



## NAATE & TCBS FALL 2011 UPDATE

As we reported in late summer, The Center for Better Schools successfully launched the National Academy of Advanced Teacher Education for experienced, high performing teachers this past June-July. The first NAATE program was conducted with 24 (one teacher did not complete the program) experienced (three plus years in the classroom), high performing (as selected by their public districts and charter management organizations), 6 – 12 core subject teachers. (See Table below for profile of cohort.)

Candidates completed over 100 hours of advanced study work, with a mix of online and in the classroom time. The three domains of Teaching & Learning, Supporting Organizational Effectiveness & Adult Learning, and Developing the Whole Teacher comprised the Program. This cohort is preparing for a long weekend of additional learning this winter and a second summer of the program next June-July. Additionally, NAATE is recruiting two new larger cohorts to participate in the Summer I curriculum in 2012 from select public district, charter and faith-based schools.

Profile of NAATE Teacher Participants	(N = 24)
Public District – Charter Network	15 – 9
ELA/Social Studies – Math/Science	14 - 10
Middle School – High School	14 – 10
Years of Teaching Average	Six years
Female – Male	14 - 10
Former Teach for America Corps Members	6
Completed Masters Degrees	11
National Board Certification	2

### Early Research Results

We continue to conduct independent research on the impact of our program on teacher effectiveness, school improvement and teacher participant commitment to remaining in classroom teaching. While too early to truly measure impact, our pre- and post-program surveys, interviews and focus groups of cohort I participants were quite revealing, in terms of projected impact, the perceived value of NAATE, NAATE content and pedagogical approach, and our overall concept of creating an elite academy for the best teachers to aspire to and learn within. Highlights and comments include:

- 88% say NAATE is far better than other professional development opportunities they have had
- 83% would be very likely to recommend NAATE to qualified colleagues
- Overwhelming majority thought that the structure, intensity, quality, content and instructional use of the case method were positive features of NAATE



- Teaching & Learning: 92% of participants expect to apply new whole group and small grouping techniques in their classrooms, while 83% expect to apply what they learned concerning student-led instruction and asking questions that diagnose what students know and push student thinking
- Supporting Organizational Effectiveness & Adult Learning: 83% expect NAATE program learning to improve their effectiveness in leading teams of teachers and staff to achieve goals; and in sharing information about teaching practice with other adults. 70%+ also anticipate improvement in self-reflection, visiting other teachers' classrooms for observation and feedback, and improvement in taking part in school leadership meetings and sharing points of view.
- Ideas for NAATE improvement: a better, easier to navigate web platform, even more and more timely feedback on participant work, and more time within the program for participants to discuss the application of what they are learning.

Let us know if you are interested in learning more about our research findings to date.

***A sampling of comments from teacher participants:***

**On commitment to the profession...**

"I was contemplating leaving the profession and was actually in the midst of preparing for the MCAT with the intention of going to medical school, but these 10 days have, as they intended, renewed my commitment to being a classroom teacher. I've canceled my test date and stopped preparing - I want to teach!"

**On the impact of the case study method...**

"I learned the importance of considering all of the information in an objective, concise manner. The case study method, though not entirely replicable at the school level day-to-day, lends itself to a way of thinking about systemic problems as they arise. It will be helpful to engage in conversation with my colleagues in a way that mimics the case study method."

**NAATE in comparison to other PD...**

"It doesn't compare, on many levels, one because of the time commitment. I think that's a positive. Most of the PD I go through are just quick hits ... they are not differentiated, it's not necessarily something you need, it is 'on the schedule' to be done. There's not a lot of pay-off from it ... It's not relevant. I find this work to be much more relevant than a typical PD and I think we are delving a lot deeper into subjects. I think that's a huge positive. I've nothing to compare it to on this level."

**On the elite cohort effect...**

"I feel like the content and the opportunity of something like this is incredibly important. Just even meeting teachers at a national level who are just as committed as you are and by creating this networking opportunity."

**Impact on Teaching & Learning...**

"I learned when it's appropriate to use small group and when it's not effective. I learned how passionately I feel about equity and opportunity in education and I feel armed with research to take action in that area. I also feel armed with research regarding the necessity of quality discourse in the classroom for critical thinking and student success."

**Impact on Supporting Organizational Effectiveness & Adult Learning...**

"Acquiring the language of various team structures was helpful in understanding and diagnosing issues within the teams of which I'm a part or will be a part in the future..."



## Help Wanted

**Curriculum Designers** As we build out the balance of the curriculum for the NAATE program, additional help, particularly in the domain of Teaching & Learning, is needed. We have posted job descriptions for curriculum designers on our website:

<http://www.cbeterschools.org/jobs.html>

**Case Method Instructors** We will also be training a new group of instructors for this coming summer. So if the discussion leadership style of teaching (facilitating learners through the case method) is within the experience or interests of folks you know, please send them our way.

**Welcome Michelle!** On the hiring front we are pleased to announce that recent Johns Hopkins graduate, Michelle LeMeur, has joined our team to work across a wide range of our activities. Her Bio is posted in the TEAM section of our website.

## On the Air

Jane Williams, who hosts Bloomberg Radio EDU every week featured a short interview with us in early September on the NAATE program. It is available as a podcast (go to <http://www.bloomberg.com/podcasts/bloomberg-edu/> and look for the middle interview on September 2<sup>nd</sup>: Stewart – Klemmer – Librarians).

## Email and Website Changes

The NAATE Team has migrated over to naate.org email addresses and we are building out the [www.naate.org](http://www.naate.org) website. This is being done in parallel with the academic web platform redesign work we have undertaken based on participant feedback.

## Upcoming Work

We are building out curriculum, supporting the current cohort of NAATE teachers, preparing for their Long Weekend in February, recruiting the next cohort of teacher participants and partner organizations, readying new instructors, and as always, we look to expand philanthropic support of our initiatives. If you have thoughts or can contribute in any of these areas, please let us know.

From the NAATE Team,

All the best,