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Supporting the Needs of At-Risk Beginning Teachers

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Supporting the Needs of At-Risk Beginning Teachers

DR. ADAM MYERS

LAGRANGE COLLEGE

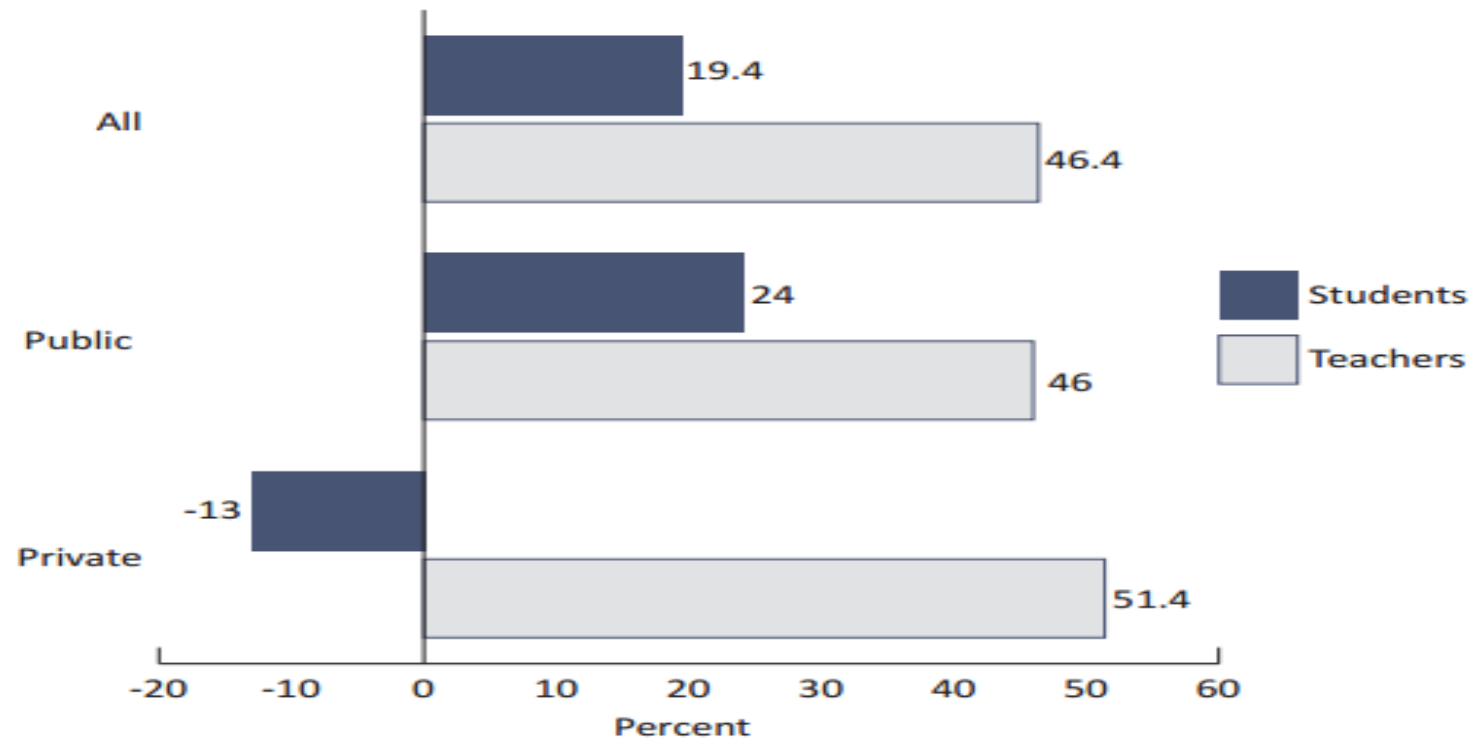
NATIONAL AT-YOUTH CONFERENCE 2015

Who is Adam?

- ❖ Assistant Professor at LaGrange College, in LaGrange GA
- ❖ Worked as a New Teacher Support Coach in the NC New Teacher Support Program
- ❖ Taught 7th & 9th grade English/Language Arts for 12 years in Charlotte, NC.
- ❖ Former struggling first year teacher

Trend: Ballooning

Figure 2. Percent Change in Students and Teachers, by School Type, from 1987-88 to 2011-12



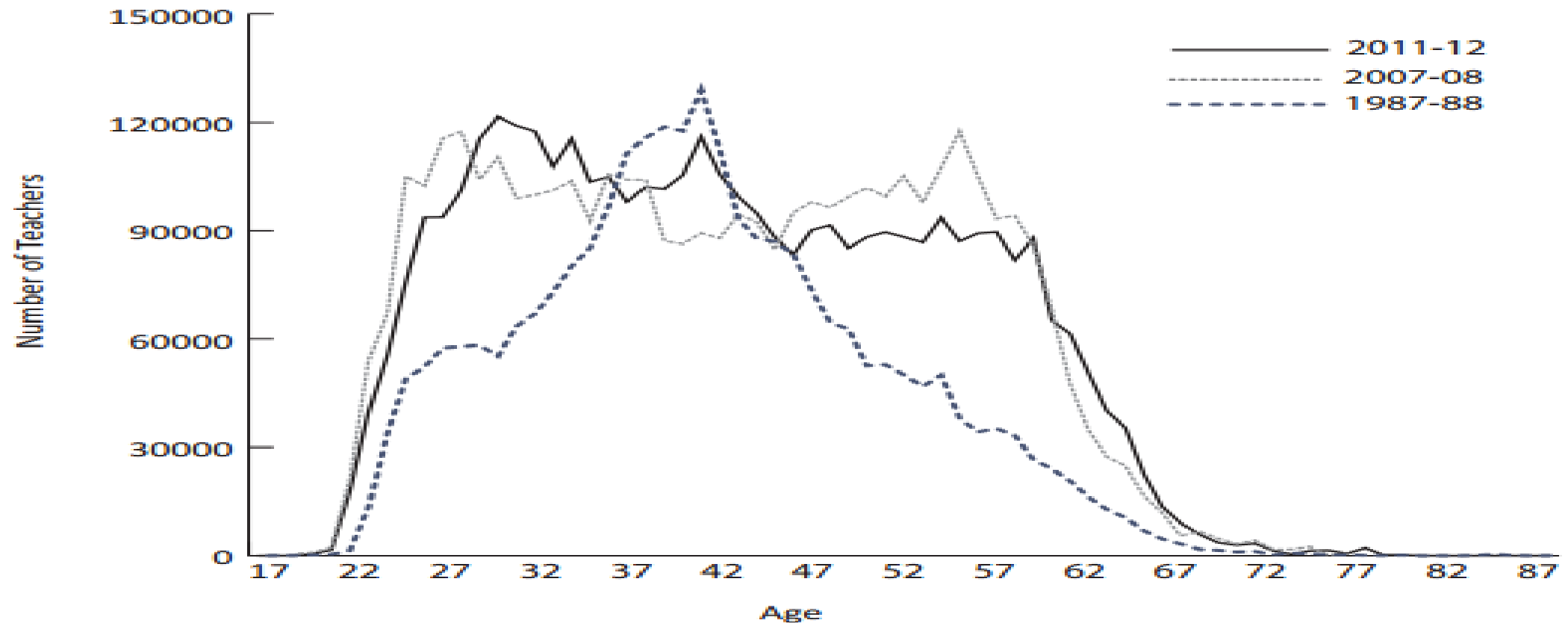
Trend: Greening

Figure 6. Teaching Experience of School Teachers, 1987-88, 2007-08, and 2011-12



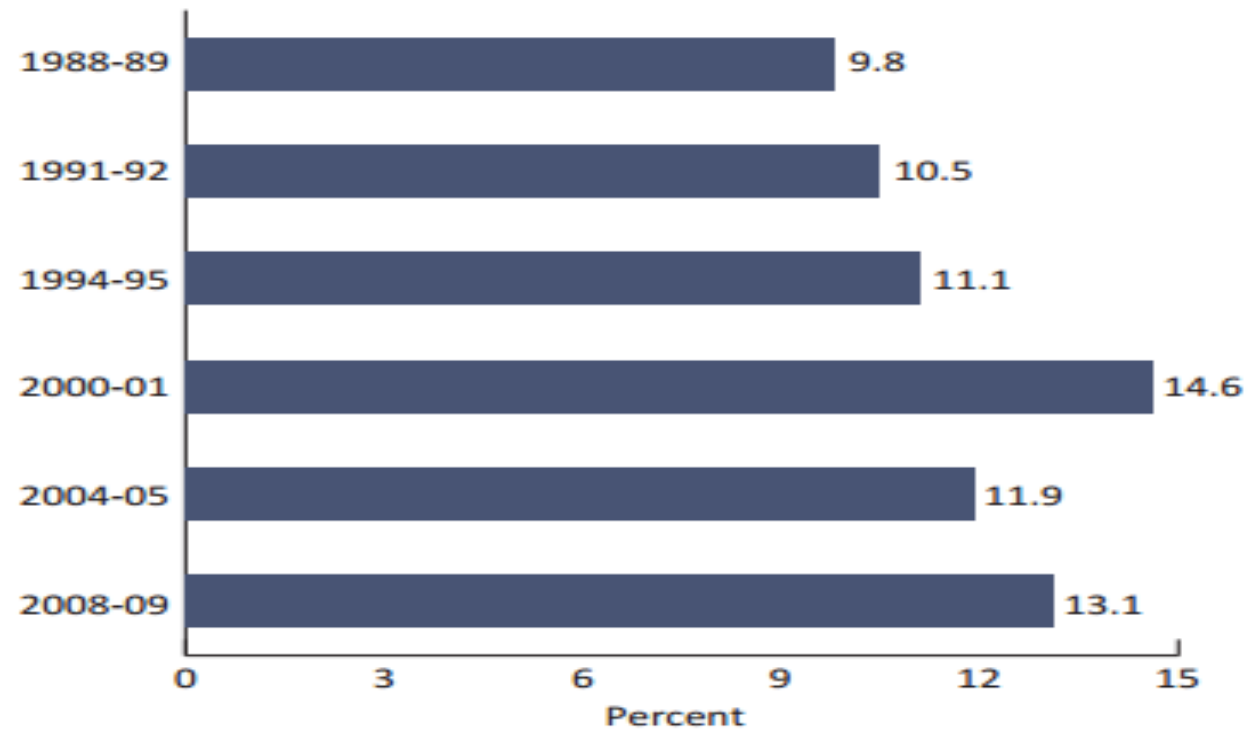
Trend: Graying

Figure 4. Age of School Teachers, 1987, 2007, and 2011



Trend: Less Stable

Figure 13. Percent Annual 1st-Year Teacher Attrition, 1988-89 to 2008-09



“Survival”

What do you think?



“Sink or swim”



“Eats its young”



“Revolving door”



“Burn-out”

Problem

- ❖ With the knowledge that they are among the most common type of teacher in the profession, why has consistent data (e.g. Ingersoll, 2003; Ingersoll, 2014) estimated that **33%** of beginning teachers leave after just *three* years and between **40%** and **50%** of new teachers leave the profession within the first *five* years of entry?
- ❖ Attrition rates of first-year teachers have increased by about one-third in the past two decades (Ingersoll, 2012), with higher rates in low-performing schools (Darling-Hammond; Ingersoll & Merrill, 2012; Miller & Chait, 2008).
- ❖ Although more than half the states in the US provide and require new teachers to participate in some form of induction (Goldrick et al., 2012), these programs are “under-conceptualized, under-developed, under-supported, and under-funded “Berry et al., 2002 p. 2).
- ❖ The access to induction remains inequitable, with teachers in low-performing schools consistently reporting lower participation rates in induction and mentoring support (Johnson et al., 2004; Wei et al., 2010).

Questions to consider

- What happens if “green” teachers continue to leave before they turn “gray?”
- Why is it important to have both “green” and “gray” teachers?

Mentoring and Coaching

Mentoring and Coaching

Research (Ingersoll, 2012) has identified many benefits of mentoring/coaching for teachers including:

- a reduced sense of isolation,
- an ability to implement new teaching strategies effectively,
- a positive school climate, and
- an increase in effectiveness of beginning teachers
- the retention rate of beginning teachers

Mentoring vs. Coaching

Mentoring

- Came first
- Mentors were/are practicing teachers
- Focused on fulfilling performance and induction standards set forth by school/district/state
- Most likely will be just an ear
- Set schedules with meetings

Coaching

- Evolving as a new “buzz word”
- Full-time/part-time coaches relieved from teaching duties, or district coaches
- Job embedded-professional development
- Consistent and on-going

Coaching & Mentoring

- supportive and long-term relationship between an experienced teacher and less experienced teacher
- take place during the induction phase
- form of professional development
- not everyone makes an effective coach/mentor

Characteristics & Roles of Coaches

Discuss with those around you the characteristics a person must have in order to be an effective coach for a beginning teacher & what specific roles a coach must do in order to effectively support a beginning teacher.

Common characteristics of a coach

- Supportive of others
- Listens and responds with honesty while being empathetic
- Provides feedback with specific rationale
- Withholds judgment by presenting facts
- Requires strong communication skills
- Trustworthy**

Coaching Roles

- Modeling effective instruction
 - Instructional
 - Classroom management
 - Data assessment and analysis
- Co-teaching and planning
- Observing, providing feedback, planning ahead
- Providing resources
- Mentoring
- Catalyst for reflection and change

Inspirational Clip

