

Symposium ♦ TUESDAY, JANUARY 29

7:30-8:00 am BREAKFAST

8:00-9:15 am GENERAL SESSION *Keynote Speaker* Lee Shulman

9:30-10:45 am SESSIONS D

37 D Developing New Teachers' Understanding and Use of the California Content Standards

Mary Dietz, President, and Anastasia Tiza, Consultant, How do mentors assist beginning teachers in aligning curriculum and instruction with student content standards? In this interactive session, participants will experience a peer collaboration process based on constructivist principles and focused on measurable student outcomes. The easy to follow design includes a Framework that helps veteran teachers incorporate the use of content standards into their mentoring practices and can be used in individual or group contexts.

38 D Coaching Leaders to Attain Student Success: A Model Program for the Induction of New School Administrators

Gary Bloom, Associate Director, New Teacher Center; Blake Castagna and Betsy Warren, Outreach Coordinators, New Teacher Center; Barry Witov, California School Leadership Academy, South Bay
The New Teacher Center has built upon its induction principals and developed a program for new school principals and other administrators. Coaching Leaders to Attain Student Success (CLASS) provides new administrators intensive coaching backed by an induction curriculum designed to produce instructional leaders dedicated to school improvement. Presenters will discuss CLASS and share preliminary research data on its impact. The CLASS New Administrators Institute was designed in collaboration with the California School Leadership Academy, South Bay.

39 D Induction as a Partner in the Credentialing System

Teri Clark, Consultant, California Commission on Teacher Credentialing; BTSA Inter-agency Task Force; Hyman Kijland, Consultant, California Department of Education; BTSA Task Force
With the implementation of SB 2042, California's Beginning Teacher Support and Assessment (BTSA) programs are transitioning to credential granting induction programs. This session includes a report on the progress of implementing SB 2042 and the process BTSA programs are completing to produce second level credential programs.

40 D Leadership and Professional Identity – It Comes from Quality Professional Development and It's Union Business!

Marcia Averbach, Professional Issues Specialist, Education Minnesota; Pat Rebeberger, Director of Foundation for Excellence in Teaching and Learning Education Minnesota, a statewide teachers' union, advocates quality professional development which includes mentoring, mentor training, and peer collaborations. Teachers as Learners and Leaders (TALL) was recently launched as a unique leadership training effort that promotes a new role for teachers as Professional Development Advocates. This session examines the TALL model, the expanded role of unions, and data collected from participating school districts. Participants will also assess their own status as collaborative entities.



Forgive and Remember: The Challenges and Opportunities of Learning from Experience

Lee Shulman is President of The Carnegie Foundation for the Advancement of Teaching. He sets the Carnegie Foundation's intellectual direction and works closely with scholars on the Foundation's initiatives. His scholarship is focused on the improvement of teaching in K-12 and university settings, on new approaches to assessment, and on the methods and quality of education research. He has been the Charles E. Ducommun Professor of Education at Stanford University, President of the American Educational Research Association and President of the National Academy of Education.

41 D Coaching in the Mathematics Classroom

Jody Priebe, Director, University of California, Los Angeles, Mathematics Project
How do novice teachers establish a standards-based mathematics classroom? Mentors must have knowledge of content standards as a foundation for curriculum and instruction, as well as pedagogy to be truly effective. Presenters will discuss strategies to mentor teachers towards a rigorous, coherent, and relevant mathematics program—one that includes content and delivery of instruction.

42 D African American Students as Standard English Language Learners: Instructional Strategies that Work

Sharmy Hollie, Assistant Professor, Case Western Reserve University; Michael Strong, Director of Research, New Teacher Center
The Santa Cruz New Teacher Project (SCNTP) Mid-Year Survey is administered on-line to beginning teachers and their advisors in order to provide, with minimum lag time, formative evaluation for program administrators. In addition, the Survey allows for comparisons among programs. In this session researchers will demonstrate the structure and administration of the Survey, practitioners will discuss how they have used the data, and sample results will be presented.

43 D The SCNTP Mid-Year Survey: An On-line Instrument for Beginning Teachers and Advisors

Linda S.J. John, Research Associate, and Michael Strong, Director of Research, New Teacher Center
The Santa Cruz New Teacher Project (SCNTP) Mid-Year Survey is administered on-line to beginning teachers and their advisors in order to provide, with minimum lag time, formative evaluation for program administrators. In addition, the Survey allows for comparisons among programs. In this session researchers will demonstrate the structure and administration of the Survey, practitioners will discuss how they have used the data, and sample results will be presented.

44 D T.E.A.M.: Teachers Encouraging and Mentoring

Dena Durish and Sarah Mast, Teachers on Special Assignment for Clark County School District; Karyn Wright, Pre-service Development and New Teacher Induction, Human Resources Development Department, Clark County School District
Clark County School District in Las Vegas, Nevada provides ongoing mentor professional development throughout the school year. Mentors will learn about the characteristics and needs of beginning teachers, tools and strategies for creating optimal learning environments, assessment strategies and how to align curriculum and instruction. Presenters will share the successes and challenges of their pre-service and induction programs.

45 D Developing School Leadership and Social Justice

Rita Duarte Herrera, Core Staff Member, National Coalition for Equity in Education
How do teachers and other school leaders address challenging equity and social justice issues in ways that are constructive and non-confrontational? Using the research and teachings of the National Coalition for Equity in Education, participants will explore a set of Equity Perspectives, practice using communication strategies designed to support equity leadership, and experience strategies designed to improve mutual understanding, learn how to promote equal voice and increase student learning.

46 D Supporting Excellence in Mentoring Through "Mentors Helping Mentors"

Leslie Helling, Associate Dean, and Virginia Resta, Assistant Dean, College of Education, Southeast Texas State University
Learn about strategies for preparing and providing on-going support to mentors and their mentees. Using a "Mentors Helping Mentors" model, mentors meet weekly and engage in a structured process through which they identify solutions to the challenges they face. Presenters will share their insights about this process and also engage participants in a discussion about the benefits of supporting one another's practice.

47 D A Collaborative Continuum: Differentiated Support—Pre-service Through Induction

Rae S. McCormick, Professor of Education, Occidental College; Joanna Shiu, English Teacher, Linbrook High School, Capertown
A beginning teacher and her advisor will present Analysis of Student Work, a critical piece of the Santa Cruz New Teacher Project's beginning teacher support. Participants will observe a role-play of a conversation that helps a beginning teacher look at student work as data to create tailored and authentic differentiated instruction. There will be a focus on the language arts content standards.

48 D Supporting Beginning Teacher Growth by Looking at Student Work

Kathryn Chopra, Advisor, Silicon Valley New Teacher Project; Joanna Shiu, English Teacher, Linbrook High School, Capertown
A beginning teacher and her advisor will present Analysis of Student Work, a critical piece of the Santa Cruz New Teacher Project's beginning teacher support. Participants will observe a role-play of a conversation that helps a beginning teacher look at student work as data to create tailored and authentic differentiated instruction. There will be a focus on the language arts content standards.

49 D Listening is a Skill

Eileen M. Cyr, Chair, Education Department, and Susan McCarthy-Miller, Director, M.Ed. Program in Administration, Education, Springfield College
Effective communication skills are necessary for mentoring. Listening is a skill; it can be critiqued, practiced, and honed. In this session, participants will complete a listening skill assessment and evaluate their own competence as a listener. Explore such common problems as interrupting, mind reading, fake listening, and negative perceptions. Develop specific strategies for altering listening behaviors.

11:00-12:00 pm FEATURED SPEAKERS

I Elin Lee
History, Schooling, New Teacher Center, University of California, Santa Cruz
Putting Race on the Table

As we launch the next generation of teachers, we must take up the challenge of putting race on the table. Knowing what to look for and what to do when we encounter acts and practices that perpetuate inequity requires honesty, vigilance, and determination. Join Elin Lee as she highlights cases in which educational leaders courageously confront inequality in schools and work to transform classrooms for equitable outcomes for all students.

II Lily Wong Fillmore
Professor of Linguistics, University of California, Berkeley
Language and High Stakes Testing: What Kind of Support do Students Need?

High stakes tests are changing America's schools and American students, especially those who enter school speaking languages other than standard English and whose families might be unfamiliar with American schooling. California's high school exit exam preliminary results indicate that students need help to develop the language and literacy skills that figure in such tests. This session will examine what teachers need to know about language and what they can do, beginning in the earliest years of schooling, to support all students learn the language skills needed to perform well on high stakes tests and to attain academic success.

III Marilyn Cochran Smith
Professor, Language, Literacy and Literacy of Teacher Education, Lynch School of Education, Boston College
Learning to Teach for Social Justice

New teachers frequently ask, "What does teaching for social justice really mean? What does it actually look like in the classroom?" This presentation helps new teachers, mentors, and other educators clarify what it means to teach for social justice by offering a rich variety of examples from the classrooms of beginning teachers. Participants will examine how these teachers, working in diverse 1-12 contexts, make sense of what they are doing, and what kinds of social, organizational, and intellectual environments support and sustain their work.

12:15-1:30 pm LUNCH *Host Speaker* Ellen Moir

1:45-3:00 pm SESSIONS E

50 E Designing Teacher Induction Program Evaluations: How Do You Measure Quality Mentoring?

Ann L. Wood, Program Evaluation, California State University, Long Beach
Increase your ability to both assess quality mentoring and initiate meaningful program evaluation. Before designing evaluation tools for your own mentoring program, examine program evaluation research on two new teacher induction programs: (1) A large, urban BTSA (California's Beginning Teacher Support and Assessment program) using a locally-designed formative assessment system, and (2) a four-district BTSA consortium using California's formative assessment system.

51 E A Collaborative Approach to New Teacher Development: Focusing on English Language Learners with Action Research and Coaching

Ruth Miller, Director of the Baldrige in Education Quality Center; Kristi Zufall, Teacher, Newark Bridge Elementary School; Nick Ferrentino, Beginning Teacher Advisor, Fremont Union High School District; Mary Stone, Associate Superintendent, Fremont Union High School District
This interactive session demonstrates a model of mentoring which combines mentoring by experienced teachers, action research by new teachers and their advisors, and multi-level collaboration between district members, an induction program, and a county office of education. This session will discuss the critical elements of a conceptual framework for fostering knowledge and skills for teaching English Language Learners.

52 E Baldrige in Education: Successful Learning Systems for Students and Teachers

Ruth Miller, Director of the Baldrige in Education Quality Center; Kristi Zufall, Teacher, Newark Bridge Elementary School; Nick Ferrentino, Beginning Teacher Advisor, Fremont Union High School District; Mary Stone, Associate Superintendent, Fremont Union High School District
Fremont Union High School District and Pajaro Valley Unified School District have successful programs to enhance and support teacher and administrative leadership and professionalism. Participants will learn to access Free online resources to promote this powerful means of building relationships.

53 E Cultivating and Supporting Leadership and Professionalism for Teachers and Administrators

Pat Blackwell Davis, Fenna Galy, Ja A. Kappes, and Naomi Williams, Learning Support Faculty, Colleton Technical College
During the three years of field review, Educational Testing Services has gathered data that CRASST and its implementation across California. The formative evaluation data collected has been used to support individual learning plans, and differentiated supervision, the Santa Cruz District of Supervision, and administrators through the developmental stages of professional growth to improve student achievement. Examine the connections between research on induction and differentiated supervision, and learn about Superior's first steps to create an effective model for professional growth.

54 E Building Relationships Using Online Mentoring Techniques

Teri Clark, Consultant, California Commission on Teacher Credentialing; BTSA Inter-agency Task Force; Pam Piek, Researcher/Educational Testing Services
During the three years of field review, Educational Testing Services has gathered data that CRASST and its implementation across California. The formative evaluation data collected has been used to support individual learning plans, and differentiated supervision, the Santa Cruz District of Supervision, and administrators through the developmental stages of professional growth to improve student achievement. Examine the connections between research on induction and differentiated supervision, and learn about Superior's first steps to create an effective model for professional growth.

55 E California Formative Assessment and Support System for Teachers (CFASST)

Teri Clark, Consultant, California Commission on Teacher Credentialing; BTSA Inter-agency Task Force; Pam Piek, Researcher/Educational Testing Services
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56 E A Continuum for Teacher and Administrator Learning: School District of Superior, Wisconsin

Marilyn Cochran Smith, Principal, Cooper Elementary; Roberta Peterson, Elementary Teacher, Great Lakes Elementary; Peggy Smith, Director of Curriculum and Instruction, School District of Superior
Standards provide a framework for professional development from novice to master practitioner. Combining individual learning plans, and differentiated supervision, the Santa Cruz District of Supervision, and administrators through the developmental stages of professional growth to improve student achievement. Examine the connections between research on induction and differentiated supervision, and learn about Superior's first steps to create an effective model for professional growth.

57 E Mentor Teacher Performance Standards

Jeff Galtz, Professional Development Advisor and Janette Rowe, Teacher Coach Specialist, Los Angeles Unified School District
Providing quality mentor assistance is essential to the development of new teachers. Presenters will describe, discuss, and define the qualities successful mentor teachers possess. Examine various articles that describe effective mentoring practices and then focus on four key mentoring components: preparation, anticipation, implementation, and adaptation. Participants will develop a performance standard rubric designed to assess mentor responsibilities. Come learn more about effective mentoring.

58 E Building Beginning Teacher Leadership and Professional Identity

Marianne Hussey and Lisa Ludeke, BTSA Support Provider/Trainers, Rioja Unified School District
This session will share program models of best practices for English learners. Participants will explore a variety of program models including two-way bilingual immersion, heritage language, transitional bilingual education and structured English immersion. As program models are presented common elements that must be in place for academic success for English learners are revealed.

59 E Best Practices for English Learners

Marcia Vargas, San Bernardino County Superintendent of Schools, California Association for Bilingual Education; Mary CAIE Affiliate
This session will share program models of best practices for English learners. Participants will explore a variety of program models including two-way bilingual immersion, heritage language, transitional bilingual education and structured English immersion. As program models are presented common elements that must be in place for academic success for English learners are revealed.

3:15 pm CLOSURE

New Teacher Center @ UCSC

Schedule at a Glance

SUNDAY, JANUARY 27

9 am-3:30 pm Pre-Conference

MONDAY, JANUARY 28

7:30-8:00 am Breakfast
8:00-9:00 am Welcome and General Session
Keynote Speaker Linda Darling-Hammond
9:15-10:30 am Sessions A
10:45 am-12:00 pm Sessions B
9:15 am-12:00 pm Sessions A and B (double block sessions)
12:15-2:15 pm Lunch *Keynote Speaker* Bob Chase
2:30-3:45 pm Sessions C
4:00-6:00 pm Reception and Networking

TUESDAY, JANUARY 29

7:30-8:00 am Breakfast
8:00-9:15 am General Session *Keynote Speaker* Lee Shulman
9:30-10:45 am Sessions D
11:00 am-12:00 pm Featured Speakers
12:15-1:30 pm Lunch *Host Speaker* Ellen Moir
1:45-3:00 pm Sessions E
3:15 pm Closure

FOURTH ANNUAL Symposium ON TEACHER INDUCTION
LAUNCHING THE NEXT GENERATION OF NEW TEACHERS

JANUARY 27 PRE-CONFERENCE
JANUARY 28-29 SYMPOSIUM 2009

AT THE FAIRMONT HOTEL IN SAN JOSE, CALIFORNIA

UCSC

LAUNCHING THE NEXT GENERATION OF NEW TEACHERS

January 27-29, 2002

at the Fairmont Hotel in San Jose, California

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NEW TEACHER CENTER
University of California, Santa Cruz
Ellen Moir, Executive Director
735 Front Street, Suite 400
Santa Cruz, California 95060

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