



MAS Mentor Forum

September 14, 2009

3:30pm – 4:30pm

MAS Mentors: Arista Elder, Kristy Bowman, Jenny Kohls, Sarah Thusius, Sandy Wehmeier, Marshall Sorenson, Faye Dumstrey, Katie Hoven, Inga Siler, Megan Johnson, Nicole Watson, Jeff DeGlopper, Peggy Block, Katie Morrison, & Rachel Schemelin

Connecting: *Why Are We Here?*

Purpose: To establish the purpose and expectations for the MAS Mentor Forums to ensure they are value-added and relevant to the needs of the MAS Mentors

Review Agenda & Norms

Recorder: _____

Learning: *Mentor Formative Assessment Cycle*

Purpose: to develop a broad understanding of the purpose and scope of on-going mentor support/mentor forums and professional development

Learning: *MAS Mentor Collaborative Assessment Log (CAL)*

Purpose: to share an issue of practice that is challenging and receive collegial feedback for ideas and support

Managing:

- *Building Sub Release Time*
- *Bring Data to Next Meeting (CALs)*
- *Upcoming Meeting Dates:*

Closure: *Reflection – What next steps will you take to improve your mentoring and provide better support for your mentees?*

Strong communities of practice in which new and veteran teachers collaborate, engage in deep conversations about instruction and participate in professional development within the context of the school day will transform the profession. Induction programs can further school improvement by fostering spirited collaboration among teachers, and by valuing inquiry, problem-solving, peer coaching and reflection. A transformation will result from the trust that develops as educators listen to one another with respect and caring, act with integrity and expand their professional competence together. Teachers will be inspired to create similar learning communities in their own classrooms, and as relationships and thinking become the focus of schools, society as a whole will reap the benefits.

–Wendy Baron, July 2004

PROFESSIONAL LEARNING STRATEGIES AND THEIR LEVEL OF IMPACT

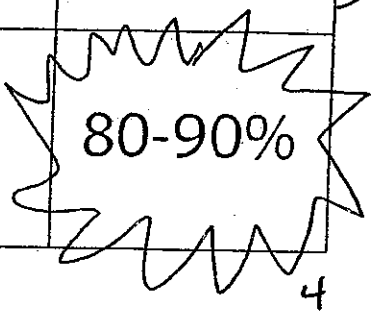
School district leaders who are planning their investments for professional development for the next school year would benefit from heeding the findings of researchers Bruce Joyce and Beverly Showers. Their work has demonstrated the impact of coaching and feedback in influencing teachers to use new learnings in their classrooms.

A variety of professional development strategies will aid teachers in becoming aware of and understanding the concepts which they are being taught. But teachers who experience coaching, study teams, and peer visits are more likely to apply what they have learned in their classrooms.

This table shows the relationship between types of professional development strategies and the level of impact on teachers' understanding of concepts.

COMPONENTS OF TRAINING	LEVELS OF IMPACT		
	AWARENESS PLUS CONCEPT UNDERSTANDING	SKILL ATTAINMENT	APPLICATION/ PROBLEM SOLVING
PRESENTATION OF THEORY	85%	15%	5-10%
MODELING	85%	18%	5-10%
PRACTICE AND LOW-RISK FEEDBACK	85%	80%	10-15%
COACHING/ STUDY TEAMS/ PEER VISITS	90%	90%	80-90%

Source: *Student achievement through staff development*, 3rd edition, by Bruce Joyce and Beverly Showers. Alexandria, VA: ASCD, 2002.



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Day 1

3, 2, 1 Connector

Think about the MAS Mentor Forums and list:

3 Expectations

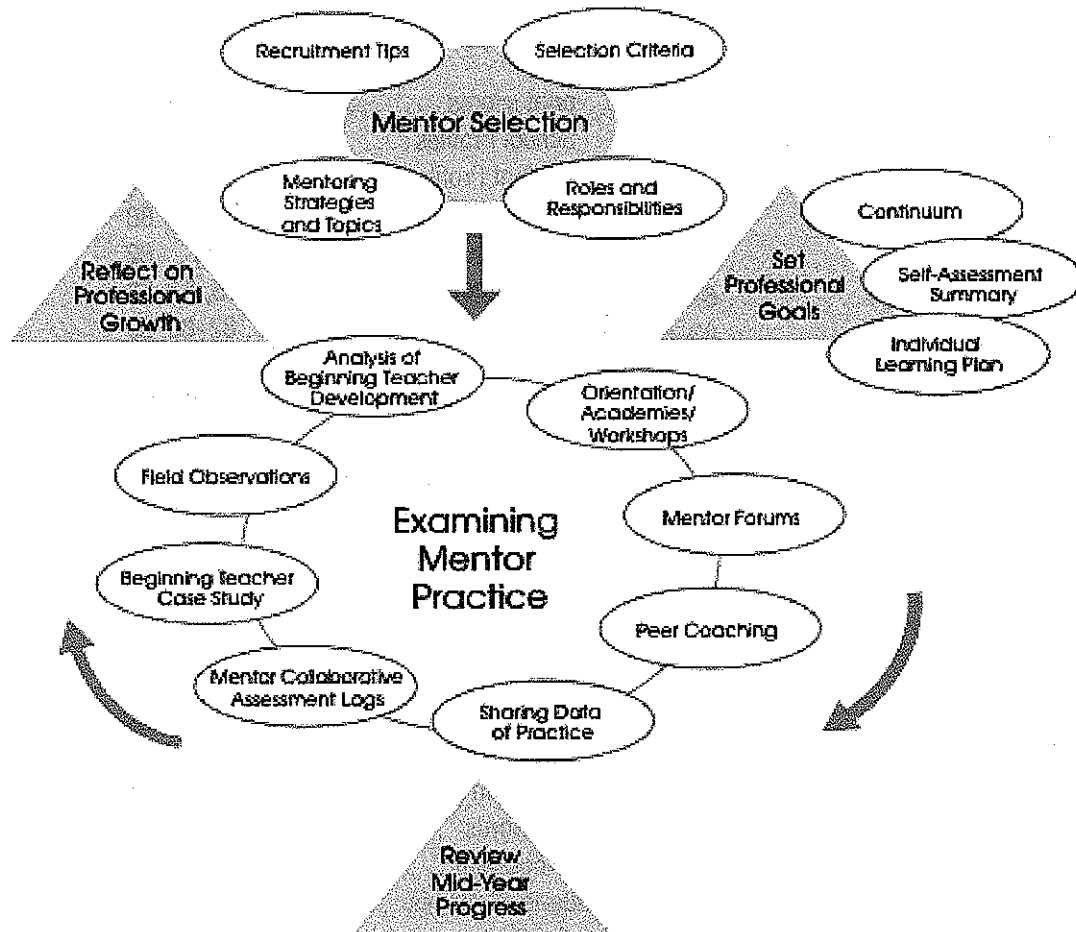
2 Purposes/Goals

1 Question You Want Answered Today

Collaborative Norms

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

NTC Mentor Formative Assessment Cycle



Mentor Fidelity Leads To Mentor Accountability

Mentor growth becomes less about compliance and more about a deep understanding, knowledge, and application of the work of quality mentoring. It is about "mentor fidelity" – a quality mentor is true to something higher, pure, and noble.

MAS Mentor Collaborative Assessment Log (CAL)

(Adapted from the NTC/New Teacher Center-WI Collaborative Assessment Log)

Name(s): _____

Date(s): _____

What's Working:

Current Focus--Challenges--Concerns:

Next Steps

Support Desired:

MAS Mentor Network

Other--