

2-18-11 Mentor Forum

Agenda

Connecting Activity

- Problems Posed/Problems Solved

Learning Activity

- Reaction to video clip based upon WELS Teaching Standards 2.3 and 4.2
- Sharpen mentor language skills in strategic planning for entry points
- Review I-C-F

Mentor Accountability Log

- Field test this spring for data to CLS
- Mentor Roles and Responsibilities proposal

SEWNTP Request

- Share CAL data

Other

- Developing coaching partners---self select(?)

Future Meetings

- Monday, May 21, 2011 at Grace Center, 1:00 -3:00 pm
- Monday, August 1, 2011 at Grace Center (8:30-3:00?)

Closure

- Poem by Ronald F Ferguson
- Reflection/planning

WELS Mentor Forum

2-18-11

Objectives:

- Expand skills, knowledge and use of formative assessment skills to promote teacher growth.
- Strengthen reflective conversation skills.

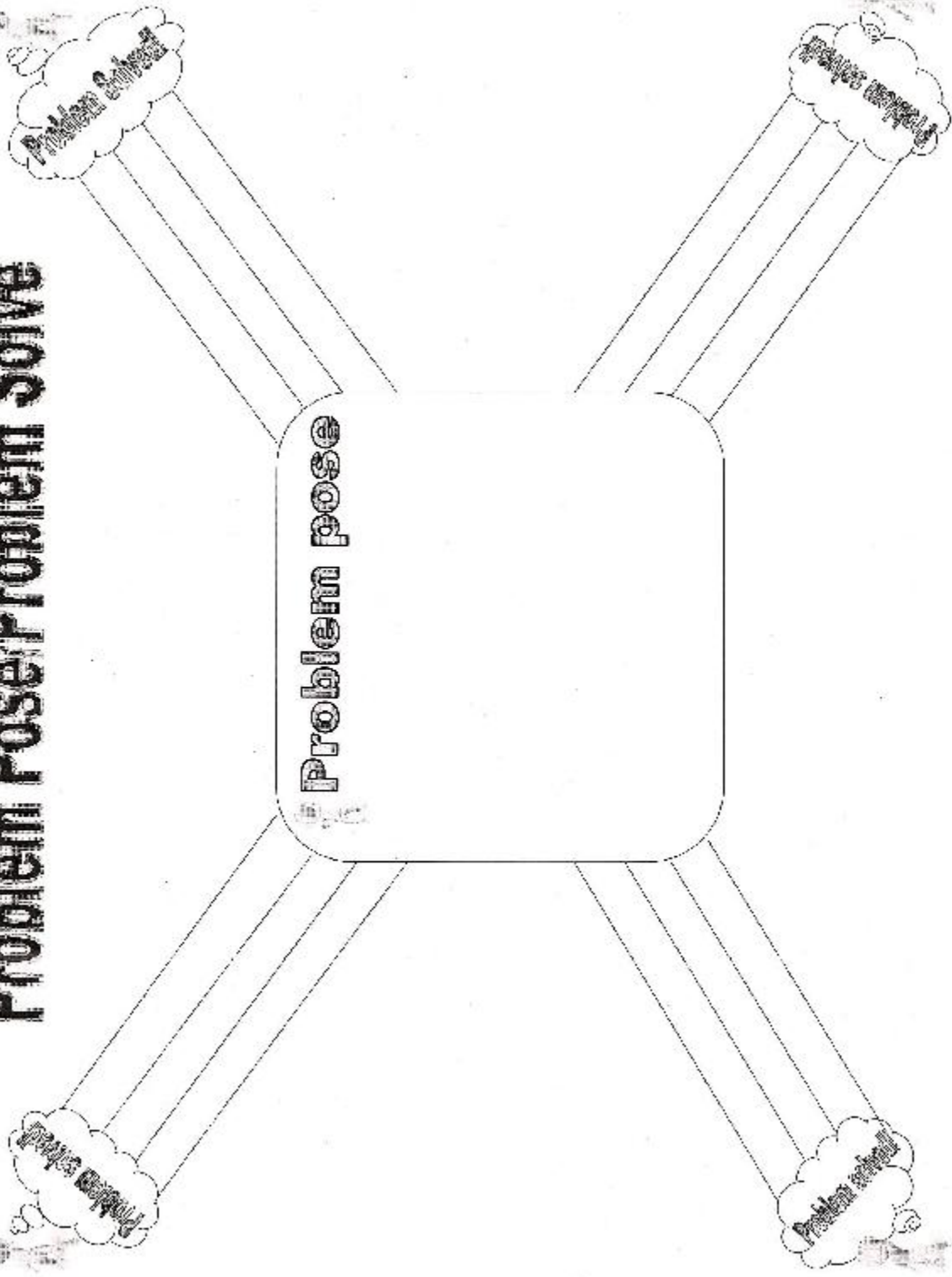
New Teacher Center Mentor Standards 2009

Standard One:

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

- Element Two: Uses reflective conversation skills to engage the teacher in collaborative problem solving, and reflective thinking to promote self-directed learning.
- Element Four: Uses data to engage the teacher in examining and improving practice.

Problem Pose/Problem Solve



WELS Standard Two: Christian teachers know how individuals grow and develop.

The teacher understands how students learn and develop and provides instruction that supports their spiritual, intellectual, physical, social and emotional growth.

Element Three: Provides opportunities for engagement, manipulation, and testing of ideas in view of God's Word and encourages learners to take responsibility for their learning tasks.

WELS Standard Four: Christian teachers know how to teach.

The teacher understands and uses a variety of instructional strategies to encourage learners' spiritual growth and the development of critical thinking, problem solving and performance skills.

Element Two: Designs instruction that uses questioning to promote student engagement in a full range of thinking skills including active learning, critical thinking and problem solving.

Coding options:

CT- Connects students' prior knowledge, life experiences and interest with the learning goals

IS- Uses a wide variety of instructional strategies and resources to respond to students' diverse needs

FLE- Facilitates learning experiences that promote autonomy, interaction and choice

MM-Engages students in problem-solving, critical thinking and other activities that make the subject matter meaningful

SD- Promotes self-directive, reflective learners

WELS Mentor Role and Responsibilities

Mission

Advance the culture of learning and instruction in WELS schools by fostering teachers' faithfulness to their calling.

Role and Responsibilities

- Encourage teachers to be faithful servants of Jesus Christ
- Encourage the spiritual growth/development of new teachers
- Develop a reflective and trusting partnership with new teachers
- Maintain confidentiality as outlined by the mentor program (NTC training)
- Coach and assist new teachers with curriculum development, classroom management, instructional strategies, lesson planning, assessment of student performance and all aspects of their professional development
- Assist/support new teachers in developing a learning goal
- Assist/support new teachers in developing a Ministry Development Plan
- Assist the new teachers to maintain a reflective journal/FAS portfolio
- Plan, participate in and facilitate support in professional development activities for beginning teachers
- Participate in principal/mentor/beginning teacher orientation
- Participate in mentor forums
- Participate in mentor trainings
- Participate and complete the mentoring certificate program
- Collaborate with trained mentors as appropriate to assist with beginning teachers support
- Provide feedback on program effectiveness with principals, lead mentors and Commission on Lutheran Schools office
- Comply with Commission on Lutheran Schools Mentor Accountability Log

Additional responsibilities:

Partial release mentor on-site:

- Weekly contact
- Two observations per semester
- Monthly face-to-face contact

Partial release mentor off-site:

- Weekly contact
- Two observations per semester
- Two face-to-face contact/semester

Full release mentor:

- Weekly contact
- Three observations/month
- Weekly face-to-face contact

2-17-11

Dear Lead Mentors,

- We are asking you to please make a personal connection with your mentors, hopefully at a mentor forum, but if not, then through email, to explain the need for their support in helping the Consortium collect data of the impact the mentoring relationship is having on increasing teacher effectiveness and student learning.

Below is the protocol we are suggesting to collect the data of impact.

1. Mentors should select a Case Study Beginning Teacher that they are currently working with and who has demonstrated improved teaching practice.
2. Please answer the following questions in a short narrative:
 - **How has your mentor practice impacted beginning teacher effectiveness and student learning, AND, how do you know? What does your evidence tell you?**
3. We ask that you include one or more examples (artifacts) of how your work with the beginning teacher positively affected her/his teaching practice. For evidence, please forward copies of artifacts of your mentoring practice with one teacher with the specific evidence of teacher and/or student growth highlighted.
 - These artifacts may be, for example, several Collaborative Assessment Logs (CAL's), the completed Analyzing Student Work tool, observation data recording forms or others that show growth over time.
 - To preserve confidentiality, please use a marker to strike out beginning teacher names on the copied tools sent as evidence.
4. By March 21st please forward electronic copies of your narrative and evidence to Mary Whittet, SEWNTP Program Coordinator at mcwhittet@stritch.edu or by mail to:

Mary Whittet
SEWNTP
Cardinal Stritch University City Center
Leadership Center
1037 W. McKinley Ave.
Milwaukee, WI 53203

Please know how much we appreciate your time and effort in helping our Consortium gather the evidence of the positive impact the mentoring relationship is having on SEWNTP BT's and their students. It is exactly what we need to say, "We are making a difference!"

With much appreciation,
Rhonda and Jon

- Rhonda Dubin, SEWNTP director
Jon Dunn, SEWNTP associate director

TRANSFORMATION

*I started kindergarten
Two or three big steps behind.
Some classmates understood things
That had never crossed my mind.*

*The kids who looked real different
Seemed so smart (I can recall).
Kids who looked and spoke like I did
Didn't seem so smart at all.*

*Of course there were exceptions,
But on mostly any day.
It was clear those kids were doing best
And we were just okay.*

*Our teachers liked them better
'Cause they always knew the answers,
So kids like me just tried to be
Good athletes and great dancers.*

*The years went by quite slowly
And most things just stayed the same,
Until our principal decided
It was time to change the game.*

*She hinted that the reason
When those other kids did best
Was that many knew already
More of what was on the tests.*

*They learned it from their parents
And from things they did at home.
Much that I and my companions
Never had the chance to know.*

*That had always been the pattern.
Yes for years it was the same.
But the standards movement came along
To finally change the game.*

*Now that there's a new prescription
For the way our school is run,
Everybody's got new goals to reach.
It's getting to be fun!*

*We're learning to get smarter
'Cause our teachers show us how.
They're all serious about it.
Everyone's important now!*

*Time in class is so exciting
That we seldom fool around.
We might make a joke in passing,
But we quickly settle down.*

*After school we do our homework,
Often in our study groups.
When we need them we have tutors
And they give us all the "scoops."*

*If there's something that's confusing,
It's a temporary thing
'Cause the teachers love to answer
All the questions that we bring.*

*All the counselors and teachers
Work with parents as teams
'Cause they share the same commitment
To connect us with our dreams.*

*I love the way things are now,
It all just seems so right!
We still play sports and we're still cool,
But now we're also "bright."*

*That first day of kindergarten
Some of us were way behind
But today I'm graduating
In a truly different time.*

© Ronald F. Ferguson, June 2000.

Pause. Reflect.

2

action items to apply

1

new thought

Access to SEWNTP ning

www.sewntp.ning.com

1. Login --- new user
2. E-mail address _____
3. Password _____
4. Set up profile with picture
5. Join any group
6. Questions? Ask: Rachel Schemelin SEWNTP Technology Coordinator rkshemelin@stritch.edu
or 262-338-9163