

Oregon Conference Office of Education

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The Connected Mentor Teacher Program



oceducation.org

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“As iron sharpens iron, so a man sharpens the countenance of his friend.” Proverbs 27:17

Purpose: To promote the retention of effective teachers, both beginning and veteran to a profession of lifelong ministry for His kids.

Definition: A process of opening our lives to others, of sharing our lives with others; a process of living for the next generation.

Qualifications for a mentor: The Oregon Conference Office of Education will select candidates based on the following qualification:

- Seventh-day Adventist Denominational Certification (Standard or Professional Teaching Certificate)
- Regular Teaching Status (minimum of six years of experience)
- Continued professional enrichment
- Effectiveness as a teacher

See “*What Is A Mentor?*”

Benefits of being a part of the mentoring program:

- Professional and personal growth from being connected
- UP to 24 Hours Professional growth hours with completed paperwork and time

Process:

Mentors are to report quarterly to Angela White at Oregon Office of Education using the “Quarterly Progress Report” form regarding progress on all of the following:

1. Stage 1: The mentor and mentee become acquainted and informally clarify their common interests, shared values and professional goals.
 - a. Use “Mentor/Mentee – Getting to Know Your Partner Questionnaire”
 - b. Spend some non-academic time together
2. Stage 2: The mentor and mentee communicate initial expectations and agree upon some common procedures and expectations as a starting point.
 - a. Use “A Checklist for Mentors”
 - b. Use “Needs Assessment Questionnaire”
 - c. Use “Topics of Conversation for Mentors and Mentee Teachers”
3. Stage 3: Gradually, needs are filled. Objectives are met. Professional growth takes place. New challenges are presented and achieved.
 - a. Use “Connecting Teachers Through Questioning”
 - b. Use “Self-Mentoring Questions”
 - c. Optional to request specific assessment questioning for targeted areas
 - d. Use “A Road Map for Collaborative Planning”
4. Stage 4:
 - a. Create a lesson plan together and schedule a time to team-teach the lesson. Allow time to debrief afterward.
 - b. Arrange to observe the mentee teacher during one or more lessons. Decide ahead of time what areas to focus on for observation. Provide feedback on those areas.
 - c. Repeat either of the items in Stage 4 depending on what is most beneficial to the mentee.
5. Stage 5: The mentor and mentee redefine their relationship as colleagues, peers, partners and/or friends. Ideally, each moves on to new mentor/mentee relationships to continue on their pathway of life-long growth.

Communication That Brings Results:

Every mentor/mentee relationship is different. Each individual brings a rich diversity of strengths and qualities that are unique that will inevitably color the partnership; nevertheless, one element is vital to any successful mentor/recipient relationship and that element is communication. The means and the frequency of that communication may well vary, but the guidelines that will ensure its effectiveness are the same.

- Keep an open mind and positive attitude
- Be an active listener
- Be an empathetic listener
- Encourage constant communication
- Create the time to communication on a regular basis
- Allow your communication to be friendly and warm
- Share your knowledge, experience, and expertise freely
- Ask the necessary questions
- Affirm, support, and validate one another
- Facilitate and channel resource information
- Reiterate the element of confidentiality when necessary
- Be aware of signs of discouragement, fatigue, and burnout
- Be optimistic about the successful outcomes of your communication
- Explore various forms of communication and choose the most suitable form for your partnership

We are encouraging mentor/mentee teams to engage in some form of communication at least once a week.

Resources:

- *Mentoring the Strategy of the Master* by Ron Lee Davis
- *Winning Strategies for Classroom Management* by Carol Cummings, ASCD (2000)
- *How to Survive as a Teacher Leader* by John G. Gabriel, ASCD (2005)
- *Qualities of Effective Teaching* by James Stronge (2002)
- *Surviving the First Year of Teaching* by Harry K. Wong
- Differentiation Growth Scale
- *Leading and Managing a Differentiated Classroom*, ASCD (2010)

Thank you to Ken Bullington from Central California Conference for your Mentor Teacher Program
www.ccedu.adventistfaith.org

A CHECKLIST FOR MENTORS (HELP FROM SITE ADMINISTRATORS)

Getting your new teachers off on the right foot is an essential part of helping them and you succeed. There are many things that a new teacher or a teacher new to your building needs to know before school starts and during the first few weeks. Although this is not an exhaustive list, it should give you an idea of the things that you or a mentor should keep in mind.

- Obtained the new teacher's contact information and given him/her mine.
- Given him/her an informational packet on classroom management, unit and lesson planning, and assessments.
- Helped him/her create the most effective room setup.
- Talked with him/her about homework, late work, grading, and attendance policies.
- Provided him/her with copies of the NAD and conference standards.
- Made him/her aware of websites that support learning objectives.
- Provided him/her with sample syllabi and course objectives.
- Given him/her an example of a greeting letter to parents.
- Given him/her instructional supplies and explained how to obtain them in the future.
- Discussed the fire drill and crisis procedures with him/her.
- Emphasized the importance of creating three days of emergency lesson plans.
- Given him/her a copy of a failure/tardy/absence form letter.
- Spoken with him/her about the importance of being firm yet fair with students early in the year.
- Discussed his/her disciplinary plan with him/her.
- Stressed the importance of having an engaging lesson on the first day of school instead of simply going over rules and policies.
- Given him/her an example of a classroom survey so that he/she can get feedback from his/her students.
- Spoken with him/her about what to do and say and what not to do and say on Back-to-School Night and given him/her a parent information sheet for that evening.
- Reviewed a system for documenting situations concerning students.
- Discussed setting goals that we will review at the semester break.
- Set aside time during the first month of school and subsequent teacher work days to touch base with him/her.
- Modeled professional behavior through my interactions with colleagues, bell-to-bell instruction, valid assessments, timely return of assignments, and a positive yet honest, realistic attitude.
- Discussed what the first day of school should include.

–Adapted from “How to Survive as a Teacher Leader”, John G. Gabriel (2005 ASCD)

Mentor / Mentee - Getting To Know Your Partner Questionnaire

Name _____ Mentor Mentee

Home Address _____ City _____ Zip _____

School _____ Assignment _____

School phone _____ Home phone _____

Cell phone _____ Email _____

Birthday _____ Spouse's Name _____ Children _____

I feel closest to God when _____

Favorite foods _____

Hobbies _____

Types of books I like to read _____

When did I know I wanted to be a teacher? _____

In my free time I like to _____

What successes have I experienced in my teacher preparation program? _____

For exercise I prefer to _____

My passion in life is _____

I like to go on vacation to _____

What books have been especially helpful in preparing to become a teacher? _____

I attended _____ elementary school.

I attended _____ secondary school.

I attended _____ college.

I wish I knew more about _____

My goals for my students this year are _____

My personal long-range goals are _____

My professional long-range goals are _____

My commitment to making this program of benefit to my partner is _____

NEEDS ASSESSMENT QUESTIONNAIRE FOR MENTEE TEACHERS

Name of Mentor Teacher _____

Date Submitted _____

Part A. Please choose the items that most clearly indicate your level of need for assistance in the area described.

1. _____ Finding out what is expected of me as a teacher
2. _____ Communicating with the principal
3. _____ Communicating with parents
4. _____ Communicating with students
5. _____ Planning home visits
6. _____ Planning church visits
7. _____ Integration of faith & learning
8. _____ Organizing and managing my classroom
9. _____ Maintaining student discipline
10. _____ Obtaining instructional resources and materials
11. _____ Planning for instruction
12. _____ Managing my time and work
13. _____ Diagnosing student needs
14. _____ Evaluating student progress
15. _____ Motivating students
16. _____ Assisting students with special needs
17. _____ Dealing with individual differences among students
18. _____ Understanding the curriculum
19. _____ Completing administrative paperwork
20. _____ Using a variety of teaching methods – Differentiated Instruction
21. _____ Facilitating group discussions
22. _____ Grouping for effective instruction
23. _____ Administering standardized achievement tests (ITBS/ITED)
24. _____ Understanding the conference system’s teacher evaluation process
25. _____ Understanding my responsibilities as a teacher
26. _____ Dealing with stress
27. _____ Communicating with my mentor via email and phone calls
28. _____ Team teaching with my mentor
29. _____ Other area(s) _____

Part B. Please respond to the following items.

List any professional needs you have that are not addressed by the proceeding items.

What additional types of support should the conference provide you and other mentee teachers?

SELF-MENTORING QUESTIONS

1. What good things have happened this week?
2. What caused those positive things to happen?
3. What could have gone better?
4. What are the underlying causes to these problems?
5. What can I do in the future to prevent this situation?
6. What solutions have I tried?
7. What solutions do I plan to try next?
8. What are the pros and cons of each possible solution?
9. What is my next step?
10. How will I evaluate whether or not it is working?

--Mentoring Across Boundaries (2003)

CONNECTING TEACHERS THROUGH QUESTIONING

Encouraging the teachers to ask questions, both procedural and theoretical, can be an important part of effective teaching. Convey your interest with comments like these:

- What do you consider the most effective teaching moment in your class today? Why? How did you achieve it? What signaled you that students were learning?
- I'm eager to hear any questions you might have. What would you like to ask?

Asking open-ended questions offers the teacher and you a way to identify and discuss issues that might not occur to you on your own. The following questions are useful in initiating mentoring discussions:

1. Describe a successful event that you experienced during the past week.
2. What do you see as your teaching strengths? What are the areas of growth you wish to consider?
3. How are you creating a warm, friendly learning environment in your classroom? How are you nurturing a learning community?
4. On a scale of 1 to 5, how would you rate this day? (week)? Why?
5. During what part of today did you feel that effective teaching and learning were going on in your classroom?
6. How do you know when students are learning?
7. What accomplishments as a teacher are you most proud of?
8. What is your greatest concern at this time?
9. Describe your classroom management? What issues are you facing? What are your strengths?
10. How do you communicate with your principal?

11. Have you made any changes in your teaching strategies recently? What new techniques have you tried?
12. What factors make some of your lessons flow better than others?
13. If you could get beyond the day-to-day planning, what areas would you like to work on?
14. What, how, and how often do you communicate with parents?
15. What successes have you experienced in working with parents? How could you improve your interaction with them?
16. Which aspects of teaching make you feel least comfortable?
17. Do you have any questions you would like to ask me?

Formulating and asking questions helps teachers develop critical thinking skills to analyze their own teaching.

-- Adapted from: Mentoring Teachers

A ROAD MAP FOR COLLABORATIVE PLANNING

- ❖ Think about your year's "course." What are your big overreaching goals for your students?
- ❖ Explain your professional growth plan?
- ❖ What support mechanism will you need to meet your goals for the year?
- ❖ Now reflect upon the first, second, third, and fourth quarters of the school year. Did you meet your goals? And how?
- ❖ What instructional strategies are most appropriate for the objectives you've set for the first semester? Are they consistent with your year-end goals?
- ❖ How will you determine the outcome of each instructional strategy as it applies to each of your students?
- ❖ Given the overlap of goals in your mentor-mentee team, can you develop resources that can be used to impact the learning environment?

-- Adapted from "The Evolution of Peer Coaching" by Showers and Joyce

TOPICS OF CONVERSATION FOR MENTOR AND MENTEE TEACHERS

DATE	AREA	MENTOR	MENTEE
	Personal Spiritual Growth		
	Monthly Conversation Topics		
	First Day of School		
	Parents/Teachers Meeting		
	Excellence for Eternity – Goals for Adventist Education		
	Classroom Culture		
	Bulletin Boards		
	Learning Environment		
	Differentiated Classroom		
	Communication w/ Parents, Administrators, Teachers, Students, Staff, Pastors		
	Communication with other Stakeholders		
	Written Communication to Students and Parents		
	Open House		
	Homework		
	Formative and Summative Assessment/ Reports		
	Parent-Student-Teacher Conference		
	School Evaluations and Accreditation		
	Teacher Evaluations		
	School Progress		
	Field Trips		
	Fund-raising Programs		
	Holidays/Celebrations		
	Community Service Programs		
	Mission Trips		
	Integration of Technology		
	Online Calendar		
	Curricular Enrichment Programs		
	Sponsorships		
	Friendship Games Sports Ministry		
	Week (s) of Prayer		
	School Information System		
	NAD Secondary Standards/NAD Elementary Key Learnings		
	Secondary Curriculum Review Process for Grades 9-12		
	NAD REACH Manual		
	Curriculum Committee		
	ITBS/ITED Tests – ACT – SAT/ Cognitive Genesis		
	Professional Memberships, Conventions, Workshops, Professional Growth, Resources: circle.adventist.org		
	Last Day of School		
	Closing the School Year		
	Church Involvement		

WHAT IS A MENTOR?

A mentor plays many roles.

A Mentor, in the historical sense, is seen as someone who:

- Is a loyal friend, confidant and advisor
- Is a teacher, guide, coach and role model
- Is entrusted with the care and education of another
- Has knowledge and advanced or expert status and who is attracted to and nurtures a person of talent and ability
- Is willing to share what he or she knows in a non-competitive way
- Represents skill, knowledge, virtue and accomplishment

The most effective mentors:

- Welcome newcomers into the profession and take a personal interest in their career development and well-being
- Are willing to share their knowledge, materials, skill and experience
- Offer support and hope, challenge, exercise patience and demonstrate enthusiasm while they guide others to new levels of competence
- Point the way and represent tangible evidence of what one can become
- Expose the recipients of their mentoring to new ideas, perspectives and standards, and to the values and norms of the profession
- Are more experienced and knowledgeable, but view themselves as equal to those they mentor
- Are models of life-long learning