

# A Curriculum of Professional Development for Mentors: An Introduction

The role of mentor is a significant one. Mentors are teachers of teachers. It is a role that has not been historically recognized within the educational system, and yet it has great potential to change what happens in classrooms and impact student learning. Our beginning teachers need mentors who understand teacher development and professional learning. Mentors need on-going support and professional development to:

- learn the role of mentor/coach
- develop high caliber support and assessment skills
- be on the cutting edge of school reform, curriculum development, instruction, and assessment
- ensure consistency of program implementation
- emerge as professional leaders

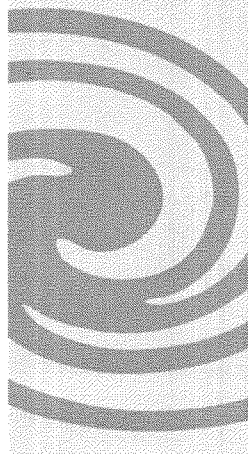
During our 15 years experience working with beginning teachers in the Santa Cruz/Silicon Valley New Teacher Project, we have learned that becoming an outstanding, effective mentor happens over time. Each of the formative assessment processes and support strategies needs time for introduction, context building, implementation, calibration, and reflection upon practice. Mentors need support and training in navigating the education system and working with administrators. They also need to remain on the cutting edge in regard to new legislation, textbook adoptions, and strategies for working with English learners and special population students. New legislation in California, SB 2042, also requires mentors to coach beginning teachers in content specific pedagogy, incorporate technology into their practice, teach for equity, and ensure a safe and healthy environment for students. This is a huge job and requires time dedicated to learning, networking, practice, and reflection.

*A Curriculum of Professional Development for Mentors* has evolved over time. It takes into account legislative changes in Induction as well as No Child Left Behind (NCLB). The *Curriculum of Professional Development for Mentors* unfolds over the course of the academic year in response to the mentors' as well as the beginning teachers' needs. It is designed to support use of the NTC Formative Assessment System. There is room for flexibility in the scope and sequence, and we invite you to tailor it to meet your local context and needs.

The accompanying materials will provide you with many avenues to support mentor development. You'll notice that the matrix on the next page shows three categories for mentor development:

- NTC Formative Assessment System (see Appendix)
- Mentoring Strategies
- Building Subject Matter Competency

The curriculum is sequenced to reflect our experience with mentor development. We invite you to experiment, innovate, and share your successes with us.



# A Curriculum of Professional Development for Mentors: Scope and Sequence

	Aug/Sept	Oct/Nov	Dec/Jan	Feb/March	April/May
<b>NTC Formative Assessment System</b>	<ul style="list-style-type: none"> <li>Using Collaborative Assessment Logs</li> <li>Exploring School and Community Resources</li> <li>Setting Professional Goals</li> </ul>	<ul style="list-style-type: none"> <li>Assembling a Class Profile</li> <li>1st Examining Practice Cycle               <ul style="list-style-type: none"> <li>Analyzing Student Work</li> <li>Planning Lessons</li> <li>Communicating with Parents</li> <li>Conducting Observations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reviewing Progress at Mid-Year</li> </ul>	<ul style="list-style-type: none"> <li>2nd Examining Practice Cycle:               <ul style="list-style-type: none"> <li>Analyzing Student Work</li> <li>Planning Lessons</li> <li>Conducting Observations</li> <li>Communicating with Parents</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on Professional Growth</li> <li>Sharing Promising Practices: A Colloquium</li> </ul>
<b>Mentoring Strategies</b>	<ul style="list-style-type: none"> <li>Using Interactive Journals</li> <li>Organizing and Keeping Records</li> <li>Meeting with Coaching Partner</li> </ul>	<ul style="list-style-type: none"> <li>Observing for CSTP (videotapes)</li> <li>Reflective Conversation</li> </ul>	<ul style="list-style-type: none"> <li>Practicing, Problem-Solving and Calibrating Use of NTC FAS Tools &amp; Processes</li> </ul>	<ul style="list-style-type: none"> <li>Observing in the Field with Coaching Partner</li> <li>Leadership Development</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting &amp; Providing Program Feedback               <ul style="list-style-type: none"> <li>Organizational</li> </ul> </li> </ul>
<b>Building Subject Matter Competency</b> <i>California Induction Standards #15-20</i> #15 Content Standards #16 Technology #17 Equity #18 Health and Safety #19 English Learners #20 Special Population Students	<ul style="list-style-type: none"> <li>Familiarizing with Content Standards</li> <li>Assessing Prior Knowledge &amp; Mentor Professional Development Needs</li> <li>Assembling Expert Teams (each standard)</li> <li>Linking NTC FAS with Standards #15-20</li> </ul>	<ul style="list-style-type: none"> <li>Building Subject Matter Knowledge and Pedagogy:               <ul style="list-style-type: none"> <li>Content Standards</li> <li>Technology</li> <li>Differentiation</li> <li>Mentoring for Equity</li> <li>Teaching English Learners and Special Population Students</li> <li>Ensuring Student Health and Safety</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>Reflecting on Professional Growth: Subject Matter Knowledge and Pedagogy</li> </ul>