

FIFTH NATIONAL
NEW TEACHER CENTER
SYMPOSIUM



Transforming
the Profession through
Teacher Induction

FEBRUARY 2, 2003 PRE-CONFERENCE

FEBRUARY 3–4, 2003 SYMPOSIUM

FAIRMONT HOTEL, SAN JOSE, CALIFORNIA

Join Us

The New Teacher Center at the University of California, Santa Cruz, invites you to our fifth national symposium on teacher induction, entitled *Transforming the Profession through Teacher Induction*. The event offers an exciting opportunity to meet and learn with others committed to supporting the next generation of teachers as they enter a profession filled with wonderful opportunities, as well as, enormous challenges.

Our conference title spotlights the potential of induction programs to go beyond the goal of teacher retention to transforming our profession with a focus on quality and equity. What better lever point for change than the first years of a classroom teacher's practice, and what better change agents than the veteran teachers who retain a passion for excellence and a dedication to high levels of student achievement?

We believe that programs of new teacher support are uniquely situated to be powerful interventions that can influence classroom teaching and learning, school cultures, teacher roles, and professional norms. Join colleagues from across the country as together we consider the promise and potential of teacher induction!

Schedule at a Glance

SUNDAY, FEBRUARY 2

8:30–9:00 am	Registration and Continental Breakfast
9 am–3:30 pm	Pre-Conference Workshops
3:30–5:00 pm	Early Symposium Registration
5:00–7:00 pm	Contemporary Art and Contemporary Ideas

MONDAY, FEBRUARY 3

7:30–8:00 am	Registration and Continental Breakfast
8:00–9:15 am	Welcome and General Session <i>Keynote Speaker</i> Terry Dozier
9:30–11:00 am	Sessions A
11:15 am–12:15 pm	Sessions B <i>Research Forum</i>
9:30 am–12:15 pm	Sessions A and B (double block sessions)
12:30–2:15 pm	Lunch <i>Keynote Speakers</i> Richard Rothstein and Peter Schrag
2:30–4:00 pm	Sessions C
4:00–6:00 pm	Reception and Networking

TUESDAY, FEBRUARY 4

7:30–8:00 am	Continental Breakfast
8:00–9:15 am	General Session <i>Keynote Speaker</i> Eric Cooper
9:30–11:00 am	Sessions D
11:15 am–12:15 pm	Featured Speakers
12:30–2:00 pm	Lunch <i>Host Speaker</i> Ellen Moir
2:15–3:45 pm	Sessions E
4:00 pm	Closure

Key to Themes

Quality Mentoring

Leadership & Professional Identity

Equitable Learning & Social Justice

Register early

BY DECEMBER 31 AND SAVE \$55

Pre-Conference

Sunday, February 2

9:00–3:30 pm

1 An Inside View of the Santa Cruz Induction Model and Formative Assessment System

The Santa Cruz New Teacher Project's (SCNTP) integrated program of support and formative assessment builds upon fifteen years of work assisting beginning teachers to move their practice forward. Join us as we walk through the structure and tools of formative assessment and demonstrate interaction strategies between the support provider and beginning teacher. Focused discussion sessions will address mentor professional development, the role of the site administrator, and how programs might select the Santa Cruz formative assessment system. Participants receive a SCNTP Program Manual and Continuum of Teacher Abilities.

2 Beginning With Equity

Enid Lee, Enidlee Consultants

Research on the practice of new teacher advisors indicates several difficulties faced in addressing race, culture, language and power in coaching beginning teachers. Difficulties include the numerous demands placed on new teachers and advisors' concern that mentioning racism might damage their relationships with beginning teachers. In this workshop we examine a model based on six principles of Anti-Racist Equity and through case studies learn to use language that moves us towards greater equality in our thinking and practice.

3 The Third Point: Using Data in Learning-Focused Conversations

Laura Lipton, Co-Director, MiraVia, LLC

Skilled mentors purposefully balance support with challenge as they guide beginning teachers on their journey toward expertise. Much of this process is accomplished through learning-focused conversations between mentors and novices. This interactive workshop addresses the need for multiple sources of data to center and enhance these learning-focused interactions. Practical strategies and specific tools will be explored and opportunities for applications to a diverse variety of mentoring situations will be provided.

3:30–5:00 pm

**EARLY SYMPOSIUM
REGISTRATION**

5:00–7:00 pm

Contemporary Art and Contemporary Ideas

Please join us for a private reception at the San Jose Museum of Art with *New York Times* columnist Richard Rothstein. What is the value of contemporary education? Enjoy an evening of thought provoking conversation in this unique setting. The San Jose Museum of Art is dedicated to visual culture and arts education. This event is sure to be an evening of contemplation, inspiration, and enjoyment for all. Delectable hors d'oeuvres and a no-host bar.

Cost: \$20 per person. Prepayment required.

Check-in at the San Jose Museum of Art at 5:00 pm.

Symposium

Monday, February 3

7:30–8:00 am **REGISTRATION AND
CONTINENTAL BREAKFAST**

8:00–9:15 am **WELCOME AND
GENERAL SESSION**

Keynote Speaker **Terry Dozier**

Teacher Leadership and Induction: A Powerful Force for Transformation

Terry Dozier is the Director of the Teacher Quality Center at the Commonwealth Educational Policy Institute and is National Teacher in Residence and Associate Professor of Education at Virginia Commonwealth University. She served as the Senior Advisor on Teaching to former U.S. Secretary of Education, Richard Riley, the first appointment of its kind at the Department. Terry was the 1985 National Teacher of the Year and has nineteen years of classroom experience in diverse settings.

9:30–11:00 am **SESSIONS A**

1A

Teacher Induction in School-University Partnerships: Cases of Equity and Inquiry

David Whitenack and Andrea Whittaker, *Assistant Professors, San Jose State University*

Dilemma-based cases are rich descriptions of teaching practice that represent a larger principle that can be used for inquiry. Participants in this session will read and discuss dilemma-based cases written by teachers, administrators, and university faculty from various partnerships focused on beginning teacher support and development at pre-service and induction. Presenters will use the cases to focus conversation on equity, inquiry, accountability and sustainability.

2A

Collaborative Mentoring: A Framework for Teacher Induction

Kim Beekman, *Title One Administrator, Osceola District Schools*; **Carolyn Walker Hopp**, *Research Associate, University of Central Florida*; **Janice Welch**, *Assistant for Professional Development, Osceola District Schools*

Collaborative Mentoring and Teacher Renewal (CoMenTR) is a team-based model that involves teams of mentors district-wide in the design of a mentoring and induction framework that provides support for first year teachers. CoMenTR also provides a chance to rejuvenate experienced teachers by involving entire faculties in the mentoring process. Collaborative teams of mentors work together to provide professional development and coordinate the induction process.

3A

Build a Classroom Community Using Online Professional Development to Coach New Teachers

Kitty Dixon, *Pre-Intern Program Director, New Teacher Center @ UCSC*, **Dave Herz**, *New Teacher Advisor, Franklin-McKinley New Teacher Project*; **Grace Ko and Jane Slater Myers**, *Coordinators, Online Production Team, San Diego County Office of Education*

New teachers need support and resources to learn effective classroom management strategies. The New Teacher Center, in collaboration with the San Diego County Office of Education Online Production Team, will demonstrate the online professional development program, Building a Classroom Community, which provides mentors/teachers with video examples, expert teacher interviews, reflection, theory, strategies and online resources. Participants will become familiar with the structure, features and benefits of this program to coach and support new teachers.

4 A

Feeling the Effects of a Teacher Shortage: Preparation, Induction, Professional Development, and Workplace Conditions of Teachers in California

Juliet Tiffany-Morales, Lisa Uperesa, Marjorie Wechsler and Katrina R. Woodworth, *Researchers/Education Policy Analysts, SRI International*

Strengthening the nation's teaching workforce is a priority among national reformers, the federal government and state policy makers. This presentation draws on research findings from a comprehensive study of the status of the teaching profession for The Center for the Future of Teaching and Learning. We will present current data on the supply of and demand for teachers in California and discuss the implications of the teacher shortage for the teacher preparation system, induction of new teachers, and ongoing professional development.

5 A

First Year Teachers' Hierarchy of Needs

Jean Casey, Ann Claunch, *Coordinators, Teacher Induction Program, Partnership Program: Albuquerque Public Schools/University of New Mexico*

Research has established a hierarchy of needs of first year teachers: basic, knowledge, experiential and growth, which have been found to be more recursive rather than linear. This session will present easily identifiable characteristics as well as mentoring strategies to match these needs. Through an interactive discussion of case studies and sharing their own experiences, participants will expand their knowledge of appropriate mentoring practices that promote quality teaching.

6 A

From Cocoons to Butterflies: The Emergence of Educational Leaders

Nancy J. Fiandach, *Director of Professional Development and Career Ladder Program*, **Claire Fugit**, *Study Teams Coordinator*, and **Brenda Peterson**, *New Teacher Program Coordinator, Mesa Public Schools*

Mesa Public Schools, the largest school district in Arizona, provides new teachers with a mentoring program that moves far beyond the "buddy" support system. New teachers are supported and encouraged to join leadership teams to participate in research, planning, study teams, lesson study, and summer programs for at-risk students. Presenters will provide materials, information, film clips, and models to illustrate how new teachers can emerge as educational leaders.

7 A

Enhancing Professional Practice by Building Successful Mentor Partnerships

Paula Bevan, *Lead National Trainer/Consultant*, and **Connie Sims**, *Senior Trainer/Consultant, Educational Testing Service Teaching and Learning Division*

This interactive session will present information on how the Michigan, Iowa, Vermont, and North Dakota Education Associations in partnership with the Educational Testing Services Teaching and Learning Division developed induction programs to provide statewide cadres of well prepared mentors to support the development of beginning teachers. The partnership used the PATHWISE Induction Program based on *Enhancing Professional Practice: A Framework for Teaching*, as the foundation for their program.

8 A

Taking Our Coaching Skills to the Next Level

Wendy Baron and Janet Gless, *Associate Directors, New Teacher Center @ UCSC*

Mentoring is both rewarding and complex; each beginning teacher offers unique opportunities to learn and develop new skills. This session explores a differentiated coaching schema that helps mentors tailor their coaching to a teacher's specific developmental needs and internal states. Clear outcomes focused on equitable learning environments and improved instruction guide the mentor's practice. Strategies for creating entry points that help engage new teachers in open and honest reflection upon practice will be shared.

9 A

Partnering to Provide Induction as Professional Development

Frances Hensley, *Director of GSTEP Initiative*, **Betty Shockley Bisplinghoff**, *Assistant Professor*, and **Thomas M. Van Soelen**, *Instructor, University of Georgia*

The Georgia Systemic Teacher Education Project (GSTEP) is a partnership between universities, school districts, and local businesses that seeks to impact K-12 student achievement by improving teacher education through the realignment of curriculum, creation of induction and mentoring programs, and partnerships to offer early educational experiences. Participants will examine a professional development organizer geared toward creating a coherent six-year induction experience from the freshman year of college through the second year of teaching.

10A

Putting Subject Matter into Mentoring: A Middle Grades Science Mentoring Project

Sue Dost, *Mentor, Freeman Centennial School, Norfolk, Massachusetts*; **Marian Pasquale**, *Co-Principal Investigator, Center for Science Education, Education Development Center*; **Vivian Troen**, *Mentoring Specialist*, and **Bernie Zubronski**, *Senior Scientist, Education Development Center*

This session introduces participants to a comprehensive National Science Foundation supported Middle Grades Science Mentoring Project. Education Development Center's *Center for Science Education* is designing and field testing a program to enhance mentor teachers' science content knowledge, pedagogy, and mentoring skills. This project prepares mentors to support teachers new to middle school science instruction. Through videos and discussion, presenters describe science mentors intensive experience with science/ mentoring institutes, study groups, classroom observations and e-mentoring.

11A

Facilitating Communities of Possibilities: Transforming New Teachers' Experiences for Success

Christine Del Gaudio Clayton, *Program and Research Associate*, **Jennifer Locraft Cuddapah**, *Research and Program Associate*, and **Katharine Unger**, *Executive Director, Educational Programs, Teachers College/New Teacher Academy, Columbia University*

This session invites participants to look at their assumptions about new teachers, mentoring, and the induction process through the lens of transformative learning. Presenters will illustrate possibilities and tensions for transformative approaches to new teacher development. Integrating these principles within interactive, district-wide "communities of practice" enhances the possibility of teacher quality and retention as well as improved student learning.

9:30–12:15 pm

SESSIONS A / B

12 AB

Culturally and Linguistically Responsive Teaching: Building Teachers Knowledge and Capacity to Serve Standard English Learners

Sharroky Hollie, *Program Coordinator, Academic English Mastery Program, Los Angeles Unified School District*

Teachers must be prepared for the most diverse students ever, yet too many teachers enter classrooms under-prepared. This presentation will reveal crucial elements of culturally and linguistically responsive teaching as a pedagogy that can transform the profession in the areas of teacher preparation and classroom practice. Based on the efforts and success of teachers in the Academic English Mastery Program in Los Angeles, participants will discuss key issues such as non-standard languages, learning styles and literacy instruction.

13 AB

Collaborating for High Standards: Building Individual Teacher and Collective Capacity for Standards-based Instruction

Trudy Schoneman, *Associate Director, Western Assessment Collaborative at WestEd*

Standards-based instruction not only demands new individual skills and knowledge for both teachers and administrators, but also requires that teachers work together as a team to plan instruction, set performance standards, analyze student work, examine instructional practices and programs, as well as take collective action. This session focuses on strategies to plan standards-based instruction that includes rigorous assessments and criteria, agreed-upon performance standards for grade level, department, school and district.

14 AB

Mentoring for Equity

Trinidad Castro and **Anne Watkins**, *Outreach Coordinators, New Teacher Center @ UCSC*

Beginning teachers need support in creating classrooms that promote equity, and their mentors need tools to provide that support. Through case study and role-play, participants will better understand what it means to coach for equity: learn strategies to help novices self-assess their teaching, create and engage all students in learning opportunities that teach to the content standards, and effectively communicate with every student's family. All students have the right to thrive in safe and equitable classrooms.

**11:15–12:15pm SESSIONS B
RESEARCH FORUM**

15B

Math, Science, and Distance Learning

**Classroom Coaching in Mathematics:
A Focus on Content**

Joanne Rossi Becker, *Professor, San Jose State University*

**Creating a Framework for Research on Mentoring
via Distance Delivery**

Elisabeth Swanson, *Director, Science/Math Resource Center,*
Jennie Luebeck, *Assistant Professor of Mathematical Sciences,*
and Susan Kocyba, *Doctoral Student, Mathematics Education,*
Montana State University

**Potential for Mentoring Beginning Science
Teachers Online**

Roberta Jaffe, *Consultant, New Teacher Center, University of
California, Santa Cruz;* Elisabeth Swanson, *Director, Science/Math
Resource Center, Montana State University*

16B

Equity, Race, and Language in Induction

**Helping Beginning Teachers to Improve Instruction
for English Learners: An Analysis of BTSA Teachers'
Perspectives**

Teresa I. Marquez-Lopez, *Lecturer/Assistant Research
Educationist, University of California, Riverside*

**“Critical Whiteness Studies” Explained and Extended
for Research on Teacher Induction**

Helen M. Kress, *Assistant Professor, San Jose State University*

**(Re)Framing Classroom Contexts: How New Teachers
and Mentors Understand and are Influenced by
Diverse Learners**

Betty Achinstein, *Senior Researcher, and Adele Barrett,*
Researcher, New Teacher Center, University of California, Santa Cruz

17B

Mentoring Processes

**Mentor-Novice Interaction as a Support for Novices'
Learning to Teach: Lessons from Chinese and U.S.
Mentor-Novice Conversations on Novice's Lessons**

Jian Wang, *Assistant Professor, University of Nevada, Las Vegas*

**Learning About My Classroom: Analysis of Student
Work as a Powerful Pedagogy in Mentoring**

Randi N. Stanulis, *Associate Professor, Michigan State University*

**An Analysis of Mentoring Conversations with Beginning
Teachers: Suggestions and Responses**

Michael Strong, *Director of Research, New Teacher Center,
University of California, Santa Cruz*

18B

Focusing on Students in Induction

**Including Student Perspectives in Teacher Induction
Programs and in Teacher's Conversations about
Instructional Practices—A Pilot Study**

Mark Groen, *Project Researcher, Riverside County Office of
Education RIMS/BTSA*

**Beginning Teachers and their Support Providers
Learning Together: Induction as Mutual Professional
Development**

Virginia Kennedy, *Assistant Professor, Department of Special
Education, Coordinator, BTSA-SE;* Nancy Burstein, *Professor,
Department of Special Education, Director, BTSA-SE*

**Bridging the Teacher Shortage Gap and Reducing
Teacher Attrition in Special Education: A Multi-
Collaboration Research Project with Five California
State University Campuses**

Lou Larwood, *Program Director/Grant Director, College of
Education, Special Education, San Jose State University,*

19B

Is Induction Effective?

**Comprehensive Teacher Induction:
Systems Abroad for Early Career Learning**

Ted Britton, *Associate Director, National Center for Improving
Science Education/WestEd;* Lynn Paine, *Associate Professor,
Michigan State University*

**A Framework for Examining “Wash-out” in the
Induction Years**

Bonnie Tjeerdsma Blankenship, *Associate Professor, Georgia
State University*

**Beginning Teachers, Diverse Learners, and Student
Academic Performance in a Mentored Setting**

Anthony Villar, *Research Associate, New Teacher Center, University
of California, Santa Cruz*

20B

Evaluating Induction Models

Mentoring: A Multi-level Approach

Judith L. Hayes, *Instructor and Program Director, Wichita State
University*

**Collaborative Mentoring: Using Video Cases for the
Shared Analysis of Standards-based Teaching**

Traci Bliss, *Associate Professor, Curriculum Studies and Teacher
Education, Idaho State University*

**The New Teacher Center Induction Survey:
Assessing New Teacher Support Programs**

Adele Barrett, *Researcher, New Teacher Center, University of
California, Santa Cruz*

12:30–2:15 pm

LUNCH

Keynote Speakers

Richard Rothstein and Peter Schrag

Narrowing the Gap: Balancing Social, Economic and Instructional Reforms

Richard Rothstein is a research associate of the Washington, DC based Economic Policy Institute, and the national education columnist of *The New York Times*. In addition to his weekly columns in the Times, Rothstein's recent publications include *The Way We Were? Myths and Realities of America's Student Achievement*; *Can Public Schools Learn from Private Schools?*; and *Where's the Money Going? Changes in the Level and Composition of Education Spending*.

Peter Schrag is a journalist and the author of many articles as well as nine books on American politics, education and other social issues. For nineteen years he served as the editorial page editor of *The Sacramento Bee*. He is a senior correspondent for the *American Prospect* and continues to write a weekly syndicated column. His most recent publication is *Paradise Lost: California's Experience, America's Future*.

2:30–4:00 pm

SESSIONS C

21C

Voices of the First Year Teacher

Anne Bouie, *Senior Consultant, Teacher Quality*, and **William Miles**, *Director for Policy Initiative, Public Education Network*

This session will share survey, focus group and case study data about first year teachers in seven urban school districts across the country. Learn about the conditions that nurture and cultivate new teachers as educators as well as those that frustrate, disillusion and cause them to leave the profession. Presenters will pinpoint the role that mentoring plays and ask participants to share their own observations. This session is pertinent to policy makers.

22C

Collaboration: Working Together to Close the Equity Gap

Irene McGinty, *Coordinator of Professional Development*, and **Pola Espinoza**, *Literacy Coach, Starlight Professional Development School*

A priority for Starlight is structured, collaborative work among all members of the teaching community focused on achievement and leadership of low-income students, students of color, and students learning English as a second language. Using teacher stories, action research, and video clips, presenters will address the questions: What is collaboration—vision, structure and process? How does it accelerate teacher development and student achievement through its focus on equity and justice?

23C

Integrating Technology and Mentor Support Systems to Promote Continuous Professional Development of Mentor Teachers

Patricia Clark, *Teacher Support Provider, Cypress School District*; **Karen Hessel**, *Program Director*, and **Barbara Hollywood**, *Developer, Educational Testing Service*

Educational Testing Service has developed online technological support that addresses the differentiated needs of mentors of beginning teachers. Presenters will demonstrate several of these: Induction Community, which links mentors and administrators nation-wide; an online course, *Introduction to Coaching*; and skills-specific mini courses such as *Communicating with Families and Managing Student Behavior*. Participants will discuss their own professional development needs and the feasibility of an online format.

24C

Coach 2 Coach— Creating a Seamless Connection Between Pre-service, Beginning, and Career Teachers

Caroleen Hodge, *State Director, Coach 2 Coach, Western Region Education Alliance*; **Janice Holt**, *Teacher-in-Residence, Coach 2 Coach, Western Carolina University*

In these days of teacher shortage and teacher accountability, mentoring beginning teachers is critical in order to retain quality teachers. For the past two years, North Carolina has implemented the Coach 2 Coach Teacher-in-Residence Program, housed at North Carolina universities, with the primary focus on providing support for beginning and mentor teachers. Participants will learn some of the strategies this program employs to support and retain beginning teachers.

25C

Lesson Study and the Professional Development of New Teachers: A Report from San Mateo-Foster City Unified School District

Facilitator: Catherine Lewis, Senior Research Scientist, Mills College

Lesson study is the core form of professional development for Japanese teachers. This complete cycle of instructional inquiry based on classroom realities is consistent with what researchers find effective for teacher professional development. This presentation draws on video, student work, and first-person accounts from new teachers to describe the model of lesson study used in the San Mateo-Foster City School District and the learning opportunities and challenges it has brought.

26C

Strategic Coaching

Valerie Leal, *Coordinator of Professional Development for Beginning Teachers, Santa Cruz New Teacher Project*; **Jan Miles**, *Senior Outreach Coordinator, New Teacher Center @ UCSC*

How do mentors address situations in a beginning teacher's classroom that can't be ignored while maintaining a relationship that has been built on respect and trust? Discover how mentors coach strategically: use the California Standards for the Teaching Profession, collect data, and have a reflective conversation to find solutions to challenging situations. Participants will watch a role play and write their own case studies for problem solving.

27C

Creating a Support Infrastructure for Inner City Induction that Leaves No Teacher Behind

Phyllis B. Harris, *Director, New Teacher Support and Development, Oakland Unified School District*

Solve the problems of high teacher turnover, meet the needs of under-prepared and newly credentialed teachers, and develop, within an inner city context, competent teachers for all students. Presenter describes a seamless portfolio of teacher support that moves teachers through a cohesive individualized professional growth continuum. Learn how this urban model has almost eliminated Emergency Permit teachers and how state programs and university partnerships have been aligned and integrated to undergird retention and professional growth goals.

28C

Supporting First-Year Teachers Toward Leadership

Ann Cocks, *Teacher, English, Judi Elman*, *Department Chair, English*, and **Kerri Jass**, *Teacher, English, Highland Park High School, Township High School District 113, Highland Park, Illinois*

Township High School District 113 in Illinois has created a structure to support teachers in their progress toward tenure. This process aims to support teachers as learners, facilitate their growth as school and district leaders, and create the conditions for improved student learning. Presenters will share their experiences and findings from the research that they have conducted for the past two years, and will invite input to help shape the next phase of their inquiry.

29C

Group Mentoring in Learning Circles

Michelle Collay, *School Coach, Bay Area Coalition for Equitable Schools*; **George W. Gagnon**, *Director, MESA Program, University of California, Berkeley*

Learning Circles is a professional development model where small groups of teachers meet regularly to learn together. These groups provide an opportunity for mentors and new teachers to build knowledge about content and best practice. Participants will experience a learning circle format and brainstorm applications to their own school context. This session will explore both how to support learning circles that emerge naturally in schools as well as how to formally structure them.

30c

Using Case Study as a Tool for Self-Reflection

Dorotha Ekx and Ellen Gury, *Induction Coaches*, and **Brenda Kaylor**, *Director of the Office of Professional Development, St. Vrain Valley School District*

The Office of Professional Development of St. Vrain Valley School District in Longmont, Colorado, offers Coaching Academy, a course for coaches to learn coaching strategies and practice them with their peers. As a final product for the course, each coach wrote a case study of the work with one teacher. Presenters will share what course content has proven useful to coaches in their work and what themes/patterns were revealed in these reflections.

31c

The Exploratorium Teacher Induction Program: Lessons from a Subject-Specific Program

Tory Brady, *Assistant, Mentor Program Coordinator*, **Lori Lambertson**, *Beginning Teacher Coordinator*, **Linda Shore**, *Director*, and **Modesto Tamez**, *Mentor Coordinator, Exploratorium Teacher Institute*

The Exploratorium Teacher Institute has provided ongoing professional development to science teachers for 20 years, supporting novice and mentor teachers through the Exploratorium Teacher Induction Program. Presenters will describe two of their programs: the Beginning Teacher Program and the Leadership Training Program; and lead a discussion of pedagogy within the context of content. Participants in this interactive session will explore lessons learned from a professional development program that is subject-specific, voluntary, and museum-based.

32c

Closing the Gap Through Policy

Russlynn Ali, *Executive Director, EdTrust West*

This presentation will focus on the important intersection between policy and practice in improving the education of poor children while simultaneously shaping public understanding of the issues. Using hard hitting data to frame achievement and opportunity gaps, the presentation will explore explicit policies on standards, assessments, curriculum and accountability that close gaps. Real change in state or local policy depends on having a clear, crisp policy agenda at hand as the appetite for change is nurtured.

33c

Beyond Cheese and the Packers: The Wisconsin New Teacher Project Adapts the Santa Cruz New Teacher Project Model

Barbara Davis, *Assistant Director, New Teacher Center @ UCSC*; **Tom Howe**, *History Teacher, Monona Grove High School, Coordinator, Wisconsin New Teacher Project*; **Sharon Nelson**, *Chemistry Teacher, Waunakee High School, Director, Wisconsin New Teacher Project*

Like many states, Wisconsin is implementing a new licensure system with an emphasis on induction programs and new teacher support. Learn how teachers and administrators, in concert with professional organizations, state agencies, and universities, have built capacity to implement a regional mentoring program based on the Santa Cruz model. This session is intended for those interested in starting and/or enhancing a regional or state induction initiative.

34c

Having Hard Conversations

Jennifer Abrams, *New Teacher Coach Trainer, Palo Alto Unified School District*

As administrators, coaches, or teacher leaders, we often come up against situations where difficult topics must be addressed. What do we know about the best strategies for those moments? What questions should we be asking ourselves before we speak, and what environments are best for when we do speak? Based on research around conflict and interpersonal communication, this session will provide participants with tools for having those necessary hard conversations.

4:00–6:00 pm RECEPTION AND NETWORKING

Visit the Symposium Bookstore and New Teacher Center exhibits

Tuesday, February 4

7:30–8:00 am CONTINENTAL BREAKFAST

8:00–9:15 am GENERAL SESSION

Keynote Speaker Eric Cooper

Realizing the American Belief in Potential

Eric Cooper is the Executive Director of the National Urban Alliance for Effective Education (NUA) at The Council of Great City Schools, Washington, DC and The University of Georgia. He served in a similar position at Columbia University's Teachers College and was the Vice President for Inservice Training and Telecommunications at Simon Schuster Education Group. Dr. Cooper has produced numerous projects, writes and lectures to support the improvement of education for urban and minority students.

9:30–11:00 am SESSIONS D

35D

Induction Support for Novice Principals: An Introduction to Coaching Leaders to Attain Student Success

Gary Bloom, Associate Director, Claire Castagna and Betsy Warren, Outreach Coordinators, New Teacher Center @ UCSC

The New Teacher Center has been providing induction support to novice principals for five years. From our learning, we created a training for leadership coaches entitled Coaching Leaders to Attain Student Success. Presenters will share case studies of principal induction to illustrate this approach to coaching and the overall design of the NTC's principal induction program. Participants will hear research findings that indicate this program helps new principals succeed as instructional leaders.

36D

Using Critical Friends Groups as Induction Support and Ongoing Professional Development

Betty Shockley Bisplinghoff, Assistant Professor, and Thomas M. Van Soelen, Instructor, University of Georgia

Critical Friends Groups (CFGs) offer a responsive structure for creating and sustaining learning communities for all teachers. Member of CFGs help each other think about more productive teaching practices, examine curriculum/student work, and identify issues of school cultures that support significant connections between professional development and student achievement. Using simulation and multimedia experiences, participants in this session will "live" the intellectual challenge and potential for emotional and instructional support offered in a CFG.

37D

Two Journeys Toward Equity

Susan Bedford, Advisor, San Mateo Union High School District; Diane Burns, Mentor Teacher GLAD Trainer, and Melinda Love, Beginning Teacher Support and Assessment Director, Mt. Diablo Unified School District; Ann Rounds, Beginning Teacher Support and Assessment Coordinator, San Mateo Union High School District

Are you searching for ways to bring equity and equitable teaching strategies into your beginning teachers' classrooms? Join presenters in exploring a structure to take back to your program. Learn how mentors and beginning teachers in two Bay Area districts gathered data to respond to the achievement gap and begin a journey to challenge assumptions and open a conversation to foster an ongoing commitment to equity.

38D

Teacher Leaders and Administrators Join to Develop a Learning Community that Supports Novice Teachers

Carole Einhorn, Personnel Induction Facilitator; Vicki Hensley, Assistant Regional Superintendent; Vita J. Meyers, Consultant; Karen Peterson, Director, Beginning Teacher Program and Alternative Certification Partnerships; Nicki Rosenbaum, Assistant Regional Superintendent

Take a walk through the Illinois Initiative. Three Illinois associations have forged a partnership to ensure teacher induction programs that nurture best practices. Statewide, teacher leaders and administrators were trained to create/refine their induction programs with a focus on building learning communities. The program has three phases: awareness, application, and analysis. Presenters will discuss the role of administrators, the development of leaders and learning communities, and the role outside agencies and universities can take in creating high quality induction.

39D

Strengthening Induction through Formative Assessment

Teri Clark, Consultant, California Commission on Teacher Credentialing; Ellen Moir, Executive Director, New Teacher Center @ UCSC

On-going assessment of a teacher's practice is a powerful component of any comprehensive system of new teacher support. Presenters will discuss the characteristics of effective formative assessment and how induction programs can integrate assessment data into the day-to-day mentoring of new teachers. Two formative assessment models will be featured: the California Formative Assessment and Support System for Teachers (CFASST) and the New Teacher Center Formative Assessment System (NTCFAS). California's SB2042 Induction Standards relative to formative assessment will be discussed.

40D

It Takes a Community to Induct a Teacher

Hal Portner, *Education Consultant and Author*

A successful and ongoing program charged with the induction, mentoring, and development of new teachers is dependent upon the commitment and involvement of more people than just mentors and protégés. How can we identify, enlist and motivate key individuals such as policy makers, administrators and other educators into the process? This session presents participants with understandings and strategies to not only answer this question, but also to apply those answers back home.

41D

Quality Mentoring and Peer Review

Ann Clemenza, Joseph May, Michael McClausin, Carol Mobley and Tim Tindol, *Teacher Coaches, San Francisco Unified School District/PAR*

Is it possible to combine quality mentoring with peer review? In San Francisco's Peer Assistance and Review (PAR) program, we have been able to successfully combine support for new and referred teachers with evaluation. Through modeling, role-plays and presentations, we will share how we have been able to combine two roles: peer assistance and review. Participants will become knowledgeable about how quality mentoring can be integrated with peer review.

42D

The Teacher Gap—What Do We Know?

Jeff Archer, *Assistant Editor, Education Week*

Schools serving the highest numbers of students at risk of academic failure are the ones most likely to have high staff turnover, more out-of-field teaching, and large concentrations of new and unlicensed teachers. Education Week examines the causes, consequences, and possible solutions to this trend in Quality Counts 2003, a report to be released in January. Join one of the report's co-authors as he discusses major lessons learned from the project and implications for the teaching profession.

43D

Mentoring as a Pathway to the Principalship

Cynthia Carver, *Assistant Professor, Western Michigan University*; Noni Mendoza Reis, *Assistant Professor, Educational Leadership, San Jose State University*

How does mentor training and experience prepare one for the principalship? Participants will be introduced to effective practices for supporting and mentoring new teachers and their coaches. A panel discussion featuring three former mentors will explore the role mentor training and experience had in preparing them for this work. We close by discussing what we need to know to successfully recruit, train and support mentors for the principalship.

44D

Coaching New Teachers in Classroom Management

Kay Burke, *Senior Vice President, Academics, and Julie Sausen, Project Manager, Academics, SkyLight Professional Development*

Classroom management is the number one challenge faced by new teachers. Mentors and coaches can offer a repertoire of strategies and tools for their protégés to use when establishing their classroom environment and encountering student behavior problems. This interactive session provides useful strategies to set the classroom climate; establish rules, procedures, and consequences; and teach the necessary social skills to insure an effective and safe classroom that is conducive to learning.

45D

Lesson Study: The New Frontier in Teacher Induction

Ana Lorena Martinez and Sonia A. Rivera, *Lead Teachers, Calxico Unified School District*

Learn how to facilitate Lesson Study to provide a safe forum for beginning teachers to become a part of a teaching community. Using principles of the Japanese professional development model which focuses on a single lesson for professional inquiry, teachers gain hands-on understanding of subject matter content and teaching strategies, collect and interpret evidence of student learning, relate learning to content standards, collaborate with peers, and reflect on best teaching practices.

46D

Helping New Teachers Use Student Performance Data to Close the Achievement Gap

Laurie Bloom-Sweeney, *Principal, Castroville Elementary School, North Monterey County Unified School District*; David S. Paine, *Director of Curriculum and Instruction, Live Oak School District*

Establishing classroom practice where data are analyzed requires an entry point, exploratory steps, and careful mentoring. How can mentors assist new teachers to develop a community that nurtures a reflective system of data analysis for improved student achievement? Participants will be introduced to a variety of formative and summative assessment tools, including reading fluency, text reading level, reading comprehension, writing samples, and standardized testing to analyze students' progress toward district and state benchmarks and improve instruction.

47D

Using Induction to Build Teacher Resiliency

Laura Gschwend, *Outreach Coordinator, New Teacher Center @ UCSC*

What is teacher resiliency and how does it relate to new teacher induction? Learn practical tips for empowering new teachers to maintain tenacity in the face of adversity. This session will identify both individual and accompanying environmental protective factors that foster resiliency among new teachers. In addition, learn ways mentors and administrators can build teacher resiliency as a requirement for ensuring long-term success in schools, especially for those teaching in low achieving schools.

48D

Summer Internships: Building Partnerships to Introduce and Induct High-Quality Undergraduate Students into the Teaching Profession

Ronald A. Fairchild, *Executive Director*, and Nadine Finigan, *Education Specialist, Teacher, Baltimore*

Based at The Johns Hopkins University, Teach Baltimore has a proven track record of success in reducing summer learning loss and improving teacher recruitment and retention in Baltimore City. Join colleagues for an in depth discussion of strategies for building partnerships between school districts, universities, and communities that support new teacher induction. This session will focus on approaches that use the traditional summer vacation as an opportunity for teacher professional development, mentoring, and community-based learning.

11:15–12:15 pm

FEATURED SPEAKERS

I

Sharon Feiman-Nemser

Mandel Professor of Jewish Education, Brandeis University

The Multiple Meanings of Teacher Induction: Implications for Policy and Practice

Teacher induction presents a unique opportunity to influence many aspects of a teacher's practice and career, both in the short term and over a professional lifetime. In this session, Sharon Feiman-Nemser explores three meanings of induction—as a phase in learning to teach, a process of teacher socialization, and a formal program for beginning teachers. Each meaning is linked with a core tension or dilemma that bears on induction policy and practice.

II

Jay Rosner

Executive Director, The Princeton Review Foundation

Standardized Testing: Equity Considerations and Pragmatic Approaches

The proliferation of high-stakes standardized tests is generating more heat than light. It is possible to both question the value of these tests and support our students in taking them. Jay Rosner will explore equity factors in high stakes testing, share strategies that teachers can use in preparing students, and look at schools helping minority students be successful on tests. Testing is a challenge that beginning teachers will continue to face.

III

Linda Lambert

Professor Emeritus, California State University Hayward; Lambert Leadership Development

Leadership as Learning: An Emerging Perspective

Today leadership is defined by more than role and position; it is an expression of the complexity of relationships and learning in an organization. Linda Lambert presents insights into the major changes taking place in leadership and considers trends in leadership development that have implications for everyone involved in teacher learning. Special attention is focused on understanding “leadership capacity” as a framework for broad-based, skillful participation in the work of leadership.

12:30–2:00 pm LUNCH

Host Speaker Ellen Moir
Transforming Our Profession

Ellen Moir is Executive Director of the New Teacher Center at the University of California, Santa Cruz, a national resource for the development of programs and policies that support teacher induction and professional development. She has served for many years as the Director of Teacher Education at UCSC. Since 1988, she has directed the Santa Cruz New Teacher Project, which has assisted more than 5,000 new teachers to successfully enter California's classrooms. Ellen is a passionate advocate for teacher quality and equitable learning opportunities for all students.

2:15–3:45 pm SESSIONS E

49E

**Mentoring is Such a Good Idea!
But Why is Change so Slow?**

*Donna Recht, Professor, Chair of Educational Leadership,
Cardinal Stritch University*

Mentoring supports student learning through attention to new teachers' needs. If mentoring is acknowledged as an effective school practice, why are school systems so slow to implement change? This session examines the change process in organizations including school climate and culture. Participants will examine their own organization for barriers to change and learn how to facilitate and sustain change in order for mentoring to become systemic.

50E

**Tailoring an Alternative Formative
Assessment Model**

Trinidad Castro, Outreach Coordinator, New Teacher Center @ UCSC; Nancy Doyel, Director, and Susan Wray, Associate Director, Peninsula New Teacher Project

Last year, a group of districts in San Mateo County collaborated with the Santa Cruz New Teacher Center to tailor a unique formative assessment model that meets the needs of both their mentors and beginning teachers in their specific contexts. The presenters, who were leaders in this collaboration, will tell their story and give time for participants to brainstorm possible applications as they improve, revise or recreate their teacher induction programs.

51E

**Passing the Torch: Ten Mentor Teachers'
Perceptions of Their Role in Working with
First-Year Teachers**

Jane Schumann, Doctoral Student, Teachers College, Columbia University

This presentation features the findings of a qualitative research project involving ten mentor teachers. It will focus on how these mentors perceive the role of mentoring, what they see as good teaching, and how valuable they found the mentor preparation programs in which they participated. Discussion will include how the mentors set goals for working with new teachers and what was important to share.

52E

Content-Focused Coaching in Mathematics

David Foster, Program Director, Mathematics, The Robert N. Noyce Foundation

The Silicon Valley Mathematics Initiative has supported content-focused coaching in mathematics within thirty school districts since 1996. Through these intense and diverse experiences, we have developed techniques, tools, and professional development strategies to support mathematics coaching. This session will focus on these innovative coaching tools and how mentors can use them to improve new teachers' practice. Participants will engage in examining video cases, and research studies will be shared.

53E

**Stop the Revolving Door! Retain Teachers by
Implementing an Effective Induction Program**

Barbara Davis, Assistant Director, New Teacher Center @ UCSC; Krissy Jennette, Mentor Resource Teacher, Dorchester County Public Schools, Maryland; Suzanne Newsom, Director High School Curriculum and Instruction, Charlotte-Mecklenburg Schools, North Carolina; Shelley Serin, District Coordinator, New Teacher Programs, District 26, New York Public Schools

Effective models of teacher induction can help districts attract and retain the teachers they need to provide students with the educational opportunities they deserve. The New Teacher Center, with support from the Goldman Sachs Foundation, has partnered with three large urban districts and one small rural district to implement a comprehensive induction program using full-time mentors. This session will share program evaluation data while focusing on the components and processes that have supported these efforts.

54E

Content Coaching and Teacher Leadership: A Role for Teachers on Special Assignment

Maria Gonzales, Mike Lebda, and Ana Lopez, *Science Specialists*, and **Jerry Valadez**, *Science Coordinator, Fresno Unified School District Science Office*

This unique professional development project focuses on the intersection of the characteristics of science teacher leadership and the research on the role of reflective practice. A goal of the Fresno Science Education Professional Development and Coaching Program is to build a leadership cadre that sustains a mentoring program for participating teachers. This session will be framed around the question: “What are the elements of an effective coaching program for science teachers?”

55E

Build It, They Will Come...

Deborah Luedtke, *Mentor Network Leader*, and **Linda Rees**, *Professional Development Program Facilitator, PREP Center at Intermediate District 287*

The Practical Resources for Education Professionals (PREP) Center Mentor Network is founded on the belief that mentors are school leaders who shape their district culture and schools by encouraging good teaching practices. They are currently completing their second year with support, training and networking for 22 school districts in Minnesota. Participants will experience the PREP Center’s network process, tools, action planning, and train-the-trainer session using “Mentoring and the Generation Gap.”

56E

University-Based Mentoring: A Response to the Urban Experience of New Teachers

Linda Bufkin and Rina Chittooran, *Associate Professors, Department of Educational Studies, St. Louis University*

This presentation focuses on a university-based mentoring program designed by university facilitators in response to needs identified by new teachers in an urban setting within St. Louis Public Schools. Participants will analyze specific cases, be introduced to a format for addressing issues that new teachers encounter and brainstorm solutions. Presenters will share lessons learned and offer recommendations for implementation of similar programs.

57E

Mentoring Special Education Teachers

Trudy Gross and Cathi Serpa, *Program Specialists, Special Education Local Plan Area (SELPA) II, Fremont Union High School District*

Most mentors are not equipped to address the unique concerns and instructional practices of beginning special education teachers. In response to this, Fremont Union High School District created a five day in-service offered to new special education teachers, their mentor teachers and assistant principals which provides an opportunity for them to build community and build common knowledge. Presenters will provide opportunities to learn about special education law, curricular accommodations and modifications, and classroom behavior plans.

58E

Voices from the Classroom: Exemplary Beginning Teaching Practices to Support English Language Learners

Facilitator: Tomasita Villarreal-Carman, Outreach Coordinator, New Teacher Center @ UCSC

Hear from exemplary beginning teachers on best practices in working with English Language Learners. These teachers were nominated by the Santa Cruz New Teacher Project (SCNTP) Advisors as exemplary teachers using the five Standards Performance Continuum from the Center for Research on Education, Diversity and Excellence (CREDE). Learn about the successes and challenges of these teachers as they enthusiastically share their experiences in working with English Language Learners.

59E

Changing Whole School Culture through Induction

Connie Davidson, *Induction Coordinator, Mills College and Alameda County Office of Education*

When the presenter was faced with designing an effective induction model for her urban high school which suffered from high teacher turnover, she focused on creating an environment that supports collaboration while changing the school’s existing “hostile environment” to a “safe harbor”. Participants will learn about effective strategies used to build school community, including meetings before the school year began and outreach beyond the school site. The presenter will share the success of this model.

4:00 pm**CLOSURE**

TECH Museum of Innovation

The TECH Museum of Innovation has extended a special New Teacher Center Symposium rate of \$10 per person which includes entrance to all exhibits and the IMAX Theater (subject to availability). Visit the TECH Museum anytime from January 31, 2003, through February 7, 2003. Prepayment required. You will receive your ticket with your Symposium confirmation.

Registration Information

Early registration will save you money! Register by December 31, 2002 and save \$55.

February 2–4, 2003, at the Fairmont Hotel, San Jose, California

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 @ UCSC phone: 831.459.4323
725 Front Street, Suite 400 fax: 831.459.3822
Santa Cruz, California 95060 e-mail: ntc@cats.ucsc.edu

Questions? Contact Peggy Young: 831.459.4323 or 831.454.9749

Fees:

PRE-CONFERENCE

Registration fee includes breakfast, lunch, and materials.

For Symposium registrants: **\$125** per person.

For Pre-Conference only: **\$175** per person.

SYMPOSIUM

Registration fee includes breakfasts, lunches, reception, and materials.

Before December 31: **\$295** per person.

After December 31: **\$350** per person.

Hotel accommodations and parking are additional to all above costs. There will be no on-site registration. Receipt of payment, confirmation of workshops and directions will be mailed following registration.

Cancellation Policy: A full refund minus a \$50 processing fee will be issued upon written requests received by January 3, 2003. No refunds will be given after January 3.

Hotel Information: Overnight accommodations are available at the **FAIRMONT HOTEL**, San Jose, at a special Symposium rate of \$149 plus tax for single occupancy, \$169 plus tax for double occupancy. In order to insure this rate, you must make your reservations prior to December 31, 2002. Please phone the reservation department at **800. 441.1414** and indicate that you are making reservations for the New Teacher Center Symposium. Parking fees are currently \$18 per day for registered overnight guests and \$20 per day for visitors

Transportation and Parking: For Information on Santa Clara Valley Transportation Authority Light Rail, visit www.vta.org or phone 408.321.2300. For Downtown San Jose Parking Information, visit sjdowntownparking.com.

Airline Reservations: **SOUTHWEST AIRLINES** is offering a 10% discount on most of its already low fares for air travel to and from the event. You or your travel agent may call Southwest Airlines Group and Meetings Reservations at 800.433.5368 and reference the assigned **I.D. Code J7903**.

Meeting attendees can enjoy 5% off the lowest published fare, or 10% off the full coach fare on **AMERICAN AIRLINES**. Plus, receive an additional 5% discount when you purchase your ticket 30 days in advance. Call American Airlines Meeting Services at 800.433.1790 or your travel agent and ask for **Star File # A4413AK**.

Academic Credit: 1.5 academic quarter units available from UCSC Extension for an additional fee. Enrollment information available at the conference.

You may also register online at www.newteachercenter.org

Registration Form

Transforming the Profession through Teacher Induction

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

Mailing address: Office Home All correspondence will be sent to this address.

Name _____

Title/Position _____

Organization _____

Address _____

City/State/Zip _____

Phone _____ Fax _____

E-mail _____

Special needs or dietary requests _____

Please indicate your first and second choice of sessions. Space is limited and will be filled on a first come, first served basis.

Pre-Conference: Sessions 1-3 1st Choice _____ 2nd Choice _____

Monday, February 3:	Sessions A	Sessions B	Sessions C
	9:30-11:00 am	11:15 am-12:15 pm	2:30-4:00 pm

1st Choice	_____	_____	_____
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2nd Choice	_____	_____	_____
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Tuesday, February 4	Sessions D	Featured Speakers	Sessions E
	9:30-11:00 am	11:15 am-12:15 pm	2:15-3:45 pm

1st Choice	_____	_____	_____
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2nd Choice	_____	_____	_____
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I am enrolling in: Pre-Conference only Pre-Conference & Symposium
 Symposium only Sunday pm event TECH Ticket

Payment must be included with registration.

Amount Enclosed \$ _____ Date _____

Enclosed Check # _____ Purchase Order # _____

Checks for Purchase Orders must be received prior to January 17, 2003.