Today’s Agenda

- Welcome, 4 Corners, Goals
- NT defined, NT Mentoring/FfT/TESS Connections
- Shift in Mentoring; Professional Learning
- Mentor’s Roles and Responsibilities 1st Semester
  - Survive &Thrive
  - PGP Development
  - Informal Mentor Meetings/Checking in Often
  - In-Class Coaching
- Mentor’s Roles and Responsibilities 2nd Semester
  - New Vocabulary
    - Competency-Based Learning
    - Collections
    - Microcredentials
  - In Class Coaching
- Project Director Info - Stipends
- Evidence Gathering
- Active Listening
- Coaching / Stances of Mentoring
- Preview of Things to Come
- Goals Check
NORMS

- Attend the entire training
- Be fully present
- Be an active participant
- Manage technology appropriately
- Be aware of your impact on the room
- Pull your own happiness wagon
4 CORNERS

To be a mentor, I think I might need:

1) Hip Boots or Waders
2) Steel Toe Boots
3) Flip Flops
4) Tap Shoes
GOALS

Participants will:

- Understand the relationship between the NT Mentoring Program and the Teacher Excellence Support System (TESS)

- Understand the shift in the AR Novice Teacher Mentor Program to a competency-based professional learning model.

- Know and be prepared for implementing mentor role and responsibilities

- Review Resources available for Mentoring
GOALS (cont.)

- Understand the PGP workflow in BloomBoard and be prepared to provide guidance to the NT

- Know the difference in evidence and opinion and how to avoid bias in collecting evidence in observations

- Understand how to collect and tag evidence when completing observations

- Review effective techniques for use in the mentoring process to include facilitating professional conversation centered around evidence and the FfT.

- Understand the implications of unproductive listening patterns, active listening techniques, and stances of mentoring.
Novice Teachers Include:

NOVICE TEACHERS:

- Traditional with Standard License
- Non-Traditional
- Novice Teachers with Technical Permits
- Novice School Counselors*
- Novice Library Media Specialists*

Routes to Licensure
FOUNDATION OF NT MENTORING PROGRAM

Charlotte Danielson’s
Framework for Teaching
(FfT)
ACTIVITY

Framework for Teaching Puzzle
FIRST: Place the 4 domains in this format:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

SECOND: Place the components under each Domain

THIRD: Place the elements under each component
Which of the components and/or elements seem to fit in more than one place?
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CONNECTING NT Mentoring Program & TESS

NT Mentoring Program: used by experienced teachers to mentor and coach novice teachers

TESS: used by teachers as a teaching and professional growth model and by administrators to evaluate teacher performance and provide support

- Both anchored by *Framework for Teaching*
- Both evidence based
- Both use BloomBoard as the digital platform for professional growth processes
- Artifacts for TESS also serve as artifacts for Mentoring
Artifacts that may be used for NT Mentoring Program can also be used for TESS
MENTORS ASSIST NTS

✓ To Extend

✓ To Expand

✓ To Excel

- in a competency-based system
- In a culture of professional inquiry
- with the mentor modeling the expectation that all teachers will engage in career-long process of learning
What do we know about professional learning?
SHIFT in NT Mentoring Program

From:
Process Driven, Compliance Model, Time Based
SHIFT in NT Mentoring Program

TO:
Competency-Based Model;
Providing Support &
Coaching Based Upon The
NT’s Needs
MENTOR’S ROLE & RESPONSIBILITIES:

- Promote Active Intellectual Engagement
- Model best teaching practices and professionalism
- Believe in the capability and potential of the NT
- To adhere to the principles of FfT
- To serve as coach
- To provide sustained support to the NT
MENTOR’S ROLE & RESPONSIBILITIES:

FIRST SEMESTER:

● Meet face-to-face to:
  ○ Guide NT Through Survive and Thrive Collections
  ○ assist with developing PGP goals, and
  ○ providing support for any other concerns

At a minimum, meet monthly; but meet and provide support as often as needed.

● Informal Mentor Meetings
  ○ checking in often with the NT

● In Class Coaching #1 (mentor collecting evidence as NT teaches)

● Preparation Program Survey
SURVIVE & THRIVE COLLECTIONS:

- will help guide purposeful conversations between the NT and Mentor
- assist the NT in preparing for the first few months
- continue to be a guide for planning and growth

In addition to items in the collection, a list of monthly reminders are included

Link to Directions for Survive & Thrive
Hands-on Time

Link to on-line timer.
PGP DEVELOPMENT:

● Current Rules on PGP
  ○ developed in collaboration with evaluator
  ○ identifies professional learning outcomes to advance the teacher’s professional skills
  ○ clearly links pd activities and teacher needs as identified through TESS/FfT

■ 18 pd hours linked to:
  ● teacher’s content area;
  ● instructional strategies pertinent to teacher’s content area; or
  ● teacher’s identified needs
MORE ABOUT PGP GOALS:

NT’s goals should be based on:

- the self-evaluation
- evidence collected by principal and mentor
- conversation with the NT around the FfT

Suggested Timeline for NT PGP Goals: November - December

No hard “rules” for the number of goals or components tagged; but as a basic framework for consideration:

- 2-3 goals are sufficient;
- no more than 4 components tagged to each goal
- one goal aligned to a micro-credential to earn during 2nd semester of mentoring.

TAGGING considerations: A component(s) from Domain 1 should be considered along with something observable (from Domain 2 and/or 3) and consider if a Domain 4 component.
PGP PROCESS in BloomBoard

1. Principal Schedules PGP meeting
2. Prior to the meeting, the NT will complete:
   a. Self-Evaluation
   b. Areas of Strength (notecard in BloomBoard)
   c. Areas of Growth (notecard in BloomBoard)
3. Depending on principal preference, the goals may be created prior to the PGP meeting or created collaboratively in the meeting (post-it notes in BloomBoard)
4. TESS Questions answered for each goal
5. Each goal aligned with “tag” (component)

Identifying Target Area and Goal Planning Link
Options for documenting progress on the PGP in BloomBoard on the “eval” side” and “mentoring side”:

- **Uploading artifacts** to “Additional Artifacts”
- **Attaching an artifact** to a scheduled meeting
- **Adding a post** to “Progress”
- **Adding information** to the BloomList
- **Adding posts** to “rooms” (available this fall)
- **Attaching artifact** to “In Class Coaching” meeting in BloomBoard
- **Micro-credential Submission**
Hands-on Practice Time

Choice:

- Work independently using 2 different browsers to login to your demo accounts
- Work as a pair; one logging in as the observer and one as the learner.

[Link to on-line timer.]
MENTOR’S ROLE & RESPONSIBILITIES:

FIRST SEMESTER:

● Meet face-to-face to:
  ○ Guide NT Through Survive and Thrive
  ○ assist with developing, checking progress, and providing support on PGP goals, and
  ○ providing support for any other concerns
  At a minimum, meet monthly; but meet and provide support as often as needed.

● Informal Mentor Meetings (checking in often) with the NT

● Complete In-Class Coaching #1

● Preparation Program Survey
INFORMAL MENTOR MEETINGS

CHECKING IN OFTEN:

What could this look like?

Table Talk
Scheduling Informal Mentor Meetings

Any type of informal mentoring activity can be documented in BloomBoard.

- quick discussion in the hallway or at lunch
- brief unscheduled drop-in visit to the classroom during instruction
- email or other means of digital communication
- etc
Hands-on Practice Time

For this practice, you will use the NTDemo Observer and NTDemoTeacher accounts.

Choice:
- Work independently using 2 different browsers to login to your demo accounts
- Work as a pair; one logging in as the NT and one as the Mentor.

[Link to on-line timer](#)
MENTOR’S ROLE & RESPONSIBILITIES:

FIRST SEMESTER:

● Meet face-to-face to:
  ○ Guide NT Through Survive and Thrive
  ○ assist with developing, checking progress, and providing support on PGP goals, and
  ○ providing support for any other concerns

At a minimum, meet monthly; but meet and provide support as often as needed.

● Informal Mentor Meetings (checking in often) with the NT

● In-Class Coaching #1

● Preparation Program Survey
In Class Coaching #1:

Timeline: September-October

Mentor collects evidence on Domains 2 & 3 while during a class period taught by the Novice Teacher
STEP 1: Mentor schedules time to visit the NT’s Classroom to watch a lesson and collect evidence.

Evidence collected is not for evaluation purposes. This visit may not be substituted for any required observations by the administrator.

The meeting can be scheduled using BloomBoard.

Reminder: Using BloomBoard is an option for documenting evidence; not a requirement.
STEP 2: Mentor Collects Evidence During the Observation

Choice for Evidence Collection:

- NT Observation Scripting Form
- NT Observation Evidence Collection Form
- Mentor schedules the in-class coaching and collects evidence in BloomBoard
- Mentor collects evidence during the observation on paper

NOTE: The District Project Director may be the decision maker on the means for collecting evidence.
In Class Coaching #1: Step 3a

Step 3a: Plan a Conversation Time (as soon as possible after the lesson) Tagging Evidence

If using BloomBoard, this step is built in.

Framework for Teaching Smart Card

Mentor may tag evidence collected prior to the meeting, with the novice during the meeting, or both tag separately prior to the meeting.
In Class Coaching #1: Step 3b

Step 3b: Plan a Conversation Time (as soon as possible after the lesson) Rating Evidence

If using BloomBoard, this step is built in.

If using hard copy forms or paper, rubric is in Electronic Forms for Enhancing Prof Practice

Mentor and Novice will review the tagged evidence and using the FfT rubric, will determine the rating indicated.
Step 4: Providing Feedback: Options-

- If using BloomBoard, this step is built in.
- If using the evidence collecting forms or notebook paper to collect evidence, an option for providing feedback is the Mentor Analysis Form.

Each district’s project director will determine the documentation required at the district office.
In Class Coaching #1: Scheduling, Evidence Collection & Tagging, and Feedback in BloomBoard

Link to Directions

Link to on-line timer.
The Preparation Program Survey is available in the fall semester, regardless of when the NT began the mentoring program.

Project Directors will be notified when the survey is open. Mentors and NTs will take the survey. The survey link will be in the District’s Tool Box; not housed on BloomBoard.
MENTOR’S ROLE & RESPONSIBILITIES:

SECOND SEMESTER:

- Continue Survive & Thrive Collections for 2nd Semester, PGP implementation support, monthly face-to-face meetings, and frequent Informal Mentoring Meetings as needed.
- Provide coaching and support for NT to earn 1 micro-credential aligned to a PGP goal.
- In-Class Coaching #2 - NT observes Mentor or NT & Mentor observe another experienced teacher.
- End of Year Mentoring Survey.
Competency-Based Learning

Allows teachers to show mastery of a given competency required for their jobs (from the FfT) in the same way their students show mastery of the learning outcomes they need to achieve.

Expected Outcomes of Competency-Based System of Mentoring:

- PGP goals/learning differentiated according to need
- Teachers empowered to own their own learning
- Learning is the constant - time is the variable
- Microcredential earned; aligned to PGP goal
Collections: a group of curated resources around a particular topic or skill set.
Micro-Credential:
Micro-credentials are a digital form of certification proving someone has demonstrated competency (evidence of learning AND implementation) in a specific skill set; providing formal recognition based on competency rather than attendance.

NTs will earn 1 micro-credential aligned with a PGP goal during the 2nd semester of their mentoring experience.
Near the end of the first semester, the mentor will provide guidance to the NT in selecting a collection and associated micro-credential opportunity that is aligned with a PGP goal. The micro-credential will be earned 2nd semester.

2 options on that process:
1) View the available collections and micro-credentials and select one that matches growth needs of the NT and then write a PGP goal around that micro-credential; OR
2) Write a PGP goal based upon growth needs of the NT and select from available collections and micro-credentials the best fit for that goal.
EARNING THE MICRO-CREDENTIAL:

*Competency based recognition for professional learning.*

- Evidence created through the micro-credentialing process will be submitted for review and can also be uploaded in BloomBoard as evidence of progress on the PGP goal.
- Reviewers will look at the evidence and use the rubric provided in the micro-credentialing process to determine if the evidence indicates competency or if additional work is needed before the micro-credential is awarded.
Competency based recognition for professional learning.

Collections and the Micro-Credentials Library are housed in a digital platform separate from the BloomBoard, so each learner will need to use the account created when previewing Survive and Thrive.

https://next.bloomboard.com
Create an Account and Hands-on Practice Time

1. Go to next.bloomboard.com
   https://next.bloomboard.com

2. Sign in. Scroll down to find view all micro-credentials. [Reminder: there will be a limited list for Arkansas Mentors and NTs in 16/17.

   Link to on-line timer.
In-Class Coaching #2:

Timeline: January - March

Choice of Format:
- NT observes mentor for a class period
- NT & mentor observe another teacher for a class period, collecting evidence together

Choice for Evidence Collection:
- Mentor schedules the in-class coaching; evidence collected in BloomBoard in mentor’s account (make note of teacher being observed)
- NT Observation Scripting Form
- NT Observation Evidence Collection Form
- Evidence during the observation collected on paper
SCHOOL DISTRICT

PROJECT DIRECTOR’S ROLE:

- handles paperwork in the ToolBox
  - Assurances; W-9; pairing form; fiscal tasks
- monitors mentoring progress and completion of mentoring including micro-credentialing
- determines documentation needed at district
- keeps a current list of trained mentors in the district
MENTOR STIPENDS:

PROVIDING ALL MENTORING WORK AND REQUIRED DOCUMENTATION FOR MENTORING IS COMPLETED:

BEGINNING ADMINISTRATOR (BA) MENTORS RECEIVE $400 FOR THE YEAR.

NT MENTORS RECEIVE $1200 AT THE END OF THE MENTORING YEAR.
Mentoring Resources


• **BloomBoard:**
  • [https://apps.bloomboard.com](https://apps.bloomboard.com) (TESS & Mentor Processes)
  • [https://next.bloomboard.com](https://next.bloomboard.com) (Micro-Credentials)

• **Arkansas IDEAS** - [https://ideaslms.aetn.org](https://ideaslms.aetn.org)

• **Enhancing Professional Practice** by Charlotte Danielson

• **Electronic Forms & Rubrics for Enhancing PP**
Practice Time With Resources

Link to on-line timer.
HIGH EXPECTATIONS

- Mentors empower novice teachers to continue developing and applying the skills of effective educators

- Novice teachers will learn to implement the FfT rubric to enhance their teaching practice
“Evidence” captures a sample of teaching practice for the purpose of examination and reflection.
EVIDENCE GATHERED DURING In-CLASS COACHING

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher behavior
- Numeric information about time, student participation, teacher behavior
- Observed aspects of the environment
COLLECTING EVIDENCE DURING the In-CLASS COACHING

- Note verbal and nonverbal behaviors
- Use Abbreviations
- Record actions and interactions that take place
  - What is the teacher doing? saying?
  - What are the students doing? saying?
  - Indicate quotes “ “
  - What do transition times look like?
- Note times
- Walk the walls and room with your eyes
Possible Abbreviations to use During the In-Class Coaching

S - Student  SS- Students  T - Teacher
Q - Question  CR - Choral Response
TU—Thank you
Drop vowels
Eliminate a, an, or the

Use abbreviations and develop your own sense of shorthand
ACTIVITY: EVIDENCE or OPINION?

- As the next slides are shown, decide whether the statement is evidence or opinion.

- You will be asked to signal your answer.
  
  Closed fist = evidence  
  Open fist “o” = opinion
EVIDENCE VS. OPINION

Example 1

The teacher said that the U.S.A’s entering into the Vietnam War was a mistake.
The teacher said that the U.S.A’s entering into the Vietnam War was a mistake.

This statement is evidence because it is what the teacher said- a quote.
“I assure you that the activity will be quite interesting.”
“I assure you that the activity will be quite interesting.”

This statement is EVIDENCE because it is what the teacher said- a quote.
The new group arrangement caused the students to stay engaged and on task.
EVIDENCE VS. OPINION

Example 3

The new group arrangement caused the students to stay engaged and on task.

This statement is OPINION because there is not a way of knowing if the new grouping arrangement was the cause of students staying on task or not.

How could it be rewritten as evidence?
At the beginning of the activity, four students asked the teacher to repeat the directions.
At the beginning of the activity, four students asked the teacher to repeat the directions.

This statement is EVIDENCE because it’s numerical.
The pace of the lesson was slow, causing five students to begin talking to their neighbors.
The pace of the lesson was slow, causing five students to begin talking to their neighbors.

This statement is opinion because what might be slow to one person is not to another.

How could it be rewritten as evidence?
The students were respectful as they responded to the teacher.
The students were respectful as they responded to the teacher.

The statement is OPINION because what is considered respectful could vary person to person.

How could this be rewritten as evidence?
What are the advantages of using evidence instead of opinion?
USING EVIDENCE INSTEAD OF OPINION

- Allows novice teacher to draw own conclusions about the lesson or event
- Leads novice teacher to reflect about own teaching practice
USING EVIDENCE INSTEAD OF OPINION

- Takes the mentor out of the evaluative role

- Provides basis for
  - collaborative conversation
  - “active intellectual engagement”
  - professional inquiry
AVOIDING BIAS: Compare/Contrast Error

“The tendency of a rater to evaluate/rate a person relative to other individuals rather than on how well the person fulfills the requirements of the job.”
Compare/Contrast Example

Mrs. T uses the same routines in her classroom as Mrs. V who is a master teacher. The rater generalizes from this similarity and looks for additional positive comments during the observation.

Mr. G is the only teacher who did not participate in the voluntary staff development session. The raters negative judgment about this absence influences his observation of the classroom.
AVOIDING BIAS:
Similar/Dissimilar to Me Error

“The tendency of a rater to evaluate more favorably those people whom they perceive as similar to themselves.”
Mrs. J has created a classroom that is just like the rater’s last work setting. Therefore, the rater, if not careful, is more likely to look for positive examples during an observation.

Mr. D frequently reads the same books as the rater. This leads the rater to view his performance more positively.

Mrs. A has a similar accent to the rater, leading the rater to view Mrs. A in a positive light.
AVOIDING BIAS:
Central Bias Error and/or Negative-Positive Error

“The tendency of a rater to score people either at the extreme ends of the scale (too harshly or too leniently) or close to the midpoint of a scale when their performance justifies a substantially higher or lower rating.”
Central Bias Error and/or Negative-Positive Example

The rater never gives more than a 2 on anything or always gives 3’s on everything.
AVOIDING BIAS:
I Know You Error

“The tendency of a rater to allow previous history or present relationship to influence the rating.”
I Know You Example

Mr. L has a long standing friendship with the rater, as they formerly co-taught a humanities course. As a result, he is likely to look for positive performance examples.

Mrs. P is argumentative during staff meetings, so the rater is likely to look for negative examples in her classroom.
AVOIDING BIAS:
Emotional State Error

“The tendency of a rater to allow their present emotional state to influence the rating.”
Emotional State Example

The rater had an argument with her teenage daughter before leaving for work and her resulting mood causes negative lens on her observations.

The rater got engaged over the weekend and his good mood influences his observations positively.
TIPS FOR AVOIDING BIAS:

All performance ratings should be established against **fixed standards**, not compared to previous performance, ratings of others, initial impressions, or any factors other than the observable evidence and the specific rubric.

The FfT rubric, if the rater is aware of and refrains from bias, allows for the mentor and novice to have conversation around evidences collected during the observation.
PRACTICE TIME

PRACTICE makes progress
PRACTICING SCHEDULING:
This practice will simulate “In-Class Coaching #1” in which the mentor will collect evidence of the novice teacher (person teaching in the video).

Mentors will have options on how to collect evidence, but in this simulation, all participants will use BloomBoard.

1. Login: https://apps.bloomboard.com - mentor role
2. Click on the schedule box beside In-Class Coaching. Follow the Prompts.
### In-Class Coaching Apr 2016
for Novice Teacher by AR Mentor

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<tr>
<td>Video Coaching</td>
<td>NT AM</td>
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<tr>
<td>Supporting Artifacts</td>
<td>NT AM</td>
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<tr>
<td>Coaching Conversation (not for rating purposes)</td>
<td>NT AM</td>
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- In-Class Coaching: Tuesday May 17 9:00 AM
- Video Coaching
- Supporting Artifacts
- Coaching Conversation: Wednesday May 18 9:00 AM
Collecting Evidence Step

Collect evidence on Domains 2 & 3

- **Verbatim scripting** of teacher or student comments
- **Non-evaluative statements** of observed teacher behavior
- **Numeric information** about time, student participation, teacher behavior
- **Observed aspects of the environment**

Short Video Clip
PRACTICING REVIEW OF EVIDENCE:

1) Review the evidence collected with a partner;
   a) determine if it’s all evidence;
   b) if opinion, change to evidence;
   c) correct any bias
   d) if you missed something that your partner caught, add it
PRACTICING REVIEW OF EVIDENCE:

1) Review the evidence collected;
   a) determine if it’s all evidence;
   b) if opinion, change to evidence;
   c) correct any bias
   d) if you missed something that your partner caught, add it

Just from this step, what insights do you have on the impact this could have on the mentoring process?
PRACTICING TAGGING EVIDENCE:

TAGGING STEP:

2) Look at the evidence and decide to which component(s) in Domains 2 & 3 it most closely aligns

Scheduling the In-Class Coaching: Gathering Evidence, Tagging, Rating, & Providing Feedback
In-Class Coaching

You can document the date, time, and subject: In-Class Coaching 5.14.16 10:00 Math Lesson

You can type evidence collected here for Domains 2 & 3.

You and/or the NT can highlight each piece of evidence and click on the rubric on the right to “tag” it.

You have to click “share” to make the evidence visible to the NT.

Arkansas:
Educator Rubric

Domain 1 - Planning and Preparation
1a - Demonstrating Knowledge of Content and Pedagogy
1b - Demonstrating Knowledge of Students
1c - Setting Instructional Outcomes
1d - Demonstrating Knowledge of Resources
1e - Designing Coherent Instruction
1f - Designing Student Assessments

Domain 2 - The Classroom Environment
2a - Creating an Environment of Respect and Rapport (2)
2b - Establishing a Culture for Learning
2c - Managing Classroom Procedures (1)
2d - Managing Student Behavior
2e - Organizing Physical Space

Please select some evidence in order to be able to tag it.
PRACTICING TAGGING EVIDENCE:

TAGGING STEP:

2) Look at the evidence and decide to which component it most closely aligns.

What are possible outcomes for the NT and mentor in completing this step?
PRACTICING RATING:

3) RATING STEP:

a) Refer to the rubric for domain 3

b) Using evidence collected, determine what the rating would be.

c) Do not rate components for which no evidence was collected. The lack of evidence could be the basis for a coaching conversation.

- Scheduling In-Class Coaching: Gathering Evidence, Tagging, Rating, & Providing Feedback
- NT Observation Scripting Form
- NT Observation Evidence Collection Form
You can document the date, time, and subject: In-Class Coaching 5.14.16 10:00 Math Lesson.

You can type evidence collected here for Domains 2 & 3.

You and/or the NT can highlight each piece of evidence and click on the rubric on the right to "tag" it.

You have to click "share" to make the evidence visible to the NT.

The steps in this process are in the black band at the top right.

Note: 4 pieces of evidence was highlighted and tagged as indicated by the "4".

The next step is "Ratings". Mentors and Novice Teachers complete this step as a Coaching Conversation. Click on "Ratings" (green arrow).
REFLECTION ON THE PROCESS
Good leaders motivate others by their listening skills.

John Maxwell, The Leadership Bible, p 1544
UNPRODUCTIVE PATTERNS OF LISTENING

- Judgment/ Criticism Listening
- Autobiographical Listening
- Inquisitive Listening
- Solution Listening

JUDGMENT/CRITICISM LISTENING
(with mental/verbal commentary)

Focuses on listening for flaws or making judgments

“Your premise is wrong.”
“What WERE you thinking?”
“That’s a typical mistake for a novice teacher to make!”

WHAT’S THE ISSUE WITH THIS TYPE OF LISTENING?
AUTOBIOGRAPHICAL LISTENING
(with mental/verbal commentary)

Focuses on historical experiences of the mentor
“I once had this student…”
“I remember the time…”
“That is nothing compared to when I…”

WHAT’S THE ISSUE WITH THIS TYPE OF LISTENING?
INQUISITIVE LISTENING
(with mental/verbal commentary)

Initiates questions that are not relevant to the novice teacher’s current concern

“Where did you get your iPad cover?”
“Your nails always look so nice. Where do you get them done?”

WHAT’S THE ISSUE WITH THIS TYPE OF LISTENING?
SOLUTION LISTENING
(with mental/verbal commentary)

Assumes the role of problem solving
“The first thing you need to do...”
“If I were you....”
“If you would try this, then...”

WHAT’S THE ISSUE WITH THIS TYPE OF LISTENING?
ACTIVE LISTENING TECHNIQUES

Non-Verbal Communication
- maintain eye contact
- pleasant demeanor; nod, smile

Silence
- think and reflect time on a question or point made

Probing
- asking questions to get deeper and more meaningful information
ACTIVE LISTENING TECHNIQUES

● Restating or Rephrasing
  ○ confirms you are listening
  ○ builds trust
  ○ clarifies

● Summarizing
  ○ confirms the main points of the conversation
MENTOR as ACTIVE LISTENER & THINKING PARTNER

How would a mentor as a thinking partner and active listener “look, feel, sound” different from the unproductive listening patterns?

Why would having a mentor as an active listener and thinking partner be vital?
MENTOR as COACH

Positive Presupposition

Statements framed with positive presuppositions assume that the person has already thought, planned, or done what is being stated or asked by the listener.
MENTOR as COACH

Positive Presupposition Examples

“How will this particular method help you reach each student in your classroom?” makes the assumption that the teacher cares about each student and truly is concerned about helping each one achieve.
MENTOR as COACH

Positive Presupposition Examples

Examples of using statements with positive intent:

“What was the easiest part of filling out the report the principal asked for?” instead of “Did you fill out the report?”

“How has the district curriculum been helpful in planning your instructional activities?” instead of “You seem to be more focused on creating activities for your students than you are on using the district curriculum.”
MENTOR as COACH

Positive Presupposition

How would this “look, feel, sound” different from the unproductive listening patterns?

Why would having a mentor as a Coach using Positive Presupposition be important?
3 STANCES OF MENTORING

- Consulting
- Collaborating
- Coaching
3 STANCES OF MENTORING

Directions:

1. Sort the cards. Begin with Consulting, Collaborating & Coaching
2. Think of a mentoring scenario for each.
Link to on-line timer.
CONSULTING

● “I” (Mentor)

● Share vital information about policy, procedures, standards, curriculum, effective practice, etc.

● Definition: to give counsel

● Methods: Listen, Provide Support, Offer Opinions, Share

● Provide the why, what and how of a situation or idea
COLLABORATING

- “We” (Novice Teacher & Mentor)
- Shared Analysis and Problem Solving
- Definition: To Work Together
- Methods: Brainstorming, Jointly Analyze Student Work, Jointly Generate Solutions, Co-Plan, Co-Teach, etc.
- Shared Idea Generation & Action Research
COACHING

● “You” (Novice Teacher)

● NT offers information, mentor paraphrases, clarifies, inquires

● Definition: to guide

● Methods: Inquiry, paraphrasing, probing

● Guide in accessing resources and developing capacity for self-directed learning.
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Choose an area of focus

Invite your colleagues

Share & discuss ideas

Choose up to 5 people from your organization

 Invite someone via email

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Introducing… “Rooms” in BloomBoard
Today we:

- Reviewed the Framework for Teaching (FfT) and the relationship between the NT Mentoring Program and the Teacher Excellence Support System (TESS)
- Reviewed Mentoring Resources
- Learned how to implement mentor responsibilities
Learned the difference in evidence and opinion and how to avoid bias

Learned how to collect and tag evidence when completing observations

Reviewed effective techniques for use in mentoring processes
COMPLETING THE NT MENTOR TRAINING

• As verification of having completed the Mentor Training, mentors need to give a copy of their documentation of Professional Development hours to their School District Project Director.

(Options: print certificate from esc works upon completion of evaluation from email sent from esc works OR print transcript from esc works account.)