

Strategies to support new teachers in Louisiana

Understanding evidence-based strategies for supporting new teachers can help school and district leaders identify programs that will support the newest members of their team and keep them in the profession. Through the Supporting Early Career and Aspiring Teachers (SECAT) partnership, Regional Educational Laboratory (REL) Southwest is supporting the Louisiana Department of Education (LDOE) and other state and local education agencies to use evidence to improve the recruitment, preparation, and retention of new teachers.



New Teacher Experience Program

In the 2022/23 school year, the Louisiana Department of Education launched the New Teacher Experience, a comprehensive induction program to support and retain early career teachers. The program draws from evidence-based practices and seeks to address the state's priority to retain new teachers. Over half of Louisiana public school teachers who leave the profession do so within the first 10 years of teaching.¹ The New Teacher Experience has four core components:

Professional Learning Modules

Throughout the school year, new teachers complete asynchronous learning modules focused on topics critical for new teacher success. The modules take about three hours to complete, and include in-person follow-up sessions every other month. Topics include:

1. Classroom management
2. Standards and curriculum
3. Literacy for 21st century learners
4. Data literacy
5. Family/community engagement



Mentoring

Schools are encouraged to assign a school-based mentor to each new teacher. A mentor teacher is a classroom teacher with more than three years of teaching experience who embodies skills necessary to support their new colleagues. Mentor teachers also receive training throughout the year. The New Teacher Experience [guidance document](#) provides school systems with information on how to implement a comprehensive new teacher support program.



Affinity Groups

New teachers have the option to join an affinity group. The goal of affinity groups is to connect new teachers through a common purpose or interest (e.g., teachers of students with disabilities, second grade teachers) and develop an inclusive environment where new teachers can collaborate and build a network of support.



New Teacher of the Year

LDOE recognizes exceptional educators through the Teacher and Principal of the Year award programs. Now, the outstanding contributions of first-year classroom teachers will be recognized in the [New Teacher of the Year](#) award program. New teachers must have less than one year of full-time teaching experience when applying for the award and they must be a full-time teacher at a publicly funded school in Louisiana.



Promising strategies for supporting new teachers

State and local leaders can support novice teachers by understanding which strategies work best for supporting their schools and retaining school staff.



Provide comprehensive and systematic induction supports

Induction refers to the overall process by which teachers adapt to a new workplace culture. The induction supports provided by a school or district may include a combination of orientation sessions, professional development trainings, mentoring, classroom observations and feedback, and professional learning communities or networks. New teachers who receive strong mentorship and supports focused on individual, classroom, and school factors say they are more likely to remain in the same school than their peers who receive average induction supports.ⁱⁱ Other studies have found that teachers receiving multiple induction supports are more likely to remain in their schools and the profession.ⁱⁱⁱ When teachers are well supported and remain in their schools, their teaching practice improves and student learning outcomes improve.^{iv}



Utilize high-quality mentors

Building mentor-mentee relationships among school staff can offer new teachers many benefits. Research indicates that successful mentoring programs involve the selection of mentors with substantial grade level and subject area expertise, the provision of high-quality training and guidance for mentors to build their knowledge and coaching skills, and the allotment of time for observation and learning.^v A quasi-experimental study found that new teachers who received mentoring showed more improvement in their teaching practice from fall to spring than new teachers who did not receive mentoring.^{vi}

ⁱ Louisiana Department of Education. (2020). *100 day report*. <https://www.louisianabelieves.com/docs/default-source/louisiana-believes/100-day-report.pdf>

ⁱⁱ Kapadia, K., Coca, V., & Easton, J. Q. (2007). *Keeping new teachers: A first look at the influences of induction in the Chicago Public Schools*. Consortium on Chicago School Research, University of Chicago. <https://eric.ed.gov/?id=ED498332>

ⁱⁱⁱ Kang, S., & Berliner, D. C. (2012). Characteristics of teacher induction programs and turnover rates of beginning teachers. *The Teacher Educator*, 47(4), 268–282. <https://eric.ed.gov/?id=EJ980746>; Ronfeldt, M., & McQueen, K. (2017). Does new teacher induction really improve retention? *Journal of Teacher Education*, 68(4), 394–410. <https://eric.ed.gov/?id=EJ1151172>

^{iv} Kapadia, K., Coca, V., & Easton, J. Q. (2007). *Keeping new teachers: A first look at the influences of induction in the Chicago Public Schools*. Consortium on Chicago School Research, University of Chicago. <https://eric.ed.gov/?id=ED498332>; Stanulis, R. N., & Floden, R. E. (2009). Intensive mentoring as a way to help beginning teachers develop balanced instruction. *Journal of Teacher Education*, 60, 112–122. <https://eric.ed.gov/?id=EJ829180>; Glazer, S., Isenberg, E., Dolfin, S., Bleeker, M., Johnson, A., Grider, M., & Jacobus, M. (2010). *Impacts of comprehensive teacher induction: Final results from a randomized controlled study* (NCEE 2010-4027). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <https://eric.ed.gov/?id=ED565837>; Schmidt, R., Young, V., Cassidy, L., Wang, H., & Laguarda, K. (2017). *Impact of the New Teacher Center's new teacher induction model on teachers and students*. SRI International. https://www.sri.com/wp-content/uploads/2021/12/ntc_i3_validation_eval_brief.pdf; SRI Education. (2018). *Evaluation of the New Teacher Center (NTC) i3 scale-up grant: Cohort 1 preliminary teacher and student impact*. <https://www.sri.com/wp-content/uploads/2021/12/Preliminary-Cohort-1-Achievement-and-Observation-Results-EVALUATION-UPDATE.pdf>; Coggs, J., Mizrav, E., & Lachlan-Hache, L. (2019). *Evidence-based practices to support equity: A snapshot on mentoring and induction*. Center on Great Teachers and Leaders at American Institutes for Research. <https://eric.ed.gov/?id=ED597293>

^v Goldrick, L. (2016). *Support from the start: A 50 state review of policies on new educator induction and mentoring*. New Teacher Center; Martin, K. L., Buelow, S. M., & Hoffman, J. T. (2016). New teacher induction: Support that impacts beginning middle-level educators. *Middle School Journal*, 47(1), 4–12. <https://eric.ed.gov/?id=EJ1130841>; Goldhaber, D., Krieg, J., & Theobald, R. (2020). Effective like me? Does having a more productive mentor improve mentees? *Labour Economics*, 63, 101792. <https://eric.ed.gov/?id=ED618755>; National Institute for Excellence in Teaching. (2021). Why new teacher mentoring falls short, and how to fix it: Findings from Louisiana and Texas mentor programs. <https://eric.ed.gov/?id=ED617431>

^{vi} Stanulis, R., & Floden, R. (2009). Intensive mentoring as a way to help beginning teachers develop balanced instruction. *Journal of Teacher Education*, 60(2), 112–122. <https://eric.ed.gov/?id=EJ829180>



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