



Mentoring, Induction, and Rounds! Oh My!

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Agenda

- School Professional Culture
- New Teacher Induction
- Mentoring
- Instructional Rounds



School Professional Culture

How often do teachers in your school observe each other's teaching practice?

School cultures that promote teacher learning



“At the very least, one must imagine schools in which teachers are in frequent conversation with each other about their work, have easy and necessary access to each other’s classrooms, take it for granted that they should comment on each other’s work, and have the time to develop common standards for student work.”

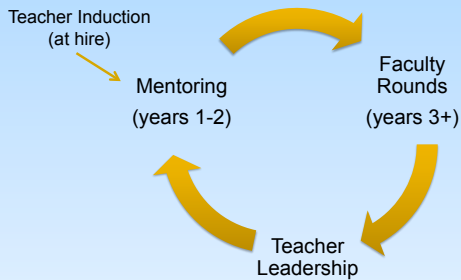
Deborah Meier, The Power of Their Ideas

Learning Model of PD



- Promotes teamwork and collaboration
- Creates ongoing conversations in learning communities
- Are integral to a teacher’s work
- Takes a stance of inquiry and investigation

Professional Growth Cycle



Estimation Question



33 % of teachers leave within their first 3 years

50 % of teachers leave within their first 5 years

Teacher Induction



“New teachers have two jobs: teaching and learning to teach”

Sharon Feiman-Nemser

What is at stake?



What happens to new teachers in their early years on the job not only determines whether they stay in teaching, but what kind of teacher they become.

Induction as Leverage for School Change



- Educative mentoring
- Teaching as public practice
- Shared vision of good teaching
- Proactive parent education
- Co-planning
- Early, information-rich hiring

Mentor Program



- Mentors work with:
 - Mentee (one-on-one and weekly)
 - Mentor coaches (bi-weekly)
 - Mentor study group (monthly)
- Honors and compensates with stipend

Mentoring Repertoire



Tools

- Teaching standards - developmental continuum
- Observation templates
- Differentiated conferencing stances
- Collaborative logs
- Guide to planning a mentoring unit of study
- Guide to planning a mentoring conversation



Instructional Rounds

"Seeing something once is more important than discussing it one hundred times."

-Confucius



Keys to Effective Learning Teams

It's not just meeting as a team that makes the difference. Rather, it's how the teams use the time that's set aside to gradually and steadily improve lessons and instruction.

Education Week – April 14, 2010



Five Conditions of Effective Teams

1. Task Focus
2. Leadership
3. Collaborative Climate
4. Personal Accountability
5. Structures & Process

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Task of Instructional Rounds



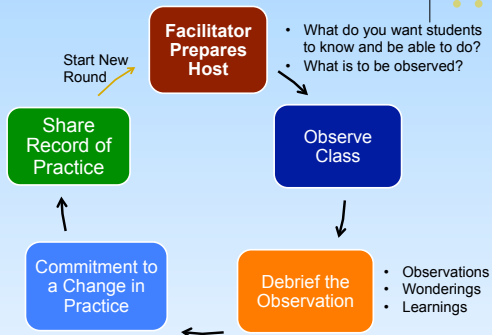
The team individually and collaboratively addresses a shared question of practice that will directly improve student learning.

Sample Questions of Practice

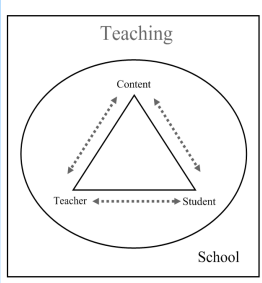


1. How can we facilitate critical thinking among students?
2. How can we support and monitor student collaboration to maximize each student's learning?
3. How can we facilitate learning experiences that promote autonomy, interaction, choice and responsibility?

After identifying the central **Question of Practice** for the year, the **Rounds Cycle** begins...



Choosing a Problem of Practice



Conditions

- Focuses on the Instructional Core
- Observable
- Actionable
- Will make a difference for student learning

Host Teacher Preparation Form

To help focus the Round, please fill out this form and email to your Rounds group

Name _____ Date of Round _____

1. Review/explain problem of practice
2. Provide context for the lesson
 - What is the task?
 - What is your role as the teacher?
 - What are the students going to be doing?
3. On what should the observers focus their attention?
4. To what extent would you like observers to interact with students?

Debrief Protocol



1. Honoring commitments
2. Reflecting on the lesson (Host Teacher)
3. Sharing Observations:
 - Round 1: What did you see? (descriptive data)
 - Round 2: What do you wonder?
 - Round 3: What did you personally learn?
4. Commitments

Rounds Outcomes



- Increases the focus on student learning
- Allows the sharing of successful practice
- Provides a problem-solving vehicle
- Reduces isolation among teachers

Rounds Outcomes



- Supports, assists both novice and veteran teachers
- Builds collaborative norms
- Creates a framework for “critical collegueship”

Essential Elements in Creating a Culture of Teacher Learning



- Skilled facilitators
- Shared language of practice
- Skilled observation of practice
- Structures and protocols
- Safe environment for risk taking
- Committed school leaders
