

APPENDIX E

Mentor Inquiry Chapter Study Guide

CHAPTER 1 MENTOR INQUIRY REFLECTION

BEFORE READING THE CHAPTER

Use these guiding questions as you explore the ideas in this chapter:

1. What is the current state of new teacher induction in your school or district?
2. How would you define Student-Centered Mentoring?
3. In what areas can you shift your mentoring moves to embrace a more student-centered approach?

AFTER READING THE CHAPTER

Take some time to reflect on the before reading questions. Revise or add on to your thinking. Then, use the Rubric for Student-Centered Mentoring Section #1 to help set goals and make a plan for yourself.

1. What is the current state of new teacher induction in your school or district?
2. How would you define Student-Centered Mentoring?
3. In what areas can you shift your mentoring moves to embrace a more student-centered approach?
4. Which Student-Centered Mentoring success criteria would you choose to support this shift?
5. What are some initial action steps you can take to achieve a more student-centered approach?

CHAPTER 2 MENTOR INQUIRY REFLECTION

BEFORE READING THE CHAPTER

Use these guiding questions as you explore the ideas in this chapter:

1. What areas do you want to consider as you begin your mentoring work?
2. How can you promote positive thoughts with students, colleagues, and yourself?
3. How can you be supportive of your mentee and give feedback at the same time?

AFTER READING THE CHAPTER

Take some time to reflect on the before reading questions. Revise or add on to your thinking. Then, use the Rubric for Student-Centered Mentoring Section #2 to help set goals and make a plan for yourself.

1. What areas do you want to consider as you begin the work of mentoring?
2. How can you promote positive thoughts with students, colleagues, and yourself?
3. How can you be supportive and give feedback at the same time?
4. Which Student-Centered Mentoring success criteria would you choose to support your mentoring partnership?
5. What are some initial action steps you can take to achieve a more positive and supportive relationship?

CHAPTER 3 MENTOR INQUIRY REFLECTION

BEFORE READING THE CHAPTER

Use these guiding questions as you explore the ideas in this chapter:

1. What efficacious beliefs does your mentee hold about themselves?
2. How can you encourage an innovative learning mindset with your mentee and their students?
3. How can you encourage mentees to learn more about fostering independent learners while increasing their culturally responsive skillset?

AFTER READING THE CHAPTER

Take some time to reflect on the before reading questions. Revise or add on to your thinking. Then, use the Rubric for Student-Centered Mentoring Section #3 to help set goals and make a plan for yourself.

1. What efficacious beliefs does your mentee hold about themselves?
2. How can you encourage an innovative learning mindset with your mentee and their students?
3. How can you encourage mentees to learn more about fostering independent learners while increasing their culturally responsive skillset?
4. Which Student-Centered Mentoring success criteria would you choose to support your mentoring partnership?
5. What are some initial action steps you can take to achieve a more positive and supportive relationship?

CHAPTER 4 MENTOR INQUIRY REFLECTION

BEFORE READING THE CHAPTER

Use these guiding questions as you explore the ideas in this chapter:

1. How can you embed celebration and reflection of progress into your mentoring conversations?
2. What are your expectations of your mentoring partnership? What are your general expectations of students?
3. How can you share your experiences and scenarios as you have collaborative discussions with your mentee?

AFTER READING THE CHAPTER

Take some time to reflect on the before reading questions. Revise or add on to your thinking. Then, use the Rubric for Student-Centered Mentoring Section #4 to help set goals and make a plan for yourself.

1. How can you embed celebration and reflection of progress into your mentoring conversations?
2. What are your expectations of your mentoring partnership? What are your general expectations of students?

3. How can you share your experiences and scenarios as you have collaborative discussions with your mentee?
4. Which Student-Centered Mentoring success criteria would you choose to support your mentoring partnership?
5. What are some initial action steps you can take to promote collaborative conversations with your mentee?

CHAPTER 5 MENTOR INQUIRY REFLECTION

BEFORE READING THE CHAPTER

Use these guiding questions as you explore the ideas in this chapter:

1. How can you promote positive pressure in your mentoring partnership?
2. What instructional strategy focus can you help your mentee identify as they work to increase impact on students in their beginning years?
3. How can you embed student-centered observations into work with your mentee?

AFTER READING THE CHAPTER

Take some time to reflect on the before reading questions. Revise or add on to your thinking. Then, use the Rubric for Student-Centered Mentoring Section #5 to help set goals and make a plan for yourself.

1. How can you promote positive pressure in your mentoring partnership?
2. What instructional strategy focus can you help your mentee identify as they work to increase impact on students in their beginning years?
3. How can you embed student-centered observations into work with your mentee?
4. Which Student-Centered Mentoring success criteria would you choose to support your mentoring partnership?
5. What are some initial action steps you and your mentee can take to gain teacher clarity?

CHAPTER 6 MENTOR INQUIRY REFLECTION

BEFORE READING THE CHAPTER

Use these guiding questions as you explore the ideas in this chapter:

1. How can you utilize the support of another colleague to help you and your mentee increase your student impact?
2. How can you incorporate components of Mentor Coaching Cycles in your mentoring partnership?
3. What connection can you make to the states of collective teacher efficacy that can be connected to student achievement growth?

AFTER READING THE CHAPTER

Take some time to reflect on the before reading questions. Revise or add on to your thinking. Then, use the Rubric for Student-Centered Mentoring Section #6 to help set goals and make a plan for yourself.

1. How can you utilize the support of another colleague to help you and your mentee increase your student impact?
2. How can you incorporate components of Mentor Coaching Cycles in your mentoring partnership?
3. What connection can you make to the states of collective teacher efficacy that can be connected to student achievement growth?
4. Which Student-Centered Mentoring success criteria would you choose to support your mentoring partnership?
5. What are some initial action steps you can take to incorporate in-depth learning through coaching support?