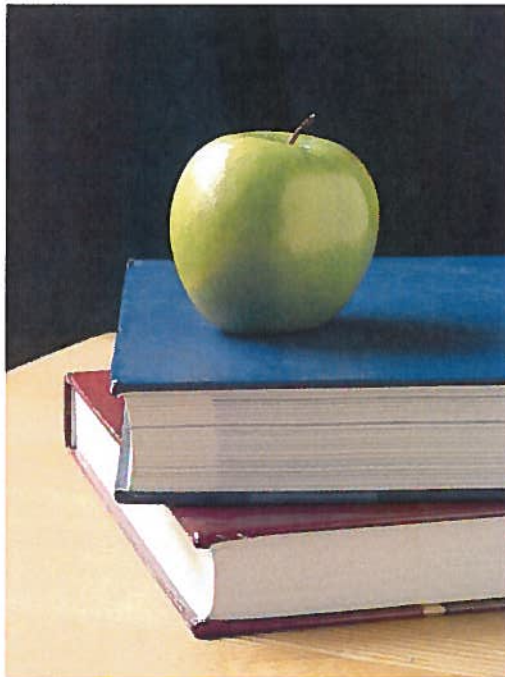


Mentor Training Materials



Mentor Training Manual Adapted from State of Maine
Mentoring and Induction of New Teachers

Guidelines for Confidentiality Between Mentor and Beginning Teacher

The relationship between the beginning teacher and the mentor is characterized by support and trust and is formative in nature. The mentor should remember that the role does not involve evaluation for the purpose of retaining the teacher in that particular district, but is rather an attempt to move the beginning teacher toward successful completion of requirements for professional certification. Consequently, information shared between the beginning teacher and the mentor is considered strictly confidential. Information shared in the mentoring relationship is not to be shared with anyone without explicit knowledge and consent of the beginning teacher.

The mentor may believe that the beginning teacher would benefit from certain resources, or increased support from the administration due to the challenges that the beginning teacher is facing. A beginning teacher may actually be better served when the three discuss, on occasion, issues related to instructional practice. The mentor must have the consent of the beginning teacher to share this information. The only exception to the confidentiality agreement is when the mentor is legally obligated to report.

Five Phases Experienced by First Year Teachers

1. Anticipation Phase

Before teachers start their first assignment, they are idealistic, excited, and anxious.

2. Survival Phase

During the 1st month of school the new teacher is bombarded with a variety of problems and situations that he or she has not anticipated. Besides planning and preparing lessons, the new teacher is responsible for organization tasks like taking lunch counts, announcing PTA fund-raising drives, and establishing classroom routines and procedures.

3. Disillusionment Phase

Around November, new teachers begin to question their commitment and their competence. They are faced with Back to School Night, parent conferences, and observations by their principals. Just when they are running fast to keep pace with varied obligations, they need to run even faster to keep up. It is a time of distress...surviving this phase may be the toughest challenge for new teachers.

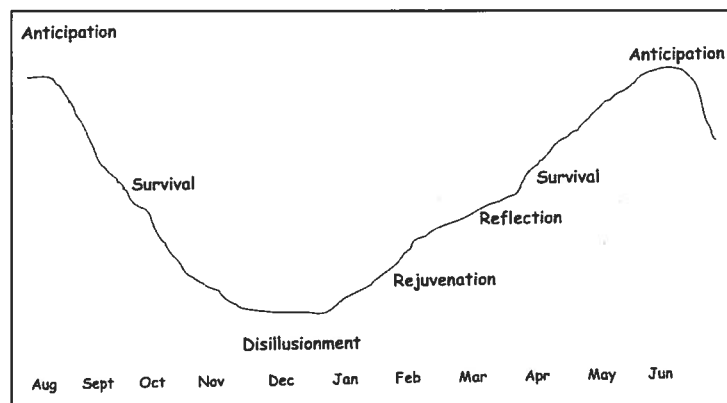
4. Rejuvenation Phase

After winter break, teachers feel rested and rejuvenated. There is a slow rise in the teacher's attitude. They come back with renewed hope and a better understanding of the job. They are relieved that they have survived the first half of the year.

5. Reflection Phase

This is the time teachers review their curriculum, management, and teaching strategies. It is a 'what worked and what will I do different' stage. The end of the year is approaching and they start thinking about next year. It is a time of self-analysis.

The Phases of a First-Year Teacher's Attitude Toward Teaching



Source: Moir, 1999

“To Coach is to convey a valued colleague from where he or she is to where he or she is to where he or she wants to be.”

Adapted From

*Art Costa and Robert Garmston, "Cognitive Coaching:
A Foundation for Renaissance Schools."*

Positive Presuppositions

What do facilitative coaches do to demonstrate the norm of positing positive presuppositions?

Presume

- Capacity
- Positive intentionality
- Prior and ongoing thought

Ask questions framed from a spirit of inquiry

Seek multiple perspectives rather than single causes

Show acceptance

Use a variety of introductory phrases, such as

As you ...

When you ...

While you ...

Paraphrasing

An effective paraphrase expresses empathy by reflecting both the feeling and the content of the message.

Paraphrasing sends three messages:

- I am listening
- I understand you (or I am trying to)
- I care

Acknowledging:

- Head nods
- Fillers (uh-hu! ok! Hm-hm!)
- Echo

Three paraphrase forms:

- Simple – a restatement in your own words of content and/or feelings
- Summary – a shorter statement that captures the essence of a longer communication
- Synthesizing – a statement that raises or lowers to another logical level; one that extends

Reflection stems to consider:

- | | |
|----------------------------------|-------------------------|
| • You're suggesting..... | • You're thinking..... |
| • As you..... | • You're hoping..... |
| • So you..... | • You're wondering..... |
| • Am I understanding you to..... | • You're wanting..... |
| • You're feeling as if..... | • |

Paraphrase: From the Greek: *para*, beyond + *phrazein*, to tell = to tell beyond.

Webster: A rewording of the thought or meaning expressed in something that has been said or written.

Source: Arthur Costa and Robert Garmston, Cognitive Coaching Seminar Syllabus, Institute for Intelligent Behavior, 720 Grizzly Peak Blvd., Berkeley, CA 94708, (510) 528-8678. Robert Garmston and Bruce Wellman, The Adaptive School: Developing and Facilitating Collaborative Groups, Four Hats Seminars, 337 Guadalupe Drive, El Dorado Hills, CA 95762, (916) 933-2727

Scenarios

- The beginning teacher has difficulty with classroom management, and is allowing students to break school rules.
- The beginning teacher feels frustrated with the lack of respect from students and from their parents.
- The beginning teacher smokes in her car on school grounds, which is against school policies.
- The beginning teacher's lessons are not well planned or executed. He or she is not motivated and has a poor work ethic.
- The beginning teacher likes to gossip and put down other colleagues. In general, he/she lacks social skills.
- The beginning teacher dresses inappropriately for school.
- The beginning teacher lacks content knowledge and is struggling to learn the content himself/herself.
- The beginning teacher does not believe in differentiation and feels that teaching to the middle is sufficient.
- The beginning teacher receives no support from the building principal.
- The beginning teacher wants to read a controversial book with her students.
- The beginning teacher has no patience when working with special needs students.
- The beginning teacher assigns too much homework.

RSU #73 Mentor Expectations

1. Have received previous training
2. Be supportive to the mentee - reread what is a mentor
3. Be an experienced and trusted role model - reiterate the mentor definition, we have all been there
4. Create a Teacher Action Plan with the mentee – go over the example, i.e. goals
5. Follow the observation sequence – refer to the packet handouts, pre confer, observ, post conf
6. Share your expertise
7. Be positive and understanding
8. Be there

Explain how to receive Professional Certification

- meet the action plan
- keep a job – administrative approval

- 4. Plans instruction based upon knowledge of subject matter, students and curriculum goals. Mastery of this standard can be demonstrated by the ability to:**
- a. Plan for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes and individual needs.
 - b. Develop daily, weekly and long-range lesson plans that are linked to student needs and performance and adapt them to ensure and capitalize on student progress and motivation.
 - c. Demonstrate originality in lesson development within the parameters of the existing school curriculum.
 - d. Articulate lesson goals and provide educationally and ethically defensible rationales for those goals.
 - e. Plan collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.

- 5. Understands and uses a variety of instructional strategies and appropriate technologies. Mastery of this standard can be demonstrated by the ability to:**
- a. Choose effective teaching strategies and materials to meet different learning goals and student needs.
 - b. Use multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.
 - c. Monitor and adjust strategies in response to learner feedback.
 - d. Vary her or his role in the instructional process depending on the content, purposes and student needs.
 - e. Develop a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and providing diverse perspectives to encourage critical thinking.
 - f. Employ a wide range of questioning and discussion techniques that elicit responses at a variety of affective and cognitive levels.
 - g. Regularly and purposefully integrate technology into pedagogical practice in order to more effectively support teaching and learning for all students.
 - h. Provide students with strategies for evaluating the content encountered via technology (e.g., Internet, listservs).

- 6. Creates and maintains a classroom environment which supports and encourages learning. Mastery of this standard can be demonstrated by the ability to:**
- a. Create a comfortable, well-organized physical environment.
 - b. Establish a classroom climate of openness, mutual respect, support and inquiry.
 - c. Work with students to manage their own behaviors and assume responsibility for their own learning.
 - d. Use principles of effective classroom organization.
 - e. Use a variety of strategies to address individual learners' needs in order to increase student performance.
 - f. Create an environment in which students work both cooperatively and independently.

former Title 39 or Title 39-A; and in education does not discriminate on account of sex or physical or mental disability.

g. Understand how beliefs, values, traditions and requirements of various religious groups interact with school life (e.g., dietary restrictions, fasting, mandatory observance or non-observance of holidays, activities which are forbidden, expectations regarding gender relations, issues of deference); take religious and cultural diversity into account when planning and implementing lessons and activities.

h. Understand the meaning of sexual harassment and how it impacts students and staff and assist students in understanding the meaning of sexual harassment, how to avoid harassing others and what to do if they feel harassed.

i. Document incidents which may have legal or ethical implications.

j. Understand the processes to obtain and maintain professional certification/licensure.

k. Recognize and demonstrate appropriate use of language in the classroom (i.e., avoid profanity, name-calling, racial slurs, etc.)

10. Demonstrates a strong professional ethic and a desire to contribute to the education profession. Mastery of this standard can be demonstrated by the ability to:

a. Be an active, contributing member of work teams and committees.

b. Participate in staff development opportunities and training sessions and apply information and strategies gained as a result of those experiences to his/her own teaching.

c. Utilize information gained from reading professional journals.

d. Apply information gathered during attendance at professional conferences.

e. Develop associations with organizations dedicated to learning.

f. Reflect upon and strengthen his/her teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.

g. Stay abreast of and employ new teaching strategies and technologies.

h. Develop and implement a personal development plan to enhance his/her professional growth.

i. Maintain a professional demeanor and recognize the teacher's role as a model for students.

j. Work with colleagues to achieve school and district goals and to address problems in the school.

5.

Brainstorm appropriate activities to reach different learning styles
Monitor and adjust strategies according to learner feedback
Develop different activities for the same lesson
Observe veteran teacher who successfully uses a variety of strategies and appropriate technologies
Modeling of what it might look like
Collaboration with other disciplines
Best practice sharing

6.

Role play/games that show respect
Arrangement of room
Access to resources
Coaching in child development
Have a variety of activities available and know where to find them
Create an environment where students work both cooperatively and independently
Keep rules and expectations clear and simple
Effective teaching strategies class
Encourage observations in child centered classrooms (identify "strong" examples of classrooms)
"Harry Wong"

7.

Make parent contacts/weekly letters
Participate in school/community activities
Eat with staff
Read community paper to keep current
Recognize students' participation in activities out of school
Team teaching a unit
Journaling with students
School web site/report to local paper
Invite parents to school, i.e., assemblies
Offer parent nights – math night – literacy night, etc.
Attend school functions/student performances
Positive phone calls
Advocate for students while respecting their privacy
Encourage service learning projects

8.

Read Ann Davies' books on assessment
Participate in assessment discussions and PLC (grade level)
Professional development on assessment (university class, local)
Examine student work with mentor to drive instruction
Observe other colleagues using assessments
Inform mentee of your school's assessments
Provide a list of assessments required in the district
Prepare students to present student-led conference by setting goals and demonstrating achievement

Components of Planning a Conference

Before the lesson, the teacher and observer discuss and clarify the following questions:

1. When do you want me to observe, for example, **date and time**?
2. What is the **purpose of the observation**?
3. What is the **objective of the lesson**?
4. What has **led up to/will follow this lesson**?
5. What is the **sequence of events** within the lesson?
6. What **student behaviors** do you hope to hear/see?
7. What do you hope that **students will be able to do** following this lesson?
8. What **teaching strategies/behaviors** will you use or experiment with? Which of the **teaching standards** do they address?
9. How are the **teaching strategies, desired student behaviors and desired outcomes/objects related**?
10. How do the objectives of the lesson fit with Maine Learning Results and Bloom's Taxonomy?
11. Do you have any particular concerns regarding any of the above?
12. Do you have any **additional information** you would like to share with me?
13. What **kind of data** would you like me to collect during the observation?
14. **In what form** should I collect the data?
15. **Where** do you want me to sit for the observation?
16. Will I need a **seating chart** for my observation?
17. When will we have the **reflection conference**?

During the lesson, the observer records whatever data was agreed upon in the planning conference.

Source: MaryAnn Haley, Research for Better Teaching

Combining Data and Questions Rather Than Judging

The general pattern here is to give data, then, if appropriate, ask for the person's feelings, interpretation, or rationale.

"What were you thinking when...How did you feel about it when..."

Examples of questions by observers that stimulate reflection from a teacher:

1. Questions that clarify observed actions, events, or statements...

"I couldn't see very well; what was John doing when you told him to "cut it out?"

2. Questions that clarify tone or feelings associated with a particular situation...

"I noticed that you started talking much more quickly when you described what you wanted students to be concentrating on in their groups. What were you feeling at that point?"

3. Questions that clarify the reasons and intended consequences of observed actions, events or statements...

"I noticed you stopped John in the middle of his answer and went to Peggy. What were you thinking when you did that?"

4. Questions that ask about the reasons for repeated patterns or incidents of the same nature...

"I noticed that each time you went back to the circle you always knelt down in the same spot. Was there a particular reason for that?"

5. Questions that connect an observation with a past conversation of event...

"Was that the kind of reaction you were telling me about when we were discussing

John?

"Was Susie one of the kids you were talking about whom you thought might not participate? And she talked 4 times. What do you think was going on for her?"

Source: Permission to reprint from MaryAnn Haley, Research for Better Teaching.

Teacher Action Plan for Maine Professional Teaching Certification

Name _____ Position/Subject _____ School _____

Mentor _____ Position/Subject _____ School _____

School Year _____ TAP Year: 1 2 3 (circle one)

Expiration Date of current certificate _____ TAP Completion Date _____

Maine's Teaching Standards

1. Content/Subject Area Knowledge 2. Integration of Disciplines 3. Differentiating for the Learner 4. Planning of Instruction
 5. Instructional Strategies/Technologies 6. Positive Classroom Environment 7. Communication/Engagement with Community
 8. Assessment/Evaluation 9. Legal/Ethical Responsibilities 10. Professional Contribution/Involvement.

Standards/PI	Goal	Activities/Strategies	Date Done	Initials

Beginning Teacher

Mentor

Date

Components of a Reflecting Conference

After the lesson, the teacher reflects and the observer listens, asks clarifying questions, and shares data collected.

1. How did **you feel** about the lesson or the experiment? What went on that contributed to those feelings?
2. What do you **recall of student behaviors**?
3. How did **student behaviors compare to what you had hoped for**?
4. What do you **recall of your own behaviors and strategies** during the lesson?
5. How did **your strategies and behaviors compare** with what was planned?
6. What **data** do I have for you?
7. To what extent do you feel the objective of the lesson or experiment was achieved?
8. What might account for the **outcomes achieved**?
9. What have **you learned** from this lesson/experiment?
10. If you were to do it again, what would be the "**keepers**" and what might you do **differently**?

As the conference comes to a close...

The new teacher and mentor **reflect on the observation and conference process** and how they are working together. What are they finding useful? If they did it again, what might they change or ask their partner to do differently?

Source: Permission to Reprint from MaryAnn Haley, Research for Better Teaching.

Post-Observation Conference Sample Questions

1. How did you feel the lesson went?
2. Did you meet your lesson objectives?
3. What student behaviors did you observe to support this?
4. Share data.
5. How did the students' behavior compare with behavior desired?
6. What specific behaviors did you do as a teacher to cause _____ to happen?
7. If you could do this lesson again, would you do anything differently?
8. Did this conference give you enough feedback or would you like an additional observation with a similar focus? (Begin to plan the next observation – could be a pre-conference if time lapse is short).
9. How did you feel about your conferencing session? Are there any ways that I can better help you?

Global Scan

Techniques such as anecdotal notes, audiotapes, and videotapes can capture many aspects of teaching that could be missed by the other techniques we have described. The global scan or “wide lens” techniques help give the teacher a sense of the “big picture” – general information about what’s going on in the classroom.

The prejudices of the observer will influence the data that are recorded. Therefore, it is very important that the observer and teacher agree on what they’re looking for. In like manner, when using audiotape or videotape, care must be taken in positioning the camera or audiotape recorder as this could influence what is fed back to the teacher. For example, one observer might take only close-ups of the students or place the microphone where the teacher can’t be heard.

Selecting a Technique

The technique selected will be the one that best relates to the teacher or student behavior the teacher wishes to examine.

If you’re looking for:		You could use:
Involvement of Students in Lesson	→	Verbal Flow, At Task, Interaction Analysis
Individualized Instruction	→	Class Traffic
Levels of Student Thinking	→	Selective Verbatim
A Group of Problem Students	→	At Task, Verbal Flow, Selective Verbatim
Amount of Teacher Talk	→	Selective Verbatim, Interaction Analysis
“Whatever You Want”	→	Global Scan

Weekly Mentoring Meetings

Recommended Materials:

Maine's Initial Teacher Certification Standards

Maine's Learning Results

Weekly Meeting Log

Local curriculum documents

School or district handbook

Bloom's Taxonomy and other similar tools

Calendars and Planners

Current team/department/content work

Important Reminders:

Meet weekly, or more often when necessary (i.e. high stress/work times of year, see weekly logs).

Regularly scheduled meetings are more effective, and show “intentionality”.

Model professionalism.

Focus on one of the teaching standards for each meeting, or even several in a row.

Use communication/listening/questioning skills.

Begin your meetings with a check in of emotions and health.

Use your Weekly Contact Logs to review where you have been and to decide where you are going.

Listen to and help problem solve complaints for a short period of time, but don't encourage “venting” at each meeting.

It is your responsibility to move the meetings to a higher level (use the Standards).

Try to avoid personal stories and personal biases.

Share professional readings and professional development information.

Always end your meetings with closure, a review of progress, and your next meeting time.

Provide hope, perspective, and encouragement.

Document your meeting; it is as important as any official meeting (i.e. PET, SAT, P/T Conference).

Coping with Stress – Tips for Educators by Leah Davies, M. Ed

Before educators can help students cope with their problems and be ready to learn, they must first take time to care for themselves. The following are ways educators can take control of their lives and manage their own stress so that they will be available to assist their students.

- Accept yourself as an imperfect human being
- Believe that you have value and that you can make a contribution to humanity
- Accept responsibility for yourself and your behavior
- Exercise
- Eat well-balanced meals
- Get enough rest
- Avoid using tobacco, alcohol or other drugs
- Cultivate a hopeful attitude by saying encouraging things to yourself
- Develop effective communication skills
- Foster a sense of humor
- Seek out and maintain at least one close personal friend

Make a list of things you enjoy doing that are good for you. Arrange to do one a day.

Write down how you see yourself a year, five years, or ten years from now. Share your ideas and goals with someone you trust.

Write down at least five of your worries. Rank order your list by their importance in your life. By each worry write ACCEPT, CHANGE or REJECT. For each worry decide what your first step will be toward accepting, changing or rejecting it. Carry out the steps you listed.