

More on Mentoring/Coaching

MTEI, Seminar 4

June 2016

Overview of Tues. am Sessions

Session 1: Mentoring Stances in Coaching Conversations

- Review stances/moves in Helman article
- Watch mentoring video and look for examples and missed opportunities
- Introduce on-line Teacher Learning Toolkit, Mandel Center for Studies in Jewish Education

Session 2: Planning and Rehearsing Mentoring Conversation

- Re-view Gabe video and make observational record
- Observe mentoring conversation (Sharon, Kathy)
- Plan mentoring conversations
- Role play using mentoring moves
- Debrief

Principles of Professional Development in Jewish Settings

- Jewish subject matter at the core
- Learning rooted in collaborative inquiry
- How we talk matters

Mentoring Stances in Coaching Conversations

Lori Helman

- Santa Cruz New Teacher Project
- Research team: 6 experienced mentors
- Studying 4 mentor/novice pairs
- Analyzed tape recordings of mentoring conversations over 2 years

How can mentors deepen and extend the thinking of [beginning] teachers in mentoring conversations?

Framing the study

Re-read opening paragraphs.

What tension does Helman identify in the opening anecdote?

What goals does she set for an induction program?

“...in my own practice as a mentor there exists a tension between passing on the teaching knowledge gained through experience and promoting the autonomy, creativity and self-reflection of the novice.”

Lori Helman, mentor

“Being a support teacher means helping people grow and become good teachers. It’s a combination of basing teaching techniques on what we know about children and learning and what we are like as people, our personalities, interests and inclinations.”

Pete Frazer, mentor

3 mentoring moves or stances

1. Probe to extend thinking
2. Explicitly teach or suggest a specific practice
3. Promote accountability (e.g. to standards,

Which mentoring stance is most comfortable for you? Why?

Extending the Teacher's Thinking

- Using clarifying questions (*What do you mean by X?*)
- Paraphrasing (*So you're saying....*)
- Probing (*Tell me more about ...*)
- Making connections (*How does the set-up affect student behavior?*)
- Projecting (*What might happen if you....*)
- Brainstorming (*What are some ways you've seen that done?*)
- Pausing (*Leaving space for teacher to think*)

Direct Teaching

- Define a concept (Understanding by Design is a planning process in which...)
- Make a suggestion (*Giving students a chance to talk to their neighbor first can help them collect their ideas.*)
- Tell (*What I know from working with second language learners is...*)
- Illustrate from own experience (*I often found that students were confused about...*)
- Show how (*Here's how I might write up a language experience chart.*)
- Elaborate on (*You mentioned ...Another idea might be ...*)
- Explain why (*Doing a quick check for understanding is one way to get an assessment of whether the class is ready to move on...*)

Promoting Accountability

- Questioning (*What teaching standard would you like me to observe for?*)
- Telling (The 5th grade writing standard includes...)
- Researching (I'll get a copy of the Tanakh Benchmarks...)
- Problem solving (How can we assess student understanding?)

Investigating Mentoring Stances

- Watch clip of a mentoring conversation
- Language arts, 8th grade, JDS (K-8)
- Planning conversation, April

- Look for examples of different mentoring stances
- Fill out the Mentoring Stances Worksheet

<http://www.teacherlearningproject.com/>

Overview of Teacher Learning Toolkit

Linking Observation and Conversation in Mentoring/Coaching

Plan – 10:30-12:00

- Re-view Gabe lesson, practice selective scripting
- Introduce worksheet, “Planning a Mentoring Conversation”
- Watch and debrief mentoring conversation (Kathy/Gabe and Sharon/mentor)
- Plan four mentoring conversations around a subject matter related (subject matter per se or in relation to students, teacher, curriculum)
- Share planning worksheets for each conversation
- Role play mentoring conversations
- Debrief experience of facilitating conversation

How can we document the details of a lesson in ways that support the intellectual work of helping teachers improve their practice?

How can we use the observational record and other records of practice (e.g. lesson plans, curriculum) and teaching standards to ground conversations about teaching and learning?

How can we facilitate mentoring/coaching conversations that support and stretch teachers and move their practice forward?

Seeing more: a “consciousness for two”

A mentor’s diligence in observing and noticing sets the stage for future conversations.

- Seeing more because not managing the lesson
- Seeing more because of knowledge and experience

Scripting a Lesson

- Chart the basic flow of the lesson
- Note main activities or tasks.
- Try to script some dialogue.
- Separate out but keep track of impressions, questions.

How are mentoring/coaching observation and conversation cycles both similar to and different from the kinds of observations and conversations we have been practicing as homework?

Use this template to take fieldnotes

Flow of activity and conversation	Impressions, questions

Questions to help you “see more”

Noticing the students

- What are students doing in the lesson?
- Can you make any inferences about what they may be learning? What do you see that makes you think so?

Noticing the activities and subject matter

- How would you describe the tasks or activities in the lesson?
- What kind of thinking does each task or activity seem to foster?
- What is the subject matter of the lesson?

Noticing the teacher's enactment of role and beliefs

- Based on your observation how do you think the teacher is defining the role of teacher?
- How does the teacher respond to students' ideas, understanding, questions? What does the teacher say and do?

Noticing the teacher's enactment of purposes and pedagogy

- What inferences can you draw about the teacher's purposes? What do you see that supports your interpretation?

Mentoring Conversation Planning Worksheet

1. Goals for teacher's learning

What will you work on?

What are your goals for the teacher's learning?

How will this strengthen the teacher's practice? Why this focus?

What will it look like if the teacher gets better at this?

2. Developing your strategy

How will you introduce your agenda?

How will you use your observation notes or other records of practice?

What are some generative questions?

How might the teacher respond?

What mentoring stances will you try?

Focusing issues for conversations with Gabe

1. The purposes of the lesson (Jenny's group)
2. Gabe's understanding of the concept of kedusha (Kathy's group)
3. Eliciting and probing students' ideas
4. Adapting the curriculum (Sharon's group)

Groupwork

- Fill out the “Planning a Mentoring Conversation” template as you work through the questions
- Designate someone to describe your plan to the group
- Pair up and try out the conversation with each other – each “mentor” will have 5 min. to introduce and facilitate a conversation with “Gabe” using your group’s plan
- Debriefing the rehearsals