

2019 NOYCE SUMMIT THEME

The Role of Teacher Preparation in STEM Teacher Retention in High-Need School Districts

Objectives

The 2019 Noyce Summit seeks to explore and advance the role of teacher preparation in retention of STEM teachers in the workforce, particularly in high-need¹ school districts. More specifically, the objectives are to identify:

- (a) Evidence-based strategies (i.e., practices, policies, pathways, and programmatic components) of STEM teacher preparation that may have contributed to increased and/or above average STEM teacher retention in the workforce; and
- (b) Strategies that help STEM teacher preparation faculty and administrators to strengthen their partnerships with schools, districts, state education agencies, and policy agencies to increase retention of STEM teachers in the workforce.

While there are many factors influencing teachers' decisions to stay in positions for which they were prepared, this meeting focuses attention on those factors which are directly in the control of teacher preparation programs or which may be meaningfully influenced by them. Retention begins with recruitment and continues through program preparation and completion, entry into a position for which one is prepared, as well as being retained in such a position through initial teaching and/or Robert Noyce Scholarship commitment term and beyond.

Questions to be addressed during the Summit include:

***What are the key evidenced-based STEM teacher preparation policies and practices of Noyce and other preparation programs that are associated with teacher retention in the workforce?

***How can faculty and administrators ensure that these evidenced-based practices are shared and utilized widely at their own institutions? How can teachers and teacher candidates take advantage of these practices?

***What knowledge, skills, and supports are needed to help Noyce student alumni and other STEM teachers better navigate and thrive in the school workplace culture in high-need schools?

***What strategies can STEM teacher preparation faculty and administrators use when working with local schools and districts to increase STEM teacher retention in high-need schools and districts - including strategies related to principals and other school administrators, district-level administrators, department chairs, and teachers?

***What strategies can teachers, teacher candidates, faculty, and administrators use when working with state and policy organizations to increase STEM teacher retention in high-need schools and districts in their state?

¹ A high-need school district is defined as one that serves a large percentage of individuals with families with incomes below the poverty line; has a significant number of secondary school teachers not teaching in the content area in which they were trained; and/or has high teacher turnover.