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VIEWING GUIDE

Mentoring

Guiding, Coaching, and
Sustaining Beginning Teachers



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Mentoring Beginning Teachers (Boreen, Johnson, Niday, and Potts 2000) and *Mentoring Across Boundaries* (Boreen and Niday 2003) are available at www.stenhouse.com

Using Videotapes in Workshop Settings

Using videotapes in workshop settings presents special challenges. Most of our viewing experience, such as watching television, is passive, and it can be difficult to get participants to be more active (and reactive!) as they view instructional videotapes. Facilitators can use a few simple strategies to prepare participants for a much more active role in looking at and discussing *Mentoring*:

1. *Check out equipment and sound in advance.* After you begin running any segment, walk to the back of the room and listen. The goal is to have the sound as low as possible, but still loud enough so that participants in the back can hear.
2. *Have participants keep notes as they view each segment.* Any note-taking format can be effective if you link the notes to specific goals you have for viewing the tapes.
3. *Ask questions before viewing to help participants focus on specific aspects of the classroom.* If you don't ask a focus question before viewing you're likely to get awkward silence when you try to begin discussion later. Consider writing a guiding question on a whiteboard or chart paper and posting it next to the video player so that participants are reminded of the guiding question throughout their viewing.

Contents

Tape 1: Welcoming and Sustaining the Beginning Teacher	5
Tape 2: Facilitating Mentoring Conferences Effectively	8
References	10
Appendixes	11

Introduction

Welcome to *Mentoring: Guiding, Coaching, and Sustaining Beginning Teachers*, a two-part video series where you will find ideas and suggestions to enhance the mentoring practices of teachers in your school district. The videotape set can be used separately, but we encourage you to use this professional development series in conjunction with *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching* and *Mentoring Across Boundaries: Helping Beginning Teachers Succeed in Challenging Situations*. You may use Tape 1: Welcoming and Sustaining the Beginning Teacher to specifically target those teachers welcoming and working with beginning teachers, and Tape 2: Facilitating Mentoring Conferences Effectively to provide insights and suggestions for successfully facilitating mentoring conferences with new teachers.

This video series grew out of our own work as mentors working with beginning teachers (defined in this video as student teachers or first- through third-year teachers), and as university supervisors who facilitate the fieldwork experience and lend expertise as wanted or needed by K–12 educators. The tapes we have developed highlight mentoring relationships in both elementary and secondary settings. The mentors involved in this project model and highlight the attributes we consider important for all mentors as they work with beginning teachers.

Tape 1: Welcoming and Sustaining the Beginning Teacher focuses on the development of mentoring relationships during a student teaching fieldwork experience. In this video, we invite you into Charlotte Jones’s eighth-grade language arts classroom where she is in the midst of mentoring Andrew Malinski through his student teaching experience. Our views of Charlotte and Andrew “in action” illustrate what is necessary for Charlotte to be a successful mentor, how to effectively hold pre-, mid-, and postconferences, how to successfully observe beginning teachers, and how to develop effective team teaching practices with new teachers. We also discuss the importance of reflective practice for both beginning and veteran teachers as they consider curricular choices or management issues.

Tape 2: Facilitating Mentoring Conferences Effectively illustrates the development of mentoring relationships between and among beginning and veteran teachers. We watch how Kathy Ontiveros and Margarita Vasquez effectively promote team teaching, work together to plan and facilitate cer-

Mentoring

tain types of lessons, and use a series of conferences to work through their own questions about what effective teaching will look like for their students.

In this guide, we offer an approach to viewing and discussing the videotapes that may help the mentors in your school consider the most effective way to facilitate mentoring relationships. Depending upon your situation, you might choose one of two options or create your own combination of ideas.

Option 1: One- or Two-Day Mentoring In-Service

For a one-day in-service, view Tape 1 in the morning and Tape 2 in the afternoon using the discussion questions listed in Option 2. For a two-day in-service, view one tape each day using the guidelines given in Option 2.

Option 2: One- or Two-Week In-Service

Initial Preparation

Before your first viewing of the tapes, we recommend that you read Chapter 1, “Why Do I Want to Be Part of a Mentoring Experience?” and Chapter 2, “Why Do We Need Mentors?” from *Mentoring Beginning Teachers*. Also, Chapter 1, “Choosing and Supporting Good Mentors” from *Mentoring Across Boundaries* would be a strong support for discussion of the concepts in the two-tape set.

Detailed Viewings: Suggestions for Discussing Each Tape

This viewing guide includes suggestions for viewing and discussing each tape, divided into the following sections:

1. **Prepare.** To help guide discussion after viewing, read specific chapters from *Mentoring Beginning Teachers* and *Mentoring Across Boundaries* before viewing.
2. **View.** View the segment.
3. **Discuss.** Using prompts found in this guide, consider and analyze what you viewed as it applies to mentoring relationships.
4. **Reflect.** Consider your own understanding/knowledge of mentoring in conjunction with what you viewed and how you might modify your practices in the future.

TAPE 1: Welcoming and Sustaining the Beginning Teacher

Segment 1: Benefits of Mentoring

Prepare If you haven't already, read Chapter 1, "Why Do I Want to Be Part of a Mentoring Experience?", Chapter 2, "Why Do We Need Mentors?", and Chapter 8, "'What If?' Questions from Mentors" from *Mentoring Beginning Teachers*, and Chapter 1, "Choosing and Supporting Good Mentors" from *Mentoring Across Boundaries*. In both texts, pay attention to the reasons mentoring is important in keeping beginning teachers in the profession.

View Cue the tape to 01:27–08:40 (07:13).

Discuss *Before viewing:* What are the benefits of mentoring?

After viewing:

1. What types of mentoring, if any, did you receive as a beginning teacher? What was or was not beneficial?
2. How has teaching changed since you were a beginning teacher? Has teaching become more individualized or more collaborative than when you started teaching? Why?
3. What are the benefits of mentoring? (Discuss initial responses to the question asked prior to viewing.) Which of the five benefits mentioned in the videotape apply most to you and your mentee?
4. Charlotte views her student teacher's problems as a positive aspect of student teaching. Do you agree or disagree? Why?
5. Did the beginning teacher attrition statistics from *Education Week* (2000) surprise you? What have been your school's beginning teacher attrition rates? What are strategies you or your school could use to retain effective beginning teachers in the education profession?

Reflect The development of the mentoring relationship is crucial to keeping beginning teachers in the classroom. With a partner, share the mentoring practices you already consider important in your interactions with beginners. After viewing Segment 1, are there new ideas you might want to consider as you prepare to work with a new mentee?

Segment 2: Conferencing and Supporting the Beginning Teacher

Prepare Read Chapter 4, “How Do I Prepare to Be a Mentoring Coach?”, Chapter 5, “How Do I Help with Classroom Management Challenges?”, and Chapter 6, “How Do I Encourage Reflection?” from *Mentoring Beginning Teachers*. In addition, Chapter 2, “Mentoring Through Goal Setting: ‘Where Are We Going and How Do We Know We Have Arrived?’” and Chapter 3, “Age and Gender” from *Mentoring Across Boundaries* may help you when discussing issues of goal setting as well as working across age and gender. In both texts, pay attention to the reasons reflection and support are important when working with beginning teachers.

You may also find it helpful to look through the lesson plan (Appendix A), observation sheets (Appendixes B–D), and Charlotte’s note taking (Appendix E).

View Cue the tape to 08:41–16:22 (07:41).

Discuss *Before viewing:* What should happen during pre-, mid-, and postconferences?

After viewing:

1. What experiences have you had with coteaching?
2. What are the most effective ways to start mentoring conferences?
3. What are some of the most important topics for conferences?
4. What should mentors do when they see beginning teachers making inappropriate teaching decisions in the midst of a lesson?
5. In the videotape, how did Charlotte show confidence in A. J.’s abilities? How can you exhibit confidence in your mentee?
6. What are the most effective ways to conclude mentoring conferences?

Reflect Reflecting is key to successful practice for all teachers; however, for beginning teachers, it may mean the difference between refining practices that are not well developed and becoming “stuck” in problematic teaching approaches that have a negative impact on student learning. As you work with your partner, consider the reflective practices you currently use for yourself when you review the day’s teaching. How might you share those successful approaches with a beginning teacher? What ideas from the video

segment fit in with your current practices? Are there any you would propose to add?

Segment 3: Welcoming the Beginning Teacher

Prepare Read Chapter 3, “How Do I Prepare to Be a Mentoring Guide?” and Chapter 7, “How Do I Encourage Professional Development?” from *Mentoring Beginning Teachers*. Chapter 2, “Mentoring Through Goal Setting: ‘Where Are We Going and How Do We Know We Have Arrived?’” and Chapter 5, “Mentoring in Rural or Urban Schools” from *Mentoring Across Boundaries* can also provide insights for welcoming new teachers to various schools or situations. Both texts focus on why we need to welcome beginning teachers into our schools as well as the profession at large.

View Cue the tape to 16:23–20:56 (04:33).

Discuss *Before viewing:* What are effective techniques to help welcome the beginning teacher into a school system?

After viewing:

1. What are ways that your school welcomes beginning teachers?
2. What other strategies for welcoming beginning teachers were included in the videotape?
3. What information is included in your school’s beginning teacher handbook?
4. What can you do to improve your system of welcoming beginning teachers?

Reflect Welcoming the beginning teacher to the school as well as into the profession is an important piece of mentoring. Remember how you were welcomed into your school. What was done well? Not so well? What do you currently value in terms of how people are brought into your school or your content department? Do the same with the manner in which your professional development was supported or stymied by your various teaching situations. What steps do you already take with beginning teachers you work with? What ideas found in the video segment would you like to add and what might be potential problems in making them happen?

TAPE 2: Facilitating Mentoring Conferences Effectively

Segment 1: Preconferences

Prepare If you have already viewed Tape 1 and completed the associated reading, you are ready to view. If not, you should read Chapter 4, “How Do I Prepare to Be a Mentoring Coach?”, Chapter 5, “How Do I Help with Classroom Management Challenges?”, and Chapter 6, “How Do I Encourage Reflection?” from *Mentoring Beginning Teachers*. Chapter 2, “Mentoring Through Goal Setting: ‘Where Are We Going and How Do We Know We Have Arrived?’” from *Mentoring Across Boundaries* may also help when discussing issues of goal setting.

You may also find it helpful to look at the lesson plan created by Margarita Vasquez (Appendix F) as you watch Margarita and Kathy discuss the lesson the two of them will coteach.

View Cue the tape to 00:00–11:39 (11:39).

Discuss *Before viewing:* What are the most effective qualities of a mentor?

After viewing:

1. How are the qualities of a good mentor you listed prior to viewing similar to and different from the qualities the mentors, administrators, and authors listed on the videotape?
2. Have you coplanned with a beginning teacher or a colleague? What are the benefits and obstacles of coplanning?
3. The videotape lists several traits for preconferences (listed as a review near the end of the videotape). Which of these traits are the easiest to discuss with a beginning teacher? Which are the most difficult? Why? How can you overcome these difficulties?
4. How can you help beginning teachers prepare for possible problems?
5. Margarita and Kathy continually refer to “monitoring and adjusting.” How can mentors help beginning teachers learn to monitor and adjust on their own?

Reflect Preconferencing is integral to successful mentoring, as is thoughtful observing. With your partner, discuss the aspects of Margarita and Kathy's interactions that you found particularly useful as mentoring tools. What did you find most helpful about Kathy's questions? How do you currently hold preferences? What strategies might you implement in your work with mentees based on what you've seen in this segment?

Segment 2: Observations and Postconferences

Prepare Look at Appendixes B–D, various types of observation forms that can be used during lessons to discover class participation trends, analyze classroom interactions, or note use of classroom time.

View Cue the tape to 11:40–18:56 (07:16).

Discuss *Before viewing:* What are effective traits of postconferencing?

After viewing:

1. How were the traits of postconferencing you listed prior to viewing similar to and different from the qualities the mentors, administrators, and authors listed on the videotape?
2. Schön (1983, 1987, 1991) refers to "reflection-in-action" (seeing and making changes as the lesson progresses) and "reflection-on-action" (thinking back on the previous lesson). How do you use these types of reflection in your own practice? How can you help your mentee become more reflective?
3. The videotape advises being a listener and a questioner rather than an advice-giver. How can mentors stop the natural tendency to give a quick fix and help beginning teachers think through their decision making?
4. Another tendency is for mentors to start a postconference with abundant praise. This type of comment may be helpful to new teachers in their first few weeks, but it's better to help beginning teachers state their own strengths. What are some effective questions to open a post-conference? (See pp. 42–43 of *Mentoring Beginning Teachers* for examples of effective conferencing questions.)
5. The videotape emphasizes that "mentors should not be evaluators." Discuss the separation of mentoring and evaluation in your school.

Mentoring

6. The videotape ends by showing how experienced teachers can also benefit from having a mentor. How does, or possibly how could, your school operate a program to mentor experienced teachers? What would be the benefits or detriments to such a program?

Reflect Observations and postconferences are important reflective tools for all teachers, whether beginners or veterans. Which aspects of these types of interactions do you already use? Why do you find them helpful? What may you add to future discussions with your mentee based on what you've viewed?

Final Note

You are invited to e-mail the authors with your comments about the video series and books. Contact Donna Niday at dniday@iastate.edu and Jean Boreen at jean.boreen@nau.edu. Happy mentoring!

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Appendix A

English 8 Lesson Plan

A.J. Malinski

State Standard: RE2-PO1 Identify the main ideas; critical and supporting details; and the author's purpose, feelings, and point of view of the text.

Student Learning Objective: Students will use the knowledge they acquire from various book talks over Civil War historical fiction to choose a novel to read for an integrated social studies/English Civil War unit of study.

Materials: Various civil war novels; annotated bibliography of notes on books; new reading logs; butcher paper; markers; clipboards; sign-out sheets.

Set: Concept of historical fiction—what is it and how do writers handle the concept?

Lesson Outline:

1. RDG Log Focus: Setting. (Year, basic area of the country at start of novel.)
A question wanting to be answered about the Civil War. (On Friday, you will put these questions on the computer. These will be used later in the history unit.)
2. Book talks over various Civil War novels. Students should keep a piece of scrap paper handy to note some books they might be interested in reading. This will help the decision-making process when choosing a novel or just in case their first pick is not available.
3. Students will be allowed to get up by sections to choose a novel. They should then note which book they have chosen on the sign-out sheet by including their name, the book title, and the author.
4. (As students choose a novel.) Students will help brainstorm ideas for a KWL chart, listing what they already know about the Civil War and what they want to know about it. Answers should be listed on a piece of poster board.

Closure: The book you have chosen will be used for your reading log. These books need to be finished by the Wednesday before Thanksgiving, so pace yourself wisely. We'll be providing a countdown calendar to help you along.

Follow-up Notes: Speed up talks—many books, little time.
Have some ideas for KWL chart floating around to get ideas flowing.

Appendix B

Charting Class Participation

_____	_____	_____	_____
M	F	F	F
_____	_____	_____	_____
F	M	M	F
_____	_____	_____	_____
F	F	M	F
_____	_____	_____	_____
M	F	F	M
_____	_____	_____	_____
M	F	F	M
_____	_____	_____	_____
M	M	M	F

_____ Teacher at front of classroom

The Charting Class Participation sheet allows teachers to assess which students are participating in discussions. Teachers may analyze participation by gender (m = males, f = females) or by areas in the classroom (i.e., perhaps students at the front of the classroom are participating more than students in the back).

Beginning teachers can record participation for themselves, possibly by using different ink colors for weekdays and then self-analyzing the participation. Mentors observing beginning teachers may chart student participation, possibly by using different ink colors for responses, questions, or opinions. The chart may vary according to the specific purpose determined by the beginning teacher and mentor.

Appendix C

Analyzing Classroom Interactions

Period _____ Date _____ Teacher _____

Interactions

Tallies

The teacher . . .

1. asks closed questions.
2. asks open questions.
3. rephrases questions.
4. probes for further response.
5. explains vocabulary.
6. praises.
7. answers her own questions.
8. provides explanation.
9. gives directions.
10. criticizes.

The student . . .

1. asks a question.
2. responds to questions.
3. discusses with another student after a question.

Other:

The Analyzing Classroom Interactions chart is one way for a mentor to tally types of teacher-student interactions in the classroom. For instance, the tally sheet might help the beginning teacher to note the uses of closed versus open questions or whether the teacher is probing for further response and encouraging deeper thinking. The tally sheet can be the start of a productive mentoring conference session.

Appendix D

Analysis of Classroom Time

Time	Teacher/Student Activity	Observation
05		
10		
15		
20		
25		
30		
35		
40		
45		
50		

Mentors can use this chart to help beginning teachers note the time devoted to specific activities. By referring to the chart, the mentor and beginning teacher can discuss instructional strategies such as pacing, time on task, or direction giving.

Appendix E

Typical Observational Notes from Charlotte (mentor) to A.J. (student teacher)

- 1st P. Nice calm transition into reading.
I'm not just being lazy by not helping to return things. How can you make the process go more quickly?
- 2nd P. Your reading is easy to listen to as you vary your voice with the situation and different characters.
Good focus—telling why they were doing this.
Yikes! Some days go like this when even the simple management efforts don't seem to work.
Take a deep breath, laugh, and shake it off.
- 3rd P. You are starting in a calm and controlled manner. 😊
Aren't absences a pain? So much involved in catching kids up. Summarize what you've learned today—that will help.
Repeat/reword students' responses—this strengthens learning by helping kids focus.
Check positioning of transparency—OK, you just did.
If it doesn't make sense to them, ask a student to explain. Sometimes other students make it so simple.
Good—reminding them to ask questions as week progresses.
Good emphasis on respect and compassion.
Give a little hint or memory jog—just enough to ease some fears.
Restate and repeat, almost “nag” to get kids on task and doing what you want them to.
Learn from one and build the next.
- 5th P. Isn't SSR restful? I could hear the relaxation as we started 5th.
You are repeating their responses. It soon becomes second nature. 😊
Agenda and reading log—nice specific directions. 😊
Try tilting mirror rather than sliding transparency.
Good to see you moving and helping kids.
Are you noticing how you pump up the level of instruction for this hour? It's a combo of two things—a repeat lesson and a higher level of abilities.
Focused closure. 😊

Charlotte's notes show the use of symbols such as smiley faces for especially positive comments and abbreviations such as “combo” for “combination.” Charlotte intersperses positive comments, questions, and suggestions.

Appendix F

<p>2nd Trimester Component : Integrating Math, Spanish, Standard 9, and AIMS Review Lifeskill Focus: organization Lesson: Bar graphing and Analysis Grade: 5</p>	<p>Lesson by: Margarita Vasquez Subject: Math</p>
<p>S</p>	<p>Content Objective: Students will demonstrate analysis of bar graphing by analyzing data from graphical representations and drawing simple conclusions.</p> <p>(STATE STANDARDS) Mathematics—Data Analysis and Probability 2M-E1 Construct, read, and analyze tables and graphs. FO1 Construct bar graphs FO2 Interpret and analyze data from graphical representations and draw simple conclusions Language and Speaking - Foundations for grades 5</p>
<p>A</p>	<p>Anticipatory Set: Teacher asks students what they ordered for lunch today. Pizza? Chicken Sandwich? or Barbecue Chicken?</p> <p>Teacher Model: She asks students to help her make a table and bar graph of the information. Asks them to help her analyze the graph using the words altogether, possible, and fewer. Teacher accepts student responses through each step of the graph making. (i.e. making the title, making and labeling the graph, making the graph, etc...) Through each step she will refer to the State Standards content.</p> <p>Hands on Practice: Students have an opportunity to make a bar graph and analyze questions of their own. (The data will be taken from a survey of class members.) Student pairs will present their bar graphs and pose "open-ended" questions to the audience. (This will be a midway. Students of each to see if students are doing well. Teacher gives specific reinforcements to students and asks them to specifically reinforce (offer students when answering) their questions.</p> <p>Accommodations: Native Spanish speakers will be paired with Native Eng speakers. Special Education students will work with Mrs. Dickinson, Ms. Vasquez, and/or a high student, teacher will try to implement the lower practices in reinforcement for all students.</p> <p>Adjustments: Students may write more analysis questions of the bar graph if they complete early.</p> <p>Reflection: What did you learn? Why was this important? What standards did you learn? What would you do differently? What were you proud of?</p> <p>Closure: Students will copy or make a bar graph for their Standards book.</p>
<p>M</p>	<p>Materials: overhead projector, overhead transparencies of table and graph paper for each team (overhead markers, paper towels, Standards poster, Standards notebook, reference chart for analysis questions and bar graphs)</p>
<p>E</p>	<p>Content: Student participation, teacher observation, written product, and use of visuals.</p> <p>Students consulting, reading, and analyzing bar tables and bar graphs. Students making 4) analysis questions and giving specific reinforcements to other students. Student speaking and listening to other students.</p>