

Mentoring In Practice

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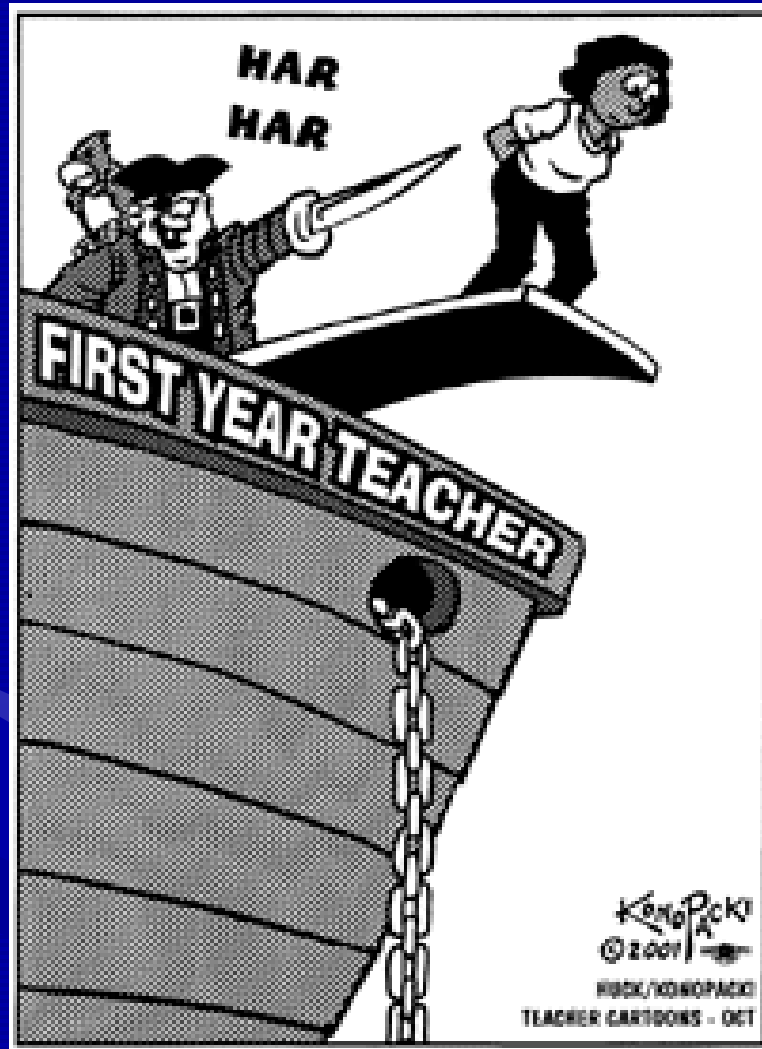
I NEED TO REMEMBER

What are three questions that you anticipate your novice will have for you immediately?

What are the two most important ideas you wish to share with your novice in your first meeting?

What is one concern you have as you begin your mentoring year?

OUR MENTORING PROGRAM



WHO ARE THE NOVICE TEACHERS? OUR ASSUMPTIONS

- Novice teachers are excited and ready to do the job.
- Novice teachers want to make a difference.
- Novice teachers do not know what they do not know.
- Novice teachers do have a work ethic.
- Novice teachers do want support and will leave when support is denied.
- Novice teachers can support mentors.
- Novice teachers do have deep content knowledge.
- Novice teachers are part of the profession. **How will you ensure that the profession continues to support all students learning at high levels?**

BELIEFS FOR NEW TEACHERS

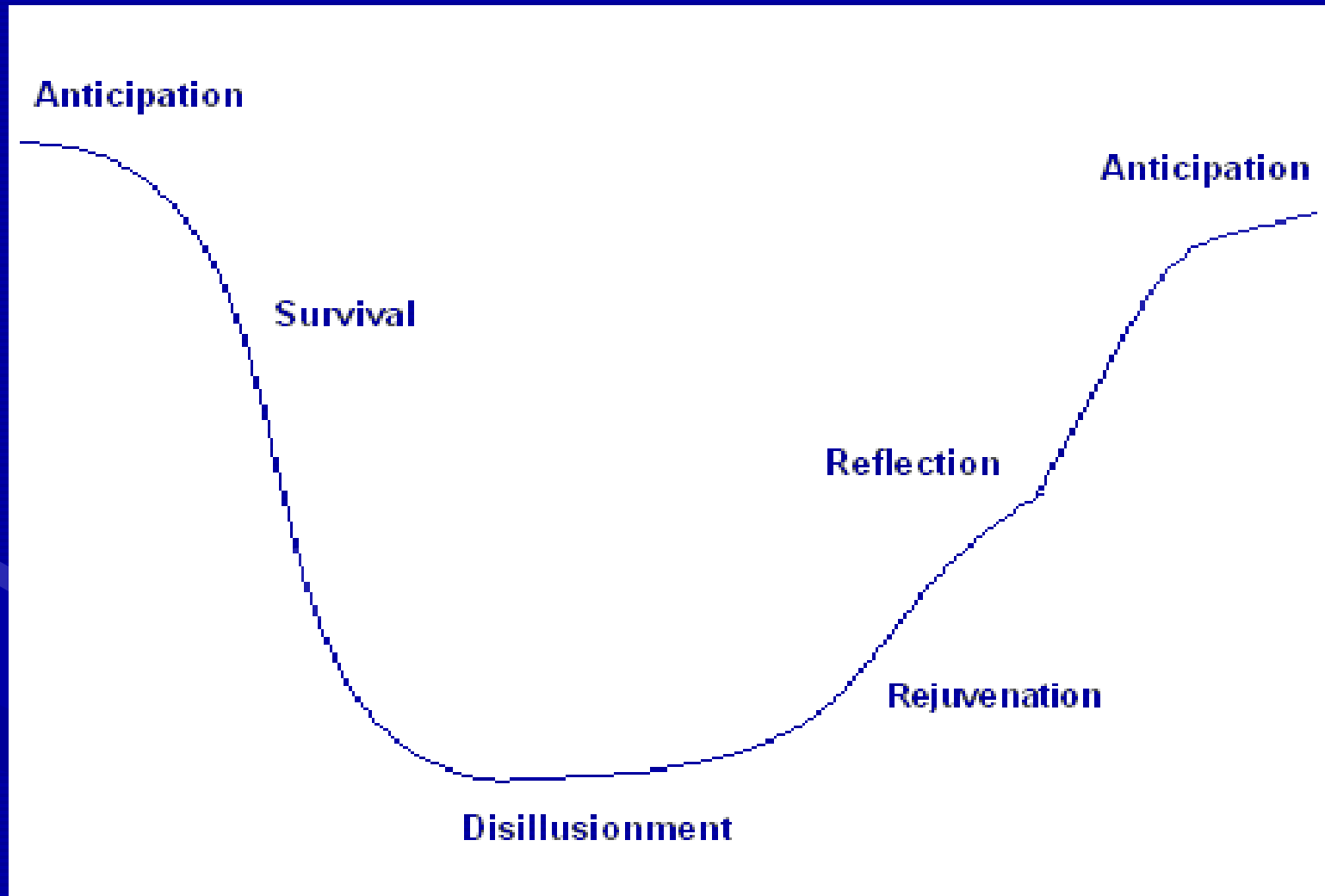
- *Responsibility and accountability*
 - I believe all children can learn to high levels.
- *Personal confidence and competence*
 - I have the knowledge, skills, and dispositions to be successful.
- *Learning across the continuum of practice*
 - I am still learning and will learn every day.
- *Ability to differentiate instruction*
 - I am able to design instruction that is relevant to all my students.
- *Collaboration*
 - I do not work in isolation. I am involved in shared problem-solving and shared decision-making. I support my colleagues and my school.

Roles and Responsibilities: The Mentor

- To support the novice in improving classroom practice;
- To use data and clear evidence to provide the novice with non-judgmental feedback;
- To provide the novice with a model or models of effective instructional practice;
- To support the novice in setting short and long term goals;
- To assist the novice in diagnosis of problems and implementation of new solutions; and
- To be an advocate for the profession.

A VIEW OF THE FIRST YEAR:

What are our supports?



What are the supports necessary in the anticipation and survival phases of the first year teacher?

What supports might negate some of the disillusionment phase?



Your Thinking

What are two things that would support you in improving your practice? Provide a reason for your thinking.



SETTING GOALS

- What are 2-3 goals for the first 10 weeks of school?
- Indicate why each goal is important to your success in helping students learn.
- Identify the steps you will take in meeting the goals.
- Indicate the support you will need to achieve the goals (administrative, mentor, team)

What Improves Classroom Practice?

- Watching others and having others watch you;
- Collaboration with others that allows for creativity and innovation;
- Passion and enthusiasm for the students, the grade level, the subject;
- Having confidence in the instructional practices employed;
- Support from administration and colleagues



SO THAT I CAN ARTICULATE MY PRACTICE: An Activity

- By the end of the school year I see
 - What my students will know and be able to do as a result of my teaching
 - How my students will be different
 - How I will be different
 - How my classroom will be functioning
 - How I will measure the success of my students
 - How I will measure my success

MAKING THE CONNECTION

The New Jersey Professional Standards for Teachers provide:

A common language

A linkage from theory to practice

A focus for conversation

A set of expectations

The Core Curriculum Content Standards provide teachers with:

An understanding of the knowledge and performances for students

A focused set of expectations for students

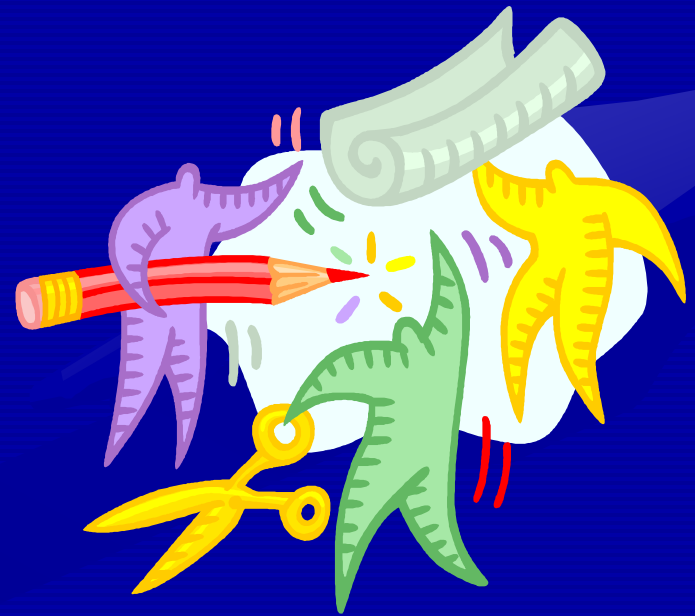
THE CONNECTION IS MADE

Using the standards:

- The new teacher is able to design lessons and learning opportunities for all students in their class;
- The new teacher is able to use formative and summative assessments to support student learning;
- The new teacher can make needed adjustments to curriculum and lessons; and
- The new teacher is able to articulate how the student is learning to the mentor, to the supervisor, and to the parents.

MENTORING CONFERENCES: The Focus

- Teacher growth and increased student learning
- Builds on knowledge, skills and dispositions for teaching
- Task-oriented
- Provides ongoing feedback
- Uses data
- Builds on competencies
- Uses time wisely
- Ensures follow-up and follow-through



CONFERENCING TOGETHER

- The purpose of a conference is to:
 - Discuss challenges and successes
 - Identify new strategies and practice them
 - Develop plans for implementing new ideas
 - Review procedures for upcoming events
 - Set goals
 - Find resources
 - Identify next steps for the mentor and the mentee

THE NEED FOR TRUST

TRUST T-GRAPH

Looks Like

Sounds Like

Remember a time in which you placed tremendous trust in someone . What did it feel like? What were the reasons you placed trust in this person? What were the reactions of the other person? What were your reactions?

AS A COACH I MUST...

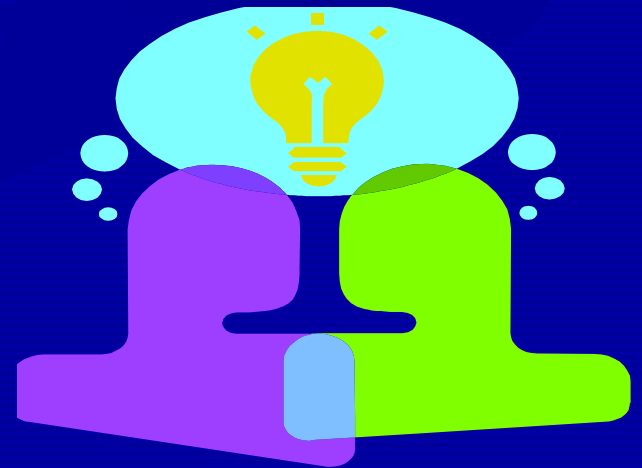
- Actively listen
- Acknowledges what is being said – verbally and non-verbally
- Paraphrase and summarize
- Reflect your meaning and feelings back
- Ask guided questions
- Encourage reflection of the actions
- Share expertise
- Thank the teacher for the opportunity to work together
- Maintain confidentiality

PROBLEM SOLVING

- Help the novice identify the problem (s).
- Brainstorm potential solutions
- Evaluate the solutions for feasibility
- Select a solution to try
- Design a plan and implement
- Evaluate the solution

PEER OBSERVATION POSSIBILITIES

- Novice teacher observes the mentor
- Mentor observes the novice teacher
- Novice teacher observes another teacher
- Novice teacher/mentor shadow another teacher
- Novice teacher and mentor team teach
- Novice teacher is videotaped and mentor and novice analyze
- Novice teacher observes special areas (library, LDTC's, guidance)



AND WHO SUPPORTS ME?

- My principal and/or supervisor
- The Mentor Coordinator
- Other Mentors
- Veteran Teachers
- Content experts
- Training consultants
- The local association
- The novice teacher

JOURNALS



CHALLENGES TO THE MENTORING RELATIONSHIP

- There is no common planning time:
 - Use e-mail at home or school
 - Connect through phone calls
 - Set a weekly day and time for meeting
 - Meet before or after school
 - Have lunch together
 - Meet outside of school

CHALLENGES TO THE MENTORING RELATIONSHIP

The novice teacher does not follow through with our meetings or does not want assistance:

Have the novice set the date and time

Meet informally out of school

Talk about the reasons for not meeting

Ask for help in planning a lesson in the novice's area of expertise

Suggest joint work sessions to do specific tasks

Invite the novice teacher to observe you

Stop by during hectic times of the year

CHALLENGES IN THE MENTORING RELATIONSHIP

My novice teacher is having difficulty with classroom and/or behavior management:

Offer suggestions about student friendly room organization or walk through the building to see how others “do it”

Help the new teacher establish a plan and set basic expectations

Provide some examples of clear and consistent consequences for misbehavior

Suggest ways to communicate with students and parents (role play)

Video tape a lesson and discuss what works and what doesn't

Provide organizational resources (binders, folders, etc)

CHALLENGES IN THE MENTORING RELATIONSHIP

The novice teacher is having problems in dealing with parents:

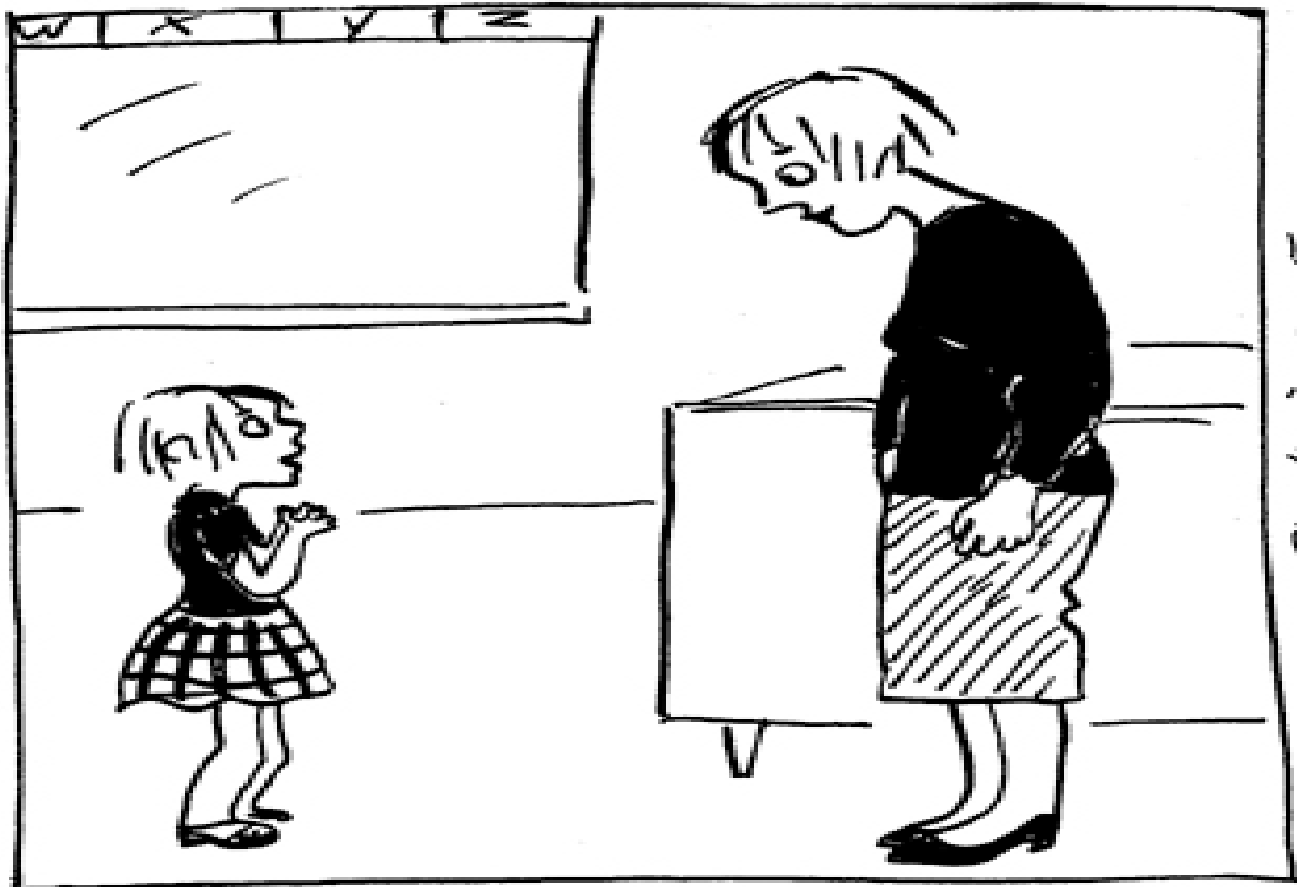
- Role play parental conferences

- Help the novice establish a format for dealing with phone calls, e-mails and letters

- Sit in on a conference with the novice

- Encourage the novice to document all parent communications

- Provide ideas for numerous parent communications



Stephanie 0.05

"Ms. Collins, would you be my mentor? I want to be a kindergarten teacher when I grow up, too!"