

## MENTOR CURRICULUM CHARTS 10.3.11

### Chart 1

ADVOCACY	PROFESSIONAL EXPECTATIONS	CLASSROOM DATA	COURAGEOUS CONVERSATIONS
Conversation w/principals	Confident flexible self-sustaining	Knowledge of effective practices	Establish trust reliable honest
Students first	Learns and demonstrates mentor knowledge	Knowledge of effective classroom management practices	Productive & supportive relationship
	Comfortable using technology	Student learning styles	Positive, encouraging attitude
	Able to work independently	Provides learning opportunities	Effective communication skills
		Full knowledge of teacher assessment tool	
		Questioning techniques	
		Master teachers professional	
		Meets with teachers ongoing work with an A.P. mentor	
		Knowledge of instructional practices	

**Chart 2**

<b>INSTRUCTIONAL PRACTICE</b>	<b>CONTENT/CONTEXT-SPECIFIC SUPPORT</b>	<b>NAVIGATING SCHOOL CULTURE</b>	<b>FOSTER ATTRIBUTES OF AN EFFECTIVE MENTOR</b>	<b>COACHING AND MENTORING SKILLS</b>
Comfort w/use of technology	Knowledge of resources→distributive leadership	Role clarification	Knowing how to get a foot in the door- how to approach a teacher in need	Active listening skills
Data analysis & facilitating data conversations	Content knowledge	Communication protocols	Self-driven	Effective communication paraphrasing & questioning
Knowledge of effective instructional strategies	Where & how to connect teachers with human resources & materials	Advocate	Confident	Continuing of support when to consult, collaborate, coach
Master teacher	Knowledge of curriculum or at least where to go	Attitude supportive of principals & school vision	Independent	Skill in coaching beyond just support of new teachers
Analysis of SW- using informative data		Understanding of instructional expectations of teachers	Understanding of their non-evaluative roles & not to “live” how you did things when you were a teacher	Needs of the adult learner
Focus on student learning		Attitude/ skill to navigate different personalities in their world	Reflective learners	Coaching/ mentoring behaviors
connecting theory to practice→ MODELING			Flexible	Guiding thinking w/questions& giving answers
how to use student data to inform and shape instruction			Reliable	Strength based using what works to increase overall teaching efficacy
			Work without validation	Confidentiality
				Collecting evidence during instruction
				Building ownership of work

## CHALLENGES

<ul style="list-style-type: none"><li>• Time</li></ul>	<ul style="list-style-type: none"><li>• Lack of support / buy-in from principals</li></ul>
<ul style="list-style-type: none"><li>• Managing and fostering development of “high flyers”</li></ul>	<ul style="list-style-type: none"><li>• County initiatives – stay current</li></ul>
<ul style="list-style-type: none"><li>• Disconnections<ul style="list-style-type: none"><li>– Principal expectations</li><li>– Central office expectation</li><li>– Staying out of “evaluative” conversations</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Supporting new/veteran mentors</li></ul>

**Chart 3**

<b>LEADERSHIP</b>	<b>TECHNOLOGY</b>	<b>MENTOR DISPOSITION</b>	<b>TEACHING PEDAGOGY</b>	<b>COACHING</b>	<b>COMMUNICATION</b>
The “connector”	Technology	Have enthusiasm	Have confidence & knowledge of content area/curriculum, data, etc.	Know when to –coach –consult –collaborate	Verbal skills
Leadership skills to be the new teacher’s advocate	Finding resources	Confident	Data collection what do with data once have it	Ability to see where the teacher is and where the teacher needs to go	Good communication skills
Visionary	Tech skills &/or willingness to learn	Flexible / adaptable	Data analysis	Finding openings	Good listener
Working with principal	Using technology	Nurturer time manager teach	Best practices	Finding entry points openings w/new teachers	Good communicator
Interaction w/ hierarchy		Sensitivity- know when to back off and when to push	Policy/procedure	“scan” the individual (IFC)	Paraphrase communication
		Go w/the “flow” adaptable	Strong instructional experience	Know when to push	Listening skills
		Rapport builder	Knowledge of pedagogy	Feed back for growth (honest-good)	Role model
		Compassionate	Reflective	Courage to address issues	
		Relationship builder	Student language vs. teacher behaviors		
		Self assured	In-depth knowledge pedagogy curriculum		
		Positive & professional attitude	Knowledge of child development		
		Est. trust/ rapport	Data analysis		
		Establish confidentiality	Classroom management		
		Motivator			
		Culture of the school			

**Chart 4**

<b>KNOWLEDGE OF CONTENT INSTRUCTIONAL STRATEGIES/ PEDEGORY</b>	<b>ATTRIBUTES OF MENTORS</b>	<b>PRINCIPLES OF MENTORING</b>	<b>COMMUNICATION FOR EFFECTIVE ALIGNMENT OF PURPOSE</b>	<b>USING DATA TO DRIVE INSTRUCTION</b>
Knowledge of reliable resources and applying with intention	Work independently self driven	Providing specific non-evaluative feedback	Ensuring ongoing consistent communication	Focus on student learning
Resourceful	Flexible	Walking the fine line of non-eval/ eval	Common language	Engage in dialogue around data
Demonstrated knowledge of and experience using content and processes of teaching and learning	A mentor doesn't "own" the problems of the teacher but can move teachers toward own solution	Meaningful & constructive feedback	Communication active listening	Classroom level data analysis formative assessment
Best practices for specific content areas	Guide on the side attitude (it's not about the mentor it is about teachers)	Honesty w/o judgment	Understanding of which to mentor, coach, consult, direct and ability to shift as needed	Paraphrasing to move thinking forward
Culturally responsive pedagogy	Confident	Comfort ability to engage in courageous conversations		
	Know the mentees attitudes & perceptions about mentoring			
	Establish trust			
	Positive attitude			

**Chart 5**

<b>KNOWLEDGE OF SYSTEMS &amp; RESOURCES</b>	<b>COMMUNITY</b>	<b>COMMUNICATION &amp; FEEDBACK</b>	<b>LEADERSHIP</b>	<b>INSTRUCTIONAL ELEMENTS</b>	<b>MENTORING SKILL SET</b>
General information about the district –where to get answers –processor	Working with parents	Collegial relationships	Leadership skills	Knowledge of curriculum	Reflective
Resources technology	Translator	Confidence courageous conversation (foot in door)	Build trusting relationships	Classroom management	Reflect on goals
Willingness to follow established protocols	WCPS vision mission	Provide feedback without judgment	Adult learning needs	Effective instruction & planning	active listening
Support Danielson framework		Communication skills –teachers –principal –district staff	Confidence	Knowledge of eval-formative	3Cs
Knowledge of systems for support & development in the district		Effective communication	Professional in leadership	Student learning (focus on) classroom data	Collaborative
Knowledge of common core standards & curriculum		Ability to provide non-judge able development feedback		Master teacher	Flexible
		communication		Deep understanding of the instructional framework	Willing to change their practice
				Instructive knowledge	Interpersonal skills

**Chart 6**

<b>COMMUNICATION</b>	<b>MODELS &amp; TOOLS OF MENTORING</b>	<b>ADVOCACY FOR TEACHERS &amp; STUDENTS</b>	<b>SYSTEM &amp; SCHOOL KNOWLEDGE</b>	<b>CONTENT KNOWLEDGE</b>	<b>DISPOSITIONS &amp; ATTRIBUTES</b>
Communication skills	Focus on learning as evidence of teaching	Resourceful can help & can direct where to go (human & materials)	Knowledge of system & school culture	In-depth knowledge of methodology & pedagogy	Trusting/trustworthy
Collaborative	Consult & collaborate, coach	Focus on achievement & equity	Supporting the principals vision	Best practices	Know when to push & when to comfort
Feedback for growth	Coaching	HT Stay out of the formal evaluation process	In-depth knowledge of policies/procedures	Planning expertise	Positive
Collegial be open to the giver & taker 3 stances	Models of coaching	Advocacy for new teachers	Know the system	Knowledge of child development	Self-assured
Interact w/ hierarchy-speak truth to power	Selective scripting	Advocate	Follow established protocols	Classroom data analysis HT facilitate	Approachable: present, friendly, fair, transparent
Strong communicator		Human filter (filter info from multiply sources)	Know the community	Able to make connections bet. Initiatives	Management skills time, travel, materials, & note taking
Reflective questioning-facilitate teacher reflection				What to do w/the data once its analyzed	Willingness to learn new content technology
Feedback w/out judgment				Competent: understand good instruction & 1 <sup>st</sup> year teachers	“nurturer”
				Classroom management	Willingness to change practice
				High tech skills & application	Listener
				Instructional experts	Compassionate
				Time	

				management	
				Able to deliver through multiply modalities	
				Use(s) data & other data	
				What, when, how to gather & analyze data	