

What Your Colleagues Are Saying . . .

“This book is packed with useful ideas, strategies, and clear action steps for supporting new teacher induction with a student-centered philosophy at its core. In both translating the research and describing educators’ lived experiences, Amanda Brueggeman has created a timely resource that will resonate with classroom teachers, school and district leaders. When put into practice, the strategies in this book will help in shaping mastery environments in which everyone in an educational setting shares the belief that individually and collectively they have the capability to impact positive improvement.”

—Jenni Donohoo

Provincial Literacy Lead Council of Ontario Directors of Education
Author, *Collective Efficacy*

“*Student-Centered Mentoring: Keeping Students at the Heart of New Teachers’ Learning* is a thoughtful and timely book. Amanda Brueggeman’s core belief that ‘empowering others to grow and make an impact on students is important for our future’ gets at both a practical and moral imperative: we need ways of supporting new teachers that are compassionate and impactful if we want to change the trajectory of the teacher shortage we currently face. With practical tips, a solid framework, and plenty of examples from her own experience in the field, *Student-Centered Mentoring* does just that.”

—Leanna Harris

Author and Consultant, Diane Sweeney Consulting

“*Student-Centered Mentoring: Keeping Students at the Heart of New Teachers’ Learning* is a welcomed resource in an untapped market. Amanda Brueggeman’s book provides specific student-centered strategies, tips, and tools for mentors to utilize while partnering with new teachers to propel student learning. By putting students at the heart of mentoring, new teachers will be provided with ongoing and meaningful support that allows them to reflect and refine instruction based on current student evidence. This is a must read for anyone who supports new teachers, mentors, coaches, principals, and district leadership.”

—Joy Casey

Consultant, Diane Sweeney Consulting

“Given the complexity of the teaching profession, individuals beginning their career need comprehensive support with systems, pedagogy, and meeting students’ needs while managing their own. There are many approaches districts take to equip these ambitious colleagues. *Student-Centered Mentoring: Keeping Students at the Heart of New Teachers’ Learning* creates a unique layered process for developing the mentor’s skillset to meet the teachers’ learning needs while establishing the student focus from day one. Undoubtedly, Amanda Brueggeman’s system, including the strategies and action steps provided, will transform the impact mentors have on our newest colleagues as well as the students they serve well beyond their first years.”

—Julie Steele

Consultant, Diane Sweeney Consulting

“*Student-Centered Mentoring* is an inspiring guide for any educator tasked with supporting new teachers. We all know that being a new teacher involves a unique set of challenges. This book presents a multilayered approach to support the varied needs of new teachers, all while keeping student engagement and growth at the center of mentor-mentee’s collective work. Full of questions mentors can ask new teachers to support effective management and instruction, processes for goal-setting and reflecting, and tips for giving effective feedback, this resource allows us to envision the power of collaborative partnerships to build new teacher confidence and give the essential support that is often lacking in induction programs today.”

—Amber Birch Trujillo

Consultant, Diane Sweeney Consulting

“As we think about teaching and learning in the era of Covid-19, *Student-Centered Mentoring: Keeping Students at the Heart of New Teachers’ Learning* is essential. Now more than ever, we have a collective imperative to develop beliefs and habits of mind in new teachers that serve students in meaningful, enduring ways. Bringing together the latest research on teacher development, trends in teaching and learning, and a robust set of anecdotes, Amanda Brueggeman does a masterful job at laying a foundation for those in charge of new teacher development programs. The way that she advocates for student-centered mentoring will help new and veteran teachers alike remain energized by the work we’re all called to do as educators.”

—Quinton P. Walker

Head of the High School

University School of Nashville, TN

“*Student-Centered Mentoring* is a must-read for every mentor, instructional coach, and educational leader. Amanda Brueggeman’s book shares the limitless possibilities of fostering relationships, building engaging dynamics, and creating effective change through mentorships! Her work is both student-centered and teacher-supportive. She illuminates the possibilities of building teacher leadership and fostering teacher capacity. She offers strategies on collaboration, navigating difficult dialogue, and grounding this work in keeping our students at the focus. This book is an educator’s dream!”

—Jigisha Vyas

Instructional Coach
Wyckoff School District, NJ

“In the ever-evolving field of education, it is critical for new teachers to begin their careers with the ongoing support and guidance of a mentor. *Student-Centered Mentoring* offers precise, practical strategies for mentors to help mentees establish systems of beliefs and practices that keep student learning at the forefront of teaching. Envisioning “school as a system with student growth at the heart,” this resource provides readers with recommendations for examining philosophies, scenarios to guide learning, and frameworks to create a deep and sustainable system of mentorship. The wide range of joys and challenges experienced when mentoring new teachers is presented with the ultimate (and attainable) goal of improving outcomes for all students.”

—Sarah Valter

Literacy Coach
Lindbergh Schools, MO

“This book is a must-have for mentors. Amanda Brueggeman advocates for a shift from a traditional, top-down mentoring model, where new teacher and mentor conversations revolve around the most important reason for teaching: students. The author explains how mentors can build the capacity of new teachers through reflective conversations about their existing skills, mindsets, and how to understand and assess the effect their teaching moves have on student learning outcomes. The strategies and action steps presented in each chapter provide mentors with a variety of methods to engage their new teacher, from emotional intelligence to collaborative learning experiences.”

—Rachel Jenner

Instructional Coach/Consultant
Rockingham County Public Schools, VA

“Student-Centered Mentoring: Keeping Students at the Heart of New Teacher’s Learning is a must read for anyone who is an educational leader or planning to take on a leadership role in the K-12 environment. This tool is full of actionable ideas for the mentors, coaches, and administrators dedicated to developing an authentic and dynamic student-centered culture. Mentors who put these strategies in place will make a lasting positive change in the lives of their staff members and their students.”

—Joseph Perry,
K-6 STEM Educator
Simmons Elementary School, PA

Do not copy, post, or distribute

Student-Centered Mentoring

Do not copy, post, or distribute

This book is dedicated to my nieces and nephews (adoptive ones too!).

Also, to all of my godchildren.

Always believe in yourself!

Do not copy, post, or distribute

Student-Centered Mentoring

Keeping Students at the Heart
of New Teachers' Learning

Amanda Brueggeman

Foreword by Diane Sweeney

CORWIN

Copyright ©2022 by SAGE Publications, Inc.

This work may not be reproduced or distributed in any form or by any means without express written permission of the publisher.

FOR INFORMATION:

Corwin
A SAGE Company
2455 Teller Road
Thousand Oaks, California 91320
(800) 233-9936
www.corwin.com

SAGE Publications Ltd.
1 Oliver's Yard
55 City Road
London EC1Y 1SP
United Kingdom

SAGE Publications India Pvt. Ltd.
B 1/I 1 Mohan Cooperative Industrial Area
Mathura Road, New Delhi 110 044
India

SAGE Publications Asia-Pacific Pte. Ltd.
18 Cross Street #10-10/11/12
China Square Central
Singapore 048423

President: Mike Soules
Vice President and
Editorial Director: Monica Eckman
Executive Editor: Tori Mello Bachman
Content Development Editor: Sharon Wu
Editorial Assistant: Nancy Chung
Project Editor: Amy Schroller
Copy Editor: Karin Rathert
Typesetter: C&M Digitals (P) Ltd.
Indexer: Integra
Cover Designer: Scott Van Atta
Marketing Manager: Margaret O'Connor

Copyright © 2022 by Corwin Press, Inc.

All rights reserved. Except as permitted by U.S. copyright law, no part of this work may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without permission in writing from the publisher.

When forms and sample documents appearing in this work are intended for reproduction, they will be marked as such. Reproduction of their use is authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.

All third-party trademarks referenced or depicted herein are included solely for the purpose of illustration and are the property of their respective owners. Reference to these trademarks in no way indicates any relationship with, or endorsement by, the trademark owner.

Printed in the United States of America

Library of Congress Cataloging-in-Publication Data

Names: Brueggeman, Amanda, author.

Title: Student-centered mentoring : keeping students at the heart of new teachers' learning / Amanda Brueggeman.

Description: Thousand Oaks, California : Corwin, 2022. |
Series: Corwin teaching essentials; vol. 1 |
Includes bibliographical references and index.

Identifiers: LCCN 2021059535 | ISBN 9781071855195 (paperback) |
ISBN 9781071876428 (epub) | ISBN 9781071876435 (epub) |
ISBN 9781071876442 (pdf)

Subjects: LCSH: Mentoring in education. | Student-centered learning. | Individualized instruction. | First year teachers. | Teacher-student relationships.

Classification: LCC LB1731.4 .B78 2022 | DDC 371.102—dc23/
eng/20220110

LC record available at <https://lcn.loc.gov/2021059535>

This book is printed on acid-free paper.

22 23 24 25 26 10 9 8 7 6 5 4 3 2 1

DISCLAIMER: This book may direct you to access third-party content via Web links, QR codes, or other scannable technologies, which are provided for your reference by the author(s). Corwin makes no guarantee that such third-party content will be available for your use and encourages you to review the terms and conditions of such third-party content. Corwin takes no responsibility and assumes no liability for your use of any third-party content, nor does Corwin approve, sponsor, endorse, verify, or certify such third-party content.

CONTENTS

Foreword	xi
<i>Diane Sweeney</i>	
Acknowledgments	xv
About the Author	xix
Introduction	1
1 SHIFTING TOWARD A STUDENT-CENTERED APPROACH	15
2 LAYING THE FOUNDATION FOR A STRONG MENTORING RELATIONSHIP	41
3 BUILDING EFFICACY WITH NEW TEACHERS AND MENTORS	69
4 STRENGTHENING MENTOR PARTNERSHIPS WITH COLLABORATIVE REFLECTION	103
5 LEARNING TOGETHER IN THE CLASSROOM	131
6 PARTNER WITH A COACH OR COLLEAGUE IN A MENTOR COACHING CYCLE	161
Appendices	
Appendix A Collection of Student-Centered Mentoring Questions and Language	187
Appendix B Learning Inquiry Activity	193

Appendix C Reflecting on the Year Handout	195
Appendix D Needs Assessment on Expectations From Beliefs	197
References	199
Index	203



For additional resources related to
*Student-Centered Mentoring: Keeping Students
at the Heart of New Teachers' Learning*,
please visit the companion website at
resources.corwin.com/studentcenteredmentoring

Do not copy, post, or distribute

FOREWORD



We are at a crossroads. We can either bring talented teachers into the workforce and support them in meaningful ways, or we can continue down the path of looming teacher turnover and shortages. According to a report from the Economic Policy Institute, “A lack of sufficient, qualified teachers threatens students’ ability to learn (Darling-Hammond 1999; Ladd and Sorensen 2016). Instability in a school’s teacher workforce (i.e., high turnover and/or high attrition) negatively affects student achievement and diminishes teacher effectiveness and quality” (Garcia and Weiss, 2019).

Student-Centered Mentoring by Amanda Brueggeman reimagines how we serve and support teachers entering the profession. While most educators will tell you that early in their career they received some form of induction or mentoring, the focus is often on things like accessing resources, understanding district programs, and following district procedures. Taking this approach places the students in the background rather than the forefront of mentoring conversations. We can do better. What if mentoring also focused on creating classrooms where students learned at the highest levels? This book frames that vision by answering the following questions.

How can we think more broadly about mentee support so that it addresses student learning as well as teachers’ emotional needs, communication strategies, physical aspects of the classroom, and instructional practice?

If we think of new teachers as empty vessels to be filled, then we are missing the point. Rather, they are members of our community who need multifaceted systems of support. These layers of support include shared learning, building a collective mindset, opportunities for observational learning, and providing mentees with in-depth support across the year. Throughout the book, these layers are expanded upon in order to provide methods and strategies for this important work.

How do Student-Centered Coaching and Student-Centered Mentoring compare?

In the first chapter of the book, Brueggeman compares Student-Centered Coaching with Student-Centered Mentoring. While they are built on the same philosophical footing, they do serve different purposes, which makes these distinctions important. For example, she suggests that the mentor is the primary support for the mentee throughout the year. They collaborate regularly and may even partner together in a coaching cycle. The coach, on the other hand, is charged with partnering with all teachers in the school, and this may include facilitating coaching cycles, team meetings, informal planning support, and other instructional coaching work.

How do we take care of mentees while at the same time helping them take care of their students?

If we integrate a student-centered philosophy into our thinking about mentoring, then we will be better able to design our work to impact the lives of our students. For example, when working with a mentee, do we keep an eye on how specific teaching behaviors are impacting student learning? Do we use student evidence to confirm our theories about what best practice might look like in any given classroom? Are we able to purposefully connect teaching and learning? These practices will inevitably lead to a more Student-Centered Mentoring program. Even more importantly, they will set up new teachers with the tools they'll need to be sure every decision they make is in the best interest of their students.

What if we applied the practices for Student-Centered Coaching to a mentoring context?

While Student-Centered Coaching is typically implemented broadly across a school, there are ways we can use coaching cycles to support mentees. For example, in Chapter 6, the author recommends partnering mentors and mentees in coaching cycles. This provides the opportunity to collaborate together when establishing a standards-based goal, developing success criteria, and co-planning lessons. The coach then co-teaches in both classrooms, serving as a bridge between the mentor and mentee. This allows the mentor and mentee to build a culture of collective efficacy as they learn from one another while being guided by the coach.

In Closing

It's been ten years since I first met Amanda. At the time, she was a fourth-grade teacher and I was working with her district's team of literacy coaches. We were looking for a classroom where we could practice our coaching moves, and when I asked if there might be a teacher who we could recruit for this purpose, one of the coaches suggested her. We spent the afternoon collecting student evidence and practicing our co-teaching strategies with her students. A few years later, I wasn't surprised when she became a literacy coach herself. Later, as Amanda worked to earn her doctorate, she chose to focus her research on how mentoring could be a more student-centered endeavor, leading to this book. More recently, she has joined our team of coaching consultants.

The progression that Amanda went through as she grappled with how to most effectively mentor new teachers is the same process that I went through decades ago as I struggled to coach in a way that impacted teacher and student learning. She and I share the belief that we must find ways to provide differentiated and needs-based support to teachers at all stages of their careers. *Student-Centered Mentoring* not only provides useful strategies, it is grounded in a set of beliefs that are about meeting new teachers where they are and offering just what they need to brave the inevitable storms of being a new teacher.

—Diane Sweeney

Author of: *The Essential Guide for Student-Centered Coaching* (2020), *Leading Student-Centered Coaching* (2018), *Student-Centered Coaching: The Moves* (2017), and *Student-Centered Coaching from a Distance* (2021)

Do not copy, post, or distribute

ACKNOWLEDGMENTS



Mentors are in every aspect of life, both personal and professional. Some of us have a never-ending list, and some only have a few. Either way, a mentor supports, assists, encourages, listens, and does so many other actions that make a difference.

To my many, many mentors—I would not be where I am today without the guidance and support of so many special people in my life. So I am going to try my best to acknowledge as many as I can now.

To my mom and dad—From before I was born, you all have been preparing to raise me in an environment where I can thrive. You both did without, on more than one occasion, to make that happen. Thank you for being my first models of love and care. Thank you for instilling the work ethic and persistence I have depended on time and time again. Mom—I know you are still guiding me as you look down on me from heaven. I continue to hear your voice in the back of my mind day after day. Dad—I still look up to you in how you pour your heart and soul into your farming passion. Just as I admired your will from the time I was little, I will keep watching you be the amazing role model you are!

To my husband—I am so thankful to have you by my side. I appreciate the slack you pick up, without hesitation. Thank you for loving me even in my stressful moments. Thank you for caring for me when I was exhausted from the many hours of writing. And thank you for feeding me even when I thought I was almost done for the day . . . and then an hour later you would still be waiting on me. Thank you for sometimes just bringing me ice cream for dinner!

To my siblings—Matt and Lauren, thank you for letting me spoil your children. I love them as they were my own, and you never say no when I want to visit them. They are my biggest “whys” for wanting to impact so many students in the world. Thank you for the inspiration as I watch you all raise such awesome humans! Lesley—I am so glad to call you a sister. Thank you for the encouragement you give me in following my dreams.

To Kristina—You are my sounding board. Where would I be without our calls? I appreciate the editor you have been for many of my projects and original work years before this book. Thank you for pushing me to keep going, no matter what. Most of all, thank you for our friendship.

To my Valley Park colleagues—You all were my beginning mentors and helped me get my start in teaching. Laura McCoy—I am proud I was able to be your student teacher and then colleague. Thank you for showing me the ropes as I began my teaching career.

To my Wentzville Colleagues—There are so many of you! I am so very lucky to work with such knowledgeable and empowering educators. Margo Mann and my coaching team—you all are why I love literacy! Thank you to each of you and the inspiration you all provide me along my journey as an educator. Dr. Karen Hill—your partnership in trying the mentoring work has been integral in this book and I will be forever grateful. Diane Nanney—you are the epitome of a mentor to me and I am blessed to have been on your team when I first came to the district. Thank you for being my “buddy” early on in my career. Thank you for our continued friendship. Teachers and principals of the many Wentzville Elementaries—I am lucky to work alongside so many hard-working people. Thank you for your passion in teaching our community. And thank you for letting me be a partner with you along the way.

To my consulting teammates—I am extremely lucky to work with you all! Diane Sweeney—you recognized my abilities as a coach, and now I am a part of your team. I would not have written this book if it wasn't for you pushing me outside of my comfort zone! Thank you for telling me I was onto something. And thank you for believing in me! Joy—thank you for partnering with me on several presentations and now being a lifelong friend as well. Rachel—thank you for our brainstorming sessions and letting me “virtually” visit with your kids. Thank you to my other teammates for also supporting this work and lending thoughts along the way!

PUBLISHERS ACKNOWLEDGMENTS

Corwin gratefully acknowledges the contributions of the following reviewers:

Megan Abramczyk, Administrative Intern
Francis Howell School District
St. Charles, MO

Carla Boulton, Education Program Consultant
FBLA-PBL, Inc.
La Center, KY

Andrea Brown-Thirston, CEO & Founder
Optimal Learning Solutions LLC
Homewood, IL

JM Eitner
Commissioner of Education
Laurel, NJ

Sarah Valter, Literacy Coordinator
Lindberg Schools,
St. Louis, MO

Jigisha Vyas, Instructional Coach
Wycoff Public Schools
Fair Lawn, NJ

Crystal Wash, President
Consortium for Educational Research and Advancement
Chicago, IL

Do not copy, post, or distribute

ABOUT THE AUTHOR



Amanda Brueggeman, EdD, is a literacy coach and consultant with over 17 years in education. She grew up on a farm in Southeast Missouri and then worked her way to the suburbs of St. Louis, where she taught at Valley Park and Wentzville for ten years prior to being a coach. Amanda holds her doctorate of education in teacher leadership from Maryville University,

where she is also currently an adjunct professor for the education department. An area she is passionate about is collective efficacy in relation to working with students, teachers, instructional coaches, and pre-service teachers. In her free time, Amanda enjoys spending time with her husband, Jay, and hanging out with friends, as well as traveling to see family.

Do not copy, post, or distribute

SHIFTING TOWARD A STUDENT-CENTERED APPROACH

Strategies to Begin Using a Student-Centered Approach

Strategy #1: Establish the Current Status of Learning Support

Action Step #1: Research the Current State of Your Beginning Teacher Program

Action Step #2: Explore Your Mentor-Learning Options

Strategy #2: Clarify Your Role as a Mentor

Strategy #3: Integrate a Student-Centered Philosophy Into Your Thinking

Action Step #1: Explore Teacher-Centered and Student-Centered Coaching

Action Step #2: Brainstorm Student-Centered Ideas to Add to Your Instructional Practices

Strategy #4: Utilize a Student-Centered Method for Mentoring

Action Step #1: Compare Teacher-Centered and Student-Centered Induction Approaches

Action Step #2: Connect the Student-Centered Approach to the Mentor Framework

Imagine it's the first day of school. If what you're picturing is anything like the photos I often see floating around social media, you are perfectly dressed, your hair is well styled, and your classroom is neat and organized as students begin swarming into the school. The end of the day, however, looks drastically different. Your hair is a mess and you are slumped over a chair unable to move from sheer exhaustion. The adrenaline from the day has definitely worn off!

How many of you can relate? Each year, I would spend the days and weeks leading up to the first day of school getting ready. I always thought I was prepared. But inevitably I felt like I had been through the ringer on day one, especially my first few years. No matter how prepared I felt, the first day was just exhausting, and my survival instincts would quickly take over. I even remember asking myself, "Can I make a difference with students if every day is like this?"

Now, let's consider the first full year of teaching as a whole. I have met many new teachers where the majority of days for the entire year were like the first day just described. Unfortunately, many educators choose to leave the profession because of too many of these overly demanding days. As a result, I find myself asking questions such as, is it possible to create experiences for new teachers that are more supportive of the increasing demands of a teacher in today's classroom? Are we helping to build teachers' skillsets so that they can confidently send their students to the next grade level knowing students have learned and made appropriate growth? And more importantly, if we shifted our approach to new-teacher induction and mentoring to be more focused on student learning would that build teacher capacity and keep teachers in the profession longer?

WHAT IS THIS CHAPTER ABOUT?

In this chapter, you will learn strategies to

- ▶ Inquire about the availability of resources for you and your mentee
- ▶ Integrate a student-centered philosophy into your thinking
- ▶ Utilize a student-centered method in your mentoring approach

I will review the current status of most teacher induction and mentor programs and will seek to explain why teachers leave the education profession early on in their careers. I will also share definitions

for a “new teacher” and the characteristics for being an effective “mentor.” Additionally, we will explore teacher-centered and student-centered approaches to mentoring in the areas of instruction, coaching, and induction and learn strategies to help promote teacher retention.

MENTOR INQUIRY PRE-REFLECTION

Use these guiding questions as you explore the ideas in this chapter.

1. What is the current state of new teacher induction in your school or district?
2. How would you define Student-Centered Mentoring?
3. In what areas can you shift your mentoring moves to embrace a more student-centered approach?

WHO IS A NEW TEACHER?

It is natural to think of a new teacher as someone in their first year of teaching. Realistically though, a teacher can be “new” for more than just a year, as it is often situational. For the purposes of this work, let’s define a new teacher or a mentee as someone who could fall into any of the following areas:

- ▶ A beginning teacher in their first year
- ▶ A second- or even third-year teacher
- ▶ A teacher new to a district
- ▶ A reentry teacher

The first two categories above are fairly straightforward. So, let’s address the other two categories to see more clearly why those two groups of teachers who might appear to be more experienced can still benefit from a mentor experience.

I can recall when I moved to my current district. I was about to begin my fourth year of teaching but felt as though I was starting all over again. I was concerned about how to do my job in a new place. After a few days of professional learning focused on grade-level content and the physical details of the school district, my brain felt like mush. It was so much new information. I hardly remember anything from the

four professional training days that followed. I sat through all the sessions and walked away with ideas, but I was incapable of remembering all of the information being thrown at me. It was just assumed that with my years of experience, I should transition easily. In hindsight, I realized two things: (1) I actually fit into one of the new teacher categories and should have given myself a bit more grace with my learning experience, and (2) the structure of the professional learning was teacher centered. This raises the question—would I have felt more prepared with a student-centered approach to the learning experience?

Each year, there are teachers who reenter the profession after spending time away. Two common scenarios for this are a teacher who returns after raising their family or after caring for a sick or elderly family member. Depending on the circumstances, these teachers could have been absent from the profession for a couple years or maybe even over a decade. The assumption is often that because these teachers have taught before, they have the knowledge and capability to get back into the classroom easily. While that may be true for some, the way education evolves in relation to our ever-changing world can make an impact on a teacher reentering the classroom, even after only a year of leave. Whether it is new instructional standards or assessments, advances in technology, a focus on cultural and emotional learning, or any other new district/school initiatives, reentry teachers need just as much, if not more, support as a new teacher who just finished their undergraduate education.



MENTOR TIP

As you learn more about Student-Centered Mentoring, keep in mind the type of new teacher your mentee may be in order to support their needs effectively.

WHY TEACHERS LEAVE THE PROFESSION

“Why did most of the students not understand my lesson?” “If I could just get the students to listen . . .” “How do I help all of my students?” I can recall my first years of teaching, having that overloaded feeling. From the start of setting up my classroom, I was wishing for the right answers to miraculously help me make a difference with my students. To add to the struggles, I knew that I needed to focus on developing strong instructional practices as well as classroom

management skills. And like many new teachers, my students' achievement was lower despite my best efforts.

Approximately half of new teachers in the United States leave the profession within the first five to seven years (Boogren, 2015). These teachers report frustration that the school leadership under supported or undervalued them; stress related to workload, expectations, or number of responsibilities; and anxiety regarding lack of expertise among the reasons why they choose to change professions (Boogren, 2015, p. 11). Many beginning teachers are just taking one day at a time trying to teach their students. How many of you can relate?

In her book, *Supporting Beginning Teachers*, Boogren (2015) details six phases a new teacher goes through. They are (1) anticipation, (2) survival, (3) disillusionment, (4) rejuvenation, (5) reflection, and (6) second anticipation. These phases are essentially like a roller coaster ride. Every teacher starts off the year in anticipation and excitement, but new teachers are more likely to move into the phase of survival or disillusionment pretty quickly. Teachers new to a district, especially first-year teachers, are on information overload from the start and often struggle with low efficacy as they are bombarded with learning how the district works, how their particular building operates, their grade-level curriculum, and running their own classroom. Most schools provide some new teacher training. It could be from professional development chairs, instructional coaches, or administrators prior to school starting. Some teachers get something from all of those individuals. It is also possible that new teacher sessions are spaced throughout the school year, with many being held monthly after school. These sessions traditionally incorporate information required by state guidelines. Any or all of that is necessary, but it is a lot for a first-year teacher.



MENTOR TIP

Watch for signs of struggles with your mentee as well as other peer teachers that could initiate their departure from teaching.

If you see a new teacher begin to struggle, consider the following questions:

- ▶ Are their beliefs affecting their practices in such a way that lowers their self-confidence?
- ▶ Are they missing the passion of serving others?

- ▶ Are the professional development sessions full of teacher-centered practices rather than a balance that includes more of a focus on student learning?
- ▶ Is there a low level of collective efficacy or lack of collaborative culture within the school?

STRATEGIES TO BEGIN USING A STUDENT-CENTERED APPROACH

As mentors, you have the potential to provide the most support for beginning teachers by using a student-centered approach. Taking on a student-centered perspective requires some forethought.

Raising children who are hopeful and who have the courage to be vulnerable means stepping back and letting them experience disappointment, deal with conflict, learn how to assert themselves, and have the opportunity to fail. If we're always following our children into the arena, hushing the critics, and assuring their victory, they'll never learn that they have the ability to dare greatly on their own.

—Brown (2012) in *Daring Greatly*

You are a key player in helping new teachers to be successful in teaching their students to be independent. These strategies will uncover how you can support them. Strategies one, three, and four include action steps that you can take as you shift into using a student-centered approach.

STRATEGY #1: ESTABLISH THE CURRENT STATUS OF LEARNING SUPPORT

In order to begin our work as mentors, we need to understand the support options for both our mentee and ourselves. What is the current state of the induction programs for mentees specifically? What learning is available by your own school system for you as a mentor? Are the opportunities for learning separate, joint, or a blended model?

ACTION STEP #1: RESEARCH THE CURRENT STATE OF YOUR BEGINNING TEACHER PROGRAM

What is the current approach in your school or district when it comes to the beginning teacher induction? First, you need to be aware of all the people involved in directing mentee work and those who are expected to support your mentee. Often, each group is thought about in silos. New teachers are in one silo. If mentors are present, like you may be, you are a separate silo. The trend continues with other groups, administrators, and so forth, who interact within the system of professional development support of beginning teachers. Why do I compare the groups to silos? When I first began as a teacher, everyone leading my new teacher sessions was compartmentalized. It was the same when I began working with new teachers. Mentors had a half-day session to review the mentoring structure and requirements for their mentee to complete.

Another example of a silo approach is that mentees and mentors often have separate learning sessions in many districts. For example, many schools will hold beginning teacher meetings only for mentees to attend. Many of those sessions also only take place at the start of the year with just beginning teachers. Another possibility is that in larger school systems, administrators may have a slot where they meet their new teachers before school resumes. The same holds true for mentors, where you meet separately with your mentee outside of their induction sessions.

Another possible structure is that mentees and mentors have partnership sessions together. Mentees and mentors may partner in sessions to get to know each other, explore school/district components, learn about their content area, or develop their understanding of instructional practices. This structure that includes mentors may also be partially used in addition to mentees attending learning sessions on their own.



MENTOR TIP

As you consider the nature of your current induction program, take some time to look into the professional learning topics provided to your mentee. It will help you to align support with the information your mentee learns in their beginning teacher sessions.

Once you understand how your district/system is organized, you can look at the actual information that your mentee is learning during their professional development sessions. This will provide windows of opportunity to match up your mentoring support with what your mentee is learning. Keep in mind that the tendency of induction programs is usually teacher centered in nature, where the focus is on understanding the content, district expectations, resources, instruction and curriculum guidelines, and so forth. It may also be that incoming teachers need to attend professional learning through an outside organization. Usually, this is a state certification requirement, and you can help your mentee look into the options in your area. As you read further, you can brainstorm ideas about how to expand your mentee's learning in more of a student-centered approach.

ACTION STEP #2: EXPLORE YOUR MENTOR-LEARNING OPTIONS

It is unrealistic to think that a new teacher could be prepared for the classroom just by reading a manual. The same is true for you as a mentor. The process of training beginning teachers requires collaborative support systems where mentors and mentees can work together to support and learn from each other. As a mentor, you are provided as a counterpart to new teachers and the person who can truly guide them through the hard job of teaching. It is appropriate to ask for guidance in your learning and seek ways to be an effective mentor, especially if that is a new role for you. Seek out your administrators, other mentors, and instructional coaches. Simply ask what resources are available to you as a mentor in your school or district. The next suggestion is to ask about the collaboration or plan time options. Then, take the time to do some research through books, webinars, or professional development, as well as meet with your mentee. The high impact professional learning that is most beneficial to mentors has included ways to establish a supportive network, active and supportive listening, celebrating success, and giving feedback. These strategies have consistently been the top-rated strategies in the mentor rankings of professional learning. The domino effect of support starts with ideas we can use as mentors, to then use with beginning teachers and then possibly with students. This simple step will not only help you to feel more prepared to guide your mentee but can also be a timesaver. Then, be prepared to layer in time for problem-solving conversations focused on students, as well as to observe and learn more as a mentor partnership. Another aspect of time is taking time to grow your relationship. Look ahead to Chapter 2 for ways to do that.



KEEPING IT STUDENT CENTERED

Keep in mind the strategies from this resource that can also be used with students. This means that we approach professional learning with strategies that can be used between a mentor and new teacher, teacher to student, and possibly student to student.

Another key aspect for you to learn is how to promote a student-centered mindset with your mentee. They should be asking themselves questions such as, “What is the best strategy to use for each student?” or “What kind of feedback will be most helpful to students?” Foundational strategies are important to know and understand for any teacher. It is difficult to know where to begin with new teachers in order to not overwhelm them. Looking into how you can provide your mentee with the assistance in their formative years will prove to be a valuable use of your time. You will be empowered to uncover ideas for your mentee and then will want to use these new ideas in your own classroom!



MENTOR TIP

Not sure where to start your own professional learning journey? Find ways to use the professional learning opportunities that are available from this book and anything connected to Visible Learning. Also, look into other possibilities related to the topic of mentoring or supporting beginning teachers. ASCD and Learning Forward are national organizations I have found that offer mentor resources. There are also workshops or print resources by Tina Boogren.

STRATEGY #2: CLARIFY YOUR ROLE AS A MENTOR

Whether you are an aspiring mentor or already in the midst of the job, it is important to understand the details and expectations of the role. If an administrator assigned you, you may have already been told some details of your role. If you are considering a role as a mentor or not yet matched up within a mentoring system, ask how you can partner with a new teacher. Some details to also ask about as a mentor include the

following: whether stipends are available to you in this role (depending on funds of course), is there an option to have extra planning periods, or can you alter other job responsibilities due to time constraints. If selected as a mentor, just remember why you have been chosen, which is most likely because you are a teacher leader in the building. Use the bulleted list that follows for a full list of clarifying questions to ask administrators or directors in charge of mentoring:

- ▶ Is there a mentor and/or mentee handbook?
- ▶ Are stipends available?
- ▶ Are extra planning periods possible?
- ▶ Is substitute teacher coverage available for meetings/ observations?
- ▶ Do other job responsibilities need to be adjusted?
- ▶ How do you choose mentors?



KEEPING IT STUDENT CENTERED

Providing resources to your mentee is part of the mentoring role but can be more teacher centered. Also, consider these student-centered attributes as you learn more about mentoring beginning teachers using a student-centered approach:

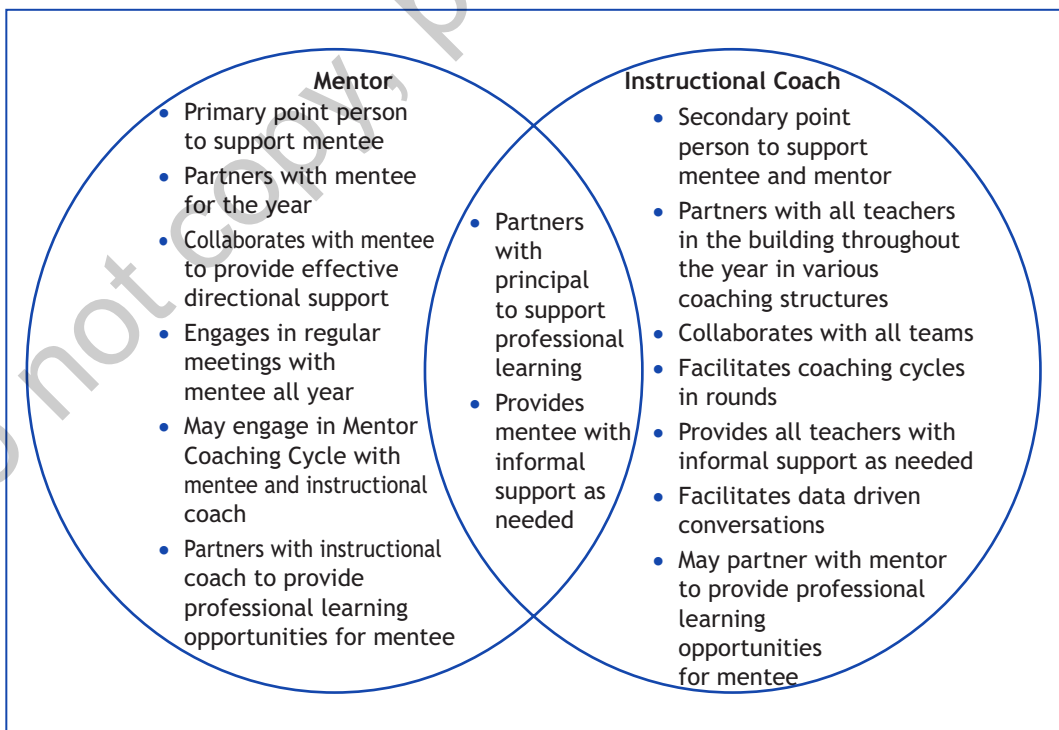
- Teacher leader
- Asked to be a mentor
- Growth and innovative mindset
- Gives strengths-based feedback
- Culturally responsive
- Active listener

If you are aspiring to be a mentor, consider the make-up of your school to understand your possibilities. Who you mentor may depend on the pool of options and school parameters set by administrators. It is natural to pair up with a new colleague in the same content or grade level, but school size may inhibit that. I am a perfect example of that. My mentor was a teacher leader in our building who had just transferred to a technology-coach position. A plus to that pairing was that she saw my strengths in using technology in the classroom and encouraged me to obtain my masters in educational technology. Whether you

are a classroom teacher or in another role like my mentor, be sure to communicate the desire to your administrator. Also, be prepared with options for supporting your role, along with questions similar to the topics mentioned throughout the book.

A common question is how the roles of a mentor and an instructional coach are different. Remember from the beginning of the chapter that as the mentor, you are the primary point person for your mentee. Even if there are multiple teammates or colleagues around, a beginning teacher naturally reaches out to their mentor first when they have a question or need advice. An instructional coach would be a secondary person of support. As the mentor, you are the full-time support in collaboration and ongoing work with your mentee. Your classroom is most likely in close proximity, which helps beginning teachers to have better access when needed. The most successful mentorships I have witnessed have times built into their schedules to meet regularly. An instructional coach is spread throughout a building as a form of support for all teachers. The chart in Figure 1.1 compares the typical responsibilities of a mentor and an instructional coach. You can share this with your administrator and instructional coach to guide conversations about the two roles if further clarification is needed.

Figure 1.1 Mentor and Coach Role Comparison



Depending on the needs of your building, you could be an instructional coach asked to take on the role of mentor. If that is the case, it will be important to consider how to balance coaching for all teachers in the building as well as supporting your mentee. If possible, discuss the option to use a different support person to mentor the new teacher(s). Additional rationale for this will be provided later in the chapter when we discuss collective teacher efficacy, but the big idea is that new teachers should have a teaching partner as their mentor, along with others in the building, such as an instructional coach or school counselor, who provide assistance in varying ways.



MENTOR TIP

Don't be afraid to clarify the details and expectations of your mentoring role, especially if there is any confusion or if multiple people work with the new teachers in your building.

STRATEGY #3: INTEGRATE A STUDENT-CENTERED PHILOSOPHY INTO YOUR THINKING

It is time for you to build your background of the student-centered philosophy. I find it most helpful to explore the Student-Centered Coaching model designed by Diane Sweeney to analyze teacher-centered and student-centered approaches. We cannot forget the most important part of thinking student centered, the classroom itself. What student-centered instructional practices can you add to your toolbox?

ACTION STEP #1: EXPLORE TEACHER-CENTERED AND STUDENT-CENTERED COACHING

Sweeney and Harris (2020) define Student-Centered Coaching as an evidence-based instructional coaching model that shifts the focus from “fixing” teachers to collaborating with them to design instruction that targets student outcomes. While your role as a mentor is not exclusive to instructional coaching support, looking through the lens of a Student-Centered Coaching approach will help you better understand the philosophy of Student-Centered Mentoring. This will help you to better support your mentee in their development as a teacher.



KEEPING IT STUDENT CENTERED

I have learned more about mentoring with a student-centered focus through the use of the Student-Centered Coaching model. As you read, note something you have learned about the Student-Centered Coaching structure that will help you grow your view of being student-centered in your mentoring practices.

A teacher-centered coach takes on the role of moving a teacher through a program or set of instructional practices, solely focused on actions of the teacher. The primary role of a student-centered coach is being a partner with the teacher and co-teaching based on a student goal for learning. When I was a classroom teacher, I will never forget my desire to help my fifth-grade students become better writers. I signed up for a coaching cycle and through our work together around a student goal focused on opinion writing, my coach, Amanda Gift, and I saw tremendous growth in my students' learning. I used to think I could never be considered a "writer," and I now believe I became a lover of writing due to our partnership.

Data is also used differently. In a teacher-centered coaching cycle, the coach evaluates the teacher based on student data. A Student-Centered Coaching approach analyzes student evidence to guide next steps and measures the impact on student learning proficiency from the beginning to the end of a cycle. According to a KickUp Study (n.d.) of teachers who participated in Student-Centered Coaching cycles, students' average proficiency levels went from 5% in the pre-assessment to 73% in the post-assessment.

The structures for using instructional tools are also unique. Materials, such as a particular program, are the primary driver for the coach and teacher in a teacher-centered approach, while a student-centered approach focuses more on the learning outcomes desired for the students using the program or other resources as an option for support.

The perception of the coach is also strikingly opposite with these approaches. A teacher-centered coach takes the lead on the work with a teacher and is viewed as the expert. In student-centered coaching, joint collaboration between the coach and the teacher is the key to helping students grow. Taking the stance of learning together is a huge component of the practice of a student-centered approach. It is about working together so that our craft can grow and we can share ideas from teacher to teacher. Figure 1.2 compares the two coaching models.

Figure 1.2 Comparison of Teacher-Centered Versus Student-Centered Coaching

	Teacher-Centered Coaching	Student-Centered Coaching
Role	The coach moves teachers toward implementing a program or set of instructional practices.	The coach partners with teachers to design learning that is based on a specific objective for student learning.
Focus	The focus is on what the teacher is, or is not, doing and addressing it through coaching.	The focus is on using data and student work to analyze progress and collaborate to make informed decisions about instruction that is differentiated and needs-based.
Use of Data	Summative assessment data is used to hold teachers accountable, rather than as a tool for instructional decision making.	Formative assessment data and student work is used to determine how to design the instruction. Summative assessment data is used to assess progress toward standards mastery.
Use of Materials	The use of textbooks, technology, and curricular programs is the primary objective of the coaching.	Textbooks, technology, and curricular programs are viewed as tools for moving student learning to the next level.
Perception of the Coach	The coach is viewed as a person who is there to hold teachers accountable for a certain set of instructional practices.	The coach is viewed as a partner who is there to support teachers to move students toward mastery of the standards.

Printed with permission from Sweeney and Harris (2017)

ACTION STEP #2: BRAINSTORM STUDENT-CENTERED IDEAS TO ADD TO YOUR INSTRUCTIONAL PRACTICES

Education traditionally started as the perfect example of the teacher-centered approach. Teachers were almost always in front of the students sitting in rows. Unfortunately, even hundreds of years later, many classrooms haven't changed from that configuration. Whether the teacher's desk is in the front of the room with rows of student desks or in an arrangement of pods or tables, if students

always have the teacher teaching in the front of the room, it is still teacher-centered instruction. In a student-centered classroom, there is a shared focus between both students and teachers. One example of this is in workshop-style classrooms, where the teacher confers with a student or meets with a group of students while the remaining students work around the room. The key idea of any student-centered classroom is that it isn't always obvious where the teacher is and students could be scattered around the room.




IN THE CLASSROOM

Arrange your classroom desks in groups to promote a collaborative environment. If you already arrange your room in pods or tables, consider how you can bring students in on room arrangement. One option could be to incorporate a routine where students are able to pick their seats and partners.

Classroom dialogue is another area where student-centered practices can be incorporated. If the teacher is always the one talking, then it is a monologue or lecture. More than likely, this is also where students are trying to get notes down as fast as possible. The opposite occurs in a student-centered classroom, where the discussion between students and teachers during learning is more about dialogue. Here, student conversations are happening the majority of the time and are highly influential in affecting student achievement. Dialogue is important to be mindful of because it doubles the speed of learning. As with the Visible Learning research, classroom discussion has an effect size of 0.82, which shows that acceleration of student learning through conversation (Visible Learning MetaX, n.d.a). This is based on a 0.4 effect size being equal to a year's worth of growth.

In addition to classroom dialogue, the use of instructional strategies is varied in a student-centered classroom. Strategies that support cooperative learning and collaborative group work are used to guide learning rather than direct instruction and independent work. However, a student-centered environment does not always mean that students work together. It can include students working independently, at times, with the intent of working with other students at some point but not always from the direction of the teacher. This connects back to the use of frequent dialogue, where students and teachers have conversations around learning. An example could be in a writing class where students are working on informational research papers and continuously check in with partners to get feedback throughout the

writing process. Figure 1.3 outlines key ideas of using teacher-centered compared to student-centered instruction.



KEEPING IT STUDENT CENTERED

Think about the student-centered instructional techniques you already use in the classroom and brainstorm additional ideas to add to your instructional toolbox.

Figure 1.3 Comparison of Teacher-Centered and Student-Centered Instruction

	Teacher-Centered	Student-Centered
Focus	The focus of attention is on the teacher.	The focus is shared between the students and teachers.
Dialogue	Monologue is used the majority of the time by the teacher.	Students and teachers have conversations around the learning.
Use of Strategies	Teacher primarily uses direct instruction.	Strategies consist of a combination of cooperative learning and collaboration.
Activities	Students work independently with direction from the teacher.	Teachers and students interact equally in pairs or groups.

STRATEGY #4: UTILIZE A STUDENT-CENTERED METHOD FOR MENTORING

When mentoring beginning teachers, it is important to consider the following components:

- ▶ Focus of training
- ▶ Methods of instruction and assessment
- ▶ Follow-up
- ▶ Goal setting
- ▶ Process
- ▶ Depth

As you read further, you will connect the Student-Centered Mentoring philosophy to each of these components. You can use the aspects to promote effective professional learning of all mentees.

ACTION STEP #1: COMPARE TEACHER-CENTERED AND STUDENT-CENTERED INDUCTION APPROACHES

A teacher-centered learning session focuses solely on the teacher and the curriculum content, whereas a student-centered program focuses on student learning and the instructional strategies that should be used. This approach also promotes growth and innovative mindsets, which enables collective efficacy. With an effect size of 1.39, collective efficacy has a powerful influence on students' learning (Visible Learning MetaX, n.d.b).

Goals are another important aspect of professional learning for beginning teachers and can be made with assistance from administrators or mentors in either approach. Teacher-centered methods and content-related information are typically the focus of goal setting in a teacher-centered approach. Conversely, goals around student learning and the use of high expectations are an integral part of a student-centered approach.

Student-centered mentoring includes collaborative meetings and follow-up to any trainings or other potential work centered on the mentee's goals. Conversely, mentors are evaluators of their mentees' delivery of content in a teacher-centered approach. In a student-centered approach, mentors partner with new teachers to analyze their impact on student learning together. The pair collaborates regularly and observes students during learning activities to assist in setting next steps based on the mentee's goals. More so than almost anything, teachers are working toward being change agents for their students and their learning.

In order to go in-depth with any professional learning experience, it is important for teachers to actually be in the classroom and have on-the-spot experiences. In a teacher-centered approach, new teachers may observe other teachers, primarily you as the mentor as well as at random in the building, district, or other locations. They also may or may not have a focus within those observations around the teacher-centered goals. This differs from a student-centered approach where learning experiences could include learning labs and peer observations with you. These occurrences should have a directed focus on students in key areas related to the beginning teacher's needs and

goal, such as maintaining relationships with students or the use of formative assessment.

An instructional coach can also partner with you and play a helpful role in building collective teacher efficacy within each of the layers of Student-Centered Mentoring. Specifically, participating in a Mentor Coaching Cycle or planning are options to consider for you and your mentee. Chapter 6 is about how you can partner with an instructional coach in the Mentor Coaching Cycle. Planning lessons or activities, with an instructional coach or even another teammate is an informal support where instructional practices are discussed and solutions can be given to mentees. Figure 1.4 summarizes the characteristics of a teacher-centered induction program compared to a student-centered program.



MENTOR TIP

Consider the foundations of a Student-Centered Mentoring approach and brainstorm additional responsibilities or ideas you have to support your mentee(s). Add these ideas to your list from Strategy #2.

Figure 1.4

Comparison of Teacher-Centered Versus Student-Centered Induction Approach

	Teacher-Centered	Student-Centered
Focus	The focus is on the teacher practices.	The focus is on student learning.
Methods	The new teacher(s) are provided with curriculum content and pacing, along with other physical support that fit the necessary guidelines.	A variety of instructional methods are incorporated in delivery of information and how to assess the learning of students, coupled with building collective efficacy beliefs.
Follow-Up	Mentors as well as other building staff may be assigned to meet with and observe new teachers to give feedback on the teacher's effectiveness.	Mentors collaborate regularly with new teachers and observe students during learning activities to assist in setting next steps based on the new teachers' goals, as well as revising them based on student evidence.
Goals	Administrators and mentors assist in setting next steps based on teacher-centered methods.	Administrators and mentors assist in setting next steps based on student learning and teacher clarity.

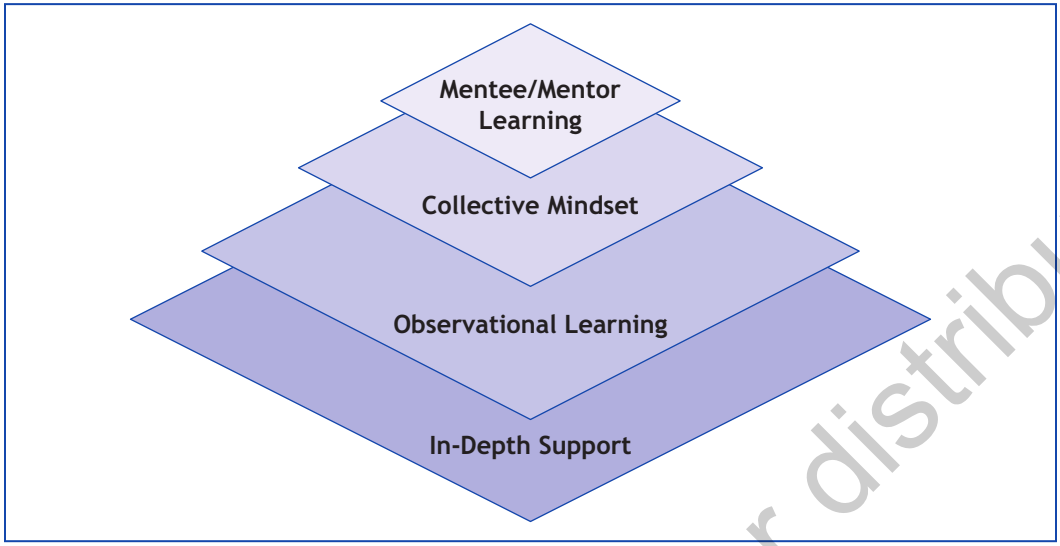
	Teacher-Centered	Student-Centered
Process	Regularly scheduled induction meetings occur with required informational sessions by the state. Mentor professional development may also be a part of the process.	Regular meetings take place tailored to the needs of the current group of new teachers and their students. Mentor training includes collaborative work sessions with new teachers.
Depth	New teachers may observe other teachers at random, either in the building, district, or other locations.	New teachers and mentors jointly attend learning labs and peer observations that have a directed focus on students in key areas identified as essential for beginning teachers.

ACTION STEP #2: CONNECT THE STUDENT-CENTERED APPROACH TO THE MENTOR FRAMEWORK

Shifting toward a student-centered approach means being more practical in supporting beginning teachers as facilitators of their own classroom of students. It also means being more effective in supporting you, the mentor, as teacher leaders. All of this comes down to growing our impact on students. As Hattie (Hattie, & Zierer, 2018) states, “The narrative in a school should be less about ‘how to teach’ and more about the ‘impact of teaching” (p. 27). Rather than a silo approach to teacher learning and support, the power comes from combining the learning for mentees and mentors through a focus on the students. The layers of Student-Centered Mentoring give you a visual of how to grow your learning and have an impact on students together (Figure 1.5).

Each of the layers eventually meshes together, but you may dive into one layer before another depending on your mentee and their students’ needs. There may also be times where you revisit a layer as the mentoring partnership grows. Also, keep your inquiry of beliefs handy. The questions and responses can guide your learning of the Student-Centered Mentoring layers and support growth of your beliefs along the way. An integral part is to think about how you can use the Layers of Student-Centered Mentoring in conjunction with your new understanding of the student-centered philosophy to impact all students, as well as support new teachers.

Figure 1.5 Layers of Student-Centered Mentoring



FROM THE LENS OF A NEW TEACHER

How I Started Believing in My Abilities to Impact All Students

I was lucky as a new teacher. I grew up around many teachers and practically lived at school with my relatives. I had confidence in my knowledge of what to expect with planning and grading because I witnessed the process on a regular basis. Despite my background experience, however, I was always questioning how to best help all of my students learn. I focused on engaging students through projects or by the way I delivered my instruction. But my mind always questioned whether I was on the right track or if I should be doing something differently. Here is an experience from my first year of teaching that uncovers a lesson I am glad to have learned:

It was about midway through my first school year, and I was faced with a dilemma. I arrived at school about an hour and a half early, as I normally did, to prepare for the day. Once there, I received a phone message from one of my fifth-grade students saying she was unable to come to school today. She explained that she had to stay home (for the third day in a row) to babysit

her siblings. At first, my thoughts were centered on her well-being. Who did I need to go to for help? What could I even do for her? Then the academic questions arose. How was she ever going to learn if she was unable to come to school? How could she focus on academics if she was worried about circumstances at home?

It finally made sense to me why she seemed distracted and defensive with other students. After reaching out for advice from a few colleagues, I decided to seek out my administration the following day. We made a plan to immediately implement regular counselor sessions and tutoring support. I also would have a weekly small group lunch with her and a few of her grade-level friends. After a week of being absent, the student finally returned to school, only to get in a fight with another student during P.E. that first day back. That was the final straw for her, and she never returned to our school. My time with her felt abruptly over and to this day, I think about her and wonder if I made any impact on her life.

Despite the sadness I felt from that situation, I walked away learning some big lessons and that I was on the right track—but only because it was pointed out to me by my colleagues. I was seeking assistance. I was asking the right questions. I was putting forth the effort to make a difference with that student. I was told to continue caring. That experience and the feedback changed how I worked with similar students in the future. I may not have fit the mold of every new teacher because of my exposure in my early years, but I knew I had room to grow and wish I had had more of a student-centered philosophy in my beginning years. If you have ever heard the saying, “If only I knew then what I know now,” you would probably understand how I could wish for that in my moments with that student. I learned to believe in my connections with students and colleagues.

Not a day goes by that I don't wonder if I could have been more proactive in doing something to help that particular student. Getting to know more about my students' background and understanding more about being responsive to all learners would have given me a clearer view of how to identify her needs. It also would have led me to see some signs sooner. Learning to be confident in myself to make an impact on her despite all other factors in her life was still a substantial takeaway. So how can any new teacher learn to devise a high sense of efficacy—confidence in their ability to affect student learning—in order to impact student learning at a higher and faster rate? Student-Centered Mentoring can help.

(Continued)

(Continued)



MENTOR TIP

Share this Lens of a Mentee experience with your mentee and highlight the lesson learned: Learn to be confident in yourself to make an impact on students despite all other factors in their life.



FROM THE LENS OF A MENTOR

How Diane Grounded Her Mentoring Focus Around Students

Diane is a veteran teacher who, like many others, has mentored many teachers throughout her years in education. Diane has a natural approach and high expectations for her students. She has strong relationships, and students truly enjoy being in her classroom.

When Diane met Tori, she was a brand-new teacher fresh out of college, with less than a year of teaching under her belt. Tori was a passionate and knowledgeable first-year teacher. Here is Diane's reflection about her mentoring experience with Tori:

Thinking back to that year with Tori, I remember our planning time the most. We made time to discuss the main subjects on a regular basis, resulting in staying after school at a minimum of three days a week for several weeks. To many, that may seem like a great deal of extra time, but I believe it saved us each time in the long run.

Tori and I would collaborate and bounce ideas off each other the most about what in our curriculum resources would best help students learn the skills or content. We talked about what we wanted students to be able to do in the units and how to get them there. Planning was more than just discussing the information of a subject. It was sharing how to engage students in the topic and getting them to practice a skill in varied ways depending on their needs and styles of learning. We looked at student evidence together and talked about what student mastery looked and sounded like.

During one of those conversations, I shared about a time where I thought students nailed their understanding of a concept from a lesson. Sitting at my kitchen table that night, I was upset as I realized after looking over my students' work that a majority of them did not get it at all. I banged my fist on the table and yelled out, "How did they miss this?" As I shared that moment with Tori, it was reassuring for her to see that part of the planning process—reflecting on student work. We helped each other to then decide my next steps. Teaching is hard, it's messy, and can be very frustrating. Students are not always going to learn something the first time. Recognizing when they do and don't, along with how to best teach them, is what planning is really about.

Diane has a student-centered approach in her thinking. Planning to her is more about how to help the students rather than always what to teach in a lesson. The guidance she provided Tori helped Tori to use her time wisely and keep her planning focus on students.



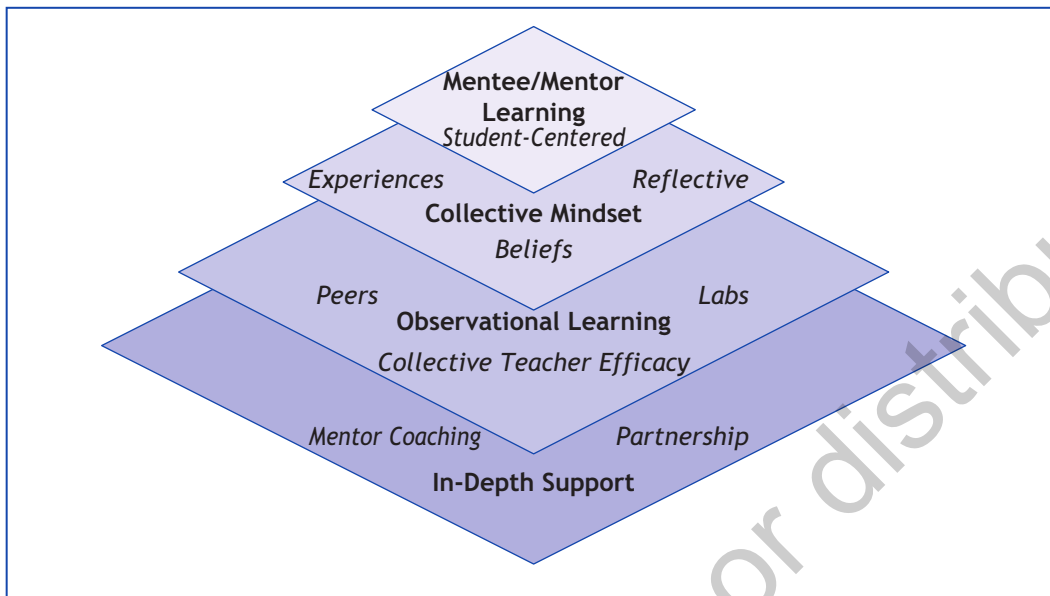
MENTOR TIP

Consider Diane's story to guide you in planning with your mentee. Planning is more about how to help the students rather than always how to teach a lesson.

RECAP AND REFLECT

A student-centered approach is an effective structure to use with new teachers and can be balanced with a teacher-centered approach. In order to retain teachers and make the most impact on students, we have to begin to layer in the characteristics of a student-centered mindset when working with new teachers. Figure 1.6 shows how key features of a student-centered approach can be incorporated into the layers of Student-Centered Mentoring for new teachers. By doing this, you can increase efficacious beliefs for new teachers and promote a meaningful partnership while increasing the impact on student learning. From administrators and district officials to mentors and coaches, all of those involved in training new teachers are vital in the process. Whether you are starting from scratch or have mentored before, you are in the right place to obtain new ideas to support mentees in their beginning years.

Figure 1.6 Layers of Student-Centered Mentoring with Key Ideas



MENTOR INQUIRY REFLECTION

Reflect on the questions that follow. Use the Rubric for Student-Centered Mentoring Section #1 to help set goals and make a plan for yourself (Figure 1.7).

1. What is the current state of new teacher induction in your school or district?
2. How would you define Student-Centered Mentoring?
3. In what areas can you shift your mentoring moves to embrace a more student-centered approach?
4. Which Student-Centered Mentoring success criteria would you choose to support this shift?
5. What are some initial action steps you can take to achieve a more student-centered approach?

Figure 1.7 Rubric for Student-Centered Mentoring

#1: Understand the Student-Centered Mentoring Approach and Practice the Strategies With Mentees		
Beginner	Emerging	Innovative
<p>The mentor is accepting of the role of a mentor and is willing to learn Student-Centered Mentor strategies. He/She has yet to attempt any of the student-centered practices.</p>	<p>The mentor is attempting to learn skills and techniques that are student centered as well as trying a portion of a Student-Centered Mentoring component (i.e., philosophy, framework, strategies, etc.).</p>	<p>The mentor shares in the Student-Centered Mentoring belief system and empowers others to consider similar thoughts.</p> <p>He/She takes a lead role in employing the strategies within his/her daily practices and school as well as seeks opportunities to build the student-centered knowledge of other educators.</p>
<p>Success Criteria</p> <ul style="list-style-type: none"> • I can build a set of student-centered beliefs in partnership with my mentee. • I can apply Student-Centered Mentoring strategies within the mentoring experience. • I can connect the mentor partnership goals to current school/district goals. • I can celebrate the easy and difficult steps in using effective instructional and mentoring practices, keeping the focus on student learning. • I can arrange opportunities for us to observe student learning centered on my mentee’s goals. • I can seek ways to gain varied support for my mentee from other school/district staff members. 		

Do not copy, post, or distribute