

► 1 Emotional Geographies

Andy Hargreaves, Co-director and Professor, International Centre for Educational Change, Ontario Institute for Studies in Education

This session will outline and explore the emotional geographies of teaching and leading. Participants will look at the ways that various kinds of distance present threats to the basic emotional bonds and understandings that are essential to high standards of teaching and learning. To support strong relationships as a foundation for quality learning, teaching, and leading, participants will learn ways to close these gaps and redefine the emotional geographies of schooling—moral, political, sociocultural, professional, and physical.

► 2 Making Equity Explicit

Enid Lee, Visiting Scholar, New Teacher Center, University of California, Santa Cruz

Looking for effective ways to address racism and other forms of discrimination as you observe classrooms and support new teachers? This session will provide you with the opportunity to further develop your skills and knowledge and strengthen your resolve to assist beginning teachers in responding to racism in a variety of contexts and in creating equity-centered classrooms. Bring your examples and add them to ours.

► 3 Rethinking Teaching and Learning: An Introduction to the Concepts of Understanding by Design and Authentic Performance Assessment

Michael Katim, Senior Associate, Learning by Design

Participants will be introduced to the logic and the essential concepts of Grant Wiggins' and Jay McTighe's *Understanding by Design* and its application to their work with beginning teachers. They will have an opportunity to participate in an authentic performance assessment and to see how assessment can reveal students' thinking and understanding of concepts. The presentation will highlight the power of focusing instruction on big ideas and using complex, challenging tasks to assess student understanding.

► 4 Starting Out Right with Reading Apprenticeship

Jane Braunger, Teacher Education Consortium Coordinator, Lori Hurwitz, Professional Development Associate, Marean Jordan, Director of Professional Development & Tamara Reeder, Professional Development Associate, Strategic Literacy Initiative, WestEd

Reading Apprenticeship (RA) can enhance beginning teachers' effectiveness in adolescent literacy improvement. Presenters will share insights from years of professional development with teachers in the Bay Area and discuss approaches from SLI's book, *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. Using RA, new teachers can build a foundation for collaborative inquiry into students' reading processes, developing their metacognitive and extensive reading abilities.

► 5 Creating a Model of Ongoing Professional Development for Mentors

Janet Gless, Associate Director & Jan Miles, Outreach Consultant, New Teacher Center, University of California, Santa Cruz

Being a coach and mentor is exciting and rewarding. It can also be an isolating and challenging experience. Regular opportunities for meaningful conversation, reflective feedback, and the development of new skills can make all the difference for both novice and experienced support providers. This session takes a look at the curriculum of mentoring and a variety of structures and processes that help develop high caliber mentors. Participants will experience a "real-time" professional development model for coaches and mentors with stop-action debriefing along the way.

THURSDAY, FEBRUARY 1

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

8:00-9:00 am WELCOME AND GENERAL SESSION *Keynote Speaker*

Kerry Mazzoni



A Vision for the Future of Teacher Induction: A Policymaker's Perspective

Since her election to the State Legislature in 1994, Assembly member Kerry Mazzoni's legislative package has focused on educational reform. Representing Marin and part of Sonoma Counties, she currently serves as Chair of the Assembly Education Committee. Her efforts were recognized in 1995, when she received the Freshman Legislator of the Year Award from the California School Boards Association, and again in 1997, when the California County Superintendents Education Services Association and the California League of Middle Schools both selected her as Legislator of the Year.

9:15-10:30 am SESSIONS A

► 1A Mentors as Advocates for Improved New Teacher Working Conditions

Mary Patterson & Bill Pratt, New Teacher Leadership Team, Berkeley Unified School District

Stop the Hazing! Everyone knows that new teachers are consistently given the most challenging and least-survivable teaching assignments. Mentor 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 are taking on the challenge. Work with other new teacher advocates to create written guidelines to take back to your district.

► 2A Mentoring for Equitable Learning

Cece Derr, New Teacher Support Provider, Andy Garcia, Principal, Christopher School & Sabrina Wainig, New Teacher Support Provider, Oak Grove School District

How do we help build the capacity of beginning teachers to meet the needs of ALL students and promote equitable learning environments? Building upon "Ten Terrific Teaching Tips" from Crystal Kuykendall's book, *From Rage to Hope*, presenters will share a successful strategy that challenges new teachers to examine their instruction through an equity lens. Participants will experience the model and identify teaching strategies and behaviors that promote equitable learning.

► 3A Bottom Line: What Really Works for New Teachers?

Alice Bullard, Director, East Bay BTSA Consortium; Lois Rolland, Director, Sinclair Research Group

Research results collected over three years from 3,000 new teachers and 2,000 mentors identify what really works for new teacher success. Sinclair Research Group has monitored morale levels, confidence in effectiveness, the strength of the relationship between the new teacher and the mentor, the value of mentor assistance, and growth in the California Standards for the Teaching Profession. Participants will analyze various program designs, develop a design for an effective mentoring program, and create specific criteria applicable to their own context.

► 4A What Difference Does Mentoring Make? Ask the Mentors.

Sharon Feiman-Nemser, Professor & Sharon Schwille, Senior Academic Specialist, Michigan State University

In this interactive session the presenters will share what they are learning about the impact of mentoring on new teachers and their practice. Data from a national study of three new teacher induction programs across the country will be presented. Participants will be invited to add further evidence, based on their work with new teachers, about how new teachers' practice changes and what mentors do to contribute to those changes.

► 5A Integrating Research and Practice

Facilitated by: Linda St. John, Senior Researcher & Michael Strong, Director of Research, New Teacher Center @ UCSC

Can research help improve induction programs for beginning teachers? Join a panel of researchers in discussing how current research about quality mentoring, leadership, professional identity, equitable learning, and social justice may be used to improve programs. Researchers will discuss their own and others' research findings, suggest new areas of inquiry, and respond to audience questions on issues related to the contribution of research to the improvement of induction programs.

► 6A Equity and Professional Development Reform

Enomwoyi Booker & Alexa Hauser, Bay Region IV Professional Development Consortium

Join us in exploring the elements of a professional development system that assists novice teachers to improve learning for students in the lowest-performing groups. This session will draw from California's *Designs for Learning*, a comprehensive set of research-based resource materials for designing professional development systems for teachers throughout their careers.

► 7AB Inquiry into Equitable Student Learning: Using Pedagogical Dialogues and Action Research with New Teachers

Janis Hubbs, Assistant Principal, Washington Professional Development School, San Jose Unified School District; David Whiteneck, Assistant Professor & Andrea Whittaker, Assistant Professor, San Jose State University

In this session participants will engage in two inquiry-based mentoring strategies used at the Washington Professional Development School. These strategies support the examination of standards and student learning data as a means for improving instruction for English learners. Using video vignettes of a new teacher's own practice, presenters will model pedagogical dialogues and action research as strategies that can be used by participants in their own settings.

► 8AB Constructing Teaching Boxes: A Strategy for Promoting Meaningful Mentor-Novice Discourse within a Subject Specific Induction Program

Victoria Brady, Teacher-in-Residence, Lori Lambertson, Beginning Teacher Coordinator & Modesto Tamez, Mentor Coordinator, Exploratorium Teacher Institute

How can experienced mentor teachers pass their knowledge, philosophies, and expertise on to novice teachers who are focused almost exclusively on day-to-day survival? In this session, participants will examine a tool (the Teaching Box) that serves many purposes. Teaching Boxes have helped the Exploratorium train teacher leaders, given mentors a way to pass along a lifetime of knowledge and experience, and taught novices how to develop lessons, curriculum and assessment strategies.

► 9AB Building Leadership Capacity in Adaptive Schools

Suzanne Riley, Educational Consultant, Training Associate, Four Hats Leadership Development

How can mentors and administrators change school and district cultures to support high quality mentoring programs? In Adaptive Schools, five factors produce collective responsibility for student learning and school-wide learning gains. Leadership in such schools is distributed and leadership skills are deeply developed. This session explores foundational skills for leadership functions, ways of developing leadership capacities, and strategies for strengthening collaborative efforts of mentor teachers, site administrators, and other stakeholders.

► 10AB Advanced Coaching: Bringing Out the Best in Others

Anne Richards, Director, Marin County BTSA Collaborative

Being a quality mentor includes seeing the potential of those we serve and holding that vision as a beacon. By active listening, questioning, and responding, a mentor can reflect that potential back to the beginning teacher. In this highly interactive workshop, participants will observe and practice coaching conversations designed to bring out the best in others.

10:45-12:00 pm SESSIONS B

► 11B Learning Together On-line: Using E-mail to Make Meaning That Matters

Anna Richert, Professor, Mills College & Participating Teachers

One of the biggest challenges facing new teachers is their sense of isolation. In this session presenters will discuss a support and learning structure for novice teachers in which teachers talk with one another on-line in a guided discussion format. "Clips" of texts will help demonstrate what has been learned from conversations—and what that learning means for our work, and more broadly, for our professional lives.

► 12B Assisting Beginning Teachers' Effectiveness with Students of Color

Clarence Jackson, Cluster Leader, Virginia Johnson, New Teacher Support & Chuc Kemesu, Curriculum Coach, Oakland Unified School District

Support providers and coaches can help new teachers make a difference for underrepresented students of color. Successful urban teaching requires quality relationships with students, parents and community, and effective classroom management. Presenters will describe how educators can model behavior and standards that will lead to excellence. Our students will be the future if they get effective teaching/modeling in the present.

► 13B Using Artifacts, Photographs and Artwork to Teach the California History/Social Science Content Standards

Donna Leary, Statewide Teacher Trainer and Curriculum Coordinator, Oakland Museum of California, and Co-director of the University of California, Berkeley, History/Social Science Project

Supporting new teachers in building their pedagogical repertoire as they implement content standards is a major role of mentors. This session will feature hands-on strategies to help students act as historians and motivate them to do better on assessments and retain content longer. Participants will receive a reproducible packet of strategies, worksheets, and photographs to share with their beginning teachers.

► 14B Induction for School Leaders: A Next Step

Gary Bloom, Associate Director, Claire Castagna, Program Director, & Arlando Smith, Program Director, New Teacher Center @ UCSC

The principalship is clearly an important and increasingly difficult job, a job for teacher leaders. Learn how the NTC has built upon its experience with beginning teacher development to design and implement a mentoring-based program of induction for school administrators. As the importance of effective site leadership and the growing principal candidate shortage become more evident, this program is emerging as an effective model.

► 15B A Systemic Approach to Increase Retention of Novice Teachers: "The Excellence in Mentoring Program Model"

Anne Coppenhaver, Director, Center for Educational Programs & Larry Kajs, Assistant Professor, University of Houston—Clear Lake

This mentoring model provides a framework/process that can strengthen current mentoring practices for novice teachers during their first two years of teaching, and in turn, increase the retention of novice teachers to reduce the growing nationwide teacher shortage. This interactive presentation will provide opportunities for thought and discussion, along with a demonstration of a self-awareness inventory to better interact with others with similar and different styles.

► 16B Creative Thinking Outside the Box

Sharon Jackson, Principal, Placemio-Yorba Linda Unified School District; E. Ann Test, Educational Consultant/Instructor, Azusa Pacific University

Schools and classrooms have their unique culture, challenges, and needs that must be met with strategies generated by the teacher and supported by the mentor. Participants will consider their leadership skills, learn ways to assess school culture, and increase mentoring confidence through "Creative Thinking Outside the Box!" Presenters will share tools, knowledge, and insights to guide emerging teachers on a steady course toward educational excellence.

Session 7AB continues



Session 8AB continues



Session 9AB continues



Session 10AB continues



12:15-2:15 pm LUNCH

*Keynote Speaker*

Andy Hargreaves



Mentoring in the New Millennium

Andy Hargreaves is the Co-director of and Professor in the International Centre for Educational Change at the Ontario Institute for Studies in Education. He is widely involved in consultation, research, and improvement activities with teacher unions, universities, school districts, and other educational entities across the world. He is currently International Research Professor at the University of Barcelona and Special Professor at the University of Nottingham. He is author and editor of more than twenty books in the fields of teacher development, the culture of the school, and educational reform. Recent publications include *Changing Teachers, Changing Times, What's Worth Fighting For in Your School?, What's Worth Fighting For Out There?* (with Michael Fullan), and *ASCD Yearbook, Rethinking Educational Change with Heart and Mind*.

2:30-3:45 pm SESSIONS C

► 17C Induction as the Leverage Point for Systemic Change

Betty Achinstein, Program Director & Barbara Davis, Assistant Director, New Teacher Center @ UCSC; Lovida Gallie, BTSA Director, San Mateo-Foster City School District; Janet Gless, Associate Director, New Teacher Center @ UCSC; Lisa Metzinger, BTSA Specialist, New Haven School District

Each year more new teachers than ever before enter America's classrooms. This represents an unprecedented opportunity for educational change. In 1999 the New Teacher Center launched a regional effort to support teacher induction programs in becoming leverage points for educational reform. Participants in the NTC Leadership Network for Teacher Induction will share how their new teacher programs have had system-wide influence and how their action research, conducted as part of the NTC network, has helped focus programmatic efforts for greatest impact.

► 18C Awakening the Mighty Giants: Developing Teacher Leadership

Marty Krovetz, Professor of Educational Leadership and Development, Nancy Markowitz, Professor of Education & Andrea Whittaker, Assistant Professor of Education, San Jose State University

Teachers, administrators, and teacher educators are recognizing that substantial systemic reform is necessary if schools are to prepare diverse student populations for the realities of the 21st Century. Changing demographics, an increasingly politicized profession, and our complex society demand new educational leadership. Participants will hear teacher leaders and university faculty from the Triple L Collaborative amongst Campbell and Oak Grove School Districts and San Jose State University speak about building and sustaining quality learning communities.

► 19C Preventing the Digital Divide: Building Automaticity and Content Knowledge

Elfrieda Hiebert, Visiting Professor, UC Santa Cruz

The digital age places high demands on readers' abilities. What do beginning teachers need to know to ensure that the digital age does not widen the existing gap associated with socioeconomic status? This session will address instruction in grades two through five, focusing on developing automaticity in reading and strategies for gaining and remembering content knowledge. To participate fully in the digital age, such instruction is essential for students who enter school without extensive school-like literacy.

► 20C Support Matters!

Terry Janicki, California Commission on Teacher Credentialing, Jaymee Kjelland & Jean Treiman, California Department of Education, BTSA Task Force

Beginning Teacher Support and Assessment (BTSA) programs in California acknowledge the important role of support in the growth of beginning teachers. Through review and reflection BTSA support providers focus on the successes and challenges of their beginning teachers, as well as on their own professional development. The presenters will share basic components necessary for quality mentoring and support and will provide an overview of structures used by BTSA programs statewide.

► 21C Mentoring Strategies for Equitable Learning and Social Justice

Ella Burnett, Associate Professor & Ann L. Wood, Program Evaluator, California State University, Long Beach

New teachers may be unaware of, or unable to, deal with such issues as poverty, violence, community involvement, or family diversity, and could benefit from specific mentoring to help them focus on social justice and equitable learning in their urban classrooms. Presenters will share research from three urban school districts and discuss excerpts from Dr. Burnett's book, *From Surviving to Thriving: Beginning Teachers' Guidebook*.

► 22C Using Holistic Paradigms of Staff Development to Create Adult Learning Communities at the Secondary Level

Laura Gschwend, Staff Developer, Santa Teresa High School, Eastside Union High School District

Let's face it! It takes vibrant, strategic, and healthy teacher learning communities to build the capacity of emerging leaders, nurture teacher professionalism, and sustain an exemplary new teacher induction program. It would be naive to divorce these components from a more holistic framework of secondary staff development. This session considers the link between staff development and sustaining such an environment.

► 23C The Role of Urban Districts in Promoting Quality Mentoring

Adrian Wood, Educational Specialist, Connecticut Department of Education; Peter Youngs, Ph.D. Candidate, University of Wisconsin

Practitioners and researchers share findings and perspectives from their study of Connecticut's Beginning Educator Support and Training (BEST) program. Specifically addressing how district and school organizational structures can influence the quality of mentoring in urban contexts. Induction program evaluation can strengthen mentor selection, inform changes in mentors' working conditions, and offer insight into district and school cultures, including attitudes about mentoring.

► 24C The Mentored Mentor at Work: Literacy Instruction Maximized!

Rain Bongolan, Secondary New Teacher Advisor & Belinda Garza, Elementary New Teacher Advisor, Santa Cruz New Teacher Project

With a "mentored mentor" at work, what possibilities emerge for maximizing student achievement and teacher quality? What conditions advance a mentor's skills to coach others to teach reading and contextualize English language development? This session will examine the impact of comprehensive professional development and literacy-focused collaborations and innovations, and will consider the big IFs—Inquiry, Focus & Scope—essential to the growth and impact of the "mentored mentor".

► 25C Re-Conceptualizing Professional Development for the New Millennium: A Life-Cycle Model for Classroom Teachers

Billie Enz, Director, Teacher Certification and Teacher Induction Program, Arizona State University; Suzanne Pasch, Dean, School of Education, College of New Jersey; Betty Steffy, Professor, Educational Administration, Iowa State University; Michael P. Wolfe, Executive Director, Kappa Delta Pi

Democracy in schools is impossible without a perspective on human growth and development that incorporates diversity, divergence, and pluralism. The life cycle of the career teacher is a professional developmental model that consists of six progressive phases propelled by the mechanisms of reflection and renewal or impeded by withdrawal. Participants can incorporate this model into their own growth as well as use the concept in their work with teacher colleagues in shaping more effective teacher development experiences.

► 26C Quality Teacher Induction: Laying a Foundation for Success

C. J. Hunter & Brenda Mahler, Beginning Teacher Advisors & Mark VanSkiver, Administrator of Instructional Support Services, Meridian School District, Idaho

The Meridian School District is the second largest, and the fastest growing district in Idaho. Meridian has hired 240 first year teachers over the last three years, necessitating the development of a comprehensive induction program. Program components, tools, and materials will be presented. Participants will be introduced to a "triad" framework of support utilizing the site administrator, the beginning teacher advisor, and the mentor.

4:00-6:00 pm RECEPTION AND ENTERTAINMENT

REGISTER NOW

January 31-February 2, 2001, at the Fairmont Hotel in San Jose, California

Early registration will save you money! Register by December 31, 2000 and save \$45.00.

**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 206 fax: (831) 459-3822  
Santa Cruz, California 95060 e-mail: ntcc@zxyx.ucsc.edu

Questions? Contact Peggy Young at (831) 454-9749.

**Fees:** PRE-CONFERENCE  
Registration fee includes breakfast, lunch, and materials.  
For Symposium registrants: \$125 per person.  
For Pre-Conference only: \$175 per person.

**SYMPOSIUM**  
Registration fee includes breakfasts, lunches, reception, and materials.  
Before December 31: \$250.00 per person.

After December 31: \$295.00 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, directions and parking information will be mailed following registration.

**Continuing Education Units:** .5 CEU's available from UCSC Extension for an additional fee. Enrollment information available at the conference.

**Cancellation Policy:** A full refund minus a \$50 processing fee will be issued upon written requests received by January 3, 2001. 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 \$129 plus tax for single occupancy, \$149 plus tax for double occupancy. In order to insure this rate, you must make your reservations prior to December 31, 2000. Please phone the reservation department at (800) 441-1414 and indicate that you are making reservations for the New Teacher Center Symposium.

**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

Registration Form

QUALITY MENTORING: Staying the Course Towards Excellence and Equity

You may also register online at [www.newteachercenter.org](http://www.newteachercenter.org)

Please print your name as you wish it to appear on your conference registration.  
Mailing address:  Home  Office All correspondence will be sent to this address.

Name \_\_\_\_\_

Title/Position \_\_\_\_\_

Organization \_\_\_\_\_

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City/State/Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

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Special needs or dietary requests \_\_\_\_\_

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

Pre-Conference: Sessions 1-5 1st Choice \_\_\_\_\_ 2nd Choice \_\_\_\_\_

Thursday, February 1: Sessions A 9:15-10:30 am Sessions B 10:45 am-12 pm Sessions C 2:30-3:45 pm

1st Choice \_\_\_\_\_

2nd Choice \_\_\_\_\_

Friday, February 2 Sessions D 9:30-10:45 am Featured Speakers 11:00-12:00 pm Sessions E 1:30-2:45 pm

1st Choice \_\_\_\_\_

2nd Choice \_\_\_\_\_

I am enrolling in (please check one):  
 Pre-Conference only  Pre-Conference & Symposium  Symposium only  
Amount Enclosed \$ \_\_\_\_\_ Date \_\_\_\_\_

