

LEA Program Standards Charts

Teacher Induction – Action Plan Review

Allegany County

Program Standard: System of ongoing assessment

Current Self-Assessment: Establishing

Actions for Program Improvement:

-tool development

Comments/Questions:

-Tool Development: think critically about what you want the tool to collect. Do you want to collect:

-minutes mentors worked with NT?

-type of actions mentors/NT engaged in?

-topics mentors/NT discussed or focused on?

-Do you want this information weekly or quarterly?

-How are you going to share the information?

-I'm not sure I understand the connection between systems of ongoing assessment and tool development. Maryland has provided districts with training and access to 4 tools. Are mentors using any of these tools? You might not want to spend time creating tools, but making sure mentors are using tools.

Baltimore City

Program Standard: NT ability to assess and reflect on practice

Current Self-Assessment: Establishing

Self-Assessment: we have NT PD and Mentor PD – it does not connect, lacks differentiation, and lacks buy-in

Actions for Program Improvement:

-develop hybrid course that links mentors with 1st, 2nd, 3rd year teachers both online and in-person PLC

-theory → practice → reflection

-introduced during NT and Mentor Academy

Comments/Questions:

-we invited mentors to work with NT at the summer workshop

- your self-assessment certainly seems to reflect what tends to happen elsewhere
- hybrid course that is differentiated seems like a great way to begin to bridge the gap between what mentors and NTs need and are learning
- Can your mentors facilitate some of the hybrid courses?
- Do you have a similar plan of differentiation for mentors who may be at varying levels of ability?
- Do you have online courses in place so that you may model the new one from this?
- your plan sounds ambitious!
- Have you/can you build in opportunities to practice assessment and reflection on practice with current mentor and NT arrangement? Would protocols help? Rubrics?
- consider including videotaping for reflection (powerful, can see growth over time, can revisit often, can use as a data collection tool, can be informative without being judgmental)

Baltimore County

Program Standard: Mentor R&R: Select, Assign, Assess

Current Self-Assessment: Integrating

- published clear expectations
- formative assessment tools
- emphasis on student learning

Actions for Program Improvement:

- ensure ALL stakeholders are knowledgeable (principal PD)
- define mentor as educational leader responsible for accelerating teacher practice and student learning system wide (reduce non-mentoring responsibilities)

Comments/Questions:

- we have found it helpful to have information sessions around the county for the prospective applicants. It helps us explain the role of a mentor and who we're looking for
- great to see formative assessment tools in place that emphasize student learning
- How will you address principal PD? We need to address this too!
- Mentors as educational leaders is an asset!
- How will you promote a reduction in non-mentoring responsibilities?

Carroll County

Program Standard: PL engage mentors in a system of ongoing assessment for growth and accountability

Current Self-Assessment: Establishing

- numerous methods of documenting how time is spent
- encourage mentors to try alternative methods and strategies

Actions for Program Improvement:

- ID which methods really collect the data we want
- TEAM agreement
- need for revised mentor evaluation became apparent to guide growth
- mentors work on developing Indicators and rubric similar to Danielson's Framework for Teaching & Learning
- PL, S, & D flesh out underpinnings of each Indicator

Comments/Questions:

- Will you have your mentors create a growth plan based on the new evaluations?
- great idea to have mentors document time spent! We write a weekly summary that describes how our time is spent and our plans for the next week with each mentee
- Danielson's book of reflective practices and PDFs that correspond to the Enhancing Teacher Practices will help
- also development of IC Continuum where teachers rate themselves and reflect with their mentor is a good practice. Danielson really helps for reflective practices and using student work as data (evidence)
- How will the data be shared and collected?
- With whom will the data be shared?

Cecil County

Program Standard:

- (1) Work to improve conditions that affect beginning teachers
- (2) Rigorous process for teacher recruitment
- (3) Engaging in a system of ongoing assessment

Actions for Program Improvement:

- (1) share data with stakeholders
share ideal conditions and work to problem-solve barriers
- (2) stakeholder group to review current practices and study best practices
- (3) new model, therefore must...

- assess perception (teacher, administrator, coach)
- assess success rate
- assess coaches' training
- assess coaches' ability

Comments/Questions:

- How will you work to communicate the results of this process and next steps with all stakeholders?
- Has this been designed?

Charles County

Program Standard: Develop specific goals to guide the work of all program participants.

Current Self-Assessment: Long-term training plan does not exist.

Actions for Program Improvement:

- develop a committee
- review available resources
- engage all program participants
- DEVELOP A PLAN!

Comments/Questions:

- Who will serve on your committee?
- Who will be trained? Mentors? New teachers? Principals?
- to get buy-in from other stakeholders (principals, directors, etc.) solicit their input early on so they can value and support the program: share what's in it for them.
- encourage a well-rounded stakeholder group that will represent multiple perspectives
- clearly define WHO the program entails (new teachers/coaches/administrators/content coordinators)
- clearly define the WHAT that is to be accomplished and the HOW will you know it worked?

Dorchester County

Program Standard: Foundational

Current Self-Assessment: Innovating: ongoing transformation of existing norms and practices that advance development and practice of beginning teachers and mentors and results in student learning

Actions for Program Improvement:

- use teacher survey to revamp program
 - mentors and instructional coaches begin using same trainings, language and toolkits for beginning teachers
- use mentor observation logs for both mentor/coach visitations

Comments/Questions:

- How will you connect the practice of new teachers with the work of a mentor?
- How can you use what is currently in place to develop this? Is there something that is currently working? This may be a great opportunity for a focus group – collaborate with those currently doing the work to re-define mentor support.
- great idea to get feedback from teachers to see what it is they feel is still needed in their practice
- mentors and instructional coaches using the same tools and same language – does well to minimize confusion for new teachers (fewer individuals telling them different things).
- seems that new teachers will receive (are receiving) multi-layers of support – good strategy.
- Question: How has (or will) the collaborative work of the mentors and ICs carry over into a school-based/school wide community of learners?
- create a mid-term and year-end survey using Survey Monkey to show growth and results (if you need a copy of our survey, email me at burkjon@wcps.k12.md.us)

Frederick County

Program Standard: Principal and site leader engagement

Current Self-Assessment: Establishing

- numerous methods of documenting how time is spent
- encourage mentors to try alternative methods and strategies

Actions for Program Improvement:

- (1) identify negotiable and non-negotiables
 - focus on school ownership of new teachers and a new teacher learning community
 - value of induction

(2) support materials for administrators and school based mentors

- connect with HR and PR our program
- focus on what will work for each school (flexibility for campuses)
- clarifying what mentoring looks like in each school and the collaboration between other teacher leaders

Comments/Questions:

- How can the TELL data be shared with school and system leaders?
- the alignment from school to school is off to a good start
- Will you convene a focus group of NTs to assist you in suggesting the negotiable and non-negotiables?
- How will the support materials be different for administrators and mentors?

Garrett County

Program Standard: Program and institutional leaders design and implement an induction program in response to assessed needs

Current Self-Assessment: Need an assessment tool that includes reflection of the needs of mentors and mentees

Actions for Program Improvement:

- work with instructional leaders to build/design assessment tool that will bring about needed change in the program
- promote change

Comments/Questions:

- the Danielson Framework may be a tool that would be useful in your program. Teachers use it to self-assess and goal set with mentor support
- What instructional standards define effective teaching?
- What measures/standards define effective mentoring?
- What does your current data tell you about the NT/mentor relationship?
- How will you use this data to provide support to NT/mentors?

Harford County

Program Standard: Clearly identified mentor roles and responsibilities

Current Self-Assessment: Applying → Some/not all ... to varying extents

Actions for Program Improvement:

- work group to identify core “essential learning experiences” for all Year 1 teachers (i.e. goal setting, data meetings, demonstration lesson, etc.)
- draft brought to all mentors and specialists for feedback

- revisions made and new draft to focus group of principals, supervisors, and instructional facilitators for feedback
- planned summer PD around these experiences for all mentors
- planned development of system wide mentor log which corresponds with these essential experiences

Comments/Questions:

- I'm curious about how you combine your work on clarifying mentor roles with mentor assessment. It seems like these go hand-in-hand. You might want to think about building both together.
- identifying a work group to define essential learning for NTs is a great first step. I like that you will solicit feedback from mentors. Have you considered asking NTs to provide feedback on the draft of essential learnings as well? Just a thought....
- I think mentors would find the essential learning experience to be a great tool – especially new mentors.
- Do mentors have to apply each year? That is always a great time to reintroduce roles.
- create training for mentor log data what it is/what it is not
- How will you know if/how well this is happening? What data will you collect?

Howard County

Program Standard #1: Program Vision, Goals, and Institutional Commitment

Current Self- Assessment: Establishing to Applying

Actions for Program Improvement:

Current work to date:

- Engaged system leadership (Division of Instruction Directors) in gaining commitment to support a systemic plan for Instructional Mentoring
- Developed “Phase 1” Instructional Mentoring Training and we are half-way though facilitating the training with teacher leaders & instructional team leaders (Six sessions: One wholly web based)
- Facilitated two awareness sessions on instructional mentoring with central Division of Instruction staff including coordinators, resource teachers, directors, etc.
- Engaged program leaders in developing a strategic approach to implementing a systemic mentoring program using the Grove Graphic Game Plan
- Established a Teacher Mentoring Workgroup of cross-program central staff to develop training for teacher “mentors” (Meets monthly)
- Developed CPD classes for Instructional Mentoring (Face to Face and Hybrid offered Fall/Spring/Summer)

Howard County

Program Standard #2: Administration and Communication

Current Self- Assessment: Establishing to Applying

Actions for Program Improvement:

- Communicate with administrators through Division of Instruction Leader 1 & 2 monthly meetings
- Working with Student Growth Workgroup on establishing benchmarks & a system for documenting student growth and teacher support for the change to a new evaluation systems for teachers
- Revision of Teacher Evaluation System and implications for new hires
- Developed online tools for new teacher support:
 - o Non-Tenured Teacher Support Intranet Page
 - o New Teacher wiki
 - o Teacher Mentoring wiki
 - o E-Guide for Non-Tenured Teacher Support
 - o Facilitator's Guide for Non-Tenured Teacher Support

Actions for Improvement:

- Continue to establish assignment of mentors
- Continue to develop training and network for mentors

Comments/Questions:

- I'm not sure I understand your focus area – have you developed and shared a vision for induction?
- given it is late February, should you be further along? What are the barriers and have you been honest and faithful about addressing?
- Communication plan looks promising – good ideas and resources!
- not sure what your acronyms represent, but you have developed what appears to be an organized plan
- great to see the online component
- system wide alignment is under way
- How can the TELL data on NT Induction be used to set goals?

Montgomery County

Program Standard: Structural beginning teacher professional development & learning communities

Current Self-Assessment:

- identify top schools with high numbers of new teachers (novice and experienced) in elementary, middle, and high schools
- once identified, hold focus group meetings with those teachers and collect data

Actions for Program Improvement:

- Applying & Integrating: chart retention in these highly impacted schools for the next 3 years
- discuss with consulting teacher co-leads
- create chart and discuss with immediate supervisor
- discuss how to focus support for the 2012-2013 school year

Comments/Questions:

- Who will be involved in the development of PD for non-tenured teachers?
- What incentives will be offered to boost attendance at PD?
- What formats/delivery methods will be used for PD?
- I think it is interesting that you've chosen to target specific schools – you'll be able to track retention easily! What about new teachers in the schools you are not targeting? Will they have an opportunity to engage in a PLC geared towards new teachers?

Prince George's County

Program Standard: Accelerate the ability of beginning teachers to assess and reflect upon practice...teaching standards

Current Self-Assessment: Applying → Integrating

- systemic implementation of Framework For Teaching (FFT)
- mentor training in FFT
- new teachers trained in FFT and supported by mentors

Actions for Program Improvement:

To move further into Integrating, then Innovating:

- focused new teacher groups/training re: FFT that include level of mentor support for reflection
- mentor certification and ongoing training in FFT
- new teacher forums (led by mentors) that focus on problems of practice, student progress, and teacher growth with FFT as guiding lens

Comments/Questions:

- What is FFT?
- What type of reflection activities will you suggest to mentors and NTs?
- mentor certification is a plus
- Recommendation: have mentors submit summaries or an assessment to ensure that they are providing the appropriate support

Somerset County

SCPS & WCBOE – building the plane while flying it!

Program Standard: Engage mentors in a system of ongoing assessment for growth and accountability

Current Self-Assessment: Establishing

Actions for Program Improvement:

- create and administer a survey for new teachers
- share survey results with mentors
- mentors reflect on their practice
- observe and conference with mentors
- mentors will set goals for future growth
- mentors network to improve practice

Comments/Questions:

- How will you align the results of this process to individual mentor goal setting and evaluation as well as program evaluation?
- Is it possible to use the ORID process to share out the survey results?
- How can the TELL survey data be used in conjunction with your locally produced survey?
- we found some success in offering an incentive for completing the survey that we sent to all non-tenured teachers
- you can also identify trends to help plan for PLCs or other Induction activities
- How will you create your survey? (Survey Monkey?)
- Will you have the human and fiscal capital to survey the new teachers?
- perhaps the networking could include peer coaching – mentors learning from each other – observing practice and providing feedback

St. Mary's County

Program Standard: Enhance capacity to analyze student work.

Current Self-Assessment: Applying → Introducing ASW tool & protocol → Revising differentiation document

Actions for Program Improvement:

- plan NT Seminar/Mentor Training session on using ASW
- provide opportunity to share results of ASW
- re-design ASW tool to meet the needs of NT and IM
- re-design Differentiation document
- plan NT Seminar/Mentor Training to support differentiated instruction
- analyze results of ASW implementation

Comments/Questions:

- Who will help you re-design the tool? What input will you get?
- How will you differentiate the session on training for the ASW to meet all needs?
- Some counties use the CFIP model with success...able to determine who needs what specific intervention
- Have you thought about sharing the ASW tool/process with the other stakeholders in the District? You might want to think about widening its reach.

Washington County

Program Standard: Mentor Roles & Responsibilities

Current Self-Assessment:

Actions for Program Improvement:

- going from full-release to site-based mentoring

Comments/Questions:

- How will this transition take place? Will there be time for collaboration?
- Who will monitor the effectiveness?
- Will the decision be revisited if there is a drop in achievement/retention?
- assuming the site-based mentors will have other responsibilities, are there guidelines or policies to make sure NTs are receiving the support they need? At a minimum are there expectations for the number of visits?
- Will site-based mentors be full-time teachers?
- consider the changes in expectations given the fact that the amount of time the mentor can "observe" is greatly reduced
- emphasize common planning, team teaching, analyzing student work

- Who will evaluate the mentor?
- Can you mandate training?
- How will site-based mentors be trained and supported?
- How will their effectiveness be measured?

Unnamed County

Program Standard: Principal engagement

Current Self-Assessment: Applying → Integrating

Actions for Program Improvement:

How do we combat continued pressure to divulge confidential information?

Applying

- met with principals
- interviewed principals at schools
- emailed program offerings
- modeled mentor-principal conversations at forums

Integrating:

- invite principal panel to mentor training
- re-define roles/process for support
- model how to handle pressured conversation
- focus group of principals

Comments/Questions:

-You might want to put principals through an activity called “Blind Trust.” In this activity one principal is blindfolded and the other tells that principal where to put certain objects just based on verbal directions. This accentuated the process of new teachers trusting their mentors not to say anything to anyone else.

-Some ideas to engage principals:

- ask for 15 minutes of the principal meeting agenda to present your program overview
- hold a breakfast gathering to share information and provide a hot breakfast
- send an email with photos of mentors and teachers working together with a one line subject
- create a picture slideshow of teacher/mentor work to be shown at system principal meeting (they might see their teachers and wonder what it is about!)

-Questions:

(1) How pervasive is this? Are you giving the group of principals PD in order to avoid courageous conversations with a few “violators”?

(2) Are all clear on where the “line” is in your system on confidentiality? How do you know?