

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 Teacher Induction (at hire) Mentoring Faculty Rounds (years 1-2) (years 3+) Teacher Leadership

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

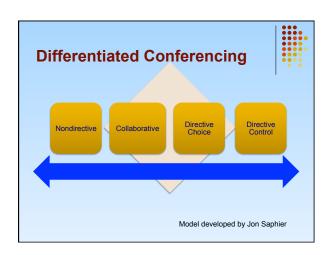


Tools

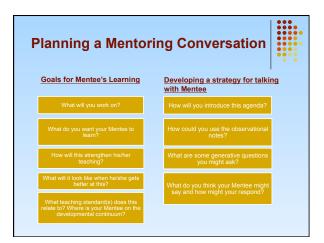
- Teaching standards developmental continuum
- Observation templates
- Differentiated conferencing stances
- Collaborative logs
- Guide to planning a mentoring unit of study
- Guide to planning a mentoring conversation

	Beginning	Emerging	Applying	Integrating	Innovating
Connecting students' prior knowledge, life experience, and interests with learning goals	Opens lesson to capture students' attention and interest. Teacher recognizes the value of students' prior knowledge and life experiences.	Asks questions that elicit students' pior knowledge, life experiences and interests. Some connections are made to the learning goals and objectives of the lesson.	Implements activities and ellicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementan learning goals.
Using a variety of instructional strategies and resources to espond to students' diverse needs as earners and as Jews with a developing religious and spiritual identity	Uses a few instructional strategies. Delivers instruction with available resources and materials.	Varies instruction to increase student participation. Seeks out strategies, resources, and visuals with some consideration of students' academic, linguistic and religious needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic, linguistic and religious needs. Checks for student understanding.	Use's a repetoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning to sylves and religious needs.	Uses extensive repertoin of strategies to meet students' diverse academic, linguistic and religious needs and ensure fullest participation and learning for all students.
Facilitating learning experiences that promote autonomy, interaction, choice and responsibility	Directs learning experiences through whole group and individual work with possibilities for interaction and choice.	Varies learning experiences to include work in large groups and small groups, with student choice and accountability within learning activities.	Provides learning experiences utilizing individual and group structures to develop independent learning as well as group participation skills. Students make some choices about their work.	Uses a variety of learning experiences to assist students in developing independent and group learning skills. Supports students in making responsible choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, choice and responsibility

Observation Worksheet							
TeacherObserver							
What does the teacher do and say?	What do the students do & say?	Interpretations					
Teacher actions, quotes	Student, actions, quotes	Questions/ Analysis					



MENTOR:_ MENTEE:_ DATE:_	Collabo	rative Log	TYPE OF MEETINGplanningpre-observation conferencing X post-observation conferencingother
	What's working: Geometry class more active with topic of triangle congruence	Current Focus: Broader repertoire of che active learning on the kid.	cking for understanding, put more s – don't do it for them.
	Mentee's Next Steps. 1. Practice wait time of 7 seconds in every class 2. Write instructions/questions/key concepts on board complement oral presentation). 3. Standing part-where groups so students can actively process information in short amount of time	Mentor's Next Steps: Visit Thursday G block fo	r first half of class.
	Next Meeting Date:January 20th	Parking Lot:	
Studen a) Div de b) Ce m c) lan en d) Div ini e) Us so	and Learning and Authority of studyed creater consent and consent	structional activities and materials for modern riesm plans to force student learning to adjust for student seeds glassing goals for all students appropriate the student seeds glassing goals for all students appropriate the student learning that is appeared their own families	Developing as a Profunional Educator Experiment of the Control of



Challenges to Institutionalized Practice



- Structural: Who will mentor?
- Learning: What is the goal?
- Professional Culture: What is the stance?



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

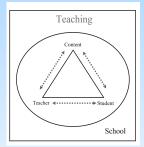


- 1. How can we facilitate critical thinking among students?
- 2. How can we support and monitor student collaboration to maximize each student's learning?
- 3. How can we facilitate learning experiences that promote autonomy, interaction, choice and responsibility?

After identifying the central Question of Practice for the year, the Rounds Cycle begins				
Start New Round	Facilitator Prepares Host	What do you want to know and be ab What is to be observed.	le to do?	
Share Record of Practice		Observe Class		
1		\downarrow		
Commitment to a Change in Practice		Debrief the Wo	servations inderings arnings	

Choosing a Problem of Practice





Conditions

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

To help focus the Round, please fill out this form and email to your Rounds group $% \left\{ 1,2,...,n\right\}$

Name

Date of Round____

- 1. Review/explain problem of practice
- 2. Provide context for the lesson
 - o What is the task?
 - o What is your role as the teacher?
 - $\circ\quad$ 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 colleagueship"

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