# CCSU MENTOR HANDBOOK

# 2023-2024

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# CCSU

Barnet, Cabot, Danville, Peacham,
Twinfield, Walden, Waterford

**Mission:** It is the mission of the Caledonia Central Supervisory Union and its seven member schools to create a learning community in which each individual can achieve the highest standards of excellence in intellectual growth and citizenship.

**Vision:** Our learning community is safe, inclusive, equitable, and transparent. Our learners are supported to be engaged, self-directed, contributing members of their local and global communities.

Caledonia Central Supervisory Union is committed to providing support and guidance to our new teachers with the purpose of ensuring not only that they survive the first years of teaching, but that they thrive during those years and continue on as productive, successful education professionals. To the best of their ability, CCSU will create mentor/mentee relationships from within the building or in the same endorsement area.

# WHY TEACHER MENTORING?

*"Mentoring is an essential component of the preparation and induction of new educators, and of the continuum of professional preparation, development, and leadership. Research shows that when done well, mentoring improves new teacher, and thereby student, performance; reduces educator turnover; and improves school climate."*

Guidelines for Developing Successful Educator Mentoring Programs, 2005

Professional growth is an essential component of of the CCSU student-centered culture of learning, necessary to the social, emotional and academic success of every CCSU student. That outcome can only be achieved when professional colleagues com together to share their successes, collaborate to solve problems, and work as willing partners for the benefit of our students, our families, our schools and our communities.

As a model for mentor training, CCSU Mentor Program incorpoates frameworks from **Mentoring Matters** (Lipton and Wellman). This resource and guide helps ensure that the experience and expertise of veteran teachers may be applied in a purposeful way in the mentoring relationship. It is the goal of CCSU to provide a mentoring match for new teachers and teachers new to the SU, school or position. Mentors may assist colleagues to learn new systems, connect with peers, identify strengths and prioritize needs, and most importantly, reflect on their own practice and thereby strengthen the Professional Learning Communities within schools and across the SU as well. The CCSU Mentor Program has the potential to support the professional development of all teachers, new and experienced, as we continue to strive for excellence, updating and refining our best practice as educators.

*"Who we are as mentors, how we mentor, and what we mentor about, are essential to meeting the current needs of beginning (or new to SU) teachers. A central component in a learning-focused mentoring program is a clear understanding of the respective role and responsibilities of each participant. **The most important function for mentors is to embrace a growth orientation, understanding that the work is to increase their colleague's effectiveness as professional problem solvers and decision makers,"** (pg 1, Mentoring Matters).

The Vermont Field Guide for Educator Mentoring states:

Typically, mentors working with new teachers are expected to help them learn school procedures, give them moral and emotional support, be a sounding board for new ideas, and share their own knowledge about new materials, planning strategies, curriculum development, and teaching methods.

Mentors may also help with classroom management; observe the new teacher in the classroom and offer non-judgmental feedback; and enable the new teacher to observe other classrooms and teachers at work. The mentor provides support as the mentee experiments with new ideas and strategies, and helps the new teacher self-assess and reflect on his/her practice. The mentor may also be expected to help the new teacher understand the impacts and implications of student diversity on teaching and learning. (Danielson & McGreal, 2000)
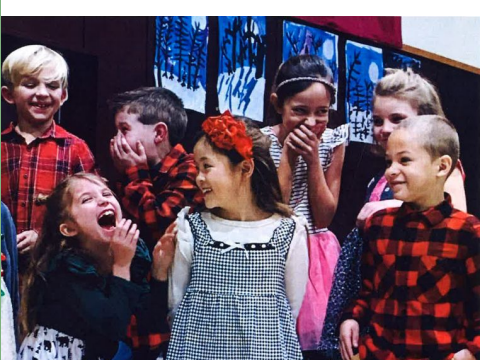
The tools within this guide have been developed and curated to provide a variety of supports for new teachers and their mentors throughout the year. Topics for discussion and growth have been organized according to the Teacher Evaluation Rubrics used by CCSU. While these resources and connected conversations will meet many of the needs new teachers have, mentors are expected to provide additional support and resources as needed.

## Definition:
The CCSU Mentor Program is based on mutual relationships of trust, respect, and commitment to excellence in teaching. Collaboration is not only between experienced and new teachers (mentor and mentee) but among other SU colleagues in education as well. Our goals are...

- Improving and refining instructional practice within the classroom and across the school community to ensure equity in opportunity for every student.

- Supporting all teachers to adapt and adjust practice in response to change in policy, philosophy, curriculum and student needs.

- Promoting a culture of learning that is ongoing expanding knowledge and skills, and enhancing growth for all teachers and students.

| **What it is:** | **What it isn't:** |
|---|---|
| <ul><li>Confidential</li><li>Collaborative</li><li>Build on trust and common understandings</li><li>Student Centered</li><li>Learning Focused</li><li>Committed to best practice and continual growth</li><li>Reciprocal</li><li>Reflective</li><li>Strength Based</li><li>Positive and Proactive</li></ul> | <ul><li>Evaluative</li><li>Supervisory</li><li>Judgmental</li></ul> |

# What does mentoring look like?

Phases of First Year Teachers' Attitudes Towards Teaching
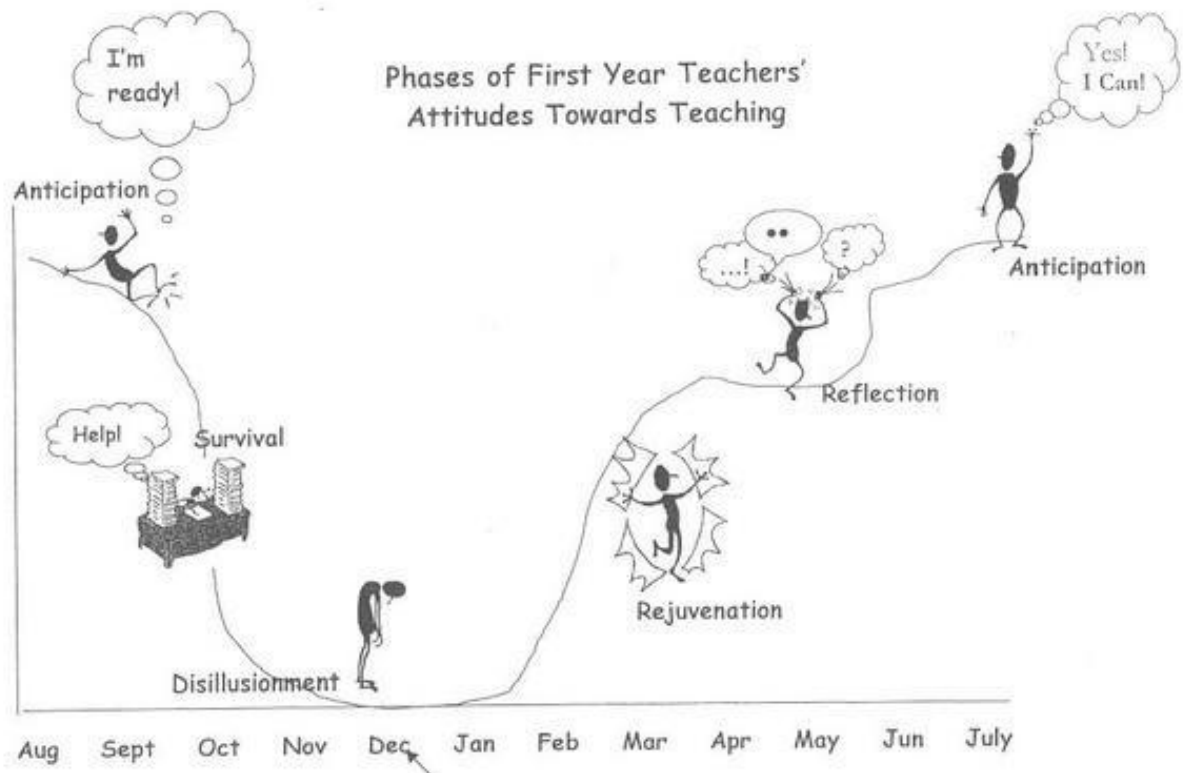
The first year of teaching (even if you've taught before and you are returning to teaching or to a new assignment), can be an emotional rollercoaster. Understanding the way a Mentee may feel at certain times of the year is key to knowing how to support them.

Please see https://mentor.jordandistrict.org/wp-content/uploads/sites/17/MentoringBeginningTeachers.pdf for more information.

# Benefits of Mentoring

| | |
|---|---|
| **To Students** | Better instruction due to frequent teacher reflection. New ideas for lessons and learning activities. See collaboration in action. More stability from lower teacher turn-over. Happy teachers equals happy students which leads to better learning. Instruction and classroom environment influenced by two teacher brains. |
| **To the Mentee** | Less isolation. Feeling valued and welcomed. Go-to support system. Gain from mentor's experience. Physical, emotional, instructional, and institutional support. Built in collaborative partner. |
| **To the Mentor** | Forces reflection and focus on one's own practice. Builds collegial relationships with new staff. Feels good to be valued as a resource within the school. Empowered to make a difference. |
| **To the Schools** | Increased retention of high quality teachers. More consistency and cohesion of instruction. Improved morale. Increased student learning. Teachers are supporting each other. |
| **To the Community** | Better connected teachers are more effective. Increased teacher retention. More stable school community. Positive impact on quality education. |

# ROLES AND RESPONSIBILITIES

**Two-Year Mentoring Assignment:**
- Novice teachers, new to teaching with 0-4 years experience

**One-Year Mentoring Assignment:**
- Experienced teachers new to CCSU or to their assignment (possibility for those teachers working in Barnet, Danville, Peacham, Walden, Waterford)
  - *Twinfield and Cabot Only:-Experienced teachers new CCSU, new to teaching assignment, and to teachers in focused assistance, if desired, and when assigned by the administration.

| Mentor | |
|---|---|
| **Desired Qualifications** | ❑ Minimum of five (5) years of successful teaching experience<br>❑ Willingness to commit to two (2) years to CCSU Mentor Program<br>❑ Willingness to commit to initial mentor training (summer break) and all required meetings<br>❑ VT-NEA Mentor Coaching and Training for Educators or another 3rd party administered program trained (*can be trained by CCSU - summer*)<br>    ❑ **Summer training CCSU: Aug. 21, 2023** |
| **CCSU Responsibilities** | ❑ Attend 3 mentor cohort meetings and trainings conducted by CCSU<br>    ❑ **October 12**<br>    ❑ **January 11**<br>    ❑ **April 11**<br><br>❑ **Complete time logs and submit them to Curriculum Director 2x a year**<br>    ❑ **November 17, 2023**<br>    ❑ **May 24, 2024**<br>❑ Provide feedback of mentoring program |
| **School Based Responsibilities** | ❑ Meet for an equivalent of 3-4 hours per month<br>❑ Arrange for mentee to observe in other classrooms, if possible<br>❑ Observe mentee at least 2 times;<br>❑ Meet with mentee to discuss and reflect on lesson<br><br>**Topics of Support:**<br>❑ Help mentees learn school policies and procedures<br>❑ Offer support and be a sounding board for ideas<br>❑ Share knowledge about teaching and learning<br>❑ Assist with classroom management and discipline<br>❑ Participate in assessment of mentoring program<br>❑ Help mentees understand the importance of maintaining confidentiality<br>❑ Demonstrate teaching techniques<br>❑ Introduce new teacher to building personnel |

| Mentees (new teachers-both novice and new to the SU) | |
|---|---|
| **CCSU Meeting Obligations** | ❏ Participate in the CCSU's Orientation and school based orientation<br>    ❏ **CCSU New Teacher Orientation: Aug 22, 2023**<br><br>❏ Attend all 3 mentee gatherings conducted by CCSU<br>    ❏ **Sept. 21 2023**<br>    ❏ **Jan 18, 2024**<br>    ❏ **April 18, 2024** |
| **School Based Responsibilities** | ❏ Develop and pursue professional goals<br>❏ Meet with mentor for an equivalent of 3-4 hours per month<br>❏ Complete 2 classroom observations of other teachers, if possible<br>❏ Have mentor observe in your classroom at least 2 times with a focus on areas of your choosing;<br>    ❏ Meet with mentor to debrief and reflect on lessons<br>❏ Personal commitment to ongoing professional development, including best practice in instruction, standards-based curriculum, growth mindset, student-centered philosophy<br>❏ Positive outlook and professional approach in communicating and working with students, parents/guardians and colleagues. |

## Second Year of Mentoring Cycle:

CCSU Mentoring Program recognizes that the needs of second-year teachers vary according to their experience in the first year and whether they are new to teaching or new to the SU, district or position. It is recommended that Mentors and their second-year Mentees follow the requirements of the first-year calendar for frequency of meetings and suggested topics to be addressed in each, with flexibility as to what topics may be prioritized and what new needs may arise, depending on the students' profiles, classroom dynamics and other factors. The Observation and Feedback meeting in the Fall and Spring of each school year continues to be of utmost importance, as are the expectations for developing Professional Development goals and opportunities to support these goals and for Analyzing Student Work.

Continue to log dates and times of contacts and meetings as fo the first year of the Mentor Program.

# MENTORING PROGRAM
# Confidentiality Policy

The mentoring program of Caledonia Central Supervisory Union has been developed to ensure that each teacher new to the Districts be afforded the support of experienced teachers for orientation and instructional coaching.  For mentoring to meet its goal of aiding new teachers in effective instructional practices, the environment must be risk-free and non-threatening; new teachers need to avail themselves of such help and willingly open their classrooms to their mentors.

**With this understanding as a foundation, the relationship between the mentor and the new teacher will remain confidential and non-evaluative.**

- Mentors will NOT share any information regarding mentees with the mentee's colleagues, students or administrators.

- At their discretion, new teachers may wish to share personal or evaluative information with mentors as a means of seeking help or advice.

- Should a mentee leave the district, mentors will maintain confidentiality.

**It is an important professional responsibility that you understand the confidentiality requirements of your position as mentor.**

# MENTOR LOGS &
# SUGGESTED OVERVIEWS

| Key Meeting Dates | |
|---|---|
| **August- Pre-Service Meetings** | • **CCSU Mentor Training: August 21- New Mentors (virtual)**<br>• **Orientation: August: 22-New teachers- All day; Danville School** |
| **September Meetings** | **Mentee/Mentor Social Gathering on Danville Green (social event):**<br>• Sept. 21 3:15-4:15<br>• For both Mentees (new teachers) and Mentors |
| **October Meetings** | **Mentor Training #1: Oct 12, 2023 3:15-4:15 (virtual) (Mentors Only)** |
| **November Meetings** | **Mentors: First round of Mentor Logs due Nov. 17, 2023 (notes must be added from Aug., Sept., Oct.)** |
| **December Meetings** | **Mentor stipend distributed** |
| **January Meetings** | • **Mentor Training #2- January 11, 2024 from 3:15-4:15 (virtual)** (Mentors only)<br>• **Mentee Meeting #2: January 18, 3:15-4:00** (New Teachers only) |
| **April Meetings** | • **Mentor Training #3- April 11, 2024 from 3:15-4:15 (virtual)** (Mentors only)<br>• **Mentee Meeting #3: April 18, 3:15-4:00** (New Teachers only) |
| **May/June Meetings** | **Mentor Log due May 24, 2024**<br>**Final Mentor Stipend distributed in June's paycheck** |

| August Meetings | • **CCSU Mentor Training: August 21- New Mentors (virtual)**<br>• **Orientation: August: 22-New teachers- All day; Danville School** |
|---|---|
| **Planning & Preparation for Learning** | ❏ Help mentee plan for the first day and the first week<br>❏ Review daily schedule including duties, collaboration and planning time, routines for allied arts/specials*<br>❏ Review grade level standards and current curriculum materials*<br>❏ Support access and organization of resources in Google Drive |
| **Classroom Management** | ❏ Review PBIS expectations and routines<br>❏ Share effective classroom management strategies*<br>❏ Help arrange classroom*<br>❏ Help establish classroom routines<br>❏ Ensure necessary supplies and materials are accessed (tape, paper, pencils, etc.)*<br><br>*What adjective would you want others to use when describing your classroom? How will you work toward that goal?*<br>*What is your process for establishing behavior expectations in your classroom?*<br>*How will students access supplies or support?* |
| **Professional Responsibilities** | ❏ Give tour of building*<br>❏ Review key sections of staff handbook (fire & other emergency drills, calling in sick, extension list)*<br>❏ Review how to take attendance*<br>❏ Review school year calendar*<br>❏ Help develop classroom website/parent communication system*<br>❏ Encourage parent/student contact before school starts |

| September Meetings | Mentee/Mentor Social Gathering on Danville Green (social event): <br> • Sept. 21 3:15-4:15 <br> • For both Mentees (new teachers) and Mentors |
|---|---|
| **Planning & Preparation for Learning** | ❏ Review grade level standards and current curriculum materials <br> ❏ Share examples of lesson plans* <br> ❏ Support lesson and unit planning <br> ❏ Share helpful resources for planning and instruction |
| **Classroom Management** | ❏ Review PBIS expectations and supports; share strategies for implementing PBIS expectations <br> ❏ Review effectiveness of classroom management system; support changes as needed <br>   ❏ Focus on building relationships and teaching expectations |
| **Delivery of Instruction** | ❏ Support implementation of IEP, 504, or EST interventions and accommodations including connecting with case managers as needed <br>   *How are you ensuring all students are able to access their learning?* |
| **Assessment** | ❏ Review local assessment calendar (K-8) and support implementation of assessments <br> ❏ Assist with record keeping and maintaining student files/portfolios (PowerSchool, classroom data sheets) <br> ❏ Calibrate grading assessments <br> ❏ Develop next steps for instruction and student support after reviewing assessment data |
| **Professional Responsibilities** | ❏ Schedule mentoring dates, times, and goals <br> ❏ Encourage frequent positive parent contact (email, phone call, ClassDojo) <br> ❏ Prepare for Open House* <br> ❏ Review Teacher Evaluation System; set goals based on rubrics* |
| **Personal Care/Support** | ❏ Help establish boundaries for school work and self care <br> ❏ Support healthy work and personal balance <br> ❏ Celebrate the completion of the first month of school |

| October Meetings | **Mentor Training #1: Oct 12, 2023 3:15-4:15 (virtual) (Mentors Only)** |
|---|---|
| | Schedule peer observation: **mentor observing** new teacher, focus on classroom management |
| **Planning & Preparation for Learning** | ❏ Support monthly/unit-long planning <br> ❏ Share time management/planning resources <br> *How are you developing and filing your lesson and unit plans?* |
| **Classroom Management** | ❏ Review PBIS expectations and supports; share strategies for implementing PBIS expectations <br> ❏ Review effectiveness of classroom management system; support changes as needed <br>    ❏ Focus on reinforcing positive behavior and teaching expectations <br> ❏ Conduct pre- and post- observation discussions to support classroom management practices (Observation Tool) |
| **Delivery of Instruction** | ❏ Review components of effective instruction according to Teacher Evaluation Rubrics and set instructional goals <br> *How are you utilizing multiple instructional strategies to engage and support students?* <br> *What instructional strategies would you like more experience with?* |
| **Professional Responsibilities** | ❏ Begin preparing for parent teacher conferences including scheduling practices and collecting evidence/student work samples <br> ❏ Orientation around report cards, assessment data and student work as evidence |
| **Personal Care/Support** | ❏ Support healthy work and personal balance <br> ❏ Acknowledge possible waning of enthusiasm and encourage self-care practices |
| **November Meeting** | **Mentors: First round of Mentor Logs due Nov. 17, 2023 (notes must be added from Aug., Sept., Oct.)** |
| **Planning & Preparation for Learning** | ❏ Support monthly/unit-long planning <br> ❏ Share time management/planning resources <br> ❏ Support development of emergency sub plans <br> *How are you developing and filing your lesson and unit plans?* |
| **Classroom Management** | ❏ Review PBIS expectations and supports <br> ❏ Encourage consistency in response to student behaviors <br> ❏ Support development of student ownership |
| **Delivery of Instruction** | ❏ Support implementation of instructional goals based on Teacher Evaluation Rubrics |
| **Assessment** | ❏ Support implementation of formative assessment practices (exit cards, student work samples, discussions, 3-2-1 reflection strategy, etc). <br><br> *How are students monitoring their own learning?* <br> *How do you know what students know?* |
| **Professional Responsibilities** | ❏ Provide support during parent teacher conferences <br> ❏ Support report card completion <br>    ❏ PowerSchool tech support <br>    ❏ Assessment data and student work as evidence <br> ❏ Discuss snow day and 2-hour delay practices |
| **Personal Care/Support** | ❏ Take time to enjoy family and friends over holidays <br> ❏ Share strategies for maintaining momentum and grit |

| December Meetings | • Mentor stipend distributed |
|---|---|
| **Planning & Preparation for Learning** | ❏ Encourage organizational system to catalog lessons and materials<br>❏ Look ahead to January units and lessons; encourage planning before break |
| **Classroom Management** | ❏ Review effectiveness of classroom management system; support changes as needed<br>❏ Brainstorm strategies to support individual student needs during holiday months |
| **Delivery of Instruction** | ❏ Support implementation of instructional goals based on <u>Teacher Evaluation Rubrics</u><br>❏ Review videos or text resources related to instructional goal; share observations and reflections |
| **Professional Responsibilities** | ❏ Encourage continued parent contact<br>❏ Discuss how to pursue professional development opportunities (SU form, courses, workshops) |
| **Personal Care/Support** | ❏ Take time to enjoy family and friends over holidays<br>❏ Share strategies for maintaining momentum and grit |
| **January Meetings** | **Mentor Training #2- January 11, 2024 from 3:15-4:15 (virtual)** (Mentors only)<br><br>**Mentee Meeting #2: January 18, 3:15-4:00** (New Teachers only) |
| Schedule peer observation: **new teacher observing** other teacher **does not need to be mentor**<br>Choose one focus: classroom management or delivery of instruction ||
| **Planning & Preparation for Learning** | ❏ Encourage organizational system to catalog lessons and materials<br>❏ Support backward planning- begin with the assessment in mind<br>❏ Develop student-friendly learning targets |
| **Classroom Management** | ❏ Revisit PBIS expectations; brainstorm ways to maintain student buy-in<br>❏ Brainstorm look-for goals for peer observation<br>    ❏ *Expectations, Relationships, Social-emotional Support, Routine, Management Skills, Efficiency*<br>❏ Debrief observation and set goals based on observation<br><br>*What management strategies were observed in the peer classroom?*<br>*How did the teacher interact with and engage students?*<br>*How does your management style align or contrast with what you observed?*<br>*What strategies could you take away and implement in your classroom?* |
| **Delivery of Instruction** | ❏ Brainstorm look-for goals for peer observation<br>    ❏ *Expectations, Goals, Connections, Clarity, Strategies, Differentiation, Closure*<br>❏ Debrief observation and set goals based on observation<br><br>*What instructional strategies were observed in the peer classroom?*<br>*What was the teacher doing? What were the students doing?*<br>*How does your instructional style align or contrast with what you observed?*<br>*What strategies could you take away and implement in your classroom?* |
| **Personal Care/Support** | ❏ Share strategies for maintaining momentum and grit |

| February Meetings | |
|---|---|
| Schedule peer observation: **mentor observing** new teacher<br>Choose one focus for feedback: classroom management or delivery of instruction | |
| **Planning &<br>Preparation for<br>Learning** | ❑  Reflect on past practices- What went well? Where can growth occur?<br>❑  Support backward planning- begin with the assessment in mind<br>❑  Develop student-friendly learning targets |
| **Classroom<br>Management** | ❑  Revisit PBIS expectations; brainstorm ways to maintain student buy-in<br>❑  Use observation tool to set look-for goals for peer observation<br>    ❑  *Expectations, Relationships, Social-emotional Support, Routine,<br>       Management Skills, Efficiency*<br>❑  Debrief observation and set goals based on observation |
| **Delivery of<br>Instruction** | ❑  Brainstorm look-for goals for peer observation<br>    ❑  *Expectations, Goals, Connections, Clarity, Strategies, Differentiation,<br>       Closure*<br>❑  Debrief observation and set goals based on observation |
| **Professional<br>Responsibilities** | ❑  Support report card completion (due March 19)<br>    ❑  PowerSchool tech support<br>    ❑  Assessment data and student work as evidence |
| **Personal<br>Care/Support** | ❑  Encourage time for self care and relaxation |
| **March Meetings** | |
| Schedule peer observation: **new teacher observing** other teacher **\*\*does not need to be mentor**<br>Choose one focus: classroom management or delivery of instruction | |
| **Classroom<br>Management** | ❑  Brainstorm look-for goals for peer observation<br>    ❑  *Expectations, Relationships, Social-emotional Support, Routine,<br>       Management Skills, Efficiency*<br>❑  Debrief observation and set goals based on observation<br>    *What management strategies were observed in the peer classroom?*<br>      *How did the teacher interact with and engage students?*<br>  *How does your management style align or contrast with what you observed?*<br>    *What strategies could you take away and implement in your classroom?* |
| **Delivery of<br>Instruction** | ❑  Brainstorm look-for goals for peer observation<br>    ❑  *Expectations, Goals, Connections, Clarity, Strategies, Differentiation,<br>       Closure*<br>❑  Debrief observation and set goals based on observation<br>    *What instructional strategies were observed in the peer classroom?*<br>    *What was the teacher doing? What were the students doing?*<br>  *How does your instructional style align or contrast with what you observed?*<br>    *What strategies could you take away and implement in your classroom?* |
| **Assessment** | ❑  Review VT-CAP assessment expectations (grades 3-9 & 11)<br>❑  Complete VT-CAP Test Administration training (grades 3-9 & 11) |
| **Professional<br>Responsibilities** | ❑  Begin preparing for parent teacher conferences including collecting<br>evidence/student work samples (PTC: April 5-7) |
| **Personal<br>Care/Support** | ❑  Encourage time for self care and relaxation |

| April Meeting | **Mentor Training #3- April 11, 2024 from 3:15-4:15 (virtual)** (Mentors only) <br><br> **Mentee Meeting #3: April 18, 3:15-4:00** (New Teachers only) |
|---|---|
| Schedule peer observation: **mentor observing** new teacher <br> Choose one focus for feedback: classroom management or delivery of instruction ||
| **Classroom Management** | ❏ Revisit PBIS expectations; brainstorm ways to maintain student buy-in <br> ❏ Use observation tool to set look-for goals for peer observation <br>    ❏ *Expectations, Relationships, Social-emotional Support, Routine, Management Skills, Efficiency* <br> ❏ Debrief observation and set goals based on observation |
| **Delivery of Instruction** | ❏ Brainstorm look-for goals for peer observation <br>    ❏ *Expectations, Goals, Connections, Clarity, Strategies, Differentiation, Closure* <br> ❏ Debrief observation and set goals based on observation |
| **Assessment** | ❏ Review VT-CAP accommodations for grades 3-9 & 11 |
| **Professional Responsibilities** | ❏ Provide support for parent teacher conferences |
| **Personal Care/Support** | ❏ Encourage time for self care and relaxation |
| **May/June Meeting** | **Mentor Log due May 24, 2024** <br> **Final Mentor Stipend distributed in June's paycheck** |
| **Planning & Preparation for Learning** | ❏ Reflect and Celebrate growth from the past year. <br> ❏ [20 Teacher End of the Year Reflection Questions: Minds in Bloom](#) |
| **Assessment** | ❏ Review assessment calendar and expectations <br> ❏ Support VT-CAP administration (grades 3-9 & 11) |
| **Professional Responsibilities** | ❏ Support report card completion (due last day of school) <br>    ❏ PowerSchool tech support <br>    ❏ Assessment data and student work as evidence <br> ❏ Discuss summer professional development opportunities <br> ❏ Review practices for summer ordering and purchase orders <br><br> *What are some things you accomplished this year that you are proud of?* <br> *What is one way that you grew professionally this year?* <br> *When was a time this year when you felt joyful and/or inspired about the work you do?* <br> *What do you hope your students remember most about you as a teacher?* <br> *What impact did you have beyond your own classroom?* |

# Suggested Coaching/Mentoring Dialogue

## Questions for Instructional Balance in Literacy Learning:

- How did you determine the lesson focus? Why is this focus important?
- How did explaining the steps in using the skill or strategy help scaffold instruction for students?
- How effectively did your model or demonstration capture students' attention and give them the confidence to try the skill or strategy?
- How well did the guided practice opportunity meet the needs of all levels of learners?
- In what ways did the students independently apply the skill or strategy to text?
- What insights did students share when asked to reflect on the use of the skill or strategy?
- How could you incorporate this skill or strategy into other curriculum areas?
- What changes might occur as a result of our discussion?

## Reading and Writing Instruction

- How do you protect your daily time from outside intrusions?
- How do students use reading and writing in the curriculum areas?
- How are previously taught lessons revisited in new reading and writing instruction?
- What is an example of a lesson that addresses several reading and writing goals?
- What options are available for integrating more reading and writing instruction into the school day?
- What changes might occur as a result of our discussion?

# Suggested Coaching/Mentoring Dialogue

### Scaffolded Instruction

- What planning is required so that a lesson ensures success for all learners?
- What is an example of ways you scaffolded or supported individual learners within one particular lesson?
- What prompts or open-ended question stems do you use to scaffold learners?
- How do you make time for small-group mini-lessons and individual coaching in your daily schedule?
- How can you move your students toward more responsibility in their learning?
- How effectively is the gradual release of responsibility working in your classroom?
- What changes might occur as a result of our discussion?

### Self Directed Learning

- In what ways are your students involved in self-directed learning?
- How have you modeled or demonstrated problem solving within a particular lesson?
- What problem-solving strategies have you observed students using during guided practice?
- When have you observed a student transferring learned problem-solving behaviors to a new situation? In what ways did he or she achieve success in this situation?
- What changes might occur as a result of our discussion?

### Classroom Management

- In what ways would a visitor to your classroom perceive your focus on literacy?
- What specific structures and routines do you implement to facilitate productive learning experiences?
- How do you organize your daily literacy block?
- What classroom groupings are available for your students?
- Where and how do you find needed materials for lessons?
- What does collaboration look like in your classroom?
- In what ways are students given responsibility and choice in your classroom?
- How do you support a classroom community of learners who maintain a mutual respect for one another?
- How do you transmit behavioral expectations to your students?
- How are conflicts handled in your classroom?
- If time and money were no object, how would you change your classroom schedule and environment?
- What changes might occur as a result of our discussion?

## High Expectations

- In what ways do you work to motivate students of all levels? How is this reflected in your lesson design?
- How can teachers display confidence in students in nonverbal ways?
- What is the basis of your belief that all students will learn?
- How are students encouraged to meet their potential?
- What is one particular experience you remember when your high expectations helped a student succeed?
- What is the relation of scaffolding to expectations? How can we prevent incorrect perceptions about scaffolding by students, parents, and the general public?
- What changes might occur as a result of our discussion?

## Purpose

- How extensive is your background in _____ instruction?
- In what ways do you want or need to expand your _____ knowledge?
- What are your basic beliefs about _____ learning?
- How often do you refer to mandated standards in your lesson scheduling and preparation?
- How do you make students aware of the rationale for each lesson?
- How do students use reading and writing to learn in the content areas?
- How would your students explain the importance of reading and writing in the world outside of school?
- What changes might occur as a result of this conversation?

# RESOURCES

Click the links for

the resources

**WEBSITE**

**Mentor Logs**

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