2.8.12

Mentor Forum

Principal/Mentor/BT Triad

Include standards and objectives page

**Connecting**

(5 mn)

Thinking about having conversations. Consider an event you’ve been invited to. The event is one where you won’t know anyone on a personal level, but you know that many people in attendance are people in leadership roles. Your purpose is to build rapport with that person to possibly extend in future relationship.

Task: (provide page of instructions and note taking on one page)

(3 mn)

Role play conversation.

**Debrief: (basic moves of rapport building page for presenters)**

Share out what happened in the conversation.

How did you interact?

What did you talk about?

Who did most of the talking?

What were some sentence stems?

( 5 mn)

**Segue:**

What are some ways to maintain on-going communication with principals?

What are challenges or concerns you have in your role as mentor in maintaining communication/meeting with the principal?

Respond in writing. (have a page in packet for this)

 Share out. Chart.

**Segue:**

**Big Question:**

How might a strong partnership with administration support the beginning teacher? (p.65 book place in packet)

**Learning:**

Regular communication provides the principal with important information about the new teacher’s professional development and enables the principal to share feedback and/or concerns about a new teacher’s practice. The mentor is sharing information about the current focus of work between the new teacher and mentor, NOT evaluative information about the teacher’s practice. The mentor might take the opportunity to advocate for additional resources, training, observing veteran teachers, etc. during these meetings. The mentor can also convey induction program information to the principal and solicit program feedback.

*Note: If the principal raise a significant concern, suggest that mentors schedule a 3-way conversation that includes the new teacher. At this meeting, the principal can share the concern directly, and an action plan for improvement can be developed collaboratively. The mentor and administrator can then function as a support team for the new teacher, and the principal retains his evaluative role.*

(9:15-9:30)

**Model a two-way conversation.**

Use the Administrator-Mentor Conversation Log provide note taking sheet/roles

***Tips for role-play:***

* Have the top part of the log filled in, professional goal of new teacher and anything to advocate.
* Thank the principal for agreeing to meet and review the purpose for the meeting.
* Express the importance of having on-going, regular dialogue about the work of induction.
* Share new teacher’s name, professional goals and what you’ve been working on to date.
* Advocate for something that is important for the new teacher’s success.
* Model bringing up the area of need, discussing it with the principal, and recording agreements in the appropriate box. Note: During this part of the conversation, the mentor must be judicious in advocating by weighing the needs of the teacher, the relationship with the principal and the known resources available.
* Invite the principal’s comments and record in the appropriate box. If the principal identifies an area of concern, the mentor clarifies the concern and discusses possible support actions that can take as well as what the principal can do. The goal is to build support for the new teacher.
* Record next steps.
* Close by reviewing agreements and next steps. Thank the principal and set a next meeting date and time.

**Debrief** (elbow partner)

What did you notice? Who did most of the talking?

The model is one that occurs about October/November. Prior to this a meeting would have occurred involving guidelines of mentor expectations, principal expectations, such as how often the mentor will be meeting, when to meet, goals of principal, etc.

(9:30-9:50)

**Activity**

Role play.

 Three people playing roles: principal, mentor and recorder. (ad/ment log from Tom)

Conduct a two-way conversation with principal/mentor using case studies. (in packet: case study and Ad/Mentor Log; sentence stems) (pp 114-116)

(9:50-9:55)

**Segue:**

Stand-up conversation

Why have a three-way conversation?

When might a three-way conversation be useful?

(9:55-10:00)

(Ideas: builds partnership, celebrate effectiveness, hear all parties concerns, get to know each other, aligns mentor support, pushes principal to take the leadership role as an instructional leader, everyone has a role….)

(10:05-10:25)

**Learning:**

Building Trust-The Power of Three (in packet)

Communication Triangle Read the Case Study and consider these questions:

1. What role does trust play in the conversation?
2. What structures must be in place to allow for this three-way meeting?

**Chart responses:**

What evidence of trust?

Brainstorm structures necessary to create this three-way meeting.

(10:25-10:35)

**Learning:**

Three-Way Conversation

Suggested Protocol: (Put in a document form for mentor binder as a resource)

 Pre-Planning (teacher and mentor)

* Identify any support the new teacher may need from the principal
* Identify any concerns the new teacher may have about the relationship with the principal
* Select/identify any artifacts, student work or student data to bring
* Create outcomes for the meeting
* Select time, place and scheduling options for the meeting
* Clarify roles

Opening

* Express appreciation for the meeting
* Clarify roles
* Co-develop agenda, identify outcomes from both parties
* Determine length of meeting
* Establish confidentiality

Triad Conversation

* Discuss each agenda topic
* Check for understanding

Next Steps

* Identify next steps
* Determine each member’s responsibilities
* Determine timelines for each step
* Determine method of follow up

Closure

* Thank everyone
* Informally debrief (i.e. mentor checks in with each member regarding what worked and elicits suggestions for future conversations

 Post Conversation

* What worked?
* What was challenging?
* What are possible next steps for future triad conversations?
* What support is needed?

(10:35-10:45)

**Activity**

Briefly identify protocol pieces with an elbow partner

(10:45-10:55)

**Model a 3-way.**

**Observe someone in the triad. (note taking page)**

**(10:55-11:05) break**

**(11:05-11:35)**

 **Practice:**

**Activity**

Role play three-way conversation (provide note taking or CAL )

**Debrief:**

Individual writing: How might I apply these learnings in my context?

What other concerns/questions do I still have? (provide page for this)

Share in table group.

(11:35-11:55)

**Management:**

Personal concerns are addressed privately

Upcoming PD

Jeff report out where the timeline is with CLS for mentoring: long-distance, assignments

**Evaluation:** sticky note and this will be answered google doc

(11:55-12:00)

**Closure**

Ellen’s quote

**WELS Mentor Forum**

2-25-12

The Grace Center

9:00a.m. – noon

**Connecting:** Coaching Partners Reflecting on Communication Skills

**Purpose:** To connect with another mentor to revisit/reflect on mentor language in building relationships.

**Review:** Agenda and Norms for Our Community of Practice

**Learning:** Develop Skills in Partnership Conversations

**Purpose:** To support on-going principal/mentor communication and

 principal/new teacher/mentor communication to build strong

 partnerships that support the new teacher.

**Learning:** Coaching Partners and Self-Reflection

 **Purpose:** To connect with another mentor and reflect on mentor language

 and use of mentor CAL/mentor standards.

**Managing:** Save the Date:

* April 21, 2012 The Grace Center Mentor Forum 9:00a.m. – noon
* Mentor Accountability Logs each month
* SEWNTP Survey
* TBD NTI seminar The Grace Center
* October 25, 2012 WLSTC Wisconsin Lutheran High School
* WELS NTI StEM Update

**Closure:** Reflect, Action and Evaluation

 **Purpose:** To move from practice to implementation in future conversations.

 **Evaluation:** Please take time to complete the evaluation and let us know

 how we can better meet your needs.

**Objectives**

**Objective:** To connect with another mentor to reflect on mentor language in building relationships.

 **Mentor Standard:** Engages, supports and advances the professional learning of

 each teacher

**Objective:** To support on-going principal/mentor communication and principal/new teacher/mentor communication in building strong partnerships that support the new teacher.

 **Mentor Standard:** Creates and maintains collaborative and professional

 partnerships to support teacher growth

**Objective:** To connect with another mentor to review mentor language by use of mentor CAL.

 **Mentor Standard:** Develops as a professional leader to advance mentoring and the

 profession

Connecting

**Task:**

Role-play conversation.

1. Find a conversation partner with someone you don’t know.

2. Have a personal conversation with which you attempt to build rapport.

|  |
| --- |
| Discuss what happened in the conversation—how did you interact? What did you talk about? Be ready to share. |

Journal Write

What are some ways to maintain on-going communication with principals?

What are challenges or concerns you have in your role as mentor in maintaining communication/meeting with the principal?

Note Taking Administrator-Mentor Meeting

|  |  |
| --- | --- |
| Administrator | Mentor |

Suggested Triad Conversation Protocol

Pre-Planning (teacher and mentor)

* Identify any support the new teacher may need from the principal
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**Triad Conversation Planning/Note Taking Tool**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Objective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| What’s working: | Focus—Challenges—Concerns: |
| Principal’s Next Steps: | New Teacher’s Next Steps/Mentor’s Next Steps: |

Next meeting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Focus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adapted from NTC 2008

**Reflective Writing**

How might I apply this learning in my context?

What other concerns/questions do I have?

Administrator-Mentor Dialogue Outline

M: Thank you for taking time out of your busy schedule to meet. I certainly appreciate having the opportunity to continue our communication around Ms WELS.

A: Yes, yes, it’s great to see you again.

M: In reviewing our initial meeting where you shared your goals for the faculty to grow professionally, I want to share with you that Ms. WELS and I are continuing to work on incorporating the Common Core reading standards in lesson planning.

A: Good news to hear. I’ve seen in her weekly plans that she is writing the standard that she will be working on. I wish I could get some of the other teachers to do the same instead of writing the page number of an assignment!

M: I’ve noticed during an observation that Ms WELS’ classroom library is limited. What other resources might there be in the school?

A: Ah, there is a storage room that was supposed to have been straightened out this past summer. You know with a teacher leaving and a new teacher coming, plus my daughter’s wedding, why, that just didn’t get done, but I’m sure there are some books in there that could be used.

M: Does your school participate with the local library in a regular book drop-off?

A: We used to do that, but teacher’s got away from it. That might be a good idea to look into again. You know, I’m happy to hear that the two of you are working on the Common Core standards, but I do have a concern. I’ve noticed that Ms WELS does a lot of the talking in the classroom. It seems as if the kids don’t participate very much. What do you see?

M: In order to understand what you are saying, would you share with me a particular observation? What subject area did you observe?

A: I observed a reading lesson. Ms WELS was reading a story out loud and didn’t stop to ask questions until the end.

M: What feedback was provided to Ms WELS after your observation?

A: We met later that day and gave her some suggestions of how to get the students more involved through questioning and through movement. I’d like to see more of that in her lessons. I think she’s a little timid.

M: So what I’m hearing you say is to purposely incorporate specific instructional strategies to have the students become more actively engaged, especially using kinesthetic movement and higher level questioning. That is something that we can work on in structuring lessons. I will put that in as my next step in working with Ms WELS. To review your next steps, I have that you will do something about the storage room, look into the local library usage and then, what is your next step in follow-up with the feedback provided from your observation?

A: I plan to do a few more walk-throughs so she gets used to having someone in the room and to encourage her to get the kids moving.

M: It looks like we have our next steps in place. Would you check your schedule as to when we can meet again?

Triad Conversation Dialogue

M: Hi, good afternoon. Thank you for putting this opportunity on your schedule today.

P: Well, thank you. It’s sometimes difficult to coordinate three schedules.

M: How true. May I ask that you lead us in a short prayer before we get started?

P: My pleasure. Dear heavenly Father, we thank you for the opportunity to come together today and we ask that you bless the words that are spoken, that all we do is done to your glory and the furthering of your kingdom. Amen.

M: Thank you for leading us in prayer. Ms WELS is going to take the lead in this meeting and I’m going to take notes, similar to what I do in using the administrator’s CAL or beginning teacher’s CAL. Ms WELS and I have met prior to today and she has much to share with you.

MW: Thank you again for meeting today. I brought along something that we’ve been working on and that is some formative and summative assessment tools. We’ve been developing these to help give students a better picture of where they are in their learning and also to be able to share this with parents so that they have a clearer understanding of the progression of learning. I have found that by using the formative assessment, it helps me plan my lessons better to meet the kids where they are. I’m also seeing how the summative assessment is really lining up with what I’m actually teaching.

P: Tell me how this fits in with the standards.

MW: When I’m planning the assessments, I’m first looking at the standards and thinking about what it is really asking the kids to know. Then I think about how I will know what they know and that’s how I form the summative assessment. The formative is based on that, too, but is more on-going throughout the day. I often take the objective that I’ve written on the board and turn it into a formative assessment to give me quick feedback.

P: Can you give me an example of formative assessment?

MW: Yes, I think you saw me doing this. Before the students could get their jackets for recess, they were given a card to write the answer of the math concept of the day, which was on place value. They had to show the place values of a given number.

P: Oh, yes, I remember, but I didn’t know what was on the card. It certainly looked like the students were on-task with this activity.

MW: Thank you. This was actually a concern of mine to see if the students were clear about what they were learning and able to interact with the objective that was posted.

P: Yes, I’ve noticed that you have objectives written after each subject on your schedule board. That’s good to see. I’ve noticed that there have been a few more students sent to my office from your classroom. Is there a way that I can support you?

MW: Well, I didn’t know I was getting a new student in the classroom until the night before it happened. I worried all night on what to do, but didn’t call Ms Missouri because it was too late. It seems as if the classroom procedures I’ve worked on with everyone else aren’t working so well. I wish I had known more in advance so I could have prepared.

P: Oh, that was something I forgot to do. You know, it’s been so long since we’ve had a new teacher around here, that I forget to tell things in advance. I am sorry.

M: What are the steps in acclimating a new student to the school?

P: Usually I sit down with the parent and go through the handbook, give them a class schedule, introduce the teacher and show the classroom. But, because of other events that were happening in the family, that didn’t take place. I actually have a framework that I use to assist the family and the teacher. How about if I share that with you?

MW: That would be wonderful.

M: Perhaps we can look at that together and develop some steps of support in classroom management?

MW: That would be great.

M: It looks like our time is coming to an end. To recap the next steps, it looks like Mr. S and Ms WELS will review the new student protocols. Would you like to set up that meeting now? Our next step is to revisit classroom management and incorporate the new student procedures. Shall we set a time when the three of us may meet again to follow-up? Thank you.