

APPENDIX IV – 57

February 12-14, 2017 19 th National Symposium on Teacher Induction TUSD Attendees	Ethnicity
Foster, Richard	Black
Krieg, Jacqueline	White
Schrantz, Tanya	White
TUSD Attendees and Presenters	Ethnicity
Bieberstein, Margaret	White
Jaeger, Jessica	White
Long, Rebecca	White



REALIZE

GROW + TEACH + LEAD

19th National Symposium on Teacher Induction

February 12-14, 2017 • Hyatt Regency San Francisco Airport

We invite you! Join New Teacher Center as we connect education leaders to inspire each other with best practices for developing a talented and effective teaching workforce so together we can REALIZE student success.

Schedule at a Glance

Sunday, February 12, 2017

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 13, 2017

7:00-8:00 am	Registration & Continental Breakfast
8:00-9:00 am	Welcome & Keynote Speaker Ellen Moir
9:15-10:45 am	Session A
11:00 am-12:30 pm	Session B
12:45-2:15 pm	Lunch & Keynote Speaker Dr. Christopher Emdin
2:30-4:00 pm	Session C
4:00-6:00 pm	Reception & Networking

Tuesday, February 14, 2017

7:00-8:00 am	Registration & Continental Breakfast
8:00-9:00 am	General Session & Keynote Speaker Angela Maiers
9:15-10:45 am	Session D
11:00 am-12:30 pm	Session E
12:45-2:15 pm	Lunch & Keynote Speaker Alberto Carvalho
2:30-4:00 pm	Session F
4:00 pm	Closing Refreshments

Event Tracks

Mentoring and 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 and 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.

College, Career, and Community Ready

Those in a coaching role must deeply understand how College and Career Readiness State Standards and Social and Emotional Learning (SEL) competencies intersect and ultimately set up students to become college, career and community ready.

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 and 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 newteachercenter.org

Register and pay on or before December 19, 2016 and save

PRE-CONFERENCE

SUNDAY, FEBRUARY 12, 2017

7:30-9:00 am Registration & Continental Breakfast

9:00 am - 3:00 pm

1 Attaining New Heights in Instructional Coaching and Teacher Induction

Mimi Appel, Regional Program Director, East, **Laura Baker**, Regional Program Director, South, **Rhonda Dubin**, Midwest Regional Director, Program Strategy and Delivery, and **Laura Hernandez-Flores**, Regional Program Director, West, New Teacher Center

Strong teacher induction and instructional coaching programs engage in cycles of continuous improvement. This interactive session will share a process of program formative assessment based upon key components of New Teacher Center's (NTC) models for induction and instructional coaching. NTC leaders will engage participants in a variety of protocols to examine, analyze, and assess their local induction and instructional coaching program practices. Strategies for identifying and collecting data on a program's impact on teacher retention and effectiveness and student learning will also be explored.

2 Reality Pedagogy: Expanded, Explained, Explored

Christopher Emdin, Ph.D., Associate Professor and Author

In this workshop, participants will explore each chapter of Dr. Emdin's new book, *For White Folks Who Teach in the Hood...and the Rest of Ya'll Too* and the C's of Reality Pedagogy. Dr. Emdin will merge narratives with practical and tangible tools for educators that can be easily implemented, and directly impact teaching and learning.

3 Coaching to Improve College, Career, and Community Readiness Practices in Math and Reading

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

Explore New Teacher Center's (NTC) proven approach to supporting and accelerating teacher development in this hands-on pre-conference session. The session will examine "the shifts" that College, Career, and Community Ready standards bring to both reading and math, and introduces NTC's new coaching and mentoring tools that facilitate powerful instruction-focused conversations and provide formative data for continuous improvement.

4 Building Influence with Others, No Matter Your Role

Jennifer Abrams, Educational Consultant, Jennifer Abrams Consulting

Gone are the days when a leader's positional power is sufficient to advance an agenda, to roll out a new initiative. We need everyone on board! The ability to influence and persuade others is now a critical skill of teacher leaders and coaches as well as administrators who need to learn the skill of motivating others to move a common agenda forward for the benefit of student learning. This session will review research on influence and bring the idea of influence down to discrete skills one can grow in order to be a more effective leader. Readings, self-assessments, video, and discussion will be a part of the sessions activities.

5 Creating Learning Environments for Individual Success

Wendy Baron, Chief Officer, Social and Emotional Learning, **Lori McNulty Pope**, Program Consultant, and **Lisa Mount**, Senior Director, Product Development, New Teacher Center; **Pamela McVeagh-Lally**, Social and Emotional Learning Consultant

In this session, participants will explore ways to optimize the learning environment and respond to needs of diverse learners. Through hands-on experiences, participants will deepen their understanding of the neuroscience of learning, the impacts of toxic stress and adversity, and the inter-relatedness of the mind, body, and emotions. Participants will learn strategies to improve executive functions, such as attention, memory, cognitive flexibility, self-regulation, and decision-making that are keys to academic and life success. Applications to context will be threaded throughout the day.

6 Best Practices First: Daily Differentiation for Effective Instruction

Martha Kaufeldt, Education Consultant, *Begin With the Brain*

Academic success occurs when teachers know how to promote positive learning communities and use high-impact instructional strategies that honor the social, emotional, and cognitive learning profiles of every student. In this interactive pre-conference session, teachers, mentors, and coaches will learn strategies to create classrooms that are brain-friendly and well-managed to promote student self-regulation. Cooperative group work, meaningful multi-modal tasks, opportunities for student choice and formative assessment techniques address a variety of learning profiles and honor all learners through instructional variety using proven best practices to maximize learning.

3:00-5:00 pm
Early Symposium
Registration



SYMPOSIUM

MONDAY, FEBRUARY 13, 2017

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

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

ELLEN MOIR **REALIZE: GROW + TEACH + LEAD**

Ellen Moir is Founder and Chief Executive Officer of New Teacher Center, a national nonprofit dedicated to improving student learning by accelerating the effectiveness of new teachers, experienced teachers, and school leaders. Ellen has extensive experience in public education, having previously served as Director of Teacher Education at the University of California, Santa Cruz and worked as a bilingual teacher. Ellen is a recipient of the 2015 Mary Utne O'Brien Awards for Excellence in Expanding the Evidence-based Practice of Social and Emotional Learning, the 2014 Brock International Prize in Education Laureate, and the 2011 Skoll Award for Social Entrepreneurship.



Session A ▶ 9:15–10:45 am

1A

New Teacher Center 101

Cindy Brunswick, *Vice President, Program Strategy and Delivery* and **Jordan Brophy Hilton**, *Vice President, Program Delivery, New Teacher Center*

Aligned teacher induction, instructional coaching, and school leadership evidence-based programs can improve the effectiveness of educators at all levels to ensure all students are college, career, and community ready. Explore how New Teacher Center develops partnerships that build, support, and sustain results-oriented programs with a deep focus on instructional practice and an optimal learning environment. In this interactive session, participants will identify priorities, assess current solutions for teacher effectiveness, and determine next steps.

Track: Mentoring and Coaching

2A

Teacher Leaders: Creating an Environment for Growth

Karen Beattie, Ph.D., *Principal, Volusia County Schools*

In this session of collaboration, participants will examine the practices of a school in which the principal has established a systematic process for ensuring teacher leader voice in all aspects of school operations. In one year this school changed from one of isolationism to collaboration through leadership modeling of listening to each other, learning together, and leading together. Participants will review the research that supported the positive practice, the evidence of impact on the growth of teacher leaders and on student achievement, and begin to design a plan to systematically develop teacher leaders.

Track: Leadership Development

3A

Access Granted: Unique Keys to Unlock Learning

Milissa McClaire Gary, *Associate Program Consultant* and **Peter Mlot**, *Instructional Designer, New Teacher Center*

Many of the students in our schools are not meeting the demands of high-quality standards because their teachers struggle to meet the needs of all learners. New Teacher Center in Chicago identified this as an issue of equity and access and took advantage of an opportunity to support beginning teachers in expecting, identifying, and planning for individual student needs. Using Chicago as a case study, this session tells the story of coaching through the lens of learner variability, guided by rigorous academic and program standards, in a large urban district.

Track: College, Career, and Community Ready



4A FEATURED SPEAKER STUART ALBRIGHT



Stuart Albright is the recipient of the Milken National Educator Award (dubbed the "Oscars of Teaching" by *Teacher Magazine*.) In 2006, he was named the Durham Public Schools Teacher of the Year. Albright has a B.A. in English and Creative Writing from University of North Carolina at Chapel Hill and an M.Ed. from Harvard University. He is the author of five books and is the founder of McKinnon Press, a company that promotes literacy through the publishing of student work. Albright is also a freelance editor and lecturer on issues of urban education.

Passion, Curiosity, and the Path to Student Success

For more than a decade, nationally recognized teacher Stuart Albright has run an innovative company to publish the work of his students. His classes are large and incredibly diverse, but all of his students know that they have an equal seat at the table. Albright will discuss the ways in which writing and community building have empowered his students to discover their passions—and how teachers can inspire students from all walks of life to find their own voice. Albright believes that through teacher innovation, all students have the ability to grow into active learners.

Track: Equity and Access

5A Digital Citizenship: A 360 Conversation of Influence

Nicole L'Etoile, Assistant Principal, West Warwick School Department; **Lisa Tenreiro**, Guidance Counselor, Woonsocket School Department, Rhode Island

With many schools shifting to 1:1 environments, combined with a general push for integrating more technology in the classroom, how can we ensure students understand the consequences of their online activity—both good and bad? Using the *International Society of Technology in Education Teaching Standards for Digital Citizenship*, participants will engage in a process to foster a collaborative conversation with all stakeholders that promotes digital citizenship in the 21st century. At the heart of this conversation is the coach, who has the ability to influence all stakeholders, and has direct influence in the classroom.

Track: Innovation in the Field

6A Ensuring Equitable Coaching and Mentoring Experiences During Teacher Candidate Supervision

Laura Bemel, Director, School and University Partnerships, **Elizabeth Finsness, Ph.D.**, Assistant Professor and Director, Office of Field and International Experience, and **Carol Brown Mills**, University Supervisor, Minnesota State University, Mankato

The role of the university is critical during teacher candidates' student teaching experience, but limited research suggests that supervisors' methods and expectations of candidates are uneven. This session explores how one university included the New Teacher Center's Professional Learning Series trainings to create a culture of common language and equity of support for teacher candidates. Feedback from candidates suggests that this innovative expectation for supervisors increased candidates' satisfaction and feelings of being supported by their university supervisor.

Track: Innovation in the Field

7A Effective Administrative Practices that Support Quality Teaching Practices in Early Learning

Betsy Fox and **Nicole Nelson**, Associate Program Directors, and **Emily Grossberg**, Program Consultant, New Teacher Center

More schools are enrolling preschool children in an effort to ensure that all children are prepared to thrive in the rigors of K-12. In this session, geared toward site-based instructional leaders, participants will explore how to support early learning teachers and staff to ensure high-quality early learning programs (Pre-Kindergarten-Transitional-Kindergarten-Kindergarten). New Teacher Center has developed a research-based document that aligns standards of early learning teaching practice with principal competencies and corresponding administrative practices. Participants will explore the concepts included in this document, and develop their own list of practical implementation strategies.

Track: Leadership Development

8A Culturally Responsive Pedagogy: Fostering Success in Increasingly Diverse Schools

Derek Mitchell, Chief Executive Officer and **Tovi Scruggs**, Regional Executive Director, Bay Area, Partners in School Innovation

The education community has devoted substantial attention to raising teachers' cultural proficiency, but much work remains. Many teachers do not share their students' cultural or linguistic background, and not all credentialing programs prepare teachers to meet students where they are. Administrators, coaches, and teacher leaders must support both new and veteran teachers to cultivate an equity mindset, implement culturally responsive pedagogy, and form learning partnerships with their students. In this session, education leaders will learn about concepts, protocols, and proven tools and texts to increase teachers' effectiveness.

Track: Equity and Access

9A**Gratitude and Growth: Positively Impacting Learning Environments**

Owen Griffith, *Author and Educator*; **Julie Norton**, *Director, Social and Emotional Learning, New Teacher Center*

Gratitude is a powerful skill to cultivate social and emotional development. Research over the past decade has demonstrated the positive impact gratitude activities have on students and educators alike. In this interactive and participatory session, research-based gratitude activities will be presented and demonstrated. Effective tools, resources, and strategies will be given for teachers, instructional leaders, and school administrators to help effectively engage gratitude practices to cultivate health, positive and inclusive learning communities. Identify and learn about critical areas to focus on that positively impact student achievement through cultivating gratitude practices. Engage in collaborative discussions to gain perspectives, offer, and find solutions to common issues.

Track: College, Career, and Community Ready

10A**Unique Needs of Supporting and Mentoring New Special Education Teachers**

Heather Kennedy and **Elisa Pokorney**, *Special Education Consulting Teachers, William S. Hart Unified High School District*

Are mentors and coaches receiving the resources and training that they need in order to ensure program relevance and sustainability in support of new special education teachers? Special education teachers and their mentors are given the unique challenge of balancing classroom instruction with Individualized Education Plan (IEP) management while meeting the learning needs of the student population. This session will explore methods for implementing comprehensive and systematic approaches for mentoring that foster continual teacher effectiveness and student achievement in special education settings. Participants will receive resources to support special education teachers in all areas of their professional responsibilities, including ways to build bridges among stakeholders.

Track: Mentoring and Coaching

Session B ▶ 11:00 am–12:30 pm

11B**Integrating Mentoring Practices into Professional Development for New Teachers**

Margaret Bieberstein, **Jessica Jaeger**, and **Rebecca Long**, *Teacher Mentors, Tucson Unified School District*

How can mentoring programs provide opportunities for new teachers to address specific issues in their own classrooms and develop a network of colleagues outside of their teaching context? This session will investigate ways in which mentoring practices can be embedded in professional development opportunities created specifically for new teachers in their first years of teaching. While maintaining the integrity of effective presenter practices, mentors can support new teachers in the areas of student content standards, and research based components of instruction for teachers.

Track: Mentoring and Coaching

13B**Leveraging Video to Support Teacher Learning**

Emily L. Davis, Ph.D., *Senior Advisor, New Teacher Center and Program Director, Santa Cruz/Silicon Valley New Teacher Project*; **Marc Dembowski**, *Program Consultant, New Teacher Center*; **Melissa Roberts**, *Assistant Director, Santa Cruz/Silicon Valley New Teacher Project*

Video can be a powerful and transformational tool to help teachers develop at all stages of their career. Not only can video be used for classroom observation, it is also a useful tool for providing peer support, modeling exemplar techniques, and engaging in self reflection. In this session, presenters will share best practices, strategies, and research on how the Santa Cruz/Silicon Valley New Teacher Project, a face-to-face mentoring model, is leveraging video to support ongoing teacher and mentor learning.

Track: Innovation in the Field

12B**Social and Emotional Health in Youth Matters**

Leah Gardiner, *Director of Partner Relations/Senior Facilitator* and **Theo Koffler**, *Executive Director and Senior Facilitator, Mindfulness Without Borders*

Young adulthood, a tumultuous developmental stage, has become more stressful in today's barrage of social media, pressure to conform, and desire to be accepted. A firm grounding in social emotional intelligence and critical thinking skills—with a focus on a growth mindset—help young adults manage emotions, regulate behavior, take appropriate risks, and bounce back from adversity. In this workshop, participants will explore the role of Social and Emotional Learning (SEL) and secular mindfulness to help youth successfully transition into responsible and compassionate adults.

Track: College, Career, and Community Ready

14B**The Every Student Succeeds Act (ESSA): An Opportunity to Extend and Sustain Induction Supports**

Alexander Berg-Jacobson, *Technical Assistance Consultant* and **Dalia Zabala**, *Senior Technical Assistance Consultant, American Institutes for Research*

With the passage of ESSA, states have an opportunity to improve how they organize and sustain support for their teachers, especially in communities with higher rates of struggling teachers and low student academic achievement. This session explores these opportunities and the intersection between induction, equity, and school improvement. By building participants' knowledge of ESSA, this session aims to generate discussion of new ideas and the practical considerations of developing a coherent and sustainable model for providing induction support to teachers in the most challenging school environments.

Track: Programmatic Development and Sustainability



15B**Storying Lives/Selves to Foster Community and Strengthen Culturally Relevant Pedagogies**

Jen Ammenti, Associate Program Consultant, New Teacher Center; **Emily Bailin Wells**, Doctoral Candidate, Teachers College, Columbia University and Curriculum Consultant for The Media Spot, LLC

Before teachers can be truly culturally relevant, they must first engage in authentic identity work. In this session, participants will engage in multimodal storytelling practices to deconstruct and reflect on how their positionality and lived experiences inform how they see themselves, others, and the world around them. This reflective multimodal inquiry can be used across disciplines, age groups, educational spaces, and organizations. The presenters will share a collection of personal artifacts that document their own explorations of self over the last few years. These will serve as an anchor for the workshop.

Track: Equity and Access

16B**Mindsets for 21st Century Mentoring/Coaching**

Anne Childers and **Peter Mlot**, Instructional Designers, New Teacher Center

Mindsets for 21st Century Coaching promote agency, highlight multiple pathways for demonstrating understanding, and engage in collaboration that facilitates learning. The same holds true for 21st Century Teaching. Questions that coaches and mentors ask have the ability to promote agency of adult learners, and teachers ask students these same questions to build agency in learners. Transparency in coaching conversations promotes self-awareness of learning needs and unlocks potential. Teachers can employ a similar approach through engaging and reflecting in conversations with students about their learning needs. In this session, participants will identify how to ask questions to promote agency and self-awareness that create mindsets for 21st Century Learning in themselves and in the communities they support.

Track: College, Career, and Community Ready

**17B FEATURED SPEAKER
BRIAN DASSLER**

Brian Dassler is deputy chancellor of the Florida Department of Education. He was founding principal of a charter high school in New Orleans and the chief academic officer of the arts conservatory for the state of Louisiana. Before that, Brian was a high school English teacher in Broward County, Florida, where he was one of the founding teachers of the Urban Teacher Academy Program and the county's teacher of the year. Brian earned bachelor's, master's and doctoral degrees from the University of Florida where he has twice been named an outstanding young alumnus.

Growth Mindset: The Foundation of Florida's Strategy to Improve Outcomes for All Students

A growth mindset, the belief that intelligence is malleable, is central to the goal of success for every student. This session will introduce the state of Florida's strategy to ensure that every student is developing a growth mindset and that every educator is applying a growth mindset. Participants will develop the outline of a plan for making growth mindset a foundation for their school or system.

Track: Mentoring and Coaching

18B**Making a Mixed Mentoring Model Work: Lessons from Hawai'i's 3-Year Pilot**

Dawn Paresa, Program Consultant, New Teacher Center; **Keri Shimomoto** and **Carolyn Tsukamoto**, Educational Specialists, Hawai'i Department of Education

While full-release mentoring models produce the best results, budget realities often dictate using a combination of both full-release and school-level mentors to serve new teachers. This session will share the Mo'olelo (story) of Hawai'i's 3-year journey to implement two different mentoring models, and the challenges and successes experienced along the way that resulted in a successful mixed model. Discover strategies used to improve mentor quality, make strategic program adaptations, engage principals for commitment, and advocate for program sustainability. Participants will make connections to their own work and leave with artifacts of program practice.

Track: Programmatic Development and Sustainability

19B**Exploring New Teacher Center's (NTC)
New Instruction-Focused Tools**

Cheryl Krehbiel, Senior Director, Strategic Program Implementation, **Lori McNulty-Pope**, Program Consultant, **Tammy Phuong**, Senior Program Consultant, New Teacher Center

Great coaching is data-based, responsive to teacher needs, and places student learning at the center of the work between mentors, coaches, and teachers. NTC's new content-focused tools help teachers deepen their understanding of how they are implementing College and Career Ready standards to position students for success in 21st Century Learning. NTC's new tools are designed to support this collaboration by building on teacher's strengths in teaching to rigorous content standards as well as by highlighting entry points for growth. This session, recommended for current program leaders and district partners, will explore NTC's new tools: *Planning Aligned and Effective Instruction*, *Analyzing Evidence of Student Learning*, and *Observing and Coaching for Effective Instruction*.

Track: Leadership Development

20B**University Teacher Preparation Partnership
Strategies for Developing and Sustaining
Quality Mentoring**

Valerie Bristor, Ph.D., Dean, College of Education/EXCEED Grant, Co-Principal Investigator, **Gracie Diaz**, Director, EXCEED Grant, and **Barbara Ridener, Ph.D.**, Department Chair/EXCEED, Principal Investigator, Florida Atlantic University; **Michelle Enos**, EXCEED Grant Facilitator, School District of Palm Beach County; **Sharon Moffitt, Ph.D.**, Program Consultant/Client Lead School Leadership, New Teacher Center; **Linda Whitehead**, EXCEED Grant Facilitator, Broward County Public Schools

This session explores a three-year project, Excellence in Elementary Education (EXCEED), supported by a Florida Department of Education grant, that Florida Atlantic University has embarked on to redesign its elementary teacher preparation program through enhanced clinical experiences and sustainable continuous improvement processes. The redesign efforts have included two partner school districts (Broward and Palm Beach) and New Teacher Center. Participants will be provided strategies for developing and sustaining quality mentoring by school district clinical educators and university supervisors to ensure teacher candidates are receiving support and feedback to accelerate their practice.

Track: Programmatic Development and Sustainability

12:45-2:15 pm Lunch & Keynote Speaker

CHRISTOPHER EMDIN, PH.D.
**REALITY PEDAGOGY:
EXPANDED, EXPLAINED, EXPLORED**

Dr. Christopher Emdin is an associate professor in the Department of Mathematics, Science and Technology at Teachers College, Columbia University. He was recently honored as a Science, Technology, Engineering and Mathematics (STEM) Access Champion of Change by the White House and currently serves as a Minorities in Energy Ambassador for the US Department of Energy. Christopher is the creator of the #HipHopEd social media movement, Science Genius B.A.T.T.L.E.S., the Christopher Emdin YouTube Channel, and author of the award-winning book *Urban Science Education for the Hip-Hop Generation* and the *New York Times* Best Seller, *For White Folks Who Teach in The Hood and the Rest of Ya'll Too*. He has written on issues of race, culture, inequity, and education for the *New York Times*, *Wall Street Journal*, and the *Washington Post*, among others.



Session C ▶ 2:30–4:00 pm

21C FEATURED SPEAKER
ALAN TENREIRO

Alan Tenreiro comes from a family of educators. He earned a bachelor's degree and a master's degree in educational administration, both from Rhode Island College. He spent seven years teaching social studies, then, in 2006, he was named assistant principal at Smithfield High School. In 2012, he was named principal at Cumberland High School. He served on the Pawtucket School Committee for eight years. Alan co-moderates a statewide Twitter chat (#edchatri) Sundays at 8pm ET. In 2015, he was named National Principal of the Year by National Association of Secondary School Principals. For more information, follow him on Twitter (@alantenreiro) and visit www.alantenreiro.net and www.edchatri.org.

**Personalizing Professional Learning**

When teacher leaders understand the concept of a personalized environment, they are positioned to support their colleagues to implement similar strategies in their classrooms. A differentiated station approach in this session will allow participants to explore the benefits and key components of personalized professional learning, review tried and true methods, engage in dialogue around the topic, and develop a professional development plan to bring back and utilize in their home school or district.

Track: Leadership Development

22C
Building a Mentoring Culture in Singapore Schools

Sarifah Noor Aini Syed Mahmood and **Kua Choon Tat**, Mentor Coaches, Academy of Singapore Teachers, Ministry of Education, Singapore

Building a system-wide mentoring culture in schools requires specific structures and processes at the systems level, and mentors with particular attributes and strong leadership skills. This session explores the various programs and platforms that the Academy of Singapore Teachers has strategically put in place to build a mentoring culture in schools and create buy-in from key stakeholders. Participants are encouraged to examine their own practices and contextualize their learning in order to implement programs or structures to build and sustain a mentoring culture in their own educational contexts.

Track: Programmatic Development and Sustainability

23C
Engaging Families as Partners in Equity: Lessons from the Bronx

Thandi Center, New York City Project Director, New Teacher Center; **Emma Hulse**, Consultant and **Josephine Ofili**, Parent Leader, New Settlement Parent Action Committee

By exploring the model of a successful partnership between New Teacher Center-New York and the New Settlement Parent Action Committee, participants will reflect on how to engage families as partners for equity in policy and practice in new teacher induction. Parent and staff presenters will share lessons from their advocacy efforts in Bronx District 9, and focus on concrete tools for supporting early career educators to build relationships with families and students in diverse communities. Each participant will receive a copy of a manual for leading forums on family engagement.

Track: Equity and Access

24C
Developing a Model of Shared Leadership

Katherine Clemmensen, Educator, **Marena Doxie**, Induction Coordinator/Instructional Coach, and **Ruth Stephens Radle**, Principal on Special Assignment, Evergreen School District

Participants in this session will examine strategies for creating a horizontal-leadership structure through realignment of existing programs, discussing potential pitfalls and necessary characteristics for sustainability. With an emphasis on collaboration as an effective method for improving student achievement, many districts have created, adapted or strengthened structures to support growth through Professional Learning Communities (PLCs) of their teachers. When districts capitalize on PLCs to develop teacher leadership, the resulting shift towards shared leadership roles and responsibilities strengthens educational outcomes and generates a culture of trust and reciprocity.

Track: Leadership Development

25C
Mentoring that Pushes Instruction: Research Findings from Mentoring Conversations

Phyllis Ault, Ph.D., Lead Research and **Lauren Bates**, Senior Advisor, Education Northwest

Do some mentoring activities seem to promote improved classroom practice more than others? Under i3 funding, the Alaska Statewide Mentor Project participated in a randomized controlled trial of their Urban Growth Opportunity mentoring program for novice teachers. During this session, members of the external research team compare teachers' instructional quality ratings with results from an analysis of audio recordings of mentors' conversations with their mentees. Participants will engage in small group discussions as they examine the findings and use a reflection tool to consider implications for their own practice.

Track: Mentoring and Coaching



26c**How to Secure Funding and Advocates for Your Program**

Sid Klein, *Director of Development and Tracy Kremer*,
Director of Communication, New Teacher Center

As districts contend with limited budgets and a growing number of priorities, it has never been more important for education leaders to secure philanthropic funding—and advocates—to make evidence-based educator mentoring and coaching a reality for their teams. This session will demystify paths to sustainable philanthropic funding, provide concrete strategies to effectively pitch programs to funders and build long-term funder relationships, and simultaneously offer ideas that can turn key decision-makers and stakeholders into advocates who can make a case for and sustain mentoring and coaching programs. Attendees will gain access to New Teacher Center resources that can help improve their fundraising and advocacy effectiveness.

Track: Programmatic Development and Sustainability

27c**Creating Systems Change through an Aligned Approach to School Leader/Teacher Development**

Colleen Oliver, *Vice President, School Leadership,*
New Teacher Center

Research shows that effective teachers and school leaders are the most critical in-school factors that impact student achievement. This session will identify strategies to position school leaders as strong instructional leaders and key drivers of overall teacher development, school transformation, and systems change. Participants will explore the impact of school leaders, instructional coaches, and mentors working together to provide consistent and persistent learning opportunities for all teachers in the areas of rigorous standards, Social and Emotional Learning, and data-driven instruction. Strong school-based models provide opportunities to leverage the work of school leaders and their instructional leadership teams to impact broader systems change across the district.

Track: Leadership Development

28c**Results from a Blended Project to Mentor Australian Science Technology Engineering Mathematics (STEM) Teachers**

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

This session will outline the findings of a mentoring program for Australian science and mathematics teachers. The University of Canberra (UC) has joined with New Teacher Center (NTC) and other Australian project partners to deliver targeted mentoring and STEM professional development to teachers in dispersed locations across metropolitan, regional and remote areas of Australia using a combination of face-to-face workshops and online technology. In this workshop, participants will gain understanding about how the partnership between UC and NTC has enabled innovative and blended approaches to mentoring, and the use of online technologies to realize growth in teacher learning.

Track: Innovation in the Field

29c**Developing General Education Mentors to Support Early Career Special Educators**

Kyena Cornelius, Ed.D., *Assistant Professor, Minnesota State University, Mankato*

Research indicates that similar teaching assignments can be essential for effective mentoring relationships. However, due to personnel shortages, it is not always possible to match early career special education teachers with special educator mentors. A recent study investigated the effects of professional development and individualized coaching on general education mentors supporting early career special education teachers. Participants will consider the importance of implementing a specialized mentoring program for special educators, and discuss how to adapt their current induction program to include special education training for general education mentors.

Track: Mentoring and Coaching

30c**Developing an Empathic Mindset in the Classroom and School Community**

Sarah Kremer, *Director, Acknowledge Alliance*

Human relationships are at the heart of education. Positive interactions between students, teachers, and administrators are foundational for success before instruction begins. When transformative relationships are established, they can transcend cultural, economic, and learning differences. A punitive mindset, sometimes due to zero-tolerance policies, challenges this process. An empathic mindset, however, can build connections to students, reduce conflicts, and enhance learning. This session provides opportunities to grow an empathic mindset through research, reflection, discussion, and practice. Examples of strategies to use with students in the classroom will be highlighted.

Track: College, Career, and Community Ready



SYMPOSIUM

TUESDAY, FEBRUARY 14, 2017

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

8:00–9:00 am Keynote Speaker

ANGELA MAIERS YOU MATTER

Angela Maiers has been creating and leading change in education and enterprise for 28 years, teaching kindergarten to graduate school, and consulting with school districts and companies around the world. Her powerful message and down-to-earth style has made her a highly sought-after keynote speaker. Angela is the author of six books, including *Classroom Habitudes* and *The Passion-Driven Classroom*, and her *You Matter* talk at TEDxDesMoines has been viewed several hundred thousand times. Angela is the founder of *Choose2Matter*, a global movement that challenges us to make “mattering” a way of life. She also recently launched *Liberating Genius*, a movement that challenges us to unleash the genius that lies within all of us. Angela is an alumna of The University of Iowa, where she earned her Bachelor’s in Education and her Master’s in Educational Supervision and Reading.



Session D ▶ 9:15–10:45 am

31D

Asset-Based Teaching: Re-igniting the Joy of Learning for College and Career Readiness

Tomasita Villarreal-Carman, Ph.D., Senior Program Consultant, **Dawn Paresa, Ph.D.**, Program Consultant and **Anne Watkins**, Senior Director, New Teacher Center

Mentors need specific skills to support teachers in planning differentiated lessons that allow students to learn grade level materials for college and career readiness. This session will focus on closing the success gap—understanding how to assess the capabilities, interests, and experiences of students, specifically English and Academic English learners and students with special needs, in order to create effective lessons from an assets-based, rather than deficits-based, perspective. Presenters will share strategies for assessing and planning engaging and empowering learning experiences that re-ignite the natural curiosity within each child.

Track: Equity and Access

32D

Moving Past Resistance: Coaching and Supporting Resistant Teachers

Paul Kilkenny, Science Coordinator/New Teacher Mentor and **Abigail Soriano**, Instructional Coach, East Side Union High School District

How can a mentor or coach move a resistant teacher’s practice forward? Oftentimes, resistance is a roadblock to reflection and change in instructional practice. This interactive session examines the underlying roots of teacher resistance and explores how mentors can address adult learners’ needs in order to move practice forward. Participants will learn frameworks and mentoring language to coach and support a challenging teacher.

Track: Mentoring and Coaching

33D Leveraging Technology to Unpack Personalized Learning for Students and Teachers

Milissa McClaire Gary, Associate Program Consultant and **Alyson Mike, Ph.D.**, Vice President, Educational Technology, New Teacher Center

New Teacher Center is supporting teachers through coaching and mentoring to personalize learning for their students. Using a variety of learner dimension tools, teachers learn how to bridge instruction to personalized learning using various data sets to design and implement learning pathways for their students. During this session, participants will engage in collaborative learning as well as personalized learning. Participants will have an opportunity to view a variety of education technology solutions to support teachers in understanding how they can begin to personalize instruction utilizing differentiation as a stepping stone.

Track: Innovation in the Field

34D Aligning Professional Learning, Coaching, and Content Modules for Acceleration of Early Learning Teaching Practice

Lisa Peloquin, Instructional Designer, Early Learning, and **Kristin Tripathy**, Associate Program Director, New Teacher Center

Ages birth-5 are critical years for developing social, emotional, and academic skills, and new research demands new approaches for building teacher capacity through high quality professional development. New Teacher Center supports this need with adaptive content modules and coaching designed to equip early learning teachers with skills to assure successful classrooms. Session participants will experience a portion of a content module and reflect on quality early learning professional development.

Track: College, Career, and Community Ready

35D Engaging Intellectual, Emotional, and Physical Learning to Integrate College and Career Readiness Standards and Social and Emotional Learning

Michael Clark, Chief Executive Officer, ReCenter Consulting

Preparing students for success in schools, college, career, and the community has never been more challenging for educators. Meeting College and Career Ready Standards (CCRS) demands a holistic approach to teaching and learning. Integrating CCRS with Social and Emotional Learning (SEL) is the most effective approach to optimize the learning and teaching environment. Aligning intellectual, emotional, and physical learning engages all students and supports both CCRS and SEL. Session participants will learn new and experienced teachers require practical tools and strategies to make this integration happen.

Track: College, Career, and Community Ready

36D Informing and Empowering Program Leaders on the Intersection of Policy and Practice

Liam Goldrick, Director of Policy and **Ann Maddock**, Senior Policy Advisor, New Teacher Center

What is the relationship between laws, regulations, and funding and educator induction programs? How do public policies impact the growth, quality, and sustainability of such programs? This session examines how policy can catalyze or constrain efforts to develop and support early-career educators—and empower stakeholders to ask the right questions in their schools, districts, and states.

Track: Programmatic Development and Sustainability

37D Building School Leader Capacity—Effective Observation, Actionable Feedback, and Coaching Skills

Sharon Moffitt, Senior Program Consultant and **Adam Parrott-Sheffer**, Instructional Designer, New Teacher Center

The most important role of the school leader is to design, lead, and sustain a culture of continual learning, with effective cycles of observation, actionable feedback, and ongoing coaching that lead to improved teaching practices and accelerated student learning. This session identifies the challenges and opportunities that school leaders face in creating a strong learning culture by identifying the complex factors that impact the efficacy of strong feedback cycles. Participants will visualize the ecosystem in which feedback exists and how these considerations can be leveraged in order to change practice. The session will focus on three core elements of effective conversations: the content, the framing of the content, and the coaching conversation skills necessary to deliver strong, standards-based feedback.

Track: Leadership Development

38D Learning from the Stories of First Year Teachers

Jodi Clark, K-8 English Language Arts Instruction Coach/ Induction Specialist, Portsmouth School Department, Rhode Island

This session explores dissertation research from interviews with beginning teachers involved in the Rhode Island Induction Program in conjunction with New Teacher Center. Nine beginning teachers tell the lived experience of their first year(s) teaching, working with an induction coach. Participants will have a variety of case studies to choose from: elementary, middle, or high school; special/regular education, or specialists; those with one or two years of support; and first or second career teachers. The purpose of this session is to better understand the needs of beginning teachers and induction programs through stories.

Track: Mentoring and Coaching



39D FEATURED SPEAKER MAWI ASGEDOM

Mawi Asgedom is a best-selling author whose Mawi Learning online leadership courses have inspired students around the world. As a child, Mawi fled civil war in Ethiopia and survived three years in a Sudanese refugee camp. After being resettled in the United States, he overcame poverty, language barriers, and personal tragedy to graduate from Harvard University. He is the author of *Of Beetles and Angels: A Boy's Remarkable Journey from a Refugee Camp to Harvard*. His latest book, *The 5 Powers of an Educator*, helps parents and educators recognize and leverage their power to profoundly impact the youth in their lives.



How Educators Lead and Inspire

In this inspiring featured speaker session, Mawi will share his remarkable life story and will describe how educators helped him develop academic confidence and personal leadership. Mawi will also share best practices and key lessons from Mawi Learning's work in Social and Emotional Learning (SEL) with more than one million students since 1999. Prepare to be inspired!

Track: College, Career, and Community Ready

40D

Dual Language Learner Program Instructional Coaching: Building Capacity

Penelope Ho, Program Specialist/Instructional Coach and **Betty Pazmino**, Program Supervisor, San Francisco Unified School District

Coaching is based on trusting relationships and intentional planning. In this session, our Dual Language Learner Program (DLL) Instructional Coaches will share their evolving journey with different strategies, tools, and structures to mentor, coach, and shape teachers in becoming reflective practitioners in implementing dual language pedagogy that is culturally relevant, and linguistically and developmentally appropriate. Participants will engage in deep consideration of what it means to provide quality coaching for DLL teachers.

Track: Programmatic Development and Sustainability

Session E ▶ 11:00 am-12:30 pm

41E

Cultivating Mindful Awareness

Wendy Baron, M.A., Administrative Services Credential, Certified Mindfulness Instructor, Chief Officer, Social and Emotional Learning, New Teacher Center

Mindful awareness develops a fundamental emotional competency—that of self-awareness. Mindful awareness enables us to recognize the feelings we are having and the thoughts we are thinking about situations, people, events, and ourselves, so that we can pause long enough to make choices with positive outcomes for ourselves and our relationships. Participants will explore research that demonstrates how mindful awareness reduces overall stress, improves attention, decision-making, and self-regulation—critical executive functions that are keys to academic and life success. Attendees will practice mindful awareness to counteract stress that can be used personally, as well as within the context of teaching and leading to develop our capacities to be clear, calm, and aware—even in times of stress and adversity.

Track: College, Career, and Community Ready

42E

Transforming Teacher Leadership Capacity

Linda Lambert, Ph.D., Professor Emeritus, California State University East Bay; **Mickey Porter, Ph.D.**, CEO and Founder, PlusONE Leadership Consulting

Studies significantly reveal that leadership capacity is the most vital dynamic in successful education. Leadership capacity situates leadership in the interaction between skillfulness and the breadth of participation, a matrix for emerging teacher leadership. Based upon the presenters' work in leadership capacity, as well as their new book *Liberating Leadership Capacity* (Lambert, Zimmerman and Gardner, Teachers Press, 2016), participants will engage with these questions: "How does leadership emerge in teachers?" "How do high-capacity teachers perform?" "What difference does capacity building make in student learning?" Presenters will offer multiple examples of practices that promote leadership in teachers.

Track: Leadership Development

43E

Starting Strong with Mentoring and Induction for New Teachers (MINT)

Cindy Caldwell, *Instructional Supervisor and Wandarece Ruan*, *Administrative Director, Miami-Dade County Public Schools*

What does a large district do when more than several hundred new teachers are hired each year? MINT them! Mentoring and Induction for New Teachers is a three-year comprehensive induction program in Miami-Dade County Public Schools designed to develop and retain new teachers by providing high quality professional learning opportunities. Essential components of MINT include site-based mentoring, release time for Learning Walks, NEST—New Educator Support Team Professional Learning Communities, and tailored professional development to enhance student learning and increase student achievement. Modeled after the New Teacher Center's induction program, MINT recognizes the many pathways to teaching and provides professional learning to address the needs of "new to the profession" education majors, non-education majors, and teachers new to the district.

Track: Mentoring and Coaching

44E

A Consortium Approach to Eliminating the Opportunity Gap

Rhonda Dubin, *Midwest Regional Director, Program Strategy and Delivery, New Teacher Center*; **Kim Owen**, *Regional Administrator, Grant Wood Area Education Agency*

Teachers are the number one in-school factor influencing student success. And yet, students in many districts are much more likely to be taught by new and inexperienced teachers, resulting in lower student achievement. To accelerate the effectiveness of these teachers and school leaders, Grant Wood Area Education Agency partnered with New Teacher Center to develop a consortium model to ensure their rural, suburban, and urban member districts received equal access to research-based instructional mentoring. These efforts resulted in significantly improved teacher practice, teacher retention, and student achievement as measured by an i3 grant-funded study. Participants will apply the consortium structure to their own context as a means provide equitable mentoring and learning opportunities for principals and teachers.

Track: Innovation in the Field

45E FEATURED SPEAKER

MONIQUE W. MORRIS, ED.D.



Monique W. Morris, Ed.D. is an author, educator, and social justice scholar with more than 20 years of experience in the areas of social and economic justice, juvenile justice, and education. She is the Founder and President of the National Black Women's Justice Institute (NBWJI), an organization that conducts research, provides technical assistance, engages in public education, and promotes civic and policy engagement to reduce racial and gender disparities in the justice system affecting Black women, girls, and their families. Dr. Morris is also an adjunct associate professor for Saint Mary's College of California and has taught at the University of San Francisco and California State University, Sacramento. She is the author of several books, including her latest, *Pushout: The Criminalization of Black Girls in Schools* (The New Press, 2016).

Toward a Liberative Construct of Safety in Schools: Responding to the School Pushout of Black Girls

What is a liberative construct of safety? How could it be used to respond to the school "pushout" of Black girls, who are disproportionately vulnerable to exclusionary school discipline, differential treatment, and academic marginalization in their learning environments? This presentation will explore the negative mental and physical health conditions associated with racialized gender bias and how they intersect with punitive educational policies to trigger historical trauma among Black girls and exacerbate a prevailing public consciousness that often disregards and criminalizes expressions of Black femininity. Recognizing that developing a critical response to these conditions requires the next generation of teachers to engage sustainable, liberative practices, this presentation will explore how shifting paradigms of "justice" can address not only the contemporary symptoms of criminalization in schools but also the healing needed to respond to racialized gender bias and violence.

Track: Equity and Access



46E
Responsive Forums: Understanding and Supporting Mentor/Coach Needs

Geoff Baker and Kevin Drinkard, Senior Program Consultants and **Kat Florita**, Program Consultant, New Teacher Center

Mentor/coach forums provide opportunities to explore and refine practice. Forum designers need good data to build just-in-time, responsive forums that build mentor/coach capabilities (knowledge, skills, and dispositions). This session will present ideas for collecting, analyzing/triangulating, and applying data that support effective forum design. Session participants will also refine their ideas and practices to better understand and meet the needs of mentors and coaches.

Track: Mentoring and Coaching

47E
Customizing and Personalizing Instruction through the Formative Assessment Process

Heather Lageman, Executive Director of Leadership Development and **Linda Marchineck**, Coordinator of Curriculum Operations, Baltimore County Public Schools

This session will provide participants with tips and resources for customizing and personalizing curriculum and instruction through the use of the formative assessment process in a student-centered learning environment. Highlights of Baltimore County Public Schools' Students and Teachers Accessing Tomorrow one-to-one transformation, including the critical role of the instructional coaches, will be shared in the presentation. This interactive presentation incorporates Padlet, Lenoit, and Formative Assessment for Maryland Educators resources.

Track: Innovation in the Field

48E
Leveraging i3 Lessons: How New Teacher Center (NTC) is Improving Coach and Teacher Supports

Ali Picucci, Ph.D., Vice President, Impact and Improvement, New Teacher Center

Through an i3 validation grant, NTC identified evidence-based practices supporting coaches and teachers that are linked to improved student learning. This rigorous study isolates high-leverage inputs that were unique to NTC-supported teachers. This session examines i3 validation results to date and lessons learned to improve work at scale through refined professional learning, new tools/protocols, and metrics to track progress in support of coaches and teachers.

Track: Programmatic Development and Sustainability

49E
Diversity and Equity: Program Outlining, Strategies, and Application

Rhea Muchalla LeGrande, Programming Lead and **Tara Tamburello**, Chief Programming Officer, Kansas City Teacher Residency

The race-and class-based opportunity gap in American education is unethical and economically untenable. Concrete strategies to investigate, discuss, and address inequity in our schools and communities are critical to culturally responsive teaching. This session explores how the Kansas City Teacher Residency program has made uncommon conversations common and fostered a belief that in order for teachers to be highly effective, they must be culturally competent in order to meet their students' and community's needs. Participants will consider how to translate this promising practice of embedding conversations around race, diversity, and equity into their practice.

Track: Equity and Access

50E
The Role of the Site Administrator in Induction

Cynthia Balthaser, Director, **Jamie Brown and Melissa Roberts**, Assistant Directors, and **Emily L. Davis, Ph.D.**, Senior Advisor, New Teacher Center and Program Director, Santa Cruz/Silicon Valley New Teacher Project

In order for new teachers to have the best possible start, mentors and site administrators need to work together to provide aligned support. While mentors and site administrators may use similar processes, developing these important partnerships can be challenging as mentors provide non-evaluative support while site administrators are tasked with evaluating teachers as part of their role. This session focuses on the importance of building partnerships between mentors and site administrators and explores key points in induction work for building relationships and aligning support strategies.

Track: Mentoring and Coaching

12:45–2:15 pm Lunch & Keynote Speaker

ALBERTO CARVALHO**IGNITING OUR NEWEST LEADERS OF LEARNING THROUGH INNOVATION, INSPIRATION, AND INDUCTION**

Alberto Carvalho has served as Superintendent of Miami-Dade County Public Schools (M-DCPS), the nation's fourth largest school system, since September 2008. He is a nationally recognized expert on education transformation, finance, and leadership development. During his tenure, M-DCPS has become one of the nation's highest-performing urban school systems receiving system wide accreditation from AdvancEd in 2014. The District has also been named as the 2014 College Board Advanced Placement Equity and Excellence District of the Year, as well as the 2012 winner of the Broad Prize for Urban Education. Recognized by his peers as a leader, he has served as President of the Association of Latino Administrators and Superintendents; been selected as Florida's 2014 Superintendent of the Year, as well as the 2014 National Superintendent of the Year; was named by Scholastic Administrator as one of "The Fantastic Five" educators making a difference in America; and is the 2016 winner of the Harold W. McGraw, Jr. Prize in Education as well as the Magnet Schools of America 2016 Superintendent of the Year. He has recently been appointed by the U.S. Secretary of Education to serve a four-year term on the National Assessment Governing Board.



Session F ▶ 2:30–4:00 pm

51F**Creating Coaching Cycles that Move Coach Practice Forward**

Becky Gardemann, *Lead Coach, Grant Wood Area Education Agency Induction Consortium*; **Emily Thomson, Ed.D.**, *Midwest Program Consultant, New Teacher Center*

Strategic coaching cycles focused on mentor efficacy, priority standards, goals, and data have advanced mentor practice in Iowa. This session showcases the Grant Wood Area Education Agency's model to share how to use data of practice to engage in coaching conversations with mentors and coaches. Attendees will walk away with resources to support the development of in-field coaching in their own programs.

Track: Mentoring and Coaching

52F**Induction through Local Culture**

Nely Caberto, *Kaua'i Complex Area Educational Officer* and **Caroline Freudig**, *Kaua'i Teacher Induction Program Coordinator, Hawai'i Department of Education*

Research shows that robust mentoring/induction programs improve new teacher performance. How can we make sure that our induction programs support newly hired teachers in making connections with their students from day one? This session explores deepening the supports provided to new and veteran teachers by including "culture-based" components such as sense of place and relationship building, relevant to the host culture of the school. Participants will consider how to include "culture-based" components within their own induction programs to enable teachers to make deeper connections with their learners.

Track: Equity and Access



53F

Innovative Approaches Utilizing Video Cases in Professional Learning

Christina Carlson, *Instructional Specialist, Yakima School District*; **Andrea Hajek**, *Director of Educator Engagement, National Board for Professional Teaching Standards*

This session will examine innovative models of professional learning using video case studies in different districts. Presenters will share successful implementation strategies that lead to professional growth. Participants will explore 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 explore different models of video analysis that lead to increased educator effectiveness and results for all students; identify potential uses of the online resource in different programs such as induction support, mentoring, and professional growth; and generate solutions to address district level professional learning needs. To make the most out of this interactive session, please bring your own devices.

Track: Innovation in the Field

54F

Surviving the First Year: How Mentoring Supports Social and Emotional Health of New Teachers

Gina Anderson, Mari Considine, Jennifer Frazee, Jody Rittmiller, and Kari Welter, *Teachers on Special Assignment, Mankato Area Public Schools/Minnesota State University, Mankato*

Research shows strong mentoring and induction programming supports the Social and Emotional Learning (SEL) of new teachers, greatly improves teacher performance, and positively impacts student achievement. This session explore the importance of nurturing the SEL of new teachers. Participants will reflect on their current practice and examine ways to increase their capacity to support the SEL of new teachers by exploring what is working at other schools across the country.

Track: Mentoring and Coaching

55F

Celebrating and Developing Florida Teacher Leaders

Abbey Stewart, *Teacher Liaison, Florida Department of Education*

How can we develop teacher leaders who positively impact student outcomes in classrooms that are not their own? Through the Florida Teacher LEAD Network and the High Impact Teacher Corps, the Florida Department of Education honors outstanding educators and provides opportunities for them to participate in capacity-building professional development. Teachers in these programs develop leadership skills to support improved teaching and learning at their school sites. Through video and group activities, participants will explore the components, strategies, and positive impacts of this innovative model of teacher leadership.

Track: Leadership Development

56F

Impacting Teacher Retention through Teacher Leadership

Jan Mains, *Mentor, Daniela Robles*, *Director of Teaching and Learning, and Sarah Simpson*, *Mentor Coach and Teacher, Balsz Elementary School District*; **Kathleen Wiebke, Ph.D.**, *Executive Director, Arizona K12 Center*

How can we impact teacher retention across the career continuum? How can we support the newest members of the profession by tapping the expertise of teacher leaders? This session explores how an urban school district created a culture that values new teacher support and teacher leadership. The Balsz School District, along with the Arizona K12 Center, designed the Balsz Mentoring/Induction program using the New Teacher Center Induction Standards all the while cultivating teacher leadership through the creation of formal instructional leadership roles. The result... increased teacher retention across the career continuum.

Track: Leadership Development

57F

A P-20 Consortium Approach to High-Quality Teacher Induction

Michele Sherman, *Assistant Superintendent of Student Learning, Columbia County School System*; **Judi Wilson, Ed.D.**, *Associate Dean, Augusta University*

Developing a learning continuum to support pre-service to in-service and beyond requires strong P-20 partnerships that are focused on high-quality induction support. This session examines the alignment of resources and needs in one Georgia region that created an induction consortium. Beginning and maintaining a high-quality induction program with mentoring at the heart is a complex and challenging task—especially as expectations rise for students and teachers. When state agencies, higher education and school districts partner together to accelerate new teacher and leader development, they ensure equitable access to effective teachers and leaders.

Track: Programmatic Development and Sustainability



Registration Information

PAYMENT

Space is limited so register early. Downloadable registration forms are available on this site. Payment in full is required by December 19, 2016 to secure Early Bird discount rate.

Payment may be made by check, purchase order, or credit card. Make checks payable to **New Teacher Center**. Send completed form and payment to:

New Teacher Center phone: 831.600.2200
110 Cooper Street, Suite 500 fax: 831.427.9017
Santa Cruz, CA 95060

Questions? Email symposium@newteachercenter.org or phone 831.600.2277.

PRE-CONFERENCE FEE

Registration includes breakfast, lunch, and materials.

Payment received on or before December 19, 2016:	\$240 per person
after December 19, 2016:	\$270 per person

SYMPOSIUM FEE

Registration includes breakfasts, lunches, reception, and materials.

Payment received on or before December 19, 2016:	\$470 per person
after December 19, 2016:	\$530 per person

PRE-CONFERENCE & SYMPOSIUM FEE

Registration includes breakfasts, lunches, reception, and materials.

Payment received on or before December 19, 2016:	\$710 per person
after December 19, 2016:	\$800 per person

Receipt of payment, confirmation of sessions, and directions will be sent in January.

REGISTRATION POLICY

- **Registration Fees:** Registration fees are due in full and payment is required by February 10, 2017.
- **Session Selections:** Session placement is not guaranteed until payment is received in full. Session capacity is subject to change, and availability may not be guaranteed.
- **Early Bird Discounted Registration:** To qualify for a discounted rate, registration must be received no later than December 19, 2016. To secure your Early Bird Discount, **registration payment must be received in full no later than December 19, 2016**. Payment may be submitted online by credit card or by mailing a check to New Teacher Center by the payment deadline. **Unpaid** Early Bird registration fees **after** December 19, 2016 will result in forfeiture of discounted registration rates, and full registration rates and payment will be required.

- **Purchase Orders:** New Teacher Center will accept Purchase Orders to secure registration, however **payment must be received no later than December 19, 2016 to retain Early Bird Discount rate**.

- **New Teacher Center Federal Tax ID:** 26-2427526

- **Credit Card Payments:** Credit card payments may be processed online or by contacting New Teacher Center at 831-600-2291.

CANCELLATION POLICY

- **Written Notification of Cancellation:** All cancellations must be submitted in writing and addressed to symposium@newteachercenter.org
- **Cancellation Deadline:** Cancellations received prior to **January 19, 2017** are eligible for a full refund less a \$100 per person administrative fee. No exceptions.
- **Fees:** A \$100 administrative fee will be billed and collected for all unpaid and cancelled registrations received in writing **prior to January 19, 2017**. Registrants cancelling after January 19, 2017 and no-shows are liable for the full registration fee and payment will be collected.
- **Refunds:** All eligible refunds will be processed after the conclusion of the event. Cancellations received after **January 19, 2017** will not be eligible for refund.

HOTEL INFORMATION

Accommodations are available at the Hyatt Regency San Francisco Airport (SFO) at a special Symposium rate of \$179 plus tax for single or double occupancy. Reservations at the \$179 rate are available until January 19, 2017 **or until our contracted room block is full**, whichever occurs first. Reservations requested after this will be based on availability at the hotel's prevailing rates. Make reservations online at <https://resweb.passkey.com/go/NewTeacherCenter2017> or call 888.421.1442 and indicate that you are with the New Teacher Center Symposium group. Visit <https://sanfranciscoairport.regency.hyatt.com> for more information about the hotel.

PARKING INFORMATION

Hyatt Regency San Francisco Airport offers self-parking and valet parking. Self-parking is \$6 up to 1 hour, \$12 up to 6 hours, and \$25 for 6+ hours. Valet parking is \$10 up to 1 hour, \$20 up to 6 hours, and \$30 for 6+ hours. For oversized vehicles, the rate is \$40, with \$20 per additional axle.

TRANSPORTATION

Complimentary Hotel Shuttle from SFO:

Hyatt Regency SFO complimentary shuttle runs every 10-15 minutes 24 hours a day. From SFO, take your luggage to the Departures Level center island and look for the area marked "Hotel Shuttle." The shuttle bus is marked "Hyatt Regency and Marriott." For arrivals and departures between 12:00 am and 4:45 am, free shuttles pick up guests every 30 minutes.

Taxi: Approximately \$20-\$25 one way.

Visit <https://sanfranciscoairport.regency.hyatt.com/en/hotel/our-hotel/transportation.html> for more information about local transportation from SFO and to downtown San Francisco.





19th National Symposium on Teacher Induction

REGISTRATION INFORMATION

Pre-Conference Fee:

Payment received on or before December 19, 2016: \$240 per person
after December 19, 2016: \$270 per person

Symposium Fee:

Payment received on or before December 19, 2016: \$470 per person
after December 19, 2016: \$530 per person

Pre-Conference and Symposium Fee:

Payment received on or before December 19, 2016: \$710 per person
after December 19, 2016: \$800 per person

Cancellation Policy:

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MAIL-IN REGISTRATION FORM

or Register Online at newteachercenter.org

Print your name as you wish it to appear on all conference materials.

Mailing address: [] Office [] Home All correspondence will be sent to this address.

[] Check here if you do not want to be listed in the participant roster.

Name

Title/Position

Organization School/Dept.

Email

Phone Fax

Address

City/State/Zip

Other billing organization if applicable

Billing contact (name/phone/email)

Registration Form *continued*

Select your first and second choice of sessions. Space is limited and will be filled on a first-paid, first-served basis.

Pre-Conference Sunday February 12, 2017: Sessions 1-6 1st Choice _____ 2nd Choice _____

Symposium Monday, February 13, 2017:

	Session A 9:15-10:45 am	Session B 11:00 am-12:30 pm	Session C 2:30-4:00 pm
1 st Choice	_____	_____	_____
2 nd Choice	_____	_____	_____

Tuesday, February 14, 2017:

	Session D 9:15-10:45 am	Session E 11:00 am-12:30 pm	Session F 2:30-4:00 pm
1 st Choice	_____	_____	_____
2 nd Choice	_____	_____	_____

I am enrolling in:	Payment received on or before December 19, 2016	Payment received after December 19, 2016
<input type="checkbox"/> Pre-Conference only	<input type="checkbox"/> \$240	<input type="checkbox"/> \$270
<input type="checkbox"/> Symposium only	<input type="checkbox"/> \$470	<input type="checkbox"/> \$530
<input type="checkbox"/> Pre-Conference & Symposium	<input type="checkbox"/> \$710	<input type="checkbox"/> \$800

Special needs or dietary requests _____

Payment: Call 831.600.2291 to pay by credit card or submit payment online.

Enclosed Check # _____ Purchase Order # _____

Amount Enclosed \$ _____ Date _____

Check the one role that best applies:

<input type="checkbox"/> District Administrator	<input type="checkbox"/> State Level Leader	<input type="checkbox"/> Mentor	<input type="checkbox"/> Teacher
<input type="checkbox"/> School Administrator	<input type="checkbox"/> Local Education Leader	<input type="checkbox"/> Coach	<input type="checkbox"/> Other

Payment is due by February 10, 2017. Payment may be made by check, purchase order, or credit card. Make checks payable to **New Teacher Center**. Send completed form and payment to:

New Teacher Center phone: 831.600.2200
110 Cooper Street, Suite 500 fax: 831.427.9017
Santa Cruz, CA 95060

Questions: Email symposium@newteachercenter.org or phone 831.600.2277. Receipt of payment, confirmation of sessions, and directions will be sent in January.

I acknowledge that I have read and understand the Symposium 2017 registration and cancellation policies.

By registering for Symposium 2017, you consent to photography, audio recording, and video recording. You agree that New Teacher Center (NTC) and its affiliates and representatives may release, publish, exhibit, or reproduce photographs, audio recordings, and video recordings of you for any purpose, including without limitation advertising of NTC services and other commercial purposes. You release NTC and each and all persons involved from any liability connected with the taking, recording, digitizing, or publication of photographs, images, video, or sound recordings. You waive all rights you may have to any claims for payment or royalties in connection with the use of your image and voice. You also waive any right to inspect or approve any photo, video, or audio recording taken by NTC or the person or entity designated to do so by NTC.

Signature: _____

Please note that registration forms cannot be processed without your signature.

