

EEIP in AISD

Intermediate Outcomes: Instructional Practices and Retention

While the pattern of retention varied across teacher groups and program years, by the last year of program implementation, all teacher groups (i.e., novice, 3rd-year, and experienced) at EEIP schools were retained at a higher percentage than were teachers at comparison schools (Figure 4).

Conclusion

These findings reinforce the importance of mentorship supports for early career teachers with regard to increased knowledge, skills, abilities, and attitudes, application of strong instructional practices, and retention. To continue EEIP