

Improving early-career teacher retention in Missouri

Partnership Activities and Outputs

Activities occurring statewide

Ask an Expert project to refine Missouri's first-year teacher survey (summer 2022)

Research study to identify promising mentoring practices in MO for new teachers (2023-2024)

Activities occurring in partner districts

Dissemination infographic shared with district and school leaders within the partner districts (Ritenour and University City) to build understanding of the partnership's aims and the evidence on the importance of mentoring and school leadership for retaining teachers (spring 2023)

TCTS coaching project to build partner district capacity for determining the mentoring and support needs of different groups of teachers in the district (2022-2023 and 2023-2024)

TCTS coaching project to help districts design and implement promising teacher retention practices (2023-2024 and 2024-2025)

Short-term Outcomes

State partners indicate increased:

- Capacity to use first-year teacher survey data to inform decisions about their policies and practices
- Knowledge of the nature, intensity, and perceived usefulness of early career teacher mentoring occurring statewide
- Understanding of mentoring practices related to greater retention of early-career teachers

District partners indicate increased:

Understanding of the importance and evidence that motivates this partnership

- Capacity to use data for assessing how mentoring and support needs differ across groups of teachers and then aligning supports to meet those varying needs
- Understanding of mentoring and support needs that are related to greater retention of early-career teachers in Missouri and partner districts

- Capacity to use research to design and implement evidence-based mentoring and other teacher supports
- Capacity to use data to monitor the implementation of supports aimed at retaining teachers

Medium-term Outcomes

State partners encourage greater adoption of promising mentoring practices, particularly those that are not yet widespread, through the guidance and resources the state provides

- **District partners** implement or expand promising mentoring or other teacher retention practices based on evidence
- **Early-career teachers** in the partner districts are more likely to report experiencing mentoring practices identified as promising
- **Early-career teachers** are more likely to report that the mentoring they receive is beneficial to their professional growth
- **All teachers** report improved perceptions of their working conditions

Long-term Outcomes

Outcomes measured by 2026:

- **Teachers in partner districts** report higher job satisfaction
- **Partner districts** experience an increase in the percentage of new teachers who return to teach in the same district for a second or third year

Outcomes attained after 2026:

- **Partner districts** experience an increase in the percentage of new teachers who return to teach in the same district for a fourth, fifth, or sixth year

Contextual factors

- State-funded teacher retention grant program
- District student demographics
- District staff capacity

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Partnership Activities and Outputs

1. Activities occurring statewide

- a. **Ask an Expert project to refine Missouri's first-year teacher survey (summer 2022)**
- b. **Research study to identify promising mentoring practices in MO for new teachers (2023-2024)**

Short-Term Outcomes

- State partners indicate increased:
 - Capacity to use first-year teacher survey data to inform decisions about their policies and practices
 - Knowledge of the nature, intensity, and perceived usefulness of early career teacher mentoring occurring statewide
 - Understanding of mentoring practices related to greater retention of early-career teachers

Medium-Term Outcomes

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Long-Term Outcomes

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 - Teachers in partner districts report higher job satisfaction
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- Outcomes attained after 2026:
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2. Activities occurring in partner districts

- a. **Dissemination infographic shared with district and school leaders within the partner districts (Ritenour and University City) to build understanding of the partnership's aims and the evidence on the importance of mentoring and school leadership for retaining teachers (spring 2023)**

Short-Term Outcomes

- District partners indicate increased:
 - Understanding of the importance and evidence that motivates this partnership

Medium-Term Outcomes

- District partners implement or expand promising mentoring or other teacher retention practices based on evidence

- Early-career teachers in the partner districts are more likely to report experiencing mentoring practices identified as promising
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Long-Term Outcomes

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b. TCTS coaching project to build partner district capacity for determining the mentoring and support needs of different groups of teachers in the district (2022-2023 and 2023-2024)

Short-Term Outcomes

- District partners indicate increased:
 - Capacity to use data for assessing how mentoring and support needs differ across groups of teachers and then aligning supports to meet those varying needs
 - Understanding of mentoring and support needs that are related to greater retention of early-career teachers in Missouri and partner districts

Medium-Term Outcomes

- District partners implement or expand promising mentoring or other teacher retention practices based on evidence
- Early-career teachers in the partner districts are more likely to report experiencing mentoring practices identified as promising
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c. TCTS coaching project to help districts design and implement promising teacher retention practices (2023-2024 and 2024-2025)

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- District partners indicate increased:
 - Capacity to use research to design and implement evidence-based mentoring and other teacher supports
 - Capacity to use data to monitor the implementation of supports aimed at retaining teachers

Medium-Term Outcomes

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