



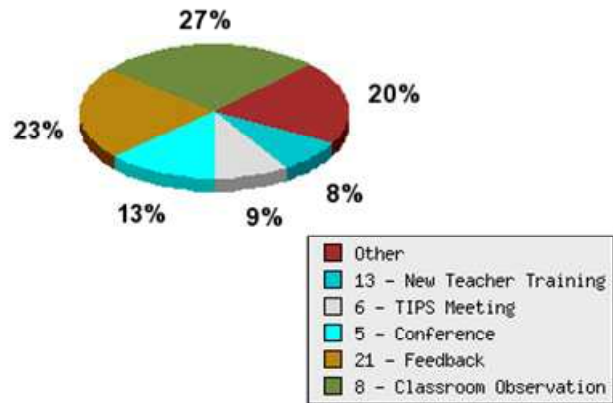
Socorro Independent School District Instructional Services Department TIPS Mentor Log

The following figures are for the date range of Jul 21, 2008 - Apr 22, 2009 for BOLTE, DORIS A

☺ = Face-to-Face ◇ = Business

<u>Code ID:</u>	<u>Short Description:</u>	<u>Code Type:</u>	<u>Total Time (Hrs):</u>	<u>Code Percentage:</u>
8	Classroom Observation	☺	113.25	26.82 %
21	Feedback	☺	95.50	22.62 %
5	Conference	☺	55.25	13.08 %
6	TIPS Meeting	◇	38.00	9 %
13	New Teacher Training	☺	34.00	8.05 %
14	Attend Training	◇	29.00	6.87 %
18	Other	◇	17.00	4.03 %
1	Informal Meeting	☺	12.50	2.96 %
7	Coaching	☺	7.00	1.66 %
12	TIPS Planning	◇	6.25	1.48 %
15	Record Keeping	◇	5.50	1.3 %
3	Group/Campus Meeting	☺	3.50	0.83 %
16	Communication	◇	3.00	0.71 %
10	Classroom Demonstration	☺	1.50	0.36 %
9	Observe Master Teacher	☺	1.00	0.24 %

Individual Codes



Face-to-Face vs. Business





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Socorro Independent School District

Department of Curriculum and Instruction

TIPS

Teacher Induction Program For Socorro

New Teacher Survey

Comparative Data Analysis

2005-2006

2006-2007

Superintendent of Schools

Dr. Sylvia P. Atkinson

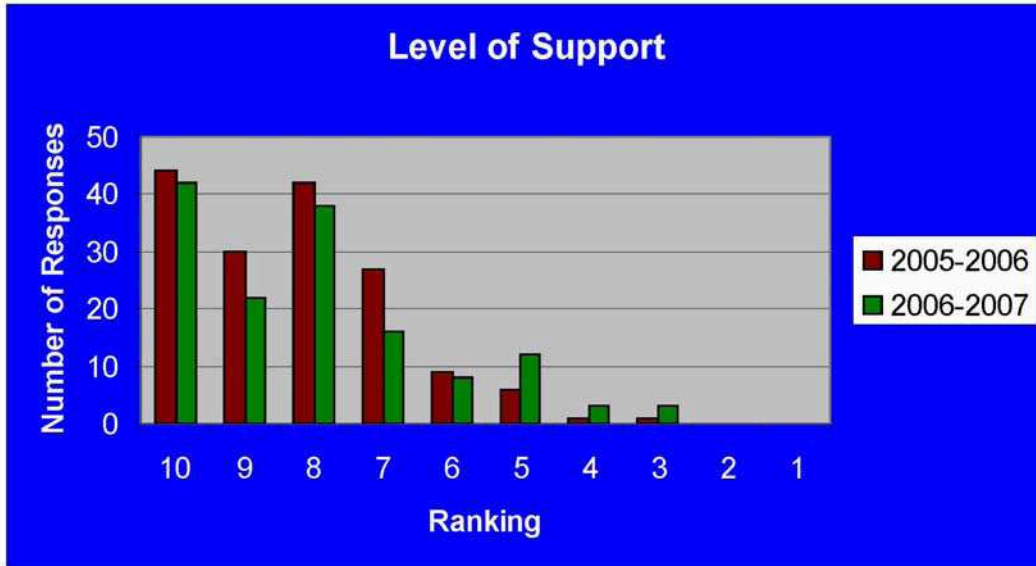
Purpose

In 2005 SISD implemented a formal teacher induction program. The district hired 10-part time mentors and one coordinator. The mission of this program is:

- To coach, guide, and mentor new teachers in effective teaching skills and build campus and cross district learning networks.
- To provide a support system that empowers new teachers’ instructional and leadership skills that will ultimately impact student achievement.
- To provide a support system that will retain new teachers in SISD.

In order to evaluate the program and meet the needs of new teachers each year a face-to-face survey has been conducted. In 2005-2006 one hundred and sixty-four new teachers were surveyed and in 2006-2007 one hundred and forty-four teachers were surveyed. The following presentation is a comparative data analysis of these surveys.

On a scale from 1-10, one being least supported and ten being most supported, how well supported do you feel overall this year?



Who or what have been your most helpful supports?

Ranking	2005-2006	2006-2007
1	Teams 46%	Colleagues 51%
2	Mentor Teachers 33%	Teams 43%
3	Colleagues 30%	TIPS Mentors 40%
4	TIPS Mentors 30%	Assistant Principals 30%
5	Assistant Principals 27%	Principals 24%
6	Principals 24%	Mentor Teachers 23%
7	Lead Mentors 13%	Lead Mentors 20%
8	Curriculum Leaders 12%	Curriculum Leaders 13%

Who or what have been your most helpful supports?

Supports	2005-2006	2006-2007	Change	Comments
Teams	46%	43%	-3%	<p>In general new teachers acknowledged more supports overall than last year. Last year when this question was asked “teams” was by and large the <u>only</u> support teachers mentioned. This year teachers responded that their team, as well as other supports, were helpful. It can be concluded that <i>a stronger network of support is beginning to evolve.</i></p> <p>Reasoning for ratings of 7 or lower...</p> <p>➤ Teachers outside of the core curriculum such as CATE, SPED, Choir, Fine Arts, etc. consistently stated they did not feel they received the same level of support as core teachers. Some feel isolated and not part of a team.</p> <p>➤ Teachers assigned to a dysfunctional team felt strongly supported by colleagues that may or may not be a member of their team.</p> <p>➤ Even though some teachers felt strongly supported by their team or a colleague, if they did not feel supported by administration they consistently gave a rating of 7 or lower.</p>
Mentor Teachers	33%	23%	-10%	
Colleagues	30%	51%	+21%	
TIPS Mentors	30%	40%	+10%	
Assistant Principals	27%	30%	+3%	
Principals	24%	24%	-	
Lead Mentors	13%	20%	+7%	
Curriculum Leaders	12%	13%	+1%	

What can the district do or change to make it better for new teachers?

Top Five Responses	2005-2006	2006-2007	Comments
1	Provide Classroom Management Training	Provide clear explanations of policies, procedures, due dates, how to fill out paper work, etc.	<p>➤ In 2005-06 teachers overwhelmingly advised the district to provide classroom management support. Classroom Management Academies along with pathways were developed and provided. More than 200 SISD teachers received training in classroom management. In 2006-07 this advice did not make our top ten most common responses.</p> <p>➤ Besides advising the district to provide clearer explanations and due dates of policies and procedures and more administration support new teachers expressed that the district is doing well and headed in the right direction.</p> <p>➤ Asking for more opportunities to observe master teachers is a direct result of the Classroom Management Academies (a 3-day training) that includes a day of observing the experts in our district. Academies will be restructured in 2007-08 to meet the needs of new teachers.</p>
2	Provide more resources	Provide more opportunities to observe master teachers	
3	Offer new teachers training the week before they go to their campus	Ask administrators to consider working conditions such as floating, same conference times, limited other duties, etc. and to provide more walkthroughs & constructive feedback	
4	Give clear explanation of policy and procedures	Continue with TIPS support	
5	Advise principals to be more accessible and supportive	The district is doing okay	

Top Five Pieces of Advice

Ranking	2005-2006	2006-2007	Comments
1	BE PREPARED •Be organized •Plan	NETWORK •Use your peers as resources •Learn from others •Work with your team	This data supports the idea that a stronger network of support is beginning to evolve.
2	ASK QUESTIONS •Don't be afraid to ask a lot of questions	BE PREPARED •Have your lesson plans •Use your scope and sequence •Pace yourself	
3	BE CONSISTENT •Set your rules from day one •Have a strong classroom management system	ASK QUESTIONS •Seek help •No question is too absurd	
4	TEACHER-STUDENT RELATIONSHIP •Develop a good relationship with your students	NEVER GIVE UP •Don't panic •Stay calm •Roll with the punches •Brace yourself •Don't sweat the small stuff	
5	BE FLEXIBLE •Be open-minded •Just do it	CLASSROOM MANAGEMENT •Establish routines & procedures •Be consistent •Have a good discipline system	

What makes *effective* teachers?

Ranking	2005-2006	2006-2007	Comments
1	Being prepared	Know & relate to their students	New teachers identified being prepared as the top reason for an effective teacher in 2005-06. In 2006-07 new teachers identified knowing and relating to their students as the top response for making effective teachers. This response directly relates to information provided in the Classroom Management Academies where Robert Marzano emphasizes the teacher's attitude and the teacher-student relation as important components of teacher effectiveness. Teacher-student relations and teacher's attitude precedes and impacts other equally important factors such as preparation and strong classroom management systems. By knowing and relating to students on their level, students will know that their teacher cares. If students know that their teacher cares, they will more likely be motivated to learn.
2	Have strong classroom management systems	Plan & are well prepared	
3	Motivate & know their students	Are open-minded & flexible	
4	Care	Care	
5	Open-minded & flexible	Have solid classroom management systems in place	

What makes *ineffective* teachers?

Top Five Responses	2005-2006	2006-2007	Comments
1	Have no classroom management & are not consistent	Do not care	In 2005-06 new teachers felt as though the number one reason a teacher is ineffective is they lacked classroom management. In 2006-07 new teachers identified not caring as the top reason for ineffective teachers. This supports information provided in the Classroom Management Academies that the teacher's attitude and how she/he relates to his/her students precedes all else. If students know a teacher cares, everything can be developed and nurtured.
2	Are inflexible & do not care	Are unprepared & do not plan ahead	
3	Are unprepared & have no plan	Lack classroom management & good discipline	
4	Are unorganized	Are inflexible & closed-minded	
5	Do not try new methods of teaching & have a negative or bad attitude	Are unorganized	

On a scale of 1-10, one being least effective and ten being most effective, where do you place yourself?



How Teachers Plan To Work Towards a Ten in Effectiveness

Top Five Responses	2005-2006	2006-2007	Comments
1	Classroom Management •Establish rules & routines from day one •Better classroom management	Reflection •Take a look at what worked and didn't work & adjust •Practice & experience	Overall in 2005-06 new teachers were aware that they needed to develop a strong classroom management system in order to teach effectively. Because many new teachers were trained in classroom management this year's (2006-2007) data shows a shift in how new teachers plan to work towards being an effective teacher. Even though it is clear that they understand the importance of strong classroom management systems, they now are beginning to understand the importance of becoming a reflective practitioner and growing professionally as shown in their responses.
2	Personal Growth •Trainings •Reading more professional books	Preparedness •Prepare & plan more	
3	Reflection •Learn from this year's experience & improve	Personal Growth •Research, Study, Read •Find resources to help	
4	Organization •Be more organized	Personal Growth •Learn from others •Ask questions •Seek help	
5	Personal Growth •Observe master teachers •Learn from others	Classroom Management •Establish & implement better & stronger classroom management	

Next Steps

As a result of the surveys the following will be restructured and/or developed to meet the needs of new teachers for 2007-2008.

- Classroom Management 3-Day Academy will be restructured from 2 days of training and 1 day of observing master teachers to 1 day of training and 2 days of observing master teachers
- Developing and providing all new teachers with a new teacher agenda that includes a monthly checklist to help support knowledge of policies, procedures, due dates, etc.
- Providing training on key elements of effective lesson planning.
- The ratio of new teachers to mentors will decrease with the addition of 2 full time mentors.