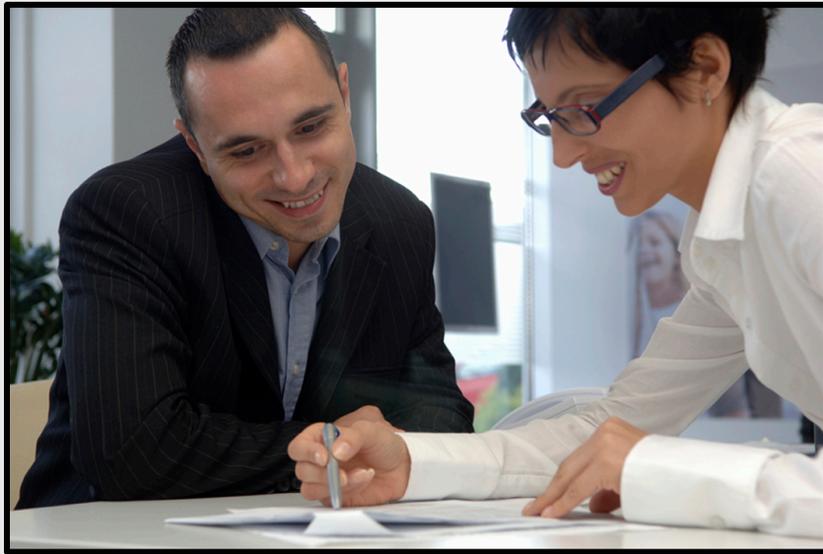
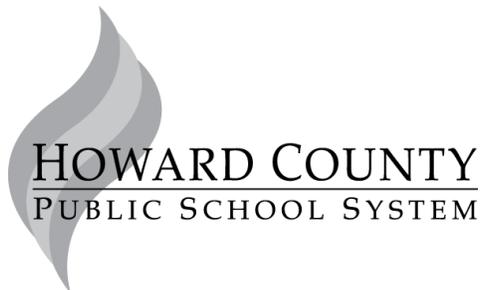

Instructional Mentoring: Skills for Teacher Leaders



Mentoring is the process by which individuals share their experience, knowledge, and skills with a protege to promote their personal and professional growth. Mentoring can also facilitate change, improvement and professional growth within teaching.



The Office of Professional and Organizational Development

Instructional Mentoring: Skills for Teacher Leaders

Agenda

Outcomes: Participants will...

- Understand the supports and resources available to support non-tenured teachers.
- Understand the qualities of effective teaching and how it can be supported.
- Enhance skills with respect to support of non-tenured teachers.

- ❖ Welcome and Overview
- ❖ What is Induction?
- ❖ Effective Teachers
- ❖ Instructional Mentoring
- ❖ Break
- ❖ Phases of First Year
- ❖ Article Review
- ❖ Trust Building
- ❖ Continuum of Interaction (The three Cs)
- ❖ Mentoring Strategies
- ❖ Closure

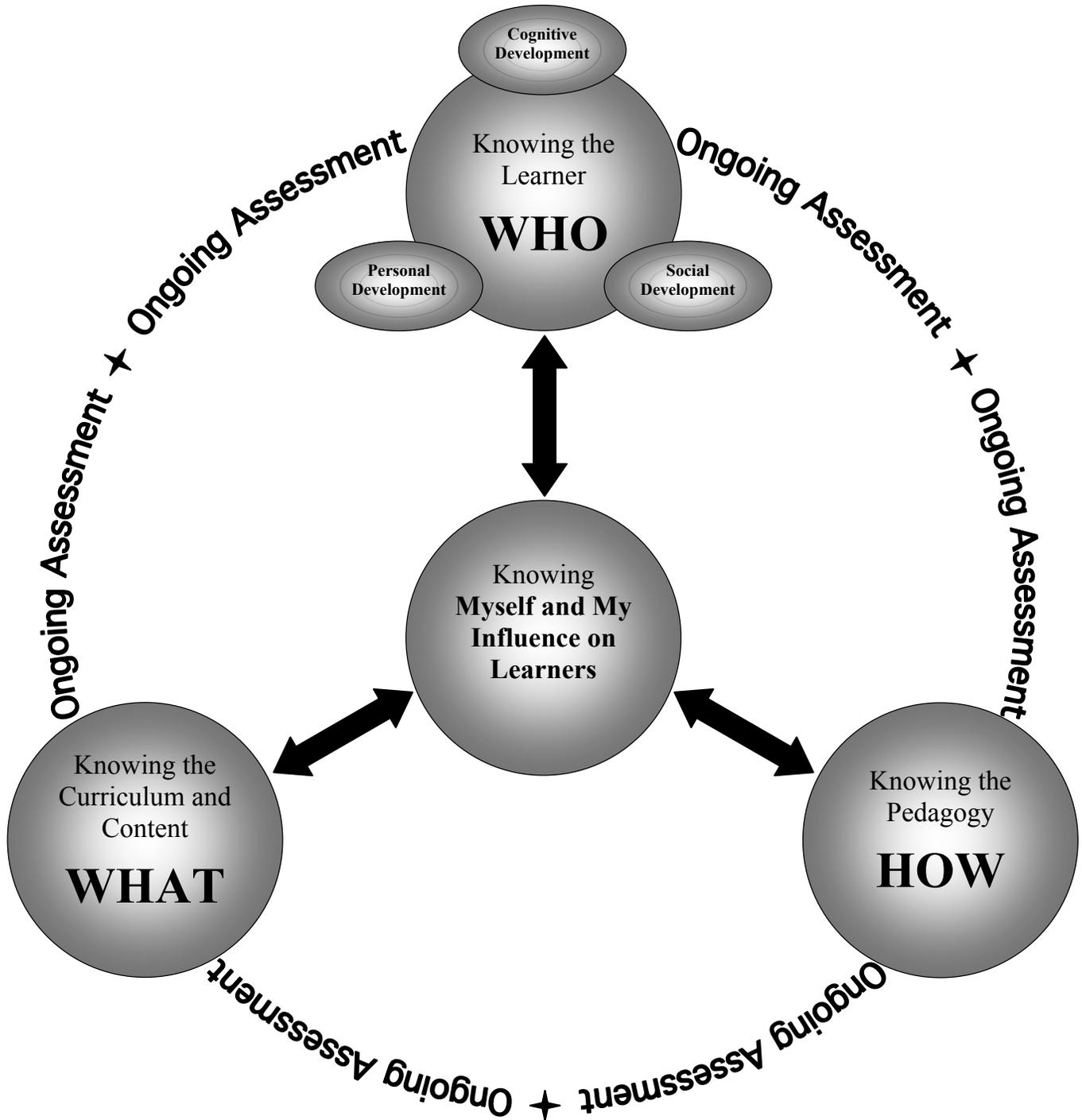
Instructional Mentoring: Skills for Teacher Leaders

Personal Goals Choice Board

Gain skills for mentoring new teachers	Share successful strategies for working with non-tenured teachers	Find out about research around new teacher mentoring and induction
Learn more about myself	Meet friends, talk, and network	Explore ways to enhance my leadership skills
Practically apply my learnings to my work as a teacher leader	Walk away with resources for further exploration of topics discussed	Work in groups with colleagues

VISION OF EXEMPLARY TEACHING FOR STUDENT LEARNING

“All students can learn.”



Areas of Study that Support Exemplary Teaching for Student Learning

Knowing Myself and My Influence on Learners

- Cultural Proficiency
- Culturally Responsive Teaching
- My Strengths/Interests and Sources of Motivation
- My Vision of Teaching and Learning
- Assessment of My Personal, Social, and Cognitive Development
- My Learning Modalities, Learning Styles, and Multiple Intelligences
- My Relationships with Students, Families, and Community Members
- My Role in a Professional Learning Community
- Tools that Assist Me in Self Reflection (e.g., portfolio, journal, and action research)

Knowing the Learner (WHO)

- Culture and Its Influence on Learners
- Student Strengths/Interests and Sources of Motivation
- Assessment of Personal, Social, and Cognitive Development
- Learning Modalities, Learning Styles, and Multiple Intelligences
- Teacher, Student, and Family Relationships

Knowing the Pedagogy (HOW)

- Culturally Responsive Teaching
- Co-Teaching
- Cooperative Learning
- Classroom Environment
- Mediated Environment
- Assessment
- Developing Complex Reasoning Processes
- Developing Students' Positive Attitudes and Perceptions
- Student Engagement and Learning
- Discipline-specific Pedagogy
- Teaching the Whole Student
- Brain Compatible Instruction
- Differentiated Instruction
- Other Research-Based Instructional Strategies

Knowing the Curriculum and Content (WHAT)

- Culturally Responsive Teaching
- Content Expertise
 - Declarative Knowledge
 - Procedural Knowledge
 - Conditional Knowledge
- Content Standards
- Essential Curriculum
- Assessment
- Instructional Decision Making for Differentiation
- Instructional Design
- Content Literacy
- Cross Curricular Connections
- Developmentally Appropriate Knowledge and Skills

Your First Year of Teaching

Think back to your first year of teaching. Make a list of the things for which you needed support.

List:

Code each item on your list according to the domain from the Framework for Excellence in Teaching and Learning in which it belongs. Refer to the HCPSS Framework on pages 6 & 7 if needed.

1. Interpersonal Skills: IS
2. Planning and Preparation: PP
3. Classroom Environment: CE
4. Delivery of Instruction: DI
5. Professional Responsibilities: PR

HCPSS Framework for Excellence in Teaching and Learning

DOMAIN 1-INTERPERSONAL SKILLS: IS

RELATES EFFECTIVELY WITH STUDENTS

- Knowledge of students
- Interactions with students
- Communication skills

DEVELOPS COLLABORATIVE RELATIONSHIPS WITH ADMINISTRATIVE, TEACHING, AND SUPPORT STAFF

- Respect and rapport
- Communication Skills
- Conflict resolution

FOSTERS POSITIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITY MEMBERS

- Respect and rapport
- Communication skills
- Conflict resolution

DOMAIN 2-PLANNING AND PREPARATION: PP

DEMONSTRATES KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PRACTICES

- Content
- Conceptual and prerequisite relationships
- Content related instructional practices

DEMONSTRATES KNOWLEDGE OF STUDENTS

- Developmental needs of students and characteristics of age groups
- Students' varied approaches to learning
- Students' skills and knowledge
- Students' interests and cultural heritage

SELECTS APPROPRIATE INSTRUCTIONAL GOALS

- Value
- Charity

DEMONSTRATES KNOWLEDGE OF RESOURCES

- Resources for teaching
- Resources for student support

DESIGNS COHERENT INSTRUCTION

- Long term/ unit planning
- Short term/ lesson planning
- Learning activities
- Instructional groups
- Instructional materials and resources

ASSESSES STUDENT LEARNING EFFECTIVELY

- Alignment with instructional goals
- Criteria and standards
- Use for planning

DOMAIN 3-THE CLASSROOM ENVIRONMENT: CE

ESTABLISHES A CULTURE FOR LEARNING

- Importance of the content
- Expectations for learning and achievement
- Teacher interaction with students

MANAGES CLASSROOM PROCEDURES EFFECTIVELY

- Managing transitions
- Managing instructional groups
- Managing materials and supplies
- Performing non-instructional duties
- Supervising volunteers and paraprofessionals

MANAGES STUDENT BEHAVIOR EFFECTIVELY

- Expectations
- Monitoring student behavior
- Response to student misbehavior

ORGANIZES PHYSICAL SPACE APPROPRIATELY

- Safety and accessibility
- Student furniture
- Arrangement and use of other physical resources

DOMAIN 4-DELIVERY OF INSTRUCTION: DI

COMMUNICATES CLEARLY AND ACCURATELY

- Directions and procedures
- Oral and written language

USES QUESTIONING AND DISCUSSION TECHNIQUES EFFECTIVELY

- Quality of questions
- Discussion techniques

ENGAGES STUDENTS IN LEARNING

- Representation of content
- Materials, activities and assignments
- Relevant and thoughtful applications
- Instructional groups
- Lesson/ unit structure and pacing

PROVIDES EFFECTIVE FEEDBACK TO STUDENTS

- Quality: accurate, substantive, constructive, and specific
- Equitability
- Timeliness

DEMONSTRATES FLEXIBILITY AND RESPONSIVENESS

- Lesson/ unit adjustment
- Response to students

DOMAIN 5-PROFESSIONAL RESPONSIBILITIES: PR

REFLECTS ON TEACHING

- Accuracy
- Use in future teaching

MAINTAINS ACCURATE RECORDS

- Record keeping

COMMUNICATES WITH FAMILIES

- Information about the instructional program
- Information about individual students
- Engaging families in the instructional program

SHOWS PROFESSIONALISM

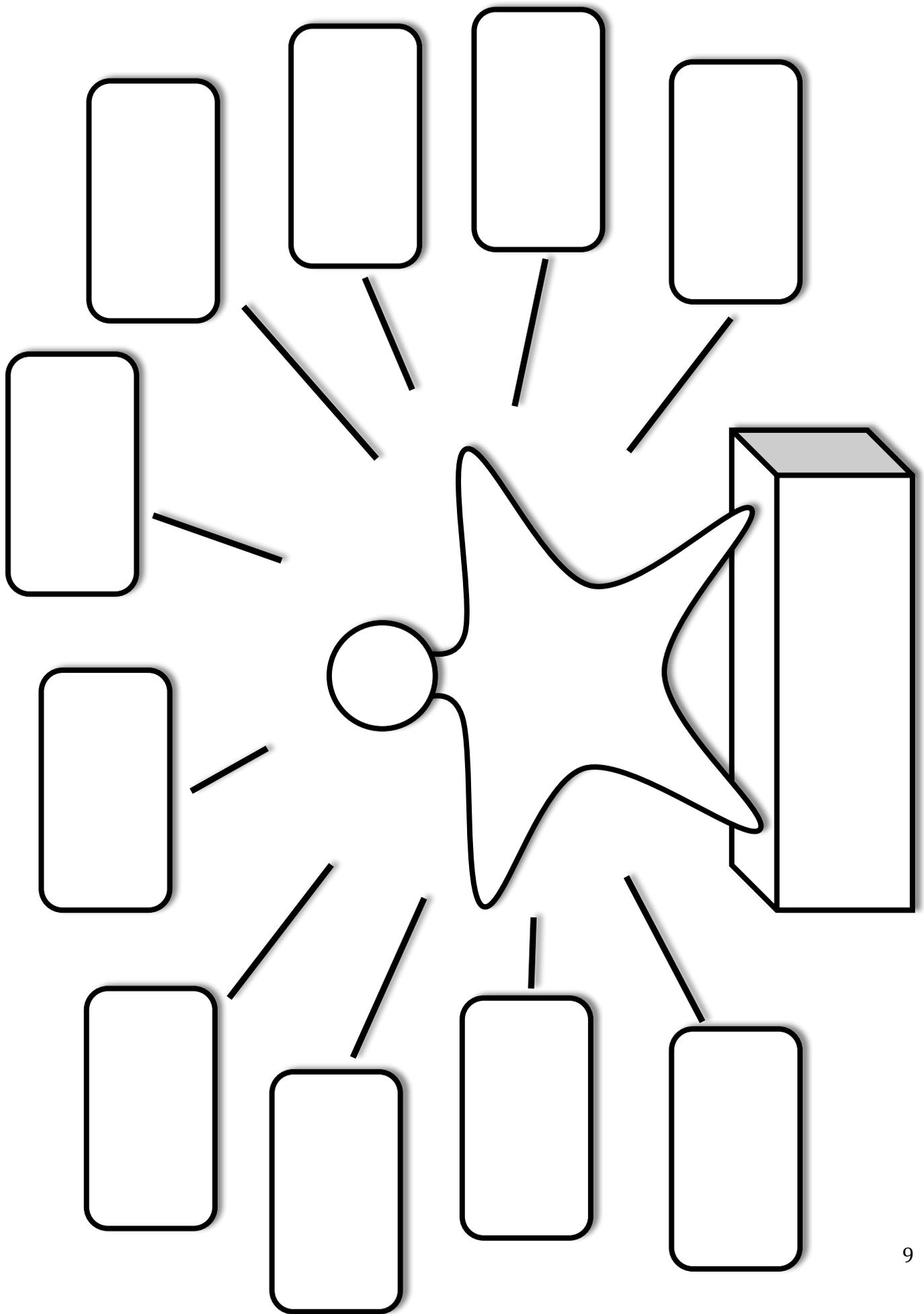
- Student advocacy
- Collaborative problem solving
- Relationships with business and community
- Following policies and procedures

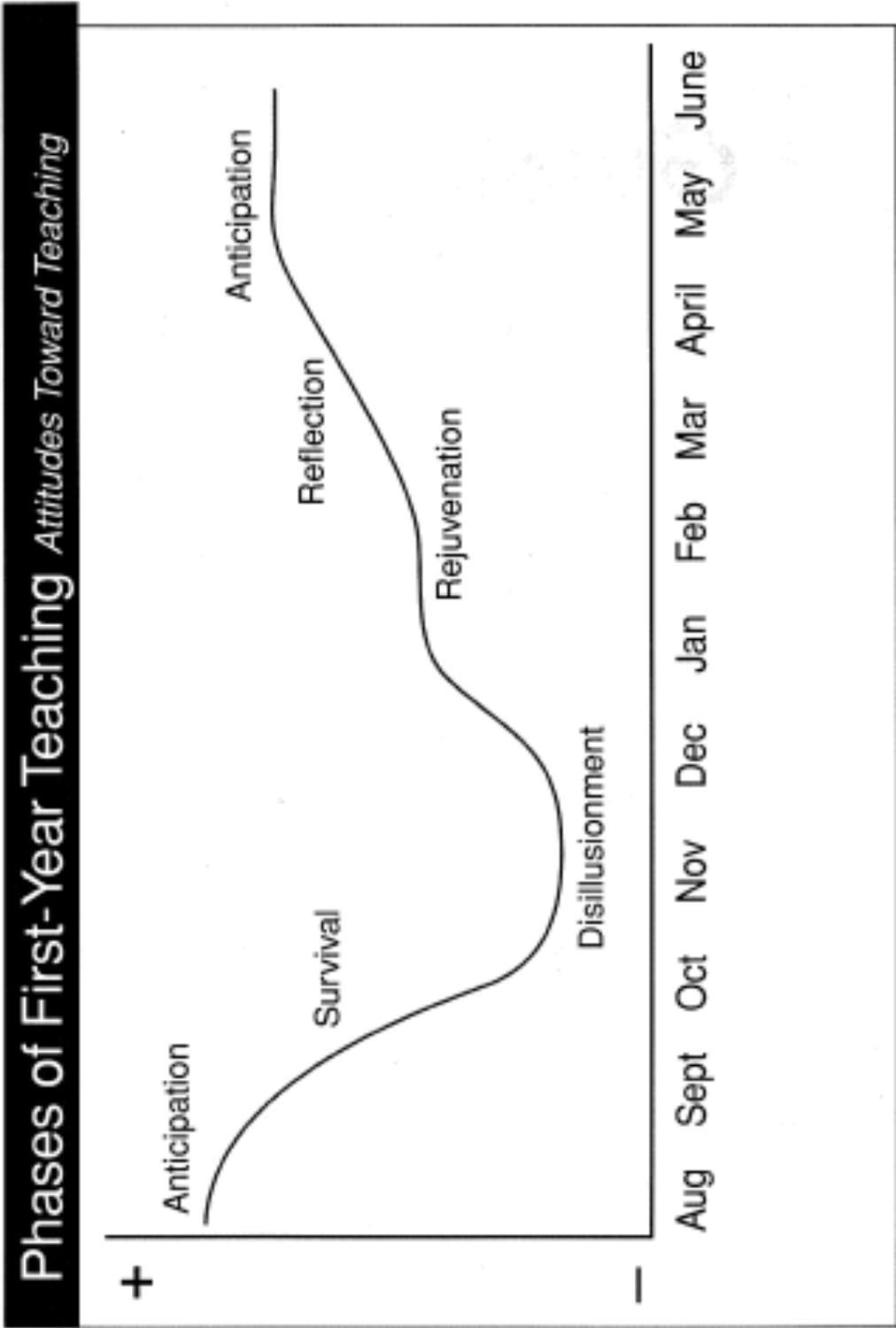
GROWS AND DEVELOPS PROFESSIONALLY

- Enhancing content knowledge and pedagogical skill
- Service to the school, district, and profession

COMMITTS TO CULTURAL PROFICIENCY

- Barriers
- Behavioral Competencies
- Assessing Personal and Organizational Progress
- Belief Systems





The New Teacher Center

www.newteachercenter.org

Response Groups

Create a group of 3. Assign each person a question.
Read the article you selected. Discuss **each question** as a group. **All** group members take notes on each question. During the whole group discussion **each spokesperson contributes** when his/her assigned question is being discussed.



Question #1: Why is mentoring important for new teachers?

Spokesperson: _____

Question #2: What are some qualities of effective new teacher mentors?

Spokesperson: _____

Question #3: What are some new teacher mentoring best practices?

Spokesperson: _____

Jenny

Last year a new teacher, Jenny, joined my team. As team leader, I agreed to provide mentoring support for her. Jenny was a career changer. She had worked in the field of real estate and had managed an office and sales team. She had also taught real estate classes for adults pursuing a real estate license.

Jenny was hired just before school started and her year started out with a rush and never seemed to slow down. I left a note on her desk the first day she arrived at school to let her know I could help with whatever she needed. She seemed in a hurry to get her classroom together so I did not bug her about meeting with me.

The next week I popped into her room to see if she needed anything. She asked about materials for the first science unit and I showed her where the closet was. She thanked me and got some materials for her class.

Once school started, I noticed that she was having trouble with classroom management. On one particularly noisy day I walked into her room during my planning time and read the kids the riot act to get them to settle down. They got quiet. Jenny never thanked me for that but I'm sure she appreciated it.

I followed up with an email asking to meet with her to talk about classroom management. She responded that she was OK and did not need to meet. She was spending all her non-teaching time on lesson planning.

A month into school my principal asked me how things were going with Jenny. I told her about all the supports I had offered. She asked me to follow up with Jenny on classroom management based on some student behaviors the principal had observed in Jenny's class.

I stopped by Jenny's class after school and told Jenny I had talked with the principal. I let her know that I could get coverage and come into her class to observe her and give her ways to get the students under control. She seemed annoyed, declined the offer, and said she was fine.

She continued to brush off my attempts to help her, and struggled throughout the year. I can say one thing, she always seemed to be working hard and spent long hours after school and at home working on lessons and grading papers. She was no slacker.

But, she was one hard nut to crack!

Building Trust

Actions that tear down trust

Actions that engender trust

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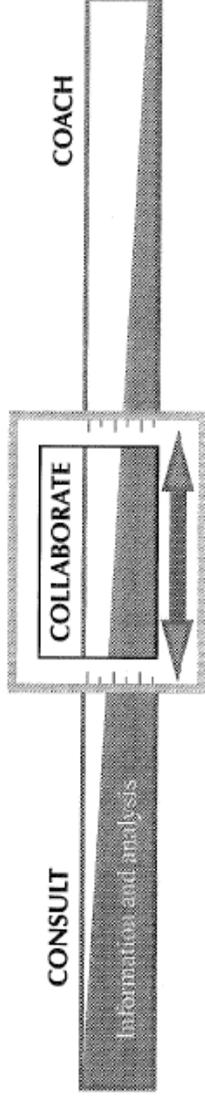
Give One Get One

My Ideas for Building Trust

Other Ideas for Building Trust

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Three Stances for Offering Support



Consulting - I	Collaborating - We	Coaching - You
<ul style="list-style-type: none"> • Think aloud about your own “What” and “Whys” • Offer a menu of solutions • Produce an idea bank • Conduct a model • Review tapes of teaching 	<ul style="list-style-type: none"> • Brainstorm reasons, ideas, solutions, and interventions together • Co-plan • Co-teach • Become study buddies • Conduct action research 	<ul style="list-style-type: none"> • Listen and respond without judgment • Ask questions to prompt the mentee’s thinking • Reflect on goals • Facilitate thinking about solutions

Mentoring Strategies and Topics

	Strategies	Topics
Engaging Students in Learning	<ul style="list-style-type: none"> -Observe together a veteran colleague, discuss afterward -Share an effective strategy for engaging diverse students -Model a specific strategy -Ask questions that examine issues of equity -Co-teach 	<ul style="list-style-type: none"> -Varying strategies to engage students -Supporting ELLs -Flexible grouping -Questioning techniques -Engaging students in problem solving and critical thinking - Linking to prior knowledge
Managing and Organizing the Classroom	<ul style="list-style-type: none"> -Co-develop standards for student behavior -Demonstrate a class meeting strategy -Co-plan routines and procedures -Provide sample discipline routines -Brainstorm ways to build student cooperation and responsibility 	<ul style="list-style-type: none"> -Classroom procedures and routines -Motivational systems -Room arrangement -Bulletin boards -Materials and supplies -Systems for handling homework, paperwork and classroom jobs
Planning Instruction	<ul style="list-style-type: none"> -Provide or co-develop a lesson plan -Collect curriculum resources and materials -Inquire about possible pitfalls or challenges in a planned lesson -Co-design a lesson plan or a curriculum unit for both you and the new teacher to implement -Order resources 	<ul style="list-style-type: none"> -Lesson plans -Differentiated instruction -Flexible groups -Use of technology and media -Engaging students in problem solving and critical thinking -Substitute plans

<p>Understanding the Subject Matter</p>	<ul style="list-style-type: none"> -Provide subject specific resources, knowledge and information -Attend a workshop together and debrief -Inquire how a strategy might impact student content learning 	<ul style="list-style-type: none"> -Key concepts and themes -Linkages across subject matter areas -Organizing and sequencing the curriculum -Resources for ELLs
<p>Assessing Student Learning</p>	<ul style="list-style-type: none"> -Examine and analyze student work together -Listen as the teacher discusses examples of student work -Assist with preparing report cards 	<ul style="list-style-type: none"> -Multiple sources of information for grading -Grading systems -Report cards -Parent conferences
<p>Communicating</p>	<ul style="list-style-type: none"> -Explain site traditions and culture, procedures and protocols -Facilitate a group of new teachers sharing professional goals -Encourage a new teacher to share a successful lesson at a meeting 	<ul style="list-style-type: none"> -Administrator evaluation procedures -Effective communication with parents, staff, etc. -Specific events like conferences, field trips, etc.

Instructional Mentoring Skills

Paraphrasing: Communicates to the speaker that the listener has truly heard what is being said.

Acknowledge/Clarify: A brief statement reflecting what was said in the listener's words

- You're concerned about ...
- You're pleased with ...
- You're trying to figure out ...

Summarize/Organize: A statement illuminating themes or containers

- You have two goals here; one is _____ and the other is _____
- So, on one hand _____, on the other hand _____
- There seems to be three themes: 1) _____ 2) _____ 3) _____

Shift Conceptual Focus: Shift down to focus on a specific, smaller idea. Shift up to broaden the scope of the thinking.

- So a value you have here is ...
 - So a goal you have is ...
 - You are thinking that ...
-
-

Clarifying Statements/Questions: Communicates the listener has heard but is unclear on few points.

Clarify to:

1. Gather more information.
2. Get clarity about the speaker's reasoning or emotions.
3. Test connections between ideas.
4. Clarify the focus or issue at hand.

- Tell me more about ...
 - Let me see if I understand...
 - So are saying that...
-
-

Powerful Questions: Help the colleague think about possibilities, analyze issues, and explore connections.

- Tell me more about ...
 - What's another way to look at that?
 - What would happen if...
 - How is that different from...
 - What is the upside? Downside?
 - What are the criteria that will help you decide?
-
-

Suggestions: Offer the colleague choices and are expressed as a question. Follow a suggestion with an invitation to think about how it might work in the colleague's classroom.

- Some teachers have tried... Might that work for you?
- What I know about ___ is that... Does that sound like it could work?
- There are a number of approaches... Which ones sound like possibilities for your situation?
- Sometimes it's helpful to... What are your thoughts about...



Notes

