

## New teachers need a lifeline

- Turnover is higher in teaching than in any other profession<sup>1</sup>
- Highest attrition rates are among secondary mathematics and science teachers.<sup>2</sup>

## One Solution: STEM TIPS online mentoring system

- Offers a unique and cost-effective support system for pre-service and beginning teachers
- Promotes high-quality instruction focused on improving teacher practice and boosting student achievement

## How it works:

- Unique mobile-ready, online e-coaching and professional development platform facilitates seamless collaboration between novice teachers and their university or district instructional mentors
- Online coaches provide expert guidance to ensure ongoing, personalized, subject- and grade-specific support
- Integrates an innovative online coaching tool with a community of practice and 24/7 access to classroom-tested resources
- All-in-one platform promotes sharing among coaches and mentees, including building, storing, and advising on digital portfolios, standard-aligned lessons, and classroom management strategies
- UF-certified instructional coaches available for subject-specific or technological consultation to teachers and university-level or district instructional coaches



## Teacher-tested, Externally-evaluated

- Field-tested by over 1000 teachers from 15 school districts
- External evaluation<sup>3</sup> survey of new teacher users:
  - 98% “Satisfied” or “Very Satisfied” with overall experience
  - 87% reported e-coaching “Very Helpful” or “Helpful”
  - 85% stated STEM TIPS improved their teaching
  - 100% rated linking e-coaching with online resources as “Very Useful” or “Useful”

*“It has helped me with everything from course content to classroom management. It is an invaluable resource! Can't imagine first-year teaching without it!”*  
 - New Teacher

## Approved by Instructional Coaches and Administrators

- Principals surveyed<sup>4</sup>:
  - 80% stated new teachers supported by STEM TIPS were “Better” or “Much Better” at raising student achievement than other non-supported new teachers
  - 100% “Satisfied” or “Very Satisfied” with overall support
  - 95% reported improvement in new teachers’ instructional practices

*“STEM TIPS is great. It brings our teachers into the 21st century... It's like a one-stop shop.”*  
 - School District Administrator

*“Very helpful in promoting hands-on, inquiry-based instruction.”*  
 - School Principal

*“This program is definitely worthwhile and I highly recommend it for any beginning teacher.”*  
 - School Principal

## Extending Existing Support

- Designed to provide continuity of support as pre-service teachers transition from preparation programs to professional practice
- Blending STEM TIPS virtual mentoring platform and support services with existing face-to-face coaching streamlines and simplifies existing university or school district induction programs
- Fully customizable collections of content-specific resources, lesson plans, district forms, and collaborative groups
- Data collection and reporting tools on mentees' and coaches' activity
- Provides a nationwide coaching collaboration tool and community of practice

## Building Coaching Capacity and Expertise

- **Remote Video Observation & Coaching:** New teachers self-record, upload, annotate, and jointly analyze instructional practices with select online coaches
- **UF Certified Instructional Coaching Program:** additionally available, provides certification in implementing coaching tools, skills and strategies aimed at enhancing collaborative professional development of new teachers



## Helping pre-service and new teachers survive and thrive

Integrating Florida STEM TIPS into existing university or school-district induction efforts addresses the challenges of retaining beginning mathematics and science teachers and accelerating their growth by leveraging an innovative, all-in-one, online mentoring system to extend flexible, personalized content-focused support to beginning teachers and simultaneously building the capacity and expertise of a nationwide network of instructional STEM coaches.

[stemtips.education.ufl.edu](http://stemtips.education.ufl.edu)

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<sup>1</sup> Ingersoll, R. M. (2002). The teacher shortage: A case of wrong diagnosis and wrong prescription. *National Association of Secondary School Principals Bulletin*, 86(631), 16-31.

<sup>2</sup> Henke, R. (2001). Attrition of New Teachers among Recent College Graduates: Comparing Occupational Stability among 1992-93 Graduates Who Taught and Those Who Worked in Other Occupations. *Education Statistics Quarterly*, 3(2), 69.

<sup>3</sup> Florida STEM Teacher Induction and Professional Support 2014 Evaluation Report (2014). Prepared by The UTeach Institute, submitted to Florida Department of Education, June 30, 2014.

<sup>4</sup> Survey of Administrators with STEM TIPS-supported Teachers, Conducted by The UTeach Institute, submitted to Florida Department of Education, August 2014.