

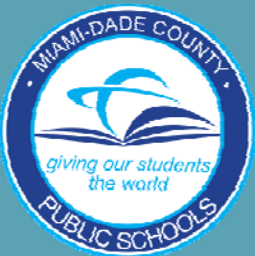
The Advanced Placement Teacher

As you walk in...please identify words to describe the characteristics of an advanced placement teacher. Write these characteristics on a post-it and place your post-its on the part of the body that best represents this trait.



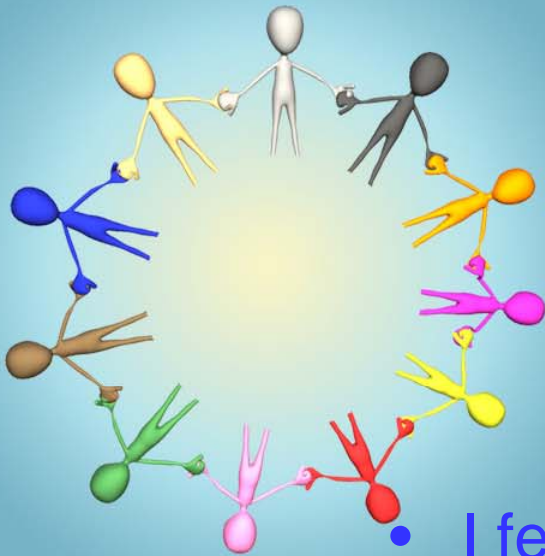
Miami-Dade County Public Schools
Professional Development

Instructional Mentoring



“Mentors are highly experienced educators, knowledgeable about subject-matter content, pedagogy, professional development, and state standards, requirements, and curriculum. They are chosen for their special abilities to work collaboratively with others, to inspire trust among colleagues, to play a variety of roles comfortably, and to maintain confidential relationships with coaches and teachers.”





That's Me!

- I feel comfortable with silence
- I love working with computers
- I have been teaching for over 10 years
- I believe chocolate solves all problems
- I exercise every day
- I often exceed the minutes on my cell phone
- I teach Advanced Placement classes



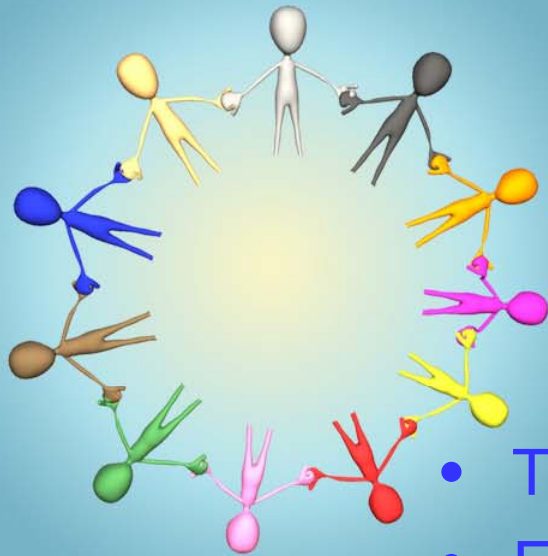
Norms

Participate actively

Ask questions

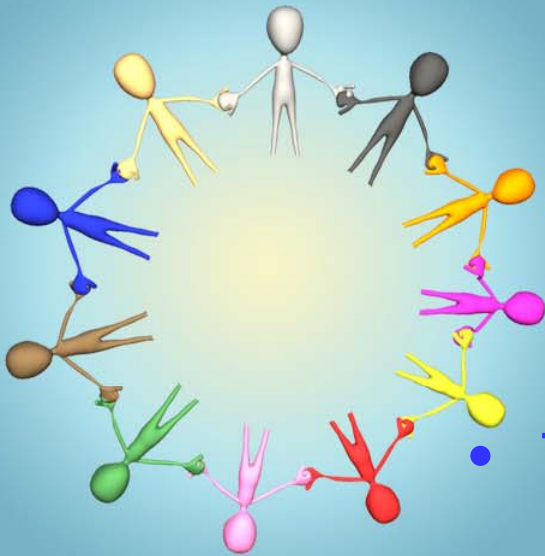
Learn by doing

Set your learning into action



Agenda

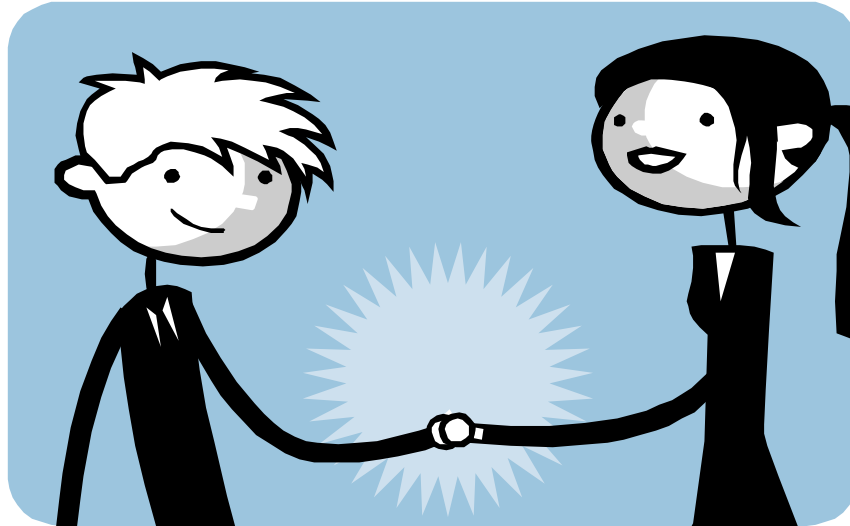
- That's Me
- Find Someone Who
- Building Rapport
- Adult learners
- The Trust Continuum
- Characteristics of Effective Mentors
- Instructional Mentors
- Approaches to Mentoring
- Lines of Communication

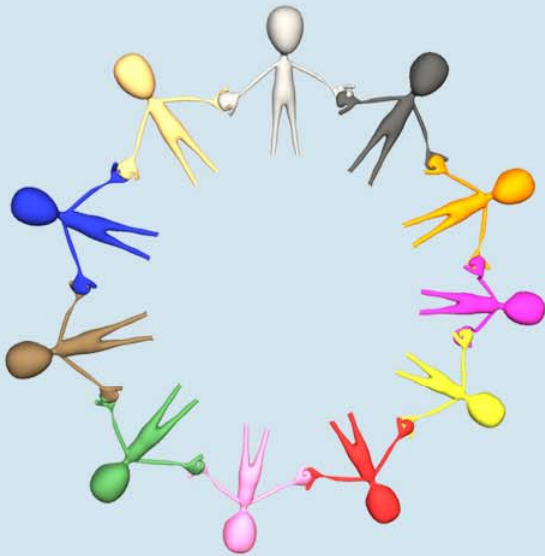


Beliefs

- Teachers need to create a safe, productive learning community for all students
- Teachers need to have deep understanding of the content they are teaching
- Teachers need to address the needs of individual learners and actively engage students in the learning process
- Teachers need to know whether or not their students are learning the content

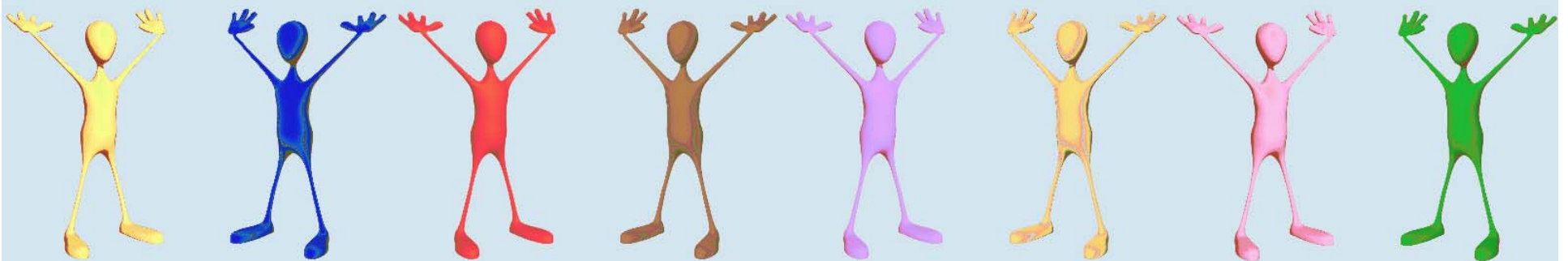
Find Someone Who

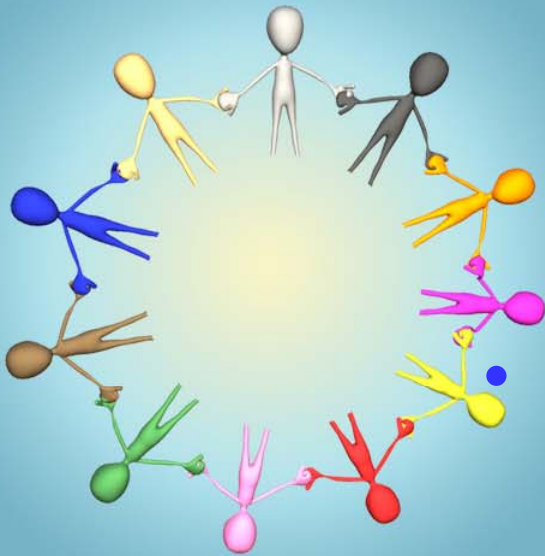




“To say that a person feels listened to means a lot more than just their ideas get heard. It’s a sign of respect. It makes people feel valued.”

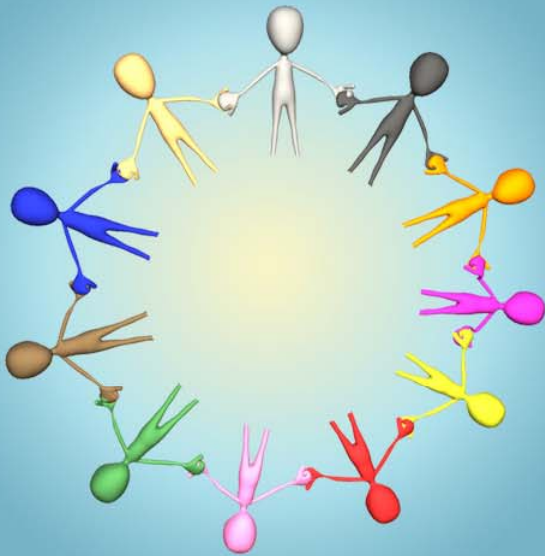
~Deborah Tannen





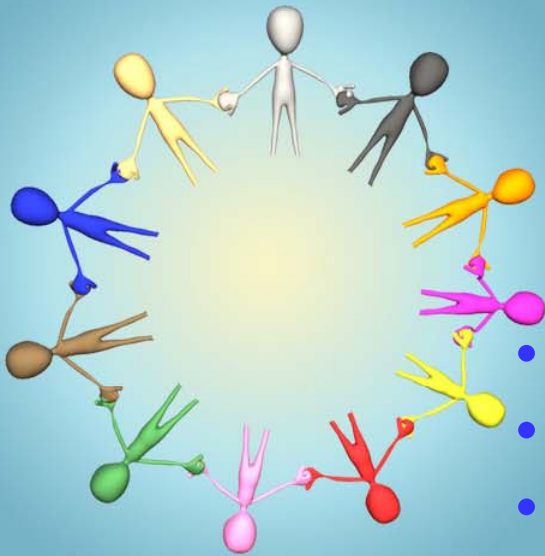
Build Rapport

- Discover and share personal and professional connections
- Be honest and truthful
- Build eye contact
- Be cordial
- Listen actively



Characteristics of Adult Learners

- Adults have accumulated life experiences
- Adults have established opinions, values and beliefs
- Adults are intrinsically motivated
- Adults learn at various rates and in different ways
- Adults learn best in a democratic, participatory and collaborative environment
- Adults need to be actively involved in determining how and what they will learn, and they need active, not passive, learning experiences
- Adults are goal oriented / relevancy oriented
- Adults need to know why they are learning something
- Adults tend to be more interested in theory when it is linked to practical application
- Adults are autonomous and self-directed
- Adults are practical and problem-solvers



Anxieties of Adult Learners

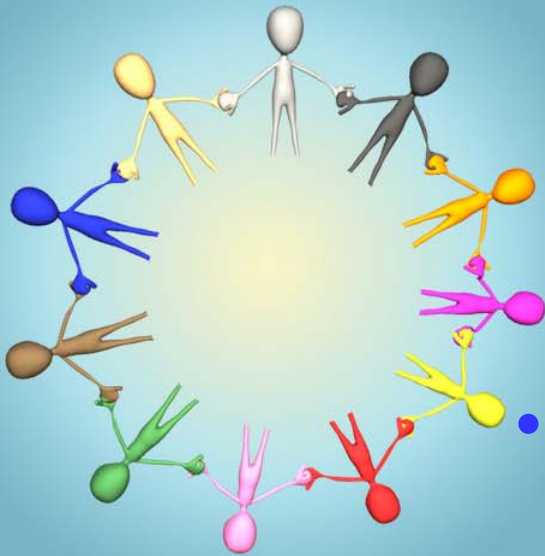
- Fear of failure
- Fear of being made to look foolish
- Fear of the new technological environment
- Concerns about physical impairments
- Distrust about their own abilities and about how valid or worthwhile their experience is in relation to the topic at hand
- Fear of assessment and confusion about what is expected, particularly regarding more formal assessments
- Concerns about external influences, e.g. a need to acquire or require a new skill to fulfill their job requirements

~Rhonda Wynne, 2005



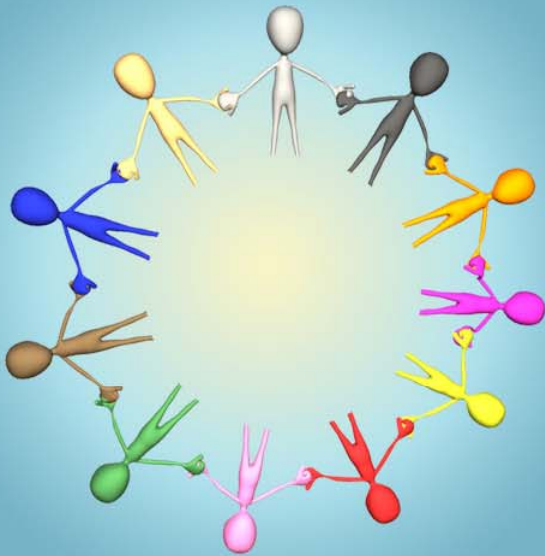
What is Mentoring

“Mentoring is a developmental partnership through which one person shares knowledge, skills, information, and perspective to foster the personal and professional growth of someone else.”



What Mentoring is Not

- Mentoring is not training
- Mentoring is not therapy
- Mentoring is not supervision

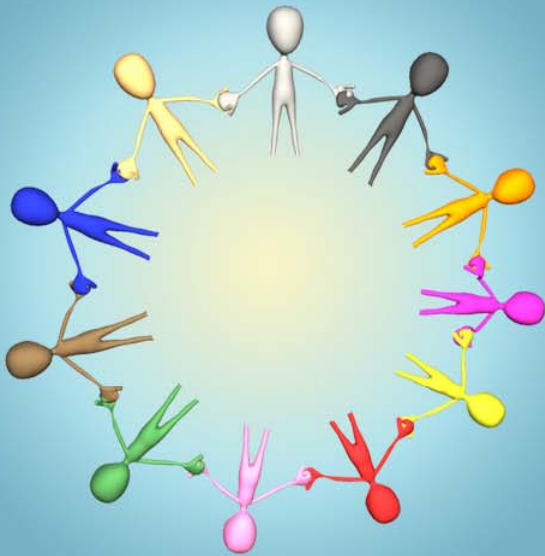


The Trust Continuum

1

5

10



Trust-Building Essentials

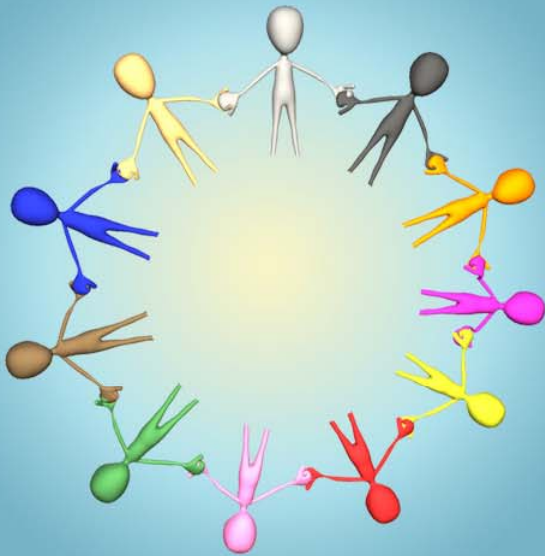
- Sincerity
- Reliability
- Competence
- Benevolence



What is a Mentor?

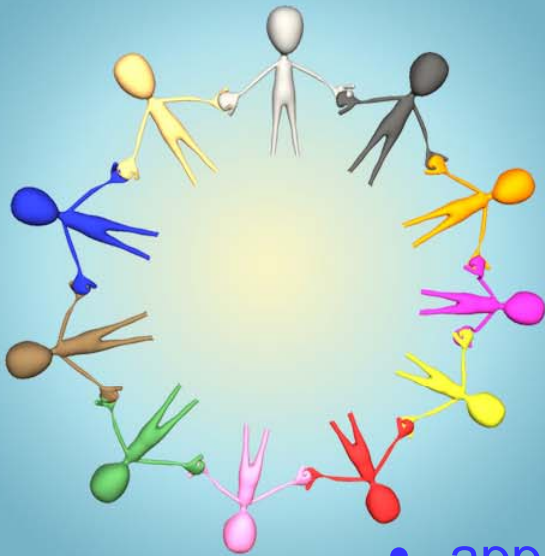
A MENTOR...

- *is a friend and advisor*
- *is a teacher and role model*
- *is entrusted with the care and education of another*
- *has knowledge and advanced or expert status*
- *nurtures a person of talent and ability*
- *is willing to give away what he or she knows in a non-competitive way*
- *offers support, patience and enthusiasm*



Effective Mentors ...

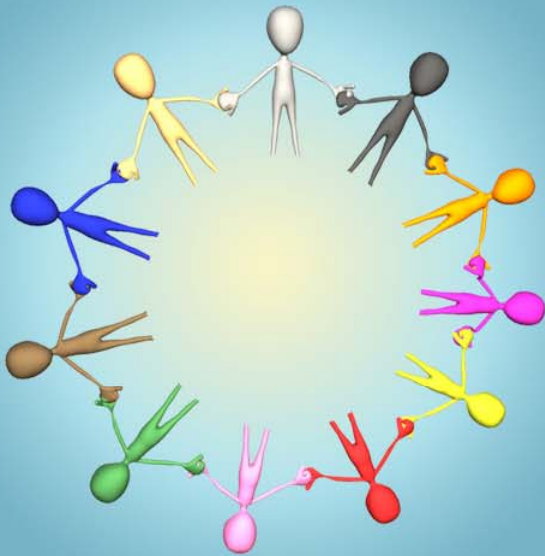
- represent skill, knowledge, virtue and accomplishment
- welcome newcomers into the profession
- take a personal interest in their career development and well-being
- want to share their skill, knowledge, materials, and experience with those they mentor
- guide the way to what one can achieve and become
- expose students to new ideas, standards, and perspectives and to the values and norms of the profession



Characteristics of Effective Mentors

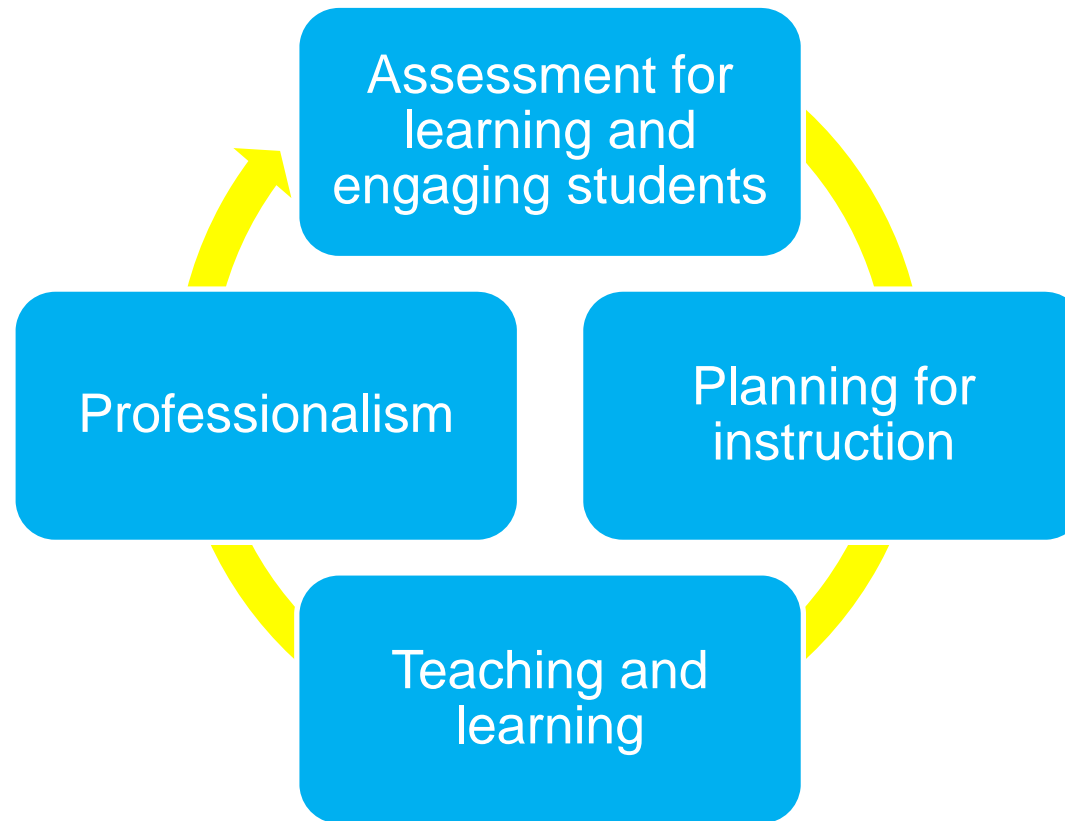
- approachability
- integrity
- ability to listen
- sincerity
- willingness to spend time
- enthusiasm
- teaching competence
- trustworthiness
- receptivity
- positive outlook
- willingness to work hard
- confidence
- commitment to the profession
- openness
- experience in teaching
- tactfulness
- cooperativeness
- flexibility

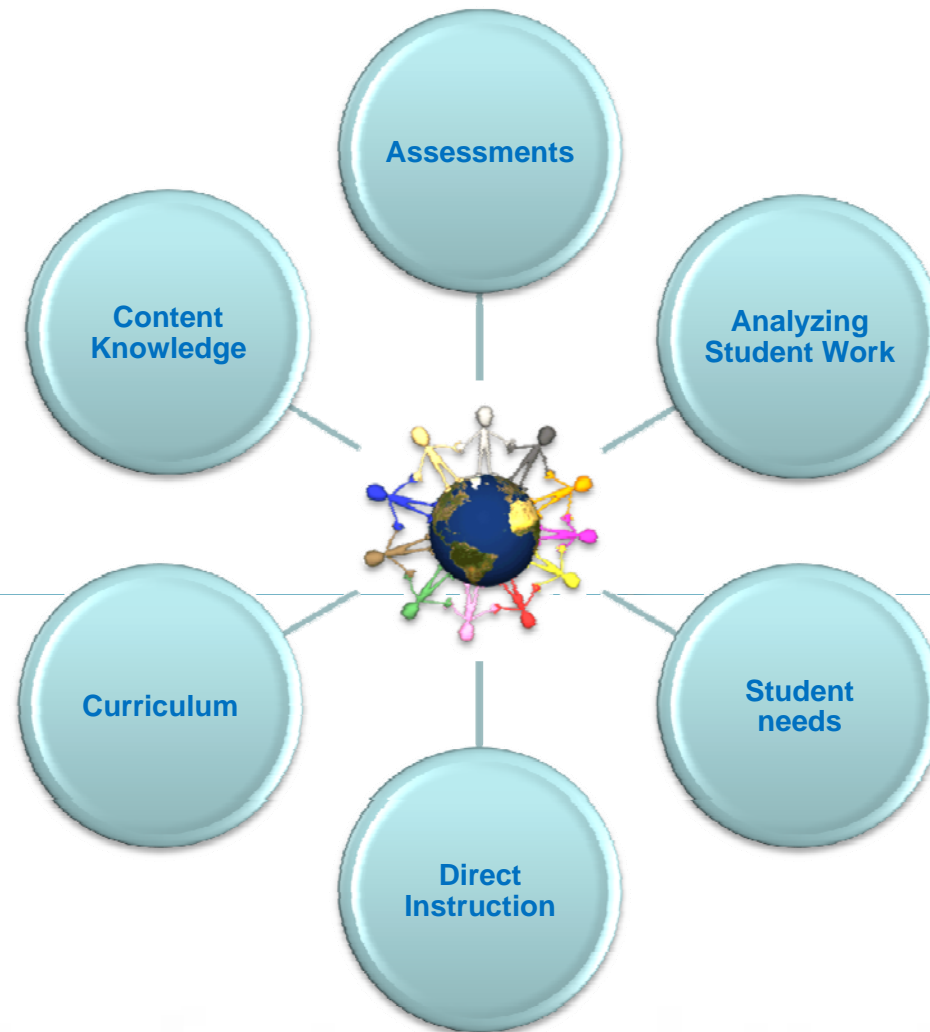
~DeBolt, 1989



Instructional Mentors

- Hold a vision of outstanding teaching
- Can articulate their knowledge of best practice (both content and pedagogy)
- Help mentees balance immediate concerns with long-term development
- Approach teaching as inquiry
- Are committed to collaborative partnerships



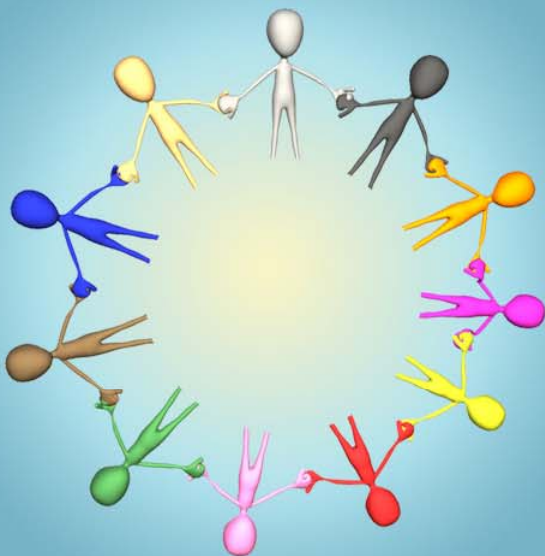


“AP teachers are also among the most vital mentors in the educational system. As they model how to teach, they can be explicit about the multi- and interdisciplinary dynamics of their subjects, providing a form of on-the-job professional development. Finally, teachers can press their own professional organizations to have formal liaisons with counterpart professional groups at the college level, leading to greater exchange of information in newsletters and online discussion groups, the hosting of special K-16 sessions at annual meetings, joint projects such as producing classroom materials in common areas, and regional and local school/college partnerships.”

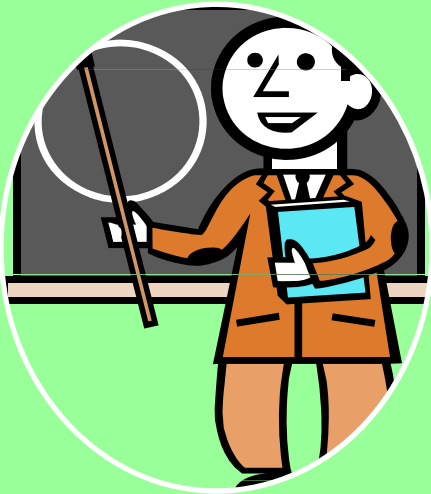
Julie Thompson Klein, editor of Interdisciplinary Education in K-12 and College: A Foundation for K-16 Dialogue (New York: College Entrance Examination Board, 2002).



The Right Family



Approaches to Mentoring



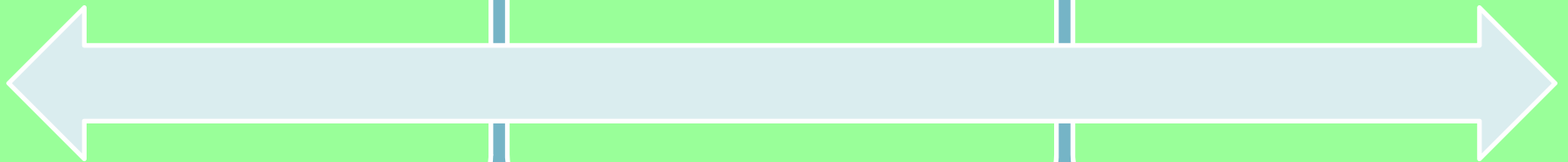
Instructive



Collaborative



Facilitative





The Mentoring Conversation Protocol

Assess the Teacher's Needs by:

- Making connections and building trust
- Identifying successes and challenges

Establish a Focus for Work by:

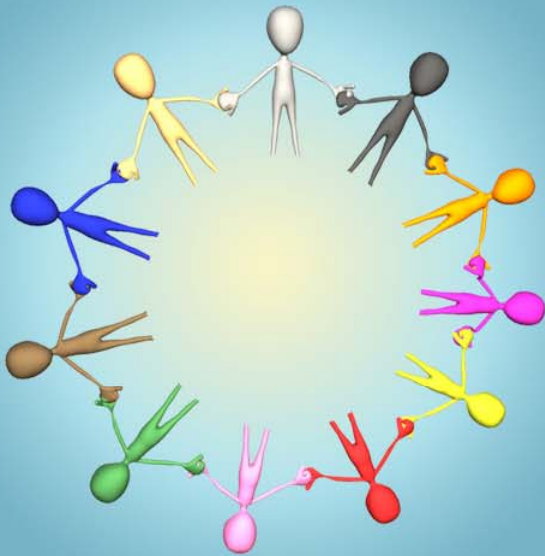
- Paraphrasing
- Clarifying

Support the Teacher's Movement Forward by:

- Direct teaching
- Collaborative problem-solving/work
- Reflective questioning

Promote Accountability by:

- Identifying specific next steps
- Agreeing to follow-up



Promote Reflective Thinking

- Paraphrase

"You are saying that..."

- Ask clarifying questions

"Let me see if I understand..."

- Interpret

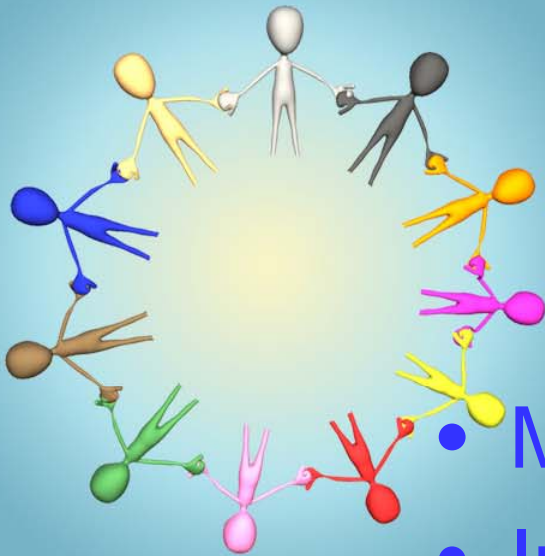
"What you are describing could mean..."

- Ask mediational questions

"What would it look like if..."

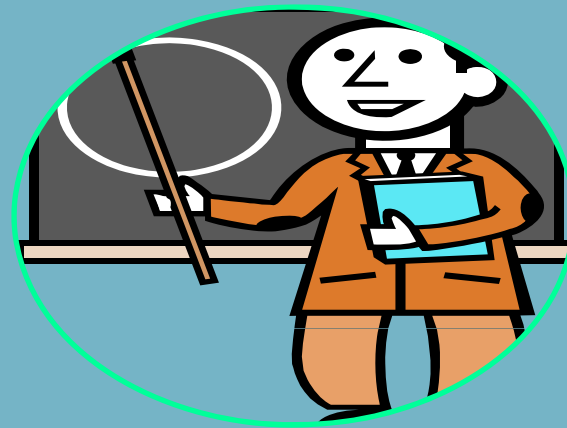
- Summarize

"Can you describe your next steps?"



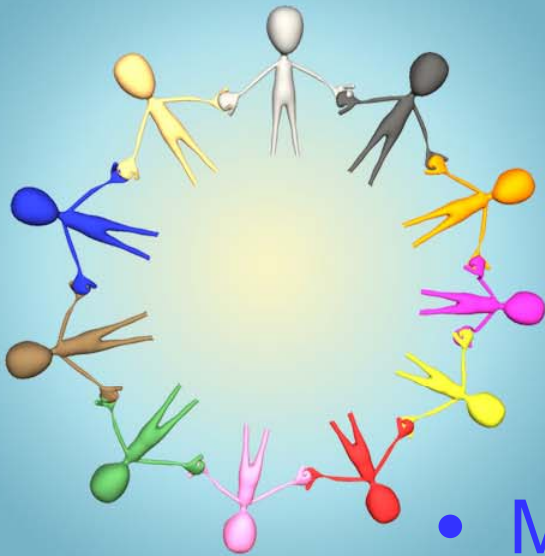
Instructive

- Mentors control the interaction
- Information flows from the mentor to the mentee
- Mentors offers suggestions and solutions



The New AP Teacher that lacks
information on the requirements for the
Advanced Placement exams.





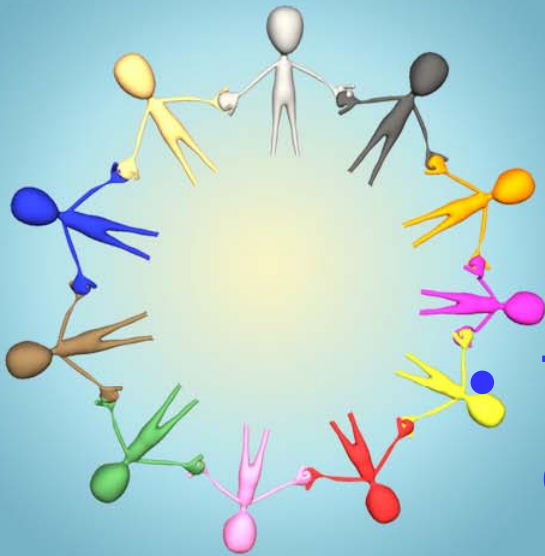
Collaborative

- Mentors guide the interaction without necessarily controlling it
- Mentors and mentees co-construct solutions and prepare materials



The New AP Teacher that is
experiencing difficulty on planning for
instruction that challenges the AP
student.





Facilitative

- The mentee actively directs the flow of information
- Mentors act as a facilitator of the mentee's thinking and problem-solving
- Mentees self-assesses and self-prescribe



The New AP Teacher that feels like they are drowning in paperwork and the demands of the position.



A Mentoring Conversation

Role-Play





“Deep listening is miraculous for both the listener and the speaker. When someone receives us with open-hearted, non-judging, intensely interested listening, our spirits expand.”

~Sue Patton Thoele



Lines of Communication

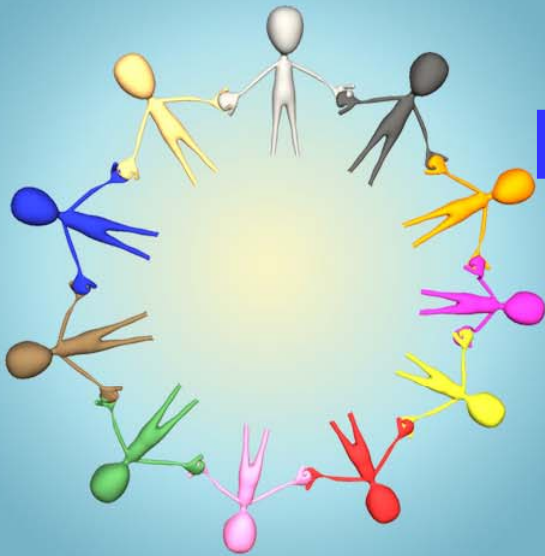
What does instructional mentoring look like?

How will you establish trust with your mentee?

What essential questions should mentors ask their mentees?

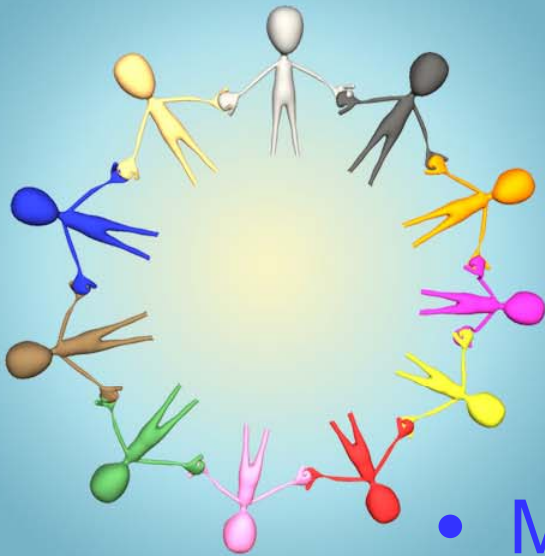
Why is it important to mentor a new Advanced Placement teacher?





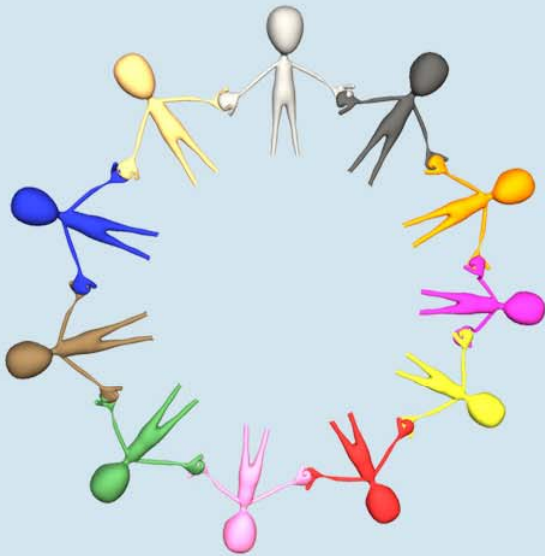
Barriers to Effective Listening

- Internal distractions
- Emotional reactions
- Biases and judgments
- Semantic misunderstandings
- External distractions
- Physical barriers



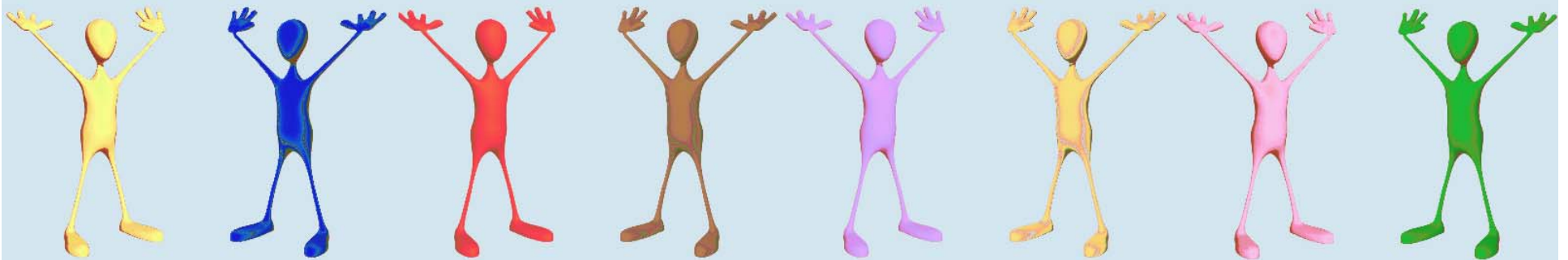
Active Listening Skills

- Make eye contact
- Watch your body language
- Paraphrase
- Ask clarifying questions
- Check for perceptions
- Summarize



“Feedback is like oxygen - we all need the right amount individually.”

~Cailean Maclead



Closure with Confidence & Communication!

Closure

Confidence

Communication



*I've learned that people will
forget what you said,
people will forget what you did,
but people will never forget
how you made them feel.*

~Maya Angelou

