

2018 Metro-Area Cooperating Teacher Orientation

Outcomes Participants will:

1. Deepen skills in building relationships between cooperating teachers and teacher candidate
2. Enhance strategies to engage in and share thinking process regarding student learning, instruction, classroom management...
3. Build repertoire of coaching/mentoring skills to work with a teacher candidate
4. Reflect on culturally relevant practices and determine ones to focus on with candidate

Participant Agenda

Time – Activity

10 min Welcome, Introductions, Agenda Overview

40 min How do we establish the Cooperating Teacher-Candidate Relationship?

- Markers Along the Journey (10 min)
 - What makes a good mentor?
- Attributes of Effective Mentors (15 min)
 - Implications for strengthening mentoring skills
- Getting to Know You Plan Tool (15 min)
 - Building relationships and routines

15 min How do cooperating teachers share their practice transparently and help candidates raise awareness about culturally relevant practices?

- Window Into Teacher Thinking
 - Implications for making practice transparent

55 min What are some tools that cooperating teachers can use to coach their candidates?

- The 3 Cs -Roles & Stances of an Effective Cooperating Teacher
- Consultant / Collaborator / Coach at a Glance Video
- Consulting / Collaborating / Coaching in Action
 - Using the 3C's tool for effective mentoring
- Language Stems
 - How cooperating teachers coach using responses most appropriate to the situation
- Practice with Vignettes

10 min Closure and Next Steps

Detailed Facilitator Agenda

Time	Slide #	Main Idea/Activity	Materials/ Notes
10 min.	Slide #1 & 2	<p>Welcome, Introductions, Agenda Overview Purpose: Provides the group and facilitator chance to get to know who is in the room without taking time for individual introductions.</p> <ol style="list-style-type: none"> As participants enter have them take some colored dots from their table to place on charts around the room and then find a seat Facilitator reads chart data Participants to stand and say, "That's Me" when presenter makes a statement that applies to them. <p>Examples:</p> <ol style="list-style-type: none"> I see we have several program leaders here. (Program Leads stand and say, "That's Me" Many of you have 5-10 years of experience. (Those that do stand and say, "That's Me" <p>4. Close activity with a statement that all can stand and agree to, like: "I know that learning is emotionally linked, and I intend to have a good time while we are together."</p>	<p>1.0 Consensogram charts already up around room, colored dots</p> <p>Charts identify:</p> <ul style="list-style-type: none"> grade levels, building/district administrators/program leads, years of experience educator knowledge, mentoring/coaching, experience <p>Chart models in Facilitator Packet</p>
10 min	Slide # 3	<p>1.1 Markers Along the Journey: A Mentor in My Life Purpose: This activity provides an opportunity for participants to reflect on own experiences and identify qualities of mentors who made a difference in their lives.</p> <ol style="list-style-type: none"> Describe purpose of activity Invite participants to "Think about someone you consider a mentor (or perhaps a composite of mentors) in your own life who made a positive impact on you." - either personally or professionally Ask them to think about where they were, when the relationship occurred, who the person was, and what attributes made them effective. Give 2-3 minutes to write down thoughts in participant packet p. 2 (and choose a photo card if used) Then, ask them to turn to a partner and share stories (5 minutes for paired sharing) 	<p>Chart paper, Markers, tape</p> <p>Participant packet Handout: 1.1. Markers Along the Journey</p> <p>List of typical attributes shared by participants:</p> <ul style="list-style-type: none"> -Reflective -Knowledgeable -Sense of Humor -Trustworthy -Respectful -Can walk the talk -Deep understanding of content -Deep understanding of pedagogy -Respected by colleagues -Effective Listener <p>See detailed lesson plan</p>

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		<p>With whole group, ask participants to identify attributes of their mentors and impact on them. Facilitator lists responses on chart paper. See Facilitator Guide: See 3. Effective Mentor Attributes Handout</p>	
15 min	Slide 4-5	<p>1.2 Attributes of Effective Mentors Purpose: to return to the chart the whole group made listing what made mentors in their lives effective, and compare to the dispositions, knowledge and skills listed in the handout.</p> <ol style="list-style-type: none"> 1. Invite participants to <ol style="list-style-type: none"> a. compare/contrast the lists from Markers (4) as a group to handout b. What is missing from our list that was on the handout? What is missing from the handout that was on our list? 2. Closing: Ask participants to stand-up meet with a partner <ol style="list-style-type: none"> a) Share which attributes they feel they possess, and which they will need training and support in developing. 	<p>Participant Packet Handout: 1.2. Attributes of Effective Mentors Handout</p> <p>WestEd</p> <p>See Facilitator Resources for detailed plan</p>
15 min	Slides 6-8	<p>1.3 First Conversations: Setting the Stage for Trust and Collaboration, Using the Getting to Know You Tool Purpose: To provide opportunity for participants to observe and practice first mentoring conversations and use the GKY conversation tool.</p> <p>Detailed plan in Facilitator Resources Guide</p> <ol style="list-style-type: none"> 1. Show video from Mentor Modules of a “Getting to know You” conversation or, Facilitators model/role play this conversation? 2. Review Guidelines for Building Trusting Relationship & talk to partner about how you would address one or two of these with candidate 3. Review Conversation Plan Tool page 1 and then look through the CRT Purpose and Examples 4. Consider some of the practices that are part of your routine and make suggestions for what your candidate could start implementing to build a routine in your classroom 5. Find a partner and practice this 	<p>Frame the CRT Tool for participants</p> <p>Participant Packet: 1.3.a. Guidelines for Building a Trusting Relationship 1.3. b.1st Mtg- Getting to Know You Plan Tool 1.3.c.CRT Purpose and Examples HO 1.3.d. Collaborative Discussion Guide</p> <p>Facilitator Resources Guide Detailed Activity plan <i>#1 Optional if time permits</i></p>

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		<p>conversation using tool. Take turns being mentor and candidate (5 min each)</p> <p>6. Share out with whole group any comments, questions, concerns mentors about this initial conversation/meeting.</p> <p>7. Review the Collaborative Discussion Guide Tool as a way to frame the weekly feedback meetings with candidates</p>	
15 min	Slide 9	<p>3. <u>A Window into Teacher Thinking</u>: Show the slide and discuss each of the 4 quadrants.</p> <ul style="list-style-type: none"> ● Many new educators come to us with views of teaching from one of these four quadrants. Teachers may also move between quadrants depending on content, time of day, etc. ● Pre-service: Learning it all... Can't do it. Don't know how to explain their practice ● Beginning Educators are in the Theoretical and Magical. Often familiar with the theory. What research says, why I would do something, why it is good practice ● Super teachers are MAGICAL. They do great things and get great results. Don't really know why it works. ● CT Mentors want to move pre-service candidates to the "Sweet spot" to know why they are doing something and how to help students be successful. ● We want to develop teachers who are able to make intentional moves that support students learning and are able to meet the learner needs. 	<p>See Brief Lesson Plan for script</p> <p>1.4. Window into Teacher's Thinking HO- Think about it from the Point of View of a cooperating teacher who should be intentional and is sometimes not as well as the candidate who is somewhere on the chart and needs to be coached toward greater intentionality</p>
55 min	Slides 10-13	<p>1.5 Coaching Language and Techniques Coaching Stances and Mentor Language Purpose: To introduce mentors to different mentoring stances and specific language stems that can support mentors in collaborative coaching conversations with candidates.</p> <p>Part 1 - Stances for Mentoring</p> <ol style="list-style-type: none"> 1. Introduce <u>Stances for Mentoring (3C's)</u> with video clip and handouts in packet. 2. Emphasize effective mentors demonstrate flexibility of stance and 	<p>Video- Overview of 3C's (2:05) linked on Slide Participant Packet 1.5. Mentoring Stances 1.6. Mentor Language Stems</p> <p>Paired conversation directions</p>

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		<p>role based on candidate needs. Reciprocal mentoring relationships flourish – all parties learn and grow! Questions?</p> <p>Part 2 - Mentor language STEMS:</p> <ol style="list-style-type: none"> 3. These stems will help you use collaborative coaching language in your work. 4. Take a few minutes to look them over in your packet. <p>Practicing the use of mentoring language will increase your skill to know what mentor stance/role is needed to best support candidates. Let’s quickly review the different types of Mentoring Language and when to use each (5 min.)</p> <ul style="list-style-type: none"> ● <u>Paraphrasing</u>: communicates that the listener has heard what the speaker said, understood what was said and cares. Involves either restating in your own words or summarizing ● <u>Clarifying</u>: communicates that the listener has heard what the speaker said, but does not fully understand what was said; involves asking a question (direct or implied) to gather more information, discover the meaning of the language used, get clarity about the speaker’s reasoning, seek connections between ideas, develop or maintain a focus; WHY tends to elicit a defensive response ● <u>Mediational Questions</u>: help the colleague hypothesize what might happen, analyze what worked and what didn’t, imagine possibilities, compare and contrast what was planned with what ensued ● <u>Suggestions</u>: teachable moments or spontaneous opportunities that offer the mentor a chance to fill in the instructional gaps, help the teacher make good choices, help the teacher to take the next step. 	<p>Facilitator Resources Guide and Detailed Plan</p>
	<p>Slide 14</p>	<p>Activity: Star the one or two stems you find comfortable using in your practice</p> <ol style="list-style-type: none"> 1. Form pairs, assume role of candidate or 	<p>Facilitator Guide & Participant Packet have Vignettes</p>

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		<p>mentor.</p> <ol style="list-style-type: none"> 2. Choose a Vignette and have a short conversation. 3. Mentor should practice using the Mentor Language Stems. 4. Afterward, decide which Mentoring Stance the mentor used and why. (10 min. each role, 5 min debrief)s <p>Whole Group Reflection:</p> <ol style="list-style-type: none"> 1. How comfortable were you as the mentor using Mentor language? <p>Which stance did you take and why? Ask how they felt when in candidate role?</p>	
	Slide 15	<p>Feedback & Next Steps Options: "I used to think, now I think..."</p> <p>Four Quadrant Feedback form:</p> <p>One thing I learned Questions/challenges I have What I need next One thing I will commit to working on as a mentor... Share one quadrant with the group</p>	<p>4 quadrant feedback form 1.7. Feedback form HO</p>