Mentoring and Induction for Instructional Transformation

Lindsey Hayes, Center on Great Teachers & Leaders
Natalie Smith, Ph.D., Partnership and Professional Development Director
November 15–16, 2018
Session Objectives

- Participants will learn strategies for designing mentoring and induction (M&I) programs that drive **instructional transformation**, with an emphasis on achieving **equitable instructional outcomes** for the highest need students, including students with disabilities and English language learners.
Session Agenda

- Introduce and Present:
  - Instructional Transformation and Equity: Utilization in High-Need Schools
  - High-Leverage Practices (HLPs)

- Engage and Interact:
  - Video Clip Discussion
  - HLPs as Instructional Framework for Induction

- Strategies in Action: Natalie Smith, Ph.D.

- Questions and Answers

- Connect and Reflect: Applying Learning to Action Plans
Why Focus on M&I for Instructional Transformation?

- To achieve rigorous **Induction Program Standards**
  - Standard 8.0: Instructionally Focused Formative Assessment of Beginning Teacher Practice
  - Standard 9.0: Instructional Mentoring for Optimal Learning Environments
  - Standard 10.0: Instructional Mentoring for Diversity, Equity, and Inclusion
- To support teachers in high-need schools
- To benefit students most in need of high-quality instruction
- To reflect on growth from initial affinity group self-assessment results
Activator

- **BRAINSTORM:** What supports within a mentoring and induction (M&I) program most benefit new teachers?
- **CATEGORIZE:** Sort responses by CST’s Four Domains for Rapid School Improvement.
- **REFLECT:** What supports were listed under the Instructional Transformation domain?
- **EXTEND:** How might these supports need to be adapted for teachers serving students with disabilities or culturally and linguistically diverse students?
Introduce and Present

Equity

High-Leverage Practices for ALL Learners

Instructional Transformation
What Are High-Leverage Practices (HLPs)?

- Focus directly on instructional practice
- Occur with high frequency in teaching
- Research based on known to foster student engagement and learning
- Broadly applicable and usable in any content area or approach to teaching
- Fundamental to effective teaching when skillfully executed

Examples of HLP Frameworks

- TeachingWorks HLPs
- Marzano High-Yield Instructional Strategies
- Council for Exceptional Children (CEC) and CEEDAR Center [High-Leverage Practices in Special Education](#)
Engage and Interact

- **EXPLORE:** Review the HLP one-page overview document.

- **VIEW:** Video clip on HLP 16: [Explicit Instruction](#).

- **DISCUSS:** What did you notice in the video? How can HLPs be reinforced during the preservice to inservice transition for new teachers? How can HLPs be utilized in high-need schools to achieve equitable outcomes for all students?
HLPs as Instructional Framework for Induction

High Leverage Practices as Instructional Framework for Special Education Teacher Induction
Collaboration  Assessment  Social/Emotional/Behavioral  Instructional

Provides Induction Content & Shared Language

Coherence of Messages Across
Preparation  Specific Induction Components  Instructional Conditions in School
Courses & Fieldwork  Professional Development & Mentoring  Teacher Evaluation  Collaboration  Instructional Resources  Schedules

Assess Induction Outcomes
- Teacher effectiveness
- Commitment & retention

Positive Student Learning Outcomes

Source: Billingsley, Bettini, & Jones (in press).
Strategies to Reinforce HLPs Through M&I

- Curriculum, resources, and tools
- Mentor selection and development
- Leadership support
- Time and space for collaboration
- Aligned systems of professional learning
- Preparation program partnerships
- Others?
Strategies in Action: Natalie Smith, Ph.D.

- My story
- Successes and lessons learned
- Examples of instructional transformation through M&I
Coaching

- **Data-driven instruction**
  - Analyzing quantitative and qualitative data on a regular basis to inform practice right away
  - Determining student needs and creating instructional action plans that specify how teachers will meet the needs of individual students
  - Ensuring equitable instructional practices and classroom management strategies

- **Collaborative planning**
  - Ensuring instructional and social emotional learning expectations are clear
  - Ensuring teachers have time in their schedules for collaborative planning
    - Planning for differentiated instruction and small group instruction
    - Discussing students who need additional academic and behavioral support via Kid Talk
Observation and Feedback

- Conducting frequent and consistent observations and providing verbal and written feedback
- Videotaping teacher practice in order to allow teachers to self-reflect and enhance instruction
- Using the “Six Steps to Effective Feedback” from Paul Bambrick-Santoyo’s *Leverage Leadership*
  - Provide precise praise
  - Probe
  - Identify the problem and concrete action steps
  - Practice
  - Plan ahead
  - Set timeline for follow-up
Professional Development

- Ongoing and frequent new teacher/mentor teacher meetings
  - Deep dives into curriculum
  - Discuss a problem of practice
  - Analyze data
  - Plan and practice teaching moves

- Ongoing and frequent professional learning opportunities
  - Build content knowledge
  - Social emotional learning and family engagement
  - Diversity, equity, and inclusion
    - Community agreements
    - Constructivist listening
    - Diversity rounds and circles of identity
    - Types of discourse
    - Educational equity discussions
School Culture and Relational Trust

- Student culture
- Staff culture
- School committees
- Mental health partnerships
- Trauma-informed practices
- Partnerships with families, community, and other stakeholders
- School leadership teams
  - Instructional leadership team
  - Student support teams (for Tier 2 and 3 supports)
Questions & Answers
Connect and Reflect

- How does your state or district define practices for instructional transformation (e.g., is there a defined set of HLPs)?
- How is your M&I program currently reinforcing practices for instructional transformation?
- How can your M&I program deepen its focus on reinforcing practices for instructional transformation?
M&I Affinity Group in Year 7

The GTL M&I team will continue to support T4TLA teams that are focused on M&I work by:

• Joining the T4TLA virtual community of practice as appropriate to share expertise on M&I best practice
• Collecting and reporting out progress on action plans and self-assessments as needed
• Inviting T4TLA members to M&I national webinars to receive additional toolkit materials as they are released
• Responding to TA requests from affinity group teams as needed and within available GTL resources


Lindsey Hayes
Center on Great Teachers and Leaders
lhayes@air.org

Natalie Smith, Ph.D.
Turnaround for Children
natalie.arthurs@gmail.com