



Induction & Mentoring

SPRING 2017
NEWSLETTER

Professional Development in Review:

9.24.16: Growth Mindsets & SEL

10.22.16: Strategies on Working
with Students w/Cognitive
Impairments

The Art of Questioning &
Discussion

Mentoring 101

Mentoring Tune-up

12.10.16: Mentor Training
Best Practices in Mentor Training

3.18.17: Civil Literacies & The
Framework

ELL Strategies in the Classroom
MTSS

Upcoming PDs:

5.20.17: Venue & Time TBD
Curriculum Planning Workshops



Our Mission is rooted in Social Justice

The Chicago Teacher Education Pipeline is grounded in social justice and works to cultivate and sustain innovative, resilient, and effective educators for urban schools and their communities.

There are many steps that factor into our mission: Urban Teacher Prep, STEP-UP, PDS/Student Teaching, and Induction and Mentoring.

If you want to learn more about our mission and program, visit us at:

<http://teacherpipeline.illinoisstate.edu/>

In this newsletter we have featured nine teachers from our program. They have welcomed us into their classrooms to share strategies that work for them in their classrooms, behavior management tools, and even school-wide celebrations.

Guided Reading Groups & Literacy Centers with Sayoni Bond



How does she do it?

I had the pleasure of observing Sayoni teach during STEP-UP. Back then, it was clear to me that she would succeed anywhere she decided to teach. She's bright, organized, and has a great work ethic. At Southeast Side Elementary School, Sayoni is right at home. She has support from her mentor, Jamell O'Neal, her administration, other teachers in the building, and staff. She has truly found her place. Sayoni opened up her room to share how she and her class work on Reading and Literacy. - JO

School: Southeast Area
Elementary School

I use data from my TRC/ DIBELS to create my guided reading groups. Guided Groups are homogeneous and are acknowledged by animals. This quarter I have 5 groups, so I used a fish, cat, duck, frog, and dog. These groups are organized based on TRC reading levels RB-K. Skills range from letter sounds, to blends, to decoding, to finding textual evidence in a chapter book.

During literacy centers, I do not consider my guided reading table as a center. It is something that is done while centers are running. This allows me to spend as much time as needed on each group.

My literacy center groups are heterogeneous. There is one student from each level in each group. For example, one group may have a RB, A, D, F, and K student. This allows students to run centers on their own, while helping one another. Those groups are labeled by colors, (blue, purple, pink, and green.)

Each person in the group has a job. The **box holder** is responsible for moving their group's center bins to each station. The **behavior monitor** can move names up and down the behavior chart. The **station cleaner monitor** makes sure the group leaves the station clean. The **computer helper** helps with any problem computer related. If there is an issue that they aren't sure how to handle, they can ask the teacher. And the **time keeper** keeps an eye on the timer to hit its 2 minute mark so that their group knows when it is time to clean up. Once done, students push in their chairs and patiently wait for the timer to go off so that they can visit the next station. -SB



100th Day Celebration with Natalie Gaddini



Students “caught” learning

Natalie Gaddini invited me to visit her class at Disney Magnet II on the north side of the city. Natalie Gaddini’s class was hard at work when I arrived. The students were in the hallway, math lab, and across the hall in their classroom. Every student had a task at hand. Some groups discussed the design for their project, while others worked diligently by tracing, drawing, cutting, or building. It was wonderful to see the creative efforts of the students. They worked collaboratively and mostly independently from their teachers. It’s obvious that Natalie has a special bond with her students. She’s attentive to their needs and responsive to their requests. Natalie has a great rapport with her team too. They plan and teach together on a daily basis. -JO

For our 100th-day celebration, 4th 5th and 6th grade created a collaborative project. This project was titled **Above the Sea, Sea-Level, and Under the Sea:**

4th grade created stories/poems/etc. using 100 words talking about the sea. They then pasted these stories/poems/etc. on clouds and kites to represent Above Sea Level.

5th grade used their understanding of capacity to include 100 objects inside a glass bottle (which would be floating at sea level).

6th grade represented different depths of the ocean. They showed this mathematically, using powers of ten. Then they included facts about their depths; such as, what fish live there. -NG



School: Disney Magnet II
Elementary School

Task Boxes with Allyson Hennigan

I use the task boxes in my classroom during science time. The tasks can be sorting, assembling, and matching. I like to use the more difficult tasks (like reading and sorting office supplies) for my higher functioning students and simpler tasks (like sorting silverware) for my lower functioning students. My students are sat in groups of 3. They are paired with students of similar ability levels. This way, when rotating the task boxes the students have the opportunity to complete the other tasks at their table. The students enjoy completing the task boxes because it is something that is different than a typical science class.

I got the idea to do task boxes when I was a student teacher at Simeon. One of the teachers that went there received task boxes from ISU students through a class project. The task boxes really helped those students and let them work on vocational tasks. I reached out to that teacher who received the boxes and she gave me a file of over 40 different tasks to make for task boxes. I used those ideas to create the ones I use in my classroom. -AH

*Check out page # for some of Allyson's tips on how to use DonorsChoose to support your classroom.



Overachiever? Nah. She's just an amazing Special Education teacher.

Like all Special Education teachers, Allyson has made modifications to her curriculum and accommodations for her students. She has created a space where her students are supported and have the tools they need to succeed. The creation and implementation of the task boxes is only one of the many supports that she has instituted in her classroom. Thanks to her idea, some SPED teachers in *our* program will receive task box supplies. -JO

School: Joseph E. Gary
Elementary School





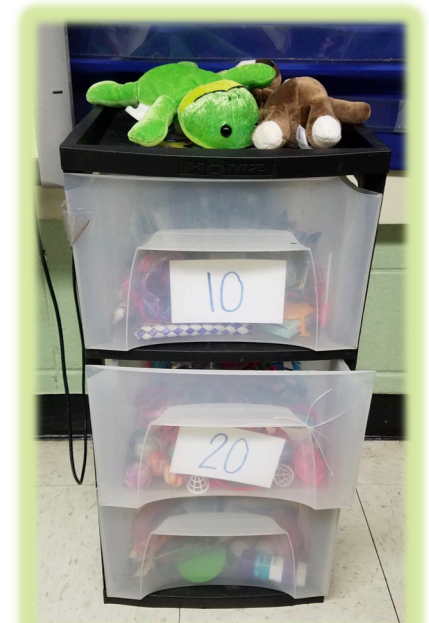
Coin Token Economy with Rachel Henry

Good choices = Coins

Rachel invited me to visit her class and let me choose what to highlight for the newsletter. Although she is doing a lot of great things, I decided to focus on her behavior management tool. The students were very engaged in using a coin system. In addition to giving the students a constant visual of their successes or challenges throughout the day, the pictures on the cups personalize the system. It was impressive to see that the classroom aides were all on board with the process. They encouraged the students to follow directions or to complete tasks with the coins as motivation. -JO

We use a coin token economy in the classroom. The students are given coins when they engage in "good choices" such as nice hands, work completion, complimenting other students, following the rules, participating etc. We have visuals of the good choices and the rules in the room and we go over them, from time to time, when needed. However, a coin gets taken away for severe behaviors such as hitting, biting, or threatening other students. At the end of each day, or every two days, my kids get to cash in the coins for prizes with different value points such as 10, 20, 30, and big ticket prizes are 50. Things in the 10 point bin included stickers, temporary tattoos, fruit snacks, pencils, etc. Things in the 20 point bin include chips, tops, yoyo's bracelets etc. Things in the 30 point bin include brownies, giant pencils, bubbles, books, etc. And the big ticket items are on top and include stuff animals iPad time, and paint by numbers. The kids are really motivated by this. However, it doesn't work for 2 of the students in our room, so they are on their own separate system, but otherwise it is really effective. - RH

School: Clara Barton
Elementary School



Performing Arts with Jim McGuire and Shauna Ponnambalam

Shauna teaches the self-contained classroom for students who have severe disabilities, and I teach Performing Arts at our school. In my class we focus on performance tasks specific to music, theater, and dance.



We had a scene in the show that took place in the 1940's, and we wanted to design a performance opportunity for the group to act and dance together. Shauna, my mentee, has experience dancing the 'Charleston', and lent her expertise to our students in learning some basic dance steps. Additionally, we worked together to plan how to incorporate her group of students (with severe disabilities in a self-contained setting) to perform with another one of my classes of students to a movement-based performance in the show. We discussed physical abilities and interests among her students, and designed a movement routine that included each student. The students successfully performed in both of our shows at which the whole school and their families came to see. Through dedicated instruction and collaborative planning outside of class time, we were able to design a performance for each of the students to engage in. Ultimately, this initial collaboration was a great learning experience for the both of us, and we have set goals for how to incorporate each student in a more meaningful manner for future co-taught endeavors. - JM

Collaboration & Co-teaching at its best.

When I visited Shauna and Jim they were hard at work. Shauna was working on signs for her students to hold during their performance and Jim was working with his students on stage to get their marks right and their moves "on point." -JO



Jim described how the whole school comes together to make performances successful, "We are a specialty school, servicing students with moderate to severe disabilities, from the ages of 18-22. We create shows based on the interests, skills and real life issues that our students experience. Each show is a highly collaborative effort as many of our staff members have experience with different performance skills that add to the overall quality of each show."

School: Southside Occupational Academy High School



Transitions with Joan Lynch and Kathleen Fahy

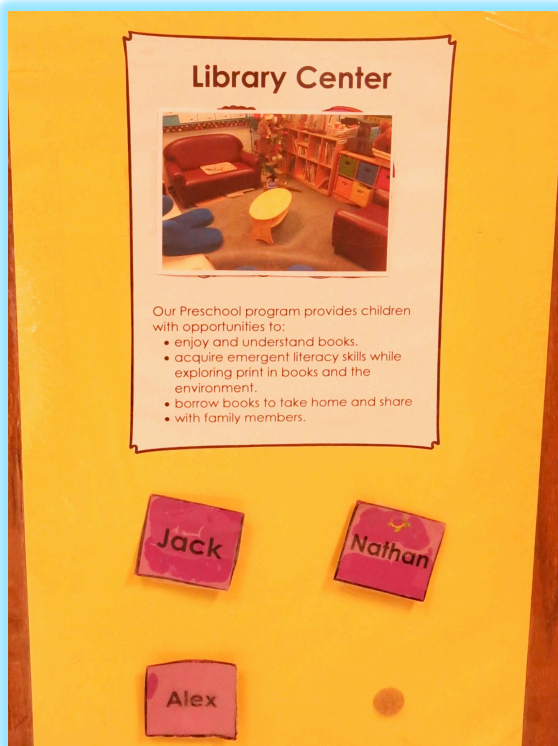
Transition cards or play tickets are used in both of our classrooms. The teacher hands the card to the student and they go and choose an area they would like to participate in. When at their area, they place the card on the paper with an explanation of what they should be doing at that center. When it is time to switch, they take their card with them to the next area and “check in.” This helps the students know what area and activity they should be participating in and also gives the teacher an idea of who should be in that area. Using a consistent visual cue to indicate when it is time to transition is beneficial, as concrete cues can reduce confusion and help in developing productive transition routines. -KF



Transitions Made Easy

Kathleen Fahy and Joan Lynch take full advantage of their mentee-mentor status. They work together to plan and discuss curriculum, behavior management, and transitions in their classrooms. Both Kathleen and Joan utilize visual transitions, as explained above by Kathleen. This allows for less confusion and a much more efficient way of transitioning. Not only does this visual transition system teach them responsibility, but it teaches accountability. They know that if their name is in a certain location/space, they should be there too.

You could modify the name labels based on the students ages too. Use pictures and names for younger students or ID numbers if you want to mix a group, for older students. -JO



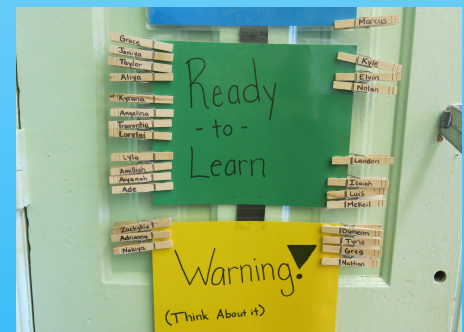
School: Daniel C. Beard School

Behavior Charts with Alexandria Ruvalcaba



Rewarding with Reading

After Alexandria showed me her behavior chart, she told me that the students aim to get to “super student” because they want to be rewarded with borrowing books from her library. What a wonderful reward! -JO

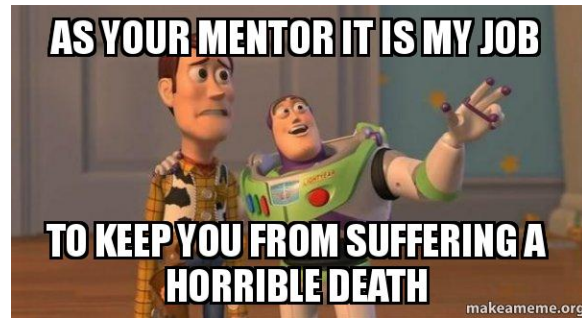
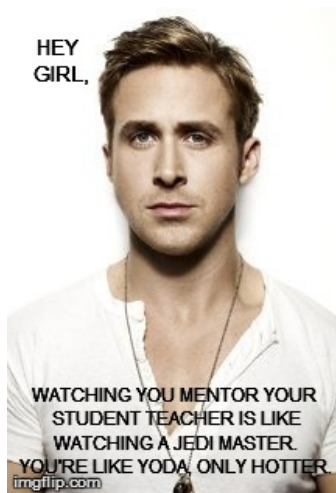
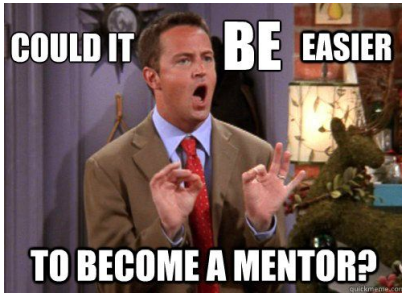


In my 2nd grade classroom I have 28 students with big personalities! One thing that I have put into use this year is our behavior chart. This chart has students names on clothes pins pinned to both sides of the chart, boys on one side and girls on the other which makes it easier to find the students names. Like most behavior charts all of the students start out on "ready to learn!" and have the opportunity throughout the day to move their clips up or down the chart. Moving up the chart is the goal, but sometimes students move down. The first time they move down is a "warning," which lets the student know he/she needs to think about their behavior and change it before the end of the day, if students continue to move down on the chart he/she may lose 5 minutes of recess/all of recess and/or get a phone call home. The students always have an opportunity to move their clips back up once it's been moved down. I make moving the clips up a very big deal! Moving clips up once goes to "good choices," this can happen when I notice a student following directions when everyone else isn't or if they are being good friends to others in the classroom, reaching the very top of the chart is "super student!" When a student reaches this spot I make a big deal out of it by clapping for the student and pointing out that I have a super student that day; the students really enjoy this attention from me and their peers. On Friday I reward those students who made “super student” throughout the week. I might let them take home 2 books from our classroom library or have extra computer time, seeing their peers success motivates the other students to reach that super student goal! -AR



School: George B. McClellan Elementary School

Mentoring Memes



DonorsChoose:

Many of our teachers use Donors Choose to add much needed resources to their classrooms. I encourage you to share your story with your peers. Allyson has shared hers with us.

After being in my room a few weeks, I noticed there were a few items I needed for my students that were really expensive altogether. I had seen a few people use DonorsChoose and I thought I'd give it a try. When everything was said and done, my project cost about \$2,000. It was incredibly expensive, but I asked my friends and family for donations instead of presents for the holidays. When the project got below \$1,000, I received donations from random people that had come across my project. I received all the funds for my project and received my materials a few weeks after winter break. I received dividers and more folder files for instructional use. The dividers work wonders in my room to create spaces for students and a divider between students when necessary.

I was so grateful and blessed with my first project that I now have a new project for sensory tools to be used in the classroom. This project is much cheaper! It started out at almost \$350 and now it is about \$280. I continue to use Facebook to promote my project and hopefully receive the funds needed. – Allyson Hennigan

I would like to give a special thanks to all of the teachers that participated in this newsletter. If you'd like to be featured, please email me at jmocegu@ilstu.edu.

You are all doing great work. You are making a difference.