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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 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?

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Description of Assessment Methods:

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

Four Quadrant Reflection

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<i>Description of Learning Activities:</i>	<i>Time</i>	<i>Materials</i>
<p>Activity One Trust Building</p> <p>4 Quadrant Reflection: Divide piece of paper into four quadrants.</p> <p>Quadrant One- Think of a relationship where you experienced low trust. Why was this situation of low trust? Think of a relationship where you experienced medium trust. Why was this situation of medium trust? Think of a relationship where you experienced high trust. Why was this situation of high trust?</p> <p># Participants 1-3. Have 1's raise their hands. Assign them a letter a, b, c, d. Have twos and threes raise their hand. Assign them letters a, b, c, and d. Get in new small groups. Discuss low, medium, high trust relationships. What made it this? What are the characteristics of a low, medium, high relationship of trust? Share as a small group. Have a few share as a large group. Chart on paper under headings Low, Medium, High.</p>	20 minutes	Chart Paper
<p>Activity Two Ground Rules/Expectations</p> <p>Discuss transparency.</p> <p>Quadrant Two - At table groups brainstorm how and what Ground Rules to establish for workshop/mentoring. Share as a large group. Chart.</p> <p>As a large group discuss ideas for expectations of the workshop and mentoring they will be leading at their local school.</p> <p>Quadrant Three – Rough draft your expectations for workshop/mentoring at local school. Chart responses.</p> <p>Assignment: Develop a set of expectations and application for ELL workshop and follow-up mentoring.</p>	35 minutes	<p>Transparency: Ground Rules for Open Communication</p> <p>Chart Paper</p>
<p>Activity Three Challenges and Obstacles</p> <p>Small group discussion. Brainstorm obstacles and challenges to mentoring teachers with ELL strategies. Chart on paper...just list. Then give each group one obstacle/challenge.</p> <p>Individually in Quadrant Four - Brainstorm ways to deal with the obstacle or challenge. Divide quadrant into two columns</p>	40 minutes	

Challenge/Solution. As a small group discuss possible solutions. Choose one to share with large group. Give each group a blank transparency to record on.

Challenge	Solution

Choose a group member to record and one to present.

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