

SEWNTP Lead Mentor Network Forum

January 19, 2012

City Center, 323

4:30pm – 6:30pm

Connecting:	Coaching Partners and Self-Reflection Purpose: To connect with another lead mentor to reflect and set next steps in our role as lead mentor and planning mentor forums. Q: What strategies or approaches have worked in difficult situations for you as a mentor or for the mentors you support?
Review:	Agenda & Norms for Our Community of Practice
Learning:	The ASW tool and how it can create data driven conversations Purpose: Review, reflect, discuss, and create actions that will leverage data driven protocols, like the ASW tool, that will strengthen the practice of our mentors.
Learning:	Lessons Learned: Sharing of Agendas Purpose: To use the SEWNTP Lead Mentor Network Wiki to support each other through the sharing of agendas, resources, and experience.
Managing:	Save the Dates: <ul style="list-style-type: none">• Assessment Seminar: March 8th & 15th (5-8:00) and March 22nd & 29th (5-7:00)• New Urban Seminar: January 31st, February 21st, March 20th, & April 24th 5:00-7:30• PI-34 WTS Seminars: February 13th & 16th 5:00-7:00• Principal Network Forum: February 28th 4:30-6:30• New Mentor Training Date for IM: January 25th & 26th 8:00-3:00• Analyzing Student Work: March 21st & 22nd, 8-3:00• Coaching in Complex Situations: April 15th, 8-3:00
Closure:	Reflection, Action, & Evaluation Purpose: To move from thought to action in regard to how you will use data in your next forum and how you will use the data from the consortium to be an advocate for you program. Evaluations: Please take the time to complete the evaluation and let us know how we can better meet your needs.

SEWNTP Vision Statement:

Students' needs are met by effective and confident teachers who grow professionally through collaborative network of induction. This network will transform and sustain the quality of leadership and education one person at a time.

The Southeastern Wisconsin New Teacher Project (SEWNTP) Mission Statement:

To accelerate new teacher effectiveness and teacher leadership by leveraging the power of collaboration to create and sustain comprehensive systems of induction, resulting in improved student learning.

Journal Prompt; Q: What strategies or approaches have worked in difficult situations for you as a mentor or for the mentors you support?

The difficult Situation:	Strategies/Approaches:

Insights From Others to Remember:

ASW Problem Pose/Problem Solve:

ASW STEPS:	Key Points To remember:	Questions I still Have:
1. SELECT an assignment- What SHOULD they be able to do?		
2. SORT and ANALYZE- What can they do?		
3. IDENTIFY LEARNING NEEDS- What do they NEED?		
4. DIFFERENTIATE INSTRUCTION- How will they learn?		

Entry Point

A DEFINITION

An “entry point” is an opportunity to introduce new information, a support strategy, or a mentoring tool to a beginning teacher in a strategic way.

Beginning teachers offer entry points intentionally or unintentionally, directly or indirectly, explicitly or implicitly. Your skill, as mentor, comes in identifying and capitalizing upon the entry point such that the beginning teacher is able to make connections between what you are sharing and THEIR needs, interests, or desired outcomes.

Responding to Beginning Teachers' Cues

ENTRY POINTS

In groups of 4:

1. Brainstorm ways to respond to the given beginning teacher statements.
2. Consider how to link the BT needs to the process of analyzing student work.
3. Jot down other beginning teacher comments that might provide entry points for looking at student work.
4. Practice a conversation in which you respond to such beginning teacher comments.
5. (If time) Be prepared to share one "mini-vignette" with the whole group.

Entry Points

WORKSHEET

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Beginning Teacher Language	Mentor Response
<p><i>I've just about had it with those two boys!! The work they turn in is so far below what the others are able to do. I really don't know how they even got into this class!</i></p>	<p>It's really hard when the kids just don't perform as we'd like. I can tell you're pretty frustrated. One of the things we might be able to do is look at some of the work the two boys you mention turn in and see what exactly they are able to do and what the learning gaps might be. What do you think?</p>
<p><i>I really don't know how to begin to do anything in this class. I have kids who speak 6 different languages! And I am supposed to teach them how to write?</i></p>	
<p><i>I have 12 students in my class and am doing much better since I set the 5 who are ready to learn by the round table up front. As long as they others are not fighting, I leave them alone.</i></p>	

Purpose: to use the SEWNTP Lead Mentor Network Wiki to support each other through the sharing of agenda, resources, and experience.

Sharing of Agendas:

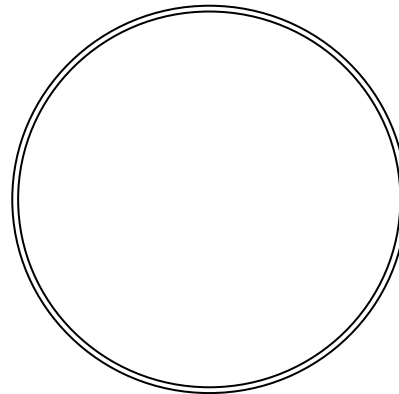
<p>Where did you find it?</p>	<p>What are the Ideas?</p>	<p>For what: how will you use these ideas?</p>	<p>Questions for further clarification and adaptations:</p>
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Closure: Stoplight

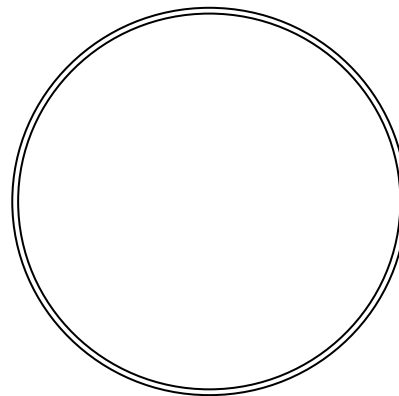


As you think about using student data to push your mentors beyond buddy mentoring, what is one thing...

You Will Start:



You Will Continue:



You Will Stop:

