North Carolina Mentor Training for 21st Century Teaching and Learning

A Lifeline for North Carolina’s Beginning Teachers
• Welcome
  – Introductions coming
during 1st activity

• Agenda:
  – Why mentor standards?
  – The five standards
  – The mentor continuum
Where are we going?

- Mentor Task Force Charge
  - Beginning Teacher Support Program Standards
  - Requirements and Beyond
  - Mentor Standards
  - Alignment with Professional Teaching Standards

- Statewide Alignment
  - 21st Century Standards for Learning
  - Professional Teaching Standards
  - Beginning Teacher Support Standards
  - Mentor Standards
Teacher Working Conditions

• In 2010, more than 105,000 educators (88.81%) across state completed North Carolina Teacher Working Conditions Survey
  – Perceptions of trust and support have a direct correlation to student achievement and teacher retention
## Frequency of Mentoring Activities Reported by New Teachers and Mentors from TWC 2010

<table>
<thead>
<tr>
<th>Mentoring Activity</th>
<th>Never</th>
<th>Sometimes</th>
<th>At Least 1x per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning during the school day</td>
<td>32%</td>
<td>38%</td>
<td>30%</td>
</tr>
<tr>
<td>Observed by my mentor</td>
<td>20%</td>
<td>72%</td>
<td>8%</td>
</tr>
<tr>
<td>Planning instruction with my mentor</td>
<td>33%</td>
<td>43%</td>
<td>24%</td>
</tr>
<tr>
<td>Having discussions with my mentor about teaching</td>
<td>4%</td>
<td>45%</td>
<td>51%</td>
</tr>
</tbody>
</table>
Concerning Beginning Teachers…

• 58% said they received no release time to observe other teachers.
• 47% had no formal time to meet with their mentor during school hours.
• 31% never met with their mentor to develop lesson plans.
• 53% never observed their mentor teaching.
• 33% never analyzed student work with their mentor.
BTSP Policies

BT requirements (components of SBE policy TCP-A-004):

- Orientation
- Induction
- Observations/evaluation/PDP
- Mentor
PURPOSE - Annual network for LEA induction program leaders to:

• share information
• engage in new learning on new teacher induction
• dialogue with stakeholders, policymakers, and representatives from higher education including community colleges and universities within the region to learn about innovative research and programs
• systematically assess where the LEA’s induction program fits on the Beginning Teacher Support Program continuum
Rubric for Self-Assessing the Beginning Teacher Support Program

### Standard 3: Mentoring for Instructional Excellence

**a. Time.** Effective mentor-beginning teacher interactions and relationships are at the core of a successful mentoring and induction program. Program, district and site leadership collaborate to ensure that sufficient time is provided for mentors to meet with their beginning teachers to engage in the improvement of teaching and learning and induction-related activities both during and outside of school time.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Mentors work with beginning teachers occasionally.</em></td>
<td>... and <em>Mentors work with beginning teachers during and outside of the school day, based upon schedule and mentor flexibility.</em></td>
<td>... and <em>Mentors and beginning teachers have protected time to engage in induction-related activities.</em></td>
<td>... and <em>Mentors are provided sufficient time to engage with beginning teachers and support their professional growth. Beginning teachers are released to work with mentors, and other support providers as appropriate.</em></td>
<td></td>
</tr>
</tbody>
</table>

**b. Instructional Focus.** The North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System is the comprehensive guide used by all teachers, mentors and beginning teachers to advance practice and student learning. Mentors are regularly present in the classrooms of beginning teachers to observe and to strategically collect data on management, instruction, and student learning. Mentors and beginning teachers collaboratively analyze observation data, develop next steps and together monitor results in an ongoing process designed to continuously improve teaching and learning.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Mentors focus on logistical and operational issues, such as school practices and culture, administrative and classroom procedures and norms.</em></td>
<td>... and <em>Based on classroom observations, mentors work with beginning teachers on issues of classroom management, lesson planning, delivery of instruction and student learning aligned with the standard course of study.</em></td>
<td>... and <em>Mentors work with beginning teachers across the full-range of teaching practices as defined by North Carolina Professional Teaching Standards and identified by the North Carolina Teacher Evaluation System.</em></td>
<td>... and <em>Mentors work with beginning teachers on a strategic focus as determined by the North Carolina Teacher Evaluation System and other assessments of classroom practice and student learning.</em></td>
<td></td>
</tr>
</tbody>
</table>

**c. Issues of Diversity.*** Mentors support their beginning teachers to appreciate the wide-range of assets that all students bring to the classroom through their diversity. Mentors guide beginning teachers in the development of positive, inclusive and respectful environments that support learning for a diverse student population. Mentors and beginning teachers design and implement a broad range of specific strategies designed to meet the diverse needs of their students and promote high levels of learning.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Mentors are aware of equity issues as they arise in beginning teachers’ practice.</em></td>
<td>... and <em>Mentors support beginning teachers’ development to meet the needs of all students and create a respectful environment for a diverse population of students.</em></td>
<td>... and <em>Mentors guide the beginning teachers’ appreciation for diversity and responsive approaches to instruction during analysis of student work, planning of differentiated instruction and other opportunities as they arise.</em></td>
<td>... and <em>Mentors proactively engage beginning teachers around issues of diversity. Mentors guide beginning teachers in the ongoing development of responsive curriculum and practices.</em></td>
<td></td>
</tr>
</tbody>
</table>
Moving with Music

• Listen to the clips from songs from different decades (1950-2010)
• Look at your index card and determine in which decade your song was first released and move to that decade
Not the What, But the How

• Music
• Teaching
• Mentoring
“Come to the edge, he said. They said, We are afraid. Come to the edge, he said. They came. He pushed them… …and they flew.”

Guillaume Apollinaire
Do you have……?

- A sense of optimism for teaching?
- The ability to listen well?
- The capacity to engage in reflective dialogue that nurtures the independent ability of a beginning teacher to assess and enhance his or her practice?
- A commitment to continuous professional development?
Do you have....?

• A desire to serve all students equitably regardless of socio-economic status, first language, exceptionality or race?
• The ability to adapt instructional methods to the individual needs of students?
• A commitment to collaboration?
• The ability to utilize multiple types of assessment of student work and adapt instruction from the analysis of assessment data?
Gray’s Mentor-Protégé Relationship Model

<table>
<thead>
<tr>
<th>M</th>
<th>Mp</th>
<th>MP</th>
<th>mP</th>
<th>P</th>
</tr>
</thead>
</table>

- Arrows indicate the flow of mentorship and development.
Using Gray’s Mentor-Protégé Relationship Model, discuss the following:

– What skills would a mentor need to help a BT move through the levels in an acceptable timeframe?

– If the BT is struggling, how might the mentor intervene to help?
Mentor Standards

Standard 1 – Mentors Support Beginning Teachers to Demonstrate Leadership

Standard 2 – Mentors Support Beginning Teachers to Establish a Respectful Environment for a Diverse Population of Students

Standard 3 – Mentors Support Beginning Teachers to Know the Content They Teach

Standard 4 – Mentors Support Beginning Teachers to Facilitate Learning for Their Students

Standard 5 – Mentors Support Beginning Teachers to Reflect on Their Practice
“Leadership is not magnetic personality; that can just as well be a glib tongue. It is not ‘making friends and influencing people;’ that is flattery. Leadership is lifting a person’s vision to higher sights, the raising of a person’s performance to a higher standard, the building of a personality beyond its normal limitations.”

Peter F. Drucker
Developing relationships between mentors and beginning teachers is foundational to ensuring a quality induction experience, fostering professional growth and supporting leadership in the classroom and beyond.
Standard 1 Key Components

- Trusting Relationship & Coaching
- Leadership
- Communication & Collaboration
- Best Practices
- Advocacy for Beginning Teachers
- Ethical Standards
Developing Relationships

- **Generation Y**: 1981-2000
- **Veterans**: 1922-1945
- **Baby Boomers**: 1946-1964
- **Generation X**: 1965-1980
Generation Y

Do you know the accurate characteristics for Generation Y? Respond with TRUE or FALSE.

1. Generation Y adults lack self-confidence. **FALSE**
2. Learning collaboratively and participating in group activities comes naturally to Generation Y adults. **TRUE**
3. Generation Y workers expect diversity and up-to-date technology in the workplace. **TRUE**
4. Generation Y adults are open to work-related face-to-face or telephone conversations any time of the day. **TRUE**
5. Generation Y is the generation most tolerant of diversity. **TRUE**
6. Generation Y workers are motivated by being surrounded with other bright, creative people.

7. Communication styles of Generations X and Y are very similar.

8. Generation Y workers respect authority and thrive under direct supervision.

9. Generation Y workers are motivated by meaningful work and desire immediate feedback.

10. Work-life balance is important to Generation Y workers.
Final Word

• Independently - Read the article and highlight passages that have meaning to you. Choose the most important passage.
• Group – Take turns sharing the most important statement/passage from the article.
• Group – Determine which passage is most significant to the group. On sticky notes, summarize “what the article meant,” incorporating thoughts for all participants for the FINAL WORD.
“To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.”

Anthony Robbins
Mentor Continuum

Complete a self-assessment on Standard 1 using the Mentor Continuum.
**Standard 2**: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.

Forming strong relationships with students is central to establishing respectful learning environments for all students.
Standard 2 Key Components

• Relationships with students, families, at school and in the community
• Honor and Respect for Diversity
• Classroom Environments that Optimize Learning
• Reaching Students of all Learning Levels
Honoring Culture

“Our culture is the lens through which we view the world. By better understanding our own cultural lens, we may better realize the importance of honoring the cultures of each student in our classrooms.”

Bonnie M. Davis
How can you use the information from these sites to enhance your Beginning Teachers’ understanding of the culture in the school community?

- NC prosperity zones
- [http://ocrdata.ed.gov/DistrictSchoolSearch#districtSearch](http://ocrdata.ed.gov/DistrictSchoolSearch#districtSearch)
What is culture?

“Culture is the totality of ideas, beliefs, values, activities, and knowledge of a group or individuals who share historical, geographical, religious, racial, linguistic, ethnic, or social traditions, and who transmit, reinforce, and modify those traditions.”

Bonnie M. Davis
To become culturally proficient, we need to broaden our understanding of culture to know how we may offend or affect others.
Types of Culture

- Occupational Culture
- Organizational Culture
- Ethnic Culture

How does your culture differ from your students and your colleagues?
Cultural Factors

- Family
- Gender
- Race
- Age
- Sexual Orientation
- Language
- Friends
- Religion
- Geography
- School
- Income of Family
- Social Class
- Political Views
- Ethnicity
- Electronic Media
- Social Organizations
Communication Styles

• Think about your classroom communication style. How would you describe it?

• Consider the expectations you have…

• Tyler’s video  http://www.imtyler.org
Communication Styles

• How can you shape your instructional practices to ensure that you offer the most academically rigorous work to all students?
• How can you encourage and support your beginning teacher in maintaining high expectations for all students?
• In what ways can you help your beginning teacher in locating and accessing resources (tangible and human) to meet the diverse learning needs of all students?
Parental Involvement

- Research on parental involvement is clear!!

- Review headings on “Measure of School, Family, and Community Relationships” survey and reflection questions.

- In what area can you best support your school and district?
Parental Involvement

• Discussion Dice: Introduce yourself to the others at your table.

• Roll the dice. Match the sum of the dice to a family involvement topic from the discussion dice sheet. Share an experience that completes the sentence.
Mentor Continuum

Complete a self-assessment on Standard 2 using the Mentor Continuum.
Standard 3: Mentors support beginning teachers to know the content they teach.

Having in depth knowledge of the subject matter for the scope of a teacher’s grade level or content area is essential in promoting student achievement.

KEY COMPONENTS

• NCSCOS and 21st Century Goals
• Content and Curriculum
Reflecting on Educator Self

• Do I love my subject content? Am I a voracious reader who regularly accesses articles from journals, newspapers, and magazines about my subject matter to share with my students or colleagues?

• Do I have a deep and broad understanding of my subject content? Do I make my subject matter explicit? Do I talk about how I learn and what I must do to learn?
Reflecting on Educator Self

• Do I use an educational design when I prepare my lesson plans? Do I use research-based instructional strategies when I teach?

• Do I practice my subject content? If I teach literacy or English, am I a writer and reader? If I teach physical education, do I keep myself physically healthy and fit?
Did You Know?

• View “Did You Know?”
  https://www.youtube.com/watch?v=QpEFjWbXog0

• Consider the concepts presented in the video.
• Complete the SWOT Chart individually, then discuss as a group the Strengths, Weaknesses, Opportunities, and Threats.
  https://www.youtube.com/watch?v=HCNYt5_K6CU
20th vs. 21st Century Classrooms

• Read through the chart on the handout
• Assess your school/classroom in relation to the chart
• Line up from one side of the room to the other, with the front being 20th and the back being 21st century, based on where you believe you fall in your school/classroom
• Discuss within assigned groups why you placed yourself where you did and what you can do to grow.
20th vs. 21st Century Classrooms

20th Century

21st Century
Teacher Working Conditions

• Review and discuss BT data for the district using www.ncteachingconditions.org
• What are areas of celebration?
• What are areas in need of growth?
• What areas can you impact?
KUD

• Look at KUD chart (know, understand, and do).
• Using the second grade math curriculum, develop a KUD chart based on your group’s assigned section of the standard.
• Be prepared to share with the entire group.
My Multiple Intelligences

• Identify primary intelligence.
• Locate and go to poster of primary intelligence.
• Find a partner from another intelligence and discuss how to support BTs using MI.
• Discuss ways to use intelligence to support mentees.
• UDL site: http://www.udlcenter.org/implementation/examples
Circle of Knowledge

• Rules of the Game
  – Circle
  – Recorder
  – Order
• What are ways to differentiate for students?
• Scoring
  – Challenge
  – Answers
1 to 2 to 4

• Individual (1) - List at least three ways to support a beginning teacher in delivering 21st Century content and curriculum.
• Partners (2) - Share individual lists with a partner and decide on one way that is the best.
• Partner Groups (4) - Join another pair and determine the best idea from both groups.
• All – Share with the entire group.
Mentor Continuum

Complete a self-assessment on Standard 3 using the Mentor Continuum.
“When you criticize me, I intuitively dig in to defend myself. When you accept me like I am, I suddenly am willing to change.”

Carl Rogers
Standard 4: Mentors support beginning teachers to facilitate learning for their students.

Mentors encourage and support the efforts of beginning teachers to plan, implement, and assess the results of teaching and learning.

KEY COMPONENTS

• Instructional Practice
• Professional Practice
Inventory of Present Practices

• Partner with a mentor from your school, department or grade level
• Develop a list to be used as a resource for BTs that details current programs in place, and that includes:
  – Curricular Programs
  – Behavior Plans/Expectations
  – Lesson Plan Development Requirements
  – Paperwork Requirements
  – Hidden Rules/ School Culture/ “How we do things around here…”
Coaching Heavy/Coaching Light

• Read Article.

• Choose one statement to discuss with your table group.

• Table discussion: How do you establish a relationship in which you do heavy coaching when needed?
Mentor Continuum

Complete a self-assessment on Standard 4 using the Mentor Continuum.
“Only those who have learned a lot are in a position to admit how little they know.”

L. Carte
Standard 5: Mentors support beginning teachers to reflect on their practice.

Mentors initiate making connections with beginning teachers and begin providing support before or near the start of school or at the time of employment for those hired later in the year.
Standard 5 Key Components

• Allocation and Use of Time with Beginning Teachers

• Reflective Practice

• Mentor Data Collection
Coaching Conversations

• Listen Carefully

• Rephrase

• Questions

• Focus/ Goals
Collaborative Coaching

• Group yourselves into groups of 4
• Assign each of your group members a number from 1-4
• Break out of your groups of 4 and join the jigsaw group that corresponds to your assigned number
• In your jigsaw groups discuss how your assigned step of the cycle is helpful for the Mentor and the BT. Become and expert on your step of the cycle.
• Return to your original group and beginning with step #1; each expert will share how the step is helpful for Mentors and BTs.
Phases of First Year Teachers
Mentor Continuum

Complete a self-assessment on Standard 5 using the Mentor Continuum.
Reflection for Mentors

• How are you doing now?
• What do you need to work on to improve?
• What strategies could help you improve?
• What have you learned and how can you use it beyond this classroom?
Wishes….to Reality

• Spend five minutes writing a reflection of the first weeks of the first year you taught.

• Make a list of:
  – What you wish you had known…
  – What would have helped…

• Discuss key points in groups.

• Make a “Master List” to present to the group and share with your mentee.
Thank you!

- Final Questions?
- Evaluation: https://drive.google.com/open?id=1zyTA5qq2fO6t1FUiwjIKljxjkdR6hRtfwXGzJ7PpM74
- Contact Information: regedfac.ncdpi.wikispaces.net