

# SB 814, Amendment #3

## New Teacher and New Principal Mentoring

### Rationale and Impact

**Goal:** Invest in high-quality mentoring and induction for new teachers and leaders, which can increase retention, accelerate novice teachers' and leaders' professional learning, and improve student achievement.

#### **Rationale:**

- Illinois' teacher retention rate has stayed consistent at 85-86% over the last five years<sup>1</sup>, but the difficulty that districts are having with finding teachers to replace those that leave has escalated the need to improve the teacher retention rate.
- An Illinois school averages 2 principals over a 6-year period<sup>1</sup>. Principal leadership and support are among the most important factors in teachers' decision to stay in their school or in the profession. Research has found that improvements in school leadership were strongly related to reductions in teacher turnover<sup>2</sup>.
- Both investments in new teacher and new principal mentoring have been identified as key strategies to addressing teacher shortages, retention, and school conditions<sup>3</sup>.
- Illinois has a foundation for supporting new teacher and principal mentoring that would launch the legislative program as a quick yet effective strategy for districts hit hardest by the teacher shortage and high teacher and principal turnover. Survey data on the former new teacher mentoring program show it was a valued statewide program<sup>4</sup>.

#### **Estimated Impact:**

- Research confirms that beginning teachers are on average less effective than experienced teachers<sup>5</sup>. Yet, new teacher and principal mentoring aligned with evidence-based practices can accelerate teacher growth to produce more a positive impact on both teacher and principal practice and student outcomes<sup>6</sup>.
- New teacher and principal mentoring can positively impact teacher and principal retention and improve working conditions, which will have an immediate impact on educator shortages and provide a stronger return on the state's and district's investments.
- Beginning teachers are inequitably found in high-need schools, which affects the equity of opportunity and access to effective instruction of students from historically marginalized groups<sup>7</sup>. In high need schools, teacher turn-over is generally higher. According to the New Teacher Center, "While all schools and students can benefit from more effective teachers, the power of high-quality induction has specific significance for schools that serve a disproportionate number of low-income and minority students".
- A review of the Schools and Staffing Survey (SASS) from the National Center for Education Statistics<sup>8</sup> from the late 1980s to 2013 found that the persistence gap between minority teachers and minority students is not due to a failure with recruiting more minority teachers. Since the late 1980s, the number of minority teachers recruited into teaching almost doubled, outpacing growth in the number of white teachers and minority students. Yet, success with recruiting more minority teachers has been undermined by low retention of minority teachers in schools, largely due to schools with poor working conditions in which they are placed.

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<sup>1</sup> 2019-2020 Illinois School Report Card

<sup>2</sup> Sutcher, Darling-Hammond, and Carver-Thomas (2016).

<sup>3</sup> Sutcher, Darling-Hammond, & Carver-Thomas (2016); Barnett, Henry, Vann, & St Clement (2008)

<sup>4</sup> Clift, Barnish, Brady, Hebert, Kohmstedt, Murphy-Lucas & Welsh (2009)

<sup>5</sup> Hanushek, Kain, O'Brien, & Rivkin (2005)

<sup>6</sup> Glazerman, Dolfin, Bleeker, Johnson, Isenberg, Lugo-Gil & Ali (2008)

<sup>7</sup> Adamson, & Darling-Hammond (December 2011).

<sup>8</sup> Ingersoll, May, & Collins (2019)

- Effective induction programs for retaining teachers of color must not only focus on mentoring but also induction support through creating peer networking opportunities and strategies for avoiding teacher isolation. Targeted efforts must also include strategies for supporting the school leaders in these hard to staff schools.
- Induction strategies that target supports to improve school working conditions get to the root cause for why minority teachers and many teachers in general leave their school or the field of education all together.



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