

# A NTC PROGRAM IMPACT PLAN

**NTC programs focus** on providing intense support that is centered on advancing teacher practice and student learning through a variety of stakeholders. We know that an essential key to delivering high-quality services across any of our programs is to ask the question, “How do we define success and measure impact to continuously improve?”

## MEASURING IMPACT IS ESSENTIAL TO:

- Improve program quality and effectiveness to better serve students, teachers, and schools.** A successful NTC program regularly self-assesses to discover what is effective and what needs improvement. Many school districts are constantly in flux, and changing demographics, mandates, and leadership can influence a program’s mission and goals. The needs of districts and schools are shaped by the different contexts within which they operate. Whether it’s the changing demographics of the workforce or the political landscape of the district, measuring how services are delivered and the impact they have can help inform programs on how to adapt to change.
- Tell the story to illustrate the program’s value to decision-makers and funders.** When program leaders, mentors/coaches, and administrators can explain clearly why each aspect of the program is important, there is stronger buy-in from stakeholders. A compelling story that includes evidence of impact is likely to capture the attention of those who make fiscal and policy decisions.
- Make evidence-based decisions.** Thoughtful decisions about how to assign resources are based on evidence. In tight budgetary times, many programs are pared down or eliminated altogether. Evidence of impact can be the deciding factor as to whether or not a program is allocated resources.

**New Teacher Center (NTC)** examines how programs can most accurately measure and articulate their impact and has begun to define the specific steps involved in creating such a plan. This practice brief offers information and examples to help programs structure an effective impact plan.

## THE NTC IMPACT SPECTRUM

The **impact spectrum** and key learning questions provide a conceptual frame for programs to use to determine their approach to data collection.

SUPPORTIVE CONTEXT FOR TEACHING AND LEARNING	REACH	How many students, teachers, mentors/coaches, and principals participate in NTC programs?
	PROGRAM QUALITY	How do NTC programs implement with quality?
	PRACTICE	How are teacher, mentors/coaches, and principal practice becoming more effective?
	RETENTION OF TALENT	How are districts doing in retaining teachers and mentors/coaches?
	STUDENT LEARNING	How are student engagement and learning improving?

Because each **type** of data has explicit characteristics it is important to understand the difference and value of data of implementation and data of impact.

**Implementation Data** measure different aspects of a program such as:

- THE TEACHERS BEING SERVED, AS WELL AS THE SCHOOL CONTEXTS:**
  - Their areas of expertise and credentials
  - School placement
  - Educational background
  - Demographics—of the teachers, mentors/coaches, and students
  - Numbers of participating teachers
  - Mentor/coach case load
- PROGRAM FIDELITY—THE DEGREE TO WHICH THE DIFFERENT PROGRAM COMPONENTS ARE UPHELD**
  - Role of the mentor/coach
  - Principal engagement
  - Sanctioned time for mentor/coach and teacher interaction
  - Mentor/coach and teacher professional development
  - Use of formative assessment
- PROGRAM QUALITY:**
  - Teachers’ perception of the value of mentoring

- Mentors/coaches and teachers' satisfaction with the quality of professional development offered them
- Types of mentor/coach teacher interaction

**These data can** provide valuable information about the program to assist program leaders and other decision-makers in making changes and offering meaningful and appropriate professional development. For example, if the data show that many mentors/coaches are not examining student data with their teachers, it may indicate the need for more focused training on this topic. Implementation data can be useful for making decisions about hiring, professional development, and resource allocation.

**Impact Data measure** the effect a program has on students, mentors/coaches, principals, and the district.

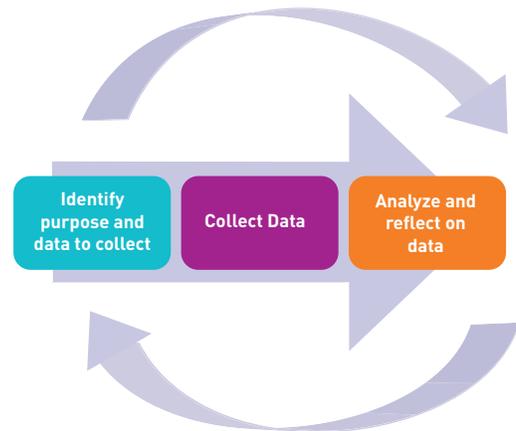
- **ARE STUDENTS**
  - Demonstrating improved achievement?
  - More engaged?
- **ARE TEACHERS**
  - Improving their instructional practice?
  - Better assessing their students' needs?
  - Developing and teaching differentiated lessons that meet student needs?
  - Taking on leadership roles?
  - Setting meaningful professional goals?
  - Remaining in the school or district longer?
- **ARE MENTORS/COACHES**
  - Better able to tailor their support to a beginning teacher's needs?
  - Learning and applying mentoring/coaching concepts and strategies that support teachers and their students?
  - Assuming more leadership roles?
- **ARE PRINCIPALS**
  - Using formative assessment to support teacher growth?
  - Gaining a better understanding of the program's value?
- **ARE SCHOOLS**
  - Becoming places where mentoring/coaching and collaboration are the norms?
  - Providing increasing support for teachers?
- **DOES THE DISTRICT**
  - Have a sustained mentoring/coaching program?
  - Provide necessary resources?
  - Integrates mentoring/coaching as an integral part of its strategy?

**Impact data can** provide all stakeholders with a picture of the effects of a NTC program. It can also provide important information about whether the program is making a significant difference in teaching, school culture, and district commitment. Most important, it can show whether students are achieving more because of mentoring and coaching.

## STRUCTURE AN IMPACT PLAN

There are three main steps to creating an impact plan:

### COMPONENTS OF AN IMPACT PLAN



#### Step One: Identify your purpose and the data to collect.

What is your rationale for collecting data? One way to clarify your purpose is to refer to the NTC Impact Spectrum. Another is to talk with your stakeholders about what they want to know about your program's value. Are you aiming to assess the effectiveness of mentor/coach professional development or some other aspect of the program? Assessing your program's areas of success and challenges using program standards can pinpoint areas for data collection. Narrowing the purpose of your plan and data collection can save time and energy.

#### Step Two: Create a data-collection plan.

Explore existing data. Key questions to consider:

- Can data that is already collected be used as baseline data?
- If not, how can baseline data be collected?
- What sort of data make sense?
- Set a timeline for data collection, analysis and reflection, and setting next steps.
- Assign specific responsibilities.
- Decide on data collection methods.
- Will a survey be needed?
- Focus groups?
- Observations?
- Interviews?

Transparency and consistency are important. Make sure that everyone involved understands the purpose for data collection and analysis. This is critical in order to build trust and ensure cooperation. Look for resources, within the district or a university, that can assist in data collection.

### Step Three: Analyze and reflect upon the data.

Create structures to review, synthesize, and analyze the data. Sanction time and include appropriate stakeholders (mentors, leads, beginning teachers) for productive discussions. Examine the possible reasons for findings, the degree of reliability, additional data to collect, and set next steps. Create a comprehensive report. Make all aspects of the plan and findings transparent. Send short memos highlighting major insights to key stakeholders—funders, superintendents, principals, mentors/coaches, and teachers.

## CONSIDERATIONS

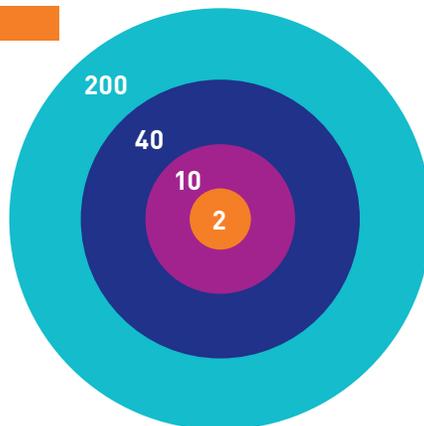
### AS YOU CREATE YOUR IMPACT PLAN, CONSIDER:

- **What is doable?** Think about it as a multi-step process and remember that less is more. If you take on too much, it can become overwhelming.
- **Use multiple measures.** Multiple data sources and different data collection methods (quantitative and qualitative) provide a variety of lenses through which to analyze your program.
- **Engage all key stakeholders to build ownership.** Sharing and including appropriate stakeholders in the creation of your plan helps make everyone accountable.
- **Tell a compelling story.** Case studies or vignettes are powerful ways to illustrate impact.
- **Use a “target board” approach to maximize resources.** (See graphic below) Collecting data for each category on the impact spectrum is overwhelming. Rather, select

### TARGET BOARD

Potential data sources:

- Teachers
- Mentors/Coaches
- Alumni
- School and District Administrators
- Program Leaders
- Other



Collection Methods and Suggested Data Sample Size

- 200—Surveys
- 40—Classroom Observations/Portfolio Review
- 10—Interviews/Focus Groups
- 2—Case Studies

a few key pieces of quantitative and qualitative data based on your objectives. For example, if you are interested in discovering the impact of the program on teacher retention, you might use district retention data, a survey, and a focus group. Together, they offer a more comprehensive picture.

- **Explore cost-effective ways to collect and analyze data.** Online surveys and mentor logs provide data. Remember that although open-ended survey questions, interviews, and focus groups gather valuable data, analyses for these methods are more time intensive.
- **Decide on the big picture research questions you want to explore.** Are there other data sources that will most effectively help answer these questions?

**NTC has made** a commitment to demonstrate the impact and value of teacher induction. To build a robust evidence base of the positive effects of induction on students and beginning teachers, we must collectively examine the elements of program implementation, document successes and challenges, and adopt a continuous improvement mindset.

## RESOURCES

Haslam, Bruce M. *Maryland Teacher Professional Development Evaluation Guide*. October 2008. <http://www.marylandpublicschools.org/NR/rdonlyres/DF957230-EC07-4FEE-B904-7FEB176BD978/18593/MarylandTeacherProfessionalDevelopmentEvaluationGu.pdf>.

Learning Point Associates, *Guide to Using Data in School Improvement Efforts*. 2004. <http://www.learningpt.org/pdfs/datause/guidebook.pdf>.

Bambrick-Santoyo, Paul. “Data in the Driver’s Seat.” *Educational Leadership*, Vol. 65, No. 4. ASCD. 2007–2008. New Teacher Center Induction Survey: [http://www.newteachercenter.org/induction\\_survey.php](http://www.newteachercenter.org/induction_survey.php).

New Teacher Center. *Reflections*, Vol. 12, No. 1, 2010. <http://www.newteachercenter.org/newsletters/ReflectionsW10.pdf>.

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INQUIRY QUESTIONS	NOTES
1. Who wants or needs to know about the impact of your program?	
2. How do you currently assess the impact of your program?	
3. What types of data can you access? Are they implementation or impact data? To what degree will they help you to answer your questions?	
4. Considering the maturity of your program, which areas are most important for you to assess at this time?	
5. What baseline data will you need to collect?	
6. How might impact data support decision-making?	
7. How might impact data help make the case for your program?	



**TO DISCUSS A PARTNERSHIP** WITH NTC TO TAKE YOUR MENTORING/COACHING PROGRAM TO THE NEXT LEVEL, CONTACT US AT 831.600.2200 OR [PARTNERSHIPS@NEWTEACHERCENTER.ORG](mailto:PARTNERSHIPS@NEWTEACHERCENTER.ORG)