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| Review the Spectrum of Mentor Roles (IM) | Review Phases of New Teacher Development and infer BT needs (IM) |
| Review Importance of Trust and Review/Share Strategies for Building Trust (IM) | Review Repertoire of Support and Assessment Strategies, e.g.,  plan a lesson, role-play conferences, attend a workshop together, ask questions that clarify thinking. (IM) |
| Review/Practice/Increase Mentor Language Skills(IM) | Review/Practice use of Collaborative Assessment Log with Continuum—CAL  (IM) |
| Role Play Mentor/Mentee Conversations using mentor language (IM) | Review/Practice Using Classroom Observation Tools:   * Selective Scripting * Seating Chart * Content, Strategies, and Alignment (C&O) |
| Review The Coaching Cycle:  (C&O) | Review/Practice Giving Effective Feedback (C&O) |
| Review ASW and strategies for implementing in district (ASW) | Facilitator Tools and Skills |
| Introduce or Continue use of Mentor Continuum and Mentor Self Assessment Strategies  (MAGA) | Establish or Continue Mentor-to- Mentor Coaching Partners (MAGA) |
| Problem Pose/Problem Solve Current Difficult Mentoring Scenarios | NTC’s Electronic Tools   * Practice with & Examine Pitfalls |
| Practice Entry Points/Entry Points to Difficult Conversations | Learn/Share strategies for coordinating effective BT observations of veteran teachers |
| Learn/Review mentor’s role in supporting a BT in the writing of a PDP | Learn/Share strategies to support the BT & Engage the Principal:  Review/Practice TRIAD Meetings  (Principal-BT-Mentor) |
| Discuss/Brainstorm strategies for encouraging full mentee & mentor participation in district and consortium opportunities | Share Agendas and Materials from District Forums |
| Discussing the Role of the Lead Mentor or Mentors in Supporting Teachers with the New Evaluation Process | Strategize ways to foster appropriate collegial support of new teachers by all staff |

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| Revisit Social & Emotional Well Being => discus application From Last Year’s Learning | Data and Google Documents |
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