

From: LeAnn Johnson

Sent: Thursday, November 03, 2016 1:09 PM

To: Teresa Fontana

Cc: Helen Baker; Dori Hargrove; Tauna Cole; Paulette Lashley; ppalme02@rams.shepherd.edu; Georgiann Toole; Rhonda Hovatter; Dawne Burke

Subject: Standard 2

Teresa and Elivra,

As the group leads for CAEP standards 2 and 4 I wanted to let you know that I spoke at a meeting of Alpha Belta Kappa Educational Honor Sorority for Berkeley County teachers last night.

I have attached two files. One contains the information used for the first and last page of the handout provided and the other contains slides on mentoring that I gave in a 6 slides per page format for the middle of the handout. (This slide show is in the process of being turned into a webinar to be posted on our DOE website to support cooperating teachers).

My presentation and some teacher comments relevant to these two standards are outlined as follows:

Introduced teachers to the importance of "Impact on Student Learning" with a read aloud of segments of the picture book, "Horray for Diffendofer Day!"

Connected the two WVPTS functions related to assessment to the things they do with their students. Then focused on the importance of making sure that teacher candidates evaluate their own effectiveness in light of appropriate evidence of student learning rather than on subjective feelings of success based on completion of planned activities or lack of discipline issues while teaching.

Compared two models of teacher training. The old and the new which includes linking evaluations of teaching effectiveness to measures of student learning.

Emphasized that EPPs are now being asked to evaluate themselves based on the ability of our graduates to impact P-12 student learning.

Invited teachers to share their insights regarding 4 key questions about measurement of student learning.

There were two comments that I found particularly interesting

1. Teachers were concerned that tracking teaching effectiveness during the first 3 years of teaching would put added stress on new teachers to perform which could actually hinder their ability to cope with all the things new teachers have to learn to do. They suggested that our evaluation of teaching effectiveness be focused more on a new teacher's ability to reflect on their success as connected to student achievement in individual lessons than on the actual achievement of the students.

2. Teachers commented that new teachers have to complete graduate credits during their first years for license renewal. They suggested that

they get this credit for working with the university to collect data on student learning in their classrooms over the first three years.

Stressed that because the student learning takes place in the schools and not at the university, we need cooperating teachers who can mentor with knowledge that impact on student learning is now more important than ever.

We reviewed the 10 tips for great mentoring with input from teachers who related it to their own experiences mentoring our candidates as well as others from other institutions.

Teachers commented throughout that they loved having our students and would like more. They wanted to know how they could have our students and I directed them to their superintendent to see if they could get their school added to the list of schools in the county approved for student placements.

Wrapped up with reviewing pictures of events where our students are going beyond the classroom to partner with and/or learn from master teachers.

Master Teachers come to campus to provide workshops for our students at professional development days

Teachers participated in the Storybook Carnival to present key children's literature selections to area children.

Teachers come to campus for the Literacy Leaders Conference each spring where they meet with and review projects presented by our students while learning new techniques for their own class.

Title 1 teachers are working collaboratively with our students to provide authentic writing experiences for their students in a forum that encourages development of vocabulary and reinforcing connections between working hard in school and future enrollment in a college.

Providing support that allows our students to achieve as shown by the growth of KDP and recognition with international awards.

Please feel free to use/include this information for your standards work as you see fit.

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10 Tips to Great Mentoring

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1. Make Time

- Build a regular meeting time with your mentee into your schedule.
- Don't let other things bump it.
- Stay focused.



2. Rapport

Think back to your own experiences as a student or new teacher. Who was there for you?

What characteristics/behaviors did they exhibit that made you feel supported?



What if the mentee is just plain difficult?

3. Instructional Support

Initiate and maintain continual collegial dialogue based on shared experience

- Begin at the mentee's skill level – zone of proximal development
- Create shared experiences
 - Team planning
 - Team teaching
 - Observing mentee
 - Being Observed (model)
 - Video Tape



4. Encourage Reflection

It is not what you say. It is the questions you ask that are important.

Vikrant Parsai

While holding a writing conference, your mentee has difficulty maintaining awareness of the rest of the class.

What questions might you use to encourage reflection and problem solving in this area?



5. Feedback

- Confirm appropriate outcomes of mentee reflection mirroring specific points for reinforcement. "I agree that xxxx."
- Extend mentee conclusions with specific questions that push thinking to the next level. "Given what you think, what would happen if you xxx?"



- Reserve 'telling' for those areas where the mentee does not have the knowledge needed to move to the next level.
- Record main points in writing.

6. Support Goal Setting

- Focus
- Prioritize
- Make them SMART

Remember,
Rome wasn't built in a day.

Specific

Measurable

Rewarding

Attainable

Timebound



7. Model Personal Learning

Be transparent about your own search for better answers and more effective ways to meet student needs.

No one appreciates a 'know-it-all'

Anonymous



8. Be Flexible/Responsive

Just as you adjust your questioning of students to meet their learning needs, adjust your communication and support according to mentees needs.

Mentoring is an art form, not a recipe.
There is no single approach to providing
the best type of support



9. Face Hard Conversations

- Don't wait!
- Plan the main points of the conversation
- Leave unproductive emotions at the door
- Be objective
- End with a written statement of the problem and what is required to fix it.



10. Motivate

Mentoring is a brain to pick, an ear to listen, and a push in the right direction.

John C. Cosby



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1. Make time
2. Develop Rapport
3. Give Instructional Support
4. Encourage Reflection
5. Provide Feedback
6. Support Goal Setting
7. Model Personal Learning
8. Be Flexible/Responsive
9. Face Hard Conversations
10. Motivate

