

2E: Keeping Our Champions: A Facilitated Discussion on Teacher Retention In Missouri's SW-PBS Schools

Angus Kittelman

MU Center for SWPBIS

Gordon Way

State Director of
Missouri SW-PBS

Lisa Powers

MU Center for SWPBIS

Today's Session

- Facilitated discussion to bring educators together to explore the connections between SW-PBS implementation and teacher retention.
- Opportunity to share, ask questions, and learn from others on how SW-PBS implementation efforts support teacher retention

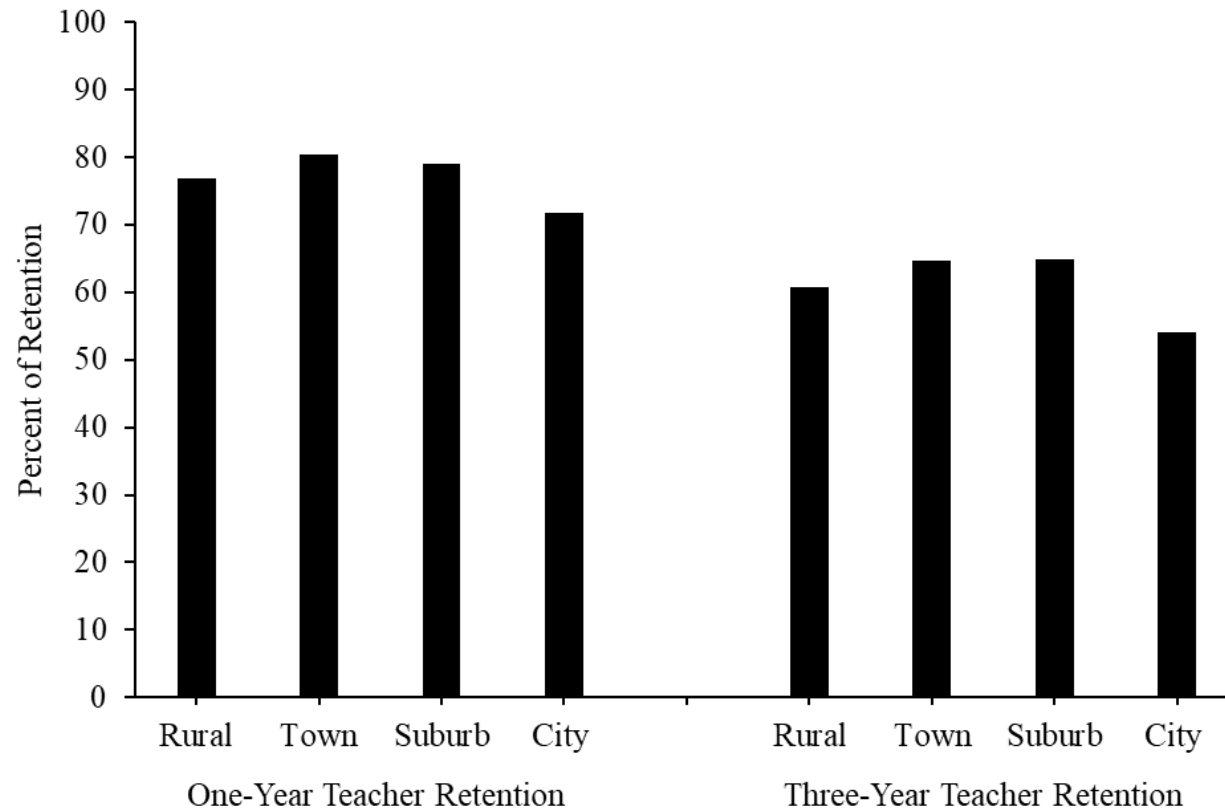
Session Outcomes:

- Identify factors that contribute to teacher retention and attrition
- Reflect on how implementation efforts can support teacher retention
- Share actionable ideas for supporting educators to prevent teacher attrition

Importance of Teacher Retention

- According to RAND Corporation:
 - 86% of U.S. school districts are struggling to fill open teaching positions
 - 60% of U.S. schools are struggling to find substitute teachers
- Teacher retention is disproportionately associated with:
 - School locale
 - Schools with more students from economically-disadvantaged backgrounds
 - Schools with more minoritized students

One-Year & Three-Year Teacher Retention Rates in Missouri Schools (2023-24 School Year)



Recent Study of Rural Schools and Teacher Retention

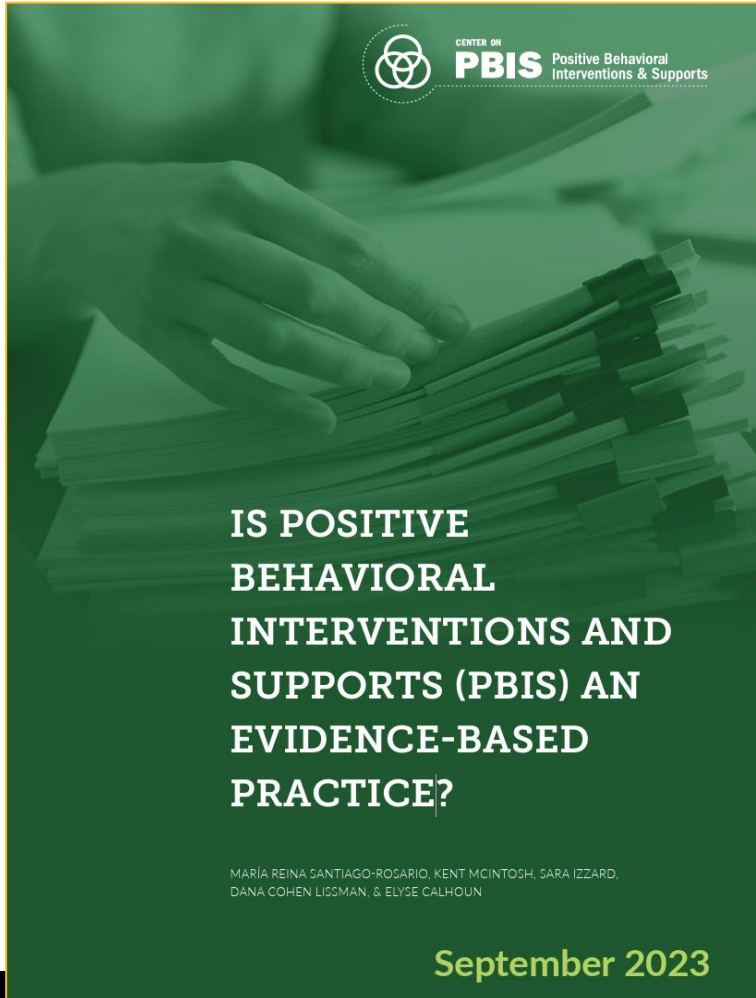
- Ingersoll & Tran (2023) found higher teacher turnover with:
 - English, science, and special education secondary education teachers
 - Highly disadvantaged rural schools had more than twice the amount of teacher turnover
 - Found **job-related dissatisfaction** to be the highest reason for teacher turnover
 - **Too many students with challenging behavior** among the highest reasons for job-related dissatisfaction




Impacts of Student Behavior

- A main contributors to teacher burnout and stress is managing student behavior
- Pew Research Center reported:
 - 80% of teachers needed to address student challenging behavior problems “at least a few times a week”
 - 58% reported that student challenging behavioral problems need to be addressed “daily”
- Special education teachers are at especially high risk of burnout, given they are likely to experience students with more challenging behaviors and have high workloads

Research on PBIS and Student Behavior

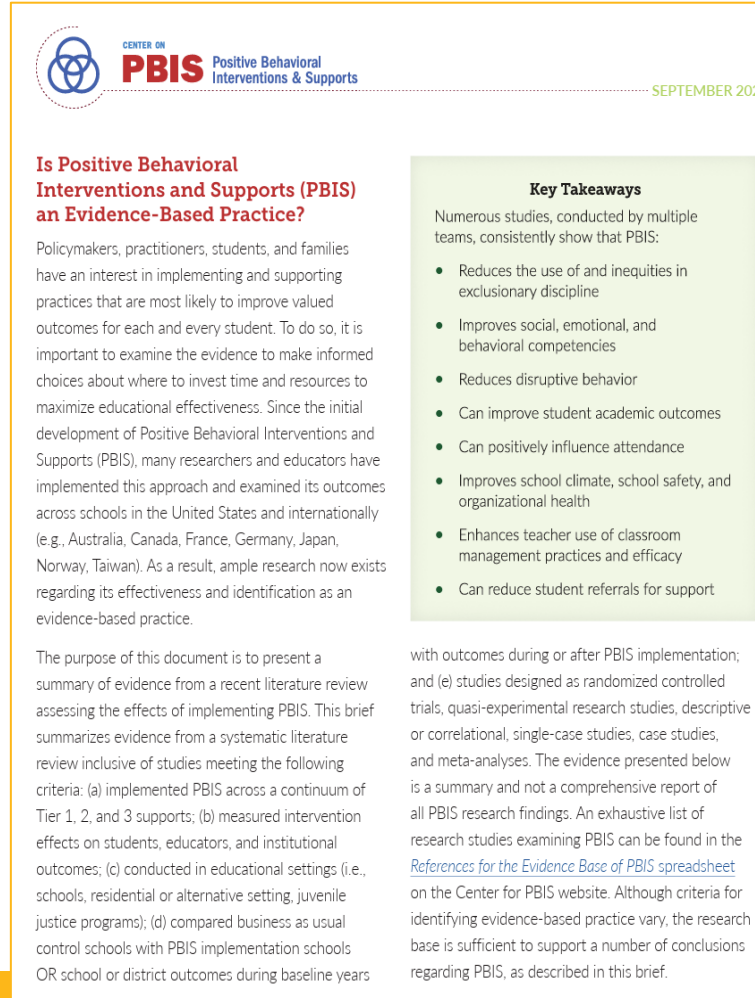



 CENTER ON **PBIS** Positive Behavioral Interventions & Supports

IS POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) AN EVIDENCE-BASED PRACTICE?

MARÍA REINA SANTIAGO-ROSARIO, KENT MCINTOSH, SARA IZZARD, DANA COHEN LISSMAN, & ELYSE CALHOUN

September 2023



 CENTER ON **PBIS** Positive Behavioral Interventions & Supports

SEPTEMBER 2023

Is Positive Behavioral Interventions and Supports (PBIS) an Evidence-Based Practice?

Policymakers, practitioners, students, and families have an interest in implementing and supporting practices that are most likely to improve valued outcomes for each and every student. To do so, it is important to examine the evidence to make informed choices about where to invest time and resources to maximize educational effectiveness. Since the initial development of Positive Behavioral Interventions and Supports (PBIS), many researchers and educators have implemented this approach and examined its outcomes across schools in the United States and internationally (e.g., Australia, Canada, France, Germany, Japan, Norway, Taiwan). As a result, ample research now exists regarding its effectiveness and identification as an evidence-based practice.

The purpose of this document is to present a summary of evidence from a recent literature review assessing the effects of implementing PBIS. This brief summarizes evidence from a systematic literature review inclusive of studies meeting the following criteria: (a) implemented PBIS across a continuum of Tier 1, 2, and 3 supports; (b) measured intervention effects on students, educators, and institutional outcomes; (c) conducted in educational settings (i.e., schools, residential or alternative setting, juvenile justice programs); (d) compared business as usual control schools with PBIS implementation schools OR school or district outcomes during baseline years

with outcomes during or after PBIS implementation; and (e) studies designed as randomized controlled trials, quasi-experimental research studies, descriptive or correlational, single-case studies, case studies, and meta-analyses. The evidence presented below is a summary and not a comprehensive report of all PBIS research findings. An exhaustive list of research studies examining PBIS can be found in the [References for the Evidence Base of PBIS spreadsheet](#) on the Center for PBIS website. Although criteria for identifying evidence-based practice vary, the research base is sufficient to support a number of conclusions regarding PBIS, as described in this brief.

Key Takeaways

Numerous studies, conducted by multiple teams, consistently show that PBIS:

- Reduces the use of and inequities in exclusionary discipline
- Improves social, emotional, and behavioral competencies
- Reduces disruptive behavior
- Can improve student academic outcomes
- Can positively influence attendance
- Improves school climate, school safety, and organizational health
- Enhances teacher use of classroom management practices and efficacy
- Can reduce student referrals for support

Missouri SW-PBS Recognition




The screenshot shows the website for the Missouri SW-PBS Award of Excellence. The header includes the text "Behavior Support Framework | moswpbs@missouri.edu" and social media icons for Instagram and Facebook. The main navigation menu contains links for Home, About, Tier 1, Tier 2, Tier 3, Topics, Media, Summer Institute, and Profile. The central banner features the text "The MO SW-PBS Award of Excellence" with a laurel wreath graphic. Below the banner is a green bar with the text "MO SW-PBS Award of Excellence" and a "Home" link. The main content area displays "MO SW-PBS Award of Excellence" with a heart and share icon, and "2025" in red. Below this is the Missouri Schoolwide Positive Behavior Support logo. The footer includes logos for the Missouri Department of Education, the Center for SW-PBS, and the Missouri Department of Health and Senior Services.


Award Levels

- **Tier 1 Award of Excellence:**
Recognizes schools implementing high quality Tier 1
- **Tier 2 Award of Excellence:**
Recognizes schools implementing high quality Tier 1 and 2
- **Tier 3 Award of Excellence:**
Recognizes schools implementing high quality Tier 1, 2, and 3

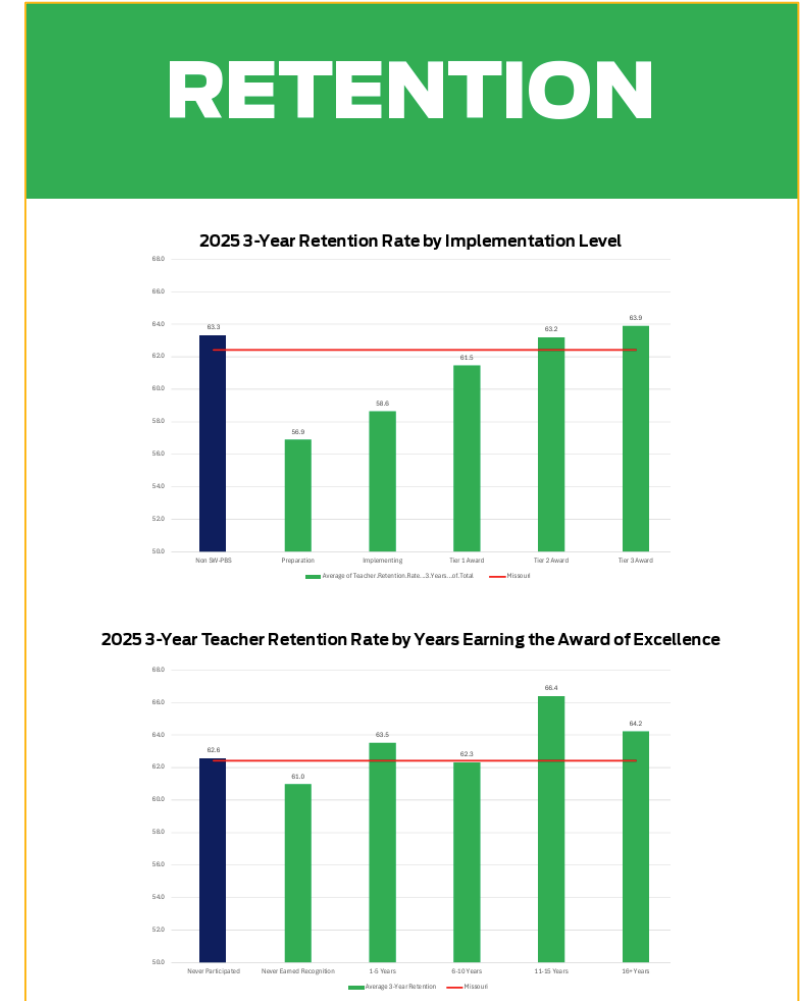
MO SW-PBS Annual Report (2024-25)



MO SW-PBS
Missouri Schoolwide Positive Behavior Support



2024-2025
ANNUAL REPORT



Two Recent Studies Missouri PBIS Studies

- Both studies included Missouri PBIS schools and teacher retention data from the 2023-24 school year (Kittelman and colleagues)

Study 1

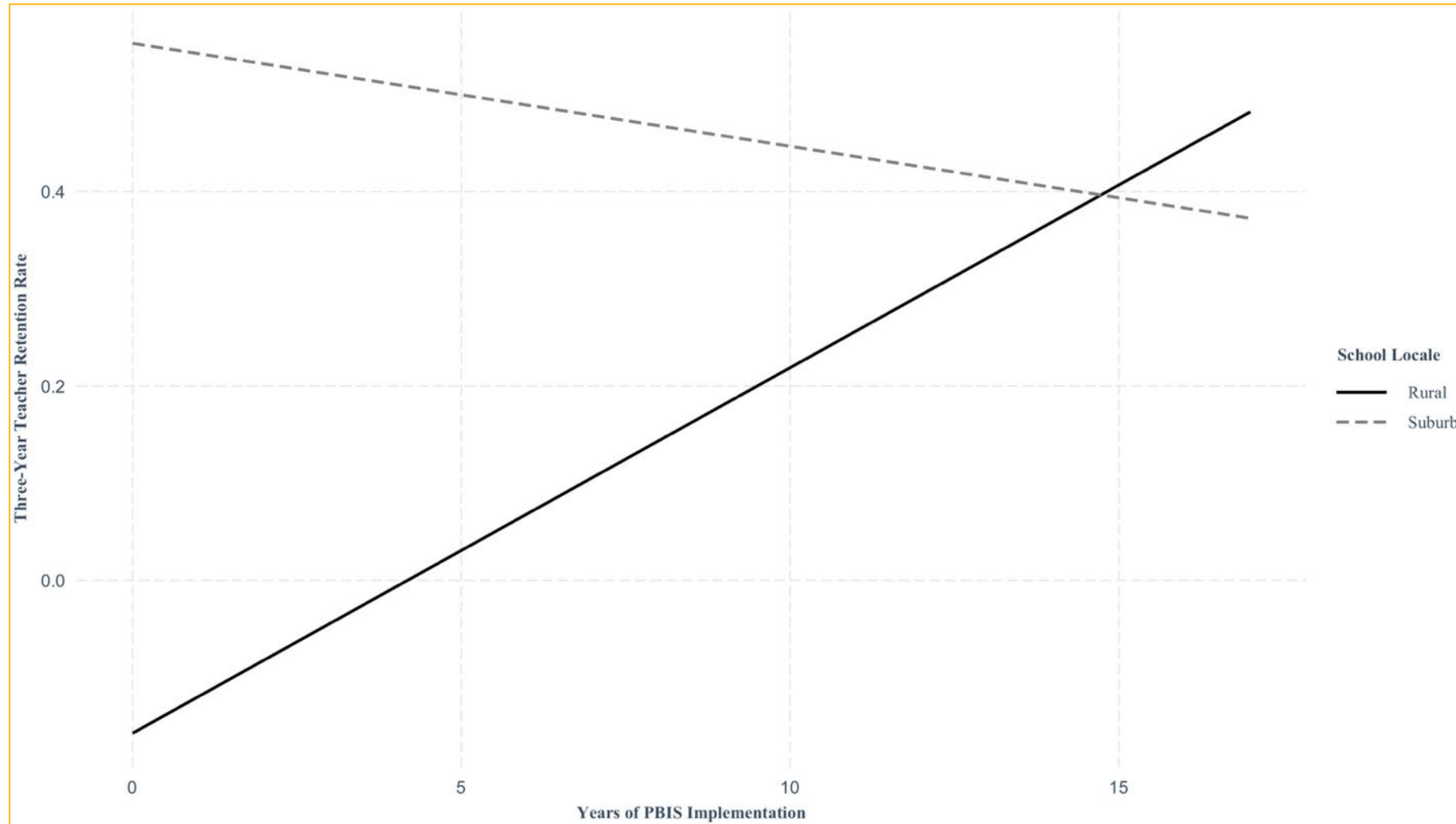
- What is the relationship between years of PBIS recognition on 1-year and 3-year retention rates (% of teachers)?
- Does school locale moderate the relationship between years of PBIS recognition and retention?

Study 2

- What is the relationship between years of PBIS recognition on 1-year and 3-year retention rates (counts of teachers)?
- Does school locale and school type moderate the relationship between years of PBIS recognition and retention?

Study 1

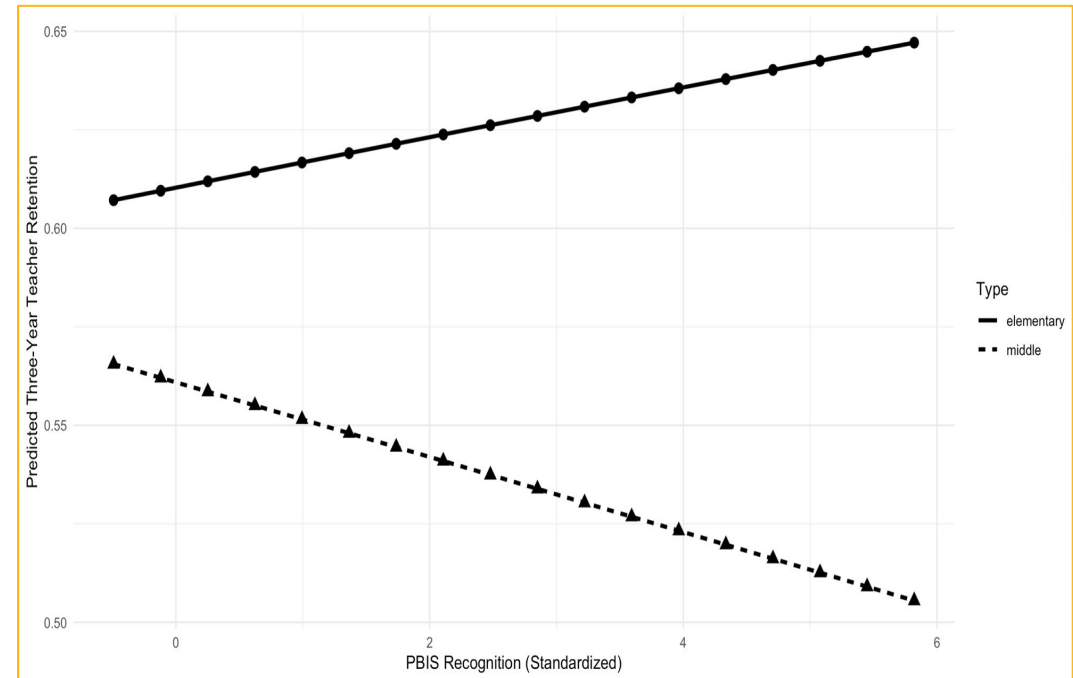
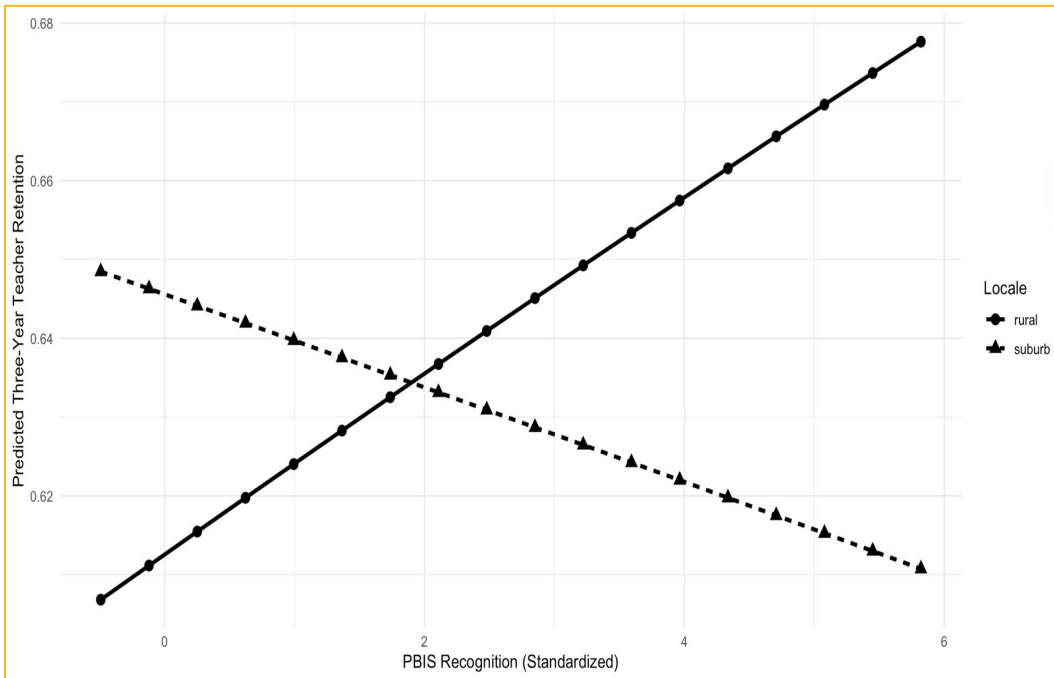
- What is the relationship between years of PBIS recognition on 1-year and 3-year retention rates (% of teachers)?
 - No direct significant relationship found..
- Does school locale moderate the relationship between years of PBIS recognition and retention?
 - Found significant interaction between years of PBIS recognition and school locale
 - More years of PBIS recognition was associated with higher 3-year teacher retention rates for rural schools compared to suburban schools



Study 2

- What is the relationship between years of PBIS recognition on 1-year and 3-year retention (**counts of teachers**)?
 - Found **significant main effects** for PBIS recognition on 3-year teacher retention
- Does **school locale** and **school type** moderate the relationship between years of PBIS recognition and retention?
 - Significant interaction between:
 - **Years of PBIS recognition and school locale**
 - **Years of PBIS recognition and school type**

Years of PBIS Recognition on School Locale and School Type



Facilitated Discussion

Opening Reflection Questions

Break into small groups:

- How are staffing shortages impacting your school or district?
- How are staffing challenges impacting schools in rural, suburban, and cities differently?
- What factors are impacting teacher stress and burnout?

School Climate Reflection Questions

- What school climate conditions help teachers feel successful and supported?
- How do strong adult and student relationships influence resilience to stress?
- How does school safety impact teacher burnout?

PBIS-Related Reflection Questions..

- Which PBIS practices have the biggest perceived impact on teacher retention?
- How might PBIS improve day-to-day teaching conditions for teachers?
- In what ways does having efficient and effective systems for quickly responding to student behavior impact teacher stress and retention?
- What are district leadership teams doing to address teacher retention?

Small Group Summarizing Activity

- Write down and rank the following:
 - Which top-3 factors contribute to teacher turnover
 - Which top-3 factors improve teacher retention
- Be prepared to share out!

Questions?

Resources

- Missouri Schoolwide Positive Behavior Support (2024-2025) Annual Report. <https://pbissmissouri.org/publications/>
- Santiago-Rosario, M. R., McIntosh, K., Izzard, S., Cohen Lissman, D., & Calhoun, T. E. (September 2023). Is Positive Behavioral Interventions and Supports (PBIS) an Evidence-Based Practice? Center on PBIS, University of Oregon. www.pbis.org

Contact Us!

Angus Kittelman: anguskittelman@missouri.edu

Gordon Way: wayg@missouri.edu

Lisa Powers: powersl@missouri.edu