

School District 148
Induction/Mentor Program
Building Mentor Meeting
March 2, 2023

1. Welcome and thank you for your support
2. Celebrating the Complexity of Mentoring – using quotes
3. Portfolios due at April Meetings
 - a. Protégé’s portfolios have activities. Mentors do not need to copy
 - b. Mentors portfolios have 2 letters, MPDAP, compensation option
 - c. Contact logs (no post-dating into May, see Mike with questions, total according to contract language is 36 hours)
 - d. Activities and meeting dates posted on the website at <https://www.district148.net/mentor/index>.
4. Instructional Mentor Roles
5. Reflection and Metacognitive Thinking
6. Reflection Graphic Organizer and Metacognitive Questioning Stems
7. Culturally Responsive Teaching and Leading Standards
 - a. Standards - <https://www.isbe.net/Documents/23-24RG-P.pdf>.
 - b. Diverse and Learner Ready Teachers - <https://www.isbe.net/dlrt>.
 - c. Fact Sheet - <https://www.isbe.net/Documents/CRTL.pdf#search=culturally%20responsive%20teaching%20and%20leading%20standards>.
8. The 17th Annual Illinois New Teacher Collaborative Mentor Leadership Conference – Growing as Leaders While Supporting Beginning Teachers, June 15th at University of Illinois in Champaign-Urbana
9. Workshop Evaluations, Evidence of Completion, and timesheets

Building Mentor Compensation Options

There will be three forms of compensation for building mentors. There will be three forms of compensation for Mentors. Option 2 and 3 are based on 12-hour blocks of contact time with the New Teacher. There will be a maximum of 36 contact hours per school year per New Teacher. Option 1 will be based on total contact hours, not on 12-hour blocks. All contact time is based on the mentor's time, not the number of New Teachers serviced.

Option 1: The Mentor may receive \$40.00 per hour of documented contact time with each New Teacher. Time is to be documented on the Contact Log.

Option 2: The Mentor may receive 1 hour toward a lane change for each 12 hours of contact time. Time is to be documented on the Contact Log. District "coursework preapproval" and "coursework completion" forms must be submitted to the Mentor Coordinator for this option. The Mentor Coordinator will forward these forms to the business office for processing. The hours toward a lane change will be awarded on the teacher's work assignment form to begin the next school year.

Option 3: The Mentor may receive 1 additional "Personal Day" for every 12 hours of documented contact time. No more than six (6) "Personal Days" may be earned per academic year. The Mentor Coordinator will inform the Business Office upon completion of this option. The "personal day(s)" will be awarded on the teacher's work assignment form to begin the next school year.

Option 2 and 3, compensation will commence the academic year following the completion of the block of contact with the New Teacher.

All contact times are to be logged on the "Contact Log Time Sheet"; each sheet needs the signature of the New Teacher, Mentor, and Building Principal. A copy of the Contact Log must be submitted to the Mentor Coordinator by May 1 of each academic year

Building Mentors: Please choose the option for compensation by circling the option and returning this form to the IMP Coordinator.

Building Mentor: _____
(signature)

IMP Coordinator: Mike Hurst Date: _____

Mentor Contact Log



School District 148

Mentor's Name: _____

Mentee's Name: _____

Date	Time In	Time Out	Total Time	Focus Of Visit

Date Submitted: _____

Mentor's Signature _____

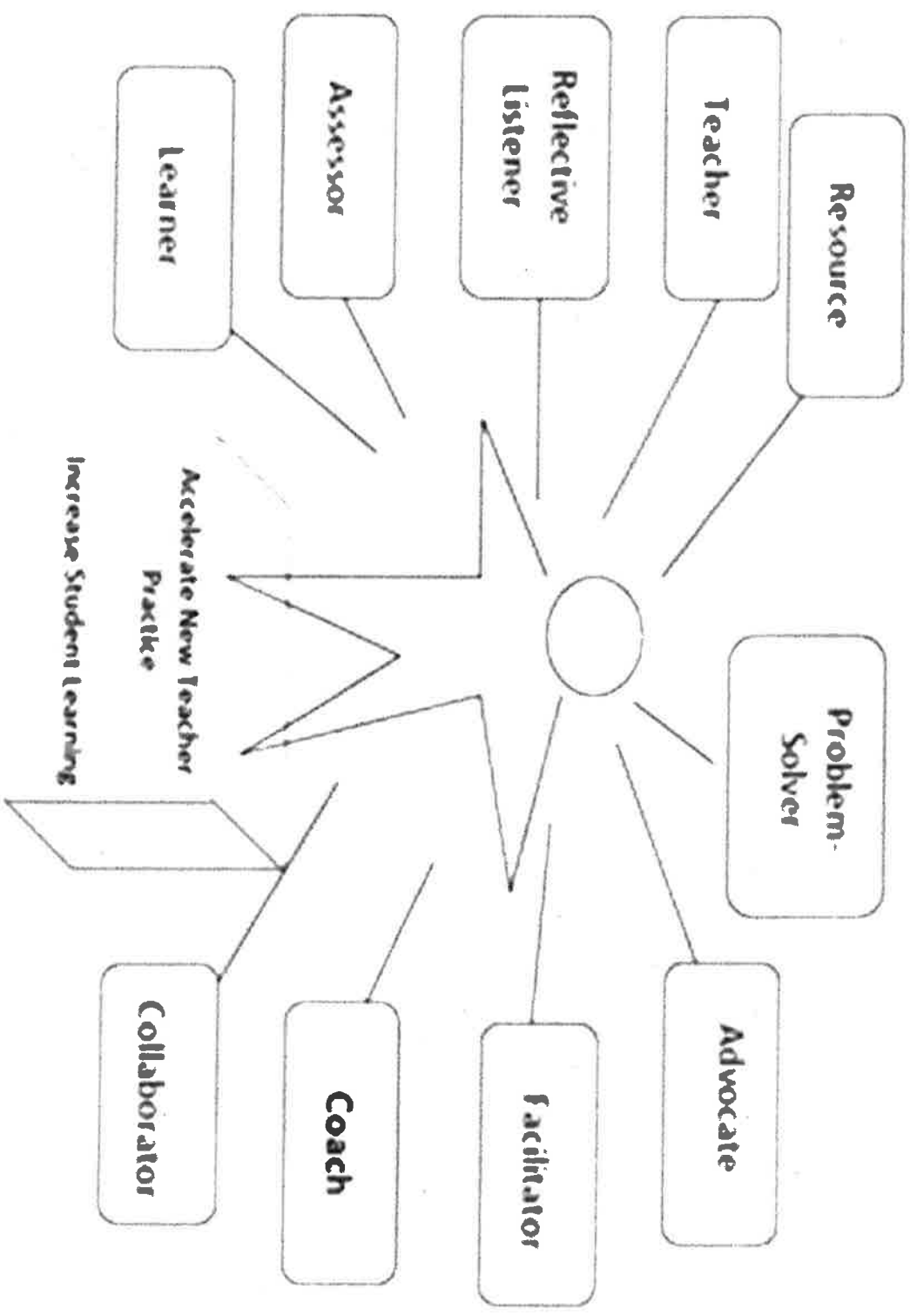
Mentee's Signature _____

Principal's Signature _____

All forms **must** be submitted to the District Mentor/Induction Coordinator **before** May 1.

Instructional Mentor Roles

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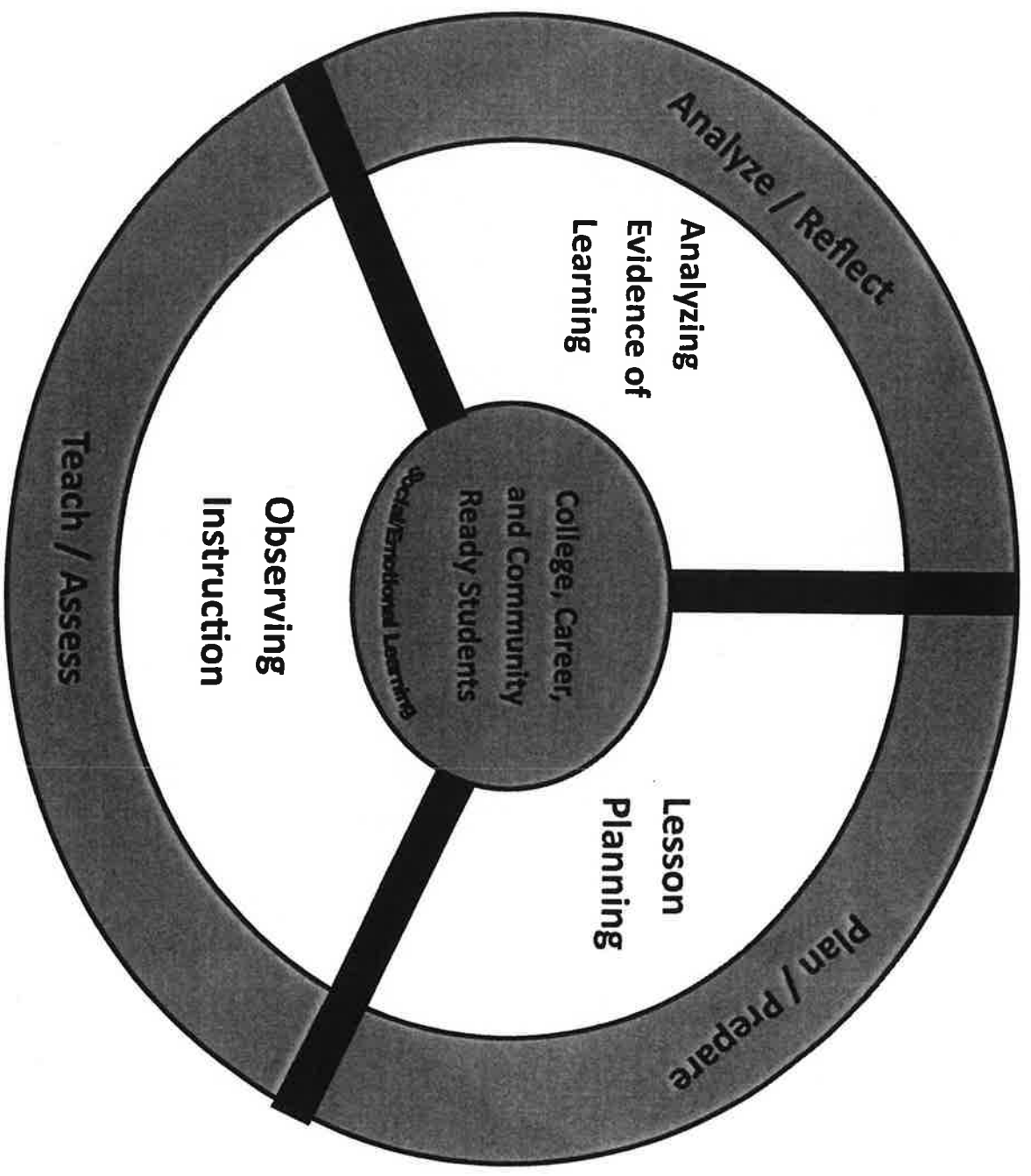




Teaching & Coaching

Formative Assessment

Cycle



Steps in the Reflective Process

1. Brief Description:

2. Analysis:

3. Elaboration:

Paraphrasing

Paraphrasing communicates that the listener has...

HEARD what the speaker said,
UNDERSTOOD what was said, and
CARES

Paraphrasing involves either:

RESTATING in your own words, or
SUMMARIZING

Some possible paraphrasing stems include the following:

So...

In other words...

What I hear you saying...

From what I hear you say...

I'm hearing many things...

As I listen to you I'm hearing...

Mediational Questions

Mediational questions help the colleague:

HYPOTHESIZE what might happen

ANALYZE what worked or didn't

IMAGINE possibilities

COMPARE AND CONTRAST what was planned
with what ensued

Some mediational question stems include...

What's another way you might...?

What would it look like if...?

What do you think would happen if...?

How was...different from (like) ...?

What's another way you might...?

What sort of an impact do you think...?

What criteria do you use to ...?

When have you done something like ...before?

What do you think...?

*How did you decide...(come to that
conclusion?)*

*What might you see happening in your
classroom if...*

Clarifying

Clarifying communicates that the listener has...

HEARD what the speaker said

BUT does

NOT fully understand what was said.

Clarifying involves ASKING A QUESTION (direct or implied) to:

1. Gather more information
2. Discover the meaning of the language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

Would you tell me a little more about...?

Let me see if I understand...?

I'd be interested in hearing more about...

*It'd help me understand if you'd give me an
example of...*

So, are you saying/suggesting...?

Tell me what you mean when you...

Tell me how that idea is like (different) from...

To what extent...?

I'm curious to know more about...

I'm intrigued by.../I'm interested in.../I wonder...

NOTE: "Why" tends to elicit a defensive response.

Non-Judgmental Responses

Non-judgmental responses help to...

- Build trust
- Promote an internal locus of control
- Encourage self-assessment
- Develop beginning teacher autonomy
- Foster risk-taking

Possible examples:

- Identify what worked and why
I noticed how when you..., the students really...
- Encourage
*It sounds like you have a number of ideas to try out!
It'll be exciting/interesting/great to see which works
best for you.*
- Ask the teacher to self-assess
How do you think the lesson went and why?
- Ask the teacher to identify her or his role
What did you do to make the lesson so successful?
- Listen
Ask sincere questions
- Show enthusiasm for and interest in the
teacher's work and thinking
*I'm interested in learning/hearing more about...
I'm really looking forward to...*

Suggestions

"OPEN" suggestions...

- Are expressed with invitational, positive language and voice tone
- Offer choices to encourage ownership
- Are often expressed as a question (or include a "tag question") to invite further thinking
- Are achievable—enough to encourage, but not to overwhelm
- May provide information about the mentor's thinking and decision-making

Suggestion Stems

One thing I've learned is...

A couple of things to keep in mind...

From our experience, one thing we've noticed...

Several/some teachers I know have tried a couple of different things in this sort of situation and maybe one might work for you...

What I know about ___ is...

Something/some things to keep in mind when dealing with...

Something you might consider trying is...

There are a number of approaches...

Sometimes it's helpful if...

Try following a suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.

How might that look in your classroom?

To what extent might that work in your situation/with your students?

What do you imagine might happen if you were to try something like that with your class?

Which of these ideas might work best in your classroom (with your students)?

Teachable Moments

- Teachable moments are spontaneous opportunities that offer the mentor a chance to:
 - Fill in instructional gaps
 - Help the teacher make good choices
 - Help the teacher to make the "next step"
- When taking advantage of a teachable moment, it's important to:
 - Share in the spirit of support
 - Be brief—focus on the essential
 - Be strategic
 - Avoid using jargon or sounding pedantic
- Some possible stems include the following:
 - *One thing to keep in mind is...*
 - *If you're interested in ____, it's important to...*
 - *What I know about ____ is...*
 - *It's sometimes/usually helpful to ____ when...*

Attitudes for Effective Listening

- You must truly want to hear what the other person has to say.
- You must view the other person as separate from yourself with alternative ways of seeing the world.
- You must genuinely be able to accept the other person's feelings, no matter how different they are from your own.
- You must trust the other person's capacity to handle, work through, and find solutions to his/her own problems.

Reflection: Motivation

In describing motivation, the book Teaching Strategies makes the following statements "Motivation is the inner drive to do something." and "Teachers can teach only if the learner has some desire (or motivation) to learn". It's interesting to me that learning is directly associated to desire rather than ability. The information from the book, and our personal experiences, indicate that not all children are intrinsically motivated, but many need extrinsic motivation. (BRIEF DESCRIPTION/SUMMARY)

I believe that applying motivational techniques in the classroom help promote student learning in a more enjoyable fashion, regardless whether or not their nature is intrinsic or extrinsic. I like the statement made by Dr. Person concerning motivation that "Some children have it, other don't, but you can grow it". I feel that, to one degree or another, a student can be motivated to learn. The questions are how, and how long. In the motivation handout (Strong, Silver, Robinson) I learned that "Students who are engaged in their work are driven by four essential goals, each of which satisfies a particular human need." The human needs being success, curiosity, originality, relationships.

Growing up, I was intrinsically motivated. One incident that helped, occurred when I was about 6 years old. I had a brief experience at my grandmother's house as I was walking down a hall into the kitchen. As I entered the threshold I saw my father talking to someone. That image has been forever engraved in my mind. I walked in just in time to hear my father say "I had a dream last night that Caleb was going to be an engineer". However, when I needed personal motivation, after wasting four years of school (7th to 10th grade), I was able to use that experience to help drive me towards that goal. That vision had stayed with me all that time, and that experience became a springboard in the pursuit of my dream. (ANALYSIS – Paragraph 1 – personal analysis related to content, Paragraph 2 – personal analysis related to life experience)

As a teacher, one of my goals to help motivate students, is to use more activities such as humor in my lessons, incorporate student's personal experiences, continue to use technology (such as a Smart Board, virtual field trips). Secondly, I want to make them aware that they can become what they dream, or plant a seed of possibilities in the hearts of those who don't have dreams about their future. I want to look for the right opportunities to let them know that "The race is not to the swift, nor the battle to the strong, nor riches to men of understanding, that time and chance happens to them all" (summarizing from Ecclesiastes 9:11). I trust that these words may become seeds planted in my students, that one day may help them just as I was helped by the words planted in me when I needed motivation.

(IMPACT ON FUTURE PRACTICE)

In A Framework for Understanding Poverty, Ruby K. Payne writes that part of everyone's support system is "Positive Self Talk: Everyone has a little voice inside his/her head that talks to him/her all the time."

This voice helps encourages us to complete difficult tasks.

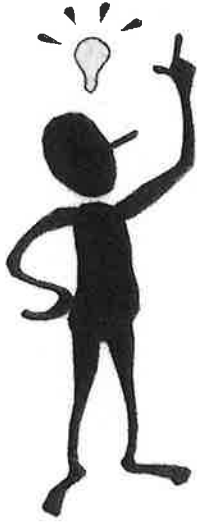
(DESCRIPTION/SUMMARY)

My reaction to this statement, however, was initially negative. I was not aware of any little voice telling me "I can do it." Quite to the contrary, I have been aware for many years of a big negative voice inside my head. It is something that I have tried to deal with in many ways. But then I had what Payne calls an "aha!" moment. During the next couple of days I became aware that my big negative voice was absent. And that while I wasn't hearing a positive voice, yet, I could imagine what it might be saying: "Don't worry. You can do it, man." (ANALYSIS)

As a teacher, I will do the same thing for my students that Payne has done for me: Point out – as often as necessary -- a truth about human beings. We all DO have a little voice inside our heads that encourages us. We just need someone to tell us it is there and to listen to what it is saying. Automatically, in a few days, the negative voice will shrink.

(IMPACT ON FUTURE PRACTICE)

Connection Point...



How does this information connect to other experiences/knowledge you have acquired before?

My Strengths...

My Opportunities for Improvement...