

3:00-5:00 pm
Early Symposium Registration

Sunday, January 30, 2011

Pre-Conference → 9:00-3:00 pm

1 Attaining New Heights in Teacher Induction
Mimi Appel, Senior Director, Janet Glees, Chief Programs and Partnerships Officer, and Jan Miles, Senior Director, New Teacher Center
Strong teacher induction programs engage in a cycle of continuous improvement. This workshop will share a process of program formative assessment based upon key components of the New Teacher Center induction model. New Teacher Center teacher induction leaders will engage participants in a variety of protocols to examine, analyze, and assess their local induction practices. This workshop will also explore strategies for identifying and collecting data on program impact as it relates to teacher retention, teacher effectiveness, and student learning.

2 Begin with the Brain: Three Things New Teachers Need to Know!
Martha Kaufeldt, Veteran Educator, Author, Popular Presenter
This engaging workshop provides valuable information from recent Educational Neuroscience research. Understanding three "brain basics" can give new educators guidelines and strategies to help them design "brain-compatible" classrooms. 1) When the brain reacts to stress and perceived threat, its capabilities are minimized. Safe, secure, and physically healthy environments are vital for learning. 2) For powerful learning to occur, the brain must be stimulated in multi-sensory, enriched environments. 3) To assure long-term retention, the brain must actively process new learning. Learn practical, common sense classroom strategies.

3 Creating a Coherent Impact Plan: Better Ways to Define, Measure and Maximize Program Impact
Cynthia Balthasar, Program Director, Santa Cruz/Silicon Valley New Teacher Project, Helen Chong, Associate Director Data and Impact, Sri Gopalakrishnan, Senior Director, Impact, and Anthony Villar, Associate Researcher, New Teacher Center
How do we define, measure, and maximize induction program impact? How can we ensure measurement is precise and the data are used for continuous improvement? This workshop begins by placing facets of program impact along an impact spectrum. Participants then envision a coherent impact plan for their program. Case studies, including the Santa Cruz New Teacher Project and the Chicago New Teacher Center Program, will inform the discussion.

4 Connecting Beyond the Classroom: New Teachers and Mentors Within Their School Communities
Steve Zemelman, Director, Illinois Writing Project, Harry Ross, Chief, Department of Secondary Education, National College of Education, National-Louis University
Explore strategies to help new teachers build relationships, contribute to, and gain support from fellow faculty. These approaches can help mentors and leaders work effectively with the organizational dynamic within their schools. Through hands-on activities, participants will learn about, try out, and develop plans for using a set of the strategies described in the presenters' new book, *13 Steps to Teacher Empowerment*. School leaders can also use these strategies to work with their staff, as well as promote them among teachers in order to build a healthy and effective professional.

5 Analyzing and Improving Teaching and Learning Conditions
Julie Almsdorf, Senior Director, Teacher Induction, Eric Hirsch, Chief Officer, External Affairs, Mike Heffner, Vice President, School Leadership Development, Ann Maddock, Senior Advisor, External Affairs, Lori McNulty-Pope, Senior Program Manager, and Andrew Slobers, Director of Teaching and Learning Conditions Initiative, New Teacher Center
For new teachers to be effective, they must work in collaborative environments with supportive leaders. This workshop will draw upon the analysis of data of the perceptions of almost half a million teachers about their teaching environments. Participants will be provided New Teacher Center (NTC) survey data if they are in a state that has worked with NTC, or as part of the pre-conference registration, have access to the NTC's online survey. Attendees will assess their district's conditions and consider ways to improve school environments.

Monday, January 31, 2011

7:30-8:00 am Registration + Continental Breakfast
8:00-9:15 am Welcome + Keynote Speaker
Ronald F. Ferguson



Creating Learning Conditions for Student Success
Ronald F. Ferguson is a Senior Lecturer in Education and Public Policy at the Harvard Graduate School of Education and the Harvard Kennedy School, an economist and Senior Research Associate at the Malcolm Wiener Center for Social Policy, the creator of the Triad Project for School Improvement, and the faculty co-chair and director of the Achievement Gap Initiative at Harvard University. His research and focus is on education and economic development. His most recent book is *Toward Excellence with Equity: An emerging vision for closing the achievement gap*.

9:30-11:00 am Sessions A

1A Partnership for Learning: Exploring Inquiry for Equity
Tom Malarkey, Project Director, National Equity Project (formerly BayCES)
Learn how to build a powerful inquiry team and create an action plan specific to your own context. Explore how to balance the demands of high standards and accountability measures with the urgent needs of vulnerable students who are well below grade level. Identify successful instructional approaches that can be used with high-need students and explore how those approaches can inform teaching across the entire school.
Equitable Learning & Social Justice

2A State and Local Considerations for Developing and Evaluating Mentoring Programs
Rhebe Gillespie, Director, Personal Improvement Center, NASDSE, Alyson Mike, EMSS Project Director, New Teacher Center
This session will focus on program quality indicators that have been found to be most effective in supporting and retaining special education teachers. They are based on New Teacher Center research and applied to the unique characteristics of special education legislation, state policies, and local best practices. Participants will use these indicators to consider their own challenges in planning and implementing a special education-specific mentor program in their state or local district.
Quality Mentoring

3A Supporting All Teachers Using New Teacher Support Strategies
Sue Gill, Director, Professional Development, Division of Instruction, and Pam Yoder, Coordinator of Teacher Support, Jefferson County Public Schools
Jefferson County Public Schools has developed a high-quality induction program with layers of support provided at the school and district levels. The system simultaneously supports experienced teachers at risk of failing through a peer observer and district mentor program. Participants will learn of this multi-faceted support structure, and walk away with tools for identifying and supporting the differentiated needs of teachers, as well as strategies for ensuring effective support team development designed to accelerate professional growth.
Equitable Learning & Social Justice

4A Building Capacity and an Infrastructure to Support a Four-Year Resident Educator Program
Anne Dillon, Curriculum and Instructional Consultant, Makong County Educational Service Center, Neil Gupta, Director of Secondary Curriculum, Ashland City Schools, Lori Lofton, Associate Director, Ohio Department of Education, Sandra Stroet, Associate Dean, The Ohio State University
Starting in August 2011, beginning teachers in Ohio will be part of a four-year Resident Educator Program in which they will be engaged with mentors in a comprehensive system of support that utilizes strategies and protocols known to be successful in accelerating effective practice among beginning teachers. Learn about the components of the Ohio Resident Educator Program and consider promising practices to apply in your induction programs.
Leadership & Professional Identity

5A Featured Speakers
Ellen Behrstock-Sheratz is a researcher on the Educator Quality team at American Institutes for Research (AIR). She has co-authored numerous briefs, reports, articles, and a book on teacher and principal quality.
Gregchen Weber, a National Board Certified teacher, directs AIR's work on managing educator talent—including consulting with educators on all aspects of teacher and principal effectiveness, from induction and mentoring to compensation and evaluation.
Bringing Out the Best in the Next Generation of Teachers
This presentation will shed light on how mentors can bring out the best in their incoming generation of teachers, those from Gen Y, based on findings from two recent studies conducted by Learning Point Associates. The workplace needs and preferences will be described, and facilitated discussions will guide participant reflection upon building these younger teachers' unique skills and expertise to strengthen the profession.

6A The State of Teacher Induction Policy
Liam Goldrick, Director of Policy, Data Berlin, Associate Director of Policy, and Ann Maddock, Senior Advisor, External Affairs, New Teacher Center
This session will feature the New Teacher Center's web-based scan of state induction policies, including critical elements such as dedicated funding, a multi-year program, quality mentors, and sufficient contact time. Presenters will share an analysis that focuses on policy trends, identify exemplars, discuss opportunities for improvement, and address related federal policy developments.
Quality Mentoring/Policy

7A How the National Education Association Supports Mentoring Programs at the National, State, and Local Levels
Tom Ganser, Director, Office of Field Expansion, University of Wisconsin-Whitewater, College of Education, Greg Johnson, Senior Policy Analyst, National Education Association
This session will examine the National Education Association's commitment to supporting exemplary induction programs at the national, state, and local levels. Presenters will provide an overview of national organizations and NEA's work with these institutions to provide high-quality induction programs. Participants will share highlights of successful induction programs within their respective districts and schools, and leave with knowledge and skills to develop exemplary induction programs.
Quality Mentoring/Policy

8A Increasing Teachers' Equitable Practices Through Disability Simulation and IEP Exploration
Tiffany Ko, High School Special Education Coordinator, and Nina Weising, Turnaround Classroom Coach-Special Education, Academy for Urban School Leadership
This session is designed for mentors, coaches, and teachers who support students with special needs. Participants will engage in a modified simulation and series of Individualized Education Plans (IEP) exploration activities used by the Academy for Urban School Leadership (AUSL) to prepare new teachers to support students with special needs in their classrooms.
Equitable Learning & Social Justice

9A Using Inspired Classroom Management Approaches to Promote Student Learning in Urban Secondary Schools
Kathleen O'Connor, Director, Lowell Lowell Teacher Academy, Lowell Public Schools, Carol Radford, Program Director, TEACH SouthCoast, University of Massachusetts Dartmouth
This session will focus on two approaches that impact novice teacher success: 1) designing lesson plans using an inquiry approach to anticipate when students may become disengaged during a lesson, and 2) creating a classroom learning environment that manages physical space and the organization of materials more effectively. Participants will receive lesson plan templates, strategies for using space more effectively, and action plans.
Quality Mentoring

10A A Meta-Coaching Model for Social and Emotional Well Being (SEWB)
Rita Duarte Herrera, ARSD Note School Instructional Coach, SINTP, BTSA Mentor, Lisa Medoff, Resiliency Consultant, Cleo Eulau Center, Lechner, Stanford University, Greg Margossian, Mentor, Silicon Valley New Teacher Project, Julie Norton, Director, Resiliency Consultation Programs, Cleo Eulau Center, Sarah Young, Senior Program Consultant, New Teacher Center
The work of establishing social and emotional well-being for students, teachers and mentors is foundational to academic achievement. In this session, participants will look at a collaborative model developed by New Teacher Center and Cleo Eulau Resiliency consultants for mentors, teachers and administrators. Presenters will share SEWB specific mentoring tools and assessments, hear from mentors and meta-coaches, as well as examine program impact data.
Quality Mentoring

11:15 am-12:30 pm Sessions B

11B Impact of Induction: From Veteran Teachers' Perspectives
Kitty Dixon, Senior VP, Human Capital Development, Jenny Morgan, Senior Director, and Susan Hanson, Researcher, New Teacher Center
In this session, participants will interact with a researcher and panel of teachers who have been part of the New Teacher Center's mentoring and induction model. What were the essential induction and mentoring practices that continue to impact their practice? What working conditions have impacted their effectiveness? What role has induction played in their development as teacher leaders? Participants will have time to pose questions and consider implications to their context.
Quality Mentoring

12B Five Mentor "Tensions"—New Thinking From Writing About Our Work
Leslie Baldaehi, Associate Program Consultant, Janet Glees, Chief Programs and Partnerships Officer, and Susan Hanson, Senior Researcher, New Teacher Center, Ann Lieberman, Senior Scholar, Stanford University
When mentors from diverse contexts sat down to write, they discovered surprising common ground. Their stories about coaching new teachers revealed five universal "tensions" that mentors experience, whether working in urban centers such as Chicago and Boston or remote villages in Alaska. Learn about these "tensions" and read the vignettes and illustrative examples that helped surface this new learning. Participants may be inspired to replicate this powerful project!
Quality Mentoring

13B Panoramic Video—A New Tool for Improving Teacher Effectiveness
Jane Lozano, Director of School Solutions, KIPP Houston, Scott Noon, Vice President, Business Development, Teachscape
Having the ability to reflect upon and share actual classroom practice can help coaches promote increasingly effective teaching through peer mentoring and lesson study. Teachscape Reflect captures panoramic video of classroom instruction allowing teachers, mentors, and coaches to see the full context of a lesson. The Reflect tools allow for virtual coaching, and the alignment of evaluation and professional development. Created as part of the Gates Foundation MET study, it is now available for all districts.
Quality Mentoring

14B The Mentor-Principal Partnership
Sid Haro, Program Consultant, and Lori McNulty-Pope, Senior Project Manager, New Teacher Center
Recent research has brought renewed attention to the critical role and importance of the principal in teacher development. This session will explore the relationship of the mentor-principal. Participants will receive strategies and tools to facilitate building an effective and collaborative professional partnership. Session highlights include practice conversations, role-plays, a video conversation between a principal and a mentor, and a chance for participants to develop action plans.
Quality Mentoring

15B Mentoring Culturally Responsive Teachers: The Boettcher Teachers Framework
Karen Lowenstein, Director, Boettcher Teachers Program
The Boettcher Teachers framework includes foci on how best practice, identity and relationship, and critical reflection support new teachers to become culturally responsive educators. The framework also serves as a lens for examining the work of mentoring culturally responsive teachers. Participants will explore and deepen their own understanding of what mentoring cultural responsive teachers looks and sounds like.
Equitable Learning & Social Justice

16B What is the Definition of Educator "Effectiveness"?
Daniel Conley, Educator Quality and Effectiveness Specialist, Teacher Quality, and Barbara Moody, Title II Teacher Quality Coordinator, Maine Department of Education
Examine the issue of defining and evaluating "effectiveness" for teachers, administrators, program coordinators and policymakers. Attendees will participate in an activity, and compare the results with several research-based definitions of "effectiveness" including the "five-point definition" drafted for the Teacher Quality Center, the INTASC Teaching Standards, and the ARRA requirements for evaluating and reporting on teacher and principal effectiveness. Learn what Maine has done for teacher induction, and how to increase "effectiveness," recruitment, retention, and job satisfaction.
Leadership & Professional Identity

17B Featured Speaker
Martha Kaufeldt taught elementary, middle and high school for 23 years. She began her research of brain-compatible teaching and learning strategies while working with several school districts to develop gifted, talented and extended-learning programs. She shares her knowledge of educational neuroscience research and best teaching practices at conferences and trainings internationally. Her books include *Begin with the Brain: Orchestrating the Learner-Centered Classroom* (2nd ed.) and *Teachers, Change Your Self Brain-Compatible Differentiated Instruction*.
The Stress Mess
To optimize learning, educators must maintain a physically safe and emotionally secure climate and environment. Students' capabilities can be minimized if they are coping with high stress, perceived threat, or too much chaos and confusion. Help students learn ways to cope with daily stress. Discover ways to orchestrate a brain-compatible classroom environment.

18B Intentional Mentoring Around Data: Helping Teachers Assess and Accelerate Student Learning
Bee Medders, Debbie Nemecek, and April Stout, Lead Mentors, New Teacher Center
What are the indicators of success for teachers who use multiple data points to inform instructional decisions? What are the mentoring practices that support teachers in using data strategically? Participants will learn intentional mentoring practices and their philosophical underpinnings that help teachers develop the habits of mind to strategically use multiple data points to accelerate teaching and learning.
Quality Mentoring

19B Promoting Culturally-Relevant Pedagogy: The Role of the Mentor
Marisol Rexach, Curriculum Specialist, BTSA Induction, Santa Ana Unified School District
Mentors and site administrators are poised to change the philosophy of education in our schools. First, by recognizing personal and systemic bias. Participants will engage in a series of reflective activities that require a commitment to participate in discussion, then review current data to uncover and analyze "the achievement gap." This information will demonstrate how mentors and site administrators can guide new teachers (as well as themselves) to incorporate culturally relevant pedagogy into their classrooms.
Equitable Learning & Social Justice

20B A Meta-Coaching Model for Social and Emotional Well Being (SEWB)
continued from 10A

12:45-2:15 pm Lunch + Host Speaker
Ellen Moir



Teacher Talent = Student Success
Ellen Moir, founder and Chief Executive Officer of the New Teacher Center, is recognized for her leadership in the field of induction and is a passionate advocate for our nation's newest teachers. Her awards include the 2008 National Staff Development Council Contribution to the Field, 2008 Full Circle Fund Award, 2005-Harold W. McGraw, Jr. Prize in Education, and 2003 California Council on Teacher Education Distinguished Teacher Educator Award. She is the author of numerous publications and co-author of *Keys to the Secondary Classroom* and *New Teacher Mentoring*.

Register early by December 15 and save \$

2:30-4:00 pm Sessions C

21c Raising the Bar: Creating High Quality Induction Opportunities through State Policy
Mimi Appel, Senior Director, Teacher Induction, and David Osta, Associate Director of Policy, New Teacher Center, representatives from archdioceses
Facilitator: Eric Hirsch, Chief Officer, External Affairs, New Teacher Center
While districts and schools are essential in designing and implementing high quality induction programs, through regulation and resources, state policy can help raise the bar by ensuring all novice educators are inducted into the profession. This session will profile efforts in three states—Illinois, North Carolina and Hawaii—to adopt rigorous state standards and support systems for new teachers.
Policy

22c Including Students in New Teacher Orientation: Modeling "Student-centered" on Day One
Elizabeth Gustavson, Induction with Mentoring Coordinator, Timberlane School District, Emily Hartnett, District Mentor, Concord-Cook Valley School District (ConVill)
Creating a Mentor Program Student Committee, which focuses on assisting in the design and implementation of New Teacher Orientation, allows new teachers to be immersed in the "student centered" experience. In addition, the student voice can send powerful messages to those about to join their learning communities. Members of the Mentor Program Student Committee will join presenters, through Skype, learn about student-centered orientation and explore how this model can be replicated.
Quality Mentoring

23c Facilitating Collaborative Learning Communities: Benefits, Challenges, and Possibilities
Cynthia Balthasar, Program Director, and Laurie Stapleton, Coordinator of Participating Teacher Professional Development, Santa Cruz/Silicon Valley New Teacher Project
Discover how to develop and sustain learning communities in which beginning teachers safely share challenges and successes in their practice. Explore strategies used by the Santa Cruz/Silicon Valley New Teacher Project to facilitate meaningful discussion, transform challenging participant behaviors into positive ones, and gradually release facilitation responsibilities to the learning community of beginning teachers.
Leadership & Professional Identity

24c Mentoring in Albuquerque—A Partnership Program
Ellen Bernstein, President, Albuquerque Teachers Federation, Linda Bluestein, Induction and Mentor Program Coordinator, Albuquerque Public Schools
Learn about how a unique partnership between the district, the union, and the university teacher preparation program was able to create and sustain a strong effective mentoring program. Presenters will discuss the evolution of this program and explore: The strengths of having a partnership; the advantages of a school-based mentoring program; how research informed the evolution of the program and the differentiated professional development for mentors; and the multifaceted teacher leadership opportunities within the program.
Quality Mentoring

25c Coaching for Equity: The Mentor as Coach
Victor Cary, Senior Director, The National Equity Project (formerly BayCES)
Mentors can use coaching methods to develop the skills and leadership of new educators. This session will explore both the theory and practice of equity-focused coaching. Learn approaches to facilitate change with individuals, teams, schools, and districts to improve student achievement and create more equitable environments. Develop the necessary leadership to close the opportunity gap and improve conditions for adult and student learning in your school, district, or community.
Equitable Learning & Social Justice

26c Effective Program Evaluation: Using Survey Results to Measure Impact
Adele Hermann, Senior Researcher, Ayuri Terada, Researcher, Assistant, and Anthony Villar, Associate Researcher, New Teacher Center
Effective evaluations can help an induction program determine its quality, direct improvement, and measure impact. The New Teacher Center's Induction Survey measures program quality, impact on teacher practice, and student learning. Participants will hear from program leaders from across the country, who will share ways in which they use results from the Induction Survey to measure impact, including its role in the program's impact plan.
Quality Mentoring

27c The Impact of Mentors on School Leadership
Nancy Leaderman, Principal, Solomon Schechter Day School of Essex and Union
This session presents an actual case study of a real-life challenge: How can a school adopt a new model for teacher observation and evaluation, especially in a culture resistant to change, that supports instructional excellence and reflective practice? The presenter will share her school's experience and the pivotal role two mentors played in the process. The presentation will include case study documents, including materials suitable for adaptation in other schools.
Leadership & Professional Identity

28c Featured Speaker
Betty Achinstein is a researcher at the Center for Educational Research in the Interest of Underserved Students (CERUIS) at the University of California, Santa Cruz. She designs and conducts research on new teacher socialization, mentoring and induction; diversity and equity for teachers and students; supporting teachers of color in urban schools; professional/organizational contexts for teacher learning; organizational contexts that support Latino/a students; urban schooling; and teacher professional communities. Her newest book is *Change(s) Agents: New Teachers of Color in Urban Schools*.
New Teacher Induction for Equity and Diversity
How can induction address equity and diversity of students and teachers? This presentation will examine induction for what purposes? Induction for whom? And, induction by whom? Implications from research studies on mentoring novice teachers of color will be shared. Discover what mentors need to know and be able to do, to support the needs of new teachers of color, working with culturally and linguistically diverse youth.

29c PLC Facilitator Forums: Building the Capacity of Teacher Leaders
Jennifer Bloom, Lead Mentor, Michael Russo, Program Director, and Ryan Stewart, Lead Mentor, New Teacher Center
Professional learning communities are dynamic and develop over time implementing teacher-led learning teams requires a responsive support structure. In this session, presenters will share the lessons learned from five years of supporting teacher-led learning teams and providing professional development for teacher facilitators. Learn the structures and key elements in implementing effective forums. Through a panel of teacher facilitators and videos, participants will explore how facilitator forums can build teacher leadership capacity and promote team effectiveness.
Leadership & Professional Identity

30c Why Some "At Risk" Students Are Successful Learners Despite Their Circumstances
Penelope Beery-Poiglese, BTSA Consultant, FAS Mentor, Supervisor, Trainer, Inow City Education Foundation Public Schools, Clinical Education Department, Loyola Marymount University, Los Angeles County Department of Education
Specific factors that keep some "at risk" students from succumbing to the negative influences in their lives have been identified in recent scientific research. Despite harmful situations these students become successful learners. This interactive session will demonstrate how educators play a key role and can employ these factors with "at risk" students who do not seem to have the same resiliency. These factors and concepts may apply to some Case Study Students in Fetal Alcohol Syndrome (FAS).
Equitable Learning & Social Justice

4:00-6:00 pm Reception + Networking Visit the Symposium Bookstore + New Teacher Center Exhibits

Registration Information

Payment: Space is limited, so register early. Each participant must complete a separate registration form.
Payment may be made by check, purchase order, or credit card. Make checks payable to **New Teacher Center**. Send completed form and payment to:
New Teacher Center
725 Front Street, Suite 400 phone: 831.600.2200
Santa Cruz, CA 95060 fax: 831.427.9017
Questions? Email symposium@newteachercenter.org or phone 831.600.2200.
Receipt of payment, confirmation of sessions, and directions will be sent in January.
Cancellation Policy: A full refund minus a \$50 processing fee will be issued upon written requests received by January 7, 2011. No refunds will be given after January 7.
Pre-Conference Fee: Registration includes breakfast, lunch, and materials.
Before December 15: \$180 per person
After December 15: \$215 per person

Symposium Fee:

Registration includes breakfasts, lunches, reception, and materials.
Before December 15: \$360 per person
After December 15: \$415 per person
Hotel Information: Overnight accommodations are available at the **Fairmont San Jose**, at a special Symposium rate of \$159 plus tax for single or double occupancy. In order to ensure this rate, you must make your reservation prior to January 7, 2011. Reservations may be made online at <https://resweb.paskey.com/go/newteachercenter2011>, or phone 800.441.1414 and indicate that you are making reservations for the New Teacher Center Symposium. Visit www.fairmont.com/sanjose for more information. Parking fees are currently \$26 per day for hotel guests, and hourly up to \$26 per day for visitors.
Transportation and Parking: For information on Santa Clara Valley Transportation Authority Light Rail, visit www.vta.org. For Downtown San Jose parking information, visit sjdowntownparking.com

Registration Form

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 _____
Other billing organization if applicable _____

Billing contact (name/phone/email) _____
Special needs or dietary requests _____
Please indicate your first and second choice of sessions. Space is limited and will be filled on a first-paid, first-served basis.
Pre-Conference: Sessions 1-5 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 Sessions E 11:15 am-12:30 pm Sessions F 2:30-3:45 pm
1st Choice _____
2nd Choice _____

Payment:

Amount Enclosed \$ _____ Date _____
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 Please phone 831.600.2281 for payment by credit card

I am enrolling in: Before Dec. 15 After Dec. 15
 Pre-Conference only \$180 \$215
 Symposium only \$360 \$415
 Pre-Conference & Symposium \$540 \$630

Check the one role that best applies:
 induction program coordinator university faculty/supervisor
 other central office administrator professional developer
 site administrator researcher
 mentor teacher policy maker
 pre-K-12 teacher other

Tuesday
February 1, 2011

7:30 - 8:00 am **Continental Breakfast**

8:00 - 9:15 am **General Session + Keynote Panel**



Building Supermen and Superwomen to Lead Our Classrooms

Dennis Van Roekel, President, National Education Association; other state and local policymakers
Facilitator: Marshal (Mike) Smith, Board Member, New Teacher Center, former Senior Advisor and Acting Deputy Secretary, U.S. Department of Education, and former Education Program Director, William and Flora Hewlett Foundation
No student should have to "wait for Superman." It's up to us to help create Supermen and Superwomen to teach our students. When comprehensive induction programs support all new teachers, they will have greater success and their students higher achievement. This panel will consider the issues and themes addressed in the documentary, *Waiting for Superman*, and discuss policies states and school districts institute to ensure that all beginning teachers are assessed and supported to maximize their effectiveness.

9:30 - 11:00 am **Sessions D**

31D

Celebrating and Building on Success
Janet Regge, Instructional Coach, Cascadia, and Karen Soline, Instructional Specialist, Maplewood Heights, Renton School District

This session will be a forum for connecting and networking with other teacher leaders. Are you a teacher leader, mentor, or instructional coach? Do you ever feel like you are out there on your own? Would you like to spend time collaborating with other instructional leaders from around the world? Participants will identify, celebrate and build on coaching/mentoring successes, share success stories, and look for common attributes that contribute to successful coaching/mentoring.

Leadership & Professional Identity

32D Featured Speaker

Manuel Pastor is Professor of American Studies & Ethnicity at the University of Southern California. Founding director of the Center for Justice, Tolerance, and Community at the University of California, Santa Cruz. Pastor currently directs the Program for Environmental and Regional Equity at USC and is co-director of USC's Center for the Study of Immigrant Integration.

Uncommon Common Ground: Demographic Change, Economic Insecurity and the Future of America
By 2050, America will be a majority-minority nation but the future is already here—in 2011, the majority of births will be to families of color. With rapid demographic change and growing economic insecurity, how do we build consensus on educational goals, strategies and investments? And what are the lessons, and the warnings from California, a place that crossed the demographic threshold earlier than the rest of the country?

Equitable Learning & Social Justice

33D

Mentoring for Oral Language Development: Addressing Issues of Equity and Access for Our Students

Allison Brito, Lead Mentor, New Teacher Center; Adrienne Klein, Consultant, New Teacher Center; Professor Emeritus, CSU San Bernardino; Susan Wray, Mentor, Reading Recovery Teacher Leader; and Debbie Nemesick, Lead Mentor, New Teacher Center

Helping mentors support teachers in oral language development promotes equity and access to instruction. This overview focuses on essential components of oral language development and what mentors and teachers need to know and be able to do to accelerate students' oral language development in the classroom. Participants will practice using an oral language observation guide and view examples of classroom participation structures from the NTC Community of Practice web site.

Equitable Learning & Social Justice

34D

Supervising for Improved Student Achievement in Mathematics

Kevin Drinkard, Program Coordinator, and Sid Haro, Program Consultant, New Teacher Center

Although mathematics is one content area in which many site administrators are hesitant to provide important feedback to teachers, it can have a profoundly positive influence on student achievement. In this session, participants will learn effective strategies that site administrators can use to provide evidence-based feedback to math teachers. Participants will also use tools to practice observing and identifying best practices in teaching mathematics.

Leadership & Professional Identity

35D

Why Wait for Superman? Real Teachers, Real Solutions!

Judi Ackerman and Denise Battelle, Mentors; Nancy Bourgeois, Alternative Certification; Karla Branch, Jay Bullung, Janae Dean, and Michelle Enos, Mentors; Mindy Freeman, Peer Assistance & Review; Debbie Littlejohn, Mentor; Donna Pavellis, Alternative Certification; Linda Pearson-Greenberg, Mentor, Professional Development, Palm Beach County Schools

Learn how New Teacher Center Mentors from Palm Beach County, Florida, provide a valuable professional network for beginning and pre-service teachers. This support system provides opportunities for professional learning, tailored to their needs. Presenters will share tips on providing support through the Alternative Certification Program and mentoring veteran teachers through Peer Assistance and Review. Participants will collaborate to integrate professional networks into their own mentoring program.

Quality Mentoring

36D

Discussion with Panelist

Dennis Van Roekel, President, National Education Association

The Role of the National Education Association in Induction and School Reform
The President of the 3.2 million member National Education Association, the nation's largest labor union, will discuss how the NEA is advocating for quality public schools, share details about their Priority Schools Campaign which is working to create positive learning environments, and boost achievement in the nation's most challenging schools. He will share his thinking on issues ranging from reauthorization of the Elementary and Secondary Education Act to how unions and districts can work together to support teachers and students.

Quality Mentoring

37D

Co-Teaching: The Power of Mentor/Teacher Partnerships in the Elementary Classroom

Tammy Phung, Full-time Mentor, Austin Independent School District

In this session, discover how co-teaching can be used as a powerful tool to promote a novice teacher's growth. Attendees will look at various styles of co-teaching, and consider the benefits as well as the challenges. Participants will receive a co-planning tool that includes how to divide content and roles, and will practice debriefing using a reflective framework and mentor language.

Quality Mentoring

38D

Differentiation for Language Learners Success

Rain Bongolan, Valeria Leal, Associate Program Consultants, and Sarah Young, Senior Program Consultant, New Teacher Center

Many teachers' biggest challenge is making content both accessible and rigorous for students with language needs. How do mentors assess teacher awareness and skill to interweave differentiated instruction and language strategies? How do we help teachers address the needs of immigrant students and other learners of academic English? In this session, presenters will share some of the latest thinking and tools to provide powerful mentoring for student success.

Equitable Learning & Social Justice

39D

Inquiry and Formative Assessment: Accelerating Teacher and Administrator Effectiveness Change

Julie Almqvist, Senior Director, Wendy Baron, Chief Academic Officer, and Mike Heffner, Vice President, Leadership Development, New Teacher Center

How can standards, evidence, and criteria form the basis of data-driven assessments for teachers and administrators? Such assessments create opportunities for meaningful reflection, collaboration, and professional growth that impact student learning. In this session, participants will explore different ideas about supervision and evaluation that include using inquiry and formative assessments to drive improvements in practice.

Leadership & Professional Identity

40D

Being Generationally Savvy: Supporting Teachers and Administrators of All Generations

Jennifer Abrams, Professional Developer, Professional Development Office, Palo Alto Unified School District

Have you noticed beginning teachers and administrators act differently than novices you remember? Notice communication challenges between older and younger colleagues? Who are the four generations in schools? What are their strengths and needs? What supports will help all generations do their jobs well, become effective leaders and stay in our profession? This session provides insight on this important topic.

Quality Mentoring

11:15 am-12:30 pm **Sessions E**

41E

Lessons Learned About the Consortium Model in Building Effective Induction Programs

Rhonda Dublin, Program Consultant, New Teacher Center, Director, Southeastern Wisconsin New Teacher Project; Sharon Nelson, Senior Director, New Teacher Center, Co-Chair, Dane County New Teacher Project; Laurie Stapleton, Coordinator, New Teacher Professional Development, Silicon Valley New Teacher Project

Learn how districts from different contexts (urban, rural, charter, suburban, parochial, private) have become a consortium for effective induction. Three consortia will highlight what they have in common in their mission to impact teacher effectiveness and student learning while adapting to the unique needs of the districts they serve. Using examples, consortia program leaders will share essential components of successful consortium models of induction and evidence of impact.

Quality Mentoring

42E

Micro-Aggressions: Making a Molehill Out of a Mountain

Julie McCann and Elaine Rector, Directors, Innovation Advocates

Micro-Aggressions are verbal and non-verbal insults and indignities of modern oppression experienced daily in our schools. In this session, attendees will participate in facilitated, interactive group work to unpack different types of racial micro-aggressions. An equity-based protocol for text-based discussions will enable participants to interrogate information and share perspectives. Educators mentoring new teachers will explore the subtleties of contemporary discrimination that affect students, teachers, parents and community members.

Equitable Learning & Social Justice

43E

Linking Pre-Service Teacher Education Programs to Induction Mentoring

Rosa Barbara-Meeks, Betti Clear, Induction Program Director, and Bob Houghsteling, Director, Bay Area Teacher Training Institute; Bonnie Sharfman, DeLeT Clear, Credential Program Coordinator, DeLeT Teacher Education Program, Hebrew Union College

Relationships formed in programs linking pre-service and induction mentoring provide an earlier understanding of novice teacher strengths and allow mentors to more quickly tailor their support. This session will feature a roundtable discussion by professionals from institutions with similar program designs about the advantages and challenges of linking pre-service teacher education to an induction program and how data can begin to answer questions about teacher practice, leadership and student achievement.

Quality Mentoring

44E

"Me and My Shadow"—Using Technology and Tools to Support Mentor Growth and Accountability

Peggy Cowans, Instructional Coaching Facilitator/Mentor, Curriculum, Three Rivers School District; Rea Snyder, Mentor, Project Coordinator, School Improvement, Southern Oregon Education Service District

Quality mentoring is essential for the success of new teachers. This session examines how mentors and project leaders can build support, accountability, and growth using technology with mentoring practices, while building capacity for innovative changes within their induction program. Participants will use methods and tools of recording feedback for shadowing mentoring.

Quality Mentoring

45E

Sharing Tools that Promote Equitable Teaching and Learning

Trinidad Castro, Program Consultant, Charles Hill, Associate Program Consultant, and Ayuri Terada, Research Assistant, New Teacher Center

The achievement gap is in part a product of inequitable teaching for underserved, marginalized students from a variety of ethnic/racial, linguistic, cultural and socio-economic backgrounds. This session offers ways to promote equitable teaching and learning. Participants will explore conceptual frameworks, practice using a classroom observation tool to gather data on conditions for equity, and gain a deeper awareness of the importance of concerted efforts to promote equity.

Equitable Learning & Social Justice

46E

Critical Friends Groups and BTSA Induction: An Effective Way to Improve the Quality of Mentor Practice

Ruth A. Keefer, Interim Director, Barbara Taylor, Coordinator, Support Provider, Professional Development, and Stacey Tisor, Coordinator, Participating Teacher Professional Development, Beginning Teacher Support and Assessment (BTSA) Induction Project, San Mateo County Office of Education

Learn how support providers form Critical Friends Groups (CFG), determine inquiry questions, and integrate the induction work of California Teaching Standards 5 and 6 that focus on a culture of equity. In this session, presenters will share the results of reorganizing Support Providers from consortium districts into Critical Friends Groups. Participants will create a mini CFG and interact using group protocols.

Quality Mentoring

47E

Mentoring Special Education Teachers for Student Success

Marney Cox, Associate, New Teacher Center; Sharon Grady, Associate Program Consultant, Teacher Induction, Chicago New Teacher Center; Alyson Mike, EMSS Project Director, New Teacher Center; Clarissa Williams, Lead Coach, Chicago New Teacher Center

New special education teachers engage students in unique and demanding situations. This session will provide an opportunity for participants to surface these challenges and discuss strategies for assisting special education teachers in meeting the needs of their students. Presenters will share a number of tools, resources, and strategies—for both face-to-face and online contexts—designed specifically to positively impact new special education teacher practice and student success.

Quality Mentoring

48E Featured Speakers

Harry Ross, co-author of *13 Steps to Teacher Empowerment: Taking a More Active Role in Your School Community*, is an associate professor in the Secondary Education Department at National-Louis University. He consults with BTSA Consultant, Los Angeles County Office of Education, and Christiane Townsend, BTSA Director, BTSA/New Teacher Foundation Public Schools.

Steve Zemelman is a long-time school reform expert who directs the Illinois Writing Project. With several partners he has written numerous books on education, including *13 Steps to Teacher Empowerment: Taking a More Active Role in Your School Community: Subject Matter*. Every Teacher's Guide to Content Area Reading, and *Best Practice: Today's Standards for Teaching and Learning in America's Schools*.

Leveraging the School Culture to Support New Teacher Mentoring
New teachers and mentors can be much more successful when they are knowledgeable about the professional culture of their schools. This workshop will provide strategies for mentors, administrators, and others to learn about children's and adults' culture in a school and negotiate this culture effectively. Leave with strategies that can be put into immediate practice; learn more deeply about school worlds, and help new teachers do the same.

49E

Why 40% of New Teachers Leave Charter Schools Annually—Research Findings and Recommendations

Penelope Beery-Pojigas, BTSA Consultant, BTSA/New Teacher Support; Barbara Huff, BTSA Consultant, Los Angeles County Office of Education; and Christiane Townsend, BTSA Director, BTSA/New Teacher Foundation Public Schools

New teachers at charter schools, in an urban setting, often provides challenges to the traditional induction process. Support can be difficult to provide when the majority of teachers and administrators are new to their position or school as well. Presenters will discuss current research regarding new teacher attrition in charter schools and discuss strategies for combating this trend.

Quality Mentoring

50E

Being Generationally Savvy: Supporting Teachers and Administrators of All Generations

continuation of 40

12:45 - 2:15 pm **Lunch + Keynote Speaker**

Yong Zhao



Catching Up or Leading the Way: American Education in the Age of Globalization

Yong Zhao is the Presidential Chair of Global Education and Online Learning at the University of Oregon, and serves as the Associate Dean for Global Education and Online Learning, and the Director of the Center for Advanced Technology in Education. He is a fellow of the International Academy for Education, and consults with government and educational agencies. His current work focuses on designing 21st Century Schools in the context of globalization and the digital revolution. His keynote address is the title of his book published in 2009 by ASCD.

2:30 - 3:45 pm **Sessions F**

51F

Making Your Case Without Making More Work

Jane Baker, Director, Communications; Cindy Brunswick, Senior Vice President, Programs and Partnerships; Tracy Kremer, Senior Manager, Communications, New Teacher Center

Education programs across the U.S. must communicate well about their work to maintain, and ideally increase, support and resources. Learn how integrating simple communication and advocacy activities into your work can result in a very positive return on investment. This session will feature a case study about the New Teacher Center's work in Chicago Public Schools.

Leadership & Professional Identity/Policy

52F

Supervision Practices That Make a Difference: Evidence-Based Feedback and Communicating Concerns Directly

Nathan Cross, Senior Program Director, New Administrator Program, Charles Hill, Associate Program Consultant, and Mike Heffner, Vice President, Leadership Development, New Teacher Center

Districts throughout the United States are faced with the immediate challenge of ensuring every student has a school leader and teachers who can improve instructional quality and accelerate learning. This interactive session will explore evidence-based feedback aligned with professional standards and share a protocol for communicating instructional concerns directly while maintaining a positive professional culture.

Leadership & Professional Identity

53F

Making Practical Classroom Management Skills Visible for Teacher Induction—One District's Successes

Grace Dearborn, Education Consultant, Conscious Teaching; Audrey Jacques, Mentor and Consulting Teacher, Fairfield-Suisun Unified School District; Rick Smith, Education Consultant, Conscious Teaching

New teachers in Fairfield-Suisun District in California are benefiting from a comprehensive focus on making classroom management skills visible and doable. Participants in this session will hear what's been working—both the model and the dozens of strategies. Leave with a tool kit overflowing with "stuff you can use."

Quality Mentoring

54F

Oakland TeamScience: Content Mentoring and Teacher Leadership in an Urban Setting

Caleb Cheung, TeamScience Director/Science Manager; Anthony Cody, TeamScience Program Coordinator/Lead Mentor, and Phil Coffy, TeamScience Lead Mentor/Science Coach, Oakland Unified School District; Michael Russo, TeamScience Mentor Coach/Program Director, New Teacher Center

Participants will learn about the ongoing work of a successful urban mentoring program, which has fostered a collaborative culture among new and veteran science teachers. Presenters will share lessons learned from three years of developing mentor skills and providing content-based professional development. Through video and a panel of project leads, mentors and mentees explore how supporting full-time teacher mentors can build a community, promote leadership, and improve teacher effectiveness.

Quality Mentoring

55F

Discussion with Keynote

American Education at a Crossroads

Yong Zhao, University Distinguished Professor, Educational Psychology and Educational Technology Director, Center for Teaching and Technology, Director, US-China Center for Research on Educational Excellence, College of Education, Michigan State University

Enjoy this post-keynote opportunity to further discuss topics presented by Dr. Zhao. His unique perspective includes observations based on extensive research and firsthand experience as a student in China, and as a parent of children attending school in the United States. This session will be in a facilitated question-and-answer format.

4:00 pm **Closing Refreshments**

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Attend + Learn = Effective Practice

The New Teacher Center is pleased to invite you to our Thirteenth National Symposium on Teacher Induction. **Teacher Talent = Student Success.**

If you work directly with beginning teachers, are involved in a district or state induction program, are immersed in research or policy, or are otherwise interested in ways to support beginning educators, we encourage you to attend. The annual Symposium highlights a variety of educational contexts and perspectives and includes three themes central to induction:

- Quality Mentoring
- Leadership and Professional Identity
- Equity and Social Justice

Take a lesson and make plans now to join us early next year!

Schedule at a Glance

| Sunday, January 30 | |
|---------------------|---|
| 8:30 - 9:00 am | Registration + Continental Breakfast |
| 9:00 am - 3:00 pm | Pre-Conference Workshops |
| 3:00 - 5:00 pm | Early Symposium Registration |
| Monday, January 31 | |
| 7:30 - 8:00 am | Registration + Continental Breakfast |
| 8:00 - 9:15 am | Welcome + Keynote Speaker Ronald F. Ferguson |
| 9:30 - 11:00 am | Sessions A |
| 11:15 am - 12:30 pm | Sessions B |
| 12:45 - 2:15 pm | Lunch + Host Speaker Ellen Moir |
| 2:30 - 4:00 pm | Sessions C |
| 4:00 - 6:00 pm | Reception + Networking |
| Tuesday, February 1 | |
| 7:30 - 8:00 am | Continental Breakfast |
| 8:00 - 9:15 am | General Session + Keynote Panel with Dennis Van Roekel |
| 9:30 - 11:00 am | Sessions D |
| 11:15 am - 12:30 pm | Sessions E |
| 12:45 - 2:15 pm | Lunch + Keynote Speaker Yong Zhao |
| 2:30 - 3:45 pm | Sessions F |
| 4:00 pm | Closing Refreshments |