



Mentoring, Induction, and Rounds! Oh My!

Reena Freedman

School Induction and PD Coach
teaching@reena.com
(617) 826-9389



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.”

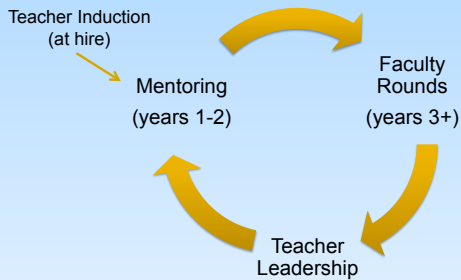
Deborah Meier, The Power of Their Ideas

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



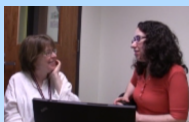
- Educative mentoring
- Teaching as public practice
- Shared vision of good teaching
- Proactive parent education
- Co-planning
- Early, information-rich hiring

The 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

Engaging and Supporting All Students in Learning

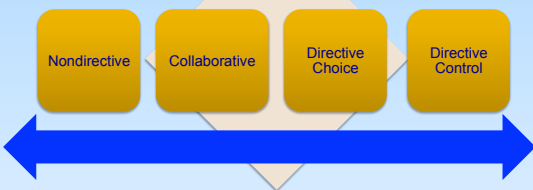
	Beginning	Emerging	Applying	Integrating	Innovating
Connecting students' prior knowledge, life experience, and interests with learning goals	Opens lesson to capture students' attention and interest. Teacher recognizes the value of students' prior knowledge and life experiences.	Asks questions that elicit students' prior knowledge, life experiences and interests. Some connections are made to the learning goals and objectives of the lesson.	Implements activities and elicits 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 complementary learning goals.
Using a variety of instructional strategies and resources to respond to students' diverse needs as learners and as Jews with a developing religious and spiritual identity	Uses a few instructional strategies. Offers 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.	Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles and religious needs.	Uses extensive repertoire 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

Teacher _____ Date _____
 Observer _____ Focus _____

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

Differentiated Conferencing



Model developed by Jon Saphier

MENTOR: _____ MENTEE: _____ DATE: JANUARY 13 _____	<h2>Collaborative Log</h2>	TYPE OF MEETING <input type="checkbox"/> planning <input type="checkbox"/> pre-observation conferencing <input checked="" type="checkbox"/> post-observation conferencing <input type="checkbox"/> other _____
B		
What's working: Geometry class more active with topic of triangle congruence.	Current Focus: Broader repertoire of checking for understanding, put more active learning on the kids - 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 (to complement oral presentation) 3. Standing pair-share groups to students can actively process information in short amount of time	Mentor's Next Steps: Visit Thursday G block for first half of class.	
Next Meeting Date: _____ January 20 th _____	Partner Log: _____	
Understanding and Organizing Subject Matter for Student Learning A) Deconstructing knowledge of subject matter content and student development B) Organizing curriculum to support student understanding of subject matter C) Making clear and accessible, visible and assess subject matter D) Supporting student understanding and personal relevance through authentic contexts that are appropriate to their subject matter accessible to students	Planning Instruction and Designing Learning Experiences for All Students A) Drawing on and taking student' backgrounds, interests, and development B) Establishing and articulating goals for student learning C) Developing and executing professional practices and materials for student learning D) Designing short-term and long-term plans to foster student learning Assessing Student Learning A) Establishing and communicating learning goals for all students B) Collecting and analyzing evidence of performance to inform student learning C) Using the results of assessment to guide instruction D) Communicating with students, families, and other stakeholders about student progress	Developing as a Professional Educator A) Reflecting on teaching practice and professional development opportunities B) Establishing professional goals and pursuing opportunities to grow professionally C) Working with leaders to improve professional practice D) Working with colleagues to improve professional practice E) Maintaining professional responsibility and encouraging innovation
Adapted From: Ohio Teacher Career	Engaging and Supporting All Students in Learning <small>(See also page 1)</small> A) Establishing and maintaining learning goals for all students B) Creating and using multiple means of engagement to ensure student learning C) Using the results of assessment to guide instruction D) Communicating with students, families, and other stakeholders about student progress	Creating and Maintaining an Effective Environment for Student Learning <small>(See also page 1)</small>

Planning a Mentoring Conversation

Goals for Mentee's Learning

- What will you work on?
- What do you want your Mentee to learn?
- How will this strengthen his/her teaching?
- What will it look like when he/she gets better at this?
- What teaching standard(s) does this relate to? Where is your Mentee on the developmental continuum?

Developing a strategy for talking with Mentee

- How will you introduce this agenda?
- How could you use the observational notes?
- What are some generative questions you might ask?
- What do you think your Mentee might say and how might you respond?

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



Keys to Effective Learning Teams

1. Job-alike teams
2. Protocols
3. Trained facilitators
4. Dedicated time
5. Perseverance

Rounds is . . .



A feedback system in which the feedback is information about what was accomplished in light of what was attempted

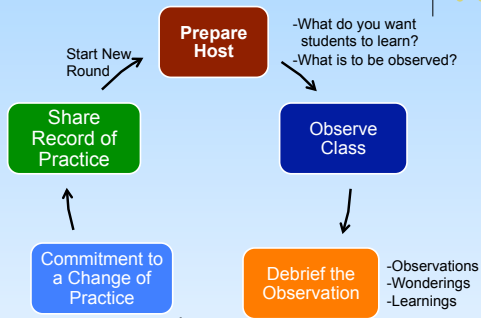
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Sample Questions of Practice

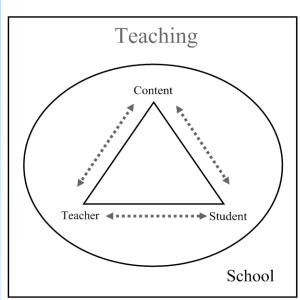


1. How can we facilitate critical thinking among students?
2. How can we support and monitor student collaboration to maximize each student's learning?
3. How can we facilitate learning experiences that promote autonomy, interaction, choice and responsibility?

The Rounds Cycle



The Instructional Triangle



Conditions

- 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. Teacher reflects on the lesson
3. Observers share data:
 - Round 1: What did you see? (descriptive data)
 - Round 2: What do you wonder?
 - Round 3: What did you personally learn?
4. Commitments and Action Plans

Rounds Outcomes



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

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Rounds Outcomes



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

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Essential Elements in Creating a Culture of Teacher Learning



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

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