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
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)**