



Public Schools of North Carolina

# North Carolina Mentor Training 2010-2011

A Lifeline  
for North Carolina's  
Beginning Teachers

- Welcome
  - Introductions coming during 1<sup>st</sup> activity
- Agenda:
  - Why new mentor standards?
  - The five standards
  - The mentor continuum



# Where are we going?

- Mentor Task Force Charge
  - Beginning Teacher Support Program Standards
  - Requirements and Beyond
  - Mentor Standards
  - Alignment with Professional Teaching Standards
- Statewide Alignment
  - 21<sup>st</sup> Century Standards for Learning
  - Professional Teaching Standards
  - Beginning Teacher Support Standards
  - Mentor Standards



# Teacher Working Conditions

- In 2010, more than 105,000 educators (88.81%) across state completed North Carolina Teacher Working Conditions Survey
  - Perceptions of trust and support have a direct correlation to student achievement and teacher retention



# Frequency of Mentoring Activities Reported by New Teachers and Mentors from TWC 2010

Mentoring Activity	Never	Sometimes	At Least 1x per week
Planning during the school day	32%	38%	30%
Observed by my mentor	20%	72%	8%
Planning instruction with my mentor	33%	43%	24%
Having discussions with my mentor about teaching	4%	45%	51%



# Teacher Working Conditions

## Concerning Beginning Teachers...

- 58% said they received no release time to observe other teachers.
- 47% had no formal time to meet with their mentor during school hours.
- 31% never met with their mentor to develop lesson plans.
- 53% never observed their mentor teaching.
- 33% never analyzed student work with their mentor.



# BTSP Policies

BT requirements (components of SBE policy TCP-A-004):

- Orientation
- Induction
- Observations/evaluation/PDP
- Mentor



# Beginning Teacher Support Program

Standard 1 – Systemic Support for High Quality Induction Programs

Standard 2 – Mentor Selection, Development, and Support

Standard 3 – Mentoring for Instructional Excellence

Standard 4 – Beginning Teacher Professional Development

Standard 5 – Formative Assessment of Candidates and Programs



# Peer Review Networks

- **PURPOSE - Annual network for LEA induction program leaders to:**
  - share information
  - engage in new learning on new teacher induction
  - dialogue with stakeholders, policymakers, and representatives from higher education including community colleges and universities within the region to learn about innovative research and programs
  - systematically assess where the LEA's induction program fits on the Beginning Teacher Support Program continuum



# Peer Review Networks

- Action – Create informal learning groups within each of the eight North Carolina regions. Under the management and leadership of the Regional Education Facilitators the groups will:
  - Be matched, to the degree possible, according to LEA size and new teacher population
  - Participate in staged LEA site-visits to learn about Beginning Teacher Support Programs and offer “critical friend” feedback as desired
  - Work together during the annual network meeting to assess where each LEA’s induction program is on a defined induction program standard and offer insights on ways the LEA can move forward on the continuum



# Rubric for Self-Assessing the Beginning Teacher Support Program

## Standard 3: Mentoring for Instructional Excellence

<p><b>a. Time.</b> Effective mentor-beginning teacher interactions and relationships are at the core of a successful mentoring and induction program. Program, district and site leadership collaborate to ensure that sufficient time is provided for mentors to meet with their beginning teachers to engage in the improvement of teaching and learning and induction-related activities both during and outside of school time.</p>				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p><input type="checkbox"/> Mentors work with beginning teachers occasionally.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors work with beginning teachers during and outside of the school day, based upon schedule and mentor flexibility.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors and beginning teachers have protected time to engage in induction-related activities.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors are provided sufficient time to engage with beginning teachers and support their professional growth. Beginning teachers are released to work with mentors, and other support providers as appropriate.</p>	
<p><b>b. Instructional Focus.</b> The North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System is the comprehensive guide used by all teachers, mentors and beginning teachers to advance practice and student learning. Mentors are regularly present in the classrooms of beginning teachers to observe and to strategically collect data on management, instruction, and student learning. Mentors and beginning teachers collaboratively analyze observation data, develop next steps and together monitor results in an ongoing process designed to continuously improve teaching and learning.</p>				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p><input type="checkbox"/> Mentors focus on logistical and operational issues, such as school practices and culture, administrative and classroom procedures and norms.</p>	<p>... and</p> <p><input type="checkbox"/> Based on classroom observations, mentors work with beginning teachers on issues of classroom management, lesson planning, delivery of instruction and student learning aligned with the standard course of study.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors work with beginning teachers across the full-range of teaching practices as defined by North Carolina Professional Teaching Standards and identified by the North Carolina Teacher Evaluation System.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors work with beginning teachers on a strategic focus as determined by the North Carolina Teacher Evaluation System and other assessments of classroom practice and student learning.</p>	
<p><b>c. Issues of Diversity*.</b> Mentors support their beginning teachers to appreciate the wide-range of assets that all students bring to the classroom through their diversity. Mentors guide beginning teachers in the development of positive, inclusive and respectful environments that support learning for a diverse student population. Mentors and beginning teachers design and implement a broad range of specific strategies designed to meet the diverse needs of their students and promote high levels of learning.</p>				
<p><input type="checkbox"/> Mentors are aware of equity issues as they arise in beginning teachers' practice.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors support beginning teachers' development to meet the needs of all students and create a respectful environment for a diverse population of students.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors guide the beginning teachers' appreciation for diversity and responsive approaches to instruction during analysis of student work, planning of differentiated instruction and other opportunities as they arise.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors proactively engage beginning teachers around issues of diversity. Mentors guide beginning teachers in the ongoing development of responsive curriculum and practices.</p>	



# Beginning Teacher Support Program Annual Review Form

Summary Beginning Teacher Support Program Rating Form for LEAs	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Standard 1: Systemic Support for High Quality Induction Programs					
a. Institutional Commitment and Support					
b. Principal Engagement					
Standard 2: Mentor Selection, Development, and Support					
a. Mentor Selection					
b. Scope of Mentor Role					
c. Mentor Professional Development					
Standard 3: Mentoring for Instructional Excellence					
a. Time					
b. Instructional Focus					
c. Issues of Diversity					
Standard 4: Beginning Teacher Professional Development					
a. Beginning Teacher Professional Development					
Standard 5: Formative Assessment of Candidates and Programs					
a. Formative Assessment					
b. Program Evaluation					



# Moving with Music

- Listen to the clips from songs from the 1950s, 1960s, 1970s, 1980s, 1990s, and 2000s
- Look at your index card and determine in which decade your song was first released and move to that decade



# Not the What, But the How

- Music
- Teaching
- Mentoring





**“Come to the edge, he said. They said,  
We are afraid. Come to the edge, he  
said. They came. He pushed them...  
...and they flew.”**

Guillaume Apollinaire

# Do you have.....?

- A sense of optimism for teaching?
- The ability to listen well?
- The capacity to engage in reflective dialogue that nurtures the independent ability of a beginning teacher to assess and enhance his or her practice?
- A commitment to continuous professional development?



# Do you have....?

- A desire to serve all students equitably regardless of socio-economic status, first language, exceptionality or race?
- The ability to adapt instructional methods to the individual needs of students?
- A commitment to collaboration?
- The ability to utilize multiple types of assessment of student work and adapt instruction from the analysis of assessment data?



# Building Relationships

- Using Gray's Mentor-Protégé Relationship Model, discuss the following:
  - What skills would a mentor need to help a BT move through the levels in an acceptable timeframe?
  - If the BT is struggling, how might the mentor intervene to help?



# Mentor Standards

- Standard 1 – Mentors Support Beginning Teachers to Demonstrate Leadership
- Standard 2 – Mentors Support Beginning Teachers to Establish a Respectful Environment for a Diverse Population of Students
- Standard 3 – Mentors Support Beginning Teachers to Know the Content They Teach
- Standard 4 – Mentors Support Beginning Teachers to Facilitate Learning for Their Students
- Standard 5 – Mentors Support Beginning Teachers to Reflect on Their Practice





**“Leadership is not magnetic personality; that can just as well be a glib tongue. It is not ‘making friends and influencing people;’ that is flattery. Leadership is lifting a person’s vision to higher sights, the raising of a person’s performance to a higher standard, the building of a personality beyond its normal limitations.”**

**Peter F. Drucker**

# Standard 1: Mentors support beginning teachers to demonstrate leadership.

Developing relationships between mentors and beginning teachers is foundational to ensuring a quality induction experience, fostering professional growth and supporting leadership in the classroom and beyond.

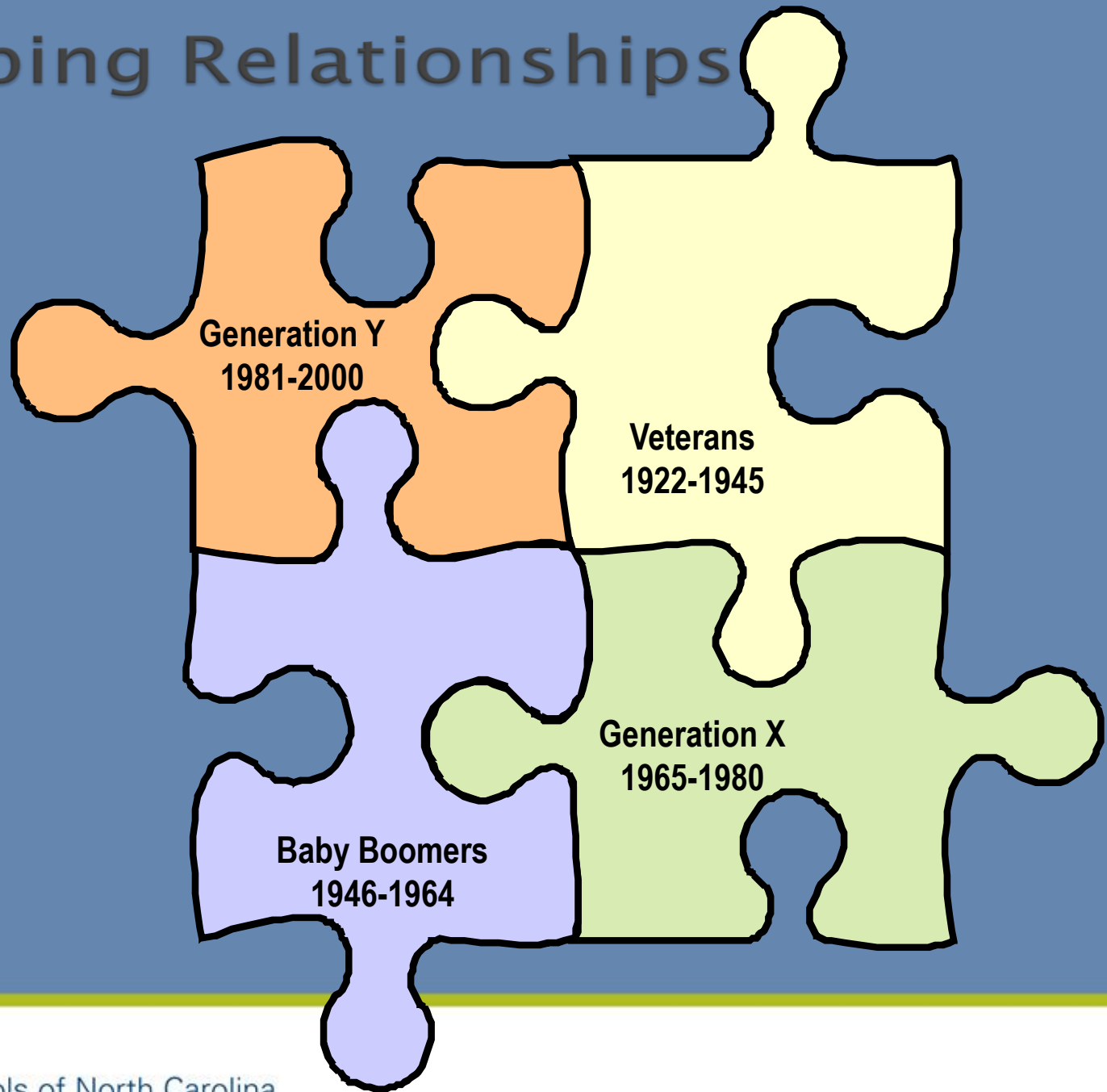


# Standard 1 Key Components

- Trusting Relationship & Coaching
- Leadership
- Communication & Collaboration
- Best Practices
- Advocacy for Beginning Teachers
- Ethical Standards



# Developing Relationships



# Generation Y

Do you know the accurate characteristics for Generation Y? Respond with TRUE or FALSE.

1. Generation Y adults lack self-confidence.
2. Learning collaboratively and participating in group activities comes naturally to Generation Y adults.
3. Generation Y workers expect diversity and up-to-date technology in the workplace.
4. Generation Y adults are open to work-related face-to-face or telephone conversations any time of the day.
5. Generation Y is the generation most tolerant of diversity.



6. Generation Y workers are motivated by being surrounded with other bright, creative people.
7. Communication styles of Generations X and Y are very similar.
8. Virtually unaffected by the nation's financial crisis, Generation Y adults are dependent upon buying now, paying later.
9. Generation Y workers respect authority and thrive under direct supervision.
10. Generation Y workers are motivated by meaningful work and desire immediate feedback.
11. Work-life balance is important to Generation Y workers.



# Mentors and Generation Y

- *What characteristics of Generation Y have you seen in beginning teachers?*
- *Can you identify and explain any differences in relationship building among Generation Y teachers and that of other generations?*



# Final Word

- “Leading Edge” by Rick DuFour
- Independently - Read the article and highlight passages that have meaning to you. Choose the most important passage.
- Group – Take turns sharing the most important statement/passage from the article.
- Group – Determine which passage is most significant to the group. On sticky notes, summarize “what the article meant,” incorporating thoughts for all participants for the FINAL WORD.





**“To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.”**

**Anthony Robbins**

Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.

Forming strong relationships with students is central to establishing respectful learning environments for all students.



# Standard 2 Key Components

- Relationships with students, families, at school and in the community
- Honor and Respect for Diversity
- Classroom Environments that Optimize Learning
- Reaching Students of all Learning Levels



# What is culture?

- As a group, define culture.



- “Our culture is the lens through which we view the world. By better understanding our own cultural lens, we may better realize the importance of honoring the cultures of each student in our classrooms.” Bonnie M. Davis



# Our Cultural Lens

- 40% of Americans are members of racial or ethnic minority with approximately:
  - 13% Latino/Hispanic
  - 12% African American
  - 4% Asian American
  - 1% American Indian or Alaska Native
  - 8% Other racial/minority groups
- In our schools:
  - 10 million children come from homes where a language other than English is spoken
  - Language minority population will soon outnumber the English-speaking population



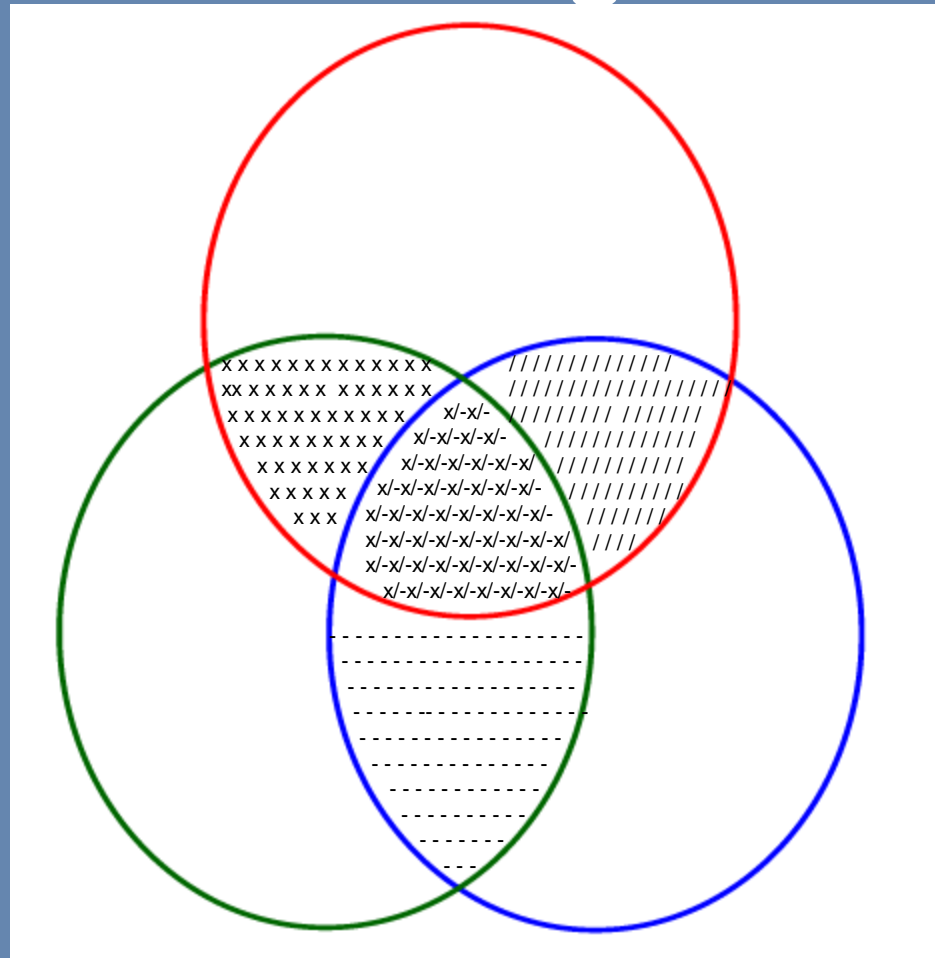
# What is culture?

“Culture is the totality of ideas, beliefs, values, activities, and knowledge of a group or individuals who share historical, geographical, religious, racial, linguistic, ethnic, or social traditions, and who transmit, reinforce, and modify those traditions.”

Bonnie M. Davis



# Venn Diagram



# Types of Culture

- Culturally proficient
  - Occupational Culture
  - Organizational Culture
  - Ethnic Culture
- 
- How does your culture, ethnicity, and nationality differ from your students and your colleagues?



# Cultural Factors

- Family
- Gender
- Race
- Age
- Sexual Orientation
- Language
- Friends
- Religion
- Geography
- School
- Income of Family
- Social Class
- Political Views
- Ethnicity
- Electronic Media
- Social Organizations



# Communication Styles

- Think about your classroom communication style. How would you describe it?
- Consider the expectations you have...
- Tyler's video <http://www.imtyler.org>



# Cherokee Women

- Read the article
- Complete the diagram to determine which people belong to Quatie's family by coloring them in.
- Draw a big circle around all the people who would live together in the same household.



# Communication Styles

- How can you shape your instructional practices to ensure that you offer the most academically rigorous work to all students?
- How can you encourage and support your beginning teacher in maintaining high expectations for all students?
- In what ways can you help your beginning teacher in locating and accessing resources (tangible and human) to meet the diverse learning needs of all students?



# Parental Involvement

- Research on parental involvement is clear!!
- Review headings on “Measure of School, Family, and Community Relationships” survey and reflection questions.
- In what area can you best support your school and district?



# Parental Involvement

- Discussion Dice: Introduce yourself to the others at your table.
- Roll the dice. Match the sum of the dice to a family involvement topic from the discussion dice sheet. Share an experience that completes the sentence.



# Homework

- Complete the Mentor Continuum on pages 12-18 in the Mentor Manual as a Self-Assessment and bring to the next session.
- Complete “My Multiple Intelligences” handout and bring to next session.



# Standard 3: Mentors support beginning teachers to know the content they teach.

Having in depth knowledge of the subject matter for the scope of a teacher's grade level or content area is essential in promoting student achievement.

## KEY COMPONENTS

- NCSCOS and 21<sup>st</sup> Century Goals
- Content and Curriculum



# Reflecting on Educator Self

- Do I love my subject content? Am I a voracious reader who regularly accesses articles from journals, newspapers, and magazines about my subject matter to share with my students or colleagues?
- Do I have a deep and broad understanding of my subject content? Do I make my subject matter explicit? Do I talk about how I learn and what I must do to learn?



# Reflecting on Educator Self

- Do I use an educational design when I prepare my lesson plans? Do I use research-based instructional strategies when I teach?
- Do I practice my subject content? If I teach literacy or English, am I a writer and reader? If I teach physical education, do I keep myself physically healthy and fit?



# Did You Know 4.0?

- View “Did You Know 4.0?”
- <http://www.youtube.com/watch?v=6ILQrUrEWe8>
- Consider the concepts presented in the video.
- Complete the SWOT Chart individually, then discuss as a group the Strengths, Weaknesses, Opportunities, and Threats.



# 20<sup>th</sup> vs. 21<sup>st</sup> Century Classrooms

- Read through the chart on the handout
- Assess your school/classroom in relation to the chart
- Line up from one side of the room to the other, with the front being 20<sup>th</sup> and the back being 21<sup>st</sup> century, based on where you believe you fall in your school/classroom
- Discuss within assigned groups why you placed yourself where you did and what you can do to grow.



# Teacher Working Conditions

- Review Data
- Focus on One Question
- Develop ways to support a beginning teacher in each category (strongly disagree to strongly agree)
- Compile ideas on chart paper
- Share



# KUD

- Look at KUD chart (know, understand, and do).
- Using the second grade math curriculum, develop a KUD chart based on your group's assigned section of the standard.
- Be prepared to share with the entire group.



# My Multiple Intelligences

- Complete “My Multiple Intelligences” inventory.
- Identify primary intelligence.
- Locate and go to poster of primary intelligence.
- In primary intelligence groups, discuss ways to use primary intelligence to support mentees.
- Share with entire group.



# Circle of Knowledge

- Rules of the Game
  - Circle
  - Recorder
  - Order
- What are ways to differentiate for students?
- Scoring
  - Challenge
  - Answers



# 1 to 2 to 4

- Individual (1) - List at least three ways to support a beginning teacher in delivering 21<sup>st</sup> Century content and curriculum.
- Partners (2) - Share individual lists with a partner and decide on one way that is the best.
- Partner Groups (4) - Join another pair and determine the best idea from both groups.
- All – Share with the entire group.





**“When you criticize me, I intuitively dig in to defend myself. When you accept me like I am, I suddenly am willing to change.”**

Carl Rogers

# Standard 4: Mentors support beginning teachers to facilitate learning for their students.

Mentors encourage and support the efforts of beginning teachers to plan, implement, and assess the results of teaching and learning.

## KEY COMPONENTS

- Instructional Practice
- Professional Practice
- Student Assessment



# IS IT WORTH IT?

- Consider an instructional program in your school.
  - How long has the program been in place?
  - What has been the impact of the program on student success?
  - How closely is the program aligned with 21<sup>st</sup> Century Standards? If not well-aligned, what can be done to facilitate alignment?



# IS IT WORTH IT?

- Is the program utilized / implemented effectively, efficiently, consistently?
- Does the program correlate with the goals on your school improvement plan?
- What is exemplary about the program?
- What part of the program needs improvement?



# Inventory of Present Practices

- Partner with a mentor from your school, department or grade level
- Develop a list to be used as a resource for BTs that details current programs in place, and that includes:
  - Curricular Programs
  - Behavior Plans/Expectations
  - Lesson Plan Development Requirements
  - Paperwork Requirements
  - Hidden Rules/ School Culture/ “How we do things around here...”



# Professional Learning Communities

- A Big Picture Look at PLCs
  - What is a PLC?
  - Three Big Ideas of a PLC: View DuFour clip
  - Four Big Questions of a PLC: View DuFour clip
- Cultural Shifts in a PLC
  - Seven groups: each take a subheading of Cultural Shifts. Review and determine “Most Important Thing” to share out with group.



# Are you part of a PLC?

- The Charles Darwin School

*Motto: We believe that all kids can learn – based upon their ability.*

- Student aptitude is fixed and not subject to influence by teachers.
- As a result, we create multiple programs or tracks to address differing ability levels.
- Tracking gives students the best chance of mastering the content that is appropriate to their abilities.



# Are you part of a PLC?

- The Pontius Pilate School

*Motto: We believe that all kids can learn – if they take advantage of the opportunity we give them to learn.*

- It is the teacher’s job to provide all students with an opportunity to learn by presenting lessons that are clear and engaging.
- It is the student’s job to learn, and if they elect not to do so, we must hold them accountable for their decisions.



# Are you part of a PLC?

- The Chicago Cub Fan School

*Motto: We believe that all kids can learn – something, and we will help all students experience academic growth in a warm and nurturing environment.*

- A student's growth is determined by a combinations of his/her innate ability and effort.
- Since we have little impact on either, we will create an environment that fosters their sense of well-being and self-esteem.



# Are you part of a PLC?

- The Henry Higgins School

*Motto: We believe that all kids can and must learn at relatively high levels of achievement, and our responsibility is to work with each student until our high standards have been achieved.*



# PLC Assessment

- ▶ *Where is your school or district regarding the implementation of Professional Learning Communities?*
- ▶ *Consider the cultural norms of Professional Learning Communities and rate accordingly in the assessment.*
- ▶ *Discuss the results and implications.*



# Student Assessment

- ***Formative and Summative Assessments***
  - Groups create a “working definition” for each type of assessment.
  - List the best methods to use with each type of assessment.
  - Describe when each type of assessment is best.
  - Identify how to determine whether an assessment is valid, reliable, and fair.
  - Determine time/opportunity to share information with your mentee.





**“Only those who have learned a lot are in a position to admit how little they know.”**

L. Carte

## Standard 5: Mentors support beginning teachers to reflect on their practice.

Mentors initiate making connections with beginning teachers and begin providing support before or near the start of school or at the time of employment for those hired later in the year.



# Standard 5 Key Components

- Allocation and Use of Time with Beginning Teachers
- Reflective Practice
- Mentor Data Collection



# Authentic Assessment for Mentors

- How are you doing now?
- What do you need to work on to improve?
- What strategies could help you improve?
- What have you learned and how can you use it beyond this classroom?



# Self Assessment for Mentors

- Based on Authentic Assessment, focus on noted areas of weakness.
- Complete SMART goal worksheet based on two major areas for growth opportunity (two elements).
- Pairs share SMART goals with each other and give suggestions/ideas as needed.



# Coaching Conversations

- Listen Carefully
- Rephrase
- Questions
- Focus/ Goals

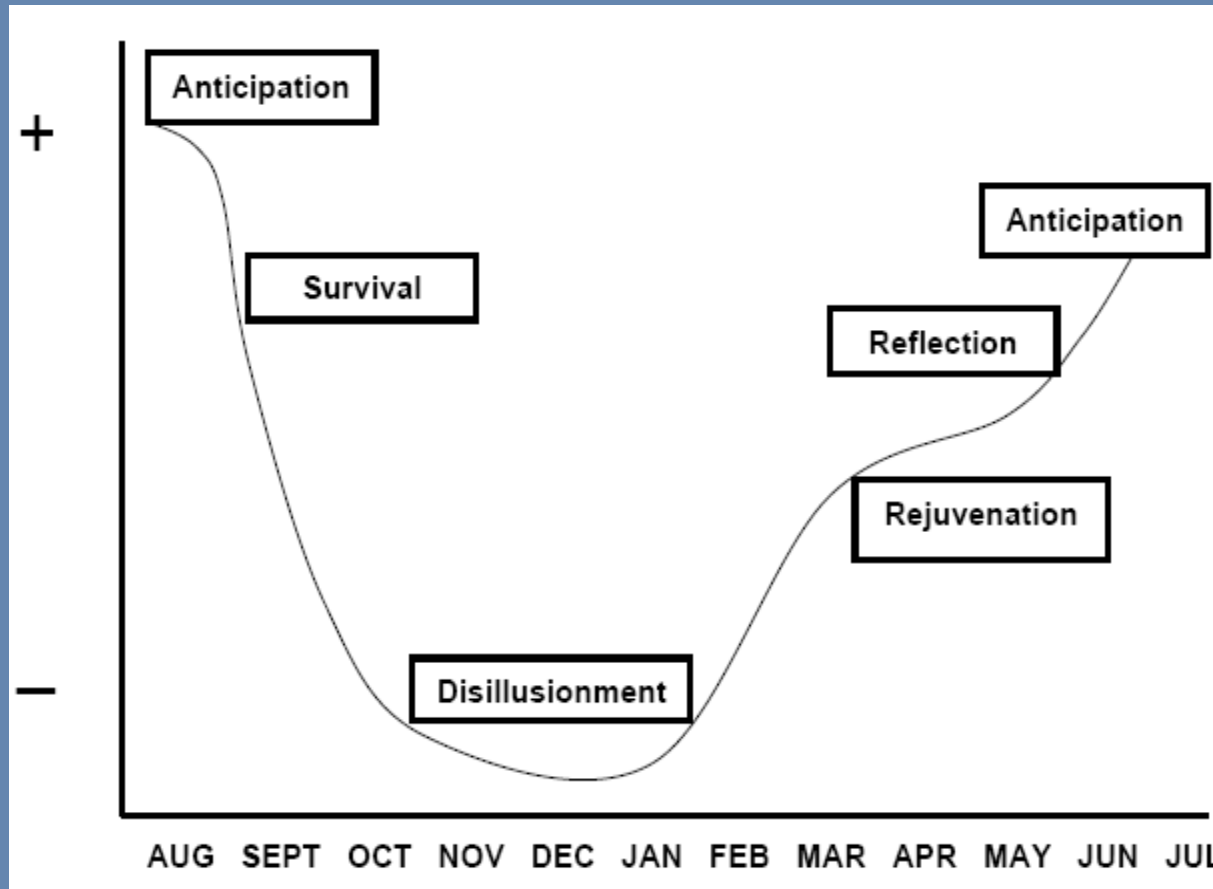


# Collaborative Coaching

- Group yourselves into groups of 4
- Assign each of your group members a number from 1-4
- Break out of your groups of 4 and join the jigsaw group that corresponds to your assigned number
- In your jigsaw groups discuss how your assigned step of the cycle is helpful for the Mentor and the BT. Become an expert on your step of the cycle.
- Return to your original group and beginning with step #1; each expert will share how the step is helpful for Mentors and BTs.



# Phases of First Year Teachers



# Wishes....to Reality

- Spend five minutes writing a reflection of the first weeks of the first year you taught.
- Make a list of:
  - What you wish you had known...
  - What would have helped...
- Discuss key points in groups.
- Make a “Master List” to present to the group and share with your mentee.



# The Complete Picture

- Brainstorm activities/topics/events, that need to be covered with or that affect a beginning teacher during your assigned month.
- On chart paper, make a three column chart
- In the first column, make a list of the brainstormed activities/topics/events
- In the second column, give the purpose of each item listed in the first column
- In the third column, give the importance of that activity/topic/event to the beginning teacher and the mentor as they perform their job responsibilities.



# Mentor Continuum

## *Mentor Standard 3: Mentors support beginning teachers to know the content they teach.*

Element	Developing	Proficient	Accomplished	Distinguished
Implementation of NCSCOS and 21 <sup>st</sup> Century Goals	Demonstrates strong knowledge of NCSCOS for his/her own grade level/subject and is aware of the scope and sequence of the NCSCOS across grade levels/disciplines	Implements strategies in weekly conversations that demonstrate awareness and understanding of the NCSCOS. Facilitates designing lessons that link the NCSCOS with 21 <sup>st</sup> century skill development	Collaborates with the beginning teacher in on-going conversations on how to integrate 21 <sup>st</sup> century goals into the NCSCOS. Facilitates the beginning teacher's active participation in professional learning communities	Facilitates the beginning teacher's development of all strands of the NCSCOS and the scaffolding of the NCSCOS across grade levels/subjects. Utilizes weekly professional conversations and professional development to support the beginning teacher in reflecting upon the use of 21 <sup>st</sup> century standards in the curriculum
Content and Curriculum	Provides NCSCOS for the beginning teacher. Is aware of the need to assist the beginning teacher in its use	Provides state and district curriculum resources and assists the beginning teacher in determining key concepts. Assists the beginning teacher in establishing appropriate pacing	Promotes networking by the beginning teacher within school and district to access a wide range of curriculum resources. Supports the beginning teacher in developing both short and long term curriculum plans	Supports the beginning teacher in designing lessons that show application of the content and demonstrate connections to life in the community



# Mentor Continuum

## *Mentor Standard 4: Mentors support beginning teachers to facilitate learning for their students.*

Element	Developing	Proficient	Accomplished	Distinguished
Instructional Practice	Informs and highlights for the beginning teacher the need for planning, implementing and using assessments	Supports planning, implementation, and assessment efforts of the beginning teacher	Collaborates with the beginning teacher to improve instruction and learning based on assessments. Provides professional development in areas of need using the cycle of assistance: Preconference, Observe, Reflect	Facilitates the beginning teacher's in depth analysis of student work and planning for differentiated instruction based on results. Provides on-going support and coaching for implementation
Professional Practice	Informs the beginning teacher of licensure requirements	Models and nurtures continual growth, professional ethics, norms of collaboration, equity and high expectations	Facilitates on-going conversation with groups of teachers on professional norms, continuing education and overall growth of students	Facilitates beginning teacher application of action research, case studies, and other resources such as book studies and community agents. Creates opportunities for the beginning teacher to talk with others about professional practice
Student Assessment	Brings awareness of achievement data sources to the beginning teacher. Exposes beginning teacher to school and district data. Ensures that the beginning teacher has the required assessments that accompany texts.	Models need for data to enhance teaching and improve student performance. Assists the beginning teacher in interpreting data gathered from informal and formal assessments and to apply results in planning and making adjustments in instructional delivery	Supports the beginning teacher in the development and use of tools to assess student work. Collaboratively plans differentiated instruction based upon results	Provides/leads professional development for beginning teachers on a range of assessment techniques and how to utilize the data to meet individual needs. Facilitates leadership of beginning teachers to inform colleagues of their learning regarding student assessment and designing responsive instruction



# Moving on the Continuum

- Fishbone Graphic Organizer
- [http://classtools.net/widgets/fishbone\\_3/7AYUm.htm](http://classtools.net/widgets/fishbone_3/7AYUm.htm) or fishbone posters
- Five Mentor Standards
- Developing, Proficient, Accomplished, Distinguished
- Qualities, Strategies
- MOVING TO THE NEXT LEVEL



# As a result...

- Review fishbone graphic organizers.
- Look back at Smart Goals and determine if there is anything that you would like to add or change as a result of the fishbone discussion.



# Thank you!

- Thank you!
- Final Questions?
- Follow-up
- Contact Information

