

**SEWNTP Lead Mentor Forum**  
January 10<sup>th</sup>, 2013  
Cardinal Stritch City Center, Rm. 324  
4:30pm - 6:30pm

**Connecting: Around the Room and Back Again:**  
**Purpose:** To reflect, to connect, and consider next steps with the lead mentor network around using electronic tools within our mentoring programs.

**Review: Agenda & Norms for Our Community of Practice**  
• **Whip Around**

**Learning: Choice Groups:**  
**Entry Points; purpose:** To review how support strategies and mentoring tools can be used to support a beginning teacher in a strategic way.

**Mentor Calibration, Coaching, and Feedback; purpose:** to consider and practice ways to deepen skills through mentor calibration, coaching, and feedback.

**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 is March 14<sup>th</sup>**

- **Online Principal Forum, February 13<sup>th</sup> 7:30-9:30**
- **Coaching in Complex Situations, February 14<sup>th</sup> 8:00-3:00**
- **Analyzing Student Work, March 20<sup>th</sup> & 21<sup>st</sup> 8:00-3:00**
- **Urban Seminars, January 31<sup>st</sup> & February 28<sup>th</sup> 5:00-7:30**
- **COP Seminars, February 11<sup>th</sup> (SDW) & 21<sup>st</sup> (BD) 5:00-7:00**
- **Assessment seminars, February 26<sup>th</sup> & March 5<sup>th</sup> 5:00-7:30**
- **PDP Annual Review & Final Requirements, March 4<sup>th</sup> 5:00-7:00**

**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**

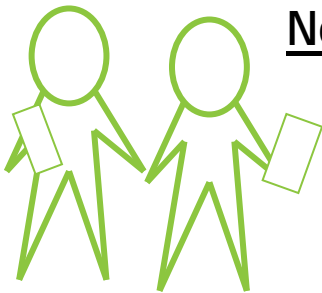
Students' needs are met by effective and confident teachers who grow professionally through collaborative network of induction. This network will transform and sustain the quality of leadership and education one person at a time.

**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

## Around the Room and Back Again...

**Respond to Prompt:** write one response to this prompt: as you think about implementing the use of electronic tools; what are the pitfalls and successes? (Tools could mean NTC's PDF tools or other resources)



**Now Around the Room:** next, without taking notes, move about the room and share your response, mentally cataloguing the responses of others.

**Back Again:** when your head is full, return to your seat and list the responses you heard from others above.

**Table Groups:** at your table group, pool responses and look for themes, new ideas, and possible next steps for consideration.



## Norms for our community of Practice

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

## Structures That Will Help Us Get There:

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

# Entry Point

## A DEFINITION

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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.

# Responding to Beginning Teachers' Cues

## ENTRY POINTS

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In groups of 2:

1. Brainstorm ways to respond to the given beginning teacher statement.
2. Consider how to link the BT needs to the framework for differentiated coaching
3. Jot down other beginning teacher comments that might provide entry points for looking at student work or using another effective strategy
4. Practice a conversation in which you respond to such beginning teacher comments.
5. (If time) Be prepared to share one example with the whole group.

# 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 ...

They always ...

What do you mean by "get it"?  
Describe what you think you might be able to do.  
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 ...  
They were so bad today ...

What is she doing that causes you to think that?  
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?

Adapted from the work of A. Costa and R. Garmston  
Coaching in Complex Situations  
New Teacher Center  
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# 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><b>Additional Difficult Situation:</b></p>	<p><b>Strategies/Approaches:</b></p>



## Mentor Calibration, Coaching & Feedback:\*

“...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

- To Improve Mentor Practice:
  - Program leaders must engage mentors in understanding their strengths, gaps, and areas for growth (From NTC’s Induction Standards).

Q: Please judge the following divers and rank?



# Improving Practice through Calibration:

## Why Calibrate?

- To increase collective understanding of mentoring practice in relation to standards
- To ensure consistent interpretation of performance levels on the Continuum of Mentor Development
- To become quality assessors of mentoring practice in order to identify gaps and targets areas of growth
- To ensure consistent understanding regarding standards and expectations => to reinforce a culture of instructional mentoring
- To promote reflection over time

## Observation Guide: Mentor/Teacher Conversation



**Standard:** engages, supports, and advances the professional learning of the beginning teacher.

**Element:** uses reflective conversation skills to engage the teacher in collaborative problem solving, and reflective thinking to promote self-directed learning.

**Element:** uses data to engage the teacher in examining and improving practice

Teacher	Mentor

\* All of the materials were taken from & adapted from NTC's National Teacher Induction Network

# Calibrating the Data:

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- Discuss the evidence you collected with your tablemates.
  - Be sure your discussion is anchored in the **Mentor Continuum**; (pg. 4; in mentor coaching practice packet)



## Norms for Evidence Discussion

- Listen to understand
- Take ownership of the process, not the mentor's practice
- Let the evidence do most of the talking
- Remember that one piece of evidence can represent multiple mentor standards and elements
- Focus on our collective learning

## After Discussion:

- **Step 1**; individually rank the mentor based on your evidence and discussion (-1+ | -2+ | -3+)
  - Using two different Post-its, put a score for each element of focus.
  
- **Step 2**; Go back into table groups and talk about the range and build a consensus.
  - How did your thinking change over time?

\* All of the materials were taken from & adapted from NTC's National Teacher Induction Network

# 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](mailto:kkurtz@stritch.edu)

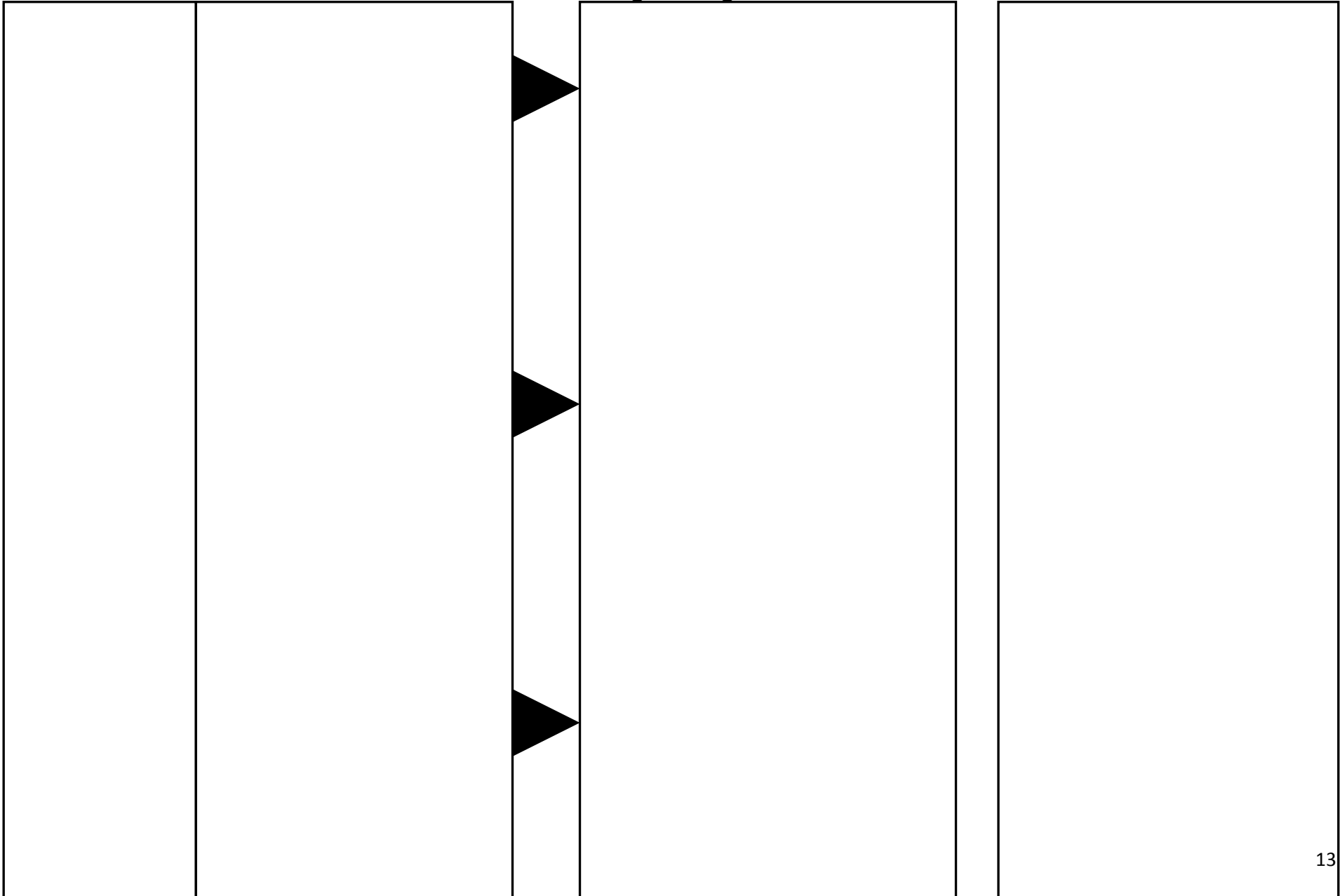
“The purpose here [of a community of practice and our lead mentor network] would be to create new capacity for professionals to learn from one another, capitalize on existing capability, and thus break down the traditional isolation of [our] work and broaden [our] opportunities to learn. “

“To do such work would require the development of communities of practice designed to enable practitioners to cultivate more substantial professional discourse...we emphasize the importance of situating professional discussion in concrete tasks or artifacts of practice, because they ground the conversation in ways that are virtually impossible when the referents are remote or merely rhetorical. Lacking such grounding, a common analytic vocabulary, and strong norms of analysis, professional conversation tends to become an exchange of buzzwords and slogans more than specific descriptions and analyses with concrete referents. “

Ball, D. L. & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education

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

### Sharing of Agendas:

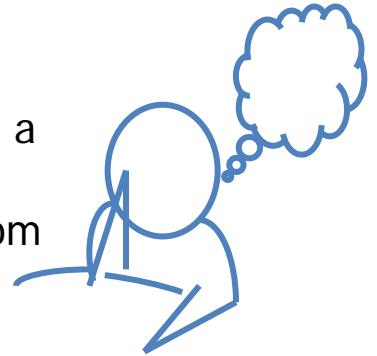


# Gots and Wants:



Individual compose your “gots” and and “wants”:

- “Gots” might be an idea received, something learned, or a positive response to working with a colleague.
- “Wants” might be a request for information from another lead mentor or maybe an idea on how you can build support and involve all staff in supporting the efforts of your mentors and program.



“Gots”	“Wants”