

## Accelerating Teacher Talent and Student Success



By Ellen Moir, NTC Founder and CEO

Each of our nation's students has a right to an excellent education.

Research has shown that the most important school-based factor in a student's academic success is the teacher. Now, the national dialogue has caught up to what we have known for years: if we focus on teaching, our students succeed.

But great teachers are made, not born. It takes a strategic, systems-level approach to ensure outstanding teachers. It takes time and commitment to invest in teacher development. It must engage and align multiple stakeholders: superintendents, labor unions, principals, and teachers. It also requires engaging system wide levers: rigorous teacher recruitment, strong teacher induction systems, meaningful teacher evaluation that uses feedback to inform growth, effective school leader engagement and development, and career ladders and lattices that offer teachers opportunities to use their talents in new ways.

One important aspect of developing teacher talent is a strong induction system. This Summer 2012 issue of *Reflections* examines the many aspects of building a system that accelerates the capabilities of new teachers, exemplary teachers who are their mentors, and school leaders, all in the service of student learning.

Most successful induction programs are part of the district's talent development and include differential instructional support for new teachers. It requires rigorous program design, evaluation for continuous improvement, and the right conditions for success. The most sustainable and effective programs employ a nested approach, in which the teacher development operates at multiple levels. In "Comprehensive Systems of Teacher Induction," New Teacher Center's Janet Gless provides insight into a systems-level approach to teacher induction and shares NTC's Program Theory of Action. NTC's Lori McNulty-Pope and Hillsborough County School District's Jamalya N. Jackson describe how that theory plays out in practice in "Key Components of Hillsborough's Comprehensive



TEACHER AND MENTOR AT SYLVIA CASSELL ELEMENTARY SCHOOL, SAN JOSE, CA

Induction Program." Hillsborough County School District's induction system, situated within a broader district strategic talent development system, is an exemplar of this nested approach and a model for district talent development.

Another key aspect of systemic new teacher development is rigorous and meaningful program evaluation. Measuring a program's impact is key for data-driven continuous improvement and making the case to continue investing in the work. In "Counting What Counts: Measuring Impact in a Comprehensive Induction Program," NTC's Srikanth Gopalakrishnan shares goals, guidelines, and a roadmap for meaningful induction program evaluation.

Engaging school leaders is a key part of new teacher development. After teachers, school leaders are the second-most important school-based factor in a student's success.<sup>1</sup> Just as great teachers are made, so are great school leaders. In "Comprehensive Leadership Development," NTC's Mike Heffner and Sid Haro examine the importance of strong instructional leadership, how to build a pipeline, and offer differentiated support for new principals. It is critical for principals to provide teachers instructional leadership, including meaningful feedback.

Boston Public Schools (BPS) has been in partnership with NTC for several years. In "Induction in Boston

MOIR *continued on page 5*

<sup>1</sup> Marzano, R. J., Waters, T., & McNulty, B., *School Leadership That Works: From Research to Results*, ASCD, 2005.

# The Big Picture: Comprehensive Systems of Teacher Induction

By Janet Gless, NTC Chief Officer, Programs and Partnerships

In current literature, school districts, and educational agencies nationwide, there is no common definition of a *program of teacher induction*. In many places, it refers to an *orientation* for beginning teachers or teachers new to a district prior to the start of the school year. Some districts consider it one-on-one *mentoring* where veteran classroom teachers support new teachers. Most often, the mentor is a site-based teacher appointed by the principal to provide resources, emotional support, and guidance. Other districts use an array of *professional development*—required, or voluntary—to fill in perceived pre-service gaps or ensure that new teachers are *up to speed* on district curriculum and instructional initiatives.

Recent efforts to revise teacher *evaluation* systems nationwide have led many districts to conceptualize teacher induction as a program that carefully assesses a teacher’s progress towards effectiveness via more frequent classroom observations by administrators and occasionally peer evaluators. In a few states, California most notably, teacher induction programs are required for *licensure*.

NTC sees all these elements as important to the success of a new teacher. Yet programs that rely on just one or two of the components cannot ensure significant impact on teacher

effectiveness and student learning. In fact, University of Pennsylvania Professor Richard Ingersoll’s recent national study finds that no one component impacts new teachers’ decisions to remain in teaching or their perceived success.

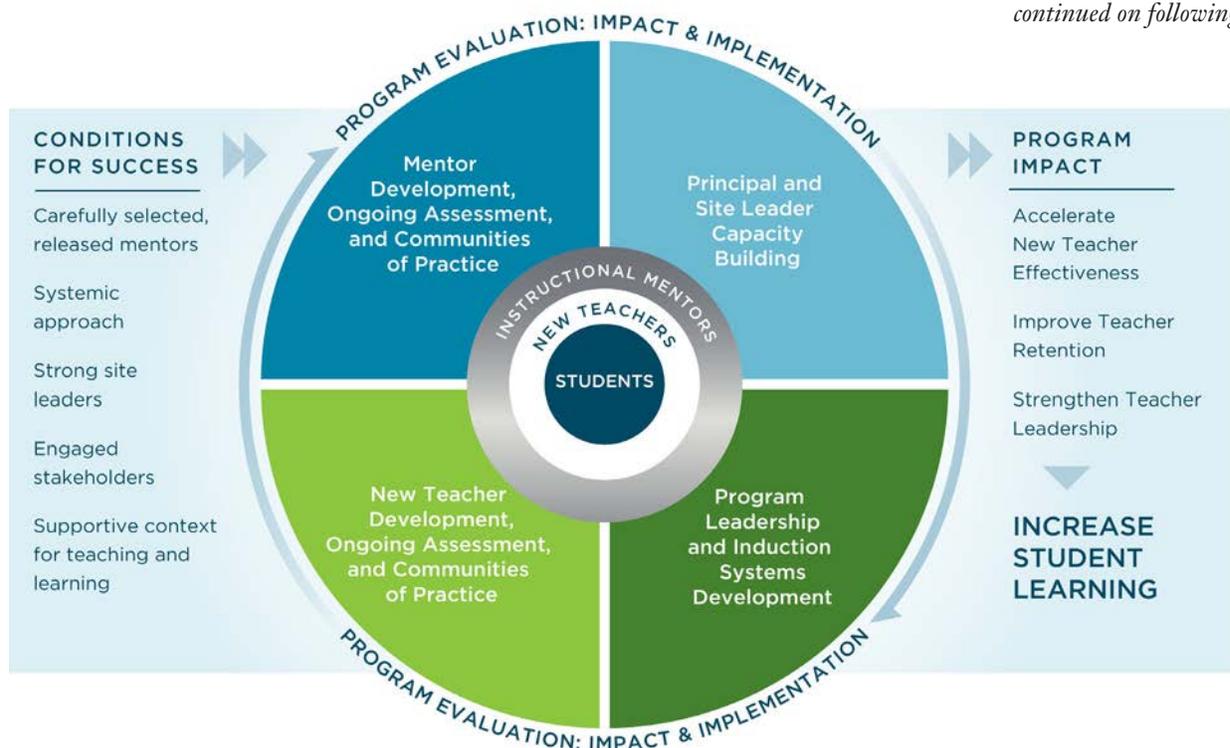
Informed by over two decades of work with hundreds of school districts and state agencies and committed to increasing student learning by accelerating new teachers effectiveness, NTC has found that a comprehensive and systemic approach to teacher induction is essential. This is illustrated by the graphic below: NTC’s Program Theory of Action. It includes the vision, provides a road map and guides and helps to assess a program’s progress.

The *Program Theory of Action (ToA)* suggests three programmatic considerations: 1) impact; 2) program design; 3) conditions for success. These help to guide NTC and school districts and state agencies while conveying a vision of induction as a comprehensive program within a larger system of human capital development.

## Impact

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

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The impact on student learning is predicated upon areas where the induction program can have direct impact:

1. Teacher effectiveness
2. Teacher retention
3. Teacher leadership

Focused, comprehensive induction helps teachers get better faster, sometimes surpassing veteran colleagues. Successful teachers are more likely to stay in the profession; numerous programs point to dramatic increases in teacher retention, even in hard-to-staff schools. Strong programs not only advance the careers of experienced teachers who serve as instructional mentors, but also foster new teacher leadership.

### Program Design

The millions of students taught each year by beginning teachers are in the center since their success is at the heart of the program. Encircling those students are the beginning teachers who are encircled by instructional mentors. All are nested within the comprehensive program.

The components essential for program success are:

- Capable Instructional Mentors
- Effective Principals
- Multiple Support Structures for Beginning Teachers
- Strong Program Leaders
- Ongoing Program Evaluation

#### *Capable Instructional Mentors*

Mentoring new teachers is complex and demanding work and requires a specific set of knowledge, skills, and dispositions. To become effective teachers of teachers, teachers need focused preparation, ongoing professional development, a community of practice focused on the complexities of accelerating new teachers' practice, and opportunities to engage in formative assessment to advance their own effectiveness.

#### *Effective Principals*

The principal's influence on a beginning teacher cannot be overestimated. Thus, comprehensive induction efforts also focus on building the capacity of principals and other site leaders to create environments where new teachers thrive. Supporting principals in utilizing standards-based supervision and evaluation practices and providing meaningful feedback strengthen the entire system of human capital development.

#### *Multiple Support Structures for Beginning Teachers*

New teachers also need specialized support beyond the principal and instructional mentor. Comprehensive programs include systematic protocols that help mentors and beginning teachers collect and analyze data of

practice and student learning, use those data to make formative assessments, and identify and make adjustments to help students learn more. Other important structures include a community of practice for beginning teachers facilitated by instructional mentors and guided by professional teaching standards, Common Core Standards, differentiated instruction, academic literacy, innovative technology, and other instructional priorities.

#### *Strong Program Leaders*

An effective program leader understands the potential of comprehensive teacher induction to leverage change. Strong programs require leaders with vision that reaches beyond the initial years of a teacher's practice.

#### *Program Evaluation*

Program evaluation is critical for continuous improvement. It involves the regular collection of data of implementation and impact to improve the program. Stakeholder surveys; artifacts of program implementation; quantitative data of teacher satisfaction, effectiveness, retention; focus groups and interviews can collect data to improve programs.

### Conditions for Success

There are five conditions essential for program success. A comprehensive approach cannot stand alone, but is embedded in the larger system of teacher development. The quality of the mentors must demonstrate professionalism, vanguard thinking, excellence in practice, and a positive impact on student learning. Principals are instructional leaders who recognize and value this investment. All stakeholders must value teacher induction and support its implementation. And the conditions at school sites must build the efficacy of new teachers.

In 2011, NTC published *Induction Program Standards (IPS)*, which serve as a framework for program design, implementation, and evaluation. These standards are grouped under three essential program components:

1. The **foundational** program standards provide the platform upon which an induction program is built. They underscore the need for strong leadership, a shared vision, realistic allocation of resources and principal engagement.
2. The **structural** standards encompass instructional mentors; mentor preparation, development, and ongoing support, formative assessment for new teachers; and targeted professional learning for new teachers. These standards focus on services and supports for both mentors and beginning teachers.

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# Key Components of Hillsborough’s Comprehensive Induction Program

*By Lori McNulty-Pope, NTC Associate Program Consultant, Programs and Partnerships and Jamalya N. Jackson, Director of Professional Development and New Teacher Induction, Hillsborough County Public Schools*

Hillsborough County is nearing the end of its second year of partnership with the New Teacher Center (NTC), and each year we have added multiple layers of support. Next year we will expand NTC’s services to include teacher induction for approximately 1,500 beginning teachers, 90 full time mentors who also function as peer evaluators, new principal induction, principal coaches, and support for principal supervisors. This increasing district-wide support has more value than the acceleration of teachers and principals—an increase in communication, district coordination, and impact within and outside the district.

## Communication

Because communication is critical within a district, teachers, especially new teachers, have consistent messaging. This becomes much easier when mentors, new principals, area directors, and multiple stakeholders use consistent protocols and language. One middle school principal noted, “Leading instruction and guiding teachers through the lens and expertise of multiple sources has provided an in-depth and comprehensive approach to truly improving educational

growth for children. I am highly appreciative of the measurable results of NTC and how it involves collaborative conversations in the process and with proven results.”

These protocols and language are cross-pollinating into veteran teacher and principal culture. Many beginning teachers have already begun using NTC’s Analysis of Student Work within their professional learning communities. As teachers exit the Teacher Induction Program as veterans, and more mentors transition back into the teaching community, we anticipate an increase in open, data-based conversations about practice. Although this isn’t always easy work, mentors are seeing a shift in the culture around observation and data-driven discussion. Sherri, a new teacher emailed her mentor, “I am so happy with the constructive feedback I receive from you and I have learned so much from the past observations with you. My mouth still goes dry and I am a nervous wreck the days before but I know that I will come out with some great ideas to implement to help me become a better teacher. Thank you so much for helping to make my first year so great!”

## District Coordination

Coordination and implementation of district initiatives have also been streamlined due to the multiple levels of support. With mentors in most buildings, and principal coaches supporting an ever increasing number of administrators, district-wide initiatives can be implemented more easily and quickly. Woodland, an elementary school principal, affirmed, “The mentoring program has helped new teachers by providing quality assistance in the areas of instruction and classroom management... The mentor helps new teachers answer the questions they do not know to ask. In other words, they give them insight into the *hows* to working in a school and with others.”

## Increased Impact

To increase the impact of any new program, it is critical to light the fire at both virtual ends, top and bottom, instead of the more common trickle-up or trickle-down approach. When asking new teachers what aspect of the Teacher Induction



A BEGINNING TEACHER AND STUDENTS, O. S. HUBBARD ELEMENTARY SCHOOL, SAN JOSE, CA

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Program had the greatest impact on their students' learning, one high school teacher responded, "Based on the mentoring I've received, I applaud seeing the Bill and Melinda Gates Foundation money being put to good use. Meeting with my mentor...weekly...adds to my being a reflective teacher, accessing resources I may not be familiar with, explaining policies, and showing me how a new strategy actually looks in practice. In turn, my students benefit from my continued learning and professional dialogue." Principals and their coaches agree. Holly, a principal, reflected, "Having the support of a mentor knowledgeable in curriculum has accelerated and deepened first year teacher knowledge in both content and navigation of the system, ultimately improving student learning." Multiple levels of service have helped us become aware of possible integration of information and services with local departments.

### Broader Collaboration

Another benefit of partnering with NTC has been making new connections with states and districts nationwide. We discussed professional development structures and planning with a district administrator in the Chicago Public Schools. It was helpful to hear a different perspective and realize we have so much in common. Hillsborough is also receiving much attention from districts around the country for its focus on the multiple layers of principal and teacher induction. We have spoken at national conferences and hosted visits for educational stakeholders interested in our comprehensive model.

### In Conclusion

Rachel, a new teacher, was so appreciative of her coach she publicly thanked her. "I just wanted to send a big thank you to you and the district for the implementation of the Principal's Pipeline," she said. "I feel so fortunate to have a coach I can turn to regularly in order to improve my skills as a leader. My coach has been able to observe me deal with an upset parent, post conference with a challenging teacher, ...and she provided me with valuable feedback regarding my way of work." One coach commented, "I appreciate the NTC trainings. I have been able to use numerous ideas to make my meetings more meaningful. It's a great program which will only improve over time, and I'm glad I get to be a part of it." Many of us feel the same way. Our partnership with New Teacher Center has been a growth experience that we look forward to continuing. ■

Public Schools: Lessons Learned in Communication and Collaboration," BPS's Tamika Estwick and Victoria Hom share key concepts they find crucial in building a comprehensive induction program that lasts.

Since 1998, NTC has learned a great deal about growing and sustaining effective new teacher induction in complex settings, particularly in urban areas. Chicago Public Schools, one of our strongest partnerships, has weathered numerous leadership and budgetary changes over the past six years. In "The More Things Change... A Formula for Successful Program Leadership," former NTC colleague Amanda Perkins Walsh examines the ways induction programs can ensure sustainability in ever-changing environments. Maintaining high quality work that improves teacher practice and student learning is the best way to ensure the program remains strong. Building relationships across a system can also help make the case for continued investment in the work. NTC is fortunate to enjoy strong relationships with a dedicated set of district and state partners.

As we look to the new school year, we remember that developing the talent of teachers is complex and important work. There are no silver bullets, but one piece of the puzzle is ensuring that all teachers receive instructionally focused, differentiated support in their first years. By developing the capabilities and habits of mind of effective teaching, novices grow into excellent teachers who stay in the profession and ensure that their students receive the education they deserve. ■

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3. The **instructional** standards focus on classroom practice and student learning. They articulate the knowledge, capabilities, and dispositions that teachers must develop.

By providing a common language to the essential components of a comprehensive teacher induction programs, these Induction Program Standards guide program development and assessment of effectiveness.

While the differences found in educational settings can make it challenging to reach a single definition for teacher induction, NTC's experiences supporting districts have helped define the necessary ingredients for programs to successfully support the growth of new teachers and the students they teach. ■

# Counting What Counts

## Measuring Impact in a Comprehensive Induction Program

By Srikanth Gopalakrishnan, NTC Chief Impact and Learning Officer

Impact measurement remains the Holy Grail by which most programs are judged, and comprehensive induction programs are no exception. Program designers and implementers must use data, not just to prove, but also improve program effectiveness. There are three main purposes for measuring impact (see Figure 1). A strong data and impact strategy serves these purposes and includes appropriate performance metrics to focus on best practices resulting in improved efficiency.

### The NTC Impact Spectrum

What data should induction programs collect? The NTC Impact Spectrum (Figure 2) provides a useful framework to answer this question. Programs need both data of implementation and impact.

Data of Implementation includes two major categories:

- 1. Counting:** Data about who is reached: students, teachers, mentors, principals, etc.
- 2. Program Quality:** This data measures to what extent the program is implemented as planned (i.e., fidelity) and how it aligns with program standards. It may include satisfaction data.

Data of Impact includes three components:

- 1. Retention:** An explicit outcome of many induction programs is to improve teacher retention. Increasingly, a key focus for many districts is not just overall retention, but *differentiated retention* of high performing teachers.
- 2. Practice:** Induction programs have the capacity to accelerate the quality of practice. These data measure the extent to which teachers (and mentors and principals) demonstrate effective practice.

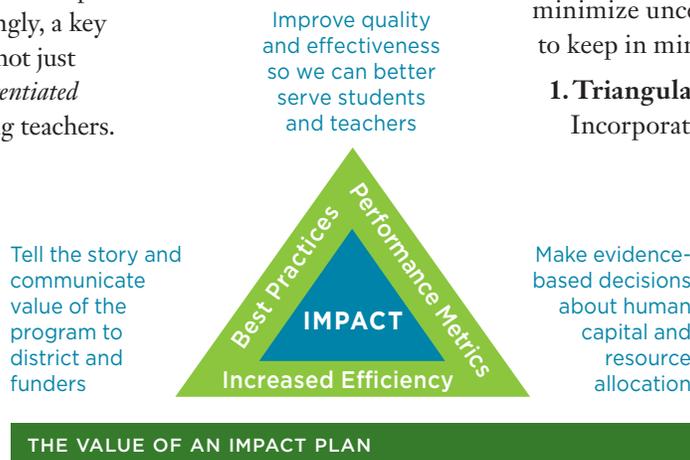


FIGURE 1: WHY MEASURE IMPACT?

- 3. Student Learning:** The ultimate outcome of a comprehensive induction program is better student learning. Hence, it is important to collect data that measure multiple dimensions of student learning—student achievement, certainly, but also student engagement, interest, and motivation.

### A Roadmap for Measurement

It is essential for comprehensive induction programs to consider impact measurement from day one. Establish systems to track implementation data, while gathering baseline data around impact measures. Comprehensive programs should not underestimate the time and resources needed. If possible, partner with the district research and evaluation unit or local universities.

Once a basic foundation is in place (and this may take most of the first year), programs can focus on deeper analysis, sharing with stakeholders, and use for decision-making. It may take a year or more for indicators such as retention and practice to improve, and potentially longer for student learning. Table 1 provides a three-year roadmap for impact measurement.

### Guidelines to Consider

Albert Einstein observed that “not everything that counts can be counted and not everything that can be counted counts.” Measuring impact is both an art and a science, and while we may never come close to absolute certainty, we can attempt to minimize uncertainty. A few guidelines to keep in mind:

- 1. Triangulate, Triangulate, Triangulate:** Incorporate data from multiple sources (e.g., teachers, students, mentors) using multiple methods (qualitative and quantitative). (Met Project, 2012.)

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## 2. Explore the “So What?” and “Now What?”:

It is tempting to rest on our laurels once the data is gathered and analyzed. However, that just represents the “what?” piece of an adaptive action cycle, which should also include “so what does this mean?” and “what do we do about it?”

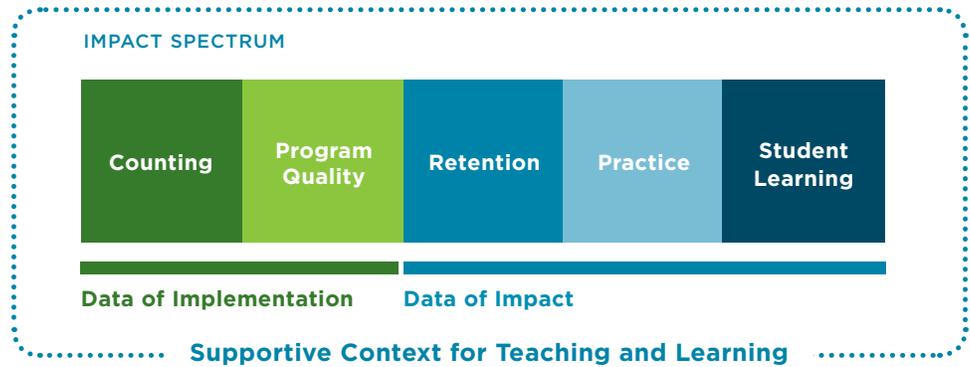


FIGURE 2: NTC IMPACT SPECTRUM

## 3. Engage Stakeholders in the

**Process:** Kurt Lewin, a pioneer in the field of group dynamics, observed that “diagnosis is not about finding the problem; it is doing so in a way that builds ownership for action” (as quoted in Weisbord, 2004). The more we engage stakeholders from the beginning to build support and ownership for data and impact, the more likely the data will be used for improvement and action.

## 4. Have an Impact Plan Worked Out in Advance:

An impact plan identifies the right data to collect, ways to collect it, and processes to analyze and reflect. (see NTC Practice Brief, 2011). While the impact plan will evolve every year based on what is learned, start a comprehensive program with a well thought-out plan that is shared with stakeholders.

As more and more districts around the country adopt a comprehensive induction model as part of an effective human capital system, it becomes imperative that impact

is threaded into these programs as integral to program strategy. Just as an effective teacher uses data to make the right instructional decisions, so can programs make evidence-based decisions that enhance impact.

## References

- MET Project Policy and Practice Brief (2012). *Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains*. Seattle, WA: Bill and Melinda Gates Foundation.
- Weisbord, M.R. (2004). *Productive Workplaces Revisited: Dignity, Meaning and Community in the 21st Century*. San Francisco, CA: Jossey-Bass.
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TABLE 1: A THREE-YEAR ROADMAP FOR IMPACT MEASUREMENT

Year 1	Year 2	Year 3
Set up systems and processes for tracking data of implementation	Go deeper with analysis	Develop robust reporting systems to share data with different stakeholders
Gather baseline data for impact measures such as retention, teacher practice, and student learning	Share data with stakeholders and use in decision-making	Connect student learning data to other impact measures and to implementation data
Form partnerships with research and evaluation experts	Start connecting impact data such as retention and practice to implementation data	Build sustainability to continue impact measurement

# Comprehensive Leadership Development

*By Mike Heffner, NTC Director of School Leadership Development and Sid Haro, NTC School Leadership Development Program Consultant*

Many of us can recall a time when the principal was seen primarily as a building manager with major responsibilities revolving around caring for the facility. As our schools have become more focused upon student learning, the principal's role has shifted to leading a school's instructional program. Principals can no longer function as building managers, following district rules, and avoiding mistakes. Today's principals have to be risk takers, leaders of learning who can develop a team delivering effective instruction. Developing and retaining talented administrators requires a comprehensive approach. For the past 12 years, New Teacher Center (NTC) has been supporting school leadership development with unwavering attention to the principal's role in supporting teacher growth.

Such a comprehensive approach includes distributed leadership structures at the schools, a well-defined pipeline, comprehensive induction, and professional development for existing leaders. The central office is responsible for both putting these pieces in place and ensuring coherence among them. Federal and state initiatives require school districts to provide job-embedded professional development, but few have been able to create the necessary cohesion from the pipeline to veteran.



A TEACHER AND PRINCIPAL AT SYLVIA CASSELL ELEMENTARY SCHOOL, SAN JOSE, CA

## The Pipeline

The next generation of school principals will require a deep understanding of teaching and learning. Many districts nationwide are seeing the candidate pool for principal openings with fewer years of teaching experience. Districts are beginning to pay greater emphasis on growing their own. A pipeline program needs to leverage the principals in the system and provide professional development to build key skills. Principals can serve as mentors and role models for site staff. Pipeline professional development must focus on time management, delegation, meeting facilitation, decision-making, and staff supervision and support.

## Induction

As candidates transition from a pipeline program to their first job as a principal, a carefully crafted induction program must be in place. NTC principal induction has three essential components:

- Targeted Leadership Coaching
- Principal Induction Academy Series
- District Leadership Development

Leadership coaching accelerates the transition into the role of principal, culture-shaper, instructional leader, and balanced manager who can maximize talent capacity and impact student learning. Coaches must be rigorously selected and provided with the professional development and support to impact principal practice.

During the first year, NTC offers a cohort-based Academy with content targeted toward transition and entry, climate and culture, supervision and feedback to teachers, supporting collaborative work, and making employment decisions. These sessions are attended and supported by leadership coaches who contextualize the concepts and resources.

Year two, the Academy's focus is on differentiated Professional Learning Communities (PLC) based upon principal interest, coach suggestion, and supervisor input. Year Two Academy PLCs develop a systems approach to school leadership, including improving student achievement and creating a data driven research and development culture.

Finally, a comprehensive induction program must support the program leader, leadership coaches and principal supervisors. Program standards, consultation, and participation in a community of other program leads all

HEFFNER & HARO *continued on page 11*

# Induction in Boston Public Schools

## Lessons Learned in Communication and Collaboration

By *Tamika Estwick, NTC Senior Program Manager of New Teacher Development, and Victoria Hom, NTC Educational Consultant*

It was the third day of the August New Teacher Institute, the culmination of months of preparation to welcome the district's newest educators. A diverse group of educators from various personal and professional experiences gathered with a unifying goal: to positively impact the lives of Boston Public Schools' students. As we looked around the room of over 300 new teachers, we recalled the steps we had taken to arrive here.

In 2006, Boston Public Schools (BPS) created and charged its Office of Professional Development's New Teacher Support System with redesigning induction. Four years later, the Office of Teacher Development and Advancement began overseeing a comprehensive induction network in the district. Today our work ranges from orienting and mentoring our first year teachers to guiding the design of professional development of all educators. We have increased our capacity and strengthened our relationships with district offices, teacher preparation, and support programs through communication and collaboration. During this journey, we have learned important lessons.

### **Mentoring and induction must be a shared responsibility.**

- The New Teacher Institute is jointly planned and facilitated by the Office of Teacher Development and Advancement, the Office of Curriculum and Instruction, and external partners.
- Integral to the district's earlier efforts to facilitate the retention and growth of new teachers was the role of the New Teacher Developer (NTD). In Boston, the teacher's union contract ensures that both the district and the union will support the mentoring program model. Furthermore, since its inception, teachers, union leadership, school leaders, district administrators, and partnering organizations have been involved in every step of the recruitment and selection of NTDs.
- The Principal/Headmaster Toolkit for New Teacher Induction outlines the roles and responsibilities of school personnel in supporting first year teachers.

### **Roles and responsibilities must be transparent and clarified for all stakeholders.**

- When recruiting for NTD openings, we organize information sessions so candidates have clarity about the role before they apply.



**BOSTON PUBLIC SCHOOLS' NEW TEACHER DEVELOPERS**

- Prior to the start of the school year, incoming teachers learn about the program at orientations. Separate orientations are held for Boston Teacher Residency Program graduates and Teach For America Corps members.
- In addition to the Principal/Headmaster Toolkit, we present to all principals at summer orientations.
- Beginning teachers, school leaders and New Teacher Developers must sign letters of commitment clarifying all program participants' responsibilities.

### **Effective collaboration requires flexibility.**

- BPS uses a mixed mentoring model. Schools hiring one or two new teachers stipend full-time teachers to serve as NTDs; those hiring more teachers are assigned full-release NTDs.
- The full-release NTDs are generalists, typically assigned by school to work with all new teachers. Based on feedback about the needs of Boston Teacher Residency program graduates, we align NTD assignments with content area.

### **Providing varied opportunities to connect increases awareness and strengthens relationships.**

- The induction team holds monthly meetings with program leaders from university and district teacher preparation programs as well as university and district data liaisons. In the beginning, each partner came with an agenda. We were transparent about our philosophies, needs and outcomes. As the year progressed, we used these meetings to check in on progress and celebrate

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# The More Things Change...

## A Formula for Successful Program Leadership

By Amanda Perkins Walsh, Chicago NTC Director, Strategy and Planning

In large urban school districts, a constant is change. Sustaining any program can be challenging. In Chicago, NTC has scaled up its comprehensive teacher induction program, scaled it down, added principal induction, and begun to scale up teacher induction again without compromising quality.

While this is not ideal, we have navigated it with success and are currently working with the district to create a long-term plan for supporting every new teacher.

This kind of change within and around a program is not unique to Chicago. Given the pace at which schools and districts change, this probably looks more familiar than you wish. Program leaders, district administrators, and mentors should expect change, prepare for it, learn from it and not allow it to paralyze. Over the past six years working with Chicago Public Schools (CPS) we learned the key to navigating change: Make the case, do great work and keep it relevant.

### Making the Case and Doing Great Work

Delivering an excellent program where mentors, teachers and their students are getting better every day is the fundamental job of the teacher induction program leader.

Having structures in place to ensure that your program is producing desired results is a critical success factor; it's hard to make the case for work that's just "okay." Maybe you've had an informal mentoring expand. Stop and ask: "Who are the decision-makers in my context? Who are the critical stakeholders I'll need standing with me as I advocate for a more comprehensive approach? And what story must I tell in order to make the case to them?"

You'll get your highest leverage from a case that articulates induction as integral to the district's teacher effectiveness and development plan, when it responds to a local issue like teacher attrition, and when other people—principals, teachers themselves, your philanthropic partners or union partners—advocate for the investment.

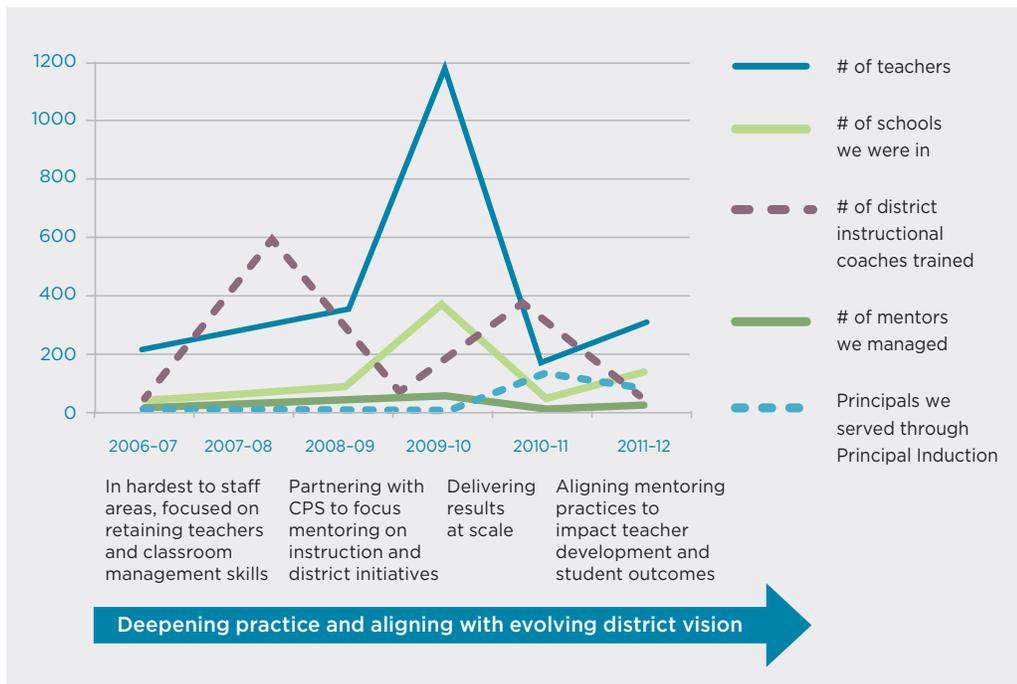
During a recent time of budget belt-tightening, CPS had to decide the amount of funds to allocate to teacher induction and whom to serve. When a high level decision-maker suggested increasing mentor case loads, our partners cited research substantiating that this would produce a significantly less return on the investment. When you can get results like this without being present, you have clearly made your case.

For those working in a setting where the value of comprehensive teacher induction is already understood, making the case is slightly different. You should frequently meet with your stakeholders to assess their perception of the program's value. In every budget season, be ready to help others see what an invaluable investment this is. One way to do so is by having a solid impact plan and sharing the results in staff meetings, one-on-one with the superintendent, or quarterly updates to funders.

### Keeping it Relevant

If your experience is like NTC's in Chicago, you'll need to be sure the program balances: providing the

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The New Teacher Center was brought in to work with Chicago Public Schools (CPS) in 2006—under Arne Duncan’s leadership as Chief Executive Officer of CPS—to turn the tide of chronically low student achievement. The nation’s third largest district was losing three or four out of every five new teachers, and its leaders knew low student outcomes were related to high teacher turnover.

NTC’s partnership with CPS includes a new teacher induction program and a new principal induction program. This work is integrated into the district’s Human Capital Management strategy, the district’s comprehensive approach to recruiting, supporting and evaluating educators and administrators.

highest quality program, relevance to teachers’ actual needs, and responsiveness to the local context and constraints. Designing and sustaining a program that answers all of these demands requires that you collaborate with stakeholders at every level and work across functions that often operate in their own silos. Over the past several years in Chicago, we have worked closely with our CPS partners to ensure that our teacher and principal induction programs integrate with the vision of both human resources *and* the teaching and learning functions. This takes work and time—you have to be at the right tables adding value as a thought partner if you want to help others to see your program as integral to school and district success.

Once you’ve done the upfront work, you’ll need to keep your finger on the pulse of program implementation. Are you delivering the program you intended, and is it getting the results you anticipated? Are teachers and mentors getting better every day? How do you know? Do principals agree?

Even so, you can always find yourself facing a new challenge. The district is making some tough decisions, and your program will be losing a full-time position. Or, the district is reorganizing and the program will be situated differently. Whatever the case, a program leader’s job is to understand the changes, know the non-negotiables and insist on delivering a high-quality program. *Promising Strategies for Improving Mentor Program Outcomes* is a useful NTC resource for this.

Keeping your program strong and relevant and talking about your successes in a way that builds advocates—teachers, principals, mentors, district leaders—will go a long way to making it integral and thus, sustainable. ■

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serve to support leadership. Coach supervisors are guided by coaching standards and expectations as well as supervision and development practices. Principal supervisors are engaged in the induction program and play a critical role as they ultimately set the expectations for principals. NTC work with principal supervisors seeks to shift from managing schools to developing instructional leaders.

### Professional Development for All

While the pipeline and induction work is essential for building the capacity of future and new principals, experienced principals need the support for success in a changing profession. For many principals the role and the schools they began with look vastly different from what it once was. Our experienced principals require support as teacher evaluation systems are becoming more meaningful and relevant. Experienced principals face a significant challenge to adapt existing evaluation practices to developing their teachers through targeted feedback and encouraging improvement. ■

ESTWICK & HOM *continued from page 9*

- successes. Between meetings, we used an online forum to share minutes, documents, and project assignments.
- Our principal breakfasts have evolved into NTD-facilitated, school-based principal and beginning teacher meetings.
  - At district-mandated meetings, we display FAS tools, data, and testimonials about successes to complement in-person discussions with principals.

### It is important to communicate about our successes.

In 2009, we co-authored a report with the Boston Plan for Excellence, *Hiring and Keeping Urban Teachers: A Coordinated Approach to New Teacher Induction*, that was shared with the district leadership team, the Boston School Committee, and external district partners to raise awareness of the program’s achievements. We have also presented to the Boston School Committee, the Boston Teachers Union and the Boston City Council about the value of induction in order to cultivate support.

There is much more to do. We must further deepen our relationships with our partners; share our past year’s data and set goals for the upcoming year; make a bigger effort to involve our partners in district events; and provide more informal forums for NTDs and other Induction Coaches to meet. We have learned how vital it is to communicate our vision, goals, and successes. ■



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**About New Teacher Center**

New Teacher Center focuses on improving student learning by accelerating the effectiveness of new teachers. NTC partners with states, school districts, and policymakers to implement programs that create sustainable, high-quality mentoring and professional development; build leadership capacity; work to enhance teaching conditions; improve retention; and transform schools into vibrant learning communities where all students succeed.

