

Mentor Forum Agenda
February 25th, 2013
4:00 – 5:00

Connecting: (15 minutes)

Mentor Calibration, Coaching and Feedback

Learning: (30 minutes)

- Entry Point Definition
- Framework for Differentiated Coaching (ICF)
- Entry Points and Responses
- Defining difficult situations and practice entry points and responses

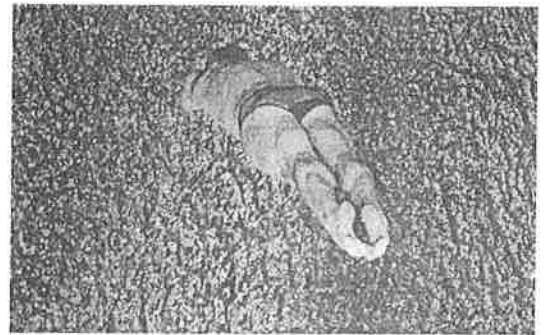
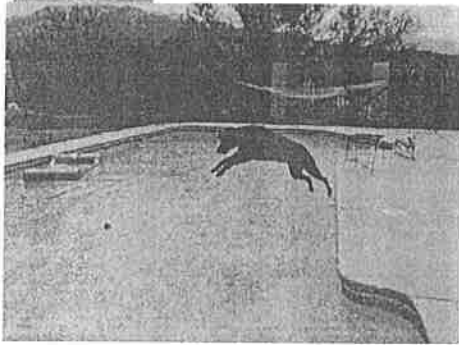
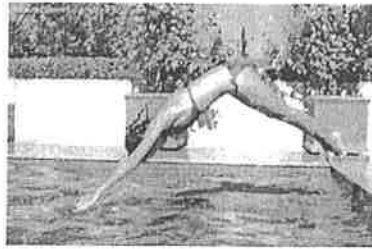
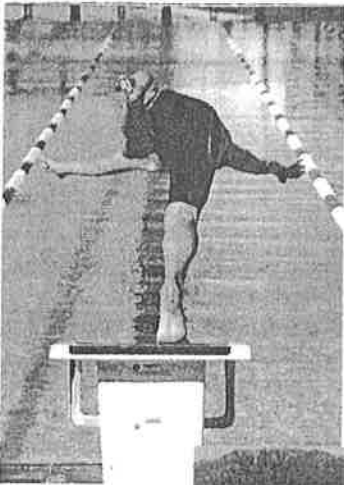
Managing: (5 minutes)

- Review ASW
- Bring copy of completed ASW tool to next meeting
- Last PI34 Evening Workshop Sessions on April 22nd at North
- Last mentor forum is April 9th

Closing: (5-10 minutes)

Mentor Calibration, Coaching & Feedback:*

Q: Please judge the following divers and rank?



“...Professional expertise is not just about having the evidence or begin aware of it. It’s also about knowing how to judge the evidence and knowing what to do with it.”

--- M. Fullan & A. Hargreaves

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.

Framework for Differentiated Coaching

INSTRUCTIVE

- Share a process for analyzing student work
- Model an instructional strategy
- Offer a menu of ways to differentiate instruction
- Share thinking that leads to a solution
- Reference current research

COLLABORATIVE

- Co-develop a lesson or unit
- Problem solve issues of practice
- Analyze examples of student work together
- Co-observe another teacher; debrief together

FACILITATIVE

- Facilitate a group of teachers as they assess student work
- Listen as the teacher analyzes observation data
- Pose questions that clarify and deepen the teachers thinking

Entry Points and Responses

Generalizations

My students just don't get it ...
I'll never be able to ...

What do you mean by "get it"?
Describe what you think you might be able to do.

They always ...

Always? Has there ever been a time?

Rule Based

They can't ...
If they won't ... I'm not going to ...
They should know how ...

What do you think is going on?
What are you willing to do?
Given that they don't, now what?

Judgments

Sarah is so lazy ...

What is she doing that causes you to think that?

They were so bad today ...

What behavior do you want? How might you get that?

Comparisons

That was so hard ...

Compared to what?

Victim Language

What do they expect from me?
It's just not fair ...

What are you willing to do?
What would work for you?

Unspecified Nouns and Verbs

My students ...
They just don't care ...
This curriculum ...

Which students specifically?
Who? What does caring look like?
What aspect of the curriculum?

Think About : What you might say to a beginning teacher when they have a difficult situation in their classroom and are unable to come up with an effective solution?

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 what to do with this student. He won't stop talking, he doesn't take redirection well and is having difficulty connecting with his peers. I just don't know what to do with him.</i></p>	
<p>Additional Difficult Situation:</p>	<p>Strategies/Approaches:</p>