



Mentoring in the 21st Century[®]

Facilitator's Handbook



**Sneak
Peek**

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Mentoring in the 21st Century[®] Facilitator's Handbook

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Workshop Planning Guide

Excerpt from
Facilitator's Handbook
Planning Guide

Two-Day and Three-Day Institute Agendas

Potential agendas for two-day and three-day **Mentoring in the 21st Century[®] Institutes** are included here. The two-day agenda is presented in two versions: the published agenda and the facilitator's version. The facilitator's version lists the learning experiences used by number (LE-X and LE Tool-X) and strategies by number (Strategy-X). Those materials can be accessed in this handbook. The tools and strategies can also be found on the **Facilitator's Handbook** CD-ROM.

The DVDs and charts suggested for use in these institutes are included in the **Mentoring in the 21st Century[®] Resource Kit**. A brief description of each of the support materials is included in the **Resource Review Section** of this handbook. Most are also available separately.

Design Your Own Mentoring Workshop Series

There are 33 **Learning Experiences** outlined in the **Learning Experiences Teaching Notes Section** of the **Facilitator's Handbook**. Use these **Learning Experiences**, the **Learning Experiences Tools**, and the **Menu of Strategies** to design over 30 hours of professional learning for a summer workshop series or for sessions throughout the year to support and extend the learning of mentors.

All the DVDs needed to support the 33 **Learning Experiences** are included in the **Mentoring in the 21st Century[®] Resource Kit**. A brief description of each of the support materials is included in the **Resource Review Section** of this handbook.

The following pages present session planning formats and general guidelines for designing two-hour, half day, or full day workshop sessions.

Learning Experiences Teaching Notes

Excerpt from
Facilitator's Handbook
Teaching Notes

Who are the new teachers?

- LE-1: An Awesome Array of New Teachers
- LE-2: Using Adult Learning Theory in Mentoring
- LE-3: Information Processing Styles Survey
- LE-4: Generational Differences

What are new teacher challenges and concerns and what can be done to support them in each area?

- LE-5: Overview of Challenges and Concerns
- LE-6: Challenges and Concerns of Special Education Teachers
- LE-7: Challenges and Concerns of Teachers of Second Language Learners
- LE-8: Challenges and Concerns of Co-Teaching

When do these challenges and concerns surface?

- LE-9: Life Cycle of the First Year Teacher

How do we all work together to support new teachers?

- LE-10: We Are All on the Same Team
- LE-11: What New Teachers Need to Learn
- LE-12: How are We Doing? What Might We Do Better?

What are formats for mentoring interactions?

- LE-13: Formats Overview and Self-Assessment

How do we make sure that our mentoring discussions and decisions are data-driven?

- LE-14: District Documents on Parade
- LE-15: Data Possibilities Jigsaw
- LE-16: Focus on Looking at Student and Teacher Work
- LE-17: Evaluation, Reflection, and Goal Setting

What are our peer observation possibilities?

- LE-18: Making It Happen!

What should we be looking for in classrooms?

LE-19: Standards-Based Education: Teaching and Learning in the 21st Century

LE-20: If This Was Happening...

LE-21: Practicing the Peer Observation Process

LE-22: Graffiti

LE-23: Focus on the Assessment Continuum and Using Data to Inform Instruction

What constitutes growth-producing feedback?

LE-24: The ASK Construct

LE-25: The Three Cs: Coaching, Collaborating, and Consulting

LE-26: The Three Cs in Action: Collegial Conversations

LE-27: What Do You Do When... Sort Cards

LE-28: What Do You Do When... Scavenger Hunt

Resource Review

LE-29: *The 21st Century Mentor's Handbook* Scavenger Hunt

LE-30: *The 21st Century Mentor's Handbook* Tools Tour

LE-31: *Why Didn't I Learn This in College?* Active Learning Scavenger Hunt

LE-32: *Instruction for All Students* Active Learning Scavenger Hunt

LE-33: Top Ten Questions I Ask Myself When I Design Lessons

What are New Teacher Challenges and Concerns? What can be Done to Support Them? Overview of Challenges and Concerns (LE-5)

Purpose

To provide structure to the issues facing new teachers so that we can better diagnose causes of problems and plan appropriate mentoring interactions

Time

60 minutes

Materials

- A copy of *The 21st Century Mentor's Handbook* for each participant
- A copy of September 2006 *Mentoring in the 21st Century*[®] newsletter: **Challenges and Concerns of New Teachers** for each participant
- **MRK Visual-5: Key Questions**
- **MRK Visual-14: Challenges and Concerns of New Teachers**
- **LE Tool-5A: Overview, LE Tool-5B: Resource Guide, LE Tool-5C: 3-2-1** or pages 9-11 in the *Participant's Manual* for each participant

Process

- Display **MRK Visual-5: Key Questions**. Point out that we are going to focus on the second key question: **What are Their Challenges and Concerns and What Can be Done to Support Them?**
- Display **MRK Visual-14: Challenges and Concerns of New Teachers**
- Take 10 minutes to talk through the eight categories. Use the September 2006 *Mentoring in the 21st Century*[®] newsletter and pages 45-59, 89-90, 91-119 in *The 21st Century Mentor's Handbook* for background reading.
- Have participants turn to **LE Tool-5A: Overview** or page 9 of the *Participant's Manual* to access directions for this exercise. See the next page for a copy of the directions.
- When that exercise is completed, ask dramatically: So, what do we do about all these challenges and concerns?
- Have participant's turn to pages 45-59 in *The 21st Century Mentor's Handbook* and peruse the possible responses to each of these challenges. Point out that the responses are listed by the categories and the page references to the

- new teacher text *Why Didn't I Learn This in College?*
- Have participants further investigate the pages in *Why Didn't I Learn This in College?* listed under each area of concern and challenge on **LE Tool-5B: Challenges and Concerns Resource Guide** or page 10 in the *Participant's Manual*. This tool is included on the next page for your reference.
- Be sure to stress that mentors are not expected to implement all of these suggestions but are instead expected to identify areas of need and selectively choose actions from the list.
- Have participants turn to the **Needs Assessment** on pages 244-245 (for the analytical thinkers) and pages 242-243 (for the global thinkers) in *The 21st Century Mentor's Handbook*. Suggest that they use these needs assessments to determine what assistance new teachers need. Mention that the needs assessments can be used several times during the year to identify new areas of concern as they surface.
- Have participants complete the **3-2-1** found on **LE Tool-5C** or page 11 of the *Participant's Manual* and then briefly share with colleagues at their table the two actions they plan to take.

Overview of Challenges and Concerns

Locate your copy of the *Mentoring in the 21st Century*[®] newsletter entitled **Challenges and Concerns of New Teachers**. You will use it as a resource for your upcoming discussion about the challenges and concerns of new teachers.

Engage in discussion with a **Collegial Collaborator** about three categories of challenges and concerns. Each of you will identify one of special interest to you and the workshop leader will select one area.

Read the segment selected by one of you and discuss why is it an important area of focus. Then read the other two segments stopping to discuss each as you read it.

As time allows, read and discuss other categories of interest.

After you return to your table groups we will use *The 21st Century Mentor's Handbook* to identify possible responses to each of these areas of concern.

What are New Teacher Challenges and Concerns? What Can Be Done to Support Them?

Excerpt from
Facilitator's Handbook
Learning Experiences

Challenges and Concerns Facilitator Guide

<p style="text-align: center;">Personal</p> <p><i>Mentor's Handbook</i> 45-46 <i>Why?</i> 194, 196, 203</p>	<p style="text-align: center;">Professional</p> <p><i>Mentor's Handbook</i> 47-48 171-172 <i>Why?</i> 194, 197-198 202-206</p>
<p style="text-align: center;">Curriculum, Instruction, and Assessment</p> <p><i>Mentor's Handbook</i> 49-50 123-159 <i>Why?</i> 45-192</p>	<p style="text-align: center;">Organizational Systems for Teacher and Classroom</p> <p><i>Mentor's Handbook</i> 51-52 166-170 <i>Why?</i> 194-202 207-218 222-258</p>
<p style="text-align: center;">Students</p> <p><i>Mentor's Handbook</i> 53-54 <i>Why?</i> 7-44, 197</p>	<p style="text-align: center;">Collegial Interactions and Collaboration</p> <p><i>Mentor's Handbook</i> 53-56 171-175 <i>Why?</i> 194, 204 206</p>
<p style="text-align: center;">School and School System Policies and Procedures</p> <p><i>Mentor's Handbook</i> 57-57, 171 <i>Why?</i> 194, 199-200</p>	<p style="text-align: center;">Parents and Community</p> <p><i>Mentor's Handbook</i> 59, 72 123-159 <i>Why?</i> 260-271</p>
<p>The Mentoring Calendar in the <i>Mentor's Handbook</i> is organized by these categories.</p>	

How Do We Make Sure That our Mentoring Decisions and Decisions are Data-driven?

Looking at Student and Teacher Work (LE-16)

Note: This learning experience requires that you and/or the participants bring student or teacher work to the session. You need to give participants advance notice of this. See page 198 in *The 21st Century Mentor's Handbook* for a long list of readily available data sources. You may want to refer mentors to this list and ask them to select one or more data sources for which they will bring artifacts to the next session.

Purposes

- To provide mentors opportunities to practice examining student and/or teacher work so that they can do so skillfully with new teachers
- To have mentors practice planning next steps based on the analysis of student and/or teacher work so that they can assist new teachers in doing the same

Time

- Varies
- Each tool plus student or teacher work could provide an hour of analysis and learning for mentors

Materials

- **MRK Visual-5: Key Questions**
- A copy of *The 21st Century Mentor's Handbook* for each participant
- DVD: **Collegial Conversations: Kindergarten Planning Conference**
- Copies of one or more of the following tools
 - **Cause and Effect Analysis Tool** found on page 318 of *The 21st Century Mentor's Handbook* plus a class set of student assessments
 - Page 217 in *The 21st Century Mentor's Handbook: Writing Rubrics Using Student Work* plus a class set of student work
 - Page 216 in *The 21st Century Mentor's Handbook: Data-Driven Decision Teams (3-D Teams)* and six pieces of student work to include two each from three different performance levels within the class
 - a copy of October 2005 *Just for the ASKing!* newsletter: **Providing Growth-Producing Feedback** and the newsletter attachment for each participant
 - **LE Tool-16: Points to Note in the Review of a Standards-Based Lesson or Unit**

Process

- Display **MRK Visual-5: Key Questions** to provide context.
- Show the **DVD: Collegial Conversations: Kindergarten Planning Conference** during which the mentor and new teacher examine pieces of student work on which some students have written descriptions of the pictures they have drawn to capture the chicken egg hatching process while others have not managed to write much at all.
 - Ask participants to compare what they see in the clip with their ongoing instructional practice and with their mentoring interactions.
 - Points to note in the clip:
 - Mentor and new teacher looking at student work together
 - They analyze the work and identify the problems that the work reveals
 - Mentor offers a menu of ideas
 - Mentor questions for specificity
 - They plan next steps
 - Have participants work in small groups to share the data source they selected and the artifacts they brought from their own practice to use in their discussions of student learning and their instructional decisions.
 - Ask them to identify not only the data source but the tool they will use to analyze the work.
 - Have participants follow the procedure outlined with the tool.

Tip

For more information on examining student work go to www.coloradocfg.org/resources.htm. There you will find protocols developed or adapted by the Colorado Critical Friends Group. Click on protocols for examining student work and on protocols for examining data and teacher work.

What Constitutes Growth-Producing Feedback? What Do You Do When...? Scavenger Hunt (LE-28)

Purposes

- To provide an opportunity for mentors to identify mentoring scenarios that are of interest or concern to them and to seek collegial input on possible ways to work through the issues
- To provide mentors an opportunity to practice their coaching, collaborating, and consulting skills in their responses to their colleagues requests for assistance

Time

One hour

Materials

- **MRK Visual-5: Key Questions**
- **MRK Visual-32: What Do You Do When... Scavenger Hunt**
- **LE Tool-27A: What Do You Do When... Cards.** Six sets of cards are included in the tub marked **What Do You Do When... Cards**. Should you need additional sets, templates for the cards are located on the *Facilitator's Handbook CD-ROM* in a folder titled: **When Do You Do When... Cards**.
- **LE Tool-28: What Do You Do When... Scavenger Hunt** recording sheets. Make multiple copies for each participant so that they can explore 4 to 6 scenarios.

Process

- Place a set of **What Do You Do When... Cards** on each table.
- Place two to three copies per person of **LE Tool-28: What Do You Do When...** recording sheets on each table.
- **Display MRK Visual-32: What Do You Do When... Scavenger Hunt**
- Read through the directions with the participants and ask them to begin the process. The directions are reprinted on the next page.
- Remind participants that this exercise is the perfect place to practice their coaching skills. That is, they should pause, probe, and paraphrase and ask reflective questions rather than jumping right in with a suggestion.

Directions for the What Do You Do When... Scavenger Hunt

- Deal out the **What Do You When... Cards** to the people around your table.
- Read through the cards you are dealt and use the form provided to record any situations of interest or concern to you.
- Pass the cards around the table clockwise until time is called.
- Continue to record the scenarios that are of interest or concern to you on the form provided.
- At the signal, move around the room and collaborate with colleagues to gather ideas about ways to deal with the scenarios you have selected.
- In addition to recording suggestions, note and discuss the approach suggested: coaching, collaborating, or consulting.

Points to Note in the Review of a Standards-Based Lesson or Unit

Analyze the lesson or unit plan using the following criteria. Note strengths and consider what changes, if made, might make the most difference in student learning.

Addresses district **standards, benchmarks, and indicators** at the appropriate grade level

Data:

Focuses on **essential understandings, key concepts, and big ideas**

Data:

Incorporates **formative and summative assessment** components with a feedback loop clearly articulated

Data:

Uses **assessment strategies** that allow students to demonstrate what they know in **different ways**

Data:

Provides public and precise **assessment criteria** communicated to the learners prior to beginning the work (If possible, exemplars are provided.)

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Analyze the lesson or unit plan using the following criteria and consider what changes, if made, might make the most impact on student learning.

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Data:

Incorporates **formative** and **summative assessment** components with a feedback loop clearly articulated

Data:

Uses **assessment strategies** that allow students to demonstrate what they know in **different ways**

Data:

Provides public and precise **assessment criteria** communicated to the learners prior to beginning the work (If possible, exemplars are provided.)

Data:

Includes a thorough and detailed **task analysis** of the standards and the assessment task

Data:

Includes instructional strategies which address **required knowledge and skills** identified in the task analysis as necessary for mastery

Peer Observation Possibilities

Excerpt from
Facilitator's Handbook
Learning Experiences
Tools

Given the power of peer observations, we need to do whatever it takes to make peer observations, accompanied by data-driven discussions, a frequent component of the mentoring process.

Read through the peer observation possibilities listed below and jot down ways that you have either facilitated or done peer observations in the listed formats.

Following the analysis of your current practice move around the room and learn from colleagues how they have facilitated or done a variety of peer observations.

Page references are to *The 21st Century Mentor's Handbook*.

New Teacher Observes Mentor (See page 184.)

Mentor Arranges Demonstration Teaching by Expert Teacher (See page 184.)

Shadowing Teachers or Students (See pages 191-192.)

Learning Walks/Walk-Throughs Together (See pages 189-190.)

New Teacher and Mentor Observe Together (See page 185.)

Peer Observation Possibilities

Excerpt from
Facilitator's Handbook
Learning Experiences
Tools

Co-Teaching by Mentor and New Teacher (See page 185.)

Mentor Observes New Teacher (See page 185.)

Observations Beyond the Classroom (See pages 187-188.)

Videotaping and Analysis of Mentor Teaching (See page 186.)

Videotaping and Analysis of New Teacher Teaching (See page 186.)

Viewing and Analyzing Videotaped Classroom Episodes (See page 186.) ASCD Lesson Collection clips and Annenberg videos are excellent resources for this format of peer observation.

Ordering Information

Books	Page#	Item #	Price
<i>Active Learning and Engagement Strategies</i>	15	11060	\$ 34.95
<i>Creating a Culture for Learning: Your Guide to PLCs and More</i>	9	11055	\$ 39.95
<i>Instruction for All Students</i>	14	11027	\$ 39.95
<i>Instruction for All Students Facilitator's Handbook</i>	14	11061	\$ 74.95
<i>Leading the Learning</i>	10	11005	\$ 39.95
<i>Making Assessment a Learning Experience</i>	15	11072	\$ 39.95
<i>Meeting the Needs of Diverse Learners</i>	12	11033	\$ 39.95
<i>Meeting the Needs of Diverse Learners Facilitator's Handbook</i>	12	11056	\$ 74.95
<i>Mentoring in the 21st Century[®] Facilitator's Handbook</i>	5	11063	\$ 74.95
<i>Why Didn't I Learn This in College?[®] Facilitator's Handbook</i>	4	11064	\$ 74.95
<i>Points to Ponder</i>	11	11073	\$ 19.95
<i>Professional Practices for the 21st Century Leader</i>	11	11074	\$ 39.95
<i>Strategies in Action: A Collection of Classroom Applications: Volume I</i>	15	11049	\$ 24.95
<i>Strategies in Action: Applications in Today's Diverse Classrooms: Volume II</i>	12	11054	\$ 24.95
<i>Strategies in Action: Applications in PreK - 3 Classrooms: Volume III</i>	15	11074	\$ 24.95
<i>The 21st Century Mentor's Handbook</i>	5	11003	\$ 39.95
<i>Why Didn't I Learn This in College?</i>	4	11002	\$ 34.95
Collections	Page#	Item #	Price
Instruction for All Students™ PLC Pack	14	11051	\$ 795.00
Meeting the Needs of Diverse Learners® PLC Pack	13	11052	\$ 795.00
Mentoring in the 21 st Century® Resource Kit	5	11028	\$ 795.00
New Teacher Professional Development Kit	4	11046	\$ 795.00
Teacher Leader Essentials	3	11202	\$ 125.00
The Principal's Library	2	11201	\$ 150.00
<i>Why Didn't I Learn This in College? & The 21st Century Mentor's Handbook Set</i>	7	11029	\$ 55.00
Multimedia	Page#	Item #	Price
Collegial Conversations	6	11031	\$ 175.00
Lesson Collection: Biology Visual Learning Tools (ASCD)	online	11026	\$ 95.00
Lesson Collection: HS Geometry Surface Area and Volume (ASCD)	online	11034	\$ 95.00
Lesson Collection: HS Reciprocal Teaching (ASCD)	online	11035	\$ 95.00
Lesson Collection: Primary Math (ASCD)	online	11025	\$ 95.00
Success Factors in a Standards-Based Classroom	3	11017	\$ 50.00
Teaching and Learning in the 21 st Century: 2nd Grade Writer's Workshop	10	11053	\$ 75.00
Teaching and Learning in the 21 st Century: 3rd Grade Science	10	11047	\$ 75.00
Teaching and Learning in the 21 st Century: 4th/5th Grade Writer's Workshop	10	11048	\$ 75.00
<i>Creating a Culture for Learning: What Do You Do When Cards</i> (Six sets of 40 cards)	9	11066	\$ 49.95
<i>Meeting the Needs of Diverse Learners: What Do You Do When... Cards</i> (Six sets of 40 cards)	13	11071	\$ 49.95
<i>Meeting the Needs of Diverse Learners: Scavenger Hunt and Sort Cards</i> (Six sets of 64 cards)	13	11059	\$ 49.95
<i>Mentoring and Supervision Scenarios: What Do You Do When... Cards</i> (Six sets of 48 cards)	5	11032	\$ 49.95
<i>New Teacher Challenges and Concerns: What Do You Do When... Cards</i> (Six sets of 50 cards)	4	11050	\$ 49.95
<i>Instruction for All Students: Scavenger Hunt and Sort Cards</i> (Six sets of 34 cards)	online	11044	\$ 49.95
<i>Why Didn't I Learn This in College?: Scavenger Hunt and Sort Cards: (Six sets of 30 cards)</i>	online	11045	\$ 49.95
Visual Tools: Meeting the Needs of Diverse Learners®	online	11040	\$ 50.00
Visual Tools: Instruction for All Students®	online	11036	\$ 50.00
Visual Tools: Why Didn't I Learn This in College?®	online	11037	\$ 50.00
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