New Teacher Center 101

19th National Symposium
February 13, 2017

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WHEN WE FOCUS ON TEACHERS, EVERYONE SUCCEEDS
SECTION ONE

Establishing Our Community
Program Standards

Foundational:
• Program Vision, Goals, and Institutional Commitment
• Program Administration and Communication
• Principal Engagement
• Program Assessment, Evaluation, and Accountability

Structural:
• Coach Roles & Responsibilities, Selection, Assignment, and Coach Assessment
• Coach Professional Development and Learning Communities
• Assessing Teacher Practice
• Teacher Professional Development and Learning Communities

Instructional:
• Focus on Instructional Practice
• Focus on Equity and Universal Access
Program Reflection

INDIVIDUALLY …

• Through the lens of NTC’s Program Standards, reflect on the current state of your induction, instructional coaching, or school leadership program.

  What are one or two things that are going well?

  What are a few areas of challenge?

• On the Program Collaborative Assessment Log, jot down two areas of strength in the “What’s Working” box, and two challenges in the “Focus, Challenges, Concerns” box.
## Program Collaborative Assessment Log

**Team Members:** ____________________________  **Program Coach:** ____________________________  **Date:** ____________________________

2011 Program Goal(s): ________________________________________________________________

**What's Working:**

**Current Focus—Challenges—Concerns:**

**Next Steps—Program Member: (What, Who, & When)**

**Next Steps—NTC/Other:**

**Next Meeting Date:**

<table>
<thead>
<tr>
<th>Foundational</th>
<th>Structural</th>
<th>Instructional</th>
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</thead>
<tbody>
<tr>
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<td>Focus on Equity and Universal Access</td>
</tr>
<tr>
<td>Program and Site Leadership Engagement</td>
<td>Formatively Assessing Teacher Practice</td>
<td></td>
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<tr>
<td>Program Assessment, Evaluation and Accountability</td>
<td>Teacher Professional Learning and Learning Communities</td>
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Connecting for Impact

WITH A TABLE PARTNER:

Introduce yourselves and take turns sharing a bit about the program strengths and challenges you recorded on your Program CAL.
SECTION TWO

Outcomes
Outcomes

• Explain the key components of the NTC induction, instructional coaching, and school leadership models.

• Provide participants with reflection time and protocols to leverage Symposium learning on behalf of individual program improvement goals.
SECTION THREE

NTC History and Journey
Talent Pipeline: Teacher and School Leaders

Support & Development

Pre-service → Induction → In-service
Founded by teachers in 1998, New Teacher Center has made it our mission to improve student learning by accelerating the effectiveness of new teachers, experienced teachers and school leaders.
We believe that well-educated students demonstrate academic knowledge and skills, healthy relationships, physical and mental health, and readiness for community engagement.

All students deserve an effective teacher every year who can help them reach their full potential.

We know effective teachers are developed not born.

Essential to increased teacher effectiveness is regular access to quality instructional leaders.

NTC promotes, develops and supports instructional leaders at all levels of the system to provide every student with an effective teacher.
What We Are Driving Towards

• Increase student learning
• Accelerate teacher and leader effectiveness
• Improve teacher retention
• Strengthen teacher leadership
• Foster new professional norms of collaboration and on-going learning
Reflection

How are NTC’s beliefs and outcomes aligned to your program’s beliefs and outcomes?

Add to your Program CAL…

What’s Working?

Challenges?
Effective TI, IC, SL Programs
SECTION FOUR

Effective TI, IC Programs
OUR i3 RESULTS TO DATE

New Teacher Center’s teacher induction model is one of the few to demonstrate statistically significant gains in student learning through third party evaluations.

IMPACT ON STUDENT ACHIEVEMENT

Results consistently show students taught by NTC-supported new teachers learned more compared to students whose new teachers received traditional new teacher support.

NTC i3 Validation
WHAT WE CONFIRMED

Significant time spent with teachers (~180 min/month) + Intensive instructionally focused support = Changes of teacher practices & positive impact on student learning
Critical Components: TI & IC

**CONDITIONS FOR SUCCESS**
- Carefully selected, released mentors and coaches
- Systemic approach
- Strong site leaders
- Engaged stakeholders
- Supportive context for teaching and learning

**TEACHERS**
- Mentor and Coach Development, Ongoing Assessment, and Communities of Practice
- New and Veteran Teacher Development, Ongoing Assessment, and Communities of Practice

**STUDENTS**
- Program Leadership and Induction Systems Development

**PRINCIPAL AND SITE LEADER CAPACITY BUILDING**
- Accelerate Teacher Effectiveness
- Improve High-Quality Teacher Retention
- Strengthen Teacher Leadership

**INCREASE STUDENT LEARNING**

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Key Tenets

Developed Coaches

Standards & Learning Environment

Formative Assessment

Program Assessment, Evaluation, & Accountability
## Professional Learning: Essential Elements

| 1. Formal Professional Development for Coaches | • Provides clarity of role and clear vision of high-quality teaching, leading, and coaching  
• Applies research-based best practices around adult-adult learning |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Forums for Coaches | • Deepens coach effectiveness and practice by providing opportunities to delve into issues of implementation  
• Connects learning to current state and district initiatives |
| 3. In-Field Coaching | • Allows program leaders to gather evidence of strengths and areas for growth  
• Facilitates coach accountability and personalized growth |
| 4. Capacity-Building for Program Leaders | • Builds skills around implementation and impact  
• Connects to research-based best practices for implementation, innovation, and sustainability |
Developmental & Aligned

- Emotionally, Intellectually, and Physically Safe Environments
- Equitable and Culturally Responsive Pedagogy
- Meeting Needs of Diverse Learners

Analyzing Evidence of Learning

Lesson Planning

Observing Instruction

Teach/Assess

Plan/Prepare

Optimal Learning Environment
Effective teaching and learning can only happen when an Optimal Learning Environment is in place. In an Optimal Learning Environment, the social and emotional elements of learning are prioritized and understood to be the foundation of academic success and personal well-being. Optimal Learning Environments begin with a positive, productive school climate and provide intellectually and emotionally safe, stimulating classroom communities that are personalized and co-constructed by adults and students. They are characterized by kind, caring, and respectful adult, adult-student, and peer relationships that cultivate a sense of belonging and foster academic, social, and emotional skills. Optimal Learning Environments reflect a belief that all students can achieve high standards. Within an Optimal Learning Environment, the diverse needs of each learner are addressed with an ever-present attention to equity and continuous academic, social, and emotional growth.

**Optimal Learning Environment**

- **Create Emotionally, Intellectually, and Physically Safe Environments**
- **Provide Equitable, Culturally Responsive, and Rigorous Curriculum and Instruction**
- **Meet the Needs of Diverse Learners**
Formative Assessment

Why

• Focuses on teacher’s growth

• Guides the work of anyone serving in a coaching role

• Establishes professional norms of inquiry into and reflection upon practice

• Parallels the key role of assessment in effective instructional practices
**Formative Assessment Tool**

**Collaborative Assessment Log**

Name:  
Mentor:  
Grade Level/Subject Area:  
Date:  
Professional Goal(s):  
Teaching Standard Focus:  

Mark all that apply:

- Analyzing Student Work
- Co-Assessing Teaching Practice
- Collaborating with Colleagues
- Communicating with Families
- Determining Instructional Groups
- Developing/Reviewing Professional Goals
- Discussing Case Study Student(s)
- Discussing Content Standard(s)
- Developing IEP/Planning for IEP Meeting
- Knowing Students Academically
- Knowing Students Across Multiple Dimensions
- Modeling Lesson(s)
- Observing and Conferencing
- Planning Instruction
- Problem Solving
- Reflecting
- Reviewing Inquiry Cycle Action Plan
- Using Technology
- Other

**Teacher’s Next Steps:**

**Mentor’s Next Steps:**

**What aspects of our work together provide the most support and impact on your practice? What would support you going forward?**

Next meeting date:  
Focus:  

**What’s Working? (How do you know? Cite evidence of instructional decisions and student learning when applicable.)**

**Current Focus—Challenges—Concerns:**
Planning Conversation Guide

I. Standards-Based Content

- What knowledge and skills is the "focus" of the targeted standard(s) focused on?
- What aspects of rigor described in the standard(s) will be the target for this lesson?
  - Conceptual understanding: Words that signal conceptual understanding include "understand," "interpret," "recognize," "describe," and "explain."
  - Procedural skill and fluency: Words that signal procedural skill and fluency include "fluently," "compute," "convert," and "solve."
  - Application: Phrases that signal application include "real-world" and "word problems."
- For literacy lessons, is the complexity of the text(s) appropriate for this standard, lesson, and grade level (i.e., based on Lexile level, etc.)? Is the text overall appropriate for the grade level?
- What is the connection between the new content in this lesson and previously taught standard(s) and skill(s)?
- What is the connection between the new content in this lesson and previously taught standard(s) and skill(s)?
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- What is the connection between the new content in this lesson and previously taught standard(s) and skill(s)?

II. Instructional Practice

- How should the student's prior experiences with the targeted standard(s) be leveraged?
- What instructionally strategic words and phrases should be included in the introduction?
- What instructionally strategic words and phrases should be included in the introduction?
- What instructionally strategic words and phrases should be included in the introduction?
- What strategies will be used to shift the academic struggle to the students?
- What feedback to students will reinforce the targeted aspects of the standard(s)?
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- What feedback to students will reinforce the targeted aspects of the standard(s)?

III. Student Actions

- What strategies will support and encourage students to:
  - Share their thinking about the content and reflect on the learning process
  - Engage in dialogue, activities, and opportunities to clarify and extend their thinking
  - Use reasoning and evidence to justify their ideas
  - Select appropriate tools and strategies to support their work
  - What strategies will support and encourage students to:
  - Share their thinking about the content and reflect on the learning process
  - Engage in dialogue, activities, and opportunities to clarify and extend their thinking
  - Use reasoning and evidence to justify their ideas

IV. Classroom Interactions

- What word choices, gestures, tone, and/or actions will convey confidence that all students can meet grade-level standards, while fostering respect for diversity and learner variability?
- What strategies will support respectful interactions and reflect care for students' physical, emotional, and intellectual well-being?
- What opportunities will allow students to effectively collaborate on practice problems, exercises, or prompts focused on the knowledge and skills in the targeted standard(s)?
- What strategies will support respectful interactions and reflect care for students' physical, emotional, and intellectual well-being?
- What opportunities will allow students to effectively collaborate on practice problems, exercises, or prompts focused on the knowledge and skills in the targeted standard(s)?
- What strategies will support respectful interactions and reflect care for students' physical, emotional, and intellectual well-being?
Consider your systems for collecting and analyzing data to improve program implementation and impact

### Time spent with teachers

<table>
<thead>
<tr>
<th>Metrics</th>
<th>Dashboard</th>
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<tr>
<td><em>Interaction Time</em></td>
<td>Interaction Time per Month</td>
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<tr>
<td>◇ at least 180 mins per month</td>
<td>20%</td>
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<tr>
<td>◇ at least 120 mins per month</td>
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</tr>
<tr>
<td><em>Number of Interactions</em></td>
<td>Number of Interactions per Month</td>
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<td>◇ at least 1 interaction per month</td>
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<td><em>Lesson Planning</em></td>
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<tr>
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<td>78%</td>
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<tr>
<td>◻ at least 2 lesson planning tools</td>
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<tr>
<td>◇ at least 1 lesson planning tool</td>
<td></td>
</tr>
<tr>
<td><em>Student Learning Analysis</em></td>
<td>Student Learning Analysis Tools Completed</td>
</tr>
<tr>
<td>◻ at least 3 student learning tools</td>
<td></td>
</tr>
<tr>
<td>◻ at least 2 student learning tools</td>
<td></td>
</tr>
<tr>
<td>◇ at least 1 student learning tool</td>
<td></td>
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<tr>
<td><em>Observation Cycles</em></td>
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<tr>
<td>◻ at least 3 pre-observation tools</td>
<td>100%</td>
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<tr>
<td>◻ at least 2 post-observation tools</td>
<td></td>
</tr>
<tr>
<td>◇ at least 1 post-observation tool</td>
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<tr>
<td><em>Goal Setting</em></td>
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<tr>
<td>◻ end-of-year co-assessment</td>
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<td>◻ mid-year co-assessment</td>
<td>62%</td>
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<tr>
<td>◇ initial co-assessment</td>
<td>80%</td>
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### High-leverage tools
Reflection

**Structural Standards:**
- Coach Roles & Responsibilities, Selection, Assignment, and Coach Assessment
- Coach Professional Development and Learning Communities
- Assessing Teacher Practice
- Teacher Professional Development and Learning Communities

**With an elbow partner**

*How are you incorporating standards, learning environment, and formative assessment into your work with coaches and teachers?*
NTC Model in Action

As you watch the video, Note skills, knowledge, and actions of:

• Coaches

• Teachers

• School Leaders

Be ready to share with table mates.
Video: “Teacher Induction and Coaching in Broward County Public Schools”
Discuss & Reflect

Discuss: *What were the knowledge, skills and actions of coaches, teachers, and school leaders?*

Reflect: Returning back to your Program CAL,

*What might be some next steps in your context?*
Key Tenets

- Developed Coaches
- Standards & Learning Environment
- Formative Assessment

Program Assessment, Evaluation, & Accountability
Effective School Leadership Programs
Vision for NTC School Leadership: School & Systems Change

Comprehensive Teacher Development
- Rigorous Standards (CCSS)
- Optimal Learning Environments (SEL)
- Professional Learning Structures
- Data-Driven Instruction
- Distributed Leadership (ILT)

Mentors, Coaches, Teacher Leaders

New and Experienced Teachers

Leveraging Instructional Leaders

School Leaders

Systems Change

Talent Management
Teaching and Learning
Superintendent Board
Principal Supervisors
Resource Allocation

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Key Tenets

Focus on instructional leadership & teacher development

- Strong Instructional Vision
- Powerful Learning Culture
- Observation, Feedback, and Coaching Cycles
- Distributed Leadership Model
- Aligned Systems, Structures, Resources
Professional Learning: Essential Elements

1. Formal Professional Development for School Leaders
   - Launch with strong district sponsorship
   - Position as part of regular district learning series; co-plan and lead
   - Summer retreat to launch, ground work

2. Forums/Networks for School Leaders
   - Continued learning opportunities to expand and deepen learning
   - Flexible grouping based on context of district or consortium

3. In-Field Coaching of School-Based Teams
   - Opportunity to observe application of learning in school setting
   - Priority is on growth and development and reflective practices
   - Conducted side-by-side with district partners, school and teacher leaders

4. Capacity-Building for District Leaders
   - Focus on current state of aligned and integrated approach to teacher development
   - Seek out data/evidence from the field
   - Prioritize areas that have direct impact on SL/teacher development
NTC Model in Action

As you skim the case study, highlight evidence of:

• Essential professional learning elements of NTC’s School Leadership approach

• Intentional integration with induction and/or coaching efforts
Individually

• Reflect on the current state of your school leadership program/supports as it relates to the key tenets and professional learning essential elements.

• Note strengths, challenges in your Program CAL
Key Tenets

Focus on instructional leadership & teacher development

- Strong Instructional Vision
- Powerful Learning Culture
- Observation, Feedback, and Coaching Cycles
- Distributed Leadership Model
- Aligned Systems, Structures, Resources
SECTION SIX

How NTC Thinks About Partnerships
NTC Partnerships

Build
Design implementation plans for a system that addresses your identified need. Entire system is an assets-based approach focused on improvement.

Support
Comprehensive services including program leader development, professional learning, and data systems to measure impact. Job-embedded learning is the foundation of our work.

Sustain
Programs reach sustainability through a capacity-building process and National Program Leader Networks, both focused on continuous learning and improvement.
SECTION SEVEN

Program Assessment & Next Steps
Cycle of Continuous Improvement

- Reflection
- Self Assessment
- Continuous Improvement Cycle
- Goal Setting
- Action Steps
- Data Collection and Analysis
Your Journey at Symposium and Beyond…

Return to your Program CAL

Prioritize next steps for your time at Symposium

• What sessions may help move your program goals forward?

• Who might you want to connect with at the reception?
Feedback

• Please complete the session evaluation via the Symposium 2017 Mobile site.

• Session evaluations are located under the Session and Conference Evaluation link and sorted by Track and then Session Number.

• Session evaluations can also be found under the Workshop and Session Information link.

• Click on the session number you attended and the evaluation link is below the session description.
THANK YOU!

Cindy Brunswick, Senior VP
Program Strategy & Delivery

Jordan Brophy-Hilton, VP
Program Strategy & Delivery