

2022-23 NTSD Mentor Professional Development Catalog

Mentoring is a skill that is continually developed over time. We are committed to ongoing professional learning and growth as mentors, just as we support early career teachers to engage in ongoing learning and growth as teachers! Below you will find the 2022-23 NTSD Mentor Professional Development differentiated offerings. A few things to note:

- *Mentor PD sessions will be virtual from 4-5:30pm. The few exceptions are noted in registration.*
- *Mentors will be compensated at the negotiated hourly rate (\$38.50) for both completion of asynchronous pre-work (30-60 min) and attendance at the live sessions.*
- *Mentor PD-related links: [NTSD Calendar](#), [Mentor Job Description](#), [Salary Advancement Credits](#)*

| WHO? | WHAT? (series titles linked to overviews) | HOW? |
|---|--|--------------------------------|
| If you are a NEW mentor, you'll join the FOUNDATIONAL series... | <ul style="list-style-type: none"> ● Foundational Mentoring for Equity <p><i>Note: Successful completion of this series qualifies you for PGU/CEUs in addition to hourly rate compensation and ensures you advance to Sustaining PD options the following year.</i></p> | REGISTER HERE! |
| If you are a RETURNING mentor, you will choose one* SUSTAINING series... | ● Mentoring for Strong Classroom Routines and Procedures | REGISTER HERE! |
| | ● Mentoring for Culturally Responsive Teaching | |
| | ● Conducting Effective Instructional Planning Conversations | |
| | ● Conducting Impactful Observation Cycles | |
| | ● Using the Induction ILP to Guide Mentoring | |
| ALL mentors will attend... | ● End-of-Year All Mentor Forum | (Registration included above) |
| [OPTIONAL] ANY mentor may attend up to two "BONUS" sessions... | <ul style="list-style-type: none"> ● Support Session for TEP/Intern Mentors ● Supporting Teacher Wellness (Fall & Spring) ● Mentoring in Special Education: Balancing Case Management and Instructional Practice ● Mentoring for Inclusion in the GenEd Environment ● Supporting Strong Analysis of Student Learning | REGISTER HERE! |

Foundational Mentoring for Equity - [REGISTER HERE!](#)

This series is designed for new mentors (or those new to NTSD mentoring) to focus on foundational skills for effective mentoring. **The Foundational series has the following outcomes:**

- *Cultivate relational trust with the beginning teacher to surface and address challenges while deepening teacher commitment to the success of every student ([NTC MPS 3.1](#))*
- *Use mentoring language and stances strategically and flexibly to promote teacher agency and student growth ([NTC MPS 3.2](#))*
- *Plan for structured, outcomes-oriented, instructionally-focused mentoring conversations grounded in professional goals and formative data ([NTC MPS 3.3](#))*

| Session | Description | Links |
|--|---|---|
| Orientation Check In [scheduled 1:1] | One-on-one time with a member of the New Teacher Support and Development Team to highlight key information and answer any questions. | N/A |
| Peer Mentoring [scheduled 1:1] | Each semester, you will connect with a member of the NTSD team for individualized support through observation and feedback on your mentoring. | N/A |
| Session #1 Thu 9/8 -or- Tue 9/20 | Plan to build trusting relationships as a foundation for mentoring for equity. Engage in expansive listening to deepen mentor/mentee relational trust and increase mentoring impact. | Asynchronous work Packet: gdoc, PDF Slides Recordings: Tue, Thu |
| Session #2 Tue 10/25 -or- Thu 10/27 | With a growth mindset, strategically and intentionally use mentoring language to continue building relational trust. Use the Mentoring Conversation Protocol (MCP) to narrow focus and identify concrete next steps. | Asynchronous work Packet: gdoc, PDF Slides Recordings: Tue , Thu |
| Session #3 Tue 11/29 -or- Thu 12/1 | Strategically and intentionally use mentor stances, with mentor language, to continue building relational trust and teacher agency. | Asynchronous work Packet: gdoc, PDF Slides Recordings: Tue, Thu |
| Session #4 Tue 1/17 -or- Thu 1/19 | Strategically and intentionally use mentor stances, with mentor language, to continue building relational trust and teacher agency through high leverage mentoring interactions (i.e., planning conversations, observation cycles, analysis of student learning). | Asynchronous work Packet: gdoc, PDF Slides Recordings: Tue, Thu |
| Session #5 Tue 2/28 -or- Thu 3/2 | Continue to deepen understanding and effective use of mentoring language and stances through giving and receiving peer feedback. | Asynchronous work Packet: gdoc, PDF Slides Recordings: Tue, Thu |
| All-Mentor Forum Tue 5/2 am/pm -or- Thu 5/4 | With both Foundational and Returning mentors, identify successes and learnings from the year and also share perspectives to inform improvements for the coming year. | Asynchronous work Packet: gdoc, PDF Slides Recordings: Tue, Thu |

Note: The minimum series completion requirements to qualify for PGUs/CEUs include orientation, at least one peer mentoring cycle, at least 4/6 asynchronous assignments, and engagement in at least 4/6 live sessions.

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Mentoring for Strong Classroom Routines and Procedures - [REGISTER HERE!](#)

In this series, you will learn about different tools you can use to help mentees thoroughly think through what, why, how, when and where of a routine while strategically using coaching stems and language. You will also have the opportunity to practice using a tool that will help mentees pinpoint and shore up a weakness in a routine to maximize safety, effectiveness and efficiency. **The outcomes for this Sustaining series are:**

- *Mentors use processes, tools and resources to support beginning teachers in establishing routines and procedures in their classrooms.*
- *Mentors know & use coaching stems & language to surface beginning teacher knowledge and skill around establishing routines and procedures for student learning in their classroom.*

([NTS MPS](#) 6.1)

Note: You may register for the Tues or the Thurs series (the Thurs series starts earlier in the year).

| Session | Description | Links |
|--|--|--|
| Session #1 Thu 9/1 -or- Tue 9/27 | Essential question: How are routines and procedures uniquely important in mentoring and coaching beginning teachers? | Asynchronous work Packet: gdoc, PDF Slides Recordings: Tue, Thu |
| Session #2 Thu 9/22 -or- Tue 10/18 | Mentors use processes, tools and resources to support beginning Ts in establishing routines and procedures in their classrooms. | Asynchronous work Packet: gdoc, PDF Slides Recordings: Tue, Thu |
| Session #3 Thu 10/20 -or- Tue 11/15 | Peer Mentoring: Within the cohort who has chosen this series, give/receive feedback on mentoring for strong classroom routines and procedures. | Asynchronous work Packet: gdoc, PDF Slides Recordings: Tue, Thu |
| Session #4 Choose one: 1/26, 2/7, 3/9, 3/28, or indep. | Peer Mentoring: Join the session of your choice to give/receive feedback on mentoring for strong classroom routines and procedures with a colleague -or- complete the cycle independently with another returning mentor. | Asynchronous work Packet: gdoc , PDF Slides Recordings: 1/26 |
| All Mentor Forum Tue 5/2 am/pm -or- Thu 5/4 | With both Foundational and Returning mentors, identify successes and learnings from the year and also share perspectives to inform improvements for the coming year. | Asynchronous work Packet: gdoc, PDF Slides Recordings: Tue, Thu |

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Mentoring for Culturally Responsive Teaching - [REGISTER HERE!](#)

If equitable access to curriculum is not observed in my mentee's classroom, how do I use mentoring tools and processes to surface issues? How do I engage the beginning teacher in a positive way to feel safe to reflect on the issues and problem-solve collaboratively? ([NTS MPS 6.2](#))

The outcomes for this Sustaining series are:

- Mentors collaborate with beginning teacher to identify and implement culturally responsive instructional strategies, equitable practices, and appropriate scaffolds to meet identified needs and advance equitable learning for every student.
- Mentors use mentoring tools to surface issues and engage mentees to reflect on their use of culturally responsive teaching and equitable practices

| Session | Description | Links |
|---|---|--|
| Session #1 Thu 10/6 | Collaborates with beginning teacher to identify and implement culturally responsive instructional strategies, equitable practices, and appropriate scaffolds to meet identified needs and advance equitable learning for every student. | Asynchronous work Packet: gdoc, PDF Slides Recording |
| Session #2 Thu 11/10 | Mentors use mentoring tools to surface issues and engage mentees to reflect on their use of culturally responsive teaching and equitable practices. | Asynchronous work Packet: gdoc, PDF Slides Recording |
| Session #3 Choose one: 1/26, 2/7, 3/9, 3/28, or indep. | Peer Mentoring: Join the session of your choice to give/receive feedback on mentoring for culturally responsive teaching with a colleague -or- complete the cycle independently with another returning mentor. | Asynchronous work Packet: gdoc , PDF Slides Recordings: 1/26 |
| Session #4 Choose one: 2/7, 3/9, 3/28, or indep. | Peer Mentoring: Join the session of your choice to give/receive feedback on mentoring for culturally responsive teaching with a colleague -or- complete the cycle independently with another returning mentor. | |
| All-Mentor Forum Tue 5/2 am/pm or Thu 5/4 | With both Foundational and Returning mentors, identify successes and learnings from the year and also share perspectives to inform improvements for the coming year. | Asynchronous work Packet: gdoc, PDF Slides Recordings: Tue, Thu |

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Conducting Effective Instructional Planning Conversations - [REGISTER HERE!](#)

In this series, we'll explore how to use data to build beginning teacher capacity to determine alignment of lessons, tasks, and curriculum and to design adjustments as needed. ([NTC MPS 5.1](#))

The outcomes for this Sustaining series are:

- Mentors use processes & tools to support beginning Ts through instructional planning conversations.
- Mentors know & use coaching stems & language to surface beginning T knowledge and skill around instructional planning.

| Session | Description | Links |
|---|---|---|
| Session #1 Tue 9/13 | Mentors know & use coaching stems & language to surface beginning teacher knowledge and skill around instructional planning | Asynchronous work Packet: gdoc , PDF Slides Recording |
| Session #2 Tue 11/1 | Mentors use processes & tools to support beginning teachers through instructional planning conversations. | Asynchronous work Packet: gdoc , PDF Slides Recording |
| Session #3 Choose one: 1/26, 2/7, 3/9, 3/28, or indep. | Peer Mentoring: Join the session of your choice to give/receive feedback on conduction effective instructional planning conversations with a colleague -or- complete the cycle independently with another returning mentor. | Asynchronous work Packet: gdoc , PDF Slides Recordings: 1/26 |
| Session #4 Choose one: 2/7, 3/9, 3/28, or indep. | Peer Mentoring: Join the session of your choice to give/receive feedback on conduction effective instructional planning conversations with a colleague -or- complete the cycle independently with another returning mentor. | |
| All-Mentor Forum Tue 5/2 am/pm -or- Thu 5/4 | With both Foundational and Returning mentors, identify successes and learnings from the year and also share perspectives to inform improvements for the coming year. | Asynchronous work Packet: gdoc , PDF Slides Recordings: Tue, Thu |

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Conducting Impactful Observation Cycles - [REGISTER HERE!](#)

In this series, you will learn how to support beginning teachers through observation cycles. You will gain proficiency in the use of coaching stems and language to facilitate beginning teacher analysis of observation data. We will provide examples of mentor practice (through videos of real mentoring conversations and completed tools) and provide ample time for your own reflection and practice. Mentors will be asked to schedule and start a full observation cycle with their mentee between sessions 1 & 2. **The outcomes for this Sustaining series are:**

- *Mentors use processes & tools to support beginning Ts through observation cycles.*
- *Mentors know & use coaching stems & language to facilitate beginning T analysis of observation data.*

([NTS MPS 5.1](#))

| Session | Description | Links |
|---|---|--|
| Session #1 Tue 10/4 | Use the Pre-Observation Cycle tool to prepare for an upcoming observation cycle with your mentee. Consider how you will use coaching stems & language to facilitate the mentee's reflection and growth. Prepare to collect low-inference observation data using the scripting or seating chart tools. | Asynchronous work Packet: gdoc, PDF Slides Recording |
| Session #2 Tue 11/8 | Reflect on your completed pre-observation conversation and observation data collection with your mentee. Prepare for an effective post-observation conversation that aligns to the mentee's observation focus and grounds reflection in the low-inference data collected. Consider how you will use coaching stems & language to facilitate the mentee's reflection & growth. | Asynchronous work Packet: gdoc, PDF Slides Recording |
| Session #3 Choose one: 1/26, 2/7, 3/9, 3/28, or indep. | Peer Mentoring: Join the session of your choice to give/receive feedback on conducting effective observation cycles with a colleague -or- complete the cycle independently with another returning mentor. | Asynchronous work Packet: gdoc , PDF Slides Recordings: 1/26 |
| Session #4 Choose one: 2/7, 3/9, 3/28, or indep. | Peer Mentoring: Join the session of your choice to give/receive feedback on conducting effective observation cycles with a colleague -or- complete the cycle independently with another returning mentor. | |
| All Mentor Forum Tue 5/2 am/pm -or- Thu 5/4 | With both Foundational and Returning mentors, identify successes and learnings from the year and also share perspectives to inform improvements for the coming year. | Asynchronous work Packet: gdoc, PDF Slides Recordings: Tue, Thu |

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Using the Induction ILP to Guide Mentoring - [REGISTER HERE!](#)

In this series, you will learn and practice how to use the Induction Individualized Learning Plan (ILP) as a tool for facilitating focused, evidence-based instructional coaching. You will see and reflect upon examples of mentors facilitating ILP-focused conversations (i.e the process) and completed ILP documents (i.e. the products). **The outcomes for this Sustaining series are:**

- *Mentors (and teachers) have goal-setting and reflection conversations that include co-assessment grounded in data and artifacts of practice.*
- *Mentors (and teachers) establish ILP goals as a sustained focus for the semester, guiding engagement in high leverage mentoring activities.*
- *Mentors understand the ILP as a guided template for how to do focused, evidence-based instructional coaching (Process & Deliverable)*
 - *Use coaching language and stances to facilitate teacher learning and growth through the ILP process*
 - *Mentors (and teachers) document ILP conversations in real time*

([NTS MPS 5.4](#))

| Session | Description | Links |
|---|--|--|
| Session #1 Thu 9/29 | Understand the steps of the ILP process & have a plan/calendar Be ready to start the fall inquiry with a clear, data-informed focus | Asynchronous work Packet: gdoc, PDF Slides Recording |
| Session #2 Tue 10/25 | Maintain a strong connection between your mentee's ILP goal/inquiry focus, the action plan, and the artifact analysis Prepare to identify and collect evidence of progress related to the teacher's ILP goal/inquiry Prepare to use coaching language and stances to facilitate evidence-based reflection on the teacher's progress toward their ILP goal/inquiry while capturing ILP notes in real time | Asynchronous work Packet Slides Recording |
| Session #3 Tue 1/10 | Have reflected on your own process through the Fall Inquiry Cycle (and make appropriate course corrections for the spring) Be clear about the process by which your ILP will be scored Be ready to facilitate the mid-year reflection conversation | Asynchronous work Packet: gdoc, PDF Slides Recording |
| Session #4 Choose one: 1/26, 2/7, 3/9, 3/28, or indep. | Peer Mentoring: Join the session of your choice to give/receive feedback on using the ILP to guide mentoring with a colleague -or- complete the cycle independently with another returning mentor. | Asynchronous work Packet: gdoc , PDF Slides Recordings: 1/26 |
| All-Mentor Forum Tue 5/2 am/pm -or- Thu 5/4 | With both Foundational and Returning mentors, identify successes and learnings from the year and also share perspectives to inform improvements for the coming year. | Asynchronous work Packet: gdoc, PDF Slides Recordings: Tue, Thu |

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[OPTIONAL] Individual Bonus Sessions - [REGISTER HERE!](#)

The sessions below are all optional, individual sessions that any mentor may attend, due to need or interest, as part of our continued efforts to offer differentiated mentor professional learning based on teacher and mentor feedback. There is one registration form to sign up for up to two session(s).

| Session | Description | Links |
|-----------|---|---|
| Thu 9/15 | <p>Support Session for TEP/Intern Mentors How can we best support Teachers with Emergency Permits (TEP) and/or Interns? Join this session to discuss the specific needs of TEPs and Interns and how mentoring can support them to not only improve their practice and impact on student learning, but also support them on their credentialing journey.</p> | <p>Slides Recording</p> |
| Tue 10/11 | <p>Supporting Teacher Wellness (Stress Resilience) Through a somatic-based process, learn to identify your own stressors along the human function curve (HFC). Unpack how stress manifests in your body, behavior, and communication, as well as tools you can use to positively support yourself and by extension the folks you are mentoring.</p> | <p>Somatic Practices: Body Brushing & Breathe and Bloom</p> |
| Thu 10/13 | <p>Mentoring in Special Education: Balancing Case Management and Instructional Practice Special Educators have the unique responsibility of both developing and implementing IEPs! Come share & borrow ideas about how to maintain focus on teaching & learning while ensuring your SpEd Teacher Mentee also has the support they need to be an effective Case Manager.</p> | <p>Packet: gdoc, PDF Slides Recording</p> |
| Thu 11/3 | <p>Mentoring for Inclusion in the GenEd Environment 1 of every 6 students in OUSD has an IEP. Many more have disabilities supported through a 504 Plan. Neurodiversity is expected! Come workshop ways to mentor new teachers toward more inclusive mindsets and skill sets to support all learners.</p> | <p>Packet: gdoc, PDF Slides Recording</p> |
| Tue 1/31 | <p>Supporting Strong Analysis of Student Learning Mentors will explore processes & tools to support beginning teachers in analyzing student learning while using coaching stems & language to surface beginning teacher knowledge and skill around analyzing student learning.</p> | <p>Packet: gdoc, PDF Slides Recording</p> |
| Thu 2/16 | <p>Supporting Teacher Wellness (Connected Communication) Participants will explore the ways in which stress leads to ruptures in communication. This session introduces the power of "Connected Communication," the practice of communication that builds bridges and not barriers with a particular focus on communication between mentor and mentee.</p> | |

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