

Roles, Responsibilities & Tools For School-Based Mentors



<https://docs.google.com/a/harrisonburg.k12.va.us/forms/d/1pFfCDfA6IE48ARk2VzaUxugqaAtiOF--QTpLwW8wEqs/viewform>

“Mentoring is a relationship, not just a procedure or activity, where one person professionally assists the career development of another, outside the normal manager/employee relationship.” (S. Mind, Business Mentoring and Coaching, Training and Development, April 1993, p. 26)

What does the research tell us about New Teacher Training?

- Teachers new to the profession are less effective in boosting student learning than their more experienced colleagues (Murnane & Phillips, 1981; Raymond, Fletcher, & Luque, 2001; Rivkin, Hanushek, & Kain, 2001)
- Teacher induction has a sizeable and statistically significant **impact** on student achievement. **Two years** of comprehensive induction produced 8 percentile point change in math and 4 percentile points in reading. Mathematica Policy Research
- Two year induction with a **full-released** mentor produced higher student gains compared to mentors with a **full teaching load**. New Teacher Center
- Veteran teachers showed gains only marginally greater than those of new teachers who received comprehensive induction...closing the performance gap. New Teacher Center
- **24%** of beginning teachers leave the classroom by the end of their **second** year. Institute of Education Services
 - **88%** of the teachers who received comprehensive inductions were still in classroom **after six years** (nation average for retention is 56%). New Teacher Center
- Recruiting and training a replacement teacher is between **\$17k to \$22k** for a school division. For every \$1 spent on high quality inductions results in a \$1.66 in ROI over a period of five years. New Teacher Center
- Mentor caseload of **1:15 with 2 years of induction** for beginning teachers produced positive student learning gains. Fletcher, Strong, and Villar (2008)
- Beginning teachers who receive some type of induction and mentoring generally have **higher levels of job satisfaction, commitment, and retention within the profession** (Cohen & Fuller, 2006; Fuller, 2003; Kapadia, Coca, & Easton, 2007).

Why be a Mentor?

- Mentor's overall role is to **promote** the **growth** and development of the beginning teacher to improve student learning.
- Mentors are critical supports in guiding new teachers to enhance their **planning, instruction, assessment of learning and content knowledge**.
- Mentors help orient new teachers to the school community and to teaching in general. Mentors also serve as collegial and **emotional supports** for this challenging phase of a teacher's career.
- Mentors develop **leadership capacity** serving in this role.
- One Recertification Point is given for each contact hour.
- Support, Consultation and Collaboration with **instructional coaches**.
- Stipend of \$350.

Mentor Activities

- The mentor meets with the beginning teacher for **regularly** scheduled structured meetings for a minimum of one time per week.
- Meetings must include both in-classroom support and one-on-one conferences.
- When the mentor views the beginning teacher's practice, there is a mutually agreed upon **purpose**, driven by the needs of the beginning teacher, and the mentor shares objective non-judgmental **data** about classroom **practice** or student **learning**.
- When the mentor meets one-on-one with the beginning teacher, it's for the purpose of holding **reflective** conferences that build the teacher's capacity to make effective decisions.
- The mentor **guides** the beginning teacher in the use of classroom and student data to formulate strategies, solutions, and next steps

TOOL A: Having Learning Conversations

- A key way to extend and deepen thinking is by posing questions. Your questions before a classroom visit can help clarify goals for student learning, explore teaching strategies, and identify a focus for data collection.

Thoughts about Planning and Preparation:

- What about this objective is hard for students?
- What was the objective of the lesson? (If I can't figure it out – how will the kids?)
- Were there any students about whom you were worried?
- What were you expecting to achieve with this lesson?
- What are the predictable misunderstandings of the students with this concept? How will you design your lesson to address those possible misunderstandings?

Post Lesson Reflection:

- How do you think it went today?
- What was it that you were glad I was able to see today?
- For whom did it work and for whom did it not?
- Would the predictability of how students will do on the test change as a result of today's lesson?
- What were some of the indicators to you that your lesson was a success?
- What do you wish that I (we) did not see?
- What sorts of things were you watching for to see for whom working in pairs worked or did not work?
- What were some things that showed you the students owned the learning?
- What were you looking for when you went around the room checking over the students' shoulders?
- What do the students need tomorrow, based on what you saw today?
- Were there common mistakes among the students? Were you surprised by the results of the test/quiz? If so, why were you surprised? If not, why did you give the test/quiz?

Questions about Lesson Design:

- Was today's lesson designed to cause learning? How?
- How do you group kids together, what about the lesson determines how you make your groups?
- What was it about today's objective that caused you to use this method of instruction?
- I'm sure you thought of multiple ways to deliver this lesson, what are some other strategies you considered?
- Was the activity about a concept or skill?
- What was the lesson designed to achieve?
- Is there evidence the student got there?
- How was the lesson designed to cause new learning?
- Were there any pairs (groups) that you were worried about?
- Those having a problem – what in your lesson design showed that you were considering them?
- Why is _____ (this activity) the best strategy for this concept? What other activities did you consider?
- How do you plan for the simultaneous participation of all students?

Key data analysis questions:

- How will students be assessed?
- What are our failing students missing?
- What content must be learned and understood by all students?
- What level of thinking is required for student engagement with the content?
- What prior knowledge is required for learning?
- What is the appropriate sequence of the content?
- What instructional materials are aligned most closely with this essential knowledge and skills?

TOOL B: Mentor Pacing Guide

Before
school
starts

- Building Tour:
 - school layout & location of:
 - washrooms
 - lounge
 - office
 - supply room
 - custodian
 - Equipment, technology tools
 - bus entrance and teacher parking
 - rooms for specialists, nurse, social worker, psych, music/art/pe
 - Electronic Resources provided by librarian
- Building Procedures:
 - hours for teachers, building use other times
 - extra duties, bus, clubs, activities, chaperoning
 - attendance
 - movement of students, entry/exit from building, washrooms, lunch
 - student and teacher “dress code”
 - fire drills
 - entrance safety
 - lunch supervision, eating arrangements
 - homework, testing policies
 - student accidents, emergencies
 - pullout programs and the need for flexibility
- Access to Resources:
 - classroom and teaching supply requisitions, budget process
 - Technology equipment requests
 - computer access for teacher use, for student use
 - discretionary funds (and saving of receipts)
 - shared equipment and materials (with other staff)
 - Learning resources, textbooks, hands-on materials.
- Student Discipline
 - behavior expectations for hallway, lunch, washroom, playground
 - establishing classroom behavior expectations
 - what works for me with our children
 - consequences for extreme behavior problems, parent? Referral?
 - expected staff supervision outside of classroom
 - referral process for students with special needs 9
- Curriculum
 - HCPS Curriculum Frameworks
 - curriculum maps and pacing guides
 - introduction to texts and available learning resources

	<ul style="list-style-type: none"> ○ content experts and instructional coaches ○ PLC teams and shared responsibilities ○ Formative and summative assessment guidelines/tools ○ grading report card system procedures ○ opening day schedule, appropriate plans, administrative details ○ the curriculum “flow”, overview of units throughout the year ○ a plan for the first week’s lessons (allow for organizing) • Organizing the Classroom <ul style="list-style-type: none"> ○ options for room arrangement and effect on teaching and learning ○ traffic patterns ○ storage and access to materials ○ student access to texts, equipment, teaching centers and electronic learning • Personal and Professional Decisions and Procedures: <ul style="list-style-type: none"> ○ calling in sick, and personal or professional days ○ expectations for sharing with colleagues, what others can do for you ○ we appreciate you for who you are, relax, be your personal best ○ make some time for you, the demands of adjustment to a new job
<p>First 2 weeks</p>	<ul style="list-style-type: none"> • Don’t wait; ask about concerns, new ideas, proud moments • Share your experiences too, (we all work at these same issues) • How can I help? I’m available at ..., let’s work together on... • Provide praise, show enthusiasm for success, look for ways to celebrate
<p>August-September</p>	<ul style="list-style-type: none"> • Plan a breakfast, lunch, coffee/doughnuts, or some type of pre-school social • Introductions: Begin a trusting relationship, share experiences • Identify school and community resources • Go over rules, routines, school policies • Share information concerning the SOL and the SOL test blueprints • Share the importance of curriculum mapping and other benchmarks of progress. • Share the format for curriculum maps, course syllabus and pacing guides. • Talk about the diversity of students in the school and help the new teacher become knowledgeable of culturally responsive practices. • Assist in Goal Setting
<p>September-October</p>	<ul style="list-style-type: none"> • Share examples of the report card and discuss methods of collecting information about student achievement and learning beyond tests and homework. • Assist with lesson-planning, pacing of curriculum • Modeling and tips for classroom management • Arrange for classroom observation or walkthrough • Provide opportunities for the new teacher to observe you or others, if appropriate or requested. • Vary the ways of meeting format. Let them bring their “Problem of the Day” or their • “Success of the Day” to share. Your role is to listen, guide reflection and offer suggestions in the context of the need.

<p>November- January</p>	<ul style="list-style-type: none"> • Assist new teachers during the first interim and grading period (i.e. writing report card comments, averaging grades, explaining computerized programs as applicable). • Plan with new teacher to visit in one another’s class to share instructional strategies that work well, strategies that may be enhanced, and to become familiar with one another’s teaching style • Reflect on student learning progress, what’s above, at or below trajectory • Help reset priorities • Review classroom management and discipline strategies and help new teachers strengthen their skills. Remind them of appropriate ways to get help with difficult students. • Be on the lookout for the “over-whelmed” teacher who won’t ask for help. Provide or arrange supportive structures and resources for this teacher as well as a “good ear.” • Suggest need for self-care, time to rejuvenate • Encourage collaboration with colleagues
<p>February- March</p>	<ul style="list-style-type: none"> • Encourage new teachers to reflect on the teaching experience at mid-point of the first year and to set realistic goals. • Encourage new teacher to try NEW things like rearrange the room, expand teaching repertoire, set goals for the rest of the year, etc. • Conduct and/or arrange observation of new teacher, if requested. • Offer encouragement and perhaps a little surprise when least expected for the new teacher who is feeling that the end is very far away! • Write notes of encouragement often. Be generous with praise. It’s cheap and if perceived as sincere, a BOOST in self-confidence that can be of great benefit. • Help your new teacher prepare for his or her evaluation or review portfolio (if applicable), etc.
<p>April-June</p>	<ul style="list-style-type: none"> • Continue to counsel the new teacher about the school’s retention and failure policies and advise that they contact the guidance counselor, parents, etc. for students in trouble of not passing for the year. • Begin to explain the sequence of the end of the school year with all the deadlines and duties that teachers have to complete. Provide them an overview of the forms, reports, procedures that can be expected as the year ends. • Share your SOL review strategies and ideas. • Encourage them to think ahead about next year and to record thoughts and ideas for reflection. • Explain how to update cumulative folders and other end of the year reports that must be filed and with whom.

TOOL C: Mentoring Log

Mentor Activity Log

Your harrisonburg.k12.va.us username will be recorded when you submit this form.

* Required

Focus & Format of Interactions *

- Clerical
- Coaching
- Co-teaching
- Creating materials / activities
- Data analysis
- Information sharing
- Lesson planning
- Observation
- Relationship building
- Technology
- Other:

Secondary Focus & Format of Interactions *

If another topic is covered

- Clerical
- Coaching
- Co-teaching
- Creating materials / activities
- Data analysis
- Information sharing
- Lesson planning
- Observation
- Relationship building
- Technology
- Other:

Time Spent *

In minutes

Comments