

APPENDIX IV – 52

February 21-23, 2016 18 th National Symposium on Teacher Induction TUSD Attendees	Ethnicity
Altamirano, Veronica	Hispanic/Latino
Cruz, MaryCarmen	Hispanic/Latino
Esquerra, Kristy	AMIND
Hann, Sarah	White
Hudson, Andrea	Hispanic/Latino
Schrantz, Tanya	White



10th National Symposium on Teacher Induction

Learn together Dream together

February 21-23, 2016

Hyatt Regency Bellevue, Washington

We invite you! Teachers, mentors, coaches, principals and district leaders are invited to join us at Symposium 2016 to learn more about designing and implementing high-quality induction programs in our schools as we *Learn together, Dream together.*

Schedule at a Glance

Sunday, February 21, 2016

7:30-9:00 am	Registration & Continental Breakfast
9:00 am-3:00 pm	Pre-Conference Workshops
3:00-5:00 pm	Early Symposium Registration

Monday, February 22, 2016

7:00-8:00 am	Registration & Continental Breakfast
8:00-9:00 am	Welcome & Keynote Speaker Ellen Moir
9:20-10:50 am	Track A
11:10 am-12:40 pm	Track B
1:00-2:30 pm	Lunch & Keynote Speaker Dr. Marc Brackett
2:50-4:20 pm	Track C
4:30-6:30 pm	Reception & Networking

Tuesday, February 23, 2016

7:00-8:00 am	Registration & Continental Breakfast
8:00-9:00 am	General Session & Keynote Speaker Dr. Christopher Emdin
9:20-10:50 am	Track D
11:10 am-12:40 pm	Track E
1:00-2:30 pm	Lunch & Keynote Speaker Principal Linda Cliatt-Wayman
2:50-4:20 pm	Track F
4:30 pm	Closing Refreshments

Event Themes

Mentoring & Coaching

Explore how quality-mentoring programs support mentors and instructional coaches in further developing subject matter expertise and incorporating student content standards.

Leadership Development

Developing leadership skills of administrators, instructional coaches, mentors and teacher leaders is essential in fostering excellence in our schools to ensure the success of teachers and students.

Equity & Access

As our nation's student population continues to diversify, teachers, mentors, instructional coaches and school leaders need to consider how equity is promoted in schools. Equity and excellence go hand-in-hand.

Social & Emotional Learning (SEL)/ Learning Differences (LD)

Academic success occurs when educators know how to develop a positive community, cultivate resilience and use strategies that honor the learning profiles of all students. Thus it is imperative that educators, as well as schools, and districts consider the transformative role of SEL and understanding LD in their work.

College & Career Readiness State Standards

With the wide adoption of new College & Career Readiness State Standards across the country, how can those who work in a coaching role (i.e. mentors, instructional coaches, school administrators, university supervisors, cooperating teachers) promote and advance the innovative approaches at the center of these new standards?

Innovation in the Field

Leveraging technology to support personalized learning for students and teachers through blended learning, hybrid models and online professional learning allows for innovative approaches to address rapid changes in the education field.

Programmatic Development & Sustainability

Beginning and maintaining a high-quality mentoring, induction or instructional coaching program is a complex and challenging task when considering capacity building, measuring impact and growth and strategies to work with stakeholders.

Register online at www.newteachercenter.org

Register and pay on or before January 8, 2016 and save

Pre-Conference

Sunday, February 21, 2016

7:30–9:00 am

Registration & Continental Breakfast

9:00 am–3:00 pm

- 1**
Attaining New Heights in Education
Mimi Appel, *Regional Program Director, East*, **Laura Baker**, *Regional Program Director, South*, **Rhonda Dubin**, *Regional Program Director, Midwest*, and **Laura Hernandez-Flores**, *Regional Director, West, New Teacher Center*
 Strong teacher induction programs engage in a cycle of continuous improvement. This interactive session will share a process of program formative assessment based on key components of the New Teacher Center (NTC) induction model. NTC teacher induction leaders will engage participants in a variety of protocols to examine, analyze, and assess their local induction practices. Strategies for identifying and collecting data on a program's impact on teacher retention and effectiveness will also be explored.
- 2**
Sustaining the Courage to Teach and Lead
Kelly Camak, *School Development Coach, New Tech Network* and **Celeste Hoffpauir, M.Ed.**, *Humanities Teacher and Facilitator, Leadership Public Schools Hayward*
 It takes courage to teach and lead in the midst of overwhelming demands. Pressures are largely external and systemic, but the power to reclaim one's heart as a teacher comes from within. Based on the writings of Parker J. Palmer, author of *The Courage to Teach*, this session will introduce mentors, coaches, and school leaders to practices to help teachers access what's within them and what's between them as they strengthen personal resilience and reconnect to what they love about teaching.
- 3**
New Teacher Center (NTC) Educational Technology Showcase
Jenny Combs and **Marc Dembowski**, *Program Consultants*, **FayeAnn Cummings**, *Online Learning Specialist*, **Denise Dennis** and **Stephanie Mihalic**, *Associate Program Consultants*, **Karl Forest**, *Program Director*, and **Alyson Mike, Ph.D.**, *Vice President, Educational Technology, New Teacher Center*
 Join NTC's Ed Tech Team for a day-long, interactive exploration of educational technology that supports teachers, mentors, instructional coaches, and school leaders. Bring a device of your choice (laptop, tablet or phone) to experience NTC's Online Tools, Talent, video observation software, e-Mentoring for Student Success (eMSS), and many other online technology solutions to meet the needs of programs in diverse contexts.
- 4**
Cultivating Emotional Resilience in Educators
Elena Aguilar, *Teacher, Instructional and Leadership Coach, and Administrator*
 Coaches and mentors can play a pivotal role in supporting teachers to develop their emotional resilience in the first years of their careers. Increased resilience is key to weathering the pressures of being a new teacher and remaining in the teaching profession. This session will introduce participants to ten building blocks of emotional resilience and strategies for helping teachers cultivate them.
- 5**
High Quality Learning for All: Leading and Coaching Through an Integrated Lens
Wendy Baron, M.A., *Chief Officer, Social and Emotional Learning*, **Anne Childers** and **Kyle Miller**, *Instructional Designers*, **Sharon Grady**, *Director of Learning Differences*, and **Julie Norton**, *Director of Social and Emotional Learning*
 The high expectations of the College and Career Ready Standards require deeper learning in key content areas rather than "covering" a wide range of topics. Educational leaders, teacher mentors, and instructional coaches play a pivotal role in preparing both teachers and students for this learning shift. This full-day session will focus on how coaching for growth mindset, as well as knowing students' academic and social and emotional learning strengths and needs, can positively impact teaching and learning.
- 6**
Instructional Coaching and Teacher Leadership
Pete Hall, *Independent Educational Consultant, Former Principal*
 How can leaders most effectively grow and develop teacher leadership? As instructional coaches (and mentors, department chairs, administrators, and others who influence teachers) know, this is no small task. Identifying teacher leadership, engaging in capacity-building efforts, and creating conditions for enduring excellence is possible, however. With proven research, direct strategies, and useful tools, this engaging and interactive session will provide the motivation and the means to nurture and support teacher leadership throughout a system.

3:00–5:00 pm

Early Symposium Registration

Symposium

Monday, February 22, 2016

7:00–8:00 am Registration & Continental Breakfast

8:00–9:00 am Welcome & Keynote Speaker Ellen Moir

Learn Together. Dream Together.

Ellen Moir is Founder and Chief Executive Officer of New Teacher Center (NTC), a national organization dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders. Ellen is recognized as a passionate advocate for our nation's newest teachers and for the students they teach. 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 has been named as a recipient of the 2015 Mary Utne O'Brien Awards for Excellence in Expanding the Evidence-based Practice of Social and Emotional Learning, the 2015 California Association for Supervision and Curriculum Development (CASCD) Outstanding Instructional Leader award, the 2014 Brock International Prize in Education Laureate, and she also became a Pahrara-Aspen Education Fellow in 2013, and an Ashoka Fellow in 2011.



Track A ▶ 9:20–10:50 am

1A Instructional Coaching as a Vehicle for Transforming Professional Culture

Laura Baker, *Regional Program Director, South*, **Jennifer Bloom**, *Director, Program Engagement, San Francisco Bay Area*, and **Rhonda Dubin**, *Regional Program Director, Midwest*, *New Teacher Center*

Instructional coaching has the power to impact teacher practice and to transform school systems. In this session, participants will examine how instructional coaches can influence a system, guided by New Teacher Center's Instructional Coaching standards. Participants will explore how the standards can be used as a tool for self-assessment and continuous improvement, as well as how program leaders can use them to shape clear roles and responsibilities for their instructional coaches. Participants will consider how to apply this understanding to the work taking place in their district to support continuous improvement for all teachers.

Mentoring & Coaching

2A The Excellent Educators for All Initiative: Connecting State Priorities with Practical Induction and Mentoring Strategies

Ellen Sherratt, Ph.D., *Senior Researcher, American Institutes for Research* and **Dalia Zabala**, *Senior Technical Assistance Consultant, American Institutes for Research*

In the summer of 2015, each state submitted a State Plan to Ensure Equitable Access to Excellent Educators to the U.S. Department of Education, with the goal of ensuring that poor and minority students have equitable access to great teaching and leading. This session explores how induction and mentoring are presented as equity strategies within states' plans. Teacher leaders will gain a national perspective to inform their own efforts to strengthen local programs and contribute to policy dialogue in their own states.

Equity & Access

3A FEATURED SPEAKER
LAINIE ROWELL

Lainie Rowell is an independent professional developer and consultant who works closely with educators to find innovative ways to improve teaching and learning. Lainie served as Program Coordinator for Leading Edge Certification, a national certification program in educational technology and curriculum innovation created by an alliance of nonprofits, universities, and educational agencies. She led the creation and curation of four certifications: Online and Blended Teacher, Administrator, Digital Educator, and Professional Learning Leader. Lainie is an Apple Distinguished Educator and a Google for Education Certified Trainer and Innovator.



Learn Like a Kid
In a connected world, learners can collaborate, interact with experts, perform research, and produce creative works. Participants will explore tools and strategies to create learning experiences that are personalized, flexible, and authentic. Bring a device (laptop, tablet, or phone) to fully engage in this interactive session.

(Provided in the Field)

4A
Leading to Excellence in Pre-Kindergarten

Sherry Cleary, Executive Director, New York Early Childhood Professional Development Institute at the City University of New York; **M. A. Lucas**, Executive Director, Early Care and Education Consortium

Expansion of Pre-Kindergarten (Pre-K) programs throughout the country is significant, and perhaps nowhere on a scale as large as in New York City. School leaders are pivotal in ensuring that high-quality Pre-K classrooms are well integrated into schools/programs. Participants will engage in deep consideration of what it means to lead a Pre-K initiative as an instructional leader, while engaging coaches as needed. This session also looks at serving families and including ALL children.

Learning by Design

5A
Raising Student Achievement Using Growth Mindset Research and Practices

Jacque Beaubien, Senior Program Manager, Stanford, Project for Education Research That Scales (PERTS); **Emily Davis**, Ph.D., Program Director, Santa Cruz/Silicon Valley New Teacher Project, New Teacher Center, and **Julie Norton**, Director, Social and Emotional Learning, New Teacher Center

New Teacher Center and Stanford's PERTS lab have partnered to help mentors, school leaders, and students develop the mindsets necessary to engage fully and fearlessly in learning. Research shows that students are more motivated and resilient if they understand that they can grow their abilities by working hard, trying new strategies, and seeking help when they're stuck. Students who don't understand these things don't try as hard and give up quickly. This workshop will provide participants both an experiential and academic understanding of growth mindset as well as opportunities to explore evidence-based strategies for promoting growth mindsets.

Start & Grow: Building Growth Mindset in the Classroom

6A
Creating a Mentoring Culture: Presence Based Teaching, Leading, Learning, and Living

Lisa Lucas, Ph.D., Associate Professor, West Chester University of Pennsylvania

This session is designed to help new teachers, mentors, coaches and administrators reduce stress by promoting self-care and an inner awareness. Present educators = present students. Cutting edge research in neuroscience confirms that self-regulation helps cultivate the presence necessary to maintain a calm, focused mind. This provides the space for optimal teaching, leading, and learning and enhances the regulation of attention, emotion, empathy, and immune function. Participants will experience simple approaches to nurture presence, and positive relationships by practicing how to respond rather than react to challenging situations.

Uninterrupted Learning

7A
Becoming the School District Where New Teachers Want to Work

Chad Carpenter, Executive Director of Human Resources and **Jeanne Cameron**, Teacher Specialist (New Teachers), Ogden School District (Utah)

How can you transform a failing school district, where new teachers are rushing out the door, into a district where new teachers are choosing to not only work but stay? This session takes participants through one school district's journey from a last resort option for employment to an exciting and supportive place for new teachers to begin—and build—their teaching careers. Participants will learn how to create innovative, effective, and sustainable mentoring programs, communication plans, and leadership pipelines.

Uninterrupted Learning

8A
Using the Five Components of Differentiated Instruction to be More Inclusive of Second Language Learners in Common Core Lessons

Tomasita Villarreal-Carman, Ed.D., Senior Program Consultant; **Dawn Paresa, Ph.D.**, Program Consultant, and **Rewa Chisholm, Ph.D.**, Associate Program Consultant, New Teacher Center

Common Core-aligned lessons offer exciting opportunities to go deeper into areas of interest for both teachers and students, but how do we make sure that instruction is inclusive of second language learners? In this session participants will explore ways to differentiate Common Core State Standard-aligned lessons using the five components of Differentiated Instruction (DI) explicitly for second language learners. Participants will have a chance to design and share differentiated Common Core-aligned lessons for feedback and discussion.

Uninterrupted Learning

9A

School Administrator's Role in Effective Teacher Induction and Mentoring Programs**Benjamin Kutsyuruba, Ph.D.**, *Associate Professor, Queen's University, Ontario, Canada*

Research shows that school administrators' engagement is critical for teacher induction and mentoring programs. This session details the mixed methods research study on school administrators' engagement in four (2 statewide and 2 districtwide) New Teacher Center-coordinated induction programs in the U.S. The study examined mandates, duties, and responsibilities and perceived influences of school administrators' engagement on the effectiveness of teacher induction and mentoring programs. Participants will be asked to consider the implications of this study for policy and practice and to critically review the research findings as they relate to their own programs and contexts.

Leadership & Management

10A

Developing Special Education Practice Through Effective Coaching**Elizabeth Blevins and Meghann Cazale**, *Regional Directors of Special Education, Aspire Public Schools*

Research clearly shows that skilled teachers have a significant impact on student learning. Teacher coaching and effectiveness models, however, have typically focused on the general education teacher. Aspire Public Schools has expanded its professional development and coaching model to include the special educator in new teacher induction and coaching, communities of practice, and a teacher effectiveness rubric. This session shares tools to increase professional learning opportunities and develop coaching relationships to improve special education practice. Participants will learn best practices in coaching and developing special education teachers through clear teaching expectations and strategic supports, including how to give constructive and timely feedback, using data to reflect on student progress, and a framework for professional learning communities that fosters peer mentoring and coaching as well as teacher leadership opportunities.

*Mentoring & Coaching***Track B ▶ 11:10 am–12:40 pm**

11B

Making the Invisible Visible: Using Video Cases for Professional Learning**Christina Carlson**, *Instructional Specialist, Yakima School District* and **Andrea Hajek**, *Director of Educator Engagement, National Board for Professional Teaching Standards*

In this session teachers will receive access to ATLAS, an online case library of National Board Certified Teachers' videos of classroom practice combined with their written analysis of the instruction and student work. Participants will develop a plan for how they could use video resources as the basis for collaborative professional learning in their own schools and networks. Session facilitators will draw upon their own experiences with video cases, sharing the lessons they've learned using both the videos and teacher reflections in ATLAS to make unobservable aspects of classroom practice visible.

Instruction in the Field

12B

Coaching for Effective Early Learning Teaching Practice: Setting the Stage for College and Career Readiness**Lisa Mount**, *Senior Director, Product Development* and **Jenna Wachtel**, *Program Director, Early Learning, New Teacher Center*

While there are no widely-adopted standards for 3- and 4-year-olds, much evidence suggests that high-quality Early Learning classrooms develop the foundations of College and Career Readiness skills. During this session, participants will explore the connection between Early Learning and College and Career Readiness standards, refine observation skills through the use of classroom video, and gain a deeper understanding of opportunities that come from aligning effective teacher support in the Early Learning and the K-12 space.

College & Career Readiness (Early Learning)

13B

Two Deep Breaths—Working with Teachers to Assess Impact**Jennifer Abrams**, *Consultant, Jennifer Abrams Consulting*

It is critical for teachers to assess how their students are progressing and that ongoing evaluation of their own practice is essential for growth. Yet, some teachers are fearful of looking at student evidence or their own practice, especially with a mentor or in a group setting. How will they be perceived? What will the evidence say about them? This workshop will look both at building a mentor's resourcefulness in delivering effective feedback and at building teachers' ability to become comfortable with receiving feedback.

Mentoring & Coaching

14B

Equity-Access by Alaska Statewide Mentoring Through Culturally Responsive Instruction**Marie Angaiak**, *Mentor, Fairbanks North Star Borough School District*; **Sperry Ash**, *Native Alaskan Educator, Language Arts Consultant*; **Carol Jerue**, *Mentor, Department of Education, Juneau, Alaska*; **Janice Littlebear**, *Lead Mentor-Curriculum Developer, University of Alaska, Alaska Statewide Mentor Project*

Global Equity and Social Justice require citizens who can successfully communicate, negotiate understandings, and respect one another's cultural backgrounds. This session examines the various definitions of Culturally Responsive Instruction (CRI), along with cultural preferences for learning. A previously-mentored early career Native Alaskan teacher will model a CRI lesson in the Alaska context and the group will explore how CRI can be utilized and translated into mentoring practice.

Equity & Access

15B

Celebrating and Developing Teacher Leaders: Florida Teacher LEAD Network

Bonita Hampton, Senior Program Director, Recognition and Recruitment Programs, Florida Department of Education;
Maria Reitano, Associate Program Director and **Mike Russo**, Senior Program Director, New Teacher Center

How can we encourage teacher leaders to share their classroom expertise across their school sites? The Florida Teacher LEAD Network provides an opportunity for Teachers of the Year to develop their leadership skills in order to support improved teaching and learning at their schools. The Florida Department of Education honors outstanding teachers and provides an opportunity for them to develop as leaders through capacity-building professional development. Participants will explore the components, strategies, and impact of this innovative model of teacher leadership through video and group activities.

Learn More About Us

16B

Using Data of Practice for Mentor Growth and Program Improvements

Ali Picucci, Senior Director, Analytics and Analyses and
Emily Thomson, Program Consultant, New Teacher Center

Mentors are the heart of an induction program. In-field coaching and mentor forums that are based on data of practice are powerful tools for developing mentor practice. This session will provide program leaders and lead mentors with coaching strategies and tools to help them develop mentor practice and program improvements. Participants will get support in using program data to make decisions and explore a model and resources to ensure mentor professional learning and in-field coaching interactions are data-driven and strategic. After the session participants will be able to analyze data to make decisions about mentor professional learning and individual coaching needs, as well as use a model & additional resources to support program leaders and lead mentors in having data-driven, strategic coaching interactions with the mentors they serve.

Learn More About Us

17B FEATURED SPEAKER

PETE HALL

Pete Hall is a former award-winning principal and author of six books, including *Teach, Reflect, Learn* (ASCD, 2015), a guide for teachers' self-directed capacity-building efforts. As an independent consultant, he provides engaging and impactful professional development experiences to educators worldwide. For more information about Pete, visit the website www.EducationHall.com and follow him on Twitter: @EducationHall.



More Reflective = More Effective

As it turns out, the key to success is contained within: The way people think impacts the way they operate. Learn the strategies that lead to deeper, more accurate, and more frequent self-reflective behaviors, which lead to more effective instructional practice. With a handy self-assessment and individualized tasks and tools, this upbeat, introspective session will guide educators toward this reality: The more reflective people are, the more effective they are.

Learn More About Us

18B

Belonging and Becoming: How Social and Emotional Learning (SEL) Supports Academic Mindsets in Adolescence

Kathleen Cushman, Author & Researcher, *What Kids Can Do*

Research into adolescent learning has made clear that schools can greatly affect whether youth develop the competencies and characteristics most strongly associated with adult success. This session highlights how school leaders intentionally create settings where students' social and emotional experiences and interactions fortify academic mindsets, skills, and strategies, and also support self-efficacy and agency. Participants will consider how six key elements, as documented in five very diverse and successful U.S. high schools, might translate as promising structures, practices, and professional development in their own school contexts.

Learn More About Us

19B

What is the Value of Evaluation?

Mary Ellen Dello Stritto, Ph.D. and **Christina Reagle, Ph.D.**, *Evaluators, The Research Institute*; **Tanya Frisendahl**, *Education Specialist, Oregon Department of Education*

Evaluation is critical to an induction program's fidelity, improvement and sustainability. How does evaluation assist the Oregon Mentoring Program with these three foundational components in order to meet the program goals? By demonstrating increases in student learning and growth, improvement in instructional practices, and retention of effective teachers and administrators, mentoring programs are viewed as a value-added educational approach that builds capacity toward a culture of leadership, professionalism, continuous improvement, and excellence for beginning teachers and administrators.

Presentations: Development & Sustainability

20B

Acceleration Through Alignment: Supporting Pre-service Interns Through University, District, and New Teacher Center (NTC) Partnerships


Chris Colwell, Ed.D., *Assistant Professor and Chair of Education and Mercedes Tichenor, Ph.D.*, *Professor of Education, Stetson University*; **Barbara Head**, *Executive Director, K-12 Curriculum, Volusia County Schools*; **Lori McNulty Pope** and **Sharon Moffitt**, *Program Consultants, New Teacher Center*; **Lawana Postell-Walden, M.S.Ed.**, *Coordinator, Teacher Education Institute and Instructor, Bethune-Cookman University*; **Linda Whitehead**, *Grant Facilitator, Broward County Public Schools*

More than 60% of pre-service interns from local universities are hired as first year teachers in Volusia County Public Schools (VPS). Knowing how impactful mentoring is to first year teachers in the district, VPS wanted to expand its program to support pre-service teachers as well as the University Supervisors and Cooperating Teachers who support them. This session will concentrate on the decision points, collaboration and communication between the universities, school districts and NTC as each partner has worked to align its systems in order to accelerate pre-service teacher practice from internship through the first year of teaching.

Presentations: The Field

1:00-2:30 pm Lunch & Keynote Speaker **Marc Brackett, Ph.D.**

Creating Emotionally Intelligent Schools: From Theory to Practice



Dr. Marc Brackett is Director of the Yale Center for Emotional Intelligence. He is also a senior research scientist in psychology and faculty fellow in the Edward Zigler Center in Child Development and Social Policy at Yale University. He co-created RULER and has developed two university courses on emotional intelligence. His grant-funded research focuses on the role of emotional intelligence in learning, decision making, relationship quality, and mental health, as well as the measurement of emotional intelligence, and the influences of emotional intelligence training on student and educator effectiveness, bullying prevention, and school climate. Marc is also working with Facebook on a large-scale research project designed to both prevent and decrease online bullying.

Track C ▶ 2:50-4:20 pm

21c

Funding for Sustainability—Leveraging Private and Public Funds

Sid Klein, *Director of Development*, **Chiara Garonzik**, *Counsel and Strategic Advisor*, and **Sarah Slavin**, *Director, New Teacher Center, Chicago*

Identifying, securing and sustaining private and public funds is critical to maintaining and expanding program quality and impact. However, many districts and teacher induction and coaching programs struggle to plan for and implement strategies leading to diversified and sustainable funding solutions. This session offers an overview of private and public pathways to sustainable funding, providing attendees with strategies to effectively pitch their programs to funders and build long-term funder relationships. New Teacher Center resources will be highlighted that support participants and their teams to elevate their fundraising effectiveness.

Presentations: Development & Sustainability

22c

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

Rick Smith, *Education Consultant, Conscious Teaching* and **Gail McGee**, *Director of Mentoring and Induction, Houston Independent School District*

New teachers and mentors at Houston Independent School District are benefiting from a comprehensive focus on making classroom management skills visible and doable. Presenters will share what's working in the district model and give participants dozens of easy-to-implement strategies and tools that mentors can share with new teachers. These include innovative nonverbal ways to reinforce classroom procedures, anchors to help teachers maintain consistency, how to use this model in other districts, and more.

Presentations: The Field

23c

What's Trust got to do with it? Relationship, Learning, and Shared Leadership

Kelly Camak, *School Development Coach, New Tech Network*; **Terry Chadsey**, *Executive Director, Center for Courage & Renewal*

Trust is the "connective tissue" that holds improving schools together (Bryk and Schneider). This session will examine the critical roles of leaders, mentors, coaches, and teachers in the cycle of trust and learning that impacts student and school success. Through trust and leadership research, protocols, and discourse, participants will explore four key components: respect, competence, personal regard, and integrity. Participating teachers, mentors, and school leaders will set an intention for their role in trustworthy leadership and renew their commitment to transform education and build their own leadership capacity.

Leadership Skills Development

24c

Now THAT'S a Good Question! Questioning for Cognitive Rigor

Erik Francis, *ASCD Author/Educational Consultant, Maverick Education*; **Monica Milinovich**, *Educational Consultant, Professional Educational Consulting*

What is a good question—or rather, how does a good question prompt and encourage students to think deeply and demonstrate the depth and extent of their learning? Learn how to develop good questions that meet the cognitive rigor of College and Career Ready Standards by challenging and engaging students to engage in higher-level thinking and communicate depth of knowledge.

College & Career Readiness Skills Standards

25c FEATURED SPEAKERS

DR. MARC BRACKETT & WENDY BARON, M.A.

Dr. Marc Brackett is Director of the Yale Center for Emotional Intelligence. He is also a senior research scientist in psychology and faculty fellow in the Edward Zigler Center in Child Development and Social Policy at Yale University. He co-created RULER and has developed two university courses on emotional intelligence. His grant-funded research focuses on the role of emotional intelligence in learning, decision making, relationship quality, and mental health, as well as the measurement of emotional intelligence, and the influences of emotional intelligence training on student and educator effectiveness, bullying prevention, and school climate. Marc is also working with Facebook on a large-scale research project designed to both prevent and decrease online bullying.



Wendy Baron is a leader in the field of new teacher, principal, and mentor development and is a co-founder of New Teacher Center and the Santa Cruz/Silicon Valley New Teacher Project. Wendy has overseen the design, development, and refinement of New Teacher Center's products and services. She began her career as a classroom teacher, taught aspiring teachers at the university level, and has mentored new and experienced teachers for over 20 years. She is co-developer of numerous New Teacher Center trainings, videos, books and articles on induction, mentoring, teacher assessment, teacher development, and leadership. Wendy has an Administrative Services credential, is a certified Organizational Relationships and Systems Coach, and a Chopra Center certified Yoga and Meditation Instructor.



Pause, Breathe, Take a Meta-Moment!

Hurtful comments often leave people feeling bad about themselves and their relationships, rarely helping to resolve issues. However when a person effectively manages their emotions, they can better make sound decisions. The Meta-Moment, developed by researchers at the Yale Center for Emotional Intelligence, is a unique process for extending and effectively managing the space between an emotional trigger and response. The importance of Meta-Moments, including their impact on our students' lives, is profound! In this session, participants will explore the research on anger, stress, and other emotions and their impact on the brain and body; expand participants' capacity to respond vs. react to emotions by using the Meta-Moment; and develop a personal toolkit of effective strategies to cultivate self-awareness, self-regulation, and conscious communication.

Emotional Intelligence Development & Difficulties

26c

Interested or Committed? How We Can Make Our Schools More Equitable

Amy Treadwell, Program Director, **Anne Watkins**, Senior Director, and **Clarissa Williams**, Program Consultant, New Teacher Center

Why do educators often overlook or look away from inequities in schools? In this session, participants will gain a deeper awareness of the stubborn systemic inequities that leave so many students behind. Participants will identify specific inequities in their contexts through the lenses of Content (What we teach), Pedagogy (How we teach), and Climate (School and classroom culture) and explore resources and strategies to right them. Participants will plan specific steps to disrupt inequity and make their school a place where all students can thrive.

Equity & Access

27c

Coaching and Mentoring in a Video World

Marc Dembowski, Program Consultant, Educational Technology and **Victoria Hom**, Senior Program Analyst, New Teacher Center; **James Jackson**, Manager, Business Development and **Courtney Williams**, CEO and Co-founder, *Tarsh, Inc.*

Research shows that video can be a powerful tool to support educator professional development. Video can provide hard evidence of the classroom environment and teaching practice to support teacher self-reflection, coaching, and feedback conversations. Despite the many advantages of video, schools are only beginning to reap the full benefits of the newest video technology. This session explores how schools and organizations, including New Teacher Center, use current video technology to support their professional development strategies to drive student achievement. Participants will explore possibilities for using video for coaching and mentoring, current best practices in the field, and how to overcome the challenges associated with this innovative technology.

Empowering the Educator

28c

Coaching for Higher Standards in Mathematics Classrooms

Kevin Drinkard, Senior Program Consultant, **Lybroan James**, Regional Program Consultant, West, and **Ellen Greig**, Senior Director, Products and Curriculum, New Teacher Center

Teachers and students are being asked to rise to expectations that have been heightened by College and Career Readiness Standards. Understanding the implications of these rigorous expectations on instruction is essential in order to support teachers and students to reach success. This session examines the College and Career Readiness Standards for Mathematics through the lens of the Standards of Mathematical Practice in order to consider the impact of these standards on classroom instruction. Teachers, mentors, and school leaders will leave this session with a deeper understanding of these higher standards and how to support the successful integration of them into classroom instruction.

College & Career Readiness State Standards

29c

Creating Opportunities for Quality Mentoring

Muhamad Salahuddin Ibrahim, Lead Teacher, Ministry of Education, Singapore

Effective mentoring needs to involve a whole school approach with specific structures that drive specific behaviors and bring about a desired culture. This workshop will share how Serangoon Junior College does this via its various initiatives such as the Quality of Teaching Survey, Snapshot of Student Learning, and Mentor/Beginning Teacher Support and Learning Programs. Participants will gain insights into the successful approaches and strategies used in this program so that they can ultimately be adapted and aligned for use in participants' own educational/school contexts.

Supporting & Sustaining

30c

Teacher Leadership Initiative: Transforming the Teaching and Learning Process

Linda Davin and **Adriane Dorrington, Ph.D.**, Senior Policy Analysts, National Education Association

The Teacher Leadership Initiative (TLI) supports emerging teacher leaders in developing their leadership expertise in the context of the current education environment. This unique partnership among the Center for Teaching Quality, the National Board for Professional Teaching Standards, and the National Education Association offers professional learning that grows the knowledge, skills, and expertise of teacher leaders. Participants will explore TLI's blended learning approach that addresses union leadership, instructional leadership, and policy leadership, as well as the Teacher Leadership Competencies which provide the structure for the Teacher Leadership Initiative. TLI's theory of action combines these three leadership pathways to position teachers to lead a transformed teaching profession and improve outcomes for all students.

Empowering the Educator



Symposium

Tuesday, February 23, 2016

7:00–8:00 am Registration & Continental Breakfast

8:00–9:00 am General Session & Keynote Speaker Christopher Emdin, Ph.D.

Teaching, Learning, and Becoming: Innervisions in the Key of Life

Dr. Christopher Emdin is an Associate Professor in the Department of Mathematics, Science, and Technology at Teachers College, Columbia University. He also serves as Director of Science Education at the Center for Health Equity and Urban Science Education. Additionally, he is the Associate Director of the Institute for Urban and Minority Education. Christopher is an alumni fellow at the Hutchins Center at Harvard University. He has also recently been named Minorities in Energy Ambassador for the U.S. Department of Energy and the STEM Ambassador for the U.S. Department of State. Christopher is a social critic, public intellectual, and science advocate whose commentary on issues of race, culture, inequality, and education have appeared in dozens of influential periodicals including the *New York Times*, *Wall Street Journal*, and *Washington Post*. He is the creator of the #HipHopEd social media movement, and writes the provocative series on a number of contemporary social issues for the *Huffington Post*. He is also author of the award winning book, *Urban Science Education for the Hip-hop Generation*.



Track D ▶ 9:20–10:50 am

31D FEATURED SPEAKER DR. CHRISTOPHER EMDIN

See keynote bio above

Teaching and Learning from the Student's Standpoint: The 7 C's of Reality Pedagogy

In an age where terms like "multiculturalism" and "cultural relevance" have been littered across the educational landscape, teachers and administrators still have a challenging time implementing instructional approaches/tools that serve the needs of an increasingly diverse student population. In this featured speaker session, Dr. Emdin explores the current educational buzzwords, bridges the divide between theory and practice, and provides tangible tools for educators to improve their practice through an approach to teaching and learning that he calls "Reality Pedagogy."

Leadership Development

32D

English Learning Development and College and Career Readiness

Erik Francis, ASCD Author/Educational Consultant, *Maverick Education*; **Monica Milinovich**, Educational Consultant, *Professional Educational Consulting*

English Language Programs have an added layer of complexity when incorporating the College and Career Ready Standards. It is crucial to identify the best methodologies to continue to support second language learning while meeting the rigor of these standards. This session will enable schools and districts to outline steps to break down the College and Career Readiness Standards, align them to State English Learner (EL) Standards, and go even deeper for quarterly pacing guides, lesson planning and assessment, with the goal of higher levels of achievement for EL students in both academics and language. Participants will work collaboratively during this session to understand the process and its impact on instructional alignment.

College & Career Readiness State Standards

33D**The Power of One—Using Leadership to Empower Others**

Sylvia Ellison, *Writing Coach and Department Head, Spoto High School*; **Stephanie Schwindt**, *Assistant Principal of Student Affairs, Gaither High School, Hillsborough County Public Schools*

For an organization to be successful, leadership is required; positive leadership empowers change and transformational leadership moves mountains. How can effective leaders use their skills to empower others? This session will challenge, energize, and transform participants' leadership based on the power of one word. Through this session, participants will rediscover, analyze, and discuss ideas to shift mindsets and transform concepts of leadership on any campus. Participants will reflect on their current style as a foundation for future success in empowering others to be positive instructional leaders.

Leadership Development

34D**Perspective Taking in Challenging Times**

Wendy Baron, M.A., *Chief Officer, Social and Emotional Learning, New Teacher Center*; **Steve Becton**, *Associate Program Director for Urban Education, Facing History and Ourselves*

This joint session by Facing History and New Teacher Center will support coaches and school leaders in surfacing and facilitating difficult conversations among teachers and with students related to race, gender, emotions, abilities, and equity, in an era of rigorous standards, high stakes testing, and challenging conditions. In this workshop, participants will explore and learn ways to create a safe space for all perspectives and experiences, and develop critical skills of facilitating authentic, real, and sometimes hard conversations.

Social & Emotional Learning/Learning Differences

35D**Harnessing the Power of Digital Tools to Enrich Professional Learning**

Tonya Almeida, *Administrator, Center for Teacher Innovation*, **Dennis Large**, *Director, Educational Technology*, and **Angel Van Horn**, *Administrator, Center for Teacher Innovation, Riverside County Office of Education*

Looking for strategies to lead digitally-connected professional learning for new teachers and mentors? This session will guide you through the process of designing, facilitating, and coaching technology-infused professional learning. In this hands-on workshop, participants will interact with the best digital tools for curating professional learning resources, engage in game-based formative assessments in an adult learning context, and explore methods of virtual coaching to support implementation beyond a single professional learning session. Leave with fresh ideas to innovate and optimize professional learning for new teachers and mentors!

Innovation in the Field

36D**New Teacher Center's (NTC) Program Quality Review Tool: Tracking Program Progress and Improvement**

Ali Picucci, *Senior Director, Analytics and Analysis and Clarissa Williams and Shelly Winterberg*, *Program Consultants, New Teacher Center*

In order to gain the maximum benefit from teacher induction programs, leaders must implement high quality programs. Yet the extent to which a program's recommended design is followed—and its alignment to the resulting outcomes—are not always closely examined. In this session, NTC will share a system currently being piloted to track progress towards the implementation of high-leverage induction program practices. Participants will assess their programs using the tool, learn about associated resources, and consider applications to their programs.

Programmatic Development & Sustainability

37D**Understood.org: Resources to Support Students with Learning and Attention Issues**

Robert Cunningham, *Learning and Attention Issues, Poses Family Foundation*

Understood.org is a Webby-winning free online resource for parents and educators of the 15 million children aged 3-20 in the U.S. who have learning and attention issues, such as dyslexia and Attention Deficit Hyperactivity Disorder (ADHD). This session explores how educators can use Understood as a tool for supporting their teaching practice and enhancing parent engagement. Participants will discover strategies and practical tips on Understood.org for supporting students who struggle with issues such as reading, math, writing, focus, and organization.

Social & Emotional Learning/Learning Differences

38D**Supporting Reluctant Teachers: Addressing Their Needs to Move Forward**

Ann Craig, *Teacher Leadership Consultant, Mississippi Bend Area Education Agency*

In the process of learning and reflecting on teaching practices, change can be hard. Sometimes, engaging in professional reflection is met with reluctance in adults. This session will explore some of the reasons why adults are reluctant and introduce strategies to help break through that mindset. Participants will collaboratively analyze a complex coaching relationship and create action steps for overcoming it.

Mentoring & Coaching

39D

Building Culturally Responsive Pedagogy into Academic Culture

Paul Faber, *Director of Diversity Programs and Initiatives, Missouri Baptist University*; **Diane Gillaspie**, *Director of Curriculum and Instruction, Marshall Public Schools*

The U.S. has the most diverse learners of any country in the world, yet we lack diversity standards to measure effective teaching. In this session, we introduce a strategic framework for addressing diversity and culture in the learning environment. We ask: What is in one's cultural bag and how does it impact learning? Attendees will deepen their understanding of what contributes to culturally responsive pedagogy and discuss how to develop an induction program that values diversity practices, assessment, and feedback.

[View program details](#)

40D

Creating Coherence within Diversity: Designing Responsive Mentorship in British Columbia

Alison Davies, *Coordinator, New Teacher Mentoring Project, Teachers' Federation of British Columbia*; **Devon Stokes-Bennett**, *Technology Coordinator, New Teacher Mentoring Project, University of British Columbia*; **Nancy Hinds**, *Educational Leadership Consultant, New Teacher Mentorship Project*

Dominated by mountain ranges and diverse landscapes, British Columbia (BC) contains 60 different school districts across 365,000 square miles. The New Teacher Mentoring Project is a government-funded initiative in its 4th year of implementation to develop a more cohesive, research-based, and sustainable system of support for BC teachers new to the profession. This session will describe the partnership formed between the British Columbia Teachers' Federation, the University of British Columbia, and The British Columbia Superintendents' Association, and the successes and tensions of designing quality mentoring programs within such diverse urban and rural contexts. Through specific examples, videos, and research, this workshop explores three key themes: 1. how a sense of "place" and culture influences the ways and means new teachers move into communities of practice, 2. the importance of creating cross-role partnerships to grow system sustainability, and 3. integrating technology to build capacity for distributed leadership.

[View program details](#)

Track E ▶ 11:10 am–12:40 pm

41E

Social and Emotional Learning (SEL) Connected to Professional Growth: Tennessee SEL Toolkit

Nicholas Yoder, Ph.D., *TA Consultant, American Institutes for Research*

Explore professional learning opportunities for teachers to embed SEL in their daily instruction. This session will review a toolkit developed by the Tennessee Department of Education and the Center on Great Teachers and Leaders that provides tools, resources, and strategies (e.g., example practices, documents, videos, and discussion guides). This toolkit offers strategies to embed professional learning opportunities through the Tennessee evaluation system.

[View program details](#)

42E

Developing Teachers Through Effective Feedback

Phil Carr, **Laurie Fracolli**, and **Sharon Moffitt**, *Program Consultants, New Teacher Center*

One of the most important roles of administrators is also one of the most challenging: providing feedback to new teachers. In this session, participants will be introduced to the Content/Context-Strategies-Impact frame of feedback and coaching stances that help support the development of new teachers. Participants will discuss "quick visits" as a formative feedback strategy for their induction programs, and practice the observation/feedback cycle. The session will include opportunities for participants to share ideas and strategies with other participants from across the country as well as time to consider their own context and support of new teachers.

[View program details](#)

43E**Mentoring in Science and Mathematics Teaching—Leveraging Technology Across Australia**

Mike Gaffney, Ph.D., Professor and **Janet Smith, Ph.D.**, Associate Professor, University of Canberra; **Alyson Mike, Ph.D.**, Vice President, Educational Technology, New Teacher Center

This session will outline the design and impact of a hybrid innovative mentoring program for Australian early-career science and mathematics teachers. The University of Canberra is partnering with New Teacher Center to deliver high quality mentoring and subject content/pedagogy incorporating intensive face-to-face and online modes of delivery for teachers in dispersed locations across metropolitan, regional, and remote areas of Australia. Evaluations show that the program is highly effective in supporting and improving teachers' confidence, skills, and efficacy. Participants will gain understandings about the innovative mentoring and professional development processes, and supporting technologies involved in this project.

Innovation in the Field

44E**Added Spark: How Museums Support Professional Development of New Science Teachers**

Benjamin Lavender, Senior Manager of Teacher Professional Development, California Academy of Sciences; **Cristina Trowbridge**, Senior Manager of Professional Development, American Museum of Natural History

Museums have the potential to enhance the practice of beginning science teachers through approaches that draw on the unique strengths of informal learning institutions. Participants will engage in activities that illuminate how three informal learning institutions are leveraging exhibits, the work of scientists, and museum-based mentoring to support the development of new science teachers. This session will highlight how three museums (American Museum of Natural History, California Academy of Sciences, and the Exploratorium) are helping science teachers strengthen content knowledge, refine pedagogical skills, and develop a positive science teacher identity.

Programmatic Development & Sustainability

45E**Self-Advocacy: Learners Who Know Themselves Grow Themselves**

Millissa McClaire Gary, Induction Program Lead, **Sharon Grady**, Director of Learning Differences and **Kyle Miller**, Instructional Designer, New Teacher Center

This session will investigate the impact of learners knowing themselves across multiple dimensions to support understanding and advocacy of unique learning profiles. Research supports that an awareness of one's learning profile and social and emotional needs leads to increased effectiveness in achieving goals and positive well-being. Participants will create an advocacy plan for learners in their context.

Social & Emotional Learning/Learning Differences

46E**The Teacher Leadership Collaborative**

Lucy Edwards, Director of Continuous Improvement, Napa County Office of Education; **Amye Scott**, Program Coordinator/District Language and Literacy Specialist, Napa Valley Unified School District

How do we engage teacher leaders in developing 21st century skills and collaborative cultures to transform our schools? The Teacher Leadership Collaborative (TTLIC) strives to increase the knowledge and skill sets of our present and future teacher leaders so they can confidently build, hone, and move their school teams forward. In this engaging session, participants will explore structures for effective and efficient group facilitation and collaborative inquiry. Participants will also explore tools for building relationships and focusing conversations to increase the efficacy of their school teams and improve student learning.

Leadership Development

47E**The Lasting Impact of New Teacher Center (NTC) Mentoring on Teacher Dispositions and Practices—Learning from our Alumni**

Julie Almquist, Senior Director, **Susan Hanson**, Senior Researcher, and **Laura Hernandez-Flores**, Regional Program Director, West, New Teacher Center

What is the lasting impact of mentoring on teachers? Participants will examine research that explores what distinguishes a teacher inducted into the profession under NTC's guidance. This workshop will discuss what NTC new teacher alumni say are the habits of mind and skills that they learned from this mentoring system and partnership that have become the foundation and essence of their practice and teaching career, and how it aligns with the vision of teacher excellence and talent development in other districts. Participants will consider how to sustain and expand the practices and dispositions instrumental to developing highly qualified teachers.

Mentoring & Coaching

48E**Teacher as Changemaker: Building Teacher Leaders from Day 1**

Jane Dimyan-Ehrenfeld, Director of Teaching and Learning and **Jessica Hiltabidel**, Manager, Teaching and Learning, Center for Inspired Teaching

Teachers assume a leadership role the moment they step into their first classroom, and regardless of whether they leave the classroom. But how can we leverage their individual determination and commitment to their students and help them begin to think more globally, to see themselves as change-makers? With focused support and the right tools, we can broaden beginning teachers' perspective, enabling them to see themselves as advocates for their students and for their profession. In this session, participants will engage physically, mentally, and emotionally as they explore how teachers can—and must—contribute to and influence system-wide change from within the classroom. Participants will leave this session with an understanding of well-developed teacher leadership, and how—with support—teachers can take on leadership roles that allow them to share their talent and passion without having to give up the unique advantages of remaining in the classroom.

Leadership Development

**49E FEATURED SPEAKER
DR. DORINDA CARTER ANDREWS**

Dr. Dorinda Carter Andrews is an associate professor in the Department of Teacher Education at Michigan State University where she teaches courses on racial identity development, urban education, critical multiculturalism, and critical race theory. She is also a Core Faculty member in the African American and African Studies Program, and Co-Director of the Graduate Urban Education Certificate Program. Dr. Carter Andrews has a B.I.E. from Georgia Tech, a M.Ed. from Vanderbilt University, and an Ed.M. and Ed.D. from Harvard University. Her research is broadly focused on race and educational equity; Dr. Carter Andrews studies issues of educational equity in suburban and urban schools, Black student achievement, urban teacher preparation and identity development, and critical race praxis with K-12 educators. She is a former industrial engineer, high school math teacher, and kindergarten teacher.



The Consciousness Equitable Teaching Requires: Why Race Still Matters in the Classroom

In this session, Dr. Carter Andrews encourages educators to consider how cultural and racial biases influence teacher pedagogy and practice and student learning. She also challenges us to consider how gaps in critical consciousness and mindsets might prevent us from providing equitable schooling experiences for all students. A shifted focus on closing consciousness gaps can address the racial equity imperative in education that is embedded in the larger discourse about achievement gaps. Through reflective activities and interactive discussions, participants will explore how implicit biases about race and culture can lead well-intentioned educators to poor outcomes in classrooms.

Faculty of Access

50E

High Quality Instruction: The Intersection of Higher Standards and Social and Emotional Learning (SEL)

Anne Childers, Instructional Designer, **Ellen Greig**, Senior Director, Products and Curriculum, and **Cheryl Krehbiel**, Senior Director, Strategic Program Implementation, New Teacher Center

How do teachers create socially and emotionally responsive classrooms that empower students to be college, career, and community ready? This session will explore how to integrate social and emotional learning in the context of rigorous academic standards in the English Language Arts (ELA) classroom. A systems-wide approach is needed to foster school cultures based on respect, empathy, understanding, and collaboration that results in greater health and wellbeing of both students and educators. Teachers, mentors and school leaders will acquire strategies to meet the demands of teaching academic content as well as the varied cognitive, social, and emotional needs of their students.

College & Career Readiness State-Schools & Social & Emotional Learning Learning Director

1:00-2:30 pm Lunch & Keynote Speaker

Principal Linda Cliatt-Wayman

Make it a Reality Together

Principal Linda Cliatt-Wayman is a passionate educator with an unwavering belief in the potential of all children. She has dedicated her career and her life to helping poor students succeed in school and beyond. Linda spent two years as Assistant Superintendent of High Schools for the School District of Philadelphia, directly overseeing all of the district's 52 high schools. When the district merged two of Linda's former schools, FitzSimons and Rhodes, with another North Philadelphia high school, Strawberry Mansion, she stepped in to lead the merged school as principal. At Strawberry Mansion Linda and her team have proven what is possible for low-income children. Test scores have improved every year since Linda became principal, and Strawberry Mansion was removed from the federal Persistently Dangerous Schools list for the first time in five years. *TED Talks*, *ABC World News Tonight*, and *Nightline* have featured her leadership as a high school principal in North Philadelphia.



Track F ▶ 2:50–4:20 pm

51F New Teacher Center (NTC) Networking for Induction Program Leaders

Mimi Appel, *Regional Program Director, East*, **Jenny Morgan**, *Vice President, Product Development*, and **Kim Ortiz**, *Associate Program Consultant, New Teacher Center*

This session will provide an opportunity to network and examine artifacts of practice with induction program leaders from across the country. Participants will share a current artifact of practice, elicit feedback, and consider implications for future planning. This session is designed for experienced leaders who are currently running induction programs, and will deepen opportunities for dialogue with role-alike colleagues.

[View this event on the calendar & register here.](#)

52F The Listening Leader: Challenging Implicit Bias

Norma Martinez-Palmer, Ph.D., *Principal Coach/Consultant*; **Shane Safir**, *Founder, Principal, Safir and Associates*

Implicit bias is a key barrier to equity and access in classrooms across the country. New teacher coaches and mentors need language and strategies to effectively address the underlying beliefs that shape bias. In this hands-on session, participants will develop an understanding of implicit bias and how it manifests in the classroom, build will and skill to address implicit bias early in a teacher's career, and practice using coaching stems and questions to gently challenge and shift implicit bias. Participants will apply learning by preparing for a meaningful conversation with a teacher.

[Equity & Access](#)

53F Can Rigor and Developmentally Appropriate Practices Coexist in an Early Learning Classroom?

Nicole Nelson, *Program Consultant and Kristin Tripathy*, *Associate Program Consultant, New Teacher Center*

Developmentally Appropriate Practice (DAP) and rigor are not new terms in education. How do we keep the vitality of these long-standing terms alive and relevant in early learning literacy? In this workshop, participants will look at DAP and rigor side by side and identify different ways to balance these practices in Pre-Kindergarten-Kindergarten classrooms. What does it look like? What does it sound like? And what does it feel like to do this efficiently and effectively? Participants will leave this session with a deeper understanding of rigor and DAP, along with a variety of hands-on, rigorous, and developmentally appropriate strategies for their students.

[View this event on the calendar & register here.](#)

54F Collaborative Leadership: Lessons on Creating a Schoolwide Culture of Empathy

Thomas Duenwald, *Principal, Sammamish High School*; **Dan Sherman**, *Principal, St. Madeleine Sophie School*; **Allison Slade**, *Founder, Namaste Charter School*

What does a school culture of empathy and collaboration look like? How do school leaders collaborate with students, teachers, parents, and others to create a culture where all perspectives are heard and acted upon constructively? In this session, three school principals of Ashoka Changemaker Schools will share best practices, discussing how they use language, meetings, and activities to achieve this goal with all student age levels (elementary, middle, and high school). Participants will then dive into thinking about opportunities and challenges at their own schools, and have the opportunity to ask questions and share next steps.

[Leadership & Support](#)

55F Providing Holistic, Data-informed Mentoring and Coaching for Novice Teachers

George Ward III, *Directors, North Carolina STEM Teacher Education Program, North Carolina New Schools*

In providing teaching candidates at North Carolina (NC) New Schools meaningful feedback regarding their performance, traditional evaluation methods did not give beginning teachers a complete picture of how they were performing. NC New Schools began to develop metrics that included multiple measures to assess program participants with input from principals, mentor teachers, and students. This holistic picture of how the teaching candidate is performing helps align mentoring and coaching supports to efficiently and effectively support novice teachers.

[Assessment & Data](#)

56F Aligning to the Core: Implications for Effective Teaching Practices

Taiesha Durham and **Jen Stack**, *13 Induction Coaches, New Teacher Center*

How can coaches, program leaders, and school administrators support educators in understanding the demands of teaching Common Core State Standards using research-based best practices? This session will address the needs of students, teachers, coaches, and administrators as districts implement the new standards. Participants will examine implementation through the lens of effective teaching practices, and leave with a plan of action and resources to support coaches and/or teachers as they develop their practice to align with the common core.

[Common & Core Knowledge | Skills | Mathematics](#)

57F

Thinking Differently: Reframing Learning for a New Generation

David Flink, *Co-Founder and Chief Empowerment Officer, Eye to Eye*

What does it mean to be a "different thinker?" Where can people find the full potential of their community? How can educators make strides toward creating a world in which every learner is recognized? By sharing some of his own Learning Differences/Attention Deficit Hyperactivity Disorder (LD/ADHD) journeys, Mr. Flink will provide answers to these questions. In doing so, he'll also provide a glimpse into the power of mentoring in the lives of different thinkers. At the core is a message of personal empowerment, academic success, and educational revolution for people who think differently.

Social & Emotional Learning of Learning Differences

58F

A Missing Link in Principal Engagement: Defining Beginning Teacher Expectations

Laura Medberry, *Principal, College Community School District*; **Kim Owen**, *Regional Administrator, Grant Wood Area Education Agency*

Strategies for principal engagement are often left to chance and result in inconsistent practice across a district. A higher leverage approach to meaningful principal engagement includes calibration of beginning teacher expectations, focused conversations, and networking with colleagues. Participants will engage in a consensus-building process to define expectations for first year teachers based on the New Teacher Center Core Teaching Capabilities. Regardless of their role in beginning teacher development, participants will walk away with new tools, resources, and next steps for enhancing principal engagement.

Leadership Development

59F

Equity for Students: More than Mentoring for Teachers

Marcy Yoshida, *Program Coordinator, Beginning Educator Support Team (BEST), Office of Superintendent of Public Instruction (OSPI), Washington State*

In order to close students' learning and opportunity gaps, novice teachers need systemic supports beyond one-on-one mentoring. In this session participants will examine standards for comprehensive induction and assess their own induction systems. In addition, they will identify opportunities for ensuring equity of access to quality teaching for all students and problem-solve ways to overcome barriers as they work toward that goal.

Instructional Coaching

