



**MENTOR
TEACHER**

Module 1: Introduction to Mentoring

[Location]
[Date]



22% of teachers in Louisiana
leave the profession
every year

the 3rd highest of any state





Students of color are **3-4x more likely** to attend a school where **25% or more** of the teachers are in their **first year**





U.S teachers spend **more time teaching**
during the work day than those in any other
developed country





The **pipeline** of new qualified teachers
continues to **shrink**





The number of **emergency certifications** for teachers who have not had teacher training **continues to rise**





Covid 19 Pandemic and aftermath of murder of George Floyd have placed **unprecedented demands** on educators





More than **38,000 educators** entered the classroom for the **first time** as the “teacher of record” and for the majority of these teachers their pathway to certification has been **substantially altered**.





The number one reason teachers give for leaving the profession is **feeling unsupported**, especially in times of changing standards and changing curriculums





High-quality mentoring that includes
observation and feedback

helps beginning teachers learn to teach
effectively in high-need schools
and reduces teacher turnover





Mentors provided the most value to new teachers of any form of assistance





A system of **ongoing and meaningful professional learning** that occurs between mentor and mentee has been proven the most effective



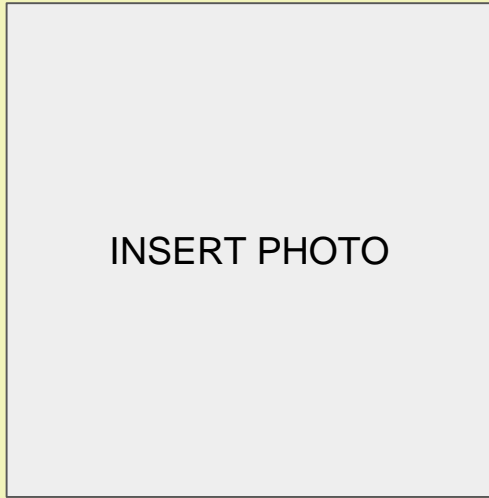


**All students deserve to have
an excellent teacher**

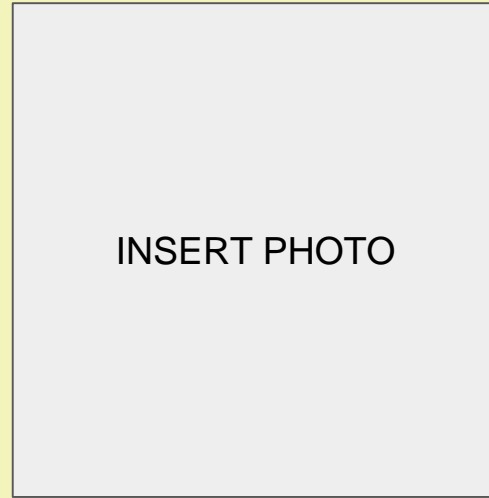




Facilitator Introductions



<Insert name>



<Insert name>





Mentor Training Goals

- Build a strong relationship and effectively communicate with mentee, including providing ongoing support to mentee in a virtual space
- Understand the mindset and needs of adult learners, including new teachers, and how they apply to the mentoring role
- Diagnose and prioritize mentee's strengths and areas for growth in the areas of classroom management, instruction & understanding the unique needs of students
- Design and implement a mentoring support plan to develop mentee knowledge and skills
- Monitor mentee's progress and determine next steps for ongoing mentoring work



Today's Agenda

- Welcome
- Why Mentors Matter
- What is Mentoring?
- Mentor Attributes & Stances
- The Mentor Cycle
- Overview of Assessments
- Connection to Teacher Competencies
- Build Relationships
 - Establish Trust
- Administrator Support
- Closure



Mutual Commitments

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 use of technology.





Module 1 Outcomes

- Learn the “why” behind mentoring and the impact mentoring can have on a new teacher
- Understand the mentor roles, responsibilities, expectations, and key attributes
- Recognize the Mentor Cycle as a framework for developing mentees’ knowledge and skills
- Develop ways to establish trust with mentee to build a strong relationship





Why Mentors Matter



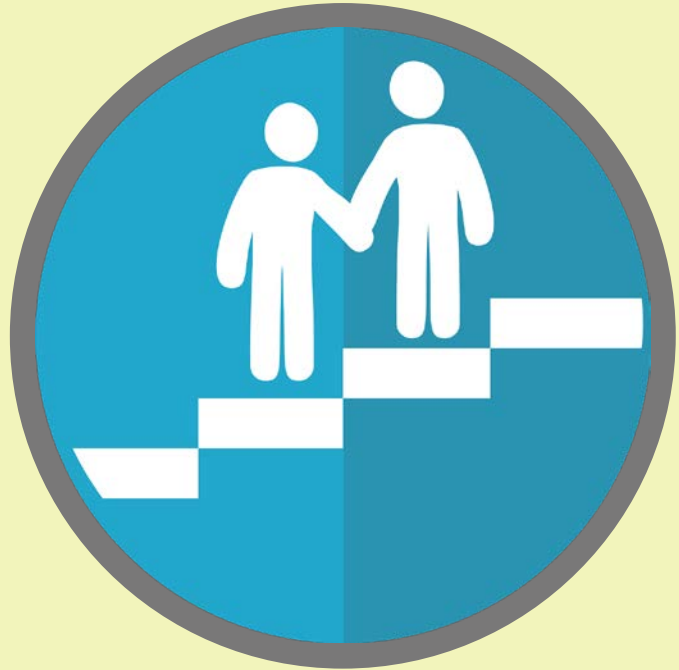


Why Mentors Matter

WHY MENTORS MATTER:
VOICES OF NEW TEACHERS



Why Mentors Matter



What impact can a mentor have on a new teacher?





Pre-Work Article Discussion

- You read, “Eight Qualities of a Great Teacher Mentor”
- Let’s take a poll.
- Let’s discuss!

Respect
t
Challenging
Celebration
Empathy

Safety
Collaboration
Truth
Listening



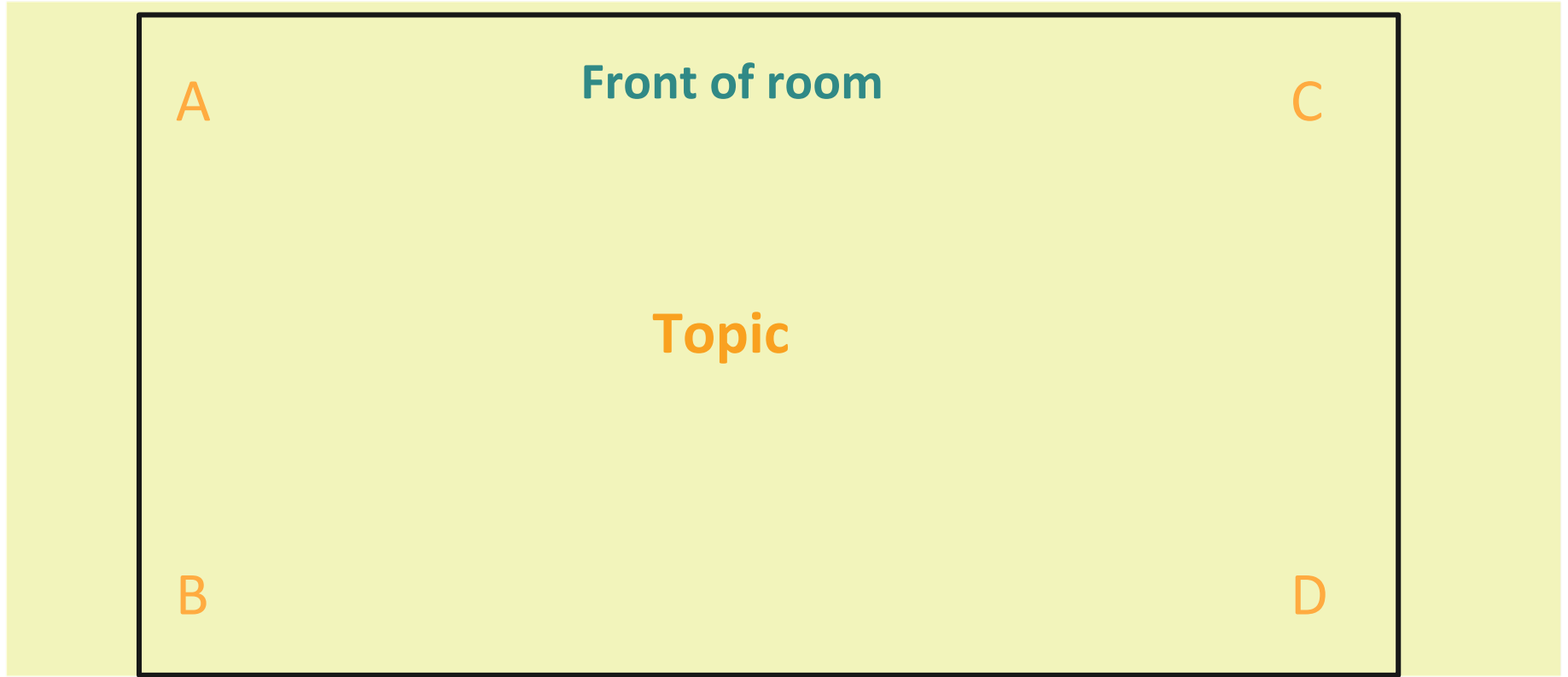


What is Mentoring?





Four Corners





0-5

6-10

Years of teaching
experience

11-15

16+





Discuss with Your Partner

Who was your most memorable mentor as a new teacher?

What made her/him such a good mentor?





Reading/Writing

Math

**Favorite subject
to teach**

Science

Social Studies





Discuss with Your Partner

Where did you struggle most as a new teacher?

How did you overcome that struggle?





Beach

Mountains

Vacation
preference

Disney

Cruise





Discuss with Your Partner

What are you most excited about when it comes to mentoring?

What are you most nervous about when it comes to mentoring?





Personal Reflection: The First Mentorship

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.

1. Review The First Mentorship and Rationale for Mentoring
2. Consider your reasons for serving as a mentor
3. Jot your thoughts





Mentors...

“Provide the moral, emotional, and psychological support new professionals need *so that they* gain confidence and efficacy and a sense of belonging within a professional community”

“Provide professional support...to implement the school or district instructional framework and curricular program as quickly as possible *so that students’* learning opportunities are not put on hold”

“Want to encourage continuous improvement, challenge with just the right amount of opportunities for growth, and identify and reinforce strengths as they become increasingly more evident.”

- [Taking the Lead](#), Joellen Killion and Cindy Harrison



Mentoring Types

- What type of mentor is depicted in each video?
- Which type of mentoring aligns with your natural mentoring tendency?



Video 1



Video 2



Video 3





Let's Discuss

- What type of mentor is depicted in each video?
- Which type of mentoring aligns with your natural mentoring tendency?
- Share your thinking with a partner.



Key Takeaway

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.





BREAK!





Mentor Attributes and Stances





Mentor Attributes

- Beliefs
- Teaching expertise
- Coaching skills
- Relationship skills
- Content expertise
- Leadership skills



Mentor Stances

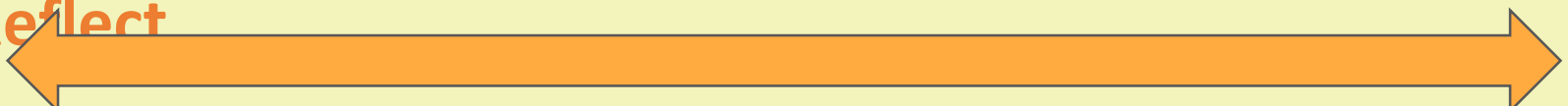
I do

Consult

You do
Reflect

We do

Collaborate



Purpose	Provide information, technical assistance, solve a problem, give advice.	Share ideas and problem solve collaboratively.	To improve instructional decision making and increase reflection on practice.
Actions	Providing resources, demonstrations (including model lessons), offering assistance in accessing resources.	Brainstorming, co-planning/ co-teaching, exchanging resources, action research.	Learning-focused conversations, which include inquiry, reflection, generation of insights regarding professional practice, and reconstruction.
Language	Pay attention to...It's a good idea to... Always... Keep in mind...	We might... Let's... How might this affect our...?	What might be some ways to...? What research supports your decisions to...?

Adapted from Lipton, L. & Wellman, B. *Mentoring Matters, a Practical Guide to Learning-focused Relationships*.



Key Takeaway

Mentors develop expertise in mentoring attributes and approach the work through different stances to personalize support that meets mentee needs.





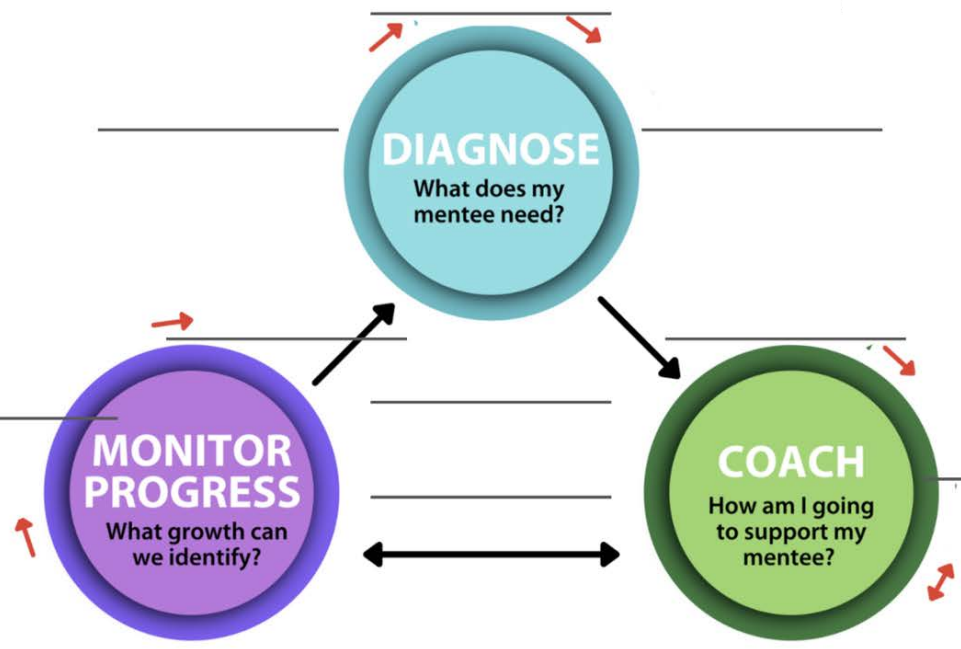
The Mentor Cycle



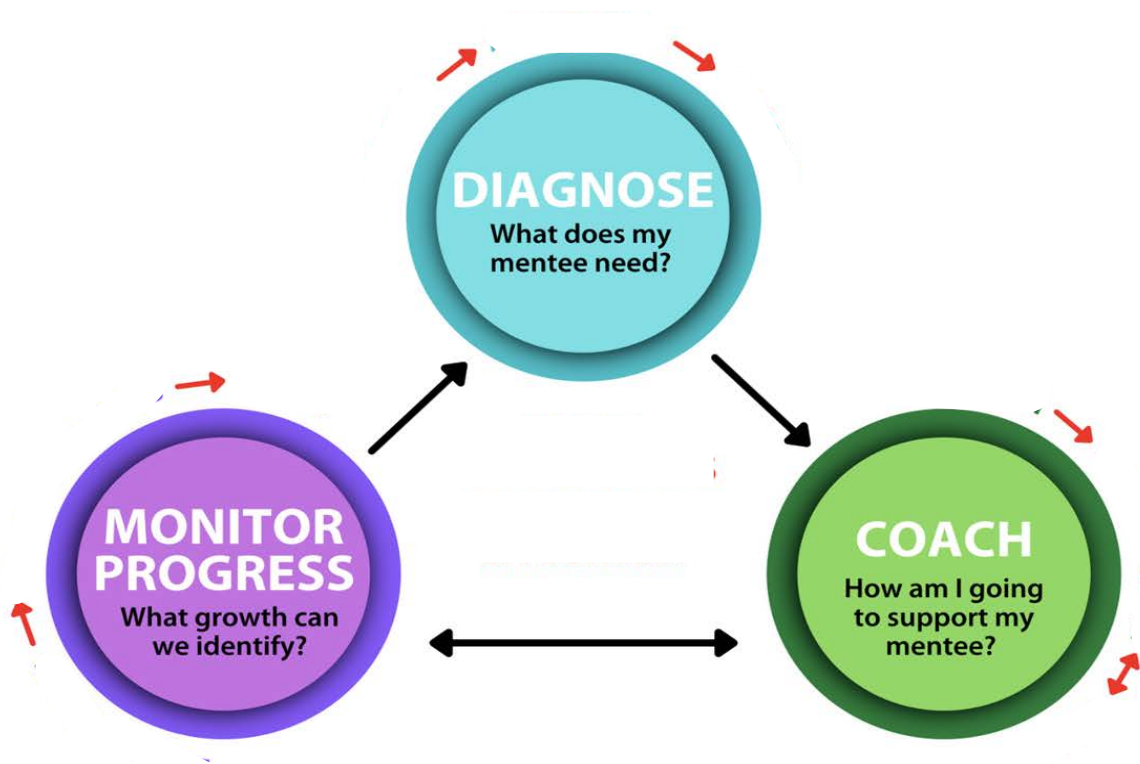


The Mentoring Cycle

- BUILD RELATIONSHIPS
- ANALYZE DATA
- REFLECT
- DETERMINE NEXT STEPS
- SET GOALS
- COMMUNICATE EFFECTIVELY
- CREATE PLAN
- OBSERVE
- PROVIDE SUPPORT
- DEBRIEF
- EVALUATE IMPACT

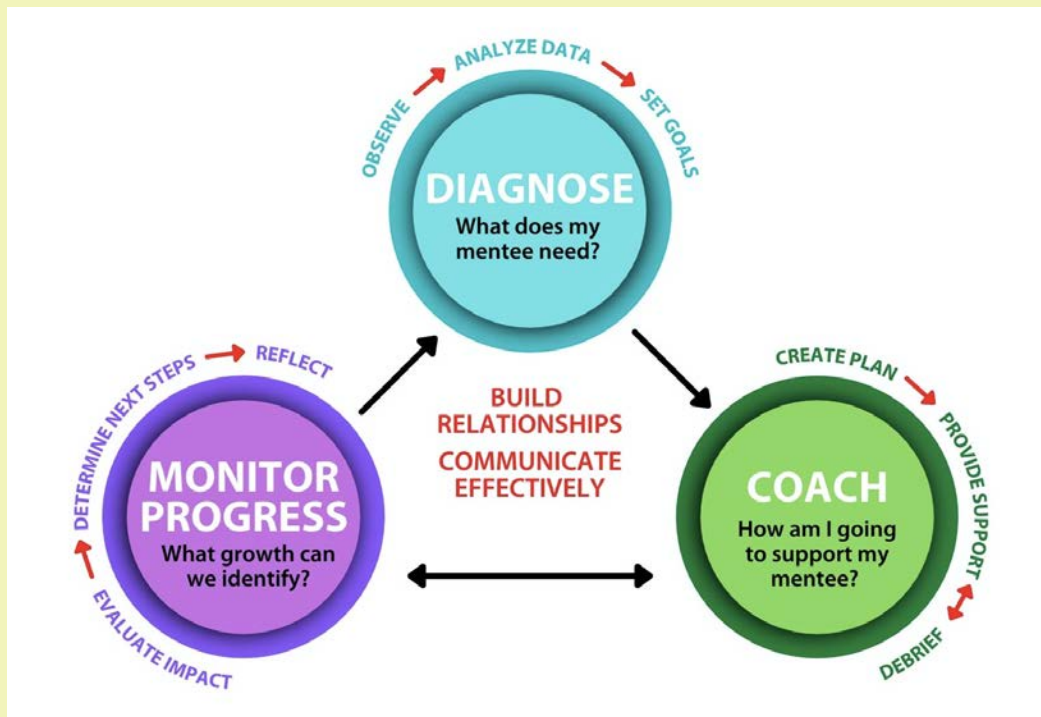


The Mentoring Cycle



The Mentoring Cycle & Mentor Attributes

- Beliefs
- Teaching expertise
- Coaching skills
- Relationship skills
- Content expertise
- Leadership skills



Self-Assessment

Review the attributes of effective mentors and the components of the mentor cycle:

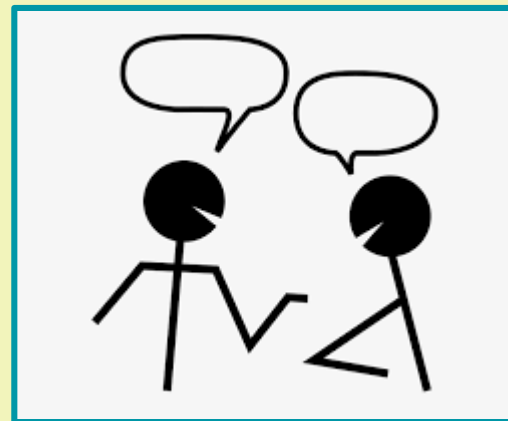
Code each:

- + Extensive experience
- ? Some experience
- * Limited experience
- 0 No experience



Self-Assessment

- With a partner, review your self-assessment.
 - Share your strengths.
 - Share your areas of opportunity.



Key Takeaway

Mentors apply the mentoring cycle (diagnose, coach, monitor progress) to develop mentee competence.





Overview of Assessments



The Assessments

- What?
 - Application and demonstration of mentoring knowledge and practice
- Why?
 - Beginning with the end in mind
- How?
 - Bloomboard platform

The image displays four overlapping Bloomboard assessment cards, each representing a different mentor teacher distinction. Each card is structured with a title, a central goal, and a table of performance indicators (ANALYZE, DEVELOP, IMPLEMENT, EVALUATE) with corresponding descriptions.

- Elementary Mentor Teacher Distinction:** Focuses on "Expressing Understanding of Text through Writing".
- Secondary Math Mentor Teacher Distinction:** Focuses on "Demonstrating Math Content Knowledge".
- Universal Mentor Teacher Distinction:** Contains four main sections: "Building Knowledge through Content-Rich Narratives", "Adapting High-Quality Materials to Meet Student Needs", "Monitoring to Improve Classroom Management", and "Monitoring to Improve Content Instruction".
- Secondary English Language Arts Mentor Teacher Distinction:** Focuses on "Analyzing Texts and Media for Meaning".






The Platform: Bloomboard

<https://my.bloomboard.com/home>



Assessment Platform



Louisiana Department of Education (LA)

Mentoring to Improve Classroom Management

Hide Description ^

Classroom management is an essential skill for new or resident teachers in order to lead a classroom focused on learning. There are three fundamental elements of effective classroom management for inclusion: building relationships with diverse student populations, establishing clear expectations and procedures, and consistently reinforcing expectations and procedures. As part of the mentoring cycle, mentor teachers will diagnose and prioritize areas for growth, provide coaching and support, monitor progress, and adjust course as needed to meet the needs of their mentee and support improvements in classroom management. Through continuous relationship building and effective individualized support, educators can demonstrate significant improvement in teaching practices.

1 Analyze — 2 Develop — 3 Implement — 4 Evaluate — 5 Review & Submit

Analyze

Analyze the needs of one mentee with respect to classroom management skills. Identified mentee goal(s) should be related to one or more of the following classroom management skills as described in the [Y3 M3 Handout Master](#).

- Mentee's ability to build relationships with diverse student populations.
- Mentee's ability to establish clear expectations and procedures.
- Mentee's ability to consistently reinforce expectations and procedures.

Use a set of collected data (observations, informal/formal conversations, student data, etc.) to diagnose and prioritize the most important classroom management need to address in this mentoring cycle.

Submit a written response (approximately 300 words) that identifies the mentee's classroom management goal(s) that will drive the mentoring cycle related to the diagnosed need. Be sure to identify concrete changes in your mentee's classroom management practice that you expect to see as a result of your coaching. Justify the selection of the goal(s) by highlighting the specific data you used to identify and prioritize them.

Artifact(s) to Submit: Written response

You must earn "Demonstrated" for all criteria in the requirements to earn this micro-credential.





Let's Reflect

- What's something you feel you can tackle fairly easily?
- What's something that is going to be a big stretch that you're going to push yourself to achieve?



Key Takeaway


The Mentor Teacher Assessments provide an opportunity to apply learning and show competency in mentor teaching.




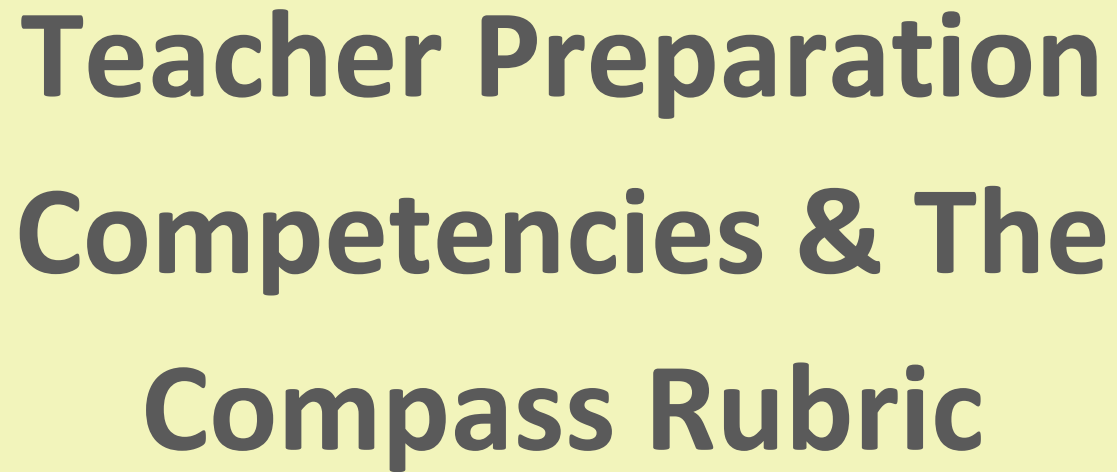


LUNCH!





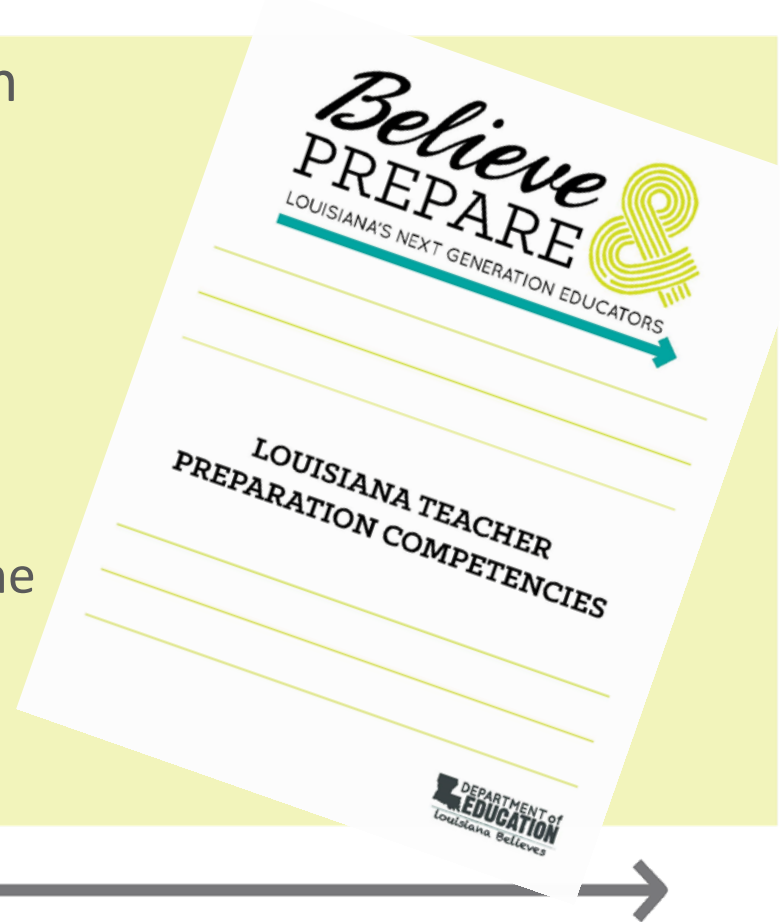
**Teacher Preparation
Competencies & The
Compass Rubric**



Teacher Preparation Competencies

Read page 3 of the Teacher Preparation Competencies & the competencies for one subject area of your choice.

- Skim, Summarize, and Share
- In what ways can you use the teacher preparation competencies to support the growth and development of your mentees?



The Compass Rubric

LOUISIANA TEACHER

LOUISIANA TEACHER

In what ways can you use the rubric to support the growth and development of your mentees?

lural knowledge, conceptual understanding, thinking and
tion, some learning outcomes refer to dispositions; it's important
will like to read. In addition, experienced teachers are able to link

assessment.

- Outcomes reflect several different types of learning and, where

What parts of the rubric might a new teacher need the most help with in the beginning of their first year of teaching?

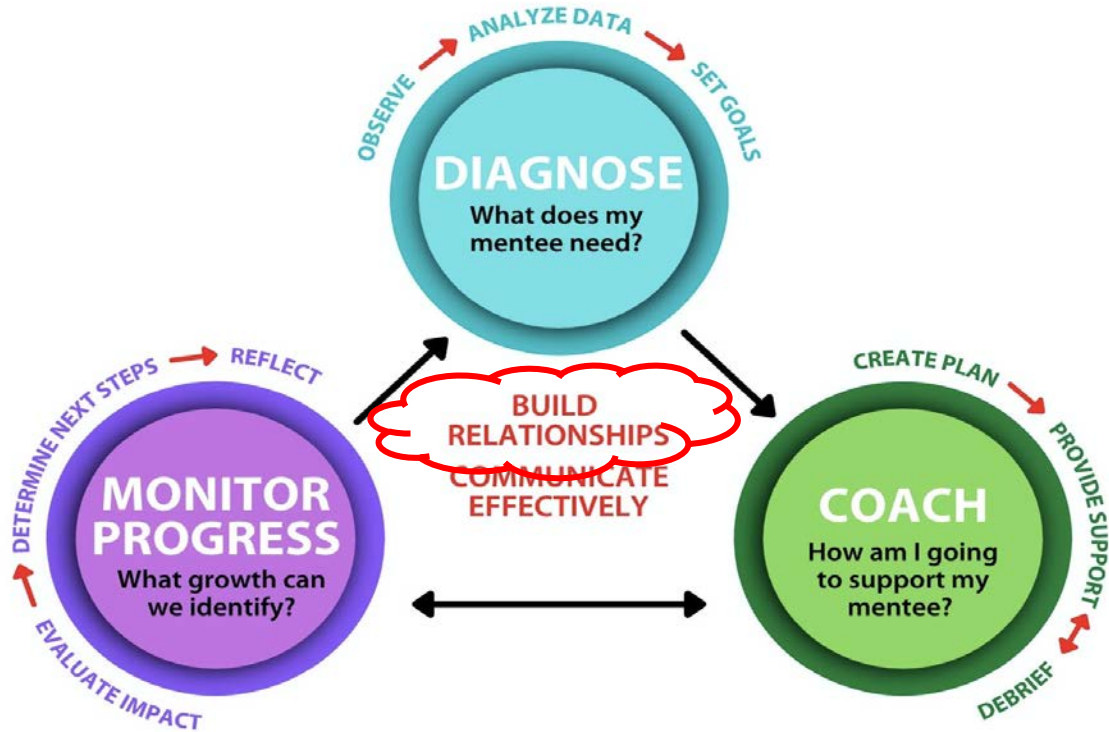


Key Takeaway

Louisiana's Teacher Preparation Competencies define what a teacher candidate must know and be able to do to be eligible for certification.



The Mentoring Cycle





Build Relationships: 3 Key Components

- Establish trust
- Build confidence
- Maintain momentum



Establish Trust

“Trust is integral to educator learning and student success”



Why is Trust So Important?

- All read first summary of findings, “Trust in Schools”
 - Identify a **surprise** found in the reading
- All read second summary of findings, “Trust Matters”
 - Identify what is the **same and different** between the two summaries
- All read third summary of findings, “The Speed of Trust”
 - A **takeaway that added to your understanding** about trust in schools
- Identify two ideas that will help you develop, nurture, & sustain a culture of trust



Share Out



Behaviors that Build Trust

- Talk straight
- Demonstrate respect
- Create transparency
- Right wrongs
- Show loyalty

- Confront reality
- Clarify expectations
- Practice accountability
- Listen first
- Keep commitments
- Extend trust over and over again

- Deliver results
- Get better





Generate Examples of Behaviors that Build Trust

- Column 1 - The behavior that helps build trust
- Column 2 - description of the behavior
- Complete columns 3 & 4 in the table
 - Column 3 - Real-world example 1
 - Column 4 - Real-world example 2



Share Out





Make a Personal Plan for Behaviors that Build Trust

Reflect on yourself as a professional:

- What do you already feel is one of your strengths?
- What are some behaviors you would like to improve upon?

These will become the basis of your plan for building trust with your mentee.



Key Takeaway

Establishing a trusting relationship is vital to the mentor-mentee relationship.

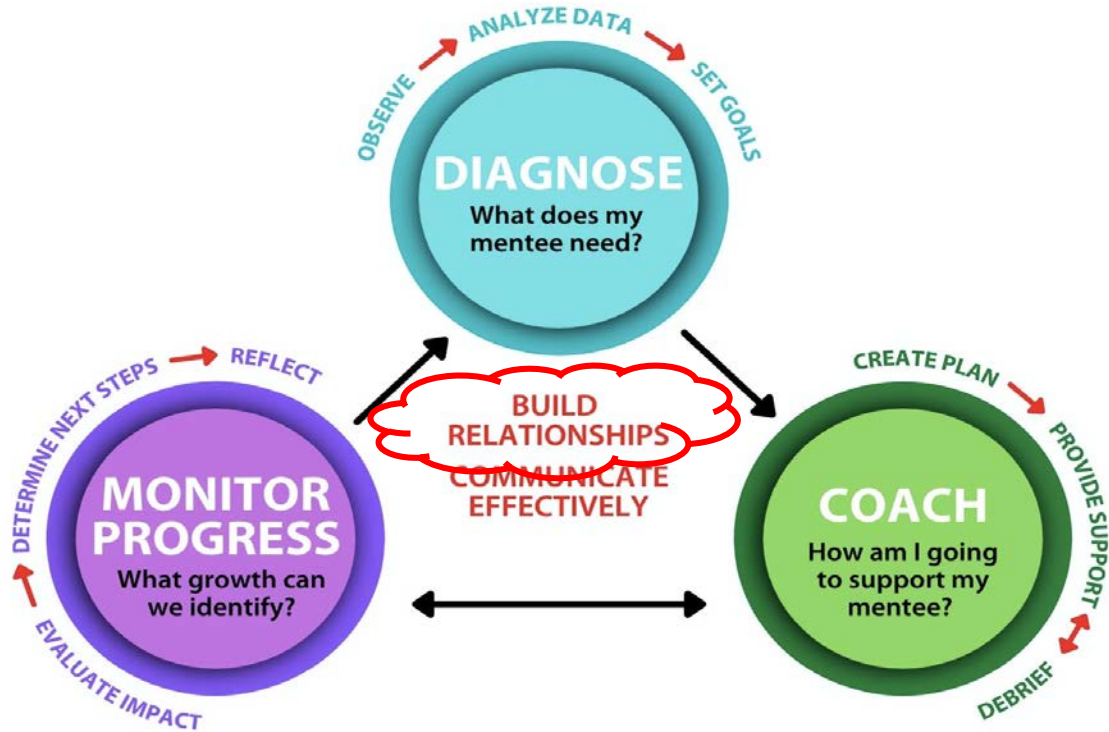




BREAK!



The Mentoring Cycle





Build Relationships: 3 Key Components

- Establish trust
- Build confidence
- Maintain momentum



Why is establishing trust so important?

Think about a situation in which something didn't go as you had intended...





Partnership Agreements
support establishing trust
between mentors and
mentees.



Partnership Agreements

- **Mutual agreement** between mentor and mentee to define their working relationship
- Can be **revisited** and **renegotiated at any time**
- Most helpful if **written**
- **Anticipate** and be as **prepared** as you can be for things to go well

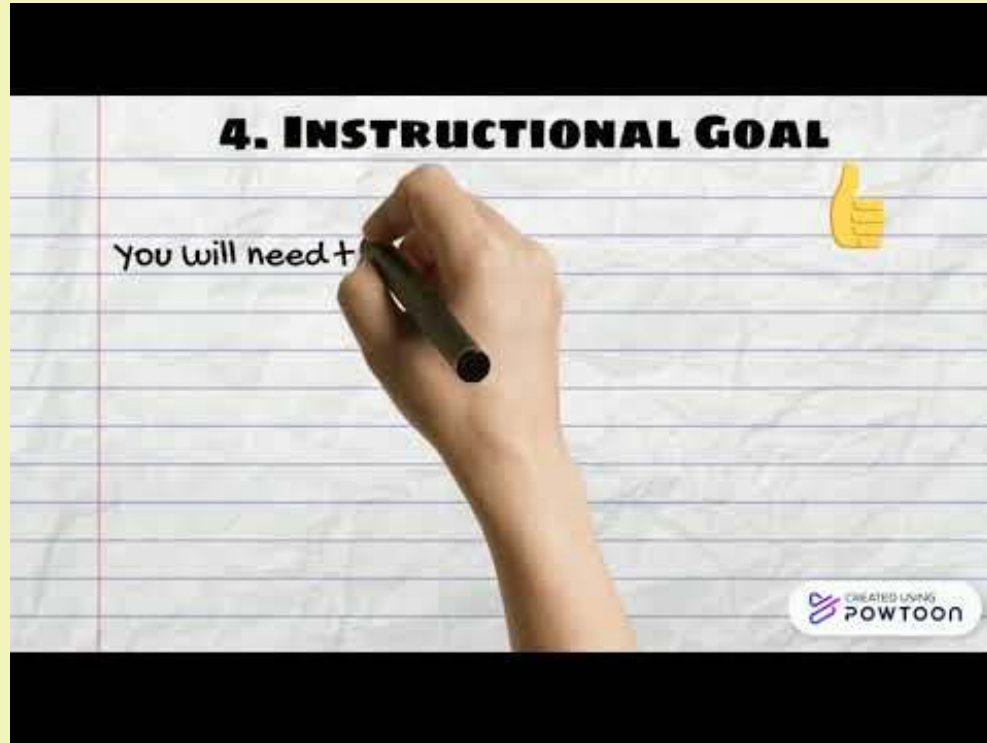


Components of Partnership Agreements

- **Clarify** roles
- **Set expectations** to avoid confusion or surprises
- **Establish** parameters and scope
- **Identify** the needs of each party



Partnership Agreements: Areas to Discuss





Building Relationships: Scenario Practice

- Work with a new partner.
- Read the scenario.
- Identify the evident agreements within the situation.
- Identify other agreements you would recommend the mentor and mentee make.



Building Relationships: Scenario Practice

- Find a new partner.
- Read through the scenario.
- Identify questions the mentor asks to establish a partnership agreement.





Plan for Creating a Partnership Agreement

- Find a new partner
- Review the Sample Questions to Guide a Partnership Agreement Conversation
- Fill in the blank Partnership Agreement template:
 - What areas do each of you want to be sure to include in the partnership agreement conversation with your mentee?

Goal: Be ready to engage in a Partnership Agreement Conversation with your mentee

Next Step: Get in touch with your mentee to set up time to have your Partnership Agreement Conversation



How will you use a Partnership Agreement to build trust in your mentor-mentee relationship?



Key Takeaway

Partnership Agreements support establishing trust between mentors and mentees.





Administrator Support





Mentors & Administrators must be Partners

- **This relationship:**
 - Is most important factor contributing to success of mentoring
 - Enables mentor to have greater influence in culture of continuous improvement
- **Both need to:**
 - Share common goals
 - Collaborate on expectations, responsibilities, and boundaries of mentoring work
 - Be aligned about how mentoring work will be monitored, assessed, and evaluated
- **Administrators need to**
 - Support mentors
 - Address barriers to mentor's work
 - Set expectations to mentee about their participation in work
 - Follow up with mentee about participation in work
- **Mentors need to**
 - Clearly communicate needs up front to administrator
 - Keep lines of clear communication open





Potential Barriers

- “My administrator...”
 - ...hasn’t communicated about the purpose of my role to the rest of the school”
 - ...hasn’t assigned me someone to mentor”
 - ...isn’t allotting time for me to work with my mentee”
 - ...is assigning me to other work that gets in the way of working with my mentee”
 - ...isn’t helping me with a reluctant mentee”





Ways to Address Concerns

- Get creative
- Self-advocate
- Share new learning
- Meet regularly
- Establish expectations in writing *before* beginning to mentor





Mentor Expectations Discussion Items

- Review the list of discussion items
- Discuss any additional questions you might add to the list



Key Takeaway

Mentors and administrators must work as partners to establish expectations for the scope of the mentor's work with their mentee.





Closure





Preview of Module 2

- Apply concepts of adult learning theory to the work with mentees
- Understand the three fundamental elements of effective classroom management for inclusion as defined within the Mentoring Assessments
- Conduct a classroom observation in order to collect data to inform future goal-setting
- Analyze observation data in order to identify a prioritized area to improve mentee's instructional practice





Homework

- Explore the online assessments & make connections to today's new learning
- Read the article “Andragogy: Adult Learning Theory”. Write down one sentence, one short phrase, and one word you found particularly significant from the article. **Be ready to share those during Module 2.**





Exit Ticket

Get two sticky notes:

1. Biggest takeaway
2. One question you currently have



MENTOR
TEACHER



Appendix



Cited Sources

- Killion, Joellen, and Cindy Harrison. *Taking the Lead: New Roles for Teachers and School-Based Coaches*. Learning Forward, 2017.
- Long, Kimberly. “Eight Qualities of a Great Mentor.” *Education Week Teacher*, 2014,
www.edweek.org/tm/articles/2014/09/30/ctq_long_mentor.html.
- Anderson, Karen. “5 Ways to Build Trust.” *Results Coaching Global*,
resultscoachingglobal.com/5-ways-to-build-trust/.



DIAGNOSE

What does my mentee need?

MONITOR PROGRESS

What growth can we identify?

COACH

How am I going to support my mentee?