Agenda
Teacher Induction Program Leaders’ Meeting
November 30, 2011 – 9:00am – 3:00pm
Stevenson University
Owings Mills Campus, Rockland Center, Conference Room A

Outcomes:
Participants will…

- Review, discuss and share feedback about the first on-line professional development and provide input for the next session;
- Hear from three colleagues about the data they collect and what they are learning;
- Use the collaborative assessment log (CAL)
- Re-visit an updated version of the program continuum and action plans; and,
- Connect with colleagues from across the state.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 am</td>
<td>Welcome and Connector</td>
</tr>
<tr>
<td></td>
<td>On-line PD</td>
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<tr>
<td></td>
<td>Data</td>
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<tr>
<td>12:00-1:00 pm</td>
<td>Lunch</td>
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<tr>
<td></td>
<td>Program Continuum and Action Plans</td>
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<tr>
<td>2:40-3:00 pm</td>
<td>Wrap-up and Closure</td>
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</tbody>
</table>

Please bring with you the Program Standards shared in August!
**NORMS:**
- Active Listening
- Equity of voice
- Share and honor different perspectives in the room
- Level of confidentiality

**I. On-line PD**

**What trends or themes did you notice?**
- The LEAs were adapting the Collaborative Assessment Logs to meet their LEA goals.
- Everyone still needs practice using them.
- Everyone was looking to the group to identify best practices to use the Logs.
- Everyone wanted structure for the conversation to make sure it stays focused and addresses the new teacher's needs.
- A great deal of range.
- People wanted to pre-plan the observation and have a reflective conversation afterwards to unpack what they saw.
- The challenge of time because some mentors have limited hours and they must decide where they will best spend their time.
- Emphasis on the accountability and CAL empowers the teacher and forces the mentor to have a conversation instead of spewing information. It forces the side-by-side interaction.
- People are all along the spectrum - newbie's to people who have structures and tools in place and are looking for their place in the big picture.

**(1) Consistent Practices Needed to Support ALL New Teachers in Maryland/Fidelity**
- On-line mentor logs (Montgomery has one but would like one across the whole state to help measure and gather data). Instructional information/classroom resources/personal…see the breakdown of where they need the most help. They have a PD On-line Database Platform and anyone in the County can access it. There is a Mentor Tag so they know who is a mentor. Frederick County has one as well. It aligns with their evaluation. Only the amount of time spent with a teacher is shared with the administrators. They are sorting the data and looking at other aspects as a group on Monday.
- CALs or other tool
- Observation cycle (from pre- to post-)
- Getting all stakeholders on board to make sure this is used (Central Office personnel and principals)

**(2) What are things already in place where capacity building is already happening?**
- Throughout the state we are all different.
- Share information on what is happening in different counties.
- Have a one-stop database with all of the Counties' information - contact, training, structure of program, etc.
-These meetings have started us having the conversation.
-A lot of us use NTC's coaching vocabulary and skills based on your conversation and it would be great to see consistency of language across the state.
-The engagement from all systems has not been there, but NTC has energized the participation to a larger level across the state.
-Summer training.

(3) What else is needed to move toward deeper implementation in supporting new teachers?
- Triangulation of data is something they really want to go deeper with (Anne Arundel & Harford specifically).
- Cross-communication among our mentors between the LEAs is valuable and would help to bring capacity and their tool box.
- Models for program evaluation.
- They would like to see what people are doing that are further along the process on the Continuum.
- A forum to share resources.
- A class that would support beginning 2nd year teachers coming into our counties. An advanced class for mentors.
- How do you create a statewide vision that is shared with all of the stakeholders?
  Communicate with Assistant Superintendents so that they are aware of what we are doing with NTC.

On-Line PD (Alyson Mike)
- Reviewed background of RFP
- Reviewed video timeline and plans to get Maryland teachers on video at all different grade levels
- Asynchronous OPD Introduction to the Webinar
- Building an on-line community takes a long time (couple of years). We want sharing artifacts of practice and cross-pollination from county to county (with some protocol or practice).
- We want all teachers across the state of Maryland to get a consistent level of support (the tools may not be the same).
- Did you see a change in active participation from the 1st to last week? Alyson tracked active participation over the whole 3 weeks. On average, there were 2.2 posts per person.
  "Lurkers" clicked on average on 30.6 items.
- A large number of people watched the videos….often 2-3 times over.
- While people may not have had time to engage in the community, there was something there that brought them back and that was encouraging.

OVERALL BARRIERS:
1- Communication needs to increase because Alyson found that many people did not know why they were invited to participate.
2-Time
3-Minor technology issues

**From the group...**
- Time in their day to participate
- Having a longer window to participate would have been helpful - Howard blocks streaming video during the day so they have to do it at night.
  - A week on...a week off window
  - Longer time to post – 2 week window
  - Initial post by the end of the first week...then a week to comment on other posts...they get a lot of posts that way.
  - Offer one posting/topic and give the 2 week window to discuss that thread/topic.
  - Build robust conversation with fewer posts to revisit and respond to each other - increase likelihood they will read each others' posts.
  - The richer the conversation is ... the richer the prompt is ...it has to hit the participant right so they will see the value and make time for it. You find the time to do what you want to do. These need to be beefed up and enriched. People are more consumers than producers. Sometimes it has to be inflammatory to really trigger things.
  - Could we create a downloadable file to help Howard? They are protected.
  - Tutorial on how to view video on the ipad.

- Timeframe during the year (late October-November) is a very busy time of year for the mentors. December would be much better.
  - For spring, start April 10th and go for a 6 week window.

- Knowing the individual mentors that participated (by LEA) would be helpful.
  - Alyson needs LEAs to confirm email lists to make sure we have the right people.

- Felt the prompts were kind of vague
  - They will work on this.

- Loved the videos

- Unrealistic frequency of visits/timeframe expectations
  - If we reduce the number of posts and post them all upfront, that would be helpful.

- Were the expectations the same for all 5 groups? YES

- Calvert County logistics and the need to pay workshop pay and inability to monitor/document were challenges. Some don't need the credit and want the money.
  - Use clock hours for re-certification.
-Take the on-line to allow them to mentor if they can't come to the face-to-face LEA training.
-Build into the budget for next year.
-Credit is an option.

-**It was not new learning and not worth their time.**
-**Grouping:**
  - Program Coordinators – cluster alike situations or program coordinators stay together
  - Mentors – mix it up – topics?

-Consider and/or questions in the prompt for those using the CAL/LEA based tools.

-Some participants were not currently mentoring.
-Mentor expectations document will be created and distributed.

-Account for variances in program implementation

-How safe did mentors feel posting? They were worried about saying the "right" thing and whether MSDE was watching.

-Grouping
  - Keep Induction Coordinators together and mix the other groups.
  - Have the group driven by a topic so they can self-select into a topical conversation?
  - How many mentors do we have that are not currently mentoring? Is it a small or significant number from this summer?
  - You are mentoring in all aspects of your life.
  - What NTC is building is directed toward people who are currently mentoring.

-Alyson passed out the evaluation that was completed.

**SUMMARY:**
1-Video
2-Synchronous or Asynchronous?
3-Dates April 10-27 (now 6 weeks)
4-Communication Plan -
5-Content

**II. CAL Data**
St. Mary's County
Anne Arundel County
How do we analyze QUALITY DATA and how much of an impact their mentors are having?

**Baltimore City**

- The conversation has to shift from we know you are doing this work every day...how do we change our focus to what impact you are having?
- How do we begin to focus on that second layer?
- The tools will get us to the QUALITY conversations that we need to have.
- Basic data proves that good work is being done...the tools get to the quality of the practice.
- **CINDY'S T-SHIRT:** Her job is to ensure that every single teacher has a mentor that is moving them along the continuum at the pace that is comfortable to them. ☺
- Her job is to MOVE teachers' practice.
- **THE BIG QUESTION:** How is the decision you are making today moving that teacher's practice?

**CAL Analysis**

- Following the mentor practice...what are they doing?
- Have reflective conversations about the quality of what they are doing.
- Mentors are not drilling down and analyzing teachers' skills and how they impacted student achievement.
- Possible ways to ask hard questions about practice: Partner mentors...Team of mentors - case studies...
- Made me reflect on what I haven't been doing with my mentors and what things I need to communicate to my mentors about what is not appropriate.
- Topics for new teacher support for professional development
- Cindy's group analyzed the data and determined they would invest all of their time and money on 2 things for professional development:
  1. better classroom support/management
  2. differentiated instruction
- The confidentiality issue...who sees the CAL?
- Pressure test their thinking
- Have conversations that push their practice...what is your plan? Why? How did you decide?
- Own that case of practice and ask probing questions
- Where did you have a step that changed practice? Show me that piece of evidence and share with a mentor group.

**The purpose of this work is to show you that formative assessment data that is collected is the key to unlocking and having these hard conversations about student achievement.**

- You can do this exercise with your mentors and sample CALs.
III. Program Continuum (2nd new and improved version 😊) & Formative Assessment Piece

- p. 16/17 Teacher Assessment
- Put a sticky where you are "just establishing"
- The continuum paints a picture of where we are - it is not evaluative. It is our way to assist in holding to the vision.
- What did this self-assessment say to you?
  
  Some comments…
  - It is an area where I have a lot of room for growth!
  - Wishful - these are a lot of things I would like to be doing.
  - Quality issue…how gathering this data impacts so many other standards…therefore it is worth making this a part of your program improvement plan.

IV. Action Plans

REVIEW YOUR PLAN:

- Take out your Program Development Plan and review the 2-3 Standards that you wanted to work on in your program and how you thought you would get there.
- Decide if #7 Teacher Assessment should be one of those standards.

COACHING PARTNERS

- Liked having someone to listen who gets it - uninterrupted time.
- It takes skill to listen and take notes.
- Set up coaching partnerships with your mentors.

V. Other Business

Reflections

(See Summary Charts below)

Summer 2012

Scenario I:
- Repeat Year I Curriculum
- Close the gap of untrained mentors
- Focus on building fidelity
- Attendance recommended only for those who did not attend August 2011

Scenario II:
- Emphasis on Year 2 Curriculum
- Limited number of spots for Year 1 people (new) to attend
- Eligibility requirements
Scenario III:
- Year I Curriculum
- Lead mentor development
- Forum development
- Mentor growth and accountability system
- Data

Evaluation and Close
- Distribution of Mentor Ratio data chart
- Send us website ideas!
- Gail is scheduling LEA visits
- We will email for volunteers to share next time
- Let us know if anyone from your LEA is attending the NTC Conference in February

HOMEWORK:
- Next time, please bring with you…
- Go back to your programs and find one case study. Gather some data/evidence of practice and changes as a result of interaction between a mentor and a new teacher. Feel free to take the name off of the sample.
- We will spend some time looking at this work together. It is not formal. 😊

SUMMARY CHARTS

What did you hear that sparked a new idea?
- Coaching partners
- mentor/mentee coaches
- Data collection tools *
- coaching partners for planning
- St. Mary’s County – asking principals to report on COMAR
- Revisit our Mentor Logs to ensure they are requesting the “right” data
- Mentor Log data – tap and organize it! *
- Triangulate data: Mentor ↜ New teacher ↔ Principal

What new learning did you experience today?
- different uses for the CAL **
- different data points that can be collected
- data analysis *
- ideas on how to use tools for evaluating implementation
- the plan for extending the program
- using the CAL to identify development opportunities for both teachers and mentors
- using the CAL for PD and to encourage mentors to gather data

**What new learning can you incorporate into your next steps?**
- draw ideas from the data collection models shared
- coaching partners for mentors
- liked analyzing CALs for data sharing LEA data
- using the Program Development Plan to encourage my county to do Action Research for new teachers
- encourage our mentors to use the CAL