

Beginning Educators in CCSD: A Comprehensive System of Support

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Induction Teachers Defined

Induction 1

less than one year of
teaching experience;
one-
year, nonrenewable
contract

Induction 2

second year of teaching
experience; one-
year, nonrenewable
contract

What is the Purpose of an Induction Period?

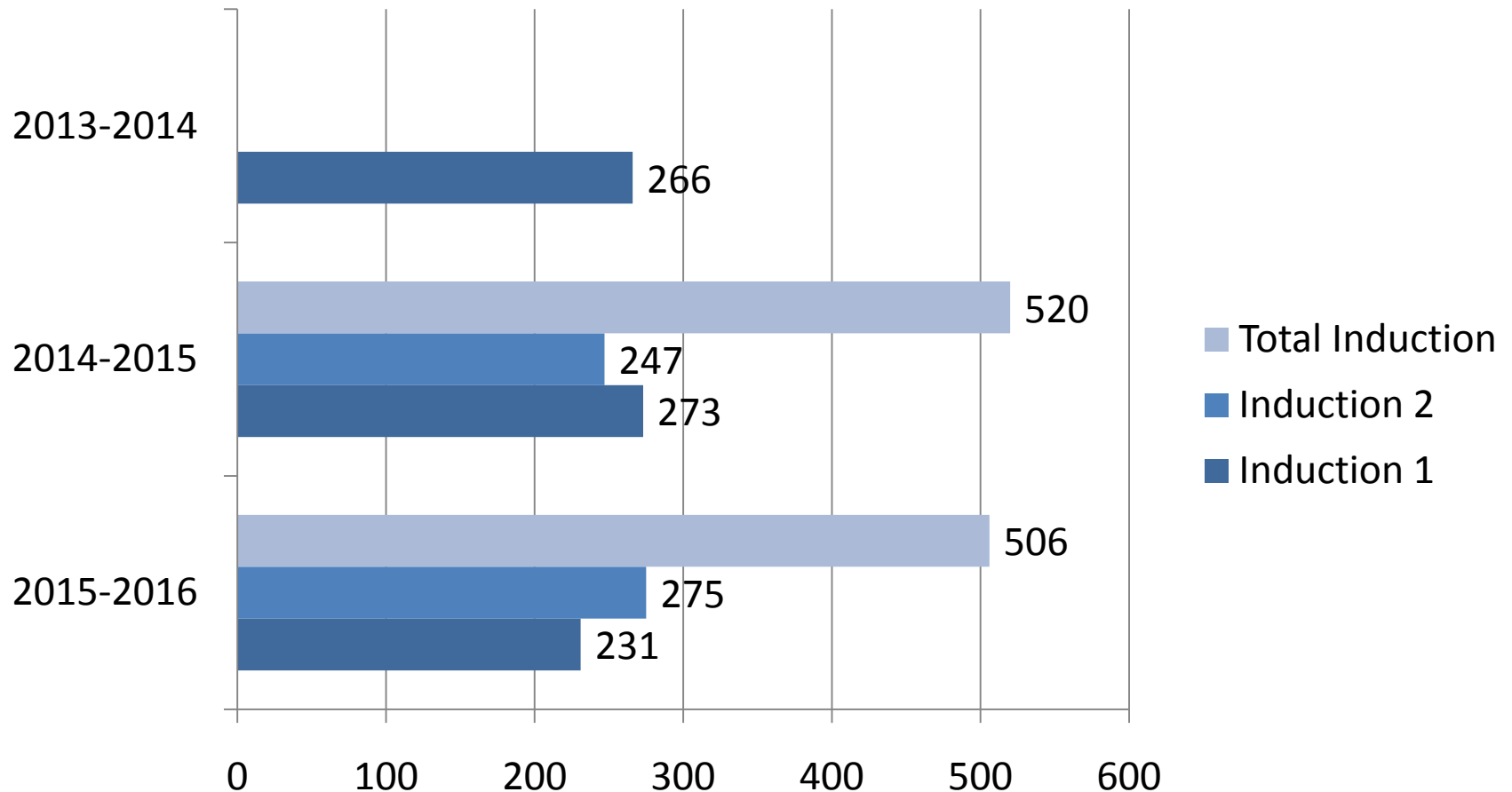
**Support teacher
growth**

**Convey what is
expected**

**Provide assistance
from experienced
teachers**

**Improve retention
of beginning
educators**

How Many New CCSD Hires are Induction?



Where are Induction Teachers Concentrated?

Levels

- 24 schools/programs have 15% or more induction teachers
- 17 secondary school/programs
- 7 elementary schools

Locations

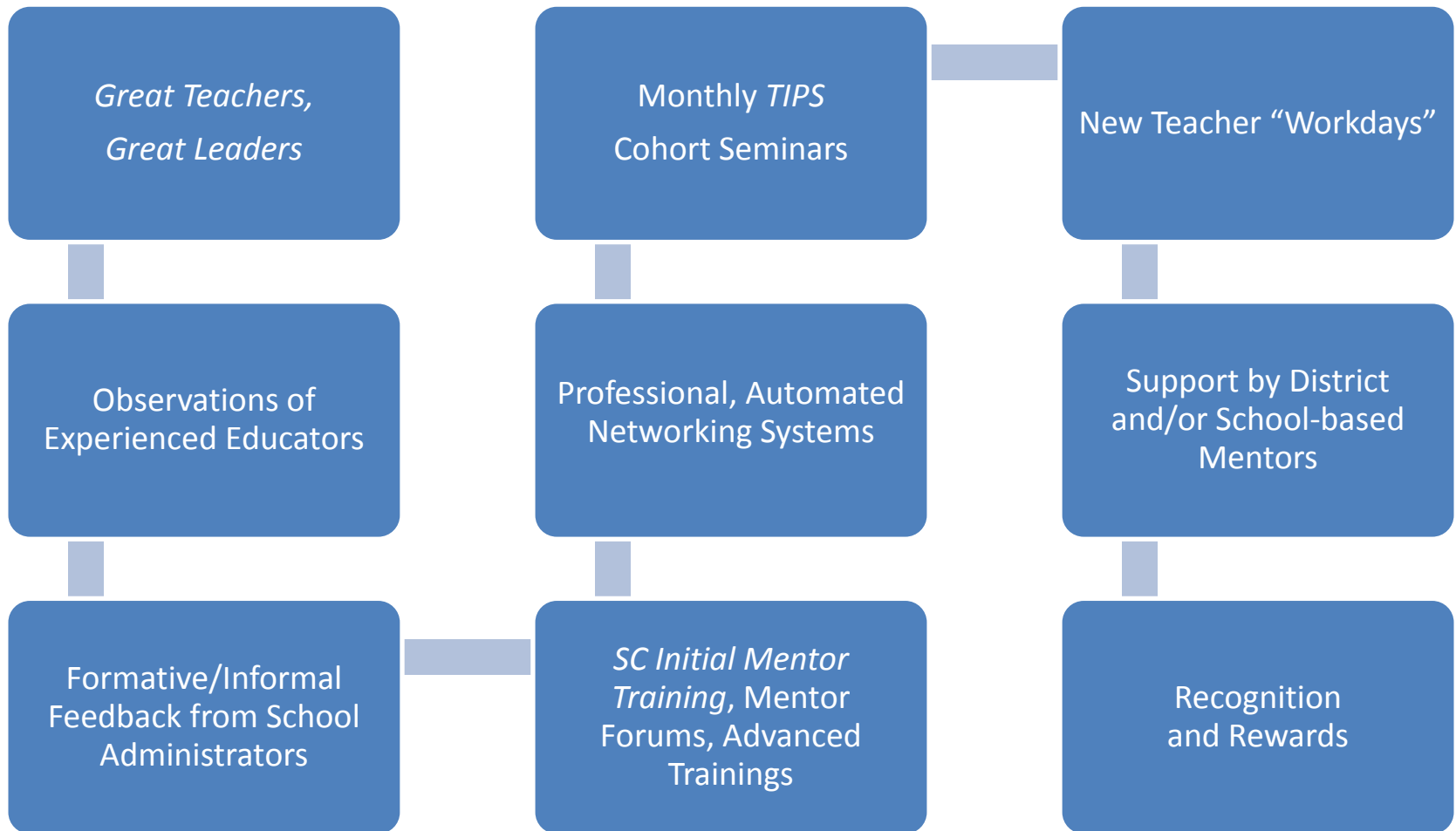
- 14 North Charleston schools/programs
- 5 rural schools
- 2 peninsula schools
- 1 James Island, West Ashley, charter

What is the Impact of Teacher Attrition?

CCSD Human Resource Hiring Cost Per Teacher Hire <i>(does <u>not</u> include cost of training and supporting new hires)</i>	
Applitrack	\$13,000
Recruiting Events	\$35,000
Internal Recruiting	\$10,000
Recruiting Labor Cost	\$682,986
Total Cost	\$740,986
Cost per Teacher Hire	\$2,785

“Increasing teacher effectiveness provides far greater benefits than does reducing teacher attrition. One might expect beginning teachers to lag behind their peers in effectiveness but, in this population, beginners resembled fourth-year teachers, thus yielding a substantial return when expressed salary differences.”
(Villar and Strong 2013)

CCSD's Program for Induction Educators



How does CCSD's Program Support Teachers, Schools, and Other Districts?

Provides
Interdepartmental
Coaching Training

Provides
State-Required
Mentor Training
& Support

Assists Principals
with Formative
Assessment
Feedback

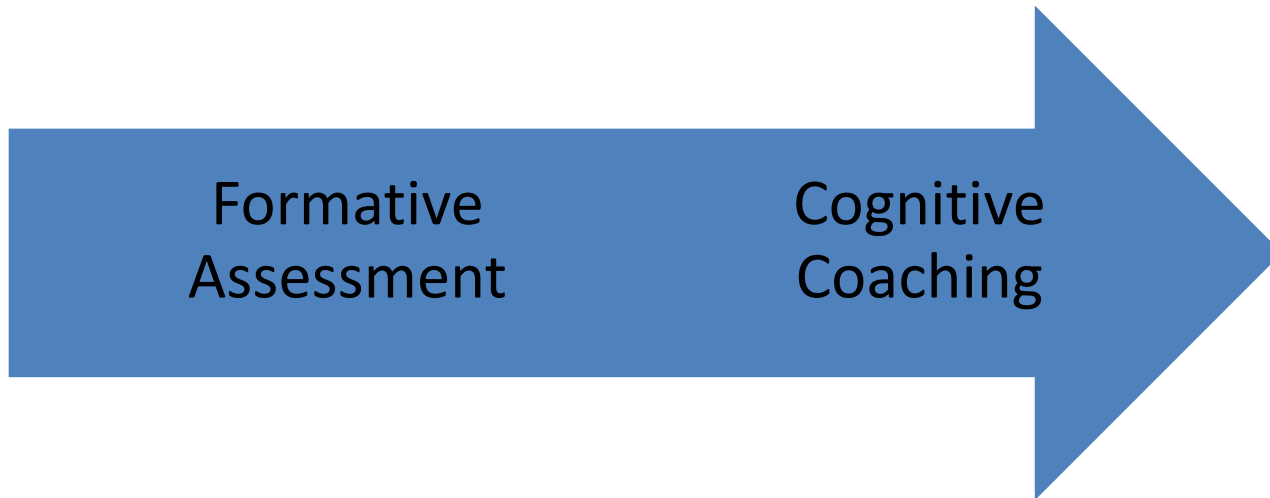
Serves as Model
(Greenville,
Richland 1, Horry)

Collaborates with
IHEs to Provide
Training to
College Interns

Collaborates with
CERRA and SDE on
Induction &
Mentoring

Plans to Provide
Additional
Coaching Support
to CPN Schools

How do CCSD's Teacher Effectiveness Specialists Support the Growth and Development of Induction Teachers?



Cognitive CoachingSM is a supervisory/peer coaching model that capitalizes upon and enhances cognitive processes. Art Costa and Bob Garmston, the founders of Cognitive CoachingSM, define it as a set of strategies, a way of thinking, and a way of working that invites self and others to shape and reshape their thinking and problem solving capabilities.

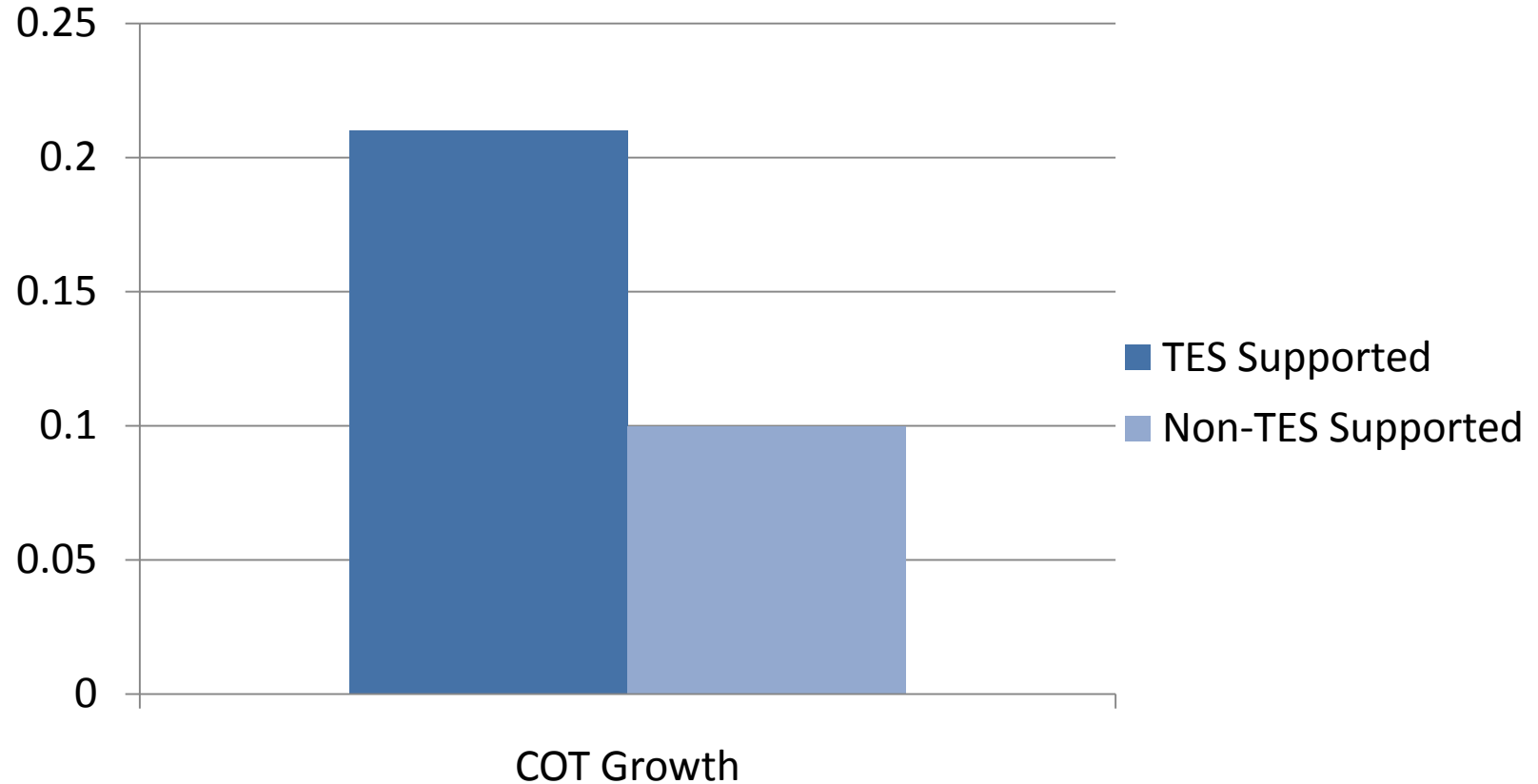
How are the Growth and Development of Induction Teachers Assessed?

**Classroom
Performance for
Benchmarks and
Coaching**

**Anecdotal Data
from Principals**

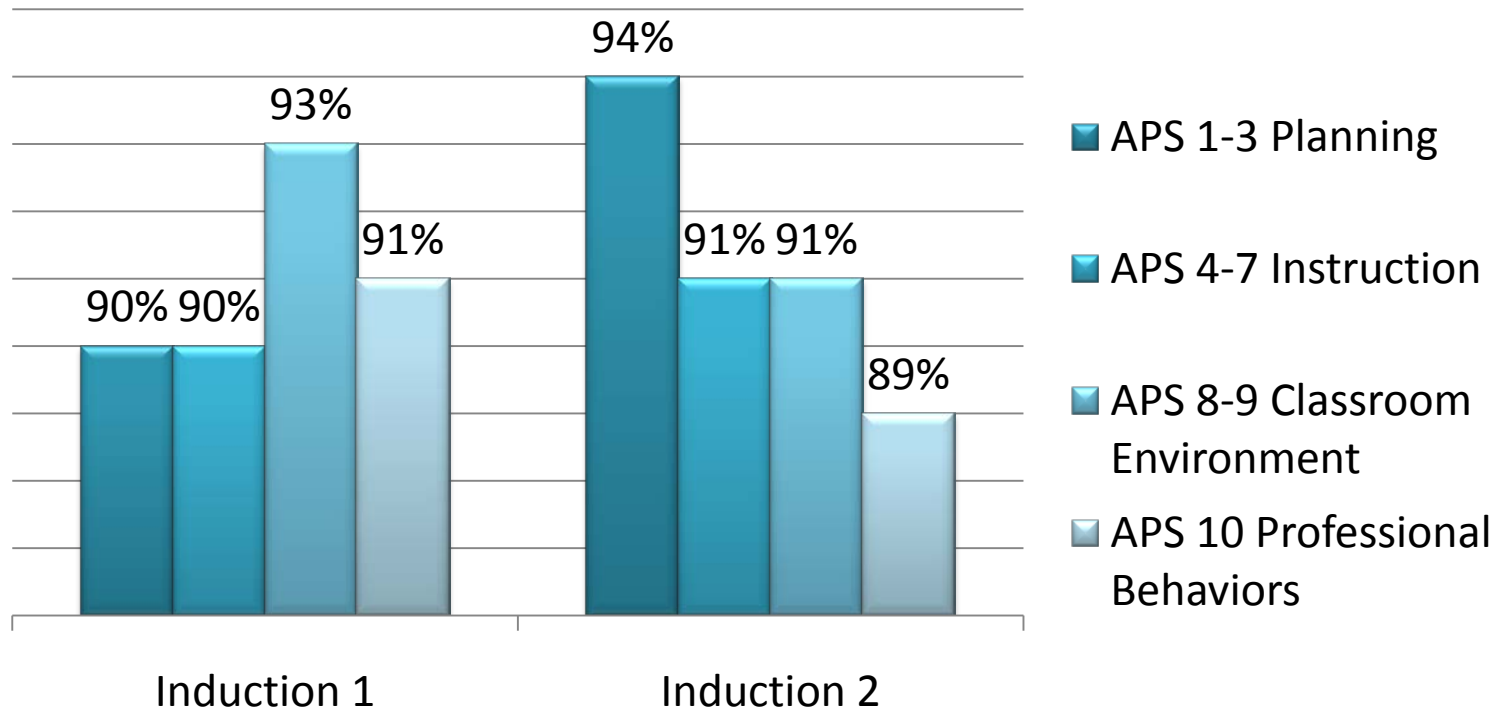
**Retention/Attrition
Data**

What Does the Data Show about this Work?



*Significantly higher growth for renewed TES Supported Induction One Teachers ($p < .05$).

What Does the Data Show about this Work?



The chart illustrates the percentage of Induction teachers who noted that the assistance of a Teacher Effectiveness Specialist serving as a mentor **Enhanced** or **Significantly Enhanced** their development throughout the year.

Retaining more teachers who have been effective in their first two years will contribute more to student achievement than replacing them with other novice teachers.

(Johnson 2011)