

NIET

NATIONAL INSTITUTE FOR
EXCELLENCE IN TEACHING



**TRAINING NEW TEACHERS
TO BE EFFECTIVE ON DAY ONE**

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“My principal couldn’t believe I was a first-year teacher. My exposure to the TAP rubric in my coursework at Arizona State University (ASU) and in my student teaching experience at a partnering school put me head-and-shoulders ahead of expectations. I looked at the evaluation rubric before my first observation and thought, ‘I’ve got this.’”

— Loralie Haynes, Second Grade Teacher, Phoenix, Arizona



NIET AND HIGHER EDUCATION PARTNERSHIPS

The National Institute for Excellence in Teaching (NIET) is a national nonprofit that works with K-12 districts and teacher preparation programs to better prepare new teachers for the expectations they will face in classrooms. NIET also supports school leaders to build strong instructional skills across the faculty and to support educators in choosing to teach in high-need schools and classrooms.

NIET brings years of experience training K-12 educators to strengthen teacher instructional practice, and working with districts to build systems that increase educator effectiveness in high-need schools, to its work with Institutions of Higher Education (IHEs). This includes expertise in designing, implementing and sustaining systems that support mentoring and school-based professional learning, performance-based evaluation and feedback and teacher leadership development, along with the online tools and resources that support these systems.

KEY COMPONENTS OF SUCCESS

1. CREATING A COMMON INSTRUCTIONAL LANGUAGE

“When you have that common rubric—which is gold to me—I tell people it’s not magic. It’s just good science and this rubric will help you do anything well. When we have that common language, and we have the specific criteria to improve on, it helps candidates as they move into their role as a first-year teacher.”

– Monica McCann, Texas Tech University (TTU) Site Coordinator, New Caney ISD, Texas

NIET’s training for higher education faculty supports their work to embed indicators of strong instructional practice into field experiences and coursework. Strengthening connections between teacher preparation programs and their district partners helps to create a common language. This drives strong instruction, improves mentor selection, training and support, and increases districts’ effective use of observation, feedback and coaching to support new teacher development. NIET offers a range of online tools and resources through a portal that supports this work.

“Candidates are much better prepared to step into a classroom at the end and be a teacher all by themselves, more than someone who goes through a traditional program. Having talked to new teachers in our system who completed the program, they feel they were well-prepared and there were really no surprises when they became teachers.”

– Trina Persson, Director of Recruitment and Retention, New Caney ISD, Texas

2. PROMOTING FEEDBACK TO TEACHER CANDIDATES THROUGH A RESEARCH-BASED RUBRIC

“There are very few other programs out there that allow teachers to give feedback to teachers in a structured way. Then you set up a culture where anyone can give feedback to each other because feedback is accepted, appreciated and the norm in our school—rather than the negative or something to get defensive about.”

– Betsy Hargrove, Superintendent, Avondale Elementary School District #44, Arizona

Leading teacher preparation programs have adopted NIET’s TAP Teaching Standards Rubric, which provides a research-based description of teaching practice across four domains and 19 indicators of practice. The TAP Teaching Standards were originally developed by NIET for districts implementing the TAP System for Teacher and Student Advancement and are now widely used by districts working to increase educator effectiveness. The TAP Teaching Standards also form the basis for a number of state and district teacher evaluation systems such as the statewide Tennessee Educator Acceleration Model (TEAM), and South Carolina’s Teaching Standards 4.0 which provide the foundation for evaluating and supporting teacher professional growth. The South Carolina Department of Education selected NIET to train higher education faculty across the state on the standards, followed by training for principals and teachers in K-12 districts. NIET trained faculty at more than 30 institutions on the new teaching standards and how to embed indicators of instructional practice into coursework for teacher candidates.

KEY COMPONENTS OF SUCCESS

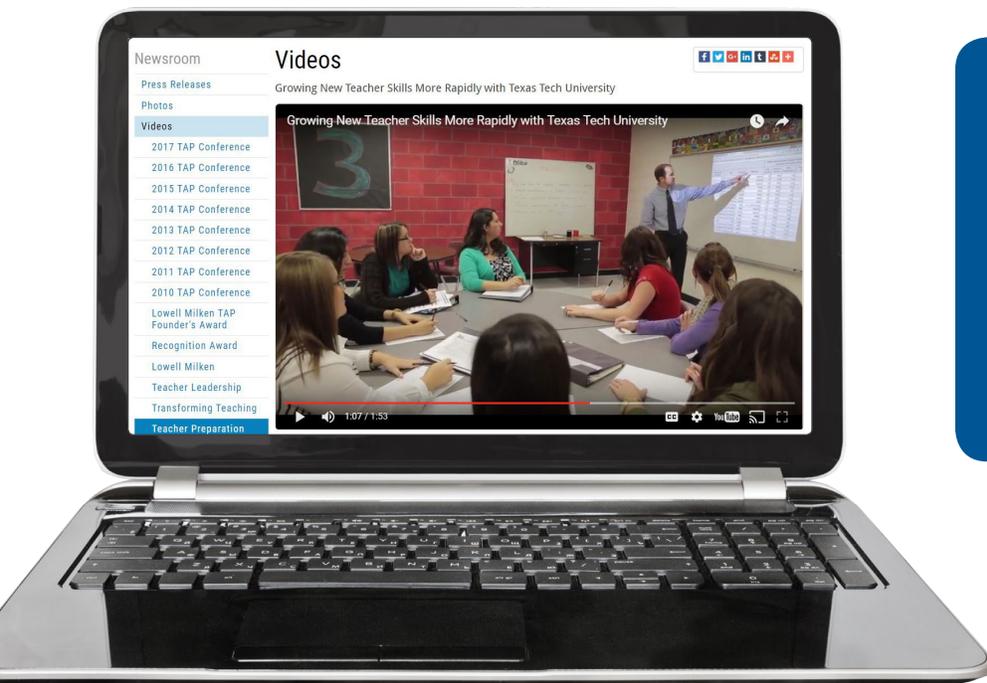
3. FACILITATING PARTNERSHIPS

“The experience that we have in our district for hosting teacher candidates has been number one: rewarding. It has refocused us on what it takes to prepare teachers to go into the classroom. It has made us realize that it’s okay to use a rubric to grow teachers. We have moved from using a checklist to see if a teacher is effective after they graduate or after they go through a program to really going to a growth mindset and being a part of growing our own. Strengthening our partnerships with teacher preparation enables us to be part of growing our own leaders and growing our own teachers.”

— Pat Lewis, Deputy Superintendent, Grand Prairie ISD, Texas

Partnerships among NIET, teacher preparation programs and districts are highly collaborative. This collaboration includes training and implementation, online resources and supports, program management and evaluation, stakeholder outreach and communications. Preparation programs work with an NIET senior program specialist who serves as an on-the-ground liaison among the teacher preparation program, school district partners and NIET.

NIET works with IHE teacher preparation programs across the country including Texas Tech University, Arizona State University, Jackson State University, Middle Tennessee State University, Tulane University, Southeastern Louisiana University, University of Houston, University of Memphis, University of North Texas at Dallas, Texas A&M University-Kingsville and Northern Arizona University. These partnerships have received national recognition and support through federal grant programs including multiple Supporting Effective Educator Development (SEED) and Teacher and School Leader Incentive Program (TSL) grants. Both of these competitive grant programs were authorized in the federal Every Student Succeeds Act (ESSA) in 2015.



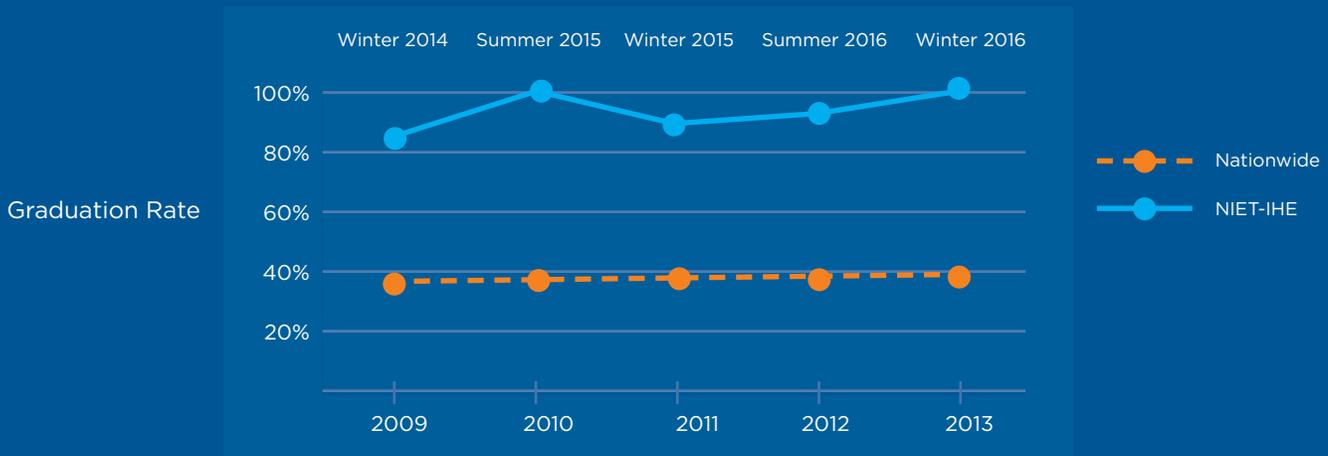
Hear from
educators about
the impact of this
work by visiting
NIET.org.

POWERFUL RESULTS

1. INCREASED GRADUATION RATE

In Arizona, the partnership among NIET, ASU and local K-12 districts resulted in the placement of over 100 STEM teachers in high-need schools over a two-year period. Ninety-four percent of students enrolled in the program graduated and 88 percent went to Title 1 schools. As illustrated below, 38 percent to 40 percent of students who enrolled in four-year postsecondary institutions nationwide graduated within four years, according to National Center for Education Statistics data for 2005 through 2009 starting cohorts (i.e., those who graduated in 2009 through 2013). In contrast, the graduation rate of students in the SEED partnership in the past three years ranged from 86 percent to 100 percent.

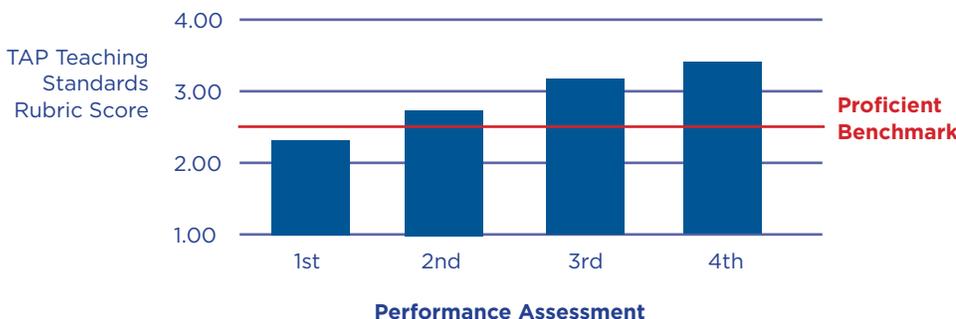
Students in NIET-IHE partnership are more likely to graduate



2. IMPROVED PRE-SERVICE TEACHER EFFECTIVENESS

To evaluate instructional effectiveness, teacher candidates at ASU and TTU were observed four times during their one-year residency period using the TAP Teaching Standards. To be considered effective, teachers must receive a score of 2.5 or higher. As shown in the figure below, on average, teacher candidates exceeded the standard for effective instruction by the second observation and graduated with an average score above 3.0, demonstrating strongly proficient instructional skills.

Students in NIET-IHE partnerships graduated with strongly proficient instructional skills



“They know about teaching, they know how to plan a lesson, they know how to assess student learning and they can manage student behavior. Our teacher candidates come out more like a second-year teacher than a first-year teacher. If that’s not a revolution in education, what is?”

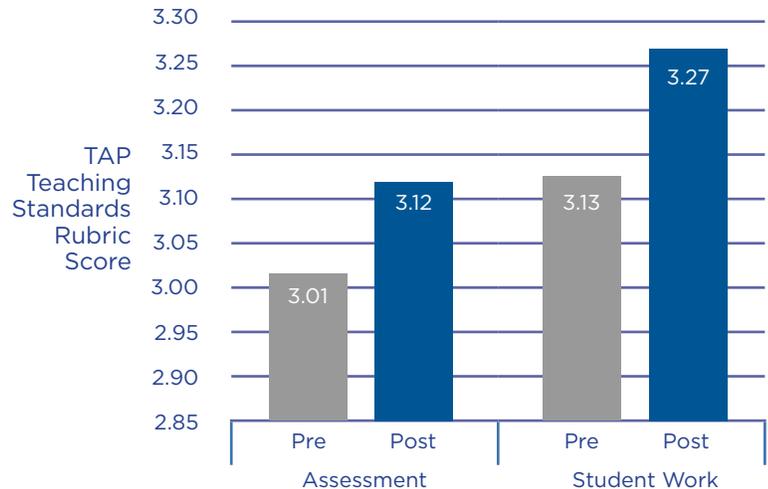
— D. Gale Stocks, Site Coordinator, Texas Tech’s TechTeach Program

POWERFUL RESULTS

3. IMPROVED IN-SERVICE TEACHER EFFECTIVENESS

The partnership among NIET, ASU and local K-12 districts in Arizona also provides existing teachers with professional learning in writing. To measure its impact, NIET examined two instructional indicators related to teacher effectiveness in assigning student work and assessing student performance. As shown in the figure to the right, teacher effectiveness in those areas improved significantly from pre-to-post-professional learning, with substantial effect sizes.

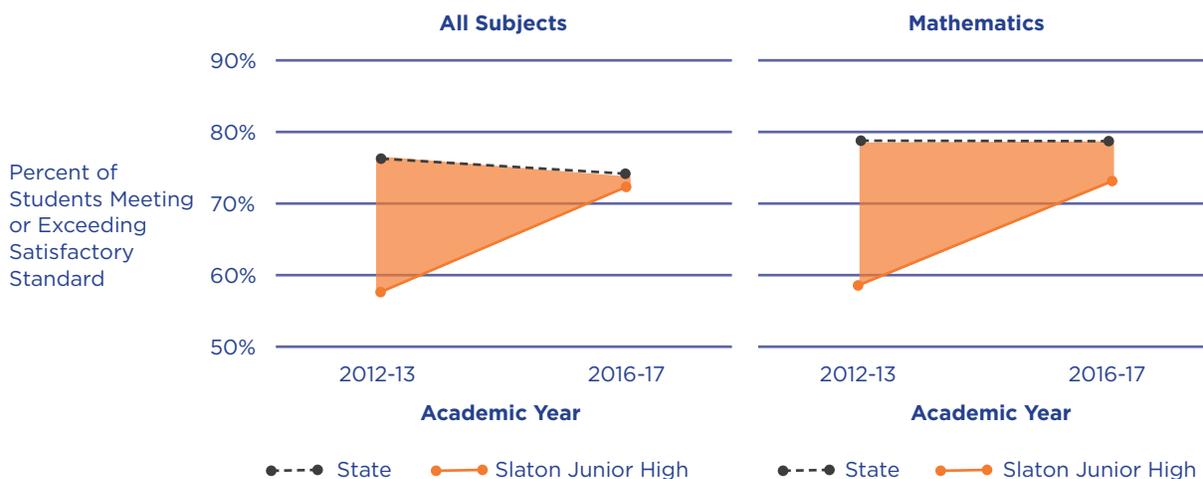
Teacher effectiveness improved after participating in writing professional development



4. IMPROVED STUDENT PERFORMANCE

In addition to strengthening the preparation of teacher candidates, NIET's partnership with TTU provides existing teachers with the ability to earn an advanced certification in leadership, literacy or STEM instruction. Advanced certification training is provided to teacher leaders through on-site coaching in the classroom and technology-enabled feedback on key indicators of their practice. Slaton Junior High, one of the schools benefitting from the project in Slaton ISD, exemplifies the impact on student achievement in a high-poverty school. As demonstrated in the figure below, the percentage of students at Slaton Junior High who met the State of Texas Assessments of Academic Readiness (STAAR) performance standard in all subjects combined increased steadily from 2013 to 2017, closing the gap between these high-need students and the state average. In Mathematics, the percentage of Slaton Junior High students who met the STAAR performance standard improved from 2013 to 2017, again, closing the achievement gap between a high-need student population and the state average.

Closing performance gap between students in partner school and the state average skills



POWERFUL RESULTS



NIET's work with teacher and school leader preparation has the following impacts:

- Graduates from teacher preparation programs are well-prepared to be successful, placed on campuses with built-in systems to encourage continued growth and supported in choosing to work with high-need students in high-need schools.
- New teachers and school leaders reap the benefits of the robust professional learning, regular feedback and coaching and mentoring facilitated by qualified leaders.
- Faculties of partner institutions of higher education learn valuable lessons that help more closely align their curriculum to the needs of schools and students that teacher candidates serve.
- Partnerships increase the placement of effective candidates in high-need schools and support teacher leadership development.
- School districts receive well-trained student teachers, support with identifying and training mentors, help building school-based structures for ongoing professional learning as well as the ability to assess the performance of potential hires.

For information about working with NIET to increase the effectiveness of your teacher candidates and strengthen your district partnerships, contact us at info@niet.org or visit niet.org.



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