A Baseline for Student Success
Designing and Implementing an Evidence-Based and Standards-Based Teacher Induction Program
New Teacher Center

EdWeek Webinar

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Introductions

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Our vision is that one day, there will be an excellent teacher in every classroom ensuring all students have the opportunity to succeed.
New Teacher Center: OUR REACH

- 2.6M+: Students across the U.S. served by more effective, NTC-supported teachers
- 34,800+: Teachers supported by our work
- 7,600+: Mentors and coaches we’ve trained
<table>
<thead>
<tr>
<th>SOLUTION</th>
<th>WHO DOES THIS SERVE?</th>
<th>WHAT ARE THE BENEFITS?</th>
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<tr>
<td>TEACHER INDUCTION</td>
<td>New Teachers</td>
<td>Improved student achievement, increased new teacher effectiveness and retention, reduced district recruiting costs, and expanded teacher leadership opportunities.</td>
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<td>INSTRUCTIONAL COACHING</td>
<td>All Teachers</td>
<td>Improved student achievement, elevated instructional practice, increased educator effectiveness, and expanded teacher leadership opportunities.</td>
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<td>EARLY LEARNING</td>
<td>Early Childhood and Elementary Instructional Leaders</td>
<td>Improved program quality, deepened understanding of teaching and learning best practices to support young learners, and alignment across early childhood and elementary practice.</td>
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<td>SCHOOL LEADERSHIP</td>
<td>School Leaders, District Leaders, Teacher Leaders</td>
<td>Improved student learning, improved teacher effectiveness, and expanded teacher leadership opportunities. Networked leaders aligned to common district instructional vision.</td>
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Agenda

• Overview of New Teacher Center
• What Have We Learned About Effective Induction Programs?
• Why Teacher Induction Program Standards?
• How Can I Use Induction Program Standards?
• Closure
Outcomes

• An overview of the Teacher Induction Program Standards (TIPS)
• What works in induction programs that increases student learning and achievement
• How TIPS can be leveraged to inform the design and development of high-quality programs to increase student learning
Definitions

**Induction:** A unique phase of teacher development within the first 2-3 years of a teacher’s career

**Mentoring:** Instructional, inquiry-based coaching and support for new teachers provided by a highly trained and skill mentor

**On-boarding:** A series of intentionally designed and implemented events that create a successful transition into a new role such as mentoring or teaching
OUR LESSONS LEARNED
Our Theory of Action

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

**NEW TEACHERS**
- Mentor Development, Ongoing Assessment, and Communities of Practice
- Principal and Site Leader Capacity Building

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

**STUDENTS**

**PROGRAM EVALUATION: IMPACT & IMPLEMENTATION**

**PROGRAM IMPACT**
- Accelerate New Teacher Effectiveness
- Improve Teacher Retention
- Strengthen Teacher Leadership

**INCREASE STUDENT LEARNING**
NTC i3 Validation
REACH: 2 COHORTS OVER 3 YEARS OF PROGRAM IMPLEMENTATION

Year 1
- 33,000 students
- 345 teachers
- 25 mentors

Year 2
- 61,600 students
- 570 teachers
- 40 mentors

Year 3
- 59,320 students
- 600 teachers
- 45 mentors
The Solution: Educator effectiveness

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’s Through Line
2 years of continuous, instructionally focused, one-on-one, job-embedded coaching results in improved student learning

Comprehensive Coach/Mentor training + Significant time spent with teachers + Intensive, instructionally-focused support = Positive impact on student learning
WHY STANDARDS?
Aspirational Framework
CONTINUOUS IMPROVEMENT TOWARD EQUITABLE OUTCOMES
Program Assessment, Evaluation, and Accountability

INSTRUCTIONAL STANDARDS
- Instructionally Focused Formative Assessment of Beginning Teacher Practice
- Instructional Mentoring for Optimal Learning Environments
- Instructional Mentoring for Diversity, Equity, and Inclusion

STRUCTURAL STANDARDS
- Mentor Roles and Responsibilities, Selection, and Assignment
- Mentor Professional Learning, Learning Communities, and Onboarding
- Mentor Formative and Summative Assessment of Practice
- Beginning Teacher Professional Learning, Learning Communities, and Onboarding

FOUNDATIONAL STANDARDS
- Program Vision, Goals, and Institutional Commitment
- Program Leadership and Communication
- School Leader Engagement
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FOUNDATIONAL STANDARDS
- Program Vision, Goals, and Institutional Commitment
- Program Leadership and Communication
- School Leader Engagement
1.0 Program Vision, Goals, and Institutional Commitment

1.1 Program leader and key decision-makers create a program vision, mission, and program design focused on advancing student learning and accelerating beginning teacher effectiveness within a comprehensive system of development for all educators.

- How are the induction program’s vision and mission aligned to the vision and mission of the institution?
- How do we ensure that the induction program is seen as essential to and the foundation of all teacher development in the institution?
- How do we align and provide continuity from teacher preparation to recruitment and initial hire, the first years of teaching, and on through advanced levels of practice?
Mentor Formative and Summative Assessment of Practice

Program leader establishes expectations to guide effective mentor practice and accountability that are research-based and aligned with mentor standards, program vision and mission, and district instructional priorities.

- How will we design a research-based set of mentor expectations as a tool for mentor growth and accountability? What is our process for modifying expectations along the way to ensure they promote content-driven, instructionally focused supports?

- How do we contextualize current research to ensure that expectations for mentor tool use, mentor/beginning teacher interactions, and mentor/school leader interactions are realistic and doable?

- How will we ensure the expectations are perceived as a tool of practice and not a compliance document?

- How can program leader convey to mentors and other stakeholders that the research-based expectations serve as another formative tool for improving individual and program performance and student learning?
INSTRUCTIONAL

8.0 Instructionally Focused Formative Assessment of Beginning Teacher Practice

8.1 Program leader ensures that the beginning teacher formative assessment system is research-based, instructionally focused, and comprised of high-leverage tools and processes that are grounded in content and teaching standards.

- What is our criteria for selecting formative assessment tools and processes for mentors to use with beginning teachers? To what extent is our formative assessment system aligned with the program vision and mission and district instructional priorities?

- How do we ensure the selection and/or development of a quality formative assessment system that is grounded in rigorous content standards and professional teaching standards and promotes an optimal learning environment for every student?

- How does the formative assessment system prioritize research-based, high-leverage tools and processes that are most likely to impact teacher practice and improve learning outcomes for students?

- To what extent do formative assessment tools and protocols address the academic, social, and emotional aspects of learning and support beginning teachers to create optimal learning environments that support every student?

- How do we design a system of formative assessment that is comprehensive and instructionally rigorous, while allowing mentors the flexibility to be responsive to the unique needs and circumstances of beginning teachers?

- How do we create and maintain a formative assessment system that invites rigorous examination of practice while remaining strengths-based and user-friendly?

- What information do we need to gather from mentors, beginning teachers, and program leader to inform improvements to the formative assessment system?
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<th>Applying</th>
<th>Integrating</th>
<th>Innovating</th>
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<td><strong>9.2</strong> Program leader ensures that mentors have the knowledge, skills, tools, and resources to help beginning teachers provide every student access to relevant and rigorous, standards-aligned lessons and curriculum.</td>
<td>Program leader supports mentors to articulate knowledge of content standards, share grade-level and subject-specific instructional strategies, and use formative assessment tools when supporting beginning teachers to align lessons and tasks with rigorous content standards.</td>
<td>Program leader builds mentor capacity to support beginning teachers in modifying lessons, tasks, and curriculum resources to ensure alignment with rigorous content standards. Program leader ensures that mentors support beginning teachers to engage every learner in the active pursuit of deep content knowledge by providing relevant standards-aligned lessons, tasks, curriculum, and resources.</td>
<td>Program leader builds mentor capacity to facilitate beginning teacher ownership and leadership in aligning all aspects of instruction with rigorous content standards in ways that develop learner agency, provide for self-directed learning, and maximize the learning of every student. Program leader supports mentors and beginning teachers to advocate and work with school leaders and colleagues to ensure that every student has equitable access to rigorous, standards-aligned curriculum.</td>
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- How do we help mentors and beginning teachers understand grade-level content standards, standards-aligned curriculum, and their role in fostering equitable outcomes and respect for learner variabilities?
- What programmatic structures help mentors engage beginning teachers in teaching-coaching cycles that advance their ability to plan and deliver instruction aligned to rigorous, grade-level content standards?
- What strategies, resources, and mentoring stances can mentors develop and employ to help beginning teachers modify and scaffold curriculum that is not aligned to the standards?
- How do we help mentors advance a beginning teacher’s own instructional voice and their ability to deliver standards-aligned curriculum that fosters learner agency, actionable feedback, and opportunities for self-directed learning?
- What additional support structures and resources do we offer to help mentors and beginning teachers deepen knowledge of grade-level content and expectations as determined by the standards?
Q & A

We’re here to help you drive student and educator success.

Any questions?
Thank You!

More Questions?

Contact us at:
partnerships@newteachercenter.org