



Case study

# PASADENA

INDEPENDENT SCHOOL DISTRICT



Pasadena ISD's ATCP and Mentoring support programs use the Sibme web and mobile platform as a tool to improve teacher effectiveness.



**Pasadena Independent School District** is a school district that is based in Pasadena, Texas. Pasadena ISD covers much of southeast Harris County and serves over 50,000 students in 62 schools.

Organization:  
Pasadena ISD ATCP program

#### Requirements



User-friendly technology



Anywhere/Anytime access to the platform.



Secure and private platform for new teachers and their mentors to collaborate online and store data that was easily accessed by both team members.



Mobile solution for recording, annotating, sharing, and viewing classroom videos.

#### Solution: Sibme



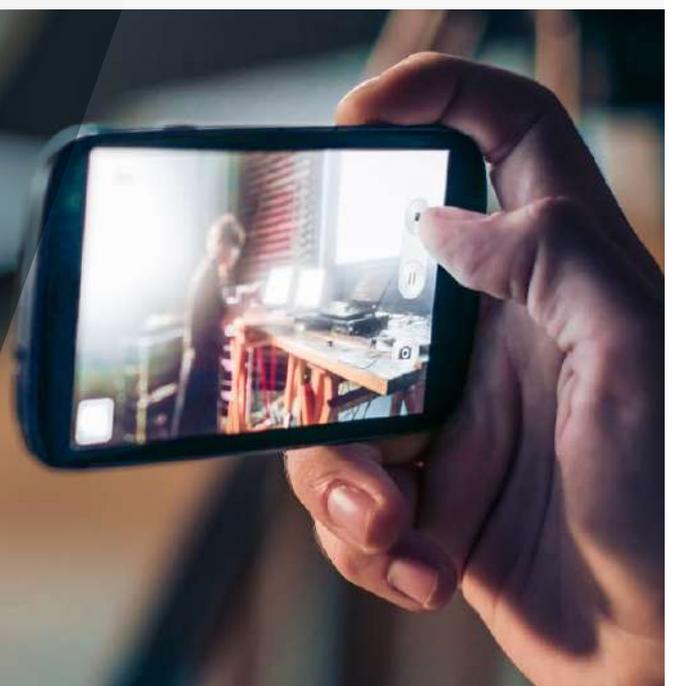
Efficient and time-saving collaboration between new teachers and their mentors



Savings in substitute teacher costs for mentor observations



More informed and targeted feedback



A **goal** of the **Pasadena Independent School District** is to place a highly qualified and highly effective teacher in every classroom. To this end, the district has implemented various levels of support for teachers new to the district:

# Pasadena ISD ATCP program

## About the program

Pasadena ISD's Alternative Teacher Certification Program (ATCP) is unique in that it works solely to provide a high quality teacher for classrooms that are typically short of teachers in the Pasadena Independent School District.

## Goal of the program

The program's goal is not to offer teacher certification but to include certification in an active and supported induction process with the goal of raising student achievement.

## Path to excellence

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## Recruitment

They recruit from a wide variety of career paths and seek people who are passionate about students and public education.

## Training

Once they find the best candidate, their goal is to provide quality teacher training that supports student success.

## Certification

In order for these individuals to enter the classroom, they must have teacher certification.



## Benefits of the program

Pasadena ISD prides itself on providing quality teacher support.

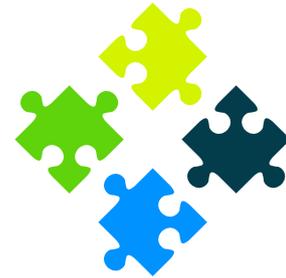


## Program Support

The Alternative Teacher Certification Program supports teachers in both the classroom and in an adult classroom setting. Instructional Specialists serve the program as field supervisors and as trainers. These individuals are highly trained in district initiatives and offer support in the understanding and implementation of the initiatives.

Specialists are assigned to campuses based on their own instructional strengths. They have a specialist for the high school campuses, a specialist for the intermediate and middle schools, and one for the elementary campuses. Specialists establish strong relationships with the teachers, their mentors, and the staff on the campuses. When the specialists visit campuses, they take time to stop in to visit the teacher and the principal. If the principal is not available, they leave a message of their visit. In addition to the full observations, specialists conduct quick-visits, which are brief opportunities to check on the intern teachers.

# Mentoring Program for New Teacher Support



## About the program

The Pasadena Independent School District's Mentoring Program trains and supports approximately 450 mentor teachers and 28 lead, Master Mentors annually.

## Internship Program

An integral piece of the certification process is an internship that is supported by a system of induction.

- Each intern in the program is assigned a campus mentor.
- Whenever possible, the mentor is certified in the same subject area or at the same level in which the intern is seeking certification.
- Intern teachers are given the opportunity to become reflective practitioners through their work with the mentor teacher.
- Interns and mentors work together to examine, analyze and reflect on the craft of teaching.



## Formative Assessment System

The structure of this work is a Formative Assessment System that guides the new teacher through the complex process of learning to teach.

The Formative Assessment System, a collection of protocols and tools patterned after that of the New Teacher Center (Santa Cruz, Ca) includes activities and observations that take place during the school year.

### Advantages of the Formative Assessment System

Through the collaborative coaching process:



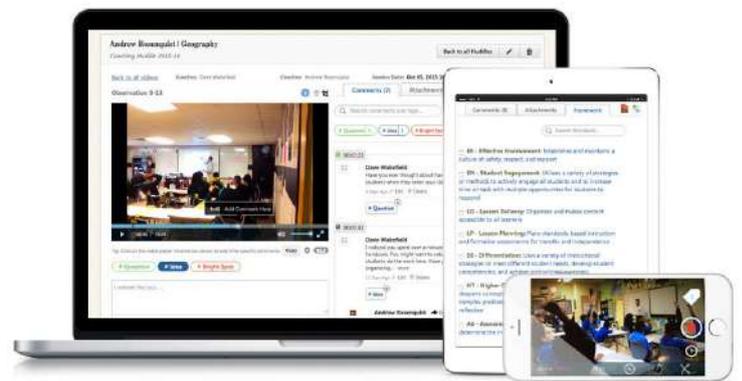
## Tool: Sibme Platform

The Pasadena ISD ATPC program implemented Sibme for various applications at the campus level, including using video for new teacher self-reflection, for work with the mentor, for work with the content instructional coaches and for work with professional learning communities/teacher teams.

### Streamlining classroom observations

Classroom observations have historically been infrequent and compliance-driven. When Pam Grossman, Director of the Pasadena ISD ATPC program, and Diana Gomez, Coordinator of the Pasadena ISD Mentoring program, began researching solutions for streamlining the observation process in order to make the observation process more efficient and informative for both mentors and new teachers, video came to mind.

Videotaping classroom observations is not new to teacher development; however, until recently, using video to reflect on instructional practice and coach teachers was not worth the opportunity cost. This was in spite of the fact that significant research shows video has the potential to enhance and accelerate teacher development. Pasadena ISD Mentoring Program previously experimented with video through a flip camera project sponsored by a university teaching program, but teachers found it too cumbersome and found collaboration hindered by the inefficient technology.



Contrastingly, the modern and ubiquitous 21st technology of smartphones and tablets, coupled with cloud-storage technology, makes it possible to seamlessly embed video into the workflow of the classroom observation process for both in-person and remote-based observations. Instead of scripting notes during in-person classroom observations, a mentor or coach can now video-record an observation, take a few notes, collect their thoughts. They can then use these notes and corresponding video to annotate feedback, questions, and comments at a later time. Additionally, since they can rewind and pause specific moments during the lesson and provide time-stamped comments using Sibme, they are able to provide more targeted, in depth feedback to each observation. This maximizes the efficiency of the feedback cycle.

## Challenge

Pasadena ISD ATCP requires six intern and six mentor classroom observations throughout the school year. Both Pam and Diana recognized the challenge and cost of supporting interns, since most of the mentors in the program maintain concurrent classroom schedules as their interns. Since substitute teachers are needed to cover their classes, the cost of providing extensive observation opportunities is great. Scheduling in-person observations is also difficult and often takes place during arbitrary times. A cloud-based video solution seemed to have the potential to eliminate a lot of this hassle.

After setting up 75 Pasadena ISD Mentor/Intern Huddles, a collaborative workspace to share videos of classroom teaching and related materials, a training day was conducted to review the research behind video-enhanced professional learning as well as practice utilizing the platform. Overall, the four-hour training helped the mentors and interns to begin thinking about how they could implement the tool into their daily practice. Not only could the tool be utilized for classroom observation feedback, but it could also be used for modeling strategies and instructional practices.



## Solution

Because the Pasadena ISD ATCP team have varying degrees of technological literacy, it was important for Pam Grossman and her colleagues to choose a solution that would be easy for all users to understand, including those who were uncomfortable with technology. They looked at Sibme and one other provider and decided on **Sibme**.



*I recognized the potential for video to impact instruction and accelerate teacher development, but I was skeptical, since we had been down this path before. Technology should enhance your work and make you more productive. I didn't find that to be the case when we implemented video the first time.*

### Pam Grossman

Director of the ATCP program,  
Pasadena ISD



*I easily grasped and understood the Sibme solution. It took our team very little time to explain how to use Sibme for our program's needs. Education programs run on thin budgets, and Sibme's solution was far more affordable than the other quote we received. We chose the platform that was the most user-friendly for our team and offered us the most value in regards to core features, which included mobile video capture and sharing, time-stamp comments and annotations, security and privacy for our interns and their mentors, and finally the ability to print and export video comments and notes to be placed in each intern's portfolio.*

### Diana Gomez

Coordinator of Mentoring,  
Pasadena ISD



Sibme is a video coaching and collaboration platform designed to improve teaching and learning. Keep videos, resources, feedback and discussions organized across teams, schools, districts, teacher preparation programs, and education-related organizations.

To learn more about what Sibme can do, please visit [www.sibme.com](http://www.sibme.com) or email us at [info@sibme.com](mailto:info@sibme.com).