

APPENDIX J



New Teacher and Mentor District/School Framework

Suggested Options for a Professional Learning Structure and Timeline

A NOTE TO DISTRICT LEADERS



The main goal of Student-Centered Mentoring is to layer in a student-centered mindset with our training of new teachers, while supporting mentors in the process. We can increase efficacious beliefs for new teachers and promote a meaningful partnership with their mentors while having a focus on students. This in-depth collaborative support can then retain more teachers and make more of an impact on student learning. From administrators and district officials to mentors and coaches, all of those involved in training new teachers are vital in the support. Whether working with training new teachers or mentors, you can use the strategies in the book to support your work in providing quality professional learning.

Shifting to a student-centered approach may not be as simple as it sounds, and it can be balanced with other methods. It should be of consideration to think of student centered as the primary approach to your beginning teacher professional learning—covered in Chapter 1. Look at the layers of support in the introduction and note some of the key features of a student-centered approach to support you in this work. For further guidance of how to layer in the strategies, take a look at the structure and timeline options that follow.

Structure Outline: Option #1		
Phase 1: Prior to Starting the Year	Phase 2: Ongoing Monthly Sessions	Phase 3: Quarterly Sessions
<p>Sessions could be offered that support the following:</p> <ul style="list-style-type: none"> • High-impact instructional strategies • Management techniques • Mindset approaches • District policies and procedures • Content support based on student-learning outcomes 	<p>Sessions could be offered that support the following:</p> <ul style="list-style-type: none"> • Diving deeper into instructional strategies and mindset • Formative assessment • Communication strategies with families and colleagues • Giving feedback to students • Collaborative work sessions* 	<p>Sessions could be offered that support the following:</p> <ul style="list-style-type: none"> • Learning together in the classroom structure* • Peer observations • Mentee/Mentor learning labs* • Mentor Coaching Cycles*

*Mentors can attend any sessions but must attend these.

Structure Outline: Option #2	
Phase 1: District Level	Phase 2: Building Level
<p>Sessions could be offered that support the following:</p> <ul style="list-style-type: none"> • High-impact instructional strategies • Management techniques • Mindset approaches • Giving feedback to students • District policies and procedures • Content support based on student learning outcomes • Collaborative work sessions* • Learning together in the classroom structure* • Mentee/Mentor learning labs* 	<p>Sessions could be offered that support the following:</p> <ul style="list-style-type: none"> • Diving deeper into instructional strategies and mindset • Formative assessment • Communication strategies with parents and colleagues • Collaborative work sessions* • Peer observations • Mentor Coaching Cycles*

Both phases can be done prior to beginning the year and periodically throughout.

*Mentors can attend any sessions but must attend these.

Mentee/Mentor Session Timeline Example #1	
Month	Session Focus
September	<ul style="list-style-type: none"> • Mindset approaches
October	<ul style="list-style-type: none"> • Communication strategies with parents and colleagues
November	<ul style="list-style-type: none"> • High-impact instructional strategies
December	<ul style="list-style-type: none"> • Learning together in the classroom
January	<ul style="list-style-type: none"> • Collaborative work session
February	<ul style="list-style-type: none"> • Formative assessment
March	<ul style="list-style-type: none"> • Giving feedback to students
April	<ul style="list-style-type: none"> • Collaborative work session

*All sessions will include the mentor.

Mentee/Mentor Session Timeline Example #2			
Month	Mentee Session Focus	Mentor Session Focus	Joint Session Focus
August	<ul style="list-style-type: none"> • Mindset approaches • District policies and procedures 	<ul style="list-style-type: none"> • Giving feedback • Learning together in the classroom • Mindset approach 	
September	<ul style="list-style-type: none"> • Communication strategies with parents and colleagues 		
October			<ul style="list-style-type: none"> • Collaborative work session • Communication strategies with parents and colleagues
November	<ul style="list-style-type: none"> • High-impact instructional strategies 		

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Mentee/Mentor Session Timeline Example #2			
Month	Mentee Session Focus	Mentor Session Focus	Joint Session Focus
December	<ul style="list-style-type: none">• Formative assessment		
January			<ul style="list-style-type: none">• Collaborative work session• Mindset approach
February	<ul style="list-style-type: none">• Giving feedback to students		
March	<ul style="list-style-type: none">• More on high-impact instructional strategies		
April	<ul style="list-style-type: none">• Reflection on learning together in the classroom		