

SEWNTP Lead Mentor Forum

March 14, 2013

Cardinal Stritch City Center, Rm. 324

4:30pm - 6:30pm

Connecting: Give one, Get One...

Purpose: To reflect, to connect, and to brainstorm ways of supporting teachers and mentors with the implementation of the new Teacher Effectiveness model.

Review: Agenda & Norms for Our Community of Practice

- Whip Around

Learning: Common Core:

Purpose: To gain insights around implementing professional development and Common Core and the role of the mentor in supporting the beginning teacher.

Learning: Lessons Learned: Sharing of Agendas

Purpose: To use the SEWNTP Lead Mentor Network Wiki to support each other through the sharing of agendas, resources, and experience.

Managing & Save the Dates: Save the Dates: District Induction Team Work Day, May 2nd 8:00-3:00

Dates:

- Analyzing Student Work, March 20th & 21st 8:00-3:00
- Mentoring for Equity, April 11th & 12th 8:00-3:00
- Designing & Presenting, May 15th & 16th 8:00-3:00
- Urban Seminars, March 21st & April 8th 5:00-7:30
- COP Seminars, April 18th (BD) & 22nd (SDW) 5:00-7:00
- Assessment seminars, March 19th 5:00-7:30
- Differentiation, April 17th & March 1st, 8th, 15th 5:00-7:00
- EDU 584: Writing the PDP, May 6th, 13th, & 20th 5:00-8:00

Closure: Reflection & Evaluation

Purpose: To pause, reflect and share concrete ways to celebrate the successes within your program.

SEWNTP Vision Statement

Students' needs are met by effective and confident teachers who grow professionally through collaborative network of induction. This network will transform and sustain the quality of leadership and education one person at a time.

The Southeastern Wisconsin New Teacher Project (SEWNTP) Mission Statement

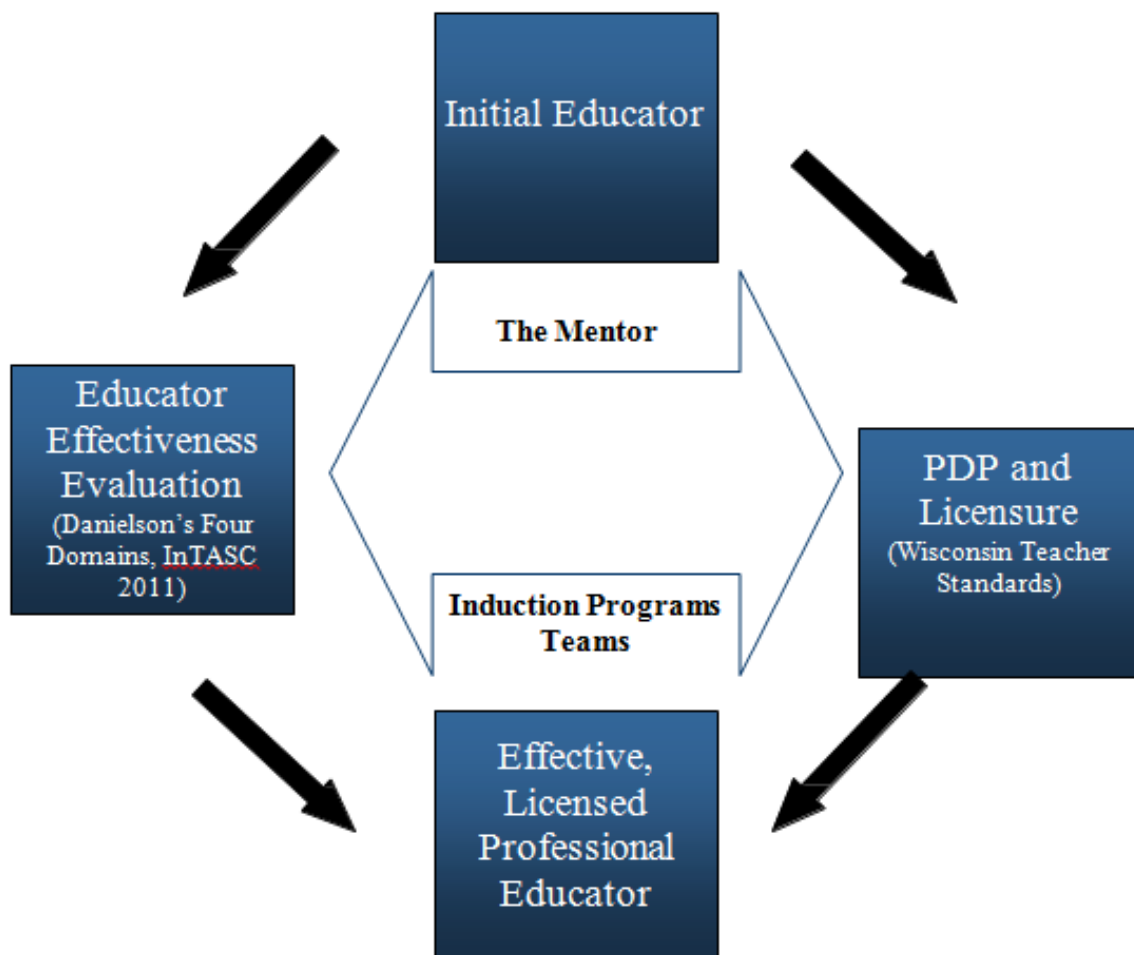
To accelerate new teacher effectiveness and teacher leadership by leveraging the power of collaboration to create and sustain comprehensive systems of induction, resulting in improved student learning

Give One, Get One



- Brainstorm ideas around how you have helped your mentors support their beginning teacher in understanding the Teacher Effectiveness Model. Write each idea on a separate post-it note.

The Mentor's Role in Educator Effectiveness



Exploring the Role of the Mentor in WI's Educator Effectiveness Model
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Norms for our community of Practice

- Collaborative Norms
 - Equity of voice
 - Safety to share all Perspectives
 - Active Listening
 - Confidentiality

Structures That Will Help Us Get There:

- Shared Learning
- Structured Protocols
- Shared Facilitation
- Transparency of Practice
- Collecting & Using Data

Common Core State Standards



“Without in-depth knowledge of the Common Core standards, many educators have charged ahead thinking in terms of standards implementation cycles of the past.

A common consequence is a crosswalk approach, in which educators compare the Common Core standards side by side with the state’s current math and English language arts and literacy standards, looking for similar or matching verbiage so that they can deem those standards as already taught. However, the crosswalk approach fails to adequately capture the level of content mastery, rigor, and depth of change necessary to meet the expectations of college and career readiness in the Common Core standards.” - Fulfilling the promise of the common core state standards ASCD 2012

We must recognize the critical need for opportunities for robust professional learning and collaboration, as a critical mass of teachers begins to integrate the standards in their classrooms (This is new to everyone).

Q: how can we as lead mentors support our mentors and teachers so they can effectively fulfill the promise of the common core state standards? What are your program’s successes and challenges with Common Core State Standards and professional development? Record your ideas in the box:

Team Mind Mapping:



- Form your mixed groups. Each group will have a piece of chart paper. Each team member should have a different color marker.
- Using your journaling (your program's successes and challenges with the Common Core State Standards and professional development) record your ideas on your chart by writing or drawing
- Group members read and respond to each other in writing
- Orally debrief as a team

Reflections: CCSS



Think-Write

What new insights have you gained today around implementing professional development and Common Core?



What are your next steps? What supports do you need?



Share -- For your team time:

- *What tools can we create, alter, or find that will support our beginning colleagues (& their mentors) in moving forward?*
- *Now that we understand more about supporting the Common Core, how can we help BT's fulfill the promise as effectively and efficiently as possible?*

Things to Remember:

- Educators are unclear about where to focus their instructional efforts, and many school leaders are overwhelmed by trying to lead multiple, major reform efforts and uncertain about where to direct professional development. Furthermore, the simultaneous reforms have exceeded the capacity of most state and local education agencies, compromising educators' ability to best implement any reform.

Q: What do the Common Core State Standards mean for students?

A: The standards provide clarity and consistency in what is expected of student learning across the country. This initiative helps provide all students with an equal opportunity for an education, regardless of where they live. The Common Core State Standards will not prevent different levels of achievement among students, but they will ensure more consistent exposure to materials and learning experiences through curriculum, instruction, and teacher preparation among other supports for student learning.

Q: How does the Common Core State Standards impact teachers?

A: The Common CSS impacts teachers by:

- Providing goals and benchmarks to ensure students are achieving certain skills and knowledge by the end of each year;
- Helping colleges and professional development programs better prepare teachers;
- Providing the opportunity for teachers to be involved in the development of assessments linked to these top-quality standards;
- Allowing states to develop and provide better assessments that more accurately measure whether or not students have learned what was taught; and
- Guiding educators toward curricula and teaching strategies that will give students a deep understanding of the subject and the skills they need to apply their knowledge.

From Common Core Standards to Curriculum: Five Big Ideas

- A common misconception about the Common Core State Standards is that they dictate to teachers how to teach (teaching methods) and what to teach (curriculum). In a white paper written by Jay McTighe and Grant Wiggins entitled, "[From Common Core Standards to Curriculum: Five Big Ideas](#)", the authors argue "that these standards are in some ways obvious but may also be counter-intuitive and prone to misunderstanding."
- McTighe and Wiggins go on to offer their five big ideas as:

Big Idea #1- The Common Core Standards have new emphases and require a careful reading

Big Idea #2- Standards are not curriculum

Big Idea #3- Standards need to be "unpacked"

Big Idea #4- A coherent curriculum is mapped backwards from desired performances

Big Idea #5- The Standards come to life through the assessments

In sum, moving from Standards to curriculum requires careful reading and thoughtful interpretation to avoid the predictable misunderstandings noted above, while building the curriculum backward from worthy tasks offers the pathway to the performances envisioned by the Common Core.

SEWNTP Lead Mentor Network Wiki Expectations

1. Members are expected to post agendas, minutes, ideas, and resources from their in-district mentor forums.
2. Members are expected to review the wiki before each lead mentor network meeting to be prepared to ask questions at the meeting.
3. Members should bring their laptops to the Lead Mentor Network meetings.
4. Members may post on the “Home” discussion board with no obligation for others to respond.
5. Katie Kurtz, a SEWNTP Program Coordinator, is available to assist with the wiki. Contact her at kkurtz@stritch.edu

“The purpose here [of a community of practice and our lead mentor network] would be to create new capacity for professionals to learn from one another, capitalize on existing capability, and thus break down the traditional isolation of [our] work and broaden [our] opportunities to learn.”

Ball, D. L. & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education

Purpose: to use the SEWNTTP Lead Mentor Network Wiki to support each other through the sharing of agenda, resources, and experience.

Sharing of Agendas:

<p>Where did you find it?</p>	<p>What are the Ideas?</p>	<p>For what: how will you use these ideas?</p>	<p>Questions for further clarification and adaptations:</p>
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Journal Write



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In what ways are you celebrating successes of the beginning teachers and mentors in your district?

What do I see as next steps for my role? What supports might I need from our district's induction program?

Teaching is Demanding!

“After 30 years of doing such work, I have concluded that classroom teaching...is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented... The only time a physician could possibly encounter a comparable complexity would be in the emergency room of a hospital during or after a natural disaster”

Lee Shulman, *The Wisdom of Practice*

