

Case Study Scenario

Ashley

Paradise High School has 95 staff members and has recently expanded its CATE department. Ashley, a beginning teacher, received a degree in Business Management and an online Master's in General Education. Ashley has developed a strong rapport with the students in her classroom and often attends their extracurricular activities. She keeps thorough and current records on each of her students, including formative and summative assessment data. Although she records many grades, there seems to be little evidence of feedback. Her students are often unaware of their standing in the class, nor are they able to speak to their progress towards mastery on content standards and daily learning objectives. The principal noted that during instructional walkthroughs he's observed that Ashley's student objectives are not measurable and is concerned about the impact on student growth.

Pat, a veteran teacher, has been assigned to Ashley as her mentor. She is a trained mentor teacher and has a history of positively impacting student growth for all of her students. Pat's colleagues respect her experience and knowledge and continuously go to her for resources and guidance.

For the initial meeting, Pat arranges to meet Ashley at a local restaurant in order to begin building the trust-relationship between the mentor and beginning teacher. At the close of the meeting, Ashley left with the feeling that she not only had a mentor, but a new friend.

Because they do not have common planning time it is difficult for them to have consistent meeting time. In addition, it is difficult for Pat to conduct any observations in Ashley's classroom in order to give her feedback on her practice. Currently, they meet when Ashley can fit it into her schedule. Pat feels an urgency to meet with Ashley after the principal comes to her to discuss his observations of Ashley's classroom. He commented that Ashley's student objectives are not measurable and is concerned that her students are not making adequate academic growth. Pat races down the hall and sets up a meeting with Ashley for that afternoon.

The purpose of the meeting is to discuss the challenges that may be interfering with her students making adequate academic growth; however, Ashley uses most of the scheduled meeting time to talk about how great her students are and how involved she is with them outside of the school setting. Pat does a great deal of listening, but has very little time to discuss strategies to enhance Ashley's instruction and increase student growth. Before she leaves, Pat provides Ashley with a book filled with instructional strategies and arranges for her to observe a master teacher by the end of the week. She asks Ashley to take notes during the observation and write a journal entry reflecting on the observation. Ashley agrees to reflect on her observation and bring her journal to the next meeting.

During the next coaching session, Pat discusses Ashley's observation and reflection and praises her for adding strategies such as Think-Pair-Share and Gallery Walk. Then she steers the discussion toward the concerns of the principal. She tells Ashley that student growth is not evident because she is not giving her students timely feedback. Pat tells her that inserting grades in a grade book is not enough and the next time they meet she wants to see evidence of growth.