A Consortium Approach to Eliminating the Opportunity Gap

NTC Symposium 2017
Session 44E
February 14, 2017
Welcome and Connector
Shift in the Teacher Workforce

Greening

• Most common teacher in our schools:
  ➢ 1987–87 = 15 years of teaching experience
  ➢ 2007–08 = Beginning teacher with 1–2 years of teaching experience

Leaving

• Turnover rose 31% for 1st-year public school teachers
• Concentration:
  ➢ High-poverty
  ➢ High-minority
  ➢ Urban
  ➢ Rural
Individual Reflection:

To what degree does your system ensure that every new teacher has access to high-quality induction and the opportunity to become a highly effective teacher?
Round Robin Introductions: (30-60 sec. each)

• Name, role, organization

• One brief response to the prompt:
  ➢ *To what degree does your system ensure that every new teacher has access to high-quality induction and the opportunity to become a highly effective teacher?*
SECTION 2

Overview
Outcomes

By the end of this session, participants will be able to:

• Explain the key components and benefits of creating an induction consortium in partnership with New Teacher Center that provides the resources and structures to collectively create greater impact by retaining new teachers, accelerating their effectiveness, and improving student learning

• Engage in dialogue with key stakeholders around the readiness and vision for an induction consortium to build and sustain a comprehensive induction program
Agenda

• Welcome/Connector
• Overview
• A NTC-Supported Induction Consortium
• GWAEA Induction Consortium’s Journey and Impact
• Self-Assessment: Readiness to Create an Induction Consortium
• Closure
A NTC-Supported Induction Consortium
NTC Theory of Action

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

**PROGRAM IMPACT**
- Accelerate Teacher Effectiveness
- Improve High-Quality Teacher Retention
- Strengthen Teacher Leadership

**INCREASE STUDENT LEARNING**

**MENTORS AND COACHES**
- Mentor and Coach Development, Ongoing Assessment, and Communities of Practice
- Principal and Site Leader Capacity Building

**TEACHERS**
- New and Veteran Teacher Development, Ongoing Assessment, and Communities of Practice
- Program Leadership and Induction Systems Development

**STUDENTS**
- Mentor and Coach Development, Ongoing Assessment, and Communities of Practice
**NTC Theory of Action**

**PROCESSING**

*On your NTC Theory of Action handout,*

- Place a ✔ on any component that is a strength of your induction program
- Place a ★ on any component that is a priority for you to reach the vision and mission of your induction program
A Community of Practice

DEFINITION

“Communities of Practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.”

Etienne Wenger

“Domain”

“Practice”

“Community”
A Consortium = A Community of Practice

Community of Practice Elements

1. Domain:
   • What might be induction consortium members’ shared concern or passion?

2. Practice:
   • What might induction consortium members want to learn how to do better?

3. Community:
   • What stakeholder groups of the induction consortium might benefit by interacting regularly?

Application to Consortium

1. Shared Concern/Passion:
   • Teacher retention, teacher effectiveness, teacher leadership, student learning

2. Improve Practice:
   • Accelerate the effectiveness of beginning teachers, instructional mentors, principals, induction program leaders, and student learning

3. Community Networks:
   • Beginning teachers, instructional mentors, principals, induction program leaders
NTC Theory of Action ~ Consortium Model

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- New and Veteran Teacher Development, Ongoing Assessment, and Communities of Practice
- Program Leadership and Induction Systems Development

**Regional Full-Release or District Mentors**
- NTC Mentor PD, Forums, & In-field Coaching of Mentors
- Principal and Site Leader Capacity Building
- Better together than apart!

**Consortium Board**
- “Our” Students

**Beginning Teacher Network**
- District Induction Program Lead Network

**“Our” Students**
- Principal Network and NTC PD

**Better together than apart!**
NTC ~ GWAEA Induction Consortium Video

- Located in Cedar Rapids, IA
- Educational Service Agency providing services to 70,000 students and 5,800 teachers, administrators, and staff in 32 K-12 public school districts
- Working with New Teacher Center to accelerate the effectiveness of new teachers, experienced teachers, and school leaders
Benefits of an Induction Consortium

As you watch the video, note what you see and hear that illustrates the benefits of being part of a NTC induction consortium.

How do the benefits support your ★s on the NTC Theory of Action handout (priorities to reach your program vision)?
“The Communities of Practice approach is the future for education. It is a way of working and learning together so that policy gets translated into practice. It can help us move from pockets of excellence to full implementation.”

—Bill East, National Association of State Directors of Special Education
6 Conditions for an Effective Induction Consortium

- Collaborative Relationships
- Desire for Change
- Lead Organization
- Consortium Program Leader
- Influential District Stakeholders
- Systems Approach
GWAEA Induction Consortium’s Journey and Impact
6 Conditions for the GWAEA Induction Consortium

- Collaborative Relationships
- Desire for Change
- Lead Organization
- Consortium Program Leader
- Influential District Stakeholders
- Systems Approach
NTC Theory of Action ~ GWAEA Consortium

Conditions for Success
- Carefully selected, released mentors and coaches
- Systemic approach
- Engaged stakeholders
- Supportive context for teaching and learning

Program Impact
- Accelerate Teacher Effectiveness
- Improve High-Quality Teacher Retention
- Strengthen Teacher Leadership

Institutional Mentors and Coaches
- Regional Full-Release or District Mentors
- NTC Mentor PD, Forums, & In-field Coaching the Mentors
- High-Leverage Coaching Expectations
- NTC Mentor Standards/Goal-Setting
- Mentor/LC/PL Triads
- Weekly Mentoring (60-90 min)
- CTC Standards/Goal-Setting
- Focus Teacher Observations

"Our" Students
- BT/Mentor/Principal Triads
- CTCs/Building Initiatives
- Induction Program Standards/Goal-Setting
- District Consultation/Support

Consortium Board
- Better together than apart!

Beginning Teacher Network
- District Induction Program Lead Network

Realize: Grow•Teach•Lead

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Accelerating Beginning Teacher Practice

A higher percentage of NTC-supported new teachers demonstrate proficiency in managing classroom procedures.

DATA SOURCE: SRI INTERNATIONAL EVALUATION, 2015
BASED ON CLASSROOM OBSERVATION SCORES USING THE DANIELSON FRAMEWORK
COMPARISON STUDY, *STATISTICALLY SIGNIFICANT RESULTS
TREATMENT N= 25; CONTROL N=25
Teacher Retention and Cost Savings Each Year

Recruiting, hiring, and training replacement teachers is between $4,366–$10,000 in rural districts and $15,325–$17,872 in urban districts*

85% in-district retention
95% in-consortium retention

29 more teachers retained
Savings of $126,600–$290,000

70% retention Iowa

* The Cost of Teacher Turnover Study and Cost Calculator. NCTAF 2007
** On the Path to Equity: Improving the Effectiveness of Beginning Teachers. Ingersoll 2014
Strengthening Teacher Leadership

22 GWAEA Consortium Regional Mentors
GWAEA
• Lead Coaches (3)
• Forum Facilitators (3)
• NTC Co-Presenters (5)
• Beginning Teacher Forum Facilitators (4)

8 Mentors Returned to District
• District Teacher Leadership (5)
• Assistant Principal (1)

Over 200 Induction Consortium “alumni” eligible for teacher leadership positions...
I3 VALIDATION FEDERAL STUDY

Inputs Result in More Student Learning:
Students of NTC-supported teachers performed better

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.

Table Talk:

To what degree does *this consortium system ensure* that *every* new teacher has access to high-quality induction and the opportunity to become a highly effective teacher?
Self-Assessment: Readiness to Create an Induction Consortium
## Readiness Assessment for Creating an Induction Consortium

<table>
<thead>
<tr>
<th>Moving Toward</th>
<th>Moving Away From</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborative Relationships</strong></td>
<td>The lead organization and districts.</td>
</tr>
<tr>
<td>Strong, interdependent and collaborative relationship between a lead organization and districts. There is a shared belief “We are better together than apart.”</td>
<td>Little collaborative relationship between a lead organization and districts.</td>
</tr>
<tr>
<td><strong>Desire for Change</strong></td>
<td>The lead organization and districts.</td>
</tr>
<tr>
<td>A lead organization and at least 2 districts want a more impactful induction program</td>
<td>Complacent with the status quo – “The mentoring program is just fine the way it is”</td>
</tr>
<tr>
<td><strong>Lead Organization</strong></td>
<td>The lead organization.</td>
</tr>
<tr>
<td>There is an organization that will be the lead and the fiscal agent.</td>
<td>There is not an organization able/willing to be the fiscal agent.</td>
</tr>
<tr>
<td><strong>Consortium Program Leader</strong></td>
<td>The lead organization.</td>
</tr>
<tr>
<td>In the lead organization, there is someone passionate who has the capacity to be the consortium program leader.</td>
<td>There is not someone who has the passion and/or the capacity to be the consortium program leader.</td>
</tr>
<tr>
<td><strong>District Stakeholders</strong></td>
<td>The lead organization and districts.</td>
</tr>
<tr>
<td>At least two district program leaders who are well-respected by peers are able to bring key stakeholders in their district to the table to explore the possibility of an induction consortium</td>
<td>Those who are wanting to explore the possibility of an induction consortium have little influence on district initiatives.</td>
</tr>
<tr>
<td><strong>Systems Approach</strong></td>
<td>The lead organization and districts.</td>
</tr>
<tr>
<td>The lead organization and districts want induction to be the foundation of a system of teacher development</td>
<td>The lead organization and/or districts see mentoring as a program separate from all other teacher development</td>
</tr>
</tbody>
</table>

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Self-Assessment: Readiness to Create an Induction Consortium

1. For each condition, read the far right *Moving Away From* description and then read the far left *Moving Toward* description.

2. For each condition, mark on the continuum where your context is currently. Jot down a few words/phrases of evidence of your assessment.

3. Based on your assessment, what are 3 key next steps to increase the readiness for an induction consortium in your area?
Debrief

• What intrigues you most about the induction consortium model?

• What questions do you have?
SECTION 6

Closure
Reflection

• I wonder…
• I know…
• I need…
• I will…
### The Big Picture: Comprehensive Systems of Teacher Induction

In current literature, school districts and educational service agencies nationwide have many definitions of a program of teacher induction. New Teacher Center’s (NTC) Program Theory of Action (ToA) suggests three programmatic considerations: 1) impact; 2) programmatic design; 3) conditions for success. These help to guide NTC’s Program Theory illustrated by the Essential Model.

#### Impact

The ultimate beneficiary of a comprehensive induction system is the student. A growing body of research shows that students taught by teachers who receive comprehensive induction support for at least two years demonstrate significantly higher learning gains.

#### Programmatic Considerations

**1. Teaching effectiveness**

- Teacher effectiveness
- Teacher retention
- Teacher leadership

An individual teacher can make a significant impact on their students. Comprehensive induction helps teachers get off to a better start, sometimes surpassing veteran colleagues. Successful teachers are more likely to stay in the profession; numerous programs point to dramatic increases in teacher retention, even in hard-to-staff schools. Strong programs not only advance the careers of experienced teachers who serve as instructional mentors, but also foster new teacher leadership.

**2. Teacher retention**

- Improved Teacherwell-being
- Improved Teacher Engagement
- Strengthen Teacher Leadership

Districts and states are challenged to make this a reality. For these districts, there is often a lack of local expertise and capacity to deliver comprehensive systems of teacher induction. It is simply not cost-effective to create high-quality systems of professional development in a fragmented and isolated fashion. High-quality teacher induction is a system.

**3. Teacher leadership**

- New teacher professional development and collaboration
- Improved induction processes and materials
- Improved induction opportunities

In a system, multiple neighboring districts can come together to pool and leverage resources that would otherwise not have been affordable or manageable at a local district level. A consortium model allows smaller districts to operate like their large, urban counterparts. New Teacher Center has successfully supported a number of lead agencies from different states with the creation and management of a consortium approach to the design and implementation of high-quality teacher induction programs.

### A Consortium Approach to High-Quality Teacher Induction

The growing number of new teachers, falling teacher retention rates, and increased focus on teacher effectiveness make the design and implementation of high-quality mentoring and induction programs for beginning teachers an imperative. Yet, many small rural and small districts are challenged to make this a reality. For these districts, there is often a lack of local expertise and capacity to deliver comprehensive systems of teacher induction. It is simply not cost-effective to create high-quality systems of professional development and enhanced tools and protocols for just a handful of teachers where the induction program can have direct impact: 1. Teacher effectiveness; 2. Teacher retention; 3. Teacher leadership.

#### Key Induction Program Components

- Evidence-based Instructional Mentoring professional development and weekly forums
- Regional instructional mentors provide 1–2 hours of weekly job-embedded coaching to 15 new teachers (i.e. lesson planning, classroom observations, co-planning weekly job-embedded coaching to 15 new teachers)
- Evidence-based Instructional Mentoring professional development and weekly forums
- Instructional mentors provide 1–2 hours of weekly job-embedded coaching to 15 new teachers

#### Key District Benefits of a Consortium Approach to Teacher Induction

- Ability to leverage collaboration amongst local district leaders
- Economics of scale and efficiencies resulting from improved coordination and cooperation
- Support for regional collaboration and quality
- Greater flexibility related to allocation of resources and a cohort of mentors being assigned to new teachers across the consortium
- Increased impact: teacher retention, accelerated teacher practice, improved student learning

#### NTC’s High-Quality Teacher Induction Model

- Improved teacher well-being
- Improved teacher engagement
- Strengthened teacher leadership
- Improved collaboration and dissemination
- Increased student learning

### Resources

**Resources**

- *Informed by over two decades of work with hundreds of school districts and state agencies nationwide, there is no definition of a* teacher induction program*

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**NCT’s High-Quality Teacher Induction Model**

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- Improved teacher engagement
- Strengthened teacher leadership
- Improved collaboration and dissemination
- Increased student learning

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**A Consortium Approach to High-Quality Teacher Induction**

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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!

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New Teacher Center’s mission is to improve student learning by accelerating the effectiveness of new teachers, experienced teachers and school leaders.