

The Quality of Mentoring Matters

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INTC Conference
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Facilitators



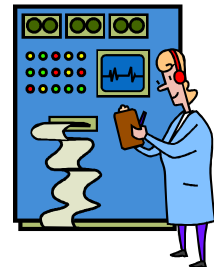
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Purpose

- Define quality mentoring
- Translate qualities into action
- Monitor mentor quality
 - Tools
 - Procedures
- Relate discussions to Standards 5 and 9
- Questions/concerns with the process



KWL

- At your table, quickly introduce yourself, your district/school, and your role in mentoring and induction.
- Identify a recorder
- Using KWL chart on table,
 - identify qualities of a good mentor
 - Write them in order of priority
 - Identify what you want to know in regards to qualities of a good mentor
- Share out

Priority of Qualities

- As a group prioritize the qualities of a good mentor
- Develop consensus
- Mark chart

Mentor Selection and Assignment, Standard 5.1

Program leadership, program partners and all stakeholders are guided by clear rigorous selection criteria and processes to ensure that beginning teachers will receive high quality mentoring throughout their participation in the induction program

Criteria in 5.1

- Demonstration of effective teaching practice
- Knowledge of pedagogy
- Self-reflective
- Strong intra- and inter-personal skills
- Knowledge of context
- Content knowledge
- Skills and interest in supporting diverse learning needs

Translating qualities into action

- Once a mentor/new teacher match is made, how do you monitor the quality of the interactions?
- Beyond documentation that activities are completed, what defines the quality of the mentoring?
 - What?
 - How?
 - When?

Program Evaluation, 9.1

Program leadership, program partners, and all stakeholders develop and implement an ongoing **process for program evaluation** based on multiple internal and external sources with formal and informal measures to **ensure ongoing program improvement.**

Mentor Selection Criteria

| | 3 | 2 | 1 |
|---|---|--|---|
| Teaching ability | Demonstrates the ability to help others actively learn new knowledge, skills and perspectives, evidenced by student / supervisor feedback. | Has the ability to help others actively learn new knowledge, skills and perspectives, but does not always demonstrate. | Person is directive and inflexible in their approach to others. |
| Working with adults | Demonstrates a collegial manner when working with colleagues (A Team approach). More of a coach. | Sometimes demonstrates working with colleagues. Focused on self rather than others. | Does not have the skills to work with colleagues in a collegial manner. |
| Sensitivity to viewpoints of others | Demonstrates the ability to understand others viewpoints without judgment. Can adapt to varied situations. | Sometimes is judgmental in their dealings with others. | Often judgmental in dealing with others. |
| Willingness to be an active and open listener | Demonstrates the ability to actively listen to others without interruption. | Sometimes demonstrates the ability to actively listen to others with some interruption. | Often interrupts when they should be listening. |
| Interpersonal skills | He or she is a reflective thinker when problem solving. Shows empathy yet firm. Demonstrates trustworthiness. | Tends to give more suggestions than asking reflecting questions. More intuitive in teaching than reflective. | "His or her way is the only way" |
| Role model | Acts as a role model, demonstrating high standards, good listening skills, ethics, and professionalism. | Sometimes acts as a role model in demonstrating high standards, good listening skills, ethic, and professionalism. | "Talk the talk, but don't walk the walk" |
| Organization , communication and management skills | Communicates to parents, colleagues, students, and others effectively as well as demonstrates good organization and effective classroom management. | Sometimes communicates effectively with colleagues, parents, and somewhat organized. | Poor communication skills and disorganized. |
| Commitment to program | Willingness to go above and beyond to help a new teacher become successful. | Willing to do the minimum requirements. | More interested in "what's in it for me." |
| Best Practices | Demonstrates knowledge and application of "best practices" into own teaching. | Some knowledge of "best practices" for teaching with little application into own teaching. | Does not demonstrate use of "best practices" in own teaching. |
| TOTALS | | | |

Scorecard

| | |
|----------|------------------------|
| 24-27 | Top candidate |
| 20-23 | High Average candidate |
| 20-below | Questionable candidate |

Process

Baseline data

- All mentors self-evaluated summer 2010

Triangulation

- 1st year and 2nd year teachers use rubric to evaluate their mentor, spring 2011
- Active mentors self-evaluate spring 2011
- Principals evaluate active mentors spring 2011

Where do we go from here?

- How does this tool and the process work toward quality mentoring relationships?
- How might you revise/change this process?
- What would you want to see in the data collected with this tool?

Wrap-up/evaluation

Tool is available as a word document on the INTC
website under shared resources

Questions:

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