# ACME ROE Mentor Orientation and Workshop Series

Mentors will attend the following five workshops:

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| Event Number | Title | Date and Time | CPDU’s |
| 7204 | Mentoring 101: Part One & Two | August 14,  8:30-3:00 PM | 6 |
| 7207 | The Coaching Cycle | August 15,  8:30-3:00 PM | 6 |
| 7206 | Formative Assessment | September 19  4:30-7:30 PM | 3 |
| 7208 | Analyzing Student Work | Feb 15, 2007  8:30-3PM | 6 |
| 7211 | Celebrations and Assurances  Open House | April 19, 2007  4:3-6:30 PM | 0 |
| Totals |  |  | 21 |

***Induction and Mentoring for the 21st Century Educator*** trainers facilitate the Mentoring Series.

**Description of Mentoring Workshops**

**1. Mentoring 101: Part One**

Learn about the history, background and research on induction. Explore topics of interest and importance to mentoring; for example, school culture, nature of the protégé, adult learning theory, categories of support and stages of the mentoring process.

**2. Mentoring 101: Part Two**

Explore interactive journaling as a way of becoming a reflective practitioner. Learn about the characteristics and expectations of excellent mentors and how to interact with a new teacher. Gain an appreciation of how mentoring can stimulate professional growth for the veteran educator. Practice different styles of mentoring, and learn how to assess the beginning teacher’s needs. Finally, develop a conceptual framework for effective support.

**3. Formative Assessment:**

The purpose of this session is to build an understanding of peer coaching, and review the three-part coaching cycle which includes the planning conference, the observation, and the reflecting conference. Mentors will become more familiar with the professional teaching standards -- especially those addressing diverse learners, the learning environment, and communication to guide data collection. Mentors will practice data collection and analysis, using observational tools, and giving strategic feedback using the language of support. Finally, the mentor will use the formative assessment process to help the beginning teacher develop a plan for professional growth.

**4. The Coaching Cycle:**

Mentors will review important aspects of the planning conference including effective listening, brain research, clarifying goals, determining evidence, exploring teaching strategies, identifying focus, and choosing documentation and tools. They will practice observation and data gathering. They will learn the reflecting conference four part protocol which includes summarizing, clarifying, analyzing, and reflecting. Finally they will practice interactive journaling, reflective writing, and analysis a videotaped reflecting conference.

**5. Analyzing Student Work:**

In the morning session, mentors will learn how to identify appropriate work samples for assessment, sort them, clarify students’ instructional needs, generate instructional strategies, plan next steps, and then explore differentiated instruction. Protégés will join their mentors for the afternoon session bringing student work samples to analyze jointly with their mentors.

**6. Celebrations and Assurances:**

The purpose of this celebration is to acknowledge work well done. This is the forum for new teachers in the presence of their mentors and administrators to prove that they have met the requirements to move from an initial to a standard certificate. Documentation of this passage will include evidence of observations, meetings, reflections, learning logs, and other indicators of progress.