

Nothing sustains mentoring relationships more than support. Monthly meetings for mentors can be a source of inspiration, resources, and especially, a safe haven for reconnecting with colleagues. But planning for monthly meetings is crucial. We've all been to regularly scheduled meetings that have little value and leave participants discouraged about collaborating with others.

The Mentoring Read, Share, Teach workshop series is designed to provide participants with a rich base of readings, videotape segments, and activities for worthwhile learning every month of the year. For these workshops, the facilitator will need one copy of the *Mentoring: Guiding, Coaching, and Sustaining Beginning Teachers* videotape series and copies of *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching and Mentoring Across Boundaries: Helping Beginning Teachers Succeed in Challenging Situations* for each participant. Sessions are designed to begin just before or at the start of the school year and end in late spring.

Below is a possible calendar for a traditional nine-month school year to be used in setting up monthly inservice training for mentors. You may alter the calendar to fit the needs of your teachers.

Mentoring Across Boundaries

Helping Beginning Teachers Succeed in Challenging Situations

Contents

Part 1: Setting the Stage for Effective Mentoring

1. Choosing and Supporting Good Mentors
2. Mentoring Through Goal Setting: "Where Are We Going and How Do We Know We Have Arrived?"

Part 2: Responding to Challenging Situations

3. Age and Gender
4. Mentoring Across Culture
5. Mentoring in Rural or Urban Schools
6. Moving Across Buildings or Districts: Experienced Teachers in New Environments
7. Mentoring the Teacher Teaching At-Risk Students
8. Mentoring to Avoid Burnout
9. Self-Mentoring: Coaching Oneself Toward Growth
10. Mentoring the Teacher Who Struggles
11. Thinking Outside the Box: Using Technology to Support Mentoring

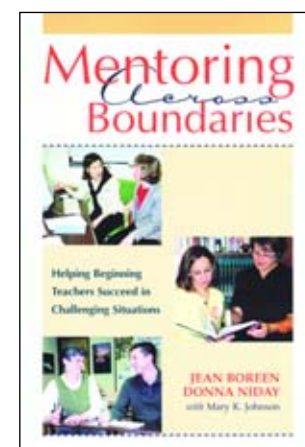
Appendix A: Internet Resources for Mentors and Beginning Teachers

Appendix B: Sample Mentoring Questionnaires

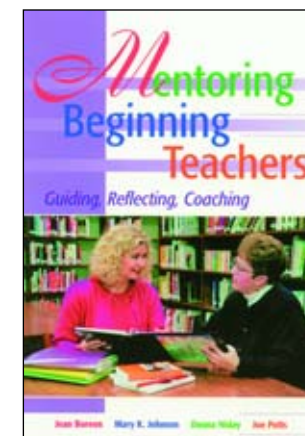
Contributors

References

Featured Books:

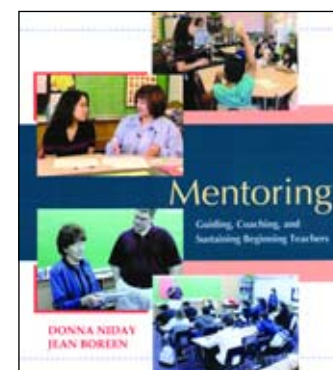


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Featured Video:



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Mentoring Beginning Teachers

Guiding, Reflecting, Coaching

Contents

1. Why Do I Want to Be Part of a Mentoring Experience?
 2. Why Do We Need Mentors?
 3. How Do I Prepare to Be a Mentoring Guide?
 4. How Do I Prepare to Be a Mentoring Coach?
 5. How Do I Help with Classroom Management Challenges?
 6. How Do I Encourage Reflection?
 7. How Do I Encourage Professional Development?
 8. "What If?" Questions from Mentors
- Appendix: Student Teacher Interview
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-

Here's what you will need to complete the yearlong cycle of meetings.

- ✓ *Mentoring* videotape series
- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*
- ✓ Copies of various handouts and reproducibles each month (included in this workshop guide)

Participants will need:

- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Overview of Mentoring

You will need:

- ✓ Mentoring videotape series
- ✓ Copy of K-W-L Chart (Figure 1) for each participant
- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Participants will need:

- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Getting Started

20 Minutes

Create a K-W-L chart with what mentors **K**now already about mentoring, questions about things they **W**ant to know about mentoring, and leave a blank column for entering things they have **L**earned about mentoring (Figure 1). Begin by having everyone make individual lists of what they know and want to learn, and then create a chart together of group concerns.

Working in Groups

10 minutes

Use a think-pair-share format to brainstorm the benefits of mentoring. To do the think-pair-share, all participants should individually list the benefits of mentoring on a blank sheet of paper. Then, writing as partners, they can look at their forms together, placing a star next to benefits both foresee, and a check next to the benefits only one of the partners cited. Discuss the benefits of mentoring as a whole group.

Viewing the Video

20 minutes

Show Tape 1, Segment 1: “Benefits of Mentoring” (01:27–08:40). Discuss mentoring benefits not mentioned in think-pair-share. Show Tape 1, Segment 3: “Welcoming the Beginning Teacher” (16:23–20:56). You might use these discussion questions to discuss the tape:

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

K-W-L Chart		
Know	Want to know	Learned

Figure 1



Reading the Excerpt

10 Minutes

Hand out copies of two texts. Point out the “Welcoming the Beginning Teacher” section in Chapter 3 of *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching*. Break into small groups to discuss the bulleted points on pp. 27–28.

Assign Reading for the Next Session

- *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching*, Chapters 1, 2, and 8 (pp. 102–104, 116–117).
- *Mentoring Across Boundaries: Helping Beginning Teachers Succeed in Challenging Situations*, Chapter 1.

Benefits of Mentoring

You will need:

- ✓ Copy of Four Mentoring Tensions (Figure 2) for each participant
- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Participants will need:

- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Getting Started

10 Minutes

Break into small groups to discuss reasons teachers have agreed to be a mentor. Share as a large group.

Working in Groups

20 Minutes

Have individuals fill out the Four Mentoring Tensions (Figure 2) sheet individually. Return to small groups and discuss the four mentoring tensions (p. 14 of *Mentoring Beginning Teachers*) and analyze how to overcome these tensions. Share as a large group.

Reading the Excerpt

30 Minutes

Discuss whether any of the questions on the K-W-L chart from the August session were answered in the assigned reading from the previous month. Have everyone read pages 102–104, 116–117 of *Mentoring Beginning Teachers* silently and discuss connections to the K-W-L chart.



Figure 2

Assign Reading for the Next Session

- *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching*, Chapter 3 (pp. 28-34) and Chapter 5.
- *Mentoring Across Boundaries: Helping Beginning Teachers Succeed in Challenging Situations*, Chapter 2.

Conferencing and Supporting the Beginning Teacher

You will need:

- ✓ *Mentoring* videotape series
- ✓ Copy of English 8 Lesson Plan (Figure 3) for each participant
- ✓ Copy of Observation Notes from Charlotte (Figure 4) for each participant
- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Participants will need:

- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Getting Started

10 Minutes

Ask partners to discuss possibilities for co-teaching and co-planning. Share ideas with the whole group.

Viewing the Videotape

20 Minutes

Distribute copies of English 8 Lesson Plan and Observation Notes from Charlotte (Figures 3 and 4) to each participant. Show Tape 1, Segment 2: “Conferencing and Supporting the Beginning Teacher” (08:41–16:22). Note: Even though the tape refers to “student teachers,” you can tell the group that the same principles hold for first-year teachers. (Tape 1, Segment 2 gives an overview of conferencing; pre- and post-conferences are described in more detail on Tape 2.)

Lead a discussion of the tape using these questions:

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

Read, Share, Teach Workshops: Mentoring



OCTOBER



Figure 3



Figure 4



Reading the Excerpt

10 Minutes

Ask everyone to read pp. 31–32 of *Mentoring Beginning Teachers* silently, and then compare the two examples of giving freedom to experiment.

Working in Groups

20 Minutes

In small groups, discuss classroom management issues presented in Chapter 5 of *Mentoring Beginning Teachers* or problems that mentees have encountered. Note: Classroom management is a large topic that will probably arise with each mentoring training session.

Assign Reading for the Next Session

- *Mentoring Across Boundaries: Helping Beginning Teachers Succeed in Challenging Situations*, Chapter 2.

Pre-Conferencing and Goal Setting

You will need:

- ✓ *Mentoring* videotape series
- ✓ Margarita Vasquez Lesson Plan (Figure 5) for each participant
- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Participants will need:

- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Getting Started

10 Minutes

Ask mentors to brainstorm aspects of pre-conferencing.

Viewing the Video

25 Minutes

Show Tape 2, Segment 1: “Pre-Conferences” (00:00–11:39). Lead a discussion of the tape using the following questions:

Before viewing:

1. What are the most effective qualities of a mentor?

After viewing:

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

Emphasize the importance of planning, which is often one of the common weaknesses of beginning teachers.

Reading the Excerpt

25 Minutes

Have everyone read Chapter 2 from *Mentoring Across Boundaries* silently for ten minutes. In small groups, discuss the pros and cons of various options for goal setting presented.

Assign Reading for the Next Session

- *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching*, Chapter 6 (pp. 72–79).
- *Mentoring Across Boundaries: Helping Beginning Teachers Succeed in Challenging Situations*, Chapter 3.

Observing the Beginning Teacher's Classroom Practice

You will need:

- ✓ *Mentoring* videotape series
- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*
- ✓ Charting Class Participation (Figure 6), Analyzing Classroom Interactions (Figure 7), and Analysis of Classroom Time (Figure 8) for each participant

Participants will need:

- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Read, Share, Teach Workshops: Mentoring



Figure 5



DECEMBER



Figure 6

Figure 7

Figure 8



Getting Started

20 Minutes

Ask mentors to write silently about a positive or negative experience they have had when another teacher or an administrator has observed their classroom practice. Ask for volunteers who may be willing to share their entries.

Reading the Excerpt

20 Minutes

Have everyone read about the various types of observations shown on pp. 72–79 of *Mentoring Beginning Teachers* and the observations shown in Figures 6–8. You may want to make copies of these forms for each participant.

Practicing with Video

20 Minutes

If time allows, assign various individuals a specific observation format. Then show a ten- to fifteen-minute clip of a teacher in the classroom (either from a volunteer in the school or from another professional tape) and ask participants to use the assigned observation format. Then discuss the pros and cons of various formats.

Several studies have shown the detrimental effects of mentors serving as formal evaluators. Discuss the need to separate observations from formal evaluations. (If needed, review pp. 16–17 and 117 of *Mentoring Beginning Teachers*.)

Assign Reading for the Next Session

- *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching*, Chapters 4 and 6 (pp. 67–72, 79–84).

JANUARY

Post-Conferencing and Reflecting

You will need:

- ✓ *Mentoring* videotape series
- ✓ Role Play Descriptions (Figure 9) for each participant
- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Participants will need:

- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Getting Started

10 Minutes

As a large group, brainstorm the benefits of post-conference reflection and follow-up.

Viewing the Video

30 Minutes

Show Tape 2, Segment 2 (11:40–18:56). Lead a discussion of the videotape using these questions:

Before viewing:

1. What are the effective traits of post-conferencing?

After viewing:

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

Group Discussion

20 Minutes

Divide the mentors into teams of two. Assign one to be a mentor and one to be the mentee. Distribute role play assignments from Figure 9. Ask the mentor and mentee to practice post-conferencing skills of questioning, mirroring, and reflecting as illustrated in Chapter 4 of *Mentoring Beginning Teachers* and in the videotape.

After five to seven minutes, ask the pair to reflect on their conferencing skills and then have the mentor and mentee switch positions, draw a new topic, practice conferencing in their new positions, and again analyze their conferencing skills.



Figure 9

Ask for volunteers to describe how they personally reflect on their own practice and if they use any of the formats mentioned in Chapter 6 of *Mentoring Beginning Teachers*. Discuss how mentors could initiate a mentoring discussion about reflective practice.



Assign Reading for the Next Session

- *Mentoring Across Boundaries: Helping Beginning Teachers Succeed in Challenging Situations*, Chapter 4, 5, 7, 10, or 11 or assign Chapter 4 and give mentors an option of reading Chapter 5, 7, 10, or 11. Ask participants to keep a double-entry journal while reading the chapter(s). A double-entry journal consists of a left-column of notes, paraphrases, and/or quotes, and a right-column of reactions (agreement, disagreement, surprise, etc.) to the corresponding note, paraphrase, or quote.

FEBRUARY

Special Challenges in Mentoring

You will need:

- ✓ *Mentoring* videotape series
- ✓ Copy of K-W-L Chart (Figure 1)
- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Participants will need:

- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Getting Started

20 Minutes

Divide mentors into groups according to the particular chapter read. Ask them to share portions of their double-entry journals (surprising statement, strong disagreement, uplifting quote, etc.).

Working in Groups

30 Minutes

Small groups can respond to others' questions about the specific chapter read, and list issues to share with the whole group.

Whole-Group Discussion

10 Minutes

Talk about issues raised in the small groups adding to the **L** (Learned) column on the group K-W-L chart as the discussion continues.

K-W-L Chart		
Know	Want to Know	Learned

Figure 1

Assign Reading for the Next Session

- *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching*, Chapter 7.
- *Mentoring Across Boundaries: Helping Beginning Teachers Succeed in Challenging Situations*, Chapter 8.



Professional Development

MARCH

You will need:

- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Participants will need:

- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Getting Started

20 Minutes

Have each participant bring in student work from an assignment students completed in the previous month. Ask everyone to analyze how the artifacts illustrate the individual's teaching beliefs and classroom practices.

Working in Groups

20 Minutes

Have everyone divide into groups of three to four participants. Ask each participant to jot down either what could be included in a personal teaching portfolio or added to an existing teacher portfolio.

Reading the Excerpt

20 Minutes

Have everyone read Chapter 7 of *Mentoring Beginning Teachers* or Chapter 8 of *Mentoring Across Boundaries* silently. As a large group, discuss how Sarah and Susan enhanced their professional development during their mentoring conversations.

Assign Reading for the Next Session

- Ask the mentors to brainstorm with their respective mentee possibilities for an end-of-the-year celebration.
- *Mentoring Across Boundaries: Helping Beginning Teachers Succeed in Challenging Situations*, Chapter 9.



Self-Mentoring and Goal Setting for Next Year

You will need:

- ✓ Copy of K-W-L Chart (Figure 1)
- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Participants will need:

- ✓ *Mentoring Across Boundaries*
- ✓ *Mentoring Beginning Teachers*

Getting Started

10 Minutes

Begin the session by turning off the lights and playing soft music. Then ask everyone to sit in a relaxing position and reflect on a recent teaching experience.

Reading the Excerpt

20 Minutes

Have everyone skim through Chapter 9 of *Mentoring Across Boundaries*. Ask volunteers to share how they use self-mentoring in their own teaching lives. As a large group, discuss Daren's and Martina's application of self-mentoring.

Working in Groups

20 Minutes

Ask everyone to discuss with a partner how self-mentoring might be used in the mentoring relationship in the coming year. Return to Chapter 2 of *Mentoring Beginning Teachers* to skim other possibilities for goal-setting.

Whole-Group Discussion

10 Minutes

Complete the **L** (Learned) section of the K-W-L chart which the group began in August. Discuss and plan the upcoming mentor-mentee end-of-the-year celebration. Ask mentors to evaluate the mentoring training program either orally or in writing.

K-W-L Chart		
Know	Want to Know	Learned

Figure 1

Celebration!

Conclude the year with a mentor-mentee celebration. Be creative and have fun! You might have a potluck, a book exchange where everyone brings a favorite professional or fun read to give as a gift to their mentor or mentee, or compile favorite quotes about teaching and learning in a publication with copies for everyone.

References

- Schon, Donald A. 1983. *The Reflective Practitioner: How Professionals Think in Action*. San Francisco: Jossey-Bass.
- . 1987. *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. San Francisco: Jossey-Bass.
- . 1991. *The Reflective Turn: Case Studies in and on Educational Practice*. New York: Teachers College Press.

Figure 1

K-W-L Chart

Know

Want to Know

Learned

Figure 2

Four Mentoring Tensions

- Lack of time for collegial conversations
- Philosophical differences between mentor and beginning teacher
- Failure to separate mentoring from evaluation
- Inappropriate length of relationship

Figure 3

English 8 Lesson Plan

A.J. Malinski

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

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

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

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

Lesson Outline:

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

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

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

Figure 4

Observation Notes from Charlotte

Charlotte (mentor) to A.J. (student teacher)

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

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

Figure 5

Margarita Vasquez Lesson Plan

Lesson by: Margarita Vasquez
Subject: Math

2nd Trimester Component : Integrating Math,
Spanish, Stanford 9, and AIMS Review
Lifeskill Focus: organization
Lesson: Bar graphing and Analysis
Grade: 5

S	<p>Content Objective: Students will demonstrate analysis of bar graphing by analyzing data from graphical representations and drawing simple conclusions.</p> <p>(STATE STANDARDS) Mathematics - Data Analysis and Probability 2.M-E1 Construct, read, and analyze tables and graphs. P.O1 Construct bar graphs P.O2 Interpret and analyze data from graphical representations and draw simple conclusions Listening and Speaking - Foundations for grades 5</p>
A	<p>Anticipatory Set: Teacher asks students what they ordered for lunch today. Pizza? Chicken Sandwich? or Barbecue Chicken?</p> <p>Teacher Model: She asks students to help her make a table and bar graph of the information. Asks them to help her analyze the graph using the words altogether, popular, and fewer. Teacher accepts student responses through each step of the graph making. (ex. making the table, making and labeling the graph, analyzing the graph, etc...) Through each step she will refer to the State Standards it covers.</p> <p>Hands on Practice: Students have an opportunity to make a bar graph and analysis questions of their own. (This data will be taken from a survey of class favorites.) Student pairs will present their bar graph and pose "analysis" questions to the audience. (This will be a midway Standards check to see if objectives are being met) Teacher gives specific reinforcements to students and asks them to specially reinforce other students when answering their questions.</p> <p>Accommodations: Native Spanish speakers will be paired with Native Eng speakers. Special Education students will work with Mrs. Ortiwera, Ms. Vasquez, and/or a high student, teacher will try to implement the best practices in instruction for all students</p> <p>Adjustments: Students may write more analysis questions of the bar graph if they complete early.</p> <p>Reflection: What did you learn? Why was this important? What standards did you learn? What were you do differently? What were you proud of?</p> <p>Closure: Students will copy or make a bar graph for their Standards book.</p>
M	<p>Materials: overhead projector, overhead transparencies (of table and graph paper for each team), overhead markers, paper towels, Standards poster, Standards notebook, reference chart for analysis questions and bar graphs</p>
E	<p>Content: Student participation, teacher observation, written product, and use of visuals. Students constructing, reading, and analyzing their tables and bar graphs. Students making up analysis questions and giving specific reinforcements to other students. Students speaking and listening to other students.</p>

Figure 6

Charting Class Participation

M	F	F	F
F	M	M	F
F	F	M	F
M	F	F	M
M	F	F	M
M	M	M	F

Teacher at front of classroom

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

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

Figure 7

Analyzing Classroom Interactions

Period _____ Date _____ Teacher _____

Interactions

Tallies

The teacher . . .

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

The student . . .

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

Other:

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

Figure 8

Analysis of Classroom Time

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

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

Figure 9

Role Play Descriptions

1. Matt, a student teacher, is becoming increasingly impatient with what he sees as the weak management strategies of his mentor teacher Julie. He feels she spends too much time listening to students' excuses and makes too many exceptions for hard luck stories. Julie thinks Matt is being harsh and extremely strict with students, never taking into account how their personal lives may affect their performance in the classroom.
2. Mia, a student teacher, is increasingly mystified about how Hal, her mentor teacher, controls the students in his class, especially because his manner seems exceptionally laid-back. As much as she tries to emulate his management style, she rarely gets the same results. At six feet, four inches and 225 pounds, Hal is equally mystified, since students have always followed his instructions; he does admit, though, that Mia has followed all his management suggestions.
3. Brian, a mentor teacher, is known around school for his exciting science fiction course. His student teacher, Jessica, is uncomfortable with the type of material Brian has chosen because of its bloody, action-oriented content and has a difficult time reading it, much less leading a discussion about it.
4. Angela, a mentor teacher, emphasizes expressive writing assignments that allow students to explore and communicate their feelings, something her student teacher, Brad, finds "touchy-feely" and devoid of meaningful learning.
5. Susan, a student teacher, is offended by the way her mentor, Rick, talks to his students. He calls the girls "honey" but takes what she considers to be a more macho stance with the guys. Because Susan has researched gender issues for a college course, she feels strongly that students must be treated equally, regardless of gender.
Rick, on the other hand, thinks Susan is working so hard to treat everyone equally that she fails to see them as individuals. He thinks that gender equity includes recognizing differences between the sexes.