Structuring Integrated Systems for Continuous Mentor Improvement and Support

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Placer County Office of Education
- **ASSESS**
What does your program currently have in place for an integrated mentor system of support and improvement? What’s working? What isn’t?

- **PLAN**
What is one goal you can take away from today’s session to add to your program? Why make this change?

- **TEACH/DO**
How will you implement this goal? What will it look like?

- **REFLECT**
How will you know once you’ve implemented the goal that effective change occurred and impactful mentoring took place?

- **APPLY**
What will you change or do differently moving forward? What else might you need to consider?
CTI New Teacher Induction Coach Training Model

Barbara Howard
Executive Director

Tonya Almeida
Director of Induction
Research-based Mentoring Models
Coach with INTENT

- Use Guided Reflection to Facilitate Candidate Growth
- Interpersonal Relationships (Induction Standard 4)
- Thoughtful Reflection (Induction Standard 4)
- Nurturing Continual Growth (Induction Standard 4)
- Support Just-in-Time Needs
- Equity (CA and RCOE, intentional focus)
- Provide High-Impact Feedback
- Weekly Support Meetings
- Facilitate a System of Support

Support Candidates in Creating Equitable Learning Environments
Reflective Coaches

Provide:
- “Just-in-time” practical support
- Support for inherent needs within local context
- Guidance in structured mentoring, inquiry, and reflection
- Weekly meetings and dialogue
- Three observations (face-to-face and video)
- Targeted feedback

Receive:
- Continuous training and development to ensure high-impact coaching
- Resources and feedback to support the mentoring process
Reflective Coach Training Models

- Face-to-Face Coach Connections
- Asynchronous learning objects in CTI eConnect© LMS
- Synchronous Zoom sessions
- Video as a coaching tool
North Coast School of Education

- Regional Program (6+ counties)
- Coherent CTC-approved, research-based system built on standards
- Mentors for Pre-Interns, Interns, Induction (Teacher, Administrator)
- Supporting 760+/- Mentors
Research-based Mentoring Models
Sonoma County Office of Education/North Coast School of Education
NCSOE Programs

• Pre-Interns/Permit Holders

• Be a Teacher Interns

• University-Partnered Interns

• Administrator Induction

• Preliminary Administrative Services Credential Program
A coherent, standards-based program of ongoing support toward continuous improvement.

Standards-based, Research-based Coaching & Collaboration
- Application
- Roles & Responsibilities
- Weekly Meetings ("just-in-time" coaching and long-term analysis of teaching practice)
- Observations
- Individual Learning Plan
- Site Administrator Collaboration

Cycle of Reflection, Feedback, Improvement & Refinement
- Goal Setting
- Self-Assessment
- Mid-year Check In with Site Administrator
- ePortfolio (Canvas LMS)

Integrated System of Training & Support
- Best Practices with Adult Learning
- Mentoring Instruments
- Mentor Online Orientation
- Monthly Professional Development Series
- Monthly Breakout Sessions
- Professional Coaching & Mentoring Series
Standards-based Research-based
Focused on a Growth Mindset (SEL) model

CSTP 2 - Creating and Maintaining Effective Environments for Student Learning
- Prior Knowledge/Making Connections
- Parent Conferences & Communications
- Establishing and Maintaining Physically, Emotionally, & Intellectually Safe Environments

Break-outs
Candidates
- Classroom Routines, Procedures, Norms, & Supports for Positive Behavior
- Health and Safety of the Candidate
- Observation of a Colleague

Mentors
- Providing Emotional Support
- Types of Feedback
- Tough Conversations

NCTIP Teacher Induction
North Coast School of Education
Professional Development Series - Inquiry 1

Developing the Growth Mindset and Habits of Mind Through Inquiry and Reflection
- What is a Growth Mindset/Habits of Mind?
- Inquiry and Reflection: APTRA
- Introduction to Teacher Induction

Break-outs
Candidates
- The Individual Learning Plan
- Instruments for Self-Assessment & Reflection
- The Role of the Site Administrator and Goal Setting

Mentors
- The Coaching Mindset
- Adult Learning Theory
- Goal Setting and Formative Feedback

NCTIP Teacher Induction
North Coast School of Education
Professional Development Series
Candidate Year 1: Inquiries 1 - 2

Candidates participating in Year 1 of the North Coast School of Education’s (NCSOE) Teacher Induction Program (NCTIP) receive services and resources needed to transition from a traditional credential or intern pathway and continue on their professional journey as a Preliminary Credential holder. Collaboration with trained facilitators and colleagues in the NCTIP Professional Development Series (PDS), along with guidance from highly skilled Program Mentors and District Site Administrators, provides Candidates with the knowledge and skills needed to engage in ongoing reflection and growth.

In addition to getting in touch with their own professional needs, Candidates learn about the needs of their students, communities, and districts. This opportunity allows Candidates to develop their career-long pursuit of moving along the Continuum of Teaching Practice and embracing personalized Inquiry and evidence-based self-reflection. The Assess, Plan, Teach, Reflect, Apply (APTRA) inquiry cycle is reflected in each Candidate’s Individual Learning Plan, serving as a vehicle in which Candidates develop their action research plan and analyze evidence to demonstrate how their knowledge, skills, and strategies impact student-focused outcomes. The program’s mission is to increase new teachers’ self-efficacy and professional satisfaction in order to improve the retention rates of new teachers.

Year 1 Inquiry Series Overview

It is provided through four cycles of inquiry over two years. Each cycle is based on the California Standards of Professional (CSTP) and is organized by a foundational professional growth theme. In each Inquiry, Candidates will be provided with the support necessary to develop a relevant, inquiry question and action research plan for each inquiry.

The first year are:
- Inquiry 1: Communication: The Role of Assessment and Feedback and Inquiry 2 - Developing Professional Cultures of Sharing and Support.

CSTP 5 - Assessing Students for Learning (Online)
- Types of Assessment
- Using Assessment Data to Inform Instruction
- Resources for Assessments

Break-outs
Candidates
- Collecting & Analyzing Data for Assessment
- Using Assessment Data to Establish Learning Goals

Mentors
- Coaching Conversations: Into, Through, Beyond
- Mentoring in Action

CSTP 1 - Engaging and Supporting Students in Learning
- Defining Engagement
- Using Data, Resources, & Strategies to Support All Students

Break-outs
Candidates
- Setting Student-Focused Goals
- Goals into Action: Using Dialogue with Students as Formative Assessment
- Offering Constructive and Supportive Feedback

Mentors
- Offering Constructive Feedback to Candidates
- What to Look for in Observations
- Personal Bias, Evidence vs. Opinion
- Targeted Feedback Cycle: Next Steps

In this online professional development series, Candidates explore the process of collecting and analyzing assessment data from a variety of sources and using the data to inform instruction. Candidates discuss how to use the data to establish learning goals and to plan, differentiate, and modify instruction.

Creating and Maintaining Effective Environments for Student Learning (CSTP 2)
- Why promote safe, socially responsible learning environments that communicate high standards and ongoing support for optimal learning?

Candidates will explore how to establish and maintain learning environments that are physically, intellectually, and emotionally safe. Emphasis is placed on the ability to develop, communicate, and maintain high standards for individual and group student behavior. Candidates will discuss classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. The health and safety of the Candidate is also addressed during this series.

Assessing Students for Learning (CSTP 5)
- Why use knowledge of students and their backgrounds to connect to real-life contexts?
- Why implement a variety of resources and strategies to communicate, engage, and support student learning?

Candidates research a variety of instructional strategies, resources, and curricula to meet the diverse learning needs of all students by promoting critical thinking through inquiry, problem solving, and reflection. Candidates discover the importance of connecting learning to prior knowledge, backgrounds, life experiences, and interests. A final component of this series is the ability to offer constructive and supportive feedback to students.
Placer County Office of Education

- Four CTC-approved Credential Programs: Preliminary Mild-Moderate, Teacher Induction, Administrative Services Preliminary, Administrator Induction
- Blend of full-release and site based coaches
- Coaching Coaches across programs
- Included support for District Instructional Coaches and Educational Leaders
- Coaching as Professional Development Follow Up
- Coaching for our county program teachers and administrators
County Wide Support for Coaching Improvement

- 3-Day Coaching Institute
- 2-Day Advanced Coaching Institute
- Monthly Instructional Coach PLC
  - Goal Setting
  - Tri-Ad Peer Coaching & Feedback
- Quarterly Coach Network
- Coaching Resources Online
- Coaching Column - C&I Monthly Newsletter

Credential Program Support for Coaching Improvement

- Monthly Coach Meetings
  - Coaching Institute Revisited
  - Problem of Practice
  - Tri-Ad Peer Coaching & Feedback
  - New Coaches observe Veterans
  - Program Leadership Observations
  - Mentoring Continuum
  - Goal Setting Conferences
- Coach Newsletter
- 2016-current: Jennifer Abrams
Research Based Mentoring Models - Placer COE
International Coach Federation:
Core Competencies

A. Setting the Foundation
1. Meeting Ethical Guidelines and Professional Standards
2. Establishing the Coaching Agreement

B. Co-creating the Relationship
3. Establishing Trust and Intimacy with the Client
4. Coaching Presence

C. Communicating Effectively
5. Active Listening
6. Powerful Questioning
7. Direct Communication

D. Facilitating Learning and Results
8. Creating Awareness
9. Designing Actions
10. Planning and Goal Setting
11. Managing Progress and Accountability

Goal Setting Process

- Standards Based
- Self Assessment & Goal Setting
- Continuous Reflection

Coaching Activities:
- Focus on specific areas for improvement
- Specify how you will achieve these goals
- Use feedback to guide progress

Coaching Notes:
- Record and reflect on key learnings and insights
- Track progress and adjust goals as needed

Appraisal Reflections:
- Evaluate your coaching process and impact
- Identify areas for improvement

Weekly Reflection:
- Reflect on your coaching sessions and set new goals
- Analyze outcomes and adjust strategies as necessary

Coach Goal-Setting:
- Define goals and objectives
- Establish timelines and milestones
- Monitor progress and make adjustments
Placer County Office of Education

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In Progress...
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Please share your feedback - click here

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