



Centering students. Advancing equity.

Dane County New Teacher Project **Supporting Mentors and Instructional Coaches**



About New Teacher Center

For over 20 years, New Teacher Center (NTC) has pushed on what's possible in professional learning. A national nonprofit leader with a legacy of results, NTC supports educators by combining the science of teaching with deep connections to students, so teachers can grow their craft and create thriving, rigorous, and inclusive classrooms. Where every young person feels seen, connected, and challenged to succeed academically, and student-teacher trust is unshakable. Its unique coaching model spans and balances educational ecosystems to build cultures of higher-quality learning, increased teacher retention, and better student outcomes.

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Introduction

The Dane County New Teacher Project (DCNTP) is a consortium focused on professional learning, bringing guidance, training, and support to nineteen school districts of all sizes across the state of Wisconsin as they develop new teacher induction programs. The goal of DCNTP is to provide new teachers, mentors and principals the training and support necessary to build and maintain strong induction and coaching programs that prompt an optimal learning environment for every student. New Teacher Center (NTC) is honored to have served as a partner to DCNTP for more than a decade to help develop and advance the systems that support the realization of this goal.

Through the scope and sequence of NTC's mentor and induction training program, participants learn the critical knowledge, skills, and tools to initiate and maintain effective mentoring relationships with novice teachers that result in instructional growth. The sections below outline a proposed approach to continue DCNTP and NTC's collaborative, multi-year professional learning effort to support educators across the consortium.

Our Approach

At NTC, we believe that professional learning alongside strong coaching and mentoring is a key lever to producing positive student outcomes. We provide a coherent and research-proven approach to standards- and content-aligned professional learning and coaching for educators at the district-, school-, and classroom levels.

NTC's model provides educators with research-based tools and supports that allow them to blend the science of learning and development with a deep understanding of student needs, talents, and challenges and thus narrow the achievement gap. An independent i3 Validation grant evaluation found that after 2 years of NTC coaching support, 4th-8th grade students of NTC-supported teachers demonstrated 2-4 months of additional learning in reading and 2-5 months of additional learning in math compared to students of the control group teachers, who received traditional coaching support.

NTC's methods have also proven effective in improving the professional climate leading to increased teacher retention with 90 percent of our teacher mentors staying in the district and 30 percent increased retention across the teachers we have coached.

To deliver transformative instruction, NTC coaches for the following at the district-, school-, and classroom-levels:



Know Yourself

Understand who you are as an educator, including the lens and potential biases that you bring to your practice and students.



Know the Student

Understand what students have mastered and what they need to master to be on grade level.



Know the Standards

Understand what students need to know to be prepared for college, life, and career.



Harness the Power of the Curriculum

Use the curriculum and standards to plan units and lessons that are reflective of grade-level standards.



Catalyze Student Engagement

Use data-driven, research-based instructional and engagement practices to deliver units and lessons.



Give All Students Access

Provide effective engagement strategies and scaffolds that ensure all learners have access to the rigor of the standards.

Proposed Scope of Work

During the 2024–2025 school year, Dane County New Teacher Project (DCNTP) intends to support up to **30 Mentors and/or Instructional Coaches** using NTC’s proven model of support. This work will meet the following objectives:

- Develop the instructional leadership skills needed to coach for optimal learning environments in which teachers:
 - create emotionally, intellectually, and physically safe environments
 - implement standards-aligned curriculum and instruction
 - meet the diverse needs of every learner
- Engage in strategic instructional coaching cycles (e.g., Plan/Prepare, Teach/Assess, and Analyze/Reflect) focused on standards, pedagogy, and research to advance teaching practice and student learning of the district-adopted curriculum
- Create and maintain collaborative, professional relationships and skills (e.g., communicate effectively; build constructive relationships with stakeholders and colleagues; demonstrate and maintain coach responsibilities, integrity, and ethical conduct) to advance teaching and learning focused on student outcomes with standards-aligned content
- Advance teaching practice through establishing collaborative, professional relationships that: build trust; meet teachers’ needs through the use of coaching language and stances; and provide actionable feedback by modeling active listening.

Professional Learning for Mentors

NTC’s sustaining membership allows DCNTP leaders to conduct NTC-copyrighted Foundational Institute and Advanced Institute listed in the authorized curriculum for the contract duration for up to 30 participants, and 450 online tool accounts.

Authorized Curriculum

A highly skilled mentor is key to providing teachers with support that will advance their instructional practice, whether individually or in learning teams. In the **Foundational Institute for Mentors**, mentors learn the critical knowledge, skills, and tools to initiate and

maintain effective coaching relationships with teachers that result in instructional growth.

The specific sessions included through this sustaining membership are:

- Day 1: Using Formative Assessment in Instructional Coaching Practice
- Day 2: Analyzing Student Learning to Inform Equitable Instruction
- Day 3: Effective Instructional Coaching Cycles
- Day 4: Supporting Effective Instruction

A detailed scope and sequence can be found in **Appendix A**.

During Year 2, mentors and/or coaches continue to build on the impactful, student-centered coaching practices they developed in Year 1 and sharpen the lens on coaching for equitable outcomes through four days of professional learning through the **Advanced Institute for Mentors**.

Participants will:

- Explore bias and mindsets and how that influences teaching, learning, and coaching practices.
- Utilize coaching knowledge and skills to advance instruction to support language acquisition and development (academic language and English learners).
- Develop a deeper understanding of learner variability and the implications for all learners.
- Promote culturally responsive teaching, Universal Design for Learning, and academic vocabulary development as vehicles to equitable instruction.
- Leverage the relationships and trust established throughout Year 1 (both with teachers and within the cadre) to address issues of inequity and support coaching and instructional practices that disrupt those patterns.

A detailed scope and sequence can be found in **Appendix B**.

Consultation for District leaders

NTC will conduct **two days** of virtual consultation to support program implementation. **One day of consultation is included with the sustaining membership.** These consultation days will be planned in conjunction with DCNTP, but will also be reserved for the revising and customizing of the core curriculum.

National Program Leader Network (NPLN)

NPLN is a networked learning experience for our partners where they engage in a process of continuous learning and development focused on program quality and sustainability. Each year, NTC designs the network learning in alignment with the following overarching goals:

- Build collegial relationships within a community of practice
- Provide multiple contexts for sharing and analyzing effective practices and innovations
- Engage programs in continuous program improvement and accountability through a goal setting process that is grounded in the induction / instructional coach program standards
- Provide a framework for collecting and analyzing program data of impact and implementation, and structure opportunities for programs to share and apply effective strategies

NTC partners select small teams (up to 3 participants) composed of key program stakeholders and decision-makers to engage in NPLN. These teams convene for multiple days of networking and learning, three times a year (October, January, and May). During these network meetings, program teams engage in deep and practical conversations about coaching practice, and the program-level practices that support high quality coaching. Teams have the opportunity to collaborate across teams to discuss program quality data, emerging best practices, and pose and address problems of practice. Additionally, each network meeting includes dedicated team time to facilitate Program goal setting and implementation planning.

Please note that NPLN includes registration for all three sessions along with meals and lodging at the two in-person sessions in October and May.

Online Tools

Coaches'/Mentors' professional learning is supported through the use of technology platforms, which may include Kiano, NTC's online learning system. Kiano is designed to accelerate the effectiveness of teachers through a dynamic technology platform, embedded support systems, and access to best-in-class coaching models. The system allows district program leaders to make data-driven decisions that can help them understand the quality of instruction, course-correct in real time, and ultimately help drive positive effects on student learning.

In the online tool platform, users can:

- Engage with tools that facilitate preparation for coaching conversations with a core focus on the whole child and teaching standards.
- Dive deeper into tools that promote engagement in coaching cycles– leveraging multiple tools that combine planning, observation, and analysis of student learning in cyclical ways.
- Access to data that highlights the usage of standards and indicators over time to demonstrate growth and effectiveness of instructional practice.
- Measure time and tool use (as key indicators of high-quality implementation) within the platform.
- Gain visibility, measure, and track into the support of coaches/mentors so that they are operating within a best practice framework and becoming an effective coach/mentor.
- At-a-glance data for coaches/mentors, lead coaches/lead mentors, and district-level leadership to help maximize buy-in and adjust/iterate based on feedback and against district goals.

This agreement includes **one online program tool set**. It also includes **licenses for 450 program leaders, coaches/mentors, and the teachers they support**. The online tool system includes a perception survey for teachers, access to help resources, and one 30–60 minute webinar orientation for new programs. The system requires all users to accept the terms of use the first time they log in. Please note, NTC may substitute or use platforms other than Kiano to support its professional learning services. NTC will provide updates and information regarding additional technology platforms as needed.

Budget

New Teacher Center respectfully seeks **\$32,100** from DCNTP to support the scope of work outlined above. The table below outlines a summary cost breakdown for a partnership to take place from July 1, 2024 – June 30, 2025.

Services outlined in this proposal are delivered virtually unless otherwise noted. For in-person support, travel costs will be calculated and included in the budget table below.

Description	Rate	Total
MEMBERSHIP: BASE COST For up to 30 mentors. Includes: <ul style="list-style-type: none">• Virtual Consultation: 1 Day• National Program Leader Network (NPLN) for up to 3 attendees• Online Tools: up to 450 accounts included	Flat fee	\$5,000
NPLN LODGING Costs associated with the two nights' hotel stay per participant for each of the two in-person NPLN convenings. Priced per attendee (3 included in sustaining membership).	\$1,200	\$3,600
MEMBERSHIP LICENSE TO PRESENT FOUNDATIONAL INSTITUTE AND ADVANCED INSTITUTE FOR MENTORS Priced per session; 8 sessions total.	\$2,500/ session	\$20,000
CONSULTATION One additional day of virtual consultation to support program sustainability.	\$3,500/ day	\$3,500
TOTAL		\$32,100