

HOW MENTORS CAN SUPPORT NEW TEACHERS

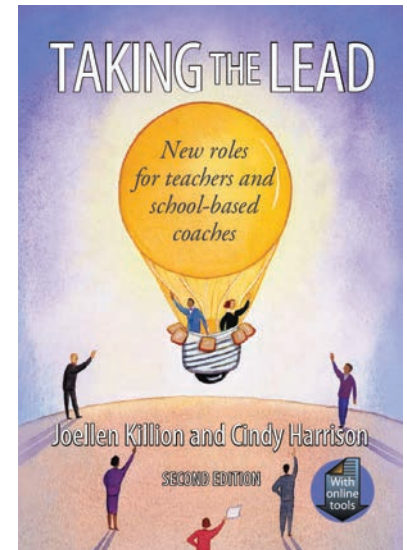
School-based coaches wear many hats, as described in *Taking the Lead: New Roles for Teachers and School-Based Coaches* by Joellen Killion and Cindy Harrison. Because of their multifaceted responsibilities, coaches, their supervisors, and the teachers they support benefit from clarifying the roles coaches play, how they support district and school goals, and how to make the relationships as effective as possible.

In keeping with this issue's theme on supporting transitions, in the following pages we share tools from the book related to coaches' roles as mentors.

As mentors, coaches provide the moral, emotional, and psychological support new professionals need so that they gain confidence and efficacy and a sense of belonging within a professional community.

Because student success depends on teaching quality, it is especially important that new teachers develop the capacity to implement the school or district instructional framework and curricular program as quickly as possible so that their students' learning opportunities are not put on hold.

In this set of tools, we offer protocols for coaches for communicating clearly and effectively with the teachers they support, helping educators to clarify goals, monitor progress, and document classroom practice for later discussion and feedback.



Source: Adapted from Killion, J. & Harrison, C. (2017). *Taking the lead: New roles for teachers and school-based coaches* (2nd ed.). Oxford, OH: Learning Forward. Available at www.learningforward.org/store.

MENTOR-TEACHER LOG

Purpose	Use this tool to track, document, and follow up on mentor-teacher interactions.	
Recommended time	15-30 minutes plus preparation	
Materials	<ul style="list-style-type: none"> • Mentor-Teacher Log, below and on p. 62 • Supporting materials 	
Steps	1. Teacher completes the Mentor-Teacher Log and shares it with his or her mentor.	Before session
	2. Mentor reviews and comments on the log.	Before session
	3. They discuss the log entry and determine what next steps are needed.	15-30 minutes
	4. Mentor and teacher follow up as requested or needed. They save the log as evidence of their interaction and to track support over time.	As needed

MENTOR-TEACHER LOG	
Teacher:	Grade/subject:
School:	Mentor:
Professional learning goal:	
Performance standard:	Date:
Specific successes related to this goal area. Provide supporting evidence (lesson/unit plans, student work, instructional tools, etc.):	
Relationship between this success and the identified goal:	
Challenge or concern related to this goal area:	
Mentor's comments, questions, wonderings, recommended resources related to the challenge or concern:	
Teacher's next actions:	
Mentor's next actions:	

Source: Killion, J. & Harrison, C. (2017). *Taking the lead: New roles for teachers and school-based coaches* (2nd ed.). Oxford, OH: Learning Forward.

TOOLS

MENTOR-TEACHER LOG, CONTINUED

RESULTS FOLLOWING COMPLETION OF NEXT ACTIONS:

Change in goal area: YES

Change in goal area: NO

Rationale:

Rationale:

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OBSERVATION TECHNIQUES

Purpose	Use this tool to provide mentors and mentees a variety of observational tools with which to examine classroom practice.	
Recommended time	Variable	
Materials	<ul style="list-style-type: none"> • Mentor-Teacher Log, pp. 61-62 • Video recording of a classroom session • Observation Techniques, pp. 64-66 • Desk Template for Teacher-Student Interaction, p. 66 	
Steps	1. Reviewing Observation Techniques and Desk Template for Teacher-Student Interaction, the coach or teacher leader explains that mentors observe classrooms using a variety of tools to assist mentees in examining their classroom practice.	5-10 minutes
	2. With the coach, the mentors review and practice various observation techniques using a video recording or live classroom.	As needed
	3. The coach and mentors discuss and address questions about specific types and purposes of observation techniques.	During each practice and review session
	4. The coach stresses the importance of matching the observation tool with the mentees' professional learning goals and desired input about their practice.	As needed in each practice and review session

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OBSERVATION TECHNIQUES, CONTINUED

QUANTITATIVE

1. Categorical frequency count

Using predetermined categories, the observer makes a mark each time a teacher or student behavior occurs. After the observation, marks are tallied to determine how often a teacher, individual student, or the whole class engaged in each behavior. From these counts, the percentage of class time that the teacher or students engaged in each behavior can be calculated. This may be useful for:

- Teacher behaviors such as giving directions, asking questions, praising a student; and
- Student behaviors such as listening to the teacher, working independently, disturbing others.

2. Verbal interaction tallies/verbal flow (see example on p. 66)

The observer records the frequency or the directionality of verbal interactions between the teacher and students or among students. This may be useful for:

- Tracking patterns of teacher questions and student answers; and
- Student-initiated interactions.

3. Classroom movement tracking/proximity analysis

The observer tracks the teacher or students as they move about the classroom during a lesson. The observation instrument can be structured so that the sequence, direction time, and destination of each movement can be recorded. This may be useful for:

- Gaining student attention (e.g. proximity, a gentle touch to regain attention);
- Teacher movement within the classroom;
- Monitoring group work (teacher visits groups to monitor progress); and
- Accessibility of classroom materials.

4. Performance indicator instrument

The observer uses a performance indicator to record the presence or absence of elements within the lesson. For example, the effective cooperative learning lesson usually contains six elements: academic and social objectives, teaching social skills, face-to-face interaction, positive interdependence, individual accountability, and group processing. A performance indicator instrument designed for a cooperative lesson would list these elements and the observer would indicate on the instrument whether each element was present. This may be useful for:

- Grouping methods such as cooperative learning, book clubs;
- Instructional methods such as ensuring a balance of methods, scaffolding of instruction, use of technology, mode of presentation; and
- Classroom management methods.

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OBSERVATION TECHNIQUES, CONTINUED

QUALITATIVE

1. Verbatim recording/scripting

The observer records all verbal interaction during the lesson word for word. Selective verbal recording is a variation in which the observer records the verbal interaction only for those parts of the lesson selected in advance by the teacher and observer. This may be useful for:

- Teacher giving directions
- Asking high-order questions
- Giving feedback to students
- Managing behavior

2. Focused open-ended observation

The teacher and observer agree on certain foci for observation. The observer takes open-ended notes on observations relative to each focus area. This is a more focused variation of the open narrative/free-writing technique. This may be useful for:

- Observation of classroom climate
- Behaviors of a subgroup of students
- Student participation activities

3. Video recording

After the observer videotapes the lesson, the observer and teacher review and analyze the videotape. Analysis can be open-ended or focused on aspects of the lesson. Teacher can also look at videotape on her own and write a reflection about what she noticed about her classroom practice.

4. Anecdotal records					
The observer organizes the note-taking into columns. For example:			OR	The observer organizes the note-taking into categories. For example:	
<i>Time</i>	<i>Anecdotal notes</i>	<i>Comments</i>	<i>I saw</i>	<i>I heard</i>	
8:45	Bell rings	About 1/2 students in their seats; 5 still in hall, 4 milling around.			
This may be useful for: <ul style="list-style-type: none"> • Keeping track of time (the bell rings to signal the start of second period and most students aren't in the seats yet); • Routine activities such as morning routine (e.g. attendance, lunch count, homework collection, notes for the office, questions, unpacking backpacks, office announcements); • The mix of lecture/hands-on activities/practice within a lesson; or • Wait time for student responses. 			This may be useful for: <ul style="list-style-type: none"> • Recording nonverbal behaviors; • Tracking students' on-task and off-task behaviors; • Examining routines and transition times; or • Managing small groups. 		

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TOOLS

OBSERVATION TECHNIQUES, CONTINUED

DESK TEMPLATE FOR TEACHER-STUDENT INTERACTION					
Board			Teacher desk		
	X + Q ++ Q + Steve	X X X —> X Jorge	-- + Richard	---> —> + Anna	
+ Q ++ Fiona	++ Shelley	++ Q Bobby	--- Abeera	--- Anila	++ Q Mara
++ Roberta	++ Jamal	X Q X Jamai	++ Q Netanya		
	X + Q + Q Adeline	X - Jordan	X X X Paavo		
Observer					
Key	- Incorrect response —> Teacher prompt or encourage + Correct response		X Neither incorrect nor correct Q Positive teacher feedback following student response		

TALLY SHEET FOR DESK TEMPLATE FOR TEEACHER-STUDENT INTERACTION						
Teacher question category	Tally	Total and %	Student responses category	Tally	Total and %	Notes
Creating						
Evaluating						
Analyzing						
Applying						
Understanding						
Remembering						
More than one level						

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