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Mentoring New Educators

Purpose and objectives

- ☐ Who is Who?
- ☐ What is Your Style?
- ☐ Working With Adult Learners
- ☐ Vision of Effective Teaching
- ☐ Roles of Mentors
- ☐ Attitudinal Phases of New Teachers
- ☐ Mentor Relationships
- ☐ Professional Norms
- ☐ Cycles, Responsibilities, and Tools

Introductions

Site
Coordinator

Lead
Mentor

Mentor

New
Educator

State
Supervisor

Roles and Responsibilities

- ❑ Lead mentors work as a team to plan opening orientation of new staff. Some of the presentation information is generic, some is specific
- ❑ You mentor and may have to train mentors
- ❑ You prepare new educators for mentoring and evaluation

Which Style Fits You

Clipboard, Microscope, Beach ball, Puppy



Styles and Mentors

A Clipboard and Mentoring

Pros

Cons

A Microscope and Mentoring

Pros

Cons

A Beach ball and Mentoring

Pros

Cons

A Puppy and Mentoring

Pros

Cons

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Working With Adult Learners

Nine Findings and Our Program

- Adults like control of their learning
- Immediate utility
- Focus on issues that concern them
- Test their learning as they go
- Expect performance improvement
- Maximize available resources
- Require collaborative, respectful, mutual and informal climate
- Rely on information that is appropriate and developmentally paced



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What is Our Vision?

Defining Highly Effective Teachers

- In your group define the characteristic that you believe are a true representation of a “highly effective” teacher.
- How will we build “highly effective” new teachers?

Guiding Principle One

- A period of teacher induction is important for all new teachers.

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Roles of Mentors

Established Roles

- Review the roles of the mentors listed on the handout.
- Describe to a partner what you would be doing in each of these roles?
- Are there any new roles we must now play?



Guiding Principle Two

- New teachers benefit from opportunities to collaborate with veteran colleagues.



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Attitudinal Phases of New Teachers and Development Stages

Your First Year

- Can you see yourself?
- Can you see the faces of the students?
- Can you still name some of them?
- What are some of the feelings that you had during your first year of teaching? Jot down three.
- Give One Get One Activity

Document Review

**What Does This Tell Us About
Mentoring?**

Guiding Principle Three

- The needs of beginning teachers are different from those of veteran teachers.

Clues, Cues, and Circumstances

- Review the continuum of mentoring support.
- Which will be a challenge for the different styles of mentors described this morning?
- Which will be your strength?
- How will you develop skills in the other areas?

Strategies Activity

- As we discuss the requirement and cycles of the Delaware Mentoring and Induction Program indicate on the cards when and how we apply these strategies in our program.

Guiding Principle 4

- The relationship between the new teacher and the mentor is key to the success of the induction program (and the mentor).
- TRUST in Number ONE



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Professionalization of Teaching

Guiding Principle Six

- Professional norms are established during the first few years of teaching.



Professional Norms

**What are the professional norms
you will need to set in your
school/district?**

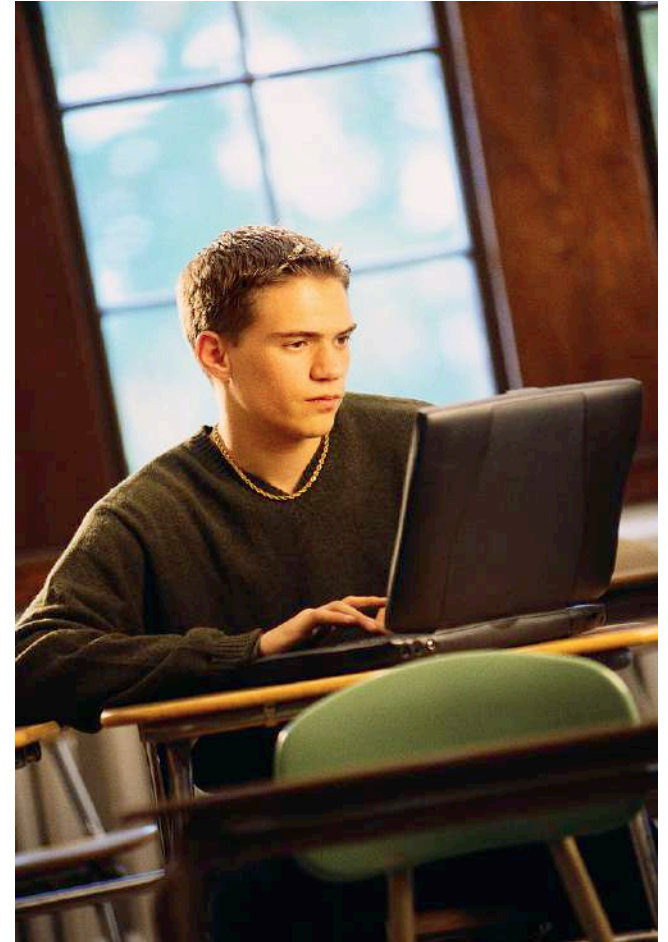
Sudden Literature Activity

- Read the six selections
- Follow the guidelines at the top of the readings.
- When directed, move around to find someone who marked the selections in a similar manner.
- Then meet with someone who did not share your views.



Guiding Principle Seven

- Teacher development is ongoing over a professional lifetime.



Human Graph

**What does research say about
PD and teacher experience?**

Cycles

Cycle One:
Classroom
Environment

Cycle Two:
Planning
Instruction

Cycle Three:
Assessment
For
Learning

Cycle Four:
30 Hours of
Approved
Professional
Development

Evaluations:
Two out of
Three
Successful
DPAS II
Summative
Evaluations

Cycle One

- Focus- Components Two (Classroom Environment) and One (Planning)
- Conference using the discussion log
- Observe
- Provide Feedback
- Set up focused observation
- Observe
- Conference
- Provide Feedback
- Set goals

Mentor Responsibilities

- Set up initial conference time
- Monitor progress
- Observe
- Provide descriptive feedback
- Attend Communication Workshop
- Follow up all activities
- Verification of Services Form

Mentor Tools

- Discussion Log
- Rubrics
- Guiding Questions (Examples in packet and one web)
- Observation Form (guidance)
- Verification of Services Form
- Time Log (use what district/school requires)

Cycle Two

- Focus- Components Three (Instruction) and One (Planning)
- Conference using the discussion log
- Observe
- Provide Feedback
- Set up focused observation
- Observe
- Conference
- Provide Feedback
- Set goals

Mentor Responsibilities

- Set up initial conference time
- Monitor progress
- Observe
- Provide descriptive feedback
- Attend Engaging Students in Learning Workshop
- Follow up all activities
- Verification of Services Form

Mentor Tools

- Discussion Log
- Rubrics
- Guiding Questions (Examples in packet and one web)
- Observation Form (guidance)
- Verification of Services Form
- Time Log (use what district/school requires)

Cycle Three –Lead Mentor Only

- See that all teacher advanced to cycle three are placed in learning teams.
- See that new to the state teachers are placed in cycles.
- Teams should send all schedules and updates to you
- Visit the teams a couple of times
- Review portfolios
- Send verification of completed cycle to site coordinator
- Keep site coordinator informed of any issues.

Cycle Four- Lead Mentor Only

- See that all teachers in cycle four understand that they are to do action research related to content and pedagogy
- Approve their topic
- Monitor progress with check-in notices
- Review portfolios
- Send verification of completed cycle to site coordinator
- Keep site coordinator informed of any issues

Two Minute Buzz

- Decide who will be “A” and who will be “B”
- “A” will talk for one minute about any thing they learned today. “B” will listen.
- “B” will now talk, but may not repeat any item discussed by “A”
- “B” must repeat three things that “A”