Mentor Professional Development Choices

We value you as a mentor. Our intent is to support you throughout the year in order to assure that your experience as a mentor is positive and effective. *All webinars are offered at 4:00 – 5:00 PM CST and 7:00 – 8:00 PM CST. The choices for webinars have been designed to reflect the feedback we have received from past mentors.

Participation in the webinars will allow you to:

- Earn a credit through UND by
  - attending the October Seminar
  - participating in 3 webinars during the year
- Increase your effectiveness as a mentor
- Connect with other mentors in ND to brainstorm and problem solve

All webinars will be archived for mentors to review as needed. Webinars are offered in November, January and March in order to help support you as a mentor throughout the year and offer “just in time” tools and tips. If you are unable to attend three webinars over the course of the year, your stipend will be adjusted by $100 per semester.

Choose the Professional Development that best meets your needs as a Mentor Teacher by registering for one of the following webinar choices: [https://canvas.instructure.com/courses/1379732](https://canvas.instructure.com/courses/1379732)

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<tr>
<th>Choice A</th>
<th>Planning – Observing – Feedback on Standards</th>
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<tr>
<td><strong>Tuesday November 5th Planning</strong> - Planning and preparing standards based instruction meets the needs of each and every student. Compare various planning tools to support new teachers as they plan standard based lessons.</td>
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<td><strong>Tuesday January 14th Observing</strong> - Observing and discussing data of new teacher practice sharpens mentors’ abilities to be strategic in their coaching practice. Review the high leverage observation strategies to support change in teacher practice.</td>
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<td><strong>Tuesday March 3rd Feedback on Standards</strong> - Practice giving specific and effective feedback to impact areas of focus or need in supporting new teacher growth.</td>
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<th>Choice B</th>
<th>Trust – Language – Entry Points</th>
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<td><strong>Thursday November 7th Trust</strong> - Developing and maintaining trusting relationships impacts teacher effectiveness. Investigate the impact of relational trust on mentor teacher relationships.</td>
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<td><strong>Thursday January 9th Language</strong> - Employing language and stances of effective mentoring move teachers’ practice forward. Select those language stems and stances you can practice during your ongoing meetings with teachers.</td>
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**Thursday March 5th**  
**Entry Points** - Explore aspects of effective listening and a differentiated coaching model to tailor mentor/teacher interactions. Identify entry points that can support your new teacher(s) to become reflective practitioners.

### Choice C  
**Students – Families – Colleagues – Building Relationships**

- **Thursday November 14th**  
  **Students** - The relational part of teachers is critical. Examine strategies to support new teachers in connecting and building strong relationships with students.

- **Tuesday January 28th**  
  **Families** - Positive family teacher communication can positively impact student learning. Families also benefit from relationships with the school community. Consider practices that new teachers can employ that encourage and reinforce communication with families.

- **Tuesday March 24th**  
  **Colleagues** - Research suggests that teachers are interested in collaborating with colleagues and can prove to have a positive impact on themselves and the school climate. We will brainstorm action steps that will allow new teachers to collaborate on a regular basis.

### Choice D  
**Social Emotional Learning – Environment – Diverse Needs**

- **Tuesday November 19th**  
  **SEL** - Understand the relationship between social emotional learning and academic success for students and new teacher performance.

- **Thursday January 16th**  
  **Environment** - Discuss the vital beliefs and components for new teachers to embrace when developing a positive and productive classroom environment that anticipates and accepts all learners.

- **Thursday March 19th**  
  **Diverse Needs (OLE)** - Embrace the purpose and use of the OLE Framework to address issues of SEL and curriculum demands for new teachers to meet the diverse needs of their learners.

### Choice D  
**Diversity/Equity – Variability of Learners – Universal Design for Learning**

- **Thursday November 21st**  
  **Diversity/Equity** - Understand the importance and practice of having authentic conversations about equity and diversity with new teachers.

- **Thursday January 30th**  
  **Variability of Learners** - Examine the impact of new teachers’ mindsets on the success of the variability of learners in their classroom.

- **Thursday March 26th**  
  **UDL (technology for outcomes)** - Explore Universal Design for Learning (UDL) as a framework for new teachers to support the design of equitable classroom practices.

### Choice E  
**Video Club- Refining Your Mentoring Skills**

The NDTSS Video Club offers you an opportunity to work in partners or small groups to video record, reflect, and collaborate with other teachers to refine your mentoring skills. You may either choose your learning partner or we will connect you with another mentor in North Dakota.
This professional learning choice starts in October and ends in May. You will participate in four cycles of video recording and feedback, using the TORSH learning platform. The NDTSS will support you in getting started with TORSH and work with you throughout the course. The course will be offered through UND Blackboard.