**Kickstarting the Teacher Mentor-Mentee Relationship**

**Mentor Reflection Journal Template**

***Important Note***: Before you start typing in this journal, please go to the Google Docs File menu, make a COPY of this Journal, and then move the COPY to your own drive/folder. You can then rename it with your name, rather than “copy.”

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

| Prompts | Reflection Space |
| --- | --- |
| Reflection Questions:   * What qualities do you have that will make you a good mentor? * What qualities might you need to overcome? |  |
| Article: The Good Mentor (from Educational Leadership)   * Jot any thoughts or questions in your Reflection Journal. |  |
| **Compare 2 videos of mentor-beginning teacher first interactions.**  **Watch both videos, then:**  Answer these questions in your reflection journal:   * In each video, how does the new 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 new 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? |  |
| After watching the 2 videos,   * 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 new teacher become more reflective by identifying areas of strength as well as areas that may need improvement? |  |
| **Getting to Know You Conversation**- If you have had an opportunity to conduct one, how did it go? |  |
| 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? |  |

**Lesson 2: Teacher Identity**

| **Prompts** | **Reflection Space** |
| --- | --- |
| Reflection Questions:  **Think about your role as a new mentor.**   * What are your concerns? Your goals? * What were your concerns when you first started as a new teacher? * How have you changed and developed as a professional? |  |
| Answer these response questions about the video:   * Lelani has several concerns. As her mentor, where would you begin? * What would you do to support a new 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 new teachers may have? |  |
| Reflection on Article, “What New Teachers Need.”   * What were new teachers 5 top concerns? * What are some strategies the artcle suggests for mentors? |  |
| **Re: Nancy Dana Video:**   * What does Nancy say are the 3 biggest, common concerns of new teachers? * What strategies does she suggest a mentor begin with, but no stop with? |  |
| “Turn the Conversation Around.” Video Clip Reflection:   * How did the mentor handle the new teacher’s concerns? * What else might she have done or said? |  |
| Phases of 1st Year Teacher Clip Reflections: |  |
| Lesson Reflection:  **Be prepared to share out in person or (online session if needed.)**   * What can mentors do to help new teachers develop positive professional identities? * At the beginning of the lesson, you learned about specific concerns new teachers tend to experience. Think about your own experience as a new teacher. How were your concerns similar or different from those highlighted in the module? * How do the concerns of new 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? |  |

**Lesson 3: Coaching Language and Techniques**

| **Prompts** | **Reflection Space** |
| --- | --- |
| **Reflection Question:**  How might coaching conversations facilitate growth in new teachers’ instructional practices? |  |
| Coaching Cycle Video Reflections:  Now that you’ve viewed the Real World Case, consider these questions:   * What did you notice about the coaching 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 to between “maintaining high expectations” and “looking at the data”–data which may or may not evidence exceptional learning. How can you help a new 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? |  |
| 3 Articles Reflections:  Jot your thoughts, questions, concerns here. |  |
| Steven Athanasas video Reflections |  |
| “Mentoring Conversations” presentation from Denver Public Schools’ Mentor training.   * What do you think will be your strengths in holding mentor conversations with your mentee(s)? * Where will you need support and practice? |  |
| Reflect on your Practice Mentor 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? |  |
| Wrap-up reflections:   * What are the components of a coaching cycle? * If a new 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 new teacher in reframing her thinking? |  |