



# PROFESSIONAL LEARNING SERIES FOR MENTORS

**Research has shown** that the quality of a teacher induction program matters. Less comprehensive or summer-only programs do not result in significant improvement in teacher effectiveness or student learning. New Teacher Center’s proven Teacher Induction model is a program of weekly, on-the-job mentoring for new teachers from an accomplished, well-prepared peer. It results in remarkably effective new teachers, increased overall teacher retention, improved student achievement, and reduced district teacher recruitment costs.

The Professional Learning Series for Mentors is designed for school and district-based mentors. As a result of this series participants are able to mentor for instruction that meets the academic, social, and emotional learning needs of students. Mentors and program leaders use NTC's online tools and data system to assess progress at an individual and at a program level for continuous improvement.



## DURATION AND DELIVERY

- Each year is a series of 8 days with 4, 2-day sessions
- There is an option for online delivery for Year 1

## ADDITIONAL SERVICES

- Program implementation and leader development
- Mentor Forums
- In-field coaching

## KEY COMPONENTS

### ***Mentoring and Coaching Strategies***

Learn a variety of instructional, collaborative, and facilitative coaching strategies to build mentoring capacity to improve beginning teaching practice and student achievement.

### ***Mentoring for Equitable Instruction***

Learn and practice a variety of mentoring skills that focus on equitable outcomes for students and meeting the needs of diverse learners.

## ***Tools for Mentors***

Access a range of formative assessment tools and protocols designed to develop standards-based teaching practice that meets the social and emotional and academic learning needs of students.

## ***Online Data System***

Formative assessment tools are part of NTC's Learning Zone, an online data system used by mentors and program leaders to assess progress at individual and programmatic levels for continuous improvement and program sustainability.

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## YEAR 1 MENTORING FOR EFFECTIVE INSTRUCTION

### PLS 1: Instructional Mentoring

- Use the roles, language, and stances of effective instructional mentoring
- Build collegial partnerships with beginning teachers to accelerate instructional practice and foster social and emotional growth
- Identify and mentor for the targeted aspects of rigorous, grade-level content standards
- Analyze and align lesson plans to state standards and engage in mentoring conversations that support students' equitable access to content

### PLS 2: Using Data to Inform Instruction

- Identify and mentor for evidence of targeted aspects of grade-level content standards in student work
- Use protocols, tools, and mentoring language to analyze evidence of student learning to ensure alignment to grade-level standards, consider students' strengths and areas for growth, and plan for instructional next steps
- Define and mentor for differentiated and scaffolded instruction
- Explore self-awareness as the foundation for developing social and emotional competencies, including perspective taking and giving feedback, that support teaching effectiveness and student achievement

### PLS 3: Observing and Giving Feedback

- Identify and mentor for evidence of targeted aspects of grade-level content standards in instruction and learning
- Use protocols, tools, and mentoring language that support an effective classroom observation cycle
- Demonstrate active listening and apply strategies for providing actionable feedback
- Self-assess mentoring practice

### PLS 4: Assessing Growth and Deepening Practice

- Identify and mentor for targeted aspects of rigorous, grade-level content standards within a cycle of coaching
- Analyze multiple mentoring scenarios, including use of data and entry points, to flexibly use protocols and tools in response to beginning teachers' needs
- Self-assess mentoring practice
- Reflect upon professional growth and set next steps

## YEAR 2 MENTORING FOR EQUITABLE INSTRUCTION

### PLS 5: Creating Conditions for Equitable Instruction

- Identify and mentor for targeted aspects of rigorous, grade-level content standards within a cycle of coaching
- Practice flexible use protocols and tools in response to beginning teachers' needs
- Articulate the role of equity in effective teaching, learning, and mentoring
- Support teachers to examine and address the influence of race, language and culture on learning

### PLS 6: Advancing Instruction to Support Language Development

- Support teachers to identify and address students' language and literacy needs
- Articulate and mentor for effective instructional practices in alignment with with assessed academic, social and emotional learning needs

### PLS 7: Differentiating Instruction to Support Diverse Learners

- Use FAS tools and processes to support teachers in identifying learner variability and meeting the needs of diverse learners
- Employ advanced mentoring skills in relation to using entry points, navigating complex conversations, and providing feedback
- Support a teacher's engagement with co-teachers, department and grade level colleagues, and resource personnel

### PLS 8: Mentoring as Leadership

- Explore building collective efficacy through professional inquiry, language, and collaborative cultures
- Apply knowledge and skill that support teacher leadership to advocate for equitable teaching and learning conditions
- Assess mentoring practice and examine its impact on teaching and learning in order to set professional next steps



**READY TO SEE WHAT** NEW TEACHER CENTER CAN DO FOR YOUR STUDENTS? GET IN TOUCH. CONTACT US AT 831.600.2200 OR PARTNERSHIPS@NEWTEACHERCENTER.ORG