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Closing Date: MAY 09, 2011

Name of IHE: Stanford University

Title of Program: Academic Literacy Support for Novice Teachers: A Systemic Approach

Number and Types of Participants to be Served by the Project:

1. Novice teachers: Within Stanford Partner School Induction Program--150; Within Sacramento BTSA consortium--novice teachers within 20 districts that are members of the Sacramento BTSA Consortium
2. Mentors/BTSA Support Providers: Within Stanford Partner School Induction Program—16; Within Sacramento BTSA consortium—BTSA support providers within 20 districts that are members of the Sacramento BTSA Consortium
3. Instructional Leaders: Within Stanford Partner School Induction Program—9 IL teams; Within Sacramento BTSA consortium--ILs within 20 districts that are members of the Sacramento BTSA Consortium
4. BTSA Regional Directors: 20 regional directors who are members of the Sacramento BTSA Consortium.

Partners:

- Downtown College Preparatory School-Alviso Campus
- Downtown College Prep-Alameda
- East Palo Alto Academy
- Eastside College Prep
- Everest Middle School
- Summit Prep High School
- Sacramento BTSA Consortium, which works with 20 public school districts in Northern California.

Project Description:

The overarching goal of this project is to develop, implement and evaluate a systemic academic literacy program for novice high school teachers. The aim of the Academic Literacy Teacher Support Program (ALTSP) focuses on supporting novice teachers to enact a set of high-leverage practices¹ to develop the *academic literacy* of English learners (ELs) across content area high school classrooms. The specific goals and objectives of the project are:

1. Develop, implement, and refine a high quality Academic Literacy Teacher Support Program
 - a. Develop a high quality, PD model for 150 novice teachers within the Partner School Induction Program serving 30-55% of ELs

¹ *High-Leverage Practices:* High leverage practices identify and describe key components of teaching that: (a) Are specific to certain subject areas; (b) Attend to both conceptual and practical aspects of teaching concurrently; (c) Are research-based; (d) Have the potential to improve student achievement; (e) Preserve the integrity and complexity of teaching; (f) Occur with high frequency in teaching. (Grossman & McDonald, 2008; Grossman, Hammerness & McDonald, 2009).

- b. Build capacity of 16 mentors who work within the Partner School Induction Program (PSIP) to support new teachers in the enactment of these practices.
 - c. Build capacity of 9 instructional leadership teams within PSIP (in schools serving 30-55% n of ELs) to support and sustain this work (LEAs).
2. To establish the scalability and feasibility of the model through strategically working with the Northern California Beginning Teacher Support Assessment Consortium, which includes 20 public high school districts, to enact the model.

At the end of the granting cycle, a systemic professional development model that enables novice high school teachers to enact high leverage academic literacy practices in subject area classrooms will exist. The efficacy of the program will have been tested and the feasibility and scalability of the model in other contexts will have been examined.

Priorities:

- Competitive Preference Priority 1--Novice Applicants.
- Competitive Preference Priority 2--Enabling More Data-Based Decision-Making.
- Competitive Preference Priority 3--Promoting Science, Technology, Engineering, and Mathematics (STEM) Education.
- Invitational Priority 2--Improving Preparation of All Teachers to Better Serve English Learners.

Contact:

Project Director: Susan O'Hara, PhD

Phone: 650-498-5177

Email: sohara@stanford.edu

Academic Literacy Support for Novice Teachers: A Capacity Building Approach

INTRODUCTION

Meeting the needs of ELs in U.S. schools is an urgent focal area for education. Recent waves of immigration have led to the enrollment of many students for whom English is not their first language. In California alone, English Learners (ELs) represent more than 1.5 million students, 24% of the public school population; over 1.2 million are Spanish speakers, and 31% are enrolled in secondary education (CDE, 2010). English learners are more likely to drop out than their English-speaking counterparts, and there is a documented achievement gap between EL's and native English speakers (AEE, 2010). Despite the rise in English learners, new teachers report being underprepared to meet their academic needs. For example, in a survey of 5,300 teachers of ELs in California, Gándara, Maxwell-Jolly and Driscoll (2005) found that in classrooms where 26-50 percent of the students were designated EL, more than half of the teachers had no more than one professional development session devoted to the instruction of EL students over a period of five years. Yet, novice teachers are also disproportionately placed in classrooms with students from non-dominant cultural and linguistic communities (Darling-Hammond, 1997; Lankford, Loeb, & Wyckoff, 2002; Shields et al., 2001).

Academic literacy is complex and incorporates linguistic, cognitive, and sociocultural concerns (Kucer, 2005). In order to teach subject matter content to English learners, teachers must simultaneously teach the requisite academic language and literacy skills for subject matter learning and the rigorous content that all students must master. Many teachers struggle to attend to both the content demands and students' linguistic needs in their instruction (Bryan & Atwater, 2002; Rodriguez & Kitchen, 2005).

Developing students' academic literacy requires teachers to understand the specific language demands of the content. For example, Schleppegrell (2007) outlines a number of the language demands in math that can challenge adolescent English learners, including the use of more than one semiotic system (symbolic notation, visual displays such as graphs, written and spoken language); technical vocabulary; and grammatical features including complex noun phrases. Imagine a student new to this country trying to understand a math teacher's request to invert and multiply or trying to understand statements in a science text like 'The compound *is subjected to* intense heat.'

Achieving academic literacy development is particularly problematic for adolescent ELs, many of whom enter the American educational system in secondary school. These students have the dual task of mastering complex course content and developing English language proficiency, with limited school years to master the English language. These middle and high school ELs also enter the school system at a stage beyond which literacy instruction is provided. Therefore, adolescent ELs need skillful teachers who have the knowledge and expertise necessary to facilitate their development of literacy in English as they simultaneously learn, comprehend, and apply content-area concepts in that second language (Garcia & Godina, 2004; Genesee et al., 2006).

Both novice and experienced teachers are searching for effective teaching practices for teaching math, science, history, and literature to ELs, who face the dual task of learning a new language and learning subject matter content (Short & Fitzgerald, 2007). The task of teaching subject matter content to EL students, as a novice teacher, is complex and riddled with challenges. For districts and schools, a related and important challenge is to develop a system of support for novice teachers within schools (districts and regions)

that will enable and promote their ongoing learning. Attending to teachers' ongoing need to learn about how to teach subject matter content to ELs is an integral part of developing a professional development program that can have long-term impact.

This project has two goals. The first goal is to develop, implement and refine a capacity-building professional development model that provides support to novice teachers in teaching academic literacy to English learners. The aim of the professional development model, called Academic Literacy Teacher Support (ALTS), is to help novice high school teachers enact effective instructional practices that develop the academic literacy of English learners (ELs) in content area classrooms. The ALTS Program is designed to build local capacity by focusing attention on three different groups: 1) novice high school teachers; 2) their mentors; and 3) their school principals as well as other school-based instructional leaders. The intention of this capacity building approach is to identify and develop the particular knowledge, skills and practices that are needed by members of each distinct group in order to ensure that novice teachers are well supported to enact academic literacy practices in their classrooms. In addition, the goal of the model is to make it more likely that continued support for the effective use of these core academic literacy practices will endure in these schools over time.

A second goal of the project is to examine the feasibility and implications of implementing the ALTS model in different contexts. The success of a professional development program in a particular place is to some degree dependent upon the perceived need for that program and the extent of that program's fit with the context in which it is implemented (Jaquith, 2009). Therefore, any professional development model developed in one context will have to be adapted in some ways to fit the particular needs that exist in

other contexts. Understanding the ways in which the ALTS Program can be adapted to other contexts is critical to scaling this model. The specific goals and objectives of this project are:

1. Develop, implement, and refine a capacity-building professional development model of high quality Academic Literacy Teacher Support.
 - a. Develop a high quality, PD model for 150 novice teachers within the Stanford Partner School Induction Program (PSIP provides induction to new teachers at 9 partner schools, where 30-50% of each school population are ELs)
 - b. Build a model to develop mentor capacity around academic literacy practices, beginning with 16 mentors who work within PSIP to support new teachers in the enactment of these practices.
 - c. Build a model to develop capacity in school-based instructional teams around academic literacy practices, beginning with 9 instructional leadership teams within PSIP to support and sustain this work (LEAs).
2. Implement the model in different contexts to test its scalability
 - a. Work with the Sacramento BTSA Consortium to implement the model and to determine the value the ALTS Program adds to their existing mentoring program.
 - b. Develop the knowledge of 20 BTSA regional directors and professional development personnel¹ (who work with on average 100 BTSA mentors and 300 novice teachers each year) to implement the ALTS Program in their context.

¹ Professional development personnel in the region who provide professional development and support for the BTSA mentors.

At the end of the granting cycle, a professional development model that builds local capacity and provides a system of supports to novice high school teachers for enacting core academic literacy practices in subject area classrooms will exist. The efficacy of the model will have been evaluated and the feasibility and implications of introducing this model into other contexts will have been examined.

THEORY OF CHANGE

Our theory of change is based on three key design principles:

Targeting High-Leverage Practices

The first key design principle focuses on the importance of the representation, decomposition, and approximation of a set of targeted core practices, in efforts to teach or improve the practices of novice teachers (Grossman et.al, 2009). Learning to enact a complex practice requires the ability to see and understand its underlying components. In order to learn a new practice, professionals need opportunities to see vivid examples of the practice and develop ways to distinguish stronger and weaker versions of a practice (Goodwin, 1994; Little, 2003; Stevens & Hall, 1998). For mentors and classroom teachers, video examples of practice become a key resource for learning, because video provides examples of high-leverage practices in action and affords opportunities to examine the elements of these practices as they unfold over time. To develop such understanding, these complex high-leverage practices may need to be decomposed into their constituent parts (see Grossman, Hammerness, & McDonald, 2009 for further examples). Our model of professional development is predicated on the importance of providing both mentors and new teachers with time for deliberate practice of new instructional moves that are aligned with PLATO-AL elements. Research suggests that this kind of deliberate and repeated

practice of elements of complex practice is essential for the development of expertise (Ericsson, 2002).

Mentoring Knowledge in Contexts: Subject, Learner, and Site

The second design principle focuses on the complex knowledge base that mentors need in order to provide new teachers with effective support for the academic literacy development of ELs within the content areas. Our theory of change builds on these three critical areas, drawing from research literatures on developing mentor knowledge for effective teaching in context (subject-specific mentor knowledge; mentor knowledge of learners; and mentor knowledge of site context).

Subject-specific mentor knowledge, includes: (a) the specialized content knowledge and pedagogical content knowledge targeted for student learning and (b) the curriculum and pedagogy for mentoring new teachers in the teaching of subject content situated in their classrooms. For example a mentor must know: how to assess the new teacher's content and pedagogical content knowledge; the grade level content and performance standards for students; how to support the novice in assessing his/her students' understanding of subject concepts and reasoning specific to the discipline; how to use artifacts and prompts in conversations to help novices unpack content knowledge and reasoning; and when to use a repertoire of interactive approaches from instructive to more facilitative mentoring stances (Athanases & Achinstein, 2003; Luft, Neakrase, Adams, Firestone, & Bang, 2010; Wang & O'dell, 2002). Mentor knowledge of learners, includes both new teacher and student learners. Mentors need knowledge of ways to teach ELs, and knowledge of ways to guide new teachers during mentoring sessions in ways that promote equitable learning for ELs. A mentor's skillful use of this knowledge can bring EL learning

into focus, and it can help new teachers to attend to the learning needs of ELs through, for example, using analysis of student work to differentiate instruction (Achinstein & Athanases, 2005).

Mentors also need to consider the nested contexts (e.g., professional, community, policy, socio-political, school and institutional) within which a novice works and the classroom and local community contexts in which students are embedded (Achinstein & Athanases, 2006; McLaughlin & Talbert, 2001). The mentor also needs to know multiple ways to build on community “funds of knowledge,” accessing information about local cultural, linguistic, and professional contexts, including district documents, community agencies, and local human and material resources (Moll, Amanti, Neff, & Gonzalez, 1992). Mentors need a model of professional development that attends to these three contexts in order to develop the complex, bi-focal knowledge base of subject-, learner-, and site-specific mentoring.

Building Capacity to Develop Sustainable Learning

The third design principle focuses on the importance of building the organizational infrastructure and conditions (e.g. knowledgeable leaders and facilitative organizational structures) to grow, sustain and spread the use of high leverage practices that support the academic literacy development of ELs. There is little existing evidence to show that professional development programs focused on improving the quality of teaching in a particular subject area have a sustained effect on teaching after the professional development program concludes (e.g. Cobb, 2010, Hill, 2007). By and large, subject area professional development programs are aimed at individuals or teams of teachers within a school without engaging the organization and its leaders in developing a system of

complementary supports to sustain and strengthen the targeted instructional practice. For instance, rarely does a professional development program identify a meaningful role for the school principal to assume in overseeing or guiding the instructional learning process or rarely is the organization in which the targeted teachers reside assisted in developing a systemic approach to sustain and strengthen the particular set of instructional practices. Yet, the research literature on sustaining educational reform indicates that school leadership is an important factor in supporting ongoing institutional learning (Datnow, 2005; Bryk et al, 2010; Honig, Copeland, Rainey, Lorton, & Newton, 2010 and Elmore 2010) and organizational conditions are a critical factor in determining whether reform takes root. Research has also shown that creating the school conditions that are conducive to reform requires leadership and norms of collegiality (Bryk et al, 2010; Warren-Little, 1984). Such findings suggest that professional development programs that want to have an enduring effect on teaching practice need to strategically engage school leaders in the change process. Furthermore, a growing body of evidence within the leadership literature suggests that the type of existing leadership in a school can have a significant effect on the quality of teaching and learning in that school (Marks & Printy, 2003; Robinson, Lloyd & Rowe, 2008; Harris, 2009). For example, Marks and Printy (2003) found that a shared approach to instructional leadership was highly correlated with effective teaching practices and improved student outcomes.

Building on the empirical evidence from recent research, our theory of change focuses attention on building a school-based instructional leadership team to drive the development of the sociocultural and organizational conditions that are needed to support novice teachers in enacting core academic literacy instructional practices in their teaching.

This design principle is premised on four central ideas: 1) instructional leadership is most effective when leadership is shared among a team of people who have different roles and expertise; 2) a shared understanding of the purpose for and value of academic literacy in content area teaching is essential for the uptake of new practices; 3) capacity can be built within a school to stimulate, support and sustain learning about the use of core academic literacy practices and 4) generating site-based capacity to use core academic literacy practices and reflect upon their use creates the conditions for ongoing learning and sustained use of these core academic literacy practices.

PROJECT DESIGN

Goals and Objectives

This project involves two parts. Part one is the development and refinement of an Academic Literacy Teacher Support (ALTS) Program that builds local capacity within the Stanford Partner School Induction Program (PSIP). The second part involves investigating the feasibility of implementing the ALTS Program in other contexts.

Partner School Induction Program (PSIP)

The Stanford Partner School Induction Program (PSIP) oversees the California Beginning Teacher Support Assessment Program for nine small, diverse secondary schools whose mission is to support students who are mainly minority, non-native speakers of English, low-income, first generation, and/or underachieving in preparing for college. PSIP partners with the New Teacher Center and the Silicon Valley New Teacher Project and uses their Formative Assessment System and Instructional Mentoring tools as the basis for the BTSA work. Within this framework, the PSIP utilizes a unique triad approach for mentoring new teachers. Each triad is composed of a site mentor (a fully or partially

released teacher familiar with the school context), a content mentor (a veteran teacher knowledgeable in the novice teacher's content area), and a novice teacher. Content and site mentors work together with the beginning teacher in a variety of configurations to orchestrate a differentiated program of support for the novice teacher that is both context and content specific. A list of participating schools has been provided in the supplemental document section of the proposal.

Description of High-Leverage Practices for Academic Literacy Across Content Areas

The project will utilize a newly developed structured observation protocol that identifies high-leverage practices for academic literacy across content areas. For the purpose of PLATO-AL, academic language consists of the language features used to describe complex ideas, abstract concepts, and cognitive processes in subject area texts, tasks, and tests in service of learning academic content. At the center of this work lies a set of high-leverage practices that draw on the research literature on promoting the academic literacy development of adolescent ELs across content areas (August, 2003; Basurto, 1999; Bernhardt, 2005; Buchanan & Helman, 1997; Echevarria, Vogt, & Short, 2004; Garrison, 1997; Metzger & Hamann, 2010; Short & Fitzsimmons, 2007; Torres-Velasquez & Lobo, 2004, 2005). These include the following 7 elements:

1. *Alignment of language learning to support content learning* focuses on how well a teacher aligns language objectives with key language demands in support of content learning. This dimension zooms in on the academic language demands required by the lesson's tasks and texts. At the highest level, the teacher not only teaches content vocabulary (e.g., metaphor, numerator, monarchy, photosynthesis), but also places heavy emphasis on relevant features of academic language (e.g. technical vocabulary, figurative expressions, complex verb

tenses, connectives, etc.) that students need to construct meaning and express their ideas in written and oral ways.

2. *Connections to background knowledge* focuses on the extent to which new academic language is connected to students' personal and cultural experiences and on the extent to which new academic language is connected to students' previous linguistic knowledge. At the high end, new academic language explicitly builds on prior linguistic knowledge to develop skills, strategies, and conceptual understandings in order to meet the language demands of a lesson.
3. *Modeling* focuses on the degree to which a teacher visibly and explicitly models the use of academic language aligned with the key language demands of the lesson. At the highest levels, the teacher models how to use this academic language to speak, listen, read, and/or write in support of the content. The teacher might model a discussion strategy or describe his or her thinking using language structures and terms to make a scientific argument, or hypothesize about the outcome of an experiment or use evidence to support a statement, and so on.
4. *Accommodations for different levels of English language proficiency* includes making academic language comprehensible and creating an environment conducive for language learning. At the high end a teacher utilizes a range of strategies and supports to make academic language, aligned with the key language demands of the lesson, comprehensible to all students. These accommodations take into account individual students' levels of language proficiency, and can include a strategic use of primary language, differentiated materials (pictures, other visuals, or hands-on materials), as well as graphic organizers and visual displays to make texts and instruction accessible to all students.

5. *Strategy use and instruction* focuses on the teacher’s ability to teach strategies and skills that support students learning of academic language. These strategies may help students read academic texts for meaning, generate ideas for writing, and figure out the meaning of unfamiliar academic vocabulary. Examples of language learning strategies include use of cognates; use of context; structural analysis/morphemic analysis; use of non-linguistic cues.
6. *Guided practice* on the quality of teacher feedback to students during their practice opportunities to use academic language, and/or language learning strategies in a way that helps move students towards completing the lesson’s tasks independently. Practice opportunities must relate to the both the purpose of the lesson and the language objectives, and allow students to practice elements of academic language and/or language learning strategies either individually, in small groups, or as a whole class.
7. *Comprehensible output using academic language* focuses on the quantity and quality of student oral and written production using academic language in support of content learning. Output includes student participation in classroom discussions, answers to questions, think-pair-shares, presentations, essays, letters, and other activities that have students produce and use academic language.

Description of the Project Activities Implemented in Part One

Table 1 outlines the goals, objectives, and anticipated outcomes for the project.

Evaluation activities and measures of impact are also outlined in Table 1, and more details about these can be found in the evaluation section of the proposal.

Table 1: Project Goals, Outcomes and Evaluation Activities

GOALS	Objective	Outcome	Eval Activities	Measures
<p>1. Develop, implement, and refine a high quality Academic Literacy Teacher Support Program</p>	<p>Develop high quality, PD model based around support for academic literacy in the content areas.</p> <p>Implement program for 150 novice teachers working in 9 schools whose populations include 30-55% ELs</p>	<ul style="list-style-type: none"> • PD tools and material for teachers associated with PLATO-AL, common core standards, & BTSA • Teacher enactment • Change in teacher knowledge • Change in teacher practice 	<p><u>Year 1: Instrument development and formative feedback</u></p> <ul style="list-style-type: none"> • <u>Provide critical friend consultation on PD materials</u> • Develop evaluation instruments • Assess quality of PD, provide formative feedback <p><u>Years 2, 3, and 4:</u></p> <ul style="list-style-type: none"> • <u>Evaluate and document key components of the model in target schools</u> • Assess contributions of PD to mentor understanding and practice • Assess changes in new teacher practice • Assess contributions of program to ALIL team capacity to support classroom implementation 	<ul style="list-style-type: none"> • High quality PD • Observe PD events • Conduct focus groups of participants • Contributions to mentors • Pre- and post-surveys of knowledge and use • Interviews with mentors and teachers • <u>Change in teachers' practice</u> • Interview mentors and teachers • Pre-post classroom observations • Pre- and post-surveys of knowledge and use • <u>ALIL capacity to provide support</u> • Interview ILs • Interview teachers • Pre- and post-surveys of knowledge and use • <u>GPRA Measure 1.5</u> • In each of years 2,3 and 4, 95-98% of novice teachers will complete the Induction Credential requirements, including induction requirements in EL instruction. • <u>GPRA Measure 1.6</u> • 95% of the novice teachers who
	<p>Build a model of developing capacity for mentoring around AL.</p> <p>Prepare mentors within PSIP to support new teacher in the enactment of these practices.</p>	<ul style="list-style-type: none"> • PD tools and material for mentors associated with PLATO-AL, common core standards, & BTSA • Mentor enactment • Change in mentor knowledge • Change in mentor practice 		
	<p>Build capacity of instructional leadership teams within PSIP (in schools serving X n of ELs) to support and sustain this work (LEAs).</p>	<ul style="list-style-type: none"> • PD tools and material for IL teams associated with PLATO-AL, common core standards, & BTSA • Change in IL 		

		<ul style="list-style-type: none"> Increased capacity of ALIL teams to support and sustain this work 		<p>participate in this program will continue to provide instructional services to EL students.</p>
<p>4. Investigate the feasibility of implementing the ALTS model in different contexts</p>	<ul style="list-style-type: none"> Work with the Northern California Beginning Teacher Consortium to determine the value the ALTS Program adds to their existing mentoring program and develop an approach for implementing the model. <ul style="list-style-type: none"> Develop the knowledge of 20 BTSa regional directors and professional development personnel (who work with on average 100 BTSa mentors and 300 novice teachers each year) to implement the ALTS Program in their context. 	<ul style="list-style-type: none"> Change in BTSa Consortium mentor knowledge and practice Change in BTSa Consortium teacher knowledge and practice 	<p><u>Years 4 and 5: Assess feasibility for implementation in BTSa schools</u></p> <ul style="list-style-type: none"> Document the ALTS Program sense-making activities that are designed for the BTSa Consortium Evaluate training provided to BTSa leaders Assess quality of PD provided by BTSa leaders to BTSa support providers Assess contributions of BTSa-provided PD to mentor understanding and practice 	<p><u>Quality of knowledge transfer about model to BTSa leaders</u></p> <ul style="list-style-type: none"> Interviews with BTSa leaders Observe project PD sessions for BTSa leaders <u>Initial implementation in BTSa context</u> Observe BTSa-led PD for BTSa support providers (mentors) and ILs Conduct focus groups with participants Pre- and post-surveys of BTSa mentors' knowledge and use <u>GPRa Measure 1.5</u> In each of years 4 & 5, 95% of 300 novice teachers will complete the Induction Credential requirement <u>GPRa Measure 1.6</u> In years 4 and 5 85%-90% of the participating novice teachers will provide instructional services to EL students.

Description of the Academic Literacy Teacher Support Program

In part one of the project, we plan to develop the Academic Literacy Teacher Support Program (ALTS), which will include components for novice teachers in their first and second years of teaching, mentors with core subject matter content expertise, and instructional leadership teams comprised of site-based administrators, coaches, mentors, teachers and specialists. The structure and content of the ALTS program will focus on the use of PLATO-AL for diagnostic and instructional improvement purposes. The proposed professional development activities and materials will target the instructional practices identified in PLATO-AL. In order to target these instructional practices, we will begin by providing mentors and instructional leadership team members with a foundational knowledge base about academic literacy. This foundational knowledge will assist mentors and site-based leadership teams to develop the skills, practices and organizational structures that are needed to support novice teachers in their development of a set of academic literacy practices. The first year of the ALTS program will focus on:

- Developing professional development activities and materials for use with mentors, instructional leadership teams and novice teachers
- Building the capacity of 16 mentors to provide professional development and support for novice teachers for the enactment of the high leverage practices in PLATO-AL
- Building the capacity of academic literacy instructional leadership teams to provide novice teachers with the organizational, relational and instructional supports that will assist their learning as they try out and refine their enactment of the PLATO-AL practices

In years two through five, we will continue to build capacity of mentors and leadership teams associated with these schools. In addition we will work closely with mentors to provide support for 150 novice teachers at nine partner schools targeting the PLATO-AL practices, develop their own mentoring practices associated with PLATO-AL, and refine the program over time. We will also assess the impact of our ALTS program on mentor and teacher knowledge and practice. During this same time period, we will work with the leadership teams and help them develop a deeper understanding of the organizational structures and type of school culture that can support novice teachers as they enact the PLATO-AL practices. During the first year of the project, we will implement the following activities:

- Develop instructional and organizational support materials associated with PLATO-AL. These might include video exemplars of the practices in PLATO-AL, teacher resources for implementing practices (lesson plans, handouts, classroom tasks).
- Work with partner schools to form Academic Literacy Instructional Leadership teams
- Provide training for mentors and instructional leaders in the use of PLATO-AL
- Document existing classroom practice of novice teachers, using PLATO-AL, and then work with mentors and school leadership teams to identify elements of instruction for targeted improvement based on data on current practice
- Provide ongoing professional development for mentors to build their foundational knowledge and skills, and strengthen mentoring practices, to enact the Academic Literacy Teacher Support Program for novice teachers

- Provide professional development for leadership teams focused on building the organizational capacity to support novice teachers in using PLATO-AL practices
- Collaborate with mentors to develop, implement and refine the Academic Literacy Teacher Support Program for novice teachers around these practices

Developing professional development activities and materials for use with mentors, instructional leadership teams and novice teachers: The first activity for this project will develop the existing PLATO-AL rubric into an instructional tool for mentor and teacher learning. We anticipate that this will require providing a thorough explanation of each element of the rubric: what the element looks like in practice, how it is related to student learning, and what the element looks like along a continuum of beginning to expert use. We plan to begin this process by observing novice teachers in PSIP schools and then presenting their mentors with results from the classroom observations in their schools. Based on this snapshot of classroom instructional practices, mentors will identify several elements of academic literacy instruction to target in the professional development activities and ongoing support to the novice teachers.

Building the capacity of 16 mentors to provide professional development and support for novice teachers for the enactment of the high leverage practices in PLATO-AL: Our model of professional development for mentors involves training mentors to use the PLATO-AL rubric and instructional tool, and then preparing them to develop and enact the Academic Literacy Teacher Support program for novice teachers, which targets PLATO-AL elements and offers assistance to teachers as they develop their ability to enact associated academic literacy instructional practices. We will work intensively with mentors, through summer institutes and mentor meetings across the first year, to build their

capacity to implement the Academic Literacy Support Program. We will provide continued professional development and support to mentors as they implement and refine the academic literacy support program during years 2-5. The mentor professional development component incorporates: (a) training mentors on the PLATO-AL rubrics; (b) developing common language and shared understandings of key elements of AL instruction; (c) building mentors' foundational knowledge of academic language development; (d) identifying specific learning goals for novice teachers as indicated by data collected from our classroom observations of these teachers; (e) building processes for collecting, selecting, framing and presenting videos of teachers' own practice with a professional community; (f) developing materials, resources, and tools to support mentors as they work with novice teachers on the appropriation of these instructional practices into their own practice and as they learn and practice instructional moves through "approximations of practice" (Grossman et al, 2009) aligned to PLATO-AL elements; and (g) providing on-going feedback to mentors on their mentoring practice.

Building the capacity of academic literacy instructional leadership teams to provide novice teachers with the organizational, relational and instructional supports that will assist their learning as they try out and refine their enactment of the PLATO-AL practices. Establishing site-based academic literacy instructional leadership teams (ALILs) is one mechanism for developing the organizational conditions that can sustain, deepen and spread site-specific knowledge about supporting the teaching of core academic literacy practices in subject area teaching. During a summer institute, leadership teams will participate in a modified PLATO-AL training that will include practice scoring videos and giving teachers feedback based on the AL elements. The ability to provide specific

feedback on instructional practice is essential to supporting novice teachers in their ability to adopt AL practices and incorporate these practices into their teaching repertoire. Following this training, the leadership team will receive baseline data on the classroom practices of novice teachers in the PSIP schools collected in the prior spring and across the schools in the study. The project team, with input from mentors and leadership teams, will identify 2-3 PLATO-AL elements to focus on during the academic year; focus elements will be based on examining novice teacher data. Following the selection of focus elements, we will provide specific professional development to mentors and novice teachers tailored to those focus elements.

Implementing the Academic Literacy Teacher Support Program with Novice

Teachers: The academic literacy support program for novice teachers, described more fully below, will involve successive cycles of observation of exemplars of high quality instruction related to PLATO-AL elements, training in PLATO-AL elements and how to enact them successfully, deliberate practice of classroom instructional moves associated with these elements, and targeted mentoring support and feedback on practice. The following section describes this model in greater detail.

In years two-five of the project, members of our team will continue to meet with mentors and teachers in three day-long studios, to provide targeted professional development on the focus PLATO-AL elements they have selected. This professional development will include iterative cycles of teachers trying out new AL instructional moves together within the PD studios, and then trying out these approaches in their classrooms; reflecting with mentors about what worked and what challenges they met;

teachers will videotape their efforts and share these videos with mentors during their regular mentor meetings at school

The goal for part two of this project is:

1. To establish the scalability and feasibility of the model through strategically working with the Northern California Beginning Teacher Support Assessment Consortium to enact the model
 - a. Work with the Northern California Beginning Teacher Consortium to determine the value the ALTS Program adds to their existing mentoring program and develop an approach for implementing the model.
 - b. Develop the knowledge of 20 BTSA regional directors and professional development personnel (who work with on average 100 BTSA mentors and 300 novice teachers each year) to implement the ALTS Program in their context.

Project Activities Implemented in Part Two

Part two will involve working directly with a group of BTSA regional directors and key personnel who provide professional development to BTSA support providers in these regions. We will do this work through the Sacramento BTSA Consortium (more detailed information about the consortium is provided in appendix B in the supplemental document section of the grant proposal). In year three, we will work with this group and train them on PLATO-AL and introduce them to the ALTS Program tools and materials. Then in years four and five, a subgroup consisting of 30 schools with approximately 40 mentors, and 150 novice teachers in each year (300 novice teachers total) will adopt and implement the model. We will engage in a series of meetings with the Sacramento BTSA Consortium

both as they prepare to implement the model and actually use our professional development materials and tools with a selection of BTSA support providers and new teachers. During years four and five we will conduct a feasibility study. Further details about the feasibility study are discussed in the evaluation section of this proposal. During years three to five of the project we will:

- Provide training for BTSA regional directors and professional development personnel in the use of PLATO-AL
- Introduce member of the Sacramento BTSA Consortium to ALTS instructional and organizational support materials associated with PLATO-AL
- Collaborate with a group of 20 BTSA regional directors and professional development personnel² (who work with on average 100 BTSA mentors and 300 novice teachers each year) to adapt, implement and refine the Academic Literacy Teacher Support Program for novice teachers in their programs.
- Provide ongoing support for a subgroup of BTSA PD providers as they implement the mentor PD with their BTSA support providers

EVALUATION

The evaluation work will serve three roles as the project unfolds. Critical friendship and formative feedback. Throughout the project, Inverness will report preliminary findings and reflections on the findings to project leaders to help them assess the quality and value of the professional development for mentors, new teachers, instructional leaders, and BTSA personnel. This formative feedback has the purpose of helping the project leaders adjust the program as needed to optimize its effectiveness.

² Professional development personnel in the region who provide professional development and support for the BTSA mentors.

Summative evaluation. Inverness will evaluate the efficacy of the ALTS Program model and its feasibility for implementation in other organizations and schools. The primary emphases of summative study will be on the contributions the program makes to the improvement of mentoring practices, novice teacher practices, the contributions the program makes to the capacity of instructional leaders to support effective mentoring and teaching within the framework of the ALTS model, and the ability of the program to transfer the model to other programs that support new teachers.

Evaluation design and measures

The evaluation will be designed to collect data with both breadth and depth. Surveys of all participants—teachers, their mentors, the instructional leaders, the BTSA leaders and support providers—will document overall program quality and impact over the course of the project. Interviews, focus groups, and observations conducted with PSIP participants will enable more fine-grained analysis of participants’ perspectives, experiences, and practices, with an emphasis on documentation of how and to what extent mentors’ practices change over time, and what the impact of the program is on novice teacher knowledge and practice. Inverness will develop evaluation instruments in collaboration with project staff to ensure that they reflect project concepts and thus will measure participants’ growth and the efficacy of the model vis a vis project objectives. Data collection instruments and methods will be keyed to these evaluation questions:

To what extent is the project able to provide high quality professional development around academic literacy development to teachers, mentors, and instructional leaders?

Inverness research will conduct **in-person observations** of professional development sessions as well as conduct **focus groups** of participants.

To what extent do project activities produce participant understanding of key AL concepts and enable them to enact these understandings in their professional roles? In collaboration with project staff, Inverness will develop an **understanding-use survey** that measures participants' understanding of PLATO-AL concepts and practices and uses of those concepts and practices in their roles as teachers, mentors, or instructional leaders. Inverness will administer the survey pre- and post- participation for the first three cohorts of participants in target schools. The same survey will be used to assess the knowledge and use of PLATO-AL concepts and practices among participants in the feasibility study. Additionally, Inverness will conduct **individual interviews** with instructional leaders to develop a more in-depth understanding of how they perceive their role and how they are supporting teachers' development of AL core practices into their teaching.

In what ways and to what extent does project participation bring about positive changes in mentor practices over time? In collaboration with project staff, Inverness Research will develop a **mentor practice observation protocol** that can be applied to study mentor-teacher interactions and measure improvement over time. The protocol will reflect known best practices in reflective mentoring as well as the specific concepts and practices of the ALTS Program. To measure change over time, Inverness will observe practices before mentor participation and again a year after beginning the program. Inverness Research will also conduct **individual interviews** with mentors and a sample of new teachers.

In what ways and to what extent does project participation bring about positive changes in novice teacher practices? To assess changes in novice teacher practice, we will observe, score using **PLATO-AL**, and analyze video-recorded **practice of novice**

teachers over time. For each of cohort of teachers in the intervention we will collect videotaped pre and post classroom observation data (spring of their first year of teaching, before they participate in intervention, and spring of their second year of teaching after they participate in intervention). For each observation cycle, we will conduct three days of observation utilizing the elements of the PLATO-AL for scoring teachers. The project team will train scorers to score using PLATO-AL. This team of scorers will score all video observations.

In addition we will develop a comparison group, by identifying six secondary schools in the BTSA Sacramento Consortium, who have not yet participated in the professional development. We will select school sites matched as much as possible by size, student population (ethnic/racial demographics, percentages of ELs, and language proficiency levels), and student achievement; mentors with comparable mentoring experience and matched subject matter to target group; and new teachers in first year of teaching and comparable subjects as target teachers. The comparison mentors, schools, and teachers will be selected to be as similar as possible to the target participating mentors, schools, and teachers. We will gather pre-post data on one cohort of comparison teachers (baseline in spring year three; post in spring of year four).

First, we will simply measure the gains in instructional practices in the treatment schools to see whether the participating teachers made measurable gains during the course of the program. We will also examine potential differences in gains for teachers who began the program at different initial levels on the Knowledge/Use Scale (as outlined in the external evaluation), and we will examine associations between changes across measures. For example, do teachers who gain more on the Knowledge/Use Scale also see bigger

gains on PLATO-AL? Second, we will compare the post treatment scores on PLATO-AL for teachers at the treatment and comparison schools. These analyses will rely on regression techniques. While basic t-tests of average scores at the school-level would be unbiased measures of the differences between treatment and control schools, we can gain efficiency by controlling for initial scores of the teachers and initial characteristics of the school contexts. We will run these analyses at the teacher level but adjust for the hierarchical nature of the data where teachers work within schools (e.g. using hierarchical linear modeling or a similar approach). Here, again, we will be able to look at whether there are differences in effects depending on the initial practices of teachers and on the differences in practices in different school contexts and the knowledge of instructional leaders.

To what extent is the ALTS model feasible for implementation in other organizational contexts for new teacher support? Inverness Research will conduct **first-hand observations** of initial training sessions for BTSA staff and conduct **focus groups** of participants, as well as observing professional development provided by BTSA staff for their own support providers. The purpose is to ascertain the extent to which the project training for BTSA leaders builds sufficient capacity among those BTSA trainers to provide comparably high quality professional development to their own mentors. Additionally, Inverness will administer the **knowledge-use surveys** described above to mentors, teachers, and support providers in the BTSA schools.

Table 2: Evaluation activities detailed by project year

Year 1	<ul style="list-style-type: none"> • In-depth interviews with project staff to explicate the project's theory of action and to ground instrument development in the concepts and practices of the project. • First-hand observations of professional development activities for target schools, as well as focus group interviews with participants • Develop understanding-use survey for all participants • Administer understanding-use pre-survey to cohort 1 participants • Develop mentor observation protocol • Baseline video observations of year one teachers in spring (these will become cohort 1 in the second year of their induction program)
Year 2	<ul style="list-style-type: none"> • Observe professional development activities for target schools • Conduct fall and spring observations of cohort 1 mentor practices • Administer understanding-use post-survey to cohort 1 participants • Administer understanding-use pre-survey to cohort 2 participants • Post video observations of cohort 1 teachers in spring • Score cohort 1 teacher pre- and post- classroom practices. • Baseline video observations of year one teachers in spring (these will become cohort 2 in the second year of their induction program)
Year 3	<ul style="list-style-type: none"> • Conduct fall and spring observations of cohort 2 mentor practices • Administer understanding-use post-survey to cohort 2 participants • Administer understanding-use pre-survey to cohort 3 participants • Post video observations of cohort 2 teachers in spring • Baseline video observations of year one teachers in spring (these will become cohort 3 in the second year of their induction program) • Baseline video observations of year one, comparison school teachers in spring • Administer understanding-use pre-survey to BTSA leaders/trainers
Year 4	<ul style="list-style-type: none"> • Observe professional development activities for BTSA leaders/trainers, including focus groups • Post video observations of cohort 3 teachers in spring • Post video observations of comparison teachers in spring • Administer understanding-use post-survey to BTSA leaders/trainers • Administer understanding-use post-survey to cohort 3 participants • Administer understanding-use pre-survey to BTSA participants
Year 5	<ul style="list-style-type: none"> • Observe professional development activities conducted by BTSA leaders/trainers for BTSA participants, including focus groups • Interview BTSA leaders/trainers • Administer understanding-use post-survey to BTSA participants • Conduct fall and spring observations of BTSA mentor practices

MANAGEMENT PLAN

Table 3(a): Part I Timeline and Activities

Date	Project Team	Novice Teacher	Mentors	Leader Teams	Milestones ³
09/11-06/12	-Develop mentor PD model and materials associated with PLATO-AL (PLT* & FC) -Develop new academic literacy support program for novice teacher with tools and materials based on PLATO-AL with team of mentors and project team (PLT* & FC)	-Conduct baseline observations of novice teacher practices using PLATO-AL (PLT* -- videographer)	-Conduct mentor PD, training in use of protocol, building a foundation in academic literacy, developing mentoring practices (PDT* & FC) -Build capacity to use academic literacy structured protocol for formative assessment in mentoring conversations with new teachers (PDT*)	-Work with PSIP schools to establish site-based academic literacy instructional leadership teams (ALIL) (ILPDT*). -Develop ALIL teams' foundational knowledge of academic literacy -Develop activities, materials and tools for PD of the ALIL team (PLT & ILPDT*) -Work with ALIL team to identify site-based	-PLATO_AL modified for professional development materials -PD materials and tools for mentors -PD and materials for IL -Increased foundational knowledge of academic literacy among mentors and iLs

³ Also see evaluation section and table 1 for more information on outcomes

					organizational structures and instructional resources to support novice teacher's enactment of AL practices (PLT & ILPDT*)	
06/12-07/12	-Conduct summer Institutes with mentors and ALIL teams (ILPDT) -Refine Academic Literacy Support Program with team of mentors, ALIL teams, and project team (PLT & FC)		-Attend summer institute identify target areas for teacher growth based on baseline assessment; practice target mentoring practices; and prepare for new teacher PD Studios and mentoring work (PDT)	-Attend summer Institute for ALIL teams: prepare to provide ongoing organizational support to new teachers and to the ALTS Program (ILPDT) -Provide feedback on ALTS program in order to refine the program (ET).	-Refined Academic Literacy Support Program for novice teachers, including tools and materials.	
YEARS TWO-FIVE						
09/11-06/16	-Analyze annual baseline cohort data of novice teachers' practice using PLATO-AL (PLT & FC (in yrs 2&3)) -Facilitate summer institutes -Conduct on-	-Each new cohort of novice teachers attends fall, winter and spring studios (PDT & FC (in yrs 2&3)) -Participate in weekly mentoring sessions with their mentors.	-Co-facilitate 3 new cohort (PDT & FC (in yrs 2&3)) -Participate in mentoring follow-up meeting after studios (PDT & FC (in yrs 2&3)) -Hold weekly mentoring sessions for novice teachers	-Identify and/or create instructional resources and put into use. -Attend quarterly forums to assess progress and refine practice (ILPDT). -Provide regular feedback on the ALTS Program	-PLATO_AL modified for professional development materials -Refined and tested PD materials and tools for novice teachers; mentors and ILs -Change in knowledge and practice of novice	

	<p>going revisions and development of ALTS program (PLT & FC (in yrs 2&3))</p> <p>-Co-facilitate 3 novice teacher studios with mentors in fall, winter and spring (PDT & FC (in yrs 2&3))</p> <p>-Facilitate Mentoring follow-up meetings & forums between studios (PDT & FC)</p>		<p>-Attend monthly mentor forums (PDT & FC (in yrs 2&3))</p> <p>-Participate in summer studios and on-going revisions and development of new teacher professional development and materials (PDT & FC (in yrs 2&3))</p>	(ILPDT & ET).	<p>teachers and mentors</p> <p>-Increased capacity of mentors and ILs to support novice teacher's enactment of academic literacy practices.</p>
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Note: Ongoing analysis and revision of program activities and materials will occur throughout the project.

Table 3(b): Part II Timeline and Activities

Stage	Project Team	Sacramento BTSA Consortium	Regional Directors & PD Providers	Milestones ⁴
06/13-07/16	<p>-Package the PD materials and tools for use by regional BTSA programs (PLT & FC)</p> <p>-Provide training for BTSA regional directors and mentor PD providers in the use of PLATO-AL and</p>	<p>-Participate in 2-day retreat to introduce them to PLATO-AL and the ALTS materials and tools (FC)</p> <p>-Participate in a series of meetings to understand and refine</p>	<p>-Work with project team to adapt, implement and refine the ALTS Program for novice teachers in their programs (FC).</p> <p>-Engage in ongoing meetings and retreats as they implement the</p>	<p>-Increase knowledge of BTSA regional leaders within the Sacramento BTSA Consortium</p> <p>-Increase knowledge and practice of a</p>

⁴ Also see evaluation section and table 1 for more information on outcomes

	<p>introduce them to the PD materials and tools aligned with PLATO-AL (FC)</p> <p>-Introduce member of the Sacramento BTSA Consortium to ALTS instructional and organizational support materials associated with PLATO-AL (ILPDT)</p>	<p>ALTS to meet their specific program needs (PLT & FC)</p> <p>-Work with project leadership team to establish a subgroup of regional directors and mentor support providers who are interested in implementing ALTS (PLT & FC)</p>	<p>mentor PD with their BTSA support providers (FC)</p> <p>-Conduct mentor PD, training in use of protocol, building a foundation in academic literacy, developing mentoring practices (FC)</p> <p>-Build capacity to use academic literacy structured protocol for formative assessment in mentoring conversations with new teachers (FC)</p>	<p>subgroup of Regional Directors and Mentor PD providers from the Sacramento BTSA Consortium</p> <p>-Increase knowledge and practice of mentors and novice teachers from the subgroups regional BTSA programs</p>
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Note: Ongoing analysis and revision of program activities and materials will occur throughout the project.

*Responsible groups: **PLT** = Project Lead Team (Susan O'Hara, Betty Achinstein, Ann Jaquith, Jeff Zweirs, Emily Davis and Bob Pritchard); **PDT** = Professional Development Team = Jeff Zweirs, Clinical Associate (TBD); Bob Pritchard, Emily Davis; **ILPDT** = Instructional Leadership Professional Development Team (Ann Jaquith, Emily Davis); **FC** = Field Consultants (Bob Pritchard & Debi Pitla).

PERSONNEL

As Project Director, **Dr. Susan O'Hara** will devote 3.6 months of her time during the fiscal year to the project, providing leadership on the design and oversight of all of the PD activities. **Dr. Susan O'Hara** is an Associate Professor (Teaching) and Executive Director of the Center for the Support of Excellence in Teaching (CSET) at Stanford University. Dr. O'Hara's research focuses on academic literacy development of English Learners in science classrooms. **Dr. O'Hara** focuses on teacher professional development. Specifically, she investigates approaches to providing professional development for teachers focused on teaching science and math to linguistically and culturally diverse populations. She has extensive experience in developing, facilitating and evaluating large-scale professional development initiatives that have targeted many different education audiences.

Dr. Betty Achinstein is a Senior Researcher at the Center to Support Excellence in Teaching at Stanford. Achinstein's research and practice focuses on mentor knowledge and practices; new teacher socialization; mentor and new teacher professional development in culturally diverse contexts; supporting teachers of color in urban schools; organizational contexts for teacher learning; and diversity and equity for teachers and students. Dr. Achinstein will devote 2.4 months of her time during the fiscal year to this project. She will be responsible for assisting with the design of grant activities. These responsibilities will include, but not be limited to, collaborating on the design of all professional development activities that relate to working with mentors, overseeing the design of all mentor products including tools, materials and online modules.

Dr. **Ann Jaquith** is a Senior Researcher at the Center to Support Excellence in Teaching at Stanford. Her research and practice focuses on how instructional resources get picked up and put into use; the role of leadership in designing systems to sustain learning and enable innovation; and the role of intermediary organizations in conveying professional knowledge across and within different levels of the educational system. Dr. Jaquith will devote 2.4 months of her time during the fiscal year to the project. She will be responsible for assisting with the design and delivery of grant activities. These responsibilities will include, but not be limited to, collaborating in the design and facilitation of all professional development activities that relate to working with the instructional leader teams, overseeing the design of all products including tools, materials and online modules, setting agendas and facilitating ongoing meetings with instructional leaders.

Dr. **Jeff Zwiers** is a Clinical Associate at Stanford's Center to Support Excellence in Teaching. Jeff will devote 6 months of his time during the fiscal year to this project, and take a lead role on the implementation of professional development activities for mentors and novice teachers. Jeff Zwiers holds a Doctorate of Education in International & Multicultural Education, with a minor in second language acquisition. His areas of focus include academic language and literacy development across content areas. Dr. Zweirs has extensive experience working with teachers and mentors on the academic literacy development of English learners. He was a mentor teacher for the New Teacher Center, focusing his work in the Ravenswood City School District, supporting new teachers in highly diverse and low-performing schools (East Palo Alto, CA). He has worked

extensively with teachers in the U.S. and other countries. Dr. Zweirs books include *Building academic language: Essential practices for content classrooms* (2008).

Dr. **Robert Pritchard** is Professor of Education in the Department of Teacher Education at Sacramento State University. A language and literacy specialist who has worked both in the United States and abroad, Dr. Pritchard has worked extensively with school districts and county offices of education on a variety of professional development projects. Dr. Pritchard will serve as a consultant on the grant and devote 36 days, each year to the project, helping design and facilitate the activities with the BTSA consortium. He has also authored numerous journal articles related to English learners and professional development for teachers, co-edited **Kids Come in All Languages: Reading Instruction for ESL Students**, and co-authored **Teaching Vocabulary with Hypermedia**.

Ms. **Debi Pitta**, is an expert practitioner in the area of teacher professional development and new teacher support. Ms. Pitta has extensive experience working with novice teachers, mentors, and professional development providers. She worked for over 20 years at Placer County Office of Education, coordinating and facilitating professional development for teachers and working with new teachers and BTSA mentors. From 2004-2007 she served as Assistant Superintendent of Curriculum and Instruction for PCOE, where her responsibilities included serving as BTSA Director for the Placer County BTSA consortium (200 new teachers, 75 mentors). Ms. Pitta will serve as a consultant on the grant and devote 36 days, each year to the project, helping design and facilitate the activities with the BTSA consortium.

Evaluator Qualifications

Inverness Research has over 20 years of experience studying federal, state, and locally funded projects to improve K-12 education. Inverness is especially well positioned to evaluate the ALTSP project given its current and past studies of projects focusing on mentoring of new teachers and the integration of English Language acquisition with content learning. For example, Inverness is currently the evaluator for a federal i3 grant entitled Integrating English Language Development and Science: A Professional Development Approach (Exploratorium Institute for Inquiry). Also, in 2006 Inverness completed a three-year in-depth study of the National Writing Project's New Teacher Initiative, a multi-site, multi-state project that involved development of multiple models for supporting new teachers in the context of both professional development networks and their workplaces. (For those evaluation reports see: http://www.inverness-research.org/abstracts/ab2006-03_rpt_NWP-NTIreport.html.) Inverness also conducted a two-year study of the Peninsula New Teacher Program, part of California's BTSA program, in 2003-04.