

## MAS Mentor Forum

May 10, 2010

12:00-1:00pm

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: Do Mentoring Only If You Can Do It Right Quote (Moir, Barlin, Gless, & Miles)  
Purpose: to re-connect and reflect on high quality mentoring

Review Agenda & Norms

Recorder: \_\_\_\_\_

Learning: ASW Tool & 5<sup>th</sup> Grade Video

Purpose: to review the analyzing student work tool and discuss all staff use 2010-2011

Learning: Mentor Standards

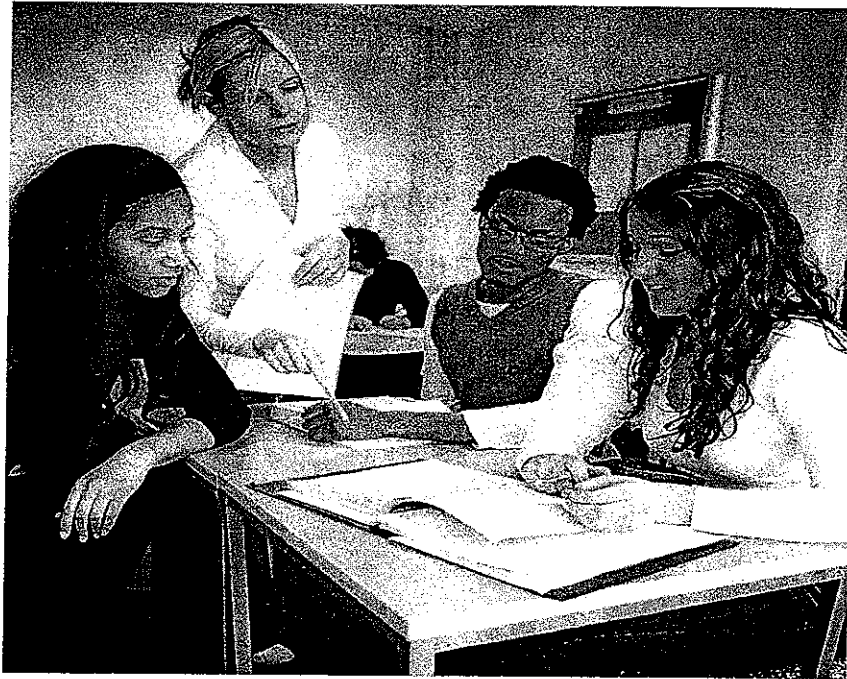
Purpose: to review the mentor standards (p. 17 MAGA)

Managing:

- 2010-2011 SEWNTP Courses in Order
  - Instructional Mentoring
  - Coaching & Observation Strategies
  - Analyzing Student Work
  - Coaching in Complex Situations
  - Mentoring for Equity
  - Professional Development Plans & Processes
  - Differentiating Instruction
  - Designing & Presenting Professional Development
  
- Upcoming Meeting Dates:
  - May/ June Mentor Event
    - 2010-2011 required dates
    - Mentor interest sign up/mentor selection

Closure: Purpose: to reflect on mentoring needs

- Access the wiki (<http://leadmentornetwork.wikispaces.com/>)
  - Discussion Board: Which courses or materials would you like to further your mentoring work? (Trainings, Books, Mentoring Tools, Standards Continuum, etc.)

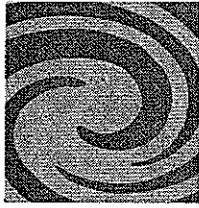


### **Do mentoring only if you can do it right**

High quality mentoring can be a powerful strategy for transforming and supporting educational excellence. When done well, it can greatly reduce new teacher attrition, improve new teacher effectiveness, provide a cost savings to schools, and build human capital in urban settings. However, when programs are not aligned with the key principles of effective mentoring, or when programs are not implemented fully, such outcomes are not realized and critical dollars are wasted.

*New Teacher Mentoring 2009*

Ellen Moir, Dara Barlin, Janet Gless & Jan Miles



# Analysis of Student Work

Name: \_\_\_\_\_ Mentor: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_

Student Work Selected for Analysis: \_\_\_\_\_ Content Standard: \_\_\_\_\_

## 1. Expectations for Student Work/Performance

## 2. Students' Names

far below standard	approaching standard	meeting standard	exceeding standard
<p><b>SAMPLE</b></p> <p>_____ % of class</p>	<p><b>CO</b></p> <p>_____ % of class</p>	<p><b>PY</b></p> <p>_____ % of class</p>	<p><b>Y</b></p> <p>_____ % of class</p>

## 3. Description of Student Performance (one student from each category)

far below standard	approaching standard	meeting standard	exceeding standard



#### 4. Learning Needs

far below standard	approaching standard	meeting standard	exceeding standard

#### 5. Differentiated Strategies

Note any patterns and trends. Consider resources *and/or* personnel to support you.

SAMPLE COPY

# Mentor Standards

## **Engages, supports, and advances the professional learning of each teacher**

- Uses reflective conversation skills to engage a teacher in collaborative problem solving, and reflective thinking to promote self-directed learning
- Uses a variety of strategies and resources, including technology, to respond to a teacher's professional needs and to the learning needs of all students
- Uses data to engage a teacher in examining and improving practice
- Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice

## **Creates and maintains collaborative and professional partnerships to support teacher growth**

- Creates an environment of trust, caring and honesty with a teacher to establish and maintain strong relationships and promote professional growth
- Uses coaching and collaboration time effectively, implementing procedures and routines that support a teacher's learning
- Understands a teacher's school and community and builds relationships with school and community members to foster the teacher's success and student achievement
- Promotes development of a beginning teacher's professional responsibility and collaboration with families and the broader school community

## **Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards**

- Utilizes knowledge of pedagogy and instructional strategies to advance teacher and student development
- Utilizes knowledge of content standards to advance teacher and student development
- Uses knowledge of professional teaching standards to advance teacher and student development
- Uses knowledge of equity principles to deepen a teacher's application of standards

## **Designs and facilitates professional development for teachers**

- Builds on and values prior knowledge, background, interests, experiences and needs of the teacher
- Designs professional development to promote understanding and application of program requirements
- Creates an effective environment for professional learning
- Uses a variety of research-based instructional strategies to differentiate professional development for teachers

## **Utilizes assessments to promote teacher learning and development**

- Implements formative assessments to advance classroom practice
- Uses results of formative assessments to guide mentoring
- Develops a teacher's abilities to self-assess practice, based on evidence, to set professional goals and to monitor progress

## **Develops as a professional leader to advance mentoring and the profession**

- Establishes professional goals and pursues opportunities to grow professionally
- Works with colleagues, administrators and school communities to advance the teaching profession
- Reflects on mentoring practice and program