


Mentoring Novice Teachers For Increased Retention



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How is this showing up
in your context?

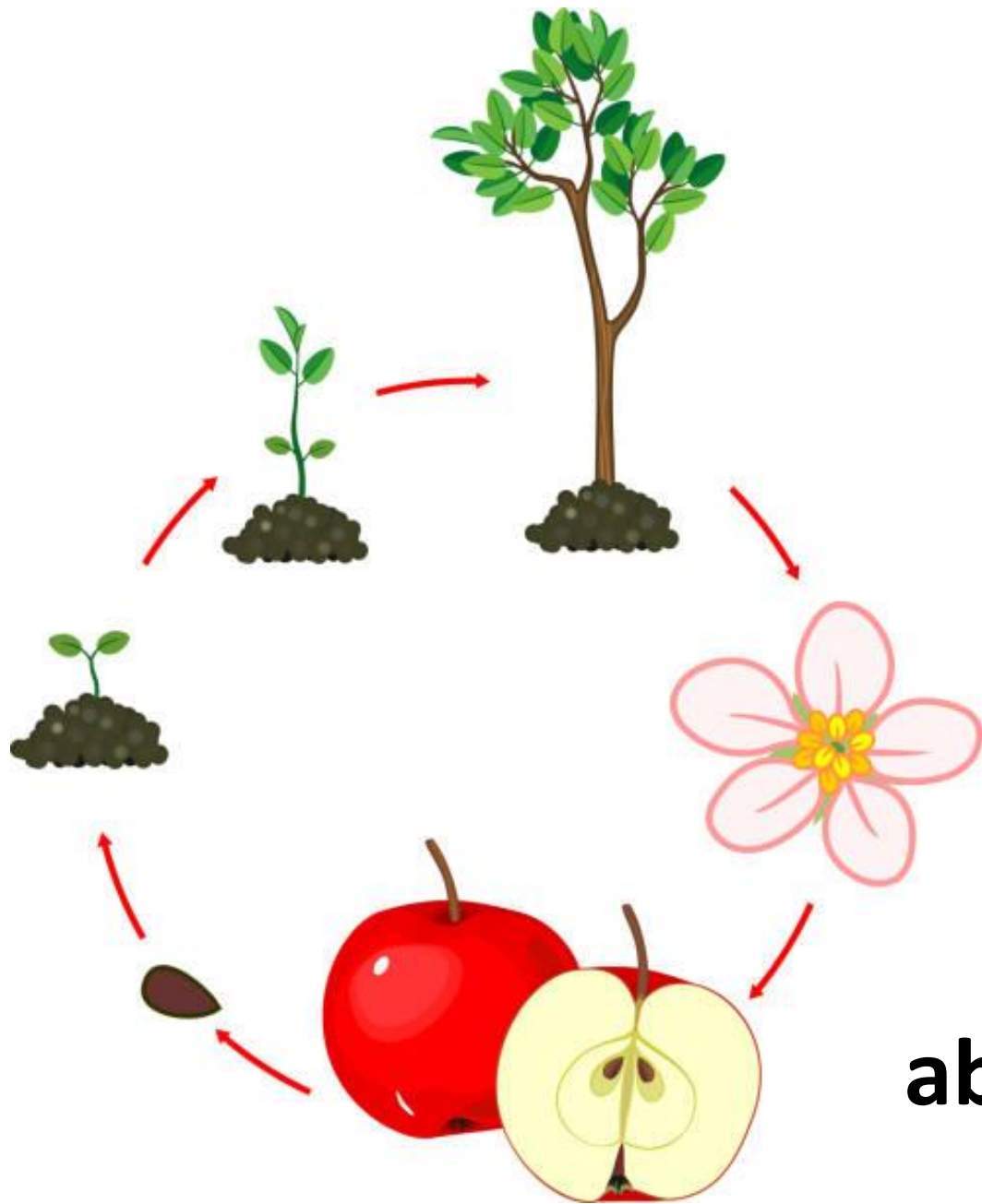
- What do we know about novice teacher attrition?
- What do we know about novice teacher development?
- What do novice teachers worry about?
- What do novice teachers need?

4 questions

1

What Do We Know about Teacher Attrition?





2

**What Do We Know
about Teacher Development?**

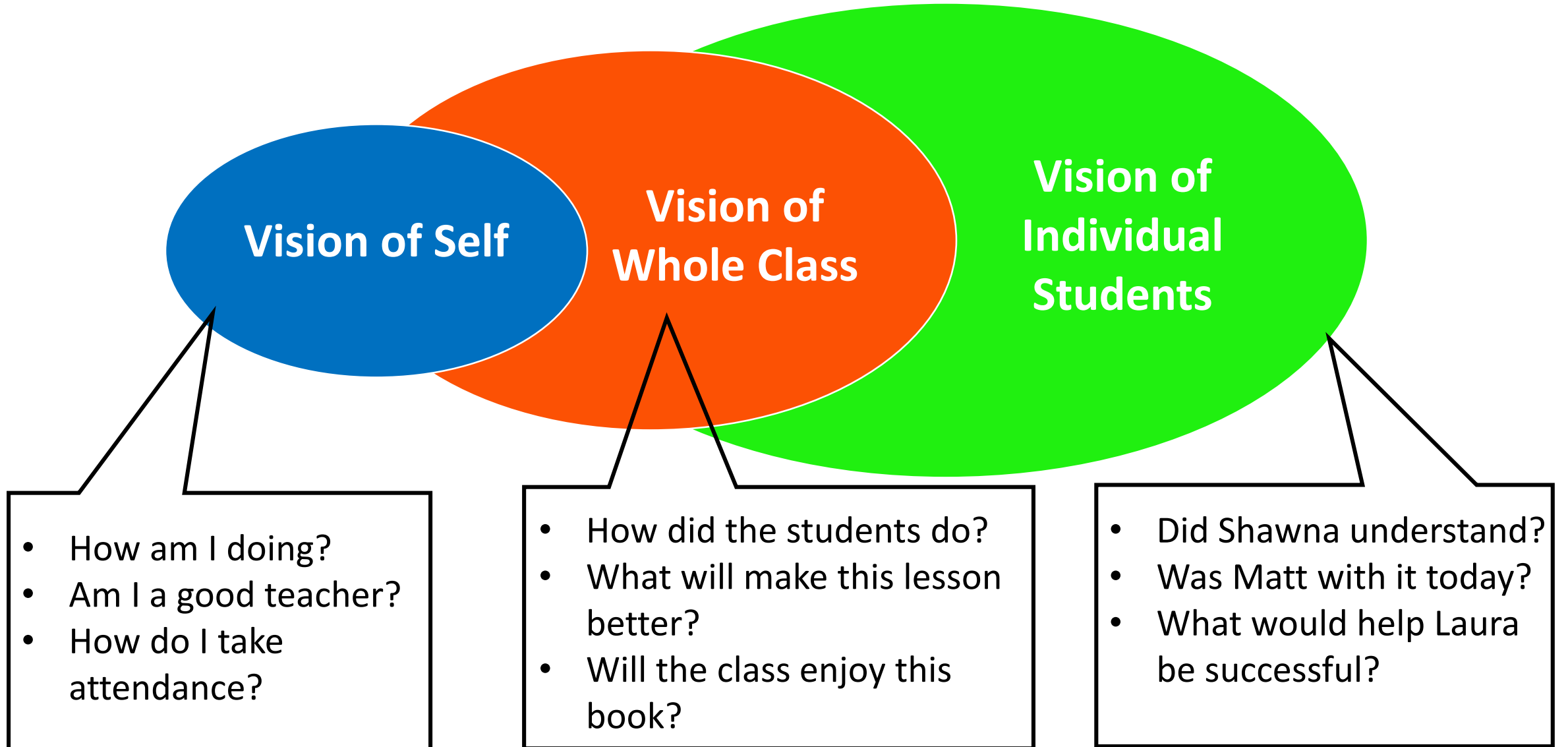
Teachers are adult learners.

*Adult learners don't want to be told what to do,
but sometimes they want to be told what to do.*



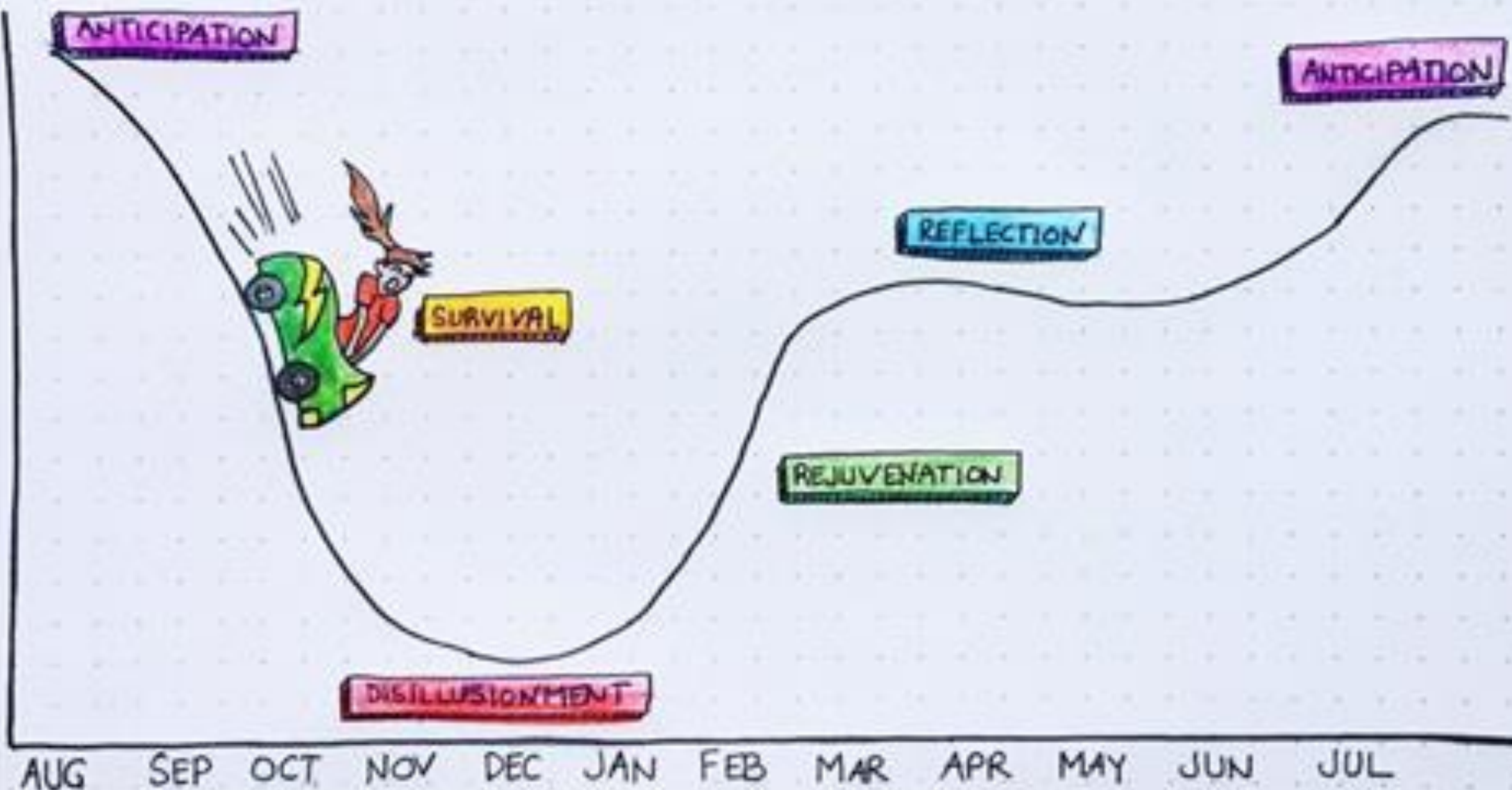
(Knowles, 1984)

Learning to teach is developmental.

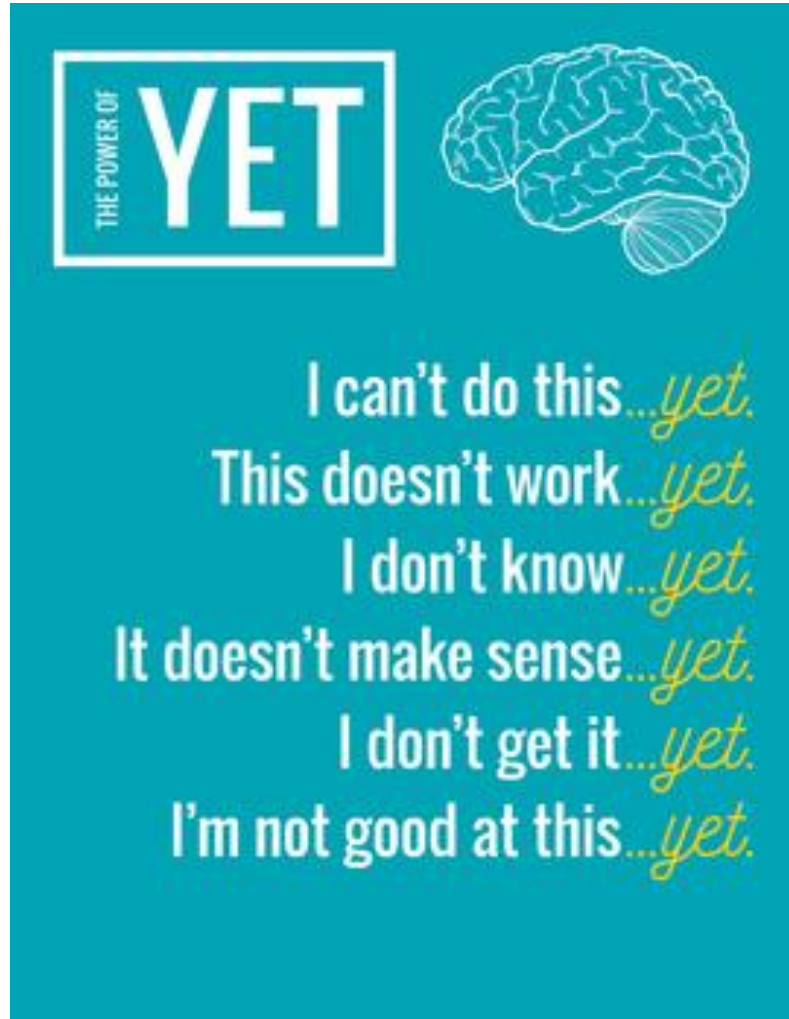


PHASES OF FIRST-YEAR TEACHERS ATTITUDES ABOUT TEACHING

Ellen Moir, 1990

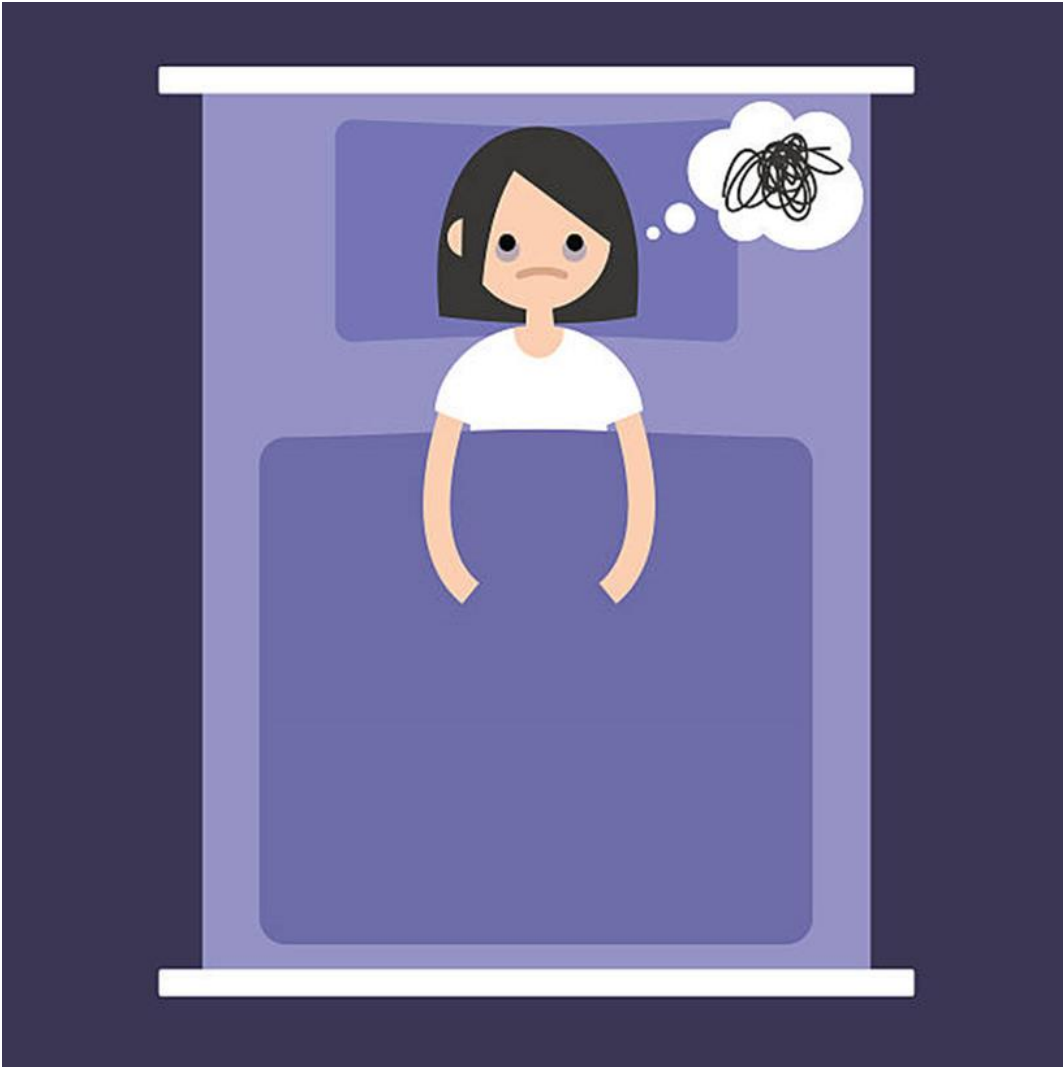


Novice teachers have some common limitations:



- Have difficulty seeing pedagogical implications of student differences and tailoring instruction accordingly
- Struggle to "read" classroom environment and establish appropriate routines/rules
- Don't know subject in ways that allow them to explain it to students
- Lack ability to focus their self-reflection as meaningfully as veteran teachers

Novice teachers worry about:



- Relationships
- Time
- Feeling...
 - Needy
 - Inadequate
 - Isolated
- Lack of Support
- Self-care
- Student behavior
- Student progress/learning

Novice teachers leave because...

- Lack of instructional support
- Lack of emotional support
- Lack of socialization with other teachers/colleagues
- Unrealistic expectations of teaching
- No feedback
- Inadequate preparation
- Challenging working conditions
- Dissatisfaction with compensation; better career opportunities



(Angelle, 2006; Curtner-Smith et al., 2008; Ingersoll & Smith, 2004; Joiner & Edwards, 2008; Maciejewski, 2007; Mandel, 2006; Podolsky et al., 2016)

4

**What Do
Novice Teachers Need?**





Time to
Focus on
Teaching

Emotional
Support

Time to
Observe

Help with
Routines

Socialization

Supportive Administrators

"Site-level administrative support from the principal has been described as pivotal in terms of an early-career teacher's success."

Novice teachers crave

- face time with administrators
- support from administrators
- guidance from administrators
- recognition as professionals

Novice teachers value administrators who

- appreciate the talents and enthusiasm of new staff
- intentionally create opportunities for new and veteran staff to work together
- provide necessary resources, tools, curricula
- frequently spend time in classrooms



Skilled Mentors



*“Assigning a mentor to someone is tantamount to saying:
This is who I would like you to be like.”*

Mentors

- reduce the effects of early-career stress
- increase novice teachers’ sense of efficacy and effectiveness

Successful mentors

- are intentionally assigned
- have been trained as mentors/coaches
- have effective communication strategies
- build trust
- reciprocate the risk
- have scheduled time, including planning, with their mentee
- have resources, knowledge, skills to share with novice teachers

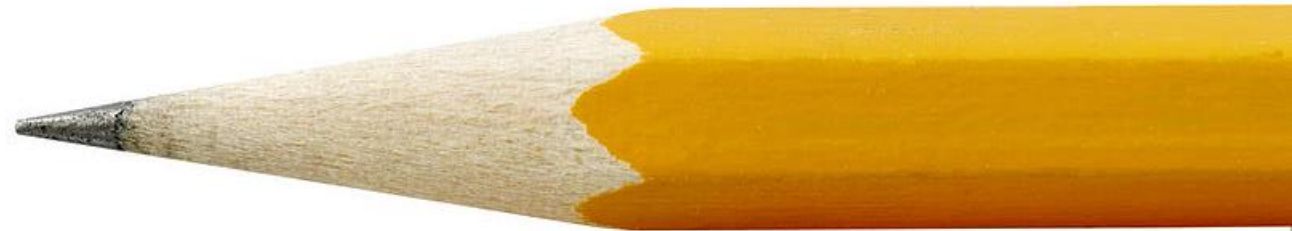
Helpful Colleagues

“Novice teachers who experience strong support from their colleagues stay in the profession longer.”

Colleagues may be even more influential than mentors in a novice teacher's decision to stay in or leave the profession.

Colleagues

- reduce isolation
- are the primary source of “social proof”
- impact climate



Induction Programs

"New teachers who participate in a comprehensive induction program stay in the profession longer and experience greater success in terms of job satisfaction and student achievement."

Successful induction programs

- Have a multi-year focus
- Incorporate an induction "week"
- Include an orientation to the school, district, and community
- Assign mentors
- Provide strong administrative support
- Are led by individuals who are trained in the needs of new teachers
- Address issues of particular need for new teachers
- Prioritize reflective practice
- Are personalized for each division



4 big ideas

1 supportive
administrators

2 skilled mentors

3 helpful
colleagues

4 induction programs

What would each of these big ideas look like if things were going really well?

For each big idea, brainstorm 3 - 4 specific, observable behaviors we would see if a school or division was functioning as an exemplar of working with novice teachers.



A 3D illustration of a blue mountain with a red flag on top and a person in a red shirt at the base holding a flag. The mountain is composed of several blue, rectangular blocks stacked on top of each other, creating a stepped appearance. At the very top, a red flag is planted on a thin pole. In the foreground, a person wearing a red long-sleeved shirt and dark pants stands on a white patch of ground, holding a red flag on a pole. The person's back is to the viewer, and they appear to be looking towards the mountain. The background is a solid light blue color.

Revisit Your Aspiration

Rules for Brainstorming



- Go for quantity
- Defer judgment
- Encourage wild ideas
- Build on the ideas of others
- Have one conversation at a time
- Stay on topic
- Be visual if it helps
- Write headlines

Levers for Change



SPACE



EVENT



SCHEDULE



FINANCE



PROCESS



ROLE



RITUAL



INCENTIVE



COMMUNICATION

The Hack Mindset

what we mean when we talk about hacking

Keep the goals small,
the team tight, &
the timeline short.



Use “failures” as
opportunities to learn.

Don't overthink it;
just try it.

supportive
administrators

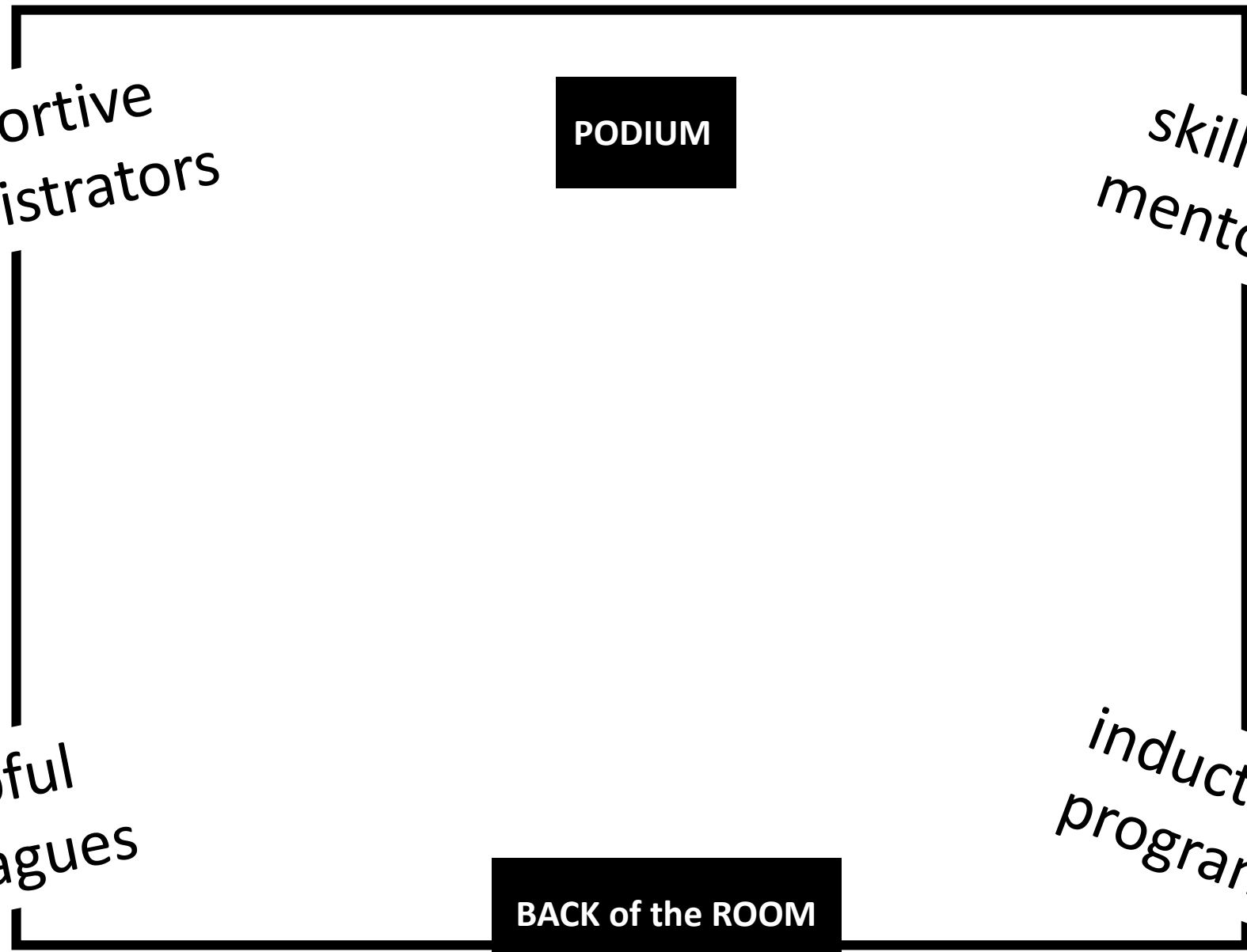
PODIUM

skilled
mentors

helpful
colleagues

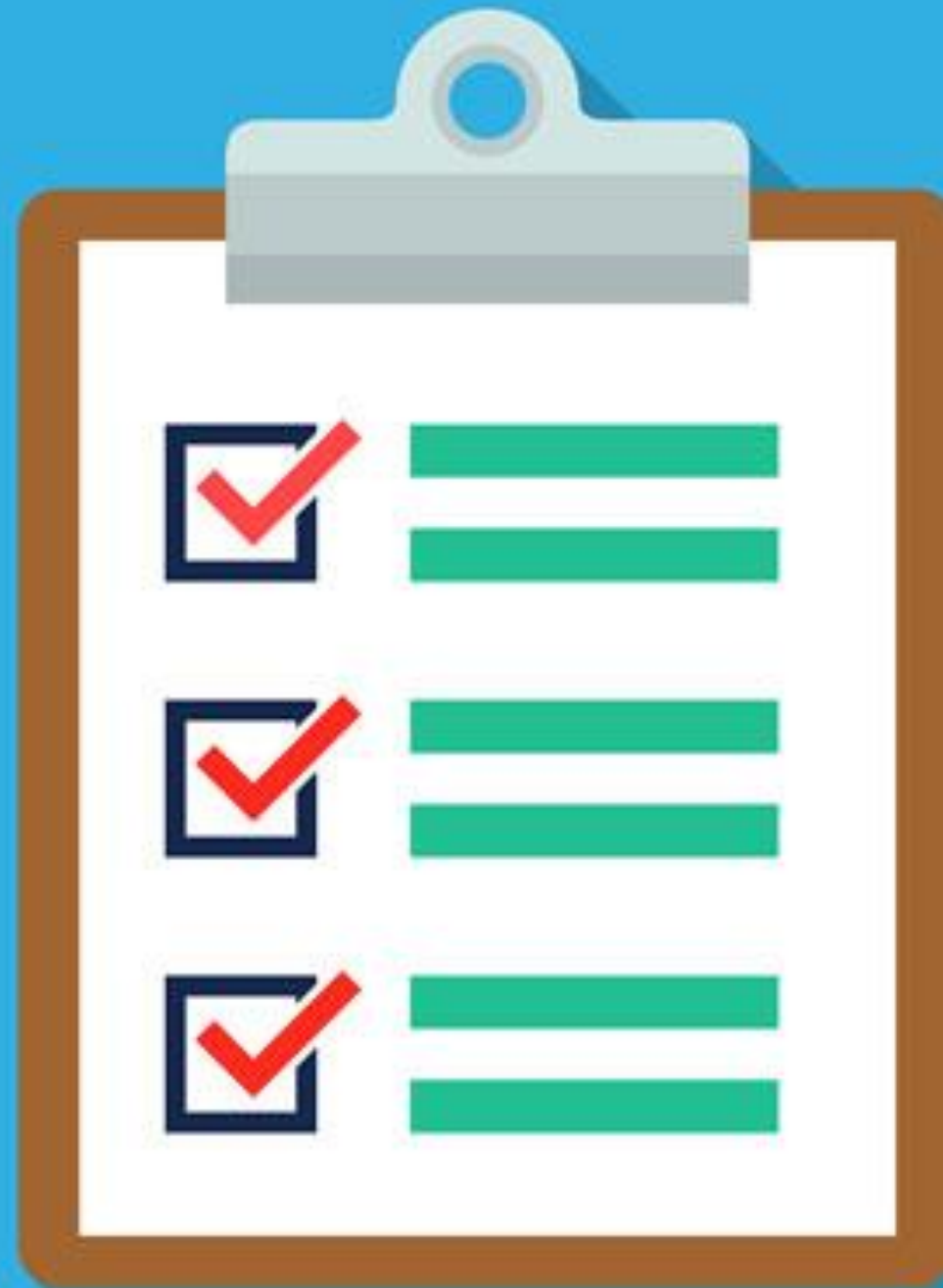
BACK of the ROOM

induction
programs



Hack Criteria

- In line with aspiration
- Focuses on students farthest from opportunity
- Leads to behaviors you want to see
- Allows you to start small
- Challenges you to do something new



Share & Discuss Your Hack Story



- What's really energizing you about the hack you've chosen?
- Which doubts, if any, are you having about your chosen hack? Why?
- What positive effects might your chosen hack have on other problems of practice?
- How will you know if your chosen action is having the desired effect?