

2020-2021 Induction Mentor Modules Traditional Two Year Program**

Year One Candidates – Fall Semester:

Module 1 - Orientation Topics:

- Roles & Responsibilities
- Working With Your Mentee
- Effective Mentor/Mentee Communication
- The Acronym Minefield
- Reflective Practice
- The Mentor Guidebook
- Induction Program Overview
- Mentor/Mentee Collaborative Log
- Individualized Learning Plan
- Keys to Successful Mentoring Relationships
- Mentor Next Steps
- Required Hiring Paperwork
- Conclusion/Module Feedback Form

Module 2:

- Goal Setting with the ILP
- Reflecting on Growth Towards the CSTPs
- Looking at Context for Teaching (CFT) 7.1
- Key Strategies for Teaching English Learners

Module 3:

- Triad Meetings
- How to Observe and Observation Techniques
- IATP4 Post Observation Mentor Reflection
- Key Strategies for Teaching English Learners
- Artifacts and the Portfolio

Module 4:

- How to Observe and Observation Techniques
- Mentor Practice and the Role of the Mentor: Classroom Observation
- Best Practices That Support Students with Language Needs
- Revisiting: Special Populations - Meeting the Needs of Diverse Learners

Module 5:

- Revisiting the ILP
- IATP4 Post Observation Mentor Reflection
- Tying Up Loose Ends

Year One – Spring Semester:

Module 1:

- What is an Inquiry Cycle? - Defining Inquiry
- Getting Specific: “Conversation for Exploring an Inquiry Question”
- Conversations Around the Inquiry
- Triad Meetings
- Reflective Conversations on Equity

Module 2:

- Lesson Planning and the Inquiry
- Lesson Planning Components Video
- Mentor Conversation on Reflecting Planning (video)
- Unit Planning Tools
- Revisiting: Special Populations - Meeting the Needs of Diverse Learners

Module 3:

- How to Observe and Observation Techniques
- Mentor Practice and the Role of the Mentor: Classroom Observation
- Observing Practices with Special Populations
- Post Observation Reflections

Module 4:

- Looking at Student Work - Where to Begin
- Data Collection
- C-7 Summative Assessment Findings and Reflection
- Types of Artifacts

Module 5:

- Facilitating A Professional Vision
- Artifacts and the Portfolio
- Document Checking
- Revisiting the ILP
- Triad Meetings

Year Two Candidates – Fall Semester:

Module 1 - Orientation Topics (see above)

Module 2:

- Revisiting the ILP
- Conversations Around Inquiry
- Sample Inquiries
- Lesson Planning Discussion Tools
- Unit Planning Tools

Module 3:

- Unit Planning (Cont.)
- Mentor Conversation on Reflective Planning
- Assessing Student Work

Module 4:

- Mentor Practice and the Role of the Mentor: Classroom Observation
- How to Observe and Observation Techniques
- How to Have Conferences about Observations
- Observing Practices with English Language Learners
- The Importance of Reflection

Module 5:

- Post Assessment
- C-6 Analysis of Student Work
- Looking at Student Work - Where to Begin
- Looking Collaboratively at Student Work

C-7 Summative Assessment Findings and Reflection
Document Checking

Year Two – Spring Semester

Module 1:

What is an Inquiry Cycle? - Defining Inquiry
Getting Specific: “Conversation for Exploring an Inquiry Question”
Conversations around the Inquiry
Revisiting the ILP (Trad)
Triad Meetings
Reflective Conversations on Equity

Module 2:

Lesson Planning and the Inquiry
Lesson Planning Components Video
Lesson Planning Discussion Tools
Unit Planning Tools
Revisiting: Special Populations - Meeting the Needs of Diverse Learners

Module 3:

How to Observe and Observation Techniques
Mentor Practice and the Role of the Mentor: Classroom Observation
Observing Practices with Special Populations
Post Observation Reflections

Module 4:

Looking at Student Work - Where to Begin
Data Collection
C-7 Summative Assessment Findings and Reflection
Types of Artifacts

Module 5:

Facilitating A Professional Vision
Artifacts and the Portfolio
Document Checking
Revisiting the ILP (Trad)
Triad Meetings Revisited

****Mentor Modules are available for Accelerated Program (Fall and Spring)**