



Recruiting and Keeping Good Teachers

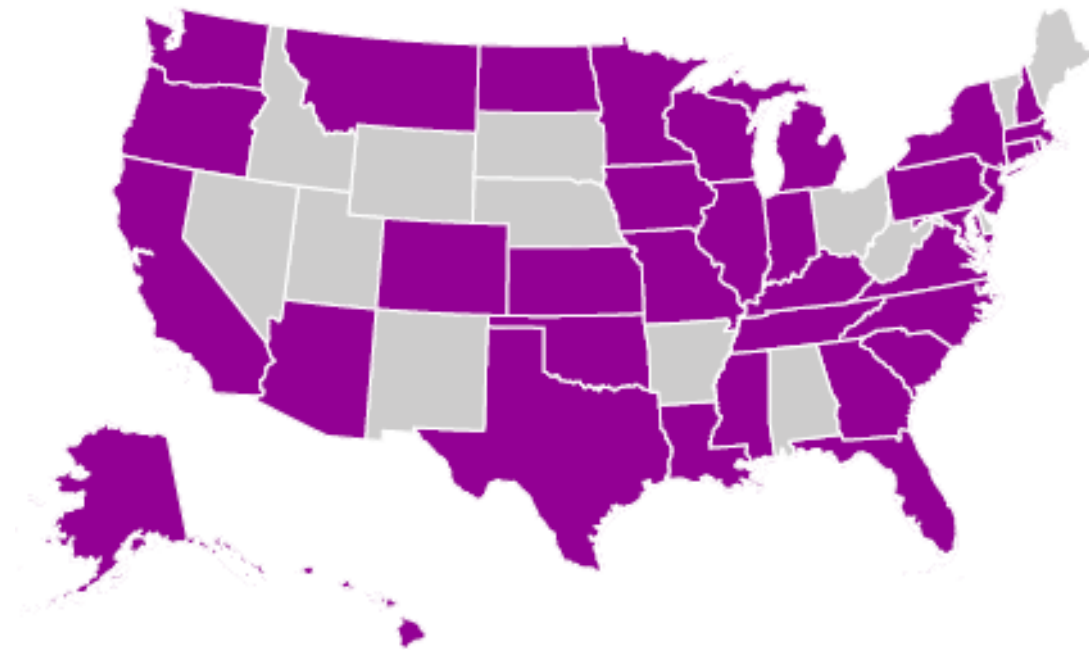
***The Council of State Governments
September 12, 2017***

Ann Maddock, Senior Policy Advisor

**Our vision is that one day, there will
be an excellent teacher in every
classroom ensuring all
students have the
opportunity to
succeed.**



New Teacher Center (NTC) Partners



3.4M+

Students across the U.S. served by more effective, NTC-supported teachers



40,440+

Teachers supported by our work



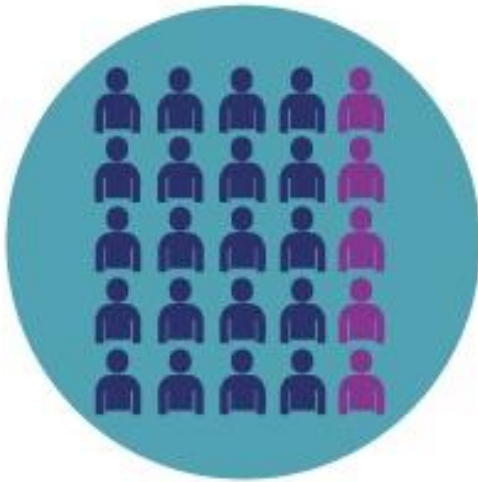
7,540

Mentors and coaches we've trained



Teacher Recruitment & Retention: What Are The Challenges?

Teacher Attrition Still High and Costly



1 in **5** American teachers quit within their first 5 years

Source: National Center for Education Statistics, 2015



More than 50% of teachers in high-need districts leave within five years

Source: Carnegie Foundation for the Advancement of Teaching, 2014



States spend between **\$1-2.2B** a year on teacher turnover

Source: Alliance for Excellent Education, 2014

Teacher Turnover Weakens Student Achievement At A Substantial Cost To Districts



NCTAF estimation of the
cost of replacing each
new teacher

Source: The Cost of Teacher Turnover Study
and Cost Calculator, NCTAF 2007



States spend between
\$1-2.2 B
a year on teacher turnover

Source: Alliance for Excellent Education, 2014

Teaching Experience of K-12 Teachers, 1987-88, 2007-08, and 2011-12



Source: Ingersoll, R., Merrill, L and Stuckey, D. 2014. *Seven Trends: The Transformation of the Teaching Force*. CPRE Report #RR-80.

Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania.

Educators Are Not Getting The Supports They Need

66%

of faculty reported
that effective PD is
not provided.

44%

of faculty reported that
there is not a shared
vision among faculty and
leaders in their schools.

35%

of faculty reported that
teachers do NOT get
effective feedback.

Equity Demands That We Act

- Beginning teachers are generally less effective than veteran teachers
- Low-income and minority students are much more likely to be taught by teachers that are:
 - Inexperienced
 - Out-of-field
 - Emergency-credentialed
- Inequitable teacher distribution fuels achievement gaps between low-income and minority students and their more advantaged counterparts

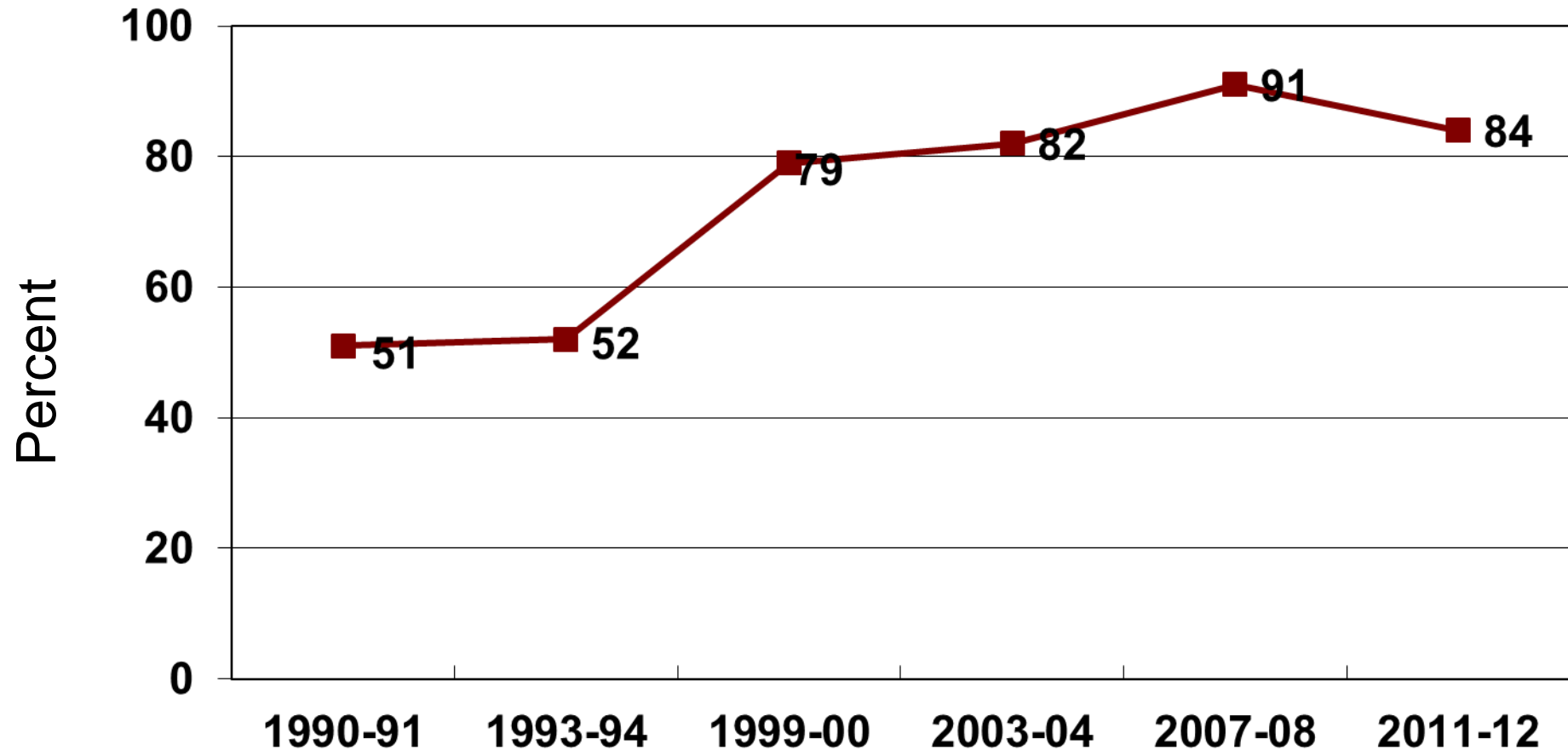


NTC Helps States and Districts Address Teacher Recruitment & Retention

1. By providing high quality, research based, induction and mentoring programs, and instructional coaching.

National Growth of Induction Programs

(Percent of 1st Year Teachers Participating in Induction or Mentor Programs)



Source: Ingersoll, R. 2012. "Beginning Teacher Induction: What the Data Tell Us." *Phi Delta Kappan*. 93(8), 47-51

National Research: Induction Supports Most Effective in Reducing Teacher Turnover

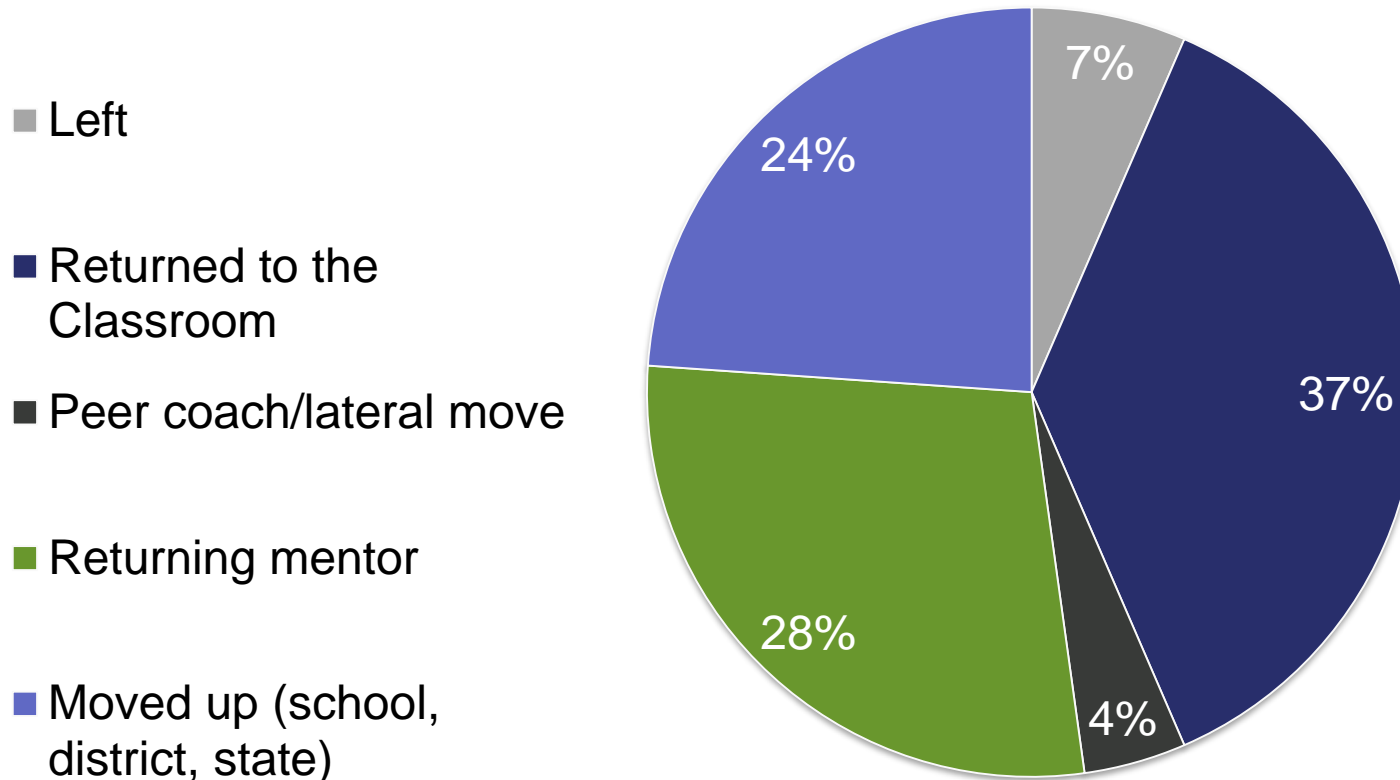
- Mentor from the same field.
- Common planning time with teachers in the same subject or regularly scheduled collaboration with other teachers on instruction.

Source: Smith, T., & Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.

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Teacher Coach/Mentor Retention

90% of NTC trained mentors/coaches remain in the district after 5 years

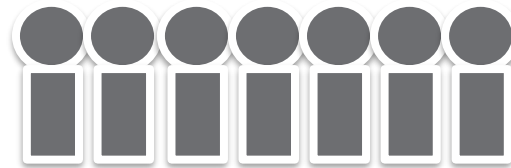


DATA SOURCE: NTC ANALYSES, 2015
COMPARISON STUDY
N=46 MENTORS/COACHES IN 2011

New Teacher Retention (Federal SEED Grant)

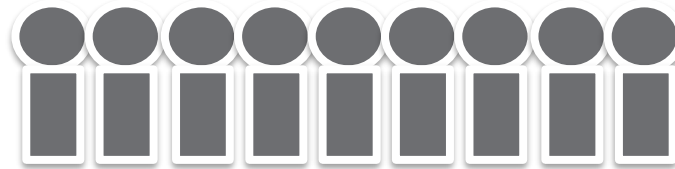
After 2 years of NTC support, new teacher retention in a district increased 31%, from 72 percentage points to 94 percentage points

Pre-NTC
2009-10



72%

Post-NTC
2012-2013

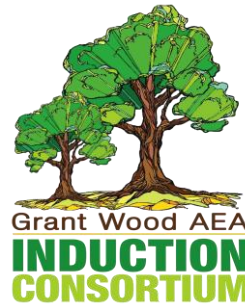


94%

DATA SOURCE: BELLWETHER CONSULTING, 2013
COMPARISON STUDY
N= 1410 NEW TEACHERS IN 2012

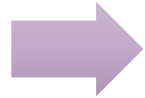
NTC's Federal Validation Grant i3: Reach

3 YEARS OF PROGRAM IMPLEMENTATION



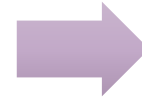
Year 1 (2013-14)

- 25 Mentors
- 347 Teachers
- 33,000 Students



Year 2 (2014-15)

- 41 Mentors
- 570 Teachers
- 61,598 Students

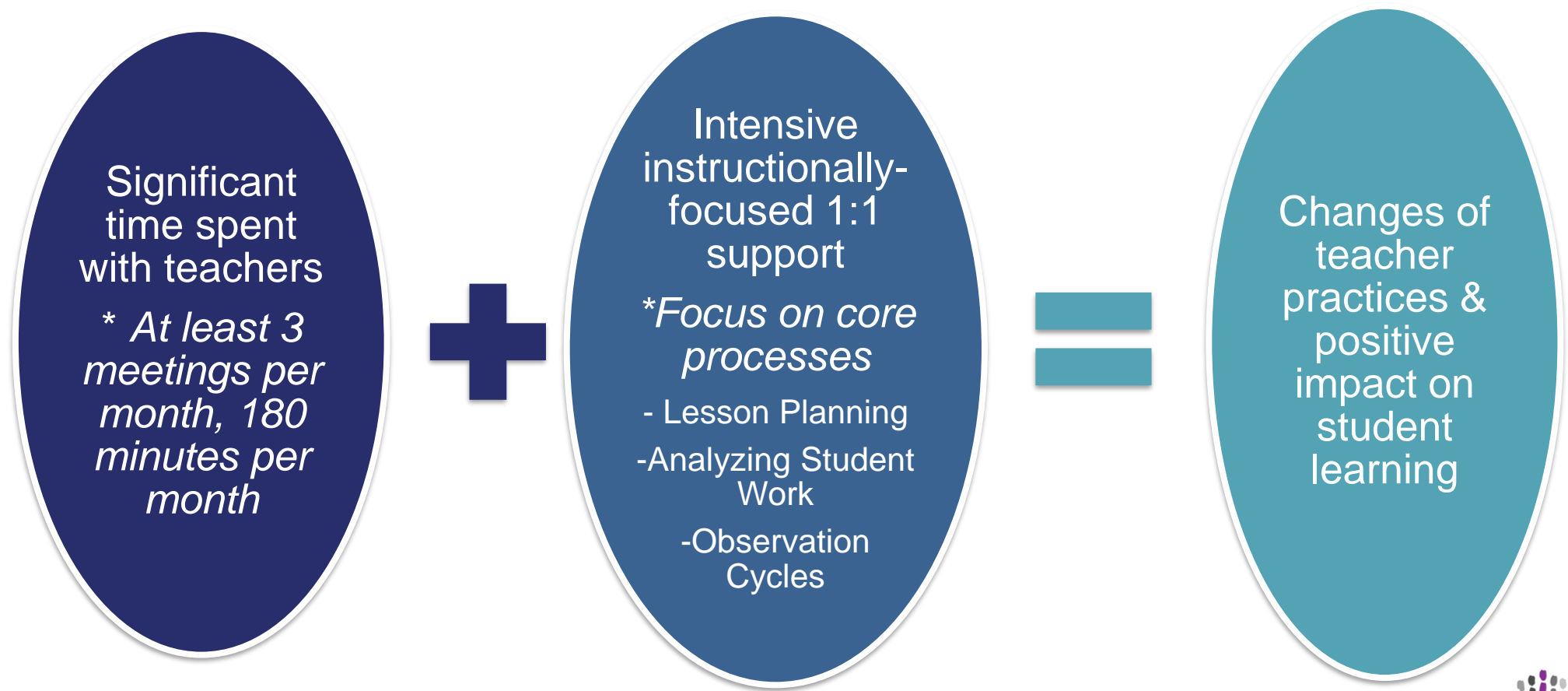


Year 3 (2015-16)

- 46 Mentors
- 602 Teachers
- 59,321 Students

NTC's Federal i3 Validation Grant

WHAT WE CONFIRMED



Accelerate Student Learning

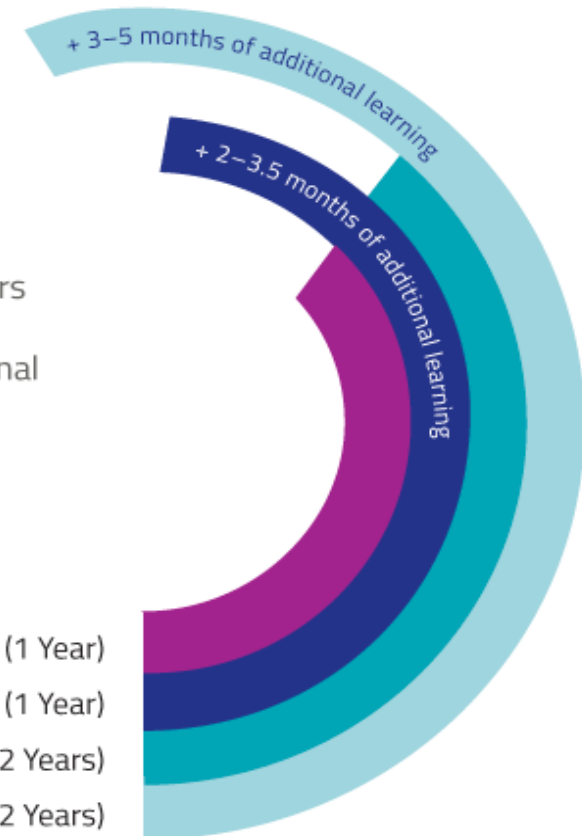
NTC is one of the few programs in the nation that can demonstrate statistically significant results in student learning.

IMPACT ON STUDENT ACHIEVEMENT

Results consistently show students taught by NTC-supported new teachers learned more compared to students whose new teachers received traditional new teacher support.

Source: SRI International Evaluation, 2016

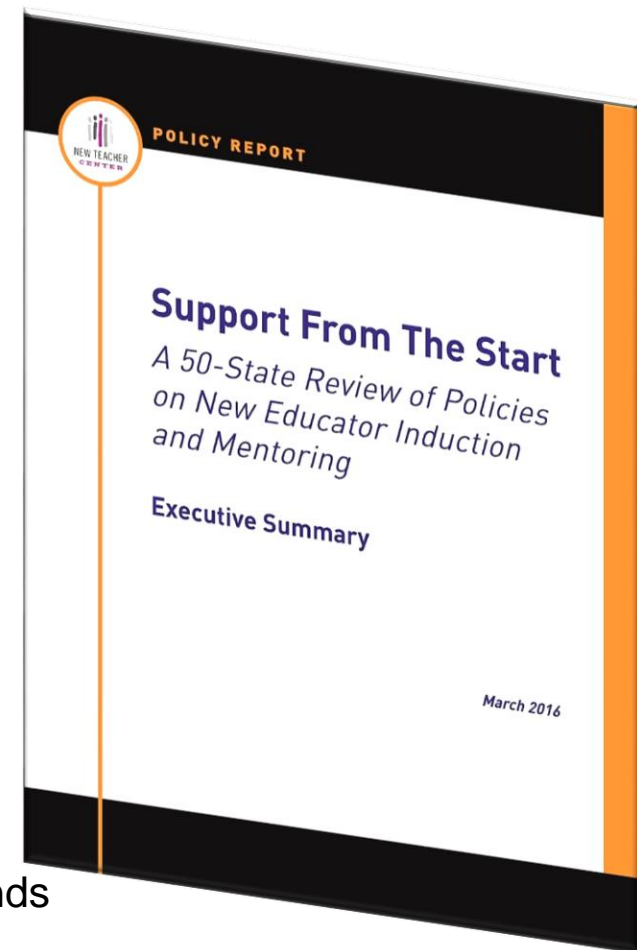
Traditional Support (1 Year)
NTC Support (1 Year)
Traditional Support (2 Years)
NTC Support (2 Years)



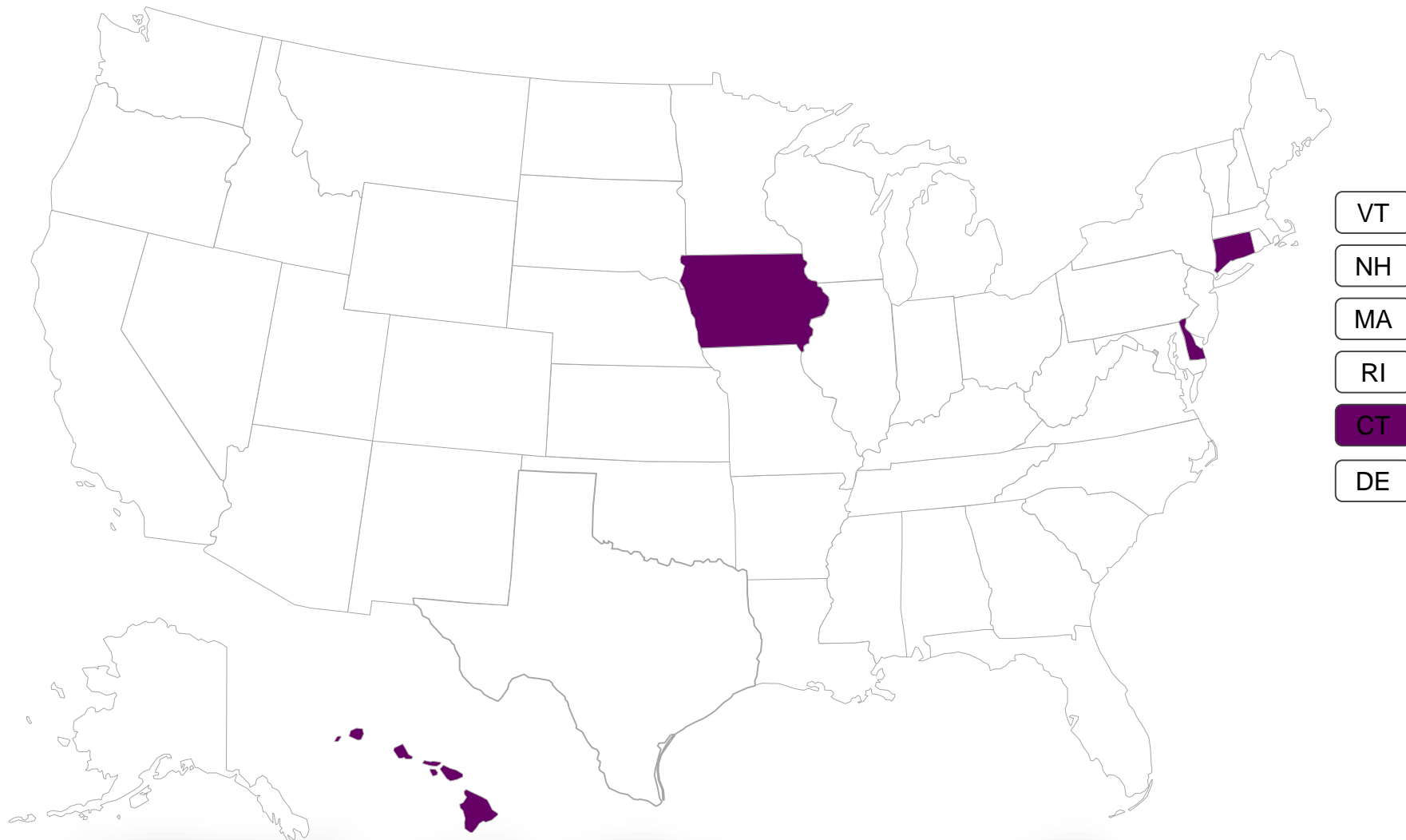
Support From The Start A 50-State Review of Policies on New Educator Induction and Mentoring*

Induction Policy Criteria

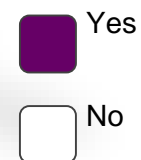
1. Educators Served
2. Mentor Quality
3. Time
4. Program Quality
5. Program Standards
6. Dedicated Funding
7. Certification/Licensure
8. Program Accountability
9. Teaching Conditions

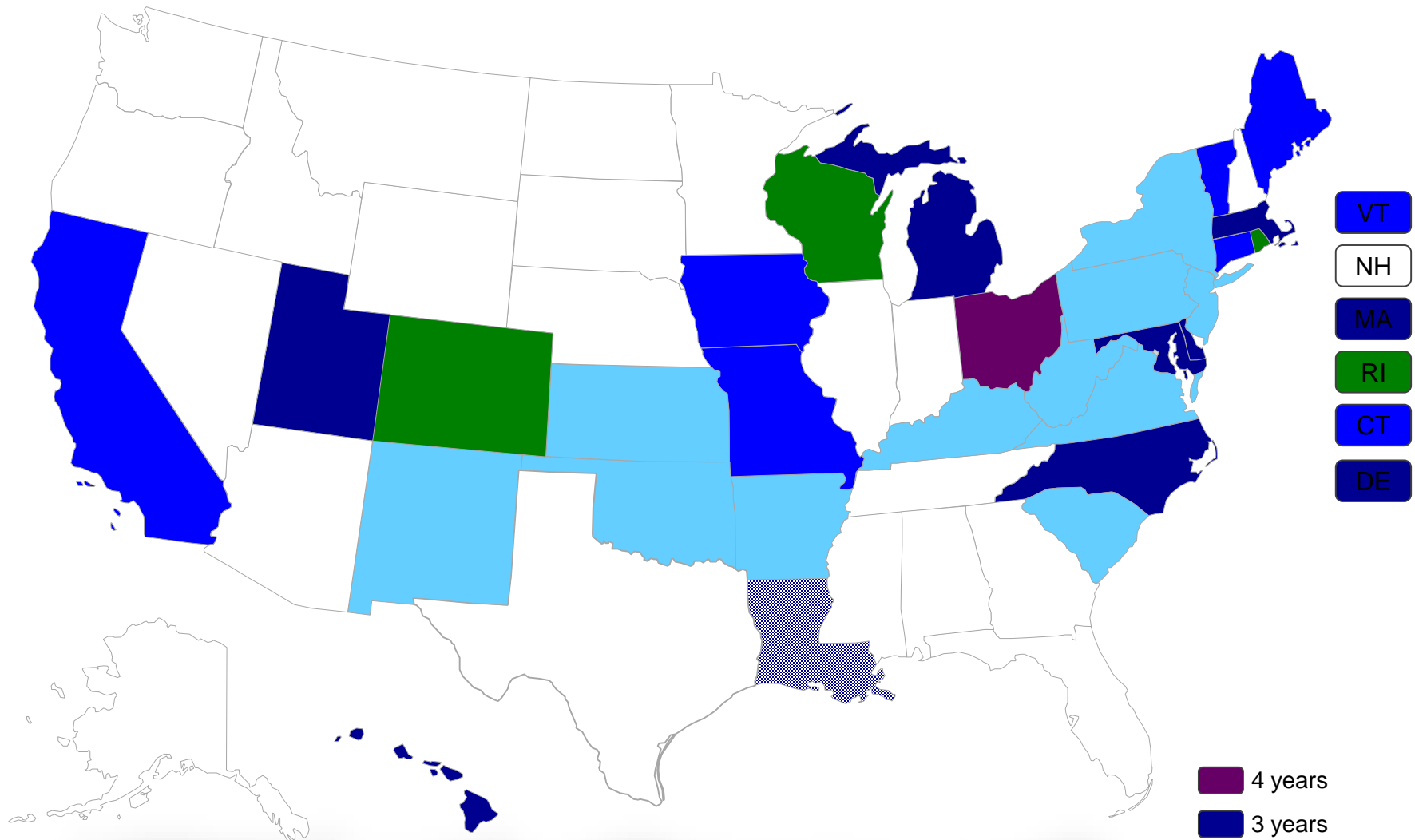


* The [US Dep't of Education Federal Guidance](#) on Title IIA Funds references NTC's Support from the Start.



State-Funded Multi-Year Teacher Induction





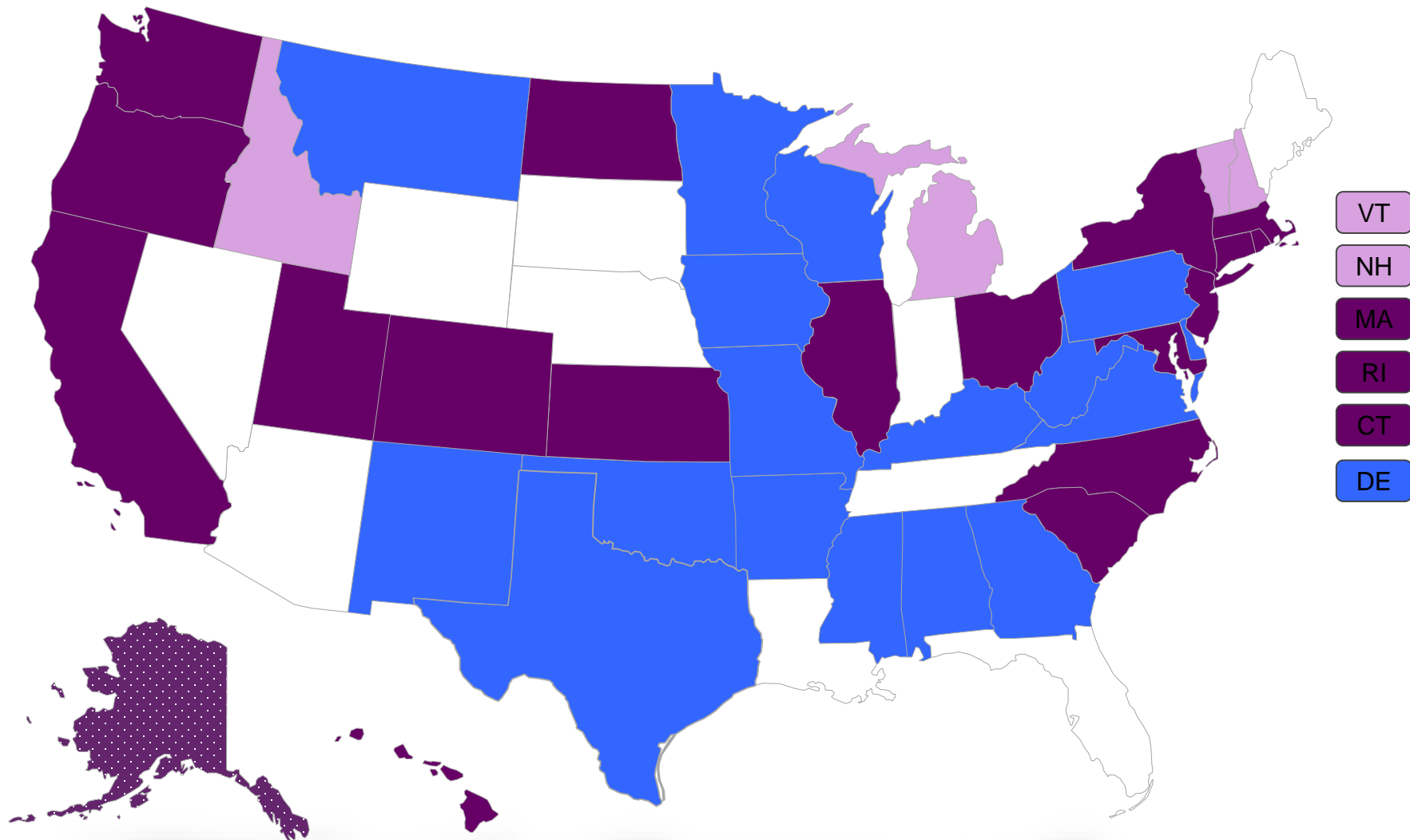
State Requirements

New Teacher Induction & Mentoring

- 4 years
- 3 years
- 2 years
- 1 year
- No prgm length
- None

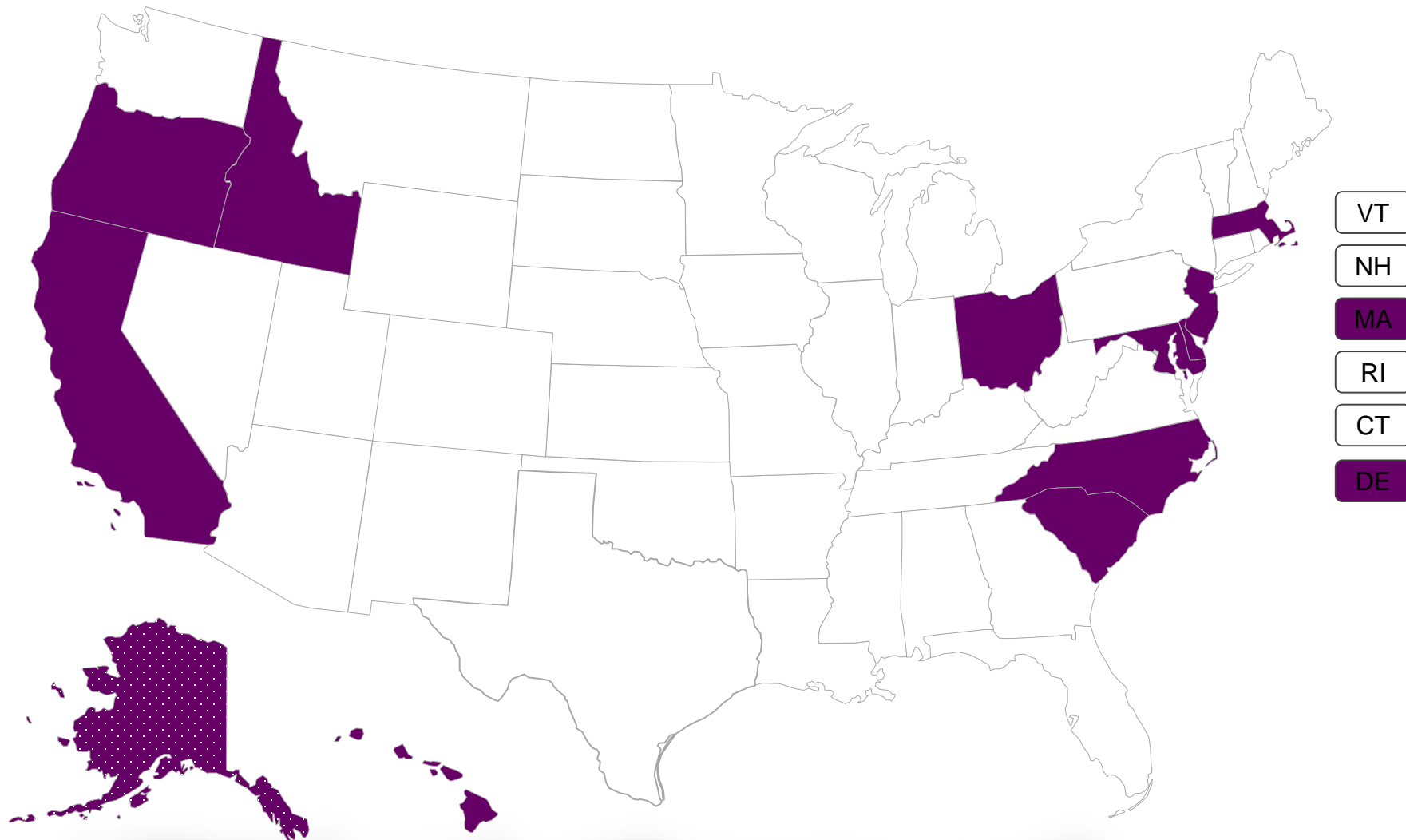


New School Principal/Administrator Induction & Mentoring



Mentor Training

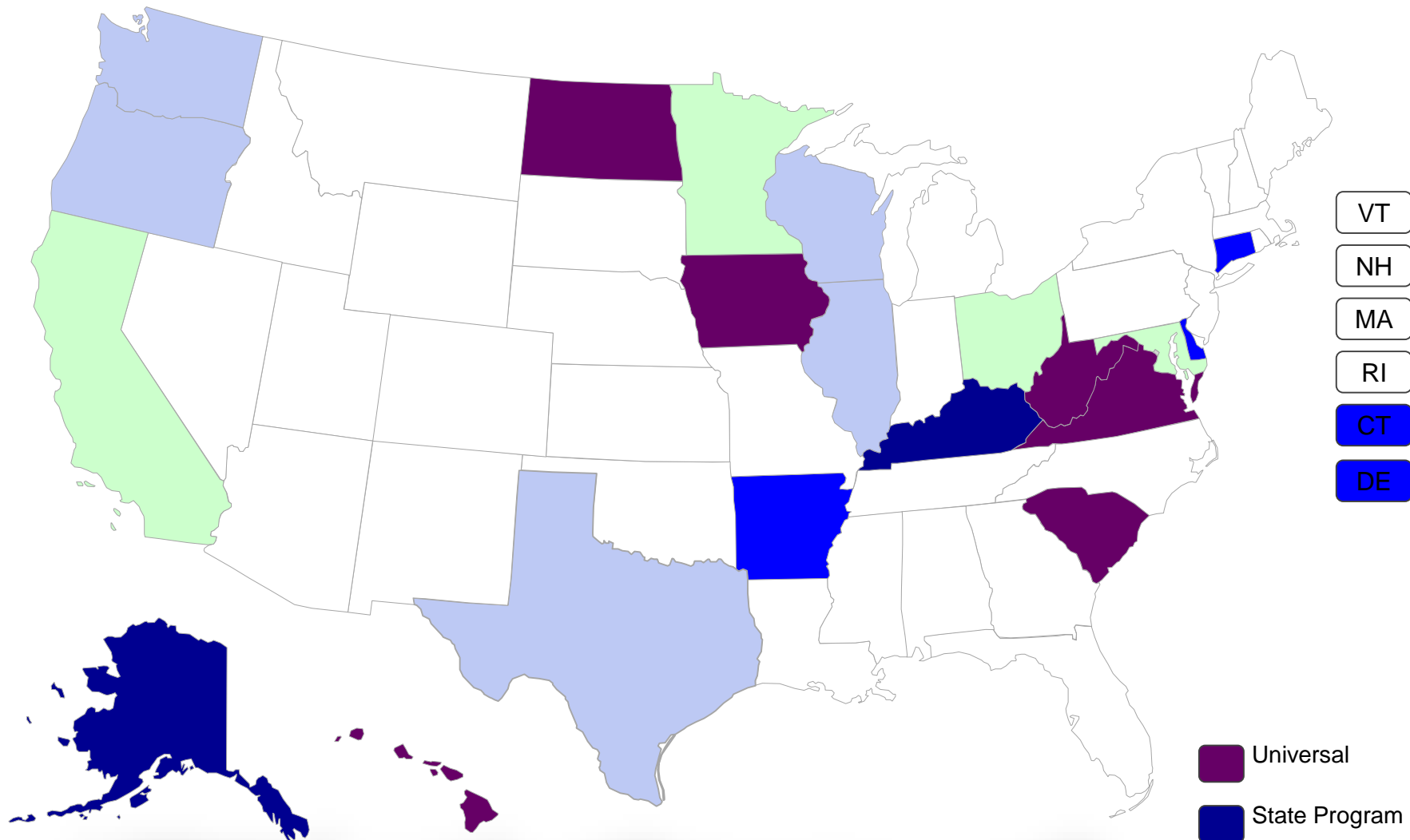
- Training/PD Req.
- Training/PD mention
- Training req./mention
- No mention of either



Program Quality

Observation, Formative Assessment/Feedback and PLC/Peer Network





State Funding – Teacher Induction





NTC Helps States and Districts Address Teacher Recruitment & Retention

2. By addressing specific teaching conditions which research has shown are connected to student achievement and teacher retention (via our TELL Survey initiative).

NTC's TELL survey is a voluntary, anonymous, online survey taken by licensed educators and building level administrators.

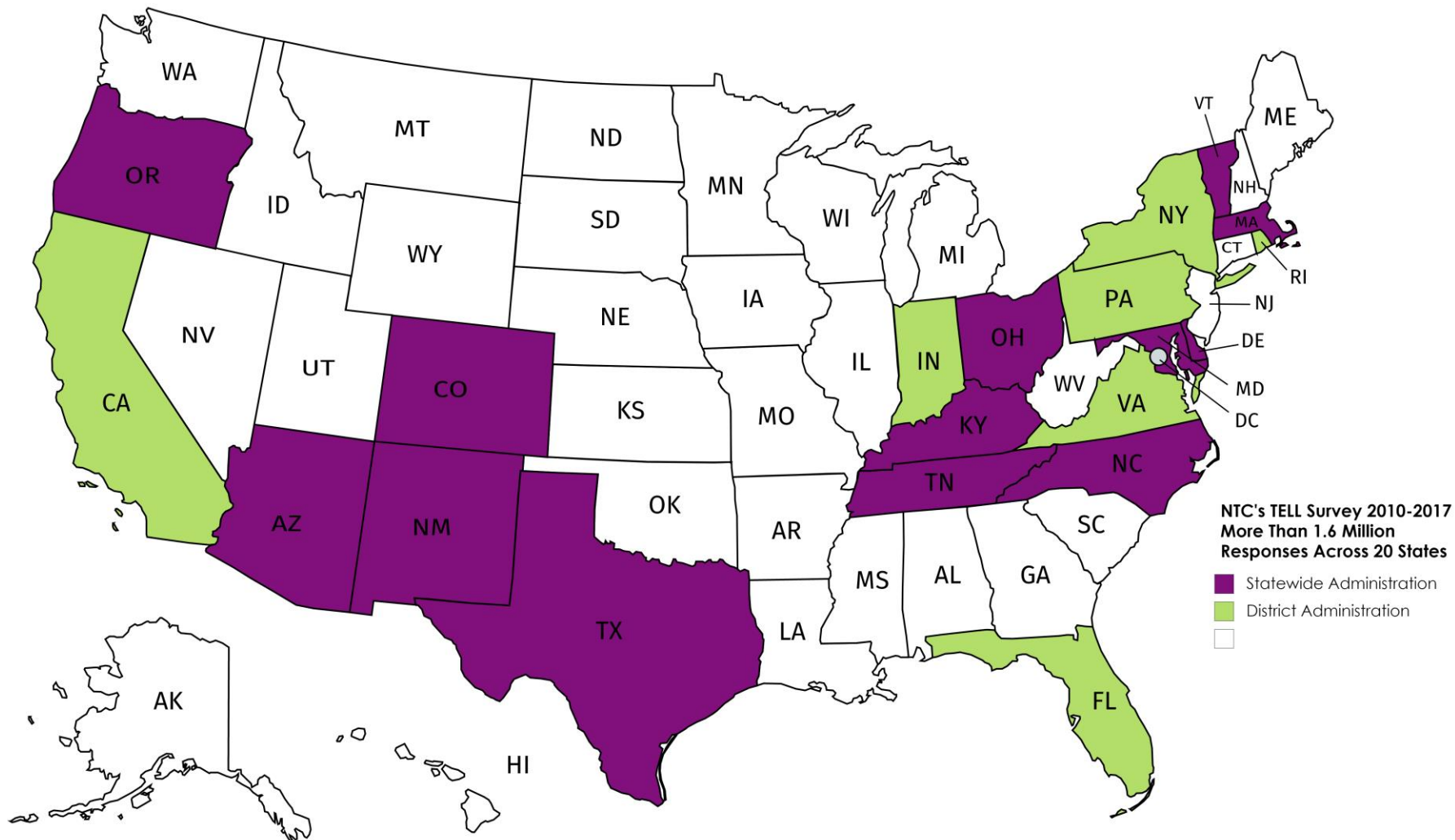


The acronym TELL stands for:

- Teaching,
- Empowering,
- Leading, and
- Learning.

TELL measures 8 constructs linked to teacher retention and student achievement.

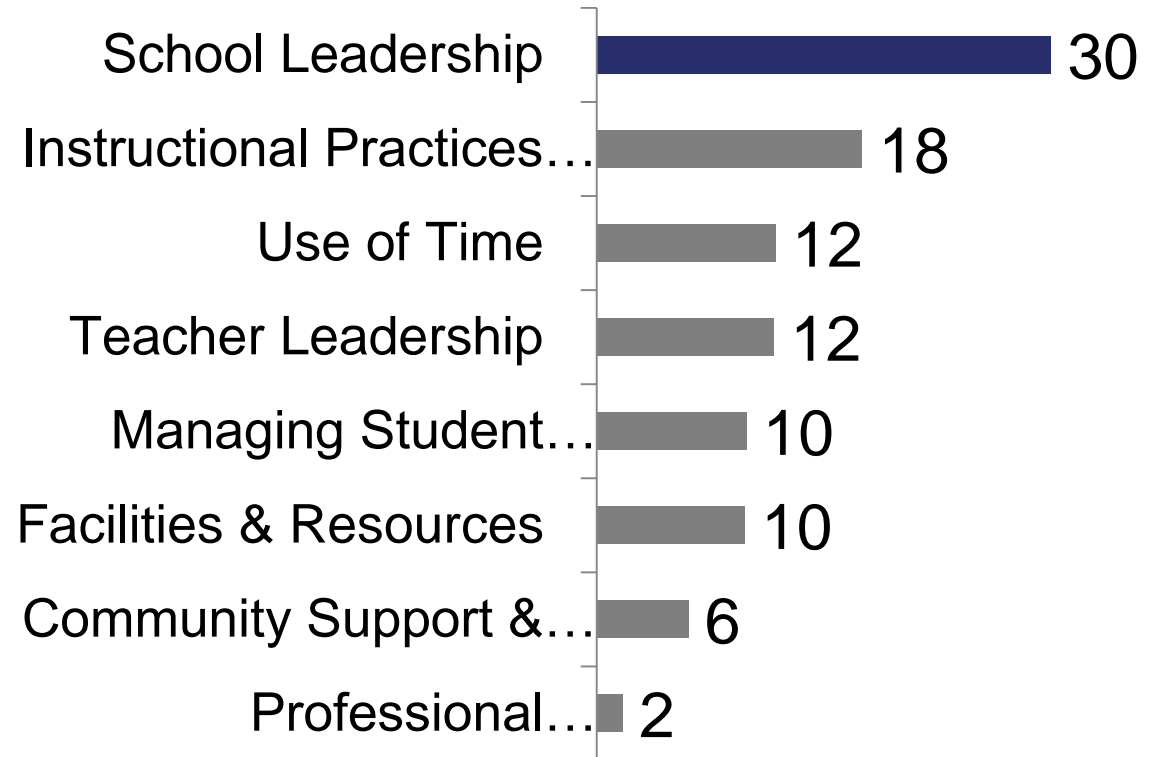




Created with mapchart.net ©

The biggest take-away across these states on teacher retention?

“Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?”





Dr. Richard Ingersoll and NTC have been partnering for the past two years through a grant from the Carnegie Corporation of New York to study TELL findings and connections to school leadership.

To be announced soon! !

www.newteachercenter.org

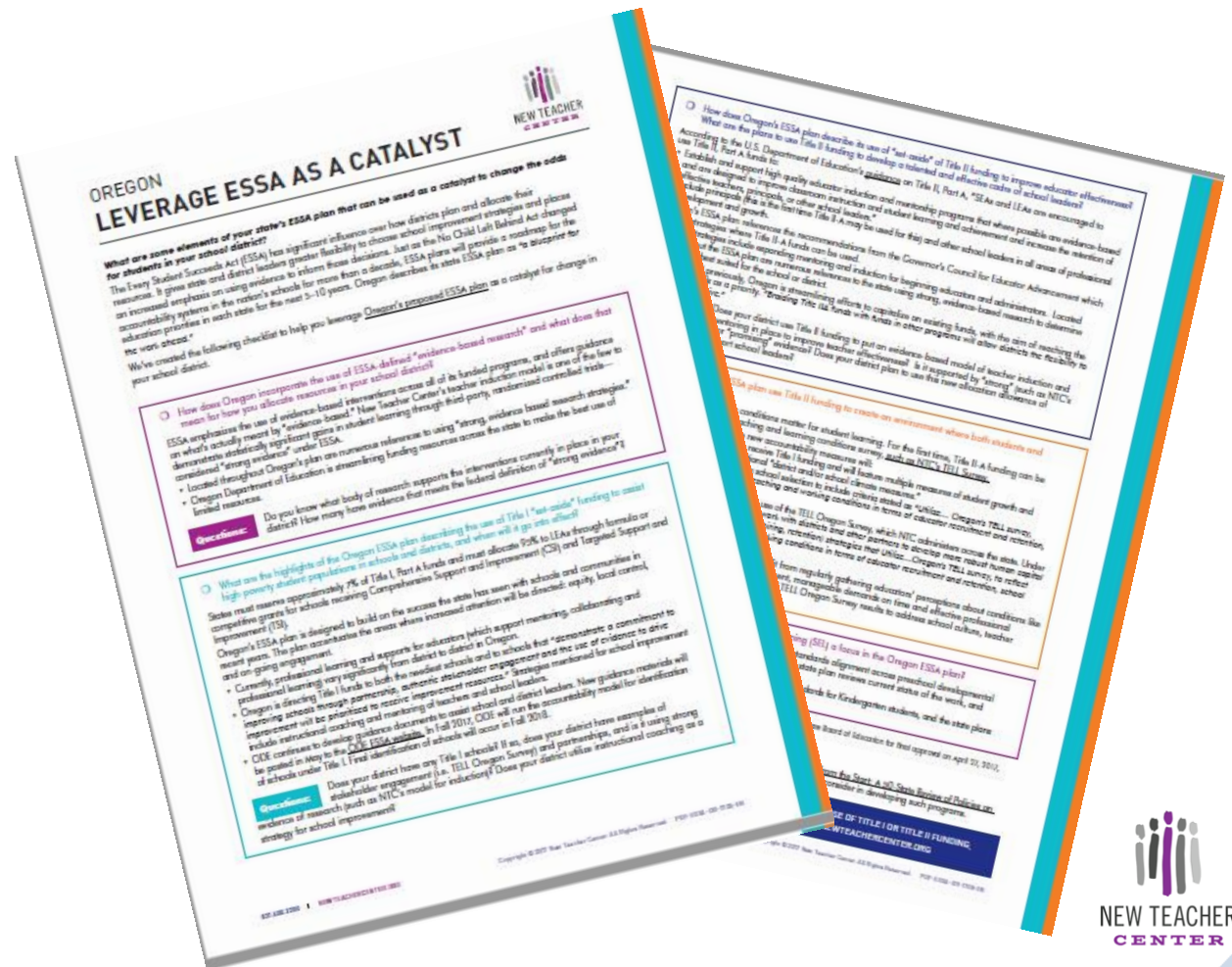
NTC & Dr. Richard Ingersoll's TELL Research

Ann Maddock
Senior Policy Advisor
New Teacher Center

In May, NTC released articles summarizing the Every Student Succeeds Act (ESSA) plans in 10 states.

Highlights the use of Title I and IIA funding for new teacher support and teaching conditions to improve schools.

To download a copy, please visit <http://bit.ly/2rEQgwQ>



In Summary...

State policies around new teacher support:

- No one state is “a beacon on the hill” when it comes to teacher induction.
- There is a small collection of states that do a number of things well and include core elements in their policies.
- NTC has communicated these elements and leading states in our 2016 [*Support From The Start*](#) report.

State policies around teaching and learning conditions:

- Evidence is in: teaching conditions are student learning conditions.
- KY, NC, OR are leaders in the nation!
- ESSA recognizes importance of this and that is why states are encouraged to gather this data from their teachers as part of state ESSA plans.

Recommendations for Policy Makers

- 1. Adopt induction program standards such as NTC's** (much as Learning Forward has pushed adoption of its Professional Learning Standards.) These standards communicate and provide the structure for a comprehensive, evidence-based induction program.
- 2. Provide targeted/competitive funding to seed high-quality induction.** Create a targeted appropriation (as has occurred in states such as IL, NY, OR, TX, VA recently or in past years) or combine with federal Title I and IIA funding streams as part of ESSA plan.
- 3. Adopt teaching and learning conditions standards such as in NC and KY.**
- 4. Gather the voices of teachers and administrators in a validated, anonymous survey, such as TELL survey and utilize the data when making policy decisions on state resources and educator effectiveness.**

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THANK YOU!

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