

New Teacher Induction and Support



How can we keep new teachers in classrooms?

The Challenge

Research from Linda Darling-Hammond suggests that urban districts lose 12.5% of new teachers annually, 30% in three years, and 46% in five years. Teachers that don't feel supported leave education and pursue other career options. The high incidence of new teachers leaving classrooms has a profound impact on districts and subsequently on students. According to the National Commission on Teaching & America's Future (NCTAF) calculator, districts spend between \$13,000 and \$20,000 for each new teacher they hire on recruiting costs, hiring incentives, administrative processing, induction, and professional development. When a teacher leaves, this investment is lost, and the district has to spend the money all over again. Enhancing existing teacher induction programs and improving teacher support in the first five years would save districts millions of dollars.

Help for New Teachers

The online course Survival Strategies for New Teachers is ideally suited for teachers in their first three years of teaching. It introduces a common language and exemplars for both teachers and mentors in helping teachers acclimate to effective instructional practices. It provides new teachers with specific strategies and tools that enable them to navigate the school environment, manage a classroom, work with parents, build positive student relationships, and establish a professional growth plan. The instructional design is engaging and includes videos, reading, graded assignments, and virtual coaching.

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The cost of losing teachers also impacts kids. Teachers get better over time as they learn and refine their instructional practice and classroom management skills. High teacher turnover creates disruption for students. When students receive instruction from rookie teachers, substitutes that fill vacant positions, or teachers that are not prepared to teach, learning is sub-optimal, graduation rates suffer, and students don't reach their potential.



Are New Teachers Ready?

New teachers report feeling unprepared to teach, unprepared to teach English language learners, and ill-equipped with the skills to manage student behavior, differentiate instruction, work with families, integrate technology, and use assessment results to inform their instructional practices.

Like most young professionals making the transition from college into their first job, new teachers studied concepts about teaching, learning skills out of context with limited opportunities to practice them in a real-world setting. First-year teachers are not well prepared for the classroom. Typical teacher induction programs—workshops, mentors, training requirements—are not sufficient. New teachers need more support.

The Solution

Public Consulting Group (PCG) can help your district expand induction programs to include robust and differentiated strategies to retain new and struggling teachers. Let us help you incorporate video examples, social collaboration, resource libraries, and additional coaching support. PCG's approach enhances district infrastructure to support new teacher growth and development using technology and content. Our program offers deep, job-embedded exploration and reflection on topics including:

-  **Classroom management**
-  **Differentiated instruction**
-  **Blended learning**
-  **Data use and assessment**
-  **English Language Learners**

PCG can help you spend less and save more with a model that builds sustainable capacity and focuses on retainment instead of replacement.

The virtual community facilitates sharing best practices among teachers and mentors. It provides a common framework for addressing the largest challenges teachers face and provides a platform to support teachers as they wrestle with key concepts in their classroom practice. The online collaborative platform can help build accountability and structure for coaches and teachers with access to resources 24 hours a day. Teachers can access online resources 24/7. PCG can help you review your retention metrics, understand why people are leaving the district, and how to keep them.

“The reason I am the teacher I am was not me alone; it was working with my colleagues, working with my administrators... They’ve had such a big impact on me as a teacher.”

- Christie Megura, jr. high, world history teacher

Would you like to reduce teacher turnover in your district by 30%?

Whether your district is struggling to support new teachers mid-year or at the beginning of the year with a new set of fresh recruits, Public Consulting Group (PCG) can help transform your existing induction program and support infrastructure to retain teachers and improve student outcomes.

“What I learned in school didn’t really apply to what I was doing in the classroom with students.”

-Jason Hungerford, 3rd grade ELA teacher



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Fairfax County, Virginia, where she is an active speaker and consultant. She is the bestselling author of *The First-Year Teacher’s Survival Guide*, *Discipline Survival Guide for the Secondary Teacher*, and *The First-Year Teacher’s Checklist*.

To learn more about how your district can support and retain new teachers, contact us today at EducatorEd@pcgus.com.

