

Investigating the Relationship between Adherence to Connecticut’s Teacher Education and Mentoring Program Requirements and Teacher Retention

Connecticut is one of 29 states that require beginning teachers to complete an induction program¹ to mitigate high turnover and lower efficacy among early-career teachers.² Its two-year Teacher Education and Mentoring (TEAM) Program provides guidance to beginning teachers through several mechanisms, including five instructional modules and ongoing support from an assigned mentor, aimed at helping align teacher instructional practices with the state’s standards.

This study used data on 7,708 teachers who entered the TEAM Program between the 2012/13 and 2015/16 school years to explore the relationship between teachers’ adherence to the program requirements and teacher retention after one year and after three years. Retention is defined by whether beginning teachers stayed in the same district or in the Connecticut public school system. Of particular interest to the Connecticut State Department of Education is the program’s influence on beginning teacher retention in Opportunity districts, which are the 10 lowest performing districts in the state and have high teacher turnover.³ Descriptive statistics also illustrate teacher adherence to the program overall and for each requirement. The Connecticut State Department of Education can use the results to refine the TEAM Program and to support implementation.

Key findings

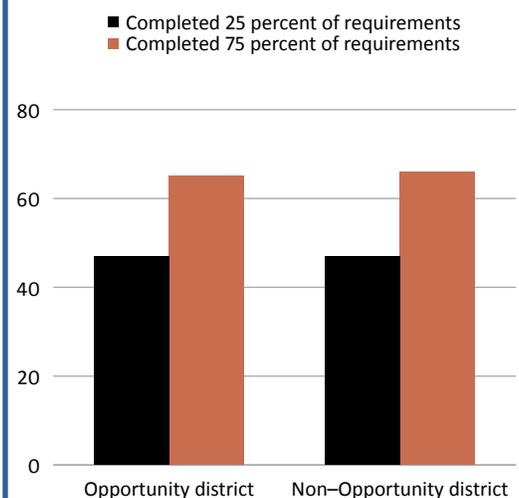
- *Program adherence was positively associated with teacher retention, including in the 10 lowest performing districts in the state.* Teachers who completed more of the TEAM program requirements were more likely to stay in the same district and in the Connecticut public school system. This relationship was observed after one year of teaching and after three years and in both Opportunity and non-Opportunity districts (see figure for district retention findings). However, this association does not necessarily indicate that higher program adherence causes higher teacher retention. The results could be due in part to other, unobserved factors.
- *Program adherence was higher for some TEAM program requirements than for others.* Adherence was highest for module completion and lowest for teacher-mentor contact hours. However, it is unclear whether this result is fully attributable to low adherence to the mentorship component or insufficient recordkeeping.

1. Goldrick, L. (2016, March). *Support from the start: A 50-state review of policies on new educator induction and mentoring.* New Teacher Center. <https://newteachercenter.org/wp-content/uploads/2016CompleteReportStatePolicies.pdf>.

2. Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research, 81*(2), 201–233.

3. Connecticut State Department of Education. (2010). *2010 Common Core of Teaching: Foundational skills.* <https://portal.ct.gov/-/media/CA1519B5964A47DBA11BC29CE99E857E.pdf>.

The probability of being retained after three years was higher for teachers who completed more of the requirements of Connecticut’s TEAM Program in both Opportunity and Non-Opportunity districts, 2012/13–2017/18



Source: Authors’ analysis of 2012/13–2017/18 data from the Connecticut State Department of Education.