SEWNTP Lead Mentor Network Forum
November 10, 2011
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.

Review: **Agenda & Norms for Our Community of Practice**
- Lead Mentor Network's Scope & Sequence

Learning: **Reflecting on the parallel structures between mentor forums and the mentor-BT relationship**
Purpose: Reflect, discuss, and create actions that will leverage the parallel structures/protocols/tools 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:**
- Literacy Seminar (K-5 & 6-12) November 15th (5-8), 29th (5-7) and December 13th 5:00-7:00
- Urban Seminar; November 22nd & December 6th 5:00-7:30
- PI-34 WTS Seminars; December 1st & 5th 5:00-7:00
- PDP Info Overview; December 1st & 5th 7:00-8:00
- **Role of the Principal; January 13th 8:00-3:00**
- **New** Mentor training Date for IM: January 25th & 26th 8:00-3:00

Closure: **Reflection, Action, & Evaluation**
Purpose: To move from thought to action in regard to an upcoming district mentor forum as it relates to coaching partners and one question from the end of the year survey.

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
Given that research and practice indicate that good teaching is central to student learning, the Southeastern Wisconsin New Teacher Project (SEWNTP) will facilitate systemic, on-going training and support to build improved induction programs.

Welcome!
What is Tonight's Word(le)?

◆ For tonight, think of one word you hope will describe today's forum (e.g. productive)

◆ WRITE that word in marker in any direction on the poster.

Productive

Fun

Fast!!!

- Look at the Wordle poster
- It "wordles" the list of topics from the end of the year survey that mentors have requested to network around with other mentors. How are you using that Data?

Coaching Partners:
I. Rationale; what can happen within a coaching conversation*?

- Practice with and the use of mentoring tools and protocols
- Engage in formative assessment of one's own practice in a supportive conversation that creates accountability & fidelity.
- Sharing of issues and dilemmas of mentoring and getting tailored support.
- Helps to continue to establish the same productive professional habits of reflection and self-assessment as the mentor hope to foster in their new teachers.
- Structured conversations around the data of the mentors' work
    - The conversations may involve problem solving, brainstorming solutions, asking reflective questions, offering suggestions, or providing information or resources.
    - Coaching partnerships can be particularly useful in ensuring quality program implementation and helpful for the induction and enculturation of new mentors.
    - Observant program leaders can easily see the level of development of their mentors' practice as they facilitate, observe, and/or participate in these structured discussions.

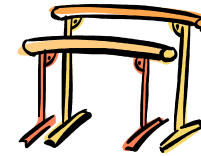**II. Tools;** why are the C.A.L. & the mentor standards important tools for these conversations?

- Common language & protocol
- Focuses on standards
- Creates movement forward
- Creates Accountability within the relationship

Tips and things to remember about coaching conversations*:

- Focus on one mentor standard at a time. The standards can be used as tool for mentors to reflect and assess their mentoring practice.
- The process of the coaching conversation allows for self-assessment, reflection, and intentional dialogue that serve as a valuable catalyst for finding solutions to challenging situations and for setting goals & next steps.
- Coaching partners and lead mentors can guide and encourage each other to set meaningful goals…goals that foster teacher development and that are concrete and achievable.
    - Research reveals that specific, challenging goals are likely to lead to higher levels of performance than "do your best" goals.
- Mentors may feel the need to work on everything all at once. It is important to focus on only one or two areas of development at a time. Mentors will feel a greater sense of accomplishment by seeing progress in just a couple of areas.
- These conversations reinforce the use effective and productive mentoring language

*Most of these thoughts are taken directly or synthesized from NTC's <u>Mentor Assessment for Growth and Accountability</u>.

Parallel Structures and Processes between
Mentor Forums and the Mentoring-Beginning Teacher's Relationship
1. Brainstorm structures, processes, or tools.
2. Then contextualize that process, tool, or structure within the new teacher relationship and within mentor forums.

Mentor Forums	Structure or Process	Mentoring Beginning Teachers Relationship
Ex. Mentors set goals using CAL with mentor standards	CAL and Standards	Ex. BTs set goals using CAL with teaching standards
Ex. Scope and Sequence is determined by needs and topics requested by mentors.	Self-directed	Ex. Beginning teachers direct the mentoring process by stating their challenges and directing the mentor to collect certain data, etc.
	Mentor Language	

Directions:
1. Look at the learning topics from your scope & sequence and think of a structure or process you can use that will facilitate a mentor-to-mentor topic while practicing a mentor to new teacher skill…does it need to be modified or adapted?

District Mentor Forum Topic from Scope and Sequence	*Parallel* **Structure or Process**	How is the Structure of Process Modified or Adapted to fit the Mentor to Mentor Situation
Problem Pose Problem Solve conversations about difficult mentoring situations	**Finding Entry Points**	**Mentoring:** A mentor with a BT looks for entry points to move the BT's thinking forward in his or her attitudes toward students and the skills and strategies of teaching. **Mentor Forum Options:** Direct EX: Mentors ROLE PLAY mentoring conversations from real or invented scenarios focusing on finding **entry points**. Indirect EX: A mentor listening to a mentor describe a difficult mentoring conversation looks for **entry points to move the mentor's thinking forward i**n the attitudes toward the BT and the skills and strategies of mentoring.
Choosing among Instructive, Facilitative and Collaborative, in a mentoring conversation.	Mentor Language that is selected to match the mentoring mode: Instructive Facilitative Collaborative	**Mentoring:** Mentors consciously decide whether a topic with the mentee is best served by being instructive, facilitative, or collaborative and uses corresponding language. **Mentor Forum Options:** Direct EX: Mentors discuss real or invented BT challenges and discuss which type of mentoring (I, F, C) is the best match in the situation. Indirect EX: A mentor practices staying in the facilitative mode in a conversation with a mentor colleague who is sharing decisions he/she has made about when to be instructive, facilitative or collaborative with a mentee.

Other Parallel structures & processes: CAL; Goal setting; standards; observation protocols & cycle; ASW; a continuum; mentoring language; entry points; a spectrum of support (I-C-F; Instructive, collaborative, & facilitative); listening, clarifying, and giving feedback and suggestions.

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Debrief:
Parallels between
Mentor Forums &
Mentoring

Mentor forum topic	Structure/process/tool	Constraints:

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

Sharing of Agendas:

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

Check 3 2 1

On the end of the year SEWTNP Program Evaluation Survey, your mentors will answer the question:

I am confident and apply the following mentoring strategies with my new teachers...

MENTOR Strategy	**Check 3** your mentors are confident using	**Check 2** that will be impacted by your next forum	**Check 1** that could be impacted by a next step and write the next step below
Mentor Language			
CAL			
Coaching Cycle: Plan, Observe, Reflect			
Non-judgmental feedback			
ASW (Analyzing Student Work)			
Using the WI Teaching Standards			

Write 1 next step to positively influence the mentors' responses.

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