

## CONTINUUM “Likes”

*All info in this document reflects responses from yellow cards turned in at 2010 INTC Annual Conference asking  
What questions, comments, and/or concerns do you have about the Continuum document?*

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| <ul style="list-style-type: none"><li>• Real appreciation for its format</li><li>• Love the format</li><li>• Nice to have the guidance and detail provided</li><li>• Great detail – lots of good thought</li><li>• The continuum seems to be a useful formative assessment tool; gives us a common language to build our program</li><li>• Is a refocusing document for our mentoring program</li><li>• Helping to make a plan for our program</li><li>• Like the 4 stages of development</li><li>• Ability to compare rates with people across the state about how they are implementing mentor programs has been extremely informational</li><li>• Appreciate how it mirrors the format of the new teacher self-assessment continuum</li><li>• Very useful to guide the survey revision planned in our district.</li><li>• Provides districts with a good framework to develop and/or build their induction program.</li><li>• Really like it; am excited to begin using it in our program</li><li>• Appreciate the logical sequence it provides</li></ul> | <p>as we think about the coming year</p> <ul style="list-style-type: none"><li>• Very impressed by the specificity and clarity of the breakdown of each standards components and the progression it offers; helps provide vision and goals to achieve potential</li><li>• Provides necessary guidance as we think about making decisions for the upcoming school year.</li><li>• Great ideas went into its creation</li><li>• Will help ground our work, help us improve our practice...was able to use it during our discussion today</li><li>• Useful information</li><li>• Is a great way to have shared knowledge, common language and a plan is moving forward in our practice</li><li>• Will provide the basis needed to spell out the specific roles and responsibilities involved in the mentoring/induction program</li><li>• A great guide when discussing program growth</li><li>• Great that it is now in print</li><li>• Excellent document</li><li>• Love the continuum - easy to see where we need improvement</li></ul> | <ul style="list-style-type: none"><li>• Love the possible evidence – helps clarify</li><li>• Provides a clear progression for programming</li><li>• It helps to identify strengths and areas for growth for further program decisions.</li><li>• Can't wait to use it-- great for administrators to focus on</li><li>• Enjoyed having the possible evidence listed under the individual component under each standard.</li><li>• A needed document; now going to serve programs well as they continue to improve their program</li><li>• The linear layout works really well</li><li>• Is well explained and easy to use</li><li>• A huge missing link that will provide info to programs to see where they are and move forward</li><li>• Well organized and user-friendly; really like the “possible evidence”</li><li>• Helpful in our discussion of planning for next year</li><li>• Looking forward to sharing information with my “rookie” on Thursday ☺</li><li>• Looking forward to using it with our teachers</li></ul> |
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## CONTINUUM “Likes” Cont’d.

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| <ul style="list-style-type: none"><li>• Great resource</li><li>• AWESOME job by the group that put it together</li><li>• It is useful for defining what is expected of mentoring programs and possible evidence</li><li>• Helped me to truly see where our program is and what we need to do to move forward</li><li>• Great breakdown</li><li>• Love it...can't wait to implement its use in redeveloping our program</li><li>• Have begun to use the continuum with our stakeholder meetings this spring</li><li>• Good working document – a beginning</li><li>• Excellent tool</li><li>• I like the tool; like the evidence component</li><li>• Lots of thought went into putting this document together</li><li>• Love the document as a 4<sup>th</sup> year pilot...wish it was available at the start</li><li>• Document helps clarify items to be addressed for mentor/new teacher conversations</li><li>• Very thorough and helpful document</li><li>• Nice, organized document to benchmark our goals</li></ul> | <p>and objectives for the mentor program</p> <ul style="list-style-type: none"><li>• Valuable as a self-assessment tool</li><li>• Thank you...it will help us as we develop our program (self-assessment); especially like the suggestions for evidence</li><li>• Appreciate all the hard work put into the continuum; a <u>very</u> useful tool for our program as we move forward</li><li>• Looks great; anticipate using it while we develop our program.</li><li>• The “evidence” box on the criteria section is extremely valuable</li><li>• Goal is to share with districts the process of evaluating programs</li><li>• Practical, “user friendly” ways to use the continuum in the district with all stakeholders</li><li>• Love the examples</li><li>• LOVE IT--so easy to use, to turn into action plans by utilizing the evidence box...WOW</li><li>• A helpful tool that provides guidance for our program</li><li>• Used it to reflect/analyze where our program is; looked at the next level to see what steps we can make to strengthen our</li></ul> | <p>program, new teachers growth, and ultimately student learning</p> <ul style="list-style-type: none"><li>• Good examples – broken down well from establishing to systematizing</li><li>• Enjoyed the information on 7.1 and 7.2...as new teachers we can use all the help we can get</li><li>• Great tool to help define next steps in our program; as a developing program, the language in the continuum pushes for further growth</li><li>• Mentor continuum is <u>very</u> helpful/useful; gives programs a best-practice standards ☺</li><li>• The document is very helpful</li><li>• A lot of good information</li><li>• Seems like a great resource</li><li>• Will be able to use to help our program focus on our strengths and weaknesses; gives a detailed description of the standards which is also helpful. ☺</li><li>• Helpful to know where we stand; helps us to be honest with ourselves...and look at the man in the mirror ☺</li><li>• A well-developed document</li></ul> |
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## CONTINUUM “Improvements/Suggestions/Comments”

- Our mentoring program has been around/developed for 9 years, however we don't really include the administrators too much in the process; this is a good thing because it helps secure the trust between the mentors and mentees, as a result, our program is great 😊
- Wondering if it would benefit programs to have new teachers (at the end of their induction) use the continuum to evaluate their program provider
- Continuum needs to include more student outcome areas.
- Color coding would be even better than linear layout
- A concern about the continuum has to do with how thoughtfully folks will approach the self-assessment, digging deep to interpret the meaning of cell descriptors
- Please reiterate that the continuum is fluid and your goal shouldn't be to get to systematizing and stay there
- Please review that the continuum is fluid and always in flux.
- Please reiterate that this document should be constantly looked at for reflection on the program.
- We will need to be trained on the continuum
- The continuum needs to include a section on matching student achievement to mentoring outcomes
- We should have some professional development on the continuum
- All involved would benefit from professional development on the continuum
- Not sure how you move from one level to another across
- The continuum scenario used during the pre-conference would be useful
- Continuum is aimed at districts...those who work with more than one district have to tweak to fit
- The document is very helpful but needs to be shortened or reduce the number of standards
- Please point out how the continuum addresses effects on student growth
- The document seems a bit overwhelming for a beginning/developing program

## CONTINUUM-Related Questions

1. Very commendable work...effective implementation will be the key; perhaps some in-service?
2. I like the tool – but 9 is too many standards; streamline – simplify?
3. How can we evaluate student progress through new teacher progress?
4. What can we do to ensure that new teachers and mentors are putting in the time that is needed to have a qualitative outcome?
5. How do you plan, and where, for sanctioned time for mentors?
6. How do you provide time proficiently and effectively for mentors and mentees to observe each other?
7. Where can the time be found to meet with mentors as more and more \$ is taken away?
8. What levers are there for working with principals to improve working environments for beginning teachers?
9. How can we assess students with disabilities on the continuum for a new teacher?
10. Where will we go next as a district? How will we approach the continuum?
11. Does the continuum get reviewed by the state so there is some kind of support?
12. Are there systematic ways which you would suggest on how to assess mentoring programs as they “travel” the continuum?
13. How can we keep the continuum from being used as a rubric for evaluation purposes?
14. Love the continuum but it looks exactly like the teaching continuum. Can they be made to look differently? Color?
15. How do we work the continuum into an NEA document recognized by all educators?
16. How can I break down the continuum into “modules” to work with staff? What is the best way to do this?
17. Will there ever be a formal assessment tool from the state?
18. How can we track best practices for using the continuum for program improvement be reported?
19. How/when can we get more copies? (8 requests)
20. Is there a pdf copy available?
21. Is there going to be an online version available?
22. Do you have more scenarios to share?
23. How do I get it to all my districts?
24. How do you focus your work using the continuum so it doesn't feel overwhelming?
25. What process will be put in place to receive feedback from programs on the use of the continuum?
26. How can I break down the continuum into “modules” to work with staff? What is the best way to do this?
27. Where are student outcomes on the continuum? Shouldn't that be a data point?
28. How do you assess the impact of the standards?
29. With all the budget cuts we are hearing about, will this document ever realize its full potential?
30. Will there ever be statewide expectations for mentor programs and will the state mandate this?
31. How can we increase administrative engagement?
32. Can Moodle be used as the reflective part of the continuum?