

SD148 Induction/Mentor Program

Mentor Learning Community Meeting

March 2, 2023

Developing a Culture of Support: The Role of the Mentor in Supporting Novice Teachers



Created and presented by Mike Hurst
Coordinator, SD148 Induction/Mentor Program

"I'm absolutely
passionate about
helping people to
become all that I know
that they can become."

- David Cunliffe -



TEACH

encourage

instruct

MENTOR

PRAISE

influence

GUIDE

INSPIRE

@InstaMessageApp

***Be a mentor to
someone***

Chuck Sandy

Who Do You Want as Your Mentor



Or





“Whenever I feel bad, I use that feeling to motivate me to work harder.”

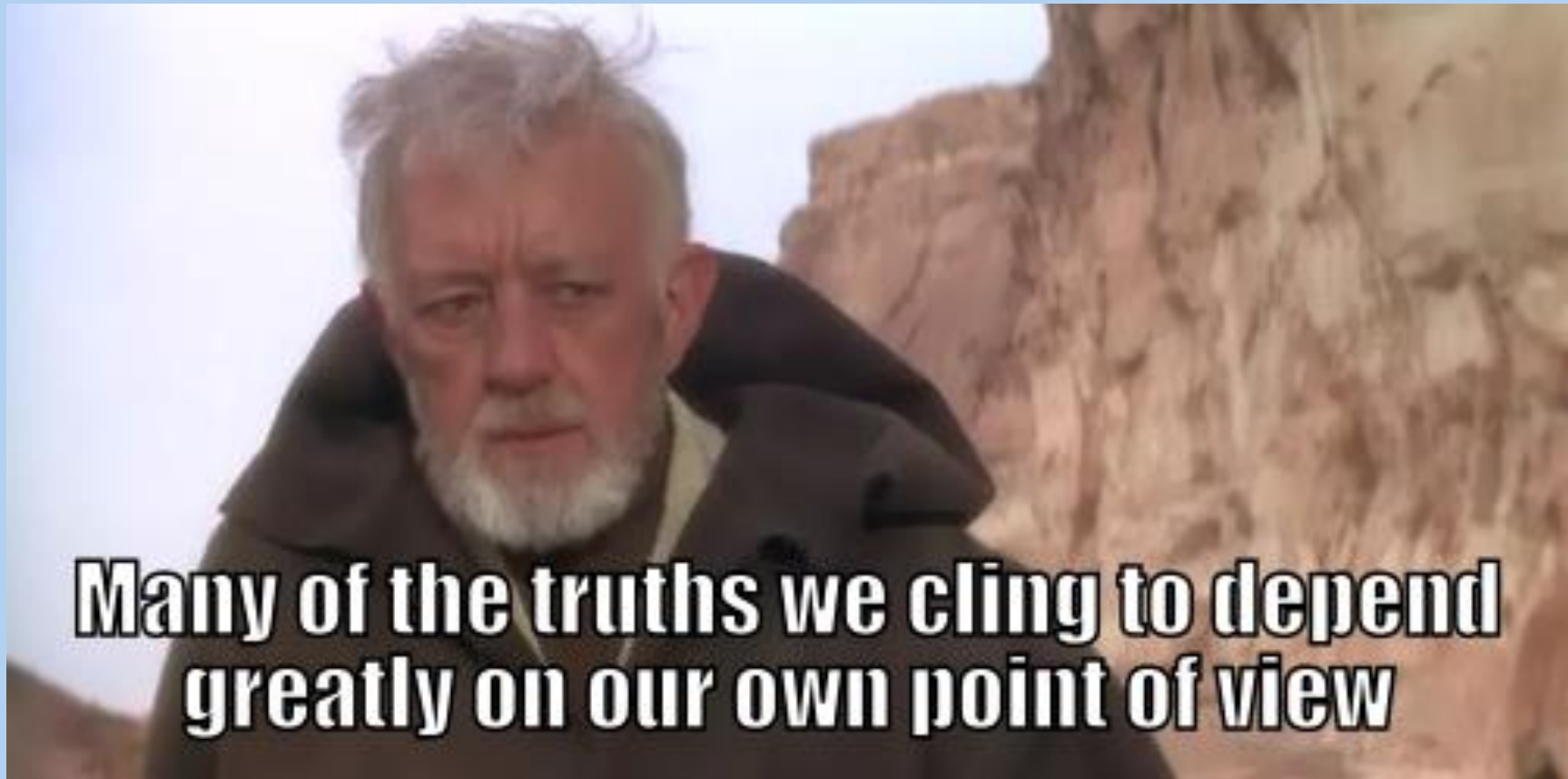
**"Do... or do not.
There is no try."**



I will not lose, for
even in defeat,
there's a valuable
lesson learned, so it
evens up for me.

- **Shawn Carter**
(Jay-Z)





**Many of the truths we cling to depend
greatly on our own point of view**

Who Do You Want as Your Mentor



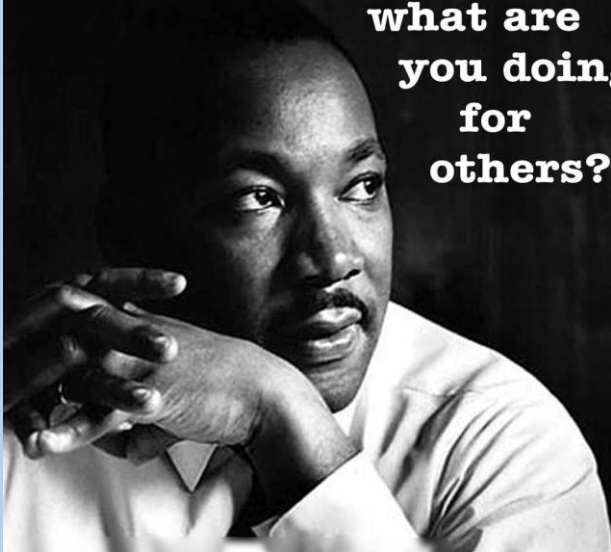
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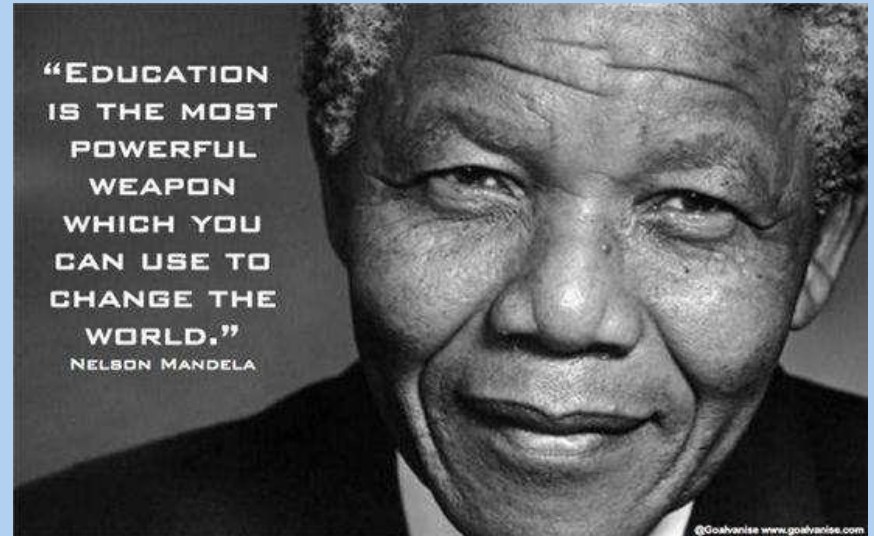
Life's most persistent and urgent question is,

**what are
you doing
for
others?**



**"EDUCATION
IS THE MOST
POWERFUL
WEAPON
WHICH YOU
CAN USE TO
CHANGE THE
WORLD."**

NELSON MANDELA



@GoAvante www.goAvante.com

**INTELLIGENCE
+ CHARACTER
THAT
IS THE
GOAL
OF TRUE
EDUCATION.**

- DR. MARTIN LUTHER KING, JR.



**"CHANGE WILL NOT COME IF WE WAIT FOR
SOME OTHER PERSON OR SOME OTHER TIME.**

**WE ARE THE ONES
WE'VE BEEN WAITING FOR.**

WE ARE THE CHANGE THAT WE SEEK."

BARACK OBAMA



HANGCHUNGTEE.BLOGSPOT.COM

Create Your Own Mentor Quote to Share



DON'T JUDGE.
BEHIND EVERY
PERSON,
THERE'S ALWAYS
A REASON WHY
THEY ARE THE
WAY THEY ARE.

WWW.LIVELIFEHAPPY.COM

IMP Activities



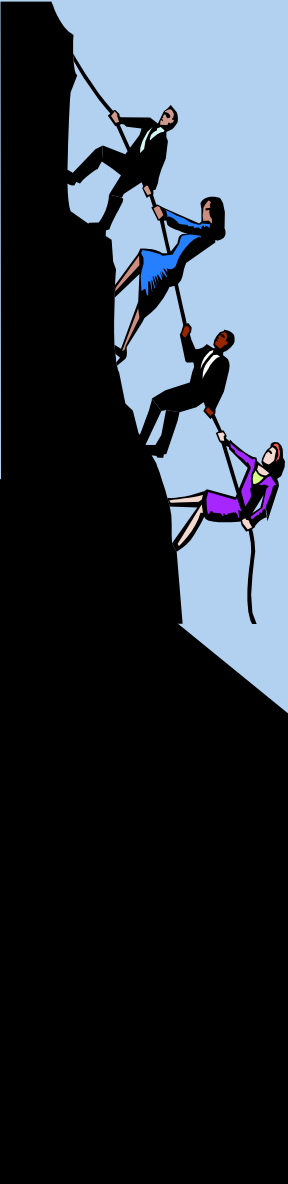
- All activities due at the April Meeting
- Submit through TEAMS, or by email, or in written form
- Protégé's portfolios have activities. Mentors do not need to copy
- Mentor's portfolio has 2 letters, MPDAP, compensation option
- Contact logs, no post-dating into May, see Mike with questions, total according to contract language is 36 hours
- Activities and meeting dates posted on the website at <https://www.district148.net/mentor/index>.

Training Goals...

Mentors will enhance their knowledge of...

- **Induction & Mentoring Practice of Reflection**
- **Reflection Strategies and Techniques with New Teachers**

Illinois Induction Program Continuum



Illinois Induction Program Continuum

February 2010

Illinois State Board of Education
Guidance Document

Mentors Need Support Too!

Illinois Induction Program Continuum

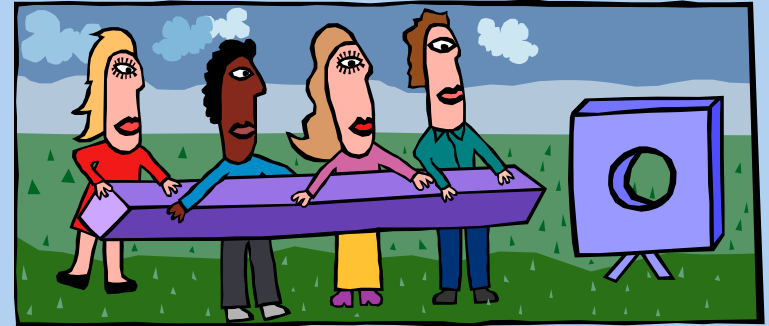
Standard 6 – Mentor Professional Development

Formation of a Mentor Learning Community



In Quality Programs Mentoring is More Than a Buddy System!

New Teachers need...



- ◆ *Support*
- ◆ *Professional Development*
- ◆ *Formative Assessment*

**Mentors,
YOU are the Professional
Development Providers for
our New Teachers!**



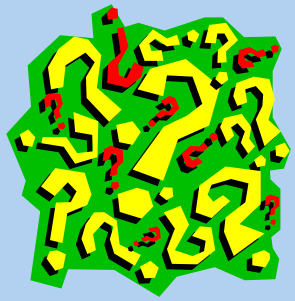
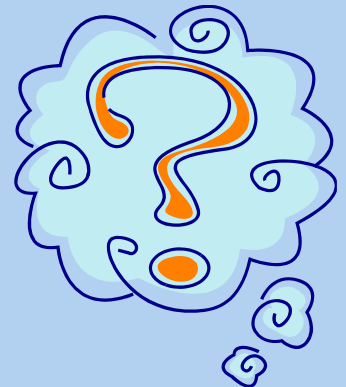
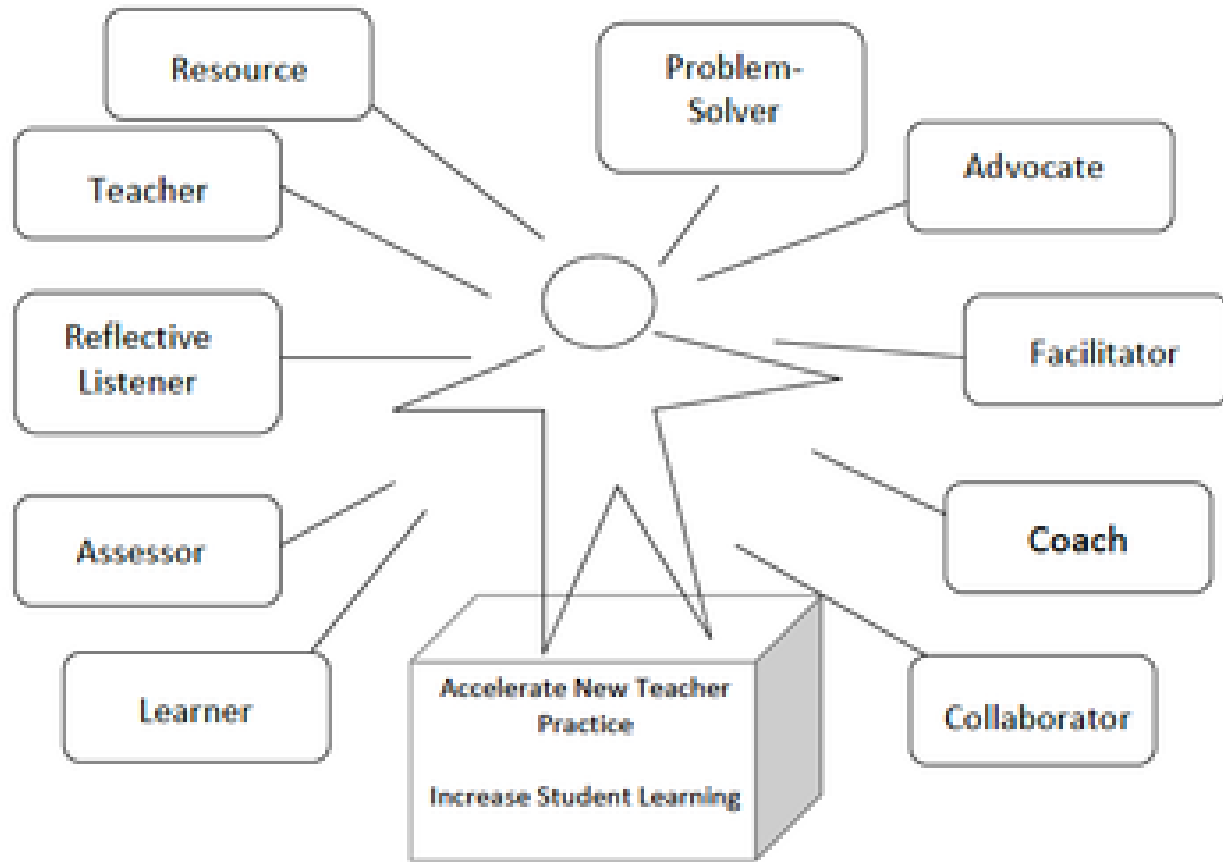


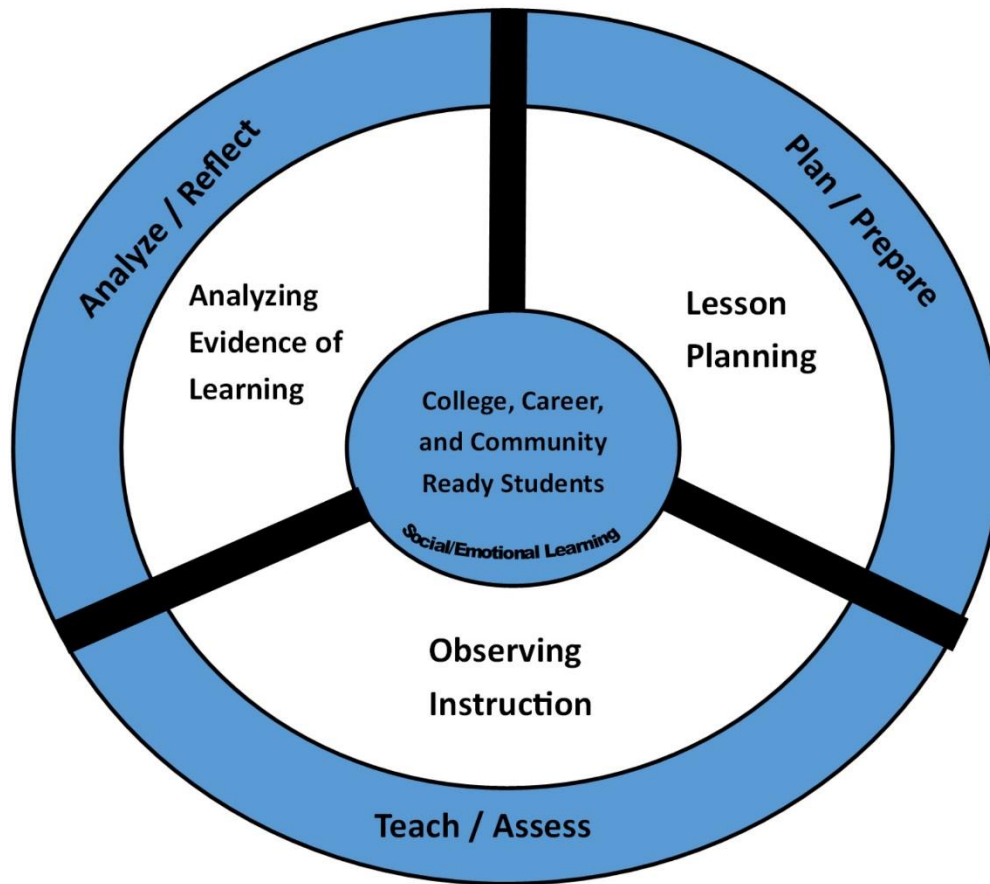
TABLE TALK: THE YEAR IN REVIEW



Instructional Mentor Roles

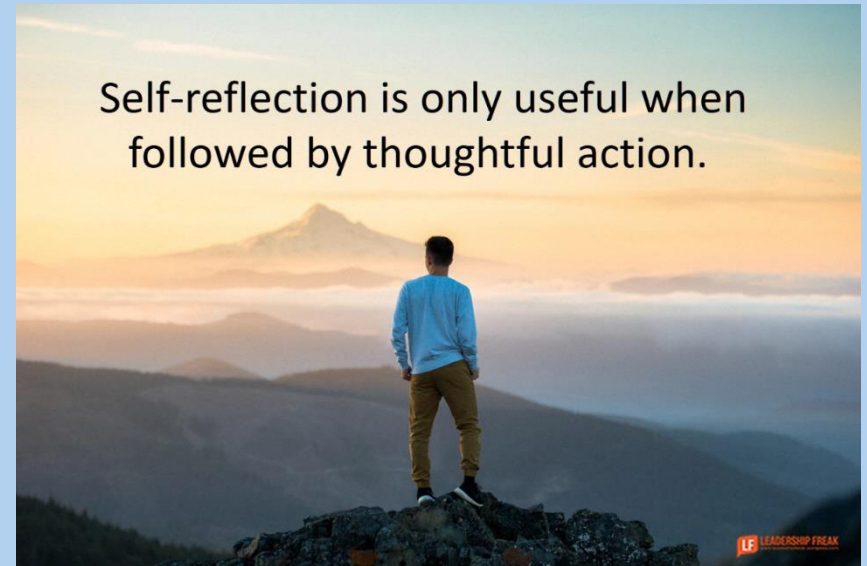


Teaching & Coaching Formative Assessment Cycle

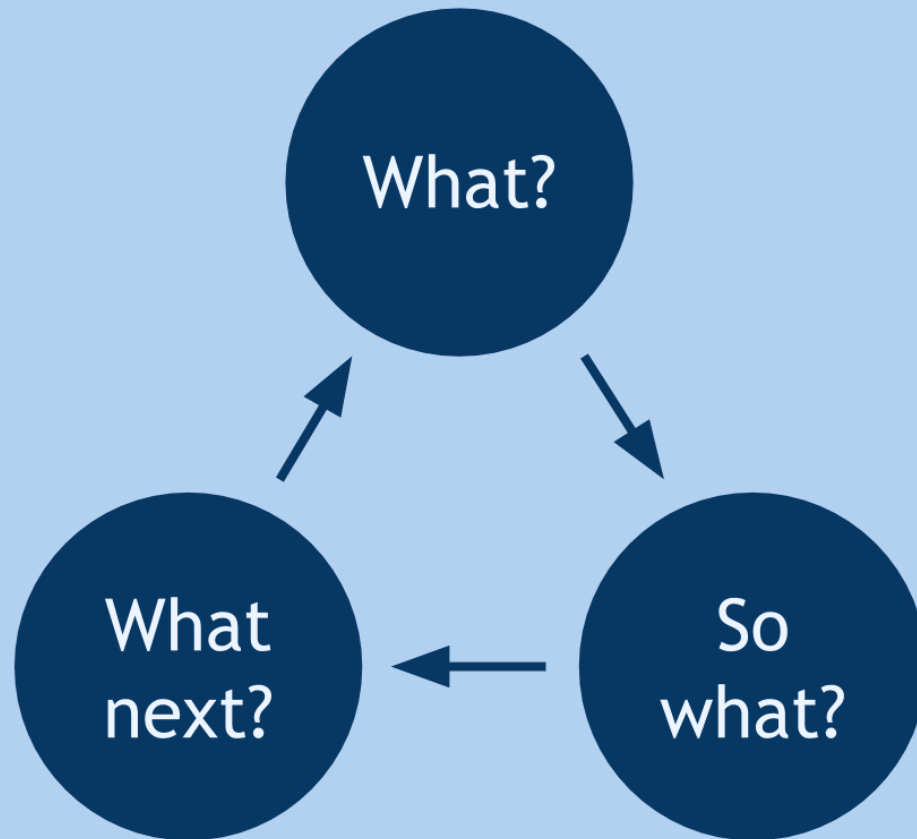


From INTC Conference February 2017

Reflection



Reflective Practices



Steps in the Reflective Process

1. **Brief Description** - Summary of event/content
2. **Analysis** - Break it down, what does it mean to you, how does this connect to your prior experience/knowledge base, what insights have you gained?
3. **Elaboration** - How will this impact your future practice. Next time I will...



Time to Practice Reflection

Reflect on a professional experience

Be sure to provide:

Description

Analysis

Elaboration



Applying Reflective Practices to Induction & Mentoring

Metacognition:

*thinking about one's own thinking,
knowing about one's own knowledge,
understanding one's own understanding,
etc.*

Metacognition...Thinking Through Your Thinking

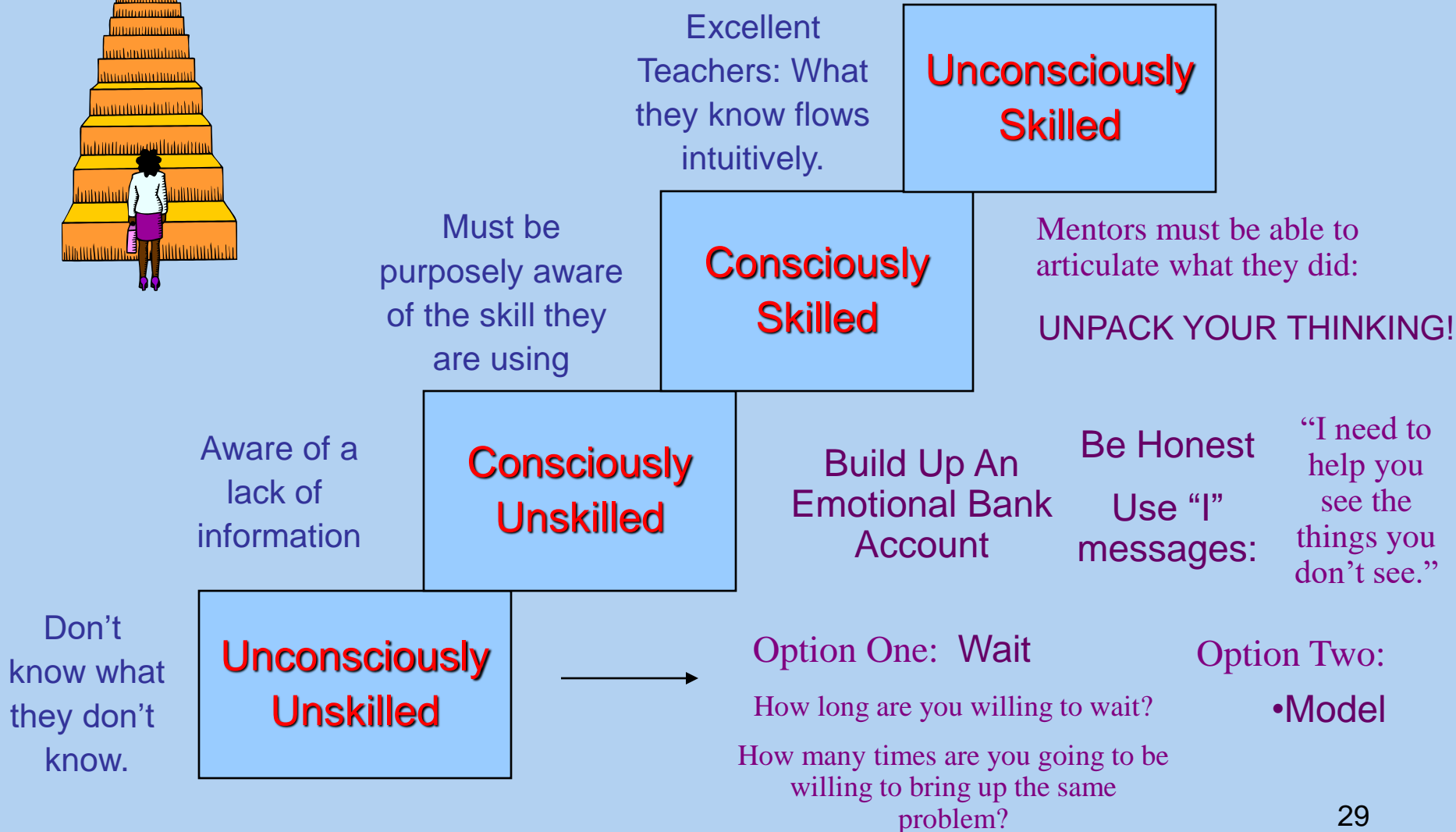
Metacognition refers to a teacher's critically important capacities to consciously "**stand outside themselves**" and reflect on themselves as they manage instruction. Such internal dialogue means that the teacher is constantly monitoring his/her own and students' behavior during instruction.

Metacognition also refers to the **ability to know what we know and what we don't know**. It is our ability to plan a strategy for producing the information that is needed, to be conscious of our own steps and strategies, and to reflect on and evaluate the productivity of our thinking.

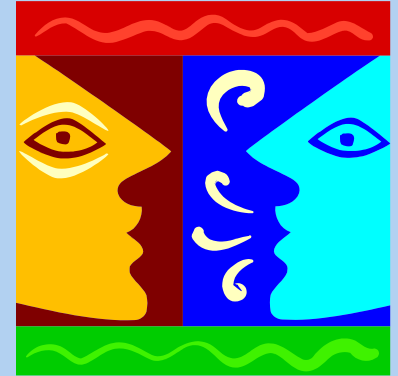
Learning Transitions: What does this Look like?

Protégé

Mentor



Metacognitive Language...



Communicates the speaker's:

- rationales
- thought processes
- decision-making and reasoning

Metacognitive Language...

Helps a colleague:

- understand the complexities and ambiguities of teaching
- gain insight into how to assess professional options
- learn new instructional strategies
- develop multiple methods for decision-making
- extend their repertoire of thinking skills
- make connections between instructional strategies and learners' needs

Questioning Techniques

I hope I don't sound too dumb!

I hope I am meeting his needs!



Time to Practice Reflection Activity

Using the Questioning Strategies

Be sure to provide questions for the:

- Description
- Analysis
- Elaboration



Connection Point

Time To Reflect....

How do I promote reflection with my protege?



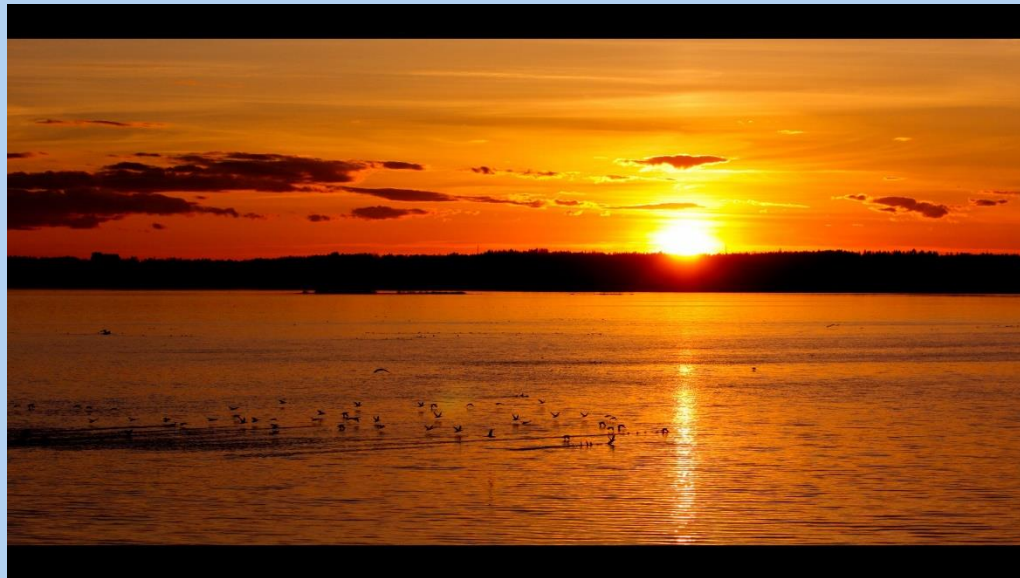
My Strengths

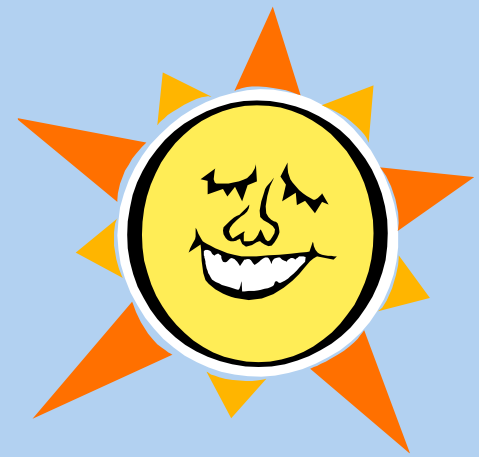
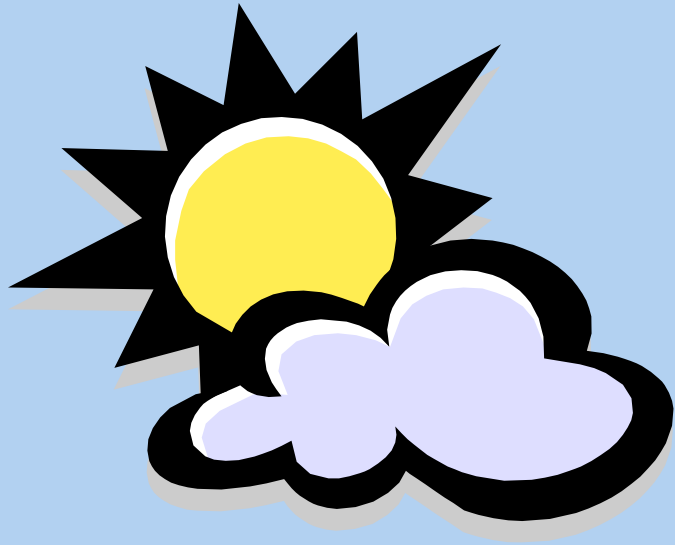
My Opportunities for Improvement

...share your thoughts and ideas.

Ending Invocation Reflection

““Sometimes, you have to look back in order to understand the things that lie ahead.” - Yvonne Woon





So, how did we do?



Workshop Evaluation
Evidence of Completion
Timesheets