

# New Teacher Mentor Program



[amurphy@eacs.k12.in.us](mailto:amurphy@eacs.k12.in.us)

# Background Leading to this Inquiry

- I believe that it is essential for novice teachers to be involved in activities that allow them to grow, reflect and learn about their profession.
- We need to provide support for all beginning teachers on the idea that learning to teach is a continuous cycle of planning, teaching, building relationships, understanding and reflecting.

# Purpose of This Inquiry

- As the Principal of a medium sized high school, I find that I am juggling too many items and lack time for individual teacher observations (I AVERAGE 104 OBSERVATIONS PER YEAR). I know as an instructional leader, I need to ensure that teachers are implementing best practice strategies that will allow for students to grow and reflect as learners. When taking time out to coach teachers, I need to make sure other administrators are not feeling overwhelmed with daily discipline and other student issues. In order to do this, I will focus on two groups of teachers, new teachers and teachers that are sub par in the classroom. I have identified 9 teachers that I will work with. My hope is to relieve some anxiety of new teachers, and develop teachers that are not afraid to make mistakes, which are in essence learning opportunities.

# Purpose of This Inquiry

“Effective teachers believe that all students can learn and be successful. Effective teachers consciously create a climate in which all students feel included. Effective teachers believe that there is potential in each learner and commit to finding the key that will unlock the potential”

*Gregory & Chapman. (2007). Differentiated Instructional Strategies: One Size Doesn't Fit All.*

# My Wondering

- How do I set aside daily plan time to meet with teachers, observe teaching strategies, and offer best practice suggestions without leaving other administrators doing my share of daily duties?
  - **Sub-questions: For teachers**
    - How can I help you as an instructional leader?
    - What PD do you need?
    - How can I use time in the day efficiently so that teachers feel supported without making them feel they have “extra work”?
- How can I use veteran, *rock star*, teachers as additional support?

# My Actions

**Before December 20, 2018, I met with each teacher to go over mid-term evaluation data. We chose two areas that need improvement.**

**The week of January 7<sup>th</sup>. I started with new teachers – 5 total, and met with them after school – 2:55 – 3:15 to discuss one focus indicator. We developed a plan when I will visit the classroom to observe. I immediately shared findings with a follow-up email with at least 2 strategies to try. After they practiced the strategies, they self reflect, and after dialogue, I visited the classroom the next week to observe the strategy. I met with the 4 other teachers the week of the 14<sup>th</sup> using the same plan.**

**I will continue to to this until April 19, 2019. The next week I will meet with all nine teachers to check for growth. A final planned observation with recorded data will take place April 26 – April 30, 2019.**

# Data Collection

- Every other week, I used our Teacher Evaluation Rubric as a guideline to focus on one area for each teacher that needs improvement. I tracked the data using the mid-term evaluation as a baseline score. We focused on the area each week with weekly reflections on both ends. This occurred through face-to-face conversation, as well as emails and/or text messages.

# My Data – Rubric indicator

- **RJ 2.3: Engage students in academic content**
- **MD 2.4: Check for Understanding**
- **NW 2.5: Modify Instruction as Needed**
- **MB 2.8: Create Classroom Culture of Respect and Collaboration**
- **HD 2.3: Engage students in academic content**
- **PM 2.3: Engage students in academic content**
- **KE 2.7: Maximize Instructional Time**
- **RG 2.8: Create Classroom Culture of Respect and Collaboration**
- **SC 2.8: Create Classroom Culture of Respect and Collaboration**

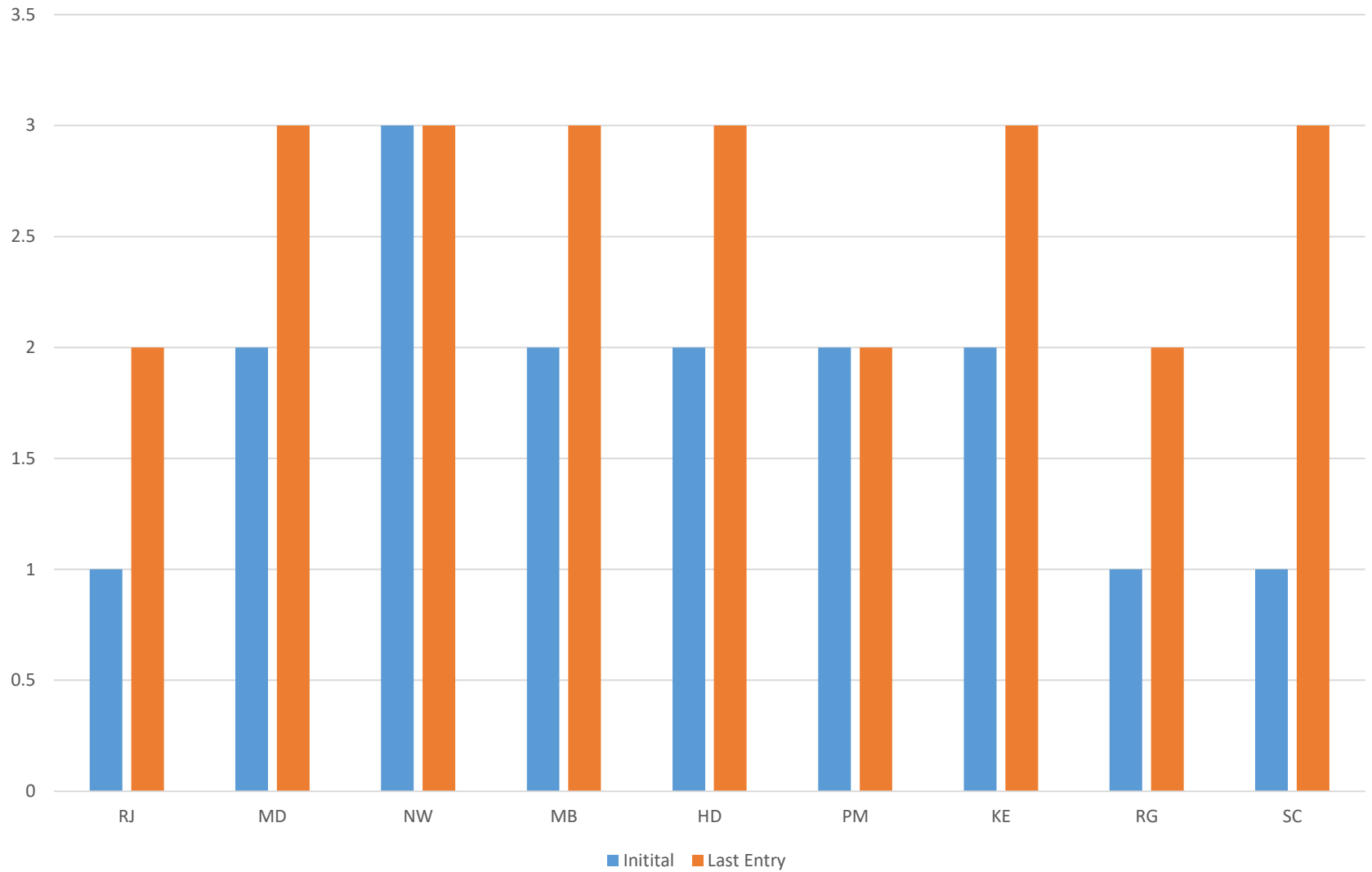


My Data Initial score /4 and score before Final

RJ	MD	NW	MB	HD	PM	KE	RG	SC
1	2	3	2	2	2	2	1	1
2	3	3	3	3	2	3	2	3

The first set of data are the initial scores taken from before January 2019. Median score was taken for better data reliability. The last set of scores are the last observation data before the summative given in May 2019

# Progressive Improvement Data



# The project has extended to all teachers as I am asking them to bring the answers to these DISCUSSION ONLY –Self Reflection

- What was the most difficult challenge (or series of challenges) I faced this year?
- What strengths did I show in addressing those challenges?
- Who or what helped me address those challenges?
- What opportunities did those challenges create?

What did I learn about:

- my students' lives, families, and past experiences?
- my colleagues?
- my school community? my local community? myself?
- How did I take care of and nurture myself this past year?

***The second action for all teachers includes diversity and trauma informed activities. ALL need to learn that we have students that endure trauma. Twice a month, before each collaboration, we model a diversity activity and a trauma informed teacher activity. All administrators are asked to observe at least one in each classroom.***

# My Discoveries

- Learning Statement One: Teacher improvement and time spent reflecting can only advance the environment of the school
- Learning Statement Two: Time spent with each teacher helps with time issue as it lends itself to only small daily interruptions.
- Learning Statement Three: Suggesting each administrator adopt 3 of the most “needy” teachers and have self-reflection conferences.

# Where Am I Heading Next

Each teacher will practice these in the classroom

- Use trust Statements (Harmin, 1994)
- Example: There is no wrong opinion.
- Example: No put-downs or sarcasm here.
- Example: Mistakes are learning points. (Chapman & Gregory, 2007)
- Ground Rules / “Rules to Live By”
- Classroom Agreements (Gibbs, 1995)
- Group Norms

# Bibliography

- Marzano. (1992). *Dimensions of Learning*.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. New York: Routledge.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.
- Burgess, D (2012). *Teach Like a PIRATE: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator* by Dave Burgess (Author)
- Merrill Harmin and Melanie Toth. Table of Contents. Abbott, J., & Ryan, T. (2001). ... Alexander, P. A., Kulikowich, J. M., & Schulze, S. K
- Discussion of Nonfinancial Performance Measures and Promotion-Based Incentives." Michael Gibbs; *Journal of Accounting Research*, 2008, 46(2), pp. 333-40.



## **New Teacher Mentor Program**

**Principal Name:** Anna Murphy

**School Name:** New Haven High School

**Principal's Email Contact:** amurphy@eacs.k12.in.us

### **Background Leading to My Inquiry -- Slide 2**

- I believe that it is essential for novice teachers to be involved in activities that allow them to grow, reflect and learn about their profession.
- We need to provide support for all beginning teachers on the idea that learning to teach is a continuous cycle of planning, teaching, building relationships, understanding and reflecting.

### **The Purpose of My Inquiry –Slides 3,4**

Therefore, the purpose of my action inquiry was to develop a structured way to address new/struggling teacher issues in the classroom. As the Principal of a medium sized high school, I find that I am juggling too many items and lack time for individual teacher observations (I AVERAGE 104 OBSERVATIONS PER YEAR). I know as an instructional leader, I need to ensure that teachers are implementing best practice strategies that will allow for students to grow and reflect as learners. When taking time out to coach teachers, I need to make sure other administrators are not feeling overwhelmed with daily discipline and other student issues. In order to do this, I will focus on two groups of teachers, new teachers and teachers that are sub par in the classroom. I have identified 9 teachers that I will work with. My hope is to relieve some anxiety of new teachers, and develop teachers that are not afraid to make mistakes, which are in essence learning opportunities. . .

### **My Wondering –Slide 5**

With this purpose, I wondered how do I set aside daily plan time to meet with teachers, observe teaching strategies, and offer best practice suggestions without leaving other administrators doing my share of daily duties?

### **Sub-questions: For teachers**

How can I help you as an instructional leader? What PD do you need? How can I use time in the day efficiently so that teachers feel supported without making them feel they have “extra work”? How can I use veteran, *rock star*, teachers as additional support?

## **My Actions –Slide 6**

- Before December 20, 2018, I met with each teacher to go over mid-term evaluation data. We will choose two areas that need improvement.
- The week of January 7<sup>th</sup>. I started with new teachers – 5 total, and met with them after school – 2:55 – 3:15 to discuss one focus indicator. We developed a plan when I visit the classroom to observe. I immediately shared findings with a follow-up email with at least 2 strategies to try. After they practiced the strategies, they self reflect, and after dialogue, I visit the classroom the next week to observe the strategy. I met with the 4 other teachers the week of the 14<sup>th</sup> using the same plan.
- I will continue to to this until April 19, 2019. The next week I will meet with all nine teachers to check for growth. A final planned observation with recorded data will take place April 26 – April 30, 2019.

## **Data Collection –Slide 7**

Every other week, I will use our Teacher Evaluation Rubric as a guideline to focus on one area for each teacher that needs improvement. I will track the data using the mid-term evaluation as a baseline score. We will focus on that area each week with weekly reflections on both ends. This will occur through face-to-face conversation, as well as emails and/or text messages.

## **My Data – Slides 8,9,10,11**

Nine teachers with beginning data and updated scores. A bar graph will display the data. The project has extended to all teachers as I am asking them to bring the answers to these DISCUSSION ONLY. What was the most difficult challenge (or series of challenges) I faced this year?

- What strengths did I show in addressing those challenges?
- Who or what helped me address those challenges?
- What opportunities did those challenges create?

What did I learn about:

- my students' lives, families, and past experiences?
- my colleagues?
- my school community? my local community?
- myself?
- How did I take care of and nurture myself this past year?

***The second action for all teachers includes diversity and trauma informed activities. ALL need to learn that we have students that endure trauma. Twice a month, before each collaboration, we model a diversity activity and a trauma informed teacher activity. All administrators are asked to observe at least one in each classroom.***



## **My Discoveries – Slide 12**

- Learning Statement One: Teacher improvement and time spent reflecting can only improve the environment of the school
- Learning Statement Two: Time spent with each teacher helps with time issue as it lends itself to small daily interruptions
- Learning Statement Three: Suggesting the each admin adopt 3 of the most “needy” teachers and have self-reflection conferences

Explanation given after each statement.

## **Where I Am Heading Next – Slide 13**

**I plan to have ALL teacher be self-reflectors on a weekly basis. This will be tough to monitor and track, but it is needed. All teachers next school year will begin the year with common classroom management plans as well a perhaps student reflection practices.**

Use trust Statements (Harmin, 1994)

- Example: There is no wrong opinion.
- Example: No put-downs or sarcasm here.
- Example: Mistakes are learning points. (Chapman & Gregory, 2997)

Establish ground Rules / “Rules to Live By”

- Classroom Agreements (Gibbs, 1995)
- Group Norms
- Plan for weekly teacher and student self reflection.

## **Bibliography –Slide 14**

- Marzano. (1992). *Dimensions of Learning*.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. New York: Routledge.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.
- Burgess, D (2012). *Teach Like a PIRATE: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator* by Dave Burgess (Author)
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- Discussion of Nonfinancial Performance Measures and Promotion-Based Incentives." Michael Gibbs; *Journal of Accounting Research*, 2008, 46(2), pp. 333-40.

