

Maryland Mentoring Workshops Outcomes & Content

Year 2

Day 1: Mentoring for Equity (Part 1) OUTCOMES	Day 2: Mentoring for Equity (Part 2) OUTCOMES	Day 3: Coaching in Complex Situations OUTCOMES
<ul style="list-style-type: none"> • Understand the principles of equitable education by putting race, culture, and language “on the table” • Identify the relationships between systemic and situational inequities • Identify inequities, gaps, and differential treatment through the lens of the <i>Framework for Teaching</i> • Use mentoring knowledge and strategies to address educational inequities • Practice coaching new teachers for equitable instruction 	<ul style="list-style-type: none"> • Understand the principles of equitable education by putting race, culture, and language “on the table” • Identify the relationships between systemic and situational inequities • Identify inequities, gaps, and differential treatment through the lens of the <i>Framework for Teaching</i> • Use mentoring knowledge and strategies to address educational inequities • Practice coaching new teachers for equitable instruction 	<ul style="list-style-type: none"> • Diagnose significant coaching (mentoring) issues using the <i>Framework for Teaching</i> • Develop an understanding of the human dynamics involved in complex coaching situations • Expand one’s repertoire of coaching techniques to better respond to complex situations • Work through a case study process that can help address future complex coaching situations
CONTENT BASICS	CONTENT BASICS	CONTENT BASICS
<ul style="list-style-type: none"> • Identifying equity issues often seen in new teachers’ classrooms and schools • Leveraging the Framework for Teaching to improve equitable curriculum development, teaching, and professional collaboration • Mentoring strategies when inequities are identified • Developing a new teacher case study from which to learn as a mentoring professional 	<ul style="list-style-type: none"> • Working with parents to address learning achievement inequities • Identifying 3 basics philosophical lenses through which professional educators view classroom teaching and learning • Using ASW to support progress toward equitable curriculum and instruction 	<ul style="list-style-type: none"> • Identifying what has been most challenging in one’s mentoring practice • Developing a case study to understand what makes a particular case challenging • How to strategically address aspects that make a case challenging • Creating an action plan to mitigate coaching challenges
CONTENT	CONTENT	CONTENT
Equity Context in Schools	Parent Communications for Equity	Examining the Context: Case Study
A Student Voice (Marcos) and Teaching Standards	Responding for Equity	Application to Personal Case of Practice

Using Professional Standards to Clarify Inequity Issues	Moving Practice Forward	Determining a Focus
Mentoring/Coaching for Equity	Applications Practice	Responsive Mentoring Options
Situational and Systemic Inequities	Reframing Classroom Contexts	Conversation Analysis
Input – The Four A’s	Reconnect: Responding to Inequities	Creating Entry Points
Case Study and Mentor Conversation	Checking My Systems for Equity	Moving from Resistance to Resiliency
Articulating Attitudes	Using Student Data to Guide Equitable Practice – Part I	Final Application to Case of Practice
Seeing Equity in Professional Standards	Using Student Data to Guide Equitable Practice – Part II	
Applications Practice	Revisiting Marcos	
Individual Cases to Study		