

Research Round-up

Relevant research for NTC's webinar, "After the funding is gone – A community brainstorm on retention in smaller districts," a discussion focused on prioritizing new teacher induction and mentoring in small-scale and rural districts.

LEVERAGING A DECADE OF RESEARCH: DESIGNING INSTRUCTIONAL COACHING FOR OPTIMAL LEARNING [↗](#)

"...high levels of mentor-teacher trust create space for teachers to learn in a deep way and to accelerate their development as proficient practitioners."

10 MENTORING AND INDUCTION CHALLENGES IN RURAL SCHOOLS AND HOW TO ADDRESS THEM [↗](#)

"Strong mentoring and induction supports have been linked with improvements in teacher retention, instructional practice, teacher working conditions, and even student achievement. However, in rural schools, mentoring and induction programs must be designed and implemented with the unique challenges of the local context in mind."

THE RURAL TEACHER SHORTAGE [↗](#)

"There are many reasons behind the turnover of the 61% of teachers who departed rural schools because of dissatisfaction. Interestingly, though teacher salaries in rural school districts are, on average, lower than in urban or suburban school districts, dissatisfaction with salaries and benefits are among the least likely reasons given by rural teachers for their departures."

MARYLAND TEACHER WORKFORCE: SUPPLY, DEMAND, AND DIVERSITY [↗](#)

This 2022 memo from the Maryland state superintendent provides statistics and data related to new teachers/teacher retention.

BEGINNING TEACHER INDUCTION: WHAT THE DATA TELL US [↗](#)

Data indicate that "induction can help retain teachers, improve their instruction and their students' achievement.... the data also tell us that the kinds and amounts of support greatly vary, and research suggests the effects depend on how much induction one gets and for how long....the more comprehensive the induction program, the better the retention."

PROMOTING TEACHER EFFECTIVENESS: THE CONDITIONS FOR SUCCESS IN TEACHER INDUCTION [↗](#)

"These conditions for success will facilitate a program's ability to make a change or move toward implementing a successful teacher induction process."

TEACHER TURNOVER IS AN EQUITY ISSUE [↗](#)

"...one leading indicator for retention is self-efficacy – a teacher's confidence that they are effective in the classroom.... teachers who do not feel prepared or supported to do well at their jobs are at much higher risk for leaving the profession, while those who have more confidence in their abilities have higher job satisfaction and more commitment to teaching."

WHY DO TEACHERS LEAVE? [↗](#)

"New teachers who do not receive mentoring and other supports leave at more than two times the rate of those who do."