

# Mentor Beginning Teacher Seminar 1 | Fall 2019 SUPPLEMENT



## Instructional Focus: Engagement is the Key

In *A Framework for Good Teaching: A Conversation with Charlotte Danielson*, Danielson emphasizes the importance of student engagement by identifying component 3c: *Engaging Students in Learning* as the heart of the *Framework for Teaching (FFT)*.

DPI's orientation seminar for beginning teachers, *Engaging All Students*, focuses on the importance and development of strategies for engaging students. Topics of exploration include: providing students with voice and choice; teacher-student relationships; and creating classroom environments that honor and support a diverse population.

Student engagement goes beyond "activities." Engagement is strongly entwined with other FFT domains and components as teachers select appropriately challenging content, understand the influence of culture in learning, and address accessibility barriers.

Mentors are encouraged to review the Educator Effectiveness (EE) System [User Guide for Teachers, Teacher Supervisors and Coaches](#) and [Professional Conversations](#), a self-guided learning module, to refresh and strengthen skills around professional conversation. In the coming weeks, take time to engage in professional conversations with the beginning teacher to assess current levels of practice, support their planning, and encourage the use of a variety of engagement strategies. These professional conversations will help inform:

- Student Learning Objective (SLO)
- Professional Practice Goal (PPG)
- Instructional Strategies



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### FFT Component Focus

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 3c: Engaging Students in Learning

### Culturally Responsive Practices

- The Opportunity Myth
- Defining Equity

### Engagement Strategies and Resources

*"Every student should have access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations, every day, in every class—regardless of their race, ethnicity, or any other part of their identity."*

—Opportunity Myth (2018)

Core Commitment

## Phases of First-Year Teachers' Attitude Toward Teaching

by Ellen Moir, Founder and Chief Executive Officer, New Teacher Center



## Timely Support for Beginning

*New Teacher Development for Every Inning* (2016) highlights the importance of mentor support for beginning teachers as they potentially enter a challenging period of disillusionment. For new teachers, the complexity of teaching, coupled with workload, grading, and building events such as parent/teacher conferences, often means long work hours and little sleep. It's critical to focus beginning teachers on what's working well, and offer practical solutions to challenges. For ideas, see the Mentoring Essentials [Month-to-Month Success Strategies](#)

## TOOLS, READS, & RESOURCES

### [Bright Morning Coaching Tools:](#)

- [Classroom observation tool](#)
- [Teacher/Student Interaction Tracking tool](#)

Wisconsin Department of Public Instruction. 2018. Working on the Work (WOW) [Quick Learn Library](#)

The New Teacher Center. 2018. [Basic Toolbox for Mentors](#)

The New Teacher Project (TNTP). 2018. *The Opportunity Myth* [Executive Summary](#) and [website](#)

Wisconsin Department of Public Instruction. 2018. [Professional Conversations](#)

Aguilar, E. 2018. *Emotional Resilience: The Missing Ingredient*, Educational Leadership.75, no.8.



## Using the Framework for Teaching

Effective mentors accurately assess the beginning teacher's professional practice, providing timely, actionable feedback to adjust instruction and improve student academic outcomes. The Framework for Teaching (FfT) assists mentors in providing instructionally-focused professional conversations that include critical feedback.

The Framework for Teaching provides a common language and mutual understanding of effective practice. It is important to explore the FfT with the beginning teacher and walk through

the structure and vocabulary of the instrument. In your next mentor meeting:

- Ask the beginning teacher to share their self-review ratings (completed as part of EE beginning of year activities) for engagement-related components.
- Take time to review the Indicators of the FfT engagement components.
- Explore sources of evidence to date, as well as those that can be curated over the next series of meetings.

*Additional mentor resources may be found in the Tools, Reads, & Resources box to the left.*

## Coaching Corner

Mentoring sessions take time. A beginning teacher who already struggles to manage time may express concern over engaging in yet another commitment, but fear not! Stay the course, invest the time needed to build trust, and work to set a positive tone for future meetings.

Effective mentors are knowledgeable, reliable, flexible and committed to the success of the beginning teacher. The best tool in your toolkit is your language (both verbal and nonverbal). Tips for effective mentor communication include:

- Be an active listener: allow plenty of space for the beginning teacher to talk. Be cognizant of who does the majority of talking, and make certain it isn't you!

- Emphasize the value that mentoring brings to your own practice: "I look forward to learning from you as well—collaborating around practice always rejuvenates me".
- Use language stems that invite rather than command: "Would you be comfortable discussing..?" or "Could we spend more time looking at..?"
- Be aware of your location. Sitting next to—rather than across from—the beginning teacher, suggests a more collegial relationship.

See additional resources for facilitating professional conversations: Appendix C of the [DPI User Guide for Teachers](#), and the [Professional Conversations](#) online module.