

Colorado Department of Education School Redesign RFI Evaluation Rubric 2019-20:  
Turnaround Leadership Providers - New Submission

**Organization name:** **New Teacher Center**

**Overall Recommendation:** **Approved as a school redesign provider in the following areas: Turnaround Leadership Development**

<b>Summary</b>
New Teacher Center (NTC) focuses on increasing school leadership capacity for school teachers and leaders. Its services are targeted at veteran teachers, assistant principals, and current school leaders. It has experience with mid-size districts, and wants to add larger districts. Its programs provide summer training, onsite coaching, and networking. NTC also provides system level consultation and planning.

Question	Quality of Response? (Strong, Adequate, Developing)	CDE Description of Response
Provide a summary of your organization’s experience in developing successful, effective leadership in low-performing schools and school districts. Describe key structures or systems used to provide feedback and monitor progress.	Adequate	NTC has two decades of experience training teachers and currently supports over 7,500 mentors and coaches, and 34,000 teachers. Its leadership program is called Achieving Leaders, Effective Schools (ALES). It has implemented school leadership partners over the past two years with mid-sized districts serving students in grades PK-12.
Provide a description of the services and learning components your organization provides. Specifically, please describe: <ul style="list-style-type: none"> <li>● The key components, timeline, and learning structures of your program that ensures participant growth in the turnaround context.</li> </ul>	Adequate	NTC’s model is a “multi-year capacity-building program” in which it uses “a customized approach to build districts’ capacity for their school leaders, instructional leadership teams and key district leaders.” NTC’s school leader work incorporates five core elements: summer institutes; network seminars; in-field networks; LEADnet LEARN, an online learning lab; and in-field coaching.

<ul style="list-style-type: none"> <li>How your staff engage with participants throughout the program (e.g. how frequently, in person or virtually, in whole or small group).</li> </ul>		
<p>Provide a description of your ideal participant and his/her learning trajectory throughout the course of your program, including:</p> <ul style="list-style-type: none"> <li>What roles should your participants hold (e.g. district level, school leader, aspiring leader)?</li> <li>How do you determine readiness and accept participants into your program?</li> <li>What are the leadership qualities that your program is expected to develop? Include any documents or tools you use.</li> </ul>	Adequate	<p>NTC is flexible on the profile of participants in the ALES program. The program is intended for principals and APs, although other instructional leaders may also be considered, including aspiring leaders. The prerequisite for all participants is that “they have a role that provides them authentic opportunity to influence the practice of teachers.” The ALES program can be customized into several options, for instance a focus on culture, or a focus on pipeline development for aspiring leaders. Each participant must be prepared to devote a minimum of 50 hours in a year to the program. ALES has aligned its leadership outcomes with the Colorado Principal Quality Standards.</p>
<p><b>Capacity:</b> Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.</p>	Adequate	<p>Reviewers do not have capacity concerns. NTC says it could support an additional 4-8 districts in 20-40 schools. They are a large organization that seems to be able to hire when needed for new contracts.</p>
<p><b>Evidence of Track Record of Improved Student and School Outcomes:</b> Describe your organization’s track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred. Formal research studies are preferred, if available. <b>Note:</b> To receive a “strong” rating, this</p>	Adequate-Developing	<p>Because it seems to have been doing teacher induction work for a longer period of time than school leader development work, much of NTC’s evidence is around this other work. However, NTC is in the midst of a new three-year field test of comprehensive school leadership development that will assess the impact of its school leader work.</p>

<p>response must include evidence tied directly to the program or service for which the organization is applying. To receive this rating, the response must also go beyond perception or process data to include concrete outcomes, such as improved teacher retention rates or improved student achievement data on state assessments or valid, normed interim assessments.</p>										
<p><b>Evidence-Based Intervention:</b> Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers. Which EBI tier best describes your work, and why?</p> <table border="1" data-bbox="199 625 856 1274"> <tr> <td data-bbox="199 625 367 747"><b>Tier 1 – Strong Evidence</b></td> <td data-bbox="367 625 856 747"><b>Supported by one or more well-designed and well-implemented randomized control experimental studies.</b></td> </tr> <tr> <td data-bbox="199 747 367 876"><b>Tier 2 – Moderate Evidence</b></td> <td data-bbox="367 747 856 876">Supported by one or more well-designed and well-implemented quasi-experimental studies.</td> </tr> <tr> <td data-bbox="199 876 367 1039"><b>Tier 3 – Promising Evidence</b></td> <td data-bbox="367 876 856 1039">Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).</td> </tr> <tr> <td data-bbox="199 1039 367 1274"><b>Tier 4 – Demonstrates a Rationale</b></td> <td data-bbox="367 1039 856 1274">Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.</td> </tr> </table>	<b>Tier 1 – Strong Evidence</b>	<b>Supported by one or more well-designed and well-implemented randomized control experimental studies.</b>	<b>Tier 2 – Moderate Evidence</b>	Supported by one or more well-designed and well-implemented quasi-experimental studies.	<b>Tier 3 – Promising Evidence</b>	Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).	<b>Tier 4 – Demonstrates a Rationale</b>	Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.	<p>Adequate</p>	<p>NTC’s leadership work is based on Wallace Foundation principal standards and reference CO Principal Quality standards. Organization has initial interim findings and are engaged in a third party research study of the full model. Aspects of their model have strong evidence that meet ESSA EBI requirements.</p>
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**References**

Are there three references listed?	Yes
Comments about references	<p>Average reference rating, on questions (scale 1-5): <b>4.87</b>  Average "How likely are you to recommend this partner?" (scale 1-10): <b>9.67</b></p> <p>"They have been supporting us with the Achieving Leaders - Effective schools framework and model. It has helped our leaders understand where they need to focus in the areas of instruction, systems, culture and leadership."</p>

<p><b>Reviewers Comments about Best-Fit Schools and Districts</b></p>
<p>NTC also provides system level consultation and planning, which could be valuable for district support. NTC has a focus on the learning environment and cognizant of the role of social emotional learning. Could be a good fit for schools/districts that are focused on leadership development and are getting support elsewhere for whole school improvement efforts.</p>