Supporting the Empowerment and Well-Being of First-Year Teachers through Induction

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Session objectives:

Participants will . . .

- learn about the **CADRE Project induction program**
- understand how CADRE **contributes to first-year teachers' well-being** by empowering them to navigate high-demand teaching environments
- **apply coaching and mentoring strategies** to their own disciplines and fields
CADRE Project

Career Advancement and Development for Recruits and Experienced teachers
WHAT IS CADRE?

a nationally - recognized
14-month induction
program
designed for
newly certified teachers
The project provides teachers the opportunity to complete a master’s degree program while receiving support from UNO faculty, CADRE associates, and other first year teachers.
The CADRE Project fosters a *synthesis of theory and practice* and bridges university teacher preparation and professional teacher practice through a *spirit of cooperation and partnership* between districts and the university.
GOALS OF THE CADRE PROJECT

• Provide **entry-year assistance** to beginning teachers utilizing veteran teachers and university faculty
• Attain greater **linkage between** existing teacher **preparation** programs and participating **school districts**
• Provide **incentives for professional growth and career options** to veteran teachers
• Provide **networking opportunities** for teachers, districts, and the university
## CADRE ASSOCIATE ROLE

*(mentor and coach)*

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>Associate</th>
<th>University</th>
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</thead>
<tbody>
<tr>
<td>One</td>
<td>25 hours</td>
<td>5 hours</td>
<td>10 hours</td>
</tr>
<tr>
<td>Two</td>
<td>20 hours (50%)</td>
<td>10 hours (25%)</td>
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</tr>
<tr>
<td>Three</td>
<td>15 hours</td>
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<tr>
<td>Four</td>
<td>10 hours</td>
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25 Year Retention (17 year average)

- Home CEO: 4.0%
- Corporate Sector: 1.0%
- Remained in Education: 95.0%
During summer 2018...

- **675 online surveys** were distributed to past CADRE participants
- **438 participants responded**, yielding a **65% response rate**
- responses **spanned all 25 years** of the program’s existence
1) What is one word you would use to describe CADRE?

2) What impact has CADRE had on your career?
| Empowerment (6%) | Teachers have the **autonomy** to make **decisions**, gather resources to foster continuous **growth**, **collaborate** with colleagues, and **advocate** for students. |

44% provided a response we coded as connected to the theme of empowerment.
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<th>Sub-theme</th>
<th>Abbreviated Definition</th>
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<tr>
<td>Resources (28%)</td>
<td>A stock or supply of materials, staff, and other assets that can be drawn upon to function effectively.</td>
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<td>Collaboration (27%)</td>
<td>To jointly work on an activity to produce or create something.</td>
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<tr>
<td>Growth (18%)</td>
<td>To come to know something over time (professional, instructional, and lifelong).</td>
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<td>Networking (12%)</td>
<td>The action or process of interacting with others to exchange information and develop professional contacts.</td>
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<td>Improvement (9%)</td>
<td>To become better.</td>
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CADRE Project fostered a growth mindset through reflection, collaboration, and advocacy.

Well-being is supported through collaboration with both new and veteran teachers, lessening isolation, and increasing the tangible and intangible resources available.
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Empowerment

Individualized Coaching and Mentoring through the Phases

Growth + Resources + Collaboration + Networking + Improvement

= Well-Being & Resiliency
Phases of First Year Teachers’ Attitudes Towards Teaching

Educative Mentoring
7 Principles of the Partnership Philosophy

Co-Teach/Co-Plan
Cognitive Coaching

Instructional Coaching
Action Research

Reflection Logs
Strengthen Resilience

Anticipation
Survival
Disillusionment
Reflection

Second summer of coursework
CADRE Conference

HOW
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<th></th>
<th>Select the target</th>
<th>Narrow the target</th>
<th>Hit the bull’s eye</th>
<th>Practice hitting the target</th>
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<td>What area of your teaching do you want to target for improvement?</td>
<td>How will your target have instructional consequences for your students? What is your rationale for instructional impact?</td>
<td>What are the steps toward success in reaching your instructional target?</td>
<td>What evidence/data will be collected? Who will collect / provide the data? (e.g., principal, mentor, instructional coach, students, parents)</td>
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Reflection Logs
Patterns in reflection log feedback:

1. Teachers valued the conversations
2. Teachers liked consistent feedback
3. Those using it consistently saw more growth in themselves
4. The log offered focus and direction
This reflection log has been a guide for us to discuss different strategies, and really supported me in achieving these goals. As my goals move forward onto curriculum based needs in the classroom, I’ll be using different data points to pinpoint what my goal should be to best meet the needs of my classroom. My associate and I sit down and pull up my reflection log together, and discuss what’s going well, not well, and what steps still need to be taken.

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Inferencing Skills
The purpose of this study is to determine if inferencing strategies will increase students’ ability to inference across all content areas.

Letter-Sound Relationships
The purpose of this study is to determine if daily implementation of word study into guided reading increases students’ knowledge of letter-sound relationships in reading and writing.

Math Achievement
The purpose of the study is to see if the use of small group instruction will increase students’ math achievement.

Math Fluency
The purpose of this study is to determine if incremental rehearsal will increase students’ achievement of multiplication facts and number sense.

Social Stories
The purpose of this study is to determine if the implementation of social skills training via Social Stories will increase the number of positive social interactions with peers and adults across all school settings.

Social-Emotional Learning
The purpose of this study is to determine if teaching executive functioning strategies and self-regulation skills will improve social-emotional learning and reduce impulsivity and physical aggression.
Action Research
See the growth

Celebrate the impact
Cohort Support
- Resources
- Collaboration & Networking
- Growth & Improvement

Associate Support
- Resources
- Collaboration & Networking
- Growth & Improvement

District & University
- Resources
- Opportunity

A rising tide lifts all boats
John F. Kennedy
Play together
Grow together