

**The New Teacher Center** offers a menu of trainings from which educational organizations can choose to support the growth of mentors, coaches, supervisors, master teachers, consultant teachers, support providers, principals, and coordinators of induction programs. The trainings are offered regionally on selected dates throughout the year on a per participant enrollment basis. NTC trainings are also available to school districts, universities, and other educational entities on a contractual basis. For those organizations seeking a comprehensive scope and sequence of mentor training, the NTC offers a Mentor Academy series. The NTC is also available for consultations to support induction program development and implementation.

### **Foundations in Mentoring** *(two days)*

*to support mentors in responding to each new teacher's developmental and contextual needs and promote the ongoing examination of classroom practice*

- Create a Vision of Quality Teaching
- Define Mentoring Roles
- Identify New Teacher Needs
- Understand the Attitudinal Phases of New Teacher Development
- Build an Effective Mentoring Relationship
- Differentiate Support Strategies
- Establish an Environment for Professional Growth
- Develop the Language and Behavior of Support
- Highlight the Role of Professional Teaching Standards in Mentoring
- Assess the Beginning Teacher's Level of Practice

### **Coaching and Observation Strategies** *(two days)*

*to assist mentors in the collection and sharing of observation data aligned with professional teaching standards to help new teachers improve their practice*

- Deepen Understanding about the Purpose of Coaching
- Review the Coaching Cycle
- Become Familiar with a Planning Conference Protocol
- Use Professional Standards to Guide Data Collection
- Develop Skills around Collecting and Analyzing Data
- Distinguish between Evidence and Opinion
- Learn to Use Three Observational Tools
- Prepare For and Conduct a Reflecting Conference
- Give Strategic Feedback Using Language of Support

# professional development

### **Mentoring for Powerful Teaching: Using Student Work to Guide Instruction** *(one day)*

*to provide mentors with a tool and strategies for helping beginning teachers identify student needs, plan for differentiated instruction, and ensure equitable learning outcomes*

- Explore the Rationale and Purpose for Analyzing Student Work to Guide Instruction
- Become Familiar with a Process and Protocol for Looking at Student Data
- Practice a Mentoring Conversation for the Examination of Student Work
- Learn a Scaffold for Differentiating Instruction
- Apply the Process to Other Contexts

### **Coaching in Complex Situations** *(one day)*

*to support the mentor in coaching strategically and finding solutions to challenging situations*

- Develop an Understanding of the Human Dynamics Involved in Complex Coaching Situations
- Diagnose and Identify Key Issues Using Professional Teaching Standards
- Expand One's Repertoire of Coaching Techniques
- Become Familiar with a Schema for Selecting Appropriate Strategies

### **Designing and Presenting Professional Development for Beginning Teachers** *(two days)*

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

- Understand Assumptions about Adult Learners
- Use a Conceptual Framework for Designing Staff Development
- Know Your Audience
- Develop Outcomes
- Plan for Content
- Build a Repertoire of Strategies
- Extend and Refine Personal Presentation Skills

### **Mentoring for Equity** *(two days)*

*to present mentors with a framework for coaching new teachers regarding inequities in issues of race, language, and culture*

- Understand the Principles of Equitable Education
- Connect Culture, Language, and Race to All Aspects of Teaching and Learning
- Identify Inequities, Gaps, and Differential Treatment
- Use Knowledge and Strategies to Address Inequities
- Learn to Use Observational and Self-assessment Tools
- Give Feedback on Issues of Racism and Anti-racist Practice

### **Creating and Facilitating Meetings That Promote Mentor Development** *(one day)*

*to show a model that creates a collaborative learning environment in which mentors can develop skills, gain knowledge, and problem-solve issues of mentoring*

- Learn a Conceptual Framework for Meeting Design
- Create a Scope and Sequence for the Curriculum of Mentoring
- Experience a Meeting Design that Promotes Professional Development
- Develop Skills and Strategies that Build Collaborative Cultures
- Build Personal Capacity as an Educational Leader
- Understand the Mentor's Role in the Professionalization of Teaching

### **The Site Administrator's Role in Supporting Beginning Teachers** *(one day)*

*to support principals in identifying beginning teacher developmental needs and determining effective strategies to help new teachers thrive, not just survive*

- Identify Specific Issues and Challenges Faced by Beginning Teachers
- Explore the Relationship among Teaching Standards, Support, Formative Assessment, and Evaluation
- Analyze School Cultures for Norms and Practices that Impact New Teachers

## About the New Teacher Center

The New Teacher Center (NTC) at the University of California, Santa Cruz, is a national resource dedicated to teacher development and the support of programs and practices that promote excellence and diversity in America's teaching force. Since 1988, the NTC has addressed the pressing need for new teacher induction programs and now offers a variety of professional development opportunities to 1) further the growth of those who work directly with beginning teachers in mentoring or coaching roles and 2) deepen the skills and understandings of those who are responsible for designing and implementing induction programs.

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*“Taken together, at every level, the perpetual churning of staff in our schools has high costs. As a result, too many schools are riding a downward spiral that diminishes the dreams of both our teachers and students. Finding a way to break out of this tailspin is imperative. We must balance our teacher preparation and recruitment efforts with stronger efforts to retain and reward the teachers we have. Simply replacing those who leave with short-term quick fixes serves only to keep the revolving door spinning.”*

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

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## For More Information

For more information regarding events, services, and fees:

[www.newteachercenter.org](http://www.newteachercenter.org)

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NEW TEACHER CENTER

is offering

# Professional Development

for those  
who work with  
beginning teachers