

Mentoring Programs Make a Difference!

All Vermont-NEA mentoring workshop trainers are veteran classroom teachers, because successful teachers are ideal instructors and role models.

Here's what participants have to say...

- *I liked that they are teachers, not administrators or professional presenters only.*
- *This workshop would be absolutely beneficial to the entire staff. I highly recommend it.*
- *There is so much more to this training than I anticipated.*
- *All teachers should take this- reinforces what we are learning and why.*
- *It has made me think about where I am in my practice and where I'd like to be.*
- *This makes me realize there is much more to mentoring than just being a support person.*
- *Topics we discussed are very relevant to what we do everyday.*

These Supervisory Unions have participated in Vermont-NEA mentoring training...

Barre
Chittenden East
Franklin Central
South Burlington
Southwest Vermont
Washington West
Windham Northeast

Here's How to Arrange a Workshop...

To make arrangements for one of Vermont-NEA's mentoring programs, contact Vermont-NEA Headquarters in Montpelier. Ask for Yolly Turner, Administrative Assistant.

Phone: 1-800-649-6375 x 108
Email: rturner@vtnea.org

For additional information, contact Sherry Gile, Vermont-NEA Director of Professional Programs.

Phone: 1-800-649-6375 x 123
Email: sgile@vtnea.org

Learn more about requirements for mentoring...

Go here to find Vermont Teacher Licensing Regulation 5421 (a):

http://www.state.vt.us/educ/new/pdfdoc/board/rules/5100.pdf#license_endorsement

Find Vermont School Quality Standards 2120.4 at:

<http://www.state.vt.us/educ/new/pdfdoc/board/rules/2000.pdf>



A Winning Formula for Great Public Schools



Vermont-NEA Mentoring Programs

Mentoring training extends beyond emotional support and encouragement.

Effective mentor training assists the beginning teacher with routines to address the knowledge, skills and dispositions associated with effective teaching, ultimately improving student learning.

Choose from among these Vermont-NEA Programs...

Mentoring the Mentors: A Jumpstart

Target Audience: All New Mentors

This one-day workshop will assist mentors in identifying and developing skills that are unique to mentoring. Participants will discuss the importance of mentoring, identifying characteristics of effective mentors, as well as recognizing and practicing essential coaching skills.

Participants will be engaged in activities that will strengthen their role as observers and gatherers of evidence through data collection. Other activities will include how to use the evidence gathered to stimulate reflection and how to facilitate goal setting during post-observational conferencing. Experienced teachers will be prepared to assist their beginning colleagues and become better teachers themselves. This workshop will be followed by two two-hour sessions to allow for ongoing organizational, technical, and affective support for the newly trained mentors.

PATHWISE® Induction Program

Target Audience: All New Mentors

The PATHWISE® Induction Program is a comprehensive, reflective support and assessment program designed to assist beginning teachers' growth in their profession. It is based on "Enhancing Professional Practice: A Framework for Teaching" by Charlotte Danielson and comprehensive research on effective induction practices.

This five-day training prepares mentors to help beginning teachers' transition to classroom process. Over the course of the five days, participants will be introduced to ten distinct inquiries that expound upon such topics

as the teaching environment, observation skills, pre- and post conferencing skills, interpersonal skills, and looking at student work, all of which include reflective practice. In addition, participants will acquire coaching and decision-making skills that will assist them in working with novice teachers throughout the induction period.

PATHWISE® Introduction To A Framework For Teaching

Target Audience: All Teachers

What is the definition of good teaching? What is the relationship between good teaching and learning? This one-day training provides participants an overview of the Framework based on Charlotte Danielson's acclaimed *Enhancing Professional Practice: A Framework for Teaching*. The Framework defines good teaching and looks at the relationship between good teaching and learning. Many school districts are using the Framework as a model for evaluation/supervision. Come and learn about the components identified as critical to teaching quality.

Mentoring Matters: A Framework To Support Beginning Teachers

Target Audience: All Teachers

This five-day program lays out the fundamentals for helping new teachers succeed. It is organized around a vision of good teaching based on Charlotte Danielson's work. The program engages mentors and their beginning teachers in self assessment, reflection on practice, and formative assessment.

Some of the outcomes are:

- 1) Understanding of a framework for teaching;
- 2) Current understanding and basic principles of effective mentoring;
- 3) Relationship of mentoring to teaching standards; and
- 4) Elements of pre- and post-observational techniques.

Refining the Fine Art Of Observation

Target Audience: Trained Mentors

The role of a mentor is a significant one. Mentors need ongoing organizational and technical support, as well as professional development to:

- Emerge as professional leaders
- Develop high-caliber support skills
- Ensure consistency of program implementation
- Be on the cutting edge of school reform, curriculum development, instruction and assessment

Preparing a mentor for classroom observation should include practice in linking general instructional concerns with specific teacher and student behaviors that can be observed. One component of this training is practice in choosing or designing observation systems that allow the mentor to systematically collect data on select behaviors. The gathering of objective, nonjudgmental data can identify the beginning teacher's needs and serve as a basis for instructional improvement.

This one-day training will assist trained mentors to further explore observation and conferencing skills from both a process and content perspective. Participants will be introduced to several methods of data collection. These methods are: Class Traffic, Verbal Flow, Selective Verbatim, and At Task.