A SYSTEM OF SUPPORT
District and Building Level New Teacher Support

Roxanna Mechem, Assistant Superintendent – MRH School District
Jason Adams, Principal - MRH Elementary School
SESSION OUTCOMES

• Review one district’s support system for new teachers

• Time to reflect and consider your district’s system for new teacher support
Demographics:

Enrollment: Approximately 1400 Students

Students by Ethnicity:
- African American: 63%
- American Indian: 19%
- Asian: 5%
- Hispanic: 2%
- Other: 0.5%
- Unknown: 0.5%
Poverty Status

- Free or Reduced
- Not Free or Reduced

Bar chart showing the percentage of people who are free or reduced versus those who are not.
The mission of the Maplewood Richmond Heights School District is to inspire and prepare students as leaders, scholars, stewards, and citizens for a diverse and changing world.
### The Catalyst
For Curricular Oversight and Maintenance

**Ongoing Program Evaluation**
- Annual review of achievement data
- Periodic surveys of students, staff, and parents
- Review of literature and research base
- Evaluation of content area trends
- Analysis of college and career expectations
- Comparisons to programs of excellence
- Analysis of content area in light of District goals

**Program Development**
- Analysis and alignment of state standards
- Analysis and alignment of national/common standards
- Write content area rationale statement
- Determine content area goals for graduates
- Articulate content area pedagogical philosophy
- Determine graduation requirements

**Scope and Sequencing**
- Articulate appropriate scope and sequence of standards
- Clarify the standard expectations by grade level/course
- Cluster standards within grade level and courses to maximize learning
- Determine course progression
- Evaluation of Stage 1 curriculum across grade level/courses

**Professional Development**
- Research and recommend professional development based on data and program evaluation
- Conduct regular training for:
  1. Planning and pacing
  2. Curricular content
  3. Assessment writing and use
  4. Content area literacy
  5. Differentiated Instruction
  6. Technology use

**Assessment**
- Plan Stage 2 assessments consistent with standard expectations for grade level/course according to scope and sequence
- Plan formative and summative assessments to accurately measure each standard expectation
- Create assessment blueprints and track attainment of standards and ensure reliability, validity, and efficiency
- Review and score student work samples to improve inter-rater reliability
- Compare internal and external achievement data

**Pedagogy/Differentiated Instruction**
- Determine content area best practice
- Analyze Instruction as it relates to cornerstones and metaphors
- Selection of text and resources
- Technology planning
- Evaluate stage 3 curriculum (qualitative and quantitative considering standard expectations and student need)
- Analyze stage 3 curriculum for DOK level and appropriate level of independent inquiry
ABOUT MRH

Rapidly growing student population

Changing staff dynamic - Veteran building staff and New building staff

Collaborative and participative leadership

Professional freedom and responsibility
MRH HIRING

• Hiring process inclusive of multiple stakeholder groups
• Questions tailored to MRH Core Beliefs
• All new hires do a final one on one interview with Superintendent
• Go over the core posters
• Transparent about mission, vision, and expectation
• Include 5 additional contract days in first year contract
• Clear expectations about 4 Year training obligations
• Clear commitment to train in all expected competencies prior to tenure decisions
SYSTEM AT A GLANCE

District:
• New Teacher Orientation
• New Teacher Learning Progressions
• Individual Professional Learning Experiences
• District/Building Focused Professional Learning
• Curriculum Action Teams

Building:
• Mentor and Buddy Relationships
• Instructional Coaching
• Collaborative Teams
• PQ & A Sessions
DISTRICT LEVEL:
NEW TEACHER ORIENTATION

K-6 Support
Mission Vision w/Superintendents
Safe and Inspirational Spaces
Teacher Evaluation Process
Reading Workshop
Math Workshop
Introduction to Building
Mentor/Work Time

7-12 Support
Mission Vision w/Superintendents
Safe and Inspirational Spaces
Teacher Evaluation Process
Reading Workshop
Math Workshop
ItsLearning Online Platform
Introduction to Building
Mentor/Work Time
## DISTRICT LEVEL: NEW TEACHER LEARNING PROGRESSION

<table>
<thead>
<tr>
<th>Year One</th>
<th>Superintendent Training Safe and Inspirational Evaluation</th>
<th>Core Technology Home Visit</th>
<th>Building Core Instructional Needs</th>
<th>Mentor/Mentee</th>
<th>UBD (3 sessions) Stage 1 Stage 2 Stage 3</th>
<th>Individual Goal Setting</th>
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<td>Mentor/Mentee</td>
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Year On...

Overview

New Teacher Welcome
  Agenda
Welcome and Introductions
Brief Intro to MRH Mission and Vision
Icebreaker: Photo Scavenger Hunt
Educational Equity and Excellence
Becoming and Equity Oriented Change Agent
True Colors: Personality Assessment

More

Resources
Participants
Community Groups
Settings
Links
Trash can
Year On...

Overview

More

- Superintendent Training
- Evaluation Training
- UBD Training
- archive
Grant Wiggins - Understanding by Design

- Desired and actual results
- Short-term plan and long-term goals
BUILDING LEVEL:
MENTOR AND BUDDY RELATIONSHIPS

Teachers new to teaching are assigned a mentor for a two year support relationship.

Teachers new to MRH are assigned a one year “buddy” to help teachers transition to MRH.

Mentors/buddies contact new teachers over the summer and meet at a mutually convenient time with the goals of addressing any questions before orientation and starting to build the mentor/new teacher relationship.

Mentors and first year teachers have four half days of release time to work together (one each quarter). They might review curriculum, discuss classroom strategies, observe classrooms in or out of MRH, read and discuss professional literature, or develop an agenda focused on the current needs of the new teacher.

Mentors and first year teachers meet at weekly in the first quarter of the year, and regularly throughout the year to address issues as they arise.

Mentors work with first year teachers to develop their professional goals as part of the Professional Growth Plan required by the state for ongoing certification. Mentors keep first year teachers informed about district and building activities, as well as professional growth opportunities in MRH and elsewhere.
BUILDING LEVEL: INSTRUCTIONAL COACHING

- Math and Literacy Instructional Coaches
- Guaranteed Part of 1st Year Experience at MRH
- Tied to Goal Setting - Evaluation Process
- Variety of Structures
  - Curriculum Planning
  - Modeling
  - Observation and feedback
  - Complete Coaching Cycle
BUILDING LEVEL: COLLABORATIVE TEAMS

- Weekly
- Grade-Level, Coaches, Administration
- Focus on Core Content and Social Emotional Support
  - Data Analysis
  - Curriculum and Standards Unpacking
  - Lesson Study
  - Common Scoring
  - Assessment Review and Development
BUILDING LEVEL: PQ & A SESSIONS

- After School, Bi-Weekly
- Key Topics
- Choice and Interest
- Administrator and/or Teacher Facilitated
- Food!!!
TIME FOR REFLECTION AND CONSIDERATION