Mentor Professional Development:

What Happens After Foundational Mentor Training?

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Session Goals...

Participants will:

‣ Explore possibilities for developing a Mentor Learning Community in their district/region.

‣ Explore specific content, strategies and resources for mentor professional development.

‣ Use the Illinois Induction Program Continuum to assess the current status of their Induction/Mentoring Program.

Illinois Induction Program Continuum

Standard : 6 Mentor professional development provides a formal orientation and foundational mentor training before they begin their work with beginning teachers and **should continue over the course of the mentor's work with beginning teachers**. Mentors have time, supported by the program, to engage in this **mentor learning community** and are consistently supported in their efforts to assist beginning teachers in their development, with a focus on student learning.

Building a Professional Learning Community for Mentors

Definition: *A professional learning community is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field.*   Wikipedia

Key Components:

- Shared understanding that mentoring is complex intellectual work and learning to mentor well takes time, collaboration and on-going professional development

- Regularly scheduled times for mentors to learn and work together throughout the school year

- Opportunities for mentors to engage in structured reflection on their mentor/protégé relationships and the degree to which their mentoring is effective

- Opportunities for mentors to network and share resources/strategies with other mentors

SO, WHAT DO MENTORS NEED?

Enhanced understanding of…

- ✓ Question strategies that promote metacognition among new teachers
- ✓ Practical observation tools
- ✓ Formative Assessment for New Teachers and Mentors
- ✓ Strategies for student work analysis

Opportunities for…

- ✓ self-reflection on their role as a mentor
- ✓ networking

Mentor Learning Community

Through Questioning, Mentors Foster New Teacher Megacognition

Metacognition is the process of thinking about one's thinking. By verbalizing the thinking behind instruction we become conscious of what we know and what we don't know. This helps us…

- plan a strategy for producing the information that is needed

- be conscious of our own steps and strategies

- reflect on and evaluate the productivity of our thinking.

Metacognitive Language...

Communicates the speaker's:

- rationales
- thought processes
- decision-making and reasoning

·Helps a new teacher:

- understand the complexities and ambiguities of teaching
- gain insight into how to assess professional options
- learn new instructional strategies
- develop multiple methods for decision-making
- extend their repertoire of thinking skills
- make connections between instructional strategies and learners' needs

New Teacher Center at UCSC, 2007

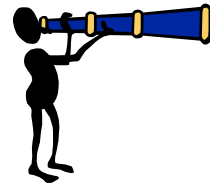# Question Strategies That Give You "Bang for Your Buck"

- **Paraphrasing**

- **Clarifying**
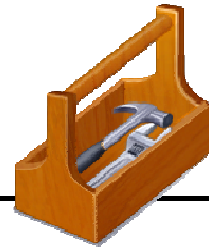
- **Mediational questions**

- **Reflective questions**

Deepen Metacognition

Mentors need time to practice!

What Can Be Observed?

• Learning climate	•Task orientation
•Classroom Management	•Student engagement
•Lesson clarity	•Student success
•Instructional variety	•Student performance outcomes
•Questioning techniques	
•Teacher Language	•Instructional flow

PRACTICAL OBSERVATION TOOLS...

- Verbal flow/interaction
- Classroom movement
- Proximity analysis
- Focused scripting

- Cause/effect record
- Verbal/Behavioral Checklist
- Video/audio taping
- Mirroring the Classroom

Formative Assessment:
A Key Component for Effective Mentoring

- An ongoing measurement of growth over-time

- Teacher-driven

- Objective and data based

- Responsive to the new teacher's needs

- Interactive and collaborative

- Based on teaching standards using a variety of assessment tools

- Opportunity for mentor reflection and self-assessment

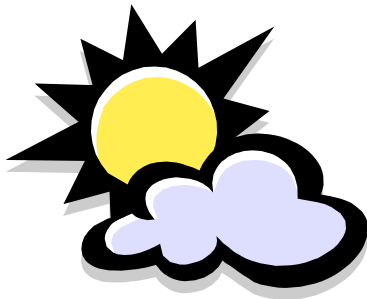# Mentors Use Student Work Analysis to Help New Teachers...

- Monitor student learning
- Make instructional decisions
- Determine where differentiation is needed
- Empower their thinking
- Engage in purposeful self-reflection
- Assess their own effectiveness

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Mentor Professional Development:

Reflecting on Your Current Program

- **First Look: Where Are You Now?**

- **Assessing Your Program Against the Illinois Induction Program Continuum**

Session Evaluation...

So, How did we do?

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