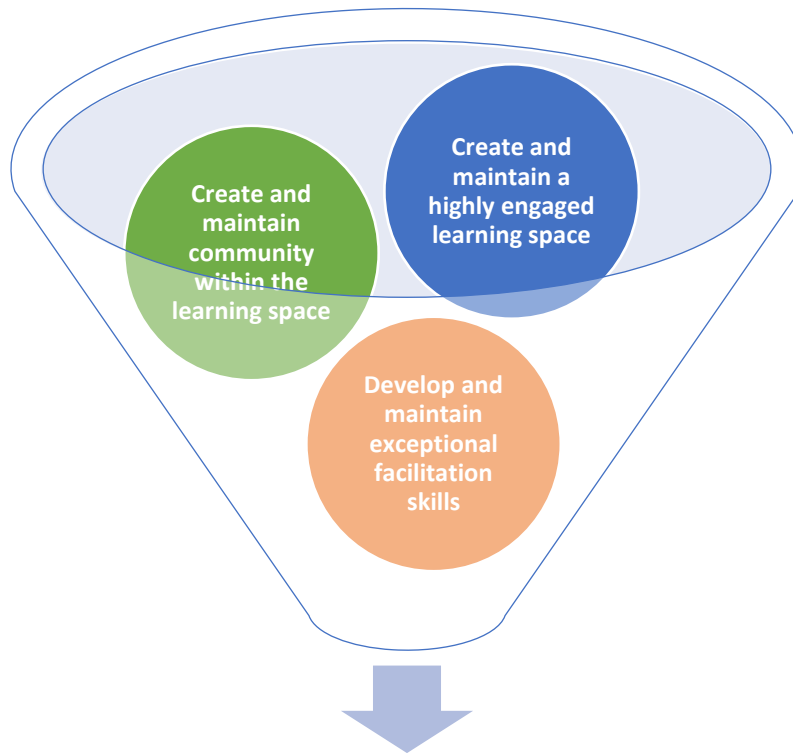


An adjunctive framework for supporting the development of first-year teachers:  
**A one-year urban strategy**



**A Resource Guide for Universities,  
School Districts and Teacher  
Residency Programs**

## Table of Content

Table of Content.....	1
Thought Partners.....	2
Overview.....	3
A need for change.....	4
How did CUTD identify three domains.....	5
CUTD/Visible Learning Crosswalk.....	5
Preparing first-year teachers.....	6
First-year teacher professional learning plan.....	7
Partnerships and organizational/leadership support.....	8
Benefits of Framework.....	9
Framework’s language.....	9
Framework Tools/definitions.....	10
Considers social dynamics and trends that impact education.....	11
Considers first-year teacher’s well being.....	11
Goals of the Framework.....	11
School district/school commitments.....	11
The Framework.....	12-14
The Framework’s Tools.....	15-24
Frequently asked questions.....	25-26
About the author.....	27
References.....	28-29

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## Overview

**"We don't put attorneys just out of law school alone on their first case, yet we put new teachers alone in the classroom for their first year and expect them to shoulder the same responsibilities as veteran teachers."**

-Kathleen Fulton, Commission on Teaching and America's Future

The *Alliance for Excellent Education* (2014) reported that in 2008-09 teacher attrition costs reached slightly above \$2,000,000,000 (p.14), and "Estimates exceed \$20,000 to replace each teacher who leaves an urban school district" (*Learning Policy Institute*, 2017, p.1).

If the goal is to combat the teacher shortage in urban areas, and ensure every classroom has really good teachers, then the thinking around first-year teacher training and development **MUST** change. Simply put, first-year teachers need something totally different: taking on the responsibility of leading a classroom of diverse learners, including the complex task of differentiating the instruction, and addressing issues around culture, is nothing to take lightly. However, some would argue, that is precisely what has happened. Consider these points:

- "Both the appeal of education as a discipline and the pool of potential new teachers shrank significantly between the 2008-2009 and 2015-2016 school years..."; furthermore, during the same period, teacher preparation program enrollees and those who have completed teacher preparation programs dropped 37.8% and 27.4%, respectively.  
-Economic Policy Institute, 2019, p. 5.
- In 2012-13, forty-four percent of first-year teachers cited dissatisfaction as the main reason for leaving the field.  
-Consortium for Policy Research in Education, 2018, p. 21.
- "A growing body of evidence indicates that attrition is unusually high for those who lack preparation for teaching. Several studies have found that teachers who receive little pedagogical training are two to three times more likely to leave after their first year than teachers who had received a comprehensive preparation".  
-Learning Policy Institute, 2016, p. 6.
- Among all beginning teachers in 2007-08, 10 percent did not teach in 2008-09, 12 percent did not teach in 2009-10, 15 percent did not teach in 2010-11, and 17 percent did not teach in 2011-12.  
-National Center for Education Statistics, Longitudinal Study, 2015, p. 3.
- "Soon after the 1987-88 school year, about 6,000 first-year teachers left teaching, while just after the 2007-2008 school year, more than four times as many-about 25,000-left the occupation."  
-Consortium for Policy Research in Education, 2014, p. 24-25.
- "The annual attrition rate for first-year teachers has increased by more than 40 percent over the past two decades".  
-Alliance for Excellent Education, 2014, p. 3.

## *A need for change in first-year teacher preparation and development*

It is predicted that by 2025, the teaching profession will need to hire 300,000 new teachers annually.

However, the title of a 2015 publication by the *Education Policy Center* should have us all critically thinking: *A MILLION NEW TEACHERS ARE COMING Will They Be Ready to Teach?* This piece informs the education field that there is a problem related to teacher preparation.

The first year of a teacher's experience is essential to his or her overall development and longevity. The Center for Urban Teacher Development has developed a plan of action that identifies the critical parts of a first-year new teacher's professional journey. An effective learning and development strategy considers a) teacher training, b) teacher development, c) teacher readiness, d) short- and long-term support, and e) teacher wellness. First-year teachers should **ONLY** focus on what matters most. The Center for Urban Teacher Development believes that there are three domains first-year teachers must master, they are:

### *1. Create and maintain a highly engaged learning space*

Student thinking is intentional, structured and highly organized; it is guided by a classroom educational plan that includes strategic and purposeful learning and social development opportunities for **ALL**. **EVERY** student is aware of the learning expectations and goals **ALL THE TIME**.

- Coherent Academic Plan
- Learning
- Teaching

### *2. Create and maintain community within the learning space*

Students create an environment where care is first and foremost; the classroom operates under a shared understanding and belief that respect rules the day and working collaboratively is the expectation.

- Social Contract
- Social Emotional Learning
- Culturally Relevant
- Community Environment

### *3. Develop and maintain exceptional facilitation skills*

Students are owners of their learning while the teacher provide strategic and intentional guidance and support.

- Purposeful Teacher Leadership
- Purposeful Student Leadership

## How did the Center identify three domains?

*Every student deserves a great teacher, not by chance, but by design.*

*-John Hattie, Visible Learning for Literacy, 2016*



The education profession does not need "superhero" teachers; nor does it need EXCELLENT and SUPERIOR educators. Instead, the profession could truly benefit from REFLECTIVE educators who genuinely care about the communities they serve, the work, and give their ABSOLUTE best- every single day!

-Center for UrbanTeacher Development

The Center for Urban Teacher Development was deeply impacted by John Hattie's, Professor, and Director of the Melbourne Education Research Institute at the University of Melbourne, Australia, 2012 (*Learning for Teachers*) and 2016 (*Visible Learning for Literacy* in 2016) work. The Center for Urban Teacher Development has also explored Marzano's "Teaching for Rigor: A Call for a Critical Instructional Shift" and agrees with the following notion: districts have invested in curricular resources and tools, new textbooks, and are designing new assessments to capture students' needs; however, little has been accomplished to challenge the current models of instruction (p. 7). "Teachers need models and training to help them step back to the role of skilled facilitators, to guide students to take ownership of their learning" (p. 11). Finally, a 2015 Gallup Poll on the lack of student engagement, along with 2014 report on *Classroom Management* and the lack of new teacher preparation by the National Council on Teacher Quality were also very influential in doing this work.

### *CUTD's Framework in relation to Visible Learning (Crosswalk)*

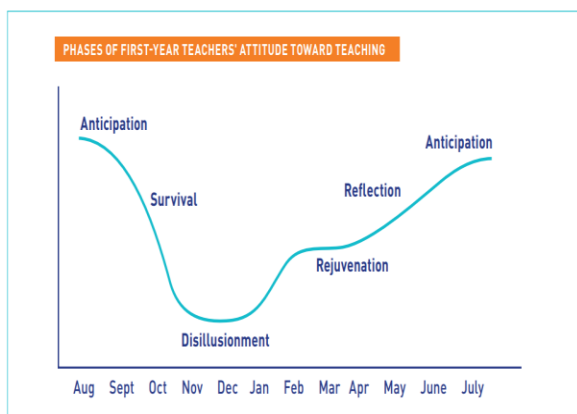
Create and maintain a highly Engaged Learning Space	Create and maintain community within the Learning Space (virtual and in-person)	Develop and maintain exceptional Facilitation Skills
<b>Influences and Effect Sizes</b>		
<ul style="list-style-type: none"> <li>1. Self-reported grades/student expectations (1.44)</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-reported grades/student expectations (1.44)</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-reported grades/student expectations (1.44)</li> </ul>
<ul style="list-style-type: none"> <li>3. Response to Intervention (1.07)</li> </ul>	<ul style="list-style-type: none"> <li>4. Teacher Credibility (0.90)</li> </ul>	<ul style="list-style-type: none"> <li>6. Micro-teaching (0.88)</li> </ul>
<ul style="list-style-type: none"> <li>5. Providing Formative Evaluation (0.90)</li> </ul>	<ul style="list-style-type: none"> <li>7. Classroom Discussion (0.82)</li> </ul>	<ul style="list-style-type: none"> <li>7. Classroom Discussion (0.82)</li> </ul>
<ul style="list-style-type: none"> <li>6. Micro-teaching (.88)</li> </ul>	<ul style="list-style-type: none"> <li>8. Comprehensive interventions for students who are learning disabled (0.77)</li> </ul>	<ul style="list-style-type: none"> <li>9. Teacher Clarity (0.75)</li> </ul>
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<ul style="list-style-type: none"> <li>9. Teacher Clarity (0.75)</li> </ul>	<ul style="list-style-type: none"> <li>12. Teacher-student relationships (0.72)</li> </ul>	<ul style="list-style-type: none"> <li>12. Teacher-student relationships (0.72)</li> </ul>
<ul style="list-style-type: none"> <li>10. Feedback (0.75)</li> </ul>		<ul style="list-style-type: none"> <li>14. Metacognition strategies (0.69)</li> </ul>
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## Preparing first-year teachers

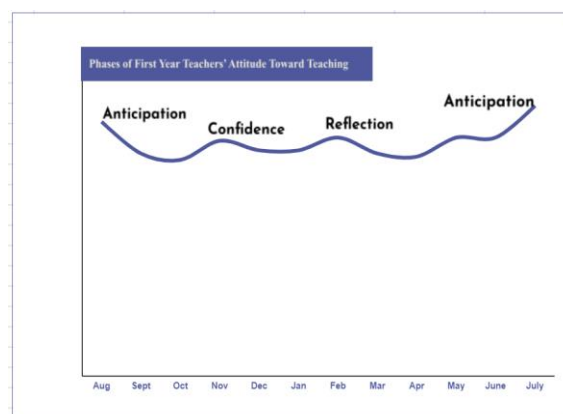
According to *the Learning Institute Policy*, over 200,000 teachers leave the teaching profession each year, and two out of three leave for reasons outside of retirement (2016, p. 8). In 2016, they identified the following reasons teachers leave: 1) inadequate preparation, 2) lack of support for new teachers, 3) challenging working conditions, 4) dissatisfaction with compensation, 5) better career opportunities, and 6) personal reasons; this comes at a steep price (p.8).

The *New Teacher Center* should be credited for identifying the mental phases first-year teachers endure. Their work has helped school leaders prepare for the different attitudes first-year teachers display at particular times of the year (see charts below); **however, can we identify a profession that allows its first-year employees to develop a survival and disillusionment mindset after only a few months on the job?** The Center for Urban Teacher Development argues that first-year teachers DO NOT have to adopt a survival mindset. This type of mindset contributes to the rising issues around teacher recruitment and attrition. The Center for Urban Teacher Development believes that once a first-year teacher falls into a survival and disillusionment mindset, the vast majority never recover and develop unhealthy practices that impact their decision to stay in the field. The Center for Urban Teacher Development's strategy is designed to address the survival and disillusionment mindset. The goal is to provide the necessary training to first-year teachers to move from the anticipation mindset to developing confidence. From there, first-year teachers can move to reflection and then back to anticipation.

### Phases of First-year Teachers' Attitude Toward Teaching



New Teacher Center, 2011



Center for Urban Teacher Development, 2021

**Center for Urban Teacher Development first-year teacher professional learning plan**

Professional Learning Plan (will be adjusted according to needs):

Calendar	Frequency	Description
First-year Teacher Preparation Institute	Summer (5-days or 30 hours)	<ul style="list-style-type: none"> <li>• Introduction to the framework</li> <li>• In-depth engagement around each aspect of the framework, including a) how to think about planning for ALL students, b) establishing a culture of care, and c) how to comfortably turn the learning space into an environment where students "own" their learning and know how to work cooperatively (strategy-driven)</li> <li>• Using the framework tools effectively</li> <li>• Using and managing the support system</li> <li>• Unpacking exercises/activities</li> <li>• Mindset (Deep Dive)</li> <li>• Personality Match (Deep Dive)</li> <li>• Feedback- receiving and giving</li> <li>• Emotional Intelligence</li> </ul>
First 30-days Reflection	September	<ul style="list-style-type: none"> <li>• Team reflection #tool 2</li> <li>• Team reflection #tool 6</li> <li>• Team reflection #tool 7</li> <li>• Planning and unpacking framework activities</li> <li>• Article Review</li> <li>• Culture and Climate</li> </ul>
Framework Training	November	<ul style="list-style-type: none"> <li>• Team reflection #tool 2</li> <li>• Team reflection #tool 6</li> <li>• Deep dive in the role of Facilitator of Learning</li> <li>• Culture and Climate</li> <li>• More unpacking the framework</li> </ul>
Framework Training	January	<ul style="list-style-type: none"> <li>• Team reflection #tool 2</li> <li>• Team reflection #tool 6</li> <li>• Supporting Learners with Special Needs</li> <li>• Culturally Relevant Teaching</li> <li>• Mindset</li> </ul>
Framework Training and Celebration	June	<ul style="list-style-type: none"> <li>• Team reflection #tool 2</li> <li>• Team reflection #tool 6</li> <li>• Celebration/Graduation</li> </ul>

**Total: 4 Professional Learning Days**

(first-year teachers will receive ongoing support throughout the year; there is no need to interrupt the school calendar with meetings that take them out of the classroom)



**Partnerships and organizational/leadership support**

The Center for Urban Teacher Development constructed this program with three major entities in mind: School Districts, University and Colleges, and Teacher Residency Programs.

Benefits of partnering with the Center of Urban Teacher Development:	
<b><u>School Districts/Schools:</u></b>	<ul style="list-style-type: none"><li>✓ An ongoing support system for first-year teachers<ul style="list-style-type: none"><li>✓ Regular and as-needed coaching support</li><li>✓ Regular professional learning opportunities<ul style="list-style-type: none"><li>✓ District and school leadership support</li></ul></li></ul></li><li>✓ Daily/Weekly classroom feedback sessions (Swivl)</li><li>✓ Built-in tools that foster confidence and resilience</li><li>✓ Leadership Framework Training (What does this look like in-person and virtual?)<ul style="list-style-type: none"><li>✓ Leadership support (1-hour weekly Q &amp; A sessions)<ul style="list-style-type: none"><li>✓ Access to First-year teacher podcast*</li></ul></li></ul></li></ul>
<b><u>Universities/Colleges:</u></b>	<ul style="list-style-type: none"><li>✓ Partnership with Education Departments</li><li>✓ Framework support for aspiring teachers (doing the early work)<ul style="list-style-type: none"><li>✓ Coaching Support</li></ul></li><li>✓ Liaison between the university and the school district<ul style="list-style-type: none"><li>✓ Professional learning opportunities</li><li>✓ Curriculum Support</li></ul></li></ul>
<b><u>Teacher Residency Programs:</u></b>	<ul style="list-style-type: none"><li>✓ Integration of first-year teacher model<ul style="list-style-type: none"><li>✓ Coaching Support</li></ul></li><li>✓ Professional learning opportunities<ul style="list-style-type: none"><li>✓ Curriculum Support</li></ul></li></ul>

First-year teachers DO NOT need survival guides and kits; instead, they need to be surrounded by a caring group of educators who are dedicated to their short and long-term growth and development.

-Center for Urban Teacher Development

***Benefits of this Framework***

Other teacher development programs and systems cover a great deal of information related to what teachers should know and be able to do; however, there is little that differentiates between what is expected of a veteran teacher and a new teacher, particularly a first-year teacher. First-year teachers are typically not protected (by a union) as they are usually first terminated while receiving inadequate support, as outlined in some studies.

Through this framework, first-year teachers will benefit primarily because they will strategically focus on what matters most related to their development. The framework by CUTD has fewer domains and takes a targeted approach to first-year teacher development. The framework consists of the following: **3 domains, 9 categories, and 22 elements.**

<b>Framework Components</b>		
<b>Create and maintain a highly Engaged Learning Space</b>	<b>Create and maintain community within the classroom</b> (virtual and in-person)	<b>Develop and maintain exceptional Facilitation Skills</b>
<ul style="list-style-type: none"> <li>Coherent Academic Plan</li> </ul>	<ul style="list-style-type: none"> <li>Social Contract (soft skills)</li> </ul>	<ul style="list-style-type: none"> <li>Student Leadership</li> </ul>
<ul style="list-style-type: none"> <li>Learning</li> </ul>	<ul style="list-style-type: none"> <li>Social Emotional Learning (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Leadership</li> </ul>
<ul style="list-style-type: none"> <li>Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Culturally Relevant</li> </ul>	
	<ul style="list-style-type: none"> <li>Community Environment</li> </ul>	

***The framework's language is supportive and promotes development***

The language used in this framework is intentional; the primary goal is to build the first-year teacher's confidence; the program's language is less punitive. The framework also does not use "superhero" language for teachers doing well because it directly conflicts with the growth mindset concept. This framework measures a teachers' reading using the following scale:

<b>1<sup>st</sup>-year Teacher Readiness Scale</b>		
Refine Learning Plan and Support	Developing	Reflective
<b>Definitions</b>		
At this level, the first-year teacher understands the framework but needs more guidance on its implementation	The first-year teacher is making progress; the framework is understood, and the ability to implement it at a high level is moving in the right direction	Evidence suggests that the first-year teacher clearly understands the importance of the framework and has implemented it with promising success. Teacher may move to the traditional framework

### *The program's tools are user friendly*

The tools attached to the program are user-friendly and encourages reflection and growth. The tools are designed so that first-year teachers can reflect alone and work with a team: they are never alone in the process.

#### **Name and Description of Tool**

<b>Tool</b>	<b>Purpose</b>	<b>Frequency</b>
Tool #1: Teacher Interview Questions	The interview questions are designed to foster a level of self and cultural awareness. They are not intended to eliminate a candidate but give the organization insight into how the candidate thinks and what support may be needed for the potential teacher's success.	When interviewing first-year teachers
Tool #2: Self Reflection/Engagement Questions (coach/team tool)	The self-reflection/processing tool must be used between the coach and first-year teacher or the support team's first-year teacher. The questions are meant to challenge the 1 <sup>st</sup> - year teacher (and team) to reflect on how the 1 <sup>st</sup> -year teacher is processing the job and guide the support process.	This tool should be used twice a month (by the coach)
Tool #3: Team Support Check-In (support team)	A team of people (admin, grade level teacher, coach, SEL, or counselor) will support the first-year teacher. The team will use this tool to monitor the first-year teachers' overall progress monthly. This tool will also help ensure the first-year teacher is receiving the necessary professional learning support.	The support team will use this document once a month
Tool #4: Framework Unpacking Document (training tool/teacher tool)	Unpacking the framework will be critical to developing the first-year teacher's understanding of the expectations. This tool is designed to support the unpacking of the framework. The first-year teacher will receive training (during the first-year teacher institute) on working independently, but coaching support will be available.	The first-year teacher will be trained on how to use this document as needed
Tool #5: Learning Visit Document	This tool will be used to provide the first-year teacher opportunities to observe her peers. The first-year teacher and the coach will work collaboratively to determine areas of need and plan accordingly. The first-year teacher and the coach will complete this document. The first-year teacher and coach should attend the learning visits together. The visit could last a period, half-day, or possibly all day.	Use this tool once a quarter
Tool #6: Retention Survey	The first-year teacher will use this tool to share ideas with the team related to his/her plans on staying at the school.	This tool should be completed by the first-year teacher once per semester
Tool #7: Classroom Goal Setting	The first-year teacher will use this document to set classroom/virtual academic and culture and climate goals with support from the coach.	This tool should be used quarterly
Tool #8: Classroom Meeting Log	The first-year teacher will learn how to conduct regular classroom/virtual meetings with students. This tool will be used to capture the nature of those meetings.	Use this tool weekly
Tool #9 Check-in/Check-out for teachers	This tool should be used by the SEL/Culture and Climate team member daily (2-minutes in the morning and 2 minutes in the afternoon) to ensure the first-year teacher is ready to teach.	Daily
Tool #10 Student Growth Plan	The first-year teacher will use this tool to help students focus on their academic and social development goals.	Review as needed

### ***Considers the social dynamics and trends that impact the field of education***

Under this program, first-year teachers will have an opportunity to hone in on the social dynamics that impact young people and how this impact influences a school's culture and climate, including the effects of social media, the use of cell phones, and students spending power.

### ***Considers the First-year teacher's well-being***

The stress teachers face today is very real and concerning. First-year teachers not only need competent mentors and coaches, but they also need a targeted learning and development support system that strategically prepares them to work in urban communities. The Center for Urban Teacher Development's framework was created around the idea that a) education must do something about the teacher attrition problem, and b) new teachers, particularly first-year teachers, need something different. Included in CUTD's framework are tools that will support the first-year teacher's thought and reflection process. This framework encourages districts to form small teams around first-year teachers. This team can consist of an administrator, a counselor, and a grade-level team member. The goal is to take a team approach to support the first-year teacher.

### ***Goals of the Framework***

- The goal of the framework is to prepare first-year teachers for a long-term career in education through targeted and structured approaches that a) builds their confidence and builds their resilience and b) highlight specific learning and training needs. The Center for Urban Teacher Development feels that these approaches, if implemented with fidelity, will directly impact the current teacher attrition challenges, especially in urban areas.
- To ensure urban schools have high-quality teachers who are committed to developing students academically and socially.

### ***School District/ School Commitments***

#### **Collaborate with CUTD to:**

1. Construct a plan that highlights specific actions that will be implemented to support first-year teachers' growth and development.
2. Identify the necessary resources needed to ensure the success of first-year teachers, i.e., every first-year teacher will need a Swivl device (or similar technology) for self-reflection and improving practice.
3. Outline the support leadership will need to clearly understand what is expected with the framework and what it looks like in learning spaces.
4. Develop a team approach to supporting and developing first-year teachers.

The Framework: Domain 1  
**Highly Engaged Learning Space**

Categories	Levels of Readiness		
	Revisit Learning Plan and Support	Progressing	Reflective
<p><b>Coherent Academic Plan</b></p> <p>What does the roadmap towards academic achievement and excellence look like for ALL students?</p>	<ul style="list-style-type: none"> <li>The first-year teacher is definitely focused on creating an academic vision that defines what students must know and be able to do.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher’s academic vision is close to completion; a few adjustments are needed, but the plan is moving in the right direction.</li> <li>The first-year teacher’s academic vision is at the developing stage, and opportunities for students to engage material at and above grade-level is being planned and developed.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher has a coherent and comprehensive academic vision identifying what students must know and be able to do.</li> <li>First-year teacher’s academic vision provides students ample opportunities to struggle, collaborate and grow.</li> </ul>
<p><b>Learning</b></p> <p>How do we ensure ALL students are experiencing positive, high-level learning experiences and outcomes?</p> <p>Can the first-year teacher identify the critical aspects related to learning?</p>	<ul style="list-style-type: none"> <li>First-year teacher is showing improvement in understanding student data, and how that data can be used to “drive” instruction.</li> <li>First-year teacher is aware of the importance of knowing where students are academically and is learning about different strategies that are most useful.</li> <li>First-year teacher has 60-70% of students engaged</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher shows genuine interest in learning how to use data to drive instruction and student learning.</li> <li>First year teacher is learning how to employ different strategies, i.e., entrance tickets, to ensure students are aware of what they are and have learned.</li> <li>First-year teacher has 70-80% percent of student engaged</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher is familiar with and knows how to use formative and summative student data to “drive” planning efforts and to improve student outcomes.</li> <li>First-year teacher uses many strategies to ensure students understand what they are learning.</li> <li>First-year teacher effectively has 80-85% of students engaged during the learning process.</li> </ul>
<p><b>Teaching</b></p> <p>What pedagogical strategies must the first-year teacher adopt to ensure ALL students are highly engaged?</p>	<ul style="list-style-type: none"> <li>First-year teacher is genuinely interested in learning how to employ the most effective strategies to incorporate during instructional time.</li> <li>First-year teacher attempts to scaffold instruction; the continued effort can lead to success.</li> <li>First-year teacher is working on how to incorporate thought provoking questions during instruction.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher is working on identifying the most effective strategies to use during specific instructional moments.</li> <li>First-year teacher is learning how to scaffold instruction effectively.</li> <li>First-year teacher asks questions of students during the instructional process but is learning how to use specific questions to challenge students to think at a deeper level.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher can identify the most effective strategies to incorporate during the instruction process and use them effectively.</li> <li>First-year teacher knows how to scaffold learning during the instruction process.</li> <li>First-year teacher ask questions that challenges students at their current level but challenges them to think at a higher level.</li> </ul>

The Framework: Domain 2

**Building Community**

Categories	Levels of Readiness		
	Revisit Learning Plan and Support	Progressing	Reflective
<p><b>Social Contract</b></p> <p>How will the social contract be used to create shared expectations?</p>	<ul style="list-style-type: none"> <li>First-year teacher realizes the importance of having a Social Contract and is collaborating with the support team to identify strategies on how a Social Contract should be collaboratively constructed.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher has worked with students in identifying learning space norms, however, the norms follow the traditional path.</li> <li>First-year teacher is working on effectively using the learning space norms as a driver in creating the type of culture that supports high levels of individual and collective academic and social success.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher has collaborated with students in identifying learning space norms that are closely related to skills students will need as life-long learners and involved citizens.</li> <li>First-year teacher has created a climate where the norms “drive” the culture of the learning space.</li> </ul>
<p><b>Social-Emotional Learning</b></p> <p>What does a safe classroom look like, and how will students have opportunities to apply SEL standards?</p>	<ul style="list-style-type: none"> <li>First-year teacher is in the process of researching ideas on how to foster a learning space that supports the social development of ALL students and is connecting with team members for support.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher has an outline of ideas on creating a safe space for students and is in the process of developing SEL activities to support the social development of students.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher has created and implemented a plan to create a safe space where ALL voices are heard, and differences are respected.</li> <li>First-year teacher has created opportunities for students to engage in SEL activities regularly.</li> </ul>
<p><b>Culturally Relevant</b></p> <p>How will my practices include the experiences of ALL students?</p>	<ul style="list-style-type: none"> <li>First-year teacher understands the benefits of using the data from student interest surveys and is outlining a plan on how to use the information regularly to improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher is in the process of finalizing the academic vision.</li> <li>First-year teacher is in the process of identifying what environmental (and virtual) print should be posted.</li> <li>First-year teacher is learning how to incorporate student interest data regularly in the teaching and learning process.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher’s academic vision contains culturally relevant lessons, activities, and other learning opportunities that meet ALL students’ needs.</li> <li>First-year teacher’s environmental (and virtual) print content represents the student population and relates to the work.</li> <li>First-year teacher uses information from student interest data when planning and building learning space culture.</li> </ul>
<p><b>Community Environment</b></p> <p>What does student involvement in creating and fostering a culture built around respect for ALL?</p>	<ul style="list-style-type: none"> <li>First-year teacher meets regularly with support team to continue to identify the best strategies that celebrate students regularly and are working on creating a culture and climate where students support each other, academically and socially.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher has outlined a plan of action on how to acknowledge students regularly.</li> <li>First-year teacher has strategies that will be used to help create a climate where students support one another, academically and socially.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher has created a climate where students are celebrated regularly.</li> <li>First-year teacher has established a culture where students support each other’s learning and development.</li> </ul>

The Framework: Domain 3  
**Exceptional Facilitation Skills**

Categories	Levels of Readiness		
	Revisit Learning Plan and Support	Progressing	Reflective
<p><b>Teacher Leadership</b></p> <p>Create an environment where students understand and actively monitor and own their learning and social development?</p>	<ul style="list-style-type: none"> <li>First-year teacher is excited about learning more about the “teacher as facilitator” concept and seeks input from support team on strategies towards using the concept regularly</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher understands the “teacher as facilitator” concept and is working towards fully adopting this concept.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher fully embraces and has adopted the “teacher as facilitator” concept as a strategy to ensure that ALL students are active members in creating a safe learning space, “owns” their learning, works collaboratively, but also holds one another accountable.</li> </ul>
<p><b>Student Leadership</b></p> <p>What type of culture must exist where my students understand critical academic data points and can use them to take ownership of their learning?</p>	<ul style="list-style-type: none"> <li>First-year teacher regularly meets with support team to identify strategies related to students “owning” their learning, comfortably supporting and holding one another accountable.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher is working towards implementing strategies that will create an environment where students are actively involved in the day-to-day functions occurring in the learning space.</li> <li>First-year teachers have outlined a plan on developing and supporting a learning space system where students are comfortable supporting one another, academically and socially, and comfortable holding each other accountable.</li> <li>First-year teacher is working on creating a climate that supports students in building on their strengths and developing their weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>First-year teacher has created a learning culture where students are fully aware of their individual and collective academic goals.</li> <li>First-year teacher has created a climate that supports students’ awareness of their strengths (and how to build on them) and develops their weaknesses.</li> <li>First-year teacher fosters and develops the culture where students are comfortable, respectful, and safe holding each other accountable.</li> <li>First-year teacher has developed the learning space so that students can hold one another accountable while supporting each other’s struggle.</li> </ul>

Tool #1  
Interviewing Questions for 1<sup>st</sup>-year teachers

**Self and Cultural Awareness**

Questions	Notes
1. Explain, in detail, with specific examples, what life experiences have prepared you to teach in urban spaces?	
2. How much time in the last 3-5 years have you spent working, volunteering, and/or supporting urban communities?	
3. What are some of the causes behind the struggles some communities face?	
4. Describe your k-12 educational experience?	
5. Share your worldview as it relates to urban education; begin by defining urban education.	
6. What would be a goal or two you would set for yourself as a first-year urban educator? How will you know when you have met that/those goals?	
7. In <i>Cultural Proficiency</i> (2009), the authors describe CP as follows: "Educating as an advocate for lifelong learning for the purpose being increasingly effective in serving the educational needs of cultural groups in your school community; holding the vision that you and the school are instruments for a socially just democracy." How would you be an advocate for students and the community? Provide some examples of what it looks like to serve the educational needs of urban youth?	
8. How do you define equity? What would equity look like in a classroom?	
9. When should a student be expelled? When should a student be suspended?	
10. What are your general thoughts about young people today?	



Tool #2

First-year Teacher Self Reflection Questions

**1<sup>st</sup>-year Teacher Reflection Questions**

**Focus:**      **1. Prepare students for academic and social success**      **2. Teacher reflection, development, and self-care**

Seven Questions:

1. What have you learned as a first-year teacher this week/month about preparing students for school, their community, the larger society, and the world?
2. How difficult has it been to organize learning for ALL students? What have you learned? What questions do you have?
3. Describe a challenge or two you have faced this month related to adjusting to the profession.
4. Of the three categories, which one are you most comfortable with and why?
5. I am growing as a teacher because....
6. I need more support with category \_\_\_\_ because...
7. Here are some of the things I am doing to take care of myself:.....!  
Here is where I need your help.....!  
Do you have any ideas/resources I can use to balance my work and life?

**Reflection Notes:**

**Date:**

Tool #3

Team Support Check-in:

Personality Match: \_\_\_\_\_ Strengths: \_\_\_\_\_

Framework: Category 1: **Highly Engaged Learning Space**

Sub-categories	Levels of Readiness		
	Revisit Learning Plan and Support	Progressing	Reflective
Coherent Community Learning Plan		<b>Example X</b>	
Learning			
Teaching			
<b>Support Team Notes (date) _____ Team members present: _____</b>			
<b>Notes:</b>			
•			

Framework: Category 2: **Build Community within the Classroom**

Sub-categories	Levels of Readiness		
	Revisit Learning Plan and Support	Progressing	Reflective
Social Contract			
Social-Emotional Learning	<b>Example X</b>		
Culturally Relevant			
Community Environment			
<b>Support Team Notes (date) _____ Team members present: _____</b>			
<b>Notes-</b>			
•			

Framework: Category 3: **Exceptional Facilitation Skills**

Sub-categories	Levels of Readiness		
	Revisit Learning Plan and Support	Progressing	Reflective
Student Leadership			<b>Examples X</b>
Teacher Leadership			
<b>Support Team Notes (dates) _____ Team members present: _____</b>			
<b>Notes:</b>			
•			

**Tool #4**  
Unpacking the Framework

**Ex. Highly Engaged Learning Space**

Category	Revisit Learning Plan and Support	Developing	Reflective	Coach's Notes
<p><b>Coherent Academic Plan</b></p> <p>What does the roadmap towards academic achievement and excellence look like for ALL students?</p>	<p>The first-year teacher is focused on creating an academic vision that defines what students must know and be able to do.</p>	<p>First-year teacher's academic vision is close to completion; a few adjustments are needed, but the plan moves in the right direction.</p> <p>The first-year teacher's academic vision is at the developing stage, and opportunities for students to engage material at and above-grade-level are being planned and developed.</p>	<p>First-year teacher has a coherent and comprehensive academic vision identifying what students must know and be able to do.</p> <p>First-year teacher's academic vision provides students ample opportunities to struggle, collaborate and grow.</p>	
<ul style="list-style-type: none"> <li>• Unpacking <i>Reflective</i></li> <li>• <b>Essential Questions: What is being asked of me? How can I produce evidence? (Reflect: What is in my lesson plan? How will this look in the learning space? What role does environmental print play?)</b></li> <li>• <b>Task: Create a (simple or question) statement of understanding per box below; next, highlight at least 3 potential pieces of evidence that support your understanding.</b></li> </ul>				
<p>1. First-year teacher has a coherent and comprehensive academic vision identifying what students must know and be able to do.</p>		<p>2. First-year teacher's academic vision provides students ample opportunities to struggle, collaborate and grow.</p>		
<p><u>Simple Statement/Question:</u></p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p><u>Simple Statement/Question:</u></p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>		

Tool #5  
Learning Visit Log

<b>Learning Visit</b>			<b>Coach:</b>		
1 <sup>st</sup> -year teacher: _____ Visiting teacher: _____			Name: _____		
Individual visit : _____ Team visit: _____ Date: _____			Yrs of teaching experience: _____ Coaching Exp. 3 or more years: Yes or No		
<b>Visiting Teacher /Team</b>	Domain: (place an X next to the domain being observed)				
	__Create and maintain a highly engaged learning space <b>XX</b> Create and maintain community within the learning space.    __Develop and maintain exceptional facilitation skills				
<b>John Doe</b>	<b>Category observed</b>	<b>Specific Teacher Actions/Behaviors/Emotions</b> (action words)	<b>Notes</b> (Observation)	<b>Coaching Support/Reflection</b> (coach/team section)	
	Social Emotional Learning:				
	<b>Ex.</b> <ul style="list-style-type: none"> <li>First-year teacher has created and implemented a plan on how to create a safe space where ALL voices are heard and differences are respected.</li> </ul>	<ul style="list-style-type: none"> <li>Exp. Caring</li> </ul>	<ul style="list-style-type: none"> <li>Ex. Teacher speaks to students with a caring tone, i.e., How can I help you?</li> </ul>		
	<b>How did this experience impact your thinking?</b> <ul style="list-style-type: none"> <li></li> </ul>				
	<b>From this experience, what can you do immediately to improve your practice?</b> <ul style="list-style-type: none"> <li></li> </ul>				

Tool #6  
Retention Survey

1. On a scale of 1-10, how likely is it that you will return to teaching next year?

2. Describe your overall experiences, including support systems, as a 1<sup>st</sup>- year teacher?

3. What is working well for you? (What worked well for you this year?)

4. How can we improve the program?

**Tool #7**

**First-year Teacher Classroom Goal Setting**

School: \_\_\_\_\_ 1<sup>st</sup>-year Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_

**School Mission/Vision:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Classroom Goals**

Reading	This classroom will work collaboratively to ensure that _____% of students will meet or exceed state standards in the Spring	Classroom Rate of Growth: _____%
Math	This classroom will work collaboratively to ensure that _____% of students will meet or exceed state standards in the Spring	Classroom Rate of Growth: _____%
Writing	This classroom will work collaboratively to ensure that _____% of students will meet or exceed state standards in the Spring	Classroom Rate of Growth: _____%
Breakthrough Goal		

Other Classroom Goals:

- 
- 

**Celebration/Recognition**

The classroom will celebrate academic success by:	
The classroom will recognize social and cultural successes by:	

Tool #8  
Classroom Meeting Log

School: \_\_\_\_\_ 1<sup>st</sup>-year Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_

**School Mission/Vision:**

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Agenda:

- Academic/Instructional Concerns (ideas)
- Classroom Culture and Climate Concerns (ideas)

Discussion/Notes:

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Solutions:

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Measurable Impact of Solution(s)/timeline:

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Tool #9

**Check-In/Check-Out** for first-year teachers

(Culture and Climate Specialist/Social Worker/Counselor- Check-In/Out Team))

2-3 minute conversation:

Beginning of Day:

1. How are you doing this morning?
2. Are you ready for the day?
3. Is there anything I can do for you at this time?

End of Day:

1. How was your day?
2. Have you checked In with your coach?
3. Is there anything I can do for you at this time?
4. What do you need to prepare for tomorrow?



Tool #10  
**Student Growth Plan**

Student Name: \_\_\_\_\_ School Year: \_\_\_\_\_

**Student Reflection Questions:**

- What is expected of me this year as a \_\_\_\_ grade student?
- What do I need to work on this year?
- What goals do I need to work on, and how will I meet my goals?
- What support will I need?
- How will I get the support I need?
- 

**Goals**

<b>Academic Goals</b>	<b>Check-In #1 Notes:</b>	<b>Check-In #2 Notes:</b>	<b>Check-In #3 Notes:</b>
Ex. NWEA Goals: •			
<b>Social-Emotional Goals</b>  Ex. Controlling Emotions: •			
<b>Social Contract goals</b>  Ex. Completing assignments on time: •			

## Frequently Asked Questions

- Is this framework designed to replace traditional frameworks/models?

The Center for Urban Teacher Development respects the work of those who have provided leadership in the k-12 area, particularly around supporting and “growing” teachers and highlighting what teachers should know and be able to do. This work is specifically organized around the idea that first-year teachers need something very different. After reviewing the data, particularly the *Phases of First-year Teachers Attitude Towards Teaching* by the New Teacher Center, the Center for Urban Teacher Development strongly believes that first-year teachers whose experience is absent of support and proper training make the critical decision to leave the field at that time. In other words, this framework prepares first-year teachers for the more traditional ones.

- Where is the framework currently being used, and has it been successful?

The Center for Urban Teacher Development has put a lot of time and effort into researching the issues around teacher attrition and first-year teacher support. There is serious concern related to the teacher shortage (mainly in urban areas), and there is not much out there seriously targeting the issue. The Center’s plan is to start with a small group of schools, a few universities, and maybe one or two teacher preparation this year. Our goal is to connect with organizations that believe in this framework and commit to the entire process.

- How does this framework build teacher capacity?

This framework is intentional on what first-year teachers should know and be able to do. The Center for Urban Teacher Development explored what is currently expected of first-year teachers and strategically (with the support of Hattie’s work) identified what is most important for first-year teachers to focus on. The language in the framework is supportive, the tools attached to the framework are designed to provide team support (as opposed to a coach taking on the load), the tools also provide a structured format around first-year teacher development, and there is a component to the program that provides daily (if needed) feedback. The first-year teacher is trained to critically think about the role of teacher and what it means to work with young people. At the end of the first year, the first-year teacher should be at the “reflective” level or moving very close to it.

- Why “a one-year strategy”?

The Center for Urban Teacher Development decided on a one-year strategy because with the proper support and training during the first year, a first-year teacher should be ready to take on the role of teacher long-term. Urban schools are deeply affected by the teacher shortage; that first year is critical to a first-year teacher’s success. It should be carefully and thoughtfully planned.

- Would you recommend this framework for second (and possibly) third-year teachers?

The Center for Urban Teacher Development designed this framework specifically for first-year urban teachers and organizations that train and work with aspiring urban teachers. However, the

Center for Urban Teacher Development provides professional learning opportunities for ALL educators.

- I manage a small school district; would this framework be too expensive?

According to the research, teacher attrition costs exceed \$2,000,000,000; urban school districts spend approximately \$20,000 to replace a new teacher. It is predicted that the education profession will need to recruit approximately 300,000 teachers a year by 2025 to keep up with the teacher attrition problem. The Center for Urban Teacher Development seeks long-term relationships with school districts, universities, and alternative certification programs. The Center will work with school districts and organizations with limited budgets; however, we encourage organizations to see this collaboration as a long-term investment.

- Is this a “one-size fit all” approach, or is there some flexibility in how the framework is purchased and utilized?

The Center for Urban Teacher Development realizes that each organization- school district, university, and alternative certification programs, has different needs and is working with limited budgets. The Center is ready to work with these organizations but using the framework with fidelity is always first and foremost.

- Is this framework ONLY for urban school districts?

The Center for Urban Teacher Development organized this framework to support the development of first-year teachers in urban school communities and those organizations that prepare teachers for urban education.

### About the Author:



Xavier Owens has spent the last 20 years working as an educator in public and charter schools, beginning his educational journey as a teacher's aide, occupying roles as teacher, lead teacher, dean of students, instructional support specialist, assistant principal, associate principal, superintendent/principal. Xavier is a Certified Performance Technologist and is the Founder, President, and Executive Director of the Center for Urban Teacher Development. Xavier holds an Education Specialist degree (EdS) from Capella University and a Master of Education degree from Loyola University Chicago. Xavier is also the author of the following article: *Unhealthy attitude toward young hurting America*.

### Our Mission

The mission of CUTD is to support a district's **high-quality evaluation and teacher support process that** promotes teacher performance improvement and retention

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