



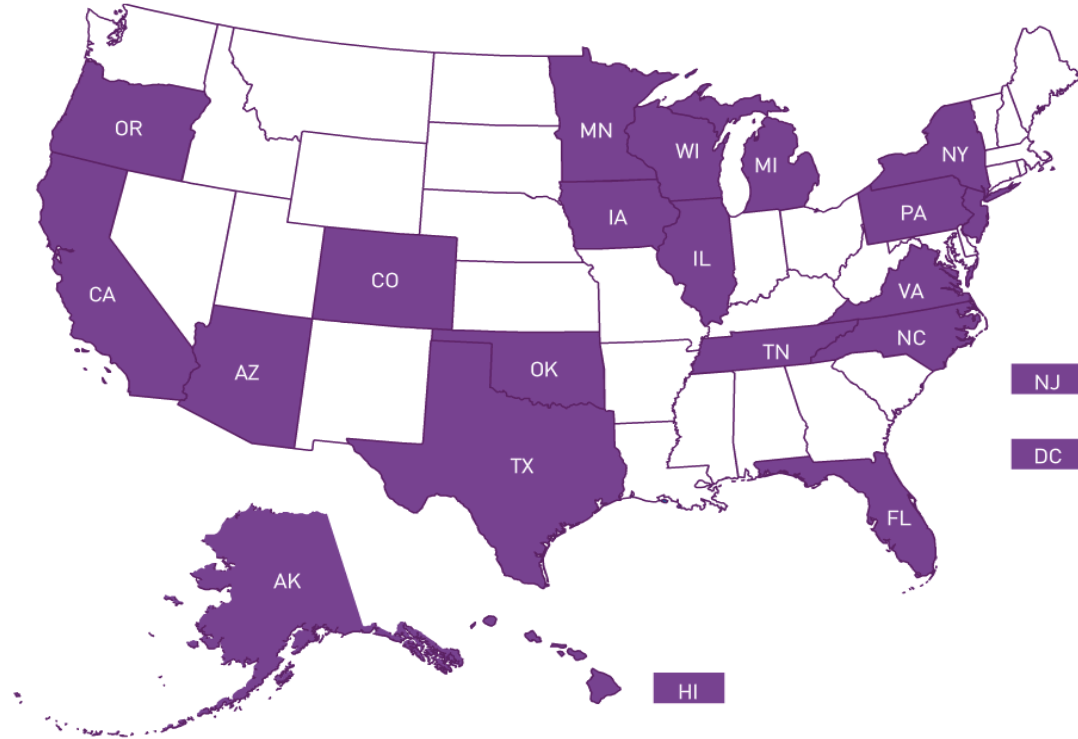
**WEBINAR:**  
Improving Teacher Effectiveness and Student  
Learning  
Through Comprehensive Induction

**Ellen Moir**  
Founder and CEO



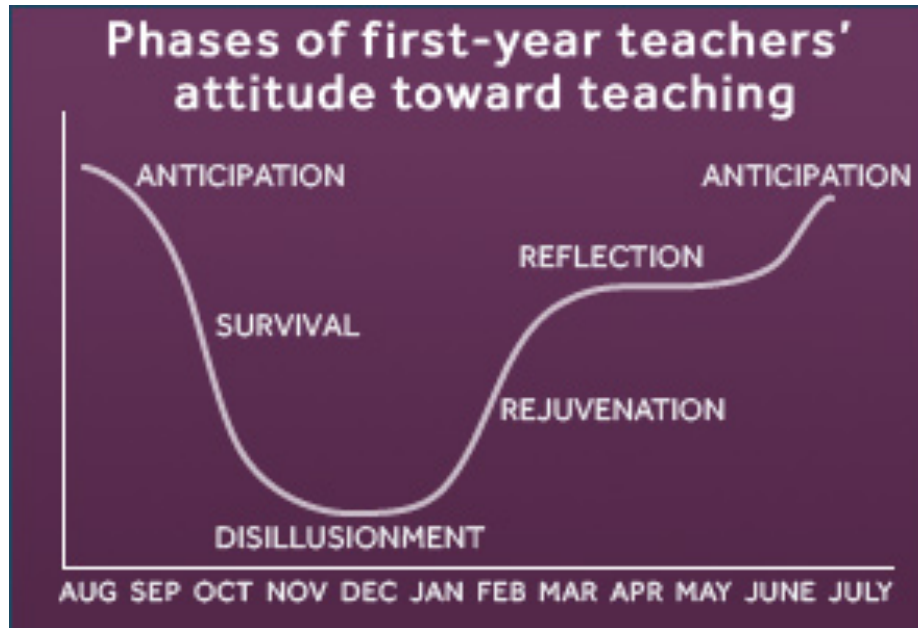
# NTC National Stat

NTC is working with 37 of the largest 200 school districts in 2015-2016



DATA SOURCE(S): ANNUAL CLIENT SURVEYS & LEARNING ZONE ROSTERS, 2015

# Phases of First-Year Teaching

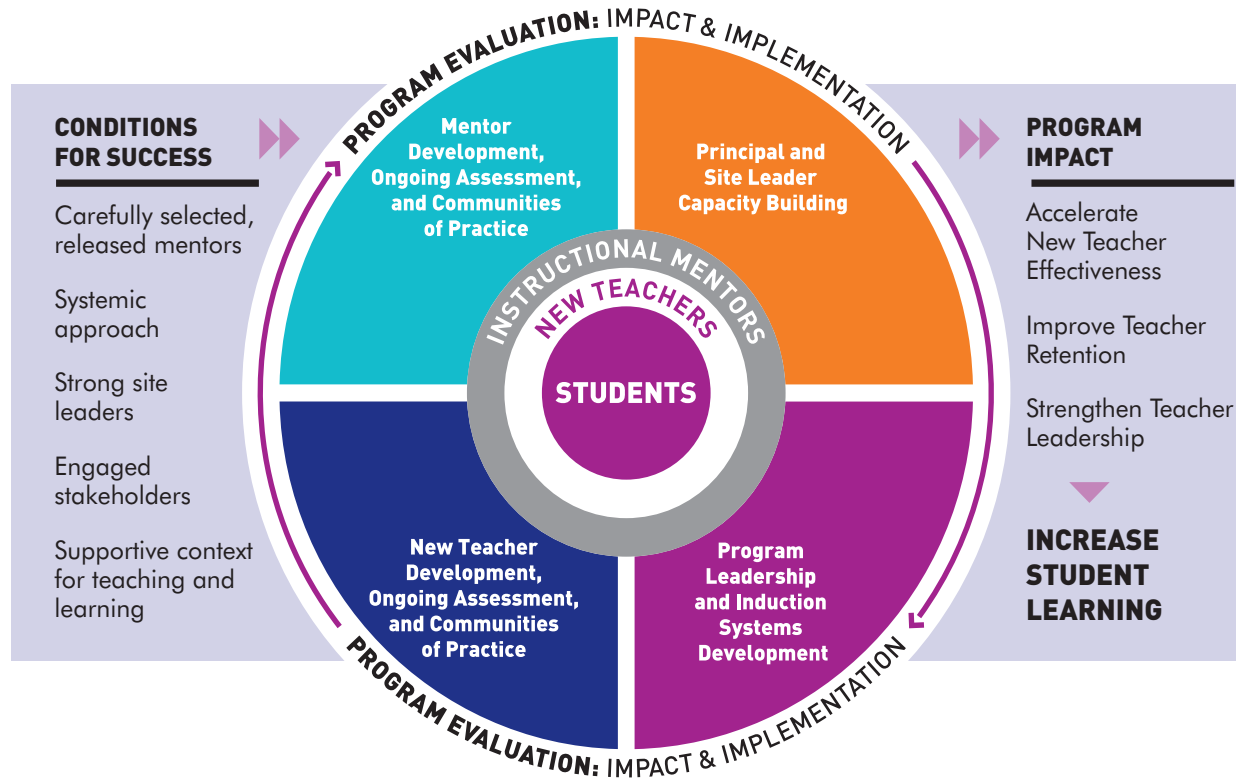


ELLEN MOIR, 1990

# Strong Induction Programs have the Following Research-Backed Characteristics...

- Specific supports make an impact
- Program vision and institutional commitment
- Strong program implementation and accountability
- Rigorous mentor selection and development
- A focus on supporting, evaluating, and developing teacher practice

# NTC's Theory of Action



# Participants

- Grant Wood Area Education Agency, Iowa
- Broward County Public Schools, Florida
- Chicago Public Schools, Illinois

Year	Mentors	Beginning Teachers	Students
2013-2014	23	347	33,000
2014-2015	38	570	61598
2015-2016	46	602	59321
<b>Annual Cumulative Total</b>	<b>107</b>	<b>1,519</b>	<b>153,919</b>

NOTE: TOTAL IS COMBINED ACROSS ALL THREE SITES.  
STUDENT COUNTS ARE ESTIMATES  
STUDENTS ARE NOT UNIQUE

# Notes on the Model of Implementation

The i3 program sites are designed as full-release induction programs and include several criteria to ensure that beginning teachers and mentors receive a comprehensive set of supports. Components of this model include:

- **Fully-released mentors:** i3 mentors are released from their responsibilities as a classroom teacher to dedicate their time to mentoring, completed a rigorous mentor training series, and provided a high-level of support while honing their newly learned skills.
- **A minimum amount of interaction time:** At minimum, beginning teachers in these full-time release programs received on average 180 minutes of face-to-face support from their mentor on a monthly basis.
- **FAS tool completion:** i3 mentors and beginning teachers focused on specific instructional processes and have minimum requirements for completion of certain Formative Assessment System (FAS) tools with their beginning teachers, such as Analyzing Student Work, Classroom Observations & Feedback, and Planning & Aligning Effective Instruction.

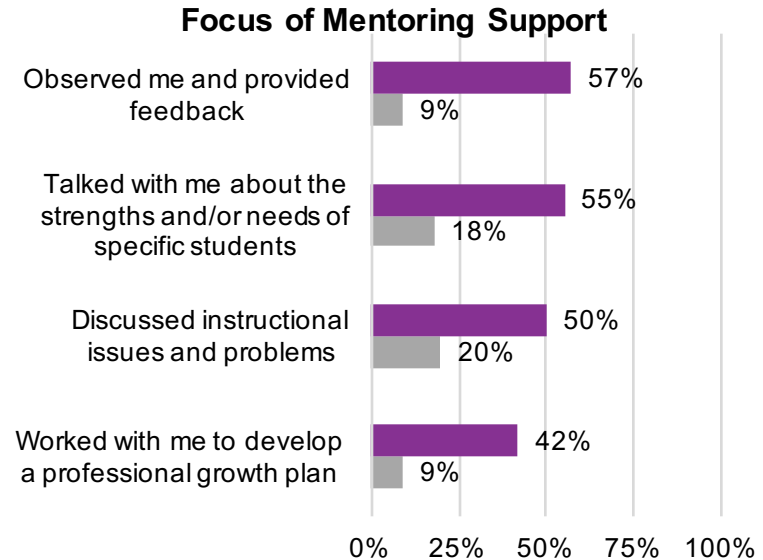
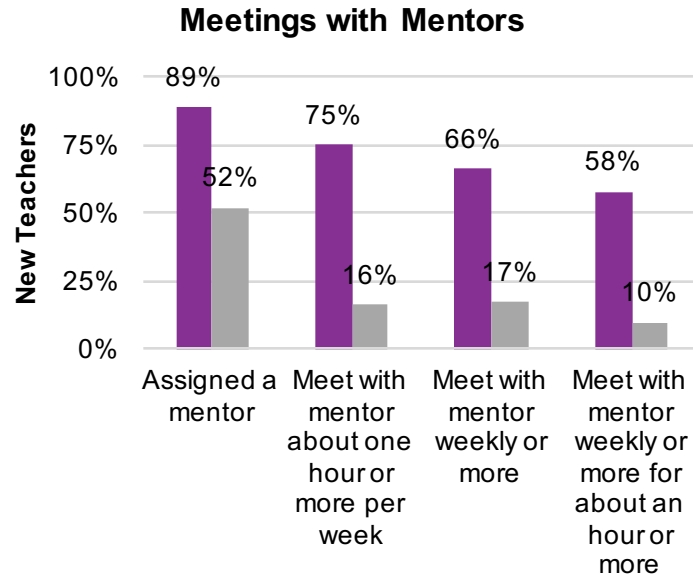
# Key Evaluation Questions

- What is the level of **implementation fidelity** to the NTC model in the partner sites?
- Does participating in NTC induction for 2 years result in **better teaching practices** and **improved teacher retention**?
- Does participating in NTC induction result in **improved student achievement** in reading and math among students in grades 4 – 8 in year 1 and year 2?

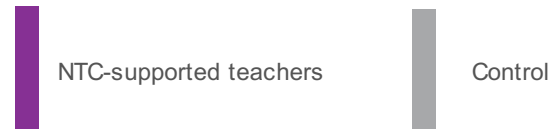


# Program Quality

Evidence suggests NTC-trained mentors provide more intensive and more instructionally focused support than control teachers received

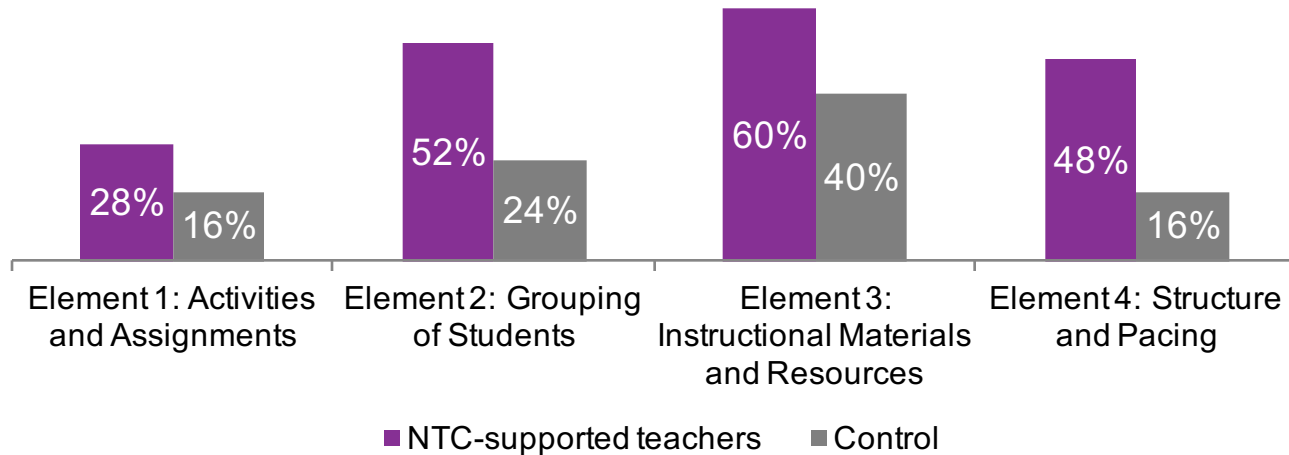


DATA SOURCE: SRI INTERNATIONAL EVALUATION, 2016  
PRELIMINARY RESULTS, COMPARISON STUDY  
TREATMENT N=552; CONTROL N=213



# Practice

A higher percentage of NTC supported new teachers demonstrate proficiency in engaging students in learning

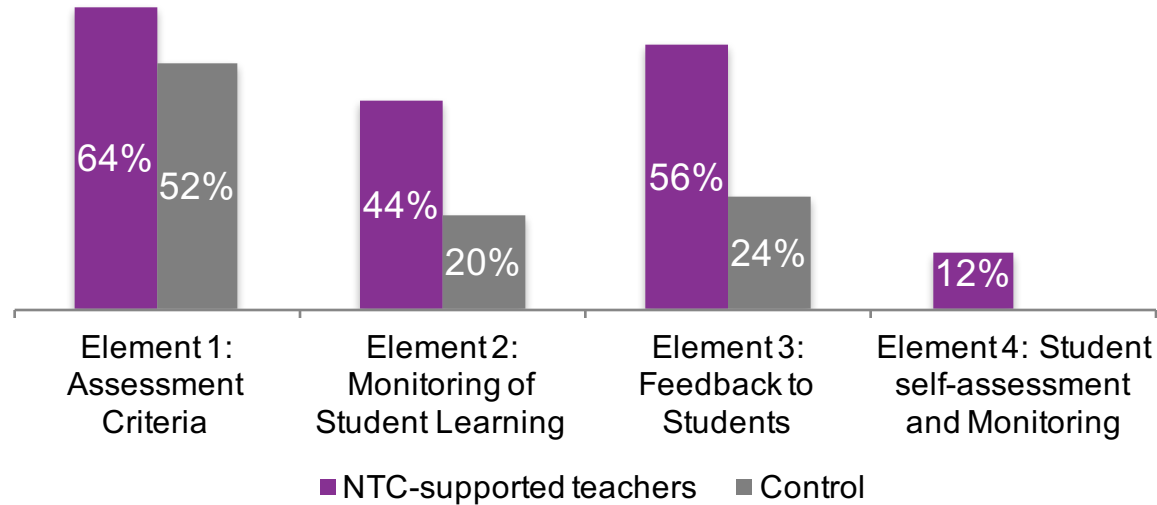


DATA SOURCE: SRI INTERNATIONAL EVALUATION, 2015  
PRELIMINARY RESULTS BASED ON CLASSROOM OBSERVATION SCORES USING THE DANIELSON  
FRAMEWORK  
COMPARISON STUDY

TREATMENT N=25; CONTROL N=25

# Practice

A higher percentage of NTC supported new teachers demonstrate proficiency in using assessment in instruction



DATA SOURCE: SRI INTERNATIONAL EVALUATION, 2015  
PRELIMINARY RESULTS BASED ON CLASSROOM OBSERVATION SCORES USING THE DANIELSON  
FRAMEWORK  
COMPARISON STUDY

# Student Learning

After one year of support, preliminary results show positive impact on student learning



- 2 - 3.5 months of additional learning in reading\*\*
- Effects in Math positive, but not statistically significant

Subject	Adjusted Mean Test Scores (z-scores)		Difference (Effect Size)
	Treatment	Control	
Reading	0.05	-0.03	0.09**
Math	0.00	-0.04	0.04

DATA SOURCE: SRI INTERNATIONAL EVALUATION, 2016

\*\*STATISTICALLY SIGNIFICANT PRELIMINARY RESULTS  
RANDOMIZED CONTROL TRIAL ACROSS TWO SITES

READING (N=101 TEACHERS, N=4,647 STUDENTS); MATH (N=78 TEACHERS, N=3,137 STUDENTS)

# Next Steps

- We are expanding the i3 program to five additional sites
- The evaluation in these sites will focus on:
  - Testing flexibility in mentor release time in variety of settings,
  - Exploring the use of video technology for classroom, observations, and
  - Providing professional development activities through online settings.

# Impact Spectrum

NTC has developed a spectrum of measurement to understand our progress towards our mission and theory of change

<b>Supportive Context for Teaching &amp; Learning</b>	<b>Reach</b>	How many students, teachers, mentors/coaches, and principals participate in NTC programs?
	<b>Program Quality</b>	How do NTC programs implement with quality?
	<b>Practice</b>	How are teacher, mentor/coach, and principal practice becoming more effective?
	<b>Retention of Talent</b>	How are districts doing in retaining teachers and mentors/coaches?
	<b>Student Learning</b>	How are student engagement and learning improving?