



Invitation to Innovation

The **New Teacher Center** is pleased to invite you to our Twelfth National Symposium—**Innovations in Teacher Induction**. If you work with beginning teachers, are involved in a district or state induction program, are immersed in research or policy, or are otherwise interested in ways to support beginning educators, we encourage you to attend.

Our annual Symposium provides an opportunity for participants from around the world to come together to learn about effective practices and discuss issues related to teacher induction, to create a new vision for the teaching profession, and to consider how induction systems and mentoring practices can move our classrooms and schools towards excellence and equity. This year's program highlights a variety of educational contexts, and includes three themes central to induction: **QUALITY MENTORING, LEADERSHIP AND PROFESSIONAL IDENTITY, and EQUITY AND SOCIAL JUSTICE.**

Innovation provides us with new perspectives, changes how we do things, and creates possibilities that we haven't yet considered. What must we learn and unlearn? What are the conditions and strategies that foster new ideas? How can we create, transfer and sustain innovative practices and educational opportunities for our newest colleagues? We hope you will join us as we come together to explore **Innovations in Teacher Induction.**

Schedule at a Glance

SUNDAY, FEBRUARY 7

- 8:30 –9:00 am Registration & Continental Breakfast
- 9 am–3:00 pm Pre-Conference Workshops
- 3:00–5:00 pm Early Symposium Registration

MONDAY, FEBRUARY 8

- 7:30–8:00 am Registration & Continental Breakfast
- 8:00–9:15 am Welcome Host Ellen Moir
Keynote Speaker
Linda Darling-Hammond
- 9:30–11:00 am Sessions A
- 11:15 am–12:30 pm Sessions B
- 12:45–2:15 pm Lunch & Keynote Speaker
Richard Rothstein
- 2:30–4:00 pm Sessions C
- 4:00–6:00 pm Reception & Networking

TUESDAY, FEBRUARY 9

- 7:30–8:00 am Continental Breakfast
- 8:00–9:15 am General Session & Keynote Panel
Measuring Teacher Effectiveness
- 9:30–11:00 am Sessions D
- 11:15–12:30 pm Sessions E
- 12:45–2:15 pm Lunch & Keynote Speaker
Adrienne Dixson
- 2:30–3:45 pm Sessions F
- 4:00 pm Closing Refreshments

Pre-Conference

Sunday, February 7, 2010

9:00–3:00 pm

1

Attaining New Heights in Teacher Induction

Mimi Appel, Regional Director, Janet Gless, Associate Director, and Jan Miles, Regional Director, New Teacher Center

Strong teacher induction programs engage in a cycle of continuous improvement. This workshop will share a process of program formative assessment based upon key components of the New Teacher Center induction model. New Teacher Center teacher induction leaders will engage participants in a variety of protocols to examine, analyze, and assess their local induction practices. This workshop will also explore strategies for identifying and collecting data on program impact as it relates to teacher retention, teacher effectiveness, and student learning.

2

Having Hard Conversations

Jennifer Abrams, Professional Developer, Palo Alto Unified School District, Jennifer Abrams Consulting

As administrators, coaches, or teacher leaders, we often must address difficult topics. What do we know about the best strategies for those moments? What questions should we ask ourselves before we speak and what words should we use so the conversation can be as humane and growth producing as possible? Master the art of challenging conversations. Learn to address a wide range of situations, including communications with subordinates, peers, and supervisors. Gain skills to speak with clarity and courage to directly address difficult situations within your school.

3

The Critical Role of the Principal in Supporting New Teacher and Mentor Growth and Effectiveness

Julie Almquist, Regional Director, Sid Haro, Outreach Coordinator, School Leadership Development, and Ronni Mann, Regional Director, New Teacher Center

Recent research has renewed attention to the importance of the principal in teacher development, effectiveness, and new teacher induction. Learn about the essential role of the principal to support the development and success of new teachers through collaborative relationships, effective communication, and by establishing thoughtful structures, policies and procedures. Mentor-principal relationships will be highlighted through video excerpts and role-plays, and participants will consider the role of formative assessment and its relationship to supervision.

4

Styles and Strategies for Developing Thoughtful School Leaders and Mentors

Harvey Silver, President, Silver Strong & Associates and Thoughtful Education Press

As a leader and mentor, are you most driven by measurable results, analysis and problem solving, vision and innovation, collaborative relationships? In this workshop, participants will use the Leadership Style Inventory to identify their preferred leadership style and develop comprehensive leadership profiles. By learning and discussing the strengths and liabilities of their leadership styles, participants will gain the insight they need to improve communication skills, work more effectively with faculty members, and grow underdeveloped leadership capacities.

3:00–5:00 pm Early Symposium Registration

Monday, February 8, 2010

7:30 – 8:00 am Registration & Continental Breakfast

8:00 – 9:15 am Welcome Host Ellen Moir



Innovations in Teacher Induction

Ellen Moir, founder and Executive Director of the New Teacher Center, is recognized for her leadership in the field of induction, and is a passionate advocate for our nation's newest teachers. Her awards include the 2008 National Staff Development Council Contribution to the Field, 2008 Full Circle Fund Impact Award, 2005 Harold W. McGraw, Jr. Prize in Education, and 2003 California Council on Teacher Education Distinguished Teacher Educator Award. She is the author of numerous publications and co-author of *Keys to the Secondary Classroom* and *New Teacher Mentoring*.



Keynote Speaker Linda Darling-Hammond

Developing and Assessing Teacher Effectiveness

Linda Darling-Hammond is Charles E. Ducommun Professor of Education at Stanford University where she launched the Stanford Center for Opportunity Policy in Education and the School Redesign Network, and served as faculty sponsor for the Stanford Teacher Education Program. She is a former president of the American Educational Research Association and member of the National Academy of Education, and was executive director of the National Commission on Teaching and America's Future. She recently served as the leader of President Barack Obama's education policy transition team. With over 300 publications, her newest book is, *The Flat World and Education—How America's Commitment to Equity Will Determine Our Future*.

9:30 – 11:00 am Sessions A

1A **Coaching for Educational Equity: The Mentor as Coach**

Victor Cary, Program Director, and **Shane Safir**, Coach, Bay Area Coalition for Equitable Schools (BayCES)

Mentors can use coaching methods to develop the skills and leadership of new educators. This workshop explores both the theory and practice of equity-focused coaching. Learn strategies to facilitate change amongst individuals, teams, schools, and districts to improve student achievement and to create more equitable environments. Develop the necessary leadership to close the achievement gap and improve conditions for adult and student learning in your school, district, or community.

Equitable Learning & Social Justice

2A **Mentors as Instructional Coaches: Transforming New Teacher Learning**

Dona Apple, Instructional Coach, **Kathy Dunne**, Director of Professional Development, and **Susan Villani**, Senior Program/Research Associate, Learning Innovations at WestEd

Learn about an instructional coaching framework that blends the process of coaching with content-specific professional learning strategies. Examine elements of effective instruction and analyze the levels of cognitive demand in sample classroom lessons. Identify what mentors need to know and what actions they to take in order to be effective instructional coaches. Leave with tools and strategies to use in your own setting.

Leadership & Professional Identity

3A

Lessons Learned About Successful Induction

Gerri Acers and Trinidad Castro, Outreach Coordinators, and Anne Watkins, Regional Director, New Teacher Center

The New Teacher Center has learned much about successful induction programs from its eleven years supporting small, large, rural and urban school districts. Using specific examples, New Teacher Center induction leaders will share some essential components of successful induction programs, evidence of impact and lessons learned. Participants will be invited to share their insights, successes, and challenges to learn from each other.

Quality Mentoring

4A

Mentors Mentoring Mentors: Action Research to Promote Quality Mentoring

Marie Costanza, Coordinator, Career in Teaching Mentor-Intern Program; Jeffrey Feinberg and Edith Turner, Mentors/Teachers, Rochester City School District

How can mentors be supported to develop their own skills in order to help retain highly qualified teachers? Participants will interactively explore how the Rochester Induction program promotes ongoing mentor development through Mentor Action Research. Session participants will view recordings of mentor/mentee conferences and experience the conversations that take place when Rochester mentors provide each other with peer feedback. Practical templates will be provided for duplication.

Quality Mentoring

5A Featured Speaker

Mica Pollack, an anthropologist of education, studies how youth and adults discuss and address everyday issues of diversity and opportunity in schools. Her publications include *Colormute: Race Talk Dilemmas in an American School*; *Because of Race: How Americans Debate Harm and Opportunity in Our Schools*; and *Everyday Antiracism: Getting Real about Race in School*. Mica is an Associate Professor at the Harvard Graduate School of Education.

Everyday Antiracism for Educators: An Inquiry Method

Mica will introduce an inquiry method designed to assist educators with race issues in their schools and classrooms. She will discuss her collaborative volume, *Everyday Antiracism: Getting Real about Race in School*—short, practical, research-based essays pinpointing everyday actions educators might take to counteract racial inequality, oppose racist ideas, and equalize opportunity across racial lines.

6A

Supporting Mentoring and Induction with Web 2.0 Tools

Amy Ament, Program and Technology Coordinator, Jewish New Teacher Project; Geoff Baker, Outreach Coordinator, New Teacher Center; Joe Boehle, Lead Coach, Chicago New Teacher Center; Jenny Combs, Online Professional Development Specialist, Chicago New Teacher Center; Alyson Mike, Director of Online Professional Development, New Teacher Center; Janelle Sharon, Program Director, Chicago New Teacher Center; Shelley Serin, Outreach Coordinator, New Teacher Center

The New Teacher Center is embracing the use of web 2.0 tools to develop and sustain online communities of practice. Learn how technology is being utilized to support mentor professional development, beginning teacher-mentoring relationships, mentor forums and induction-focused networks.

Quality Mentoring

7A

Do I Really Do That? How Mentors Can Use Videotape to Help Teachers Examine Their Practice

Cim Dew and Carolyn Kaiser, Consulting Teachers, New Teacher Support Program, Lake Washington School District

Videotaping is a powerful professional development tool. It allows teachers to observe the learning that occurs during a lesson and later use that evidence to reflect and transform their instructional practice. Participants will learn how to use video effectively in classroom observations. Through pre-videotaping conversations, teacher-selected areas of focus, strategies to encourage self-reflection, and skillful mentoring conversations, participants will leave with a toolkit full of useful strategies.

Quality Mentoring

8A

Looking Through a Different Lens: Writing Teaching Cases

Betty Epanchin, Associate Dean of Teacher Education and School Relationships, and Christina O'Connor, Project Coordinator, The University of North Carolina at Greensboro; Martha Snavelly, Executive Director, Guilford County Schools

Teaching cases are powerful tools for engaging teachers in reflective interaction around actual teaching situations. A collaborative group of university-based researchers and district-based mentor teachers are developing teaching cases about actual mentoring situations as tools for professional development. Participants will learn how to turn their own experiences into professional development material for mentors and beginning teachers!

Leadership & Professional Identity

9A

Improving Teaching Conditions to Support New Teachers and Principals

Mike Heffner, *Outreach Coordinator*, Karen Hendricks, *Director, School Leadership Development*, Eric Hirsch, *Director of Special Projects*, and Andrew Sioberg, *Policy and Research Analyst, New Teacher Center*

This session will examine findings from New Teacher Center's teaching conditions surveys, highlighting results from over 8,000 schools and demonstrating impact on teacher retention and student achievement. Strategies to address key leadership and decision making practices will be highlighted. District and state policy approaches to improve teaching conditions including standards setting, evaluation, professional development, induction and preparation will be shared.

Leadership & Professional Identity

10A

Making The Case: How to Become an Effective Advocate for High-Quality Induction in School Districts and States

Dara Barlin, *Associate Director of Policy*, Wendy Baron, *Associate Director*, Liam Goldrick, *Director of Policy*, and Ann Maddock, *Senior Policy Advisor, New Teacher Center*

Advocacy is a critical to strengthen and sustain high quality induction. Even the most effective mentoring programs are at risk of discontinuance if the majority of district leaders, policymakers, funders, and even the media, are not aware of the importance and impact of the work. Through a review of evidence and specific communication strategies, this hands-on session will help to shape discrete arguments and approaches to support investments in high-quality induction programs.

Quality Mentoring

11:15 – 12:30 pm Sessions B

11B

Proving the Possible: A Look Inside the Classrooms of Teachers Who Closed Black-White Achievement Gaps

Johnnie McKinley, *Principal Consultant, The JMA Group*

In this interactive session, listen to teachers and view their classrooms as we explore the findings of a study identifying the strategies used by 33 teachers whose African American students attained success on standardized assessments. Reflect on and compare your current practices to the 42 strategies that these teachers and their 22 principals observed and developed in response to students' needs, cultures, preferences, and prior learning experiences.

Equitable Learning & Social Justice

12B

Secondary Social Justice Educators: Systemic Desertion? Supporting and Retaining Inspired Educators for Inspired Learning

Ian Fay, Ana Karina Parra, and Cristine Sato, *Teachers (PT 2)*, Paul Kilkenny, *New Teacher Advisor, Science Coordinator and Abigail Soriano, New Teacher Induction Advisor, East Side Union High School District*

With U.S. schools losing 50% of Black and Latino students, the need for effective social justice educators is greater than ever. The research is clear: our poorest students tend to get teachers in their first, second, or third year of teaching. Keeping this in mind, how can we develop, support, and retain talented and novice social justice teachers while keeping the idealism and educational activism alive? Participants will leave with mentoring and instructional strategies to implement right away.

Equitable Learning & Social Justice

13B

Teacher Induction in Australia, England, France, and New Zealand: Listening to and Learning from "Allies"

Ann L. Wood, *Associate Professor of Advanced & Applied Studies in Education, California State University, Los Angeles, Charter College of Education*

Have you ever wondered what novice teacher induction is like in other countries? What are the similarities and differences of induction in the U.S. and elsewhere? This symposium describes the structure, components, organization, operations, and best practices of teacher induction programs in Australia, England, France, and New Zealand. Participants engage in several interactive activities to conceptualize, analyze, and synthesize international induction activities that they reflect on using in their own U.S. teacher induction programs.

Leadership & Professional Identity

14B

State Induction Policy and Its Influence on Practice: Current Efforts, Best Practices and Future Steps

Lisa Johnson, *Senior Policy & Research Associate, Learning Point Associates*

This session guides participants through the complexities of induction policy and its effect on practice in a variety of state and district contexts. Based on an examination of state policy in three states, this presentation highlights the obstacles to quality induction programs and the solutions developed to address these challenges. Participants will have the opportunity to discuss the benefits and challenges they face and creatively produce next steps for their programs with attention to policy, research and practice.

Quality Mentoring

15B

Promoting Equity: Quality Mentoring in Hard-to-Staff Schools

Cynthia Balthaser, *Program Director, Santa Cruz/Silicon Valley New Teacher Project*; Michael Watkins, *Superintendent, Santa Cruz County Office of Education*

Students in hard-to-staff schools are in most need of highly qualified teachers. This session will address how a successful collaborative partnership between the Santa Cruz County Office of Education and the Santa Cruz/Silicon Valley New Teacher Project tackled the issue of mentoring special education and alternative education teachers. Presenters will share the history and development of quality mentoring for teachers of at-risk and special education students. Participants will share successes and next steps in their own educational settings.

Equitable Learning & Social Justice

16B

Ground Rules: Clarifying and Enacting Moral Purpose for Excellence in Leadership and Mentor Practice

Sewellyn Kaplan, *Instructional Specialist, West Contra Costa Unified*; Alison Kreider, *Lead New Teacher Coach, Team Science, New Teacher Support/Oakland Unified School District*

A fundamental principle in mentoring is to establish relationships grounded in trust. Trust relies on the integrity of each relational participant, and integrity relies on a clear adherence to a moral code. On what moral code is our mentor practice premised? In this interactive session, participants will clarify the fundamental principles—or moral purposes—that guide their work as effective educational leaders, and will make decisions about how to enact their moral purpose in their day-to-day practice.

Quality Mentoring

17B Featured Panel

Urban Superintendents' Perspectives and Strategies to Support and Accelerate New Teacher Effectiveness

Carlos Garcia, *Superintendent, San Francisco Unified School District*

Tony Smith, *Superintendent, Oakland Unified School District*

and other invited guests

Urban school districts confront a number of challenges that serve as bellwethers for public education across the United States: how to marshal and deploy resources to advance teacher effectiveness; how to support teachers use of student learning data to drive their practice; how to promote cultures of continuous improvement, collaboration, and alignment. This panel of urban superintendents and educational leaders will share how they grapple with these issues, and how teacher induction can be an important component for improvement in teaching and learning.

18B

Mentoring for SPED: Special Educator Practices that are Effective and Deliberate

Nancy Elium, *Outreach Consultant, New Teacher Center*;

Marypat Robertson, *Induction Coach, Chicago New Teacher Center*;

Mitzi Soo, *Mentor Teacher, New Teacher Center*

Teaching students with special needs is a complex job. It requires skill and know-how to assess, instruct, and motivate these students in a way that meets individual learning styles and needs yet challenges them to grow both academically and socially. Participants are invited to share “best practices” that support and welcome new Special Education teachers to the teaching profession. What can we do as mentors to help them navigate both administrative and instructional systems that are varied and complex?

Quality Mentoring

19B

The Teacher as an Artist: Mentoring the Creative Spirit

Anna Rainville, *Consultant, Waldorf School of the Peninsula*

Through multi-sensory activities, participants will discover their own reservoir of inner resources that will enable them to empower their mentees and mentor their creative spirit. This session will include singing games, writing and color exercises, and reflective discussion on the power of creativity. Participants will gain renewed enthusiasm for the dynamic relationship between the mentor and the new teacher.

Quality Mentoring

20B

Making The Case: How to Become an Effective Advocate for High-Quality Induction in School Districts and States

Continuation of 10A

12:45–2:15 pm Lunch & Keynote Speaker



Richard Rothstein

The Future of Accountability in American Education

Richard Rothstein is a research associate of the Economic Policy Institute, and a convener of the Broader, Bolder Approach to Education campaign (www.boldapproach.org). He is the author of *Grading Education: Getting Accountability Right* (2008); *Class and Schools: Using Social, Economic and Educational Reform to Close the Black-White Achievement Gap* (2004) and other articles and policy briefs on education, social policy and accountability. From 1999 to 2002 he was the national education columnist of *The New York Times*.

2:30–4:00 pm Sessions C

21C

We Are the (Systems) Change That We Seek

Linda Foster, Program Administrator for Early Career Educator Development, and **Erin Jones**, Assistant Superintendent for Student Achievement, Office of Superintendent of Public Instruction; **Mindy Meyer**, Project Director, New Teacher Alliance, Center for Strengthening the Teaching Profession

Disparities in achievement between racially diverse student groups persist at the national, state, and local levels. How can we, as mentors, foster the deeply personal commitment to equity that will ultimately result in meaningful systemic change? In this interactive session, presenters will share tools and strategies for engaging mentees in self-assessment, reflection, and conversations to promote personal growth and positive organizational change. Rising to meet the promise of culturally relevant mentoring, we ARE the change that we seek.

Equitable Learning & Social Justice

22C

Using Induction as a Gateway to the Systemic Management and Development of Educator Talent

Dawn Dolby, Senior Associate, and **Gretchen Weber**, Senior Program Associate, Learning Point Associates

Teacher induction is a critical gateway point to creating and developing effective teachers. Thus, state and district leaders need to understand how new teacher induction is closely connected to other critical components of the teacher career continuum, such as working conditions, performance management, professional development, and recruitment. During this session, participants will interact with eight components found in a comprehensive, research-based framework that provides the best practices and “steps to get there” for each of these areas.

Leadership & Professional Identity

23C

Oakland TeamScience: Subject Specific Mentoring and Teacher Leadership in an Urban Setting

Anthony Cody, Coordinator, TeamScience, Oakland Unified School District; **Kevin Drinkard**, **Michael Russo**, and **Sarah Young**, Outreach Coordinators, New Teacher Center

Oakland TeamScience is a collaboration between Oakland Unified School District and the New Teacher Center to provide quality science education in what has been an extremely high turnover branch of urban teaching. Exemplary classroom science teachers are trained in mentoring and leadership skills to work with a teaching force—the majority of whom are interns—to further subject specific skills and context appropriate pedagogies. In this session we will share current learnings and applications for other projects.

Quality Mentoring

24C

Comprehensible Mentoring and Induction Programs for New Teachers

Gwendolyn Benson, Associate Dean, Georgia State University; **Lynn Kepp**, Project Director, New Teacher Center; **Pat Wilson O’Leary**, Instructional Specialist, Vicksburg Community Schools; **Susan Villani**, Senior Program/Research Associate, Learning Innovations at WestEd; **Kristin Zimmerman**, Instructional Facilitator, Special School District

There are shortages of teachers reported throughout the country. It is estimated that 210,000 teachers will be hired each year between 2005 and 2015. 40–50% of new teachers leave within their first five years. Comprehensive mentoring programs significantly improve teacher effectiveness and retention. Learn about different models of new teacher support and discuss ways to create, implement, and/or enhance a comprehensive mentoring program in your district.

Quality Mentoring

25 C

Creating On-Line Mentoring to Support New Special Education Teachers Through a Partnership with New Teacher Center

Phoebe Gillespie, *Director*, and George Ann Rice, *Service Provider, Personnel Improvement Center, National Association of State Directors of Special Education*

Participants will consider the support that new special education teachers require, the barriers and challenges that make it difficult to provide support, and discuss strategies— highlighting e-mentoring as an effective strategy—to help overcome those challenges. Presenters will share how a number of states are partnering with the New Teacher Center to create systems of support, and participants will be encouraged to examine and critique the components of the program being developed.

Quality Mentoring

26 C

The State of State Induction Policy

Liam Goldrick, *Director of Policy, New Teacher Center*; David Osta, *Director, Policy/Communication, Chicago New Teacher Center*

How do U.S. states support the growth, sustainability and quality of induction programs for new educators? The New Teacher Center's 50-state induction policy survey provides state-specific data as well as looking at policy trends, identifying exemplars, and offering recommendations for improvement.

Quality Mentoring

27 C

Promoting Mentor Growth and Development Through Networking, Technology, and the Use of Online Tools

MaryElin Barnish, *Statewide Co-Coordinator ISBE Beginning Teacher Induction Programs, Illinois New Teacher Collaborative*; Marilyn Williams, *Professional Development Director, Berwyn School District #100*

This session will focus on the numerous possibilities for using networking and technology in mentoring programs. Facilitators will provide examples of electronic resources and demonstrate how they are used with mentors. A practical approach will encourage participants to assess their current program and plan for the integration of more networking and technology. An interactive format will allow participants to share ideas and resources.

Quality Mentoring

28 C **Featured Speaker**

Ken Futernick, *is the director of the Tipping Point School Turnaround Center at WestEd which provides technical assistance on turnaround strategies to educators and policy makers. He is a recognized expert in teacher retention and recently published a report titled, "A Possible Dream: Retaining California Teachers So All Students Learn."*

The Critical Role Beginning Teachers Play in Turnaround Schools

Beginning teachers bring vitality and fresh thinking to schools undergoing dramatic change. Turnaround schools often squander this opportunity and even drive new teachers away by providing too few supports or the wrong ones, limiting opportunities for innovation, and promoting "successful teaching" rather than "good teaching." This presentation will show how successful turnaround schools are creating sustainable, high-quality learning environments by avoiding these pitfalls.

29 C

Scale: From Good Idea to District-wide Implementation

Cynthia Brunswick, *Director, Chicago New Teacher Center*; Sheri Frost-Leo, *Human Resources, Chicago Public Schools*; David Osta, *Director, Policy/Communication*, and Amanda Perkins-Walsh, *Director of Data and Impact, Chicago New Teacher Center*

Learn about how Chicago Public Schools and the Chicago New Teacher Center have partnered to rapidly expand a full-release induction program to support all first and second year teachers. Go beyond the induction model to discuss the key, and often challenging, aspects of going to scale. Program directors and district leaders will share lessons and lingering dilemmas that include communication, data collection, program quality and policy.

Quality Mentoring

30 C

Making It Public! What do we Learn about Teaching when Coaches and Mentors Make our Work Study-able?

Lynne Godfrey, *Induction Director*, and Julie Sloan, *Induction Coach, Boston Teacher Residency*

"Making teaching public" has been a mantra of recent reform efforts, yet teaching has remained a highly privatized activity. The Boston Teacher Residency Induction program is transparent in order to understand the ways coaching can strengthen the relationship among teachers, students and content so teachers can sustain an inquiry into their practice and make it more public. Participants will analyze coaching video clips and transcripts to study patterns in coaching that keep teaching focused on student understanding and achievement.

Leadership & Professional Identity

Tuesday, February 9, 2010

7:30 – 8:00 am Continental Breakfast

8:00–9:15 am General Session & Keynote Panel

Measuring Teacher Effectiveness

Terry Holiday, Commissioner of Education, Kentucky Department of Education; **Brad Jupp**, Senior Program Advisor, Teacher Effectiveness and Quality, United States Department of Education; **Tom Kane**, Professor, Education and Economics, Director, Project for Policy Innovation in Education, Harvard University, and Deputy Director of Education for U.S. Program, Bill and Melinda Gates Foundation

Moderator: Eric Hirsch, Director of Special Projects, New Teacher Center

Catalyzed by language from the American Recovery and Reinvestment Act, policy discussions are shifting from an emphasis on teacher qualification to effectiveness. But how can we measure effectiveness in a systematic way for all teachers? This expert panel will share perspectives from the federal and state levels about how policymakers are conceptualizing teacher effectiveness and implications for supporting new teachers and principals.

9:30 – 11:00 am Sessions D

31D

Sustaining Secondary Teaching Reform Efforts: Three Practical Approaches

Nathan Cross and **Mike Heffner**, Outreach Coordinators, and **Karen Hendricks**, Director, School Leadership Development, New Teacher Center

This session will build upon and clarify how principals, assistant principals and teachers can utilize observation and data discussions to assess and impact student engagement and student achievement. The lens is through three case study departments, each at a different stage of utilizing learning communities to support closing persistent achievement gaps. Participants will look at the tools and protocols that the case study departments utilized, self-assess their school efforts and plan next steps.

Leadership & Professional Identity

32D

Teachers Learning in Networked Communities: Online Teacher Induction, Support, and Collaboration

Mary Clevenger-Bright, Director of Induction Support, University of Washington Seattle; **Hanna Doerr**, Program Manager, National Commission on Teaching and America's Future; **Annette Sills-Brown**, ProComp Specialist, Denver Public Schools

Learn how Teaching Learning in Networked Communities' online program provide new models for teacher induction and support as pre-service, novice, and veteran educators collaborate in facilitated learning teams. Examine the challenges and successes in building online communities, investigate powerful tools used for collaboration, and explore ways that facilitated online communities can link your district and university partners in support of novice teacher success.

Leadership & Professional Identity

33D Featured Speaker

Jennifer Abrams is a professional developer for Palo Alto Unified School District and an educational consultant for public and private schools, charter schools, universities, and nonprofits. Her publications include *Having Hard Conversations* and the chapter "Habits of Mind for the School Savvy Leader" in *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*. She contributed to *Mentors in the Making: Developing New Leaders for New Teachers*.

Being Generationally Savvy: Supporting Administrators and Teachers of All Generations

What are the issues in recruitment, supervision, mentoring, leadership training, daily communication, and collaboration that develop when our workplace includes four generations of professionals? Jennifer Abrams will discuss these concerns and include tools and protocols for teachers, mentors, administrators, and district personnel to work more effectively with all generations.

34D

Evaluating the Impact of Mentoring

Cheryl Krehbiel, *Deputy Chief of Professional Development, and Deonne Medley, Director of Mentoring and Induction, District of Columbia Public Schools*

How do we know if the work that mentors are engaging in is impacting student achievement? Learn about the District of Columbia Public Schools' mentor evaluation system and its connection to high quality instruction. DCPS will share initial results of this assessment program and any plans for modifications. Participants will review the tools developed and implemented by DCPS, as well as reflect on their own programs tools and performance tracking systems.

Quality Mentoring

35D

Measuring Impact: Perspectives on the Use of Survey Data

Adele Hermann, *Researcher, Jan Miles, Regional Director, and Ayuri Terada, Researcher, New Teacher Center*

Evaluation is a critical piece of any induction program. Besides guiding professional development for beginning teachers and mentors, evaluation should measure impact in key areas. The NTC Induction Survey focuses on retention, teaching practice, and student learning. This session covers these topics, allowing for the consideration of actual survey results from a number of participating programs. Come and learn from those who have been using this evaluation tool for years to guide their work and develop stronger programs.

Quality Mentoring

36D

Making Practical Classroom Management Skills Visible for Teacher Induction—One District's Successes

Grace Dearborn, *Education Consultant, Conscious Teaching; Audrey Jacques, Mentor and Consulting Teacher, Fairfield-Suisun Unified School District; Rick Smith, Education Consultant, Conscious Teaching*

New teachers in the Fairfield-Suisun District in California are benefiting from a comprehensive focus on making classroom management skills visible and doable. Come learn about what has been working for this school district while gaining ideas for how key pieces of the Fairfield-Suisun model can be used elsewhere. When you leave this interactive session, your tool kit will be overflowing with "stuff you can use."

Quality Mentoring

37D

Leading by Doing: Supporting Teacher Facilitators of Professional Learning Teams

Jennifer Bloom and Marie Crawford, *Outreach Coordinators, Kitty Dixon, Director, School/District Innovation, Jenny Morgan, Michael Russo and Ryan Stewart, Outreach Coordinators, New Teacher Center*

Skilled facilitators accelerate a group's development and progress toward goals. Supporting teachers to facilitate their peers builds their leadership skills contributes to the development of a collaborative culture beyond the PLCs. Participants will assess their team's development and understand and practice key elements of facilitating a data driven inquiry cycle. Participants will interact with the content through discussions and video observation with note taking and discussion guides.

Leadership & Professional Identity

38D

Integrating Induction with Teacher Leadership

Stephen Helgeson, *Vice President, National Board for Professional Teaching Standards; Alvera Lesane, Senior Director of Professional Growth and Development, Durham Public Schools; Joyce Loveless, Director Programs & Equity, National Board for Professional*

In this session, attendees will learn how Durham Public Schools integrated its induction program with its National Board Certification program. The integration of these two programs provided a link between induction programs and accomplished teaching, as well as leadership opportunities for National Board for Professional Teaching Standards in high need schools. Session outcomes include a model program and the ability to design, fund, and implement programs in participant's districts.

Equitable Learning & Social Justice

39D

You Are a Mentor, Now What?

Fred Williams, *Executive Director of Recruitment and Retention, Durham Public Schools*

In this session, a group of second-year mentors (K-12) will facilitate an interactive forum on the joys and challenges in life as a first-year mentor. Participants will gain understanding on how to navigate school cultures, adapt to changing circumstances, develop professional relationships with beginning teachers and the school community, and process the personal impact of their new role.

Quality Mentoring

40D

A Transparent Sharing of the First Year of a Multi-District Mentoring Partnership

Tiffany Wiencken, *Title IA & Mentor Facilitator, Beaverton School District*

This session will explore the ups and downs of a mentoring partnership between five very different school districts. Participants will learn about the process for hiring new-teacher mentors, developing mentor skills and confidence, building a community of support for and with beginning teachers, and working with diverse districts and their needs. There will be an informal Q & A for those who are starting a mentoring program.

Quality Mentoring

11:15–12:30 pm Sessions E

41 E

Motivationally and Culturally Responsive Professional Learning Cycles with Beginning Teachers*Laura Morrison, Coach/Mentor, Kindergarten Programs, and Paul Robb, District Instructional Coach/Mentor Support, Seattle Public Schools*

This session provides ways for educators to bridge the gap between research on intrinsic motivation and professional learning. Featuring doctoral research and practical application from Washington State, participants will explore how to design, implement, and facilitate a cycle of professional learning that encourages adults to create learning environments that are relevant, engaging, and that support student learning in dynamic, enduring ways.

Equitable Learning & Social Justice

42 E

How Research Impacts Innovations in Teacher Induction*Nicole de Korte, Education Officer, Teaching Policy and Standards Branch, Ministry Of Education, Ontario, Canada*

Induction programs impact teacher retention, however, the degree to which policy investments in such programs “pay off” in teacher quality and student learning, or how policy makers subsequently respond to findings, is less clear. A three-year study of the Ontario New Teacher Induction Program provides evidence that had an immediate influence on Ministry policy in terms of funding and the scope of the NTIP. This session will present the study’s key findings and examine the Ministry’s innovative responses.

Leadership & Professional Identity

43 E

Strengths Coaching: Exploring Natural Talents with Beginning Teachers to Develop Excellence*Tim Gollup, Full-Release Mentor, Monona Grove School District, Dane County New Teacher Project; Tom Howe, Program Coordinator, Dane County New Teacher Project, Outreach Coordinator, New Teacher Center*

Explore with colleagues how to support beginning teachers by uncovering their strengths and revealing their greatest potential for teaching excellence. Learn to identify the difference between skills that can be learned versus talents that are both natural and enduring. At the end of this session, time will be given to explore ways to implement strengths coaching using FAS tools and other newly presented tools.

Quality Mentoring

44 E

Trust, Triage, and Teaching: Exploring Interactions Between Mentors and First-Year Teachers*Emily Davis, Doctoral Candidate, University of Virginia, Curry School of Education*

What do mentors and new teachers talk about when no one else is listening? Is there a pattern of communication that leads to new teacher success? Discover how one qualitative researcher listened in on the intimate communications between mentors and new teachers and learned valuable lessons about how mentors and new teachers work together. This interactive workshop invites participants to consider the implications of this study on their own programs, districts, and future research.

Quality Mentoring

45 E

Assessment for Learning is Good Mentoring!*Rebecca Bush, Director of Curriculum, Instruction & Assessment, Ionia County Intermediate School District*

Dr. Richard Stiggins’ work in assessments for learning has been the impetus for substantial and systemic changes to instruction and assessment in school districts (K–12) across the nation. In this interactive session, participants will learn how to use Stiggins’ 5 keys of quality assessment to evaluate current mentor/teacher relationship programs and/or practices, as well as create an action plan to improve or develop at least one aspect of a current or newly developed mentoring program.

Quality Mentoring

46 E

Getting Started on a Limited Budget!*Jessica Hellmer, Education Program Consultant, Kansas State Department of Education*

Learn how to get a program started from the beginning! Kansas will share strategies on how to show the need for a comprehensive induction program, how to work within the constraints of a limited budget, and ways to make a mentoring/induction pilot successful. Participants will collect new tools and collaborate with their colleagues around data collection and progress monitoring.

Quality Mentoring

47 E

Designing Effective Instruction: A Blueprint for Teachers and Mentors*Kitty Dixon, Director, School/District Innovation, Bee Medders, Debbie Nemecek, and April Stout, Outreach Coordinators, New Teacher Center*

What are the essential habits of mind needed to design and implement effective instruction? How can coaches and mentors support teachers’ lesson design? New Teacher Center has developed a Blueprint for Designing Effective Instruction, which guides thinking around the Gradual Release of Responsibility theory and teaching to student mastery. Participants in this session will interact with the Blueprint and view video clips of teaching and coaching debrief sessions that highlight the Blueprint in action.

Quality Mentoring

48E **Featured Speaker**

Brad Jupp is a Senior Program Advisor for Teacher Effectiveness and Quality in the Office of Secretary of Education Arne Duncan. He is on loan from Denver Public Schools where for the past 24 years he has been a teacher, union leader and senior administrator. Brad has shaped district direction in a wide range of fields, including individual, school and performance management and accountability; school choice, new school development and school portfolio management; and the management of educator human capital.

Stimulus and Innovation Grants as Levers for Change: Exploring the U.S. Department of Education's Current Strategies

The education components of the federal stimulus place a strong emphasis on four reform areas: teacher and administrator effectiveness, data systems, standards, and turning around low-performing schools. Brad will share insights on the United States Department of Education teaching quality programs and recent federal stimulus funding activities for education.

49E

Leadership Matters: How to Strengthen the Principal/Coach Relationship Around Induction

Cydney Field and Yvonne Smith, *Principal Resources*, **Amy Treadwell**, *Lead Coach*, and **Ginny Vaske**, *Principal Resource*, *Chicago New Teacher Center*

Based on the leadership work in Chicago, participants will deepen their understanding of the principal's role in supporting induction; the importance of regular communication among principal, coach, and beginning teacher that protects confidentiality; and help develop additional strategies for deepening principal support of induction and a pathway to school leadership for coaches. Experienced Chicago Public School principals will engage participants in activities aimed at unraveling the complexities of establishing relationships among all who have a stake in beginning teacher success.

Leadership & Professional Identity

50E

Leadership Through Mentoring: The Evolution of Our Professional Identities

Flavia Gordon-Gunter, Christal Presley, and Kimberly Turner, *Instructional Mentor Teachers*, *Atlanta Public Schools*

Atlanta Public Schools is growing leaders through mentoring. As a result, the professional identities of these mentors are constantly growing and evolving. The purpose of this session is to share our successes, areas of growth, and lessons learned as our induction program evolves. Participants will reflect upon and analyze how mentors in their own districts are stepping up to leadership. They will come away with strategies to further support and cultivate their own professional identities as mentor leaders.

Leadership & Professional Identity

12:45 – 2:15 pm

Lunch & Keynote Speaker

Adrienne Dixson



What's Race Got To Do With It? Examining Racialized Pedagogy

Adrienne Dixson is an Associate Professor in the School of Teaching and Learning at The Ohio State University. Her scholarship focuses on race, racial, and gender identities in urban school contexts. She recently received the Fire and Focus Award in the area of equity and education, and the Kappa Delta Pi/AERA Division K 2009 Early Career Research Award from the American Educational Research Association. She has published extensively on educational equity and urban schools, culturally relevant pedagogy, and co-edited *Critical Race Theory in Education: All God's Children Got a Song*, which received a Critics Choice Award from the American Educational Studies Association.

2:30–3:45 pm Sessions F

51F

Differentiation for Language Learners Success*Rain Bongolan, Valerie Leal, and Sarah Young, Outreach Coordinators, New Teacher Center*

In order to address the English language and academic language needs of today's students, teachers must become skilled at differentiated instruction. As mentors, how do we synthesize current knowledge and strategies about best practices for language learners and differentiated instruction, in order to guide our teachers towards maximum success? This session will bring together some of the latest thinking in both areas to provide more powerful mentoring practices and tools.

Equitable Learning & Social Justice

52F

Culturally Relevant Pedagogy: Giving New Teachers the Tools to Reach the 21st Century Student*Keisha Gabriel, Curriculum Coach, Winston-Salem Forsyth County Schools; Jane Higgins, Leslie Kinard, and Tammy Taylor, Induction and Success Coaches, Guilford County Schools*

Research shows that there is a large discrepancy between the ethnicity and gender of the teaching population graduating from education programs and the vastly diverse student population. This interactive session will focus on the need for teachers, new teachers especially, to create culturally relevant climates in their diverse classrooms. Participants will learn tools for incorporating culturally relevant, inclusive, and engaging instruction into daily classroom activities.

Equitable Learning & Social Justice

53F

Using A School Based Peer Review Process to Assess New Teacher Development and Growth*Tom Avvakumovits, Director of Human Resources, Fremont Union High School District; Laura Gschwend, Coordinator of Mentor Professional Development, New Teacher Center; Terri Hannigan, Josh Maisel, and Nikki Merrick, Mentors, Fremont Union High School District; Laurie Stapleton, Coordinator of Participating Teacher Professional Development Silicon Valley New Teacher Project*

At Fremont Union High School District in San Jose, CA, new teachers reflect on their professional growth by inviting their mentor, veteran peers, and school leaders to examine evidence of growth. Together, they examine student learning evidence and dialogue with colleagues about what they have learned and what challenges they face. This innovative use of peer review has promoted shared responsibility for student learning, increased the use of common language, and built learning communities that bridge the new/veteran teacher divide.

Quality Mentoring

54F

Mentor Accountability: Beyond Compliance*Barbara Davis, Outreach Coordinator, New Teacher Center; Cecily Hensler, Mentor Professional Development Lead, Chicago New Teacher Center*

The intent of this session is to provide a set of assumptions and sample tools and processes that can support districts as they strive to create or refine systems that foster mentor growth. A set of mentor standards and continuum of mentor development will be shared through the lens of setting mentor professional goals—including multiple ways of assessing mentor practice and holding mentors accountable for expected outcomes. An effective system of mentor accountability is more about growth than compliance.

Quality Mentoring

55F

Oral Language Development: The Role of the Mentor*Allison Briceno, Reading Recovery Teacher Leader/Coach, Ravenswood City School District; Kitty Dixon, Director, School/District Innovation, New Teacher Center; Adria Klein, Professor Emerita, California State University San Bernardino, Reading Recovery Trainer, St. Mary's College; Susan Wray, Reading Recovery Teacher Leader /Coach, New Teacher Center*

Guiding mentors to support teachers in the area of oral language development in the classroom promotes equity and access to instruction. Though there is often minimal support or links to practice, there is tremendous potential to support mentors in a key area of instruction across the grade levels and content areas. This session will help mentors examine their own language in working with teachers.

Quality Mentoring

4:00 pm Closing Refreshments