



Oak Park Elementary School District 97

To: District 97 Board of Education
Dr. Carol Kelley, Superintendent

From: Dr. Amy Warke, Chief Academic and Accountability Officer
Megan Stewart, Teacher Mentor

Re: **Teacher Mentor Curriculum**

Date: May 22, 2018

Type of Report: Informational

Purpose of the Report: The purpose of this report is to provide the Board of Education with an overview of the Teacher Mentor Curriculum.

Since the district has begun to implement the Vision plan the teaching and learning department has been working towards fulfilling the vision statement for All of D 97 students of

Creating a **positive learning environment** that is **equitable, inclusive** and focused on the **whole child**.

In order to meet our vision, the department is working on our goals for all children to become **known nurtured and celebrated learners, confident persistent achievers, critical thinkers and global citizens**, and **empowered and passionate scholars**. In order to achieve our goals for students we must work on teacher practices that build a strong core of knowledge and skills to support a student centered learning environment creating independent learners.

Introduction

One opportunity that District 97 provides to support our teachers new to D 97 is our mentoring program. The new teacher mentor curriculum is focused on the Culturally Responsive Teaching Framework from ready4rigor.com and Zaretta Hammond's work along with the Charlotte Danielson Framework for best practices for teaching.

Teacher Mentor Program in Correlation to Pillar 1 and 3

Focusing on Pillar 1: equitable access to rigorous, responsive instruction, along with Pillar 3: effective teachers, leaders and staff for every student, for every school showcases the necessary for teachers to be coached and mentored around the climate and culture that D97 builds amongst their teachers.

Teaching practices under pillar one that is focused on within the teacher mentor curriculum aligns directly to Charlotte Danielson's framework. Throughout the entire mentor program, each session coordinates with a specific Danielson domain to familiarize and allow time to practice with the components. "Setting

clear expectations to understand what students understand and why they will know and do,” is addressed in the first few sessions of the new teacher mentor curriculum.

The majority of the work that is done in the new teacher mentor program, is established from Pillar 3: Effective teachers, leaders, and staff. The coaching and observation cycles that are conducted during the teacher’s time in the mentor program allow for an openness in their practice with multiple opportunities for reflection. Our goal for the program is to create a culture of coaching with an open door policy and public practice. We create an understanding that the best way to learn is through feedback, reflection and peer to peer observations.

TEACHING PRACTICES	Pillar 1 Equitable Access to Rigorous, Responsive Instruction	Pillar 2 Strong Relationships with Families and Community	Pillar 3 Effective Teachers, Leaders and Staff for Every Student, for Every School	Pillar 4 Data-informed Continuous Improvement
	<p>T1: Teachers will assist students to direct their own learning and work with other students on cognitively demanding and culturally and socially relevant, real-world tasks that require students to discuss, question, explore, research, make decisions and communicate findings.</p> <p>T2: To ensure students’ continuous growth and development, teachers will organize instruction around standards and communicate clear expectations so that students understand what they will know and do.</p>	<p>T3: Teachers will include parents in setting learning goals for students and developing improvement strategies.</p> <p>T4: Teachers will communicate with parents regarding positive student behavior and achievement – and, when necessary, regarding misbehavior or failure.</p>	<p>T5: Teachers will maintain openness in their practice, inviting feedback and reflecting critically on student results.</p> <p>T6: Staff will gain professional skills via collaborative learning team meetings (FAR²), peer coaching, and peer observations (including classroom, school visits, videos).</p>	<p>T7: Teachers will gather evidence to assess their impact on student learning, and will adjust instruction and intervention accordingly.</p> <p>T8: During grade-level and department meetings, teachers will share student work and collaboratively analyze assessment data and instructional practices.</p>

Four Year Mentor Program

We as a district are dedicated to supporting new teachers throughout their years in D97. We have recently changed the mentor program from a one year program to a four year program. All teachers will complete their first year in the district in the mentor program. From there, all teachers that have five years of less of teaching experience will continue on to year 2, 3, and 4. Research suggests that comprehensive, multi-year induction programs reduce the rate of new teacher attrition, accelerate the professional growth of new teachers, provide a positive return on investment, and improve student learning. (New Teacher Center, 2016)

In 2016, nine states require support for new teachers beyond their first two years (usually for three - four years): Delaware, Hawaii, Louisiana, Maryland, Massachusetts, Michigan, North Carolina, Ohio, and Utah. NTC recommends that states institute multi-year induction programs, to develop comprehensive, high-quality local induction programs. Teachers deserve our best, so that they can bring their best knowledge and skills to our students. (New Teacher Center, 2016)

A 2014 survey released by the National Network of State Teachers of the Year and the American Institutes for Research indicates that 55 percent of new teachers listed “access to a mentor” as having

the largest impact on developing their effectiveness as a teacher beyond their first year of teaching. (New Teacher Center, 2016)



Depaul University BUILD Communication

The presenters of this program are in communication with Depaul University to obtain a possible merge of their BUILD program and the teacher mentor curriculum. Communication is continuing to see if at the end of the 4 year mentor program teacher's will be accredited a Depaul University Diversity Certificate.

- Building multicultural competencies
- Understanding differences and how they impact the workplace
- Inclusive excellence
- Leveraging Diversity and building Leadership capacity
- Developing measures of success

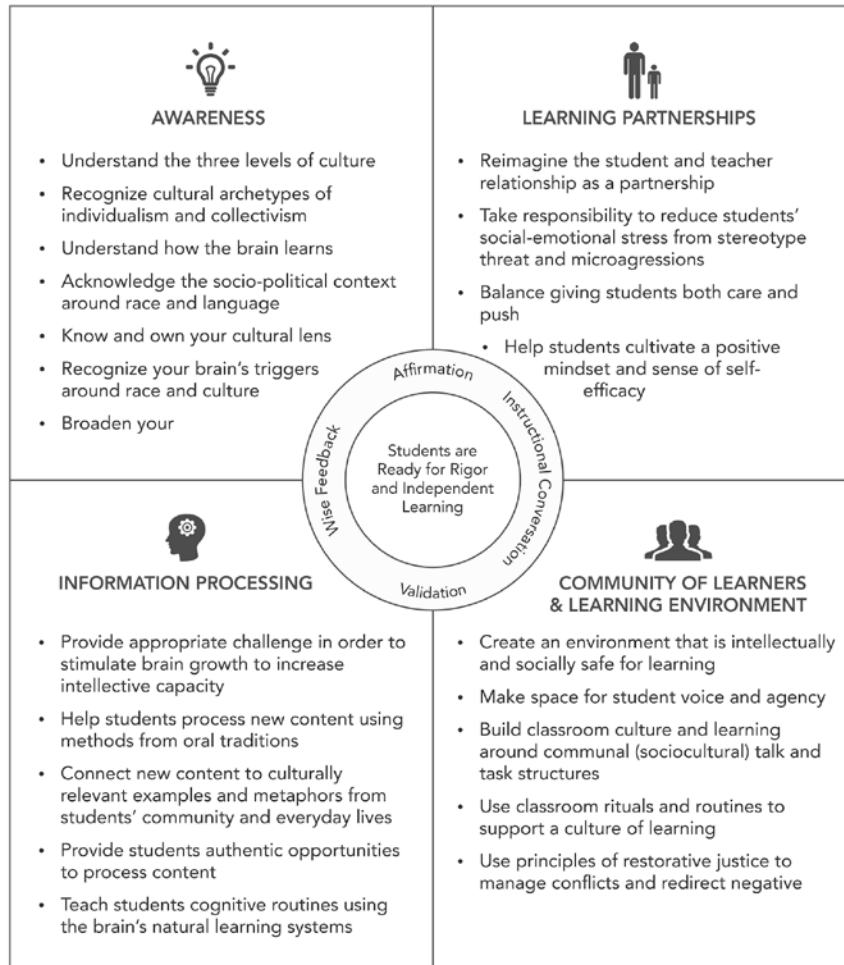
Teacher Mentor Curriculum

The teacher mentor curriculum follows two frameworks the Culturally Responsive Teaching Framework from ready4rigor and Zaretta Hammond, along with Charlotte Danielson's Framework.

The two frameworks blend the best practices of teaching along with becoming a culturally responsive teacher. The outlined syllabus with content of knowledge for each session is displayed in the four year progression.

READY FOR RIGOR

A Framework for Culturally Responsive Teaching



© Zaretta Hammond, 2013

www.ready4rigor.com

Four Year Progression

All teachers new to District 97 will adhere to the following expectations:

New Teachers will:

- Commit to a successful experience
- Ask questions and seek help
- Encourage openness between self and the mentor
- Maintain confidentiality
- Attend regular meetings with the mentor during the school year
- Participate in all district wide training as required
- Set goals and grow as an instructor
- Engage in self-assessment, reflection and planning
- Apply new learning in instructional practice

- Communicate about your learning needs
- Participate actively in mentorship program

New teachers to D 97 will complete the following responsibilities during their first year with D 97. The responsibilities will encourage teachers to learn best practices to bring back to their classroom build a strong core of knowledge and skills to support a student centered learning environment creating independent learners.

Year One Responsibilities:

- Full Observation Cycle (at least once a trimester)
 1. Pre-Conference
 - a. Lesson Plan with learning target
 - b. One observable to seek out during observation
 - c. 15 minute conference with mentor
 2. Observation
 - a. 30- 60 minutes
 - b. Feedback captured through Teachboost
 3. Post Conference
 - a. 15 - 30 minute conference with mentor
 - b. Review feedback aligned to Danielson before conference
- Monthly Attendance to after School New Teacher Mentor Meetings
 1. If you are absent, you must make up assignments from that session and/ or attend a make up session at the end of the school year.
- Monthly check-ins for all 0 - 3 year teachers, or principal directed
 1. Informally, 30 - 45 minutes
- Peer to Peer Observation
 1. One observation completed by a first year cohort member in your classroom
 - a. Completion of Peer Observation Form
 - b. Observation initiated by first year cohort member
 - c. Debrief with both teachers
 2. One observation of your choice
 - a. Completion of Peer Observation Form
 - b. (Optional) Debrief with teacher that was observed or with mentor
- Participation and completion of meeting assignments and reflections
- Communication with mentor of individual needs
 1. Journal entry once a month via Google Classroom
- End of Year Reflection

Year 1 Cohort: New Teacher	Agenda	Outcomes
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Meeting 2018-2019 Class 3:45 p.m. - 6:00 p.m.		
September 18, 2018	<ul style="list-style-type: none"> ● 60: Intro to Mentor Program/ ● 60: Intro to Danielson/ Domain 4 	Introduction to Mentor Course
October 16, 2018	<ul style="list-style-type: none"> ● 60: Middle School IB/ Climate and Culture of a Primary Classroom (2E) ● 60: CRT: Creating a Safe Environment (2A) 	Teaching the whole child in an inclusive environment
November 20, 2018	<ul style="list-style-type: none"> ● 60: Middle School IB/ Classroom Procedures for Elementary Teachers (2C) ● 60: CRT: Choice Session on Classroom Management for rigorous instruction (Sped, Related Services, Tech Session) 	Organizing Classroom Procedures and Classroom Management for Rigorous Instruction
December 18, 2018	120: CRT: Growth Mindset and Tackling Implicit Biases (Marigold and Walnut Tree) (1B,	Implicit Biases with a growth mindset and a positive outlook
January 15, 2019	<ul style="list-style-type: none"> ● 60: Middle School IB/ Elementary Learning Targets (2B) ● 60: CRT: Communicating with Families (4C) 	Communication with Families
February 12, 2019	CRT: Cracking the Codes: The System of Racial Inequity and using questions and discussions to have courageous conversations (3B)	Learning the system of cracking the codes of racial inequity.
March 12, 2019	<ul style="list-style-type: none"> ● 60: Middle School IB/ Elementary Choice Session Classroom Management (Sped, Related Services, Tech Session) (2D) ● 60: CRT: Becoming a Warm Demander; Communicating with Students (3A) 	Teachers will learn the characteristics of a warm demander
April 16, 2019	60: Choice Session; SPED Close out Meeting 60: CRT: Humanizing Relationships by Engaging Students in Learning (3C)	Learning how to use warm demander standards to humanize relationships with students while engaging them in learning.
May 14, 2019	End of Year Celebration and Next Steps	

Year 2 Responsibilities:

Year Two Expectations: (*All 5+ years teaching experience and Related Services are exempt past year one, unless principal directed.)

- **One Full In- Person Observation Cycle**
 1. Pre Conference
 - a. Lesson Plan with learning target
 - b. One observable to seek out during observation
 - c. 15 minute conference with mentor
 2. Observation
 - a. 30- 60 minutes
 - b. Feedback captured through Teachboost
 3. Post Conference
 - a. 15 - 30 minute conference with mentor
 - b. Review feedback aligned to Danielson before conference
- **One Video Coaching Observation Cycle**
 1. Video Observation
 - a. 30- 60 minute video taping by teacher (also an option for mentor teacher to set up a swivel camera for recording, if necessary)
 - b. Fill out Video Coaching Review Template after recording is complete
 2. Post Conference
 - a. 30 minute conference with mentor
 - b. Review Teacher's video coaching review template, and mentor's feedback
- **Attend or Lead after School New Teacher Mentor Meetings (1.25 hours)**
 1. If you are absent, you must make up assignments from that session and/ or attend a make up session at the end of the school year.
 2. Attend 5 after school sessions, or lead Year One Cohort New Teacher Choice Sessions
 - a. Leading a choice session replaces one after school session
- **Peer to Peer Observation**
 1. You observe one teacher of your choice
 - a. Completion of Peer Observation Form, submit to Google Classroom
 - b. (Optional) Debrief with teacher that was observed or with mentor teacher
 2. Allow at least one new teacher to observe your classroom
 - b. Debrief with new teacher and mentor
- **Student Work or Data Analysis (1 time a year)**
 1. Second year teacher selects the student work or the data to be analyzed
 2. Teacher fills out analysis protocol
 3. Teacher arranges meeting with mentor to debrief analysis
- **Participation and completion of meeting assignments and reflections**
- **Communication with mentor of individual needs**
 1. Journal entry 5 times a year via Google Classroom

Year 2 Cohort: New Teacher Meeting 2017 - 2018 Class 3:45 p.m. - 5:00 p.m.	Agenda	Outcomes
September 25, 2018	<ul style="list-style-type: none"> ● Creating a Culture of 	Introduction to Second Year

	Coaching	Program and Instilling a Culture of Coaching
November 13, 2018	<ul style="list-style-type: none"> ● IB: Why IB? ● Using Culturally Responsive Assessments (3D) 	Teachers understand how to respond to individuals' through formative assessments with purposeful monitoring.
January 22, 2019	<ul style="list-style-type: none"> ● IB: Concept- Based Teaching ● Getting to know your students with flexibility and responsiveness (3E) 	Teachers examine their lesson plans to see where teachers have incorporated student's interest and teachable moments.
March 19, 2019	<ul style="list-style-type: none"> ● IB: Field Trip Wrap-Up ● Designing Student Assessment (1F) 	Teachers will bring a formative assessment to complete a data analysis protocol to check for strengths and weaknesses amongst formative assessments.
May 21, 2019	<ul style="list-style-type: none"> ● Year 3-4 Introduction 	Review Year 3-4 Expectations for the Mentoring Program

Year 3 Responsibilities:

Year Three Expectations: (*All 2nd Year Cohort)

- **Two Formal Observation Cycles with IB Coordinator/ Instructional Coach and Mentor**
 1. Observation
 - a. Lesson Plan with learning target
 - b. One observable to seek out during observation
 - c. 15 minute conference with mentor
 2. Observation
 - a. 45 minutes with IB Coordinator (MS)/ Instructional Coach and Mentor
 3. Post Conference
 - a. 45 minute conference with IB Coordinator (MS)/Instructional Coach and Mentor
 - b. Review feedback before conference
- **Attend New Teacher Mentor Meetings (1.25 hours)**
 1. If you are absent, you must make up assignments from that session and/ or attend a make up session at the end of the school year.
 2. Attend 3 after school sessions
- **Peer to Peer Observation**
 1. You observe one teacher of your choice
 - a. Completion of Peer Observation Form, submit to Google Classroom
 - b. (Optional) Debrief with teacher that was observed or with mentor teacher
 2. Allow at least one new teacher to observe your classroom
 - a. Debrief with new teacher and mentor
- **Book Study**
 1. Conduct Book Study with Group Members
 2. Participate through Google Classroom with Reflections/ Questions
 3. Present Book at last after school meeting

Year 3 Cohort: New Teacher Meeting 3:45 p.m. - 5:00 p.m.	Agenda	Outcomes
Session 1	<ul style="list-style-type: none"> • Book Study Introduction 	Introduction to Book Study, Expectations and forming Groups
Session 2	<ul style="list-style-type: none"> • Meeting “off campus” with group members to conduct Book Study. You may need more than one meeting, but this is for each group to decide. 	Groups will discuss their Books while answering and reflecting through Google Classroom.
Session 3	<ul style="list-style-type: none"> • Presentation of Book 	Groups will present book to the rest of the cohort.

Year 4 Responsibilities:

- **Two Formal Observation Cycles with IB Coordinator/ Instructional Coach and Mentor**
 1. Pre Conference
 - a. Lesson Plan with learning target
 - b. One observable to seek out during observation
 - c. 15 minute conference with mentor
 2. Observation
 - a. 45 minutes with IB Coordinator (MS)/ Instructional Coach and Mentor
 3. Post Conference
 - a. 45 minute conference with IB Coordinator (MS)/ Instructional Coach and Mentor
 - b. Review feedback before conference
- **Capstone Project**
 1. At least 3 meetings with mentor teacher for progress updates on project
 2. Teachers pursue independent research and project development on culturally responsive teaching, engage with their choice of medium the relevant disciplines, and - with the guidance of the mentor - produce a substantial project that reflects a deep understanding of the topic.

Year 4 Cohort: New Teacher Meeting 3:45 - 6:00 pm	Agenda	Outcomes
Session 1	Capstone Presentation	Teachers will present their capstone project at the 1st Year Cohort End of Year Celebration
Session 2	Graduation!!	

References

Hammond, Z., & Jackson, Y. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.*

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching.* Alexandria, Va: Association for Supervision and Curriculum Development.