

# SD148 Induction/Mentor Program

## Mentor Learning Community Meeting

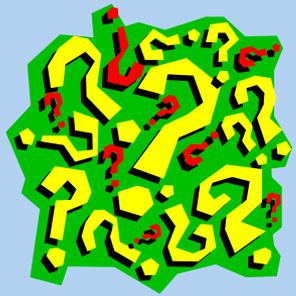
### March 4, 2021

## Developing a Culture of Support: The Role of the Mentor in Supporting Novice Teachers



Mike Hurst

Coordinator, SD148 Induction/Mentor Program



# TABLE TALK: THE YEAR IN REVIEW



# Training Goals...

**Mentors will enhance their knowledge of...**

- **Induction & Mentoring Practice of Reflection**
- **Reflection Strategies and Techniques with New Teachers**
- **Forming the Huddle for Reflection**

# Illinois Induction Program Continuum



## Illinois Induction Program Continuum

*February 2010*

Illinois State Board of Education  
Guidance Document

# Mentors Need Support Too!

## Illinois Induction Program Continuum

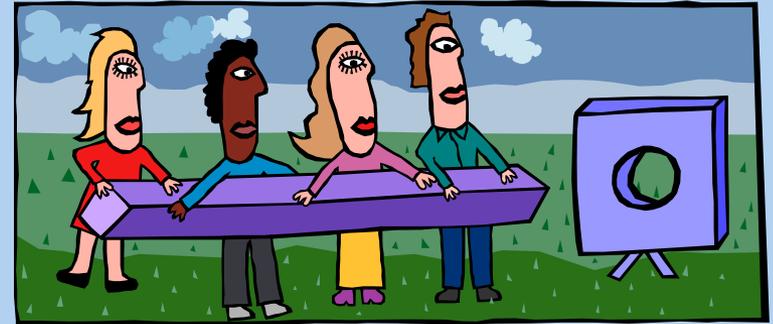
Standard 6 – Mentor Professional Development

Formation of a Mentor Learning Community



# *In Quality Programs Mentoring is More Than a **Buddy System!***

*New Teachers need...*



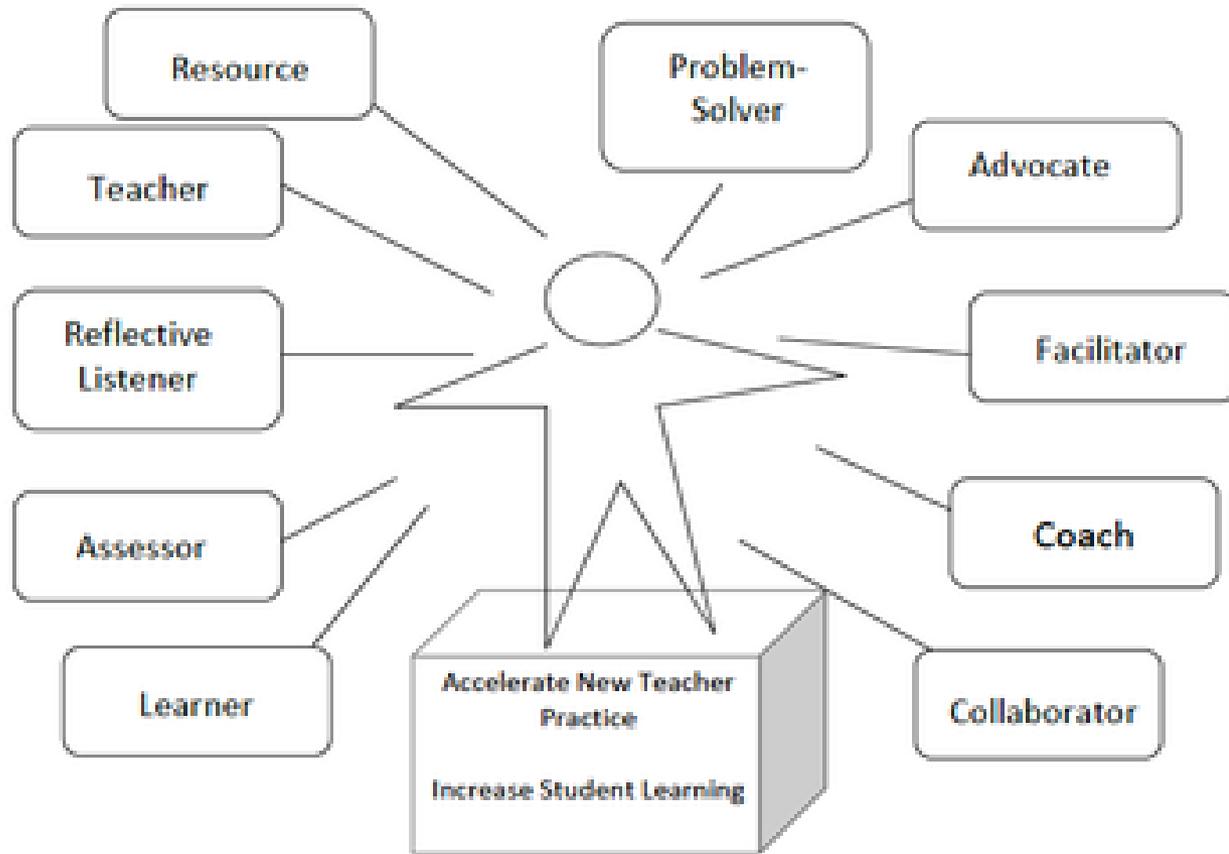
- ◆ *Support*
- ◆ *Professional Development*
- ◆ *Formative Assessment*

**Mentors,  
YOU are the Professional  
Development Providers for  
our New Teachers!**

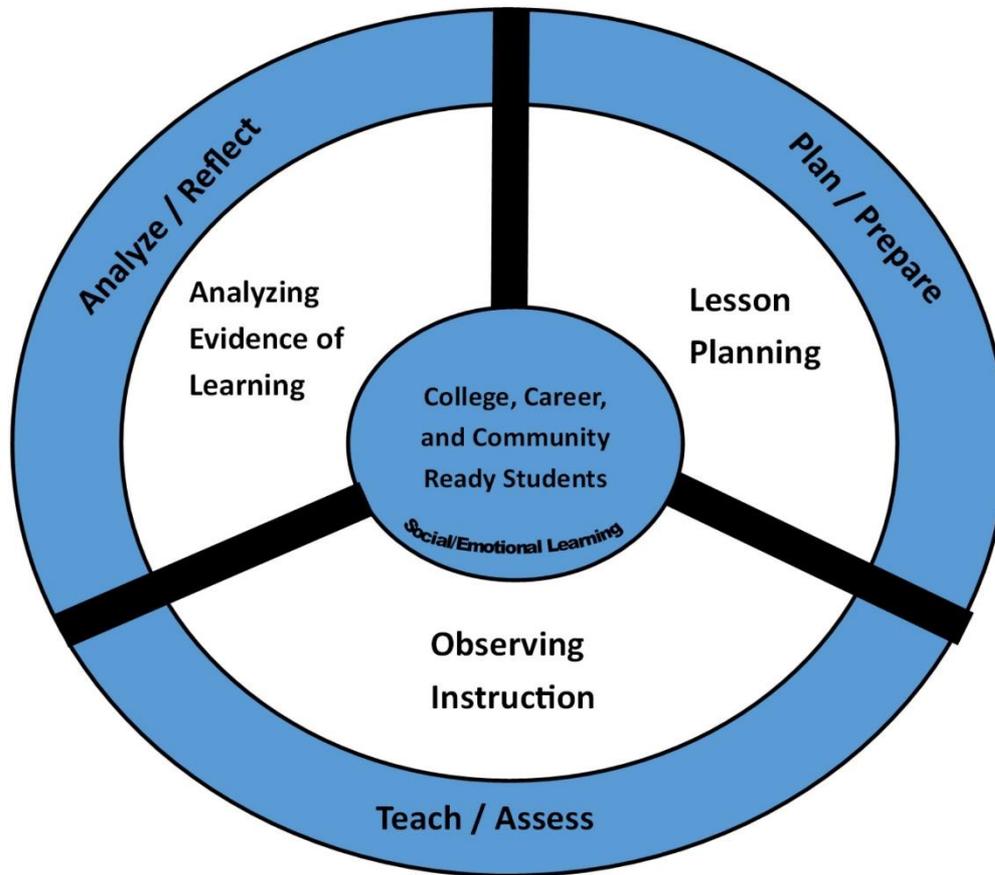


# Instructional Mentor Roles

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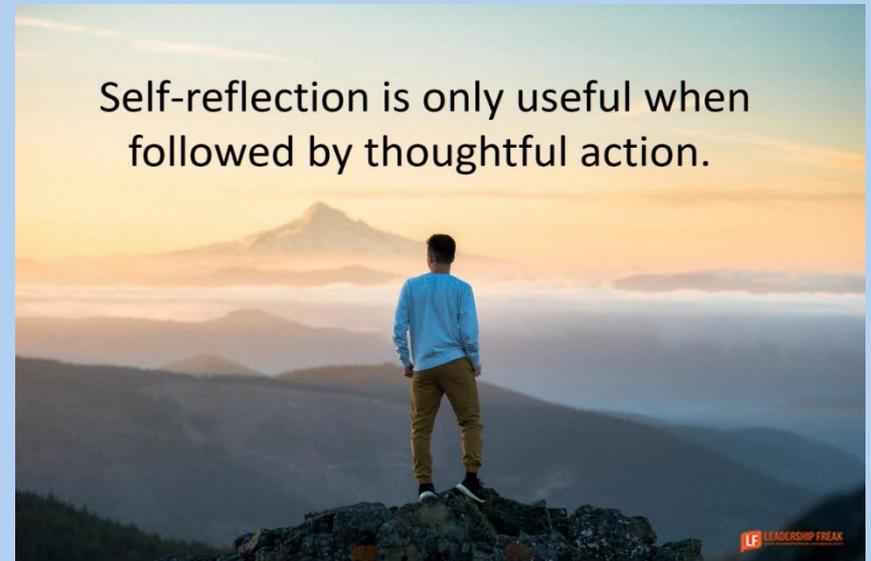
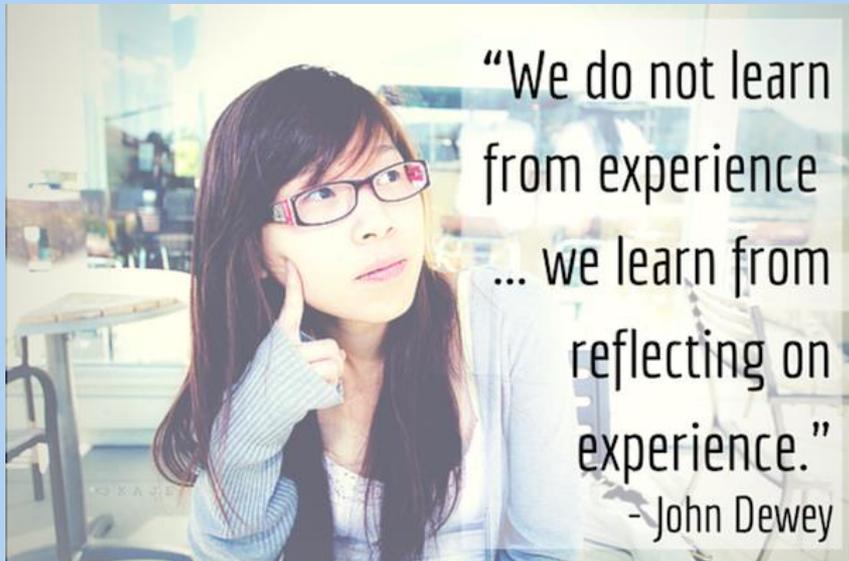


# Teaching & Coaching Formative Assessment Cycle

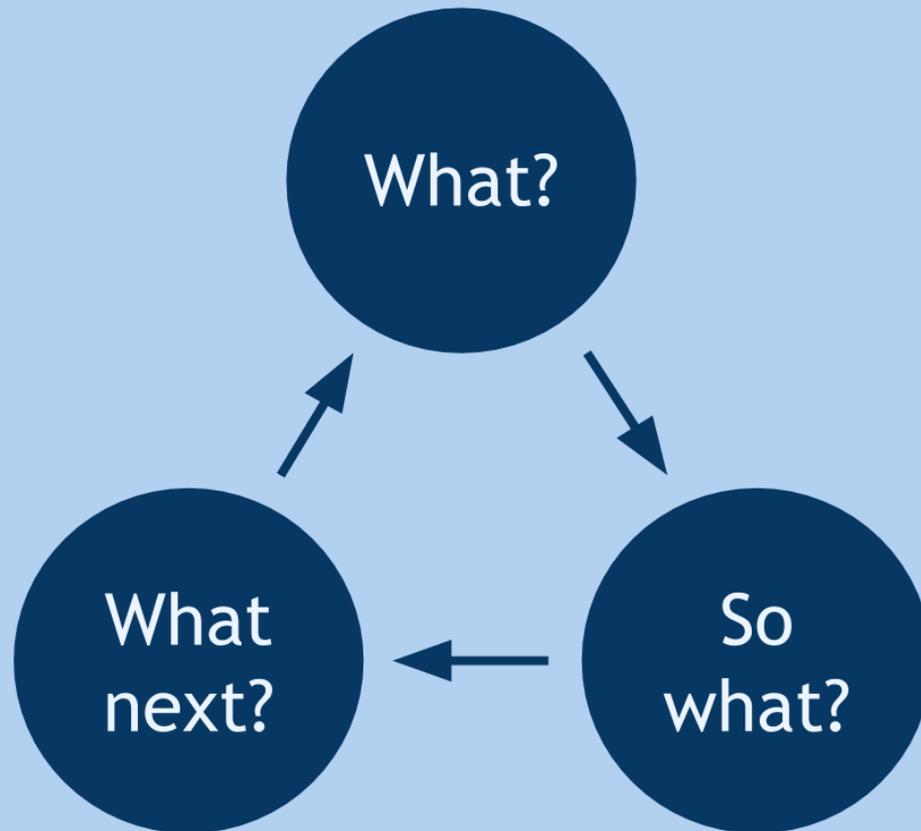


From INTC Conference February 2017

# Reflection



# Reflective Practices



# Steps in the Reflective Process

1. **Brief Description** - Summary of event/content
2. **Analysis** - Break it down, what does it mean to you, how does this connect to your prior experience/knowledge base, what insights have you gained?
3. **Elaboration** - How will this impact your future practice. Next time I will...



# Time to Practice Reflection

Reflect on a professional experience

Be sure to provide:

Description

Analysis

Elaboration



# Applying Reflective Practices to Induction & Mentoring

## Metacognition:

*thinking about one's own thinking,  
knowing about one's own knowledge,  
understanding one's own understanding,  
etc.*

# Metacognition...Thinking Through Your Thinking

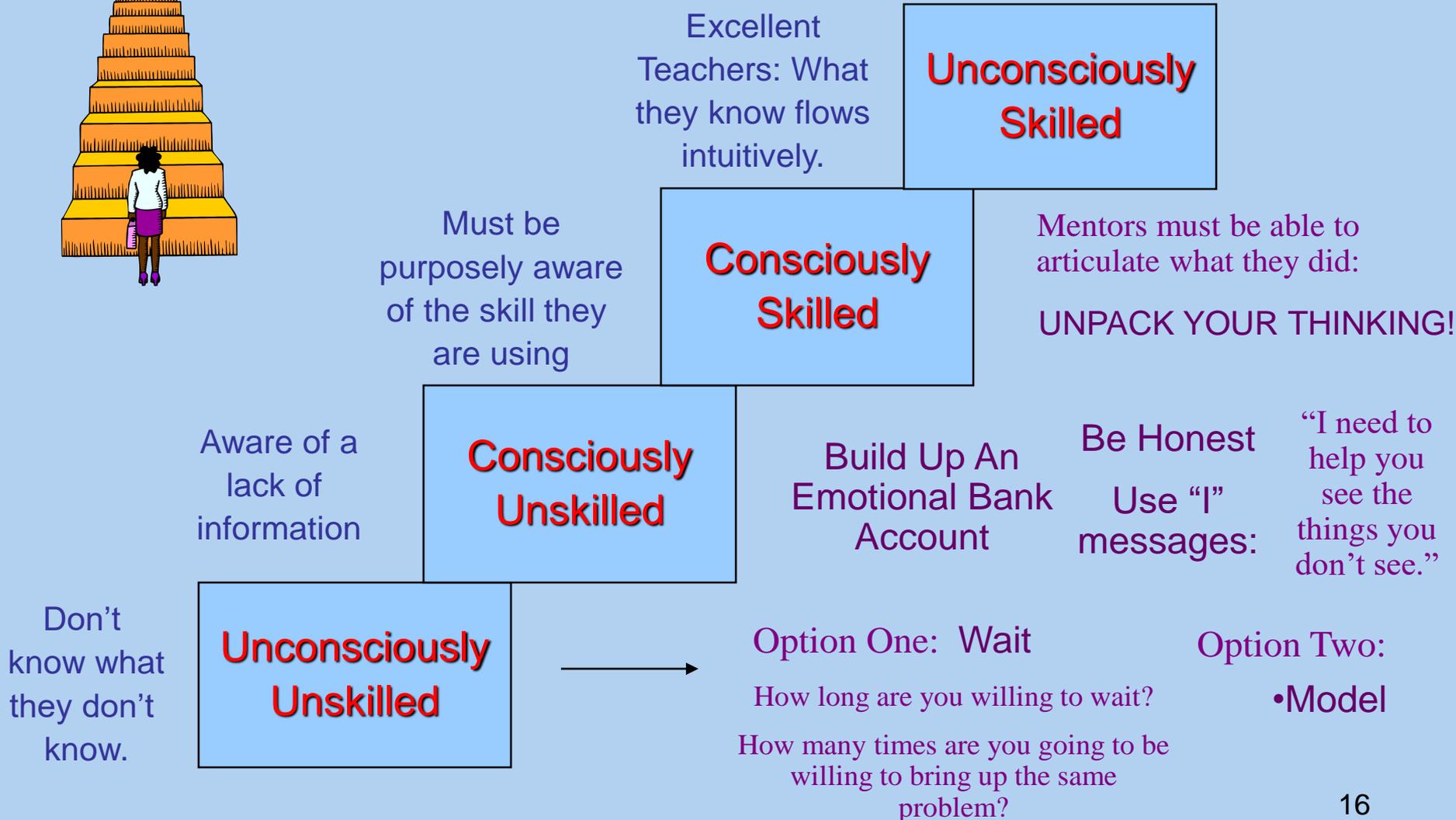
Metacognition refers to a teacher's critically important capacities to consciously "**stand outside themselves**" and reflect on themselves as they manage instruction. Such internal dialogue means that the teacher is constantly monitoring his/her own and students' behavior during instruction.

Metacognition also refers to the **ability to know what we know and what we don't know**. It is our ability to plan a strategy for producing the information that is needed, to be conscious of our own steps and strategies, and to reflect on and evaluate the productivity of our thinking.

# Learning Transitions: What does this Look like?

Protégé

Mentor



# Metacognitive Language...



Communicates the speaker's:

- rationales
- thought processes
- decision-making and reasoning

# Metacognitive Language...

Helps a colleague:

- understand the complexities and ambiguities of teaching
- gain insight into how to assess professional options
- learn new instructional strategies
- develop multiple methods for decision-making
- extend their repertoire of thinking skills
- make connections between instructional strategies and learners' needs

# Questioning Techniques

I hope I don't sound too dumb!

I hope I am meeting his needs!

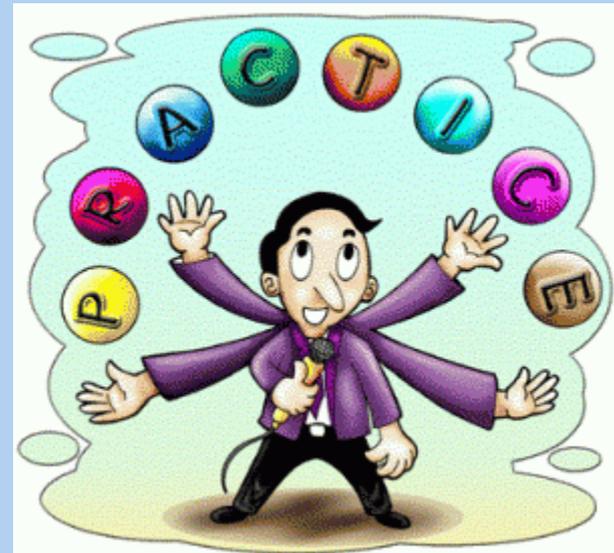


# Time to Practice Reflection Activity

Using the Questioning Strategies

Be sure to provide questions for the:

- Description
- Analysis
- Elaboration



# *Connection Point*

## **Time To Reflect....**

*How do I?*



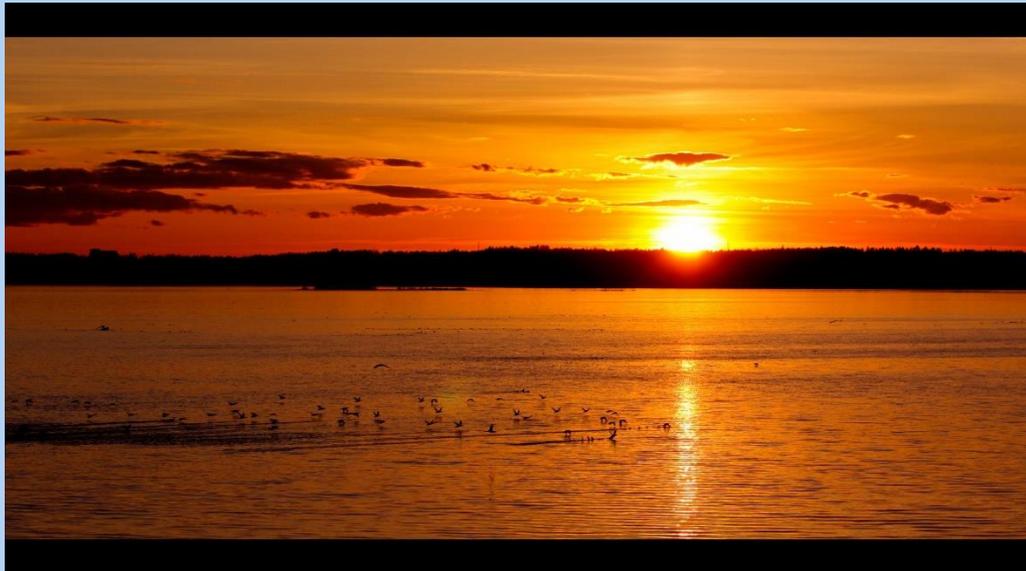
**My Strengths**

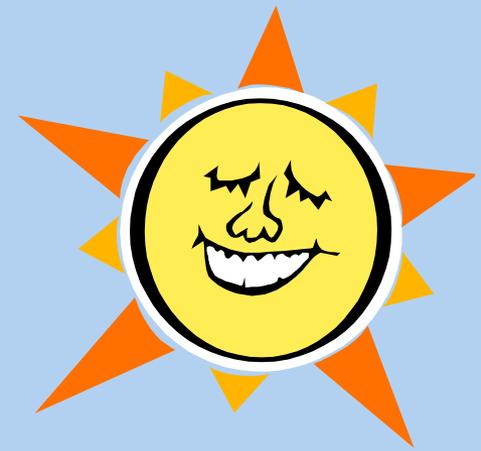
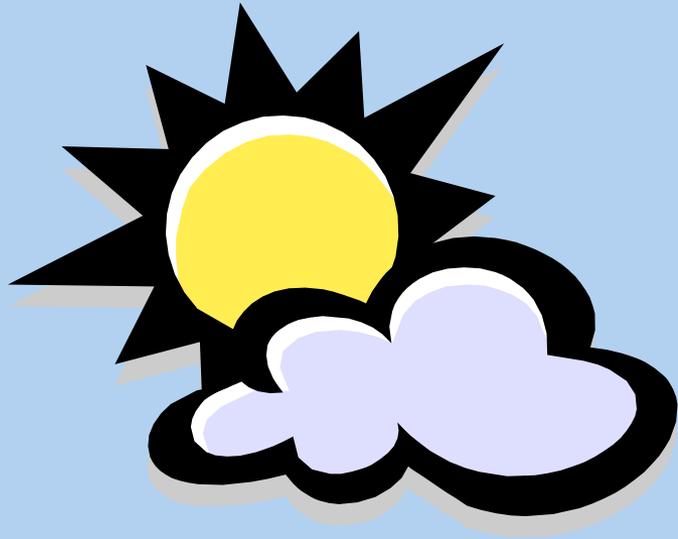
**My Opportunities for Improvement**

**...share your thoughts and ideas.**

# Ending Invocation

““Sometimes, you have to look back in order to understand the things that lie ahead.” - Yvonne Woon





So, how did we do?



*Workshop Evaluation...*

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**DON'T JUDGE.**  
BEHIND EVERY  
PERSON,  
THERE'S ALWAYS  
**A REASON** WHY  
THEY ARE THE  
WAY THEY ARE.

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