

New Teachers @ The Center 2000—
Keeping the Dream Alive:
An Excellent Teacher for Every Child

It is with great pleasure that we invite you to New Teachers @ the Center 2000, entitled Keeping the Dream Alive: An Excellent Teacher for Every Child, hosted by the New Teacher Center at the University of California, Santa Cruz. This year's theme is teacher quality and educational equity. We've designed the symposium to provide you with opportunities to learn about effective practices and discuss issues related to teacher induction.

We hope you will join us for an exciting day-and-a-half as we work together to take our profession into the new millennium.

presented by the
New Teacher Center
at the University of California, Santa Cruz

Symposium on New Teachers

to be held at the
DoubleTree Hotel
Monterey, California

New Teachers @ The Center 2000—

Keeping the Dream Alive:

An Excellent Teacher for Every Child

January 27 5 pm–7 pm

and **January 28** 8 am–4 pm

Register Early by
December 10



NEW
TEACHER
CENTER
University of California, Santa Cruz
Ellen Moir, Executive Director
725 Front Street, Suite 206
Santa Cruz, California 95060

January 27–28, 2000
to be held at the DoubleTree Hotel, Monterey, California

First Class
Mail
U.S. Postage
PAID
Santa Cruz, CA
Permit No. 32



We wish to thank the following funders for their generous support:

S.H. Cowell Foundation, William and Flora Hewlett Foundation, Walter S. Johnson Foundation, Joint Venture: Silicon Valley, John S. and James L. Knight Foundation, Noyce Foundation, Schwab Foundation for Learning

Keeping the Dream Alive

the

An Excellent Teacher for Every Child

Keynote Presentations

Opening
Good Teaching Matters
Kati Haycock, Director, The Education Trust, Washington, D.C.

The Education Trust is absolutely convinced that America's schools and America's teachers can close the achievement gap between poor and minority children and other students. A number of large-scale studies provide convincing proof that what we do in education does matter and that the most significant factor in student achievement is the teacher. Kati Haycock speaks eloquently about the need for high quality teachers and for support for new teachers if our schools are going to meet the challenge of teaching all students to high levels of achievement. Join Kati for an informative and thought-provoking look at what research and extensive experience in classrooms are telling us—that the most important educational investment a community can make is in highly qualified teachers.

Morning
Teaching for Transformation
Enid Lee, Consultant, Enidlee Consultants

What do we need to do to support teachers in becoming advocates for equitable learning? What are the challenges? What are the conditions? Enid Lee, international consultant on language, culture, and race as they relate to equity in education, is known for her work in helping teachers address educational inequities at their roots. Join Enid in this interactive keynote presentation where she invites the audience to reflect on the conditions that nurture teachers who teach for equitable outcomes for all students—outcomes that demonstrate both academic rigor and readiness for social justice action. Enid will present a framework for teaching for transformation vs. teaching for containment, and its implications for our work with new teachers.

Register Now

Early registration will save you money! Register by December 10, 1999 and save \$50.00.

Payment: Space is limited, so register as soon as possible. Each participant should complete a separate registration form. The form below can be photocopied. Payment may be by check, money order, or purchase orders. No credit cards are accepted. Send the completed form and your check made payable to UC Regents to:

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

Questions? Contact Peggy Young, event coordinator, (831) 454-9749.

Fees: Registration fee includes reception, breakfast, lunch, refreshments, and materials. Hotel accommodations and parking are additional.

Before December 10: \$200.00 per person, \$200.00 for additional attendees from the same organization
After December 10: \$250.00 per person.

There will be no on-site registration. Receipt of payment, confirmation of workshops, directions and parking information will be mailed following registration.

Cancellation Policy: A full refund minus a \$50 processing fee will be issued upon written requests received by December 15, 1999. No refunds will be given after December 15.

Hotel Information: Overnight accommodations are available at the DoubleTree Hotel, Monterey, at a special symposium rate of \$139.00 plus tax for single or double occupancy. In order to insure this rate, you must make your reservation prior to December 27, 1999. Please phone the hotel directly at (831) 649-4511 or call DoubleTree Hotels at (800) 222-TREE and indicate that you are making reservations for the New Teacher Center Symposium.

For airline travel reservations, please contact All Seasons Travel at (800) 244-3944 or e-mail Mindy@casto.com

Keeping the Dream Alive: An Excellent Teacher for Every Child

Please print your name as you wish it to appear on your conference registration.

Name _____

Title/Position _____

Organization _____

Address _____

City/State/Zip _____

Phone _____ Fax _____ e-mail _____

Special needs or dietary requests _____

Workshops

Space is limited and will be filled on a first come, first served basis. Please indicate your first and second choice of sessions. We recommend that you consider the themes and formats offered when making your selection.

	Workshops 1–8 9:15 am–10:30 am	Workshops 9–16 10:45 am–12 noon	Workshops 17–23 1:45 pm–3:00 pm
First Choice	_____	_____	_____
Second Choice	_____	_____	_____
Third Choice	_____	_____	_____
Amount Enclosed \$ _____ Date _____			

Schedule Thursday, January 27	
4:00–5:00 pm	Hotel check in and registration
5:00–7:00 pm	Reception, Welcome and Opening Keynote Join your new friends and colleagues and enjoy a sumptuous array of Monterey Bay's finest delicacies. Good Teaching Matters Kati Haycock, Director, The Education Trust, Washington, D.C.

Friday, January 28	
7:30–8:00 am	Breakfast Deluxe continental breakfast
8:00–9:00 am	Morning Keynote Teaching for Transformation Enid Lee, Consultant, Enidlee Consultants

9:15–10:30 am	Workshops 1–8
1	National Board Standards as a Professional Development Tool Charles Cascio, Vice President, Certification Standards, National Board for Professional Teaching Standards Kathleen Kosobud McKinley, Teacher-in-Residence, Ann Arbor Public Schools/ National Board for Professional Teaching Standards The National Board for Professional Teaching Standards (NBPTS) has exciting implications for reforming teacher education, advancing the teaching profession, creating a career continuum, and improving student learning. This interactive session will allow participants to evaluate their ideas of quality in teaching against the NBPTS standards and to consider implications for teacher induction programs. National Board Certified Teachers will be available to share their perspectives of this process and their experiences following the certification process.
2	The Chicago MINT Program Angela S. Buckels, Teacher Facilitator, Teachers Academy Valerie Davis, Teacher Facilitator, Teachers Academy Martha M. Herbert, Manager, Teachers Academy The MINT (Mentoring and Induction of New Teachers) program of the Chicago Public Schools involves 300 schools, 400 mentors and over 900 new teachers. This comprehensive program is designed to maximize the effectiveness of new teachers working in urban schools and challenging settings to improve student achievement. Workshop participants will become familiar with the MINT program structure and materials. Group discussions and activities will afford participants opportunities to exchange ideas about quality mentor teacher induction programs.
3	Constructing a Community of Practice to Develop New Teacher Resilience Eloise Lopez Metcalfe, Director, Teacher Education Program, Center X, University of California, Los Angeles Anne Powell, University Field Supervisor, Center X, University of California, Los Angeles The Teacher Education Program (TEP) at the University of California, Los Angeles, is preparing teachers to work in urban schools for traditionally under-served student populations. TEP seeks to develop teachers with the commitment, capacity, and resilience to promote social justice, caring, and instructional equity. TEP establishes a community of practice with alumni, first year teachers, and pre-service teachers. This professional network helps foster the resilience that allows these beginning teachers to negotiate successfully the challenges encountered in urban schools.

10:45–12 noon	Workshops 9–16
9	What are Indicators of Quality Mentoring? Sandra J. Odell, Professor, Department of Curriculum and Instruction, University of Nevada, Las Vegas, and Co-Chair of the ATE/ KDP National Commission on Professional Support and Development for Novice Teachers Learn about the National Commission's newest book, <i>Quality Mentoring for Novice Teachers</i> , that includes dimensions and indicators of quality for mentoring programs. Participants will have the chance to use sample vignettes at the pre-service and induction levels to stimulate conversation about mentoring practices and will be able to share ideas for using the in analyzing and studying their own mentoring programs.
10	A Conversation With Funders: Quality Teaching for Every Child What do we know about excellence and equity? How do reform efforts impact quality teaching? What lessons have we learned through funding various induction programs, professional development opportunities, and school reform? What's next? Program officers from several foundations will share their understandings and knowledge of these issues and offer insight into funding initiatives. This informative panel is certain to be thought-provoking and lively.
11	Examining Assessment Using Case Methods Judith Shulman, Director, Institute for Case Development, WestEd Laboratories Andrea Whittaker, Assistant Professor of Education, San Jose State University Cases are candid, problem-focused, engaging narratives that prompt teachers to grapple with classroom dilemmas. They offer teacher educators and staff developers a novel approach for fostering learning communities and substantive dialogue among new and veteran teachers. Experience the power of case discussion and examine some key issues in standard-based assessment. Interact with some case writers and learn how the collaborative case writing process influenced their thinking and practice.
12	A Model for Planning Curriculum and Instruction Vicky Kubler LaBoskey, Associate Professor and Co-Director of Teacher Education, Mills College A flexible and meaningful model for planning curriculum can help beginning teachers develop new units and lessons, and evaluate and adapt existing materials. New teachers who have recently graduated from the Mills College Teacher Education Program will share their planning successes and how they have adapted the model to their styles and contexts. Participants will engage in an exercise that examines beliefs about subject matter knowledge and how to teach it.
13	Every Child a Reader, Every Teacher an Effective Literacy Instructor Facilitator: Lori Helman, New Teacher Support, Curriculum and Instruction Specialist, New Teacher Center This session will examine key questions related to beginning teachers' growth in literacy instruction: What are the essential skills for new teachers? How can research be bridged to practice? How can we support new teachers with limited knowledge in this area? Participants will hear from a panel that represents the perspective of both the researcher and practitioner. There will be opportunities for participants to ask the panel questions and share ideas in context-specific small groups.
14	Connecting Through Community: The Development of a New Kind of Teacher Magaret Desmond, Professor, California State University, Hayward Matthew Dickstein, Teacher, Richmond High School Priscilla Mercado, Teacher, Richmond High School Lisa Storer, Teacher, Richmond High School Relationships within the school community are crucial for the retention and professional development of beginning teachers. Richmond High School, located in an urban environment, has been successfully retaining its new teachers. Participants will hear their school in light of four essential elements that contribute to their decision to stay at the site and to assume leadership roles within the school. Strategies that help create a professional community for a new kind of teacher will be shared.
15	Getting Up to PAR Patty Cox, Research Specialist, California Federation of Teachers Elaine Johnson, Assistant to the President, California Federation of Teachers Pat Lerman, Field Representative, California Federation of Teachers This session will focus on the intersection in PAR of assistance, professional development, program governance, school culture, teacher quality, legal requirements and funding. Participants will learn about the PAR legislation, sharpen their understanding of the roles and functions of the consulting teacher, participating teacher and PAR panel, and learn CFT's view of PAR and its benefits for teacher quality. Discussion will include district capacity for a PAR program and use of PAR funding.
16	Dreamkeepers: Facilitating Learning for All Students Roger Cleveland, Consultant, Division of Equity, Kentucky Department of Education Lynn Turner Smith, Branch Manager, Division of Minority Educator Recruitment and Retention, Kentucky Department of Education As we move into the twenty-first century, educators are challenged to move from a society where cultural conflicts raise barriers to successful teaching and learning towards one that values diversity and supports all students. This session will lead participants through a paradigm shift that connects research to best practice and will provide an overview of equity pedagogy as a method of bridging cultural divides between students and teachers. Instructional strategies that support learning for all students, particularly those who experience disparities in achievement, will be introduced.

12:15–1:30 pm	Luncheon
	Refresh, replenish, and rejuvenate while you exchange ideas during our open seating luncheon.

1:45–3:00 pm	Workshops 17–23
17	How Mentor Teachers Combine Support and Assessment: Perspectives from Research to Practice Sharon Feiman-Nemser, Professor, Department of Teacher Education, Michigan State University While the "assistance vs. assessment" debate continues in some areas, mentor teachers in selected programs around the country are combining these two functions. How does the type of assessment (formative, summative) shape the way mentors work with new teachers? This session will describe current research-in-progress, raise issues, and invite participants to share perspectives from their own practice.
18	Support for Teacher Leaders and Career-Long Learning Karen Kent, Consultant, Center for the Future of Teaching and Learning In California, success of teacher leaders in roles such as supporting new teachers, providing staff development and serving as mentors with their colleagues has been demonstrated through various special programs. This session will explore how to best support these teachers who take on important leadership roles to enable them to be successful. The California Professional Development Reform Initiative materials, <i>Designs for Learning</i> , which provides a vision of career-long learning for teaching, will also be introduced.
19	Immersion for Cultural Understanding Nadja Allegri Conway, Teacher, Evergreen School District Sara Garcia, Director, Teacher Education, Santa Clara University Fannie M. Haughton, Professor, Santa Clara University Because most teachers commute to the schools where they teach and have little knowledge of their students' communities, it is crucial for teachers to have opportunities to gain first-hand knowledge of diverse cultures. Santa Clara University's credentialing program requires active faculty involvement and facilitation to provide opportunities for teachers to collaborate with social agencies, alternative school systems, and community organizations. This session will demonstrate strategies that encourage teachers to deepen their cultural understandings.
20	Principal's Support for Beginning Teachers Facilitators: Linda James, Director of Curriculum and Instruction, Oakland Unified School District Marty Krovetz, Professor, Education Administration, San Jose State University Site administrators represent a powerful influence upon a beginning teacher's career. At the same time, new teachers offer exciting opportunities for schools to reflect upon their community and develop new norms. In this session, facilitators will be joined by site administrators who have successfully created supportive environments for novice teachers. Discussants will consider how principals can support new staff members, create resilient and caring communities, and develop school cultures that honor high standards and quality teaching.
21	Teachers Encouraging and Mentoring (T.E.A.M.) Collaborative Problem Solving Bonnie Murray, Teacher on Special Assignment Karyn Wright, Director, Teacher Training and Staff Development, Clark County School District Nevada's Clark County School District has established a collaborative, site-based mentoring program that supports 1,700–2,000 new teachers each year. Rather than assigning a specific mentor to each novice, the program identifies a "facilitator of mentoring" at each school. Central to the program's success are the collaborative strategies for creative problem solving used to support novice teachers. This session will share how these strategies help create a mentoring environment that supports large numbers of new teachers.
22	Focus on Quality—It's Not Just a Curriculum Function Verdell Brooks, Director, BTSA, Oakland Unified School District Dianna Garcia, Assistant Superintendent for Human Resources, Oakland Unified School District Even in the midst of teacher shortages, schools can be fully staffed with quality teachers. Historically, school districts have relied upon their curriculum divisions to develop a quality program for new teachers and interns. In Oakland, however, the human resource division is partnering with the curriculum division to develop an effective and comprehensive recruitment and retention strategy that emphasizes quality as well as quantity. Session participants will learn how this strong partnership is ensuring a qualified teacher for every student.
23	Moving Towards Educational Excellence and Equity: Starlight Professional Development School Irene McGinty, Coordinator of Professional Development, Starlight Elementary School Noni Mendoza Reis, Principal, Starlight Elementary School An administrator, professional development advisor, student teacher, beginning teacher and veteran teacher will participate in an interactive presentation where each tells a personal story as a means of explaining this professional development school model. They will describe how the staff advances teacher practice and student achievement through collaborative professional study, examination of student work, and alignment of academic standards with assessment and instruction.

3:15–4:00 pm	Closing General Session
	Keeping the Dream Alive Ellen Moir, Executive Director, New Teacher Center We honor the dreams of emerging teachers and educational leaders in an interactive panel across the continuum.



New Teacher Center

at the University of California, Santa Cruz

4	Induction—The State of Affairs Terry Janicki, Consultant, California Commission on Teacher Credentialing Suzanne Riley, Consultant, California Department of Education Patrick Shields, Manager and Senior Policy Analyst, Educational Policy Studies, S.R.I. International What does it mean to become proficient in the California Standards for the Teaching Profession? How can we be certain that new teachers are receiving the quality and quantity of support that is necessary? In this session participants will discuss the expansion of the Beginning Teacher Support and Assessment (BTS) program and the ongoing evaluation results from California's Formative Assessment Support System (CFASST). The Center for the Future of Teaching and Learning will share induction research findings and policy recommendations from their study <i>Teaching and California's Future: The Status of the Teaching Profession</i> .
5	The Heart of Every Quality Induction Program: Quality Mentors Santa Cruz New Teacher Project The Santa Cruz New Teacher Project (SCNTP) has long believed in the importance of exemplary new teacher advisors to support beginning teachers. In this interactive session, the SCNTP will share its model of ongoing professional development for advisors. Participants will learn how advisors are supported not only in developing mentoring and coaching skills but also in becoming educational leaders who are advocates for change.
6	PAR—An Opportunity and a Challenge Elaine Johnson, Assistant to the President, California Federation of Teachers Miles Myers, Consultant, Institute for Teaching and Learning Beth Threatt, Manager, Instruction and Professional Development, California Teachers Association Peer Assistance and Review legislation provides both an opportunity and a challenge for districts and unions across the state. Join discussants for an informative session centered on issues related to PAR and implications for teachers, both new and veteran. This panel will explore such questions as: What impact will PAR have on the relationship between districts and unions? What are the crucial issues and decisions around implementation? What does PAR mean for professional development programs and BTS in particular?
7	Narrative Knowing and Novice Teaching: Building the Courage to Act Rebecca Akin, Lincoln Elementary, Oakland Unified Rebecca Gerek, Phillip and Sala Burton Academic High School, San Francisco Unified Eve Gordon, Leadership High School, San Francisco Unified Anna Richert, Professor, Teacher Education, Mills College Much is being written these days about the role of narratives in teaching and learning to teach. Case studies are frequently used in professional development and teacher stories are becoming more commonplace as well. This session will share one model for the writing and exchange of teacher narratives as a professional development strategy for novice teachers and present several examples of this work. An outcome of the narrative-centered professional growth process is a growing courage to act as teachers in ways consistent with our beliefs.
8	The Power of Collaboration: Leadership Networks for Teacher Induction and Development Facilitator: Ellen Meyers, Vice President, IMPACT II—The Teachers Network Opportunities to collaborate and inquire about practice not only promote teacher development but leadership capacity. How do networks work, and what's really in it for the participants? This session will look at how networks build teacher excellence and leadership across the continuum from beginning to experienced teachers. Join the director of a national teacher network and teachers involved in three different networks in a discussion about collaborative structures, the inquiry process, and implications for teacher learning.