

# Mentor Training

August 27, 2018



EXPERIENCED MENTORS, PLEASE SPREAD  
OUT AT DIFFERENT TABLES~ Thanks!

# Today We Will Explore

- ▶ Induction History
- ▶ “Why” we Coach
- ▶ Your Role as a Mentor
- ▶ Induction Standards
- ▶ ILP vs. FACT System
- ▶ ILP...the ❤️ of Induction
- ▶ Mentoring Practice
- ▶ Continuum of Teaching Practice
- ▶ Your Game Plan



# Norms

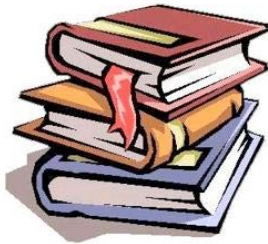
- ▶ Equity of Voice
- ▶ Active Listening & Participation
- ▶ Respect for Different Perspectives
- ▶ Technology Use Outside, Please
- ▶ Safety and Confidentiality
- ▶ Other Norms to add?



# Learning Partners



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# California BTSA Induction

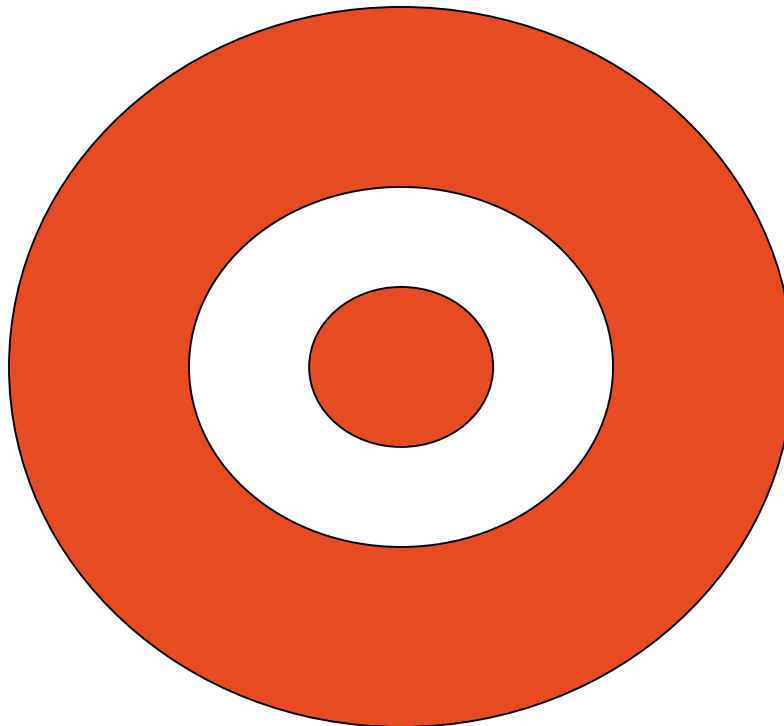


BTSA\_OverviewPromo\_wmv - Google Drive.mht



# Start with WHY-- How Great Leaders Inspire Action | Simon Sinek

[https://www.youtube.com/watch?v=u4ZoJKF\\_VuA&feature=player\\_detailpage#t=120](https://www.youtube.com/watch?v=u4ZoJKF_VuA&feature=player_detailpage#t=120)



# Pencil Partner & Table Talk



With your “Pencil Partner”  
Talk about WHY you should  
“teach them to fish” (coach)  
instead of “give them a  
fish” (tell)? Return to your  
seat.

At your table, discuss *WHY*  
we coach rather than tell?



# Induction- Why?

## Generate, Sort, Synthesize

1. Generate: Individually, write one idea per index card regarding WHY we “coach” rather than “tell”.
2. Sort: As a table group, sort your index cards into like categories or piles.
3. Synthesize: Create a label for each category. Use the one word labels to write a synthesizing statement about coaching. **Share Whole Group**





# The Role of the Mentor

What it is...



What it's not...



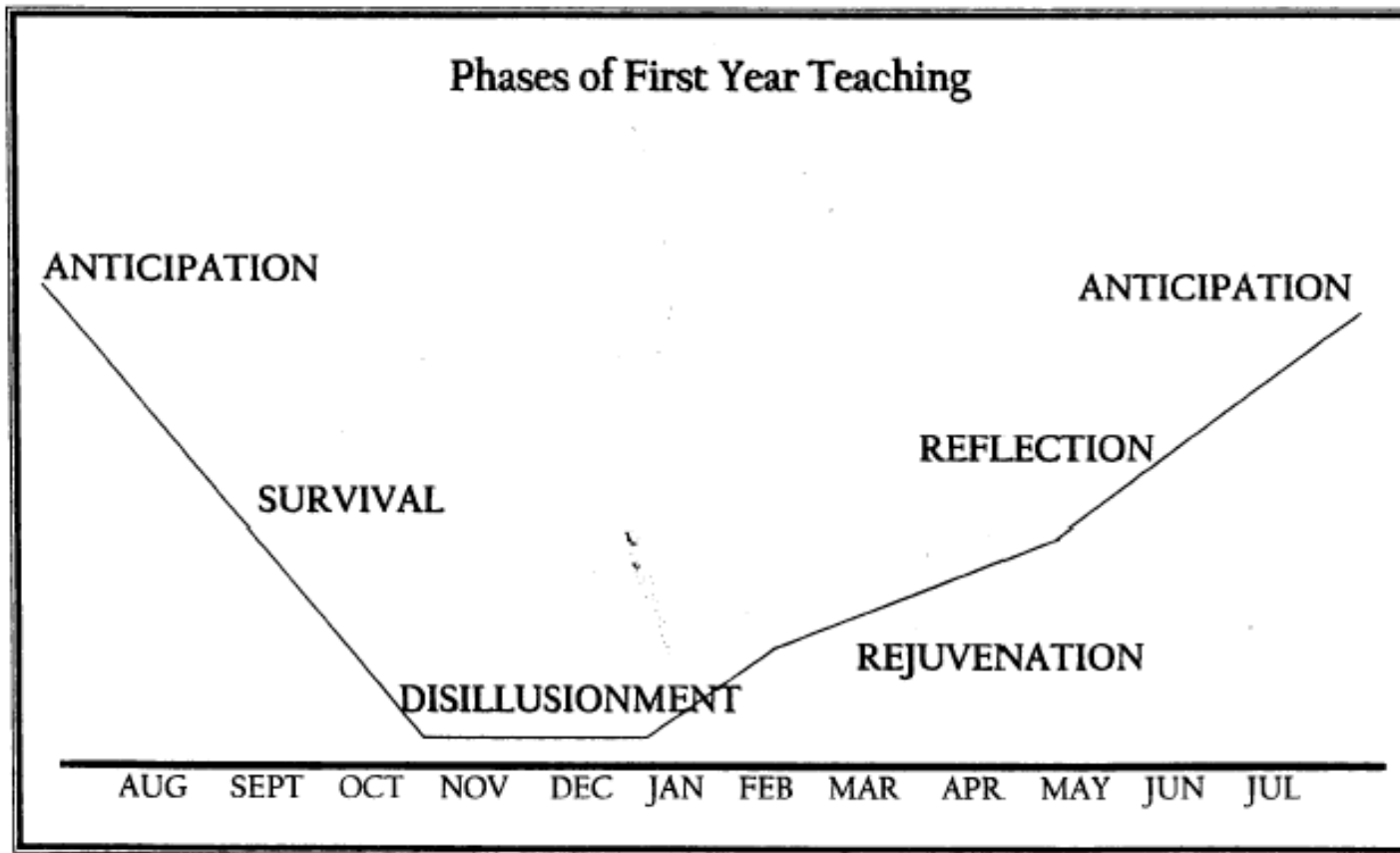
# Plan-Teach-Reflect-Apply Cycle



tion and  
addressing  
student needs?



# Attitudinal Phases of New Teachers



Adapted from Moir, E. (1999). *Mentoring Matters*, p. 5



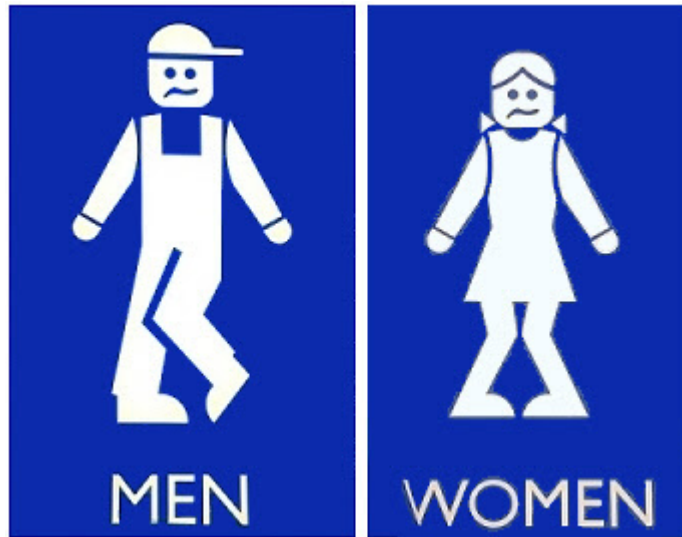
# Nuts & Bolts

- ▶ Mentor Responsibilities/ MOU
- ▶ Organization
- ▶ Arranging Meeting Times
- ▶ A “Typical” Meeting
- ▶ Communication Preferences
- ▶ Confidentiality



# BREAK!

Please return in 15 minutes



# LINE- UP!



1. Please line up in alphabetical order according to a place you visited over the summer.
2. Pair off and have a 5 minute conversation about how you have built rapport and trust with your candidate.
3. Popcorn out whole group.



# Lovin' the Induction Standards

- ▶ Std. 2- Components of the Mentoring Design
- ▶ Std. 3- Designing and Implementing ILPs Within the Mentoring System
- ▶ Std. 4- Qualifications, Selection and Training of Mentors



# Focused Reading

▶ Mark the text based on your reactions to the information using

! Wow, this is interesting/important

✓ This I knew or thought I knew intuitively

? I am wondering about this or would like to know more about this information

*Stand and Share w/FLAG Learning Partner*





# *Why Are We Changing?*

THE  
INDIVIDUALIZED  
LEARNING  
PLAN  
(ILP)



FORMATIVE  
ASSESSMENT  
FOR  
CALIFORNIA  
TEACHERS  
(FACT)



# Individualized Learning Plan (ILP)- Section by Section

1. Individually, review the ILP and make notes and/or write questions next to something you'd like clarification about.
2. As a table group, share your individual thoughts.
3. Whole group discussion, questions, clarifications.



# CSTP and the CTP

The California Standards for the Teaching Profession (CSTPs) are in “levels” in the Continuum of Teaching Practice (CTPs)

Induction Programs support candidate development and growth in the professional standards, leading to a demonstration of readiness for a clear credential as established through professional goal setting and refined within an Individualized Learning Plan (ILP) formerly IIP



# LUNCH

Please Return in One Hour



Chipotle  
Jersey Mike's  
Subway  
Juan Pollo  
Baker's  
Del Taco  
Waba Grill  
McDonald's



# Letter to a Mentor... You!

Using your favorite inspirational quote, write a letter of encouragement to yourself about why you have a passion for teaching and mentoring. What do you say to yourself to renew motivation? What are some things you want yourself to remember later on?

These letters will be sent to you at a time when you might need a pick-me-up!



# Mentoring Toolkit

- ▶ Attending Fully
- ▶ Pause & Paraphrase
- ▶ Questioning with Purpose
- ▶ Coaching Stances

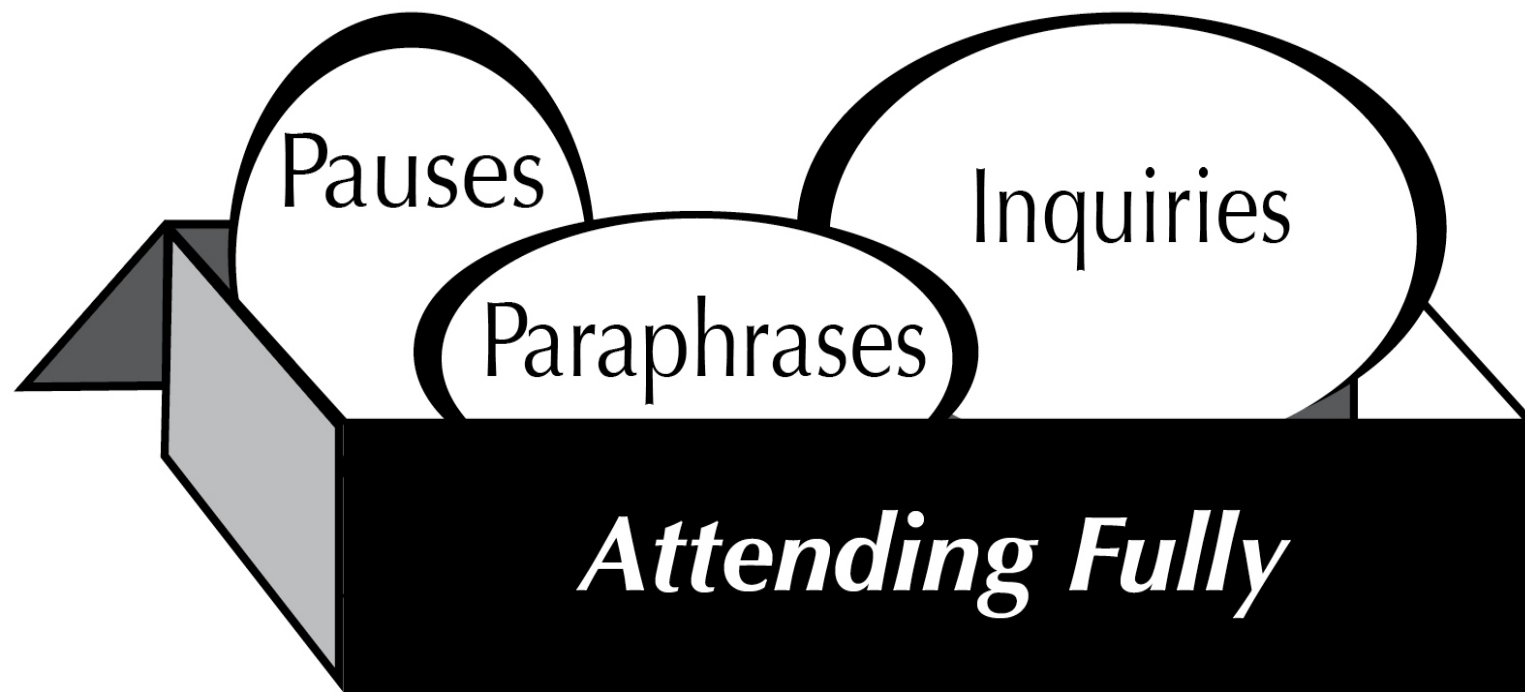
Consult

Collaborate

Coach



# Learning-Focused Conversations



# Purposeful Pausing

- ▶ Pause after asking a question
- ▶ Pause after teacher's initial response
- ▶ Pause before paraphrase
- ▶ Pause after paraphrase





# Four Do's of Paraphrase

- ▶ Avoid personal pronouns: “It seems to me...”  
“What I hear you saying...”
- ▶ Less is more: keep the response shorter than the initiating statement
- ▶ Wait until the speaker is finished:  
Listen without interruption before paraphrasing
- ▶ Use questions to communicate intention



# Consulting, Collaborating, and Coaching- JIGSAW

- ▶ The Continuum
- ▶ The Coaching Approach
- ▶ Communication Strategies
- ▶ Questions that Promote Thinking
- ▶ Reflective Conference Question Menu





# PRACTICE

## Scenario:

It is the first week of school and the PT is having a difficult time with classroom management. Students won't listen, they do not raise their hands, and they continue to get out of their seats...And...



With your "Books" Partner-  
Decide who will be SP & PT

SP should:

1. Listen
2. Pause
3. Paraphrase
4. Pause
5. Ask Question

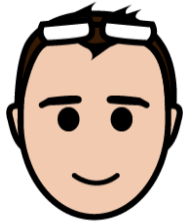
*\*Repeat 1-5*

6. Close w/Next Steps

# Marking the CTP



# Reflecting: From Head to Toe



An idea that intrigues me...



A feeling I have is...



A STEP or action I will take...



Share with your "Pencil" Learning Partner<sup>28</sup>

[illegible]

- September 14<sup>th</sup> at the JDP with Bryan Harris  
September 24<sup>th</sup> at C-202 Mentor Meeting

