A CONSORTIUM APPROACH TO ELIMINATING THE OPPORTUNITY GAP

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Rhonda Dubin, New Teacher Center

INTRODUCTIONS:
Briefly introduce yourselves at your table and share the following information:
• Name
• Agency and State
• Current role
• Your most important agency goal
THE CHALLENGE:
SHIFT IN THE TEACHER WORKFORCE

Greening
- Most common teacher in our schools:
  - 1987-87 = 15 years of teaching experience
  - 2007-08 = Beginning teacher with 1-2 years of teaching experience

Leaving
- Turnover rose 31% for 1st year public school teachers
- Concentration:
  - High-poverty
  - High-minority
  - Urban
  - Rural


TABLE CONVERSATION

What are the implications of this current educational landscape on your agency’s ability to reach your vision and goals?
“The stakes are high. Everyday, we wager the future of this country on our teachers. We are daily entrusting the dreams of our young people to those who teach them. Whether those dreams are delayed, denied, or fulfilled is ours to decide.”

No Dream Denied
National Commission on Teaching and America's Future
Washington, D.C., January 2003

OUR SOLUTION: GWAEA INDUCTION CONSORTIUM

A Model Partnership for Elevating Teaching
OVERVIEW

OUTCOMES

By the end of this session, ESA participants will be able to:

• Explain the key components and benefits of an ESA-District Induction Consortium in partnership with New Teacher Center that provides the resources and structures to collectively create greater impact on retaining new teachers, accelerating their effectiveness and improving student learning.

• Engage in dialogue with key stakeholders around the readiness and vision for an ESA-District consortium to build and sustain a comprehensive induction program.
# AGENDA

<table>
<thead>
<tr>
<th>Welcome and Connector</th>
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<tbody>
<tr>
<td>Overview</td>
</tr>
<tr>
<td>New Teacher Center + Grant Wood AEA = Impact</td>
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<tr>
<td>Our Journey and Self-Assessing Induction Consortium Readiness</td>
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<td>Closure</td>
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WHO IS NEW TEACHER CENTER (NTC)?

- **Mission** is to improve student learning by accelerating the effectiveness of new teachers, experienced teachers and school leaders.
- Reached 26,000 new teachers and 1.9 million students across the U S in 2013-14.
- Over 18 years of research and practice starting in 1998 at University of California-Santa Cruz.
- Demonstrated statistically significant improvement in teacher retention and student achievement.
- Unique Formative Assessment and Support System (FAS) tools to guide instructional mentoring and to provide formative and objective data.
- Capacity building approach that ensures program sustainability.
NTC FOCUSES ON DEVELOPING TALENT

A key strategy that differentiates NTC from other approaches is our commitment to developing the human capital that already exists within a district.

Our program model is designed to increase teacher effectiveness, improve practice, and advance student learning through high-quality mentoring/coaching, formative assessment, and a continuous learning cycle.
COMMUNITY OF PRACTICE: A DEFINITION

“Domain”

“Communities of Practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.”

Etienne Wenger

“Practice”  “Community”
“The Communities of Practice approach is the future for education. It is a way of working and learning together so that policy gets translated into practice. It can help us move from pockets of excellence to full implementation.”

Bill East, NASDSE (National Association of State Directors of Special Education)

INDUCTION CONSORTIUM: MODEL FOR REACH, RETENTION & IMPACT

**What Is It?**

A **Community of Practice** made up of districts that strongly value and regularly engage multiple stakeholder groups in collaboration and coordination of shared learning and resources for the greatest impact

**Belief = Better together than apart**

The **Consortium Board**, made up of representatives of the fiscal agency and member districts, is the decision making body

**Unique Aspects of Membership?**

- Signed Services Agreement between Fiscal Agency and Districts
- Commitment for participation and collaboration in all services provided by the Consortium
BENEFITS OF AN INDUCTION CONSORTIUM

Ability to leverage collaboration amongst local district leaders
Economies of scale and efficiencies resulting from improved coordination and cooperation
Support for regional calibration, quality and equity
Greater flexibility related to allocation of resources and a cohort of induction coaches being assigned to new teachers across the consortium

NTC THEORY OF ACTION

Conditions for Success
- Carefully selected, released mentors
- Systemic approach
- Strong site leaders
- Engaged stakeholders
- Supportive context for teaching and learning

Program Evaluation: Impact & Implementation

Mentor Development, Ongoing Assessment, and Communities of Practice
Principal and Site Leader Capacity Building
New Teacher Development, Ongoing Assessment, and Communities of Practice
Program Leadership and Induction Systems Development

Program Impact
- Accelerate New Teacher Effectiveness
- Improve Teacher Retention
- Strengthen Teacher Leadership

Increase Student Learning
As you watch the video, make note of what you see and hear that illustrates how the NTC consortium model can be a pathway to your agency’s mission and goals.

Located in Cedar Rapids, IA
Education Service Agency providing services to 70,000 students and 5,800 teachers, administrators and staff in 32 K-12 public school districts
Working with New Teacher Center to accelerate the effectiveness of new teachers, experienced teachers and school leaders.
DATA SOURCE(S): GWAIN INTERNAL DATA, 2015

85% in-district retention
95% in-AEA retention

RETENTION RESULTS
I3 VALIDATION FEDERAL STUDY
INPUTS LED TO DIFFERENT EXPERIENCES:
NTC-SUPPORTED TEACHERS REPORTED MORE INTENSE INTERACTIONS

DATA SOURCE: SRI INTERNATIONAL EVALUATION, 2016
PRELIMINARY RESULTS, COMPARISON STUDY
TREATMENT N=234; CONTROL N=192

I3 VALIDATION FEDERAL STUDY
INPUTS LED TO DIFFERENT EXPERIENCES:
NTC-SUPPORTED TEACHERS REPORTED MORE FOCUS ON INSTRUCTION

DATA SOURCE: SRI INTERNATIONAL EVALUATION, 2016
PRELIMINARY RESULTS, COMPARISON STUDY
TREATMENT N=234; CONTROL N=192
I3 VALIDATION FEDERAL STUDY

INPUTS LED TO DIFFERENT EXPERIENCES:
NTC-SUPPORTED TEACHERS REPORTED MORE FOCUS ON STUDENTS' ACADEMIC NEEDS

<table>
<thead>
<tr>
<th>Activity</th>
<th>NTC-supported teachers</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talked with me about the strengths and/or needs of specific students</td>
<td>52%</td>
<td>25%</td>
</tr>
<tr>
<td>Discussed student assessment data to make decisions about instruction</td>
<td>51%</td>
<td>18%</td>
</tr>
<tr>
<td>Analyzed samples of my students' work</td>
<td>36%</td>
<td>9%</td>
</tr>
</tbody>
</table>

DATA SOURCE: SRI INTERNATIONAL EVALUATION, 2016
PRELIMINARY RESULTS, COMPARISON STUDY
TREATMENT N=234; CONTROL N=192

I3 VALIDATION FEDERAL STUDY

Inputs Result in More Student Learning:
Students of NTC-supported teachers performed better

IMPACT ON STUDENT ACHIEVEMENT

Results consistently show students taught by NTC-supported new teachers learned more compared to students whose new teachers received traditional new teacher support.

OUR JOURNEY AND SELF-ASSESSING INDUCTION CONSORTIUM READINESS

GRANT WOOD AEA’S INDUCTION CONSORTIUM JOURNEY

Why did Grant Wood AEA invest resources into this model and how did we get there?

• Relationships, relationships, relationships!
• Seeking measurable impact
• District advocate(s)
• AEA staff with passion/capacity to lead efforts
• System partnership approach
# SELF-ASSESSING READINESS

## ESA Self Assessment
### High Quality Mentoring & Induction (M & I) Practices

<table>
<thead>
<tr>
<th>Moving Toward High Quality Mentoring and Induction Practices</th>
<th>Much Like Our ESA</th>
<th>Somewhat Like Our ESA</th>
<th>Neutral</th>
<th>Somewhat Like Our ESA</th>
<th>Much Like Our ESA</th>
<th>Moving Away From High Quality Mentoring and Induction Practices</th>
</tr>
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<tbody>
<tr>
<td>Strong interdependent schoolwide/ partnership culture and relationship between ESA and districts</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Isolated areas of support through disconnected district initiatives</td>
</tr>
<tr>
<td>District awareness that a more impactful M &amp; I program is possible and desired</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Complacent with the status quo – “The mentoring program is just fine the way it is.”</td>
</tr>
<tr>
<td>At least one district program leader who is well-respected by peers and known advocates for an ESA-aligned M &amp; I system</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Lack of strong district-to-district leadership peer relationships</td>
</tr>
<tr>
<td>An ESA staff member is passionate about M &amp; I and has the opportunity to lead an ESA-District M &amp; I coordination</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>An ESA staff member is assigned to oversees district M &amp; I programs as one of many other responsibilities</td>
</tr>
<tr>
<td>ESA is committed to a systems approach to M &amp; I and investing in a NIC- partnerships to build support and sustain an ESA-District M &amp; I coordination</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Total and error approach to system development</td>
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## CLOSURE
REFLECTION

I wonder....
I know.....
I need....
I will....

RESOURCES AND EVALUATION

Session Feedback Link: http://tinyurl.com/zpzbx4t
THANK YOU!

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