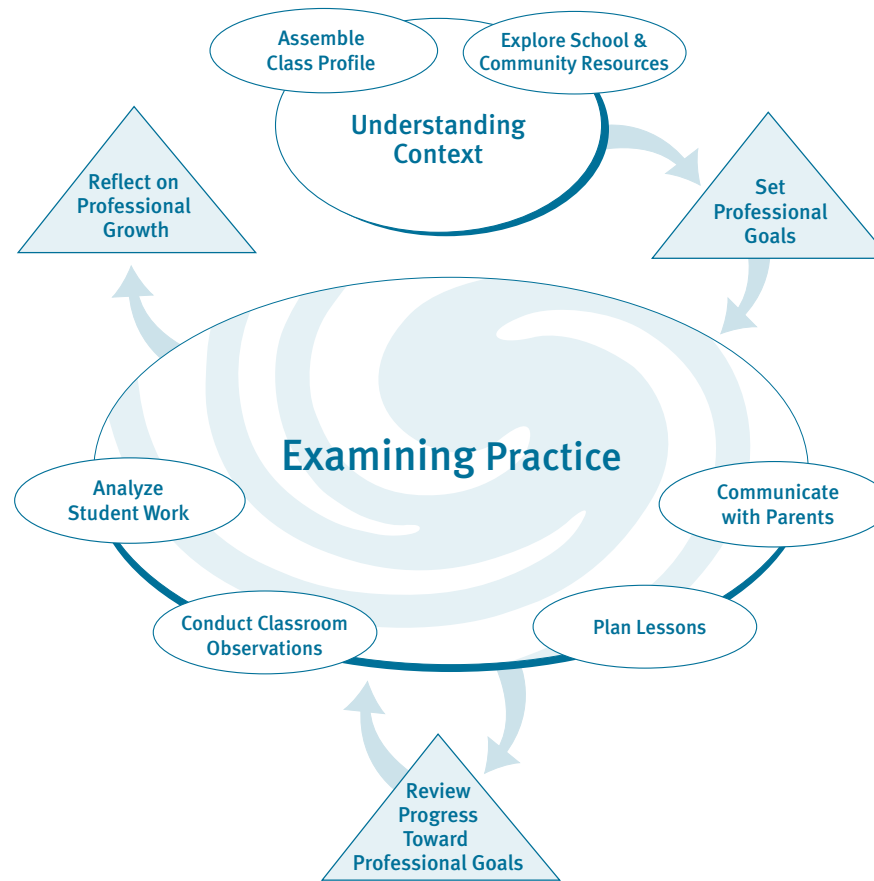


What is the NTC Formative Assessment System?

As new teachers embark on their journey of professional growth, they will certainly encounter successes and dilemmas. The New Teacher Center has developed a set of tools and processes, the NTC Formative Assessment System (FAS), designed to link new teacher learning and mentoring. Together, the novice and veteran teacher identify accomplishments and challenges, and connect the work to professional areas for growth as well as student academic needs. Each formative assessment tool is essential and simultaneously supports mentoring and the advancement of beginning teacher practice. The tools are designed to be embedded in the day-to-day practice of teachers in order to become a natural part of their on-going professional thinking and learning. They are also intended to provide structured opportunities for experienced teachers to share their knowledge and expertise with novices, based upon the data they have collected together.

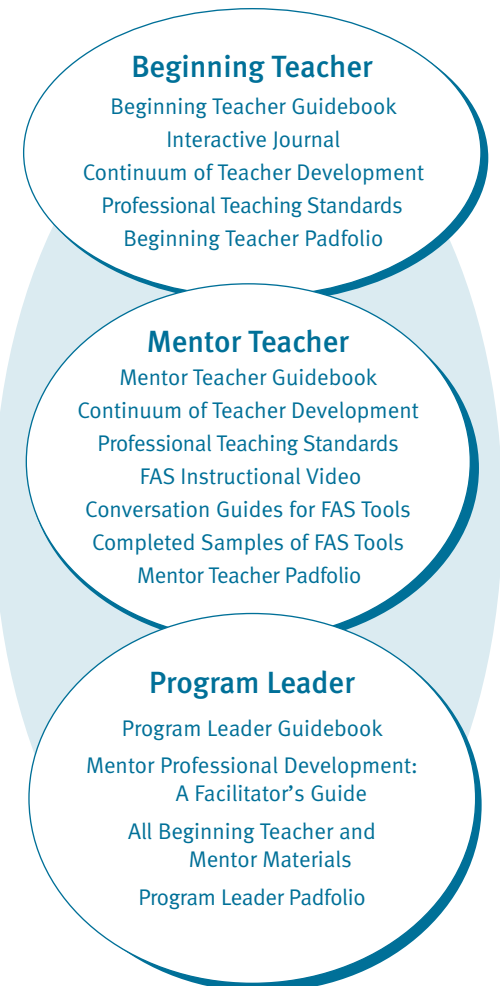
FAS encourages curiosity and inquiry, teaching and learning about practice for both the mentor and the new teacher. The goal and the vision is that as beginning teachers exit their induction programs, they are committed to engage in the sort of reflective, collaborative inquiry that the mentor has modeled and practiced with the support of FAS. Convinced that new teachers contribute to the profession in very important ways, the NTC is dedicated to building a system of support and professional development for all teachers.



The **NTC FAS** guides beginning teachers as they develop teaching practices, habits, and skills that ensure the cultivation of highly qualified and effective teachers. As illustrated by the graphic, FAS is a series of collaborative processes characterized by a consistent focus on student learning. Mentors work with individual new teachers to collect and analyze multiple data sources as they reflect upon and assess the teacher's classroom practice. A variety of carefully designed tools are used to structure the mentor-beginning teacher interactions and support each beginning teacher's development in relation to professional teaching standards. The focus, process, and pacing of each of each FAS tools are determined collaboratively by the mentor and beginning teacher in light of the teacher's individual needs.

FAS Components

The NTC FAS support materials are tailored to the needs of the three FAS users: program leaders, mentor teachers, and beginning teachers. They help clarify FAS tools and their use, offer ways to organize and access FAS materials, and provide additional information to create a receptive and successful environment for FAS implementation.



About the New Teacher Center

The New Teacher Center (NTC) at the University of California, Santa Cruz, is a national resource focused on teacher induction and dedicated to promoting excellence and diversity in America's teaching force. Established in 1988, the NTC has developed a fully integrated model of individual support and formative assessment, assisting new teachers in cultivating their teaching practices. Based on work with thousands of mentors and beginning teachers, the NTC has been carefully developing, testing, and refining its philosophy and methodologies. The resulting system of curriculum, tools, and strategies has put NTC at the forefront of beginning teacher induction.

“Your participation in an induction program represents an exciting opportunity to work with passionate and dedicated veteran teachers as you become the skillful and successful educator you are destined to be.”

—Ellen Moir, NTC Executive Director,
in a message to new teachers

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NEW TEACHER CENTER

NTC Formative Assessment System

*Tools and Processes that Support
High Quality Mentoring*

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