

## The 3-C Highway to Teaching Effectiveness





#### Today's Agenda

9:00-9:50 Welcome/Intro/Program Vision

10:00-11:15 Breakout Sessions

11:15-12:30 Lunch on your own

ESC PC Meeting (12:00-12:30)

12:30-1:00 Panel Discussion

1:10-2:00 Breakout Sessions

2:10-2:40 Looking Ahead: the RESA

2:40-2:45 Evaluation/Closing Remarks

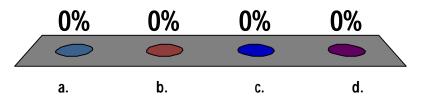


#### **Today's Outcomes**

- To gain a deeper understanding of the roles and responsibilities of RE program coordinators
- To be better prepared to integrate the RE program into larger professional development efforts and school improvement initiatives
- To establish support structures to better meet the needs of RE program coordinators

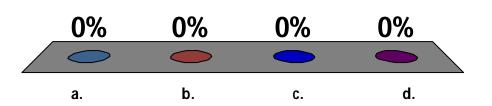
## A Program Coordinator is

- a. A director of the new teacher program
- b. An induction Leader
- c. A program manager
- d. A CORE data manager



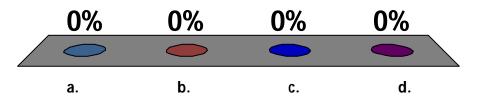
## Data entry deadlines in CORE for the Resident Educator Program occur

- a. Nov. and June
- b. Only in Year 1
- c. When REs obtain their 4-year license
- d. When REs have successfully passed the summative assessment



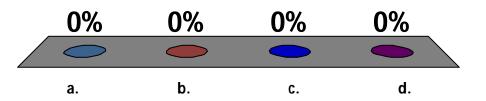
## Program Coordinators work with

- a. Principals
- b. Mentors
- c. Resident Educators
- d. All of the above



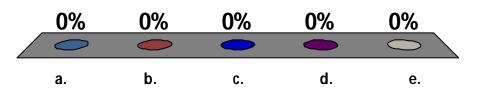
## An animal that best describes a Program Coordinator is

- a. Beaver
- b. Lion
- c. Sheep
- d. Eagle



# How do you situate yourself as a Program Coordinator on the 3-C Highway?

- a. A hitchhiker
- b. A travel agent
- c. A backseat driver
- d. A collision repair person

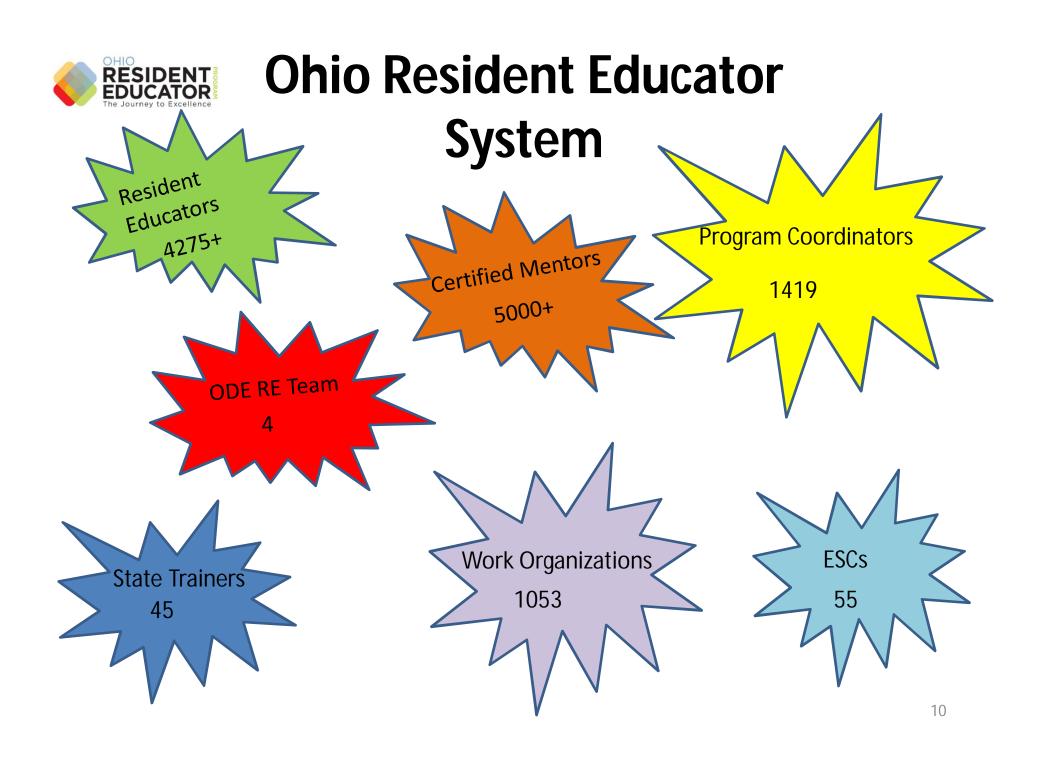




### Why New Teacher Induction?

"Collectively we can model and build sustainable teacher development systems which include comprehensive teacher induction...our nation's teachers deserve as much, and the success of our students depends on it."

Ellen Moir, Executive Director New Teacher Center (2012)





#### **New Teacher Center Induction Survey**

#### Findings:

- Program coordinators do not understand the extent of their program responsibilities; have an expressed interest in networking
- Principals not aware that they are key to providing conditions necessary to support the program
- Mentors need to be carefully selected and fully certified to enable them to provide instructional and emotional support to REs
- Frustration that each of the 4 years of the program has not been explained in detail







## How are we doing this...





#### The Role of the Program Coordinator

- Multi-faceted
- Not easily definable
- Key to program's success







#### **Beyond Compliance**

#### Compliance tasks include:

- Assuming the Program Coordinator role in OEDS
- Selecting and assigning certified mentors
- Completing reporting requirements

However, program coordinators must master those tasks before they understand...



# "Doing everything correctly but nothing effectively also **compromises** the results of professional learning."

Hayes Mizell, 2011



### The Challenge for Resident Educator Program Coordinators

"Organizing professional development that increases the learning of educators and their students requires thoughtful data gathering and analysis, realistic planning, rigorous implementation, conscientious follow-up, and serious evaluation."

Hayes Mizell, 2011



#### The Challenge for Resident Educators

"Beginning teachers are asked to demonstrate skills (innovative practices) they do not yet have and can only attain through beginning to do what they do not yet understand...Teach, practice, and receive consistent, deliberate, and specific feedback from exemplary teachers/mentors, in a collaborative inquiry environment of discovery and wonder."

Sharon Feiman-Nemser 2012



#### Year 4

Resident Educators now have a deepened understanding of teaching and learning as a reciprocal, collaborative, and ongoing journey. There is a transformation in Resident Educators as they now embrace and accept the challenges and responsibilities of teacher leadership within and beyond the Resident Educator Program.

#### **Reflective Practitioner**

#### Year 3

Resident Educators are now inducted into the full life of teaching. Through reflective practice they more fully realize the complexities of the profession. In Year 3 Resident Educators have a deeper understanding of teaching and learning and are preparing to demonstrate their professional growth through the performance-based summative assessment.

#### **Reflective Practitioner**

#### Year 2

As Resident Educators move into the second year of teaching they begin to identify with the life of teaching. Differentiated support is provided in the form of flexible mentor models including: one-to-one mentoring, co-teaching, and collaborative cohorts. These models create an environment of inquiry which provides avenues for Resident Educators to shift their thinking from routine processes of examination to the in-depth concepts of analysis.

#### **Reflective Practitioner**

#### Year 1

In the first year, Resident Educators are introduced to the life of teaching. The Resident Educator Program provides instructionally intensive one-to-one mentoring, as well as the emotional support needed to accelerate the professional growth of Resident Educators.



#### **Essential Questions for Today**

In what ways can I effectively use the Resident Educator program to:

- foster collaboration?
- enhance communication?
- transform culture?



## Afternoon Panel Discussion: Sharing Successful Stories

- Yvonne Boyd, Marysville School District
- Dustin Miller, Dublin City Schools
- Dan Tarpey, Centerville City School District



## Closing

- Evaluation
- Certificates of attendance

#### Thank you!



### Remain Open to Continuous Learning

