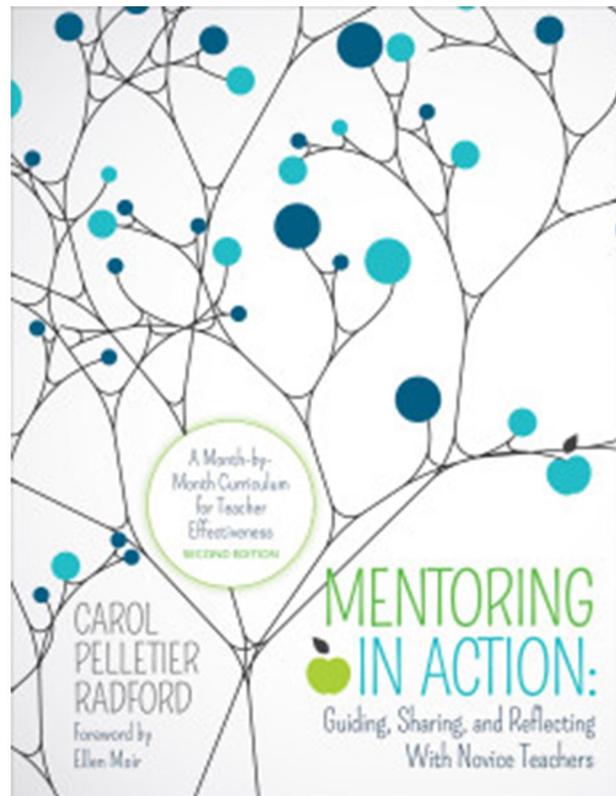


Online Professional Learning

This e-guide provides online training to mentors who are using *Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers 2nd edition* (Corwin Press).



Completing all activities in this e-guide is equivalent to 10 professional learning hours.



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Learning Topics Overview

Directions: Review all seven lessons in this .pdf e-guide to become familiar with the content and recommended timeframe for completing each lesson. This online learning program is equivalent to 10 professional development hours. An online journal is provided in Lesson 1 so you can document your thinking and write your reflections for each lesson. When you have finished all seven lessons, email your journal to the appropriate person in your district or school. If you are completing this e-guide as independent learning save your reflections in a file for future reference.

Lesson 1: Welcome to Mentoring in Action (1 hour)

- A Learning Community for Mentors
- What's new in the 2nd edition?
- Gratitude
- Meet the Author
- Welcome to Mentoring in Action!

Lesson 2: Inducting a Novice Teacher into the Teaching Profession (2.5 hours)

- Induction Programs Must Prepare and Support Mentors
- Sustainable Mentoring and Standards
- What is Mentoring in Action?
- Principles for Effective Mentoring
- Qualities and Skills of Effective Mentors

Lesson 3: Month-by-Month Mentoring (1.5 hours)

- Why Do We Need a Mentoring Curriculum?
- A Month-By-Month Cycle for Mentoring
- The Transformation of a Teacher

Lesson 4: The Importance of Reflection (1.5 hours)

- Documenting Monthly Thoughts
- Exploring Mentoring Dilemmas
- Setting Purposeful Goals

Lesson 5: Mindful Mentoring Conversations (1.5 hours)

- Making Time for Purposeful Mentoring Conversations (Appendices)
- Planning Observations and Conferences
- Focusing on Teaching Practices (ACTs)
- Mentoring All Year

Lesson 6: Assessing Your Growth and Looking Ahead (1 hour)

- Reflecting on Mentoring Practices
- Sharing and Collaborating
- Welcoming New Leadership Roles

Lesson 7: Final Reflection (1 hour)

- How has this e-Guide helped me?
- How will I use what I learned to help novice teachers?



Lesson 1

Welcome to Mentoring in Action

(1 hour)

Links:

[Introduction Video](#)

[MIA e-Guide Journal](#)

Introduction: This guide provides you with 7 Lessons that each include assignments to introduce the new 2nd edition of [*Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers*](#). If you have used the 1st edition of *Mentoring in Action* this guide will update you on all of the new features of the 2nd edition. If you are using this book for the first time it will introduce the book to you so you can use the features effectively.

Directions: Download your MIA e-Guide Journal (word document) to your desktop. You will be writing your reflections in this journal and saving them as you complete each lesson. Email the completed e-Guide Journal to your district/school mentor leader when you have completed all 7 lessons.

Assignments for Lesson 1:

- WATCH** the *Introduction* video and **READ** about the Author.
- SKIM** *Mentoring in Action* Table of Contents.
- READ** the Foreword and highlight key phrases that stand out to you.
- READ** the Preface and note what you find useful.
- READ** the Acknowledgements and reflect on gratitude in your life. Who do you need to thank?
- READ** Welcome to *Mentoring in Action* and highlight key points.

REFLECT

Open your MIA e-Guide Reflection Journal. Type your responses to the reflection questions for Lesson 1 using complete sentences and proper grammar. Save your Lesson 1 Reflections. All reflections will be saved in this journal. You will email the completed journal to your district mentor leader at the end of Lesson 7.



Lesson 2

Inducting a Novice Teacher into the Teaching Profession (2.5 hours)

Links:

[Sharing Best Practices](#)

[Mentor Testimonials](#)

[Aligning Standards to Mentoring in Action](#)

[The First Years Matter](#)

[Managing Your Stress to Promote Well Being](#)

[Managing Your Stress: Take a Break](#)

Overview: This lesson provides you with a foundation for mentoring. As you read the pages in Part I of the [Mentoring in Action](#) book and watch the videos, take notes and highlight the key ideas that are important to you.

Directions: Check off assignments as you complete them.

Assignments for Lesson 2:

- READ** pages 3-5 and **WATCH** *Sharing Best Practices* (video 1.1, page 5)
- READ** pages 5-9 and **WATCH** *Mentor Testimonials* (video 1.2, page 8)
- READ** Figure 3 Evaluation Alignment Tool (companion website has sample, "[Aligning Standards to Mentoring in Action](#)").
- WATCH** *The First Years Matter* (video 1.3, page 9) and make notes.
- READ** pages 9-13 and **WATCH** *Managing Your Stress to Promote Well Being* and *Managing Your Stress: Take a Break* videos 1.4 and 1.5 page 13)
- REVIEW** all the Figures on pages 3- 20. How could these be used in your mentoring program?

REFLECT

Open your MIA e-Guide Reflection Journal that includes completed Lesson 2 prompts. Type your responses to Lesson 2 prompts on that document using complete sentences and proper grammar. Save your Lesson 2 Reflections.



Lesson 3

Month-by-Month Mentoring (1.5 hours)

Links:

[The Transformation of a Teacher](#)

[Introduction to the August Chapter](#)

Overview: This lesson provides you with an overview of why we need a curriculum and how to use it effectively. As you read the pages in Part II of the [Mentoring in Action](#) book and watch the videos, take notes and highlight the practical ideas that are important to you.

Directions: Check off assignments as you complete them.

Assignments for Lesson 3:

- READ** pages 21-24 and highlight important ideas.
- SKIM** the Chapter heading pages August – June and Table of Contents.
- WATCH** *The Transformation of a Teacher* (video 2.1, page 24).
- WATCH** *Introduction to the August Chapter* (video 2.2, page 28)
- SKIM** the August chapter and tag any pages for future use.

If you are using [The First Years Matter: Becoming an Effective Teacher](#) COMPARE [The First Years Matter](#) book with the [Mentoring in Action](#) book. Think about how the FYM book supports the novice teacher in being prepared for meetings with a mentor, as well as empowering the novice to read and reflect on her own.

REFLECT

Open your MIA e-Guide Reflection Journal that includes completed prompts for Lessons 1 and 2. Scroll to Lesson 3 prompts and type your responses. Save your Lesson 3 Reflections.



Lesson 4

The Importance of Reflection (1.5 hours)

Links:

[Mentor Planning Guide and Journal](#)

Overview: [*Mentoring in Action: Guiding Sharing, and Reflecting With Novice Teachers*](#) is a book that encourages systematic reflection. Helping novice teachers reflect is one important goal for mentors, but mentors also need to reflect! Being a “mindful mentor” means you are paying attention to what you are doing and saying to your novice teacher. By reflecting on your mentoring practices you will be more intentional in what you focus on in your discussions. Lesson 4 introduces you to the reflection pages in the book. The Mentor Planning Guide and Journal is a Word document available on the companion website, that allows you to record your own reflections and respond to other prompts in the book.

Directions: Check off assignments as you complete them.

Assignments for Lesson 4:

- SKIM** the REFLECT pages with the clouds at the end of each month's chapter and note the reflective questions for each month.
- REVIEW** the Mentoring Dilemmas at the end of each chapter and notice the topics for each dilemma. Tag any you may find useful.
- SKIM** the SET GOALS pages at the end of each chapter.
- REVIEW** the Mentor Planning Guide and Journal on the Corwin Companion site.

All of these prompts can also be found in the Mentor Planning Guide and Journal if you prefer to type your responses!

REFLECT

Open your MIA e-Guide Reflection Journal that includes completed prompts for Lessons 1, 2 and 3. Scroll to Lesson 4 prompts and type your responses. Save your Lesson 4 Reflections.



Lesson 5

Mindful Mentoring Conversations (2 hours)

Links:

[Mentoring Conversations](#)

[Observation and Feedback Tools- Part 1](#)

[Observation and Feedback Tools- Part 2](#)

Overview: Mentoring conversations that have a purpose are most meaningful to novice teachers. Being mindful about what you talk about and where you physically conduct conversations can help you mentor more effectively. Lesson 5 introduces you to practical templates that can organize your time so you can be both efficient and effective when facilitating a conversation.

Observation and feedback conferences are also ways to support a novice in focusing on practice. The ACTs in the book provide you with many ways to differentiate your mentoring conversations. You decide which ACTs meet your novice teacher's needs. The videos in *Mentoring Conversations* 1.6 demonstrate how you can use an ACT page to focus a mentoring conversation.

Directions: Check off assignments as you complete them.

Assignments for Lesson 5:

- REVIEW** pages 18-19 Purposeful Mentoring Conversations.
- REVIEW** the Appendices, pages 267-277.
- WATCH** a few videos from the *Mentoring Conversations* (video 1.6, page 18) and think about how you might use these videos to support your mentoring.
- WATCH** the *Observation and Feedback* videos (videos 1.7 and 1.8, page 20). Take notes on which practical ideas you might take from these videos.

REFLECT

Open your MIA e-Guide Reflection Journal that includes completed prompts for Lessons 1, 2, 3 and 4. Scroll to Lesson 5 prompts and type your responses. Save your Lesson 5 Reflections.



Lesson 6

Assessing Your Growth and Looking Ahead (1 hour)

Links:

[Group Mentoring: Problems to Possibilities](#)

[Mindful Mentor Retreat](#)

[Sharing Best Practices](#)

Overview: As a mentor it is important to self-assess each month using the Reflection clouds at the end of the chapter. As situations arise you may need to bring them to the attention of your mentor coordinator. The July chapter allows you to step back and look at the experience as a whole. Taking the time to reflect alone and also with other mentors is important to sustaining your energy and commitment to supporting novice teachers. You are a leader and a role model for novice teachers. Leadership roles such as Lead Mentor, Mentor Coordinator, and Group Mentoring Facilitator, may emerge in your district because of the way you approach mentoring.

Directions: Check off assignments as you complete them.

Assignments for Lesson 6:

- REVIEW** Figure 1 on page 4. Which branches are strong in your mentoring program? Which branches need to grow?
- READ** the July Chapter and watch *Mindful Mentor Retreat* (video 2.20, page 264). Consider hosting a retreat for your mentors!
- WATCH** *Group Mentoring: Problems to Possibilities*. Do you use group mentor strategies in your program?
- REVIEW** "Sharing Best Practices" (video 1.1, page 5). You watched this video in Lesson 2, but this time make note of how the mentor is supporting the novice teacher.

REFLECT

Open your MIA e-Guide Reflection Journal that includes completed prompts for Lessons 1, 2, 3, 4 and 5. Scroll to Lesson 6 prompts and type your responses. Save your Lesson 6 Reflections.



Lesson 7

Final Reflection (1 hour)

Links:

[Certificate of Completion](#)

Overview: This book [Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers](#) is designed to be a practical resource for you. The companion book [The First Years Matter](#) is the resource for the novice teacher. You won't use all the information in either of these books! The goal is to select the pages that are most appropriate to your situation. You can use the [Mentoring in Action](#) book over and over and you may select different pages each time with different novices. The companion website offers you handouts that can be copied and also a Mentor Planning Guide and Journal where you can type your notes.

Novices using their own books can fully participate and also anticipate what will be coming up throughout the year. They can engage more effectively in mentoring conversations with you.

Directions: Check off assignments as you complete them.

Assignments for Lesson 7:

- VISIT** the companion website and explore the resources available.
- Congratulations! You have officially completed 10 professional learning hours. PRINT** the Certificate of Completion and have it signed by your district mentor coordinator. This will document that you have officially learned how to use [Mentoring in Action: Guiding, Sharing and Reflecting with Novice Teachers](#).