Baltimore City’s Use of Digital Relationships with Beginning Teachers

I COMMUNICATE!
I COLLABORATE!
I CULTIVATE!
I MENTOR!
IN A DIGITAL AGE

#BMOREMENTOR
Office of Teacher Support & Development

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Baltimore City Schools Induction Program
Office of Teacher Support and Development
Do the Math!

If you graduated from college in 2014 (at the age of 21) what year were you born?

1993
What was happening in 1993?
What was happening in 1993?
What was happening in 1993?
Teacher Tools
Social Media

- Facebook
- My Space
- Twitter
- Instagram
- Blogs
- Wikis
- Podcasts
What changes every year?
The 3 C’s

- Communicate
- Collaborate
- Cultivate
Communicate

Establish opportunities for teachers to present, share and problem solve with peers and leaders

- ISTs
- ACLs
- SELs
- Networks
Collaborate

Utilize instructive, collaborative, and facilitative strategies to model and provide evidence-based feedback to early career teachers.
New Teacher Induction: Site-Based Mentors

- Goal Setting
- Resources
- Video observation/Reflection
- Collaborative Planning/Teaming
- Classroom Observation
- Peer to Peer collaboration
- New Teacher PD
Develop a teacher’s ability to **self-monitor and assess practice** by setting and monitoring professional goals based on teacher standards, and analyzing feedback to improve instruction.
Mentor Academy

Overall Value

- 54% Not Valuable
- 21% Somewhat Valuable
- 3% Valuable
- 3% Very Valuable
- 15 Missing

N= 145; Percentages do not always total 100% as a result of missing responses
Mentor Support Structures

- Bi-weekly Coaching Supports: Observation, Planning and Modeling
- Monthly PD for Early Career Teachers
- Quarterly Goal Setting and Analysis
- Collaboration with Alternative Certification Coaches
- Document supports
- **Provide targeted, evidence-based feedback at each stage of the cycle of development**
Techno-Logistics

Caryn Horrigan – Tech Master

- Office 365
- Twitter #bmorementor