



Teacher Induction, Retention, and Advancement Act of 2016 Workgroup

January 31, 2017 Meeting
Committee #5- Mentoring

Committee Members Present: Gail Bennett, PSSAM; Justin McConnaughey, MAESP; Debra Poese, MADTECC; Cecilia Roe, MSDE; Jasmine Stewart, MSEA; and Stacy Williams, MICUA.

Committee Members Absent: N/A

MSDE Staff: Linda Bongiovano

Alternates Present: N/A

Approval of Minutes: Not Applicable

Discussion:

The committee reviewed, discussed, and revised the proposed recommendations. Below are the committee's recommendations.

1. Ensure reduced workloads to mentors, as well as new teachers.
2. Establish IHE's and LEA partnerships to develop induction programs with innovative evidence based strategies.
3. Develop on line resource centers to build mentor and teacher capacity.

Rationale

Upon reviewing the workgroup's recommendations, the committee made the following observations:

1. The first sentence of proposed workgroup recommendation #5 served as the umbrella for recommendations # 1 and #7. Recommendations #1 and #7 would be part of the "how" #5 could be carried out.
2. The minimum requirements in COMAR 13A.07.01.06 are sufficient to eliminate proposed recommendation #4.
3. The proposed recommendation # 6 did not apply. Providing effective differentiated guidance is part of the mentor role.
4. Recommendations #2 and #3 apply to all teachers, not just mentors and new teachers. The committee feels that these recommendations would be more appropriate to consider with the professional development recommendations, not mentoring.

Additional Discussion Topics

Mentors

There is no standardization of employment requirements for individuals for serving as mentors. Consider developing a certification mentor endorsement area. Terminology varies, examples include consulting teacher, mentor, and instructional coach. The mentor assignment varies from the mentor being a full-time teacher, as well as a mentor, to mentors whose job assignment is

solely mentoring teachers. Some mentor programs with full time mentors require mentors to rotate between school years assigned as mentor and as classroom teacher. The mentor may also have a negative connotation for more experienced teachers; if a teacher is assigned a mentor, it could be viewed as punitive. The categories of mentoring across the state's districts include; first year teachers, new hires to a local school system, teacher changing to a new grade or subject assignment, and teachers needing remediation. There is a pedagogy aspect as well as a content aspect to mentoring.

Innovation/Hub/Technology

Innovation center should be moved to the Professional Development committee because it would benefit all teachers, not just new teachers. It could also be an activity under the collaboration of between the state/district and IHE. Technology is an efficient, cost effective way to disseminate customized information to a large population. Technology allows for differentiated mentoring models. The mentor and the teacher can view content together. New information can be updated regularly. A Facebook type format was one suggestion as it is easily accessible. IHE participation could be integrated into to the technology allowing the IHE to keep in touch with what is going on in the school system.

One way to change mentoring

While much discussion can be placed on creating the ideal program, it is more productive to consider the reality of what can be offered. Clarify what you want. More time for the length of mentoring program; more time for the teacher to spend with the mentor; and more time for the mentor to acquire mentoring knowledge.

Materials of Interest Requests for next meeting: Not Applicable

Next Steps: