



MENTORING IN ACTION

A MONTH-BY-MONTH CURRICULUM
FOR MENTORS AND THEIR NEW TEACHERS

CAROL PELLETIER

Mentoring In Action A Month By Month Curriculum For Mentors And Their New Teachers

**Grace Healy, Lauren Hammond, Steve
Puttick, Nicola Walshe**



Mentoring In Action A Month By Month Curriculum For Mentors And Their New Teachers:

Mentoring in Action Carol Pelletier Radford, 2006 A guide to mentoring new teachers in a monthly format **The First Year Matters** Carol Pelletier Radford, 2009 This book is designed for new teachers to serve as a documentation and reflection of their first year of teaching The idea for the book came from teacher mentors using the author's book *Mentoring in Action* *The First Year Matters* *Being Mentored In Action* provides new teachers with a practical guide to use throughout their mentoring experience as well as for self reflection Many new teachers become overwhelmed in their first year of teaching and leave the profession Many are so busy trying to meet all of the criteria of the assessments based curriculum that often the most obvious skills are overlooked for discussion with their mentor Often the mentor and the teacher spend their meetings discussing one student or situation This book outlines the school year month by month so curriculum based topics can be discussed in a more systematic way The author encourages the new teacher to become a listener and filter all of the information coming at them as a new teacher They can't do everything This book will help them use the mentoring process as a way to get the most out of their first year of teaching without getting discouraged The book can be used with small groups of new teachers as well as individually with a teacher mentor but can also serve as a guide to enrich the quality of their reflections as a tool to document the school year for licensing purposes as well as serve as a ready reference for the second year of teaching **Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers** Carol Pelletier Radford, 2016-06-24 The support you need for mindful mentoring and sustainable teacher success Learn effective mentoring principles you can use as you guide novice teachers through their first years This practical guide emphasizes a unique approach mindful mentoring that aligns your mentoring conversations to teaching standards to more systematically prepare novice teachers for their teacher evaluation You'll learn how to Plan mentoring conversations and observations Prevent teacher burnout by sharing social and emotional learning skills Integrate the updated INTASC Standards into mentoring conversations This updated edition provides a robust companion website featuring videos downloadable forms and a digital Mentor Planning Guide and Journal for reflection Use with *The First Years Matter* the companion guide for novice teachers Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers Carol Pelletier Radford, 2016-06-24 The support you need for mindful mentoring and sustainable teacher success Learn effective mentoring principles you can use as you guide novice teachers through their first years This practical guide emphasizes a unique approach mindful mentoring that aligns your mentoring conversations to teaching standards to more systematically prepare novice teachers for their teacher evaluation You'll learn how to Plan mentoring conversations and observations Prevent teacher burnout by sharing social and emotional learning skills Integrate the updated INTASC Standards into mentoring conversations This updated edition provides a robust companion website featuring videos downloadable forms and a digital Mentor Planning Guide and Journal for reflection Use with *The First Years Matter* the companion guide for novice teachers **The First**

Years Matter: Becoming an Effective Teacher Carol Pelletier Radford, 2016-06-23 Use this updated resource to prepare for your journey into teaching This newly revised and updated 2nd edition of The First Years Matter provides key actions steps and a flexible twelve month curriculum including July for reflection and planning to help you proactively prepare for your first few years in the classroom Maximize your effectiveness in the classroom as you Apply mentoring lessons to differentiate instruction Integrate student voice Prepare for teacher observations and standardized testing Gather evidence to document your progress This updated version includes a robust companion website featuring videos downloadable forms and a journal for reflection Use with Mentoring in Action the companion guide for mentors [A Case for Change in Teacher Preparation](#) Julie Gorlewski, Amanda Winkelsas, Suzanne N. Rosenblith, Corrie Stone-Johnson, Elisabeth Etopio, David Gorlewski, Tiffany Karalis Noel, Bobbie Finocchio, Amanda Seccia, Ling Zhai, Erin Kearney, Xiufeng Liu, Nooshin Shafaei, Tanika Shedrick, 2021-08-19 Why are preservice teachers often told by veteran teachers to forget what you learned in teacher preparation programs Why is there a gap between pedagogical practices employed at schools and those taught at colleges and universities And why after evidence from countless studies are there still so few teachers of color working in our rapidly diversifying schools These questions are addressed in this book which describes a reconceptualized teacher preparation program based on a teacher residency model This model is grounded in three core beliefs first that teacher quality is a shared responsibility between universities and school districts second that all students have a right to high quality teachers who are as racially ethnically and linguistically diverse as the students they teach and third that for education to be transformative future educators must have the right balance of theoretical knowledge and practical experiences grounded in specific contexts Through a combination of rich description and qualitative and quantitative program data the authors make the case that university programs focused on the communities they serve can ensure more effective learner ready teachers who remain in the profession longer By providing a detailed blueprint for program development the contents of this book will be of value and interest to educational leaders policy makers and researchers **Mentoring for Wellbeing in Schools** Benjamin Kutsyuruba, Frances K. Kochan, 2024-01-01 This volume of the Perspectives on Mentoring Series explores the role of mentoring in promoting wellbeing of both mentees or proteges and mentors in K 12 school settings At its core mentoring is about helping advising supporting and guiding mentees and proteges to gain a wide variety of skills abilities and or attributes Another outcome of mentoring less often discussed is the positive impact it can have on the mental health and wellbeing of both the mentor and mentee Of particular interest for this edited volume is how mentoring can promote mental health build resilience and develop capacity to maintain and sustain emotional psychological and social wellbeing for all in the K 12 school settings The notion of wellbeing in general includes both hedonic aspects of feeling good positive emotions and eudemonic conducive to happiness aspects of living well that entail experiences of positive relationships meaningfulness in life and work senses of mastery and personal growth autonomy and achievement This edited volume expands and adds to

the existing literature on mentoring in schools by offering a collection of works that examine the connection between mentorship and wellbeing This volume includes chapters that describe effective mentoring for wellbeing detail positive approaches to mentoring youth offer recommendations for growing the wellbeing of pre service teachers early career teachers and mid late career teachers illustrate approaches to growing a community of educators through mentoring and developing teacher leaders as agents of change and facilitators of wellbeing and discuss studies and models for nurturing and promoting wellbeing among and through school leaders in national and international settings Through these chapters authors advocate for greater attention to how to support and nurture wellbeing as central to mentorship efforts in K 12 school settings

ENDORSEMENTS *Mentoring for Wellbeing in Schools* shines light on wellbeing in studies of mentoring in K 12 education This collection provides researchers practitioners and policymakers alike with a rich array of wellbeing in mentoring relationships not as an add on feature of mentorship but rather an essential aspect of mentors support and role As demonstrated from various perspectives a culture of wellbeing in schools has multiple benefits for people and organizational cultures including teacher and leader preparation Readers especially those concerned with the flourishing of schools in a pandemic world will walk away better prepared to make mentoring work Carol A Mullen Virginia Tech Effectively marshalled by Kutsyuruba and Kochan respected international authorities on mentoring the authors provide a wealth of examples and guidance on much needed means of promoting wellbeing and human flourishing in schools Given the vast number of threats and impediments to the wellbeing of students trainee teachers established teachers and principals worldwide this work is extremely timely Arguably it should be compulsory reading for school principals mentors teacher educators mentor trainers education researchers in these spaces and perhaps more importantly anyone who holds public office and makes or has the capacity to influence decisions which impact the work of school teachers and principals Andrew J Hobson University of Brighton UK

Increasing the Shared Personal Practices of Educators Dr. Carmen J. Black, 2010-09-17 There is no available information at this time

A Better Beginning Marge Scherer, 1999-11-15 Here s help for any school or district that wants struggling first year and beginning teachers to survive and thrive Written by seasoned administrators and teacher leaders who know the ropes this guide covers every aspect of the topic including Best ways to support new teachers Stages they go through in their first year Effective induction programs that last five days all summer or an entire year Mentoring programs that benefit all teachers involved Strategies for improving new teachers teaching skills without damaging their morale and Systemwide solutions that combine induction and mentoring programs with ongoing assessment and professional development Case studies of successful programs and insights from veteran and novice teachers give you plenty of fresh insights on how to maintain new teachers confidence and encourage them to innovate and grow Note This product listing is for the Adobe Acrobat PDF version of the book

Mentoring New Special Education Teachers Mary Lou Duffy, James W. Forgan, 2005 This field tested guide provides everything you need to effectively support and mentor your special education

teachers increase their job satisfaction and keep your retention rates high *Global Perspectives on Mentoring* Frances K. Kochan, 2006-01-01 This book will examine mentoring from a global perspective in an effort to discover the commonalities and differences not only in diverse fields of practice but across a wide range of contextual Place your subscription or standing order today settings Each chapter of the book will contain an overview of the program problems encountered and solutions to them benefits outcomes impact and thoughts for reflection and consideration The editor will examine common themes and explore their cross cultural implications The volume is intended for those interested in the concept of mentoring in any professional setting and culture It will provide important insights into how to create a mentoring program strategies for overcoming problems and methods for assessing outcomes and impact **Being an Effective Mentor** Kathleen Feeney Jonson, 2008-04-17 This updated edition provides information on stages of teacher development professional growth assessment of student work mentors within teacher induction programs and components of successful mentoring initiatives

Observing in Schools Eugene F. Provenzo, William E. Blanton, 2006 Offering observation suggestions and forms to aid student observations the text also includes both theoretical and practical information about observations **Mentoring New Teachers** Hal Portner, 2008-04-25 A much needed resource for teacher mentors The new and updated strategies and practical approach will give mentors crucial support as they provide assistance and encouragement to new teachers Portner has clearly demonstrated the importance of both theory and practice in this practical guide Priscilla Miller Director Center for Teacher Education Research Westfield State College A comprehensive guide for developing successful mentors Quality mentoring can provide the support and guidance critical to an educator s first years of teaching In the latest edition of the best selling *Mentoring New Teachers* Hal Portner draws upon research experience and insights to provide a comprehensive overview of essential mentoring behaviors Packed with strategies exercises resources and concepts this book examines four critical mentoring functions establishing good rapport assessing mentee progress coaching continuous improvement and guiding mentees toward self reliance Tools and topics new to this edition include Teacher mentor standards based on the NBPTS Core Propositions and validated by members of the International Mentoring Association and other practitioners Classroom observation methods and competency instruments Tools to assess preferred learning styles Approaches to mentoring the nontraditional new teacher A guide for careerlong professional development School leaders experienced and prospective mentors and staff developers can use this step by step handbook to create a dynamic mentoring program or revitalize an existing one **Learning to Mentor-as-Praxis** Lily Orland-Barak, 2010-03-10 Lily Orland Barak offers us a breathtaking work of science ction Or perhaps I should say science and ction The science side of the equation employs sophisticated technique for observing and describing interpersonal and intrapersonal dynamics among professionals in education Both dramatic and seemingly ordinary episodes in the lives of teachers in relational tension with one another are analyzed with scienti c care precision and insight The scienti c study of mentoring is like the scienti c study of soap bubbles

their formation growth and sudden exit from the visible world with a nearly soundless pop Scientific and intellectual tools can be used to describe and predict the behavior of soap bubbles to study their colors shapes surface tension and tiny mass The same is true of the study of mentoring But in both cases the greatest care must be taken to avoid popping the almost magically elegant form to avoid destroying the delicate relationship by rushing in by heavy attempts at control or by premature dissection or even by paying attention too intensely to a private personal relationship Mentoring is best studied by being still by listening with authentic interest and by using our peripheral vision The science and the scientist have done their best work here Thection side of this ne book gives life to telling examples of mentoring in action

The Mentoring Year Susan Udelhofen, Kathy Larson, 2003-04-30 The Mentoring Year is rich with experience and new ideas I endorse it without reservation Heidi Hayes Jacobs President Curriculum Designs Inc Adjunct Associate Professor Teachers College Columbia University This book contains explicit step by step guidelines to build a program in the real world of schools The authors demonstrate great empathy for teachers and administrators who confront the challenges facing public schools They respect the demands placed upon contemporary educators Rick DuFour Coauthor of Professional Learning Communities at Work The No Child Left Behind legislation requires strong teacher indoctrination The Mentoring Year provides a comprehensive mentor program that gets down into the deep tissue areas It lays out a grid to link standards to the workplace Marie Archibee Supervisor Professional Development Department of Curriculum Instruction and Technology Nassau BOCES NY The authors organized step by step approach in creating an effective mentoring program has provided me the necessary tools to build a strong in house mentoring program for all my staff Joe Novak Principal Mill Valley High School Shawnee KS Use this as a rich and ready to go turnkey mentoring program or tailor it to building or district priorities Promote key characteristics of good mentors support the needs of new teachers generate reflection and collaboration Along with strategies for these mentoring essentials this program adds critical focus on student learning Overflowing with rubrics for measuring growth towards best practice checklists tools and templates this program provides every needed element for first year induction Further it provides deep resources to support multi year professional development and preparation for National Board Certification Ready to go seminars for mentor mentee communities focus on important themes including assessment classroom management instruction goals writing a professional development plan standards and curriculum Agendas timetables activities and clear responsibilities for all participants save time and support success Grounded in The National Board for Professional Teaching Standards NBPTS and the Interstate New Teacher Assessment and Support Consortium INTASC standards this program works in any school district or state to build expert teachers and lift the level of professionalism throughout the learning community Resources and special features Encourages a learning community team building approach Includes complete plans and materials for mentor mentee seminars Designed for flexible use either sequentially or around local priorities Depth and adaptability for use as preservice text new teacher mentoring and extended

professional development Mentee Mentor Administrator and Coordinator Checklists Mentor for success student achievement and teacher retention with The Mentoring Year Mentoring Geography Teachers in the Secondary School Grace Healy, Lauren Hammond, Steve Puttick, Nicola Walshe, 2022-02-27 Mentoring Geography Teachers in the Secondary School supports both new and experienced mentors in developing their knowledge and skills in mentoring in geography education Within the book chapter authors critically consider how mentoring has been conceptualised and represented in policy and academic debate as well as examining how mentoring in geography education has been experienced and perceived in practice Chapters in the book explore a range of perspectives experiences and aspects of mentoring geography teachers including Critical engagement with educational policy and practice Perspectives from beginning geography teachers Mentoring as a professional development opportunity The value of engaging with the geography education community in teacher education How mentoring meetings and conversations can support beginning geography teachers in their growth and development This book is a vital source of support and inspiration for all those involved in developing the next generation of geography teachers The themes of justice agency and voice raised and engaged with implicitly and explicitly throughout this edited collection are of critical importance to mentors beginning teachers and geography education more broadly in developing and enacting a progressive vision of mentoring *Quality Mentoring for Novice Teachers* Sandra J. Odell, Leslie Huling, 2004-11-10 This survey of best practices is extremely useful to those charged with setting up state and local mentoring programs and provides a logical framework to convince policy makers to support teacher induction programs Case studies and discussion questions make this a valuable textbook for teacher education courses and tool for faculty in the school setting *Mentorship In The Primary School* Robin Yeomans, John Sampson, 2019-06-10 First Published in 1994 The growing interest in work of mentors within school based initial teacher training courses in England and Wales is a phenomenon of the recent past The development of innovative schemes within secondary education such as the Oxford Internship scheme Benton 1990 generated a national debate about the nature of partnership between schools and higher education institutions which the government joined when it introduced experimental forms of initial teacher education in the Licensed and Articled Teacher schemes DES 1988 and 1989 These were extensively school based and included both secondary and primary Mentor like behaviour may come from many sources within a school and the appointed mentor may engage in such unmentor like activities as making formal summative assessments of students with career shaping implications of passing and failing This volume is an attempt to provide some illumination and indicate some of the central issues to be addressed However we hope that the following chapters will provide an informative base from which to launch research into these and other aspects of primary school student teacher mentoring as well as being of value for those engaged in mentoring and mentor training **Improving Teacher Quality** Sabrina W. Laine, Molly Lasagna, Ellen Behrstock-Sherratt, 2010-12-07 Techniques for the difficult task of improving teacher quality No one stakeholder group can

realize lasting change on their own nor can any reform initiative focusing on just one type of strategy create the workplace conditions needed to truly build capacity within the education profession Rather stakeholders must focus on collaborating reaching common understanding and prioritizing for ultimate impact on the quality of teachers and teaching This book discusses research and concrete examples of practice tied to teacher quality intended to improve eight key interrelated factors Preparation Recruitment Hiring Induction Professional Development Compensation and Incentives Working Conditions and Performance Management Offers a framework and strategies for understanding the issues that make up the teacher quality question Written for educational leaders superintendents district administrators teacher leaders and principals as well as policy makers and other stakeholders Filled with illustrative examples teacher quality The author addresses the most important factor that affects student achievement the quality of the teacher

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