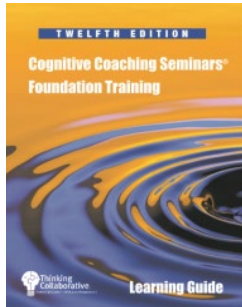




HESD Induction Mentor Training:

As a general practice, the induction program director provides all mentor training. The director is trained in cognitive coaching who continues to professionally develop skills by attending sessions and refining best practices in coaching and mentoring knowledge in order to develop, refine, and extend the program's mentoring approaches and effectiveness.

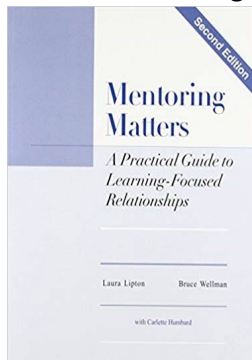
1. Cognitive Coaching Seminars-Foundation Training:



"A person's thinking is more important than the actual event, since the event happens only once, but how he thinks about it repeats again and again in his heart and mind and is shared over and over again with himself and others." --Orrin Woodward

Cognitive Coaching presumes that teaching is a professional act and that coaches support teacher in becoming more resourceful. It is unique in that it is not intended to change overt behaviors; instead, it attends to the internal thought processes of teaching as a way to improve learning. Cognitive Coaching is not giving advice or solving other people's problems. Is it a nonjudgmental process of mediation applied to those human encounters, events, and circumstances that can be opportunities to enhance one's own and others' resourcefulness.

2. Mentoring Matters: A Practical guide to Learning-Focused Relationships, 2nd



An invaluable reference for mentors of beginning teachers, this guide offers structures, strategies and tools for developing expertise in teaching. Sections include specific information about the mentor's role, the needs of beginning teachers and the attributes of effective mentor-protégé relationships. Tips for maximizing time and attention, an extensive resource section and blackline masters to support developmental interactions make this book a must-have for mentors.

Laura Lipton & Bruce Wellman; with Carlette Humbar; Charlotte, VT: MiraVia, LLC, Copyright 2001

Training Approaches:

- Develop skills for guiding conversations to increase teachers' readiness and abilities to think deeply about their instructional choices and how they affect their students' learning.
- Learning-focused, standards-based and data-driven.
- Use of the Continuum of Interaction for navigating between calibrating, consulting, collaborating, and coaching.
- Conversation structures and communication tools that increase the quality, clarity and efficiency of teacher-supervisor interactions.
- Third Point
- Maintaining productive collegial relationships that are growth-promoting and learning-focused
- Differentiating approaches for working with novice to more expert teachers
- Enhancing teachers' capacities to self-access, establish goals and reflect on student learning and their own teaching practices.



HESD Induction Mentor Training:

- Directing conversations for addressing low student performance and the need for expanding teaching repertoire.

3. Adult Learning Theory-Andragogy-of Malcolm Knowles

Knowles' five assumptions of adult learners and the four principles of andragogy. Malcolm Shepherd Knowles, an American educator known for the term "Andragogy", in regards to adult learning. Andragogy is the approaches one should take when teaching or working with adult learners.

Reference:

<https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

Training Approaches: Research presentation/reading to engage mentors in appropriate understanding of how adult learners must interact with new learning. Ongoing use of resources linked to the site to stimulate conversation and problem solving with actual mentor experiences.

4. Roles and Responsibilities, Action Research, Program Components and Expectations

Training Approaches: Orientation, ongoing training, mentor collaboration through appreciative inquiry and problem solving. In addition to these sessions, all mentors attend the program Induction New Teacher Networks with their candidates. **Mentors are involved in the program planning for implementation and effectiveness, to the candidate training, ILP implementation, support, and assessment of candidate competency.**

[Mentor Orientation Agenda](#)



[Induction Mentors Collaboration/Mentor trainings calendar](#)



Hanford Elementary School District
Induction Program

INDUCTION PLANNING

August 12, 2019

1. Welcome
2. Office 365 – new website platform: Finalsite
 - Update planned for end of October 2019
3. Induction Mentor Document Library
 - Goals
 - PD Planning
4. Individual Learning Plan
-   5. Induction Mentor Letter of Commitment
6. Candidate/Mentor Contact Log
 - Trimester 1 minimum hours: 11 Signed logs due: November 1
 - Trimester 2 minimum hours: 12 Signed logs due: February 28
 - Trimester 3 minimum hours: 10 Signed logs due: May 22
 - Total of 33 hours needed for university credit purchase
7. New Teacher Networks
 - RSVP by August 30
 - Microsoft forms
8. Year 1 Induction Orientation – August 15th @ 3:30-5:00 in TRC
 - PPT presentation
9. Year 2 Launch – August 22nd @ 3:30-5:00 in TRC
 - PPT presentation
10. Veteran Observations
 - Procedure/Email Templates
11. Advisement Status
 - Plan of Action Procedure/Email Templates
12. CTC Documents
 - Pre-Conditions
 - Program Standards

	DEPARTMENT STAFF MEETINGS	INDUCTION COACHES COLLABORATION AND *MENTOR TRAININGS	INDUCTION MEETINGS	C & I MEETINGS	C, I, & PD PLANNING	INSTRUCTIONAL CABINET MEETINGS
	Fridays Various Times as Listed	Wednesdays 1:30 – 3:30 p.m.	Wednesdays 1:30 – 3:30 p.m.	Fridays 2:00 – 3:30 p.m.	Tuesdays 1:30 – 3:30 p.m.	Thursdays 2:00-4:30
	Carlton, Charles, Chavez, Colvard, Darpli, DeCuir, Fagundes, Gallegos, Gomez, Graham, Guilbeau, Hernandez, Johnson, Maline, Noble, Rubalcava, Stone, Velo,	Graham & Stone Collaboration Colvard, Graham, Stone *Mentor Trainings	Charles, Colvard, Graham, Gomez, Rubalcava, Stone	Colvard, Darpli, DeCuir, Gallegos, Gomez, Guilbeau, Johnson, Noble, Rubalcava, Velo Carlton (As available)	Carlton, Colvard, Gallegos, Gomez, Johnson, Rubalcava	Carlton, Colvard, Gallegos, Gomez, Johnson, Rubalcava Gabler, Martinez, McConnell (Site Leadership Teams)
	DO: Board Room	TRC: Curriculum & Induction Office	Curriculum & Induction Office	DO: C & I Office	DO: C & I Office	Board Room
July	~	~	~	~	~	~
August	8/9 (9:00 a.m.) Opening Faculty Meeting	8/12 (planning) 8/14 * 8/21	8/9 (Friday 1:30-3:30)	~	~	8/1* TRC
September	~	9/25 *	9/18	9/27	9/12*	9/26
October	~	10/23	10/16	11/1	10/15	10/31
November	11/15 2:00-3:30 (videos)	11/6 *	11/20	11/22	11/5	11/21
December	~	~	~	~	~	~
January	~	1/22	1/29	~	1/14	1/30
February	~	2/26 *	2/19	2/28	2/11	2/27
March	~	3/25	3/18	3/27	3/10	3/26
April	~	4/15 *	4/29	5/1	4/14	4/30
May	~	5/27 (planning)	5/13	5/29	5/12	5/28
June	~	~	~	~	~	~