Mentor Professional Learning Sessions Descriptions

# Year 1 (New Mentors) Each session is approx. 2 hours in length

**Session 1:** Mentors will understand how to use the Administrator/Mentor Conversation Guide in order to:

1) recognize and discuss the Beginning Teacher’s strengths and focus areas in a non-evaluative way that maintains confidentiality,

2) clarify the nature of support provided by the mentoring program and the mentor,

3) identify working conditions that will support the beginning teacher's success, and

4) develop next steps to support the beginning teacher.

Participants work in coaching partners and triads during this session.

**Session 2:** In this session Mentors will

1) review and reflect on Mentor-Administrator conversations and maintaining confidentiality,

2) deepen understanding of coaching strategies and learn to ensure you are mentoring for students success,

3) distinguish between coaching “heavy” vs. coaching light,"

4) share problems of current practice and collaborate with a coaching partner to develop solutions and strategies to solve.

This session includes a reading assignment and reflection questions that can be given prior to the session. Participants work in whole groups, small groups, and coaching partners.

**Session 3:** In this session Mentors will

1) review and reflect on Coaching Stances (3 C’s) and the importance of maintaining a flexible stance,

2) identify strategies mentors implement for each of the 3 C’s Coaching Stances,

3) understand the deep knowledge teachers must have in order to differentiate instruction to meet the needs of all learners,

4) practice using a tool to help Beginning Teachers Know Students.

Participants will work in small groups and with a coaching partner.

**Session 4:** In this session Mentors will

1) review and reflect on Student Work Analysis and Lesson Planning for Differentiation and using the tools,

2) learn and share processes and strategies mentors can use in order to support Beginning Teachers to plan instruction to meet the needs of all learners.

This session introduces and focuses on Understanding by Design (UbD) and Universal Design for Learning (UDL). Most of this session is while group, with opportunities for coaching partners.

**Session 5:** In this session, Mentors will

1) review/reflect on their year, and on successes and challenges in their mentoring experience,

2) learn strategies to support Beginning Teachers in end of year reflection and goal setting,

3) understand the importance of helping Beginning Teacher’s stay focused on finishing the year strong and plan for next year,

4) reconnect to the phases of teaching and types of mentor support needed at end of year (graphs), and

5) set own Mentor goals for next year.

## Year 2+ (Experienced Mentors) Each session is approx. 2 hours in length

**Session 1:** In this session Mentors will

1) develop strategies to ensure implementation of full coaching cycles with beginning teachers,

2) reflect on what “Equity in Education” means,

3) understand the role of mentors as advocates for beginning teachers and students in their classrooms, and

4) develop strategies for supporting equity within Beginning Teachers’ classrooms.

Participants are asked to view and reflect on two short videos prior and read a short article prior to the session.

**Session 2:** In this session Mentors will

1) develop a deeper understanding of UbD and UDL,

2) share and gain ideas for how to better support Beginning Teachers in Lesson Planning,

3) reflect and focus on supporting BTs in ensuring equity in instruction through planning.

Participants will have an opportunity to work with a coaching partner on a problem of practice.

**Session 3:** In this session Mentors will

1) reflect on successes and challenges re: lesson planning with Beginning Teachers,

2) continue reflecting and focusing on equity work with beginning teachers,

3) develop strategies for supporting equity within Beginning Teachers’ classrooms, and

4) Problem Solve Challenging Situations.

Participants are asked to pre-read an article, as well as review some tools for observing for equity. Participants will work in whole group and with a coaching partner.

**Session 4:** In this session Mentors will

1) review/reflect on their mentoring experiences during the year,

2) share strategies for supporting Beginning Teachers in end of year reflection and goal setting,

3) evaluate their work with beginning teacher's- specifically with respect to supporting equitable classrooms, and

4) set Mentor goals and actions for future work.