Mentor Professional Learning, Development, and Assessment

T4TLA Mentoring & Induction Affinity Group | Workshop 1
March 19, 2018

EQUITABLE ACCESS

TALENT FOR TURNAROUND

SCHOOL IMPROVEMENT
Welcome and Introductions

Lisa Lachlan, GTL Center
Lindsey Hayes, GTL Center
Karali Pitzele, New Teacher Center
Team Introductions

- Please introduce yourself if this is your first time attending a Mentoring and Induction (M&I) affinity group event.
  - Name
  - Title
  - Organization (state or district)
Our Missions

Center on Great Teachers and Leaders (GTL Center): To foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

The Center on School Turnaround (CST): To provide technical assistance and identify, synthesize, and disseminate research-based and emerging, promising practices that will lead to state education agencies’ increased capacity to support districts in turning around their lowest performing schools.
Talent for Turnaround Leadership Academy (T4TLA) Premise

**IF...**

we want to ensure that students in our lowest performing schools are taught by effective teachers in schools with effective leaders,

**THEN...**

we need systems for attracting, supporting, and retaining educators with the knowledge and skills required to turn around low-performing schools.
M&I Affinity Group Overview

- Monthly workshops
  - 90-minute virtual meetings organized by topic
  - March–August 2018

- Three peer-to-peer consultancies
  - Launch, midpoint progress, and final share-out
  - Instructions forthcoming

- Team time on your own facilitated by regional comprehensive center (RCC) staff
# M&I Affinity Group Workshops

<table>
<thead>
<tr>
<th>Content</th>
<th>Optional Dates and Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop 1: Mentor Professional Learning, Development, and Assessment</td>
<td>March 19 1:30–3:00 p.m. ET</td>
</tr>
<tr>
<td>Workshop 2: Beginning Teacher Needs Assessment and Communities of Practice</td>
<td>April 25 1:30–3:00 p.m. ET</td>
</tr>
<tr>
<td>Workshop 3: The Role of the Principal in Comprehensive Induction</td>
<td>May 10 1:30–3:00 p.m. ET</td>
</tr>
<tr>
<td>Workshop 4: Using ESSA Funding for Multiyear Mentoring and Induction</td>
<td>June 18 1:30–3:00 p.m. ET</td>
</tr>
<tr>
<td>Workshop 5: Effective Communication With Stakeholders and Staff</td>
<td>July 18 1:30–3:00 p.m. ET</td>
</tr>
<tr>
<td>Workshop 6: Induction Program Monitoring and Continuous Improvement</td>
<td>August 15 1:30–3:00 p.m. ET</td>
</tr>
</tbody>
</table>
Workshop 1 Objectives

- Participants will:
  - Learn research-based strategies and best practices for mentor professional learning, development, and assessment.
  - Explore resources developed by the GTL Center to support mentor professional learning, development, and assessment.
  - Apply content learned during this session to the planning and implementation of M&I programs, with support from RCC staff.
Workshop 1 Agenda

- Adobe Connect Orientation
- Activator
- Mentor Standards
- Group Discussion
- Mentor Development Structures: Part 1
- School Improvement Spotlight: Practices 3A and 3B
- Group Discussion
- Mentor Development Structures: Part 2
- District Example
- Q&A/Group Discussion
- Exit Ticket
Adobe Connect Orientation

Mentor Professional Learning, Development, and Assessment

T4TLA Mentoring & Induction Affinity Group | Workshop 1
March 19, 2018

TALENT FOR TURNAROUND
EQUITABLE ACCESS | SCHOOL IMPROVEMENT
Activator

In the chat pod, please type ONE THING you hope to get out of today’s workshop.
National Landscape

- Although more than 30 states provide or require initial training for mentors, only 18 states also require ongoing professional learning for mentors.
- Most state policies do not provide specifics about the content or delivery of mentor professional learning.

Mentor Standards vs. Induction Program Standards

- Mentor standards describe mentor knowledge, abilities, and dispositions that focus on advancing beginning teacher professional practice and promoting student learning.
  
  Example: Mentor Standards for the Ohio Resident Educator Program

- Induction program standards govern the design and operation of local educator induction programs.
  
  Example: Ohio Resident Educator Program Standards
Mentor Professional Standards—New Teacher Center Example

- Standard 1: Facilitates and advances the professional learning of each teacher to increase student learning.
- Standard 2: Creates and maintains collaborative and professional partnerships to advance teaching practice and student learning.
- Standard 3: Utilizes knowledge of standards, pedagogy, and research to advance teaching practice and student learning.
- Standard 4: Promotes professional learning for teachers for continuous improvement and student learning.
- Standard 5: Uses assessment data to advance teaching practice and student learning.
- Standard 6: Develops as a professional leader to advance mentoring and the profession.

Group Discussion

- As prework, we asked you to locate a copy of your state or district professional standards for mentors.
- Which standard(s) are the most important for your team to focus on when planning professional learning structures and activities for mentors?
- Why are these standards the most important?
Mentor Development Structures

1. Mentor professional learning series
2. Mentor professional learning communities
3. Mentor coaching and ongoing formative assessment
1. Mentor Professional Learning Series

- Mentor professional learning series advance mentors’ skills and knowledge through a sequence of courses focused on instructional leadership skills and advancing the instructional practices of beginning teachers.

- Instructional coaching strategies must be explicitly taught to new mentors, practiced, and refined through continual feedback and reflection.
Essential Content for Mentor Professional Learning

- Research on the needs of new teachers and implications for the mentor role
- Roles and responsibilities of participants in the mentoring program (mentors, new teachers, administrators, other colleagues)
- Communication and collaboration skills
- Cultural competence
- Collaborative coaching skills, including questioning and facilitation techniques
- Coaching observation approaches and data-gathering strategies
- Frameworks for examining teaching, learning, and assessing

Mentor Professional Learning Series—New Teacher Center Example

1. Instructional mentoring for equitable learning
2. Using data to inform instruction
3. Observing and giving feedback
4. Assessing growth and deepening practice
5. Creating conditions for equitable instruction
6. Differentiating instruction to support diverse learners
7. Advancing instruction to support language development
8. Mentoring as leadership

**Instructional Content for Diverse Learners**

- Mentors must be instructional strategy experts who can address the needs of each and every learner, including those with diverse learning needs.

- Mentor professional learning may include advanced topics related to:
  - Universally designed instruction
  - Multitiered systems of support
  - Differentiated instruction
The Four Domains for Rapid School Improvement

Turnaround Leadership
- Prioritize improvement and communicate urgency
- Monitor short & long term goals
- Customize and target support to meet needs

Culture Shift
- Build a culture focused on student learning and effort
- Solicit and act upon stakeholder input
- Engage students and families

Instructional Transformation
- Diagnose and respond to student learning needs
- Provide rigorous evidence-based instruction
- Remove barriers and provide opportunities

Talent Development
- Recruit, develop, retain and sustain talent
- Target professional learning opportunities
- Set clear performance expectations

## School Improvement Spotlight: Practices 3A and 3B

<table>
<thead>
<tr>
<th>School Turnaround Practices</th>
<th>High-Quality M&amp;I Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A: Diagnose and respond to student needs</td>
<td>• Intensive and specific guidance moving teaching practice forward</td>
</tr>
<tr>
<td>3B: Provide rigorous, evidence-based instruction.</td>
<td>• Professional teaching standards and data-driven conversations</td>
</tr>
</tbody>
</table>
Practice 3A: Diagnose and respond to student learning needs

- Diagnose student learning needs and use identified needs to drive all instructional decisions.
- Incorporate effective student supports and instructional interventions.
- Use fluid, rapid assessment and adjustment of instructional grouping and delivery to adapt to student learning needs.
Practice 3B: Provide rigorous, evidence-based instruction

- Set high academic standards and ensure access to rigorous, standards-based curricula.
- Provide supports to ensure evidence is used in instructional planning and facilitation of student learning.
- As gaps are identified in the curriculum or instructional delivery, develop plans to strengthen these key components.
In the chat pod, please respond to the following prompt: To what extent does mentor professional learning in your state or district emphasize and support the following practices?

- 3A: Diagnose and respond to student needs.
- 3B: Provide rigorous, evidence-based instruction.
2. Mentor Professional Learning Communities

- Mentor professional learning communities (also called communities of practice) foster a peer-to-peer, inquiry-based approach to learning new mentoring strategies, skills, and techniques.

- Mentor forums, typically led by experienced mentors or instructional coaches, are another venue for mentors to develop their skills and understanding of adult learning.
Goals of Mentor Professional Learning Communities

▪ **Build content knowledge.** Grow mentors’ ability to help beginning teachers address content standards, lesson planning, and best practices to support all learners.

▪ **Expand understanding of important skills and concepts.** Build trust, partnerships with principals, and leadership capacity.

▪ **Develop skills in using performance rubrics and student data for improved practice.** Use data to inform mentoring conversations relative to supporting differentiated instruction and formative assessment in beginning teachers’ classrooms.

▪ **Offer collegial support for challenging mentoring situations.**

▪ **Provide dedicated space for reflection.**
3. Mentor Coaching and Ongoing Formative Assessment
Mentor Goal Setting

- State or local mentor standards can be used to guide mentor goal setting and ongoing self-assessment.
- Mentor goals should reflect a continuum of mentor development.

Mentor Coaches work with mentors to:

- Co-construct and/or process learning.
- Support and advance leadership and coaching skills.
- Solve problems and reflect on mentoring skills and teacher needs.
- Review mentor self-assessment results and support the development of a mentor’s individual learning plans.
- Support mentors with peer observations. Using the plan–teach–reflect cycle, this peer observation provides validation and encouragement in reaching a higher level of mentoring skills.
- Assess progress of mentors at midyear and support year-end reflection.
Mentor Coaching Examples

- Coaches hold **one-on-one meetings** with mentors to reflect on strengths, areas for improvement, and resources needed to support beginning teachers.
- Coaches **observe and provide feedback on coaching conversations** between mentors and beginning teachers.
- Coaches provide **in-field support** to mentors as they observe and coach beginning teachers in the classroom.
Mentor Feedback and Reflection

- Mentors need ongoing, formative feedback on their performance as coaches and instructional leaders.
- Mentor coaches, principals, and/or induction program leaders can provide feedback.
- If available, consider the use of self-assessment rubrics aligned with mentor professional standards to guide these conversations.
Resources

- GTL Toolkit: Mentor Professional Learning, Development, and Assessment Design Workbook—Helps teams incorporate research-based best practices into the design of their mentor professional learning initiatives (see Groupsite).
Questions?
Highlights of the New Teacher Center Model in New York City

Karali Pitzele, Program Director
Who is the New Teacher Center (NTC)?

- 20-year old organization
- Previously the Santa Cruz New Teacher Project
- Currently partner with 250 school districts in 37 states reaching 23,000 new teachers and 1.6 million students
- U.S. DOE recognizes our model—NTC received an Investing in Innovation (i3) and a SEED grant to scale and assess the impact of our work in multiple districts, including one to scale our work in NYC
- NTC has had a presence in New York City (NYC) since 2001
“We develop, implement, and advocate for comprehensive induction systems for new teachers to improve their effectiveness, retention, and leadership, thereby increasing student learning.”
NTC-NYC Reach

New York City
2017-2018 Programs

149 Schools
44
105

677 Early Career Teachers
222
455

266 Mentors
73
193

185 School Leaders
44
141

Supporting nearly
29,000 NYC Students
Expanding Mentors’ Role

Two years of mentoring

Mentoring is continuous (weekly)

Uses high-leverage tools and protocols

Collaboration of mentor and school leaders

Co-plan lessons and units aligned to Common Core Standards, Danielson Framework, and school's model

Observe instruction, provide feedback and support reflection on teaching using structured pre/post-observation protocols

Scaffold development of effective communication, collaboration, and coordination with all school stakeholders (teachers, support staff, administrators, parents, students)

Support differentiated instruction using analyzing student work protocols

Help teachers learn the context of the school and students’ lives in ways that support social-emotional learning and effective relationship-building

TALENT FOR TURNAROUND

Equitable Access | School Improvement
Highest Leverage Mentoring Practices

Analyzing Student Learning (ASL)

Observation Cycle Tools
- Plan/Prepare
- Analyze/Reflect
- Teach/Assess

Planning Conversation Guide (PCG)

Pre-Observation Conversation

Gathering Evidence (e.g., Selective Scripting/Seating Chart)

Post-Observation Co-Analysis (POCA)
Annotated Collaborative Assessment Log

Celebrate progress in previous “Challenges” and note when “Next Steps” have been achieved. Frame this using evidence of student learning and teaching standards.

Capture a few specific, achievable next steps. These steps should be:
- Related to current focus
- Short-term and achievable
- Likely to succeed
- Related to the use of other tools

Things to remember:
- Use the language of content and teaching standards. Use mentoring language to paraphrase, clarify and probe for specificity.
- Limit and prioritize concerns as you establish an area of focus together.

List specific ways that your mentoring will support the beginning teacher going forward.

Close the conference by reconfirming agreements and next steps.

Use this reference to the Teaching Standards to indicate the standards addressed during your discussion.

© 2016 New Teacher Center. All Rights Reserved. www.newteachercenter.org
Team Question

- Why is mentor development important?
- What are the challenges?
- What general trends do you see in the field?
Greening of the Teaching Force

FIG. 1.
Years of teaching experience of public school teachers, 1987-88 and 2007-08

- 1987-88
- 2007-08

Years of teaching experience

Number of teachers
Teacher Retention After One Year with NTC

In District 9 (Bronx), after the 2014-2015 program year, the retention rate for the NTC cohort of first year teachers was higher than the retention rate of the matched cohort of District 9 first year teachers.
Growth After Two Years with NTC Model

After two years of mentoring, students of NTC trained teachers showed greater growth in Reading/ELA & MATH compared to matched comparison teachers.
i3 Validation

An RCT of NTC’s induction model demonstrates students of NTC teachers learn more than students of district supported teachers.

Students of NTC-supported teachers achieve *2-4 months of additional learning in reading* and *2-5 months of additional learning in math* over the course of one year compared to students whose teachers received traditional mentoring.
What We Learned from the i3 Validation

**WE KNOW WHAT WORKS**

To improve teacher practice and student learning, NTC provided districts:

1. High-quality, trained instructional mentors
2. Small mentor caseloads (No more than 15 teachers if mentor is released full-time)
3. Formative assessment systems that guide instruction and student supports
4. Regular job-embedded, in-person, one-on-one feedback, focused on instruction
5. Consistent data use for program improvement
Challenges

- Funding staffing and time for 1:1 mentoring

- School level
  - Sanctioning time to mentor
  - Mentor selection

- District level
  - Sustainability
  - Impact on school culture
  - Impact on district expertise if partnership is not connected to key movers
Who Should Mentor?

✓ Effective/Highly Effective teachers
✓ Instructional coaches
✓ Teacher Leaders

Not necessarily:

The person with the most flexibility in their schedule

The person with the most seniority
Release Time and Budgeting

- **Full Release**: Up to 15 mentees
- **50% release time**: up to 8 mentees
- **25% release time**: up to 4 mentees
- **15% release time**: up to 2 mentees
Team Question

- What structures do you have in place for mentor professional learning?
- What is the schedule?
- How do you determine topics for the professional learning sessions?
Key Program Components

- **Professional Learning**: 8 days per year
- **Mentor Forums (half day)**: 4-6 per year
- **In-Field Coaching Visits**: 3-5 per year
- **School Leadership Engagement**: 4-6 times per year
Mentor Training

- The process is pedagogical—mentors reflect, plan, peer-coach, and interact with the content in varied ways.

- Focuses on using mentoring processes effectively in varied conditions to meet the needs of all learners.

- Key topics are covered in addition to how to use the tools:
  - Adult learning theory
  - Agency and metacognition (coaching language)
  - Phases of first year teachers
  - Coaching through stress
  - Coaching into Common Core

- Year 2 spirals through the tools while layering in equity, the needs of English learners, students with special needs, etc.

- Year 3 includes peer-video coaching.
Year 1 Professional Learning Series: Mentoring for Effective Instruction

Mentors Learn to:
- Engage beginning teachers in instructional cycles designed to advance their ability to plan, teach, and assess in order to provide optimal learning for all students to meet rigorous grade level standards.
- Use an evidence-based approach to assess, recommend, and scaffold beginning teachers in practice using the Inquiry-Based Formative Assessment and Support (FAAS) system.
- Effectively create a collegial partnership that provides actionable, meaningful feedback to improve student learning.

<table>
<thead>
<tr>
<th>Instructional Mentoring for Equitable Learning</th>
<th>PLS 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Building Student-Supporting Instruction</td>
<td>Day 2</td>
</tr>
<tr>
<td>Tasks: Develop Understanding, Language, and Instructional Content</td>
<td>1. Use the reading, language, and instructional standards to develop understanding of student needs and instructional content.</td>
</tr>
<tr>
<td>2. Develop instructional materials that address the instructional standards.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: PLS 2 Using Data to Inform Instruction</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks: Analyze Data to Support Instruction</td>
<td>1. Identify and analyze data to inform instructional decision-making.</td>
</tr>
<tr>
<td>2. Develop instructional strategies that address the instructional needs of all students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: PLS 3 Observing and Giving Feedback</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks: Observe and Evaluate Instruction</td>
<td>1. Observe and evaluate instruction to support the development of effective teaching practices.</td>
</tr>
<tr>
<td>2. Provide feedback to support the development of effective teaching practices.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: PLS 4 Assessing Growth and Deepening Practice</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks: Assess Progress and Feedback</td>
<td>1. Assess progress and feedback to support the development of effective teaching practices.</td>
</tr>
<tr>
<td>2. Provide feedback to support the development of effective teaching practices.</td>
<td></td>
</tr>
</tbody>
</table>

---

Year Two Professional Learning Series: Reaching All Learners

Year two focuses on reaching all students through differentiated instruction based on assessed learning needs. The curriculum deepens and expands mentors’ coaching skills and knowledge in emphasizing academic language development, culturally responsive teaching, social and emotional learning (SEL), mentor leadership, and the creation of ongoing, collaborative professional relationships that advance student learning.

Each month-long session has a clear focus as participants meet four times over year two.

5. Conditions for Equity
   - Mentor teachers often drive their vision of equity through:
     - Selecting appropriate strategies, tools, and processes to promote instruction that addresses the influence of race, language, and culture on teaching and learning.
     - Applying a SEL framework that further supports equitable and inclusive practice for all learners.
   - Providing feedback:
     - Learning and using a protocol for providing feedback to support all learners.
   - Deepening instruction:
     - Developing skills in collecting data and understanding the needs of all learners.

6. Mentoring for Language Development
   - Apply collaborative inquiry to support teachers in identifying and addressing the needs of English language learners:
     - Developing tools in collecting data and understanding the needs of all learners.
   - Providing targeted feedback:
     - Learning and using a protocol for providing feedback to support all learners.

7. Reaching All Students
   - Deepen mentors’ understanding of conditions and strategies that support students with learning differences:
     - Advancing skills to identify areas of growth.
     - Planning differentiated instruction and assessing teaching practices.

8. Leading for Tomorrow
   - Examine the impact of mentor practice on teaching and learning and explore the collective efficacy of their programs through:
     - Developing leadership and organizational literacy skills that advance equity and teaching and learning conditions.
     - Creating a personal vision of leadership.
Team Question

- Is there a specific assessment tool that you use for mentors?
- How do you use it to foster reflection?
NTC’s Continuum of Mentoring Practice

- Describes key mentoring strategies used at different levels.
- Is used several times per year to reflect and set goals.
  - Forums—peer coaching
  - In-field coaching with lead coach
- Is not an evaluative tool—districts develop those if needed.
Basic Toolkit and Conceptual Framework

Basic Toolbox for Mentors and Coaches

Let's Elevate!

Toolbox of Basics for Mentors and Coaches

What are the key mentoring and coaching practices that best support teacher effectiveness?
Questions?
Exit Ticket

In the chat pod, please type ONE ACTION ITEM you want to take back to your team for consideration based on today’s workshop.
Housekeeping

- **Survey:** [https://www.surveymonkey.com/r/MIWorkshop1](https://www.surveymonkey.com/r/MIWorkshop1)

- **Next workshop:** Beginning teacher needs assessment and communities of practice.
  - April 25th (1:30—3:00 p.m. ET)

- **Prework:** Will be sent in a follow-up e-mail.

- **Adobe Connect:** Please be prepared to appear via webcam at the next session.


Lindsey Hayes
lhayes@air.org
202-403-5999
1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
www.air.org

Karali Pitzele
kpitzele@newteachercenter.org
729 7th Ave., 9th Floor, NY, NY 10019
www.newteachercenter.org