
Santa

Chris New

teacher Project



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Welcome to the...

Santa Cruz New Teacher Project



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the New Teacher Center @ UCSC



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PHOTOCOPY
PRESERVATION



Mission Statement

To improve student learning by supporting the development of an inspired, dedicated, and highly qualified teaching force.

Core Values:

We believe that

- good teachers are at the center of successful education and that every child has the right to high-quality teaching
- effective schools are critical to the success of our diverse democratic society
- high standards for educators and students are important and require an environment that supports their achievements
- beginning teachers' successful development depends upon support at the individual, school, and district levels
- lifelong learning is essential to the health of individuals and organizations and involves an ongoing process of planning, action and reflection
- educators and schools are agents of social change
- collaborative relationships built on effective communication, trust, and acceptance of diverse opinions are fundamental to successful organizations
- successful organizations are built upon the growth, creativity, and voice of all individuals

Goals:

To develop the organizational structure and capacity of the NTC to provide leadership and a national voice for new teachers;

To provide assistance to schools and districts in developing new teacher induction programs and professional development opportunities;

To further develop and strengthen the support and assessment practices of the SCNTP and to investigate their effectiveness as a national model for new teacher support;

To engage in research and evaluation activities designed to inform new teacher practice and school reform efforts;

To develop models for school-university partnerships that support teacher development and sustain school improvement initiatives;

To support the recruitment and retention of a multicultural teaching force that reflects the diverse student population;

To advocate for public policies and programs that support teacher professional development and ongoing educational change;

To disseminate model practices and research to educators and public-policy makers.



the New Teacher Center @ UCSC

Putting New Teachers At The Center

*Santa Cruz
New Teacher
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Putting New Teachers at the Center

Santa Cruz New Teacher Project

University of California, Santa Cruz

The United States must hire at least two million new teachers over the next decade. New teacher professional development is, however, a neglected area in American education. The National Commission on Teaching and America's Future recently reported that our typical "sink or swim" approach toward teacher induction is a primary reason we lose talented teachers early in their careers. We place new teachers in the most difficult classes in the neediest schools. Support, when available, is often haphazard and inconsistent. It is not surprising a third of newly inducted teachers leave the profession within three years.

In addition, the nation faces a major challenge in reshaping its schools to meet the changing diversity of its population. California, like other states, is experiencing a dramatic demographic shift, with close to 140 different language groups and dozens of national and cultural groups now represented in classrooms. Demographic imbalance between non-minority teachers and minority students means that teachers work with students whose backgrounds are linguistically and culturally different from their own. Such diversity requires teachers and programs supporting their professional development to find approaches and strategies that assist linguistically and culturally diverse students in their transition to a new culture, language and schooling system.

California is responsible for educating one-twelfth of U.S. children, the fastest growing and most diverse student population in the nation. Yet

California, by many measures, has failed to provide students with the education they need and deserve. It has the lowest proportion of young adults, ages 18 to 24, with a high school diploma of any state. In 1994, the National Assessment for Educational Progress ranked California dead last in a key literacy measure. In 1995-96, California ranked forty-first nationally in the percentage of personal income allocated to education, and had the highest student-to-teacher ratio in the nation. One 1996 poll reported that over half of California voters thought the school system needed a major overhaul.

In 1996, the state legislature took an unprecedented step forward in reversing California's declining investment in education by passing The Classroom Size Reduction Act (CSR). Responding to national studies pointing to class size as a key determinant of student achievement, CSR directed close to a billion dollars to lowering K-3 class size to twenty students during 1996-97. Though its rapid implementation has left districts short of space and struggling to hire qualified teachers, the initiative has been popular with voters and educators. Buoyed by widespread support, the legislature has increased revenues for 1997-98 CSR to a billion and a half dollars, including substantial funding for additional teacher preservice and inservice training.

Though smaller class sizes should result in students receiving individual attention and higher quality instruction, the impact of CSR will be undercut by serious staffing problems. A predictable ramification of CSR is that the demand for credentialed teachers has skyrocketed. The state added 20,000 teachers to its rolls during 1996 alone, many from districts' substitute teacher pools. A number of these teachers, though college

graduates, have no formal training and no practice teaching experience. Districts have been allocated money for increased inservice training for such teachers, but have had difficulty scheduling training requiring release time due to the shortage of substitutes CSR has created.

One California-based education policy organization, EdSource, estimates that during 1997 one-fourth of all teachers in California worked with only provisional credentials; other sources put the figure as high as 40 percent. The majority of these teachers are placed in the lowest socio-economic, urban, and minority communities. Policy Analysis for California Education (PACE) research staff estimate another 200,000 new teachers will be needed by the year 2004 to implement CSR. And California, like the rest of the nation, must also replace the many senior teachers reaching retirement. The colleges and universities training California's teachers are redesigning their programs to address the shortage, focusing on internships and accelerated undergraduate training. In the near term, however, programs to support new teachers are absolutely critical to ensuring that the benefits of class size reduction aren't lost due to inadequate teacher preparation.

California's experience in rapidly training and inducting qualified teachers will likely influence the direction the rest of the nation takes. Assistant Secretary Sharon Robinson from the U.S. Department of Education estimates that we are going to replace half of our teaching force during the next decade, about two million teachers. These teachers will need to be better trained than ever before if students are to be prepared for a society requiring high levels of literacy, advanced technological and problem solving skills, and sensitivity to the rights of a diverse population.

With unprecedented numbers of new teachers entering our public schools there is a tremendous need to develop a comprehensive and collaborative model of support between K-12 education and universities. These efforts need leadership and guidance to promote sustainable school reform that will yield measurable results for both students and teachers.

The New Teacher Center at the University of California, Santa Cruz

Opening its doors in August 1998, the New Teacher Center at the University of California, Santa Cruz is predicated on the belief that the success of our public schools and the achievement of our students depend on the quality of classroom teachers. With this in mind, the New Teacher Center dedicates itself to the development of exemplary new teachers who are responsive to the needs of California's and the nation's diverse student population and who embody the professional norms of ongoing inquiry, assessment, and refinement of classroom practice. The New Teacher Center supports the development of teacher leadership essential to the success of school reform and teacher retention.

The Santa Cruz New Teacher Project (SCNTP), which began in 1988, is now part of the New Teacher Center. The SCNTP is a collaborative effort among the Teacher Education Department at the University of California at Santa Cruz, the Santa Cruz County Office of Education, and sixteen school districts in Santa Cruz, San Benito, and Santa Clara counties. The region includes urban, suburban and rural communities, and the student populations are ethnically, linguistically, and economically diverse. The Pajaro Valley Unified School District, the largest school district in the

consortium, is one of the most linguistically impacted in California with over 48% of its students being English language learners. Led by the Teacher Education Program at UCSC, the project has served more than 1500 first and second year K-12 teachers since its inception in 1988. The consortium, comprised of mentor teachers, new teachers, university faculty, union representatives, superintendents, personnel directors, principals and community members determines program philosophy, programmatic implementation, and ongoing evaluation. Currently more than 350 beginning teachers participate in the SCNTP program of intensive, collaborative support that focuses on improving classroom practice and on developing reflective teachers who are responsive to the diverse cultural, social and linguistic background of all students. The project has been recognized throughout California and nationally as a vanguard program that improves new teacher satisfaction as well as performance. The SCNTP has been recognized for excellence by the National Council of States in Education. The California Council on the Education of Teachers has recognized SCNTP for contributions to excellence in education.

Since 1993 the Santa Cruz New Teacher Project has been one of California's Beginning Teacher Support and Assessment Projects (BTSA). The program costs \$5,100 per beginning teacher and is funded jointly by a grant from the California Department of Education and the California Commission for Teacher Credentialing at \$3,000 per teacher and, in addition, contributions of \$2,100 from local districts. The University and the Santa Cruz County Office of Education contribute administrative costs.

At the heart of the SCNTP are the partnerships that form between the beginning teacher and the new teacher advisor, who are exemplary

teachers on loan from their school districts for three years. Carefully matched with the beginning teachers according to grade-level and subject matter expertise, advisors work with twelve to fourteen first and second year teachers. Advisors meet with new teachers weekly. When in the classroom, advisors observe, coach, co-teach, teach demonstration lessons, respond to interactive journals, videotape lessons, and assist with problems as they arise. Time outside the classroom is spent planning, gathering curriculum resources, facilitating communication with principals, and providing emotional support and safe structures for reflection and feedback. Special attention is paid to literacy, language development and the needs of English language learners. Additional support is offered during a monthly seminar series and four release days for reflection, self-assessment, observations, curriculum planning and staff development. Advisors work to build strong, trusting relationships that are fundamental to the success of all support strategies. By being familiar with the students in the class, the overall curriculum plan, and the class structure and organization, the advisor is able to provide each new teacher with context specific support.

The project recognizes that new teachers enter the profession at different developmental stages and with individual needs. Support is guided by an on-going cycle of formative assessment centered on the teacher's *Individual Learning Plan*. The plan is developed collaboratively by the new teacher and the advisor, based on information from the new teacher's regular self-assessment using the *Developmental Continuum of Teacher Abilities* (Moir, Garmston). The *Continuum*, which is aligned with the *California Standards for the Teaching Profession* (CSTP), is organized

around six standards that describe the broad categories of knowledge, skills, abilities and attitudes that characterize effective teaching: Engaging and Supporting All Students in Learning; Creating and Maintaining Effective Environments for Student Learning; Understanding and Organizing Subject Matter for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; Assessing Student Learning; and Developing as a Professional Educator. The Continuum serves as a baseline instrument for formative assessment, an integrated matrix for developing a professional growth plan, and a catalyst for professional reflection and dialogue.

The SCNTP model includes regular formal and informal observation of new teachers by their advisors. Using a peer coaching approach, advisors work with their advisees to identify and collect data of classroom practice and student learning. Together, the advisor and beginning teacher analyze the data collected to relate student outcomes to teacher practice, evaluating the instructional plan and targeting areas for continued growth.

In collaboration with the new teacher advisor, the participants develop a professional portfolio which serves both as a documentation of the new teacher's growth and as a vehicle for on-going self-assessment and reflection. Items selected for the portfolio must be related to one of the teacher's professional growth goals in a particular domain of the *Continuum*. Evidence may include journal entries, documented observations, lesson plans, pictures, video and audio tapes, a professional project, and student work. The evidence is accompanied by written reflections in which the teacher articulates how each item demonstrates his/her own professional growth or increased student performance in the

self-identified area of concentration. Advisors guide the collection and selection of evidence as well as the analysis of the evidence of that growth. The process of portfolio development is a major focus of weekly advisor-new teacher sessions and of monthly seminars.

Evaluation is embedded in the SCNTP. Project staff collects summative evaluation data at program events and at the end of each year, as well as formative data during the course of program implementation. In addition, the Southwest Regional Education Laboratories (SWRL) and faculty of the UCSC Education Department have evaluated SCNTP. The California Educational Research Consortium (CERC) has collected data on SCNTP as part of its statewide evaluation of BTSA programs. These various evaluation studies consistently document the following outcomes:

- increased sense of professional efficacy
- greater job satisfaction
- more frequent professional collaboration
- improved ability to articulate and document professional growth
- improved problem-solving skills
- increased willingness to assume leadership roles
- increased attention to issues of diversity and responsive pedagogy

New teachers report that SCNTP has improved the quality of their teaching and significantly contributed to their successful induction into the profession. Retention data indicate that 90% of participants remain in the field of education.

The New Teacher Project is impacting the schools and districts it serves in arenas other than new teacher support. SCNTP alumni are influencing school site culture as they continue to create collaborative

models for professional development. They lobby for sanctioned time to observe and coach each other. Through advocacy and example, they encourage veteran teachers to move their practices forward through collaborative reflection and a focus on improving student outcomes. Early in their careers, they assume leadership roles in school site council meetings, attend literacy support groups, and volunteer to lead professional training sessions. SCNTP programs develop confident teachers who look within the profession for models for educational reform and accept their responsibility to contribute to educational policy making.

Site administrators testify to the effectiveness of SCNTP in improving their ability to offer effective and specific assistance to new staff. In a 1995 survey of administrators, 95% of respondents credited SCNTP with significantly improving the performance of beginning teachers. Principals note that SCNTP programs lead to improved teacher moral, better classroom instruction, and more effective classroom management. According to one principal, "We saw more growth in our first-year teachers than we have ever seen before. By working as a team with a veteran teacher, they are giving the kids in those classrooms a far better education than they would get if that link wasn't there." Several administrators have allocated time at staff meetings for reflective conversations and problem solving, and have supported peer observation and coaching.

In 1995, Pajaro Valley Unified School District, the largest school district in the SCNTP consortium, revised its teacher evaluation system to respond to teachers' developmental needs. Since SCNTP's *Developmental Continuum of Teacher Abilities* was the cornerstone for the plan, reflective goal-setting, self-assessment, peer coaching and professional portfolio

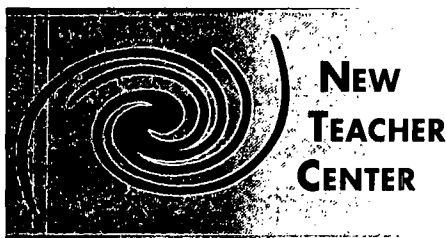
development are embedded in evaluation procedures. Both teachers and administrators believe the evaluation system is valid and constructive. Three other districts are examining and modifying their evaluation procedures to incorporate elements of the SCNTP model.

Collaboration between SCNTP and the UCSC's Teacher Education Program has forged a strong seamless link between preservice and inservice training. Student teachers learn to practice the collaborative models and performance-based assessment methods that characterize the Project's work. SCNTP staff worked with university supervisors and faculty to create a *Developmental Continuum for Student Teacher Abilities* for use in the UCSC Teacher Education Program. Student teachers self-assess using the *Continuum* and then meet with their supervisor and master teacher to reflect together and to develop a dialogue about teaching practice. SCNTP has also trained master teachers, university supervisors and preservice teachers in the peer coaching model.

The SCNTP has worked closely for the past eleven years with the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC). This collaboration has included the conceptualization and design of two statewide trainings for BTSA programs: *A Guide to Prepare Support Providers for Work with Beginning Teachers*, and *A Guide to Becoming Culturally Responsive and Responsible Educators*. The SCNTP also conducted the validity study and final revisions of the *California Standards for the Teaching Profession*, leading to their adoption in January, 1997, by the California Department of Education and the Commission on Teacher Credentialing. In addition, the Project conducted a state-funded study of the various formative assessment models in use by BTSAs,

including observation instruments and systems, individualized professional growth plans, and formative portfolios.

The New Teacher Center is building on the work of the Santa Cruz New Teacher Project to transform new teacher professional development practices in the United States. During the next ten years, half of the teachers who will occupy American classrooms will be hired. An investment now in a major restructuring of induction practices can provide the support beginning teachers need to become teacher leaders and caring, competent and qualified professionals prepared to work with our increasingly diverse student population. We must put new teachers at the center.



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New Teacher Center @University of California, Santa Cruz

Announces

**NEW TEACHER CENTER: SILICON VALLEY
1999-2002**

Funded by the Noyce Foundation

A CALL FOR ACTION IN SUPPORT OF BEGINNING TEACHERS

The nation turns to Silicon Valley as the innovative and economic leader of the 21st century. Yet Silicon Valley faces major challenges in developing and retaining qualified teaching professionals in K-12 schools who will support the future growth of the region. California is confronting an unprecedented need for teachers, and the need is greatest in urban schools where teachers face the most difficult assignments. In over 20,000 California classrooms students are being taught by teachers lacking proper training and credentials. Research shows that the quality of the teacher is the single most important factor to student achievement. It is imperative that every student has a highly qualified, caring, and committed teacher. The large cohort of new teachers hired during the coming years will have a tremendous impact upon the future of the teaching profession. The standards and norms these new teachers adopt will influence the entire teaching profession and the quality of education in Silicon Valley for the next thirty years. As of July 1, 1999, every school district in California will have had access to statewide allocated moneys for Beginning Teacher Support and Assessment Programs (BTSA) for the purpose of planning, designing, and implementing local BTSA programs (either alone or in collaboration with others). Yet districts need support designing, implementing and assessing excellent induction programs in order to influence the quality of teaching and learning in Silicon Valley.

THE NEW TEACHER CENTER: SILICON VALLEY (NTC:SV) – AN OPPORTUNITY FOR SILICON VALLEY SCHOOL DISTRICTS

The New Teacher Center at UCSC is launching a new initiative funded by the Noyce Foundation called the New Teacher Center: Silicon Valley. The work is informed by what the Santa Cruz New Teacher Project has learned from its eleven-year track record in providing quality teacher induction programs, and during the past five years working with districts throughout the state and nation. The NTC: SV supports districts in setting far-reaching goals and high expectations for their induction programs and helps them to develop the capacity to reach those goals. The NTC:SV will assist and guide districts in designing and implementing programs that: build upon a unity of purpose and vision; are clearly focused on new teacher quality and success; have the California Standards for the Teaching Profession (CSTP) at the foundation; and seek to build the leadership capacity of all teachers.

NEW TEACHER CENTER

UNIVERSITY OF CALIFORNIA • SANTA CRUZ

The Center will assist school districts to:

- Design and implement a high quality model of induction for first and second year teachers with the goals of promoting retention of prepared teachers and improving student achievement
- Increase the quality of new teacher support and assessment
- Improve the effectiveness of new teacher advisors
- Link professional development and teacher evaluation to California Standards for the Teaching Profession
- Build site-administrator capacity to support new teachers

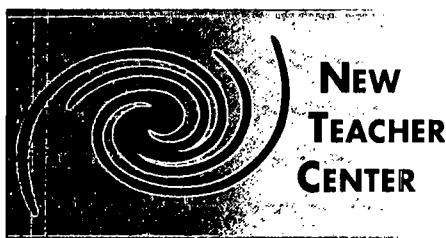
PARTICIPANTS

The NTC:SV will identify up to four districts in the early stages of BTSA implementation and invite them into a partnership starting 1999-2000 school year. It is envisioned that NTC:SV will include up to six additional districts in year two. The partnering relationship requires buy-in and deep support of all stakeholders: superintendent, union leadership, school board, teachers, district and site administrators. Therefore, a Memorandum of Understanding (MOU), outlining a partnership agreement between the NTC and each district, will be collaboratively developed. This MOU will explicitly outline commitment to common principles and vision, commitment of resources, and commitment to collaboration processes. (See attached).

PROGRAM SUPPORT SERVICES

The NTC:SV will provide support at no cost to participating districts in the following areas:

- **Program Design.** NTC:SV will consult with districts in reviewing needs and resources in order to develop/revise program design; work with district and other partners to insure that its efforts are coordinated with other school improvement initiatives; consult in the design of teacher recruitment, evaluation, and staff development programs.
- **Implementation Support.** NTC:SV will partner with the districts to develop their local capacity to design, implement and sustain an intensive SCNTP-type model of induction, which includes:
 - A selected cadre of exemplary veteran teachers, chosen for their content and pedagogical knowledge and mentoring abilities, released full-time from the classroom and matched with 12-14 beginning teachers according to grade-level and subject-matter expertise
 - Extensive preparation and ongoing professional development of advisors
 - A high-quality program of coaching activities linked to CSTP and formative assessment
 - Regular observation, data collection, and feedback on classroom practice and student learning
 - A minimum of two release days, a monthly seminar for reflection, self assessment and staff development in critical issues.
- **Support Provider Training/Coaching.** NTC:SV will assist in the recruitment and selection of beginning teacher advisors; provide the training/coaching of beginning teacher advisors; assist advisors in the design and deliver of seminars for new teachers, linked to CSTP.
- **Administrator Training.** NTC:SV will provide for training of administrators and other stakeholders in new teachers support and the CSTP.
- **Networks.** NTC:SV will establish a county-wide network of induction programs, in order to share dilemmas and successes and collaborate across the Valley. The NTC will provide new teachers with networking and professional development opportunities within Silicon Valley.
- **Research and Evaluation.** NTC:SV will collaborate with local programs to conduct research and evaluation activities in order to inform the partnership.
- **Other Resources.** NTC:SV will provide other support strategies including: regional trainings, symposia, dine-and discuss events, publication of a regional newsletter, on-line support, and more resources.



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New Teacher Center Research Agenda October 1999

CURRENT STUDIES

SCNTP Retention Study

Telephone interviews with 1992-93 alumni of the SCNTP. Inquiry into leadership roles, additional education, reasons for staying in or leaving teaching. The 1993-94 alumni are currently being interviewed. This on-going study is providing retention data on the Santa Cruz New Teacher Project. Principals from a subset of the alumni are being interviewed about the alumni.

Joint Ventures: Silicon Valley

1. Evaluation of the JV vertical slice Challenge 2000 program. 5 Teams. Telephone interviews with Superintendents, Principals, Team Leaders, and Teachers.
2. Comparison of the achievement gains (SAT9 scores) of students within the Challenge 2000 teams with those not in the Challenge 2000 teams.
3. Comparison of student literacy outcomes of the Challenge 2000 teachers who have received coaching training from the New Teacher Center with those students whose teachers have not received literacy coaching. Student outcomes will be assessed using SAT9 achievement gains and district testing.

National Study of Induction Programs, Policies, and Practices

This study, conducted by Sharon Feiman-Nemser, is a 2-year qualitative study of 3 exemplary induction programs across the nation. The NTP is one of the sites. The New Teacher Center is collaborating with data collection. In addition to understanding how these induction programs function to reduce teacher attrition, the study is especially interested in variations of assessment practices and the influence of standards on teaching and learning. The study will examine: 1) the content/curriculum of beginning teacher induction; 2) mentoring as a key resource and core practice; 3) the impact of induction on new teachers and their practice; 4) the contribution of induction programs to student learning; 5) the interface of induction programs with school, district and state programs and policies.

Mt. Diablo Induction and Peer Review

1. Descriptive study of new teacher support and assessment process.

This study will have two parts. First, we are conducting interviews with individuals who have been involved in the set-up process for the collaboration. Starting with known key players, names from the interviewees of other important persons that should be interviewed are solicited, thus creating a “self-revealing history” of the process. Second, we are collecting data on the new teacher support practice primarily from individual interviews.

2. Linking student achievement with new teacher support

For students in grades 2 through 11 we will examine annual gains in SAT9 reading comprehension and total math scores. We will compare gain scores of students in the classes of Mt. Diablo new teachers with the following three control groups:

- 1) Students of new teachers from neighboring Contra Costa County
- 2) All students nationwide
- 3) Students of Mt. Diablo veteran teachers

For students in grades k-3 we will measure progress on the RAP reading test, and compare students of new teachers with students of other teachers in the schools.

3. Study of teaching practice

New teachers’ practice will be observed using rubrics based on the California Standards for the Teaching Profession. Mentors will conduct a formal assessment (including observation) towards the middle of the year and at the end of the year, possibly with an accompanying videotape. Teaching practice at the first and second assessments will be discussed and changes noted. Initial assessment will be related to credential program attended.

4. Study of mentor competence/effectiveness

This will be assessed by:

- a. Attitudes, opinions, impressions of beginning teachers (from regular evaluations)
- b. California standards and pedagogical conceptions data from items 1-3, above
- c. Student achievement data
- d. Perspectives of site administrators, by interview

New Administrator’s Project Evaluation

Principals participating in the New Administrator’s Project and a second group of new principals who are not receiving support are being interviewed in this fall about their work. They will be interviewed again in the spring of 2000. The two groups will be compared on changes in their responses over the course of the year.

Beginning Teacher Development

This study explores the trajectories of beginning teacher development during the first two years of teaching. Video tapes of beginning teachers and their collaborative logs will be examined to document how the teaching practices develop and determine patterns of developing proficiency.

FUTURE STUDIES

The Role of Summative and Formative Assessment in Beginning Teacher Induction

Mt. Diablo is initiating a 1st year teacher induction program that includes formal evaluation and recommendation about retaining the BT at the end of the first year. This program uses a NTP model of coaching. We want to compare beginning teachers in Mt. Diablo, coached with a summative assessment, with those in the SCNTP, coached with formative assessments. This will provide important and timely information about peer review as CA moves toward veteran peer review.

Developmental Continuum of Teaching Practices

The Developmental Continuum is being used by several induction programs. We want to conduct a validity study of the revised developmental continuum of teaching practices. This continuum provides a useful, but as yet untested framework for understanding and assessing teacher development.

Pathways to Teaching and Teacher Development

Presently, the state of CA provides less money for supporting teachers on emergency credentials than those one or two years of pre-service. Our support providers say that the prior training of teachers makes a big difference in the quality and quantity of support beginning teachers need. This study will examine type of support beginning teachers require depending upon their prior training. It will also explore whether the developmental trajectories of beginning teachers' practices are similar or different depending upon their prior training. The three pathways into teaching include: one year pre-service college prep, two year pre-service college preparation, and emergency credential with not pre-service preparation. Student outcomes will also be examined.

BTSA Evaluation Collaborative

Several BTSA directors have expressed an interest in pooling resources to develop a meaningful and useful mid-year evaluation of their programs. Directors do not have the time nor expertise to develop, analyze, and interpret data to inform them about their programs. The evaluation would be collaboratively designed to address common issues across the BTSA's involved. In addition, specific questions tailored to address the needs of individual BTSA's could be included. The results of the would be useful to each individual BTSA, but data could also be combined and/or compared across the participating BTSA's to provide additional insights about induction.

Support Provider Development

This study documents the development of support-provider coaches by examining their practice of prior to, during, and after their training and work as advisors. Documentation would involve, interviews, surveys, collaborative logs, and classroom observations (and/or video tapes).

The Leadership Network for Teacher Induction 1999-2002

Funded by the William and Flora Hewlett Foundation

According to numerous recent reports the single most important determinant of student achievement is a high quality teacher. By the year 2004 nearly 200,000 new teachers will have to be hired to fill our state's classroom. The standards and norms these new teachers adopt will influence the quality of our schools for the next thirty years. This opportunity to influence the entire teaching profession and ultimately our students is one that should not be missed. Induction programs play an enormous role in shaping these new professionals. While districts receive statewide allocated moneys for Beginning Teacher Support and Assessment Programs (BTSA), they need support in designing, implementing, assessing, and refining induction programs in order to influence the quality of teaching and learning in the region. There is a tremendous need to develop comprehensive and collaborative models of support for these beginning teacher programs across schools, districts and the region. Furthermore, research has identified the support provider as the single most important factor in the effective implementation of beginning teacher support. They are also the individuals who are acculturating the next generation of teachers. Yet there are few opportunities for support providers' leadership capacities to be developed and nurtured.

In response to these challenges, the New Teacher Center at UCSC has introduced the Leadership Network for Teacher Induction. The Network is informed by what The New Teacher Center at UCSC has learned from its eleven-year track record in providing quality teacher induction programs, and during the past five years working with districts throughout the state and nation. The Leadership Network provides an opportunity for beginning teacher support programs from around the Bay Area to join together for professional development, collective inquiry, and leadership development.

The purposes of the Network are:

- To examine how new teacher support programs and practices can contribute to student achievement and school reform
- To develop leadership skills
- To learn and practice advanced strategies and skills for working with beginning teachers
- To share with and learn from other veteran support providers and program coordinators
- To conduct research on aspects of teacher induction programs and practice thereby contributing to program evaluation
- To publish and disseminate a collection of case studies with network participants as authors and presenters

PARTICIPANTS

Network participation is open to teams of from three to six experienced support providers accompanied by the program coordinators. Participating programs sign a M.O.U. demonstrating the district's commitment to examine thoughtfully local support and assessment practices and to support the participation of the program's team over two years. The first cohort of participating teams includes: New Haven USD; Oakland USD; San Jose USD; San Lorenzo/Pleasanton/Livermore Consortium; San Mateo COE; San Mateo/Foster City SD; San Ramon Valley USD; Santa Clara COE; Santa Cruz New Teacher Project; Triple L Collaborative (Oak Grove/Campbell SD). A second cohort will join in year two of the Network.

NETWORK DESIGN

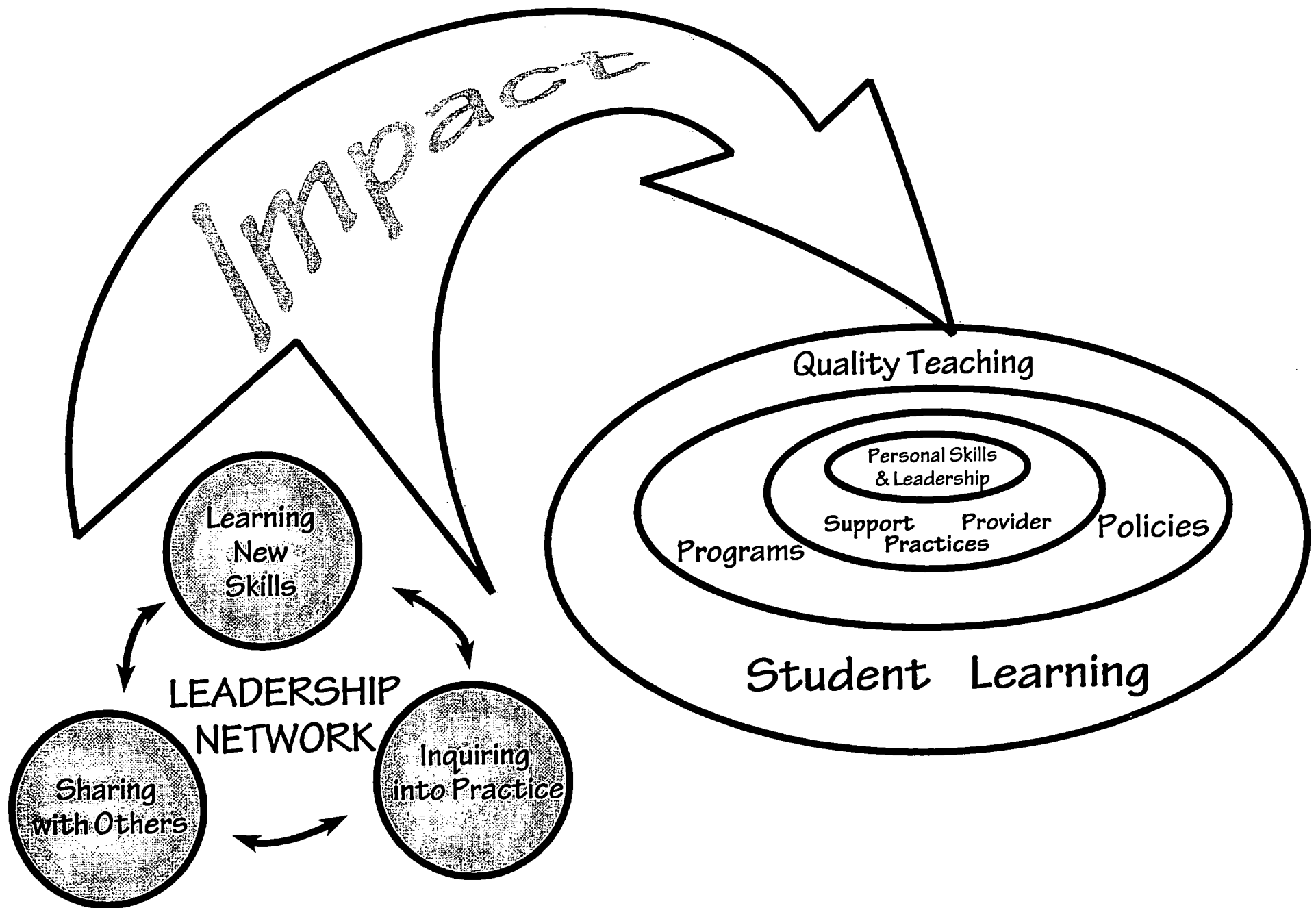
The three building blocks of the network design include: learning new skills; inquiring into practice; and sharing with others. The Network design assumes that professional development, inquiry, and collaboration impact support provider leadership, program design, beginning teacher practice and ultimately, student learning. Participating teams work with one another, the New Teacher Center staff and consultants, over the course of two years. The first year of the Network participation will include up to ten days of professional development and networking opportunities to support each team's work on an action research project aimed at improving their beginning teacher programs and practices. The action research work will help participants gather information about local new teacher support and assessment practice that will then inform the ongoing development and refinement of local programs as part of the BTSA program evaluation process. Research projects will be carried out with the support of NTC staff in consultation with Professor Anna Richert of Mills College. Network retreats and seminars will be led by Janet Gless, Barbara Davis, Betty Achinstein.

Professional development will be offered in response to group needs and may include: advanced coaching techniques, strategies for collecting observation data, group facilitation, research design and data collection, adult learning, creating and delivering staff development for beginning teachers, inquiry approaches to teaching aligned with National Board certification, and the development of one's leadership capacity.

Second year network participation will include opportunities to refine the cases written from action research work for publication, to present findings to fellow network participants and other professionals, and to co-facilitate network sessions as desired.

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UCSC teaching center brokers state pact to improve teachers

By **MARINA MALIKOFF**
Sentinel staff writer

SANTA CRUZ — With help from the UC Santa Cruz New Teacher Center, teacher unions and school-management groups statewide have reached an unprecedented agreement on controversial legislation designed to improve the quality of California teachers.

Locally, the pact announced Tuesday in Sacramento could mean additional dollars for teacher-development programs, and revive a peer-review process abandoned several years ago because of budget constraints.

"This is definitely a good thing," said Patty Cox, a former Harbor High School math teacher now a research specialist for the California Federation of Teachers. "We have a lot of the pieces in place. Now it will just be a matter of bringing it together."

The California Peer Assistance and Review Program was passed in April as part of Gov. Davis' school-improvement campaign.

The program will use consulting teachers to evaluate and help veteran teachers who have poor performance records or who seek help. Districts also can expand the program to address other local needs.

School districts are not required to comply with the new program. But those that have plans drawn up by July 1 can see a 50 percent increase in the amount of funding they receive for the mentor teacher program. Districts that do not create a peer-review program will lose their state teacher-training funds.

According to officials from the UCSC New Teacher Center, Santa Cruz County schools have begun planning and already are well-positioned to take advantage of the new program. Several local school districts are currently convening committees of management, staff and teacher representatives to hammer out custom programs and guidelines for contract negotiations.

"Santa Cruz County is five steps ahead of the rest of the state, both because of our experience in mentoring teachers through the New Teacher Project and because of the exceptionally good labor-management relations we have in the county," said Gary Bloom, center associate director.

Among the issues likely to crop up during the bargaining are how mentor teachers are selected and compensated, and who will serve on the peer-review board, Bloom said.

The center, established in the summer of 1998, brokered the agreement between the four groups: the California Teachers Association, California Federation of Teachers, California School Boards Association and Association of California School Administrators.

The statewide pact, called the Joint Statement of Commitment to the Successful Implementation of Peer Assistance and Review, includes a statement of principles intended to serve as a jumping-off point for contract negotiations.

Included in the statement is that all sides should examine their current teacher-evaluation processes and staff-development programs in relation to the new legislation, and must establish a working partnership for the program to be successful.

**JOINT STATEMENT OF COMMITMENT
TO THE SUCCESSFUL IMPLEMENTATION OF
PEER ASSISTANCE AND REVIEW**

**Association of California School Administrators
California Federation of Teachers
California School Boards Association
California Teachers Association**

INTRODUCTION

Assembly Bill 1X, the California Peer Assistance and Review Program for Teachers (PAR), provides a genuine opportunity to forge new working partnerships in education and to strengthen the teaching profession. The purpose of this legislation is to improve the education of students by improving the classroom performance of teachers. Learning to teach effectively depends upon ongoing professional growth and is a lifelong developmental process.

Several successful models of peer assistance and review have been developed in districts that have made significant commitments to staff development, have high levels of labor-management cooperation, and collaborative professional cultures. Statewide implementation of PAR in California represents a momentous challenge, requiring prudent planning, flexibility, and major commitments of time and resources. The successful implementation of PAR further requires that all parties work together in recognition of their individual and shared interests in order to accomplish what we believe is an overriding common goal, the success of PAR.

The organizations issuing this statement declare a mutual interest in and commitment to the successful and meaningful implementation of AB1X, the California Peer Assistance and Review Program

STATEMENT OF PRINCIPLES

CORE BELIEFS

- This legislation has the potential to strengthen the teaching profession and labor-management relationships in California;
- PAR provides a district's teachers and administrators with the opportunity to work collaboratively to improve professional development;
- Successful implementation of PAR requires commitment, time, resources, cooperation and flexibility from all parties;
- The best chances for negotiating a successful PAR program exist where negotiations can be done in a non-adversarial manner;
- Each school district has a unique culture and history and must design their PAR programs accordingly;
- Existing program models should be used as reference tools but not as fixed templates which might impede the development of plans tailored to meet local needs and goals;
- PAR represents a fundamental systemic change for many districts; therefore, the pace at which PAR is developed and implemented will be different in each district;
- Locally designed PAR and other high quality professional development programs should be aligned with established standards such as the California Standards for the Teaching Profession;
- Teachers play a key role in the support, assistance and review of their professional colleagues;
- Districts retain the responsibility for teacher evaluation under the Stull Act.

PLANNING, NEGOTIATION AND IMPLEMENTATION

- Everyone involved in developing and implementing PAR should carefully examine the new law and make every effort to understand all of its ramifications prior to attempting to negotiate its implementation;
- All parties should exercise flexibility and, if appropriate, pursue new approaches in relation to the manner in which PAR is negotiated;

- Each district and exclusive representative should agree locally whether to address PAR as an independent issue or as part of the regular bargaining process;
- The process of designing local district PAR programs must allow implementation to evolve over time, informed by an ongoing program evaluation;
- All parties should examine their current teacher evaluation processes and staff development in relation to PAR;
- All parties should develop a common understanding of the substantive differences between assistance, evaluation and review. The parties should clearly indicate how these distinctive areas are integrated into a PAR program;
- School districts, particularly small districts, and bargaining agents should explore collaborative arrangements such as interdistrict consortia;
- The successful implementation of PAR will require a working partnership and ongoing dialogue between all involved parties;
- All parties should examine the budget implications of this law and make optimum use of PAR funds to enhance teacher development;
- Parties should consider developing and implementing a full continuum of teacher support for new teachers and for successful veteran teachers;
- Parties should consider providing access to peer assistance beyond the minimum required by the law recognizing that early intervention may be of more value to struggling teachers than waiting until referral is mandatory;
- PAR must be implemented in a manner that guarantees the due process rights of all participants;
- Voluntary participation in PAR must be confidential and risk-free, as well as distinct from referred (mandatory) participation in PAR;
- The qualifications of Consulting Teachers must be explicitly stated and the selection process must have a high degree of integrity;
- Consulting Teachers and Joint Teacher-Administrator panel members must be provided with high quality training and support.

*This Joint Statement is the product of a dialogue initiated and facilitated by the
New Teacher Center, University of California, Santa Cruz.*

Ellen Moir, Executive Director
Gary Bloom, Associate Director
Morrow Cater, Media Director

The following representatives were involved in the drafting of this joint statement:

Association of California School Administrators

Chuck McCully
Keith T. Larick
Greg Dannis (Miller, Brown & Dannis)

California Federation of Teachers

Elaine Johnson
Patty Cox
Greg Eddy

California School Boards Association

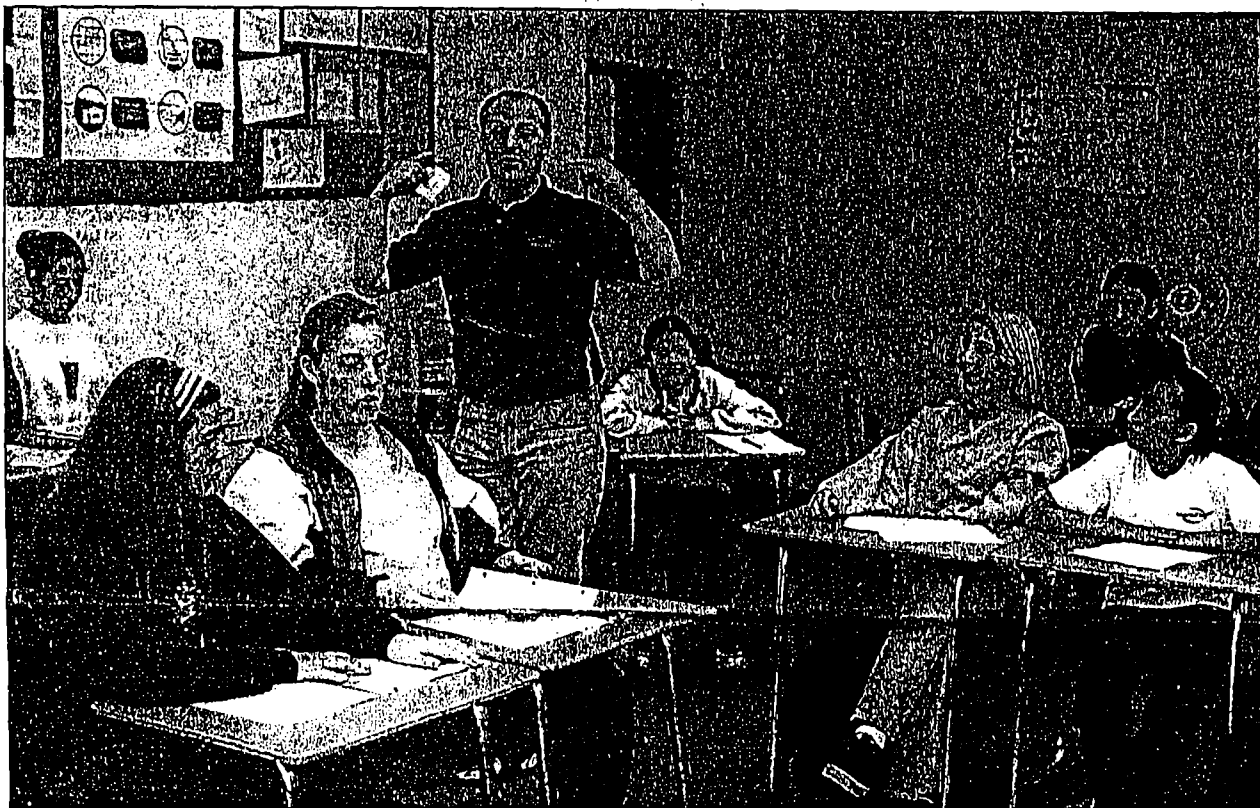
John Bukey
Kari Becker
Laura Walker Jeffries

California Teachers Association

Larry Terrill
Felice Strauss
Dan Threath

Final approval 9/10/99

Education



Dan Coyro/Sentinel

Mike Heffner, a teacher at Shoreline Middle School, is thankful to be in the New Teacher Project.

Preventing teacher dropouts

Santa Cruz County project gains respect statewide

By JONDI GUMZ
Sentinel staff writer

SANTA CRUZ — When Ulli Kummarow got her first teaching job, school officials showed her the room and handed her a key. That was all the orientation she got.

"I went home and cried," she said.

That was 17 years ago. Today, rookie teachers in Santa Cruz County have a lifeline — the New Teacher Project — providing advisers to coach them through those harrowing first two years.

The project has worked with about 1,000 teachers since it began in 1988 as a collaboration between UC Santa Cruz, and the county Office of Education. Every school district in the county is involved.

Teachers appreciate getting feedback on how they are doing and ways to improve. Administrators like having teachers upgrade their skills rather than give up and leave the profession. The cost: about \$5,100 per teacher, partly paid by the state, plus the salaries of veteran teachers released from the classroom to serve as advisers.

Less than 10 percent of teachers who participate in the project quit teaching, although the nationwide dropout rate is almost 50 percent within the first five years. In fact, the project has been so successful that its philosophy of ongoing coaching and goal-setting is being adapted for other uses.

Teachers at Shoreline Middle School in Live Oak asked for coaching to help them improve language arts instruction, and science may be next.

In Pajaro Valley, the largest school district in the county, coaching has replaced the old standard of three quick visits by a principal to make evaluation more meaningful.

And Pajaro Valley wants to adapt the model to coach principals, starting next fall.

"If it works so well for teachers, why not administrators, too?" asked Clem Donaldson, Pajaro Valley's assistant superintendent of personnel.

The rookie year

Mike Heffner, 30, is among the

285 rookie teachers participating in the project this year.

A graduate of UC Santa Cruz, he was a human resources executive overseeing "programs to make people earning \$5 an hour feel good" when he decided it would make more sense to teach kids to set their sights higher.

In September, he began teaching history and language arts to seventh-graders at Shoreline Middle School. He's grateful to the New Teacher Project for providing "a moment of sanity."

His adviser helped him figure out where to put the desks to keep students on task and what classroom procedures would hold students accountable.

"No matter how good the teacher preparation program is, there's nothing that can really prepare you for that first day," Heffner said.

He also got good advice on setting up lessons. For example, he had planned to put students in groups of six to work on a project, but after talking it over with his adviser, paired them instead. "The larger the group is, the harder it is to manage," Heffner said.

Veteran teachers serve as "a sounding board and a reality check," he said. "It's really your own ship. They don't steer."

New teachers assess themselves and set goals with the help of the adviser, keeping a journal to monitor their progress. They review their lessons on video with the adviser and attend seminars once a month to discuss problems, share successes, and work toward higher standards.

Heffner has learned that the ups and downs he's experienced are common to all first-year teachers. Like almost all classroom rookies, he hit a low point in December when the days got shorter and it seemed like the school year would never end.

Talking with other teachers in sessions organized by the project have been invaluable for him.

"It's important to get that kind of time," he said, noting that it's not built into the school day.

Heffner said he sees himself staying in teaching, thanks to the

New Teacher project. Without it, he said, "I wouldn't have had the support to keep going."

A model program

Second-year teachers welcome the chance to participate, too.

Sharmila Sohl, a fifth grade teacher at Bay View Elementary in Santa Cruz, said she gets lots of useful ideas. For example, she totally revamped her approach to spelling instruction after seeing her adviser model a lesson.

Pajaro Valley trustees will spend \$350,000 over two years for the New Teacher Project, just for instructors hired to shrink class size in the primary grades. When funds ran short, Donaldson recommended spending money designated for "mentor teachers" on the project because he considered it the best way to provide mentoring.

A group of kindergarten teachers hired in mid-year by Pajaro Valley for class-size reduction hope to join the project but haven't yet. "This is the first time we've had a waiting list," said outreach coordinator Barbara Davis.

The Santa Cruz New Teacher Project is the only one in the state that has been in operation for a decade. It's also been recognized by the National Council of States in Education and the California Council on the Education of Teachers.

For that reason, school officials statewide are looking to Santa Cruz for advice on how to help an unprecedented number of new teachers be successful. California is expected to hire an estimated 260,000 teachers in the next decade for the class-size reduction in kindergarten through third grade.

Last year almost a quarter of the teachers hired had only emergency credentials because they hadn't met minimum requirements. That is worrisome because research has shown the quality of the teacher is a critical factor in student achievement. It's even more important than class size, according to the National Commission on Teaching and America's Future.

"A quality teacher in each and every classroom and for each and every student is a cornerstone of education reform," agreed Ellen Molr, director of teacher education

at UC Santa Cruz and director of the Santa Cruz New Teacher Project.

Educators from around the state visited Santa Cruz Monday to find out how the New Teacher Project works and where they could find funding to pay for it.

The Santa Cruz project operates on a budget of \$1.2 million supported by several private foundations.

One of the keys to success is selecting advisers who have been successful teachers.

The job is similar to being a teacher, but coaching adults instead of students. It also can be isolating, since advisers move from classroom to classroom, observing as many as 15 teachers, but they don't often get to compare notes with each other.

They must learn when it's appropriate to tell a teacher what to do rather than to coach. Advisers also must be good listeners and have "people skills," since their job can require them to counsel teachers to find another line of work when they don't measure up.

Administrators decide in the teacher's second year whether to grant tenure or let someone go.

"Not everyone is cut out to be a teacher," said Lori Helman, an adviser who spent 17 years teaching kindergarten and first grade.

Although it's expensive for school districts to release good teachers from the classroom to work with new instructors, the district benefits.

"The strategies you bring back are wonderful," said Rhea DeHart, a longtime leader in the Pajaro Valley teachers' union.

It also can be hard for teachers to give up teaching, although DeHart maintains an adviser should work full time.

Surprisingly few teachers are lured into administration.

"They go back to teaching rejuvenated," said Davis.

Ulli Kummarow was one of those teachers who wasn't sure she wanted to leave her students.

Last year, she split her time between the classroom and the New Teacher Project. This year, she is a teacher adviser full-time.

"I've learned so much," she said. "I'd like to do it one more year."

Project Benefits

Research shows that with this type of intensive support, new teachers demonstrate higher levels of professional competence and greater success in working with culturally and linguistically diverse students. In addition, studies report increased job satisfaction and retention. After 11 years, fewer than five percent of SCNTP teachers have left the profession. This contrasts with a nationwide dropout rate of nearly fifty percent.

The SCNTP program of integrated support and assessment creates an atmosphere that encourages teachers to develop norms and standards of professional collegiality, inquiry, reflection, and assessment. This process of formative, ongoing assessment within a community of learners is an essential component of teacher development and school reform. SCNTP new teachers enter the profession with the expectation that teaching is collegial, that teaching is a continuous cycle of teaching, assessment, reflection, and reteaching, and that learning to teach is a life-long process.

NTP Collaborative: Leadership and Coaching Project

In 1990 a professional development program for veteran teachers was established for teacher leaders seeking opportunities to develop coaching, group facilitation, and leadership skills.

Monthly seminars and release time are offered to develop teacher partnerships and to engage veteran teachers in the processes of inquiry and reflection. A case study approach to problem-posing and problem-solving along with partnership coaching serve as the vehicles for teacher collaboration and professional growth.

The NTP Collaborative supports teachers as they emerge as leaders in the school change process.

For Further Information:

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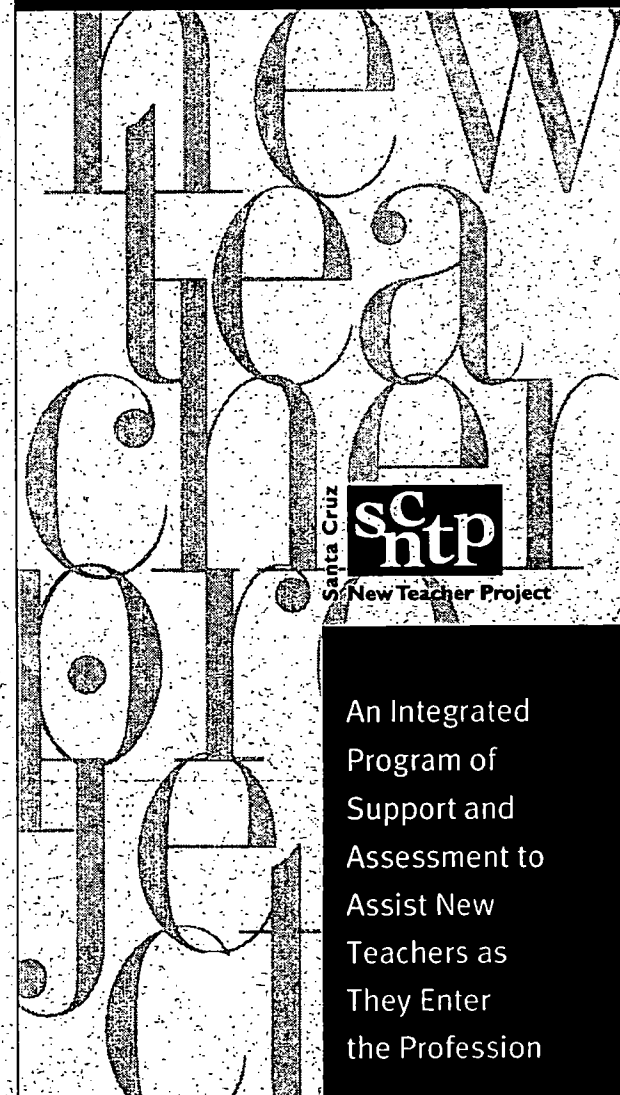
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Santa Cruz New Teacher Project

SANTA CRUZ COUNTY OFFICE OF EDUCATION
UNIVERSITY OF CALIFORNIA, SANTA CRUZ



Project Overview

Santa Cruz New Teacher Project (SCNTP) began in 1988 to provide a program of support and assistance for new teachers. Since then, project staff has worked with more than 1,600 beginning teachers to promote the highest level of instruction in classrooms in Santa Cruz, San Benito, Monterey, and Santa Clara Counties.

The Project, one of California's Beginning Teacher Support and Assessment Programs, is a collaborative effort among the University of California at Santa Cruz Teacher Education Department, the Santa Cruz County Office of Education, and sixteen school districts. This consortium, led by the University, is composed of staff development coordinators, teachers (new and veteran), project alumni, university faculty, union representatives, superintendents, human resource directors, principals, and community members.

Project Goals

The primary goal of the SCNTP is to provide a program of support and assessment in which the advancement of skills and knowledge is a continuous flow from preservice through the first two years of teaching and beyond.

The Project has worked to develop an interactive and authentic model of teacher assessment in order to provide the most effective support to beginning teachers. Support strategies and practices promote teacher autonomy through the ongoing and recursive processes of self-assessment, inquiry into practice, reflection, and

professional goal-setting. This fully integrated and formative model of support and assessment assists teachers in moving their practice forward.

Key Elements

A major component of the Santa Cruz New Teacher Project is intensive, individual support to beginning teachers during their first two years of teaching. A strong, supportive relationship between the advisor and beginning teacher is fundamental to the success of all support strategies.

- **New Teacher Advisors**—The mainstay of the Santa Cruz New Teacher Project is the New Teacher Advisor. These exemplary veteran teachers are released from their regular classroom positions to work full time with new teachers, both in and out of the classroom. Advisors meet weekly with new teachers on site, during and after school hours. Advisors observe and coach the new teachers, offer emotional support, assist with short and long-term planning, design classroom management strategies, teach demonstration lessons, provide curriculum resources, and facilitate communication with the principal.

- **Seminar Series**—A monthly seminar series is designed to build a support network and an ongoing professional dialogue among beginning teachers on the California Standards for the Teaching Profession (CSTP). A case study, problem-posing/problem-solving approach guides the discussion of topics critical to new teachers' success. Seminars focus on content specific pedagogy, effective practices for working with English Language Learners, and literacy K-12.

- **Release Time**—Opportunities for reflection, assessment, observation, curriculum planning, and staff development are offered throughout the year.

Strategies for Formative Assessment

Support is guided by an ongoing cycle of formative assessment which revolves around the development of each teacher's district goals/individual learning plan. A professional portfolio serves as the vehicle for documenting the teacher's growth over time and includes:

- **District Goals/Individual Learning Plan (ILP)**—The new teacher works with the advisor to develop professional goals and strategies that will guide their collaborative work. The District Goals/ILP is revised and modified throughout the year.

- **Self-Assessments**—The Developmental Continuum of Teacher Abilities is used throughout the year as a self-assessment tool and springboard to create and revise the ILP.

- **Collaborative Assessment Logs**—The new teacher and advisor document weekly progress and challenges.

- **Observations Formal and Informal**—Observations provide information about the new teacher's practice and opportunities for reflective conversations.

- **Analysis of Student Work**—Student work is analyzed regularly in relation to content standards and is used to guide curriculum planning and professional development for the beginning teacher.

Beginning teachers present their portfolios to colleagues at a colloquium in the spring.



Registration Information

Dates

A choice of three dates is offered:

October 5, 1999

February 28, 2000

May 8, 2000

Time

8:30-3:30

Cost

\$90 (includes materials, lunch, and continental breakfast)

Location

Peachwood's, The Inn at Pasatiempo
555 Highway 17
Santa Cruz, CA 95060

Lodging

The Inn at Pasatiempo
Standard: single or double \$85
Suite: living room, jacuzzi, fireplace \$130

Call the Inn at 831-423-5000 for a guaranteed reservation.

Enrollment limited to 40 participants

Registration deadline

One week prior to your visit

Confirmation

A confirmation letter with map and directions will be sent to you approximately one week prior to your visit.

New Teacher Center @ UCSC Santa Cruz New Teacher Project

Ellen Moir	Executive Director
Wendy Baron	Associate Director
Gary Bloom	Associate Director
Janet Gless	Associate Director
Barbara Davis	Assistant Director
Marney Cox	Lead Advisor
Colleen Stobbe	PreIntern Coordinator
Alison Gold	Program Manager

The NTC and the SCNTP are supported by contributions from the University of California, Santa Cruz; Santa Cruz County Office of Education; participating school districts; Beginning Teacher Support and Assessment (BTSA) Program under the auspices of the California Department of Education and the Commission on Teacher Credentialing.

YOU ARE INVITED TO...

Visit the Santa Cruz New Teacher Project

HOSTED BY:

NEW TEACHER CENTER
UNIVERSITY OF
CALIFORNIA,
SANTA CRUZ

SANTA CRUZ NEW
TEACHER PROJECT

Explore issues and insights around the development of an effective professional growth program for beginning teacher support and assessment



Project Overview

The Santa Cruz New Teacher Project is a collaborative effort among the University of California, Santa Cruz Teacher Education Program, the Santa Cruz County Office of Education, and over sixteen school districts in the greater Santa Cruz area. Over an eleven-year period the SCNTP has developed a fully integrated program of support and formative assessment to assist beginning teachers to move their practice forward. Join us for a visit, and learn about this intensive model.

Intended Audience

Teacher leaders, mentors, support providers, union leaders, district and site administrators, board members, staff developers, university faculty, policy makers, and funders

Participants will receive

- SCNTP Program Manual
- New Teacher Advisor Handbook
- SCNTP Developmental Continuum of Teacher Abilities

Agenda *will include*

Overview of the SCNTP including beliefs and history

Presentation by Starlight Elementary Professional Development School, Pajaro Valley Unified School District

Demonstration of conversation and interaction strategies between the support provider and the beginning teacher

Focussed Discussion Sessions addressing:

- structures and tools of formative assessment
- portfolio development
- California Standards for the Teaching Profession (CSTP)
- Developmental Continuum of Teacher Abilities (a self-assessment tool)
- role of the site administrator and evaluation
- building organizational capacity
- school-university connection
- funding sources

Closure: Question and answer

Registration Form

Name _____

Position _____

Organization _____

Mailing Address _____

Phone _____

Fax _____

Email _____

Check the date for which you are registering:

☐ October 5, 1999

☐ February 28, 2000

☐ May 8, 2000

Make \$90 check payable to:
UC Regents

Mail registration with payment to:
Sunga Rose
UCSC New Teacher Center
725 Front Street, Suite 206
Santa Cruz, California 95060

For further information, contact Sunga at:
831-459-4323
831-459-3822 (Fax)
ntc@zzyx.ucsc.edu

A caring, competent, and qualified teacher for every child is the most important ingredient
in education reform and, we believe, the most frequently overlooked.

New Teacher Center @UCSC

Ellen Moir, Executive Director

The New Teacher Center at UCSC is the expansion effort of the Santa Cruz New Teacher Project (SCNTP). Over an eleven-year period the SCNTP has developed a fully-integrated program of support and assessment designed to assist beginning teachers move their practice forward. The NTC has taken the learnings from the SCNTP and established a state and national center for the dissemination of information and the provision for training and consulting services to educational entities who are interested in developing or refining programs of support for beginning teachers.

The NTC is supported by contributions from the S.H. Cowell Foundation, William and Flora Hewlett Foundation, Walter S. Johnson Foundation, Joint Venture: Silicon Valley, the Knight Foundation, The Noyce Foundation, and the Schwab Foundation for Learning.

NTC 1-9/99

University of California • Santa Cruz
725 Front Street, Suite 206
Santa Cruz, California 95060



Announcing

2 Day Trainings

Foundations in Mentoring
New Teachers

November 9 and 10, 1999

and
Coaching and Observation
Strategies for Work with
Beginning Teachers

January 11 and 12, 2000



UNIVERSITY OF CALIFORNIA • SANTA CRUZ

Foundations in Mentoring New Teachers

- building leadership skills as teachers enter the profession
- becoming familiar with the attitudinal phases of first-year teachers
- building an effective mentoring relationship
- assessing beginning teachers' level of practice
- setting professional goals
- selecting support strategies

Coaching and Observation Strategies for Work with Beginning Teachers

- understanding the coaching cycle
- building the coaching relationship
- developing informal observation tools
- practicing observation skills
- developing strategies for giving feedback

Intended Audience: *These trainings are particularly appropriate for those who work directly with beginning teachers or who are responsible for developing and implementing programs of support for beginning teachers. This would include support providers, mentor teachers, supervisors of interns or pre-interns, master teachers, principals, staff developers and others in various coaching roles.*

Site team participation is strongly encouraged. Prior coaching or mentor training is helpful, but not necessary.

Presenters:

Janet Gless, Associate Director. Janet presents and trains regularly at state and nationwide conferences. She has worked on the development of statewide trainings around support and assessment for new teachers and has been a visiting educator with the State Department of Education where she co-administered the Mentor Teacher Program.

Barbara Davis, Assistant Director. Barbara has experience as a classroom and mentor teacher, staff developer, and principal,

as well as a trainer and consultant in new teacher support. She presents, trains and consults statewide and nationally and has co-authored an article on the principal's role in supporting new teachers.

Jan Miles, Outreach Coordinator. Jan is a new teacher advisor and works regularly coaching new teachers and developing seminars for beginning teachers. She has been a mentor teacher and has expertise in the area of literacy. As a consultant, she

has worked with school districts to develop programs of support for new teachers.

Anne Watkins, Outreach Coordinator. Anne has taught high school English and social studies and has been a supervisor of teacher education and instructor for the Education Department at UCSC. She currently works as an advisor for new teachers and as a presenter and trainer around new teacher support.

Registration Information:

Dates:

Foundations in Mentoring New Teachers

November 9 and 10

Coaching and Observation Strategies for Work with Beginning Teachers

January 11 and 12

Time:

8:30 a.m. - 3:30 p.m.

Location:

University of Houston,
Clear Lake
Arbor Building, Room 176
2700 Bay Area Boulevard
Houston, TX 77058

Cost:

\$200 per person for each two-day training or

\$175 per person for each two-day training when registering a team of two people or more.

Lunch included.

Limited Enrollment:

Confirmation:

A confirmation letter with directions will be sent to you.

Registration Deadline:

Foundations: Nov. 1, 1999

Coaching: Jan. 3, 2000.

Registration Form

Name _____

Position _____

Organization _____

Address _____

Phone _____

Fax _____

Email _____

Check the training(s) you plan to attend:

- ☐ November 9 and 10
(Foundations in Mentoring New Teachers)
- ☐ January 11 and 12
(Coaching and Observation Strategies for Work with Beginning Teachers)

Current or Prior Experience:

The following information regarding your background and experience will assist us in our presentation:

- ☐ Mentor Teacher
- ☐ New Teacher Coach
- ☐ Cognitive Coaching Training
- ☐ Administrator
- ☐ Other Coaching Training

Experience working with Beginning Teachers:

- ☐ facilitated groups of beginning teachers
- ☐ provided one-on-one support to beginning teachers
- ☐ developed and presented trainings for beginning teachers

Check or Purchase Order must accompany registration. Make check payable to: UC Regents

Mail or fax registration to:

Sunga Rose, Assistant
New Teacher Center @ UCSC
725 Front Street, Suite 206
Santa Cruz, California 95060
(831) 459-4323 phone
(831) 459-3822 fax
ntc@zzyx.ucsc.edu



Foundations in Mentoring

A Training for Those Who Work With

Beginning Teachers

October 6 and 7, 1999
Santa Cruz, California

• Background •

The New Teacher Center @ UCSC has taken the learnings from eleven years experience of supporting new teachers and established a state and national center for the dissemination of information and the provision of training and consultation services to educational entities who are interested in developing or refining programs of support for beginning teachers

• Content •

This is a two-day foundational training that focuses on the knowledge, skills, and understandings that are critical for those who work with beginning teachers. The training is guided by the belief that learning to teach is a career-long developmental process that involves a continuous cycle of planning, teaching, and reflecting. The heart of the work is to respond to each new teacher's individual developmental and contextual needs and to promote the ongoing examination of classroom practice.

• Training Topics •

Building an Effective Mentoring Relationship
Attitudinal Phases of New Teacher Development
Identifying New Teacher's Needs
An Environment for Professional Growth
Developing the Language and Behaviors of Support
The Role of Professional Standards in Mentoring
Assessing the Beginning Teacher's Level of Practice
Selecting Support Strategies

sponsored by



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Ellen Moir, Director
725 Front Street, Suite 206
Santa Cruz, California 95060
(831) 459-4323
Fax (831) 459-3822
ntc@zzyx.ucsc.edu

• Presenters •

Barbara Davis
Janet Gless

• Intended Audience •

This training is particularly appropriate for support providers, supervisors of interns and pre-interns, master teachers, mentor teachers, teacher leaders, principals and administrators of programs which provide support for beginning teachers. Those who have had the California Formative Assessment and Support System for Teachers training may already be familiar with some of the concepts presented here.

• Registration Information •

Date: October 6 and 7, 1999

Location: McPherson Museum of Art and History
720 Front Street, Meeting Room
Santa Cruz, CA 95060

Time: 8:30-3:30

Cost: \$200 includes participant's manual, continental breakfast and lunch for both days.

Limited Enrollment

Confirmation: A confirmation letter with map and directions will be sent to you approximately one week prior to the training.

• Registration Form •

Name _____

Position _____

Organization _____

Mailing Address

Phone _____

Fax _____

Email _____

Make check payable to:

UC Regents

Mail or fax registration with payment to:

Sunga Rose

New Teacher Center at UCSC

725 Front Street, Suite 206

Santa Cruz, California 95060

**Mark Your
Calendar**



**2nd Annual
New Teachers at the Center Symposium**

Keeping the Dream Alive: An Excellent Teacher For Every Child

**Evening Reception and Program
January 27, 2000**

**Full Day Symposium
January 28, 2000**

DoubleTree Hotel, Monterey, California

More information to follow

Ellen Moir, Director
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Santa Cruz, CA 95060
(831) 459-4323 • ntc@zzyx.ucsc.edu



**NEW
TEACHER
CENTER**

UNIVERSITY OF CALIFORNIA • SANTA CRUZ

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Reflections

Volume III, Number 2

Fall 1999

Teacher Leadership: Transforming the Profession

by Ellen Moir, *NTC Director*

As we begin the school year, unprecedented numbers of new teachers are standing before our nation's students. Induction programs are springing up across the country—programs that seek to ensure a quality teacher for every child. This represents a great and, at times sobering, opportunity to transform the profession by supporting the development of a new kind of teacher. It offers us an opportunity to bring new colleagues into our profession with different ways of being in the world of schools.

It's about rejuvenating veteran teachers by introducing them to roles that have never before existed in our professional culture—ones that demand collaboration, foster inquiry into teaching practice, and develop leadership. We are breaking set from the old norms where teachers worked in isolation and were narrowly focused on the educational priorities defined by their classrooms' four walls.

We believe that teacher leadership is both a by-product as well as a cornerstone of educational change. Today's teachers, new and veteran alike, need to step forward and assume new leadership roles as they seek to make sense and build ownership of educational reform initiatives that are impacting their classes.

Leadership, however, is not only about taking responsibility

continued on page 2

Opportunities for Teacher Empowerment

by Elaine Brutschy, Site Leader, Amesti Elementary School

Santa Cruz County is a fabulous place to be a teacher. The training I received and the opportunities for leadership that have surfaced for me, reflect the quality programs and support that are provided through the partnerships of the University of California, Santa Cruz, the Santa Cruz New Teacher Project, the Santa Cruz County Office of Education, and Pajaro Valley Unified School District.

I received my bachelor's degree and teaching credential from UCSC. My student teaching placement, with an outstanding fourth grade teacher in PVUSD, was a perfect match. My student teaching supervisor was very supportive and worked closely with my master teacher. This team of professionals with whom I worked, prepared me well, not only to begin that overwhelming first year of teaching, but to feel ready for it. From the beginning, I felt lucky to have a team around me who valued the success of my teaching career as an important factor in the overall success of our students in the county.

After my beginning years of support in the SCNTP, I knew that I wanted to continue in an environment that nurtured the growing teacher. I wanted an environment that

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Elaine Brutschy discusses NTP Collaborative agenda with co-facilitators Marlo Chavez and Suzanne Denham.

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Reflections

Volume III, Number 1

Spring 1999

Deepening Our Understanding of Teachers

by Ellen Moir,
NTC Director

Over the next decade, America's schools will need to hire more than two million new teachers. This presents a tremendous opportunity for teachers and the teaching profession. The stakes are high and the challenges many, but by putting new teachers at the center of these efforts, we have the potential to influence the next generation of teaching and learning in California and across the nation.

As reported in *The Essential Profession*, released this past November by Recruiting New Teachers in collaboration with the Center for the Future of Teaching and Learning, nearly nine out of ten Californians believe that improved student learning depends on having a qualified teacher in every classroom. This echoes what researchers and those of us working to promote new teacher success have long known – that teacher quality is the single most important influence upon student learning.

As we debate the best ways of developing, inducting, evaluating, and promoting the ongoing growth of our teachers, it is

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New Teacher Center Opens with Festivities, Welcoming New Teacher Induction

As a jazz combo's melodic notes wafted from the third level of the McPherson Center in Santa Cruz, 300 educators and dignitaries in the atrium below celebrated the official grand opening of the New Teacher Center at the University of California, Santa Cruz, with a gala reception hosted by Chancellor MRC Greenwood on Wednesday, January 27, 1999.

Welcoming the overflow crowd, Director Ellen Moir spoke of having nurtured the dream of establishing a center at UCSC that would focus on research, support new teacher development and play an active role in informing educators and policy makers. She thanked colleagues who had helped make that dream a reality.

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New Teacher Center officially opens with reception for educators, policy makers, and funders.

Leadership

Association of California School Administrators

November/December 1998

Few aspects of school administration are more important than nurturing and mentoring new teachers, and few endeavors have greater pay-offs.

S U P P O R T FOR NEW TEACHERS

If you are like most California school administrators, you have started this school year with at least a few new teachers on your staff. You've spent many hours, usually over the early summer months, recruiting and selecting the best possible candidates from the dwindling teacher candidate pool. You've spent long days in August meeting with these new teachers and providing them with the tools that — you hope — will ensure their success.

Most of your new teachers are beginners, and many may not have benefited from university teacher preparation programs. As the fall months progress, you see these new teachers experiencing a sense of overwhelm: Their learning curve can be compared to climbing Mt. Everest. You want to help. Your

frustration and anxiety (and yes, guilt) levels rise. What can you do?

These experiences are only a preview of what is to come in the area of teacher training, recruitment and retention. It is estimated that California will need at least 225,000 new teachers over the next 10 years, as enrollment grows and our aging work force moves into retirement. Currently, about 22 percent of classroom teachers are not properly trained or credentialed for their positions. Meanwhile, about half of the teaching workforce leaves the profession within five to seven years of practice.

These data, exacerbated by class size reduction, have brought renewed attention to the needs for — and the needs of — new teachers in California. We are facing a teacher shortage of crisis proportions. At the state and national levels, steps are being taken to increase the pool of qualified teachers.

At the site level, we have an obligation to do all that is in our power to ensure that new teachers are successful in meeting the needs of their students, and that those who are competent remain in the profession.

So what can you do? In this article, we briefly present some suggested steps you should consider taking in supporting new members of your teaching staff.

1 Remember what being a new teacher is all about.

Even the best teacher training program does not fully prepare new professionals for the daunting responsibilities that come with a full-time teaching position. First-year teachers typically experience an emotional roller coaster that begins in anxious anticipation, and cycles through survival, disillusionment and — with luck and adequate support — rejuvenation and reflection.

by Barbara Davis and Gary Bloom

For many of us, our first years of teaching were the most stressful years of our professional lives. Grounded in a place of empathy and support for new teachers, site administrators can help new teachers to survive and thrive through these difficult and often lonely times.

2 Build assignments with new teachers in mind.

It has often been the practice of schools that new teachers receive the most difficult assignments. Imagine a hospital where senior surgeons confine their work to tonsillectomies and where new residents are marched off, alone, to the operating theatre to perform brain surgery. We do the equivalent when we assign new secondary teachers multiple preps and remedial classes, while senior faculty teach five periods of honors, or when we assign the new male elementary teacher all of the second grade rowdies because "men are good with discipline."

Experienced teachers should receive the most difficult assignments, and new teachers should receive less difficult assignments, fewer adjunct duties and high levels of support. Preferably, new teachers should be assigned in areas in which they have student teaching experience. Schools should have policies and procedures in place to these ends.

3 Provide new teachers with curriculum guidance and support.

Many new teachers report that they receive little or no guidance in relation to what they are expected to teach and how they are expected to teach it. Every school should have grade level and/or course standards in place, and adopted and available teaching materials and assessments. It is critical that every school provide new teachers with data describing the academic achievement of its pupils and their specific level of preparation. No new teacher can be expected to do an adequate job in a school where these elements are not in place.

Most schools in California have come a long way in this area. School curricula are guided by state Frameworks and state and local standards. Classrooms are well equipped with basal materials that support the Frameworks. Schools that have these

foundation elements in place are schools that make it easy for new teachers to succeed.

4 Provide new teachers with systematic orientation.

In the mad scramble that comes at the beginning of a school year, it's easy to send new teachers off into the world with the assumption that they'll manage to "figure things out." In fact, the need to master the basic logistics of a new job (Where do the kids line up? How do I order chalk? How do I handle discipline problems? Where are last year's reading results?) confront new teachers at the same time that they are often feeling overwhelmed by the basic demands of a room full of kids and the parents that come with them.

Set up an organized orientation program for new teachers that covers school curricula, policies and procedures and relevant district matters. Many schools have developed pre-service orientation programs and buddy systems that address these needs. A staff handbook can be very helpful to new teachers (and can't hurt veteran teachers, either).

New teachers need to be oriented to the school community, and the school community needs to be oriented to the new teacher. Find ways to integrate new teachers into the teaching staff, the site council and the school community. Do so in ways that allow new teachers to showcase their strengths, and that don't pile on added responsibilities. New teachers who are fully accepted and fully integrated into the school community and culture thrive.

5 Build a school culture that is collegial.

Teachers in the United States typically work in isolation, with few opportunities for professional dialogue or collaboration. Teachers rarely have the opportunity to observe one another, to discuss professional practice, to problem solve and plan together. A typical teacher may never observe another teacher after he/she has completed student teaching. It is not unusual for a new teacher to teach for an entire year and have no professional visits other than the required formal observation conducted by the principal.

Linda Darling-Hammond, in her recent book "The Right to Learn," quotes a high school teacher who has taught for 25 years. "I have taught 20,000 classes; I have been 'evaluated' 30 times; but I have never seen another teacher teach."

Create opportunities for new teachers to become part of collegial relationships and teams by designing time and processes for collaborative planning, grade-level meetings, peer coaching and action research.

New teachers struggle in schools that are characterized by a culture of closed classroom doors and teachers who function as "independent contractors." They thrive in schools where open, collaborative professional practice is the norm.

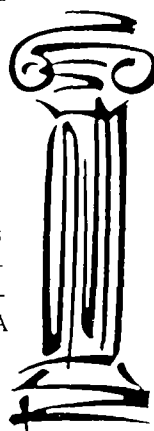
6 Support ongoing professional growth for new teachers.

A teaching credential is a license to learn, as well as a license to teach. New teachers need help identifying the most appropriate and productive staff development opportunities. New teachers are often faced with a confusing menu of inservice options, and overwhelmed by the demands of the classroom. You can help the new teacher to focus his/her professional growth activities, and can assure the new teacher that it is OK not to participate in every offering out there.

Be particularly attentive to the time and energy needs of new teachers, who are often functioning on the edge of exhaustion (and afraid to admit it to their supervisors and colleagues). New teachers require staff development that is responsive to their classroom teaching needs. This means that inservice is best when it is relevant to day-to-day practices. To the largest extent possible, it should not make extraordinary new time demands.

7 Be clear about your expectations and perceptions.

Even the most experienced and accomplished teachers are often quite insecure about their craft. This is because teaching is an art that is never mastered, since there is always room for improvement in even the most polished lesson. The best new teachers,





those who are willing to observe and reflect upon their own shortcomings, may need the most reassurance and support.

New teachers need to know what is expected of them, in terms of classroom performance, participation in staff and extracurricular duties, and in every other aspect of the job. They need to know what kinds of support to expect, and not to expect. They need to have a clear understanding of the evaluation process and where they stand in that process.

These topics should be discussed one on one with new teachers regularly. Make it a point to drop in to the classrooms of new teachers often enough to get a clear picture of what is going on, and often enough so that your presence is not a special event. This doesn't have to be a burdensome practice. A weekly five-minute drop-in followed by a brief note is enough to build sense of ongoing connection between the new teacher and the supervisor.

8 Support your local BTSA program.

If your district does not participate in a Beginning Teacher Support and Assessment Program yet, it almost certainly will soon. BTSA programs, funded by the state with some district support, are designed to support the successful "induction" of teachers in their first two years of service. While

models vary, they all share some common characteristics:

- They pair new teachers with "support providers" who provide intensive, individualized support and assistance to each beginning teacher.
- Each new teacher develops an Individualized Induction Plan (IIP)

Make it a point to drop in to the classrooms of new teachers often enough to get a clear picture of what's going on, and often enough so your presence is not a special event.

based upon an ongoing assessment of the beginning teacher's development.

- The IIP and the ongoing process of coaching and support is based upon the California Standards for the Teaching Profession, adopted by the California Department of Education and the California Commission on Teacher Credentialing

BTSA is a tremendous asset for both the new teacher and his or her site administrator. BTSA provides levels of support and assistance to new teachers that principals and other school staff members have typically been unable to muster. BTSA is counter-productive, however, if it serves to allow the site administrator to withdraw from his or

her relationship with the new teacher. BTSA is a powerful tool for school leaders, but it demands their involvement. Among other things, site administrators at BTSA schools should be prepared to:

- Participate in the state-developed BTSA Site Administrators Training, or its equivalent, a program designed to assist site administrators in creating a setting in which new teachers and the BTSA model can succeed.
- Understand the role of the BTSA support provider and respect confidentiality between the support provider and the beginning teacher.
- Work closely with the support provider and with the new teacher to provide appropriate guidance, orientation and resources, and to ensure that site and district staff development, curriculum planning and evaluation processes don't conflict with BTSA. BTSA and site and district resources and processes should be synergistic.

Few aspects of school administration can be more important or more satisfying than nurturing and mentoring new members of our professional community. Few endeavors have greater pay-offs in transforming school culture and increasing student achievement. ■

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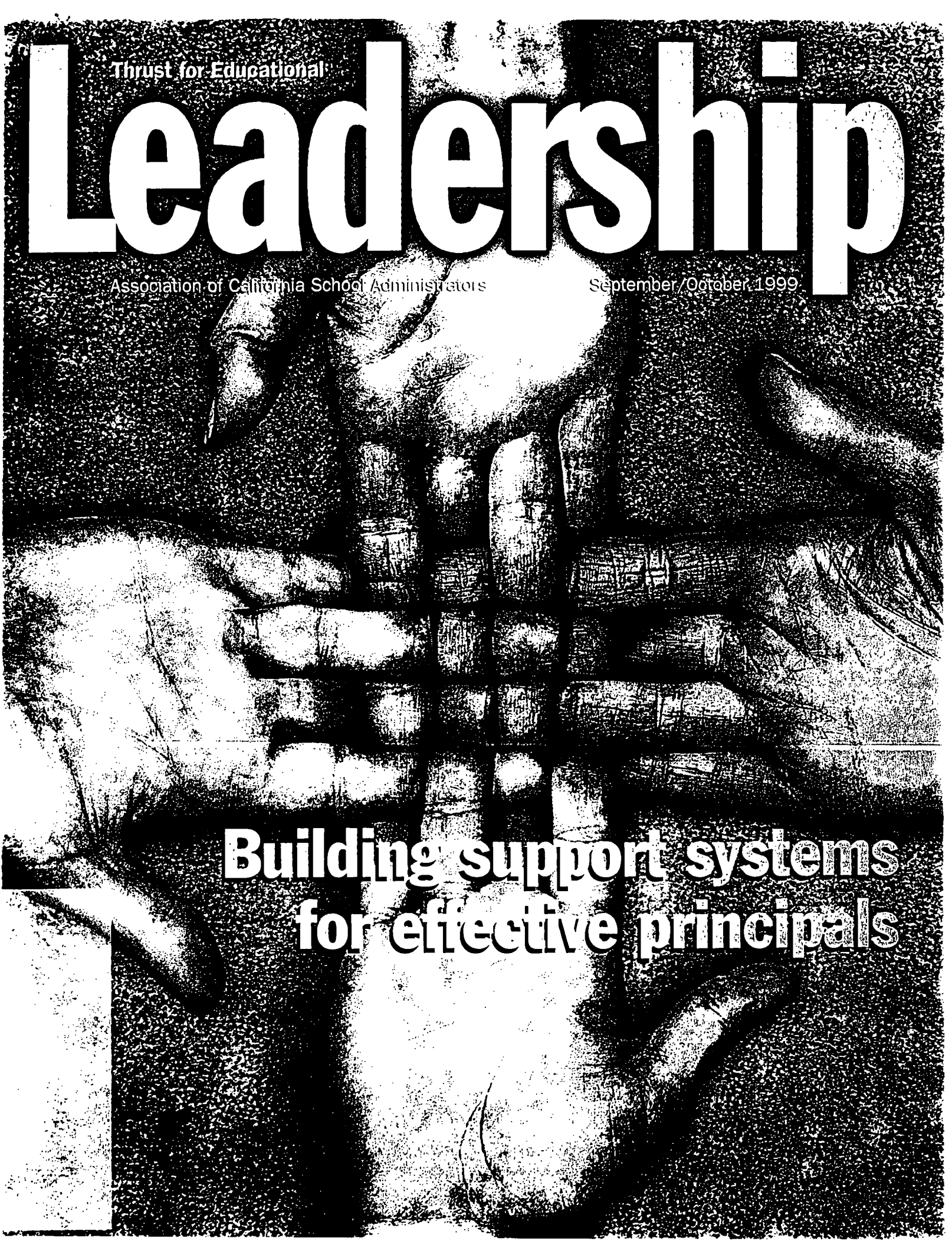
Barbara Davis is assistant director of the New Teacher Center at the University of California at Santa Cruz. Gary Bloom is associate director of the New Teacher Center, which provides technical assistance, training, conducts research and provides leadership in the area of teacher induction. For more information, call (831) 459-4323.

Thrust for Educational

Leadership

Association of California School Administrators

September/October 1999



**Building support systems
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MODELED AFTER THE BTSa PROGRAM OF SUPPORT FOR NEW TEACHERS, THIS RESEARCH-BASED PROGRAM OFFERS COACHING TO NEW PRINCIPALS. FIND OUT WHAT HAS BEEN LEARNED ABOUT MEETING THE NEEDS OF PRINCIPALS.

"My first year in the principalship has been a roller coaster ride, with ups and downs, successes and failures."

"It has been isolating, physically and mentally draining, and a huge responsibility. You are a public figure, always in the spotlight, from the moment you leave home in the morning till the time you pull into the garage late at night."

"If I could limit my reflections on the first year principalship it would be one word — 'isolation.'"

"At times its like I'm maneuvering in a minefield. Things blow up and I crawl out of the hole."

This is what participants in the New Administrators Program at U.C. Santa Cruz's New Teacher Center had to say about their first year in the principalship. For many new administrators, the first few years on the job are a trial by fire. And while we are not aware of any hard data on the retention of new administrators, it is almost certainly worse than that of new teachers, 50 percent of whom leave the profession within the first seven years on the job.

California has led the nation in establishing a systematic and well-funded approach to new teacher induction,

through the Beginning Teacher Support and Assessment Program. In BTSa programs, new teachers receive one-on-one mentoring and an ongoing and structured program of support in their first two years of professional practice.

The New Teacher Center, recognizing the importance of site leadership and the difficulties often encountered by new principals, has established a program that builds upon what we have learned through the Santa Cruz New Teacher Project to provide support to new administrators.

In the fall of 1998, with support from the Noyce Foundation, the NTC began to pilot a BTSa-like model of administrator support with a small group of new principals in the Central California region. Our program is based upon the following premises:

- School improvement depends upon effective school leadership.
- Contemporary school leadership requires a high degree of skill, sophistication and intuitive ability.
- There is a pressing need for effective new school administrators.
- Administrators need intensive support in their early years of service.

by Gary Bloom

Success depends on leadership

Perhaps the most consistent finding in the large body of school effectiveness research is that the success of school improvement efforts is dependent upon leadership. Effective schools have effective principals and effective teacher leaders (Fullan, 1993).

In his book "Results," Mike Schmoker states, "Leadership is essential to substantive and enduring progress, yet the literature reveals a lack of strategic leadership that focuses on improving instruction. ... Principals rarely apply systematic approaches to solving school problems" (Schmoker, 1996).

Recent reform and restructuring efforts have often been frustrated by ineffective school leaders, turnover in leadership ranks and by a shortage of individuals ready to step forward into leadership positions.

Demands on school leaders

The complexity and variety of the demands and expectations placed upon school leaders have never been greater. School effectiveness research in the 1980s brought a new focus upon the importance of instructional leadership.

In the '90s, restructuring and site based management have established the need to be able to build a collaborative school culture, and to balance and support multiple constituencies. School leaders are expected to coordinate, nurture and lead highly diverse student, staff and community groups; all of this in a climate that is increasingly politicized and driven by the call for accountability.

Today's school leaders are expected to function as education professor, teacher supervisor, budget manager, counselor, local politician, social worker, disciplinarian, visionary, assistant custodian and bureaucrat. These are difficult, disparate and vitally important jobs.

Shortage of qualified candidates

California is experiencing a shortage of school leaders at the same time that we are realizing how important those school leaders are to the future of education in our state. The National Bureau of Labor Statistics expects a 10 percent to 20 percent increase in the need for

school administrators through 2005. The pool of available candidates for administrative positions has diminished substantially over the past 20 years.

In a recent national survey of school districts conducted by the National Associations of Elementary and Secondary School Principals, a majority of districts reported that there was a shortage of qualified candidates for principal positions. Particular shortages of qualified minority candidates are reported.

Support for new principals

It is widely recognized that administrators need intensive support during their early years of service. The California Commission on Teacher Credentialing has acknowledged this through the establishment of the Second Tier requirement. Other organizations, such as the California School Leadership Academy and the Association of California School Administrators, have attempted to create inservice programs and support networks for new school administrators.

As in the case of classroom teaching, the spectrum of knowledge and skills that school administrators must be able to bring into play are not easily learned in a classroom setting; they are learned in practice. Administrators, unlike most teachers, have nothing like a student teaching experience. A student teacher serves a sort of apprenticeship, working side by side with a master teacher, receiving daily modeling and feedback. Administrators, while they typically move through positions of increasing responsibility, step into those positions with very limited practical preparation.

New administrators struggle in their positions. The multiple demands placed



upon them are daunting. They are in even more public and vulnerable positions than new teachers. They are in positions that demand all of their time and energy, and are isolated from their colleagues.

The issues that often are most difficult for new administrators are issues of individual style and daily practice. Typical concerns include time management, interpersonal communication, decision making and follow through, meeting management and supervision. Practice, with effective coaching, is probably the best way of learning in these arenas.

Any program designed for new administrators must be highly respectful of the demands for time, energy and attention that are already being made upon these individuals. It must be relevant to their immediate needs and must be perceived by them as being useful and appropriate.

The State Commission on Teacher Credentialing requires that administrators work with mentors during their Second Tier. Second Tier programs typically

PARTICIPANTS FIND VALUE IN COLLABORATION

First-year principals in the New Administrators Program share their thoughts on the program's value:

■ **"It was good to have an outside, neutral person who could listen and give me a thumbs up or thumbs down and give me new ideas. I received great reassurance from my mentor, moving me on instead of giving up."**

■ **"This program has been central to my coping with the isolation and with the spotlight. The opportunity to meet with a neutral person and to reflect with job-alikes most definitely will aid my longevity as a principal. I am reminded through visits with my mentor of the necessity for balance, and by listening to my colleagues' experiences I can learn and grow."**

■ **"I especially valued my coaches' input. He is honest and direct and in a short period of time is able to assess what is observed. This kind of third-party objective feedback is essential to a first-year principal because it is often the only source of such feedback. By attending staff and school site meetings he was able to point out verbal and management miscues. By participating in the teacher evaluation process he offered his experience to me."**

■ **"Being a part of this program has pushed my learning and practice forward. Every situation that I share with my coach is real; there are no hypothetical situations. Therefore the mentoring is authentic. I know that I can seek his help in any situation and in a variety of ways."**

designate mentors who are senior administrators in the same district. However, when a coach or mentor works in the same school district as a new administrator, it may be difficult to establish an open relationship built upon assumed trust and confidentiality. When a coach or mentor is working 50 hours a week in his or her own principalship, it is difficult to be fully available to a new administrator.

And great veteran administrators are not necessarily great coaches. Professional coaching is a learned skill that not all of us possess. For all of these reasons, the quality of support received by administrators in Second Tier programs appears to be highly variable.

New Administrators Program design

The New Teacher Center has designed a program of support for new administrators that is built upon the above assumptions. Professional coaching is at the heart of the New Administrators Program. Coaches must possess substantial successful site administrative experience and a high level of coaching competency. They have to be available to new administrators, which means that individuals

working in full time administrative positions cannot serve in this capacity. To date, coaches have been either employees of the NTC dedicated to this work, or retirees.

Early in the school year, coaches and new administrators meet to review the program's expectations, and to establish goals and areas of focus for the year. They then meet at least once every two weeks at the new administrator's site for individual coaching conversations. In the interim periods, they stay in touch by phone and e-mail.

The program provides new administrators with the opportunity to be observed and coached through authentic situations, conducting teacher observations and post-observation conferences, facilitating staff meetings, working with parents, managing budgets and so forth.

Coaches have served as an important resource to new administrators. They have helped new administrators access research to support school improvement efforts; identify trainers, consultants and model schools; and find specific tools such as budget management software. Most importantly, coaches have been available as independent and confidential sound-

ing boards as new administrators have struggled with a variety of difficult issues in their first years of service.

In response to requests from participants, in 1999-2000 the program will include regular job-alike sessions and seminars focused upon topics identified as common needs.

Lessons learned

Our project's pilot year has confirmed that there is a need for the one-on-one intensive coaching and support offered by this program. The participants universally confirmed the value of the program model. They spoke about the isolation of the principalship, the value of coaching and the value of having a third-party mentor from outside of their own school systems.

We also learned:

- New principals are not fully prepared to assume their duties without significant support. Our participants struggled with very basic issues such as budget management, time management and staff supervision. Until principals begin to master management and interpersonal issues, they cannot successfully serve as positive change agents.

- Becoming an effective site principal is a developmental process. Not unlike the process of becoming an effective teacher, most of what makes for an effective principalship is learned by doing. New principals go through phases in their first year not unlike those experienced by new teachers: anticipation, survival, disillusionment, rejuvenation, reflection (Moir, 1996).

- New administrators did not necessarily know how to take best advantage of the program. Some participants struggled with making time for the program (despite the fact that the program held the promise of helping them to make more effective and efficient use of their time) and others resisted the use of coaches in observing and providing feedback on real work at their sites. Most of our participants had never participated in a true professional coaching relationship, and the relationship itself had to be learned.

- New administrators value "job-alike" time. Participants indicated that

they would like to participate in regular gatherings of new administrators for job alike purposes, and to have collegial conversation with others who are having similar experiences.

- New administrators need support with technology. A number of technological tools can be very helpful to site administrators. None of our participants knew how to use spreadsheets for budget management, and many were making only limited use of e-mail and the Internet. Most of our participants made only limited use of technology in gathering and analyzing student achievement data.

- Effective coaching/mentoring relationships are highly individual. As might have been predicted, each relationship was different, driven by participant need, trust level and other particulars. Not all new administrators want or need a mentor, and not all will take full advantage of such a program. Individual needs vary. During 1998-99 some participants needed support with basic survival skills,

while others were ready to move their schools forward with clear improvement plans.

Coaches had to be prepared to support new administrators through activities



ranging from working through an "in box" to designing and facilitating a staff retreat with the goal of initiating a major restructuring initiative.

Our experience has led us to conclude that new administrators and their schools

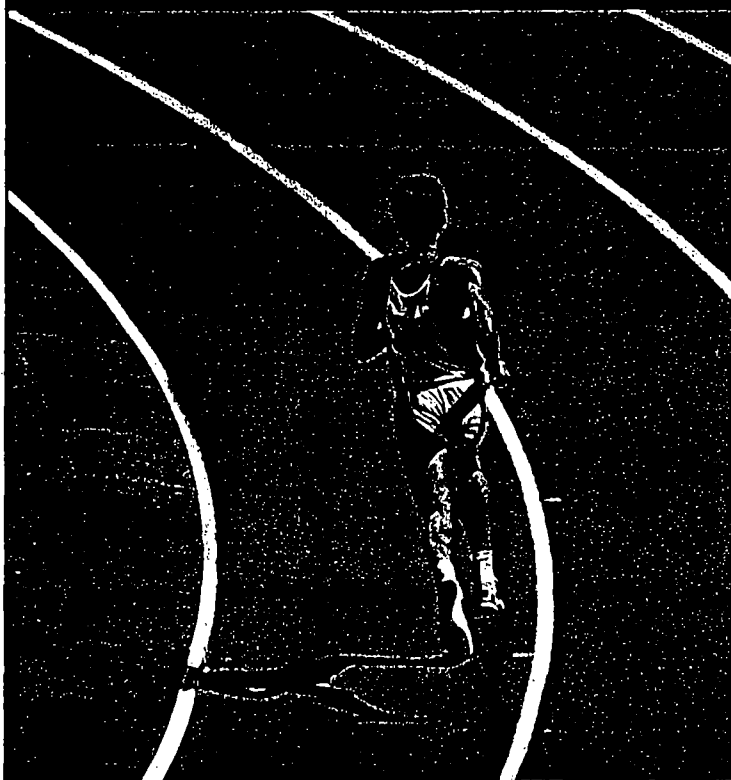
will benefit from the kind of intensive support offered by the New Teacher Center's New Administrators Program. The cost of such a program is insignificant when compared to the real costs of failed leadership to school districts, staff members and students.

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1999-2000

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Franklin-McKinley Elementary School District
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SCNTP

Overview

Santa Cruz New Teacher Project

Mission Statement

The primary purpose of the Santa Cruz New Teacher Project (SCNTP) is to assist and support new teachers as they enter the teaching profession to advance their skills and knowledge in relation to the California Standards for the Teaching Profession (CSTP). This collaborative model focuses on improving classroom practice and on developing reflective teachers who are responsive to the diverse cultural, social and linguistic backgrounds of all students.

Introduction

The Santa Cruz New Teacher Project is a collaborative effort among the University of California, Santa Cruz, Teacher Education Program, the Santa Cruz County Office of Education and over a dozen school districts in the greater Santa Cruz, Gilroy, Franklin-McKinley and San Benito areas. This consortium, led by the University, is composed of staff development coordinators, new and veteran teachers, project alumni, university faculty, union representatives, superintendents, personnel directors, principals, and community members.

SCNTP has developed an interactive and authentic model of teacher assessment to provide the most effective support to beginning teachers. Support strategies and practices promote teacher autonomy through the ongoing and recursive processes of self-assessment, inquiry into practice, reflection, and professional goal-setting. This fully integrated and formative model of support and assessment assists teachers in meeting the needs of culturally and linguistically diverse students and promoting K-12 literacy.

Goals

- To develop teacher capacity as defined in the *California Standards for the Teaching Profession*
- To direct support toward improving student achievement
- To use formative assessment practices to guide support
- To promote the development of a learner portfolio that documents professional growth over time
- To model and encourage ongoing self-assessment and reflection
- To foster collaboration among teachers

Support Components

Key Elements of Beginning Teacher Support

New Teacher Advisor:

New teachers have weekly on-site contact during and after school hours with an advisor, who is an exemplary veteran teacher released full-time specifically to support a small group of teachers. Advisors observe and coach the new teacher, offer emotional support, assist with short and long-term planning, design classroom management strategies, teach demonstration lessons, provide curriculum resources, and facilitate communication with the principal. Advisors and new teachers keep an interactive journal to enhance communication, problem solving and reflection.

Individual Learning Plan/District Goals:

Three outside of school meetings will be scheduled with the advisor to develop district goals, collect and reflect on evidence in goal areas and document growth in a learner portfolio.

Seminar Series:

Monthly seminars are designed to build a support network and ongoing professional dialogue among beginning teachers. The emphasis of seminars is on K-12 literacy, designed to assist teachers with meeting the needs of culturally and linguistically diverse students. Each seminar provides teachers with an opportunity to learn standards and teaching strategies and time to reflect on learnings with other beginning teachers.

Release Time:

Release time is provided to new teachers to observe veteran teachers, plan curriculum, and attend staff development trainings, and assess their progress.

Formative Assessment

Key Elements of the SCNTP Formative Assessment System

The SCNTP Formative Assessment System is aligned with the beginning teacher's evaluation process and district calendar, guides the on-going work of the new teacher and advisor and is informed by student needs.

Collaborative Assessment Logs: Advisors and new teachers check in weekly regarding successes and challenges. By the end of the meeting summaries and next steps are recorded with reference to the CSTP.

District Goals/Individual Learning Plan: By the fourth week of school, advisors collaborate with beginning teachers to assess their practice on the Continuum of Knowledge, Skills and Abilities and develop district goals in required CSTP areas. A plan to accomplish goals and possible evidence of growth is also specified. Several weeks before the mid-year and closure evaluation conferences with the administrator, the beginning teachers and advisors look at evidence collected in goal areas. Logs, journal entries, observations, student work analyses, lesson plans, etc. form the basis of a **Learner Portfolio** that documents teacher and student growth. Teachers and advisors collaboratively reassess on the Continuum, summarize progress, and set next steps at each conference.

Analysis of Student Work: Three weeks before the first reporting period, new teachers and advisors analyze student work in relation to appropriate content standards. Six students, representing three levels of performance, are selected and a plan to support their development is created. Work from those six students is analyzed again at mid and end year points to guide next steps in terms of instruction, and to draw relationships between teacher growth and student achievement.

Observations: Over the course of the year, informal observations are conducted regularly by advisors. Foci for observations are selected collaboratively by beginning teachers and advisors, based on current challenges or concerns. Advisors collect data using a variety of observation tools and facilitate reflecting conferences to analyze and set next steps.

Specifically, first year teachers and advisors will conduct an observation in the standard Effective Environment several weeks before the first formal administrator observation. This observation is used to familiarize the beginning teacher with the district's observation process and to provide the beginning teacher and advisor useful feedback to guide their work.

Advisors will observe second year teachers before their first formal administrator observation and will key in on those students selected during the Analysis of Student Work. Observation data related to the standards Engaging and Assessing Students will be highlighted and used to formulate instruction for those students.

Advisor Role

The advisors play a multifaceted role that is based on mutual trust and confidentiality. Advisors will provide non-judgemental, non-evaluative feedback and support. Professional growth is encouraged through collaboration, networking and sharing ideas and resources. An extension of professional growth will be directed toward personal and professional reflection as the new teacher and advisor make entries in a journal. The following is a list of additional ways advisors can offer support:

Classroom Organization

- Room environment
 - seating
 - bulletin boards
- Ordering supplies
- Developing systems for managing paper load
- Strategies for organizing files

Assist with Communication

- Parents
- Principal
- Students
- Staff

In-Class Support/Coaching

- Observations
- Peer-coaching
- Co-teaching
- Assessment
- Demonstration lessons
- Modeling specific bilingual teaching strategies
- Video taping sessions
- Shared observations of veteran teachers

Curriculum Development

- Provide resources for English Language Learners (ELL)
- Short and long range planning
 - content areas
 - language arts (ELD, SSL, Spanish literacy, transitional reading)
 - K-12 literacy strategies
- Thematic planning
- Substitute planning
- Record keeping
 - grade book
 - assessments (formal and informal)
 - report cards

Planning for Specific Events

- Back-to-School Night
- Parent conferences
- Home visits
- Field trips
- Open House
- School programs/assemblies

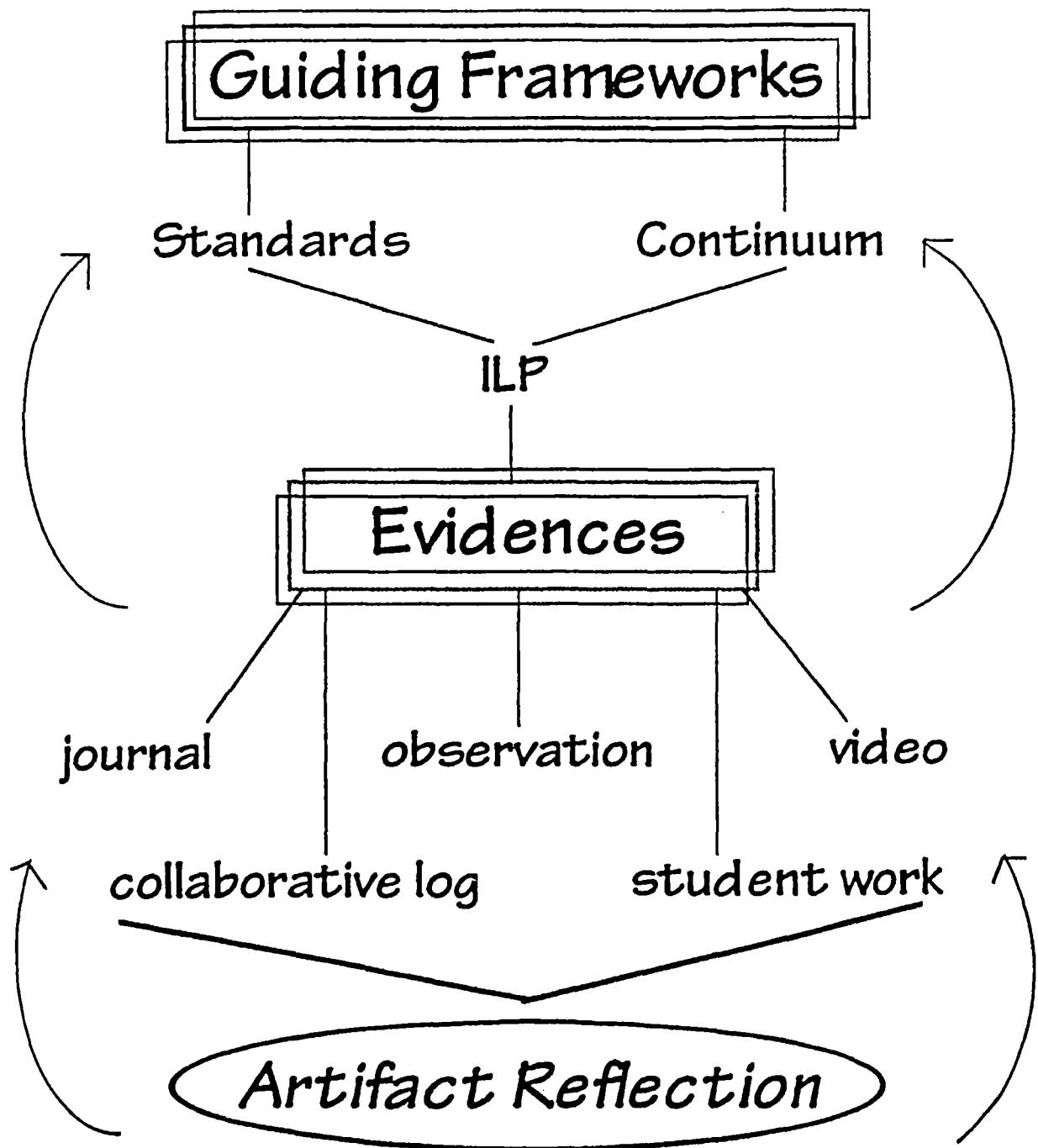
Management Systems

- Prevention techniques
- Intervention techniques
- Motivational systems

WHY Formative Assessment?

- * focus the beginning teacher's growth
- * guide the work of the support provider
- * establish professional norms of inquiry into and reflection upon practice
- * reinforce the role of assessment in effective instructional practices

Formative Assessment



SCNTP Developmental Continuum of Teacher Abilities

Purposes

- ① To serve as a tool for examining a teacher's development
- ② To provide a common language to describe and discuss practice
- ③ To assist the beginning teacher in setting goals for professional growth

**Professional
Development**

Professional Development

Overview

The Santa Cruz New Teacher Project is a collaborative effort among school districts, the UCSC Teacher Education Program, the Santa Cruz County Office of Education, the California State Department of Education and the Commission on Teacher Credentialing. Participation in the New Teacher Project means weekly on-site support from an advisor, ongoing formative assessment and attendance at eight (8) of the ten (10) seminars in the series.

In the seminar series, new teachers will have an opportunity to problem solve with colleagues about critical issues, learn strategies that will enhance teaching, receive resources and lesson plan ideas that will support students' learning, and pursue areas of inquiry. Throughout the year, with advisors and in the seminars, new teachers develop a "Learner Portfolio" that documents growth over time. This portfolio is aligned with both the District Goal/ILP areas and connected to the California Standards for the Teaching Profession (CSTP).

A release day for first year teachers to attend a workshop on *Creating & Maintaining an Effective Learning Environment* is provided the second month in the project.

A release day for second year teachers, *Towards Equity, a Guide for Teaching and Learning in a Multicultural Society* is provided in late fall.

All teachers have an opportunity to observe a veteran teacher in an area of specific focus for a half day in the spring.

Additionally, UCSC Extension offers 5 quarter units of academic credit for participating in the New Teacher Project Staff Development program. The cost is \$175 and is payable at the fall trainings. New teachers sign in at each workshop/seminar attended. In case of illness, advisors will provide information regarding make-up opportunities.

FIRST YEAR TEACHERS • Pajaro Valley Unified (Year-round)

	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY
SEMINARS	6/30 Orientation			9/13 Nuts and Bolts	10/4 Assessing Student Learning	11/1 Planning and Designing Curriculum	12/6 (optional) Destressing through the Arts		2/7 Engaging All Students	3/6 Subject Matter Knowledge	4/3 Developing as a Professional Educator	5/15 Reflections and Celebrations
RELEASE DAYS			8/11 or 8/12 Effective Environ- ments for Student Learning						1/2 day release for observing veteran teacher(s) and planning with advisor			
FORMATIVE ASSESSMENT WITH ADVISOR	Collaborative Logs and Journals Informal Advisor Observations											
		7/28-8/11 Develop District Goals/ILP				11/29-12/10 Mid-Year District Goals/ILP Conference				3/6-3/24 (Track B) Goals/ILP Closure Conference	4/24-5/12 (Tracks A,C,D) Goals/ILP Closure Conference	
		8/23-9/10 Analyze Student Work Class Profile							Observe Veteran Teacher(s)			
		8/16-9/10 Effective Environment Observation										May 15 Colloquium

SCNTP First Year Timeline

FIRST YEAR TEACHERS • Pajaro Valley Unified (Traditional)										
	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY
SEMINARS	8/9 Orientation	9/13 Nuts and Bolts	10/4 Assessing Student Learning	11/1 Planning and Designing Curriculum	12/6 (optional) Destressing through the Arts		2/7 Engaging All Students	3/6 Subject Matter Knowledge	4/3 Developing as a Professional Educator	5/15 Reflections and Celebrations
RELEASE DAYS		9/22 or 9/25 Effective Environments for Student Learning					← 1/2 day release for observing veteran teacher(s) →			
FORMATIVE ASSESSMENT WITH ADVISOR	← Collaborative Logs and Journals →				← Informal Advisor Observations →					
		9/7-9/24 Develop District Goals/ILP				1/24-2/11 Mid-Year District Goals/ILP Conference			4/24-5/12 Goals/ILP Closure Conference	
		9/27-10/8 Analyze Student Work Class Profile				Observe Veteran Teacher(s)				
		9/27-10/22 Effective Environment Observation								May 15 Colloquium

FIRST YEAR TEACHERS • All Other Santa Cruz County										
SEMINARS	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY
	8/23 Orientation	9/13 Nuts and Bolts	10/4 Assessing Student Learning	11/1 Planning and Designing Curriculum	12/6 (optional) Destressing through the Arts		2/7 Engaging All Students	3/6 Subject Matter Knowledge	4/3 Developing as a Professional Educator	5/15 Reflections and Celebrations
RELEASE DAYS		9/22 or 9/25 Effective Environments for Student Learning					← 1/2 day release for observing veteran teacher(s) →			
FORMATIVE ASSESSMENT WITH ADVISOR	← Collaborative Logs and Journals →	← 9/27-10/15 Develop District Goals/ILP →	10/11-10/22 Analyze Student Work Class Profile	10/19-11/12 Effective Environment Observation	Informal Advisor Observations	← 1/24-2/11 Mid-Year District Goals/ILP Conference →	← Observe Veteran Teacher(s) →	← 4/24-5/12 Goals/ILP Closure Conference →		May 15 Colloquium

SCNT ' First Year ' ime ine

SCNTP Year at a Glance (Year Round)

This long-range guide of both SCNTP responsibilities and possible school site activities is intended to help you plan ahead and manage your time effectively.

SCNTP	June/August - 1999	School Site
• Attend a SCNTP Orientation seminar. (June/July). • Be introduced to the California Standards for the Teaching Profession (CSTP). • Begin weekly visits with a SCNTP advisor. • Begin an interactive journal and collaborative log with your advisor. • Attend an all day training on <i>Effective Environment</i>. • Develop District Goals/ILP.	• Sign up for school site adjunct duties. Some administrators will waive these duties the 1st year. If you have to sign up, choose something with minimal hours per month. • Develop emergency substitute plans. • Set up your classroom!	
SCNTP	September - 1999	School Site
• Attend an after-school seminar focused on <i>Nuts and Bolts</i>. • Continue keeping an interactive journal and collaborative log with your advisor. • 3 weeks before report cards are due, you and your advisor will analyze student work in relation to content standards. • Several weeks before first formal observation, you will have a guided practice in the observation process.	• Begin informal observation and conferencing with advisor in Standard <i>Effective Environment</i>. • Host a Back-to-School Night for parents. • Collaborate with other teachers to secure dates and buses for field trips to popular destinations. • Begin communicating with parents through newsletters and phone calls.	

SCNTP Year at a Glance (Year Round)

SCNTP	October - 1999	School Site
- Attend an after-school seminar focused on <i>Assessing Student Learning</i>. - Continue your interactive journal and collaborative log.	- Continue analysis of student work in relation to content standards. - Prepare to have Parent Conferences and/or do report cards. - Consider referring students to Student Study Team (SST). - Administrators begin first round of formal observations.	
SCNTP	November - 1999	School Site
- Attend an after school seminar focused on <i>Planning and Designing Instruction</i>. - Continue weekly visits, logs and journals with advisor. - Remember to keep stress level down by exercising, eating right and getting plenty of sleep.	- Prepare for possible school holiday programs or events. - Write report cards according to your school's schedule. - Administrators continue first round of formal observations.	
SCNTP	December - 1999	School Site
- Continue weekly visits, logs and journals with advisor. - Write report cards according to your school's schedule. - Meet with advisor to self-assess and summarize your portfolio evidence of growth. - Attend an optional after school seminar on De-Stressing through the Arts.	- Review District Goals/ILP. - Think about how to approach the winter holidays in a way that is responsible to cultural and religious diversity.	

SCNTP Year at a Glance (Year Round)

SCNTP	January/February - 2000	School Site
- Attend an after-school seminar in February focused on <i>Engaging and Supporting All Students in Learning</i>. - Continue weekly visits, logs and journal with your advisor. - Collaborate with other teachers to finalize field trips for the rest of the year. - Attend an optional Winter Literacy Institute in January.	- Close out the semester if you are a secondary teacher. - Some districts conduct a mid-year review - Administrators conduct second formal observation.	
SCNTP	March - 2000	School Site
- Attend an after school seminar focused on <i>Understanding and Organizing Subject Matter Knowledge</i>. - Observe veteran teachers during a 1/2 day release. (February–March)	- Provide test-taking practice for district student achievement exams. (March-May, depending on the district testing schedule) - Write report cards. (March-April) - Administrators continue with formal observation.	
SCNTP	April - 2000	School Site
- Attend an after-school seminar focused on <i>Becoming a Professional Educator</i>. - Continue weekly visits, logs and journals with your advisor. - Meet with your advisor for a closure conference to review portfolio evidence, self-assess and summarize growth. (Track B)	- Host an Open House for the parents. (April-May) - Administer standardized tests, as well as local assessments.	

SCNTP Year at a Glance (Year Round)

SCNTP	May/June - 2000	School Site
• Continue weekly visits, logs and journal with your advisor. • Attend an after-school seminar that celebrates your growth this year. • Complete closure conferences with your advisor. (Tracks A,C,D)	• Plan end-of-year activities/closure activities with students. Elementary teachers write in Cumulative folders. • Prepare final report cards (and perhaps student portfolios/rubrics). • Place your students in classes for next year.	

SCNTP Year at a Glance (Traditional)

This long-range guide of both SCNTP responsibilities and possible school site activities is intended to help you plan ahead and manage your time effectively.

SCNTP	July/August - 1999	School Site
• Attend a SCNTP Orientation seminar. • Be introduced to the California Standards for the Teaching Profession (CSTP). • Begin weekly visits with a SCNTP advisor. • Begin an interactive journal and collaborative log with your advisor.	• Sign up for school site adjunct duties. Some administrators will waive these duties the 1st year. If you have to sign up, choose something with minimal hours per month. • Develop emergency substitute plans. • Set up your classroom!	
SCNTP	September - 1999	School Site
• Attend an after-school seminar focused on <i>Nuts and Bolts</i>. • Continue keeping an interactive journal and collaborative log with your advisor. • Begin informal observation and conferencing with advisor in Standard <i>Effective Environment</i>. • Develop District Goals/ILP with the support of your advisor.	• Host a Back-to-School Night for parents. • Collaborate with other teachers to secure dates and buses for field trips to popular destinations. • Begin communicating with parents through newsletters and phone calls.	

SCNTP Year at a Glance (Traditional)

SCNTP	October - 1999	School Site
• First Year teachers attend an all day training on <i>Effective Environment</i>. • Attend an after-school seminar focused on <i>Assessing Student Learning</i>. • Continue your interactive journal and collaborative log. • Several weeks before first formal observation, you will have a guided practice in the observation process. • 3 weeks before report cards are due, you and your advisor will analyze student work in relation to content standards. Develop Class Profile.	• Prepare to have Parent Conferences and/or do report cards. • Consider referring students to Student Study Team (SST). • Administrators begin first round of formal observations.	
SCNTP	November - 1999	School Site
• Attend an after school seminar focused on <i>Planning and Designing Instruction</i>. • Continue weekly visits, logs and journals with advisor. • Remember to keep stress level down by exercising, eating right and getting plenty of sleep.	• Prepare for possible school holiday programs or events. • Write report cards according to your school's schedule. • Administrators continue first round of formal observations.	
SCNTP	December - 1999	School Site
• Continue weekly visits, logs and journals with advisor. • Attend an optional after school seminar on <i>De-Stressing Through the Arts</i>.	• Write report cards according to your school's schedule. • Think about how to approach the winter holidays in a way that is responsible to cultural and religious diversity.	

SCNTP Year at a Glance (Traditional)

SCNTP	January/February - 2000	School Site
- Attend an optional Winter Literacy Institute in January. - Attend an after-school seminar in February focused on <i>Engaging and Supporting All Students in Learning</i>. - Continue weekly visits, logs and journal with your advisor. - Meet with advisor to self-assess and summarize your portfolio evidence of growth. - Review District Goals/ILP.	- Collaborate with other teachers to finalize field trips for the rest of the year. - Close out the semester if you are a secondary teacher. - Some districts conduct a mid-year review - Administrators conduct second formal observation.	
SCNTP	March - 2000	School Site
- Attend an after school seminar focused on <i>Understanding and Organizing Subject Matter Knowledge</i>. - Observe veteran teachers during a 1/2 day release. (February--March)	- Provide test-taking practice for district student achievement exams. (March-May, depending on the district testing schedule) - Write report cards. (March-April) - Administrators continue with formal observation.	
SCNTP	April - 2000	School Site
- Attend an after-school seminar focused on <i>Becoming a Professional Educator</i>. - Continue weekly visits, logs and journals with your advisor. - Meet with your advisor for a closure conference to review portfolio evidence, self-assess and summarize growth.	- Host an Open House for the parents. (April-May) - Administer standardized tests, as well as local assessments.	

SCNTP Year at a Glance (Traditional)

SCNTP	May/June - 2000	School Site
• Continue weekly visits, logs and journal with your advisor. • Attend an after-school seminar that celebrates your growth this year. • Complete closure conferences with your advisor.	• Plan end-of-year activities/closure activities with students. Elementary teachers write in Cumulative folders. • Prepare final report cards (and perhaps student portfolios/rubrics). • Place your students in classes for next year. • Organize your materials for summer storage.	

**Collaborative
Assessment
Log**

Name: _____

Collaborative Assessment Logs

Date: _____

What's Working:

Current Focus - Challenges - Concerns:

Teacher's Next Steps:

Advisor's Next Steps:

Next Meeting Date: _____ Focus: _____

California Standards for the Teaching Profession (CSTP)

- ☐ **Engaging and Supporting All Students in Learning**
- Connecting students' prior knowledge, life experience, and interests with learning goals
 - Using a variety of instructional strategies and resources to respond to students' diverse needs
 - Facilitating learning experiences that promote autonomy, interaction and choice
 - Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful
 - Promoting self-directed, reflective learning for all students
- ☐ **Creating & Maintaining an Effective Environments**
- Creating a physical environment that engages all students
 - Establishing a climate that promotes fairness and respect
 - Promoting social development and group responsibility
 - Establishing and maintaining standards for student behavior
 - Planning and implementing classroom procedures and routine that support student learning
 - Using instructional time effectively

- ☐ **Understanding and Organizing Subject Matter**
- Demonstrating knowledge of subject matter content and student development
 - Organizing curriculum to support student understanding of subject matter
 - Interrelating ideas and information within and across subject matter areas
 - Developing student understanding through instructional strategies that are appropriate to the subject matter
 - Using materials, resources and technologies to make subject matter accessible to students
- ☐ **Planning Instruction and Designing Learning Experiences**
- Drawing on and valuing students' backgrounds, interests, and developmental learning needs
 - Establishing and articulating goals for student learning
 - Developing and sequencing instructional activities and materials for student learning
 - Designing short-term and long-term plans to foster student learning
 - Modifying instructional plans to adjust for student needs

- ☐ **Assessing Student Learning**
- Establishing and communicating learning goals for all students
 - Collecting and using multiple sources of information to assess student learning
 - Involving and guiding all students in assessing their own learning
 - Using the results of assessment to guide instruction
 - Communicating with students, families, and other audiences about student progress
- ☐ **Developing as a Professional Educator**
- Reflecting on teaching practices and planning professional development
 - Establishing professional goals and pursuing opportunities to grow professionally
 - Working with communities to improve professional practice
 - Working with families to improve professional practice
 - Working with colleagues to improve professional practice
 - Balancing professional responsibilities and maintaining motivation

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**District Goals/
Individual
Learning Plan**

Administrator Information Sheet

Name: _____ School: _____
 School Phone: _____ School FAX: _____
 Email: _____ Voice Mail/other: _____
 School address: _____

Other Site Administrators & Office Personnel

Name	Position/Title	Office	Phone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

New Teacher	Grade/Subject	Room(s)	1 st /2 nd year	Evaluator
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

School-Specific Dates and Information

School Goals/Focus Areas/Projects

New Teacher Specific Goals/Focus

Events	Fall Dates	Mid-Year Dates	Spring Dates
Goals and Objectives Due Goals/Objectives Conferences			
Formal Observation Cycles			
Progress Reports Due Report Cards Due			
Parent Conferences			
Re-hire Notification Date			

Formative Assessment Cycle

New Teacher: _____ Site: _____

1st Year: _____ 2nd Year: _____ Advisor: _____

I. Initial Conference — *Formative Assessment Tools & Activities*

District Goals Due: _____

Administrator Conferences: _____

Formal Observation Date: _____

- Summary of Collaborative Assessment Logs
- Self-Assessment or CSTP Continuum
- District Goals/ILP Development
- Analysis of Student Work
- Observation Data

Date Completed: _____

Advisor Initials: _____

II. Mid-year Conference — *Formative Assessment Tools & Activities*

Mid-year Administrator Conference: _____

Formal Observation Date: _____

- Analysis of Student Work
- Review of District Goals/ILP, Observations, Logs, Journal Entries, other Portfolio Evidence
- Mid-year Self-Assessment on CSTP Continuum
- Portfolio Development
- Mid-Year Summary

Date Completed: _____

Advisor Initials: _____

III. Closure Conference — *Formative Assessment Tools & Activities*

Final Evaluation Conference with Administrator: _____

- Analysis of Student Work
- Observation Data
- Final review of District Goals/ILP, Observations, Logs, Journal Entries, other Portfolio Evidence
- Self Assessment on CSTP Continuum
- Portfolio Development
- Reflections

Date Completed: _____

Advisor Initials: _____

Self-Assessment Summary

Name: _____

Date: _____

Strengths		Areas for Growth
	Creating and Maintaining an Effective Environment for All Students	
	Planning Instruction and Designing Learning Experiences for All Students	
	Engaging and Supporting All Students in Learning	
	Assessing Student Learning	
	Understanding and Organizing Subject Matter Knowledge for Student Learning	
	Developing as a Professional Educator	

Name _____ Date _____

District Goals/Individual Learning Plan

Engaging Students in Learning Supporting Goal: Plan: Evidence:	Effective Environment Supporting Goal: Plan: Evidence:	Organizing Subject Matter Supporting Goal: Plan: Evidence:	
Theme Goal: 			
Planning Instruction Supporting Goal: Plan: Evidence:	Impact on Student Learning: 		Developing as a Professional Supporting Goal: Plan: Evidence:
	Assessing Learning Supporting Goal: Plan: Evidence:		

Mid-Year Review

Mid-Year Summary for Professional Growth in CSTP

Name: _____ School: _____ Date: _____

Describe your professional growth in each of the standards.

For each description cite and provide evidence from any of the following sources: your self-assessment on the *Continuum*, advisor observations, collaborative logs, journal entries, class profile, student work, lesson plans, and any other selections as appropriate.

Standard 1 • *Engaging & Supporting All Students in Learning*

Standard 4 • *Planning Instruction & Designing Learning Experiences for All*

Standard 2 • *Creating & Maintaining an Effective Environment for All*

Standard 5 • *Assessing Student Learning*

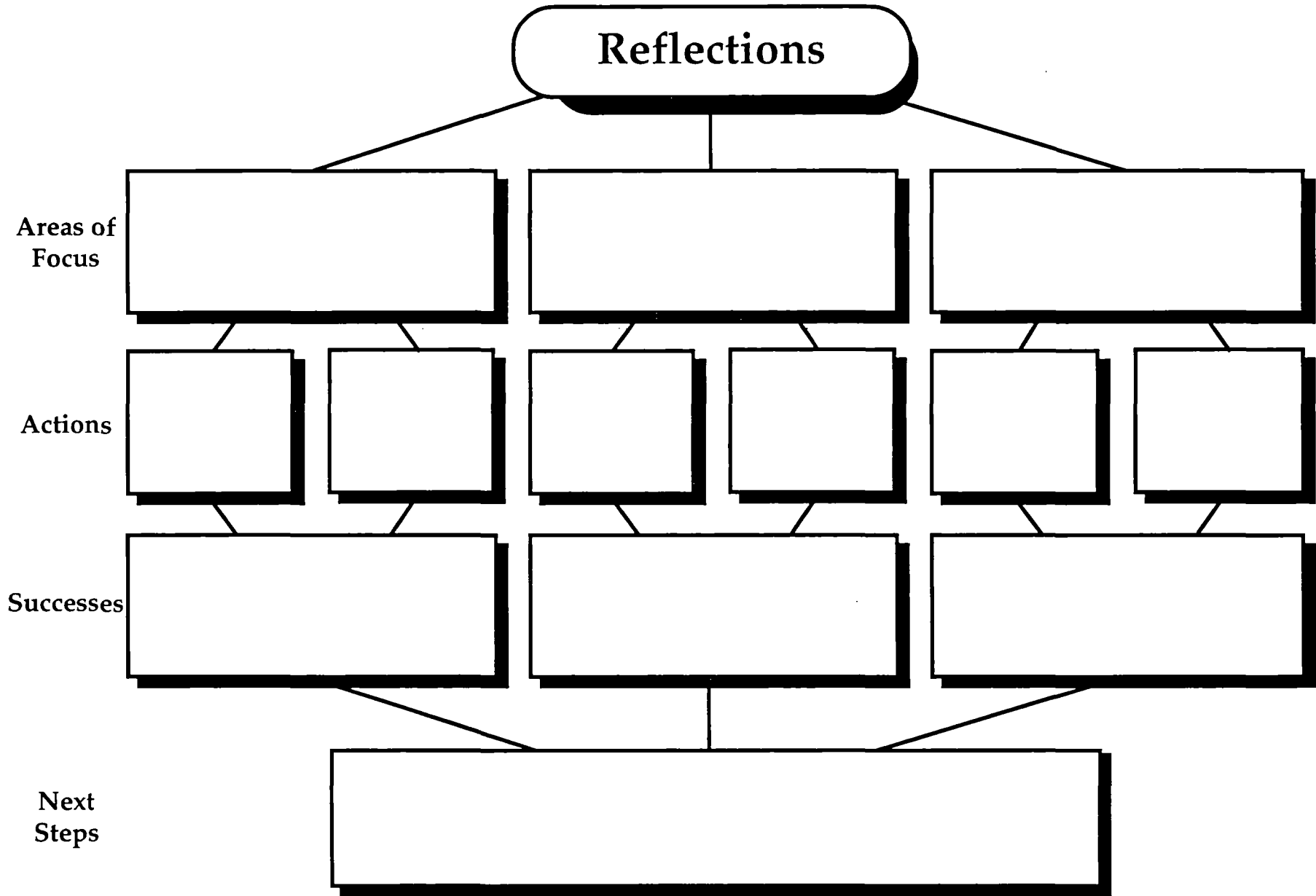
Standard 3 • *Understanding & Organizing Subject Matter Knowledge*

Standard 6 • *Developing as a Professional Educator*

Summary & Next Steps

Name: _____

Date: _____



**Analyses of
Student Work**

Analysis of Student Work—Fall

Name: _____ School: _____ Date: _____

Describe your expectations for student work/performance in relation to the appropriate content standard:

Sort the student work into four (4) piles:

- Group 1—students whose performance is more than one year below standard
- Group 2—students whose performance is approaching standard
- Group 3—students whose performance is meeting standard
- Group 4—students whose performance is exceeding standard

Choose one sample from each pile for further reflection and respond to the prompts individually and/or with your advisor:

A. Describe the performance of each student:

more than one year below standard	approaching standard	meeting standard	exceeding standard

Analysis of Student Work—Fall

B. How might you support each student to move forward?

more than one year below standard	approaching standard	meeting standard	exceeding standard

How will you use this assessment information to guide your planning and what are next steps?

NEW TEACHER PROJECT

Analysis of STUDENT WORK
Conversation Guide for Advisors

- **Meeting Preparation**

Schedule a session with your beginning teachers individually or in clusters to examine student work. Ideally, this activity should parallel their preparation for the official grading period. Support the teacher in locating a copy of the Reading & Language Arts Standards that indicate grade level expectations. After establishing a date and location for the conference, ask your beginning teachers to bring to the meeting a set of assessments. If the teacher does not have district required assessments in their assigned standard element (for 1st yr.-Writing & 2nd yr. Reading Comprehension) give him/her a NTP alternative assessment.

FOR TEACHERS OF READING & LANGUAGE ARTS:

For k-6 self-contained, and 7-12 teachers of reading or language arts, we will be asking teachers to choose student work that exhibits skills and skill levels as indicated by the state's new English Language Arts Content Standards. With their advisors:

FIRST YEAR teachers will examine student writing in relation to "Written and Oral English Language Conventions". The use of established district writing assessments, or prompts is encouraged. If none are available, unedited writing samples produced during 20-30 minutes of a class period are acceptable. This will apply to teachers working with students K-12

SECOND YEAR teachers will examine the results of assessments measuring students' "Reading Comprehension":

- For K-2 students, refer to standard skills areas included under "Word Analysis, Fluency and Systematic Vocabulary Development". Related skills assessments should include for Kindergarten: phonemic awareness; K-2: BPST (Beginning Phonics Skills Test)
- For 3-12 students, refer to standard skill areas included under "Reading Comprehension" for each particular grade level. For English Language Learners, administer the BPST, especially for non-transferable sound-letter correspondence, and for ALL readers below 3rd grade level. Third-twelfth grade results from available assessments re: "Structural Features of Informational Materials", "Comprehension and Analysis of Grade-level-Appropriate Text, appropriate to grade level standards should be collected. Ekwall Shanker, & BRI both have assessments appropriate to these standard areas if no other assessments have been identified by the teacher's site or district to measure the same standard areas.

- **Purpose of the Meeting & Process Overview (5 minutes)**
 - 1) Explain to your advisees the process you will undertake by noting the organizer from their binder (2 pages "Analysis of Student Work") and explaining...
 - 2) The intent of this meeting: Time for teachers and their advisors to:
 - >Identify expectations for student performance in relation to corresponding content standards
 - >Determining the beginning teachers' own criteria or evidence for having selected student work in relation to the above-mentioned descriptors
 - >Generating strategies for "moving students forward" and
 - >Identifying how the assessments and analysis will guide planning and "next steps"

- **Using the "Analysis of Student Work" form to graphically organize your work for the day: (30 minutes)**

"Identify expectations for student performance in relation to corresponding content standards"(this year, only Reading & Lang. Arts):

Support the teacher in locating a copy of the Reading and Language Arts Standards. Guide teacher to choose district assessments matching standard or framework expectations. (We may have copies of the appropriate grade level standards for you to replicate. Many sites have them available.) For this first task, we want to guide the teacher in clearly identifying their criteria or expectations (collective of framework, standards, site or district expectations?) for what is considered "meeting standard" in regards to student work.

“(Sorting Student Work Together) Determining your own criteria or evidence for having selected your students’ work or assessment results in relation to the following descriptors”:

- >more than one year below standard**
- >approaching standard**
- >meeting standard**
- >exceeding standard**

As the teacher chooses samples that match the four column descriptors, support the teacher in describing how the performance of each student, evidenced by their work, matches the four descriptors. In other words, “How did you determine that this paper ‘meets’ standard or is ‘more than one year below standard’.

“Generating strategies for ‘moving students forward’” :

After examining student work against standards, and the teacher’s criteria for determining student progress toward those standards, generate strategies with the teacher for moving each student forward. Record ideas in the corresponding column.

“Identifying how the assessments and analysis will guide planning and ‘next steps’”.

Having generated strategies for each student group, elicit some “next steps” that a teacher might pursue related to planning and designing instruction (including sequencing of activities, short and long term plans, how to modify or differentiate instruction to match assessed needs of students.)

Observations

Conferencing Protocol

Planning Conference

- **clarify goals and context for the lesson**

Tell me about this lesson and its context; what has led up to this lesson? How is it building on previous lessons? How does it meet students' needs? Where does it fit in the curriculum?

- **determine evidence of success/student achievement**

What do you want the students to learn through this lesson? How will you know they are successful? How will your students know your expectations?

- **explore teaching strategies and decisions made**

How will the instructional strategies and resources you're using during the lesson promote student learning?

- **identify focus for data collection**

What are you curious to learn from this observation?

Reflecting Conference

- **summarize impressions of the lesson**

How do you think the lesson went? How do you feel about the lesson?

- **recall data to support those impressions and assessments**

How successful were your students? In what ways did they meet or not meet your expectations and learning goals? How do you know?

- **analyze the observation data**

Would you like to see the observation evidence. What do you notice? What conclusions can you draw?

- **synthesize learnings, draw conclusions, set next steps**

What are some next steps? How might you support your students in moving forward in their learning? How might you follow this lesson?

- **reflect on the coaching process, propose refinements**

What feedback do you have about this process and our work together?

Conferencing Protocol adapted from A. Costa and R. Garmston

Veteran Teacher Observation Planning and Reflection

Date of Observation: _____

Teacher Observed: _____

Grade Level: _____ School: _____

What is the focus of this observation? What do you want to learn?

What did you notice? What are key learnings?

What are applications to your classroom?

Observation Portrait

Teacher: _____ Advisor: _____

Date: _____ Time Period/Lesson: _____

Time	Teacher	Students

Santa Cruz New Teacher Project

Portfolio

Support • Assessment • Reflection • Collaboration

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Santa Cruz New Teacher Project

School Site

Support • Assessment • Reflection • Collaboration

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Resources

Appendices

Appendix A:

SCNTP Highlights

SCNTP Highlights

The Santa Cruz New Teacher Project (SCNTP) is a collaborative effort among the Teacher Education Program of the University of California at Santa Cruz, the Santa Cruz County Office of Education, and over a dozen school districts in the greater Santa Cruz, Franklin-McKinley, Gilroy and San Benito areas. This region includes urban, suburban and rural communities, and the student populations are ethnically, linguistically and economically diverse. Led by Ellen Moir, Director of Teacher Education at UCSC, and Wendy Baron, Assistant Director of the SCNTP, the Project has served more than 1,500 first and second year teachers since its inception in 1988. Currently more than 450 beginning teachers participate in the NTP program of intensive, collaborative support that focuses on improving classroom practice and on developing reflective teachers who are responsive to the diverse cultural, social and linguistic background of all students. The Project has been recognized throughout California and nationally as a vanguard program that improves new teacher satisfaction as well as performance.

The work of the SCNTP is supported by a variety of both private and public funding sources. Since 1993 the Santa Cruz New Teacher Project has been one of California's twenty-nine Beginning Teacher Support and Assessment Projects (BTSA), a state-funded initiative jointly administered by the California Department of Education and the California Commission on Teacher Credentialing. Local school districts also contribute to the implementation of the program, according to the number of beginning teachers participating in the Project. In addition, several private foundations support the Project's research, development and dissemination efforts.

Established in 1988, the SCNTP has spent nearly ten years working to develop a fully integrated model of individualized support and formative assessment that assists new teachers move their practice forward. The Project's work is predicated upon the beliefs that learning to teach is developmental and life-long; that support must be responsive to each individual's assessed professional needs, and that collaborative relationships are crucial to the success of our teachers and our schools. Therefore, the support strategies and practices that characterize our work are designed to establish the professional norms of collaboration, reflection, self-assessment, and on-going inquiry into classroom practice.

At the heart of the SCNTP are the partnerships that form between the beginning teacher and the new teacher advisor (an exemplary veteran teacher released full-time from his/her regular classroom position). Carefully matched with the beginning teachers according to grade-level and subject matter expertise, advisors work with twelve to fourteen first and second year teachers. Advisors meet weekly with each teacher on site to observe and coach the new teacher, offer emotional support, assist with short and long-term planning, design classroom management strategies, teach demonstration lessons, provide curriculum resources, and facilitate communication with the principal. Special attention is paid to issues of literacy and language development as well as the needs of English language learners. Additional support is offered during a monthly seminar series and four release days for reflection, self-assessment, observations, curriculum planning, and staff development (topics include classroom management, issues of diversity, literacy, etc.). A strong, supportive and trusting relationship between the advisor and the new teacher is fundamental to the success of all support strategies.

Support is guided by an on-going cycle of formative assessment which revolves around the teacher's District Goals/Individual Learning Plan. This plan is developed by the new teacher in collaboration with the advisor and is based upon the teacher's regular self-assessment using the *Developmental Continuum of Teacher Abilities*. This Continuum was developed by the SCNTP and is

SCNTP Highlights

currently being used by many of the Beginning Teacher Support and Assessment projects throughout California. The document is organized around standard areas that describe the broad categories of knowledge, skills, abilities, and attitudes that characterize effective teaching: Creating and Maintaining an Effective Environment for All Students/Planning Instruction and Designing Learning Experiences for All Students/Engaging and Supporting All Students in Learning/Assessing Student Learning/Understanding and Organizing Subject Matter Knowledge/Developing as a Professional Educator. The *Continuum* serves as a baseline instrument for formative assessment, as an integrated matrix with which to focus the teacher's professional growth plan, and as a catalyst for initiating professional reflection and dialogue. The document is aligned with California's recently adopted Standards for the Teaching Profession.

The SCNTP model of beginning teacher support and assessment also allows for regular classroom observations, both formal and informal. Using a peer coaching model, advisors work with their advisees to help identify and collect data of classroom practice and student learning. Together, the advisor and beginning teacher analyze the data collected in a reflective conversation that focuses on the relationship between teacher practice and student outcomes. This observation data and its analysis can demonstrate professional growth, identify areas for continued growth, and help the new teacher assess the effectiveness of classroom practice as demonstrated by student achievement and behavior.

In collaboration with the new teacher advisor, Santa Cruz New Teacher Project participants develop a professional portfolio which serves both as a documentation of the new teacher's growth and as a vehicle for on-going self-assessment and reflection. Items included in the portfolio must be related to the teacher's professional growth goals in a particular domain of the Continuum as identified by the teacher during the process of self-assessment. Evidence may include journal entries, documented observations, student work, lesson plans, letters, pictures, video and audio tapes, or a professional project. Evidence is accompanied by written reflections in which the teacher articulates how each item demonstrates his/her own professional growth or the growth of his/her students in relation to the self-identified area of concentration. Advisors guide the collection and selection of evidence for inclusion in the portfolio, facilitate the teacher's reflection upon his/her growth as well as the analysis of the evidence of that growth. The process is carefully supported during the weekly new teacher-advisor interactions and during the monthly seminars where sanctioned time is available for portfolio development, teacher reflection, and the sharing of the documentation of professional growth.

The SCNTP has been evaluated by the Southwest Regional Educational Laboratories (SVVRL) and by faculty of the UCSC Board of Studies in Education. The California Educational Research Consortium (CERC) has collected data on the New Teacher Project as part of its statewide evaluation of BTSA programs. In addition, project staff collects summative evaluation data at program events and at the end of the school year, as well as, formative data during the course of program implementation. These various evaluation studies consistently document the following outcomes for program participants:

- *increased sense of professional efficacy
- *greater job satisfaction and confidence
- *increased likelihood to engage in collaborative relationships
- *improved ability to articulate and to document one's professional growth
- *improved problem-solving skills around issues of pedagogy and student achievement
- *increased likelihood to assume leadership roles
- *increased attention to issues of diversity and responsive pedagogy

SCNTP Highlights

New teachers report that the Santa Cruz New Teacher Project has made a significant contribution to the quality of their teaching and to their success as a beginning teacher. Retention data indicate that fewer than 10% of the SCNTP alumni have left the field. This contrasts with a nationwide dropout rate of nearly 50 percent. SCNTP participants are being inducted into the teaching profession with the habits and expectations of life-long learning, collaborative professional relationships, on-going teacher inquiry into practice, formative assessment data to guide classroom practice and one's own professional growth, and responsive pedagogy that meets the needs of our diverse learners.

Schools and school districts within the region served by the SCNTP are experiencing the Project's impact in a number of arenas. SCNTP alumni are also having significant impact on school site culture as they seek to create collaborative opportunities and structures once they are no longer participating in the New Teacher Project. These teachers are entering into leadership roles early in their careers as they make presentations at site council meetings, attend literacy support group meetings on site, encourage by example and by advocacy veteran colleagues to move their practice forward, engage in collaborative action research, and advocate for sanctioned time to observe and coach one another. Second year SCNTP participants are finding ways to share the results of their action research and use it as a vehicle to engage colleagues in discussions about effective practices and student outcomes.

Site administrators also acknowledge the impact of the SCNTP. Specific outcomes cited by principals include improved new teacher morale, increased willingness to take risks, more effective problem-solving strategies, improved classroom management and organization, and more effective instructional strategies. Principals also indicate that the intensive, on-site support offered by the SCNTP model increases their ability to provide effective and specific assistance to new staff members. In a 1995 survey of administrators with teachers being served by the SCNTP, 95% of the administrators credited the Project with making a significant difference in the performance of beginning teachers at their schools. Principals note that the collaborative model of new teacher support which is the hallmark of the SCNTP is changing relationships among teachers and promoting the establishment of these professional norms for the entire staff. Several administrators are setting aside time at staff meetings to allow for reflective conversations and problem-solving on a monthly basis; others are finding ways to support colleagues observing one another's classroom practice.

In 1995 the Pajaro Valley Unified School District, the largest school district in the SCNTP's consortium, significantly revised its teacher evaluation system to incorporate structures, procedures, and assessment tools that encourage teacher reflection, autonomy and accountability. Using the SCNTP's *Developmental Continuum of Teacher Abilities*, the cornerstone for reflective practice, the PVUSD has worked closely with the New Teacher Project in designing an evaluation system that is responsive to teachers' developmental needs and is perceived by both administrators and teachers as being valid and meaningful. Embedded in this new evaluation system are the processes of reflective goal-setting, self-assessment, peer coaching, and professional portfolio development that characterize the New Teacher Project's work. Three more school districts are currently examining and modifying their evaluation procedures to incorporate these reflective, collaborative practices.

The collaboration between the Santa Cruz New Teacher Project and UCSC has helped forge a strong, seamless link between the preservice and inservice experiences of teachers and has made many contributions to the UCSC Teacher Education Program. Student teachers learn to practice the collaborative models and performance-based assessment methods that characterize the Project's work. SCNTP staff worked with university supervisors and faculty to create a Developmental Continuum of

SCNTP Highlights

Student Teacher Abilities for use in the UCSC Teacher Education Program. Student teachers self-assess using the *Continuum* and then meet with their supervisor and master teacher to reflect together and to develop a dialogue about teaching practice and professional development. The SCNTP has also trained master teachers, university supervisors and preservice teachers in the peer coaching model.

The SCNTP has worked closely for the past nine years with the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC). This collaboration has included the conceptualization and design of two trainings for BTSA programs throughout the state, one entitled *A Guide to Prepare Support Providers for Work with Beginning Teachers*, the other entitled *A Guide to Becoming Culturally Responsive and Responsible Educators*. The SCNTP also conducted the validity study and final revisions of the California Standards for the Teaching Profession leading to their adoption in January, 1997, by both the California Department of Education and the Commission on Teacher Credentialing. In addition, the Project conducted a state-funded study of the various formative assessment models in use by BTSAs, including observation instruments and systems, individualized professional growth plans, and formative portfolios. The Santa Cruz Project has built a strong outreach and dissemination component and regularly consults to school districts and other educational institutions interested in learning about and implementing a developmental approach to beginning teacher preparation and induction characterized by intensive support and formative assessment. The Project has been recognized for its excellence by the National Council of States in Education and the California Council on the Education of Teachers.

Expansion of BTSA has allowed inclusion of the Franklin-McKinley Elementary School District, the Gilroy Unified School District and Hollister Elementary School District within the SCNTP and is an exciting venture for the new millennium.

Appendix B:

**Phases of
First-Year Teaching**

Phases of First-Year Teaching

First-year teaching is a difficult challenge. Equally challenging is figuring out ways to support and assist beginning teachers as they enter the profession. Over the course of the last ten years, Ellen Moir, Director of the Santa Cruz New Teacher Project and Director of Teacher Education at UC Santa Cruz, has been working with colleagues to support the efforts of new teachers. In their day-to-day interactions with new teachers, they have noted a number of phases in the development of new teachers during their first year. While not every new teacher goes through this exact sequence, Ms. Moir believes these phases are very useful in helping everyone involved—administrators, other support personnel, and teacher education faculty—in the process of supporting new teachers. These teachers move through several phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection, then back to anticipation. Here's a look at the stages through which new teachers move during that crucial first year. New teacher quotations are taken from journal entries and end-of-the-year program evaluations.

Anticipation Phase

The anticipation phase begins during the student teaching portion of preservice preparation. The closer student teachers get to completing their assignment, the more excited and anxious they become about their first teaching position. They tend to romanticize the role of the teacher and the position. New teachers enter with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals. "I was elated to get the job but terrified about going from the simulated experience of student teaching to being the person completely in charge." This feeling of excitement carries new teachers through the first few weeks of school.

Survival Phase

The first month of school is very overwhelming for new teachers. They are learning a lot and at a very rapid pace. Beginning teachers are instantly bombarded with a variety of problems and situations they had not anticipated. Despite increased field experiences and required courses in teacher preparation programs, new teachers are caught off guard by the realities of teaching. "I thought I'd be busy, something like student teaching, but this is crazy. I'm feeling like I'm constantly running. It's hard to focus on other aspects of my life."

During the survival phase most new teachers are struggling to keep their heads above water. They become very focused and consumed with the day-to-day routine of teaching. There is little time to stop and reflect on their experiences. New teachers spend up to seventy hours a week on school-work. Particularly overwhelming is the constant need to develop curriculum. Veteran teachers routinely reuse excellent lessons and units from the past. The new teacher, still uncertain of what will really work, must develop much of this for the first time. Even depending on unfamiliar prepared curriculum such as textbooks is enormously time consuming.

"I thought there would be more time to get everything done. It's like working three jobs: 7:30-2:30, 2:30-6:00, with more time spent in the evening and on weekends." Although tired and surprised by the amount of work, first-year teachers usually maintain a tremendous amount of energy and commitment during the survival phase.

Phases of First-Year Teaching

Disillusionment Phase

After six to eight weeks of nonstop work, new teachers enter the disillusionment phase. The intensity and length of the phase varies among new teachers. The extensive time commitment, the realization that things are probably not going as smoothly as they want, and low morale contribute to this period of disenchantment. New teachers begin questioning both their commitment and their competence. Many new teachers get sick during this phase.

Compounding an already difficult situation is the fact that new teachers are confronted with several new events during this time frame. They are faced with back-to-school night, parent conferences, and their first formal evaluation by the site administrator. Each of these important milestones places an already vulnerable individual in a very stressful situation.

Back-to-school night means giving a speech to parents about plans for the year that may yet be unclear in the new teacher's mind. Some parents are uneasy when they realize the teacher is just beginning and sometimes pose questions or make demands that intimidate a new teacher.

Parent conferences require that new teachers be highly organized, articulate, tactful, and prepared to confer with parents about each child's course of study and progress. This type of communication with parents can be awkward and difficult for a beginning teacher. New teachers generally begin with the idea that parents are partners in the learning process and are not prepared for parent's concerns or criticisms. Unfortunately, these criticisms occur right at the time when their self-esteem is waning.

This is also the first time that new teachers are formally evaluated by their principal. They are, for the most part, uncertain about the process itself and anxious about their own competence and ability to perform. Developing and presenting a "showpiece" lesson is time consuming and stressful.

During the disillusionment phase classroom management is a major source of distress. "I thought I'd be focusing more on curriculum and less on classroom management and discipline. I'm stressed because I have some very problematic students who are low academically, and I think about them every second my eyes are open."

At this point, the accumulated stress of the first-year teacher coupled with months of excessive time allotted to teaching often brings complaints from family members and friends. This is a very difficult and challenging phase for new entries into the profession. They express self-doubt, have lower self-esteem, and question their professional commitment. In fact, getting through this phase may be the toughest challenge they face as a new teacher.

Rejuvenation

The rejuvenation phase is characterized by a slow rise in the new teachers' attitude toward teaching. It generally begins in January. Having a winter break makes a tremendous difference for new teachers. It allows them to resume a more normal lifestyle, with plenty of rest, food, exercise, and time for family and friends. This vacation is the first opportunity that new teachers have for organizing materials and planning curriculum. It is a time for them to sort through materials that have accumulated and prepare new ones. This breath of fresh air gives novice teachers a broader perspective with renewed hope. They seem ready to put past problems behind them. A better understanding of the system, an acceptance of the realities of teaching, and a sense of accomplishment help to rejuvenate new teachers. Through their experiences in the first half of the year, beginning teachers gain new coping strategies and skills to prevent, reduce, or manage many problems they are likely to encounter in the second half of the year.

Phases of First-Year Teaching

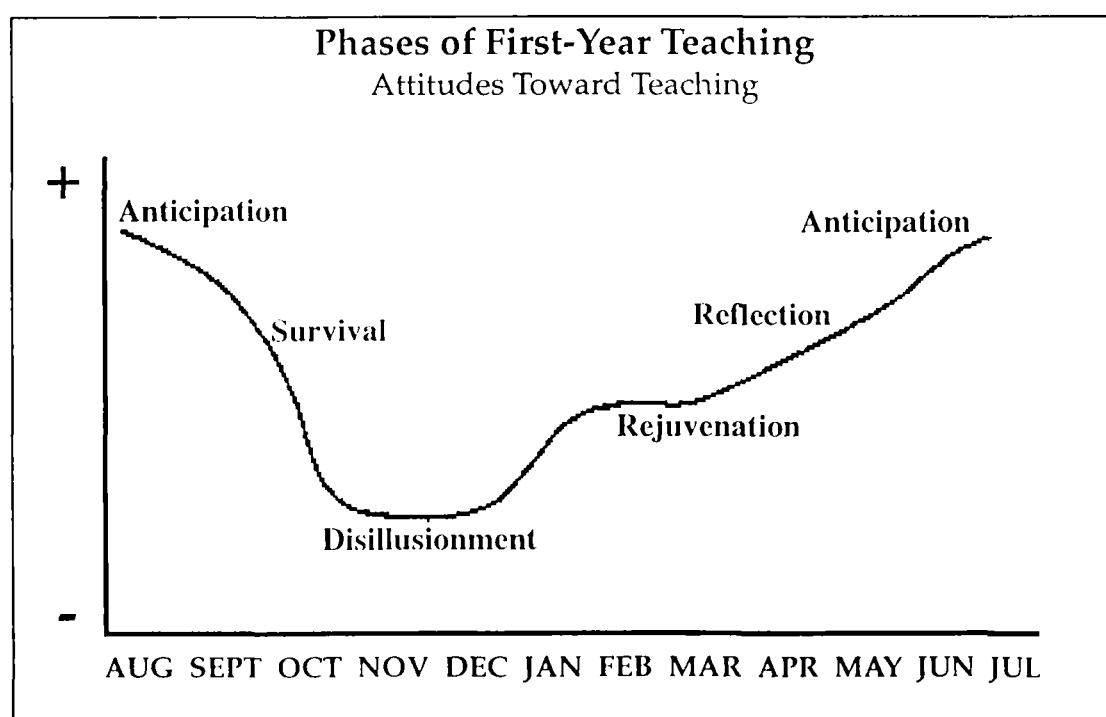
Many feel a great sense of relief that they have made it through the first half of the year. During this phase, new teachers focus on curriculum development, long-term planning, and teaching strategies.

"I'm really excited about my story-writing center, although the organization of it has at times been haphazard. Story writing has definitely revived my journals." The rejuvenation phase tends to last into spring with many ups and downs along the way. Toward the end of this phase, new teachers begin to raise concerns about whether they can get everything done prior to the end of school. They also wonder how their students will do on the tests, questioning once again their own effectiveness as teachers. "I'm fearful of these big tests. Can you be fired if your kids do poorly? I don't know enough about them to know what I haven't taught, and I'm sure it's a lot."

Reflection

The reflection phase beginning in May is a particularly invigorating time for first-year teachers. Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum, and teaching strategies. The end is in sight and they have almost made it; but more importantly, a vision emerges as to what their second year will look like, which brings them to a new phase of anticipation. "I think that for next year I'd like to start the letter puppets earlier in the year to introduce the kids to more letters. "

It is critical that we assist new teachers and ease the transition from student teacher to full-time professional. Recognizing the phases new teachers go through gives us a framework within which we can begin to design support programs to make the first year of teaching a more positive experience for our new colleagues.



Appendix C:

SCNTP Glossary

SCNTP Glossary

SCNTP Glossary

Advisor	Exemplary veteran teacher released from their classroom full time to support and advise new teachers
Evidence	Student work, lesson plan, written reflection, weekly log, videotapes, advisor observations, journal entry - evidence of growth that can be incorporated into your portfolio
Formative Assessment	Ongoing assessment of your teaching practice and student learning
Observation Tools	Ways to look for specific teacher/student behaviors
Reflection	Thinking about your practice, your students' learning and next steps
Portfolio	Collection of artifacts and accompanying reflections showing growth over time
Continuum	A range of teaching abilities used for self assessment and professional growth
BTSA	Beginning Teacher Support and Assessment - State name for new teacher projects such as SCNTP.
COE	County Office of Education
CSTP	California Standards for the Teaching Profession -adopted by the California Department of Education and the Commission for Teacher Credentialing
ELD	English Language Development
ELL	English Language Learner
EFT	Effective First Teaching
ILP	Individual Learning Plan - A teacher-designed professional development plan in the standard areas
LEP/FEP	Limited/Fluent English Proficient (old term)

SCNTP Glossary

LRT	Language Review Team
SBC/SBCP	Site Based Curriculum/Planning
SCNTP	Santa Cruz New Teacher Project - The BTSA project that supports new teachers in the Santa Cruz Consortium
SD	Spanish Dominant
SDAIE	Specially Designed Academic Instruction in English
SST	Student Study Team

Appendix D:

SCNTP Staff

SCNTP Staff

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Tim Willis	Advisor	
Leslie Smith	Advisor	
Sarah Young	Advisor	

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Divider Title: _____

A DEVELOPMENTAL CONTINUUM OF TEACHER ABILITIES

Aligned with the
California Standards for the Teaching Profession

Introduction to the Developmental Continuum of Teacher Abilities

Dear Educator,

We hope that this introduction will help you to understand the use of the Developmental Continuum of Teacher Abilities. The Continuum describes teaching practice and professional development throughout a teacher's career.

The Continuum was initially developed in 1992 by the UCSC Santa Cruz New Teacher Project to support the reflective practice of beginning teachers. It has been updated several times to reflect the diversity of California's students and to meet the changing needs of teachers. The most recent revision also aligns the Continuum with the *California Standards for the Teaching Profession (CSTP)*, the document now being used to define and support effective teaching throughout the state. The Continuum has been used successfully as part of an ongoing collaboration between beginning teachers and their support providers or advisors to assess practice and set goals for professional development over time. Recently, the Continuum has also been used by veteran teachers as part of alternative teacher evaluation in certain school districts.

The Continuum presents a holistic view of teaching. It contains six continuum domains. These are interrelated and work together to provide a complete picture of effective teaching practice. These domains correspond to the standards in the CSTP. They are, **Engaging and Supporting All Students in Learning; Creating and Maintaining an Effective Environment for Student Learning; Understanding and Organizing Subject Matter for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; Assessing Student Learning; and Developing as a Professional Educator.** The six domains are meant to be considered as a whole and not in any particular sequence or order with **Engaging All Students in Learning** as the focal point giving the other domains their purpose. Within each domain are several more specific elements of teaching practice.

The Continuum is organized to describe five levels of development. These levels are labeled **Beginning, Emerging, Applying, Integrating, and Innovating.** Each level addresses what a teacher should know and be able to do in the different Continuum domains. The levels do not represent a chronological stage in a teacher's life, (i.e. the end of the first year of teaching, etc.,) but a developmental level of performance. A teacher may be at a beginning or emerging level of practice in some places on the Continuum and at advanced levels in some others, no matter how many years she or he has been in the profession.

For example, in the domain for **Creating and Maintaining Effective Environments**, you may be at the Emerging level in the way you pace instruction and at the Integrating level in the way you promote students' self-esteem and cooperation. Because a teacher's growth is developmental, you may return to an earlier level temporarily when you experience changes in your teaching career (i.e., new course content, grade level, school or student demographics.)

How to use the Continuum:

To use the Continuum, you simply read across each row of descriptors from left (beginning) to right (innovating) as the descriptors become more complex and sophisticated. As you go from left to right, locate the descriptor that best defines your current classroom practice. Any practice described on the left end of the Continuum is carried across to those on the right even if not explicitly stated.

The Continuum provides a common language for setting and discussing goals for professional development within an environment of collegial support. The Continuum is a guide for self-reflection, assessment and conversation between teachers, advisors /support providers, and administrators. It is intended to help teachers interpret their teaching and make informed decisions about their ongoing development as a professional. In the Santa Cruz New Teacher Project, the Continuum serves as the entry point for developing an Individual Learning Plan (ILP) with which teachers identify and work toward professional goals. The Continuum is not meant to be used as a rubric to define performance standards or expectations. It is not an isolated observation instrument, but is best used as one component of a comprehensive process of assessing the development of teaching practice. In some settings, it may be part of a teacher evaluation process and is most appropriately used there in a peer coaching relationship with a colleague or administrator.

The Continuum has proven to be a powerful tool as teachers identify their areas of growth, move from assistance to autonomy, and become lifelong learners. We hope that the Continuum will help you to assess your own teaching and plan your professional development as it motivates you to support your students' learning and challenges you to be an innovative educator.

Glossary of Terms:

- **Continuum:** a document describing different levels of practice or knowledge along various stages of development.
- **Descriptor:** an individual cell or "box" corresponding to the developmental levels in the Continuum.
- **Domain:** One of six areas of teaching practice that comprises the Continuum.
- **Element:** An area or sub-domain of teaching practice within any of the six Continuum domains.
- **Level:** the levels of teacher development that represent what a teacher should know and be able to do, i.e.:
 - Beginning:** a level of professional development in which the teacher relies on ongoing assistance from more experienced colleagues for support, guidance and survival, and is trying to internalize and apply what she/he has learned about teaching.
 - Emerging:** a level of development in which the teacher still relies on more experienced colleagues for support, but is moving toward becoming more self-directed and independent in her/his practice.
 - Applying:** a level of development in which the teacher is able to teach independently and internalizes and easily applies what she/he has learned about teaching.
 - Integrating:** a level of development in which the teacher is fully skilled and confident, and is able to integrate complex elements of instruction, curriculum, and professional development into that practice. The integrating teacher moves beyond the classroom both in her/his teaching, collegial relationships and professional growth activities, and is often a leader among peers.
 - Innovating:** a level of development in which the teacher is consistently innovating and creating in all areas of teaching and professional development. A leader in school, district, and local community, the innovating teacher contributes to the broader education community through staff development, classroom-based research, articles in professional journals, etc.

NOTE: A study will be conducted during 1997-98 by the UCSC Santa Cruz New Teacher Project to validate the Continuum as an accurate representation of effective teaching practice and as a viable document for formative teacher assessment.

Continuum for Creating and Maintaining an Effective Environment for Student Learning

A. Element: Creating a physical environment that engages all students.

Beginning	Emerging	Applying	Integrating	Innovating
Teacher arranges classroom furniture for accessibility to students	Arranges classroom furniture for safety, student interaction and movement. Displays student work.	Arranges and adjusts classroom seating to accommodate individual and group learning needs. Displays student work.	Arranges the physical environment to promote individual and group learning. Students help to select and display their work.	Uses the total physical environment as a resource to promote individual and group learning and display student work. Students contribute to the changing design of the environment.
Teacher makes materials, resources and technology available to students.	Makes materials, resources and technology accessible to students and establishes expectations for their safe use and care.	Makes materials, resources and technology accessible to all students and maintains expectations, clear routines and procedures while teaching students to value, respect and care for materials.	Use the total physical environment as a resource to promote individual and group learning and display student work. Students contribute to the changing design of the environment.	Maintains an environment in which all students access and take full responsibility for the use and care of materials, resources and technology.

B. Establishing a climate that promotes fairness, respect, social development and responsibility

Beginning	Emerging	Applying	Integrating	Innovating
Teacher establishes rapport with individual students.	Builds caring, friendly rapport with all students and models equitable, respectful relationships through positive verbal and nonverbal interactions.	Maintains, caring, friendly relationships with students and promotes respectful interactions among them. Students act respectfully toward teacher.	Promotes caring, respectful and equitable interactions between students. Students act respectfully toward teacher and each other.	Maintains an environment in which all students demonstrate caring respectful and equitable relationships with each other and the teacher.

Continuum for Creating and Maintaining an Effective Environment for Student Learning

B. Establishing a climate that promotes fairness, respect, social development and responsibility
(Continued)

Beginning	Emerging	Applying	Integrating	Innovating
Teacher recognizes student diversity and some prejudiced attitudes and behaviors among students.	Values student diversity and life experience, promotes students' self-esteem, and may intervene to address prejudiced attitudes and behaviors.	Promotes students' self-esteem and empathy for others. Teacher develops strategies to help students to identify prejudiced attitudes and behaviors.	Promotes ' self-esteem, empathy and cooperation among all students. Uses strategies to help students address and challenge prejudice in the classroom.	Fosters an inclusive and equitable learning environment, and helps students to actively challenge prejudice in the classroom, school and community.
Teacher creates opportunities for students to communicate and work together.	Uses activities to develop student communication skills, group responsibility, and a sense of community.	Uses strategies to engage all students in collaborative activities that promote communications, group responsibility and community.	Engages all students in collaborative activities that promote communication and group responsibility to the classroom community.	Facilitates and monitors student collaboration in which students demonstrate responsibility and leadership in problem solving and decision making in the classroom and school community.
Teacher creates opportunities for individual students to have classroom responsibilities.	Encourages student autonomy through individual classroom responsibilities and independent activities. Students are encouraged to take initiative in their own work.	Promotes student autonomy through individual classroom responsibilities, independent activities and choice. Students are encouraged to take initiative and follow through on their own work.	Encourages all students to take initiative and follow through on their own work. Students are given opportunities for leadership in the classroom.	Facilitates an environment in which students consistently take initiative for their own learning. Teacher promotes student leadership in the school and community.

Note: Diversity refers to culture, ethnicity, language, race, religion, language, gender, sexual orientation, socio-economic background, learning abilities and learning styles.

Developed by Ellen Moir, University of California at Santa Cruz, Susan Freeman, Lynne Petrock and Wendy Baron •

Continuum for Creating and Maintaining an Effective Environment for Student Learning

C. Element: establishing and maintain- ing standards for student behavior

Beginning	Emerging	Applying	Integrating	Innovating
Teacher establishes expectations for student behavior.	Establishes expectations and consequences. Affirms positive behavior.	Reinforces expectations and implements consequences. Structures opportunities for students to monitor own behavior.	Equitably reinforces expectations and consequences, and coaches all students to monitor their own behavior and each others' in a respectful way.	Facilitates an environment in which students consistently maintain and monitor positive behavior during all activities.
Teacher instructs from one place in the classroom.	Establishes proximity to students during activities to prevent disruptive behavior.	Circulates during activities to respond to students' questions and monitor student behavior.	Circulates during instruction and activities to support engagement, interact with students and monitor their behavior and work.	Circulates during instruction and activities to interact with students, prompt student thinking and assess their progress.

D. Element: Planning and implementing classroom rules, proce- dures and routines

Beginning	Emerging	Applying	Integrating	Innovating
Teacher establishes some rules to support student learning.	Establishes clear classroom rules, routines and procedures that support student learning.	Maintains clear and equitable rules, routines and procedures and modifies as needed.	Uses strategies to assist students in developing and maintaining equitable rules, routines and procedures.	Assists all students to internalize rules, routines and procedures. Students show ownership of rules.

Continuum for Creating and Maintaining an Effective Environment for Student Learning

**E Element:
Using instructional time
effectively**

Beginning	Emerging	Applying	Integrating	Innovating
Teacher provides too much or too little time for students to complete learning activities and non-instructional tasks.	Provides time for students to complete learning activities. Develops some routines for non-instructional tasks. Some transitions are efficient.	Provides adequate time for students to complete learning activities and paces instruction to maintain engagement. Uses transitions to support student engagement.	Paces instruction to review and close lessons, and uses transitions to maintain student engagement. Classroom time is used effectively.	Paces instruction to provide time to review, synthesize, and close lessons. Ensures that all classroom time, including transitions, is used effectively to maximize student learning.

Continuum for Planning Instruction and Designing Learning Experiences for All Students

A. Element: Reflecting all students' backgrounds, interests and developmental learning needs

Beginning	Emerging	Applying	Integrating	Innovating
Teacher creates individual lessons that may draw from students' prior knowledge and developmental needs.	Understands students' prior knowledge, developmental needs and interests and may reflect these in planning instruction.	Uses students' prior knowledge, developmental needs, interests and diverse backgrounds in planning.	Incorporates students' prior knowledge, development and diverse backgrounds in planning, and adapts to meet students' unique needs.	Designs instruction to build on students' prior knowledge, development and diversity, and to challenge all students at their own developmental levels.

B. Element: Establishing goals for learning and designing long and short-term plans

Beginning	Emerging	Applying	Integrating	Innovating
Teacher plans for daily lessons and activities and may have outcomes for student learning.	Plans for daily and weekly lessons and establishes outcomes for student learning in each lesson.	Establishes short-term goals for student learning and ensures that instructional activities are related to learning goals.	Establishes short and long-term goals for learning with high expectations for all students. Instructional activities are related to learning goals.	Articulates short and long-term goals with high expectations for learning and designs activities so that all students participate in setting and achieving the goals.

C. Element: Developing, sequencing and revising instructional plans

Beginning	Emerging	Applying	Integrating	Innovating
Teacher plans instruction to motivate students and involve them in learning.	Plans instruction that sequences subject matter concepts to promote student understanding.	Plans sequenced instruction to promote understanding and critical thinking in students.	Sequences and adapts instruction to extend understanding and critical thinking for all students.	Sequences instruction to help students synthesize and apply new knowledge, and to see relationships and connections across subject matter areas.

Continuum for Creating and Maintaining an Effective Environment for Student Learning

**C. Element:
Developing,
sequencing and
revising instruc-
tional plans
(Continued)**

Beginning	Emerging	Applying	Integrating	Innovating
Teacher's plans contain some materials that make subject matter relevant to students.	Teacher's plans incorporate materials that make subject matter relevant and accessible to students.	Teacher's plans incorporate materials that extend students' understanding of concepts and content.	Teacher's plans incorporate a wide range of materials that extend students' understanding of concepts and content.	Teacher's plans incorporate a wide range of materials that extend students' understanding and critical thinking skills.
Teacher plans to use support personnel (aides, peer tutors, educational specialists, volunteers,) to assist with teacher tasks.	Teacher plans for the occasional involvement of support personnel to assist students in learning activities.	Teacher plans instruction to involve the structured use of support personnel in assisting student learning within a lesson.	Teacher incorporates a range of support personnel into long-term instructional plans to assist students and to extend learning activities.	Teacher utilizes a wide range of support personnel as essential partners in instruction and incorporates them into long-term plans to assist students and to extend learning activities.
Teacher plans lessons and follows them as planned.	Teacher modifies lesson plans to make content interesting and relevant.	Teacher revises lesson plans to promote students' understanding of concepts and critical thinking.	Teacher revises short and long-term plans, based on assessment of students' learning, to promote understanding of concepts and critical thinking for all students.	Teacher reflects on and revises the design of instruction in relation to short and long-range goals for learning to extend understanding and critical thinking for all students.

Continuum for Planning Instruction

Continuum for Engaging and Supporting All Students in Learning

**A. Element:
Connecting
students' prior
knowledge,
life experience
and interests
with learning
goals.**

Beginning	Emerging	Applying	Integrating	Innovating
Teacher recognizes the value of students' prior knowledge. Opens lesson to capture students' attention and interest.	Asks questions that elicit students' prior knowledge and helps them connect learning to their own experiences and understandings.	Implements activities and elicits questions that help students make connections between what they know and new concepts.	Implements activities and elicits questions that help students construct a new understanding of concepts in relation to learning goals.	Uses questions to revise activities and extend students' ability to synthesize what they know to achieve learning goals.

**B. Element:
Using a variety of instructional strategies and resources to respond to students' diverse needs.**

Beginning	Emerging	Applying	Integrating	Innovating
Teacher uses a few instructional strategies and recognizes the need to support learning with materials, resources and technology.	Uses specific strategies based on previous successful teaching and knowledge of students' needs. Uses resources to support learning.	Builds a repertoire of instructional strategies and resources that are appropriately matched to subject matter and are based on knowledge of individual student needs.	Uses a repertoire of appropriate strategies and resources that make the complexity and depth of subject matter understandable to all students.	Consistently draws on an extensive repertoire of appropriate strategies and resources. Adapts and refines strategies while teaching in response to students' needs.
Teacher recognizes the need to model accurate use of written and oral language to support student understanding.	Uses instructional strategies to introduce, explain and restate subject matter concepts and processes, and to support student understanding, language development and participation.	Uses a variety of oral, visual and demonstration strategies to present concepts and to support student understanding, participation and language development.	Builds a repertoire of oral, visual and demonstration strategies to ensure participation and promote language development for all students.	Uses a repertoire of oral, visual and demonstration strategies to extend language development and to ensure each student's fullest participation.

Continuum for Engaging and Supporting All Students in Learning

C. Element:
Facilitating
learning experiences that
promote self-
direction,
autonomy,
collaboration
and choice for
all students.

Beginning	Emerging	Applying	Integrating	Innovating
Teacher experiments with small group and individual activities.	Provides opportunities for students to participate in individual and group activities that support student learning.	Provides experiences that support interaction, independent learning and choice.	Facilitates learning experiences that promote collaboration, independent learning and choice.	Facilitates challenging learning experiences that promote collaboration, independent learning and choice for all students.
Teacher monitors student progress within a specific lesson.	Encourages students to monitor their own learning within specific lessons.	Helps all students to develop and use strategies to monitor and reflect on their own learning.	Assists all students to become self-directed learners who are able to set goals, demonstrate and reflect on what they are learning.	Facilitates and extends opportunities for all students to set goals, demonstrate, reflect on and evaluate their own learning.

D. Element:
Engaging in
problem solving, critical
thinking and
other activities
that make
subject matter
meaningful.

Beginning	Emerging	Applying	Integrating	Innovating
Teacher provides opportunities for students to learn and practice skills, and to discuss subject matter content.	Provides opportunities for students to learn and practice skills in meaningful contexts and to discuss and reflect on content and issues.	Encourages all students to ask critical questions, consider diverse perspectives, and apply skills and concepts in real-life contexts.	Provides opportunities for all students to consider diverse perspectives, engage in critical thinking and problem solving in real-life contexts within and across the curriculum.	Facilitates opportunities for all students to consider diverse perspectives, analyze and draw conclusions about content, and to engage in long-term inquiry within and across the curriculum.

Standard: Assessing Student Learning

A. Element: Collecting and using multiple sources of information to assess student learning

Beginning	Emerging	Applying	Integrating	Innovating
Teacher observes and monitors student learning and records grades.	Observes student learning and uses assessment tools to inform and guide instruction.	Uses a variety of assessments to determine what and how students are learning.	Uses a variety of assessments to guide short and long-term plans and support student learning.	Uses a variety of assessments that are embedded in instruction to guide short and long-term plans and support learning for all students.

B. Element: Involving and guiding all students in assessing their own learning

Beginning	Emerging	Applying	Integrating	Innovating
Teacher uses grades and test scores to help students assess their progress.	Uses guidelines and some assessment tools to help students learn to reflect on and assess their own work.	Engages students in practicing self and peer assessment, and in identifying their own learning goals.	Uses a variety of tools and strategies to teach students how to reflect on and assess their work. Students engage in peer discussion in their work.	Engages all students in practicing self and peer assessment, identifying their own learning goals, and monitoring their progress over time.
Teacher assesses students' language proficiency.	Assesses students' content knowledge and language proficiency in their dominant language.	Teacher assesses students' content knowledge and language proficiency in their dominant language to select and develop appropriate strategies for instruction.	Teacher assesses all students' content knowledge and language proficiency during ongoing instruction to develop effective strategies.	Consistently assesses all students' content knowledge and language proficiency in the context of ongoing instruction to extend instruction and curriculum.

Standard: Assessing Student Learning

C. Element: Communicat- ing with students, fami- lies, and other audiences about student progress.

Beginning	Emerging	Applying	Integrating	Innovating
Teacher provides stu- dents with informa- tion about their progress through test scores, grades and re- port cards.	Provides students with information about their current progress as they en- gage in learning activi- ties and at regularly scheduled reporting periods.	Provides students with information about their current progress and helps the students use the information to im- prove achievement.	Provides all students with information about their progress over time and helps the students use the data to improve their achievement.	Uses a variety of as- sessments to provide all students with com- prehensive informa- tion about their progress over time. Helps all students to engage in reflection about their growth over time.
Teacher communi- cates with families at regularly scheduled times.	Initiates communica- tion with families and support personnel at regularly scheduled times and when needed.	Maintains regular communication with all families and sup- port personnel to exchange information about students' social and academic progress.	Exchanges informa- tion with all families and support personnel to improve under- standing and encour- age social and aca- demic progress. Stu- dents have opportuni- ties to participate.	Involves families and support personnel as partners in the assess- ment process to im- prove understanding and encourage social and academic pro- gress. Students share their progress and may lead conferences.

Continuum for Understanding and Organizing Subject Matter for Student Learning

**A. Element:
Organizing,
demonstrating
and connecting
knowledge of
subject matter
and student
development.**

Beginning	Emerging	Applying	Integrating	Innovating
Teacher organizes subject matter themes, concepts and skills to encourage student understanding.	Organizes subject matter themes, concepts and skills within specific content areas to facilitate student understanding and grade level expectations.	Organizes and sequences themes, concepts and skills within specific content areas to facilitate student understanding and to reflect district frameworks.	Organizes curriculum to facilitate student understanding of themes, concepts and skills and demonstrates their relationship across the curriculum.	Organizes and adapts curriculum to facilitate an in-depth understanding of themes, concepts and skills in each content area, and demonstrates relationship across the curriculum.
Teacher identifies and understands key concepts in subject matter areas.	Identifies and understands key concepts and underlying themes in subject matter areas to help students relate new concepts to previous lessons.	Identifies and integrates key concepts and themes within subject matter areas, and incorporates a range of diverse perspectives to support student learning.	Identifies and integrates key concepts and themes within and across curriculum to make connections between concepts and prior learning. Incorporates a range of diverse perspectives to support student learning.	Connects key concepts and themes within and across the curriculum, and builds a wide range of diverse perspectives to extend learning for all students.
Teacher uses knowledge of subject matter and student development to support student learning.	Applies knowledge of subject matter and developmental concepts to specific lessons and activities.	Integrates subject matter and developmental knowledge into lessons and specific learning activities.	Uses instructional strategies that demonstrate an understanding of individual students' development in relation to curriculum and learning goals.	Consistently uses understanding of individual students' development to meet learning goals and make the curriculum appropriate and accessible to all students.

Continuum for Understanding and Organizing Subject Matter for Student Learning

**B. Element:
Developing
student under-
standing
through in-
structional
strategies**

Beginning	Emerging	Applying	Integrating	Innovating
Teacher develops one or two instructional strategies appropriate to specific subject matter.	Develops instructional strategies appropriate to specific subject matter to support student understanding	Uses different instructional strategies to encourage thinking and develop connections between concepts within and across subject areas.	Develops and uses a repertoire of instructional strategies that challenge all students to think critically and to construct their own understanding of subject matter.	Uses a wide repertoire of instructional strategies that challenge all students to think deeply and critically, construct their own understanding of curriculum, and develop enthusiasm for subject matter.

**C. Element:
Using materi-
als, resources,
and technol-
ogy to make
subject matter
accessible to
all students.**

Beginning	Emerging	Applying	Integrating	Innovating
Teacher recognizes the need to select instructional materials, resources, and technologies for specific lessons that reflect and support students' diverse backgrounds.	Selects and uses instructional materials, resources, and technologies to present concepts in subject areas. Some materials reflect diverse perspectives and issues.	Selects and uses relevant instructional materials, resources, and technologies to present concepts in subject areas. Materials reflect diverse perspectives and issues.	Selects and uses a range of relevant instructional materials, resources, and technologies to promote students' understanding of concepts in subject areas. Materials reflect diverse perspectives and issues.	Analyzes and uses a range of relevant instructional materials, resources, and technologies to extend students' understanding of concepts in subject areas. Materials reflect diverse perspectives and issues.

Continuum for Developing as a Professional Educator

A. Element: Establishing professional goals, reflect- ing on teach- ing practice and planning professional development

Beginning	Emerging	Applying	Integrating	Innovating
Teacher identifies areas for professional growth with assistance from experienced colleagues.	Reflects on instructional successes and dilemmas, and establishes goals for professional development with assistance.	Reflects on teaching practice, modifies and pursues goals for professional development, and assesses growth through collegial support and dialogue.	Assesses teaching practice and modifies and extends plans for professional development through dialog with colleagues.	Assesses teaching practice and extends professional development through collegial dialogue within the professional community.
Teacher expands her or his understanding of teaching and learning by observing and interacting with more experienced teachers.	Seeks to expand knowledge and skills through professional development opportunities (e.g. workshops, classes, seminars, etc.)	Collaborates with peers on site and participates in professional development opportunities to improve teaching.	Collaborates with district peers, participates in professional development opportunities, and reads current professional literature to refine and extend their teaching.	Contributes to professional organizations, literature, and development opportunities to extend his or her own practice and that of colleagues. Leads professional development.

B. Working with commu- nities, families and colleagues to improve professional practice

Beginning	Emerging	Applying	Integrating	Innovating
Teacher learns about students' communities.	Values and respects students' communities and increases understanding of the role of the community in students' lives.	Values and respects students' communities and identifies district social services and community resources.	Uses knowledge of local community's culture, services and resources to support student learning.	Uses knowledge of the community and local services to provide and maintain innovative programs that support all students.

Continuum for Developing as a Professional Educator

B. Element:
*Working with
communities,
families and
colleagues to
improve profes-
sional practice*

Beginning	Emerging	Applying	Integrating	Innovating
Teacher recognizes the role of families in student learning.	Values family backgrounds and their role in student learning. Has positive interactions with families.	Develops a more complete understanding of the role of families' cultural, socio-economic and linguistic backgrounds in relation to student learning. Establishes regular communication with families.	Values all students' families and responds to their concerns, develops clear communication, and provides for their participation in the classroom.	Maintains responsive communication with families and provides opportunities for families to actively participate in the classroom and school.
Teacher establishes a positive working relationship with a few colleagues.	Develops collegial relationships that support classroom practice.	Engages with colleagues in dialogue and reflection to support student learning. Contributes to schoolwide events and learning activities.	Collaborates with colleagues to support learning for all students, contributes to schoolwide activities, and promotes school goals.	Provides opportunities to collaborate with colleagues to support learning for all students. Provides leadership for and implements schoolwide decisions, and contributes to the learning of other educators.

C. Element:
*Balancing
professional
responsibilities
and
maintaining
integrity and
motivation*

Beginning	Emerging	Applying	Integrating	Innovating
Teacher has a positive attitude in the classroom and develops and understanding of professional responsibilities.	Maintains a positive attitude, demonstrates professional conduct and seeks support to balance professional responsibilities with personal needs.	Maintains a positive attitude through the year, demonstrates professional integrity, and balances professional responsibility with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.

Note: Diversity refers to culture, ethnicity, language, race, religion, language, gender, sexual orientation, socio-economic background, learning abilities and learning styles.

Developed by Ellen Moir, University of California at Santa Cruz, Susan Freeman, Lynne Petrock and Wendy Baron •

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3

Divider Title: _____

Santa Cruz New Teacher Project

Individual Learning Plan/District Goal Setting
Conversation Guide

- **Meeting Preparation**

Schedule a three hour session with your beginning teachers individually or in clusters well before their district goals are due. To confirm these due dates, refer to the **Administrator Information Sheet** in the District Goal Setting/ILP section of the NTP binder. After establishing a date and location for the conference, ask your beginning teachers to bring to the meeting their binders, collaborative logs, journals and any other evidence that shows their progress. Review your files and data about each beginning teacher. If you have any questions about how to proceed with a particular advisee, check in with your buddy advisor prior to the meeting.

- **Purpose of the Meeting** (10 minutes)

During this meeting, you and your advisees will study assessment data, review their progress during the first weeks of school, self-assess, and then strategically develop goals and a plan to improve their practice. Remind your teachers that they need to write district goals and/or self-assess. These same processes will guide their work with the NTP. Discuss the concept of *goals* in general, and share the role that goal setting has played in your personal/professional life. Talk about the importance of defining significant and attainable goals. Before proceeding, explain that this conference will include the following components:

- Overview of goal setting process;
- Collaborative Log Summaries;
- Self-Assessment;

Santa Cruz New Teacher Project

Individual Learning Plan/District Goal Setting Conversation Guide

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- Self-Assessment;

- District Goals/Individual Learning Plan
- Overview of the ILP/District Goal Setting Process (10 minutes)

Provide an overview of your advisees' district evaluation processes, forms and expectations. Complete a Venn diagram together to define the similarities and differences between district and NTP components. See page four of the NTP binder for a summary of the NTP formative assessment system. Point out how the NTP processes of data collection and analysis support district requirements. You may want to refer to the **Administrator Information Sheet** or **Year at a Glance** to see the overlap in timing among the various events.

Collaborative Log Summaries (30 minutes)

Begin this process by saying that the Collaborative Logs are one source of information or account of your new teacher's progress. In order to form realistic and useful goals, you and your new teacher will first need to revisit both their strengths and challenges. Now is the opportunity to review logs together and have a reflective conversation. Questions to pose to your advisees could include:

- Do you notice any recurring strengths?
- Are there any initial challenges that have now become strengths?
- What continues to be an ongoing concern?

As you discuss these questions, refer to the particular CSTP standard which is being addressed. For example, if you have noticed that your new teacher has a routine for starting each new activity, you might say, "Your recent use of routines has become a strength as you figure out ways to *create and maintain an effective environment*." It is crucial that you initiate discussion of strengths or areas for growth that you identified in preparing for this conference. Be prepared to justify why you believe a particular area merits attention. As patterns or themes become defined, record them on the worksheet entitled **Self-Assessment Summary**. You both will continue to use this form during self-assessment.

- **Self-Assessment** (60 minutes)

After gathering information from the collaborative logs, your advisees will self-assess using the CSTP and/or their district's tools. Depending on their district's requirements, guide your advisees through the process. Note: new teachers in PVUSD will assess in all six standard areas. For other districts, first year teachers will at least assess in *Planning* and *Effective Environment*, while second year teachers will assess in *Assessing Student Learning* and *Engaging Students*. The new teachers may use their logs, journal entries, lesson plans, observation data, student work or other types of evidence to support their assessments. As advisor, you may draw their attention to the appropriate evidence or example when needed. For future reference, date each placement on the continuum. If you have concerns about a beginning teacher's self-assessment, it is appropriate to ask them to verify his/her placement. As your new teachers finish each standard on the continuum, stop to add any relevant information to the **Self-Assessment Summary**.

Before beginning the goal setting process, pertinent sections of the assessment summary should be completed.

- District Goals/Individual Learning Plan (60 minutes)

You may want to begin this process by saying that feeling overwhelmed is very common in our profession. By selecting an attainable goal for the year, new teachers have more of a chance of experiencing job satisfaction. You may first want to refer back to the **Administrator Information Sheet** which lists possible site specific goals. See also the resource list entitled **Possible Theme Goals**. Another way to brainstorm a *theme goal* is to ask your advisees what they most want to have happen in their classrooms, or to picture what they want their students to be able to do by the end of the year. Once they have decided upon a *theme goal*, encourage your advisees to speculate on the impact this goal will have on student learning. Record the *theme goal* and *impact on student learning* on the **Individual Learning Plan** form. Have a reflective conversation to develop a supporting goal in each standard area required by the district. Each supporting goal should be related to the theme goal and comply with district requirements. Refer to NTP models if needed. Use your remaining time to determine an implementation plan and establish possible evidence of growth.

- Closure (10 minutes)

Conclude the meeting by asking for input from your advisees about the ILP process and your coaching relationship. Transfer the ILP work to district forms where applicable. Make a photocopy of your advisees' completed district forms for your records. Remind your new teachers that they will engage in a similar process mid-year. Fill out the first section of the

SANTA CRUZ NEW TEACHER PROJECT

Staff Meeting
August 27, 1999

10-10:30

- **Grounding: How do we bring respect to the profession?** (Leslie)

Purpose: to build community and address a professional issue

10:30-10:40

- **Agenda/Minutes**
- **Public Recorder: Belinda**

10:40-11:00

- **Norms** (Wendy)

Purpose: to identify SCNTP meeting and collaboration norms

11-11:30

- **Collaborative Logs** (Jan)

Purpose: to see models of Collaborative Log and discuss their use

11:30-12:00

- **Who Are Our Teachers and What Do They Bring?** (Ellen)

Purpose: to think about and discuss our beginning teachers with a coaching partner

12-12:20

- **Business/Announcements**

- **Professional Development Activities (Marney)**
 - **seminar planning, reflecting and building of archives**
- **Caseloads and Scheduling with BTs(Ellen)**
- **Organizational Tips (Sept. 3rd staff mtg.) (Wendy)**
- **Calendar (Wendy)**
-

12:20-12:30

- **Closure: Reflections/Appreciations/Next Steps**

Next Meeting: Friday, Sept. 3rd, 10-12:30-full staff

12:30-1:15 lunch (on your own)

1:15-4:00

seminar prep-all

Grounding:

Public Recorder:

Treats:

**Minutes of NTP Staff Meeting
August 27, 1999**

Attended:

Alison	Anne	Barb	Belinda
Chris	Colleen	Darlene	Debbie
Diane	Ellen	Erin	Geoff
Judy B.	Judy E.	Kathleen	Kim
LaNette	Laura	Laurie	Leslie
Margaret	Marianne	Marney	Nahara
Pam	Phyllis	Rain	Sarah
Teri	Tim	Trinidad	Wendy
Willye			

Absent:

Irene	Jan M.	Jan W.	Kay
Linda	Lori	Marina	Marlin
Mary Beth	Mary Jane	Pat K	
Patricia	Trish		

- **Grounding:** **Leslie** - "Respect in our Work"
- **Agenda & Minutes:** - No additions or corrections to minutes
- **Collaborative Log:** How does it help me think about this NT?
 What outcomes can I expect?
 - Relate to Standards (CSTP)
 - Capture growth, event
 - "a must do"
 - essential to developing their portfolio
 - support next steps
 - Advisor reviews before each meeting w/NT
 - If event/mtg. is captured in Journal, copy & keep w/Collaborative Logs

Judy on Collaborative Log:

- Record event in journal (narrative) then transfer to Coll. Log
- Casual conversations can be recorded later in Coll. Log or on "sticky"

Rain on Collaborative Log:

- It's a graphic organizer and teaching tool
- Labels observation/conversation data w/CSTP focus
- + in place +√ in place and want to keep working on it

What's working & some tips on Collab. Logs.

+	Δ
+ Next steps – our agreements for next meeting + “What’s working” section, help NT see what’s working + Calling NT night before to encourage NT to record in Coll. Log + Buy-in of CSTP because district aligned + Collaborate on concerns, focus + Circle 0 what’s working and check √ what you’re working on in CSTP section + White copy to NT Yellow for Advisor. + “Focus” for next encounter	- Δ More getting used to it - Δ Norms & protocol Are there? What? - Δ How to use “focus”?

NORMS

+ Support + Mutual respect + Reflective + Shared knowledge + Acknowledge + Positive presup + Trust + Flexible + Modeling for N.A. + Growth + Moving NT forward + New challenges + Tasty treats + Continuous evaluation + Phone calls at night + Adaptability + A work in progress + Freedom of expression	+ Balance of time & content + Improving practice as whole + Reflective conversation + Promoting thinking + Coaching + Speak out in different size group + Shares responsibility for what happens at St. Dev + Format & structure of meeting + Voice + Pro active + Timelines + Change agents + Responsive to suggestions for change + Scaffolding
--	--

RECOMMENDED

Δ Balance of Caseload and other (Time w/ Teachers	Δ Where to go for diff. guests (graphic organizer?)
Δ How to get input to the agenda	Δ New Projects need "clarify . tool" to share w/others (flashy color)
Δ New Advisors need clarification of Credential path (also for spec. ed.)	

➤ **Who are our Teachers and What do they bring?**

FORM: use to record data known about NT – what do we know about "our" students?

➤ **Think about your role as one of TEACHER.**

➤ **Business/Announcements:**

• **Professional Development Activities:**

Marney

Winnie the Pooh as philosopher.

- ✓ Make seminars meaningful
- ✓ Plan ahead
- ✓ Move forward not circles
- ✓ Clever in our guidance of NT
- ✓ Make things more "hummmie"
- ✓ We want to be "on top of this"
- ✓ Handouts of Protocol for Developing Seminars

- **Laurie Marcellin** - coordinates secondary seminars

➤ **Caseloads:** Ellen

- Serving all NTs - caseloads may shift – need for flexibility
- New changes (See additional notes – Wendy)
 - ✓ Keep checking "status" of NT for eligibility
 - ✓ Clarification for PI/I – how long in program?
 - ✓ If new to Sp. Ed. but have taught for more than 2 years in Gen. Ed. they do not qualify for NTP.
 - ✓ No drop-ins – Make appointments

➤ **Calendar:**

- Friday 9/3 – Seminar Prep
- Wednesday 9/1 –8:30 – 1:00 Dist.Goals/ILP PVUSD
- Mon./Tues. 9/20-21 Schwab/Stern Lit. Trng. (Possible change holiday)
- Sat. 9/25 – 10/2 Effective Environment for Pajaro. NT will get sub pay. Hold both. Will have date by next week.

Colleen	2 Rio + 4 Hall
Teri	+ 3 Hall
Judy B.	+1 SCG (Lauren Stashak – 2 nd)
Marney	+1 Main Street (Ann Hines 4)
Laura	+1 SCG Sp.Ed (Nancy Anthwerp)

➤ **Announcements:**

- Sarah Young – Teachers using Mathland & Excel integrating well. Let her know
- Big picture for literacy dev. Talk to Sarah about advocacy

+	<u>Δ</u>
+ Coll. Log discussion lg. & small group, modeling and time to discuss in small group + Seminar Protocol + Clarification of Calendar + Stating norms + Clarification of who program serves + Flexibility to needs + Info sheet on i.d. of credentialing + Appreciation to leadership team. + Filing boxes gifts	Δ Snack ready @ 9:45 – begin @ 10:00 Δ End earlier meeting by 9:30 Δ Planning for Effective Environment Day – When? Δ Ending time for Hollister.

NEXT WEEK

Grounding

Trinidad

Recorder

Diane B.

Treats

Kathleen, Margaret, Ellen

SCNTP ORIENTATION

First Year Teachers

August 9 and 23, 1999

(Revised June, 1999)

General Materials:

questionnaire/info. sheets
name tags
felt pens
chart rack and pad (3)
charts: agenda, goals, CSTP
handouts
sign-in forms
strategies list OH & handout
seminar evaluation forms
overhead projector and screen (3)
Prof. Devel. Binder '99-'00 (with pre-printed tabs)
Seminar supply box and breakout supply boxes
attention signal/chimes

Before Seminar (60 min.)

Arrange seating
Post CSTP, agenda, goals & strategies charts
Sequence and organize handouts and overheads to match agenda
Put binders at each place (approx. 50 new teachers)
Put Keys to the Classroom @ each elementary teacher's place
Set up table with chairs in back for advisors' supplies
Put questionnaires on tables at each place

During Seminar:

Collect completed information forms
Advisors each sit and work with one grade level team throughout
When presenting, close when appropriate by adding to the instr. strategies OH,
briefly brainstorming applications
Circulate handouts to new teachers
Collect completed collaborative logs
Take empty chairs away from tables

After Seminar (40 min.):

Take down charts, roll them up, rubber band and label - return to office
Return materials to presenters' boxes
Put away chart stand, pad and overhead projector
Reorganize overheads
Put script, overheads (and their hardcopies), and handouts in Prof. Development binder
Spend 20 min. reflecting personally and as a group about the seminar

SEMINAR KEY IDEAS:

Model and identify practices essential for first month
Orient new teachers to SCNTP
Define expectations
Introduce the CSTP

OUTLINE FOR THE DAY

8:30 - 8:45 a.m. ARRIVALS/MUNCH & MINGLE

8:45 - 9:15 a.m. TRANSITION/GROUNDING

Specific Materials:

Overhead with prompt

Index cards

Individual strategies list

Post-its

Folders

- Transition/Modeling Procedure of Entering Classroom:
 - Use attention signal; intro. self and role
 - Using overhead prompt, direct teachers to: 1) find seating at grade level labeled table, 2) fill out questionnaires and 3) preview binder
- Grounding Questions and purpose (use overhead)
 - Presenter and advisor model the Grounding conversation
 - New teachers intro. selves to each other round robin (no questions)
 - Closure: review strategy (Transition and Grounding), invite new teachers to record strategy on "strategy" chart. We will be adding specific applications to grounding and transitions in our grade level groups.
(Strategy to record on wall chart: Grounding, Transition)

9:15 - 11:15 a.m. SCNTP OVERVIEW

Specific Materials:

Overhead of collaborative mice

Chart: Word Splash

Seasonal Partners handout (2 copies each NT)

Collaborative logs (1/NT)

Video of reflective conversation

Overhead of collaborative log

Advisor metaphor props VCR & monitor

Chart: How SCNTP Supports School Processes/Req'ments

- ****9:15 - 9:25 a.m. Welcome - Ellen or Wendy (10 mins.)** (include history of project and motto of SCNTP... W.H. Murray quote)
- ****9:25 - 9:50 a.m. Introduction (25 mins.)**
 - cartoon (mice figured out a way to get through the maze by talking & working together)
 - Establish why, when we talk with our colleagues, we figure out solutions to very complex and demanding problems, like the ones we are faced with in our classroom.
 - Show video.
 - Process video with NTs... thoughts, feelings, questions
 - Expectations/Commitment
 - *Meet w. advisor weekly
 - *Participate in professional development activities (8 out of 9 seminars... orientation counts as 2)
 - *Participate in formative assessment activities (show 1st year chart on OH and wall and show that formative assessment activities support what's happening @ school)
 - *Go over Equity/Literacy/4 Essential Questions overhead
 - *Do Four Audiences with 4 Essential Questions
 - *Debrief strategy

*****See detailed notes attached at end of agenda***

- **9:50 - 10:00 a.m. Seasonal Partners (10 mins.)**
 - "In a minute, you will establish 4 partners to work with over the next 45 minutes.
 - You'll get up and make eye contact with someone from a table other than yours and decide on a season for which you'll be partners."
 - Model and CFU
 - "The fastest any group has done this has been 1 min. 12 secs. This group is so talented, it would be easy for you to do it in that amount of time"
 - Closure: "Raise your hand if you don't have a _____ (winter, etc.) partner. You become a winter dandelion... come up to the front and if there are two of you, you become partners. If not, join any of the bright partnerships in the room."
 - Invite teachers to record strategies on their "strategies" chart
(Strategies to record on wall chart: Seasonal Partners, credible voice)
- **10:00 - 10:15 a.m. How to Use Your Advisor (15 min.)**
 - Intro: Have NT's open binder to page 4 on advisor role and scan.
 - 2/3rd year voices . . . 3rd year teachers introduce selves and speak to different ways in which their advisors were most useful to them (facilitated).
 - NTs record in journals (refer to interactive journals) ways in which they might want to use their advisor in the first few weeks.
 - Find your Fall partner. Share what you wrote with each other.

- "We also need you to please keep your binder in a specific, consistent (e.g. cubbies near door, on shelf by desk...) location so we can find it easily without disturbing you."
- Remind NTs to always bring binders to seminars.
- Announce that the 2/3rd year teacher(s) will be available during break to answer individual questions.
- Tell NT's to be sure to look at overhead after the break for a transition activity that will take about ten minutes.

10:15 - 10:30 a.m. BREAK

10:30 - 10:40 a.m. TRANSITION-CSTP (10 min.)

- After break, ring the chimes to ask participants to return to seats.
- Explain that the CA Standards for the Teaching Profession guide our work in the NTP and are reflected in our tools. Posters on the wall show the six standards.
- Ask NT's to quickly scan the six narratives in binder (just past ILP/District goals tab). Have them put a star on the standard they feel is a strength, and a check on the standard in which they may need some support.
- Explain that we will be revisiting the standards in more depth throughout the year.

10:40 - 10:55 TERMS AND MEANINGS (15 min.)

- "To become familiar with some of the terms in our project, we're going to use a "Word Splash". In a moment, you will find your spring partner and you will get together with another partnership to form a group of four. Then, you will discuss the meaning of each word and identify any words that you would like me to elaborate on".
- CFU "You'll have ten minutes to discuss the meanings of these terms. Discuss one and move on to the next until you discuss all the terms."
- Ask "Are there any words needing further elaboration?" (May ask partners to clarify any particularly difficult concepts to each other after the elaboration). "The window for questions is this big".
- Closure: "This is an effective strategy to use when you want to review a variety of vocabulary. Think of an application for this strategy and jot it down on your "strategies" chart."
(Strategies to record on wall chart: Word Splash, Closing The Window)

10:55 - 11:15 a.m. TOOLS WE USE/USEFULNESS TO NT (20 mins.)

- "In order to support you in your practice, we have some tools and procedures in place. They are advisor observation, reflective conversation, the collaborative log and an interactive journal".
- "Your advisor, while in your classroom, often serves as another set of eyes (along with yours) to observe your practice and then work with you on ways

to improve. Such observations often lead to reflective conversations between the advisor and the NT . . . these conversations are important in the process of moving your practice forward.

- Put up overhead of collaborative log.

"The collaborative log is a tool which will help you reflect on and recognize what's going well, what your current challenges are, and what steps you need to take to meet those challenges. There is also a space to fill in what steps your advisor can take to help support you in meeting your challenges. We encourage you to prepare for your advisor's visit each week by jotting down some of your thinking on the log and/or in your interactive journal prior to his/her arrival."

- Model filling in a log on the overhead.

- Hand out a collaborative log to NT's. Ask them to fill it in.

"The reason we ask you to do this, is that the log is such an important tool in helping us to focus on your needs and support you. The more information you can give us, the more support we, as advisors, can provide."

- "Find your Winter partner and share your logs with each other."

- At the signal, NT's return to seats, tear off white copy of log and put it in their binders. Pass in yellow copies to ends of tables; advisors pick up (separate later).

11:15 - 11:20 a.m. CALENDAR (5 min.)

- Put up overhead of calendar for the year.

- Have NT's find calendar in binder. Have them take it out. Highlight key events on the OH. . . have them do the same on their calendars.

- Have them slide into cover. Briefly go over. Reiterate where it is for their review.

- Have NT's write in date of first seminar in plan book and/or date book and HIGHLIGHT!

- Have NT's look at "Year at a glance" in the binder. Walk through quickly.

11:20 - 11:25 a.m. CLOSURE: WHAT SUPPORT LOOKS LIKE (5 min.)

- Using a variety of metaphoric props, draw connections to how they are supported. (mirror=reflection, tissues=emotional support, etc.)

- List of prompts is in the bag and in the seminar binder.

- Brief "pulse check" . . . "How is everyone doing? Any questions? etc. "

11:25 TRANSITION TO GRADE LEVEL GROUPS.....

"In planning for the first week, you will want to include activities and information in each of these areas (briefly go over each topic). Past groups of new teachers have asked for this, so to better meet your needs, we're going to break out into grade level groups (K-2, 3-6 self-contained, 6-12 departmentalized). This is where you get to do some actual planning, sharing of ideas, etc. This is sanctioned time and space for you to plan or to refine if you've already started this process. In your grade level groups, you'll be

learning more about the essential areas of the first week and month, and looking at some activities for each.

-You will actually be doing some of the first week/first month planning. Please bring your plan books and a pencil with you to your meeting place. Also, please bring your journals and, if you are an elementary teacher, bring your copy of Keys to the Classroom.

-Indicate advisors who will work with each grade level group and direct groups to their meeting places.

11:25 - 12:15 p.m. GRADE LEVEL BREAKOUT GROUPS

-See individual grade level scripts.

12:15 - 1:00 p.m. LUNCH

1:00 - 3:00 p.m. CONTINUE GRADE LEVEL BREAKOUTS

-Begin with grade level appropriate story to model effectiveness of reading aloud as a transition (esp. in elementary grades).

-Continue with grade level script.

-2:35 - end with a journal entry using the prompt: "Share anything about yourself personally or professionally that you would like your advisor to know about you."

-2:45 - Excuse NTs to regroup in the main room.

3:00 - 3:30 p.m. CLOSURE

Specific Materials:

"Three P's of Professionalism" overhead and handouts

2 sets of cards with Words of Wisdom (from advisors and past year's NT's)

-Advisors do a Quaker Read of "Words of Wisdom" around professionalism issues.

-Community Circle - Advisors and NTs form a large circle. Each new teacher receives one "Words of Wisdom" card from past year's NT's. Quaker Reading to the whole group (people share out when so moved, so as to become a creation of the members)

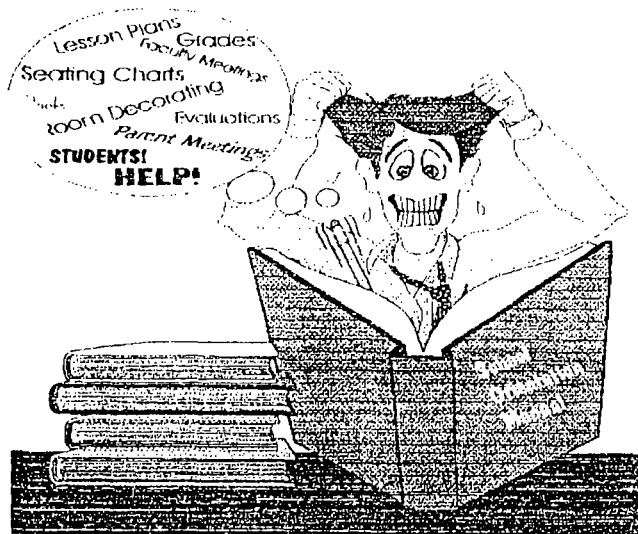
(Strategy: Quaker Reading)

-Thank You . . . SCNTP hopes

-Announce next seminar and when advisors will make contact

-Evaluations (explain purpose)

(Strategy: Evaluations)



Just can't get those creative
juices flowing?

Come and get a "jumpstart"
with the

Santa Cruz New Teacher Project

Announcing the SCNTP

First Year Orientation

All Northern Districts, No. Monterey County, Aromas/San Juan

When: Monday, August 17

Time: 8:15 a.m. - 3:30 p.m. (lunch provided)

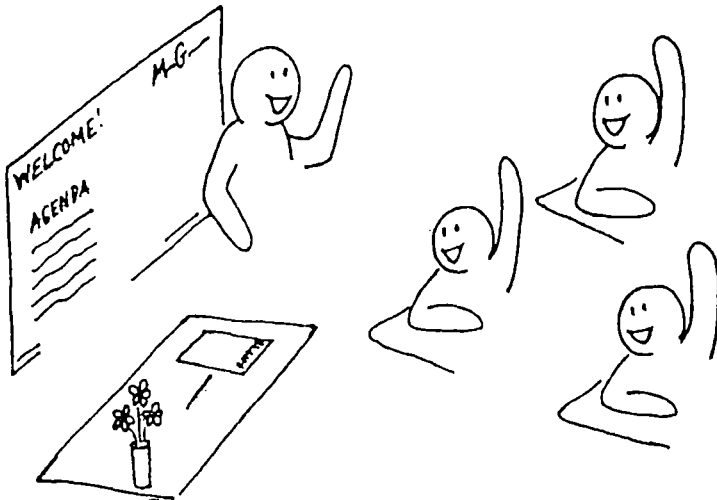
Where: St. Joseph's Church hall, Capitola

Agenda

- * Networking
- * Introduction to the New Teacher Project
- * How to Start Off the School Year
- * First Day/Week Planning
- * Addressing Your Concerns and Needs

Come Join Us!

Directions: Take Highway 1 to the Bay Ave. exit in Capitola. Head towards Capitola Village. Go through the first two stop signs, past Gayle's Bakery, and where the road "Y's", bear to the left. St. Joseph's is at the top of the hill on your left, across from New Brighton Middle School. Take the first entrance driveway and park down below. The hall is under the church.



Start your first
year of teaching
feeling confident,
connected and
ready to go!

The Santa Cruz New Teacher Project announces its
FIRST YEAR TEACHER ORIENTATION - Yr. Round Teachers

When: June 30, 1999
Time: 8:30 - 12:30 p.m.
Where: SCCOE Board Room

Morning snacks will be provided

AGENDA

- What can the New Teacher Project do for you?
- How to start the school year effectively
- First day/week planning
- Your particular concerns and needs

Let us help you pack for this great adventure!!

Grounding

Be prepared to introduce yourself to your table group by using the following prompts:

- 1) Name, position, location
- 2) What do I know about the Santa Cruz New Teacher Project?
- 3) How do I feel about being here today? What am I thinking?
- 4) What do I want to learn today?

Ground Rules

- 1) People must attend non-verbally to each speaker.
- 2) The first person to speak will also offer a summary paraphrase to the table group after all members have had their turn.

After all have shared and a summary has been done at your table groups, the summarizer will share out the answers to #3 and #4 to the whole group.

Grounding

Grounding is an excellent inclusion activity. It serves several purposes:

- Establishes a norm for respectful listening
- Brings people into the here and now
- Gets all voices heard
- Allows people to connect with one another
- Allows for the expression of hopes and apprehensions
- Values both affective and analytical thought
- Surfaces hidden thoughts or feeling such as concerns on the topic or needs to leave early

Directions:

- The facilitator names a person to start.
- Each person, in round-robin fashion speaks to the prompts.

For example:

- my name, position, school
- my feelings about being here
- what I'm thinking

What makes the grounding special is that two rules are followed:

- People must attend non-verbally to each speaker. This means no verbal interactions, "uh-huh", "me, too", "can you clarify that?", etc.
- The first person to speak offers a summary paraphrase to the group after all the members have had their turn to speak.

Tips:

- Allow sufficient time for groups to talk. When all groups are finished, the starter person for each small group paraphrases the gist of their grounding to the total group.
- You might include speaking to other points such as:
 - my relationship to the topic
 - my expectations for today

Any grounding should elicit both thinking and feeling responses from participants. It can be either an opening or a closing activity.

Adapted from Robert Garmston and Bruce Wellman's
The Adaptive School: Developing and Facilitating Collaborative Groups
SCNTP First Year Orientation Seminar, 1998

TRANSITIONS

Definition: Transition is a technique used to regroup and refocus students between periods, when coming into or leaving the classroom, moving between centers, lessons, activities, etc., which immediately directs students' attention to learning.

Key Principles

- Lasts 2-5 minutes
- Relates to subject area or useful as a learning activity on its own (songs, etc.)
- Routine that promotes student self-direction and independence, calms and focuses as preparation for lesson instruction

Types

- Reinforcement and practice of previously learned skills
- Check of homework on previous day's lesson
- On-going activity related to previous instruction
- Activity in which the students organize for a complex task
- Songs, chants, behavior expectations, class jobs or rolls, etc.

Outcome For The Teacher – Frees the teacher to:

- Take roll
- Make personal contact with individual students
- Set up for lesson/lab/activity
- Consult with Aide/Parent volunteer
- Do any other organizational task

Outcome For The Students

- Maximum use of academic learning time
- Provides structure and routine to the day
- Fosters a sense of security and autonomy
- Provides an opportunity to practice and retain learning
- Begins to build interdependence

Transition Ideas for the Content Areas

Solve a review math problem or a "Problem of the Week":

- $241 - 132 = ?$
- $2x + y = 14$
- a word problem

Find spelling, grammar and/or punctuation errors in a sentence:

- "id like to teeche the world to sang"
- "The three sources of air for the expeeramint were . . ."

Answer a review question on material from the previous day:

- "List three parts of speech and describe each."
- "What are two of our classroom rules"
- "With a partner, make a list of all the President's you remember."

Answer a question that previews or pre-assess material that you will be covering in an upcoming lesson:

- "George Washington was known for many things. Name three."
- "Tell me everything you know about cells."
- "Name and describe an autobiography that you have read."

Give directions to prepare for an activity:

- "Fill in the heading on your paper and then start read pg. 432."
- "For today's work you will need the following materials: paper, pencil, compass, protractor, metric ruler and your textbook. Take a few minutes to get these materials ready."

Perform an activity or procedure:

- "Put your homework in the basket and get out your literature book."
- "When you hear the music stop, make a circle on the rug for circle time."

Silent Sustained Reading or Writing:

- "Get our your writing journal and write a paragraph on . . ."
- "Take out your literature log and silently read your choice book."

Journals: (see handouts on journal starters)

PROTOCOL FOR DEVELOPING SEMINARS

Because we have grown into such a large project, it has become necessary to develop some type of organizational plan for the development of seminars. Each project will need to be responsible for developing seminars and archives in order to keep records of what's been done (for future use and reference). Each project might also consider designating someone to set up their archives/files and maintain them. It's hoped that the following systems will support us in creating seminars meaningful for new teachers!

Basic Elements of Each Seminar:

- Combined transition/community-building activity to take place as BTs are arriving (approx. 10-15 mins.)
- Integrated activity based on the emphasized standard....can include intro. to standard, net-working, problem-solving, reflection (approx. 30 mins.)
- Choice sessions based on the emphasized standard and BT needs (approx. 50 minutes...includes closure + evaluation)

Files and Archives:

- SCNTP files and archives are available to all projects. Projects can look through the files for activity ideas and make copies. Please return originals to the files.
- There will be files with general seminar forms and seminar activities. There will also be a hanging file for each monthly seminar as it is developed for the current school year. Each monthly seminar file will contain a planning guide showing the general schedule of activities for all grade level groups and a presenter's plan + handouts from each grade level (inc. those used for choice sessions).
- In the event that SCNTP has not yet fully developed a particular monthly seminar, there will be "historical archives" of past seminars for reference.

Charts and Posters:

- Each project will need to create its own seminar posters and charts and store them appropriately for easy access and future use.

Planning Guide:

- The planning guide can be used to design the community builder and the integrated activity centered around the standard. These activities will occur in all grade level groups.

Presenter's Plan:

- Advisor teams will fill in a presenter's plan for seminar activities occurring during time together in grade level groups.
- Please also fill in a presenter's plan for each choice session.
- These plans will be placed in the current year's professional development files.

Seminar Team Reflections:

- At the conclusion of each seminar, advisors will come together to go over seminar evaluation forms from participants and record significant feedback. This is important feedback for us...we can use it to change and improve seminars as we move ahead.
- Advisors will also summarize and record BTs' needs/issues in regards to the standard to be emphasized at the next seminar....assessment which will inform our instruction.

Presenter's Box:

- Each grade level team will have a presenters' box which will be supplied with all items necessary for seminar sessions.
- Advisors will be provided with "Before-During-After" seminar instructions to aid them in carrying out all seminar processes.
- A copy of a procedure sheet explaining what needs to be filed in grade level folders will be taped into the top of each grade level box.
- Please follow the instructions carefully in order to facilitate the process of collecting necessary items and paperwork.

SANTA CRUZ NEW TEACHER PROJECT
EFFECTIVE ENVIRONMENT – NUTS ‘N BOLTS SEMINAR
SEPTEMBER 13, 1999

COMMUNITY BUILDER: “Geographic Partners” (10 minutes)

- Pretend the room is a flat map of the world. Designate north, south, east, west. Pinpoint the approximate area where the U. S. would be, and California. Have BTs stand in the approximate location of their birthplace (Calif. may be crowded ...that’s OK. Have each BT find a geographic partner (someone close by their birthplace). This is their geographic partner.
- Have geographic partners share
 - name
 - birthplace
 - school/grade level
 - some kind of memory or image they have of their birthplace
- If time, have each partnership join another nearby partnership and share first 3 items of information with each other.
- Primary could do a name intro. by modeling reading an alphabet book....when a certain letter of the alphabet matches the first letter of s/o’s name, those BTs share out their names, grade level, and school.

INTEGRATED ACTIVITY: Networking/Problem-Solving/Intro. to Standard (40 minutes): Choose one of the following two options for this time period.

- A) **Four Corners:** Print each of the last 4 elements of the Effective Environment Standard (these 4 involve what we do with/to students most often) as the title of a T-chart. The topics on the T-chart should be “What’s Working” and “Challenges.” Place each chart in a corner of the room.
- Intro. standard on the OH.
 - Highlight the last 4 elements and point out the charts around the room.
 - Ask BTs to choose the element in which most of their thinking, work, and challenges are occurring currently. Move to that chart.
 - Each group at each chart chooses a recorder. Each group shares and records what’s working for them, then their challenges.
 - At a certain point, give them time to brainstorm solutions for most prevalent challenge(s).
 - If time, have them return to seats and write in journals about thoughts/ ideas that came up for them during the activity. They could share with geographic partner (or not).

OR

- B) **Standard Split:** Seat BTs in groups of 6. At each group of 6, place a stack 6 standard sheets, each with a different element highlighted.
- Each BT takes one sheet...jots down what’s working for her/him in that element, then challenges.
 - After a short time, BTs pass papers in a clockwise direction and add their successes/challenges to what’s already been recorded on an element page.

- This passing of papers/recording continues until BTs have their original page back in their possession.
- Each BT then reads over her/his page for common themes in successes and challenges and shares them in the group of 6. BTs can brainstorm solutions to common challenges.
- BTs return to original seats....can journal re: classroom implications. If time, can share with geographic partner (or not).

CHOICE SESSIONS: (35 minutes)

Elementary

- *Back-to-School Night
- *Substitute Plans

Secondary

- *Back-to-School Night
- *Substitute

Other Suggestions =

- Conflict Resolution
- Building Student Collaboration
- Parent Communications
- Time Management/Organizational Tips
- Identifying Students with Special Needs/Role in SST
- Organizing Field Trips

*These sessions are absolutes.

Other sessions can be chosen from the suggestion list or developed according to the theme of currently needed "Nuts 'N Bolts." Sessions can be targeted for specific grade levels (e.g. K-3, 4-6) or can span many grade levels (e.g. K-6).

Reminders:

- # of sessions should not exceed # of advisors and/or # rooms avail.
- It's only 35 minutes...depth is better than breadth, with not too many handouts.
- Please follow rules for copying in "Protocol for Copying" packet handed out last week.

CLOSURE + EVALUATION: (10 minutes)

Closure - Could use a 3•2•1, a journal write about something learned that could be applied tomorrow, a 3 balloon closure (see Garmston article on closings), a reading of a related quote or story.....

Evaluation:

- Pass out evaluation forms. Have BTs fill out and turn them in on the way out. Also make post-its available @ table groups.
- Have a chart near the door titled....."Needs for Next Seminar on Assessment"...ask BTs to fill in a post-it with any needs/desires for the next seminar and put it on the chart on the way out.

SANTA CRUZ NEW TEACHER PROJECT

Staff Meeting September 10, 1999

10-10:30

- **Grounding: Organizational Tips** (Erin and Linda)

Purpose: to build community and learn from one another

10:30-10:40

- **Agenda/Minutes**
- **Public Recorder: Lori**

10:40-11:30

- **Structured Inquiry (triads)**
 - review 'Beginning Teacher Profile' and sorting from last week
 - add any new information, insights or comments
 - select one person with whom you are having difficulty developing a relationship (another type of challenge would be fine, too)
 - use the 'Structured Inquiry' format to problem-solve

Purpose: to support one another around issues of practice, to assess, set outcomes and next steps

11:30-12:00

- **Interactive Journals**

Purpose: to explore journal use as an effective support and assessment strategy

12-12:20

- **Business/Announcements**

- **The SCNTP Visit-Oct. 5, 8:30-3, Pasatiempo**
- **New Teacher Information Sheets-advisors are responsible for getting NT Info Sheets to Alison if bt did not attend orientation**
- **BTSA Consent Forms**
-
-
-

12:20-12:30

- **Closure: Reflections, Appreciations, Next Steps**

Next Meeting: Sept. 17, 10-12:30

Public Recorder:

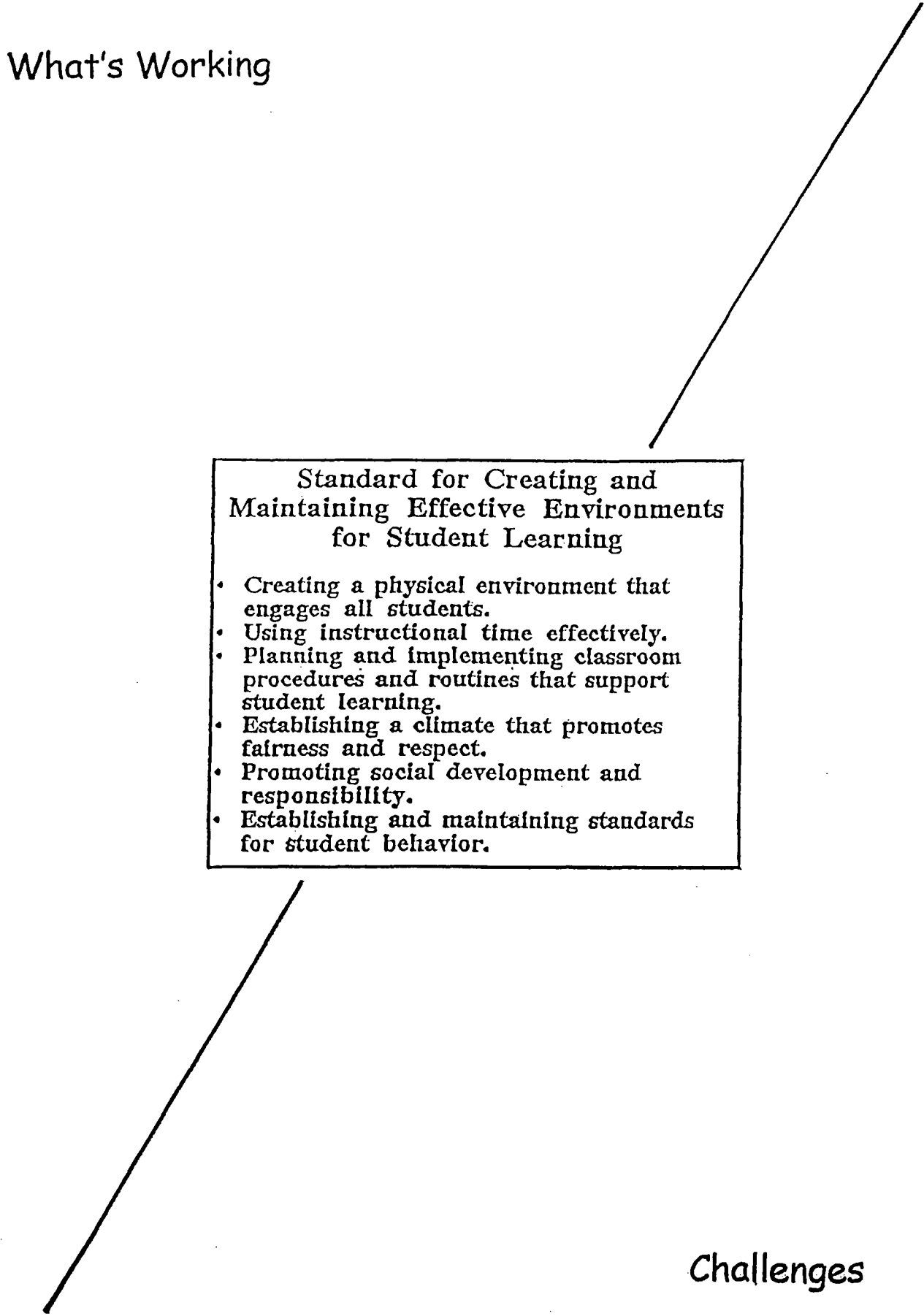
Grounding:

Treats:

1:15-4:00

- **District Goals/ILP Development**
- **Planning for Effective Environment Workshop**

What's Working



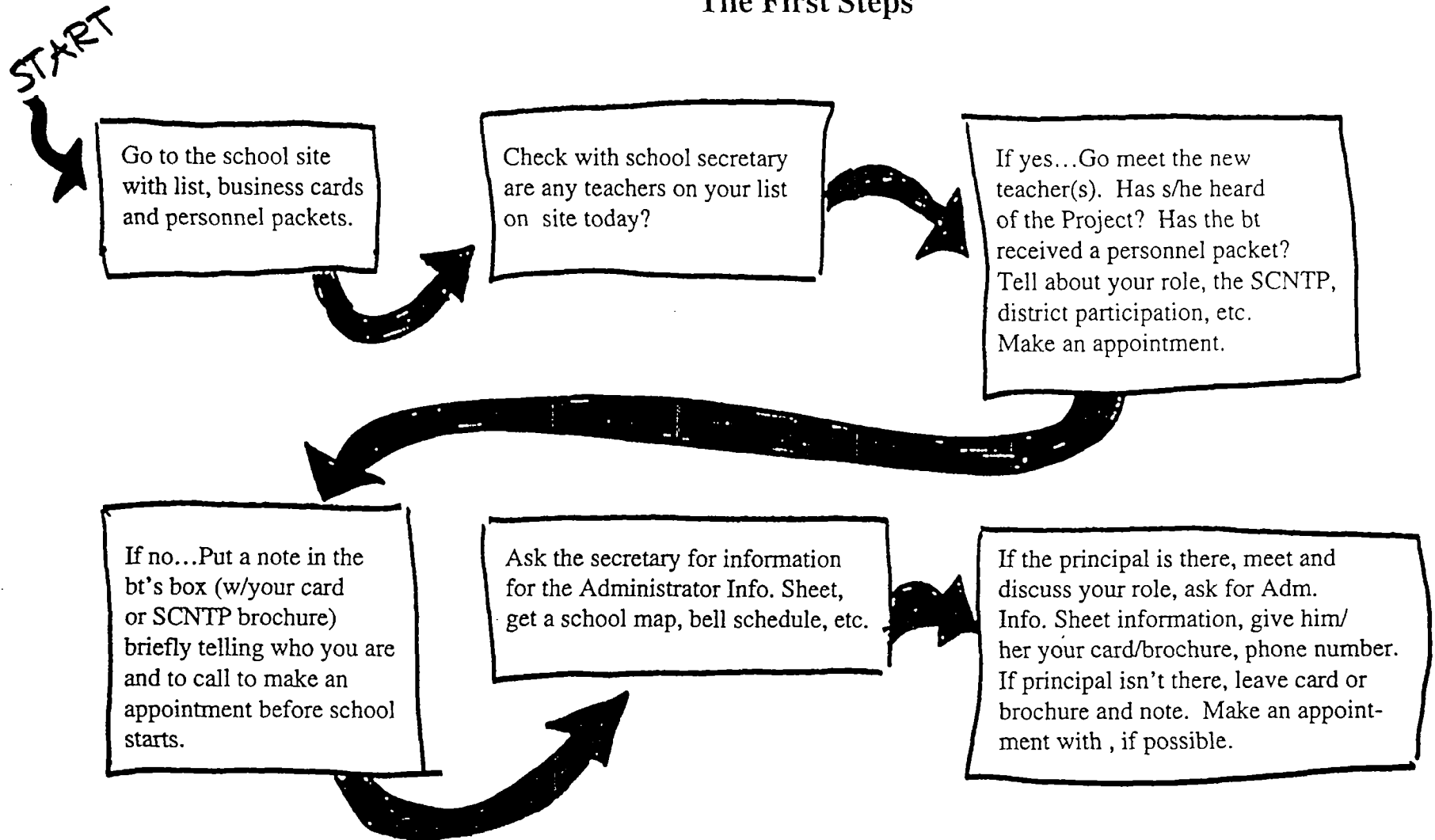
Standard for Creating and
Maintaining Effective Environments
for Student Learning

- Creating a physical environment that engages all students.
- Using instructional time effectively.
- Planning and implementing classroom procedures and routines that support student learning.
- Establishing a climate that promotes fairness and respect.
- Promoting social development and responsibility.
- Establishing and maintaining standards for student behavior.

Challenges

SANTA CRUZ NEW TEACHER PROJECT

The First Steps



Profile of Beginning Teachers

Advisor: _____

Date: _____

Beginning Teacher	Background, Interests, Skills

NEW

TEACHER

PROJECT

FIRST YEAR

WHAT'S
HAPPENING
AT SCHOOL?

Beginning of
the Year
Set Up and
Planning



Weekly Advisor
Support
Collaborative

NTP
CONNECTIONS

Logs &
Journals

NTP
Orientation

Nuts & Bolts
Seminar

Effective
Environment

Release Day

Write Goals
for
School Year



Log Summary

ILP/Goals

Release

Meeting
w/ Advisor

Report Cards
&
Conferences



Analysis of
Student Work
in Relation
to Standards
Class Profile

Assessment
Seminar

Formal
Observation
by Principal



Guided
Practice
of Observation
Ahead of Time

Planning &
Designing
Instruction
Seminar

Mid-Year
Review



Mid-Year
Summary of
Log's &
Analysis of
Student Work

Release
Meeting
w/ Advisor

Formal
Observation
by Principal



Observe a
Veteran
Teacher
Using
Engaging
Protocol

Engaging
Students
Seminar

STAR
Testing
Year-End
Review



Closure
Conference

Summary of
Logs

Analysis of
Student Work
& Self
Assessment

Release
Meetings
w/ Advisor

Developing
as a
Professional
Seminar

SCHOOL
ENDS

Colloquium

SANTA CRUZ NEW TEACHER PROJECT

Coaching Partnerships 1999-2000

Every experienced advisor (3rd yr. +) is paired with at least one first or second year advisor for the purpose of support and advancement of advisor practice. Experienced advisors are available for shadowing, phone conversations, help with organization and logistics and conversation about caseloads. For the next six weeks, we encourage partners to meet or have a phone conversation often to ensure the development of a strong coaching relationship and a successful beginning.

- **Erin-Teri**
- **Belinda-Marianne**
- **Rain-Tim-Pat**
- **Marney-Judy B.**
- **Linda-Laura**
- **Lori-LaNette**
- **Jan M.-Jan W.-Darlene-Kay-Phyllis-Willye**
- **Leslie-Kathleen-Debbie-Margaret**
- **Judy-Kim-Nahara**
- **Colleen-Ann-Sarah-Trinidad-Mary Jane-Marina**
- **Wendy-Geoff-Laurie-Diane**

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Reflections on Practice and Goal Setting

- What strengths do you bring to your advisor role?
- What are some areas for professional growth?
- Based on your self-assessment, what goal(s) might you set for yourself?
- How might you move toward your goal(s)? What support do you need?
- How will you know you're making progress?
- What impact do you anticipate your growth will have?

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Divider Title: _____
