

SEWNTP Lead Mentor Forum

August 20, 2014

4:30-6:30pm

Connecting: District Partner Activity: Reflect upon your role as Lead Mentors in your district and SEWNTP Network

Purpose: to practice the use of a formative tool and to reflect on our role as lead mentor.

Review: Agenda & Norms for Our Community of Practice

Learning: Mentor Support and Development Analysis

Purpose: To self-assess strengths and challenges regarding the mentor support and development within district programs.

Learning: Developing a Scope and Sequence for your District Mentor Forums:

Purpose: To begin to draft a scope and sequence for district mentor forums

**Managing &
Save the**

Our next meeting October 29th

Dates:

- EE support for Teachers, August 26th & Sept. 30th, 5:00-7:30
- IM Curriculum Update Forum (CUF) September 23rd 5:00-7:00
- COP Seminars, Sept. 15th & Sept 18th and Oct. 6th & 16th 5:00-7:00
- EDUC 584 Writing the PDP, October 8th, 15th, 22nd 5:00-8:00
- Assessment, Literacy & Standards October 23rd 5:00-7:30

Closure: 3-2-1 Reflection & Evaluation

Purpose: To move from thought to action in regard to an upcoming district mentor forum.

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

From Induction Standard #6:

Element: Program leaders design and implement a mentor learning community for professional learning, problem-solving, and collaborative inquiry.

- *What are the goals and outcomes for mentor professional learning?*
- *How do we foster shared mentor leadership within their professional learning community?*

Element: Program leaders engage mentors in goal-setting and reflection, implementing inquiry action plans, analyzing data of beginning teacher development, field observations, and peer coaching.

- *How does our program structure and support peer coaching among mentors?*
- *How do we systematically engage and support mentors in the collection and analysis of their own data of practice?*

Q: What are you most looking forward to and what are you most concerned about in your role as lead mentor?

Interactive Journal Write:

Your Thoughts:

Response:

Guidelines for Responding

- Be empathetic
- Make connections to your own experiences
- Make connections between ideas expressed
- Summarize or paraphrase key ideas/feelings
- Extend and deepen thinking by:
 - Posing questions
 - Making suggestions [when asked]
- Sharing resources or knowledge [limited and strategic]
- Maintain nonjudgmental language

Mentor Community of Practice



- Introduction of skills
- Conceptualization of mentor role
- Understanding of formative assessment and FAS Tools
- Conceptual understanding of mentoring processes
- See program scope and purpose
- Understanding of beginning teacher development and needs
- Familiarity with Wisconsin Teacher Standards and their role in mentoring and teacher development
- Understanding of purpose of induction

- An opportunity to learn best practices through cross-district collaboration and dialogue
- Explore models of lessons learned and share resources/ideas from in-district mentor forums
- Learn how to develop high quality mentor support for our BTs
- Problem solve challenges in designing and facilitating in-district mentor forums
- Develop designing and facilitating skills

- Deepening of skills
- Day-to-day mentoring
- Use of FAS mentoring tools
- Problem solve adapting and contextualizing mentoring processes
- Program implementation
- Responding to beginning teachers and differentiated mentoring
- Deepen understanding and flexible use of Wisconsin Teacher Standards
- Advocate/support for structures and policies that support collaborative structures throughout the district



Norms for our community of Practice

- Collaborative Norms
 - Equity of voice
 - Safety to share all Perspectives
 - Active Listening
 - Confidentiality

Structures That Will Help Us Get There:

- Shared Learning
- Structured Protocols
- Shared Facilitation
- Transparency of Practice
- Collecting & Using Data

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 Collaborative Assessment Log

Mentor: _____ Coaching Partner: _____ Date: _____

What's Working:

Current Focus—Challenges—Concerns:

Mentor's Next Steps:

Support Desired:

1. Engages, supports and advances the professional learning of each teacher

- Uses reflective conversation skills to engage Participating Teachers in collaborative problem-solving, and reflective thinking to promote self-directed learning.
- Uses a variety of strategies and resources, including technology to respond to Participating Teachers' professional needs and to the learning needs of all students.
- Uses data to engage Participating Teachers in examination and improvement of practice.
- Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice.

2. Creates and maintains collaborative and professional partnerships to support teacher growth

- Creates an environment of trust, caring and honesty with all Participating Teachers to establish and maintain strong relationships and promote professional growth.
- Uses coaching and collaboration time effectively, implementing procedures and routines that support Participating Teachers' learning.
- Understands each Participating Teacher's school and community and builds relationships with school and community members to foster Participating Teachers' success and student achievement.
- Promotes development of Participating Teachers' professional responsibility and collaboration with families and broader school community.

3. 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 Participating Teachers' application of standards.

4. Designs and facilitates professional development for teachers

- Builds on and values prior knowledge, background, interests, experiences and needs of Participating Teachers.
- Designs professional development to promote understanding and application of Program Standards.
- Creates an effective environment for professional learning.
- Uses a variety of research-based instructional strategies to differentiate professional development for Participating Teachers.

5. Utilizes assessments to promote teacher learning and development

- Plans and organizes for implementation of formative assessments to advance classroom practice.
- Uses results of formative assessments to guide mentoring
- Develops Participating Teachers' abilities to self-assess practice based on evidence, to set professional goals, and to monitor progress.

6. 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.
- Practices habits of mind to advance induction and school improvement.

Formative Assessment Tool

Mentor Individual Learning Plan

Mentor: _____ Coaching Partner: _____ Date: _____

Standard:

Mentor's Professional Goal:

Mentor's Plan:

Evidence of Success:

Draft for District Forums SCOPE AND SEQUENCE

Keep in Mind the following:

- Your greatest area of challenge/focus
- The developmental and experiential level of your mentors (Needs assessment)
- The frequency and duration of your meetings/forums
- When mentors were initial trained (New vs. Old Curriculum)

Month & TIME	Learning Topic 1	Learning Topic 2	Learning Topic 3

3-2-1 Interactive Journal:

Your Thoughts:	Response:
3 - People I need to communicate to and enlist as advocates (principals, district administrators, mentors, other stakeholders)	
2 - Next steps to put your plan into action	
1 - Question I need answered to move forward	

A goal without a plan is just a wish.

Antoine de Saint Exupéry

