



**NEW
TEACHER
CENTER**

UNIVERSITY OF CALIFORNIA • SANTA CRUZ



Beyond Mentoring

Teacher Induction, Mentoring and Renewal
Friday, November 3, 2006

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Executive Director



New Teacher Center

at the University of California, Santa Cruz



MISSION

To improve student learning by supporting the development of an inspired, dedicated, and highly-qualified teaching force.



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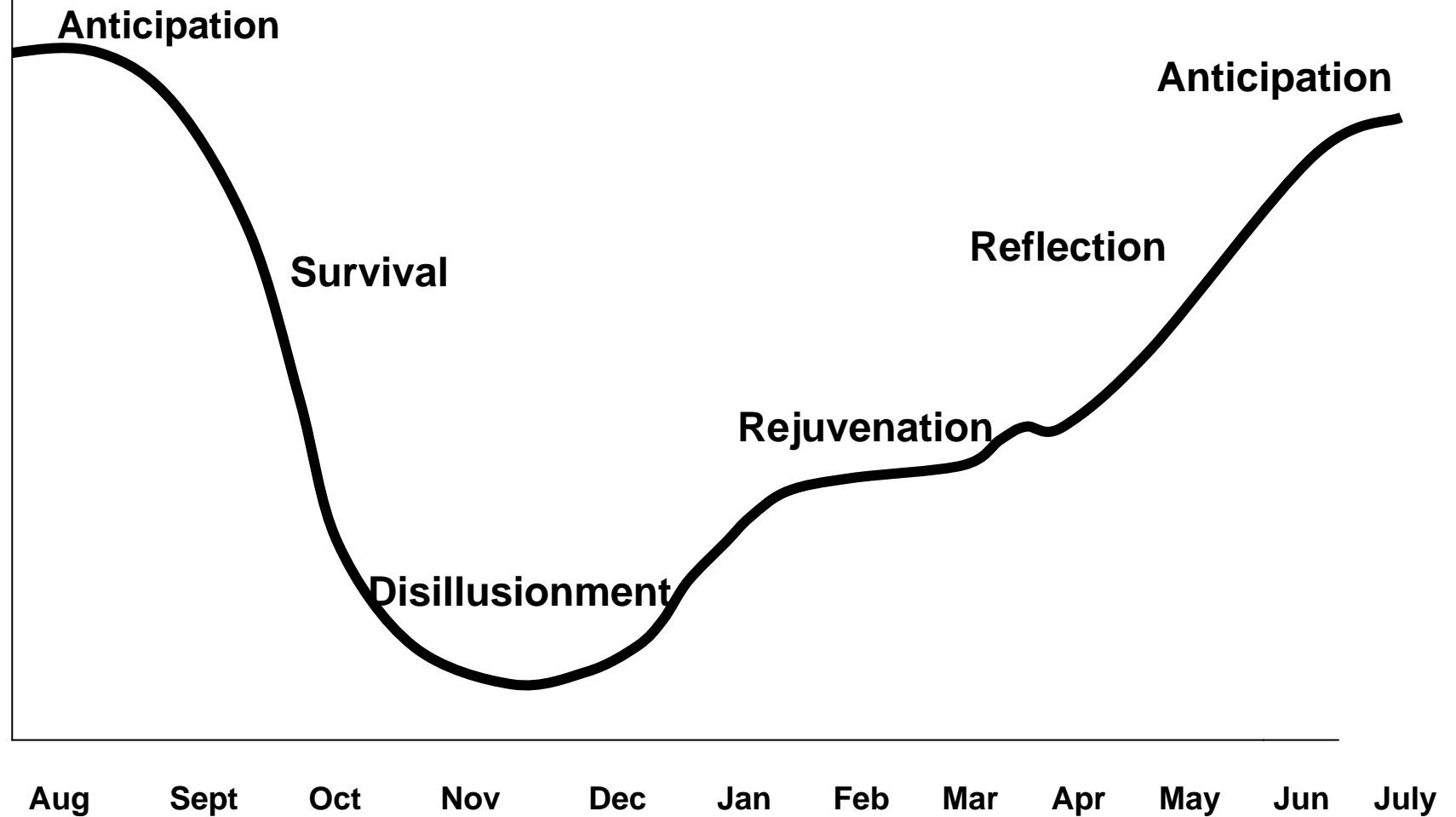


Teachers are not “finished products” when they complete a teacher preparation program. Guided entry into teaching, via residencies and mentored induction, should become a standard feature of every high quality teacher preparation approach.

No Dream Denied, January 2003 report of the National Commission on Teaching and America’s Future, Washington, D.C.



Phases of First Year Teacher's Attitudes Towards Teaching





Induction for What?

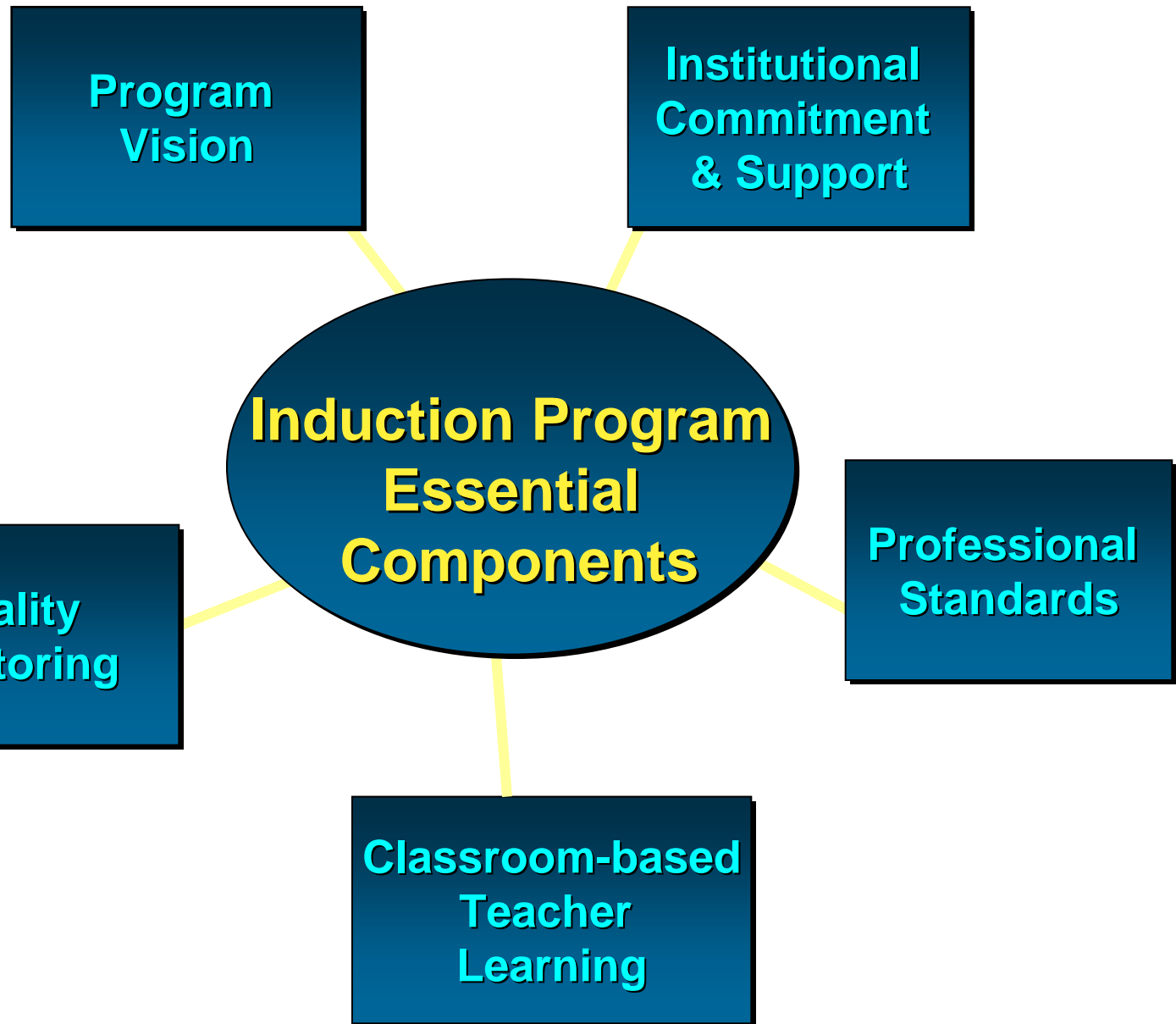
- New professional norms of collaboration and on-going learning
- Improved teaching performance
- Increased student achievement, especially among traditionally underserved student populations



The NTC Induction Model: Santa Cruz New Teacher Project

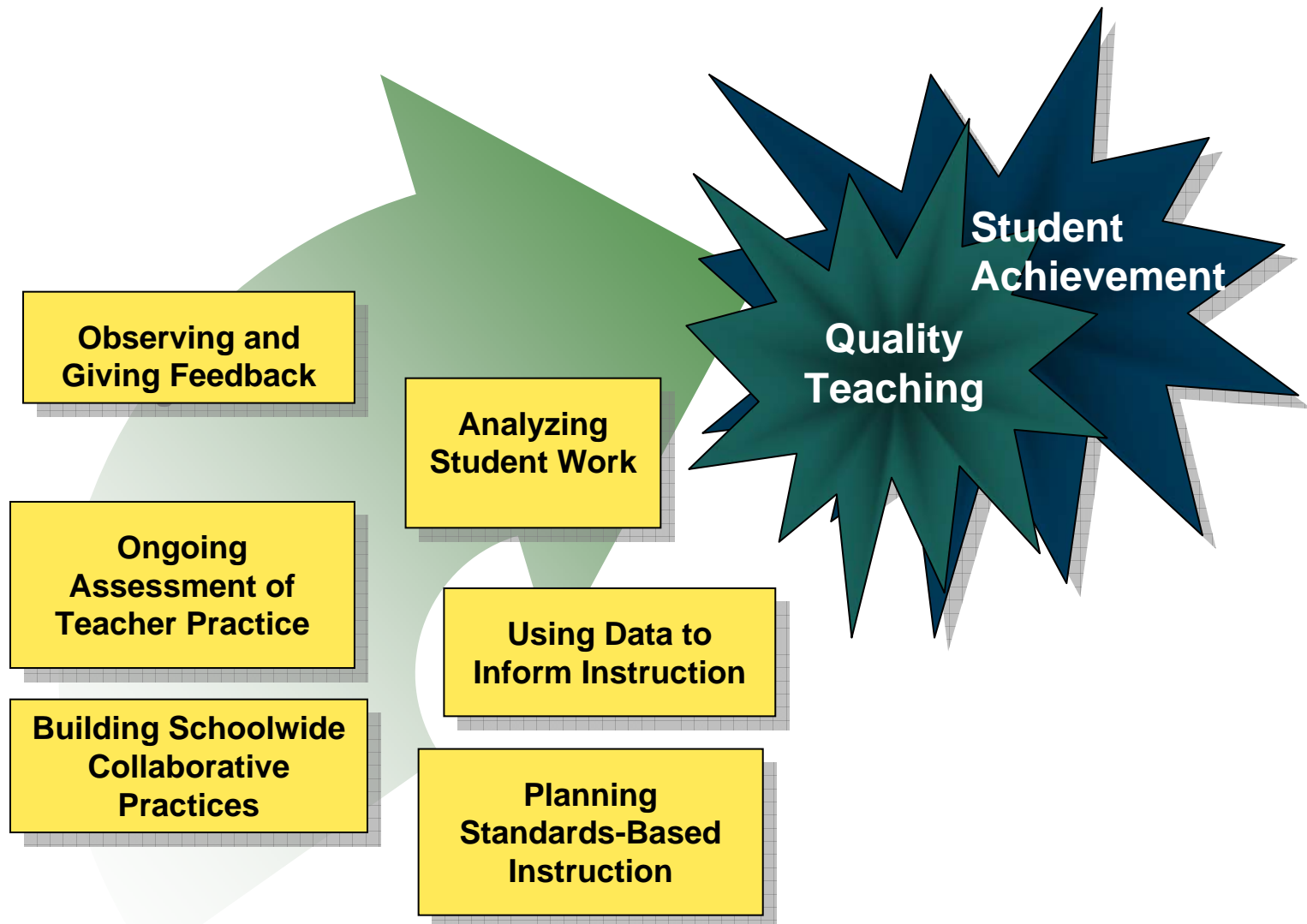
- Founded 1988 as a collaboration between UCSC Department of Education, the Santa Cruz County Office of Education, and local school districts.
- Funded by state and local district monies.
- Has served over 12,000 first- and second-year beginning teachers in 31 school districts.
- Uses carefully selected and highly-trained full-time mentors who meet weekly with a caseload of 15 new teachers.
- Involves classroom-based support focused on meeting the academic needs of culturally and linguistically diverse students.
- Employs formative assessment of the novice teachers' practice to guide support.
- Offers monthly professional development/learning community for beginning teachers.







Classroom Based Mentoring Model





Instructional Mentors

- Hold a vision of outstanding teaching
- Can articulate their knowledge of best practice (both content and pedagogy)
- Help new teachers balance immediate concerns with long-term development
- Approach teaching as inquiry
- Are committed to collaborative partnerships



Criteria for Mentor Selection

- Strong interpersonal skills
- Exemplary practice
- Leadership capacity
- Credibility among teachers and administrators
- Predisposition as learner
- Desired experience/knowledge:
 - Professional standards
 - Coaching or other collaborative models
 - Working in diverse settings



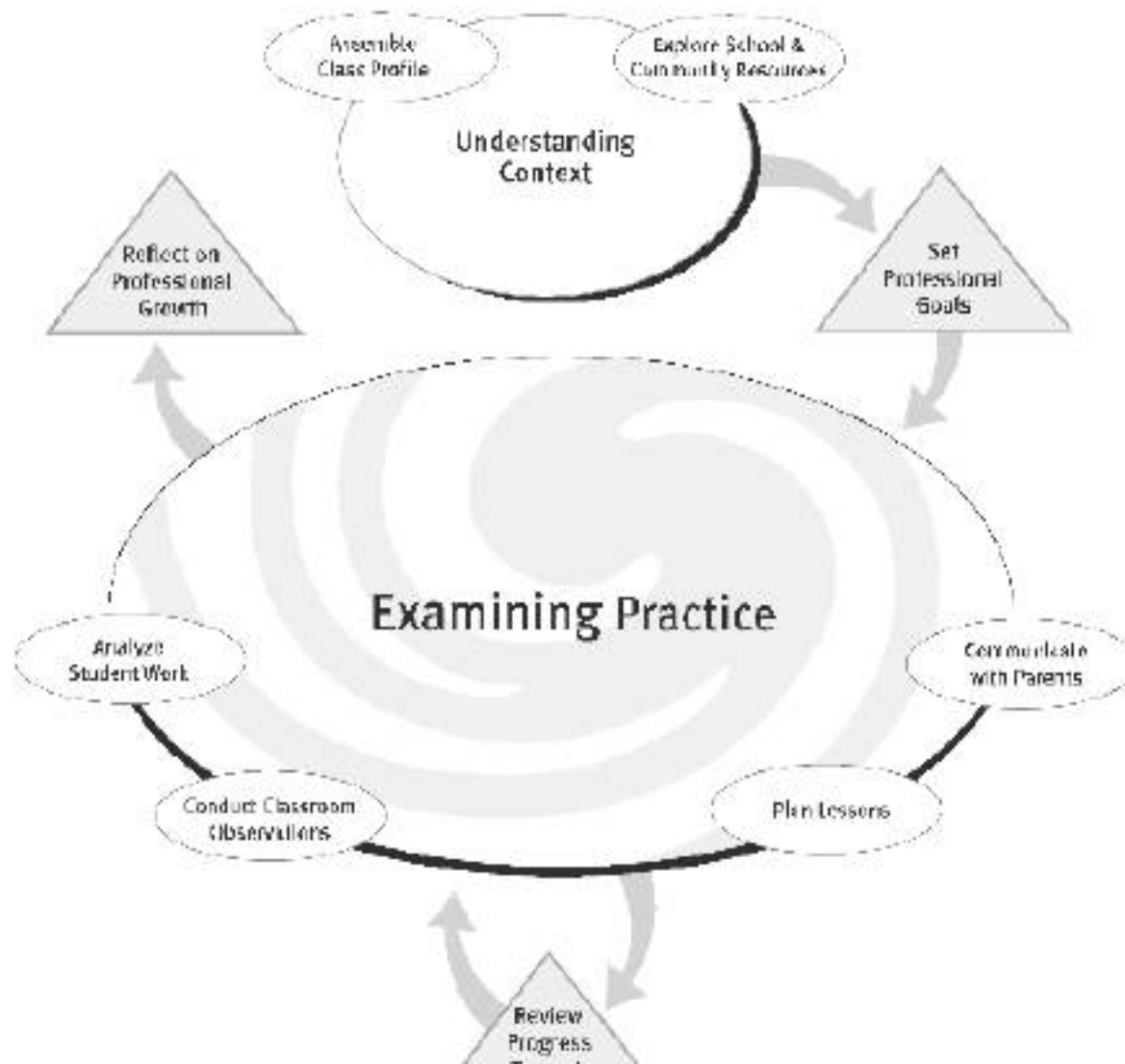


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Formative Assessment

- Focuses the beginning teacher's professional growth.
- Guides the work of the mentor.
- Establishes professional norms of inquiry into and reflection upon practice.
- Parallels and models the key role of assessment in effective instructional practice.





Continuum of Teacher Development

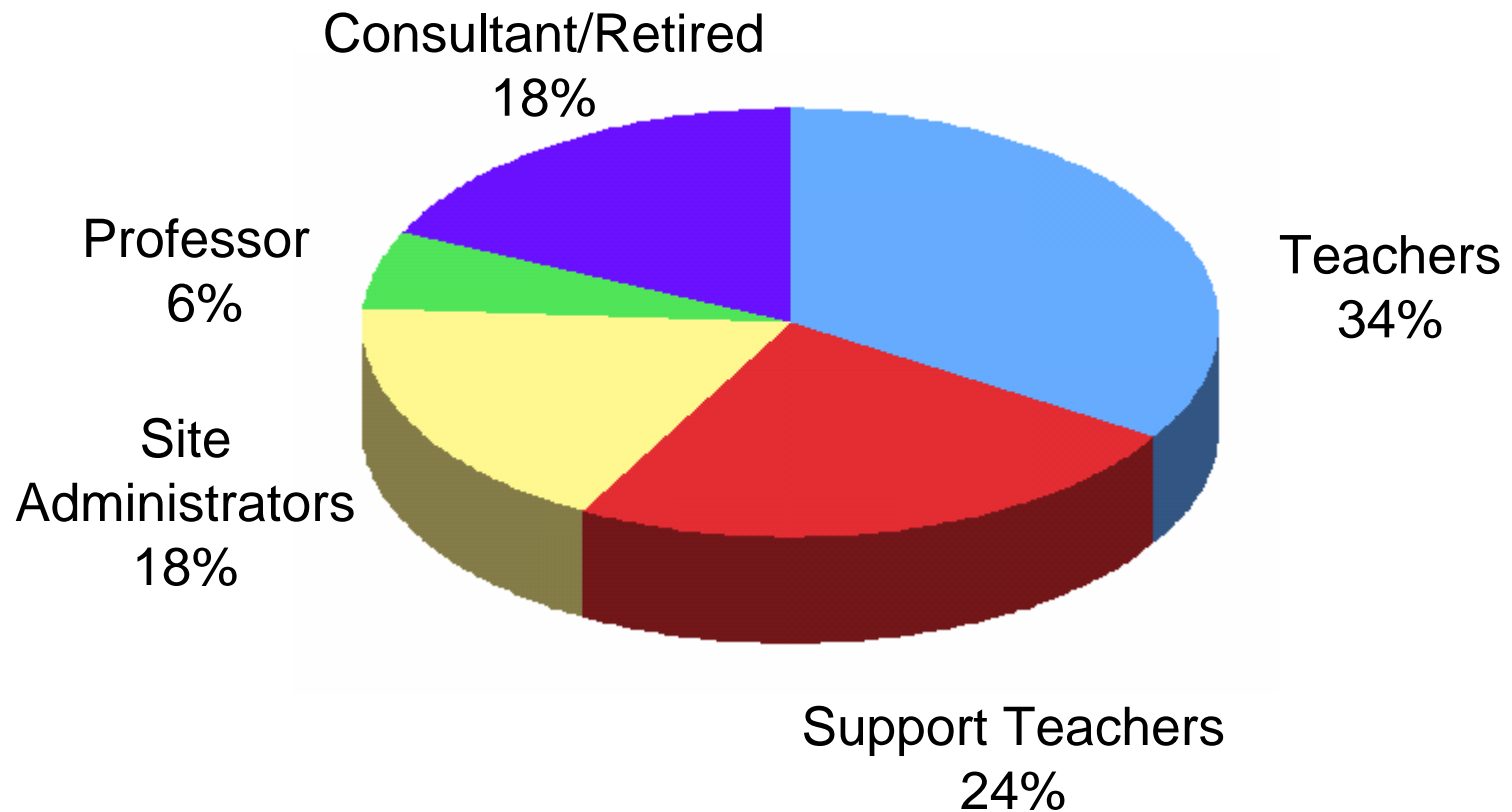
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SCNTP Survey: Former Advisors: 2005 Roles



N=50



Impact on Veteran Teachers

- Expanded repertoire of teaching strategies
- Increased sense of professional efficacy
- Broader perspective on teaching and learning
- Greater likelihood to emerge in leadership roles
- Increased appreciation for collaboration and reflective practice
- Heightened commitment to teaching profession
- Renewed professional vigor



Mentoring Broadens Teachers' Perspective of Themselves and the Teaching Profession

“The experience of advising across so many sites and classrooms and with so many people has really supported an understanding of educational climate and culture variables...it reinforced a deep belief that people can grow and change given support.”



“It’s made me much more aware of the importance of intentional and collaborative reflection on practice. We’ve made it a priority to build more time for this at (my site).”



“I think every new administrator should be a part of the Santa Cruz New Teacher Project before s/he can be hired. I was not only prepared to be a better teacher, I was prepared to lead a school.”



“As a new principal I use many of the strategies I learned in the SCNTP on a daily basis. The skills I learned... have helped greatly. I share research with my teachers. I encourage teacher leadership. I have frequent conversations about the teaching standards (I talk about them in my weekly bulletin), and we reflect on teaching often. Collaboration is ongoing and staff meetings are useful to teachers.”



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