SEWNTP Lead Mentor Forum
November 8th, 2012
Cardinal Stritch City Center, Rm. 324
4:30pm – 6:30pm

Connecting: **Coaching Partners and Self-Reflection**
Purpose: To reflect, to connect, and to set next steps with another lead mentor around the planning and execution of our in-district mentor forums.

Review: **Agenda & Norms for Our Community of Practice**
- **Wiki Expectations**

Learning: **Differentiated Support at Mentor Forums**
Purpose: using the experience in the room, we will discuss possible successes and pitfalls of supporting mentors with differing levels of readiness/experience and begin to design solution to meet the varying needs.

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:

Our Next Meeting: January 10th 4:30-6:30

- **Role of the Principal, November 28th 8:00-3:00**
- **Analyzing Student Work, December 11th & 12th 8:00-3:00**
- **ED690 the Spirit of PI-34; January 4th, 5th, 11th, & 12th**
- Urban Seminar, November 29th 5:00-7:30
- COP Seminars, December 6th (BD) & 10th (SDW) 5:00-7:00
- PDP Overview, December 6th (BD) & 10th (SDW) 5:00-7:00
- Literacy Seminar (K-5 & 6-12) November 15th, 29th, & Dec. 13th 5:00-8:00

Closure: **Reflection & Evaluation**
Purpose: To move from thought to action in regard to an upcoming district mentor forum and to consider ways we can be an advocate.

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 Write: What went well in your first district forum and what were the challenges? (If you have not had your 1ˢᵗ forum, try to anticipate the successes and challenges…it could be an opportunity to prevent a misstep.)

- Coaching Partner: find a partner outside of your district and share your thoughts as it relates to the journal prompt. Use the mentor CAL to structure the conversation.

Coaching Partners:

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.

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.
- 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>.

Norms for our community of Practice

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

Structures That Will Help Us Get There:

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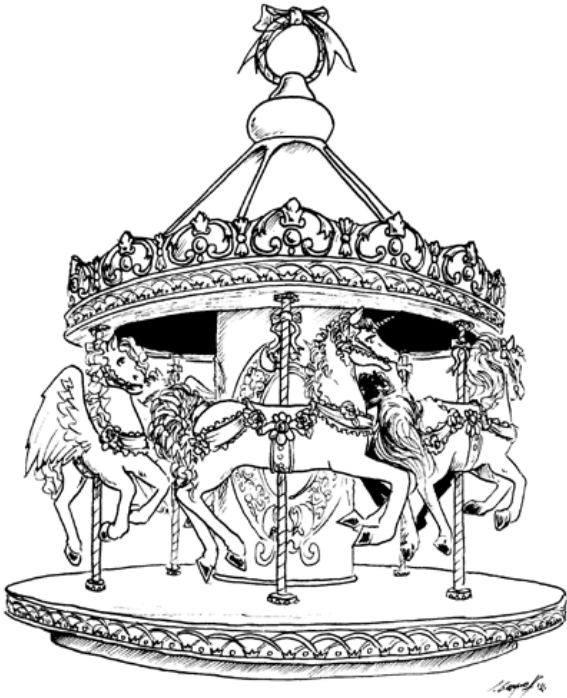
Carousel Brainstorming

❑Why is it important to differentiate mentor support during forums?

❑What successes have you had in meeting the needs of all mentor during forums?

❑What are the challenges you have encountered while trying to meet the needs of all mentors during forums?

Mentor Name:_____   **District/school:**_____

Tools	Check all that apply						
	I could teach others this tool	I use this tool consistently & with confidence	I have used this tool but with limited effect	I have awareness of this tool only	I would like to practice this tool in mentor forums	I need instruction on the tool's use/purpose	This tool is not applicable in my setting
Interactive Journal Entry							
Collaborative Assessment Log							
School and Community Resources							
Student Data Class Profile – Pt.1							
Instructional Groups Class Profile – Pt. 2							
Self-Assessment Summary							
Individual Learning Plan							
WI Continuum of Teacher Development							
Analysis of Student Work							
Essential Components of Differentiated Instruction							

Tools	Check all that apply						
	I could teach others this tool	I use this tool consistently & with confidence	I have used this tool but with limited effect	I have awareness of this tool only	I would like to practice this tool in mentor forums	I need instruction on the tool's use/purpose	This tool is not applicable in my setting
Parent Communication							
Building Partnerships with Parents							
Lesson Plan A							
Lesson Plan B							
Selective Scripting							
Content, Strategies and Alignment							
Seating Chart: Movement, Interaction, and/or Behavior Patterns							
Mid-Year Review							
INTASC							
Professional Growth Reflection							

Formative Assessment Tools Matrix, Release Mentor Forum September, 2011 Dane County New Teacher Project

DIFFERENTIATION STRATEGIES
Rick Wormeli

Flexible Grouping: Questions to Consider

❖ Is this the only way to organize mentors for learning?

❖ Where in the learning can I create opportunities for mentors to work in small groups?

❖ Would this learning activity be more effective as an independent activity?

❖ Why do I have the whole group involved in the same activity at this point in the lesson?

❖ Will I be able to meet the needs of all learners with this grouping?

The Range of Flexible Groupings

- Whole group or half group

- Teams

- Small groups led by mentors

- Partners and triads

- Individual

- One on one with another mentor

- Wiki's, Nings, and other on line communities

- Mini lessons

- Anchor activities to which learners return after working in small groups

- Learning centers or stations where mentors rotate through in small groups or individually

ANCHOR LESSON DESIGN

Small Group Activity	Small Group Activity
Anchor Activity	
Small Group Activity	Small Group Activity
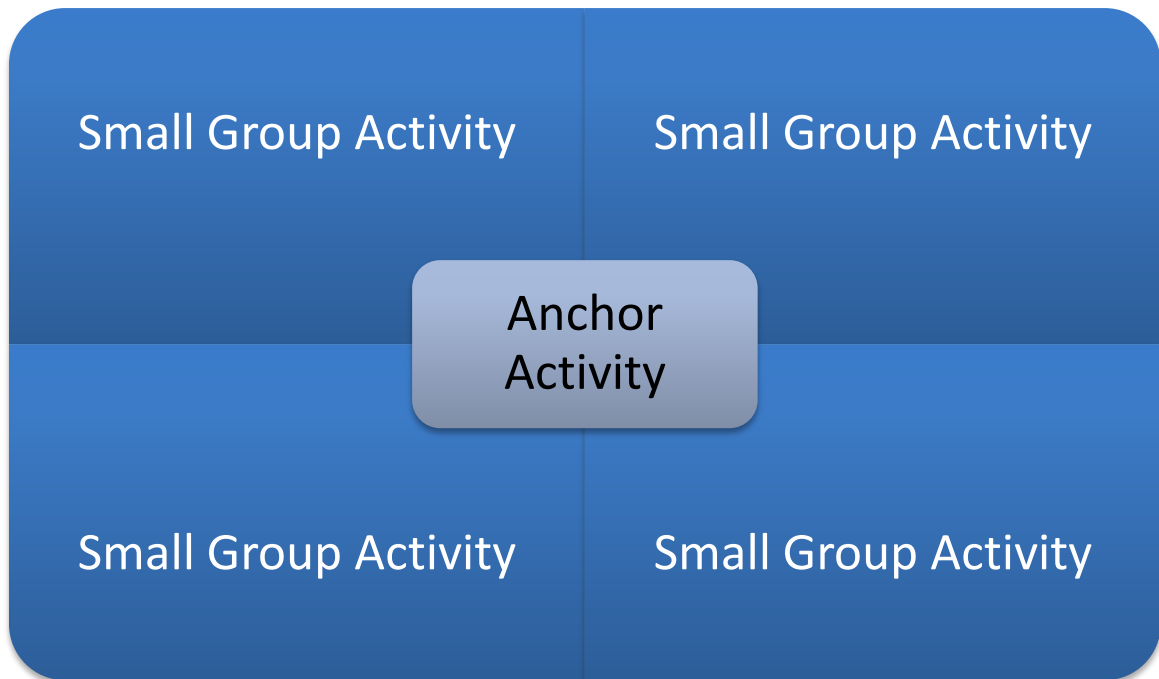
ANCHOR ACTIVITIES ADVICE

~ Use activities with multiple steps to engage participants

~ Require a product to increase urgency and accountability

~ Use a double t-chart to provide feedback

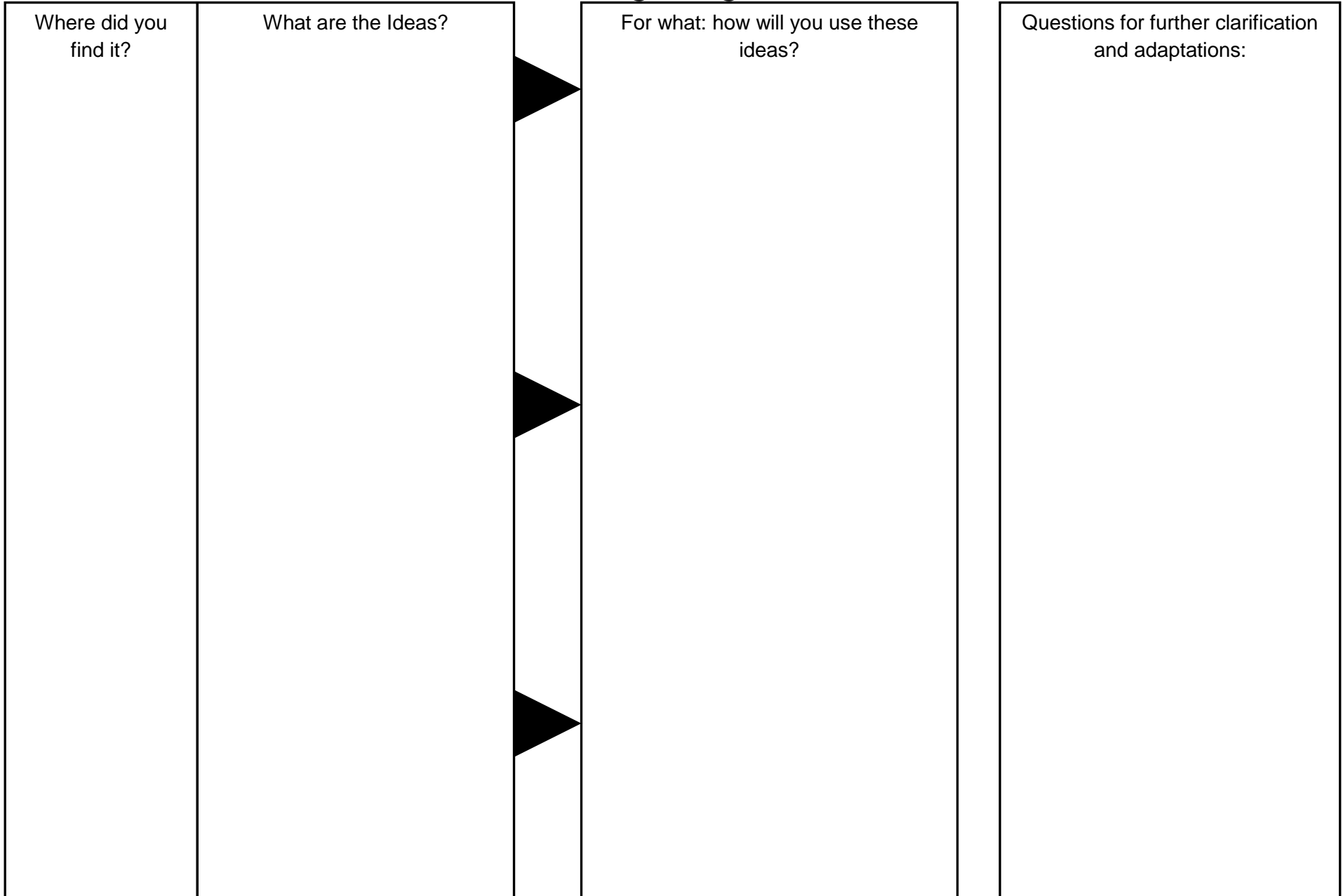~ Have small groups share out with the large group

SEWNTP Lead Mentor Network Wiki Expectations

1. Members are expected to post agendas, minutes, ideas, and resources from their in-district mentor forums.

2. Members are expected to review the wiki before each lead mentor network meeting to be prepared to ask questions at the meeting.

3. Members should bring their laptops to the Lead Mentor Network meetings.

4. Members may post on the "Home" discussion board with no obligation for others to respond.

5. Katie Kurtz, a SEWNTP Program Coordinator, is available to assist with the wiki. Contact her at **kkurtz@stritch.edu**

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:

Think and Write

As a Leader in supporting mentors...

✓ I Know....

✓ I need....

✓ I will....