



Induction/Mentor Program Meeting September 2023



Created & Presented by
Mike Hurst

Table Discussion Back to School Night



How are you getting to know your students and families?



What do they want to know about you and your classroom?



What do you still need to know about them and how will you find out?



Induction/Mentor Program

- a. Teacher License – Professional Development Hours issued to participants
- b. Portfolios - Timelines for completion / Using Microsoft TEAMS, via email, or a hard copy/
Schedules / Classroom Management Plans
- c. First Year Portfolios - Co-observation / Reflection Activity / PDAP / Coordinator
Observation / It's all about the conversation!
- d. Second Year Portfolios - Reflection Activity / PDAP // It's all about the conversation!
- e. Online access to all forms at <https://www.district148.net/mentor/index>.
- f. Release time
- g. Missed meetings – contractual, letter to make-up the time
- h. Mentor Portfolios – Using Microsoft TEAMS, via email, or hard copy, discuss at meeting
for building mentors only on September 19th

Table Discussion: Peace Circles



How are you getting to know your students using peace circles?



What have you found out?

What do you still want to know about the peace circle process?



Learning Environment

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Demonstrating Professionalism

Domain 2: Classroom Environment

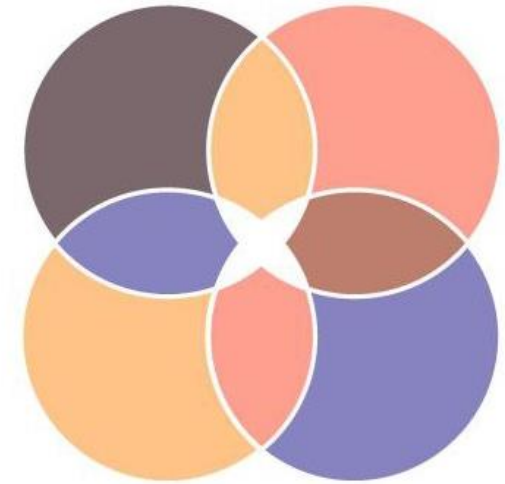
- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

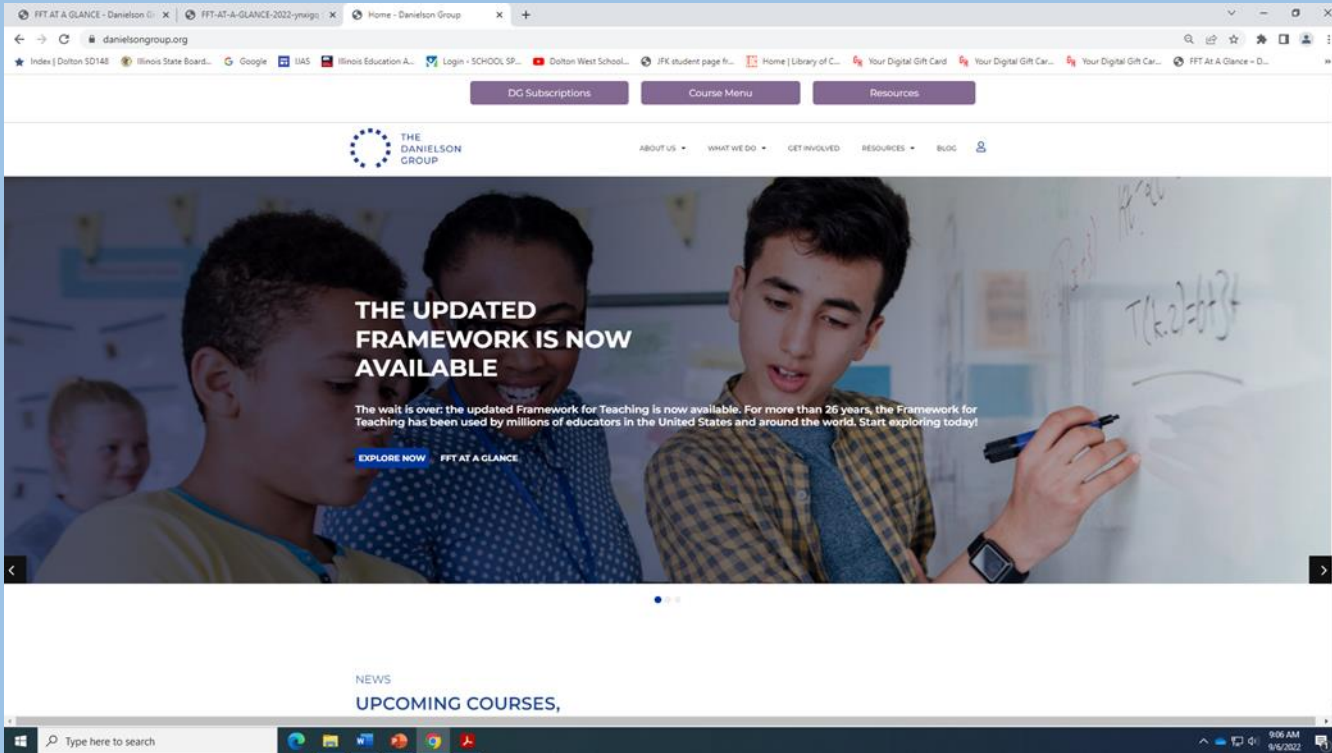
THE FRAMEWORK FOR TEACHING EVALUATION INSTRUMENT

2013 EDITION



CHARLOTTE DANIELSON

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



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 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
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THE
DANIELSON
GROUP

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2013

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2022

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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



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.

- Use rubric as a self-assessment
- Give specifics as you discuss



2a: Cultivating Respectful and Affirming Environments

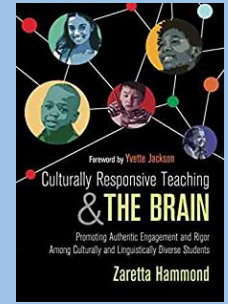
Unsatisfactory	Basic	Proficient	Distinguished
Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Positive Relationships			
Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
Sense of Belonging			
Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
Cultural Responsiveness			
Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
Positive Conflict Resolution			
Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	The teacher and students effectively use a clear and culturally competent approach to conflict resolution to resolve conflicts and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

CRITICAL ATTRIBUTES



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.



Learning Environment



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.

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.



2c: Maintaining Purposeful Environments

Unsatisfactory	Basic	Proficient	Distinguished
Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
Purposeful Collaboration			
Students are not engaged during group work.	Students are partially engaged in group work.	Students are productively engaged during small group work, working purposefully and collaboratively with their peers.	Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs.
Student Autonomy and Responsibility			
Routines do not support student autonomy or assumption of responsibility.	Routines and procedures partially support student autonomy and assumption of responsibility.	Routines and procedures allow students to operate autonomously and take responsibility for their learning.	Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development.
Equitable Access to Resources and Supports			
Resources and supports are not deployed efficiently, effectively, or equitably.	Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access.	Resources and supports are deployed efficiently and effectively; all students are able to access what they need.	Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.
Non-Instructional Tasks			
Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Non-instructional tasks are completed seamlessly with no loss of instructional time.

CRITICAL ATTRIBUTES



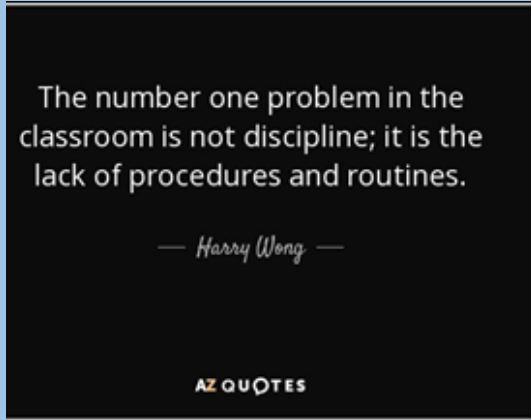
2d: Supporting Positive Student Behavior

Unsatisfactory	Basic	Proficient	Distinguished
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.
Expectations for the Learning Community			
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.
Modeling and Teaching Habits of Character			
The teacher does not explicitly model or teach habits of character.	The teacher models and teaches habits of character but with uneven success.	The teacher models, explicitly teaches, and reinforces habits of character to promote learning, ethical behavior, and citizenship.	Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment.
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 behavior 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

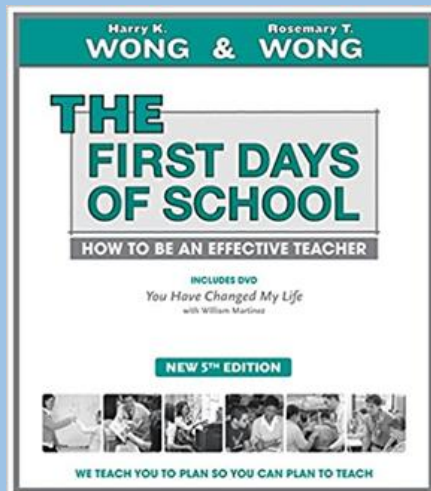
Used in Reflection 1
Year 1 activity

Learning Environment



Illinois Professional Teaching Standards

Culturally Relevant Teaching & Leading Standards



ASCD Articles

- **Classroom Management**
- **2 x 10 Conversation Strategy**



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**

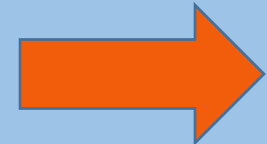
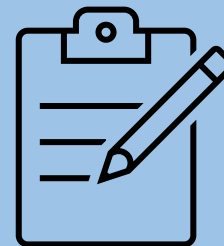


<https://www.youtube.com/watch?v=NWv1VdDeoRY>

Things to Consider



- ❖ **FRONTLINE Technologies** – use for administrator evaluation, log-in twice a week to check
- ❖ **Mandated Trainings** – finished by September 22nd
- ❖ **Phone logs** / Make positive phone calls & follow-up from back-to-school night
- ❖ **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>.
- ❖ **Workshops:** Science Project Workshop on Tuesday, September 26th from 3:30-5:00, and others – Watch your emails for other announcements.



Things to Consider



- ❖ **Grade books** - At least two preannounce graded assignment per week. See your building mentor for grade book set-up. Remember, P/T Conferences are at the end of this quarter. You may want to consider saving samples of student work.
- ❖ **Notices of Concern** for students / mailed home Friday, September 15th
- ❖ **Board Meeting is Tuesday, September 26th at 6:00 pm.** You will receive an invitation from the superintendent. First year protégés should plan to attend in-person at the District Office. Be sure you have submitted a fact sheet for the introduction.
- ❖ **SI Days** – Regular work hours for staff

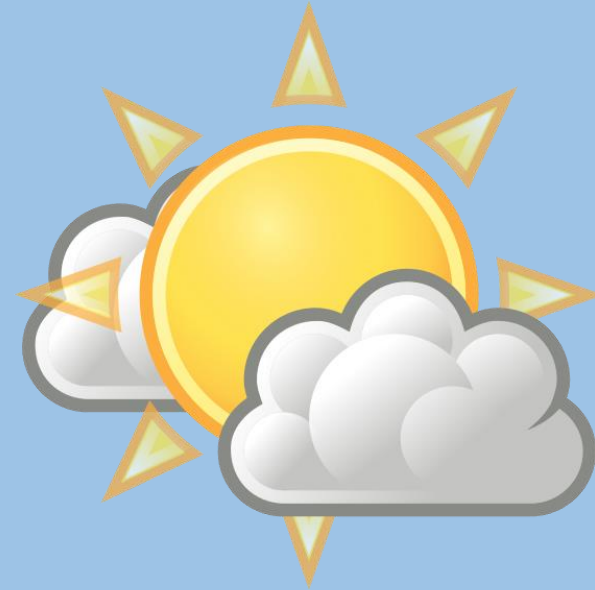


So, how did we do?

Workshop Evaluation Forms

Timesheet

Evidence of Completion form



FIN