Assessing Beginning Teacher Practice

Implementation	Impact
Is the BT working with the mentor?	Does mentor support lead to improved Classroom/student performance
How often?	
How many minutes per week?	Classroom assignment
	portfolios
Are FAS tools being used?	speaking / listening / writing / reading performance
	test scores
Are classroom observations with formative assessment being conducted?	"My mentor has helped me to implement ———— So that my students are able to ———

New teachers apply new learning linked to ongoing professional development

SLO's
PDP's

— Case study —

ex: Dylan Wiliams →

book: embedded formative assessment

(how are we implementing his strategies during the year)

Nancy E. and Marc H.

Culturally Relevant

Melissa
Ruthie

	Implementation Data	Impact Data
1)	# of Participants in ASW / # of Districts Represented	
2)	How many Districts Use ASW tools Have available	Ask mentors. 1) are you decreasing tools w/ BTs 2) Do you see BTs making decisions based on those conversations 3) Are BTs asking questions abt. 4) What are students achieving when we look at specific student populations

Heather & Barb	New Educator Quality + retention	
	Implementation	**Impact**
	~~# of type~~ new T.	retention
	getting mentoring	
	and for how long?	
		educ. effectiveness data
	What are the	on new educ. who
	program designs	have had DCNTP ment.
	in DCNTP districts?	
		Is DCNTP AD coordinated w/
	How many mentors	member districts' AD?
	in the consortiom	
	have participated in	
	all the AD?	What do Value-added data
		tell us about our new Ed
	~~How~~ Is there a	in the DCNTP
	link between	
	retention + the	
	amt of time spent	
	w/ a mentor?	

PD & Learning Communities

Implementation	Impact
• #'s of repeat participants	
•	

2) Data Collection:

    a.   Implementation Data:

        i.   # of teachers, mentors, administrators served through a DCTNP workshop/program annually

        ii.   % of new teachers still teaching after 3/5/10 years in DCNTP consortium districts

        iii.   % of teachers, mentors, administrators who attend more than one (2 or more ?) DCNTP workshop(s) within a year—(working at the idea that people return for more info after a positive first impression)

    b.   Impact data:

        i.   State report card score for consortium schools/districts vs non-consortium schools/districts—(probably a reach on linking that or other student achievement data like ACT/WKCE scores to DCNTP but just trying to brainstorm opportunities for positive data for us)

        ii.   # of new teachers served by DCNTP who have become mentors within the DCNTP Consortium—(this data might support program quality if people want to continue to be part of it)

        iii.   Ave. # of years of experience/employed by a DCNTP consortium district for teachers and administrators—(a high # demonstrates a positive culture/support system within those districts—again, might be a reach?