

Teacher Induction Program Leaders' Meeting Notes

October 2, 2012 – 9:00 am – 3:00 pm

Stevenson University

Owings Mills Campus, Rockland Center, Conference Room A

Outcomes:

Participants will...

- Share highlights of summer new teacher events;
- Engage in a coaching conversation around Program Goals;
- Hear from Howard County about their Instructional Mentor Training Program;
- Review Thomas Guskey's Five Levels of Evaluation;
- Design Program Evaluation pieces aligned to Thomas Guskey's Five Levels of Evaluation;
- Participate in information sharing on the Academy evaluation and the Teacher Induction website; and
- Connect with colleagues from across the state.

Time	Activity
9 am	Welcome and Connector
	<ul style="list-style-type: none"> • Welcome New Coordinators! • Program Goals to Program Evaluation <ul style="list-style-type: none"> -Kudos to our program! -Based on the evaluations, we have seen an increase in engagement and participation in the Summer Academies. -Honor the 7 years of the mentor network and how it has grown into a great Coordinator Network. -State Board interest in induction, as well as the September 2012 NTC Policy Newsletter. -Last year we worked with NTC to concentrate on the use of mentor standards, program standards, and action plans – now we are moving into digging deeper and identifying areas to grow programs. -How do your program goals translate into the Teacher Induction portion of the Master Plan that is due October 15th? Have you included your Action Plan? • Strategies for Refining Program Goals: Coaching Lab <ul style="list-style-type: none"> -See handouts -We plan to have a Coaching Lab at every Quarterly Meeting. • Sharing Howard County Instructional Mentoring Training Program <ul style="list-style-type: none"> -See PPT -Phase I Manual was on the tables for Coordinators to review. They look at creating it while being mindful of experiences they have already had. They give credit to NTC and Laura Lippman. Juliann said that they are interested to get feedback from this group on how to improve the Manual.

- Comprehensive Induction – what is it?
- They included sample agendas from meetings.
- They amp up observation, critical feedback, and the accountability system.
- They do skill development on trust-building and they differentiate it based on the role of the participants.
- Teacher Leaders are a very general term. They could be an instructional team leader in a school building, release teachers (reading or math) in 36 schools, etc.
- They have Teacher Development Liaisons in every building that is NOT full release but facilitates the professional learning in their building.
- They take phase-in approach to transition easily into the language of instructional mentoring.
- Corinne Gorzo led a team on Edmodo for online mentoring.
www.edmodo.com
- They used the free version. The instructor sets up the course and posts content.
- Online sessions were balanced with face-to-face sessions.
- Each week they could record the session and post it on Blackboard. They always posted the PPT. They posted the link for them to connect. There was an application and review due each week, and participants would post their assignments.
- LIBRARY folders were on the right and they posted resources for participants to download.
- It was 15 hours.
- They will offer it again next year.
- They are trying to build capacity in all teachers and teacher leaders.
- The information on TRUST came from Stephen Covey's The Speed of Trust.
- They worked with curricular program areas to attempt to connect mentors with new teachers in the proper content area.
- This approach built bridges in their Department of Curriculum and Instruction because it helped them understand mentors' role in improving the delivery of curriculum and instruction.
- Instructional Mentoring (IM) will support (1) CC Implementation, (2) Teacher Evaluation System, and (3) Highly Effective Practices.
- They have tried to keep loads down to the 2-3 mark. They need to observe instruction at least 4 times. They required pre- and post-visit conversations, but allowed a flexible structure for them.
- Phase I training will continue every year.
- Professional Learning Plan Form: structures and standards connected to good professional learning.
- They are building Collaborative Learning Communities. What does the mentor and mentee relationship look like?
- Howard emphasized that this is a natural fit for their LEA, but pieces may or may not work for your LEA depending on your culture.
- Feedback on the PLP Form:
- How do we measure quality? How do we move it beyond a "check off"?
- What has been the reaction from teachers when the Central Office folks come in? How have you switched that culture and perception that being assigned a mentor means you've done something wrong?
- Is someone going to put together a summative report that goes to your

	<p>stakeholders? Is there buy-in?</p> <ul style="list-style-type: none"> -They are working with their Assessment Office to measure this in a way to provide qualitative and quantitative feedback that shows an impact on student achievement. <p><u>Resources & Supports:</u></p> <ul style="list-style-type: none"> -Teacher Development Liaisons -Site-Based Learning Experiences -Self-Directed Resources - “learning bundles” on the Wiki -Domain Courses – 5 courses (1 on each Domain) offered through the CPD Credit Program -Customized Support – offered by central staff for non-tenured teachers <p>-They are working with Danielson Group/Westat/Teachscape for the evaluation system. They are shifting to Danielson’s authentic four.</p> <ul style="list-style-type: none"> -Otherwise, they are borrowing, customizing, etc. from other resources. -They have access to video clips from PD360 but it is a larger conversation. <p>-Howard is happy to share their CPD courses – you just have to your CPD Coordinator contact their CPD Coordinator</p>
11:45 am - 12:45 pm	Lunch on your own
12:45 pm – 3:00 pm	<p>Sustaining Teacher Induction Gains Through Program Evaluation</p> <ul style="list-style-type: none"> • Overview of Program Evaluation – Thomas Guskey’s Five Levels of Evaluation <ul style="list-style-type: none"> -In Table Groups, write down 10-15 questions that you often write/answer to get feedback on professional learning. -Highlight what you think is the most important part of this article. -Post questions on Levels of Professional Learning flip charts -Draw conclusions based on the data – how many questions are at Level 1/2/3? <p>Most people ask questions like...</p> <p>Did you like it?</p> <p>***Organizational support is so crucial!*** Do I have the budget and resources to support professional development? Your mentors play a key role in HOW are you going to use it?</p> <ul style="list-style-type: none"> -Jigsaw strategy of NTC May Research Brief on the 2011 TELL data. -At tables, discuss implications for which of these questions will give them feedback on their PROGRAM -How do you become very intentional about your planning and your TELL data? -Communicate with your mentees about the language used in TELL to make sure you get accurate data. -Be intentional in your program design. -Plan for the evaluation BEFORE you design your evaluation...or if they are already designed, be intentional in planning your forums, etc. <ul style="list-style-type: none"> • CAIRE: Designing Program Evaluation <ul style="list-style-type: none"> -After much discussion about the concept of a Mentor Survey, we decided to form a focus group to meet on October 23, 2012 from 9-noon at Baltimore County Schools, 600 Stemmers Run Road, Baltimore, MD 21221. -Concerns to be addressed by the focus group include drafting questions

	<p>based on COMAR, and discussing the best way to get the program evaluation information that we need without having the data misused or misinterpreted.</p> <p>-The focus group will also begin planning the November 13th Quarterly Meeting.</p> <p>-If you were unable to attend Tuesday's meeting and would like to be included in future planning meetings, please let me know! ☺</p> <ul style="list-style-type: none"> • Q & A about the Nature of Program Evaluation
3:00 pm	<p>Wrap-up and Closure</p> <ul style="list-style-type: none"> • Webinar Updates <p>-See handout from Alyson Mike. Due to the late start because of weather issues, we gave out the handout and asked that all Coordinators reply by next Friday, October 12th to get us dates for Alyson. Terry Reilly is working on a Doodle Survey for having us determine dates and she will email it out to you with Alyson's handout attached for your reference.</p>
3:00-4:00 pm	<p>Planning Group Meeting – for those who are interested in planning our quarterly meetings, please plan to stay and discuss!</p>