

Mentoring and Induction for Instructional Transformation

Lindsey Hayes, Center on Great Teachers & Leaders

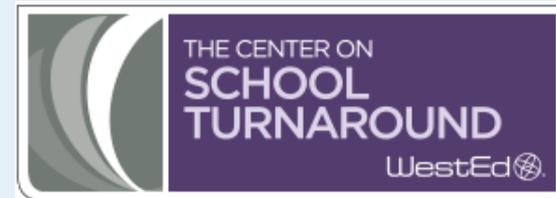
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November 15–16, 2018

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■



NORTHEAST COMPREHENSIVE CENTER



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

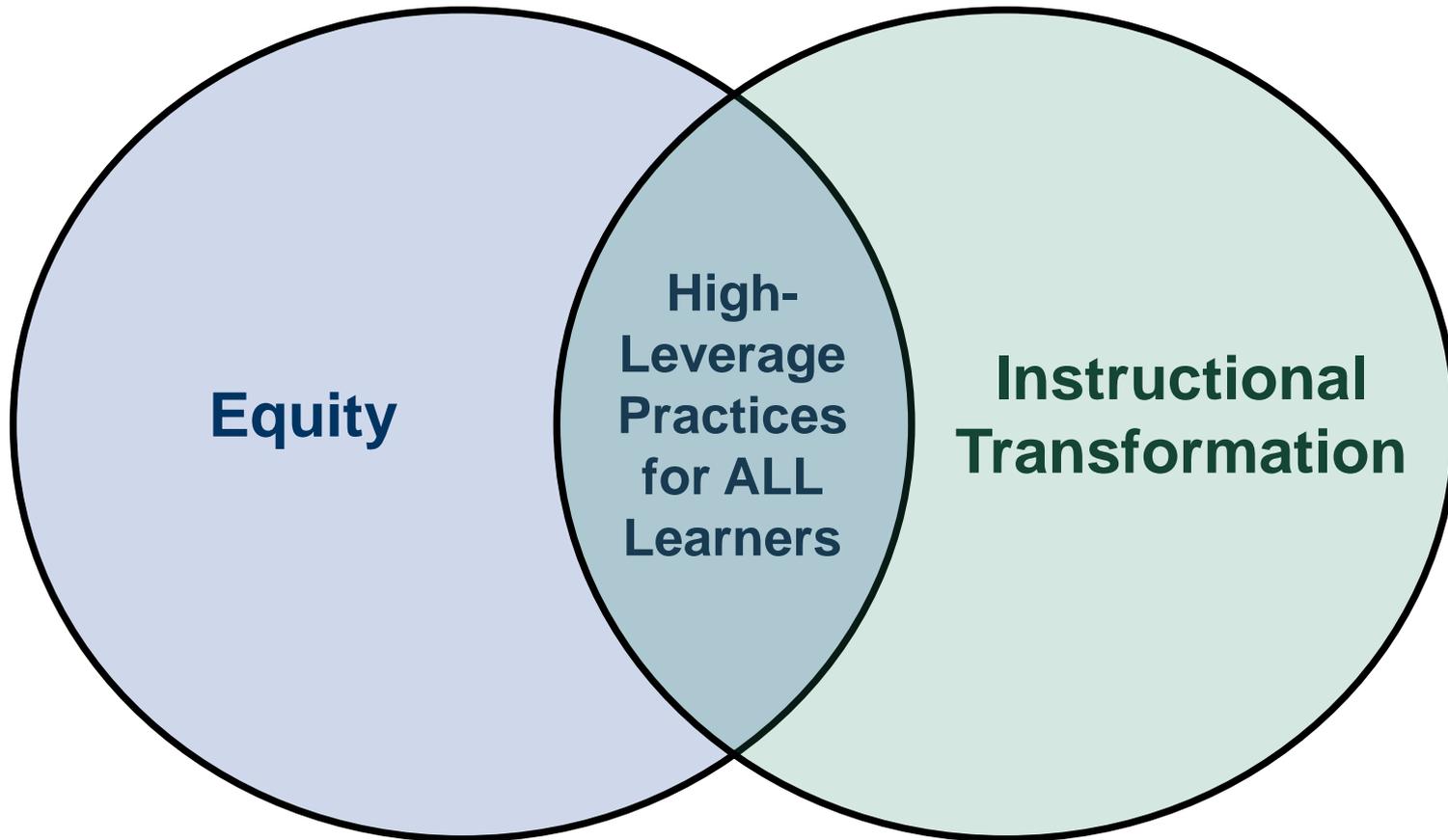
Why Focus on M&I for Instructional Transformation?

- 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



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

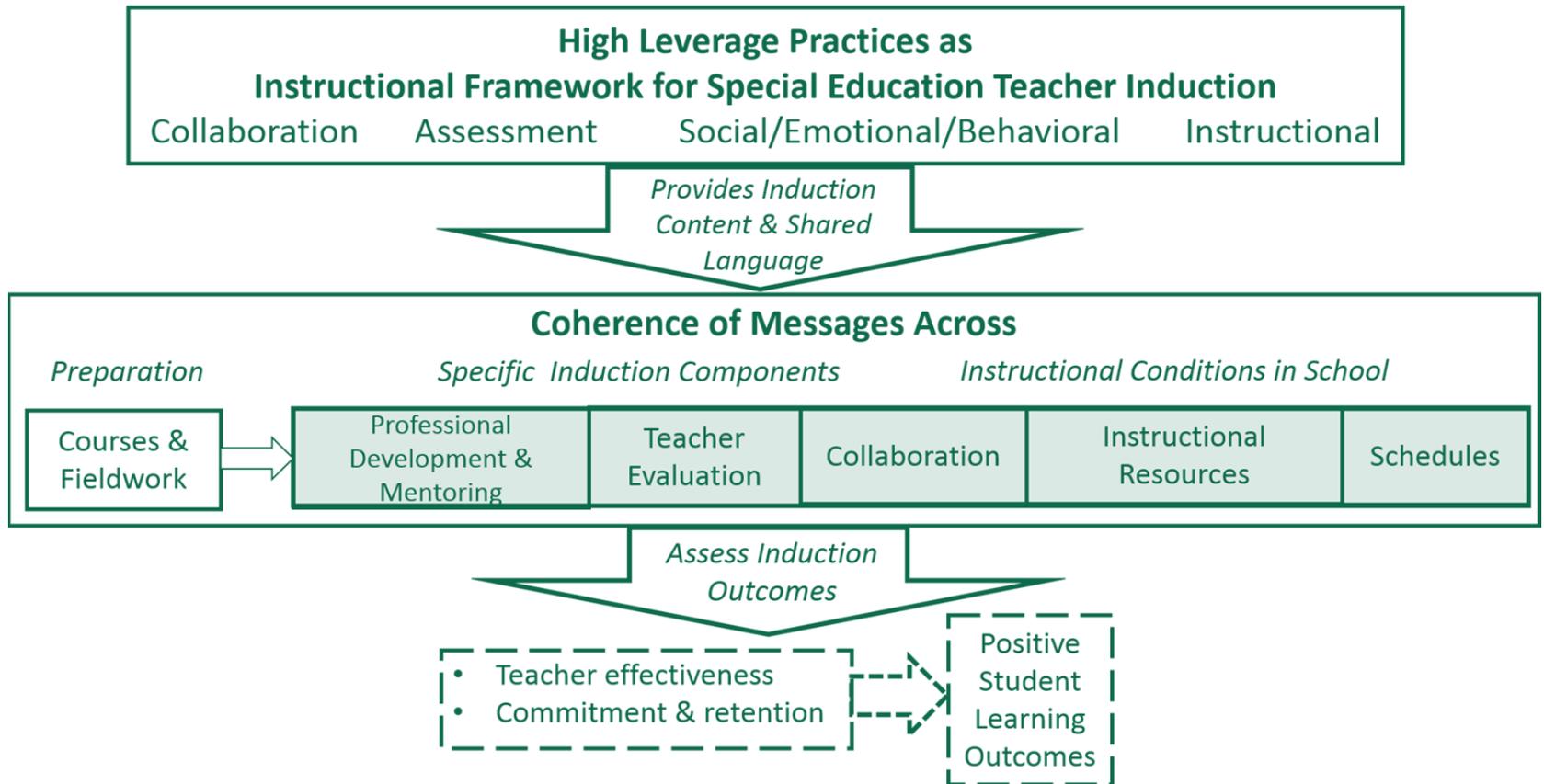
Examples of HLP Frameworks

- 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



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

References

- Billingsley, B., Bettini, E., & Jones, N. (In press). Supporting special education teacher induction through high leverage practices. *Remedial and Special Education*.
- Council for Exceptional Children and CEEDAR. (2017). *High-leverage practices in special education (HLPs)*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. Retrieved from <http://cedar.education.ufl.edu/wp-content/uploads/2017/11/HLP-flyer-list.pdf>
- McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., ... Ziegler, D. (2017, January). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. Retrieved from <http://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

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