

CUSD Program Changes 2018-19

Mixed Mentoring Model

The Clovis Unified Teacher Induction Program is undergoing major revisions aligned with the new California Induction Standards and California Standards for the Teaching Profession. There is greater emphasis on Mentor professional development, feedback, and accountability to ensure that every new teacher has an exemplary Mentor.

Based on their strong, research-based foundation CUSD has partnered with the New Teacher Center (NTC) in realigning our Induction Program. The overarching goal is to improve student learning by accelerating the effectiveness of new teachers.

To support the increasing number of new teachers and enhance the consistency of instructional mentoring, CUSD is utilizing a Mixed Mentoring Induction Model including both Full-Time and Part-Time Mentors. Four Full-Time Mentors, two for general education and two for special education, have been hired and began in August 2018.

CUSD Mixed Mentoring Model in Partnership with NTC	
Component	Description
New Teacher Center Supports	NTC Staff and CUSD Program Leaders: <ul style="list-style-type: none"> • Advocate for Mixed Mentoring Model with both Full-Time and Part-Time Mentors • Actively involve site administration in supporting new teachers and developing Mentor-Principal relationships • Build capacity for sustaining CUSD’s Induction Program through the gradual release of NTC’s training supports
Mentor Selection & Assignment	Mentors are: <ul style="list-style-type: none"> • Selected through a rigorous process • Part-Time • Full-Time <ul style="list-style-type: none"> ➤ Two General Education grades P-8 ➤ Two Special Education grades P-12
Mentor Development & Accountability	Mentors receive intensive training, including: <ul style="list-style-type: none"> • NTC Professional Learning Series • Mentor Forums • Infield Coaching
High-Quality Mentoring	Mentors: <ul style="list-style-type: none"> • Utilize the formative assessment system aligned with CSTP • Accelerate new teachers’ development and reflection through ILP, Inquiry, and Observation Cycles • Focus on instructional practice, equity, and universal access • Provide “just in time” focused mentoring • Engage Participating Teachers in collaborative conversations and co-analysis • Meet one-on-one with new teachers for 60 minutes weekly

New Teacher Center Partnership

Mentor training focuses on practices that support teacher development, teacher retention, and improved student learning. Through on-going high quality training, Mentors develop the skills to identify and translate the elements of effective teaching to beginning teachers, leading to strong communication and collaboration of professional teaching standards and data-driven conversations. Mentors participate in a series of two-day professional development trainings over the course of the school year focused on mentoring for effective instruction.

A. Mentor Training

- **PLS1: Instructional Mentoring**—In the first training, Mentors learn to use the roles, language, and stances of effective mentoring. They build collegial partnerships with beginning teachers in order to accelerate instructional practice as well as foster social and emotional growth. They learn to identify and mentor for targeted aspects of rigorous, grade-level content standards while engaging teachers in analyzing and aligning lesson plans to match standards and support students' equitable access to content.
- **PLS 2: Using Data to Inform Instruction**—In the second series of professional development trainings, Mentors learn to guide beginning teachers in identifying evidence of targeted aspects of grade-level content standards in student work. They use a series of protocols, tools, and mentoring language to help teachers analyze evidence of student learning, consider students' strengths and areas for growth, and plan for differentiated and scaffolded instruction.
- **PLS 3: Observing and Giving Feedback**: In the final series of professional development trainings, Mentors are taught how to identify and mentor for evidence of targeted aspects of grade-level content standards in instruction and learning. They use protocols, tools, and mentoring language that support an effective classroom observation cycle. Mentors practice active listening and apply strategies for providing actionable feedback to teachers while self-assessing their own mentoring practice.
- **Mentor Forums**: After each series of training, Mentors go back in the field and put newly acquired skills into practice. In order to maximize the knowledge, skills, and tools learned, a half-day Mentor Forum follows each Professional Development training within one month. These opportunities provide a context for rich networking, professional dialogue and reflection, as well as trouble-shooting any questions or concerns. Through strong communication and collaboration, Mentor Forums support a context for Mentors to improve and perfect their own practice.

B. Learning Zone Tools

The following tools comprise the Participating Teacher’s online portfolio, located in New Teacher Center’s Learning Zone. Mentors will use these tools during regular mentoring conversations to review professional teaching standards, document mentoring conversations, and collect data on various components of classroom practice, focusing on Participating Teacher’s continuous instructional growth.

Tool	Purpose
Collaborative Assessment Log	Guide ongoing dialogue and work between a mentor/coach and teacher
CUSD Inquiry Action Research Tool	Provide a structure for teacher to record and summarize research, describe classroom application, discuss impact, and reflect
Focused Teacher Observation	Provide a structure for the mentor/coach and teacher to observe another teacher and note observations, insights, and questions in a selected focus area
Individual Learning Plan (ILP)	Provide a structure for teacher to write clearly defined, measurable goals and document plans to achieve
Inquiry Cycle Action Plan	Focus on case studies of student data to develop an inquiry question that informs lesson design
Observation Cycle	Provide focused feedback about standards-aligned teaching practice and student learning
Planning Conversation Guide	Support teachers in analyzing or planning a standards-aligned lesson based on knowledge of students and content to meet the needs of every learner
Selective Scripting	Capture real-time dialogue and other interactions in a classroom

C. Infield Coaching

Infield Coaching develops mentors to work with their Participating Teachers through the lens of an instructional coach in order to accelerate Participating Teachers’ instructional practices through on-the-job coaching. Coaching develops the expertise of mentors to support the professional growth of Participating Teachers, with a priority focus on content standards, social and emotional learning, and diverse learning needs. With quality coaching, Participating Teachers are prepared to help students meet higher, more rigorous standards. NTC-supported coaches work with Participating Teachers using research-based tools and strategies to assess and advance instructional practice so that every student is successful.

D. Administrative Support

Administrators play a critical role in setting the stage for beginning teacher and mentor success. The Triad of Support meeting between administrator, teacher, and mentor opens the door for strong communication and collaboration among these stakeholders. It creates a time for the administrator to meet and discuss creating a time for induction, setting goals, and establishing a positive culture for teacher development in their buildings and in the system.