

The most reliable predictors of teacher retention related to school or program climate are quality of relationships⁷, quality of leadership^{3,4} and order and discipline within the school^{3,7,8}. If these experiences are improved within schools, retention rates of teachers have been found to improve as well³. Pyramid Model practices support improved experiences in these areas by addressing...



School/Program Climate

Studies indicate school/program context or school/program climate is a stronger predictor of teacher retention than individual teacher traits^{1,2,3,4,5,6,7,8}. Reliable program-wide **implementation of the Pyramid Model influences school or program climate by...**

- ▶ **Focusing on meaningful relationships** between teachers, children, and families
- ▶ **Providing opportunities for teachers to become leaders** and decision makers
- ▶ **Ensuring appropriate administrator support**
- ▶ **Systematically creating environments that support the needs of children, families and teachers.**



Organizational Quality

Teachers list behavior concerns^{3,9} as well as high stress and emotional and physical exhaustion¹² as reasons for leaving the field of early education.

Programs implementing Pyramid Model practices work to address behavior concerns by...

- ▶ **Establishing clear program wide expectations** that are applicable to children, staff, and families
- ▶ **Explicitly teaching and reinforcing expectations** for behavior
- ▶ **Arranging environments to support social/emotional growth** and limit challenging behaviors
- ▶ **Creating guidelines for appropriately responding** to challenging behavior
- ▶ **Proactively addressing concerns** surrounding child development or child behaviors



Quality of Leadership

Teachers who received appropriate administrative support or perceived administrators as having high levels of competence were more likely to remain in the field of early childhood education^{2,3,9,10}. **Programs implementing Pyramid Model work to...**

- ▶ **Actively engage the administrator** in data-based decision making that addresses how to better support children and teachers
- ▶ **Develop clear communication** between the leadership team, teachers and staff
- ▶ **Partner with teachers** in decision making
- ▶ **Seek feedback** from teachers on a regular basis



Quality Relationships

Early educators report positive relationships between themselves and their co-workers, their students, and the families of students influence their decision to remain in their early education program more than any other factor⁷. **Programs implementing the Pyramid Model work to...**

- ▶ **Promote positive relationships** with children, each other, and families and use those strategies on a daily basis¹¹
- ▶ **Encourage a team-based approach** to problem solving
- ▶ **Provide a clear process** for teachers to request coaching support
- ▶ **Engage families** as decision makers at both the program and individual child level

References

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