WELCOME

MENTORING AS TEACHER LEADERSHIP: CREATING SCHOOL LEARNING CULTURES

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THE MIAMI-DADE COUNTY PUBLIC SCHOOLS
TEACHER CAREER PATHWAY

GROWING OUR OWN

FUTURE EDUCATORS OF AMERICA

HIGH SCHOOL ACADEMIES

RECRUITMENT

Pre-service Ed. Majors Subject Area Experts

M-DCPS New Teacher

TEACHER GROWTH & DEVELOPMENT

INDUCTION

MINT

MINT 2.0

CAREER LATTICE OPPORTUNITIES

TEACHER LEADERSHIP ACADEMY

NEW & EARLY CAREER TEACHER SUPPORT LEADER

PROFESSIONAL LEARNING & GROWTH LEADER

DIGITAL INNOVATION LEADER

INSTRUCTIONAL COACHES

PROFESSIONAL LEARNING SUPPORT TEAMS

DEVELOPING INSTRUCTIONAL MENTORS
MENTORING & COACHING CREDENTIAL CLINICAL SUPERVISION DESIGNATION
OUTCOMES

➢ Discuss Mentor Selection
➢ Explore the Concept of Mentoring a Mentor
➢ Examine Infield Coaching and Leadership Capacity Building
➢ Determine How a School-Based Mentor Leadership Role Encourages a School-Wide Learning Culture
MENTORS WE KNOW

➢ Please take a moment and think of the names of two mentors with whom you work
WHAT QUALITIES INDICATE A GOOD MENTOR?

➢ Think of two qualities that you believe make a good mentor
➢ Now Turn and Talk with your table members
➢ With your table members craft a list of agreed upon qualities to share with the whole group
➢ Whole group shares out to capture agreed upon mentoring qualities
MENTOR SELECTION

How are mentors traditionally chosen?
What is your program’s objective?
MENTOR PROGRAM

➢ Does your selection process align with your program’s objective?
EXPLORE YOUR IDEA OF LEADERSHIP

1. Look at the around the room.
2. Choose one that speaks to you most.
3. Please stand by your selected quote.
4. Discuss briefly with the others why you chose this quote.
5. Selected individuals will share whole group.
MENTORS AS TEACHER LEADERS

Let’s collaboratively discuss the main focus of mentors in their role as teacher leaders.
1. A colleague observing one’s practice provides valuable insight into your use of stance and strategy.
2. Educational professionals benefit from job-embedded feedback.
3. Sharing professional reflections with someone helps solidify next steps.
4. Using a colleague as a sounding board often allows for self-discovery of best practices solutions.
THE INFIELD COACHING CYCLE IS:

➢ Peer-to-Peer
➢ Collaborative
➢ Non-Evaluative
➢ Designed to Provide Job-Embedded Data
➢ Facilitates Leadership Development
COMPONENTS OF AN IN-FIELD COACHING CYCLE

1. Pre-Observation Conversation
2. Classroom Observation
3. Post-Observation Conversation
PRE-CONFERENCE

➢ Setting Expectations
  ○ Revisit work that has been done
  ○ Discuss areas of strength
  ○ Determine areas of desired growth
  ○ Agree upon a focus for data collection
OBSERVATION

➢ Capturing real-time, objective data
  ○ What does mentoring of mentors look like?
  ○ What does mentoring of mentors sound like?
POST-OBSERVATION CONFERENCE

➢ A Snapshot of a Mentor’s Practice
  ○ Revisiting the focus of observation for debrief framing
  ○ Digesting data
  ○ Probing questions
  ○ Determining shift in practice (for teacher and mentor)
  ○ Determining areas of growth
IN-FIELD COACHING VIDEO

➢ Watch the video.
➢ Note evidence of how the Lead Mentor’s support helps to:
  ○ Improve the mentor’s practice
  ○ Impact the beginning teacher’s classroom instruction to improve student learning
SITE-BASED MENTOR LEADERSHIP ROLES CAN CREATE SHIFTS IN A SCHOOL CULTURE

➢ Infuses a Collaborative Culture
➢ Sets Tone of a Learner Agency Culture
➢ Promotes Growth Mindset
➢ Recognizes Personal Professional Growth
➢ Values In-House Progress
HAVING THE DESIRED IMPACT

1. Everyone choose a partner and stand facing each other. You must get out of their seats.

2. Study your partner because they will be making some changes.

3. Turn your back to your partner and make 3 changes to your physical appearance (switch watch from one wrist to another, untie shoelace, remove glasses, etc.)
Mentor Action Plan

➢ Think back to the two mentor names you referenced at the beginning of today’s session.
➢ Do these two people possess the qualities that fit with the objective you determined?
➢ If so, how will you build on this successful selection?
➢ If not, how will you begin to make the shift towards meeting your objective?
How can contextualizing mentors as teacher leaders positively impact student learning in your context?
Thank You
for attending
Mentors as Teacher Leaders:
Impacting Students Outside Your Own Classroom

PLEASE COMPLETE THE EVALUATION FOR THIS COURSE!

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