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Standards:

- Assists and mentors less experienced teachers. Shares best practices.
- Fosters teamwork and a cooperative working environment with co-workers and staff.
- Pursues appropriate professional development to enhance knowledge and improve skills.
- Uses instructional strategies that and techniques that promote student learning
- Provides learning opportunities for individual student differences.

What do I want participants to understand?

- Educators must be lifelong learners.
- We continue to help students succeed.
- Teacher effectiveness is the most influential factor in student learning.
- Mentoring is a journey strategy for gradually creating a learning community, two people at a time, by practicing collaborative learning one conversation at a time.
- Effective mentors establish trusting relationships with mentee to enhance instructional practice and increase student achievement.
- Reflection enables educators to continually improve their practice.
- Mentoring not only helps the mentee, but directly impacts student learning in the classroom.
- Principles of adult learning will effect how you work with your beginning teacher.
- Our beliefs dictate our practice.

Essential Questions:

- Why will I be an effective mentor?
- Why is collaboration between mentor and mentee important for student learning?
- Why is reflection important for educators?
- Why should the mentor and mentee create a trusting relationship?
- How does communication promote student learning?

What do I want participants to know? What do I want participants to be able to do?

- Characteristics of a good mentor.
- Role of a mentor.
- How to create a community of learners.

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Description of Assessment Methods:

How will I assess their understanding throughout the session? What criteria will I use?

4 Quadrant Reflection:

Divide piece of paper into four quadrants.

Quadrant One - Name, School, Grade Level, and one interesting fact about you. Reflect on this question "Why are you here?"

Quadrant Two – reflect on the following questions: *What is mentoring? What is coaching? How are they alike/different?*

Quadrant Three - What are the characteristics of an effective mentor? List 5-8.

Quadrant Four – **Punctuation Reflection**

.	I learned
!	Aha, Eureka
?	Question I have....

3

<i>Description of Learning Activities:</i>	<i>Time</i>	<i>Materials</i>
<p>Activity One Why Are We Here?</p> <p>4 Quadrant Reflection: Divide piece of paper into four quadrants. <i>Quadrant One</i> - Name, School, Grade Level, and one interesting fact about you. Reflect on this question “Why are you here?”.</p> <p>Strategy: Circle of Friends Pair with someone you don’t know. Introduce and discuss information in quadrant one and reflection ”Why are you here?” Wrap-up: Chart out reasons...most importantly we are here for”It is all about student learning!” We are here to learn effective teaching strategies for all learners as well as how to do a workshop and effectively mentor 20+ teachers in using these strategies with a target population (ELL).</p>	20 minutes	Index Cards Chart Paper
<p>Activity Two Characteristics of a Good Mentor</p> <p><i>Quadrant Two</i> – reflect on the following questions: <i>What is mentoring? What is coaching? How are they alike/different?</i></p> <p>Discuss “What is Mentoring?”</p> <p><i>Quadrant Three</i> - What are the characteristics of an effective mentor? List 5-8.</p> <p>Strategy: Cooperative Groups Assign each table group cooperative roles. Recorder – person with fewest educational years Reporter – person to his/her right Organizer – person to his/her right Encourager – all others in the group</p> <p>Directions:</p> <ul style="list-style-type: none"> • Have each group discuss what traits mentors need when guiding other teachers to establishing a good teaching practice. • Recorder should write answers on note paper as well as a group list to remain with the group. • After 5-7 minutes move the reporter from each group one table to the right to share his/her group’s effective mentor traits with the other group. The reporter records the other group’s answers that are the same/different. The reporter returns to his/her group and the organizer leads a discussion (5 minutes) on the similarities and differences between their group’s list and the other group’s list of traits. • Use chart paper and have reporters share one trait with 	15-20 minutes	<p>Transparency: What is Mentoring?</p> <p>Transparency: Cooperative Group Roles</p> <p>Chart Paper Markers</p>

<p>entire group...go around and have each group share...continue until groups have no new traits to report.</p> <p>Display transparency with list of characteristics of effective mentors. Compare with their list. Discuss.</p>														
<p>Activity Three Why are Mentors Needed? Using same cooperative group roles have table groups brainstorm...recorder jots down ideas...report out as a large group...chart ideas</p>	<p>10 minutes</p>	<p>Transparency: Why are Mentors Needed?</p>												
<p>Activity Four What is the Role of the Mentor? On a blank overhead use the characteristics form the previous activity and record by each role.</p> <table border="1" data-bbox="159 766 1026 1003"> <thead> <tr> <th data-bbox="159 766 592 808">Roles</th> <th data-bbox="592 766 1026 808">Attributes</th> </tr> </thead> <tbody> <tr> <td data-bbox="159 808 592 850">Guide</td> <td data-bbox="592 808 1026 850"></td> </tr> <tr> <td data-bbox="159 850 592 892">Supporter</td> <td data-bbox="592 850 1026 892"></td> </tr> <tr> <td data-bbox="159 892 592 934">Friend</td> <td data-bbox="592 892 1026 934"></td> </tr> <tr> <td data-bbox="159 934 592 976">Advocate</td> <td data-bbox="592 934 1026 976"></td> </tr> <tr> <td data-bbox="159 976 592 1003">Role Model</td> <td data-bbox="592 976 1026 1003"></td> </tr> </tbody> </table>	Roles	Attributes	Guide		Supporter		Friend		Advocate		Role Model		<p>10 minutes</p>	<p>Transparency: What is the Role of the Mentor?</p>
Roles	Attributes													
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<p>Activity Five Strategy: Jigsaw and Sticky Note Discussion Articles for Jigsaw: <i>Creating a Community of Learners</i> <i>Peer Coaching for the Improvement of Teaching and Learning</i> <i>Is a Good Teacher Always a Good Mentor?</i> <i>Learning From Within</i></p> <p>Have participants count off by 4's (1-4). Assign each number an article to read. Participants read assigned article silently using "sticky notes" to mark important ideas and "ahas" as to how this information might help them in planning a workshop for teachers at their local school and the follow-up mentoring. (20 minutes)</p> <p>After reading they rotate and share their insights, ideas, "ahas". Assign a group member to be the timekeeper. Each person in the group gets 3 minutes to share. Ring bell to signal change to next person every three minutes.</p> <p>Wrap-up: Share as a large group. Chart on paper.</p>	<p>45 minutes</p>	<p>Articles</p> <ul style="list-style-type: none"> • <i>Creating a Community of Learners</i> • <i>Peer Coaching for the Improvement of Teaching and Learning</i> • <i>Is a Good Teacher Always a Good Mentor?</i> • <i>Learning From Within</i> <p>Chart Paper</p>												

Quadrant Four – Punctuation Reflection

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