# New & Experienced Beginning Teacher Mentors

Year 2 Forum

Session 4

Description: 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.

1. [Facilitator Agenda](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/tchryr2session4_FacilitatorAgenda.docx)
2. [PPT Presentation](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/tchryr2session4_pptpresentation.pptx)
3. [Participant Agenda](https://www-auth.oregon.egov.com/ode/schools-and-districts/grants/mentoring/Documents/tchryr2session4_ParticipantAgenda.docx)
4. Flipped Classroom Assignment
   1. In order to maximize our time together during our online sessions, we utilize a "Flipped-Classroom" model. This means we ask you to do a small bit of work prior to our session, so that you are prepared for our discussions, and we don't have to use our time to read or watch videos.
      1. Complete the reflection form, "3 Things I learned this Year" and be prepared to share/discuss with a coaching partner.
      2. Review the "End of Year Reflection and Goal Setting CDG" Guide (for Tool 15A) so that you can have a practice conversation with a partner. Print out the CDG.
      3. Read over this article [For Teachers of Children Living in Poverty](https://www.edweek.org/tm/articles/2019/04/30/for-teachers-of-children-living-in-poverty.html), by Justin Minkel April 30, 2019, and Culturally Responsive Self-Audit Checklist and think about how focusing on equity can be a strategy to help BTs finish the year strong. Be ready to share your thoughts.
      4. Print out the Participant notetaking agenda to record your thoughts.
5. [Beginning Teacher 3 Things I learned this year](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/tchryr2session4_bt3thingslearned.docx)
6. [Mentor 3 things I learned this year](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/tchryr2session4_mentor3things%20learned.docx)
7. [Tool 15a Understanding by Design Template 1](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/Tool15a_UBDDescriptionTemplate1.docx) This lesson plan template provides step-by-step question prompts for designing instruction with a “backward design” process. Desired outcomes are determined first, then assessment tasks and evidence, and learning activities last.
8. [Tool 15b Understanding by Design Template 2](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/Tool15b_UbDTemplate2.docx) This UBD lesson plan template is a simplified form without question prompts.
9. [Self-Audit of your Culturally Relevant Classroom](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/tchryr2session4_CRTChecklist.docx) (CRT Checklist)
10. [End of the Year Reflection and Rejuvenation](https://mentor.jordandistrict.org/2019/05/10/year-end-reflection-and-rejuvenation/) – Mentoring Program, Jordan School District Teaching & Learning, West Jordan, UT, May 10, 2019
    1. [Instructional Coaching](https://coaching.jordandistrict.org/) - JSD Instructional Coaches improve professional learning for educators through mutual respect, collegial relationships, and a shared responsibility for student learning.
11. [End of the Year Questions for Reflection](https://wwworegon.gov.com/ode/schools-and-districts/grants/mentoring/Documents/tchryr2session4_EndofYearQuestionsforReflection.docx)
12. [Finishing the School Year Strong!](http://www.changekidslives.org/actions-6)