

TxCETP Recruitment—Retention—Novice Teacher Support Continuum

Strategy: Jigsaw groups to define attributes of a TxCETP Recruitment-Retention-Novice Teacher Support (R-R-NTS) continuum.

First Task:

In Like-groups (students, community college (CC), math, science, education):

- A. What should be considered the core ATTRIBUTES the TxCETP Recruitment-Retention-Novice Teacher Support continuum?
- B. What can TxCETP do to help you accomplish your role(s) in the R-R-NTS continuum?

Second Task:

In 3 groups (R-R-NTS):

- A. Synthesize results of First Task to articulate ATTRIBUTES of a TxCETP community structure for your group (Recruitment, or Retention, or Novice Teacher Support).
- B. What can TxCETP do to help you achieve these attributes over the next 2 years?

RECRUITMENT Synthesis:

ATTRIBUTES of a TxCETP community structure for Recruitment to Science and Mathematics teaching:

1. Makes students aware of career opportunities as well as financial support for education
2. Recruiting team reflects target population
3. Recruiting efforts involve parents as well as students
4. Involves visiting public schools and community colleges to distribute information
5. Involves bringing students to university campus to participate in orientations, conferences, contests, etc.
6. Provides financial assistance for students
7. Provides opportunities for students to tutor/mentor peers
8. Provides programs for non –traditional students to facilitate their education
9. Communication across entities: inter and intra
10. Recruitment into program rather than a university
11. Centralized, comprehensive advising, especially for entering freshmen
12. Partner with public schools and community colleges

What can TxCETP do?

1. Recognize math and science teachers and high school students who are exemplary
2. Provide intensive training for mentors and mentees through workshops, web site, etc. – use Level II funding to release teachers to mentor and to provide training

3. Create an atmosphere of awareness by providing training to university and community college faculty to become mentors and internalizing how to work with students (even look at retirees)
4. Offer contests which exemplify success in math and science, for instance, having a competition which asks high school students to create and present a math or science lesson to their class which is submitted to and reviewed by TxCETP or department/university representing then awarded by scholarship into math/science teaching. ALSO – a contest which asks teachers (elementary, junior high, and high school) to submit nature of inquiry creative lesson plans in math and science
5. Create a system that will be sustained beyond external funding.
Example: circular flowing pattern with four parts with TxCETP in the center—students, parents, HS counselors, and University advisors
6. continue to offer scholarships, but include a requirement where scholarship recipients become part of an overall recruitment team – perhaps on-campus workshop (minimum) and at least 2 – 3 recruitment efforts
7. Incorporate to web site – include forms for all students interested in teaching math or science – link to TxCETP from university web sites, especially through education department
8. Also establish NSTA and NCTM organizations for each TxCETP campus
9. Reform core courses to be inquiry-based in order to recruit students to teaching and provide support for student organizations for prospective teachers, such as NCTM

RETENTION Synthesis:

ATTRIBUTES of a TxCETP community structure for Preservice Science and Mathematics preservice teacher retention:

1. Student performance (high achieving) and support for those who need financial assistance
2. Access to informative resources (e.g., anyone who advises them — parents, teachers, counselors, community college and university advisors and faculty)
3. TxCETP/Noyce scholar accountability
4. Grow your own professionals
5. Expand awareness to professional administrative organizations
6. Students are aware of how to negotiate the education system (K – 20)
7. Curriculum alignment (for consistent exposure/participation in reformed-based learning)
8. Adequate systems of communication and decision-making across/within entities (P -20)

What can TxCETP do?

1. Scholarships
2. Web site that includes links to human contacts and resources to CC/University; designated human resources for advising and advocacy
3. TxCETP and Noyce Scholars to speak to prospective math and science teachers through professional organizations; financial accountability for TxCETP and Noyce Scholars: service, classroom observations, teaching, judging science fairs, recruitment, GPA; scholars would assist university faculty and research
4. Provide financial support for student participation in professional conferences such as CAST, CAMT, NSTA, NCTM, TxCETP, etc.; support professional growth participation in professional organizations (MS, HS, CC, University, Novice Teachers); professional development dealing with cultural diversity and equity

5. Provide professional development, presenting, and communicating with professional organizations (TASSP, TASB, TEPSA, TACT, & others)
6. Course to develop an awareness of the education profession and how to be a good consumer of university supports and services, i.e., course could count as social science elective
7. Support curriculum alignment across PK– 12, CC, University; professional development on design and teaching of reform-based courses/classes
8. Facilitate open communication and shared decision making and establish points of contact across entities

NOVICE TEACHER SUPPORT Synthesis:

ATTRIBUTES of a TxCETP community structure for Novice Teacher Support:

1. Communication
 - provide clearing house for professional development and funding opportunities for novice and pre-service teachers
 - provide web site
2. Support Groups
 - provide university-based support group
 - provide professional development opportunities
 - provide network (online) for mentor/mentee training and continual support
 - stipends/release time
 - scholarships
 - content/pedagogy links
 - retired teachers
3. Tracking System
 - develop a system to track graduates for the first 3 years (or 5 years) of teaching careers
 - establish alumni meeting at conferences (CAMT, CAST, etc.)
 - provide for early identification and experience – partnership with public schools for in-class experience

What can TxCETP do?

1. Provide funding to support professional development institutes/workshops
2. Provide funding to support attendance by novice teachers to conferences sponsored by MAA, NCTM, and regional universities
3. Provide funding to support collaborative programs involving public schools and higher education
4. Provide funding to support an on-line network or newsletter catering to the novice teacher