The Juggling Act: Minimizing Teacher Attrition and Maximizing Teacher Quality in a Juvenile Justice Setting

Introductory Remarks
Simon Gonsoulin, NDTAC
About NDTAC

- **Neglected-Delinquent TA Center (NDTAC)**
- **Contract between U.S. Department of Education and the American Institutes for Research**
  - John McLaughlin, Federal Program Manager, Title I, Part D Neglected, Delinquent, or At Risk Program
- **NDTAC’s Mission:**
  - Develop a uniform evaluation model
  - Provide technical assistance
  - Serve as a facilitator between different organizations, agencies, and interest groups

Webinar Agenda

I. **Introduction** (Mr. Simon Gonsoulin, NDTAC)

II. **Recruitment, Selection, and Retention of Juvenile Justice Educators** (Mr. Randall Farmer, Educational Supervisor, Lancaster County Youth Services, Lincoln, Nebraska)

III. **Teacher Attrition and Retention** (Dr. David Houchins, Associate Professor, Georgia State University)

IV. **Georgia Juvenile Justice Educational Reform Efforts** (Dr. Jack Catrett, Associate Superintendent of Schools, Georgia Department of Juvenile Justice; Dr. Rufus Johnson, Regional Principal, Georgia Department of Juvenile Justice; and Mr. Michael Canada, Lead Teacher at the Griffin Regional Detention Center, Griffin, Georgia)

V. **Open Q & A**
Recruitment, Selection, and Retention of Juvenile Justice Educators

Mr. Randall Farmer
Lancaster County Youth Services, Lincoln, NE

Why is it important to address recruitment, selection, and retention practices in the juvenile justice education field?

Unique issues to consider.

These ideas do cross over to other fields.
RECRUITMENT

- A positive image in the community will draw quality candidates.
- Use current employees to recruit quality candidates.
- Crucial that potential applicants understand the work environment before they apply.
- Simplify/Clarify/Expedite the application process.

RECRUITMENT

- Competitive wages and benefits—extra pay.
  Unique conditions. Taking care of employees in the stressful environment.
- Teachers to match the subject matter.
- Expertise in their field.
- Broad spectrum of knowledge.
- Capability to teach multiple levels.
- Special Education.
RECRUITMENT

- Willing to share and listen to ideas.
- Knowledge of at-risk populations.
- Ability to work with adults is a necessity in a detention/corrections setting.
- Technology competency.
- Offer a career, not a job.
- Gallup TeacherInsight Survey– Gallup Polls– Education Division. Judges empathy, values and behavior (NOT content knowledge).

THE 8 POINTS TO INTERVIEW

- Philosophy in life and teaching.
- Experience they bring to your program.
- Motivation as a professional for growth and collaboration.
- How to face challenges in life and in class.
- Happiness, personally and in teaching.
- Relationships w/ adults and students.
- What are the priorities with students, what matters most?
- Style of teaching for themselves and for students.
THE INTERVIEW CONSIDERATIONS

- If they can’t talk to you…how will they talk to kids?
- Some of the best don’t like talking to adult peers—how does this impact on collaboration?
- Take notes.
- Rank, then align with your needs.

SELECTION

- No substitute for a good interview….don’t look for what you like….look for what fits.
- Diversity of teaching styles.
- Attitude about kids.
- Can they team teach?
- A role model, who can relate to kids.
- How well do you make quick relationships with kids?
- Maturity—it is not just an age thing.
SELECTION

- Relationships/relationships/relationships.
- No “I’ve been there” attitude with kids.
- Do they know the way….or are they always learning the way?
- Believe in all kids, easier said than done.
- What kinds of kids are the most challenging for them?

SELECTION

- Interesting hobbies or activities they can bring to classes.
- Will they take risks.
- Can they separate personal views from teaching responsibility.
- Punctual and reliable.
- Look for the person you need, not the person you like. Be honest with yourself.
BASIC CORE SKILLS

- Able to work with adult peers.
- Confident, not arrogant.
- Willing to share and listen to teaching ideas.
- Knowledge of at-risk populations.
- Goals—theirs and for the students?

RELATIONSHIPS/RELATIONSHIPS/RELATIONSHIPS

- Professional educators need support with staff development.
- Organizational skills? (Not all the best teachers are talented with this...).
- Create a humane environment. It works with kids, it will work with adults.
- Tolerate differences.
RETENTION

- Passion breeds passion.
- Breaks/changes.
- Open, listening environment.
- Let each find their way, but constant dialogue.
- Emails for encouragement & information.
- Recognize family versus work.
- Career not job.
- Food

Resources/Contacts

Wayne R. Liddell
Wayne R. Liddell and Associates
210 Ironwood Drive
Niles, MI 49120
wrliddell@comcast.net

Council for Educators of At-Risk and Delinquent Youth
http://groups.google.com/group/ceardy

National Partnership for Juvenile Services (NPJS)
www.NPJS.org

Gallup TeacherInsight
http://www.gallup.com/consulting/education/22093/TeacherInsight.aspx
Randall W. Farmer
Pathfinder Education Program
Lincoln Public Schools
Lancaster County Youth Services Center
1200 Radcliff
Lincoln, NE 69512
402–441–6817
rfarmer@lps.org

Teacher Attrition and Retention

Dr. David Houchins, Georgia State University
Teacher attrition and retention

- **Teacher shortage** (Ingersoll, 2001; Billingsley 2007).
  - Chronic, pervasive, & growing
  - Costly affecting school structure and student achievement...costing over $7 billion annually (NCTAF)
- Nearly a third of new teachers leave the teaching field within the first five years (Darling-Hammond, 2001).
- Teachers of students with disabilities and those in high poverty schools are most at-risk for teacher attrition (Billingsley, 2005).
- Teachers in juvenile justice teach some of the most complex students (Houchins, Guin, & Schroeder, 2001).

David E. Houchins

Literature review

- Federal government appropriates $90 million annually for recruitment (Brownell, Hirsh, & Seo, 2004)
- Projected need to fill vacant positions by the end of 2008 is 135,000 (COPSSE, 2005)
- More than 60,000 special educators left or transferred from 1999-2001
  - (National Center for Education for Statistics)
- Retaining qualified teachers for students with disabilities is a critical part of the solution
  - (Billingsley, 2003)

David E. Houchins
Literature review

• Typical factors that may contribute to teacher attrition in special education
  – Unalterable reasons
    • Personal reasons, age, movement (retirement, move to another school, etc.), life events
  – Alterable reasons
    • Teacher qualifications (Carlson & Billingsley, 2001)
      – Higher scores & less certification
    • Work environment (Gersten, Keating, Yovanoff, & Harniss, 2001)
      – Salary, school climate, overall dissatisfaction, work design
    • Stress (Cooley & Yovanoff, 1996; Billingsley, 2002, 2004)
    • Paperwork
    • Lack of support... particularly for new teachers
    • School leadership
    • Resources
    • National legislation...NCLB and IDEA demands?

David E. Houchins

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Literature review

• Houchins, Puckett-Patterson, Crosby, Shippen, & Jolivette (2009).
  – Establishing a juvenile justice system of education
    – (a) personnel concerns,
    – (b) academics,
    – (c) student concerns,
    – (d) discipline,
    – (e) materials and supplies,
    – (f) parental involvement,
    – (g) funding,
    – (h) communication, and
    – (i) facility issues.

David E. Houchins
Recent Statewide findings

Context

• National reforms in juvenile justice
  – Civil Rights of Institutionalized Persons Act (CRIPA)
  – Georgia and Louisiana
  – Not in Ohio
  – Increase emphasis on
    • Education
    • Mental health
    • Transition
Research questions

1. Is there an interaction between facility type and teachers’ (a) job satisfaction, (b) role perception, and (c) quality of experiences in the juvenile justice system?

2. Is there an interaction between gender and teachers’ (a) job satisfaction, (b) role perception, and (c) quality of experiences in the juvenile justice system?

3. Is there an interaction between teacher type (general v. special education) and teachers’ (a) job satisfaction, (b) role perception, and (c) quality of experiences in the juvenile justice system?

4. Is there an interaction between state and (a) job satisfaction, (b) role perception, and (c) quality of experiences in the juvenile justice system?

Data analysis

Separate MANOVA’s

- Independent variables
  - Facility type (short v. long term)
  - Gender (male v. female)
  - Teacher type (general v. special education)
  - State (Georgia, Louisiana, Ohio)

- Dependent variables
  - Job satisfaction
    - (a) Overall satisfaction (b) Job satisfaction, (c) Impact satisfaction, and (d) Site satisfaction.
  - Role perception
    - (a) Role support (b) Role understanding, (c) Role efficacy, (d) Role advocacy, (e) Role communication.
  - Quality of experiences in juvenile justice
    - (a) Stress (b) Experience with students, (c) Experience with others, and (d) Experience with JJ system.
Methodology

- **Instrumentation**
  - Adapted edition of the Morvant, Gersten, Gillman, Blake, and Howard (1992) *Working in Special Education* survey
  - Included questions on satisfaction, role, teaching experience, demographics, and career plans
  - Reliability .92.
  - Five point scale with approximately 150 questions
    - Lower scores better
      - 1=very satisfied, 2=satisfied, 3=neutral, 4=dissatisfied, 5=very dissatisfied
      - 1=strongly agree, 2=somewhat agree, 3=neutral, 4=somewhat disagree, 5=strongly disagree
  - Piloted with principals
  - Completed
    - GA...during a state conference
    - LA and OH...at each facility

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**Participant Characteristics**
*(DO NOT COPY)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>GA (n = 338)</th>
<th>LA (n = 78)</th>
<th>OH (n = 126)</th>
<th>N (n = 542)</th>
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<tbody>
<tr>
<td>Gender</td>
<td></td>
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<tr>
<td>Male</td>
<td>43% (146)</td>
<td>36% (28)</td>
<td>63% (50)</td>
<td>44%</td>
</tr>
<tr>
<td>Female</td>
<td>57% (181)</td>
<td>64% (50)</td>
<td>63% (50)</td>
<td>56%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
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</tr>
<tr>
<td>21-34</td>
<td>19% (59)</td>
<td>4% (3)</td>
<td>17% (20)</td>
<td>17%</td>
</tr>
<tr>
<td>35-50</td>
<td>38% (118)</td>
<td>41% (28)</td>
<td>40% (47)</td>
<td>39%</td>
</tr>
<tr>
<td>51 and up</td>
<td>43% (133)</td>
<td>55% (37)</td>
<td>43% (50)</td>
<td>44%</td>
</tr>
<tr>
<td>Teacher Type</td>
<td></td>
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<tr>
<td>General Educator</td>
<td>68% (217)</td>
<td>67% (53)</td>
<td>78% (93)</td>
<td>69%</td>
</tr>
<tr>
<td>Special Educator</td>
<td>32% (102)</td>
<td>33% (23)</td>
<td>22% (29)</td>
<td>31%</td>
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<tr>
<td>Facility Type</td>
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<tr>
<td>Long Term</td>
<td>51% (169)</td>
<td>85% (66)</td>
<td>100% (132)</td>
<td>67%</td>
</tr>
<tr>
<td>Short Term</td>
<td>49% (165)</td>
<td>15% (12)</td>
<td>0% (0)</td>
<td>33%</td>
</tr>
</tbody>
</table>

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### Discussion/Potential Implications

1. Long term facilities may be more likely to have retention issues as compared to short term facilities.
   - More students with complex needs
   - Size of facilities
   - Level of student academic accountability

2. Males and females may view their jobs slightly different
   - Structure of environment?
Discussion/Potential Implications

– 3. General educators may be slightly more likely to have retention issues as compared to special educators.
  • Approximately 45% of incarcerated students have disabilities
– 4. States that have gone through federal reform efforts may have less retention issues.
  • Civil Rights of Institutionalized Persons Act (CRIPA)
  • Different approaches to reform

David E. Houchins

Discussion/Potential Implications

– 5. Areas with relatively high means (needs)
  • Site satisfaction (3.00)
  • Role understanding (3.42)
  • Stress (3.35)
– 6. Areas with relatively low means
  • Efficacy (2.20)...how meaningful is this?
  • Interaction with students (2.20)
  • Role support (2.36)
  • Interaction with others (2.44)
– 7. Impact on pre-service and in-service teachers?

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General tips

• 1. Support new teachers
   – mentoring, initial assignments
• 2. Provide quality leadership
• 3. Better define teacher roles
• 4. Hire well-trained teachers and keep training them.
• 5. Address behavior management concerns
   – Consider effective strategies for all personnel
   – Academics affects behavior
      • Task avoidance and attention
      • Punishment should be used sparingly
• 6. Identify and address causes of stress

Resources/References

• 1. Center on Personnel Studies in Special Education
   http://www.coe.ufl.edu/copse/
• 3. Linda Darling-Hammond, Stanford University
   http://ed.stanford.edu/suse/faculty/displayRecord.php?suid=ldh
References/Resources


Contact Information

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Georgia Juvenile Justice Educational Reform Efforts

Dr. Jack Catrett, Associate Superintendent
Dr. Rufus Johnson, Regional Principal
Mr. Michael Canada, Lead Teacher, Griffin RYDC

What Motivated Georgia

- Education personnel
- United States Department of Justice – Civil Rights Division
- Understanding the critical need to put Georgia’s youth first
- Development of a model education program within Georgia’s juvenile correctional centers
GA DJJ Partners

- GA DJJ Office of Education
- Georgia Public Broadcasting
- Metro East GA Learning Resources Services Center
- Atlantic Armstrong State University
- Denzel Edge and The Learning House
- Special Education Consultants

GA DJJ Teacher Retention

- Hire Highly Qualified Teachers
- Professional Staff Development (Professional Learning Unit’s)
- Education Conferences
- Follow Georgia Department of Education Guidelines
- Provide support in / outside of classroom
- New Teacher Training CD’s
- Multimedia approaches to teacher training / learning
- Safe and orderly environment
- Competitive Salary
Additional Support for Teachers

- On site mentor
- Periodic visits from on site supervisor
- Regional Principal
- Central Office Education Staff

Disposition of GA DJJ Teachers

- 80% satisfied or very satisfied with being a teacher
- 78% satisfied or very satisfied with DJJ teaching
- 80% believe they make a difference
- 76% believe they have adequate training
- 74% believe they can motivate difficult students
- 73% believe they can deal with problem behavior
Michael Canada’s Experience

How did the initiatives put in place by the Georgia Department of Juvenile Justice contribute to my decision of becoming a career juvenile justice educator?

Contacts

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