



Mentoring in the 21st Century[®]



Just ASK Publications & Professional Development

The Essential Question of Just ASK's Work

**What do schools and
classrooms look like when
they are organized around
the commitment to the
achievement of high
standards by all students?**



One Important Variable Is...

**All the adults are
committed to the success
of all the other adults.**



Building on that commitment:

**The goal of
21st century mentoring
programs is ensuring that we
have
a fully qualified and
fully satisfied
teacher in every classroom.**



Key Questions

- **Who are the new teachers?**
- **What are their challenges and concerns and what can we do to support them?**
- **When do these challenges and concerns surface?**
- **How do we all work together to support new teachers?**



Key Questions

- **What are formats for mentoring interactions?**
- **How do we ensure that our mentoring discussions and decisions are data-driven?**
- **What are our peer observation possibilities?**
- **What should we be looking for in classrooms?**
- **What constitutes growth-producing feedback?**



New Teacher Challenges and Concerns

- **Personal**
- **Professional**
- **Curriculum, Instruction, and Assessment**
- **Organizational Systems for the Teacher and the Classroom**
- **Students**
- **Collegial Interactions and Collaboration**
- **School and School System Policies and Procedures**
- **Parents and Community**





The Life Cycle of The First Year Teacher

At the beginning of the school year

- **A sense of excitement and anticipation**
- **They don't know what they don't know**

Four to six weeks into the school year

- **Overwhelmed and exhausted**
- **In a survival mode**





The Life Cycle of The First Year Teacher

Not long after that

- In “the slump”
- Disillusioned and disheartened
- Not sure teaching was the right career choice

After the winter holidays

- New energy
- Renewed focus





The Life Cycle of The First Year Teacher

A NEW bump in the road: SPRING TESTING WINDOWS

- **Anxious**
- **Back to overwhelmed and exhausted**

Toward the end of the year

- **Reflective**
- **More relaxed**
- **Packing up at the end of the year**
- **Summer never looked so good**
- **Next year holds great possibilities**



Formats for Mentoring Interactions

- Collegial Conversations
- Planning Conferences
- Classroom Observations
- Reflective Conferences
- Interactive/Dialogue Journals
- Demonstration Lessons
- Grade Level, Team, and Department Meetings
- Critical Incident Discussions
- Workshops/Seminars
- Electronic Communications
- Parallel Planning



Data-Driven Discussions District Documents on Parade

- **State and District Learning Standards**
- **Curriculum Guides**
- **School Improvement Plans**
- **Professional Development Catalog**
- **Teacher Professional Performance Criteria**
- **Schools and District Handbooks and Policy Manuals**
- **School District Calendar**
- **New Teacher Handbook**
- **Standardized Test Blueprints and Results**



Peer Observation Possibilities

- **New Teacher Observes Mentor**
- **Demonstration Teaching by Expert Teacher**
- **Shadowing Teachers or Students**
- **Learning Walks/Walk-Throughs Together**
- **New Teacher and Mentor Observe Together**



Peer Observation Possibilities

- **Co-Teaching by Mentor and New Teacher**
- **Mentor Observes New Teacher**
- **Observations Beyond the Classroom**
- **Videotaping and Analysis of Mentor Teaching**
- **Videotaping and Analysis of New Teacher Teaching**



A Great Mentor is...

- **Benevolent and Competent**
- **An Advocate**
- **A Role Model**
- **A Systems Thinker**
- **A Student Learning Guru**
- **A Life-Long Learner**
- **Grounded**
- **Capable of Bobbing and Weaving**



The Three Cs

Consult

- Pause, paraphrase, and probe*
- Inform
- Model
- Make suggestions

Collaborate

- Pause, paraphrase, and probe*
- Use problem-solving process
- Explore pros and cons of possibilities

Coach

- Pause, paraphrase, and probe*
- Be non-judgmental
- Encourage self-awareness
- Encourage reflection



When Using a Coaching Approach

- Use active listening
- Be non-judgmental
- Encourage self-awareness
- Encourage self-reflection
- As appropriate, use data
- Ask reflective questions



Characteristics of Reflective Questions

- Invite reflection
- Are open ended
- Include plurals
- Have a single focus
- Are honest
- Contain non-judgmental language



Characteristics of Reflective Questions

- Include a positive presupposition if possible
- Use present or future tense
- Are presented with an approachable voice



Examples of Reflective Questions

- What criteria do you use when grouping students for instruction?
- What data do you collect to show that all students are engaged at high levels?
- What are ways you ensure that students are able to self-assess their own work?



Examples of Reflective Questions

- How do you help students set learning goals and assess their progress?
- What thought processes do you go through when deciding on the lesson focus for your struggling learners?
- How do you determine the level(s) of Bloom's Taxonomy to include in your questioning?



Point to Ponder

Remember that everyone is a mentor... that includes “designated” mentors, colleagues, principals, and new teachers themselves.

Each of us needs to be committed to the success of all the adults engaged in educating our children.

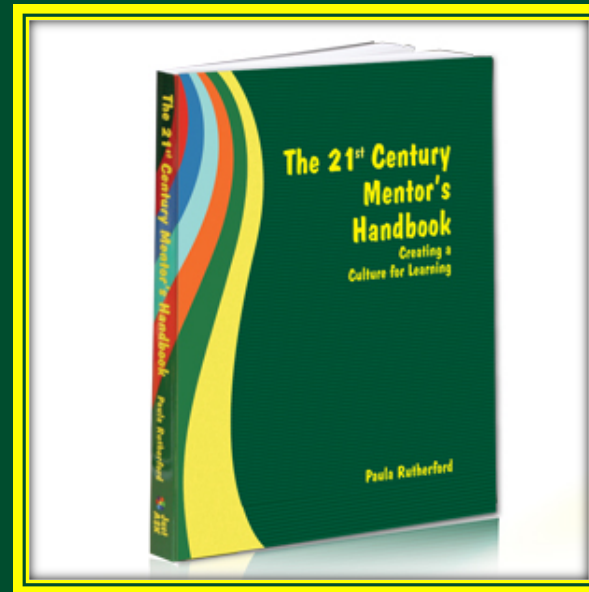


Point to Ponder

What would your school look like when all the adults in the school are committed to the success of all the other adults?



The 21st Century Mentor's Handbook



www.justaskpublications.com/21st

Access these slides at
www.justaskpublications.com/mentoring-resources