

New Teacher Center Symposium

1a Stress is Optional for the Resilient Educator

Sherin Bennett, President, Interactive Learning Systems; Jeff Goetzl, Educational Programs, Institute for HeartMath; Carolyn Hanson, Supervisor of New Teachers, John F. Kennedy University

Teacher stress is right up there with the stress of air traffic controllers! Developing resilience and reducing performance anxiety is essential to the success of new teachers...

QUALITY MENTORING

2a Second Career Novice Teachers: The Literature and The Lessons Learned

Tina Patricia Crowley, Associate Director, and Karen O'Connor, Director, University of Massachusetts, Dartmouth-Center of New Teachers; John F. Kennedy University

In this session, presenters will share some of the current literature regarding the phenomenon of second career novice teachers...

QUALITY MENTORING

3a Using Online Professional Development to Assist New Teachers

Thomas Blanton, Associate Director, and Linda Jans, Senior Program Specialist, National Education Association

National Education Association (NEA) believes that high quality professional development is one way to achieve quality teaching in every classroom...

QUALITY MENTORING

4a Beyond Academies and Forums: Additional Strategies for Developing High Quality Mentors at the Work Site

Fred King, Director of New Teacher Induction, New York City Department of Education

While formal training workshops and regular follow up practice/problem solving sessions are critical to a mentor's development...

QUALITY MENTORING

5a Science and Mathematics Leadership Through Enhanced Mentoring

Lynn Farni, Mentor State Coordinator, and Page Keeley, Senior Science Program Director, Maine Mathematics and Science Alliance

How does an investment in mentoring pay high dividends in building district and statewide capacity for science and mathematics teacher leadership?

QUALITY MENTORING

6a Moving Statewide Induction Policy Forward: Illinois' Statewide Induction Pilot Initiative

Jo Anderson, Executive Director, Illinois Education Association; NEA Association; Mimi Appel, Midwest Program Director, New Teacher Center @ UIC

Induction should be a continuum of teacher development, with learning and support targeted to the realities of teaching...

QUALITY MENTORING

7a Quality Induction in Learning Communities: From Teacher Preparation through Early Teaching

Linda Black, Director, Georgia State University, NCTAF Induction Project; Kathleen Fulton, Director, Renewing Schools for the 21st Century

New teacher retention is significantly increased through consistent implementation of quality mentoring programs...

QUALITY MENTORING

8a Intentional Coaching Through Collaborative Inquiry

Kathy Dunne, Director of Professional Development, Learning Innovations at WestEd; Amy Rucci, Lead Mentor and Mentor Trainer, Newmarket School District

Because of the projected retirement of secondary teachers and a nationwide increase in the student dropout rate...

QUALITY MENTORING

9a Meet the Unique Needs of Novice Secondary Teachers Through Induction

Laura Gschwend and Anne Watkins, Outreach Coordinators, New Teacher Center @ UIC

How can school administrators use observation and feedback skills to support teacher development and quality teaching?

QUALITY MENTORING

10a A Snapshot of Improving Student Achievement Through Supervision for Best Teaching Practices

Nathan Cross and Lella Minnis, Outreach Coordinators, New Teacher Center @ UIC

Because of the projected retirement of secondary teachers and a nationwide increase in the student dropout rate...

LEADERSHIP AND PROFESSIONAL IDENTITY

11a Extending Mentoring Success Through Dynamic Partnerships

Myllinda Mallon and Karen Ripley, Consulting Teachers, New Teacher Support Program, Lake Washington School District

A strong teacher induction program can mean the difference between remaining of leaving the profession...

LEADERSHIP AND PROFESSIONAL IDENTITY

12a Selection of Mentors in Rural and Hard-to-Staff Schools and Their Role in Developing Individual Professional Development Plans

Penny Koterman, Master Teacher Mentor Initiative, Taryl Hargess, Project Director, Judy Rea, Project Director, and Kathleen Winkler, Executive Director, Arizona K-12 Center

This session focuses on how Master Teacher Mentors are selected, trained and used in hard-to-staff urban schools...

QUALITY MENTORING

13ab Being School and Generationally Savvy: What Do New Teachers Need to Know and What Do We Need to Know About Them?

Jennifer Abrams, Professional Development, Palo Alto Unified School District

Have you noticed some of your newer teachers feel, look, and act differently than novice teachers you remember?

QUALITY MENTORING

14ab Mentoring for Equity

Gei Acers, Consultant, Trinidad Castro, Outreach Coordinator, Tom Howe, Coordinator, Wisconsin New Teacher Project, New Teacher Center @ UIC

With the achievement gap a stubborn and frustrating reality, it is crucial to help mentors deepen their understanding and create opportunities to address issues of equity with novice teachers...

EQUITABLE LEARNING AND SOCIAL JUSTICE

15ab Talking About Teaching: An Essential Skill for Mentors

Charlotte Danielson, Educational Consultant, Outcomes Associates

Mentors have many opportunities to observe new teachers in their classrooms. Some of these observations are for a full lesson; others are for a much shorter period of time...

QUALITY MENTORING

16b Building Beginning Teacher Leadership Capacity: Case Study Pedagogy and The Standards of Professional Practice

Lorenzo Cherubini, Professor, Faculty of Education, Brock University; Belore Smith, Manager, Standards of Practice and Education Unit, Ontario College of Teachers

This interactive session proposes that beginning teachers' leadership capacities and professional identity are under-conceptualized...

LEADERSHIP AND PROFESSIONAL IDENTITY

17b Urban High School Leadership, the Blended Coaching Method, and Improving the Teacher Observation Process

George Bartleson, Principal, Dorsey High School, Los Angeles Unified School District; Duffly Clark, Associate Professor, California State University Dominguez Hills

The new principal faces a myriad of challenges when trying to change the culture of an urban high school and close the achievement gap...

EQUITABLE LEARNING AND SOCIAL JUSTICE

18b e-Mentoring for Beginning Science and Math Teachers

Roberta Jaffe, Science Education Coordinator, and Lynn Kepp, Science Outreach Coordinator, New Teacher Center @ UIC; Gerry Wheeler, Executive Director, National Science Teachers Association

Learn from Executive Director of the National Science Teachers Association Gerry Wheeler and NTC staff how the expertise of different organizations has combined to develop content-focused mentoring in an online environment...

QUALITY MENTORING

19b How to Use Research to Argue for Quality Mentoring Programs

Betty Achinstein, Stephen Fletcher, and Anthony Villar, Researchers, Gary Bloom, Associate Director, Nathan Cross, Outreach Coordinator, Liam Goldrick, Director of Policy, and Michael Strong, Director of Research, New Teacher Center @ UIC

First, the audience will witness a question-and-answer session between a panel representing school administrators and legislators...

QUALITY MENTORING

20b Cultural Models for Teachers: Developing and Maintaining a Professional Identity in Teaching

Kelli Riendeau, Assistant Head for Academic Affairs, Eric Stone, Dean of Policy, and Michael Strong, Director of Research, New Teacher Center @ UIC

Using James Paul Gee's (1999) approach to discourse theory, original transcripts, short film and audio clips, the presenters discuss their ongoing study of the cultural models for teachers...

LEADERSHIP AND PROFESSIONAL IDENTITY

21b California's Statewide Teacher Induction Program—Beginning Teacher Support & Assessment (BTSA)

Alice Blomquist and Gordon Sutor, BTSA Cluster 2 Region Directors, Newark Unified School District; Cindy Galpin, Cluster 1 Region Director, Tehama County Office of Education; Chris Reising, Cluster 3 Region Director, San Diego County Office of Education

Presenters will discuss the current state of induction in California and its role in the state's teacher credentialing system...

QUALITY MENTORING

22b Advancing Experienced Mentors' Practice

Julie Almqvist and Suzanne Riley, Outreach Coordinators, and Janet Glass, Associate Director, New Teacher Center @ UIC

Mentoring novice teachers requires developing special skills and offers exciting opportunities for veteran teachers to learn and grow...

QUALITY MENTORING

23b Mentoring Career—Changing Teachers in High Needs Urban Schools

Richard Lull and Barbara Tamont, Assistant Professors, Empire State College

What is it like to be an adult career changer entering the teaching profession in a diverse urban setting? Are the challenges and rewards for the older beginning teacher unique?

QUALITY MENTORING

24b Effective Use of National Board Certified Teachers in a New Teacher Support Program

Ava Byrne, Deputy Superintendent, Carolyn Guthrie, Executive Director, and Dottie Hammer, President, National Board Certified Teachers, Miami-Dade County Public Schools

Statistics on retention rates for new teachers are alarming. Often new teachers are placed in low performing schools with high teacher turnover...

QUALITY MENTORING

25b What We Are Learning About Supporting New Principals

Arthur Foresta, Director of Leadership Coaching, New Visions for Public Schools; Linda Hartzler, Program Advisor, Bridgeport Public Schools; Melinda Martin, Associate Director, and Ann VanSickle, Executive Director, Educational Leadership Development Academy

Wanted: Capable school principals to fill the increasingly high number of vacancies created by administrators who are retiring or leaving the profession...

QUALITY MENTORING

26b The Making of Quality Mentors: Establishing and Maintaining Mentor Forums

Debbie Feinstein and Shelley Serin, Outreach Coordinators, New Teacher Center @ UIC

Discover the key to developing well-rounded, effective mentors committed to life long learning. Quality Mentor Forums are crucial in the development of Mentors who will make a difference...

QUALITY MENTORING

27b Chronicles of a First-Year Induction Program: Celebrations and Challenges

Cathy Beatty, Beginning Teacher Advisor Coordinator, Center for Teacher Leadership, Virginia Commonwealth University; Judy Rhyne, Director of Staff Development, Chesterfield County Public Schools

How can four large school districts, 12 Beginning Teacher Advisors and one university launch a highly intensive induction program that supports 452 beginning teachers in 26 high-need schools?

QUALITY MENTORING



Learning from the Professions: Signature Pedagogies and the Modeling of Practice. Lee Shulman is President of The Carnegie Foundation for the Advancement of Teaching...

28c Leadership Training in Illinois: Expanding the CEC-NTC Partnership CLASS Program

Jane Gard, Coordinator, Coaching Leaders to Attain Student Success Program in Illinois; Perry Schwedel, Director of Continuous Improvement, Consortium for Educational Change (CEC); Betsy Warren, Outreach Coordinator, New Teacher Center @ UIC

This session will provide an overview of the NTC CLASS program in Illinois. Participants will learn about new networking and training strategies for program coordinators of leadership training programs...

LEADERSHIP AND PROFESSIONAL IDENTITY

29c Sustaining Diversity: A Study of New Teachers of Color in Urban Schools

Betty Achinstein, Lisa Johnson, Candice Millholen, and Anthony Villar, Researchers, Trinidad Castro, Outreach Coordinator, New Teacher Center @ UIC; Rodney Ogawa, Professor, University of California Santa Cruz

Given the need for quality teachers of color in culturally diverse urban schools, this session examines research from a study of new teachers of color in California...

EQUITABLE LEARNING AND SOCIAL JUSTICE

30c Investing in the Future: Strengthening Mentors and Teacher Leaders—Examination of Self-paced Modules

Anne Bell, Module Development Project Manager, Range BOCES Teacher Leadership, University of Colorado at Denver; Joyce Cerowski-Lynch and Rhonda Johannes, Peer Assisted Learning Mentors, Adams County District 50

Training and support of mentors must focus on their development as teacher leaders. Our project has sought to address issues of mentor development through a focus on best practices, recognized skills and knowledge...

LEADERSHIP AND PROFESSIONAL IDENTITY

31c Research Based Strategies That Build a Successful Induction Program

Jim Orlenko, Human Resource Director, Patricia Lutz, Mentor Training Coordinator, and Stephen Vessey, New Teacher Training Coordinator, Beaver Dam Unified School District

In this session, presenters will share their experience creating and implementing a successful new teacher induction program. Participants will briefly review the research and learn the five strategies that are critical to a successful induction program...

QUALITY MENTORING

32c Induction as Discipline: How Are We Mentoring Pre-service Teachers to Manage Their Classrooms?

Eric Toshalis, Instructor in Education and Doctoral Candidate, Harvard Graduate School of Education

In this session participants will look at the differing interpretations of disciplinary interactions by pre-service teachers and their students and explore the implications for their mentoring and induction program...

QUALITY MENTORING

33c Statewide Induction in a Local Control State: What's Easy and What's Not

Mary Brooks, Site Coordinator, West Des Moines Community School District; Beverly Riess, Student Teacher Coordinator, University of Northern Iowa; Mary Beth Schroeder Frack, Assistant Director, Iowa Department of Education; Sue Swartz, Instructional Excellence Consultant, Heartland Area Education Agency's Mentoring and Induction Program; David Ulrick, Instructional Consultant, and David Wilkinson, Teaching and Learning Specialist, Iowa State Education Association

This session focuses on Iowa's requirement that schools implement state-funded induction programs. Participants will learn of the successes/challenges and review program evaluation results...

QUALITY MENTORING

34c Making Meaning of the Data

Wendy Baron, Associate Director, Adele Barrett, Research Specialist, and Suzanne Riley, Outreach Coordinator, New Teacher Center @ UIC

Inquiry into practice and continuous improvement are at the heart of successful induction programs. These important professional norms require the thoughtful collection, examination, and analysis of relevant data...

QUALITY MENTORING

35c Differentiated Mentoring: How Can We Meet the Needs of Teachers Perceived as Resistant?

Rachel Carr, Neil Goldberg, and Michelle Hancock, Mentors, New York City Department of Education Region 9

Mentoring is an ongoing and reflective process. In New York City, we have had the opportunity to develop and practice strategies that transform and deepen our relationships with beginning teachers...

QUALITY MENTORING

36c Teacher Retention Through Instructional Excellence

Angela Bellfield, Sheila Oates, and Jackie Shepard, Specialists, Rosebud Turner, Director, Instructional Excellence Department, Charlotte-Mecklenburg Schools

Learn how the Charlotte-Mecklenburg School District created the Instructional Excellence Department to support and develop beginning teachers...

QUALITY MENTORING

37c Beyond Induction—Mentoring Teachers from Good to Great

Barbara Gladding, Associate Director, and Susan Normoly, Cosen Mentor teacher, Cosen Family Foundation

The Cosen Family Foundation's mission promotes the art of teaching. Our primary strategy is to support the intensive mentoring of good, experienced teachers...

QUALITY MENTORING

38c National Implementation of the New Teacher Center's Formative Assessment System

Barbara Davis, Assistant Director, Ronni Mann, Outreach Coordinator, Jan Miles, Senior Outreach Coordinator, Utah State Office of Education, New Teacher Center @ UIC

As new teachers embark on their journey of professional growth, they will encounter successes and dilemmas. The New Teacher Center has created a set of tools and processes—the Formative Assessment System (FAS)—for a national audience...

QUALITY MENTORING

39c Not Just Content Specialists! Mentoring to Advance Adolescent Literacy Skills

Julie Almqvist, Outreach Coordinator, Rain Bonolan, Outreach Coordinator, ELL and Adolescent Literacy Instruction, New Teacher Center @ UIC

Do some beginning secondary teachers tend to avoid in-class textbook assignments to "get at the content"? To what degree do these content specialists assign tasks without modeling, teaching, and supporting student practice...

QUALITY MENTORING

40c Meaningful Mentoring for Specialists

Pat Guzzo and Ely Schmalz, Site Coordinator, Laura Malstrom, School Counselor, and Christine School Nurse, Christina School District; Mary Koltz, Educational Consultant for Professional Mentoring, Delaware Department of Education

To meet the needs of specialists such as nurses, counselors, and psychologists, Delaware educators worked with Charlotte Danielson to create parallel domains and elements. From these, they created mentoring processes with the same rigor and depth as those used with teachers...

QUALITY MENTORING

41c Specially Designed Induction for Beginning Special Education Teachers

Joanne Hampton, Special Education Induction Specialist, Jordan School District; Daniel Morgan, Project Coordinator, Utah State Personnel Development Grant; Marilyn Runolfson, Specialist; Weber School District; Tanya Tyles, Coordinator Special Education, Alpine School District

School districts across Utah are developing induction programs for beginning special education teachers. Presenters will share strategies and tools that feature practical examples of how these programs focus on teacher instructional quality, emphasize training and supporting mentors and coaches...

QUALITY MENTORING

42c Quality Mentoring: Transforming the Profession Through Innovative Training

Gerlinde Duval and Gail Epps, Co-Managers of New Teacher Induction Program, Montgomery County Public Schools

To promote quality mentoring, Montgomery County Public Schools (MCPS) provides a comprehensive training program for peer mentors. This session will showcase a variety of instructional strategies that mentors can use with mentees and incorporate evaluation and data collection techniques...

QUALITY MENTORING

Cultivate the Future with us...

The New Teacher Center at the University of California, Santa Cruz, is pleased to invite you to our Ninth National Symposium—Cultivate the Future Through Sustainable Teacher Induction...

- QUALITY MENTORING
LEADERSHIP & PROFESSIONAL IDENTITY
EQUITABLE LEARNING & SOCIAL JUSTICE

The New Teacher Center links policy, practice, and research to support beginning teachers and administrators. Presenters will highlight programs, systems, and research that feature a variety of educational contexts and perspectives...

As we plant the seeds of induction and watch our efforts flourish, our attention is drawn to the question of sustainability. To ensure our work carries on, we must promote and nourish talent in the new generation of teacher leaders...

We encourage you to register online at www.newteachercenter.org

Ninth National New Teacher Center Symposium Cultivate the Future Through Sustainable Teacher Induction

February 4–6, 2007 Fairmont Hotel, San Jose, California



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 2007

## Cultivate the Future Through Sustainable Teacher Induction

Tuesday, February 6

Schedule at a Glance

7:30–8:00 am Continental Breakfast  
 8:00–9:15 am General Session  
 Keynote Speaker Eugene García



**Supporting Teachers of English Language Learners: Innovation In Teaching Versus Reform**  
 Eugene García is currently Vice President for Education Partnerships with the Mary Lou Fulton College of Education at Arizona State University. He coordinates teacher preparation across colleges and campuses in Arizona and implements the university-public school initiative to establish campus schools. He chairs the National Task Force on Early Education for Hispanics funded by the Foundation for Child Development and the Mailman Family Foundation. Dr. García has published extensively in the area of language teaching and bilingual development. His most recent book is *Teaching and Learning in Two Languages: Bilingualism and Schooling in the United States* (2005).

**43d Supporting Beginning Teachers From Credential Through Induction: KSTF Science and Mathematics Teaching Fellowships**  
 Nicole Gillespie, Senior Program Officer, and Jeffrey Kralik, Research Associate, Knowles Science Teaching Foundation  
 The Knowles Science Teaching Foundation (KSTF) provides 5-year teaching fellowships to beginning secondary mathematics and science teachers across the United States. In this session, presenters will explain the structure and rationale of the fellowship and share program evaluation research. Participants will engage in a modified lesson study with KSTF Teaching Fellows and discuss evidence of and potential for teacher development through the modified lesson study process.  
 QUALITY MENTORING

**44d Using Online Forums to Develop Professional Learning Communities that Support Mentors and Early Career Teachers**  
 Sally Luttrell-Montes, Director of Induction Programs, and Kerri Teep, Research Assistant, University of Washington  
 This session will explore the use of web-based technology to create and enhance mentoring and virtual professional learning communities. We have been developing and piloting the Uweb Teacher Support Network to extend face-to-face mentoring. This online support includes "On Demand Resources" and opportunities for asynchronous and synchronous discussions that target novice teachers and their mentors. Participants will learn the rationale for online forums for induction and how to better use technology to improve teaching.  
 QUALITY MENTORING

**45d Action Research at the Center of Professional Development**  
 Sarah Anderson, Program Mentor, and Anne Durst, Assistant Professor, University of Wisconsin-Whitewater  
 The goal of the Professional Development Program for Teachers of Linguistically Diverse Students is to support early career teachers through inquiry-based professional development. The mentor will explain her use of action research projects as both an entry point to teachers' practice, and a tool to support teachers' professional growth. Focused discussion and activities will address how action research projects deepen teachers' understandings of their teaching and provide them with effective strategies as leaders and advocates for English Language Learners.  
 LEADERSHIP AND PROFESSIONAL IDENTITY

**46d Quality Mentoring: Using Think-a-Louds, Practice Conversations, and Mentor Study® to Build Quality Mentoring**  
 Pauline Franklin-Jones and Gloria Moore, Mentors, and Rhynae Harnsby, Regional Director of New Teacher Induction, New York City Department of Education; His Silverstein, Teacher Center Mentor Liaison, United Federation of Teachers  
 The focus of this session is building high quality mentoring across mentoring teams. Presenters will demonstrate how to build high quality mentoring practices through the use of reflective conversations and mentor meta-coaching. Participants will experience the Mentor Think-a-Loud technique which involves listening to the thought process of a mentor/facilitator making a decision about an aspect of practice. The Mentor Study® is a meta-cognitive process that involves strategic planning of teacher practice using a classroom videotape.  
 QUALITY MENTORING

**47d Teacher Induction Policy: Transforming 'Highly Qualified' Teachers into 'Highly Effective' Practitioners**  
 Dara Barlin, Policy Analyst, and Liam Goldrick, Director of Policy, New Teacher Center @ UCSC  
 To impact classroom teaching practice, policymakers must hold a vision of highly effective teaching that transcends No Child Left Behind's minimal 'highly qualified' requirements. High-quality induction for beginning teachers provides the vehicle by which to implement this vision. Participants will gain an understanding of what high-quality induction is, a better sense of the limitations of current federal and state teacher quality policies, and a clear teacher-focused reform vision.  
 QUALITY MENTORING

**48d Quality Mentoring: Using Think-a-Louds, Practice Conversations, and Mentor Study® to Build Quality Mentoring**  
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 QUALITY MENTORING

**49d Cultivating Programs that Make a Difference**  
 Julie Almqvist, Outreach Coordinator, Sharon Nelson, Program Director, Wisconsin New Teacher Project, and Jan Miles, Senior Outreach Coordinator, New Teacher Center @ UCSC  
 The New Teacher Center's annual Symposium is designed to cultivate and nurture commitment, passion, and new ideas related to teacher induction. This lively session, led by NTC staff members who work closely with induction programs throughout the country, is specially designed for program leaders. It will offer an opportunity to share insights and learning from the Symposium, exchange ideas that advance the quality of program implementation, and address issues of mutual concern to program leaders.  
 LEADERSHIP AND PROFESSIONAL IDENTITY

**50d Observation and Feedback for English Learner Success: Research, Standards and Practice**  
 Lorie Chamberland and Betsy Warren, Outreach Coordinators, New Teacher Center @ UCSC  
 The New Teacher Center has developed a workshop for mentors and site administrators to support all teachers working with English Learners. In this session, participants will examine strategies for accelerating academic language development and will be given an overview of the workshop process, mentor selection process, professionalism, accountability and high expectations, a generalist approach to mentoring, benefits of collaboration, and the development of a mentor community. Participants will learn about the implementation of a district-wide full time mentor program and the components that were put into place to enhance the continuous collaboration needed to nurture a mentor community.  
 QUALITY MENTORING

**51d Building a Full-Time Mentor Program: The Power of a Mentor Community**  
 Robin Deri, Natalie Kranz, Lindy Norman, Anthony Swainigen, Mentors, and Fred Williams, Executive Director of Recruitment and Retention, Durham Public Schools; Suzanne Riley, Outreach Coordinator, New Teacher Center @ UCSC  
 Examine key areas involved in creating a full-time mentor program, including catalysts for changing the nature of the Durham Public Schools mentor program, mentor selection process, professionalism, accountability and high expectations, a generalist approach to mentoring, benefits of collaboration, and the development of a mentor community. Participants will learn about the implementation of a district-wide full time mentor program and the components that were put into place to enhance the continuous collaboration needed to nurture a mentor community.  
 QUALITY MENTORING

**52d Scottish Teachers For a New Era: Building a Continuum of Teacher Development and Support Through Collaboration**  
 Roseanne Fitzpatrick, Induction and Mentoring Theme Group Leader, Key Livingston, Director, and Dean Robson, Senior Research Fellow, Scottish Teachers for a New Era  
 This session will explore the benefits and challenges of a collaborative model that enables teacher educators, local education authority personnel, and teachers to work together on a mentoring initiative. Participants will have an opportunity to reflect on these benefits and challenges in USA contexts. Presenters will share an overview of Scottish Teachers for a New Era and an outline of the collaborative model it employs.  
 QUALITY MENTORING

11:15 – 12:15 pm Featured Speakers

**I Adria Klein**  
 Coaching New Teachers in Literacy Classrooms  
 What should coaches and mentors look for when observing new teachers' instruction in literacy? Participants will learn how mentors can help novices clarify what to do "next" in teaching reading and writing in the elementary classroom.



Adria Klein received her doctorate from the University of New Mexico in the areas of reading and English as a Second Language. She is a Professor Emeritus from California State University, San Bernardino and a visiting professor at Saint Mary's College in Moraga. She is the author of Interactive Writing and Interactive Editing (2003) and a number of children's books. She has also co-authored and edited a number of books on literacy learning.

**II Anthony Bryk**  
 Relational Trust: A Key Resource in Developing Teachers and Improving Instruction  
 Extraordinary efforts are underway to improve teaching and learning through large scale investments in coaching and mentoring activity in schools. This talk will focus on the social basis of this work—how coaches, staff developers, and mentors, along with principals and teachers build the necessary social trust to sustain the work.



Anthony Bryk holds the Spencer Chair in Organizational Studies in the School of Education and the Graduate School of Business at Stanford University. His main areas of expertise are school organization, education reform and educational statistics.

**III Edmundo Norte**  
 A Human Development Approach to Transforming Power, Perceptions, and Outcomes in Schools  
 Using a human development framework, the presenter will engage the audience in an experiential inquiry of how our conscious and unconscious attitudes, assumptions, and beliefs shape the way we react to those we perceive as different. We will examine how power is used to create equitable or inequitable relationships, and how we might bring our actions into greater alignment with our highest values.



Edmundo Norte currently serves as the Director of Education for the Mexican American Community Services Agency in San José, CA, and works for the Master of Science Degree program in Urban Teacher Leadership at California State University, East Bay.

**IV Will Walker**  
 Dispelling the Myth: Parent Involvement and the Racial Achievement Gap  
 This workshop will examine the racial achievement gap and the most common explanations for it. We will look at how these explanations shape expectations among educators about parent involvement in schooling and obstruct the creation of mutually supportive relationships between parents, communities and schools.



Will Walker is Director of Public Policy and Community Partnerships at the Pacific Educational Group. Dr. Walker began his career as an Assistant Professor of Religion, Race and Politics at the University of Vermont, and then worked as a Program Officer with Public/Private Ventures, a research and program development organization that designs and evaluates youth programs.

12:30 – 2:00 pm Lunch  
 Keynote Speaker Stacy Allison



**Beyond the Limits: Lessons from Everest**  
 Stacy Allison is the first American woman to stand on top of Mt. Everest. She has been climbing mountains and leading expeditions for more than 20 years in remote regions around the world, including Tibet, Pakistan, and Russia. We are all striving to reach the top: from creating an inspiring vision and building a cohesive team, to overcoming obstacles and mastering change. Join us for Stacy's inspirational account of her challenges and triumphs of climbing Mt Everest and the mountains in her life. She is author of *Beyond The Limits; A Woman's Triumph on Everest, and Many Mountains to Climb: Lessons on Competence, Courage and Commitment.*

**58e Exploring the Language of Literacy Coaching**  
 Adria Klein, Professor Emeritus, California State University San Bernardino  
 Coaching and mentoring new teachers to support their development of best practices in literacy learning has unique challenges. Teaching reading and writing is effectively coached by a feed forward processing rather than focusing on aspects of the lesson just taught. This session will examine language and processes to help teachers plan for the next step in literacy instruction.  
 QUALITY MENTORING

**59e An Induction Program Based on Regional University-School Partnership that Features NBCT Leadership**  
 Cindy Knight, Special Education Coordinator, Effingham County Schools; Beverly McKenna, Assistant Professor, Pat Parsons, Director of Partnerships and Field Experiences, and Jennie Rakestraw, Associate Dean, Georgia Southern University  
 Georgia Southern University is partnering with several local school systems to develop a collaborative induction program to support recent graduates during their first three years of teaching. National Board Certified Teachers helped design the program that includes web-based and on-campus components, mentor training, and administrator training. The program focuses on support of teaching and learning to supplement existing school induction initiatives. The collaborative process, key components, and program evaluation for determining impacts will be shared in this interactive session.  
 EQUITABLE LEARNING AND SOCIAL JUSTICE

**60e Partners in Education: A Master's Degree and Induction Program for New Teachers**  
 Mary Jo Bode, Clinical Professor, Boulder Valley School District; Linda Neill, Clinical Professor, and Lynndy Labbers, Induction Coach, St. Vrain Valley School District; John Zola, Director of PIE program, University of Colorado  
 Join the St. Vrain Valley School District clinical professors and the University of Colorado Director of the Partners in Education (PIE) program to learn about the partnership, how it works, and the impact on new teacher retention and professional growth. Participants will learn about the extensive mentoring of new teachers in the PIE program and how collaboration, research, and reflective journals play a significant role in enhancing teacher growth. Mentoring materials will be provided to participants.  
 LEADERSHIP AND PROFESSIONAL IDENTITY

**61e Blended Coaching In Action: A Look at Coaching Conversations**  
 Adele Barrett and Candice Milhollen, Researchers, Gary Bloom, Associate Director, Michael Strong, Director of Research, Betsy Warren, Outreach Coordinator, New Teacher Center @ UCSC  
 Following a brief introduction to the principles of blended coaching, researchers will present an analysis of conversations between coaches and beginning principals that demonstrate blended coaching in action. The analysis highlights how conversations may vary by theme, the use of instructional versus facilitative coaching, topic initiation, and relative length of contributions by principal and coach. Coaches will then comment on these findings, adding their personal perspectives on using blended coaching.  
 LEADERSHIP AND PROFESSIONAL IDENTITY

**62e Mentoring New Teachers Through Collaborative Coaching: Linking Student and Teacher Learning**  
 Kathy Dunne, Director of Professional Development, and Susan Villani, Senior Program/Research Associate, Learning Innovations at WestEd  
 The high demand for quality teachers and quality teaching exists within a significant set of challenges: new teacher attrition, the retirement of the "baby boomer" generation of teachers, and a new generation of teachers who see this profession as but one phase of their work lives. Participants will learn about a comprehensive mentor training model that focuses on developing mentors as collaborative coaches, lead mentors as teacher leaders, and creating a school culture where collaborative dialogue and reflection on teaching is the norm.  
 QUALITY MENTORING

**63e Cultivating the Teacher Induction Policy Landscape: A Focus Group for Policy Makers**  
 Janet Gless, Associate Director, Liam Goldrick, Director of Policy, and Ellen Moir, Executive Director, New Teacher Center @ UCSC  
 Knowing that thoughtfully designed policies are critical for quality induction models, the New Teacher Center is committed to providing support to those who are responsible for championing, developing, and implementing teacher induction. This annual symposium focus group offers policy makers a forum in which to share ideas, information, successes, challenges, and questions with others who are engaged in state and federal policy decisions. The discussion will also invite input into the New Teacher Center's expanding policy agenda.  
 LEADERSHIP AND PROFESSIONAL IDENTITY

**64e Using the Gradual Release Model to Build Sustainable Exemplary Programs**  
 Kitty Dixon, Director, School Support/Innovation, Mikajie Kamstra, Project Director, and Leila Minnis, Outreach Coordinator, New Teacher Center @ UCSC  
 This session will focus on how one group is using induction of new teachers and principals to influence system reform. Presenters will share how they are using the Gradual Release Model to build sustainable and independent programs. The Gradual Release model scaffolds participants who are dependent on "expert others" to become self-reliant. Presenters will highlight examples that have led to system reform in a hard to staff school setting. Participants will engage in hands-on activities to consider how this model might apply in their contexts.  
 QUALITY MENTORING

**65e Mentors Changing School Cultures: Building and Supporting Professional Learning Communities**  
 Lena Cohen, Instructor and PhD Student, at New York University; Judith Fenton, Mentor, New York City Department of Education Region 9  
 This session will explore ways mentors may change school cultures and serve as education leaders by employing various professional development strategies in their schools to build Professional Learning Communities (PLCs). Participants will share strategies and experiences of working toward building PLCs. We will examine various strategies which have been used to build PLCs through the lenses of context, process, and content standards developed by the National Staff Development Council.  
 LEADERSHIP AND PROFESSIONAL IDENTITY

**66e Building the Bridge: Pre-Service To Induction Through the First Four Collaborative**  
 Marney Cox, Program Coordinator, Santa Cruz New Teacher Project; Teri Marchesa, Associate Director, Teacher Education, and Kip Telles, Associate Professor of Education, University of California, Santa Cruz  
 The North Coast Beginning Teacher Program (NCBTP) has created a model that trains mentors in the essential skills of mentoring and provides ongoing support training that extends and applies these skills to beginning teachers' tasks during induction. Session participants will explore the impact of a monthly seminar model on mentor quality—the development and extension of mentoring skills over time. Presenters will share the benefits and challenges of establishing such ongoing support for mentor growth.  
 QUALITY MENTORING

**67e Monthly Seminars Support and Sustain Mentor Development**  
 Anne Monge, Professional Development Coordinator, and Corinne Muelrath, Regional Director, North Coast Beginning Teacher Program  
 The Exploratorium Teacher Institute has provided professional development to science teachers for over 20 years and has been supporting beginning science teachers and their mentors through their Teacher Induction and Teacher Leadership Programs. In this interactive session participants explore a successful mentoring strategy—co-construction of "teaching boxes"—which can be adapted to any subject-specific novice teacher support program. This supports the novice science teachers' growth, promotes discourse between mentors and novices, and strengthens mentoring skills.  
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4:00 pm Raffle, Refreshments and Closing Remarks

## Registration Information

Early registration will save you money!  
 Register by December 31, 2006 and save \$55.

February 4–6, 2007  
 at the Fairmont Hotel, San Jose, California

Payment: Space is limited, so register early. Each participant should complete a separate registration form. This form can be photocopied. Payment by check, money order, or purchase order should be received prior to January 19, 2007. Credit cards are not accepted. Make checks payable to UC Regents. Send completed form and payment to:

New Teacher Center @ UCSC phone: 831.459.4323  
 725 Front Street, Suite 400 fax: 831.459.3822  
 Santa Cruz, California 95060

Questions? Email [symposium@newteachercenter.org](mailto:symposium@newteachercenter.org) or call us at 831.459.4323

### Fees:

#### PRE-CONFERENCE

Registration fee includes breakfast, lunch, and materials.

Before December 31: \$140 per person  
 After December 31: \$475 per person

#### SYMPOSIUM

Registration fee includes breakfast, lunch, and materials.

Before December 31: \$320 per person  
 After December 31: \$375 per person

Hotel accommodations and parking are additional to all above costs. There will be no on-site registration. Receipt of payment, confirmation of sessions 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 19, 2007. No refunds will be given after January 19.

**Hotel Information:** Overnight accommodations are available at the FAIRMONT HOTEL, San Jose, at a special Symposium rate of \$159 plus tax for single occupancy and \$199 plus tax for double occupancy. In order to insure this rate, you must make your reservation prior to December 31, 2006. 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 \$24 per day for hotel guest, and hourly up to \$24 per day for visitors.

**Transportation and Parking:** For information on Santa Clara Valley transportation Authority Light Rail, visit [www.vta.org](http://www.vta.org) or phone 408.321.2300. For Downtown San Jose Parking Information, visit [sjdowntownparking.com](http://sjdowntownparking.com).

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

Register online at  
[www.newteachercenter.org](http://www.newteachercenter.org)

- Registration Form
- New Teacher Center Symposium 2007
- Cultivate the Future
- 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.  Check here if you do not want to be listed in the participant roster.
- Name \_\_\_\_\_
- Title/Position \_\_\_\_\_
- Organization \_\_\_\_\_
- Address \_\_\_\_\_
- City/State/Zip \_\_\_\_\_
- Phone \_\_\_\_\_ Fax \_\_\_\_\_
- Email \_\_\_\_\_
- Special needs or dietary requests \_\_\_\_\_
- Check the one role that best applies:
 

<input type="checkbox"/> induction program coordinator	<input type="checkbox"/> union leader	<input type="checkbox"/> researcher
<input type="checkbox"/> other central office administrator	<input type="checkbox"/> other preK–12 teacher	<input type="checkbox"/> policy maker
<input type="checkbox"/> site administrator	<input type="checkbox"/> university faculty/supervisor	<input type="checkbox"/> other _____
<input type="checkbox"/> mentor teacher	<input type="checkbox"/> professional developer	
- 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 1–5    1<sup>st</sup> Choice \_\_\_\_\_    2<sup>nd</sup> Choice \_\_\_\_\_
- Monday, February 5:
 

Sessions A 9:30–11:00 am	Sessions B 11:15 am–12:30 pm	Sessions C 2:30–4:00 pm
1 <sup>st</sup> Choice _____	_____	_____
2 <sup>nd</sup> Choice _____	_____	_____
- Tuesday, February 6:
 

Sessions D 9:30–11:00 am	Featured Speakers 11:15 am–12:15 pm	Sessions E 2:15–3:45 pm
1 <sup>st</sup> Choice _____	_____	_____
2 <sup>nd</sup> Choice _____	_____	_____
- I am enrolling in:
 

Before Dec. 31	After Dec. 31
<input type="checkbox"/> Pre-Conference only	<input type="checkbox"/> \$140
<input type="checkbox"/> Symposium only	<input type="checkbox"/> \$320
<input type="checkbox"/> Pre-Conference & Symposium	<input type="checkbox"/> \$460
	<input type="checkbox"/> \$550
- Payment must be included with registration.
- Amount Enclosed \$ \_\_\_\_\_ Date \_\_\_\_\_
- Enclosed Check # \_\_\_\_\_ Purchase Order # \_\_\_\_\_
- Checks or Purchase Orders must be received prior to January 19, 2007.