Wisconsin Educator Effectiveness System

Foundational Teacher Mentor Training

Introduction to Mentoring Essentials

Facilitator Guide

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

Introduction to Mentoring Essentials

Foundational Teacher Mentor Training

WI Department of Public Instruction's Educator Development and Support (EDS) team thanks the participating Cooperating Education Service Agency (CESA) members and practicing WI teacher mentors for their review and feedback of Mentoring Essentials content and related materials. Special thanks to CESA 6 for their collaboration on this project.

Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent
Madison, Wisconsin

Introduction to Mentoring Essentials
Foundational Teacher Mentor Training

Facilitator Guide

!

The Mentoring Essentials materials may not be altered.
They may, however, be reproduced and disseminated for
non-profit, educational purposes without prior permission.

This publication is available from:

Educator Development and Support Team
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703
https://dpi.wi.gov/educator-development-support

© July 2019 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

Printed on Recycled Paper

Introduction

Introduction to Mentoring Essentials serves as a department-approved, initial mentor training for beginning teacher (BT) mentors as required in Wis. Administrative Code sec. PI 34. Districts have flexibility to use an alternative mentor training to satisfy this requirement, provided it aligns to the training outcomes represented here. Further mentor training (beyond initial training) is recommended to reinforce and strengthen practice. Mentor selection, training, and continued mentor support remains the core of strong programs.

The Mentoring Essentials Training Series reflects a collaborative effort between the WI Department of Public Instruction's Educator Development and Support team, WI Center for Education Research (WCER), Cooperating Education Support Agency (CESA) members, and practicing teacher mentors. The revised resources reflect (2017) Educator Effectiveness (EE) System updates and (2018) revisions to Wis. Administrative Code sec. PI 34.

Introduction to Mentoring Essentials is a facilitated training curriculum package including an online Articulate Storyline® presentation module. The module requires that a facilitator manually advance slides as needed to lead the discussion and activities outlined within this facilitator guide. Both the module and facilitator guide are organized in six parts. Facilitators may break the training into smaller modules for delivery over multiple sessions. It is important that the full range of content be addressed with mentors prior to their work with beginning teachers to meet the WI Administrative Code PI 34 Teacher Mentor training requirement.

Prior to facilitating *Introduction to Mentoring Essentials* for the first time, facilitators must read the script to become thoroughly familiar with all rationale, instructions and content. Facilitators may take liberties to deliver key messages in a manner that reflects their personal style and addresses the unique nature of the local audience. A sample schedule is provided, including time estimates for each section. Facilitators have flexibility when it comes to determining start and end times, and the length of breaks and lunch.

Communications to Participants Prior to Training

Professional standards (used to assess professional practices within the WI Educator Effectiveness (EE) System) are explored in this training. **Participants will need to bring a copy of the full version of their district EE model practice rubrics with them to training. Be ready to support those who do not come with rubrics with electronic access using the links below:**

- Danielson Framework for Teaching
- DPI Specialist Standards
- CESA 6, Effectiveness Project Standards

Additionally, the WI EE System requirements are explored in this training. Participants will need to bring a copy of the EE System User Guide (relevant to their district EE System model) to the training.

Getting Ready

- Download and print the Participant Packet (PP).
- Participants will need to refer to the Month-by-Month Success Strategies resource in Part 4 of the training. Options include:
    - Download and print for each participant.
    - Model access to the resource on the DPI website.
    - Allow participants to use their personal devices to access the resource electronically.
- Arrange the room to accommodate partner and group discussion.
- Supply each table with markers, highlighters, and 1 sheet of chart paper.
- Make posters of the training outcomes and big ideas as you will refer to each of these throughout the training.
- Access and review the training module to avoid browser and/or internet-related issues.
- Review the entire facilitator guide to note key messages and anticipate EE model-specific modifications and/or common questions in advance of training.
- Review the italicized talking points/script to ensure the delivery of key messages.
- (Optional) Cue up the Professional Conversations online module for display. May also choose to demonstrate where to find the resource on the DPI website.
- (Optional) Download and print the Participant Feedback Form This form may be used to obtain feedback from your participants. After completing the form, they may return it directly to you.

After Training

Complete the online Facilitator Feedback Survey. This survey provides your feedback directly to DPI.

Questions related to the *Introduction to Mentoring Essentials* resources may be directed to:
Kristin Joannes, Senior Administrative Program Specialist, WI Center for Education Research
khjoannes@wisc.edu

Agenda-At-A-Glance

Section	Estimated Time	Content
Part 1	00:30	• Connector- What? • Introductions • Norms • Video: Journey of a First-Year Teacher • Agenda
Part 2	1:00	• Define Mentoring and Induction • Identify Elements of Quality Induction • Equitable Opportunity • Role of the Mentor in WI • Reflection- So What?
Break		
Part 3	00:45	• Mentor Attributes • Trust Behaviors • Mentor Self-Assessment • Reflection- So What?
Part 4a	1:00	• Placemat Consensus Activity • Exploring the Professional Practice Standards
Lunch	00:45	Working Lunch Options: ○ Video: Roxanna Eldon ○ User Guide "Search & Exchange" activity readiness
Part 4b	00:40	• Phases of First-Year Teachers • Reflection- So What?
Part 5	01:10	• EE Cycle and Summary Year • Continuous Improvement Cycles • User Guide Search and Exchange • Mentor Supports
Break		
Part 5 *continued*	1:10	• Collaborative Culture Context • School Culture/Norms • Reflection- So What?
Part 6	00:30	• Revisit Outcomes • Next Steps • Reflection- Now What? • Stand and Deliver • Session Evaluation

Facilitator Script

Instructions and content are organized into six (6) parts. Script language (key messages to be conveyed out loud to participants) appears in italics; related facilitator instructions appear in standard font.

Part 1: Getting Started — Total Time 00:30

Rationale

Adult learners appreciate having their experience acknowledged. Connecting participants to the learning before anything else grounds them in the work and taps into their prior knowledge. Information shared through the Connector Activity will provide facilitators with insight into participants' knowledge and/or misconceptions, and highlight facilitation adjustments that may be needed to best meet the needs of the audience.

Slide# / Title	Details and Messaging
1 Title	Welcome Participants and thank them for their attendance.
2 Connector	***Facilitator Script*** *Turn to the Connector Template, Page 2 of your Participant Packet (PP).* *We will use this template throughout the training. The "What?" section of the template establishes prior learning and helps to ground you in the importance of your role, and in mentoring beginning teachers. The "So What?" portion of the template provides a place to process and reflect on new learning. This section will be revisited at the end of each part. The "Now What?" section will be used at the end of training to set personal (not required or reviewed) professional goals based on your new learning.* **Facilitator Instructions** Provide 3-5 minutes to complete the "What?" section of the template to answer the question posed in the second bullet Cue participants when the time is up and move into introductions.

3 Introductions	**Rationale** Later topics for discussion around culture and the EE System might push on the participants' belief systems. It's important for mentors to remember what it's like to be a beginning teacher, and to recognize the support they received in those early years. **Facilitator Instructions** The introduction activity is an early opportunity for you to establish a growth mindset within the group. Repeat statements in a way that models asset-based language. Growth mindset and asset-based language will both addressed specifically in the section on mentor attributes. Introduce yourself after participants have completed their introductions. Include a brief, personal story that describes how mentors/colleagues had a positive influence on your own sense of self, belief system, and/or practice as an educator. "Whip-around" the room to have participants do the same.
4 Training Outcomes	**Facilitator Script** *This training serves as foundational, beginning teacher mentor training. At the end of the training you will:* • *Explain the role of mentor and elements of a successful mentoring relationship.* • *Explain how quality mentoring and induction support beginning teacher development and retention.* • *Assess beginning teacher needs, and plan for timely support.* • *Identify key mentor supports related to the Educator Effectiveness System.*
5 Norms	***Facilitator Script*** *Turn to Norms, Page 5 of your Participant Packet (PP).* *Most of these training norms come from Garmston's Adaptive Schools. We will use these behavioral norms to guide our interactions today, and we ask that you honor the norms throughout the training as you learn about mentor attributes and practice using tools and resources with each other. The norms also provide important guidance for our ongoing work with beginning teachers, and should be shared and discussed with the beginning teacher in an early meeting.*

	Notice: the norm of confidentiality is not a Garmston norm but has been added to emphasize its importance as a norm for the work we do as mentors. Confidentiality is critical in building and maintaining trust. **Facilitator Instructions** Provide examples of what these norms may look like within the mentoring relationship. Explicitly discuss the confidentiality norm and its meaning (the importance of not sharing discussion/work in casual conversation with colleagues, with the principal, etc.). ***Facilitator Script*** *We will also honor some procedural norms today (INSERT examples such as):* • *Responsible use of technology* • *Remaining actively present at all times, etc.*
6 Video: Journey of First Year Teacher	***Facilitator Script*** *This video sets the stage for our learning today by providing the "What" and "Why" of mentoring, highlighting mentor attributes, and emphasizing the beginning teacher's wide variety of needs. We will address all of these topics in this training.* *In the video, you will be introduced to three beginning teachers. Each individual is responsible for a different grade level and content. Additionally, each has experienced a different path of preparation for leading learning in a classroom.* *In addition to the differences in the three teachers, also note the language and behaviors of the mentor as she interacts with the teachers.* **Facilitator Instructions** • Play video (5 minutes) • Debrief ***Facilitator Script (debrief).*** *What differences did you notice in these three beginning teachers?* Possible Answers: • One was formerly a police officer; teaching is a second career. • Their initial worries are different: behavior management, preparation, etc.

	What did you notice about the mentor's language and/or behaviors? Possible answers: • The mentor began conferences by asking the beginning teachers how *they* thought it went. • The mentor asks about successes first and uses language designed to clarify understanding. She facilitates conversations in a way that allows the beginning teachers to do most of the talking. ***Facilitator Script*** *The video mentions the role of mentor in facilitating reflection and demonstrates mentor attributes that are critical to the relationship. We will discuss how to develop particularly powerful reflective practices, identify specific supports related to the EE System, and discuss important mentor attributes in Part 5 of this training.*
7 Mentor Support is Critical	**Facilitator Instructions** Allow participants to read the slide. ***Facilitator Script*** *What are your thoughts? Your reactions?*
8 Big Ideas **9** Big Ideas, continued	***Facilitator Script*** *The training outcomes are supported by some big ideas that provide a conceptual framework for our work:* • *A period of induction is important for all beginning teachers.* • *All teachers deserve equitable access to quality mentoring and induction supports.* • *Effective mentors possess knowledge, skills, and behaviors supportive of educator growth and development.* • *Relational trust is critical to the mentoring relationship.* • *A common vision is important when defining effective practices.* • *Beginning teacher development is fluid, and mentors must adjust supports to meet the changing needs of the teacher.* *We will revisit at the end of the day to consider where our thinking has strengthened and/or shifted.*

10 Agenda	**Facilitator Instructions** Show the slide and review the plan for the day. Highlight any context-specific directions related to breaks and lunch. Note: if your timeframe is slightly different, skip this slide and post the agenda on poster paper for participants to refer to throughout the day.
11 Training Materials	**Facilitator Instructions** Walk participants through the materials for training: • The Participant Packet. • Point out the resource *Month-by-Month Success Strategies*. (This resource may be printed for participants or accessed from the DPI Educator Development and Support webpage. • EE System User Guide for their district EE System model. • EE Professional Practice Rubric for their district EE System model. • Chart paper, markers, post-its, etc. (Should already be available on tables).

Part 2: What and Why of Mentoring? Estimated Time 00:45

Rationale:

Part 2 addresses the components of a comprehensive (quality) mentoring and induction program. Research related to elements of comprehensive induction programs and the potential impacts on teachers, students and school culture establishes purpose and urgency for the work. This part also addresses inequities related to induction supports, compelling mentors to consider the elements they might control or have influence to change.

Slide# / Title	Details and Messaging
12 Big Ideas	***Facilitator Script*** *In this part we will focus on the following big ideas:* • *A period of induction is important for all beginning teachers.* • *All teachers deserve equitable access to quality mentoring and induction supports.*
13 Mentoring and Induction: What's the Difference	***Facilitator Script*** *Induction and mentoring are often referenced together. While related, there is a distinct difference.* *Beginning teachers are ushered into the profession through a period of induction that includes a range of supports. The induction period—required as part of PI 34—typically spans a beginning teacher's first three years in the profession.* *Mentoring refers to one-on-one support the beginning teacher receives during his or her induction period.*
14 Purpose of Induction	***Facilitator Script*** *Starting with preservice experiences, teachers continue to develop their professional skills throughout their careers. The purpose of the induction and mentoring period is to support beginning teachers early in their careers as they move along the learning continuum from preservice to in-service.* *A teacher who is at the very start of his or her professional career will typically have skills that fall somewhere in the middle of the learning continuum. Accordingly, a mentor can provide critical support in most areas, including general planning and preparation, establishing the classroom environment, meeting professional responsibilities, and developing instructional skills.*

15 Supporting Experienced Teachers	***Facilitator Script*** *In other cases a mentor may be assigned to a teacher who has already developed professional skills that place him or her closer to the right side of the continuum, but he or she is new to the district or school.* *Mentoring is required for teachers with less than three years of experience, yet some districts may elect to mentor new-to-district teachers.* *In this case, the mentor can provide support to ease the beginning teacher's transition into the new environment, and orient him/her to the culture and processes of the school.*
16 Mentoring & Induction Matters	**Facilitator Instructions** This slide outlines three benefits of high-quality mentoring and induction. Consider providing examples of each, or additional details from your own experience, to support each of the statements below. ***Facilitator Script*** *Research shows that high-quality mentoring and induction can be very impactful. In Wisconsin, teachers responding to the 2017 DPI WI Educator Talent Development Survey identified mentoring as the "most helpful support provided by schools and districts."* 1. *Teachers who receive support are more likely to stay in their buildings and in the profession.* 2. *Research from the New Teacher Center has demonstrated that instructionally-focused conversations—such as those supported by quality mentoring programs—improve instructional practice.* 3. *Instructionally-focused, comprehensive mentoring and induction programs can improve student performance.* *Mentors may not necessarily lead building or district decision-making processes, but there is much that we CAN do to ensure that comprehensive induction and mentoring support is available to all beginning teachers.* *You can find full citations for the research in your participant materials.*

17 Comprehensive Induction (1)	**Facilitator Instructions** Read slide #16 and #17 aloud or allow participants to read silently. Emphasize the key messages: 1) Some induction is better than none, and 2) Mentors are teacher leaders who can act to improve quality. ***Facilitator Script*** *Let's take a look at the key components of a comprehensive, quality mentoring and induction program. Dependent on local context, mentors may be able to exert influence over some of these components, while others are beyond reach.*

18 Comprehensive Induction (2)	***Facilitator Script*** *As mentors, we can continue to grow and develop professionally. We can network with other mentors and take part in mentor professional development opportunities offered by CESAs and other professional organizations.*
19 Moving Toward Quality Activity	**Rationale:** Local context may occasionally conflict with practices that the mentor knows are best. This activity explores several components of comprehensive induction programs. Participants will learn to break down local resistance to change and identify areas they can influence or impact despite local context challenges. ***Facilitator Script*** *Research is important, as it guides best practices and inform both change and continued improvement.* *Turn to "High Quality Mentoring and Induction Practices" on* page 6 *in your Participant Packet.* *This document from the New Teacher Center presents elements of a quality induction program in the "Moving Toward" column, and contrasting statements in the "Moving Away From" column. Review the lists and determine where your school/district lies in relation to the descriptors presented.* *Your school or district may only be in the very early stages of "moving toward," or may not have considered some of the elements at all. That's OK. Ask yourself: "As a teacher leader, which of these areas might I be able to influence or change?" What would that change look like?*

	Facilitator Instructions • **5 minutes:** Direct participants to read all elements individually and select one they feel they can influence or control. • **5 minutes:** Prompt participants to share/discuss within their table groups. • **2-3 minutes:** Ask for volunteers to share with the whole group. ***Facilitator Script*** *Before we move on, let's focus on two key takeaways from this activity:* 1. *Some induction is better than no induction.* 2. *As teacher leaders, everyone in this room has the ability to influence decisions related to mentoring and induction.* Note: all citations/credits presented in this activity are available on the EDS website for participants who would like to dig deeper into the literature.
20 The Paradox	**Facilitator Instructions** Allow time for all participants to read the slide. ***Facilitator Script*** *Students and teachers all benefit when we work with our colleagues to continually improve upon practice.* *All teachers and students deserve to benefit from high-quality mentoring and induction programs, regardless of their school zip code. The resource "On the Path to Equity: Improving the Effectiveness of Beginning Teachers"(which you will find listed on page 20 of your Participant Packet), addresses inequities across mentoring and induction programs.* *Effective instruction equals better student outcomes. Effective mentors can influence this!*
21 Equitable Opportunity	***Facilitator Script*** *What is the intended outcome of WI Administrative Code PI 34 Induction and Mentoring requirements?* *Induction and Mentoring programs are recognized as effective, research-based strategies to address achievement gaps. When implemented well, high-quality*

	mentoring and induction programs can lead to improved instruction and better student outcomes. *Closing the achievement gap continues to be a top priority for WI. To do this, we must provide equitable opportunity for students to have effective instruction and exposure to rich, grade-level school experiences.* **Facilitator Instructions** Present statistics on the slide and pause to allow the information to settle in. Highlight two particular resources available on the DPI website: 1. Promoting Excellence for All webpage. 2. Promoting Excellence for All eLearning module.
22 WI Mentoring and Induction Requirements	***Facilitator Script*** *Recent changes in PI 34—the WI Administrative Code related to Mentoring and Induction—reflect Wisconsin's commitment to closing the gap. One way to address the gap is to ensure effective teachers are leading every classroom. The PI 34 revisions require districts to provide the following (each of which was highlighted as a component of a quality program in our earlier activity):* • *Mentoring to license holders with less than three years of experience* • *Mentor training* • *Ongoing Orientation such as professional development seminars.* *State policy allows district flexibility in determining practices related to these requirements; however, while flexibility is important, it can also result in inconsistency across the state.* **Facilitator Instructions** This training does not represent a comprehensive system of training and professional development for teacher mentors. Encourage mentors to inquire about and seek out additional professional development, including district PD, the Professional Conversations module available on the DPI website, and learning communities through CESAs or other professional organizations.

23 The Role of Mentor	***Facilitator Script*** *The DPI Teacher Induction and Mentoring Guidebook describes the role of mentor as "formative and confidential." Later in this training we explore the mentor's supporting role in the EE Summary Year, and the importance of trust and confidentiality.*
24 Revisit Connector	***Facilitator Script*** *Turn to the Connector Template on page 2 of your Participant Packet.* *At the end of each part of training, you will have time to process your learning and respond to the "So What?" section of your template. You are free to respond to the prompts, or to record ideas and thoughts representative of your own take-aways from each section.* **Facilitator Instructions** Allow five minutes for participants to complete their "So What?" reflection.
25 Part 2 Summary	***Facilitator Script*** *We have now completed the second part of our training, in which we addressed the following training outcomes:* • *Explain the role of mentor and elements of a successful mentoring relationship.* • *Explain how quality mentoring and induction support beginning teacher development and retention.* *In Part 3 we will examine elements of a successful mentoring relationship. Mentor attributes such as TRUST—a key element to the relationship—will be examined and self-assessed.* **Facilitator Instructions** Ask if there are any questions or comments before moving to Part 3.

Part 3: Attributes Estimated Time 00:45

Rationale:

Part 3 provides the opportunity for mentors to discuss critical mentor attributes and their importance in the mentoring relationship. Part 3 identifies trust as foundational to the mentoring relationship and explores how trust may be earned through mentor language and behavior.

Slide# / Title	Details and Messaging
26 Big Ideas	***Facilitator Script*** *Thus far we have reviewed the role of mentor and the critical importance of mentoring and induction programs. In this section of training we will explore mentor attributes, including those elements that are key to building a trusting relationship. You will have the opportunity to self-assess your current mentor attributes to determine areas of personal strength and areas in need of development.* *We focus on the two big ideas in Part 3:* • *Effective mentors possess knowledge, skills, and behaviors supportive of educator growth and development.* • *Relational trust is critical to the mentoring relationship.*
27 Attributes	***Facilitator Script*** *Educator and writer Roxanna Eldon, who is featured in the video "The Myth of the Super Teacher"—available to you during our lunch break—identifies the three things she needed most as a beginning teacher as humor, honesty, and practical advice. She also emphasizes the necessity of timely supports that are appropriate to the given situation.* *As mentors, you will wear many hats. It's important to know which one to wear at any given time to anticipate or respond to the needs of the beginning teacher.* *Let's look at key attributes of effective mentors.* • *First and foremost, the mentor must be accepting of the beginning teacher as a unique individual. Effective mentors work to develop the beginning teacher's unique strengths.* • *Effective mentors are committed to their role as a mentor and to the success of the beginning teacher. Effective mentors know when they are needed and understand how to adjust their behaviors and strategies according to the needs of the beginning teacher.*

Slide# / Title	Details and Messaging
	• *Effective mentors are competent and skilled at working with others to develop effective instructional practices.* • *Effective mentors are not afraid to admit to or model continued learning.*
28 Activity Defining Trust	**Rationale:** Trust is critical both to mentoring relationships and in learning-centered school cultures. This activity will help them to construct trusting behaviors and consider how trust is both perceived and modeled ***Facilitator Script*** *Mentor language and behaviors can either strengthen or jeopardize the trust built within a mentoring relationship. Take a few minutes to consider your own experiences and respond to the prompts on the screen.* **Facilitator Instructions** Show slide and give participants time to list behaviors and actions related to each prompt. This activity is meant to be informal; participants may respond to the prompts using any blank area of their participant materials. Invite the group to share out the trusting behaviors they've experienced. Chart their responses. ***Facilitator Script*** *Which do you feel is most critical? The list you generated for each prompt may be slightly different. Why might that be?* *Differences in your lists might reflect personal comfort. While trusting behavior might be recognized from the receiver's end, demonstrating the behavior might be more personal, and some behaviors are uncomfortable or unnatural. We tend to default to behaviors that are most natural or comfortable. It's always good to work from areas of strengths, but not at the cost of neglecting to develop areas of weakness!* *Remember, while confidentiality is included in the definition of mentor within PI 34, it's the trust-building behaviors of a mentor that are important.*

29 Trust Builders and Busters	***Facilitator Script*** *Unfortunately, trust can be broken more quickly than it is established. Our goal as mentors is to be aware of and avoid trust-busting behaviors so that we build—rather than bust—trust within every interaction.* *Turn to "Trust and the Role of Norms" on page 5 in your Participant Packet to view additional examples of trust building and busting behaviors.*
30 Trust Builders	***Facilitator Script*** *Relational trust is critical to the mentoring relationship. The behaviors shown here (confidentiality, respect, transparency, engagement, and competency) will be the focus of our trust-building discussion.* 1. *A mentor must maintain **confidentiality**. Confidentiality is demonstrated when mentors keep discussions and interactions private. Mentors demonstrate confidentiality when they speak about others as if they were in the room (rather than behind their backs).* *Talking with the beginning teacher about others who are not in the room will cause the beginning teacher to suspect that you do the same when he/she is not present.* *As mentors we are expected to maintain confidentiality around our work with beginning teachers. It's easy to get caught up in conversations that appear harmless but can jeopardize confidentiality. For example:* • *Teacher lounge talk: talking about student or student families in the teacher lounge is a breach of confidentiality, even though you are among colleagues. Not all of these colleagues share the same perceptions, nor are they part of the support structure for that student.* • *Questions from the administrator: responding to administrator questions about the beginning teacher. Be ready for it, and be ready to respond in a way that maintains confidentiality.* 2. ***Respect** is demonstrated in language and behavior. Being intentional in your use of language is important. Demonstrate respect by using asset-based, culturally-responsive language. Modeling these behaviors will help the beginning teacher use trust-building behaviors in their interactions with other colleagues and with students.* *To clarify these terms:*

- *Asset-based refers to being focused on positive outcomes and personal strengths ("I'm feeling challenged by my students' behaviors today" rather than "My students were awful today").*
- *Culturally responsive means accounting for and adapting to broad diversity of race, language, and culture. Ask about, pay attention to, and connect to the beginning teacher's cultural perspective in meaningful ways. The beginning teacher is a unique individual and brings expertise and perspective to the table. Validate and nurture this whenever possible.*

3. ***Transparency**: Several of the topics in today's training speak to transparency. For example:*
   - *Sharing the EE System User Guide with your beginning teacher helps outline the expectations of the Summary Year and allows you to plan the formative supports together.*
   - *Acknowledging trust, and behaviors that demonstrate trust, during the initial meeting can provide a solid foundation for the relationship.*
   - *Being transparent about your role as mentor and what the beginning teacher can expect in the mentoring process helps build trust.*
4. ***Engagement**: Mentors must be present and focused, and must follow through on promised supports. Engagement helps the beginning teacher know that you are committed to their success in the classroom. Demonstrate your engagement by:*
   - *Keeping all meeting appointments.*
   - *Touching base outside of formal meetings.*
   - *Investing in the relationship, not just the role.*
5. ***Competency:** A mentor must demonstrate competence. Your school and district have asked you to serve because you have demonstrated effective instructional practices and leadership. Demonstrate your competency by:*
   - *Engaging in continued personal learning and building self-knowledge*
   - *Flexibly adjusting all mentoring supports to meet the beginning teacher's needs.*

In his book "Speed of Trust," Steven Covey couples character and competence. One without the other will negate trust. A mentor may demonstrate lack of character, for example, by denigrating administration. As a result, the beginning teacher may question the mentor's character and competence. This behavior interferes with the relationship.

31 Importance of Trust (Quote)	**Facilitator Instructions** Invite a participant to read this out loud to the group.
32 Activity Self-Assessment (Activity, Part I)	**Rationale:** This activity will help mentors identify both areas of strength and areas they may want to target for improvement. By completing the self-assessment, mentors will consider attributes they may not have previously considered and begin to identify next steps in their professional growth. ***Facilitator Script*** *All mentors have areas of strength and areas in which they could improve. The self-assessment activity that begins on page 8 in your Participant Packet will help you identify these areas, strengthen your self-knowledge, and highlight any areas that could potentially represent barriers to forming a productive, professional relationship with the beginning teacher.* *The assessment is comprised of broad categories of mentor attributes followed by statements related each category. The activity is private; you won't be asked to share your self-assessment with others.* *When you complete the assessment, total up your columns and use the results to identify one broad area that might be your focus area for personal growth and development as a mentor.* **Facilitator Instructions** Allow 10 minutes for participants to complete the assessment. As they work, transition to the next slide so you can move right into the second part of the activity.
33 Metaphor Construction (Activity, Part II)	***Facilitator Script*** *With your target area (for professional growth) in mind, select one of these images that best represents your targeted area. Be ready to explain how the picture relates to your area for development.* **Facilitator Instructions** Model a possible response for participants. For example:

	• When I think about my own self-assessment, one area that I will work on is trust, specifically transparency. I selected the clown image. Clowns hide behind their makeup/character and people are often distrustful or scared of clowns. I need to be more transparent to gain trust in the relationship. Other: • Water droplet could represent reflection/instructional leadership. • Hot air balloons could represent uniqueness, supporting (sailing) the success of a beginning teacher. • Snowflakes could represent fragility (support), uniqueness (culturally responsive). • Bridge could represent support, self-reflection (strengths/weakness). • The hands could represent the attributes and depict a need to avoid an "expert stance." • Frogs could represent communication/trust. • Einstein could represent communication, as $E=mc^2$ is not understandable to everyone; mentors need to listen more than they speak, etc. Invite volunteers to share their selected image and connection with the whole group.
34 Broken Trust	***Facilitator Script*** *While instances of broken trust can jeopardize the mentoring relationship, all is not lost. It falls upon the mentor to repair the damage.* *In her online course, "Building Trusting Coaching Relationships," Elena Aguilar identifies four concrete steps to repairing trust:* • *Acknowledge that there is a problem.* • *Assess your role: What caused the breach?* • *Apologize to the teacher: Use "I" language, and state specifically what you are apologizing for.* • *Take action: Acknowledge and share what you've learned from the incident.*

	Above all, remember that as mentors we are all learners too. When mistakes occur—and they will—we can work to repair the damage and keep the relationship on course.
35 Revisit Connector: "So What?"	***Facilitator Script*** *Let's reflect on what we have learned.* *Open your Participant Packet to page 3 and respond to the "So What?" prompt of the Connector Template to capture thoughts about your learning.*
36 Part 3 Summary	***Facilitator Script*** *We have now completed the third part of our training, in which we explore two big ideas:* • *Effective mentors possess knowledge, skills, and behaviors supportive of educator growth and development.* • *Relational trust is critical to the mentoring relationship.* *What questions do you have?* *Segue to Part 4: In the next section of training we will explore the language of effective teaching. Using the language of the professional practice frameworks (rubrics), we can establish a common vision and language to describe effective teaching. A mentor with deep knowledge and understanding of the rubric language can more accurately assess practice, determine needs, and plan timely supports for the beginning teacher.*

Part 4a: Assessing and Supporting Beginning Teachers — Estimated Time 01:00

Note: Part 4 is split into two parts: one hour before lunch (Part 4a) and 40 minutes after lunch (Part 4b).

Rationale:

Part 4 is divided into two parts, separated by lunch. This part explores the phases of a first-year teacher's attitude toward teaching and provides insight to help mentors better plan developmentally appropriate supports. It rests on the assumption that there must be common understanding of what effective practice looks and sounds like in order to assess and coach the development of professional practice.

Participants will spend considerable time reviewing the language of the professional practice rubrics, using a three-part approach. Participants will (1) come to consensus around what effective practice looks and sounds like, (2) find consensus components within the rubrics, and (3) zero in on one component to consider what it looks like in their own practice to understand that critical attributes will be different within varying classroom context. The amount of time spent

familiarizing themselves with the rubrics and the language of effective teaching will support their ability to assess practice and provide effective feedback.

NOTE: Optional Lunch Activity Included

To save time, view the video clip, *Myth of the Super Teacher* (12:32) as an optional lunch activity. Roxanna Elden presents a humorous look at typical challenges experienced by teachers during their first year in the classroom. The video highlights attrition information related to teachers who are not supported well.

Slide# / Title	Details and Messaging
37 Big Ideas	***Facilitator Script*** *In Part 4 we will focus on the following big ideas:* • *A common vision is important when defining effective practices.* • *Professional standards provide definition from which mentors can assess and support professional practices.* • *Beginning teacher development is fluid, and mentors must adjust supports to meet the changing needs of the teacher.* *Best practice instruction is defined by the professional practice framework rubrics used within the WI Educator Effectiveness System. The frameworks are aligned to Interstate New Teacher Assessment and Support Consortium (InTASC) standards, which are national standards that provide a common, robust language to define professional practice.* *Knowing and using the language of the rubrics in your conversations with the beginning teacher will help you provide feedback that is both specific and actionable to the beginning teacher.* **Facilitator Note** Act 166 provides an equivalency option by which districts may apply to use an alternative model to measure professional practice. Alternative models must be approved by the DPI. To gain approval, districts must demonstrate alignment between the proposed professional practice instrument and the components of the Framework for Teaching (FfT) used in the DPI model. The student growth measure (SLO) is required to be consistent across models, regardless of the professional practice framework used. Be prepared for participants who may be from a district that uses an approved equivalent model.

Slide# / Title	Details and Messaging
38 Activity: Effective Teaching	**Effective Teaching Activity Prep:** • One large piece of large chart paper on each table. • Colored markers on each table (every group member may use a different color to simplify end-of-activity reporting). **Rationale:** This activity will: • Prompt seasoned classroom leaders to reflect on their own practice as they review the rubric language and leveled attributes; • Support participants' ability to identify evidence as the base for professional conversations; and • Confirm that effective practice is effective practice, and regardless of content it looks and sounds the same. Examining the standards helps mentors reflect on their own practice, draw from their professional expertise, and construct connections between known effective practice and the language of the framework. ***Facilitator Script*** *The goal of this activity is to arrive at consensus about proficient/effective instruction. You will first work independently and then as a table group. To start, divide the chart paper on your table to match the one shown on the screen. The areas numbered 1-4 will be for individual work and the center area will be for work compiled through consensus.* *Think about a classroom in which students are truly learning. In this activity, we're going to build a list in response to the question: What does effective teaching look and sound like?* **Facilitator Instructions** After the template is created, and before participants begin their work, model the activity with a co-facilitator or participant volunteer. For purposes of modeling the activity, you can develop a list of essentials for planning a vacation, or something similar.

Slide# / Title	Details and Messaging
	First model how to create your individual lists in the designated sections of the placemat. Then model how to create a consensus list. Based on your prior experiences and personal preferences, some items will be unique to one list and some will appear on both. Model how to discuss areas of commonality and disconnect to generate a consensus list in the middle of the chart. **10 min Table Group task:** After ensuring that participants understand the activity and have made their chart, allow approximately • **5 minutes** for participants to create individual lists. • **5 minutes** for the group discussion and the creation of consensus lists. **10 min. Large Group Consensus task:** Ask groups to take turns presenting their consensus list to the larger group. After the first group has reported, the following groups should only add items that are unique to their list. As you get to the end, fewer and fewer unique items will be reported, demonstrating consensus within the larger audience. (10 minutes) **Facilitator Note** Mentors supporting specialist roles such as school counselors, school psychologists, and school nurses will use frameworks aligned to their specific professional standards. You can route them to these professional standards via the EE website (https://dpi.wi.gov/ee/about/who).
39 Proficient Instruction (DPI)	**Facilitator Instructions:** Slides 39 and 40 highlight two professional practice models. Use the slide that is appropriate for your audience: • #39 DPI model. • #40 EP model. ***Facilitator Script*** *Let's take a closer look at the way the rubrics are structured.*

Slide# / Title	Details and Messaging
	Facilitator Instructions: Direct participants to look closely at the structure of the rubric (use the full practice rubric versions) and the range from unsatisfactory/ unacceptable (red arrow) to distinguished (green arrow). Remind participants that beginning teachers are just that—*beginning*. Mentors should *expect* there to be areas in which beginning teachers are not yet proficient. The beginning teacher will need time, attention, and support from the mentor. Mentors can encourage growth through reflection, accurate assessment, and by providing specific feedback to strengthen practice.
40 Effective Instruction (EP)	(See slide 39)
41 Activity: Professional Standards	**Activity Rationale:** The Professional Standards Activity requires mentors to dig deeply and explore the language of their professional practice rubric by focusing in on one particular component/standard. This activity affirms that the consensus practices identified are practices we would expect to see with every teacher. It also allows mentors to assess current beginning teacher practice in order to provide feedback for improvement. ***Facilitator Script*** *In this activity we will explore your district professional practice framework.* **Facilitator Instructions** Direct participants to access the professional practice framework (rubric) used in their district. (Note: these rubrics are NOT in the Participant Packet. Participants were asked to bring them to training). Invite participants to look for a couple of the consensus practices their group has generated and review the language of the proficient/effective levels of their district framework. Provide 5-7 minutes for review of the language.

Slide# / Title	Details and Messaging
	Cue participants back and ask them to focus next on just one effective practice: engaging students. Student engagement is one of the first challenges a beginning teacher encounters, and the focus topic of the first *Beginning Teacher Seminar* available to districts on the DPI website.
42 DPI Framework for Teaching	**Facilitator Note** Use one or both slides (#42 and #43) as appropriate for your participants: • FfT: 3c. Engaging Students in Learning (Slide #42) • EPS: Professional Standard 1 (Slide #43) **Facilitator Instructions:** With the appropriate slide on screen, orient participants to the progression of the rubric levels and the subtle changes in language between each level.
43 Effectiveness Project (EP)	(See slide 42)
44 My Own Practice	**Facilitator Instructions:** To conclude the examination of framework language, ask participants to complete the following tasks using the **effective/proficient** level descriptors from their district's framework: 3c (FfT) or Professional Standard 1 (EP). • Provide 3-5 minutes for participants to consider attributes of effective/ proficient student engagement in their own teaching and create a list of "looks like/sounds like" attributes. Suggest using the back side of any page in their Participant Packet to record notes. • Provide another 3-5 minutes for participants to debrief and discuss their "looks like/sounds like" list with an elbow partner. When discussion has finished, point out that attributes of effective practice will vary dependent on their particular context (grade level, subject taught). This last part of the activity speaks to evidence of practice. Encourage participants to engage in instructionally focused

Slide# / Title	Details and Messaging
	conversations with their beginning teachers that use the language of the professional practice rubrics to identify evidence and critical attributes to determine next steps.
45 Common Challenges	***Facilitator Script*** *As seasoned educators, we can all agree there are certain professional practices we recognize to be challenging:* • *Managing Student Behavior* • *Engaging Students and Families* • *Questioning and Discussion Techniques* • *Designing and Using Assessment* *These represent practices which challenge beginning teachers as well. Mentors will need to devote time for exploration, practice, and refinement in these areas.* *Let's look closely at these components/standards and consider how you might approach support in those areas….* **Facilitator Instructions** Allow 10 minutes for participants to review the standards and components, and share thoughts with others at their tables. Invite participants to share discussion with the whole group. Double-check with the mentors to be sure they are aware of the Beginning Teacher Support Seminars and related supplements available on the DPI website.

LUNCH

46 LUNCH BREAK	Optional lunch activity (slide 47) requires approximately 20 minutes.
47 VIDEO: Myth of the Super Teacher	**Direct Link: https://binged.it/2IDazVt** ***Facilitator Script***

	Listen as Roxanna Elden describes what was really needed during her first year of teaching, and outlines the attributes of those who provided her with the most support. **Facilitator Instructions:** Take time to debrief and talk about the purpose of the video within the context of this training: • Elden describes mentor attributes that made a difference for her as a beginning teacher. • Building the capacity of the beginning teacher is a key support. • Sometimes effective mentoring means remaining silent. In the candy bucket example, her colleague offered no advice or guidance. She let Roxanna make the connection on her own.

Part 4b: *Assessing and Supporting Beginning Teachers, continued* Estimated Time 00:40

Slide # / Title	Details and Messaging
48 Attitudes and Teaching	***Facilitator Script*** *Just as it's important for teachers to know their students, mentors must be aware of and understand the preparation and background of the beginning teacher as it may affect how they experience their first year.* *All teachers experience these phases to some degree or another, but the phases may last longer and be more exaggerated for beginning teachers. Attitudes can vary among teachers coming from alternative licensure programs, out of state, a different career, or who are teaching under an emergency/provisional license. In all cases, the mentor must adjust strategies and provide support tailored for the particular beginning teacher's needs.* *It is important to set aside time during your early meetings to find out as much as possible about the beginning teacher's journey from preservice to the classroom. The conversations will help you anticipate needs, and prepare tools and resources to best support the beginning teacher.* Note: The *Phases of First-Year Teaching* graphic was developed by the New Teacher Center.

Slide # / Title	Details and Messaging
49 ACTIVITY: Phases	**Rationale:** This activity will guide participants to consider the developmental stages of beginning teachers, and to anticipate highs and lows in order to plan for both practical and instructionally focused support. **Facilitator Instructions:** Direct participants to count off by tables, 1-6. Dependent on the number of table groups in your room, more than one table may be assigned the same phase. ***Facilitator Script*** *Open your Participant Packet to the "New Teacher Development for Every Inning" document on pages 11-13, and the Phases Template on page 14.* *This article describes each of the phases we saw on the previous slide. Your table group will first read about the phase that corresponds to your assigned table number. You will then complete your Phases Template, and share with others at your table. You will also have an opportunity to learn about phases assigned to other tables.* **Facilitator Instructions** • **20 minutes**: Allow time for participants to read their assigned phase, complete the Phases template, and share/discuss with their table group members. • **10 minutes:** Volunteers from each table summarize their assigned phase for the whole group. **Facilitator Instructions** Invite participants to review the Month-by-Month Success Strategies resource. Each month features both practical and instructionally-focused discussion strategies. Note the difference between these two types of conversations. Remind participants of the research discussed in Part 2, suggesting that instructionally-focused mentoring supports student academic growth. Items in the Success Strategies checklists include suggestions can be customized according to local priorities or to meet the beginning teacher's developmental needs. Also refer participants to the Mentoring Log at the back of the Success Strategies resource.

Slide # / Title	Details and Messaging
50 ACTIVITY: Connector	***Facilitator Script*** *Let's pause to reflect and process. Turn to the Connector Template, which begins on page 2 in your Participant Packet, and complete the "So What?" section for Part 4.*
51 Part 4 Summary	***Facilitator Script*** *We have now completed the fourth part of our training. This part supported your ability to:* • *Assess beginning teacher needs and plan for timely support.* • *Identify key mentor supports related to the Educator Effectiveness System.* *The Educator Effectiveness System is best supported in a learning-centered environment. Mentors can support the learning-centered process as they engage beginning teachers in cycles of continuous improvement. This next part of training will explore your role in the support of EE continuous improvement cycles, and the elements of a supportive school culture.* **Facilitator Instructions** Ask for questions/comments before moving onto Part 5.

Part 5: Educator Effectiveness — Estimated time 01:10

Rationale:

The EE System is designed as a learning-centered process. Mentors must have thorough understanding of the EE System and know where to find related resources. Thorough knowledge helps the mentor provide foundational support for the beginning teacher's development, monitoring, completion of the Educator Effectiveness Plan, and all other aspects of his/her first EE Cycle Summary Year. Part 5 takes a closer look at the EE System and explores elements of a supportive school climate, which provides instrumental support for the professional growth and development of the beginning teacher.

Preparation

To prepare for Scavenger Hunt Activity included in this section, review and bookmark the answers in the EE System User Guide.

Slide# / Title	Details and Messaging
52 Big Ideas	***Facilitator Script*** *In Part 5 we will focus on two big ideas:* • *The Educator Effectiveness System as a process for continuous improvement.* • *High-quality induction and mentoring help support EE System continuous improvement.*
53 System Purpose	**Note to Facilitators** Be prepared for participants who may have had negative experiences with EE implementation in their district. These participants may struggle to see value in the EE process, and may need your help to do so. Be ready to remind them of the mentor's important leadership role, and the value of establishing and modeling a growth mind-set for the beginning teacher. Part of their mentor role is to promote a positive EE perception and experience for the beginning teacher. It will be helpful to gauge participant perception of the EE System prior to starting this section. Ask, "How has the EE system helped support your personal professional growth and development as an educator?" ***Facilitator Script*** *Changes in the WI educator evaluation process coincided with federally-mandated accountability in the form of No Child Left Behind Reauthorization. Rather than tying our educator evaluation outcomes to high-stakes incentives, employment decisions, or other accountability measures as many states did, WI chose a different pathway for educator evaluation.* *WI purposefully designed a growth-oriented system. At its core, the EE System aims to improve student outcomes by supporting the growth and continuous improvement of our teachers and educational leaders.*
54 EE Cycle 1	**Facilitator Instructions** This slide addresses a common misconception about the EE system. Act 166 did not *change* evaluation requirements; it specified a *process* for educator evaluation. This process, the WI Educator Effectiveness System, was implemented statewide in 2014-15.

Slide# / Title	Details and Messaging
	Facilitator Script *The three-year evaluation cycle is referred to as the Educator Effectiveness Cycle. This shows a typical beginning teacher's cycle in which year one (the green arrow) is typically an evaluation (Summary) year. Years 2 and 3 (blue arrows) are then typically Supporting Years.* *The requirement for evaluation has not changed. Districts are required to evaluate a teacher in their first year of teaching and in a district, followed by evaluation every third year.* *What has changed is the process used to evaluate as mandated by Act 166. The Educator Effectiveness System was fully implemented in 2014-2015.*
55 EE Cycle 2	***Facilitator Script*** *Notice the use of the word "required." While districts are required to evaluate an educator in his or her first year in the district or profession, districts may elect to evaluate more often.* *In this example, years 1, 2, and 3 are all Summary Years (green arrows).* *As mentors, the teachers you support—whether new-to-profession or new-to-district—will be in a Summary Year of the EE Cycle for at least one year.*
56 Mentor Support/Mini-Cycles	***Facilitator Script*** *Remember, the mentor's role is one of support. Providing confidential, formative feedback in an ongoing manner supports the successful completion of EEP goals, while supporting the beginning teacher emotionally and nurturing the development of effective practices.* *One of the best supports you can provide is to engage the beginning teacher in repeated mini-cycles of continuous improvement. A Plan-Do-Study-Act process engages educators in ongoing review of student data. Additionally, the related professional conversations—the dialogue between mentor and beginning teacher—will encourage and develop reflective practice throughout the year.*
57 Professional Conversations	***Facilitator Script*** *Professional conversations do not come easily for most people, and being cognizant of our mentoring language is important. The language we use with*

Slide# / Title	Details and Messaging
	beginning teachers and colleagues during professional conversations can either build or bust trust. *By posing thoughtful questions, encouraging reflection, and using the language of the framework (attribute), a mentor can provide the type of relevant, actionable feedback that has the best chance at translating into action in the classroom.* *The EE System User Guide includes a protocol designed to support professional conversations. This protocol may mirror other coaching models you are familiar with.* *Turn to Participant Packet, page 15 to view the Professional Conversations Coaching Protocol and sample language stems.* *The coaching protocol suggests various stages within a conversation and the use of language which promotes reflective practices and continued growth and development. Notice the arrows between the stages. They go both ways. This suggests that the conversation is fluid and flexible, weaving in and out of stages in response to the beginning teacher's needs.* *Adult learners in particular appreciate having their prior knowledge acknowledged and honored. Validation statements help to support this. Beginning teachers are hard on themselves, and a mentor's validation of what's working well (before getting into feedback) is important.* *You will find more information related to professional conversations in the Appendix of the EE System User Guide.* *Additionally, there is a self-guided module focused on professional conversations available in the Mentoring Essentials Resource Library.* **Facilitator Instructions** Demonstrate where to find the self-guided module on the DPI Educator Development and Support (EDS) website. The link is provided on the slide and here: https://dpi.wi.gov/educator-development-support/development-support/teacher-mentoring-induction/mentoring-essentials
58 The System User Guide	**Facilitator Instructions** Direct participants to locate and open the EE System User Guide, which they were requested to bring to the training. ***Facilitator Script***

Slide# / Title	Details and Messaging
	The WI EE System User Guide is your EE System "how to" manual. It provides a comprehensive set of Educator Effectiveness resources to guide educators through the completion of the EE System expectations. *The System User Guide also provides support for mentor conferences with the beginning teacher. The User Guide includes detailed information about the EEP—including the SLO planning components—and outlines what to expect in the type and frequency of observations.* *It is important to note that the User Guide reflects the minimum district requirements. Many districts have determined additional, specific business rules related to the EE system. As mentors, you will need to determine how expectations specific to your district may vary from what's presented in the guide, and make sure that (1) All variations are covered in an orientation, and (2) All variations are understood by you and the beginning teacher alike.*
59 User Guide Scavenger Hunt	**Rationale:** The EE System User Guide for Teachers is a valuable resource for educators. It provides guidance on the requirements of the system, and also includes supporting information that may be used to help guide conversations between mentors and beginning teachers. Mentors and beginning teachers should both have a copy of the User Guide, and refer to it regularly for both planning and ongoing professional conversations. This activity provides a brief exploration of the User Guide, encourages participants to interact with one another, as offers an opportunity for participants to flag important items for later access or use. Provide 20 minutes for this activity and participant interaction. ***Facilitator Script*** *The WI EE System User Guides provides a comprehensive set of EE resources to help guide educators as they work to complete System expectations. You were asked to bring a copy of the EE System User Guide with you to this training; please take that out now.* *The User Guide is your EE System "how to" manual. It can assist in conferences with your beginning teacher. The User Guide provides detailed information related to EEP development, including SLO planning components, and information about what to expect in terms of type and frequency of observations.*

Slide# / Title	Details and Messaging
	It is important to note that the User Guide reflects the minimum requirements for districts. Most districts have also developed EE-related business rules that are specific to their districts. As mentors, you will want to determine how expectations that are specific to your district vary from those presented in the in the guide. Make sure these are *1) Covered in an orientation, and* *2) Understood by both you and the beginning teacher.* *Open your Participant Packet to the User Guide Scavenger Hunt activity on page 16. Your goal, using the EE System User Guide for your district, is to complete as many of the Scavenger Hunt boxes as you can in the time provided.* **Facilitator Instructions** Cue participants back after 20 minutes. ***Facilitator Script*** *Next, you will circulate within the room and discuss your findings with others. Your new goal is to fill in as many of the remaining squares as possible using a Give-One, Get-One exchange.* **Facilitator Instructions** Model this exchange with a participant who is seated close to you, then provide 10 minutes for the exchange. At the end of the time, remind participants to thank their discussion partner before returning to their seats. Use the answer key at the end of this Facilitator Guide to review the correct answers with participants.
60 User Guide Key Concepts	**Facilitator Instructions** This slide outlines the key take-aways from this activity. Ask a participant to read the key points out loud.

61 ACTIVITY: I wish…	***Facilitator Script*** *Remember back to your own early learning. What do you know now that you wish you had known then? What processes and time-savers might you share with the beginning teacher?* **Facilitator Instructions** Provide time for reflection and invite participants to share with an elbow partner. Invite volunteers to share with the whole group. Note: This activity provides an opportunity to process the previous information and personalize their own EE experience. Mentors will appreciate that they were early learners themselves when EE was in the early phases of implementation.
62 Mentor Supports (1)	***Facilitator Script*** *As mentors, you can provide many types of formative supports to the beginning teacher. Some examples appear on this slide. Engaging the beginning teacher will require a great deal of trust and relationship building, and in some instances the beginning teacher may not be willing to share. Remember the importance of building trust and being responsive to the needs of the beginning teacher.* **Facilitator Instruction** Direct participant attention to the last bullet. ***Facilitator Script*** *Instructionally-focused conversations will nurture the development of effective practice and help the beginning teacher meet EE System expectations. As explored in our earlier activity, Phases of First Year Teacher, keeping the social-emotional needs of the beginning teacher in mind is always very important.* *Sometimes, simply stopping in at the end of the day to ask, "what went well today?" can do wonders.*
63 Mentor Supports (2)	***Facilitator Script*** *As the year goes on, mentors can assist beginning teachers as they assess student growth, plan lessons, prepare for evaluator observations, and debrief after observations. Supporting the social-emotional needs of the beginning teacher will*

	continue to be important throughout the year. Continue to build your relationship by checking in with the beginning teacher often.
64 Multi-Year Mentoring	***Facilitator Script*** *The research is clear: Instructionally-focused mentoring, sustained over multiple years, accelerates teacher practice and results in improved student outcomes. It makes sense that multi-year mentoring would have the same effect for new administrators and pupil service educators.* *PI 34 now requires mentoring for teachers with less than three years of experience. The mentoring should be differentiated, and districts may determine the type and frequency of mentoring over the three years. All districts are encouraged to provide their beginning teachers with a mentoring program that is available to all.* ***As mentors, it will be important to have clear expectations for mentoring teachers in years two and three as their needs will evolve. I encourage you to work with your district administrators in articulating the expectations, as this will provide transparency and clear understanding for both you and your beginning teacher. The DPI Teacher Induction and Mentoring Guidebook (included in your resources) can guide these discussions.***
65 Learning-Centered Environment	***Facilitator Script*** *School climate and culture is important! Learning-centered cultures have the potential to improve practice when five key conditions are in place. Let's take a minute to read them.* Provide 5-7 minutes for discussion, then Invite them to share discussions with the larger group. Reinforce the following if not identified: Conditions which are supported in the work of the mentor and are addressed within this training: • the importance of trust within the mentoring relationship • the language of effective teaching within the professional practice framework, and instructionally focused mentor practices • cycles of continuous of improvement (as part of the EE System).

66 The Importance of Norms	***Facilitator Script*** *Let's revisit the norms for collaboration. Norms represent commitments you make to one another. As you work though this next section of training, think about these norms. Is the current work of your team/school guided by norms?* **Facilitator Note:** Assisting the beginning teacher in developing classroom rules/norms/community agreements will be one of the first mentor supports. A Community Agreements Lesson Plan from the National Equity Project is included within the Month-to-Month Strategies resource for mentors. It can be used with the beginning teacher to build a culturally-responsive classroom environment.
67 Integrated Cultures	***Facilitator Script*** *Susan Moore Johnson identifies three types of school cultures that impact a beginning teacher's learning and effectiveness: veteran-oriented, novice-oriented, and integrated professional cultures (Johnson et al., 2004).* *In veteran-oriented cultures, veteran teachers set the norms. Independence is valued. Beginning teachers receive little support and are left to fend for themselves.* *On the other end of the continuum are novice-oriented cultures. In these schools there are high numbers of novice teachers. While energetic and committed, there is little guidance available from highly-skilled veteran teachers.* *Moore emphasizes the importance of integrated professional cultures in supporting beginning teachers. Integrated cultures encourage ongoing professional exchange across all experience levels, with sustained support and development of all teachers.*
68 Critical to Collaboration	***Facilitator Script*** *Nancy Tannenbaum cites three elements that are critical to collaboration and can be applied to the school context: Trust, shared purpose and vision, and communication. Each of these are reflected in the mentor attributes explored earlier today.*
69 Survey: School Climate	***Facilitator Script*** *The University of WI-Milwaukee's Office of Socially Responsible Evaluation in Education (SREED) continues to support DPI by collecting feedback to inform the*

	implementation of the EE System. Feedback from the evaluation indicates the importance of collaboration and feedback for novice teachers.
70 ACTIVITY: School Culture	**Rationale:** This activity will generate a lot of discussion. Some of the items featured in the culture assessment get lost in educators' awareness. The assessment serves to raise awareness of behaviors that support or sabotage the experiences for beginning teachers. ***Facilitator Script*** *Open your Participant Packet to the School Culture Assessment on pages 17-18. This tool has been adapted to reflect mentor attributes and elements of trust that we've featured in this training. Completing the assessment will help you focus on the elements of school culture that are most likely to be problematic for beginning teachers. The survey will also help you reflect on the influence you may have to modify in support of the beginning teacher.* **Facilitator Instructions** Provide up to fifteen minutes to complete the survey. As participants finish up, call them back and move to the next slide.
71 ACTIVITY: Think-Pair-Share	**Facilitator Instructions** Ask participants to reflect on the bullet points on the slide and then discuss them, along with any insight gained from the Culture Assessment, with an elbow partner. Allow up to 15 minutes for discussion. Move on if conversation wanes.
72 Supportive School Culture	***Facilitator Script*** *These statements, pulled directly from the School Culture Assessment, highlight some of the practices that characterize supportive school cultures.* *Would anyone like to share one that resonated with them, and address how you might diminish barriers to a supportive school culture?*
73 Video: Addressing Culture	**Facilitator Notes** This video serves as closure for the discussion related to School Culture.

	• Todd Whitaker ASCD Shorts (1 minute, 16 seconds):
74 Revisit Connector	***Facilitator Script*** *Open your Participant Packet to the Connector Template on page 3. Add notes to the "So What?" section of the template. Reflect on your exploration of EE System expectations, your role in supporting teachers within a learning-centered environment, and the culture of your school.*
75 Summary: Part 5	***Facilitator Script*** *We have completed the fifth part of our training. This part supported your ability to:* • *Assess beginning teacher needs and plan for timely support.* • *Identify key mentor supports related to the EE System.* **Facilitator Instructions** Ask for question/comments. Transition to the final part of the training by emphasizing the importance of reflective practice. ***Facilitator Script*** *Just as we stretch the thinking of beginning teachers and seek commitment to application, we as mentors should do the same.*

Part 6: Closure — Estimated Time 00:30

Rationale

This short final part will help the mentors process their learning, plan for next steps, and set personal professional development goals. The Action Planning Template (final section of the Connector Template in the Participant Packet) can be revisited in ongoing support seminars in which mentors practice coaching each other on next steps.

Slide# / Title	Details and Messaging
76 Revisit Training Outcomes	**Facilitator Note** Up to this point, participants have been asked to engage with content and reflect on learning related to all training outcomes. Just as we ask students to self-assess where they are in relation to the content standards, we are

Slide# / Title	Details and Messaging
	going to ask participants to self-assess their competencies related to the outcomes. ***Script*** *We are nearing the end of our time together. We've covered a lot of material, and one day is simply not enough!* **Facilitator Instructions** Revisit the four training outcomes and remind participants of the activities that were used to arrive at the outcomes. ***Script*** *Continued learning and professional growth are important for mentors and beginning teachers alike. Ongoing support seminars for beginning teachers, and mentor supplement resources are available on the DPI website. These resources are for use in districts, and will provide you with a deeper dive into content such as professional conversations, mentoring for equity, coaching challenges, quality SLOs, and more.* Ask for question/comments.
77 Big Ideas (1)	***Facilitator Instructions*** *In addition to our session outcomes, let's revisit the conceptual framework, or big ideas from today. I invite you to consider where your beliefs fall related to each of the points on this slide and the next.* *Use a scale of 1–5, where "1" means strongly disagree, and "5" means strongly agree. Once you've privately assessed each, I will ask for volunteers to share any that they feel have shifted or changed greatly over the course of today's learning.* *The big ideas we've worked through in this training include:* • *Effective mentors possess knowledge, skills, and behaviors to support educator growth and development.* • *A period of induction is important for all beginning teachers.* • *All teachers deserve equitable access to quality mentoring and induction supports.* • *The Educator Effectiveness System is a framework for continuous improvement, supported with quality mentoring and induction.*

Slide# / Title	Details and Messaging
	Facilitator Instructions Move on to the next slide once participants have had time to consider the points on this slide (the big ideas continue on the next slide).
78 Big Ideas (2)	***Facilitator Script (continued)*** • *Beginning teacher development is fluid.* • *Mentors must adjust supports to meet the changing needs of the beginning teacher.* • *Relational trust is critical to the mentor/beginning teacher relationship.* • *Having a common vision for effective practice supports new teacher growth and development.* **Facilitator Instructions** When participants have had time to consider all of the points, ask for volunteers to share any that they feel have shifted or changed greatly over the course of today's learning.
79 Potential Next Steps	**Facilitator Instructions** Use the talking points below to expand on key items that appear on the slide. **Professional Conversations Module:** • *Professional Conversations support the continuous improvement process.* • *Self-Assess your own mentor competencies related to professional conversations and coaching. The Coaching Competency Practice Profile, a tool developed through the DPI State Personnel Development Grant, supports mentor reflection and professional growth and development.* **Initial Meeting:** • *Calendars fill quickly. Familiarize yourself with the beginning teacher's calendar in advance so that you can plan accordingly.* • *Note that if serving on a different team, or grade level, the beginning teacher may have meetings that occur on a different timeline.*

Slide# / Title	Details and Messaging
	• *The beginning teacher will be consumed by preparation and survival during the first weeks of school. Be the leader in organization and figure out some of the logistics ahead of time.* • *Plan your strategy for building relational trust with the beginning teacher during your initial meeting.* **EE System Guidance:** • *SLO Quality Indicators and Rubric are included in the EE system User Guides, along with guidance to support quality SLO development and monitoring. Familiarize yourself with the User Guide language and work alongside the beginning teacher to plan and provide feedback on the EEP goals.* • *Continue to utilize the User Guide and model its use during all of your meetings with the beginning teacher. Use it to guide progress monitoring of the EEP, in preparation for meetings with the evaluator, and to help the beginning teacher understand and engage in professional conversations.*
80 ACTIVITY: Action Plan	***Facilitator Script*** *So far during this training you have used the "What?" and "So What?" sections of the Connector Template in your Participant Packet. As we come to the end of the training, it's time to commit to next steps! Please open your Participant Packet to the Connector Template, on page 4. We will use the "Now What?" portion of the template as a reflection and action planning tool.* *This last section of the Connector Template is for action planning and has room for two goals. There is value in setting appropriate goals, and we need to acknowledge that it's impossible to conquer everything at once.* *These goals are for your personal use; they are not required as part of the job. Consider goals which have high priority for you personally, and focus on 1-2 action items in preparation for the upcoming year with the beginning teacher.* **Facilitator Note** These action items can provide a basis for coaching conversations in future support seminars, as they can pair up with another mentor and coach each other on their action plans. Provide 10 minutes for participants to complete the Action Plan.

81 ACTIVITY: Stand and Deliver	***Facilitator Script*** *We will close today with a "Stand and Deliver" activity. This will give us a quick, easy way to get a sense of topics that resonated with you and provide an opportunity for you to note similarities with others in the room.* **Facilitator Instructions** Read the slide directions. Provide approximately 5 minutes for the activity.
82 Evaluation	**Facilitator Notes** Thank participants for attending and invite them to complete a training evaluation form, provided at their table. The evaluation form may be downloaded from the Introduction to Mentoring Essentials facilitator resources.

Key: User Guide Scavenger Hunt

A teacher's first year in the field or district is referred to as which EE cycle year? **Answer**: Summary Year	*SLO Data can include what types of evidence?* **Answer**: Any evidence in any format, if it is accurate, appropriate and authentic.	*What are the three required EE conferences?* **Answer**: Planning, Mid-Year, and End of Cycle conference
What two goals are included in the Educator Effectiveness Plan? **Answer:** • Student Learning Objective • Professional Practice Goal	*Which assessment method will provide the best evidence to monitor student learning throughout the SLO cycle?* **Answer**: Formative Practices	*What tool/resource might help a mentor to guide the beginning educator in the development of a quality SLO?* **Answer**: Quality Indicator Checklist
What are the differences in the approaches to classroom observations? **Answer:** • Announced observation requires a pre/post conference, longer in duration. • Mini observations shorter in duration, feedback still expected within one week • Walk-through feedback is optional. (Appendix D)	*What are the three types of language stems used in professional conversations?* **Answer**: • Validate • Clarify • Stretch and Apply	*Which professional practice framework performance level describes potential knowledge and skills, but inconsistent application?* **Answer:** • Basic (DPI) • Developing/Needs Improvement (EP)