TMP Year 2 Newsletter

October 2009   U-46 / ETA Teacher Mentor Program

Let the Journey Continue

This year mentees are bringing the Framework to life in their classroom. They will build knowledge of students (2b) when completing the TEP. The information collected is useful to design coherent instruction (1e), implement effective classroom procedures (2c) and engage students in learning (3c) (*to name a few applications*). Both the LEP (Domain 2) and the POP (Domain 3) will guide mentees deeper into the Framework as they experiment with new strategies and consolidate learning for mastery in their teaching practice. Regardless of mentees' choice, they are working on their practice, connecting what is already known and developing an understanding of the pieces you not known so the mentee can become consciously skilled in their practice.

> *The most powerful form of learning, the most sophisticated form of staff development, comes not from listening to the good works of others but from sharing what we know with others . . . By reflecting on what we do, by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning, we learn.*   Roland Barth

Nature of Evidence

When completing an observation it is essential to keep in mind the difference between evidence and opinion.

Evidence is:
- Observable
- Objective
- Free of a value judgment
- Not subject to debate
- Unambiguous

Evidence is based on what occurred or is factual. It includes teacher and student actions and behaviors. Be intentional to not insert your opinion or assumptions when observing. It is what you see and hear.

Things to Remember

→ **1st QTR Requirements**
  Due: 10/23/09

- TEP
  (Teaching Environment Profile)

- Observation by Mentor
  Mentor to submit required documentation

→ **Check out:**
  TMP Website filled with resources.

  www.u-46.org/tmp

Reviewing the Firewall

The firewall is an important part of maintaining a trusting relationship with your mentor or mentee. It separates and protects the formative work you are doing from the summative work that supervisors are charged to do. The flow of communication between mentee and mentor is confidential and respected as such. With that said, you don't work or live in a vacuum. There are others who may want to engage in conversation about the work you are doing in the mentoring relationship. It imperative to remember the firewall and mutually agree to uphold it to ensure the integrity of both mentor and mentee and their work.

However, you can consider participating in a three-person meeting with the supervisor of the mentee around the mentee's practice if all three individuals, the mentee, the mentor and the supervisor are in agreement. This may take the form of a pre-observation conference or a post-observation conference. The supervisor may speak about the successes of the mentee as well as the areas in need of development. In turn, the information gleaned from the meeting can be useful to the mentor to guide and focus the work in the future.

Keep in mind, the mentor **should not** offer information to the supervisor but instead **listen carefully** for insight on how the work of the mentor and mentee can be focused to support growth and development of the mentee's practice. In this scenario the shell of the relationship is selectively permeable. The mentor and mentee are selecting the amount of information flowing into their relationship.

Believe

In every journey, there is meaning. In every struggle, there is growth.

In every action, there is purpose.

In every moment of doubt, remember to believe in yourself.

Author Unknown

Seven Themes

The themes are important to the work you do. They reflect the manner in which you teach and work. The themes overlay all the domains and components. Carefully considering them when focused on a domain/component can provide a clear definition of high level teaching.

- Equity
- Student Assumption of Responsibility
- High Expectations
- Developmental Appropriateness
- Cultural Competence
- Attention to Individual Students
- Appropriate Use of Technology