Mentoring Guide

From Surviving to Thriving

DoDDS Pacific

Dear Teacher Mentors:

Schools that care about the success and effectiveness of incoming teachers understand the need to establish a way of inducting newcomers to the norms and expectations of the school. Ultimately, our expectation is that support provided to new teachers will impact the learning of children, for that is what we are all about. Recognizing this connection, in the fall of 1997, I made a commitment to establish a strong mentor program for incoming educators. It began with training for a small group of volunteers who led this initiative in their schools. During the past five years, the Pacific Director's Office and district offices have supported and expanded upon the initial training and established local priorities.

We have used the term "incoming teachers" to encompass teachers new to DoDDS, DoDDS teachers transferring to a new district or school, teachers changing grade levels or subject matter, and teachers new to the profession. School personnel may use this guide to develop and expand their district and local mentor programs. The study groups modules described in this guide should be used with on-going training of mentors in the school.

As a mentor, you are an integral component of a team striving to promote the effectiveness of incoming teachers. Working together, mentors, principals, support personnel, and incoming teachers will provide a quality education for DoDDS-Pacific students.

I extend my personal thanks to you for volunteering your time to ensure a successful beginning for our incoming teachers. Without your willingness to share your knowledge, skill, and expertise, we could not have the kind of support program I envision. I wish you a most successful school year.

Sincerely,

Dr. Nancy C. Bresell
Director, DoDDS Pacific

How to Use this Guide

Congratulations on agreeing to become a mentor. You are about to embark on a rewarding and worthwhile endeavor. The support you give to an incoming teacher will make a difference for many children in the years to come. Not only will your mentee benefit from your assistance and collegial support, but you will also continue to grow and learn.

The Mentoring Guide is meant to be a resource to area, district, and school lead mentors or groups of mentors in a school or complex. The study groups are designed to provide regular and on-going opportunities for mentors to continue to refine their skills and provide support to one another. Some of the study group sessions would be appropriate to use at a faculty meeting, grade-level or team meeting, or department meeting.

There are several ways a school or complex could organize themselves to use this guide. It is recommended that a schedule for meeting regularly is developed early in the school year. Lead mentors who have been through the training would be ideal study group facilitators. However, the study groups are designed to be self-explanatory and mentors could rotate the responsibility of facilitation as they feel comfortable.

Not all meetings need to be a presentation of new material. In order to support each other as mentors, problem-solving and sharing sessions should be scheduled. Most of the study groups are about one half hour in length. Sharing and problem solving could be incorporated into one of these shorter sessions. You may also want to have some study groups with both mentors and incoming teachers present.

The study groups do not necessarily have to be presented sequentially. They have been organized by themes and it is hoped that schools will review the content and choose those study groups that meet the needs of the school. Mentors should feel free to make any additions or changes to the study groups. The times listed for the study groups are estimates. A school group may wish to extend the study of a particular topic.

When using the guide electronically, the table of contents is set up to simply click on the desired study group title and it will go directly to that page. To return to table of contents, simply click on the return arrow on the tool bar.

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Study Group 1: The Importance of Mentoring (30 Minutes)	**Facilitator Notes**

The purpose of this study group is to provide the rationale for mentoring and to explain what steps have been taken thus far in developing a plan for a mentoring program. This session could be considered an organizational meeting.

Why are we here?

Share background information such as:
- Purpose of the program
- Share goals of the program
- Share that roughly 50% of teachers leave the profession in the first 5 years
- Share transparency on research on new teacher support

Discussion:
- How are incoming teachers supported in your school?
- How can mentors provide additional support to incoming teachers in your school?

T: Purposes and goals of the mentoring program

T: New Teacher Support

Vision Statement

The long-term vision of the DoDDS-Pacific Mentor Program is to retain quality teachers. It is critically important that teachers new to the school, and to DoDDS-Pacific receive the support, advice, and direction necessary to make their first year's experience as successful and meaningful as possible.

Mission Statement

DoDDS-Pacific understands that support for incoming teachers within the school is our mission. It will determine not only how well they perform their duties but their longevity within our system. Mentoring, a unique function within the educational environment, allows the teacher to obtain the support and professional expertise necessary for a successful experience. The mentoring process ultimately helps incoming teachers master two tasks:

1. Effective use of the skills of teaching
2. Adaptation to the social system of the school

Program Goals

- To promote quality education and student achievement
- To provide incoming teachers with basic processing information
- To familiarize the incoming teacher with DoDDS, district and local school procedures, and guidelines as such affect professional growth of incoming teachers
- To provide support and encouragement of incoming teachers
- To foster retention of incoming teachers

Program Objectives

To provide:
- Training and guidance for mentors
- A non-threatening environment for incoming teachers
- Familiarization of DoDDS/local school policies and procedures
- Basic information for processing/acclimation
- Ongoing support, encouragement, and networking
- Training/guidance to incoming teachers
- Opportunities for incoming teachers to be successful in effective teaching practices and professional development experiences
- Reflection, evaluation, and update of the program's progress
- Opportunities for mentor teachers to assist incoming teachers
- A mentor contact person at teach local school to facilitate communication

New Teacher Support

1.   Beginning teacher support made a difference.

2.   Beginning teachers did not drop out at the same rates when they received on-going support; in fact, data indicated that well over 90% of the beginning teachers who received on-going support remained in the profession and they were more satisfied with teaching as a career choice.

3.   Classroom teaching improved - especially the teaching of diverse student populations.

4.   Mentors, although usually excellent veteran teachers, improved in their teaching practice, too, and were more apt to serve in teacher leadership roles.

California New Teachers' Project, 1992

Study Group 2: Article Jigsaw (40 Minutes)	**Facilitator Notes**

The purpose of this study group is to allow participants to read some of the literature on new teacher support. The articles can be assigned ahead of time or the participants can read the articles in the study group session. This study group is developing an awareness about needs of new teachers and the importance of mentoring.

1. Number off 1 to 3.

2. Assign articles based on number. Have participants read the article and be prepared to share the key points of the article and how it informs their thinking about mentoring. All of these articles can be found in the March 2002 issue of Educational Leadership magazine.

    1's – "Keeping New Teachers in Mind" Johnson & Kardos
    2's – "Essential Skills for New Teachers" Freiberg
    3's – "Induction: The Best Form of Professional Development" Wong

3. Discuss the key points for each of the articles and how they may relate to the incoming teachers and a mentoring program in your school.

You may wish to have copies of all the articles available for everyone or at least a master copy so interested participants can make a copy.

Articles

Study Group 3: Difference Between Mentoring/Meeter-Greeter/Sponsor (30 Minutes)

The purpose of this study group is to identify ways the mentors have different roles and responsibilities from meeter-greeters. We want to emphasize that our goal is to move incoming teachers from beyond just surviving to thriving in their new school.

1. Explain briefly why this initiative is more than just greeting incoming teachers and seeing that their logistical needs are met.

2. Depending on the size of the group, invite participants to complete the Venn Diagram in pairs stating what they see as the differences and similarities between mentors and meeter-greeters.

   HO: Roles of Meeter-Greeter and Mentor

3. Share with another pair and add/refine diagram.

4. Discuss with the entire group. Create one large Venn Diagram.

   Chart Paper
   Markers

5. Discuss how Mentors are different from Meeter-Greeters and what this might mean for your program. Review Checklist for Incoming Teachers and see if there are any changes you would make.

   HO: Checklist for Incoming Teachers

If you have sponsors who act separately from the meeter-greeters, you should also discuss how that role is different.

   HO: Expectations of Mentors

6. Share the Expectations of Mentors that was developed by the DoDDS-Pacific Area Office. Discuss how these expectations align with how you view the role of the mentor.

Checklist for Incoming Teachers

Listed below are some suggested tasks for the Meeter/Greeter to complete in order to assure the **smooth transition** of incoming teachers to our schools.

Meeter/Greeter has:

_____ 1. Made contact with the incoming teacher prior to arrival (e.g., phone calls, email, letter, FAX)

_____ 2. Sent welcoming packet

_____ 3. Made arrangements to "greet" the incoming teacher upon arrival at the airport or at the assigned base, and informed the school sponsor.

_____ 4. Secured billeting at one of the billeting locations on or off base.

_____ 5. Informed the incoming teacher of traffic conditions possibly resulting in a long drive from the airport to the base.

Listed below are some tasks for the Sponsor to complete in order to assure a **smooth transition** of incoming teachers to your schools.

Sponsor helps the incoming teachers:

_____ 1. Obtain an I.D. card

_____ 2. Obtain a SOFA stamp

_____ 3. Take driver's test

_____ 4. Set up bank or credit union account

_____ 5. Learn about the use of the clinic and pharmacy

_____ 6. Learn to call the school from off base

_____ 7. Secure transportation and housing

_____ 8. Learn about local culture and customs

Incoming Teacher Checklist

Listed below are some tasks for incoming teachers to complete in order to assure a **smooth transition** to our schools. The grade level chairperson can help the incoming teacher with any questions he/she might have. Much of the information needed to complete these tasks may also be found in the **Teacher Handbook**.

Incoming Teachers should:
_____1.   Read Teacher Handbook/Parent-Student Handbook thoroughly at a quiet time
_____2.   Acquire plan/grade book in supply and fill in calendar dates
_____3.   Make class list . . .
_____4.   Pick up attendance cards at office and record names.
_____5.   Set your room clock.
_____6.   Make a substitute's folder (form in handbook).
_____7.   Make a time schedule (form in handbook). Put one in substitute's folder, one in plan book, and give one to the office.
_____8.   Make out hall passes and bathroom passes if you use them.
_____9.   Procure supplies from supply room.
_____10. Make pocket cards if you use them for a discipline chart.
_____11. Make and post classroom rules as listed on the discipline slips.
_____12. Make a seating chart.
_____13. Make name tags if you use them.
_____14. Prepare letters to send home the first day, to include your homework policy.
_____15. Make lesson plans.
_____16. Make and post rotation schedule of specialists for the children.
_____17. Post a time schedule.
_____18. Procure teaching materials such as: extra textbooks, curriculum guides, curriculum standards, and related materials.
_____19. Turn in request for volunteers to the Volunteer Coordinator's mailbox.
_____20. Display a calendar.
_____21. Familiarize self with fire drill routes and practices.
_____22. Take a school tour.
_____23. Find out about use of teacher equipment (e.g., copier, laminating machine).
_____24. Complete room setup.
_____25. Learn mail room policies.

Expectations of Mentors

- Mentors are expected to make a full year commitment to the program.
- A teacher's performance appraisal will not be affected by his or her performance as a mentor.
- The school mentoring team should work with the administration to delineate support practices for mentors for their respective school. This might include allowing the mentoring responsibility to serve as a substitute for membership on a committee, designating special acts awards for mentors, providing release time for peer observations, and/or incorporating mentoring in to the school's staff development process.
- Mentors should be willing to provide a support system within the school.
- It is recommended that each school create a mentoring team. The entire team is expected to serve as mentors for all incoming teachers in a school.

The DoDDS-Pacific Area Districts pledge the following support for mentors:

- On-going training and follow-up (when funding and substitute allocations are available)
- Resources and recommendations for resources (materials and people)
- Coordination of a district mentoring leadership team
- Continued support for the meeter/greeter and sponsorship programs

Guidelines for Success as a Mentor

- Schedule meetings between the incoming teacher and the mentor frequently. Being a support teacher requires that participants make time for support activities. This may even involve meetings during non-school hours.
- Stress that the mentor is available at any time
- Maintain confidentiality. As a mentor you are building a relationship of trust and mutual respect.
- Serve as a role model for the incoming teacher.
- Conduct conferences designed to increase the incoming teacher's esteem and feelings of comfort in the school.
- Serve as a resource person for the incoming teacher.
- Assist the incoming teacher in developing relationships with other faculty, staff, and community members.
- Give the incoming teacher the option to accept or reject the mentor's suggestions.
- Be flexible.
- Be sensitive to the needs of the incoming teacher.

Possible Mentor/Incoming Teacher Pitfalls

- **Overprotection:** The mentor cannot shield the incoming teacher from every possible mistake.

- **Mentor Inflexibility:** Permit the incoming teacher to pick and choose from the advice and modeling offered.

- **Substandard Goals:** The incoming teacher's growth potential should not be based on the mentor's limitations

- **Mentor Dominance:** Don't bedazzle the incoming teacher with personal skill and knowledge

- **Lack of Communication/No Communication:** It is important to communicate often and effectively with the incoming teacher.

- **Lack of Follow-through:** Display task commitment and dedication to the education profession.

Roles of Meeter-Greeter and Mentor
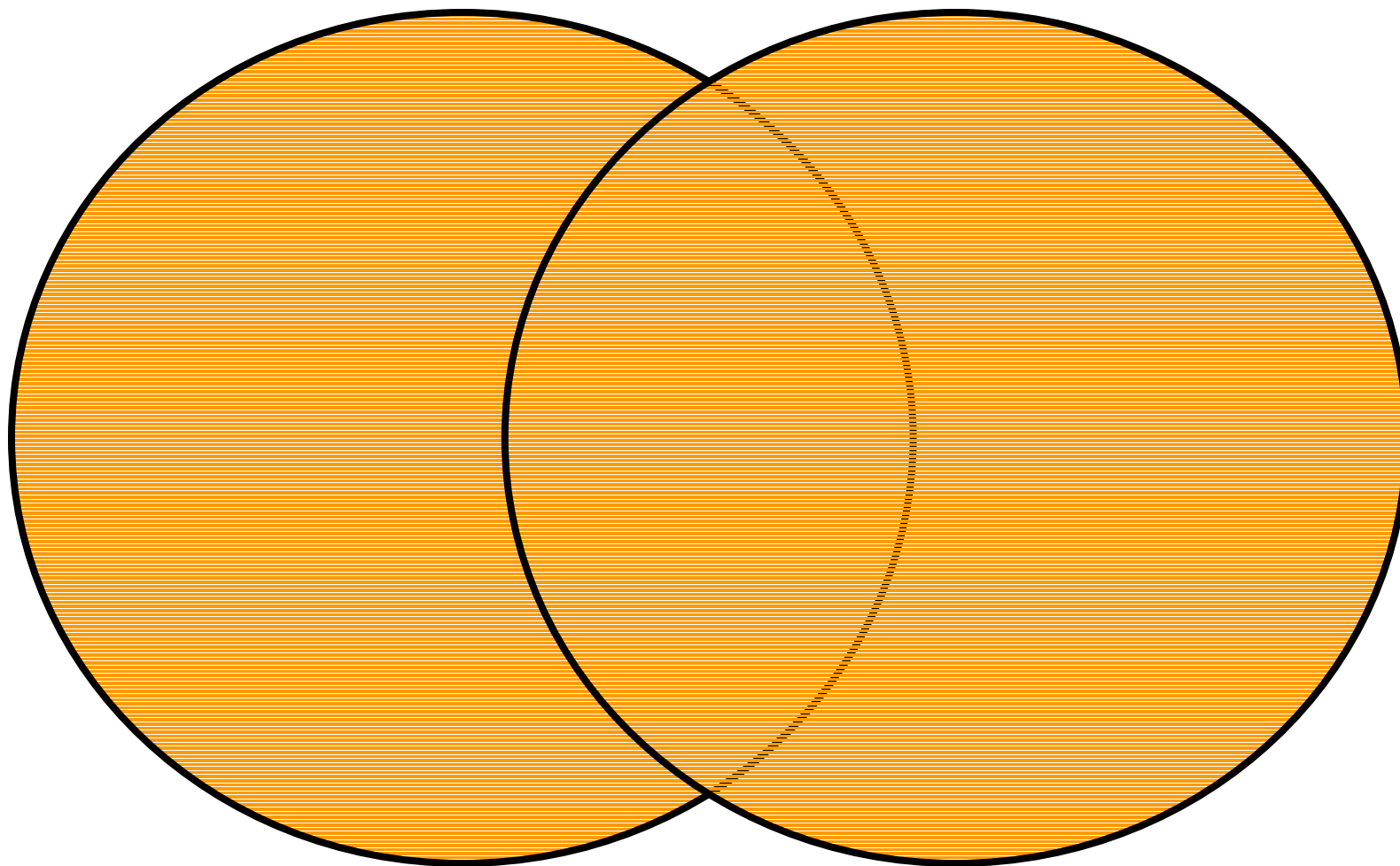
Meeter-Greeter	Mentor

Study Group 4: Who Mentored You? (30 Minutes)	**Facilitator Notes**

The purpose of this study group is to connect with personal experiences of being mentored in order to inform how we think about being a mentor.

1. Individually, complete the handout Who Mentored You?

   HO: Who Mentored You?

2. Share at your table how you came to learn what you know – Who was your mentor? How did they help you? What does that experience teach you about how you want to be as a mentor. Have a recorder.

3. Chart whole group.

4. Share the HO: Attributes of an Effective Mentor and discuss.

   HO: Attributes of an Effective Mentor

Who Mentored You?

1. As you think to your early years in teaching, does anyone stick out as someone who helped you grow and reflect as a teacher?

2. What was it that made each of them a great mentor? What did these important people have in common?

3. What might these experiences teach you about how you want to be as a mentor? What lessons can you take away from these role models?

Study Group 5: Role of the Mentor – Formative vs Summative (30 Minutes)	**Facilitator Notes**

The purpose of this study group is to help the mentor define their role and identify how it is different from what an administrator might do. Mentors are being asked to help the incoming teacher assess his/her needs and address them.

1. Share "The Role of the Mentor."

2. Our goal is to help teachers become more reflective practitioners by providing feedback. The skills of a reflective practitioner are identified in the HO: Reflective Practitioner Jigsaw. As a mentor, we might work with the incoming teacher an any piece of the jigsaw puzzle. Share with a partner things they do in their classroom for each piece of this jigsaw.

3. Identify at each table what might be sources of data for teachers to use as feedback on their teaching and student learning in their classrooms. Share the list of some additional possible sources.

4. Share definitions of formative and summative assessment. With a partner identify what your administrator does for each of these types of assessment. Our role as mentors is to provide formative assessment - not to evaluate. Discuss: How is our role as a mentor similar/different from an administrator's role?

Note: Any feedback of the incoming teacher is kept separate and apart from evaluative decisions made by a site administrator. There is a difference between the support beginning teachers engage in with their mentors and the evaluation process beginning teachers go through with their principals. If a beginning teachers wants to share assessment information with their site administrator, they may. The assessment information generated during the mentoring relationship belongs to and is owned by the incoming teacher. The mentor is not at liberty to share information with the administrator.

Facilitator Notes column:

HO: The Role of the Mentor

HO: Reflective Practitioner Jigsaw

HO/T: Sources of Data and Information
HO/T: Some Possible Sources of Data and Information

HO/T: Formative <u>vs</u> Summative Assessment

The Role of the Mentor

The primary role of the mentor is to provide support to the incoming teacher in _assessing_ his/her teaching and student learning by:

- helping incoming teachers collect their own data and information,

- providing data and information,

- promoting opportunities for reflection, and

- helping incoming teachers plan.

The Reflective Practitioner Jigsaw

Considers insights

Modifies and refines strategies

Plans

Makes deliberate decisions

Implements, assesses and reflects

Seeks evidence of impact on the learner

Has and uses a repertoire of strategies

Matches strategies to students and situations
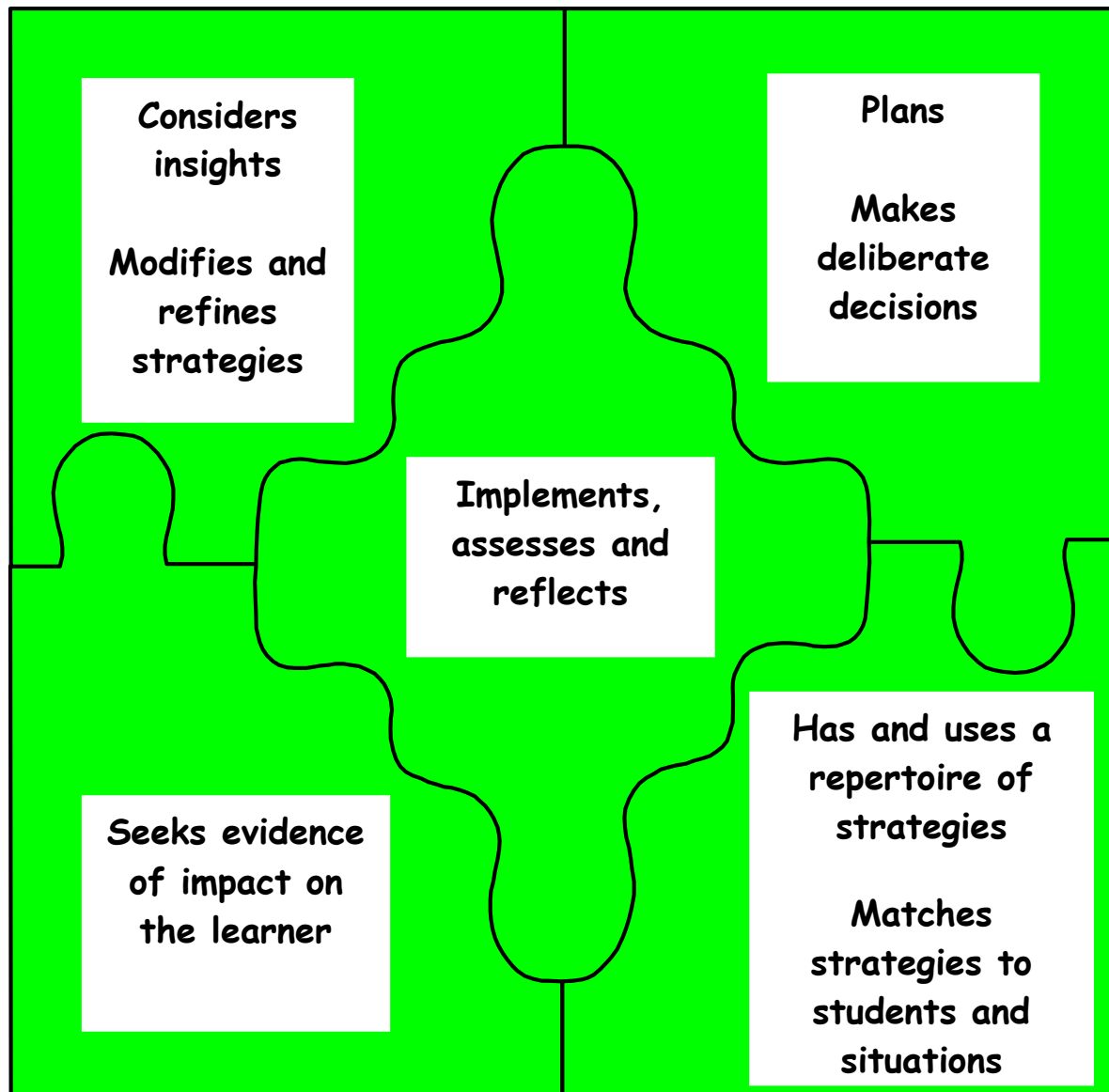
Sources of Data/Information

What might be sources of data teachers could use as feedback on their teaching and student learning in their classrooms?

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Some Possible Sources of Data/Information

- **Peer Observation**

- **Watching someone else teach**

- **Sharing with colleagues**

- **Video-taping**

- **Looking at Student Work**

- **Self-assessing**

- **Interactive Journals**

- **Problem Solving**

- **Conferencing**

- **Student/Parent Feedback**

- **Administrator's Observation Feedback**

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Formative vs. Summative Assessment

Formative, adj.   Helping to shape, develop, or mold

Webster's Unabridged Dictionary

Formative Assessment: ==Data== about the performance of a learner collected ==over time== and compared to set criteria. Formative assessment is used to support ==growth== over time and is ==interactive.==

Summative Assessment: An ==evaluative== summary of the learner's knowledge and ability. Summative Assessment is used to make a determination at one point in time about how much a learner knows and can do.

Study Group 6: A Continuum for Effective Support (40 Minutes)	**Facilitator Notes**

This study group is intended to convey the message that support is tailored to the situational and professional needs of the incoming teacher. It provides an opportunity for participants to consider how they can use the incoming teacher's language and behavioral cues in addition to the formative assessment data to guide how they can support the teacher.

1. Share the Continuum for Effective Support. Notice that on the left the mentor is in control of the flow of information and the beginning teacher tends to be more a passive participant in the interaction. The middle of the range describes more collaborative interaction strategies where the mentor and the beginning teacher are more equally engaged in the problem solving and the thinking. Each contributes ideas and resources. At the far right are strategies where the flow of information is largely from the beginning teacher to the mentor; the mentor is primarily engaged in facilitating the beginning teachers thinking and problem solving. Collecting data for Feedback is the "What" we provide incoming teachers. The Continuum for Effective Support is the "How."

    HO/T: Continuum for Effective Support

2. Point out that the mentors need to be prepared to select strategies across the entire range of the Continuum for Effective Support in response to the needs of the incoming teacher. Note that all three of these strategies are appropriate at different times and in response to the varying needs of the beginning teacher. Support is situational.

3. There are also skills that go with these different strategies. Even if we want to move to another level, we may not feel we have the skills to do so. In subsequent study groups, we will examine some of the skills needed to support reflection and autonomy.

4. In pairs or triads, describe the circumstances of an incoming teacher AND the language or behavioral cues one might note that would indicate to a mentor what sort of support strategies he/she might choose to use with that incoming teacher. (10 minutes)

5. Share out and record on a transparency. Some possible examples:

Directive	Collaborative	Non-Directive
Confused about the problem	Can define the problem	Can think of many perspectives of the problem
Does not know what can be done "Show me"	Can think of 1-2 possible responses to the problem	Can generate many alternative plans
Has no repertoire of strategies	Has trouble thinking through a comprehensive plan	Can choose a plan and think through each step

6. Close by reminding participants that their job is to listen to the language and behavior cues of the beginning teacher and to pay attention to the circumstances in order to understand how they might best provide appropriate support. There is no prescription for their work as mentors just as there is no fail-safe way to teach all students. It is important that we act in ways that promote the beginning teacher's learning and improved practice while developing the teacher's professional autonomy. The goal is a teacher who engages in the continual process of self-assessment.

7. Point out how the locus of control shifts from the mentor to the incoming teacher as we move from left to right towards greater teacher autonomy. Define autonomy.

A Continuum for Effective Support

Directive	Collaborative	Non-Directive
• Mentor controls the interaction • Information flows from the mentor to the incoming teacher • Mentor offers suggestions and solutions	• Mentor guides interaction without necessarily controlling it • Information flows between the mentor and the incoming teacher • Mentor and incoming teacher co-construct solutions and materials	• Incoming teacher actively directs the flow of information • Mentor acts as a facilitator of the incoming teacher's thinking and problem-solving • Incoming teacher self-assesses and self-prescribes

From: Glickman

Autonomy

Autonomous teachers:

- **Assume responsibility for themselves, but also see themselves as part of the whole**
- **Are aware of and monitor their own behavior and thinking**
- **Are self-directed**
- **Take responsibility for their actions and their consequences**
- **Have empathy for multiple perspectives**
- **Seek more than one way to approach a problem (flexible)**
- **Are able to set their own outcomes and find ways to achieve those outcomes**
- **Have a continuing desire for growth and self-renewal**
- **Are not dependent upon others' approval**

From: California BTSA Program

Selecting the Most Effective Form of Support

1. Discuss how you might decide what form of support would be most appropriate in a given situation with an incoming teacher.

2. Identify any language or behavioral cues that would help you decide.

3. Describe any circumstances that might help determine which form of support is indicated.

4. Record descriptors in the spaces provided.

Study Group 7: Mentoring Beliefs Inventory (30 Minutes)	**Facilitator Notes**

The purpose of this study group is to give participants an opportunity to identify some of their beliefs in how they should provide support to incoming teachers.

1. Provide each participant with a Mentor Beliefs Inventory and invite them to complete the survey and score it.

2. Review the HO: Continuum for Effective Support. Ask participants to share if they were surprised with the results of their survey.

Note: This survey was adapted from a survey for Instructional Leaders. Some participants may disagree with the way it is scored. Do not allow a long discussion questioning the scoring to ensue but rather point out that this is just one indicator of how they might feel most comfortable as a mentor. The significance is that we want to be sure not to get stuck in one mode of support because the needs of the teacher may call for a different kind of support than that which we are most comfortable. Knowing that our beliefs often unconsciously drive our behavior, we want to be open to developing skills outside our comfort zone. Those skills may include being more directive when a teacher is floundering or learning to trust the teacher to make his/her own decisions and mistakes and learn from them.

HO: Mentor Beliefs Inventory

HO: Continuum for Effective Support

Mentor Beliefs Inventory
(Adapted from Instructional Leadership Beliefs Inventory by
Carl Glickman, <u>Leadership for Learning,</u> ASCD, 2002)

Choose either A or B for each item. You may not completely agree with either choice, but choose the one that is closest to how you feel.

1. A. Mentors should give incoming teachers a large degree of autonomy and initiative within broadly defined limits.
    B. Mentors should give incoming teachers directions about methods that will help them improve their teaching.

2. A. It is important for incoming teachers to set their own goals and objectives for professional growth.
    B. It is important for mentors to help incoming teachers reconcile their personalities and teaching styles with the philosophy and direction of the school.

3. A. Incoming teachers are likely to feel uncomfortable and anxious if the objectives on which they will be observed are not clearly defined by the mentor.
    B. Observations of incoming teachers are meaningless if incoming teachers are not able to define with their mentors the objectives for evaluation.

4. A. An open, trusting, warm, and personal relationship with incoming teachers is the most important ingredient in being a mentor.
    B. A mentor who is too informal and friendly with incoming teachers risks being less effective and less respected than a mentor who keeps a certain degree of professional distance from teachers.

5. A. My role during conferences is to make the interaction positive, to share realistic information, and to help incoming teachers plan their own solutions to problems.
    B. The methods and strategies I use with incoming teachers in a conference are aimed at our reaching agreement over the needs for future improvement.

6. In the initial phase of working with an incoming teacher . . .
    A. I would develop objectives with the teacher that will help accomplish school goals.
    B. I would try to identify the talents and goals of incoming teachers so they can work on their own improvement.

7. When several teachers have a similar classroom problem, it would be better to . . .
    A. Have the teachers form an ad hoc group and help them work together to solve the problem.
    B. Help teachers on an individual basis find their strengths, abilities, and resources so that each one finds his or her own solution to the problem.

8. The most important clue that an inservice workshop is needed is when . . .
    A. The mentors perceive that several incoming teachers lack knowledge or skill in a specific area that is resulting in low morale, undue stress, and less effective teaching.
    B. Several teachers perceive the need to strengthen their abilities in the same instructional area.

9. A. The mentoring team should decide the objectives of an inservice workshop because they have a broad perspective of the teachers' abilities and the school's needs.
    B. Incoming teachers and the mentoring team should reach consensus about the objectives of an inservice workshop before the workshop is held.

10. A. Teachers who feel they are growing personally will be more effective in the classroom than teachers who are not experiencing personal growth.
    B. The knowledge and ability of teaching strategies and methods that have been proven over the years should be taught and practiced by all teachers to be effective in their classrooms.

11. When I perceive that my incoming teacher might be scolding a student unnecessarily,
    A. I explain, during a conference with the incoming teacher, why the scolding was excessive.
    B. I ask the incoming teacher about the incident but do not interject my judgments.

12. A. One effective way to improve incoming teacher performance is to formulate clear goals and objectives and create a plan for achieving them.
    B. Goals and objectives are rewarding and helpful to some teachers but stifling to others; also, some teachers benefit from goals and objectives in some situations but not in others.

13. During a pre-conference . . .
    A. I would suggest to the incoming teacher what I could observe, but I would let the incoming teacher make the final decision about the objectives and methods of observation.
    B. The teacher and I would mutually decide the objectives and methods of observation.

14. A. An improvement occurs very slowly if teachers are left on their own; but when a group of teachers works together on a specific problem, they learn rapidly and their morale remains high.
    B. Group activities may be enjoyable, but I believe that individual, open discussion with an incoming teacher about a problem and its possible solutions leads to more sustained results.

15. When an inservice or staff development activity is scheduled for incoming teachers...
    A. All incoming teachers should be expected to attend it.
    B. Incoming teachers should be able to decide if the workshop is relevant to their personal or professional growth and, if not, should not be expected to attend.

Scoring: Circle your answer from the inventory in the columns below.

Directive Approach	Collaborative Approach	Non-Directive Approach
1B	1A	
	2B	2A
3A	3B	
4B		4A
	5B	5A
6A		6B
	7A	7B
8A		8B
9A	9B	
10B		10A
11A		11B
12A	12B	
	13B	13A
14B	14A	
	15A	15B

A Continuum for Effective Support

Directive	Collaborative	Non-Directive
• Mentor controls the interaction • Information flows from the mentor to the incoming teacher • Mentor offers suggestions and solutions	• Mentor guides interaction without necessarily controlling it • Information flows between the mentor and the incoming teacher • Mentor and incoming teacher co-construct solutions and materials	• Incoming teacher actively directs the flow of information • Mentor acts as a facilitator of the incoming teacher's thinking and problem-solving • Incoming teacher self-assesses and self-prescribes

From: Glickman

Study Group 8: Adult Learning (30 Minutes)	**Facilitator Notes**

The purpose of this study group is to examine how adults like to learn and determine the implications for a mentoring program.

1. Count off by 6's at the table. Each person reads the section for their number and then explains to the group what this principle of adult learning has to do with the mentoring relationship and the incoming teacher learning.

2. Share Carl Rogers quote on empathy and discuss what this has to do with adult learning and mentoring.

HO: Six Principles of Adult Learning
T: Sharing – Adult Learning
T: Empathy

Six Principles of Adult Learning

1. Adult learners are goal-oriented.

Adults usually enter learning situations for specific reasons. The learning results need to have immediate, practical application to them personally.

Guidelines to applying this principle:
- Describe the goals of the program; then ask the adult to express his or her goals in participating.
- Explain what will be covered and why it will be valuable to them. Briefly describe the sequence of events: topics, types of learning processes, and approximate time frames.
- Discuss how the skills learned will benefit them personally.
- When introducing incoming information, describe the learning objective and explain its value to the learner.
- Before leaving a skill or subject area, give the learner an opportunity to apply it to his or her own job.

2. Adult learners have a learning history.

Adults have had a variety of learning experiences, from formal education to on-the-job training. If those experiences were successful, the adult learner will expect to be successful. However, adults who have experienced failure may have negative expectations and be anxious or defensive. Your task is to help participants set positive expectations.

Guidelines to applying this principle:
- Describe what learning processes will be used.
- In setting up practice sessions, describe clearly the results you are looking for.
- Establish and maintain an open, relaxed climate.
- Never force learners to participate in an activity they find uncomfortable.

3. Adult learners have previously-formed habits.

Most adults have established habits - especially thinking patterns. They tend to hang on to these patterns or habits and defend them against other people's efforts to change them until they understand that an incoming approach will work better. Changing patterns/habits requires opportunities to experience success first hand. People rarely make changes for only theoretical reasons.

Guidelines to applying this principle:
- Use a "show me" approach – demonstrate or model the use of a new skill.
- Create opportunities for learners to experience the skill you are teaching. Make sure they experience the results of doing things the new way.
- Listen respectfully to learners who describe other approaches. Acknowledge approaches you believe would work well.
- Ask questions that will cause learners to re-examine old habits and patterns of thinking.

4. Adult learners relate new information to what they already know.

To make learning more efficient, create links between new information and what the learner already knows.

Guidelines to applying this principle:
- When presenting new skills or information, explain how it is like something the learners already know. Use analogies and examples.
- Ask learners how the new material is like or unlike their own experiences.
- As you progress through material, keep drawing links and parallels to skills and information that they already know.

5. Adult learners have opinions about what they already know.

Adults will pass judgment on new information: its validity, its value, and its applicability to their personal concerns. These judgments/opinions determine whether the person will learn and use the information. Adult learners must know that you respect their opinions, even when those opinions differ from the material you are sharing. To work best with adults, find out what their opinions are. Even negative opinions can be changed, as long as you know about them.

Guidelines to applying this principle:
- Allow time for discussion.
- After presenting an idea, ask for reactions and opinions.
- Encourage participants to discuss ideas with others. Mediate but don't dominate the discussion.
- Ask provocative questions to broaden learner's thinking.
- Listen to opinions attentively.

6. Adult learners want to be actively involved in the learning process.

During the learning process, adults like to express their interests and opinions, try new things, and discuss them. If their needs or goals aren't being met, they want to influence events so they are met. Given the opportunity, most adults will tell you what they need and want to learn.

Guidelines to applying this principle:
- Within the first five minutes and at the start of each session, use an activity to get all participants actively involved. Examples might be icebreakers, participants review of material previously presented, and practice sessions/application activities.
- Periodically ask for feedback on your pacing, relevance of examples, etc. Make adjustments if possible.
- Minimize lecturing; use lots of activities.
- Let learners practice skills immediately.
- Discuss ideas and activities.
- Monitor groups to ensure everyone participates.

Adult Learning

Each person reads the assigned section and then summarizes the principle to the group and shares why this principle is important when working with incoming teachers.

Empathy

"The way of being with another person which is termed empathetic. . . means temporarily living in their life, moving about it delicately, without making judgments . . . To be with another in this way means that for the time being you lay aside the views and values you hold for yourself in order to enter the other's world without prejudice . . . a complex, demanding, strong, yet subtle and gentle way of being."

Carl Rogers

What is the connection between this quote, adult learning, and mentoring?

Study Group 9: Identifying New Teacher Needs (30 Minutes)

> The purpose of this study group is to allow participants to relate their own personal experiences as a new teacher to the needs of new teachers as identified in the research.

1. Presenter should share personal experiences as a new teacher illustrating some characteristic aspect of a typical beginning teacher's first year experience – isolation, frustration, disillusionment.

2. Invite participants to recall their own experiences as new teachers. They could share what challenges they faced. What were any needs that went unmet? Give them a minute to reflect without sharing. (We are not talking about getting settled in DoDDS but school experiences) They may also think of time when they transferred and what difficulties they faced as they started working in new school.

3. Review instructions for Brainstorm in Motion. Using the worksheet for Brainstorm in Motion, ask participants to fill in three boxes with three needs they had as a new teacher. Allow 5 minutes for circulating and gathering new ideas.

   HO/T: Instructions for Brainstorm in Motion
   HO/T: Brainstorm in Motion

4. As participants return to seats, point out they already know many things about their new colleagues. Our own personal experiences and our first-hand knowledge of the contexts in which new teachers work are very important sources of information.

   HO/T: What New Teachers Want

5. Share overhead of "What New Teachers Want." Compare to ideas they have. Is there a connection?

   HO/T: Understanding Beginning Teachers

6. Share handout on Understanding Beginning Teachers and discuss with a partner. This was written in 1984. Do you think there might be some new ones on the list now? What might they be?

Instructions for Brainstorm in Motion

1. Jot down 3 ideas in three boxes
2. Get up and find someone from another table.
3. Share one need from your list to your partner. Get one need for your list from your partner. Write that need in an empty box.
4. Move to a new partner and repeat the process.
5. If your list and your partner's list are identical, you must brainstorm together a need that can be added to both of your lists.
6. Exchange no more than one need with any given partner.

Brainstorm in Motion Worksheet

What New Teachers Want

Someone to:

- **Take their daily dilemmas seriously**

- **Watch them teach and provide feedback**

- **Help them develop instructional strategies**

- **Model skilled teaching**

- **Share insights about students' work and lives**

From Susan Moore Johnson & Susan M. Kardos, "Keeping New Teachers in Mind"
Educational Leadership (March 2002)

Understanding the Beginning Teacher

Most Frequently Perceived Problems of Beginning Teachers

Rank Order	Problems	Frequency (n=91 studies)
1	classroom discipline	77
2	motivating students	48
3	dealing with individual differences	43
4	assessing students' work	31
4	relations with parents	31
6	organization of classwork	27
6	insufficient materials and supplies	27
8	dealing with problems of individual students	26

From: Vreeman, S. Perceived problems of beginning teachers. Review of Educational Research, 1984, 54(2).

Burden's Stages of Teacher Development

Stage 1: Survival Stage (First Year)
Stage 2: Adjustment Stage (Second, Third, and Fourth Years)
Stage 3: Mature Stage (Fifth Year and Beyond)

From: Burden, P. R. (1980). Teachers' perceptions of the characteristics and influences of their personal and professional development. Dissertation Abstracts International, 40, 5404A.

Study Group 10: Phases of a First Year Teacher (30 Minutes)

The purpose of this study group is to identify the phases a teacher goes through during the first year of teaching and identify strategies mentors might use during those phases.

1. Read article. Discuss how it aligns with their first year experience and the first year experience of teachers they have observed.

2. How might these phases be different or the same for a teacher who is not new to the profession but new to the system, new to the grade level, or new to the content area?

3. Identify the kinds of support a teacher might need during each of the phases. Chart.

4. Review handout of ways other teachers have determined support for first year teachers during these phases and discuss the implications for their role as a mentor.

Phases of a First Year Teacher
Table Talk

1. How do these phases align with your first year experience and/or the first year experiences of teachers you have observed?

2. How might these phases be different or the same for a teacher who is not new to teaching but is new to the system, new to the grade level, or new to the content area?

Phases of First Year Teaching
Attitudes Towards Teaching

Anticipation

Anticipation

Survival

Reflection

Rejuvenation

Disillusionment
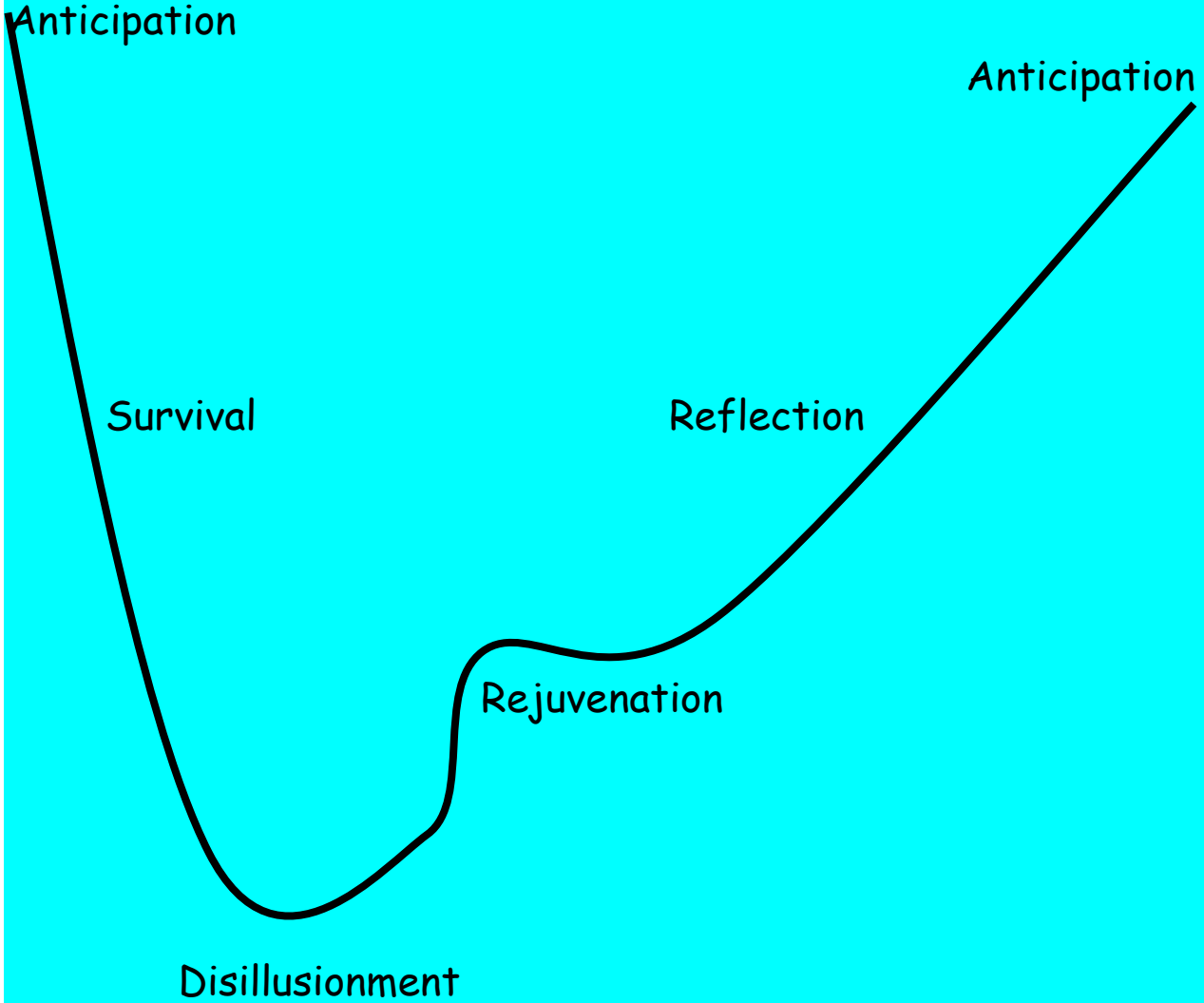
Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul

Study Group 11: The First Days of School (40 Minutes) | **Facilitator Notes**

The purpose of this study group is to discuss first days of school, identify what incoming teachers need to know, and determine how mentors can support them.

1. Using handout on four areas (students, school, community, classroom) brainstorm things incoming teachers will need to find out for each of these areas.

2. Examine book First Days of School if it is available and example checklists from other districts. Develop plan for their school for supporting incoming teachers during the first days of school. There may already be a checklist developed by the school or district.

HO/T: Teaching Context

HO: Example checklists from other district

Book: First Days of School

Teaching Context

Class

School

District

Community

Study Group 12: Calendar Project (30 Minutes)   **Facilitator Notes**

The purpose of this study group is to identify events throughout the year that the incoming teacher needs to be aware of. It may be helpful to pull incoming teachers together to share how these events are conducted in the school or the mentors may work individually or with the grade level or department to inform the incoming teachers of what is expected from them.

1. In school or grade level groups, complete the school calendar with important events that you will need to discuss with your incoming teacher. These might be parent conferences, Bear Month, proms, report cards, etc.

2. When you have completed your calendar, share with someone from another group to see if there are any you missed.

This activity might be best accomplished at a faculty meeting.

Calendar of Important Events

Aug	Sep	Oct	Nov

Dec	Jan	Feb	Mar

Apr	May	Jun	Jul

Study Group 13: Performance Appraisal Companion (90 Minutes)

The purpose of this study group is to become familiar with the Performance Appraisal Companion as a tool for use with incoming teachers.

1. Share the Performance Appraisal Companion. Give participants a few minutes to look through the book. Identify the terminology used. (Performance Elements [Roman Numerals], Key Components [Capital Letters], and Indicators [Arabic numerals].

2. Play the "Strongest Link." Review directions and assign roles.

3. Give participants 15 minutes to find answers to their questions.

4. Explain the rubric and the scoring.

5. Roll die twice – once to determine which performance element and once to determine which question is to be answered. Participants answer at their tables and then, if necessary, the facilitator may clarify with the entire group.

6. Discuss with the entire group ways that they could use the Performance Appraisal Companion with incoming teachers. Chart. Share HO: Ideas for Mentoring Incoming Teachers. Add to these lists.

7. Discuss ways the mentor might determine with the incoming teacher which performance element or indicator they wanted to work on. Chart.

Performance Appraisal Companion

T: The Strongest Link Directions
Color sticks or numbers 1-6
HO: Question sheet for each Performance Element
HO: Rubric
HO: Scoring Sheet (1 per table)

Die or spinner

Chart paper
Markers

HO: Ideas for Mentoring Incoming Teachers

The Strongest Link

1. Draw a color stick

2. Review the pages for your color and be prepared to answer the questions.

3. When chosen, give your answer to your table group.

4. <u>Each</u> member of your group will give you a score which the score keeper will record on the score sheet.

Element 1

Question 1:

How might you work with an incoming teacher who is struggling with Element 1?

Question 2:

Explain to an incoming teacher how you use standards in your curriculum.

Question 3:

On page 3, what is the purpose of the Questions for Reflection? How might you use them with an incoming teacher?

Question 4:

Succinctly summarize the *research---best practices* segments (segments in italics) that support Element 1 and explain why these are so important in the instructional process.

Question 5:

Share with an incoming teacher a way you have integrated content between disciplines recently.

Read pages: i, ii, 1-9 and 118-120

Element 2

Question 1:

Explain to an incoming teacher why it is important to relate new learning to the student's prior knowledge or experience.

Question 2:

Share a way you have provided students with opportunities to make decisions regarding their own learning lately.

Question 3:

If you were helping an incoming teacher plan a lesson, name three components that are critical to include in every lesson.

Question 4:

What are three strategies you use to engage all students in the learning process that an incoming teacher could use immediately?

Question 5:

Succinctly summarize the research---best practices segments (segments in italics) that support Element 2 and explain why these are so important in the instructional process.

Read pages: i, ii, 11-37 and 118-120

Element 3

Question 1:

What are 3 routines that you would recommend that an incoming teacher put into place on the first day of school?

Question 2:

Succinctly summarize the *research---best practices* segments (segments in italics) that support Element 3 and explain why these are so important in the instructional process.

Question 3:

Explain how this guide could be used by a mentor as a tool for working with incoming teachers?

Question 4:

How and when might you use the Questions for Reflections that are found throughout Element 3?

Question 5:

You have just received a brand new teacher to your school and to teaching. She is struggling with classroom management. Explain to her some immediate things she could begin doing in the classroom to improve this.

Read pages: i, ii, 39-65 and 118-120

Element 4

Question 1:

Explain how this guide could be used by a mentor as a tool for working with incoming teachers.

Question 2:

Look at Idea number 3 on page 72. State why it is so important to the student learning process. Suggest one not so usual way that a teacher might provide feedback.

Question 3:

What kinds of problems might an incoming teacher have with components of Element 4?

Question 4:

How could you use the Questions for Reflection with an incoming teacher?

Question 5:

On page 74, idea number 1 talks about formal and informal assessment to make instructional decisions, to evaluate success and determine adjustments. Give some examples of recent formal and informal assessments you have used in your classroom.

Read pages: i, ii, 67-83 and 118-120

Element 5

Question 1:

If you were creating some courses of study for professional development on Element 5, come up with 4 different titles for courses that would meet the key components of Element 5.

Question 2:

Succinctly summarize the *research---best practices* segments (segments in italics) that support Element 5 and explain why this is so important in the instructional process.

Question 3:

Read page 92, "Makes Accommodations for Individual Differences" and create two ideas that are not presently on this list. Explain what they might look like in the classroom.

Question 4:

What kind of data for Element 5 might you provide to an incoming teacher as feedback to his/her teaching?

Question 5:

Explain how a mentor might use this book with an incoming teacher.

Read pages: i, ii, 85-105 and 118-120

Element 6

Question 1:
Since Performance Element Number 6 is non-critical, why bother writing up anything for this book? How would you explain to an incoming teacher why this element is important?

Question 2:
In your opinion what is the purpose of the appendix? How might you use this with incoming teachers?

Question 3:
How might a mentor help an incoming teacher strengthen Element 6? What kinds of activities would you suggest to an incoming teacher?

Question 4:
Succinctly summarize the *research---best practices* segments (segments in italics) that support Element 6 and explain why these are so important in the instructional process.

Question 5:
Explain how this guide could be used by a mentor as a tool for observations.

Read pages: i, ii, 107-117 and 118-120

Scoring Rubric for the Strongest Link

T.G.I.F. **Thank Goodness! Its Flawless!** 10 points	P.M.S. **Person Makes Sense** 7 points	B.S. **Bountiful Statements** 2 points	P.D.Q. **Pretty Darn Quacky** 1 point
The response to the questions has great educational value. -or- It would have a positive impact on teacher performance and/or student achievement -or- The person's peers would be quite impressed with their educational astuteness!	The response to the question has some merit -or- The response indicates an earnest attempt to respond intelligently to the question without any B.S. -or- The person's peers would not think that they crawled out from under a rock!	The response to the statement educationally sounds good—but it really is just full of fluff! Get your fluff busters out!!!!! -or- The response qualifies the person to run for political office! -or- That response can fool some of the people some of the time, but it ain't foolin' me!	The response is just toooo toooo incipient. -or- The person could be inducted into the Animal Hall of ~~Shame~~ Fame with their response! -or- The response is funny or zany and Saturday Night Live might use it!

Scoring Sheet

Name	Score	T.G.I.F. 10 points	P.M.S. 7 points	B.S. 2 points	P.D.Q. 1 point
		10X	7X	2X	1X
		10X	7X	2X	1X
		10X	7X	2X	1X
		10X	7X	2X	1X
		10X	7X	2X	1X
		10X	7X	2X	1X
		10X	7X	2X	1X
		10X	7X	2X	1X

Roles

- **Expert on Element 1**

- **Expert on Element 2**

- **Expert on Element 3**

- **Expert on Element 4**

- **Expert on Element 5**

- **Expert on Element 6**

Study Group 14: Trustworthy/Trusting (30 Minutes) | **Facilitator Notes**

> The purpose of this study group is to examine what it means to be trusting and trustworthy.

1. Fundamental to the success of every mentor is the relationship he/she builds with the incoming teacher. TRUST is the foundation upon which an effective support relationship is built. Whether or not an incoming teacher feels the mentoring program has contributed to her/her growth is often dependent on the trusting relationship with the mentor.

2. As a mentor, it is important to be trustworthy. As a whole group, list traits of trustworthiness. Chart.

   Chart paper
   Markers

3. While it is important to be trustworthy, it is also equally important to be trusting. In order to define for ourselves what that means, we will examine some people we trust and determine how we behave so that they know we trust them.

4. On a piece of paper, jot down how do the following people know you trust them? What do you do to show that you trust them? a) your spouse or a close friend, b) your doctor, and c) your child?

   T: Trusting

5. Given these behaviors that we just listed, how can we behave with incoming teachers to show that we trust them?   Write and then share with a partner or the whole group.

   HO/T: Reflection on Trust

6. Share handout on Trusting Behaviors. These are ways we demonstrate we trust someone when we are having a conversation with them.

   HO: Trusting Behaviors

7. Discuss what trust is related to The Continuum of Effective Support.

   T: Continuum for Effective Support

Trusting

How do the following people know you trust them? What do you do or say to let them know?

a) your spouse or close friend

b) your doctor

c) your child or students

Reflection on Trust

Given the behaviors we just listed, how can we behave with incoming teachers to show that we trust _them_?

Given the traits of trustworthiness, how should we behave to demonstrate to the incoming teacher that we are trustworthy?

Trusting Behaviors

1. You must truly want to hear what the other person has to say.
2. You must view the other person as separate from yourself with alternative ways of seeing the world.
3. You must genuinely be able to accept the other person's feelings, no matter how different they are from your own.
4. You must trust the other person's capacity to handle, work through, and find solutions to his/her own problems.

Families, Professionals and Exceptionality: A Special Partnership, Ann B. Turnbull, H. RutherfordTurnbull, III., Merrill Publishing Co. , 1986

A Continuum for Effective Support

Directive	Collaborative	Non-Directive
• Mentor controls the interaction • Information flows from the mentor to the incoming teacher • Mentor offers suggestions and solutions	• Mentor guides interaction without necessarily controlling it • Information flows between the mentor and the incoming teacher • Mentor and incoming teacher co-construct solutions and materials	• Incoming teacher actively directs the flow of information • Mentor acts as a facilitator of the incoming teacher's thinking and problem-solving • Incoming teacher self-assesses and self-prescribes

From: Glickman

Study Group 15: Establishing & Maintaining Trust in Conversations (30 Minutes)	**Facilitator Notes**

The purpose of this study group is to identify skills, attitudes, and behaviors in a conversation that reflect trust.

1. An effective mentoring relationship includes numerous opportunities for the mentor to engage in a reflective conversation with the beginning teacher. These conversations are an opportunity to establish and maintain trust. Watch a video of an interaction between a mentor and a new teacher that models how a mentor can help create an environment to support growth and trust. This activity will help identify some important skills, attitudes, and behaviors that can contribute to the mentor's effectiveness.

   Video Clip of Mentoring/New Teacher Conference

2. Before showing the video, ask participants to number off by 3's. 1's are to look for and record evidence of trust. Take a few minutes to remind participants what they might expect to see if a trusting relationship exists between two people. 2's are to watch for and record the language and behaviors of the mentor. They are to pay particular attention to the question and response stems. How does the mentor begin her sentences and questions? 3's will be paying attention to and recording evidence of the beginning teacher's reflection. Solicit from the participants some clues that may tell us the teacher is reflecting on her practice. Each participant should record their observations while viewing the video.

   T: Note-taking assignments

3. After viewing the video, participants form triads with one person from each number to discuss their general observations.

4. After 3-4 minutes, share out whole group. If appropriate, record the observations onto labeled charts.

Note-taking Assignments

1's – Record evidence of Trust.

2's – Record language and behaviors of the mentor. Pay particular attention to the questions and response stems.

3's – Record evidence of the new teacher reflecting on her teaching.

Study Group 16: Getting Your Foot in the Door (30 Minutes)	**Facilitator Notes**

The purpose of this study group is to review a case study that describes a difficult, and ultimately, unsuccessful relationship between a mentor and a beginning teacher, written from the perspective of the mentor. The discussion focuses on what the mentor could have done/can do to develop a successful, supportive relationship.

1. Establishing and maintaining a relationship that is characterized by trust is not always easy. We are going to be taking a look at the powerful impact the behaviors of a mentor have upon a trusting relationship. The case study is taken from <u>The Mentor Teacher Casebook</u>, edited by Judith Shulman and Joel Colbert.

   HO: Never Got a Chance

2. Read the case study. When done discuss in table groups using the discussion questions.

   T: Table Group Discussion

3. The discussion offers the opportunity for participants to discover or reinforce the idea that each mentor needs a wide repertoire of options to successfully interact with incoming teachers.

4. Debrief by asking the participants to share their insights with the whole group. If the subject does not come up during the group discussion, ask participants how the organizational context and culture can support the development of an effective, trusting relationship between the mentor and the beginning teacher. Maintain the focus of the group on the mentor's behaviors. We cannot control the beginning teacher's behavior.

5. Share ideas for clarifying expectations in mentoring relationships. Allow each participant to reflect on how they would answer each point in terms of their role as a mentor.

   HO: Clarifying Expectations in Mentoring Relationships

Never Got a Chance

I had an occasion to mentor, or try to mentor, Gayle, a brand new teacher. Gayle's previous experiences had been as a Deputy Sheriff in Los Angeles and as a teacher with preschool children. Gayle joined our staff in September. She appeared very confident. She said that she neither wanted nor needed help in setting up her classroom or in developing curriculum units because of her previous experience.

As soon as I became aware that I would be Gayle's mentor teacher, I introduced myself as a friend and mentor and stated that I would like to observe her to see if there might be something I could do to help her get started. Gayle stated right away that there was nothing I could do.

About two weeks later my attention again focused on Gayle when she asked a question at a faculty meeting. "What does ESL mean?" Gayle also told about new techniques she was using in her class. The techniques were well tried for a thousand years. Therefore, after the meeting, I was very anxious to see her. I insisted on seeing her. I stated that I would like to see some of the wonderful things she had mentioned. Gayle firmly stated that she did not want a visit at that time because of a play they were working on and because of time conflicts.

I scheduled to see her anyway. She was absent that day, so I did not see her. Because of my schedule, I did not see her again until my principal asked if I would give her some help with her room environment and bulletin boards. I happily agreed. My principal mentioned that it was not going to be easy and said, "It's like walking on eggshells."

I again approached Gayle in the cafeteria about visiting her room. She was very rude at this point. Unfortunately, I never saw Gayle in her classroom, even though I used a variety of foot-in-the-door techniques.

At our monthly mentor meeting, a new mentor teacher attended. Gayle was assigned to her. At my last conference with Gayle's new mentor teacher, she told me that she was having the same problem that I had had with Gayle.

> From The Mentor Teacher Casebook, edited by Judith H. Shulman and Joel A. Colbert, Far West Laboratory and ERIC Clearninghouse, 1987.

Table Group Discussion

Identify behaviors that interfered with a trusting relationship between the mentor and the new teacher.

What could the mentor have done differently?

What are some ideas for getting your foot in the door?

Clarifying Expectations in Mentoring Relationships

Step 1: Get off to a good start by getting acquainted with one another's interests, values, goals, teaching styles, professional experiences, etc.

Step 2: Taking the time to clarify one's own expectations and to understand the expectations of others contributes to the establishment of strong and positive mentoring relationships. Some examples of expectations that might be discussed are:

- **The frequency of contact, the availability and the accessibility of the mentor and incoming teacher**

- **The amount and kind of support that are needed by the incoming teacher or that can be provided by the mentor**

- **The various roles the mentor finds comfortable: listener, supporter, advisor, guide, counselor, role model, friend, nurturer, or resource provider. Many other roles might be identified.**

- **The range of roles the incoming teacher will find natural: listener, observer, initiator of requests for help or guidance, need for nurture or autonomy, peer or co-equal. Many other roles might be identified.**

Study Group 17: Tools for Reflective Conversations (20 Minutes)

	Facilitator Notes

The purpose of this study group is to identify skills used in having a reflective conversation – a conversation that helps incoming teachers reflect on their own practice and become more autonomous – and to practice those skills.

1. Review the Elements of a Reflective Conversation. It is not the role of the mentor to be there to tell the incoming teacher if he/she is doing a good job or not but rather to provide information and feedback and to help problem-solve issues of practice. Review "Role of Mentor" from Study Group 5.

   HO/T: Elements of a Reflective Conversation

   T: Role of the Mentor

2. The assessment of the incoming teacher's practice based on the evidence that is being collected and examined and the subsequent decisions about how to make the support as responsive to the needs of the individual teacher as possible are the cornerstones to effective incoming teacher support. Over time, the mentor seeks to support the incoming teacher in making their OWN judgments about their work – coming to their own conclusions – and not being dependent on the mentor's assessment of their practice. We discussed this on in Study Group 6 when we looked at the continuum for effective support.

   HO: Continuum for Effective Support

3. Review the handouts on the language of paraphrasing, clarifying, and mediational questions pointing out the question and response stems. Explain that paraphrasing, clarifying, and mediational questions are all effective techniques. Encourage participants to find and use the language with which they are most comfortable. Ask participants to star or mark the two or three stems on each of the lists that seem most comfortable. Point out that "why" questions are to be avoided; they often tend to put people on the spot and make the other person react defensively.

   T: Tools for Reflective Conversations

   HO: Tools for Reflective Conversations

Elements of a Reflective Conversation

- Trusting relationship
- Good listening skills
- Non-judgmental responses
  ⇒ Empathetic acceptance
  ⇒ Paraphrasing
  ⇒ Clarifying questions
  ⇒ Questions that foster thinking and problem-solving (mediational questions)
  ⇒ Congruence between body language and verbal language
- Sincere belief in the teacher's ability to reflect upon and problem-solve around their practice
- Positive intentionality
- Honesty
- Desire to promote the beginning teacher's autonomy and uniqueness
- Clearly defined roles and expectations

The Role of the Mentor

The primary role of the mentor is to provide support to the incoming teacher in assessing his/her teaching and student learning by:

• helping incoming teachers collect their own data and information,

• providing data and information,

• promoting opportunities for reflection, and

• helping incoming teachers plan.

A Continuum for Effective Support

Directive	Collaborative	Non-Directive
• Mentor controls the interaction • Information flows from the mentor to the incoming teacher • Mentor offers suggestions and solutions	• Mentor guides interaction without necessarily controlling it • Information flows between the mentor and the incoming teacher • Mentor and incoming teacher co-construct solutions and materials	• Incoming teacher actively directs the flow of information • Mentor acts as a facilitator of the incoming teacher's thinking and problem-solving • Incoming teacher self-assesses and self-prescribes

From: Glickman

Tools for
Reflective Conversations

Paraphrasing

Clarifying

Mediational Questions

Tools for Reflective Conversations

Paraphrasing

Paraphrasing communicates that the listener has **HEARD** what the speaker said, **UNDERSTOOD** what was said, and **CARES.**

Paraphrasing involves either **RESTATING** in your own words or **SUMMARIZING**.

Some possible paraphrasing stems include the following:
So, . . .
In other words, . . .
What you are saying is . . .
From what I hear you say . . .
I'm hearing many things . . .

Mediational Questions

Mediational questions help the colleague:
HYPOTHESIZE what might happen
ANALYZE what worked or didn't
IMAGINE possibilities
COMPARE & CONTRAST what was planned with what ensued
EXTRAPOLATE from one situation to another
EVALUATE the impact

Some mediational question stems include:
What's another way you might…?
What would it look like if…?
What do you think would happen if…?
How was … different from (like)…?
What is another way you might…?
What sort of an impact do you think…?
What criteria do you use to…?
When have you done something like…before?
What do you think…?
How did you decide…(come to that conclusion)?
What might you see happening in your classroom if…?

Clarifying

Clarifying communicates that the listener has **HEARD** what the speaker said but does **NOT** fully **UNDERSTAND** what was said.

Clarifying involves **ASKING A QUESTION** (direct or implied) to:
1. Gather more information
2. Discover the meaning of language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:
Would you tell me a little more about…?
Let me see if I understand…
I'd be interested in hearing more about…
It'd help me understand if you would give me an example of…
So, are you saying/suggesting…?
Tell me what you mean when you…
Tell me how that idea is like (different from)…
I'm intrigued by/interested in/wonder…

NOTE: "Why?" questions tend to elicit defensive responses.

| **Study Group 18: Praise (20 Minutes)** | **Facilitator Notes** |

The purpose of this study group is to examine the positive and negative impact of praise.

1. Alfie Kohn, in his book, Punished by Rewards, (1993) presents some rather significant insights regarding the use of praise. These include the following: that praise sets up a power imbalance between the giver and receiver of praise; that praise sets up and then perpetuates a dependence upon someone else's judgments; that praise creates a judgmental environment where an individual is going to feel less free to make mistakes or take risks; that praise may seem condescending especially if it clashes with what the person already thinks of his/her performance. Ask participants to share with a partner when they have ever experienced any of these conditions related to praise.

2. Kohn points out that refraining from the use of praise does not mean that we refrain from giving "straightforward" and honest feedback, from offering encouraging words or from making positive comments. There is nothing wrong in telling the other person how well he/she has done --- how successful they were at accomplishing a particular goal or task.

4. Grant Wiggins says, "Praise keeps you in the game. It does not help you to get better."

5. Since one of the major goals of the mentor is to provide an environment in which the beginning teacher can take the risks necessary to improve practice, to learn to self-assess, and to direct his/her own professional growth, the use of praise needs to be carefully considered. Review General Principles for using Praise.

6. Point out that there are many alternatives to praise. Prompt participants' own thinking about non-judgmental alternatives by recording a few of the following suggestions onto the overhead transparency.

- Noting the other person's accomplishment of a task or reaching a goal
- Encouragement
- Enthusiasm

Ask participants to offer their own suggestions to add to the list which might include:
- Attentive listening
- Interest in what the other has to say
- Sharing honest feedback or evidence collected
- The giving of one's time
- Problem-solving
- Noting the impact of what the other did
- Questions that invite the other to expand upon their performance or thinking
- Acknowledgment or validation of the others perspective, thinking, feeling
- Questions that invite the other person to judge their performance
- Empathy

7. Conclude the discussion that feedback about less than satisfactory performance is also appropriate, but suggest that it might be phrased as a "problem to be solved."

Praise
General Principles

1.   Self-determination

Are we helping the teacher make his/her own judgments about what constitutes good practice?

2.   Intrinsic Motivation

Are we helping the teacher become more intrinsically motivated or will they continue doing the task just to win our approval?

3.   Intentionality

Are we praising because it makes us feel good or so that the other person will like us more?

4.   Impact

How do our comments sound to the person hearing them?

Alfie Kohn, Punished by Rewards. (1993)

Impact of Praise

- Praise sets up a **power imbalance** between the giver and receiver of praise.

- Praise sets up and then perpetuates a **dependence** upon someone else's judgments.

- Praise creates a **judgmental environment** where an individual is going to feel less free to make mistakes or take risks.

- Praise may seem **condescending**, especially if it clashes with what the person already thinks of his/her performance.

Alfie Kohn, Punished by Rewards. (1993)

Non-Judgmental Alternatives to Praise

-
-
-
-
-
-
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-
-

A FEW REMINDERS
1. Praise the task or behavior, not the person
2. Make praise as specific as possible
3. Praise sincerely and spontaneously.
4. Make praise private.

| **Study Group 19: Practicing a Reflective Conversation (20 Minutes)** | **Facilitator Notes** |

The purpose of this study group is to practice the tools used in a reflective conversation.

1. Share that we are going to practice the reflective conversation as it is foundational to the discussions we have during many collegial settings.

2. Share the three contexts for a reflective conversation. Note that they are intended to be authentic and represent some situations that might serve as appropriate contexts for a reflective conversation with a beginning teacher. Have participants choose a context for the discussion

3. Partners will take turn being the listener and the speaker.

4. After 5 minutes, the partners will stop the conversation and reflect on the conversation. Discuss what it felt like to have a conversation like this. Reflect on any insights, identify next steps, or list possible solutions about the situation shared. Also, where appropriate, identify one area of focus for professional growth for the teacher.

5. Debrief by asking for any comments or insights around how it felt to be supported in this way and/or how it felt to be the mentor.

HO/T: Practicing a Reflective Conversation

HO: Tools for Reflective Conversations

6. Share that simply establishing an area of focus for professional growth, choosing one element, is very important. Although the focus may seem narrow given the broad array of issues of practice, research indicates that focused professional growth will move practice forward. If the teacher changes his/her practice in one element area, it will almost automatically move practice forward in other areas. Focused growth in a defined area of practice builds a sense of efficacy. Research also demonstrates that a teacher's sense of professional efficacy (the belief that they can make a difference) has a significant impact on their job satisfaction and retention.

Facilitator Notes

7. Read Barth's quote, "The most powerful form of learning"

T: Barth: Making Meaning

Practicing a Reflective Conversation

Have a reflective conversation around any one of the following contexts:

1. Planning a lesson or an upcoming meeting or event
2. Reflecting upon a lesson, an event, or a concern related to practice
3. Seeking solutions to an issue or dilemma related to practice

Reflect on any insights, identify next steps, or list possible solutions to your situation you shared.

Identify a possible focus for professional growth that surfaced during your conversation.

Making Meaning

The most powerful form of learning, the most sophisticated form of staff development comes not from listening to the good works of others but from sharing what we know with others . . . By reflecting on what we do, by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning – we learn.

Roland Barth

Study Group 20: Creating an Environment for Professional Development (30 Minutes)	**Facilitator Notes**

The purpose of this study group is to identify strategies for collegial sharing and professional growth that could be used with incoming teachers.

1. Share the quote from Barth. Ask participants to reflect on what opportunities they have to share and learn with other teachers in their schools.

    T: Barth: A Learning Community

2. Mentoring is about creating an environment that contributes to every teacher's on-going learning and achievement. Sometimes that environment occurs in informal opportunities to share and sometimes it occurs in formal, planned settings. Both can be powerful but deliberately planning formal strategies assures that the opportunity for collegial work occurs. The mentoring program is about assuring that incoming teachers have an opportunity to participate in a learning community.

3. Share handout on ways to create an environment for professional development. These are all possible strategies that can be used to include incoming teachers in a community of learners and help them reflect on their own growth. Highlight the strategies that are designed as study groups. The others may be explored as a jigsaw or sharing activity.

    HO: Creating an Environment for Professional Development

4. Point out that there are handouts and articles to go with many of these strategies. This is not a definitive list of opportunities to mentor incoming teachers. We would also not want to use all of these with incoming teachers. However, this list provides a repertoire for working with incoming teachers and may help identify ways incoming teachers feel most comfortable learning. Each of these strategies can be used along the continuum of directive to non-directive support.

A Learning Community

Teachers in a learning community are not "inserviced." Instead, they engage in continuous inquiry about teaching. They are researchers, students of teaching, who observe others teach, have others observe them, talk about teaching, and help other teachers. In short, they are professionals.

Roland Barth, Improving Schools from Within. (1990)

What opportunities do you have to share and learn with other teachers in your school?

Creating an Environment for Professional Development

- Informal Conversations

- Looking at Student Work

- Classroom Observations
  ⇒ Observing the incoming teacher
  ⇒ Being observed by incoming teacher
  ⇒ Co-observing another teacher

- Teacher Talks

- Co-teaching

- Problem Solving

- Video Taping

- Lesson Study

- Curriculum Study Groups

- Interactive Journals

- Self-Assessing

- Professional Portfolios

Study Group 21: Looking at Student Work (90 Minutes) | **Facilitator Notes**

This study group has two purposes. One is to examine the importance of looking at student work as data to guide instructional planning and design. The second is to explore how a mentor could use looking at student work as a part of the observation process and as topic for a reflective conversation. Teachers are guided by their assessment of student progress. Our focus is not so much on what the teacher is able to do, but what the teacher is able to get the student to do. Looking at student work is a way of assessing the success of what the teacher is doing. The literature says that many teachers determine the success of a lesson by how involved the students were and not by how much they learned. Looking at student work helps incoming teachers make the shift to student learning.

1. Share a piece of student work with the table group. Ask one person to volunteer to be the teacher. Conduct the four rounds of the LSW protocol. Groups should consist of no more than 5-6 people.

2. At their tables discuss the possibilities of using this technique with incoming teachers and then discuss with the whole group.

3. Watch part of the video from Annenberg, if available, on Looking at Student Work to observe the process in action.

4. Share questions for conferencing using student work. Break into pairs with one teacher taking the role of the teacher and one as the mentor. Have a reflective conversation about the piece of student work. Looking at student work with an incoming teacher provides the mentor with information about the incoming teacher that may help direct their work together.

5. Point out the articles "Critical Friends," " How the Tuning Protocol Works," and "National Writing Project" – articles related to looking at student work.

HO: Looking at Student Work Samples (or select some samples from your school)
HO/T: Protocol for Looking at Student Work

Video: Windows on the Classroom (available at the DSO)

HO/T: Conferencing Using Student Work

HO: Student work sample
Articles from March 2002 Educational Leadership

Protocol for Looking at Student Work

Round 1 (5 minutes) Describing the Student Work

Group describes what they see in the student's work, avoiding judgments about quality or interpretations about what the student was doing. Concentrate on the understanding/knowledge elements of the work.

If judgments or interpretations do arise, the facilitator should ask the person to describe evidence on which they are based.

The teacher simply listens and takes notes.

Round 2 (5 minutes) Interpreting Student Work

From the evidence gathered in Round 1, try to infer:

- What the student was thinking and why?
- What does or does not the student understand?
- What was the student most interested in?
- How did the student interpret the assignment?

Assume that the work, no matter how confusing or bizarre, makes sense to the student. Your job is to see what the student understands.

The teacher simply listens and takes notes.

Round 3 (5 minutes) Implications for Classroom Practice

Based on the group's observations and interpretations, discuss any implications:

- What steps could the teacher take next with this student?
- What teaching strategies would be most effective?
- What other information would the teacher like to see in the student's work? What kinds of assignments or assessments could provide this information?
- What does the student need to learn in order to meet the objective(s) of the lesson?

The teacher simply listens and takes notes.

Round 4 (5 minutes) Reflecting on the Process

The teacher reflects, sharing what s/he has learned from this experience.

The group reflects on how well the process worked, what went well, what could be improved.

Conferencing with Student Work

Goals/Criteria for Success

What do you expect to see when you look through this student work?
What criteria are you going to use to check if students understood the concept?

Description of the Student Work

What do you see in the student work? (avoid judgments and interpretations)

Analysis and Interpretation of Student Work

Student:

What does the work tell you about the student's accomplishment of the learning goal(s) and the understanding of the particular information presented?
How does the work match your stated criteria for success?
What does the student know?
What can the student do?
What does the piece of work tell you about what the student was thinking?
What does the student understand or not understand? (previous knowledge; misconceptions; conceptions)
How did the student interpret the assignment?
What most interested the student?
How does the student learn?

Instruction:

What were your reasons for choosing this particular teaching/learning approach?
What kind of feedback did the student receive to his/her work?
What does this work tell you about the effectiveness of your instruction for this student?

Next Steps

What steps would you take next with this student?
What other information would you like to see in the student work?
What does the student need to learn to meet the objective of the lesson?
What teaching strategies would be most effective to use at this point?
Why do you think this approach will help move the student toward the goal?

Study Group 22: Articles Jigsaw – Additional Strategies (30 Minutes)

The purpose of this study group is to examine several strategies for creating an environment for professional growth.

1. Assign articles: "Using Video to Reflect on Curriculum," "Teacher Talk," and "Learning from Japanese Lesson Study." You may want to distribute the articles before the meeting so participants have a chance to read them.

2. Get into triads with one person for each article. In the group take about 5 minutes each to explain the strategy, any insights you had about mentoring or how this strategy might support incoming teacher growth, and the importance of using reflective conversations during the strategy.

3. Discuss what they find intriguing or useful about these strategies and how they might use them with an incoming teacher.

Articles from the March 2002 Educational Leadership Magazine

Study Group 23: Curriculum Study Groups (30 Minutes)	**Facilitator Notes**

The purpose of this study group is to design a plan for introducing incoming teachers to the curriculum they will be teaching.

1. One big hurdle facing incoming teachers (teachers new to the profession and teachers who may be new to a grade level or subject area) is getting to know the curriculum. Experienced teachers only usually have to deal with one new curricular area a year, but incoming teachers may be faced with many. Any effective mentoring program has opportunities to introduce teachers to the curriculum they will be teaching and provides on-going support in planning, teaching, and assessing in that content area. Rather than taking on responsibility for individual incoming teachers, a mentor in a school or complex might become responsible for a particular content area. The role would include reviewing the content standards, making sure teachers have materials, reviewing materials, relating the materials to the content standards, discussing ways of teaching the content, and helping design units and assessments. These curricular groups could be cross-grade level or addressed by a grade level. They would provide opportunities for problem solving and sharing of ideas, lessons, and student work.

2. Discuss with your grade level team or department how you can help incoming teachers with learning the curriculum. Design the steps you will take to support incoming teachers with curriculum at the beginning of the year and throughout the school year.

HO/T: Curriculum Study Groups

Curriculum Study Groups

Develop a plan for introducing incoming teachers to their curricular areas. Include ideas for:

⇒Making sure incoming teachers have access to materials

⇒Reviewing materials

⇒Aligning materials to content standards

⇒Designing standards-based units

⇒Teaching the content

⇒Assessing

⇒Sharing ideas

⇒Problem-solving

⇒Looking at student work

Study Group 24: Classroom Observations (90 Minutes) | **Facilitator Notes**

> The purpose of this study group is to examine the skills involved in providing non-judgmental feedback during a classroom observation.

1. Discuss the three types of observations and the purposes of each.

2. Collecting evidence or data during a classroom observation is an opportunity to practice being non-judgmental. We sometimes make judgments without realizing it. In this exercise, we will practice presenting evidence in an objective way.

3. One way to help prevent making judgments is to be sure that the observer is clear about what they are to observe. When the incoming teacher has determined the area of focus, the mentor can then gather evidence of the incoming teacher's practice in relationship to this focus, and in collaboration with the incoming teacher, come to an assessment of the practice.

4. In order to become more conscious of our ability to distinguish between evidence and opinion so that we can remove personal bias from the process, do a short partner activity. Ask participants to review and label the list of observation information. It contains examples of both opinion and evidence. As they work, ask them to re-write statements that are written as opinion to read as evidence.

5. Review the worksheet with the entire group. Ask participants to identify any items that prompted discussion. Share some of the rewordings of the opinion statements and discuss.

6. Ask participants to identify the essential characteristics of evidence as opposed to opinion or share transparency. Some possible responses might include: *Evidence: free of evaluative words, observable, not influenced by observer's perspective, no conclusions drawn.* *Opinion: makes inferences, includes evaluative words, depends upon observer's perspective, draws conclusions*	**Facilitator Notes** T: Characteristics of Evidence & Opinion
7. One goal of the mentoring program is to improve the incoming teacher's ability to make accurate judgments about their practice based on evidence. The collection of evidence is a challenging aspect of the mentor's role and requires practice. We are going to practice a co-observation. You will be doing this activity with a partner. One of you will be the mentor and one the incoming teacher. The incoming teacher has agreed to be observed for the Key Component: Engages All Students in the Learning Process.	HO/T: Engages All Students in the Learning Process Educator Performance Appraisal Companion HO/T: Four Main Types of Evidence
8. To prepare for the observation, review the element together in the Performance Appraisal Companion, examining the questions for reflection. Discuss what kind of data participants will be looking for and how they are going to collect the evidence. Share the handout on Collecting Observation Evidence and discuss briefly.	Video of a teaching episode that includes some evidence of the indicators of "Engages All Students in the Learning Process"
9. Share a short video clip with the group. Each person will collect data.	
10. With your partner, review the evidence collected. Be sure to determine if it is opinion or evidence. Relate the evidence to the key elements of Engages All Students in the Learning Process. The mentor should ask the incoming teacher to identify how the evidence helped answer the reflective questions.	

	Facilitator Notes

11. If you do not have evidence for some key elements, ask yourselves: a) am I not seeing everything because it is not occurring in this situation, or b) am I not aware of examples of evidence for this element?

T: No Evidence?

12. Be sure to use the tools for reflective conversations. Allow the incoming teacher to do most of the reflecting using prompts from the mentor.

HO: Tools for Reflective Conversations

13. Close the conversation with a discussion of implications for the incoming teacher's practice and what next steps might be.

14. Acknowledge that participants have in front of them a limited collection of evidence; a few minutes of classroom observation does not offer a thorough picture of a teacher's level of practice. Encourage mentors to arrange to observe the beginning teacher's class several times for short periods of time in order to collect evidence of as many key elements as possible. Note that there should be mutual agreement as to when the mentor observes. Multiple visits build trust and enable the mentor to get to know the students in the incoming teacher's class.

15. As a group complete the sheet on Setting the Stage for Classroom Observations

HO/T: Setting the Stage for Classroom Observations

16. Journal – write how you might use classroom observations to help support incoming teacher growth. Share your reflections with a partner.

Classroom Observations

Observing the incoming teacher

Being observed by the incoming teacher

Co-observing another teacher

Keys to Successful Peer Observations

A strong, trusting relationship between the beginning teacher and the observer is crucial if the beginning teacher is to perceive the observation process as contributing to his/her professional growth.

The observation process should be integrated into a broader support program and have a focus to ensure maximum impact.

Classroom Observations

Three Types of Observations:

1. **<u>Observing the incoming teacher</u>** – This observation provides the incoming teacher feedback on his/her teaching, students, and/or classroom environment.

2. **<u>Being observed by the incoming teacher</u>** – This observation allows the incoming teacher to observe a model lesson or strategy.

3. **<u>Co-observing another teacher</u>** – This observation allows the incoming teacher and mentor to chose a focus and then compare what they observe. Research says that often new teachers are not able to identify why a lesson is working and having another set of eyes helps the new teacher focus on what is important or significant.

In a research study of mentoring programs in California (1996), beginning teachers stated that the observation process was essential to their professional growth and that it encouraged the process of reflection upon practice. Most teachers indicated a strong desire for more frequent observation. This study also found that two ingredients were essential for the observation process to be effective.

1. A strong, trusting relationship between the beginning teacher and the observer is crucial if the beginning teacher is to perceive the observation process as contributing to his/her professional growth.

2. The observation process should be integrated into a broader support program and have a focus to ensure maximum impact.

Evidence or Opinion?

Directions: Check Evidence or Opinion based on your interpretation of the statement. Rewrite statements that you checked as opinion and turn then into evidence.

Evidence Opinion

_____ _____1. Children have a desk with their name on it and a place to keep their things.

_____ _____2. Some students were daydreaming.

_____ _____3. Seating arrangements are flexible because it is Kindergarten.

_____ _____4. The last activity, sharing of projects, was rushed.

_____ _____5. The teacher said that they would continue their discussion on the following day.

_____ _____6. "I assure you that today's lesson will be quite interesting."

_____ _____7. Teacher clearly has planned and organized classroom routines and procedures for effective use of time.

_____ _____8. New table arrangement fosters collaboration and discussion with peers.

_____ _____9. As activity progressed, students started calling out, "What, what?"

_____ _____10. The lesson moved slowly, which caused student restlessness, off-task behavior, and boredom.

_____ _____11. Teacher says today's activities are an extension of the unit.

_____ _____12. Students worked with a peer, choosing a research project and discussing the reasons for their choice.

_____ _____13. Teacher consistently called on boys more frequently, causing girls not to be engaged.

_____ _____14. Teacher checked student understanding with thumbs up/thumbs down.

EVIDENCE	OPINION
Observable	Makes Inferences
Not influenced by observer's perspective	Depends on observer's perspective
Free of evaluative words	Includes evaluative words
No conclusions drawn	Draws conclusions

Performance Element 2 Key Component C
Engages All Students in the Learning Process

1. Provides activities and assignments appropriate for learners' active involvement.

2. Structures and paces the lesson appropriately to keep learners interested and involved.

3. Differentiates instruction for students as appropriate.

4. Adapts instruction based on student responses.

5. Provides opportunities for creative thinking and creative products.

6. Provides opportunities for students to make decisions regarding own learning and behavior.

Four Main Types of Evidence

1. *Verbatim Scripting* of the teacher or students – writing down exactly what is being said.

Example: "Take out your homework assignment and place it on your desk."

2. *A non-evaluative statement of observed behavior (teacher or student).*

Example: Students sit in groups of four.

3. *Numeric information about time use, student participation, resource use, etc.*

Example: Five students raised their hands.

4. *An observed aspect of the environment.*

Example: Procedures for group work are posted on the board.

No Evidence?

If you are not seeing evidence for one of the elements, ask yourself:

1. Am I not seeing everything because it is not occurring in this situation?

2. Am I not aware of examples of evidence for this element?

Tools for Reflective Conversations

Paraphrasing

Paraphrasing communicates that the listener has **HEARD** what the speaker said, **UNDERSTOOD** what was said, and **CARES.**

Paraphrasing involves either **RESTATING** in your own words or **SUMMARIZING**.

Some possible paraphrasing stems include the following:
So, . . .
In other words, . . .
What you are saying is . . .
From what I hear you say . . .
I'm hearing many things . . .

Mediational Questions

Mediational questions help the colleague:
HYPOTHESIZE what might happen
ANALYZE what worked or didn't
IMAGINE possibilities
COMPARE & CONTRAST what was planned with what ensued
EXTRAPOLATE from one situation to another
EVALUATE the impact

Some mediational question stems include:
What's another way you might…?
What would it look like if…?
What do you think would happen if…?
How was … different from (like)…?
What is another way you might…?
What sort of an impact do you think…?
What criteria do you use to…?
When have you done something like…before?
What do you think…?
How did you decide…(come to that conclusion)?
What might you see happening in your classroom if…?

Clarifying

Clarifying communicates that the listener has **HEARD** what the speaker said but does **NOT** fully **UNDERSTAND** what was said.

Clarifying involves **ASKING A QUESTION** (direct or implied) to:
6. Gather more information
7. Discover the meaning of language used
8. Get clarity about the speaker's reasoning
9. Seek connections between ideas
10. Develop or maintain a focus

Some possible clarifying stems include the following:
Would you tell me a little more about…?
Let me see if I understand…
I'd be interested in hearing more about…
It'd help me understand if you would give me an example of…
So, are you saying/suggesting…?
Tell me what you mean when you…
Tell me how that idea is like (different from)…
I'm intrigued by/interested in/wonder…

NOTE: "Why?" questions tend to elicit defensive responses.

Setting the Stage for Classroom Observations

1. A strong, trusting relationship with the mentor

2. Integration of the observation process with a broader support program that provides a focus

How can we best set the stage for a successful and productive classroom observation?

1.

2.

3.

4.

5.

6.

7.

8.

Study Group 25: Interactive Journals (30 Minutes) | **Facilitator Notes**

> The purpose of this study group is to examine a strategy that does not require a face-to-face contact with the incoming teacher.

1. Sometimes it is not possible to meet frequently with the incoming teacher face-to-face. An interactive journal is one way to promote reflection without meetings.

2. Think back over the course of the study groups you have attended and any work you have done as a mentor. Take 5 minutes to respond to the following prompt: What insights do you now have about your work as a mentor?

3. Before having participants exchange their journals, review the guidelines for Journal Responses. Suggest some examples of how participants might phrase the various types of responses.

4. Ask participants to find a partner and exchange journals.

5. Allow approximately 5 minutes to respond to the journal entry. When they are finished, return the journal to their partners and take a few quiet minutes to read what their partner wrote.

6. Debrief by asking for comments and reactions to the interactive journal. How did it feel to share a journal in this way? As the journal writer? As the responder? How might journals support their work with incoming teachers?

Interactive Journal

What insights do you now have about your work as a mentor with respect to the information we have been studying?

Think/Write:

Exchange/Respond in Writing

Interactive Journal Responses

Be empathetic
- That must be really frustrating . . .
- That's a hard decision. There are several points of view to consider.
- I think I might feel hurt if that happened to me.

Make connections to your own experiences
- A similar thing happened to me, and I noticed . . .
- I felt the same way when . . .
- In my experience . . .

Make connections between ideas expressed
- I noticed you first said . . . and then you said . . .
- Oh, I see. If you . . . then . . .
- Many of the things you mentioned have to do with . . .
- What's the relationship between . . . and . . .?
- You seem to . . . as well as . . .

Summarize or paraphrase key ideas/feelings
- You seem to be . . .
- I notice that you . . .
- This also includes helping the teacher label what is being experienced or observed: What you seem to be experiencing is . . .
- The . . . you describe is . . .

Pose questions that promote and deepen thinking
- What do you think might happen if. .?
- What do you think the students might do if . . .?
- Looking back over your entry (entries), what do you see as . . .?

Offer suggestions when invited
- Try to offer multiple suggestions: A couple of things I've tried in similar circumstances are . . .
- Use invitational language: Something you might consider trying is . . .
- Invite further thinking by posing question along with a suggestion: Sometimes it's helpful if . . . How do you think/imagine that might work in your situation?

Avoid feeling obliged to "fix" the situation
- If the writer expressly asks for ideas, you have been given permission to pose solutions. A good rule of thumb is to describe 2-3 different ideas without ownership or attachment to them. Trust that if an idea will work, the individual will recognize and use it.

Study Group 26: Professional Needs of Mentors (30 Minutes)

> The purpose of this study group is to identify how mentors would like to continue to grow as a mentor.

1. In order to sustain and institutionalize the mentoring program in the school, it is important to have on-going support for mentors. Engaging in the work of being a mentor is always demanding and often stressful, especially when simultaneously performing in the full-time role of classroom teacher. The mentors need a plan for on-going learning, sharing, and problem solving. How frequently the mentors meet, when, and what is studied should be decided.

2. Reaffirm how important their role is and recognize how, like the beginning teachers with whom they work, they are engaged in a developmental process of learning new skills and implementing new strategies and techniques. Becoming an effective and highly skilled mentor is a never-ending process of learning and practicing and reflecting.

3. Choose a recorder to record on a chart. As a group, brainstorm what topics they would like to study further in order to be successful mentors, how frequently they would like to learn, share, and problem solve.

4. Next discuss what activities, processes, or structures would help support their professional growth as a mentor. Be as specific as possible and craft suggestions that are do-able.

Note: Ideally, mentors serve for multiple years and so training can occur over a lengthy period of time.

Study Group 27: Mentoring Metaphor (40 Minutes)

The purpose of this study group is to allow participants to create a metaphor for various aspects of a mentoring program.

1. Have small groups of 3-4 participants think of the mentoring program like a plant and draw a picture that shows what that looks like. They should include the roots that provide nutrients, the habitat, the growth, the pests, etc. If complex groups are larger than 5 people, they should break into smaller groups. Hang the pictures when they are finished.

2. Ask each group to share and explain their drawing with the rest of the group.

3. These pictures could be used to share with the entire faculty at a meeting to explain the thinking behind the mentoring program in the school.

This study group might be conducted before doing long-range planning as a way of focusing on the many aspects of a mentoring program that need to be addressed in the plan.

Mentoring Metaphor

Draw "Mentoring" as a growing plant. Select one that fits what you are thinking about mentoring.

Draw in significant features:
- Source of nutrients and water
- Tiny but annoying pests
- BIG pests and how you are defending against them
- Flower or seed pods or new growth
- Damaged parts and how the damage occurred
- An animal or person ally and how you help each other
- A need that is unfulfilled
- Other significant plants of the same or different type
- Your roots and what supports and undermines them
- Your habitat
- A secret wish

Be prepared to explain your plant to others.

Study Group 28: Designing a School Plan (60 Minutes)	**Facilitator Notes**

The purpose of this study group is to develop a school plan for the mentoring program.

1. It is important to have a plan of action for the mentoring program in your school. With the interested parties design a plan. You might want to come up with ideas after doing the first few study groups and then revisit the plan during the school year as the process becomes clearer to the members of the mentoring committee.

2. Use the Developing a School Mentoring Plan to guide your work. Complete the template to share with the DSO contact person.

   HO: Developing a School Mentoring Plan

3. Review Responsibilities to help determine what all the stakeholders will be doing. This handout is only a suggestion and your school team may wish to make changes. Also review criteria for selecting mentors.

   HO: Responsibilities
   HO: Criteria for Mentor Selection
   HO/T: Template for Complex Plan

It may be necessary to have several sessions for planning.

Developing a School Mentoring Plan

Four broad tasks to develop a positive climate:
- Develop a school plan
- Establish a mentoring team
- Develop skills/knowledge base with mentoring staff
- Prepare for school year

Ideas that need to be considered in order to complete each of these tasks:

Developing a School Plan
- Talk with principal, SIT, department chairs
- Find the important materials needed for teaching in your curricular area
- Assess school needs for successful implementation
- Review mission and philosophy and teacher handbook
- Survey recent incoming teachers for program needs

Establish a Team
- Obtain volunteers for curricular area/grade level
- Decide how to match mentors with incoming teachers
- Create an environment of trust
- Secure agreement from principals for team selection
- Encourage principals to work out ways to support and compensate the mentors/mentoring process
- Communicate/sell the program to all stakeholders

Build Skills/Knowledge Base
- Organize/plan in workable steps/stages
- Start slowly, simply, and build being realistic
- Take care of sponsorship needs first
- Make mentoring resources available
- Provide opportunities for peer observation, reflective practice, building community

Prepare for School Year
- Ensure incoming personnel are provisioned with information, materials, and supplies
- Communicate with (Outlook, FAX, telephone) incoming teachers
- Provision for following year
- Review progress of program and update

Responsibilities

Principal	Mentor Chairperson	Mentor	Incoming Teacher
Provides support for mentors	Completes training requirements	Attends required workshops and mentor activities	Attends district and school orientation meets
Appoints mentors who teach the same subjects/grade level when possible	Coordinates all school wide mentor activities	Works with the incoming teacher during orientation to prepare a successful first day	Studies DoDDS curriculum standards, guides, kits, teacher's editions, materials
Establishes mentor assignments by the first day of school	Facilitates communication between the school, district and area offices	Initiates frequent informal visits during the year to offer assistance and answer questions/concerns	Meets with mentor(s)
Participates in meetings with incoming teachers when possible	Recommends mentor(s) to principals	Maintains confidentiality	Initiates a list of questions/concerns to share with mentor throughout the year
Coordinates mentor/incoming teacher classroom observations	Plans and conducts meetings with incoming teachers	Shares expertise and materials regarding discipline and classroom management, curriculum and standards, routines, etc.	Considers all help offered
Plans and conducts the incoming teacher orientation program		Builds a relationship; provides continued moral support, guidance, and feedback	
Evaluates program effectiveness	Evaluates program effectiveness	Evaluates program effectiveness	Evaluates program effectiveness

Criteria for Mentor Selection

The mentor is the key to a successful support system for incoming teachers. It is extremely important that mentors have the personal and professional qualities necessary to be a teacher of peers.

The following qualities should be considered when selecting a mentor. The teacher:

- Demonstrates exemplary teaching ability as indicated by effective communication skills, subject matter knowledge, mastery of a range of teaching strategies, and other special skills and abilities

- Is an experienced teacher

- Believes in the value of teaching as a profession

- Is committed to enhancing the status of teachers

- Holds high expectations for students

- Conveys enthusiasm for learning to teachers and students

- Believes all students can learn and succeed

- Demonstrates initiative

- Has courage to share ideas and initiate change

- Demonstrates the ability to plan and organize

- Is people oriented

- Is flexible

- Respects others

- Tolerates ambiguity

School Mentoring Team

Mentor Chairperson: _____

Mentors	Incoming Teachers

Initial Meeting Date: _____

Subsequent Meeting Dates (Example: quarterly, monthly, etc.)

Date	Time	Location

Study Group 29: Assessing the Program (60 Minutes)

The purpose of this study group is to determine how to assess the effectiveness of the program this school year and how it can improved upon next year.

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1. As a group, decide what data you would like to collect and who will be contacted. You may want to survey the incoming teachers or the mentors for feedback.

2. Review the attached surveys. They may be adjusted to meet the needs of your school.

HO: Survey of the Effectiveness of the Mentoring Program: Incoming Teacher

HO: Survey of Effectiveness of the Mentoring Program: Mentor

Survey of Effectiveness of Mentor Program: Incoming Teacher

Please respond to each of the following statements. Responses will be kept confidential. Your candid evaluation will be sincerely appreciated and will help to improve the mentor program. Any additional comments are welcome. Thank you!

	Too Much	Enough	Too Little
1. Initial information	1	2	3
2. Time allowed for in-processing	1	2	3
3. Time allowed for acclimation/personal needs	1	2	3
4. Time allowed for interaction with mentor	1	2	3
5. Time allowed for reviewing and utilizing materials and resources provided/suggested	1	2	3

6. What specific information was immediately useful to you?

_____
_____
_____
_____

7. What specific information was untimely?

_____
_____
_____
_____

8. Additional comments:

_____
_____
_____
_____
_____

Survey of Effectiveness of Mentor Program: Mentor

Please respond to each of the following statements. Responses will be kept confidential. Your candid evaluation will be sincerely appreciated and will help to improve the mentor program. Any additional comments are welcome. Thank you!

	Too Much	Enough	Too Little
1. Collegiality and collaboration	1	2	3
2. Incorporation of available resources	1	2	3
3. Time to work on mentor program	1	2	3
4. Appropriate participant involvement in goal setting, implementation, evaluation, and decision making	1	2	3
5. Leadership and sustained administrative support	1	2	3
6. Appropriate incentives and rewards	1	2	3
7. Integration of individual goals with school and district goals	1	2	3
8. Formal placement of the program within the philosophy and organizational structure of the school and district	1	2	3

9. Additional comments (Please expand on the above topics):

_____
_____
_____
_____
_____
_____

Recommendations

Mentoring Guide:

_____
_____
_____
_____
_____
_____
_____
_____

Mentor Meetings:

_____
_____
_____
_____
_____
_____
_____
_____

Mentor Program:

_____
_____
_____
_____
_____
_____
_____
_____

Name _____ Date _____

School _____

Appendix

Useful Acronyms

AAFES   Army and Air Force Exchange Service (BX and PX)

AFN   Armed Forces Network (Channel 8)

AFRTS   Armed Forces Radio and Television Service

AMC   Air Mobility Command

BOQ   Bachelor Officer Quarters

COB   Close of Business

COLA   Cost of Living Allowance

CONUS   Continental United States

CPO   Civilian Personal Office

CSC   Child Study Committee

DEROS   Date of Rotation (for teachers this is indefinite)

DOD   Department of Defense

DoDDS   Department of Defense Dependents Schools

DoDEA   Department of Defense Education Activity

DPP   Deferred Payment Plan (Exchange credit service)

DSO   District Superintendent's Office

EMC   Educational Media Center

ESL   English as a Second Language

GS   Government Service

HHG   Household Goods

JCI   Japanese Compulsory Insurance

LARS   Language Arts and Reading Specialist

LES	Leave and Earning Statement (Pay stub)
LI	Learning Impaired
LQA	Living Quarters Allowance
PASO	Pacific Area Superintendent's Office
PCS	Permanent Change of Station
PSC	Postal Service Center
SF 50	Standard Form 50 (Notification of Personnel Action)
SF 171	Standard Form 171 (Government Job Application)
SIP	School Improvement Plan
SIT	School Improvement Team
SPED	Special Education
TAG	Talented and Gifted
TMO	Transportation Management Office
TQSA	Temporary Quarters Subsistence Allowance
USA	United States Army
USAF	United States Air Force
USMC	United States Marine Corps
USN	United States Navy
USO	United Services Organization

Other Acronyms:

Online Resources

Beginning Teacher Internship Program –
http://www.state.in.us/psb/forms/internship/internmanual.html
Includes an extensive manual with relevant topics for mentors and
beginning teachers.

Beginning Teacher's Toolbox – http://www.inspringteachers.com
Includes an "Ask Our Mentor a Question" section, "tips for New Teachers'"
and the Beginning Teachers Message Board.

Center for Cognitive Coaching – http://www.cognitivecoaching.cc
The exclusive site for information about Cognitive Coaching, including
trainers' profiles, events, and products.

First Year Teacher Mentoring – http://www.teachnet.org
A site by a mentor offering help and listing possible topics for help.

Mentor Bibliography – http://www.teachermentors.com
Recommended reading in a variety of categories pertinent to beginning
teachers and their mentors.

Mentor Support Center – http://www.teachers.net
Chatboards in category-specific chats such as beginning teachers.

The New Teacher's Guide to the U.S. Department of Education –
http://www.oeri.ed.gov/pubs/TeachersGuide/
Guide to finding useful information from the U.S. Department of Education

Kathy Schrock's Guide for Educators – http://www.discoveryschool.com
List of educational websites.

University of California, Santa Cruz New Teacher Center – http://www.newteachercenter.org
Multiple resources for mentors and beginning teachers including a free
newsletter and other full-text resources.

U.S. Department of Education – http://www.ed.gov/pubs/FirstYear/
Free online book containing award-winning first-year teachers' experiences.