

Hawaii Teacher Induction Center
2019-2020
Special Education Mentor
Professional Learning Communities

Special Education Mentor Professional Learning Communities (PLCs) will focus on mentors' day-to-day work, and provide opportunities for mentors to deepen their understanding of important mentor skills and concepts while reflecting on their own practice. The Mentor PLCs will explore current needs of beginning special education teachers, offer collegial support for challenging mentoring situations, and promote mentor accountability in a supportive environment.

Mentors' needs will drive the agenda, and all PLCs will include the following components:

- Connector
- Learning Zone
- Learning Piece (see below)
- Special Ed. Mentor Tools Deep Dive (see below)
- Problems of Practice
- Peer Coaching

Course #: CM184721	PLC Learning Piece/Tool Focus
PLC #1 *Wed., August 28, 2019 Section #: 296156	Mentoring as Leadership Learning Zone Navigation <i>Special Ed. Mentor Collaborative Assessment Log</i> <i>Getting to Know Students Across Multiple Dimensions</i> <i>Getting to Know Teachers</i> Inclusion/Co-Teaching Support for Special Ed Beginning Teachers
PLC #2 *Wed., October 2, 2019 Section #: 296157	Mentor Goal Setting <i>Mentor Assessment: Individual Learning Plan</i> Beginning Teacher Goal Setting <i>Co-Assessment Summary: Individual Learning Plan</i>
PLC #3 Wed., November 6, 2019 Section #: 296159	SEL for Mentors and Beginning Teachers <i>Observation Cycle</i> <i>PCG</i> <i>Seating Chart</i> <i>Selective Scripting</i>
PLC #4 Wed., February 26, 2020 Section #: 296160	<i>Mentoring to support collaboration amongst all student support stakeholders (Gen Ed Teachers, EA, PPTs, Parents, Related Service Providers)</i> <i>Analyzing Student Learning</i> <i>Lesson Planning</i>
PLC #5 *Wed., April 1, 2020 Section #: 296161	Using Data to Impact Practice Learning Zone Reports Artifacts of Practice Share
PLC #6 *Wed., May 6, 2020 Section #: 296162	Induction Survey Reports <i>Mentor Professional Growth Reflections</i> Mentor Pilot Data

*Indicates required Special Ed Mentor PLC for Special Ed Full-Release Mentors



**Hawaii DOE Induction Program
Standards of Mentoring Practice**

**Guaranteed Support*

Beginning Teachers and Mentors meet 3 times per month for a minimum of 60 minutes per meeting: *

Documentation:

- Online Learning Zone Interaction Log documentation**

Beginning Teachers and Mentors engage in a formative assessment system to examine practice:

➤ Understanding Context

Tools and Processes:

- Class profile*
- Knowing Students*
- Knowing Teachers*
- Optimal Learning Environments (OLE)*
- School & Community Resources*

➤ Setting, Reviewing, & Reflecting on Professional Goals

Tools and Processes:

- Charlotte Danielson Continuum of Teacher Development*
- Self-Assessment Summary*
- Professional Development Plan (PDP) or Individual Learning Plan (ILP)**
- Mid-year Review**
- End of Year Reflections**

➤ Advancing Teaching and Learning

Tools and Processes:

- Collaborative Assessment Logs (CALs)**
- Planning Conversation Guide (PCG)*
- Analysis of Student Learning (ASL) (Complete 2 per year) **
- Selective Scripting (SS)*
- Seating Chart (SC)*
- Content-Strategies Alignment (CSA)*
- Focus Teacher Observation (FTO)*
- Inquiry Cycle Action Plan (1 per year with Y2 BTs)*
- Observation Cycle: (Complete 2 cycles per year)**
 - Pre-Observation Conversation (POC)**
 - Lesson Plan **
 - Post-Observation Co-Analysis (POCA) **
- Effective Teacher Observation Tool*
- Discipline Plan (Rules, Consequences, and Rewards)*
- Classroom Routines and Procedures*

➤ Communicating, Collaborating, and Coordinating

Tools and Processes:

- Communicating with Families*
- Administrator-Mentor Communication Log (AMCL)*

➤ **Beginning Teachers participate in professional development**

- Professional Learning Community (minimum of 4 - PDE3 registration required)*
- New Teacher Orientation (Complex Area and/or School)*
- Beginning Teacher Summer Academy

➤ **Mentors participate in professional development**

- Professional Learning Community (minimum of 4 - PDE3 registration required)*
- Professional Learning Series (PLS 1-4)*

Evidence of professional development participation may include: agendas, transcripts, reflections, certificates of participation

* Complex Areas are responsible for monitoring the completion of mentor requirements and should have documentation on hand.

I have read the Hawaii DOE Induction Program Standards of Mentoring Practice and understand the expectations of my role as a mentor to provide a guaranteed program of mentoring support for teachers in their first two years of teaching.

Mentor Name (Print)

Mentor Signature

School/Complex Area _____

Date _____



SPECIAL EDUCATION MENTOR PILOT UPDATE

HAWAII TEACHER INDUCTION CENTER ~ OCTOBER 2019

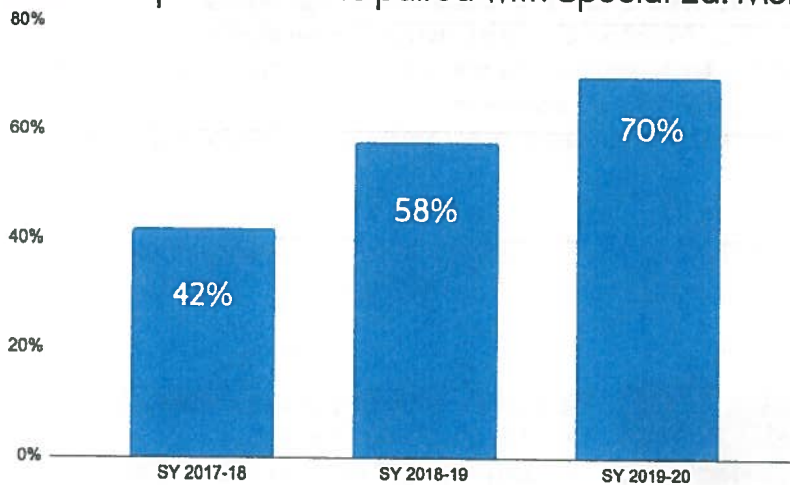
14 Full Release Special Education Mentors were carefully selected by their complex areas to provide intensive instructional mentoring to 10-12 special education beginning teachers (BTs).

Collectively mentors work with

- **127 Spec.Ed. BTs**
- in **71 schools**
- logged **572 hours** of mentor support in September



Increase in Special Ed. BTs paired with Special Ed. Mentors



Special Education Task Force
Recommendations
 May 2018

Sustain Improvement
 Long-Term Recommendations
 Expand Mentoring and Networking for Special Education Teachers

Financial Implications
 Additional positions to deepen a pool of special education mentors at the complex area level is a critical component to induct and retain new teachers

AUG. 1. ORIENTATION

Special Education Full Release Mentors gathered to learn about their new role and the range of supports from the Hawaii Teacher Induction Center to ensure their success as full release mentors. The day buzzed with positive energy and excitement as mentors participated in a community of support that included Induction Program Coordinators.



Special Ed. Mentor PLCs

The Mentor Professional Learning Communities explore current needs of beginning special education teachers, offer collegial support for challenging mentoring situations, and promote mentor accountability in a supportive environment.

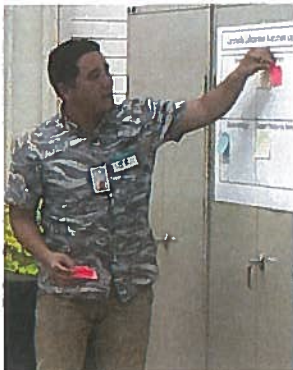
- **100%** Participation by all Complex Areas
- **100%** of Participants reported PLCs helped support their mentoring practice
- **100%** reported all activities were valuable
- **100%** would recommend the PLC to other Special Ed. Mentors

Mentor PLC 1 Focus - Aug. 28

- Mentoring as Leadership
- Learning Zone Navigation
- Inclusion/Co-Teaching Support for Beg. Teachers

"The PLCs and PLSs have been both timely and full of valuable information and real-life scenarios." ~Mentor

"Peer coaching and problem solving with colleagues was most valuable." ~Mentor



Spec.Ed. Mentoring Tools Deep Dive

- Spec.Ed. Mentor Collaborative Assessment Log
- Getting to Know Students Across Multiple Dimensions
- Getting to Know Teachers
- Co-Assessment Summary: Individual Learning Plan

"I plan to use the Knowing Students Tool with all of my beginning teachers to help them get to know their students better so that their knowledge going into IEPs for these students is far greater." ~Mentor



Special Ed. Full Release Mentors focused on using data to drive mentor practice and set goals. Mentors valued the collaboration, peer coaching, and choice breakout sessions.

Mentor PLC 2 Focus- Oct. 2

- Mentor Goal Setting
- Beginning Teacher Goal Setting
- Moving from Resistance to Resilience



"Thank you so much for being responsive to our learning needs :)"

MENTOR COACHING SESSIONS

All Special Ed. Mentors participate in mentor coaching sessions with a state lead mentor. Coaching supports include observation and feedback sessions, mentor goal setting, and opportunities to shadow effective mentor colleagues.



"Mentor coaching sessions have been extremely valuable . . . particularly modeling. When my mentor coach shares via modeling, whether it be tools, language, or strategies, I'm able to make immediate connections and determine next steps. Coaching sessions have helped me with organizing my time, my thoughts and overall with prioritizing. All that being said, the coaching component has kept me sane!" ~ Mentor

Learning Zone Dashboard Snapshot of Total Time (in minutes) Mentors Spent Working with BTs by **Activity Type & Program Focus** in **August & September**

