Our road map... (pg. 2)

Learning Outcomes:
- Gain an understanding of how to establish a solid foundation for mentoring.
- Acquire specific strategies to provide essential physical, emotional, and institutional support for beginning teachers.
- Frame essential instructional support strategies within a common language of instruction, including how to engage in goal setting, focused practice, focused feedback, and conducting observations and discussions of teaching, in order to immediately and continually improve instructional practices for all levels of teachers.

Approximate attention spans...

- For pre-adolescents: Change up instruction approximately every 5-10 minutes.
- For adolescents into adults: Change up instruction approximately every 10-20 minutes.

When people experience positive emotions their thinking tends to become more creative, inclusive, flexible, and integrative.

Instead of narrowing our focus like negative emotions do, **positive emotions** affect our brains in ways that increase our awareness, attention, and memory.

They help us take in more information, hold several ideas in mind at once, and understand how different ideas relate to each other.

**Sixty percent** of the teachers said their work was always or often stressful.
- Over half of the study participants agreed that they didn’t feel the same enthusiasm as when they started teaching.
- They reported experiencing poor health and being bullied at work — by superiors, colleagues, students, or parents — at rates far higher than are reported for other professions.
- And the vast majority said they are sleep-deprived.

New teachers, in particular, are leaving the profession in droves.

Between **40%** and **50%** leave within the first seven years.
Reasons beginning teachers leave:

- Frustration that the school leadership undersupported or undervalued them.
- Stress related to workload, expectations, or number of responsibilities.
- Anxiety regarding lack of expertise.

Johnson & Birkeland:

‘Of central importance in all of the teachers’ explanations of their decisions to stay in their schools, to move, or to leave teacher was whether they believed that they were achieving success with their students.’

Associated with Perceptions of Success:

- Mentor, colleague, parental, and administrative support
- Effective classroom management
- Reduced assignment load and workload
- Instructional resources
- Student success

The average teacher is now in the first few years of teaching and has yet to gain the necessary experience to develop expertise within the classroom.

Beginning Teachers

Beginning teachers can only reasonably be expected to succeed (and retained) if they receive intentional, comprehensive support catered to meet their unique needs.

Teacher Expertise and Student Achievement

<table>
<thead>
<tr>
<th>Teacher Skill Percentile Rank</th>
<th>Predicted Percentile Rank for Student at 50th Percentile</th>
<th>Predicted Percentile Rank for Student at 70th Percentile</th>
<th>Predicted Percentile Rank for Student at 90th Percentile</th>
<th>Predicted Percentile Rank for Student at 98th Percentile</th>
</tr>
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<td>27</td>
<td>77th</td>
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</tbody>
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Expertise Research:

‘...the differences between expert performers and normal adults reflect a life-long period of deliberate effort to improve performance in a specific domain.’

Ericsson, Krampe, Tesch-Romer

Small Groups:

Come up with a song/song title that best captures each phase
Foundations of Mentoring
(HO pg. 5):
- Select high-quality mentors/coaches.
- Develop effective relationships.
- Provide specific types of targeted support.

To Consider...
Mentoring/coaching as good conversation...

The quality of a mentoring/coaching relationship can only be as good as the quality of the conversation that connects the mentor/coach and the teacher.

Jim Knight

Building Effective Relationships
(HO pg. 6.; SBT pgs. 20-22)
- Ask open-ended questions
- Provide think-time
- Paraphrase to clarify and show understanding
- Offer nonjudgmental statements about teaching behavior
- Model positive interactions

Think Time:
- Allow time to fully finish a thought
- Avoid interrupting
- Ask, “Is there anything else?”
- Get comfortable with productive silence

Paraphrasing:
- What I hear you saying is...
- Here’s what I think you just said, please tell me if this is correct...
- So you’re feeling...
- You’re noticing that...
- In other words...
- You’re suggesting that...

Four Types of Support:
(Lipton and Wellman, 2001)
- Physical*
- Emotional*
- Instructional*
- Institutional*

*unique to beginning teachers
SBT text, pages 22-24

Phases of First Year Teachers’ Attitude Towards Teaching
(Moir/Lipton and Wellman)
What type of support? (SBT, pg. 23)

- When the type of support a beginning teacher needs isn’t obvious, utilize the following questions:
  - What is your most pressing concern at this time?
  - What do you wish you knew right now?
  - What is making your job difficult right now?
  - Complete this sentence: If I had ______, my life would be much easier right now.
  - If you had three extra hours in the day, how would you use your time?

<table>
<thead>
<tr>
<th>Type of Mentor Support</th>
<th>Response From the Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>The mentor asks questions or expresses concerns regarding supplies, materials, classroom setup, or technology use.</td>
</tr>
<tr>
<td>Emotional</td>
<td>The mentor expresses difficulty coping, exhaustion, or sadness or questions the decision to become a teacher.</td>
</tr>
<tr>
<td>Instructional</td>
<td>The mentor expresses concerns about interactions with parents or students, asks questions about content or instructional strategies, or has difficulties with pacing, student engagement, or classroom management.</td>
</tr>
<tr>
<td>Institutional</td>
<td>The mentor asks questions about how to get involved at the school, district, or community level; expresses interest in conference opportunities or professional organizations; or asks questions or offers suggestions regarding collaboration time with colleagues.</td>
</tr>
</tbody>
</table>

Support that is specific to beginning teachers:
- Physical (1)
- Emotional (2)
- Instructional (3)
- Institutional (4)

Current problems, support types, and the types you listed

Physical Support (HO pg. 7; SBT Chapter 3)
- Help arrange, organize, and decorate the classroom.
- Give a tour of the building.
- Describe an average day at school.
- Help prepare for the first day of school.
- Explain administrative procedures.
- Demonstrate how to use school technology tools.
- Explain the procedure for substitute plans.
- Identify and help prepare for students with special needs.
- Help initiate communication with parents.
- Engage in active and supportive listening.
- Conduct daily check-ins.
- Validate the teacher’s feelings.
- Send encouraging messages.
- Engage in active and supportive listening.
- Conduct daily check-ins.
- Communicate via double-entry journal (pg. 9).

Emotional Support (HO pg. 8, SBT, Chapter 4)
- Give a tour of the building.
- Describe an average day at school.
- Help prepare for the first day of school.
- Explain administrative procedures.
- Demonstrate how to use school technology tools.
- Explain the procedure for substitute plans.
- Identify and help prepare for students with special needs.
- Help initiate communication with parents.
- Engage in active and supportive listening.
- Conduct daily check-ins.
- Validate the teacher’s feelings.
- Send encouraging messages.
Instructional Support (HO pg. 24; SBT, Chapter 6)
- Explain the school culture
- Help establish a support network
- Clarify the teacher evaluation process
- Encourage collaboration new with appropriate colleagues
- Share educational research

Instructional Support (HO pg. 11; SBT, Chapter 5)
- Establish a common language of instruction.
- Use a scale to measure progress.
- Support growth of the scale.
- Help set appropriate growth goals.
- Give focused feedback.
- Analyze data and guide reflection.
- Provide opportunities to observe and discuss effective teaching.

Berlin: ‘A great deal of empirical evidence exists to refute the charge that all you really need is subject matter knowledge to teach well... Subject matter knowledge is simply not enough to make one an accomplished teacher.’

Instructional Support: Without proper support, new teachers are sometimes forced to develop their own instructional strategies through trial and error. This process can last for many years before it yields effective strategies. In many cases, teachers who use the trial-and-error process either revert to strategies that reflect how they were taught when they were students or end up leaving the profession completely.

The Instructional Framework:
- A common language of instruction:
  - How a school or a district talks about effective teaching
    - Based on research-based strategies (not ‘high-yield’ strategies)

"THE ART AND SCIENCE OF TEACHING"
Establishing a Mentoring/Coaching Perspective

While it is important for a teacher to have growth goals relative to specific elements in the model, it is equally important for the mentor/coach to understand how the teacher must be supported to move from one level of the scale to the next.

Focused Feedback & Practice:

‘In the absence of feedback, efficient learning is impossible and improvement only minimal even for highly motivated subjects. Hence, mere repetition of an activity will not automatically lead to improvement.’

Focused Feedback (SBT, pgs. 53-54):

- From Mentors/Coaches:
  - Debriefs of classroom observation
  - In one-on-one meetings
  - Via a virtual platform
  - Self video-recordings to watch with mentor
- From Students:
  - Student survey data (handout, pages 19-21)
  - Student achievement data

Personal Profile:

- Handout, pages 14-17.
- Note the arrows.

For Beginning Teachers:

- Start with: Routine Segments
- Move to: Enacted-on-the-Spot
- Finally: Content Segments

When the mentor has reached the Beginning (1) or Developing (2) level for lesson segments involving routine events, he or she can move on to the elements in on-the-spot segments and then to content segments...

Mentoring/Coaching Up the Scale

Solo Work:

- Review the book, pages 51-52 (Support Growth Up the Scale)
- Add any notes you’d like to page 18 of your HO.

Beginning Teacher Reflection Log

- Specific Reflection Prompts:
  - What is going well?
  - What is not going well?
  - Reflection on classroom interaction
  - Reflection on classroom management
  - Reflection on lesson planning
  - Reflection on teacher-student interaction
  - Reflection on student achievement
  - Reflection on teaching strategies
  - Reflection on classroom behavior
  - Reflection on classroom management
  - Reflection on teacher reflection
  - Reflection on student engagement

- Reflection on other relevant aspects
Provide Opportunities to Observe and Discuss Effective Teaching (SBT, pg. 57):
- Visiting other classrooms (instructional rounds)
- Video-recordings
  - Mentor
  - Other staff members
  - YouTube
  - Teaching Channel
  - Success at the Core

Reflection on Observations:
- Strategies that they already use and saw the observed teacher use effectively.
- Strategies that they already use but would like to re-examine or modify based on their observations.
- Strategies that they don’t use but want to try based on their observations.

Thank you, thank you, thank you!
tinaboogren@live.com
THBoogren (Twitter & Instagram)
www.facebook.com/selfcareforeducators