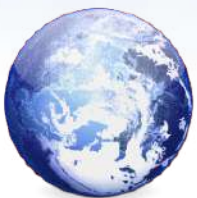


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The Framework for Teaching

Guiding Principle Five

- Mentoring needs to be tailored to the needs of the individual teacher and, at the same time, verifying their skills as teachers of record.



Teacher Definitions

- **NOVICE**
- Educators holding an initial license
- They would be:
- Educators with less than 3 years of experience **OR**
- Educators who have been out of the profession and have been issued a continuing license.
- **EXPERIENCED**
- Educators who hold a continuing or advanced license
- Have more than three years of documented teaching experience within Delaware or in another state.

Components

Group
Challenge

Name Them



Elements

Each Component has
letter indicators.

Challenge- How many
can you name under
each of the
components?



Elements are Broken into Criteria (Actions)

Each element has
specific actions that a
teacher performs as
they demonstrate
the element, these
are called “criteria.”



Indicators

These documents describe some of the indications that a teacher is performing the related acts within the component.



REMINDER

- The levels describe teaching (performance) not the teacher.



Basic Performance



Revisiting basic from before:

Basic was written for novice teachers and is acceptable as they move to proficient

Basic Performance



Sometimes there are things that may cause an experienced teacher to revert to basic for a short time.

They include:

New position, new content, new grade level

Certain life situations

Basic Performance



When an experienced teacher is basic without any of the factors being present,

THEN

That teacher will be told of the rating during the conference and clear recommendations and expectations will be established.

If practice is not at the proficient level in a reasonable amount of time a formal improvement plan will be constructed.

Unsatisfactory

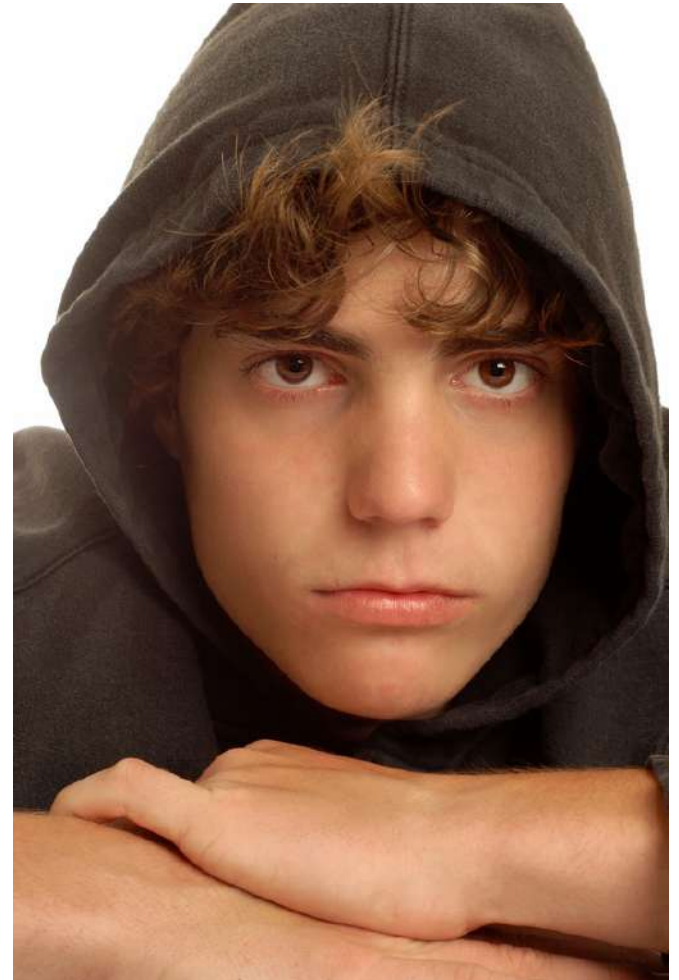
Performance on any criteria of the components in the formative process may trigger a formal Improvement Plan.

The specifics of Improvement Plans will be discussed in another session.



Causing Harm - Emotional

- Consider what types of emotional harm you may have encountered that would impact a student's desire to learn or diminish their hope that they are capable of learning.



Causing Learning to Shut Down

- Discuss what might cause a learning to shut down---
- At the beginning of a lesson
- In the middle
- Close to the end

- How do we help new teachers avoid this?



Proficient

- Solid acceptable practice that is consistently demonstrated in the classroom/
- school setting.

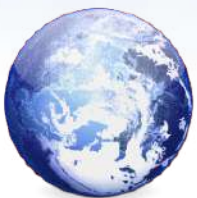


Distinguished

- Looking at the rubrics, what is required for an educator to receive a rating of distinguished?



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Evidence, Opinion, Inferences

Bias

- “To apply a negative or positive interpretation based on personal preference rather than concrete evidence.”
- What are some of your positive biases related to the classroom and learning?
- What are some of your negative biases related to the classroom and learning?
- What is the number one bias teachers report?

Evidence vs. Opinion

Evidence

Observable

Not influenced by
observer's perspective
(bias)

Free of evaluative
words

No conclusions drawn

Opinion

Makes Inferences

Depends on observer's
perspective

Includes evaluative
words

Draws conclusions

Inference - “I think this is the case, but the evidence is not clear.”

This is fine, but one must seek to move the inferences to either evidence or remove them as opinion or simply not able to use. This happens during conversations.



Components and Graphs

- Components-
- Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities, Student Growth
- Which impacts student achievement the most?
- Which guides educators to high levels of professional growth?

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Collecting, Sorting, Reporting

A Harvest

NOT a cherry Pick

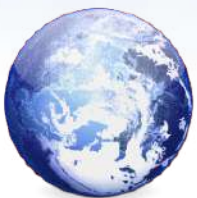


This is.....

Recording Evidence

- Review the elements of Component One.
 - Take notes of evidence from the conference that we view.
 - People tend to create their own method of recording. It does not have to be scripted.
- I SEE
 - I HEAR
 - ARTIFACT
 - QUOTES

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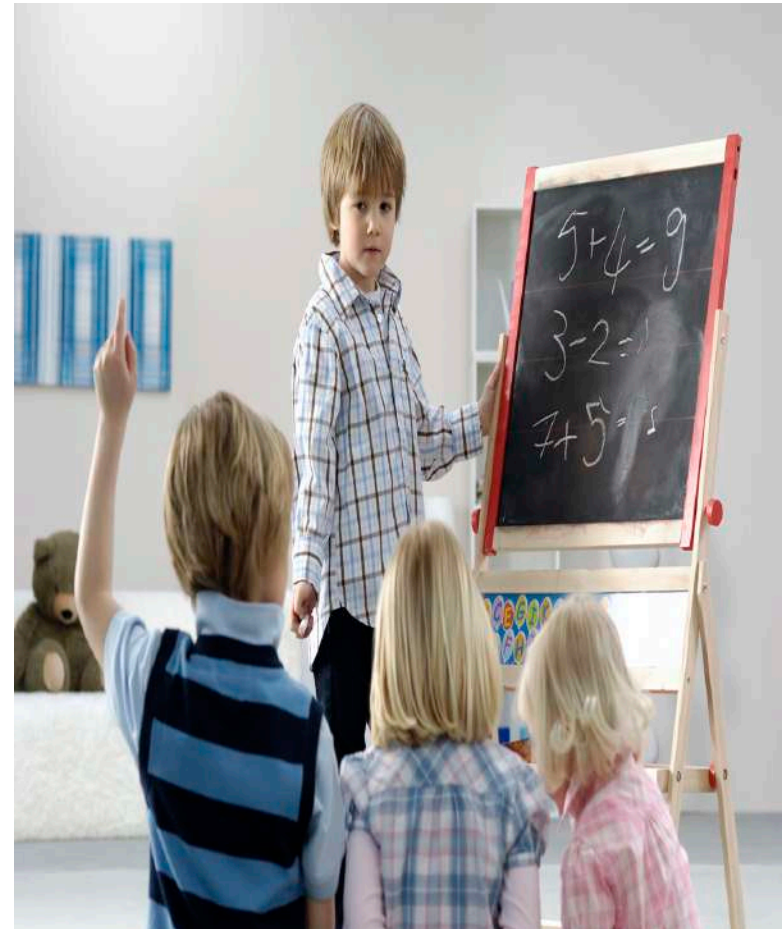


Practice- One

Looking at the Environment First-Cycle One

Review the elements of Component Two and record evidence of only Component Two

Harvest the evidence.



Group Decision

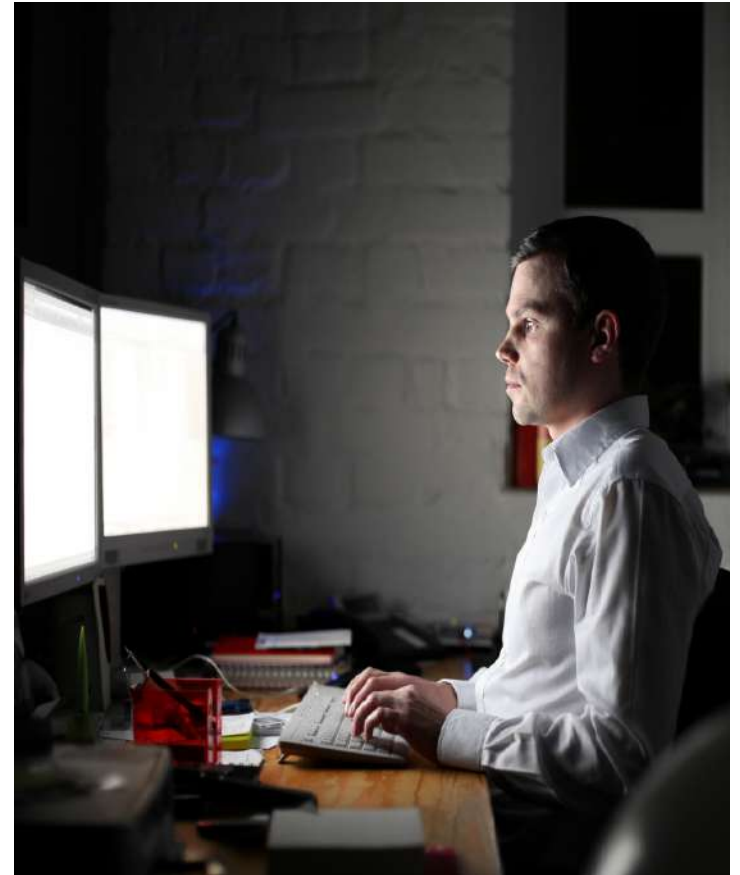
- What is her rating on each of the elements of Component One?
- Highlight her rating on the rubrics and state the evidence that contributed to that rating.



Workshop

Communication Workshop

How and when will
this happen?



Giving Feedback/ Setting Goals

- Mentoring Protocol Review
- Read the protocol sheet
- Check off if we do them in our program
- Identify when and how



Discussion Log

What successes have you experienced with your class recently?

What challenges do you face with your class in regard to classroom environment/instruction?

Considering the challenges that you face, are there any strategies that you feel you could use to address them?

Reflecting on the challenges that you are facing, is there any support you need from me or others to help you be successful?

I think I am proficient



I see your performance as basic



What do we need to do?

Looking at Instruction Second

- View the second video
- This time collect and record evidence of Component Three
- Record Your Evidence

What is engagement?



ENGAGING STUDENTS IN LEARNING WORKSHOP

Check Their Assignment for Engagement

- Think and problem solve
- Choice and Initiative
- Depth Rather than Breadth

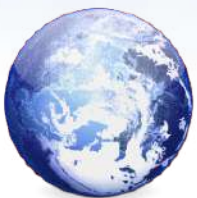
- Create a task that will meet those three criteria in ELA.

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Practice- Two

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Artifacts

Sorting Through Artifacts

- Review the artifacts in the packet and determine which component and element the document would support.
- Artifacts do not substitute for evidence that is observed, they support what was observed.
- Example: Posting rules on the wall cannot negate the fact that students did not follow them during the observation.

What Could She Bring?

- Make a list of three artifacts that you saw that you would discuss during the conference?
- Make a list of three artifacts that you would like for her to bring to the conference.
- Give one/Get One for the artifacts that she should bring.

Taxonomy of Reflection (Papras)

Taxonomy of Reflection

Creating: What should I do next?

Evaluating: How well did I do?

Analyzing: Do I see patterns in what I did?

Applying: Where could I use this again?

Understanding: What is important about it?

Remembering: What did I do?

5.4.3.2.1

- Name the 5 components
- List the 4 levels of performance
- Name the content of Cycle Three
- Name the 2 terms that describe teaching experience in Delaware
- Name 1 insight that you gained today



THANK YOU