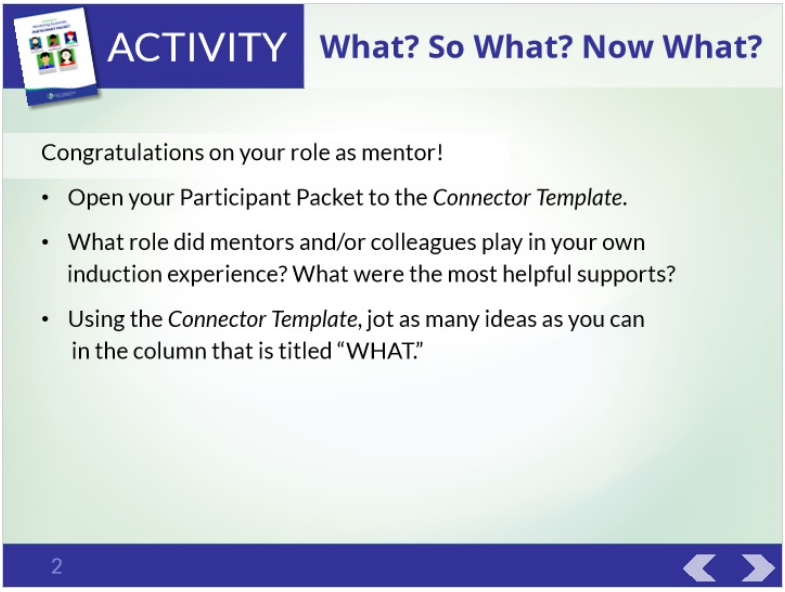
Introduction to Mentoring Essentials

Part 1 - Getting Started

Introduction to Mentoring Essentials

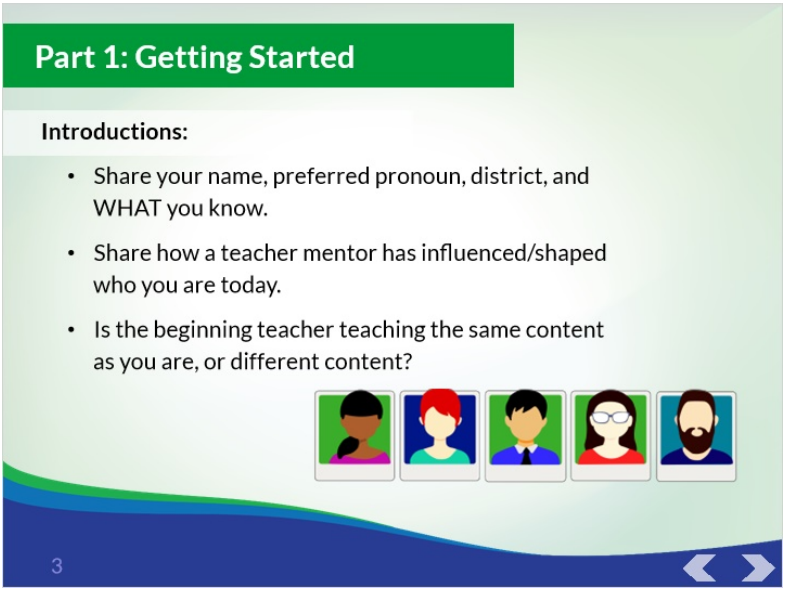
Notes:

Connector Activity



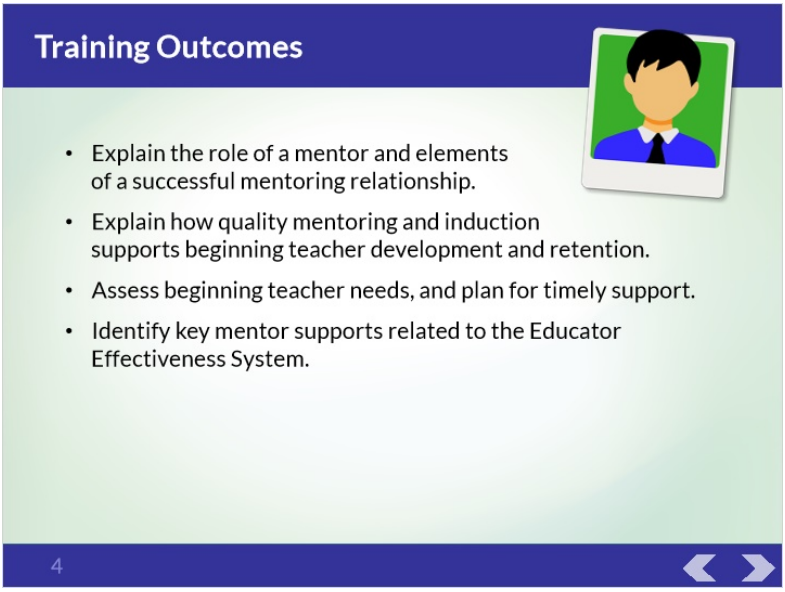
Notes:

Part 1 - Getting Started



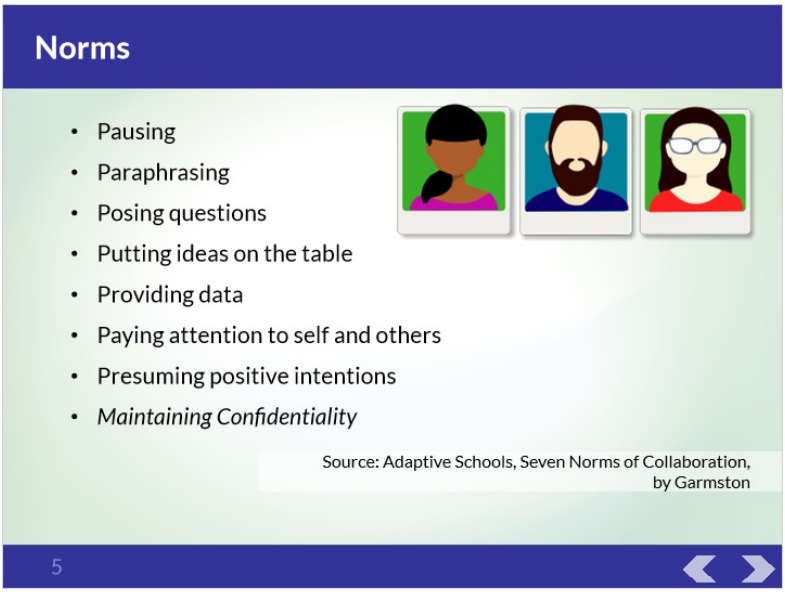
Notes:

Training Outcomes



Notes:

Norms


Norms
Pausing
Paraphrasing
Posing questions
Putting ideas on the table
Providing data
Paying attention to self and others
Presuming positive intentions
Maintaining Confidentiality
Source: Adaptive Schools, Seven Norms of Collaboration, by Garmston
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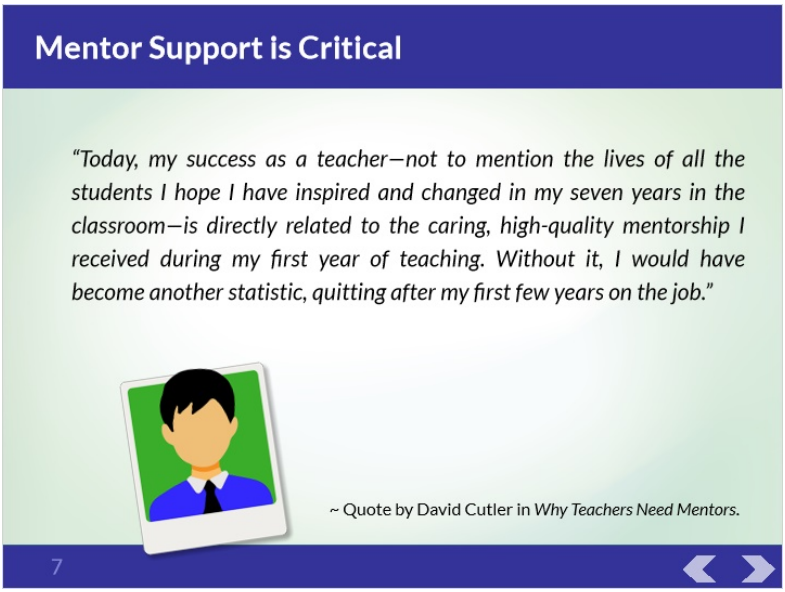
Notes:

Video (1st Yr Teacher)

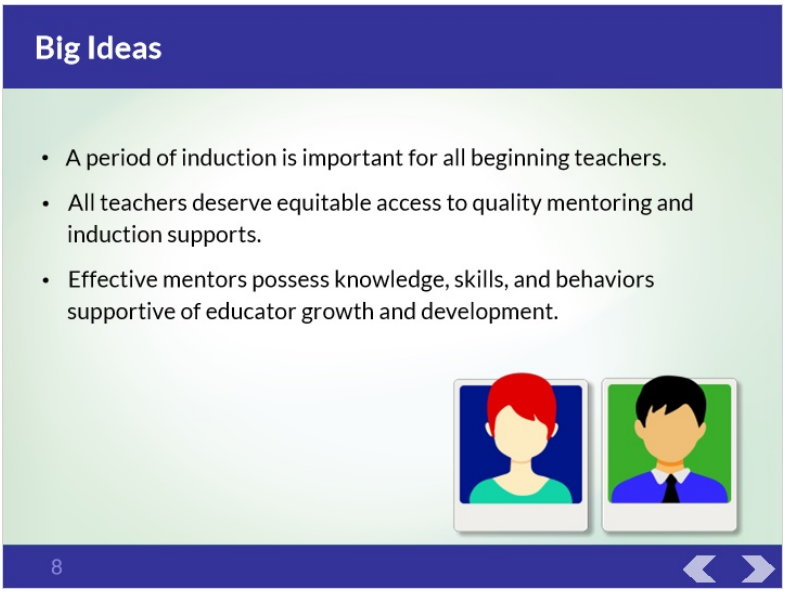
Notes:

Mentor Support is Critical



Notes:

Big Ideas

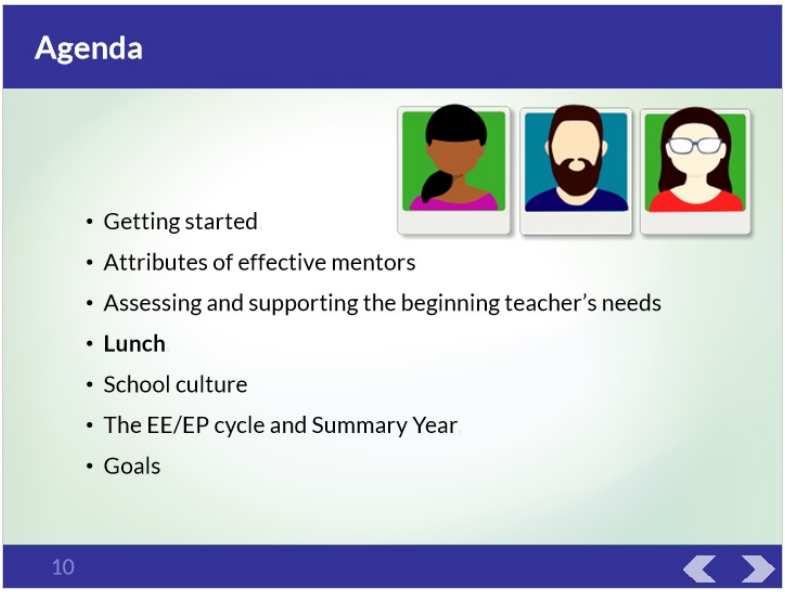


Notes:

Big Ideas, continued

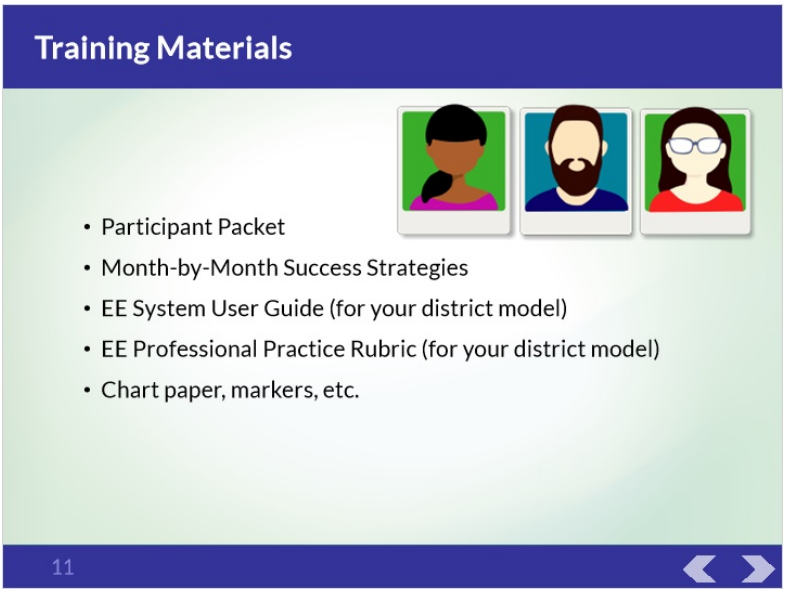
Notes:

Agenda



Notes:

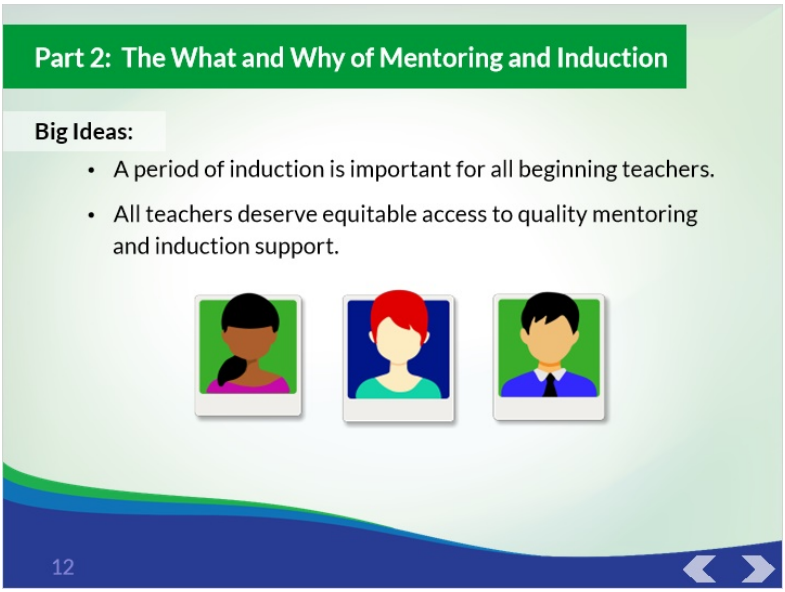
Training Materials



Notes:

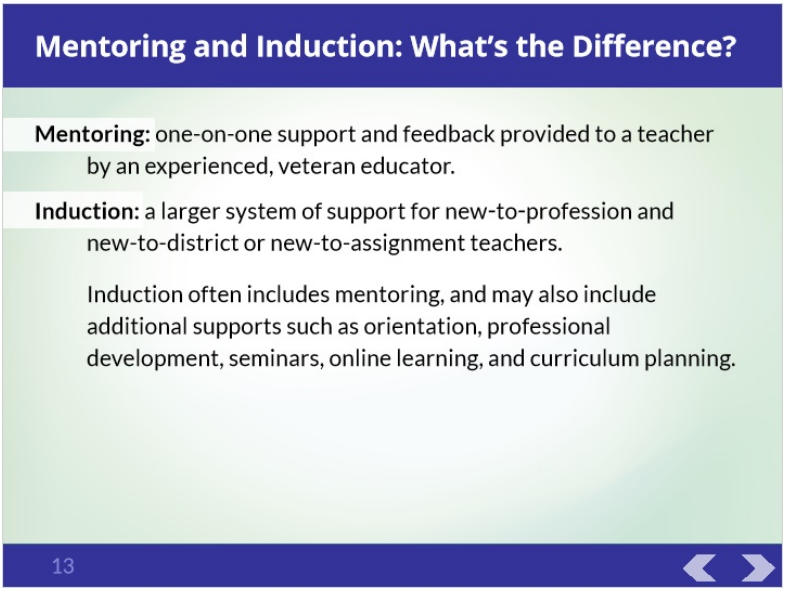
Part 2 - The What & Why

Big Ideas



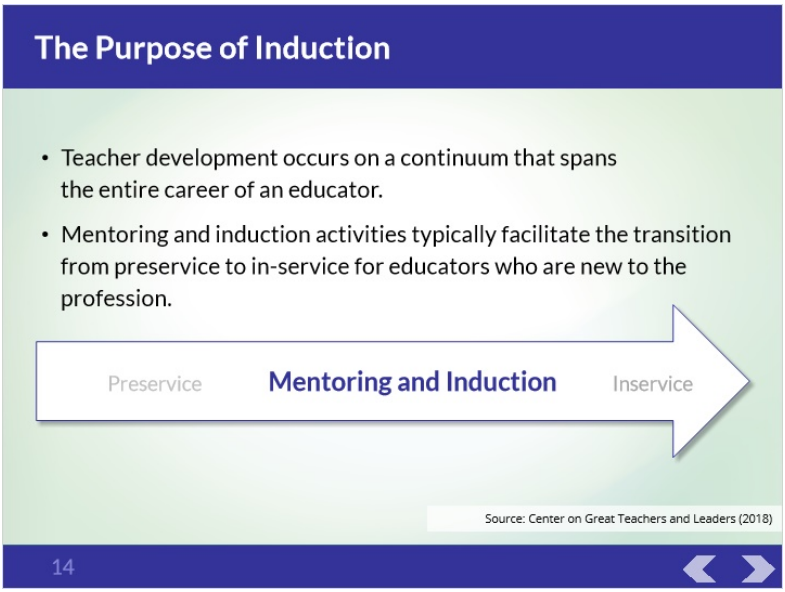
Notes:

What's the Difference?



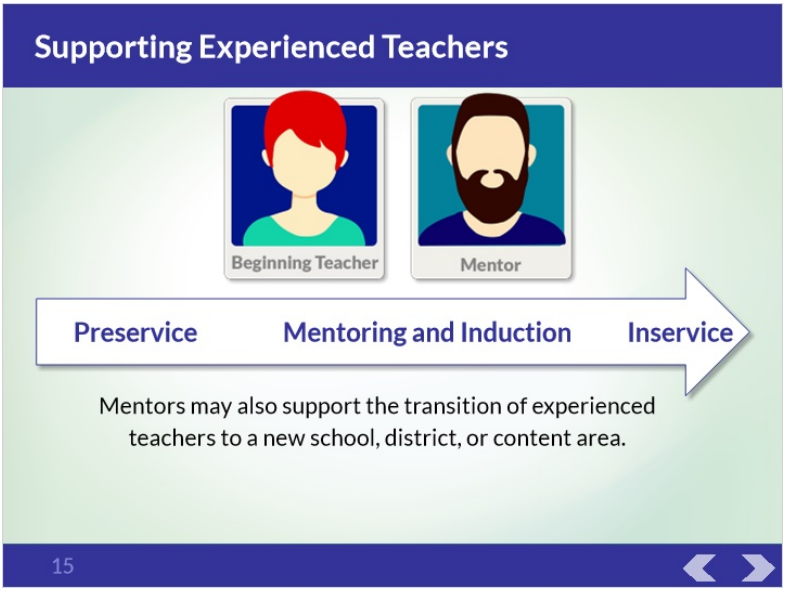
Notes:

The Purpose of Induction



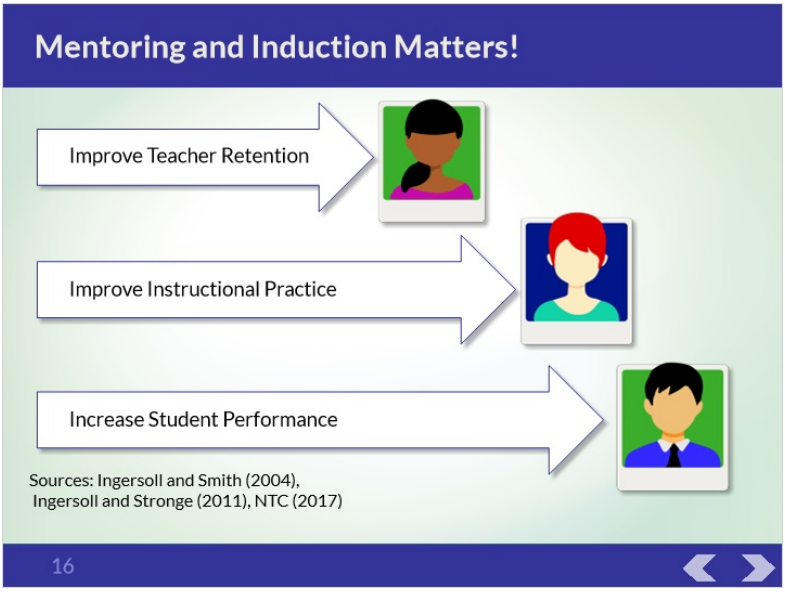
Notes:

Supporting Experienced Teachers



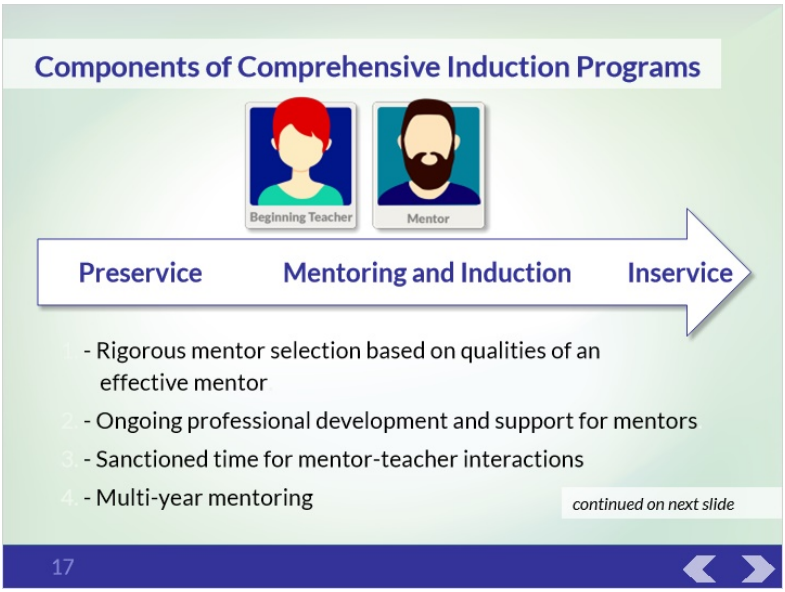
Notes:

Mentoring/Induction Matters



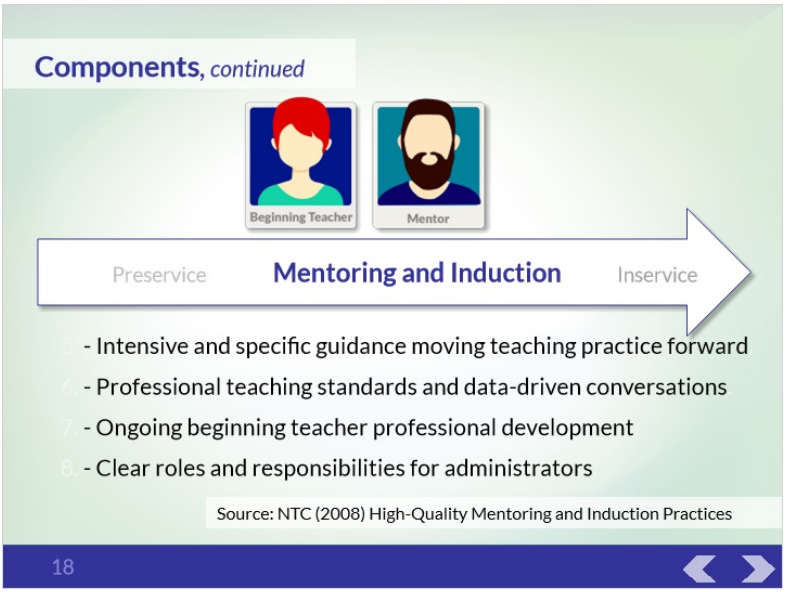
Notes:

Comprehensive Induction (1)



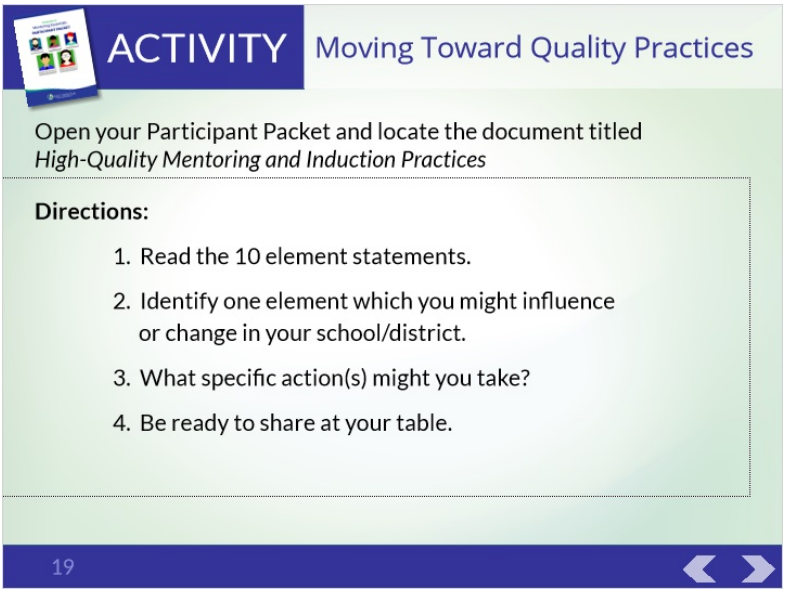
Notes:

Comprehensive Induction (2)



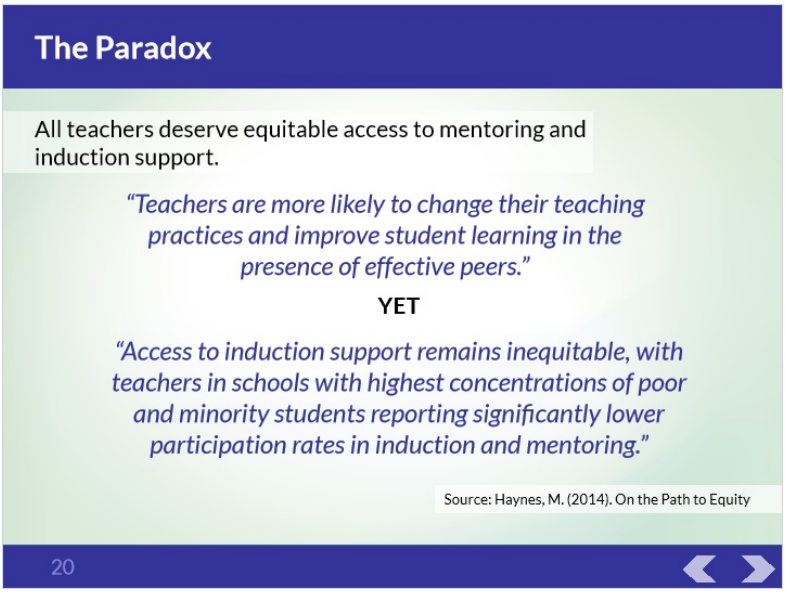
Notes:

Moving Toward Quality Practices



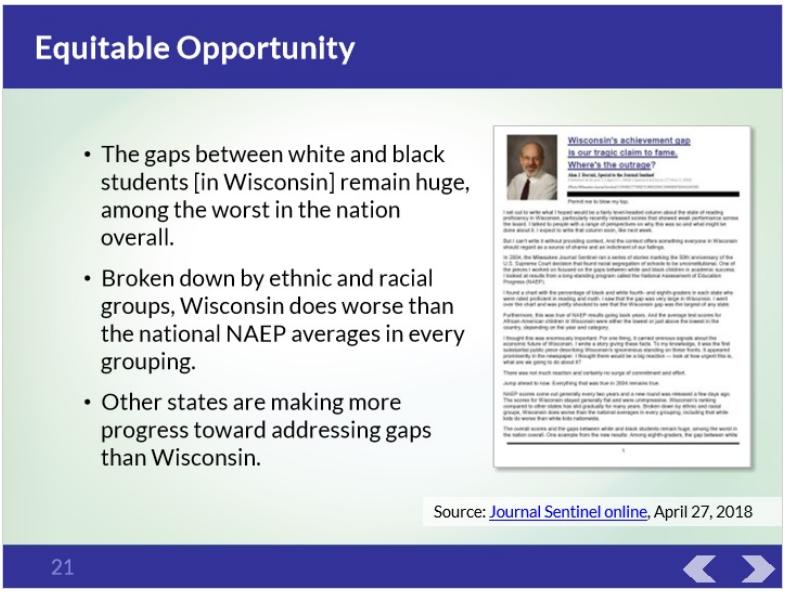
Notes:

The Paradox



Notes:

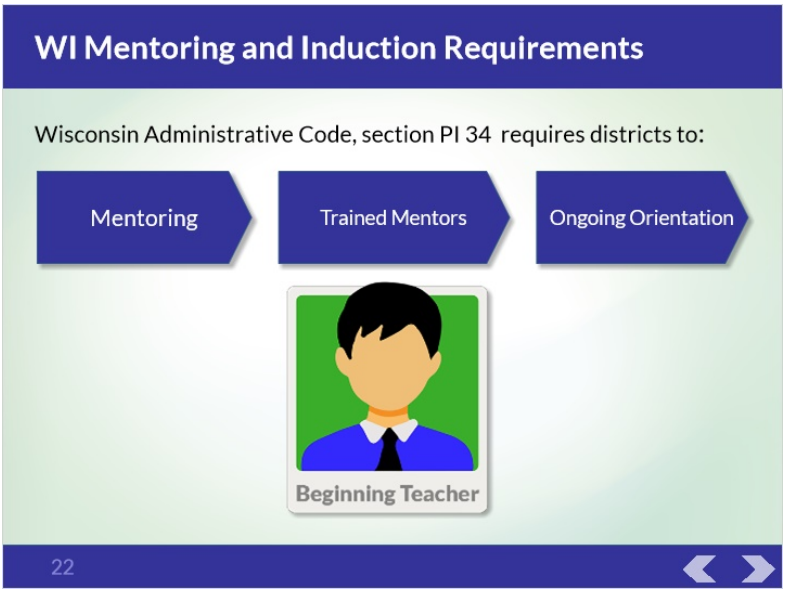
Equitable Opportunity



https://dpi.wi.gov/educator-development-support/support-development/teacher-mentoring-induction

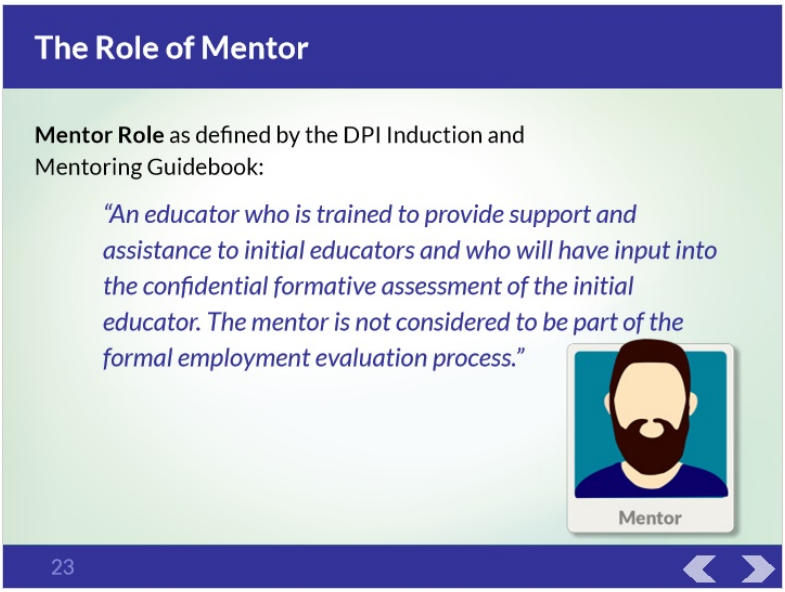
Notes:

WI Mentoring and Induction Requirements



Notes:

The Role of Mentor

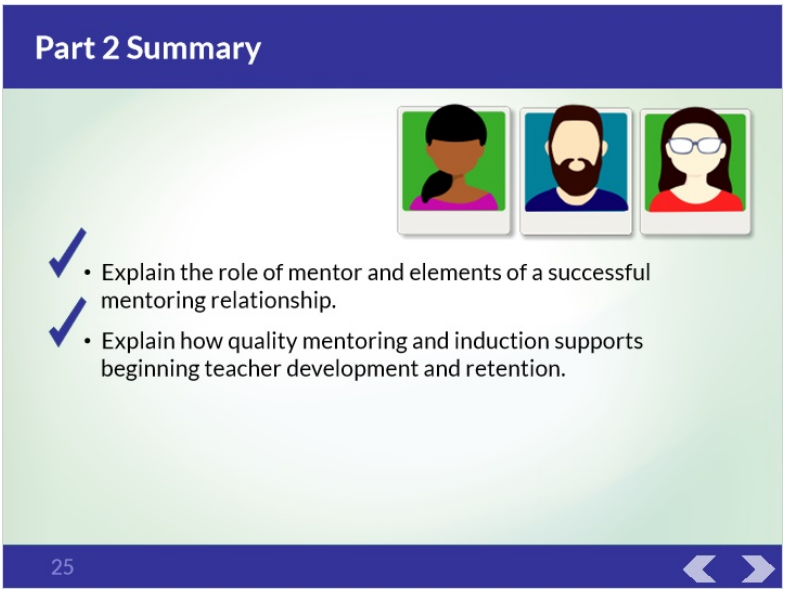


Notes:

Revisit Connector

Notes:

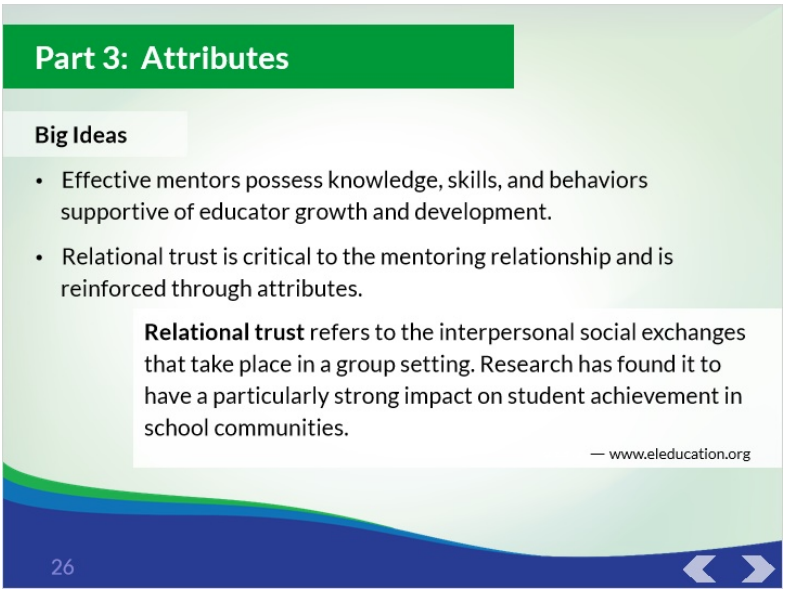
Part 2 Summary



Notes:

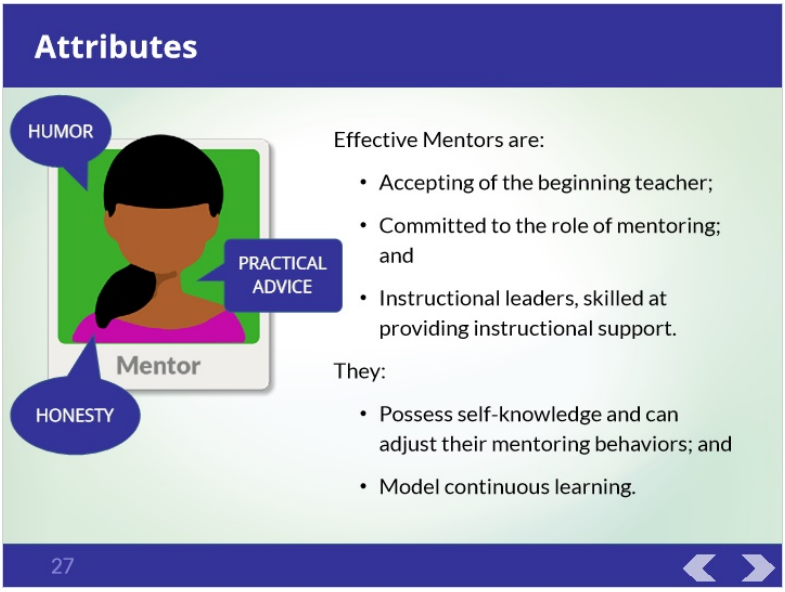
Part 3 - Attributes

Big Ideas



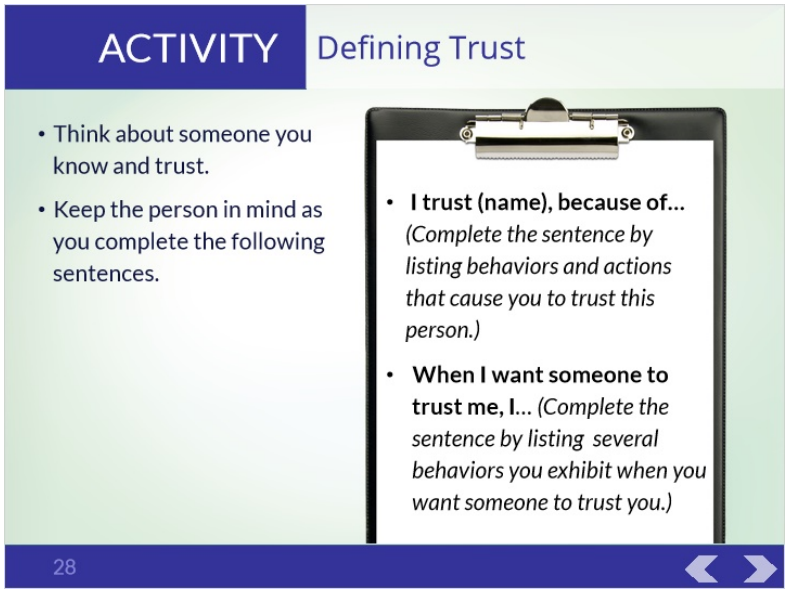
Notes:

Attributes



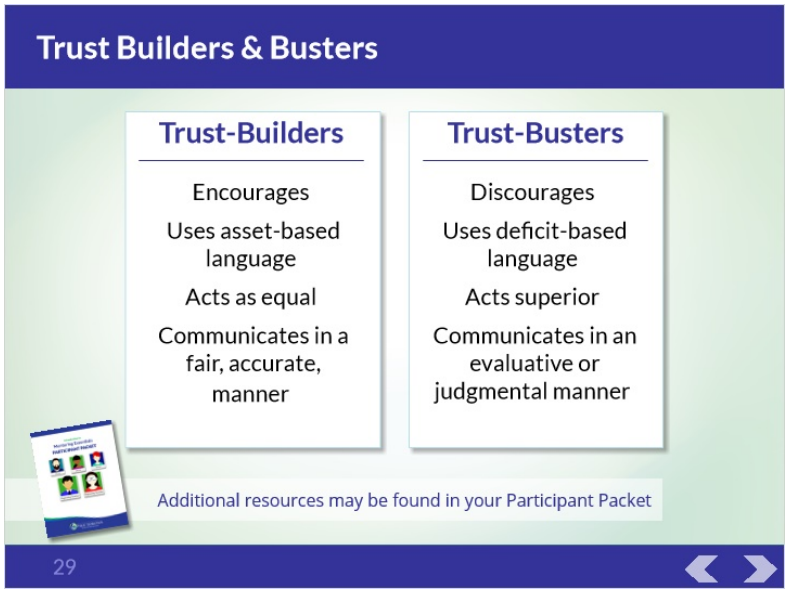
Notes:

Activity (Defining Trust)



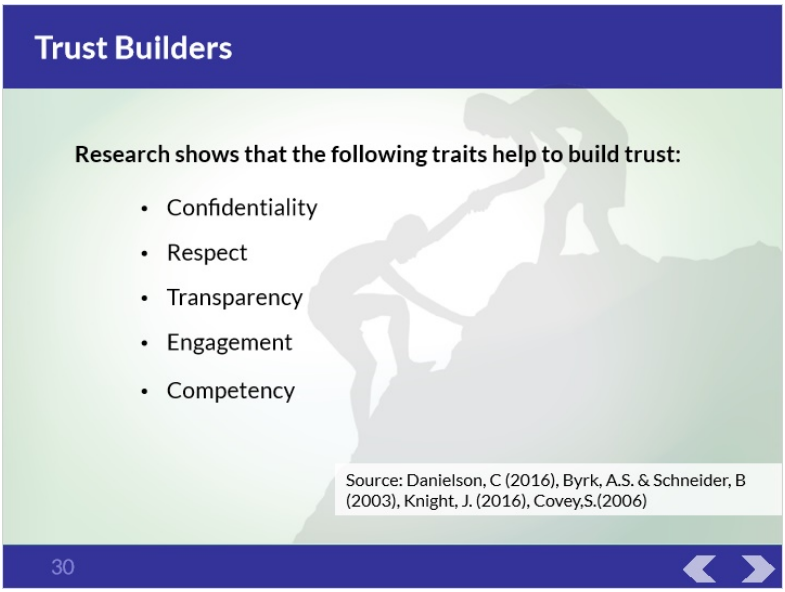
Notes:

Trust Builders/Busters



Notes:

Trust Builders

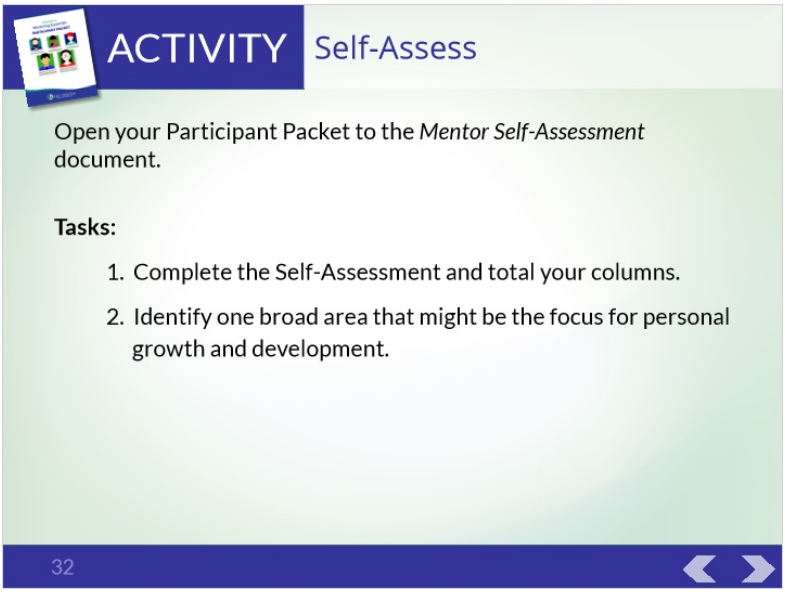


Notes:

Quote (Importance of Trust)

Notes:

Activity (Self-Assess)

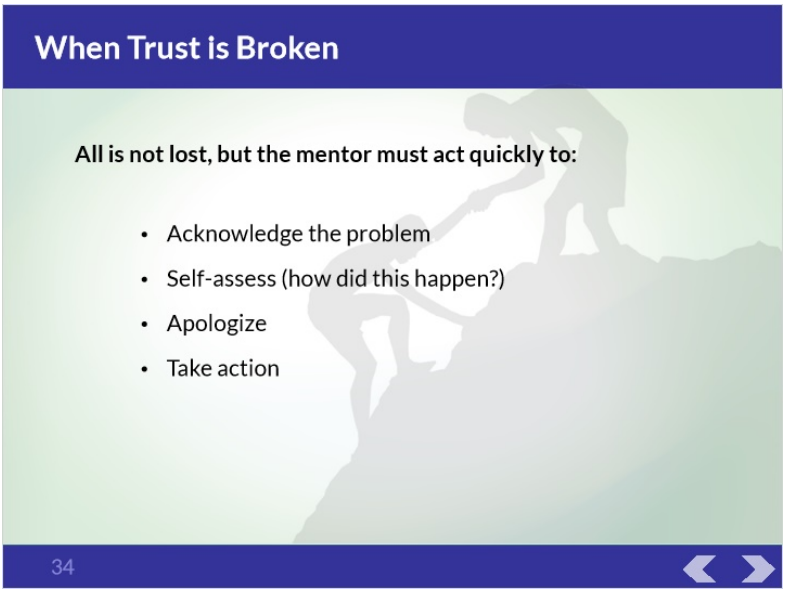


Notes:

Metaphor Construction

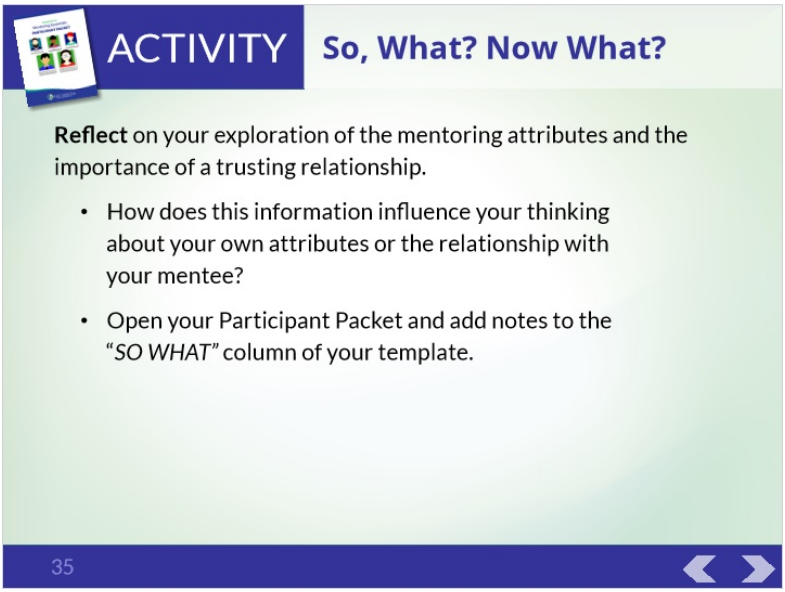
Notes:

When Trust is Broken



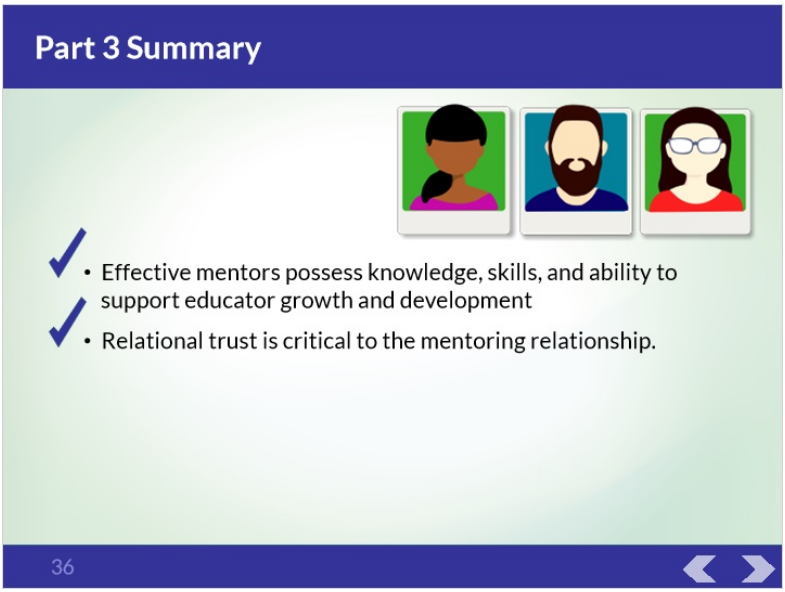
Notes:

Activity (Connector)



Notes:

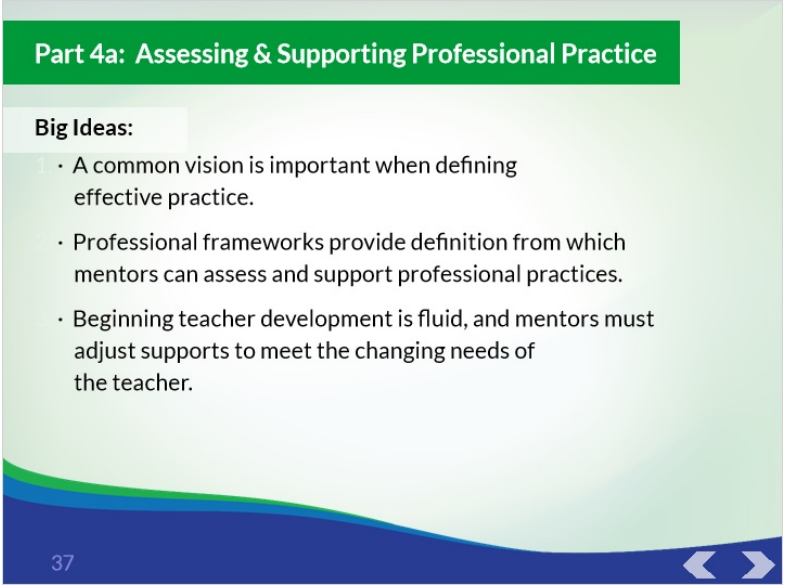
Part 3 Summary



Notes:

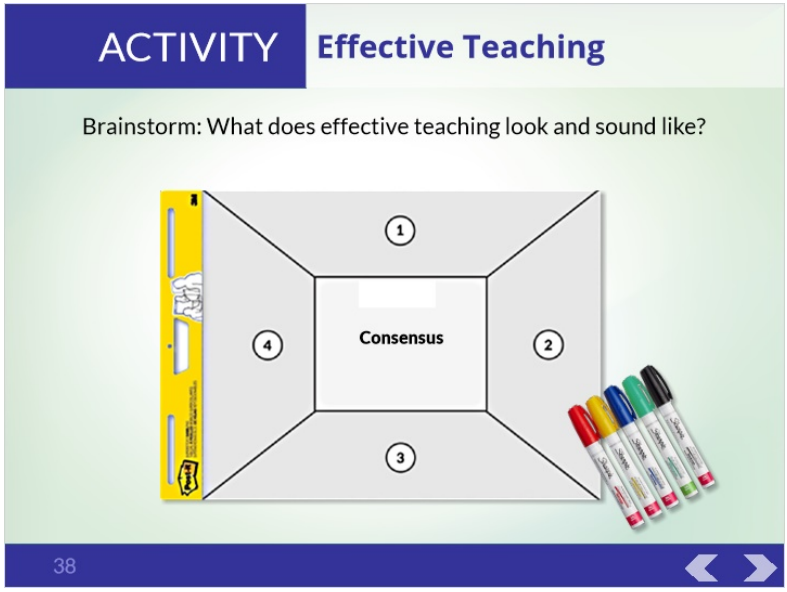
Part 4 - Assessing/Supporting

Big Ideas



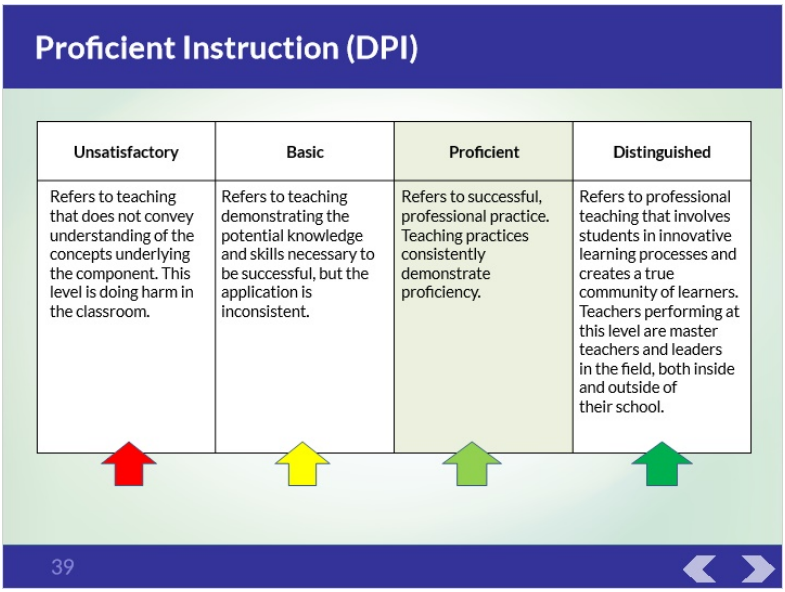
Notes:

Effective Teaching Placemat



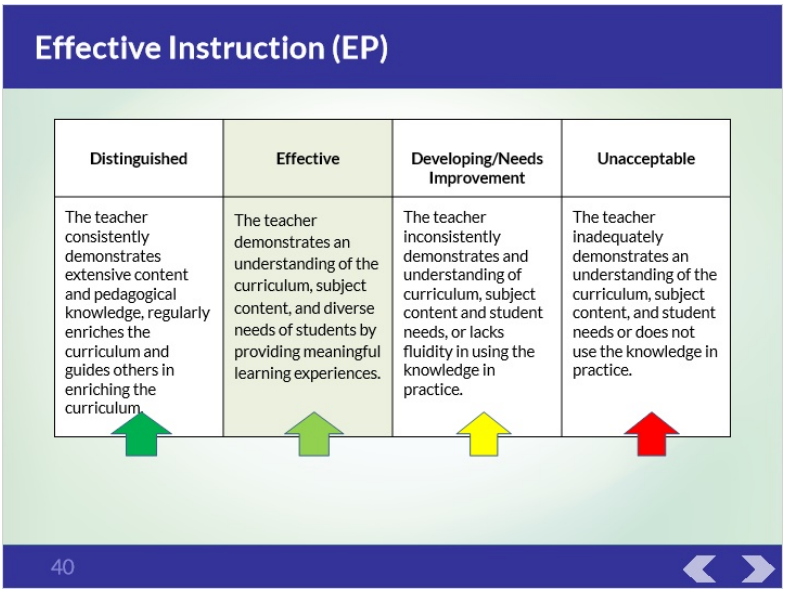
Notes:

Proficient Instruction (DPI)



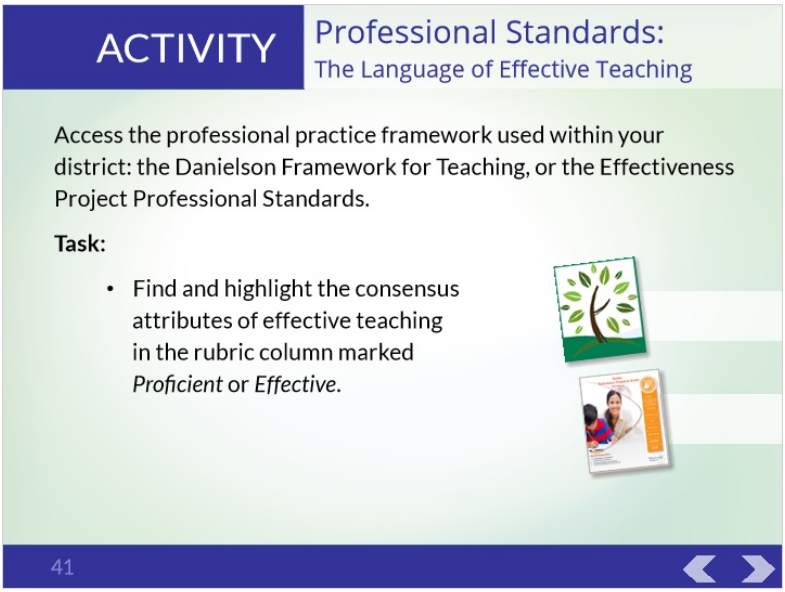
Notes:

Effective Instruction (EP)



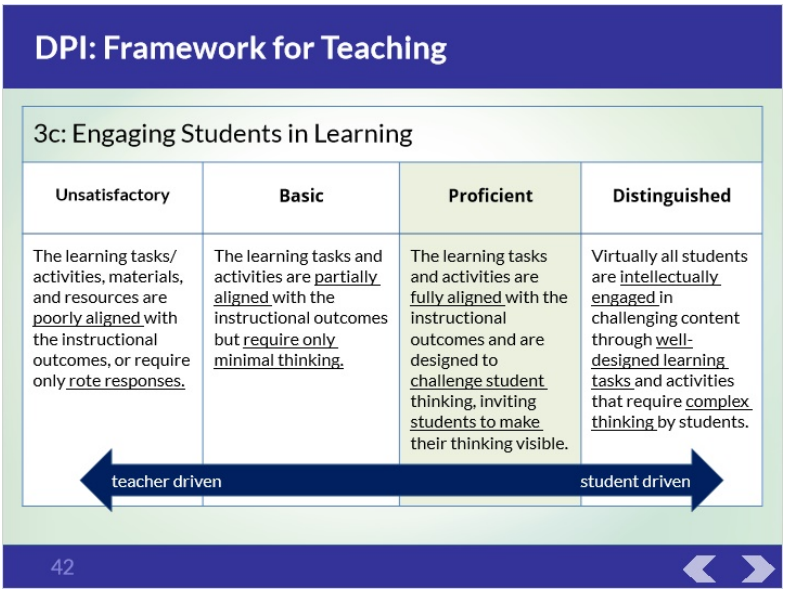
Notes:

Activity-Professional Standards



Notes:

DPI: Framework for Teaching



DPI: Framework for Teaching

3c: Engaging Students in Learning

Unsatisfactory	Basic	Proficient	Distinguished
The learning tasks/ activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking.	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students.

teacher driven ⟷ student driven

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Notes:

Effectiveness Project (EP) Standards

Effectiveness Project (EP)

Distinguished	Effective	Developing/Needs Improvement	Unacceptable
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum and guides others in enriching the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.	The teacher inconsistently demonstrates an understanding of curriculum, subject content and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates an understanding of the curriculum, subject content, and student needs or does not use the knowledge in practice.

student driven ← → teacher driven

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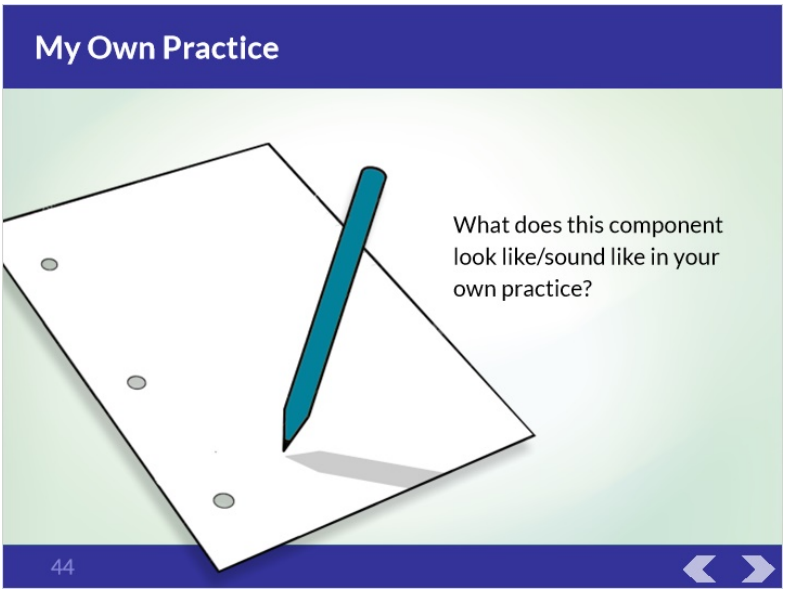
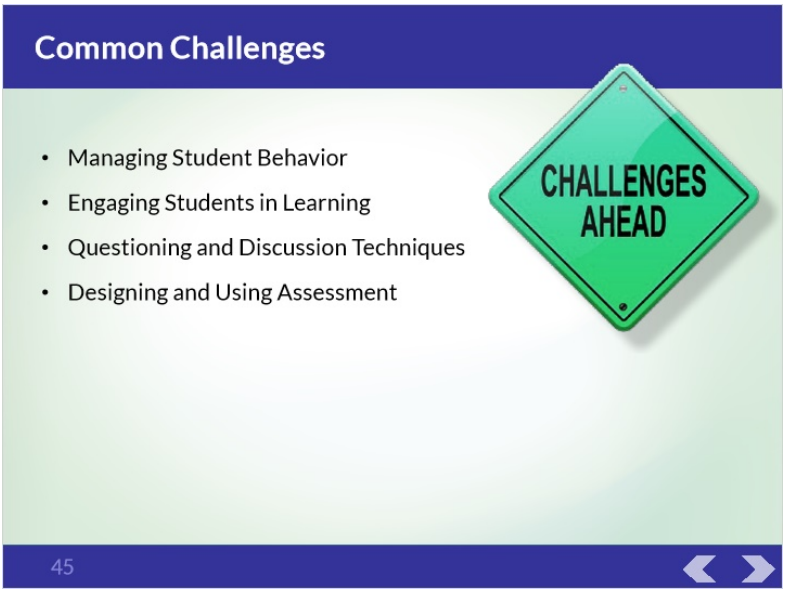
Notes:

My Own Practice



Notes:

Common Challenges



Notes:

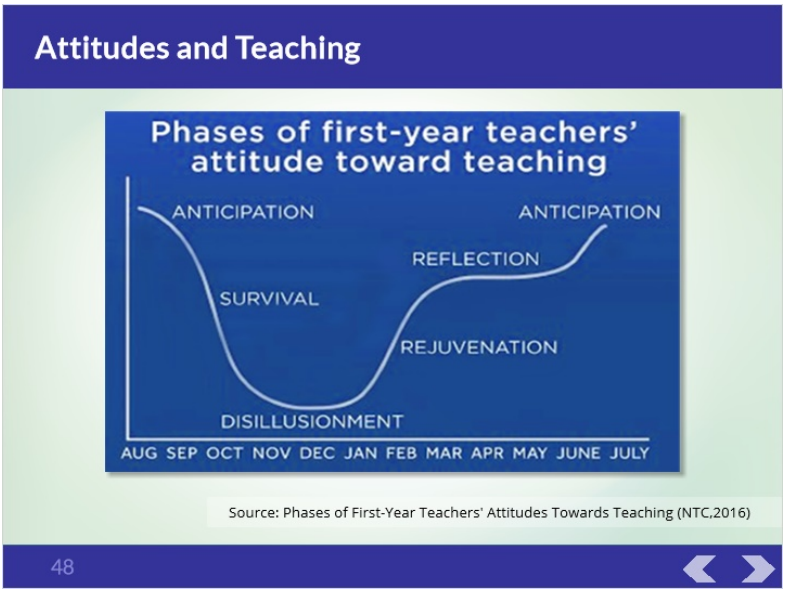
Quote/Suggested Lunch Break

Notes:

VIDEO: Myth of Super Teacher

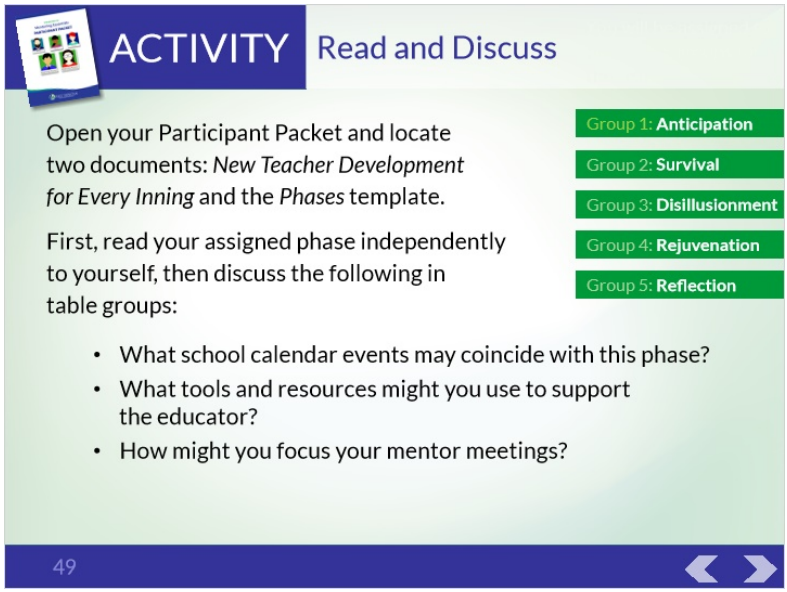
Notes:

Attitudes and Teaching



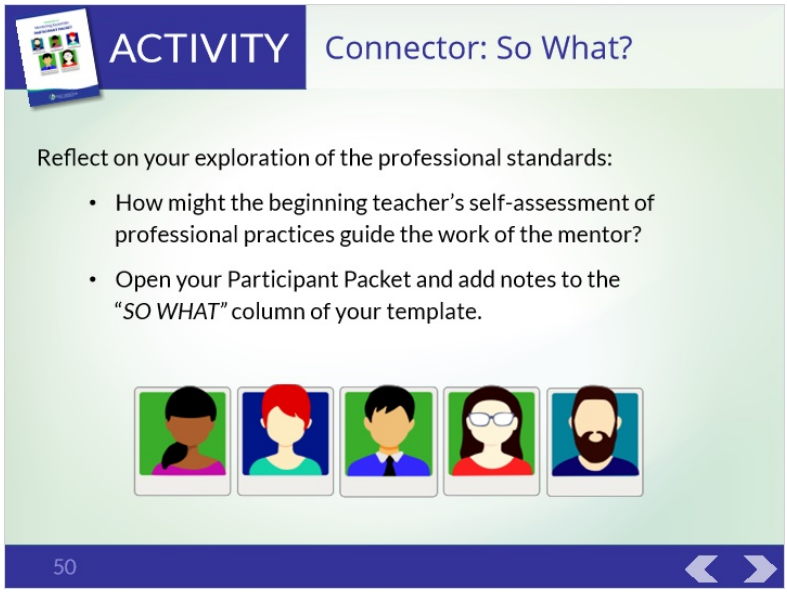
Notes:

ACTIVITY: Phases



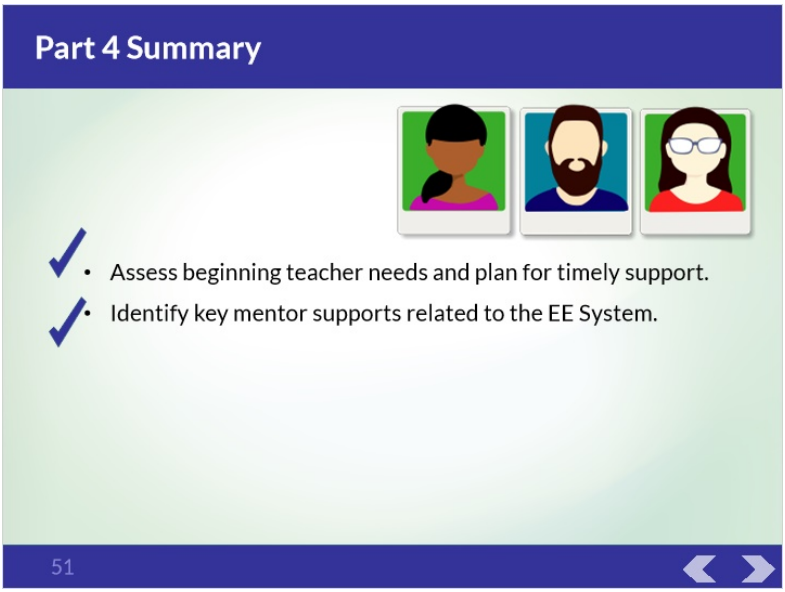
Notes:

Connector: So, What



Notes:

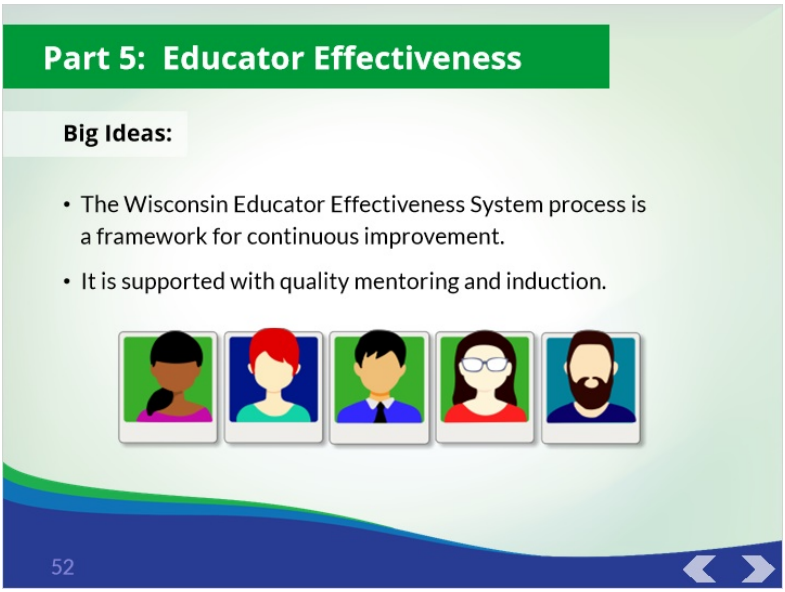
Part 4 Summary



Notes:

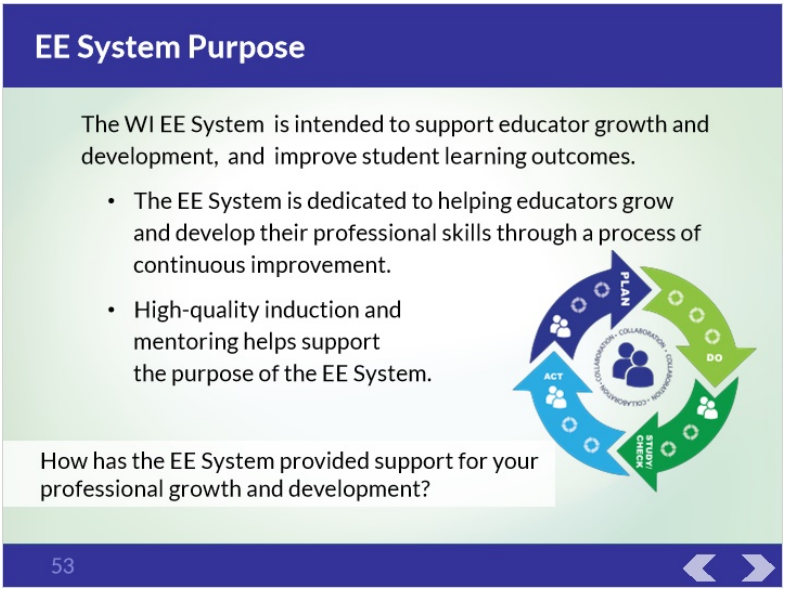
Part 5 - Educator Effectiveness

Part 5_Big Ideas



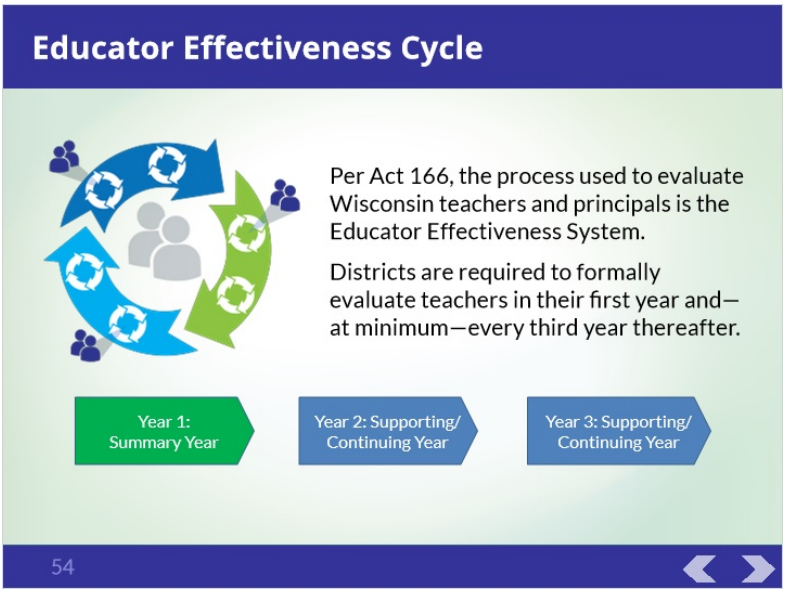
Notes:

System Purpose



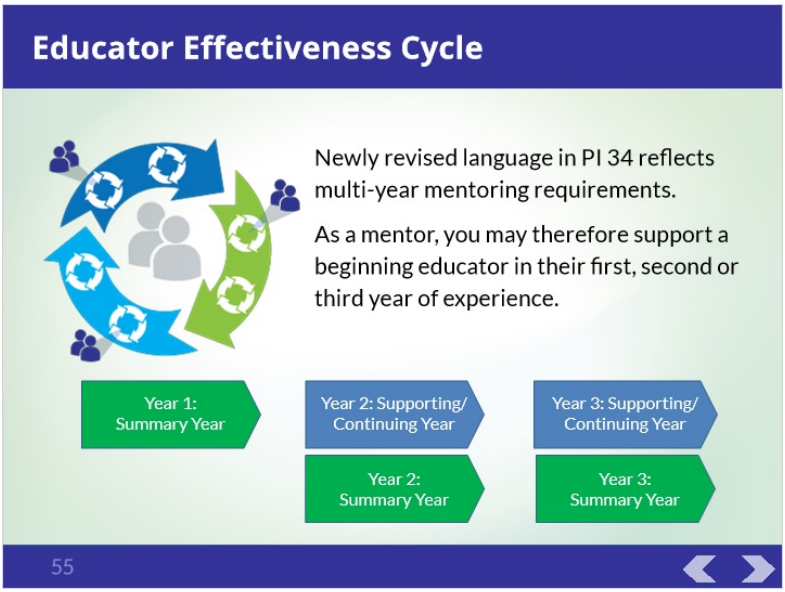
Notes:

EE Cycle (1)



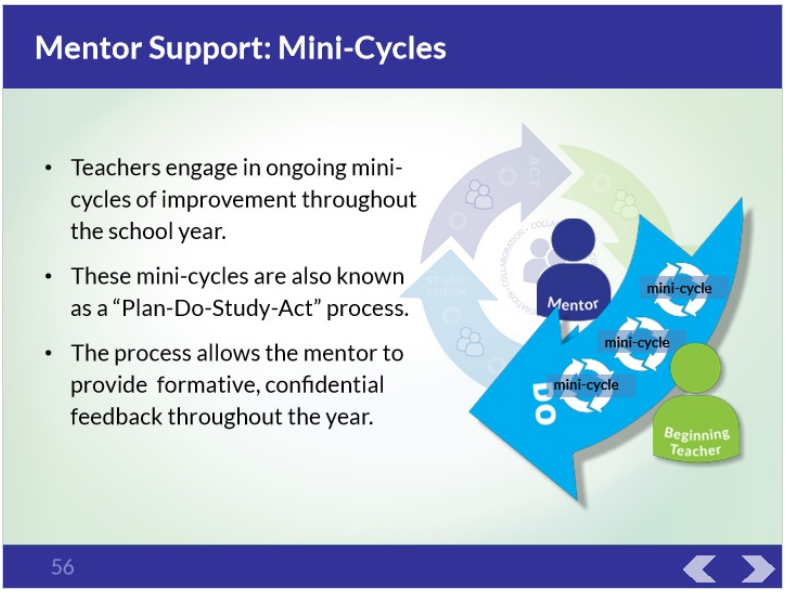
Notes:

EE Cycle (2)



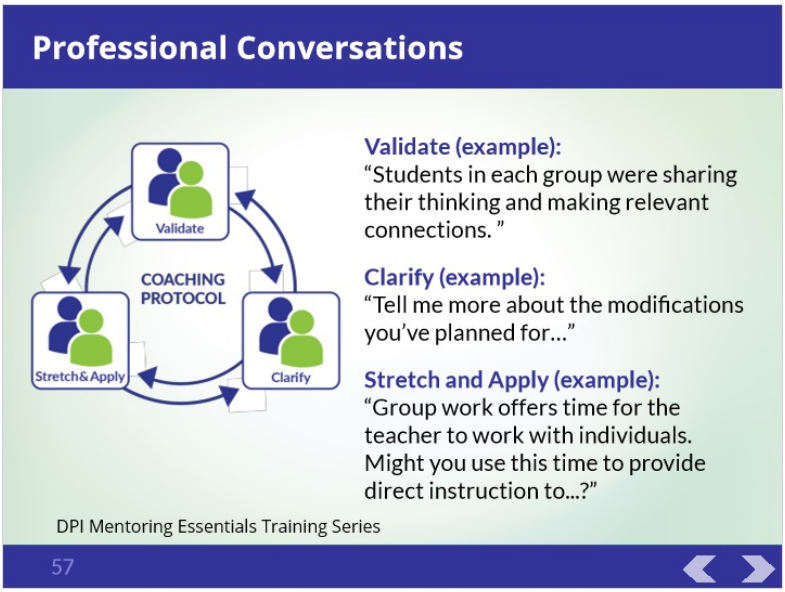
Notes:

Mentor Support



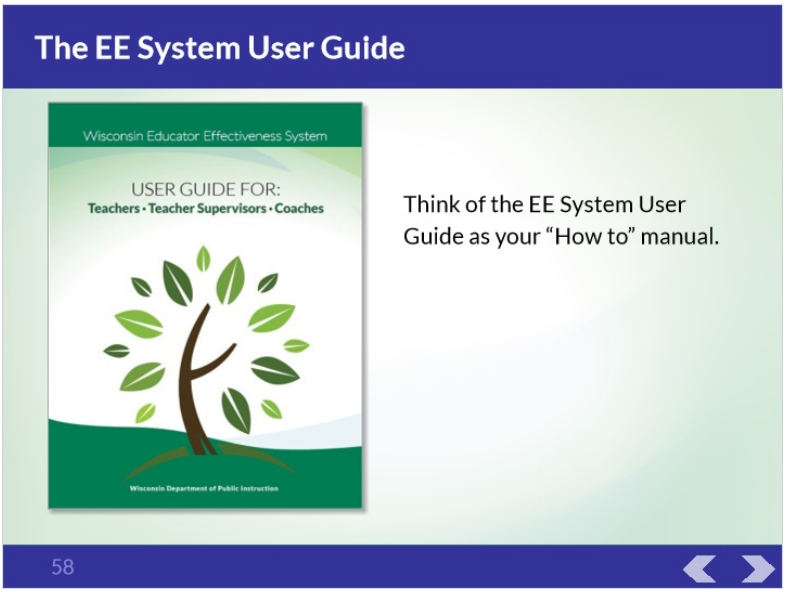
Notes:

Professional Conversations



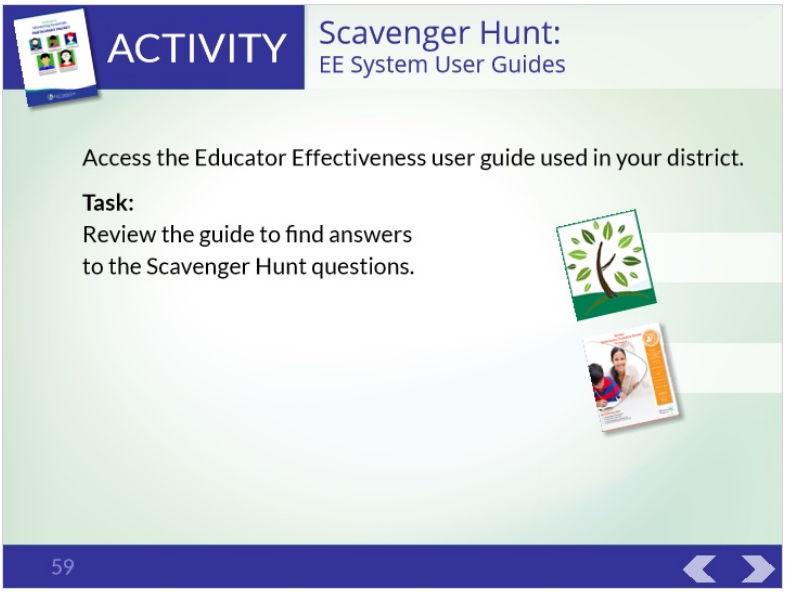
Notes:

Mentor Support



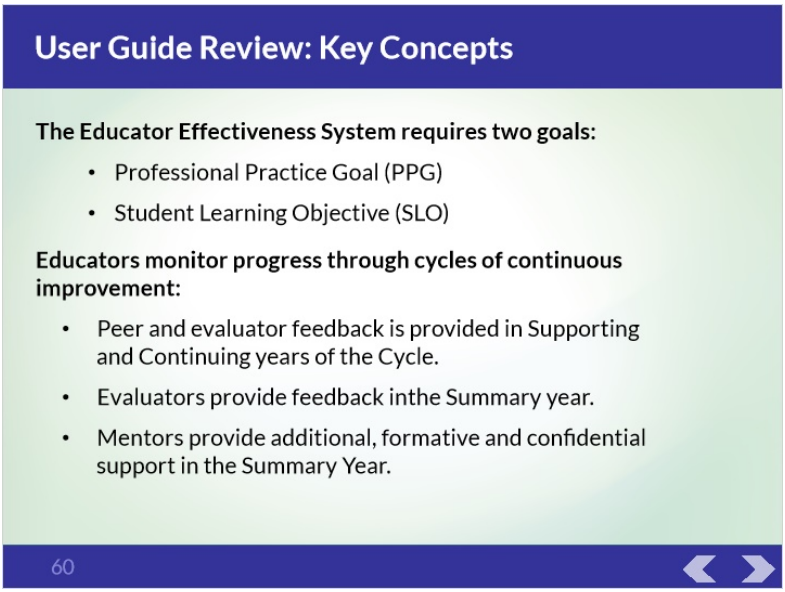
Notes:

Scavenger Hunt



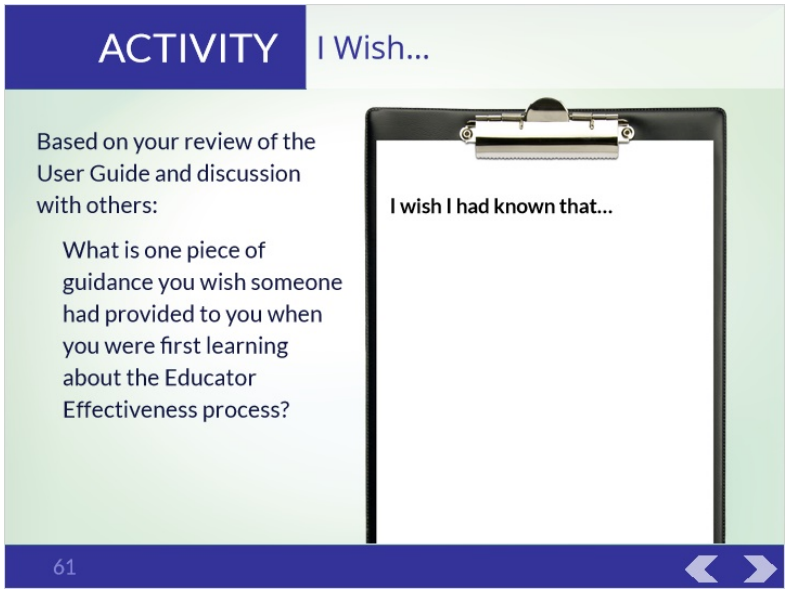
Notes:

User Guide Key Concepts



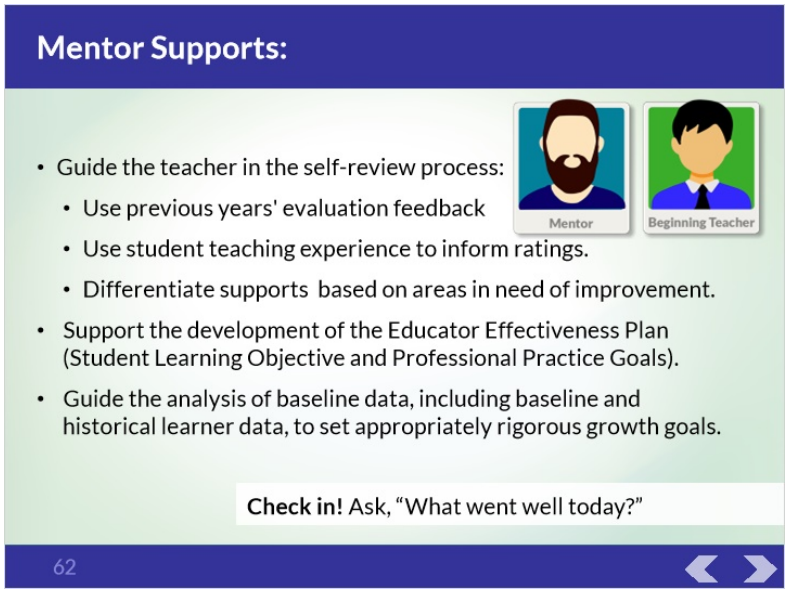
Notes:

ACTIVITY: I Wish



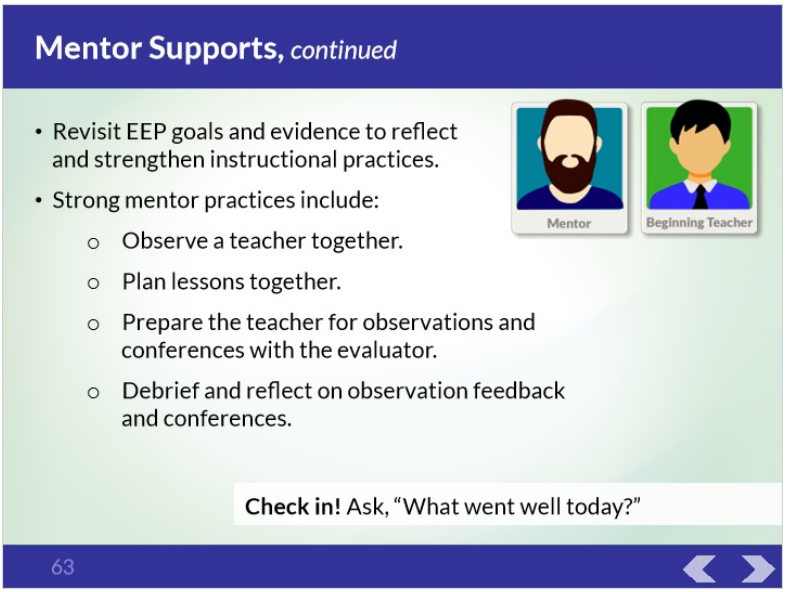
Notes:

Mentor Supports (1)



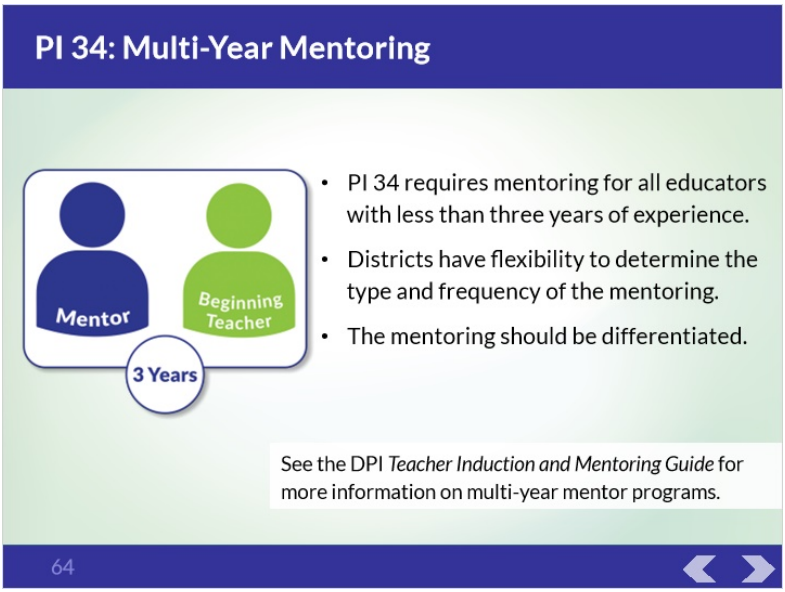
Notes:

Mentor Supports (2)



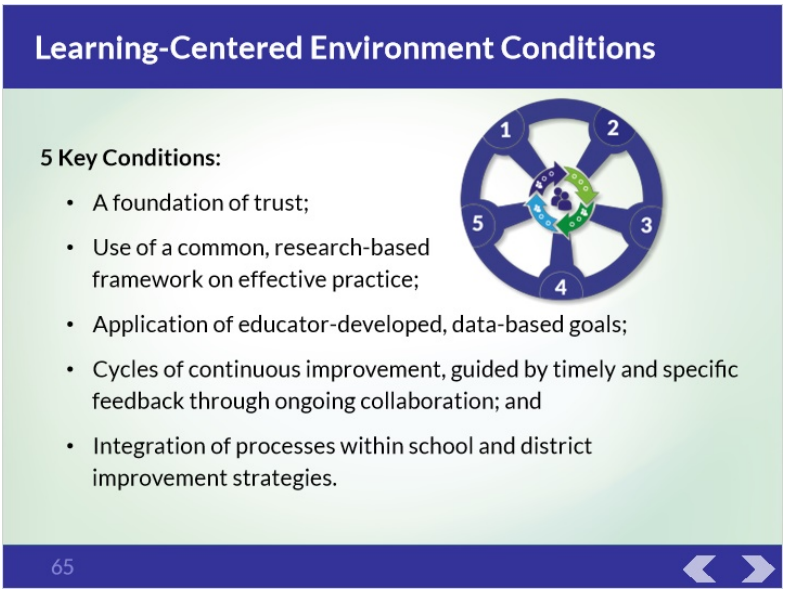
Notes:

Multi-Year Mentoring



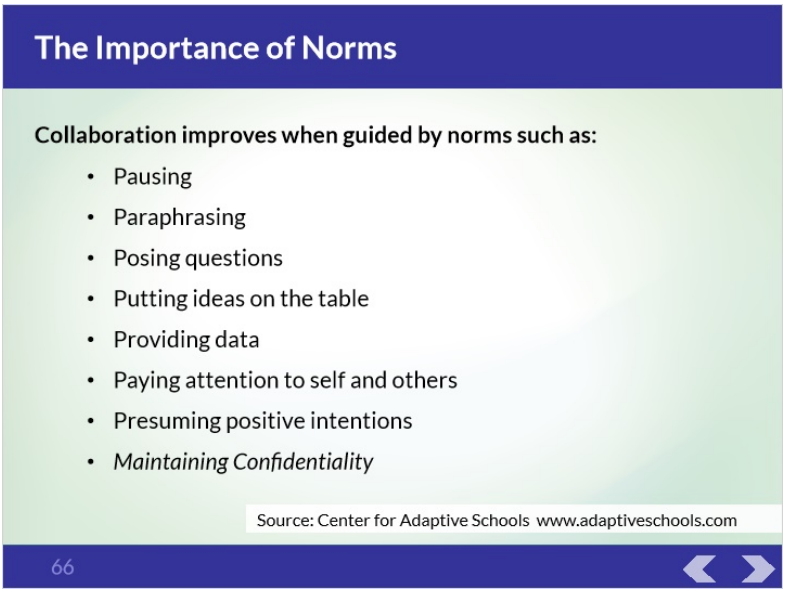
Notes:

Learning-Centered Environment Conditions



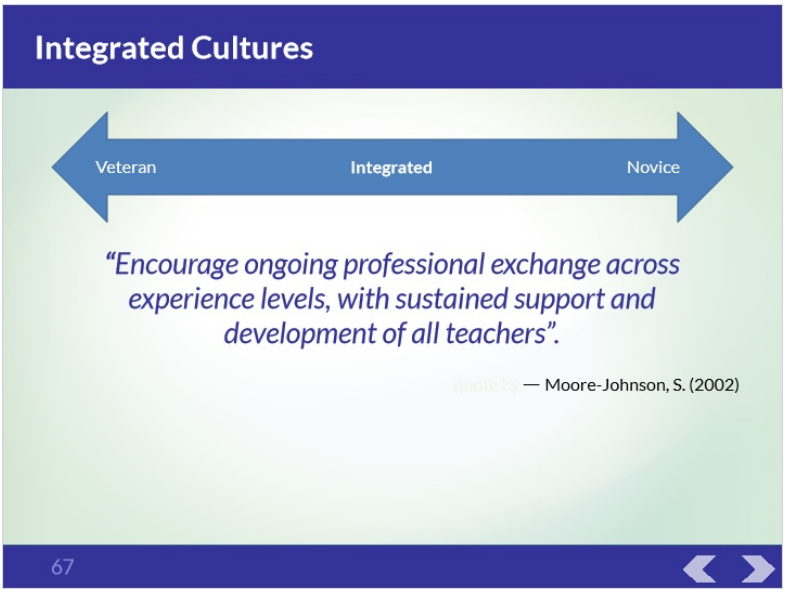
Notes:

Importance of Norms



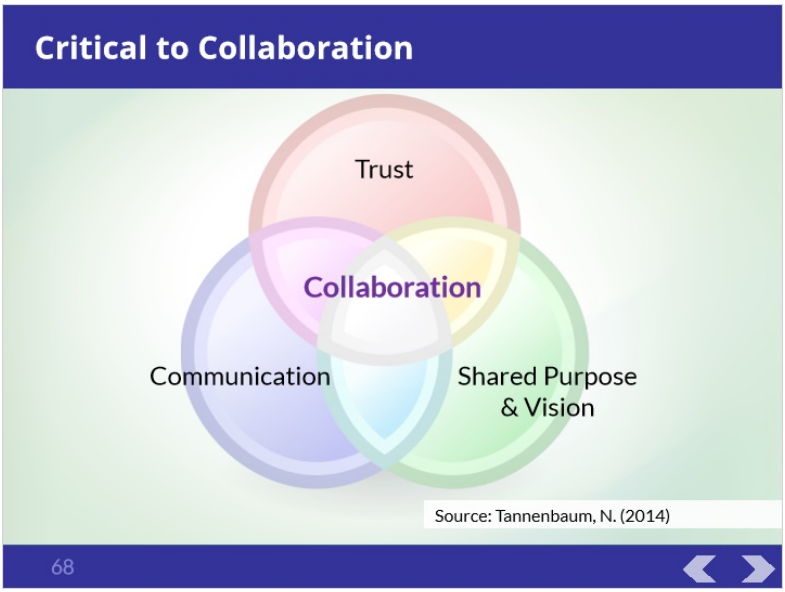
Notes:

Integrated Cultures



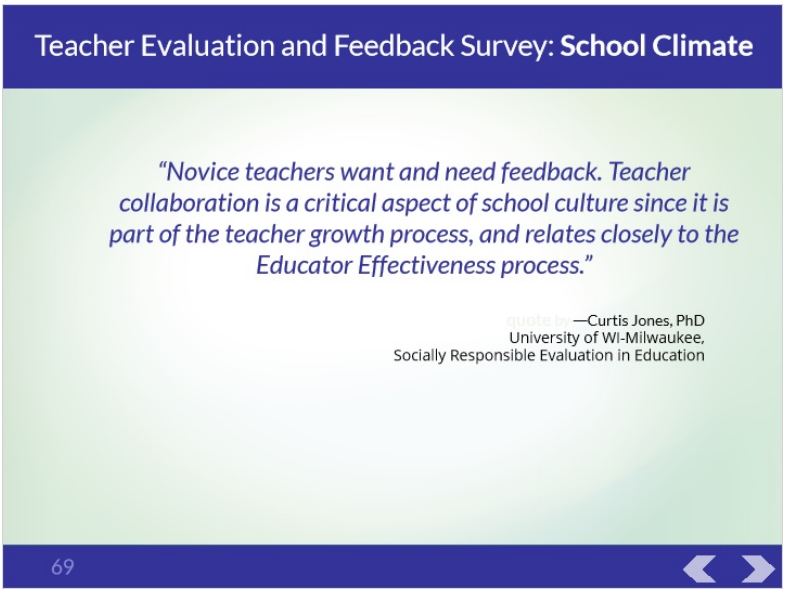
Notes:

Critical to Collaboration



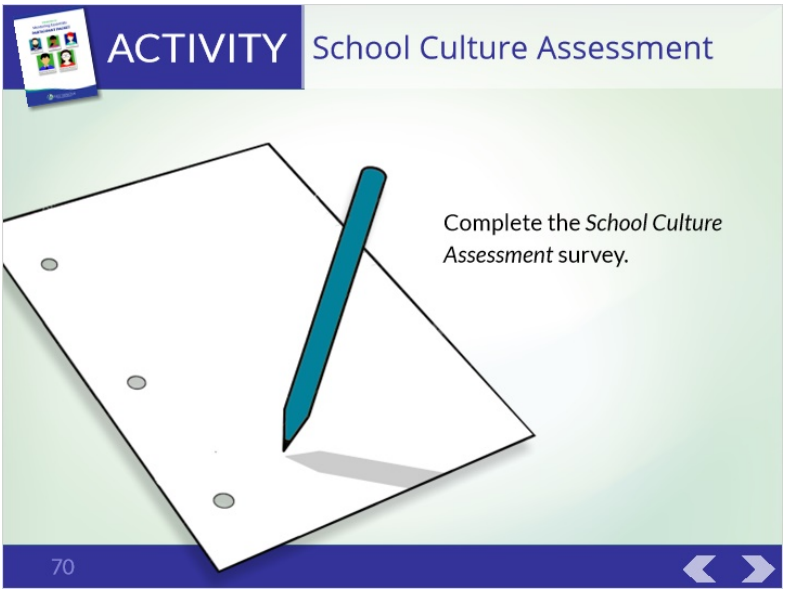
Notes:

Survey: School Climate



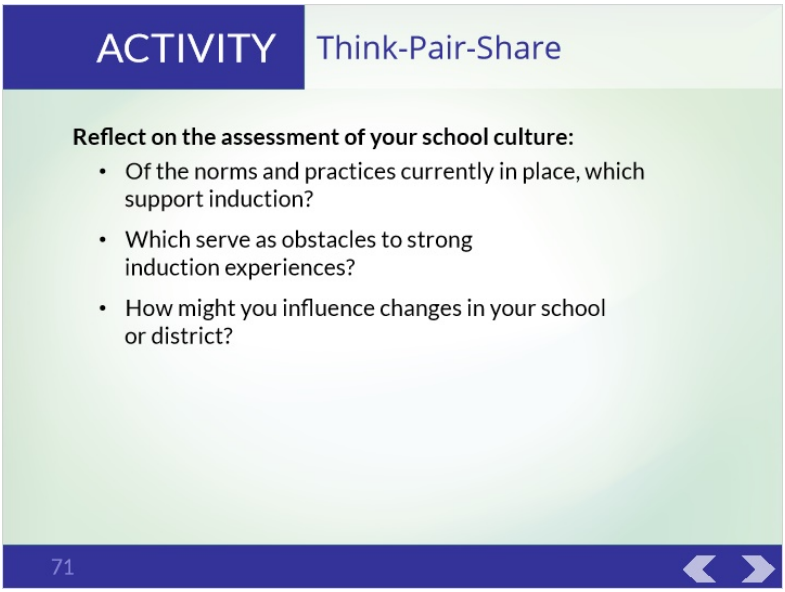
Notes:

ACTIVITY: School Culture



Notes:

ACTIVITY: Think-Pair-Share



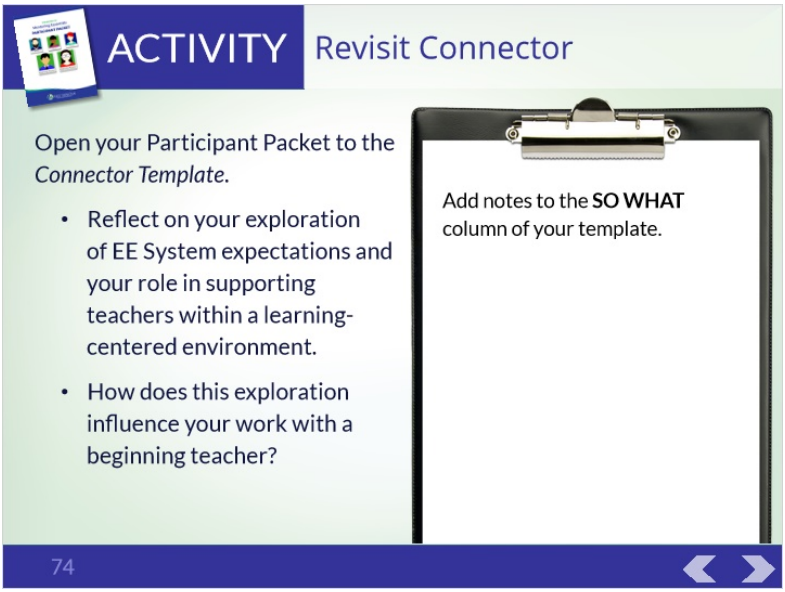
Notes:

5.21 72_Supportive School Culture

VIDEO: Addressing Culture

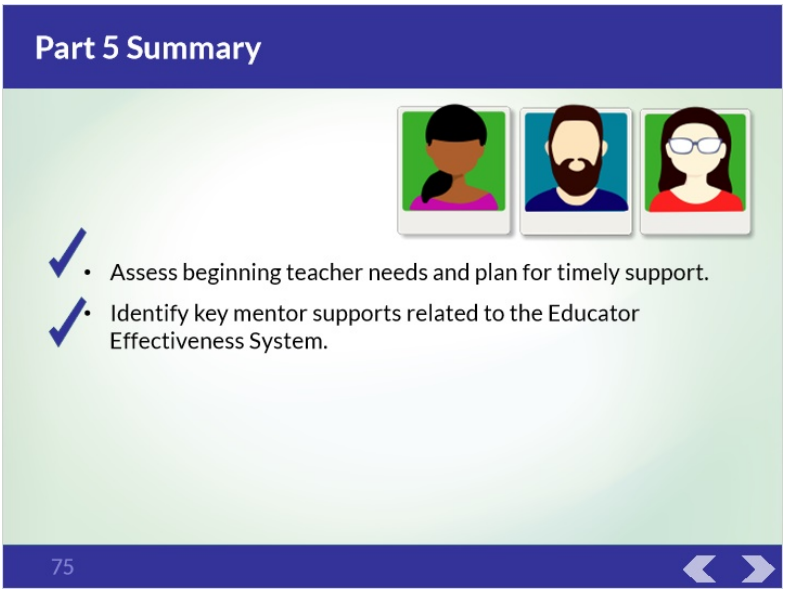
Notes:

ACTIVITY: Revisit Connector



Notes:

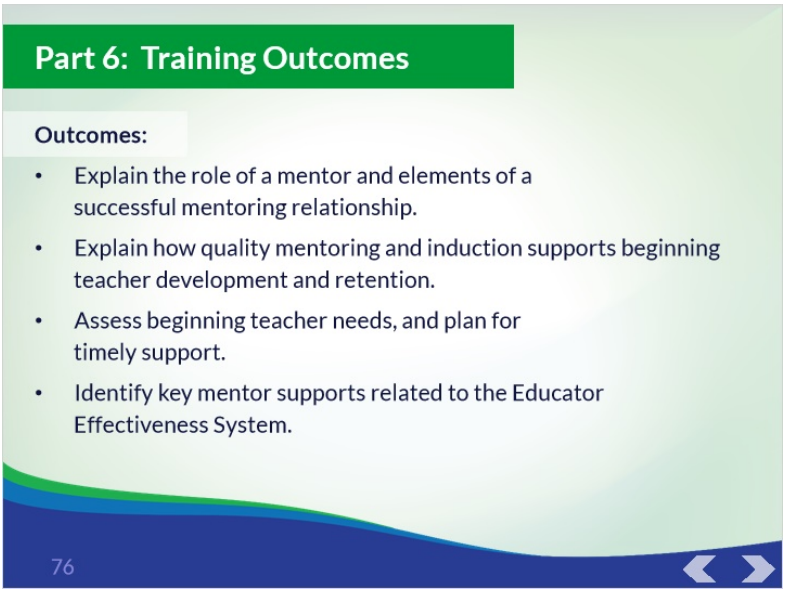
Part 5 Summary



Notes:

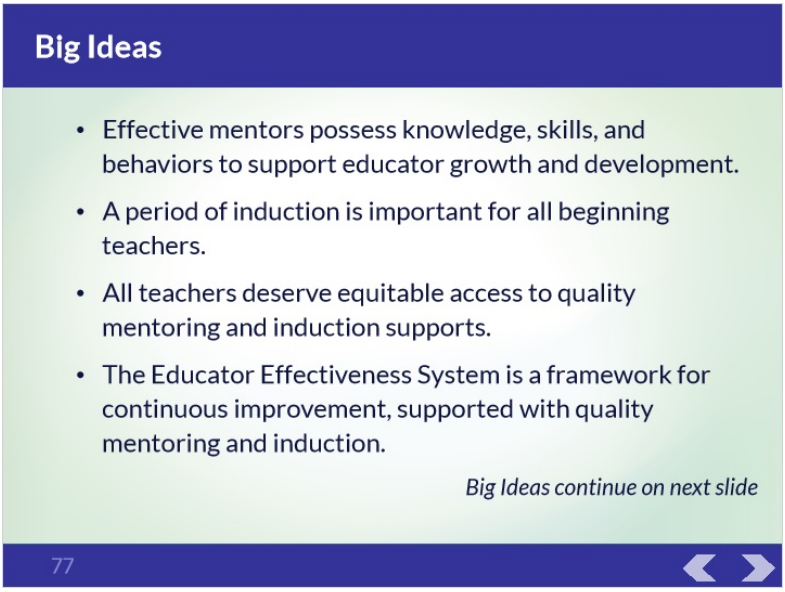
Part 6 - Closure

Part 6_Outcomes



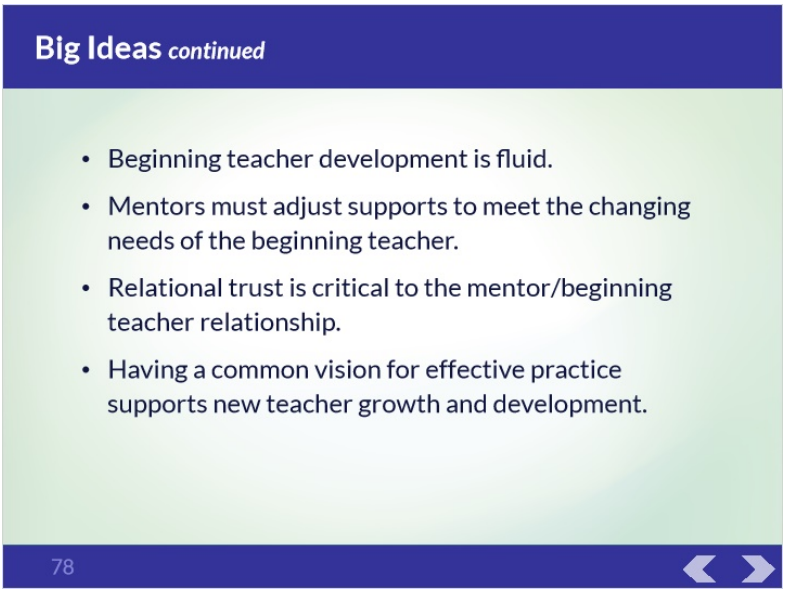
Notes:

Big Ideas (1)



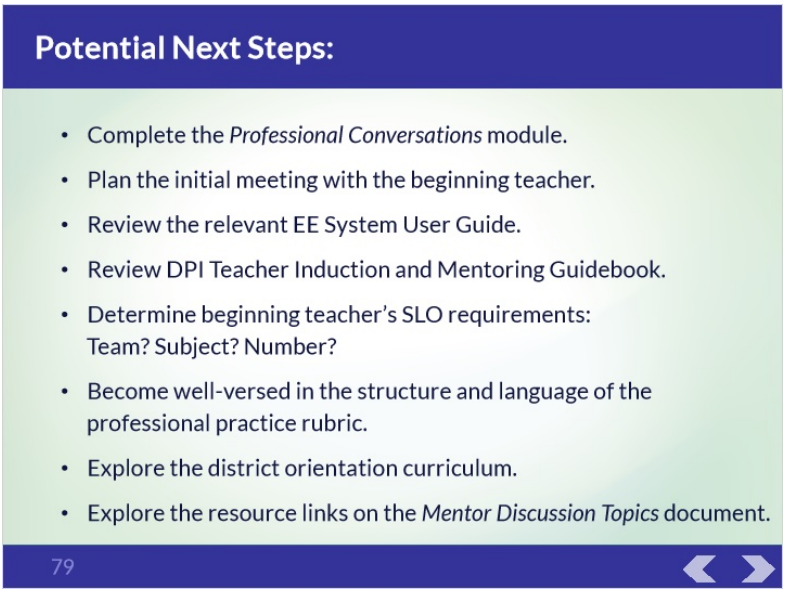
Notes:

Big Ideas (2)



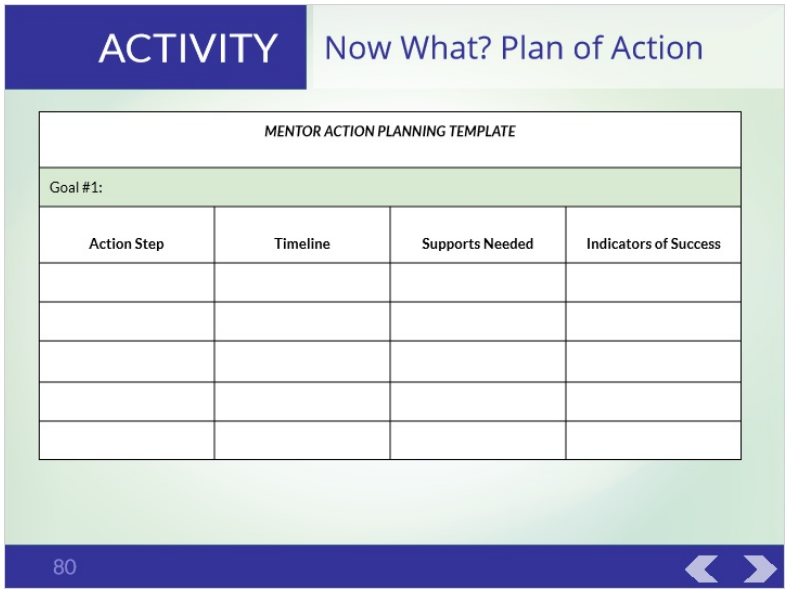
Notes:

Potential Next Steps



Notes:

ACTIVITY: Action Plan



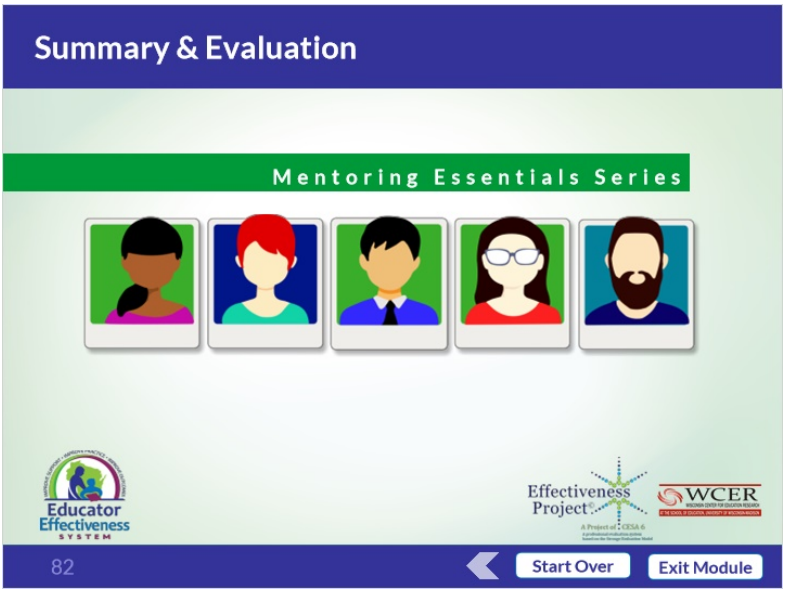
MENTOR ACTION PLANNING TEMPLATE			
Goal #1:			
Action Step	Timeline	Supports Needed	Indicators of Success

Notes:

ACTIVITY: Stand and Deliver

Notes:

Evaluation



Notes: