



MAS Mentor Forum

March 3, 2010

4:00 – 5:00pm

MAS Mentors: Arista Elder, Kristy Bowman, Sarah Thusius, Sandy Wehmeier, Lyndee Belanger, Kristi Rolison, Linda Clancy, Faye Dumstrey, Katie Hoven, Inga Siler, Megan Johnson, Nicole Watson, Jeff DeGlopper, Peggy Block, Katie Morrison, & Rachel Schemelin

Connecting: Accountability Quote (Weinbaum)

Purpose: to re-connect and reflect on teacher accountability in education

- www.todaysmeet.com/masmentors backchannel chat on how mentoring connects to the quote's description of professional inquiry and explanation

Review Agenda & Norms

Recorder: _____

Learning: New Teacher Project Survey

Purpose: to select a Case Study Beginning Teacher that you are currently working with and who has demonstrated improved teaching practice and to describe what affect your mentoring work has had on this beginning teacher's effectiveness. Use photocopies of the mentoring tools with the teacher's name stricken out for evidence.

- New Teacher Center Survey Link:
<http://www.surveymonkey.com/s/85PDXKR>

Managing:

- MAS Google Form on Mentoring Tools Survey
 - Rachel's email invitation
- Upcoming Meeting Dates:
 - Mon. May 10th (3:30-4:30)

Closure: Wiki Discussion

Reflection: to reflect on PI-34 and writing PDPs

- Access the wiki (<http://leadmentornetwork.wikispaces.com/>)
- Discussion Board: Share ideas for improving consistency in mentors' use of the mentoring tools



All professionals are expected to account for their performance. In fact, one of the hallmarks of a profession is a forum established for the critical appraisal of and explications on one's actions. The professional teacher in public schools has precious few settings for providing this kind of account. Indeed, many teachers have so little practice in explaining their choices, actions, and assessments that they are often uncomfortable when called upon to do so.

[...] In schools that [provide forums for professional inquiry and explanation] 'teacher accountability' is coming to be understood as the responsibility to understand how and why deep learning is (or isn't) taking place in one's classroom and how to make it happen more often and more deeply. It is this introspective, probing creation of a professional knowledge base that, more than external mandates, will obligate educators to respond to students' learning needs with rigor and compassion.

Alexandra Weinbaum, et al., *Teaching As Inquiry: Asking Hard Questions to Improve Practice and Student Achievement*, 2004.