

Supplemental Packet

Mentor CAL, Standards, and Activities

Mentor Collaborative Assessment Log

WHY USE THE MENTOR COLLABORATIVE ASSESSMENT LOG?

Mentors can easily dwell on what's not going well in their mentoring practice, rarely acknowledging their successes. Like their beginning teachers, they can become discouraged and overwhelmed. They, too, benefit from having coaching conversations to talk through their successes and challenges, and then prioritize and address their concerns in a constructive, collaborative manner.

The *Mentor Collaborative Assessment Log (Mentor CAL)* is an assessment tool that guides these coaching conversations. It encourages mentors and program leaders to begin by recognizing *what's working*. As mentors identify specific successes and dilemmas, the *Mentor CAL* helps them relate these descriptors of practice to the Mentor Standards.

Using the *Mentor CAL* will help mentors assess their own practice more easily so that they can focus their support and expertise in response to their beginning teacher's specific needs.

By using the *Mentor CAL* routinely, mentors establish the same productive professional habits of reflection and self-assessment as they hope to foster in their new teachers. Collected over the course of a year, the *Mentor CAL* serves as valuable documentation of the mentor's work.

HOW TO USE THE MENTOR COLLABORATIVE ASSESSMENT LOG

Begin using the *Mentor Collaborative Assessment Log* in an early training or forum. The Log is intended as a natural part of the work of mentors and program leaders. Helping them become familiar with the tool, its purposes, and its uses will contribute to building mentoring skills. The log can be used mentor-to-mentor in a peer coaching relationship where mentor coaching partners support each others' thinking and practice. It can additionally be used to support the collaborative work of program leaders and mentors to assess mentor development.

The top two quadrants of the Log help mentors assess their current practice by identifying recent successes and challenges. Mentors can do this collaboratively with a coaching partner and/or program leader. After establishing a focus for the conversation from among the challenges, issues, and concerns, the work will shift towards helping the mentor move forward. The conversation may involve problem solving, brainstorming solutions, asking reflective questions, offering suggestions, or providing information or resources.

Agreed-upon ideas or next steps and the support desired are recorded in the bottom two quadrants and can provide a level of accountability for both mentors and program leaders. The bottom portion of the *Mentor CAL* has the Mentor Standards and the elements of each standard listed. The intent is to help mentors link their development to the Mentor Standards.

FORMATIVE ASSESSMENT TOOL

Mentor Collaborative Assessment Log



Mentor _____ Coaching Partner _____ Date _____

+ What's Working

▲ Current Focus — Challenges — Concerns

Mentor's Next Steps

Support Desired

Engages, supports and advances the professional learning of each teacher

- Uses reflective conversation skills to engage teachers in collaborative problem solving and reflective thinking to promote self-directed learning.
- Uses a variety of strategies and resources, including technology, to respond to teachers' professional needs and to the learning needs of all students.
- Uses data to engage teachers in examination and improvement of practice.
- Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice.

Creates and maintains collaborative and professional partnerships to support teacher growth

- Creates an environment of trust, caring and honesty with all teachers to establish and maintain strong relationships and promote professional growth.
- Uses coaching and collaboration time effectively, implementing procedures and routines that support teachers' learning.
- Understands each teacher's school and community and builds relationships with school and community members to foster teachers' success and student achievement.
- Promotes development of teachers' professional responsibility and collaboration with families and broader school community.

Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards

- Utilizes knowledge of pedagogy and instructional strategies to advance teacher and student development.
- Utilizes knowledge of content standards to advance teacher and student development.
- Uses knowledge of professional teaching standards to advance teacher and student development.
- Uses knowledge of equity principles to deepen teachers' application of standards.

Designs and facilitates professional development for teachers

- Builds on and values prior knowledge, background, interests, experiences and needs of teachers.
- Designs professional development to promote understanding and application of program requirements.
- Creates an effective environment for professional learning.
- Uses a variety of research-based instructional strategies to differentiate professional development for teachers.

Utilizes assessments to promote teacher learning and development

- Implements formative assessments to advance classroom practice.
- Uses results of formative assessments to guide mentoring.
- Develops teachers' abilities to self-assess practice based on evidence to set professional goals, and to monitor progress.

Develops as a professional leader to advance mentoring and the profession

- Establishes professional goals and pursues opportunities to grow professionally.
- Works with colleagues, administrators and school communities to advance the teaching profession.
- Reflects on mentoring practice and program.
- Practices habits of mind to advance inclusion and school improvement.

This tool is available as part of a set designed for the NTC Professional Development Program Mentor Assessment for Growth and Accountability. For replacement sets, please contact the New Teacher Center at 831.600.2200 or products@newteachercenter.org, or go to our website at www.newteachercenter.org.

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Mentor Standards

Engages, supports, and advances the professional learning of each teacher

- Uses reflective conversation skills to engage a teacher in collaborative problem solving, and reflective thinking to promote self-directed learning
- Uses a variety of strategies and resources, including technology, to respond to a teacher's professional needs and to the learning needs of all students
- Uses data to engage a teacher in examining and improving practice
- Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice

Creates and maintains collaborative and professional partnerships to support teacher growth

- Creates an environment of trust, caring and honesty with a teacher to establish and maintain strong relationships and promote professional growth
- Uses coaching and collaboration time effectively, implementing procedures and routines that support a teacher's learning
- Understands a teacher's school and community and builds relationships with school and community members to foster the teacher's success and student achievement
- Promotes development of a beginning teacher's professional responsibility and collaboration with families and the broader school community

Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards

- Utilizes knowledge of pedagogy and instructional strategies to advance teacher and student development
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- Uses knowledge of professional teaching standards to advance teacher and student development
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Designs and facilitates professional development for teachers

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Utilizes assessments to promote teacher learning and development

- Implements formative assessments to advance classroom practice
- Uses results of formative assessments to guide mentoring
- Develops a teacher's abilities to self-assess practice, based on evidence, to set professional goals and to monitor progress

Develops as a professional leader to advance mentoring and the profession

- Establishes professional goals and pursues opportunities to grow professionally
- Works with colleagues, administrators and school communities to advance the teaching profession
- Reflects on mentoring practice and program

Meta-Coaching



Approximately 90 minutes if all rotations are completed

Materials

- Introductory prompt on overhead
- Copies of Language of a Mentor

Purpose

To receive feedback on a challenging situation; to practice coaching skills.

Note to Facilitator(s)

Meta-Coaching is a process that provides mentors at all developmental levels with authentic ways to practice and refine their coaching and reflective conversation skills.

Introduction

Explain that the purpose of this activity is to review, practice and receive feedback on specific coaching skills within the context of an authentic situation with a beginning teacher.

Ask mentors to think of a challenge they currently face with one of their beginning teachers. Jot down a few notes describing the challenge and some interventions already tried. Ask mentors to be ready to describe their scenarios, in five minutes or less, in their coaching triads.

Activity

Ask participants to letter off (A, B, C) to form groups of three.

Review the role of a coach and the *Language of a Mentor* handout.

Explain the entire process before starting:

- A shares problem/challenge.
- B listens and coaches A.
- C provides feedback to B on coaching skills next time (note: B should give C an area of focus before beginning the coaching session; this is the "meta-coaching," or "coaching the coach" element).


Rotate the roles, as much as time allows, so that everyone has an experience in all three roles. Each rotation will take approximately 15–20 minutes.

Closure

Ask groups to discuss:

- How did it feel to be A? B? C?
- What did you notice about the coach's language? What moved practice forward?
- What are you noticing about your own coaching? What is challenging for you?
- What are some things to keep in mind?

Debrief the whole group. Share out insights and challenges. Record challenges for future Mentor Forum planning.



**Think of a challenge
you have in working
with a teacher.**

**Jot down a few notes
describing the teacher,
the challenges you face
in working with him/her,
and some interventions
you may have tried.**

**Be ready to describe
your scenario to your
coaching partner.**

Language of a Mentor

Paraphrasing—I heard; let me see if I understand.

In other words...

What I'm hearing, then, ...

From what I hear you say...

I'm hearing many things...

As I listen to you I'm understanding...

Clarifying Questions—I heard, but I'm not sure or I would like to know more...

Would you tell me more about...?

Let me see if I understand...

I'd be interested in hearing more...

So, are you saying...?

Tell me what you mean when you...

It would help me understand if you give me an example...

Mediational Questions—Invites thinking such as: hypothesizing, analyzing, comparing, predicting, evaluating, and reflecting.

What's another way you might...?

What would it look like if...?

What do you think would happen if...?

When have you done something like this before...?

How did you decide...?

What do you think...?

Suggestions—I'd like to offer you an idea with a rationale.

One thing I've learned / noticed is....

A couple of things to keep in mind are ...

What I know about _____ is...

Because you want _____, something you might consider trying is... or...

Sometimes it's helpful if _____ because...

Some teachers I know have tried a couple different things in this sort of situation and maybe one might work for you...

A few possibilities are... Which one might work for you?

Establishing Coaching Partners



Approximately
20 minutes

Materials

- Copies of Venn diagram template for each partnership
- Overhead prompt

Purpose

To introduce coaching partners to each other and to identify commonalities and connections before beginning work together in coaching practice

Note to Facilitator(s)

It is useful to set up coaching partnerships between new and experienced mentors for the same reasons that we've established mentoring relationships between new and veteran teachers. These coaching partners can support one another over the course of the year through problem posing and solving, setting and reflecting on professional goals, discussing case study beginning teachers, and coaching one another in-the-field.

Solicit input from mentors about partnerships before determining them for the year. Ask mentors to list three people they would like to partner with and have partnerships ready for this activity.

Introduction

Explain the purpose of coaching partners to participants.

Ask participants to sit with coaching partner.

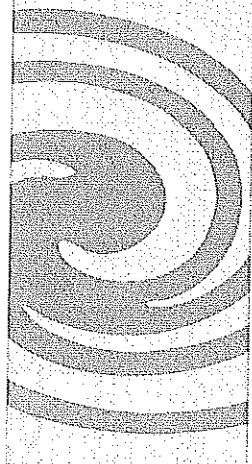
Activity

Ask mentor partners to find eight ways they are different and eight things they share in common.

Encourage mentors to discuss commonalities and differences. Suggest that mentors ask each other questions for clarification.

Closure

There are several ways to share out what mentors have discovered about each other. One way is to create a foursome (two partnerships) to discuss "Things We Have in Common." Another idea is to use a group "whip" in which each partnership shares two things they have in common. An extension for a larger group could be for the entire group to show hands when another partnership's commonalities includes them, too.



Crazy Eights

With your Coaching Partner, think of eight ways in which you and your partner are different and eight things you share in common.

