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**SEA PROJECT
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**TEACHER
MENTORING
MANUAL**

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Bill Hammond

Rita Mulholland

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Conceptual Model Overview

Differentiated Mentoring Responsibilities

	MENTOR	PEDAGOGUES	DIRECTORS	INSPECTORATE & BED ADVISORS	
INFORMAL MENTORING	<ul style="list-style-type: none"> ● Model lessons ● Co-plan and co-teach lessons 	<ul style="list-style-type: none"> ● Hold team meetings ● Lead study groups ● Interpret data ● Develop curriculum 	<ul style="list-style-type: none"> ● Provide instructional resources ● Meet with teachers, teacher-trainers and Pedagogues ● Facilitate teacher visitations in and out of the building 	<ul style="list-style-type: none"> ● Visit classrooms and provide feedback ● Facilitate teachers visitations and attendance at conferences and workshops ● Facilitate regional meeting on strategies, etc. 	FORMAL MENTORING STRATEGIES
	<ul style="list-style-type: none"> ● Identify issues ● Set goals ● Problem solve ● Conduct demonstration lessons 	<ul style="list-style-type: none"> ● Assist with students assessment ● Hold team meetings ● Identify and request appropriate instructional resources 	<ul style="list-style-type: none"> ● Support teachers with encouragement and recognition 	<ul style="list-style-type: none"> ● Support teachers with encouragement and recognition. 	

INTRODUCTION

I

Workshop leaders:

- Welcome participants
- Present the purpose of the workshop and the outcomes:

Purpose: Train individuals to be effective mentors in their schools

Outcomes: Demonstrate understanding of the role of mentor through interactive workshop activities

- Present the outline for the workshop (Appendix B.4)
- Direct the participants to look at the Conceptual Model Overview chart
- Conduct discussion on mentor vs. evaluator (small group or large group)

⇒ What seems to be the difference?

⇒ How do you see collegial collaboration happening in your school?

⇒ What are the benefits of everyone's role being defined this way?

⇒ What specifically are your interests in becoming a mentor?

- Guide the participants through the following sections on understanding mentoring:

⇒ Background Information

⇒ Mentor Definition

⇒ Mentor Functions

⇒ Mentor Activities

The concept of the mentor is rapidly emerging as the means by which educational improvements are made throughout a school or school system. Mentors are highly qualified and trained educators. The use of mentors has been demonstrated (IRA, 2004, 2006; Walpole and McKenna, 2004; and Neufeld and Roper; 2003) to be an effective means of providing support and direction to teachers and to improve their classroom instructional delivery.

For the purpose of this endeavor, designated teacher-trainers, Pedagogues, Directors, BED advisors, and members of the Inspectorate will receive training on methodologies to become effective mentors. The training materials for this activity will enhance the classroom delivery by teachers of the Strategies that were developed in the four previously developed SEA modules. The purpose of these training sessions is not to review these Strategies, but to provide the trainees with concrete examples and directions to assist the classroom teachers as they seek to effectively implement them in their content area classrooms.

The mentor is a master teacher who provides essential leadership for the school's instructional program. A chief goal is to assist content area teachers in addressing the reading comprehension, writing, and communications skills that are particular to their disciplines. This includes activities that promote instructional reform, improve the staff's capacity to use data, as well as actions directly aimed at supporting content area teachers at the building level with one-on-one demonstrations, observations, debriefings and classroom follow-ups, and small group learning of new content and pedagogy. (IRA, 2006).

Ideally, Mentors will work collaboratively with teachers and other members of the staff to provide quality direction and support to teachers to help them achieve the goal of improving the development of all students.

Toll (2005) emphasized that mentors must be well informed in each of the following areas, if they are to be successful:

- Characteristics of adult learners
- Processes for successful mentoring
- Essential elements of effective instruction
- Literacy learning and processes
- Measures of reading achievement

Walpole and McKenna (2004) have identified the five major components of the IRA Literacy mentor model as:

- ▶ Strong knowledge base
- ▶ Excellent presentation skills
- ▶ Experienced with in-class mentoring
- ▶ Experienced curriculum collaborator
- ▶ Experienced teacher

Each of these areas is essential to the development of effective mentoring skills support. There are two identifiable components that formulate the foundation of these activities: excellent background knowledge and broad experience in the classroom and beyond. The ways to cultivate and develop quality mentors are to provide a variety of opportunities to observe and practice mentoring under simulated conditions and to provide a wide variety of training experiences that will demonstrate effective mentoring techniques and strategies.

Mentor Functions

Joyce and Showers (1996) have pointed out that the primary function of the mentor is to provide support through a variety of professional development experiences which include:

- ▶ Theory
- ▶ Demonstrations
- ▶ Practice
- ▶ Feedback
- ▶ In-class mentoring

Mentor Activities

The following chart, developed by Bean (204) provides a road map for mentors to increase the level and quality of services that they may provide to teachers.

Level 1 Informal	Level 2 More formal	Level 3 Formal
<ul style="list-style-type: none"> ● Conversation with colleagues (Identifying issues or needs, setting goals, problem solving) ● Developing and providing materials ● Updating, adapting curriculum ● Participating in professional development activities (conferences, workshops) ● Leading or participating in study groups ● Assisting with students assessment ● Instructing students to learn about their strengths and needs 	<ul style="list-style-type: none"> ● Co-planning lessons ● Holding team meetings (grade level or subject) ● Analyzing student work ● Interpreting assessment data and helping teachers use results for decision-making ● Individual discussions with colleagues about teaching and learning ● Making professional development presentations for teachers 	<ul style="list-style-type: none"> ● Modeling and discussing lessons ● Co-teaching lessons ● Visiting classrooms and providing feedback to teachers ● Analyzing videotaped lessons of teachers ● Participating in lesson study with teachers

Overview: Training of Mentor

Workshop leaders:

- Direct the participants to the training chart to familiarize them with the activities they will be engaged in during this workshop

Skills and Techniques	Participant Training	Expected Outcomes
Conducting Observations	<ul style="list-style-type: none"> ● Observe simulated instructional ● Conduct a simulated observation using the Observation Form 	Proficient in the classroom observation technique
Providing written and oral feedback	<ul style="list-style-type: none"> ● Practice written and oral communication ● Offer critiques of feedback from other participants 	Proficient in providing ongoing feedback to teachers
Reflective questioning techniques	<ul style="list-style-type: none"> ● Practice asking and answering questions that induce thoughtful responses. 	Proficient in eliciting meaningful responses from teachers
Joint lesson planning, team teaching	<ul style="list-style-type: none"> ● Engage in simulated lesson planning with colleagues 	Proficient in developing effective lesson plans
Curriculum planning	<ul style="list-style-type: none"> ● Review the Strategies 	Proficient in assisting teacher to adapt the curriculum
Reflective journaling	<ul style="list-style-type: none"> ● Maintain journals throughout the workshop 	Understanding of journaling as an excellent source of teacher development
Study groups	<ul style="list-style-type: none"> ● Develop plans for a study group with a small group of teachers 	Create study groups based on schools' needs.

PREPARATION OF MENTORS

III

- Introduce Reflective Journaling by asking participants: What do you think of when you hear Reflective Journaling?
- Direct the participants to Appendix B.3 to extend their knowledge regarding keeping a journal
- Distribute copies of Appendix B.6 for participants to use as a reflective journal during the workshop (homework assignment)
- Direct the participants to look at chart to see the ways they will practice mentoring techniques during the workshop:

- ✓ **Observing Instruction in the Classroom**

- ▶ Use of an Observation Form
- ▶ Conferencing Skills
- ▶ Providing Written and Oral Feedback to Teachers
- ▶ Reflective Questioning Techniques

- ✓ **Joint Lesson Planning Techniques/Team Teaching**

- ✓ **Discussion of Demonstration Lesson**

- ✓ **Curriculum Planning**

- ✓ **Teacher Study Group Information**

- Ask participants (small groups) to identify the characteristics of formal and informal mentoring.
- Record responses on an overhead for large group discussion purposes.
- Continue discussion by directing the participants to the following chart which outlines the characteristics by addressing the approaches for formal and informal mentoring.

<p>Formal Mentoring Characteristics</p>	<p>Informal Mentoring Characteristics</p>
<ul style="list-style-type: none"> ● Can be one-on-one, or with a small group ● Is based on data gathered through observation(s) or from student achievement data ● Feedback provided in writing primarily, after conferencing ● Identifies specific areas in need of improvement and provides suggestions for improvement. May provide demonstration lessons on the techniques. ● Sets a mutually agreed to timeline for teacher implementation. ● Periodically conducts visit of the classroom to observe strategies being implemented. ● Meets with the teacher(s) to discuss progress and to mutually plan next steps. ● Jointly evaluate the success of the recommended implementation. <p style="text-align: center;"><i>For example:</i></p> <p>Are students more engaged in learning?</p> <p>Has the academic performance levels of students been improved?</p> <p>Do students retain and understand the materials better?</p>	<ul style="list-style-type: none"> ● Is most often one-on-one ● Relies on a level of communication and trust ● Listens to the concerns of the teacher and bases recommendations on those concerns and observations ● Understands that quiet reflection is important. ● Is candid and respects confidentiality ● Is an advisor, guide and role model ● Can demonstrate how to implement the suggested methodologies ● Is an effective communicator of how to successfully adapt a strategy ● Has credibility with colleagues ● Can explain why certain strategies are effective. ● Can provide demonstrations and workshops on a given strategy. ● Listens to the teacher's evaluation of how successfully a given strategy was implemented in a given lesson. ● Asks questions to prompt reflection ● Encourages the teacher to develop the perspective that the effective use of classroom time is a major factor in the successful implementation of student engagement activities.

Workshop Activity

1

Observing Instruction in the Classroom

Tell Participants:

When a colleague requests that you observe his/her classroom teaching to provide feedback on how effective s/he is implementing a strategy, you need to consider the tasks required prior to the observation, during the observation, and following the observation. Direct the participants to look at the following information.

Introduction and Explanation

Mentors will be able to

- Plan effectively for observing colleagues teaching
- Conduct a classroom observation based on the needs of their colleagues
- Provide written and oral feedback in a conference using reflective questioning techniques to guide teachers in self-evaluation

Prior to the Observation

- Meet with teacher to get an overview of the lesson
- Set the date and time for the observation and note placement in room for conducting observation
- Have the teacher identify the strategy(ies) s/he will be using:

- Strategy 1:* Developing Critical Thinking Using Discussion Web/Debate
- Strategy 2:* RAFT (Role/Audience/Format/Topic)
- Strategy 3:* SQPL (Students Questions for Purposeful Learning)
- Strategy 4:* Lesson Planning
- Strategy 5:* Building Criteria for Classroom Assessment
- Strategy 6:* Self-Questioning
- Strategy 7:* Double Entry Journal
- Strategy 8:* Collaboration and Communication
- Strategy 9:* Research Process
- Strategy 10:* Developing Critical Thinking by Using Expectation Guides
- Strategy 11:* Techniques for Interviewing
- Strategy 12:* Conducting/Analyzing/ Interpreting Research Using Oral History
- Strategy 13:* Building School and Community Partnerships
- Strategy 14:* Using Visuals for Completing Tasks and Comprehending Texts
- Strategy 15:* Role Playing
- Strategy 16:* Self-Assessment
- Strategy 17:* Development of a Learning Log

- Have teacher share specifics about the students to inform you of how this strategy may be adapted
- Ask teacher what specifically s/he wants feedback on regarding the strategy
- Decide on a follow-up meeting time to discuss the observation
- After meeting with the teacher, review the strategy you will observe by highlighting requested areas for feedback to teacher
- Make a copy of the Observation Form to use during the observation (Appendix A.7)

During the Observation

- Complete the **Observation Form**
- Note any questions or comments to be shared with teacher

Following the Observation

- Review notes to ensure teacher's specific feedback request is addressed
- Provide teacher with copy of the Observation Form as soon as possible
- Inform teacher to reflect on the lesson prior to looking over the observation notes

Meeting with the Teacher

- Review **Conferencing Skills** prior to the meeting (Appendix A.1)
 - ⇒ Ask teacher if s/he had time to reflect on the lesson
 - ⇒ Have teacher share reflection
 - ⇒ **Provide written and oral feedback** (confidential)
 - ⇒ Ask if the teacher had an opportunity to look over the completed Observation Form
 - ⇒ Assure the teacher you will address concerns/questions
 - ⇒ Use reflective questioning techniques to guide teacher in reflecting on the success of the teaching strategy
 - ⇒ Ask teacher if s/he has any questions/comments about your notes
 - ⇒ Establish an action plan to address areas for improvement, if needed
 - ⇒ Plan additional mentoring sessions, if desired

Steps for Demonstrating Classroom Observation (Workshop leaders Role-Play)

- 1.** Use information from Appendix A.2/A.3 (complete information B.1, B.2) or create own scenarios.
- 2.** Provide participants with a completed Observation Form so that they can follow along during the role-play.
- 3.** Direct attention to Appendix A.1 for Conferencing Skills' Information.
- 4.** Participants see the mentor meet with the teacher to discuss the lesson, plan on a date/time, discuss the instructional technique to be observed and specific information regarding the students and what the mentor should focus on in the observation, and plan a follow-up meeting time.

- 5.** Participants see the mentor reviewing the instructional strategy (mentor should voice what s/he is doing) and getting a copy of the Observation Form to be used.
- 6.** Mentor tells participants what s/he wrote in the notes during the observation and any additional comments/questions added to the form after the observation.
- 7.** Mentor hands a copy of the Observation Form to the teacher and reminds the teacher of the follow-up meeting time/date.
- 8.** Mentor reminds the teacher to reflect on the success of the lesson prior to looking at the mentor's notes.
- 9.** Prior to the post-observation meeting, the mentor reviews conferencing skills (mentor should voice what s/he is doing) and considers how to support the teacher in developing an effective instructional program.
- 10.** Mentor and teacher meet to discuss the observation.
- 11.** Mentor begins by stating that all information is confidential and inquires if the teacher had the opportunity to reflect and look over the observation form.
- 12.** Mentor assures the teacher that his/her concerns/questions will be addressed.
- 13.** Using **reflective questioning techniques**, the mentor guides the teacher in analyzing the lesson's success, first by having the teacher share his/her reflections and then the mentor continues the conversation with:
 - ⇒ Was the objective obtained?
 - ⇒ Was the strategy appropriate to the teaching of the lesson?
 - ⇒ Were the students successful? If not, why?
 - ⇒ Was the assessment of student learning appropriate and informative?
 - ⇒ What is the difference between the way the lesson was taught for this observation and previously, if taught before?
 - ⇒ Any thoughts for how you would change the lesson if you taught it again?
- 14.** Mentor might restate the teacher's responses for clarification, if needed and then review the observation notes with the teacher.
- 15.** Through a supportive conversation, the teacher, with input from the mentor, may develop an action plan to improve his/her practice.
- 16.** Mentor and teacher decide if further mentoring sessions are needed.

Steps for Participants to Engage in Practicing Technique

1. Have participants divide themselves into groups of three for practice using this mentoring strategy: mentor, teacher and observer.
2. Provide the groups with the role-playing information (Appendix A.4/A.5).
3. The observer takes notes to provide feedback to his/her colleagues after the role playing. The three participants discuss the activity and record any questions/concerns to bring to the whole group.
4. The group can exchange roles and engage in the activity again, time permitting.

Discussion of Observation Activity

- Workshop leaders bring the small groups together for a discussion of the technique.
- Each role-playing group is invited to share any concerns/questions for clarification and the benefit of all participants.

Review

Workshop leaders review what a mentor should be able to do:

- Plan effectively for observing colleagues teaching
- Conduct a classroom observation based on the needs of their colleagues
- Provide written and oral feedback in a conference

⇒ Written feedback is provided in the Observation Form (Appendix A.3)

⇒ Oral feedback focuses on the reasons for the mentor to observe the teacher:

"We are meeting today for a post-observation discussion to provide you with feedback on what I observed and to assist you in reflecting on your teaching. As we engage in

this conversation, consider how I might provide additional support for you, such as working with you on developing an instructional action plan, team teach with you, or plan study group activities."

- Using information provided as feedback from the role-playing activity, the workshop leader summarize ideas suggested for modification/adaptation of the technique

Questions and Answers

- 1.** Workshop leaders respond to any additional questions or concerns regarding the implementation of the technique.
- 2.** Workshop leaders provide time for participants to meet in small groups and discuss their plan for implementing this activity in their schools.

Workshop Activity

2

Tell Participants:

One effective way to improve the instructional program is for the mentor to collaborate with colleagues in developing lesson plans and/or team teaching. The teacher and mentor may decide to team teach the lesson they develop or the teacher may request that the mentor demonstrate how to teach the lesson.

Introduction and Explanation

Mentor will be able to

- Identify instructional needs of the school
- Engage in conversations with colleagues regarding these needs
- Discuss the connection between teaching and learning
- Plan lessons jointly with colleagues

Prior to Planning Joint Lesson

- Determine the instructional needs of the school through informal measures
- Identify needs pertaining to the instructional programs of the teachers you mentor (use student data)

- Identify/collect any resources that are of value to the collaborative effort of joint lesson planning and team teaching

During Joint Lesson Planning

- State purpose of the planning session (improve practices)
- Acknowledge strengths each of you are bringing to the planning process
- Discuss whether team teaching might be appropriate
- Identify strategy to be incorporated into lesson
- Discuss the connection between teaching and learning, i.e. student outcomes are dependent on the teacher's ability to deliver a lesson appropriate to the students' ability level, as well as creating an active learning environment
- Develop lesson based on curriculum and an analysis of student data
- Discuss outcomes to be addressed at a follow-up meeting to the lesson implementation

Following the Lesson

Meet with the teacher to discuss the lesson.

- Reflect on the value of the strategy chosen
- Identify the outcomes of the lesson: exactly as planned, somewhat/not achieved
- Discuss follow-up lesson plan ideas based on the success of this lesson
- Discuss whether team teaching might work with a colleague familiar with the content

Steps for Demonstrating Joint Lesson Planning/Team Teaching (Workshop leaders Role Play)

- 1.** Use information from Appendix A.8 or create own scenarios.
- 2.** Provide participants with information for role play so that the teachers can follow along.

3. Participants see the mentor reviewing the needs of the school (mentor will voice what s/he learned through conversations with colleagues or an informal survey),
4. Participants see the mentor reviewing the needs of the particular teacher s/he has observed (student data results),
5. Participants see mentor making a list/collecting any materials that will be of value in working with the teacher in lesson planning.
6. Mentor meets with the teacher and states that this joint-lesson planning activity's purpose is to improve instructional practice.
7. Mentor and teacher acknowledge the strengths each is bringing to the effort, such as previous success with the technique, in-depth knowledge of the course content, ability to adapt the teaching technique based on assessment data, etc.
8. Teacher shares an outline regarding the content s/he will be teaching prior to discussing the strategy to be used.
9. After looking over the content to be taught, the mentor and teacher discuss what strategy will contribute to the students' learning of the material.
10. The mentor guides the teacher's thinking:

- ⇒ Do students' have the background knowledge for this content? If the teacher is not sure, the plan needs to include an informal measure (such as a KWL chart) to check on the students' ability to understand the new information.
- ⇒ Does the teacher feel confident in what they know about the content? If not, discuss ways to help the teacher gain the information they need, such as observing another teacher teaching the same content, or through informal meetings, or research.
- ⇒ What are the students' strengths? What type of activity seems to keep the students engaged in their learning?
- ⇒ What assessments can be planned to document students' learning?
- ⇒ What strategies has the teacher used in previous lessons? What teaching style does the teacher prefer?
- ⇒ Considering the students' needs and strengths, the teacher's experience with different teaching strategies, discuss the teaching strategy that might effectively address the objectives of this lesson?
- ⇒ Might a team-teaching plan be of value? Why or why not?

- 11.** Participants hear the mentor and teacher discuss two or three strategies and select one.
- 12.** Mentor and teacher develop the lesson using student assessment data as a basis for planning the expected outcomes of the lesson.
- 13.** Mentor and teacher select a time for a follow-up meeting to discuss the success of the lesson.

Steps for Participants to Engage in Practicing Technique

- 1.** Have workshop participants divide themselves into groups of two to role play the parts of the mentor and the teacher.
- 2.** Provide the participants with the role-playing information (Appendix A.9).
- 3.** Remind the participants that the purpose of this joint lesson planning technique is to improve the instructional practice for the benefit of the students.
- 4.** When they complete the activity, have them spend a few minutes writing question/concerns to bring to the whole group.

Discussion of Lesson Planning Activity

- Workshop leaders bring the small groups together for a discussion of the joint lesson planning activity.
- Workshop leaders guide the discussion by addressing the participants' questions:
 - 1.** Was everyone comfortable in their roles? If not, what caused the awkwardness?
 - 2.** What can a mentor do to ease any tension in this relationship?
 - 3.** Discuss comfort levels when beginning the planning session.
 - 4.** Remind the teacher that the mentor is a support person.
 - 5.** Mentor and teacher identify the strengths they bring to the session and the expectations of each other.
 - 6.** When differences of opinion arose, how were they resolved? What are some ideas for handling this type of situation?
 - ⇒ Mentor clarifies each opinion. Mentor and teacher review the objectives of the lesson and continue to brainstorm effective ways to implement the lesson.

- ⇒ Mentor suggests contacting another teacher involved in the same content for ideas.
- ⇒ Mentor and teacher agree to a decision that can be revisited after the instruction to analyze its effectiveness for future planning sessions.

- Workshop leaders ask participants what they see as the benefits of joint lesson planning/team teaching and ideas for how they can implement this idea in their schools (whole or small groups: put responses on overhead)

Review

Workshop leaders review what the mentor will be able to do:

- Identify instructional needs of the school
- Engage in conversations with colleagues regarding these needs
- Discuss the connection between teaching and learning
- Plan lessons jointly with colleagues

Using information provided as feedback from the role-playing activity, the leaders summarize the ideas suggested by the participants.

Questions and Answers

- 1.** Workshop leaders respond to any additional questions or concerns regarding joint lesson planning as a way to improve instructional practice.
- 2.** Workshop leaders provide time for participants to meet in small groups and discuss their plan for implementing this activity.

3

Workshop Activity

*During workshop training it is not possible for someone to plan and conduct a lesson in a teacher's classroom but a discussion related to a mentor demonstrating a lesson in a colleague's class is important.

Tell Participants:

- *Primary purpose for the mentor to conduct demonstration lesson is to provide the teacher with a model of how to use the instructional strategy effectively in the content classroom.*
- *Mentor needs to be thoroughly familiar with the instructional strategy to be demonstrated, as well as having extensive knowledge about ways the strategy might be modified or adapted to a specific content area or grade level.*

Prior to the Demonstration:

- Meet to establish the content to be taught, identify the lesson objectives, discuss the academic backgrounds and understanding of content of the students, identify what content instruction had been previously provided by the students to establish the background level of students, identify from the teacher's perspective what content areas need to be reviewed or reinforced by the demonstration.
- Discuss with the teacher the strategy selected to be demonstrated and why that activity was selected, what to expect students to be doing during the demonstration and how the mentor will approach (whole group or small group instruction) the demonstration.
- Determine the amount of time for the demonstration (one class period or more)

- Determine the way(s) in which the demonstration and the students will be evaluated (rubric, checklist, student self-evaluation, peer evaluation, etc.).

During the Demonstration

- Observing teacher should record observations for a post-observation meeting with the mentor.
- Observing teacher should consider noting questions about how the students responded, an overall evaluation of the effectiveness of the lesson, most effective parts of the lesson, concerns

Following the Demonstration

- Teacher shares overall evaluation comments with the mentor
- Mentor clarifies any concerns
- Teacher and mentor discuss teacher's ability to teach a similar lesson
- Mentor offers encouragement and support for teacher

4

Workshop Activity

Curriculum Planning/Updating/Adapting

Tell Participants:

One effective way to improve the instructional program is for the mentor to collaborate with colleagues in curriculum planning. Curriculum includes the concepts (material) to be taught in an active engaging learning environment through teacher-directed activities/assignments resulting from a planning process involving decision-making goals based on students' needs.

- *Identify curriculum areas in need of improvement*
 - *Develop outline structure for a work plan for the teachers*
 - *Collaborate in curriculum planning*
-

Introduction and Explanation

Mentor will be able to

- Identify curriculum areas in need of improvement
 - Develop outline structure for a work plan for the teachers
 - Collaborate in curriculum planning
-

Prior to Curriculum Planning Session

- Familiarize self with the curriculum needs of the school through conversations or surveys
-

- Identify, by content, the focus area for collaborative work with colleagues
- Develop an outline (Appendix A.10) as a format for working with colleagues in improving the instructional program
- Review strategies presented in the Modules to prepare for the meeting:

During the Curriculum Planning Session

- State the purpose/outcomes of the meeting: curriculum planning to improve the teaching and learning environment to meet the needs of the students
- Distribute and explain outline form
- Establish a session format with the group: what to discuss first, such as content adaptations, students' needs, specific strategies, etc.
- Develop curriculum with colleagues and take notes on the outline form
- Discuss details for implementation: materials, time-frame, expected outcomes, follow-up meeting, possible observation

Following the Planning Session

- Distribute copies of the notes/outline from the planning session
- Reflect on the process and the product:
 - ⇒ Students' and Teachers' needs met?
 - ⇒ Resources available for implementation?
 - ⇒ Specific responsibilities understood?
 - ⇒ Follow-up plan in place to judge effectiveness of curriculum planning session?

Steps for Demonstrating Curriculum Planning (Workshop leaders Role-Play)

1. Use information from Appendix A.10.
2. Conduct a conversation with the understanding that this curriculum effort provides the opportunity for teachers to consider units they are

responsible for teaching, but are aware that the content may need to be updated and adapted for their students. The format for the conversation includes:

- ⇒ Identify the content to be discussed
 - ⇒ List the areas of concern
 - ⇒ Brainstorm ideas for improving student learning based on implementing the updated unit
- 3.** Guides the planning session by stating the purpose of the meeting and expected outcomes (curriculum unit updating and instructional improvement).
 - 4.** Decide ahead of time what the planning session will focus on and the outcome for a follow-up discussion so that workshop participants can view the entire activity.
 - 5.** Participants see the mentor (mentor should voice what s/he is doing) reviewing curriculum unit and looking over information gained from conversations with colleagues (and/or surveys) regarding areas of concerns, and preparing an outline format to use during the planning session.
 - 6.** Before meeting with colleagues, the mentor may need to review the strategies to be better prepared in making suggestions for improving the instructional program.

Steps for Participants to Engage in Practicing Technique

- 1.** Have workshop participants divide themselves into groups of 3 or 4, depending on the typical situation in a school involving teachers working with the same curriculum.
- 2.** Team decides on who assumes the mentor's responsibility. Appendix A.11 has the information the participants need for both the mentor and the teachers.
- 3.** Mentor states the purpose and the outcome of the meeting: improve the teaching and learning environment to meet the needs of the students.
- 4.** Mentor checks that everyone has a copy of the outline form to be used as a structured format for the conversation.
- 5.** Using this outline the group works on suggestions for improving the curriculum unit content (updates or adaptations).
- 6.** Mentor takes notes for everyone's benefit.

Discussion of Curriculum Planning Activity

- Workshop leaders bring the small groups together for a discussion of the curriculum planning session.
 - Workshop leaders guide the discussion:
 1. Ask mentors to share their experiences in assuming the leadership role in this. What was uncomfortable for them? Did they feel they were mentoring or were they seen as the person with the answers?
 2. What did the group find that worked well to achieve the goal?
 3. Ask the group to reflect on the interactions they experienced? Did they each feel they were heard?
 4. Ask mentors to identify the skills they were able to use in this planning session.
 - Each group is invited to share any concerns/questions for clarification and the benefit of all participants.
-
-

Workshop leaders review what a mentor should be able to do:

- Identify curriculum areas in need of improvement
- Develop outline structure for a work plan for the teachers
- Collaborate in curriculum planning

Using information provided as feedback from the role-playing activity, the leaders summarize the ideas suggested for modification/adaptation of this planning session.

1. Workshop leaders respond to any additional questions or concerns regarding the implementation of the technique.
 2. Workshop leaders provide time for participants to meet in small groups and discuss their plan for implementing this activity.
-

5

Workshop Activity

Discussion of Teacher Study Groups

*During workshop training it is not possible for someone to plan and conduct a study group but a discussion related to creating a study group is important.

Tell Participants:

- *Devoting time to the study of one aspect of student engagement or one instructional technique can improve the delivery of instruction and individual levels of understanding.*

Information on Getting Started - Types of Study Groups

Tell Participants:

Choosing a focus and an approach for your study group is the first step. Make it a shared process. Ask yourselves: What do we want to know? What new curriculum developments interest us? How will we benefit? Here are some of the types of study groups teachers have spearheaded:

- ***Instructional Practice Groups***

In this kind of group, teachers choose a new topic or question to tackle at each meeting, such as how to incorporate more vocabulary practice into their day, or what is the latest practice in teaching spelling.

- ***Professional Book Study Groups***

For this kind of group, teachers decide on a line-up of professional books to read and discuss. Here are a few titles you can start with: Strategies That

Work, by Stephanie Harvey and Anne Goudvis (Stenhouse, 2000); The Fluent Reader by Timothy V. Rasinski (Scholastic, 2003); and Teaching Reading in Middle School by Laura Robb (Scholastic, 2000).

- ***Mentorship Groups***

Mentorship groups can be helpful to new teachers. Veteran teachers, along with the principal, meet regularly with beginning teachers to discuss various topics, such as infusing strategies into content teaching. Participants take turns choosing topics and finding related reading material.



5 Keys to a Successful Study Group

The most effective groups have teachers who are true collaborators, critical colleagues, and inquirers who are always open to new research and ideas. Here are five key factors to keep in mind to help make your study group a success:

Volunteers, Please

When study groups are voluntary, participants are more likely to be committed to the group's goals, and work to sustain its energy. Plus, a successful study group might eventually draw in teachers who were not initially inclined to participate.

Small Is Best

The smaller the study group, the easier it will be to find convenient meeting times for all members. In smaller groups, each member is able to participate more in discussions and is more likely to share in the responsibility for the organization and direction of the group.

Shared Goals

It's important for a study group to set clear goals from the very beginning. What does the group want to accomplish? What will be the focus of the studies? If participants have played a role in addressing these questions, they're likely to remain committed to the group. More concrete goals may evolve as the group becomes settled, but a shared understanding from the beginning is essential.

Join In

A study group is a joint enterprise in which members share responsibility for planning the meetings-selecting books and preparing discussion questions. Each member should take a turn facilitating the discussion and

should not be made to feel intimidated by other members. When responsibility is shared, a sense of ownership grows and everyone feels more invested.

Put it in Writing

A study group journal gives each participant a place to reflect on readings, curriculum issues, classroom observations, and points raised in previous meetings. Group members might write in their journals before they meet, and then again following the meeting to reflect on changes in their ideas prompted by the discussion. Regular writing encourages participants to be reflective practitioners.

Note: This information is adapted from Join the Club, Scholastic Instructor article (2005) by Ebony N. Roberts. Article can be retrieved: www.teacher.scholastic.com/products/instructor.jointheclub.htm

- After presenting an overview, the leaders should group the participants to discuss:
 1. What types of study groups might be beneficial in my school?
 2. How can we get one started?
 3. What support might we need?

Conclusion

Identifying the most effective methods of providing instruction is at the very heart of the instructional process. By having knowledgeable mentors, Macedonian teachers at the secondary level will have an additional level of support for the successful implementation of the Strategies.

The intent of this manual is to provide a useful and effective support document to those persons who will provide the training to content teachers. The information provided here is by no means exhaustive in its content but it does provide a solid foundation upon which to build a lasting educational delivery system.

As the mentors and teachers in Macedonia become familiar and comfortable with this content, they will begin to see other possibilities for active learning and differentiated instructional delivery. This possibility is, of course, the ultimate goal and objective of this project.

APPENDIX OUTLINE

A. 1	Conferencing Skills
A. 2	Sample Outline of Lesson (Workshop Leaders)
A. 3	Sample Observation Form (Workshop Leaders)
A. 4	Sample Outline of Lesson (Workshop Participants)
A. 5	Sample Observation Form (Workshop Participants)
A. 6	Sample Action Plan
A. 7	Sample Observation Form
A. 8	Joint Lesson Planning (Workshop Leaders)
A. 9	Joint Lesson Planning (Workshop Participants)
A.10	Curriculum Planning Form (Workshop Leaders)
A.11	Curriculum Planning Form (Workshop Participants)
B. 1	Sample Lesson Form (Workshop Leaders)
B. 2	Sample Lesson Form (Workshop Participants)
B. 3	Reflective Journaling Information
B. 4	Outline for Mentor Workshop
B. 5	Mentor Record Keeping Log
B. 6	Workshop Reflective Journal Handout
B. 7	Workshop Evaluation
B. 8	Mentor Evaluation Form

A.1 Appendix

Conferencing Skills

As part of the community of teachers, the Mentor:

- Creates a collaborative working environment for the conference by stating the purpose for the post-observation meeting: provide feedback on the observation while guiding the teacher in reflective thinking about the lesson.

- Encourages the teacher to reflect on the success of the lesson
 - Was the objective obtained?
 - Was the strategy appropriate to the teaching of the lesson?
 - Were the students successful? If not, why?
 - Was the assessment of student learning appropriate and informative?
 - What is the difference between the way the lesson was taught for this observation and previously, if taught before?
 - Any thoughts for how you would change the lesson if you taught it again?

- Clarify written observation notes (teacher has copy prior to lesson) for the teacher

- Paraphrase/restate teacher's responses to check on understanding

- Offer the teacher continued support through classroom observations, modeling, joint lesson planning, material development, or study groups.

Appendix A.2

Sample Outline of Lesson (Workshop Leaders)

Teacher Name Mr/Ms Name	Date _____
Content: Science/Shock	Grade 9

Teacher Objective(s): To introduce the causes, types, and treatments for Shock

Student Behavioral Objective: Through written and oral assessments, student will demonstrate knowledge of the causes, types, and treatments for Shock.

Teaching Input (strategy incorporated into teaching of content: Using Visual Organizer)

- Provide short article on Shock
- Discuss the causes, types and treatments for Shock
- Provide KWL chart to identify what students already know about Shock
- Provide 2 Column Notetaking form to complete while teaching

Independent Practice (student activities, questions)

- Provide chart for students to complete individually or in small groups as a review
- Using the notes, have students write questions for other groups
- Students complete Summary of Article paper

A.3 Appendix

Sample Observation Form (Workshop Leaders)

Teacher's Name Mr/Ms Name Date _____

Class Information: Grade 9 Content: Science/Shock

Any specific information about the students?

*Some groups of students do not work as fast as other groups so there is a need to create some adaptation with the notetaking system.

Specific Strategy to be observed: Visual Organizer

Specific Observation Notes:

Students informed of lesson objectives? **Yes**

Notes on how teacher incorporated strategy into the teaching of the content to support student learning:

- teacher had KWL chart on board: began and ended with it
- teacher introduced 2 column notetaking with handouts; taught/read article to students and completed notes on board (students on form)
- teacher had students in group give oral summaries using Notes as a review
- teacher handed out chart for groups to complete

Evidence of lesson objectives being achieved using the specified strategy:

- teacher had students write questions for each other to answer (review)
- students completed a summary of the article

Teacher requests feedback regarding what:

- Did the visuals help students organize the information in a way that they can retrieve it for demonstrating understanding of it?
- Would another strategy be more effective?

Additional Notes to discuss with Teacher:

- 1.** Consider how to address the needs of the group that did not finish...
- 2.** Consider different types of activities based on the ability levels of the students (some students write the whole summary while others receive incomplete summary or some respond to questions while others create a PowerPoint)
- 3.** How did the notetaking adaptation work for the students who needed it?
- 4.** What does the assessment show? Do you feel more work is needed in Shock and What other strategy might you use?
- 5.** Is an Action plan needed or additional observations?

A.4 Appendix

Sample Outline of Lesson (Workshop Participants)

Teacher Name: Mr/MS Name	Date _____
Content Science /Rainforest	Grade 9

Teacher Objective(s): To introduce Rainforests - location, weather, plant/animal life, extinction issues

Student Behavioral Objective: Student will identify countries which have rainforests, the value of rainforests, and the problems resulting from the destruction of the rainforests.

Teaching Input (strategy incorporated into teaching of content):
Discussion/Web Debate

- Provide short article on Rainforests
- Provide KWL chart to identify what students already know about the Rainforests
- Use World Map to show locations
- Guide students in reading article highlighting information for the Debate
- Discuss the major issues while reading

Independent Practice (student activities, questions)

- Put students in small groups and provide additional readings on the Rainforests
- Each group completes a Discussion-Web Grid that includes information from all assigned reading material
- Each group presents one side of the Discussion/Web they created.

Appendix

Sample Observation Form (Workshop Participants)

Teacher's Name Mr/Ms Name	Date _____
Class Information: Grade 9	Content Science/Rainforest

Any specific information about the students?

Problems with some students being able to understand the reading on their own so I need to select specific Rainforest articles for them.

Specific Strategy to be observed: Discussion/Web Debate

Specific Observation Notes:

Students informed of lesson objectives? Yes

Notes on how teacher incorporated strategy into the teaching of the content to support student learning:

- teacher had notetaking chart on board with main topics listed
- teacher provided article for students (handout)
- teacher presented overview of article information using map of world
- teacher encouraged students to highlight information

Evidence of lesson objectives being achieved using the specified strategy:

- students in groups worked on Discussion/Web chart using main article and supplementary materials provided to each group

Teacher requests feedback regarding what:

- Did the Discussion Web contribute to the students' gaining information about the Rainforests?
- Would another strategy have been more successful

Additional Notes to discuss with Teacher:

- 1.** Consider whether or not all groups needed additional information to achieve objectives
- 2.** For some students, might a written paper based on the discussion web have been a better assessment for their ability level?
- 3.** Is an Action Plan required?

Alternative A.5

Sample Outline of Lesson (Participants)

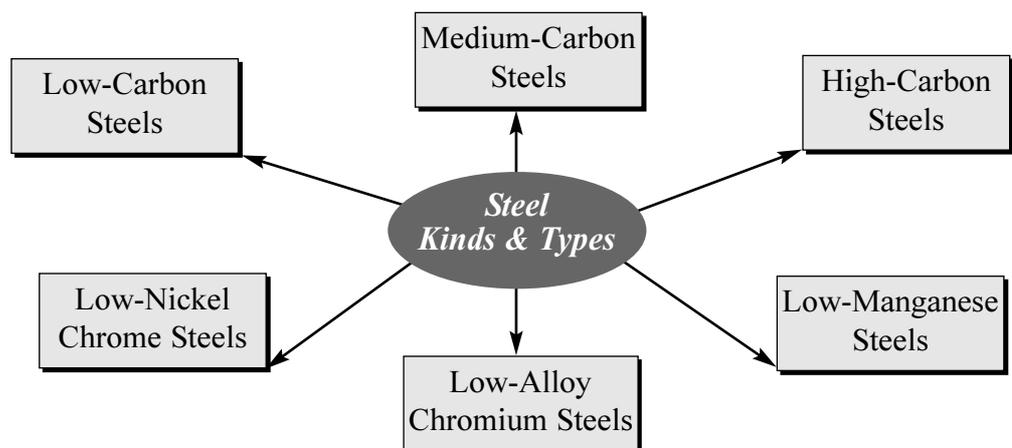
Teacher Name Mr/Ms Name _____	Date _____
Content: Steel	Grade ____

Teacher Objective(s): To introduce different types and kinds of steel

Student Behavioral Objective: Through questioning (SQPL), students will identify the different types and kinds of steel

Teaching Input (strategy incorporated into teaching of content: SQPL)

- Provide chart on names of different types and kinds of steel
- Invite students to generate questions (small groups)
- Highlight questions for presentation
- Teach information using Chart
- Provide handout on the steel information for students to read



Independent Practice (student activities, questions)

- Students write answers to questions asked
- Students clarify answers by sharing responses

A.5 Alternative

Sample Observation Form (Workshop Participants)

Teacher's Name Mr/Ms Name	Date _____
Class Information: Grade __	Content Steel

Any specific information about the students? No

Specific Strategy to be observed: Students Questions for Purposeful Learning (SQPL)

Specific Observation Notes:

Students informed of lesson objectives? Yes

Notes on how teacher incorporated strategy into the teaching of the content to support student learning:

- Stated objective and presented chart
- Told students they would be working in groups and generating questions about this topic
- Defined steel (alloy of iron, carbon)
- Told students it is sometimes confusing to be able to identify the steel being used
- Gave students time to write questions (groups)
- Went over chart in detail
- Asked students if questions were answered

Evidence of lesson objectives being achieved using the specified strategy:

- students in groups generated questions to be answered by teacher
- students took notes while teacher was presenting information

Teacher requests feedback regarding what:

- Did the SQPL contribute to the students' learning?
*Using a more complete chart to present the information and then add more information as the students shared questions would have provided the students with more details to understand the differences.
- Would another strategy have been more successful?
*SQPL was good.

Additional Notes to discuss with Teacher:

- 1.** Chart presented names of steel but did not provide any information on what makes each kind different
- 2.** Lesson was not summarized to help students identify the differences
- 3.** Not clear if teacher can make judgment about success of the lesson.
- 4.** Is an Action Plan required?

A.6 Appendix

Sample Action Plan

**Teacher completes this form based on reflective thinking with mentor.*

Teacher Name _____	Content _____
--------------------	---------------

Focus of Action Plan (What do I intend to work on?):

Specific Action Plan to implement a more effective learning environment:

*

*

*

Follow-Up Plan with Mentor:

*

*

Appendix A.7

Sample Observation Form

Teacher's Name _____	Date _____
Class Information: Grade ____	Content _____

Any specific information about the students?

Specific Strategy to be observed:

Specific Observation Notes:

- Was the objective obtained?
- Was the strategy appropriate to the teaching of the lesson?
- Were the students successful? If not, why?
- Was the assessment of student learning appropriate and informative?
- What is the difference between the way the lesson was taught for this observation and previously, if taught before?

Evidence of lesson objectives being achieved using the specified strategy:

Teacher requests feedback regarding what:

Comments to discuss with Teacher:

A.8 Appendix

Joint Lesson Planning (Workshop Leaders)

Mentor has identified:

- Instructional needs of school: **expository reading**
- Instructional program needs of the teacher you mentor: **providing more support for students to be successful in handling textbooks in history/ science**
- Resources: **Content literacy** articles (Internet)

Joint Lesson Planning: Mentor and Teachers

- State purpose: Improve practices
- Acknowledge strengths: Mentor/knowledge of expository reading strategies and Teacher: in-depth knowledge of the content
- Strategy : **Anticipation Guides** (Active Learning strategy)
- Discuss the connection between teaching and learning: Using the guide will activate students' background knowledge and validate their understanding as they read.
- Develop lesson ideas with teacher: Decide to use Anticipation guides in history and science, along with a similar writing assignment - Paper summarizing what students thought they knew/understood with additional paragraphs identifying information gained from reading (multi-paragraph paper)
- Discuss outcomes: expect students assessment (oral, written) to demonstrate more in-depth understanding

Following the Lesson

Meet with the teacher to discuss the lesson.

- Reflection: guide provide the specific support the students needed
- Outcomes of the lesson: exactly as planned
- No need for follow-up at this time. Probably will engage in joint lesson planning again.

Appendix

Joint Lesson Planning (Workshop Participants)

**Participant can choose the content to practice with for this workshop, as well as decide on whether team-teaching would work)*

Mentor has identified:

- Instructional needs of school
- Instructional program needs of the teacher you mentor
- Resources:

Joint Lesson Planning: Mentor and Teachers

- State purpose
- Acknowledge strengths
- Discuss teaching strategy
- Discuss the connection between teaching and learning
- Develop lesson ideas with teacher
- Discuss expected outcomes:

Following the Lesson

Meet with the teacher to discuss the lesson.

- Reflection
- Outcomes of the lesson
- Follow-Up

Curriculum Planning Form (Workshop Leaders)

Mentor has identified:

Needs of the school through conversations or surveys: **expository texts**

- Focus area for collaborative work: **science**
- Format for conversation:
 - ▶ **Content:**
 - ▶ **Areas of Concern:**
 - ▶ **Ideas to Improve Student Learning:**

During the Curriculum Planning Session

- Purpose: science curriculum planning to improve the teaching and learning environment to meet the needs of the students
- Present outline format for discussion
- Develop curriculum, take notes on the outline form
 - * Consider: materials, time-frame, expected outcomes, follow-up meeting, possible observation
 - ▶ **Areas of Concern: materials (lack of and outdated), appropriate strategies to support students**
 - ▶ **Ideas to Improve Student Learning:**
 - ☑ **Website: videostreaming project ideas, downloadable materials**
 - ☑ **Rewritten chapters updated with current information**
 - ☑ **Variety of Strategies: graphic organizers, projects**

Following the Planning Session

- Distribute copies of the notes/outline from the planning session
- Reflect on the process and the product:
 - ▶ Students' and Teachers' needs met?
 - ▶ Resources available for implementation?
 - ▶ Specific responsibilities understood?
 - ▶ Follow-up plan in place to judge effectiveness of joint planning curriculum program?

Appendix

Curriculum Planning Form (Workshop Participants)

Mentor has identified:

- Needs of the school through conversations or surveys:
- Focus area for collaborative work:
- Format for conversation:
 - ▶ **Content:**
 - ▶ **Areas of Concern:**
 - ▶ **Ideas to Improve Student Learning:**

During the Curriculum Planning Session

- Purpose: _____ curriculum planning to improve the teaching and learning environment to meet the needs of the students
- Present outline format for discussion
- Develop curriculum, take notes on the outline form
 - * Consider: materials, time-frame, expected outcomes, follow-up meeting, possible observation
- ▶ **Areas of Concern:**
- ▶ **Ideas to Improve Student Learning:**

Following the Planning Session

- Distribute copies of the notes/outline from the planning session
- Reflect on the process and the product:
 - ▶ Students' and Teachers' needs met?
 - ▶ Resources available for implementation?
 - ▶ Specific responsibilities understood?
 - ▶ Follow-up plan in place to judge effectiveness of joint planning curriculum program?

B.1 Appendix

Sample Lesson Form (Workshop Leaders)

INSIGHTS INTO SHOCK

KWL Chart - Shock

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED
People die	How many	250,000/yr.
Breathing problems	Causes	Heart Attack Infection Accident
Treatment	What	Fluids Blood Medication

Chart that Students Completed

TYPE	CAUSES *500,000 people/yr.	HEART FUNCTION *pumps 1,000 times/day	TREATMENTS
Hypovolemic	Trauma Bleeding stomach ulcer Severe Diarrhea	Works normally Not have enough blood to pump May pump only 3 liters (not 5 per minute)	Stop bleeding Give fluids (blood, saltwater) Give blood substitutes
Cardiogenic	Heart Attack Heart Valve Damage Arrhythmia	Cannot pump normally	Medication Replace valve Implant defibrillator
Vasodilatory	Sepsis Prolonged shock	Arterioles malfunction	Steroids

Key Word	Notes
Definition	Low blood pressure leads to reduced blood in body
Causes	Heart attack Infection Trauma, accident
Types	Hypovolemic: excessive bleeding Cardiogenic: heart has a problem Vasodilatory: blood vessels fail to constrict properly
Treatment	Fluids Blood, blood substitutes Steroids Medications Stop bleeding

Shock: SUMMARY OF ARTICLE

This report on Shock will discuss what shock is, what the causes are, the various types, and the current treatments. Low blood pressure that leads to a reduced blood flow to the body is exactly what Shock is.

There are several causes of Shock. Heart attacks, which damage the heart muscle, are a common cause of Shock. Another cause is a bacterial or virus infection. A third cause of Shock might be trauma, such as a gunshot, or a serious accident, like a car accident.

The article discusses three types of shock. One is called Hypovolemic, which happens when the body loses a lot of blood. Another type is called Cardiogenic, which happens when the heart has a problem (muscle). The third type is called Vasodilatory, which happens when the blood vessels don't constrict right.

Doctors have several treatments. One treatment is giving the person lots of fluids. Another treatment is to stop blood loss when the person is bleeding. There are medications that doctors can give for shock. Blood or blood substitutes work for some types of shock.

Shock: SUMMARY OF ARTICLE (for assessment)

This report on Shock will discuss _____, what the causes are, the various _____, and the current _____. Low blood _____ that leads to a reduced blood flow to the body is exactly what _____ is.

There are several causes of Shock. _____, which damage the heart muscle, are a common cause of Shock. Another cause is a _____ infection. A third cause of Shock might be _____ such as a gunshot, or a serious accident, like a car accident.

The article discusses three types of shock. One is called _____, which happens when the body loses a lot of blood. Another type is called _____, which happens when the heart has a problem (muscle). The third type is called _____, which happens when the blood vessels don't constrict right.

Doctors have several treatments. One treatment is giving the person lots of _____. Another treatment is to stop blood loss when the person is _____. There are _____ that doctors can give for shock. Blood or blood _____ work for some types of shock.

This report on Shock gives us information about what it is, the _____, the _____, and how _____ can help.

B.2 Appendix

Sample Lesson Form (Workshop Participants)

Rainforest Information

Strategy: Using Discussion/Web Debate Form

TROPICAL RAIN FORESTS

Tropical rain forests have exotic plants and animals. The forests are a source of food, medicine and other products. The forests are in danger of being destroyed. Scientists say if they are destroyed, humans may have survival problems.

If the forests are destroyed, weather changes will happen. Some animals and plants may become extinct. People who live in the forests may lose their homes. If we understand how important the rain forests are, we can do something to protect them.

Most of the rain forests are in Brazil, Indonesia, and Zaire. Rainfalls in these countries range from 80 to 400 inches each year. The temperatures in these countries range between 70 and 80 degrees. More than half of all the world's plants and animals are in these rain forests. The rain forest land is only 7% of all the land in the world. If we lose some of this land, we may lose these plants and animals. All life forms are interdependent, which means they depend on each other to live.

Our planet is in trouble because we are cutting down the rain forests. The sun's heat dries up the land more if the trees don't provide shade. Heat is trapped and causes temperatures to rise. This is called global warming.

One reason the rain forests are being destroyed is because of a farming method. Some farmers burn the trees so that they have land to plant crops. The soil is only good for a few years of planting. The farmers then clear more land. Another reason the rain forests are being destroyed is because of cattle ranching. The rest of the world wants to buy the beef which is cheap.

Right now, 100 acres of rain forests are being cut every minute. What can we do to protect the rain forests?

RAIN FOREST NOTES

KEY WORD	NOTES
INTRODUCTION	PLANTS, ANIMALS GET MEDICINE, FOOD, PRODUCTS BEING DESTROYED HUMAN SURVIVAL?
RESULTS	WEATHER CHANGES ANIMALS, PLANTS = EXTINCT LOSE HOMES
COUNTRY INFORMATION	BRAZIL, INDONESIA, ZAIRE RAINFALL = 80-400 INCHES TEMPERATURE = 70-80 DEGREES 1/2 PLANTS, ANIMALS ! 7% OF LAND = RAIN FORESTS LOSE LAND = LOSE PLANTS, ANIMALS
PROBLEM	CUTTING TREES LAND HEATING UP GLOBAL WARMING
REASONS	FARMING - BURN TREES RAISE CROPS (FEW YEARS) CATTLE RANCHES (CHEAP BEEF)
SITUATION	100 ACRES/MINUTE ? WHAT TO DO?

DISCUSSION/WEB DEBATE: RAINFOREST

Yes to Maintaining

No to Maintaining

Conclusion

B.3 Appendix

Reflective Journaling Information

Note: The source of this discussion on Keeping a Reflective Journal is the Australian Scholarship in Teaching Project and may be found at www.clt.uts.edu.au/Scholarship/Reflective.journal.htm -

Tell Participants:

Engaging in open and collaborative discussion about our work with a peer, and regularly writing up our learning in a journal or log book, is a process that will enable us to become reflective teachers. The journal is parallel to the field book or laboratory notes of the scientist. We not only record what happened or what was observed but in addition we can record a tentative hypothesis or the development of new understanding, we can use our writing to make a new sense of phenomena. Reflective writing has the potential to provide us with a systematic approach to our development as a reflective, critical and constructive learner. A journal can provide an opportunity to make explicit our position on a range of issues of personal significance.

Used effectively, reflective writing will support us to make a personal sense; of a diverse set of experiences, this is particularly important when learning is to be incorporated into every day practice. A reflective journal assists the reflective process.

Benefits of Regular Reflective Writing

Reflective writing enables the documentation of experiences, thoughts, questions, ideas and conclusions that signpost our learning journey. A scholarly approach to teaching requires critical inquiry into practice and into learning; change and improvement result after reflection, planning and action. Keeping a journal develops this as part of our every day practice.

Scholarly teaching involves an appreciation of the teaching and learning process and the ability to intervene purposefully and positively in the learning

experience. Reflective writing provides an opportunity for us to think critically about what we do and why. It provides:

- a record of events and results and our reactions to them,
- data on which to base reflective discussion,
- opportunity for us to challenge ourselves and what we do and to free us to do it differently and better,
- impetus to take action that is informed and planned,
- means to develop a personal philosophy of teaching,
- an opportunity to view our teaching objectively and not see all problems as personal inadequacy,
- an enrichment to our classroom because we are prepared to innovate,
- increased confidence through increased insight which enables us to trust our students and enjoy them,
- basic documentation to support future entries in our teaching portfolio and for job applications etc.

Ideas for getting started on reflective writing:

1. Use an agenda

- What is the current problem or issue? Describe the context
- What additional information would be useful?
- How is it related to other issues?
- Who or what could help?
- What are my assumptions? How can I test them?
- What can I do to create a change? Be as adventurous as you can
- What are the possible outcomes of these?
- What action will I take? Why?
- List the outcomes you hope to achieve.
- Reflection on the actual outcome. What worked well?
- What could I do differently next time?

2. Focus on the experience and think (not aloud) in writing:

Take something you have read in the literature on teaching and learning, or take something that occurred as part of your activities undertaking this module and use the following questions to guide your reflection:

- How does this connect with an aspect of my practice?

- What are the teaching and learning principles that are involved?
- What could I change in relation to this?
- What would happen if I did?

3. Focus on a critical incident that took place in your classroom.

- Describe the incident as objectively as possible.
- What were the assumptions that you were operating with?
- Is there another way to see this event?
- How would your students explain this event?
- How do the two explanations compare?
- What could you do differently?

4. Taking stock of my learning

- What is the most important thing I have learned about student learning?
- What is the most important thing I have learned about my teaching?
- What is the most important thing I have learned about my students?
- How can I use my learning to improve student learning in my classes?

And from time to time...

- What has using this journal confirmed that I already know about my students' learning and how I affect that?
- What do I need to do to improve the quality of what I do?
- What might I do instead of what I do now?
- What innovation could I introduce?
- What professional development activities should I be seeking?

Outline for Mentor Workshop

Agenda Day 1

Registration

Introduction, Background

- Welcome and Introductions
- Purpose of the training, Expected Outcomes
- Defining the Mentor : Discussion

Break

Preparation of Mentors

Lunch

1

Observing Instruction in the Classroom

- Using Observation Form
- Conferencing Skills
- Reflective Questioning Techniques
- Providing Written and Oral Feedback

Joint Lesson Planning/Team Teaching Techniques

- Prior to Planning Joint Meeting
- During Joint Planning Meeting
- Following the Meeting

Wrap-Up: Summary Discussion: questions/comments/reflections
Remind workshop participants about journal writing assignment
(*See Appendix B.6)

Agenda Day 2

Review Day 1

Review, discuss (based on journal reflections) Day 1

Preparation of Mentors

Break

Lunch

Curriculum Planning

- Prior to Planning Session
- During Planning Session
- Following the Planning Session

Teacher Study-Group Information

- Types of Study Groups
- Keys to Successful Study Groups

Wrap-Up: Summary Discussion

- Point out Appendix B.5 as a sample form for mentors to use.
- What have we learned? What else do we need to know?
- Closing Remarks

**Distribute Participation Workshop Certificates*

Appendix B.5

Mentor Record Keeping Log

Teacher: _____ Subject _____ Date _____ Visit # _____

School: _____

Content area: _____

1. Lesson Topic: _____

2. Which strategies were observed:

- ___ Developing Critical Thinking Using Discussion Web and Debate
- ___ RAFT
- ___ SQPL
- ___ Lesson Planning
- ___ Building Criteria of Classroom Assessment
- ___ Self-Questioning
- ___ Double Entry Journal
- ___ Collaboration and Communication
- ___ Research Process
- ___ Developing Critical Thinking by Using Expectation Guides
- ___ Technique for Interviewing
- ___ Conducting, Analyzing, and Interpreting Research Using Oral History
- ___ Building School and Community Partnership
- ___ Using Visuals for Completing Tasks and Comprehending Text
- ___ Role Playing
- ___ Self-Assessment
- ___ Development of a Learning Log
- ___ Other _____

3. Summary of teacher and student activities observed. (Check all observed activities) The blank spaces are for other activities observed in the lesson.

X	Teacher activity	Student activity	X
	Provides clear explanation and directions	Engages in interactions with the teacher	
	Demonstrates (at the board, etc.) a concept or idea	Engages in interactions with other students (Group work)	
	Previews/introduces the materials	Asks/Answers questions	
	Explains the assignment	Requests assistance from the teacher	
	Asks/answers questions	Read and discuss information from the text or other source	
	Directs the discussion	Works independently on the assignment	
	Accepts and encourages student ideas	Conducts research (independently or in small groups)	
	Engages all students in the activity	Conducts a self evaluation of their performance	
	Clarifies the assignment when needed	Present their point of view	
	Reviews/checks for student understanding	Apply new ideas	
	Provides summary of the lesson	Actively participates in learning activities	
	Provides additional resources (textbooks, handouts, etc.)	Asks questions of the teacher or other students when they don't understand	
	Has an evaluation strategy in place		

4. Evaluation of Implementation of Strategy:

a. Fully Implemented _____

(Teacher and students are fully engaged and on task. Students demonstrated a full understanding of the content and are informed about the strategy).

b. Partial Implementation _____

(Teacher and students understand the strategy but are not fully engaged in the activity. May need additional explanation of the strategy and alternative methods of implementation)

c. Not Implemented _____

5. Recommendations to the teacher:

1.

2.

3.

6. Mentoring strategy used with the teacher:

Observation Checklist

Conferencing

Providing Written and Oral Feedback

Reflective Questioning Techniques

Joint Lesson Planning

Demonstration Lessons

Modeling

Reflective Journaling

Study Groups

Other _____

B.6 Appendix

Workshop Reflective Journal Handout

My Reflective Journal

Topic	Key points of the discussion	How I will use the information/questions
<p>Day I</p> <p>The Definition of the Mentor</p> <p>-----</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>-----</p>	<p>-----</p>
<p>The Role of the Mentor</p> <p>Homework/classwork: Write a brief description (no more than one page) of the problems and concerns you have about implementing the model in your school(s) and what support is needed to help you solve these issues.</p>	<p>1.</p> <p>2.</p>	

Preparation of Mentor/Mentors		
1. Observation Form	1.	
	2.	
	3.	
-----	-----	-----
2. Conferencing Skills	1.	
	2.	
	3.	
-----	-----	-----
3. Written/Oral Feedback	1.	
	2.	
	3.	
-----	-----	-----
4. Reflective Questioning	1.	
	2.	

<p>1. Joint Lesson Planning</p> <p>-----</p>	<p>1.</p> <p>2.</p> <p>-----</p>	<p>-----</p>
<p>2. Curriculum Planning</p> <p>-----</p>	<p>1.</p> <p>2.</p> <p>-----</p>	<p>-----</p>
<p>3. Formal/Informal Mentoring</p> <p>-----</p>	<p>1.</p> <p>2.</p> <p>-----</p>	<p>-----</p>
<p>*Reflective Journaling</p> <p>-----</p>	<p>1.</p> <p>2.</p>	<p>-----</p>
<p>*Study Groups</p>		

Appendix B.7

Workshop Evaluation

1. Circle the number that reflects your overall impression of the workshop.

1 (little value)

2 (some value)

3 (value)

4 (very valuable)

5 (extremely valuable)

2. What was most valuable to you?

3. What changes might you suggest to improve the workshop training?

4. Any other comments?

B.8 Appendix

Mentor Evaluation Form

To receive a Teacher Mentoring Certificate, the mentor needs to be observed in his/her school engaged in a minimum of 3 different mentoring activities with a rubric scoring of Acceptable or Expert in each category.

Name of Mentor _____ Date _____

Evaluation # _____ /3 evaluations

What is being evaluated?

- ___ Conferencing with teacher regarding classroom observation
- ___ Joint lesson planning
- ___ Curriculum planning
- ___ Leading a Study Group
- ___ Demonstrating a Lesson
- ___ Other (Describe on a separate paper)

Rubric	Adequate	Acceptable	Expert
1. Demonstrates knowledge in using selected Mentoring activity			
2. Demonstrates ability to work professionally with teachers			
3. Mentoring session was productive for teacher (meet privately with teacher to discuss)			
4. Mentor reflective response documents ability to mentor teacher			

Notes/Documentation for each Rubric score (use additional paper as needed)

Recommendations, if any:

Name of Evaluator _____ Date _____
*Provide a copy of all documentation to mentor (Mentor's Initials _____ Date _____)

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