**WELS New Teacher Induction**

Mentor Forum

Center for Mission and Ministry

Waukesha, WI

9:00 – noon

February 22, 2014

SEW Lead Mentors

Monica Dierker

Kathie Horn

**Analyzing Student Work**

**Digging Deeper into Practice**

**New Teacher Center Analyzing Student Work seminar training objectives:**

* Examine teacher practice through the inquiry cycle: Plan-Teach-Reflect-Apply
* Support teachers in understanding and addressing the diverse needs of their students
* Learn a process and protocol for analyzing student work to identify learning needs
* Examine the role of standards, criteria and evidence (formative assessment) in supporting teacher development
* Deepen coaching expertise to plan instruction that is aligned with student content standards and differentiated to meet the assessed learning needs of students
* Develop skills in collecting and analyzing observation data, giving feedback, and communicating with families

**WELS NTI objectives:**

* Review/reflect mentoring cycle of plan-teach-reflect-apply
* Review/renew Analyzing Student Work tools
* Identify mentor accountability of FAS tools
* Gain in understanding of mentor standards

**Connecting Activity**

**Garden Planning: Sharing Best Practices**

**Directions:**

* Record an effective mentoring practice and reflection on evidence of effectiveness on designated “garden” plot paper.
* Find two other garden components to form a “garden”.
* Share effective “garden” tools in mentoring

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**Problem Posed/Problem Solved**

|  |  |
| --- | --- |
| **Seeds of Success:** | **Fertilizer Needed-Grubs-Weeds:** |
| **Tools of Action:** | **Support Needed:** |

(Jesus said) *I am the true vine and my Father is the gardener. He cuts off every branch in me that bears no fruit while every branch that does bear fruit he prunes so that it will be even more fruitful.* John 15:1

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Adapted from NTC Collaborative Assessment Log

**New Teacher Center Core Capabilities of Mentors:**

**1. ESTABLISHES** and maintains a culture of safety, respect and rapport

**2. KNOWS:** Knows how to make content accessible to all learners

**3. PLANS:** Plans standards based instruction and formative assessments for transfer and independence

**4. DIFFERENTIATES:** Uses a variety of instructional strategies to meet different student needs, develop student competencies and achieve instructional purposes

**5. CHALLENGES:** Engages and challenges and deepens conceptual understanding through critical thinking, complex problem solving, academic discussions and student reflection

**6. ANALYZES:** Analyzes student performance to determine the impact of instruction on student learning, provide feedback, and plan instructional next steps

**7. COLLABORATES:** Collaborates with colleagues, resource personnel and families to support student learning

DISPOSITIONS of highly effective teachers:

**1. CURIOSITY:** Teachers ask questions, inquire, and experiment in an effort to reach every student. They are willing to take risks and try out new ideas or strategies if they think it will help their students.

**2. PERSISTENCE:** Teachers hold high expectations and believe that all students can learn. They persevere in solving complex issues of practice, care deeply, and are committed to their students.

**3. REFLECTION:** Teachers are open to feedback from colleagues, students, and families, seek opportunities to grow professionally, and take responsibility for their students' learning.

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**Analyzing Student Work**

**Protocol:**

* Select the Assessment
* Describe Expectations for Student Work
* Identify Criteria for Assessing the Work
* Determine a Focus
* Analyze Student Work Samples
* Clarify Learning Needs
* Plan Differentiated Instruction

**Pre-Assessment Self-Reflection:**

**Sorting:**

**Yellow sunshine:** Very comfortable with sorting.

**Blue water:** Just right with sorting materials.

**Brown earth:** Unsure of sorting materials.

**Learning Needs Identification:**

**Yellow sunshine:** Very comfortable with identifying learning needs.

**Blue water:** Just right with identifying learning needs.

**Brown earth:** Unsure of identifying learning needs.

**Differentiated Instruction Planning:**

**Yellow sunshine:** Very comfortable in planning instruction based on learning needs.

**Blue water**: Just right with planning instruction based on learning needs.

**Brown earth**: Unsure how to plan instruction for varying learning needs.

**Directions:**

Form a group of three. Work through the samples, using mentor language. Share areas of strength, areas in need of growth with collaborative partners.

**Evaluation:**

**What is very clear?**

**What continues to need nurturing?**

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Protocol adapted from ASW Participant Packet, NTC@USCS and WI NTP

**Mentor Accountability and Growth**

**Directions:**

Select a mentor standard that is a goal or will become a goal. Find someone who chose the same standard. Discuss and design an action plan of next steps:

What is needed?

How often?

Type of communication?

What if I don’t do this?

**Brain Dump:**

Principal/director and beginning teacher celebration.

**Management:**

Accountability plan

Monthly newsletter/survey

Annual survey

Next mentor forums:

 CMM building, May 10, 2014 9:00 – noon

 CMM building, August 5, 2014 9:00 – 2:00

**Closing:**

(Jesus said:)…*I tell you the truth, if you have faith as small as a mustard seed, you can say to this mountain, ‘Move from here to there” and it will move. Nothing will be impossible for you.* Matt 17:20

**Evaluation:**

1 new seed planted:

A seed that needs nurturing:

A weed:

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