



THE PROFESSIONAL LEARNING ASSOCIATION

Louisiana Department of Education Mentor Teacher Training

Module 6:
Professional Learning, Stages of Teacher Development, and
Evidence of Application of Learning

Secondary Math Cohort

Facilitated by Learning Forward



Mentor Teacher Training

Module 6 Outcomes

Mentor teachers will:

- Understand the Standards for Professional Learning and examine their application to their role as a mentor and teacher leader.
- Analyze a case study to determine the stages of teacher development and identify appropriate supports to meet teachers' needs.
- Analyze the school year sequence of teacher responsibilities to identify stressors and distractors and develop a plan to maintain focus on high-priority responsibilities.
- Analyze their own and others' assignments to assess and refine the application of learning and attainment of the goals of the Mentor Teacher Training.

Module 6 Key Points

- Standards for Professional Learning will help mentor guide planning and increase impact of professional learning for residents and colleagues.
- Identifying a teacher's developmental stage helps mentor use appropriate supports with residents and colleagues.
- Strategies for addressing stressors and distractors will allow mentor to maintain focus on high-priority responsibilities.

Agenda

8:30-12:00

- Welcome and introduction
- Review Module 5
- Professional learning for educators

12:45-4:00

- Stages of teacher development
- Evidence of mentor application of learning
- Assignments
- Wrap-up

Module 5 review:

1. What ideas stuck with me from Module 5?
2. As a mentor serving as a classroom supporter, instructional specialist, and curriculum specialist, how will my deep understanding of content and content-specific pedagogy contribute to my ability to support a resident?

Professional Learning for Educators

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: _____

<p style="text-align: center;">Key Points</p> <p style="text-align: center;">(What information or ideas are important to know about this standard?)</p>	<p style="text-align: center;">Standards in Practice</p> <p style="text-align: center;">(What behaviors will you see if this standard is fully implemented?)</p>
<p style="text-align: center;">Symbol</p> <p style="text-align: center;">(What visual representation would help people remember this standard?)</p>	<p style="text-align: center;">Steps to Take</p> <p style="text-align: center;">(What steps are necessary to implement this standard?)</p>

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?	

Stages of Teacher Development

Guiding questions:

1. What does the research conclude are the stages of teacher development?
2. How can knowing the stages help me focus my support as a mentor?
3. How do I know what stage of development my resident is in?
4. How can I apply my understanding of the stages of teacher development to identify specific tactics to support resident teacher development?
5. How do the stages of development apply to my development as a mentor?

Write several sentences about what concerns you (what you think about, worry about, hope for, etc.) most in your role as a teacher? Think about the word *concerns* as both positive and negative. Write your responses in complete sentences. Your responses will be confidential.

Teachers move through developmental stages as they grow more competent in their practice. By understanding the stages of development, mentors are able to diagnose residents, plan support, and establish appropriate goals for ongoing professional learning and align their support to the needs and appropriate preparation competencies.

Stages	Characteristics	Tactics
Self	<ul style="list-style-type: none"> •Focus on what’s good for me •Survival •Fixed knowledge •Blames others •Concrete •Right way •Accepts authority 	
Task	<ul style="list-style-type: none"> •Focused on doing the right thing and doing things right •Self-autonomy •Is able to differentiate <p>Moving toward generalizations about practice</p> <ul style="list-style-type: none"> •Eager to accomplish tasks 	
Impact	<ul style="list-style-type: none"> •View knowledge as evolving •Adaptability •Originality •Comfortable with ambiguity •Seeks continuous improvement of practice through learning, feedback, and experiences 	

Use the stages of concern to discuss the case you have and generate potential supports that would facilitate this teacher’s growth to the next stage of development. Be specific as it relates to your discipline. Be ready to explain your rationale.

Case 1: Marvin

Marvin is a resident who is excited, enthusiastic, and believes he is ready to teach full time from day 1. He has great recommendations from his university supervisor and appears to have a strong work ethic.

He wants to apply the Socratic Method in the classroom and has asked permission to use it several times. You notice that he has a natural talent for constructing powerful questions that promote student thinking and that he allows students time to develop responses. He is comfortable with the natural ebb and flow in the classroom, and students also appreciate it. He manages to keep the focus on the class outcomes and brings the discussions back around to them.

What Marvin doesn't seem to be aware of is that only some students are actively engaged in the discussions, and others are avoiding any type of engagement. He is particularly unaware that the low students are not engaged. He does not have a way to assess students to determine if they achieved the lesson outcome.

When you ask Marvin about his lesson and what he notices about student engagement and learning, he ponders carefully and is able to provide examples of how students demonstrate their learning. He is happy to talk about the lesson, his role in generating questions, and student responses. He seems oblivious to anything else.

You also notice that Marvin has missed some deadlines. He always has a good excuse, yet isn't able to understand the impact of his actions.

He wants feedback, asks for it regularly, and enjoys the questions you ask. He doesn't seem to act on the suggestions you offer him, though. He is eager to talk about himself as a teacher and how he decides what to do.

Case analysis:

- Determine the teacher's stage of development and justify your answer citing information in the text. Consider:
 - ✓ How self-directed the teacher is.
 - ✓ How likely the teacher is to follow your recommendations.
 - ✓ How much support and encouragement you will need to provide the teacher.
- Identify **specific, actionable** tactics that are most likely to work with this teacher and explain reasons for selecting those tactics.

Case 2: Roberta

Roberta is a resident who dresses neatly and is extremely polite. She nods in agreement whenever you speak to her. She is also very soft-spoken. You wonder if she hears you sometimes and notice that you have a hard time hearing her.

She has been with you for a month now, and has not been willing to take much responsibility for leading the class. She seems more comfortable observing and taking notes. She rarely asks a question about your actions or decisions.

Lately you have notice a change in your conversations. She asks procedural questions and writes your responses verbatim, often asking you to repeat them so she can record them accurately. Then she asks you if she has made accurate notes. She is eager to be right. She wants to be sure she follows the guidelines and expectations of a resident teacher.

You want Roberta to take more initiative and to take some leadership and responsibility for teaching. She continues to defer to you. When you ask her about how she would handle certain situations, she continues to refer back to what you have said. She isn't able to generate her own responses or ideas as yet.

Case analysis:

- Determine the teacher's stage of development and justify your answer citing information in the text. Consider:
 - ✓ How self-directed the teacher is.
 - ✓ How likely the teacher is to follow your recommendations.
 - ✓ How much support and encouragement you will need to provide the teacher.
- Identify **specific, actionable** tactics that are most likely to work with this teacher and explain reasons for selecting those tactics.

Case 3: Janine

Janine has been a resident for two months. She is beginning to take ownership for the class. She has specifically asked you to help her understand how the curriculum is structured and whether it is necessary to teach the units as they are designed. She wants to vary the learning activities so they are more fun for students.

You patiently take time to help her understand the relationship among standards, the curriculum, and student assessments. You emphasize that the district expects the curriculum to be taught as it is designed to ensure all students have fair and equitable opportunities to learn. She tells you that she is eager to succeed as a teacher and that her students learn. She reminds you that the students in your school are not as smart as students in other schools and that they are performing well below grade level. She wants to do more remediation and bring in lower level tasks for students to do so they can succeed. She also wants students to be able to have more fun so they like her and school.

You remind her again of the district, school, and your expectations about the curriculum. Yet, when she describes the series of lessons she has planned for the coming week, you notice they deviate substantially from the written curriculum. She has indeed planned some “fun” activities that have no substantive connection to the curriculum. You ask her to explain how they contribute to student achievement of the standards, and she offers a vague response emphasizing that students will have fun doing them.

You recognize that her desire to succeed and her willingness to follow the curriculum are at odds. The mixed message is problematic both for you and the students. Her success depends on students achieving the expectations of the grade level and not what she determines is appropriate. You also think she is underestimating students’ ability to succeed. You want her to be successful, yet you worry about whether she is able to meet the expectations in your classroom.

Case analysis:

- Determine the teacher’s stage of development and justify your answer citing information in the text. Consider:
 - ✓ How self-directed the teacher is.
 - ✓ How likely the teacher is to follow your recommendations.
 - ✓ How much support and encouragement you will need to provide the teacher.
- Identify **specific, actionable** tactics that are most likely to work with this teacher and explain reasons for selecting those tactics.

Case 4: Jefferson

Jefferson complains frequently that students are not well-behaved. He is surprised at how low their performance is and often says that most will not going to pass the class. He often comments that he came from a school that is very different from your school and expected teaching to be easier than it is.

He also isn't fully committed to teaching after he graduates. He wants to be a college coach and thinks that coaching in school district is a good way to work his way into a coaching position. You remind him that coaching is teaching and that the more he learns about effective instruction, the more likely he will be able to succeed as a teacher and eventually as a coach.

You have had a number of conversations with Jefferson about his teaching practices. Whenever you ask a question, you find that he becomes defensive and blames students' poor preparation in earlier grades. "If other teachers did their job, the kids wouldn't be like this," he says.

His university supervisor told you that he has inquired about another mentor, one who is an athletic coach, so that he can get more experience that relates to his professional goals. While it would not be a disappointment to have him work with another mentor, you worry that he may not truly understand what it means to be a good teacher.

Case analysis:

- Determine the teacher's stage of development and justify your answer citing information in the text. Consider:
 - ✓ How self-directed the teacher is.
 - ✓ How likely the teacher is to follow your recommendations.
 - ✓ How much support and encouragement you will need to provide the teacher.
- Identify **specific, actionable** tactics that are most likely to work with this teacher and explain reasons for selecting those tactics.

Case 5: Pat

Pat's placement in your classroom came two weeks after school started because there was some question about her course work being completed and her meeting the requirements for residency. Because she missed the first two weeks of school, her presence in the classroom felt like an intrusion to you and students for a few days.

Yet, you forge on and give her multiple opportunities to co-teach and take the class alone in her first few weeks. She seems overwhelmed and frantic. She says she stays up very late to get everything ready and within another month is sick from exhaustion and stress.

You have a frank conversation with her about ways to handle the pressure and stress. It doesn't seem to help. The custodian mentions to you that she was at school until after 8:00 PM two nights that week. You worry that she does not know how to prioritize tasks, organize her time, or make rational decisions about her work. You also recognize that she is willing to do whatever it takes to be the best she can be, yet her exhaustion is affecting her patience with students and her clarity of instruction.

You feel badly that you might be responsible for Pat's frenzy, yet you aren't sure what to do to help her feel more at ease with the workload and responsibilities of being a teacher. You also worry that if you place any more pressure on her, she will snap.

Case analysis:

- Determine the teacher's stage of development and justify your answer citing information in the text. Consider:
 - ✓ How self-directed the teacher is.
 - ✓ How likely the teacher is to follow your recommendations.
 - ✓ How much support and encouragement you will need to provide the teacher.
- Identify **specific, actionable** tactics that are most likely to work with this teacher and explain reasons for selecting those tactics.

Case 6: Tamika

Tamika is the oldest of seven children in her family and, by all appearance, has a natural talent to be a teacher. She has an easy manner, is organized, has the ability to get things done, and is eager to be independent.

She always has great ideas to share with you and openly asks questions to understand your decision making, how you plan various tasks, and how you assess your own effectiveness. She says nearly daily how honored she is to work with you and how excited she is to have her own classroom of students one day. She considers teaching a calling.

You notice that Tamika has some of the challenges new teachers face. She doesn't think through all her actions and often makes errors when she is teaching. Students question her when they are confused. She gets flustered and impatient with their questions.

When you talk with her about need to be right all the time, she seems puzzled. It is inconceivable to her that a teacher is ever be wrong. She isn't about to accept that notion. You share with her that occasionally you show your students that you are learning new things to reinforce the idea that learning is a lifelong process. Teachers, you tell her, learn all the time to get better at what they do. You ask her to consider her reasons for wanting to be a teacher and her vision of what it means to teach.

Case analysis:

- Determine the teacher's stage of development and justify your answer citing information in the text. Consider:
 - ✓ How self-directed the teacher is.
 - ✓ How likely the teacher is to follow your recommendations.
 - ✓ How much support and encouragement you will need to provide the teacher.
- Identify **specific, actionable** tactics that are most likely to work with this teacher and explain reasons for selecting those tactics.

Calendar Responsibilities, Stressors, Distractors

Month	Responsibilities	Supports to maintain focus on student learning
August		
September		
October		
November-December		
January		
February		
March		
April		
May		
June		

Peer Review of Evidence for Mentor Application of Learning

Mentor Training Goals

1. **Build strong relationships** with their new and resident teachers
2. Use 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) to **identify and prioritize new and resident teacher's strengths and areas for growth** based on teacher **certification competencies and performance expectations**.
3. **Implement a continuum of support and coaching techniques** to build new and resident teacher knowledge and skill in content and content-specific pedagogy and self-analysis and reflection skills
 - Set short- and long-term professional growth goals based on student results.
 - Create a logical sequence of coaching opportunities to build new/resident teacher's skill over time to reach goals.
 - Identify and leverage high-quality, evidence-based resources to support new and resident teachers' specific needs.
 - Lead effective feedback/coaching conversations grounded in student evidence (includes difficult conversations).
 - Track new and resident teacher progress.
 - Model and facilitate resident self-reflection and improvement.
4. **Deepen content knowledge and content-specific pedagogy** to support continued development of teacher competencies in the respective content areas.
5. **Assess and develop mentor competencies** in their discipline to identify strengths and gaps and to develop areas of need. These assessments are based on competencies and student results.

Tuning Protocol for Peer Review of Mentor Application of Learning

Tips: (from Horace, Nov. 1996)

When listening to colleagues' thinking:

- Listen without judging
- Tune in to differences in perspectives
- Use controversy as an opportunity to explore and hear from others
- Focus on understanding where different interpretations come from
- Make your own thinking clear to others
- Be patient and persistent

TOPIC	DESIRED OUTCOME	PERSON RESPONSIBLE	TIME
Introduction	Introductions. Review roles (facilitator, timekeeper, presenter) and protocol. Review Touchstones.	Facilitator	1
Presenter	Describes the work peers will review. Clarify which assignment and which mentor training goals the work relates to. Describe any relevant context related to the work's completion, i.e., done with a trusted peer, novice teacher, etc.	Mentor-presenter	3
Clarifying Questions	Ask questions about the work for clarification about the evidence.	All team, not presenter	3
Reflect on Warm and Cool Feedback	Remind participants about purpose of warm and cool feedback and its format. Participants review the work thoroughly and prepare their warm and cool feedback as does the presenting teacher. Participants write one comment to share with the presenter on a sticky note or index card and hand to the facilitator. Facilitator gives these to the presenting mentor at the end of the protocol.	All team, not presenter	2
Warm and Cool Feedback	Provide warm and cool feedback (both facilitator and participants). Facilitator focuses and clarifies feedback offered as necessary. Presenting teacher asks clarifying questions	All team, not presenter	8 (4 for warm and 4 for cool)
Plan of Action	Presenting mentor summarizes the feedback and shares possible next actions based on the feedback generated.	Mentor-presenter	3
		TOTAL	20

Debrief the protocol review process:

- ✓ What went well?
- ✓ What questions did the process raise?
- ✓ What is the value of a structured protocol for discussion?
- ✓ How will your peers' feedback support you in doing your best work?
- ✓ How can you use protocols in your role as a mentor?

Assignments:

1. Analyze a professional learning experience you have had either as a facilitator or a participant using the standards. Cite evidence or absence of the standards with specific examples from your experience. Use the template below to summarize your analysis.

Standard	YES Present	No Absent	Evidence of presence with specific and impact of absence with specifics
Learning communities			
Leadership			
Resources			
Data			
Learning designs			
Implementation			
Outcomes			

2. Create a case study of a novice teacher or student teacher from your experience. Model your case study after the examples on pp. 11-16. Using a specific, yet anonymous person, describe the current characteristics of this teacher using the stages of cognitive development. Cite specific examples of behaviors that provide evidence of the teacher's current stage of development. Next describe potential supports you might provide the teacher that are aligned with the identified stage of development and explain how the supports align with the stage of development. In other words, explain why are they appropriate at this stage for this teacher.

Module 6 Review

In your team, review the outcomes and key points (p. 3) for Module 6.

- Develop an understanding of the Standards of Professional Learning and examine their application to their role as a mentor and teacher leader.
- Analyze a case study of a teacher to determine the stages of teacher development and identify appropriate supports to meet needs.
- Analyze the school year sequence of teacher responsibilities to identify stressors and distractors and develop a plan to maintain focus on high-priority responsibilities.
- Analyze their own and others' assignments to assess and refine the application of learning and attainment of the goals of the Mentor Teacher Training.

Key Points

- Standards for Professional Learning will help mentor guide planning and increase impact of professional learning for residents and colleagues.
- Identifying a teacher's developmental stage helps mentor use appropriate supports with residents and colleagues.
- Strategies for addressing stressors and distractors will allow mentor to maintain focus on high-priority responsibilities.

Complete the Module 5-6 survey at
<http://www.utdanacenter.org/ldoe-surveys/>

