

New Teacher Center SYMPOSIUM

Monday, January 31

IA Focusing Science Mentoring Conversations: An Inquiry Framework
2A Using Technology to Support Learning Communities
3A Project QUEST: A University-Based Mentoring Program for New Urban Teachers
4A Teachers as Leaders: A Framework for Teacher Leadership
5A Mentoring for English Learner Success: Research, Standards, and Practice
6A Teacher Workplace: A Tool for Teacher Induction

The Essential Conversation: What Parents and Teachers Can Learn From Each Other

Sara Lawrence-Lightfoot is a sociologist and Professor of Education at Harvard University. She has studied the culture of schools, the patterns and structures of classroom life, the relationships between adult developmental themes and teachers' work, and socialization within families, communities, and schools.



7A Project SUCCESS: Supporting Beginning Teachers
8A Mentored Learning to Teach For Equity: A Study of Mentors' Beliefs and Practices
9A From Highly Qualified to High-Quality: The Federal Role in Ensuring Equal Access to High-Quality Induction
IOA Building a Collaborative Mentor Program That Connects Theory and Practice
IIA Mentoring: One Link in the Chain

15B The Kentucky Teacher Internship Program: Mentoring Focused on Student Learning
16B Connecting and Supporting with e-Mentoring
17B The Role of Unions in Teacher Induction
18B Addressing the Discipline Gap—Research Into Practice
19B The End of the Road... The Beginning of the Journey: Alaska Statewide Mentor Project
20B Induction: The Catalyst for School and District Change
21B Mentoring Modeling with Technology: A Palm Project
22B Mentoring for Change
23B Carrying the Vision Across State Lines
24B Progress Through Partnership: K-12 Practitioners Mentor Leadership Students
25B Research on Student Achievement and the Benefit-Cost Analysis of New Teacher Induction



Discover the Power of Teacher Induction

Ellen Moir is Founder and Executive Director of the New Teacher Center at the University of California, Santa Cruz, a national resource supporting essential research, well-informed policy, and thoughtful practices that encourage teacher development across a teacher's career.

26C NTC Formative Assessment System (FAS) for Beginning Teachers
27C Mentor Professional Development That Works: The Santa Cruz Model
28C California's Statewide Teacher Induction Program, Beginning Teacher Support and Assessment (BTSA)
29C A Snapshot of Improving Student Achievement Through Supervision for Best Teaching Practices
30C Lateral Entry Teacher's Pre-Service Camp
31C Mentoring Teachers Toward Inclusion Leadership Roles
32C New York City Takes Bold Steps for Teacher Induction
33C An Introduction to e-Mentoring
34C Constructivist Learning Design: Bridging the Planning Gap between Experienced and New Teachers
35C An Experimental Study of a Comprehensive Mentoring Program for New Teachers in an Urban Setting
36C What Does Good Teaching Look Like: The Principles to Promote Effort and Create Ability
37C Quality Electronic Mentoring Based on a Continuous Improvement Loop
38C Boettcher Teachers Program: A K-17 Partnership
39C Cultivating Beginning Teachers' Micropolitical Literacy Through Literacy

DISCOVER THE POWER OF TEACHER INDUCTION

First a ripple... then a wave...

The New Teacher Center at the University of California, Santa Cruz, is pleased to invite you to our Seventh National Symposium—Discover the Power of Teacher Induction.

The New Teacher Center believes in linking policy, practice, and research. Symposium presenters have been selected to highlight data-driven programs, systems, strategies, and perspectives that demonstrate a variety of educational contexts.

If you've ever thrown a pebble into a pond and watched the concentric circles, then you've witnessed the power of one small action. Our work in teacher induction creates ever-expanding ripples.

Discover the Power of Teacher Induction.

Seventh National New Teacher Center Symposium

PRE-CONFERENCE January 30, 2005 SYMPOSIUM January 31-February 1, 2005

Fairmont Hotel San Jose, California

Presented First Class Mail U.S. Postage PAID Complete Mailing Service, Inc.

New Teacher Center University of California, Santa Cruz Ellen Moir, Executive Director 725 Front Street, Suite 400 Santa Cruz, CA 95060

Register Early BY DECEMBER 31 AND SAVE \$

New Teacher Center SYMPOSIUM 2005

Tuesday, February 1

7:30 – 8:00 am CONTINENTAL BREAKFAST

8:00 – 9:15 am GENERAL SESSION *Keynote Speaker* **Richard Ingersoll**



Does Teacher Induction Matter?
After teaching in both public and private secondary schools for a number of years, Richard Ingersoll obtained a doctorate in sociology from the University of Pennsylvania in 1992. He is currently Associate Professor of Education and Sociology at the University of Pennsylvania. His research is concerned with the character of elementary and secondary schools as workplaces, teachers as employees, and teaching as a job. He is a nationally recognized expert on the problems of underqualified teachers and teacher shortages. His latest book is *Who Controls Teachers' Work? Power and Accountability in America's Schools*.

9:30 – 11:00 am SESSIONS D

40D Science and Mathematics Enhanced Mentoring: NNECN

Francis Eberle, Executive Director, and Page Keeley, Senior Science Program Director, Maine Mathematics and Science Alliance; Susan Mundry, Senior Research Associate, West Ed; Bill Nave, Independent Research and Evaluation Consultant

How can technology enhance formative assessment in teacher induction? In this session, the presenter will demonstrate New Teacher Center approaches to deploying its Formative Assessment System and FAS Tools online. Topics will include key user requirements, critical design criteria, and a survey of viable technology solutions and the variables affiliated with each. Participants will engage in a discussion of the implications of incorporating technology into mentoring processes and mentor-mentee interactions.

MENTORING & TECHNOLOGY

MENTORING

41D e-FAS: The New Teacher Center's Formative Assessment System Online

Bruce Duncan, Director of Technology, New Teacher Center @ UCSC

What research can inform decision making at the highest levels? What data can show that induction makes a difference? Join this interactive forum in which national experts will share their perspective on how researchers and program directors can inform policy decisions in areas related to induction, mentoring, and teacher development. This session is specifically designed for researchers, policy makers, and program directors; it will be limited to 35 attendees.

MENTORING & TECHNOLOGY

MENTORING

42D What Do Policy Makers Want to Know?

Richard Ingersoll, Associate Professor of Education and Sociology, University of Pennsylvania; Sabrina Laine, Senior Advisor, Learning Point Associates; Michael Strong, Director of Research, New Teacher Center @ UCSC

What research can inform decision making at the highest levels? What data can show that induction makes a difference? Join this interactive forum in which national experts will share their perspective on how researchers and program directors can inform policy decisions in areas related to induction, mentoring, and teacher development. This session is specifically designed for researchers, policy makers, and program directors; it will be limited to 35 attendees.

LEADERSHIP

LEADERSHIP & POLICY

LEADERSHIP

43D Mentoring New Principals: Models of Induction and Support

Susan Villani, Senior Program/Research Director, Learning Innovations at WestEd

We are facing a crisis in leadership. Forty percent of the nation's principals are near retirement, and there is already a shortage of qualified candidates for open positions. Mentoring is an effective way to support and help retain new principals. Participants will look at different models, identify key factors to consider, analyze components, and receive a specific plan to create or enhance their mentoring program for new principals.

LEADERSHIP

LEADERSHIP

LEADERSHIP

44D Initial Steps and Challenges in Establishing K-17 Partnerships for New Teacher Support

Deborah Childs-Bowan, Sanford University; Louise Dretsch, Director of Higher Education, Houston A+ Challenge; Stephen Fletcher, Researcher, and Janet Gless, Associate Director, New Teacher Center @ UCSC; Jackie Kapushin, Director, Staff Development, Mapleton Unified School District

To improve training and induction of teachers, three urban districts are establishing partnerships with neighboring universities. Funded by the Carnegie Corporation, these partnerships are working with the New Teacher Center @ UCSC to intensify their induction models and coordinate pre-service education with new teacher support to better meet the needs of diverse student populations. Representatives of each partnership share challenges and provide insights in how to start a partnership that meets the needs of teachers and students.

LEADERSHIP

LEADERSHIP

LEADERSHIP

45D Issues of Equity and Diversity in New Teacher Mentoring: The Self Profile

Eve Arbogast, Debra Eslava-Burton, Lynn Moscrip, Teacher Coaches, Michael McCauslin, Lead Teacher Coach, and Caroline Satoda, Director, SFUSD BTSA/New Teacher Induction Program

In Response to California's Teacher Induction Equity Standard #17, San Francisco Unified School District's New Teacher Induction Program has developed a formative assessment tool to help new teachers sustain equitable teaching practices that provide all students access to core curriculum. Presenters will use a variety of strategies to share their experiences with issues of equity and diversity that led to the creation of the Self Profile, and with its implementation.

EQUITY

EQUITY

EQUITY

46D New Teacher Induction in Special Education: Research to Practice

Cynthia Griffin, Associate Professor and Karen Kilgore, Courtesy Assistant Scholar, University of Florida; Amy Otis-Wilborn, Professor, and Judith Winn, Associate Professor, University of Wisconsin at Milwaukee

The high attrition rate among special education teachers speaks to the urgent need for new teacher support. This presentation highlights a research synthesis published by the Center On Personnel Studies in Special Education (COPSE) at the University of Florida and a comprehensive study of first-year special educators. Effective practices for supporting special education teachers during their first year of teaching will be shared.

MENTORING & RESEARCH

MENTORING

MENTORING

47D Case Studies Involving Mentoring Applications in Professional Development

Kitty Dixon, Director of School/District Support and Innovation, Laura Gschwend and Miajke Kamstra, Outreach Coordinators, New Teacher Center @ UCSC

Creating a school culture focused on professional growth and high standards for all students is at the heart of many of the New Teacher Center's Bay Area projects. The presenters will share strategies to build powerful infrastructure and systems by using business, university, and school partnerships to expand district resources in medium to large urban districts, and by providing intensive content-based mentoring, summer institutes, content-area mentors, and ongoing professional development linked with student needs.

MENTORING

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MENTORING

48D Building a State-Wide Mentoring Program... Hawaiian Style!

Judy Coryell and Pat Edelen-Smith, Associate Professors, Department of Special Education, University of Hawaii at Manoa; Colleen Robinson, State Office Teacher, Recruitment and Retention Support Center, Hawaii Department of Education

Through a collaborative relationship among the Hawaii Department of Education, the University of Hawaii at Manoa, Department of Special Education, and the New Teacher Center @ UCSC, a statewide mentoring program is in its first year of a five-year plan. Presenters will describe their program design process, development, and funding, and share a template to help participants design their own programs. There will be time for discussion and questions about successfully building comprehensive, system-wide induction programs.

MENTORING

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MENTORING

11:15 – 12:15 pm FEATURED SPEAKERS

I Solidarity, Courage, and Heart: Lessons from a New Generation of Teachers

Sonia Nieto, Professor of Language, Literacy, and Culture, School of Education, University of Massachusetts, Amherst

What helps great public school teachers persevere in spite of everything? Sonia Nieto shares her latest work with a group of successful urban teachers—new, mid-career, and veteran—who write about why they teach and how they manage to remain enthusiastic. A number of themes emerge that can serve as lessons and guideposts for new teachers. These lessons have nothing to do with bureaucratic requirements concerning "highly qualified teachers" but instead focus on dispositions and values that brought these teachers to and kept them in teaching.

12:30 – 2:00 pm LUNCH

Keynote Speaker **Tommie Lindsey**

II Perspectives on Induction Policy

Segun Eubanks, Executive Director, Community Teachers Institute, National Education Association; Thomas Carroll, President, National Commission on Teaching and America's Future; Charles Coble, Vice President, Policy Studies and Programs, and Executive Director, Teaching Quality Policy Center, Education Commission of the States

Mentoring and teacher induction are attracting the attention of policy makers across the country. These notable voices from the policy world offer their perspectives on what this might mean for schools, districts, and universities. What opportunities and possible pitfalls are offered by this heightened focus on teacher quality and new teacher development? What policy decisions are needed to create environments conducive to teacher learning at all career stages? What is the potential of teacher and administrator induction?



Kids of Color: Beating the Odds
Tommie Lindsey and students from Logan High School

An exemplary teacher of competitive forensics, Tommie Lindsey is changing the landscape of opportunities for at-risk students. At Logan High School in Union City, California, Lindsey instills in his students the importance and power of persuasion, based on clear communication, reasoning, and mastery of facts. By showing his students that they can compete intellectually at the highest levels and teaching them skills to use throughout their lives, more than ninety percent go on to attend college. His tireless efforts to support, inspire, and lead his students were featured in a PBS documentary, *Accidental Hero*. Most recently Lindsey received the prestigious MacArthur Prize.

III It Takes a System: Supporting New Teachers in Today's Schools

Kate Jamentz, Associate Superintendent, Fremont Union High School

For the last 15 years, Kate Jamentz has designed and conducted professional development programs and research focused on school leadership and standards-based reform. She has written extensively on standards, assessment, and instructional leadership. Recently she decided to enrich her own perspective by returning to practice as Associate Superintendent in the Fremont Union High School District. Her presentation will focus on how schools and districts need to function in order to mentor new teachers.

2:15 – 3:45 pm SESSIONS E

54E Using Retired Educators as Mentors for Beginning Teachers: An Opportunity or Hindrance?

Sid Klein, Research Assistant, New Teacher Center @ UCSC

The reintegration of retired teachers and administrators into education in roles of leadership has recently peeked the interests of many. This session introduces findings from the NTC research team's study on the interest, viability, and effectiveness of using retired educators as beginning teacher mentors. Through lecture and dialogue, participants will consider the use of retired educator mentors from a variety of perspectives and learn about the many benefits and challenges in their return to education.

MENTORING & RESEARCH

55E Redefining Induction: Collaborative Inquiry Groups and the Third Space

Paige M. Bray and Jennifer Cook, Co-Founders, The Teachers' Loft

Participants in this session will learn about The Teachers' Loft, a non-profit educational organization that works with beginning teachers in Massachusetts. The presenters will share three tenets of their work: 1) the meaning and processes of induction need to be re-imagined, 2) contexts outside of schools should be considered as sites for teacher development, and 3) collaborative inquiry groups provide new teachers with opportunities to negotiate their professional identities and critically examine the cultures of teaching and schooling.

LEADERSHIP & POLICY

LEADERSHIP

56E State Agency Focus Group on Induction Policy

Facilitators: Janet Gless, Associate Director, and Ellen Moir, Executive Director, New Teacher Center @ UCSC

Local teacher induction programs require well-informed policies and adequate funding to support their implementation and success. Facilitated by NTC Executive Director Ellen Moir, this session is specifically designed for those responsible for championing, developing, and enacting such policies. Participants will have the opportunity to share recent induction initiatives, problem-solve challenges, and consider next steps with others engaged in state-level policy decisions.

LEADERSHIP & POLICY

LEADERSHIP

57E Experiencing Resiliency

Susan G. Hanson, Director of Research and Evaluation, and Joanne Jacobs, Program Director, Cleo Eulau Center

It is important to promote resilience in beginning teachers. This presentation provides an overview of resiliency theory and research, delineates the six primary protective factors that promote resilience tying them to the California Standards for the Teaching Profession, and offers four specific tools for building resilience in teachers. Participants will examine the reciprocal relationship between resilience in teachers and students, and have an opportunity to analyze a video clip in small and whole group discussion.

MENTORING & RESEARCH

MENTORING

58E Blended Coaching: A New Framework for Coaching School Leaders

Leila Minnis, Outreach Coordinator, and Betsy Warren, Program Director, New Teacher Center @ UCSC

With a learning curve that can overwhelm even the best prepared, today's principals face high-stakes, high-profile, and fast-paced lives. 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*.

MENTORING & RESEARCH

MENTORING

59E Shedding Light on Invisible Classroom Management Skills for Our Mentees

Rick Smith, Consultant, Conscious Teaching

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 that can be used when 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.

MENTORING

MENTORING

60E NTC Formative Assessment System for California Induction Programs

Julie Almuist and Suzanne Riley, Outreach Coordinators, New Teacher Center @ UCSC

Nearly two dozen Beginning Teacher Support and Assessment/2042 Induction programs in California are using the NTC Formative Assessment System (FAS), a research-based model informed by over fifteen years of induction experience. This session highlights the key features and collaborative processes that characterize NTC FAS. Implications for California programs interested in using NTC FAS, recent learnings from California partner programs, and other NTC efforts that support 2042 requirements will be discussed.

MENTORING

MENTORING

61E Promoting Social Justice Through Communities of Practice

Annamarie Francois, Faculty Advisor, Elementary, Frankie Gelbwachs, Director, TeachLA, Anthony Rosalez, Faculty Advisor, Secondary Mathematics, and Gordon Suzuki, Faculty Advisor, Elementary, Center X Teacher Education Program, University of California, Los Angeles

An important aspect in the struggle for equitable learning and social justice is the development of communities of practice through the collaboration of university faculty and local school partners. This session will engage participants in an interactive learning activity where they will examine their own partnerships and identify how collaborative efforts might move from circles of practice to communities of practice aimed at supporting their SB2042 goals and promoting educational justice.

EQUITY

EQUITY

62E e-Mentoring for Beginning Classroom and Math Teachers

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

Learn how districts, mentors, and beginning science teachers can join an innovative online mentoring program. Beginning teachers matched with a content area mentor work together while being part of a larger community of learners. This program is aligned with BTSA and can substitute for certain requirements. The e-Mentoring for Student Success (eMSS) program is a National Science Foundation project that is a collaboration between the National Science Teachers Association, NTC, and Montana State University.

MENTORING & TECHNOLOGY

MENTORING & TECHNOLOGY

4:00 pm RAFFLE, REFRESHMENTS & CLOSING REMARKS

One lucky winner will receive...

- Heated Stone Therapy Massage
- Luxurious Fairmont Plush Robe
- Overnight Accommodations at the Fairmont San Jose and
- Registration for the 2006 New Teacher Center Symposium

Must be present to win

DISCOVER THE POWER of TEACHER INDUCTION

SCHEDULE AT A GLANCE

SUNDAY, JANUARY 30

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, JANUARY 31

7:30 – 8:00 am	Registration and Continental Breakfast
8:00 – 9:15 am	Welcome and General Session <i>Keynote Speaker</i> Sara Lawrence-Lightfoot
9:30 – 11:00 am	Sessions A
11:15 am – 12:30 pm	Sessions B
9:30 am – 12:30 pm	Sessions A and B (double block sessions)
12:45 – 2:15 pm	Lunch <i>Host Speaker</i> Ellen Moir
2:30 – 4:00 pm	Sessions C
4:00 – 6:00 pm	Reception and Networking

TUESDAY, FEBRUARY 1

7:30 – 8:00 am	Continental Breakfast
8:00 – 9:15 am	General Session <i>Keynote Speaker</i> Richard Ingersoll
9:30 – 11:00 am	Sessions D
11:15 am – 12:15 pm	Featured Speakers
12:30 – 2:00 pm	Lunch <i>Keynote Speaker</i> Tommie Lindsey
2:15 – 3:45 pm	Sessions E
4:00 pm	Raffle, Refreshments & Closing Remarks

SYMPOSIUM THEMES

- QUALITY MENTORING
- LEADERSHIP & PROFESSIONAL IDENTITY
- EQUITABLE LEARNING & SOCIAL JUSTICE
- SPECIAL INTEREST SESSIONS
- POLICY
- TECHNOLOGY
- RESEARCH

REGISTRATION INFORMATION

Early registration will save you money!
Register by December 31, 2004 and save \$55.

January 31 – February 1, 2005
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. This form 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
725 Front Street, Suite 400
Santa Cruz, California 95060

phone: 831.459.4323
fax: 831.459.3822
email: 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 per person
After December 31: \$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, 2005. 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, 2004. 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 \$22 per day for hotel guests, and hourly up to \$22 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.

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 **DISCOVER THE POWER of TEACHER INDUCTION** Symposium

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
Special needs or dietary requests	

Check the one role that best applies:

<input type="checkbox"/> central office administrator/coordinator	<input type="checkbox"/> site administrator	<input type="checkbox"/> mentor teacher
<input type="checkbox"/> preK-12 teacher	<input type="checkbox"/> union leader	<input type="checkbox"/> university faculty/supervisor
<input type="checkbox"/> professional developer	<input type="checkbox"/> induction program coordinator	<input type="checkbox"/> 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 1-4	1st Choice _____	2nd Choice _____	
Monday, January 31:	Sessions A 9:30 – 11:00 am	Sessions B 11:15 am – 12:30 pm	Sessions C 2:30 – 4:00 pm
	1st Choice _____	_____	_____
	2nd Choice _____	_____	_____
Tuesday, February 1:	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:

Before Dec. 31	After Dec. 31	
<input type="checkbox"/> Pre-Conference only	<input type="checkbox"/> \$130	<input type="checkbox"/> \$175
<input type="checkbox"/> Symposium only	<input type="checkbox"/> \$295	<input type="checkbox"/> \$350
<input type="checkbox"/> Pre-Conference & Symposium	<input type="checkbox"/> \$425	<input type="checkbox"/> \$525

Payment must be included with registration.

Amount Enclosed \$ _____ Date _____

Enclosed Check # _____ Purchase Order # _____

Checks for Purchase Orders must be received prior to January 14, 2005.