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CALIFORNIA STANDARDS for the TEACHING PROFESSION



California Commission
on Teacher Credentialing

California Department
of Education

JULY 1997

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**Santa Cruz
New Teacher Project
BTSA**



**ADVISOR HANDBOOK
1999-2000**

**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

725 Front Street, Suite 206

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.

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:

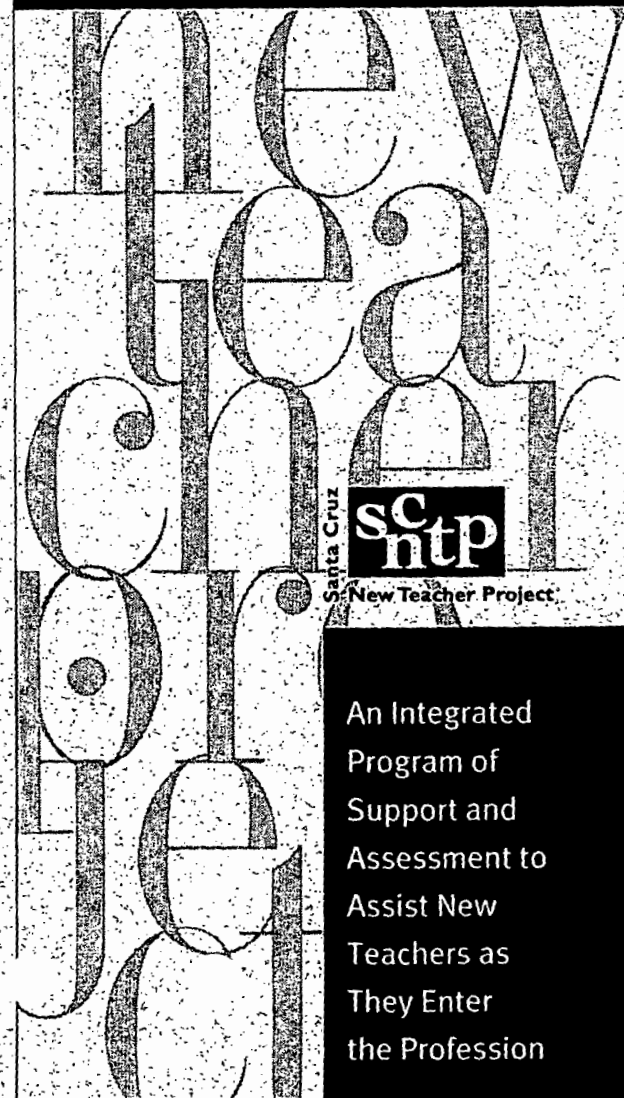
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Santa Cruz New Teacher Project

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



An Integrated
Program of
Support and
Assessment to
Assist New
Teachers as
They Enter
the Profession

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.

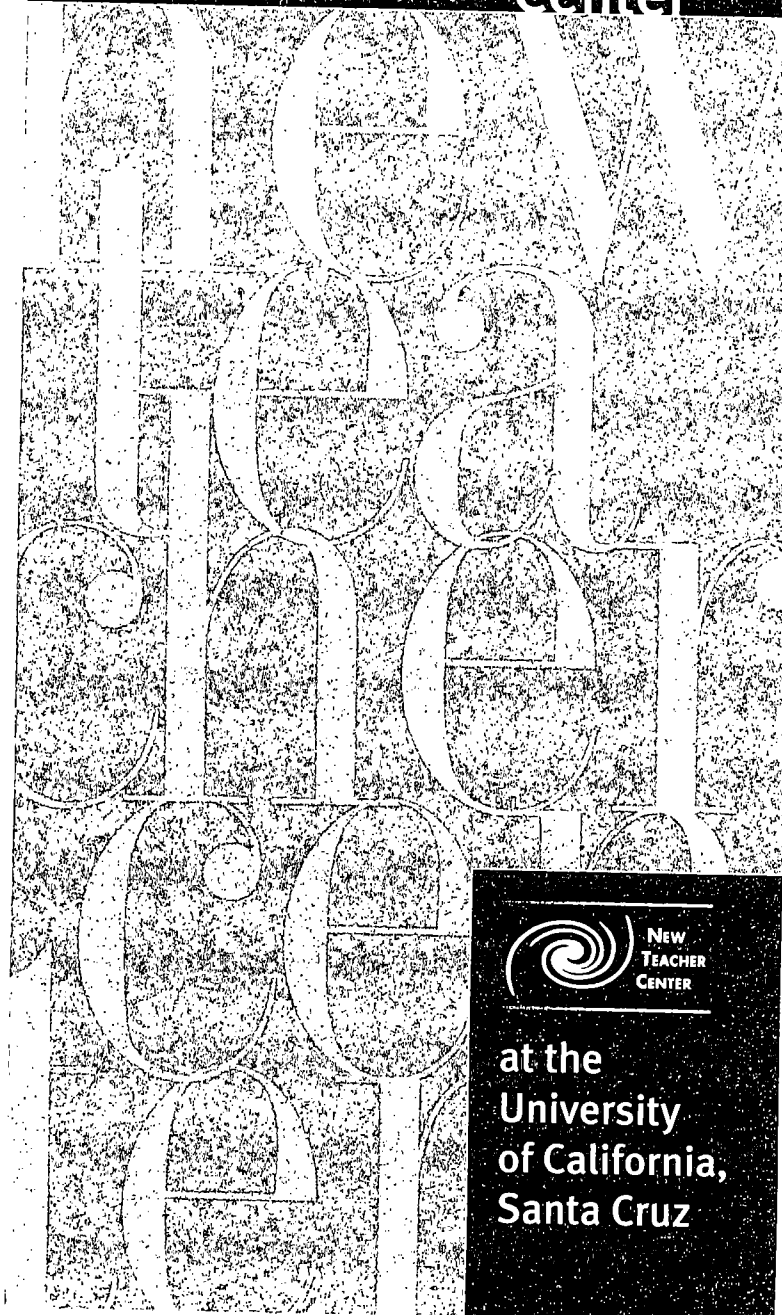
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New Teacher Center



at the
University
of California,
Santa Cruz

Registration Form

Name: _____ Grade: _____
School: _____ School District: _____

Home Mailing Address: _____

Home Phone: _____

School Phone: _____

School Fax: _____

Email: _____

*In order to get a **profile** of the participants in the Collaborative, please provide the following information.*

A SCNTP Alumni? _____

Number of years in the teaching profession: _____

Grade levels: _____

Describe teaching experiences and/or educational leadership training/roles you have had: _____

What is your interest in participating in the Collaborative? _____

Participant's Signature _____

Principal's Signature _____

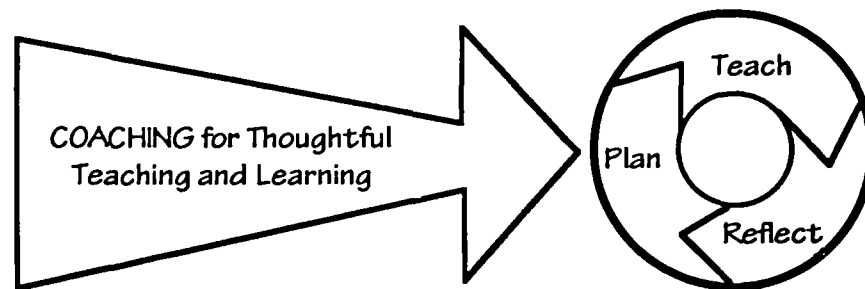
Return by September 10 to: Marney Cox
Santa Cruz County Office of Education
809-H Bay Avenue
Capitola, CA 95010
Fax 408-476-5294

For further information, call Marney at 831-479-5338
Enrollment is limited to the first 40 registrations.

The SCNTP presents.....

The Collaborative: A Leadership and Coaching Project

*...a professional development opportunity
for alumni of the
Santa Cruz New Teacher Project and for
experienced K-12 teachers...*



supported by:
UCSC Santa Cruz New Teacher Project (SCNTP)
UCSC New Teacher Center
Noyce Foundation
Local School Districts

Overview

The NTP Collaborative began as a monthly seminar series for SCNTP alumni in September 1990 and is moving into its eighth year! Teams of SCNTP alumni and veteran teachers from across the county come together to network and problem-solve issues of practice; establish collegial coaching partnerships; and develop leadership and group facilitation skills. A focus on student growth highlights the direct impact of coaching in the classroom.

Why Coaching?

- validates and professionalizes the learning process
 - reduces teacher isolation
 - increases teacher effectiveness
 - provides support while making changes
 - promotes a sense of empowerment

"By reflecting on what we do, by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning, we learn."

-Roland Barth

Project Leadership

Wendy Baron, Associate Director New Teacher Center, has coordinated and facilitated staff development efforts for the Collaborative since its inception. Wendy will continue to direct the project, with support from **Marney Cox**, SCNTP Advisor and Coordinator of Beginning Teacher Professional Development. Wendy and Marney will serve as meta-coaches to the seminar leaders and participants as well as critical friends to those schools and districts supporting school change through the integration of coaching and professional dialogue.

The seminars will be planned and coordinated by a leadership team comprised of Wendy and Marney; **Elaine Brutschy**, Collaborative Member and Teacher, Amesti School, PVUSD; **Marlo Chavez**, Collaborative Member and Teacher, Shoreline Middle School, Live Oak School District; and **Suzanne Denham**, Collaborative Member and Teacher, Main St. School, Soquel School District. Elaine, Marlo and Suzanne will co-facilitate the monthly seminars and the full-day coaching trainings.

Program Activities

Monthly afternoon seminars, release days in the fall and winter for coaching trainings and group facilitation/leadership trainings, and four half-day coaching sessions with a partner (planning, observing, and reflecting) are the components of the project. In the seminars and release day trainings, participants will develop coaching techniques, observation skills, reflective conversation techniques and group facilitation skills.

Calendar of Events

Wednesday Seminars: 4:00-6:30

September 22
October 27

December 8
January 26

February 23
March 22

April 26
May 10

Coaching and Facilitation Workshops: 8:15-3:30

Registration

Registration Deadline: Friday, September 10, 1999

- | | |
|------------------|---|
| Location: | Santa Cruz County Office of Education |
| Prerequisite: | •SCNTP alumni or experienced teacher
•attend with a self-selected partner at same site
•with principal support |
| Fee: | The Noyce Foundation supports the seminar series and two days of coaching training. Principals must commit to providing two days of release time for four coaching sessions and two days of release time for the Facilitation Workshop. Participants need to contribute a \$15 materials fee. |
| Graduate Credit: | Five quarter units from UCSC are available (at participant's cost) for \$175. |
| To Participate: | 1. Form a mutually agreed upon partnership with another teacher at your site. Two pairs are encouraged.
2. Confirm the support of your site administrator and secure his/her signature on the registration form.
3. Fill out and return the registration form no later than September 10. |

New Teacher Center @ University of California, Santa Cruz
ANNOUNCES

The Leadership Network for Teacher Induction 1999-2002

Funded by the William and Flora Hewlett Foundation

The National Commission on Teaching and America's Future (1996) reports that 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, and Wendy Baron.

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.

CONTACT

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