



ARIZONA DEPARTMENT OF
EDUCATION

EDUCATOR RECRUITMENT AND RETENTION

STAY INTERVIEW GUIDEBOOK

STAY INTERVIEWS

General Definition

Stay Interviews can be defined as “a structured discussion between a manager and individual team members. Its purpose is to understand why employees choose to stay with the organization and determine the specific actions needed to increase their engagement and retention, as well as use this information to increase the overall engagement and retention of all staff in the organization.”

Breaking down the definition:

- A proactive, structured **conversation**
- The conversation is conducted between a manager and an **individual** employee
- The conversation is aimed at identifying what **keeps** employees **engaged** and **committed**
- The conversation is designed to surface **issues early**, so management can implement **targeted actions to improve retention** and satisfaction.

Background:

While Stay Interviews are often associated with teachers, they can also provide significant benefits for district leaders, school leaders, and other staff roles. Engaging in targeted conversations with these groups helps strengthen relationships, improve retention, and uncover leadership potential. These discussions can lead to quick wins and offer actionable insights that allow for timely adjustments rather than waiting until the end of the school year. Interest in Stay Interviews, and the research and presentations surrounding them, has grown directly from recommendations made by the Arizona Department of Education's [Educator Recruitment and Retention Task Force](#).

Purpose of Stay Interviews:

Proactive Retention: Identify warning signs and address potential issues, such as lack of growth, poor manager relationships, or unfulfilled expectations, before an employee seeks employment elsewhere.

Improve Engagement: Show appreciation for the employees' contributions and gather information to make the work environment more satisfying and supportive.

Inform Human Resources and Leadership: Provide valuable insights to help shape future HR strategies, refine job roles, and improve recruitment efforts.

Key Aspects of Stay Interviews:

Building Trust: The act of asking for and listening to feedback shows that the organization and manager care about the employee's individual perspective and feel valued

Prevention of Turnover: By identifying and resolving concerns early, organizations can reduce employee dissatisfaction and prevent costly turnover

Structured Discussion: While informal, stay interviews are structured with specific questions designed to uncover critical information about the employees' motivation, career goals, and experiences with leadership, culture, and the overall work environment.

Proactive approach: They are conducted to address potential issues and improve employee experience before an employee considers leaving.

Focus on Engagement & Satisfaction: The goal is to learn what motivates an employee, what they enjoy about their role, and what aspects could be more satisfying.

Actionable Insights: Managers listen to feedback to discover specific actions they can take to support the employee better, such as providing new opportunities, improving work-life integration, and offering better recognition.



Stay Interview Grouping Selections

The question that often follows the initial introduction and rationale for Stay Interviews is, “*Who should I interview?*” One of the most appealing aspects of this strategy is its flexibility. Later in this document, additional examples will be shared for specific groups of individuals. Ultimately, the choice of whom to interview rests with the individual implementing the strategy. It is also essential to consider what information you hope to gather and the specific purpose behind collecting it.

For example, one would not use Stay Interviews with every K-3 teacher or every high school ELA teacher. However, one could focus on a select group of staff members who are in their fifth - seventh year of teaching. One could also focus on a specific school site that demonstrates high retention rates or one that is experiencing attrition concerns and then focus on a core group from that site.

Questions to ask when defining/identifying a group(s) to utilize Stay Interviews:

- How is the group connected? And/or What is their shared focus?
- What is the purpose of the Stay Interview? Is it for finding information for a group that has demonstrated continued success, or perhaps a group that has demonstrated some inconsistencies?
- Is there data available to help identify areas of concern or strength to assist in problem identification, or to share with others what is working with a particular group? (common formative assessments, state assessment scores, etc.)
- Has a particular group been rumored to express job dissatisfaction, and can those concerns be identified in the Stay Interview format to establish a healthy dialogue?
- Do you have a group of established employees who have stayed in their position for an extended period? Can you inquire about why they choose to stay?
- Do you have a particular area that is difficult to retain? What might be the disconnect?
- Are you looking for an opportunity to build personal relationships with a group that perhaps may feel overlooked?

Facilitating Stay Interviews

Stay Interviews offer a uniquely “formally informal” approach to gathering valuable insights and can be implemented by a wide range of individuals in leadership roles.

Examples of possible facilitators and identified groups:

- Superintendent to cabinet members
- Superintendents to principals
- Directors to coordinators, specialists, technicians, and coaches
- Principals to teachers
- Assistant Principals to teachers
- Principals to specific Classified staff
- Facility/Plant managers to Custodial staff



*Protocol/Process/Questions:***STAY INTERVIEW IMPLEMENTATION CHECKLIST****1. One-on-One Conversations**

- ✓ Schedule individual interviews with employees.
- ✓ Ensure confidentiality and a supportive tone.

2. Similarly Identified Groups

- ✓ Group employees by similar roles or responsibilities (e.g., teachers, support staff).
- ✓ Use consistent questions for all members of the selected group.

3. Limit Questions

- ✓ Try to stay between 5-6 questions.
- ✓ Use the same questions for all participants in the identified group.

4. Time & Frequency

- ✓ Try to keep interviews/conversations under 30 minutes.
- ✓ Establish a regular frequency (e.g., quarterly, semester).

5. Communication of Rollout

- ✓ Inform staff about the purpose and benefits of Stay Interviews.
- ✓ Share expectations and reassure that any feedback will be used constructively.

6. Location

- ✓ Choose a private, comfortable setting for interviews.
- ✓ Avoid spaces that feel formal or intimidating.

7. Recording & Sharing Information

- ✓ Decide how to record responses (e.g., notes, digital form).
- ✓ Determine who will review and act on feedback.
- ✓ Create a plan for sharing insights without breaching confidentiality.

8. Non-Punitive Approach

- ✓ Emphasize that Stay Interviews are not disciplinary.
- ✓ Frame the conversation as supportive and improvement focused.

TYPES AND EXAMPLES OF QUESTIONS FOR STAY INTERVIEWS

Engagement & Motivation

1. What do you look forward to most when you come to work each day?
2. What aspects of your job make you feel most energized or fulfilled?
3. Which parts of your role do you enjoy the most? Which do you enjoy the least?

Retention Drivers

4. What makes you stay with this school/district?
5. If you were offered a similar role elsewhere, what factors would influence your decision to stay here?
6. What would make your job more satisfying or rewarding?

Support & Development

7. Do you feel you have the resources and support you need to do your job well?
8. Are there professional development opportunities you'd like to pursue?
9. How can I (or leadership) better support you in your role?

Culture & Communication

10. Do you feel your voice is heard and valued in decision-making?
11. How would you describe the culture here? What would you change?
12. Are there any barriers that make it harder for you to succeed?

Future & Outlook

13. What are your career goals, and how can we help you achieve them?
14. What might cause you to consider leaving our school/organization in the future?
15. What can we do now to ensure you stay?

STAY INTERVIEW TEMPLATE

Purpose:

To understand what motivates employees to stay, identify areas for improvement, and strengthen engagement and retention.

Interview Details:

- Employee Name:
- Position:
- Date:
- Interviewer:

Introduction Script:

Thank you for meeting with me today. The purpose of this conversation is to learn what makes you want to stay with our school/district/organization and how we can make your experience even better. Your feedback is important and will help us improve our workplace.

Questions (Choose 5-6 questions that align with your targeted group)

1. What do you look forward to most when you come to work each day?
Notes:
2. What aspects of your job make you feel most energized or fulfilled?
Notes:
3. What makes you stay with this school/district?
Notes:
4. What would make your job more satisfying or rewarding?
Notes:
5. Do you feel you have the resources and support you need to do your job well?
Notes:
6. Are there professional development opportunities you'd like to pursue?
Notes:
7. Do you feel your voice is heard and valued in decision-making?
Notes:
8. What might cause you to consider leaving in the future?
Notes:
9. What can we do now to make sure you stay?
Notes:

Closing Script

Thank you for sharing your thoughts. I will review your feedback and follow up with any actions we can take to improve your experience.



STAY INTERVIEW ACTION PLAN EXAMPLE**Immediate Steps/Quick Win(s)****Long-Term Actions****Additional Notes****Follow-Up Date:**

STAY INTERVIEW EXAMPLES

Classified Staff (3 Interviews Page 09-11)

Human Resources (3 Interviews Page 12-15)

New Teachers Years 0-2 (3 Interviews Page 16-18)

Veteran Teachers Years 4-8 (4 Interviews Page 19-22)



Classified Stay Interview Example

Stay Interviews (1 of 3 approximately every 9 weeks)
Target Group: **Classified**
Interviewer: M.-----
Interviewee: Frank -----

Date: 10/4/2024
in this group: 1
Position: Principal
Position: Custodian D-1

1. What do you look forward to when you come to work each day?

I like seeing a clean, tidy campus. I like the people I work with and I feel like I am an important part of the school.

2. How do you like to receive feedback and recognition?

If I do something wrong, I want to know about it immediately as long as it is done without making me feel bad. I would like for myself and the rest of the custodial staff to be recognized regularly by you (principal) and the staff. We try hard and would like to feel appreciated. Maybe a free lunch in the cafeteria once in a while as a reward for good work?

3. What are aspects of your position that may be in need of changes or improvement? (processes, schedules, etc.)

The schedule is a problem .. 1st shift to 2nd shift should be changed. Having the 2nd shift start after the students have been dismissed puts the 1st shift folks in a bind at times because sometimes we have to cover crossing guard duty. I don't mind doing crossing guard duty once in a while, but it shouldn't always have to be me that does it.

4. Can you identify someone specifically that you go to when a problem occurs, and why do you go to that person?

This depends on what the problem is. If it is our equipment, I go to the FM, he knows what we need and where to get it. If it is a paycheck/hours problem, I go to Ms. Wilson in the front office, because she knows the computer system, and she is nice to us. If it is a student or graffiti problem I go to the AP or you (principal).

5. What can your leadership team do to make your daily work experience better?

So far, this year, things are going OK. Some of the new teachers are not familiar with how we clean classrooms and what we ask of them before they leave for the day. (trash cans outside their door) and please have them fill out maintenance request form ... trying to grab us during the day for something that is not an emergency puts more pressure on us to get our daily tasks done.

Stay Interviews (1 of 3 approximately every 9 weeks)

Target Group: **Classified**

Interviewer: M.-----

Interviewee: Hannah -----

Date: 10/4/2024

in this group: 2

Position: Principal

Position: Custodian D-2

1. What do you look forward to when you come to work each day?

I like the routine of the job. I know what I need to get done, I know what to expect...most days.

2. How do you like to receive feedback and recognition?

I really do not need much feedback, I know the job and what I need to get done. The recognition I need is the paycheck, I have a family to support. I just want to do my job and go home.

3. What are aspects of your position that may be in need of changes or improvement? (processes, schedules, etc.)

I would like to have a computer to sign into that is closer to -our maintenance office. Our office is near the parking lot and we have to walk to the main office to log in and log out each day. Also, shift change has no overlap from day shift to later shift, so we get called for crossing guard duty frequently nearing the end of our shift.

4. Can you identify someone specifically that you go to when a problem occurs, and why do you go to that person?

I try not to bother anyone and I try to handle things myself. I usually go to Ms. Wilson in the front office if I need help ... she is always available and helpful.

5. What can your leadership team do to make your daily work experience better?

I mentioned a few things earlier, but I would like for more teachers to understand that we have assigned jobs to do, especially during lunch service. It gets frustrating sometimes when maintenance request forms do not get filled out and we are asked to do something in the middle of a shift.



Stay Interviews (1 of 3 approximately every 9 weeks)

Target Group: **Classified**

Interviewer: M.-----

Interviewee: Joe -----

Date: 10/4/2024

in this group: 3

Position: Principal

Position: Custodian N-1

1. What do you look forward to when you come to work each day?

I like to learn something new everyday. I like to uncover ways to do things more efficiently in daily operations to perhaps open up more time for bigger projects on campus.

2. How do you like to receive feedback and recognition?

I want feedback, because I want to get better, some time to talk about things. If I get more information I feel like I may be able to move forward into an FM. As far as recognition goes, maybe the opportunity could be provided to get additional training in areas like HVAC or plumbing?

3. What are aspects of your position that may be in need of changes or improvement? (processes, schedules, etc.)

The processes and training in place seem outdated. Classroom checklists are filled with things that are no longer relevant. The schedule might need to be altered for more "crossover" time from day shift to night shift for better communication.

4. Can you identify someone specifically that you go to when a problem occurs, and why do you go to that person?

I really do not have a "go to" person for problems that occur during the night shift. tend to figure things out logically. If I have "hours" problems or questions about benefits, I see Ms. Wilson in the front office at the beginning of my shift.

5. What can your leadership team do to make your daily work experience better?

I want to continue to learn more about the job and get more training. I would like to, at some point, move to the day shift and someday get a chance to be an FM. If there are district opportunities available for us, I would like the leadership team to communicate those to us.

Human Resources Stay Interview Example

Stay Interviews 1 of 3

Target Group: **Human Resources (HR) Team**

Interviewer: Olivia -----

Interviewee: Stephanie -----

Date: 10/9/2024

in this group: 1

Position: HR Director

Position: HR Specialist

1. What motivates you to work here and continue to work here?

I grew up in this community, and I am raising my family in this community. I knew I wanted to be part of something that helped kids; but teaching just did not seem to be something that I could wrap my head around. Human Resources opened a door for me to be part of this district ... ! I started as an admin assistant and I have been able to learn and grow into my current position ... this is hard work ... a lot of moving parts, but there is a satisfaction to supporting not just teachers, but all employees. I feel as though I provide answers to questions that a lot of people have. I like to help people.

2. When it comes to the daily activity of your job and job responsibilities, what is something that you believe is working well, producing positive results?

At the end of last year, looking at the EOY surveys from ALL employees together was something that we had never done before ... at least I was not involved in those discussions. We were then given the opportunity to share thoughts as to what we (me) thought about some of the responses ... and offer suggestions as to how we could improve. I see the work that we did, specifically in the area of onboarding employees, and I am noticing some of the changes and getting some feedback from the field. I am looking forward to this year's EOY survey to see if what I believe I am seeing is changing.

3. A. How do you prefer to be recognized for a job well done? B. Feedback, how do you prefer that to be delivered?

I never really thought about this before ... can I get back to you this? Wait ... I think I would simply like to be told in person, not by email, that I did something that is worthy of recognition. A handshake and a conversation. This is a tough one ... nobody likes to be told that they aren't good at something, but we all need to hear it. Before you took over as HR Director, the old boss would only share feedback at our final review ... that was kind of tough because while there were many positives that I received, there were also some things that I hadn't been told about, and I could have adjusted along the way. And again, I would prefer that to happen in person, not email or a virtual meeting, and provide time to share thoughts.

4. What is one thing that you would like your co-workers to know about you that they may not know already?

I am not sure I want to answer this (Ha Ha) ... I guess I would like people to know that while at times I may seem to be short with them, it is usually because I am kind of OCD about particular deadlines that this job has, and when the deadlines are creeping in, I kind of freak out a bit.

5. If you were granted the opportunity to change one thing about your job, or the department, (process, procedure, expectation etc.) What might that entail? (Please be as specific as possible)

(Deep sigh, lengthy pause) I would like, as a department, to let people know that we do the best we can to do our jobs correctly ... that some pieces of the job require patience and being thorough. Can we message out more often that we are very aware that certain positions need to be filled but calling us



(me) three times a day (principals) does not help. Perhaps we can set up a shared folder with administrators that shows any updates on "their" open positions? This would help them and us. It would be a little bit more work to create the doc, but I think it would be a good thing.



Stay Interviews 1 of 3
Target Group: **HR Team**
Interviewer: Olivia -----
Interviewee: Steven -----

Date: 10/9/2024
in this group: 2
Position: HR Director
Position: HR Technician

1. What motivates you to work here and continue to work here?

I like the people that work here. I am new to this position, it is my first 'real job', so I am nervous about making mistakes. The nice part about this team is that while I try not to ask too many questions, no one seems to get frustrated with me when I do ask questions. Stephanie has been extremely supportive and makes me feel good about things, even when I make a mistake.

2. When it comes to the daily activity of your job and job responsibilities, what is something that you believe is working well, producing positive results?

I really appreciate your setting a standing meeting on Monday mornings for us to get together and not only talk about the work that needs to get done, but we have time to connect. I was told that was new this year? It really helps me and I look forward to the meeting, even if I know that some things that are discussed might not be great news.

3. A. How do you prefer to be recognized for a job well done? B. Feedback, how do you prefer that to be delivered?

I really like to eat ... so whenever we get gift cards for places to eat, I appreciate that.

I have received a lot of feedback since I started in July ... it has come in many ways. Some in discussion, some in emails. I like the fact that even when it is feedback that is 'not so good', it is done in a positive manner. I do like it when I get things in an email or in writing, because I can refer back to it and follow it. My last job, the boss yelled a lot. You don't yell, well maybe raised your voice once and again, but never in a mean spirited way.

4. What is one thing that you would like your co-workers to know about you that they may not know already?

I pretty much share a lot of my stuff with our team! One thing that I probably have not shared is that I am the youngest in a family of 5 and we were a military family, which meant we moved quite a bit ... so I tend to try to get to know people quickly ... I want to fit in and my personality is very outgoing. Hopefully, not obnoxious but outgoing.

5. If you were granted the opportunity to change one thing about your job, or the department, (process, procedure, expectation etc.) What might that entail? (Please be as specific as possible)

As I do not have much experience in this field, I can only add what I see as the new guy. The one thing that I would like to share is that in my case, I would like more formal training ... yes, Maggie, Stephanie and you have been great about learning as I go, but there were a few things that perhaps could have been shared during my onboarding/induction. We have on boarding and induction for new teachers and employees, which is focused on their areas ... I know we are a small team, but there are some things that are very unique to this HR position including getting to know the people around the district ... kind of a "who's who" in and around the organization.



Stay Interviews 1 of 3
Target Group: **HR Team**
Interviewer: Olivia -----
Interviewee: Maggie -----

Date: 10/9/2024
in this group: 3
Position: HR Director
Position: Administrative Assistant

1. What motivates you to work here and continue to work here?

This is my second career; I started five years ago when I looked at job openings in the community. I wanted something that was close to home and utilized my organizational skills from my previous career. The hours align to my liking, and I am able to earn time off so that I can still travel. The benefits are a plus.

2. When it comes to the daily activity of your job and job responsibilities, what is something that you believe is working well, producing positive results?

Over the last five years, I have seen major improvements in the sharing of documents so that more than one person can have access to needed information. I don't have to make copies of EOY surveys for everyone or copies of staffing sheets for schools- we can all see them in Google docs now. We have automated and continue to automate things.

3. A. How do you prefer to be recognized for a job well done? B. Feedback, how do you prefer that to be delivered?

At this point in my career recognition is not something that is a high priority for me. When accolades come in my direction, I am happy that the team gets the recognition they deserve.

I like to have conversations with specific details of my performance so that I know what I need to do to improve my performance and/or continue to do. I do not like generalities.

4. What is one thing that you would like your co-workers to know about you that they may not know already?

My husband and I appeared on Let's Make a Deal and won a new car!

5. If you were granted the opportunity to change one thing about your job, or the department, (process, procedure, expectation etc.) What might that entail? (Please be as specific as possible)

I would like to figure out how to redirect phone calls that come in for our HR techs about filling job positions from our administrators. We get so many daily phone calls from schools about vacancies and what HR is "doing about the vacancies" ... It would be helpful to have a better process in place for the administrators and our HR techs so that they are not calling on a daily basis. I am not sure what this looks like yet?



New Teacher Stay Interview Example

Stay Interviews (1 of 3 approximately every 9 weeks)

Target Group: **New Teachers (years 0-2)**

Interviewer: M.-----

Interviewee: Susan -----

Date: 10/2/2024

in this group: 1

Position: Assistant Principal (AP)

Position: 7th Grade English Language Arts

1. What do you look forward to when you come to work each day?

Most of my students and my ELA department members

2. How do you like to receive feedback and recognition?

I appreciate constructive feedback with specific ways to improve, and I would appreciate it in a timely fashion. Recognition for me comes in the form of being recognized by my peers for the success of students and for being a quality team member. Recognition, is more intrinsic for me than extrinsic.

3. Are the resources that are currently available sufficient to maximize your instruction and student achievement? Yes or No and why?

Yes & No ... I have a variety of resources that are made available to me, but sometimes, some of the materials sent to me from district are well intended but they lack proper instructions to utilize them quickly.

4. When problems arise inside or outside of the classroom, do you know who to reach out to for assistance for specific problem recognition and resolution? (ex. Curriculum, Behavior, Campus Operations, Parent Communication)

As part of the on boarding process, I was given a basic overview of where to direct my energies when problems arise. A lot of the time, the person you reach out to is a commonsense mission. However, sometimes I have been redirected from one source to another ... case in point, I had a few questions about curriculum/assessments and I went to my department chair who directed me to my mentor teacher. My mentor teacher redirected me back to my dept. chair.

5. Regarding the support you are receiving as a teacher new to the profession, what else can be done to assist you and your students grow and achieve?

I have a mentor teacher, a department chair and there is an instructional coach on our campus. I also have you (AP) and Principal Jones. Sometimes the messages delivered are duplicated. I am trying to figure out where one person's sphere of influence ends and the next person's begins.



Stay Interviews (1 of 3 approximately every 9 weeks)
Target Group: **New Teachers (years 0-2)**
Interviewer: M.-----
Interviewee: Reggie -----

Date: 10/2/2024
in this group: 2
Position: AP
Position: 8th Grade Science

1. What do you look forward to when you come to work each day?

Being part of a sharing community. I know that there are people and students who are excited to be part of this school.

2. How do you like to receive feedback and recognition?

I don't really require a lot of feedback as I am pretty strong in my content knowledge. Whatever the normal cycle for observations and walk-throughs is fine for me. Recognition is something that is important to all teachers. Perhaps a "Teacher of the Month" identification and luncheon?

3. Are the resources that are currently available sufficient to maximize your instruction and student achievement? Yes or No and why?

Yes, I have a sufficient amount of textbooks and the students have their notebooks at the ready. Looking at the amount of labs we have planned for the first 2 quarters, I think I have enough materials to complete them.

4. When problems arise inside or outside of the classroom, do you know who to reach out to for assistance for specific problem recognition and resolution? (ex. Curriculum, Behavior, Campus Operations, Parent Communication)

I have a general idea of where to go for assistance, but I am pretty self-sufficient. I follow the pacing guide, I understand the gradebook and I use Classroom Dojo for parent communications. Behaviors are simple ... if a student misbehaves, they are given a referral and sent to the Dean of Students.

5. Regarding the support you are receiving as a teacher new to the profession, what else can be done to assist you and your students grow and achieve?

I have a site-based mentor on campus who drops in to visit intermittently. I also have a district mentor that has meetings scheduled with me about every 10 days. The PD that is shared by these two people is duplicated at times. I could use this time more efficiently to complete grading and additional lesson planning.



Stay Interviews (1 of 3 approximately every 9 weeks)
Target Group: **New Teachers (years 0-2)**
Interviewer: M.-----
Interviewee: Felicity -----

Date: 10/2/2024
in this group: 3
Position: AP
Position: Electives (Art)

1. What do you look forward to when you come to work each day?

I envision the wonderful creations that the students will be completing and wanting to show to the world.

2. How do you like to receive feedback and recognition?

I like to receive feedback that goes directly to my teaching practice and how I can help ALL kids learn to love art and being creative. It can be delivered in person or electronically. I have the basics in place, I am looking for feedback that will help me move forward. The recognition that I would like to see would be more opportunities for student work to be seen by more people.

3. Are the resources that are currently available sufficient to maximize your instruction and student achievement? Yes or No and why?

Resources are a problem. I have many ideas for new projects but there is "too much month at the end of the money". I find myself asking more of the kids and families that I had to last year. Did the budget change or am I asking too much?

4. When problems arise inside or outside of the classroom, do you know who to reach out to for assistance for specific problem recognition and resolution? (ex. Curriculum, Behavior, Campus Operations, Parent Communication)

After surviving year 1, I am much better at knowing where to go and who to go to ... I understand the importance of keeping an updated gradebook (now) I have a better plan of what needs to be taught, I involve parents as much as possible (unfortunately, it is usual a request for supplies for particular products) and I had have a great mentor who helped a great deal with my classroom management procedures last year.

5. Regarding the support you are receiving as a teacher new to the profession, what else can be done to assist you and your students grow and achieve?

I like to be involved in school activities beyond the classroom, so any opportunities to be around the kids more, or to receive any additional training surrounding "whole child". Right now, I certainly appreciate the support that I receive from my district mentor and I hope that kind of support can continue for the near future. I would also like to be considered for the campus leadership team after I become a continuing teacher.



Veteran Teacher Stay Interview Example

Stay Interviews (1 of 4 approximately every 9 weeks)

Target Group: **Veteran Teachers (Years 4-8)**

Interviewer: M.-----

Interviewee: Jenna -----

Date: 10/4/2024

in this group: 1

Position: Principal

Position: 2nd grade teacher

1. What do you look forward to when you come to work each day?

Working with my team and seeing my class. I look forward to team time and working together to plan. Also, the staff ... everyone here is so nice and helps each other.

2. How do you like to receive feedback and recognition?

I don't need any recognition. I just want to come to work and do my job for my class. I want my leader to know that I work hard and that I am trying to implement the new curriculum. Please give me some grace as this is a huge reading curriculum. I would like to know if what I am implementing is what is expected.

3. What are aspects of your position that may be in need of changes or improvement? (processes, schedules, etc.)

I need more time to learn the reading curriculum, work with my team, and the reading specialist to ensure that I understand the new curriculum. When we meet to plan at prep, we have other planning to take care of, MTSS to plan for, IEP meetings that take place, and by the time we drop off kids and pick them up from specials, our prep is cut short. When we meet for professional development, we aren't able to attend the K-3 PD sessions for the new curriculum, because we are still having to attend other PD at our own campus or other topics.

4. Can you identify someone specifically that you go to when a problem occurs, and why do you go to that person?

Yes- I go to my teammates or I go to the instructional coach. I trust them. They have always been able to help me with planning, kids, or even when I have something happening personally.

5. What can your leadership team do to make your daily work experience better?

Just know that I am doing the best I can with the new curriculum.



Stay Interviews (1 of 4 approximately every 9 weeks)
Target Group: **Veteran Teachers (Years 4-8)**
Interviewer: M.-----
Interviewee: Brian -----

Date: 10/4/2024
in this group: 2
Position: Principal
Position: 5th Grade ELA

1. What do you look forward to when you come to work each day?

Working with my colleagues. We really have the best staff. They make all the work worth it, knowing that others have my back and will step in to help me if needed.

2. How do you like to receive feedback and recognition?

I like when admin. comes in and observes or does a walk thru and then follows up with notes, an email, or face to face about what they saw. I would like the feedback sooner so it is still relevant to the lessons or unit. I don't really need recognition. I just come to work and get my work done.

3. What are aspects of your position that may be in need of changes or improvement? (processes, schedules, etc.)

I would like to not have last hour prep next year. With having lunch later and last hour prep, it makes for a long morning. I would also like to work others who teach 5th grade ELA- not just my team for MTSS planning or vertical collaboration with 3rd and 4th grad ELA. It's hard to plan with just me sometimes.

4. Can you identify someone specifically that you go to when a problem occurs, and why do you go to that person?

I go to my teammates- we are close and help each other. Or I go to the instructional coach, but often times they are really busy with all the newer teachers. My teammates are trustworthy and they step up when needed. The instructional coach has great ideas and has helped me with my lessons- but is often times too busy with the new teachers, but I love to work with them.

5. What can your leadership team do to make your daily work experience better?

Nothing really- I appreciate that they come in.



Stay Interviews (1 of 4 approximately every 9 weeks)
Target Group: **Veteran Teachers (Years 4-8)**
Interviewer: M.-----
Interviewee: Carol -----

Date: 10/4/2024
in this group: 3
Position: Principal
Position: Kindergarten

1. What do you look forward to when you come to work each day?

Seeing my kids. I just love those tiny humans. I also look forward to seeing my kids' parents when they drop them off or pick them up. I have such a great class this year. And my team-- my team is just great, finally! We have such a great team and we all work together and help each other with things.

2. How do you like to receive feedback and recognition?

I like any feedback at any time; please keep coming back to my room and letting me know what you see that is going well and what I need to improve. For recognition, I love it all! Tell me, leave me a note, nominate me for things, anything and everything-- I love it! It makes me feel like I am doing my job the right way.

3. What are aspects of your position that may be in need of changes or improvement? (processes, schedules, etc.)

The ELA curriculum is a lot right now--- especially in Kindergarten, as our littles are just being exposed to school and to jump right into all of has taken a lot of work. We are struggling with the cadence of the lessons, how many resources there are, and trying to fit it all in. We just need time to really be prepared with it, learn it, and incorporate it with what we do that already works for our kids.

4. Can you identify someone specifically that you go to when a problem occurs, and why do you go to that person?

I go to my team and to the reading specialist when I need help with something for instruction or with a student. I try not to send kids to the office, as they are so little. I go to them because they help me think about the planning and instruction or they help me with ideas for students that I haven't thought of when I feel frustrated.

5. What can your leadership team do to make your daily work experience better?

Please remember that in PDs Kindergarten doesn't always fit with 1st-3rd grade or 4th-6th grade topics. We are own world and at times need time and training specifically for Kindergarten.



Stay Interviews (1 of 4 approximately every 9 weeks)
Target Group: **Veteran Teachers (Years 4-8)**
Interviewer: M.-----
Interviewee: Christina -----

Date: 10/4/2024
in this group: 4
Position: Principal
Position: Reading Specialist

1. What do you look forward to when you come to work each day?

Working with my small groups for MTSS, planning with teachers, and my colleagues. I love this school.

2. How do you like to receive feedback and recognition?

I like feedback by one on ones with those around me-- after I have met with a grade level to plan, I want to know if it was helpful or if what we did was not on track with what they needed. I also like to hear from the district and other reading specialists to make sure that how we are implementing the new curriculum is correct.

3. What are aspects of your position that may be in need of changes or improvement? (processes, schedules, etc.)

We have a lot of kids in the red and are in need of intervention. I am not able to get to all of them in a timely manner, even with the rotations of grade levels doing intervention. Now with the implementation of the new ELA curriculum, I feel like we may need to look at how to get the curriculum organized and better understood by teachers, as well as look at how to rotate MTSS groups in a more efficient way.

4. Can you identify someone specifically that you go to when a problem occurs, and why do you go to that person?

I go to the instructional coach. She and I work really closely and trust one another with schedules, planning, and how to help teachers. She has helped me with some tough decisions in the past, and I have been able to help her understand early literacy more.

5. What can your leadership team do to make your daily work experience better?

Since I am part of the leadership team, I feel like we support teachers in as many different ways as we can from scheduling, to planning, to meeting about kids on behavior plans, to planning PD, to now the implementation of the reading curriculum. Thank you for letting me be part of the leadership team.

