The Investment Case for PD, Education, And Equity
Webinar Logistics

1. To submit a question for our speakers to answer during the Q&A session, type them in the Q&A box, located above the Resource List window.

1. There also additional icons located at the bottom of the webinar console that open other feature panels.

1. You can read about today’s speakers in the Speaker Bio panel.

1. Finally, an on-demand archive of today’s presentation will be available online in the next 24 hours. The archive will be accessible through edweek.org
1 Introductions
Desmond Blackburn
Chief Executive Officer, New Teacher Center

Felicia Butts
Director, Teacher Residencies, Chicago Public Schools

Christine Murphy Judson
Director, Talent Acquisition, Chicago Public Schools

Ali Picucci
Chief Impact & Learning Officer, New Teacher Center
Our Call to Action
The Challenge

The U.S. Department of Education has identified the following students populations as those that have been underserved:

- Students Living in Poverty
- English Language Learners
- Black, LatinX & Indigenous Students
- Students with Disabilities
- Immigrant Students
The Challenge

$1,155,000
Estimated annual average cost of teacher turnover to a district
Our Commitment to Equity

We know that outside of the home, educators have the largest impact on student success.
We believe that every student, from preschool through high school, deserves an excellent and equitable education that empowers them to reach their full potential in classrooms, communities, and beyond.
Our Mission
We work to disrupt the predictability of educational inequities for systemically underserved students by accelerating educator effectiveness.
Partnership as the Foundation
Optimal Learning Environment

Create Emotionally, Intellectually, and Physically Safe Environments

Implement Equitable, Culturally Responsive, and Standards-Aligned Curriculum and Instruction

Meet the Diverse Needs of Every Learner

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A Return on Investment for All
About the Study

**School Districts and Schools**
Make the monetary investment in programming for new teachers...
and are better off for the benefits to teachers and students

**Teachers**
Make an investment in doing the program well...
and stick around longer because they have a better experience

**Students**
Learning pace increases as a result of the investment of schools and teachers

**Context**
School spending, school governance, unions, poverty, minimum wages, labor market funds, trauma, racism, services for students with disabilities
Teacher retention rates from year one to year two were higher in the NTC-supported group compared to the teachers who received traditional support.
Preliminary data also shows additional student learning in math after 1 year for treatment students in sites using school-based coaches.

DATA SOURCE: SRI INTERNATIONAL EVALUATION, 2018
PRELIMINARY RESULTS BASED ON STATE ASSESSMENT DATA FROM I3 SCALE UP RCT
EDUCATORS INCREASE LEARNING AND STAY LONGER

+11%
Increase in teacher retention from year one to year two

21.7%
Savings on every dollar invested in NTC
Students of NTC-supported teachers have the potential to earn an additional $38K, on average, in their career lifetime earnings.
3. DISTRICTS SPEND LESS AND SERVE MORE

NTC’s professional learning program for new teachers yields a **22% return to the district.**
Successful students lead to greater long-term economic impact in their communities. This increased career earning power yields a $2.43 return to communities for every $1 invested in our program.
From the Field: Chicago Public Schools
## CPS: Teachers and Students at a Glance

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<th>Student Makeup</th>
<th>Teacher Makeup</th>
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<tbody>
<tr>
<td>Hispanic</td>
<td>White</td>
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<td>21.1%</td>
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<tr>
<td>White</td>
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<tr>
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</tr>
</tbody>
</table>
CPS: Student Diversity

- Low Income Students: 76.4%
- English Language Learners: 18.8%
- Diverse Learners: 14.6%
CPS: Investing in Mentors for Teacher Preparation

Alignment around priorities

High-quality teacher preparation

Teacher retention and leadership

High needs teacher recruitment and support
CPS: Investing in Mentors for Teacher Preparation

Why professional development?

- Long-term landscape change
- Continuous improvement
CPS: Investing in Mentors for Teacher Preparation

Why mentors?

• Provide leadership opportunities for experienced classroom teachers
• Create continuity and collaboration pathways for new staff
• Demonstrate commitment to life-long learning
CPS: Returns of PD Investment

- Impact
- Turnaround
- Results
6 Discussion / Q&A
2020 SYMPOSIUM
Accelerate: Collective Impact for Equity in Education

Feb 9-11, 2020 • Atlanta Marriott Marquis • #NTCsym

Limited Time Only

Early Bird Pricing Now Available

Meet some of our speakers

- Teachers College, Columbia University
  Christopher Emdin, Ph.D.

- Baltimore City Public Schools
  Dr. Sonja Brookins Santelises

- New Teacher Center
  Desmond K. Blackburn, Ph.D.

- Jennifer Abrams Consulting
  Jennifer Abrams

- Distinguished Professor of Education
  Pedro A. Noguera
Contact Us

Ready to see what New Teacher Center can do to help your district?

Get in touch and contact us at partnerships@newteachercenter.org

@NewTeacherCtr