



Whitefish Bay Mentor Support Forum

The Making of a Mentor

November 11, 2013

Welcome! As you enter today, please be sure to take five sticky dots and place them on our Mentor Needs Assessment chart posted on the wall.

Agenda

Connecting Who are some Mentors who made a difference? 3:45-4:00

- Take a walk down memory lane and look at the people who have impacted you and helped to make you the mentor you are today. (pg 2)
- Share these memories with people at your table- look for any common traits.

Reviewing- Who are we as Mentors? 4:00-4:20

- Using a highlighter, take a look at the Characteristics of an Effective Mentor (p. 3)
- Mix-Pair-Share (2 minutes, 1 minute, 30 seconds) Share your highlighted characteristics

Self-assessment/ Goal Setting- Who do I want to be as a Mentor? 4:20-4:35

- Independently self-assess, using the Mentor Role Self-Assessment tool (p. 4-6)
- Using the Personal Vision Statement form, set some goals for yourself in the next few months of your mentoring practice. (p.7)

Supporting our Mentor Community 4:35-5:05

- Focused "Problem Pose/ Problem Solve" based on emailed requests
- Teamwork to support one another

Managing

- Differentiation half day workshop December 3, 2013
- Next Mentor Support Forum Wednesday, January 15, 2014

Closing

- 3-2-1 Reflection (p.8)

Mentor Needs Assessment

Directions: Rank from 1-5 your areas of interest in mentor professional development

- Increasing Mentor Language Skills*
- Analyzing Student Work*
- Practicing Entry Points into Conversations*
- Utilizing the Collaborative Assessment Log*
- Veteran Teacher Observation*
- Mentor Coaching Partners (collegial support for mentor's practice)*

- Professional Readings on Induction/Mentoring*
- Building Subject Matter Knowledge & Pedagogy*
- Discussing & Providing Support for Real Case Mentor Situations*
- Having Hard Conversations*
- Using Classroom Data Collection Tools*
- Opportunities to Share Mentor/Teacher Resources*
- Beginning Teacher Formative Assessment System*
 - Self- Assessment Continuum*
 - Self- Assessment Summary*
 - Individual Learning Plan*
 - Mid-Year Review*
 - Professional Growth Reflections*
- Mentor Formative Assessment System (professional development)*
 - Mentor Self- Assessment Continuum*
 - Mentor Self- Assessment Summary*
 - Mentor Individual Learning Plan*
 - Mentor Mid-Year Review*
 - Mentor Professional Growth Reflections*

Please list or describe any other areas you would like support in your mentor work.

Your Past Mentors

Chances are you've had mentors in the past and possibly didn't realize it at the time. This activity invites you to look back on your life to identify past mentors and give thought to what characteristics each person possessed that helped establish a mentoring relationship and what behaviors you exhibited that made the mentoring stick.

Think back on various stages of your life and remember those individuals who had a unique and important impact on your life. One question you can ask yourself to help you focus is: "If I hadn't met _____, how would I have learned _____?" Some "types" of people to think about are: teachers, coaches, counselors, friends, relatives, supervisors, and co-workers.

Complete the table below to get a better idea of how your personal development has been enhanced by mentors, whether or not the relationship was officially recognized as mentoring.

Mentor's Name	How Mentor Helped Me	What Characteristics My Mentor Possessed that Helped Me Grow

Characteristics of Effective Mentors

Professional Experience and Effective Practice

- Is recognized as an exemplary teacher and professional role model by colleagues, administrators and the community.
- Collaborates withal members of a school community, shares ideas, follows through with responsibilities and affects positive change.
- Reflects on own practice, invites feedback and establishes an open environment for others to observe effective instructional practices.

Effective Interpersonal Communication Skills

- Listens attentively and asks questions that prompt reflection and understanding.
- Respects confidentiality and is able to maintain a trusting, professional relationship.
- Offers feedback with the intention to move teachers' practices forward for increased student learning.

Professional Characteristics

- Demonstrates a strong passion and commitment for professional growth and learning.
- Believes mentoring improved instructional practice for both the mentee and the mentor.
- Displays an understanding of the beginning stages of teacher development and its impact on student learning.
- Is willing to engage in training and study to increase the effectiveness of mentoring and coaching skills.
- Believes in the value of, and is willing to engage in, the formative assessment process with beginning teacher through reflective conversations and non-evaluative observations based on assessment evidence.
- Is willing to suspend one's own views in order to support a beginning teacher in reaching autonomy.

Compiled from the following sources:

New Teacher Center ninth National Symposium 2007

Center for Strengthening the Teaching Profession 2005

Keeping Quality Teachers: The Art of Retaining General and Special Education Teachers 2009

The NEA foundation: Crating a Teacher Mentoring Program 2001

Mentor Role Self-Assessment

Mentor, here is an opportunity to assess yourself on the six factors discussed during your training on evaluating your mentoring partnership. Take a few minutes and try to rate yourself as you *actually are*, not as you'd like to be. Consider sharing the results with one of your own mentors. You may or may not wish to share the results with your mentee; that's up to you.

A similar role self-check is provided to your mentee. In fact, your mentee may choose to show you his/her assessment and ask for your opinion of its accuracy. The two of you could use either assessment as a tool for talking about the nature and quality of your relationship and how it could be even better.

Directions: For each item, rate yourself as follows:

1 = Strongly disagree

2 = Disagree

3 = Agree

4 = Strongly agree

Purpose

- This mentoring relationship is a high priority for me.
- Finding mentees/being a responsible mentor is one of the most important steps I can take in this relationship.
- I've asked my mentee to clarify why he/she wants to meet with me.
- I've asked my mentee to propose one or more goals to work on in this relationship.
- My mentee and I are clear on how we'll recognize when he's/she's reached the goal(s).
- I feel good about the focus of this relationship and what I'm doing in it.
- This relationship is a good use of my time.
- From time to time I check in to see if we should change our focus in some way.
- Once my mentee has accomplished his/her goal(s), I'm willing to see the relationship shift focus or perhaps end for the time being.

Communication

- I communicate in the ways (in person, phone, email, mail) we agreed.
- I get back to my mentee within the timeframe we agreed.
- The communication between us adds up to at least one or two hours a month.
- Occasionally, I spontaneously contact my mentee just to say hello or pass on some information.
- I'm an effective listener and remember what my mentee tells me.
- I ask appropriate questions.
- I share appropriate information about myself.
- I monitor my nonverbal language to be sure it's conveying what I want it to.
- I give my mentee suggestions for how he/she can communicate better.
- I work on being a better communicator.

Trust

- I've talked about the topics of trust and confidentiality with my mentee.
- I'm beginning to trust my mentee more and more.
- I'm becoming less guarded than when we first got together.
- I share important information about me with my mentee.
- My mentee seems to be trusting me more and more.
- I welcome and keep in confidence the information he/she shares with me.
- My mentee can count on me to be honest.
- He/She can count on me to follow through on my promises.
- I avoid any trust-breaking behaviors such as canceling appointments without compelling reasons, talking negatively about others, or making excuses about why I don't follow through.
- I'm willing to forgive some mistakes my mentee makes because my trust in him/her is strong.

Process

- I ask my mentee to take responsibility for scheduling our meetings.
- I like all or most of our meeting locations.
- I've checked to be sure my mentee likes our meeting locations.
- I like the length of our get-togethers.
- I've checked to be sure my mentee likes the length of our get-togethers.
- I'm satisfied with the way we conduct our meetings.
- I've checked to be sure my mentee is satisfied with how we conduct our meetings.
- I'm aware of the four stages of formal mentoring.
- I'm helping us move through these four stages.
- I've checked to see if my mentee likes the style and frequency of our communications.

Progress

- My mentee has one or more specific goal(s) to work on with my help.
- I make it easy for my mentee to ask for help.
- I ask my mentee to take the lead on identifying interesting learning experiences to try.
- I sometimes suggest learning experiences for my mentee.
- I ask my mentee do at least one learning activity in between our mentoring meetings.
- I ask for the results of his/her learning and discuss it with him/her.
- Since starting to meet with me, my mentee has made significant progress toward goal(s).
- I'm making notable progress in my ability to mentor.
- I'm helping my mentee learn more about being an effective mentee.
- I help my mentee celebrate their/our progress.

Feedback

- I asked my mentee how and how often he/she wants positive feedback.
- I provide enough positive feedback to my mentee.
- I asked my mentee how he/she wants corrective feedback.
- I give my mentee positive feedback about his/her actions and personal qualities
- I give my mentee enough corrective feedback.
- I graciously receive positive feedback from my mentee.
- I encourage my mentee to show appreciation to me and other helpers.
- I asked my mentee to give me corrective feedback about my mentoring efforts.
- When I receive corrective feedback from my mentee, I'm usually non-defensive.
- When I receive corrective feedback from my mentee, I take immediate steps to apply it.

Personal Vision Statement Worksheet

These are the main things that motivate me and bring me personal and professional satisfaction:

My greatest strengths/abilities/traits/things I do best:

At least two things I can start doing/do more often that use my strengths, etc.:

This is my **Personal Vision Statement**

Name _____ Date _____

Mentoring Reflection- November 2013

3 Things that are working in my mentoring practice this year are:

-
-
-

2 Concerns I have about mentoring/my mentee/ the mentoring process are:

-
-

1 Question I have or something I feel I need for the future is.....

NTI District News

SA District Coordinator

How blessed we are to have the opportunity to collaborate and support one another in the teaching and mentoring ministry! Kyle Bender, principal at St Paul in Beverly Hills, recently attended synodical District School Coordinator conference. Kyle expressed the joy of being a mentor and also provided feedback for future mentor seminars.

Mentor Stats Did you know that 51 first-year teachers are being mentored? Did you know that 26 second-year teachers are being mentored? There are 36 trained instructional mentors who are actively mentoring and 10 more who are either in training or not actively mentoring this school year.

Mentor Accountability and Feedback. Stakeholders (i.e., mentors, beginning teachers, and principals) will periodically receive a five-question email survey. Completed surveys provide prompt feedback for the planning of induction programming like beginning teacher forums, mentor forums, and NTI seminars. Please watch for the surveys in your email.

- *Mentors* can expect a Mentor Accountability Log/Calendar survey at the end of each month.
- *Principals and new teachers* can expect a survey toward the end of each quarter.

Watching the Mentor Forum Calendar

Mentor Forum's are available in WI. Making use of technology so that mentors not able to attend is in process.

Principals:

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- As a consortium member with SEWNTP, there are free events offered to support principals/administrators through an on-line networking session.
- Register at www.stitch.edu/sewntp Your "district" is WELS.
- ◦ October 19, 2013 7:30 - 9:30 am
- ◦ March 11, 2014 7:30 - 9:20 am

Check out what is happening in WI and MN:

Links to consortium calendars: [Southeastern WI New Teacher Project](#), [Dane County New Teacher Project](#), [Center for Mentoring and Induction](#)



Western Wisconsin District

New Teacher Seminar

This is the first of four 2-hour sessions designed to help teachers explore and reflect upon best practices essential in their first two years of teaching. In particular, this session will discuss parent-teacher relationships and prepare beginning teachers for quarter conferences. During this course, teachers will read about and hear from veteran teachers and their experiences with parent teacher conferences.

New Teacher will have an opportunity to reflect on points from Sara Lawrence-Lightfoot's book, The Essential Conversation: What Parents and Teachers Can Learn from Each Other. Teachers will also plan and practice a conferences format that meets their teaching style.

We will focus on **WELS Teacher Foundation: Christian teachers are faithful servants of Jesus Christ and Standard #10: Christian teachers are connected with colleagues and the community.**

The session will begin at 5:00 PM but teachers are encouraged to arrive as early as 4:30 PM for a light supper and fellowship with other teachers.

Thursday, October 17, 2013

5-7 PM

Who Should Attend:

Designed for K-12 initial educators and their mentors, but would be appropriate for any educator or administrator.

Cost:

Free. It's a service provided to our WELS teachers.

Required Material:

Please bring your copy of the **WELS Continuum of Teacher Development**. (Provided to you this summer at the NTI meetings.)

Registration:

Individuals may register by emailing katehiebg@gmail.com

Registration deadline:

Please register by October 15, 2013.

Questions:

katehiebg@gmail.com or (440) 715-0944

Location:

St. John's Lutheran School

232 E. Church St. Jefferson, WI

(920) 674-2922

SAMPLE QUESTIONS FOR COACHING

Getting Started: This is the warm-up, designed to create a safe, supportive environment, with respect, trust and genuine concern.

How are you today? (assess mood – is this a good time for coaching?)

What's going well lately? What's not going so well lately?

How are things at home?

How are things at school?

How's your school year going?

What would you like to work on today?

Is there something you're struggling with?

What has occurred since we last talked?

Any breakthroughs or insights?

Any new choices or decisions made?

Any personal news?

Any accomplishments?

Any obstacles, difficulties or challenges?

Where would you like to begin?

Goal Setting: What do you want? Understand the problem or issue. Get a clear idea about the problem and what has been tried. Listen for tone of voice and watch for body language.

So...what's been happening?

What have you tried? How is that working for you? For your students?

Could you tell me more about...

Can you give me an example/examples...

Here's what I think you're saying...is that accurate (paraphrasing)

May I read my notes to you to see if I've got it right?

What does it look like/sound like/feel like when...

Tell me what you mean when you say...

How often...to what extent?

When or where is that happening...

I'm a little confused...could you tell me more?

What seems to confuse you?

When that happens, what do you think he/she wants? Or what do you think they want?

Have you asked them?

Desired vs. Status Quo: What is the “desired” goal versus what is happening now? Moving from the actual to the desired situation is the goal of coaching.

So what do you think is the underlying problem?
What do you believe should be happening? Why?
How does this fit your vision for...?
What is the impact of ... on students?
What do you think would happen if...?
What happens when you...?
What's another way you might...?
What would your classroom be like if you did...?
Is this consistent with your beliefs about...?
What else? Anything else? Is there more?

Setting the Stage for Action: Investigating (brainstorming) options for solving the problem, identifying possible consequences (positive and negative), asking hard (powerful) questions, illuminating a pathway, or offering personal examples. Honest and direct feedback (straight-talk) is required.

What else could you try? How do you think that might work?
If you did know, what would you try?
How could you get feedback about that idea?
What does Best Practice say about?
What will it look like in practice?
What are some barriers to trying this?
Who might be able to help you with resources?
What could be some positive outcomes of...?
What could be some negative outcomes of...?
What are the costs/ benefits of this idea?
What's stopping you from...? What are you willing to risk?
What might be some unintended consequences of...?
Does this idea satisfy you? Do you think it has a chance?
What do you predict will happen if...?
Have you thought about this idea using a different lens? What would this idea look like to...?
Would you like to hear what some others have tried?
What are you really afraid of?
What are you willing (committed) to do?

Creating an Action Plan: What will you do? This is a specific, doable plan with client commitment. It creates action, sets goals and establishes accountability.

If you had a choice, what would you do?

Is this a time for action? What action?

What action/s are you willing to take?

What is the first thing you want to do to meet this goal?

What will you do next?

How will you know if it is working?

Where do you go from here?

When would you like to get started?

Can you imagine a point where you will consider your plan to be fully implemented?

How long do you think it would take?

What do you already know about this possible solution?

Is there anyone/anywhere else you can go to get some help?

What materials do you need?

What will it look like/sound like when the plan is fully implemented?

How will you know when the plan is fully implemented?

How will you know if the plan is successful? What criteria will you use?

How can I help you?

When can we meet again to see how it's going?

May I call/email you to see how it's going? When?

Completion: Assessing what's been accomplished

How far have you come?

What gold nuggets are or gems are you taking away from today?

What have you learned about yourself?

What do you think we've accomplished today?