

# Teacher Induction Programs and Retention: Insight from a Study of Connecticut's Teacher Education and Mentoring Program

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Makoto Hanita, Jessica Bailey, Georgia Bock & Nicole Breslow  
REL Northeast & Islands

Claudine Primack, CT TEAM Program Manager  
CT Department of Education







# Today's Agenda

Welcome & introductions

Overview of Connecticut's TEAM program

Overview of the study and findings

Discussion of implications and practitioner perspective

Facilitated Q&A

Wrap-up & evaluation

# Who Are We?

**REL Northeast & Islands** is one of 10 Regional Educational Laboratories.

We work in partnership with educators and policymakers to develop/use research that improves academic outcomes for students.

What we do:

- Conduct research studies
- Disseminate research findings to those we serve
- Strategically engage with partners to use findings
- Design and deliver technical assistance focused on the use of data and research



# Professional Learning & Development Alliance

The purpose of the Alliance is to support district leaders from the northeast region to make evidence-based decisions regarding the selection, adaptation, scale up, and/or discontinuation of professional development programs and interventions.

# Today's Goals

- Learn about the association between adherence to Connecticut's Teacher Education and Mentoring Program and new teacher retention
- Learn how to measure implementation fidelity for mentoring programs
- Learn about variations that might exist in program adherence

# Today's Presenters



Dr. Makoto Hanita  
Principal  
Investigator/Research  
Scientist  
REL Northeast & Islands



Dr. Jessica Bailey  
Research Scientist  
REL Northeast & Islands



Nicole Breslow  
Professional Learning and  
Development Research  
Alliance Co-Lead  
REL Northeast & Islands



Georgia Bock  
Research Associate  
REL Northeast & Islands



Claudine Primack  
TEAM Program Manager  
CT State Department of  
Education

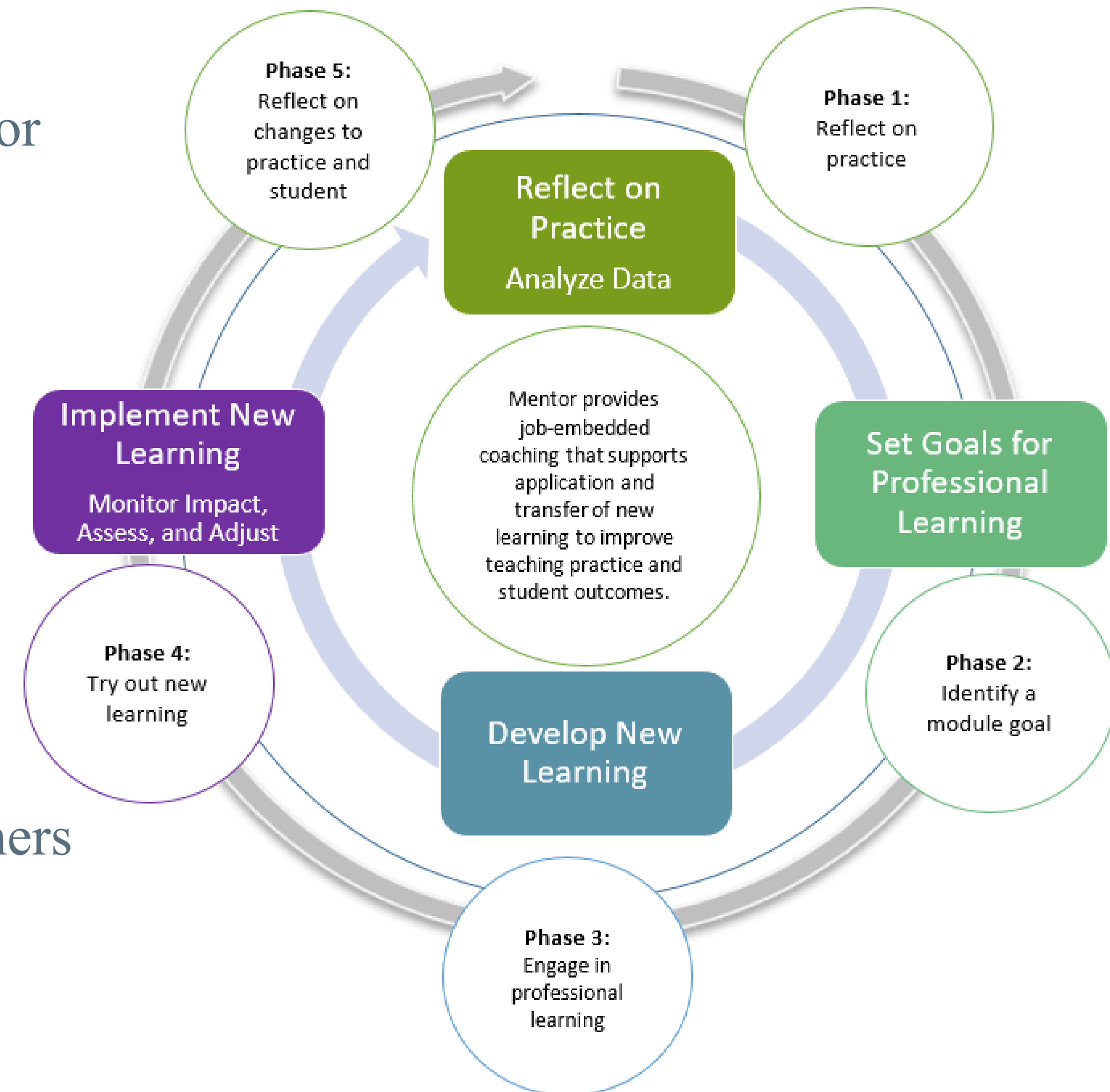


# Overview of Connecticut's Teacher Education and Mentoring (TEAM) Program



# What Is the TEAM Program?

- Legislatively mandated multi-year induction program for all beginning teachers
- Teachers are paired with experienced, trained mentors
- Teachers work with their mentors to create Professional Growth Action Plans that correspond to instructional modules
- Districts assign mentors and are responsible for implementing the TEAM program
- Completion of the TEAM program is required for teachers to advance to the next teacher certification level



# Components of TEAM

- Five instructional modules focused on:
  - Classroom environment, student engagement, and commitment to learning
  - Planning for active learning
  - Instruction for active learning
  - Assessment for learning
  - Professional responsibility
- Mentoring hours
- Reflection papers

# Overview of the Study and its Findings



# Background

- TEAM induction program provides support to new teachers, in part to address teacher turnover
- Interest in fidelity of implementation of TEAM requirements
  - Especially for Alliance and Opportunity Districts (lowest performing districts), where teacher turnover is higher than in higher-performing districts
- Fidelity refers to several dimensions of implementation, including adherence
  - Adherence in this study refers to the extent to which teachers adhered to the program requirements

# Understanding Program Adherence

- Why does program adherence matter?
- Why analyze the association between program adherence and retention?
- Is “adherence” the same as “fidelity of implementation/intervention”?

# Research Question: Program Adherence & Retention



Was there a relationship between **adherence** to the requirements of the TEAM Program and in-district and in-state **retention of teachers** after one year of teaching or after three years?



# Approach

## Methods:

- The study used descriptive statistics and regression analysis
- Examined retention after 1 and 3 years
- Examined six program requirements to assess program adherence

## Sample:

- 7,708 beginning teachers who entered the program between 2012/13 and 2015/16

# Overview of Program Requirements

Program requirement	Description from legislation	Program requirement used to calculate adherence score for the first year of the program	Program requirement used to calculate adherence score for the entire duration of the program
Module completion			
Two modules in the first year	Beginning teachers are required to complete two modules in the first year of the program.	Two modules in the first year	Two modules in the first year
Five modules in two years	Beginning teachers are required to complete five modules by the end of the second year of the program.		Five modules in two years
All five modules in three years <sup>d</sup>	Beginning teachers are required to complete all five modules		All five modules in three years

86% of teachers completed two modules in the first year, and 75% of teachers completed all five modules in two years

# Overview of Program Requirements

Program requirement	Description from legislation	Program requirement used to calculate adherence score for the first year of the program	Program requirement used to calculate adherence score for the entire duration of the program
<b>Teacher–mentor contact hours</b>			
Total of 10 contact hours per module <sup>c</sup>	Beginning teachers are required to have approximately 10 contact hours with a mentor per module for modules 1–4. Teachers are primarily responsible for initiating the contact hours, and mentors are responsible for making themselves available to meet and for documenting the contact hours.	Total of 20 contact hours in the first year	Average of 10 contact hours for modules 1–4

36% of teachers spent an average of 10 contact hours with a mentor per module for modules 1-4



# Overview of Program Requirements

Program requirement	Description from legislation	Program requirement used to calculate adherence score for the first year of the program	Program requirement used to calculate adherence score for the entire duration of the program
<b>Reflection paper submission</b>			
Two reflection papers in the first year	Beginning teachers are required to submit two reflection papers in the first year of the program.	Two reflection papers in the first year	Two reflection papers in the first year
All four reflection papers in two years	Beginning teachers are required to submit all four reflection papers by the end of the second year of the program.		All four reflection papers in two years

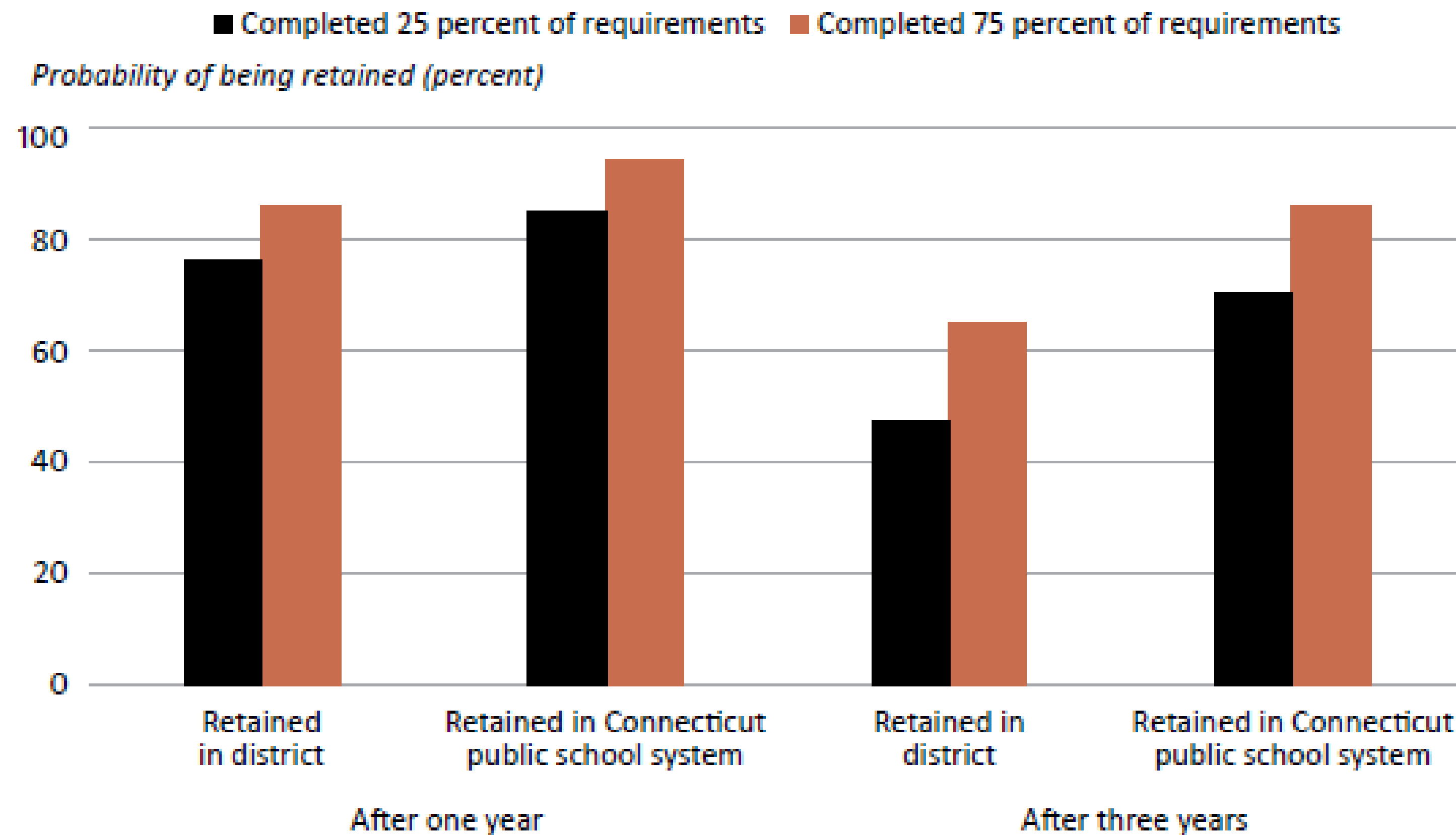
78% of teachers completed two reflection papers in the first year, and 77% completed all four reflection papers in two years

# Program Adherence in this Study

## How did we quantify program adherence?

- We calculated the adherence score for each teacher.
- It is the number of TEAM program requirements to which a teacher adhered, divided by the total number of program requirements.
- The adherence score for year 1 includes three requirements, and the adherence score for the full program includes six requirements.
- The adherence score for a given teacher ranges from 0, meaning the teacher completed none of the requirements, to 1, meaning the teacher completed all the requirements.

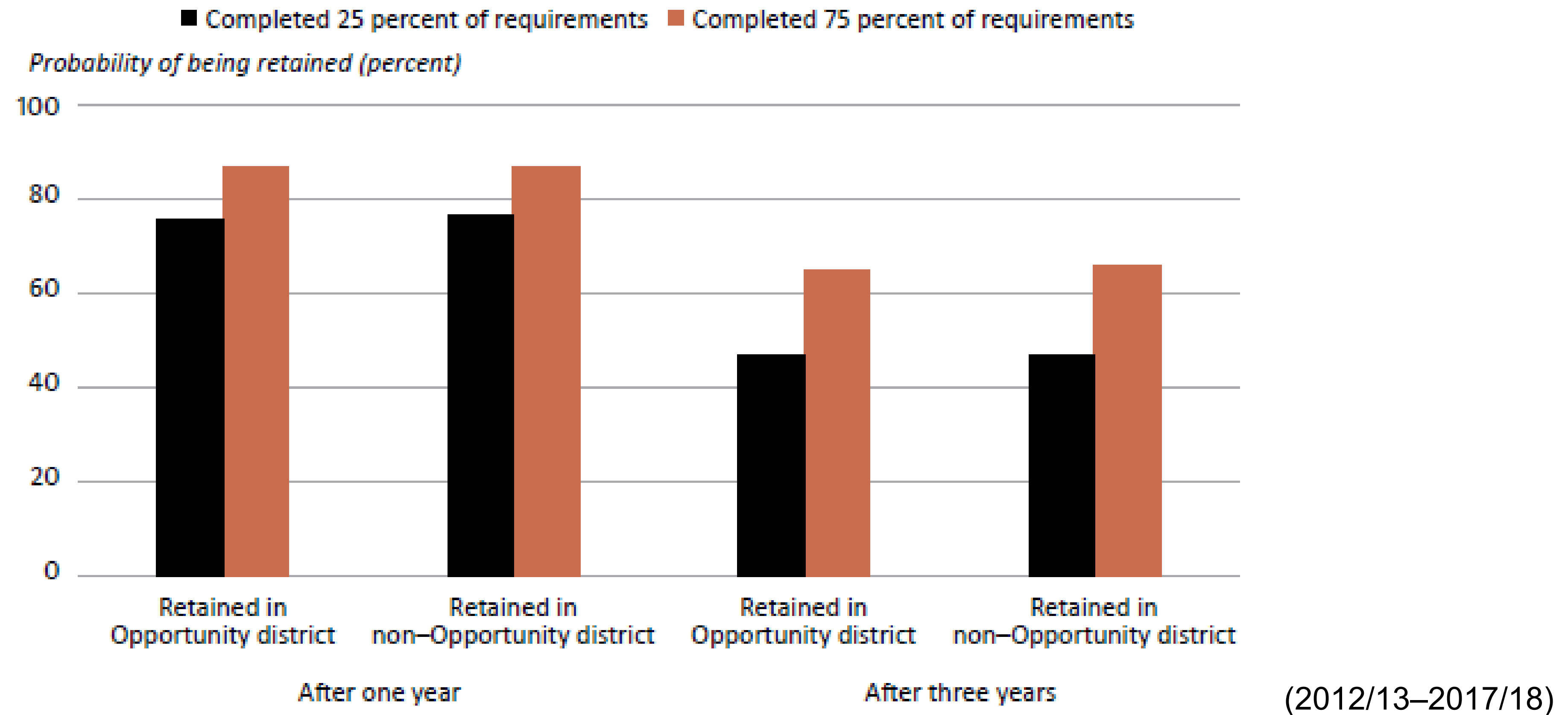
# Teachers who completed more TEAM requirements were more likely to stay in the same district and in the CT public school system after 1 and 3 years of teaching



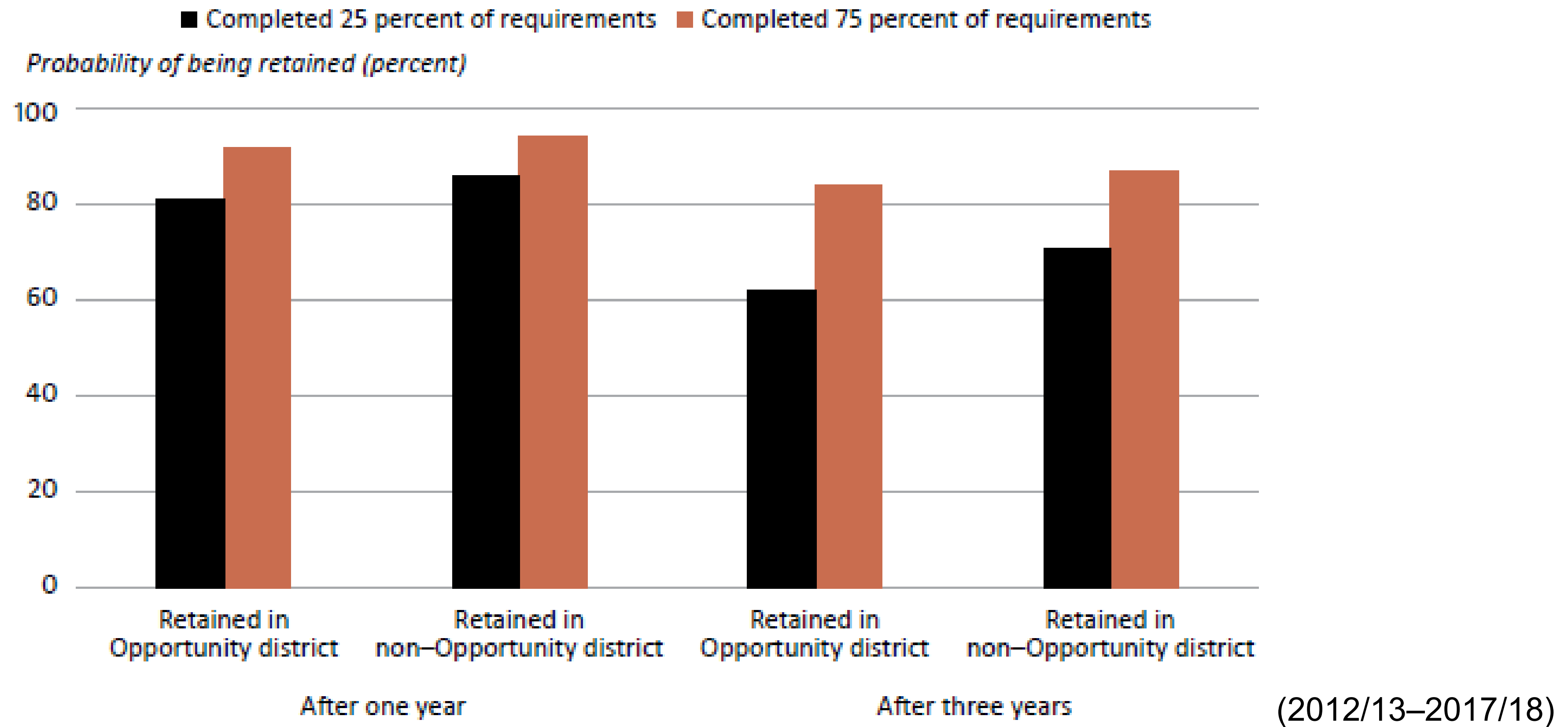
(2012/13–2017/18)



Teachers in both **Opportunity and non-Opportunity districts** who completed more of the TEAM requirements were more likely to stay in the **same district** after 1 and 3 years of teaching



# Teachers in both **Opportunity and non-Opportunity districts** who completed more of the TEAM requirements were more likely to stay in the **CT public school system** after 1 and 3 years of teaching



# Additional Key Findings

- Program adherence was higher for module completion and reflection paper submission than for teacher–mentor contact hours.
- Adherence to program requirements was higher for teachers in preschool/elementary schools than for teachers in secondary schools.
- Teachers in Alliance districts had higher completion of the program requirements related to teacher–mentor contact hours and related to module completion than teachers in non-Alliance districts.



# Study Implications

# Participation in Mentoring Programs May Increase Teacher Retention

Other states and districts implementing (or planning to implement) teacher induction programs might consider:

- Exploring how participation in induction programs is related to teacher retention
- Examining program adherence to understand areas for improvement
- Examining variation in program adherence to understand which schools or districts might need added support
- Using this study's methods as an example to develop adherence measures for their programs

# How Will Connecticut Use the Results of the Study?

- Discuss findings with CT Department of Education Leadership, TEAM District Facilitators, and members of CASPA (Connecticut Association of School Personnel Administrators)
- Collaborate with the Turnaround Office to show the benefits of TEAM in Alliance/Priority districts and determine supports that may be beneficial for all lower-performing districts
  - Further investigate link between completing requirements and teacher retention
  - Determine which modules were most useful to teachers
  - Better understand time and resource constraints of teachers in Opportunity districts

# How Will Connecticut Use the Results of the Study?

- Investigate which aspects of the elementary setting might lead to a stronger program adherence
- Re-evaluate adherence to mentor hour requirement
  - Are mentors accurately recording contact hours? How does mentoring support teacher success?
- Use the findings to raise awareness around the importance of induction and the need to bring additional funding and resources to the TEAM program



# Considerations for Measuring Program Adherence

# Why Measure Program Adherence?

- When research finds a lack of program impact (or only a small impact), there is a danger of concluding that the program does not work. However, lack of impact may be the result of low adherence, while the program itself has real potential. Without knowing the level of program adherence, there is no way to know which might be the case.
- Measuring program adherence helps one identify which teachers, schools, or districts may need assistance in improving program implementation.

# How to Measure Program Adherence

- List all program requirements—in this study, they were found in the program manual.
- Calculate adherence score—in this study, each program requirement was given a score of 1 (met by teacher) or 0 (not met by teacher). The adherence score was calculated as the total of this score divided by the number of requirements.
- Considerations—in this study, each program requirement was given equal weight. However, if certain requirements are considered more important than others, they could be weighted heavier in the calculation of adherence score.

# Challenges in Measuring Program Adherence

Possible challenges in measuring adherence

- Missing information
- Measuring program adherence before program completion

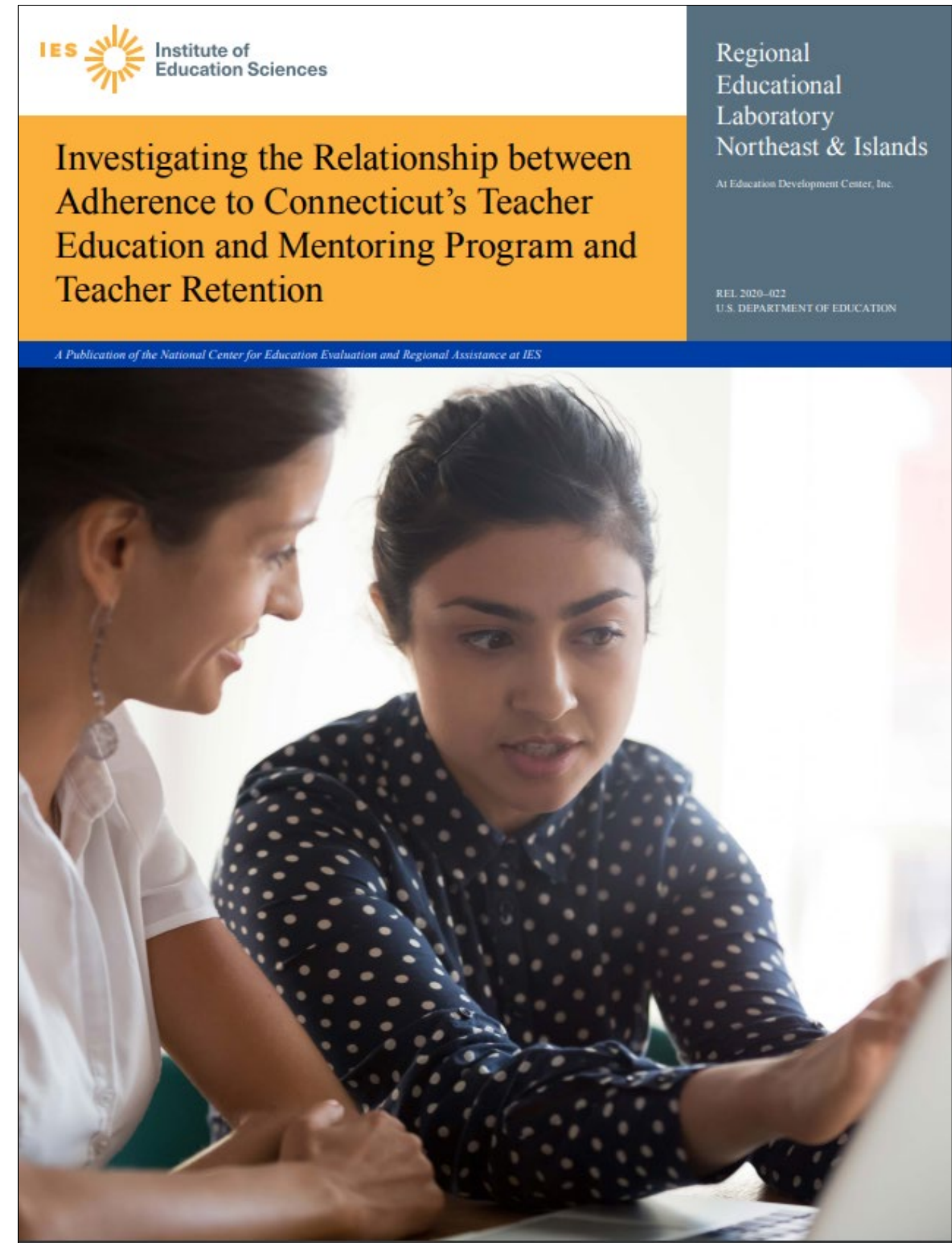


# For More Information About the Study

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

This page includes:

- Full report
- Study brief
- Snapshot
- Appendices





# Questions & Answers

Please enter any questions for the presenters into the chat.



Thank you!

# We Listen to You!

Your feedback is essential to our work.  
Please [take our survey](#) to help us improve.



# To Contact Today's Presenters

Makoto Hanita: [MHanita@edc.org](mailto:MHanita@edc.org)

Jessica Bailey: [JBailey@edc.org](mailto:JBailey@edc.org)

Nicole Breslow: [NBreslow@edc.org](mailto:NBreslow@edc.org)

Georgia Bock: [GBock@edc.org](mailto:GBock@edc.org)

Claudine Primack: [Claudine.Primack@ct.gov](mailto:Claudine.Primack@ct.gov)

[ies.ed.gov/ncee/edlabs/regions/northeast](https://ies.ed.gov/ncee/edlabs/regions/northeast)



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