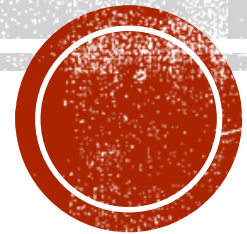


I'M A 1ST YEAR TEACHER – HERE'S WHAT I CARE ABOUT...

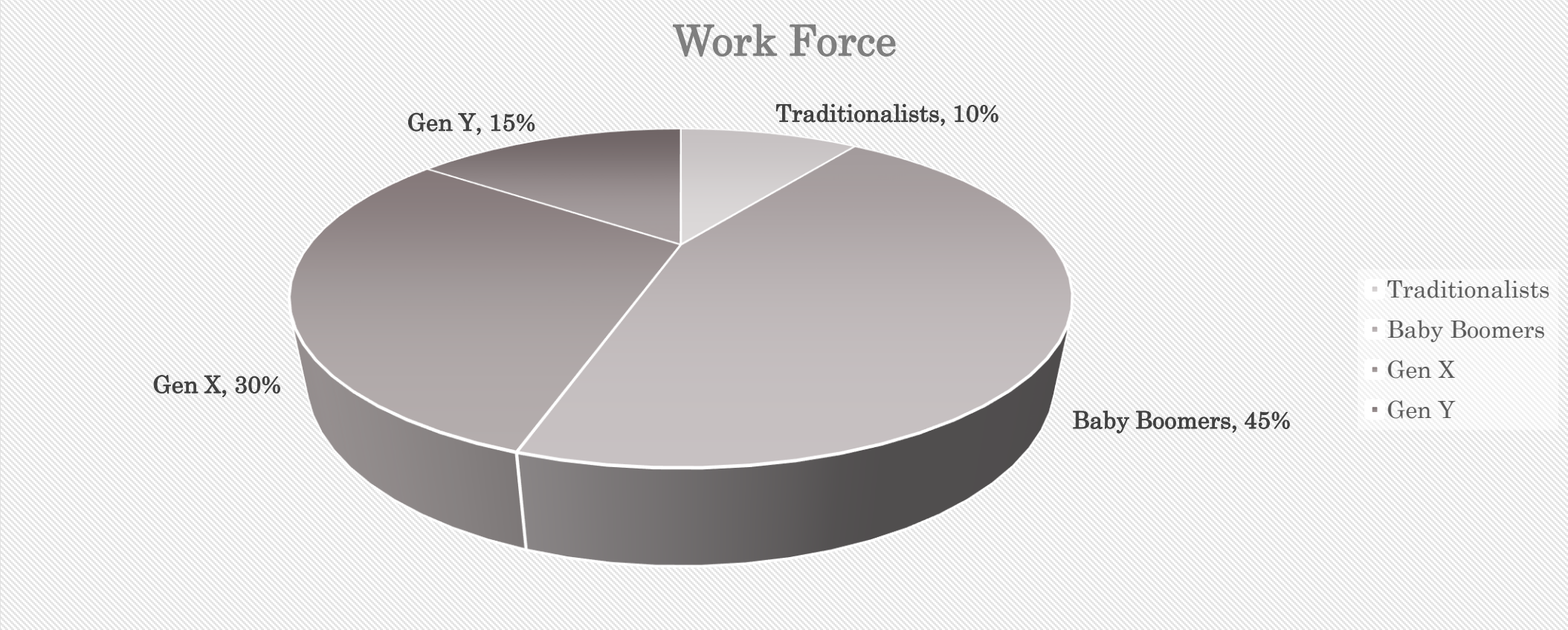
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WHO MAKES UP TODAY'S WORK FORCE?



WHO ARE THESE NEW TEACHERS?

- Born after 1981
- Self-directed
- Innovative
- Eager to participate in decision-making
- Motivated to effect the greater good
- Favor inclusive style of management
- Desire immediate feedback
- Socially conscious
- Global in thought



ATTRITION AMONGST GEN Y

- 14% of new teachers leave by the end of 1st year
- 33% of teachers leave within 3 years
- 59% of teachers leave by the end of the 5th year (Wieblke & Bardin, 2009)

Cost Break-Down of 1st year Mentoring and Induction Program

Number of Mentors	20
Number of Mentees	43
Mentor Pay (\$5,707/mentor)	\$114,140
Mentor Pay for New Teacher Week (\$35/hour * 6 hours * 5 days * 20)	\$21,000
½ Day Sub Pay for Mentors and Mentees at \$100/day	\$28,350
Guest Speakers	\$5000
TOTAL COST	\$168,490



WHAT DOES THE DATA SAY?

Frequency of Interaction with Coach, Mentor, or Master Teacher

Several times a week	38.1%
Once a week	28.8%
Once a month	14.7%
Once every couple months	7.9%
I did not have a coach or mentor	10.5%
Total	100%



MORE DATA

- Illinois Professional Teaching Standards – more than 80% of respondents answered either mostly or completely for all standards.
- Value-added questions:
 - Access to school or district expense for PD
 - Common planning time
 - Supportive communication with supervisor



ANALYZING THE DATA

- **ANOVA:** used to determine what effect, if any, the coaches, mentors, and/or master teachers had on 1st year teachers understanding of Professional Teaching Standards.
- **Factor Analysis:** used to identify factors that explain common variance amongst variables. Statistical method of grouping together to measure a common construct.
- **Linear Regression:** this was used to determine if there was a correlation between the effectiveness of mentors and coaches and the three factors and the number of years teachers planned to stay in the field.



RESULTS

- **ANOVA:** No effect.
- **Factor Analysis:** The three main themes that emerged –
 1. Collaboration
 2. Meeting student needs through providing appropriate instruction
 3. Additional access to support
- **Linear Regression:** If teachers are exposed to the three factors, they will remain in the profession for a longer time.



SUGGESTIONS

- Residency Program:
 - “Residency is the difference between being a medical school graduate and a doctor.”
 - Multiple supervisors
 - Cohort model
 - Develop self-confidence, collection of materials, experience
 - Competence
 - Embraced by veterans who can share knowledge



MORE SUGGESTIONS

- Retired Teacher-led Mentor Cohort
 - Contract successful retired teachers
 - Cohort Model
 - Doesn't have to be content-specific – focus on emotional support
 - Competence of veterans
 - Embraced by veterans who can share knowledge
 - Cost-effective



HOW DO WE GET THE \$\$

- Revise current Mentoring Program – Evaluate honestly the program
- Apply Academic Return on Investment (A-ROI) model to ALL programs
- Use veteran/retired teachers as on-site substitutes
- Retired Teacher-led Mentor Cohort
- Title I and IIA funds



CONCLUSION

- Develop teachers through collaboration
- Allow release time for new teachers to observe veteran teachers
- Full-time mentors available for mentees
- Use of technology to build a new teacher community with teachers around the state, country, and world
- Capitalize on what Generation Y brings to the table and what they crave
- Provide emotional support and feedback as well as instructional.



QUESTIONS? COMMENTS?

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