



Coaching and Mentoring to Support Teacher Growth and Retention

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Link to this Presentation:
<https://tinyurl.com/INTC2022>

Pair-Share

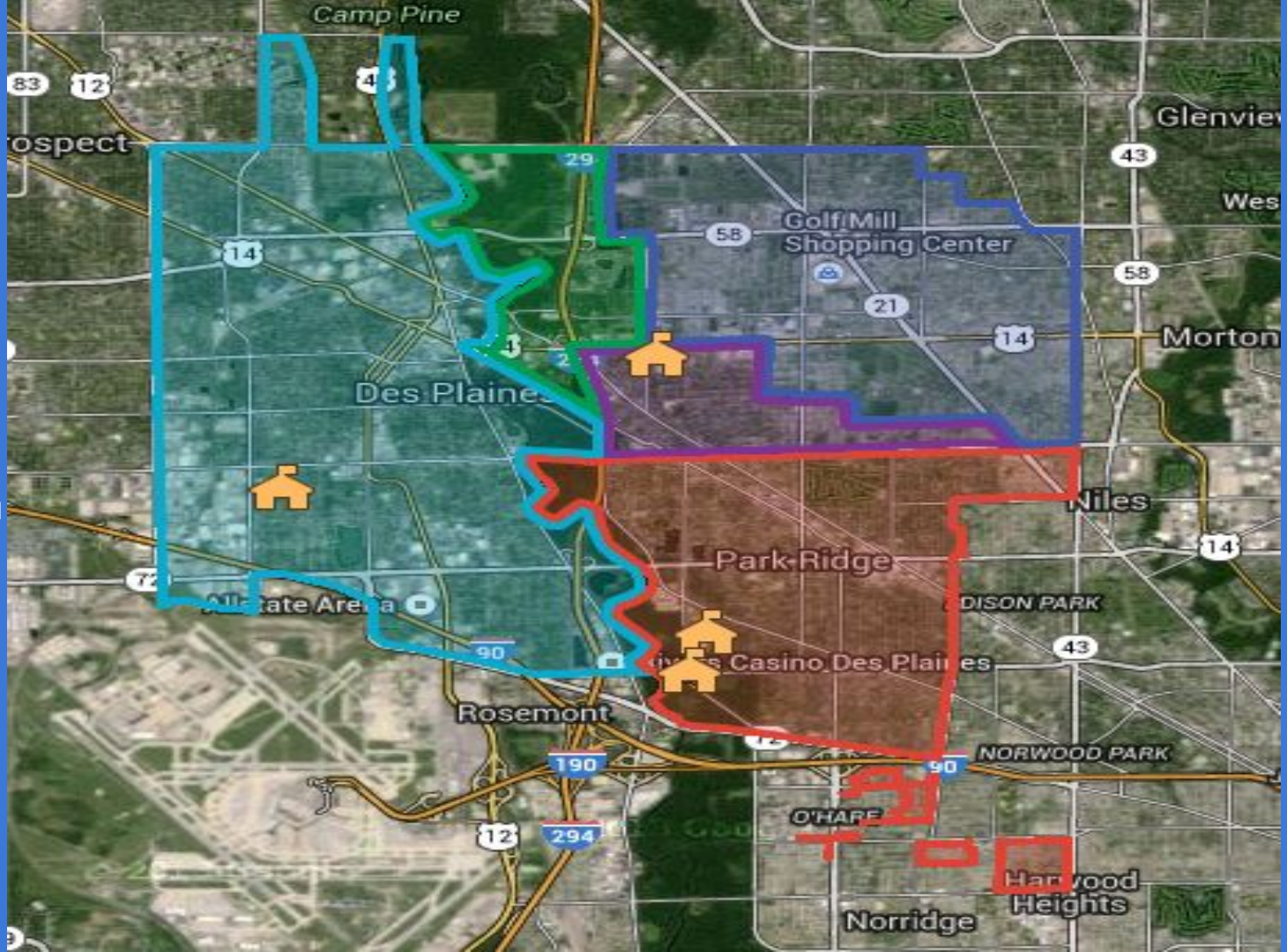
- What are the current realities of your programs?
 - Length of new staff program
 - Components of your current program

"Pair" - Sit in groups of three or four with those near you.

Share- Share the current realities of the mentorship program in your district.

Our District 207 Communities:

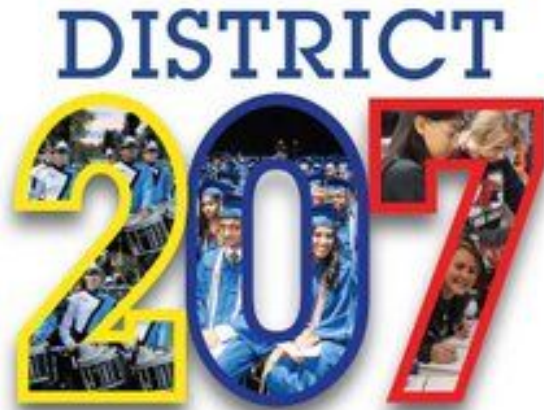
- Des Plaines
- Glenview
- Harwood Heights
- Maine Township - Unincorporated
- Morton Grove
- Niles
- Norridge
- Park Ridge
- Rosemont



Non-Tenure Cohort Academy – Years 1-4

District Orientation <ul style="list-style-type: none">• 1 full day of district orientation with district leaders (yr 1)• Introduction to Maine 207 Vision for Learning and 5 Focus Areas (yr 1)• NTCA program topic sessions	Workshops and Training <p><i>Each year focuses on one strand of professional learning.</i></p> <ul style="list-style-type: none">• Year 1: Assessment Literacy• Year 2: Cooperative Learning• Year 3: Academic Literacy• Year 4: Differentiated Instruction, Social-Emotional Learning and Culturally Responsive Teaching
Building Orientation (yr 1 only) <ul style="list-style-type: none">• 1 full day of building orientation with building leaders	Instructional Coaching <ul style="list-style-type: none">• 1:1 coaching with a building instructional coach
Mentoring <ul style="list-style-type: none">• Regular meetings and checklists for discussion items• Classroom observations• Mentoring vs. Coaching	Framework for Professional Teaching <ul style="list-style-type: none">• Goal-setting• Formal evaluation/feedback• Collection of artifacts/portfolio

Year 1



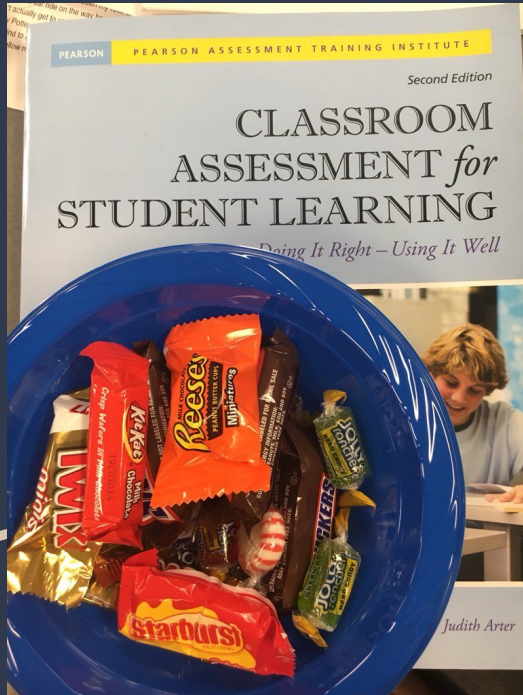
Orientation

Mentoring

Assessment Literacy

Instructional Coaching

Year 1 – Assessment Literacy



2 Day Workshop

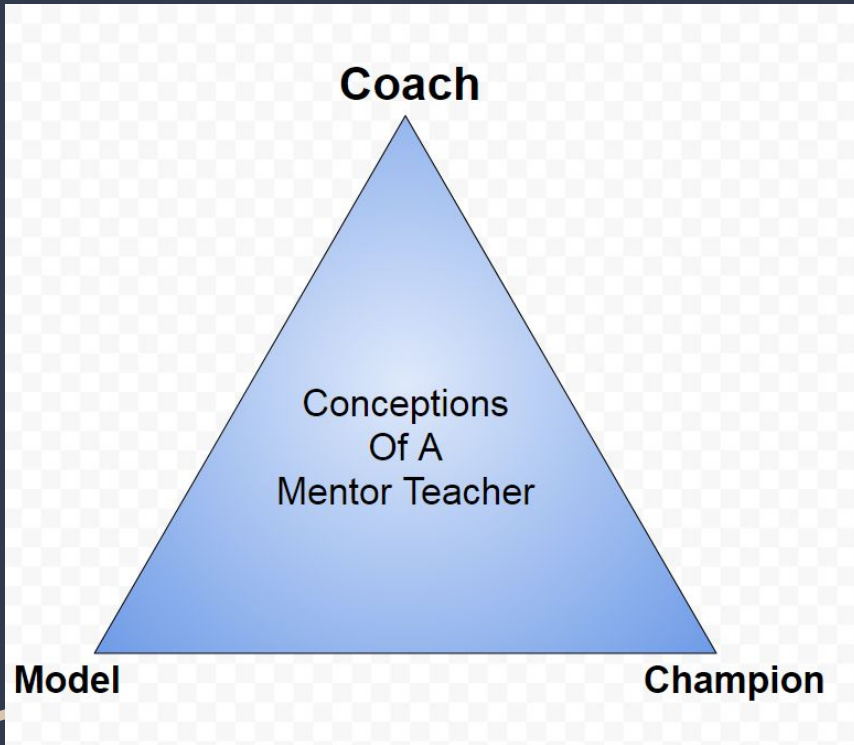
Monthly Morning Meeting (1 hour, virtual)

Sessions were structured to model tools and strategies

Provided work time during the session to support implementation.

Share out sessions each month and at the end of the year.

Year 1– Mentoring



Mentor assigned to all first year certified staff

[Mentor check-lists](#)

[Classroom observations/feedback](#)

[Mentor/Mentee Sessions](#)

[Training for Mentors](#)

Mentor checklists



Purpose:

- To help guide mentor/mentee discussions
- Serve as reminders for mentors about topics they should discuss with their mentees
- Stress all mentor/mentee conversations are confidential and are not part of evaluation

Frequency: Weekly to start the year, then once a month after that

[Sample Checklists](#)

Classroom Observations/ Feedback



- **Purpose:**
 - Mentors observe their mentees multiple times throughout the year in order to provide feedback on a variety of topics in a non-evaluative way
 - Mentees can also observe their mentors in the classroom
 - Feedback and observations are NOT shared with department chairs, coaches, or any other administrations

- **Frequency:**
 - Can occur as often as mentor/mentee would like
 - Two formal observations based on goals created during weekly checklists/sessions
 - Observation # 1 [Classroom environment](#)
 - Observation #2 [Assessment literacy](#)

Mentor Seminars – Training for Mentors



Purpose:

- To provide support to mentors throughout their year as a mentor
- To provide a space to discuss achievements and challenges
- To provide mentors with training on how to hold mentor/mentee discussions on topics throughout the year
- To keep mentors informed on what their mentees are learning in the NTCA sessions and District Provided PD

Frequency:

- Once a month
- AM sessions for 1 hour

Topics Covered:

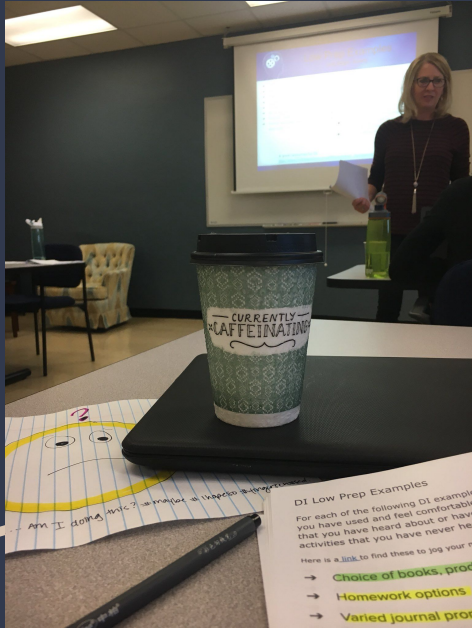
- September - [Questioning and Feedback Strategies](#)
- October - [Assessment Literacy Review](#)
- November - [Coaching Plan](#)
- December - Individual Check-ins
- January - [Mid-year Review](#)
- February - [Goal Setting](#)
- March - Individual Check-ins
- April - [Reflection](#)

Voices from the Field – Mentoring



- Assigned mentor
 - A “go-to” nonjudgmental person for questions
 - Weekly check-in meeting
 - Observations with mentor and feedback form
- Goal setting for the following school year
 - Mentor helps us look closely at our evaluation scores on the Danielson rubric and make a goal based on our areas of need

Year 1 – NTCA Program Sessions



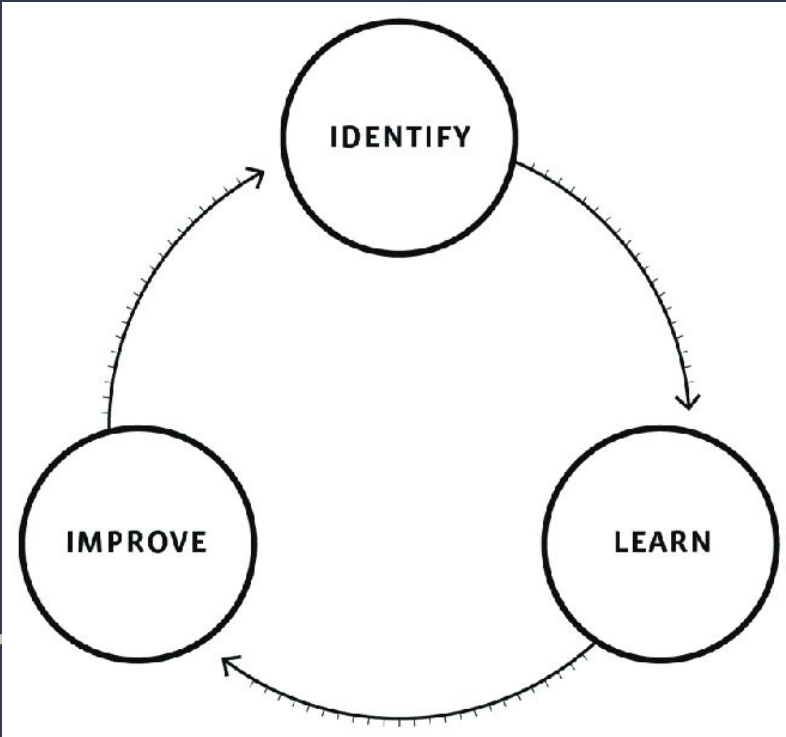
NTCA Program Sessions

- Intro to the District in August
- School Safety
- Adult SEL/Coaching
- School Law
- Adult SEL/Goal Setting

Year-End Celebration

- Reflection and share out on Assessment Literacy
- Reflection and Q and A with year 4 staff

Year 1- Instructional Coaching



Identify:

- Teacher gets a clear picture of current reality
- Helps identify a goal

Learn:

- Coach shares a checklist of strategies
- Modify practices
- Model (if needed)

Improve:

- Teacher implements practice & data is gathered
- Monitor progress
- Adapt as needed until goal is met



Year 1

Overview of Dates

Introduction to Maine Township Framework of Professional Practice- August 26, 7:30-8:20 am

Assessment Literacy for Teachers:

Sept 29 7:30-8:20 am

Oct 27 7:30-8:20 am

Nov 17 7:30-8:20 am

Jan 21 Full Day (request a sub)

Jan 24 - Full Day (request a sub)

Feb 23 7:30-8:20 am

March 30 7:30-8:20 am

April 27 7:30-8:20 am

Assessment Literacy for Student Services -

Asynchronous Self-Paced Training- Complete by end of Semester 1

Jan 26 7:30-8:20 am

NTCA Program Sessions (after school, 3:45-5:30 pm)

- **Fall Session - School Safety** - Sept 9
(3:30-5:15 at each individual building)
- **Fall Mentor/mentee session** - Nov 17, East Room 230
- **Winter Session - School Law** - Date TBD, Virtual
- **Spring mentor/mentee session** - March 10, South
- **Year End Share Out and Celebration** - April 27, West

NTCA Program: Years 2-4

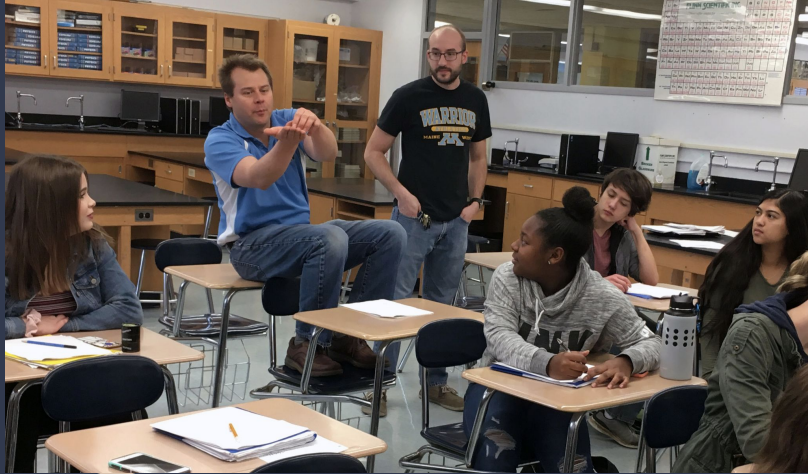
Year	Topic	NTCA
2	Cooperative Learning - 3 full days, 1 monthly morning meeting	Special-Ed for non-Sped Staff Year-End Reflection
3	Academic Literacy- 3 full days, 1 monthly morning meeting	Special-Ed for non-Sped Staff Year-End Reflection
4	Introduction to Equity and SEL - 3 days Differentiated Instruction- 2 days	Year End Reflection

Instructional Coaching remains in place during years 2-4 and beyond. Our model is an “all in” coaching model.

Voices from the Field – Liza & Lauren



Differentiation Considerations



- Experienced vs. Brand New
- Student Services vs. Instructional Staff
- Special Education

Break Out Discussion

- How does your district support year 1 staff?
- What ideas do you have in common with what you have heard so far?
- What ideas did you hear that you might want to bring back to your district for discussion?

Q and A

Links to Handouts and Resources

[2021-22 NTCA program Overview](#)

[Mentor check-lists](#)

Mentor Training ([Chicago Coaching Center](#))

[Maine Township District 207 Adult Learning Website](#)