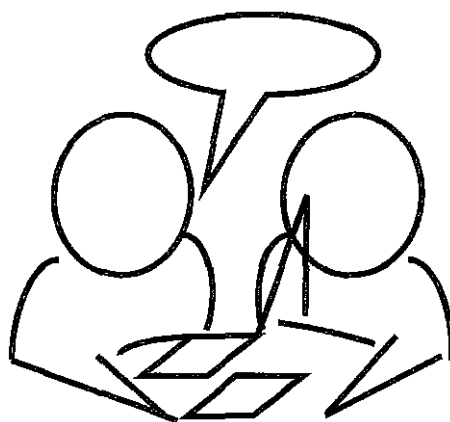


Mentor Coaching Practice Packet



National Teacher Induction Network
November, 2012

Mentor In-Field Coaching Protocols

Pre-Observation Protocol

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CONTEXT:BEGINNING TEACHER

- *What are you and the teacher working on together?*
- *What successes and challenges have you had with this teacher?*
- *What are this teacher's professional goals?*
- *What else would be helpful for me to know about this teacher and his/her classroom or working conditions?*

OUTCOMES AND STRATEGIES

- *What are you expecting to accomplish in this meeting?*
- *What professional teaching standards will you hope to address?*
- *What will be the focus of your classroom observation or meeting?*
- *What types of data will you be collecting and analyzing with the teacher?*
- *What are some strategies you are thinking about? Do you have any questions or concerns?*

EVIDENCE OF SUCCESS

- *How will you know if the teacher is successful?*
- *What might be evidence?*
- *What might success look like for you?*

OBSERVATION FOCUS

- *What are you curious about in your own practice? How does this relate to your goals?*
- *What data can I collect for you?*
- *How can the data support your personal growth?*
- *How would you like me to interact/participate during the observation? Is it okay for me to move about the classroom and talk with students?*

Remind the mentor that your role in the conference will be simply to take notes and be a positive presence. An exception might be a case where the mentor feels "stuck" and would like to observe you in a brief mentoring conversation with the teacher as well

Mentor Collaborative Assessment Log

(pre-observation CAL)



Mentor Laine

Coaching Partner

Mimi

Date Nov. 6, 2012

+ What's Working

• Strong relationship w/ Katie, so she is open to observation + feedback
 • Feeling more confident collecting data using seating chart tool.

▲ Current Focus — Challenges — Concerns

• Mentees accepting suggestions, but not "owning" them fully
 • Helping BTs (esp. Katie) go deeper with observations data; see needs of ELL learners,

Mentor's Next Steps

• Observe Katie using seating chart tool; permission for Mimi to observe post observation conversation.
 * Focus on being more facilitative.

Support Desired -

• Observe + collect data of Katie/Laine's post obs, reflecting conference

- Engages, supports and advances the professional learning of each teacher**
- Uses reflective conversation skills to engage 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 teachers' professional needs and to the learning needs of all students.
 - Uses data to engage teachers in examination and improvement of practice.
 - Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice.

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

- Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards**
- Utilizes knowledge of pedagogical 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 teachers' application of standards.

- Designs and facilitates professional development for teachers**
- Builds on and values prior knowledge, background, interests, experiences and needs of teachers.
 - Designs professional development to promote understanding and application of program requirements.
 - Creates an effective environment for professional learning.
 - Uses a variety of research-based instructional strategies to differentiate professional development for teachers.

- Utilizes assessments to promote teacher learning and development**
- Implements formative assessments to advance classroom practice.
 - Uses results of formative assessments to guide mentoring.
 - Develops teachers' abilities to self-assess practice based on evidence, to set professional goals, and to monitor progress.
 - 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.

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.

Engages, supports and advances the professional learning of each teacher

Beginning/Emerging	Applying	Integrating/Innovating
<p>Uses reflective conversation skills to engage the teacher in collaborative problem solving, and reflective thinking to promote self-directed learning.</p> <p>Learns mentoring language protocols. Listens attentively to respond appropriately. Engages the teacher in collaborative problem solving.</p>	<p>Uses mentoring language to facilitate positive, productive, reflective conversations. Applies instructive, collaborative, and facilitative mentoring strategies consciously to promote thinking and problem solving.</p>	<p>Strengthens repertoire of reflective conversation skills. Moves fluidly among mentoring strategies to promote teacher confidence and autonomy. Effectively addresses sensitive issues and resistance. Encourages ongoing reflection, critical thinking, and risk taking to promote both self-direction and collaborative problem solving.</p>
<p>Uses a variety of strategies and resources, including technology, to respond to the teacher's professional needs and to the learning needs of all students.</p> <p>Responds to the needs of the teacher by providing timely access to an array of teaching strategies, resources, and materials. Uses technology as a mentoring resource.</p>	<p>Selects from a variety of research-based teaching strategies to support the teacher's pedagogy, content knowledge, and instructional skills. Models and advocates for the effective use of technology to promote student learning.</p>	<p>Seeks and shares new knowledge of strategies and resources related to ongoing learning from the professional community. Facilitates the teacher's strategic integration of those resources to influence practice, promote student achievement, and differentiate instruction. Facilitates integration of technology.</p>
<p>Uses data to engage the teacher in examining and improving practice.</p> <p>Uses formative assessment data to inform the teacher's next steps. Records the reflective conversations on graphic organizers/tools that help facilitate data analysis and data-driven conversations.</p>	<p>Responds to the needs of the teacher by providing specific formative assessment data and data analysis for both short- and long-term teaching goals and for problem solving and decision making.</p>	<p>Integrates multiple methods and tools of observation and data collection to create and utilize opportunities for examination and improvement of practice.</p>
<p>Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice.</p> <p>Collaborates with the teacher to effectively utilize the inquiry cycle of plan, teach, and reflect in order to improve teaching practice.</p>	<p>Models the inquiry cycle by collaborating with the teacher on designing a lesson, observing the lesson, and analyzing the student work and observation data generated from the lesson.</p>	<p>Fosters a habit of mind of generating inquiry questions and consistently executing the inquiry cycle of plan, teach, and reflect.</p>

Mentor In-field Coaching

Meaningful Feedback



Feedback (noun)

1. *Return of output*
2. *Response*

Guiding questions:

- *How might I help the mentor accurately see, analyze, and evaluate his/her actions and behaviors?*

- *What specific feedback do I want to give?
To what do I want to draw attention? For what purpose?*

- *How can I give direct, honest feedback in ways that preserve the relationship, maintain openness and trust, and move practice forward?*

Mentor In-field Coaching

Channels for Feedback

Analyze Data

- *Use observation data and other related evidence of practice as a third point*
- *Engage in critical thinking and inquiry: analyze, compare, hypothesize, summarize, and evaluate what happened*

Validate

- *Using data, draw attention to mentor's areas of strength*
- *Affirm feelings*
- *Corify accuracies*
- *Substantiate comments with evidence*

Remain Purposeful and Proactive

- *Establish priorities*
- *Explore intentions and impact of mentoring decisions*
- *Align with Mentor Standards*

Be Honest

- *Convey care and respect*
- *focus on behaviors, not on the person*
- *Offer a clear, direct, succinct message*
- *Connect to evidence and outcomes*

Promote Professional Responsibility

- *Draw conclusions*
- *Provide options*
- *Establish next steps*
- *Offer support*

Mentor In-Field Coaching

Post-Observation Protocol



SUMMARIZE IMPRESSIONS

- *How do you think the mentor/teacher conference went?*
- *In what ways did you see the teacher move forward as a result of your conversation?*
- *What challenges arose?*

ANALYZE DATA AND REFLECT

- *What do you notice from the observation data? Surprises? Affirmations?*
- *What stances and language stems were most effective? How do you know?*
- *What informed your coaching decisions?*
- *What did you notice about the BT's engagement and/or actions during the mentoring session?*
- *How did your mentoring impact the beginning teacher's instructional decisions?*

NEXT STEPS

- *What conclusions can you draw?*
- *What insights have surfaced as a result of looking at the data?*
- *What questions do you have?*
- *What are some next steps to take with your beginning teacher?*
- *What are action or goals for you as a mentor? What is a timeline?*
- *How will you know if you are successful?*

REFLECT ON THE COACHING PROCESS

- *In what ways was our coaching session valuable for you?*
- *What feedback do you have for me as a coach or evaluator?*
- *What might be our next steps together? In what ways might I support you in the future?*