

Learning Targets:

- Have a shared definition of coaching and mentoring
- Become familiar with Maine's Initial Teaching Standards
- Use Maine's Initial Teacher Certification Standards in mentoring and coaching



“To coach is to convey a valued colleague from where he or she is to where he or she wants to be.”

*-Art Costa and Robert Garmston,
“Cognitive Coaching; A Foundation for Renaissance Schools”*

Mentoring

Mentoring is the process by which a more experienced person facilitates the growth of a beginning educator by:



- acting as a coach
- encouraging and modeling reflection
- encouraging and modeling intentionality
- focusing the mentee on what is important
- helping the mentee achieve his or her goals
- assisting the mentee with career and professional development
- connecting the mentee to others who can enhance his or her growth and development
- serving as a sounding board



Sometimes We Coach, Other Times We Mentor: Depending on the Situation & Needs of Beginning Educator

	Coach	Mentor
Purpose	Growth/development; helping people realize their potential, while also generating results	
Role	Teacher/consultant; learning/thinking partner	
Relationship	Built on respect and trust; supportive in nature	
Process	Drawing out knowledge that resides within coachee	Sharing knowledge that resides within mentor
	Questioning; coach engages in inquiry to guide the coachee	Telling; Mentor shares expertise, offering answers and solutions
Focus	Primary: Developing strong problem-solvers Secondary: Assuring the problem is thoroughly dissected and solved	Primary: Assuring the problem is thoroughly dissected and solved Secondary: Developing strong problem-solvers

Johari's Window of Intentionality

Don't Know

Know

Can't Do

Miracle

Theory

Can Do

Magic

Intentionality



Maine's Initial Teacher Certification Standards

- Provide the framework for mentoring beginning educators
- Mentoring is all about getting the beginning educator to think intentionally about his/her teaching practice

Maine's Initial Teacher Certification Standards

<p style="text-align: center;">Content and Discipline Knowledge</p> <p>Standard #1: Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.</p>
<p style="text-align: center;">Discipline Integration</p> <p>Standard #2: Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.</p>
<p style="text-align: center;">Differentiation</p> <p>Standard #3: Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development.</p>
<p style="text-align: center;">Planning</p> <p>Standard #4: Plans instruction based upon knowledge and subject matter, students, and curriculum goals.</p>
<p style="text-align: center;">Instructional Strategies</p> <p>Standard #5: Understands and uses a variety of instructional strategies and appropriate technologies.</p>
<p style="text-align: center;">Classroom Environment</p> <p>Standard #6: Creates and maintains a classroom environment, which supports and encourages learning.</p>
<p style="text-align: center;">Home and Community Connections</p> <p>Standard #7: Demonstrates the ability to support students' learning and well being by engaging students, home, school, colleagues, and community.</p>
<p style="text-align: center;">Varied Assessment Strategies</p> <p>Standard #8: Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.</p>
<p style="text-align: center;">Ethical and Legal Responsibilities</p> <p>Standard #9: Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.</p>
<p style="text-align: center;">Professionalism</p> <p>Standard #10: Demonstrates a strong professional ethic and a desire to contribute to the education profession.</p>

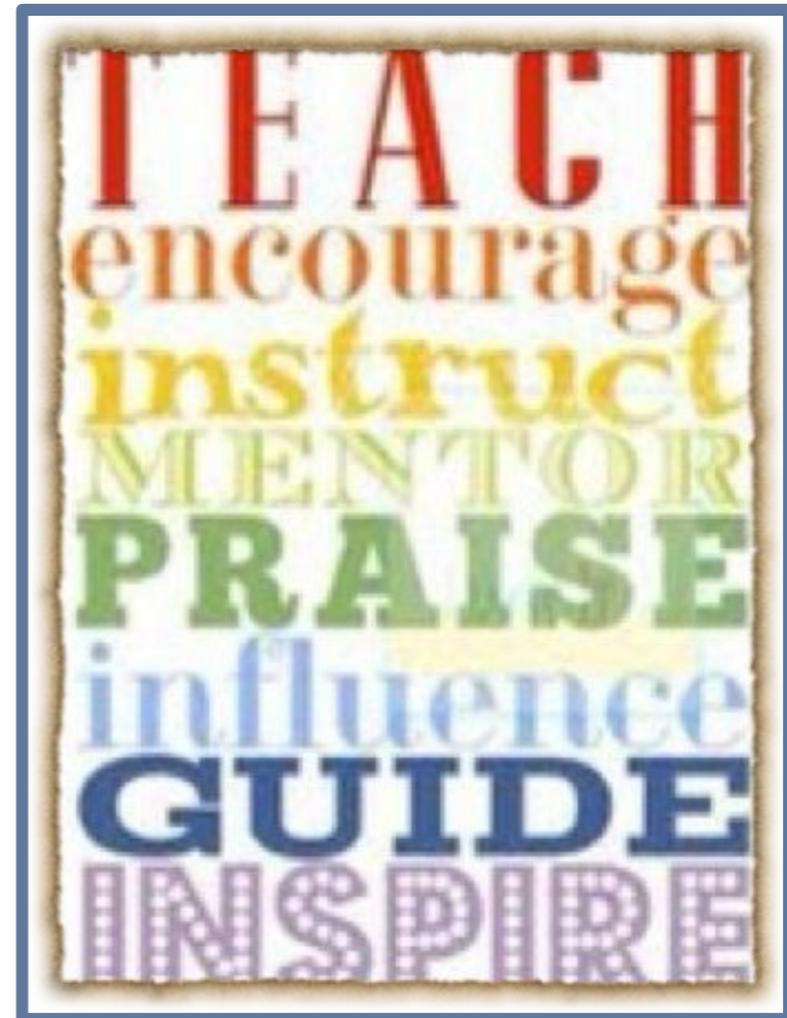
Carousel Activity

Big Chart Paper, Big Fun

Groups of 4 or 5

Begin at one chart paper and record any concrete instructional techniques or tools related.

When it's time to move to the next standard, please read what others have written and then add to it.



INTASC Standards

Learner Development & Learning Differences

Standard #1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environments

Standard #3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content

Standard #5: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment

Standard #6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Planning for Instruction

Standard #7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies

Standard #8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice

Standard #9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration

Standard #10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Crosswalk of Maine's Initial Teacher Certification Standards & InTASC Standards

Content and Discipline Knowledge
<p>Standard #1: Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students. InTASC Standard #4 (verbatim)</p>
Discipline Integration
<p>Standard #2: Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines. InTASC Standards #4 & #5 (partial)</p>
Differentiation
<p>Standard #3: Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development. InTASC Standards #1 & #2</p>
Planning
<p>Standard #4: Plans instruction based upon knowledge and subject matter, students, and curriculum goals. InTASC Standard #7</p>
Instructional Strategies
<p>Standard #5: Understands and uses a variety of instructional strategies and appropriate technologies. InTASC Standard #8</p>
Classroom Environment
<p>Standard #6: Creates and maintains a classroom environment, which supports and encourages learning. InTASC Standard #3</p>
Home and Community Connections
<p>Standard #7: Demonstrates the ability to support students' learning and well being by engaging students, home, school, colleagues, and community. InTASC Standards #2 (partial) & #10 (partial)</p>
Varied Assessment Strategies
<p>Standard #8: Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. InTASC Standard #6</p>
Ethical and Legal Responsibilities
<p>Standard #9: Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher. InTASC Standard #9 (partial)</p>
Professionalism
<p>Standard #10: Demonstrates a strong professional ethic and a desire to contribute to the education profession. InTASC Standards #9 (partial) & #10 (partial)</p>

Questions to Consider



What are learning leverage points or high-impact strategies that help propel learning forward?

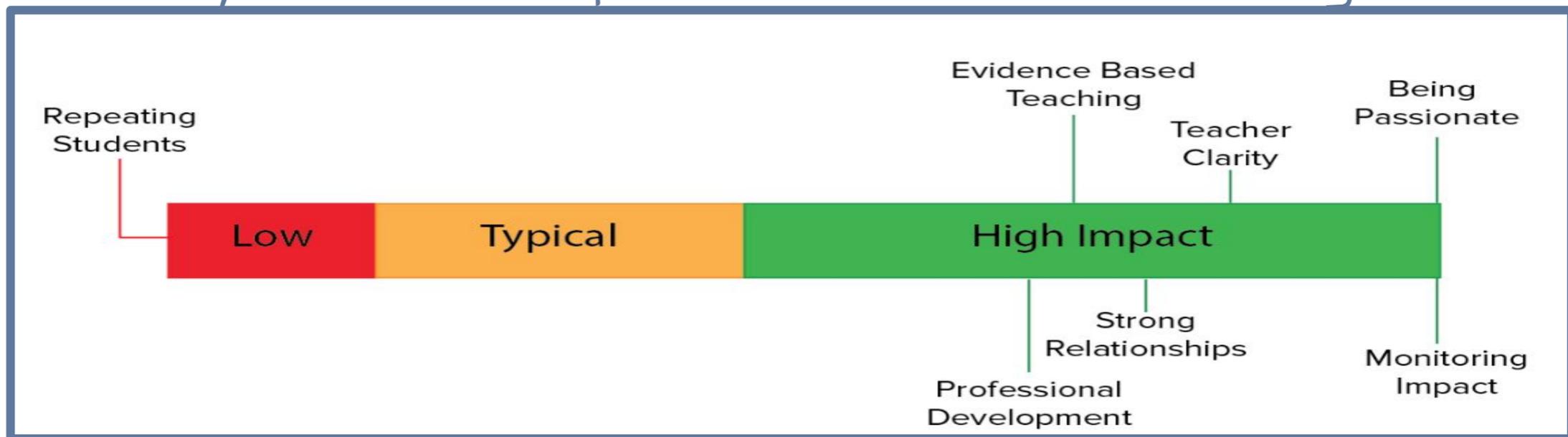
What does "good" teaching look like?

What does "good" learning look like?

What does "good" assessment look like?

Dr. John Hattie discovered that teachers are far more likely to have a large and positive impact if they:

- Are passionate about helping their students learn
- Forge strong relationships with their students
- Are clear about what they want their students to learn
- Adopt evidence-based teaching strategies
- Monitor their impact on students' learning and adjust their approaches accordingly
- Actively seek to improve their own teaching



Overall Take-Aways from Dr. Hattie for Teachers

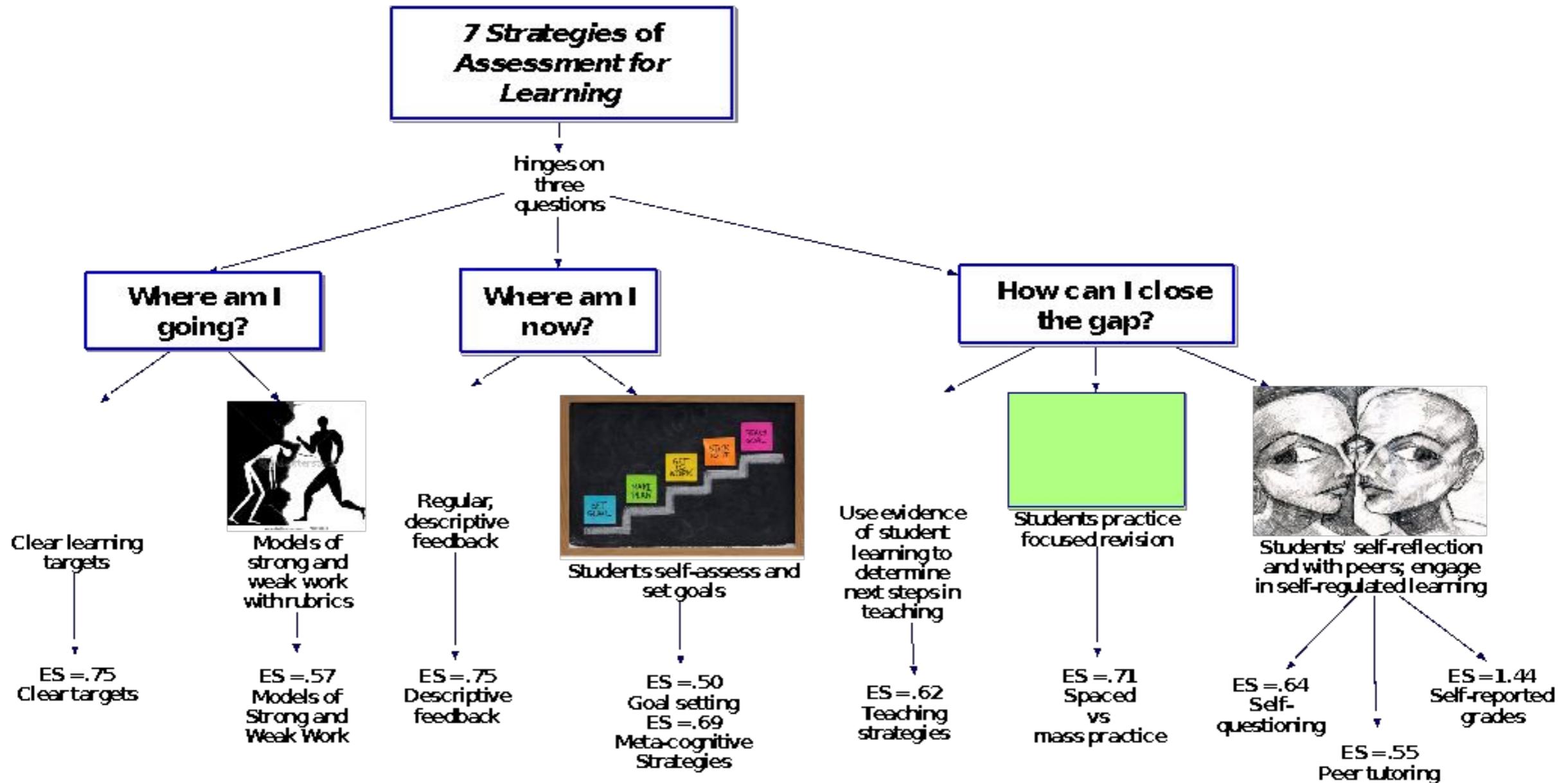
- Your actions can make a difference despite other challenges or hurdles your learners may face.
- Some approaches to your work as an educator are likely to have a larger impact than others, so it makes sense to start with those.
- No approach to teaching will work for every student, all of the time, therefore you need to be always aware of the impact that you are having on your learners, and to adjust your approach when necessary.

What is Good Teaching for Learning?

- .90 teacher credibility in the eyes of students
- .90 formative self-assessment (educator action research)
- .88 micro teaching (video own lessons)
- .82 class discussion/productive discourse
- .82 students summarizing 'texts'
- .75 clear targets, teacher clarity
- .74 reciprocal teaching
- .73 descriptive feedback
- .73 modeling
- .69 teaching metacognitive skills
- .68 providing formative assessment
- .64 concept mapping
- .63 problem-solving teaching
- .62 time on task
- .60 teaching study skills, such as note-taking/note-making
- .60 practice (spaced - massed practice)
- .60 direct instruction
- .58 service learning
- .55 cooperative learning (peer tutoring)
- .54 interactive video methods
- .53 scaffolding
- .52 student-teacher relationships
- .52 classroom management (emotional objectivity, rapid response to potential problems)
- .48 questioning
- .40 goal setting



What is Good Assessment?



By J. Beaudry A. Stewart McCafferty
Based on Chappuis (2015) & Hattie (2012)

What is Good Assessment?

Based on research from John Hattie (Visible Learning for Teachers, 2012, 2015) and Rick Stiggins and Jan Chappuis (CASL, 2012; 7 Strategies of Assessment for Learning, 2015)

Where am I going?

- .75 clear targets, teacher clarity
- .75 use of success criteria (e.g., rubrics)
- .75 examples and guided practice

Where am I now?

- 1.33 self-reported grades / student expectations
- .73 descriptive feedback to the student
- .68 providing formative assessment experiences
- .64 self questioning
- .53 metacognitive strategies
- .40 goal setting

What do I need to do close the gap?

- .62 self evaluation
- .75 focus on learning targets
- .59 self-reflection
- .54 collaborate

...A Tale of Three Teachers



- Please compare your examples of effective teaching with Maine's Initial Teaching Standards (and perhaps with INTASC Standards)
- Be prepared to share your discussion points with the larger group.

Mentor Training Day 1 Exit Ticket

Mentor Training Exit Ticket



What is something you understand better as a result of today's training?



What is one question you still have about the content of today's training OR one suggestion you have to improve future sessions?



What is one idea you have about how to incorporate content from today's training into your classroom/school/mentoring experiences?

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