



MAS/SEDA Mentor Forum

August 25, 2010

12:00-1:00pm

MAS/SEDA Mentors: Stacy Schiedemeyer, Jim Ward, Beth Murphy, Kristi Bachar, Kristi Rolison, Lyndee Belanger, Rachel Schemelin, Sarah Thusius, Linda Clancy, Katie Hoven, Peggy Block, Katie Morrison, Elizabeth Doran, Aaron Zingsheim, Christine Gettelman, Inga Siler, Jenny Berwanger, Jacquie DeJean

Connecting: Teacher Leadership Quote (School Leadership for 21st Century Initiative)

Purpose: to re-connect and reflect on high quality mentoring

Review Agenda & Norms

Recorder: _____

Learning: Mentor Self-Assessment Summary

Purpose: to review the mentor standards (p. 17 MAGA) and mentor standards continuum and complete the self-assessment summary for one mentor standard

Learning: Mentor Individual Learning Plan

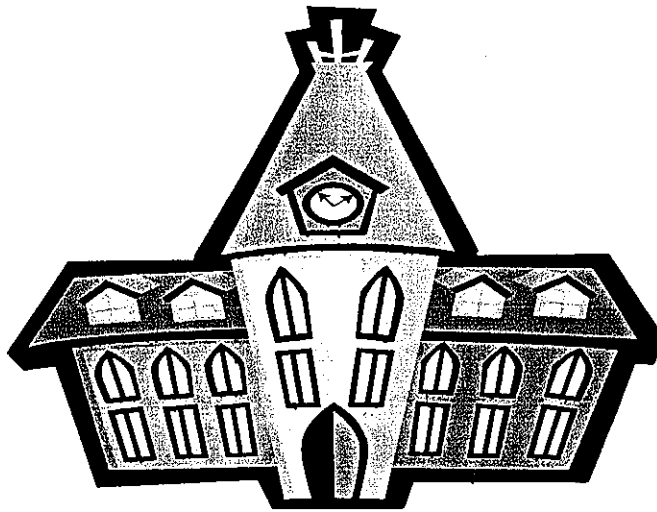
Purpose: to set one mentor goal, develop a plan for achieving the goal, and describe evidence

Managing:

- Mid-Year and End of Year Mentor Professional Growth Reflections
- Distribute WI Standards Continuums for Mentors/1st and 2nd year teachers
- Upcoming Meeting Dates (12-1pm Room 222)
 - Aug. 25th, 2010
 - Oct. 25th, 2010
 - Dec. 8th, 2010
 - Feb. 16th, 2011
 - March 18th, 2011

Closure: Purpose: to reflect on mentor professional goals

- Access the wiki (<http://leadmentornetwork.wikispaces.com/>)
 - Discussion Board: What did you write as your mentoring professional goal and what evidence do you plan to collect to demonstrate that you've met your goal?



Teacher leadership is not about “teacher power.” Rather, it is about mobilizing the still largely untapped attributes of teachers to strengthen student performance at ground level and working toward real collaboration, a locally tailored kind of shared leadership, in the daily life of the school. Teachers must be an essential part of that leadership, never more so than when issues of instructional leadership are at stake.

Leadership for Student Learning: Redefining the Teacher as Leader
School Leadership for the 21st Century Initiative
A Report of the Task Force on Teacher Leadership
April 2001

Collaborative Norms

- Equity of Voice
- Active Listening
- Safety to Share Different Perspectives
- Confidentiality

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

FORMATIVE ASSESSMENT TOOL

Mentor Self-Assessment Summary



Mentor _____ Coaching Partner _____ Date _____

Strengths	Standard	Areas for Growth
	Engages, supports, and advances the professional learning of each teacher	
	Creates and maintains collaborative and professional partnerships to support teacher growth	
	Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards	
	Designs and facilitates professional development for teachers	
	Utilizes assessments to promote teacher learning and development	
	Develops as a professional leader to advance mentoring and the profession	

This tool is available as part of a set designed for the NTC Professional Development Program Mentor Assessment for Growth and Accountability. For replacement sets, please contact the New Teacher Center at 831.600.2200 or products@newteachercenter.org, or go to our website at www.newteachercenter.org.

FORMATIVE ASSESSMENT TOOL

Mentor Individual Learning Plan



Mentor _____ Coaching Partner _____ Date _____

Engages, supports, and advances professional learning	Creates & maintains collaborative professional partnerships	Utilizes knowledge of pedagogy, content, and standards
Supporting Goal	Supporting Goal	Supporting Goal
Plan	Plan	Plan
Evidence	Evidence	Evidence
Mentor's Professional Goal: _____ Impact on Beginning Teacher Learning: _____		
Supporting Goal	Supporting Goal	Supporting Goal
Plan	Plan	Plan
Evidence	Evidence	Evidence

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Mentor Professional Growth Reflections



Mentor _____ Coaching Partner _____ Date _____

- 1) Identify three successes in relation to your Mentor Professional Goals.
- 2) Trace the significant decisions and actions that led to each of your accomplishments.
- 3) Discuss your progress as a mentor as evidenced by your work with a specific teacher(s).
- 4) Conclude by planning next steps.

Mentor's Professional Goal

1) Successes

2) Significant Decisions and Actions

3) Progress with Specific Teacher(s)

4) Next Steps
