- time management
- Finding time to meet
- finding time to mentor
- finding the time to mentor
- finding the time to mentor
- finding the time to mentor
- finding enough time to meet with new teacher
- Finding quality time to meet
- Finding meeting times within our district
- finding time to meet
- utilizing time
- How to find time to do it all???
- Building more time to meet/scheduling
- scheduling
- managing mentoring AND teaching full time
- Working for concise, time-friendly ways to work with mentee
- how to mentor teachers who are overwhelmed from a time perspective
- helping my mentee find the time to meet district goals and manage the rigors of a 1st yr teacher
- organizational tips for new teachers
- Building Trust
- building trust
- building trust
- building trust
- building trust and open communication
- building trust with resistant teachers
- mentoring experiences
- mentoring environment
- How to guide in difficult situations when the mentor is unaware (e.g. personality trait)

- difficult situations with mentees
- working with the reluctant new teacher who knows it all
- working with a new teacher who doesn't think she needs help
- communicating with a first year colleague that is not open to collaboration
- difficult situations (someone that doesn't want a mentor!)
- approaches to conversation when a teacher is not performing to the standards of the district
- what to tell our mentees who got non-renewal slips
- coaching in difficult situations
- working/managing professional relationships with less skilled peers
- Sharing experiences that will help the new teacher feel they can use the info right away.
- sharing mentoring strategies
- how they have helped their mentees
- working with teachers who are struggling to meet their objectives
- ways to improve my coaching
- Coaching strategies
- workshops from NTC about latest practices in mentoring
- Tools to develop self-reflection among new teachers
- Lead Mentor Meeting Agendas (continue to have the shared resources on the Lead Mentor Wiki)
- classroom observations
- entry points
- confidentiality
- feedback

- addressing sensitive issues (e.g. how to be more connected to students)
- providing feedback on how to work with coworkers
- Discussions on what is working for them, and what is challenging
- Getting mentee to understand the process better
- working with aides
- mentoring outside of your area
- already network within MTEC but could network further it seems that each mentoring situation is very different from the next
- sharing resources
- situations using tools other than CALS
- Reflect more on challenges
- principal engagement
- how to meet with the principals effectively i.e..structure the meeting
- Meeting with principal to align goals of mentoring program
- mentor principal communication
- expectations of the principal pertaining the mentor
- building the principal-new teacher-mentor relationship
- ways to get districts to slow down requirements for new teachers- let them get into teaching before requiring all the reading/writing/tech etc. classes
- how to be positively assertive regarding school-wide goals
- getting experienced teachers to "buy in" to the induction program
- Growing the mentor program within a building
- mentoring and school culture

- the impact of WI's pending budget law on our profession
- the impact of the disconnect & lack of trust between the District Admin. (who stand with the Governor) and teachers
- How proceed from a non-release model to a release model in this newly created economic environment
- Sharing and brainstorming challenging situations
- I would like to network with other mentors on coaching in complex situations.
- complex situations
- problem solving difficult situations that might surface
- guiding bt with difficult ..demanding parents
- more brainstorming on effective classroom management strategies
- dealing with difficult behavioral issues
- variety of classroom management strategies
- helping with classroom management
- Classroom management issues
- Intervention Strategies
- dealing with parents
- Ongoing practice with the mentoring language
- continued practice of conversations, CALS, and the coaching cycle
- nonjudgmental conversation
- Having mentor language become more fluent
- focusing conversation
- Improving speaking skills when talking to a student's parents when you know the mentee is uncomfortable.
- how to have difficult conversations
- Making conversations efficient by effective
- Building communication skill sets
- communication techniques
- using non-judgmental language
- differentiation strategies
- Differentiation
- differentiation
- differentiation
- differentiation
- differentiation
- lesson planning with appropriate differentiation
- Modifying instructional plans to adjust for student needs
- Touching base on styles and effectiveness
- PDP development
- PDP's
- The PDP Process
- Supporting mentees through the PDP writing process0
- designing professional development
- analyzing student work
- analyzing student work
- continual analyzing of student work
- Using the results of assessment to guide instruction
- formative assessment
- grading practices
- Grading in uniformity
- lesson planning - guiding new teachers
- connecting student work to lesson planning
- COLLABORATION
- the purpose of collaboration
- collaboration journal
- Modeling and observation issues
- encouraging reflective thinking about teaching for new teachers
- Sharing and reflecting on practices that are working
- analyzing work strategies
- facilitation techniques
- Co Teaching opportunities
- promoting curricular area
- tools
- Brainstorm other ideas on specific topics that have come up in our school
- pi-34
- nontraditional positions
- strategies for working with students in the MRP classroom
- creative
- forward movement
- PI-34
- Special Education Issues and Topics
- Special Education Paperwork
- Special Education issues and topics
- Special Education paperwork (IEPS, evaluations)
- using technology effectively in the classroom
- Common curricular areas (motivational strategies)
- Collegiality
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