

CIT Mentor Forum Capture Sheet: MENTOR CHALLENGES from January 26, 2015

On January 26th, you were asked to share a mentoring challenge with colleagues at your table and then to coach each other by sharing advice, suggestions, strategies, or insights. Below are grouped and edited examples from your table talk. We did our best to interpret what you recorded on your paper.

On your own, read these over and think about which categories most resonate with you as a mentor, peer reviewer, or teacher colleague since our last forum, and that you would benefit from discussing further.

Share your selection with a partner or triad and together SELECT ONE category to examine more deeply. Share how this challenge has played out in your own work with colleagues and discuss the information in the second column. Discuss other ways that a mentor might address this challenge. **Record any additional advice, suggestions, strategies, or insights in the third column of the table below.**

If you wish, you may choose to **ADD** a **CHALLENGE** that is not described below in the final row of the table.

CHALLENGES	ADVICE, SUGGESTIONS, STRATEGIES, OR INSIGHTS	ADD, EXTEND
OVERWHELMED TEACHERS Overwhelmed intern-resistant	Reflect & acknowledge their feelings Be a good listener Help to narrow/prioritize issues (one bite at a time)	
Getting overwhelmed interns to focus	Offer strategies to help intern stay organized (for example a to-do list or notebook).	
Neediness of interns		
CO-TEACHING Collegial conflict with room sharing	Discuss a possible shared space Meet with supervisor (not opposing teacher—for problem solving) Portable white board Use magnets to post/take down items.	
Mentoring with a young teacher who partners with a veteran	<i>A Guide to Co-teaching</i> (Villa,Thousand,Nevin)	
General Co-Teaching	Use Third point Called Stefan for advice	

CHALLENGES	ADVICE, SUGGESTIONS, STRATEGIES, OR INSIGHTS	ADD, EXTEND
RESISTANCE/FOLLOW-THROUGH Follow through from interns.	Use of suggestions/tool box tool.	
Classroom management Follow through from intern	Model. Co- teach Continue to keep lines communication open. Check in often.	
Professional support not welcoming the help of a mentor. Feels they do not need a mentor Doesn't reach out to mentor or respond when mentor reaches out to them when mentor	Keep coming in & checking in w/ professional support. Let them know you are there to help. Go to the classroom anyway Stay in contact with e-mails (copy e-mails and documents)	
A professional support that goes back & forth with wanting and not wanting help. Then when it gets bad, they want you to live with them in their classroom. Already calling &/or e-mailing her weekly but doesn't share little problem until they're too big.	Have conversations about last minute requests to adequately help. Encouraging them to share problems earlier. Encourage more face to face meetings.	
Intern reluctant to take risks to be more student-centered. Fear of losing classroom control if trying more student partner or group work. Intern very talkative difficulty to hear what I'm saying or suggesting (blames partner).	Having the intern observe other classrooms has also helped when certain situations need to be addressed	
Interns that aren't acknowledging the need for change & using the feedback I give them.		
"Know-it-all" not professional ("young people vs elder generation") Calling in, telling you what you want to hear, no follow-through. Deflects instead of ownership	Discuss what makes "great:" need to adapt, adjust.	
Giving interns or colleagues help when they think they don't need it (for example when someone is told to ask for professional support).	Review rubric, have them rate themselves & you rate & compare, modeling.	
Interns not listening to suggestions and implementing then in the classroom	Be repetitive Restate questions to lead to suggestion (just from another perspective) Be patient. Give examples of personal experiences "spark" discussion	
Professional Support unaware of concerns observed by others: Organization, Classroom Environment, Lesson plans	Had teacher observe mentor (vice versa) Use 3 rd point to help Used rubric to focus on strengths Provide resources	

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TIME & COMMUNICATION Meeting deadlines	Mentors should try to do SLOs, etc. first before intern Constant communication coffee shop, other places	
Communication: return phone calls, e-mails Scheduling, coordinating	Gently apply "pressure:" ("I have to submit these names to my director...").	
Finding the time to see interns (timing to see lessons) Managing time with intern	Use of agenda-focused conversations	
Completing forms (paper work)		
ADMINISTRATOR CHALLENGES Language barrier between intern & administrator		
District vs classroom control. Interns feel like they can't control class because of administration.		
Dealing with absent administrators.		
Intern inherited a chaotic class. Admin has little to no confidence in the intern, which in turn has destroyed the confidence of the teacher. Result: silly mistakes and second guessing.	Frame conversations with administration re: giving the intern support	
INSTRUCTION & ENVIRONMENT Lack of planning		
Children safety		
Having difficulty w/ classroom Management		
NEW CHALLENGE (not captured by the list above)		

USE THE BACK OF THIS PAGE IF YOU NEED MORE ROOM