

Self-Directed Kick Start for New Teacher Mentors

**Module 1: Kick-Starting the Mentor-Mentee Relationship**

This module is intended to support new beginning teacher mentors in getting started successfully prior to the first full, in-person “Oregon Mentor 101” training. The modules are based primarily (with some adaptation) on the online Mentor Modules *developed by Caitlin McMunn Dooley, Ph.D., Nick Sauers, Ph.D. and Cassandra Matthews, with funding from the U.S. Department of Education’s Teacher Quality Partnership grant –* [*http://www.mentormodules.com*](http://www.mentormodules.com)

Mentors should complete the following three lessons: Building Trust, Teacher Identity, Coaching Language and Techniques as outlined below. These can be done individually or a program leader may use this outline to hold an in-person “Kick-Start” training for new mentors in your program. It is intended to take approximately ½ day. For programs with a small number of mentors, ODE will offer online discussion follow-up sessions to support new beginning teacher mentors.

Kick Starting the Mentor-Mentee Relationship is designed to provide a mindset and guidance for embarking on the mentoring journey with a beginning teacher. It sets the stage for all future meetings and provides useful tools for the mentor. Oregon’s Mentoring 101 trainings will delve deeper into these topics and extend mentor professional learning to other topics that will support mentor development.

Objectives:

* Determine important elements for building and maintaining trust.
* Understand the roles and responsibilities of a mentor and how to effectively launch your first meetings with your mentees.
* Familiarize self with Coaching Conversation, the Collaborative Discussion Guide and Mentor Language/Stems.

**Lesson 1: Trust and Relationship Building Lesson**

Building trusting relationships is essential groundwork for mentoring.  This module addresses how to go about doing just that by providing mentors with practical strategies and activities to develop and maintain collegial relationships with beginning teachers.

| Activity | Material/Resource  |
| --- | --- |
| 1.1 Reflect on your own, then share out with a colleague.Reflection Questions:* What qualities do you have that will make you a good mentor?
* What qualities might you need to overcome?
 | Start a [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartTeacherMentor-MenteeRelationship.docx) that you will share out from in your local mentor program, in online mentor support forums, or at upcoming ODE mentor trainings.  |
| 1.2 Read the following article:The Good Mentor (from Educational Leadership)Jot any thoughts or questions in your Reflection Journal. Do agree with these qualities? Are there others you think are missing? | <https://www.det.nsw.edu.au/proflearn/docs/pdf/good_mentor.pdf> Also this: [Characteristics of a Quality Mentor Teacher](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/characteristics_of_a_quality_mentor_teacher.pdf) |
| 1.3 Thinking about the article you just read, The Good Mentor, watch these two videos and reflect by responding to these reflection questions in the reflection journal. **Compare the two videos of mentor-beginning teacher first interactions using the graphic organizer to the right.** Watch both videos, then: Answer these questions in your reflection journal:* In each video, how does the beginning teacher respond to the mentor’s initial approach?
* Which mentor’s initial approach better supports the building and development of trust? Why?
* What advice would you give to Marcia (in the 2nd video) to help her start out successfully building trust?
* How would you help a beginning teacher become more reflective by identifying areas of strength as well as areas that may need improvement?
* If Marcia had to do it all over again, how should she approach Joan?
 | **First**: watch this video of a first mentor-beginning teacher interaction.<https://drive.google.com/file/d/0B4t2b_ehAfCKTlV6NmpkOU9COUU/view?usp=sharing> Then, watch **Building Trust in Mentoring Relationships**<https://vimeo.com/44689350> (5:02)[Graphic Organizer](https://drive.google.com/open?id=1jwTgpHfsmPqCGkl6-aKdj8V7gkeKj0pLuroCHszqt7g)[Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartTeacherMentor-MenteeRelationship.docx) |
| 1.4 Watch two short videos and be prepared to reflect and answer questions afterward.What Does Dr. Dana think are the 3 essential skills?What does she say is the 1st step in building a relationship with your new teacher?How does she suggest you approach a defensive mentee? | Go to these web links: Watch video of Nancy Fichtman Dana, Ph.D. <https://vimeo.com/43926879> (3:54)Watch video of Steven Athanases, Ph.D. <https://vimeo.com/43568853> (4:12) |
| 1.5 Reflect/Answer these questions:* As a mentor, what do you think is your initial responsibility?
* What are some qualities that you feel are essential for a mentor to possess?
* How would you support a teacher who becomes defensive when you give critical feedback?
* How would you help a beginning teacher become more reflective by identifying areas of strength as well as areas that may need improvement?
 | [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartTeacherMentor-MenteeRelationship.docx)  |
| 1.6 Watch the “Getting to Know You” conversation video | <https://vimeo.com/43817125> (5:44) |
| 1.7 Give it a Try-ACTIVITY 1: Conducting a “Getting to Know You” Conversation with Beginning Teachers* Here are easy steps that you can follow as you get used to using this strategy to build trust with a new teacher.
* Utilizing this tool, **go back to the Getting to know you video and take notes as if you were the mentor in the conversation.**
* If you have an opportunity to conduct your own “Getting to Know You” Conversation, do so and be prepared to share out at an in-person or online session.
 | [Getting to Know You Tool](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/Gettingtoknowyoutool.docx) |
| 1.8 Think back to your initial responses to the questions below.* After working through this lesson, do you still agree with your initial thoughts?
* Has your perspective shifted in any way?  If so, what aspects of your responses would you change?
* As a mentor, what do you think is your initial responsibility?
* What are some qualities that you feel are essential for a mentor to possess?
* How would you support a teacher who becomes defensive when you give critical feedback?
* Did you try a Getting to Know You conversation? How did it go?
 | [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartTeacherMentor-MenteeRelationship.docx)  |

**Lesson 2: Teacher Identity**

Do you remember what it’s like to be a beginning teacher? The thrills? The angst? This lesson helps mentors understand how a beginning teacher might be feeling. Their concerns are different from veteran teachers. Their knowledge is different too. This module will support mentors in understanding and assisting beginning teachers in their struggle to develop their professional identity.

| Activity | Material/Resource |
| --- | --- |
| 2.1 Reflection Questions:**Think about your role as a new beginning teacher mentor.*** What are your concerns? Your goals?
* What were your concerns when you first started as a beginning teacher?
* How have you changed and developed as a professional?
 | [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartTeacherMentor-MenteeRelationship.docx) |
| 2.2 Watch this video “teacher Identity” **starting at minute 1:24.** | Go to this web link: <https://vimeo.com/43839527> (1:26) |
| 2.3 Answer these response questions in your Reflection Journal:* Lelani has several concerns. As her mentor, where would you begin?
* What would you do to support a beginning teacher who feels confident with subject matter knowledge but needs support with adjusting her lessons to meet students’ varied developmental levels?
* In addition to classroom management, what other concerns do you think beginning teachers may have?
 | [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartTeacherMentor-MenteeRelationship.docx) |
| 2.4 Read the article, “What New Teachers Really Need” * Jot down any thoughts, question you have in your reflection journal.
* What were new teachers 5 top concerns?
* What are some strategies the article suggests for mentors?
 | <http://www.ocmboces.org/tfiles/folder907/What%20New%20Teachers%20Really%20Need.pdf>  |
| 2.5 Watch the Nancy Fichtman Dana, Ph.D. video.Answer in your Reflection Journal.* What does Nancy say are the 3 biggest, common concerns of beginning teachers?
* What strategies does she suggest a mentor begin with, but not stop with?
 | <https://vimeo.com/43928492> (5:22) |
| 2.6 Watch the “Demo video”of a mentor-mentee conversation where the mentor tries to “Turn the Conversation Around.”Record your thoughts in your Reflection Journal, or pair up with a colleague and dialogue around these questions if you are in person.* How did the mentor handle the beginning teacher’s concerns?
* What else might she have done or said?
 | <https://vimeo.com/43832453> (1:45) |
| 2.7 Watch **Phases of 1st Year Teachers** Video Clip, but**STOP at Minute 3:42- Only looking at 1st 2 phases for now.**Record your thoughts in your Reflection Journal.* Do you recall going through these Phases?
* How did you get through them?
* Why is support the first weeks and months of school so important?
 | <http://techtraining.dpsk12.org/Mentoring/Phases/Phases_Final.html> (3:42) |
| 2.8 Please answer the questions below in your Reflection Journal. Be prepared to share out in person or (online session if needed.)* What can mentors do to help beginning teachers develop positive professional identities?
* At the beginning of the lesson, you learned about specific concerns beginning teachers tend to experience. Think about your own experience as a beginning teacher. How were your concerns similar or different from those highlighted in the module?
* How do the concerns of beginning teachers differ from those of experienced teachers?
* Think back to your first year of teaching and some of the feelings you experienced. What advice would you give to a new teacher who confides in you that she feels like she doesn’t know what she is doing?
 | [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartTeacherMentor-MenteeRelationship.docx) |

**Lesson 3: Coaching Language and Techniques**

What should a mentor look for when mentoring a beginning teacher? If something goes wrong in instruction, how does a mentor convey that information? And how does a mentor get a teacher to become self-reflective? This lesson includes advice on how to conduct observations—from the pre-observation conference, to data collection, to delivering feedback. This module provides mentors with strategies that can be used to support beginning teachers as they transition from student teaching into the induction phase of their career.

| Activity | Materials/Resources |
| --- | --- |
| 3.1 Reflection Question:How might mentoring conversations facilitate growth in beginning teachers’ instructional practices? | [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartTeacherMentor-MenteeRelationship.docx) |
| 3.2 Watch the video of a “Coaching Cycle.”* It all starts with a **pre-observation conversation** between the mentor and the beginning teacher. During this conversation, the beginning teacher sets a goal for the observation.
* Then the mentor **observes a lesson**, taking notes and gathering data related to the beginning teacher’s goal.
* After the observation, the two teachers (mentor and mentee) participate in a **follow-up conversation** to review the data and determine how the goal was reached and/or what changes can be made to reach it in the future.

After you watch the video, reflect in your journal:* What did you notice about the coaching (mentoring) cycle?
* How did the mentor, Diane, decide what data to collect?
* What did you notice about the Elana’s biases? How did Diane address Elana’s bias?
* Elana struggles between “maintaining high expectations” and “looking at the data”–data which may or may not evidence exceptional learning. How can you help a beginning teacher achieve this balance between expectations and attending to data?
* What did you notice about the end of the post-observation conference? What is the mentor’s role here?
 | Go to this weblink: <https://vimeo.com/43831241> (5:45) |
| 3.3 Read the following 2 Articles and record your thoughts as you read each one. Include for each article:* Your biggest “Take-Aways”
* Questions or wonderings you would like to explore further
1. *Stances for Mentoring-3Cs*
2. *What Data to Collect When Observing*
 | 1. [*http://api.ning.com/files/6QtNvWPQNL6QJ0BrBYq6KNFy9M6SVlqH5xymn1HADAP3KaJhae2W9IYqe9hkG6xmBdP6c1Urx9VEw\*NTLG0jsrWeQtcxKUj-/3Cs.pdf*](http://api.ning.com/files/6QtNvWPQNL6QJ0BrBYq6KNFy9M6SVlqH5xymn1HADAP3KaJhae2W9IYqe9hkG6xmBdP6c1Urx9VEw%2ANTLG0jsrWeQtcxKUj-/3Cs.pdf)
2. <http://www.phschool.com/eteach/professional_development/mentor_coach_data_gathering/essay.html>
 |
| 3.4 Watch the Steven Athanases video. Coaching and Language Techniques.Reflect on his comments in your Journal. | <https://vimeo.com/43570521> (1:50) |
| 3.5 Collaborative Discussion Guide (CDG Tool)The CDG is typically used each visit with the mentee. It is comprised of 4 boxes and each is addressed by the mentor. The mentor prompts the mentee during the conversation as follows:1. Recent Successes? (Improvement strategies, building relationships, management, etc.)2. Today’s Focus? (Challenge. Concern, collaborative project, etc.)3. Mentee’s Next Steps?4. Support Needed From Mentor?***The CDG guides/focuses weekly conversations, tells a story through time, enables reflection for both mentor and mentee, provides accountability and checklist for next steps. Mentors are encouraged to start using during their second or third meeting. You will get lots of practice using this in future professional learning modules.*** | [Collaborative Discussion Guide (CDG Tool)](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/Teacher-MentorCollabDiscussionGuideCDG.docx.docx) |
| 3.6 Watch this 11 minute presentation on “Mentoring Conversations” from Denver Public Schools’ Mentor training. There are several video clips within of a mentor-BT conversation. Try using the CDG as if you are the mentor while watching the clips. * What do you think will be your strengths in holding mentor conversations with your mentee(s)?
* Where will you need support and practice?
 | <http://techtraining.dpsk12.org/Mentoring/MentConv/MentConv_Final.html> [CDG Tool](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/Teacher-MentorCollabDiscussionGuideCDG.docx.docx) |
| 3.7 Find someone (another mentor if you are in a group training, or an experienced teacher) to practice/role play a mentoring conversation, using the CDG Tool and the Questioning Stems. \*\*Reflect on your practice conversation: * How did it feel to use the CDG Tool and the Mentor Question Stems? Natural, forced? Comfortable? Awkward?
* How soon in your mentoring relationship do you plan to use the GDG tool, and what would be a good “entry point” for using it?
 | [Questioning Stems](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/MentorLanguageChart.doc.docx) and [CDG TOOL](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/Teacher-MentorCollabDiscussionGuideCDG.docx.docx) |
| 3.8 Wrap-up reflections:* What are the components of a coaching cycle?
* If a beginning teacher lacks ideas, asks for help or doesn’t recognize the problem, which mentoring stance would you take? What are some possible actions you can take to support her?
* During a pre-observation conference, your mentee asks you to help her with pacing her lessons. What kinds of data collection techniques might you suggest to address this goal?
* Imagine your mentee makes the following statement about a student during your post-observation conference: “Meghan comes from a very affluent home, so I expected her to come up with many connections to the text. My English learners, however, always have trouble with text connections and that’s really frustrating.” How would you respond? How would you support this beginning teacher in reframing her thinking?
 | [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartTeacherMentor-MenteeRelationship.docx) |
| 3.9 Module Evaluation Survey:Since you are among the first new mentors to pilot this self-paced Kickstart training, we would greatly appreciate your honest feedback to help us revise and improve for the future. Please click on the link to the right and complete the survey.  | [Survey](https://www.surveymonkey.com/r/VNGDV7W)  |