

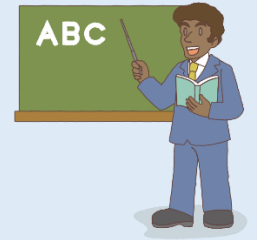


School District 148 Induction/Mentor Program Meeting October 2023



Created & Presented by
Mike Hurst

Table Discussion Successes & Challenges



Teaching
Procedures
and Routines



Getting to
Know Your
Students





Planning and Instruction



1b- Knowing and Valuing Students

1b Knowing and Valuing Students
Respect for Students' Identities: Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.
Understanding of Students' Current Knowledge and Skills: Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.
Knowledge of Whole Child Development: Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.
Knowledge of the Learning Process and Learning Differences: Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

Priorities

- Learning about each student's motivations, driving interests, daily schedule and context, and current level of wellbeing, especially any trauma or stress resulting from current events.
- Establishing priority goals and objectives for each student for the first quarter, inclusive of social and emotional needs .
- Tracking information about students' context, mindsets, interests, and needs.
- Providing significant time in the first month of school for structured student sharing with other students

Start Here

- Conduct one-on-one student interviews to understand context and immediate needs. When individual interviews are not feasible, use narrative surveys or journal prompts.
- Set individual priorities for each student focused on social-emotional needs and establishing routines for learning. When possible, group students to address priority needs.
- Collaborate with other colleagues who work with your students to create a shared system for storing, tracking, and updating student profiles and priorities.

Planning and Instruction

**Barrington Irving
Flying Classroom**



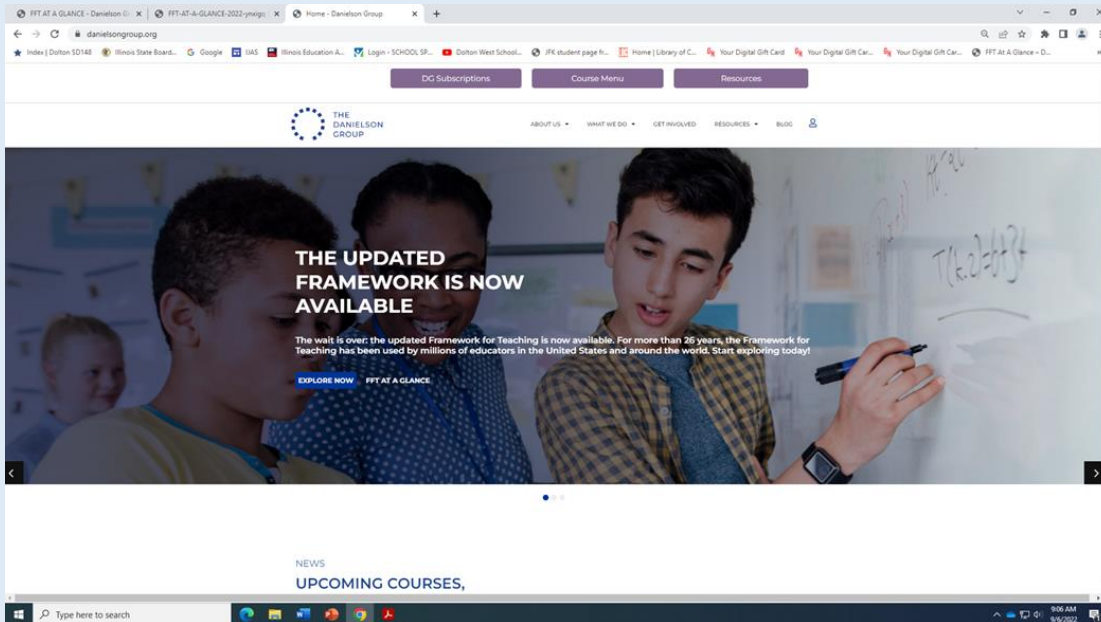
<https://flyingclassroom.com/>

**Dr. Carol Dweck
Growth Mindset &
Praising Students**



<https://www.youtube.com/watch?v=NWv1VdDeoRY>

The Updated Framework for Teaching 2022 – Danielson Group at <https://danielsongroup.org/>.



DOMAIN 1
PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy
- 1b Knowing and Valuing Students
- 1c Setting Instructional Outcomes
- 1d Using Resources Effectively
- 1e Planning Coherent Instruction
- 1f Designing and Analyzing Assessments

DOMAIN 2
LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments
- 2b Fostering a Culture for Learning
- 2c Maintaining Purposeful Environments
- 2d Supporting Positive Student Behavior
- 2e Organizing Spaces for Learning

THE DANIELSON GROUP

DOMAIN 4
PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice
- 4b Documenting Student Progress
- 4c Engaging Families and Communities
- 4d Contributing to School Community and Culture
- 4e Growing and Developing Professionally
- 4f Acting in Service of Students

DOMAIN 3
LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment for Learning
- 3e Responding Flexibly to Student Needs

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments**
 - Positive Relationships
 - Sense of Belonging
 - Cultural Responsiveness
 - Positive Conflict Resolution
- 2b Fostering a Culture for Learning**
 - Purpose and Motivation
 - Dispositions for Learning
 - Student Agency and Pride in Work
 - Support and Perseverance
- 2c Maintaining Purposeful Environments**
 - Productive Collaboration
 - Student Autonomy and Responsibility
 - Equitable Access to Resources and Supports
 - Non-Instructional Tasks
- 2d Supporting Positive Student Behavior**
 - Expectations for the Learning Community
 - Modeling and Teaching Habits of Character
 - Self-Monitoring and Collective Responsibility
- 2e Organizing Spaces for Learning**
 - Safety and Accessibility
 - Design for Learning and Development
 - Co-Creation and Shared Ownership

DOMAIN 2 LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2c Maintaining Purposeful Environments

Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2e Organizing Spaces for Learning

Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

2b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.

Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2d Supporting Positive Student Behavior

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.



Learning Environment



2d Supporting Positive Student Behavior
Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.
Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.
Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

Use rubric as a self-assessment

THE DANIELSON GROUP 2d: Supporting Positive Student Behavior

	Unsatisfactory	Basic	Proficient	Distinguished
Expectations for the Learning Community	There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior.	Positive behavior is modeled by the teacher and occasionally taught explicitly.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
Modeling and Teaching Habits of Character	The teacher does not communicate expectations or address negative behavior.	The teacher establishes expectations to promote positive behavior but with uneven success.	The teacher and students have successfully established and agreed upon expectations.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
Self-Monitoring and Collective Responsibility	Students take no responsibility for their own behavior and do not display awareness of their impact on others.	The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students successfully monitor their own behavior and attend to their impact on other students.	Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.

CRITICAL ATTRIBUTES

Examples

Social Contract

Peace Circles

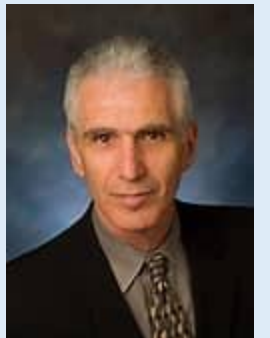
Students Rate Behavior

What's a Teacher to Do?



What's a Teacher to Do?

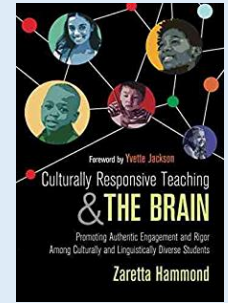
- **Danielson Framework for Teaching – 2D**
- **Articles from Robert Marzano and others on IMP website**
- **Create A Positive Classroom Culture – ASCD article**
- **Line of Sight**
- **Use of Clipboard**
- **Structuring “free time” for students**
- **Restorative Practices with the Rules, Consequences, & Rewards**
- **Zaretta Hammond – Points of Connection**





Learning Environment

Zaretta Hammond - "(Building) Trust, therefore, frees up the brain for other activities such as creativity, learning, and higher order thinking." (p.76)



Trust Generator	Defined as	Looks like	Plants
Selective Vulnerability	People respect and connect with people who share their own non-perfect, human, vulnerable moments.	<ul style="list-style-type: none"> Information shared is selective and appropriate Sharing a challenge you once had as a student Sharing new skills you are learning and what is hard about it 	
Familiarity	People develop a sense of familiarity with someone they see regularly in a particular setting.	<ul style="list-style-type: none"> Crossing paths with a student during recess/lunch Bumping into families at a community event/in public 	
Similarity of Interests	People create a bond/point of connection with people who share similar likes, dislikes, hobbies beyond any obvious race, class, or linguistic differences.	<ul style="list-style-type: none"> Sharing hobbies, sports, social causes, or student's interests 	Seed of connection
Concern	People connect when concern is shown for issues/event important to one another.	<ul style="list-style-type: none"> Remembering details of a student's life Asking follow-up questions about recent events 	Seed of personal regard
Competence	People tend to trust people who demonstrate skill/knowledge and willingness to help/support them.	<ul style="list-style-type: none"> Trusting the teacher when ability to teach effectively is demonstrated Making learning less confusing, more exciting and more successful 	Seed of confidence

Hammond, Zaretta. Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students. Thousand Oaks: Corwin, 2015.

What do you see as the best points of connection you can make with your students?

Identify a few experiences or stories you might share based on the trust generators

Chapter 5: Building the Foundation of Learning Partnerships Building Trust and Rapport - Trust Generators p.79 & 81

Trust Generator	Defined as	Looks like	Story to Make a Connection
Selective Vulnerability	People respect and connect with people who share their own non-perfect, human, vulnerable moments.	<ul style="list-style-type: none"> • Information shared is selective and appropriate • Sharing a challenge you once had as a student • Sharing new skills you are learning and what is hard about it 	
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What stories do you have to share with students or parents?

Preparing for Parent/Teacher Conferences



Charlotte's Advice

4c - Engaging Families and Communities



Question based on the component

How are families and communities engaged in the learning and development of students?

Elements of Success

- Respect and Cultural Competence.
- Learning Community Ethos and Values
- Standards and Curriculum
- Engagement in Learning Experiences

Priorities

- Establishing a direct-to-family communication plan
- Being responsive to students' at-home learning context, including space, device/internet access, and schedules.
- Providing clear, consistent access to daily and weekly schedules, meeting links, and assignments for families and caregivers.
- Helping families and caregivers learn to navigate the online tools and platforms used for instruction

Start Here

- Make individual contact with every parent/family to establish a communication plan
- Based on individual conversations and/or a survey, create a system to document and track home or family parameters that might impact student participation and learning.
- Be sure you understand your school or district plans for assisting families and providing resources (such as devices, free internet access, and essential school supplies).

Example

Host regular virtual office hours or informal gatherings focused on building community and providing a space for families and caregivers to learn more about digital resources, ask questions, and raise concerns.

Preparing for Parent/Teacher Conferences

- Grading - At least two, preannounced graded assignments per week, per subject
- Friday, November 3rd
- Preparation, documentation, forms, and articles on IMP website
- The “sandwich,” be careful what you promise, choosing your words
- Take notes at conference – forms on IMP website or create your own
- Role-play parent interactions with your mentor
- Mentor/Protégé Conference Notes



Engaging Families and Community Parent/Teacher/Student Conferences



Proteges: What questions do you have about Parent/Teacher Conferences?

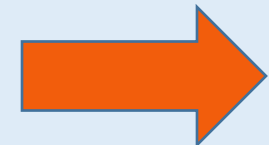


Veteran Teachers: What advice do you have for our new teachers?

Things to Consider



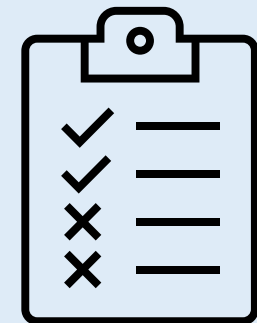
- ❖ **FRONTLINE Technologies** – use for administrator evaluation, tutorials, consider preparing with your mentor, uploading artifacts
- ❖ **Mandated Trainings** – finished
- ❖ **Portfolios** - Year 1 and Year 2 activities are posted on TEAMS and available on the website
- ❖ **Substitute Folder** / Absence from work – Follow procedure using Aesop on Frontline. You will need to have a seating chart, a lesson plan, & other materials ready for the substitute. See September Meeting resource at <https://www.district148.net/mentor/imp-teacher-resources>.



Things to Consider



- ❖ **Halloween** - Don't go there. We celebrate the seasons.
- ❖ **Workshops** - Supporting Positive Student Behavior Workshop on Wednesday, October 18th from 3:30-5:00pm, and others – Watch your emails for other announcements.
- ❖ **Board Meeting is Tuesday, October 24th at 6:00 pm.** - You will receive an invitation to attend.

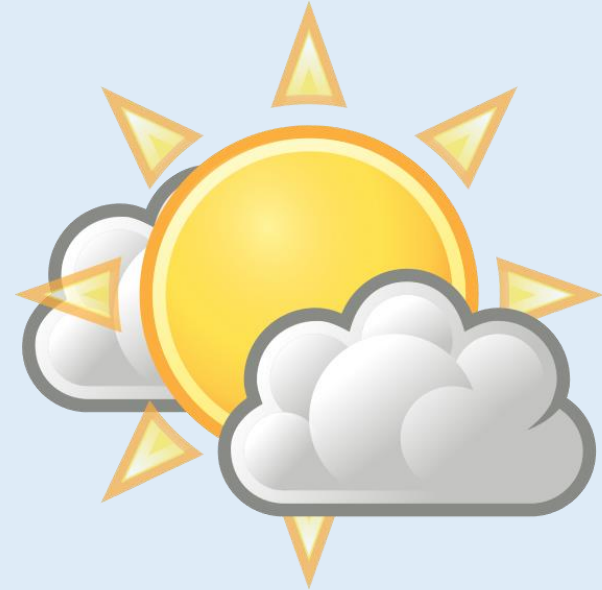


So, how did we do?

Workshop Evaluation Forms

Timesheet

Evidence of Completion form



FIN



Charlotte's Advice



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