Connecting: **Across District Partner Activity: Analyze your role as Lead Mentors in your District and SEWNTP Network**
Purpose: to gain formative tools that build mentor expertise and to learn, practice and reflect on opportunities for new mentor learning.

Review **Agenda & Norm for Our Community Practice**

Learning **Planning a Mentor Compelling Story**
Part A: **Purpose:** To write about a challenge or demanding issue you are currently experiencing.

Learning **Practicing Problem Shared/Problem Solved**
Part B: **Purpose:** To practice a process for reflection, dialog and feedback in order to help resolve challenges.

Managing: **Our Next Meeting: February 4th 2014 4:30-6:30 pm**

- **Role of the Principal: December 3rd 8:00-3:00 pm**
- **Analyzing Student Work: December 10th & 11th 8:00-3:00 pm**
- **Instructional Mentoring: January 14th & 15th 8:00-3:00 pm**
- **ED690 the Spirit of PI-34 January 10th, 11, 24th, 25th**
- Differentiation Seminars: Oct. 30, & November 13, 20 5-7:30 pm
- COP Seminars: December 5th (BD) & 9th (SDW) 5:00-7:00 pm
- Common Core Standards: January 13 5:00-7:00 pm

Wiki Reminder

Closure: **Discuss Quote**
- **Evaluations:** Reminder: 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
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


**When the best leader's work is done
the people say, 'We did it ourselves.'**
Lao Tzu

Having been an educator for so many years I know that all a good teacher can do is set a context, raise questions or enter into a kind of a dialogic relationship with their students.

-- Godfrey Reggio

Objectives:

- To gain formative tools/processes/activities that can build mentor expertise
- To learn, practice and reflect on opportunities for mentors to gain new learning through
  - Creating a Compelling Story
  - Structured Inquiry: Problem-Pose/Problem-Solve
  - Pre-Observation Planning/Reflecting Conversation Protocol
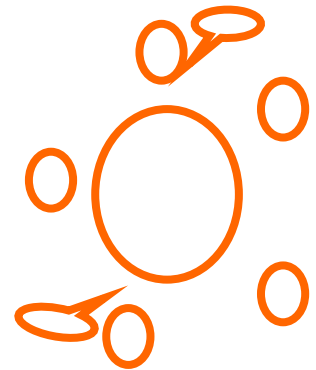
Formative Tools/Activities:

District Take Aways:

Planning a Mentor Compelling Story

I. **Name one compelliıng issue that presents a current challenge or problem.**

A. Context

Where is the challenge situated?
Who is involved? Provide a brief, neutral description of each primary character.
Is there a history or background to this challenge that we need to know?

B. Problem

Describe the challenge itself.
What have you already tried? How did it work?
What outcome do you want?

STRUCTURED INQUIRY

A process for reflection, dialogue, and feedback on your work.

Round #1   Partner A

4 min.	**A** shares learnings, issues, or questions while **B** and **C** listen.
2 min.	**B** and **C** paraphrase what they've heard to be the key issues and ask concrete, close-ended clarifying questions. **A** responds.
4 min.	**B** and **C** offer feedback through a reflective conversation with one another. Feedback may be in the form of supportive statements that appreciate, validate and acknowledge promising work. Feedback may also take the form of **B** and **C** sharing their thinking and posing questions that probe deeply, provoke thinking, question underlying assumptions, push to the next level and consider new possibilities. Feedback should not answer questions, give advice, or offer solutions, unless solicited by **A**.
4 min.	**A** responds to feedback perspectives as desired. Team members engage in dialogue. **A** sets the tone for this conversation. **A** should use this time to think more deeply with the other two about his/her issue, rather than answer **B** or **C**'s issues or concerns.

Round #2   Partner B

Round #3   Partner C

Closure

II. **Engage in a Problem Pose / Problem Solve – Structured Inquiry. Record notes for yourself regarding possible solutions, resolutions, or avenues for growth as it relates to the problem.**

III. **Outcomes**

Based on your conversation, has your intended outcome remained the same or altered in some way?

What are some steps you will now take to resolve this issue?

Post-Process Questions Sheet

Individually:

1. In what ways did this process support your problem-solving?

2. What did you learn about yourself as a listener/coach?

3. What insights did you gain regarding your own challenge?

4. How might this process be used for your mentor forum training?

As a District:

Q: How might this process be used for your mentor forum training?

Pre-Observation Planning Conversation Protocol
Mentor Field Observation

Clarify goals for beginning teacher learning and context of meeting

Invite the mentor to talk about the upcoming meeting with the beginning teacher and where it fits in the context of the mentor's work with the teacher thus far:

- *How is this meeting building collaborative experiences with this teacher?*
- *How has teacher assessment guided the design of the meeting?*
- *What are the goals for teacher learning?*
- *How are the goals of the meeting related to the teacher's learning plan, the professional teaching standards, content standards, frameworks, and/or other resources?*

Determine expectations for teacher learning and evidence of success

Inquire about expectations and evidence of success:

- *What are your expectations for the meeting?*
- *What are the learning outcomes for the teacher?*
- *What data/artifacts might provide evidence of the meeting's success?*

Identify together informal assessments of teacher learning that might help determine coaching approaches during the meeting.

Explore planning, including coaching strategies

Ask the mentor to talk about the specifics of the coaching meeting with the new teacher. Explore the organization of meeting activities as they relate to learning goals for the teacher:

- *What coaching strategies seem to work well with this teacher?*
- *How might you promote teacher thinking?*
- *What questions might you ask if the conversation gets "stuck"?*
- *What scaffolding or differentiation methods might address the diverse needs of the teacher?*

Identify a focus for data collection

Ask the mentor about areas in which s/he would like to strengthen practice:

- *What are you curious about?*
- *What area of your practice would you like to explore?*
- *What data might I collect for later reflection?*
- *How might this inquiry support your professional growth?*

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Post-Observation Reflecting Conversation Protocol
Mentor Field Observation

Summarize impressions

- *How do you think the lesson went?*
- *In what ways was this lesson typical or atypical from what you've observed in prior lessons?*

Recall data to support those impressions and assessments

- *What are some things you noticed?*
- *What assessments are you making? What data are informing those assessments?*
- *What did you notice about the students' behavior, engagement and/or understanding of the concepts?*
- *What did you notice about the teacher's actions? What decisions did you notice s/he made? What impact did those decisions have on student behavior, engagement and/or understanding?*

Analyze data

- *What data did you collect during the lesson?*
- *What does the data tell you?*
- *How does this data compare with other data you have collected?*

Synthesize learnings, draw conclusions, set next steps

- *What conclusions can you draw?*
- *What insights have surfaced as a result of looking at the data?*
- *How might you approach the beginning teacher? What data do you want to share? To what do you want to draw attention?*
- *What are questions you have? What are some suggestions you might be ready to make?*
- *What are some next steps you might take with your beginning teacher?*

Reflect on the coaching process and propose refinements

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

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SEWNTP Evaluations are Now Online!

Thank you for taking the time to complete our survey

The Evaluation can be accessed in the following ways:
1. This shortened link: http://bit.ly/17uyvyK
2. Via the Wikispace Page
3. Scan the QR code