

Contra Costa County Office of Education

**TEACHER
INDUCTION**

Site Administrator Breakfast

March 8, 2016

Debbie Sioui, Program Coordinator dsiou@cccocoe.k12.ca.us

Charise Calone, Program Liaison ccalone@cccocoe.k12.ca.us

Agenda

- Welcome-Introductions
- New Teacher Champions
- CCCOE Teacher Induction Information/Updates
- Revised Teacher Induction Program Standards
- New Teacher Center Symposium
 - *Working with Teachers to Access Impact*
- Closure and Evaluation



New Teacher Champions

- Video: *Every Child Deserves a Champion*
Rita Pierson (TED Talk)

<https://www.youtube.com/watch?v=slcym3ZoWvU>

- How are you a champion for new teachers? Share your strategies
- What are some ways to support Teacher Induction and mentoring at your site?



CCCOE Teacher Induction Program Information Sources

- Program Website

<http://www.cccoeteacherinduction.org/>

- Site Administrator Newsletter

NTC FAS Overview

Understanding Context

- School, Family & Community Resources
- Class Profile
- Family Communication
- Collaborative Assessment Log

Formative Assessment System

FAS

Advancing Teaching and Learning through Inquiry

- Inquiry Action Plan
- Analysis of Student Work
- Lesson Plan
- Classroom Observation
- Inquiry Action Plan Evidence
- Collaborative Assessment Log

Setting and Reflecting on Professional Goals

- Continuum of Teaching Practice Pre-Assessment
- CTP Fall Assessment
- CTP Spring Assessment
- Individual Learning Plan
- Mid-Year Review
- Participating Teacher Reflection



Inquiry Action Plan

Teacher: _____ Mentor: _____

Grade Level/Subject Area: _____ School: _____ Date: _____

Content Area Focus: _____

An inquiry question has four (4) parts. Think about each part, and then combine into an inquiry question. Plan your professional development and identify possibly evidence.

California Standards for the Teaching Profession (CSTP)

Check all that apply:

- 1. Engaging and Supporting All Students in Learning
- 2. Creating and Maintaining Effective Environments for Student Learning
- 3. Understanding and Organizing Subject Matter for Student Learning
- 4. Planning Instruction and Designing Learning Experiences for All Students
- 5. Assessing Students for Learning
- 6. Developing as a Professional Educator

Outcomes	Inquiry Design	Evidence
<p>1. Content Standard Focus:</p> <p>2. Identify Desired Results: What are the learning outcomes? What do you want students to know and be able to do?</p> <p>3. Case Study Students: Select two students from within your target population. What are their specific learning abilities and needs?</p>	<p>4. Actions: What will you try? How will you reach your goals? What is your plan of action?</p> <div style="background-color: #e0f2f1; padding: 10px; margin: 10px 0;"> <p>Will I improve my third grade students' ability to use math problem solving strategies by implementing math workshop routines and math menus as assessed by the results of math menu work, exit tickets, and math quizzes?</p> </div> <p>Professional Development: What Professional Development activities will support your learning? What resources (staff, books, websites, technology, colleagues, research articles) do you intend to use?</p>	<p>What formative and summative assessments might show student growth?</p> <p>at formative assessment tools might show lence of your professional practice and growth within this inquiry cycle?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Instructional Groupings <input type="checkbox"/> Classroom Observation Data + Pre- and Post-Conversations on Collaborative Logs <input type="checkbox"/> Analysis of Student Work + Case Study Student Samples <input type="checkbox"/> Family and/or Resource Personnel Communication <input type="checkbox"/> Class Profile or district data sheet <input type="checkbox"/> Collaborative Assessment Logs <input type="checkbox"/> Other: _____



Mentor Seminars

- All mentors attend Mentor Seminars
 - Half day trainings
 - Half day observations
- Provide on-going networking and support for mentors
- Choice of three locations, in morning or afternoon
- Year 1 Mentors attend two seminars, all others attend three seminars

Mentor PD: Trio Coaching

Trio: Mentor “A”, Mentor Coach “B” and Meta Coach “C”

“A”- Mentor (talks)

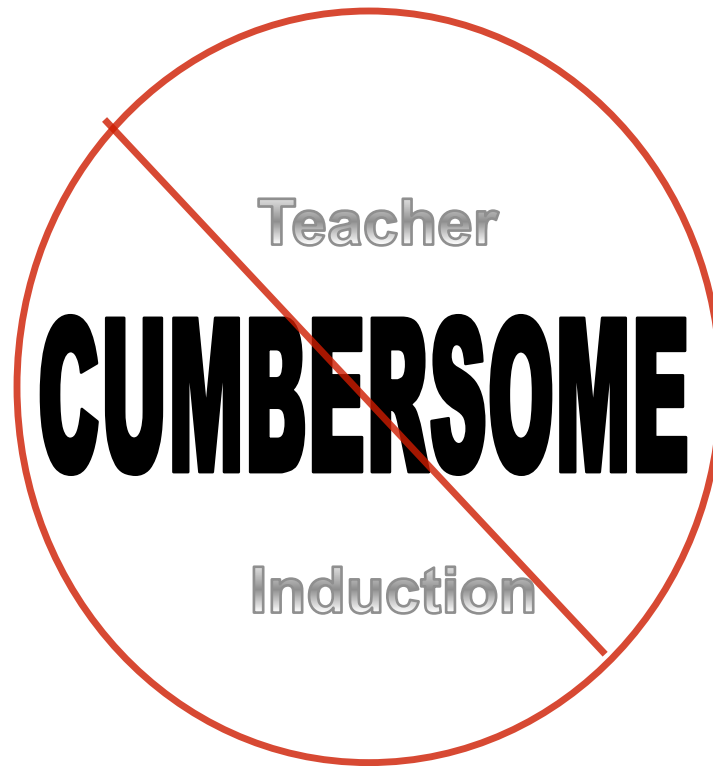
“B”- Mentor Coach (asks questions and coaches)

“C”- Meta-Coach (listens/writes and gives feedback to the Mentor Coach)

“A” talks about a current challenge or concern around their work as a mentor

“B” facilitates the coaching conversation with “A”

“C” takes notes on the Selective Scripting tool then shares the data.



“...identify options for streamlining and reforming beginning teacher induction.”

CTC directive from Governor’s Budget Summary 2015-2016

Revised Teacher Induction Standards

- Background
 - CTC directed by Gov. Brown to streamline and strengthen Teacher Induction
 - Revised preconditions and standards adopted Dec. 2015
 - Program implementation by Sept. 2017

<http://www.ctc.ca.gov/educator-prep/standards/GEEd-preconditions-program-stds-12-2015.pdf>

Revised Preconditions

1. Two year, individualized, job embedded mentor support
2. Mentor-teacher matched within the first 30 days of the enrollment
3. One hour (or more) per week of individualized support/mentoring
4. Individual Learning Plan goals within 60 days of enrollment
5. Individual Learning Plan for professional growth, not for evaluation
6. Early Completion option for those who meet established criteria



*Our CCCOE Teacher Induction Program
currently meets these preconditions.*

Revised Teacher Induction Standards

Standard 1: *Program Purpose*

Standard 2: *Components of the Mentoring Design*

Standard 3: *Designing and Implementing Individual Learning Plans*

Standard 4: *Qualifications, Selection and Training of Mentors*

Standard 5: *Determining Candidate Competence*

Standard 6: *Program Responsibilities for Assuring Quality of Service*



Our CCCOE Teacher Induction Program is currently examining these standards to see what we have in place and what will need revision.

Standard 2: **Components of Mentoring Design**

*“The mentoring approach implemented by the program must include the **development of an Individual Learning Plan (ILP)** for candidates based on the needs determined by the teacher and program provider, **in consultation with the site administrator** and guided by the Preliminary Program Transition Plan.”*

What IS the Individual Learning Plan (ILP)?

Steps to the creation of ILP goals:

1. **Preassessment:** California Standards of the Teaching Profession current practice
2. Select **three focus standards** to assess for growth that year
3. Using focus standards, co-assess using **Continuum of Teaching Practice**, in the fall and again in the spring to measure growth.
4. Create ILP **goals** from the results of the co-assessment on the Continuum

*Teachers use goal(s) from the ILP as a basis for their **Inquiry Action Plan**.*

CCCOE Teacher Induction Program
Continuum of Teaching Practice Pre-Assessment

Name: Cathy Teacher

District: Education

Date: _____

9/28/12

Mentor: Mary Mentor

Grade/Level Subject: Kindergarten

Beginning of the Year: Discuss past and current teaching practice (ie Pre-Service PACT/CalTPA, other Teaching Performance Assessments, and prior classroom teaching experience.) Record your discussion in the Description of Practice column as a pre-assessment. After pre-assessing on six elements, choose three (3) elements to **co-assess in depth** on *Continuum of Teaching Practice*.

CCCOE Teacher Induction Year 1 Pedagogy	Description of Practice
<p>Engaging and Supporting All Students in Learning 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs page 11</p>	<p>**using learning stations for math and writing Using math manipulatives</p>
<p>Creating and Maintaining Effective Environments for Student Learning <i>Choose one of the following elements:</i> 2.3 Establishing and maintaining learning environments that are physically, intellectually and emotionally safe Page 16</p> <p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a classroom climate in which all students can learn Page 19</p>	<p>**Have established routines like morning message, knee to knee, eye to eye for partner discussion, attention signal</p>
<p>Understanding and Organizing Subject Matter for Student Learning 3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students Page 25</p>	<p>**Teaching whole class lessons in math using manipulatives</p>
<p>Planning Instruction <i>Choose one of the following elements:</i> 4.1 Using background knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction Page 28</p> <p>4.4 Planning instruction and incorporating appropriate strategies to meet the learning needs of all students Page 31</p>	<p>Beginning to use Lucy Calkins units for writing Math stations Reader's workshop mini lessons</p>
<p>Assessing Students for Learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction Page 36</p>	<p>Gave all the beginning assessments: Dibels, Emergent lit Starting to group students for instruction</p>
<p>Developing as a Professional Educator 6.1 Reflecting on teaching practice in support of student</p>	<p>Working with district literacy coach and math coach, meeting with grade level team to plan writing units</p>

Co-assessment on the CTP helps teachers determine growth goals for the year

ILP goals can be the same as your district evaluation goals.

Continuum of Teaching Practice



Individual Learning Plan: Professional Goals

Teacher: _____ School/District: _____ Date: _____
 Content Area of Focus: _____ School/Team Focus: _____ Mentor: _____

Directions: Develop professional goals only in CSTP standards required by our district or school. Set next steps for each.

Engaging All Students	Effective Environment	Subject Matter
Goal:	Goal:	Goal:
Planning Instruction	Assessing for Learning	Developing as a Professional
Goal:	Goal:	Goal:
What research or learning will support you in reaching your goals? (article, research, book, online resource, video, observation of colleague, workshop, modeling by mentor, etc.)		

**Individual Learning Plan (ILP):
Copy sent to CCCOE by Oct. 30**

Individual Learning Plan (ILP)

Think-Write-Share



*How might site administrators
be involved in the development
of the Individual Learning Plan?*

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New Teacher Center Symposium



Two Deep Breaths:

Working with Teachers to Assess Impact
(Jennifer Abrams)

- Article: *Tell Me So I Can Hear*
- Use *Key Concepts/Key Ideas* Strategy from *Groups at Work* to read and discuss article with a partner

Participating Teacher Quotes

“Meeting with my mentor was great. She was there to guide me through the process of my plan, and she helped me to recognize my strengths.”

“My mentor helped me feel validated. That validation helped me to drive student growth as I prepared for my lessons and refined my skills.”

“The most valuable aspect of the induction program is the mentor!”

(from 2014-15 CCCOE PT Survey)

Mentor Quotes

“This has been a great and successful experience for me. Thank you for this rewarding and wonderful opportunity to help new teachers.”

“I have appreciated the (program) support I received... They all have a singular goal in mind: an outstanding induction program that meets the needs of a diverse group of teachers.”

(from 2014-15 CCCOE Mentor Survey)



- Thank you for attending our Site Administrator Breakfast this morning.
- Please take a moment to provide us your feedback by completing an evaluation.