

2019 NOYCE SUMMIT THEME

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

Objectives

The 2019 Noyce Summit seeks to explore and advance the role of teacher preparation programs 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, and programmatic components) of STEM teacher preparation programs that may have contributed to increased and/or above average STEM teacher retention in the workforce; and
- (b) Strategies that help faculty and administrators in STEM teacher preparation programs 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 policies and practices of STEM teacher preparation programs that are associated with teacher retention in the workforce at Noyce and other preparation programs? How can faculty and administrators ensure that these evidenced-based practices are shared and utilized widely at their own institutions?

***What knowledge and skills do STEM teacher preparation programs need to provide to help Noyce student alumni and others to better navigate and thrive in the school workplace culture in high-need schools?

***What strategies can faculty and administrators in STEM teacher preparation 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 faculty and administrators in teacher preparation programs use when working with state and policy organizations to increase STEM teacher retention in high-need schools 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.