

Sample Focused Mentoring Activity

Focus Area(s): Professional Growth	
Date:	
OBJECTIVES/ GOALS OF THE MEETING: <p>The resident educator will self-identify an area of desired professional development and growth.</p> <p>The resident educator will reflect about the impact this professional development and collaboration had on instruction and student learning.</p>	ALIGNMENT TO STANDARDS Ohio Standards for the Teaching Profession: 6.7 RE Mentor Standards: 1, 2 Other: Ohio Professional Development Standards 1, 3, 4, 6, 7
Introduction: <p>Discuss the focus area, chosen by the resident educator, that will be supported through professional development</p> <p>Resources:</p>	Common Language/ Terms/ Acronyms: <ul style="list-style-type: none"> Professional development: professional learning that leads to increased knowledge, skills and ideas. Collaboration: a purposeful relationship in which all parties strategically choose to cooperate to achieve shared objectives. Professional growth: Through ongoing professional learning, educators gain the new knowledge, skills and ideas that allow them to best meet students' learning needs. Reflective practice: the ability to reflect on one's actions to engage in a process of continuous learning.

Activity Description/ Conversation Questions/ Content <p>The mentor and resident educator may use observations, and other data sources like the self-assessment tool to make decisions about professional growth goals. Mentor and resident educator may discuss possible topics such as classroom management, instructional strategies, rigor, standards alignment and high-yielding instructional strategies.</p> <p>The mentor and the resident educator will choose a topic of focus for professional development. The activities could range from participating in a professional learning community, joining a book study, attending a seminar or conference, taking a graduate course, etc., based on a self-assessment and/or other data sources.</p> <p>Once the mentor and resident educator choose a professional learning activity, discussions about this professional development and learning should be ongoing throughout the year.</p> <p>Using reflective practice is important in analyzing the impact of professional development and new skills on teacher effectiveness and student outcomes. Through focused mentoring and professional dialogue, reflection of practice will occur. These reflections should include what the resident educator has learned, what action the teacher took as a result of the learning, the impact made as a result of the actions, assessment of outcomes, and decisions about best ways to continue to grow through the information and knowledge gained.</p>

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Consider taking notes to use in future professional dialogues

Reflection and/or evidence of learning:

Resident educator shares the learning and impact of the professional development content.
Student learning outcomes evidence impact of instructional change.
Teacher modifies instructional/classroom practices based on self-reflection and collaboration.

Reflection Questions:

What is/was your professional growth goal? How did you determine your goal? What benefits have you observed as a result of the professional development?

Will you continue to implement the new learning and ideas gained from the professional development? Why or why not?

Self-reflection practice is often difficult. How will you continue to use reflective practice to make decisions about instruction and classroom practices?

Follow up:

Conversations about the long-term effects of improved instructional practice. Select a new topic for professional development, growth and reflection.

Notes: