Federal \$ leverage support for teachers

Craik Elementary Peer Coaching Project Lowers New-Teacher Attrition

What was the challenge?

- High attrition among novice teachers in individual schools and countywide
 - In SY 2016-17, Craik Elementary lost 57% of new teachers (Years 1-3)
 - Craik Elementary averages 7-10 new teachers each year
 - In SY 2016-17, Charles County new-teacher attrition was nearly half of new teachers (Years 1-5)

Teacher Attrition Data: Charles County

School year	Teacher attrition (years 1–5)	Teacher attrition (total)
2014–2015	35%	5.7%
2015–2016	41%	6.5%
2016–2017	49%	9.1%
2017–2018	50%	10.9%

What was the solution?

- Craik secured funding for the Peer Coaching Project to support teachers
 - Peer coaches offer year-round professional learning
 - Site visits with tools (e.g. classroom visits, positive pop-in, observation checklist)
 - Support meetings (e.g. holding parent conferences, writing student learning objectives, planning, building portfolios)
- Craik won additional grants to support own nontenured teachers and peer coaches at other elementary schools in the county
 - Classroom visits at Craik
 - Planning new-teacher professional learning with coaches at Berry and Indian Head
 - Co-teaching and co-planning opportunities
- Peer coaches are full-time teachers, so grants provide
 - Released time for substitutes
 - Stipends to coach teachers before and after school
 - Sharing findings at Title II & ASCD meetings

What is the impact?

- From Fall 2016 to Spring 2019, Craik's new-teacher attrition dropped from 57% to 36%
- For Spring 2020, projected rate of new-teacher attrition is 11%
- School leaders learned to reschedule existing time for coaching
- Craik coaches used grant funds to attend an ASCD conference. The session focused on giving effective feedback to improve student learning.

Teacher Attrition Data: Craik

School year	Teacher attrition (years 1–3)
2016–2017	57%
2017–2018	36%
2018–2019	36%
2019–2020	Projecting 11%

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"Coming out of college and moving away from my home to a brand-new job, was a frightening, adventurous move. From my first day as a teacher, the peer-coaching program gave me exactly what I needed. The coach's endless encouragement has given me the desire to be a better teacher and lifelong learner."

— C. Kinneavy

"I am in my second year of teaching because of the peer coaching program, which is a strong reason I did not consider quitting my first year. The coaches became part of my backbone that allowed me to figure out how to navigate the challenging world of education. While other observers liked to give suggestions on how to improve my teaching, the peer coaches helped me actually make the changes.

Making it to a second year is a great accomplishment for any teacher, and I am the teacher I am because of support from the peer coaching community."

— M. Estevez



Craik coaches support their non-tenured teachers before, during, and after school hours.



Craik coaches used grant funds to attend an ASCD conference. The session focused on giving effective feedback to improve student learning.



Berry coaches used resources from Craik coaches in support meetings for their nontenured teachers.