



1205 PACIFIC AVENUE  
SUITE 301  
SANTA CRUZ, CA 95060  
T: 831.600.2200

[NEWTEACHERCENTER.ORG](http://NEWTEACHERCENTER.ORG)

# 2019-20 School Redesign Request for Information

Presented to  
Colorado Department of Education

Due: September 3, 2019 at 5pm MST



# NEW TEACHER CENTER

Prepared by:  
**Justin Rall**

Senior Director, Partner Engagement  
(530) 318-6310  
[rfp@newteachercenter.org](mailto:rfp@newteachercenter.org)

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September 3, 2019

New Teacher Center (NTC) is a national non-profit organization whose mission is to disrupt the predictability of educational inequities for systemically underserved students, from preschool through high school, by accelerating educator effectiveness. NTC brings nearly two decades of data, research, and successful program experience in creating effective instructional leadership teams by enabling veteran teachers and school leaders to become instructional mentors and coaches. During a partnership, these leaders develop their capacity to align instruction to standards, coach for results, share leadership through instructional leadership teams, and build an optimal learning community culture. We know the supports provided by NTC-trained mentors and coaches work. NTC is one of the few mentoring programs in the nation that has strong evidence—according to the ESSA definition of evidence-based practice—with statistically significant gains in student learning through third-party evaluations. These results have informed the development of our coaching program and consulting services.

Supported by strong collaborative structures between NTC and our district partners, and guided by a persistent, abiding focus on improved leader capacity that supports teacher instructional practice and student learning, NTC programming results in increased student achievement and better teacher practice. NTC's goal is to ensure that every NTC-supported leader has the understanding, knowledge, and skills to expect and plan for variances among learners— providing all students access to standards-based instruction in an equitable, optimal learning environment.

NTC relishes the opportunity to support the Colorado Department of Education in response to 2019-20 School Redesign Request for Information. NTC understands that the Colorado DOE is looking for a provider with deep experience providing comprehensive and targeted leadership development and improvement.

We affirm the services to be performed under this response and are happy to answer any follow-up questions. Justin Rall, Senior Director of Partner Engagement will serve as the main point of contact to the Colorado Department of Education and is authorized to represent the company. He can be reached at (530) 318-6310 or by email at [rfp@newteachercenter.org](mailto:rfp@newteachercenter.org).

NTC is headquartered in California at 1205 Pacific Avenue, Suite 301 Santa Cruz, CA 95060.

# I. Cover Page

## Part I: Cover Page – Organization Information

Organization Information		
Organization Name:	New Teacher Center	<input checked="" type="checkbox"/> New or <input type="checkbox"/> Continuation Submission
Primary Contact:	Justin Rall	
Email Address:	jrall@newteachercenter.org	
Phone Number:	530-318-6310	
Mailing Address:	1205 Pacific Ave., Suite 201, Santa Cruz, CA 95060	
Organization Category (select all that apply)		
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input checked="" type="checkbox"/> Turnaround Leader Development Provider <input type="checkbox"/> Management Partner <input type="checkbox"/> Stakeholder Engagement Specialist		
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)		
<input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural/Mountain/Western Slope		

Indicate the school district(s) or BOCES your organization is willing and able to engage with:

District name	City	County name
<b>ANY SCHOOL DISTRICT or BOCES</b>	<b>ALL</b>	<b>ALL</b>
Academy 20 School District	Colorado Springs	El Paso
Adams 12 Five Star Schools School District	Thornton	Adams
Adams County 14 School District	Commerce City	Adams
Adams-Arapahoe 28j School District	Aurora	Arapahoe
Agate 300 School District	Agate	Elbert
Aguilar Reorganized 6 School District	Aguilar	Las Animas
Akron R-1 School District	Akron	Washington
Alamosa Re-11j School District	Alamosa	Alamosa
Archuleta County 50 Jt School District	Pagosa Springs	Archuleta
Arickaree R-2 School District	Anton	Washington
Arriba-Flagler C-20 School District	Flagler	Kit Carson
Aspen 1 School District	Aspen	Pitkin
Ault-Highland Re-9 School District	Eaton	Weld
Bayfield 10 Jt-R School District	Bayfield	La Plata
Bennett 29j School District	Bennett	Adams
Bethune R-5 School District	Bethune	Kit Carson
Big Sandy 100j School District	Simla	El Paso
Boulder Valley Re 2 School District	Boulder	Boulder
Branson Reorganized 82 School District	Branson	Las Animas
Briggsdale Re-10 School District	Briggsdale	Weld
Brush Re-2(J) School District	Brush	Morgan

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Buena Vista R-31 School District	Buena Vista	Chaffee
Buffalo Re-4j School District	Merino	Logan
Burlington Re-6j School District	Burlington	Kit Carson
Byers 32j School District	Byers	Arapahoe
Calhan Rj-1 School District	Calhan	El Paso
Campo Re-6 School District	Campo	Baca
Canon City Re-1 School District	Cañon City	Fremont
Centennial Board of Cooperative Educational Services	Greeley	Weld
Centennial R-1 School District	San Luis	Costilla
Center 26 Jt School District	Center	Saguache
Charter School Institute School District	Denver	Denver
Cheraw 31 School District	La Junta	Otero
Cherry Creek 5 School District	Greenwood Village	Arapahoe
Cheyenne County Re-5 School District	Cheyenne Wells	Cheyenne
Cheyenne Mountain 12 School District	Colorado Springs	El Paso
Clear Creek Re-1 School District	Idaho Springs	Clear Creek
Colorado Digital BOCES	Colorado Springs	El Paso
Colorado School For The Deaf And Blind School District	Colorado Springs	El Paso
Colorado Springs 11 School District	Colorado Springs	El Paso
Cotopaxi Re-3 School District	Cotopaxi	Fremont
Creede School District School District	Creede	Mineral
Cripple Creek-Victor Re-1 School District	Cripple Creek	Teller
Crowley County Re-1-J School District	Ordway	Crowley
Custer County School District C-1 School District	Westcliffe	Custer
De Beque 49jt School District	De Beque	Mesa
Deer Trail 26j School District	Deer Trail	Arapahoe
Del Norte C-7 School District	Del Norte	Rio Grande
Delta County 50(J) School District	Delta	Delta
Denver County 1 School District	Denver	Denver
Dolores County Re No.2 School District	Dove Creek	Dolores
Dolores Re-4a School District	Dolores	Montezuma
Douglas County Re 1 School District	Castle Rock	Douglas
Durango 9-R School District	Durango	La Plata
Eads Re-1 School District	Eads	Kiowa
Eagle County Re 50 School District	Eagle	Eagle
East Grand 2 School District	Granby	Grand
East Otero R-1 School District	La Junta	Otero
Eaton Re-2 School District	Eaton	Weld
Edison 54 Jt School District	Yoder	El Paso
Elbert 200 School District	Elbert	Elbert
Elizabeth C-1 School District	Elizabeth	Elbert
Ellicott 22 School District	Calhan	El Paso

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Englewood 1 School District	Englewood	Arapahoe
Estes Park R-3 School District	Estes Park	Larimer
Falcon 49 School District	Peyton	El Paso
Fort Morgan Re-3 School District	Fort Morgan	Morgan
Fountain 8 School District	Fountain	El Paso
Fowler R-4j School District	Fowler	Otero
Fremont Re-2 School District	Florence	Fremont
Frenchman Re-3 School District	Fleming	Logan
Garfield 16 School District	Parachute	Garfield
Garfield Re-2 School District	Rifle	Garfield
Genoa-Hugo C113 School District	Limon	Lincoln
Gilpin County Re-1 School District	Black Hawk	Gilpin
Granada Re-1 School District	Granada	Prowers
Greeley 6 School District	Greeley	Weld
Gunnison Watershed Re1j School District	Gunnison	Gunnison
Hanover 28 School District	Colorado Springs	El Paso
Harrison 2 School District	Colorado Springs	El Paso
Haxtun Re-2j School District	Haxtun	Phillips
Hayden Re-1 School District	Hayden	Routt
Hi-Plains R-23 School District	Seibert	Kit Carson
Hinsdale County Re 1 School District	Lake City	Hinsdale
Hoehne Reorganized 3 School District	Trinidad	Las Animas
Holly Re-3 School District	Holly	Prowers
Holyoke Re-1j School District	Holyoke	Phillips
Huerfano Re-1 School District	Walsenburg	Huerfano
Idalia Rj-3 School District	Idalia	Yuma
Ignacio 11 Jt School District	Ignacio	La Plata
Jefferson County R-1 School District	Golden	Jefferson
Johnstown-Milliken Re-5j School District	Milliken	Weld
Julesburg Re-1 School District	Julesburg	Sedgwick
Karval Re-23 School District	Karval	Lincoln
Kim Reorganized 88 School District	Kim	Las Animas
Kiowa C-2 School District	Kiowa	Elbert
Kit Carson R-1 School District	Kit Carson	Cheyenne
La Veta Re-2 School District	La Veta	Huerfano
Lake County R-1 School District	Leadville	Lake
Lamar Re-2 School District	Lamar	Prowers
Las Animas Re-1 School District	Las Animas	Bent
Lewis-Palmer 38 School District	Monument	El Paso
Liberty J-4 School District	Joes	Yuma
Limon Re-4j School District	Limon	Lincoln
Littleton 6 School District	Littleton	Arapahoe

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Lone Star 101 School District	Otis	Washington
Mancos Re-6 School District	Mancos	Montezuma
Manitou Springs 14 School District	Manitou Springs	El Paso
Manzanola 3j School District	Manzanola	Otero
Mapleton Public Schools, Adams County School District 1	Denver	Adams
Mc Clave Re-2 School District	McClave	Bent
Meeker Re1 School District	Meeker	Rio Blanco
Mesa County Valley 51 School District	Grand Junction	Mesa
Miami Yoder 60 Jt School District	Rush	El Paso
Moffat 2 School District	Moffat	Saguache
Moffat County Re:No 1 School District	Craig	Moffat
Monte Vista C-8 School District	Monte Vista	Rio Grande
Montezuma-Cortez Re-1 School District	Cortez	Montezuma
Montrose County Re-1j School District	Montrose	Montrose
Mountain Valley Re 1 School District	Saguache	Saguache
North Conejos Re-1j School District	La Jara	Conejos
North Park R-1 School District	Walden	Jackson
Norwood R-2j School District	Norwood	San Miguel
Otis R-3 School District	Otis	Washington
Ouray R-1 School District	Ouray	Ouray
Park County Re-2 School District	Fairplay	Park
Pawnee Re-12 School District	Grover	Weld
Peyton 23 Jt School District	Peyton	El Paso
Plainview Re-2 School District	Sheridan Lake	Kiowa
Plateau Re-5 School District	Peetz	Logan
Plateau Valley 50 School District	Collbran	Mesa
Platte Canyon 1 School District	Bailey	Park
Platte Valley Re-7 School District	Kersey	Weld
Poudre R-1 School District	Fort Collins	Larimer
Prairie Re-11 School District	Raymer	Weld
Primero Reorganized 2 School District	Weston	Las Animas
Pritchett Re-3 School District	Springfield	Baca
Pueblo City 60 School District	Pueblo	Pueblo
Pueblo County 70 School District	Pueblo	Pueblo
Rangely Re-4 School District	Rangely	Rio Blanco
Revere School District School District	Ovid	Sedgwick
Ridgway R-2 School District	Ridgway	Ouray
Roaring Fork School District No. Re-1	Glenwood Springs	Garfield
Rocky Ford R-2 School District	Rocky Ford	Otero
Salida R-32 School District	Salida	Chaffee
San Juan Board of Cooperative Educational Services	Durango	La Plata
Sanford 6j School District	Sanford	Conejos

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Sangre De Cristo Re-22j School District	Mosca	Alamosa
Sargent Re-33j School District	Monte Vista	Rio Grande
School District 27j School District	Brighton	Adams
Sheridan 2 School District	Sheridan	Arapahoe
Sierra Grande R-30 School District	Blanca	Costilla
Silverton 1 School District	Silverton	San Juan
South Conejos Re-10 School District	Antonito	Conejos
South Routt Re 3 School District	Oak Creek	Routt
Springfield Re-4 School District	Springfield	Baca
St Vrain Valley Re 1j School District	Longmont	Boulder
Steamboat Springs Re-2 School District	Steamboat Springs	Routt
Strasburg 31j School District	Strasburg	Adams
Stratton R-4 School District	Stratton	Kit Carson
Summit Re-1 School District	Frisco	Summit
Swink 33 School District	Swink	Otero
Telluride R-1 School District	Telluride	San Miguel
Thompson R2-J School District	Loveland	Larimer
Trinidad 1 School District	Trinidad	Las Animas
Valley Re-1 School District	Sterling	Logan
Vilas Re-5 School District	Vilas	Baca
Walsh Re-1 School District	Walsh	Baca
Weld County Re-1 School District	La Salle	Weld
Weld County School District Re-3j School District	Keenesburg	Weld
Weld County School District Re-8 School District	Fort Lupton	Weld
Weldon Valley Re-20(J) School District	Weldona	Morgan
West End Re-2 School District	Nucla	Montrose
West Grand 1-Jt School District	Kremmling	Grand
Westminster 50 School District	Westminster	Adams
Widefield 3 School District	Colorado Springs	El Paso
Wiggins Re-50(J) School District	Wiggins	Morgan
Wiley Re-13 Jt School District	Wiley	Prowers
Windsor Re-4 School District	Windsor	Weld
Woodland Park Re-2 School District	Woodland Park	Teller
Woodlin R-104 School District	Woodrow	Washington
Wray Rd-2 School District	Wray	Yuma
Yuma 1 School District	Yuma	Yuma
Centennial BOCES	Greeley	
East Central BOCES	Limon	
Mountain BOCES	Leadville	
Mount Evans BOCES	Bailey	
Northeast Colorado BOCES	Haxtun	
Northwest Colorado BOCES	Steamboat Springs	

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Pikes Peak BOCES

Rio Blanco BOCES

San Juan BOCES

San Luis Valley BOCES

Santa Fe Trail BOCES

South Central BOCES

Southeastern BOCES

Uncompahgre BOCES

Ute Pass BOCES

Colorado Springs

Rangely

Dolores

Alamosa

La Junta

Pueblo West

Lamar

Ridgway

Woodland Park

## **II. Narrative Responses**

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- a. 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.

NTC is well situated to execute this type of comprehensive, whole-system supporting school leader program due to our deep expertise in building the capacity of school leaders and teacher leaders to support teacher development particularly through coaching, feedback, and formative assessment. Unlike other organizations that primarily focus on school leadership development, NTC's expertise in training mentors and coaches coupled with having worked with school leaders at various levels through principal supervisor work, comprehensive principal induction, and targeted school leader professional development makes NTC uniquely capable to lead an integrated approach to instructional leadership development.

This success has borne out over the past two years with school leader partnerships in mid-sized districts (12-25K students) serving students in grades PreK-12. Recently the NTC school leadership model has launched in partnership with larger districts within the Council of Great City Schools.

Today, NTC supports over 7,500 mentors and coaches and 34,000 teachers and is improving the learning of over 2,600,000 students across the country. NTC is also one of the few induction and professional development intervention programs in the nation that has demonstrated statistically significant gains in student learning through third party evaluations in a study of two sites. A recent evaluation completed by SRI International (2017) in a federal i3 Validation Study of NTC's work showed that:

- Students of NTC-supported teachers gain up to five months of additional learning in math and ELA/reading.
- Students of NTC-supported teachers achieve 2-4 months of additional learning in reading and 2-5 months of additional learning in math over the course of one year compared to students whose teachers received traditional mentoring.

- b. Provide a description of the services and learning components your organization provides. Specifically, please describe:
- i. The key components, timeline, and learning structures of your program that ensures participant growth in the turnaround context.
  - ii. How your staff engages with participants throughout the program (e.g. how frequently, in person or virtually, in whole or small group).

The NTC Achieving Leaders, Effective Schools (ALES) program is designed around a fundamental premise: leaders are levers for change and schools are the unit of change. While we believe that the interactions that occur between teachers and students in the classroom matters most for student learning, research also indicates that an effective school leader can create

the conditions in which equitable outcomes are the norm. Further, when districts align coherent systems of support to schools and school leaders, consistent levels of achievement across a district becomes possible. With a multi-year capacity-building program, we provide a customized approach to build districts' capacity for their school leaders, instructional leadership teams, and key district leaders—helping to implement integrated and aligned school leader and teacher development systems.

The program is designed to work with school leaders directly to maximize their impact on student outcomes by spending their most valuable resource—time—on: aligning instruction to frameworks that target the instructional core, coaching for results through content-based feedback, creating a culture of optimal learning, and leveraging their own Instructional Leadership Team (ILT) to distribute responsibility and magnify impact. The heart of this work utilizes a network model by connecting school leaders across the district into networks that meet regularly to set school-specific goals through an Effective Schools Protocol (described in more detail below), share learning with one another, and conduct in-field visits to see how the work translates into classrooms. These networks promote the dissemination of good practice, provide structure and flexibility to drive cycles of continuous improvement, support capacity building in schools, mediate between centralized and decentralized structures, and assist in the process of restructuring and reculturing educational organizational systems (Jackson and Temperley, 2006). In doing so, the work of ILTs and Professional Learning Communities across the district improve their outcomes as they work in partnership to share learning.

### **Systems Level Consultation and Planning:**

Our comprehensive School Leadership program starts with deep analysis and frequent entry planning consultation. Partners undergo a needs assessment to ensure the creation of a true partnership and co-constructed program—where efforts are directed and sequenced around the most urgent instructional priorities and unique drivers for change. For example, in one of the sites, we recently underwent a deep analysis prior to starting our work with the district. By studying their Local Control & Accountability Plans (LCAP), their results over the last few years, an inventory of work across additional partners, and other key strategic documents and system elements, we have been able to partner around their unique challenges, needs, and strengths. In the second site, we see that they have a strong theory of action, but school improvement plans are not translating to intended outcomes due to a lack of capacity; their school leaders, who rely heavily on the leads of their ILTs, have not been equipped with the skills needed to ensure everyone is furthering the same cohesive vision for

teaching and learning. As a result, we adapted our approach to include their ILT leads at the Summer Institute launch so that they are learning side-by-side with the principals from the start (versus our original intent of phasing ILT members into professional learning later in the year).

**NTC's School Leadership Support—Five Core Program Elements:** Our program elements are designed to build the capacity of school leaders to become effective instructional leaders and key drivers of overall teacher development, distributed leadership, school transformation, and, ultimately student learning and social justice. To accomplish this, we have honed these program elements to focus on areas of highest leverage impact and constructed the program to build capacity across multiple levels of the system for sustainability.

1. **Summer Institutes:** Two days of face-to-face training where participants begin the process of school improvement by developing their school success plans. This includes analyzing current school performance using the Effective Schools Framework, developing an instructional vision rooted in equity, and developing a theory of change that specifies the leader strategies to drive improvement in teacher practice and student learning. Leaders also engage in initial capacity building on one or more of the four high-impact strategies (aligning to frameworks, coaching for results, leveraging instructional leadership teams, and creating a network of leaders), with an emphasis on linking the content to authentic opportunities to apply the learning within the context of their roles. Leaders engage in this knowledge acquisition, making meaning and transferring to practice tasks within a network structure so that learning and expertise are normed across the district.
2. **Network Seminars:** We ask districts to share their regularly-scheduled monthly meeting time for principals so that leaders' professional learning is integrated into the routines of the work of leadership.<sup>[1]</sup> These face-to-face learning opportunities are a place where we facilitate learning on the high-impact strategies introduced during the Summer Launch, lead the work, co-plan it, and eventually co-facilitate it, until gradually, a district builds its capacity to carry on this work independently. Additionally, these networks provide an opportunity for each school leader to engage in a continuous improvement cycle monthly. Principals target an area of their school plan where improvement would have the greatest impact on student learning and, through a peer feedback process, share and work to identify desired outcomes, articulate a theory of change, align critical short-term actions to instructional and leadership frameworks, and monitor progress in order to go deep to create momentum. Leaders report back to peers on progress, setbacks, and lessons learned month after month, and peers provide feedback and support through protocols

so that each leader can identify the next set of short-term actions and measures by which they will know if the actions are successful.

3. **In-Field Networks:** By focusing some of the work on-the-ground, school leaders can narrow in on how to better apply their learning at their school site. NTC works side by side with districts to go out to school sites while convening other school leaders from the Networks to visit each other's school sites and give and receive feedback on priority focus areas. It is our hope that the additional point of view gained through this type of in the fieldwork will enhance and accelerate the ways in which districts work with- and leverage their school leaders and school leadership-based teams, while also establishing a structure that can sustain learning and support accountability.
4. **LEADnet LEARN:** To complement the face-to-face work, NTC has designed online learning labs, providing a place for personalized collaborative practice and self-paced assignments for school leaders to practice strategies that require multiple exposures to build expertise. This asynchronous digital network-based learning is designed to happen in between monthly meetings, giving school leaders an opportunity to practice and apply new skills at their school site, and then, bring the evidence back to their network the following month. \*Online learning also provides a digital opportunity for NTC's data collection—informing us of the pace and completion levels of our cohorts of school leaders, and pinpointing areas of needed improvement, among other data points.
5. **In-Field Coaching** offers flexibility around additional on the ground support, and can be based on a district's needs. For example, we may offer in-field coaching to a specific subset of schools that may be struggling and need additional support, or we could focus on schools that are excelling and use that time to codify “what's working” at those sites. In-field coaching offers opportunities for support at both ends of the spectrum and in between. Most important, it presents a time for NTC experts to offer targeted support in partnership with district personnel in order to build long-term capacity of the organization to sustain and enhance the work at a local level.

The NTC School Leadership program engages leaders and districts in this work through the use of anchor frameworks. While some frameworks will be provided by the district where effective systems and standards are in place, NTC provides a core set of frameworks to guide the learning described above and expected outcomes across organizational levels.

**Guiding Framework and Continuums:** NTC's School Leadership program includes tools that describe what effective school leadership looks like—serving as a launching point for application to the local context and the

development of a meaningful theory of change for the school community. The Effective Schools Framework and three supporting continuums—Optimal Learning Community, Leading through Standards-Aligned Frameworks, Coaching for Results, and Instructional Leadership Team—will serve as anchor tools to guide the continuous improvement cycles and reflective practices that principals and their Instructional Leadership Teams engage in. These tools guide school leaders to reflect on, prioritize, and address challenges in leading effective schools with recommended leadership actions and clear “look-for” characteristics that indicate increasingly effective leadership or if leadership skills are in place. With the aid of these tools, the groundwork is laid for creating and using aligned systems, structures, and resources to prioritize teacher development and accelerate learning. These frameworks and continuums describe and define successful outcomes of the partnership for schools and school leaders.

Leading indicators of impact will be tracked by measuring growth along with a progression of areas defined through the following:

- **Effective Schools Framework** - This framework helps leaders bring coherence to school practices that most make a difference for student achievement. The framework is especially useful in a time of rigorous standards and pays important attention to academic, social, and emotional learning conditions. The five domains of the framework - 1) Defining a Vision, Mission, Goals, 2) Creating Culture, 3) Promoting Leadership, 4) Improving Instruction, 5) Aligning and Managing Systems - create a common language and clarity about the characteristics of effective schools as well as identify corresponding leader actions and behaviors that will improve the learning environment and school community as a whole.
- **Leading Through Standards-Aligned Feedback Continuum** - This framework sets a vision for how substantial student success stems from ensuring all students have opportunities to engage with and master grade-level content. Leaders leverage standards and standards-aligned resources to structure their schools to provide these opportunities through expectations for rigorous instruction, collecting and using data to inform standards implementation, and aligning systems to support standards implementation.
- **Optimal Learning Communities Continuum** - Grounded in NTC's Optimal Learning Environment Framework, this continuum includes key progress descriptors and indicators for learning mindsets, attention to learner variability, and the social & emotional needs of adults and students that amplify achievement exponentially when addressed at a school level. When optimal learning environments are the norm in most classrooms, schools reach a tipping point for transformative change. The Optimal

Learning Community Continuum supports school leadership teams in engaging in and managing this change process.

- **Coaching for Results Continuum** - Supports leaders and coaches responsible for creating the conditions for coaching in assessing current practice and providing feedback. It allows leaders to build and develop systems of coaching at their site that transform culture and student outcomes by forming a culture of coaching, ensuring coaching conversations are rooted in standards-based content and attend to the unique needs of each recipient.
- **Instructional Leadership Team Continuum** - Defines high leverage practices that highly functioning Instructional Leadership Teams use within schools, including shared vision, communities of practice, and professional learning that result in improved instructional practices and student outcomes.

NTC expects outcomes at the school, school leader, and systems-level through our approach, but the ultimate measure of progress is determined by increased student outcomes.

Systems-level impact will also be built through creating the capacity of the district leadership and school leaders to support and implement the “LEADnet WORK Protocol”<sup>[2]</sup>, which is a means of creating networks of leaders (4-6) to address school-specific targeted problems of practice through continuous improvement protocols over the course of two years. With their ILTs, leaders start by assessing their school’s current reality using the Effective Schools Framework. Using these results, other relevant data, and district school improvement plans, leaders identify a focus for the year. They craft a theory of action that connects desired student results with the necessary teacher actions—these actions are aligned to district teaching and learning frameworks and leader supports and are grounded in effective schools’ core leader skills research to ensure successful implementation. Each month, the peer networks meet and engage in two aspects of an effective continuous improvement process. First, members review data related actions and impact from previous months through the Looking Back protocol. Second, members support each other in identifying the specific actions that must be taken in the next four weeks and prepare for possible pitfalls through the Forward Press protocol in order to move forward in achieving the end of year goal.

Working through the LEADnet WORK Protocol in building level leader peer networks achieves two complementary outcomes. First, individual leaders are able to strengthen their own leadership by regular knowledge sharing across contexts and by having similarly situated peers probe their ideas

before initial implementation. Second, these networks are critical for systems-level change. Through these networks, best practices are able to pollinate across the district all while leaders develop a common language and vision through their interaction and investigation of the effective schools framework. These networks also allow for natural opportunities for the development of system-level leadership as leaders within these networks begin to self-manage and facilitate their work. As an added benefit, having these networks in place will make it easier in the future for others to assume leadership roles in a new school because of the similar culture that the networks have helped put in place.

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<sup>[1]</sup> Flexibility is key and we work to accommodate our partners as much as possible so as to strengthen buy-in; for example, by accommodating already-scheduled meeting times. Yet, it is exciting to note that our Alum Rock field test site has decided to devote additional meeting time *exclusive* to NTC's work. We are excited by their decision, which we feel, reflects their considered importance of this work and eagerness to support it.

<sup>[2]</sup> Additional Background: NTC acquired the School Leaders Network (SLN) and has incorporated some of their proven key tools, processes, and practices into our school leadership training (i.e. SNL influenced our Effective Schools Framework and LEADnet WORK Protocol.) Over its lifetime, SLN supported and developed the skills of more than 800 school leaders to improve learning outcomes for over 600,000 students—allowing SLN to codify a rigorous professional learning community model that changes principal practice.

- c. Provide a description of your ideal participant and his/her learning trajectory through the course of your program, including:
- i. What roles should your participants hold (e.g. district level, school leader, aspiring leader)?

The ALES program is flexible depending on the needs of the district. The program is intended for school leaders, which includes both Principals and Assistant Principals. Depending on the needs of the district, we can also build in connections to instructional coaches, ILT members, or other leaders who might be part of a core group of instructional leaders at a school site. The program can also be adapted to work with experienced principals, new principals, or aspiring principals. (Note that a prerequisite for aspiring leaders is that they have a role that provides them authentic opportunity to influence the practice of teachers. A teacher who serves as a department or grade level lead, and who has the opportunity to observe, provide feedback, and professional development to colleagues would meet this criteria.)

District leaders are also essential participants to the program. The ALES program includes regular consultation and collaboration with district leaders, with the intention of building district-level capacity to align systems of support for schools and school leaders. The focus of the program will determine which district leaders participate. Below are several examples of possible ALES configuration to illustrate a range (non-comprehensive) of program implementation options:

- **Option 1-Whole District, Coaching for Results-Focused:** A medium-sized district with 24 schools has all principals participating. The district is

focusing on building systems of coaching to develop teachers and building leader capacity to lead effective systems of teacher professional learning. District Assistant Superintendents who oversee both school leaders and teacher learning, and Directors they assign, collaborate with the program implementation. Three times a year, sessions are expanded to include instructional coaches and Assistant Principals, in order to assess and improve systems of teacher coaching. In field coaching focuses on principal supervisors to build capacity around leader coaching.

- **Option 2-District Area, Culture Focus:** Twelve schools, including both principals and assistant principals, under an area superintendent within a district with 60 schools participate. The area superintendent and a principal coach are the primary points of contact with NTC staff, with regular collaboration that includes other district leaders. In field coaching focuses on several high potential leaders within the network as well as building the capacity of the principal supervisor.
- **Option 3-Aspiring Leader, Pipeline Focus:** A large district wishes to support assistant principals who are aspiring principals. NTC and the district co-construct a nominating process and 40 Assistant Principals are selected to participate. NTC works primarily with district leaders in the Office of School Leadership, and also maintains regular communication with Areas Superintendents and site principals of the participating APs. A scope and sequence are selected from the NTC high impact strategies to align with the district priorities and expectations for school leaders. In field, coaching focuses on providing formative feedback to strategy development to participating leaders.

## ii. How do you determine readiness and accept participants into your program?

Although the ALES program is flexible both the audience and learning content, there are some conditions that are essential for program implementation. Through an initial consultation, we verify that these conditions either already exist, or plan for how to ensure that they do for program implementation:

- **District level sponsorship of the program.** One or more district leaders need to be fully engaged in ongoing collaboration and partnership with NTC. The job-embedded nature of the learning and alignment to existing district systems and priorities is essential, and that is only possible through collaboration with district leaders.
- **Time and Space for essential program components (e.g. Launch, Network Seminars, In Field Networks).** While being able to provide options in the configuration of professional learning time, having a minimum of approximately 50 hours of time with leaders is essential.



- **Leader roles.** Participating leaders must be able to influence the practice of teachers as part of their role. For assistant principals or teacher leaders, that requires the school principal to ensure that they are able to develop and implement a theory of change to drive teacher practice and student learning. An assistant principal who is only focused on culture and discipline without any purview over instruction, for example, would not be able to participate in the ALES program. In terms of accepting specific participants, this process is determined with the district partner. Generally, we work with the district partner to determine specific program goals and focus and support the district partner to communicate with participating leaders. If the program includes selection criteria (as opposed to whole-district participation), we also support the district leadership to communicate the purpose and process to school leaders.

iii. What are the leadership qualities that your program is expected to develop? Include any documents or tools you use.

The Effective Schools Framework is the anchoring text that guides the school leader level outcomes that the ALES program is intended to support. The ALES outcomes align to all of the Colorado Principal Quality Standards. The process of the ALES program, which requires engaging in a networked learning community with colleagues, developing and following through on commitments, and establishing specific goals to improve teacher practice and student learning through leader actions, all align with Quality Standard IV. The remaining Quality Standards #1-3 are met through the content of the ALES program. Depending on the focus and duration of the program, we will address one or more of the outcomes below:

- a. Establish an instructional vision that prioritizes equity, access, and facilitates rapid achievement of rigorous standards
- b. Align instruction to the shifts demanded by rigorous standards in order to provide equitable access to content (CO PQS III)
- c. Develop and sustain a powerful learning community to meet the diverse needs of all educators and students (CO PQS II)
- d. Leverage an instructional leadership team to improve and align performance across the school (CO PQS I & II)
- e. Actively engage in and support effective coaching for all teachers (CO PQS I & III)

### III. Capacity

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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.

NTC has dedicated staff to support the school leaders, district content liaisons, and coaches across grades K-12. NTC has 130 employees, situated across the country, who can be deployed to support this work immediately in 4-8 districts, supporting 20-40 schools in each. NTC also has talent and human resources infrastructure to increase staffing capacity should that be necessary. In all cases, the program will be led collaboratively by highly qualified personnel from NTC, chosen based on their relevant training and experience. Their expertise will ensure the successful implementation of the proposed project.

When selecting staff to conduct professional development, whether serving as a Client Lead or Co-presenter, NTC requires the following education and experience:

1. M.A. in Educational Leadership or related field.
2. Significant experience writing and developing professional development content.

3. Knowledge of adult learning theory and experience in designing and conducting staff development activities.
4. Expertise in Common Core State Standards
5. Knowledge of and experience in peer coaching.
6. Ability to develop and write professional publications and training materials.
7. Ability to work effectively in a collaborative setting with diverse interest groups.
8. Ability to facilitate the group process.
9. Ability to organize and manage complex programs involving multiple participants.
10. A high level of initiative, creativity, and the ability to manage one's time and productivity in a fluid work environment.
11. Successful mentoring and leadership experience.

Examples of key NTC program delivery staff include:

**David Herrera, Senior Director, School Leadership**

David Herrera joined the New Teacher Center in June of 2017 and currently leads the School Leadership team, which is focused on supporting schools and systems leaders to be levers for change in order to realize student success and social justice for every student.

Prior to NTC, David served as the Chief Achievement Officer and the founding principal of DCP Alum Rock Middle and DCP Alum Rock High School for Downtown College Prep, a San Jose-based charter network focused on preparing first generation students for college success. As Chief Achievement Officer, David led all academic programs for DCP and oversaw teacher and school leader professional development. Under David's leadership, DCP Alum Rock was recognized as among the top middle schools in the Bay Area for Latino math achievement, and students at DCP High Schools achieved a 95% college matriculation rate. Before his tenure at DCP, David was a principal, assistant principal, and teacher in the Ravenswood City School District, as well as the founding co-director of Think College Now in the Oakland Unified School District. David holds a bachelor's degree in psychology from Stanford, and an M.A. in Teaching from the University of San Francisco. David is a member of the American Leadership Forum Class XXVI. David currently lives in Tacoma, Washington with his wife and two sons.

**Cassandra Millette, Senior Director, School Leadership**

Cassandra Millette joined the New Teacher Center in November of 2018 and currently serves as Senior Director of School Leadership, where she focuses on supporting schools and systems leaders to be levers for change for student success and school justice for educators and students.

Before NTC, Cassandra served as the Regional Program Director for Leading Educators, where she helped education leaders build sustainable, equitable environments for teachers and students to thrive. As the Regional Program Director, principals executed diverse and distributed instructional leadership, and teachers were able to implement a standards-aligned curriculum for all students. Prior to her tenure in non-profit education, Cassandra was the founding Executive Director of a Transformation School, principal, and teacher in a Baltimore City Public Schools. Under her leadership, her principals, teachers, and students showed increased progress on state assessments, which ultimately led to a 100% graduation rate. Cassandra is passionate about developing leaders and proud to know there are nine individuals she personally mentored or coach who currently holds principal or district positions. Cassandra holds a bachelor's degree in Biology from William Patterson University and M.A. in Teacher and Certification in School Leadership from John' Hopkins University.

## **IV. Evidence of Track Record of Improved Student and School Outcomes**

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a. 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.

New Teacher Center partners annually with more than 300 school districts and education organizations in the U.S., as well as the Singapore Ministry of Education, to implement high quality school leadership, teacher induction, mentoring and coaching systems. NTC has nearly two decades of experience developing teacher leaders to accelerate teacher practice and improve student learning; including recent work funded under two federal grants— Investing in Innovation (i3) and Supporting Effective Educators Development (SEED).

NTC currently works with 25% of the top 200 largest districts in the country. In 2017 alone, NTC reached over 34,800 teachers, 7,600 mentors/coaches, and 2.6 million students. NTC partners with schools, districts, state departments, universities, and regional service centers to design and implement coaching systems provide job-embedded, instructionally-focused professional development, build local leadership capacity, and improve student achievement. Our past performance lays the foundation for future success.

Over the last four years, NTC has engaged in robust, independent, third-party evaluations of our teacher induction model that have yielded positive, early

results in program quality, teacher practice, retention, and student learning. NTC is one of the few induction programs that have demonstrated statistically significant gains in student learning based on third party evaluations. We leverage these same processes and protocols to provide educational agencies with rigorous instructional coaching and school leadership development systems that increase the effectiveness of teachers and school leaders at all levels.

We are currently in the midst of a three-year field test of comprehensive school leadership development based upon our two decades of teacher support and the expertise and impact of our subsidiary, the School Leader Network. This network-based model of school leadership development shows promising initial impact. 80% of participating schools increased their performance on the Effective Schools Framework, a rubric assessing school quality aligned to the Wallace Foundation school leadership research. While final instructional data is forthcoming, 75% of academic goals established by schools are on track to complete as reported by school leaders. Additionally, 70% of schools increased instruction at a college and career readiness level. This increased school performance and district coherence is the foundation for long term student learning outcome improvement.

b. Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers as outlined in ESSA. Which EBI tier best describes your work, and why?

Overall, our EBI tier would fall under the Tier 2- Moderate Evidence as we have yet had an RCT for the entire Achieving Leaders-Effective Schools program model. However, individual program components, such as our coaching model, have been researched using both RCT and quasi-experimental studies. Additionally, our program model follows the recommendations and elements of the Wallace Foundation's RAND Corporation study of principal pipelines, which found Tier 1 evidence of program impact.

The school leader coaching model is adapted from the NTC new teacher mentoring model that led to up to five months of additional learning in reading and math compared to control groups with traditional new teacher support as documented as part of an i3 validation evaluation. This Tier 1 evidence of the coaching model reflects how we engage school leaders.

The Effective Schools Framework and LEADnet strategy design and implementation process was originally evaluated when developed as part of the school leader network. Tier 2 evidence of impact on achievement and

school leader performance was found using a well-designed quasi-experimental study.<sup>1</sup>

Finally, the overarching program that combines these research-validated elements are connected through a well-defined logic model aligned to research and currently seeing initial promising results in field tests in large LEAs.

## V. References

For management partners, turnaround leader development providers and stakeholder engagement specialists, submit the name and contact information for the last three schools or districts your organization contracted with.

References will be contacted by CDE staff.

The following references support the capacity and quality of New Teacher Center as evidenced from entities currently using or have used our services. These successful implementations are reflective of the Scope of Work for this implementation.

Alum Rock Union School District	
<b>Address</b>	2930 Gay Ave., San Jose, CA 95127
<b>Point of Contact</b>	Rene Sanchez, Assistant Superintendent of Instructional Services
<b>Phone</b>	408-928-6590
<b>Email</b>	rene.sanchez@arUSD.org

Clint Independent School District	
<b>Address</b>	14521 Horizon Blvd., El Paso, TX 79928
<b>Point of Contact</b>	James Littlejohn, Assistant Superintendent of Secondary Curriculum and Instruction
<b>Phone</b>	915-926-4011
<b>Email</b>	james.littlejohn@clint.net

New York City Department of Education	
<b>Address</b>	1250 Zerega Ave., Bronx, NY 10462
<b>Point of Contact</b>	Meisha Ross-Porter, Executive Superintendent of the Bronx
<b>Phone</b>	929-388-4013

<sup>1</sup> Cone, M. B. (2010). *Developing principal instructional leadership through collaborative networking*. University of California, Los Angeles.

**Email**

mross@schools.nyc.gov