

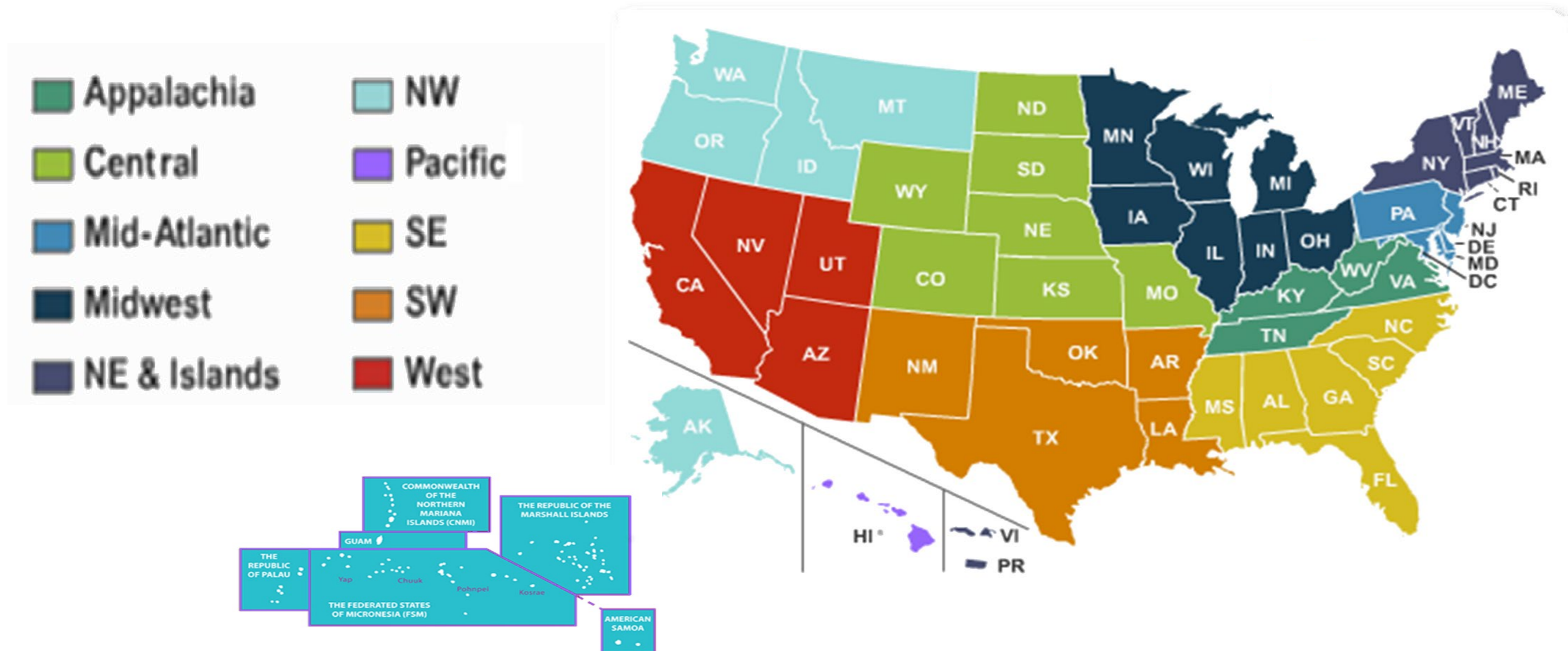
Utah Early Career Teacher Retention (U-ECTR) Partnership PLC Meeting 5: Evidence-Based Mentoring

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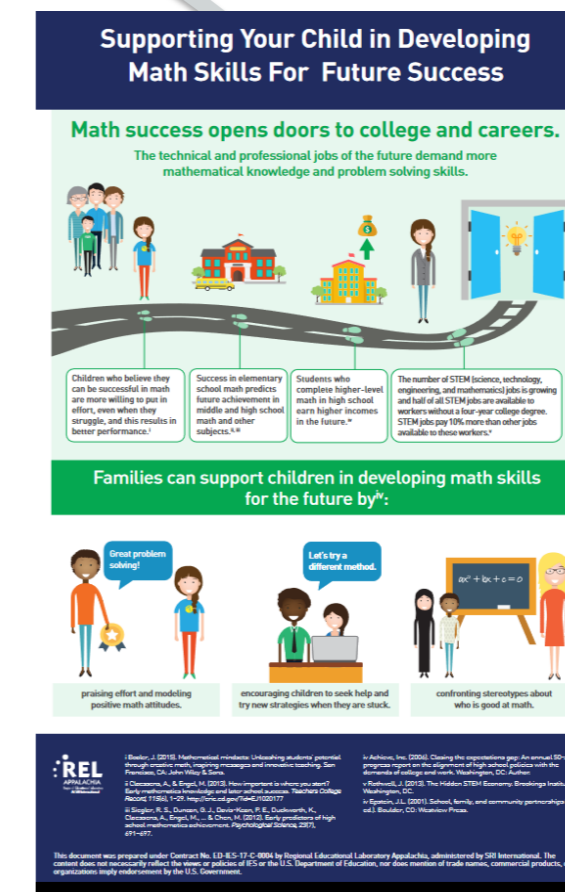
February 6, 2024

Ten RELs work in partnership with LEAs, SEAs, and others to use data and research to improve academic outcomes for students

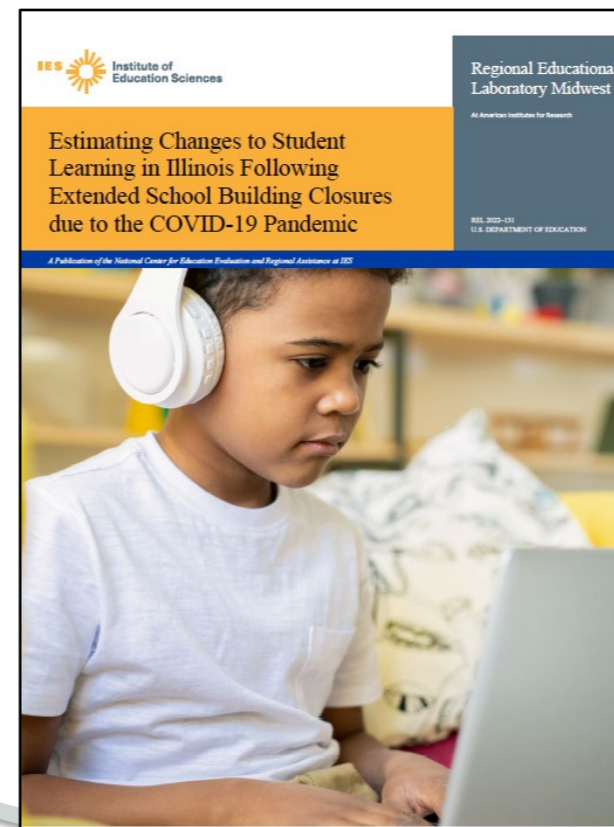


REL West works with partners through three main activities

Dissemination



Applied Research



Slide source: IES

Training, Coaching, and Technical Support



Who is part of the Partnership PLC, and why?



PLC composition:

- Utah School Districts (HR, C&I, etc.)
- USBE Teaching and Learning
- REL West

PLC goal: Understand and address the root causes of early career teacher attrition

Reintroductions: Name, LEA, role, and...

What's the first thing that comes to mind when you think about early career teachers?

Objectives

- Learn about the information collected from recent local Stay Interviews with early career teachers;
- Better understand the policy environment, evidence base, and variation in local practices surrounding the mentoring of early career teachers across Utah;
- Brainstorm potential applied research with REL West/USBE in 2024.

Agenda

- ✓ Welcome and objectives
- Updates on local Stay Interviews with teachers
- Legislative updates and USBE leadership
- Teacher mentoring research and practice
- Discuss partnership research ideas and prepare for next meetings

Updates: Stay Interviews with teachers

Group discussion of ongoing Stay Interview efforts

Several participating district leaders conducted semi-structured stay interviews with local early career teachers in November/December

- Cache (n=37)
- Canyons (n=22)
- Logan (n=19)
- Ogden (n=60+)

Themes/lessons learned? Stay tuned for 2 weeks



State legislative and USBE leadership updates

Legislative action and teacher leadership

- Current state legislative action on teaching conditions
- Utah state policy and guidance on teacher leadership and mentoring in the pre- and in-service career periods



**Utah State
Board of
Education**

Teacher mentoring research and practice

Teacher mentoring in Utah

- A teacher mentor is an educator with a professional license (R277-301) who is “trained to advise, coach, consult, and guide the development of a new educator” (R277-308)
- USBE emphasizes that a mentor’s roles and competencies include serving as an *advocate*, *colleague*, *confidant*, *facilitator*, *friend*, and *model*

Source: Utah State Board of Education, 2021

MENTOR ROLES AND COMPETENCIES

THE IDEAL MENTOR IS...

An ADVOCATE who:	A COLLEAGUE who:	A CONFIDANT who:
<ul style="list-style-type: none"> ▶ empowers the voice, needs, and perspective of beginning educators, ▶ encourages and supports beginning educators in assuming control of their professional destinies, ▶ establishes the needs of beginning educators as a top priority, ▶ supports beginning educators in accessing needed resources, and ▶ supports beginning educators in connecting with parents, educators, and other professionals. 	<ul style="list-style-type: none"> ▶ acts in a professional capacity as a liaison between the beginning educator and the school and/or district, ▶ is knowledgeable about and able to facilitate beginning educators' understanding and ability to use effective curricular planning strategies, ▶ is knowledgeable about and connects beginning educators with available professional learning opportunities, ▶ is knowledgeable about and guides beginning educators' use of both formative and summative assessments as tools to inform and drive student learning, ▶ is knowledgeable about and promotes beginning educators' development of strategies for meeting the instructional needs of all learners, ▶ is knowledgeable about and supports beginning educators' development of questioning strategies that promote higher order thinking in students, ▶ is knowledgeable about and supports beginning educators in developing sustainable classroom management strategies, ▶ is knowledgeable about pedagogy and cooperatively engages beginning educators in identifying and capitalizing on their pedagogical individualities, and ▶ knows where and how to access Utah's Core Standards. 	<ul style="list-style-type: none"> ▶ actively listens to beginning educator concerns, ▶ provides appropriate and timely guidance for addressing beginning educators' concerns, and ▶ respects the confidentiality of all mentor-mentee interactions.






Research summary

Research has identified certain mentoring program design features correlate with improved retention among beginning teachers, including:

- Matching: Having a mentor experienced in the same subject and grade span (Ingersoll & Strong, 2011)
- Program intensity (dosage): Additional mentoring sessions/time (Bastian & Marks, 2017; Smith & Ingersoll, 2004); a recent REL study suggested at least 4 hours a month (Caven et al., 2021)
- Structure/content: Observation (mentor of mentee and mentee of mentor) followed by feedback discussions (Long et al., 2012); focus on lesson and unit planning (Caven et al., 2021)

USBE Teacher Mentoring Endorsement

Includes six competency areas (with training modules)

1. Foundations of Mentoring
2. Understanding and Building the Mentoring Relationship
3. Effective Communication
4. Facilitating Beginning Teachers' Growth
5. Ongoing Growth as a Professional
6. Ongoing Growth as a Mentor



Discussion questions

- 1. How do you recruit, assign/match, and compensate (if at all) your local teacher mentors? How structured is the intensity (dosage) and content of your local mentoring?*
- 2. To what extent do you rely on resources from the state or from higher education to support your local teacher mentoring?*
- 3. How connected/similar is the (pre-service) mentoring provided to your local student teachers to the mentoring provided to your early career (in-service) teachers?*



Shared research ideas and next steps

Is there a particular policy, strategy, or program that is being implemented across district(s) to address the root causes of local teacher attrition that this U-ECTR research partnership should plan to study in 2024?

- *If so, what are some key next steps and timelines?*



Attendance

Please use this QR code to document your participation in this meeting.

Thank you!



References

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Thank you!

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