Maryland Mentoring Workshops Outcomes & Content

Year 1

Day 1: Instructional Mentoring OUTCOMES	Day 2: Coaching & Observation OUTCOMES	Day 3: Analyzing Student Work OUTCOMES
• Build professional relationships with new teachers that accelerate professional growth through reflective thinking, inquiry into practice, and problem solving • Recognize and practice the attitudes, behaviors, and skills of effective instructional mentors • Differentiate support in response to assessed new teacher developmental needs • Use selected NTC formative assessment tools, protocols, and *The Framework for Teaching* to inform mentoring and guide new teacher development	• Understand factors that influence teacher learning and effectiveness • Use mentoring skills to strengthen collaborative partnerships with new teachers • Identify, collect and share strategic data of classroom practice to support teacher growth and student learning • Use protocols and FAS tools that support mentor effectiveness in collecting and sharing classroom data	• Analyze the ASW mentoring tool and its practical use • Articulate the importance and process of analyzing student work to guide instruction • Employ mentoring skills that support a new teacher's assessment of student performance data • Use a conceptual framework and tools that help new teachers differentiate instruction
CONTENT BASICS	**CONTENT BASICS**	**CONTENT BASICS**
• Mentoring and induction program purposes • Mentoring roles, language, and processes • New teacher needs • Formative Assessment System (FAS) overview • FAS Processes, Protocols, & Tools: Mentoring Conversation Protocol, Collaborative Assessment Log, and interactive journal	• How to assess new teacher readiness for classroom observation • FAS Process & Tool: Classroom Profile • Mentoring language • FAS Process, Protocols, & Tools: Observing Classroom Instruction • How to conduct a classroom observation cycle: pre-observation conversation, data collection, post-observation conversation • Data collection and use practice	• FAS Process, Protocols, & Tool: Analyzing Student Work, Planning Lessons • Essential components of differentiation: pre-assessment, environment, product/assessment, content, and instruction

AGENDA CHUNKS	AGENDA CHUNKS	AGENDA CHUNKS
CONTEXT:INDUCTION FOR WHAT?	Learning and the Brain	WHY ANALYZE STUDENT WORK?
WHAT IS OUR VISION FOR TEACHING?	Assembling a Classroom Profile	ASW PROCESS OVERVIEW
INSTRUCTIONAL MENTOR ROLES	Mentoring Language and Partner Practice	PREPARING FOR ASW
BEGINNING TEACHER NEEDS	Conducting Classroom Observations: Overview	SORTING & ANALYZING STUDENT WORK SAMPLES
ATTITUDINAL PHASES OF FIRST YEAR TEACHERS	Pre-Observation Planning Conversation	PRACTICE SORTING AND ANALYZING
CASE STUDY ANALYSIS	Evidence and Opinion	IDENTIFYING LEARNING NEEDS
FORMATIVE ASSESSMENT	Collecting Data Using Selective Scripting	REFLECTIVE WRITE
INTERACTIVE JOUNALING –A Strategy for Building Trust	Analyzing the Data: Preparing for the Reflecting Conversation	INTRODUCTION TO DIFFERENTIATED INSTRUCTION
GUIDELINES FOR RESPONDING	Giving Feedback	ESSENTIAL COMPONENTS OF DI
TAILORING MENTOR-NEW TEACHER INTERACTIONS	Post-Observation Reflecting Conversation	ANALYZING STUDENT WORK – STEP 4, DI
EXPLORE THE TEACHER INDUCTION GUIDEBOOK	Strategic Coaching Scenarios	PLANNING LESSONS