

Evaluation of the New Teacher Center (NTC) i3 Scale-up Grant: Cohort 1 Preliminary Teacher and Student Impact

SRI's preliminary analysis of outcomes for the first cohort of teachers participating in the scale-up of the New Teacher Center's intensive program of mentoring and induction for beginning teachers found that **NTC induction had a positive impact on teacher classroom practice and student achievement in mathematics. The impact on student achievement was found equally in sites with school-based and sites with full-release mentors.**

Supporting beginning teachers to be effective instructors and retaining them in the profession are pressing needs, particularly in hard-to-staff schools that serve the most vulnerable student populations. Those schools are more likely to hire beginning teachers with no prior experience in the classroom and often lack the capacity to support them adequately. NTC has long worked with district partners to implement high-quality mentoring and induction programs. Under the current grant, NTC is testing strategies for scaling up its model to reach larger numbers of beginning teachers in a wider range of district contexts than has been previously possible. Unique to NTC's mentoring model are online formative assessment tools that guide mentors' interactions with beginning teachers and focus their support on developing teachers' instructional skills (e.g., aligning instruction with standards, lesson planning, assessing student learning, using evidence of student learning to inform instruction).

This analysis represents preliminary findings from a large-scale randomized control trial of NTC under way in grades K through 8 in five districts: Fresno Unified School District; Miami-Dade County Public Schools; New York City Department of Education; Polk County Public Schools; and San Francisco Unified School District. Each of these five districts has adopted a different set of strategies for scaling NTC's mentoring and induction model to all schools hiring beginning teachers in 2016 and 2017.

In the summer of 2016, participating schools in each district were randomly assigned to receive NTC mentoring or business-as-usual supports for beginning teachers. Participating schools are, in general, high-need, with student achievement an average of one-quarter of a standard deviation below other schools in their districts or states. Preliminary estimates are based on the sample of teachers in these schools who began teaching in fall 2016 (the study's first cohort). The analysis examined NTC's impact on teaching practices (using the Danielson Group's Framework for Teaching) and on students achievement in mathematics and reading (using state assessments).

SRI's analysis combining all five sites found that two years of NTC induction support had a positive impact on teacher practice as measured by two components of the Danielson Group's Framework for Teaching: Engaging Students in Learning (effect size of 0.34 standard deviation) and Using Assessment in Instruction (effect size of 0.32 standard deviation). These are moderate to large effect sizes, compared with similar interventions in education. These same impacts were found in school-based sites, but not in full-release sites.

Likewise, combining all five sites, one year of NTC induction support had a positive impact on student achievement in mathematics, with an effect size of 0.16 standard deviation. On broad-scope standardized tests like those used in this analysis, an effect size of 0.16 represents the equivalent of approximately 3.6 to 6.3 additional months of learning, depending on the student's grade level.¹ This impact was found equally in school-based sites and full-release sites. While the impact in full-release sites was positive, but not statistically significant, the *difference* in the impacts by mentor deployment model was also not statistically significant. This indicates that mentor deployment model did not significantly affect the impact of NTC induction support.

These findings provide promising evidence that NTC induction support, delivered via strategies that allow scaling across a variety of district contexts, can help beginning teachers surmount early obstacles to success and focus on increasing their students' learning.

This study is ongoing, and this analysis includes only preliminary evidence from the first cohort of study teachers. SRI will examine the impact of NTC mentoring on teacher practice and student achievement among a combined sample of teachers (those who began teaching in fall 2016 and fall 2017) to estimate the full impact of the NTC model. Additionally, future analyses will look at the impact of NTC on student achievement after two years of mentoring.

SRI's final report on the evaluation of NTC's i3 scale-up grant will be released in 2020.

¹ Lipsey, M.W., Puzio, K., Yun, C., Hebert, M.A., Steinka-Fry, K., Cole, M.W., Roberts, M., Anthony, K.S., and Busick, M.D. (2012). *Translating the Statistical Representation of the Effects of Education Interventions into More Readily Interpretable Forms*. (NCSE 2013–3000). Washington, DC: National Center for Special Education Research, Institute of Education Sciences (IES), U.S. Department of Education. Retrieved from: <https://ies.ed.gov/ncser/pubs/20133000/pdf/20133000.pdf>