



# Indiana Department of Education and Kokomo School Corporation

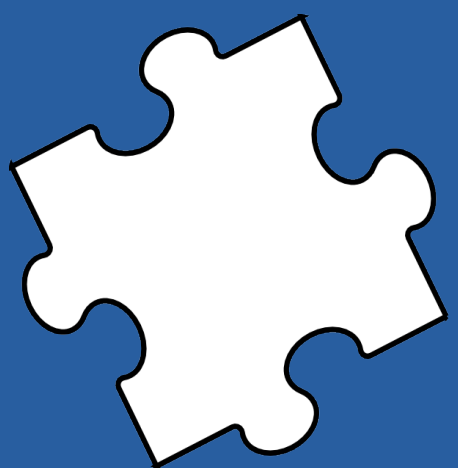


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## Goals

- Develop and implement a comprehensive induction program for novice teachers that leverages the knowledge and expertise of master teachers beginning in SY 2017-2018
- Collaborate with local educator preparation program providers to align coursework with instructional priorities and engage pre-service teachers in year-long residencies by SY 2018-2019
- Conduct annual climate surveys beginning in SY 2017-2018 and analyze the results to measure progress and inform recruitment and retention efforts
- Establish partnerships with community organizations during SY 2017-2018 and develop strategies to increase teachers' incentive to commit long-term to working in Kokomo.



## Gaps and Root Causes

- Identified gaps include:
- Kokomo's 5-year attrition rate of novice teachers (1st and 2nd year) is 83%
- Three of Kokomo's four lowest-performing (Focus/Priority status), highest-poverty schools have some of the greatest percentages of teachers in years 0-5 (34-45%)
- Half of all Kokomo schools have 34%+ (and up to 67%) teachers in years 0-5
- Identified root causes include:
- Limited mentoring/induction for novice teachers
- Inadequate support for teaching students of color, living in poverty, or that have disabilities
- A lack of investment in or connection with the community



## Accomplishments

- Conducted an audit of on-boarding and supports for new teachers
- Developed a 12-hour new teacher induction professional learning module for facilitation with LEA teachers and leaders (GTL Center)
- Highlighted new teacher induction research and best practices for district- and school-level leaders



## Questions we are Pursuing

- How can we interest young teachers in the community outside of school?
- Will the opportunity to become a mentor help retain excellent educators? Will it improve novice teachers' effectiveness?
- Will the extension of induction programming beyond teachers' first year of service help retain them long term? Will it lead to improved student outcomes?



## Questions for Colleagues

- How are LEAs balancing T4T work with their other initiatives?
- How are RCCs and SEAs supporting LEAs with budgeting for recruitment and retention efforts (e.g., Title IIA guidance)?

