



# North Coast School of Education

## Professional Development Series

### Mentor Year 2: Inquiries 3 - 4

Just as Year 2 Candidates continue to grow in their professional capacity, so do the Mentors that support them. Through the North Coast School of Education's (NCSOE) North Coast Teacher Induction Program's (NCTIP) Professional Development Series (PDS), Mentors participating in the **Year 2 Induction Program** are provided with coaching and mentoring resources to support them in their ability to facilitate the in-depth inquiry and reflection. Mentors participate in on-going collaboration and practice to refine skills in developing questions, delivering evidence-based feedback, and actively listening.



At the heart of successful Mentoring is the ability to develop **positive, trusting relationships** that promote shared goals and responsibilities. Mentors reflect upon how their actions and relationship with their Candidates impact student, school, and district outcomes.

### YEAR 2 INQUIRY SERIES CONTENT OVERVIEW

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

The topics for the second year are: **Inquiry 3 - Connection: From Surviving to Visioning** and **Inquiry 4 - Planning for Long-term Practice**.

### Inquiry 3

#### Connection: From Surviving to Visioning

#### Creating and Maintaining Effective Environments for Student Learning (CSTP 2) -- and -- Assessing Students for Learning (CSTP 5)

*Why use data to assess, share and connect with student learning?*

This professional development series sets the stage for the second year of Induction, reviewing the inquiry process (Assess, Plan, Teach, Reflect, Apply) for action research. Mentors investigate how to support their Candidate with the California Standards for the Teaching Profession (CSTP) by using the Continuum of Teaching Practice. They consider the mindset of veteran and beginning teachers and discuss how to effectively provide emotional support within the Mentor - Candidate partnership and the classroom. This series promotes successful goal setting and formative feedback opportunities derived from data and self-assessment.

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

*Why use a variety of instructional strategies and curricular resources to plan instruction that connect students with effective learning experiences?*

As Mentors prepare to conduct Candidate observations, together they explore key considerations and fundamental areas of a successful observation. Areas of discussion in this series spotlight observation artifacts, pre- and post-observation meetings, observation must-sees, and connecting feedback with support via the Mentor Observed Evidence. While Candidates work on planning and designing learning experiences for students, Mentors work at identifying purpose, vision, and growth in reference to their Candidates.

#### Creating and Maintaining Effective Learning Environments (CSTP 2)

*Why promote social development and responsibility within an effective learning environment that connects students to caring communities?*

In this series, Mentors guide Candidates in extending their relationships beyond the classroom by defining and encouraging a sense of community. Mentors focus on extending the coaching conversation to topics beyond the classroom (i.e., families and community members). Other focal points to support effective learning environments include effective coaching strategies, such as creating positive climates, teaching sensitivity productivity, and concept development.

#### Engaging and Supporting Students in Learning (CSTP 1)

*Why promote critical thinking to engage and support all students in making connections to inquiry, problem solving and reflection?*

As Candidates reach the halfway point of Year Two, Mentors offer deeper support with student engagement in regards to higher-level thinking and successful teaching practices. Mentors discuss creating and promoting a vision of high performance that allows Candidates to develop an expertise in their chosen field.



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#### Inquiry 4

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

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

*Why work with colleagues, families, and communities beyond the classroom to build relevancy for students?*

Bridging Teacher Induction to an ongoing growth mindset is the key focus of this series. Mentors examine how to favorably promote the establishment of long-term goals and teacher involvement with their Candidates in regards to CSTP 6. Mentors connect the benefits of continually using the inquiry process for long-term growth as an educator.

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

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##### **Engaging and Supporting All Students in Learning (CSTP 1)**

*Why organize and design subject matter to make learning relevant for all students?*

Mentors review Design Thinking as a Mindset by studying the five phases of the design process. Conversation and study revolves around developing habits of mind for good communication as it relates to lesson design, organization of subject matter, engagement, and support.

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

-- and --

##### **Assessing Students for Learning (CSTP 5)**

*Why establish long-term and short-term goals and use ongoing assessment based on academic content standards that reflect students' strengths, interests, language abilities, and diverse learning needs?*

Mentors continue discussing the process of developing a Growth Mindset for themselves and their Candidates. Using the Mentor Observed Evidence to analyze data, discussion focuses on how this tool can be used to encourage teacher reflection and analysis of practice. Mentors support their Candidates by using student data and formative observation to modify curriculum in order to support all students in learning.

##### **End-of-Year Reflection and Showcase & Developing as a Professional Educator (CSTP 6)**

*Why create and maintain collaborative, relevant professional growth opportunities and communities?*

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

### North Coast Teacher Induction Program

*"The seminars I attended with my candidate allowed us to relate to her teaching practice and we had such good conversations that [addressed] her specific needs and enhanced her already great strategies."*

