



FfT Mentoring for Teaching Effectiveness Overview

Identifying the Need

New teachers are not remaining on the job. They feel unsupported and isolated and are leaving the profession by their fifth year of teaching. This creates a costly and alarming situation for teachers and districts.

A research review of 15 empirical studies (Ingersoll, 2011) showed that structured support for new teachers has a positive effect on student achievement, teaching practice, and teacher retention:

- Students of beginning teachers who participated in a mentoring program had higher scores, or gains, on academic achievement tests.
- Beginning teachers who participated in a mentoring program performed better at various aspects of teaching, such as developing workable lesson plans, using effective student questioning practices, differentiating learning, maintaining a positive classroom atmosphere, and demonstrating successful classroom management.
- Beginning teachers who participated in some kind of induction had higher job satisfaction, commitment, or retention.

A mentoring program can provide needed support by building strong relationships and promoting knowledge sharing that will help teachers successfully navigate the first years of their practice. If teachers can experience success early on, they are more likely to remain on the job longer than five years

The Danielson Group's response to the growing need to provide high-quality professional development to mentors of beginning and novice teachers was to create a program that would support student success using the Framework for Teaching Clusters. The program is called *Mentoring for Teaching Effectiveness*.

The mentoring program's purpose is to support college and career readiness of students by providing district mentors with the knowledge, skills, strategies, and resources needed to enhance the teaching effectiveness of beginning and novice teachers.



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Participant Outcomes

After completing the program, participants will know:

- The research on effective mentoring practices that support professional learning.
- *The* mentoring practices that foster trust and commitment between the mentor and mentee throughout the phases of beginning teacher practice.
- How the Danielson Framework for Teaching Clusters are organized.

And participants will be able to:

- Use the FfT Clusters to prioritize areas of beginning teacher need and align resources for support.
- Conduct professional conversations with mentees within the structure of Lipton and Wellman's Continuum of Interaction.

Three Foundational Principles

The program is built on three Foundational Mentoring Principles:

1. Foundational Mentoring Principle #1: Building Communication Skills for a Variety of Mentoring Opportunities
 - Behaviors and barriers to effective listening
 - Strategies to improve listening and other communication skills
 - Learning focused interactions
 - Communication strategies to support professional reflection and growth
2. Foundational Mentoring Principle #2: Building Relationships to Support Student Learning
 - Self-awareness
 - Knowledge of others and applying that knowledge to support learning
 - Valuing others
 - Elements of relational trust and strategies to build trust
 - Honoring time
 - Sustaining relationships
3. Foundational Mentoring Principle #3: Effective Teaching to support student learning
 - Knowledge of adult and student learning
 - The Framework for Teaching Clusters
 - FfT Clusters research base
 - Indicators and priorities
 - Data collection and aligning to the FfT Clusters
 - Student learning as articulated through the language of the FfT Clusters



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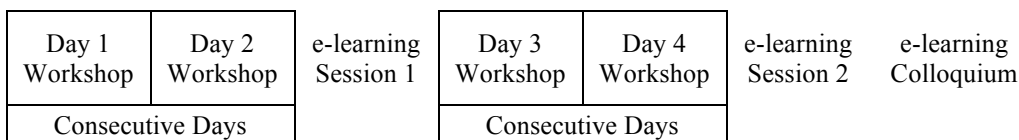
The Foundational Mentoring Principles are introduced during Day 1, and revisited throughout the program. The participants will deepen their knowledge and learn a variety of skills and strategies throughout the program related to the three principles. The elements of the principles will be applied to their work with new teachers and serve as models for both mentors and new teachers to apply with students, parents, and other colleagues.

These principles were derived from data gathered from research findings and the DG Consultants about the challenges of both beginning teachers and mentors. The differentiator for the FfT Mentoring Program is that it addresses all three principles, not just one or two. The effective teaching principle uses the FfT Clusters and guides what mentors and beginning teachers discuss and focus on during their meetings, reviews, observations, etc. The other two principles provide skills needed for successful mentor behaviors during mentor-mentee interactions, and focus on how those interactions and support for effective teaching change during the course of the school year. Because the nature of the support and interactions will change during the school year and mentors need additional strategies to work with their mentees, the various aspects of the principles are addressed in each of the training days.

Structure

The Mentoring Program consists of a series of four face-to-face, all-day workshops, and three 120-minute e-learning sessions. Mentors will increase their knowledge, skills, strategies, and resources related to the concepts embodied in the three mentoring Principles over the course of the program. The program is aligned to effective teaching practices as defined by Charlotte Danielson’s Framework for Teaching, provides a systematic approach to creating and sustaining a culture for continuous improvement of teaching practice, and addresses the classroom research that emphasizes the importance of every student having access to effective teaching.

The program is designed with time between the face-to-face sessions to maximize the learning experience, build upon previous learning, and share mentoring experiences. The structure of the *Mentoring for Teaching Effectiveness* program is presented in the diagram below:





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- Day 1 is a face-to-face workshop focuses on an overview of the Foundational Mentoring Principles 1-3 (Communication Skills #1, Building Relationships #2; Effective Teaching aligned to the Clusters #3)
- Day 2 is a face-to-face workshop focuses on Essential Mentoring for Effective Teaching for Clusters 2 and 3, and deepen understanding and application of other two Principles
- A 2-hour eLearning session connects Days 1-2 to Days 3-4 and explores Cluster 6 and has mentors report about experiences applying new skills. The session is followed by optional Office Time where mentors can share experiences and have conversations with consultants and other participants.
- Day 3 is a face-to-face workshop focuses on Essential Mentoring for Effective Teaching for Cluster 1, and deepen understanding and use of other two Principles
- Day 4 is a face-to-face workshop focuses on Essential Mentoring for Effective Teaching for Cluster 4 and deepen understanding and use of other two Principles
- A 2-hour eLearning session explores Cluster 5 and has mentors report about experiences applying new skills. The session is followed by optional Office Time where mentors can share experiences and have conversations with consultants and other participants.
- A third 2-hour eLearning session is a colloquium featuring the mentors presenting their work and accomplishments for the learning topic around mentoring that they select

Learning Purpose for Each of the Four Workshop Days

Each day has unique learning purposes related to the three Principles and supports the overall learning outcomes. The purposes for each day are presented below.

Day 1

Mentoring for accelerated professional practice using The Framework in order to...

1. *Connect* research to effective mentoring practices that support professional learning.
 - ⇒ “Why Mentoring” Video
 - ⇒ 3 Research Findings on Mentoring Impact
 - ⇒ Linking Levels of Performance to Mentoring
2. *Identify* mentoring practices that foster trust and commitment between the mentor and mentee throughout the phases of beginning teacher practice.
 - ⇒ Memorable Mentoring Moment
 - ⇒ Mentoring through Phases of First Year Teaching
3. *Explain* how the Danielson Framework For Teaching Clusters are organized and how they will be able to use them to prioritize areas of beginning teacher need and align resources for support.
 - ⇒ SMART Card Sticky Note Lecture
 - ⇒ Cluster Connect/Reflect



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4. *Apply* Professional Conversation Skills within the structure of Lipton and Wellman's Continuum of Interaction.

- ⇒ Professional Learning Conversation Core Actions
- ⇒ Skim and Explore Continuum of Interaction
- ⇒ 4 Parts of Committed Listening

DAY 2

1. *Identify* mentoring practices that foster trust and commitment between the mentor and mentee throughout the phases of beginning teacher practice.

- ⇒ 5 Elements of Relationship Trust: Sudden Literature
- ⇒ Trust in the Mentoring Environment 4-Square

2. *Connect* research to effective mentoring practices that support professional learning.

- ⇒ Focusing on Clusters 2 & 3 Research Trifecta: Visible Learning Impact; Student Relationship with Teachers; Greatest Hits for Classroom Culture & Learning Environment

3. *Explain* how the Danielson Framework For Teaching Clusters are organized and how they will be able to use them to prioritize areas of beginning teacher need and align resources for support.

- ⇒ Clusters 2 & 3 Share-n-Compare Venn Diagram
- ⇒ How to Collect Classroom-Based Data
- ⇒ Clusters 2 & 3 Quick Notes
- ⇒ Mentoring Collaborative Learning Logs

4. *Apply* Professional Conversation Skills within the structure of Lipton and Wellman's Continuum of Interaction.

- ⇒ Continuum of Interaction: Coaching Stance 3-Part Questions
- ⇒ Mentoring Professional Learning: Cluster 2 & 3 Strategies & Topics

DAY 3

1. *Identify* mentoring practices that foster trust and commitment between the mentor and mentee throughout the phases of beginning teacher practice.

- ⇒ Defining Competence & Reliability in MENTORing

2. *Connect* research to effective mentoring practices that support professional learning.

- ⇒ During 12,237 Classroom Visits...Cluster #1's Impact



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3. *Explain* how the Danielson Framework For Teaching Clusters are organized and how they can be used to prioritize beginning teacher need and align resources for support.
 - ⇒ Cluster 1 Discussion Learning Rounds
 - ⇒ Unwrapping Teaching Clarity Step-by-Step
 - ⇒ Teaching Clarity Protocol Re-Con Mission
 - ⇒ Students Unwrapping Teaching Clarity
4. *Apply* Professional Conversation Skills within the structure of Lipton and Wellman's Continuum of Interaction.
 - ⇒ Designing Clarifying & Probing Questions for Cluster #1
 - ⇒ Cluster 1 Interactive Conversation Fishbowl
 - ⇒ Mentoring Professional Learning: Cluster 1 Strategies & Topics

DAY 4

1. *Identify* mentoring practices that foster trust and commitment between the mentor and mentee throughout the phases of beginning teacher practice.
 - ⇒ Phases of First Year Teaching and Reflection Journal
 - ⇒ What Decade Was This: Reflecting on Reflection
 - ⇒ Acquiring Craft Knowledge
2. *Connect* research to effective mentoring practices that support professional learning.
 - ⇒ Engagement: The Research Trifecta
 - ⇒ Did you know...Engagement Survey
 - ⇒ Hattie's Visible Learning
 - ⇒ Questioning and Discussion
3. *Explain* how the Danielson Framework For Teaching Clusters are organized and how they can be used (*or will be able to use them*) to prioritize areas of beginning teacher need and align resources for support.
 - ⇒ 3-2-1 Cluster 4 Summarizer
 - ⇒ Cluster 4 Observation Protocol
4. *Apply* Professional Conversation Skills within the structure of Lipton and Wellman's Continuum of Interaction.
 - ⇒ The Continuum of Learning-focused Interaction
 - ⇒ Professional Conversation Protocol: A Role-Play
 - ⇒ Cluster 4 MENTORing Toolkit



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LEARNING AND APPLICATION OF LEARNING

The learning activities, created to cognitively engage participants, are based on adult learning theories, research, and the extensive experience of Danielson Group consultants. The participants will receive materials to use during and after the sessions.

The learning activities in the modules (workshops and e-learning sessions) are designed to:

- present key information, including research, about an aspect of the 3 principles
- engage participants in tasks to learn about the focused aspect
- engage participants in tasks to practice the focused aspect
- engage participants in tasks to reflect on the focused aspect
- engage participant to apply their learning and articulate specific connections to their mentees (see example below copied from Day 4 Mentor Guidebook)

Cluster #4 MENTORING CONNECTIONS

Learning Outcome #1 Connection: *Now connect to one of your current mentees. Determine their stage of teacher development. What “craft knowledge” will you need to MENTOR to move their practice forward?*

Learning Outcome #2 Connection: *How will you use this research on key aspects of engagement to support your MENTEE’s instructional work with students?*

Learning Outcome #3 Connection: *How will you make engagement do-able with your new teacher? What are scaffolds of support that you can provide with the design and delivery of this instructional work?*

Learning Outcome #4 Connection: *What are connections you are making to MENTORing conversations? What conversation stances and skills will help you maximize these important discussions?*



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In addition, there is a professional log for the mentors to record their actions and reflections of interactions or “connections” with their mentees.

Benefits for the sites and individual participants:

1. New multi-day professional development curriculum enabling district mentors to provide meaningful support to beginning and novice teachers. Program may meet State and/or local mentoring requirements.
2. District new teachers will have mentors trained to provide constructive feedback about teaching practice focused on improving student learning.
3. Mentors and beginning teachers will learn strategies for improving communication skills, relationship building skills, and teaching skills.

[Contact us](#) for more information on how The Danielson Group can help you implement this program in your district.