' Time for Great Teaching

Schools should be vigilant about protecting teacher planning time so that they can focus on their craft. This means finding creative solutions for the additional responsibilities that so often fall on teachers' plates – lunch duty, study hall, etc. Doing this can reduce teacher burnout and can contribute to boosting student achievement.

III: Establish Clear Career Pathways for Teachers

Schools and CMOs should build career pathways

that develop teacher talents over time and provide compensation for elevated roles.

IV: Establish Practices That Respond to the Personal Needs of Teachers

Public charter school teachers are mission driven and dedicated to excellence. Like professionals in all fields, they have higher job satisfaction when their workplaces allow them to fulfill their personal needs.

Introduction

On the whole, many public charter schools have energetic, highly educated teachers who are driven to make a difference for their students. In order to ensure that this teaching force has the maximum impact on student learning, charter schools should place a special emphasis on retaining effective teachers.

Teach Plus Working Group on Public Charter Schools

The Teach Plus Working Group on Public Charter Schools is a group of 22 dedicated teachers from across the country who met virtually for close to a year to research the issue of teacher retention. Methods employed included a national survey of public charter school teachers and former teachers, focus groups, review of the academic literature and interviews with school leaders.

Teachers join public charter schools to make a difference, and it is essential that schools give teachers every advantage in achieving that goal. Indeed, several respondents to a Teach Plus survey explicitly mentioned their school's mission as a reason why they were still teaching at a charter school. One respondent stated:

*I truly enjoy working with urban youth and being here in a charter school that has a strong, positive culture, I feel that I am able to affect their lives positively as well.*¹

Beyond an inspiring mission, teachers also want their administrators to have a clear strategy for achieving that mission. Teachers are more likely to remain in their schools when administrators have a clear, consistent vision for the school, and regularly use that vision to make strategic decisions. The strategy tells leaders what to do – and equally important, what not to do. Brooke Charter Schools make clear how they plan to achieve their mission: “Building great teachers. Closing the achievement gap.”²

One potential danger public charter schools face is that the unwavering pursuit of a noble mission can sometimes undermine – rather than promote – teacher retention efforts. Teachers who initially choose to work in a charter school because of its mission sometimes leave because fulfilling that goal can be all-consuming, or because poor leadership undermines those efforts.

Some public charter schools have begun to address this challenge by including teacher retention as a component of their strategy. For example, Boston Collegiate Charter School in Dorchester, MA aims to prepare all of its students for college, while striving to lose no teachers through dissatisfaction with the school.³ Similarly, Neighborhood House Charter School, also in Dorchester, aims to offer a quality education to a diverse community of Boston children, but considers retaining its teachers a critical part of fulfilling this aim.⁴ Both Boston Collegiate and Neighborhood House lose teachers at approximately half the national average for charter schools, and both manage to do so while maintaining reputations for academic excellence.

Background and Motivation: The Case for Retaining Teachers

The average public charter school loses a quarter of its teachers every year according to a 2010 study by David Stuit and Thomas A. Smith.⁵ This is a major concern, because turnover can interfere with student achievement.

A 2011 study at the University of California, Berkeley concluded that public charter school teachers in Los

Angeles were significantly more likely to leave their schools than their counterparts at traditional public schools.⁶

Turnover can hinder student achievement. The “revolving-door effect” from high teacher turnover leaves high-poverty schools that need continuity spending precious resources searching for new, and often inexperienced, teachers – which incurs new professional development costs and can negatively impact work to build a school culture.⁷ A study by Ronfeldt et al. concluded, “Teacher turnover has a significant and negative effect on student achievement...Moreover, teacher turnover is particularly harmful to students in schools with large populations of low-performing and black students” (2011, p. 17).⁸

Because a preponderance of public charter schools serve urban areas, where consistent, positive relationships between teachers and students are especially important, these schools would benefit from focusing on teacher retention.

“I do enjoy being part of a larger movement, but it is the work within my own school that keeps me here—the teachers and administration are reflective, willing to change, thoughtful about what is best for students, families, and staff alike.

There is a consciousness about wanting to balance dedication to learning/work with a healthy personal life. It is an inspiring place to be!”

- Public charter school teacher

Researchers attribute some teacher turnover to the types of teachers hired by public charter schools. Public charter school teachers are likely to be young, to have entered teaching through a nontraditional route, such as Teach for America, and not to have state certification. These traits are associated with higher rates of turnover.⁹ Some speculate that public charter school teachers do not intend to make teaching their career but, instead, consider it a form of public service that will shape both their students’ and their own futures.

Teacher characteristics don’t paint the whole picture – and there is a lot of room for improvement. A survey of public charter school teachers conducted by this working group found that of teachers who had left a public charter school, the most common cited reason was that their school had poor leadership and did not offer adequate support for professional growth. On the other hand, those who had stayed in a public charter school mentioned their feeling of efficacy in impacting the lives of children; having strong and supportive school leadership; the opportunity to work with outstanding colleagues; and the positive culture at

their school.¹⁰

Boyd et al.'s study of all teachers in New York City – those in both public charter schools and in traditional public schools – reinforces the fact that effective school leadership would go a long way towards stemming teacher attrition. According to the study, “Teachers’ perceptions of the school administration have by far the greatest influence on teacher-retention decisions” (p.ii).¹¹ Of those who left or considered leaving, “well over 40 percent of both groups identified dissatisfaction with the administration as the most important factor” (p.14).¹²

I. Build a Culture of Mutual Feedback for Continuous Improvement

An effective public charter school will have several key components to its communication between teachers and administrators. Specifically, school leaders should provide feedback on teachers’ areas for strength and growth, and teachers should also have clear avenues for providing feedback and ideas to administrators.

“I am motivated to stay in a charter school because I have direct access to the administrators to dictate policy that affects my classroom. If there’s something that doesn’t work for our students, it changes fast. I feel much more able to make an impact with my students because faculty communicate with one another on a regular basis.”

- Public charter school teacher

Ongoing Evaluation, Feedback, and Professional Development for Teachers

Highly effective teachers crave feedback that fuels ongoing improvement. Teachers must be observed throughout the year and regularly given suggestions for growth. Teachers should also have a role in reflection and setting their own individual steps for improvement.

Evaluation and feedback must give clear, concrete goals for teachers and be based on several observations. A recent TNTP report concluded that student achievement is highest when teachers agree that “my school is committed to improving my instructional practice” and “the expectations for effective teaching are clearly defined at my school” (p.1).¹³ Teachers surveyed by the Public Charter School Working Group reinforced this notion, critiquing in particular evaluations that were “arbitrary” or “not very specific.”¹⁴

Professional development should be set up to support

teachers in areas of growth. Effective public charter schools, such as Summit Prep, in Redwood City, California, often establish a mentoring and advising cycle between experienced and novice teachers. At Summit Prep, teachers also have a way to provide input on the agenda for staff meetings and several schools consult teachers on the topics for school-wide professional development.¹⁵

Combining Teacher Retention and Academic Excellence

Professional Learning Community:

E.L Haynes Public Charter School
(Washington, D.C.) www.elhaynes.org
E.L. Haynes has organized its schedule to prioritize development of a professional learning community. Opportunities for collaboration and professional development include collaborative meeting time every day, biannual planning days and bimonthly early release for professional development.

New Teacher Collaborative: Boston Collegiate Charter School (Dorchester, MA)

www.bostoncollegiate.org

New teachers need the most support, and are most likely to leave a school. Boston Collegiate addresses this challenge through a New Teacher Collaborative in which all teachers who are new to the school participate. This group meets one to two times per month and provides a sense of community, a place for teachers to provide feedback to administrators, a time to provide feedback to new teachers on videotaped lessons, and an opportunity to handle administrative questions.

Take Action:

1. Establish clear, written expectations for effective teaching, and train teachers on these expectations.
2. Establish a teacher evaluation system with regular classroom observations that include feedback around these clear expectations.
3. Create a professional development plan based on weaknesses identified through evaluations.

Administrator Responsiveness to Feedback and Ideas

In order to encourage teacher buy-in and school effectiveness, school leadership should establish a culture of constant improvement and systems for soliciting

teacher feedback to administrators and to administrators' supervisors (usually the board of directors). Specifically, administrators and the board should establish structures to solicit teacher feedback on a regular basis and consult teachers for administrator evaluations.

Public charter schools must provide innovative and consistent ways for teachers to voice ideas and concerns as part of a larger discussion about the school. As one survey participant commented, a benefit of working at a public charter school was "feeling part of the direction of the school, feeling that I have a voice in improving our culture and practices."¹⁶

Research reinforces the importance of open communication between teachers and administrators. According to Boyd et al.'s study of New York City teachers, perceptions of teacher influence "significantly relate to decisions to leave teaching" (p.12).¹⁷

This is especially of concern, as according to the TNTP Benchmark Survey (2010), administrators overestimate teachers' opportunities to provide feedback: 75% agreed or strongly agreed that teachers had avenues to deliver feedback to supervisors about their performance, whereas just 41% of teachers had the same outlook.¹⁸ Making sure the ways to communicate are clear is just as important as establishing the various methods of communication.

Take Action:

1. Establish a direct communication link between teachers and the board of directors regarding administrator performance (such as an anonymous teacher survey.)
2. Solicit feedback from departing teachers, such as exit interviews or surveys.

II. Protect Teachers' Time for Great Teaching

"My school's 'no excuses' approach became an excuse for the administration to demand whatever it wanted from teachers."

- Public charter school teacher

One threat to teacher retention and high-quality instruction is the practice of assigning adjunct roles – such as lunch supervision, detention, study hall, school committees, after-school programming, and more – on top of teaching responsibilities. Public charter school leaders should make decisions that limit non-instructional

Structures for Soliciting Teacher Feedback

Teacher Satisfaction Survey: Alliance College-Ready Promise (Los Angeles, CA)
www.laalliance.org

Alliance conducts a teacher satisfaction survey each year. Alliance reports the results to the board, and uses them in principal evaluations.

Quality of Life Meetings:

Neighborhood House (Boston, MA)
www.neighborhoodhousecharterschool.org
Neighborhood House holds four "Quality of Life" meetings per year in which teachers can express concerns and solutions ranging from the juice machine to changing the salary schedule.

Unionization: Green Dot Public Schools (Los Angeles, CA)
www.greendot.org

Green Dot's union provides a structured avenue for teachers to provide feedback to their administration. Union representatives collect teacher feedback, and share it with administrators. In addition, Green Dot schools survey teachers twice annually about each site's administration, school and district, and hold focus groups with teachers to inform the decisions they make.

duties in order to help protect teachers' time for core priorities such as instruction, planning, assessment, and collaboration. Many school leaders may feel that budget constraints and ambitious strategic plans leave no other alternative. Yet, many high-performing schools *have* found alternatives.

Creative staffing solutions improve student achievement by placing a strong focus on high-quality instruction, and help to retain the excellent, experienced teachers who have the greatest impact on student learning.

Take Action:

1. Identify activities that are not directly related to high-quality instruction. Eliminate them where possible.
2. Of those that can't be eliminated, find ways to shift resources to take these responsibilities off of teachers' plates.

Staffing Solutions to Protect Teacher Time for Great Teaching

Tutors: MATCH Public Charter Schools (Massachusetts) www.matcheducation.org
MATCH Schools have a program called MATCH Corps, which recruits top college graduates to individually tutor students during the day, serve as Teaching Assistants, and help with homework and programming after school.

Associate Teachers: Brooke Charter Schools (Boston, MA) www.ebrooke.org
Brooke hires associate teachers with little or no formal teaching experience to assist experienced teachers and grade level teams. Associate teachers take on responsibilities such as working with small groups of students, substitute teaching, and supervising arrival, dismissal, lunch and recess. As they build skills, associate teachers assume increased responsibility. This staffing structure frees senior teachers to focus on instruction – and builds a pipeline of experienced teachers for Brooke.

AmeriCorps Mentors: Neighborhood House Charter School (Dorchester, MA) www.neighborhoodhousecharterschool.org
Neighborhood House partners with City Year, a nonprofit organization that provides tutors and mentors for students through AmeriCorps. The individual attention supports student achievement and covers some responsibilities that might have been taken on by classroom teachers. Neighborhood House also offers flexible teaching schedules that can provide the opportunity to drop children off at daycare, which often opens after the start of school.

III. Establish Clear Career Pathways for Teachers

Thirty years ago, a beginning teacher might have assumed that she would teach for 30 years in the same school and retire with a pension. Her basic job responsibilities would remain fairly stable, while her salary would increase over time. Her job description would be essentially the same as her colleague's across the hall. In contrast, today's beginning teachers know that it is possible that they, like their non-teaching peers, may have 10 different jobs before they retire. Public charter schools face two types of challenges:

No Career Ladder: At many schools, there is little room for advancement within or outside the classroom. A teacher explains, "I left because as a second year teacher, I had already reached the upper echelon of teachers and teacher leaders. I had very few people to learn from or lean on and it was very difficult to take on some leadership roles because there were not qualified or interested people to support me."¹⁹

Too Much Responsibility Too Fast: At other schools, there is so much to do that leadership comes in the form of extra responsibilities without relief from any teaching duties, and goes to anyone who is willing to take it on. One teacher elucidates this point: "There are a lot of opportunities within the school and the organization...I also took on extra roles because they needed to be filled, not just because I wanted to. This also has to do with the organization being young, and there isn't always a lot of competition and the workload for teaching is so much."²⁰

Both of these problems pose a threat to teacher retention and overall school quality. A solution to both problems is a clear career ladder by which teachers can earn additional leadership opportunities over time, and are supported for this growth and compensated accordingly. Teachers should know that they have the option of differentiated roles for different stages of their careers. And they should be encouraged to communicate their mid- to long-term career goals so that their administrators can help them to achieve their goals, to the benefit of both the teacher and the school.

"Our highest performing teachers are just as positive about their constant improvement as our newer teachers are. We hope that our top teachers will never hit a ceiling here, and we have created clear pathways to emphasize that commitment to developing and retaining our top talent."

– Brooke Charter School Internal Document

Take Action:

1. Analyze the ways that leadership roles are distributed currently, and gather teacher input on the types of leadership roles that would be meaningful to them and beneficial to students.
2. Where they don't exist, develop career ladders for teachers that include opportunities for professional development and compensation.
3. Ensure that school administrators are working with teachers to identify goals and helping them develop career plans.

IV. Establish Practices That Respond to the Personal Needs of Teachers

Balancing the work required to help students make effective progress with the need for a sustainable lifestyle is difficult. But schools that are able to effectively retain their teachers reap huge benefits from the expertise that more experienced faculty bring. To do this, administrators employ a host of methods that are categorized into four areas: schedule flexibility, teacher appreciation, financial and other compensation, and promotion of sustainable culture.

Schedule Flexibility & Promotion of a Sustainable Culture

While many teachers view working long hours as necessary to make an impact for the students who need it most, the rigor of many public charter school teachers' schedules can wear down even the most idealistic and energetic hires.

"We need to learn to reconcile high standards and no excuses culture with the desire of our colleagues to live lives outside of work. We need to take away the 'coolness' factor of people's working so hard that they make themselves ill. Damaging your health is not cool."

- Public charter school teacher

Many schools have begun to work with individuals to try and create a schedule that allows them to fulfill their personal responsibilities while maintaining as full a presence at school as possible. For example, schools may schedule free periods at the beginning or end of the day for some teachers who need a flexible start or end time – or they may allow some teachers to teach reduced schedules with an adjusted salary. Beyond individual schedules that allow for increased flexibility, the schedule for all teachers is made as flexible as possible. The ultimate goal is to maximize teachers' time during the day and to maximize their control over their yearly calendar.

The fundamental goal of all of these efforts is to create a culture of sustainability for teachers while maintaining high student achievement. Schools that effectively employ a variety of methods to achieve this culture enjoy higher rates of teacher retention and, ultimately, are better able to serve their students over the long term.

Building Career Ladders

Leadership Roles: Alliance College-Ready Public Schools (Los Angeles, CA) www.laalliance.org

Alliance Schools provide several leadership roles to effective teachers. For example, Alliance partners with Loyola Marymount University to train math and science teachers to serve as coaches for fellow teachers. These "Transformational Leaders" play a hybrid teaching/coaching role, and are compensated for their leadership. In addition, Alliance trains and compensates teachers to serve as mentors to resident teachers who are getting licensed through Alliance's Los Angeles Math and Science Residency.

Career Pathways: Brooke Charter Schools (Boston, MA) www.ebrooke.org

At Brooke, there are three "ranks" of teachers. Associate teachers, found at each grade level and across departments at the middle school level, have less than two years of classroom teaching experience when they are hired. After one year of training, many are offered classroom teacher positions within the network. Classroom teachers at Brooke have three primary ways to advance their careers within the organization. Some choose to join the operational side of the organization. Others advance into instructional leadership in roles like principal and special education coordinator. Those who reach exceptionally high levels of performance but want to remain in the classroom can enter the recently created master teacher track. Master teachers, the highest ranking teachers in the network, help to run data meetings, plan professional development and mentor new teachers.

Differentiated Roles: Green Dot Public Schools (Los Angeles, California)

www.greendot.org

At Green Dot, outstanding teachers can enter a Teacher Leadership Pipeline, in which they work to attain increasing levels of leadership, from trained facilitator through master teacher. Another way that teachers are developed as leaders is through the Animo Data Fellows program that trains them to work with peers to analyze and use data to improve instruction.

Designing Schedules for Work-Life Balance

Teacher-Attentive Schedule: Boston Collegiate Charter School (Dorchester, MA) www.bostoncollegiate.org

Boston Collegiate has made teacher retention a top priority, implementing a Teacher Retention Committee. As a result, Boston Collegiate has adjusted its schedule to reduce teacher burnout. For example, the school has no classes on parent-teacher conference days, has reduced after-school responsibilities during busy grading periods, and school ends early one day each week to allow for meetings. In addition, Boston Collegiate works to accommodate experienced teachers who request part-time positions.

R&R Teams: YES Prep Public Schools (Houston, TX) www.yesprep.org

At YES Prep, each school has a Recruitment and Retention (R&R) Team that works to recruit outstanding teachers and then identify methods for retaining them. YES Prep offers monthly “Mental Health Wednesdays,” when teachers have the afternoon off to take care of personal responsibilities, or just relax.

Limits to Prep Time: Summit Preparatory Charter High School (Redwood City, CA) www.summitprep.net

Principals at Summit Prep help prioritize teachers' time by organizing the schedule so that each teacher has one prep and 100 students. In addition, no academic classes are taught in June or January to allow for professional development, and teachers help set the yearly calendar.

Sustainable Culture: McAuliffe Regional Charter Public School (Framingham, MA) www.mcaulifferegional.org

McAuliffe actively encourages staff to leave at a reasonable hour, and administration refrains from sending emails during weekends. Additionally, all teachers are encouraged to maintain professional boundaries between themselves and their students, students' parents, and colleagues. Teachers are told not to give out cell numbers and are not expected to check email during evenings or weekends.

Financial and Other Forms of Compensation

No matter how altruistic teachers might be, compensation matters – especially over the long run. Professional jobs deserve professional levels of pay. The way that compensation is structured also makes a difference. Despite tight budgets, administrators in schools with high retention rates are creatively investing their resources and structuring teacher compensation to incentivize and reward both excellence in the classroom and commitment to the school.

Schools and teachers say that benefits designed to make a teacher's daily work easier can make a big difference in their perception of the school and difficulty of the job. Examples of such benefits include: onsite daycare for faculty children and daycare subsidies, reimbursement for meals if teachers stay late, discounts at local restaurants or health clubs, and stocked kitchen areas.

Schools use a wide variety of compensation structures to improve their teacher retention and encourage excellence. Many public charter schools have pay-for-performance bonuses. These bonus structures vary; some schools tier teachers based on skill, then match a pay range within each tier, others tie team or individual results to pre-established bonus levels, others give out bonuses as ‘awards’ to publicly recognize outstanding teachers. In contrast, Boston Collegiate Charter School has recently moved to a salary scale based on years of experience and advanced degrees. Administrators there said that disparate pay put an additional strain on teacher culture and wanted to take the onus of compensation negotiation and decision making off of principals and establish a more transparent system.²¹ In all cases, schools that effectively retain teachers make a conscious commitment to investing money in teacher compensation and creating incentives for excellence and longevity.

Teacher Appreciation

A teacher's perception of appreciation from administrators makes a significant difference in retention rates. The percentage of teachers in a given school that agree or strongly agree with the statement: “I feel appreciated for hard work at my school” correlates with the likelihood that teachers stay.²² There is a similar correlation with retention and the degree to which teachers feel that their accomplishments are regularly recognized and celebrated.²³

Appreciation at various public charter schools include weekly emails that recognize teachers' accomplishments, regular awards and recognition at meetings, award

ceremonies and formal receptions, teacher appreciation lunches, regular notes and small gifts specifically recognizing teachers' hard work, and more. At Namaste Charter School in Chicago, Teacher Appreciation Week this year included five days of celebration: homemade breakfast, catered lunch, a masseuse, gifts, and more.²⁴

Take Action:

1. Collect teacher feedback on your current schedule, and solicit ideas for adjusting the schedule to meet teachers' needs without sacrificing instruction.
2. Solicit teacher feedback on norms that could create a culture of work-life balance.
3. Implement a plan for teacher appreciation.
4. Evaluate the impact of your compensation structure on teacher satisfaction, and implement any feasible changes that would maximize satisfaction and retention.

End Notes

¹This survey of 209 charter school teachers and former teachers was conducted by the Teach Plus Working Group on Charter Schools in November 2011.

²Brooke Charter Schools. www.ebrooke.org.

³Boston Collegiate Charter School. www.bostoncollegiate.org; Teach Plus. Interviews with Eileen Callahan, Chief Academic Officer, and Kate Goldenheim, Director of Special Projects. December 2011.

⁴Neighborhood House. www.neighborhoodhousecharterschool.org; Teach Plus. Interview with Kevin Andrews, Headmaster. December 2011.

⁵Stuit, D. & Smith, T.M. (2010). Teacher Turnover in Charter Schools Research Brief. Retrieved from http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief_stuit_smith_ncspe.pdf.

⁶Newton, X., Rivero, R., Fuller, B., & Dauter, L. (2011). Teacher Stability and Turnover in Los Angeles: The Influence of Teacher and School Characteristics, 46.

⁷Ingersoll, R. (2004). Why do high-poverty schools have difficulty staffing their classrooms with qualified teachers? Washington, DC: Center for American Progress. In Donaldson, M. & Moore Johnson, S. (2011b). Teach for America teachers: How long do they teach? Why do they leave? Phi Delta Kappan, 93 (2). Retrieved from <http://www.kappanmagazine.org/content/93/2/47.short>.

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⁹Stuit, D. & Smith, T.M. (2010). Teacher Turnover in Charter Schools Research Brief. Retrieved from http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief_stuit_smith_ncspe.pdf.

¹⁰Teach Plus Working Group on Charter Schools survey. November 2011.

¹¹Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (May 2009). The influence of school administrators on teacher retention decisions. Retrieved from http://www.urban.org/uploadedPDF/1001287_calderworkingpaper25.pdf.

¹²Boyd et al., 2009.

¹³TNTP. (2012). Greenhouse schools: How schools can build cultures where teachers and students thrive. Retrieved from http://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf.

¹⁴Teach Plus Working Group on Charter Schools survey. November 2011.

¹⁵Teach Plus. Interview with Jon Deane, Chief Information Officer. December 2011.

¹⁶Teach Plus Working Group on Charter Schools survey. November 2011.

¹⁷Boyd et al., 2009.

¹⁸TNTP Benchmark Survey. (2012). Building a Professional Culture Toolbox, slide 14. Retrieved from <http://tntp.org/ideas-and-innovations/view/building-a-professional-culture>.

¹⁹Teach Plus Working Group on Charter Schools survey. November 2011.

²⁰Teach Plus Working Group on Charter Schools survey. November 2011.

²¹Teach Plus. Interviews with Eileen Callahan, Chief Academic Officer, and Kate Goldenheim, Director of Special Projects. December 2011.

²²TNTP Benchmark Survey. (2012). Retaining High Performers Toolbox, slide 12. Retrieved from <http://tntp.org/ideas-and-innovations/view/retaining-high-performers>.

²³TNTP, Greenhouse schools, 2012.

²⁴Teach Plus. Interview with anonymous Namaste Charter School teacher. May 2012.

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