Facilitator's Guide

Written for MentorModules.com by
Cassandra Matthews and Caitlin McMunn Dooley

MENTOR MODULES

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Introduction

Welcome to the Net-Q Mentor Modules! You are embarking upon a meaningful journey of supporting experienced teachers (hereafter called *participants*) as they become effective new teacher mentors. This guide will walk facilitators through the modules, offering tips and tricks to maximize the usefulness of these online resources. Ideally, the modules should be used in a “hybrid” fashion: as a resource for both independent online work and face-to-face group discussions. This guide was created to support a hybrid model for instruction. However, if necessary, the MentorModules.com site can also be used as the primary resource for an online mentor preparation program. Facilitators will have to determine what format best meets the needs (and schedules) of participants.

This guide is intended as a supplement to the information presented on the website and, as much as possible, will not repeat content offered on the website. Therefore, please be sure to read the online content, including the “About” page to get more information on the background for this web-based resource.

After completing all of the lessons in the modules, each participant should feel well-equipped and confident in his or her ability to serve as a new teacher mentor. We specifically designed each Real World video case, reading, expert interview, demonstration, and activity to support understanding of what it means to effectively support a beginning teacher. Our intent is for participants to positively influence the professional development of their new colleagues.

MENTOR MODULES

A Note about Adult Learners

As a facilitator, you will be working with adults who are learning how to mentor effectively. Keep in mind the following guidelines as you work with these adult learners.

Create Mutual Respect.

Like a box of chocolates, a class of adult learners comes with all different types. Getting to know your participants—and helping them to know you—is essential because it provides the opportunity for developing mutual respect. To achieve this, greet participants as they begin. Introduce yourself and ask them to do the same, giving their names and sharing past experiences with mentoring relationships (as mentors or as mentees). Remember, you are a part of the learning community too, so share your own experience(s) of serving as a mentor and/or having a mentor. This is also a good time to include an ice-breaker that makes participants feel more comfortable sharing.

Establish Group Norms.

Once everyone has had a chance to get to know each other, it is a good idea to create "norms" for your new learning community. Norms are agreements that are offered by members of the group that say, "This is how we will conduct ourselves during our time together." Some examples of norms may be "We will honor our time together by starting and finishing on time" or "We will try to see value in differing thoughts and others' ideas." Establishing group norms at the beginning will make collaboration much more effective. Norms also allow for participants to have a say in what they will and will not tolerate within this learning community. The facilitator has a responsibility to uphold those norms within the group. One helpful way to do this is by periodically revisiting the norms and asking participants to self-evaluate whether and how they are working to uphold their group norms.

Build Concepts.

Most adults who use these modules have a lot of experience with teaching, and those experiences need to be valued and built upon. For adults to integrate new ideas, they need to consider what they already know. There are multiple prompts in the lessons that elicit participants' existing knowledge about each topic. Facilitators have a responsibility to listen to participants' knowledge statements *without judgment* and to scaffold that knowledge in order to reach each lesson's objectives. As part of this scaffolding process, adult learners benefit from opportunities to critically reflect on their prior knowledge as they consider new knowledge. These modules offer opportunities for participants to critically reflect on the "real world cases" and apply those cases to their own contexts. Then, the module lessons offer new knowledge through the "building knowledge" resources, expert interviews, demos, and activities. Be sure to offer multiple opportunities for adult participants to consider each element of the lessons and to ponder the critical reflection prompts that are offered on the site. In this way, adult learners will determine how they are going to keep—and use—the new information.

Connect and Apply.

Adult learners want to apply what they have learned—they yearn for a real-world connection. As the group engages in each lesson, be sure to state the learning objectives and discuss how these connect with the work that the participants will be doing with beginning teachers. Prompt participants to make the connections verbally or in writing by asking questions like, "How will this change your practice?" or "What are you going to do with this knowledge when you go back to your mentee?" Many of the lessons offer specific activities to help make the connections tangible for participants. Be sure to take the time to do these activities and discuss them.

Don't Forget the Basics!

Prior to beginning the modules, post and review your agenda. Review a few housekeeping items, including revisiting the group norms periodically throughout the course. Make participants aware of where the restrooms are located, when the scheduled breaks are, that people are responsible for themselves and should take a restroom breaks as needed. No need to ask permission!
Consider whether participants need food or drinks and help the group determine a fair way to handle those kinds of needs.

Get Started

Now that you have welcomed participants, created norms, become equipped with some adult learning characteristics, outlined the module objectives, and taken care of all the housekeeping items…you are now ready to begin to *Develop, Enrich, and Empower* teacher mentors!

This guide is organized to go in the same order as the MentorModules.com website. The three modules each consist of three lessons. The total of nine lessons are:

Building Trust

1. Trust and Relationship Building
2. Teacher Identity: Expectations vs Reality
3. Coaching Language and Techniques

Responding to Diverse Learners

1. Culture and Language
2. Differentiating Instruction
3. Family and Community Engagement

Enhancing Mentor Knowledge

1. Knowledge of Standards
2. Assessment of Students
3. Assessment of Teachers

In this guide, you'll find highlights from selected articles available in the "Building Knowledge: Resources" section of each lesson. You will see highlighted "tips" for selected elements of each lesson. You will also find sample responses which participants might give as they review each lesson.

Building Trust

Lesson 1: Trust and Relationship Building Module

Article Summary

Rowley, J. (1999). Supporting new teachers: The good mentor. *Educational Leadership*, *56*(8), 20-22.

The **Supervisory Beliefs Inventory** presented in this reading offers an excellent vehicle for introducing mentors to the challenges of interpersonal communication. Participants should have an opportunity to complete the inventory and analyze the results.

A good mentor is committed to the role of mentoring:

- Highly committed to the task of helping beginning teachers find success and gratification in their new work
- Understand that persistence is as important in mentoring as it is in classroom teaching

Ways to ensure or increase mentor teachers' commitment to delivering effective support include:

- Providing formal mentor training as a prerequisite to mentoring
- Providing specific descriptions of the roles and responsibilities of mentor teachers
- Requiring mentors to maintain simple logs or journals that document conferences and other professional development activities involving the mentor and mentee
- Providing mentors with a stipend, release time from extra duties, or additional opportunities for professional development

A good mentor is accepting of the beginning teacher.

- Recognizes the power of accepting the beginning teacher as a developing person and professional
- Does not judge or reject mentees as being poorly prepared, overconfident, naive, or defensive

Ways to encourage mentor teachers to be more accepting of new teachers include:

- Providing training that engages prospective mentors in reflection on the qualities of effective helpers
- Helping prospective mentors understand the problems and concerns of beginning teachers as well as stage and age theories of adult development

- Providing training that causes mentors to thoughtfully revisit their own first years of teaching

A good mentor is skilled at providing instructional support.

- Willing to coach beginning teachers to improve their performance wherever their skill level.
- Can engage in team teaching or team planning, mentees can observe mentors, mentors can observe mentees, or both can observe other teachers

Ways that mentors can be helped in their task include:

- Equipping mentors with the knowledge, skills, and dispositions prerequisite to effective coaching
- Giving mentors and mentees time and opportunity to participate in the pre-conferences, classroom observations, and post---conferences that lead to quality clinical support

A good mentor is effective in different interpersonal contexts.

- Recognize that each mentoring relationship occurs in a unique, interpersonal context
- Realize that beginning teachers can display widely different attitudes toward the help offered by a mentor
- Adjust their mentoring communications to meet the needs of individual mentees

Ways to help mentors acquire self-knowledge and adopt a positive disposition toward adjusting their mentoring behaviors include:

- Being transparent about their own search for better answers and more effective solutions to their own problems
- Pursuing professional growth through a variety of means
- Leading and attend workshops
- Teaching and enrolling in graduate classes
- Developing and experimenting with new practices
- Writing and reading articles in professional journals
- Sharing new knowledge and perplexing questions with beginners in a collegial manner

A good mentor is a model of a continuous learner. Schools can ensure that mentors continue their own professional growth and development by

- Offering quality entry-year programs with clear criteria for mentor selection
- Proving veteran mentors frequent opportunities to participate in high-quality professional growth experiences that can enhance their work as mentor teachers

A good mentor communicates hope and optimism.

- Capitalizes on opportunities to affirm the human potential of their mentees
- Shares their own struggles and frustrations and how they overcame them

Ways to ensure that beginning teachers are supported by mentors capable of communicating hope and optimism include:

- Avoiding using veteran teachers who have lost their positive outlook
- Attracting teachers who demonstrate their hope and optimism

Tips

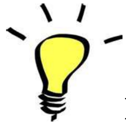
The Demo section of this lesson provides a video example of a "Getting to Know You" conversation. Allow time for participants to analyze the conversation. Ask them: What worked? What would they change?

The Give it a Try! section of this lesson includes questions that may be asked in a "Getting to Know You" conversation. This is based on a chapter that is recommended in the Building Knowledge (Articles) section:

Denmark, V. & Podsen, I. (2002) Promoting collaborative learning. Coaching and mentoring first year and student teachers (pp. 43-46). Larchmont, NY: Eye on Education.

We suggest requiring that participants try out a "Getting to Know You" conversation with a new teacher and then debriefing with the group.

The conversation is an easy and important way for mentors to establish rapport and start building trust. A good way to start is by setting aside time for a short informal conversation. To help create an open and comfortable dialog, mentors should meet with the beginning teacher in a neutral space (in a teacher's lounge or possibly off-campus) and take time to learn about their interests, background, and experiences.



In the <u>Review and Reflect</u> section for the "Trust and Relationship Building" lesson, several prompts elicit participants' understandings. Below is each prompt and possible responses to expect:

Part of your initial responsibility as a mentor is to establish rapport and start building trust. List some strategies you would employ to begin developing a positive mentor-mentee relationship.

Sample responses:

- *Have a conversation with the beginning teacher to find out some information about them both personally and professionally*
- *Share my personal background and teaching experience*
- *Assure them that our conversations are confidential and that I will not share my observation data or post--observation discussions with administration*
- *Share areas of my teaching practice that I would like to improve upon*

What are some common communication barriers to successful interpersonal communication highlighted in the module?

Sample responses:

- *Tone and body language may cause miscommunication*
- *Lack of a relationship can interfere with interpersonal communication*
- *Use of vague terms such as "interesting" lesson, "good" lesson plan, or "quiet" classroom.*

During an unofficial observation, you notice a new teacher is struggling with classroom management. You kindly ask if you two can meet to discuss her management skills, but she insists that everything is fine. How can you help her understand your point of view and begin problem solving without causing her to become defensive?

Sample responses:

- *Videotape a lesson and view it together so teacher can see off-task behavior for him/herself*
- *Do an informal observation noting the number of times students have to be redirected*
- *Do a demonstration lesson*
- *Plan a time for beginning teacher to observe another teacher who teaches same grade or class*

Lesson 2: Teacher Identity: Expectations vs. Reality

Article Summary

Fox, C. & Metzer, M. (1986). Two teacher letters. *Harvard Educational Review 56*(4), pp. 349-354.

Check out the Give it a Try! activity associated with this reading in the lesson.

Facing pressure from her parents and the lure of more "high status" occupations, Fox (a prospective teacher) seeks advice and insight from Margaret Metzger (her favorite high school English instructor). Metzer responds with insightful advice and several questions for Fox to think about such as, When you consider a life's work, consider not just what you will take to the task, but what it will give to you. Which job will give self-respect and challenge? Which job will give you a world of ideas? Which job will be intellectually challenging? Which job will enlarge you and give you life in abundance? Which job will teach you lessons of the heart? Before encouraging her to make the decision to teach, Fox specifically asks Metzger, "What does teaching mean to you?" Metzger responds with, "It is passion and paradox, love and hate, routine and excitement — and it *always* matters.

Fox follows her heart and teaches but after two years, Fox writes Metzger again to say that her letter makes her remember "all of the best parts of teaching" and that she agrees with Metzger that teaching does matter. In the end, she decides that teaching requires too much personal sacrifice and she leaves the profession to work full time at a publishing company. Fox states that she one day hopes to teach again and combine her teaching skills with her own writing.

Article Summary

Fuller, Francis. (1969). Concerns of teachers: A developmental conceptualization. *Review of Educational Research* 6(2), pp. 217-224.

Fuller synthesized research data from ten studies that were conducted to examine the concerns of a diverse population of pre---service, beginning and experienced teachers.

Concerns of beginning teachers include:

Class control	Student learning
Content knowledge	Student progress
Evaluations by administration	Ways they can improve student learning

Beginning teachers were not so concerned with:

Instructional design	Student assessment
Differentiated instruction	Methods of presenting subject matter

Experienced teachers were often more concerned with student progress and less

concerned with student discipline and feedback from administration.

Fuller's Developmental Conceptualization of Teacher Concerns

Pre-teaching Phase	Pre-service teachers who had not yet had contact with students rarely had specific concerns related to teaching. They expressed anticipation and apprehension based on hearsay.
Early Teaching Phase	Concerned with level of support from college supervisor and school principal, relationships with school personnel, acceptance as professionals, class control, understanding content matter, *self-adequacy
Late Teaching Phase	Concerned with student progress, understanding student individual ability and differentiating instruction

Article Summary

Mandel, S. (2006). What new teachers really need. *Educational Leadership 63*(6), pp. 66-69.

First year teachers are primarily concerned with survival. For mentors to truly help new teachers, the agendas for mentoring sessions must come more from the new teacher rather than the mentor.

New teachers are often most concerned with the following:

- Setting up their classrooms and preparing for the first weeks of school
- Pacing their instruction to ensure they cover the curriculum and engage students
- Grading students fairly
- Conferencing with parents
- Dealing with the stress of teaching

To support new teachers with covering the curriculum, mentors should model curriculum planning and time management. New teachers need explicit staff development in grading techniques. Mentors can provide guidance for dealing with parents by role-playing possible parent meeting scenarios.

Mentors can help new teachers learn how to reduce anxiety by suggesting strategies such as:

- Being prepared for lessons
- Remaining up-to-date on grading and paperwork
- Seeking advice from experienced teachers
- Making a realistic list of daily and weekly to---do lists

- Socializing with colleagues
- Accepting mistakes as learning opportunities

Tips

In the Review and Reflect section for the "Teacher Identity: Expectations vs. Reality" lesson, several prompts elicit participants' understandings. Below is each prompt and possible responses to expect:

At the beginning of the lesson, you learned about specific concerns new teachers tend to experience. Think about your own experience as a new teacher. How were your concerns similar or different from those highlighted in the module?

> **Sample response:**
> *My only concern was survival. I cried just about every night. I was overwhelmed with trying to teach 5 subjects to students who had had very different educational and cultural backgrounds from me. I remember using a stop light chart for behavior management and how that failed miserably. I was concerned with my survival and focused on trying to control that environment in the best way that I could to protect myself. I saw the students as things to be "managed." As I have matured as a teacher, my concerns as reflected in the articles have transitioned from self to student.*

How do the concerns of new teachers differ from those of experienced teachers?

> **Sample response:**
> *At the beginning of a new teacher's career, they are primarily concerned with "getting through the lesson." They are focused on themselves and what they are or are not doing correctly. As they mature, the focus shifts and becomes more student-focused. Experienced teachers begin examining data and paying more attention to their impact on student achievement. They are also more reflective about their practices.*

What can mentors do to help new teachers develop positive professional identities?

> **Sample response:**
> *So to me, the first role of the mentor is to just be there, to make time, to check in, to bring a coffee and a smile. In addition to being a positive light for the teacher in the school, I think mentors can help new teachers develop positive identity by hearing their concerns and questions, acknowledging them as legitimate and helping them to*

prioritize points of growth through reflection, questioning, listening, and observation.

Think back to your first year of teaching and some of the feelings you experienced. What advice would you give to a new teacher who confides in you that she feels like she doesn't know what she is doing?

Sample response:
As this person's mentor, I would help them find evidence of what's going "well" in the classroom. I would suggest I come in and do an observation with the focus of something that he/she thinks is a strength. Hopefully, by confirming what they think they are already doing well it may begin to build efficacy. I would also suggest they observe me and offer me feedback on my lesson. I want to show them that our mentoring relationship is reciprocal. My being transparent about areas of my practice that I still need to improve, they will understand that teachers are life--long learners and we never completely "arrive."

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Lesson 3: Coaching Language and Techniques

Article Summary

Craver, C. & Katz, D. (2004). Teaching at the boundary of acceptable practice: What is a new teacher mentor to do? *Journal of Teacher Education 55*(5), pp. 449-462

Each year, a subset of new teachers struggles with myriad issues including classroom management and content knowledge, and if left unaddressed, hundreds of children are harmed and confidence in public education becomes undermined.

For mentors working with new teachers, providing technical and emotional support is more than just confronting inequitable teaching practices. Mentors need deliberate tools and strategies to foster new teacher development, training in their use, and authority to act.

Drawing on interview and observation data collected over 2 years, the authors explore how a well-supported mentor teacher (Scott) routinely missed opportunities to acknowledge and address difficulties faced by three new teachers (all of whom took non-traditional path to teaching and were in various stages of their teacher certification processes).

All three novices struggle to teach well. One with content, another with classroom management and analyzing student learning, and the third with an inability to accept his own responsibility for student failure.

Researchers found that Scott fostered a sense of personal trust by keeping his novices' difficulties confidential and by affirming their modest successes, but missed critical learning opportunities that directly impacted the students in these three classrooms.

Authors concluded that mentors need (a) workable strategies for assessing novices' practice in relation to a set of public standards, (b) preparation and ongoing development to help mentor teachers learn how to use these strategies in practice and to support them in dealing with challenging cases, (c) opportunities to learn how to give direct feedback to teachers and the authority to act based on professional understandings, and (d) a professional community that expects accountability from all its members.

Mentors must be trained in mentoring strategies that can be used for gathering formative data on novice teaching practice and also in using these tools to guide teacher development.

Training must equip mentors with (a) the skill in naming and identifying problem behavior; (b) ways to assess performance; (c) design and implement appropriate intervention; and (d) ways to provide honest and direct feedback. Most importantly,

training must help mentors learn how to mentor effectively while maintaining a trusting relationship.

Article Summary

Helman, L. (2006). Investigating Mentoring Conversation Using Different Mentoring Stances. In B. Achinstein & S. Athanases (Eds.), *Mentors in the making* (pp. 69-82). New York: Teachers College Press.

Based on four case studies conducted by one beginning teacher induction program, mentors assumed several different stances when conducting coaching conversations. Those stances include (1) probing to extend the beginning teacher's thinking, (2) explicitly teaching or suggesting a specific practice, or (3) focusing the teacher on how the lesson was accountable to larger school and state standards.

A mentor may use a variety of techniques to promote **deeper thinking** or elicit possible solutions from the new teaching during a coaching conversation. Some of these techniques may include:

- **Using clarifying questions** (What do you mean by "a good story"?)
- **Paraphrasing** (So, you're saying that certain students get done faster than others?)
- **Probing** (Tell me more about how you've done that before.)
- **Making connections** (How does this seating arrangement affect students' behavior issues?)
- **Projecting** (what night it look like to modify the work for your students with special needs?)
- **Brainstorming** (What are some ways you have seen or heard of that being done?)
- **Pausing** (Leave space in the conversation for the beginning teacher to think and speak.)

If the beginning teacher lacks important information about a key area being discussed, **direct teaching** is a strategy where the mentor relays big ideas or discreet skills that the new teacher does not yet possess. In direct teaching, the mentor may:

- **Define a concept** (Reciprocal teaching is a process in which…)
- **Make a suggestion** (Taking a stretch break may work well at that point in the lesson.)
- **Tell** (What I know about working with second language learners is…)
- **Illustrate from your own experience** (When I organized a class field trip, I

structured groups by…)

- **Show how** (Here's how I might write up a language experience group chart)
- **Elaborate on** (You mentioned_, one additional idea relating to that is ____)
- **Explain why** (Doing a quick check for understanding with your students is one way to get assessment of whether your class is ready to move on, or if the topic needs further explanation)

During a planning conversation, the mentor promotes accountability by ensuring the novice's goals are based on systematic teaching and learning standards. In this stance, the mentor may engage in **extending thinking** or in **direct instruction** about a standard, but the stance involves looking *together* at how the novice's work can be shaped by and aligned with standards. A mentor may promote accountability by:

- **Questioning** (What teaching standard would you like me to observe when I come in tomorrow?)
- **Telling** (The 4th grade writing standard includes: __)
- **Researching** (I'll get a copy of the Math Framework so we can look up the geometry expectations for 6th grade)
- **Problem-solving with the new teacher** (Where can we find your school's expectations for implementing the fall writing performance assessment?)

Structured conversations between a mentor and a novice provide a powerful opportunity for supporting reflective thinking, teaching specific content and instructional practices, and incorporating an understanding of expectations for teaching and learning.

Mentors should be extremely thoughtful when choosing an appropriate stance as it directly impacts the amount of thinking and reflection a novice does in the coaching conversation.

Article Summary

Podsen, I. & Denmark, V. (2006). Components of a coaching cycle. *Coaching and mentoring first year and student teacher*, 2nd ed. (pp. 76-85). Larchmont, NY: Eye on Education.

Coaching provides the beginning teacher with feedback on those practices that should be continued and those that should be changed with specific evidence to back up this recommendation. The evidence shared comes from a systematic five-stage coaching cycle that is linked to standards of teaching, to annual school improvement goals, and ultimately to summative evaluation.

Stage One: The **pre-observation conference** is an important first step in the cycle and an effective way to build trust and increase collaboration between mentors and mentees. This conference provides you with the opportunity to ask specific questions about the lesson, the teaching strategies selected, the assessment methods, the materials chosen or developed, the classroom management techniques, and the relationship of this lesson to the previous and subsequent lessons.

Stage Two: Follow the pre-observation conference by **observing the lesson** discussed, using the observation instrument selected in the conference to **collect data**. Be sure to take short, objective, and descriptive notes of the performance. If possible, incorporate videotaping: this is a strong tool for improving performance. It allows the mentor and the mentee to review the lesson and stop the video at various points to reinforce strengths and address problem areas in the lesson.

Stage Three: Once you have collected the data, you must now **analyze** your notes and prepare for the feedback loop in the cycle. Your task might be tallying the number of times the novice did something, looking for patterns of behavior, noting a significant event in the lesson, or assessing which performance indicators were demonstrated and which were not. Based on specific data and concrete examples, you are now able to interpret the impact of the teaching performance.

Stage Four: You both come together for a post--observation conference after each of you has had an opportunity to reflect on the lesson. You, as the mentor, must now provide feedback that is helpful without being judgmental. Some ways to communicate to novices areas of needed improvements without presenting communication roadblocks include:

- Describing the behavior in specific rather than fuzzy terms
- Limiting yourself to behavioral descriptions
- Stating your description in objective terms, noting the impact of the behavior

Stage Five: This last stage of the coaching cycle is reflection. This gives both the mentor and the beginning teacher an opportunity to discuss the effectiveness of the mentoring process. When both parties share in the analysis, it brings to the surface behaviors that didn't work as well as expected and provides a mechanism to share concerns and reinforce effort.

Podsen and Denmark talk about the importance of **Post Observation Conferences Stances: In the post-observation conference, determine the appropriate stance to**

take with the beginning teacher based on their individual knowledge and skill.

Approach: Nondirective

The purpose of the nondirective conference approach is to create an active sounding board for a high-level thinker and creative professional.

- **Conference Outcome:** Novice self-assesses and develops improvement plans
- **Description:** Your role is to *facilitate the novice's thinking* in assessing lesson planning, presentation, and classroom management tasks. Novice develops a follow-up action plan for the next lesson. When the new teacher possesses knowledge and skill, Glickman (1990) suggests using the following behaviors:
  - *Listening* until the novice completes analysis
  - *Reflecting* and paraphrasing the novice's analysis, views, and feelings
  - *Clarifying* to probe for underlying issues and understanding
  - *Encouraging* the novice elaborate
  - *Problem solving* by asking the novice to generate solutions, actions, and possible consequences of these actions

Approach: Collaborative

The purpose of the collaborative approach is to develop mutual decisions and courses of action.

- **Conference Outcome:** Mentor and mentee assess performance and develop improvement plans.
- **Description:** In the collaborative approach, you both share information and discuss strengths and problem areas as peers. Follow---up action is developed together. When the conceptual level of the novice is moderate to high, Glickman (1990) suggests using the following behaviors:
  - Clarifying strengths and growth areas as viewed by the novice
  - Listening to the novice's perspectives
  - Reflecting and verifying the novice's perceptions of performance
  - Presenting the mentor's point of view
  - Problem solving mutually suggested options, negotiating differences
  - Standardizing the plan by agreeing on the details of follow-up actions

Approach: Directive Informational

The purpose of this type of conference is to establish a clear understanding of what needs to happen to help the novice correct and or modify teaching behaviors.

- **Conference Outcome:** Mentor assesses performance and suggests plan after soliciting novice's input.
- **Description:** In this type of conference approach, you need to provide the focus and the parameters of the lesson assessment. You allow the novice to select choices within your suggestions as you develop follow---up improvement plans. When the conceptual level of the novice is low to moderate or when the novice feels confused or at a loss of what to do, Glickman (1990) outlines these behaviors during the conference:

    - Presenting strengths and growth areas
    - Clarifying and asking for teaching input
    - Listening to understand the novice's perspective
    - Problem solving to determine possible actions
    - Directing the alternatives
    - Asking the novice to make a choice
    - Standardizing the actions to be taken
    - Reinforcing the follow---up plan

Approach: Directive Control
The purpose of this type of conference is to specify what must happen to achieve an acceptable performance and clearly outline the consequences for failure to bring performance up to expectations.

- **Conference Outcome:** Mentor assigns the plan.
- **Description:** In this approach, you need to tell the novice exactly what is to be done. There are no choices offered. When the conceptual level is low or the novice fails to show the awareness, knowledge, or desire to act on suggestions previously given to move him or her to an acceptable performance, Glickman (1990) suggests this approach:
    - Identifying and presenting the problem(s) with the greatest negative impact on performance
    - Clarifying the problem with the novice
    - Listening to the novice's pint of view
    - Problem solving to see best solution
    - Directing specific expectations
    - Standardizing expectations and the possible consequences for noncompliance
    - Reinforcing and monitoring the action plan

Article Summary

Sausen, Julie (2012). Mentor and coach data gathering. Retrieved from

http://www.phschool.com/eteach/professional_development/mentor_coach_data_gathering/essay.html

The keys to a successful observation that can lead to professional growth are the data gathered during the observation and the analysis of that data.

Collecting appropriate data that **match** the observation elements set in the pre-observation planning conference is important for the beginning teacher.

These data are used to determine which instructional strategies are going well and what improvements can be made in the beginning teacher's practice. If data collected is not focused on what was determined in the pre-observation planning conference, then it becomes irrelevant to the beginning teacher.

Ten Data Gathering Techniques

Scripting
Scripting involves taking notes that represent a script of classroom interactions. Mentors sit in a location in the classroom that provides them with a good view of the students and the teacher and write down what they hear

Anecdotal Record
The anecdotal record is a form of scripting that allows the observer to note events that occur at particular times during the lesson and includes a place for comments so that interpretations might be captured and set aside for later discussion with the mentee

Free Writing
This concept does not attempt to capture specific statements and observations, but rather describes on a paragraph format the overall sequence of events

Focused Scripting
In focused scripting, the mentor looks for evidence in classroom interactions that support the language and expectations defined in the pre-conference

Visual/Auditory Evidence
Mentors write down what they saw, what they heard, and, if they wish, what they thought

Proximity Analysis
The goal is to capture the teacher's movement in the classroom, indicated by an arrow and/or line. The mentor can include an indicator of where the teacher stops during the lesson by numbering the stops, or perhaps by noting the time for each pause in teacher movement

Verbal Flow
Looking at the verbal flow in the classroom allows mentors to gather evidence of the way teachers and students engage in conversation during the lesson. This is an especially useful tool to use for class discussion, when mentees are working to involve all students in the conversation

Numeric Data
This data can be used when mentees use a word or phrase that could distract student learning. The mentor would count the number of times that word or phrase is spoken in a particular lesson. This method can also be used to track teacher or student behavior.

Videotaping and Audiotaping
This type of data recording should be looked at by both the mentor and mentee because it may overwhelm some beginning teachers

Portfolio
The use of a portfolio to document classroom plans, creative units, and classroom management plans can be a very helpful way for beginning teachers to organize this evidence

After the data are collected, the next stop in the data-gathering process is data analysis and it is the mentor's or coach's responsibility to collect and analyze the data **before** the post-observation reflection conference.

The analysis of the data paints a non-judgmental, factual picture of the teaching accomplished during an observed lesson. The analyzed data provides the new teacher with evidence to show strengths in teaching practices.

Analyzed data is **the nonjudgmental, nonthreatening** evidence needed to determine areas for improvement, which is where the professional growth journey begins. The data also provides the foundation that the beginning teacher needs to develop new goals related to practice.

Tips

The <u>Demo</u> section of this lesson provides a video example of a "Pre-observation conference." Be sure to discuss this with the group of mentors. What did they find surprising? What did they wonder?

The <u>Give it a Try!</u> section of this lesson provides an outline of a Coaching Cycle. Be sure to ask the mentors to try out a coaching cycle and discuss their experiences.

In the <u>Review and Reflect</u> section for the "Coaching Language and Techniques" lesson, several prompts elicit participants' understandings. Below are the prompts and possible responses to expect:

How does each component of a coaching cycle help new teacher growth?

> **Sample response:**
> *In the pre-observation conference, the new teachers chooses an area that he/she would like the mentor to focus on. This helps them with identifying what they think they need to work on rather than being told. It helps to create efficacy. The observation is where the data is collected for both of them to analyze in order to see what is working and what still needs to be addressed. The analyzing and strategy stage is for both the new teacher and the mentor. Here is where they have an opportunity to reflect on the lesson and identify teaching strengths and growth areas. This requires the new teacher to be self--reflective and proactive about what they think they next steps will be. The post observation conference is where the new teacher shares her reflection and has an opportunity to view and analyze the data collected by the mentor. It is also a time where they receive objective feedback on the lesson. Together they identify effective teaching behaviors and those that need improvement as well as set a focus for the next coaching cycle. The reflection stage gives both the mentors and the mentees an opportunity to discuss the effectiveness of the mentoring process. Together they figure out what behaviors didn't work as well as what worked well for both of them.*

If a new teacher lacks ideas, asks for help, or doesn't recognize the problem, which mentoring stance would you take? What are some possible actions you can take to support her?

Sample response:
I would ask several questions first encourage my mentee to be reflective and perhaps through my questioning perhaps they would be able to see patterns in the data themselves and come up with a plan of action. If however, the mentee appears to lack his/her own ideas, I would take a directive informational approach. In the conference, I would highlight both strengths and growth areas. In addition, I would provide them with multiple plans of actions for them to choose from. Moving forward, I would provide less scaffolding and move toward taking a collaborative approach.

During the pre-observation conference, you and your mentee determine pacing as the area of focus for an upcoming observation. Can you think of a method for capturing observation data?

Sample response:
One method for capturing pacing would be numeric data. I can document the start and ending times at specific points/transitions during the lesson. This method would be effective for tracking both teacher and student behavior.

Imagine your mentee makes the following statement about a student during your post-observation conference. "Meghan comes from a very affluent home, so I expected her to come up with many connections to the text. My ELL students however, always have trouble with text connections and that's really frustrating." How would you respond? How would you support her in reframing her thinking?

Sample response:
*I would ask several probing questions to help her unpack her stereotypes and assumptions about her students. I would ask questions like, "What do you mean by affluent? Why do you expect Meghan to be able to make automatic connections? Do **all** of your ELL students have difficulty making text connections? Why do you think your ELL students may have some difficulty making connections?" I would begin there and hopefully have her realize that she is making generalizations and assumptions about her students that impact her interactions and expectations with students that are unfair. I would try to help her see that it is important for her to hold affirming views for ALL of her students and if there are learning gaps, we as teachers are responsible for filling them.*

Diverse Learners

Lesson 1: Culture and Language

This lesson is a bit unique. First, the Real World Case involves introspection among the mentors. Use the questions on the site to promote careful and critical self-reflection. Second, the articles in the Building Knowledge section are organized around three themes: articles about culture, articles about language learning, and articles about code-switching. Take a look at the summaries here as you encourage the mentors to learn more about culture and language.

Articles about Culture

Article Summary

Ladson-Billings, G. (2001). Teaching and cultural competence: What does it take to be a successful teacher in a diverse classroom? *Rethinking Schools Online*. Retrieved from Rethinking Schools Online.

- Although teacher education programs throughout the nation claim to offer preparation for meeting the needs of racially, ethnically, culturally, and linguistically diverse students, research shows that these efforts are uneven and unproved.
- Notions of diversity today are broad and complex. Not only are students likely to be multiracial or multiethnic, but they are also likely to be diverse along linguistic, religious, ability, and economic lines.
- "Teaching well" today means making sure that students achieve, develop a positive sense of themselves, and develop a commitment to larger social and community concerns.
- Many teachers who teach in urban districts are white and their culture is often in stark contrast with the culture of their students as they have no idea what it feels like to be a numerical or political minority in the classroom.
- Culture is a complex concept, and few teachers have an opportunity to learn about it. Although it is important for teachers to understand their students' culture, the real benefit in understanding culture is to understand its impact on our own lives.
- Pre-service programs could benefit by helping prospective teachers look at the way their cultural background influences and shapes the way they understand and act in the world. Helping students become culturally competent is not an

easy task. It requires teachers to become aware of their own culture and its role in their lives.

- Cultural and ethnic identities are not fixed and discrete as few Americans have a pure heritage or identity. The customs and traditions we observe, the people with whom we associate, and the ideas we cultivate all shape our identities; in a society that places such priority on *racial* identity, we would be naive if we attempted to ignore race.

Article Summary

Villegas, Anna Maria & Lucas, Tamara (2007). The culturally responsive teacher. *Educational Leadership*, *64*(6), 28-33.

- Over the past three decades, the racial, ethnic, and linguistic demographics of the K-12 student population in the United States have changed dramatically. In 1972, 22 percent of all students enrolled in elementary and secondary public schools were of racial/ethnic minority backgrounds. By 2003, racial/ethnic minority students accounted for 41 percent of total enrollments in U.S. public schools.

- Successfully teaching students from culturally and linguistically diverse backgrounds involves more than just applying specialized teaching techniques. It demands a new way of looking at teaching that is grounded in an understanding of the role of culture and language in learning.

- A central role of the culturally and linguistically responsive teacher is to support students' learning by helping them build bridges between what they already know about a topic and what they need to learn about it.

- Constant use of transmission-oriented strategies such as direct instruction, memorization, and basic skills instruction does not give students opportunities to actively engage in learning and integrate new ideas and frameworks into their own ways of thinking. Therefore, they are less likely to learn to think critically, become creative problem solvers, and develop skills for working collaboratively.

- To teach subject matter in meaningful ways and engage students in learning **teachers need to know something about their students' family makeup, immigration history, favorite activities, concerns, and strengths.** They should also be aware of students' **perceptions of the value of school knowledge, their experiences with the different subject matters in their everyday settings, and their prior knowledge** of and experience with specific topics in the curriculum.

- Teachers who lack sociocultural consciousness (awareness that a person's

worldview is not universal but is influenced by life experiences) will rely on their own personal experiences to make sense of students' lives that often results in misinterpretations of those students' experiences and leads to miscommunication.

- Research suggests that many teachers see students from socially subordinated groups from a *deficit perspective* and lack faith in the students' ability to achieve; therefore, they are more likely to have low academic expectations.

- Teachers who see students from an *affirming* perspective and respect cultural differences are more apt to believe that students from non-dominant groups are **capable learners**, even when these students enter school with ways of thinking, talking, and behaving that differ from the dominant cultural norms.

- Some appropriate instructional strategies teacher can use include:
    - Activating students' prior knowledge by asking them to discuss what they know about a given topic
    - Giving English language learners access to the curriculum by drawing on the students' native language resources
    - Preparing study guides for instructional units that define relevant vocabulary and outline key concepts in English, using simplified language
    - Using more visual cues and graphic organizers and incorporating more hands-on activities into their lessons

- To continue to move toward greater cultural and linguistic responsiveness in schools, teachers must see themselves as part of a community of educators working to make schools more equitable for all students.

- Teaching is an ethical activity, and teachers have an ethical obligation to help all students learn lives so she can connect it to their learning.

Articles About Language Learning

Article Summary

Robertson, & Ford, (2008). Language acquisition: An overview. Retrieved from http://www.colorincolorado.org/article/26751

Try out the Give it a Try! activity associated with this article.

Language acquisition is divided into two categories: *first-language* acquisition, which is a universal process *regardless* of home language (babies listen to the sounds around them,

begin to imitate them, and eventually start producing words) and *second-language* acquisition, which assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language (vocabulary, phonological components, grammatical structures, and writing systems).

The stages of language acquisition and suggested instructional strategies include **pre-production, early production, speech emergent, beginning fluency, immediate fluency,** and **advanced fluency.** The authors highlight the meanings and give examples of each stage.

Stage	Meaning	Examples of Instructional Strategies
Pre-production	Also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual	Emphasize listening comprehension by using read-alouds and music. Use visuals and have students point to pictures or act out vocabulary. Speak slowly and use shorter words, but use correct English phrasing. Gesture, point and show as much as possible. More advanced classmates who speak the same language can support new learning through interpretation. Avoid excessive error correction. Reinforce learning by modeling correct language usage.
Early Production	The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.	Ask students to point to pictures and say the new word. Ask yes/no and either/or questions. Have students work in pairs or small groups. Model a phrase and have the student repeat it. Avoid excessive error correction.
Beginning Fluency	Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases	Have students work in pairs and groups to discuss content. During instruction, have students do a "Think, pair, share" to give the students an opportunity to process the new language and concept. Ask questions that require a full response with explanation. Model more advanced academic language structures such as, "I think," "In my opinion," and "When you compare," then have students repeat the phrases in context. Have students make short presentations, providing them with the phrases and language used in presentations ("Today I will be talking about") and giving them opportunities to practice the presentation with partners before getting in front of the class. Continue to provide visual support and vocabulary development. Have students re-tell stories or experiences and have
Speech Emergent	Speech becomes more frequent and words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions	Introduce new academic vocabulary and model how to use it in a sentence. Provide visuals and make connections with students' background knowledge as much as possible. Ask questions that require a short answer and are fairly literal. Introduce charts and graphs by using easily understood information.

		Correct errors that interfere with meaning, and pre-identify errors that will be corrected in student writing, such as verb-tense agreement. Only correct the errors agreed upon. You may want to assist in improving pronunciation by asking a student to repeat key vocabulary and discussing how different languages have different sounds.
Intermediate Fluency	Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.	Identify key academic vocabulary and phrases and model them, and ask students to produce the language in class activities. Use graphic organizers and thinking maps and check to make sure the student is filling them in with details, then challenge the student to add more. Help the student make connections with new vocabulary by instructing him or her in the etymology of words or word families such as, "important, importance, importantly." Create assessments that give students an opportunity to present in English after they have an opportunity to practice in pairs or small groups. Introduce more academic skills, such as brainstorming, prioritizing, categorization, summarizing and compare and contrast. Ask students to identify vocabulary by symbols that show whether the student "knows it really well, kind of knows it, or doesn't know it at all" Help students focus on strategies to get the meaning of new words.
Intermediate Fluency, cont		Have a "guessing time" during silent reading where they circle words they don't know and write down their guess of the meaning, then check the results as a class. Introduce idioms and give examples of how to use them appropriately: for example, "Let's wind up our work." What's another way you could use the phrase "wind up?" Starting at this level, students need more correction/feedback, even on errors that do not directly affect meaning. They should be developing a more advanced command of syntax, pragmatics, pronunciation, and other elements that do not necessarily affect meaning but do contribute to oral fluency. It may also be helpful to discuss language goals with the student so you can assist in providing modeling and correction in specified areas.
Advanced	The individual communicates fluently in all contexts and can	Continue to develop language skills as gaps arise by using the strategies listed above.

It takes between **five and seven** years for an individual to achieve advanced fluency. This generally applies to individuals who have strong first language and literacy skills. If an individual has not fully developed first language and literacy skills, it may **take between seven to ten years to reach advanced fluency.**

Article Summary

Colorín Colorado (2007). What's the difference between social and academic English? Retrieved from http://www.colorincolorado.org/about/ and http://www.readingrockets.org/article/32557?theme=print

Social English (the language of conversation) may develop very quickly, but mastering academic English (the language of school) can take years.
Social English is the language of everyday communication in oral and written forms. Examples include:

- when your students are talking to their friends on the playground or in the school bus
- when you and your students are having an informal face---to---face conversation
- when your students go to the grocery store and read the shopping list

An ELL student with social English proficiency may not necessarily have the academic English proficiency so it is important for teachers to make the distinction.
Academic English is the language necessary for success in school and is related to a standards-based curriculum (content areas of math, science, social studies, and English language arts).

For students in lower grades, art, manipulatives, dramatic play, reading, and writing with a focus on thematic units and literacy development through phonics and storybooks are all important. In higher grades, it is a good idea to focus on higher order literacy skills around the thematic curriculum and use novels, anthologies, trade books, and basal readers. Teachers can begin by explicitly teaching academic vocabulary in the content areas. Some examples include:

- In *math* you can teach your students all the terms for subtraction, like "subtract," "take away," and "decreased by."
- In *science*, you can teach the terms to connect the parts of an experiment, like "therefore," "as a result," and "for instance."
- For *social studies*, you can teach the words and also the background knowledge that ELLs will need. For example, when you mention Thanksgiving, an English-speaking student may think of the first European settlers on the east coast during the 17th and 18th centuries. But for an ELL,

the word "Thanksgiving" may not mean much by itself.
- In *English language arts*, you can teach ELLs by using basic graphic organizers for word development to visually represent knowledge.

An important first step is identifying students' levels of English language development. Most ELLs are at the beginning or intermediate levels of English proficiency. Below are descriptions of the stages of English language development to help teachers recognize ELLs' levels of English proficiency.

Beginning stage
ELLs at the beginning stage demonstrate comprehension of simplified language, speak a few English words, answer simple questions, and use common social greetings and repetitive phrases. They make regular mistakes.

Intermediate stage
ELLs at the intermediate stage speak using standard grammar and pronunciation, but some rules are still missing. Their level of comprehension is high and they can ask or answer instructional questions. They can actively participate in conversations, retell stories, and use expanded vocabulary and paraphrasing.

Advanced stage
ELLs at the advanced stage use consistent standard English vocabulary, grammar, idioms, and oral/written strategies similar to those of English-speaking peers. They have good pronunciation and intonation. Advanced ELLs initiate social conversations. They use idiomatic expressions and appropriate ways of speaking according to their audience.

To help students develop both social and academic English
- Use the ELLs' background knowledge of what they know and bring to school
- Use social English to teach academic English
- Challenge students' thinking

Articles About Code-Switching in Language
Article Summary

Delpit, L. (1997). *The real Ebonics debate: What should teachers do?* Retrieved from http://www.rethinkingschools.org/publication/ebonics/ebdelpit.shtml

Most teachers of African-American children believe that their students' life chances will be hampered if they do not learn Standard English.

Constant correction seldom has the desired effect: it increases cognitive monitoring of speech, thereby making talking difficult. It may also negatively affect students' attitudes toward their teachers.

Issues of group identity may also affect students' oral production of a different dialect. Researcher Sharon Nelson-Barber, in a study of phonologic aspects of Pima Indian language, found that, in grades 1-3, the children's English most approximated the standard dialect of their teachers. But by fourth grade, their language moved significantly toward the local dialect. These fourth graders had the competence to express themselves in a more standard form, but chose, consciously or unconsciously, to use the language of those in their local environments.

Teachers should recognize that the linguistic form a student brings to school is intimately connected with loved ones, community, and personal identity.

Delpit suggests that teachers make the actual study of language diversity a part of the curriculum for all students. Some examples include:

- Discussions about the differences in the ways television characters from different cultural groups speak
- A collection of the many children's books written in the dialects of various cultural groups
- Audio taped stories narrated by individuals from different cultures
- Student-created bilingual dictionaries
- Various kinds of role-playing (puppet shows or role-play cartoon characters)

Although most educators think of Black Language as primarily differing in only grammar and syntax, there are other differences in oral language; particularly in discourse style and language use.

Harvard University researcher Sarah Michaels and other researchers identified differences in children's narratives at "sharing time." They found that there was a tendency among young white children to tell "topic-centered" narratives—stories focused on one event—and a tendency among black youngsters, especially girls, to tell "episodic" narratives—stories that include shifting scenes and are typically longer.

In responding to the retelling of a black child's story, the white adults were uniformly negative, making such comments as "terrible story, incoherent" and "[n]ot a story at all in the sense of describing something that happened." Asked to judge this child's academic competence, all of the white adults rated her below the children who told "topic-centered" stories. Most of these adults also predicted difficulties for this child's future school career.

The black adults had very different reactions. They found this child's story "well formed, easy to understand, and interesting, with lots of detail and description." Even though all

five of these adults mentioned the "shifts" and "associations" or "nonlinear" quality of the story, they did not find these features distracting. Three of the black adults selected the story as the best of the five they had heard, and all but one judged the child as exceptionally bright, highly verbal, and successful in school.

When differences in narrative style produce differences in interpretation of competence, the pedagogical implications are evident. If children who produce stories based in differing discourse styles are expected to have trouble reading, and viewed as having language, family, or emotional problems, they are unlikely to be viewed as ready for the same challenging instruction awarded students whose language patterns more closely parallel the teacher's.

Most teachers are particularly concerned about how speaking Ebonics might affect learning to read, but there is little evidence that speaking another mutually intelligible language form, per se, negatively affects one's ability to learn to read.

Children who speak Ebonics do have a more difficult time becoming proficient readers for several reasons. Appropriate instructional methodologies are rarely adopted, teachers' assessments of competence are influenced by the language the children speak, which may cause them to develop low expectations, and teachers confuse the teaching of reading with the teaching of a new language form.

Reading researcher Patricia Cunningham found that teachers across the United States were more likely to correct reading miscues that were "dialect-related" ("Here go a table" for "Here is a table") than those that were "nondialect-related" ("Here is a dog" for "There is a dog"). Seventy-eight percent of the former types of miscues were corrected, compared with only 27% of the latter. She concludes that the teachers were acting out of ignorance, not realizing that "here go" and "here is" represent the same meaning in some black children's language.

Unlike unplanned oral language or public reading, writing lends itself to editing. While conversational talk is spontaneous and must be responsive to an immediate context, writing is a mediated process which may be written and rewritten any number of times before being introduced to public scrutiny. Consequently, writing is more amenable to rule application.

Delpit believes, "Despite our necessary efforts to provide access to Standard English, such access will not make any of our students more intelligent…access to the standard language may be necessary, but it is definitely not sufficient to produce intelligent, competent caretakers of the future."

Article Summary

Wheeler, R. (2008). Becoming adept at code switching. *Educational Leadership 64*(7), 54-58.

In standardized assessments of language acquisition, teachers routinely underrate the language knowledge and the reading and writing performance of African-American students.

Teachers often lack the linguistic training required to build on the language skills that African-American students from dialectally diverse backgrounds bring to school which helps explain why these students perform below their white peers on every measure of academic achievement (Ogbu, 2003).

Teacher education and professional development programs fail to equip teachers to respond adequately to the needs of many African-American learners, and today's world demands a new way of looking at teaching that is grounded in an understanding of the role of culture and language in learning.
Research has found strong connections among teachers' negative attitudes about stigmatized dialects, lower teacher expectations for students who speak these dialects, and lower academic achievement.

Students using vernacular language are not making errors, but instead are speaking or writing correctly following the language patterns of their community

Wheeler outlines **three strategies** that lead students through **a critical-thinking process to help them understand and apply the rules of Standard English grammar**:

1. **Scientific Inquiry**
   Using student examples with similar grammar patterns in subject-verb agreement, showing past time, possessive, plurality, and "a" versus "an", the teacher builds a code-switching chart. She provides the Formal English equivalent of each sentence in the right-hand column and walks students through the process below.
   (*See Figure 1 Code-Switching Chart for Possessive Patterns)

   - *Examine sentences*. The teacher reads the Informal English sentences aloud.
   - *Seek patterns*. Then she leads the students to discover the grammar pattern these sentences follow. She might say, "*Taylor cat is black*. Let's see how this sentence shows ownership. Who does the cat belong to?" When students answer that the cat belongs to Taylor, the teacher asks, "How do you know?" Students answer that it says *Taylor cat*, or that the word *Taylor* sits next to the word *cat*.
   - *Define the pattern*. Now the teacher helps students define the pattern by repeating their response, putting it in context: "Oh, *Taylor* is next to *cat*. So you're saying that the owner, *Taylor*, is right next to what is owned, *cat*.

Maybe this is the pattern for possessives in Informal English: *owner + what is owned*?" The class has thus formulated a hypothesis for how Informal English shows possession.

- *Test the hypothesis*. After the teacher reads the next sentence aloud, she asks the students to determine whether the pattern holds true. After reading *The boy coat is torn*, the teacher might ask, "Who is the owner?" The students respond that *the boy* is the owner. "What does he own?" The students say that he owns *the coat*. The teacher then summarizes what the students have discovered: "So *the boy* is the owner and *the coat* is what he owns. That follows our pattern of *owner + what is owned*." It is important to test each sentence in this manner.

- *Write Informal English pattern*. Finally, the teacher writes the pattern, *owner + what is owned*, under the last informal sentence (Wheeler & Swords, 2006).

2. **Comparison and Contrast**
   Next, the teacher leads students in contrasting the grammatical patterns of Informal English with the grammatical patterns of Formal English written on the right-hand side of the code-switching chart. This process builds an explicit, conscious understanding of the differences between the two language forms.

3. **Code-Switching as Metacognition**
   After using scientific inquiry and contrastive analysis to identify the grammar patterns of Informal and Formal English, the teacher leads students in putting their knowledge to work. The class uses *metacognition*, which is knowledge about one's own thinking processes. Students learn to actively code---switch—to assess the needs of the setting (the time, place, audience, and communicative purpose) and intentionally choose the appropriate language style for that setting.

   Teaching students to consciously reflect on the different dialects they use and to choose the appropriate language form for a particular situation provides them with metacognitive strategies and the cognitive flexibility to apply those strategies in daily practice. With friends and family in the community, the child will choose the language of the community, which is often Informal English. In school discussions, on standardized tests, in analytic essays, and in the world of work, the student learns to choose the expected formal language.

Research and test results have demonstrated that these techniques are highly successful in fostering the use of Standard English and boosting overall student writing performance among urban African-American students at many different grade levels.

Tips

The <u>Real World Case</u> section of this lesson provides multiple prompts to start a discussion about culture and language. Be sure to take time for these discussions in class.

The <u>Give it a Try!</u> section of this lesson consists of four activities. We highly suggest all of them, but especially endorse the Culture Quilt activity. Again, these will take time, so be sure to schedule accordingly.

In the <u>Review and Reflect</u> section for the "Culture and Language" lesson, several prompts elicit participants' understanding. Below is each prompt and possible responses to expect:

What is "culture" to you?

Sample responses:

- *I see culture as shared or similar experiences and ways of life that people share.*
- *Culture involves race, nationality, family background, ethnicity, groups with shared languages and people who share similar backgrounds.*

How is your cultural and linguistic background affecting your instruction?

Sample response:

I bring who I am into my classroom. I use my own experiences as a lens to view teaching. My cultural and linguistic background effect what I teach, how I teach and what materials and resources I use to teach.

How do you view your students' cultural and linguistic backgrounds?

Sample responses:

- *I use my students' backgrounds as a springboard for teaching. I have a very inclusive classroom where I learn about their culture and interests and try to bridge what they already know to what I want them to learn.*
- *I have a very difficult time because most of my students do not speak English. It is difficult to communicate with them, so I struggle daily with teaching. Some of them have never been in a classroom, so they have trouble following the rules and because they can't speak English, it's hard to get through my lessons. I just wish they could follow directions and that their parents would work with them at home with learning our language.*

How is your cultural and linguistic background affecting how you see your students?

Sample response:

I used to measure students by my standards and how I thought they should learn and behave but I am learning that it is ineffective. I have to be more inclusive and not look negatively upon their culture, values and language. I have to stop seeing their differences as a deficit and begin valuing and embracing their cultural capital they bring to school with them.

What do researchers suggest as the best way to involve students from culturally and linguistically diverse backgrounds?

Sample response:

Teachers need to know something about their students' family makeup, immigration history, favorite activities, concerns, and strengths. They should also be aware of students' perceptions of the value of school knowledge, their experiences with the different subject matters in their everyday settings, and their prior knowledge of and experience with specific topics in the curriculum. Last, teachers should help students build bridges between what they already know about a topic and what they need to learn about it.

What do researchers suggest as a way to engage students who may not speak English (including Standard English) as their first language? How can teachers assist in English learning? How can teachers support bilingual or multilingual development?

Sample response:

Activating students' prior knowledge by asking them to discuss what they know about a given topic. Giving English language learners access to the curriculum by drawing on the student's native language resources. Preparing study guides

for instructional units that define relevant vocabulary and outline key concepts in English, using simplified language. Using more visual cues and graphic organizers and incorporating more hands-on activities into their lessons.

What do you know about yourself now that is different from before?

Sample response:

I know that I looked at students who come from very different backgrounds than my own as "lacking" something. I saw them as having a language or cultural deficit that prevented them from learning. I did hold certain biases and assumptions about what I thought my students could or could not do even before I got to really know them.

How will you change your approach to instruction?

Sample response:

I will take time to learn about different cultures so I can better understand my students. I will take time to get to know them as "people" and find out what their interests are and I will not view their culture, language or background as a deficit. Instead, I'll embrace their diversity and use their experiences as a springboard for learning.

How might you assist a new teacher in this kind of introspection?

Sample response:

Rather than "tell" my mentee what they should do, I will be a role model and show them what I do in my classroom. I will also be explicit about why I am doing it. I will also be transparent about my "growing edges" as a learner and how I didn't always teach this way myself. I will help them see the value and importance of culturally relevant teaching.

Lesson 2: Differentiating Instruction

Article Summary

Huebner, Tracy (2010). Differentiated learning. *Educational Leadership* 67(5), 79-81.

Differentiated instruction (D.I.) is a process with which to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting them where they are rather than just expecting students to modify themselves to the curriculum

Practices that provide the foundation of differentiation include:

- effective classroom management procedures,
- promoting student engagement and motivation,
- assessing student's zone of proximal development (distance between what a learner can demonstrate without assistance and what the learner can do with assistance).

A growing body of research shows positive results for full implementation of D.I. in mixed-ability classrooms. Students with mild or severe learning disabilities received more benefits from D.I. and intensive support, especially when the differentiation is delivered in small groups or with targeted instruction. D.I. has also been found effective for keeping high-ability students challenged in heterogeneous classrooms.

Across the literature, experts suggest principles to support differentiated classroom practices that include the following:

- Focus on the essential ideas and skills of the content area
- Respond to individual student differences (learning style, prior knowledge, interests and levels of engagement)
- Group students flexibly by shared interest, topic, or ability
- Integrate ongoing and meaningful assessments with instruction
- Continually assess, reflect, and adjust content, process, and product to meet student needs.

Summaries for Articles by Carol Tomlinson:

Tomlinson, C. (2000). Differentiation of instruction in elementary grades. *Eric Digest*.

Tomlinson, C. A., (1995). Differentiating instruction for advanced learners in the mixed-ability middle school classroom. ERIC Digest E536.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile. These four elements include:

- *Content*-what the student needs to learn or how the student will get access to the information
- *Process*-activities in which the student engages to make sense of or master the content
- *Products*-culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in the unit
- *Learning environment*-the way the classroom works and feels

Students in elementary grades vary greatly and if teachers want to maximize their students' individual potential, they must attend to their differences.

Evidence shows that students are more successful and find learning more satisfying when they are taught in ways that are responsive to their readiness levels and learning profiles.

Characteristics of a differentiated classroom include:

- Ongoing assessment is linked to instruction
- Teachers work hard to ensure "respectful activities" for all students
- Flexible grouping is a hallmark of the class

Teachers can begin differentiation by:

- Frequently reflecting on the match between the classroom and their teaching philosophy
- Creating a mental image of what they want the classroom to look like and use it to plan changes
- Thinking carefully about management routines
- Teaching routines carefully, monitoring their effectiveness, and making changes when needed
- Building a support system of other educators

MENTOR MODULES

Article Summary

Van Garderen, D. and Whittaker, C. (2006). Planning differentiated, multicultural instruction for secondary inclusive classrooms. *Teaching Exceptional Children 38*(3), 12-20.

The basic premise of differentiated instruction is to systematically plan curriculum and instruction that meets the needs of academically diverse learners by **honoring each student's learning needs** and maximizing his or her learning capacity. Key elements of D.I. include five classroom elements: **content, process, product, affect, and learning environment.**
*****(See Figure 1 in the article for examples)

Article Summary

Universal Design for Learning. Presented by CAST, the Center for Applied Special Technology. Retrieved from http://www.cast.org/about/index.html

Universal Design for Learning (UDL) is a theoretical framework that guides the development of curricula that meets the needs of all students. Teachers are encouraged to design materials and activities that can meet of the all students initially rather than making modifications after the fact. Central to UDL is the recommendation to provide students with a wider variety of options to access, use, and engage with learning materials, specifically the use of **digital materials**.

Key principles of UDL are to **support recognition learning, strategic learning and affective learning.**
*(see Figure 2 for instructional designs to support each principle and examples)

Multicultural education involves creating **inclusive environments** for all students by planning and delivering instruction that includes concepts and examples from diverse cultures and groups based upon ethnicity, socioeconomic status, culture, language, exceptionality, gender, sexual orientation and religion.

Major components of multicultural education include: **content integration, knowledge construction, equity pedagogy, prejudice reduction, and empowering school culture and social structure.**

Tips

In the Review and Reflect section for the "Differentiating Instruction" lesson, several prompts elicit participants' understandings. Below is each prompt and possible responses to expect:

Activity 1. Create a matrix to summarize what you've learned about language acquisition that identifies the stages of language acquisition. You might want to review the Robertson and Ford overview and other readings. The matrix will begin something like this:

Phases of Language Acquisition	Examples of what this might look and sound like	Instructional implications
pre-production	student takes in the new language but does not speak it	Read-alouds, music, visuals and have students point to pictures or act out vocabulary Speak slowly and use shorter words, but use correct English phrasing Gesture, point
early production	student begins to speak using short words and sentences	Have students point to pictures and say the new word. Ask yes/no and either/or questions Have students work in pairs or small groups Model a phrase and have the student repeat it Avoid excessive error correction
speech emergent	words and sentences are longer, but student still relies heavily on context clues and familiar topics	Introduce new academic vocabulary and model how to use it in a sentence. Provide visuals and make connections with student's background knowledge as much as possible. Ask questions that require a short answer and are fairly literal. Introduce charts and graphs by using easily understood information Have students re-tell stories or experiences and have another student write them down.
beginning fluency	speech is fairly fluent in social situations with minimal errors. But academic language are challenging	Have students work in pairs and groups to discuss content. During instruction, have students do a **"Think, pair, share"** to give the student an opportunity to

		process the new language and concept. Ask questions that require a full response with explanation Continue to provide visual support and vocabulary development.
intermediate fluency	communicating in second language is fluent, especially in social language situations, but there will be gaps in vocabulary knowledge and some unknown expressions	Identify key academic vocabulary and phrases and model them. Ask students to produce the language in class activities. Use graphic organizers and thinking maps and check to make sure the student is filling them in with details. Create assessments that give students an opportunity to present in English after they have an opportunity to practice in pairs or small groups. Introduce more academic skills, such as brainstorming, prioritizing, categorization, summarizing and compare and contrast.
advanced fluency	student may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language	Offer challenge activities to expand the student's vocabulary knowledge such as identifying antonyms, synonyms and the use of a thesaurus and dictionary. Demonstrate effective note-taking and provide a template. Offer error correction on academic work and on oral language. Because students at this stage have achieved near-native fluency, they benefit from support in fine-tuning their oral and written language skills.

How might you classify a student who makes minimal errors when speaking in social situations, yet struggles with expressing himself in the context of academic language?

Sample response:

I would classify this student as "beginning fluency."

What instructional strategies would you suggest to a new teacher to support a student at this level?

Sample response:

I would have this student work in pairs and/or small groups. I would utilize Think-Pair-Share as well as many visual cues and lots of vocabulary development activities.

Activity 2. Use the Square/Triangle/Circle (STC) activity below as a framework to reflect on the readings, videos and expert advice shared in this module.

Square	What "squared" with your thinking? That is, what ideas did you encounter in the readings, videos, and expert advice sections of the module that were consistent with what you already know and/or believe about differentiating instruction for ELL students?
Triangle	What "pointed" you in new directions? What new ideas did you discover in the module? Share the ways in which the module provided new understandings surrounding second language acquisition and instructional strategies to support ELL students.
Circle	What thoughts are "circling" in your mind? How can you use the new information to build on what you already know and support beginning teachers with differentiating their instruction?

Sample responses:

Square: *An ELL student with social English proficiency may not necessarily have the academic English proficiency so it is important for teachers to make the distinction. Academic English is the language necessary for success in school and is related to a standards-based curriculum.*

Triangle: *Social English (the language of conversation) may develop very quickly, but mastering academic English (the language of school) can take years. I automatically assumed that if they were able to speak in social situations, then they would quickly master the academic English necessary to be successful with content material.*

Circle: *Some of the questions that are circling in my mind are: Why are students required to take standardized tests although they have limited academic English? With the level of language diversity among many school populations, why aren't there more staff development opportunities in schools to help classroom teachers and support staff to effectively work with EL students? As I work with a new teacher, I will model for them the importance of using students' prior knowledge as a bridge to what I want them know. I'll*

also incorporate many of the teaching strategies outlined in the module such as think--pair--share, having students discuss content in small groups and many visual supports. Helping students with content vocabulary by using bilingual dictionaries is another level of scaffolding I will model when working with a new teacher.

Lesson 3: Family and Community Engagement

Article Summary

Caspe, M., Lopez, E., & Wolos, C. (2006). *Family involvement in elementary school children's education*. Harvard Family Research Project.

The authors highlight the processes of parenting, home-school relationships, and responsibility for learning as a framework for organizing research on family involvement and academic success.

- ***Parenting*** consists of the attitudes, values, and practices of parents in raising young children.
- ***Home–school relationships*** are the formal and informal connections between the family and educational setting.
- ***Responsibility for learning*** is the aspect of parenting that places emphasis on activities in the home and community that promote learning skills in the young child.

Parenting Children of Elementary School Age

- Through interactions with parents and other caregivers, children learn to develop social skills that they transfer from the home to the school context. One study of kindergarteners found that a positive mother–child interaction—one that is sensitive and elicits prosocial behavior—is associated with children's social and academic performance in middle school.

- Parents who explain educational tasks at an age-appropriate level and in an emotionally supportive manner have children who are more likely to participate in class, seek help from the teacher when needed, and monitor their own work (Stright, et. al, 2001). When parents dedicate time, offer praise, show affection, and develop close relationships with their children of varying school ages, their children are less likely to require discipline at school or treatment for social or emotional problems.

- Parents' social networks of families, friends, and neighbors can serve as a resource for children. A study of urban first through fourth graders with diverse ethnic backgrounds found that parents with more varied (i.e., less kin-based) social networks received greater emotional support. They felt more effective as parents, provided home environments with greater cognitive stimulation, and

showed more warmth and responsiveness to their children.

Home-School Relationships

- Parent participation in school activities in grades K–3 is associated with children's educational engagement, which includes high-quality work habits and task orientation

- Fathers who observe children in the classroom, attend conferences, and meet with counselors have children who experience educational success more often than their peers whose mothers are the only involved parents

- In one study, when low-income African-American families maintained continually high rates of parent participation in elementary school, children were more likely to complete high school. The study suggests that continuous and consistent parent involvement in elementary school shields and protects children from the negative influences of poverty and may be one approach to reducing the achievement gap between white and non-white students.

- In a study of ethnically diverse low-income children and their families, high levels of family involvement between grades K–5—including attending parent–teacher conferences; visiting the classroom; attending school performances, social events, and field trips; and volunteering—was predictive of gains in child literacy performance.

- Family involvement is more likely to occur when schools are committed to it. Schools with formal parent involvement programs report higher academic achievement— especially in urban elementary schools.

- Family involvement is linked broadly with school achievement across different socioeconomic and ethnic groups; however, the results of the home–school relationship in particular vary by class and culture.

Responsibility for Learning Outcomes

Responsibility for learning outcomes in the elementary school years falls into four main processes:

Supporting literacy:

- Parent involvement in reading-related activities with their children outside of school is strongly related to children's reading performance.
- Parents influence children's reading performance in a variety of ways. First, reading storybooks together has an effect distinct from that of teaching children to read and write words. Second, the type of words children hear from parents in conversational contexts affects children's vocabulary scores. Third, emotional relationships during shared storybook reading affect children's reading activity (Baker, et. al, 2001).
- Positive feelings during shared reading are associated with talk that is related to

the content of the story of and that extends beyond it. This type of talk is valuable in promoting vocabulary and comprehension.

Helping with homework:

- Parents' involvement in their children's homework can make a difference. When parents guide their children's homework with helpful and appropriate support, children perform better in the classroom.
- When parents have a positive attitude toward homework and use homework as an opportunity to teach study skills and time management, children are more likely to believe that homework will help them learn.
- When teachers provide interactive reading assignments and explicitly instruct parents on how to help their children, parent involvement significantly improves students' reading scores.
- At-home activities focused on mathematics, including homework assignments requiring parents and children to talk about mathematics or engage with math materials, are linked to higher scores on mathematics achievement tests.

Managing children's education:

- When parents manage their children's education by being involved both at home and in school, they affect children's literacy achievement over time through children's feelings about literacy.
- Parents of high-achieving African-American students tutor their children with practice lessons at home and encourage their children to do their best to achieve their goals. These parents initiate contact with teachers and counselors, use their contacts with the school to ensure their children's progress, and acknowledge the joint responsibility of home and school in children's education.
- Despite minimal direct involvement with the school and homework assignments, parents of high-achieving Latino children stress the importance of education by asking their children about school projects and events and by showing nonverbal support—for example, by excusing them from domestic chores and family obligations to allow them to concentrate on schoolwork.

Maintaining high expectations:

- As children progress through the elementary school years, the educational expectations that parents hold for them become increasingly important.
- Individual and specific components of parental involvement, such as reading to children and checking homework, are linked to educational outcomes, yet the general and more subtle expectations parents have for their children are even more powerful.
- Students' perceptions of their parents' values about achievement are strongly related to motivation and competence.
- When students perceive that parents place an importance on effort and academic success, students have higher academic competence and place a higher priority on their academic ability, effort, and grades.

Implication for Practitioners

- Support parents' ability to take responsibility for their children's learning in elementary school by developing training activities to involve parents in reading and math.
- Form linkages between out-of-school programs, families, and elementary schools by working proving information and tools to help parents manage these diverse settings effectively.
- Respect the diversity of parents in elementary schools by facilitating workshops on topics that reflect parents' interests rather than those predetermined by the school, accommodating parents' English reading skills, communicating with parents who do not attend meetings, and ensuring that school leadership and parent committees represent the ethnic and racial composition of the population.

Tips

The Give it a Try! section of this lesson provides a toolkit for evaluating your own school and offers suggestions for building better family and community partnerships. Be sure to 'give it a try'!

In the Review and Reflect section for the "Family and Community Engagement" lesson, several prompts elicit participants' understandings. Below is each prompt and possible responses to expect:

How do you reach all students and engage families in your everyday class instruction and interactions?

Sample response:

With respect to my students, I value the varied experiences they bring to school with them. I take time to learn about their lives, culture, and interests with two surveys. One survey is for them and one for their parents. This is vital to my getting a clearer picture of who my students are, what their interests are and how they view their past school experiences. I learn from parents what some of

my students' responsibilities are at home as well as what types of things they enjoy doing with their family. I think by asking questions of parents, it shows them that this is a partnership and that I value what they think and want for their child. Because I have many second language students, I use the parent center as a resource to have newsletters and parent correspondences translated.

What resources does your school and/or district offer to engage families?

Sample response:

My school is unique because we have a fully funded Parent Center. We are able to offer English classes, parenting classes, and workshops on helping students with homework. We have Back-to-School Night, Family Fun Night, an annual International Festival celebrating the diverse cultures represented in our school and many evening programs and dances. Many of our events are sponsored by our local business partners.

How can you guide a new teacher to access these resources?

Sample response(s):

I would begin by ensuring they are aware of the all of the resources available through the parent center as well as the names of all of our school's local business partners. If there are museums, libraries, or cultural arts centers in the community, I would be sure to point those community resources out to them.

What questions can you ask and what kinds of data can you collect that would help a new teacher understand whether/how he/she is effectively engaging family and community input into his/her class?

Sample responses:

- *How much parental involvement do you currently have in the class?*
- *In what way and how often are you corresponding with parents?*
- *What community resources are you already aware of? How do you think you can utilize those resources?*
- *If parental engagement is limited, would you like to collectively develop ways we can engage your parents?*

- *I could collect data based on how often the new teacher makes a school-home connection and examine the types of parent engagement that takes place in their classroom.*

Mentor Professional Knowledge

Lesson 1: Knowledge of Standards

Tips

In the <u>Review and Reflect</u> section for the "Knowledge of Standards" lesson, several prompts elicit participants' understandings. Below is each prompt and possible responses to expect:

In addition to grade level standards, what other considerations should new teachers focus on when designing lesson plans for students?

Sample response:

New teachers should focus on the kinds of learners that are in the classroom. There is no "one size fits all" plan, so provide supports for lower-level students as well as enrichment activities for those students performing above grade level. Another consideration is the importance of activating students' background knowledge to use as a scaffold for new learning.

How can you support a new teacher to plan and deliver instruction focused on the key concepts in the curriculum?

Sample response:

As we discuss lesson plans, I would ask them to identify the specific standard being address within the lesson.

Lesson 2: Assessment of Students

Article Summary

Wiliam, Dylan (2007). Five key strategies for effective formative assessment. *National Council of Teachers of Math: Assessment Research Brief*. Retrieved from http://www.nctm.org/uploadedFiles/Research_News_and_Advocacy/Research/Clips_and_Briefs

The five key strategies include:

Clarifying, sharing, and understanding goals for learning and criteria for success with learners: Teachers must first clarify the learning goals themselves then establish criteria for success by deciding what counts as evidence of understanding

Engineering effective classroom discussions, questions, activities, and tasks that elicit evidence of students' learning: Once teachers know what they want to students to know, it then becomes important for them to collect the right kind of evidence about the extent of their students' progress towards meeting the goals.

Providing feedback that moves learning forward: Feedback is most effective in instances where students are not just told to improve but also how to go about doing so.

Activating students as owners of their own learning: When students take an active part in monitoring and regulating their learning, the rate of their learning is drastically increased.

Activating students as learning resources for one another: This produces large gains in educational intervention when (a) the group is provided with goals and (b) each student is responsible for his or her contribution to the group.

Research evidence shows enhancements in student achievement when teachers use assessment minute-by-minute and day-by-day to adjust their instruction in order to meet students' learning needs.

Article Summary

Kaftan, J., Buck., G. & Kaack, A. (2006). Using formative assessment to individualize instruction and promote learning. *Middle School Journal 37*(4), 44-49.

Formative assessment is a tool teachers use to probe student understanding, inform

instructional decisions, and develop relationships.

Recognizing and responding to student learning is not an easy task as some teachers struggle with detecting student understanding.

Access to student reasoning is essential to instruction.

The pedagogy involved in implementing formative assessment is meant to motivate students towards mastery goals rather than performance goals. These assessments help students interpret feedback as a means of *learning* rather than *punishment* and *reward*. Rather than performing for a grade, the focus is on learning to understand.

Through feedback conversations, relationships are formed. Students begin to trust and feel safe to express understanding in their own words rather than words from the textbook. Teachers can also reflect on their comments to identify students' misunderstanding and competence.

Formative assessments give teachers information on the effectiveness of the lesson and they also give students information on their current state of learning.

A sixth-grade science teacher examined how she could better assess what her students understood. She critically examined her teaching practices and identified a need to make some changes. Her action research question about accurately assessing student understanding was answered through a collaborative, ongoing process of planning, action, observation, and reflection. For this teacher, learning expanded to having her students define, redefine, revise and expand on their initial conceptions. Student learning now involves *mastery orientation* rather than *performance goals*.

Article Summary

Colorado, Colorin (2007). Using informal assessments for English Language Learners. Retrieved from http://www.colorincolorado.org/educators/assessment/informal

Informal assessments (also called authentic or alternative assessments) allow teachers to track the ongoing progress of their students regularly and often and provide continual snapshots of where students are throughout the school year.

Standardized tests in English **do not** usually reflect ELLs' true content knowledge or abilities. Therefore, informal assessments can provide a more well-rounded picture of their skills, abilities, and ongoing progress.

Performance-based assessment and portfolio assessment are two commonly used informal methods.

Performance-based assessments are based on classroom instruction and everyday tasks which can be used to assess ELLs' language proficiency and academic achievement through *oral reports, presentations, demonstrations, written assignments, and portfolios*

Performance-based assessment activities can concentrate on oral communication and/or reading. Some examples of commonly-used activity types designed for assessing speaking or reading include:

- Reading with partners
- Role playing
- Giving descriptions or instructions using visual or written prompts
- Oral reporting to the whole class
- Telling a story by using a sequence of three or more pictures
- Completing dialogue or conversation through written prompts
- Debating, either one-on-one or taking turns in small groups
- Brainstorming
- Completing incomplete stories
- Playing games

When using performance-based assessments with beginner and intermediate English proficiency level ELLs, it is best to **assess no more than three items at a time.**

Portfolio assessments provide a way to systematically collect descriptive records of a variety of student work over time that reflects growth toward the achievement of specific curricular objectives.

Portfolios include information, sample work, and evaluations that serve as indicators for student performance.

Portfolios may include the following:

- Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions
- Drawings representing student content knowledge and proficiencies
- Tapes of oral work, such as role-playing, presentations, or an oral account of a trip
- Teacher descriptions of student accomplishments, such as performance on oral tasks
- Formal test data, checklists, and rating sheets

Tips

The <u>Glossary</u> section of this lesson provides a list of important terms and definitions related to assessment. It's important for mentors and new teachers to share a common professional vocabulary—so be sure to ask the mentors to share these definitions.

In the <u>Review and Reflect</u> section for the "Assessment of Students" lesson, several prompts elicit participants' understandings. Below is each prompt and possible responses to expect:

What are formative and summative assessments that you currently use?

Sample response:

I often listen in and take notes during our "elbow partner" talks to see if students are grasping concepts. I use a variety of summarizing strategies such as a "ticket out the door" or "3-2-1"(3 things new ideas; two questions; and one feeling/opinion) to identify any misconceptions of content. For summative assessments, I occasionally use unit tests but I also create my own.

What steps can new teachers take to monitor their students' progress throughout the year?

Sample response:

Teachers can use reading running records, benchmark assessments, chapter/unit tests, quizzes, project-based learning activities and portfolios.

How might you guide new teachers to use the assessment data to inform instruction?

Sample response:

By looking at the data together, the mentor can help new teachers identify specific areas that need improvement. They can disaggregate the data to look at the needs of individual students as well as the entire class. The information gleaned from the data then becomes the guide for planning future instruction.

Lesson 3: Assessment of Teachers

Article Summary

Danielson, Charlotte. (2009) A framework for learning to teach. *Educational Leadership*.

No pre-service preparation program, regardless of its quality, can adequately prepare teachers for **all** they need to know. The complexity of the teaching requires **ongoing** teacher learning.

As many studies have shown, the single most important factor within a school's control in promoting student learning is the **quality of instruction.**

Many schools and districts have adopted the Framework for Teaching (a research-based set of instructional components) as their definition of good teaching.

The Framework for Teaching describes those aspects of a teacher's practice that have been proven to promote student learning. It divides the complex work of teaching into four major domains—planning and preparation, the classroom environment, instruction, and professional responsibilities—each of which contains five or six smaller components.

Domain 1: Planning and Preparation

1a: Demonstrating knowledge of content and pedagogy

1b: Demonstrating knowledge of students

1c: Setting instructional outcomes

1d: Demonstrating knowledge of resources

1e: Designing coherent instruction

1f: Designing student assessments

Domain 2: Classroom Environment

2a: Creating an environment of respect and rapport

2b: Establishing a culture for learning

2c: Managing classroom procedures

2d: Managing student behavior

2e: Organizing physical space

Domain 3: Instruction

3a: Communicating with students

3b: Using questioning and discussion techniques

3c: Engaging students in learning

3d: Using assessment in instruction

3e: Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

4a: Reflecting on teaching

4b: Maintaining accurate records

4c: Communicating with families

4d: Participating in a professional community

4e: Growing and developing professionally

4f: Showing professionalism

For each component and element of the framework, specific levels of performance describe a continuum of teaching, from **unsatisfactory** to **distinguished.**

The framework alters the conversation about teaching because it forces teachers to begin thinking in terms of what *students* will say and do and how *students* will respond as a result of decisions made by them, thus creating a demand for professional development focused on student engagement and learner-centered practice

Trained mentors engage in professional conversation with beginning teachers about their practice, and utilizing the Framework for Teaching enables new teachers to see what the components of good teaching look like. This framework can serve as a basis for these conversations.

Under the guidance of the mentor, a beginning teacher can begin to explore his/her thinking behind the myriad decisions made in designing the lesson and consider what consequences might result from making different decisions. In these conversations, mentors question beginning teachers in ways that promote self-assessment and reflection.

Both beginning teachers and mentors benefit from a well-designed and well-executed mentoring program. The mentors find value in focusing their attention on teaching practices that promote high levels of student learning, and they often reconsider their own practice in the course of working with their beginning teachers.

Approaches to professional development can take many forms, including:

Article Summary

Denmark ,V. & Podsen, I. (2002) *Promoting collaborative learning. Coaching and mentoring first year and student teachers* (pp. 64-66). Larchmont, NY: Eye on Education.

Studies about adult learning development center around two themes. The first area of study looks at how adults develop their thinking processes, concept information and ego development. The second area focuses on transitions through the life cycle and their impact on adults as they move through them.

Researcher Carl Glickman (1990) states young adults (20-35) are usually characterized by limited experiences, simple standards of reasoning about concepts, egocentricity, and dependence on authority during a time of unlimited aspirations and feelings of power.

The middle-aged adult (35-55) has acquired a vast array of experiences, has developed the ability to draw relationships between self and others, and possesses an awareness of his or her strengths and weaknesses.

The older adult (55 and older) has had numerous experiences, can understand more easily the situations of others, and can make decisions that take into account more of the total situation.

Glickman further provides an instructive discussion about the impact of conceptual development and transitions of teachers as it relates to teacher development. He contends the majority of teachers appear to be operating at relatively moderate to low stages of conceptual development; meaning that thought is viewed as absolute and concrete with a high dependence on authority.

Since teaching requires being able to meet the varied needs and ability levels of students as well as making hundreds of day-to-day decisions "Concrete, rigid thinking on the part of the teacher cannot possibly improve instruction…Teacher improvement can only come from abstract, multi-informational thought that can generate new responses toward new situations" (p. 54).

Part of the mentoring process is designing the teaching experience so that it fosters ways to improve thinking by asking beginning teachers to **think abstractly and act autonomously.** Thinking improves when teachers interact with one another, when they experiment with novel teaching strategies, when they involve themselves in peer coaching at work, and when they assess and revise their actions.

Many beginning teachers are concerned about survival. They have limited experiences to

identify with and want very much to be successful. Mentors can help to reduce fears and failures and to increase their feelings of security by **sequencing their experiences from simple to more complex, giving timely feedback, and probing their thought processes to ensure the development of reflective thinking skills**.

Tips

In the Review and Reflect section for the "Assessment of Teachers" lesson, several prompts elicit participants' understandings. Below is each prompt and possible responses to expect:

What do you currently know about adult learning?

Sample response:

Adults are autonomous and self-directed and they have a lot of life experiences and knowledge. In addition, adult learners are goal-oriented and need to know the "reason" for learning something.

Considering Tim as an adult learner, how could Valerie approach mentoring differently? What could she do that would maximize his learning?

Sample response:

Valerie should keep in mind that Tim brings a wealth of life experiences with him into the classroom. Although he is new to teaching, she should be mindful of treating him as her equal. She should also encourage him to voice his perspectives and opinions and when given, his views should be valued. To maximize his learning, Valerie should ask a lot of probing questions to provide Tim opportunities to problem resolve himself rather than seeking immediate guidance from her.

What are some of the strategies that you can use when assessing new teachers' instruction?

Sample response:

One of the first things I would look for when assessing new teachers' instruction would be their lesson to ensure it directly related to the standard. During the lesson I would use the Framework for Teaching and pay close attention to:
-How the new teacher communicates with students
-His/her questioning and discussion techniques

-Are all students being engaged in the learning?

-How is the new teacher assessing students?

- Is he or she flexible and responsive to the needs of students?