

COACHING OR MENTORING MODEL

Application for Professional Development Credit

Coaching or Mentoring:

- ◆ Is a professional development strategy that provides one-on-one learning opportunities for teachers focused on improving teaching practice.
- ◆ Could involve classroom observation, co-planning instruction, material development and thinking between colleagues about the influence of teacher behavior on students (Showers and Joyce, 1996).
- ◆ Is typically a collegial relationship.
- ◆ Uses multiple forms of data to support making judgments, observations and inferences to improve teaching.

Collegial Coaching Examples:

- ◆ A partnership in which colleagues observe one another and hold focused discussions prior to and following shared teaching and learning experiences.
- ◆ A collegial relationship between teachers with similar expertise as they work together to become more resourceful in planning, reflecting and problem solving about their teaching.
- ◆ A series of structured and planned observations and discussions to help colleagues gather data, give feedback and reflect upon their teaching.

Mentoring Examples:

- ◆ A master teacher, recruited and assigned to help a novice teacher learn new knowledge and skills specific to improving his / her teaching practice.
- ◆ A partnership with a teacher desiring to improve his / her practice in a particular area with a teacher who is experienced in that area. It is anticipated that both the protégé and the mentor will improve their skills; the protégé in professional practice in the classroom and the mentor, in his / her mentoring skills.

Underlying Assumptions:

- ◆ Reflection by an individual on his or her own practice can be enhanced by another's observations and perceptions.
- ◆ Teachers working to master new materials or teaching practices benefit from ongoing assistance.



"The greatest good you can do for another is not just to share your riches, but to reveal to him his own"

Benjamin Disraeli



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COACHING OR MENTORING APPLICATION

- ◆ This application must be submitted to the Office of Professional Development for written approval a minimum of THREE WEEKS prior to the first session. This time frame will allow for modification, if needed.
- ◆ The application must be reflective of district / school improvement goals and direction.
- ◆ There must be a minimum of two (2) participants to begin a coaching or mentoring relationship and no more than three (3) enrolled.
- ◆ Please complete the application forms online at the St. Vrain Valley School District Web Site under *Professional Development*. If online forms are not available to you, print legibly on hard copy forms.
- ◆ Keep a copy of the completed application packet. Send the original to the Office of Professional Development.

Coaching or Mentoring Focus _____

Coaching or Mentoring Partnership Leader _____

Work Phone _____ Home Phone _____

School _____

Beginning Date _____ Ending Date _____ Email _____

Coaching and Mentoring Professional Development Credit and Participant Fees

One semester hour of credit is equal to 15 clock hours.

- | | | | |
|--------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> .5 Sem. Hr. | <input type="checkbox"/> 1 Sem. Hr. | <input type="checkbox"/> 2 Sem. Hrs. | <input type="checkbox"/> 3 Sem. Hrs. |
| \$15 | \$15 | \$30 | \$45 |

Indicate type of credit requested

- Professional Development Credit ONLY

Participants may use professional development credit for Colorado Licensure requirements only. This type of credit may not be used for movement on the district salary schedule. Credit may be earned during the contracted day as well as outside contract time.

- Professional Development and District Salary Credit

District Salary Credit can be applied both to Colorado Licensure and to movement on the district salary schedule. Because of the nature of the coaching and mentoring process, it is understood that a minimal amount of the work must be scheduled during contract time. However in order to receive district salary credit, the majority of the work time must be scheduled outside contract hours.

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COACHING OR MENTORING APPLICATION / AGREEMENT

Coaching or mentoring partners must complete this agreement together.

Check the coaching type that fits your application. Use the profile on p. 5 describing each type when choosing the one that best fits your skills and purpose.

Collegial Coaching

Mentoring

Supervising a Student Teacher

Agreement up-front on the following areas will contribute to the success of your coaching or mentoring experience. Use pp. 5 - 7 to help you select the description of your collegial relationship and the relationship and role of each partner.

Focus for Learning or Achievement: At this point in your planning, what do you and your partner see as the anticipated outcomes? How do you anticipate your work together will affect student learning? (Examples: creating systems for classroom management, developing plans for time / work management, planning instruction, locating resources and materials needed to teach district standards, developing classroom assessments, evaluating student progress and using data to improve student achievement.)

Intended Results for Mentor:

Indicate how you expect to improve your professional practice as a coach. (Examples: learning new coaching strategies, improving feedback and communication techniques, increasing skills in observing, conferencing, questioning.)

Intended Results for Coaching Partner(s) / Protégé:

Indicate how you expect to improve your professional practice based on your areas of focus. (Examples: improved teaching techniques; improved student work samples; new classroom management strategies, lesson plans, improved classroom assessments, new strategies for evaluating student progress)

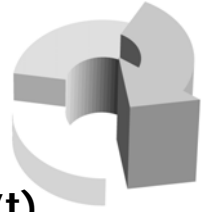
Evidence of Progress for Mentor:

What evidence [artifacts] will you collect to indicate you are improving your professional practice as a result of the coaching or mentoring process? (Examples: copies of feedback to the teacher on improved teaching practice, journal entries regarding improved coaching skills, conference planning using data from observations, video taped demonstration lessons, etc.)

Evidence of Progress for Coaching Partner(s) / Protégé:

What evidence [artifacts] will you collect to indicate you are improving your professional practice as a result of the coaching or mentoring process? (Examples: copies of feedback on improved teaching practice, journal entries, lesson plans, student work, data showing student progress, etc.)

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COACHING OR MENTORING APPLICATION / AGREEMENT (con't)

Logistics: Outline the structure for your regularly scheduled meetings.

Meeting Dates: _____

Location: _____

Time: _____

AGREEMENT OF COACHING OR MENTORING

I am committed to the success of this coaching or mentoring relationship as outlined in this application. I have been a partner in planning this coaching or mentoring project.

Signature _____ Date _____

Signature _____ Date _____

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Registration for Credit

Upon approval of your Model Application by the Office of Professional Development, you must complete individual registration and pay for credit:

- ❑ Go to Online Registration at www.stvrainopd.org



- ❑ Locate the Course or Professional Project for which you want to register (the Course Title is on the Application Approval Notification Form returned by the Office of Professional Development) or obtain this information from your Project Leader or Course Instructor.
- ❑ Complete the Online Registration and Payment process.
- ❑ You will receive confirmation of your registration and Payment at the E-Mail address you provided when you registered

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Application Resource COACHING AND MENTORING TYPES

The following will help you determine whether your collegial partnership will be more like coaching or more like mentoring. While there is overlap in the strategies used for both relationships, use these descriptors to help you select one or the other as the primary type of partnership.

| TYPE | PURPOSE | ROLES | KEY ELEMENTS |
|-------------------------------------|--|--|---|
| COLLEGIAL COACHING | A partnership between teachers that is designed to promote professional growth. The experience is mutually beneficial . It contributes to improved practice for all partners and increased learning for students. This relationship tends to be less formal than a mentoring relationship. | Colleagues observe and coach each other in a relationship that supports working together as “critical friends.” Coaching partners often hold planning discussions prior to teaching and learning experiences to identify areas for critique, reflection and growth. Following observation of a teaching demonstration, coaching partners collaborate to reflect upon the results and make improvements. | Colleagues are skilled in: <ul style="list-style-type: none"> <input type="checkbox"/> encouraging each other as they focus and reflect on improving their individual practice. <input type="checkbox"/> communication strategies that promote thinking and learning. <input type="checkbox"/> collegial planning for observation and reflective experiences. <input type="checkbox"/> observation and data collection skills for giving feedback about teaching practice. |
| MENTORING | <p>A district or school program designed to provide regularly scheduled support for new teachers. Mentoring is related to school culture, routines and policies as well as increased knowledge and skill in the teaching / learning professional practice.</p> <p>The relationship involves teacher mentors working with other teachers or administrator mentors working with other administrators.</p> <p>The relationship is intended to be a growth experience for both partners.</p> | <p>Mentor teachers or administrators with expertise in particular areas assigned to orient, coach and support another teacher or administrator as he or she develops confidence and improves practice.</p> <p>Protegé - usually a new staff member, one working on professional growth goals, or an experienced teacher trying to learn specific new knowledge / skills to improve his or her teaching practice in a given area.</p> | <p>Mentors are master teachers or administrators who have:</p> <ul style="list-style-type: none"> <input type="checkbox"/> strong classroom management skills. <input type="checkbox"/> strong content knowledge. <input type="checkbox"/> a wide repertoire of teaching strategies. <input type="checkbox"/> a wide range of assessment tools. <input type="checkbox"/> success in facilitating high student performance and achievement. <input type="checkbox"/> collegial coaching skills. <input type="checkbox"/> desire to build on their mentoring skills. <input type="checkbox"/> other: _____ |
| SUPERVISING STUDENT TEACHERS | <p>A cooperative partnership between a school-based cooperating teacher and a university-based student teacher designed to provide regular mentoring and professional evaluation to help the individual develop as a professional.</p> <p>The relationship involves helping the student teacher develop the knowledge, skills and experiences necessary to be a successful classroom teacher.</p> | <p>Cooperating teachers are master teachers who work collaboratively with the university supervisor to support the development of the student teacher through observation, practice, mentoring, coaching and evaluation.</p> <p>Student teachers work with master cooperating teachers to learn knowledge / skills to improve their teaching practice in preparation for assuming full-time teaching responsibilities.</p> | <p>Cooperating teachers are master teachers teaching and evaluating student teachers who demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> strong classroom management skills, content knowledge and a wide repertoire of teaching planning, assessment and instructional techniques. <input type="checkbox"/> success in facilitating high student performance and achievement. <input type="checkbox"/> communication strategies that make thinking about planning, instruction and processes public. <input type="checkbox"/> observation and data collection skills for giving feedback and encouraging reflective thinking about teaching practice. |

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Application Resource COACHING AND MENTORING STRATEGIES

Coaching and mentoring involve a variety of strategies that fall along a continuum. When partners use **consultative** strategies, one partner becomes the expert giving advice to the other [learner]. In **collaboration**, both partners share expert and learner roles. **Cognitive Coaching**, through strong questioning, facilitates the mediation of thinking, planning and reflecting around classroom practice. **Coaches or mentors may not have experience with all of these strategies but must have enough coaching or mentoring skills to achieve the goals of the relationship.**

| COACHING AND MENTORING STRATEGIES | CONSULTATION ← # | | COLLABORATION # → | | COGNITIVE COACHING # → | |
|---|--|---|--|--|------------------------|--|
| | PURPOSE | <ul style="list-style-type: none"> Give advice to . . . clarify goals. plan for, observe and provide feedback about teaching practice. improve teaching practice. create resources. provide follow-up. | <ul style="list-style-type: none"> Plan, observe, provide feedback and refine instructional strategies to . . . expand the knowledge base of both partners. improve practice and student learning results. share resources and expertise. develop collegial, professional relationships and diminish professional isolation. | <ul style="list-style-type: none"> Use an established set of strategies and conferencing maps to help a colleague think about and reflect on professional work as the individual shapes and reshapes his or her teaching practices and solves related problems. | | |
| ROLES | <p>The Coach or Mentor:</p> <ul style="list-style-type: none"> A teacher or administrator who . . . provides formal or informal meetings to observe professional practice. clarifies problems and successes. gives advice regarding solutions, resources, or changes in practice when needed. <p>The Protégé:</p> <ul style="list-style-type: none"> A teacher or administrator who . . . participates in formal and informal meetings to plan or reflect on improving practice. | <p>The Coaching Partners:</p> <ul style="list-style-type: none"> enter the partnership with both people targeting areas of their practices for examination and then providing and receiving feedback. collaborate as critical friends to improve teaching and student learning. | <p>The Coach or Mentor:</p> <ul style="list-style-type: none"> A teacher or administrator who . . . asks insightful questions to coach partner's decision-making and reflective processes. helps a colleague examine the relationship between perceptions, attitudes, thinking and behaviors which will affect student learning. <p>The Protégé:</p> <ul style="list-style-type: none"> A teacher or administrator who . . . plans for and reflects on strategies for improving practice. | | | |
| KNOWLEDGE/SKILLS SUPPORTING THE STRATEGY | <p>The Coach or Mentor:</p> <ul style="list-style-type: none"> is a skillful teacher or administrator. is able to describe or demonstrate effective teaching / administration strategies. has a thorough understanding of the curriculum being taught. practices good listening and communication skills. is sensitive to other's needs. is effective in establishing rapport. | <p>The Coaching Partners:</p> <ul style="list-style-type: none"> plan for and focus on developing skills and / or improving practice. practice good listening and communication strategies. are sensitive to each other's needs. are open to observation of and feedback on their teaching practice. are effective in establishing rapport. | <p>The Coach or Mentor:</p> <ul style="list-style-type: none"> demonstrates a thorough understanding of the elements [strategies and maps] of Cognitive Coaching. is a good role model. is effective in establishing rapport. practices good listening and communication strategies. has completed Cognitive Coaching training. | | | |

COACHING OR MENTORING PARTNER ROLES AND RESPONSIBILITIES

General Responsibilities include:

Organization

- ◆ Involve appropriate Department of Learning Services members and / or building administrators prior to forming a coaching partnership.
- ◆ Complete the application (pp. 1 - 3). Send it to the Office of Professional Development with leader signature(s) on the appropriate forms for approval.
- ◆ Ensure that individual participants complete the online registration and payment process at www.stvrainopd.org. (See page 4.)
- ◆ Carefully review pp. 5 - 6, profiles of each of the "Coaching and Mentoring Types," prerequisites and strategies to ensure that you have the skills you need to perform well in the coaching or mentoring role you have chosen.
- ◆ Decide on your focus for the coaching or mentoring activities and develop a schedule for the coaching interactions.

Facilitating the Coaching or Mentoring Process

Coaches and mentors accomplish their goals through both formal and informal functions, such as:

- ◆ Formulating agreements about each partner's role and responsibilities in the coaching or mentoring relationship and the commitments required to achieve their goals.
- ◆ Clearly defining the goals of the relationship as a whole and then the specific goals for each session.
- ◆ Providing direct assistance and guidance or collaborating with colleagues about instructional sessions, lesson planning, school policies and practices, aligning curriculum and assessments, planning, feedback and reflective processes, etc.
- ◆ Demonstrating and observing teaching.
- ◆ Regularly recording progress toward the coaching or mentoring goals [in the coaching / mentoring Session Log p,10] and reflecting upon any obstacles which might occur as barriers to accomplishing those goals.
- ◆ Participating in professional development activities that contribute to the goals of the coaching or mentoring relationship and sharing learnings from those activities.

COACHING AND MENTORING GUIDELINES

Required Documentation

- ◆ Three weeks prior to beginning your work, complete the application (pp. 1- 3) and submit to the Office of Professional Development.
- ◆ As you work, document your work clearly using the Coaching or Mentoring Log. (p. 10)
- ◆ Send the following to the Office of Professional Development within two weeks following completion of the coaching activities:
 - Coaching or Mentoring Log (p. 10)
 - Individual Reflection (p. 11)
 - Evidence of Progress prepared **by the coaching team** (p. 12)
 - Signed Final Roster and Credit Record (p. 13)

Support

- ◆ Upon request, and whenever possible, the Office of Professional Development will provide teams with resources such as books, journal articles, audio tapes, videos, district coordinators / training personnel, facilitators, etc.
- ◆ Because of the collaboration with the St. Vrain Valley School District and the University of Colorado School of Education, additional resources can often be coordinated for professional development efforts. For a list of potential resources from the university, contact the clinical professors in the Office of Professional Development.

Credit

- ◆ For each semester hour of credit, the participant(s) must document 15 clock hours spent on the project. The minimum amount of credit that may be earned on a coaching or mentoring activity is .5 semester hours. The maximum amount of credit is three (3) semester hours.
- ◆ **Each partner** will receive the same amount of Professional Development / Salary credit.
- ◆ No university credit is available for coaching and mentoring.
- ◆ Salary credit is available for approved coaching or mentoring activities. While coaching or mentoring requires some work during contract hours, the majority of the analysis and group work must be done outside contract hours.

Transcripts and Certificates

- ◆ The Office of Professional Development maintains a district transcript system for certified employees. The transcript system records all district professional development for which credit has been awarded.
- ◆ A copy of individual transcripts is available upon request.
- ◆ A record of course completion will appear on the transcript for each participant following completion and approval of project requirements.

Participant Fees and Registration Forms

- ◆ The participant fee for coaching or mentoring professional development / salary credit is \$15 per semester hour.
- ◆ Each participant interested in credit must complete the Online Participant Registration and Payment for this Coaching Model. www.stvrainopd.org



COACHING OR MENTORING LOG

This information is required documentation for the coaching or mentoring process. It must be included in the Summary Report at the completion of the coaching or mentoring experience.

The coaching or mentoring partners will document the following for all coaching or mentoring activities.

| Date and Times of Sessions | Focus of this Session | What was accomplished? Insight? | What do you plan to do next? |
|----------------------------|-----------------------|---------------------------------|------------------------------|
| | | | |
| | | | |
| | | | |

Subtotal of time on project (this page): _____ (In clock hours)

Cumulative hours to date: _____

[Duplicate this sheet as needed.]

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Summary Product Procedures and Requirements

(Complete pp. 11 - 12 for this report)

The Coaching or Mentoring Summary Product has two parts:

Part I is an individual reflection which is completed individually by each partner.

Part II is a collection of artifacts that both partners select together. This collection of artifacts represents evidence of each partner's progress [both the mentor and the coaching partner or protégé] toward improved professional practice throughout the coaching or mentoring process.

Part II represents a portfolio of examples and materials illustrating your improved practice throughout your coaching or mentoring experience.

Part I

INDIVIDUAL REFLECTION

Directions:

The purpose of the reflection is to encourage each coaching partner's thinking on the content, experiences and the impact of the coaching or mentoring process on individual learning.

Use the prompts below to guide your reflection.

- ◆ What specific knowledge / skills does each piece of evidence show about your professional growth?
- ◆ How has the coaching / mentoring process impacted student learning?
- ◆ How will you apply your learning to future professional practice?
- ◆ What have you have learned about working with a colleague in a coaching or mentoring relationship?
- ◆ What aspects of the mentoring / coaching experience would you change?

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Part II

EVIDENCE OF PROGRESS

Directions:

In the application forms (p. 2), you were asked to collect evidence [artifacts] to indicate that you have made progress toward improving your professional practice in the areas of your learning focus.

Working together as coaching or mentoring partners, select 2-3 significant pieces of evidence showing professional progress.

- ◆ Submit the pieces of evidence you have selected in a single folder.

Coaching or mentoring examples:

An observation format; notes from a pre/post conferencing session; a video of model teaching, feedback from your coaching partner or protégé about your coaching skills, an outline of a conference with your partner or protégé, an observation format.

Partner or protégé examples:

Student work, standards-based unit or lesson design, classroom assessments, new classroom strategies, feedback from your coach re: improved teaching.

- ◆ Include a brief summary that describes and organizes the pieces of evidence you are submitting.

Documentation Checklist

Within two weeks of the final work session, the coaching partners are responsible for submitting the following materials in one folder to the Office of Professional Development.

- Coaching or Mentoring Log (p. 10)
- Individual Reflection [one per coaching partner] (p. 11)
- Evidence of Progress (p. 12)
- Final Roster and Credit Record (p. 13)

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FINAL ROSTER AND CREDIT RECORD

This is the final roster for those participants who have successfully completed the coaching or mentoring experience. Submit with final documentation materials.

Coaching or Mentoring Focus _____

Coaching or Mentoring Team Leader(s) _____

| Participant's Name (last, first) | School or Building | Coaching Log | Individual Reflection Part I | Team Summary Report Part II | Sem. Hrs. Awarded | Type of Credit | |
|-------------------------------------|--------------------|--------------|------------------------------|-----------------------------|-------------------|-----------------|---------------------|
| | | | | | | Prof. Dev. only | Prof. Dev. & Salary |
| Example: Brown, Susan | South Elem. | ✓ | ✓ | ✓ | 2 | ✓ | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |

Signature(s) of Coaching or Mentoring Partners

Date
