



Peconic Teacher Center
Programs in Mentoring for Consortium Districts
2009-2010

New Teacher Support: A SERIES of Monthly Meetings to support new teachers

Open only to teachers in the early years of teaching.

4:00-6:00 p.m.: October 8, November 19, December 17, 2009, January 21, March 11, April 8, May 13, June 3, 2010. Southampton High School (location may vary depending upon the participants)

The Challenges and Opportunities of the First Years in Our Profession

"Needs of new teachers are remarkably consistent across time and differently structured educational systems. Beginning teaching is also a tremendous challenge and hard work. Beginning teachers move swiftly from the excitement and anticipation of getting a teaching position to the daily realities of our most complex profession. New entrants to the profession have the exact same responsibilities as 20-year veterans. Moving from "What to teach to how to teach" takes time and support.

Please join with your colleagues, in a safe & confidential environment, to reflect on your experiences as a beginning teacher. Examine, through guided reflection, the common and unique issues of being novices to teaching.

This topic-oriented workshop is designed to provide new teachers with a greater understanding of the components that comprise successful teaching. The topics to be covered are: classroom management; lesson and unit planning; non-whole group instruction; tiered assignments; Socratic Seminars; Gardner's 'Multiple Intelligences'; Sternberg's 'Successful Intelligences'; Bloom's 'Taxonomy' and the use of essential questions; multi- and transcultural education and diversity issues in the classroom; and the New York State Instructional checklist."

Enhance your capacity to think reflectively while rejuvenating your attitude towards the teaching profession. Envision specific adjustments you will make for year two.

***Differentiated Instruction for Experienced Teachers: Steps for Engaging & Motivating Students to Reach Your Instructional Goals. *This opportunity will be scheduled to meet the needs of requesting districts.**

Teachers can retain their initial instructional practices while expanding approaches to help each student achieve both content and performance standards. Learn how to modify instruction in response to:

- content (what students will learn and the materials that represent that);
- proves (activities through which students make sense of key ideas using essential skills);
- product (how students demonstrate and extend what they understand and can do as a result of a span of learning), or learning environment (the classroom conditions that set the tone and expectations of learning). Some modifications are modest, though important, others are more elaborate.

Participants will learn to deliver instruction in a more flexible way to engage mixed-ability grouping and reluctant students. The Differentiated Instruction for New Teachers is designed to increase understanding of all applicable NYS assessments while broadening instructional strategies to include: metacognition, multiple intelligences, learning styles, cognitive levels, cooperative learning, goal-setting homework and alternative assessments.

***Mentor Coordinators/Leaders Professional Learning Community**

6 half days beginning in October. 8:30-11:30 AM

**October 5, November 10, December 15, January 12, March 16, May 11, 2010
Peconic Teacher Center, other locations as planned**

PTC is proud to sponsor the Mentor Coordinators/Leaders Professional Learning Community especially for the needs of this specialized district role. Coordinators of district based mentor programs are critical to the success and culture of support for both beginning teachers and the teacher mentors. The mentor coordinator/leader is often called upon to identify problems, create solutions, and must balance a variety of needs from different stakeholders. The coordinator, through his knowledge and expertise, builds the foundation and manages the process of providing a lifelong stage career path for teachers. Providing support for the complex skill sets involved in these stages is a challenging and exciting responsibility.

As this new role of mentor coordinator develops and becomes institutionalized in school life mentor coordinators need opportunities to:

- connect their practice as mentor coordinators to program outcomes by methods of program evaluation; matching evaluation and goals
- discuss dilemmas and problems that arise in the course of program management such as clarifying roles and responsibilities
- make modifications and additions; problem-solve matching novices and veterans; handle issues of mentor logistical and practical consideration (time, stipends)

This roundtable will provide opportunities for mentor coordinators who attend to discuss and listen to issues particular to their unique work, as their work is unfolding. Learn technique for problem-solving and reflection and keep your intellectual, psychological and emotional energy focused on developing competent practitioners. Join your colleagues for thoughtful and reflective discussion about their work in a collegial setting.

Participants will share and discuss topics such as:

- new teacher handbooks
- professional development offerings for new teachers and mentors offered at individual districts
- recourses for support in program and mentor development
- reflection and planning ahead for changes in tenure regs, moving from one-year to three year mentor support
- other topics suggested by the group.

Participants will also contribute to the creation of a webpage which will link all coordinators, and include:

- descriptions of different models of mentor and induction programs
- articles and book reviews
- incorporate podcasts of interviews with researchers/authors
- sharing of strategies, icebreakers, presentation materials, etc.

***PTC will reimburse DISTRICTS for substitutes for the ½ days Mentor Leaders or Coordinators meet.**

Foundations in Mentoring for New Mentors Tuesday, September 1, 2009 9AM- 3PM Peconic Teacher Center

This program will offer information and assistance for those involved in mentoring. Topics will include:

- understanding and articulating the role of the mentor,
- phases & stages of teacher development, identifying new teacher needs
- characteristics of adult learning and learning styles,
- coaching and conferencing new teachers, differentiate support strategies
- recognizing attributes that are essential in building a successful mentor/new teacher relationship

- develop the language and behavior of support
- establish an environment for professional growth
- understanding and apply the principles of effective teaching.

Don't miss this opportunity to learn how to be a great mentor. Teams of teachers, union representatives, and administrators are strongly encouraged to attend. Session is interactive, hands-on and ample time is allotted for practice and self-reflection; learn how powerful the role of a mentor can be, understand the impact of a successful mentor program to the entire educational community. Research-based practices for working with beginning teachers will provide a solid foundation for this demanding emotional and intellectual work. Significant outcomes for mentor teachers include growth; recognition; experience-enhancing roles and collegiality. Join your colleagues for a stimulating learning experience in this supportive environment.

Best Practices in Mentoring for Experienced Mentors

Monday, August 31, 2009 9AM- 3PM

Peconic Teacher Center

The most successful mentor programs not only provide some basic training early on, but support mentors as they develop experience and proficiency in this new role. Often, the dilemmas of mentoring and the need for continued professional growth as mentors can only be recognized as mentor teachers confront the "real world" of situations. Topic will include:

- refining an effective mentor relationship; distinguish between evidence and opinion
- expand your repertoire of coaching techniques
- growing the language and behavior of support to give strategic feedback
- use communication/learning styles to strengthen mentoring relationships
- build mentor capacity to engage in difficult coaching conversation with beginning teacher
- using student work to guide instruction; rational & purpose performance data in lesson planning
- examine school culture for norms and practices that impact new teachers
- differentiate instruction
- reflect upon personal growth as mentor

This session offers a forum for mentors to seek the advice of fellow mentors in solving perplexing situations.

Don't miss this opportunity to strengthen your skills as a mentor. Teams of teachers, union representatives, and administrators are strongly encouraged to attend. Session is interactive, hands-on and ample time is allotted for practice sessions and self-reflection; learn how powerful the role of a mentor can be; understand the impact of a successful mentor program to the entire educational community. Research-based practices for working with beginning teachers will provide a solid foundation for this demanding emotional and intellectual work. Significant outcomes for mentor teachers include: growth; recognition; experience-enhancing roles and collegiality. Join your colleagues for a stimulating learning experience in this supportive environment.

***Reflection Time Together: For New Teachers and Their Mentors**

Tuesday, November 17, 2009 8:30-11:30 AM

Tuesday, March 23, 2009 8:30-11:30 AM

Successful teaching is hard work. Organizing a classroom, developing effective classroom management strategies, assessing individual student needs and planning and implementing appropriate curriculum are complex and difficult tasks. Managing a full course load, juggling several course preparations, reporting for hall or cafeteria duty and after school activities can overwhelm teachers new to the profession. New teachers, who often have limited experience and thus limited strategies, are often called upon to handle many of the same job expectations as twenty-year veterans. However, the needs of new teachers are remarkably consistent across both time and differently structured education systems.

Trained learning centered mentors have a wealth of information about instructional and classroom practice that will support the growth of new teachers. Research indicates that minimally, forty-five to sixty contiguous minutes are essential for meaningful learning and reflection for strengthening teaching performance (Jensen, E). The capacity of mentor teachers to help new teachers move from theory to practice will be enhanced by this collaborative professional learning opportunity.

Topics might include:

- Classroom management
- Motivating students
- Understanding the diverse needs of students
- Unit/Lesson Planning
- Differentiated instruction and alternative assessment
- Building parent relationships; back to school night, parent conferences and beyond
- Time and work load management
- Reflective practice

This program will provide time for each new teacher mentor pair (or triads) to: discuss, plan, problem solve, and reflect on these and other topics. This program will offer opportunities to carve out quality time two times this year to target classroom visitation feedback and expanding instructional strategies.

***PTC will reimburse DISTRICTS for substitutes for the ½ days new teachers and mentors meet.**

LOOKING for ways to subsidize your Mentor Program? Join us for this all day workshop in writing the state funded MTIP grant.

**Writing the Mentor Teacher-Internship Program (MTIP) Grant
October 27, 2009 9AM-3 PM
Peconic Teacher Center**

The NYS funded Mentor Teacher Internship Program is an annual grant application process that last year awarded funding to eighty districts and BOCES to establish or continue mentor programs for new teachers. (2008-2009 funding \$10 million) The NYS Mentor Teacher-Internship Program was established in 1986 by amendment to Education Law 3033, Chapter 436. The New York State Legislature provides funding for the development and implementation of State-supported mentor teacher-internship programs in local school districts and through boards of cooperative educational services (BOCES). The Board of Regents adopted regulations to govern district-based mentoring programs to meet the September 2004 implementation date for the requiring districts to provide initial certificate holders with a one year mentored experience.

These programs enable experienced teachers (mentors) in a district or BOCES to provide guidance and support to beginning teachers (interns) in their first or second year of teaching. By providing this induction into the teaching profession, it is anticipated that teachers will be engaged in a productive and satisfying teaching and learning experience that will enhance their skills and increase the likelihood of their remaining in the teaching profession.

In response to many requests from district-based mentor coordinators, this workshop is designed to provide assistance in understanding the proposal and application process.

In this program participants will:

- become familiar with the Request for Proposal for the MTIP grant
- learn about the essential components of the Mentor Teacher-Internship Program
- become familiar with the Statutory Requirements
- Expenditures to be Supported by Grant Funds

- Examine District Professional Development Plans and mentor selection processes
- Understand the proposal process
- Clarify definitions and the role of the mentor and principal
- Describe mentor training and professional development for new teachers
- Explore release time program management and program evaluation

Representatives from districts that have worked with the MTIP grant, NYS Office of Teaching representatives and union leaders will be present information and discuss many aspects of the program. Join your colleagues for this most informative session.

There is no charge for these programs. In an effort to reduce duplication/costs in providing individual district Mentor programs, PTC has developed this comprehensive program at the request of districts.

To participate in any of these programs, just call Peconic Teacher Center at 631-591-4629 or email Vicky Williams at viwilliams@southamptonschools.org and provide us with the following information:

Participants' name(s)

School District

Name of program

Thank you.