

Presentation of Learning from NTIN
DCNTP District Council Meeting. Monona Grove School District December 10th 2012
Steve Hernandez SPASD New Teacher Mentor

Artifact:

Supplements from the NTIN choice group session: "Supporting New Teachers Around High Stakes Evaluation ~ Sharpening our Focus." Presented November 14, 2012

Presenters: Sharon Grady and Shalini Patel, New Teacher Center

Overview

In response to recent educator effectiveness initiatives implemented in several states, NTC is in the process of developing a targeted mentoring framework. This framework is based on the Danielson Domains for Teaching and is made up of four "modules" that provide a scope and sequence of mentor and beginning teacher focus throughout the year. The intent is to "focus the content, pace, and urgency" of the work of mentors which may lead to more buy-in with new teachers (see attached documents).

Rationale for Selection of Artifact

As the State of Wisconsin begins implementation of the Educator Effectiveness Model, mentors will need to know how to best support beginning teachers in ways that tie directly to the language of their new evaluation process. This framework provides a foundation of resources from which districts might use as they develop or revise their individual mentoring programs to align with this new layer of support that will be needed to beginning teachers. These resources have already been shared with Sun Prairie School District Release mentors and we are currently in the process of reviewing the material to determine how to best integrate it into our program.

Rationale for the Mentoring Modules

Our Goal

To create a strategic infrastructure focused on new teacher support that systematically raises teacher performance, therefore accelerating teacher effectiveness and improving student learning outcomes district wide.

- **Strategic Infrastructure**
 - NTC-MM: Learning Zone, FAS Tools, and Going On
- **Systematically Raises Teacher Performance**
 - Targeted mentoring based on CPS Framework for Teaching
 - Inquiry Cycle (Pre-Assess, Goal Set, Practice/Teach, Reflect)

Copyright © 2014 New Teacher Center. All Rights Reserved.



Why Do We Need Mentoring Module?

New evaluation system (REACH Students)

- State law (PERA) requires teachers to be *Proficient* by the end of their 2nd year of teaching
- Growing sense of urgency to develop new teachers to be more effective, faster

New mentors often struggle to push new teacher's practice

- New teachers resist mentoring without knowing its purpose or understanding its value
- Mentors spend extra time relationship building in order to build trust, which delays work on teacher effectiveness

CPS will evaluate new teacher performance using the CPS Framework for Teaching

- Allows mentors to focus the content, pace, and urgency of their work, which creates buy-in from new teachers
- CPS has committed to providing mentors for all new teachers in the district

Copyright © 2014 New Teacher Center. All Rights Reserved.



Rationale for the Mentoring Modules

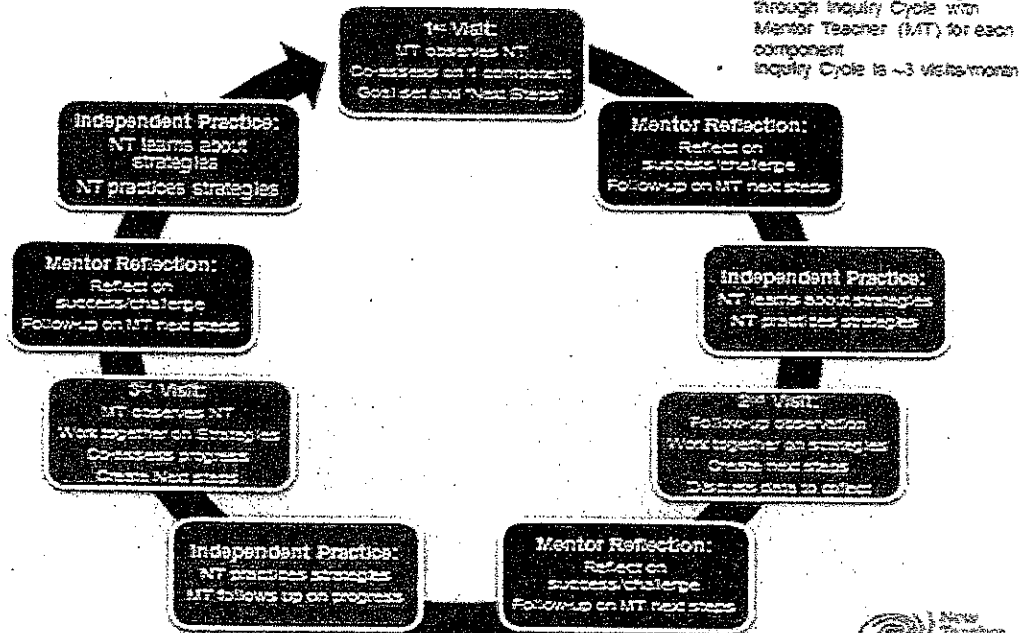
Mentor Module Scope and Sequence

Quarter 1	
MM 2c	2c: Managing classroom procedures
MM 2a	2a: Creating an environment of respect and rapport
MM 2d	2d: Managing Student Behavior
MM 1b	1b: Demonstrating knowledge of students
MM 1d	1d: Designing general instruction
Quarter 2	
MM 3a	3a: Communicating with students
MM 3b	3b: Using questioning and discussion techniques
MM 3c	3c: Engaging students in learning
MM 2b	2b: Establishing a culture for learning
Quarter 3	
MM 1a	1a: Designing student assessment
MM 3d	3d: Using assessment in instruction
MM 1c	1c: Setting instructional outcomes
MM 3a	3a: Demonstrating flexibility and responsiveness
Quarter 4	
MM 4a	4a: Reflecting on teaching
MM 1a	1a: Demonstrating Knowledge of Content and Pedagogy

Copyright © 2011 New Teacher Center. All Rights Reserved.



Inquiry Cycle for Mentoring



Copyright © 2011 New Teacher Center. All Rights Reserved.



CPS Framework for Learning Connections

When we consider teacher practice, we look for evidence in all elements. Multiple examples for these elements help guide productive reflection.

Elements of the Component

Expectations and Norms	Monitoring of Student Behavior	Fostering Positive Student Behavior	Response to Student Behavior
<p><i>It is clear from student actions that expectations and norms for student conduct have been clearly defined and consistently reinforced and modeled.</i></p>	<p><i>Teachers are attuned to what's happening in their classroom, move subtly to help students and, when necessary, re-engage with the content being addressed in the lesson. Teachers use data to monitor and adjust classroom management plans to prevent misbehaviors.</i></p>	<p><i>Teachers acknowledge and motivate behavior that supports learning and complies with established expectations for classroom behavior.</i></p>	<p><i>Teachers try to understand that all behavior occurs for a reason and respond in such a way that respects the dignity of the student and motivates positive behaviors. The best responses are those that address misbehavior early in an episode, do not disrupt other students, and maintain a positive relationship between the teacher and the student.</i></p>
Examples of Elements in Practice			
<ul style="list-style-type: none"> Teacher asks students to move into a think-pair-share. Students immediately think and write silently. When the teacher says "pair," students immediately turn to a pre-assigned neighbor and talk at a low volume. As students finish conversations, they raise fingers to indicate when pairs their pair is done. Teacher uses the CHAMPS system to communicate expectations for specific classroom activities. Teacher assigns peer buddies so students with physical needs can join morning circle. Students clear their desks of everything before they take a quiz without teacher's instructions. 	<ul style="list-style-type: none"> Teacher circulates and visually scans all sections of the room constantly. Teacher uses proximity to re-engage students who are getting off-task. Teacher uses gentle verbal reprimands to quietly redirect students engaging in misbehavior. Teacher says, "Amelia, if you have something to add to the conversation, please raise your hand and wait to be called on." Teacher notices some students talking among themselves, and without a word, moves nearer to them; the talking stops. Teacher uses a clipboard to track student behavior. Teacher implements a card system with an established discipline hierarchy to communicate student behavior. 	<ul style="list-style-type: none"> Teacher says, "Table 4, have your notebooks out and eyes on the board so I know you have turned on your brains and are ready to learn!" Teacher says, "Rosa, you were a big help demonstrating our class rules to the other students by waiting patiently in the classroom library for other students to sign out their books." Teacher uses positive narration to maintain momentum and communicate expectations to students. Teacher establishes student teams with names, cheers, roles and a shield to foster positive collaboration during specific activities. Teacher gives students positive recognition, both individually and in front of the class for accomplishments and effort whenever possible. 	<ul style="list-style-type: none"> Teacher says, "Darius, I appreciate that you are enthusiastic about using the classroom library, so can you show me how we handle books respectfully in Team 204?" Students role play and discuss situations that might trigger emotions. Teacher consistently implements a signal that allows students to take a break when necessary. Teacher says, "Jeremy, let's talk through your behavior contract again, because I know you are really focused on reaching those goals you set for yourself!" Teacher gives a student a "hard look," and the student stops talking to his/her neighbor. Teacher establishes a reflection area in the classroom, or uses a reflection sheet for students who need additional behavior support.



Entry Points

Questions and actions that demonstrate or address either autonomous teacher habits or defeating mindsets.

Effective Teacher Habits of Mind	Mentor Entry Points to Develop Effective Habits of Mind
<p>Teacher asks "How do I..." or "Why do I..."</p> <ul style="list-style-type: none"> o Establish and maintain clear expectations around classroom norms and rules? o Create student "buy-in" for norms and rules? o Monitor the classroom during group/independent/teacher-led work effectively and efficiently? o Effectively re-direct students with proximity, "the look" and other non-punitive methods? o Reinforce my classroom norms through language and behavior? o Enforce a discipline hierarchy that differs from the students' other teacher(s)? o Communicate norms to ELL/students with special needs? 	<ul style="list-style-type: none"> o What expectations and norms are most important for your students to follow? o When are you the most successful at monitoring the class? o What motivates your students to treat each other well? o How do you typically respond to a student's misbehavior? How do students react to your response?
<p>Possible Defeating Mindsets of Teacher</p> <p>Teacher says ...</p> <ul style="list-style-type: none"> o There are too many students for me to monitor every single one of them. o I've tried giving consequences, but I can't give consequences to everyone in the class. o I don't want students to hate coming into my class because they get consequences. o It's okay, because all the teachers have trouble with this student or class o They don't care about consequences, about school, about success...about anything! 	<p>Mentor Entry Points to Develop Effective Habits of Mind</p> <ul style="list-style-type: none"> o Do you think these students enjoy when people are nice to them? o How do you keep track of student misbehavior? o Does misbehavior ever get in the way of learning in your class? o Do you think this group would benefit from a chance to "reset" and re-learn the rules?

Independent Practice

Tasks for new teachers to complete between mentor teacher visits

Teaching Strategies <i>Strategies teachers can execute to improve practice</i>	Supporting Resources <i>Research, websites, literature and tools* aligned to strategies</i>
Implement the No-NonSense Nurturing system	Folder 2: NNN
Use CHAMPS	Website: CHAMPS
Give students choices to empower them	Selective Scripting
Establish a teacher Look	Practice with Mentor
Use proximity	Seating Chart
Frequently circulate the classroom	Seating Chart
Create a strategic seating chart	Seating Chart
Choose a colleague to send disruptive students to	CAL
Develop a discipline hierarchy with enforceable consequences	CAL, Lesson Plan
Consistently document student behavior	Excel or Google Document with student names, clipboard
Carry a clipboard to quickly note student misbehavior	Excel or Google Document with student names, clipboard
Develop a positive incentive system	Folder 2: Incentives & Positive Consequences, Website: Class Dojo Behavior Management Tool
Re-norm the class for existing rules/new rules	Selective Scripting, Lesson Plan
Post rules, discipline hierarchy, and positive incentives for all to see	CAL
Use a strong teacher voice	CAL
Visit the CPS Knowledge Center to review further ideas	Website: CPS Knowledge Center 2d
Develop an attention getter	CAL
Review videos about managing behavior	Video: Behavior on Teacher Channel
Review Discipline by Design	Website: Discipline by Design
Review Proactive Discipline	Website: Proactive Discipline
Complete "Knowledge of Students" tool to gather data	Knowing Students (completed with mentor or as independent work).
Observe and gather data on a teacher who successfully manages student behavior	CAL, Selective Scripting (completed as observation tool by New Teacher)
	*The tools in this section should be completed together with Mentor Teacher and used by the New Teacher as a reminder, script or resource.

Practice: Completed by NT between visits

Mentoring Strategies

Possible strategies and questions to guide mentor's next steps with teacher

Examples of Mentoring Strategies	Possible Tools	NOTES
Review the NNN system and practice each stage	CAL	
Co-plan a positive incentive system for class	Lesson Plan	
Co-plan a new discipline hierarchy to present to class	Lesson Plan	
Script corrections and role play	Lesson Plan, Selective Scripting	
Review "selective scripting" from class and reflect on choice of language	CAL, Selective Scripting	
Review evidence from "seating chart" and CAL and have teacher reflect on successes and challenges	CAL, Seating Chart	
Reflect on possible outcomes for student(s) who inconsistently follow rules	CAL, Class Profile	
Reflect on whether students know rules and what the teacher does to enforce	CAL	
Reflect on comfort with giving consequences	CAL	
Complete a class profile to identify students who would benefit from RTI	Class Profile, Knowing Students	
Co-create a "buddy system" to support students with ELL/students with special needs	CAL, Class Profile	
Visit the CPS Knowledge Center to review further ideas	Website: CPS Knowledge Center 2d	

Planning: Completed together at meetings

Observation: Collected by MT during cycle

Evidence of Growth

Possible examples that demonstrate progress towards proficiency

Examples of Evidence of Growth	Possible Tools	NOTES
Teacher posts and reinforces rules	Seating Chart, Observation Scripting	
Teacher increases the amount of circulation of room	Seating Chart	
Teacher uses proximity more frequently	Seating Chart	
Increased number of on-task students	Seating Chart	
Increased consistency of consequences given to non-compliant students	Class Profile, Seating Chart, Observation Scripting	
Teacher implements a positive incentive system to motivate students	Class Profile, Lesson Plan	
Teacher increases use of positive language	Observation Scripting	
Teacher and student Interactions improve because teacher redirects more appropriately	CAL, Observation Scripting	
Teacher implements a "buddy system" to support students with ELL/students with special needs	CAL, Class Profile	

Observation: Completed by MT and reviewed together at end of cycle