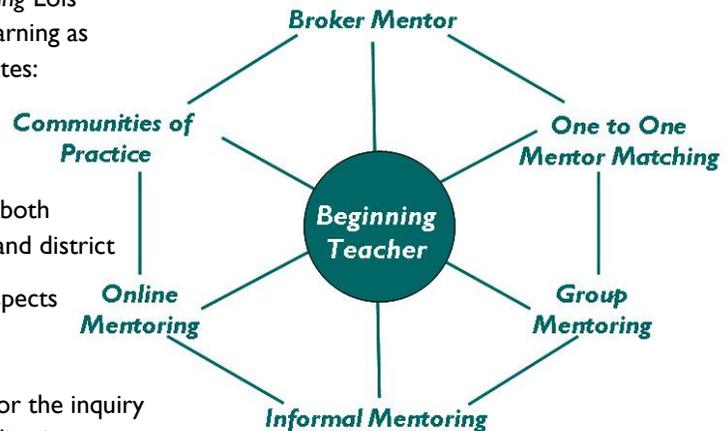


MENTORING MOMENTS: POWERFUL DESIGNS FOR MENTORING

Mentoring as a Powerful Design

In her book *Powerful Designs for Professional Learning* Lois Brown Easton describes powerful professional learning as possessing the following characteristics or attributes:

- Arises from and returns benefits to the real world of teaching and learning
- Focuses on what is happening with learners (both student and adult) in the classroom, school, and district
- Involves collaboration or has collaborative aspects
- Establishes a culture of quality
- Slows the pace of schooling, providing time for the inquiry and reflection that promote learning and application



As illustrated in the diagram above, **multiple models of mentorship** allow each beginning teacher to build a strong web of support that aligns with Easton’s powerful designs and is personal to their unique learning needs and goals. Components of this mentoring web could include a variety of school – based mentoring supports along with networked communities of practice (both in person and online) beyond the school site.

Practical Examples

The “illustrative examples” provided below are intended as starting points as beginning teachers and mentors consider how they utilize powerful mentoring designs to meet their learning goals.

Mentoring Activity	What it could look like in Action
Classroom Observation and Debriefing	<ul style="list-style-type: none"> • Beginning teachers observe the classroom of their mentors and/or mentors observe beginning teachers in action in their own classroom • Observation is followed by collaborative debriefing and action planning
Demonstration Classroom Learning	<ul style="list-style-type: none"> • Beginning teachers and mentors engage in guided and focused observation of teaching and learning in another teacher’s classroom • Visits may be “guided” by central board staff (e.g., board consultant or coach) • Observation is followed by de-briefing with the classroom teacher, action planning, and support for implementation

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Mentoring Activity	What it could look like in Action
Instructional Rounds	<ul style="list-style-type: none"> • Small groups of beginning teachers and mentors engage in guided, focused observation of teaching and learning in several classrooms (usually in the same school) • Observation is followed by collaborative debriefing and action planning
Co-Planning / Co-Teaching	<ul style="list-style-type: none"> • Beginning teachers and mentors collaboratively plan and teach a lesson (or a series of lessons) together followed by debriefing, reflection and a continued cycle of collaboration
Collaboratively Assessing Student Work	<ul style="list-style-type: none"> • Beginning teachers and mentors assess student work together in order to help develop consistent understanding of the standards of achievement and inform their instructional practices
Networked Communities of Practice	<ul style="list-style-type: none"> • Beginning teachers and mentors form ongoing communities of practice with colleagues (both new and experienced) who have a similar grade or subject assignment and/or similar learning goals (e.g., integration of technology into teaching) • Networked learning environment may be face to face or online or a blended model of both

Online Resources to Support Implementation

The Mentoring Moments NING < <http://mentoringmoments.ning.com> > contains a number of practical tools for mentors and board NTIP teams. Highlighted below are resources directly linked to implementing the powerful mentoring designs referenced in this month's Mentoring Moments.



- **Goal Setting Conversations**
<http://mentoringmoments.ning.com/group/mentoring-mentors/page/module05>
- **Learning Focused Conversations**
<http://mentoringmoments.ning.com/group/mentoring-mentors/page/module6>
- **Making Classroom Observation Meaningful**
<http://mentoringmoments.ning.com/group/mentoring-mentors/page/module7>
- **Utilizing Scaling Questions in Debriefing Conversations**
<http://mentoringmoments.ning.com/group/mentoring-mentors/page/module8>

