

TEACHER MENTORING & INDUCTION TRAINING

(For Teacher Mentors)

2019-2020



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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



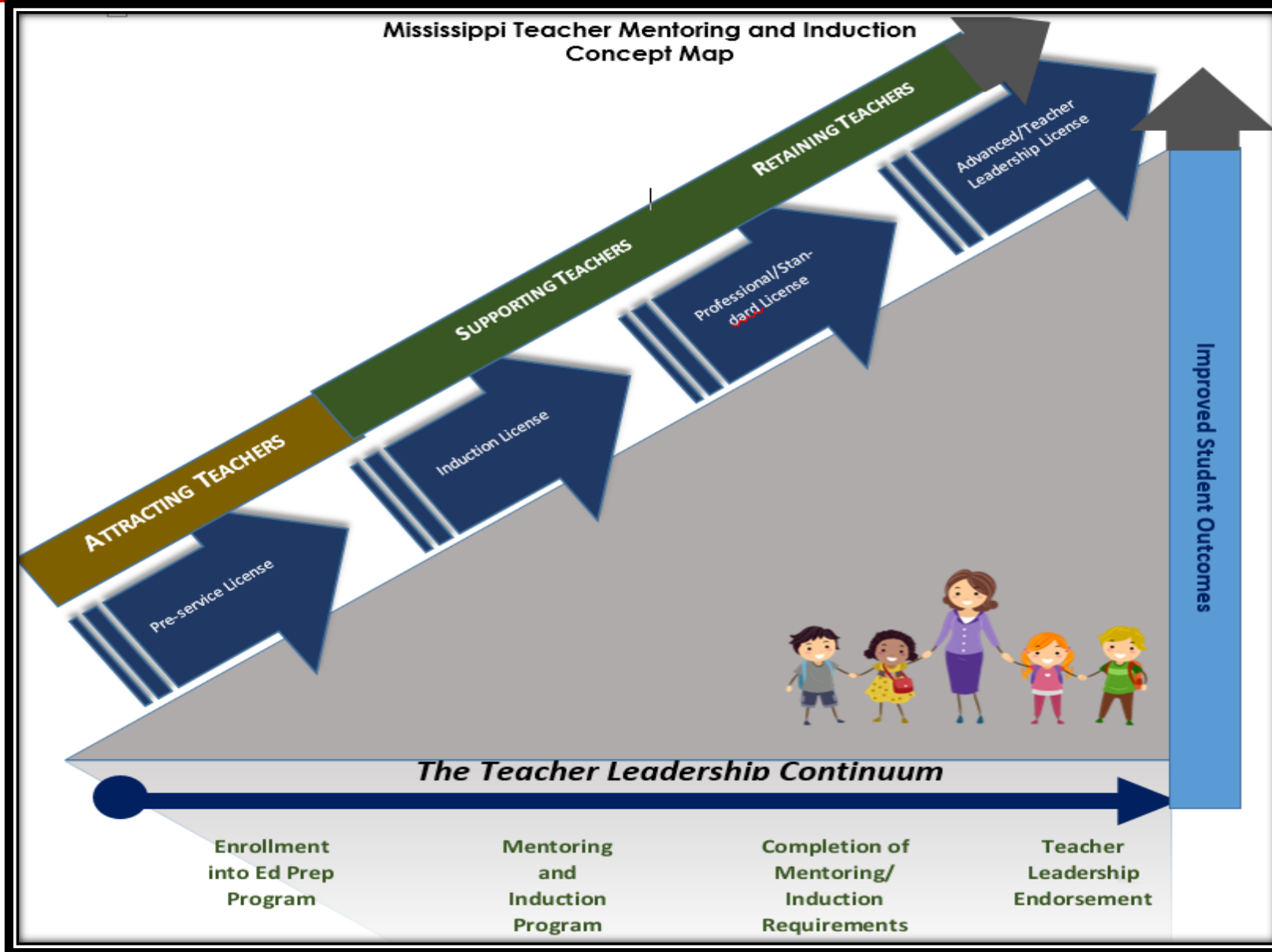
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Every School and District is Rated "C" or Higher



Picture Cards

Model for Mentoring and Induction in MS



Proposed Induction License

- Linkage from pre-service to professional license
- Sanctioned time for mentoring and induction activities
- Professional growth plan
 - Support for professional development



Definition: Mentoring and Induction

■ Mentoring

- The process of serving as a mentor and facilitates and assists another's development. The process includes modeling (Gay, 1995) and provides the mentee with practical experience that may enhance knowledge [and **feedback**] throughout the beginning of his/her career.

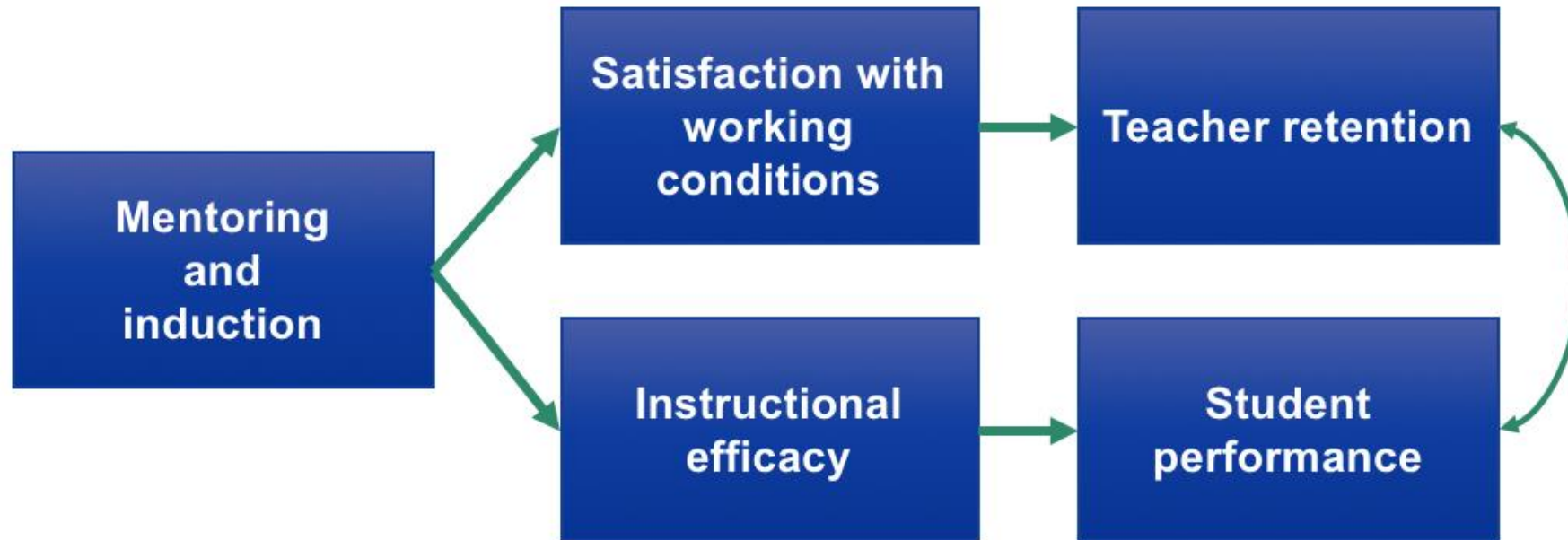
■ Induction

- Professional development program that incorporates mentoring and is designed to offer support, guidance, and orientation to beginning teachers (Ingersoll & Smith, 2004).

**NOTE: Mentoring is only 1
(one) piece of the induction
process!**



Impact of Program



Based on a review of research from Ingersoll and Strong, 2011.

Synopsis: Mississippi Code § 37-9-201 to 213

- Induction of beginning teachers is conducive to their professional growth and development.
- The formal assignment of mentors should substantially improve the induction and professional growth of beginning teachers in the state.
- To the extent practicable, schools districts may coordinate with IHLs in the design, implementation, and evaluation of mentorship programs.
- The mentoring and induction program must provide a minimum of **ninety (90) hours of direct contact between mentors and beginning teachers.**
- MDE will partner with state and local organizations to provide quality professional development for both mentors and beginning teachers.
- The selection of mentors is determined by the school district.

Mentor Roles and Responsibilities



Eight Qualities of a Great Mentor Teacher

1. Respectful
2. Great Listener
3. Accepts Challenges
4. Collaborator
5. Celebrator
6. Truthful
7. Safe
8. Empathetic

A great mentor teacher can possess all of these; however, situations happen when the mentor and mentee are not compatible...

Note This...

As a mentor, you focus heavily on adult learning theory versus student learning theory.



Adult Learning Theory

- Self-concept
- Past Learning Experience
- Readiness to Learn
- Practical Reasons to Learn
- Driven by Internal Motivation

Adult Learning Principles

- Adults are self-directed—they should have a say in the content and process of their learning
- Adults have experience to draw from—their learning should focus on adding to what they learned in the past
- Adults are looking for practical learning— content should focus on issues related to their work or personal life
- Adults’ learning should be centered on solving problems—they really do not need to memorize content.

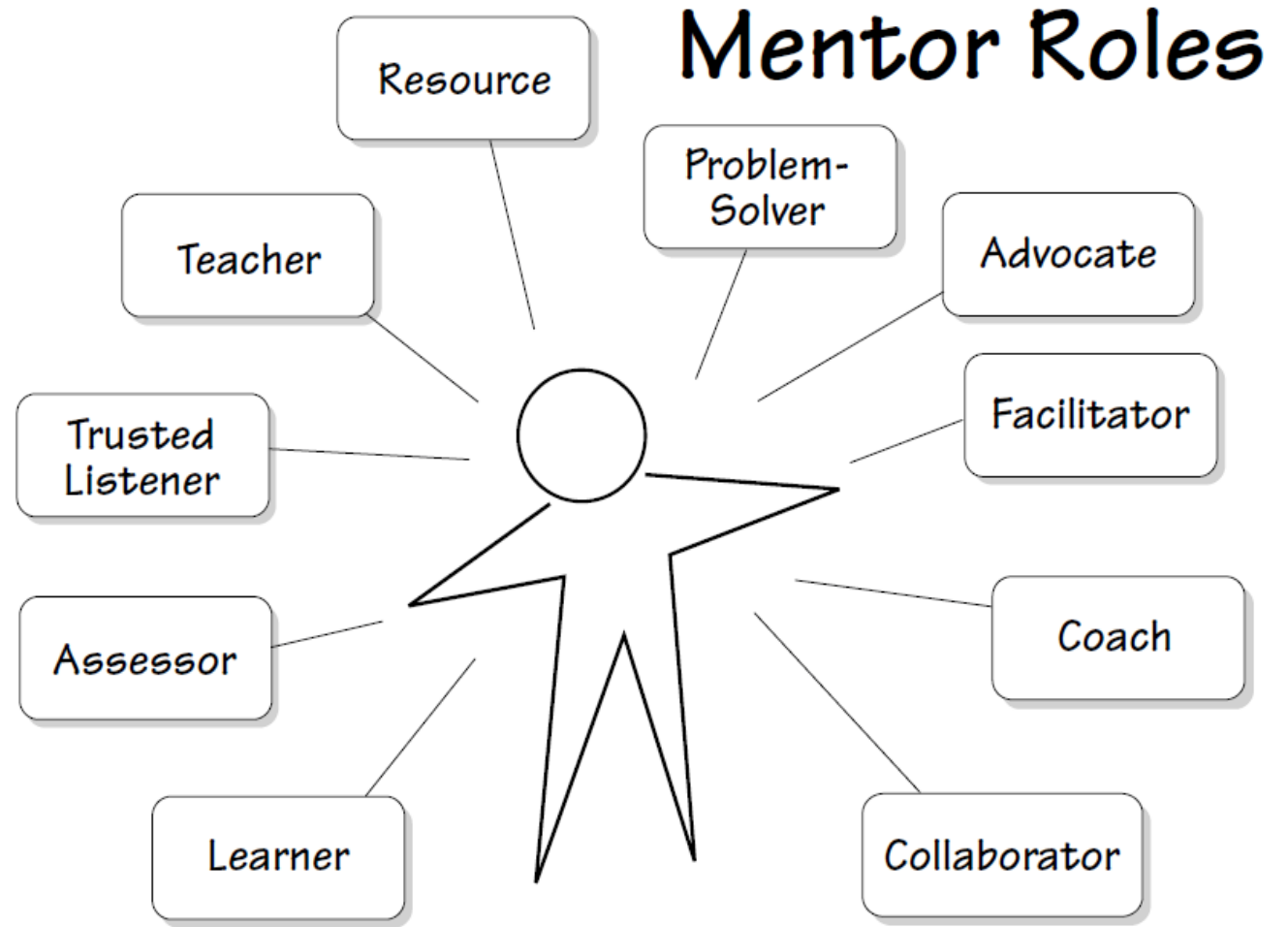
Authentic Mentoring Culture: Adult Learners

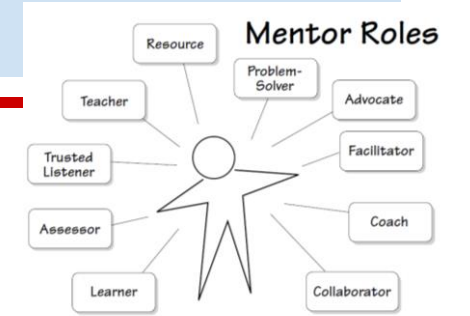
ANDRAGOGY: FOCUSES ON ADULT LEARNING

- Similar concept to pedagogy/student learning
- Focused more on problems than content
- Adults are more interested in learning related to their personal, professional, and/or mental development
- Reflects on professional practices

Common Mentor Roles

Overall, a mentor's role is to provide assistance through guidance and support for beginning teachers.





Partner/Group Activity



BREAK

(10 minutes)



Communications in Mentoring: Crucial Conversations



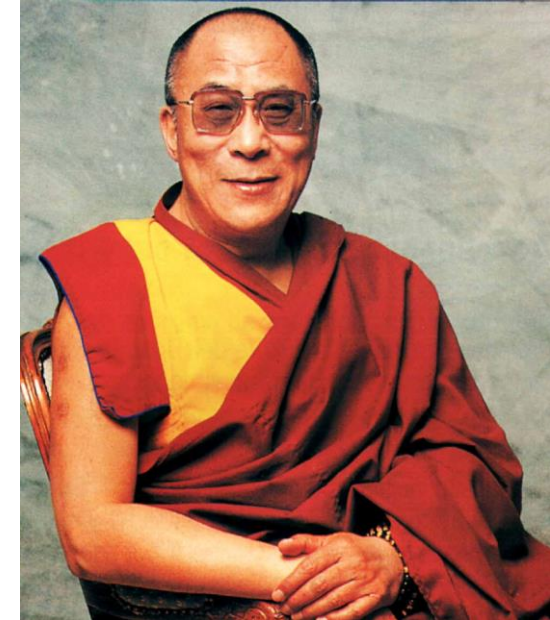
Are You Listening?

Partner Activity

- Get in pairs.
- Identify yourselves as an A or a B.
- A's will talk for 90 seconds on a topic that is of interest to them.
- B will listen (do not take notes, do not talk).
- B will paraphrase what was said in 60 seconds.

“When you talk, you are only repeating what you already know. But if you listen, you may learn something new.”

~Dalai Lama



How Important Is Listening?

What did you hear?



Group Activity

Common Challenges for New Teachers

According to the Association for Supervision and Curriculum Development (ASCD, 2012), new teachers face 3 common challenges.

Classroom
Management

Curricular
Freedom

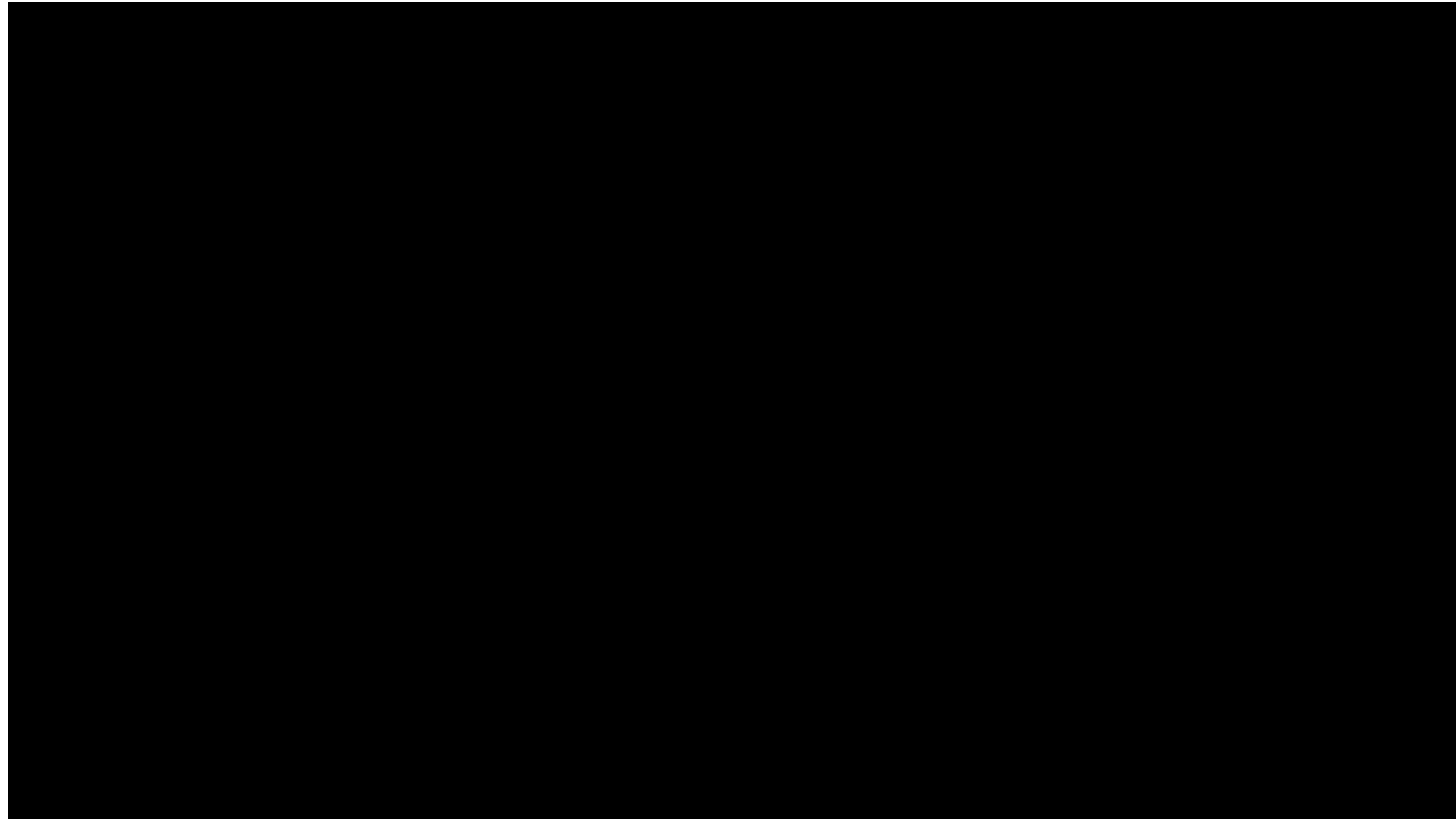
Unsupportive
Environments

Post-It Activity



Teacher Mentoring– Crucial Conversations

Examine and analyze the video below



The teacher in the video is your mentee. After observing her, consider the following:

- How might I approach my mentee after observing her practice?
- What topics of discussion must I consider before I engage in the conversation?
- How must I alleviate any personal perspectives related to the issues I have observed? *Note: Remain Professional*
- How might I safely offer solutions to assist my mentee with the issue(s) she is having?
- Will the support I give my mentee enable and/or motivate her to improve?

Mentor Feedback and Reflection

Critically examining yourself as a mentor: Feedback Conversations

Simple:

What went well today and why?

What could have gone better and why?

What do I want to remember for future discussions?

Structured:

“How do I know that my mentee(s) understood my recommendations/advice?”

“What other ways might I convey this to him/her?”

Strategies for Supporting Multiple Mentees

- Develop mentor-mentee collaboration calendar
- Set designated times for meeting collaboratively, separately, and/or by content area
- Develop resources (i.e. checklists, satisfaction surveys, etc.) that may be useful to all mentees
- Consider a mentoring mosaic (multi-mentoring) or co-mentoring activities
 - One mentor may not fit all that is needed for the mentee (Ayers and Griffin, 2005)
 - Involves sharing the mentee among other mentors

LUNCH

(30-45 minutes)



New Teachers: What are Their Needs?



First Week – New/Beginning Teachers

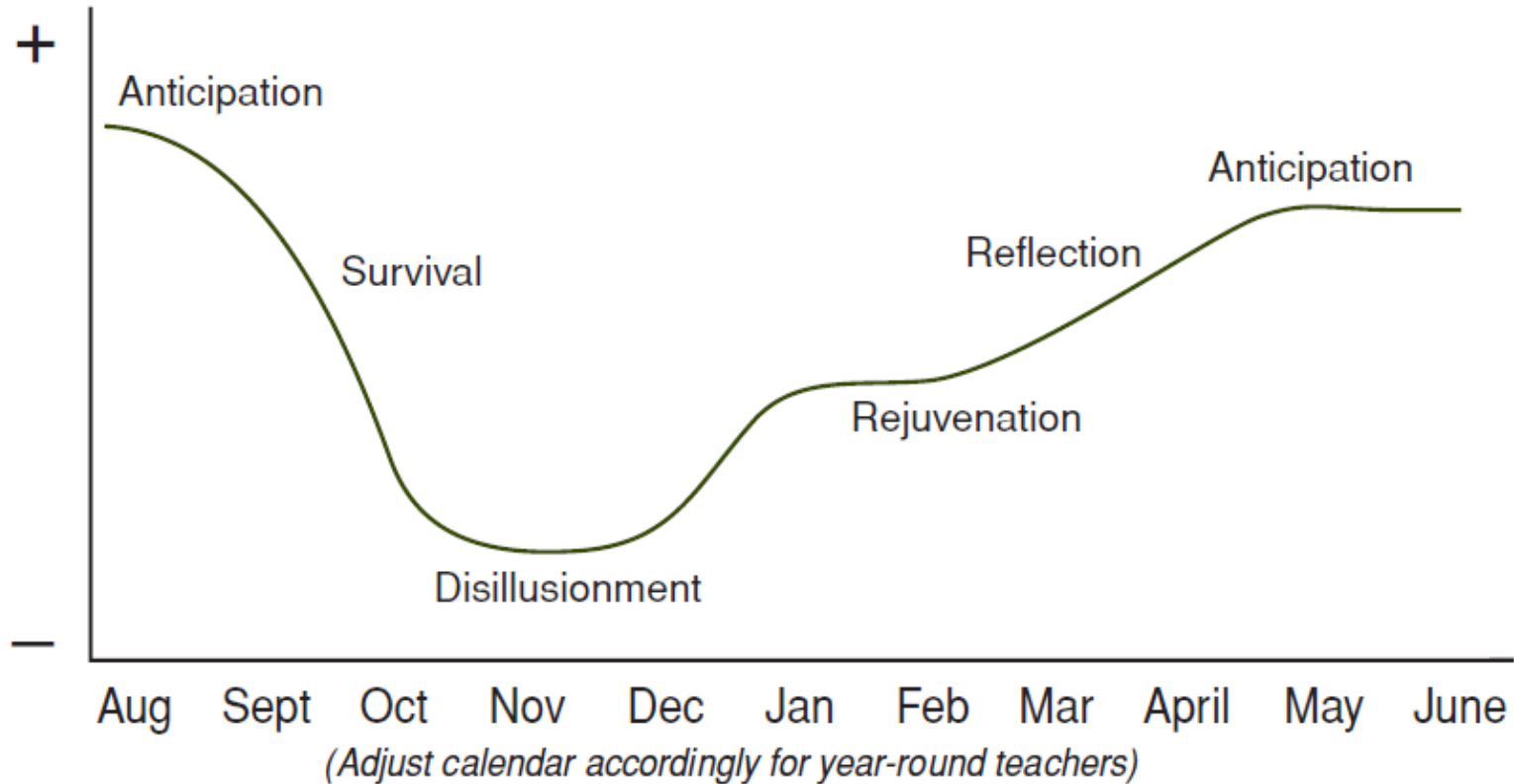
- Districtwide & Schoolwide Orientation Activities
- Assist with first week of school checklist (see sample from Colorado Department of Education)
- Recap pertinent first week details

EXAMPLES

- Bulletin Board/Classroom Organization/Desk Arrangements
- Instructional Materials
- Attendance, Grading, Instructional Standards (MCCRS)
- Classroom Management/Behavior
- Parent Contact Folder/Logs
- Professional Learning Communities

Needs of Beginning Teachers

Phases of First-Year Teaching *Attitudes Toward Teaching*



Six Phases of First Year Teaching

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Anticipation	Survival	Disillusionment	Rejuvenation	Reflection	Anticipation #2
Eager and excited about teaching assignment; have made big plans about the experience.	Becomes overwhelmed with teaching aspects they did not anticipate; starting to get tired.	Feel like they are working hard, but getting nowhere; questioning if teaching is the right profession	Feel revived after Christmas Break; have some coping strategies that can be used; a sense of confidence has returned	Toward the end of the year, they reflect on changes they want to make for next year; begin to critically analyze the past school year	Looking forward to next year; eagerness to try again is more reality-based

Whole Group Activity: Phases of First Year Teaching



Types of Support for New/Beginning Teachers

<p>Personal and Emotional Support</p> <ul style="list-style-type: none">• Fatigue• Frustration• Angry and/or Afraid• Overall well-being	<p>Task/Problem Focused Support</p> <ul style="list-style-type: none">• Lesson Plans• Back to School Night/Parent Conference• Copying Material/Teacher Restroom Breaks• EFT/EEF Funds Expenditures
<p>Teaching Practice Support</p> <ul style="list-style-type: none">• Classroom Management• Instructional Delivery• Student Assessments/Grades• Professional Development• Professional Growth System• College/Career Readiness Standards	<p>Working Conditions Support</p> <ul style="list-style-type: none">• Less challenging assignments• Needed supplies/materials; facility resources• Non-mandatory extracurricular activities• Pertinent contact information (maintenance, IT, etc.)• Extreme misbehaviors in students

Consistently remind Mentees of the big picture – changing the lives of students!!(i.e. TeachMS Campaign)

teachms.org



[aspiring teachers](#) · [current educators](#) · [teacher stories](#) 🔍



Trust: A Major Support

- Mentees need to know that you are trusting and authentic as a mentor.
- Trust may MAKE or BREAK the mentor-mentee relationship.
- Trust **begins** with the mentor getting to know the mentee.
- Heavily emphasize that your main goal as a mentor is to **support** the mentees' growth in the teaching profession.
- Follow the 50/50 Rule for conversations: listen 50%--talk 50%

Note: The fundamental to the success of every mentor is the relationship he/she builds with the mentee.

Whole Group Activity: Give Trust—Receive Trust

- Use the note cards to write down 3 strategies you will/can use to develop a trusting relationship with your mentee.
- **GIVE** your 3 trust strategies to 3 different mentors in the room.
- **RECEIVE** 3 trust strategies from 3 different mentors in the room.

Whole group Discussion:

Did you receive any strategies that you did not write down?

How might you, the mentor, apply the strategies you received?



The Mississippi Educator and Administrator Professional Growth System (PGS) is designed to improve student achievement by providing teachers and administrators with FEEDBACK to inform continuous improvement.

Quality Feedback



Classroom Observations

- A minimum of three per school year: two informal (unannounced) and one formal (announced)
- Feedback after each observation

Student Surveys

Student Outcome Measures

Important Note: No mentor teacher shall participate in the evaluation of mentees per §37-9-211(1)(b).



It is suggested that mentors also observe mentees.

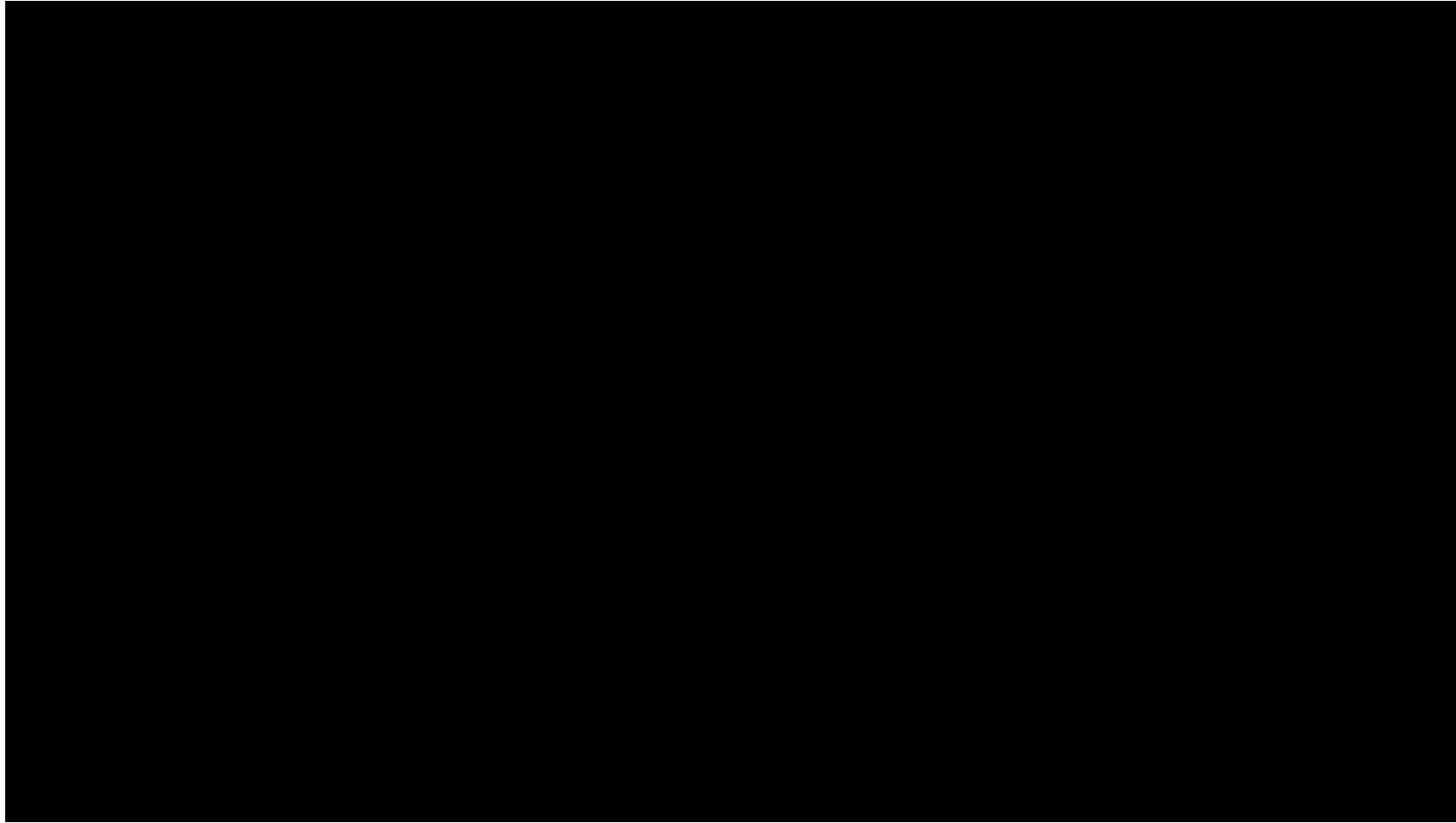
Mentors can provide recommendations to mentees about their practice before the professional growth system observations.

Classroom Observation Activity

Pretend that you, the mentor, is observing the teacher in the video (next slide). Use the “*Classroom Observation Scripting Form*” for recording/taking notes on the teacher’s instructional practice for this activity.

You will use the Collaboration Log to prepare discussions with your mentee. We will role play these discussions.

Teacher Classroom Observation Video



High Leverage Instructional Practices

- Organized by Four Practice Levels
 - Collaboration
 - Assessment
 - Social/emotional/behavioral
 - Instruction

**Very helpful practices for teaching students
with disabilities.**

<https://highleveragepractices.org/about-hlps/>

BREAK

(10 minutes)





Mentor & Mentee Resources & Program Evaluation

Sample Professional Growth Plan

Professional Goal #1:			
Time Frame:			
<i>Professional Development Activities (ELMS)</i>			<i>Date(s) Completed (ELMS)</i>
Self Reflection Questions:			
Goal Met: <input type="checkbox"/> Yes <input type="checkbox"/> No	What could I have done differently?	What challenges/barriers did I have in accomplishing my goal?	How did I address my challenges?

Collaborative Assessment Logs

COLLABORATION LOG

Teacher Name _____ Mentor _____

Grade/Subject _____

School _____

Date: _____

Type of Collaborations (Check all that apply):

Time Frame: _____

<input type="checkbox"/> Analyzing student work	<input type="checkbox"/> Discussing student assessment
<input type="checkbox"/> Communicating with parents	<input type="checkbox"/> IEP development
<input type="checkbox"/> Creating classroom culture	<input type="checkbox"/> Modeling lesson
<input type="checkbox"/> Developing professional goals	<input type="checkbox"/> Observing classroom instruction
<input type="checkbox"/> Discussing curriculum	<input type="checkbox"/> Reflecting
<input type="checkbox"/> Using technology	<input type="checkbox"/> Observing a veteran teacher
<input type="checkbox"/> Providing resources	<input type="checkbox"/> Post-Observation conference
<input type="checkbox"/> Discussing individual student needs	<input type="checkbox"/> Pre-Observation conference
<input type="checkbox"/> Planning a lesson	<input type="checkbox"/> Other _____

Positives and/or Constructive Criticisms:

Key Points/Notes:

Next Steps:

Next Meeting Date: _____

Mentee/Teacher Signature

Mentor Signature

*Edit as deemed
necessary*

End of Year Mentee Questionnaire

1. Was the mentoring program helpful to you and your professional practice? ___ Yes ___ No. Please explain why it was or was not helpful?
2. What suggestions do you have to improve the mentoring program?
3. Were your expectations of the mentoring program fulfilled? ___ Yes ___ No. Please explain why your expectations were/were not fulfilled.
4. What kinds of support/assistance, guidance, or other information would be helpful for you next school year?
5. Describe your instructional strengths that improved as a result of the mentoring program.
6. How might the mentoring program be improved for other mentees?
7. Please list any other areas of professional and/or instructional practices in which you would like to improve.

End of Year Mentor Questionnaire

1. Did you find it difficult to schedule at least 90 clock hours of time with your mentee?
__ Yes __ No. If yes, explain the difficulty.

2. What are/were the main types of instructional support you provided to your mentee?

3. How did mentoring help you develop your teacher leadership skills?

4. What suggestions would you make to improve the mentoring process?

5. Describe any improvements in practice you assessed in your mentor compared to beginning the mentoring program.

6. What are/were your mentee's strengths? What are/were your mentee's weaknesses?

7. Did you have support for the mentoring program from school and district administrators? __ Yes __ No. If no, please explain.

MS Mentoring and Induction Guidebook

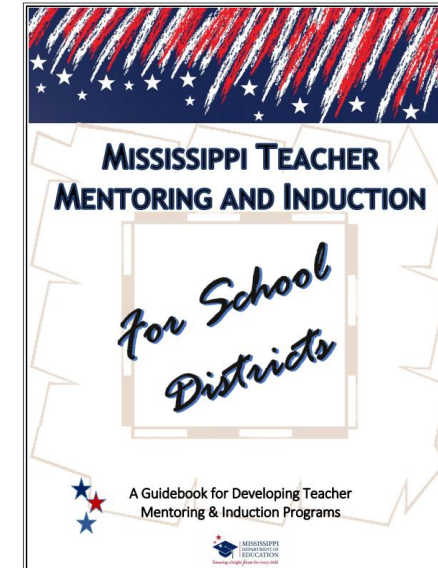
- Appendix
- Roles and Responsibilities

Key Components

1. Mentor selection
2. Mentor training
3. Administrative support
4. Program evaluation

Must-Haves/Required Elements

1. Vision
2. Mentor selection committee
3. Professional development
4. Sanctioned time (at least 90 clock hours)
5. Professional Growth Plan
6. Evaluation/Monitoring of program successes



END OF TRAINING

Questions, Comments, Discussion

Training Evaluations

References

Ayers, S. F., & Griffin, L. L. (2005). Chapter 5: PETE mentoring as a mosaic. *Journal of Teaching in Physical Education*, 24, 368-378.

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Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

Knowles, M.S. (1968). Andragogy, not pedagogy. *Adult Leadership*, 16(10), 350–352, 386.



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