Journey to
EXCELLENCE

Iowa Teaching Standard 3
Demonstrates competence in planning and preparation for instruction.

Goal: To improve the quality of lesson plans developed by the beginning educator.

Connections to ITS

- **Iowa Teaching Standard 3—Demonstrates competence in planning and preparation for instruction.**
    - 3a—Uses student achievement data, local standards, and the district curriculum in planning for instruction.
    - 3b—Sets and communicates high expectations for social, behavioral, and academic success of all students.
    - 3c—Uses student's developmental needs, backgrounds, and interests in planning for instruction.
    - 3d—Selects strategies to engage all students in learning.
    - 3e—Uses available resources, including technologies, in the development and sequencing of instruction.

- 1c—Uses student performance data as a guide for decision-making.
- 1d—Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- 1e—Creates an environment of mutual respect, rapport, and fairness.
- 2b—Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- 2c—Relates ideas and information within and across content areas.
- 2d—Understands and uses instructional strategies that are appropriate to the content area.
- 4a—Aligns classroom instruction with local standards and district curriculum.
- 4b—Uses research-based instructional strategies that address the full range of cognitive levels.
- 4c—Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
    - 4d—Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
    - 4e—Connects students' prior knowledge, life experiences, and interests in the instructional process.
    - 4f—Uses available resources, including technologies, in the delivery of instruction.
    - 5a—Aligns classroom assessment with instruction.
    - 5c—Understands and uses the results of multiple assessments to guide planning and instruction.
    - 5d—Guides students in goal setting and assessing their own learning.
    - 5f—Works with other staff and building and district leadership in analysis of student progress.
    - *All of Standard 6* may relate to Standard 3.
    - 7c—Applies research, knowledge, and skills from professional development opportunities to improve practice.

Directions

Step 1 – Assessing Needs
- The beginning educator and mentor discuss district and school expectations for lesson plans and then review ITS 3 on pages 21-25 in the *ITS Framework*. With the help of the mentor, the beginning educator will review the *ITS Framework* in order to select a criterion for the focus of your study. Select a criterion for your learning and growth and then highlight the words that describe your current level of performance within that criterion.

Step 2 - Planning
- The beginning educator with the help of the mentor will identify other educators to interview regarding the criterion you are studying. The mentor will contact these educators and inform them that you would like to have a brief interview about planning. This effort to gather information will be collected in a **Learning-Focused Growth Plan**. The plan will include (1) the focus for growth, (2) how the beginning educator will fill the knowledge gap, (3) implementation steps, (4) assessment/data collection (teacher and student), and (5) assistance options.

Step 3 - Implementing
- You will interview them and might use the following as part of your interview protocol:
  - Thank him/her for the time.
  - State your purpose is to learn how to be more successful in addressing Criterion related to Planning and Preparation.
  - Ask what he/she does when planning that covers that criterion.
  - Have a useful, but brief discussion.
  - Thank him/her for the time again.
- The beginning educator will use the **Learning-Focused Growth Plan: Tracking Progress** sheet to capture new learning and questions throughout this learning project.

Step 3.1 - Implementing
- As you plan a future lesson, create one that successfully addresses the criterion you are studying. With your mentor, take that lesson to another educator for discussion and feedback. (It could be your evaluator, if you think that will be useful). Ask the other educator for feedback on the lesson. Listen carefully.

Step 3.2 – Implementing
- After receiving this feedback, feel free to modify the lesson if needed. Teach the lesson.

Step 4 – Evaluating
- The beginning educator completes the **Planning and Preparation Self-Reflection**. Then meets with the mentor in a reflecting conference which results in highlighting levels of performance using a different marker.

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Learning-Focused Growth Plan—Step 2   Name _____

Target Completion Date: _____

Focus for Growth: What do I want to know/be able to do?   What is my goal?

Filling the Knowledge Gap: How and where will I learn about developing this growth plan?(readings, videos, talk to experts, etc.) How will I build my skill level?

Implementation Steps: When and how will I use the new information/skill(s)?

Assessment/Data Collection: How will I know that I am appropriately implementing new information/skill(s)? What data will be collected? To what degree is this new information/skill(s) producing desired results (students/teacher)?

Assistance Options: What resources might I need? What resources are available to me?

Adapted from *Mentoring Matters*, MiraVia, LLC

Learning-Focused Growth Plan: Tracking Progress—Step 3
Name _____

Date	Action	New Learning	New Questions

Adapted from *Mentoring Matters*, MiraVia,

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Journey to Excellence

Planning and Preparation – Self-Reflection—Step 4

Hatton & Smith (1995) "…research indicated that engaging with another person in a way that encourages talking with, questioning, or confronting, helped the reflective process by placing the learner in a safe environment in which self-revelation can take place."

Name:

As I reflect upon my work with Classroom Management:

1. What are some of the factors that influenced what happened?

2. Reflecting on this event what are some patterns I noticed and possible data to support the outcome?

3. What are some differences between what I anticipated and what occurred?

4. If I picked one significant element in this event, what might have been some of the things that caused it? Do I have any data to confirm the outcome?

5. What are some of the things that I am taking away from this experience that will influence my practice in the future?

6. What are some things I'm learning about (myself, my students, this curriculum, this unit, this aspect of teaching)?

7. Given my impressions, what might be a focus for the future that would be helpful?

Journey to
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Iowa Teaching Standard 4
Instruction – <u>Uses strategies to deliver instruction that meets the multiple learning needs of students.</u>

Goal: To increase the skills of the beginning educator in the area of delivering instruction to meet the multiple learning needs of students.

Connections to ITS

- **Iowa Teaching Standard 4—Uses strategies to deliver instruction that meet the multiple learning needs of students.**
  - 4a—Aligns classroom instruction with local standards and district curriculum.
  - 4b—Uses research-based instructional strategies that address the full range of cognitive levels.
  - 4c—Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
  - 4d—Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
  - 4e—Connects students' prior knowledge, life experiences, and interests in the instructional process.
  - 4f—Uses available resources, including technologies, in the delivery of instruction.

- 1b—Implements strategies supporting student, building, and district goals.
- 1c—Uses student performance data as a guide for decision-making.
- 1d—Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- 1e—Creates an environment of mutual respect, rapport, and fairness.
- 1f—Participates in and contributes to a school culture that focuses on improved student learning.
- 2a—Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- 2b—Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- 2c—Relates ideas and information within and across content areas.
- 2d—Understands and uses instructional strategies that are appropriate to the content area.
- 3b—Sets and communicates high expectations for social, behavioral, and academic success of all students.
- 3c—Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- 3d—Selects strategies to engage all students in learning.
- 3e—Uses available resources including technologies in the development and sequencing of instruction

- 5a—Aligns classroom assessment with instruction.
- *All of Standard 6* may relate to Instruction.
- 7b—Works collaboratively to improve professional practice and student learning.
- 7c—Applies research, knowledge, and skills from professional development opportunities to improve practice.

Directions

Step 1 – Assessing Needs
- The beginning educator and mentor discuss district and school issues relating to instruction. Review ITS 4 and other related criteria in the ***ITS Framework***. Select a criterion from ITS 4 for your learning and growth and then highlight the words that describe your current level of performance within that criterion.

Step 2 - Planning
- The beginning educator with the help of the mentor will review the following as possible strategies for your learning and growth in the area of the criterion selected and select one to pursue:
    - Classroom, family demographics (including gender, ability, learning styles, cultural, familial backgrounds, economic, etc.).
    - Prior knowledge of the students.
    - Determine resources available (LEA, AEA, professional literature).
    - Diagnose student needs.
    - Develop and use a common language to articulate and apply appropriate teaching techniques.
    - Observe classroom practice, collect ideas/interview others, read articles.
    - Pre-observation by mentor, if the plan is to do something observable using same directions as in Classroom Management.
    - Another related strategy identified by the mentor and beginning educator.

Step 2.1 - Planning
- The beginning teacher will take data from the self-assessment and study and identify strategies for use in the classroom. In collaboration with the mentor the beginning teacher will develop a tool for collecting data through an observation (or perhaps by self-analysis by the beginning educator). The beginning educator will develop a **Learning-Focused Growth Plan** to address the tool for collecting data using a learning-focused planning conversation**.** The mentor will work with the beginning educator to develop the plan. A plan will be created that includes (1) the focus for growth, (2) how the beginning educator will fill the knowledge gap, (3) implementation steps, (4) assessment/data collection, and (5) assistance options.

Step 3 - Implementing
- The beginning educator will carry-out the strategies and consult with the mentor as needed. The beginning educator will use the **Learning-Focused Growth Plan:**

Tracking Progress sheet to capture new learnings and questions. Arrange for an observation by the mentor as you utilize the strategies and use the **pre-observation process**, unless this project calls for data to be collected in another way.

Step 4 - Evaluating

- The beginning educator completes the **Instruction Self-Reflection** and then meets the mentor for a reflective conference. The mentor shares with the beginning educator notes from the observation. The beginning educator shares with the mentor the actions, results, the new learning and new questions from implementing the plan.

- The conversation will include determining the degree to which the goal was achieved. Using the *ITS Framework* page of the criterion you have selected as the focus, take a different-colored highlighter, and identify the words that capture the nature of the beginning educator's current practice by highlighting the appropriate descriptors under levels of performance for each of the elements. You may find the appropriate words in more than one column. Be as accurate as you can. (This is only for use by the beginning educator and mentor.) In order to keep a running history, place the date of the self-assessment on the page and then highlight it with the same color.

(This process may be repeated using the same or another criterion if the beginning educator and mentor believe that would be helpful.)

Journey to Excellence

Learning-Focused Growth Plan—Step 2   Name _____

Target Completion Date: _____

Focus for Growth: What do I want to know/be able to do? What is my goal?

Filling the Knowledge Gap: How and where will I learn about developing the growth plan? (readings, videos, talk to experts, etc.) How will I build my skill level?

Implementation Steps: When and how will I use the new information/skill(s)?

Assessment/Data Collection: How will I know that I am appropriately implementing new information/skill(s)? What data will be collected? To what degree is this new information/skill(s) producing desired results (students/teacher)?

Assistance Options: What resources might I need? What resources are available to me?

Adapted from *Mentoring Matters*, MiraVia, LLC

Learning-Focused Growth Plan: Tracking Progress—Step 3
Name _____

Date	Action	New Learning	New Questions

Adapted from *Mentoring Matters*, MiraVia,

Journey to Excellence

Using strategies to deliver instruction that meets the multiple learning needs of students.

Pre-Observation Conference—Step 3

Just prior to the time your mentor will observe your class, meet briefly and do the following:

1. Remind your mentor of the criterion on which you are focusing.

2. Inform your mentor of your lesson plan and provide a copy of what is planned for the day.

3. Inform your mentor of any special issues relating to this class or group of students.

4. Let your mentor know of anything in particular, especially relating to this criterion, you would like to be observed.

5. Respond to any questions the mentor may have.

Journey to Excellence

Instruction – Self-Reflection—Step 4
(Preparation for reflecting conference)

Hatton & Smith (1995) "…research indicated that engaging with another person in a way that encourages talking with, questioning, or confronting, helped the reflective process by placing the learner in a safe environment in which self-revelation can take place."

Name:

As I reflect upon my work with Classroom Management:

1. What are some of the factors that influenced what happened?

2. Reflecting on this event what are some patterns I noticed and possible data to support the outcome?

3. What are some differences between what I anticipated and what occurred?

4. If I picked one significant element in this event, what might have been some of the things that caused it? Do I have any data to confirm the outcome?

5. What are some of the things that I am taking away from this experience that will influence my practice in the future?

6. What are some things I'm learning about (myself, my students, this curriculum, this unit, this aspect of teaching)?

7. Given my impressions, what might be a focus for the future that would be helpful?

Journey to
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Iowa Teaching Standard 7
Engages in Professional Growth

Goal: To demonstrate the learning and growth of the beginning educator and set goals for the coming year.

Connections to ITS

- **Iowa Teaching Standard 7—Engages in Professional Growth.**
  - 7a—Demonstrates habits and skills of continuous inquiry and learning.
  - 7b—Works collaboratively to improve professional practice and student learning.
  - 7c—Applies research, knowledge, and skills from professional development opportunities to improve practice.
  - 7d—Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
  - 7e—Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and district-wide tests.

- 1b—Implements strategies supporting student, building, and district goals.
- 3a—Uses student achievement data, local standards and district curriculum in planning for instruction.
- 3e—Uses available resources including technologies in the development and sequencing of instruction.
- 4b—Uses research-based instructional strategies that address the full range of cognitive levels.
- 4f—Uses available resources, including technologies, in the delivery of instruction.
- 5c—Understands and uses the results of multiple assessments to guide planning and instruction.
- 5f—Works with other staff and building and district leadership in analysis of student progress.

Directions

Step 1 – Assessing Needs
- This end-of-the-year process is designed for the mentor and the beginning educator to development of their relationship by reflecting on goals, hopes and learning. The first part of this Learning Project consists of a conversation between the beginning educator and the mentor. The beginning educator and mentor will meet and the beginning educator will give the mentor the **Annual Reflection Form**. The mentor will use the form as the basis of the conversation and note the responses on the **Annual Reflection Form**. After the conversation the mentor will return the completed form to the beginning educator to use and keep on file.

Step 2 - Planning

- The second part of this Learning Project is the *Celebration & Sharing of Learning*. It provides an opportunity for the beginning educator to share key ideas and insights about teaching, student learning and professional development with colleagues. The mentor assists the beginning educator in selecting a body of evidence from the work completed by the beginning educator in the Induction Program that illustrates a key learning this year. The beginning educator prepares the information to share at the Celebration & Sharing of Learning.

Step 3 - Implementing

- The beginning educator and mentor will work with other mentors in the building or district to plan the *Celebration & Sharing of Learning*. They will set a date, select a site and determine who to invite. Reserve the room and invite quests to attend.

Step 3.1 – Implementing

- Each beginning educator will review the various learning projects completed during the year and will select one to report on. At the *Celebration & Sharing of Learning*, each beginning educator will have 5 minutes to make an informal presentation regarding their work and learning. The beginning educator may ask the advice of the mentor in preparing the presentation.

Step 4 - Evaluating

- Hold the *Celebration & Sharing of Learning*.

Beginning Educator Name: *Mentor Name:*
              Date:

Annual Reflection Form

Reflect on your Induction/Mentoring experience as related to the legislated
Goals of Iowa Mentoring and Induction Programs:
* Promote excellence in teaching.
* Enhance student achievement.
* Build a supportive environment within school districts.
* Increase retention of promising beginning educators.
* Promote the personal and professional well-being of beginning educators.
* Support continuous improvement.

How has your induction experience…

1. helped promote excellence in your teaching through an understanding of the Iowa Teaching Standards and Criteria?

2. enhanced student achievement? … in what ways?

3. provided you a supportive environment within your school district or agency to learn and grow as an educator?

4. promoted your personal and professional well-being?

5 supported your continuous improvement?

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6. met your needs as a beginning educator?

Additional reflection on Professional Growth:

A.   What I learned about the district, building, …

B.   What insights have I gained about students, families and the community that impact my
         teaching?

C.   In my content area, I am confident and prepared for …

         In what areas do I need more assistance?

D.   In thinking about my experiences this year, a goal for next year would be …

Celebration & Sharing of Learning

> The Induction *Celebration & Sharing of Learning* provides an opportunity for the beginning educator to share key ideas and insights about teaching, student learning and professional development with colleagues.
>
> The mentor assists the beginning educator in selecting a body of evidence from the work completed in the Journey to Excellence Induction Program that illustrates his or her key learning this year.

Roles at the Celebration and Sharing of Learning:

Beginning teacher: *Prepare, present and share; listen and learn.*
Mentor: As*sist in preparation (if needed); listen and learn.*
Administrator/guest(s): *Listen and learn.*

To prepare:

First year educators --- Select from your Learning Projects.
Your presentation will be informal, conversational.

Second year educators ---- Use all the Learning Projects you've completed over the two years; your presentation: 5-10 minutes.

Organization:

Groups at tables. Beginning educator and mentor will be at the same table.
Administrators and others may also be attending.