

The most reliable predictors of teacher retention related to school or program climate are quality of relationships<sup>7</sup>, quality of leadership<sup>3,4</sup> and order and discipline within the school<sup>3,7,8</sup>. If these experiences are improved within schools, retention rates of teachers have been found to improve as well<sup>3</sup>. 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<sup>1,2,3,4,5,6,7,8</sup>. 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<sup>3,9</sup> as well as high stress and emotional and physical exhaustion<sup>12</sup> 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<sup>2,3,9,10</sup>. **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 factor<sup>7</sup>. **Programs implementing the Pyramid Model work to...**

- ▶ **Promote positive relationships** with children, each other, and families and use those strategies on a daily basis<sup>11</sup>
- ▶ **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

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