

SIXTH NATIONAL NEW TEACHER CENTER

Soaring to New Heights

SYMPOSIUM ON TEACHER INDUCTION

PRE-CONFERENCE
February 1, 2004

SYMPOSIUM
February 2–3, 2004

Fairmont Hotel,
San Jose, California

Schedule at a Glance

SUNDAY, FEBRUARY 1

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

MONDAY, FEBRUARY 2

7:30–8:00 am	Registration and Continental Breakfast
8:00–9:15 am	Welcome and General Session <i>Invited Special Guest</i> Senator Hillary Rodham Clinton
9:30–11:00 am	Sessions A
11:15 am–12:15 pm	Sessions B
9:30 am–12:15 pm	Sessions A and B (double block sessions)
12:30–2:15 pm	Lunch <i>Keynote Speaker</i> Lee Mun Wah
2:30–4:00 pm	Sessions C
4:00–6:00 pm	Reception and Networking

TUESDAY, FEBRUARY 3

7:30–8:00 am	Continental Breakfast
8:00–9:15 am	General Session <i>Keynote Speaker</i> Michael Fullan
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 <i>Refreshments and Door Prize</i>

Take Off With Us

The [New Teacher Center](#) at the University of California, Santa Cruz, invites you to our sixth national New Teacher Center symposium on teacher induction, *Soaring to New Heights*, to be held February 1–3, 2004, at the Fairmont Hotel in San Jose, California. The symposium offers an exciting opportunity for our profession to learn with others committed to supporting the next generation of teachers.

We believe that new teacher support programs can greatly influence classroom practices, school cultures, teacher roles, and professional norms. Our program offers sessions and features speakers who represent a wide range of educational contexts. Like you, they all share a concern for the future of our profession and the success of our schools. We are coming together because we know that support for novice educators can be a leverage point for educational reform.

The symposium title reflects our determination to ascend to new levels of professional excellence through the work of induction. It's with great promise and hope that we invite you to join this community of teacher educators, mentor teachers, administrators, researchers, and policymakers from across the country who share this commitment to quality teaching and mentoring. We look forward to welcoming our colleagues this coming February as together we soar to new heights and aspire towards equitable outcomes for all students.

Pre-Conference

Sunday, February 1

Key to Themes

Quality Mentoring

Leadership & Professional Identity

Equitable Learning & Social Justice

9:00–3:30 pm

1 An Inside View of the Santa Cruz Induction Model

Wendy Baron and Janet Gless, *Associate Directors*,
Kathy Hope, *Program Director*, and Ellen Moir, *Executive Director*,
New Teacher Center @ UCSC

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 mentor and beginning teacher. Focused discussion sessions will address mentor professional development, building organizational capacity, the role of the site administrator, and more. Participants receive a SCNTP Program Manual and Continuum of Teacher Abilities.

2 Beginning With Equity

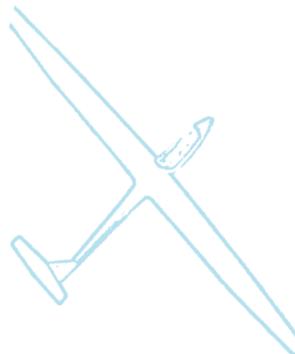
Enid Lee, *Enidlee Consultants*

How can we effectively address issues of culture, language, race and power in all phases of the coaching relationship? This workshop will provide us with the opportunity to further develop the skill, knowledge and will to "begin with equity" in our work with new teachers. We will examine a model based on six principles of Anti-racist Equity and find solutions to case studies which capture the realities of new teachers and new teacher advisors in a variety of contexts.

3 Relational Leadership: Creating Personal and Professional Links to Student and New Teacher Success

Karen M. Dyer, *Manager, Education and Non-Profit Sectors*,
Center for Creative Leadership

Insightful educators recognize that success is not only dependent upon knowledge of instructional and managerial skills. They recognize that relational leadership is key to producing results. By engaging in a review of practical research, analysis of real life examples, and through the use of proven strategies, participants will enable self and others to develop new skills, hone existing ones, and make linkages to what matters most: student success.

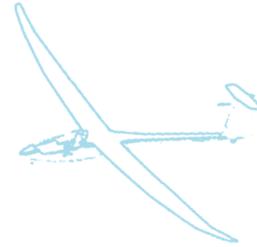


3:30–5:00 pm EARLY SYMPOSIUM REGISTRATION



New Teacher Center *Symposium*

Monday, February 2



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

8:00–9:15 am WELCOME AND GENERAL SESSION
Invited Special Guest The Honorable Senator Hillary Rodham Clinton

9:30–11:00 am SESSIONS A

1A

Race and Membership in American History

Kathryn Chopra, *Mentor Teacher, Fremont Union High School*;
Connie Chung, *Monta Vista High School*; Jack Weinstein, *Director,*
Facing History and Ourselves

Important questions that are inherent in a study of race and membership lead to crucial discussions about the role of the educator in establishing equitable learning environments. This session will include a content-piece on race and membership and explore: How is our identity formed? How do we acquire membership in a group or society? Who is part of our “universe of obligation”? What are some fundamental ideas that have shaped attitudes and assumptions about individuals and groups and that have affected educational outcomes?

2A

No Child Left Behind (NCLB): Mentoring, Teacher Quality and Research Based Instruction

Leonard Beckum, *Director, Sara Hahn and Janine Mozée,*
Equity Associates, WestEd Equity Assistance Center

Two central pillars of NCLB legislation are highly qualified teachers and scientifically based instructional strategies. In its work with schools, WestEd’s Equity Assistance Center focuses on these twin pillars as they relate to linguistically and culturally diverse students. This highly interactive session presents approaches and strategies that support language acquisition and can guide mentor teachers in their work with protégés. Research and ideas for designing and implementing professional development will be shared.

3A

The Journey from Beginning Teacher to National Board Certified Teacher: How Parallel Quality Mentoring Programs Advance Teacher Development

Zuni Johnson, *Curriculum Technology Coordinator, Barbara Temple,*
NBPTS Specialist, and Margie Zimmerman, New Teacher Mentor,
Charlotte-Mecklenburg School System

Our students need quality teachers now and in the future. In this session, participants learn about the powerful link between a full-time mentoring program for beginning teachers and a mentor support program for National Board Certification candidates. Through reflective writing, comparative thinking maps, and small group discussions, participants will learn how a peer-coaching model grounded in cognitive coaching can serve as the basis for a professional continuum for quality teaching while improving teacher retention.

4A

Working With Principals: Creating a Climate of Support

Sue Anderson, *Teacher Assistance Program Coordinator,*
Office of Superintendent of Public Instruction, and Karen Dickens,
Consulting Teacher, Lake Washington School District

Induction programs usually focus primarily on the relationship between mentor and beginning teacher. However, research shows that the principal has the greatest impact on the factors that keep a teacher in a building or district. In this session, participants explore strategies for creating a supportive climate for new teachers by building a principal-mentor-new teacher triad that maintains the trust and preserves the confidential relationship that exists between mentors and new teachers.



5A**The Online Mentoring Connection**

Lisa Lawrence, *Field Support Specialist, Educator Certification Program, Education Service Center, Region XIII, Austin*

Time is frequently reported as an obstacle to quality mentoring. This session provides detailed information on how one Texas teacher preparation program enhanced the capacity of mentors and novices. Through facilitative online mentoring, mentor and novice teachers cultivated strong collaborative relationships focused on student achievement. The presentation will describe how this online mentoring curriculum, constructed in alignment with state-developed standards for beginning educators, enhanced the efficiency and productivity of mentor-novice pairs.

6A**Reciprocal Reflection: Lessons Learned from the Project SITE SUPPORT Mentoring Program**

Lynda Anozie, *LEA Liaison, Baltimore City Public School System and Project SITE SUPPORT*; **David Clapp**, *Instructor/Cohort Coordinator, Johns Hopkins University*; **J. Thomas Husted**, *Coordinator, Project SITE SUPPORT*; **Eric P. Rice**, *Instructor/Evaluator, Johns Hopkins University*

How does mentoring promote reflection in new teachers? Might it also enable peer mentors to become more reflective? This session uses presentations and role-play to examine and teach ways the peer mentoring relationship benefits both the mentor and the new teacher. The presentation shares research and uses interactive exercises developed by Project SITE SUPPORT, a partnership among the Baltimore City Public School System and Johns Hopkins U., Morgan State U., and U. Maryland at Baltimore County.

7A**Combining Lesson Study and Content-Focused Coaching: Perspectives from San Mateo-Foster City School District**

David Foster, *Program Director, Mathematics, The Robert N. Noyce Foundation*; **Jackie Hurd**, *Math Coach/Lesson Study Coordinator, San Mateo-Foster City School District*; **Catherine Lewis**, *Senior Research Scientist, Mills College*; **Barbara Scott**, *Math Coach, San Mateo-Foster City School District*

Educators from the San Mateo-Foster City School District have teamed with outside specialists to support their lesson-study based instructional improvement effort in mathematics. Lesson study and Content-Focused Coaching have been woven together by SMFCS teacher-leaders to support district teachers to deepen content knowledge in ways that can immediately be brought to life in the classroom. Session participants will hear from a panel and view video footage.

8A**Facilitating Change in an Urban School System Through Coaching**

Sue Apps, *Coaching Coordinator, Milwaukee Public Schools*; **Sandy Braun and Jo Donovan**, *Professional Coaches, Coach Training Partnership*; **Jeanette Mitchell**, *Director, Stritch Leadership Center*; **Donna Recht**, *Associate Professor and Chair, Educational Leadership, Cardinal Stritch University*; and **Jocklyn Smith**, *Central Office Coordinator, Milwaukee Public Schools*

Coaching has the power to effect change. With this belief, Milwaukee Public Schools has initiated a multi-layered system of coaching with the goal of empowering urban school leaders. In December 2002, Milwaukee selected 15 principals and special education supervisors, on leave weekly, to coach 162 principals and special education supervisors. These coaches receive professional development from professionally trained facilitator coaches. This session describes the training model, coaching process and initial results of this urban coaching initiative.

9A**Mentor Suggestions and Their Impact on Beginning Teacher Thinking**

Wendy Baron, *Associate Director*, and **Michael Strong**, *Research Director, New Teacher Center @ UCSC*

How do mentor suggestions impact beginning teacher thinking? What types of suggestions are most accepted by novices? How might suggestions promote collaboration between beginning teachers and mentors? Join New Teacher Center researchers in analyzing data from a study on mentor suggestions and beginning teacher responses. Several case studies of beginning teacher/mentor conversations will be discussed, various types of mentors' suggestions identified, and conclusions drawn about effective mentoring practices.



10A

Professional Learning Communities: A Model for Mentoring and Induction Embedded in Professional Development

Carol Daddazio, Teacher Leader for Mentoring, Induction and Professional Development, Ethel Sadowsky, Mentor Leader, and Chris Whitbeck, K–8 Science Coordinator, Vice Principal, Public Schools of Brookline

Using the basic tenets of the National School Reform Faculty and the protocols they have designed, this session presents a mentoring and induction model embedded in high quality professional development for all teachers. By enabling both new and experienced teachers to advance their practice in the context of a Professional Learning Community (PLC), the goal of improved achievement for all students can be realized. Participants will learn the critical elements of a PLC and experience a sample protocol.

11A

The NTC Formative Assessment System (FAS) for Beginning Teachers

Jan Miles and Suzanne Riley, Outreach Coordinators, New Teacher Center @ UCSC

The New Teacher Center (NTC) uses a formative assessment process to help mentors provide tailored support to new teachers. Together, mentors and novices set professional goals based upon professional and student content standards, collect and analyze data of classroom performance, use student work to guide instruction, and build professional accountability. FAS is a highly effective, research-based model informed by 15 years of induction experience. Participants will be introduced to key FAS processes and mentoring tools that support teacher inquiry and accelerate new teacher development.

9:30–12:15 pm**SESSIONS A/B**

12 AB

Listening is a Skill

Eileen Cyr, Chair, Education Department, and Patricia McDiarmid, Professor of Health Education, Springfield College

Effective communication skills are necessary for mentoring and leadership. Focus is often placed on effectively sending messages. In this session we will focus on listening—a skill that can be critiqued, practiced, and honed. Participants will complete a listening skills inventory, evaluate and improve their own competence as a listener, and learn specific strategies for altering listening behaviors. Be prepared to begin a journey of self-awareness around your communication style and bring a sense of humor!

13 AB

The Meaning of Mentoring—To Whom and Why: How Context Shapes Perceptions and Definitions of “Mentoring”

Anne Bouie, Senior Consultant, Center for the Development of Schools and Communities

This interactive session will present findings of district based action research conducted to inform the system’s policies and practices in designing and implementing a “quality” mentoring program. The work explores how the systemic context shapes the perceptions of staff members who assume different roles and responsibilities in an evolving district with a solid track record of positive change and school reform.

14 AB

Strategies to Accelerate Academic Vocabulary Development in Linguistically Diverse Classrooms

Kate Kinsella, Teacher Educator, San Francisco State University

Teachers in linguistically diverse classrooms must use exceptional instruction and assessment practices in order to narrow the nationwide language and literacy achievement gap. Participants will learn how to analyze the vocabulary demands of curricula and utilize a high frequency academic word list to assess challenging reading materials. Geared to 4–12 instruction, this session demonstrates a dynamic student-centered instructional sequence to introduce focal lesson concepts in tandem with equally vital tool kit academic words that students will encounter in many subject areas.

The New Teacher Center advocates for opportunities to bridge research, policy, and practice across our work in teacher induction. The following presentations highlight issues relevant to our symposium themes from the perspective of educational researchers, policymakers, and other professionals. Sessions will include time for participants to ask questions and discuss implications.

15B**The Benefit-Cost Analysis of New Teacher Induction**

Gary Bloom, Associate Director, and **Anthony Villar**, Researcher, New Teacher Center @ UCSC

Mentoring is most often evaluated in terms of its effects on teacher turnover. Applying a benefit-cost approach, this study additionally considers teacher investments in credentialing and schooling, the effects of mentoring on novice professional practice, and effects on student achievement. The valuation of benefits and costs associated with mentoring over five years demonstrates that benefits far outweigh costs on a per teacher basis. Participants will discuss their own contexts in relation to these findings.

16B**The History of a Statewide Induction Effort: The California Story**

Carol Bartell, Dean, Charter School of Education, California State University, Los Angeles; **Janet Gless**, Associate Director, New Teacher Center @ UCSC; **Margaret Olebe**, Director, Weiss Institute for Research in Urban Literacy, California State University, Dominguez Hills; **Suzanne Riley**, Outreach Coordinator, New Teacher Center @ UCSC

Since 1988, California has funded teacher induction initiatives, including its hallmark Beginning Teacher Support and Assessment Program. More than 150 local programs provide universal support to novice teachers. Most recently, induction has become part of the state's credentialing system. Designed to provide information and new ideas for those interested in guiding state or local policies, this session offers a stimulating look at California's policy history, as well as the critical legislation and implementation strategies that have resulted in a comprehensive induction system for teachers.

17B**An Investigation of the Effects of Teacher Induction on Student Achievement**

Stephen Fletcher, Researcher, and **Michael Strong**, Director of Research, New Teacher Center @ UCSC

Using a value-added model of analysis, the New Teacher Center studied the effect of new teacher induction on student achievement using data from three districts. The research showed that achievement gains differ across districts according to the variation of mentor-novice contact. This session will discuss the results in terms of the characteristics of each district's induction program and the implications for educational policy on induction.

18B**Learning to Teach Literacy in Different Contexts: How Professional Cultures Shape New Teachers' Literacy Instruction for Diverse Learners**

Betty Achinstein and **Adele Barrett**, Researchers, New Teacher Center @ UCSC; **Clyde Curley**, Elementary School Teacher; **Rod Ogawa**, Professor and Education Department Chair, University of California, Santa Cruz; **Anna Speigman**, Research Intern, New Teacher Center @ UCSC

This session reports on research about contrasting district induction contexts and California statewide literacy practices. Research panelists, joined by a new teacher who shares his own perspective, discuss the results of contrasting socializing contexts on new teachers' literacy practices, approaches to diverse learners, and conceptions of professionalism, with special attention to equity concerns in low income, high minority schools. Participants will engage in discussion and analyze their own instructional environments.

19B**Recruitment and Retention Based on Understanding of Teaching as a Career within U.S. Minority Cultures**

June Gordon, Associate Professor, University of California, Santa Cruz

Recruiting and retaining a talented and diverse teaching force requires a deeper understanding of how minority cultures have experienced schooling and the teaching career. The presenter will share her research based on extensive interviews with teachers of color in four American cities and related work with students of color in teacher education programs. This session will highlight the role of image and respect of teachers within urban and low-income communities.

20B Some Truth About High-Stakes Standardized Testing

Jay Rosner, *Executive Director, The Princeton Review Foundation*

High-stakes testing impacts everything from the structure of the school day to the allocation of seats in competitive colleges. Yet the discussion of testing, when it occurs, is dominated by clichés and misinformation of little help to anyone, particularly new teachers. Jay Rosner will share some truth on testing, addressing topics ranging from equity considerations to the structure of tests to examples of schools successfully supporting minority students facing these tests.

21B An Inside-Outside View

Larry Slonaker, *Education Reporter, San Jose Mercury News*

How can educators bridge the communication gaps between the world of schools and the broader community? How do teachers communicate what they know and gain the support of parents who sometimes view the classroom with misunderstanding and suspicion? How can the education community build effective relationships with the media? As an education reporter who spent a year teaching middle school, Larry Slonaker brings insights and perspectives that are intended to help educators convey important policy messages beyond the classroom walls.

22B The California Landscape: Teacher Preparation, Induction, and Professional Development

Teri Clark, *Consultant, California Commission on Teacher Credentialing*;
Sarah Solari, *Consultant, California Department of Education*

This session will present current education policies in California. Presenters will review California's SB 2042 implementation in subject matter, teacher preparation, and induction. Included will be an update on the Beginning Teacher Support and Assessment Program (BTSA). In addition, there will be a review of the latest information on California's implementation of NCLB and High Quality Professional Development in California.

23B The Ins and Outs of Funding Induction

Jan Miles, *Outreach Coordinator, New Teacher Center @ UCSC*;
Vivian Gunn Morris, *Assistant Dean for Faculty Development & Co-Principal Investigator, The New Teacher Center at the University of Memphis*; Sheila Oates, *Specialist, Instructional Excellence, Charlotte-Mecklenburg Schools*; Judy Walsh, *Development Officer, New Teacher Center @ UCSC*

More and more states across the country are recognizing the importance of teacher induction; over half the states have passed legislation to require local mentoring support for beginning teachers. All too often, however, these statewide mandates remain unfunded. This panel will discuss how three school districts have strategically managed to create a local funding base for induction programs. Strategies for cultivating the support and working with private foundations will also be discussed.

12:30–2:15 pm LUNCH

Keynote Speaker Lee Mun Wah



Lee Mun Wah serves as the Executive Director and founder of StirFry Seminars and Consulting. He is a documentary filmmaker, community therapist, educator, poet, author, lecturer, and diversity trainer. For over 25 years he taught Special Education in San Francisco. His award winning films include *Stolen Ground* and *The Color of Fear*. Lee Mun Wah is dedicated to developing diverse, inclusive, and multicultural organizations and communities.

24c

Enhancing Teacher Quality Through Mentoring: The Power of Reflection

Kathy Dunne, *Director, Professional Development, Learning Innovations*, and **Susan Villani**, *Senior Program/Research Director, WestEd*

Nationwide, 30–50% of new teachers continue to leave the profession. The good news is that quality mentor programs can reduce attrition, increasing retention up to 95%. However, retention is not enough. As mentors gain knowledge and skills, new teachers' practice becomes more purposeful. In this session, participants will get a "snap shot" of a powerful mentor learning design aimed at content-based coaching. Participants will leave with a CD ROM that includes sample mentor learning designs and handouts.

25c

Mentor Teacher Professional Development— Making Equity Explicit

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

With the achievement gap a stubborn and frustrating reality, it is crucial that we help mentors deepen their understanding and create opportunities to practice language to address issues of equity with novice teachers. This session will provide participants essential concepts about equity and strategies to practice conversations that will empower beginning teachers to create learning communities where all students are respected, engaged and successful. Only then can we keep the promise to leave no child behind.

26c

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 communications, this session will provide participants with tools for having those necessary hard conversations.

27c

What's So Special About New Special Education Teachers?

Judy Coryell, *Associate Professor*, and **Pat Edelen-Smith**, *Special Education, University of Hawai'i*

Mentoring new special education teachers is a complex task, involving unique instructional environments, numerous formal and informal assessments, and extensive administrative paperwork. These challenges often interfere with new teachers' development and can be unfamiliar even to the seasoned veteran mentor. This session shares key features of a special education mentoring model. Participants will assess their level of comfort and experience working with these novices, explore scenarios of practice, and identify ways to apply their skills to unfamiliar situations

28c

The Site Administrator's Role in Supporting New Teachers

Barbara Davis, *Assistant Director*, and **Betsy Warren**, *Outreach Coordinator, New Teacher Center @ UCSC*

What strategies can a principal use to shape the culture of the school to support novices as they enter the profession? Participants will consider the site administrator's role in influencing district level induction policy, implementing site level practices, and building professional trust relationships at the individual level. This interactive session will identify beginning teacher developmental needs and examine effective strategies designed to help new teachers thrive, not just survive.

29c

The Changing Face of Mentoring: Supporting the Alternative License Teacher

Jean Casey, *Secondary Resident Teacher Program Coordinator*, and **Ann Claunch**, *Elementary Resident Teacher Program Coordinator, Albuquerque Public Schools/University of New Mexico*

With the current teacher shortage, the retirement of large numbers of teachers, and lower enrollments in teacher preparation programs, people with degrees outside of education are becoming licensed. Preparing and mentoring a workforce with little to no practical experience in classrooms poses a significant challenge. Presenters will discuss the unique strengths and needs of the alternative licensure teacher, and share successful mentoring strategies.

30c

Belief-Based Mentoring to Grow Urban Teacher Leaders

Elizabeth Allen, *Lead Mentor, Blum Mentoring Program*; Helen Atkinson, *Coordinator, Teacher Mentoring*; Lorraine Cornish, *Staff Specialist, Systemic Mentoring Program*; Wickes MacColl and Jacqueline Scott, *Lead Mentors, Blum Mentoring Program, Baltimore City Public Schools*

The Blum Mentoring Program uses full-time mentors to provide technological assistance to new teachers and to bring state of the art teaching practices to classrooms in Baltimore's highest need schools. Trained to become catalysts for reform, Blum mentors work to bring a culture of collaboration to schools. This session shares the beliefs that guide mentor professional development, along with the successes and obstacles identified through mentor-new teacher action research.

31c

Opportunities and Challenges of Establishing an Induction and Mentoring Partnership in a Large Urban School District

Virginia Johnson, *Program Director, New Teacher Center @ UCSC*; John Johnston, *Director of Accreditation and Co-Principal Investigator*; Shirley Key, *Associate Professor & Director*, and Vivian Gunn Morris, *Assistant Dean for Faculty Development & Co-Principal Investigator, The New Teacher Center at the University of Memphis*

The New Teacher Center at the University of Memphis, an affiliate of the New Teacher Center at the University of California, Santa Cruz, is replicating Santa Cruz's induction model in Memphis City Schools, the largest school system in the state of Tennessee. Full-time released new teacher advisors provide intensive support for first and second year beginning teachers. This session presents information on how these organizations collaborated in this endeavor.

32c

Individualized Induction Programs of Support, Monitoring and Assessment: How to Meet New Teachers' Needs

Sara Bubb, *Institute of Education, London*

England's statutory induction provision for all newly qualified teachers involves support, monitoring, and assessment. This session will describe the philosophy behind the English model and outline the key elements of this provision. These include the creation of an individualized induction program, one-on-one assistance from an on-site induction tutor, high stakes assessment, and a 10% reduction in teaching assignment for professional development activities. Examples of practice will form the basis for discussion.

33c

e-Mentoring for Science and Math Teachers

Roberta Jaffe, *Science Education Coordinator*, and Lynn Kepp, *Outreach Coordinator, New Teacher Center @ UCSC*

Mentoring on-line allows mentor-beginning teacher pairs to work together outside of the limitations of time and location while being part of a larger learning community. Learn about the implementation of e-Mentoring for Student Success (eMSS), an innovative mentoring program for beginning science and math teachers. This National Science Foundation project is a collaboration between the National Science Teachers Association, Montana State University and the New Teacher Center @ UCSC.

34c

Strategies for Using Teaching Standards to Build a Continuum of Teacher Learning

Deb Sachs and Cynthia Jackson, *CELL Fellows, University of Indianapolis—Center of Excellence in Leadership of Learning*

Many experienced teachers and mentees are familiar with teaching standards that are used by beginning teachers. By better understanding professional standards and learning a common language that facilitates conversations about practice, mentors can support their own practice while supporting novices. Through participation in strategies developed and used in a mentor training program, participants will increase their understanding of teaching standards, learn how to apply them and encourage growth of all teachers. Presenters will provide handouts.

35c

Beyond Conversation: What Happens When Mentors Use Effective Strategies to Promote Student and New Teacher Learning?

Kathleen O'Connor, *Clinical Faculty*, and Carol Pelletier, *Director of Professional Practicum Experiences, Boston College*

Based on their own research and practice, presenters have developed a course designed to meet the needs of busy teacher mentors who support Boston College teacher education program graduates. Five "Mentoring In Action" strategies will be demonstrated in this interactive session. Strategies focus on creating a common language based on state and national standards, reflective practice, inquiry, and going beyond informal conversation to enhance student learning.



36c

The Bridge Project: Mentoring as Critical Thinking

Marilyn Page, *Assistant Professor, Pennsylvania State University*

The Bridge Project developed a model for supporting novice teachers by partnering them with a school mentor, another novice, and a graduate student mentor who was also an experienced teacher. The session will examine the process and results of the Bridge project while exploring the theoretical and philosophical bases of novice teacher programs. Questions about innovative and radical approaches to supporting new teachers and the development of a novice's critical problem-solving ability will be explored.

37c

Additive Approaches to Writing Instruction with English Learners: Research into Practice

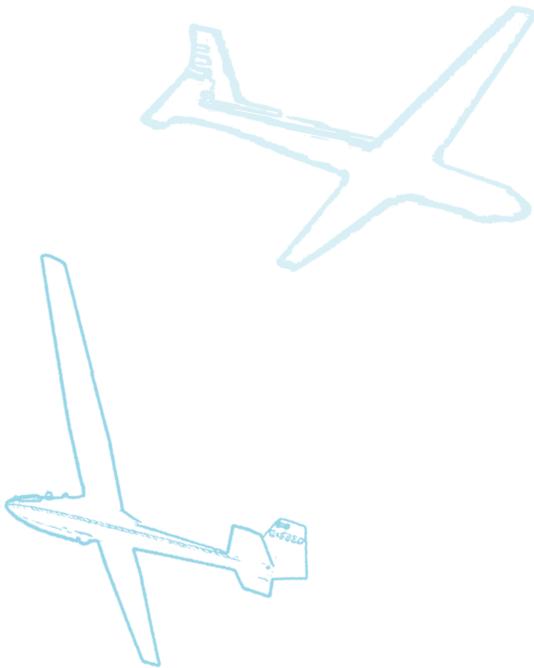
Magaly Lavadenz, *Associate Professor, Loyola Marymount University*

Supporting new teachers as they develop their skills in assessing and addressing the needs of English Language Learners is a crucial aspect of mentoring in many of our classrooms. This session seeks to build and deepen the veteran teachers' knowledge of language development with a focus on writing with English Language Learners as informed by current research. Cross-linguistic influences will be addressed, along with pedagogic considerations as informed by standards.

4:00–6:00 pm

RECEPTION AND NETWORKING

Visit the Symposium Bookstore and New Teacher Center exhibits



Key to Themes

Quality Mentoring

Leadership & Professional Identity

Equitable Learning & Social Justice

Tuesday, February 3

7:30–8:00 am CONTINENTAL BREAKFAST

8:00–9:15 am GENERAL SESSION

Keynote Speaker **Michael Fullan**



Leading in a Culture of Change

Michael Fullan is Dean Emeritus of the Ontario Institute for Studies in Education of the University of Toronto. Recognized as an international authority on educational reform, Michael is engaged in training, consulting, evaluating, and writing about change projects around the world. His ideas for managing change are published widely and used in many countries.

9:30–11:00 am SESSIONS D

38D

New Teachers' Initial Classroom Assignments and Challenges: Can We Have an Impact on this Practice?

Iris M. Riggs, Associate Dean, and Ruth A. Sandlin, Professor, California State University, San Bernadino

The literature suggests that giving new teachers protected classroom assignments promotes teacher retention, long term satisfaction and perceived success. However, policies from state and local educational agencies often conflict with supportive environments for beginning teachers. This study will look at the situational contexts beginning teachers often experience and potential solutions. Presenters will share data from 56 school districts to explore new teacher assignments and challenges within RIMS BTSA, a large induction consortium program in Southern California.

39D

Group Mentoring in Learning Circles

Michelle Collay, School Coach, Bay Area Coalition for Equitable Schools; George 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 learning circles that emerge naturally in schools as well as how to formally structure them.

40D

The Empathic Teacher: Finding the Other in One's Self

JoAnne Ferrera, Assistant Professor of Education, Manhattanville College; Trudy Morris, Director of Field Experience, The Citadel

Novice teachers in high-poverty schools often focus on differences rather than the common humanity within a school. When new teachers discover that human needs and feelings are universal, they are more likely to develop open and supportive attitudes toward their students. This presentation explores empathy and the capacity to care. Using a narrative inquiry approach, the presenters will model strategies that engage the participants in activities that promote awareness of self and others.

41D

Enhancing Mentor Effectiveness through Online Technology

Kitty Dixon, Director, Pre-Intern Program, and Dave Herz, Outreach Coordinator, New Teacher Center @ UCSC; Pam Randall, Advisor, Santa Cruz New Teacher Project

"It is no longer enough to teach students about technology; they must learn with technology." (No Dream Denied) To achieve this goal, a successful mentoring program must systematically incorporate technology into the professional development of mentors and teachers. The result is developing more effective mentors and teachers while modeling technology in classroom instruction. This session will share ways we are incorporating online learning into the New Teacher Project induction program, various strategies we use, and our findings.

42 D

Empowering Mentors: A Key Connection

Linda Sato Adams, *Art Teacher*, Shirley D. Alexis, *Resource Teacher*, and Gail Epps, *Project Manager, New Teacher Induction, Montgomery County Public Schools*

Montgomery County Public Schools has developed a quality full-time mentoring program as one of the components of new teacher induction. Full-time mentors, funded through a state grant, supported first, second, and third year teachers for the past two years in selected schools. Through a comprehensive training program, teacher retention was increased and mentors became leaders in the educational community. Mentors also worked with student interns in collaboration with the University of Maryland.

43 D

Dream Versus Reality—Introducing New Teacher Support in the Egyptian Context

Abdel Nasser A H Abdel Razek, *Senior Teacher, Ministry of Education, Egypt*

How can educators introduce the idea of new teacher support into traditional systems characterized by evaluation and the monitoring of teacher performance? This session explores the opportunities for teacher induction that may be possible in hierarchical educational contexts. Consider the challenges that face new teacher support efforts and engage in discussions to turn these challenges into golden points of strength for new teachers.

44 D

English Learner Institute: A Training for Mentors and Site Administrators to Help All Teachers Meet the Needs of English Learners

Rain Bongolan, *Senior Advisor, Santa Cruz New Teacher Project*; Claire Castagna and Tomasita Villarreal-Carman, *Outreach Coordinators, New Teacher Center @ UCSC*

The New Teacher Center has developed a five day training that addresses such topics as equity in the English learner classroom, principles of English language development, formal and informal assessment, analysis of student work, differentiated instruction, lesson planing, ELD and ELA Standards Based Curriculum, legal requirements and program implementation. Presenters will give an overview of the training and how mentors and site administrators can help teachers working with English learners improve student achievement.

45 D

Co-Active Coaching: Deepening Creativity and Resourcefulness

Iliani Matisse, *Certified Life Coach*, and Anne Richards, *Director, Marin County BSA, and Certified Life Coach*

What is the impact of your coaching? Do you really believe that new teachers can solve their own problems? Do the people you coach feel more empowered as a result? These questions are addressed in this lively and provocative session. By working with levels of listening, questions and curiosity, participants will learn how to bring out the creativity and resourcefulness of the teachers they support. The result is an empowered mentor and teacher partnership.

46 D

Women’s Ways of Learning and Leading

Mary Gardner, *Retired Superintendent*, and Linda Lambert, *Professor Emeritus, Lambert Leadership Development*

An understanding of women’s adult development and the role of mentoring can help promote new women leaders in today’s schools. This session presents women’s ways of learning and leading with a multimedia presentation including art, music, poetry, and literature. Presenters will share a responsive design developed from fifteen years of research that included the role of mentors in women’s lives. Participants will reflect on personal learning and mentoring experiences that contributed to building their leadership capacity.

47 D

From Banana Slugs To Badgers: The Collaborative Creation Of A Mentor Certificate

Barbara Davis, *Assistant Director, New Teacher Center @ UCSC*; Tom Howe, *Project Coordinator, Wisconsin New Teacher Project*; Sharon Nelson, *Director, Wisconsin New Teacher Project*; Ken Zeichner, *Associate Dean, School of Education, University of Wisconsin-Madison*

In 2001, the New Teacher Center launched the Wisconsin New Teacher Project to provide Wisconsin school districts with assistance in induction program design and mentor teacher development. Participant demand for university credit led to a partnership with the University of Wisconsin-Madison to create a formal mentor certificate, the first of its kind in the nation. Learn how two universities and the districts they serve, developed and initiated this unique and powerful adult learning opportunity.

48 D

Analyzing Student Work

Julie Almquist, *New Teacher Advisor, Santa Cruz New Teacher Project*; Jan Miles, *Senior Outreach Coordinator, New Teacher Center @ UCSC*

Using the analysis of student work to guide lesson design is a crucial aspect of effective instruction. When mentors and beginning teachers sit down to examine student work together, the focus is firmly directed on student achievement and their learning needs. This session shares a collaborative process and mentoring protocols for analyzing student work, assessing student needs, and strategizing around the development of differentiated instruction. Participants will have the opportunity to observe and to practice aspects of the process.

49D

Blended Coaching: A New Framework for Coaching School Leaders

Gary Bloom, Associate Director, **Bob Stein and Betsy Warren**, Outreach Coordinators, New Teacher Center @ UCSC

Today, the principalship is high stakes, high profile and fast paced with a learning curve that can overwhelm even the most prepared. While there is widespread recognition of the value of mentoring and coaching for school leaders, there are few resources. Learn how the New Teacher Center uses Blended Coaching Strategies to support new administrators to become successful instructional leaders who improve student achievement. Sample the new workshop for leadership coaches: *Coaching School Leaders to Attain Student Success*.

50D

Teachers Encouraging and Mentoring (T.E.A.M.)

Dena Durish, Coordinator, and **Karyn Wright**, Director, K-12 Teacher Development, Clark County School District

The Clark County School District in Nevada has established site-based mentoring to support 1,500–2,000 new teachers hired each year. One administrator-selected teacher per site becomes a facilitator of mentoring who creates an environment of support based on specific needs of their new teachers. This session will provide an overview of the CCSD year-long mentor professional development curriculum which includes ongoing communication with new teachers and connecting them to their school culture while building their knowledge and skills in order to assist them in being effective their first year.

51D

Building the Continuum: University and School District Collaboration to Create a Discipline Specific Induction Program

Julie Luft, Associate Professor, University of Texas, Austin; **Gillian Roehrig**, Assistant Professor, Center for Research in Mathematics and Science Education, San Diego State University; **Nancy C. Patterson**, Assistant Professor, Social Studies, Division of Teaching and Learning, Bowling Green State University

To foster the continuous development of all beginning secondary science teachers, university and school district partners collaborated to develop a regional induction program specifically focused on fortifying the beliefs and practices of beginning teachers to enact reform-based science. This session shares the program’s epistemological basis, experiential anecdotes, and research findings. A discussion regarding the design, function, and purpose of discipline specific induction programs will conclude the presentation.

11:15–12:15 pm**FEATURED SPEAKERS**

I When Do We Stop Talking About It and Be About It?

Sharroky Hollie, Founder, Culture and Language Academy of Success, Los Angeles

It means culturally and linguistically responsive teaching. Much has been reported about how the educational system has historically underserved Standard English Learners, students for whom Standard English and mainstream culture is not native. In today’s terms, this failure of the system is couched in the so-called achievement gap. This session shifts the rhetoric from talking about the problem to offering an instructional alternative that remains largely unused and untapped in most schools where African American and Mexican American children are. How do we prepare teachers to be culturally and linguistically responsive in a system that traditionally tells them not to be?

II Finders and Keepers: Schools that Attract and Retain New Teachers

Susan Moore Johnson, Pforzheimer Professor of Teaching and Learning, Harvard Graduate School of Education

Why do some schools succeed in attracting and retaining new teachers, while others repeatedly fail to do so? What sort of environments do the “good” schools offer their teachers and students? Drawing upon interviews conducted over four years with fifty new teachers, Susan Moore Johnson will describe the kinds of support that new teachers need. She will offer specific recommendations for teachers and administrators who seek to increase the stability and strength of their teaching staff, and thus, to improve the effectiveness of their schools.

III The Status of the Teaching Profession: Policy Implications for 2004 and Beyond

Margaret Gaston, Executive Director, Center for the Future of Teaching and Learning; **Patrick Shields**, Manager and Senior Policy Analyst, Educational Policy Studies, SRI International

Providing good teachers and good schools for every student has stayed near the top of national and state policy agendas despite the economic downturn and war abroad. It also is at the top of the public’s agenda. But even with extra incentives for hiring only “highly qualified” teachers carried in the No Child Left Behind Act, it is the poorest children who are the most likely to be assigned to the least prepared teachers. What must education and policy leadership take into account if we are to ensure that every child has a fully prepared and effective teacher?

12:30–2:00 pm **LUNCH** *Host Speaker* **Ellen Moir**



Soaring to New Heights

Ellen Moir is Executive Director of the New Teacher Center at UCSC, a national resource for high quality teacher and administrator induction programs. Since 1988, Ellen has served as Director of the Santa Cruz New Teacher Project, a teacher induction program that has supported thousands of beginning teachers during the first two years of their careers. Recognized throughout the nation for her work in beginning teacher development, Ellen received the 2003 California Council on Teacher Education Distinguished Teacher Educator Award. She is a passionate advocate for investing in teacher quality and equitable learning opportunities for all students.

2:15–3:45 pm **SESSIONS E**

52E

Mentoring Special Education Teachers

Trudy Gross, *Coordinator of Special Services*, and **Nancy Sullivan**, *Program Specialist, Special Education Local Plan Area (SELPA) II, Fremont Union High School District*

General education mentors need specific professional development to work specifically with beginning special education teachers. This session will give an overview of a five day workshop for new special education teachers, assistant principals and mentors which focuses on special education law, curricular accommodations, and modifications and classroom behavior plans. Participants will receive a written description of interactive activities, a disk of the manual for the workshop, and an implementation plan.

53E

Shedding Light on Invisible Classroom Management Skills for Our Mentees

Rick Smith, *Education Consultant*

How do we unpack classroom management skills to make them visible and doable for our mentees? This lively session provides mentors with practical management and lesson design strategies they can use in observing and coaching mentees who are struggling to manage their classes. In addition, this presentation will include a focus on how to work with teachers who seem to resist our help. Participants will receive detailed handouts and ideas for successful mentoring.

54E

Stop the Hazing: Mentors as Advocates for Improved New Teacher Working Conditions

Mary Patterson, *Consulting Teacher, BTSA/PAR Program, Berkeley Unified School District*

Too often new teachers are given the most challenging and least survivable teaching assignments. Veteran teachers are in an excellent position to become the change agents that break this cycle of hazing that drives many potentially excellent teachers out of the classroom. Learn how mentors in Berkeley have taken on the challenge, explore some of the unique issues facing new teachers of color, and share successful strategies with fellow mentors and administrators.

55E

Mathematics and Equity: Developing the Leadership of Experienced Teachers to Work with Beginning Teachers

Nancy O'Rode, *Evaluator*, and **Nancy Terman**, *Director, Project RENEW, University of California, Santa Barbara*

In the next decade, two-thirds of our teachers will be replaced. Now in its third year, NSF-funded Project RENEW's goal is to create a model that (a) supports and retains quality beginning teachers, (b) develops leadership in experienced teachers and, (c) increases both groups' ability to implement investigative mathematics. After a brief overview of the project, participants will engage in effective learning activities that promote understanding of equity and mathematics used successfully in Project RENEW.

56 E

Taking Ordinary Mentor Training to Extraordinary Professional Development

Susan Udelhofen, *Education Consultant, SU-Consulting*

It is often a challenge to sustain mentor relationships beyond the induction period. One way is to create learning communities of mentors and beginning teachers. Dr. Udelhofen will describe monthly seminars that provide focused professional development with implications for entire faculties. Learn to build collaboration and leadership and use INTASC standards and National Board certification requirements to raise the quality of mentoring. Participants will get tools to build monthly seminars that address specific district needs.

57 E

Evergreen Valley High School, San Jose’s Newest Small High School—Professional Development and Induction Highlights

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

Opened in September 2002, Evergreen Valley High School is host to a unique Professional Development Model that includes a summer school laboratory for teachers, weekly collaboration days, and the use of retired teachers/administrators for both its induction programs. Come hear how Applied Material Foundation, East Side Union High School District, and the New Teacher Center @ UCSC are partnering together to develop EVHS’ high quality, state-of-the-art professional development program.

58 E

From Expert to Novice to Expert: The Transition from Teacher to Teacher Educator

Ann Claunch, *Elementary Resident Teacher Program Coordinator*, Rosemary Fessinger and Janet Montoya, *Supervisor, Albuquerque Public Schools/University of New Mexico*

When veteran teachers become pre-service supervisors, they move from being “expert” teachers of students to “novice” teachers of adults. With training and support, these veterans develop into “expert” teachers of adults. As this process takes place, teacher supervisors evolve through several distinct stages, beginning with disequilibrium and ending with efficacy. Presenters will track their own journeys from expert to novice to expert as they share strategies and models for mentor development.

59 E

Quality Mentoring: Universities Reach Out to Graduates Through Technology

Kamaré Pierce Arrington, *Teacher, Mount Olive Elementary School*; Janice Patterson, *Assistant Professor*, and Cecilia Pierce, *Associate Professor, Co-Directors, Alabama Teacher Training and Induction Network, University of Alabama at Birmingham*

Institutions of higher education can play an important role in the induction of graduates into the teaching profession. This interactive session discusses the use of technology in a teacher induction program initiated and maintained by the degree granting institution. Demonstrations, artifacts, and the perspective of a new teacher who participated in the electronic induction model will be shared. Research findings suggest that electronic induction strategies can enhance new teacher success and provide formative assessment for teacher education programs.

60 E

Mentor Teachers—An Important Leadership Role

Janet Gless, *Associate Director*, and Anne Watkins, *Senior Outreach Coordinator, New Teacher Center @ UCSC*

The New Teacher Center has known from the start that mentoring can improve the quality and retention of novice teachers. But the mentoring experience also benefits the veteran teacher in unexpected ways as they emerge professionally replenished and with new-found leadership skills. These skilled veterans can help schools make the cultural and systemic shifts necessary to build successful learning communities as they practice the norms of professional inquiry, lifelong learning, collaboration, analysis of student data, and professional risk-taking. This session explores how induction programs can support mentors to develop leadership skills.

61 E

Improving Our Practice: Becoming a Collaborative Circle of Professionals

Trudy A. Schoneman, *Educational Consultant*

This interactive session focuses on strategies for how groups—grade level teams, departments, faculties, principals, and/or district office administrators—can work and learn together to continually improve their practice. Participants will address questions such as: What specific types of work and learning experiences will improve our practice? How do we start? Who will facilitate? How do we challenge and push our learning together? How do we ensure that all participants take risks? How will we know we are improving our practice?

4:00 pm CLOSURE

Let your spirits soar! One lucky winner will receive a gift certificate good at over 200 certified sport flying centers nationwide. Choose from a fantastic hot air balloon ride, soaring glider ride, or skydiving adventure.

(Tuesday afternoon giveaway. Must be present to win.)



Registration Information

Early registration by December 31, 2003 will save you money!

February 1–3, 2004, 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@ucsc.edu

Questions? Contact Peggy Young: 831.459.4323 or 831.454.9749

Fees:

PRE-CONFERENCE

Registration fee includes breakfast, lunch, and materials.

Before December 31: \$130 After December 31: \$175

SYMPOSIUM

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

Before December 31: \$295 After December 31: \$350

PRE-CONFERENCE AND SYMPOSIUM

Before December 31: \$425 After December 31: \$480

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, 2004. 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 \$159 plus tax for single or double occupancy. In order to insure this rate, you must make your reservations prior to December 31, 2003. 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

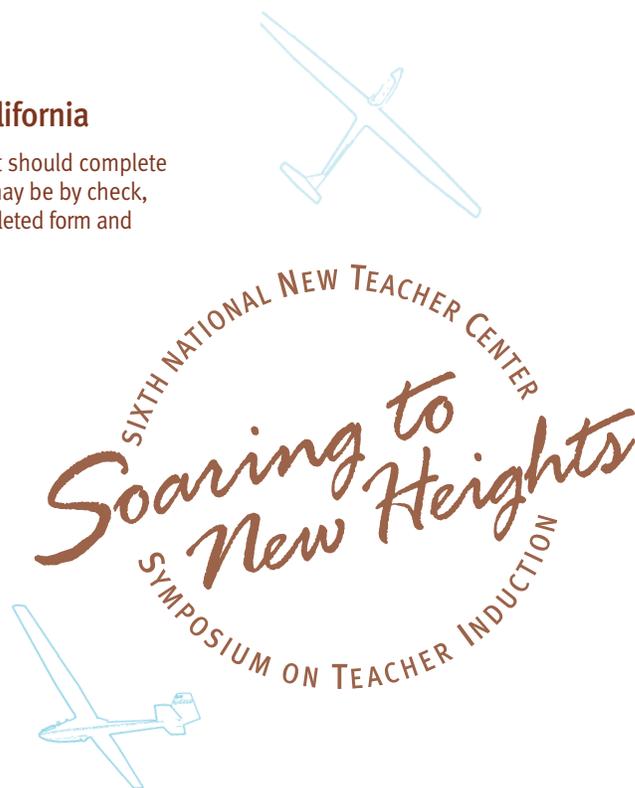
Transportation and Parking: For information on Santa Clara Valley Transportation Authority Light Rail, visit www.vta.org or phone 408.321.2300. For Downtown San Jose Parking Information, visit www.sjdowntownparking.com.

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 G0331**.

Attendees can enjoy these fares from **AMERICAN AIRLINES**. Discounts are: 5% off any applicable fare; 10% off full Coach/Business/First fares. In addition, American offers a 5% discount for ticketing 30 days in advance; and zone fares. For reservations call American Airlines at 800.433.1790 or your travel agent and reference **STARfile #7714AM**. Seats are limited, restrictions may apply.

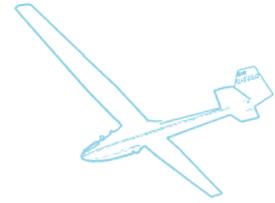
Academic Credit: 1.5 academic quarter units available from UCSC Extension for an additional fee. Enrollment information available at the conference.

You may also register online at www.newteachercenter.org



Registration Form

New Teacher Center *Soaring to New Heights* Symposium 2004



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 _____

Check the one role that best applies:

central office administrator/coordinator

site administrator

mentor teacher

preK-12 teacher

union leader

university faculty/supervisor

professional developer

induction program coordinator

other _____

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 2:

Sessions A

9:30-11:00 am

Sessions B

11:15 am-12:15 pm

Sessions C

2:30-4:00 pm

1st Choice _____

2nd Choice _____

Tuesday, February 3:

Sessions D

9:30-11:00 am

Featured Speakers

11:15 am-12:15 pm

Sessions E

2:15-3:45 pm

1st Choice _____

2nd Choice _____

I am enrolling in:

Early registration

After Dec. 31

Pre-Conference only

\$130

\$175

Symposium only

\$295

\$350

Pre-Conference & Symposium

\$425

\$480

Payment must be included with registration.

Amount Enclosed \$ _____ Date _____

Enclosed Check # _____ Purchase Order # _____

Checks for Purchase Orders must be received prior to January 16, 2004.