

## Mentor Professional Development

Supporting new teachers is complex and demanding work, and rarely intuitive. Exemplary classroom educators do not always become outstanding teacher educators. Veteran teachers stepping forward to mentor beginning colleagues need time, careful training, and ongoing support to develop new skills and understandings that will enable them to become talented teachers of teachers. In response to the belief that strong mentor professional development is essential, the New Teacher Center is offering a mentoring curriculum, the Mentor Academy.

The Mentor Academy takes place over the course of a two-year period consisting of eight, three-day sessions. The Academy's sequenced curriculum focuses on building the knowledge, skills, and understandings critical for new teacher mentors and coaches in a range of program contexts. Although the Academy does not presume prior mentoring or coaching experience, the course content offers learning opportunities that are appropriate for a wide range of experience levels. Each session has a specific focus; and also provides for the collection and analysis of data from the field, as well as for collaborative team planning. It is the intent that a community of learners be established to network and support each other in their own professional growth as mentors.

### Mentor Academy 1

#### Foundations in Mentoring & Formative Assessment

*fundamental knowledge, skills and understandings critical for those who work with beginning teachers*

- Define mentoring roles
- Identify new teacher needs
- Build an effective mentoring relationship
- Select appropriate coaching strategies
- Develop the language and behavior of support
- Highlight the role of professional standards in mentoring
- Communicate with site administrators

### Mentor Academy 2

#### Coaching and Observation Strategies

*collection of observation data related to professional teaching standards and ways data can be shared to improve new teacher instructional practice*

- Review the coaching cycle
- Learn a planning and reflecting conference protocol
- Use professional standards to guide data collection
- Develop skills in collecting and analyzing data
- Learn to use observational tools
- Give strategic feedback using the language of support

### Mentor Academy 3

#### Analysis of Student Work

*strategies in coaching new teachers as they use student work to guide instructional planning*

- Deepen coaching expertise
- Analyze student work
- Use student performance data in lesson planning
- Differentiate instruction
- Plan Lessons

### Mentor Academy 4

#### Planning and Designing Professional Development for New Teachers

*strategies to help mentors bring new teachers together for meaningful and responsive learning experiences*

- Learn principles of adult learning
- Use a Conceptual Framework for Designing Staff Development
- Assist new teachers in reviewing their progress towards professional goals
- Use the data of mentor and beginning teacher practice to suggest induction program refinements

### Mentor Academy 5

#### Coaching in Complex Situations

*mentor formative assessment and building mentor capacity to engage successfully in difficult coaching conversations with beginning teachers*

- Assess mentor professional development and set goals
- Use communication/learning styles to strengthen mentoring relationships
- Surface issues of concern through mentor language
- Identify and follow a case study of mentor practice
- Use entry points and teachable moments
- Build new teacher resourcefulness

### Mentor Academy 6

#### Mentoring for Equity

*framework for mentoring beginning teachers regarding issues of race, language, and culture within the context of the professional teaching standards*

- Learn general principles in coaching and mentoring for equity
- Understand institutional or systemic inequities
- Consider equity in professional standards, curriculum, and lesson design
- Identify equitable teaching practices

### Mentor Academy 7

#### Artifacts of Practice

*analysis of data of practice related to mentor formative assessment and programmatic improvement*

- Collect data as evidence of mentor growth
- Share artifacts of practice
- Observe teaching practice through a lens of equity
- Understand issues of equity as they relate to standardized assessments
- Examine and analyze data of program implementation and effectiveness

### Mentor Academy 8

#### Teachers of Teachers

*concepts and strategies to build mentor leadership skills to influence, impact, and advocate for induction*

- Build skills as an educational leader
- Learn about political literacy
- Increase personal capacity to “read” the system
- Become familiar with a model for creating and facilitating meetings that promote collaborative learning cultures

## About the New Teacher Center

As America's schools prepare to welcome over two million teachers during the coming decade, the New Teacher Center (NTC) at the University of California, Santa Cruz, strives to support essential research, well-informed policy, and thoughtful practices—encouraging teacher development beginning with preservice and continuing over the teacher's career. Established in 1988 in collaboration with local school districts, the NTC developed a fully integrated model of individual support and formative assessment, assisting new teachers in cultivating their teaching practices. The NTC believes mentor professional development to be an essential component to the success of an induction program and to ensuring that all students in today's classrooms are taught by highly competent and caring teachers.

***“The stakes are high. Every day, we wager the future of this country on our teachers. We are daily entrusting the dreams of our young people to those who teach them. Whether those dreams are delayed, denied, or fulfilled is ours to decide.”***

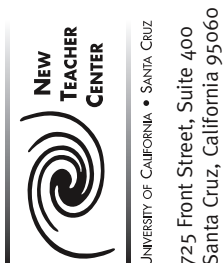
—*No Dream Denied*, National Commission on Teaching and America's Future  
Washington, D. C., January 2003

## For More Information

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# Mentor Academy

A COMPREHENSIVE, SEQUENTIAL  
PROFESSIONAL DEVELOPMENT SERIES  
FOR MENTORS AND COACHES  
OF NOVICE TEACHERS