



2014 Brock International
Prize in Education Nominee

Ellen Moir

Nominated by Frank Hernandez



Ellen Moir

Summary of Qualifications

Ellen Moir is Founder and Chief Executive Officer of the New Teacher Center (NTC), a national organization dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders. She is recognized as a passionate advocate for our nation's newest teachers and for the students they teach.

Ellen founded NTC in 1998 to scale high quality teacher induction services to a national audience. NTC strengthens school communities through proven mentoring and professional development programs, online learning environments, policy advocacy, and research. Today NTC has a staff of over 150 who work closely with educators and policymakers across the country. NTC seeks to work in high-poverty schools in underserved communities to ensure that the nation's low-income, minority, and English language learners, those students most often taught by inexperienced teachers, have the opportunity to receive an excellent education.

Ellen is widely recognized for her work in beginning teacher development and school reform. She has extensive experience in public education, having previously served as Director of Teacher Education at the University of California at Santa Cruz and worked as a bilingual teacher. Ellen became a Pahrata-Aspen Education Fellow in 2013, an Ashoka Fellow in 2011, and is a recipient of the 2011 Skoll Award for Social Entrepreneurship. Other major awards include the 2013 NewSchools Venture Fund Organization of the Year Award, 2010 Civic Ventures Purpose Prize Fellow, 2008 National Staff Development Council Contribution to the Field award, the 2008 Full Circle Fund Impact Award, the Harold W. McGraw, Jr. 2005 Prize in Education, and the 2003 California Council on Teacher Education Distinguished Teacher Educator Award. Ellen has also co-authored many publications, including *Keys to the Classroom* and *Keys to the Secondary Classroom*, *New Teacher Mentoring: Hopes and Promise for Improving Teacher Effectiveness*, and *Blended Coaching: Skills and Strategies to Support Principal Development*.

Education

M.A., Elementary Education, California State University, San Jose, CA, 1981

B.A., Spanish, California State University, Northridge, CA, 1972

Professional Experience

2009 – Present Chief Executive Officer, *New Teacher Center, Santa Cruz, CA*

1998 – 2009 Executive Director, *New Teacher Center at the University of California, Santa Cruz*

1995 – 2000 Director of Teacher Education, *University of California, Santa Cruz*

1998 –	Director, <i>Santa Cruz New Teacher Project</i>
1986 – 1987	Curriculum Development Program Coordinator, <i>National Science Foundation Life Lab</i>
1986	Director, Life Lab Summer Institute
1985 – 1995	Director, Student Teaching Program, <i>University of California, Santa Cruz</i>
1983	Coordinator and Instructor, UCSC Summer Institute on Micro-computers in Education, <i>University of California, Santa Cruz</i>
1980 – 1985	Supervisor of Teacher Education, <i>University of California, Santa Cruz</i>
1979 – 1980	Lecturer in Education, <i>University of California, Santa Cruz</i>
1978	Supervisor of Teacher Education, <i>University of California, Santa Cruz</i>
1974 – 1978	Teacher, <i>Pajaro Valley Unified School District, Watsonville, CA</i>
1972 – 1974	Teacher, <i>Santa Paula Unified School District, Santa Paula, CA</i>
1971	Student Teacher, <i>Los Angeles Unified School District, Los Angeles, CA</i>

Honors and Awards

2013	Pahara-Aspen Education Fellow
2013	NewSchools Venture Fund Organization of the Year award
2011	Ashoka Fellow
2011	Skoll Award for Social Entrepreneurship
2010	Civic Ventures Purpose Prize Fellow
2008	National Staff Development Council Contribution to the Field award
2008	Full Circle Fund Impact Award
2008	Partners in Educational Excellence Award for the Santa Cruz/Silicon Valley New Teacher Project
2007	Recipient of Partners in Educational Excellence Award, Association of California School Administrators Region 10
2005	Recipient of Harold W. McGraw, Jr. 2005 Prize in Education
2003	Recipient of Distinguished Teacher Education Award, California Council of Teacher Education
2001	Starlight/UCSC Professional Development School, Golden Apple Award, U.S. Department of Education
1996	Starlight/UCSC Professional Development School Award for Excellence, California Council on the Education of Teachers, April

- 1995 Parade of Excellence Award for the Santa Cruz New Teacher Project, National Council of States in Education, November
- 1995 "Profile of Effective Bilingual Teaching: First Grade," Silver Apple Award winner, National Education Media Network
- 1993 – 1994 Award for Teaching Excellence - Ability to connect theoretical perspectives on teaching and learning to the real world of schools and classrooms and for successfully modeling the most current, interactive teaching methodologies for students.
- 1985 "Bilingual Education: An Inside View" First Place, Bilingual Teacher Education Category, National Educational Film and Video Festival

Professional Affiliations

- Board Member, Teen Success, 2011 to present
- Member, California Mathematics Project Leadership Team, 2006 - present
- Member, California Collaborative on District Reform, 2006 – present
- Member, American Education Research Association, 1994 to present
- Member, Phi Delta Kappan, 1989 to present
- Member, Learning Forward (formerly National Staff Development Council), 1989 – present
- Member, Association for Supervision and Curriculum Development, 1989 – present
- Member, Teacher and Principal Quality Advisory Group, 2007 - 2008
- Member, Kenan Initiative, Center for Creative Leadership, 1999 – 2001
- Member, American Association of Colleges of Teacher Education, 1996
- Member, State of California Association of Teacher Educators, 1992
- Member, Association of Teacher Educators, 1991
- Member, California Association for Teaching English as a Second Language, 1985
- Member, Computer Using Educators, 1981 – 1985
- Member, Friends of the Harvest, Project Life Lab Board of Directors, 1981 - 1984 (President 1981 – 1983)
- Member, Quest (Greater Santa Cruz Federation of Teachers Staff Development Conference) Steering Committee, 1981 – 1985
- Member, California Association for Bilingual Education, 1975 – 1978

Publications

- Moir, E. 2013. MOOCs for Teachers: They're Learners, Too. *Skoll World Forum*, [blog] June 11, 2013, Available at: <http://skollworldforum.org/2013/06/11/moocs-for-teachers-theyre-learners-too/>.
- Moir, E. 2013. MOOCs for Teachers: They're Learners, Too. *Forbes*, [blog] June 10, 2013, Available at: <http://www.forbes.com/sites/skollworldforum/2013/06/10/moocs-for-teachers-theyre-learners-too/>.
- Moir, E. 2013. Evolving from Professional Development to Professional Learning. *EdSource*, [blog] May 23, 2013, Available at: <http://www.edsource.org/today/2013/evolving-from-professional-development-to-professional-learning/32586>.
- Moir, E. 2013. Why I Chose to Teach. *New Teacher Center*, [blog] May 7, 2013, Available at:

<http://www.newteachercenter.org/blog/why-i-chose-teach>.

Moir, E. 2013. To Transform the U.S. Education System, Focus on Teacher Effectiveness. *Forbes*, [blog] April 9, 2013, Available at: <http://www.forbes.com/sites/skollworldforum/2013/04/09/to-transform-the-u-s-education-system-focus-on-teacher-effectiveness/>.

Moir, E. 2013. To Transform The U.S. Education System, Focus on Teacher Effectiveness. *Skoll World Forum*, [blog] April 9, 2013, Available at: <http://skollworldforum.org/2013/04/09/transform-us-education-focus-on-teacher-effectiveness/>.

Moir, E. 2012. Renewing California's Commitment to New Teachers. *EdSource*, [blog] October 29, 2012, Available at: <http://www.edsource.org/today/2012/renewing-californias-commitment-to-new-teachers/22163#.Uel2rr-ih0o>.

Moir, E. 2012. Trial by Fire is Fueling a Crisis in Education -- Let's Stop it Now. *Huffington Post*, [blog] October 12, 2012, Available at: http://www.huffingtonpost.com/ellen-moir/trial-by-fire-is-fueling-_b_1961379.html.

Moir, E. 2012. Let's Focus on the Quality of Teacher Induction Programs. *New Teacher Center*, [blog] September 18, 2012, Available at: <http://www.newteachercenter.org/blog/lets-focus-quality-teacher-induction-programs>.

Moir, E. 2012. Op-Ed: For First-Year Teachers, It's Sink or Swim. *Take Part*, [blog] September 10, 2012, Available at: <http://www.takepart.com/article/2012/09/10/first-year-teachers-its-sink-or-swim>.

Moir, E. 2012. Surefire Way to Know if a Teacher Evaluation System Will Succeed or Fail. *EdSource*, [blog] August 12, 2012, Available at: <http://www.edsource.org/today/2012/surefire-way-to-know-if-a-teacher-evaluation-system-will-succeed-or-fail/18868#.Uel3DL-ih0o>.

Moir, E. 2012. Talking About Reform. *NewSchools Venture Fund, Innovation and Entrepreneurship in Education*, [blog] April 26, 2012, Available at: <http://www.newschools.org/blog/talking-about-reform>.

Moir, E. 2012. An Overdue Recognition That Teachers Must Be Partners in Education Reform. *Thoughts on Public Education*, [blog] April 12, 2012, Available at: <http://toped.svefoundation.org/2012/04/12/an-overdue-recognition-that-teachers-must-be-partners-in-education-reform/>.

Moir, E. 2011. In the Toughest Time of Year For New Teachers, Encouragement Helps. *Thoughts on Public Education*, [blog] December 12, 2011, Available at: <http://toped.svefoundation.org/2011/12/12/in-the-toughest-time-of-year-for-new-teachers-a-bit-of-e-of-year-for-new-teachers-encouragement-helps/>.

Moir, E. 2011. The Vital Role of the Principal in Teacher Induction. *New Teacher Center*, [blog] June 16, 2011, Available at: <http://www.newteachercenter.org/blog/vital-role-principal-teacher-induction>.

Moir, E. 2010. Stop Waiting. Start Developing Supermen and Superwomen to Lead Our Schools and

Classrooms. *New Teacher Center*, [blog] October 11, 2010, Available at: <http://www.newteachercenter.org/blog/stop-waiting-start-developing-supermen-and-superwomen-lead-our-schools-and-classrooms>.

Moir, E. 2010. Mentors Accelerating Beginning Teacher and Student Learning. *New Teacher Center*, [blog] June 15, 2010, Available at: <http://www.newteachercenter.org/blog/mentors-accelerating-beginning-teacher-and-student-learning>.

Moir, E., Bongolan R., Baron, W. Keys to the Secondary Classroom. Corwin Press, 2009.

Moir, E., Barlin, D., Gless, J., Miles, J. New Teacher Mentoring. Harvard Education Press, 2009.

Bloom, G., Castagna, C., Moir, E., Warren, B. Blended Coaching. New Teacher Center at the University of California, Santa Cruz, 2005.

Moir, E. Launching the Next Generation of Teachers: The New Teacher Center's Model for Quality Induction and Mentoring Teacher Mentoring and Induction. Corwin Press, 2005.

Moir, E. Launching the Next Generation of Teachers Through Quality Teacher Mentoring Induction. National Commission on Teaching and America's Future State Partners' Symposium, 2003.

Moir, E., Bloom, G. Fostering Leadership Through Mentoring. Educational Leadership, 2003.

Moir, E. Supporting New Teachers During Their First Years in Teaching. Edutopia: Success Stories for Learning in the Digital Age. Jossey-Bass, 2002.

Moir, E. The Stages of a Teacher's First Year. In: A Better Beginning: Supporting and Mentoring New Teachers. Association for Supervision and Curriculum Development, 2001.

Moir, E., Gless, J. Quality Induction: An Investment in Teachers. Teacher Education Quarterly, Vol. 28, No. 1, Winter, 2001.

Moir, E., Gless, J. Teacher Quality Squared. NSDC Journal of Staff Development, Winter 2001, Volume 22, Number 1, Page 62, 2001.

Moir, E., Baron, W., Gless, J. A Support Program with Heart: The Santa Cruz Project. In: A Better Beginning: Supporting and Mentoring New Teachers. Association for Supervision and Curriculum Development, 2001.

Bloom, G., Goldstein, J., Moir, E. The Peer Assistance and Review Reader. New Teacher Center at the University of California, Santa Cruz, 2000.

Dalton, S., Moir, E. Text and Context for Professional Development of New Bilingual Teachers. In M. McLaughlin, I. Oberman, (Eds.) Teachers Learning New Policies, New Practices. New York: Teachers College Press, (pp. 126-133), 1996.

Moir, E., Stobbe, C. Professional Growth for New Teachers: Support and Assessment Through Collegial Partnerships. Teacher Education Quarterly, 1994.

Moran, C., Stobbe, J., Baron, W., Miller, J., Moir, E. Keys to the Classroom. Corwin Press, Inc., (pp. vii-187), 1992.

Dalton, S., Moir, E. Evaluating Limited English Proficient (LEP) Teacher Training and In-Service Program. Proceedings of the Second National Research Symposium on Limited English Proficient Student

Issues: Focus on Evaluation and Measurement. Washington, DC: United States Department of Education Office of Bilingual Education and Minority Languages Affairs, Vol. 1, pp. 415-445, 1992.

Video Documentaries

Foundations in Mentoring; Professional Development for Those Who Work with Beginning Teachers (Training Manual with Video and CD ROM). New Teacher Center at the University of California, Santa Cruz, 2001.

Preparing for the MSAT Test – You Can Pass It! California Commission on Teacher Credentialing, 2001.

Classroom Observations: Video Series. New Teacher Center at the University of California, Santa Cruz, 2000.

Partnership in Education: Helping New Teachers to Succeed. Kappa Delta Pi, 1999.

Partnerships for Success - Beginning Teacher Support and Assessment Program. California Department of Education and Commission on Teacher Credentialing, 1997.

Partnerships for Success: Teachers Making a Difference. University/School Partnership Institute, 1997.

Profile of Effective Bilingual Teaching: Kindergarten. The National Center for Research on Cultural Diversity and Second Language Learning, 1994.

Profile of Effective Bilingual Teaching: First Grade. The National Center for Research on Cultural Diversity and Second Language Learning, 1994.

Partnership in Education: Helping New Teachers Succeed. Kappa Delta Pi, an International Honor Society in Education, 1994.

D. Murphey and E. Moir. Partnership in Education: Helping New Teachers Succeed, a video discussion guide. 1994.

Moir, E., Garmston, S., Reis, N., McGinty, I., A Guide to Becoming Culturally Responsive and Responsible Educators (Training Module). Department of Education and the Commission on Teacher Credentialing, 1994.

Cooperative Learning at La Vista Intermediate School. California Department of Education and Commission on Teacher Credentialing, 1993.

Garmston, S., Moir, E., Baron, W., Gless, J., Colbert, J., A Guide to Prepare Support Providers for Work with Beginning Teachers (Training Module). Department of Education and the Commission on Teacher Credentialing, Vols. 1 and 2, 1992.

Passage Into Teaching: The California New Teacher Project. California Department of Education and Commission on Teacher Credentialing, 1991.

Bilingual Education: An Inside View. University of California, Santa Cruz, 1985.

Service to Local, State, or Federal Government

2012 Educator Excellence Task Force Member, California Department of Education

2007 – 2010 Brokers of Expertise Advisory Board Member, California Department of Education

2007 English Learners Advisory Committee for AB2117, California Department of Education, the Hewlett Foundation and the Teacher Professional Development Program at WestEd

2007	Panel of Experts on District Intervention and Regional Capacity Building, California Department of Education and California County Superintendents Educational Services Association
2001	Served on the Professional Development Task Force at the request of Delaine Eastin, Superintendent of Public Instruction
1996	Member, Project Team on Early Literacy, Monterey Bay Educational Consortium
1995	"Restructuring Public Schools: Teaching and Learning in the New Millennium," UCSC Alumni Association, February
1994	Member, Review Team on Assessing Programs and Schools Serving a Multilingual Student Population, National Center For Research on Cultural Diversity and Second Language Learning, July
1993	Program Management Team Member for the Monterey County Beginning Teacher Support and Assessment Program
1993	Executive Member of the Leadership Project
1992	Executive Committee Member for Science Connections.
1991 – 1992	Member of the Santa Cruz County Office of Education Strategic Planning Committee
1991	Consultant to the Salinas Union High School District - "Designing an Effective Mentor Program for New Teachers"
1989	Assessment of a district administrator, Pajaro Valley Unified School District
1989	Advisor for the Evaluation Component of the New Teacher Project, Southwest Regional Laboratory
1987	Women's Day Program, Hall Elementary School, Pajaro Valley Unified School District
1986	"Bilingual Learning Assistants: The Transition to Becoming a Teacher," Pajaro Valley Unified School District
1984	Planning Committee, Cultural Council Santa Cruz County, "Give Your Heart to the Arts," fundraiser
1983 – 1985	Santa Cruz County Teacher Education and Computer Center Advisory Committee
1982 – 1984	Projecto Sol Bilingual-Multicultural Science Curriculum Advisory
1982 – 1983	Santa Cruz County Teacher Fair Planning Committee
1982	"Meeting the needs of Limited English Proficient Students," E.A. Hall Junior High School, Pajaro Valley Unified School District, Consultant
1982	"Introduction to Micro-computers," Santa Cruz Office of Education
1981	"Setting up a Bilingual Program," Valencia School, Pajaro Valley Unified School District, Consultant
1982	Career Day speaker, Mission Hill Junior High School, Santa Cruz City Schools
1981	"Integrating Multicultural Education into the Curriculum," Mar Vista Elementary School, Pajaro Valley Unified School District, Consultant

1981	"English as a Second Language," Mar Vista Elementary School, Pajaro Valley Unified School District
1981	"Developing an English as a Second Language Program," Santa Cruz Gardens Elementary School, Soquel Elementary School District, Consultant
1981	"Bilingual Language Arts," Alisal Union School District, Consultant
1981	Career Day speaker, Watsonville High School, Pajaro Valley Unified School District
1980 – 1982	Santa Cruz City Schools Bilingual Specialist, coordinated on-going inservice for teachers and learning assistants
1980 – 1982	Pajaro Valley Unified School District Bilingual Curriculum Council (Chairperson 1981-82)
1980	Santa Cruz County Curriculum Council
1980	"Transitional Reading," Freedom School, Pajaro Valley Unified School District, Consultant
1980	"Team Teaching and the Bilingual-Multicultural Class," San Juan Bautista School District
1980	"Cultural Awareness and Special Education," Santa Cruz County Office of Education
1980	"Bilingual Program Development," Santa Cruz Junior High, Santa Cruz High School (designed and wrote school plan)
1977	Developed the instructional component, Title VII Bilingual Program, Pajaro Valley Unified School District
1977	"Teaching Spanish as a Second Language," Radcliff School, Pajaro Valley Unified School District
1977	"Bilingual Materials: What's Available and How Do We Use Them?" Title VII Inservice, Pajaro Valley Unified School District
1977	Representative for the Pajaro Valley Unified School District on AB1329, State Board of Education

Honors and Awards

2013	Pahara-Aspen Education Fellow
2013	NewSchools Venture Fund Organization of the Year award
2011	Ashoka Fellow
2011	Skoll Award for Social Entrepreneurship
2010	Civic Ventures Purpose Prize Fellow
2008	National Staff Development Council Contribution to the Field award
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1985	"Bilingual Education: An Inside View" First Place, Bilingual Teacher Education Category, National Educational Film and Video Festival

Videos

1. [Impacting Student Learning by Accelerating Teacher Effectiveness](#)
2. [New Teachers Talk about Induction](#)
3. [Social-Emotional Learning: Developing Student and Teacher Resilience](#)
4. [New Teacher Center Math Montage](#)
5. [New Teacher Center Montage, Stand by Me](#)

6. [From Student Teaching to Classroom Teacher: Building Pre-Service and Induction Partnerships](#)
7. [Team Science: Oakland Unified School District](#)
8. [Teacher Induction in Action: A Model For Success](#)
9. [eMentoring for Student Success](#)
10. [That's Why I Became a Teacher – Guy Morales](#)
11. [From Mentor Teacher to School Principal](#)
12. [Full-Release Mentoring with Principal Andrea Carroll](#)
13. [NTC Featured on PBS NewsHour “Mentorship for New Educators Help Combat Teacher Burnout, Improve Retention”](#)
14. [Ellen Moir, CEO of New Teacher Center, accepting the 2011 Skoll Award for Social Entrepreneurship](#)
15. [Ellen Moir - Imagine Solutions 2013](#)



Partnering for Student Success



Partnering with New Teacher Center

New Teacher Center (NTC) is the partner of choice for school districts and state agencies looking to improve student outcomes, build the capacity of their educational systems, and create positive school environments that support teaching and learning.

NTC's focus is on accelerating the development of new teachers to improve student learning. We work collaboratively to meet contextual needs and implement an instructional program that strengthens school communities from within, retains quality talent, and enables leaders to provide supportive school environments where teachers are clearly heard and empowered.

NTC's research-based service portfolio, developed over 20 years, builds long-term coalitions and partnerships around teacher development, human capital management, and teaching and learning conditions that drive positive student impact. Through flexible, strategic engagement and customizable programs, we can adapt to a particular district or state's needs and norms, maximizing the benefits of your investment.

Maximize Value with NTC's Aligned Service Portfolio

Collaborative model • Flexible engagement • A voice for new teachers



NTC is the leader in accelerating new teacher effectiveness with the breadth and depth of experience, aligned service portfolio, and flexible engagement practices to help you succeed in improving teaching and learning in your schools. Through collaborative partnership, we can build a tailored program that delivers your state or district a clear return on investment.



*"Without my mentor,
I would not be teaching today,
no question"*

Robert Pronovost,
4th year elementary school teacher

■ Induction Programs

NTC's primary goal is to transform new teachers into excellent ones. We accomplish this through proven teacher mentor and school leader professional development. Working collaboratively with our district partners, we define and deliver customized programs aligned with local learning goals.

- At the center of NTC's comprehensive, high-quality induction model, beginning teachers receive regular, one-on-one mentoring and professional development. Using tools in the NTC standards-based Formative Assessment System, the new teacher and mentor assess student needs, establish goals and analyze progress. Online venues offer additional 'anytime, anywhere' access to mentoring, professional development, and communities of practice. The results pay off with satisfied, skilled educators that build district capacity, advance student learning and close achievement gaps.
- Today's principals are responsible for creating collaborative learning conditions and have an important role related to teacher development, evaluation, and school improvement. NTC partners with districts to provide job-embedded executive coaching and professional development to help new and experienced school leaders navigate their evolving roles while maintaining a strategic focus on instruction and student learning.

■ Teaching and Learning Conditions Initiative

To do their jobs well, educators need supportive school environments where they are valued, trusted and empowered to collaborate to improve instruction. NTC's Teaching and Learning Conditions Initiative assists states and school districts to document and analyze how teachers view their teaching and learning conditions and to identify the impact on school communities. The initiative provides policy makers at the state, district, and school level with data and tools that facilitate data-driven decisions on policy and practice that are unique in the education arena.

■ Policy

Policymakers and educational organizations depend on industry specialists and research in order to provide the strongest guidance and support to new educators. NTC's policy team provides collaborative, research-based policy consultation services that contribute to the development of effective educator induction and mentoring policies and related issues resulting in high-impact induction and mentoring programs and better outcomes for teachers, administrators and students.



Through any level of engagement with NTC you are assured access to the expertise of our highly-qualified and dedicated educators. We bring national knowledge to bear and make it relevant for the teachers we serve with customized and flexible services. We look forward to working with you.

Learn more at www.newteachercenter.org or call 831.600.2200

New Teachers are the Future of Education



Focusing on new teachers has never been more important. In the next decade, our nation's schools will need to recruit an average of more than 200,000 new teachers a year. It is estimated that by 2020 nearly 50% of all teachers will have less than ten years' experience.

Never has there been a more critical time to ensure that those joining the teaching profession are given the mentoring, professional development, and supportive working conditions they need to thrive and survive in the classroom — because never has it been more important for our teachers to be well equipped to provide their students with the knowledge and skills they need to become contributing members of a 21st Century workforce.

“NTC Academies have taught me to identify and build upon the strengths of new teachers, and empower them to do the same for their students, colleagues, and school community. NTC's approach to building relationships and capacity has nourished my leadership skills and I have seen dramatic gains in my teachers' effectiveness, as well as their students' learning.”

Madonna Ramp, New Teacher Mentor
Travis High School, Austin Texas, 2011-12 National Teaching Ambassador Fellow

Teachers are the Single Most Important School-based Determinant of Student Success

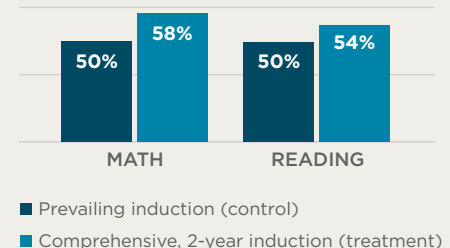
Research shows that comprehensive teacher induction results in a sizable and statistically significant impact on student achievement in mathematics and reading.

A federally-funded, randomized controlled trial found that beginning teachers who received two years of comprehensive induction had greater student learning gains in the teacher's third year of teaching.*

And evidence shows that teachers' working conditions affect their thoughts and feelings — job satisfaction, organizational commitment, moral and pedagogical content knowledge. This directly impacts what happens in the classroom and how well students achieve.

*Glazerman, S., E. Isenberg, et. al. (June 2010). Impacts of Comprehensive Teacher Induction (NCEE 2010-4027). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

COMPREHENSIVE INDUCTION LEADS TO STUDENT ACHIEVEMENT GAINS*



“NTC's Teaching and Learning Conditions Initiative is a powerful tool. Understanding and improving the working conditions in our schools will help us realize our vision for every child: proficient and prepared for success.”

Terry Holliday, Kentucky Education Commissioner

Improved Retention and a Positive Return on Investment

Nationally, an estimated 50% of all urban school teachers leave within their first three years. In the Santa Cruz New Teacher Project, which uses NTC principles of induction, retention was 32% points higher than the national average and 12% points better than California's average of 76%. Retention rates are even higher (up to 94%) when transitions to leadership roles are included.

The cost of rehiring teachers is estimated to be in the range of \$17,000-\$22,000 which means investment in induction that results in lower attrition rates provides districts with substantial cost savings. A 2007 cost-benefit analysis that examined increased teacher effectiveness and savings from reduced turnover found that every \$1.00 invested in a comprehensive induction program produces a return of \$1.66 after five years.

A survey of 2,000 educators from California found that 28% of teachers who left the profession before retirement would come back if improvements were made to teaching and learning conditions.

when we focus on teachers, our students succeed

www.newteachercenter.org

ABOUT NEW TEACHER CENTER

New Teacher Center focuses on improving student learning by accelerating the effectiveness of new teachers. NTC partners with states, school districts, and policymakers to implement programs that create sustainable, high-quality mentoring and professional development; build leadership capacity; work to enhance teaching conditions; improve retention; and transform schools into vibrant learning communities where all students succeed.



725 Front Street, Suite 400 Santa Cruz, CA 95060
T. 831.600.2200 info@newteachercenter.org
www.newteachercenter.org

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A Partnership Approach to Teacher Induction

New Teacher Center partners with school districts, state agencies and other strategic partners to deliver comprehensive, integrated teacher induction programs with the highest impact on student learning and teacher effectiveness.



"The teacher induction program we have implemented with the help of the New Teacher Center is one of the strongest features of our teacher development system. In our district it has become the top priority of our teacher effectiveness strategy."

David Steele,
Chief Information & Technology Officer,
Hillsborough County Public Schools

Never has it been a more important time to focus on new teacher induction to ensure that those entering the teaching profession are given the mentoring and professional learning and development they need to thrive in the classroom.

Partnering with NTC offers a unique opportunity to collaboratively develop strong, comprehensive, multi-faceted teacher induction programs that deliver:

- Increased student learning
- Improved teacher retention
- Accelerated new teacher effectiveness
- Stronger teacher leadership

Drive Impact Through NTC Expertise, Best Practice, and Innovation

Districts and states will benefit as they build aligned school culture through access to NTC's team of experienced educators, extensive research-based best practices, and our innovative and transformational approach.

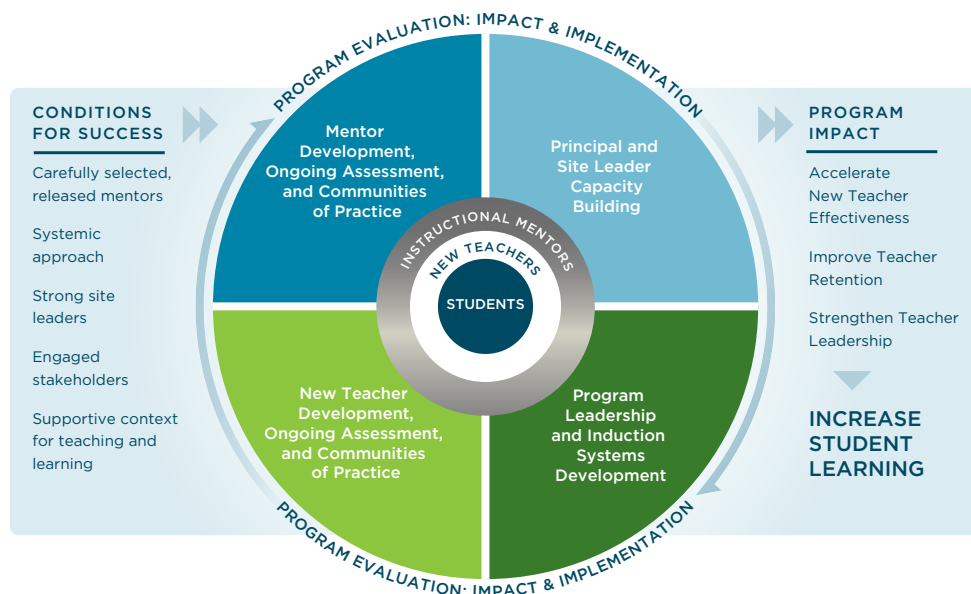
NTC's partnership model focuses on collaborative, long-term relationships that build the capacity of leadership teams at the district or state level to provide sustainable, high-quality induction. Partnerships are built around your specific context and learning goals, aligned within human capital management systems, and designed to enhance and accelerate the impact of teacher induction through services in the following key areas:

- Support for program leaders in program design, implementation and continuous improvement
- Recruitment and selection of extraordinary new teacher mentors
- Mentor professional development and ongoing formative review of mentor practice
- Professional development for new teachers, principals and site leaders
- Continuous formative assessment of new teacher practice via our research-based, leading-edge Formative Assessment System (FAS)
- Impact plans and resources that demonstrate program effectiveness

The NTC Program Model and Theory of Action

At the core of NTC's work is the new teacher and what is needed to accelerate their professional growth, increase effectiveness and improve student achievement. Millions of children are entrusted each year to the more than ½ million teachers with less than 3 years of experience - and that number is growing. The success of these students depends on how well equipped their teachers are to teach.

Through NTC's Theory of Action, new teachers find support and direction through a carefully-selected, well-prepared instructional mentor whose responsibility is to accelerate the new teacher's development and ensure the success of their students. To achieve this, NTC's systematic program model is broken down into 4 primary elements with a cyclical process of program evaluation.



The NTC Theory of Action is realized through a sustainable program model focused on comprehensive induction systems for new teachers that improves their effectiveness, retention and leadership. The result: increased student learning.



Mentor Development, Ongoing Assessment, and Communities of Practice

The instructional mentor plays a key role in a beginning teacher's success. Yet mentoring is complex and demanding work. These veteran teachers depend on a solid induction program model that provides them with thoughtful preparation and ongoing support to ensure they have the skills and knowledge to become effective teachers of teachers.

NTC's program model delivers proven results in the ongoing growth of instructional mentors through professional development, communities of practice and ongoing assessment.

MENTOR PROFESSIONAL DEVELOPMENT

This state-of-the-art, multi-year sequence of mentor professional development uses the NTC Formative Assessment System (FAS), featuring its tools, analysis and reflection.

MENTOR FORUMS

Regular forums offer the practicing mentor a collaborative community of practice to deepen their skills, support program implementation and accountability and foster emerging leadership.

MENTOR ASSESSMENT FOR GROWTH AND ACCOUNTABILITY (MAGA)

Similar to the process new teachers engage in, mentors engage in collaborative formative assessment using NTC's continuum of mentor development, MAGA.



Principal and Site Leader Capacity Building

Beginning teacher success is deeply linked to the effectiveness of the principal and his/her ability to create an environment where the new teacher can thrive and students excel. NTC is committed to building and retaining human capital, strengthening educational systems, and fostering effective instructional leadership in schools.

Through professional development and executive leadership coaching, NTC works with administrators to develop the skills that support teacher development from the start, capitalizing upon their investment in teachers as a primary means to student achievement.

CONSULTATION AND ON-GOING PROFESSIONAL DEVELOPMENT

NTC's work with school leaders drives well-rounded communication channels, an understanding of best practices around supervision and formative feedback, and a culture of collaboration to ensure beginning teachers, mentors and leaders alike work together to improve teaching and learning.



New Teacher Development, Ongoing Assessment, and Communities of Practice

While instructional mentoring and effective school leadership are key to a beginning teacher's success, those new to the profession also need specialized support. NTC supports the development and delivery of beginning teacher professional growth throughout the year with ongoing formative assessment, online mentoring, and learning communities.

ONGOING ASSESSMENT

The NTC FAS ensures that teachers have the skills to assess their impact on a daily basis. Through a structured process, mentors work with beginning teachers to inquire, analyze, assess, and document their performance, growth and next steps, providing them with the feedback necessary to improve their practice.

ELECTRONIC MENTORING FOR STUDENT SUCCESS (eMSS)

NTC's eMSS provides new teachers working in the areas of science, math and special education with an online, interactive and facilitated mentoring and professional learning community that involves reflection, self-assessment, analysis of data of student learning and lesson planning.



Program Leadership and Induction Systems Development

Strong program leadership is perhaps the most important component in developing a successful teacher induction program. NTC builds the capacity of program leaders to successfully develop, implement, and sustain a robust and comprehensive program through on-going consultation, participation in communities of practice, formative and summative assessment, and professional development.

Through pre-assessment and collective knowledge, we provide you with a tailored program that delivers just the right programmatic, contextualized support. Over a multi-year engagement, we periodically assess your needs and offer targeted professional services in a wide variety of areas from program design and mentor recruitment to data collection and program evaluation.

NTC partnership doesn't stop there. Induction program leaders will benefit from valuable webinars, networking opportunities, and access to a nationwide Community of Practice. Here, leaders come together to mutually share program data, discuss challenges and successes, and learn together with the goal of continuous professional growth.



Program Evaluation: Impact and Implementation

In order to continually improve program quality and maximize impact, NTC supports the development of impact plans that use data of program implementation to measure impact and identify and address areas that may need refinement. Using data collected from a regular evaluation process, an induction leader can strengthen design, implementation, and outcomes while improving services and support to new teachers and contributing to the sustainability of the program, and the district.

It is also important to understand that there are a number of inherent conditions that can directly impact the success of an induction program such as mentor selection practices, alignment with district efforts, and a supportive context for teaching and learning. These conditions should also be considered to understand their influence on the impact of your program.

"In these times where finances are hard and we struggle to get support to do the job the way we want to, NTC and their support for new teachers is one of the bright lights. It's one of the things that's working."

Vito Chiala, High School Principal
San Jose, CA

A Phased Approach to Building Sustainable, High-quality Teacher Induction Programs

An initial engagement with NTC typically includes a wide range of value-added services, products and resources implemented in five key phases.

THE NTC PARTNERSHIP ROADMAP: A CAPACITY BUILDING MODEL

PHASE	PROGRAM SUMMARY
PHASE I: Pre-Implementation Laying the Groundwork	Assessment of District Context: • Consultation for in-depth understanding and partnership development • Development of initial scope of work and timeline • NTC Induction Institute • NTC guidance, coaching, and facilitation for program implementation and assessment • Support for mentor recruitment
PHASE II: Year One Implementation Getting Started	Program Launch: • Mentor Academies 1-4 • Principal engagement • Impact plan development, implementation, and assessment • Alignment with other district initiatives • Design and facilitation of mentor forums
PHASE III: Year Two Implementation Deepening & Strengthening Induction	Full Implementation: • Mentor Academies 5-8 • Principal professional development • Continual alignment with district initiatives • NTC Community of Practice for program leaders • Consultation around mentor forums
PHASE IV: Year Three Implementation Building Sustainability	Gradual Release: • Mentor Academies 9-11 • Coaching, quality assurance, and consultancy services • Co-presenting with NTC staff • Aligned professional development for coaches, principals, and others
PHASE V Year Four & Beyond Sharing & Learning for Innovation	Ongoing Refinement: • Access to quality control • Program autonomy • Induction leadership networks • Mentor alumni network

Partner with NTC and take your induction program to the next level.

Contact us at: 831.600.2200 or info@newteachercenter.org



725 Front Street, Suite 400 Santa Cruz, CA 95060
T. 831.600.2200 info@newteachercenter.org
www.newteachercenter.org

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when we focus
on teachers

our students
succeed





[Why Teacher Induction?](#) Teachers are the single most important school-based determinant of student success. Accelerating teacher effectiveness, so that new teachers quickly become as skillful as experienced teachers, represents one of the greatest opportunities for change in education today. A comprehensive teacher induction program incorporates a broad set of activities including one-on-one mentoring and professional development, all taking place within school environments that support new teachers.



PAYING IT FORWARD

Improving student learning by accelerating new teacher development

Accelerate teacher effectiveness

Every job has a learning curve and new employees benefit from the guidance of experienced colleagues. Teaching is a profession where we typically put new professionals into a room and shut the door. This sink or swim approach results in lost opportunities for learning on behalf of both teachers and students. NTC induction programs accelerate new teacher progress, closing the gap between new and experienced teachers.

Address educational inequity

New teachers disproportionately receive the most difficult assignments in hard-to-staff schools. Not surprisingly, many of their educational careers will not survive. Yet it is these schools, where the achievement gap is the widest, that have the greatest need for exemplary teachers and the most to gain from comprehensive new teacher induction.

Retain the best teachers

Recruiting and training teachers represents a major expense for school districts. And it's not just about money. When students see a revolving door of teachers they conclude their schools have given up on them. NTC partners with districts to limit turnover and improve the likelihood new teachers will remain in the profession as successful educators. Induction is seen as a long-term investment in the next generation of teachers.

Strengthen school communities

Induction programs have far-reaching effects including the development of career pathways and leadership capabilities. Experienced teachers who step forward to mentor novice colleagues gain a unique perspective; many assume leadership roles in the district. And administrators turn their focus toward creating effective teaching and learning conditions in their schools.

MAKING A DIFFERENCE

Bringing a first grade class to reading level

Viviana Espinosa, a beginning first grade teacher in East Palo Alto, California, started the school year with an aggressive goal: she wanted all her students at reading level by the end of year. Viviana knew this would be a challenge since her class of 20 included 17 English Language Learners and 2 with special needs. None of her students began the year at grade level in reading.

One-on-one coaching, plus NTC professional development focused on literacy, helped Viviana achieve her goal. At the end of the year, 15 of her students were reading at grade level, and all 20 students had progressed more than one grade.



Engaging middle school readers

First-year Chicago Public Schools teacher Talesha Woodson-Durham studied the test scores of the 150 fifth and sixth graders who were her reading students. Just 27 percent met the state standard in reading.

Talesha and her NTC coach analyzed writing samples to determine student learning needs. They used the *Analysis of Student Work* tool to ensure Talesha's lessons matched the identified needs. The results paid off. After two years, 81.7 percent of Talesha's sixth-graders soared to meet state reading goals.



AaBbCcDdEeFfGg

Improving student engagement

Ms. T., a beginning 3rd grade teacher in Durham Public Schools, asked her mentor for help in improving student engagement and reasoning.

The two used a number of tools to gather data on her students, including NTC's Selective Scripting and Analysis of Student Work. Ms. T. used the assessment data to inform her instruction. At the end of the 2nd quarter, her students' scores revealed increases of 14% proficiency in both math and reading and a 30% increase in proficiency in science. Both Ms. T and her mentor saw a correlation between the NTC induction strategies used and her growth as a teacher.



Online mentoring supports a new math teacher

Cissy Spear, an 8th grade math teacher in Brockton, Massachusetts, started teaching after raising her family: she was apprehensive about working in an urban environment and worried if she'd fit in with the younger teachers.

Cissy participated in NTC's *electronic Mentoring for Student Success* (eMSS) that supports the development of beginning science, math, and special education teachers through content-specific online mentoring. "Weekly online conversations with my mentor have bolstered my confidence as a teacher and provided tools I use in my classroom everyday," said Cissy.



$x + y^2 = 8$



BEYOND THE CLASSROOM

From instructional mentoring to school working conditions, our focus is on new teachers

[Delivering new teacher induction programs](#)

NTC comprehensive induction programs are closely aligned with district learning goals. Induction programs combine one-on-one mentoring for new teachers with professional development and standards-based assessment tools. Mentors, rigorously selected from the district's best teachers, receive on-going professional development focused on working with adult learners, issues of equity, and analyzing student data. Administrators are supported to assume their role as school instructional leaders. Grounded in the measurement of growth over time, NTC induction programs encourage educators to maintain a strategic focus on student learning.

[Advocating for new teachers](#)

NTC consults with state and other policymakers to define induction program standards, develop the infrastructure required to implement quality programs, and evaluate programs resulting in continuous program improvement. A key aspect in improving new teacher effectiveness is overcoming the classroom isolation and poor working conditions that inhibit their success. The Teaching and Learning Conditions initiative gathers school data in order to help states create thriving school environments where all teachers receive the support they need to become effective.

[Influencing the national dialogue](#)

Increased national interest in teacher effectiveness has led to renewed attention on the development of teachers, confirming what NTC has long advocated—it's teachers that make the difference in whether students succeed. From mentoring to working conditions, NTC programs ensure that new teachers have the opportunity to become excellent teachers. It's our bottom line.

A NOTE FROM THE CEO

I founded NTC when I realized there needed to be a better way to induct teachers into a rewarding—and crucial—profession. Our comprehensive induction model was developed by teachers and has been implemented, updated, and refined for almost two decades. Despite these enhancements our focus remains the same: to transform new teachers into excellent ones.

I hope you'll join us as we work to improve teaching and learning in America's schools. At the heart of our work is the belief that every child deserves a quality education, and that when we focus on teachers, our students succeed.



Ellen Moir
Chief Executive Officer

NTC REPORT CARD

In 2009-10:

- ✓ Prepared 6,300 mentors to improve the effectiveness of 26,000 beginning teachers.
- ✓ Supported induction programs in 35 states with on-the-ground technical assistance.
- ✓ Trained over 3,400 principals to implement school working conditions that facilitate learning.
- ✓ Testified before the U.S. Senate Committee on Health, Education, Labor and Pensions.

Since 1998:

- ✓ Helped over 200 school districts define targeted goals for improved teacher induction.
- ✓ Worked with 10 states to define induction program standards.
- ✓ Provided data to almost 7,500 schools in the past three years based on more than 400,000 survey responses from educators across the country.
- ✓ Convened symposium on new teacher induction attended by over 1,000 educators annually.
- ✓ Presented expert testimony to state and federal agencies.
- ✓ Pioneered online mentoring programs in math, science, and special education that support teachers in all 50 states.
- ✓ Supported by fee-for-service contracts and grants from over 40 private foundations.
- ✓ Grew from a staff of 7 to a staff of over 200.



725 Front Street, Suite 400 Santa Cruz, CA 95060
T. 831.600.2200 info@newteachercenter.org
www.newteachercenter.org

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New Teacher Center

When we focus on teachers, our students succeed

New Teacher Center (NTC) improves student learning by accelerating the effectiveness of new teachers and school leaders. NTC's vision is that every child in America will have an excellent teacher at the front of their classroom. Today that is not the case and to large extent this is due to the way our nation treats our newest educators. Each year, on average, 200,000 new teachers enter the profession. Today, the most common teacher is a new teacher. A disproportionate number of these new teachers are assigned to work in schools in disadvantaged, high-poverty inner-city and rural areas.

By offering extensive and targeted support to new teachers via carefully crafted programs of training and mentoring (both one-on-one and online), NTC works to improve the overall effectiveness of the teaching profession, and to retain and sustain great teachers, especially in the country's hardest-to-serve schools where more than 50% of new teachers leave the profession within three years.

Research, including a two-year randomized control study funded by the US Department of Education, has shown that an intensive training and mentoring ("induction") model for new teachers can improve teacher retention, accelerate teacher effectiveness and increase the achievement of their students. Our model not only helps to create strong new teachers, but also improves their long-term success in their school districts.

NTC is identified across the nation with high-quality programs for new teacher mentoring and induction. At the heart of this work is the conviction that when we focus on teachers, we positively impact student learning and create positive, sustainable change in participating school systems. The Chronicle of Higher Education has called NTC the "gold standard" of induction programs. In 2012, NTC received national recognition for their work: in March, NTC was awarded a \$13.9 million federal SEED grant, and in December, the U.S. Department of Education announced NTC as the recipient of a \$16.4 million i3 Validation grant. NTC has also worked at the state level in eight Race to the Top states and joined the Obama administration's 100Kin10 movement, committing to support 15,000 new STEM teachers over the next 10 years and is well on the way to achieving that goal having supported 4,500 science and math teachers since 2011.

From 2011-2012, NTC reached a total of 34,600 new teachers and over 2 million students through its programmatic work. NTC has reached an estimated 85,000 new teachers through programmatic work since founding in 1998. NTC has grown from managing a handful of localized induction and mentoring engagements in 1998, to working in every state and with approximately 250 school districts. The organization has a \$29 million annual operating budget and a staff of nearly 200.

Headquartered in Santa Cruz, NTC also has offices in New York City, Chicago, Durham, Boston, Los Angeles, and Hawaii.