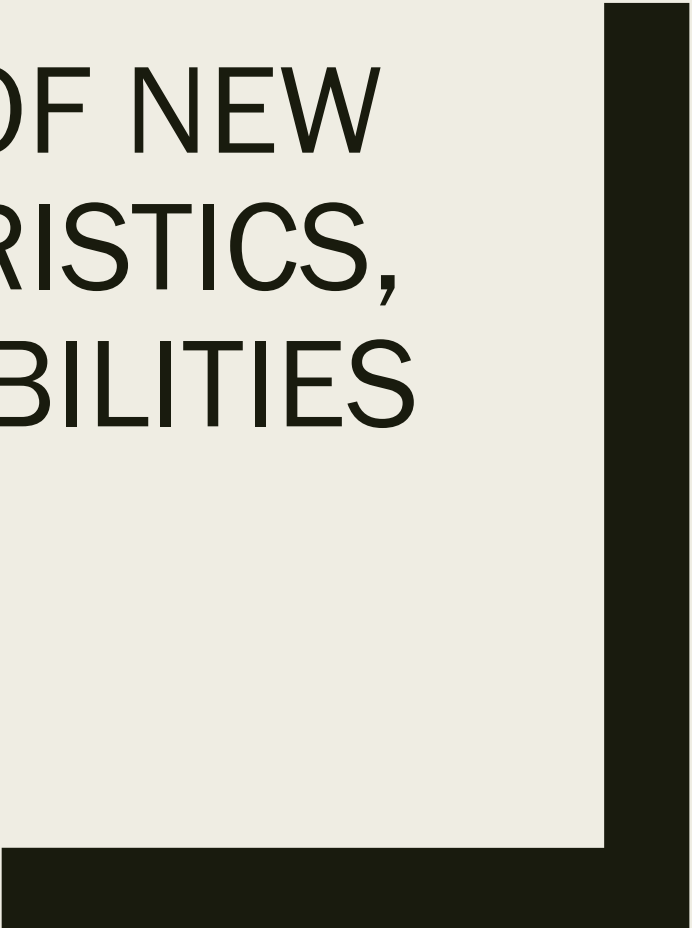




EFFECTIVE MENTORS OF NEW TEACHERS: CHARACTERISTICS, ROLES, AND RESPONSIBILITIES

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Today's Presentation

- ❖ Background
- ❖ Overview of Mentoring workshops
- ❖ Sample activities
- ❖ NJAMTE
- ❖ Discussion and questions

Overview of program

- ❖ The STEM MAT program at TCNJ was funded, in part, by a grant from the Woodrow Wilson Foundation.
- ❖ The goal of the STEM MAT program is to bring teacher candidates with strong content knowledge in one of the STEM areas into teaching middle school or high school in high needs school districts.
- ❖ The program is a 10 course, 33 semester hour, MAT program for licensure in one of the STEM fields (Biology, Chemistry, Physics, Mathematics, or Technology Education), which starts in June and ends in July of the following year.

Overview of Field Placement

- ❖ A year-long field placement in a high-needs school begins and ends with the placement's academic calendar.
- ❖ Cooperating teachers received mentoring training throughout the year in the form of after-school workshops.
- ❖ Cooperating teachers received a stipend plus travel for attending workshops.
- ❖ Some of the workshops included the student teachers and some did not.

Mentoring workshops

- Began in June prior to the academic year of the placement;
- First workshop: Cooperating teacher and student teacher met, and we discussed expectations, characteristics of an effective mentor, and roles and responsibilities;
- Five workshops during academic year in October, December, February, April, and late May/June (Included dinner and feedback);
- Expectations were reviewed at every workshop!

CHARACTERISTICS OF AN EFFECTIVE MENTOR

- Think about someone who has been a mentor in your life.
- Jot down what that person was like.
- What characteristics made them an effective mentor?
- Share with a partner.

Qualities of an Effective Mentor

- Competent teacher
- Prepared to be a mentor
- Shares the joys of teaching
- Integrates student perspectives into mentoring conversations
- Good listener
- Provides nonjudgmental feedback
- Schedules regular meetings with mentee
- Brings a positive disposition to the relationship
- Confidential colleague
- Committed to mentoring!

Mentoring roles self-assessment

- Mentors play many various roles (see handout)
- Assess yourself in each of these roles by putting a star or plus symbol in the ones where you think you excel and some other symbol in the ones where you think you need to improve.
- If you have not yet served as a mentor, think about how you might function in some of these roles.

Timeline of expectations (example)

October

- Begin lesson planning with mentor;
- Begin to plan lesson/unit with mentor teacher—the unit plan is part of the TCNJ Internship I class and it should meet the needs/constraints of the field placement;
- Begin co-teaching a full lesson or teach multiple activities with mentor in one class;
- Mentor should prepare mid-term Dispositions assessment of mentee;
- Mentor should provide mentee specific written feedback on relevant teaching or teacher-related activities.

Models of Co-teaching

- Lead and Support
 - One Teach, One Observe
 - One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Alternative Teaching (alternative content or method)
- Team Teaching

Co-teaching discussion

- ❖ Which model(s), if any, are you currently using or have you previously used?
- ❖ Which model(s) might work for you?
- ❖ What factors may contribute to making co-teaching work?

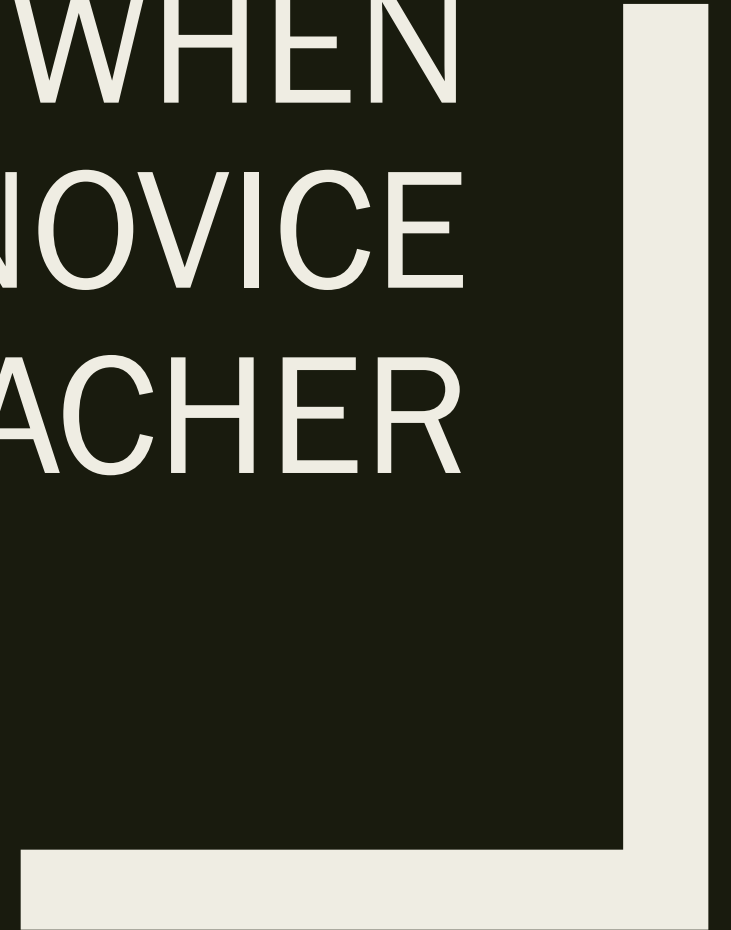
Share out.

Timeline of Expectations (example)

January

- Some classes may swap mentees (middle school/high school) during this month
- Additional teaching responsibilities should be negotiated
- Mentor should provide mentee specific written feedback on relevant teaching or teacher-related activities

SUPPORT STANCES WHEN MENTORING THE NOVICE TEACHER



Instructive

- Model a lesson
- Model a class meeting
- Discuss school protocols and traditions with the new teacher
- Share an effective strategy
- Provide *instructional suggestions* for lessons
- Identify the strong points in a lesson**
- Role play a parent conference

Collaborative

- Develop a lesson plan with the novice teacher
- Together choose materials for a curriculum unit**
- Active Listener
- Examine samples of student work together**
- Listen as new teacher discusses his/her assessment of student work
- Encourage a new teacher to try a new strategy
- Attend grade meetings together
- Attend a *professional development session* together
- Arrange an inter-visitation of another teacher's classroom

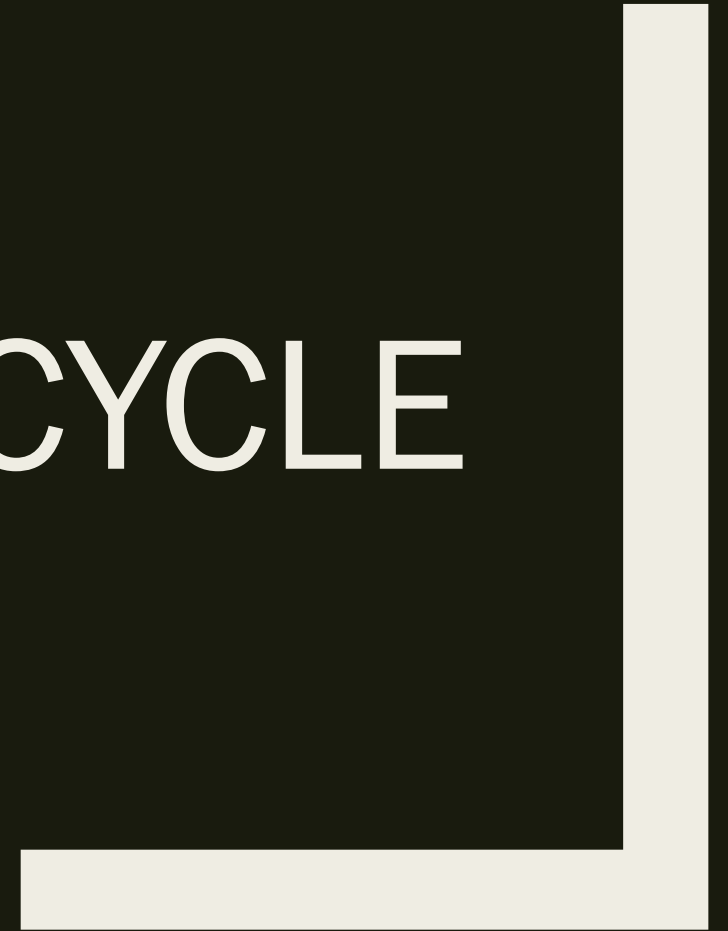
Facilitative

- Facilitate a group of new teachers sharing a 'successful lesson'
- Ask questions that clarify and deepen the new teacher's thinking around their own self-assessment
- Ask questions that help a new teacher prioritize
- Encourage reflective conversation**
- Collect classroom data for teacher assessment and reflection
- Observe new teacher to gather data to support new teacher's reflection on practice
- Listen as the new teacher reflections on classroom data
- Examine samples of student work together
- Listen as new teacher discusses his/her assessment of student work
- Attend a grade meeting together

Support stances when mentoring the novice teacher

- Goal is to create autonomous teachers,
 - *Start in facilitative stance; may have to jump back to instructive or collaborative stance,*
 - *Can stay in collaborative stance as well,*
 - *Want to mainly be in facilitative stance.*
 - *In instructive stance, follow a suggestion with a question that invites teachers to imagine/hypothesize how the idea might work in their context.*

COACHING CYCLE



Coaching cycle

- Planning – support the novice teacher in effective lesson planning
- Observing/Data gathering – decide what data will be gathered and what type of tool you will use to collect it *together*
 - *Prior to gathering evidence during a classroom observation, together you should come to some consensus as to the focus of the observation and the evidence/artifacts that will be collected by the mentor. Ideally, in a short time, with the mentor's guidance, it is the novice who will initiate the focus of the observation.*
- Reflecting – data is shared for discussion and analysis

STRUCTURING
MENTORING
CONVERSATIONS



Language of support

□ **Paraphrasing: Letting the mentee know that you hear, understand, and care**

In other words...

What I'm hearing...

From what I hear you say...

So, you think...

It sounds like you want...

Language of support

- **Clarifying:** Letting the mentee know that you hear, but you're not sure of what you heard.

Let me see if I understand...

To what extent...?

I'm curious about...

Would you tell me a little more about...?

So, are you suggesting...?

Language of support

- **Mediating:** Help bring about a new understanding by posing questions that extend thinking

What's another way you might...?

What criteria do you use...?

What would it look like if...?

What might you see happening if...?

How do you determine...?

Non-judgmental responses

- ❑ Non-judgmental responses communicate that the listener is open-minded, encouraging, and interested.

I noticed when you...the students really...

In what ways did the lesson go as you expected? Or not?

What instructional decisions made the lesson successful?

I'm interested in hearing more about...

Guiding a reflective mentor conversation

- Darrell and Noah have a mentoring conversation using Collaborative Assessment Log. Use Meta-Coach Scripting tool to identify Coach and Teacher actions.
- Identify language of support stems used in the scenario.
- Identify guiding questions asked by the mentor that prompt the mentee to reflect and lead him toward his own conclusions.

Timeline of expectations (example)

Remainder of Academic Year (March, April, May, June)

- Assume full load of teaching and associated responsibilities (March)
- **Teacher Performance and Dispositions midterm assessments of mentee due to TCNJ (in March; final assessment is due in June)**
- Mentor should provide mentee specific written feedback on relevant teaching or teacher-related activities
- Where appropriate, videotape mentee during instruction to share with mentee and reflect together
- Note that in June, mentee will need to leave placement early a few days per week for class.

Letting go...

- What does it feel like to “let go” of your classroom?
- How often do you take control/jump in?
- Is there another way you could intervene when necessary?

Classroom management vignettes

- Student teachers
 - *If you found yourself in this situation next year, what would you do?*
- Mentors
 - What advice would you give to a new teacher in this situation? What resources might be needed?
- Be ready to share ideas for your two scenarios.

Who Is NJAMTE?

- New Jersey Association of Mathematics Teacher Educators
- Affiliate of national Association of Mathematics Teacher Educators (AMTE)
- Anyone interested in preparation and continuing education for teachers of mathematics

Organizational events include:

- **Annual Meetings**
- **Sessions at AMTNJ**
- **Conferences**

For more information visit our website at
<https://sites.google.com/site/njamte/>

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