Mentor Training

Description
“For more than a decade, clear and consistent research has shown that the quality of teachers is the most powerful school-related determinant of student success. When mentors are well-selected, well-trained, and given the time to work intensively with new teachers, they not only help average teachers become good, but good teachers become great. And because new teachers are most often assigned to the poorest schools and the most challenging classrooms, instructional-mentoring programs provide a powerful lever for closing the teacher-quality gap and ensuring that all students, regardless of their backgrounds, have a real opportunity to succeed.” —Dara Barlin, Better Mentoring, Better Teachers.

Can you name a person who had a positive and enduring impact on your personal or professional life, someone worthy of being called your mentor? Had he or she been trained to serve in such a role or been formally assigned to help you? We know that carefully selected and well-trained mentors are the heart of a new teacher induction program. Join in this workshop to learn about the roles and responsibilities of mentor teachers, to build your skills for providing instructional support and emotional guidance, and to provide leadership in fostering the habits of continuous learning and reflection.

The New Teacher Center’s 2010 Induction Survey reports that those who serve in the role of mentor end up improving their own teaching skills. Take this opportunity to broaden your leadership potential and renew your passion for teaching. Accelerating the effectiveness of new teachers is a critical link to student success and one that relies on quality mentors like you.

Goals and Objectives
Participants will develop their abilities to:

• Understand the needs and developmental stages of beginning teachers
• Understand the roles and responsibilities of the mentor
• Support reflective practice in the beginning teacher
• Understand adult learning and the implications for the mentor/protégé relationship
• Understand the different styles of mentoring
• Effectively engage in peer coaching, including:
  • The importance of confidentiality
  • The hallmarks of effective feedback
  • The difference between supervising and peer coaching
  • The conferencing protocol: Pre- and post-observation skills
  • Strategies for developing effective instructional practices

Connections with Initiatives
MA Educator Evaluation Regulations
Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
What People are Saying

“Mary Merrigan is one of the most influential trainers I have had. She has been an inspiration to be a positive role model for others.”

“This was one of the best training sessions I have had. Thank You!”

“As a new Department Head, I will use the information I gained today to guide mentors in their role throughout the year.”

“We came away with several practical applications for working with mentees - I particularly like the idea(s) of a journal, weekly ‘heads up’ emails, and observing another teacher together.”

“I will be mentoring a new teacher this fall and plan to use some of the listening techniques that were discussed.”

“I will utilize some of the tools to spark conversation with my mentees, both of whom have prior teaching experience.”

“I learned the characteristics of a good mentor...to be empathetic and not sympathetic. I also learned phrasing to use with a mentee.”

“... immediately applicable in my role as a mentor.”

“I feel better prepared to mentor.”

“The presenter was fabulous. She made me feel at ease and comfortable. She adjusted to meet what we needed to learn and kept us on track.”