



# Stay Conversations with Highly Effective Teachers

In a study of 90,000 teachers conducted by TNTP across four large, geographically diverse urban school districts, only 37 percent of the high-performing teachers were encouraged by their administration to stay with the school the following year<sup>1</sup> – only six percent more than those that were low-performing.

Stay conversations can be a powerful teacher retention tool for TIA school leaders. These stay conversations should be held before the intent to return deadline. Be prepared to listen, provide authentic feedback, and address issues. For more guidance on holding a stay conversation, read TNTP's [Planning Stay Conversations with Teachers](#).

## STRUCTURING STAY CONVERSATIONS WITH DESIGNATED TEACHERS

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Districts with a local designation system collect strong evidence of teacher effectiveness for teachers working in eligible categories. Stay conversations should be held for all high-performing teachers and teachers who show great promise. This includes designated teachers, undesignated teachers who are likely to qualify for a designation in the future, or undesignated teachers in ineligible teacher categories that have proven to be an effective teacher by other means. Campus administrators can incorporate the key points below when planning stay conversations.

### Celebrate Success

Highlight the teacher's successes based on their performance. Emphasize how much this means to the campus and students. Remain authentic and tie feedback to observation data and student outcomes.

- Look at TIA performance data together with the teacher.
- Include other data sources where available such as student surveys, parent feedback, and highlights from walk-throughs.
- Highlight specific areas of strength.
- Explain designation outcomes for the current year and/or their anticipated designation for the following school year.
- Share an estimate of their expected compensation, if possible.

## Provide Opportunity for Feedback

Use this time to both check-in with the teacher about their experience on campus and as a key stakeholder in the local designation system.

- Ask if they plan to stay in their current teaching role.
- If they are considering a change, ask what factors are playing into the decision; follow up by asking what it would take to keep them on campus next year.
- Ask what role they see designated teachers having at the campus and district level.
- Discuss what professional development options and leadership opportunities interest them.
- Get feedback on possible improvements for the local designation system.
- For designated teachers, ask what helps them feel valued and celebrated.
- Share potential next steps based on the feedback received.

## Discuss Career Development Opportunities and Plans for Next Year

Use the conversation to guide the discussion for the future. Ensure this discussion has reasonable actions that leadership can take. Do not make empty promises.

- Inform them you would like to see them at the campus again next year and how you see them fit into the future direction of the school's goals.
- If they are looking to reach a higher designation status (Recognized to Exemplary to Master), discuss pathways and specific areas for growth and professional development.
- Ask what professional development they would like the following year; share opportunities for campus/district trainings and conferences.
- Look at compensation and opportunities for additional salary, emphasizing the goal of retaining designated teachers in the classroom.
- Review leadership opportunities such as mentoring new teachers, serving on committees, etc.
- Review [strategic staffing](#) opportunities for part-time instructional coaching and/or teacher residencies support.
- Provide an open line of communication to provide feedback and ask questions.
- Express gratitude for their work with students.
- Share a timeline for following up.

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<sup>1</sup> TNTP (2012). *The Irreplaceables*. New York, NY: TNTP.