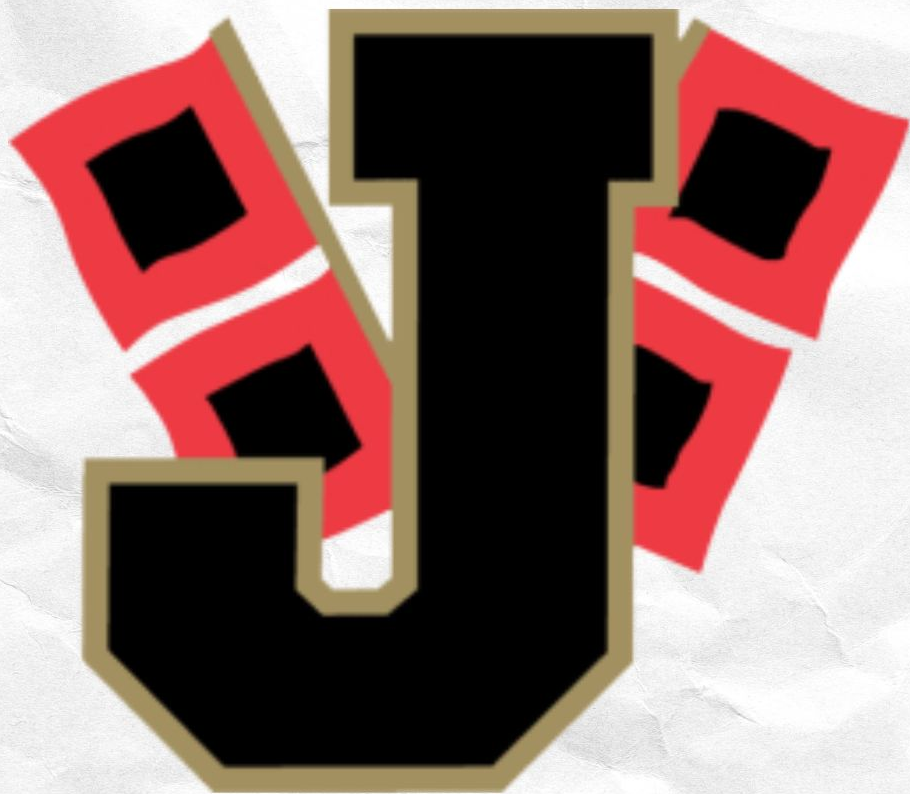






Leading with Purpose:

Teacher Growth & Professional Learning



Angela Murphy
STEM Coach
Jonesboro Leadership
Magnet School



Dr. Adam Eckard
Assistant Principal
Douglas MacArthur
Junior High School



Mandy Zipfel
District School
Improvement Specialist



JPS Novice Teacher Mentoring Program: Guidance & Support

Mentoring experiences are planned primarily around new teacher needs in planning, classroom management, curriculum, instruction, and assessment.



Needs Self-Assessment

Completed within the first month of school to identify needs and begin developing a plan.



Scheduled Mentor Meetings

Frequent progress checks, feedback, and plan adjustments. Weekly meetings strongly encouraged.



District Seminars

Opportunity to learn about relevant topics: classroom management, curriculum, instructional strategies, differentiation, assessment, etc.

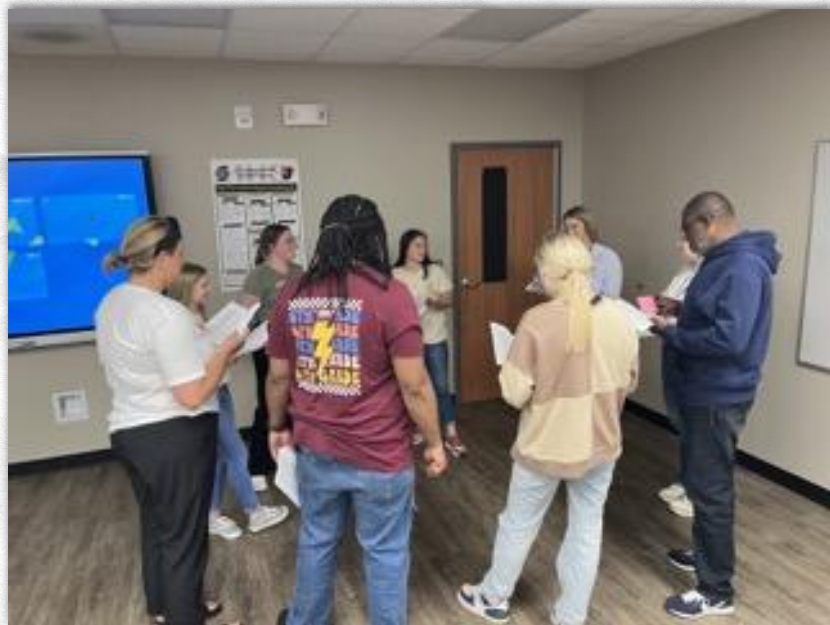


Licensure Support

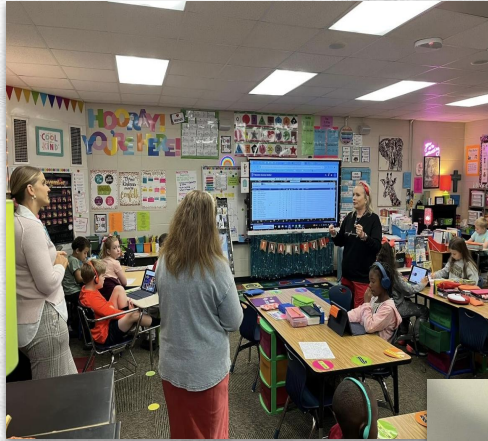
District Specialists provide support for Praxis or licensure exams.



Mentoring Learning Experiences: District Meetings



Mentoring Learning Experiences: Cane Caravan



Mentoring Learning Experiences: Mentoring



[Fall Check In](#)

[Mentoring Handbook](#)



Mentoring Learning Experiences: PD Opportunities



Student achievement improves when ...



Instruction is
intentional



Data drives
decisions



Teachers feel
supported



Intentional instruction begins with purposeful planning.



1. Student work and data

What are we going to do if they didn't/did get it?



2. Unpack the standard

What should a student know and be able to do?



3. Analyze the assessment

Does the assessment align with the standard?



CFA RESULTS

	Q1 Part A: Find the difference between 2 numbers; word problem, start unknown, multiple choice; subtraction with regrouping	Q1 Part B: Find the total of 2 numbers using answer from part A, if their answer from A was incorrect, they automatically got part B incorrect; addition with regrouping	Q2: word problem, adding with regrouping	Q3: looking at a students' work and having to determine how many they added to get the answer; subtracting by counting up
Total # of kids who answered Correct/ Total # of kids who took the test	65.00%	36.25%	78.50%	72.50%
Teacher A	56.00%	39.00%	72.00%	61.00%
Teacher B	43%	29%	86%	90%
Teacher C	94%	61%	89%	72%
Teacher D	67%	16%	67%	67%

Purposeful support through intentional coaching.



Modeling Lessons

Showing, not just
telling.



Coaching Cycles

Continuous
feedback loop.

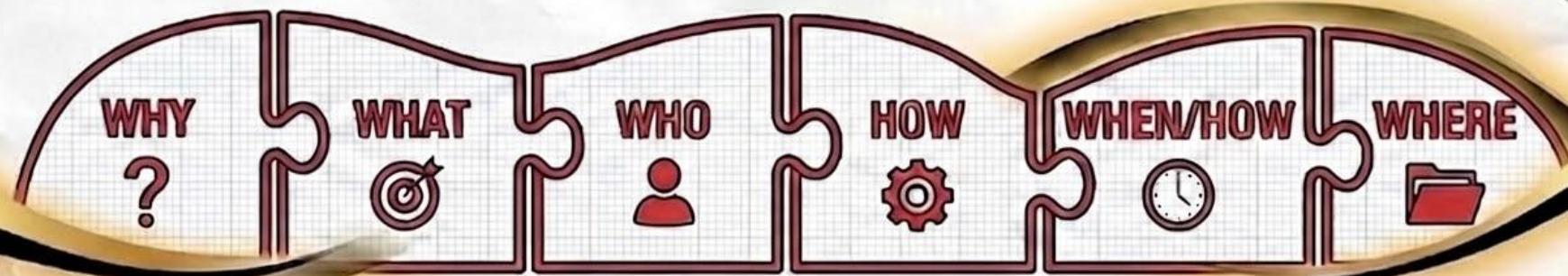


Building Clarity & Teacher Capacity Around the Work



Building Clarity & Teacher Capacity Around the Work

Intentional and layered process



Why are we doing what we're doing?

What exactly are we doing?

Who is responsible for what?

How are we actually doing this?

When does this need to happen / how often?

Where do we document the work?



IF THE PROCESS ISN'T CLEAR, THEN THE PRODUCT WILL FLOP.



The Data Journey @ DMJHS

How it started...



We were asking our teachers to put pieces together, but they couldn't visualize the final product.



The systems were not in place for our teachers to navigate the tasks we were asking them to do.

Reluctancy, but not for reluctancy's sake...



The Data Journey @ DMJHS

How it started...



**Hope isn't a strategy.
We had to stop hoping
that our teams would
just "buy-in."**



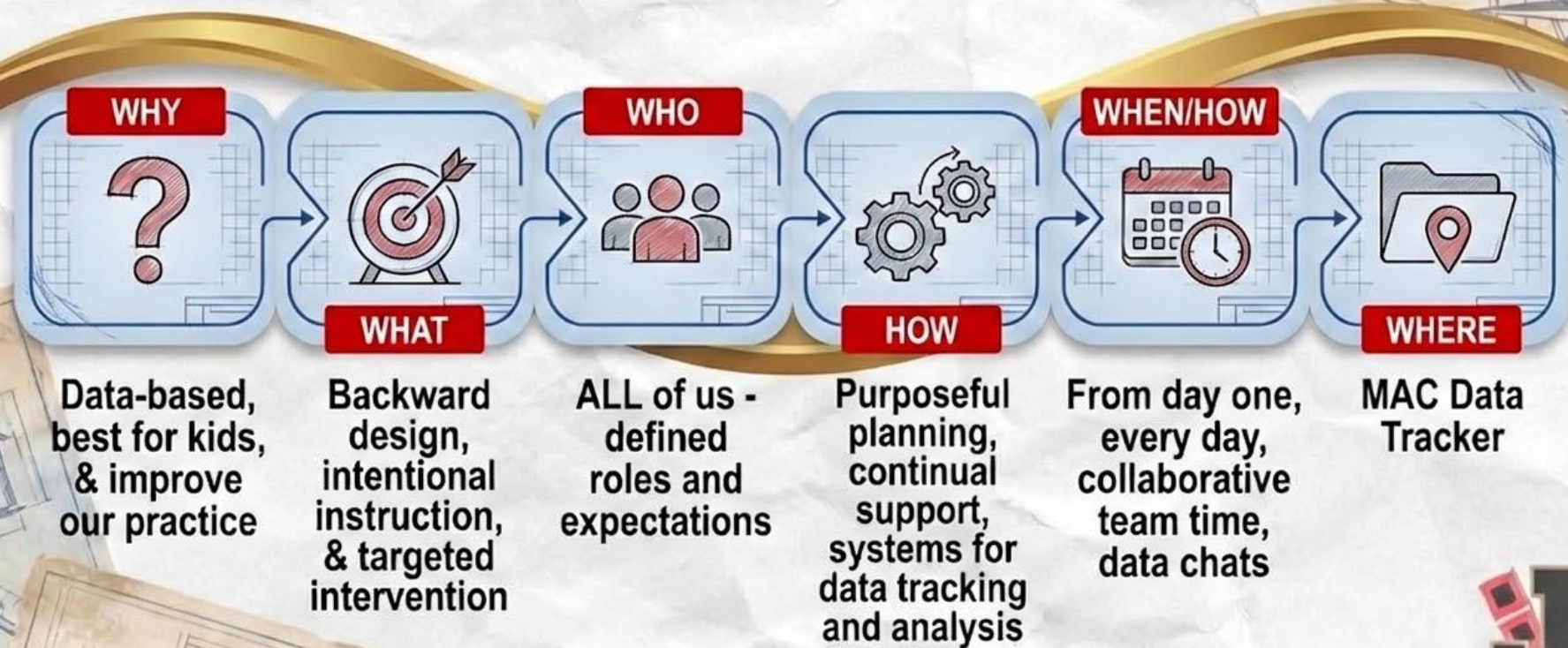
**We had to walk back,
provide clarity, establish
purpose, and co-build
the structures.**

System-wide RESET...



The Data Journey @ DMJHS

The Process...



Where we are & where we're going...

Current Resources



[Click Here](#)
**MAC Data
Tracker**



[Click Here](#)
**Data
Protocols**



[Click Here](#)
**Interim Data
Meetings**



REPORT CARD	
MATH	A
READING	B
SCIENCE	A
GRADE	A-
COMMENTS	

[Click Here](#)
**School Report
Card Template**

Future Plans

- 
- Revamp what "PLC" looks like @ MAC
 - Intensely intentional and hyper-focused





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