

# **SCOLT 2025**

Nashville, Tennessee

Friday 10:30-11:30

Evergreen

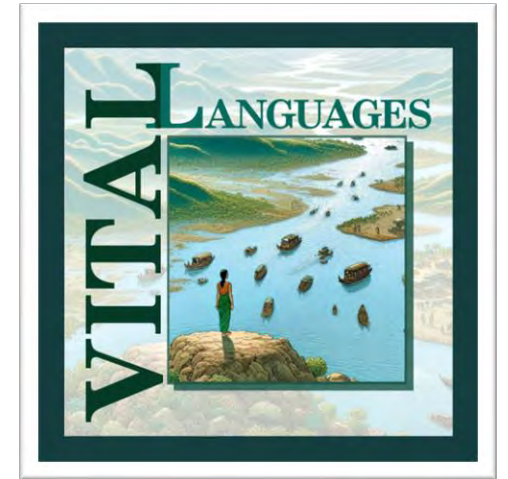
## Say You Won't Go: Rehearsing Strategies to Retain Language Teachers



Michigan State University



# PRESENTER

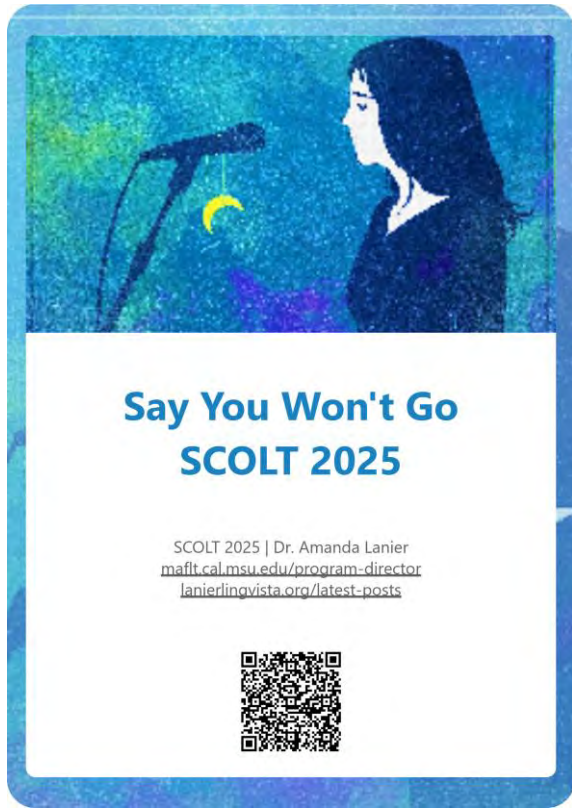


## Dr. Amanda Lanier

Michigan State University

[maflt.cal.msu.edu/program-director](http://maflt.cal.msu.edu/program-director)

[lanierlingvista.org/contact](http://lanierlingvista.org/contact)



# PLEASE SIGN IN



Name, email, and a few other quick questions so I can send you the slides and resources.

# SELF-CARE & STRESS RELIEF

Which item did you choose?

Mirror	Music Book	Bracelet	Spices	Hand Lotion	Greenery
Pleasure Reading	Headphones	Squishy toy	Drink	Calendar	Painkiller
Mobile Phone	Paint Brush	Batteries			

Why?

# REASONS FOR LEAVING

Why do you think language teachers leave the classroom?

Fill in numbers to show the order: 1 = most significant problem / 10 = least troublesome

_____ Salary and Benefits	_____ Curriculum or Methods
_____ Workload Overall	_____ Student Engagement
_____ Learning / PD Opportunities	_____ Parent or Community Support
_____ Management / Supervision	_____ Lack of Preparation to Teach
_____ Health or Family Reasons	_____ Other: <input data-bbox="1717 1165 2461 1308" type="text"/>

# ALL ABOUT BURNOUT

What are some of the symptoms of burnout?

Answer here:

Why do some challenges lead to burnout and others don't?

Answer here:

# ON YOUR PLATE > OFF YOUR PLATE

What are the heaviest burdens on your "plate"?



What would make them lighter?

# RECHARGE WITH REAL FUEL



What kinds of fuel work for you? Where do you get energy, inspiration, and encouragement?

In your job or related to it:

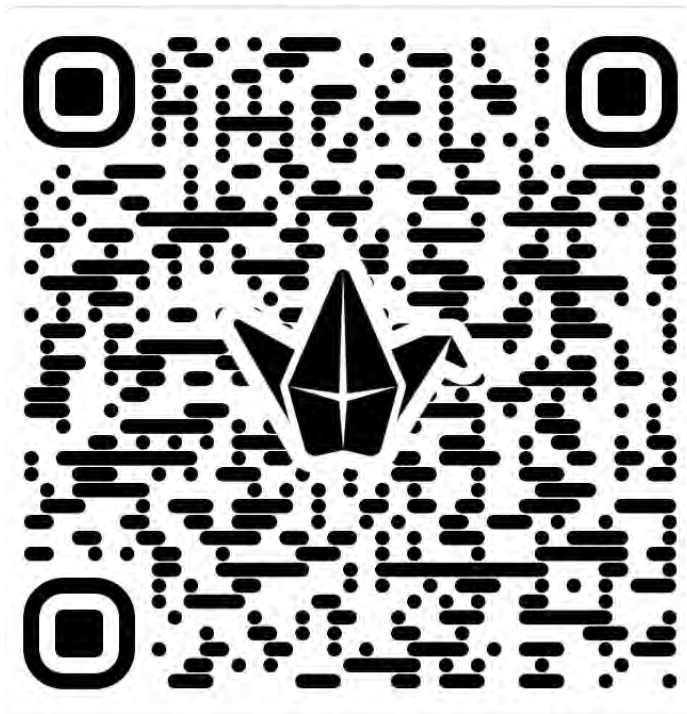
Outside your job and workplace:

It's normal need fuel. Also, remember that **rest, security, nourishment, water, movement, human connection, pain prevention, and time to process** are system **requirements**, not additional fuel.



# CONNECT AND KEEP REFLECTING

Retention and Reflection Poll



FLOAT Modules

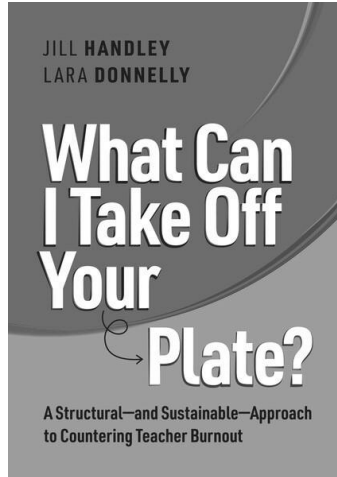


Foreign  
Language  
Onboarding &  
Advocacy  
Toolkit

MORE  
RESOURCES:

[LanierLingvista.org/Teaching-Teachers](https://LanierLingvista.org/Teaching-Teachers)

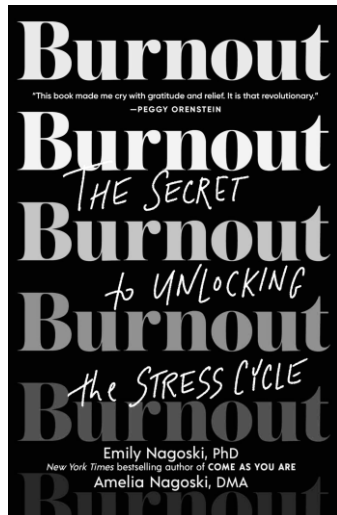
# WHAT NEXT? READ THESE BOOKS



*What can I take off your plate?  
A structural - and sustainable -  
approach to countering teacher burnout*

Handley, J., & Donnelly, L. (2024). ASCD.

[ascd.org/webinars/what-can-i-take-off-your-plate-webinar](https://www.ascd.org/webinars/what-can-i-take-off-your-plate-webinar)



*Burnout: The secret to unlocking  
the stress cycle*

Nagoski, E., & Nagoski, A. (2019).

<https://www.burnoutbook.net>

# RECOMMENDED REFERENCES

- Clark, C., Cluver, M., Fishman, T., & Kunkel, D. (2024). *2024 higher education trends: A look at the challenges and opportunities shaping America's higher education sector*. Deloitte Center for Government Insights. <https://www2.deloitte.com/us/en/insights/industry/public-sector/latest-trends-in-higher-education.html>
- Burke, B. M., & Ceo-DiFrancesco, D. (2022). Recruitment and retention of world language teacher education majors: Perspectives of teacher candidates and alumni to remedy a global shortage. *Foreign Language Annals*, 55(2), 333-360. <https://doi.org/10.1111/flan.12613>
- Commission on Language Learning. (2017). *America's Languages: Investing in Language Education for the 21st Century*. American Academy of Arts & Sciences. <https://doi.org/10.1353/hpn.2018.0003>
- Handley, J., & Donnelly, L. (2024). What can I take off your plate? A structural - and sustainable - approach to countering teacher burnout. ASCD. <https://www.ascd.org/books/what-can-i-take-off-your-plate?variant=125002>
- Lakshmin, P. (2023). *Real self-care: A transformative program for redefining wellness (crystals, cleanses, and bubble baths not included)*. Penguin Publishing Group.
- Mielke, C. (2021). The critical element of self-efficacy: When schools support educators in developing a sense of efficacy, there's often a chain reaction. *Educational Leadership*, 79(3), 14-19. <https://ezproxy.msu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=153386209&site=eds-live>
- Nagoski, E., & Nagoski, A. (2019). *Burnout: The secret to unlocking the stress cycle*. Ballantine Books. <https://www.burnoutbook.net>
- Nieto, S. (2009). From Surviving to Thriving: Part of a special issue entitled How teachers learn. *Educational Leadership*, 66(5), 8-13.
- Swanson, P., & Mason, S. (2018). The world language teacher shortage: Taking a new direction. *Foreign Language Annals*, 51(1), 1-12. <https://doi.org/10.1111/flan.12321>
- Wellington, A., Gleason, P., Gonzalez, N., Hallgren, K., Meer, J., Reid, M., & Welch, E. (2023). Federal support for attracting, training, and retaining educators: How districts receiving teacher and school leader grants use their funds (No. NCEE 2023-002). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE2023002>

# THANKS FOR PARTICIPATING!

<https://lanierlingvista.org/latest-posts>



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Dr. Amanda Lanier

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Program Director

Foreign Language Teaching

[maflt.cal.msu.edu](http://maflt.cal.msu.edu)

*I am a  
teacher leader  
because...*

Want to follow up?

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*i also wanted  
TO SAY*