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Beginning Teacher Induction Program



STEP UP:
Recruiting and Retaining
Quality Teachers
for Every Student!



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Housekeeping. . .



- Take care of your needs
- Questions
 - 3 X 5 note card
 - Record
 - Time at the end to ask questions



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Goals of Our Session. . .

Session Participants will . . .

- Identify WHY systematic induction programs are needed
- Examine RESULTS of a systematic induction program
- Analyze HOW Springfield Public Schools created a systematic induction program



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WHY...



Should Boards of Education consider supporting systematic Induction Programs?



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The Facts About Beginning Teachers . . .

Sources: Stanford University Study (2006)
New Teacher Center Research Brief (2005)

Nationally

- 40-50% leave the profession within five years
- 20% leave the profession after only one year
- 41% attrition rate (leavers + movers) after one year



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The Facts About Beginning Teachers . . .

Source: Recruitment & Retention of Teachers in Missouri Public Schools: A Report to the Missouri General Assembly (DESE: April, 2007)

Missouri

- 33.8% leave the profession within five years
- In 2006, 27.9% of MO teachers had less than five years of experience



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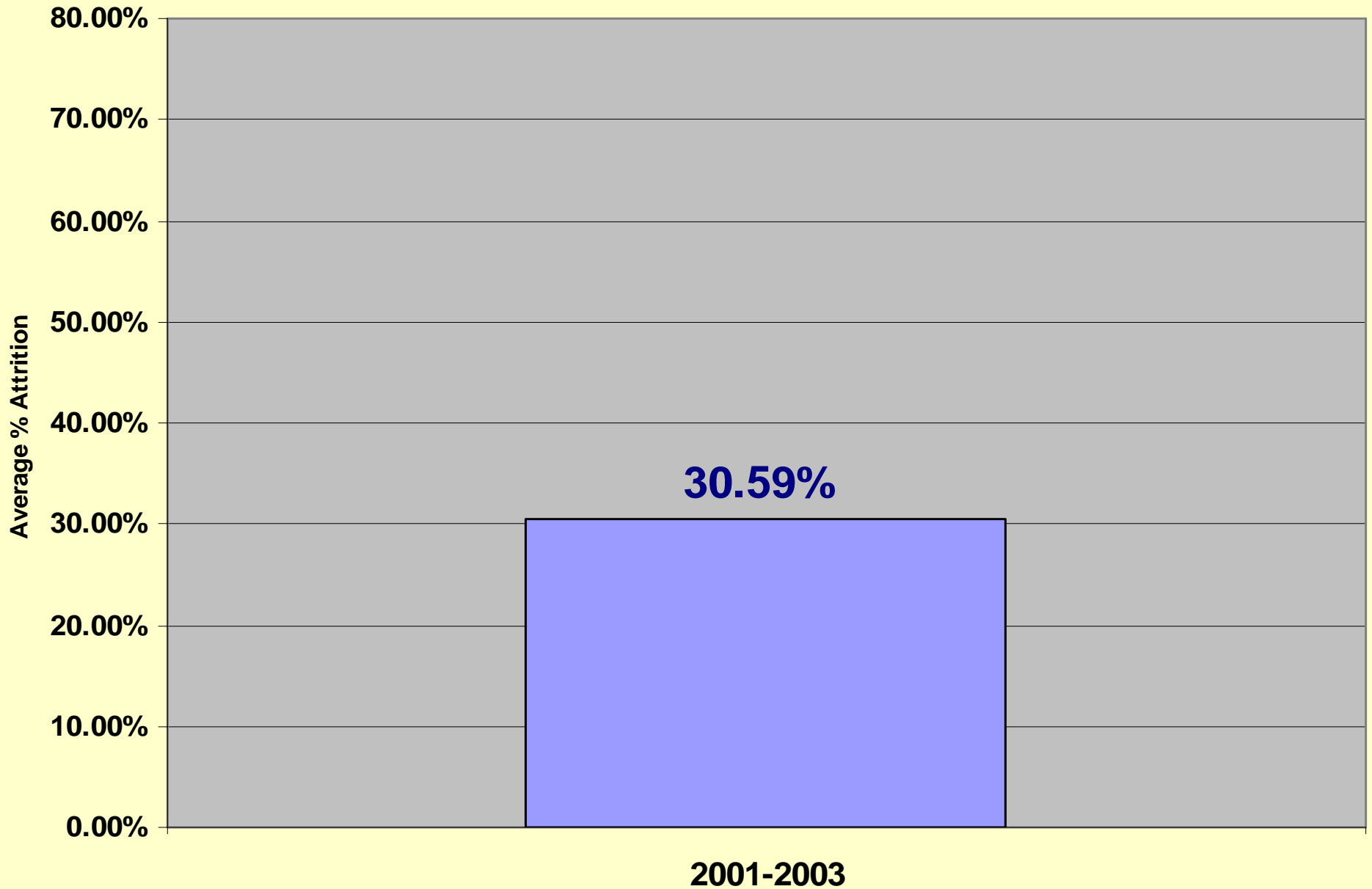
More Facts . . .

The Cost of Attrition

- Research studies estimate direct costs average 20-50% of the teacher's salary.
- Direct + indirect costs = 150% of the teacher's salary!

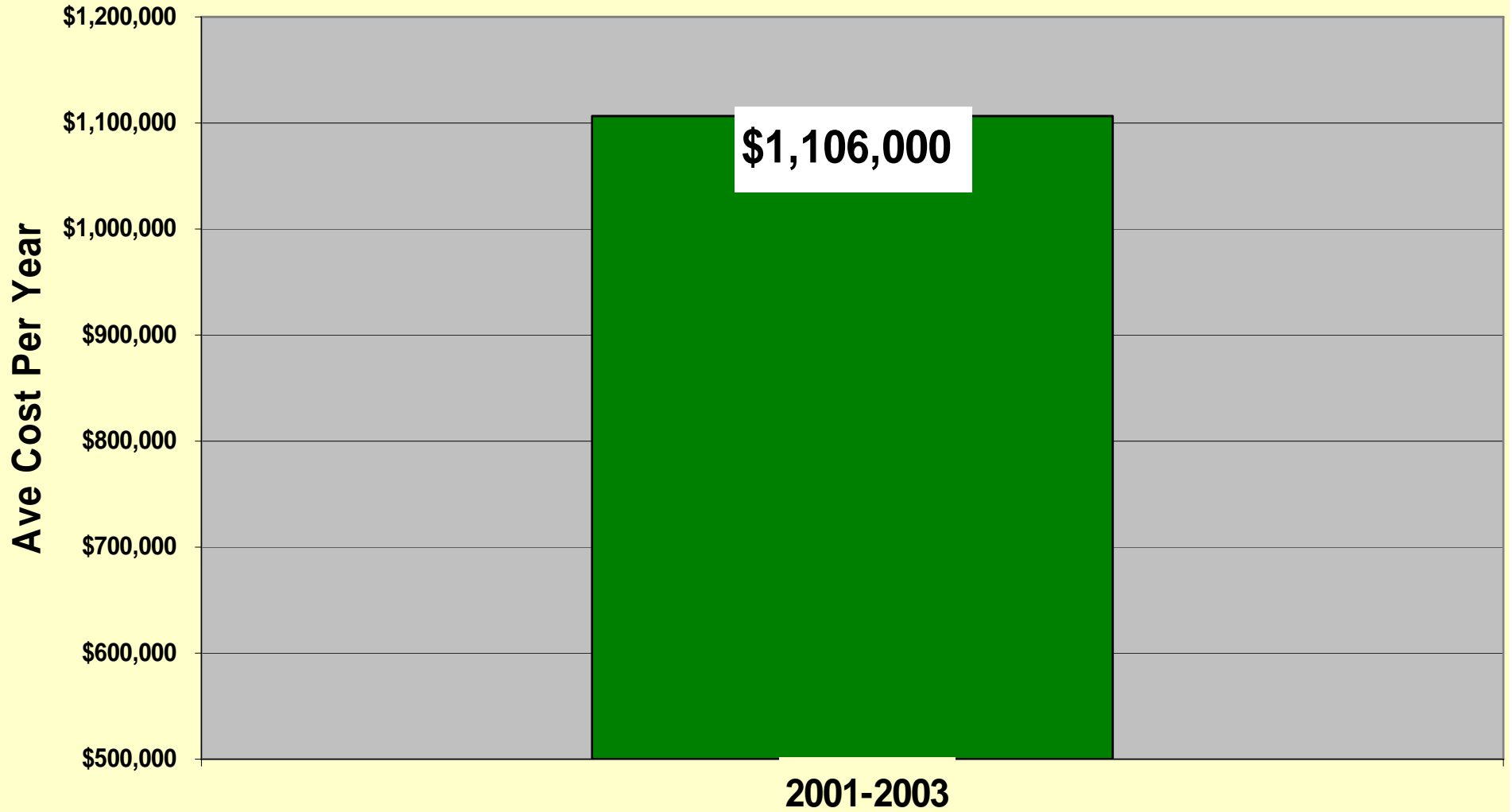
Source: Benner, A. D. (2000). The cost of teacher turnover.
Austin, TX.: Texas Center for Educational Research.

2001-03 Baseline Study of SPS Beginning Teachers: Attrition Rate Average at the End of Year One

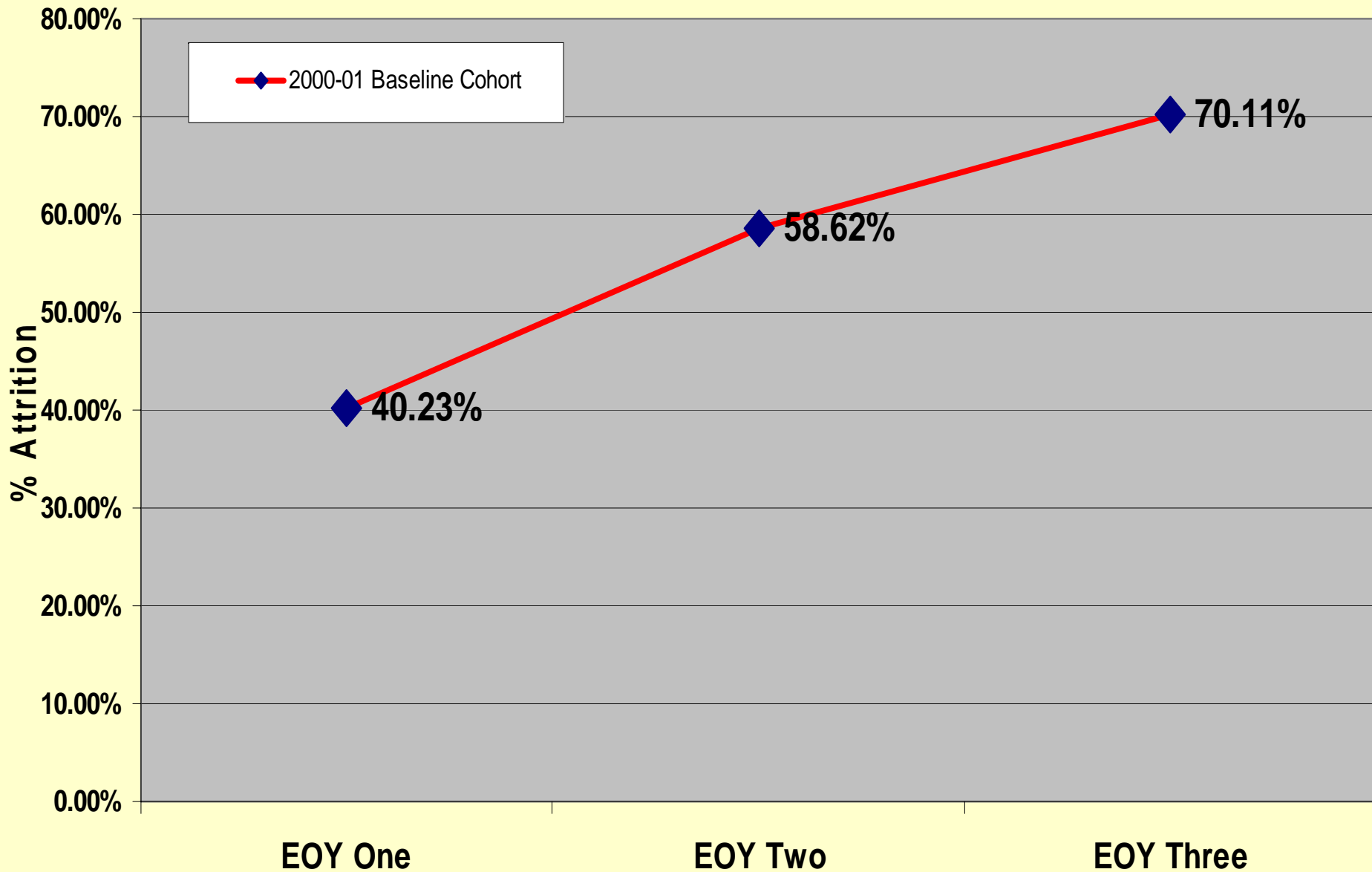


Annual First-Year Teacher Attrition Costs: SPS Baseline Average

(\$42,000 per teacher = 1.5X ave salary)



2000-01 Beginning Teacher Cohort: Baseline Attrition Rates



Cummulative Attrition Costs: Baseline Cohort



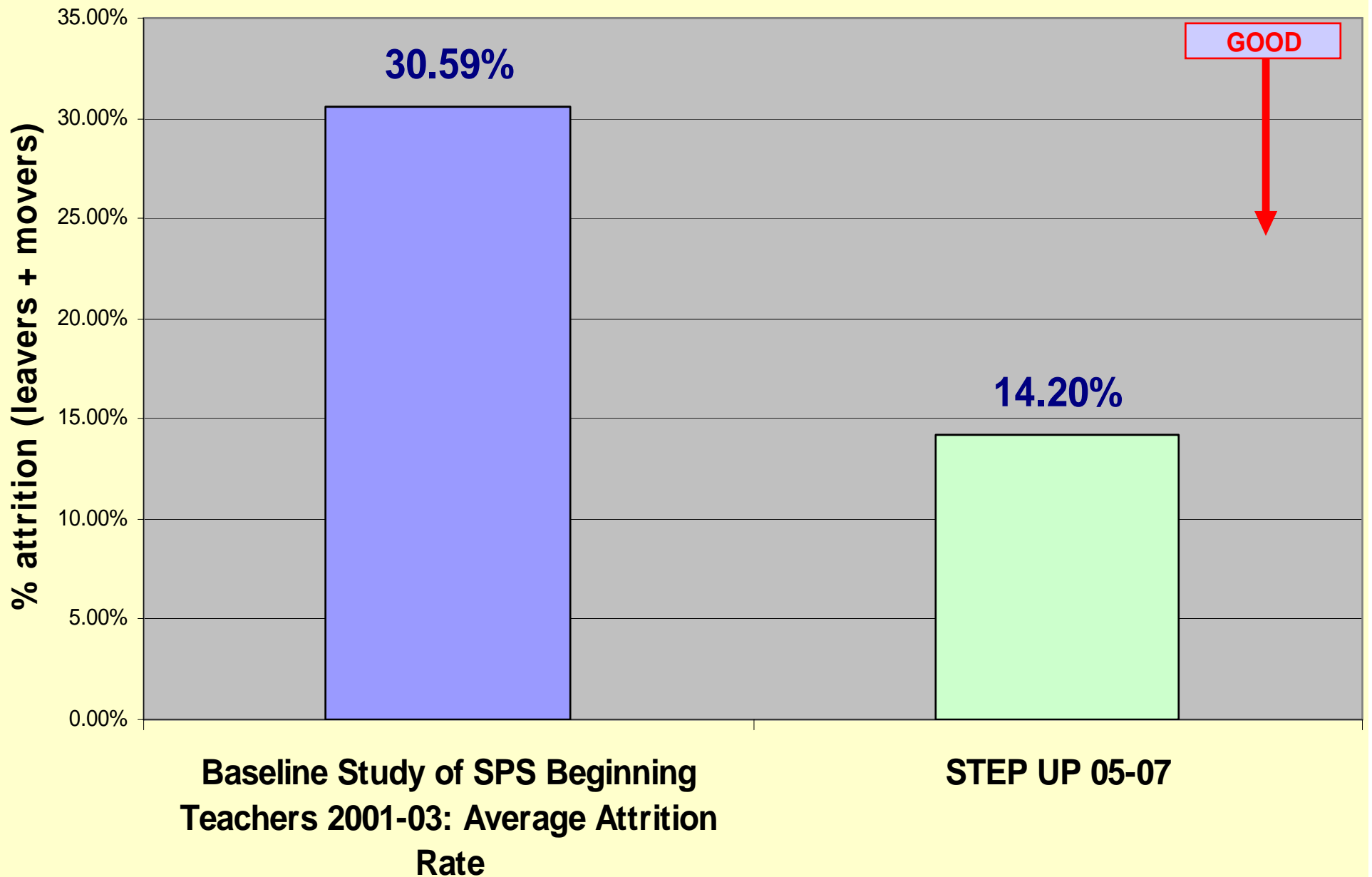


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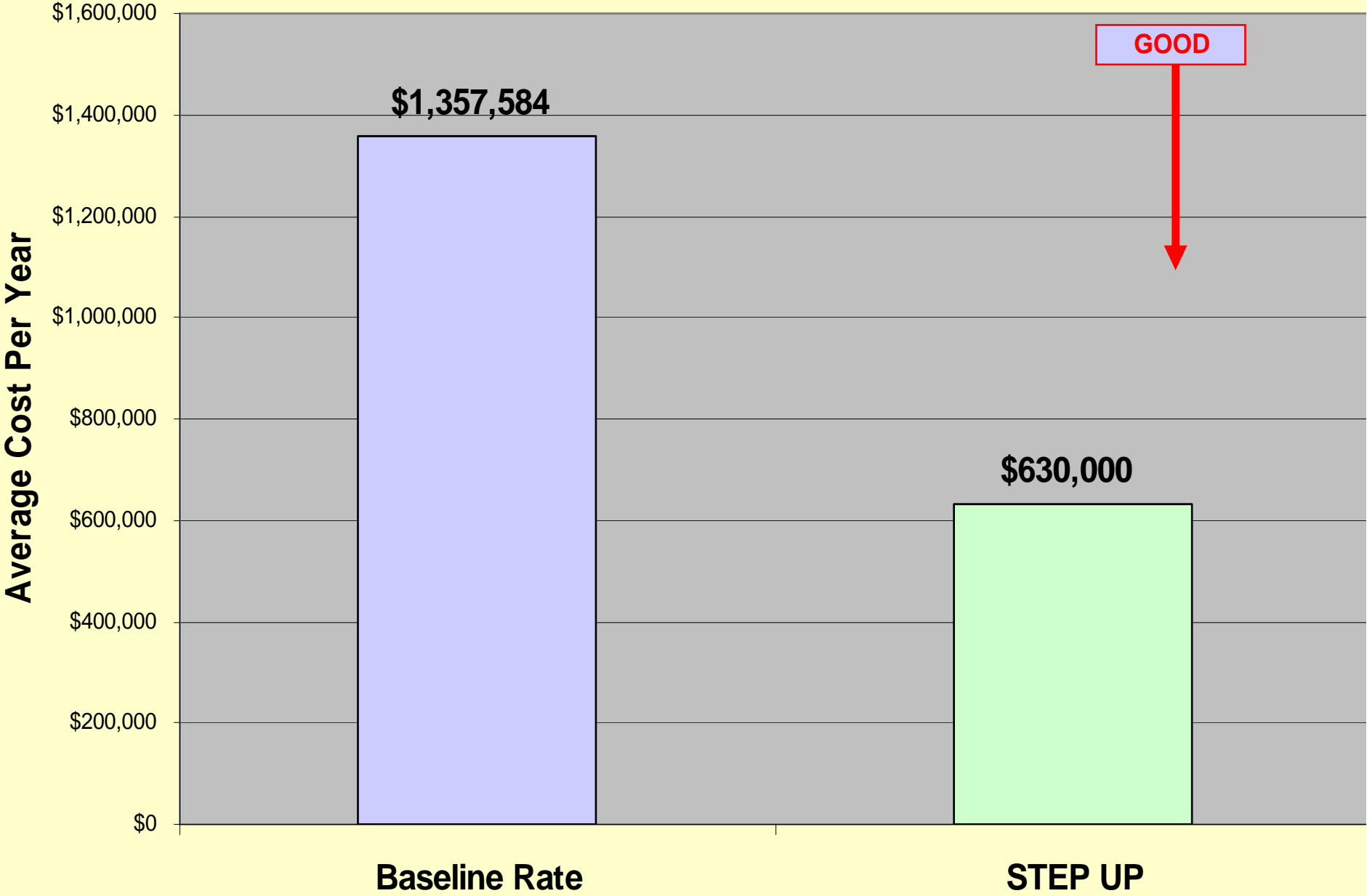
RESULTS . . .



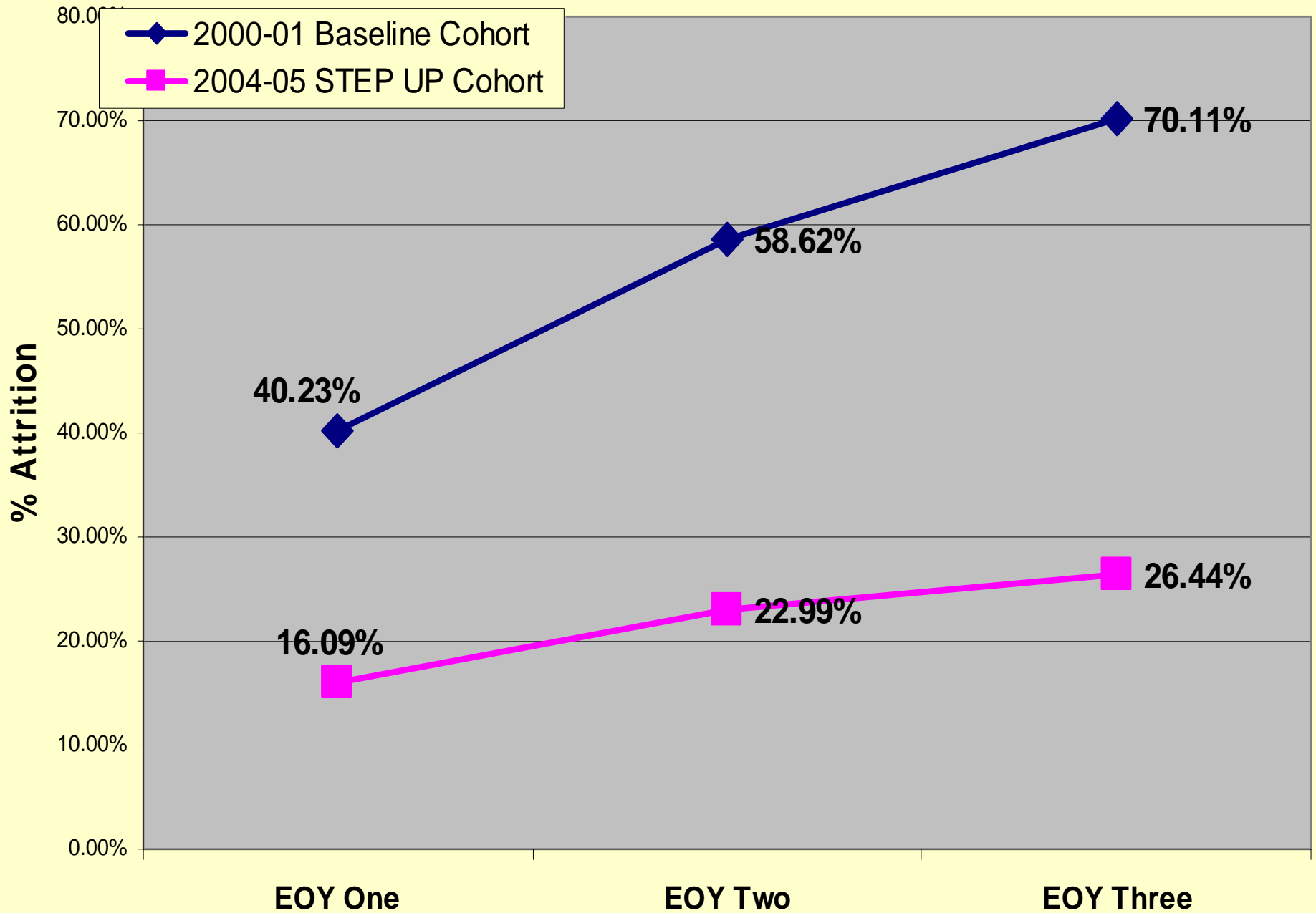
Beginning Teacher Attrition: Baseline Year Ave. vs. STEP UP



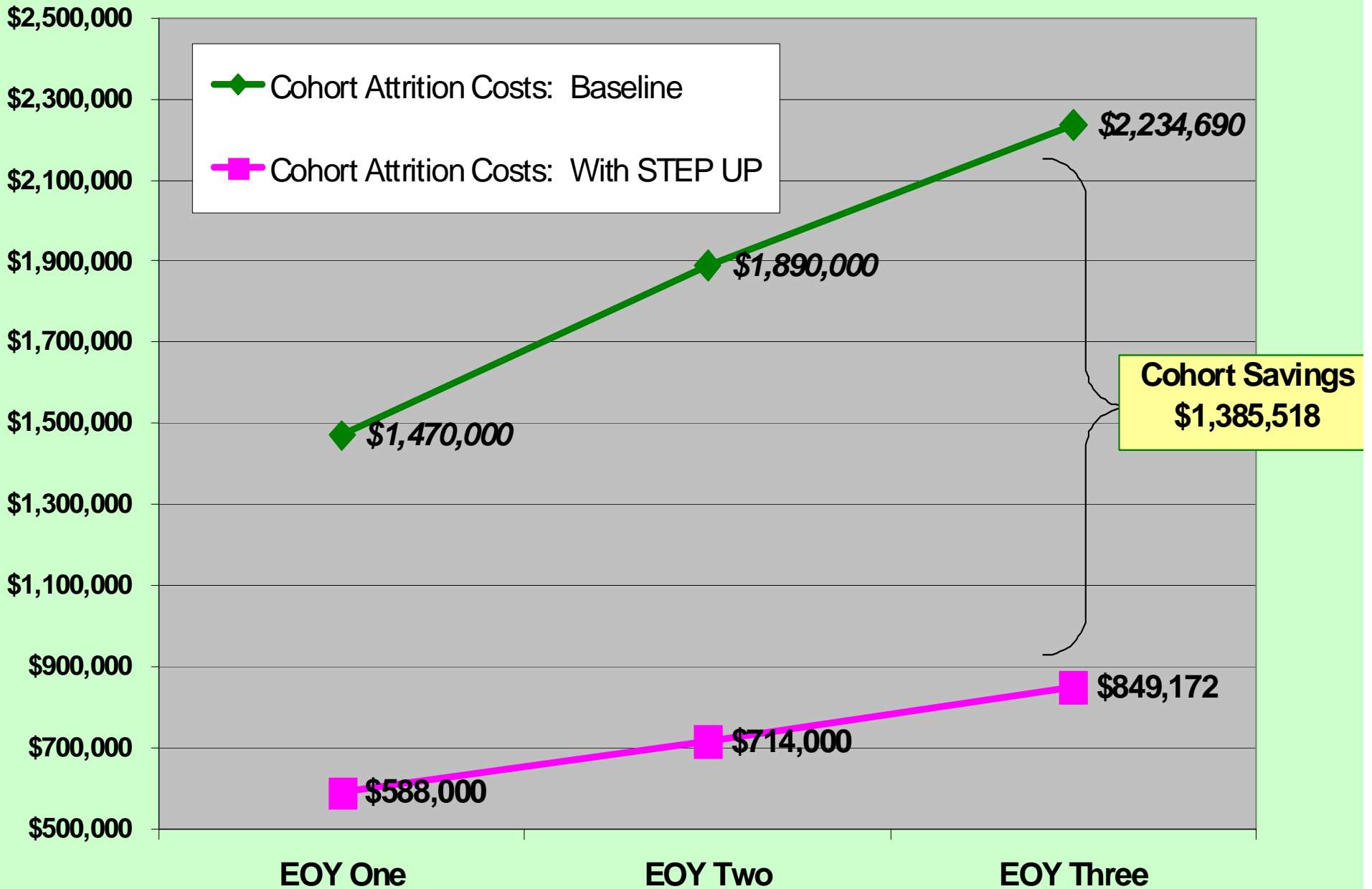
Average Cost of SPS Beginning Teacher Attrition 2005-07



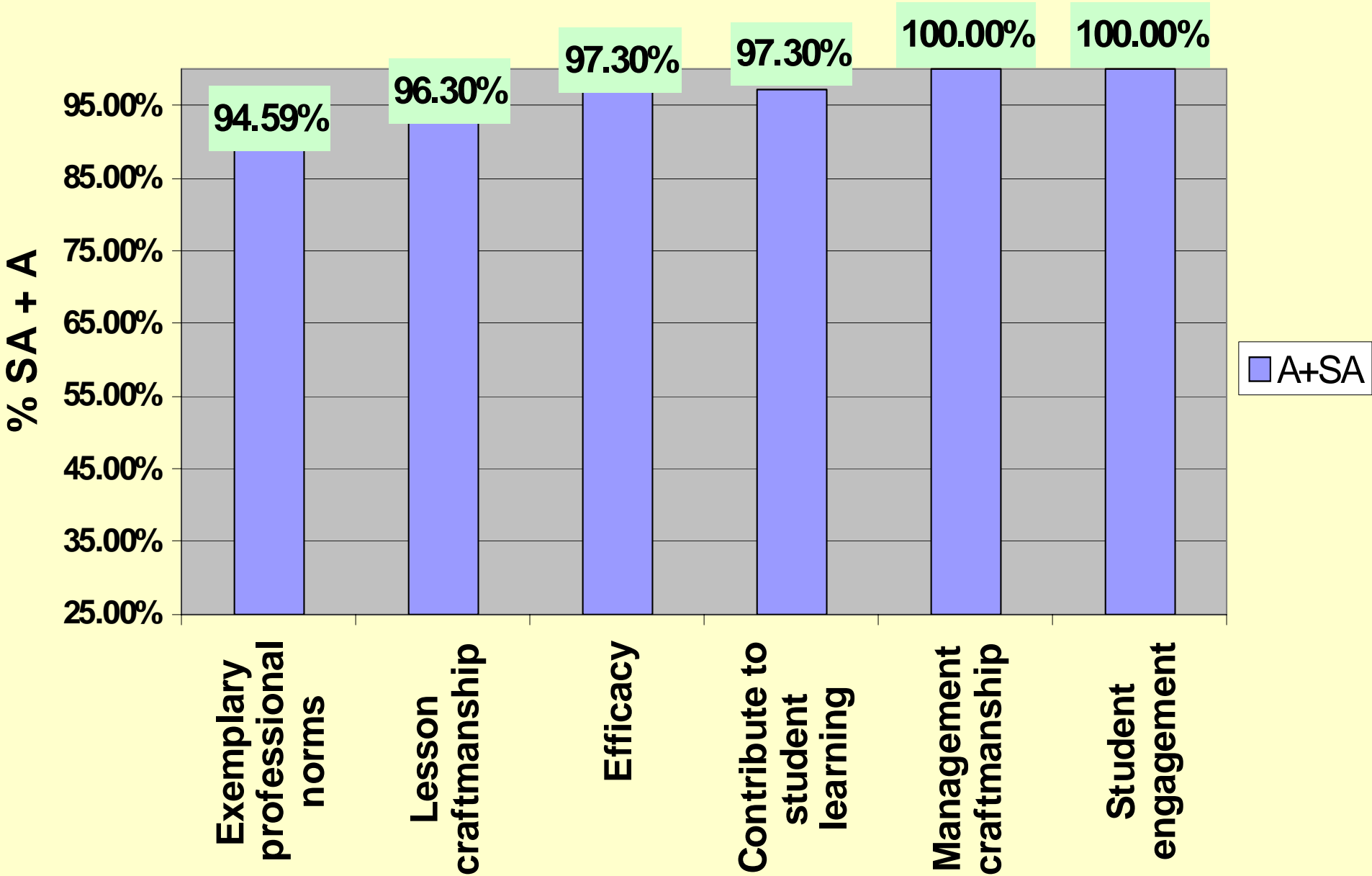
Cohort Teacher Attrition: Baseline vs. STEP UP



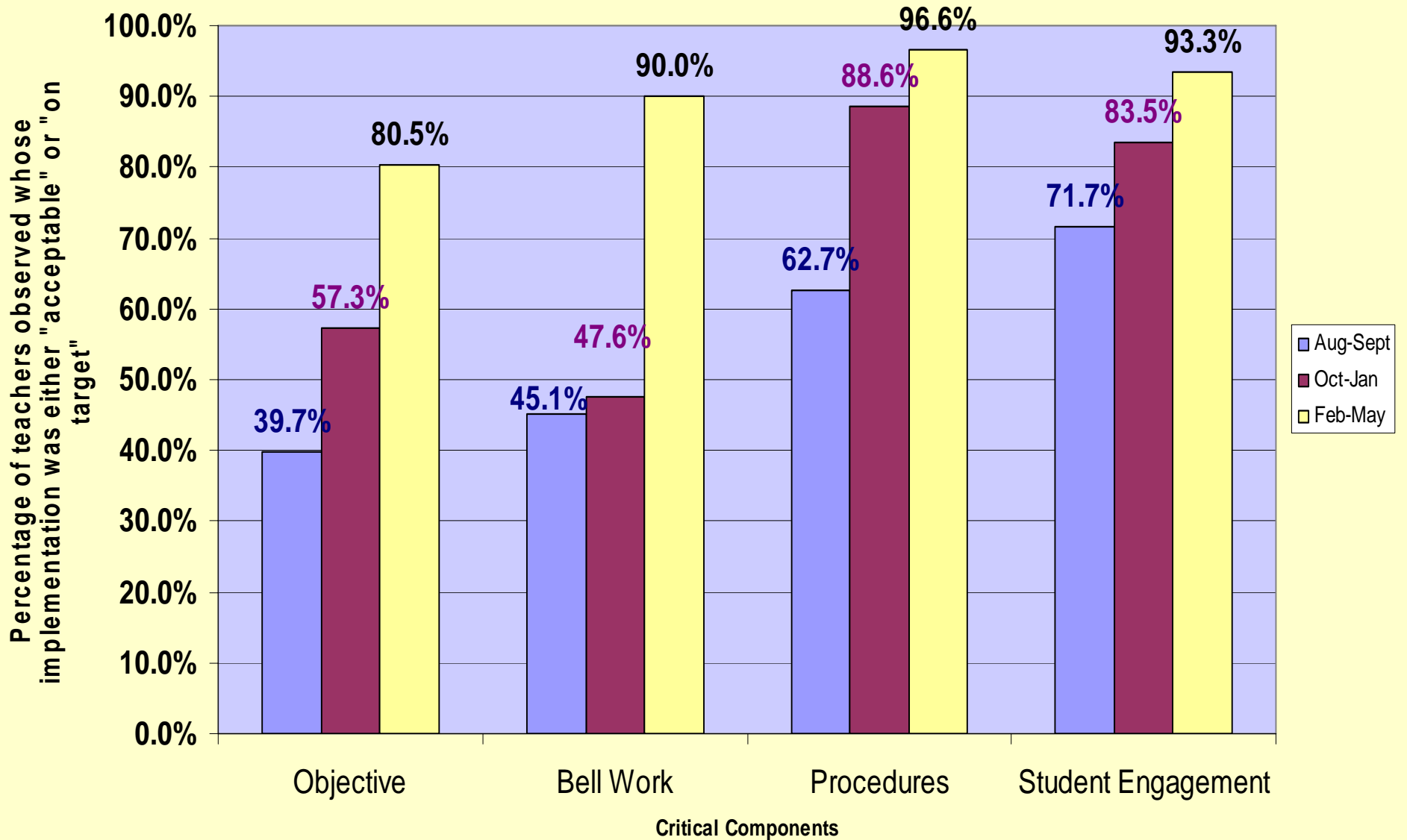
Cumulative Costs of Cohort Attrition: Baseline vs. STEP UP

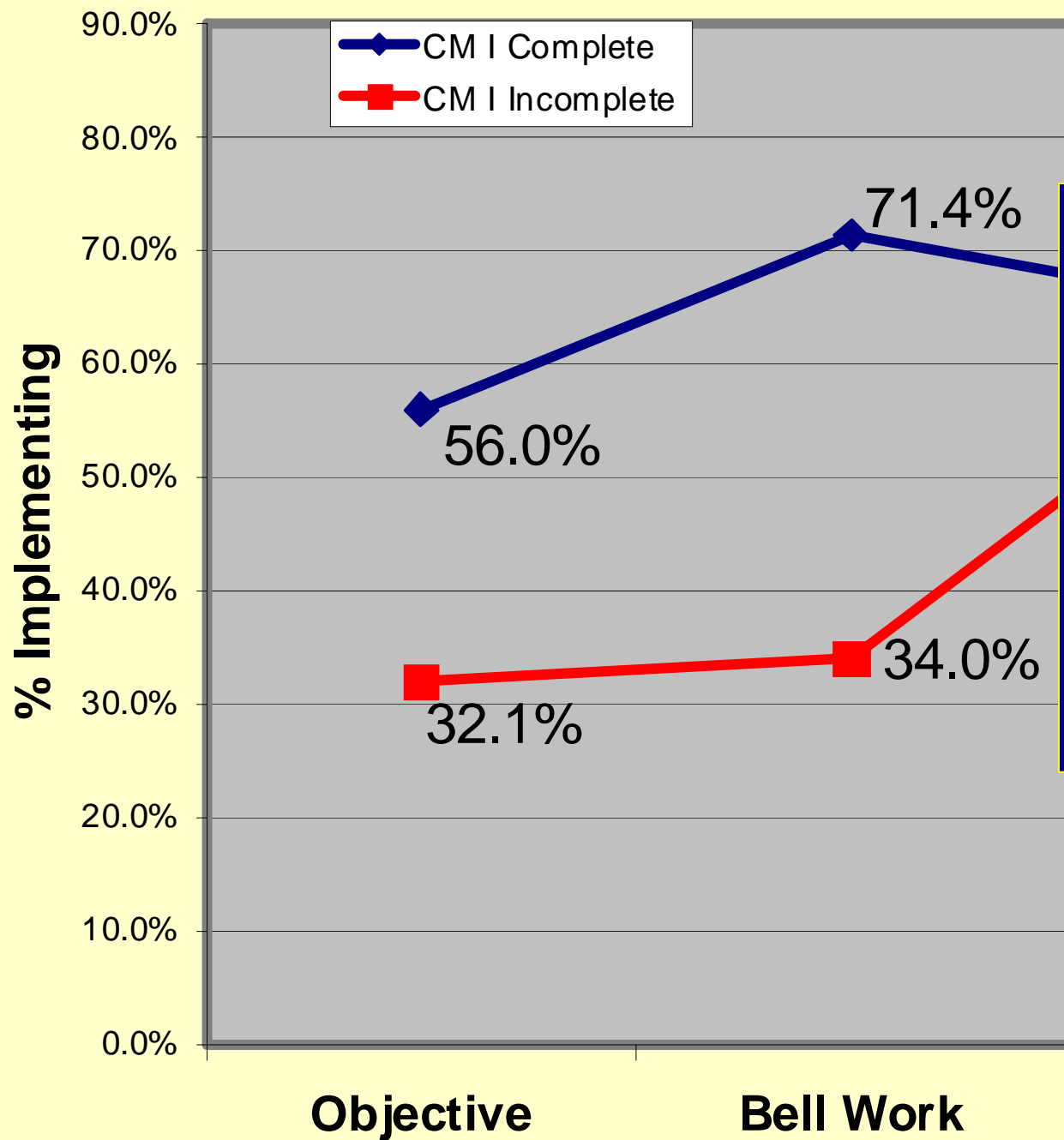


Principals' Survey Results: Impact of STEP UP Induction Program



2004-05 STEP UP Induction Program: Classroom Implementation of Critical Tier I Components





**Impact of
Classroom
Management I
Module**

**First month of
school 04-05**



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HOW . . .

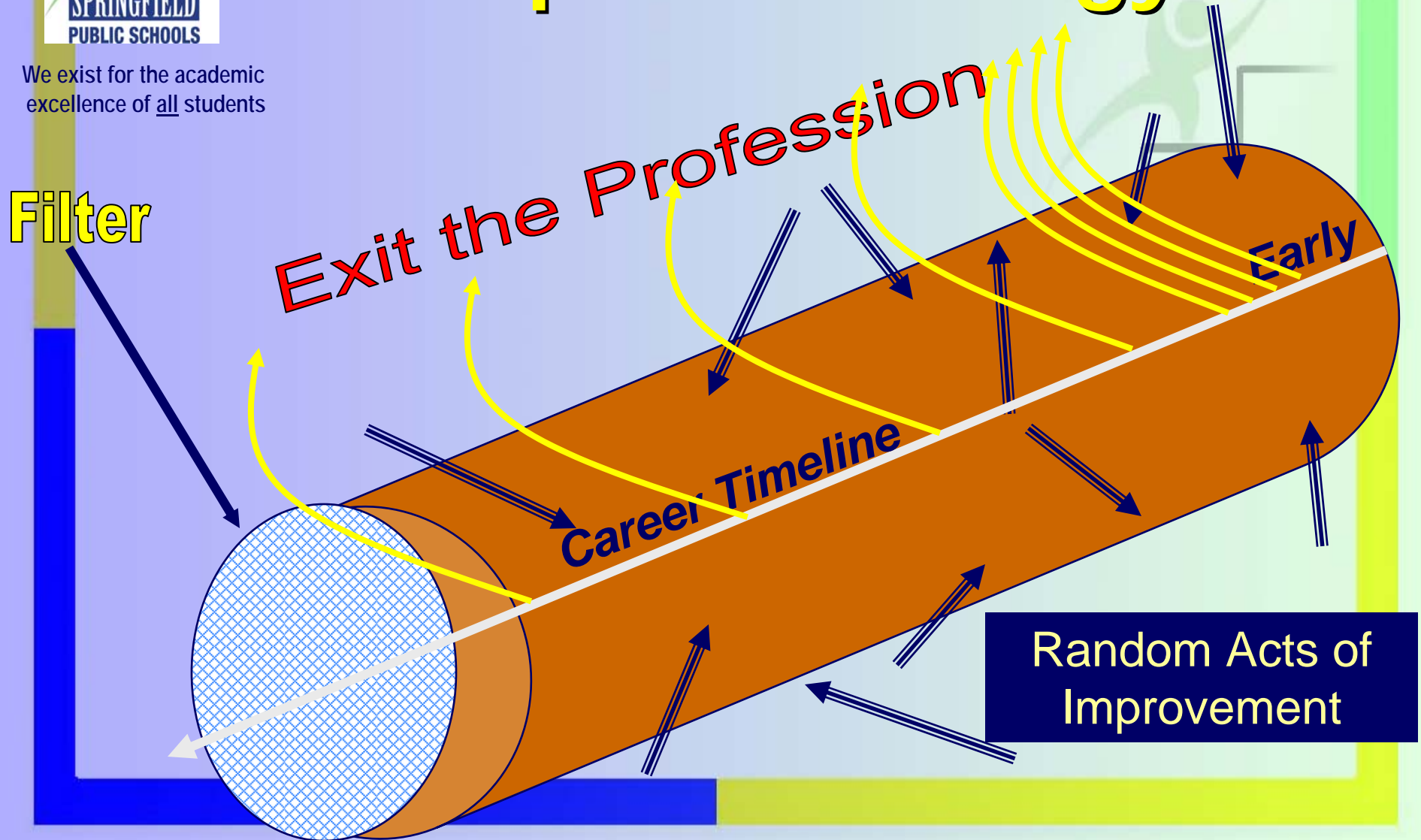
Supporting Teachers, Examining Practices,
Uncovering Potential

The **STEP UP** Story



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The Pipeline Analogy





The Pipeline Analogy

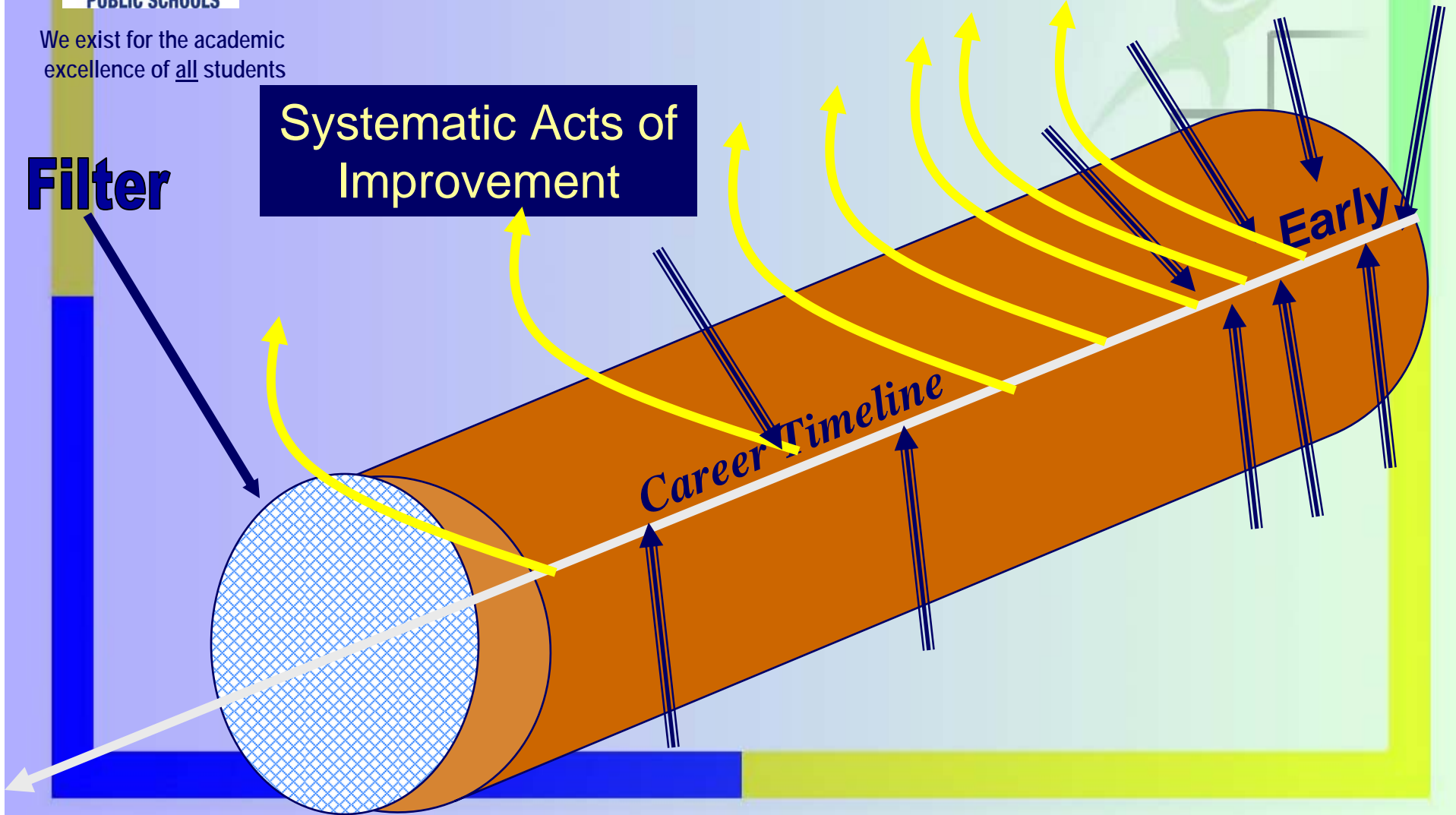
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Filter

Systematic Acts of Improvement

Career Timeline

Early





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The Essential Question

What do our students need
our beginning teachers to
know and be able to do?



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1. Research

- National-level training
- Literature review
- Review of successful programs
- Federal and state requirements
- Stakeholder Input/Advisory Group





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2. Analyze

- Identify common themes in the research
- Develop a vision for an exemplary early career teacher
- Identify key gaps in our district



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Supporting Teachers: **Successful induction programs provide:**

- **A common base of knowledge/skill**
- **Systematic mentoring**
- **A minimum of three classroom coaching sessions/year**
- **Highly trained coaches**



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Successful induction programs:

- Use a tiered model
- Provide support during years one through five
- Are differentiated to address student needs and teacher needs





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Supporting Teachers . .

Premise

We all have internal resources. We benefit from coaching support that draws us to our internal resources.



Systematic Coaching

| Component | Concept Understanding | Skill Attainment | Application Problem Solving |
|------------------------------|------------------------------|-------------------------|------------------------------------|
| Presentation of Theory | 85% | 15% | 5-10% |
| Modeling | 85% | 18% | 5-10% |
| Practice & Low Risk Feedback | 85% | 80% | 10-15% |
| Coaching | 90% | 90% | 80-90% |

Joyce and Showers, 2002



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Examining Practices **Looks Like**

Systematically training each beginning teacher in researched, proven best practices in . . .

- Classroom Management
- Instructional Strategies
- Continuous Classroom Improvement



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Uncovering Potential Looks Like...

Building Efficacy

- What I do is important
- I have the capacity to make a difference in student learning



Evidence of Efficacy

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| Survey Question | <u>Tier I</u> % A/SA | <u>Tier II</u> % A/SA |
|---|--------------------------------|---------------------------------|
| By implementing the principles of exemplary teaching I learned through STEP UP, I was better able to meet school board goals of increasing student achievement and increasing the graduation rate. | 90.2% | 92.2% |



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Evidence of Efficacy

Survey Question

Tier I

A+SA

Tier II

A+SA

Because of my participation in STEP UP, I have implemented strategies to increase student engagement.

91.3%

92.2%



MSIP Survey Trend Data

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The professional development activities I have attended have changed the way I teach.

| 2003 SA + A | 2004 SA +A | 2005 SA +A | 2006 SA +A |
|------------------------|-----------------------|-----------------------|-----------------------|
| 75.7% | 79.6% | 83.4% | 88.94% |



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Costs and Funding

- **Annual cost per teacher**
 - Approximately \$1800
 - Includes \$750 + benefits for teachers

- **Funding sources**
 - Title IIA ~35%
 - District funds ~ 65%



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Questions?



Contact Information

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