



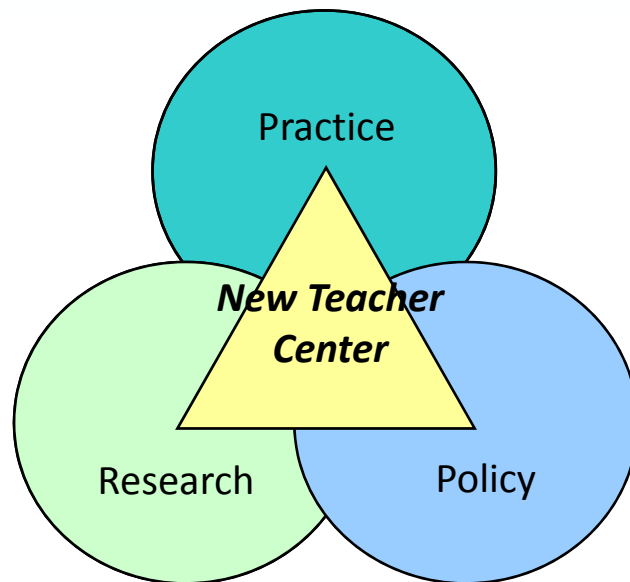
# Induction Programs & Teacher Quality in Urban Schools

**Lisa Vahey**  
**Director, Chicago New Teacher Center**

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*Great Teachers for Our City Schools*

# The New Teacher Center at the University of California at Santa Cruz

Mission: *Improving student learning by supporting the development of an inspired, dedicated, and highly qualified teaching force*



A system of induction should include a network of supports, people, and processes that are all focused on assuring that novices become effective in their work.

*Induction Into Learning Communities, NCTAF, 2005*

# Context matters!

## In Illinois

- policy momentum
- pilot funding

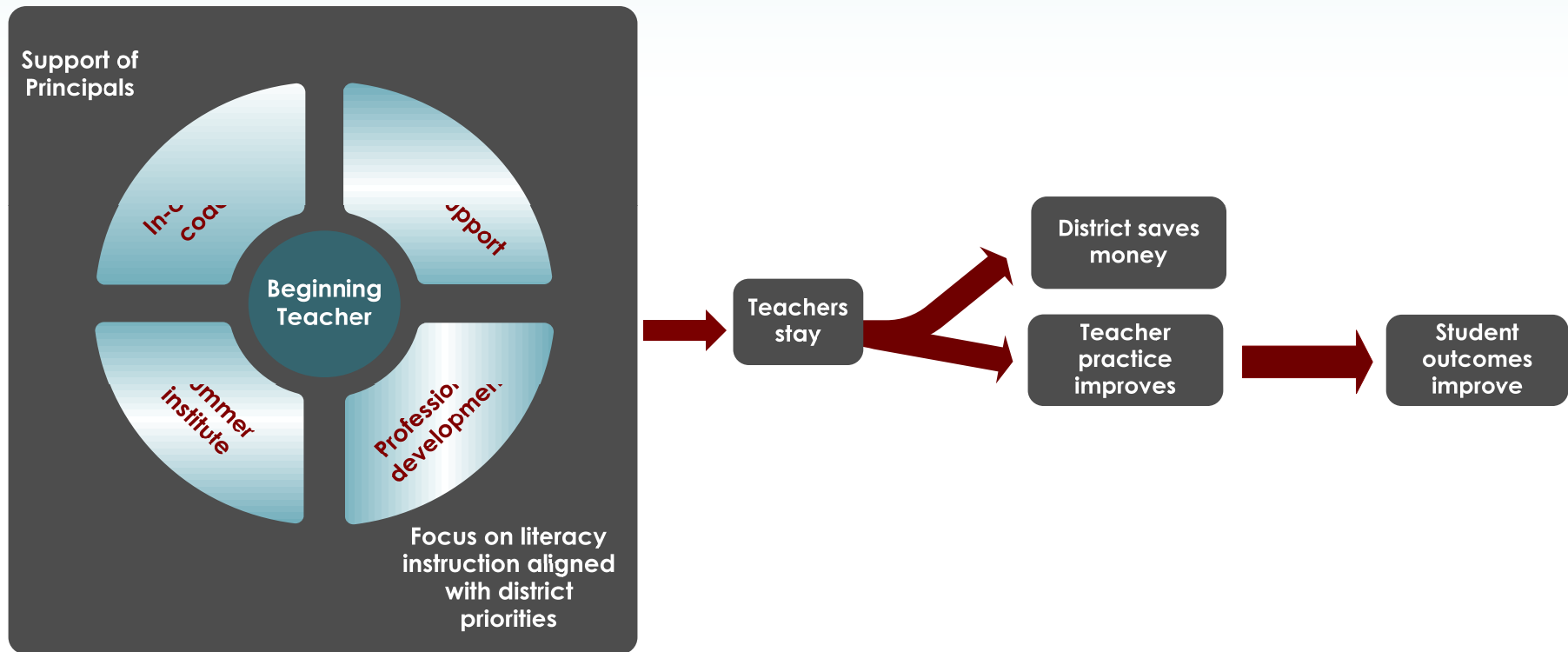
## In Chicago

- Sense of urgency
- Resource alignment

## → **Conscientious decision to commit to**

- responding to the context
- finding ways to be uncompromising, but nimble;
- using data to make decisions

# How have we designed CNTC's work? What impact do we expect to have?





## Chicago New Teacher Center Summary of Service 2008-09

### Induction supports:

In-classroom coaching for **348** teachers in **92** schools, Beginning Teacher Summer Institute, Monthly Working Meetings, Online Community

#### **Area 14**

7 coaches  
1 lead coach  
112 teachers

#### **Area 15**

4.5 coaches  
1 lead coach  
62 teachers

#### **Area 8**

3.5 coaches  
1 lead coach  
54 teachers

#### **Area 13**

2 coaches  
1 lead coach  
29 teachers

#### **Area 17**

4.5 coaches  
1 lead coach  
79 teachers

#### **Turnarounds (Fulton, Copernicus)**

1 lead coach  
8 teachers

### Principal supports:

1.5 FTE Principal coaches working intensively with 51 Principals

### Literacy supports:

Literacy Institutes serving 350+ teachers to support implementation of high quality writing instruction

### Additional partnerships:

Design, development and comprehensive support of district coaching model (Office of Instructional Design and Assessment)

Algebra-focused professional development series (Office of HS Teaching and Learning)

Leadership level support for the Excellence in Teaching Pilot (Office of Human Resources)

# Mentor Selectivity

## Before the hiring process

- Coach exploration experience (field-based)
- Outreach to alums and facilitators
- Clear expectations and accountability in place

## During the hiring process

- Multiple touches to minimize a mismatch
- Rigorous screening and interview process

## After hiring

- Induction to the CNTC organization
- Clear, rigorous expectations, guided by Mentor Formative Assessment System
- Strong management, support and accountability

# CNTC Coaching Database

The CNTC Coaching Database allows us to enter, analyze and report on data in more efficient and effective ways. Data that once lived in multiple Excel and Word files now lives online in an integrated and constantly updated application.

## What we're collecting now:

- Teacher demographics
- Coaching interaction data
- Teacher movement and retention data

## What we'll integrate in 2009-10:

- Professional development attendance and evaluations data
- A way to track improvements in teacher practice

CNTC - Welcome to the CNTC Database - Mozilla Firefox  
 https://www.quickbase.com/db/bdzpiqht?a=pagePreview&pageID=1000014  
 Chicago New Teacher Center  
 Customize Share Recent Find Help  
 CNTC TEACHERS COACHES COACHING LOGS SCHOOLS UNIVERSITIES RETENTION STATUS HELP REQUESTS DOCUMENTS

Welcome to the CNTC Database

Reports

Teachers

- Active BT's, Grouped by Area, then School
- Active BTs by coach
- Area 13 Active BTs, Grouped by School
- Area 13 Coaching Interactions Summary by Coach
- Area 14 Active BTs, Grouped by School
- Area 14 Coaching Interactions Summary by Coach
- Area 15 Active BTs, Grouped by School
- Area 15 Coaching Interactions Summary by Coach
- Area 17 Active BTs, Grouped by School
- Area 17 Coaching Interactions Summary by Coach
- Area 8 Active BTs, Grouped by School
- Area 8 Coaching Interactions Summary by Coach
- BT Roster - List All Active
- BTs added in the last 7 days
- Clare report for entering coaching logs
- Coaching Interactions by

BTs by Area

Count of Beginning Teachers by Area

Coaching Loads

FULL REPORT EMAIL PRINT OTHER

Coach Name	Number of Teachers
Amy Treadwell	5
Arthi Rao	16
Chantay Baker	15

Chicago New Teacher Center  
 Customize Share Recent Find Help  
 CNTC TEACHERS COACHES COACHING LOGS SCHOOLS UNIVERSITIES RETENTION STATUS HELP REQUESTS DOCUMENTS

Coaching Logs | Add Coaching Log

SAVE Save & Add Another CANCEL

\* Coach Christopher Dowell

\* Teacher Name Make a Selection...

Teacher - School Name

\* Date

\* Notes

\* Meeting Length (minutes)

Interaction Type

One-on-One Conference  Observation

Modeling a Lesson  Meeting w/ Group of Teachers  Prep

Other

FAS Tool Used

Collaborative Assessment Log  Analysis of Student Work

Seating Chart  Instructional Groups

Individual Learning Plan  Mid-Year Review

Parent Communication  School and Community Resources

CNTC TEACHERS COACHES COACHING LOGS SCHOOLS UNIVERSITIES RETENTION STATUS HELP REQUESTS DOCUMENTS

Teachers | Area 13 Active BTs, Grouped by School

Retention Status - Active or Inactive is not Inactive AND ... Results 1 to 28 (out of 28)

Teacher Name	Coach Name	Coaching Year	Grade Level(s)	Subject Taught	# of Coaching Logs	Coaching Logs	Total Meeting Length (minutes)
<b>Beasley</b>							
Denita Richards	Kimberly Chase	Y2	Pre K		19.00	Coaching Logs	1575
Jackie McCune	Kimberly Chase	Y1	2		17.00	Coaching Logs	1275
Michelle Robins	Kimberly Chase	Y1	1		17.00	Coaching Logs	1260
TOT					53.00		4110
AVG					17.67		
<b>Graham</b>							
Bret Panter	Kimberly Chase	Y2	K - 8	PE	13.00	Coaching Logs	655
TOT					13.00		655
AVG					13.00		
<b>Holmes</b>							
Denise McBroom	Clare Donovan-Scane	Y2	7 - 8	SS/Writing	22.00	Coaching Logs	1210
TOT					22.00		1210
AVG					22.00		
<b>McCorkle</b>							
Andrea Parker	Jodi Arndt	Y2	5-8	LA	21.00	Coaching Logs	1160
Joshua Graning	Jodi Arndt	Y1	5-8	SS	22.00	Coaching Logs	2290
Kate Kindleberger	Jodi Arndt	Y2	5 - 8	Math	21.00	Coaching Logs	1975
Anna Kerr	Kimberly Chase	Y2	Pre K		18.00	Coaching Logs	1185
TOT					82.00		6610
AVG					20.50		
<b>Mollison</b>							
Tiffany Sheard-Harper	Jodi Arndt	Y2	7 - 8	Math	11.00	Coaching Logs	510
Delondra Boyd	Jodi Arndt	Y2	5	LA	8.00	Coaching Logs	380
Kimberly Jones	Kimberly Chase	Y2	K - 8	Art	17.00	Coaching Logs	1065
TOT					36.00		1955
AVG					12.00		

We believe that data is only as good as the conversations it enables, the improvements it makes possible, and the organizational processes that keep it flowing.

We are very grateful for the generous support of Arie and Ida Crown Memorial, which has made the beginnings of our continuous improvement process possible.

# Sanctioned Time: Quality & Content

I helped her to level her library, set up her classroom and we talked about balanced literacy.

We went through the assessment and how to grade the test. We also discussed how she had concerns about planning and turning in her lesson plans...

I helped her assess many of her students and we discussed how she scored them and some ways of troubleshooting the problems that arose while she was testing the students. I observed her reading and math blocks. I was also able to accompany her to her grade level meeting where we discussed the data and put the students into guided reading groups.

I modeled a guided reading lesson to a small group. I was able to model the lesson and then we were able to debrief about the lesson. She said that it was helpful but she is still concerned about scheduling time to meet with the groups.

I observed her during a guided reading lesson and assigning the students to work stations. For our next steps, I am going to use the movement pattern tool to see where the students are moving during centers.

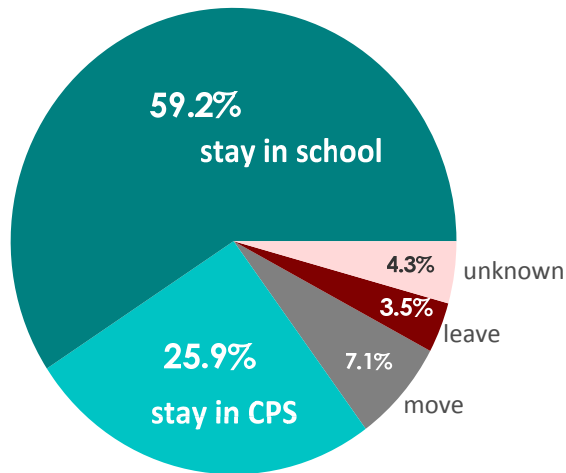
# How are we tracking teacher movement?



## We're reporting on these two rates:

**Completion rate:** The portion of our BTs that begin (not necessarily at the beginning of the year...) and end the year in a CPS teaching position.

**Retention rate:** Of those who completed 07-08, the portion who returned to a CPS teaching position in September 08. We'll track this same group of folks for several years so that we can report on a 2 year, 3 year, etc., retention rate.



## Research generally talks about retention with these three terms, so we're reporting out this way, too:

**“Stayers”:** A teacher who is in the same school at the beginning of her year and the end of the school year

**“Movers”:** A teacher who moves from one CPS school to another or from CPS to another teaching job outside the district. We split these two types of movers up when reporting to CPS since they are more concerned about the teachers who stay in the district.

**“Leavers”:** A teacher who leaves teaching altogether

<b>Stayers + Movers= Retention</b>	<b>Leavers=Attrition</b>
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# Questions for discussion



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For More Information

**Lisa Vahey**

[lvahey@gmail.com](mailto:lvahey@gmail.com)

[www.newteachercenter.org](http://www.newteachercenter.org)