Louisiana Department of Education
Mentor Teacher Training

Module 1:
Introduction to Mentoring

Elementary Cohort

Facilitated by Learning Forward

Mentor Training Course Goals

Mentors will:

- Build strong relationships with mentees.
- Diagnose and prioritize mentees' strengths and areas for growth based on quantitative data (i.e. student achievement results from summative and formative assessments) and qualitative data (i.e. student work and feedback, classroom observations, peer and supervisor feedback), as well as Teacher Preparation Competencies and performance expectations.
- Design and implement a coaching support plan to develop mentees' knowledge and skills in content, content-specific pedagogy, and classroom management and facilitate self-reflection skills.
    - Set short- and long-term professional growth goals based on competencies and student results.
    - Create a logical sequence of coaching supports to develop mentee skill over time to reach goals.
    - Identify and leverage high-quality, evidence-based resources to support mentee-specific needs.
    - Facilitate effective coaching interactions grounded in student evidence, including difficult conversations.
    - Track mentee progress.
- Assess and deepen mentor content knowledge and content-specific pedagogy to support continued development of mentor and mentee competencies in their respective content areas.

Mentor Training Overview

Module 1
Course overview
Introduction to mentoring
Mentoring cycle
Mentor attributes
Mentor roles and responsibilities
Teacher Preparation Competencies
Standards for professional learning

Module 2
Coaching classroom management
Coaching stances
Communication skills
Planning conversations

Module 3
Key shifts in standards
Co-teaching
Demonstration teaching

Module 4
Key shifts in action
Curriculum resources
Data gathering and analysis
Reflection conversations

Module 5
Diagnosis of mentee needs
Goal setting for mentee development
Partnership agreements
Communication skills

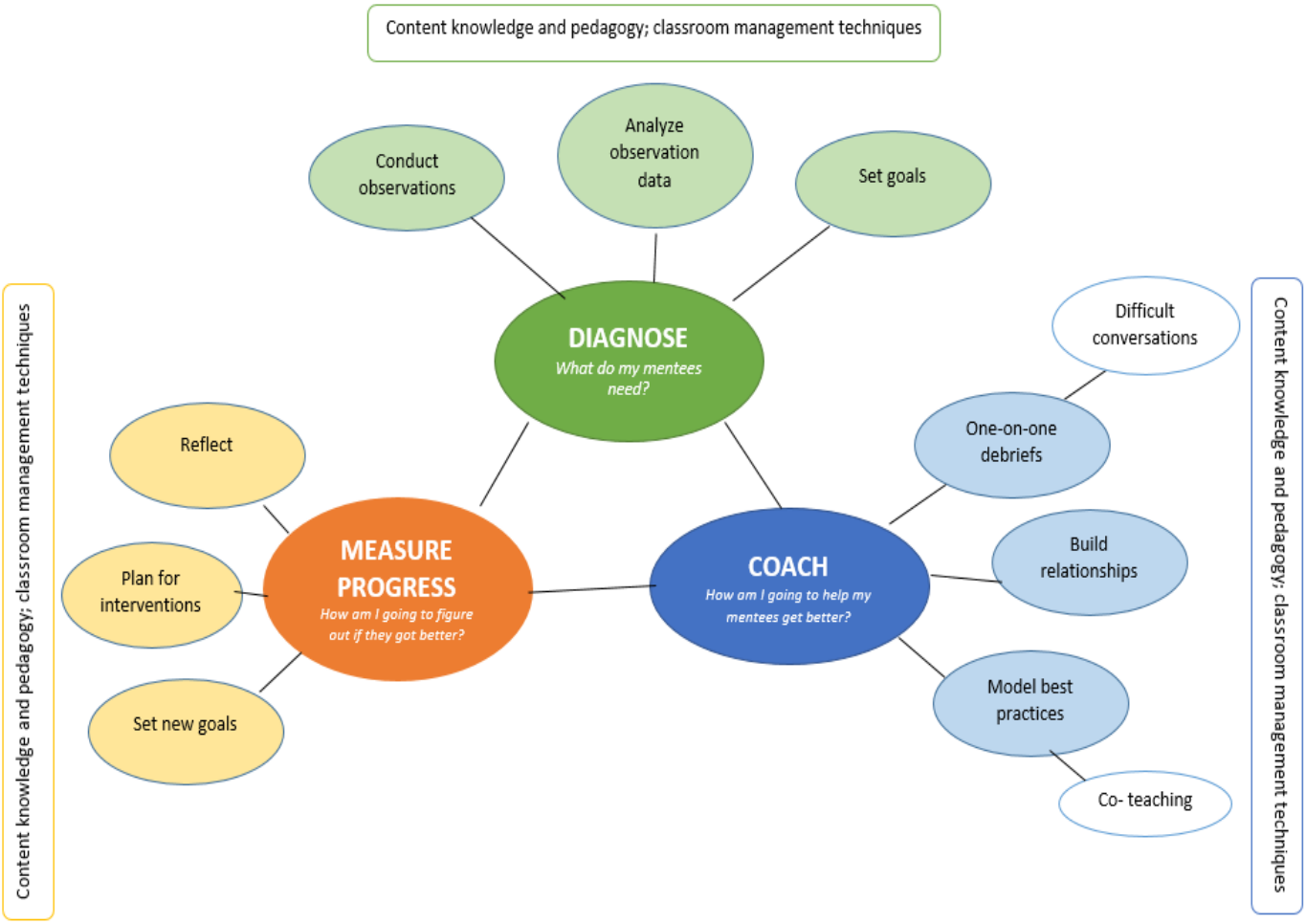
Module 6
Productive discourse
Mentee development plans
Monitoring and assessing mentee progress

Module 7
Writing for learning
Difficult conversations

Module 8
Feedback to mentees
Mentor cycle practice

Module 9
Troubleshooting
Mentor advocacy
Mentor mindset
Review of learning

The Mentoring Cycle



Module 1 Outcomes

- Know how mentor roles, responsibilities, and expectations support mentors to set goals for their own learning based on a personalized assessment.
- Understand the mentoring cycle as a support tool for developing mentees.
- Assess individual attributes against the attributes of effective mentors.
- Develop understanding of the Teacher Preparation Competencies as criteria for assessing themselves and their mentees.
- Connect the Standards for Professional Learning to their role as a mentor.

Module 1 Key Points

- Mentors enact a variety of roles and responsibilities to personalize support that meets mentee needs.
- Mentors apply the mentoring cycle (diagnose, coach, measure progress) to develop mentee competence.
- Standards for Professional Learning help guide mentors' planning ad increase the impact of professional learning for mentees.
- Louisiana's Teacher Preparation Competencies define what a teacher candidate must know and be able to do to be eligible for certification.

Module 1 agenda

- Program overview
- Rationale for mentoring
- Attributes of a mentor
- Mentor roles and responsibilities
- Teacher Preparation Competencies
- Standards for Professional Learning
- Wrap-up/Next steps

Agreements

- Make the learning meaningful
- Engage mentally and physically
- Notice opportunities to support the learning of others
- Take responsibility for your own learning
- Own the outcomes
- Respect the learning environment including personal technology

Introduction - The First Mentorship

Homer's *Odyssey* describes the dialogue that transpired between Odysseus and his trusted friend, Mentor. As Odysseus was preparing for what he knew would be a long, arduous journey, he asked Mentor to care for his young son, Telemachus, in his absence. Odysseus wanted Mentor to provide not only for his son's physical well-being, but for his emotional and spiritual well-being as well. He wanted Mentor to teach his son "to be wise beyond his years, to know the secrets of the heart and soul, to lead with courage and compassion, to develop strength and spiritual and mental balance, and to be loved and respected by his colleagues." With these words the first mentorship began.

The comprehensiveness of Mentor's responsibilities and the length and depth of his regard for his colleague increased the significance and vitality of the relationship between Mentor and Telemachus. This first mentorship set the precedent for worthy mentorships.

Mentoring is the process by which a trusted and experienced person takes a personal and direct interest in the development and education of a less experienced individual.

In teaching, a new teacher assumes essentially the same responsibilities as an experienced one. This puts the novice teacher at a disadvantage. They lack the wisdom, experience, resources, and skills veteran teachers have gained from years of experience. To complicate the situation, schools tend to be institutions in which teachers practice their profession in isolation of one another and have limited opportunities to share their experiences and learn with and from one another.

As a result, novice teachers report to learning by trial and error. They develop coping strategies early on to survive without any guarantee that the strategies they are developing are productive or effective. This process of learning by trial and error often leaves some talented novice teachers feeling ineffective and disconnected, and they eventually leave the profession.

To facilitate the continuous learning of novice teachers who are committed to ongoing improvement through lifelong learning, mentoring for novice professionals is essential, especially in the early formative years of their experience. Mentors facilitate the development of new teachers by providing guidance and support geared toward the success of the new teacher and his or her students. Mentoring focuses on developing competent, healthy, successful professionals who use available resources to meet the learning needs of their students; be productive members of the education community; make constructive contributions to the school and community; engage in continuous learning and improvement; and meet the demands of the profession.

In addition to supporting novice teachers, mentoring develops experienced teachers by increasing their sense of efficacy, expertise, and metacognition about their practice. Experienced teachers who serve as mentors have opportunities to share and deepen their pedagogical knowledge, extend their content knowledge, share their insights and wisdom, and learn from less experienced professionals. Mentors become a source of inspiration, knowledge, and skills for the new teacher. Together the mentor and novice teacher experience collaborative professional learning through their ongoing reflection, dialogue, engagement in the feedback process, and willingness to inquire about one another's practice.

My reasons for being a mentor:

Attributes of Mentors

Guiding questions:

- What are the attributes of effective mentors?
- Which attributes are strengths of mine?
- Which attributes are areas in which I want to grow?
- What are my goals for engaging in the Mentor Training Course?

Beliefs	Teaching expertise	Coaching skills
An effective mentor: • Is willing to learn. • Has a passion for ongoing professional learning. • Believes in others' capacity to grow and develop. • Has the attitude that everyone is important. • Does not presume to have "The Answer." • Understands his or her own assumptions and makes those transparent. • Is committed to continuous improvement. • Has moral purpose. • Can let go of feeling responsible for another person's behaviors.	An effective mentor: • Is skilled in instructional planning. • Demonstrates success in his or her work as a classroom teacher. • Reflects on his or her own practice. • Articulates his or her own practice. • Uses multiple methods of assessing students. • Has strong classroom organization and management. • Is fluent in multiple methods of delivering instruction.	An effective mentor: • Understands and applies knowledge about adult development. • Diagnoses teachers' needs. • Aligns support to teachers' identified needs. • Communicates effectively. • Listens skillfully. • Uses effective questioning skills. • Understands and employs a specific reflection process.
Relationship skills	**Content expertise**	**Leadership skills**
An effective mentor: • Has good interpersonal relationships. • Wants to be part of a team. • Fosters trust. • Works effectively with teachers and principals. • Is respected by peers. • Has patience for the learning process.	An effective mentor: • Possesses and applies appropriate, in-depth content knowledge. • Uses research and theory to support instructional decisions. • Establishes a collegial learning environment to support teachers in reflecting on their practice. • Stays current in own learning about curricula and best practices.	An effective mentor: • Stays abreast of best practices in professional learning. • Engages others in developing plans for improvement. • Maintains a productive culture. • Communicates the school's vision. • Aligns work with school goals. • Uses data to make decisions. • Understands and applies knowledge about change.

Adapted from Killion, J. & Harrison, C. (2006). *Taking the lead: New roles for coaches and teacher leaders*. Oxford, OH: NSDC.

Personal goal for Mentor Training

Mentor Roles and Responsibilities

Guiding questions:

- What are the 10 roles and responsibilities of mentors?
- What knowledge and skills do mentors need to succeed in each role?
- What challenges do mentors face in each role?

Roles	Function	Knowledge/skills	Challenges
Resource provider			
Data coach			
Instructional specialist			
Curriculum specialist			

Roles	Function	Knowledge/skills	Challenges
Classroom supporter			
Learning facilitator			
Mentor			
School leader			
Catalyst for change			
Learner			

Consider the following scenarios. Which role(s) will be most useful to mentors to support mentees in each?

The mentee is...	**A mentor might use the following role(s) … Explain your reasoning.**
Eager to learn about the district's instructional framework	
Searching for ideas to differentiate a lesson for ELL students	
Struggling to meet the needs of diverse learners in the classroom	
Unaware of the academic level of students within the class	
Wanting to observe someone teaching a model lesson before teaching it	
Wanting to reflect on his or her instruction	
Eager to try new formative assessment practices to measure student progress	

Reflect on Mentor Roles

How will mentors apply knowledge of the roles in their work with mentees?

Which roles do I consider strength areas for me?

Which roles will require me to add to my tool kit to feel fully competent in them?

Teacher Preparation Competencies

http://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-competencies.pdf?sfvrsn=4

Guiding questions:

- What are the Teacher Preparation Competencies?
- What is their function?
- How will mentors use the competencies to support their mentees?

What is the function of the Teacher Preparation Competencies?

In what ways will mentors use the Teacher Preparation Competencies to support the growth and development of their mentees?

Standards for Professional Learning

Guiding questions:

1. What are the Standards of Professional Learning?
2. What is the purpose of the Standards?
3. What do the Standards look like in action within schools?
4. What are specific ways mentors use the Standards to ensure high-quality learning experiences for their residents, for colleagues within their schools, and for their own continuous improvement?

Standards for Professional Learning Quiz

Complete this short quiz. Answer independently and honestly. (1=lowest; 5= highest)

1. Indicate your familiarity with the Standards for Professional Learning.

1 2 3 4 5

2. Indicate the degree to which your school, district, or organization has implemented the Standards for Professional Learning.

1 2 3 4 5

3. Indicate the overall quality of the professional learning you receive within your school or system.

1 2 3 4 5

4. Explain the reason for your response to #3.

5. What is the best way to assess the success of professional learning?

6. What is the primary purpose of professional learning?

Standards Windowpane

Directions: Individually read your assigned standard. Meet with your standard team to discuss the key points about this standard. Then, working collaboratively, prepare a chart using the template below to share with your colleagues who are studying different standards.

Standard Name: _____

Key Points (What information or ideas are important to know about this standard?)	**Standards in Practice** (What behaviors will you see if this standard is fully implemented?)
Symbol (What visual representation would help people remember this standard?)	**Steps to Take** (What steps are necessary to implement this standard?)

Standards Showcase Note Catcher

Standard	Core Ideas/Examples in Action
Learning Communities	
Leadership	
Resources	
Data	
Learning Designs	
Implementation	
Outcomes	
NOTES	

Standards in Action

How will you use the standards to strengthen your work as a mentor?

What is in place that will enhance or support implementation of the Standards in your school?	What barriers exist to implementation of the Standards in your school?
What are possible actions you can take as a teacher leader to overcome the barriers and build on the enhancers?	

Module 1 Assignment #1: Self-Assessment

Due: Module 2

To guide their residents, mentors must have deep content knowledge and skillfulness in content-specific pedagogy. This assignment gives mentors an opportunity to conduct a preliminary self-assessment of their own content knowledge and content-pedagogy using the teacher preparation competencies.

First, review the general and content-specific Teacher Preparation Competencies.

(https://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-competencies.pdf?sfvrsn=4).

Second, code both the general competencies and those in your discipline (Disciplinary Literacy for all non-ELA and Math teachers) using a 3 (strength); 2 (some room for improvement); 1 (area for improvement). From your coding, identify your personal areas of strength and stretch. Describe how you plan to develop at least one of your stretch areas over the next six months.

Be prepared to discuss the following questions:

1. Which Teacher Preparation Competencies are your strongest? Share how they became a strength.
2. Which Teacher Preparation Competencies are ones you want to continue to stretch? Explain your reasons for wanting to continue to grow in these areas.
3. Which competencies are "new" for you, meaning ones that were not included in or for which you had insufficient preparation in your teacher preparation program, yet you have acquired from your experience in the classroom? Share your plan for growing in these areas?
4. Explain how your deep understanding of these competencies will help you be a better mentor.

Module 1 Assignment #2: Reading Due Module 2

Read Dweck, C. S. (2007 October). The perils and promises of praise. *Educational leadership: Early intervention at every age [issue theme], 65(2)*, 34–39. https://tinyurl.com/mindset-perils-promise

Module 1 Assignment #3: Reading due Module 4

Read chapters 1-12 of *Taking the Lead: New Roles for teachers and School-based Coaches.*

Please complete the Module 1 survey at ….. https://bit.ly/2rU8Kfg