



Division for Higher Education and Schools Department for Schools Dr. John J. Scibilia, Director

Dear Friends,

Salary conversations, discussions, debates, surveys have all become a rite of winter in schools and centers. Over the years I've heard more wishing at these tables than any other time of year or event. "We wish we could do more, but.....".

Compensations are indeed difficult to address. Consider that it doesn't have to be. In fact, a positive and intentional process can build trust among the entire school/center community.

A primary responsibility for every board or committee focuses on finances. The major annual budgetary expense is compensation. Generally compensation and related taxes can be as much as 75% or more of the budget. Compensation deserves to be actively a part of the planning process throughout the year.

Another primary responsibility for every board or committee is the mission of the school or center. It is the administrator and teachers who are actively engaged daily in making the mission a reality. Their dedication makes that possible. This is another reason for boards and committees not to sweep compensation under the carpet.

This Compensation Guide for Lutheran Schools and Centers contains thoughts and ideas shared for many years. Other concepts may be new for you in the context of compensation issues. I encourage you to be resolved in the cause of your school and those who teach and minister in them. Compensation is an issue which must be addressed.

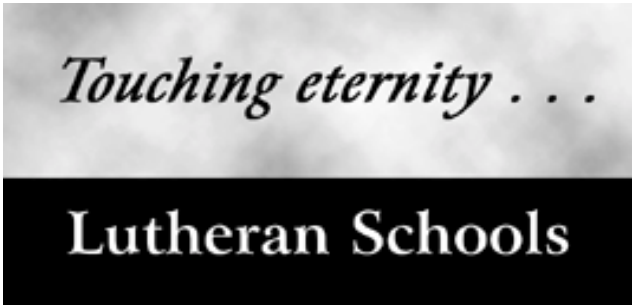
The Guide also lifts up the fact that money is not the only factor in nurturing a fulfilled staff. In fact, money is a dissatisfier and not a satisfier. For example, if you have a bad day at work you probably don't come home and say, "well, at least I have a wonderful salary." There are other factors for you to consider in addition to salary, health, retirement, continuing education and other compensation issues.

Throughout the process be mindful that we do not work and deliberate alone. More than 2,000 boards and committees in ELCA schools and centers share this compensation task. Consider reaching out to just one and ask, "so, how is it going?"

Pray for discernment in what is best as you balance the needs and pressures with which you may be faces. Join me in prayer for one another with the confidence our efforts on behalf of children will be blessed by God.

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The Salary Survey

It is important to know the environment and context within which financial decisions are being made. Most of the information you need is readily available without spending a great deal of time or other resources in the process.

If you choose to pursue a survey – be clear about your goals and why you are conducting the survey.

Surveys ARE NOT useful if the intent is:

- ✘ Misery Loves Company
- ✘ To feel good about paying more than the school around the corner
- ✘ To feel bad about not paying as much as the school across town.
- ✘ To be sure your compensation is not too high (this will never be true!)
- ✘ To be sure your compensation is competitive (competitive with what?)

You already know early childhood professionals are not payed well even in comparison to some fast food jobs. Elementary and secondary teachers do not have the compensation package offered to their public school colleagues. Some Lutheran school teachers are actually eligible for food stamps and low-income housing.

Salary/Compensation Surveys CAN BE HELPFUL if the focus is on process and strategies rather than numbers. For example:

- ✓ If a school is offering a good health and retirement package – ask how they are able to to that and who their contacts are with their respective plans.
- ✓ If a school has a very low turnover rate – ask why?
- ✓ How do other school boards/committees determine the compensation packages each year? Do they have short and long range plans? What are their ‘secrets.’

If you want to conduct a Compensation Survey, an environmental scan of salaries and benefits, consider the following:

- A. The local ELEA network may have more information on salary scales among their members.
- B. Contact your Synod office for their compensation guidelines for pastors, associates in ministry and layworkers. The ELCA Department for Schools does not provide official salary guidelines for non-rostered teachers and staff serving in ELCA schools just as the ELCA does not have national salary requirements for all pastors. Certainly one of the difficulties with national salary guidelines is that local circumstances, costs of living and other issues render national recommendations difficult and less than relevant to local schools.
- C. The local Catholic Diocese, NAEYC Affiliate or other non-public school group may have information on salary scales in your area.
- D. Some schools choose to contact other schools to receive a copy of their salary policies. Be prepared in some cases not to receive the information as some consider this to be private information.

E. Visit <www.Salary.com> Salary.com is the leader in online compensation information for individuals, business managers and human resource professionals. Based in Wellesley, Mass., Salary.com provides accurate, authoritative compensation data for a comprehensive set of industries and thousands of job titles. Gathered through the compilation of proprietary research and published reports, Salary.com's in-depth salary information is available through compensation surveys and the Salary Wizard, Salary.com's flagship compensation tool. In addition to compensation data, Salary.com provides editorial content on compensation advice, negotiation tactics and news specific to the compensation marketplace. Content from Salary.com is available at www.salary.com as well as through syndication on portals and Web sites, including AOL, Yahoo!, and all of the top 10 career sites. In all, more than 130 career sites, recruitment sites, news sources, and portals are under agreement to integrate the Salary Wizard. This is a wonderful site which does include teaching and childcare as categories.

F. Scan the salaries of all the workers in your own congregation as well. We are all members of one body, each with a special purpose. Some scenarios which may be faced include:

The organist/music director has a higher compensation relative to teachers or administrator. "Good Organists are hard to find." So are dedicated excellent teachers. The United States is entering a teacher shortage in elementary and secondary schools the likes of which we have never experienced. Where will two and a half million of these teachers be found in the next nine years?

The custodian/sexton has a higher compensation relative to teachers or administrator. "Cleaning is a really tough job." Ever been in a preschool classroom in September with three olds or in a middle school classroom in May?

G. Consider what national education organizations are saying about compensation. (See Appendix for NAEYC statements on Compensation and Quality)

Everyone has worth in your congregation and school. Yes, there are differences in responsibilities and time commitments. It is wise, however, not to consider school compensation in isolation of the entire team at the congregation.

U.S. Bureau of Labor Statistics, 1999

Occupation Title	Employment	Median Hourly	Mean Hourly	Mean Annual (1)	Mean RSE
Preschool Teachers	339,310	\$8.41	\$9.43	\$19,610	0.6 %
Kindergarten Teachers	158,250	(2)	(2)	\$36,770	0.7 %
Elementary School Teachers	1,357,340	(2)	(2)	\$39,560	0.7 %
Middle School Teachers	570,010	(2)	(2)	\$39,690	1.3 %
Teacher Assistants (3)	1,115,820	(2)	(2)	\$17,400	0.6 %

(1) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.

(2) = Hourly wage rates for occupations where workers typically work fewer than 2,080 hours per year are not available.

<http://stats.bls.gov/blswage.htm>

What Should We Pay?

Chances are whoever determined compensation in the inaugural year of your school or center is still determining those figures. This is often the case for tuition as well. There is a mindset of what percentage increases seem fair, what feels right or what sounds too high. This thought process is a perception that can be affected by how the board members making this decision have been treated by their own employers and in their personal experiences. There may be decision makers around you who were grateful for the \$1.25 minimum wage. Talking about a cost of living increase makes sense when the current salary actually does cover the cost of living. Cost of living increases on salaries already low only assure it will be equally low the next year when taking inflation into account.

Spring out of your current model of thinking. Get outside the lines at least for a little while to refresh your perspective. Consider what it costs to live in your community. Really, go ahead. With your school board or committee put up newsprint, or on a chalkboard, a monthly personal budget for a beginning teacher. Begin to add up apartment rental, utilities, food, clothing, college loan, car loan/maintenance, auto insurance, other insurance, tithing, etc. You might also want to consider what a teacher might want to save, or include the price of even a movie or two. If you aren't providing health or pension, you should also consider what that will cost a teacher. What's the total??

Now with the knowledge of what it costs someone to live in your community consider the current salary levels. Can someone live on that salary? Can someone exist on that salary? Your compensation decisions can show respect to individuals by not expecting their existence must be supported by someone else's income. Your decisions can also shrink your pool of candidates by requiring the person have a spouse who works outside the home or candidates who live with and are supported in part by their parents. Don't expect teachers to always subsidize the program by virtue of lower salaries.

OUCH!

By Melvin M. Kieschnick

The truth hurts. When a speaker had made her point that sometimes salaries paid in Lutheran schools exploit teachers especially women teachers, I winced. I knew I had heard the truth.

My statistics indicate that the average salary paid to a teacher in an LSA school is about 60% of what that teacher would earn in the public sector. In the LSA the average principal's salary is about 50 % of the state average. All my studies indicate a significant disparity between principals' salaries and pastors' salaries-even if both have similar years of education, experience, and terms of employment.

Most beginning teachers in metro New York Lutheran schools must choose only one of three financial options: rent an apartment, operate an automobile, or pay back a college loan. Owning a 'starter home' and paying monthly mortgage and taxes is impossible even if some angel donated the original 20% down payment. To compound the problem, some schools don't even offer common fringe benefits like health or retirement plans, especially for women.

That's why I say, 'Ouch!'

ON THE OTHER HAND

Then why do Lutheran teachers stay'? Because they are committed to the cause of Christian education. Because they cherish the opportunity to daily articulate the Gospel. Because, contrary to many of their public school colleagues, they have a significant voice in how they conduct their classrooms. Because their class size is, on the average, only 60% of the public and other nonpublic school average. Because they benefit from a generous vacation days policy. Because they feel supported by the staff. Because they really love the kids they teach. Because they have a deep sense of divine call. Because they feel they can make a difference. Because, for some of them, a deliberate choice has been made to work for a lower salary so that their ministry can be extended. Because they believe that their needs are fully supplied by Him who is the Truth, who doesn't hurt, but truly sets free.

SO WHAT!

So, do we close our schools because of low salaries? Or do we keep on paying low salaries because some are willing to accept them? No.

Instead, we work to raise salaries and fringe benefits. We develop specific strategies to ensure that class sizes and student-teacher ratios make economic sense. We exercise careful accounting and good stewardship of the monies we do have. We challenge parents, congregations and friends to contribute generously. We make it our clear intention that raising teachers' salaries is a top priority.

And we do something else. We express support and appreciation to teachers for their ministry in our midst. All of us, teachers, administrators, pastors, board members and constituents share our contributions, our commitment, our sacrifice on behalf of the teaching ministry of our schools. We count all things as loss for the sake of the Gospel: as a Spirit-directed choice, not as an oppressive burden placed upon us by someone else.

This is an editorial written by Dr. Mel Kieschnick when he was executive director of the Lutheran Schools Association through 1992. His words are as relevant today as the day they were written. Mel Kieschnick has served the church as teacher and principal; as missionary to Hong Kong; as Superintendent of Schools for the Michigan District (LCMS); as Executive Director, Board for Parish Services, the Lutheran Church-Missouri Synod; as Vice President, Effectiveness Training; and as Executive Director, Lutheran Schools Association of Metropolitan New York and Staff Associate, the Center for Urban Education Ministry, Concordia College, Bronxville, New York, beginning in 1983. Today Mel is retired and continues to serve his home congregation in Southern California as an Associate in Ministry. In addition he is a project consultant for Wheat Ridge Ministries.

A Letter from Dad

Dear Nancy,

I'm fed up with teachers and their hefty salary guides. What we need here is a little perspective.

If I had my way, I'd pay these teachers myself. I'd pay them baby-sitting wages. I'd give them \$3 an hour out of my own pocket. And I'm only paying them for 5 hours, not coffee breaks. That would be \$15 a day - each parent should pay \$15 a day for these teachers to baby sit their child. Even if they have more than one child, it's still a lot cheaper than private day care.

Now, how many children do they teach everyday - maybe 20? That's $\$15 \times 20 = \300 a day. But remember, they only work 180 days a year! I'm not going to pay them for all those vacations! $\$300 \times 180 = \$54,000$. (Just a minute, I think my calculator needs batteries.)

I know now what you teachers will say - what about those who have 10 year's experience and a master's degree? Well, maybe (to be fair) they could get the minimum wage, and instead of just baby-sitting, they could read the kids a story. We could round that off to about \$5 an hour, times five hours, times 20 children. That's \$500 a day times 180 days. That's \$90,000 ... UH???

Wait a minute, let's get some perspective here. Baby-sitting wages are too good for these teachers. Did anyone see a salary guide around here???

Love,

Dad

This is an actual letter written by a dad to his daughter who is a teacher in Massachusetts.

Begin with the end in mind

Take the long view. Determine this year's compensation by deciding where you want to be 3-5 years from now.

Set goals. Have you ever wanted to lose weight? If you just say, "I've got to lose some weight," its probably not going to happen as you dreamt. If you say, "I'm going to lose 10 pounds in 3 months," you've got a real good chance of reaching your goal. Begin with a clear view of the end you have in mind.

Create goals which are

Specific

Concrete

Attainable

Measurable

Positive

Determining compensation is not like the weather. Everybody talks about the weather and there isn't anything we can do about it. Don't feel that way about compensation. You can make strides forward if it is a high priority. Generally we do not like to talk about money or salaries in the church. Consider first this is a matter of fairness and justice, let the money conversation flow from that perspective.

Put First Things First

Do you determine tuition then decide what salaries will be? Or the other way around? The old "chicken and egg" dilemma! Most likely 70-80% of your school's expenses are comprised of salary and salary related items. Tuition probably makes up at least 85% or more of the income. Try looking at salaries before tuition. We always want to be fair when increasing tuition, making our schools affordable to as many families as possible. But, it is important to be just as concerned with being fair and concerned in the area of salary and health care provisions.

Goals for Improving Teacher Compensation

	Current	One Year Ahead	Two Years Ahead	Three Years Ahead	Four Years Ahead	Five Years Ahead
Base Salary						
Health						
Retirement						
Continuing Education						
Other						

Notes:

Funding Formula Worksheet

	Year__		Year__		Year__		Year__		Year__	
	\$ Amt	%	\$ Amt	%	\$ Amt	%	\$ Amt	%	\$ Amt	%
Total Income										
Tuition and Fees										
Gift Income										
Fundraising Income										
Government										
Congregation										
Other										
Other										

Develop a Salary Schedule

Develop a salary schedule for next year.

The sample teacher salary schedule contains \$250 increments for years of experience and \$500 increments for levels of education. This is only an illustration and should not be understood as a recommendation. Whatever levels are selected should be supported by clear rationale on the part of the board.

Use dollar increments rather than percentage increments for two reasons.

1. All teachers who advance a step will receive the same salary increase. In salary schedules that use a percentage increment, teachers at the higher steps actually receive a larger salary increment than teachers at the lower steps even though the percentage is the same.
2. It is easier to compute each teacher's salary by eliminating the computation of percentages.

Generally speaking, Lutheran schools have improved starting salaries over the years. However, the area with the biggest gap compared to the public school sector are created as the years go on. Reviewing the national figures, the gap between starting salaries is about \$6,000. But, after 20 years the gap is at least \$20,000. Spend time to review how teachers are paid in return for their faithful service and ministry over 5 years, 10 years and more. When working on starting salaries, also work on the steps. Will you pay teachers more when they have advanced degrees, special theological training, valuable years of experience, etc.?

How important is it to your congregation and school for teachers to stay? Ignoring these steps can contribute to a high teacher turn-over rate and few teachers with experience. It is important to seek a balance. New teachers bring a high level of enthusiasm and new ideas from their recent education. But high annual turnover also makes it difficult to maintain continuity in developing curriculum and a positive school climate.

Hourly versus Annual?

Traditionally many early childhood professionals have been paid hourly while their elementary school colleagues with similar credentials are paid annually based on a scale. They have also been paid considerably less. Develop a salary scale which takes into account years of experience and level of education. Then, for example, a teacher who teaches only morning sessions who would receive \$25,000 annually on the scale would receive \$12,500; 3 mornings a week - 30% of the \$25,000. Some states now require early childhood teachers to be paid hourly. Using the annual scale as a starting point is still a good idea. It also helps in the matter of presentation. To some people \$10 or \$12 an hour sounds like a lot of money. However, when translated to an annual amount, it looks quite a bit different. Again, remember, compensation discussions involve everyone's personal experiences and perceptions. Teachers and staff persons will make the program - so this is the most important investment the congregation will make. Make the decision with care.

Merit Pay?

The national debate about merit pay continues. There are a variety of methods being researched and tried. It would be advisable to put this conversation on hold and address the long range financial plans and goals as well as needed funding and development. You might also want to consider ways other than money special appreciation can be shown for excellence.

Sample Teacher Salary Schedule

Years of Experience	Levels of Education			
	A	B	C	D
0	Base	+500	+1000	-1500
1	+250	+750	-1250	+1750
2	+500	+1000	+1500	+2000
3	+750	+1250	+1750	+2250
4	+1000	1500	+2000	+2500
5	+1250	+1750	+2250	+2750
6		+2000	+2500	+3000
7		+2250	+2750	+3250
8		+2500	+3000	+3500
9		+2750	+3250	+3750
10		+3000	+3500	+4000
11			+3750	+4250
12			+4000	+4500
13			+4250	+4750
14			+4500	+5000
15			+4750	+5250
16				+5500
17				+5750
18				+6000
19				+6250
20				+6500

Notes:

1. Consider importance of levels of education and years of serve striking a balance. The salary schedule should illustrate what your school or center considers to a few important qualities.
2. Early Childhood might consider “A” a non degreed person, “B” = CDA or equivalent, “C” = BA and so forth.
3. Elementary and secondary might begin “A” = BA, and so forth.
4. With respect to degrees, consider what is the highest degree for which you are willing to pay extra. For example, does an earned PhD in theology bring that much more to the table in a second grade classroom.
5. All degrees are not created equal. Many public, private and religious schools have persons teaching with BA/S degrees which are not relevant to their area of teaching. Also, some teachers are certified while others may not require a certification. Take these issues into account as well when determining your definition of A-D on the scale.
6. These columns do not include or reflect compensation such as health, retirement, continuing education, vacation and other such items.

Administrator Compensation Package

A fair and just salary and benefit package for the director or principal is in the best interest of your school, the children and is right for the church. Effective and competent Lutheran school administrators deserve adequate compensation.

Review the package of your administrator. Is it appropriate? Evaluate your school's salary scale. Compare what you propose to pay your administrator with the top salary paid to a teacher and to the salary paid to your pastor and other church staff. Serving as a Lutheran school or center administrator is a full-time ministry, most often not a ten month per year assignment.

There may be circumstances when the school administrator may be paid equal or more than the pastor. This might be the situation when taking into account educational background, years of relevant experience and responsibilities. It is important for a congregation to have a comprehensive view of salaries for all employees when at all possible.

In addition to base salary, be sure to include FICA and other legally mandated expenses related to an employee. In the case of ordained ministers, attention must be given to SECA and housing allowance requirement. Also include the cost of the health plan, retirement/deferred income program, continuing education allowance, professional conferences and professional organization dues. Do not overlook these. Many surveys now indicate benefits to have become almost as important to U.S. workers as salary. In a recent survey, more than 85% who responded the following were extremely important: retirement plan, dental plan, preventive health care, medical insurance and vision care.

Holidays and vacations form a part of the compensation package. Be clear about expectations for the administrator regarding duties during special breaks, e.g. Christmas and Spring breaks. For example, if the administrator does not report during Christmas break, is that considered part of the four weeks of vacation time given to the administrator. What are the expectations for duties over the summer? While some of the above details may need to be negotiated later, there does need to be some general agreement up-front regarding paid vacation and days off.

Sometimes the question is asked, "Does our administrator qualify for a housing allowance which is tax exempt, like that of a pastor?" Only church rostered persons whom the IRS has designated as "ministers of the Gospel" and who meet additional specified criteria under the Internal Revenue Code qualify for this exemption. This includes only ordained ministers performing Word and Sacrament Ministry and in rare instances, a few Associates in Ministry who were rostered teachers in the Association of Evangelical Lutheran Churches (AELC).

One of the best financial investments a school can make is in its administrator and teaching faculty. An effective administrator is critical to articulating and achieving the school's mission. Effective administrators lead in securing the funds to carry out that mission. The salary you offer your administrator is a key indicator of the importance you attach to the ministry of your school or center. Allocating sufficient funds to secure and retain the best administrator possible is one of the wisest decisions a Lutheran school or center board can make.

Adapted from "Engaging a Principal for a Lutheran School." (ELCA Department for Schools)

Funding and Development

A primary responsibility of a school board or committee is to be sure adequate funds are available for the school to accomplish its mission with excellence. Too often boards will fulfill that role by cutting needed expenses while assuming there is nothing that can be done about income (like talking about the weather).

You have probably heard it said that rather than cutting up the same pie differently all the time, perhaps we should bake a bigger pie. Every school – early childhood, elementary and secondary – need to develop sources of income other than tuition and fees particularly if they expect to pay and retain an excellent administrator and teaching staff.

Thinking outside the lines from your tradition, perhaps it is time to ask for support, invite support and partnership. It is not within the scope of this compensation document to broadly address funding and development. But, a good way to get involved in a real development plan is to initiate an annual fund. An overview of the annual fund follows.

Are school parents familiar with or have access to your school budget? Do your school parents know the salary range of their children's teachers? Would they be surprised to learn what they are? Some schools share that information with parents and find that parents are the first to say "these teachers are worth more and deserve more. What can we do about this, how can we help?" It is most likely fair to say that not one parent would ever say, or even think "these teachers are paid too much." Give parents, give your constituency, the opportunity to help.

Ingredients for a Successful Annual Giving Campaign

- Well defined purpose
- Extensive planning
- An efficient organization
- A realistic timetable
- Meaningful benchmarks
- Realistic assignments
- Logical Order

The Case for Support

- Relate the solution to the need to the community served
- Demonstrate that the need is real; create a sense of urgency; celebrate the solution
- Convince the donor that your solution to the need is worth supporting
- Show that the organization itself cannot meet the need.
- Explain how the funds will be used.

Solicitation Methods

- Personal solicitation
- Gift clubs
- Telephone, telethons
- Direct Mail.

Recruit Volunteer Leaders

A generous donor to the organization

A person capable of making a large gift and soliciting other large gifts

A person with a strong commitment to the institution and its mission.

A person who is inspired by your organization and who can help recruit and inspire other key volunteers

A successful business executive or community leader who is widely known and admired in the community

The purpose of a **development committee** is to lead the board in efforts to attract money and services that are necessary to carry out the mission of the organization. The duties of the board development committee are to

- *Define the short-term and long-term funding needs of this organization with the help of the full board and administrator.* Funding appeals will be ineffective if we can't tell prospective donors exactly why our nonprofit needs funds.
- *Train the full board.* Little training is required to hold a modest fund-raising event-but most nonprofits need far more money than small events raise. The committee must become knowledgeable about planned giving, corporate solicitation, lobbying government bodies, grant-writing, and marketing.
- *Involve all board members in fund raising.* Each board member has the responsibility to do all he or she can to raise money for your nonprofit. The development committee must organize fund-raising activities to take into consideration each board member's unique talents.
- *Review progress on fund-raising goals-and inspire the full board.* The committee must not only report on the status of fund-raising efforts, it must be coach and cheerleader to the entire fund-raising team.
- *Make personal financial donations-and encourage your fellow board members to do likewise.* The best way to convince members of your community to give is to lead by example. Donations by the committee and other board members demonstrate that we believe enough in our nonprofit's mission to put our money where our mouths are.
- *Identify, cultivate, and enlist community leaders to serve on the funding development committee.* There may be a reservoir of untapped fund-raising talent in our community. The committee is responsible for finding it and putting it to good use.

It's Not Only About Money

Why Do The Teachers Stay?

Have your teachers ever been asked why they stay? Asking has many positive side effects. The people you ask feel cared about, valued, and important, which often lead to stronger loyalty and commitment to you and the organization. In other words, just asking the question is a retention strategy.

They come up again and again, throughout every profession and industry at every level. In order of popularity and frequency, listed below are the most common reasons people stay at an organization. (Please note that 90 percent of respondents listed at least one of the first three items among the top three or four reasons they stay.)

1. Career growth, learning, and development
2. Exciting and challenging work
3. Meaningful work—making a difference and a contribution
4. Great people
5. Being part of a team
6. Good boss
7. Recognition for work well done
8. Fun on the job
9. Autonomy—sense of control over my work
10. Flexibility, including work hours and dress code
11. Fair pay and competitive benefits
12. Inspiring leadership

Studies show most teachers who leave didn't start looking for other opportunities because of dissatisfaction with pay, perks, or benefits . . . but because of other reasons. The top four factors that influence an employee's decision to stay are:

- Meaningful, challenging work
- A chance to learn and grow
- A good principal or director
- The sense of being part of a team

Compensation which is fair and just is an important component – but not the only issue which requires our consideration in our work with teachers and staff. Pay attention to the bigger picture and you will find teacher turnover decrease and satisfaction increase. These two elements are among the greatest contributors to a quality program.

Our early emphasis on human relations was not motivated by altruism, but by the simple belief that if we respected our people and helped them respect themselves, the company would make the most profit."
—Thomas J. Watson, Jr., Former CEO, IBM

Are you a Love 'Em or Lose 'Em Administrator?

Want to keep your stars, but not sure where to start? Tired of having to hire new teachers to replace those leaving each year?

Read each of the statements below and give yourself one point for each statement that is true for you. Be completely honest. Your score will tell you where you stand and what to do next.

- I inquire about how to make work more satisfying for my teachers.
- I realize that I am mainly responsible for retaining the teachers in my school or center.
- I know my teachers' career ambitions.
- I demonstrate respect for the different backgrounds, values, and needs of my teachers.
- I take steps to ensure that my teachers are continually challenged by their work.
- I respect the work-life balance issues that my teachers face.
- I make my teachers aware of the different ways in which they can develop and grow their careers.
- I share most, if not all, of the information to which I'm privy with my teachers.
- I apologize when I think I have hurt one of my teacher's feelings.
- I encourage humor at school.
- I encourage my teachers to stretch in their own development.
- I am committed to my teachers and value their contributions.
- I recognize and reward the accomplishments of my teachers in a variety of ways.
- I provide my teachers as much freedom as possible on how their work gets done.
- I tell my teachers where they stand and what they need to do to improve through a systematic support and evaluation process.
- I take time to really listen to and understand my teachers.
- I take initiative to learn what my teachers value.
- I recognize signs of stress or overwork in my teachers.
- I am tuned into the special wants and needs of the GenX-ers on my staff.
- I give decision-making authority to my teachers.
- I continually try to improve upon my own managerial and leadership strategies.

Scoring:

0–6

Alert. You are at risk of losing your best teachers. Start by asking what it is they want. Then immediately move to three to five of the ideas from this quiz and put them into action.

7–13

Caution. You've got work to do to keep your best teachers. Begin now to ask them, as well as your trusted colleagues, what's working and what's not.

14+

Kudos. You're on the right track to keeping your best people, but don't stop now. Choose other ideas to work on and give yourself the praise you deserve.