


**MENTORING BEGINNING  
TEACHERS TO PROMOTE HIGHER  
STUDENT ACHIEVEMENT AND  
RETENTION RATES**

# MCS CURRENT SUPPORT FOR BEGINNING TEACHERS:

- Part-time mentor support for all lateral entry teachers (grant through UNCP)
  - QTL training for all first year teachers (six days of staff development)
  - Lead mentors or instructional facilitators in each building to lead your mentor programs
  - Volunteer mentors at some sites
  - Ongoing staff development and active PLCs
  - Monthly beginning teacher meetings in your building
  - Quarterly district wide beginning teacher meetings
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# MCS TEACHER TURNOVER RATES

2011-2012 – 11%

2012-2013 – 17%

2013-2014 – 16%

2015-2016 – ???



# WHICH TEACHERS ARE LEAVING?

- Over 60% of our classroom teachers qualified for the \$5,000 bonus that was proposed this past year.
- Which group of teachers are exiting the quickest?




# FIRST IMPRESSIONS

- Research shows that the quality of a teacher's first year experience is more important to teacher retention than the first year teacher's prior academic performance or the adequacy of the teacher education program they attended.
- Current research shows that the role of the principal and the relationship they build with new teachers is one of the most important factors in teacher retention.
- What grade would you give your support program in your building?



# MENTORING FACTS FOR REVIEW:

- New teachers state that lack of support and training is the main reason for leaving the profession..... not money.
  - Classroom management and effective instructional strategies are essential to the success of any teacher and especially a first year teacher.
  - New teachers need help with personal and emotional development.
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- Mentors must have a passion for supporting new teachers.
- Mentors need to be friends and helpers not self-proclaimed experts.
- Mentors have to convey unwritten cultural expectations.
- Peer coaching and open communication is essential to a positive mentor-mentee relationship.



# TABLE TALK


“Mentor-Mentee relationships that encourage interpretation and enactment of standards and teaching practices in context strengthen professional accountability.”

- Turn and discuss this with someone at your table.  
What does this quote mean?





# WHAT DO GOOD MENTOR SUPPORT PROGRAMS PROVIDE?

1. Basic organizational information
  2. Peer Support Groups
  3. Quality staff development
  4. Veteran teacher observations
  5. Time to facilitate effective communication among peers
  6. Clear roles and expectations are communicated
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# **STRONG MENTOR PROGRAMS**

7. Set times for collaboration between mentors and mentees
8. A system of support and outlets for them
9. Help with student assessment and lesson planning
10. Opportunities to foster reflective practices




# FINALLY

11. Opportunities for new teachers to feel a part of your school and rewarding them for being a valued member of our team are essential.

12. Provide on-going support through open lines of communication and help them remember every day why they chose to go into education!!



# REFLECTION

- What are your school's retention rates for the last three years?
  - How organized is your support program in your building?
  - Which group of teachers need the most support in your building?
  - Between the principal and the instructional facilitator/lead mentor – what needs to be addressed or changed?
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# QUALITY SUPPORT

- Quality support of new teachers will not only improve teacher retention rates but it will improve classroom instructional skills.
- We are here to help - just give us a call.

