



The 21st Century Mentor's Handbook

Creating a
Culture for Learning

Pa

**Sneak
Peek**

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The 21st Century Mentor's Handbook

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An Awesome Array of New Teachers

There seems to be general agreement that there will be over two million new teachers in the next decade. **Who are they and how will they change the face of public education?** What do we need to know about them in order to ensure that there is a fully qualified and fully satisfied teacher in each classroom?

According to a January 2000 Issue Brief published by the National Governors' Association (NGA) Center for Best Practices, that year 55 percent of the candidates entering teacher preparation programs at the graduate level and 11 percent at the undergraduate level entered teaching from career fields other than education. When asked to describe her colleagues in the Regent University Career Switcher program in Alexandria, Virginia, Heidi Pappas described them as a 50-something owner of architect contracting business, a 40-something retired military officer, 30-somethings who were a dietician, a journalist, and a current member of the armed services as well as a 60-something former attorney and judge. The ages, ethnicity, and backgrounds of those entering the field is incredibly varied. Mentors may share the same grade level or content area class but there is more to the mentor-new teacher match than that. We have to realize that our new teachers are in many ways just as diverse as the students in our classrooms.

Almost a third of "new" teachers are former teachers returning to the profession. As current teachers know, the standards movement, Individuals With Disabilities Act (IDEA), No Child Left Behind (NCLB), and changing demographics have caused a great deal of change in teaching and learning expectations. Depending on how long these teachers have been out of the teaching field, there could be real re-entry shock. A well-informed and skilled mentor is essential for these colleagues returning to work.

Just as our students learn in many varied ways, adults exhibit different learning preferences. Mentors have to not only be knowledgeable about adult learning theory, they need to be aware of and use information about information processing styles, and understand and accept the generational differences that are present in a work force; the four generations have very different life experiences and those experiences greatly impact their professional practices. For example, the technology savvy of teachers in their twenties and thirties sets them apart from most of those in their fifties. It is our responsibility to recognize and maximize their knowledge and skills while at the same time support them in the challenges they face in their classroom as young teachers.

This chapter provides guidance in the use of adult learning theory, information processing styles, generational differences, and good communication skills in our mentoring practice.

Responses to Potential New Teacher Challenges and Concerns

Curriculum, Instruction, and Assessment

The issues addressed in this section focus on what is to be taught and best practice in instruction and assessment. This area is often neglected by mentors who serve as “buddy mentors” and provide primarily nuts and bolts information rather than supporting the development of instructional capacity in new teachers. Because novice teachers may wrongly assume that they need to spend their time and energy time creating complex discipline systems and fancy bulletin boards, mentors need to ensure that the focus of their efforts is on designing strong instructional programs. New teachers, whether novice or experienced, can spend hours and hours outside of school developing lessons and units. Strong mentor support can greatly reduce the number of hours new teachers have to work to develop appropriate learning experiences. The mentor’s responsibility is to ensure that the lessons are aligned with district standards, are effective in meeting students’ needs, and that data is used to make informed decisions. District documents, successfully used standards-based units of study, components of learning centers, and useful supplemental materials provided by mentors and other staff members can make a huge difference in the success and sanity of new staff members. See the **Curriculum, Instruction and Assessment** section for each month in **Chapter V, Mentoring Calendar**.

Suggestions for supporting new teachers with curriculum and instruction:

- Provide all the instructional materials and ready-made copies of student materials for one standards-based lesson.
- Co-develop a lesson plan for use in your classroom and the beginning teacher's classroom.
- If you teach the same grade or subject, always make extra copies of everything. Put the extra copies in the new teachers’ mailboxes or a designated place in their classrooms.
- Brainstorm possible ways for the new teacher to introduce a curriculum unit.
- Suggest a cooperative learning strategy for reviewing literature.
- Identify the strong points in a lesson design.
- Discuss the use of data and pre/post assessment results in making instructional decisions.
- Coach them with the development of rubrics, performance task lists, and checklists.
- Model how to teach writing strategies, group students, access prior knowledge, or check for understanding. Model, model, model!
- Meet weekly for planning sessions.
- Suggest activities and materials pertinent to each unit.

Responses to Potential New Teacher Challenges and Concerns

- Explain how to integrate literacy.
- Set up observations for them with outstanding teachers who use a variety of research-based instruction strategies.
- Provide an overview of any basal programs and the supplemental reading materials. Even if the district provides a three-hour session on the materials, new teachers need to process what they heard and how the materials will really work in their classrooms.
- Share projects that you have used successfully with students in this school. Include book reports, social studies and science projects. Provide student directions, exemplars of student work, and assessment criteria. It is possible that the novice teachers did their student teaching in another grade level or another course within the content area and that new experienced teachers have in the past taught a different grade or course.
- Preview common assessments.
- Lend new teachers pre-made centers.
- Discuss ways of assessing student learning without using pencil and paper.
- Ask questions that help the new teacher prioritize issues/concerns related to instruction.
- Ask for advice from beginner about “new” approaches to lessons.
- Review the short-and long-term instructional goals.
- Assist in adapting instruction to meet individual needs.
- Do a demonstration of teaching techniques in their class.
- Help them with curriculum mapping.
- Help the new teachers organize lessons so that different learning styles are addressed.
- Help organize subject matter so that the new teachers do not fall into the trap of trying to cover the book.
- If you teach a different grade level or course, become familiar with the curricula with which the new teachers are working. Identify materials and resources that could be useful to them.
- Investigate state, district and on-line curricular and instructional resources available to new teachers and make them aware of them as appropriate. See pages 359-362 for **Web Sites for New Teachers**.

The Mentoring Calendar

The Mentoring Calendar is provided as a tool for all members of the school community. While many of the suggestions can be used by mentors, there are many that the administrative staff, other teachers, parents, and community members can implement or support as part of a comprehensive mentoring program.

No one mentor is expected to implement all the recommendations on The Mentoring Calendar. Actions that match the requirements or expectations of district programs, and those that refer to the responsibility of mentors to be positive representatives of the district and role models for new teachers, are not optional. Other actions are listed as **possibilities for mentors to consider**. In order for mentors to best support the new teachers with whom they should work, they should base additional interactions on continuing dialogue with the new teachers, student data, and professional observations. **Mentors should read through the monthly listings, decide which are appropriate for the teachers they are mentoring, decide who should complete the tasks, and then implement or facilitate the implementation of the actions.**

Mentors in schools on a modified or year-round calendar can use the sequence of actions and interactions but will need to retitle each month to match their school schedule.

Recommendations for each month are organized into eight categories which capture the potential challenges and concerns of teachers new to a school or district. The categories are as follows:

- **Personal:** This section addresses life beyond the work place as well as creating a welcoming work environment where new teachers feel a part of both the learning community and the social fabric of the school.
- **Professional:** This section addresses both the professional development and learning that teachers continue throughout their careers and the human resource issues of contracts, finances, benefits, etc.
- **Curriculum, Instruction, and Assessment:** This section addresses the daunting task of knowing what students are supposed to know and know how to do as a result of the instructional program designed and implemented by their teachers.
- **Organizational Systems:** This section addresses systems for organizing professional papers, instructional materials, student materials, and the classroom.

The Mentoring Calendar

- **Students:** This section addresses systems for getting to know the students as learners and as people, for building a learning community, and for developing a repertoire of ways to deal with unmet expectations that are not grounded in compliance and control but rather in increasing student learning.
- **Colleagues:** This section addresses issues of collegial collaboration including working with the administrative staff, teaching staff, and support staff in professional and productive ways in the interest of student learning.
- **School and School System:** This section addresses the policies and procedures, written and unwritten, for the operation of the organization.
- **Parents and Community:** This section addresses the need to work collaboratively and proactively with parents as partners in their children's education.

An additional feature of **The Mentoring Calendar** is a section entitled **Especially for Special Educators**. It lists recommended mentoring strategies to provide special educators the support they need to deal with unique issues they face in doing their work.

Mentoring Calendar

October

Personal

- Check on balance of work and life. Reality sets in during October and the long hours of preparation and grading begin to take their toll.
- Place cartoons or inspirational quotes about school, teaching, and students in the new teachers' mailboxes or on their desks.
- Bring a brown bag lunch to share and talk not only about school but the fall weather, sports, movies, and good books to read.
- Take a walk around the block together at lunch or after school.
- Attend a school extracurricular event together.

Professional

- Preview professional development opportunities and make suggestions as appropriate.
- Ensure that the new teachers are feeling informed and ready for the first round of formal observations.

Curriculum, Instruction, and Assessment

- Now that the new teachers know their students and their learning needs, revisit the pacing guide and corresponding lesson plans.
- Do an assessment or have the new teachers complete a self-assessment of how their classroom assessment repertoire is working. Use page 255 in this book, and pages 140-167 in *Why Didn't I Learn This in College?* as resources for this discussion.
- Introduce the new teachers to the cumulative records and the student achievement data on their students. Discuss with them how the student achievement data matches the classroom assessment data and how they can use both data sets to plan instruction.

Organizational Systems

- Review grade book and record keeping systems. Examine the efficiency and effectiveness of current review and grading of student work and the way the information provided on returned papers is used by students and teachers.
- Discuss time management both at school and during the after-school hours.

Mentoring Calendar

October continued...

Students

- Ask the new teachers to share stories about evidence of student learning that has been rewarding.
- Have the new teachers describe how students are becoming more comfortable with each other and with the learning process.
- Discuss concerns about students who are struggling and identify interventions that might work. Use pages 36-42, 227-230 in *Why Didn't I Learn This in College?* as a resource.
- Go over learning profiles of students identified as special education students and assist the new teachers in scaffolding instruction for those students.
- Be sure that the new teachers are comfortable contacting building and district specialists for assistance. As appropriate, have the new teachers sit in on a meeting you hold with instructional specialists or accompany new teachers to their first meetings with building or district specialists.
- Discuss impact of Halloween, homecoming, and other special events on student learning.

Colleagues

- Check in with other mentors to seek and provide support for the mentoring process.
- Debrief department, grade level, team, and committee meetings. Answer questions about unknown terms or unclear processes. Be prepared to explain the rationale for or history behind comments and decisions.
- Invite the new teachers to join grade level or standards area groups to analyze student achievement data and to discuss how to use the information to inform instructional decisions.
- Arrange a meeting of classroom teachers and the special educators who support the learning of special needs students in the classroom. Design an agenda that helps the two get to know each other on a personal level and for each to better know how to make connections between the two programs for the learners.
- Have a conversation with the principal or other administrators to let them know the support you are providing.

Mentoring Calendar

October continued...

School and School System

- Explain which radio station announces late openings or school closings.
- Explain how teacher and student schedules operate when there are snow days or other emergency late openings or school closings..
- Discuss rationale and procedures around interims and intervention plans.
- Go over end of the grading period procedures and emphasize the importance of completing forms correctly and submitting them in a timely fashion. Explain systems that have worked for others.
- Discuss the school holiday policies with an emphasis on how Halloween is handled.
- Go over field trip procedures.
- Explain how book fairs are organized and why they are held in your school.

Parents and Community

- Explain the norms and procedures for parent conferences.
- Provide appropriate assistance with parent conferences. Use pages 265-266 269-270 in *Why Didn't I Learn This in College?* as resource materials.
- Discuss the pros and cons of having student led conferences.
- Share examples of letters and other communication home about conference schedule and purposes.
- Do a room tour and help teacher see the classroom through the eyes of parents. Ensure that learning standards and student work dominate.
- Brainstorm ways to stay on schedule during conferences.
- Discuss what to do should the conference become confrontational.
- If a new teacher is expecting a particularly challenging conference, role play the conference and if necessary, sit in on the conference.
- Suggest that general education teachers collaborate with special educators in planning and holding parent conferences of students they both teach.

Especially for Special Educators

- Review first few IEPs prepared by the new teachers and provide feedback on accuracy and completeness of document.
- Hold a planning conference for an IEP meeting, observe the IEP meeting, and provide feedback about how actual outcomes matched desired outcomes. Discuss implications for next IEP meeting.
- Facilitate the observation by the new teachers of students on their case load in the general education setting.
- Coach the new teachers around collaboration with general education teachers in the planning and holding of parent conferences of students they both teach.

Data-Driven Discussions

How Will You...

How Did You Help Students Learn?

"Feedback is information about how we did in light of what we attempted." If we can agree that **"what we are attempting"** is always increased student learning, then we know how to focus the feedback we give and the questions we ask. That focus alone would change the way we mentor teachers. The first question asked should always be, **"How did you help students learn?"** rather than "How do you think it went?" While the latter may have the same intent, it is not as explicit.

We want the teachers whom we are mentoring to learn to self-assess, to know when to ask for coaching, and then to be able to self-adjust in order to promote student learning. To do this, mentors need incredible knowledge and skill to orchestrate conferences and other data-driven discussions. While some of us do this work quite well intuitively, as Madeline Hunter said, "Intuition is no substitute for competence!" We never know when a mentoring "teachable moment" will occur. Both carefully planned conferences and informal hallway conversations can have powerful influence on teacher decision making and classroom practice. To that end we need to be purposeful about identifying sources of data, appropriate data to discuss, and about building skills for engaging in data-driven discussions.

Chapter III, New Teachers as Colleagues and Learners focuses on adult learning theory, information processing styles, and generational differences. This chapter focuses on **data sources, conference approaches, and strategies for engaging new teachers in formal and informal data-driven discussions.**

"Feedback is information about how we did in light of what we attempted. Intent vs. effect. Actual vs. ideal performance. The best feedback is highly specific, descriptive of what we did and did not do in light of standards, and occurs in both a timely and ongoing way. Think of the best feedback systems: computer games, your shower faucets, or tasting the meal as you cook. Or recall how often the music or tennis coach provides a steady flow of feedback to show you how your actions cause this or that result.... What feedback most certainly isn't is praise and blame or mere encouragement."

Grant Wiggins

Ordering Information

| Books | Order # | Price |
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| <i>Instruction for All Students</i> | 11027 | \$ 34.95 |
| <i>Instruction for All Students Facilitator's Handbook</i> | 11043 | \$ 24.95 |
| <i>Leading the Learning (3-ring binder)</i> | 11004 | \$ 59.95 |
| <i>Leading the Learning (bound)</i> | 11005 | \$ 34.95 |
| <i>Meeting the Needs of Diverse Learners</i> | 11033 | \$ 34.95 |
| <i>Results-Based Professional Development Models</i> | 11011 | \$ 70.00 |
| <i>Standards-Based Classroom Operator's Manual</i> | 11012 | \$ 24.95 |
| <i>Strategies in Action: A Collection of Classroom Applications</i> | 11049 | \$ 14.95 |
| <i>The 21st Century Mentor's Handbook</i> | 11003 | \$ 34.95 |
| <i>Why Didn't I Learn This in College? Second Edition</i> | 11002 | \$ 29.95 |
| <i>Why Didn't I Learn This in College? and The 21st Century Mentor's Handbook</i> Save 20% | 11029 | \$ 50.00 |
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