NEW TEACHER CENTER

Reflections

UNIVERSITY OF CALIFORNIA, SANTA CRUZ • DEPARTMENT OF EDUCATION

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Beyond Buddies

Mentoring New Teachers to Instructional Excellence

by Ellen Moir, *NTC Executive Director*

Welcome to the 2005–06 school year. Like you, all of us at the New Teacher Center look forward to new accomplishments and challenges as we work to improve teaching and learning in our nation's classrooms. We hope this issue of *Reflections* offers you insights into how to help new teachers and their students to achieve their potential.

Too often induction programs focus more on teacher retention than developing high quality teachers. As we have refined our teacher induction model since 1988, a key insight has emerged—comprehensive mentor-based programs can improve teacher retention and teacher practice simultaneously. This issue offers some of our latest thinking on improving teacher practice through instructional mentoring focused not on survival, but on improved student learning.

Mentoring for instructional excellence is very different from the traditional buddy system that many of us experienced when we first began teaching.

The buddy system pairs a senior teacher with little or no mentor training or release time with a beginning teacher. Since buddy mentors are treated just as new teachers often are—

ELLEN MOIR *continued on page 2*

New Teacher Center Director Receives McGraw, Jr. Prize in Education

Ellen Moir receives the Harold W. McGraw, Jr. Prize in Education from Harold McGraw III, Chairman, President, and CEO of The McGraw-Hill Companies.

As Ellen Moir climbed the steps of the New York City Public Library, she was taken by the majesty of the building: the inspirational quotes on the wall, and the two lions representing patience and fortitude guarding the entrance. As she glanced down, Ellen noticed her own footsteps falling into the worn imprints in the stone—those of thousands of people who have entered this place of knowledge. Those people, she thought, sought the same things mentioned in the McGraw, Jr. Prize in Education that she would accept at a black tie dinner that evening: curiosity, discovery, wonderment, and learning.

PRIZE *continued on page 22*

ELLEN MOIR *continued from page 1*

left to sink or swim, relying on intuition and good intentions to stay afloat—they understandably focus on offering emotional support and helping beginning teachers with logistics. Though buddy mentors may introduce new teachers to the norms and expectations of the school district, they aren't given the training and resources to link mentoring to the norms and expectations inherent in excellent teaching.

The New Teacher Center's induction model moves beyond the buddy system to link effective mentoring directly to a vision of effective teaching. We believe that successful teachers are highly literate, well versed in content knowledge, and have the pedagogical tools to support student learning. They care deeply about their students and understand that their task is to help all students, regardless of background, socio-economic levels, or learning needs, achieve. Successful teachers are able to link their practice both to student content standards and professional teaching standards. We select exemplary senior teachers who embody this vision of effective teaching to serve as mentors, then train and support them to translate their understanding of instruction into the day-to-day practice of new teachers.

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Our instructional mentoring model has four key elements:

Articulation of Best Practice

Mentors learn to articulate to new teachers their own professional knowledge and pedagogical decision-making in ways that new teachers can understand. They help novices co-construct a deep, conceptual understanding of teaching and to have confidence in their pedagogical choices.

Balancing Immediate and Long-Term Needs

Instructional mentors balance new teachers' day-to-day needs with focused plans for their professional growth.

Approach to Teaching as Inquiry

Instructional mentors understand their job is to help new teachers analyze and reflect on their practice. Rather than passing on their own expertise, they model how to analyze student work across content areas and to differentiate instruction. Their goal is to develop teachers committed to a lifetime of professional learning.

Commitment to Collaborative Partnerships

Through their work with new teachers, instructional mentors model how to build collaborative, trusting professional relationships. They also help new teachers to build similar relationships with their colleagues to help build strong school communities focused on inquiry.

In this issue of *Reflections*, you have the opportunity to view specific examples of instructional mentoring across grade levels and content areas. The authors offer a look inside their unique instructional mentoring practices and share perspectives on supporting the development of meaningful and effective pedagogy in beginning teacher practice. ■

Bilingual Broker
A Shame or an Honor?

By Tomasita Villarreal-Carman, *Ed.D, NTC Outreach Coordinator*

A few years ago, when my husband and I were visiting Mexico, he asked me to translate as he was carrying on a conversation with the taxi driver and wanted more information about the area and the people. An uncomfortable feeling came over me. Where did this come from? It was not that my thoughtful husband was being demanding or asking in an inconsiderate way. In a conversation with some close friends a few months later, I shared with them my reaction to my husband's request to translate. As we talked about it, my memories and feelings of my immigration experience came rushing back.

I cannot remember a day when I have not seen myself as an English language learner. My parents immigrated to this country from Mexico when I was five years old. This was the beginning of my schooling, in a foreign country and in a foreign language. I do not remember one person in my first elementary school speaking Spanish, my primary language. "Sink or swim" is an understatement to describe my first years as an immigrant and as a student in an elementary school in Chicago in the middle of winter. It was a chilling experience in more ways than one. We lived in approximately six different states that first year and finally ended up in San Jose, California, in a migrant camp with no indoor plumbing or electricity, in the middle of strawberry fields.

By the end of my first year of schooling in the United States, my parents were taking me to the stores, doctor's offices, and employment agencies. Besides going to school, my other major responsibility was to be a bilingual broker. I still remember the disdain, apathy, and frustration in the faces of the English speakers as they tried to communicate with my Spanish-speaking parents through me. I took to heart the uncomfortable feelings of the adults on both sides as I tried my hardest to make sure everyone understood what being said. No one ever honored my growing bilingualism, or pointed out to me the valuable assets I had acquired. It was the anxiety and shame from so many years ago that resurfaced when I was asked by my husband to translate for him in Mexico.

"Sink or swim" is an understatement to describe my first years as an immigrant and as a student in an elementary school...

I share this story to illustrate what is still happening today to young immigrants in many homes, classrooms, principals' offices, and other settings where

BILINGUAL BROKER *continued on page 4*

Tomasita Villarreal-Carman facilitates a MELLS training for Partners in School Innovation.

BILINGUAL BROKER *continued from page 3*

English learners (ELs) live and learn. Many of our young ELs are still serving as bilingual brokers. The passage of Proposition 227—English Language Education for Immigrant Children—challenges educators as the numbers of ELs continue to grow every day. Many of our beginning teachers struggle to meet the needs of ELs, and many administrators are confronted by the demands of *No Child Left Behind.*

We have learned some interesting things from the New Teacher Center Induction Survey that all New Teacher Project beginning teachers, mentors, and site administrators take for program assessment toward the end of the school year. A significant number of beginning teachers identify working with ELs as a "challenging working condition". Mentors state that the areas they struggle with most in mentoring are differentiated instruction, effective classroom practices for ELs, and working with parents. The new administrators being coached by our coaches at the NTC also point out that addressing the needs of English learners is a difficult issue they must address on a daily basis in their schools.

As a result of these findings and with the support of the Becky Morgan Foundation, I had the opportunity to lead a NTC team to create a new training, *Mentoring for English Language Learner Success: Research, Standards, and Practice.* This training includes English Language Learner Profiles, Optimal Learning Conditions for ELs, Six Effective Strategies for ELs, Initial Identification and Assessment of ELs, and Lesson Design for ELs. Participants read professional articles on recent findings, hold structured dialogues, and apply concepts to their own cases.

A significant number of beginning teachers identify working with ELs as a "challenging working condition".

It has become evident that there is a definite need for professional development on supporting English Language Learners for educators at every level. We presented an overview of this training, including some of the concepts, at the last two NTC Symposia, which generated interest from numerous school districts across the country. We have received inquiries and requests to present this training in California, Georgia, Tennessee, and Washington. Some of these modules have already been integrated into our Mentor Academies and the Formative Assessment System that 26 school districts in California currently use. We are doing the same for our training for NTC National Formative Assessment System training series. And we have also created a training for administrators.

It is projected that by the year 2007, in California, the EL population will make up approximately 60% of incoming kindergartners. This is also the trend in many other states. If the growing numbers of ELs continue as in the past 20 years, we must be proactive and find ways to mentor our beginning teachers and our beginning administrators in teaching ELs. Mentors also need explicit professional development on mentoring for EL success in order to support novice educators.

Beginning teachers need not fear teaching ELs or see them as "a challenging working condition". Mentors have to be knowledgeable and confident when they mentor novice teachers of ELs. Beginning administrators also need support and mentoring to effectively address challenges in educating ELs. When our young ELs act as bilingual brokers for their parents, we must make sure this is a positive experience—honored and respected—not a shame or a burden. If the adults responsible for the education of ELs are equipped with the necessary knowledge and skills, they will see themselves as agents of change as they advocate for all English learners like me to be successful in our schools, our country, and our world. ■

MELLS on Maui

by Sharon Galloway, *Resource Teacher, Department of Recruitment and Retention, Hawai'i*

Sitting in the *Mentoring for English Language Learner Success: Research, Standards, and Practice* (*MELLS*) training last spring in Los Gatos, California, my thoughts sometimes drifted to my adventure lying ahead. I was moving to Maui! Through contacts with NTC and the Hawai'i District Office of Education in Hawai'i, I had a job waiting for me with the Department of Recruitment and Retention mentoring new teachers and presenting professional development workshops to them. *I could do that,* I thought. *How different could it be from the Silicon Valley New Teacher Project Beginning Teacher seminars, and the parts we advisors were urged to take on for the Mentor forums?*

The *MELLS* training gave me new strategies, information on the latest research on language development, and validated what I knew from being an English as a Second Language (ESL) teacher nine years ago in Portland, Oregon. I wondered how I might be able to use the concepts from this training in my new job on Maui. Did they have English learners? What were the teachers' needs? It didn't take long to find out.

My first week, I attended a New Teacher Meeting in Lahaina at King Kamehameha III School and listened to new teachers talk about their challenges and concerns. The biggest one is the influx of ESL students from Mexico and the Philippines. How do they meet their needs? How do they find the time to work with them? Lori Gomez, a New Teacher Mentor for the West Maui Complex, asked: *Sharon, can you help with this?*

Sharon Galloway meets with Karen Twitchell and Hugo Diaz, new teachers on Maui, Hawaii.

The agenda was set for the next meeting, and I went to the boxes in my garage. I pulled out the list of strategies and stages of language acquisition, and the poem, *Invisible*. I made overheads and handouts, wrote a script and made an evaluation. Sooner than I had thought, I had been put into action: my mini workshop on English learning strategies was ready.

> The *MELLS* training gave me new strategies, information on the latest research on language development, and validated what I knew from being as ESL teacher...

At the next New Teacher Meeting, beginning teachers and mentors received the strategies and information enthusiastically. They had lots of questions, and I felt grateful for the training days I had spent learning in the MELLS workshop. I followed up with the teachers I am mentoring. Karen Twitchell, a second grade teacher says: *The front-loading of vocabulary has really helped my students understand the text. I'm doing a lot more 'think alouds' with my English learners in mind.* Hugo Diaz, a fourth grade teacher, tells me: *I just got two new non-English speakers. The strategies you gave us at the workshop have been very helpful. I looked at the* strategic pairs *in partnering them in my classroom.*

I have now given the presentation to the entire staff at Princess Nahienaena, another elementary school in Lahaina. This is an example of how good work spreads. The training that we receive through the NTC makes a difference for new and experienced teachers and most important, the keiki (children) on Maui. ■

Not Just a Content Specialist

The Secondary Mentor Role in Teaching Literacy

Rain S. Bongolan, *NTC Coordinator, English Learner Instruction*

Many secondary mentors hear comments like this one from a beginning teacher:

I have a degree in...*[mathematics, world history, physics, British literature, economics, or fine arts.] *I know this standards-based content backwards and forwards! But how could I raise some of these students' reading skills so they can read tonight's homework? For that matter, how do I help my English learners acquire grade level English skills? I barely have enough time to teach the subject matter!

These words express a dilemma that we secondary educators can experience sometime in our careers. As content specialists, some of us hold fast to a belief that time dedicated to literacy instruction in our classes is "time out" from teaching content. Will language-based instruction continue to elude us despite the needs of students expected to learn grade level academic English? How might the current national focus on transforming high school instruction be a catalyst for broadening many teachers' perception of literacy-based instruction?

U.S. Department of Education's Office of Vocational and Adult Education (OVAE) has partnered with educational researchers, state governors, private foundations, and corporate leaders to discover how high schools might more rigorously prepare our young adults for the 21st century. As organizations provide technical assistance for establishing smaller learning communities, career academies, high-tech schools, or ninth grade intensives, one key challenge persists: how to systematically address the critically inadequate level of many adolescents' literacy skills.

An estimated eight million students in fourth to eighth grade cannot read at grade level, and more than 50% of these students are not likely to graduate from high school. Most often they are poor and members of minority groups.

What Should Secondary Teachers Know, Do, and Pre-Assess

On reflection, many beginning secondary teachers realize that most reading instruction methods they learned in pre-service content area reading courses presume students possess high-school-level reading proficiency. Many high schools have adopted reading programs and/or provide school-wide training in popular methods for reading instruction. But students' strengths and challenges differ according to subject-specific literacy skills. Within a single content area, different concepts require different critical thinking and writing skills. Depending on content and text difficulty, appropriate responses to directions, word problems, and questions require multiple types of knowledge about language.

Content Knowledge and the Role of Secondary Mentors

Many beginning secondary teachers start their careers working with students who struggle with literacy. In addition to sharing their content knowledge, mentors must be able to advance teachers' competence in teaching academic language skills. Beginning teachers need support in identifying and analyzing the skills students need to access, understand, and apply specific subject matter concepts presented in print. Collaborating with a mentor from the same content area can support teachers in identifying these components.

Focused on presenting the content, beginning secondary teachers are often baffled that some students struggle to follow directions, analyze chapter questions or word problems, or learn concepts from text. If teachers don't teach *text attack* skills, their mentors are available to suggest or model ways to use texts for specific lessons. After a collaborative analysis of student work, mentors can recommend alternative texts to match student skills and interests.

As national efforts to address the challenges of adolescent literacy unfold, how do we maximize the role of

Accelerating Academic Language Development:
NTC's *Six Key Strategies for Teachers of English learners*

Vocabulary & Language Development	Guided Interaction	Metacognition & Authentic Assessment
Explicit Instruction	Meaning-based Context & Universal Themes	Modeling, Graphic Organizers, & Visuals

These are the concepts highlighted in one of NTC's coaching and observation tools. They represent research-based methods that when combined, develop students' language skills *and* content knowledge.

secondary mentors? What should secondary mentors know and be able to do to help teachers advance all adolescents' academic literacy? For students learning English as their second language, how might mentors help teachers advance students' foundational English *and* the academic language of their content? What methods or tools help teachers and mentors accelerate both students' academic language and content knowledge?

NTC Six Key Strategies for Teachers of English learners

Nearly four years ago, I developed such a tool. One of the beginning teachers I mentored dubbed it a *literacy safety net*. It is comprised of six research based strategies for instructing students learning a English and academic content together. Many of these strategies parallel approaches for developing reading comprehension.

At the New Teacher Center, we refined indicators for each strategy. For example, performance indicators for *Meta-cognition & Authentic Assessment* strategy include:

(The teacher…)

- Models meta-cognitive reading skills for pre-reading text and monitoring reading comprehension
- Provides multiple opportunities and methods to check for student understanding
- Provides feedback, rubrics, models of student performance tasks to guide students to monitor their progress

My beginning teachers and I use these strategies and indicators as observation tools. In the coaching cycle they keep us focused on language development methods and impact on students' language skills. Incorporating activities based on these strategies, teachers discover they were not just planning lessons to make content more comprehensible for their students.

In mentoring, the strategies help teachers anticipate the subject-specific listening, speaking, reading, and writing skills needed for English learners to engage in assigned tasks. Teachers across content areas begin to notice how frequently subject-matter texts use language that presume native-speaker proficiency. This tool guides teachers of both English learners and non-standard English speakers to help students identify and use academic English while learning content. And these strategies are effective for teachers who teach native English speakers. Meta-cognitive reading activities encourage students to dig more deeply into text. Teachers find that increased focus on text, vocabulary development tasks, and daily links to key themes result in improvement in students' understanding and use of academic language.

Content-specific academic language is indeed a second language for native speakers and a *third* language for English learners. As high school educators, we must access all the resources we have to ensure that our students have the literacy to "read" the world of the 21st century. And secondary mentors can play a pivotal role. ■

The 'six strats' helped me understand that I didn't need to have to reinvent the wheel for each and every lesson. They provided the framework for making content comprehensible for my students. Instead of seeing literary content, comprehension, vocabulary and grammar as separate entities, I could help students see how these elements are woven together. Themes played out within a novel, patterns within words were related to characterization, and 'threads' of connection began to join stories within a unit, then a semester, and finally, in a year. This reduced the task—for students as well as my day-to-day practice.

—Quote from a first-year freshman English teacher

Using Technology to Support Instructional Mentoring

Bruce Andrew Duncan, *NTC Director of Technology*

New teachers bring their enthusiasm, hopes, apprehensions, and everything they've learned about teaching through pre-service training to their first teaching placement. Mentors of new teachers bring their career experience, pedagogical expertise, mentoring capacity, and a strong desire to guide their beginning teachers' growth. In the professional relationship of mentor and beginning teacher, effective mentoring depends on rich professional dialogue, supportive communication, thoughtful analysis, reflection, and planning. Effective mentoring greatly contributes to new teacher success in the induction phase of their career.

Is there a role for technology in instructional mentoring? Given the range of contexts where instructional mentoring occurs and the widespread presence and use of technology in our world, induction providers, program leaders, and mentors are increasingly exploring how technology can be used to enhance instructional mentoring.

Technology and Mentoring Tools

The New Teacher Center's Formative Assessment System (FAS) provides a framework and set of tools that guide and facilitate the interactions between a mentor and a beginning teacher. An NTC-developed electronic version of FAS, or "eFAS", is being used in New York City on Tablet PCs to support a high level of mentor mobility, and in Alaska, where weight limits on small planes make laptops a desirable alternative to bins of paper files.

Advantages? eFAS provides improved mentor access to and ease of use of FAS tools. With a couple clicks, mentors can search for, find, and sort completed tools such as the Collaborative Assessment Log to review past notes as they prepare to meet with a beginning teacher. A single click pulls up a blank copy of a tool. Hyperlinks provide rapid and precise navigation. Automatic file naming and saving make file management, well, manageable. Copies of completed FAS tools can be printed for beginning teachers or sent to them via email.

Online Professional Development

The technology for delivering content online is highly developed. NTC Online provides online professional development on topics highly relevant to beginning teachers. For example, an NTC Online module on classroom management includes video clips delivered via streaming that provide compelling demonstrations of effective practice, and vignettes featuring beginning and veteran teachers sharing their experience, professional growth, or expertise.

NTC's online EdCenter provides online courses such as *English Language Learner Success: Research, Standards, & Practice* that contribute to beginning teachers' practice, by integrating course content with classroom-based activities. Beginning teachers enjoy the flexibility of engaging the courses when most convenient in their busy schedules, instead of having to block out fixed hours every week for an in-person class. In California these courses provide a way to demonstrate mastery of standards in order to satisfy credential requirements.

Extending Communication and Interaction

Communication is essential to the mentor and beginning teacher relationship. Weekly in-person meetings provide opportunities to connect and interact. But new teacher needs, whether a time-sensitive request for a resource or a call for help in a moment of doubt, require more flexible opportunities for interactions.

Phone and email are well-established communication tools, and certainly well used by mentors and beginning teachers. Increasingly they are using other communication modes to connect and interact. NTC Online provides both discussion forum and chat "channels" for communication. The discussion forum provides *asynchronous* (at separate times) text-based communication, supporting

NTP Advisor Pam Randall (right) and beginning teacher Kelli Korven use tablet to record their work together.

continuing threads of dialogue over time. Chat environments provide *synchronous* (simultaneous) text-based interactions, useful for live, *real-time* interaction. Mentors use these communication tools in various ways, for example, to facilitate a conversation with a cohort of beginning teachers (an online extension of an in-person forum) or to simply connect, interact with, and support beginning teachers. An added bonus is that text-based online communication provides a record of dialogue, useful for reflection over time.

Collaborative Workspace

All the aforementioned technologies are converging in online collaborative workspace environments where mentors and beginning teachers can post, store, and share work, and even collaborate on work in real-time on *digital whiteboards*. They can simultaneously view web sites, online resources, and streaming media. They can interact and communicate, using any of a number of available tools, even videoconferencing, which allows a conversation with a visual connection. Beginning teachers can create professional portfolios of their work.

Such collaborative space can serve as a complement to in-person mentoring, or enable remote or distance mentoring where no in-person option exists. NTC, in partnership with Montana State University and the National Science Teachers Association, is participating in e-Mentoring for Student Success (eMSS), a content-specific science online mentoring program, where mentors, beginning teachers, and science experts interact as an online learning community. NTC is committed to extending the learning acquired through this project into the development of additional online learning communities.

Information and Data Management

Technology can greatly enhance the way we capture, store, access, and use information and data. Whether generated through the Formative Assessment System tools or collected through online surveys such as the New Teacher Center Induction Survey, data in electronic formats are easier to engage, analyze, and utilize.

Whether to assist a research inquiry, help demonstrate results for program evaluation, or simply inform the approach mentors bring to their beginning teacher, having appropriate data readily at hand expands professional insight and understanding, and informs individual and programmatic strategies for continuing improvements.

Challenges and Rewards

To enjoy the benefits of increased effectiveness that technology can provide does require a level of investment, infrastructure, and commitment. Challenges range from securing reliable connectivity to securing sustainable funding for technology budgets, training mentors to use the technology, and adequately supporting the technology's reliability.

But with the ever-increasing maturity of technology solutions, and with a generation of beginning teachers entering the profession with greater proficiency and comfort with technology, technology investments have an increased potential to yield substantial rewards.

As technology continues to evolve and its use spreads, the New Teacher Center will pursue its commitment to the informed and appropriate use of technology to advance and enhance our core work of developing mentor and administrative leadership capacity to support new teachers. ■

Digital Tools for Mentors and Beginning Teachers in Math and Science

SV2 Grant Supports Inquiry

by Kevin Drinkard, *Santa Cruz New Teacher Project Advisor*

Mentors have increasingly sophisticated tools available to accelerate the growth of the beginning teachers they support. Thanks in part to a grant from the Silicon Valley Social Venture Fund (SV2) and the Community Foundation in Silicon Valley, math and science mentors with the New Teacher Projects in Silicon Valley (SVNTP) and Santa Cruz (SCNTP) are zeroing in on ways to maximize the effective use of tools such as laptop computers, digital cameras and video, compact discs, and content-specific electronic resources to support new teachers.

I have found that technology adds an incredible dimension to the NTC Formative Assessment System. For example, when planning lessons, there is an abundance of resources teachers and their mentors can access and apply to support student learning.

Subject specific resources are becoming increasingly available to assist beginning teachers in expanding their knowledge in relation to the California Standards for the Teaching Profession (CSTP) and the state adopted content standards. Research that describes how students learn specific content standards or details the common misconceptions students bring with them into the classroom helps teachers choose the most effective strategies to teach math and science to an increasingly diverse student population.

Technology helps teachers and mentors make efficient use of such resources. By carrying carefully selected and organized resources on their laptops and selectively sharing them via a CD-ROM toolkit, highly trained mentors help teachers they support efficiently navigate the resources to improve their practice and increase student achievement.

Robert Corbal, a first-year high school math teacher in Santa Cruz and I (his mentor) used a prototype toolkit. It consists of strategically assembled files written in an easily modified format and copied onto a CD-ROM. Robert keeps the CD handy—next to the classroom computer. *One of my goals this year was to not only teach math,* says Robert, *but to help students build their learning skills.* Using a laptop, Robert and I surfed through an index of examples of research-based strategies that Robert could use to support his goal. I suggested he try using a "Chapter Pre-Reading Guide," a strategy that prepares students to read challenging text by scaffolding the creation of a thumbnail overview of a chapter. Robert and I quickly found and adapted a sample pre-reading guide to meet the student needs Robert identified in his Class Profile. Before the end of our meeting, Robert had a pre-reading guide ready for his students to use the following day. The next time we met, I listened as Robert reflected on the lesson. We looked at student work samples and discussed ways to improve the lesson for next time.

> **Technology is not meant to replace mentors, but rather enhance the work the mentor and the beginning teacher do together.**

Technology is not meant to replace mentors, but rather enhance the work the mentor and the beginning teacher do together. I believe our work has always been about trusting your colleagues and building collegial relationships. And Robert agrees. *I can talk about anything with*

Beginning teacher Robert Corball and Kevin Drinkard plan a lesson.

my mentor. He listens. *He encourages the positive, and makes suggestions.*

For a mentor, carrying a strategically loaded laptop is like hauling a dozen milk-crates overflowing with files, a large shoebox full of photographs, a video player with a bunch of tapes all fast-forwarded to the perfect spot, and a television set–except the laptop, and therefore the mentor, knows where everything is. Specially trained mentors can quickly match a teacher's specific need with appropriate written and/or visual resources and offer differentiated support. And with files copied onto a CD, new teachers have access to them at all times.

The most exciting challenge facing the SV2 team goes beyond accumulating resources and training mentors and teachers how to access an apply them. Soren Wheeler, a member of the SV2 team, asks: *Sure, we're serving up a bunch of resources. But what are we really after?*

First, digital resources offer more than support for the immediate challenges that new teachers face in their classrooms. More important, the strategic ways the resources are organized and how mentors model their use, teach the underlying mental models that veteran teachers use in their practice. Mentors use digital resources to reinforce both the NTC Formative Assessment Cycle and the California State Induction Standards.

Robert's incorporation of a pre-reading guide during lesson planning reinforced his goals (ILP) and the needs of his students (Class Profile). Robert and I were able to talk about such strategies in the context of the seminars he attended in equity, teaching English learners, and using technology to support student learning (State Induction Standards). We informally analyzed student work samples, which prompted Robert to reflect on and improve his lesson.

Second, digital resources support content-specific needs in mentoring. In math and science, ongoing acquisition of content knowledge improves lesson design and teaching. One way for new teachers to deepen content knowledge is to practice clarifying the content standards as part of planning lessons. By clarifying the standard, teachers must look closely at what came before, and what comes next. They establish connections across other content areas and investigate alternative ways to understand or illustrate the content (in math, for example: graphically, numerically, and algebraically). Teachers read research on how students typically best learn the content, and what common misconceptions they have. Clarifying standards requires many different resources, and technology makes them immediately available to time-crunched teachers, greatly enhancing their ability to clarify the standard as a first step in designing standards-based lessons.

Finally, mentors model the value of scholarship in teaching, that is, making ideas public for critique and re-use. As mentors access resources, tailor them to unique contexts, and share their work, beginning teachers begin to take similar actions. Scholarship in the profession becomes a habit of mind.

I asked if I could include Robert's pre-reading guide as a content-specific example in the next version of the CD to share with other teachers. Robert's smile confirmed the contagious nature of scholarship and re-affirmed the value of the part of teaching that can be learned and shared across departments, schools—and with innovative technology—even districts and states. ■

Mentoring Beginning Science Teachers With a Focus on Content

Roberta Jaffe, *eMSS Project Director and* Lynn Kepp, *Science Outreach Coordinator*

Beginning Teacher: I taught a wellness chapter (incorporated exercising and eating right; mental, social, physical health; levels of organization and tissue; homeostasis), and I thought this would be an easy chapter for them to comprehend and that most students would get it. However, I found that even though many understood it, it was not the 95% I was looking for. I had them draw a comic strip, and they had to pick one out of three concepts to portray in their strip. It had to be six boxes long and they had to incorporate four vocabulary words correctly.

Mentor: *What did most of your students understand about the lesson?*

BT: …the different types of tissues, levels of organization, stress, and how to stay healthy.

M: *What in your analysis of student work makes you think this?*

BT: Looking at most of the comic strips, I could tell they understood it by the correct use of the vocabulary and the cohesiveness of the strip.

M: *Do you feel like they got more out of the material because they could show you what they knew in a different way? It sounds as if they did.*

BT: I guess it does show they did.

M: *What is something most of your students don't understand? What in your analysis of student work makes you think this?*

BT: Surprisingly some did not understand the difference between social and mental health. Also some did not understand homeostasis. Looking at most of the comic strips, I could tell they did not understand it because the vocabulary was incorrectly used, so their comic strip didn't make sense.

M: *What would be a next step to apply this information to an upcoming lesson?*

BT: Not sure on this one. I suppose I could refer back to it as I move on to the next chapter.

M: *The next step can really depend on what chapter is next. Are there ways that you can link what they did not get? What's another way you might get them to learn the content that they did not understand?*

BT: I'll have to look more closely at the next chapter.

M: *Sometimes it is okay to tell the students that we are going to re-visit something because so many didn't get it. If you had to choose one thing that you know a majority of them do not understand but you really want them to know it, then pick that one thing to re-teach. Don't try to re-teach everything….*

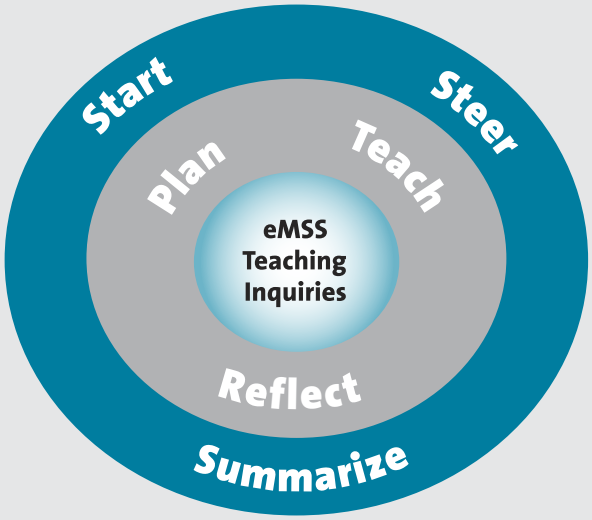
This conversation between a beginning teacher and mentor exemplifies a level of trust and confidentiality that allows them to explore important issues in teaching and learning. It demonstrates a collegiality that engages the mentor and beginning teacher in collaborative problem solving. And the focus on student learning establishes the conversation's purpose.

What is unusual about this actual mentoring conversation is that it takes place online between a mentor and mentee who had only met each other once in person. It is part of an experiment.

Three years ago, the New Teacher Center joined with the National Science Teachers Association, the largest organization of science teachers, and the Science/Math Resource Center at Montana State University, a program with expertise in distance learning, to answer the following questions:

- Can mentoring take place in an asynchronous online environment?
- Does a content focus address the needs of beginning secondary science teachers?
- Can an online science community develop between beginning and veteran science teachers and research scientists?

Mentors and Content Experts' Role



With five years of funding from the National Science Foundation for *e-Mentoring for Student Success (eMSS),* the partner organizations are striving to:

- improve middle and high school student achievement in science by developing e-mentoring networks of new teachers, mentors and scientists;
- develop standards for the mentoring and induction of beginning science teachers;
- and develop a national e-mentoring network to support teachers of science nationwide.

Over the past two years, *eMSS* has partnered with school districts in California and Montana to supplement their districts' induction programs for teachers in the first three years of teaching science. Our 90 mentees and their mentors represent a wide diversity of teaching settings, student populations (including Indian reservation schools and districts with over 50 home languages), and types of induction programs (from highly structured to no formalized induction support). *eMSS* is designed to increase beginning teachers pedagogical content knowledge, to integrate with their districts' induction program, and to provide ongoing mentor professional development to *eMSS* veteran teachers.

Each mentee is matched with a veteran science teacher (currently teaching or retired) who has expertise teaching the same content and grade level as the mentee. Together they participate in *eMSS Online* where they have their own private discussion area. They travel together to mentee-selected Teaching Inquiries that guide their conversations on topics including Managing Student Behavior, Effective Labs, Looking at Student Understanding, Lesson Design, and Diversity. Within each Teaching Inquiry, the mentor supports the mentee as they plan, teach, and reflect on a new aspect of instruction in the mentee's classroom. The mentor supports the mentee throughout this ongoing conversation by starting the dialogue, steering it to meet the mentee's goals and summarizing the decisions and learning along the way.

In addition to the Teaching Inquiries, content discussion areas are always available. These discussion areas are places where they can ask questions of others focused on the same discipline including a research scientist. Here they participate in a community of learners exchanging lesson ideas, grappling with challenging ideas for students to learn, and learning about new research. They can also peruse the web-links that are reviewed resources where teachers can find lesson plans, background information, and research related to their specific science discipline.

In two years of piloting eMSS we have learned much. First, the online environment allows for *pajama mentoring*: mentoring that can take place at any time any place there is internet access. While neither needs to be online at the same time, they must regularly visit their private area and other group discussions to keep the conversation flowing.

Second, having a content-savvy mentor is extremely valuable for secondary teachers. This provides an entry point around a shared content interest. It also provides the beginning teacher with a mentor who understands the intricacies of teaching this subject. The mentor can help address challenging concepts for students as well as relevant classroom management and pedagogy.

Third, we have found that a trusting mentor relationship can definitely develop in an online setting. This relationship is embedded in a community of beginning teachers, mentors, and

SCIENCE TEACHERS *continued on p. 22*

Good Special Education Teachers Can Mean Everything To Their Students' Future

Marilyn Torp, *Advisor, Santa Cruz New Teacher Project*

When the student does not learn the way the teacher teaches, then the good teacher teaches the way the student learns.

—Ana Laura Garcia Gutierrez, Special Education Teacher, Mexico

As we await implementation of the latest reauthorization of the Individuals with Disabilities Education Act (IDEA, 2004), 98% of school districts are reporting shortages of special education teachers. Nearly a quarter of a million new special education teachers will be needed over the next few years. Yet, at the present time, special education teachers are leaving the profession at a rate of twice that of general education teachers. Why? What makes a special education assignment any more challenging than a general education assignment? After all, teaching is hard work no matter what your assignment!

Research cited in "Special Ed Teacher Mentoring Programs To Get Structural Assistance," *Special Education News*, September 21, 1999, took on the challenge of answering these questions and cited the following five reasons why special education teachers are leaving the profession:

- Level of support and organizational help they get from their school
- Access to resources
- Caseload manageability
- Scheduling
- Behavior management of students

A mentor's main offering to any new teacher, especially special education teachers, is a level of support they are not finding outside of induction programs—the gift of a person knowledgeable in special education who is there not to evaluate but to provide guidance and assistance in any area the new teacher feels necessary, from IEP development to classroom management. In April of 2004 another mentor and I decided to research our success rate. We found that our teachers were staying in the classroom and with few exceptions were staying in special education.

...at the present time, special education teachers are leaving the profession at a rate of twice that of general education teachers.

In a thank you note at the end of our two years together Cindy Houle, a high school Special Day Class teacher, wrote how she felt about the support she was given. *I think one of the best parts was that it was all one-on-one instruction, geared exactly to what I needed each time. That is so valuable. If you put a group of new teachers together, each one has such different needs that it would be hard to accomplish much in a short time, whereas with you in my classroom, it was purely a learning experience (differentiated instruction, rephrasing, refocusing and ALL!).*

How do you become part of a community that is set up for isolation? Sydnie Moore, a second year elementary Special Day Class teacher in Watsonville wrote: *I think that in general, most people do not have a full understanding of special ed students or teachers and therefore, as with many labeled people, others are somewhat fearful. I think that it surprises many people once they look at the commonalities between us rather than focus on the differences.* As a mentor one of the biggest challenges can be to help new

Special Education teacher Sydnie Moore evaluates her students' performance during an interactive learning activity.

teachers reduce the isolation they often feel as the only special education teacher on the site. Their classrooms, with few exceptions, are still located in portables in the remote corners of the campuses. County level classes are placed in district schools by agreement, adding further to their isolation as they are not members of the district where their classes are located or supervised by the site administrator.

Out of 25 special education teachers that I have mentored in the last four years only three, 12%, had preliminary special education credentials. Consequently 88% (22/25) had no special education training, while 72% (18/25) had no teacher training of any kind. One of my favorite moments was when, after introducing myself to one of my new teachers, he asked if I could show him what an IEP looked like. Of course there was a filing cabinet full of student IEPs in the classroom, and he just hadn't discovered them yet, as he didn't know what he was looking for.

The fact that so many new special education teachers are entering the field with no teacher training becomes particularly challenging as a mentor because of the wide range of areas one needs to cover. For example, no special education teacher teaches just one grade level or subject; therefore you need to know curriculum for K-12, including individual subject matter curriculum at the secondary level, alternate curriculum, positive behavior management techniques, how to supervise paraprofessionals, and the IEP process.

How do you relate all of this to a teacher with no background in teaching while trying to assist them in setting up rules and procedures for classroom management and developing a multi-level curriculum, often without textbooks? I have been amazed at the creativity and determination, which, with what I often view as minimal guidance, my new teachers have managed to develop outstanding lessons and move their students forward.

Understanding learning styles becomes particularly important when teaching special education. Special education students may be less engaged in the learning task, unable to cope with multiple instructions and poorly organized in their thinking and work habits. Often in planning instruction you need to determine what the essential elements of a content standard are and teach those as your target. Assisting teachers to recognize that they need to teach in such a way that students learn, which may be very different from how they themselves learn, is crucial.

The challenge as a mentor then becomes knowing your own limitations and where to go for help. No one mentor can cover all the areas necessary for success at every grade level. Set up networking for your new teachers right away as you are meant to fade out your services within two years. Make sure your new teachers have a support system beyond what you can provide so that they can continue to succeed when you are no longer there. But most of all, enjoy your time developing relationships with fabulous, enthusiastic new teachers. Mentoring is truly the area of hope for the teaching profession. ■

Instructional Mentoring Permeates Every Level of Our District

Robert Bravo, *Gilroy High School Principal*

What do you do when you are supervising a teacher who is a nice person and not quite bad in the classroom, but isn't clearly on a trajectory towards exemplary teaching? What are the best ways to coach this person so he or she improves? When is coaching the answer and when is it necessary to end the relationship? Is it worth ending the relationship if the person is popular, and you are seen as the ogre by other teachers?

As the principal of a large, comprehensive high school, these are the tough questions I must answer. I am often asked by people how I can do my job and keep my composure. This question is usually followed with the statement: "I could never do your job." My answer is that I can do my job because I have people helping me, and I am especially grateful for the coaching I have received. I have had the support of the New Teacher Center as a high school principal and have seen its influence spread throughout our district.

My first principalship was two years at a continuation high school. I witnessed firsthand how our BTSA mentor really made the difference between a teacher growing and becoming frustrated and disenchanted. The NTC was not only a source of mentorship for some of my teachers, but for me as well. While I brought to the job some valuable experiences as a comprehensive high school assistant principal, I had plenty to learn about being the guy in charge. The NTC provided me with retired administrator Tony Calvo as a coach. He was a sounding board and helped me face my challenges. He also used his connections to bring together several meetings of area continuation high school principals to share ideas. I made a point of being open with my staff about my work with Tony because I wanted them to see that everyone needs feedback and coaching if they are to improve.

Now in the third year of my second principalship, I lead a large, comprehensive high school with a staff of more than a hundred teachers. I have to count on my co-administrators to work with me as one unit. While good people are the primary ingredient to a good team, good people don't always work in the most efficient ways together. Thanks to the generosity of the Stupski Family Foundation, I have been able to keep on working with an NTC Leadership Coach. In this new arrangement, Gary Bloom is not only my coach but coaches my three assistant principals as well. Most important, he is also mentor to a fifth party—our team as a whole.

I made a point of being open with my staff about my work with Tony because I wanted them to see that everyone needs feedback and coaching if they are to improve.

In this role, Gary worked with Sonya Lopes of the Stupski Foundation to facilitate a site based strategic planning process. Though this process we have

Gary Bloom (left) debriefs a classroom observation with Assistant Principal Mani Corzo (center) and Robert Bravo.

agreed upon a set of improvement initiatives, which focus our work as a school staff. Our NTC coach helps us maintain focus upon those initiatives. For example, one of our initiatives has us establishing cross-school curriculum maps, common assessments, and departmental data-teams.

Gary meets with each member of my administrative team on a regular basis. Those talks are private. My assistant principals know they can share frustrations with him without his reporting them to me unless they want his help in letting me know their concerns. Likewise, I can share with him how I think he could help my assistants grow. Less frequent, but no less important, Gary observes our team meetings. As we problem solve in these meetings, Gary maintains the role of the observer unless we ask him to join us in brainstorming. At the end of the meeting, he asks us reflective questions about what we think worked or didn't, and he gives us feedback on how we interact. He helps us maintain our focus on the big picture—the implementation of our strategic plan, rather than spending all our time talking through the problems of the day.

The need for my site administrative team's alignment goes beyond meetings. I will do classroom observations with one of my assistants, and Gary will accompany us and lead our debriefing session. We share what we saw with each other and bring our standards of expectation of good teaching to the highest common denominator. We also practice writing the notes we might leave the teacher after the observation, or script the mentoring conversation we might have. Through our presence in the classroom, we both monitor and communicate the importance of our school-wide efforts such as the use of common assessments. With NTC support, we have become known for our high expectations and focus upon teaching and learning.

This practice of administrators calibrating with each other on instructional mentoring extends beyond my site team to the district. Gary and Nathan Cross facilitate vertical teams of Gilroy administrators as they walk through classes of each other's schools. Some of our administrators have held conferences with teachers in a fishbowl. We support those administrators with input and critique after the conference. The teachers who volunteer to have their conferences observed are clear that the observing administrators are there to give feedback to their peers, not to them.

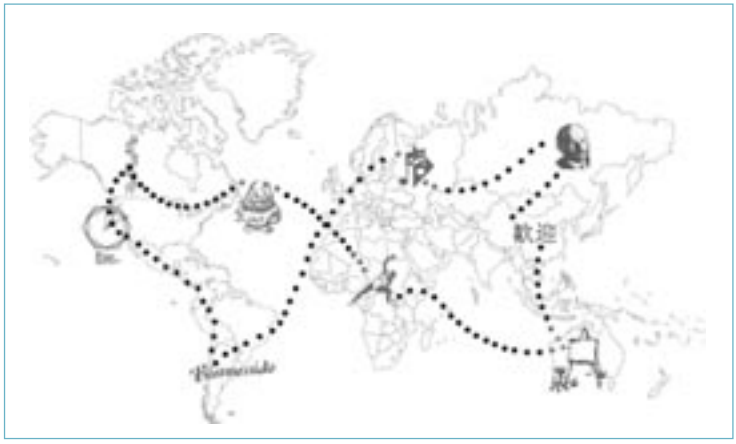
In the midst of all these administrator activities, BTSA continues to do its work. I meet regularly with the BTSA mentor teacher who serves my site. My district has gone to a staff development model that has created a number of site-based literacy mentors. These mentors have regular meetings lead by a district literacy facilitator to build their skills as instructional mentors. Appropriately, the district literacy facilitator for the secondary schools is a former BTSA coach; the influence of the NTC appears again.

Because New Teacher Center coaches are adept at being the "guide on the side", not the "sage on a stage", it would be easy for many insiders to miss how deeply this model of coaching permeates every level of our district. Nonetheless, its influence is the foundation for almost all of our improvement efforts. ■

Mentoring Abroad, Mentoring At Home

A Math Teacher's Figurative Travels

I-Heng McComb, *Silicon Valley New Teacher Project Advisor*



Every day as I make my way from the teacher mailboxes to my little office behind Attendance, I pass a large, wood-carved sign that tells me, "I'm not a teacher: only a fellow-traveler of whom you asked the way. I pointed ahead—ahead of myself as well as you." Deep into my second year as a full-time mentor for beginning high school teachers, I consider the differences between working with teachers outside my content area and working with math teachers. Am I the fellow-traveler from the G. B. Shaw quote, or am I a teacher?

...as I work with teachers in my own field, I have experienced an increasing sensation of *coming home* in my mentoring.

Through accident of geography, last year I mentored seventeen new teachers in seven content areas, none of them math. For me, stepping out of my content area was a vastly enriching experience, with constant opportunities to explore, discover, and connect. I have always taken great joy in traveling to new places, and have never minded going without itinerary or map, so mentoring abroad in everything from English to music to PE feels exciting and comfortable at the same time.

For a beginning teacher, however, working with a mentor with a different content area expertise may feel distinctly uncomfortable—like entering an unfamiliar country, learning a new culture, struggling with a new language, and trying to survive from day to day, only to find that your guide has never been exactly here before either! I can help my teachers ask the important questions, put them in touch with others who may have some of the answers, and shed light on those aspects of teaching which cross curricular borders. And as Lela, a first-year history teacher, reminds me, *having your math insights helps me think outside the social science box.* But I am still only a fellow-traveler: I can point the way ahead, I can walk alongside as teachers learn their profession, and I can share the pleasures and struggles of the journey, but I can't tell my companions where to get a good meal, how much to pay for a pair of shoes, or which is the easiest trail up the mountain.

But this year, my caseload happily includes three math teachers, and as I work with teachers in my own field, I have experienced an increasing sensation of *coming home* in my mentoring. The shift from generalized to specific knowledge, in perspective, and in psychology is akin to the difference between providing a tour of a city I have visited versus welcoming a new resident to my hometown. Even as we go to the same kinds of places, there is a qualitative difference in our conversations around what we see and do—in particular, lesson planning,

MENTORING ABROAD *continued on pg. 21*

What My Students Tell Me

Musings of a Beginning Teacher

by Anne Watkins, *NTC Senior Outreach Coordinator*

I wait for Lily to come to my door. It's already quarter to four, and I'm so tired I can hardly think. One of those junior high school days when I wonder if I'm really doing what can be remotely described as my job: teaching young teens social studies and language arts.

There seems to be everything but the art of language on their minds—the field trip to Great America, the end of year eighth grade dance. My loveable seventh graders have morphed into child-men and women, more unpredictably complicated than either. One minute Amy dissolves into tears and several girls conspiratorially whisper they all have to escort her to the bathroom, because, *you know*, and they disappear rolling their eyes at my insensitive questions.

The boys' voices change from alto mid-tones plunging into deep bass and back again often within a sentence. Julio has a definite mustache and is not only the envy of his friends, but also the latest focus of the girls. He has developed a distinct swagger, which I find strangely annoying. He no longer stays after class at lunch to help me straighten up, and I have seen in him what other teachers describe as *loitering*, standing close to Elvira after school. When do kids change from waiting for their parents to pick them up to *loitering*?

"Hey Laura, how's it going?" Lily's voice pulls me back to reality. I really can't think of a time when she wasn't cheerful, and it is contagious. Her smile and hug make me feel suddenly better.

"I really can't say. Just when I think I have this teaching and junior high thing working, it seems to fall apart. One minute they're kids, and the next, I think I'm watching MTV. They seem so tuned out to me, and what are they supposed to be learning?"

> My loveable seventh graders have morphed into child-men and women, more unpredictably complicated than either.

"How well I remember. Seventh grade is filled with changes. In fact, the one thing I remember about my own eighth grade year is walking around with my hands like this," Lily spreads her fingers wide over her face, letting me see only a glimpse of her sparkly brown eyes, "because I thought my eyes were so ugly!"

I laugh. "Yeah, come to think of it, I had some weight hang-ups because when my best friend asked a boy I had a crush on if he liked me, he said I was ok, but too fat! I think I wore baggy t-shirts and pants for the rest of the year. Amy seems to constantly have "female issues", and she and her friends make endless trips to the restroom. Shame on me if I say anything; how insensitive can a teacher be?'

Lily smiles. "We are condemned to the world of clueless adults—even worse, teachers."

"And you know Julio, my after class helper. He's always been so eager to get good grades in my class. Now, he is strutting around like Mr. Cool, and the girls are loving it."

"It sounds like typical end of seventh grade year behavior. I remember it well."

I hadn't really thought of this as typical. I guess this being my first year, I had no point of reference. Somehow knowing this makes me feel a little better.

"Shall we adjourn to Lulu's for coffee?" Lily scoops up my bag, throws it over her shoulder and we head out of my classroom and down the steps of Hill Middle School.

I smiled at Julio who was hovering near Elvira; she tossed her thick black ponytail playfully in his direction; he looked away. "See?" I whisper.

Lily suppresses a grin. "Ah, young love."

"So what are your students telling you?" This is our code for analysis of their work. We have been analyzing my students' work together since the fall, and I find it one of the most helpful things we do. We look at the last essay I

What My Students Tell Me
continued on pg. 20

What My Students Tell Me *continued from page 19*

had assigned: a comparison of several world religions.

"My focus has been on expository writing, the comparative essay," I tell Lily, "I am trying to tie the social studies content standards and curriculum into language arts."

I remember that's what you had set as one of your goals. And research has found a strong correlation between expository writing and student success in all content areas. Teaching language and content are integral. So you are right on track."

We look through the four student papers I have already selected as indicators of where my students are. By now I am getting pretty good at communicating the content standards we are addressing, the criteria by which I will assess their work, and sorting the work into piles that represent those who are significantly below, nearing, at, and exceeding standard. I can even see the patterns: *what my students are telling me.* Where I need help is planning lessons that address their different learning needs.

"So let's get some of their needs down." Lily jots down the areas where each group of students need more practice: most of those *significantly below* are able to organize their essays, and many write engaging introductions. But they still have trouble giving evidence—quotes, examples from their text book readings, or reasons to support their statements. Students who are *nearing standard*, need to work on drawing conclusions, and summing up their main points. My *at standard* students have the basics down, but need help sharpening their supporting evidence, and those *exceeding* for some reason have reached a plateau—they aren't motivated to do any better. And we're only at the beginning of April.

"But *you* are still motivated, so that's the main thing." Lily's assurance reminds me of our conversations about life-long learning, from reflecting on both successes and challenges. Just when I'm not sure if *I* am still motivated, I realize I have to be.

"Where do you want to start?" As usual, she tosses the ball to me.

"Let's begin with Juan's group. I have shown them examples, done mini-lectures, and still they seem lost when it comes to supporting evidence."

Just when I'm not sure if I am still motivated, I realize I have to be.

"Remember the Jim Cummins' Dimensions of Languages graphic we looked at? Lily opens her folder titled "EL" and brings out the graphic. I remember it; I just haven't thought about it since she explained it to me.

"Oh yes. I can't remember exactly what the quadrant titles mean."

"So, when you are asking your students to use the textbook language when writing, you are having them work with *context reduced, cognitively demanding language*."

"Okay."

Subtly, Lily fills in the blanks. "In other words, that means that the academic English you are asking them to use has a context that isn't a part of their experience, and therefore is the most demanding language for English learners. It is much like when I try to read a computer manual. I have little contextual knowledge to draw on. And even then, it is easier for me because I can use my knowledge of English to make educated guesses."

"It's like me reading a technical book in Spanish, but relying on my limited oral and written knowledge of Spanish."

"Exactly. I'm sure you've been in the situation where people assume you are fluent in Spanish because you can carry on a conversation. We often make the same assumptions about our seemingly fluent English learners."

"I hadn't really thought about that. It makes sense."

"So, what we need to do is to find ways to bridge their literacy knowledge in both their primary language and context embedded English to understanding academic English, in this case social studies."

"I'm beginning to see."

"What are some of the vocabulary words they need to know?"

We make a chart with of words that they need to know to be able to compare the religions we have been studying in one column. Then in the next column, we list cognates and everyday English terms that could provide a link. We brainstorm transitional phrases—*an example of, on one hand, on the other hand, in comparison*—to support their correct use of language structure.

continued on next page

We create a graphic organizer that they can use to compare elements of the religions. In fact, all of my students can use it.

It suddenly dawns on me that I have to be much more specific in teaching academic English vocabulary and structure to my English learners. I begin to feel more hopeful. Lily consults as I design a lesson for teaching the writing of this essay. She suggests that I collaborate with the English Language Development teacher, who works with many of my students. Lily will contact her and set a time for us to meet.

It is late when we finish our coffee and say goodbye. I tuck my copy of the Collaborative Assessment Log—a record of our conversation—into my padfolio and give her a hug.

"I feel much better now, Lily. Thanks."

As I drive home, I think about the tremendous responsibility that rests on my shoulders. I have to sensitize my instruction to all my student's backgrounds and needs. Teaching a subject matter goes far beyond the text. It isn't a matter of not being ready to differentiate my teaching. I have to be ready. I have a lot to learn, but I am more certain than ever that I can do it. ■

Mentoring Abroad *continued from page 18*

classroom observations, and analysis of student work take on a depth and subtlety which move beyond what takes place when I work with teachers in other content areas.

I asked Mary Anne, a first-year math teacher, if she could put into words what has happened as we have worked together this year. She writes:

The experience of being mentored as a math teacher by a math teacher has been very important to me. In my credential program I did not receive any training on math methods or from a math teacher on the best ways to teach math. Having a math teacher as a mentor we can discuss the best ways to teach different topics, how to use a variety of techniques to teach math and also get into the details of the standards and the curriculum. Some of these discussions should ideally be occurring within the math department, but do not regularly occur because of time constraints. Some of the results of having a math teacher mentor: we've developed unit ending projects, we've planned a full year of Algebra 2 in terms of the big picture ideas and how to coordinate with the state standards, we've strategized about how to handle test corrections, grading tests, etc. What I liked too, is that the unit ending project we developed was done completely. We generated the idea, made some lesson notes, actually created the project and tested it ourselves, executed it with the students and then made some notes on how to improve it next time. Often you only make a lesson plan, but the real work comes in testing and executing it. Having a math teacher as a mentor has really helped me develop this year, faster than I could have done on my own.

As Mary Anne recognizes, participating in this "hometown" version of new teacher induction has accelerated her development not just as a teacher in general, but as a *math* teacher. The habits of mind she has practiced during our work together will serve her and her students far beyond the two years of her induction program.

The Santa Cruz and Silicon Valley New Teacher Projects operate on a full-release mentor model, where mentors are extensively and continually trained and devote full time and energy to their new teacher induction roles. I truly appreciate the power of this model and its capacity to provide high quality induction to all our participating teachers. But as I reflect on my experiences mentoring math teachers this year, I realize I have enlarged my view of what mentoring can bring. How can our induction program—one which, due to its full-time nature, often pairs mentors with beginning teachers outside their content area—bring Lela what it has brought Mary Anne?

It is no small thing to fulfill the roll of fellow-traveler, ensuring that no new teacher travels those first toughest miles of the teacher's professional journey alone. And there is value in Shaw's vision of one who points ahead, ahead of himself as well as ahead of those who ask the way. In mentoring, I have traveled with teachers across curricular areas, learning as they learn, working to keep us headed in the right direction, relishing the adventure. Yet still, as Dorothy reminds us after *her* adventures, *There's no place like home...there's no place like home...there's no place like home.* ■

Science Teachers *continued from page 13*

scientists that provide a beginning teacher with a dependable depth of expertise. Someone is always there to offer a suggestion, explain a concept, or just lend an ear.

Fourth, the science community fostered by *eMSS*, although focused on the mentoring of beginning teachers, is truly a community of learners where all participants are learning from each other.

Last, the online environment offers a place for both safety and reflection. It is sometimes easier to ask a question without looking at someone, and some of the *eMSS* mentees have commented how they can turn to their online mentor with questions they were too embarrassed to ask a teacher in their building. In addition the writing process, which is key to involvement in *eMSS,* provides an opportunity to reflect on one's teaching and learning even before the 'send' button is pressed.

The mentor can help address challenging concepts for students as well as relevant classroom management and pedagogy.

In the 2005–06 school year, *eMSS* will expand to six more states: Alaska, Arizona, Louisiana, Maine, Massachusetts, and Wisconsin. Our goal is to expand nationwide in 2006–07. In the meantime, you can visit *eMSS* online at **www.newteachercenter.org/emss.** Hopefully, you will agree with one of the *eMSS* mentees: *It's well organized, and it provides this other place I can go to that seems really current and up to date…Also, in the discussion areas, the scientists get involved and talk about ways science is being applied in real life, and that is really useful.* ■

Prize *continued from page 1*

The Harold W. McGraw, Jr. Prize in Education annually recognizes outstanding individuals who have dedicated themselves to improving education in this country and whose accomplishments are making a difference today. Honorees are chosen by a distinguished panel of judges made up of thoughtful and influential members of the education community. Each winner receives a gift of $25,000 and a bronze sculpture. The Prize was established in 1988 to honor Mr. McGraw's lifelong commitment to education, and to mark the Corporation's 100th anniversary. It is important to The McGraw-Hill Companies because of their longstanding and deep commitment to education and to making a difference in the lives of young people.

Honorees are described as bright, dedicated leaders who focus all their efforts and considerable talents on solutions to education's challenges. The Prize shines a spotlight on them, so others may learn from their examples.

Past honorees include Barbara Bush, founder of the Barbara Bush Foundation for Family Literacy; James B. Hunt, Jr., former Governor of North Carolina; and former U.S. Secretaries of Education Richard Riley and Rod Paige.

Ellen is one of three winners of the 18th annual McGraw Prize. The other recipients are Barbara T. Bowman, founder of the Erikson Institute, which educates preschool teachers to work with at-risk children of low-income families in the Head Start Program; and Sharon Lynn Kagan, widely recognized for her work with early childhood education, and a frequent national governmental consultant.

In her speech, Ellen accepted the award in recognition of all the dedicated teachers across the country. She said that her hope is that this Prize will help propel the New Teacher Center's purpose: to insure that every beginning teacher across the nation has a quality induction program, and to keep the promise that every child has an effective teacher.

Ellen thanked all of people who have supported her throughout her career and acknowledged the three associate directors from the New Teacher Center who were there to celebrate with her: Wendy Baron, Gary Bloom, and Janet Gless.

Ellen closed by sharing her observations and insights from earlier that evening when she entered the library by making a connection to the description of the McGraw Prize: *Every child deserves excellent teachers. We owe it to the next generation; we owe it to ourselves. I hope students will wear down the steps to our schools, like those to this library, with curiosity and wonderment, seeking discovery and learning.*

For more information, visit our website: www.newteachercenter.org. ■

Lynne Petrock: In Memoriam

by Janet Gless, *NTC Associate Director*

We dedicate this edition of our newsletter to a dear colleague, Lynne Petrock, who passed away this year. This edition, focused on *Instructional Mentoring,* is a fitting remembrance of Lynne who served as a mentor to many of us at the NTC. As co-editor of *Reflections* since its inception in 1996, Lynne helped us convey our vision of best mentoring and induction practice with honesty, insight, and high journalistic standards.

A secondary school language arts and journalism teacher in the Santa Cruz area, Lynne became a full-time mentor with the Santa Cruz New Teacher Project in 1992. She quickly assumed a leadership role, working on a number of initiatives which she continued with into retirement, including the refinement of the ***California Standards for the Teaching Profession,*** the development of the ***New Teacher Center Developmental Continuum,*** and a statewide task force that reexamined teacher credentialing policies for California.

Her love of teaching and mentoring kept her close to the New Teacher Center. Lynne's knowledge of journalism helped us launch *Reflections,* and she served as our co-editor until her death. We came to rely upon Lynne to help us write with honesty, directness, and strength—qualities she embodied. She lived her life with clarity, focus, and an understated elegance that will

continue to influence our work at the New Teacher Center.

We invite our colleagues across the country to join with us in acknowledging Lynne's many contributions to our efforts and our good fortune to have had her as part of our lives. We will miss her greatly. ■

Remembering Lynne

Hey, Annie!
(We decided that direct quotes should be italicized.)
There Lynne was, on the dot,
with a smile and a hug.
Ready to edit.

But first we'd catch up—
Her trip to Arizona, to England.
She reviews a play,
We'd agree about a movie
at the Nick,
Recent books we'd read.

Then down to work, dissecting and reconstituting, omitting and adding, disagreeing, agreeing, always laughing, until the writing came smooth and clear, enticing readers into *Reflections* (italics for names of publications).

Lynne was always there.
We need more pix?
She'd take her camera on location.
Need pull-quotes?
Lynne would write.

Crowded around the little table,
we'd meet with Dori
Word count, layout,
what goes where.
She taught us what she knew;
always open to our ideas,
She was our mentor.

Lynne, *Reflections is out;*
it looks great! Let's celebrate.

She emailed me the Tuesday
before Thanksgiving:
When will we get together for
our celebration? How about
Olitas on the Wharf?
(I'll call as soon as I get back.
We must celebrate.)

But Lynne left, no warning.
And there's emptiness where her
laughter and hugs should be.
We are left behind to miss her.
To somehow imagine how to go
on without her.

Here's a toast to her extraordinary
life and our friendship.
Here's to Lynne.

—Anne Watkins
November, 2004

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