



# North Coast School of Education

## Professional Development

### Mentor Year 1: Inquiries 1 - 2

The North Coast School of Education (NCSOE) understands that providing new teachers with the support and guidance of a highly-skilled, caring Mentor increases the potential for new teachers to have increased job satisfaction and retention. The NCSOE's North Coast Teacher Induction Program's (NCTIP) professional development is designed to present Mentors with **opportunities to practice research-based coaching and mentoring strategies, collaborate with Candidates and other Mentors, and reflect upon their own professional growth** along the Continuum of Teaching Practice.



The professional development supports Mentors with approaches to develop and deliver evidence-based feedback that enables Candidates' to purposefully reflect on Inquiry actions and evidence. Mentors also receive training in identifying and aligning resources Candidates need to develop their Individual Learning Plans (ILP) that supports the desired outcomes of students, schools, and districts. The relationship between Mentor and Candidate is special; **Mentors truly are the "Heart of the Program."**

### YEAR 1 INQUIRY CONTENT OVERVIEW

NCTIP's professional development is based on the California Standards for the Teaching Profession (CSTP) and participants' journey through the program, with a focus question of purpose and motivation. The professional development is presented within the four cycles of inquiry, each with a foundational theme as it relates to ongoing professional growth.

The topics for the first year are: **Inquiry 1 - Communication: The Role of Assessment and Feedback** and **Inquiry 2 - Collaboration: Developing Professional Cultures of Sharing and Support**.

<b>Inquiry 1</b> <b>Communication: The Role of Assessment and Feedback</b>	
<p style="text-align: center; color: #008000; font-weight: bold;"> <b>Developing the Growth Mindset and Habits of Mind Through Inquiry and Reflection</b> </p> <p style="text-align: center; color: #000080; font-style: italic;"> <i>Why have/What is a Growth Mindset and Habits of Mind?</i> </p> <p>Mentors examine how to support Candidates in using the California Standards for the Teaching Profession (CSTP) and the Continuum of Teaching Practice. They review their roles and responsibilities, learn about Adult Learning Theory, and identify the program standards they will work on through personalized assessment. Mentors embrace a growth mindset in order to support their coaching and mentoring practices.</p>	<p style="text-align: center; color: #008000; font-weight: bold;"> <b>Creating and Maintaining Effective Environments for Student Learning (CSTP 2)</b> </p> <p style="text-align: center; color: #000080; font-style: italic;"> <i>Why promote safe, socially-responsible learning environments that communicate high standards and ongoing support for optimal learning?</i> </p> <p>Mentors explore program standards 1 and 2 as they reflect upon the daily responsibilities, struggles, concerns, and successes of Candidates and build relationships to support student learning. Targeted feedback and tough conversations are discussed and practiced. Mentors dialogue and research how to emotionally support Candidates, as well as how to encourage Candidates to take care of themselves during this sometimes overwhelming stage of their career.</p>
<p style="text-align: center; color: #008000; font-weight: bold;"> <b>Engaging and Supporting Students in Learning (CSTP 1)</b> </p> <p style="text-align: center; color: #000080; font-style: italic;"> <i>Why use knowledge of students and their backgrounds to connect real-life contexts?</i>  <i>Why implement a variety of resources and strategies to communicate, engage and support student learning?</i> </p> <p>Mentors explore coaching techniques to use during Candidate's formal and informal observations. They discuss how to effectively observe and communicate observation information to Candidates. Mentors review and practice using evidentiary statements instead of opinionated statements, giving positive and constructive feedback, and recognizing and resolving biases in the Mentor-Candidate relationship. (Program Standards 2.1 &amp; 2.3)</p>	<p style="text-align: center; color: #008000; font-weight: bold;"> <b>Assessing Students for Learning (CSTP 5)</b> </p> <p style="text-align: center; color: #000080; font-style: italic;"> <i>Why use a variety of assessments to plan, differentiate, and modify instructional learning goals and strategies to communicate with students and their families?</i> </p> <p>The focus includes discussion and practice of having effective, focused and action-oriented conversations that reflect upon long-term analysis of teaching practice and integration of assessments.</p>



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#### Inquiry 2

#### ***Collaboration: Developing Professional Cultures of Sharing and Support***

##### **Understanding and Organizing Subject Matter for Student Learning (CSTP 3)**

*Why organize subject matter to make learning more collaborative, accessible, and equitable for all students?*

Mentors work with Candidates to apply their knowledge of subject matter, academic content standards, and curriculum frameworks (Program Standard 3). Mentors help Candidates set appropriate growth goals that align to the Continuum of Teaching Practice and relate their instruction to the goals chosen for the Individual Learning Plan. Mentors examine the power of presuming positive intent towards Candidates.

##### **Planning Instruction and Designing Learning Experiences for All Students (CSTP 4)**

*Why develop and articulate short-term and long-term instructional goals and strategies to plan instruction and design collaborative learning experiences that meet the needs of all students?*

Mentors assist Candidates with planning instruction and incorporating strategies that meet the diverse learning needs of all students. Mentors participate in activities that focus on working with different generations within a school setting as well as engaging administration in the Induction process, and collaborating with school communities (Program Standards 3.1 & 3.3).

##### **Developing as a Professional Educator (CSTP 6)**

*Why engage in continuous, purposeful, and reflective professional growth and development both individually and in the context of a larger, collaborative community?*

Institutional support is a major focus in this professional development. Mentors develop as coaches while assisting Candidates to develop within their career path in education. As the Candidate establishes networks with colleagues, researchers and the broader school community, the Mentor assists in facilitating a professional vision and collaborating in creating a healthy culture for themselves and Candidates (Program Standards 3.1 & 3.6).

##### **End-of-Year Reflection and Showcase**

*Why reflect on practice?*

In the final meeting of the first year of Induction, Mentors reflect on the school year and their growth (CSTP 6). The completion and reflection of the Mentor Self Assessment will be the main focus. The final showcase offers an opportunity for Mentors to share and reflect upon their work and the work of others.

### North Coast Teacher Induction Program

*"Having a good mentor is quite possibly the best thing you can do for a new teacher. It made the hard days bearable and the good days even better."*

