LOP Institute Outline: Supporting and Retaining New Educators for Student Achievement

Primary Target: 50 Local presidents (aim for state or regional clusters)

Secondary Target: Each president will support the learning of at least 10 early career educators

Description & Rationale:

Teacher turnover is an important issue that has serious implications on the quality and stability of the education profession and the achievement of our students. When early career educators leave the profession, districts encounter tremendous economic turnover costs that could be $20,000 or more for teachers exiting an urban district (Learning Policy Institute, 2017). In the meantime, schools often resort to back-filling vacancies with out-of-field teachers or substitute teachers, canceling program offerings, or creating larger classes. Each of these options negatively impacts student achievement.

This institute is designed to provide local leaders with the knowledge and skills necessary to support and retain early career educators who have a deep understanding of diversity, equity, and cultural competence and are committed to the ultimate goal of advancing achievement of ALL students. The year-long institute includes pre-Summit learning experiences, Summit workshops, and post-Summit learning experiences. The institute culminates with the implementation of a locally co-developed action plan (to include input from early career educators and the local affiliate) that supports and helps to retain early career educators.

Learning Outcomes:

- To understand the impact and equity implications of early career teacher turnover on student achievement
- To understand the national and local issues that contribute to the attrition rate of early career teachers
- To analyze national and local data on turnover of early career teachers
- To implement a co-designed action plan (using input from early career educators and local affiliates) that supports early career teachers and increases retention rates

NEA Leadership Competencies:

- **Builds capacity for continual improvement and learning for social and racial justice in education**
  - Level 1: Foundational –
    - Understands the value of continuous improvement and learning in building and engaging diverse professions
- **Advocates for socially and racially just policies and strategies that positively impact our professions and the learning of ALL students**
  - Level 1: Foundational –
    - Understand the social and racial implications of policies and strategies on our professions and the learning of All students

Target Audience: Local Presidents with a special focus on targeting NCUEA
Timeline & Description:

1. Reconvene with GPS Sr. Director and Directors
2. Identify GPS Planning Team (RES, TQ, EPP - focus is on early career educators)
3. Establish meeting schedule
4. Develop a work plan for specific deliverables and leads
   a. Pre-Summit assignments - Lead
   b. Three summit break-out sessions - Lead
   c. Three post-summit contacts - Lead
5. Develop metrics – RES leads

Pre-Assignment:

Read LPI Research Brief: Teacher Turnover: Why It Matters and What Can We Do About It

Gather district data on “Early Career Educators” (fewer than 5 years of experience)

What does it show? (e.g. demographics, placement sites, field of experience, etc.)

Session 1 (90 min): WHY

- Why does supporting early career educators matter?
- Share teacher turn-over data from research including: R. Ingersoll, Learning Policy Institute, and NEA
- Why is this issue important to your local, state, and NEA?
- What strategies are used by your district to support retention? Evidence of impact

Session 2 (90 min): Early Career Experiences

- Panel: 2 people (2 early career educators) - 20 minute panel
- Share NEA’s RES data on self-identified needs of early career educators
- Individually list top 5 issues – share with partner to compile a list of the top five issues
- Chart the issues, signal common or duplicated issues by using a check mark
- Thematize the issues
- Identify possible projects
- Share NEA’s professional supports as possible solutions
- Parting Consideration – What is the local affiliate doing or what can the local affiliate do to address the top three issues?

Session 3 (90 min): Action Planning

- Develop an Action Plan using the enclosed* template to address issue a priority issue (not determined)
- Include timeline, key personnel (model the process that is expected to be done at the local level)
• Share plan with larger group for feedback
• Refine action plan

Post Summit – Touch # 1  MAY 2018
• Local Presidents meet with 10 local Early Career Educators – brainstorm top 5 issues
• Identify 1-2 possible projects
• Meet with Executive Board, share findings
• What did the Executive Board learn? What type of support can they offer?

Post Summit – Touch # 2  SEPT/OCT 2018
• Develop action plan in consultation with the Early Career Educators (can be done over the summer)
• In conjunction with the Early Career Educators, present Action Plan at Affiliate’s Summer Retreat/Meeting
• Solicit feedback

Post Summit – Touch # 3  Nov 2018/ Jan 2019
• Revision of action plan
• Address potential challenges
• Identifying actions/resources that can be leveraged in order to support and help to retain early career educators
• Implementation and monitoring of action plan
• Evidence of Impact/Evidence of Learning (Presidents & Early Career Educators)

Optional: Micro-credential for Supportive Coaching of Early Educators (Presidents)

: Micro-credential for culturally responsive teaching (Early Career Educators)