NEW TEACHER MENTORING PROGRAM

HARLEM SCHOOL DISTRICT

WHY CHANGE?

- Changes in teacher licensure requirements
- What we know about highly effective teaching

PARTICIPATION IN MENTORING PROGI

| Previous Requirements	Current Requirements
To move from Initial to Standard Certificate	Now "licensed." Professional Development Credit (PDC) Hours needed to renew license
Mentors and Mentees earned CPDUs for participation	All activities must be aligned with criteria and standards
Time documented by the teachers	Activities linked to purposes and time documented by teacher and District

FRAMEWORK FOR TEACHING
BY CHARLOTTE DANIELSON

- "It's not about what the teacher is doing…"

- Intent and history of the FfT

- Conversations are at the heart of professional growth

A LOT GOES INTO EFFECTIVE TEACHING
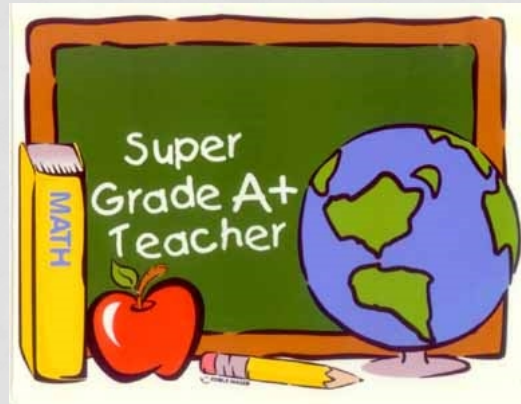
- Four Domains
  - Planning and Preparation
  - Instruction
  - The Classroom Environment
  - Professional Responsibilities
- 22 Components

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content and the structure of the discipline • Prerequisite relationships
- Content-related pedagogy

1b Demonstrating Knowledge of Students
- Child and adolescent development • Learning process • Special needs
- Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom use • To extend content knowledge and pedagogy • Resources for students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with instructional outcomes • Criteria and standards
- Design of formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students, including both words and actions
- Student interaction with students, including both words and actions

2b Establishing a Culture for Learning
- Importance of content and of learning
- Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions • Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring student behavior
- Response to student misbehavior

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments • Student progress in learning
- Noninstructional records

4c Communicating with Families
- Information about the instructional program • Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school and district projects
- Involvement in culture of professional inquiry • Service to the school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school and district regulation

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions/prompts • Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments • Grouping of students
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students
- Persistence

Teacher and Observer training by Danielson Group-endorsed consultants is recommended.

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BACKWARDS DESIGN
LEARNING TARGETS

Harlem SCHOOL DISTRICT 122

Backward Design Template

Grade Level

Standard(s), Underpinnings, and Essential Vocabulary		
Standard(s):	Underpinnings:	Vocabulary:

Learning Targets and Essential Questions	
Learning Targets:	Essential Questions (optional):

PROGRAM OVERVIEW

- Two days before school starts
  - Day One – District Policies and Procedures
  - Day Two – Teaching Strategies for ELL, Introduction to Framework for Teaching, and Backward Design
- Quarterly meetings
  - After school meetings
    - Elementary Focus, Whole Group, Secondary Focus – around FfT
- Peer observations
  - Mentor observing mentee; Mentee observing mentor

PEER OBSERVATIONS

- Planning Conference Notes
- Notes from Observation
- Reflection Conference Notes

CRITERIA FOR PDC HOURS (MUST MEET O MORE)

- ✓ Engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being;
- ✓ Align to the licensee's performance (evaluation);
- • Include outcomes that relate to student growth or district improvement;
- ✓ Align to State-approved standards;
- • Are higher education courses;
- ✓ Prepare educators to appropriately use various types of classroom assessments;
- • Use learning strategies appropriate to the intended goals;
- ✓ Provide educators with the knowledge and skills to collaborate; or
- • Prepare educators to apply research to decision-making.

ACTIVITIES MUST LINK TO THE FOLLOW PURPOSES:

- Increase the knowledge and skills of school and district leaders who guide continuous professional development
- Improve the learning of students
- Organize adults into learning communities whose goals are aligned with those of the school and district
- Deepen educators' content knowledge
- Provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards

LINK TO THESE PURPOSES (CONT):

- Prepare educators to appropriately use various types of classroom assessments
- Use learning strategies appropriate to the intended goals
- Provide educators with the knowledge and skills to collaborate, and
- Prepare educators to apply research to decision-making

LEARNING TARGETS FOR PROGRA

- Teachers will understand how to use the Framework for Teaching to improve their practice
- Teachers will engage in reflective conversations about their practice
- Teachers will deepen their understanding of content standards and effective instructional strategies
- Teachers will understand the link between the learning targets for a lesson and their selection of learning activities and assessments
- Teachers will feel empowered as educators

QUESTIONS