

# Training New Teachers

**June 2011**

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# Agenda

I. Who We Are

II. Training Approach

III. Training Principles

# Overview of Teach For All

Teach For All is a global network of independent social enterprises that address educational need by enlisting their nations' future leaders to commit two years to teach in high-need areas and to work throughout their lives for educational excellence and equity. Teach For All expands educational opportunity internationally by increasing and accelerating the impact of these organizations

The global challenge

- Educational need is perhaps the world's most fundamental injustice, severely limiting children's life prospects
- The 19 independent social enterprises currently in the Teach For All network are committed to addressing educational need in their countries
- The central Teach For All organization provides critical support in this effort, allowing these organizations to develop higher-impact programs years ahead of what would otherwise have been possible

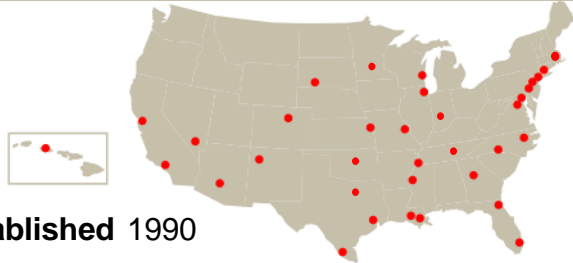
## The Teach For All network



# A record of success: Teach For America and Teach First

Rigorous, independent studies of Teach For America and Teach First, the most experienced programs in the Teach For All network, provide evidence of this model's positive impact

## Teach For America (U.S.)



Established 1990

### Immediate Impact

- More than 8,200 corps members teaching in 39 urban and rural areas in the 2010-2011 school year
- Teach For America corps members demonstrate greater impact on student achievement than traditionally trained teachers

### Long-term Impact

- Over 20,000 alumni in all sectors are winning some of the highest accolades teachers can win, running some of the highest-performing schools in urban and rural areas, pioneering change as social entrepreneurs and school system superintendents

## Teach First (U.K.)



Established 2002

### Immediate Impact

- In the 2010-2011 school year, more than 900 participants teaching in 6 regions
- National report found Teach First teachers had a beneficial impact on their schools by helping raise staff's aspirations of their students
- Rated the 8<sup>th</sup> most prestigious graduate employer in the U.K.

### Long-term Impact

- Nearly 1,000 people have become Teach First "ambassadors", dedicated to addressing educational disadvantage in the long term, over 40% of whom are already in school leadership roles

Sources: Decker, P., Mayer, D. and Glazerman, S. The Effects of Teach For America on Students: Findings from a National Evaluation, Mathematica Policy Research Inc. June 9, 2004; Ofsted, Rising to the challenge: A review of the Teach First initial teacher training programme, January 2008; The Times Top 100 Graduate Employers (UK)

## Teach For Bulgaria (Zaedno V Chas)

The mission of Teach for Bulgaria is to encourage and prepare capable and ambitious young people to become inspiring teachers and leaders in order to facilitate the access to quality education for every child in Bulgaria.

*Teach For Bulgaria* supports **exceptional graduates** from various backgrounds **to work as inspiring teachers in disadvantaged Bulgarian schools** for a period of two years.

In the short term, our teachers will **raise the academic results of their students.**

In the long term, no matter the field they choose to work in, our **alumni will help create a more inclusive and higher quality educational system in Bulgaria.**

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# Corps Member Development Continuum



- Build a sense of community
- Share role models and examples
- Begin to familiarize oneself with available tools and resources

- Practical focus and experience
- Constant data-driven reflection
- Lesson-planning support
- Provide useful tools, models, and frameworks
- Provide role models, examples, and best practices

- Creating a vision, goal and plan
- Tracking student progress
- Continuous data-based observation and reflection
- Supportive community
- Coordinators + mentors
- Shared best practices
- Observing others

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## Underlying Principles

### Focus On Students

**Guiding Vision of Excellence**

**Backwards Planning**

**Data-Driven Reflection**

**Continuous Improvement**

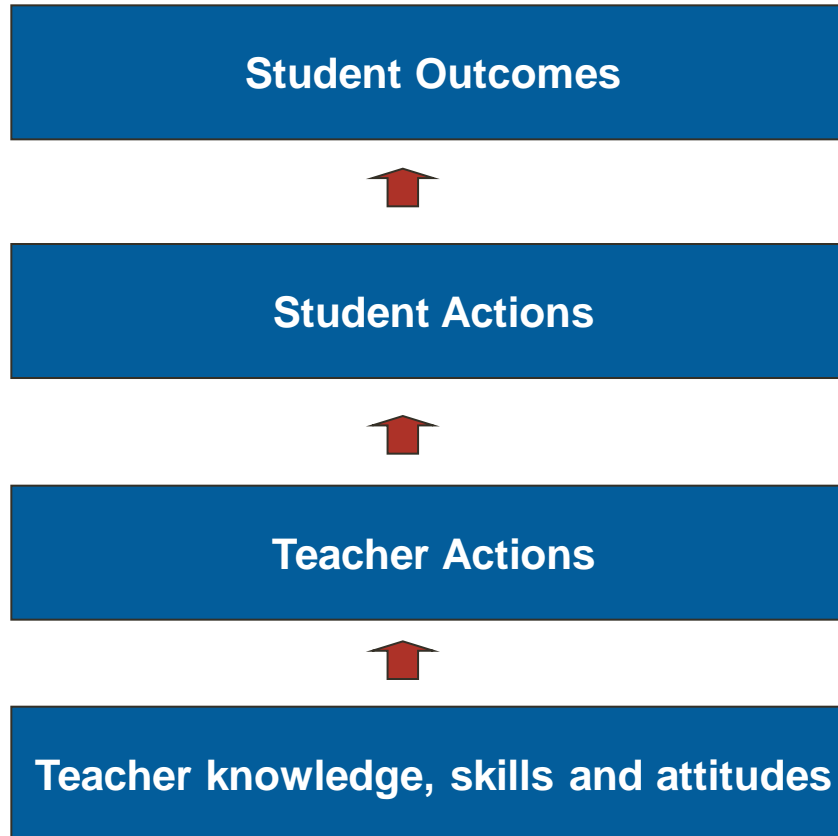
**Practical Focus**

**Experiential Learning**

**Building Community**

**Varied Techniques +Tools**

## Student Focus – The Academic Impact Model



# Teaching As Leadership and Backwards Planning

## TEACHING AS LEADERSHIP

Explore distinguishing strategies of highly effective teachers



ONLINE  
NAVIGATOR

- ▶ Set big goals
- ▶ Invest students & their families
- ▶ Plan purposefully
- ▶ Execute effectively
- ▶ Continually increase effectiveness
- ▶ Work relentlessly

Teach For America corps members and alumni: Please visit the Resource Exchange on **TFANet** for additional tools.



**Not sure where to start?**

Try this **short diagnostic** to better understand how to address the issue you



## Set Big Goals

Set measurable, standards-aligned ambitious, goals for student achievement

TEACHING AS LEADERSHIP FRAMEWORK

1 2 3 4 5 6

### Welcome to Teaching As Leadership Online

#### What Is It?

This website offers "how to" guides, annotated illustrations, common pitfalls, and tools to help all teachers embody the principles and strategies that distinguish highly effective teachers in low-income communities.

### The Ms. Lora Story



Learn grow struggle fail succeed

[www.teachingasleadership.org](http://www.teachingasleadership.org)

# Data-Driven Reflection

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## STUDENT TRACKING TOOL -

This tool will assist your collaborative in entering, analyzing and responding to student achievement data this summer.

### Enter Collaborative Information

First, enter information about your collaborative.

Collaborative ID	8976	?
Subject	3rd Grade Math	?
Teacher 1		?
Teacher 2		?
Teacher 3		?
Teacher 4		?
Teacher 5		?
Coordinator		?

**HELP!**

Anytime you see a red "?", move your mouse over it to display help for that topic. (There is no need to click on the "?", just move your mouse on top of it.)

### Use the Tool

Once you've entered the information above, you're ready to start using this tool. Click the links below to take you to different sections of this tool. You can always return to the Main Menu (using the black button located on each page) or use the tabs at the bottom to help you navigate the tool.

**Set up the Tool**

Enter your Students

**Enter Data**

Enter Diagnostic Scores

Enter Daily Scores

Enter Mid-Institute Scores

Enter Summative Scores

**Analyze Data**

How Growth Goals Work

View Summary by Student

Main Menu / Students / Diagnostic / Daily / Mid-Institute / Summative / GrowthGoals / StudentSummary / Rollup

[Watch this video.](#)

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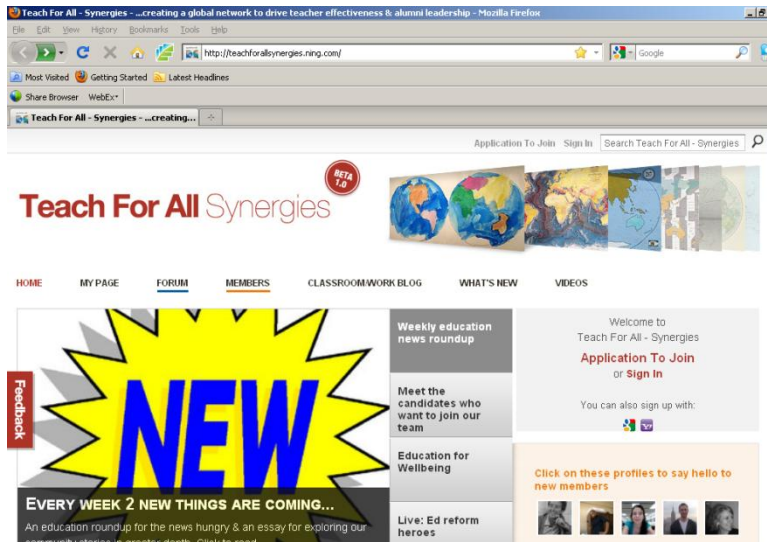
## DIAGNOSTIC

**Main Menu**

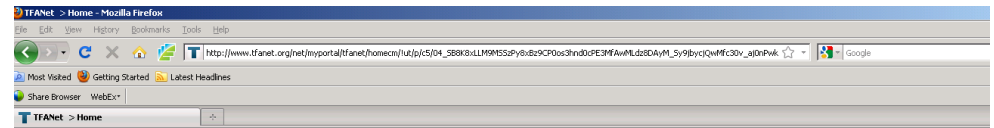
Enter a brief descriptor of the objective that the question assesses at the top of each column. Then, enter your diagnostic scores for each student (0=wrong, 100=right). You do not need to enter the "%" symbol.

	Diagnostic Average	Individual End of Institute Target	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	6 - Enter Objective
<b>Average &gt;&gt;&gt;</b>	72	?	51	90	53	100	67	
Jane Doe	76	91	100	100	59	100	20	
John Smith	82	92	50	90	72	100	100	
Fred Jacobs	76	91	75	80	33	100	90	
Lila Learner	67	84	20	90	89	100	37	
Ernie Duke	60	79	10	90	12	100	89	

# Community, Role Models, Best Practices, and Tools



<http://teachforallsynergies.ning.com/>



[www.tfanet.org](http://www.tfanet.org)



## Questions? Want to discuss further?

- [info@zaednovchas.bg](mailto:info@zaednovchas.bg)
- [www.teachforbulgaria.org](http://www.teachforbulgaria.org); [www.zaednovchas.bg](http://www.zaednovchas.bg)
- [www.teachforall.org](http://www.teachforall.org)