

WORKPLACE SPECIALIST I MENTOR TRAINING

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WSI Website

- The mentor has the responsibility of reviewing all of the following content on the WSI website and helping to familiarize the teacher with the content:
 - Registered teacher list
 - Withdrawal form
 - Calendar
 - Canvas access
 - Teacher information
 - Mentor information
 - Director information
 - Contact information

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WSI Website

- Withdrawal form:
 - If a teacher resigns or is fired, the mentor must visit the WSI website and fill out the withdrawal form immediately. The teacher will remain enrolled in the training until the mentor fills out the withdrawal form.

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WSI Website

- Calendar
 - The mentor must carefully review the content and dates on the calendar to make sure that the teacher is staying current with items as they come due and to make sure that the mentor is staying current with the forms that are due.

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WSI Website

- Canvas access
 - The mentor must be familiar with where the Canvas access button resides on the WSI website so that this information can be shared with the teacher.
 - The mentor does not have access to Canvas; however, the is encouraged to ask the teacher to log into Canvas so that the mentor can confirm that the teacher is staying current with assignments.

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WSI Website

- Teacher Information
 - The mentor should review the teacher information on the WSI website so that this information can be shared with the teacher.

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- Mentor Information

- It is imperative that the mentor review the mentor information on the WSI website, which includes:

- Eligibility
- Payment policy
- Forms
 - WSI Mentor/Teacher Conference Record
 - WSI Teacher Observation of Other Instructors
 - WSI Mentor Observation of Teacher #1
 - WSI Mentor Observation of Teacher #2
 - WSI Mentor Observation of Teacher #3
 - WSI Mentor Services Verification Form

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- Director Information
 - The mentor should review the director information and remind the director of the details specified on this web page.

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- Contact Information
 - The mentor should review the contact information for all of the individuals involved with the Workplace Specialist I training so that this information can be shared with the teacher and the director.

WORKPLACE SPECIALIST I MENTOR TRAINING

Overview

- The mentor has the responsibility for providing assistance and support for the beginning teacher. A mentor is assigned by the CTE Director, with consent, and should guide the beginning teacher toward attaining skills and practices necessary for excellence in teaching. The mentor must have at least five years of teaching experience at the high school level and should teach in the program area as similar to that of the WSI teacher as possible, but maybe in other program areas, including academic areas if necessary.



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Overview continued

- The mentor must consent to the assignment, have outstanding teacher skills, and have at least five years teaching experience.
- The mentor should teach at a similar grade level, a similar subject, and in the same building as the beginning teacher.
- The mentor should not agree to the assignment if he or she is not willing to dedicate the time necessary to the WSI teacher during school hours.
- The final decision made within these conditions will be made by the CTE Director.

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- A primary purpose of the mentorship is to give the new WSI teacher an opportunity to work directly with an experienced teacher, especially with local issues, policies, and procedures.
- The mentor is the first line of defense for the WSI teacher, since the mentor is normally employed in the same facility as the WSI teacher (with an occasional exception).
- The mentor is charged with helping the teacher as needed and coordinating the WSI teacher's interaction with other teachers, administrators, and staff.

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- If there is an issue or personality conflict between the mentor and WSI teacher, the director will be notified and will be the sole decision maker regarding continuing the arrangement or assigning a new mentor.

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- Note that the mentor is not an evaluator and should only be offering constructive criticism in order to help the teacher improve. This is assistance only and not administrative authority or review.
- Mentors should be good listeners and able to take personal feelings or preferences out of any ideas shared.
- Mentors should also be good at working cooperatively and collaboratively with others.

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The mentor must:

- 1) meet periodically with the beginning teacher.
- 2) offer constructive criticism and other feedback to help the beginning teacher attain a high level of instructional competence.
- 3) discuss strengths and weaknesses of the beginning teacher's skills and practices and provide guidance in attaining excellence in educational methods and strategies.

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Administrator information

- School administrators must:
 - 1) provide the mentor adequate time to observe the beginning teacher in the classroom.
 - 2) where practical, provide the mentor with release time from the mentor's non-classroom duties and classroom duties to expedite the mentor services.
 - 3) provide the beginning teacher time, including release time if necessary, from non-classroom and classroom duties to observe the mentor and other teachers while teaching.
 - 4) meet with the beginning teacher and mentor periodically (the mentor is expected to assist in scheduling these meetings).



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Recorded interactions

- The mentor is charged with observing the WSI teacher in the classroom and providing critical feedback regarding these observations. The observation forms and due dates are specified on the WSI website.
- The mentor and WSI teacher must have regular short meetings (30 minutes each). These should take place at least once a week, preferably more, with a minimum of 36 meetings during the two semesters of the training program.
- Each mentor will provide at least three critical reviews of the WSI teacher in the classroom. See the calendar on the WSI website for specific due dates for these.

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Other Duties

- The mentor should assist the teacher in becoming familiar with local policies and rules, such as: parking, textbooks, homework, attendance and grading policies, school based services available to both teacher's and students, discipline policies, legal advice, assistance as needed regarding teaching strategies and methods, special needs concerns, arrangements to observe other teachers, etc.



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Other Duties Continued

- The mentor should assist in arranging for the WSI teacher to observe other teachers in their classrooms (including the mentor) and for guidance in specific factors to concentrate on for each observation. It is critical that the WSI teacher not visit a class to observe without knowing what primary strategies or methods to watch for or concentrate on.
- The mentors should introduce the beginning teacher to key school personnel and arrange occasional meetings with the director and other helpful or administrative personnel.

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Other Duties Continued

- The mentor should offer a community tour if appropriate (for a teacher who is new to the community).
- The mentor should provide a school tour as early as possible in the school year.
- Mentors should help adjust new teachers to the classroom environment. At the high school level, new teachers who have not had teacher training may have more difficulty adjusting to an environment that appears to be populated by adults who do not act as mature adults in the workforce because of peer pressure.

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Content for meetings

- The eight most prominent issues for new CTE teachers are in rank order (most common to least) (Veenman, Review of Educational Research 1984, 54,2):
 1. Classroom discipline/management
 2. Motivating students
 3. Dealing with individual differences
 4. Assessing student work
 5. Relations with parents
 6. Organization of class work
 7. Working with insufficient materials and/or supplies
 8. Dealing with individual student problems



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Content for meetings continued:

- The following items should be discussed during the year where applicable.
 - Faculty relationships
 - District policies and procedures
 - Classroom management
 - Feedback following observations
 - Moral support
 - Mentor as confidant
 - Clerical work
 - Subject matter
 - Student evaluation
 - Diversity of student needs
 - Conferencing prior to observations
 - Recommendations of resource people
 - Parent conferences
 - Developing materials for students
 - Locating and selecting materials
 - Developing lesson plans
 - Classroom organization
 - Time management
 - Setting goals for students
 - Setting personal goals
 - Demonstrating and documenting skills
 - Developing bulletin boards

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Content for meetings continued:

- The following items should also be discussed during the year where applicable.
 - Attendance recordkeeping
 - Attendance – school policy
 - Book numbers
 - Distributing books and other forms or documents
 - Fire and tornado drills
 - Student aides, when applicable
 - Parking
 - Teacher duties
 - Monitoring halls or grounds between classes
 - Faculty meetings
 - Tardy policy
 - Make up for missed days policies
 - Discipline measures, forms, that are acceptable and appropriate
 - Professional organizations
 - Sick, professional, and personal days procedures and policies
 - Grading policies, procedures, and recordkeeping
 - Available facility and equipment resources (AV, library, office equipment, etc.)
 - Seating arrangements and policies (such as assigned seating)
 - Recent successes or notable events
 - Lunch and break procedures
 - CTSO's and other student activities, both co-curricular and extra-curricular
 - School handbook
 - Athletics, fine arts, and other applicable school related activities
 - Community relations
 - Roles of support personnel (counselors, deans, principal, secretarial, janitorial, special needs staff, etc.)



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Content for meetings continued:

- New teachers often also need significant help in developing an understanding of appropriate strategies for working with students that have special needs.

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Mentor techniques:

When meeting or sharing feedback from observations with new teachers the mentor should:

- Point out the good things that are occurring in the new teacher's classroom.
- Focus on one problem per meeting, analyzing causes and brainstorming possible solutions.
- Assist with preparing action plans to address problems and issues in the classroom or lab.
- Offer encouragement and support.
- Bring closure to each meeting by reviewing what was discussed, reiterate any plans developed, and set the next planned meeting.



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Pre-observation meetings should include discussions of the following:

- 1) What skill or strategy is to be observed? (Observations should not be open ended, the observer should know what feature should be of primary interest).
- 2) What is the purpose of the lesson?
- 3) What will the students be able to do upon completion of the lesson?
- 4) What strategies will be used to accomplish the objectives?
- 5) What teacher behaviors will be demonstrated?
- 6) What behaviors will students demonstrate?
- 7) What led up to the lesson? (Why is the lesson needed?)
- 8) Are there any teacher concerns about the lesson to be taught?
- 9) How does the beginning teacher want the data collected?
 - a. Scripting (observer following lesson outline)
 - b. Interaction analysis (observer being active lesson participant)
 - c. Audio video recording (useful tool for new teacher to review)
 - d. Observer taking notes only during lesson

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Post-observation meeting discussion tool:

- 1) How did the beginning teacher feel about the lesson?
- 2) What does the new teacher recall the students doing?
- 3) What does the new teacher recall about his/her own behavior?
- 4) How did student's actions compare with planned lesson?
- 5) How did the teacher's actions compare with planned lesson?
- 6) Was the purpose of the lesson fully accomplished?
 - a. Probe for more depth of self-analysis
 - b. Discuss evidence collected during observation
- 7) What will the teacher do differently in future lessons as a result of this experience?
- 8) What can the beginning teacher tell the mentor about the process; what was most useful; what was least useful?

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Coaching recommendations:

- 1) The rule is what the beginning teacher thinks, not what the mentor thinks.
- 2) The teacher steers the process; the mentor is the resource.
- 3) The process must remain non-judgmental; the teacher graded but assisted with recommendations possible alternative strategies methods.



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Conferences with the teacher:

- Conferences should be an opportunity for describing, exchanging feelings, interpreting, and providing feedback that is critical if modifications or refinements are to be a result. This exchange, particularly as it relates to feelings and the effect of behavior of behavior on one another, is part of the feedback. In providing this information or feedback, it is recommended that it be non-threatening and be characterized as follows.

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Conferences with the teacher continued:

- Focus feedback on:
 - 1) behavior rather than the person
 - 2) observation rather than inference
 - 3) description rather than judgment
 - 4) descriptions of behavior in terms of “more or less” rather than “either or”
 - 5) behavior related to a specific situation, preferably to the “here and now”, rather than on behavior in the abstract, or “there and then”
 - 6) sharing of ideas and information rather than on giving advice
 - 7) exploration of alternatives rather than answers and solutions
 - 8) value to receiver, not value of “release” that the person sharing may receive
 - 9) amount of information the person receiving can use, rather than on the total amount that may be available
 - 10) time and place so that the personal data can be shared at appropriate times
 - 11) what is said rather than why it is said.



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Mentor Training Exam

- The mentor training has now concluded. Please visit the mentor web page on the WSI website and complete the mentor training exam.