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BOSTON UNIVERSITY

WHEELOCK COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Dissertation

"OUR TRUE NORTH":
THE IMPACT OF THE NEW TEACHERS COLLABORATIVE INDUCTION PROGRAM AND THE COALITION OF ESSENTIAL SCHOOLS PRINCIPLES ON TEACHER RETENTION AND SATISFACTION

by

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Submitted in partial fulfillment of the

requirements for the degree of

Doctor of Education

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"And perhaps Americans don't want question-askers, people who want answers. Perhaps, in sum, the unchallenging mindlessness of so much of the status quo is truly acceptable: it doesn't make waves. But perhaps we—all of us—are better than that."

Ted Sizer in Horace's Compromise: The Dilemma of the American High School

DEDICATION

I would like to dedicate this work to my partner Tommy, who has been an incredible support to me throughout this journey and who encourages me every day. To my children, Griffin and Ruby, who have made concessions and sacrifices so that their mom could be the best version of herself. I would also like to dedicate this to my parents who instilled in me the value of education and let me get out of weeding carrots or picking peas if I had homework to do…sometimes. And to all the students over the years who have always brought so much joy to my life as an educator.

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“OUR TRUE NORTH”:

THE IMPACT OF THE NEW TEACHERS COLLABORATIVE INDUCTION PROGRAM AND THE COALITION OF ESSENTIAL SCHOOLS PRINCIPLES ON TEACHER RETENTION AND SATISFACTION

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ABSTRACT

Teachers face a variety of challenges whether they are new to the classroom or veterans. Studies from the past decade, as well as more recent research, show that our teacher workforce has become younger, less experienced, and is dwindling in size, particularly in urban and rural, public-school districts. We also have research showing that teacher preparation programs help teachers feel ready to be in the classroom and, to some extent, better able to help their students succeed. There has been some recent research regarding the elements that make up teacher preparation programs and what may make them successful, however, this research exists for only a select few programs, and the guidelines for programs vary greatly from state to state. What if we could look at one under-studied program that utilizes specific principles and values and gain insights that could help teacher preparation programs on a larger scale? This study examines one specific program—the New Teachers Collaborative (NTC) run out of The Francis W. Parker Essential Charter School in Devens, MA—and determines the impact of the program’s ties to the Coalition of Essential Schools (CES) and its principles and values

on participants' retention in the field of education and their general career satisfaction. The CES, founded by Theodore Sizer and others, is based upon 10 Common Principles rather than prescribing a specific model of secondary education. This case study involved surveying participants of the program over its 30-year history and interviewing a selection of those survey participants. The qualitative data collected from the surveys and interviews showed that 92% of the NTC participants surveyed continue to work in education or "education-adjacent" fields, and 60% of those surveyed are currently K–12 public school classroom teachers. The majority of survey participants see themselves remaining in the education field, and many stated that the CES principles have a positive impact on their feelings regarding the teaching profession. Overall, decency and trust within an educational setting, as well as valuing student voice and participation, were key principles allowing teachers to maintain positivity and continue to work in the field. On a larger scale, if more teacher preparation programs were centered on the core values of decency, trust, and student voice, it is argued that more teachers would be willing to weather the challenges of the profession and remain in the classroom.

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LIST OF ABBREVIATIONS

BEST ..... Beginning Educator Support Training

BU ..... Boston University

CES ..... Coalition of Essential Schools

DDO ..... Deliberately Developmental Organizations

ELT ..... Experiential Learning Theories

LSI ..... Learning Style Inventory

MA ..... Massachusetts

NCES ..... National Center for Education Statistics

NTC (CA) ..... New Teacher Center (California)

NTC (MA) ..... New Teachers Collaborative (Devens, MA)

NTPS ..... National Teacher and Principal Survey

NTSP ..... New Teacher Support Program

PAR ..... Peer Assistance Review

PDK ..... Phi Delta Kappa

PREL ..... Pacific Resources for Education and Learning

PST ..... Pre-Service Teachers

SASS/TFS ..... Schools and Staffing and Teacher Follow-Up Surveys

TEAM ..... Teacher Education and Mentoring

CHAPTER ONE

Introduction and Rationale of Study

Embarking on the teaching profession is no easy feat. New teachers face daily challenges: managing classrooms, negotiating with administrators, engaging with parents, working with other teachers, and many more. Teachers have many aspects of their jobs which they may not be prepared for upon first entering the classroom. As educators Linda Darling-Hammond and Jeannie Oakes write, "Teachers in many communities need to work as professors of disciplinary content, facilitators of individual learning, assessors and diagnosticians, counselors, social workers, and community resource managers" (2019, p 3). Beginning teachers can at times feel overwhelmed, isolated, joyous, and frustrated—all during just a one-hour long class period let alone a school day or year. Coined by the New Teacher Center in California, a key site for induction research, to help explain beginning teacher emotions, the six phases of "First Year Teacher Attitudes Towards Teaching" indicate the emotional rollercoaster that embodies first-year teaching:

Figure 1: Phases of First-Year Teachers' Attitude Toward Teaching

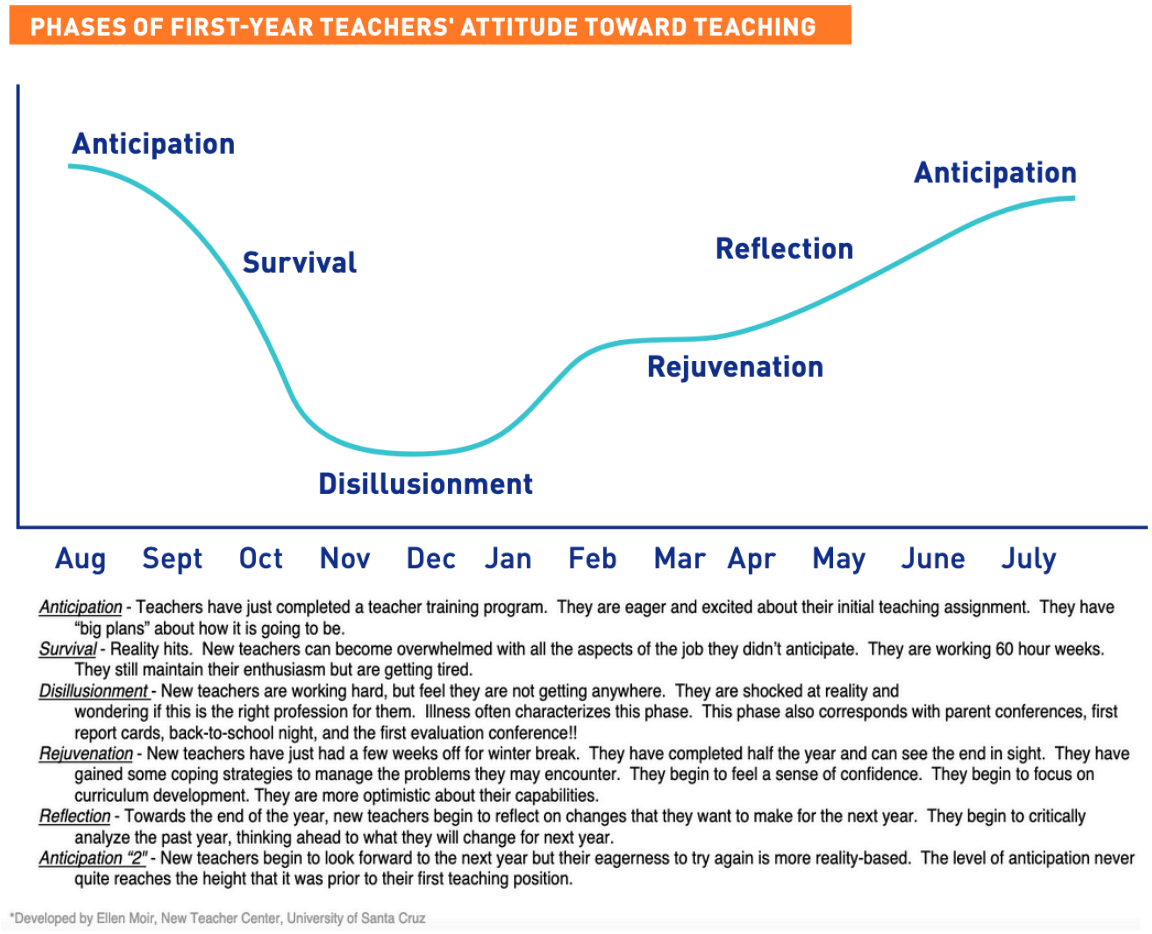


Figure 1 indicates how eagerly new teachers approach the fall when they begin teaching, but they soon realize just how complicated the job really is when entering the survival and disillusionment modes of the winter. There is a sense of improvement as spring approaches and the end of the year is in sight, but the anticipation levels "never" return to the height that they once held before entering the classroom.

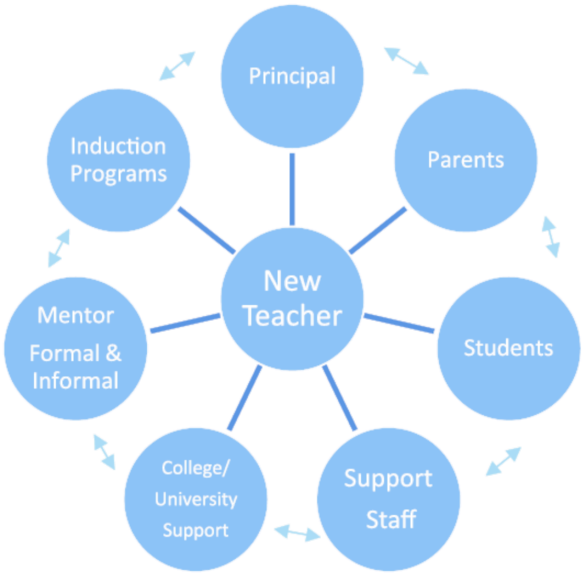
In some ways this is normalizing for new teachers, and it helps them to grapple with their varied emotions. Still, it begs the question of whether or not those levels of excitement and anticipation for teaching can, indeed, fully bounce back to reenergize

teachers year after year. Also, clearly the chart of teacher attitudes looks different for teachers unsatisfied in their first year of teaching and for those who ultimately leave the profession, with a further descent into disillusionment. Are tools and supports that schools have, like induction programs, able to alter the course of these emotions in order to promote quality teachers remaining in the classroom? Induction programs are intended to help new teachers improve with the help of mentor teachers and other support elements, but what is specifically needed in an induction program to make it effective and impactful on teacher attitudes and retention? And could an induction program based around a set of principles that dictate educational programming for entire schools—rather than a siloed program— be successful in getting teachers to remain passionate in the profession?

In order to begin to consider these questions more thoughtfully, a more thorough consideration of the history of induction and mentoring programs is necessary. First, it is important to distinguish between two terms that are commonly used interchangeably but are actually separate from each other. Michael Strong, former director of the New Teacher Center, defines induction as "the initial stage or phase of one's career, or to the system of support that may be provided during that phase." He then states that mentoring is a term often used synonymously with induction and is actually only one aspect of an induction support program. Stan Koki, education specialist for Pacific Resources for Education and Learning (PREL), defines mentorship as "a complex and multi-dimensional process of guiding, teaching, influencing and supporting a beginning or new teacher. It is generally accepted that a mentor teacher leads, guides and advises another

teacher more junior in experience in a work situation characterized by mutual trust and belief" (1997). In general, mentoring programs pair novice teachers with more experienced educators in order to "ably explain school policies, regulations and procedures; share methods, materials and other resources; help solve problems in teaching and learning; provide personal and professional support; and guide the growth of the new teacher through reflection, collaboration, and shared inquiry (Feiman-Nemser and Parker, 1992). Induction and mentoring, then, are separate elements of helping a new teacher acclimate to the classroom and the school community, as seen here by this chart from Gorden and Lowrey (2016):

Figure 2: Impacts on New Teachers



While this dissertation will primarily be focusing on induction programming, mentoring can often be referenced and included within induction programs, therefore background knowledge regarding mentoring is also helpful to understanding both.

Mentoring programs have been used by schools during times of greater teacher hiring need when people from other professions are encouraged to switch careers to the education field (Feiman-Nemser, 1990). Mentoring programs have also been used to encourage the retention of qualified teachers and lessen the impact of "reality shock" that befalls many novice educators (Veenman, 1984). More recently, Bonnie Billingsley in her book *Cultivating and Keeping Committed Special Educators: What Principals and District Leaders Can Do* states that one of the more important ways to help retain teachers is to "provide responsive induction programs for new teachers" (2005). And according to a study of special education educators, teachers who are supported with mentoring programs stayed in teaching longer and felt more included in the community (Mathur et al., 2005). A study of a group of Canadian teachers indicated that teacher mentorship plays a key role in teacher retention (Whalen et al., 2009). Other recent studies also look at small and large groups of teachers in various regions across the United States, and each indicate a positive impact on teacher induction and mentoring programs on teacher satisfaction and retention (Ronfeldt & McQueen, 2017; Mathur et al., 2013; Ingersoll et al. 2004; Hobson et al., 2009; Hellsten et al., 2009). The research is clear that teachers who receive induction support, and mentorship within that support, in general, remain teachers longer.

A number of states require some form of teacher induction programming; however, the policies are inconsistent. According to a 50-state review of induction and mentor policies by the New Teacher Center in 2016, only Connecticut, Iowa, and Delaware "require schools and districts to provide multi-year support for new teachers,

require teachers to complete an induction program for a professional license, and provide dedicated funding for new teacher induction and mentoring." In addition, Hawaii also funds a multi-year induction program but does not require it for educator licensure. In addition, even these four states did not meet all of NTCs nine main policy requirements, which include: at least two years of induction support for new teachers, rigorous standards for mentor quality, time for teachers and mentors to meet, adoption of formal standards, adequate funding, pathways to educator licensure, program accountability, and the development and assessment of teaching conditions. The report also states that of the 29 states that do require some form of induction programming for new teachers, only 15 require it for more than one year. This means that 21 states do not require any induction programming or mentorship training for beginning teachers (Goldrick, 2016).

There have been some studies regarding qualities that successful teacher induction programs have in common, as documented by Linda Darling-Hammond and Jeannie Oakes' book *Preparing Teachers for Deeper Learning* (2019). They study seven examples of teacher induction programs across the country to try to determine what elements are essential to "preparing future teachers for 21st century learning" and those that align with their five dimensions of deeper learning which include: learning that is developmentally grounded and personalized; learning that is contextualized; learning that is applied and transferred; learning in productive communities of practice; learning that is equitable and oriented to social justice. They determined that each of the exemplary programs written about in the book incorporates well-established values, leadership that prioritizes teacher preparation, dedicated resources, and partnerships with K–12

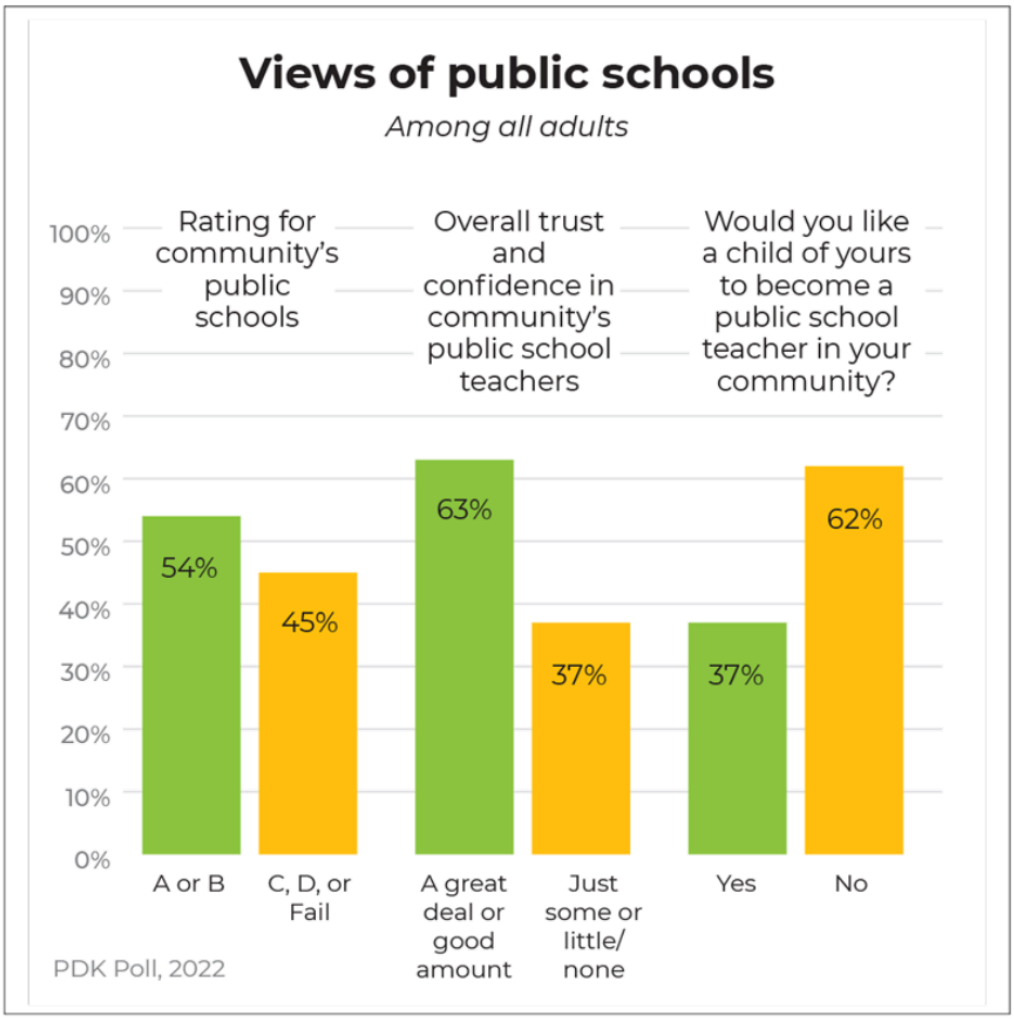
schools.

Still, even with some successful induction programs available to new teachers, the United States has challenges retaining teachers. While the COVID-19 pandemic may have shone light on teacher retention challenges, issues regarding teacher retention have been present for decades. Ingersoll et al. (2001; 2003; 2018) estimate that nearly 45% of beginning teachers leave the field of education within the first five years of their career and those young teachers (under the age of 30) are 171% more likely to leave teaching than middle-aged teachers (between 30–50 years of age). Still, these national data, largely from the national Schools and Staffing Survey (SASS), require further disaggregating, because not all teacher retention issues occur evenly across districts. In fact, as Ingersoll et al. point out, " almost half of all public school teacher turnover takes place in just one-quarter of the population of public schools…high-poverty, high-minority, urban, and rural public schools have among the highest rates of turnover…[and] there is an annual asymmetric reshuffling of significant numbers of employed teachers from poor to not-poor schools, from high-minority to low-minority schools, and from urban to suburban schools" (Ingersoll et al., 2018). Yet another trend found by Ingersoll et al. is that there are many more beginning teachers in the field, and because new teachers are more likely to quit, the number of beginning teachers leaving the profession is on the rise. The most frequently cited reasons for leaving the profession include "dissatisfaction with any of a variety of school and working conditions, including salaries, classroom resources, student misbehavior, accountability, opportunities for development, input into decision making, and school leadership." While "lack of mentorship and induction programs" is not a

specific reason given by teachers in this survey, it stands to reason from the research that perhaps improvement in teacher induction and support efforts would improve some of these conditions for new teachers (Ingersoll et al., 2018).

In addition to lack of support in their profession, it seems that there is less support from the American public regarding the teaching profession as well. Recent polling data show that Americans have less trust and confidence in the teaching profession than ever before (Saad, 2024). In a January 2022 Gallup poll, the "belief in grade-school teachers' honesty" dropped to an all-time low of 64%. A July 2022 Gallup poll revealed that only 28% of Americans have a "great deal" or "quite a lot" of trust in American public schools. Party divisions were also present in the data; 73% of self-reported Democrats gave high honesty and ethics ratings to teachers, while only 54% of Republicans did. And only 13% of Republicans had trust in public schools as a whole, while 43% of Democrats did (Saad, 2024). Meanwhile, in the latest PDK Poll of the Public's Attitude Toward the Public Schools which has been conducted since 1969, only 37% or respondents stated that they would want a child of theirs to work as a public-school teacher:

Figure 3: Views of Public Schools, PDK Poll



In that same poll, 29% of parents said they did not want their children to become teachers citing "low pay", while a separate 26% cited the "difficulties, demands, and stress" of the job. Another 23% cited "lack of respect or being valued" as a reason for not wanting their children to become teachers. This lack of trust will be referenced later in the paper, but it is important to raise the issue now to highlight other challenges that impact teacher retention.

Teacher retention matters, because the research shows that student outcomes benefit from teachers who are more experienced and form a bond with the communities in which they teach (Ingersoll et al., 2018). Turnover in any occupation has its positive and negative attributes. Sometimes it is important for "new blood" to enter the workforce to inspire creativity and growth. However, "turnover is a major factor behind the problems that many schools have staffing their classrooms…Increases in turnover among minority teachers, especially in disadvantaged schools, undermine efforts to recruit new teachers in hard-to-staff schools and to diversify the teaching force" (Ingersoll et al. 2018). In addition, "teachers' effectiveness—as measured by gains in their students' test scores—increases significantly with additional experience for the first several years in teaching" (Ingersoll et al., 2018; Henry, Fortner, & Bastian, 2012; Kane, Rockoff, & Staiger, 2006). In effect, if our goal in teaching is to educate students, then it is vitally important that our teachers be supported in the classroom to do so.

Still, could the very nature of the structure of a teaching induction programming be integral to its success in maintaining teachers? Given the wide variety of induction programs that exist, could a program that utilizes the principles defined in the Coalition of Essential Schools (CES), as developed by Theodore (Ted) Sizer and others, be successful in helping teachers continue teaching? The CES was developed by Ted Sizer and a group of other educators who gathered together to "puzzle over the obvious inefficiencies of the basic structure of schools" (p. 222, Sizer, 1984). "A Study of High Schools," the name of the research project undertaken by the group, "examine(d) the institution broadly but intimately, with its history in mind, and with a focus on the

experience of students and teachers. Ted himself visited more than 80 schools as part of the study, while his colleagues focused intensely on a set of 15" (McDonald, 2016). They found that even though the schools they studied were from districts across the country, and served very different populations, there was a "strong resemblance in structure, schedule, and ritual" (McDonald, 2016). Sizer wrote a book, *Horace's Compromise: The Dilemma of the American High School* in 1984, released after President Ronald Reagan's National Commission on Excellence in Education's "A Nation at Risk" report in 1983. "A Nation at Risk" claimed that high school reform could save the American economy. "Its recommended fixes were the same ones that American manufacturing was then applying rigorous standards, total quality, and zero tolerance of rejects" (McDonald, 2016). Sizer, however, was averse to quick fixes and viewed teachers and students as equal agents of change in schools, and schools needed to be "intimate enough to cope with this complex and interconnected work" (McDonald, 2016). Some criticized the movement for being too small; how could this program which relies on small communities be standardized for larger organizations? CES created the Ten Common Principles which were to serve as the guide for all school activities and stakeholders (Appendix B).

These Common Principles also guide the New Teacher's Collaborative, an induction and mentoring program based in Devens, MA at the Francis W. Parker Charter Essential School (also known as "Parker") which Sizer created along with his wife, Nancy, and others. The program is designed to help teachers learn how to teach in this small, progressive school and either remain in that setting or utilize that knowledge in

larger settings. In the program overview, former program director Ruth Whalen Crockett states to prospective applicants, “Start your middle or secondary (grades 5–12) school teaching career by working and learning in schools designed to foster the habits and skills of critical thinking, collaborative inquiry, and reflection, where students are known well” (2023). NTC recognizes that not all schools operate like Parker, therefore they want their participants to learn how to integrate the CES Principles in their daily practice. As Ruth Whalen Crockett stated in an interview, “How do you live the principles in the real world? That is what we want to accomplish” (R. Whalen Crockett, personal; communication, September 27, 2023).

Research Questions

Therefore, because teacher retention is important to the success of our student population, and teachers are leaving in part because they feel unsupported and undervalued in the profession, and because a beginning teacher’s early years in the classroom are so challenging and multifaceted, my goal in this dissertation is to explore one example of an under-researched teacher induction program—New Teachers Collaborative in Massachusetts—and its ties to the Coalition of Essential Schools Ten Common Principles in order to draw some conclusions about the effectiveness of the induction program on teacher retention and satisfaction in the profession. My research question and sub-questions are as follows:

To what extent, if any, does the connection between the New Teachers Collaborative induction and mentoring program and the Coalition of Essential Schools Ten Common

Principles, and the structure and methodology that results from that connection, lead to teachers who remain or hope to remain at their institutions or in the profession?

a. What specific elements of the CES Principles are perceived to be most impactful for program participants? What elements are perceived by participants as ineffectual or detrimental?

b. How do the core ideas of trust and intimacy as dictated by the Ten Principles impact beginning teachers' perceptions of the program?

Theoretical Foundations for Induction Programming

When considering the implementation of induction programming for new teachers, it is important to consider how adults learn, since new, adult teachers are effectively learning how to teach. Being more informed about adult learning theories can help schools create more effective induction programs that consider how adults learn and process information. Early emphasis on learning was centered around children, but in more recent decades the ways in which adults learn have been researched more critically. Key historical adult learning theorists include Malcom Knowles, Stephen Brookfield, and Jack Mezirow (Alford, 2013).

Knowles, Brookfield and Mezirow all contributed greatly to the field of adult learning theory. Knowles argued that two cardinal principles of adult learning were "(1) You always start with learners where they are starting from in terms of their interests, problems and concerns, and (2) You engage the learners in a process of active inquiry with you" (1989, 41). Knowles argued that pedagogy, the art and science of educating children, does not work the same for adults, and that andragogy, the art and science of

working with adults, was the opposite. Five ways that adults differed from children as learners were in "self-concept, experience, readiness to learn, the orientation of learner, and in the motivation to learn" (Knowles, 1984, p. 12). Brookfield is most well-known for his work in self-directed learning (SDL), while Mezirow is known for his transformational learning theory. Brookfield focused on the voluntary nature of adult learning, as well as needing to be reflective and collaborative. As Brookfield (1986) stated, "In an effective teaching-learning transaction all participants learn, no one member is regarded as having a monopoly on insight, and dissension and criticism are regarded as inevitable and desirable elements of the process" (p. 105). Mezirow (1991), in his development of transformative learning theory, stated that critical reflection is a key component of transformative learning and "freedom, democracy, equity, justice are necessary conditions for optimal participation in critical discourse" (p. 226). Facilitators of adult learning are encouraged to foster this critical reflection through dialogue that will, in turn, lead to new action.

Mezirow's transformative learning theory has also developed into a larger concept that our world view is changed the more we learn, and this growth helps us understand and learn new ideas as well, an idea which serves to help guide us in designing induction programming for adult beginning teachers. Mezirow explains that transformative learning "is the process of effecting change in a frame of reference" (Mezirow, 1997). Frames of reference are experiences, associations, and values that a person has acquired over the course of their lives. These frames of reference are composed of both habits of mind and points of view, with habits of mind being more "durable" than points of view since those

change over time. Essentially, we “transform our frames of reference through critical reflection on the assumptions upon which our interpretations, beliefs, and habits of mind or points of view are based” (Mezirow, 1997). Given this, the facilitation of transformative learning takes place when educators (or whoever is responsible for the adult being educated) helps learners become aware and critical of their own and others assumptions Mezirow also states, “Learners need practice in recognizing frames of reference and using their imaginations to redefine problems from a different perspective, [and] learners need to be assisted to participate effectively in discourse” (1997). The educator functions as a facilitator or as an idea-generator rather than a subject-matter authority. Mezirow argues that the goal of adult education is, “implied by the nature of adult learning and communication: to help the individual become a more autonomous thinker by learning to negotiate his or her own values, meanings, and purposes rather than to uncritically act on those of others” (1997). This critical discourse seems to be at the very heart of teacher induction programs.

Induction programs center on practical skills; these programs offer ways that beginning teachers can learn how to be teachers while on the job. This type of experiential learning connects to Carl Rogers Experiential Learning Theory (Rogers, 1969; Rogers, 1994) which evolved from the broader humanistic education movement (Patterson, 1973). In this theory, experiential learning differs from cognitive learning, in that experiential learning applies skills and facts to actual tasks and outcomes. For example, cognitive learning would be limited to learning multiplication table facts or specific grammar skills. Experiential learning would be utilizing knowledge about engine

parts in order to fix a car (Rogers, 1994). Rogers makes the claim that experiential learning directly relates to the learner's wants and needs, and he lists qualities of experiential learning which include personal involvement, self-initiated, evaluated by learner, and pervasive effects on learner (Rogers, 1994; Rogers, 1992). For Rogers, self-initiated learning is the most long-lasting, and learning takes place when the subject matters to the learner. Teachers and learners who are a part of mentorship and education practices certainly benefit from acknowledging the role of the learner (or in this case beginning teacher) in the process of becoming a more experienced teacher. Beginning teachers have a vested interest in being good at their jobs and therefore are intrinsically dedicated to learning more in order to be better in the classroom (Aliakbari et al., 2015, Renger and Macaskill, 2021).

Expanding upon the experiential learning theories (ELT) was David Kolb (1984). In *The Handbook of Educational Theories*, Zijdemans-Boudreau et al. (2013) states that Kolb describes knowledge as resulting from "the combination of obtaining and transforming experience" (p. 115). Received instruction is only part of the learning process; people use "conflict, disagreements, and differences" in order to create new understandings. Kolb suggested that repeated interactions created individuals who preferred to learn in specific ways. The Learning Style Inventory (LSI) tool that Kolb created allowed him to see four distinct patterns that emerged from a person's learning experiences, which led to the development of four distinct learning styles: divergers, assimilators, convergers, and accommodators (Zijdemans-Boudreau et al., 2013). Essentially, however, even with the breakdown of the specific learning styles, Kolb

concluded that all learning was experiential (Zijdemans-Boudreau et al., 2013, p. 117). Zijdemans-Boudreau et al. (2013) state, "...educators have found value in examining the learning process through the framework of ELT to create learning activities that provide students with concrete experiences, giving them a basis for deeper reflection and construction of knowledge. It is in the creation of learning experiences that educators ask questions concerning the generalizability of experiential learning theory across cultures, ethnicities, and genders" (p. 118). This can be a valuable theory to utilize when referencing teacher induction programs.

In fact, if one looks at the research, many others have stated the importance of having new teachers or pre-service teachers (PSTs) utilizing first-hand experiences in their education programming. "Effective teacher preparation requires opportunities for PSTs to actively experiment with a variety of methods in multiple contexts" (Williams, L., Sembiante, S., 2022). Linda Darling-Hammond (2006) writes, "Beyond high-quality courses, it is equally important to organize prospective teachers' experiences so that they can integrate and use their knowledge in skillful ways in the classroom" (p. 305). In one study, for example, Jenset, Klette, and Hammerness (2018), studied the coursework in six teacher preparation programs—two each in Norway, Finland, and California—to see how each "program's coursework was grounded in practice" (p. 186). The researchers created eight categories describing ways that pre-service teachers would get opportunities to experience real-world teaching events. They found that across the whole of the programs, pre-service teachers got many opportunities to "include teaching materials and artifacts" and "take the pupil's perspective" but had few opportunities to "practice or rehearse

teacher role(s), analyze pupils' learning, or see models of teaching" (Jenset, Klette, and Hammerness, 2018, p. 190). The researchers conclude that "these findings not only corroborate earlier findings, but they also serve to underscore the continued need to provide teacher candidates with opportunities to enact, simulate, and rehearse practice" (p. 193).

Robert Kegan's constructive-developmental theory can also help us when understanding adult learning and growth (Drago-Severson, 2009, Kegan, 2000; Kegan, 1994). Constructive-developmental theory states that people are active meaning makers of experience who then "reform our meaning-forming" in order to experience transformation learning (p. 52, Kegan, 2000). Understanding developmental theory helps us "understand how adults might experience participation in programs designed to support their learning" (p. 54, Drago-Severson, 2009). A key component of constructive-developmental theory is that growth "always takes place in some context, referred to as the holding environment…the nurturing context in and out of which a person grows" (Kegan, 1994; Drago-Severson, 2009). A more current theory that builds upon constructive-developmental theory and could have an impact on mentoring and induction programming is Kegan and Lahey's theory of Deliberately Developmental Organizations (2016). In their book *An Everyone Culture*, Kegan and Lahey argue that most organizations (in education and beyond) are ones in which "most people are doing a second job no one is paying them for…and most people are covering up their weaknesses, managing other people's impressions of them…hiding their inadequacies…" (p. 1, 2016). In researching primarily corporate organizations, they found that those

organizations where no one was “doing a second job” developed employee capabilities and “created a safe enough and demanding enough culture that everyone comes out of hiding” (p. 3, 2016). They call this type of organization a “Deliberately Developmental Organization, or DDO” (Kegan and Lahey, 2016). By focusing on the development of employees and their best qualities, organizations can be more successful. In regard to the world of education, this can translate to schools which take the time to build a culture around learning and growth for their teachers (or employees) and administrators. Mentor and induction programming serve as a guide for helping teachers become more effective educators, and with the theoretical lens of Kegan and Lahey, we can see an opportunity for entire schools to appreciate, value, and embody the notion that teachers have abilities and strengths that deserve to be built upon.

Theoretical Foundation for Coalition of Essential Schools

Another important theoretical framework to understand in regard to this particular study of the New Teachers Collaborative is the Common Principles of the Coalition of Essential Schools. Francis W. Parker Charter Essential School, along with the adjoining Theodore Sizer Teacher Center, the organization that hosts the New Teachers Collaborative, was established in 1995. The goal of the charter school was to utilize the 10 Common Principles written by founder Ted Sizer as the foundation for teaching and learning (Common Principles). According to these principles, a learning community should be one in which people learn to use one’s mind well, value depth over coverage, ensure that goals apply to all students, allow for personalization, center the “student-as-

worker, teacher-as-coach" relationship, foster the demonstration of mastery, embody a tone of decency and trust, ensure that everyone be committed to the entire organization, budget dedicated resources for teaching and learning, and demonstrate democracy and equity in practice (Common Principles). It is important to understand that these principles are at the core of the NTC program of study, and that these principles impact the outcome of the program.

Still, before the CES Common Principles came into existence with the help of Theodore Sizer and many others, there were theorists and educators who wrote and practiced the Learner Centered ideology which sits at the heart of CES guiding principles. Michael Schiro talks about four curriculum theories, with Learner Centered being one of them. "The aim of Learner Centered educators is to stimulate the growth of people by designing experiences from which people can make meaning, fulfill their needs, and pursue their interests" (Schiro, 2013, p. 204). This ideology has origins in early writings from John Amos Comenius, Jean-Jacques-Rousseau, Johann Heinrich Pestalozzi and Friedrich Frobel. These thinkers and philosophers, all from the early 1660s through the early 1800s, are seen as the early developers of the Learner Centered ideology. For example, Comenius believed that people learned by doing, "Artisans learn to forge by forging, to carve by carving, to paint by painting…let children learn to write by writing, to sing by singing, and to reason by reasoning" (Comenius, 1657/1896, pp.100, 152). For Comenius, and the other aforementioned thinkers, learning is developmental and is manifested as a result of encountering hands-on experiences and transforming those into abstract thought.

Later, a number of educators in the United States would impact the Learner Centered ideology. G. Stanley Hall founded the child study movement in the 1880s, Colonel Francis W. Parker, the person who inspired the name for the school where NTC is based, wanted very much to move children to the center of education and "make schools enjoyable places" in his time as a public school superintendent in Quincy, Massachusetts and an educator leader at the Cook County Illinois Normal School (Schiro, 2013, p. 129). Incidentally, John Dewey, another influential proponent whose work supports Learner Centered ideology, sent his own children to the Normal School and called Parker, "the father of progressive education." (Kaplan, 2013, p. 23). According to Schiro, Dewey's philosophies are in line with Learning Centered ideologies (p. 130). The concepts that children learn by doing and that children make meaning through continuous reconstruction of their existing meanings as a result of new experiences they encounter are prevalent in Dewey's writing (Dewey, 1938; Dewey 1948).

By the 1980s, partially in response to the reform movements of the era, Theodore Sizer had studied a number of American high schools and written *Horace's Compromise: The Dilemma of The American High School* in 1984. In this text, we see Horace Smith, Sizer's main character, as "an experienced English teacher trying his hardest to find ways to use his time and his mind to help his 130 to 150 students—a different group every trimester, learn to be strong readers and writers" (Sizer, 2013, p. xiv). Sizer makes the argument in this book for better schools, smaller classes, and fully educated students much like the Learner Centered ideologists that came before him (Sizer, 2004). Deborah Meier, part of the beginning of the Coalition of Essential Schools movement and

colleague of Theodore Sizer, wrote in the forward of *The New American High School* that by creating the Coalition and the "unique and powerful" principles, they wanted to impact children from varied geographic and socio-economic backgrounds. "[The principles] represented not a recipe or a model but a mind-set, principles that could be adapted to particular passions and particular situations" (Sizer, 2013, p. xv). It is with this goal in mind that the research design for the study of the New Teachers Collaborative (NTC) is presented below.

Research Design

I had access to contact information for the approximately 180 total participants who have completed or are currently in the New Teachers Collaborative (NTC) induction program. I surveyed participants from NTC in order to gain a better understanding of how the program, and specifically how the Coalition of Essential Schools Ten Common Principles, impacted participants. If I were to only focus on the most recent participants in the program, I would not be able to get a sense of the program in its entirety; instead, I would be centered on studying years in which the education field has changed tremendously as a result of the Covid-19 Pandemic. I began collecting data in the winter of 2023 and spring of 2024. Initially, I emailed a survey to all of the NTC participants with the help of program director Ruth Whalen Crockett. In addition to the questions about NTC and the CES principles, I also asked if participants would be willing to be contacted for a longer phone or in-person interview to expand upon their answers. I would then interview eight participants in long-form interviews. Through analysis of this survey and interview data, the goal was to make some conclusions about the impact of

certain elements of the NTC program and the CES principles that had the greatest impact on teacher retention and satisfaction.

Significance of Study

Through surveys, interviews, observations, and investigation of NTC programming, I hope to help other schools create meaningful induction programs that help retain exceptional educators. Because the NTC program is a smaller program based in Massachusetts, one might believe that there would not be much opportunity for transferability of my study to other larger districts. However, I hope that by identifying key attributes of the programming that participants found particularly impactful on their careers, and specifically inquiring about the impact of the Coalition principles, I can bring those to the attention of state and local educational leaders who aim to initiate or revise induction programming. In the end, my goal is to find ways to help individual schools or larger districts retain good teachers and help new teachers learn to be the excellent educators they are capable of becoming.

CHAPTER TWO

How can we define "induction" and "mentoring", and what is the current state of induction programming in the United States?

Since the 1980s, some states have instituted required mentoring and induction programs for new public-school teachers, although the quality and definition of those programs varies greatly (Goldrick, 2016; Furtwengler, 1995; Ashburn, 1987; Association of Teacher Educators, 1989). But what caused the increase in induction and mentoring programs to occur? When the Reagan Administration released their *A Nation at Risk: The Imperative for Education Reform* report in 1983 on the state of education in the United States indicating that the quality of American education was "unacceptably low," many local, state, and federal governments began enacting laws implementing increased regulation and accountability for educators (Hanson, 1991). This "top down" approach began to give way to one that focused more on helping educators be part of the solution rather than one that viewed them as the problem (Hanson, 1991; Furtwengler, 1995). These new programs often centered on retaining new teachers in the profession and helping teachers advance through Berliner's (1986) identified educator stages of "competent, proficient, and expert" (Furtwengler, 1995). As a result, induction and mentoring programs were instituted at the district, state, and regional levels. The National Association of State Directors of Teacher Education and Certification (Mastain, 1991) collected information on support systems for beginning teachers in 1984. At that time, eight states reported the operation of such programs. By 1991, 31 states reported that they had launched beginning teacher programs. The Center for Policy Research in Education (1989) reported that the impetus for new educational policies and programs during the

reform movement came from state leadership rather than local or national government (Furtwengler, 1995).

The definition and distinction between mentoring and induction is critical to identifying what makes either one successful. In addition, a brief history of mentoring and induction programs will help to set the stage for further investigation into the literature surrounding the topic. Also, a core component of the New Teachers Collaborative induction program is the mentorship new teachers receive from mentor teachers; exploring the outcomes of mentorship will help give context to the program as well. While induction and mentoring are often referenced together, induction refers to the process by which a new teacher enters a community and solidifies teaching skills and practices (Wong, 2004). Reeves, Hamilton and Onder (2021) state, "Induction is a teacher education mechanism that is intended to support the successful transition of individuals from a student of teaching to a teacher of students" (p. 7). Ingersoll and Strong (2011) state that the purpose of induction programs is "teacher socialization, adjustment, development, and assessment" (p. 203). Mentoring, on the other hand, can be defined as "pairing experienced teachers with teachers beginning their careers. The mentors work closely with beginning teachers and provide them with much-needed support and guidance" (Mishkind, 2016). Mentoring plays a key role in the induction process but is only one aspect of the induction process as seen in Figure 4:

Figure 4: Possible Induction Elements (adapted from Wong 2004)

Both terms "induction" and "mentoring" will be used in this literature review, however the primary focus of the research discussed in this specific section of the literature review will be about mentoring and its history and effectiveness within broader induction programs.

Michael Strong (2009) in his book *Effective Teacher Induction and Mentoring*, talks about the history of mentoring as a concept in greater society, harkening back to the Middle Ages when expert craftsmen taught younger generations, and narrows the focus quickly to induction programs in schools. Strong defines mentoring as it relates to induction, meaning that mentoring is simply one aspect of an induction program (pp. 5–6). Ingersoll and Strong (2011) reviewed 15 empirical studies and state that "support, guidance and orientation programs for new employees" are often "collectively known as induction." Initial implementations of induction programs were designed to bring in experienced teachers to help deepen and develop novice teacher skills (p. 7). Program size and content varied across the nation, and some of that remains true today. Currently in the United States, there is no national requirement for early-career teachers. One of the

most recent reports from the New Teacher Center (NTC) based in California — not to be confused with the New Teachers Collaborative (NTC) that is the central focus of this study — stated that only 15 states require "a research-based, multi-year course of support for all beginning teachers" (Goldrick, 2016). As shown in the table below from the NTC policy report, around 29 states require some sort of support for new teachers, but only 15 require it for more than one year, and even those often limit the support to two years.

Table 1: New Teacher Induction Requirements by State

Table 1. State Policy: New Teacher Induction Requirements			
Required, with no minimum program length	**Required for one year**	**Required for two years**	**Required for more than two years**
Colorado	Arkansas	California	Delaware
Rhode Island	Kansas	Connecticut	Hawaii
Wisconsin	Kentucky	Iowa	Louisiana*
	New Jersey	Maine	Maryland
	New Mexico	Missouri	Massachusetts
	New York	Vermont	Michigan
	Oklahoma		North Carolina
	Pennsylvania		Ohio
	South Carolina		Utah
	Virginia		
	West Virginia		
3 states	**11 states**	**6 states**	**9 states**

The New Teacher Center argues that improved state policy is needed to ensure that mentor and induction programs are in place for new teachers. Quite simply, they claim that in "...states that do not require any form of induction or mentoring, new educators are less likely to receive it" (Goldrick, 2016). The New Teacher Center evaluated state induction programs using nine criteria: number of educators served, mentor quality, time provided to mentors and mentees, program quality, program standards, funding, licensure requirements, and more general teaching conditions (See: Appendix A; Goldrick, 2016).

According to these criteria, "No single U.S. state has perfected its policies to ensure the provision of high-impact, multi-year induction support for all beginning educators" (p. 42, Goldrick, 2016). Regarding specific mentoring practices, according to the report 30 states explain which educators are eligible to serve as mentors, and require initial mentor training, but only 18 states require ongoing mentor training. Alaska, Hawaii, Maryland, and Washington all provide or require full-time mentor teachers, while other states "encourage" it. Twelve states dictate minimum contact hours between mentors and beginning teachers (p. V, Goldrick, 2016). In addition, as seen in Table 2 below from the NTC report, 18 states currently require or recommend mentor training and ongoing professional development for mentors:

Table 2: Mentor Training/Professional Development by State

Table 2. State Policy: Mentor Training/Professional Development	
State requires or recommends foundational mentor training and on-going professional development	
California	New York
Colorado	North Carolina
Connecticut	North Dakota
Hawaii	Ohio
Illinois	Oregon
Kansas	Rhode Island
Maryland	South Carolina
Massachusetts	Utah
New Jersey	Washington

Again, given the variety in mentor requirements and induction practices, the New Teacher Center recommends that states:

> "establish explicit mentor selection criteria; provide or require foundational mentor training and on-going mentor professional development; ensure that

> mentors receive sufficient foundational training and on-going professional development in classroom observation, formative assessment of teaching practice, providing actionable feedback, and engaging in collaborative coaching conversations; require that mentor assignments occur in a timely manner, near the start of the school year or a teacher's initial assignment; allow the use of full-time mentors, who are able to support larger caseloads of beginning teachers and which afford greater selectively for mentor roles (p. 17, Goldrick, 2016).

These recommendations for states regarding mentoring and induction in education are confirmed by other researchers in the business world as well. Johnson et al. (2020) state in their article for *Harvard Business Review*, "Why Your Mentorship Program Isn't Working", that "marginal or mediocre mentoring may be a consequence of assigning mentors who are too busy, disinterested, dysfunctional, or simply lack competence in the role." Leaders from industries across America, not just education, think of mentoring as an add-on job rather than a job itself. Johnson et al. (2020) claims that mentor development training can help mentor programs thrive in business and in education alike. These connections between the business and education worlds help to further solidify the importance of finding some common ground policies, standards, and beliefs from which to build teacher induction programs nationwide.

Does mentoring and induction programming matter?

A number of studies have indicated that induction programs and mentoring elements of induction programs have had a positive impact for teachers, specifically in the areas of teacher retention and increased student achievement (Strong, 2009; Bastian and Marks, 2017; Carver and Feiman-Nemser, 2009; Fletcher et al., 2008; Hobson et al., 2009; Ingersoll et al., 2018; Ronfeldt and McQueen, 2017; Whalen et al., 2019). There is more research showing that, overall, quality teachers impact student outcomes

(Aaronson, Barrow, and Sander, 2007, Rivkin, Hanushek and Kain, 2005), although it is clear that researchers are challenged to predict which teacher characteristics are more strongly associated with teacher efficacy. Overall, teacher experience has been more cited as having a positive impact on student learning when analyzing standardized tests (Clotfelter, Ladd, and Vigdor, 2006; Rice, 2013). Rockoff (2004) analyzed student test scores and teacher assignments to determine whether or not teacher quality impacted student achievement. The conclusion was that teacher quality "may" impact student achievement, but that part of the challenge in making a definitive observation lies in the fact that the use of test scores often drives the research. There are often many variables in teachers and their classrooms, and because "test scores do not capture all facets of student learning," it can be difficult to ascertain confident conclusions based on test scores alone (p. 251).

There are still more variables when it comes to determining the link between student achievement and teacher efficacy. For example, Banerjee et al. (2016) found in their study of elementary students and their teachers that "the presence of a vibrant professional community and strong teacher collaboration in schools can minimize the negative consequences of higher levels of dissatisfaction among elementary teachers from affecting their students' achievement in reading and math" (p. 234). The conclusion for Banerjee et al. was that teacher collaboration could override teacher efficacy in regard to elementary student achievement. Rivkin et al. (2005) concluded in their study of Texas students and teachers that student achievement gains can be seen when teachers are of better quality, but that the gains are primarily at the elementary level. Since there is less

evidence in their study that teacher efficacy improves student achievement in the long term, they state that other practices, like mentoring, could be important to helping students. "...The substantial differences in quality among those with similar observable backgrounds highlight the importance of effective hiring, firing, mentoring, and promotion practices" (p. 450).

We also have evidence that teacher retention impacts student achievement (Ingersoll and Strong, 2011; Boyd et al., 2008). Some studies suggest that in high-turnover schools, students may be more likely to get inexperienced teachers who, we know, are less effective on average (Rockoff, 2004; Rivkin, Hanushek and Kain 2005; Kane, Rockoff and Staiger, 2006). Boyd et al. suggests that high turnover creates instability in schools making it more difficult to have coherent instruction. This instability may be particularly problematic when schools are trying to implement reforms, as the new teachers coming in each year are likely to repeat mistakes rather than improve upon implementation of reform (Boyd et al., 2008). In addition, high turnover can be costly in that it takes time and effort to continuously recruit teachers. In addition to all these factors, turnover can reduce student learning if more effective teachers are the ones more likely to leave (Boyd et al., 2008). With all of this evidence linking teacher success to retention and student achievement, it is clear that tools that could help improve teacher success, like induction programs and mentoring, are worth exploring, as done in the next section of the review of the literature.

How do we know that induction programs, specifically mentoring, works?

Still, even given the challenges of inconsistent implementation, we have evidence that existing induction programs, and specifically mentoring as part of induction programs, help teachers succeed in the classroom—depending on the quality of the programming (Parker, Ndoye, and Imig, 2009; Fletcher et al., 2008; Hobson et al., 2009). Using data from the 2006 North Carolina Teacher Working Conditions survey, Parker Ndoye, and Imig (2009) studied a group of nearly 9000 teachers who were mentored during their first two years of teaching. Beginning teachers who were matched by grade level and who met with mentors at least once monthly were more likely to commit to remaining in the profession than their peers who had received less support. In their study, frequency of meetings and mentor matching by grade level were used as measures of "quality" programming. Parker, Ndoye, and Imig state, "While it is vital to offer mentoring to novice teachers, it is equally as important to improve the quality of these experiences to help new educators become more effective and reduce beginning teacher attrition" (p. 330, 2009).

In addition, Fletcher et al. found in their study of three districts involved in California's New Teacher Center training program that the variety of induction programming can impact its reliability outcomes, with the goal of an induction program being both to retain teachers in the profession and also to help them become "effective instructional leaders" (p. 2285, 2008). In the study, Fletcher et al. looked at student achievement data (test scores) in classrooms that were taught by new teachers with one of two mentor models: a full-time mentor and a site-based mentor. Full-time mentors were

experienced teachers who left the classroom to mentor caseloads of 15 mentees as their full-time positions, and site-based mentors took on one or two mentees along with their classroom teaching load. They found that there was a slight increase in student achievement data with the classrooms led by new teachers who had full-time mentors who met with them weekly as opposed to the site-based mentors. "...New teachers who work with a mentor once a week for 1–2 hours on instructional issues have a positive effect on student achievement" (p. 2286, Fletcher et al., 2008).

Hobson et al. took an international approach to collecting data about mentorship programs. After examining nearly 980 studies, they found a number of benefits of mentoring for mentees, most commonly featuring emotional and psychological support as being a great confidence booster for new staff. In addition, classroom management skills and time management improved as a result. Hobson et al. discuss how difficult it is to find evidence for the direct impact of mentoring on teacher skill since there are so many factors that contribute to teacher development. There is some evidence that teachers who are mentored are less likely to leave or move schools, but evidence in the 2009 report found the existing data lacking. They do discuss some limitations and disadvantages to induction and mentoring programs, including poor mentoring practices like insufficient support for mentees, not being given enough autonomy, not providing enough challenge for mentees, and little attention to pedagogical issues and reflective practice. They also speak about overwork for mentor teachers. They suggest that effective mentor preparation, selection, and pairing is critical to successful mentorship programs (Hobson et al., 2009).

There is some variance in the specific benefits of mentorship programming for teachers. Mathur, Gehrke, and Kim (2013) surveyed teachers on one district to determine the effects of mentorship for enhancing six areas of teacher growth: 1) knowledge and understanding of teaching and learning, 2) job satisfaction and commitment to the profession, 3) ability to effectively collaborate and build collegiality, 4) ability to reflect on one's own practice, 5) the development of teacher leadership skills, and 6) perceptions of self-efficacy and competence (p. 155, 2013). Their study found that, "Mentors perceived the greatest benefit of mentoring to be the opportunity to reflect, whereas mentees found mentorship experiences beneficial in increasing their knowledge of classroom, school, and district assessment practices." The opportunity to reflect is often noted as a benefit of mentoring and induction programs. Green states in their article about reflection in novice and veteran teachers, "When a novice teacher can envision teaching and learning from multiple perspectives, that teacher is empowered to make decisions confidently and reflectively. When a teacher believes in her ability to make good instructional decisions, she can be an autonomous, effective professional who can weather the vagaries of education, confident in her vision and professional practice" (2006). In addition to self-reflection, some studies pointed to the importance of the interaction between multiple systems within a school that are helpful to teachers feeling more satisfaction with their profession. Auletto in their study of Michigan early-career educators found that "a robust support structure that includes multiple components—mentorship, professional development, administrators, and collegial connection—has the potential to enhance early-career teacher satisfaction and persistence" (p. 13, 2021).

There is also some evidence that shows the impact of mentoring and induction programming is not as notable. A 2010 study by Glazerman et al. found there was little to no evidence of the impact of induction programming in the first two years of program participation, with only minimal impact on student achievement after the third year of program participation. However, Kang and Berliner argued that this finding may have been because of a methodological issue in the study (2012). A 2020 comprehensive review of international studies on teacher induction and mentoring programs concluded that, overall, "early-career support could be promising approaches for retaining teachers in the profession, but the evidence for them is weak (See et al., p. 1). Still, there is significant evidence that induction and mentor programming can have a positive effect on teachers, but it is important for districts, as Mathur et al. writes, "to engage in continuous evaluation of their mentoring processes…to provide the most effective support for all their teachers" (2013).

What elements of induction programs have the most positive outcomes for teacher success?

The variety of induction programs can be seen throughout districts across the United States and internationally (Ingersoll and Strong, 2011; Darling-Hammond and Oakes, 2019; Reeves et al., 2021; Strong, 2009; Bastian and Marks, 2017; Carver and Feiman-Nemser, 2009). As noted previously in a New Teacher Center report, standards for induction programming among states vary, which means that the elements of each program will vary as well.

When looking at whole induction programs, Linda Darling-Hammond and Jeanie Oakes' 2019 study in *Preparing Teachers for Deeper Learning* provides a number of structures that lead to successful outcomes for teachers and students alike. Darling-Hammond and Oakes (2019) studied seven induction programs from across the United States in public and private higher education institutions, and the ways in which those programs align with what they call the five dimensions of teaching deeper learning: a) learning that is developmentally grounded and personalized; b) learning that is contextualized; c) learning that is applied and transferred; d) learning in productive communities of practice; e) learning that is equitable and oriented to social justice. Overall, the programs that they studied from across the United States had four significant commonalities; they each have well-established values, leadership that prioritizes teacher preparation, dedicated resources, and partnerships with K–12 districts and schools. Each program began with a "set of clearly articulated and publicly shared values and expectations for candidates about the nature of learning, the implications for teachers and their practice, and the connections between education, equity, and social justice" (p. 301, Darling-Hammond and Oakes, 2019). For example, the San Francisco Teacher Residency program has a vision of "transformative teaching" that it provides to all of its participants. Also, the authors talk about how in other programs, teacher preparation is one of many missions. In these seven programs, teacher preparation is prioritized. "Leaders work to elevate the importance of teacher education across different academic disciplines and with multiple partners, both on and off campus, and to provide the conditions necessary for success" (p. 307, Darling-Hammond and Oakes, 2019). Also,

the institutions dedicate funding and time for collaboration and feedback. They also note that a key factor in each of the programs is the "commitment to hire enough supervisors and faculty to create small advisory groups that guarantee significant in-classroom coaching and small-group problem solving" (p. 312). These combined elements help to shed light on what specifics within teacher induction programming might have the most impact on teachers and their satisfaction within the field.

In another study of a multiple induction programs, Carver and Feiman-Nemser (2009) examine three different new teacher induction programs in order to provide a new perspective on education policy as it relates to new teacher induction: California's Beginning Teacher Support and Assessment Program (BTSA), Cincinnati's Peer Assistant and Evaluation Program (PAEP), and Connecticut's Beginning Educator Support and Training Program (BEST), currently known as TEAM. Mentoring was found to be the most popular policy in the programs, which makes mentors one of the key factors in successful programs. Carver and Feiman-Nemser argue that induction programming policy needs to focus on new teachers and mentor teachers alike, since some of their research found that mentors themselves were not receiving the support they felt they needed (2009). In all three programs, all new teachers were included, support was provided for at least one full year, and the support was connected to the classroom in structured ways. There is also evidence that the programs recognized the importance of teaching and learning needs in the induction process, rather than being solely focused on retention and recruitment.

In larger study, Reeves et al. (2021) utilized the data from the 2018 Teaching and

Learning International Survey in order to find which specific induction practices most significantly impacted teacher quality and retention. They found that five specific induction practices led to specific positive outcomes for teachers: a) online induction programming like virtual communities; b) construction of diaries, journals or portfolios during the induction process; c) team teaching with experienced teachers; d) online courses or seminars; e) reduced teaching load (p. 7). Interestingly, Reeves et al. (2021) found no significant impact of in-person coursework or seminars, planned administrative meetings with administrators or experienced teachers, networking with other new teachers, or general administrative introductions (p. 8).

When looking at the specific element of mentorship within induction programs, Ingersoll and Strong (2011) talk about how it can manifest in a variety of ways. They state that mentoring programming can look like weekly meetings between mentors and mentees, more informal check-ins, or some combination of the two. Programs are sometimes open to teachers who are new to the profession or simply new to a particular school, regardless of experience. Programs also vary in how they select, compensate, match, and guide mentors and experienced teachers who are part of the process (pp. 203–204). The details around mentorship within induction programming impacts the induction program as a whole.

There is also the question of more evaluative mentoring programs versus mentoring programs that are more centered on supportive practices. Michael Strong (2009) details a few of the most popular mentoring programs in the United States, including the New Teacher Center (NTC) program in California, which has now shifted

to a more national organization with work being done in Chicago, Iowa, and other midwestern regions; Connecticut's Beginning Educator Support Training (BEST) program, which is currently the Teacher Education And Mentoring (TEAM) program; and Peer Assistance Review (PAR) programs in Ohio. Strong talks about the differences between more evaluative programs like PAR in juxtaposition to the more teacher mentoring focused programs like NTC. Both, he says, have merit.

Another aspect of induction programming that has been studied is school partnerships with universities and colleges of education (Bastian and Marks, 2017; Carver and Feiman-Nemser, 2009). In some studies, it is recommended that districts combine efforts with colleges and universities in the area to create induction programming (Bastian and Marks, 2017; Darling-Hammond and Oakes, 2019). Bastian and Marks (2017) conducted a study of the New Teacher Support Program (NTSP), a model of induction programming that aims to help beginning teachers in lower-performing schools raise the quality of their instruction, increase student achievement, and continue teaching in lower-performing school districts in North Carolina. The induction program was developed and implemented by university faculty at the University of North Carolina and the other state colleges and universities. Bastian and Marks studied participants in this program and compared them with teachers who did not participate in the program but still taught at the low-performing schools. While there were no performance differences between the two groups, the participants in the NTSP group were more likely to return to the classroom than non-participants. They did find negative results for NTSP participants in secondary grades regarding value added to the

classroom. They hypothesized that this is because the needs of secondary teachers may differ regarding content from elementary and middle school teachers. Overall, they suggest that more K–12 schools and universities pair up to build successful induction programming which increases student achievement and improves teacher retention (Bastian and Marks, 2017).

When looking at the studies of various induction programs across the country and internationally, we see the benefits of shared values, leadership prioritizing new teacher induction, allocating resources to the programs, practical classroom connections, and university partnerships. These elements are seen in a variety of studies as having a positive impact on the outcomes of teacher induction programming. Still, how do we know that induction programming helps students?

Do induction programs help improve student achievement?

The research regarding the impact of teacher induction programs on students' achievement is varied, but there is some evidence that effective induction programming can help students achieve academic gains (Rockoff, 2005; Fletcher et al., 2008; Fletcher and Strong, 2009, Stanulis and Floden, 2009). One of the challenges in researching this area is that test scores are often used in studies to determine links between teacher efficacy and student achievement. Test scores are, according to Rockoff (2005), “widely available, objective, and are widely recognized as important indicators of achievement by educators, policymakers, and the public” (p. 251, 2005). Still, Fletcher et al. (2008) studied three districts involved in California’s New Teacher Center training program to determine the effectiveness of the program. They found that mentor induction

programming may have a positive impact on students' achievement as long as the program includes stipulations for weekly mentor/mentee contact and is selective when choosing mentors.

Later, Fletcher and Strong (2009) found that student academic gains were greater for classrooms in which the beginning teacher had access to consistent mentoring support, which in their study consisted of full-time mentor supports versus site-based mentor supports. Full-time mentors were able to meet weekly with mentees because they did not have additional teaching responsibilities. Site-based mentors only supervised one or two mentees but also continued with their regular teaching load. Fletcher and Strong (2009) found that "whether we focus on fourth or fifth grade, or English language arts or mathematics, students associated with full-release mentors had better achievement gains than students associated with site-based mentors" (p. 339).

Stanulis and Floden (2009) reported that beginning teachers who were exposed to an intense level of structured mentoring experiences demonstrated higher levels of student engagement than those who were not. The researchers developed an induction program which was then implemented in a midwestern urban school district in partnership with Michigan State University. They divided the sample of new teachers into treatment and comparison groups. Every teacher taking part in the program received some baseline induction programming, including three orientation sessions, four professional development sessions, and web-based resources. The treatment group received what they called "intensive mentoring" (p. 114). These treatment group teachers received weekly interactions with trained mentors; five teachers were released one day

per week to observe and conference with three mentee teachers. Mentors received six hours per month of training and six full days of professional development each school year. The mentors also held monthly group sessions with their mentees, and university staff observed and coached mentors. Stanulis and Floden found that this intensive mentoring had a positive impact on student engagement and teacher satisfaction (2009).

These studies suggest that rigorous, well-structured mentorship programs could potentially be helpful in improving beginning teachers' day-to-day decisions and practice and, therefore, positively affecting students' academic growth.

Do induction programs help foster teacher retention and satisfaction with the profession?

Recent evidence has shown that more teachers are leaving the profession at a higher rate than in previous years (Gray and Taie, 2015; Allensworth, Ponisciak, and Mazzeo, 2009; Glazer, 2013). Ingersoll et al. (2018), in their updated findings from earlier reports regarding teacher retention and demographics, concluded that the teacher workforce has changed in seven important ways. The teacher workforce, they claim, is larger, grayer (older at the point of entry), greener (having less experience overall), more female, more diverse by race-ethnicity, and more consistent with academic ability. Rather than seeking to draw conclusions from the data they found, Ingersoll et al. provide a number of questions about what these data mean for the future of our teacher workforce. They speculate that, as a result of the large influx of inexperienced teachers, it is, in fact, harkening us back to the era of early American education when teaching was a low-

paying profession for young, inexperienced women to take on before their "real" careers of child-rearing began. This does not bode well for teaching being seen as a highly sought after profession.

Still, there is a larger body of evidence that links teacher induction programs to increased levels of satisfaction with the profession and with teacher retention (Ronfeldt and McQueen, 2017; Whalen et al., 2019; Strong, 2009; Ingersoll and Smith, 2004; Parker et al., 2009; Fletcher et al., 2008; Hobson et al., 2009). These studies take information from larger national survey data as well as smaller case studies. For example, Ronfeldt and McQueen (2017) use data from recent Schools and Staffing and Teacher Follow-Up Surveys (SASS/TFS) to help determine if induction support helped improve teacher retention. The authors of the study looked at six specific supports found in induction programs, including being assigned a mentor; participating in seminars, having common planning time with colleagues; receiving positive administrative communication; having reduced schedules or preps; and receiving extra help or aides in the classroom (p. 398, Ronfeldt and McQueen, 2017). This quantitative study showed that race greatly impacts the odds of receiving teacher support, with teachers of color being more likely to receive support. In addition, alternative route teachers were somewhat more likely to receive induction support; however, this was surprising to the authors given that the defining nature of alternative pathways into teaching often center around induction support. Ronfeldt and McQueen (2017) also found that most teacher and school characteristics from the surveys were unrelated to receiving extensive induction support. In addition, they concluded that induction supports did predict attrition

in the second year of teaching, and the greater number of supports given to new teachers correlated to their retention in the field.

In a smaller case study in Canada, Whalen et al. (2019) found, in a qualitative case study of six new teachers in Canada, that teacher mentorship plays a key role in teacher retention. However, specific additional elements like consistent mentorship programming, improved roles for school administrators, having experienced teachers be involved, and encouraging the use of professional learning communities lead to more feelings of satisfaction by program participants. The study also concluded that having opportunities for new teachers to be both observed by mentors and to observe their mentors themselves greatly impacted their practice. This addition of a foreign country's induction and mentorship program echoes the sentiments of Michael Strong when he says that teacher induction programs are not as focused on retention, in part because teaching is seen as a higher stakes profession that many people vie to get into (2009).

One of the challenges with some studies, says Smith and Ingersoll, is that teachers who are not part of induction programs are surveyed for comparison. In their 2004 study, they begin by describing the definitions and differences between pre-service and in-service teacher training along with teacher induction programs. They discuss a number of studies which support the idea that well-structured teacher induction programs help retain teachers, yet these studies have not accounted for differences in induction programs or focused on a particular element, making it difficult to generalize about programs in other areas. Their study addressed the effects of induction programs on beginning teacher turnover by looking at a large group across the US. They used data from the Schools and

Staffing Survey (SASS) from 1987 – 2000. The data showed a large variation in the types and numbers of schools offering induction programming yet still showed a link between participation in those programs and improved teacher retention. In addition, they found that having a mentor from the same field, common planning time with teachers or co-teachers, and being part of an external network of teachers seemed to be the most important factors to those surveyed. They noted that the interaction between teacher mentorship and induction programming with "principal leadership, academic orientation of the curriculum, and the organizational climate" interact with the mentorship to impact teacher retention (p. 39).

Hobson et al. (2009), similar to Whalen et al. (2009), take an international approach to collecting data about mentorship programs and its impact on teaching. Like others, they discuss how difficult it is to find evidence for the direct impact of mentoring on teacher skill since there are so many factors that contribute to teacher development. There is some evidence that teachers who are mentored are less likely to leave or move schools, but evidence in the 2009 report found the existing data lacking. They do discuss some limitations and disadvantage, including poor mentoring practices — including insufficient support for mentees, not being given enough autonomy, not providing enough challenge for mentees, and little attention to pedagogical issues and reflective practice and more focus on practical issues — as well as overwork for mentor teachers. They suggest that effective mentor preparation, selection, and pairing is critical to successful mentor programs and teacher career satisfaction.

Again and again, the importance of mentoring itself is mentioned in the aforementioned articles and studies, and the impacts—both negative and positive—of quality mentorship warrants its own section in the review of the literature regarding the impact of induction programming.

How does mentor quality in induction programs affect teacher retention?

Mentor quality is mentioned time and time again in studies of effective induction programming. The challenge comes in determining which specific elements of mentoring have the greatest impact on teacher outcomes, specifically retention. Hairon et al. (2020) measured teacher perceptions of structured mentor program effectiveness and aimed to qualitatively investigate the specific reasons for that perceived effectiveness. They found that mentor programs that are effective are comprised of comprehensive, coherent, and sustainable attributes to help new teacher learning. Mentoring is effective when it is workable, relevant, and implementable. Beginning teachers found more use in learning together with other new teachers and their mentors rather than from their own academic pursuits regarding educational pedagogy and readings. The more immediate the learning and practice related to their work, with the potential of impact on student learning outcomes, the more likely beginning teachers are to learn within a mentorship program (Hairon et al., 2020).

Specified time with mentors and mentees was often seen as an important indicator of the success of a mentoring program. Using specific data from the North Carolina Teacher Working Conditions Survey, Parker et al. (2009) examined the relation of

beginning teachers' decisions to remain in their positions with their reported perceptions of the frequency and type of support they received from their mentors. Beginning teachers who were matched with a mentor teaching at the same grade level, those who reported receiving "a lot" of help from a mentor, and those who met with their mentors several times a month were more likely to report their intent to stay in teaching (Parker et al., 2009).

Mathur et al. (2013) also found that time, along with other factors, impacted a program's perceived success. The authors examined 43 mentors and 41 new teacher mentees and their perceptions of classroom practices and decisions over the course of one school year. In their study, Mathur et al. found that both mentees and mentors perceived benefits from their mentoring experiences. Mentees found mentorship to be beneficial to their knowledge of assessments, and mentors believed that the mentorship experience improved their ability to reflect. Mentees were certain, as a group, about their ability to remain in the classroom as a result of the mentor experience, and mentors referenced feeling prepared to expand into leadership or administrative roles. They also found that mentoring partnerships depend on how often the mentor and mentee meet, and the attention paid to the matching of mentee and mentor in terms of subject matter and location. Being clear on the purpose, structure, and goal of the induction program is important to helping the mentee reach their full potential.

In addition to contact time between mentor practitioners and early-career teachers, Hong and Matsko (2019) studied Chicago Public Schools and determined that strong administrative leadership, high-quality mentoring including at least bi-weekly mentor-

mentee interactions, comprehensive content, and various ways to engage with teaching practice are all elements that lead to more teacher engagement and commitment. More frequent than bi-weekly interactions did not lead to significant change, though they discussed that a number of districts are instituting weekly meetings. In fact, stronger leadership can shield new teachers from the pitfalls of lacking a mentor while, at the same time, weaker leadership can lessen the benefits of mentoring programs. Regardless of mentor quality, under stronger principal leadership, teachers had consistently higher levels of commitment. Low-quality mentoring would not be significantly different than having no mentor at all. This is all to say that the quality of the mentoring is central to the success of an induction program.

Overall, it is clear from the research that induction programming is very inconsistent across the country, which makes it challenging to study the impacts of induction programming. There are some indicators of the success of specific design elements of induction programming, including focusing on values, providing adequate funding and leadership support, and university partnerships. We see that there are generally positive outcomes on student achievement when teachers have participated in induction programming, and we see evidence of increased career satisfaction and retention with induction participation. We also see the importance of mentorship and quality mentoring within induction programming. This research all serves as informing the foundation for the history and impact of teacher induction programming that has emerged since the early 1980s.

Still, because the goal of this dissertation is to explore a specific induction program — New Teacher Collaborative at the Francis W. Parker Charter Essential School in Devens, MA — it is also important to explain the history of the values behind that program and how those values may inform the program itself.

What is the Coalition of Essential Schools, and how do the theories from that education reform movement help to inform teacher mentoring at CES institutions?

The Coalition of Essential Schools (CES) was founded in 1984 by Theodore Sizer, former headmaster at Phillips Academy in Andover, Massachusetts, former Dean of the Harvard University Graduate School of Education, former head of Brown University's Education department, and author of the critique of American education *Horace's Compromise* (1984). In that book, Sizer creates a fictional character Horace Smith, a high school English teacher, who is frustrated by the American educational system. The "compromise" central to the story was one where the teachers asked little of students, and students gave back little in return. Upon receiving feedback from the first edition of the book, Sizer then created the nine Common principles that became the philosophical foundation of the Coalition of Essential Schools (Sizer, 1992).

After some enthusiastic responses to his ideas, he recruited schools and gathered staff from universities to begin the work. The CES efforts focused on improving classroom teaching and learning revolving around the "triangle of learning" — the relationship between teacher, student, and subject matter (Sizer, 1992). The triangle of

learning should be central to school reform. The Ten Common Principles (Appendix B) are purposefully general so that member schools can interpret them within their own cultural and institutional contexts. In brief, these principles urge schools to:

> "maintain an intellectual focus, to concentrate on academic essentials ("less is more"), to acknowledge and meet the diverse needs of all students, to personalize learning, to make students active learners (student-as-worker), to judge mastery by demonstrated exhibition, to promote trust and decency, to see teachers as generalists (rather than as subject matter specialists), and to limit total student loads per teacher to 80 students, while keeping expenditures within 10% of costs that existed before the reforms were put into effect" (Muncey and McQuillan, 1993).

Soon after the publishing of the *Horace* books, *Horace's School: Redesigning the American High School* (1992) and *Horace's Hope: What Works for the American High School* (1996), Sizer and his wife, Nancy, along with a core group of parents and educators, started what would become one of Massachusetts' first charter schools: Francis W. Parker Charter Essential School in 1995 (*Francis W. Parker).* Sizer and his wife would remain co-principals of the school from 1998–1999. Francis W. Parker Charter describes themselves on their website as, "a progressive school which emphasizes learning to use one's mind well and putting the student at the center of the educational process. Students are known well at Parker. School climate is built on trust, decency, and democracy" (*Francis W. Parker)*.

The Coalition of Essential Schools as a functioning organization no longer exists. Ted Sizer died in 2009, and in 2016 the last Fall Forum was held by the CES (Poutiatine, 2017, Fox, 2009). While the organization as a whole no longer holds gatherings or meetings, the Ten Common Principles continue to inspire a number of schools across the United States and even some overseas (*CES Schools and Organizations*).

New Teachers Collaborative, the mentorship and induction program based at Francis W. Parker Charter Essential School, utilizes the Ten Common Principles to structure and guide the program for beginning teachers (*Francis W. Parker).* Individuals can apply to the program who have completed an undergraduate study in any field or who wish to change careers after working in industry for some time. NTC is an "approved MA ESE Initial licensure program" which offers "on-going coaching and support" where teachers engage in a year-long apprenticeship. Teacher "candidates," as they are referred to, start the school year with an eight-day seminar followed by one full-day seminar per month and two evening meetings per month (*Francis W. Parker*). This full-year, full-time teaching commitment places new teachers in the classroom to "work alongside an experienced teacher who also serves as the supervising practitioner…Often, NTC candidates are invited to join their school's faculty upon successful completion of the program" (*Francis W. Parker).* NTC teacher candidates earn credit towards a Master of Education degree and are compensated with a living stipend of $23,000 and health care benefits. In addition, accepted candidates from underrepresented racial and ethnic groups will receive a signing bonus if placed at Parker at the completion of the program.

One can see the Ten Common Principles at work throughout the program. For example, at the end of the year, teaching candidates present their work in an exhibition in order to "demonstrate mastery" of at least one teaching concept and tell the story of their growth throughout the year. This presentation of skills is just one way that NTC reflects the CES principles. The financial commitment made to teacher candidates, as well as the very low-cost Master of Education graduate credits, speaks to the commitment to

"decency and trust" as well as "resources dedicated to teaching and learning." The frequent meetings of teacher candidates and mentor's links to the "commitment to the entire school" (Francis W. Parker, Appendix B). This connection between the CES Ten Principles and the NTC program matter, because they inform practice and have the potential to influence the elements of the program which might lead to the greatest impact on teachers who complete the program and continue in the teaching profession.

Lastly, research regarding the impact of a set of values and principles on an organizational culture can be useful to review in order to connect the success of a program with its conjoining value system. The significance of maintaining values and guiding principles has been shown to be influential to the culture of an organization. "Values are seen as a key component of organizational culture and are repeatedly defined as the principles accountable for the successful management of the organization" (Gamage et al., 2021). Through a systematic review of the literature regarding values and their significance in education, Gamage et al. found that while there is "no universally accepted definition of values," it is also clear that "education correlates with personal values." Lee et al. defines school culture as having to do with "social and organizational aspects, including the relationships between school members and the values and norms shared by the educational institution" (2017). Research has found that a positive school culture leads to better student outcomes. "When the school's dominant group has a high level of cultural capital, high expectations of themselves…higher academic performance and values schoolwork, and efforts a climate of high educational expectations is reinforced" (Brault et al., 2014). Teachers are thus impacted by this climate of high

expectations to in turn develop “more positive expectations” of their students. School norms, according to Brault et al., stem from the norms and culture of the dominant group within the school (2014).

Uniting an investigation of induction programming and its impacts on teachers and students with a deeper look at the Coalition of Essential Schools values espoused by the New Teachers Collaborative induction program helps to provide background information for the study to follow. We see some common elements of induction programming and their potential impacts as well as the ways in which a system of values can have an impact on a program or school environment.

What are other key elements of the New Teachers Collaborative Induction Program?

In addition to the utilization of the Coalition of Essential Schools principles and values, investigating the larger scope and sequence of the NTC program is helpful at this juncture. Appendix G includes a document with the program overview as well as frequently asked questions. However, the table below is offered as a summary of the program elements. Some of the language is taken directly from the program description sheet, and some of the language is original:

Table 3. NTC Program Elements and Descriptions

Program Question	Brief Description
Who can participate?	Candidates must apply to the program. Candidates have an undergraduate degree and can apply right out of college or can be a career-changer. Teacher candidates often have experience or background in the subject they are hoping to teach.
Do you have to teach at Francis W. Parker Charter?	No, you do not have to teach at Parker, however each year nearly 70 – 85% of the cohort does teach at Parker. NTC works with other districts, independent schools, and charter schools to support teacher licensure.
What do teacher participants receive at the end of the program?	Successful completion of the 11-month program earns the participant a secondary school license to teach as well as 15 graduate level credits towards a Master of Education through Fitchburg State University.
Is there any compensation?	In addition to earning credits towards a master's degree, participants earn a yearly stipend of $23,500 (2023–2024 school year) as well as health care benefits.
Am I considered a full-time teacher during my time in the program?	While all responsibilities are subject to specific school placements, teacher candidates are listed as the teacher of record and work full time (8 AM–4:15 PM) to support students in the classroom, serve as advisor and crew staff, and tend to additional school duties.
What will my relationship with my mentor be like?	Teacher candidates and their supervising practitioners engage actively in continual professional development. The mentor relationship is a very important one in this program. There will be formal observations by your mentor weekly.
When do we meet as a cohort of NTC participants, and what will we do when we meet?	The year-long apprenticeship starts at the beginning of August, with an eight-day seminar. Throughout the school year, teacher candidates attend one full-day seminar per month, and two Tuesday evening seminars per month (4–7:30 PM). In seminar, the goal is to become a community of learners who collaborate and reflect on teaching practice. We discuss readings, study the history and philosophy of education and school reform, take up conversations of equity and what it means to teach for social justice, come to understand learning styles and learning disabilities, learn how to have conversations with students that make a difference, design units and lesson plans, learn how to craft essential questions, and practice instructional strategies and teaching "moves" in order to give and receive feedback on our practice. Oh, yeah – sometimes we even have a little fun!

Do I need to do work outside of my regular teaching responsibilities for NTC?	Yes, there will be readings, reflections, observation notes, lesson and unit plan creation, and the development of an exhibition portfolio. It is recommended that participants spend 30–60 minutes each day on NTC work.
Who else will observe NTC participants?	The Director of NTC will observe participants in the classroom 4–5 times per year as mandated by the state of Massachusetts for licensure.
What happens with the application process?	Participants submit materials for review. Viable candidates have a 45–60-minute conversation with the NTC director. Those notes are then read by mentor teachers and staff, and candidates who move forward to the next round are invited to Parker or to their participating school for an interview and site visit which generally lasts 2–4 hours. During the in-person site visit, applicants engage with teachers, students, and school leaders.

CHAPTER THREE

Introduction, Background, and Significance

Teacher induction programs have existed in various forms for decades in the United States to help new teachers acclimate to new environments, develop essential skills, and gain confidence in the classroom. There are many studies and research that indicate mentoring helps new teachers feel more successful in the classroom (Smith and Ingersoll, 2004; Bastian and Marks, 2017; Carver and Feiman-Nemser, 2009; Fletcher et al., 2008; Hellsten et al., 2009). Some studies have discussed what elements of programs tend to be the most effective for new teachers, including ensuring that mentors are selected carefully and have adequate time to meet (Carver and Feiman-Nemser, 2009; Harion et al., 2020; Hong and Matsko, 2019; Mathur et al., 2013; Kileavy, 2006). Other studies have focused on the importance of peer relationships, connections, and learning opportunities within a teaching community as a key element in induction programming (Whalen et al., 2019; Ingersoll and Smith, 2004).

Still, even with teacher induction programs, including mentoring, in place at many institutions, we still see a number of teachers leaving the profession early in their careers. Ingersoll et al. have found that nearly 50 percent of teachers leave within five years of entering the profession (2018). Ingersoll et al., also found after compiling data from national surveys, that although there were more teachers in the workforce than ever before, they were also more “unstable” and “greener” (2018). There is also evidence to suggest that the longer a teacher is in the profession, the more effective they are in terms of student learning outcomes (Henry, Fortner, and Bastian, 2012) as well as classroom

management, communication with parents, and ability to teach students with different backgrounds and skill levels (Ingersoll et al, 2018). There is also research that shows that positive mentor and induction program experiences can lead to improved teacher retention (Ingersoll and Smith, 2004; Ronfeldt and McQueen, 2017), but those studies only looked at the impact of induction programs in the first two or three years of teaching. The question remains whether induction and mentor programs impact teachers in the long term, and what principles and values of those programs may lead to better satisfaction with the profession for teachers?

Research Questions and Purpose

The purpose of my research and study is to focus on one teacher induction and mentor program—New Teachers Collaborative based at Francis W. Parker Essential Charter School in Devens, MA—in order to find the impact of the program and its principles and values from the Coalition of Essential Schools (CES) on the success of maintaining teachers in the workforce and their satisfaction with the profession. The goal is to find ways that other schools or districts could modify or create induction and mentor programs, or incorporate values and principles from the CES, that potentially have the greatest impact on teacher retention and satisfaction. Within that main question, I am researching the impact of specific program design elements on teacher satisfaction and retention in the profession, in addition to exploring any link between the impact of the program and its relationship to the Coalition of Essential Schools (CES) principles. In summary, the questions and sub-questions for the research are as follows:

Does the connection between the New Teachers Collaborative induction and mentoring program and the Coalition of Essential Schools Ten Common Principles, and the structure and methodology which results from that connection, lead to teachers who remain or hope to remain at their institutions or in the profession?

a. What specific Principles are perceived to be most impactful for program participants? What elements are perceived by participants as ineffectual or detrimental?

b. Do the core ideas of agency and intimacy as written in the Ten CES Principles impact beginning teachers' perceptions of the program? If so, how?

Statement of Positionality

My relationship to the research topic is present, however I believe that there is enough distance between the specific NTC program and me in order to maintain neutrality. I have been teaching at Meridian Academy, a school founded as a member of the Coalition of Essential Schools, the group which developed the New Teachers Collaborative in Devens, MA, for 15 years. I have had approximately seven co-workers, past and present, from Meridian who have gone through the NTC program.

My own experience with mentorship has been varied. My first professional teaching experience was a one-year program at Cambridge Friends School in Cambridge, MA that I received my first year out of college in 2002. This program was intended to be a teacher mentor program, however my mentor teacher left the classroom for medical leave a few months into my tenure, so I was put in charge of the entire classroom for the rest of the year as a 21-year-old, fresh college graduate. The principles and values at the Cambridge Friends School followed traditions of Quaker beliefs:

> "A basic tenet of Quakerism is that truth is continuously revealed and is accessible within a community of seekers. At Friends schools, this belief is reflected in an open-minded approach to curriculum and teaching and a developmental approach to children and learning. Students learn to practice truth-seeking and know the various ways this can be accomplished — through inquiry, scientific investigation, reflection, creative expression, critical thinking, dialogue, worship, and service" (*What does a Friends school have to offer?* Friends Council on Education).

Directly afterwards, I entered a master's program at Tufts University for secondary social studies teaching. In my second year of the program, I entered a student-teaching position at Malden High School in Malden, MA, a large, public high school in a diverse community of the Boston-metro area. My mentor was in her last year of employment; she was excited to be retiring the following year, and therefore, while I did learn a great deal from her in many ways, I did not receive as much structured mentor time with her. I think because she felt I was capable; she left me to my own devices quite often. This was liberating, but it was also intimidating to be 22 years old and working with 18-year-old students while also learning the craft of teaching. After graduating from Tufts, I moved to Atlanta where I would begin a position I would have for four years as a high school social studies teacher. I met with the department chair infrequently, and I certainly was not provided a mentor. I was given a textbook and asked to develop a curriculum from there. These years were formative for my teaching career, but they were largely completed without the help of a cohort or mentor. After a one-year position in Philadelphia at another Friends school, I moved to Boston where I found Meridian Academy and have stayed ever since. At Meridian, I was given the contact number for the former humanities teacher, as well as a few files of past assignments, but other than that, my classroom was what I made it. While I have had some formal experiences with

mentorship, I have not had what I perceive to be the experience that NTC teachers have, which will certainly impact my thinking about the program.

As a white, female-identifying teacher, I also recognize the privilege I have had in finding mentors and co-teachers that look like me. I know that many teachers of color do not have as many opportunities to be mentored by teachers who identify in similar ways. Having mentors and peers of color in mentor and induction programs could have a significant impact on the feeling of satisfaction and retention in the profession, something that I do not have first-hand experience with.

In addition, I am currently implementing a new program for induction at Meridian Academy in my new role as Assistant Head of School and Dean of Faculty. For the first time in 20 years, I am not in a full-time classroom teaching position, although I still teach an elective three times a week. This has also allowed me to make space for this research. However, because I am working with a cohort of new teachers at Meridian, the experiences of the participants in NTC will certainly resonate. I believe mentor programs are impactful, but I am genuinely curious about what elements of programs are most effective at helping teachers stay positive about remaining in the profession and how the Coalition principles impact those outcomes.

Research Design

Rationale

In this study, it was important that I establish a respectful, fair, and trusting relationship with the current and former participants and mentors in the NTC program. It was

imperative that I was aware that the information I receive from the participants is contextual, and that I was respectful of the fact that there will be varying viewpoints and subjective truths that may be revealed from the participants' responses. Research regarding induction programs, including mentorship components, requires close interactions between myself as the researcher and the mentors, participants, and administrative members of the NTC program. Given all of these factors, a qualitative case study approach was needed to answer the research questions.

The qualitative case study approach was used, because New Teachers Collaborative is a "bounded system" as defined by Steven Terrell in *Writing a Proposal for your Dissertation* as well as other authors (Terrell, 2023; Yin, 2013; Merriam and Tisdell, 2016). The goal was to understand the impact of a particular program over a particular period of time. Having a particular case allowed me to focus on the impact of this particular program on a particular set of individuals who have participated in the program. I was also able to investigate what specific elements of the program were successful or not, which could lead to conclusions about how other schools could utilize the findings. In addition, in this interpretive research study, I am valuing the assumption that "reality is socially constructed…there is no single observable reality. There are multiple realities, or interpretations, of a single event" (Merriam and Tisdell, p. 9, 2016). In this case, I am operating under the assumption that participants will have multiple reactions to their participation in the NTC program, and that no one observation will be paramount in understanding the phenomena.

Site Selection and Sampling

The site selection was the New Teachers Collaborative based at Francis W. Parker Essential Charter School in Devens, MA. The other schools officially involved with the program are Christa McAuliffe School in Framingham, MA, and Innovation Academy Charter School in Tyngsborough, MA. Meridian Academy in Jamaica Plain, MA has a relationship with the program in which teachers who participate in the program from Meridian are not required to complete the full teacher-licensure element of the program. The primary site for the program is in Devens, MA. I worked closely with Ruth Whalen Crockett, director of the NTC program, as well as the Head of School at Parker, Brian Hennigan.

The sampling for the research was nonrandom or non-probabilistic sampling as described by Terrell (2023). Specifically, I utilized purposive sampling, also known as intentional sampling, in my research. I researched the specific NTC program participants and mentors, which means my sample was "selected from a population based on defined inclusion criteria" (p. 90, Terrell, 2023). The sample included approximately 180 NTC participants and mentors. Every year, the cohort includes anywhere from 10–20 members, which means that I had access to approximately 80–100 participants in addition to mentors, some of whom have been repeat mentors.

Entry and Access

I gained access to the sites and the participants largely through the connection to Ruth Whalen Crockett, the director of the New Teachers Collaborative. Ruth Whalen

Crockett maintains contact information for all previous participants in the program, and she emailed out my biography information, the purpose of my study, and the survey itself to the previous participants of NTC. As a teacher and administrator myself, I appealed to the participants' sense of community to aid a fellow teacher by completing the survey. I have visited Francis W. Parker Charter School in Devens, MA before, so I was familiar with the site should I have needed to visit the campus for any in-person interviews.

Had a good portion of the participants from the New Teachers Collaborative been unresponsive to the survey, I would have attempted to make more personalized contacts with participants rather than larger group emails or messages. I was able to reach out to Ruth Whalen Crockett, who could encourage participation in the survey as well. Ruth sent out the initial survey on March 7, 2024, with reminders to complete the survey on March 18 and again on March 25.

Role, Reciprocity, and Ethics

The most significant ethical challenge in this study was that I am familiar and friendly with the current director of the New Teacher Collaborative, Ruth Whalen Crockett. While the findings of the study showed that some elements of the NTC program are not as effective, the study also showed some elements that have greater impact on teacher retention and satisfaction. It was important that I maintained my neutrality in assessing the data gathered and analyzed in the study, even though I am familiar with Ruth Whalen Crockett and with the NTC program.

In addition, I was also familiar with a few participants from NTC. Over the past five years, there have been seven teachers from Meridian Academy who have participated in NTC. I am familiar with these individuals since we will have worked (or are still currently working together) at Meridian where I am the Assistant Head of School. I ensured the participants understood that their survey information would be reported anonymously, and that my goal was to help not only the NTC program but also other induction and mentoring programs in other regions become better at helping to retain teachers and help them feel successful.

Data Collection

Given the reality that not every single person who has been an NTC participant or mentor responded to my surveys, I used the survey as a first step in my process of collecting data. Written surveys rely on participant willingness to write down their answers, and sometimes that can feel more prescribed. As a result, I continued interviewing select participants via phone conversations. When contacted, these in-depth interviewees preferred phone conversation over Zoom. These subjects were chosen based on their responses or demographic data in order to get a more random sampling of the participants who completed the survey. I interviewed eight participants in 45–60-minute phone interviews. Together, the online survey and the interviews satisfy the need for "two-tier" sampling as well as "an adequate number of participants, sites, or activities to answer the question posed at the beginning of the study" (Merriam and Tisdell, pp. 99–101, 2016).

The initial data collection method included a short answer survey and a demographic data form. The questions were semi-structured and structured as detailed in Terrell (pp. 94–95, 2023). The rationale for this was so that I could direct the responses to be more pointed towards the research questions. There was a need for some structured questions to allow for the collection of very specific data regarding participation details. Demographic data was collected in order to better understand the data that I collected from the short answer surveys and interviews. For example, the demographic data indicated that the majority of NTC participants identified as white, which impacted the data found in the surveys and later interviews.

This data was collected in online surveys and phone recorded interviews. I used Google forms to collect the online survey data and compiled all email correspondence in a specific Gmail folder. For the phone calls, I used the transcription services from the application Rev, which were then compiled in a separate Google folder. All identifying information was coded to maintain participant anonymity.

The questions I asked the participants centered around their experience in NTC and the impact that they felt it had or continues to have on their feelings about the teaching profession and their desire to remain in the profession. The questions asked to the mentee participants are indicated in Appendix A. The questions that were asked in the follow-up interviews were developed for each interviewee specifically and were based on their answers to the initial survey. A sample of the questions asked in a follow-up survey are listed in Appendix B. This allowed for participants to expand their comments regarding their feelings about the ways in which NTC influenced their

teaching careers. It was important for the phone interviews not to appear redundant in order to get the most impactful data.

The survey was sent to 183 previous participants of the New Teacher Collaborative on March 7, 2024. Reminders to complete the survey were sent to the group on March 18 and March 25. The eight in-depth phone interviews took place between March 26 and June 1, 2024. The data analysis took place between June 1 and September 1, 2024.

Data Analysis Strategies

As stated in Merriam and Tisdell, "collection and analysis should be a simultaneous process in qualitative research" (p. 195, 2016). Therefore, my process in data collection and therefore analysis, was both "recursive and dynamic" (p. 195, 2016). After my initial survey responses were collected, and my first interview completed, I began by creating some *a priori* codes or focused codes as discussed by Emerson, Fretz, and Shaw (2011). Some of these initial codes helped me to organize my data with some broad themes that helped me begin to answer my research questions. For example, one code I used was "Coalition of Essential Schools" when a mentor or a mentee mentioned the organization specifically in their response. Still, the bulk of the coding of the data took the form of open coding (p. 204, Merriam and Tisdell, 2016). Open coding allowed me to eventually "construct categories or themes that capture some recurring pattern that cuts across [my] data" in order to "move between… 'the forest'...and the 'trees'" (p. 207, Merriam and Tisdell, 2016). In essence, I used this open coding method to move from

"inductive to deductive" thinking regarding my data (p. 210, Merriam and Tisdell, 2016). I used the NVivo qualitative analysis tool to help code my data and synthesize my findings. Merriam and Tisdell warn against using a tool that is too powerful for your needs in qualitative research, but I am confident that this tool helped me be able to more readily see patterns in the data as well as serve as an "organized filing system for [my]data and [my] analysis" (p. 224, Merriam and Tisdell, 2016).

Merriam and Tisdell (2016) refer to Yin (2014) and Patton (2015) when discussing specific case study data analysis. The record of the data, or the case study database, "is the data of the study organized so the researcher can locate specific data during intensive analysis" (p. 233, Merriam and Tisdell, 2016). My analysis has a more narrative quality which centers on patterns and themes found as well as a model to move forward regarding teacher mentorship and induction.

Strategies for Trustworthiness and Authenticity

One of the primary methods utilized for ensuring trustworthiness and internal validity is through member checks or "respondent validation" (p. 246, Merriam and Tisdell, 2016). By utilizing this method, I shared my initial findings with participants and allowed them to provide feedback. The participants were asked whether or not the interpretation of their participation in the surveys and interviews "rings true" to their own ideas of their experiences (p. 246, Merriam and Tisdell, 2016).

Another method that I utilized to ensure the integrity of the research was researcher's position (Merriam and Tisdell, 2016). By ensuring that I explain my biases

and research lens, the reader will be better able to understand how I arrived at the conclusions that I make as a result of the data I collect. Lastly, I utilized peer review, which allowed for my dissertation readers and fellow colleagues to read through my data to see whether or not the conclusions that I arrived at were "plausible, based on the data" (p. 250, Merriam and Tisdell, 2016). By ensuring that both trusted colleagues and participants from the study felt that the findings from my research are justifiable or concur with their own participation in the study, then the research is more trustworthy and authentic to the actual experiences of the participants, enabling a more authentic transferability to other settings.

In addition, I utilized triangulation as a method of maintaining internal validity of the research. In this case, I used multiple sources of data along with multiple theories to check my data analysis (pp. 244–245, Merriam and Tisdell, 2016). For example, I checked what interview participants said in interviews and on surveys with what documents from the NTC program and the CES principles indicate.

Transferability

One of the primary beneficiaries of the results of this research is the New Teachers Collaborative program itself as well as the director of the program. This research could help NTC identify elements of their programming that allow participants to feel positively, negatively, or neutrally about the program's impact on their teaching careers. Positive feedback could help the program emphasize or continue to utilize certain elements of the program, while more negative feedback could help the group make

changes that would help teachers feel more positively about teaching. Additionally, the program could potentially use the research to apply for grants or funding to establish new program elements.

In addition to the NTC program and directors, the information is helpful for other districts interested in establishing or improving upon an existing mentor or induction program for new teachers. There are many examples of mentor and induction programs in the United States, but the variation in the programming is a testament to how the individual needs of each district, and perhaps every school, need to be taken into consideration when developing an effective program.

The research could show schools how impactful mentors themselves are within the induction programs and provide new insight into how much guidance should be given to mentors within the position. In addition, the research should provide some new ideas about what elements of teacher induction programs lead to teachers feeling positive about their positions. Because of the current challenges with teacher retention across the United States, it is the hope that by exploring one particular case in Massachusetts, it could help provide a model for programs in other areas of the country that could potentially help teachers want to remain in the profession.

Limitations

One of the primary limitations of this study is that I investigated one specific induction program. By utilizing the case study method and focusing on one specific program, I limited my findings to the outcomes of the particular participants in this

program. Further research could be done to include a more comparison study of other programs or on programs instituted at the state level.

New Teachers Collaborative also serves a smaller number of people than, say, an induction and mentor program that would be instituted in a larger district. Each year, New Teachers Collaborative serves around 10–20 beginning teachers. A smaller sample size can potentially lead to more limited transferability to larger districts.

In addition, another limitation to the study is that the participants in NTC go through an application process in order to get into the program, rather than simply getting hired as a new teacher within a school. The fact that the participants of NTC have a desire to be part of the program rather than having the program as a requirement of the state or of any particular school could influence whether or not they feel the program had positive impacts on their teaching careers. Although the NTC induction program does meet state of Massachusetts requirements for mentoring and induction, further research could be conducted utilizing state required programs within other districts with teachers who were mandated to complete induction or mentorship through another required program.

Still, even given these limitations, it is my hope that through the deep exploration of this one program, other schools and districts can utilize elements that might work for them within their current programs or inspire them to create programs that incorporate more elements, values, and/or principles that might work to better support their new teachers.

CHAPTER FOUR

Initial Survey Findings of NTC Participants

This chapter presents my findings after conducting and coding the initial survey and long form interviews. Overall, the survey and interview participants felt very positive about NTC as a teacher induction program, and the majority spoke about how the CES principles played a role in that positive experience and even continue to influence their lives and careers, even those who are no longer classroom teachers. The CES principle "A Tone of Decency and Trust" was most frequently discussed by both survey and long form interview participants. Participants most frequently mentioned qualities of NTC and the CES principles which led to or created environments that supported collaboration, reflection, and critical thinking. These would be the themes that would emerge most strongly from the data. The long form interview participants also frequently referenced the size of the program, their sense of responsibility regarding dissemination of the CES principles in other school or work environments, as well as more of the CES principle "A Tone of Decency and Trust." For a majority of the participants, this principle was a core reason why they had such positive experiences with the NTC induction program, and it was this theme that would emerge as most prominent in the long form interviews.

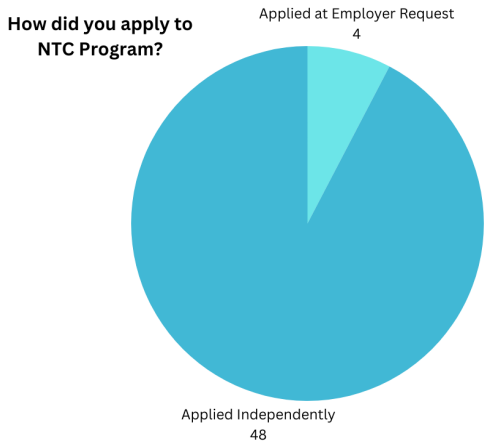
The initial survey sent via email to former and current participants in the New Teachers Collaborative (NTC), a teacher preparation program based at Francis W. Parker Charter School in Devens, MA, was completed by 52 respondents by March 26, 2024 (Appendix C). The survey was closed to responses on March 26, 2024. The survey asked NTC participants to comment on their experiences in the NTC teacher preparation

program as well as the connections between the program and the values and principles present in the Coalition of Essential Schools. The survey results were collected in a Google form via email that was sent to participants who consented to the collection of data by completing the form. The responses were then collected in NVivo and coded. I also used spreadsheets to help collect quotes that references each specific CES principle as well as themes from the coding such as collaboration, reflection, and critical thinking. Before discussing the themes that emerged from that initial survey, it is important to present the demographic and general information collected from participants.

Demographic and General Participation Trends

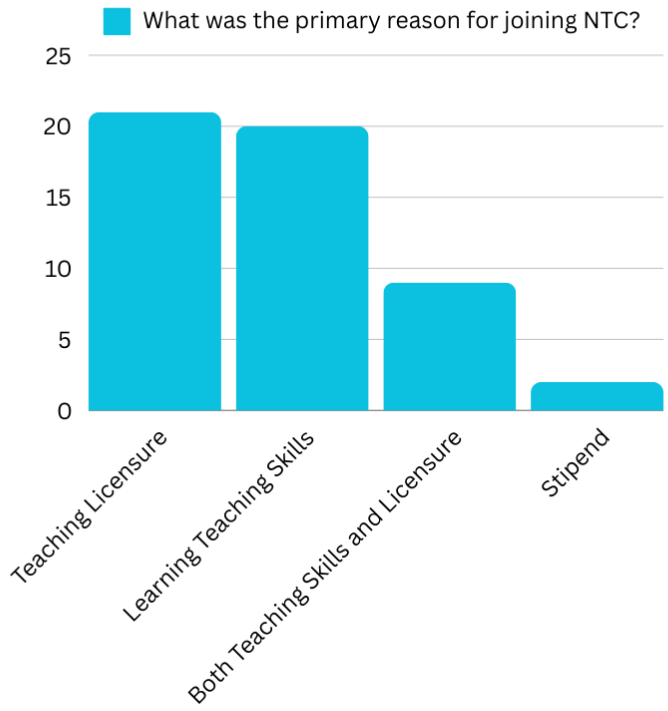
First, the survey asked participants how they applied to the NTC program. Just over 92% of participants applied independently to the program. The other 8% of participants were asked by their employer to complete the program as shown in Figure 5. This indicates that participants sought out the program and did not have prior employment experience that would have required their participation in the program.

Figure 5: NTC Application Method



Participants were also asked their primary reason for wanting to participate in NTC. Nearly all participants indicated that they joined in order to gain teaching licensure, learn teaching skills, or both. Only two participants indicated they wanted to join the program because of the stipend and/or the discounted college course credits offered by the program (Figure 6):

Figure 6: NTC Participant Primary Reason for Joining Program



Some participants of the survey elaborated on their decision to join the NTC program. One respondent wrote, "I was hoping to get certified as a teacher in a program whose values aligned with mine. I was very attracted to the model of NTC, in which we learned the principles of pedagogy and taught simultaneously, rather than doing the former followed by the latter." Nearly half of the participants commented that they liked that the

NTC program had values that aligned with their own.

The survey participants also self-reported their race and gender as indicated by Figures 7 and 8 below, with the majority of participants identifying as white and female:

Figure 7: Self-Reported Race of NTC Survey Participants

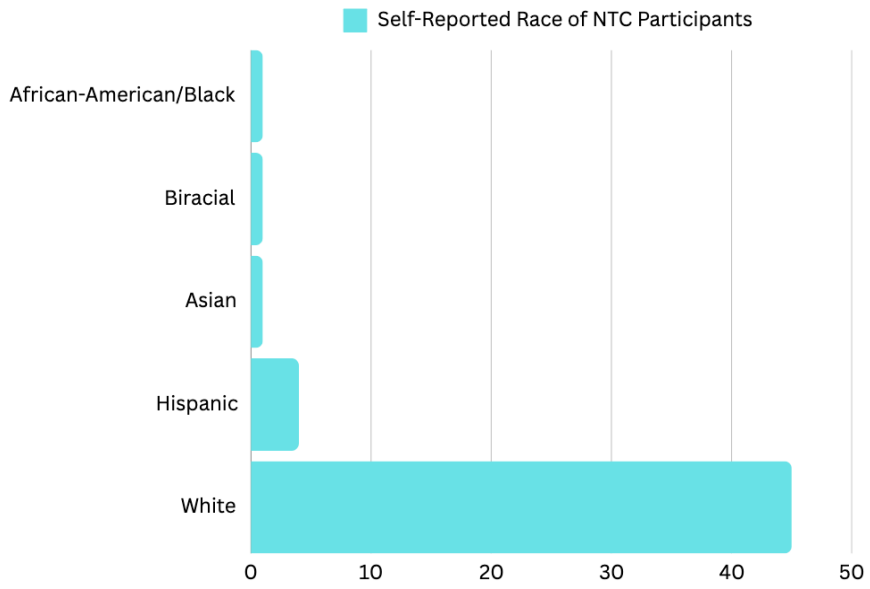
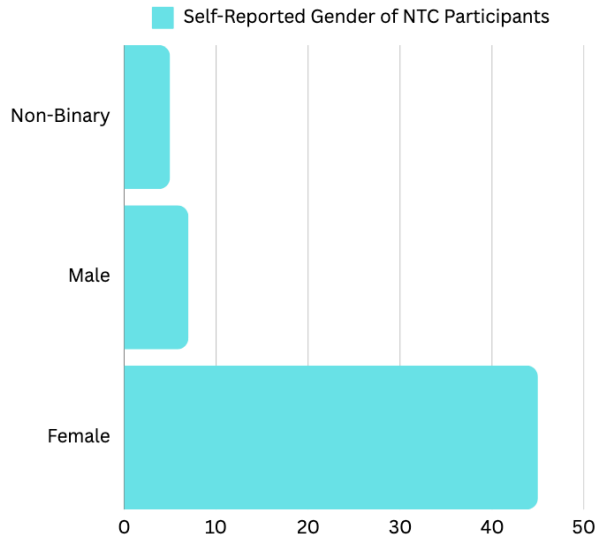


Figure 8: Self-Reported Gender of NTC Survey Participants



Coalition of Essential Schools Principles Utilized Most Often in NTC

When asked about the Coalition of Essential Schools (CES) principles that they felt were most utilized during their NTC tenure, respondents indicated many principles, with 23% indicating that all of the principles were present and therefore they could not respond that any specific number were utilized the most (Appendix C). Still, the following principles were indicated most frequently in the survey:

1. Tone of Decency and Trust
2. Student-as-Worker, Teacher-as-Coach
3. Less is More: Depth over Coverage
4. Personalization Matters
5. Demonstration of Mastery

The vast majority of survey participants indicated "Tone of Decency and Trust" as well as "Student-as-Worker, Teacher-as-Coach" as most utilized CES principles in the NTC program. One participant wrote:

> "[My mentor] taught me how to focus on what was most important in a lesson and then how to go deep on that topic in lesson design. I saw how the school operated on principles of decency and trust when it came to interacting with students and staff (every day). And finally, my mentor saw himself as my coach and I learned to see my role as a teacher in the same way."

Another participant wrote, "Being part of the cohort with an NTC director required a tone of decency and trust to share experiences and also make some mistakes and learn from them." Still another wrote,

> "I think that NTC encouraged using really varied techniques to teach and assess, in such a way that students were considered individually, which leads to a tone of decency and trust. Everything we did felt like it was aimed at making sure each student had the ability to use their own skills and experiences to learn and show what they knew."

Another wrote, “A Tone of Decency and Trust: This was highly emphasized in my cohort — we learned and talked a lot about what it means to respect our students as people and to assume they are doing the best they can in the moment (sic).” One respondent who participated in NTC in one of the earliest cohorts wrote,

> “I was held accountable to, above all else, foster student engagement as I nurtured my identity as a guide (not a monologue-gushing authority in the classroom). Additionally, the presence of Ted & Nancy Sizer as mentors to my NTC cohort ensured that we revisited the principle of ‘a tone of decency and trust’ regularly. That true north was at the root of every discussion we had with them as we debriefed even the most mundane of classroom tasks.”

Other respondents talked about the ways in which the principles were woven in with the NTC program. For example, one respondent wrote,

> “I feel that all the principles were emphasized strongly. But when I think about NTC, I remember a lot of personal reflection and focus on the "soft skills" like developing relationships with students, being thoughtful and reflective teachers, over the more "hard" skills around curriculum and lesson planning.”

Another respondent wrote, “Most of what we did focused on unit/lesson planning and in-class strategies, and those were the principles that came through in that frame.” Yet another wrote:

> “A lot of what we discussed in NTC revolved around curriculum design (based on Universal Design principles) and student-teacher relationships. I learned a lot about how to think about lesson planning (with an emphasis on less is more), creating projects that fit different students' needs, and understanding how I can relate better to students.”

Others highlighted CES principles like “Demonstration of Mastery” and “Learning to Use One’s Mind Well”:

> “We had a great cohort, and we focused on the idea that all students are capable of learning and using higher-order thinking.”

> "Learning to use one's mind well: This is maybe the most abstract principle, but I felt that NTC really highlighted it throughout our training. What does it mean for a student to learn in a rich, meaningful, and personal way? What does it mean for them to have the capacity to apply that learning to their actual lives?"

Coalition of Essential Schools Principles Utilized Least in NTC

When asked about the CES principles they felt were least utilized at NTC, respondents noted that this was a difficult question, but they were more likely to state that the following principles were least visible in the NTC program:

1. Commitment to the Entire School (highest)
2. Resources Dedicated to teaching and learning
3. Democracy and Equity
4. Goals apply to all students

Written responses to this question were less verbose, however some respondents commented that the amount of material that was covered was far-reaching and that as a teacher preparation program it might have made sense that these principles, which focus on "big picture" school practices, might not have been covered as in depth since new teachers need everyday teaching skills initially:

> "It makes sense to me that a teacher training program would have less emphasis on the "bigger picture" principles that apply to the entire school. New teachers are not often thinking about the resources of the school (they are working so hard to think about the class right in front of them at the moment) or being committed to the "entire school" (I think a new teacher's world is often hyper-focused within their own classroom, which is appropriate). I see the two that I checked above as principles that guide school leaders, and new teachers aren't at that stage of their practice yet."

> "I feel like we went over SO much material and barely scratched the surface."

> "These principles are a little vague. As a new teacher I appreciated the more practical elements of NTC training more."

> "I really think I learned more about committing to my class fully than anything else."

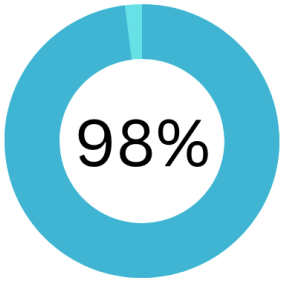
Some respondents talked about challenges with not incorporating more of these principles into the NTC program:

> "[School] teachers (like most teachers) are uncomfortable discussing how current practices may favor certain cultures over others — and the achievement gap that does exist at [school], across ethnic/racial lines. I would have liked to speak more openly about it! That said, NTC coursework introduced me to new equity concepts in the abstract that were new and valuable to me."

Participants General Feelings about NTC

Participants were asked about their feelings regarding their participation in NTC in general. Overall, themes of gratitude, positive impact on teaching practice, community and mentorship, preparation and support, and reflection and growth were most frequently seen in the respondents' answers to this question. Around 98% of respondents said they were "very satisfied" or "satisfied" with NTC:

Figure 9: Percent of NTC Survey Participants Satisfaction with Program



Many respondents expressed gratitude for their experience in the NTC program, highlighting its importance in their professional development and their transition into

teaching careers. They appreciated the skills and knowledge gained, as well as the supportive environment provided by the program:

> "I loved it. It was transformative for me as an individual."
>
> "I was deeply invested and slept, ate and breathed education for the year."
>
> "I loved it. It was deeply engaging and supportive of my first-year teaching."
>
> "I was completely pleased with my experience in NTC. So pleased that I am very willing to complete this survey 15 years later!"
>
> "I would not be teaching if not for NTC."

Respondents mentioned how the NTC program positively impacted their teaching practice, providing them with valuable skills, insights, and philosophies that they continue to apply in their classrooms. Some recalled specific teachings or advice from mentors that have stayed with them throughout their careers. There was also a strong emphasis on the sense of community and mentorship within the NTC program. Respondents valued the connections made with peers and mentors, as well as the collaborative learning environment fostered by the program:

> "I had a very positive experience. I was close to my cohort and the director."
>
> "I LOVED NTC! (sic) It is the only humane teacher training program I have ever heard of. The timing of topics and seminars, the collaboration with mentors, the support that mentors receive... I could talk for hours about what made NTC the perfect program for me. Most other programs are lip-service; NTC is real learning."

Many respondents felt that the NTC program prepared them well for the challenges of teaching, both practically and philosophically. They highlighted the support they received from mentors and fellow participants, which helped them navigate the

demands of the program and the teaching profession. In addition, several respondents mentioned the importance of reflection and growth during their time in the NTC program. They appreciated the opportunities for self-reflection and professional development, which have contributed to their ongoing growth as educators.:

> "I feel welcomed, and I feel ready to succeed in this profession."

> "I was very thankful for all the learning that I did! I feel like I was well prepared to be a great teacher in terms of the critical thinking needed to solve problems. I also felt incredibly burned out from 2 years in NTC — it was demanding.

Some respondents noted challenges of the program, including issues such as workload, financial strain, or interpersonal dynamics. However, these critiques are often balanced with recognition of the program's value and impact:

> "At times when teaching [language] it felt like we veered so far away from any grammatical rigor that it didn't feel that "student-as-worker" really applied. Of course, students were still working to communicate, but I feel like a better balance of accuracy and proficiency could be created to really make the student be the worker. As for resources: Parker does indeed have good technological & etc resources for its teachers. However, among the resources needed for teachers and interns alike is a living wage. This was not present. I was an intern and so I am thankful that I was paid $20k (before taxes) in NTC I and $30k (before taxes) in NTC II, but unless one is living at home, this stipend is not possible to live on. I think the NTC program needs to either make itself eligible for federal student aid so that interns can take out student loans in order to subsist, or the intern pay needs to be raised to accommodate the cost of living in the greater Boston area. If interns can barely pay their bills, then they cannot be present for their students, and cannot focus on their learning."

> "The workload of full-time NTC/graduate work with the demands of assessments and progress reports were very taxing, but I would not be the teacher I am today without that work and the other teachers in my cohort."

Only a few respondents talked about the CES principles being vague or indistinguishable in their responses:

> "These principles are a little vague. As a new teacher I appreciated the more practical elements of NTC training more."

Overall, the responses reflected a deep appreciation for the NTC program and its role in shaping the professional identities of educators.

Participant's Feelings about how NTC Prepared them for Teaching Profession

Based on the responses, it is evident that the majority of respondents felt well-prepared for the classroom after completing the program. Respondents highlighted the program's philosophical approach as linked to the Coalition of Essential Schools principles, the hands-on experience they received, and the support and reflection emphasis of the program. Many respondents highlighted that the program provided them with a strong philosophical foundation centered on student learning. They appreciated the emphasis on student-centered teaching and felt equipped to implement these principles in their classrooms. The support and reflection provided during the program were crucial for many respondents. They valued having a safe space to reflect on their teaching practices and receive feedback from mentors and peers, which helped build their confidence as educators. Several respondents expressed gratitude for the lasting impact of the program on their teaching careers. They felt that NTC not only prepared them for their first year of teaching but also provided them with valuable skills and perspectives that continue to shape their practice.

> "NTC taught me how to be a teacher both in and out of school, to others and myself. It taught me to look at people as whole individuals, all intelligent and worthy of being understood. NTC showed me how to create the classroom conditions in which students could surprise me with their brilliance."

> "Learning by doing" is the best experience I have had, and it makes me continue learning every day."
>
> "I consider the mentorship, camaraderie, and instructional accountability that NTC provided me, priceless. It made me the educator that I am."
>
> "I was deeply supported through an experiential learning adventure in education. I felt stimulated, challenged, and I knew there was a formidable network of minds to help me learn and grow. I still hold collaboration as one of the most valuable and important parts of my practice."
>
> "Having the support I did, through my first full year of teaching was critical to surviving the experience."
>
> "I felt very thoroughly prepared to begin my career."

While some respondents felt fully prepared, others mentioned feeling overwhelmed initially but appreciated the support they received. Some noted that their experiences at NTC prepared them well for certain aspects of teaching but not others, such as classroom management or working in traditional school settings. Some commented that since they already valued the type of work that occurred in the program, the program was more likely to be successful.

> "I was not really prepared for the inner-city school I worked in for a year after NTC; the experience was very helpful during the succeeding 10 years when I taught intro math part-time at a state college."
>
> "NTC is a wonderful program. I was probably already of this mindset before to some extent, but NTC definitely reinforced the idea of teaching as a service to students as opposed to teaching for a job."

Several respondents expressed gratitude for the lasting impact of the program on their teaching careers. They felt that NTC not only prepared them for their first year of teaching but also provided them with valuable skills and perspectives that continue to shape their practice. Overall, the respondents' feedback indicates that NTC effectively

prepared them for the teaching profession, equipping them with both philosophical insights and practical tools to excel in the classroom.

Impact of NTC and CES on Participants Lives and Careers

When asked about the impact of NTC and the CES principles on their careers and lives today, respondents, again, expressed gratitude and appreciation for both NTC and the CES Principles, referenced their continued relevance, valued the community and connection aspects of both, and again talked about how both NTC and the CES principles helped guide them in reflection and growth in both their working careers and personal lives.

> "I still feel like it shaped how I see students — and it honestly has shaped how I see my new role as a parent."

> "Twenty years later, I can confidently say: I would not be the educator I am now if it wasn't for NTC's long-lasting influence on me."

> "As the years go on — and I'm exposed to other methods of teaching, or I hear about other teaching programs — I am increasingly grateful that I decided to take part in NTC."

> "I am still teaching, and I love it. The foundation that NTC helped me build is strong, and I still seek [out] learning new skills even after NTC."

Some respondents mentioned the ways that their learning in NTC and the CES principles impact their careers outside of education:

> "As a professional, I feel this style of adult learning and training is incredibly applicable to a wide range of industries/professions. I wish all of my adult learning experiences were like NTC."

> "While I am no longer a teacher as I have transitioned into corporate training curriculum development, I feel the skills I learned and practiced in NTC still inform my daily work. As someone with performance anxiety, the focus on co-teaching and learning how to take feedback constructively and not defensively has served me so well. I used to take any suggestion as a critique of my value or skills, and now I seek out feedback and opportunities to change and improve my skills."

Some respondents referenced that the impact of the program was linked to the quality of the mentor/mentee relationship or because of the nature of the structure of the program:

> "I think the experience depended a lot on the mentor teacher and the placement within the sending school. I learned a lot my NTC year and then had a VERY hard next year in an urban charter school in Boston the next year which caused me to take a year off of teaching. I learned many of the real nuts and bolts about teaching that year, which I feel that NTC didn't prepare me very well for."

> "I continue to have new insights about texts we read and discussions we had as a cohort. I have noticed, though, that not every cohort has such a magical experience. I'm not sure why that is, and it troubles me. I worked with an NTC teacher for whom the program was a challenging fit — a very concrete thinker who might have felt more successful in a more traditional program. How can NTC provide the feeling of needed structure for someone like that?"

Some respondents talked about the financial impact of participating in NTC:

> "Right now I'm still paying off credit card debt that I accumulated in order to make ends meet for bills, etc. during my time in NTC."

Several respondents expressed a desire for the NTC program to have more recognition or institutional affiliation beyond Massachusetts. They believed that formal accreditation or recognition could enhance the program's standing and facilitate career mobility for its participants. Overall, the responses reflect a deep appreciation for the NTC program, its impact on participants' teaching careers, and a desire for ongoing improvement and recognition.

Participants Use of CES Principles in Life Post-NTC

In response to participants being asked if they still utilize CES principles today, and if so which ones, all participants responded that they did utilize CES principles, with many specifically referencing "Tone of Decency and Trust."

> "Tone of Decency and trust is a family value we have. I use less is more constantly when I'm evaluating content at work."
>
> "The critical [CES Principle] for me was decency and trust, something sorely lacking in most schools. It is hard to try to convey that I feel students should be treated with respect at all times, without criticizing my colleagues' methods."
>
> "I now work as an Instructional Coordinator at a non-profit that offers online courses to high school students. I use the principles to guide my work every day. They are my philosophical bedrock when it comes to education."
>
> "I feel that I use all of the ten principles."
>
> "100%. Especially 'learning to use one's mind well,' 'less is more: depth over coverage,' and 'a tone of decency and trust.' I literally do not create a lesson plan or develop an assessment or approach a conversation with a student without considering those principles. They are now a subconscious, ever-present influence on how I function as a teacher."
>
> In particular, "A tone of decency and trust" is a principle that I always try to utilize, and that I am most quick to notice when it is absent from my practice or that of another educator. For me, that principle is the bedrock of all the others. When students feel trusted and seen, they can learn. When they don't, learning is extremely challenging."
>
> "Learning to use one's mind well, and inspiring decency and trust between individuals are important skills I try to incorporate at the micro and macro level."

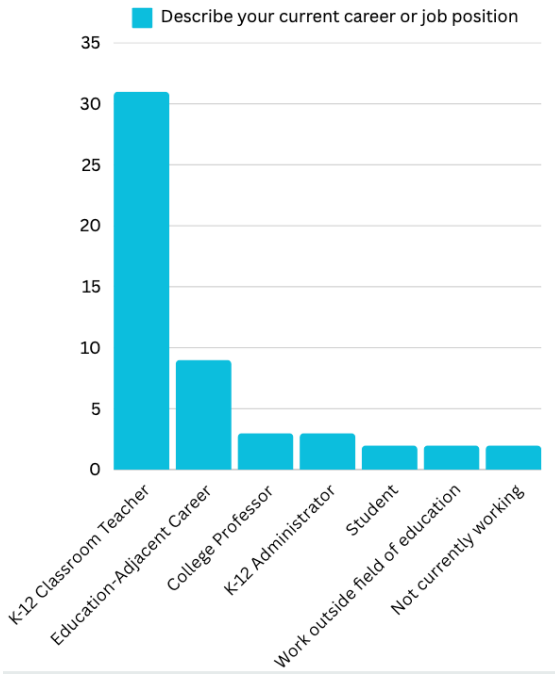
Many respondents indicated that they continue to apply the principles they learned in their teaching careers, even if they have moved on from traditional classroom roles or into teaching roles in other types of schools. These CES principles, respondents state, serve as a guiding framework for their work and decision-making:

> "As a corporate trainer, when I am performing needs assessments with companies, I focus on asking what mastery of a subject would look like in employees' daily practice and build the training with a results-focus."
>
> "I was trained in NTC to see each student as an individual and to consider and help them thoroughly. While I have 'too many' students to do this as well as teachers are able to in NTC, it is still my guiding goal."
>
> "It seems to me that the general trend of education is going in the direction of the Common Principles. I work in a high needs school now and there is always the tension around content knowledge vs. habits of learning and how to encourage students who are not confident in their academic abilities to take more academic risks and take more ownership of their learning."

NTC Participant Career Status

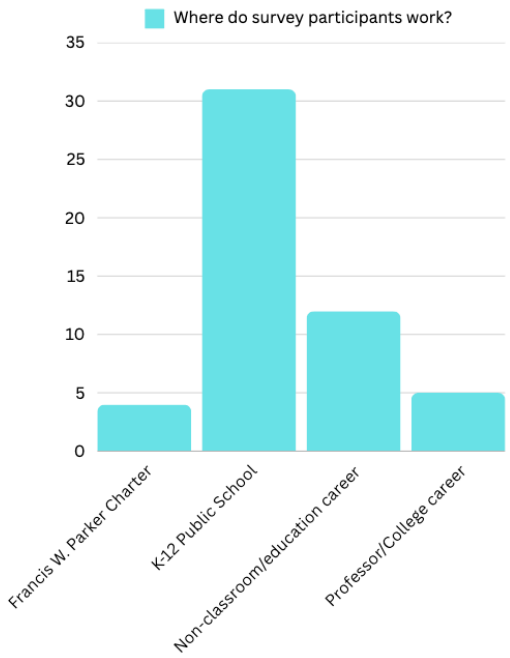
Survey participants were asked to define their career status in the survey. The overwhelming majority of the respondents were still K–12 classroom teachers (Figure 10):

Figure 10: NTC Survey Participant Career Description



The survey participants also worked at a variety of K–12 public schools, and not only schools which are grounded in the CES principles like Francis W. Parker Charter. In addition, as shown in both Figure 6 and Figure 7, the majority of survey participants are still involved in education or education-adjacent careers. Education-adjacent careers included consultant careers and roles that involved teaching or disseminating information to others within a company like trainers or project managers (Figure 11):

Figure 11: Work Location for NTC Survey Participants



NTC Participant Current Feelings about the Teaching Profession

The survey participants talked a great deal about the difficulties and hardships associated with teaching, such as feeling burned out, exhausted, and overwhelmed by the demands of the profession. This includes concerns about workload, stress, and the impact of the pandemic on teaching. There was a pervasive worry about the state of the teaching

profession, including issues such as teacher retention, lack of support from administration, low pay, and the sustainability of the career. However, despite the challenges, there is a strong sense of passion and dedication to teaching evident in many responses. Teachers express a love for their work and a belief in its importance, viewing teaching as a calling rather than just a job. Several responses critiqued the current educational system, highlighting concerns about standardized testing, administrative priorities, lack of flexibility, and the focus on metrics rather than student growth and well-being. Teachers expressed a desire for more support, both emotionally and financially, as well as greater recognition and respect for their profession from society, administrators, and parents.

> "I've been a classroom teacher for twenty years now. My identity as an educator is central to who I am. I am particularly passionate about supporting vocational students in their liberal arts learning."

> "I am very concerned that teaching is not a sustainable career and work very hard to support our teachers and help try to make it sustainable for them. I also worry about student behavior and that teachers do not feel supported about student behavior by administration."

> "I am worried about the profession. I'm worried that we don't have enough teachers heading into the profession and that some of the ones that are coming in are not as committed to these principles. Post Covid I hear a lot of complaining about student behavior, but I'm actually seeing a lot of teachers feeling burned out and the pressures of the job and taking these frustrations out on students and not giving them the grace and flexibility that they are asking for from families and administration."

> "Standardized testing and college requirements are pushing everything toward being good test takers, and education is suffering because of it. Teacher morale is down as administrators push canned curricula to get to these goals, and after the pandemic it has been hard to get kids caught up. I'm scared for the future of our schools, as fewer and fewer people want to go into the teaching profession — or stay in it."

> “Teaching has always been one of the most demanding professions, but it is now made more difficult by a deeply suspicious and polarized political landscape, impersonal standardized tests, and (as I've heard from those still teaching) very little sense of community or trust on the part of their administrators. I have so much admiration for those who continue to teach in the classroom.”
>
> “Love it. Teaching is a calling.”
>
> “It is exactly what I am meant to do. It is challenging work, and meaningful work.”
>
> “Still the best job ever.”

Some participants wrote about the challenges of the profession as part of the reason they left the field:

> “I wish I could have stayed in the classroom, but the system isn’t sustainable (public school) especially if you are trying to raise a family.”
>
> “Teaching professionals by and large adore routines and consistency. I get it, but fear of change is not the right reason to keep doing something. I do not feel that most teachers can give a clear, tangible answer to the students' questions: "How will this help me later in life?" Or "Why does this matter when people keep telling me the world is ending?" We need to have answers to these questions, or we are wasting our students' time. I did not feel that I could find answers to these questions while working in a school (colleagues haven't generally been interested in discussing them with me), which is why I have returned to scientific work, for now.”
>
> “I see teachers feeling burned out and overworked. I think that our society does not respect or compensate teachers sufficiently. It kills me that I have left the classroom and can't see myself going back because of the stress and strain it would put on my mental health, my marriage, and my relationship with my daughter. I wish that teaching was more sustainable, and I worry that we have created a system that is not doing a good job serving kids.”
>
> “My main reason for leaving the profession was that I felt the focus of education was not on the student and their personal growth but on arbitrary metrics and test scores to secure funding. That paired with the increased student behavior and the lack of administrative support to help deal with them caused my departure.”

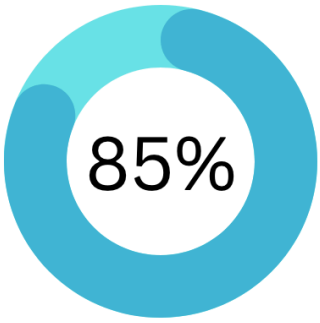
> "I love teaching! Though I am no longer teaching at the K–12 level, that experience was formative to my current beliefs about teaching and I use principles and tools I picked up from fellow teachers to this day."

Overall, the respondents conveyed mixed feelings about teaching, acknowledging both the rewards and challenges of the profession, as well as the difficulty in balancing personal and professional life. Their responses paint a complex picture of the teaching profession, reflecting the multifaceted experiences and perspectives of educators grappling with a number of issues within the educational landscape.

Impact of CES Principles on Feelings Regarding the Teaching Profession

When asked whether or not participants believed that the CES principles had an impact on the ways they viewed the teaching profession, 85% responded that the CES principles did have an impact. A number of respondents talked about how even beyond the walls of schools which embody the CES principles like Francis W. Parker Charter, having the principles as a foundation, helps them to appreciate and admire the teaching profession even though it may present challenges.

Figure 12: Impact of CES Principles on Feelings About Teaching Profession



85% of respondants said the CES Principles impacted their feelings about the teaching profession

> “I am living Horace's Compromise as a public-school teacher, so in that way, yes.”
>
> “NTC made me set a high bar for myself. Teachers have a tremendous amount of power and influence over students, and it is important to take that responsibility seriously.”
>
> “Teachers who care about these principles are punished by an environment and system that does not support teachers engaging in deep inquiry with each other and with students.”
>
> “Yes. I saw what a truly student-centered experience looked like, and it was extremely difficult to work in an environment that deviated from the principles so fully.”

One respondent talked about their journey from teaching at Francis W. Parker Charter, to teaching at a vocational school in a rural Massachusetts area, to teaching at a rural high school in Maine. They said, “I was committed to spread the CES Common Principles into a context that wouldn't typically be open to them. This took intention and (literally) a decade of patience, and it was incredibly rewarding.” They talked about the challenges of having parents dictate the curriculum and having administrators who are not game to support teachers who may bring different ideas, but now they are able to have more freedom as a college professor. “In a rural public high school, where an administration cares more about pleasing vocal parents than leaning into equality and inclusivity, teachers like myself (sic) have to wrestle with the difficult dilemma to censor themselves ... or move on. The good news: I now teach at a college, where parents don't make a peep — and I'm able to promote the CES principles to my students, even in doses, on a daily basis.”

Other respondents wrote about the larger mission of the Common Principles and Ted Sizer and its impact on their lives as well as what may be missing, in their opinion,

from other school settings:

> "Ted Sizer was a big thinker educator. If I hadn't come along after his time, we would have been best friends. He understood the place of education among the constructs of our society, and what had to be at the heart of the field and what could be left behind from the industrial revolution-age system that schools are descended from. Teaching students to use their minds well is a worthy goal for schools. Fussing about whether they complete nightly homework, is not (in my opinion). The Common Principles have always been a beacon of clarity for me in weighing what I feel is really important, and what can be left behind. This is clarity that so many educators unfortunately lack."

> "To me, the CES Common Principles are what can make a school function as a vibrant, healthy, and sustainable learning community. I believe that, through NTC and the two schools where I taught, I saw models of what education can be. Part of what makes me disheartened is how few teachers get exposed to these Principles or teach in an environment where they are enacted with commitment, support, and integrity."

Overall, the impact of the principles generally had an important and significant impact on the participants' views of the teaching profession.

Participants Future Plans Regarding the Teaching Profession

Many respondents expressed a strong intention to continue teaching for the foreseeable future. They are committed to their roles as educators and plan to stay in the teaching profession. Just under 10% of respondents stated that they did not see themselves staying in the education field. Some respondents mentioned interests in expanding their certifications, pursuing educational leadership roles, or exploring other avenues within the field of education. This includes roles such as administration, curriculum development, special education, or higher education. A few respondents are contemplating leaving the teaching profession either temporarily or permanently. Factors influencing their decisions include burnout, frustration with certain aspects of teaching,

or seeking a better work-life balance. Many respondents talked about prioritizing personal and professional growth, whether through further education, professional development opportunities, or seeking out new challenges and experiences within their current roles. Some respondents expressed interests in advocacy, mentorship, or leadership roles within education. They aim to make a positive impact on the education system and support the growth and development of their students and colleagues. They also talk about the challenges of teaching in a non-CES centered environment.

> "I feel called to teach. I think I have a lot to bring to the students that I am lucky enough to teach and learn from. I want to stay in teaching, just not sure I am in the right school or grade level."
>
> "I'm hoping to retire as a teacher!"
>
> "I'm definitely an educator for the long-haul."
>
> "I now say that I'm an 'educator' not a 'teacher' — and yes, I plan to stay an educator. I hope to create opportunities for teachers to be treated with decency and trust and as professionals within the context where I now work. I consider returning to the classroom, but as above, it doesn't seem like a sustainable choice at this time.
>
> "I am uncertain about returning to the classroom both because of the relentless time and energy that that work requires (which would, at this point, be an obstacle for other pursuits I have started), and because of how politics have entered classrooms in the form of book bans and unwise curricular oversight. I would be most inspired to teach again if I lived closer to a school like those I was fortunate to teach at during and after NTC. I imagine — though I could be wrong — that teaching would feel very different in an environment that was not centered on the CES Principles."
>
> "It is kind of spooky to leave Parker and realize that other schools do not have a version of Common Principles... They do not even realize that such a thing is missing."

Overall, the future plans of the respondents reflect a diverse range of career trajectories within the field of education, with some considering changes while others are committed to staying and furthering their careers as educators.

Challenges with NTC

Participants did perceive a few challenges with the NTC program. One interesting note was that the survey participants largely referred to these as “areas for growth” or “areas of the program that could use some work” rather than “negative” elements of the program. Participants most frequently cited challenges around the stipend amount for the program as well as the lack of cohort diversity. A few participants noted how challenging it was to live on the stipend provided by the program, while others noted that it was significant that the program offered a stipend at all. Participants who commented on the stipend offered noted that they felt an increase in the amount of the stipend would spur growth of the program. Some participants tied the stipend amount to the diversity, or lack thereof, of NTC. The only other area of the program which received constructive feedback was the diversity of the cohorts. More than the stipend, this was the most frequently mentioned challenge area for NTC. Some participants commented on gender diversity, but primarily survey participants commented on racial and socio-economic diversity within the cohort. In conversations with program Director Ruth Whalen Crockett, she also described increasing the diversity of the program as a primary goal for the future of NTC.

Summary of Initial Survey Results from NTC Participants

The survey completed by 52 past and current participants of the New Teachers Collaborative teacher preparation program helped shed some light on the impact of NTC as well as the Coalition of Essential Schools principles. Teachers were largely satisfied with the program and the ways that it helped prepare them for the classroom. The majority of the participants continue to be K–12 classroom teachers or work in other education fields. The majority of participants see themselves remaining in the education field, and many state that the CES principles have a positive impact on their feelings regarding the teaching profession. Overall, the specific elements establishing decency and trust within an educational setting, as well as valuing student voice and participation, were key principles which allowed teachers to maintain positivity and remain in the profession.

Follow-Up Interviews of Select NTC Survey Participants

In order to better understand individual participants' feelings regarding the New Teachers Collaborative as well as the Coalition of Essential Schools, in-depth interviews were conducted with eight participants. The eight participants were selected based on a number of factors, including whether or not they wished to be contacted for further conversation regarding NTC, how long ago they completed NTC, their current career, their demographic responses, and their responses to the questions regarding the impact of the CES principles on their careers and on their views regarding the teaching profession. The goal was to have a range of ages, career experiences, gender and racial identities, and

opinions regarding NTC and the CES principles. Email inquiries were sent to selected participants, and if participants agreed, times were set up for 45–60-minute conversations that would allow them to speak more regarding their initial survey responses. All conversations took place on the phone and were recorded using a secure line. The audio recordings were then transcribed, and the transcriptions were saved in a secure Google drive on the Boston University servers. The transcribed interviews were then entered into NVivo and analyzed using the same codes that were used for the initial survey responses. All of the names of the interviewees were changed for anonymity. The most recurring themes within the interviews included the responsibility that participants of NTC felt to uphold the CES principles in a variety of school and work settings; the importance of size to the NTC program; and the specific CES principles of learning to use one's mind well and maintaining a tone of decency and trust.

Responsibility for spreading the message of the CES principles to create change and sustainability

Most of the interview participants brought up in some capacity the mission they felt was instilled by the New Teachers Collaborative to bring the CES principles to whatever setting they may be in after completing the program. A number of the participants referenced founder Ted Sizer and his personal commitments to the CES principle as a guide for them in their future endeavors. Alice, for example, who now works as a corporate trainer rather than as a classroom teacher, said, "I remember talking to [participants and mentor teachers] about leaving Parker and wanting to help people

who didn't have access to those things. We just wanted to spread the message."

Jane, a 20-year educator who now works in a post-secondary setting with college-age students, talked about the CES principles as being a "subconscious, ever-present influence on how I function as a teacher," and she and others talked about how the CES principles and their work in NTC inspired them to create change in their various school settings. Jane spent 10 years as an English teacher at a technical public high school where she "strategically infused the district with a CES-centric model." She worked to begin a new teacher induction program there, and, in general, in each of the schools she has worked at since leaving NTC, was "committed to spread the CES Common Principles into a context that wouldn't typically be open to [those schools]." Jane continued by stating, "Ultimately, because I am passionate, I want to be spreading the gospel and permeating the whole school with the principles so it can be better for the students at the end of the day; [NTC] does intentionally foster a commitment to believing that you can go into other education contexts and attempt to let the CES principles thrive…it has taken patience on my part, but it has been rewarding." Francis, a teacher at a non-CES aligned public high school, spoke about a specific instance in which she was able to make small gains with members of her department.

> "I think so much about [Francis W.] Parker and NTC how the students were assessed and more choice in the ways in which students were assessed. Students needed to demonstrate mastery in a variety of valid ways. This was something that is missing from my current school context. I teach freshman world history, and lots of teachers use writing assessments. How are we missing some students in that form of assessment? For the last summative assessment, I suggested students make a poster. The team was receptive, it went well, and I was trying to push [them into] doing things in some different ways. It was very small scale and incorporated the basics of differentiation. [The teachers] know they have work to do, and I offered them a way to make change in a realistic way."

Geraldine, who now works in the science research field rather than as a classroom teacher said, “If I were to go back to teaching, which I plan to do one day, I don’t know if I would want to go to a CES school. I think disseminating the values is more important.”

The interviewees also spoke about the relationship the principles had to their affection for the teaching profession. Francis, a teacher who now teaches in a non-CES aligned public high school, stated,

> “I think that I reflect on principles regularly. I used to keep a paper of them in my old classroom to give me and the students a sense that this is what is important. It was more of a symbol for things you can’t let go of. It has helped with burnout for me. [The CES principles are a] way to approach teaching that can be rooted in something. [The CES principles] took on a symbolic presence for me as a whole. The principles are at the heart of it. I was really able to start from day one to actually do the work.”

Alice, the corporate trainer, said that although she was not in the classroom setting, as a result of the CES principles and NTC she would “never dissuade anyone from the teaching profession. It is too important.” She went on to say, “[The CES principles] are where my heart is in teaching.”

Some participants recognized that the CES principles would not be able to save a school in and of themselves, and larger, systematic education realities would also weigh in on the success of those values. Lynn, a former teacher who is now taking a career break, said,

> “I can be realistic. If you implemented something like the CES principles with integrity it might force change. In my idealistic version of the world, yes, that would happen. But if you were actually really using them as a guide then you would have to change the system. You could not do business as usual. That is not how the world works.”

Sandra, a current teacher at Francis W. Parker Charter and NTC mentor teacher, said that ensuring the school community has knowledge of the CES principles is important. “Everyone in the school needs to know about the principles. Even though interacting with the principles is becoming more unique even here at Parker, it is something that is so important for everyone in the school to be aware of.” She also talked about how the principles can’t work in a vacuum. She spoke about another school that has the CES principles “front and center” in their mission, however, “There is something in the water [there]. It is still a Coalition school founded on the principles, but they have all these other missions crosshatched on top of them. It doesn’t feel the same.”

Size of the Program

For many of the interviewees, the small size of the NTC program aided in its success and helped them to feel better prepared for teaching placements at schools of all sizes and types. Abby, who currently works with students outside of a traditional classroom setting, said, “The small setting of the programs and schools I have been in have really helped me grow and thrive as a teacher.” Alice, the corporate trainer, talked about how during her time at Francis W. Parker Charter, she appreciated the impact of the size of the school and its relationship to the implementation of the CES principles.

> “What struck me about Parker was the community they built. In my experience, high school was so awkward, but on my second day at NTC they had an all-school meeting with everyone in the school—everyone could fit in one space. Growing up in Brockton, my high school had 4500 students, and we were not able to do that. A 7th grader presented an idea to this group of 7–12th graders. Size was definitely a factor in how a school would embody [the CES] principles.”

Andrew, who currently works as a teacher at Parker and participated in NTC, talked about how he thought the school might feel the same if it was larger, but he had his doubts.

> "The size of the school makes it easier to have a sense of community—you do know everyone. If Parker was double the size, it would still run similarly, I think, but it is such a relational based place so I am not sure about it entirely…people here really believe in the principles and people work harder here. People aren't just here because they care about the principles, people stay here because it is a community."

Lynn, the former teacher now taking a career break, said that the size of the NTC program was essential to its success for her, but there were a number of other factors that were involved; the principles could be applied to larger institutions, but societal forces might inhibit their success.

> "For the [NTC] program it does matter, partially because it changes the dynamics of how conversation flows and what you can do with the amount of time you have together. You just don't get to a deeper level in larger groups of educators. [Still], there are too many other factors than size. I went to smaller spaces after NTC, and I actually experienced higher levels of burnout and stress. After NTC, I was teaching in the juvenile justice system with teens, and that experience is part of why I burned out. I actually had really great relationships with students I connected with, but the problem was the things I did not have control over—the system, and the way behavior was being managed.

Francis, the current teacher at a traditional public high school, echoed how the size of the NTC program helped her think and grow as a teacher, and she also talked about how it made her not want to give up on the "whole system." She said, "[NTC] opened up a vision of possibilities and it made me see that schools can look different and be successful. You don't have to give up on the whole system. I think size has a major impact on [the program's] success. I really valued the reflective process which is truly authentic in a small group. I think you lose the way to process in the same way as it

grows in size."

Still, for Jane, the long-time educator, and others, the NTC program and the principles were about relationships, and those relationships were able to be solidified as a result of the size of the cohort. Jane said, "I was lucky with my cohort. We were all really reflective and vulnerable and committed to that process and the norming (sic) we used to create unity and connection. It felt like we were automatically engaged and became like family. We still gather, and we built really lasting relationships."

CES Principle: Learning to Use One's Mind Well

One of the specific CES principles that interviewees discussed at length was "Learning to Use One's Mind Well." Abby talked about that principle as being upheld time and time again during NTC seminars and in her teaching practice.

> "Learning to Use One's Mind Well…that came a lot from NTC. We looked at a passage from Toni Morrison, which had been chosen that deliberately, and we talked it through, and it was a structured conversation and all questions were acceptable. I think what that modeled for me was the value of knowing that these are all moves to create a sandbox for playing around and sharing ideas. It is not necessarily about being correct. The process of collaboratively thinking through a text and having the freedom to get messy has value. You understand it more deeply, and you have a more connected experience when you are in it. Essentially, it's critical thinking—being comfortable posing, investigating and rethinking questions."

Andrew, a current Parker teacher, talked similarly about the protocols used in NTC seminars. "Our entire faculty and the way that PD (professional development) is run and picked up is tied to principles. All the protocols we use really solidify that." He went on to say that all of the CES principles were utilized in some way during the NTC program, but that Learning to Use One's Mind Well was a significant player. He said, "You could

make a case for any and all principles. I think Learning to Use One's Mind Well seems so simple. I have worked with other schools about that one, and I think that it is a really important one in order to shift away from a regurgitation model."

Lynn, the long-time teacher, talked about the principle as being one of the most essential of the ten. "If learning to use one's mind well— if that was the purpose of school—it would fundamentally change the way we teach and what we consider is good behavior. We would be able to see kids for who they are and respect them and respect ourselves as educators."

CES Principle: Tone of Decency and Trust

Those ideas that Lynn spoke about—respect and purpose—are also echoed in a number of comments made by the interviewees about the seventh CES principle of "A Tone of Decency and Trust." This principle was by far the most discussed principle of all the interviewees. For many interviewees, this principle was the one that guided all of the others and the principle that they held in highest regard as educators—current, former, or hopeful. For Jane, who participated in NTC in one of its earliest cohorts, she remembers A Tone of Decency and Trust being part of every aspect of the program and of her teaching experience. Jane recounted:

> "Ted and Nancy Sizer were there with the cohort, and we revisited a tone of decency and trust often. It was our true north. In my first year of teaching, I feel like that was just such a bottom line for how we navigated classroom management and particularly behavioral difficulties. That was the thread for how we were going to approach behavior redirection and building norms. It blew my mind to experience how much NTC encouraged us to give students a voice in building norms at the beginning. It is almost hard to talk about it because it is just this magic abracadabra…In the end it all goes back to decency and trust. It was the

> way in which students were able to communicate about it showed it was working…There were a handful of students I saw later after graduation who told me that the class they had with me was weird. They said, 'What you asked us to do was weird, but it was cool.' I taught Spanish for a little bit, and after a while I felt like it was less about teaching language, and it was actually a 'kill prejudice' class. We ended up talking about what it means to be respectful of other cultures and this former student came to me and said, 'Because of your class, I am not an asshole!' Isn't that just about all you need?"

Many of the interviewees spoke about how the principle of decency and trust is important for both the teacher-students relationship as well as the administration-teacher relationship. Abby said:

> "The way that the tone of decency and trust— the respect for students as human beings—and assuming the best intent on part of the student… If those things are in place in a teacher and a school's relationships with a student, there are so many other places you can go. To me, that is really the foundation of learning. I remember watching my mentor teacher having a conversation with some 7th and 8th grade boys who were not succeeding, and this conversation with them was about what qualities they needed from a teacher in order to learn. I thought about how wonderful that conversation was. Here were these kids who were not succeeding, but it wasn't about blame or fault. It helped me figure out how to be humane, and it also helped me see that you need an administrative team with trust, too."

Sandra, another current Parker teacher, commented that she felt like decency and trust was an essential part of her work relationships:

"I have never felt like the administration [at Parker] didn't have my back. From everyone else I know, as well, there isn't that sort of undercurrent of questioning what is happening in that main office. That has been my experience, at least. The whole time we are not wondering what the administration thinks of us. Administration respects our expertise and years of experience. I have no idea what it is like to work in a teacher's union, and I don't know if I want to. I don't know if I want to be in an "us and them" feeling type of relationship. This is a collective. Let's work together."

Lynn spoke about the ways that other principles rely on the tone of decency and trust. She said, "Democracy and Equity is one of those principles where if you are going with that as the underlying value, then there has to be a tone of decency and trust and a

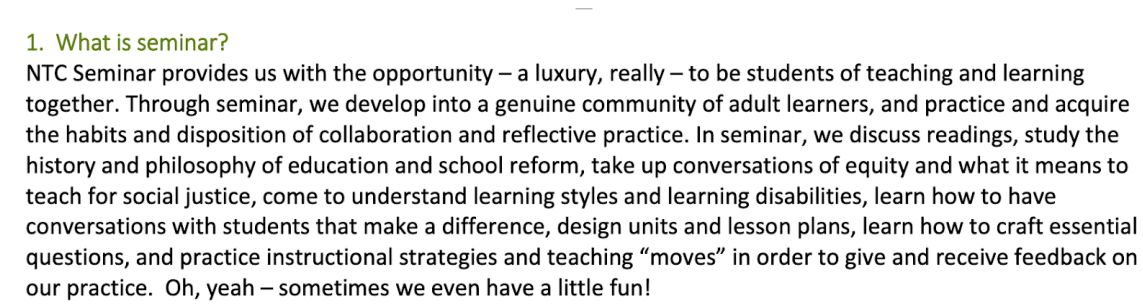
commitment of the entire school. They all sort of relate back to the tone of decency and trust."

Andrew, a current teacher at Parker, talked about the tone of decency and trust that serves as a guide for his practice and stamina in the field as an educator, and said that a school that uses the principles successfully will ground everything it does in those principles. He said:

> "The tone of decency and trust—I felt that one early on. It helps kids help themselves, and it is a clear part of culture here [at Parker] to this day. It allows us to be honest with kids and [the principle is] helping them do it with each other as well, especially in a time when nastiness happens outside of school…it is helping them build habits and not just doing the work to get it done. I think it helps tremendously. I worked at another Essential school before Parker, and it didn't feel the same as it does at Parker. The community didn't buy into the same either."

Andrew, as well as Sandra and Abby, also talked about the idea of decency and trust relating to the protocols and seminar work that NTC participants and mentors engage with regularly. Andrew stated, "The protocols really help us to do the kinds of work that is needed for the principles to work." Abby stated, "I thought I was so done with protocols midway through my NTC program, but then I started to really understand how they helped us engage with what we were learning in an authentic way. I had to trust my colleagues and they had to trust me as we gave each other feedback." Examples of this can be seen in NTC agendas and documents (Appendices D–F). For example, this is how seminar is explained to new NTC participants:

Figure 13: Image of Seminar Explanation in NTC Welcome Materials

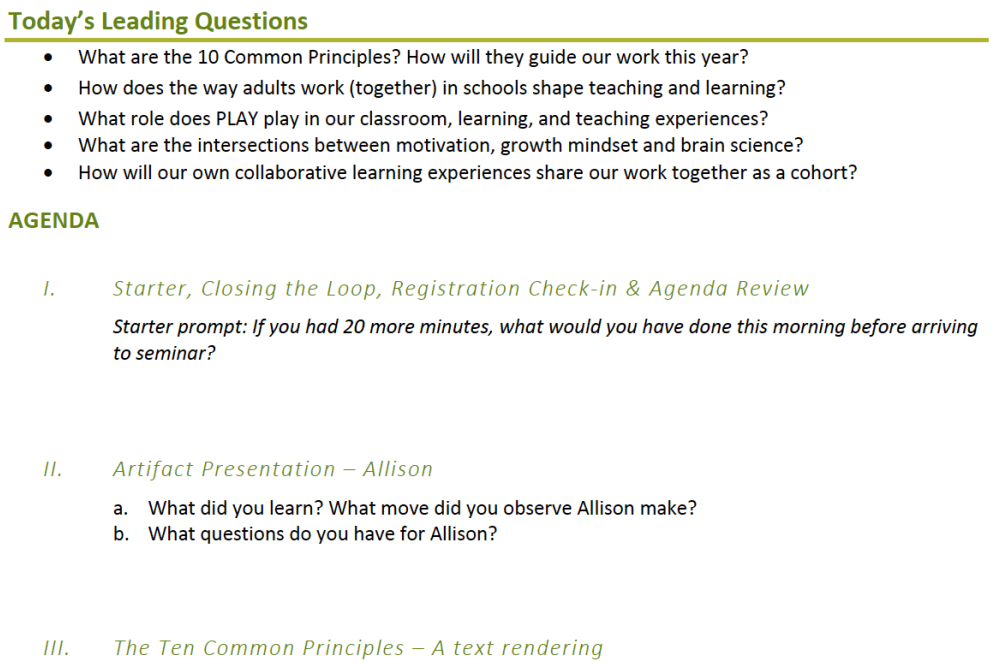


1. What is seminar?

NTC Seminar provides us with the opportunity – a luxury, really – to be students of teaching and learning together. Through seminar, we develop into a genuine community of adult learners, and practice and acquire the habits and disposition of collaboration and reflective practice. In seminar, we discuss readings, study the history and philosophy of education and school reform, take up conversations of equity and what it means to teach for social justice, come to understand learning styles and learning disabilities, learn how to have conversations with students that make a difference, design units and lesson plans, learn how to craft essential questions, and practice instructional strategies and teaching "moves" in order to give and receive feedback on our practice. Oh, yeah – sometimes we even have a little fun!

One can see the practical elements of seminars, which were talked about by the interviewees, but one can also see the way that trust and decency within the cohort would be necessary ingredients to its success. In addition, when looking at this partial agenda, it is clear that the CES principles are core to the NTC program (Appendix F):

Figure 14: Image of Sample NTC Seminar Agenda



Today's Leading Questions

- What are the 10 Common Principles? How will they guide our work this year?
- How does the way adults work (together) in schools shape teaching and learning?
- What role does PLAY play in our classroom, learning, and teaching experiences?
- What are the intersections between motivation, growth mindset and brain science?
- How will our own collaborative learning experiences share our work together as a cohort?

AGENDA

I. *Starter, Closing the Loop, Registration Check-in & Agenda Review*

Starter prompt: If you had 20 more minutes, what would you have done this morning before arriving to seminar?

II. *Artifact Presentation – Allison*

a. What did you learn? What move did you observe Allison make?
b. What questions do you have for Allison?

III. *The Ten Common Principles – A text rendering*

We see here that on this particular day, the ten common principles were highlighted, but one can see throughout the program that they are referred to again and again (Appendices D–F).

Alice, the corporate trainer, talked about the tone of decency and trust in the larger scope of education as well as an important part of the administrator-teacher relationship.

> "If you shift from focus on test scores to caring for a whole student to pull everything else along, the system is challenged. It is difficult to get the trust in an education system that is so driven by tests and funding. I don't necessarily fault [the administrators] at my old school. I saw how tied their hands were. They were protecting us. But the important thing to remember is that the top of an Essential School is not a person, it is the principles. The head of Parker was not the head, the principles were the head of the school. [Administration] struggle with [trust] because they have such measurable targets they need to hit. If you don't have trust, that's it, and it is even more difficult if you have had it and lost it. That is what happened in my school — trust was lost."

Overall, the interviewees continued to return to the importance of the message of the principles being clear within a school community in order for them to have the most successful impact on teachers and students. While all ten principles were talked about as being important to the NTC program and to their future careers, "Learning to Use One's Mind Well" and "A Tone of Decency and Trust" were clearly the principles that interviewees felt were most essential to their communities and careers. Decency and trust came up again and again as being the foundational CES principle. These values were embedded into the NTC program, with its protocols and seminars, and as a result were embedded into the teaching experiences of the interviewees. In addition, the size of the cohort in NTC was a key element to the success of the program for the interviewees. While the size of the schools they worked at later had less of an impact, it was still clear

that the interviewees felt that the best changes they made were in spaces that valued and respected its members.

CHAPTER FIVE

Review of Study Rationale, Research Questions, and Methods

Teaching is an incredibly challenging career. As noted in the first chapter, there are a wide variety of emotions that even experienced teachers grapple with on both a daily and cyclical basis, and this is compounded by the swath of challenges that come with being a new teacher. New teachers are learning the craft of teaching, discovering the daily, practical necessities of classroom teaching, and managing expectations of students, parents, and administrators—not to mention the expectations of themselves. We are aware that the challenges in the profession, as well as the COVID-19 pandemic fallout, budget cuts, and negative interactions with administration, have led to teacher shortages, particularly in lower-income, urban, and rural districts (Ingersoll, 2021). We also know that there are negative impacts of teacher turnover on student outcomes (Ingersoll and Strong, 2011; Boyd et al., 2008; Banerjee et al., 2016). There are a number of factors that may lead to a teacher leaving the classroom, and it is quite difficult to separate all of the reasons and pinpoint the one element that could be changed in order to make all the great teachers stay in the classroom longer. Still, it is important to grapple with how we might begin to shift the pendulum in the direction of a more positive outlook for teachers remaining in the field.

Therefore, in this study, my goal was to think about how we could potentially help teachers feel more positive about the profession and therefore want to remain in it for a longer period of time. How could we learn more about induction programs—established teacher education programs—in order to understand more about teacher job

satisfaction? In thinking back to my own induction practice, which was varied at best, I wondered if those formative years could give us some insight into how teachers kept their enthusiasm for their careers. While investigating induction programs, it was clear that there were few standards, and those standards varied greatly from state to state (Goldrick, 2016). Mentoring looked different, program quality and content looked different, and the amount of time teachers participated varied. However, there was one small induction program called New Teachers Collaborative run out of Francis W. Parker Essential Charter School in Devens, MA that looked unique. Yes, the program offered mentorship — which some induction programs do — and the program also offered practical, hands-on teaching practice. This was not particularly special, although with further investigation I found that elements of these more common practices were also unique in their own way at NTC. The element that made this program stand out, however, was its focus and grounding in the Coalition of Essential Schools and its 10 Common Principles.

The Coalition of Essential Schools, as recalled by Nancy Sizer in her book *Principles and Plans: In Life, Love and School Reform*, was created while her husband Ted Sizer was a professor at Brown University "with the following agenda…design a high school which operates in a humane and effective way…the project was 'essential' because it required important and basic change; it was a 'coalition' because each school would stand on its own but would agree to certain principles" (2021). The 10 principles were to serve as a guide for schools, not as a step-by-step program to follow (Appendix B). The Coalition would grow in the 1980s and 1990s, but eventually in 2016, the official CES organization ended its 33-year run. However, even though CES as a larger

organization no longer exists, many schools that utilize the principles still thrive, including Francis W. Parker Essential Charter School, started in 1995 with Ted and Nancy Sizer at the helm. The Ten Common Principles still guide the school—and the New Teacher Collaborative induction program—today. I wondered if the fact that the program was grounded in these principles would have an impact on the participants satisfaction with the teaching profession. To what extent, if any, was there a connection between the New Teachers Collaborative induction and mentoring program and the Coalition of Essential Schools Ten Common Principles that would lead to teachers who remain or hope to remain at their institutions or in the profession? What specific elements of the CES Principles are perceived to be most impactful for program participants? How do the core ideas of trust and intimacy as dictated by the Ten Principles impact beginning teachers' perceptions of the program?

Conclusions

Research Question #1

To what extent, if any, is there a connection between the New Teachers Collaborative induction and mentoring program and the Coalition of Essential Schools Ten Common Principles that would lead to teachers who remain or hope to remain at their institutions or in the profession?

After conducting the survey of NTC participants, as well as conducting extended interviews with eight individual participants of the teacher induction program, there is a clear link between the success of the program and the CES Ten Common Principles. Every respondent to the survey and in the individual interviews referenced the principles and the positive impact they had on their careers and even personal lives. There was little

response to the question regarding the least utilized principles in the program, and only two respondents in the survey talked about CES values as being "somewhat vague." The vast majority of the survey participants — 92% — remain in education or education-adjacent fields, and nearly 70% of participants are K–12 public school teachers, ranging from veteran teachers to teachers who are only a year or two out of the NTC program. Nearly 85% of survey participants said that the CES principles impacted their feelings about the field of education in a positive way. Survey participants wrote and talked about the variety of challenges within the teaching profession—pay gaps, administrative disagreements, parent influence, and societal pressures and distrust—but in the face of those challenges, respondents also talked about their passion and commitment to teaching, in part as a result of the CES principles, as holding them firmly in the field of education. For many respondents, the principles served as an anchor for the idea that teaching was "not just a job. It is a calling."

One other piece of information that stood out was the fact that the majority of respondents also chose to be in the program; NTC is based on an application that one submits to the program. This potentially has an influence on the ways in which participants talked about the principles having a positive impact on their teaching careers. Some participants discussed in the extended interviews that they had an idea of what they wanted to see in teacher education and that the CES principles simply put a name to those values in a concrete way. It is unclear from this research whether or not the CES principles would have been present in participants' lives and careers without NTC,

however, it is clear that the CES principles had a positive impact on their careers overall.

Research Question #2

What specific elements of the CES Principles are perceived to be most impactful for program participants?

Regarding specific CES principles that made an impact during the NTC program, participants had a variety of responses which spanned across all ten principles. Respondents highlighted: Tone of Decency and Trust; Student-as-Worker, Teacher-as-Coach; Less is More: Depth over Coverage; Personalization Matters; Demonstration of Mastery and Learning to Use One's Mind Well. The principles that participants felt were least utilized were Commitment to the Entire School; Resources Dedicated to teaching and learning; Democracy and Equity; and Goals apply to all students. The most frequent reasons given for why these were the least utilized were that they may have had less practical implication to new teachers or focused more on an administrator's leadership of a school and would have been values that might have increased in importance as one gained experience in the classroom. Still, most survey respondents talked about how they felt all of the principles made sense as a unit; each one, in many ways, relied on the others in order to form a quality school environment.

One of the Ten Common Principles not mentioned as frequently in specific language by participants was "Resources Dedicated to Teaching and Learning." However, a number of participants mentioned the fact that NTC was a paid position. The salary, while not very large, was manageable for a number of participants, and Andrew

specifically talked about how the program had worked to raise the salary paid to NTC participants over the years. There were some participants however, that talked about how it was challenging to make ends meet as a person without a partner or significant other to contribute financially to housing and other living expenses. In addition, participants received very low-cost college course credits that could count towards a master's degree, and participants would also be licensed after the program. A number of participants talked about how having these elements all in one place was a big benefit to the program. There were some participants who talked about the challenges surrounding pay, and they talked about that as a challenge with the teaching profession as a whole. Still, getting paid while learning a craft is certainly a benefit tied to the principle regarding resources in CES; by helping fund the education of teachers at the start of their journeys, you further their interest and ability to continue working in the field.

Still, Tone of Decency and Trust and Learning to Use One's Mind Well stood out in both the survey and in the extended individual interviews. For a number of participants, the Tone of Decency and Trust was the "bedrock" and "true north" of all the other values. For these respondents, having a school environment in which administrators, teachers, students, and parents all had mutual trust for each other helped create a community of thriving learners. Decency and trust, for the respondents, requires that everyone "make mistakes and learn from them", and it requires that community members "respect that everyone is doing the best they can." Decency and trust is at the heart of relationships, which, for these respondents, is at the heart of education. And in Learning to Use One's Mind Well, participants spoke about the importance of students

"learning in rich and meaningful ways" and in ways that they could "apply to life" outside of school. NTC participants, as a result of seminars, the use of protocols for discussions, and mentor relationships, were learners right alongside their students. Just as students are required to present a portfolio of their work to defend their advancement to the next grade level, so too did NTC participants present a portfolio of their work to community members in order to complete the program. Participants highlighted the need for schools to be communities of learners who have trust in each other as human beings.

In addition, NTC participants tended to have a feeling that they were in some ways responsible for keeping the principles alive regardless of what teaching environment they were in. Some stayed in smaller progressive schools that more closely aligned with CES principles, however many others, in fact the majority, went to schools and environments where the CES values were not at the center of school life and were not implemented by administration or fellow teachers. For many, the goal was, instead, to go to these types of environments and start influencing those around them little by little. For some, the goal was simply to run their classroom with the principles in mind. For some, the goal was to influence a small teacher peer group or department to try a few new ways of assessing student work or discussing ideas with protocols. For others, it was to make a larger change, by creating new teacher induction programs in their schools or building new programs to educate teachers on a wider scale. For NTC participants, the principles as a whole help them to see both the benefits of the principles in progressive environments as well as environments that may not be as friendly to those ideas at the start.

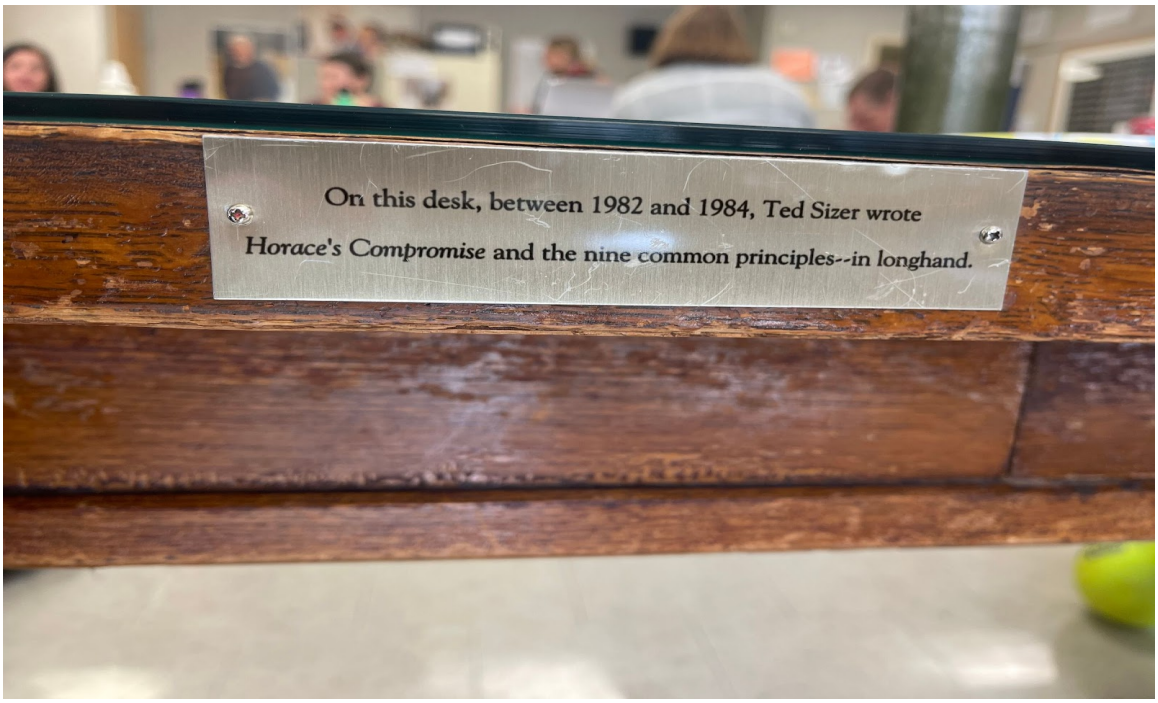
Research Question #3

How do the core ideas of trust and intimacy, as dictated by the Ten Principles, impact beginning teachers' perceptions of the program?

As discussed previously, the impact of trust within a teaching community is exceptional. One of the elements that allows that trust to form is the size of the program. NTC is a small cohort of individuals, typically less than 25 participants each year. Each cohort member also taught with a mentor teacher in a smaller setting; those participants who worked at Francis W. Parker Essential Charter School had a smaller group of students than one might have in a traditional K–12 public school. Having a smaller cohort allowed participants to get to know one another, build relationships with one another, and, as a result, trust each other to make mistakes, learn from them, and try again. Confidence for the craft was fostered through the smaller cohort size. A number of survey participants talked about how the size and makeup of the cohort had an impact on their experience.

In addition, the connection to Ted Sizer himself, along with his creation of the CES principles, was noted as a highlight of the program. For some survey respondents, who were around in the early 1990s when Ted Sizer was the head of Parker along with his wife, Nancy, having the creator of the principles in the same room was invaluable. Even those participants who came into the program long after Ted Sizer left and later passed away in 2009 felt a connection with Sizer. At Parker, in the faculty learning space where seminars and protocol discussions take place, remnants of Sizer can be seen. For example, on the side of the main table everyone gathers around in seminar is a plaque that tells visitors that Ted Sizer write the CES principles at this very spot:

Photo 1: Table at Francis W. Parker Essential Charter School in Devens, MA



Having that kind of history and connection to the core values and principles being espoused and highlighted in a program helps bring life to written concepts. The connection to these ideas through this figure certainly has value that continues today, long after Sizer's passing.

Implications

There are implications of this study that could have impacts in both small and large-scale ways. First, the New Teachers Collaborative program is taking a year off for the first time since its inception for the 2024–2025 academic school year. There is not an NTC cohort this year. This is because of a number of factors, an important one being that Ruth Whalen-Crockett, NTC program director, decided to move on from Parker and has

taken a position in Lowell, MA working with multi-language learners. With Ruth's leadership gone, and with participant numbers waning since the Covid-19 pandemic, Parker leadership decided that it was time for the program to take a break. I do have hope that as a result of this study, leadership at Parker will see the value of the NTC induction program and the positive benefits it has had on its participants and on the education profession as a whole. Clearly the program helps guide teachers into loving their craft and remaining in the field, and it has a number of elements that could be used in other teacher preparation programs across the country. As Lynn, a participant from NTC who a veteran educator is now, stated, "I just wish that all teacher education was more like the way that NTC approaches it…I just think that it makes you so much more thoughtful about the way that you interact with young people…I would recommend it to anyone going into teaching profession."

Second, and in addition to encouraging NTC to continue its efforts, this study could have implications for induction programming in other school districts. School districts looking to improve or build new induction programs for incoming teachers would benefit by exploring and implementing the elements from the NTC program that participants highlighted as ones that were most essential to their success as educators. Grounding induction programs in decency and trust, the belief that students are capable of learning with real world applications, utilizing protocols, maintaining a manageable size for incoming cohorts, and holding up the power of relationships within education communities would benefit induction programs in every state.

There are a few specific recommendations for school districts interested in

revising or implementing new teacher induction practices. Currently in a number of states with teacher induction requirements, new teachers are automatically placed with mentors, and smaller cohorts are not a given. I would encourage districts large and small to consider having new teachers "apply" to the program in order to secure buy-in from the start. What, exactly, would the participants be doing and learning while being part of the induction program? Having clearly stated goals and principles helps foster interest and enthusiasm long before new teachers arrive in classrooms, and having teachers think about what they would like to get out of the induction program helps new teachers understand their role in the program; the program is not just presented to them; they are, indeed, the essential part of it. Clearly stating the connection of trust and decency into the program principles, as well as continuing to reference those values throughout the year(s), will help new teachers feel supported and secure in their careers. They will have challenges regardless of where they teach, but if they feel that there is a larger purpose to their positions, they may be able to withstand more and still be able to remain in the classroom successfully. The word "clearly" has been stated in this paragraph a few times, and this is an important aspect of any teacher induction program. As a result of so many standards and so many different programs, clarity can be challenging to achieve when dealing with state- or locally-run education departments. However, being clear and up front with teachers will help them feel respected and heard. In addition, I would encourage districts large and small to ensure that new teachers have smaller cohorts within which to meet in seminar monthly (at least) to reflect on their practice and learning. Smaller cohorts will enable new teachers to feel comfortable enough to share

their vulnerable moments, reactions, and experiences, and by sharing and collaborating, new teachers learn how to not only do that with each other but with their students as well. As stated in the NTC Program Overview, "Seminar provides us with the opportunity — a luxury, really — to be students of teaching and learning Together." However, school districts should not treat this as a luxury, but a necessity of teacher induction programming.

Third, while the Coalition of Essential Schools disbanded as a formal organization in 2016, it is clear that the CES guiding principles are still a force that matters in the world of education. Ted Sizer talked about the principles as being guides for others rather than a manual for schools. In *Horace's Compromise*, Sizer wrote, "The Coalition has no model to 'plug in,' no program to 'install.' Models and programs, to have sustenance and integrity, must arise independently out of their communities and schools. What the Coalition has in common is a set of ten principles, as insistent as they are largely general" (p. 225, 1994). In some ways, by 2016, CES had accomplished its mission to have the principles be spread out across the country in various schools with teachers who could focus on the CES principles in progressive environments and teachers who worked to live out the principles despite working in environments more reticent to appreciate their value. Perhaps at the time it was felt that the national organizational role of the Coalition had outlived its necessity. Still, this, along with a lack of consistent funding and changing trends in education policy with increased focus on standardized testing, contributed to the disbanding of the Coalition. I would argue that this study would merit a revival of the Coalition as a national organization. In order to follow Sizer's words that the principles

not be simply a plug-and-play program, a refreshed CES could take on a larger role in induction programming in various states looking to remodel teacher induction programming. The CES principles and values work when communities believe in them, so it would not be recommended that the principles be simply implemented without discourse in any district. Instead, a revamped CES could be part of a movement towards bringing the nation's teachers back to the essential reasons for why we are in education in the first place: for the love of the craft and of community.

Fourth, the implications for students have the potential to be quite vast. We know that teachers who remain in the classroom have positive impacts on students, and teacher turnover has negative impacts on student outcomes. We understand that teachers have challenging jobs, and those challenges exist in the classroom, in schools at large, and in the broader community and even the nation. However, it appears from this study that despite all those challenges, if teachers feel that they are trusted and feel that they are in a community of respected learners, they are more willing to stay in the classroom for longer—and continue to love it. Teachers who are happy in their professions create classrooms where students learn and grow and thrive. While students were not interviewed for this study, the anecdote Lynn told of her former students finding her years later to tell her of the impact her class had on them is just one small piece of evidence that committed and happy teachers make for better student outcomes.

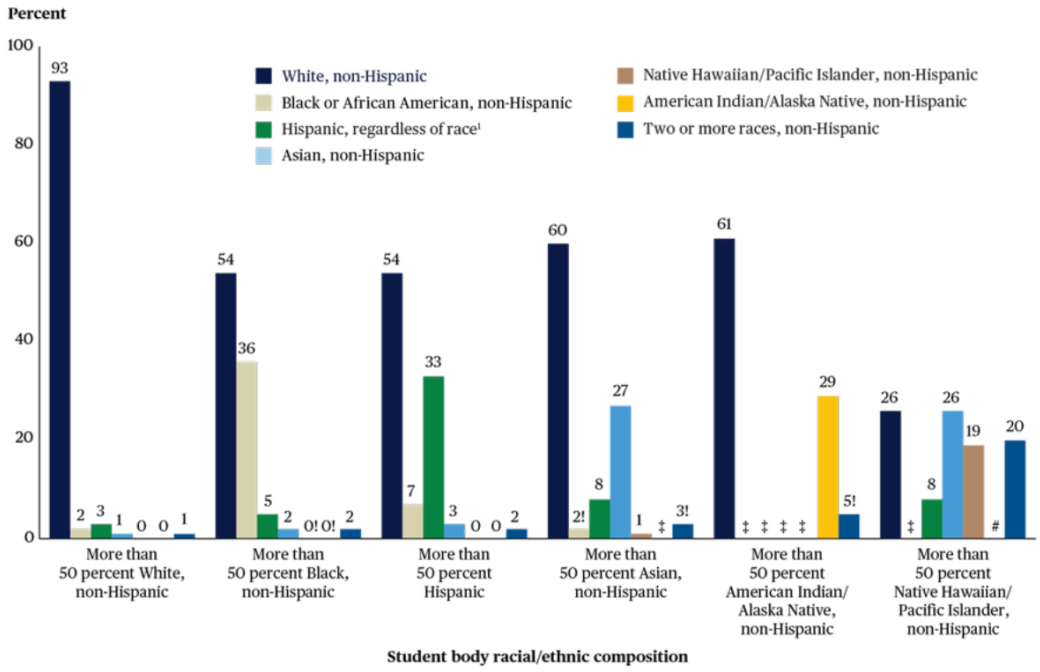
Limitations

The limitations of the study include the fact that more participants in NTC over the years were not heard in the survey or in the individual interviews. Had there been an opportunity to speak with each former and current participant of the NTC induction program, more details and potential themes could emerge. However, given that nearly a quarter of NTC participants responded to the initial survey, the results found in the study can lead to some relevant conclusions about the program and its relationship with the CES principles as has been shown. In addition, I spoke with eight individual participants for extended interviews, however if more extended interviews had been conducted, again, perhaps more details or themes would have emerged as being important links between NTC and the CES principles.

In addition, the makeup of the cohort has been largely white and female identifying, which limits the ways in which race and gender can be studied within the program. Various participants of the survey as well as program director Ruth Whalen-Crockett talked about hopes to expand the program to include more perspectives and identities. This is certainly an area which merits further investigation should other school districts wish to utilize the CES principles and values within teacher induction programs that serve more diverse communities. One challenge that continues to surface in the teaching community is the large numbers of white educators in schools with a majority of students of color. According to the 2017–18 National Teacher and Principal Survey (NTPS) conducted by the National Center for Education Statistics (NCES), nearly 80 percent of teachers identified as white and non-Hispanic, and white teachers were the

majority even in schools with primarily Black or Hispanic students (Figure 15):

Figure 15: Percentage Distribution of Teachers by race/ethnicity and the race/ethnicity of students at their school: 2017–18



Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).
[1] Hispanic includes Latino.
NOTE: Teachers include both full-time and part-time teachers. Detail may not sum to totals because of rounding and because some data are not shown. There were no schools in which students who were Two or more races were a majority of the student body. To see data on schools in which no single race/ethnicity was more than 50 percent of the student body and schools for which data on student body racial and ethnic characteristics were not available, go to https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020103.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2017–18.

Clearly the teaching profession will need to reckon with this statistic, which I believe could be addressed with some of the CES principles. However, that would need to be the focus of a different study.

Furthermore, this study focused on the participants of NTC and their feelings regarding the CES principles. There were comments made by some of the participants in surveys and interviews about the mentorship aspect of the induction program. This is certainly a key part of the program; however, mentorship lends itself to a separate more

focused study in order to look at the ways that the mentor relationship and mentor quality impact teacher induction programming. Research has been done regarding the impact of mentors on teachers, which is absolutely relevant to this study, however it also deserves more significant attention from further research.

Also, the New Teachers Collaborative was used as a case study for this research. Further studies could take place which specifically compare outcomes of other well-known or larger teacher induction programs to the outcomes for NTC participants. Completing a more comparative study between NTC and other teacher induction programs could help to solidify and enhance the results of this study.

Recommendations

After researching theories of adult learning, the history of the Coalition of Essential Schools and the 10 Common Principles, teacher induction research and practice and its impact on student outcomes, conducting a survey of NTC participants, and interviewing select participants from the program, there are a number of important recommendations provided to school districts large and small as well as the NTC program itself.

Firstly, districts and individual schools should work hard to ground teacher induction programs in decency and trust and use the CES principles and values as a guide throughout the induction process. This is a broad concept understandably. Nancy Sizer wrote in her book about decency, “The use of this term meant ‘the values of fairness, generosity, and tolerance’” (p. 163, 1984). But even with those definitions, it makes sense that people would question the originality of the ideas. Sizer wrote in *Horace’s*

Compromise, "These principles have provoked many good questions…What's new here? What you are suggesting here is as old as McGuffey…Yes, nothing we're suggesting here in these principles is new. All ten find a successful expression somewhere. What is a bit new, however, is putting them all together" (p. 227, 1984). Sizer understood that these principles were not wildly new concepts, but rather the idea that each principle needed one another in order to be successful was indeed novel. Grounding the programs which help our teachers learn how to teach with the principles of trust, decency, learning to use one's mind well, and respect will help give them the tools to sustain themselves in the profession for years to come.

Still, there are practical matters at hand. Talking about trust and decency is one thing, but acting on it is another. There are specific tools that schools and teacher induction programs can use to help facilitate these values. First is the use of protocols (Appendix G). There are a number of protocols developed by Coalition members as well as others inspired by their work that are used in the NTC program and can be replicated by any school in any setting. Using protocols requires facilitators and participants who are willing to follow and trust the protocol to help them find answers to queries and explore student and adult work. They also require time, something that is precious and limited in many school settings. However, dedication to protocols and the understandings and revelations they can create are essential to thoughtfully engaging with the work that goes on in schools.

Another practical recommendation is to limit the size of teacher induction program cohorts. This does not mean limiting the amount of people who hope to be in the

classroom. Instead, schools and districts interested in reforming teacher induction should look at their numbers and how best to divide them into smaller groups with more teacher leaders. This could be accomplished by trusting and compensating more veteran teachers to take on roles as teacher mentors and leaders of teacher induction programming. This would be different from the instructional coaching model that has been implemented by some larger districts, including Boston Public Schools. Instead, small groups of new teachers would go through a designed program led by veteran educators for induction in their initial years of employment. The smaller size of the programs would allow for that tone of decency and trust which is clearly so valuable to the success of an induction program, and it would allow for teachers to build more significant bonds with each other and their community of new educators. In addition, the smaller size of the cohorts would allow for more time for everyone to participate fully in protocols and seminar discussions.

Another recommendation would be for school districts and individual schools, and even individual teachers, to start small. This may seem counterintuitive to the ideology behind many education initiatives of the last few decades. Large shifts in the ways we use standardized tests and measures like we have in No Child Left Behind legislation and the earlier Nation at Risk report have led some to feel that only large pendulum swings in one direction or another can be the answer to the problems facing our educational system. However, as a result of this study, I recommend that instead schools and individuals start with small, incremental changes that will slowly evolve to incorporate more and more teachers and communities. How could you use a protocol

during one teacher meeting? What is one assessment in one department that has forever been a long multiple-choice test that could be changed into a project? Is there a small group of teachers that would like to meet to begin thinking about how to start a teacher induction program for their school? The CES principles work best when people believe in them and building trust in anything—from a person to a set of principles—takes time. One small change will lead to another, which will lead to more and more change and advancement.

Lastly, another recommendation for districts and schools is to question the status quo. This is something that is perhaps the most challenging to do at this moment. We often hear from teachers and education leaders that we need to be realistic, that we need to be practical in our policies. I agree; practical tools have a great deal of merit. Currently, educational success is largely measured—practically—by standardized tests. Sizer wrote in *Horace's Compromise*, "Adolescents, whose education should involve the claims of intuition, imagination, and subtlety, are not well served by such reactive measures of learning" (p. 229, 1984). It is the status quo to have teachers teaching multiple courses to student loads of 160 or more. It is the status quo to pay teachers a "fraction of what they are worth" and regulate what they are allowed to teach in in myriad ways each year. Sizer writes,

> "The status quo…is demonstrably unrealistic. The existing school structure serves many students poorly…the realism [often referred to by those advocating for the status quo] is found in certification laws, union contracts, and tradition. But realism is also found in students who are drifting anonymously through a friendly but soft school program…Yes, changing rules and attitudes and doing things differently will be difficult—but these factors are susceptible to change…[we] hope that honesty and courage are contagious" (p. 229 – 230, 1984).

In order for schools to make changes to the ways that they help teachers learn the craft, there have to be people in those settings ready to work for change. This is possible today as it was when Sizer first wrote the ten principles. Sizer wrote, “And perhaps Americans don’t want question-askers, people who want answers. Perhaps, in sum, the unchallenging mindlessness of so much of the status quo is truly acceptable: it doesn’t make waves. But perhaps we—all of us—are better than that” (p. 237, 1984).

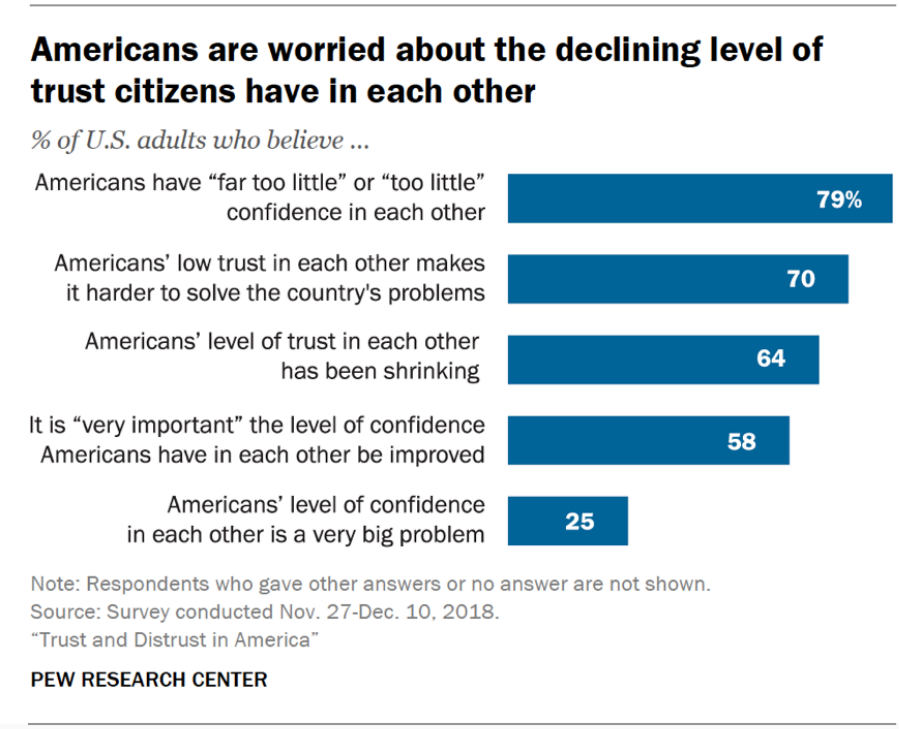
Regarding specific recommendations for the New Teachers Collaborative, it is clear from this study that the program is successful and should remain in place. During this year off from running the program, it is recommended that leadership at Francis W. Parker Essential Charter school and NTC program advisors work to restart the program for the 2025–2026 school year. NTC should continue its use of protocols in seminars and continue to highlight the CES principles of tone of decency and trust and learning to use one’s mind well. In addition, it is recommended that NTC continue incorporating more diverse perspectives and participants into the program. “Democracy and Equity” is the final principle in the list of the 10 Common Principles, and it is one that was not mentioned as being as utilized in the NTC program. Working to make that principle more central to the program would help NTC retain more diverse cohorts. NTC should also work with state and private organizations to secure more funding in order to pay NTC participants a living wage while in the program. This is, of course, easy to mandate but difficult to achieve in practice. Still, adequate funding is important to the success of NTC.

Reflections

One question that I have been reflecting upon throughout the process of this research is whether or not the CES principles would have been able to take off or continue to have validity without the personality of Ted Sizer. Lynn, the veteran teacher who took part in NTC at the very beginning while Sizer was still at the helm of Francis W. Parker Essential Charter School, stated that Ted and Nancy's presence at the school helped foster a sense of connection to the principles. Other participants mentioned the power of Sizer's words and presence at Parker long after he passed. Nancy Sizer even recounted in her 2021 book that during a Fall Forum, annual meetings that were organized by the Coalition, she overheard some teachers registering for the event talking with each other. One said, "I can hardly believe I am really here." The other said, "Yeah. I will actually be in the same room as Ted Sizer." Nancy talked about the challenges she had with others' devotion to her husband, but in that moment, she decided not to say anything and "let them have their hero" (p. 144). Certainly, Ted Sizer the figure was key to the creation and foundation of the Coalition and the 10 principles. And, yes, it was a few years after Sizer's death that the Coalition dismantled as a formal national organization. However, I very much see the principles as having power and stamina beyond Sizer himself. Do the principles need a Sizer-like figurehead to lead the efforts at schools in order to be successful? The research in this study points mostly to "no." The participants surveyed talked about other teacher leaders in their lives, like Ruth Whalen-Crockett, with great admiration and positivity. Will NTC survive without Ruth at the helm? I believe it will, hopefully with some encouragement from this research.

As has been stated frequently in this dissertation, teaching is a challenging career path. I so admire teachers and their strength and commitment to students. However, the lack of trust that currently exists in America is damaging to that strength and commitment. Earlier in the paper, I mentioned the challenges with trust that plague us today—trust not only in our education system, but with everything from government to media to our own neighbors. In a 2019 Pew Research survey, the majority of Americans believed that interpersonal trust had declined. Yet the majority also believed it was "very important" to improve the level of confidence Americans have in each other.

Figure 16: Declining Level of Trust in Each Other, Pew 2018 Survey



This lack of trust in each other plays a role in the ways we interact with our communities on a daily basis, including the ways we engage with school communities. Organizations like Moms for Liberty, a conservative parent's rights group that advocates against school

instruction that covers LGBTQ+ identities or engages with race and class, and the push to ban certain books from school libraries, are movements rooted in the lack of trust in the educational system.

So, if Americans don't trust each other or the educational system (or the government or the media), what are we to do? One strategy would be to use the advice proposed by Peter Coleman in his book *The Way Out: How to Overcome Toxic Polarization*. This book focuses more on political polarization between the right and the left, but the ideas can be used when talking about the world of education just as well. Coleman states that in order to "[escape] malignant relations captured by destructive, polarizing dynamics" we need to first "feel sufficiently motivated to try the way out;" meaning, multiple parties need to want to change. He also says that we need to "see old problems in completely new ways", adapt to failure, and "join with others in common cause" (p. 209–210, 2021). He talks about these being new ways to create a "new ethic of politics," but I also argue they could be used to create a new way of viewing what is important in education and regaining trust in education (and perhaps other institutions as well). Coleman writes, "Despite the fact that some of our more primitive instincts and rules ready us automatically for partisan battle…we can decide intentionally to override these forces in ourselves and to show our children a different path" (p. 214, 2021). We have the power to create change, and we need change in order to gain back trust in each other and in our systems. Remember that decency and trust were the principles that teachers stated again and again in surveys and interviews that meant the most to them. We need trust in order to help teachers succeed for themselves and for our children.

Simon Sinek's ideas involving leadership in his book *Start with Why: How Great Leaders Inspire Everyone to Take Action* also relate to the importance of trust in education and educators. Sinek's goal in the book is to show leaders—primarily in the business world, but also in the education realm—the importance of focusing on the "why" in order to inspire workers to do their best and, in turn, create better outcomes for businesses and schools. Sinek argues that our success as a species comes as a result of our "ability to form cultures" (p. 88, 2009). He writes, "Cultures are groups of people who come together around a common set of values and beliefs. When we share values and beliefs with others, we form trust" (p. 88, 2021). These values and beliefs make up the WHY (sic) for civilizations, and schools and businesses also benefit from sharing a strong sense of WHY. Later in the book Coleman writes, "Trust is a remarkable thing. Trust allows us to rely on others. We rely on those we trust for advice to help us make decisions. Trust is the bedrock for the advancement of our own lives, our families, our companies, our societies, and our species" (p. 103, 2021). It is not surprising, then, that the most referenced principle from the 10 Common Principles was "A Tone of Decency and Trust." It also makes sense that NTC participants would look back on the 10 Common Principles with honor and reverence and hang posters with the principles on their classroom walls even when others at their schools might not know the background of those ideas. The CES Common Principles give teachers a strong sense of WHY, which allows them to gain trust in themselves and in their fellow educators and leaders. This shows us how powerful these principles can be for teachers and educators and students in any setting.

Furthermore, with the death of President Jimmy Carter at the end of December 2024, many journalists, politicians, and Americans reflected on his many accomplishments during and after his presidency, but many also focused on his identity as an honest man and a man who asked for the trust of Americans and who, in turn, trusted the American people. In his famous "malaise" speech in 1979, Carter talked about the "growing disrespect" for a number of American institutions. Forty-four years ago, the President of the United States argued that Americans were lacking respect and trust for institutions, and, sadly, we are still talking about that same reality today. Perhaps with reflections on our not-too-distant past, along with ideas from other authors and thinkers and presidents, as well as the Coalition of Essential Schools principles, we can find ways to trust one another again.

Lastly, it is with great hope that I present these findings to educators and all those interested in improving the ways in which we teach our teachers and encourage them to remain in the field. The work that has taken place within the New Teachers Collaborative over the past few decades should be commended, and I am hopeful that future new educators will get to experience the benefits of the induction program. Teaching and learning with the 10 Common Principles is not easy, but neither is teaching anyway. We will need to lean into the difficult work that is required to improve teacher education. However, I believe that this hard work will be worth it to teachers and students alike.

APPENDIX A

Criteria for State Induction programs from The New Teacher Center (Goldrick, 2016)

State Induction Policy Criteria

1. ***Educators Served.*** State policy should:
   a. Require that all beginning teachers receive induction support during their first two years in the profession; and
   b. Require that all beginning school principals and administrators receive induction support during their first two years in the profession.

2. ***Mentor Quality.*** State policy should:
   a. Require a rigorous mentor selection process;
   b. Require foundational training and ongoing professional development for mentors;
   c. Establish criteria for how and when mentors are assigned to beginning educators; and
   d. Allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

3. ***Time.*** State policy should encourage programs to:
   a. Provide release time for teacher mentors; and
   b. Provide dedicated mentor-new teacher contact time.

4. ***Program Quality.*** State policy should address the overall quality of induction programs by:
   a. Requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers' classrooms;
   b. Encouraging a reduced teaching load for beginning teachers; and
   c. Encouraging beginning educators' participation in a learning community or peer network.

5. ***Program Standards.*** The state should adopt formal program standards that govern the design and operation of local educator induction programs.

6. ***Funding.*** The state should:
   a. Authorize and appropriate dedicated funding for local educator induction programs; and/or
   b. Establish competitive innovation funding to support high-quality, standards-based programs.

7. ***Educator Certification/Licensure.*** The state should require beginning educators to complete an induction program to move from an initial license.

8. ***Program Accountability.*** The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

9. ***Teaching Conditions.*** The state should:
   a. Adopt formal standards for teaching and learning conditions;
   b. Conduct a regular assessment of such conditions; and
   c. Incorporate the improvement of such conditions into school improvement plans.

APPENDIX B

Coalition of Essential Schools 10 Common Principles

The Coalition of Essential Schools: Common Principles

Learning to use one's mind well

The school should focus on helping young people learn to use their minds well. Schools should not be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.

Less is more: depth over coverage

The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.

Goals apply to all students

The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.

Personalization

Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

Student-as-worker, teacher-as-coach

The governing practical metaphor of the school should be "student-as-worker", rather than the more familiar metaphor of "teacher as deliverer of instructional services." Accordingly, a prominent pedagogy will be coaching students to learn how to learn and thus to teach themselves.

Demonstration of mastery

Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist the quickly to meet standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for graduation: an "Exhibition." As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class.

A tone of decency and trust

The tone of the school should explicitly and self-consciously stress values of unanxious expectation, of trust, and of decency (fairness, generosity, and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. Families should be key collaborators and vital members of the school community.

Commitment to the entire school

The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and demonstrate a sense of commitment to the entire school.

Resources dedicated to teaching and learning

Ultimate administrative and budget targets should include student loads that promote personalization, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per-pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided to students in many schools.

Democracy and equity

The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

Essentialschools.org

APPENDIX C

Survey Questions for Mentee Teachers in NTC

1. What year or years did you participate in New Teachers Collaborative (NTC) at Francis W. Parker Charter School in Devens, MA?
2. What was your school placement during the program?
3. Were you asked to participate by your employer, or did you apply to the program separately? Why did you initially apply to the program?
4. The Coalition of Essential Schools (CES) and the 10 Common Principles guide the NTC program. You can see them listed below and linked in the text above:

Learning to Use One's Mind Well
Less is more: Depth over Coverage
Goals apply to all students
Personalization matters
Student-as-Worker, Teacher-as-Coach
Demonstration of mastery
A tone of decency and trust
Commitment to the entire school
Resources dedicated to teaching and learning
Democracy and Equity

Please answer the next questions regarding the CES Common Principles.

5. Which principles do you think were **most strongly utilized and emphasized** during your time in the NTC program? Why do you think that?

6. Which principles do you think were the **least utilized and emphasized** during your time in the NTC program? Why do you think that?
7. Describe how you felt about your overall participation in the program at the time you initially completed the program.
8. Describe how you feel about your overall participation in the program presently? In other words, depending on how long it has been since you have completed the program, how do you feel about your participation now?
9. Do you utilize or emphasize any of the Common Principles today in your career? Please explain.
10. What is your current occupation?
11. Describe your feelings about the teaching profession currently.
12. How are the feelings that you have about the teaching profession now impacted by your work with the CES Common Principles?
13. Describe your feelings about how NTC prepared you for the teaching profession.
14. What are your future plans regarding the teaching profession? If you are currently in the teaching profession, do you plan to stay? If you are not currently a teacher, do you hope to return? Why do you feel that way?
15. What is your race/ethnicity?
16. What is your gender identity?
17. What was the race/ethnicity and gender identity of your mentor teacher?
18. Are you currently a mentor teacher for NTC?

19. If you are a current mentor teacher for NTC, would you be willing to take a survey for mentors in the program?
20. Would you be willing to be contacted by the researcher for follow-up questions?

APPENDIX D

New Teachers Collaborative Yearly Overview (Provided to Mentors)

NTC Yearly cycle/landscape

When	Aug/Sep/Oct	Oct/Nov/Dec	Jan/Feb/March/April	April/May/June
FSU	Summer: Foundations of Teaching Fall: Effective Practice		Spring: Curriculum, Instruction and Assessment Spring: Sheltered English Instruction	
	Yearlong: Internship			
DESE	**Pre-Cycle** **Teacher Candidate Self-Assessment & Learning about Seven Essential Elements** **1.A.1 Subject Matter Knowledge** **1.A.3 Well Structured Units and Lesson** **1.B.2 Adjustment to Practice** **2.A.3 Meeting Diverse Needs** **2.B.1 Safe Learning Environment** **2.E.1 High Expectations** **4.A.1 Reflective Practice**	**Goal Setting & Plan Development** **CAP: 1st Announced Observation** (Mentor, Ruth and Intern) (Pre-conference, Observation Calibration and Post-conference) 1.A.1 Subject Matter Knowledge 1.A.3 Well Structured Units and Lesson 2.E.1 High Expectations **1st 3-WAY Meeting** Goal Setting Formative Assessment	**Plan Implementation** **CAP: 1st Unannounced Observation** (Mentor and Intern) (Observation and Post-conference) 1.A.1 Subject Matter Knowledge 1.A.3 Well Structured Unit and Lesson 2.B.1 Safe Learning Environment **Student Feedback Surveys** **CAP: 2nd Announced Observation** (Ruth and Intern) (Pre-conference, Observation, Post-conference) 1.B.2 Adjustment to Practice 2.A.3 Meeting Diverse Needs **Formative Assessment** **2nd 3-Way-Meeting**	**CAP: 2nd Unannounced Observation** (Mentor and Intern) (Observation and Post-conference) 1.B.2 Adjustment to Practice 2.B.1 Safe Learning Environment **Summative Assessment** **Final 3-Way Meeting**
NTC Seminar Content & Focus	Culture of Schools Intro: Progressive Schools Stance, Clarity, Organization Question asking Group development Acclimation Observation –teacher videos Lesson Planning Special Education Cultural & Racial Literacy	Special Education Theories of Learning/Science of Learning Adolescent Development History of Schools/Prog. Ed Pt. II Lesson Planning Being observed/using feedback Cultural & Racial Literacy	Understanding By Design Universal Design for Learning S.E.I. Differentiation Assessment Student-Centered-Learning Cultural & Racial Literacy	Showcasing Cultural & Racial Literacy Responding to Essential Question Polishing/Finetuning Exhibiting learning Finding Next Job

What interns are working on:	Classroom management Getting to know kids: who are they? What do I mean to them? New teachers and New students! (NAMES!) Time management Getting to know co-teachers and teams Schedule, logistics of school Loss of independence, loss of free time, loss of freedom, pain of becoming a real adult (dependent on age) How do I do any of this? Reconciling what they thought teaching was and what it actually is "Oh &*(#&$)! Wait, there's HOW much more work?" Am I being effectual? Do the kids really know what I'm hoping to teach? What is my place in this school? (on various teams, socially, etc.) Setting up teacher meeting with admin. (Health concerns, trainings, prof. goals, etc.) Attending SO MANY MEETINGS that may feel unrelated	Flexibility, cutting lessons short, slowing down Grading Managing interactions with students Norming assignments and assessments as a team member is more fluid Moving from teaching to good teaching, requires a lot of risk taking Conferences, 1st contact with parents, anticipating these conversations in the future Gathering and holding student attention Realization that their mentors aren't perfect, but human. This creates fear that even master teachers struggle, will the struggle ever end? Can my mentor support me as much as I need? Emotions of a teacher can get low at this time of year Writing progress reports	Interns using feedback more effectively Professional Portfolio building Increased clarity in lesson planning Trudging toward April break Agency in Planning/Confidence in creativity Know students really well and have expectations of work Increased efficiency and clarity of assessment Encouraging them to still ask questions. Team: "Gee, isn't this old hat to you?" Good curriculum transformation from 1st to 2nd semester Getting to know new students in 2nd semester and working with different group dynamic with change in semester	Thinking: "do I even WANT to do this job?"" "Am I ready?" "Why do I have to leave?" Transitioning away from "my community" (anger, sadness, confusion) Especially rough when there's an opening at the school. Detaching from school = detaching from work (less motivation) Workload of regular day continues unabated If I do want to be a teacher…I'm not an expert yet. How do I grow? Applying for jobs? Which schools? Who am I as a teacher? Where do I make the best impact/fit? So many tailored resumes and letters to write Overwhelm at all possibilities. If you want x, do y. Things are finally coming together. But it's not over, there's so much to do. NTC presentation/Gateway NTC Portfolio
What mentors/adults may be experiencing:	Excited, ideas → NO TIME Implementation Transitional: starting all over again/Groundhogs Day Welcoming and supporting new faculty Sitting habits/less exercise/eating habits Increased decision making Out of summer into DARK/sleep adjustment New teachers and New students! (NAMES!)	Real relationships with kids develop/ Relational return Routine is in place Time crunch Honeymoon is over Additional commitments at night Momentum Teacher emotions Idealism wears off Colder, darker Holidays Stress and Joy	Resolutions? Mid-year Exhibitions & Exams Gets real for students Feedback is being employed by students (finally!) Tough conversations with parents about student progress Assessment heavy SNOW DAYS! Vacations Flow wax and wane Illness and fatigue Spring can come	See the light. Warm again. Ceremony and Celebration Winding down $ budget due Task completion Clarity Outcomes appear Variety of activities Spring Fever Assessing student readiness This stage can be the most different from the intern.

APPENDIX E

New Teachers Collaborative Welcome Letter

NEW TEACHERS
Collaborative

49 Antietam Street
Devens, MA 01434

Phone (978) 772-2885
www.theparkerschool.org

June 24, 2022

[redacted]

Greetings from NTC! I hope you are well and looking forward to next year's school year with NTC. I am in the process of ending well with this year's cohort and getting ready for most of you to arrive on Monday, August 1st.

Please come to room 40 at the Parker School at 8:30AM on Monday, August 1st. We will meet Monday through Thursday, August 1-11th from 8:30 to 3:30 each day. Please dress comfortably. You do not need to wear your teacher attire yet! You may want to bring an extra layer of clothing as we will be in air-conditioned spaces. Each day, I will provide a light breakfast. Please plan on bringing a lunch and we will have refrigerator space for your food. Please also bring the course books. I sent an email to you earlier confirming your address to receive the books, if you have not yet responded please do so.

Our first NTC course will be orientated towards exploring our own educational backgrounds and examining how our histories shape our understanding of teaching and learning. We will also reflect on how we adjust to change. We do not have to go very far back in our memory to examine how we responded to change. This next school year, we will strive to replicate our own successes, as well as revise thoughts and actions that served us less well. At the heart of the NTC experience is learning through doing and observing mistake-making as an opportunity for revision and growth.

For those of you working at Parker next year, we will have laptops available to you when you arrive. For those of you working at Parker, these will be for you to use throughout the year. Non-Parker teachers should bring their own computer. If you need to borrow one during our August course, please let me know.

On the next page you will find the summer reading/observation assignments. Please let me know if you have questions. I will be available now to July 1st and July 12th to July 23rd. I am happy to answer any questions you have about the texts and assignments. If you find that it is difficult to complete these assignments, please reach out [redacted]

NTC Summer –Reading and Reflection Assignment 2022
Please read these texts before joining us on August 1st, 2022
Written assignment due 10:00 PM, Monday, August 1st, 2022

Hammond, Zaretta. *Culturally Response Teaching & The Brain* [Please read Part I, pages 1-69] (book delivered to your home)

We will be working with this book throughout the year. We will start with the first part this summer. As teachers we work to shape brains. We best understand something about the brain as we do this work.

Klune, TJ. *The House in the Cerulean Sea* [Optional, yet strongly encouraged] (book delivered to your home)

We have different preferences as to what we read. We read at different paces. I want to encourage you to entertain what some might refer to as a "beach read". I invite you to engage in a thought experiment of what Linus Baker, Arthur Parnassus, and all the characters of this young adult novel might teach us about teaching and learning.

Sizer & Sizer. *The Students are Watching* [Please read the entire book.] (book delivered to your home)

This book is written by two very important people to Parker and NTC. Ted and Nancy Sizer were principals of Parker the year this book was published. While it is an older book, it remains tremendously relevant. As you read this book, take notes, write down questions, identify parts of the book that you are uncertain about or that you would like to challenge. We will discuss this text throughout our August course and references it consistently throughout the school year.

Wormeli, R. *Day One and Beyond*, Intro and Ch. 1-3 (four shared digital photocopies)

This book focuses on our work with younger students and middle school students; however, many of the principles of the first days of school can also serve older students. This book encourages us to consider the many ways the first days of school might be facilitated.

Assignments:

Read: As you read, take notes of new questions, areas you are confused by, themes that you feel will be important to your practice. These books are yours so please feel free to mark them up, write questions in the margins, underline what matters to you. We will discuss these books in detail along with other texts throughout the first two weeks of seminar.

Journal reflection: Please reflect on 1 or 2 of the summer reading assignments and respond to the following prompts. If there are additional questions you would like to explore, please include them in your response. **Please reference the texts**.

- What are you learning from the assigned readings?
- In what ways do you hope this learning shapes your instructional practice?
- What new questions do you have about teaching and learning?

Your reflection should be no fewer than 600 words and not exceed 1000. Please format on Word or Google document and attach to email (rwhalen@theparkerschool.org). 12pt. double spaced.
Due: 10:00 PM on August 1st, 2022

Pre-Observation Field work:

Throughout your time in NTC, you will engage in 45 hours of observation of other teachers. A majority of classroom observations will happen during the school year at your school site and in additional schools. Ideally 10 of the 45 hours will occur before you begin NTC in August.

If you have already received your SEI endorsement because you have taken the SEI DESE course, then you will only be required to complete 20 hours of observation and you can skip section of this letter.

25 observation hours must occur in classrooms where there are children who are classified as English Language Learners or Multilanguage Learners. These are children who are learning English and already speak another language. Keep in mind that we ALL are learning English; nonetheless children classified as ELLs require specialized language instruction to acquire fluency. These 25 observations hours will specifically prepare you for the Sheltered English Instruction class that you will take beginning in January, 2023. You are invited (strongly encouraged) to complete all 25 hours this summer. You may complete 10 of these hours "remotely". I have included a table of different video that have ELLs/MLLs. You may observe classes in or outside of your content and grade level. Not all videos serve as excellent examples of teaching; nonetheless, there is value in observing a wide range of classrooms to inform your practice.

More ideally, you will also observe classes in person. I encourage you to contact the English Language Learning Administrator at your local district. In most cases there are summer school programs scheduled to support English Language Learners. Please ask if you can observe these programs. If you need assistance in setting up an observation site, please let me know. You may complete all 25 hours in person. Candidates who complete hours in the summer, discover the fall much easier to manage.

What is your role while observing? You may sit at the back of the room, or better yet, you may volunteer to assist the teacher. This may require more effort on your part, but you will get a great deal more out of the experience if you are actively engaged.

As you observe the lessons, consider the following prompts.

- From your observations to what extent are the needs of ELLs or MLLs (English Language Learners and Multi Language Learners) being met in classrooms?
- How do ELLs/MLLs communicate with the teacher and their peers?
- What does the teacher do to try to meet the needs of ELLs/MLLs? What strategies does s/he employ that seem to support the learning of ELLs/MLLs?
- What roles might families and cultural backgrounds play in the education of ELLs/MLLs?
- What are the implications of teaching ELLs/MLLs? What will it mean for you to teach students who are not yet proficient in English?
- Ask the teacher you are observing: What strategies and dispositions are most critical of new teachers when working with ELLs/MLLs? What mistakes has the teacher learned from and what resources and supports do they find most helpful?

I have also included a log that you will use throughout the year to log your observation hours. Please complete the log as you watch/observe classes.

After you complete 10 hours, write to each of the narrative prompts above. You may not necessarily be able to respond to all the questions. Essays should be about 2 pages in total length and use evidence from the classroom observation. Once you complete 25 SEI hours you will return to this response and add additional details about what you learned through this process (not exceeding 5 pages).

Registering for FSU courses:

We will register and pay for Fitchburg State University classes during the first week. There is no need to enroll in the FSU School of Education yet as I will explain this on August 1st and you will have until August 4th to register. Please be prepared to pay $295 for the first course. You may pay with credit card or debit card, and this will be done online or over the phone.

I look forward to a wonderful school year with you all! Please reach out if you have any questions between now and when see each other in August.

Best,
Ruthie

APPENDIX F

Sample Seminar Agendas

Seminar in Foundations in Teaching and Learning

NEW TEACHERS Collaborative

Wednesday, August 2, 2023 | Francis W. Parker Charter Essential School | 8:30-3:00

Today's Leading Questions

- What are the 10 Common Principles? How will they guide our work this year?
- How does the way adults work (together) in schools shape teaching and learning?
- What role does PLAY play in our classroom, learning, and teaching experiences?
- What are the intersections between motivation, growth mindset and brain science?
- How will our own collaborative learning experiences share our work together as a cohort?

AGENDA

I. Starter, Closing the Loop, Registration Check-in & Agenda Review

Starter prompt: If you had 20 more minutes, what would you have done this morning before arriving to seminar?

II. Artifact Presentation – Allison

a. What did you learn? What move did you observe Allison make?
b. What questions do you have for Allison?

III. The Ten Common Principles – A text rendering

IV. The Students Are Watching – Modeling

Using Save the Last Word for Me

V. Learning Experience Part I – Mirrors

1. What can you see? How does this work?
2. Debrief / Implications for our future work

VI. Lunch

VII. Motivation & Growth Mindset & Brain Science

a. Video Observation Take 1: Sophie Bonozoli, 2020: What motivates one Parker student during a global pandemic?

b. Growth Mindset: What do we know about it?

c. Read aloud: How Praise Became a Consolation Prize, The Atlantic, Dec. 16, 2026

•

d. What new questions might we carry with us into the school year about our students' and our own learning and motivation?

VIII. Course evaluation

IX. Starting on our Norms: Reflective writing on successful collaboration

X. Reflection

Home Learning:

1. Review Grappling and Bluffing Chapters of The Students are Watching. (Estimated time 60 minutes)

2. Suspicion, Cheating and Bans: A.I. Hits America's Schools - The New York Times (nytimes.com) (Estimated 1.5 hours)

   Listen or read the transcript of the podcast from the New York Times/The Daily. Write a 1-2 page reflection responding to one or both of the following questions. The entry must be at least 400 words. Please print this and give to Ruth tomorrow or email it to her at rwhalen@theparkerschool.org before 8:30 tomorrow morning.

   a) How has artificial intelligence, specifically ChapGPT revised how students and teachers may engage in *bluffing*?
   b) How do you think artificial intelligence might challenge and support you and your students as you work and learn together this year?

VII. Motivation & Growth Mindset & Brain Science

a. Video Observation Take 1: Sophie Bonozoli, 2020: What motivates one Parker student during a global pandemic?

b. Growth Mindset: What do we know about it?

c. Read aloud: How Praise Became a Consolation Prize, The Atlantic, Dec. 16, 2026

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   a) How has artificial intelligence, specifically ChapGPT revised how students and teachers may engage in *bluffing*?
   b) How do you think artificial intelligence might challenge and support you and your students as you work and learn together this year?

II. *Text-Based Discussion: Delpit, L. "No Kinda Sense," The Skin That We Speak Norms for Courageous Conversations by Singleton and Final Word Protocol*

- **FIRST!!! What clarifying questions do we have?**
- Delpit wonders why if it was so early for her daughter to "pick up" at school a new language clearly not her home language, then what was preventing millions of African American children whose home language was different from the school's from acquiring the dialect of standard English?
- What insights does she gain through her exploration of this question?
- What are the implications of her learning for us in our role as teacher, school leader, coach, etc.?

III. *Schools in America and School Reform*

- Presenting the dilemma: Sir Ken Robinson
- "Text"-based discussion: What did you hear? What did you read? What new questions do we have?
- A different version of school: From Industrialization to Charter Schools a visit with Charter School leader Nora Whalen of Avalon School in St. Paul, Minnesota
- Cushman's article & Eulogy

Lunch

IV. Part II: Value and Expectations

- Priming the pump
- Sorting
- Values and our classroom

V. Goal Setting: Self-Assessment to preparing for first 3-way meeting

- As we reflect on the self-assessment we completed in October, what have we learned since?
- How are our values supporting our development as teachers? How might they be working against us?
- What do I most need to work on next?

VI. What is NTC2? A preview

- How is the goal of NTC2?
- How does one apply?
- What next steps should one take?

Home Learning:

- Journal, it's a fun one, **due Monday, December 11th**
- **Read** Chp 3, Nakkula and Toshalis (41-53) "Risk-Taking" **Due Tuesday, Dec. 12th seminar**
- **Listen to** "Status Update" from This American Life for class on **Tuesday, Dec. 12th** (prologue and "Finding the Self in Selfie" https://www.thisamericanlife.org/573/status-update
- Complete two **interviews** with students. See attached assignment. **Due Monday, Dec. 11th**

Our first classes in January will be the 9th and 10th. I will be providing you the readings for these classes on December 11th.

APPENDIX G

Example Protocols for Examining Student Work and Seminar Discussions

Tuning Protocol

Developed by Joseph McDonald, Coalition of Essential Schools; Revised by David Allen.

Description

The Tuning Protocol was originally developed as a means for the 5 high schools in the Coalition of Essential School's Exhibitions Project to receive feedback and fine-tune their developing student assessment systems, including exhibitions, portfolios, and design projects. Recognizing the complexities involved in developing new forms of assessment, the project staff developed a facilitated process to support educators in sharing their students' work (sometimes students brought their own work) and, with colleagues, reflect upon the lessons that are embedded there. This collaborative reflection helps educators design and refine their assessment systems, and supports higher quality student performance. Since its trial run in 1992, the Tuning Protocol has been widely used and adapted for looking at both student and adult work in and among schools across the country.

Note: If adult work (such as an adult developed document like a lesson plan, rubric, newsletter, etc.) is the focus and there are no student work samples, you may want to consider the Tuning Protocol: Examining Adult Work.

Process

1. Introduction (5 minutes)
Facilitator briefly introduces protocol goals, guidelines, and schedule

2. Presentation (10-15 minutes)
The presenter has the opportunity to share both the context for their work and any supporting documents as warranted, while participants are silent.

- Information about the students and/or the class — what the students tend to be like, where they are in school, where they are in the year.
- Assignment or prompt that generated the student work
- Student learning goals or standards that inform the work
- Samples of student work — photocopies of work, video clips, etc. — with student names removed
- Evaluation format — scoring rubric and or assessment criteria, etc.
- Focusing question for feedback (ex: To what extent does the student work reflect the learning standards? Or, How might the rubric be in closer alignment to the skills and knowledge present in the student work?) is shared and posted for all to see.

3. Clarifying Questions (3-5 minutes)

- Participants have an opportunity to ask clarifying questions in order to get information that may have been omitted during the presentation and would help them to better understand the work.
- Clarifying questions are matters of fact.
- The facilitator is responsible for making sure that clarifying questions are really clarifying and not warm/cool feedback or suggestions.

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org.

4. Examining the Work (10-15 minutes)
Participants look closely at the work, making notes on where it seems to be "in tune" or aligned with the stated goals and, guided by the presenter's focusing question and goals, where there might be a potential disconnect.
Note: It's possible that participants could have an additional clarifying question or 2 during this time. If so, the facilitator might offer an additional moment for these to be asked by participants and answered by the presenter.

5. Pause to Silently Reflect on Warm and Cool Feedback (2-3 minutes)
- Participants individually review their notes and decide what they would like to contribute to the feedback session.
- Presenter is silent.
- Participants do this work silently.

6. Warm and Cool Feedback (10-15 minutes)
- Participants share feedback with each other while the presenter is silent and takes notes. The feedback generally begins with a few minutes of warm feedback, moves on to a few minutes of cool feedback (sometimes phrased in the form of reflective questions), and then moves back and forth between warm and cool feedback.
- Warm feedback may include comments about how the work presented seems to align with the desired goals; cool feedback may include possible disconnects, gaps, or problems. Often participants offer ideas or suggestions for strengthening the work presented, so long as the suggestions are guided by the presenter's goals and question.
- It might be helpful for the facilitator to offer prompts for the feedback, such as:
  <u>Warm feedback</u>
  "It seems important …"
  "Considering the goal, I appreciate…"
  "I want to make sure to keep…"
  <u>Cool feedback</u>
  "I wonder if …"
  "One way to more closely align the goal/purpose is …"
- The facilitator may need to remind participants of the presenter's focusing question.
- Presenter is silent, listening in on the conversation and taking notes.

7. Reflection (3-5 minutes)
- Presenter rejoins the group and shares their new thinking about what they learned from the participants' feedback.
- This is not a time for the presenter to defend themself, but is instead a time for the presenter to reflect aloud on anything that seemed particularly interesting.
- Facilitator may need to remind participants that once the work has been returned to the presenter, there will be no more feedback offered.

8. Debrief (3-5 minutes)
Facilitator leads discussion about this tuning experience.

Note: See Tuning Protocol Guidelines for information on effective participation in a Tuning.

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org.

Center for Leadership & Educational Equity

Critical Incidents Protocol

A variation of Costa and Kallick's model (See "Through the Lens of a Critical Friend" by Costa and Kallick, Educational Leadership, *October 1993) and based on the theory and language used by David Tripp in* Critical Incidents in Teaching: Developing Professional Judgment *(Routledge, 1993). Also see: "Reflection Is at the Heart of Practice," Simon Hole and Grace Hall McEntee, Educational Leadership, May 1999 for Alternative Critical Incidents Protocol. Revised February 2002 by Gene Thompson-Grove. Revised January 2007 by Kim Feicke.*

Purpose
To provide a small group of colleagues a window into each other's practice

Time
35-40 minutes for each round (after the writing)

Roles
- The facilitator follows the protocol, keeps time, and participates fully.
- The presenter shares a critical incident from their work. This is to be used as a text for professional learning within the group.

Process
The presenter writes about an incident, with as much detail as they can muster. This writing should tell only what happened, like a snapshot, without interpretation or analysis. The writing should be crisp and succinct, but it should be clear that the group's discussion will be about what happened, and not about the quality of the writing. (10 minutes)

1. The presenter reads the written account of what happened and sets it within the context of professional goals or outcomes that they are working on. (5 minutes)

2. Colleagues ask clarifying questions about what happened or about why the incident occurred. (5 minutes)

3. The group raises questions about what the incident might mean in the context of the presenter's work. They discuss these as professional, caring colleagues. The presenter listens and takes notes. (10 minutes)

4. The presenter reflects back to the group what they heard that was significant, and then the group engages in a general conversation about what the implications might be for the presenter's practice and/or for their own practice. A useful question at this stage might be, "What new insights occurred for all of us?" (10 minutes)

5. Debrief the process. The group talks about what just happened. How did the process work? (5 minutes)

Adaptation: *This protocol can also be designed in a way that allows everyone in a group to share a critical incident. In this version, provide time for everyone in the group to write their critical incident and then break into small groups of 3 or 4 to go through the protocol. You will need 30-40 minutes for each presenter in the small group.*

Please use to further your professional practice, give credit, use the CLEE logo and footer, and do not exploit for profit. Protocols are most powerful in a collaborative setting and facilitated by a skilled facilitator. Learn more at clee.org.

APPENDIX H

NTC Program Overview and FAQ

NTC PROGRAM OVERVIEW & FAQs

NEW TEACHERS Collaborative

Overview

New Teachers Collaborative is a teacher licensure program where teacher candidates learn to teach by working and learning in small, progressive schools in Massachusetts. While most of our teachers are placed at Francis W. Parker Charter School in Devens, Massachusetts. We have also worked with local charter and traditional districts to support teacher licensure.

NTC supports professionals in starting their middle or secondary school teaching careers by working and learning in schools designed to foster the habits and skills of critical thinking, collaborative inquiry, and reflection, where students are known well.

Our program offers:

A post-Baccalaureate apprenticeship. Grounded in teacher collaboration and reflective practice, NTC is an approved MA ESE Initial licensure program. From the first day, teacher candidates work alongside experienced teachers to develop instructional practice by engaging in relevant experiences with real students. Teacher candidates hold strong college backgrounds in math, science, arts and humanities, English, Spanish, physical education and life experience. Teacher candidates enter NTC from undergraduate preparation or as career changers.

On-going coaching and support. Through excellent program faculty, experienced colleagues, consistent feedback, and close mentoring, teacher candidates and their supervising practitioners engage actively in continual professional development. The year-long apprenticeship starts at the beginning of August, with an eight-day seminar. Throughout the school year, teacher candidates attend one full-day seminar per month, and two Tuesday evening seminars per month (4-7:30PM).

A year-long pathway to a successful teaching career. This is an intensive 11 months, where teacher candidates learn how to teach by teaching. While, their specific roles vary depending on the school placement, in all schools, teacher candidates are listed as the teacher of record and work fulltime (8AM-4:15PM) to support students in the classroom, serve as advisor and crew staff, and tend to additional school duties. In most schools, NTC teachers work alongside an experienced teacher who also serves as the supervising practitioner. Often, NTC candidates are invited to join their school's faculty upon successful completion of the program.

Financial and education incentives and requirements. NTC teacher candidates earn 15 graduate level credits towards a Master of Education through NTC's partnership with Fitchburg State University. NTC candidates are compensated by the host school site with a living stipend ($23,500) and essential benefits including health care. NTC provides the teacher candidate books and materials.

Frequently Asked Questions

1. What is seminar?

NTC Seminar provides us with the opportunity – a luxury, really – to be students of teaching and learning together. Through seminar, we develop into a genuine community of adult learners, and practice and acquire the habits and disposition of collaboration and reflective practice. In seminar, we discuss readings, study the history and philosophy of education and school reform, take up conversations of equity and what it means to teach for social justice, come to understand learning styles and learning disabilities, learn how to have conversations with students that make a difference, design units and lesson plans, learn how to craft essential questions, and practice instructional strategies and teaching "moves" in order to give and receive feedback on our practice. Oh, yeah – sometimes we even have a little fun!

2. When is seminar? Who attends seminar?

NTC Seminar meets for eight full days in the summer, July 31- August 10, 2023 from 8:30AM-3:30PM, one Wednesday a month from 8:30AM-4:00 PM, and two Tuesday afternoons a month from 4-7:30PM during the academic year. There are typically 8-12 teacher interns each year who come to teaching from life and professional experiences. Ruth Whalen Crockett, the program director, teaches all classes and experienced guest instructors join this seminar throughout the year.

3. On top of teaching full-time, is there a separate workload for NTC?

Yes. You will always have home learning assignments. Assignments in the summer and fall mostly include observations, lesson plans, reading and reflection writing. During the spring semester, teacher interns work to create unit designs, differentiate assignments, create a professional portfolio, and present a final exhibition. All assignments directly relate to growing as a teacher. We recommend that one set aside 30-60 minutes daily to complete NTC work. Most work will be submitted using Microsoft OneNote. You will be provided a computer to use throughout the duration of the program. All texts are also provided by the program.

4. Beyond earning a license, how else do I advance my teaching career?

NTC supports teacher candidates in not only securing their Initial license, but in advancing towards a Professional license. Through our partnership with Fitchburg State University, all seminars are eligible for graduate credit. All registration occurs online during the first week of each semester. The university will require you to complete a course registration form and provide a check or credit card number for payment at the time of registration. Each course costs $295.00. These courses are:

- EDUC 7186E: NTC: "Foundations in Teaching and Learning" – 3 cr. Summer
- EDUC 7083E: NTC: "Developing Effective Teacher Practice" – 3 cr. Fall
- EDUC 7084E: NTC: "Teaching Practicum" – 3 cr. Full Year (register in the fall)
- EDUC 7117E: NTC: "Curriculum, Instruction, and Assessment" – 3 cr. Spring
- EDUC 7096E: FSU "Sheltered English Immersion" – 3 cr. Spring

You do not need to contact Fitchburg State to ask details about registration as previous stated in your contract. You will learn more information about registration as well as applying to the master's program at FSU in the fall. NTC interns are not eligible to receive federal student aid as you are not considered a full-time student per the FAFSA requirements.

Please note: If you are thinking about applying to the master's program at FSU, the university will accept a maximum of 12 credits when you matriculate. This means that you should have no difficulty transferring all NTC credits to FSU if you apply before April 2024. The FSU application process is independent of NTC.

5. When am I expected at my school site?

You are expected to attend every day for the same amount of time full-time teachers attend. This most frequently means you arrive a half-hour before school starts and stay anywhere from a half hour to one hour after school is dismissed. It is important that you are certain of these times and they are outlined clearly in the school contract. NTC teachers are released from classroom duties when they have seminar and when away observing teachers in other schools. Consistent attendance is incredibly important, as students and colleagues need you in the classroom.

6. Who will mentor me? How often will I meet with my mentor?

You will be mentored by an experienced colleague who co-teaches with you or plans in your same content area. You will see your mentor daily and meet at least 30-60 minutes a week with your mentor to discuss your instructional practice and explore areas of strength and improvement.

7. Who will observe me? How often will I be observed?

You will be observed weekly by your mentor and monthly by the program director, Ruth Whalen Crockett. Sometimes this will be a 10-minute observation, sometimes it will be longer. You will have 4-5 formal

observations during the year. These will be written up and discussed with you in detail and serve as evidence of the Candidate Assessment Portfolio (CAP) for the commonwealth of Massachusetts.

8. Will there be opportunities to observe teachers in our school and others?

Yes, in fact, NTC requires 45 total hours of classroom observation during the first semester. We believe that close observation of excellent teaching will support your learning and instructional development.

The MA Department of Elementary and Secondary Education (ESE) also requires pre-service teachers to complete 25 hours of observation in schools and classrooms with English Language Learners and Academic Language Learners. Many English Language Learners participate in summer school. The only criteria for this type of observation is that there are students classified as English Language Learners in the class. The classroom teacher can confirm this designation. Candidates are assigned three short reflection essays upon completion of the Sheltered English Instruction (SEI) observation hours.

NTC teacher candidates may schedule up to 5 observation days away from school to fulfill 35 of the 45 hours. Candidates will be provided a list of schools to visit and are responsible for setting up visits, attending visits, logging observation hours and thanking the host teacher after the visit.

9. How do I apply to NTC?

To be considered for admission and matriculation into NTC, a potential candidate must apply online at https://www.theparkerschool.org/ntc/application-process/

The application requires the following documents:

- ✓ **Application Form** (Online submission)
- ✓ **Current resume** (Online submission)
- ✓ **Two letters of reference**, at least one of which must be from someone who can speak to candidate's academic and/or professional qualifications. Reference letters may be emailed to ntc@theparkerschool.org. All emailed reference letter must come directly from the individual who wrote the reference letter and must include job title, address and phone number. Paper references may be delivered to Parker in a sealed envelop.
- ✓ **Submit all undergraduate and graduate transcripts** earned at accredited United States college or university, or an equivalent degree from a nationally accredited institution outside the United States. The Program Director will use submitted transcripts for a transcript review to note Subject Matter Knowledge competencies. Candidates who do not possess a cumulative grade point average (GPA) of 3.0 in subject area must pass MTEL subject area tests prior to acceptance.
- ✓ **Statement of interest.** Candidates must respond to the following questions in writing. Submission are limited to 1500 words. (Online submission)
  - How has your own learning affected your thinking about teaching?
  - How does NTC's "learn by doing" induction model relate to your understanding of yourself as a learner?
  - What experiences have you had with adolescents?
- ✓ Massachusetts Tests for Educator Licensure (MTELs) Communication and Literacy and Subject Area test prior to beginning of the program. Accepted candidates are provided support materials, MTEL prep courses, and in some cases tutors to assist in passing MTEL exams.
- ✓ Candidates must pass a state-mandated background check once they are placed in the program. (CORI & fingerprinting)

10. What is the NTC application process?

Interested applicants are encouraged to attend one of two Open House Sessions to learn more about the New Teachers Collaborative. Candidates who cannot attend an Open House may request an informational conversation over the phone.

Each year the number of NTC positions available is dependent on how many schools participate, as well as how many positions are available at each school. The length of the application process is entirely dependent on the contract and hiring timelines of multiple schools. NTC works to ensure that each teacher is placed with an experienced mentor. Candidates are encouraged to consider placement at all school sites, as limited interest in a school site decreases one's overall chance of placement.

Applicants may apply anytime throughout the year. Most applications are received between January and April and processed between February and May. Admissions are rolling. All applications are reviewed by NTC Program Director and Content Lead Teachers and qualified candidates move on to the screening process.

11. After I submit my NTC application, what comes next?

Upon documents review, all viable candidates participate in a phone conversation with the NTC Program Director. This screening conversation is typically 45-60 minutes in duration. Applicants will be asked a series of questions and are strongly encouraged to ask questions about NTC at this time. Notes from screening interviews are shared with Content Lead Teachers and School Leaders. Once school leaders select viable candidates, the NTC Program Director may contact the candidate's references. The NTC Program Director works to communicate regularly with candidates about their position in the process. Candidates are encouraged to inquire about their process by emailing ntc@theparkerschool.org.

After the screening process, school leaders then invite candidates for school visits and an on-site interview. The timing of the on-site interviews is dependent on the school site and typically lasts between 2-4 hours in length. Candidates are encouraged to dress professionally and comfortably as they will be observing classes and meeting with school leaders, teachers and students. Candidates will observe several classes in the content area and then engage in a team interview with anywhere from 3-8 teachers. Candidates are encouraged to arrive to school sites with curiosity, a readiness to observe progressive classroom practices, and an interest in learning from many students and teachers whom have experienced the NTC Program first-hand as students, NTC interns and mentors.

12. How do I know if I am accepted into the NTC program?

Accepted candidates will receive a contract from NTC and the host school site following the interview process. Candidates who are not accepted may request feedback as to the status or their candidacy by contact the NTC Program Director at ntc@theparkerschool.org.

13. Who can answer other questions I have about NTC?

You may always contact Ruth Whalen Crockett at rwhalen@theparkerschool.org, schedule a meeting with her or leave her a message at 978-772-2885.

New Teachers Collaborative is a program of the Francis W. Parker Charter Essential School.

The Francis W. Parker Charter Essential School, recognizing the right of an individual to work and to advance on the basis of merit, ability, and potential without regard to race, color, gender, religion, age, national origin, sexual orientation, gender identity, gender expression, or disability, resolves to take Affirmative Action measures to ensure equal opportunity in the areas of hiring, promotion, demotion or transfer, recruitment, layoff or termination, rate of compensation, in-service or apprenticeship training programs, and all terms and conditions of employment.

Non-discrimination and equal opportunity are the policies of the Francis W. Parker Charter Essential School in all of its programs and activities. To that end, all School employees shall rigorously take affirmative steps to ensure equal opportunity in their interactions with the public. Each department, in discharging its statutory responsibilities, shall consider the likely effects which its decisions, programs, and activities shall have in meeting the goals of equality or opportunity.

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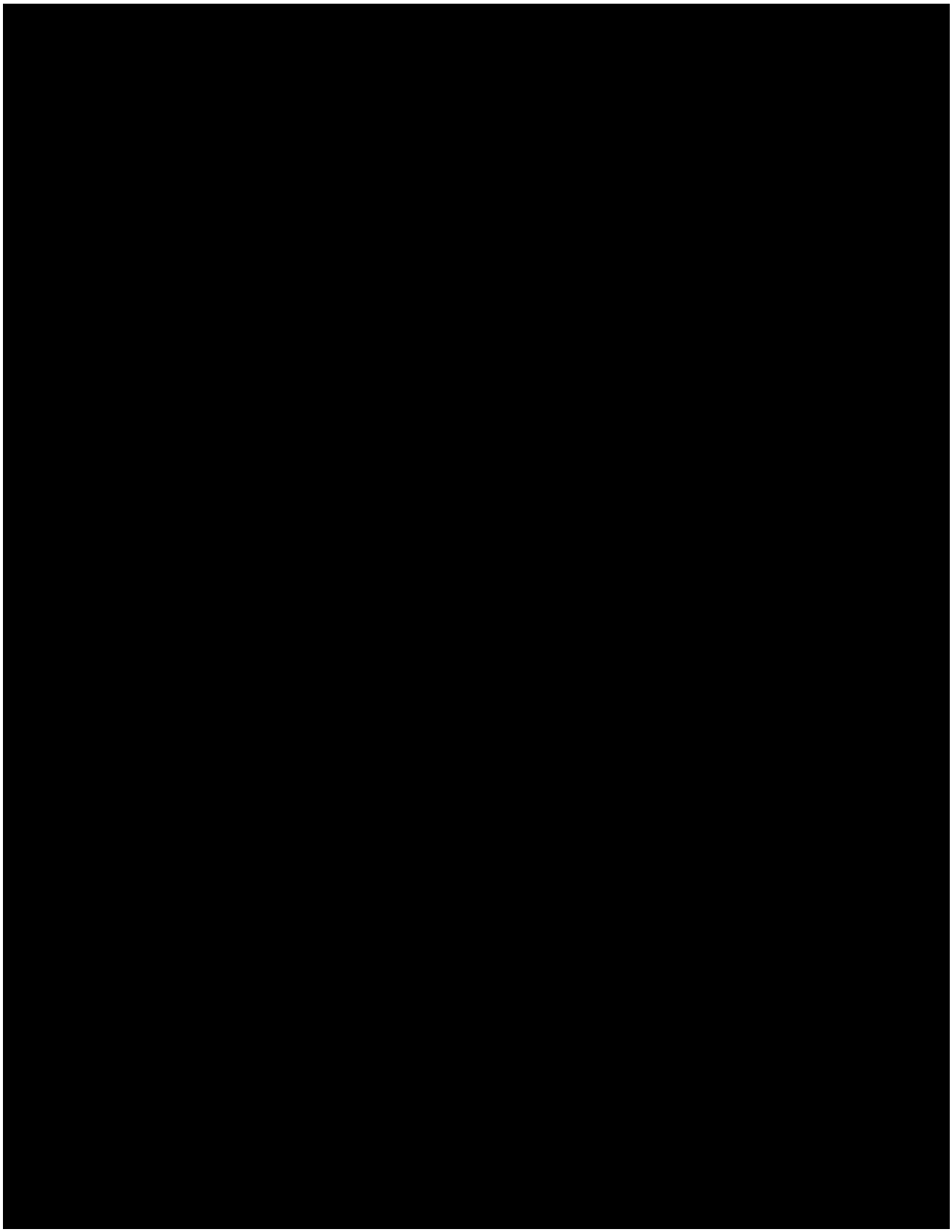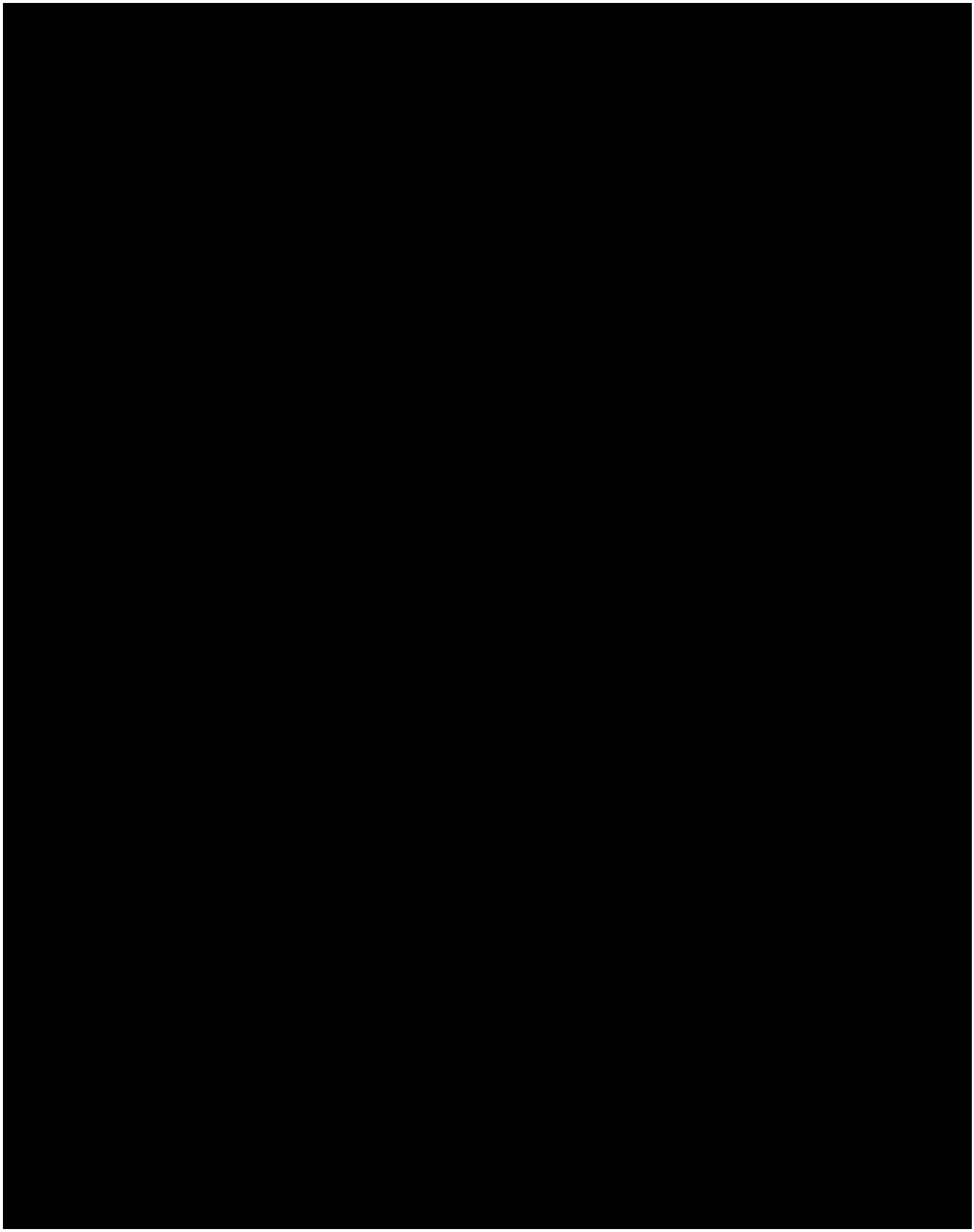
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