



Panel 5

Supporting Teachers Early in their Career



Macy Dale

*Fourth-Grade Teacher
Becker Elementary, Austin ISD*



Allison Ashley Friedlander

Instructional Coach
Austin ISD/2017 Texas Teacher of the Year



Diana Richie

*Director of Strategic Partnerships
New Teacher Center*



Supporting Teachers Early in their Careers

Diana Richie
Strategic Partnerships Director
New Teacher Center

**Our vision is that one day, there will
be an excellent teacher in every
classroom ensuring all
students have the
opportunity to
succeed.**



Who is New Teacher Center (NTC)?

- Mission is to *improve student learning by accelerating the effectiveness of teachers and school leaders* through a systemic coaching model.
- Last year NTC supported **6,379 mentors/coaches, 34,857 teachers,** and **2.6 million students** in over **300 school districts** across the U.S
- Demonstrated **statistically significant improvement in teacher retention and student achievement**
 - After two years, NTC-supported mentors helped teachers demonstrate **2-5 months of additional student learning** in ELA and Math compared to students of control group teachers
 - After two years of NTC support, **new teacher retention increased 30%**

THANK YOU!

Diana Richie
drichie@newteachercenter.org
281.961.1634

<https://newteachercenter.org/>



 [FACEBOOK.COM/NEWTEACHERCENTER](https://www.facebook.com/newteachercenter)

 [TWITTER.COM/NEWTEACHERCTR](https://twitter.com/newteacherctr)

 [LINKEDIN.COM/COMPANY/NEW-TEACHER-CENTER](https://www.linkedin.com/company/new-teacher-center)

 SIGN UP FOR OUR NEWSLETTERS:
[NEWTEACHERCENTER.ORG](https://www.newteachercenter.org)



Shannon Terry

*Director of Professional Learning
Arlington ISD*



Stacey Edmonson

*Dean of the College of Education
Sam Houston State University*

*President-elect of the Texas Association of
Colleges of Teacher Education*



Panelist Questions



Macy Dale

What support do you need as a teacher in the early stages of your career? What advice do you have for administrators in their approach to supporting teachers?



Allison Ashley Friedlander

What have you learned about supporting new teachers on a campus?

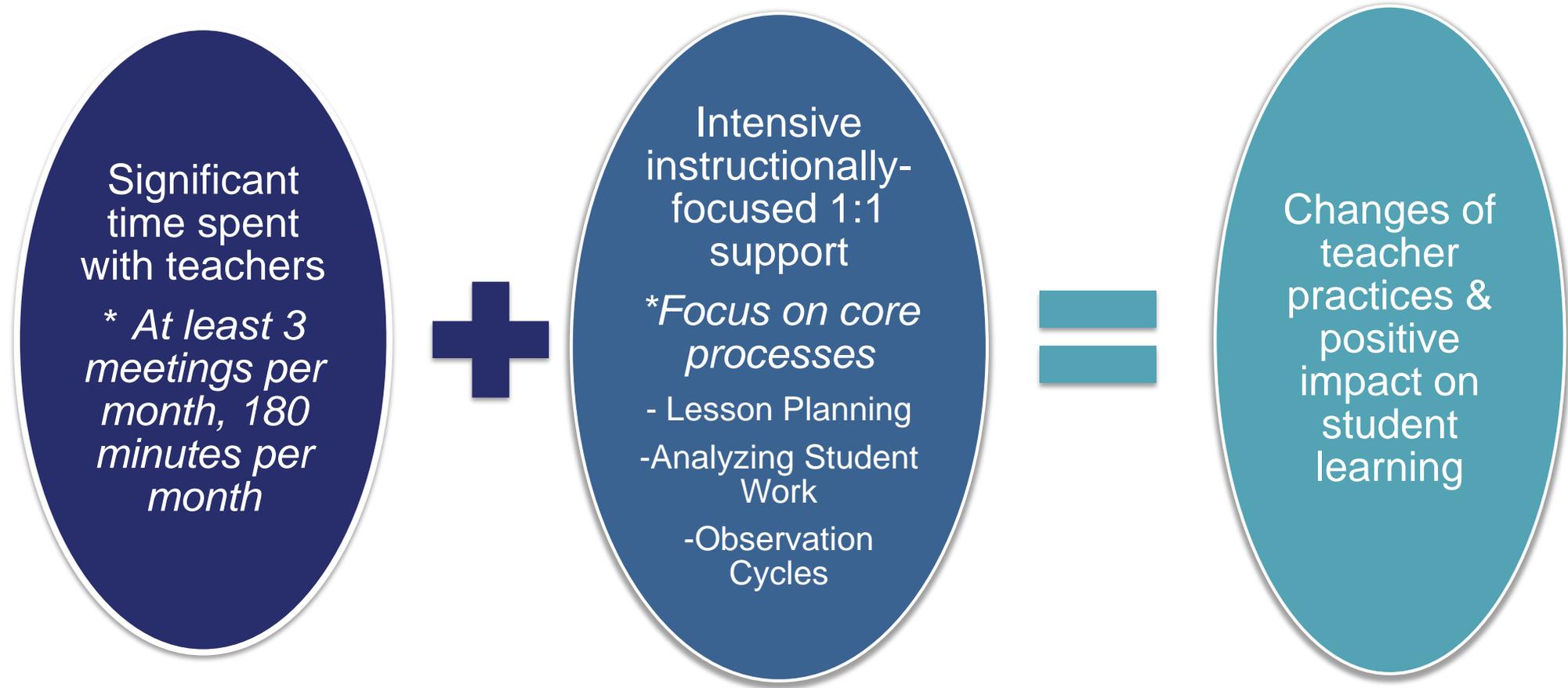


Diana Richie

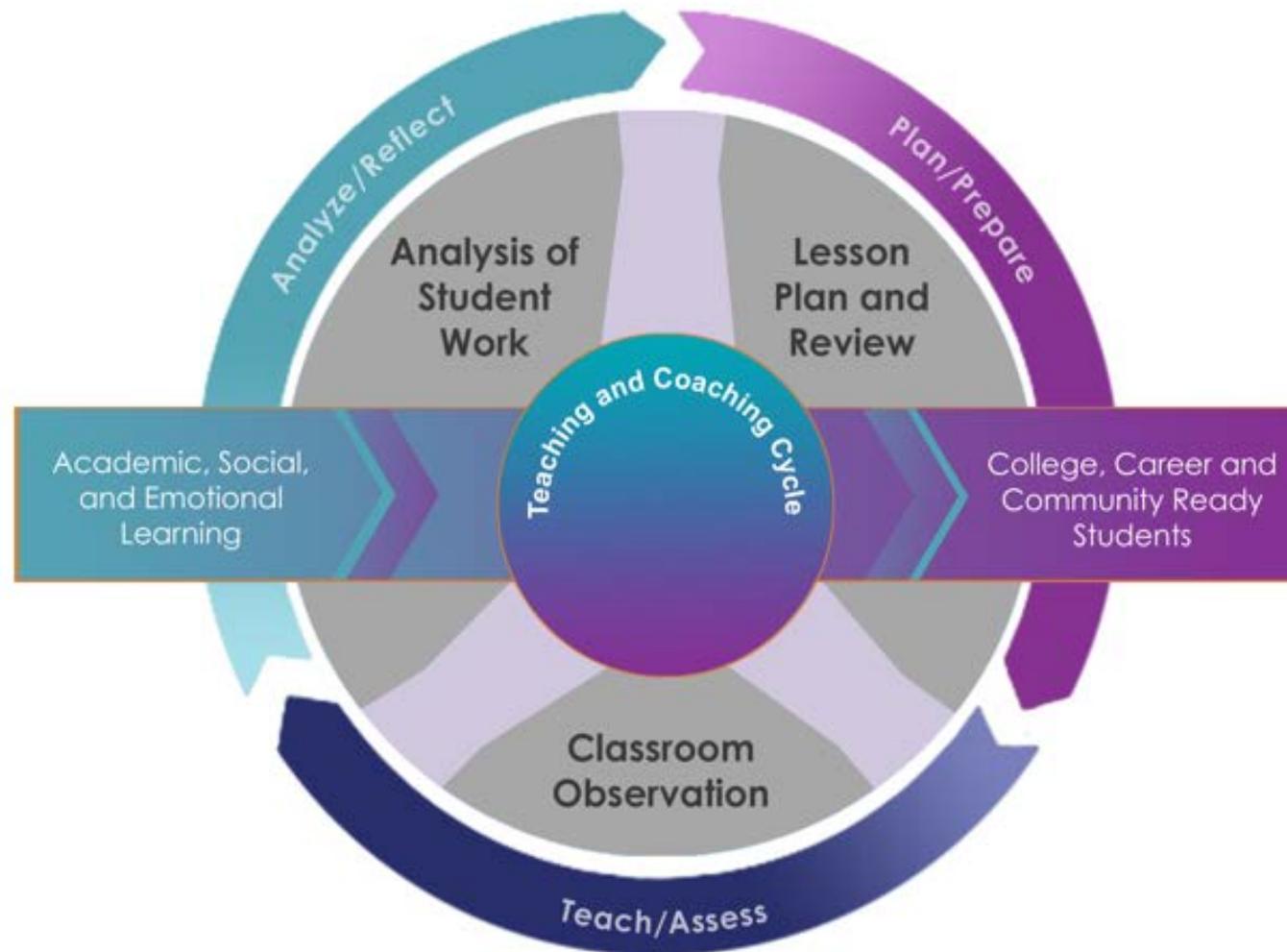
*What are the most effective elements of supporting teachers early in their career?
What advice do you have for districts on how to implement these?*

NTC i3 Validation

WHAT WE CONFIRMED

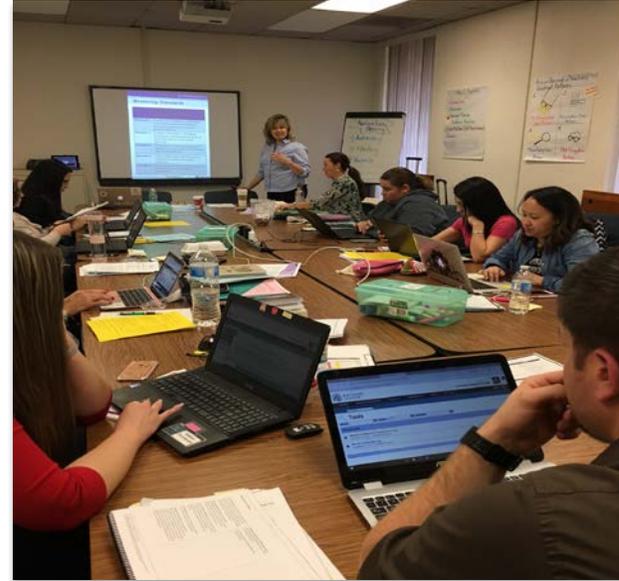


Teaching & Coaching Formative Assessment Cycle



What Works

1. High-quality, trained instructional mentors
2. Sanctioned time for mentor: teacher interaction
3. Regular job-embedded, in-person, one-on-one feedback, focused on instruction
4. Formative Assessment Systems that guide instruction and student supports.
5. Consistent data use for program improvement



THANK YOU!

Diana Richie
drichie@newteachercenter.org
281.961.1634

<https://newteachercenter.org/>



 [FACEBOOK.COM/NEWTEACHERCENTER](https://www.facebook.com/newteachercenter)

 [TWITTER.COM/NEWTEACHERCTR](https://twitter.com/newteacherctr)

 [LINKEDIN.COM/COMPANY/NEW-TEACHER-CENTER](https://www.linkedin.com/company/new-teacher-center)

 SIGN UP FOR OUR NEWSLETTERS:
[NEWTEACHERCENTER.ORG](https://www.newteachercenter.org)



Shannon Terry

What are keys to effective district-wide strategies for supporting new teachers?



LEARNING ROUNDTABLE: RECRUITING, PREPARING, AND RETAINING TOP TEACHERS

Supporting Teachers Early in Their Career
Austin Convention Center
January 31, 2018
3:00 p.m. to 4:00 p.m.



Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education



KEY STRATEGIES

for Recruiting, Preparing, and Retaining Teachers

UNLOCKING THE SECRETS OF AGENCY TO CREATE EDUGENCY



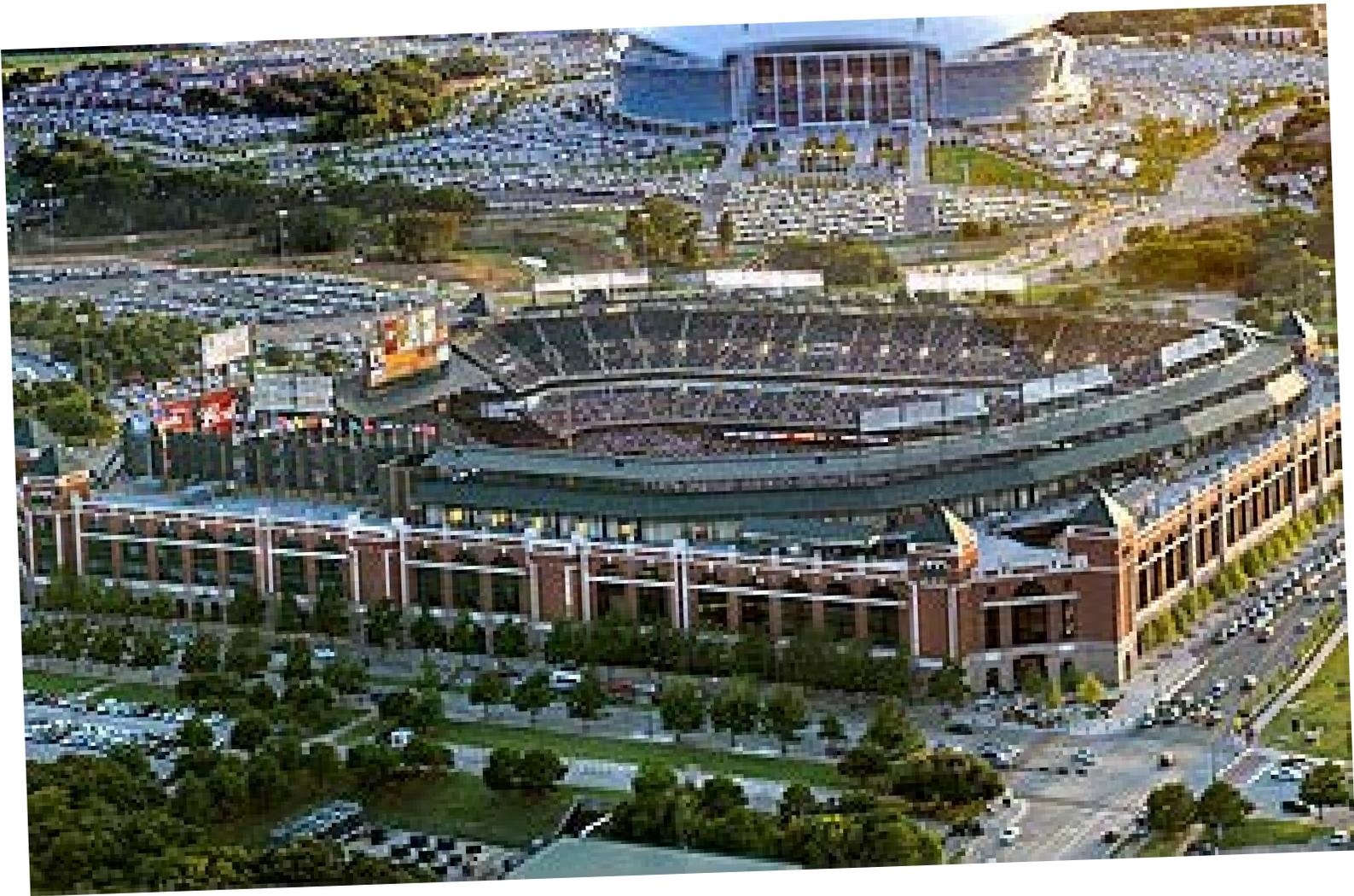
- **GUIDING QUESTIONS:** How can educational systems across our state and nation foster the conditions necessary to advance agency as a lever for collective efficacy and the attainment of student, teacher, campus and district performance goals? How does a focus on agency support recruitment, preparation and retention of beginning teachers?

IDEAS



UNLOCKING THE SECRETS OF AGENCY

NEW TEACHER
INDUCTION
PROGRAM
EMPOWERS
EDUCATOR-
CENTERED
GROWTH



Arlington, Texas

Student Enrollment: 60,889 (01/08/18)

11 High Schools (6 traditional, 5 specialized): **17,598**

10 Junior High Schools: **8,743**

55 Elementary Schools: **34,188**

Teacher by Ethnicity: 4,236 (2016-2017)

African-American: **602 (14.2%)**

Hispanic: **743 (17.5%)**

White: **2,718 (64.1%)**

American Indian: **19 (.4%)**

Asian: **73 (1.7%)**

Pacific Islander: **1**

Two or More Races: **80 (1.9%)**

Teacher by Years Experience: 4,236 (2016-2017)

Beginning Teachers: **496 (11.7%)**

1-5 Years: **1,180 (27.9%)**

6-10 Years: **773 (18.2%)**

11-20 Years: **1,177 (27.8%)**

Over 20 Years: **610 (14.4%)**



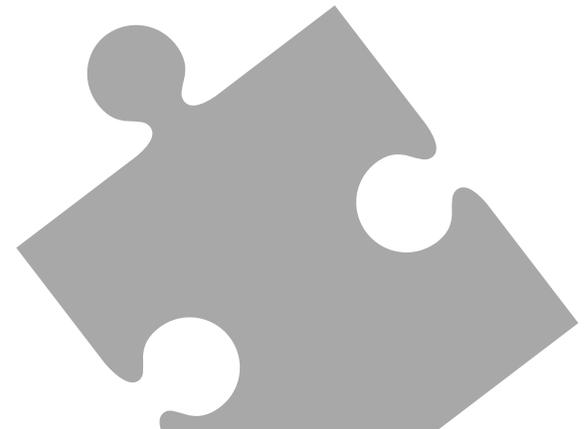
Arlington, Texas

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
Equity Gap Calculations: Low-Income Students			
A	High-poverty quartile	26.8975	0
B	Low-poverty quartile	20.9075	.05
C	District equity gap: High-poverty quartile minus low-poverty quartile (row A-row B)	5.99	.05
D	State average ^a	14.37	6.9
E	State equity gap: High-poverty quartile minus state average (row A-row D)	12.5275	-6.85
Equity Gap Calculations: Students of Color			
F	High-minority quartile	29.029	.15
G	Low-minority quartile	19.6895	0
H	District equity gap: High-minority quartile minus low-minority quartile (row F-row G)	9.3395	.15
I	State equity gap: High-minority quartile minus state average (row F-row D)	14.659	-6.75

Arlington, Texas



**CONCEPTUAL
LEVEL**



W **H** **Y** ?

The image features four overlapping, slightly tilted rectangular blocks arranged horizontally. The first block is dark blue and contains a light blue letter 'W'. The second block is green and contains a white letter 'H'. The third block is light blue and contains a dark blue letter 'Y'. The fourth block is orange and contains a white question mark. The blocks overlap from left to right, with the 'W' block partially overlapping the 'H' block, the 'H' block overlapping the 'Y' block, and the 'Y' block overlapping the question mark block.



EQUITY

ESSA



sustained \sə-'stænd\ adjective;

taking place over an extended period;
longer than one day or a one-time workshop.

KEY
METRIC:
Activity enrollments consisting of
more than three meetings

finding:

13%

Intensive \in-'ten(t)-siv\ adjective;

focused on a discreet concept,
practice, or program.



KEY METRIC:
Average length of PD activities (in hours)

finding: 4.5 hours



Quality Indicators

ESSA



Job-embedded

\ˈjɑːb, ɪm-ˈbe-dəd\ adjective;

a part of the on-going, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

KEY METRIC:

Activities offered within the school system

finding:



Collaborative

\kə-ˈlɑː-bə-ˈrætɪv\ adjective;

involving multiple educators, educators and coaches, or set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

KEY METRIC:

Enrollment in an activity with a collaborative format

finding:

9%

Quality Indicators

ESSA



Data-driven

\ˈdes.tə,drɪv.ɪn\ adjective;

based upon and responsive to real time information about the needs of participants and their students

KEY METRIC:
Activities offered aligned to a data-driven format

finding:

80%



Classroom-focused:

\ˈklɑːr.əm, ˈfoʊkəst\ adjective;

related to the practices taking place during the teaching process and relevant to instructional process.

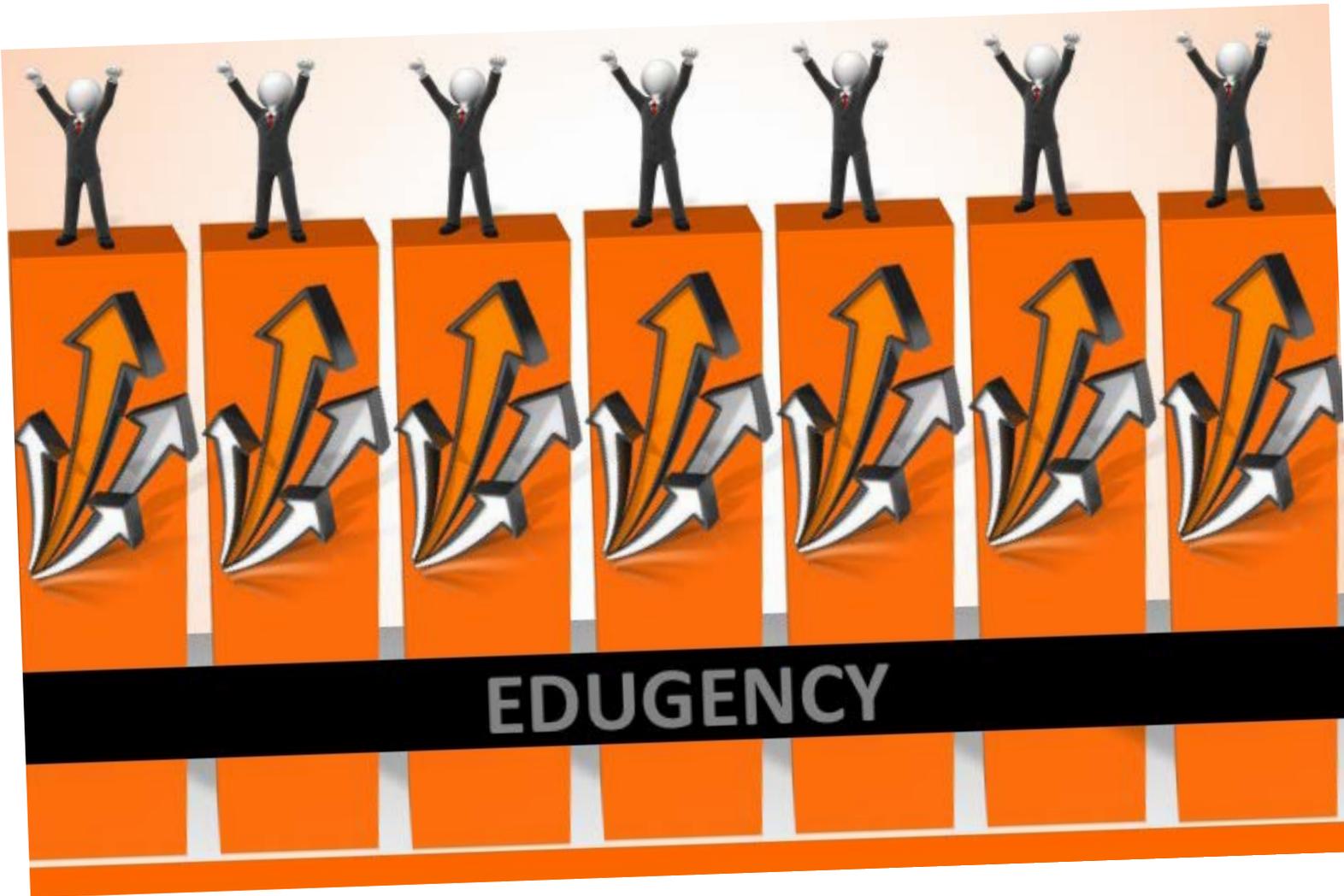
KEY METRIC:
Activities aligned with classroom-focused InTASC standards.

finding:

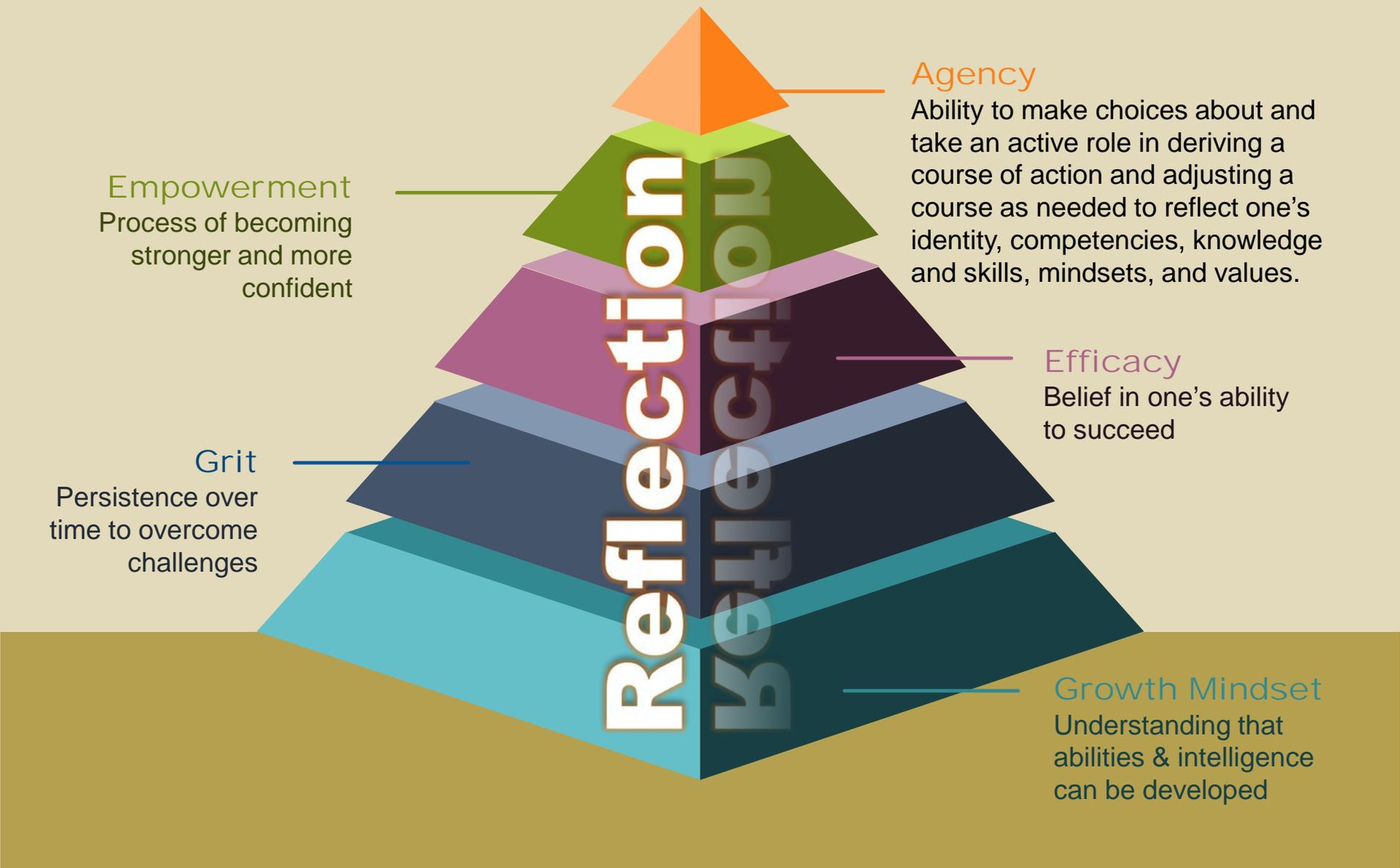


Quality Indicators





EDUGENCY



Agency
Ability to make choices about and take an active role in deriving a course of action and adjusting a course as needed to reflect one's identity, competencies, knowledge and skills, mindsets, and values.

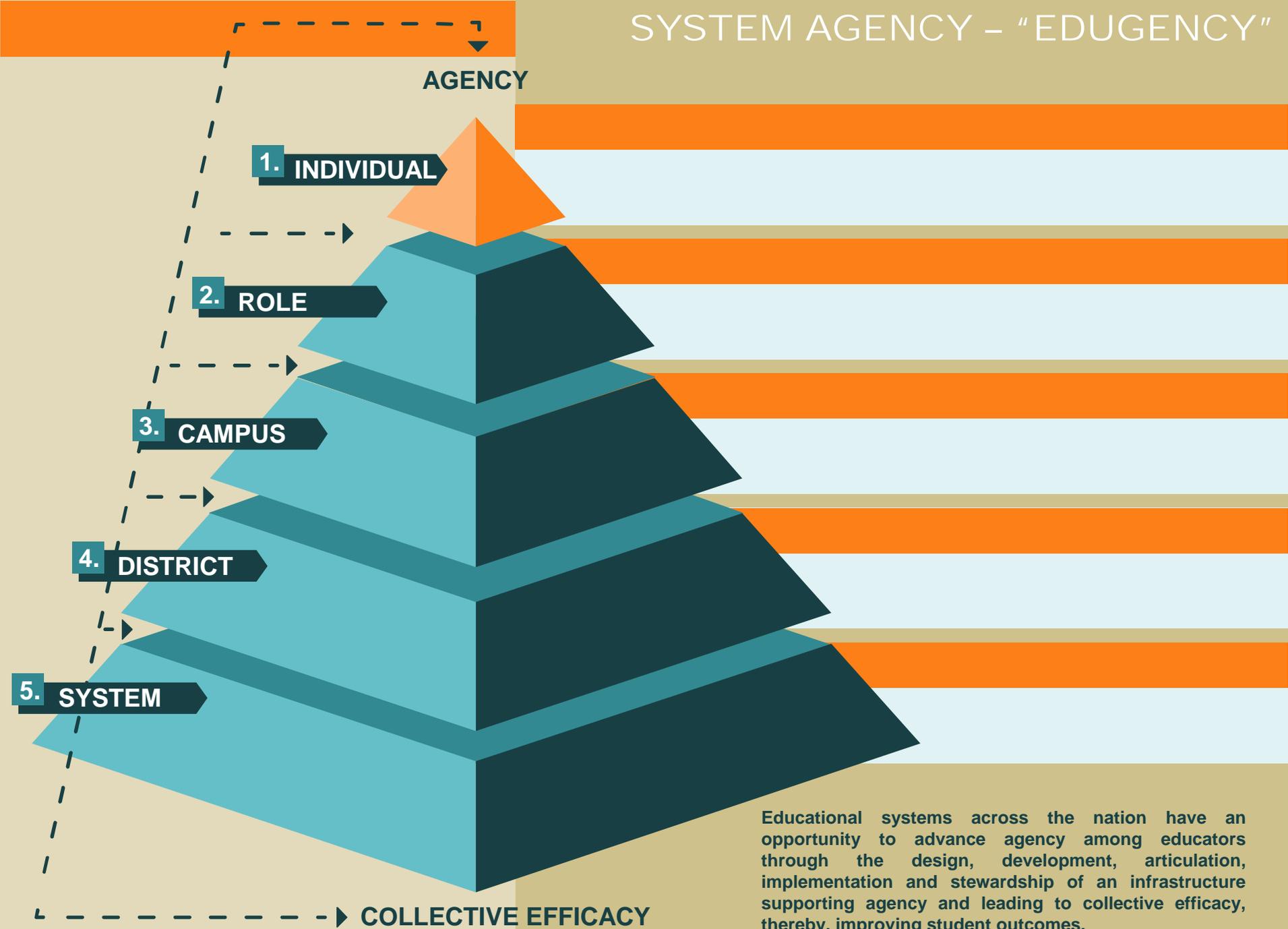
Empowerment
Process of becoming stronger and more confident

Efficacy
Belief in one's ability to succeed

Grit
Persistence over time to overcome challenges

Growth Mindset
Understanding that abilities & intelligence can be developed

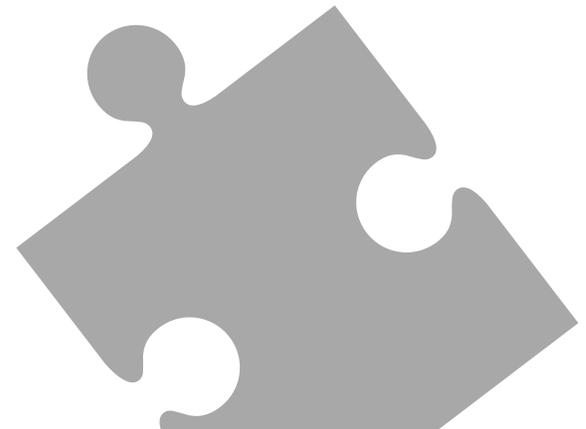
SYSTEM AGENCY – “EDUGENCY”



Educational systems across the nation have an opportunity to advance agency among educators through the design, development, articulation, implementation and stewardship of an infrastructure supporting agency and leading to collective efficacy, thereby, improving student outcomes.



**IMPLEMENTATION
LEVEL**



The Evolution of NTIP (2016 to Present)

YEAR 1 – “LAST YEAR”							YEAR 2 – “THIS YEAR”							YEAR 3 – “THE FUTURE”						
SUN	MON	TUE	WED	THUR	FRI	SAT	SUN	MON	TUE	WED	THUR	FRI	SAT	SUN	MON	TUE	WED	THUR	FRI	SAT
		1	2	3	4	5			1	2	3	4	5			1	2	3	4	5
6	7	8	9	10	11	12														
13	14	15	16	17	18	19														
20	21	22	23	24	25	26														
27	28	29	30	31																

YEAR 1 – “LAST YEAR”

SUN	MON	TUE	WED	THUR	FRI	SAT
		1	2	3	4	5
6						
13						
20						
27						

During the 2016-2017 school year, Arlington ISD initiated the transformation of the New Teacher Induction Program (NTIP) to foster the conditions necessary for **teacher agency** to flourish.

[Talking Points](#)

PROBLEMS OF PRACTICE



YEAR 2 – “THIS YEAR”

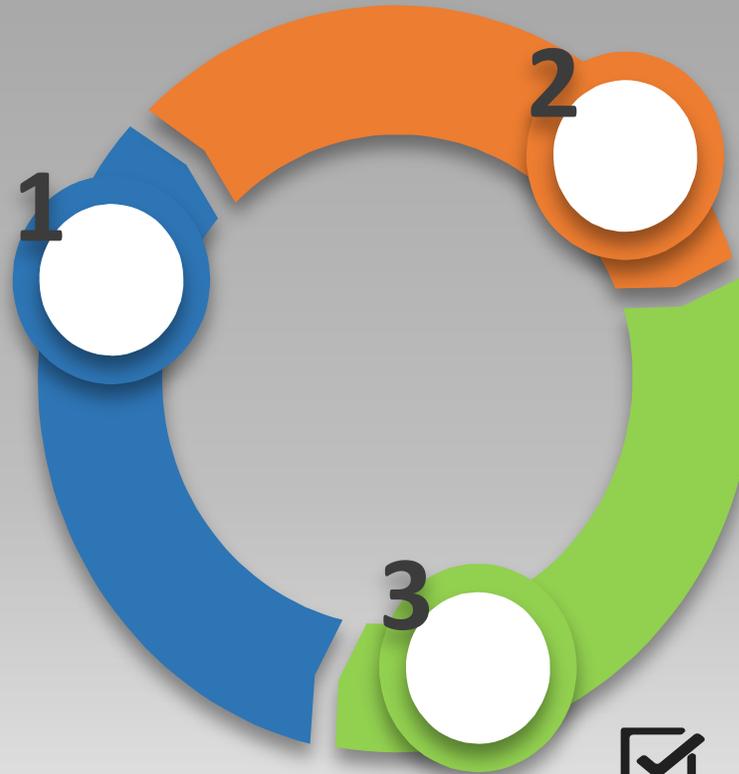
SUN	MON	TUE	WED	THUR	FRI	SAT
		1	2	3	4	5
6						
13						
20						
27						

During the 2017-2018 school year, Arlington ISD has assigned priority to developing [reflective practitioners](#), building [professional learning networks](#), and designing [next generation learning experiences](#) to promote agency among beginning teachers.

[KASAB](#)

 **Self-Reflection**

An effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.



 **Teacher Agency**

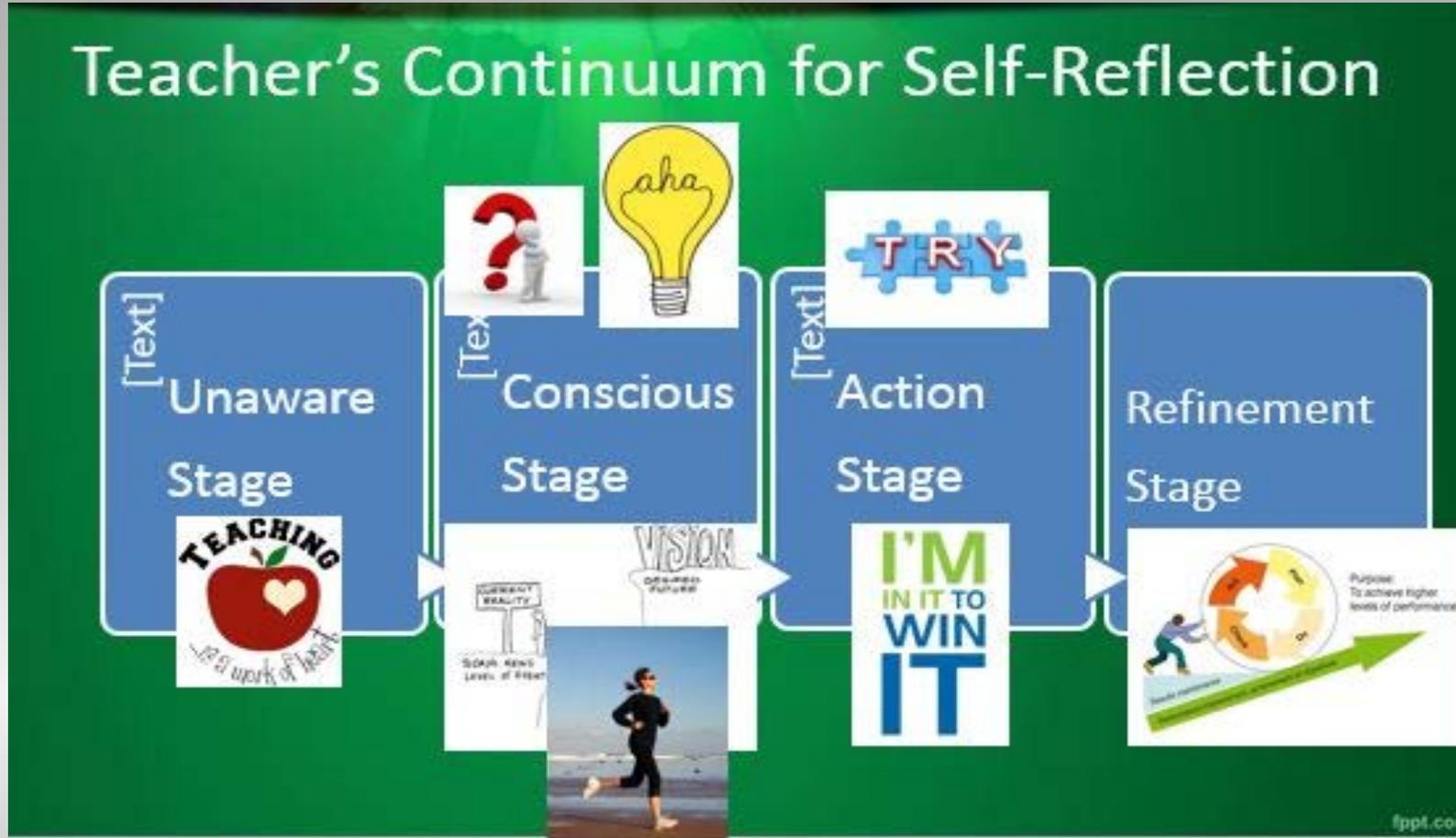
Teachers are professionals with valuable insights and the capacity to act purposefully and constructively to direct their professional growth and contribute to the growth of colleagues (teacher agency).

 **Continuous Improvement Process**

A commitment to continually reflect, assess, plan, act, and learn.

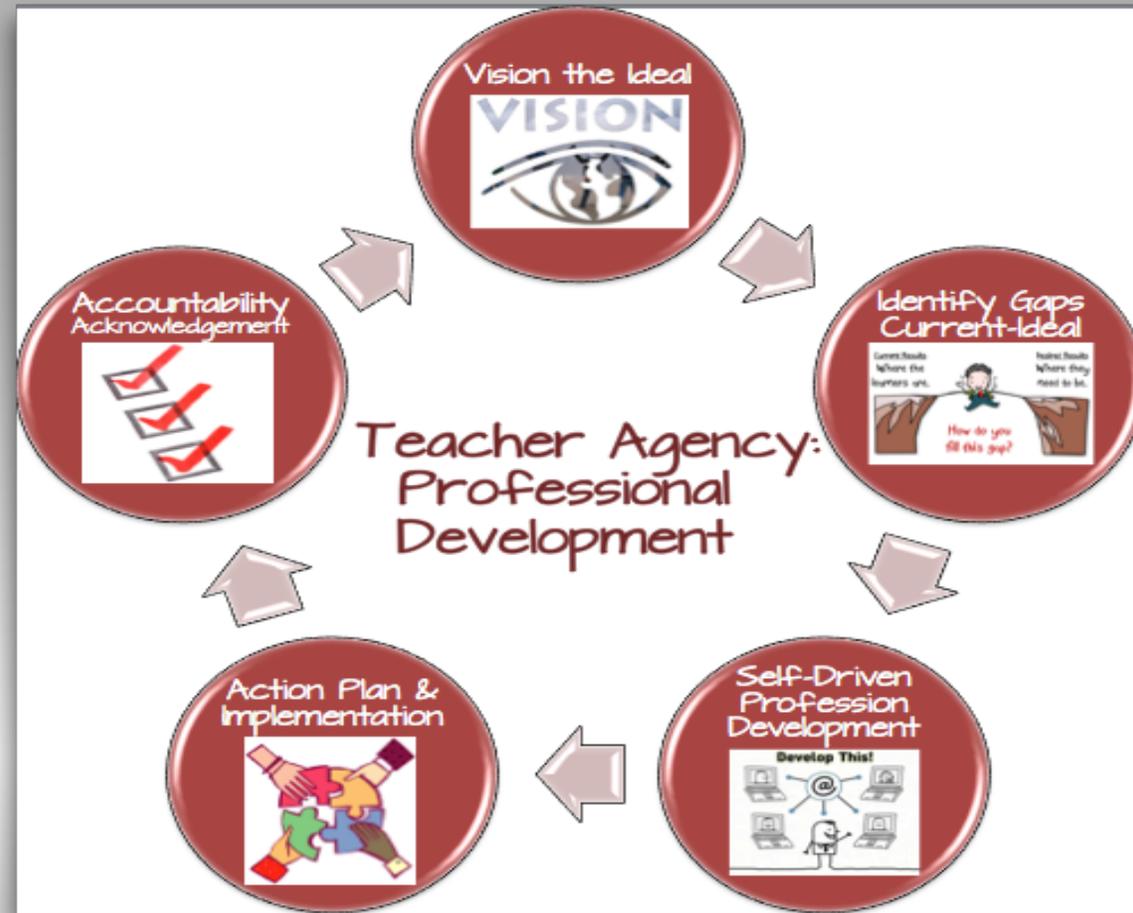
**New Teacher Induction Program (NTIP)
COMPONENTS**

SELF REFLECTION



Hall, P. and Simeral, A. (2008). *Building teachers' capacity for success*. Alexandria, Va.: Association for Supervision and Curriculum Development.

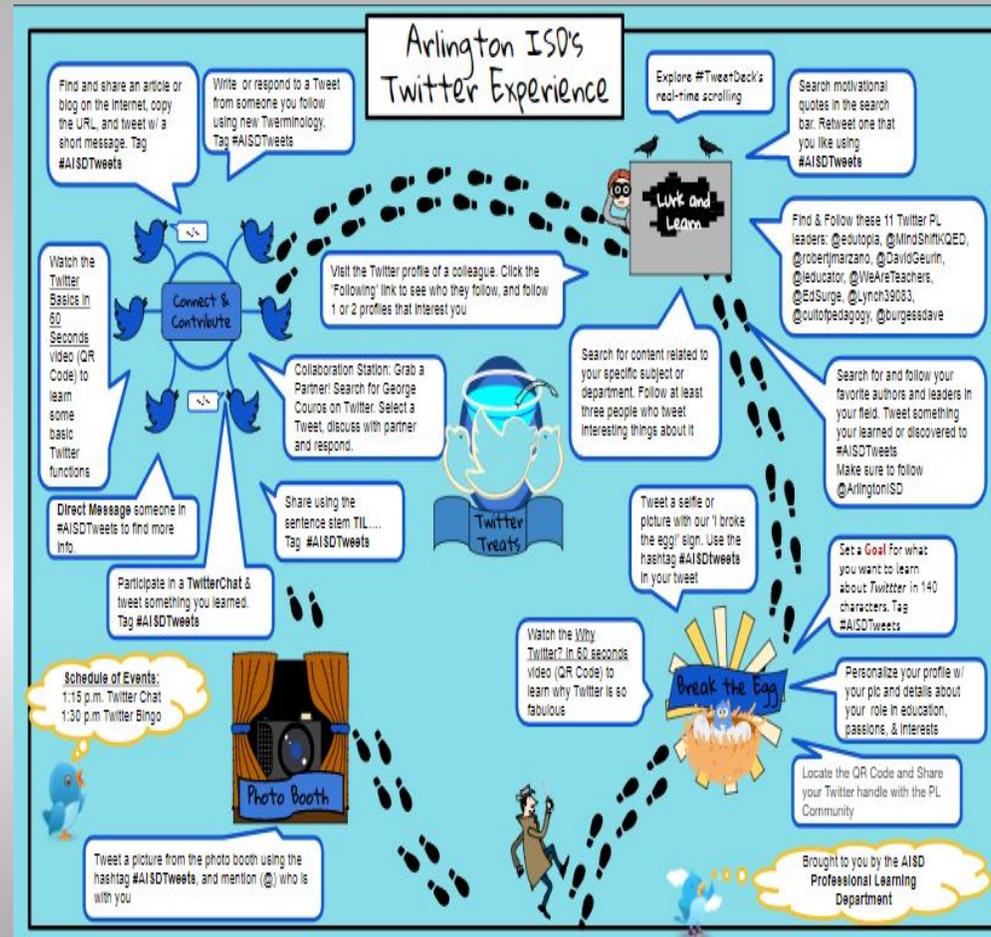
TEACHER AGENCY



User Generated Education. (2017). *Teacher Agency: Self-Directed Professional Development*. [online] Available at: <https://usergeneratededucation.wordpress.com/2013/11/11/teacher-agency-self-directed-professional-development/> [Accessed 20 Oct. 2017].

CONTINUOUS IMPROVEMENT PROCESS

- The power of **NTIP** to launch **PLNs** - **CONNECT**
- The power of **PLNs** to fuel continuous improvement - **CONDUCT**
- The power of **continuous improvement** to skyrocket performance - **CATAPULT**



YEAR 3 – “THE FUTURE”

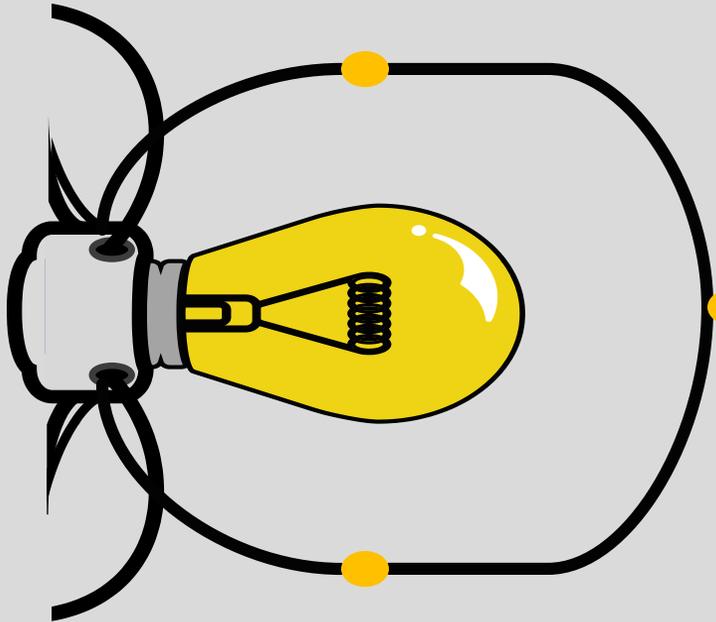
SUN	MON	TUE	WED	THUR	FRI	SAT
		1	2	3	4	5
6						
13						
20						
27						

A MIND FOR THE FUTURE WITH THE FUTURE IN MIND...

- Next generation learning designs
- Amplified campus connections
- Leadership links

Leading to the successful recruitment, preparation and retention of quality educators!

[ntip4agency](http://ntip4agency.com)



Dr. Shannon Terry
Director of Professional Learning
Arlington ISD

Email: sterry@aisd.net

Twitter: @sdterry745

(682) 867-7502 (office)

(214) 846-8958 (mobile)



Stacey Edmonson

How can Educator Preparation Programs best support their graduates after they begin their careers?



College of Education
SAM HOUSTON STATE UNIVERSITY



TEACHER PROFESSIONAL DEVELOPMENT CONFERENCE

But we just left



Why do we bring them back?

- 🐾 Encourage dialogue between SHSU College of Education faculty and former students about significant educational issues regarding teacher preparation
- 🐾 How well were they prepared to meet the challenges of 21st century classroom
- 🐾 Peer discussions – Kat Chat Roundtables to discuss hot topics in education
- 🐾 Guest speakers
- 🐾 Door Prizes

So many choices

Workshop Session 1

Tech isn't a 4 letter word	Guided Math and Math Workshop: A Standards Based Approach to Mathematics Instruction	What's your Legal IQ? Student Teaching and Beyond
Faith Miller Room 203	Drs. Tori Hollas & Jaime Coyne Room 215	Dr. Patricia Williams & Dr. Lindsey Pollack Room 251



Workshop Session 2

Social Justice and spreadsheets: How do we bring them alive in our classrooms?	Be a Leader from the Start!	You Can't Do It All: Creating Student Partners in Learning
Dr. Sylvia Taube & Lisa Black-Fuller Room 203	Dr. Barbara Polnick Room 215	Dr. Vickie Mitchell Room 251

Workshop Session 3

Technology You Can Use	Helping students make sense out of reading	What is Space? Engaging students in Higher-Order Thinking	¡Mi maestr(a/o) no habla español! -My teacher does not speak Spanish!
Karen McIntush, Melinda Butler, & Dr. Jaime Coyne Room 203	Dr. Melinda Miller Room 215	Dr. Daphne Johnson Room 251	Dr. Corinna Cole Room 250





If you want to learn more:

- New Teacher Center (newteachercenter.org)
- Sam Houston State University (<http://www.shsu.edu/>)
- Arlington ISD Professional Learning
(<https://www.aisd.net/district/departments/academic-services/teaching-and-learning/professional-learning/>)