

**Framework:** The two day training is modeled to follow The Stages of a Teacher’s First Year as described by Ellen Moir: Anticipation, Survival, Disillusionment, Rejuvenation, and Reflection. Working through these phases, mentors will be aware of potential challenges for their interns as well as strategies for support. Mentors will also work through three models of mentoring: Consulting, Coaching, and Collaboration. Each model demonstrates different ways that mentors support the needs of their interns. As mentors practice each model, they will become familiar with the TPE and TPA expectations, practice using Understanding by Design, begin brainstorming specific goals and supports for their intern, and learn to use technological tools such as video and online document sharing.

**Day One**

***Anticipation:***

***8am***

Overview of the day’s agenda and icebreaker activity  
Set norms for working together

***9am***

Explore assumptions about mentoring and intern teachers  
Overview of Magnolia TIP expectations and goals as mentors

***Survival:***

***10am***

Chapter 1 from *Mentoring Matters*: What does it mean to support and challenge an intern while helping them develop a vision of themselves as an educator?

***11am***

Teaching Performance Expectations & Teacher Performance Assessment Tasks: What are they?  
Intern and Mentor Schedule: When are courses, observations, meetings throughout the year?  
How will mentors support TPE, TPA, and coursework expectations?

***12pm*** Lunch together

***Disillusionment:***

***1pm***

Technological Tools: How to use video cameras for observations and Google Docs to track work, meetings, goals, and notes

***2pm***

Review Mentor Communication Skills Rubric--view sample mentor conversations  
What does it mean to be in a “Consulting” role with your intern?

***3pm***

Role play: Use the Intern School Preparation Checklist. *Mentors consulting with their “Intern” to set goals and plan the 8 meetings to take place before school begins.* Use the Mentor Communication Skills Rubric to analyze and reflect upon the video taped role play.

**4pm**

Wrap up: reflections on the day, action steps for tomorrow, exit card feedback

**Day Two:**

**Rejuvenation:**

**8am**

Icebreaker and review of day's agenda

How to use *Understanding by Design*

What does it mean to be in a “Collaborative” role with your intern?

**9am**

Role Play: *Mentors collaborating with their “Intern” to plan a unit or lesson using Understanding by Design.* Use the Mentor Communication Skills Rubric to analyze and reflect upon the video-taped role play.

**10am**

What does it mean to be in “Coaching Role” with your intern?

How does one facilitate a Practicum Group Meeting?

**11am**

Role Play: *Mentors facilitate a Practicum Group Meeting in small groups.*

**12pm**

Lunch together

**Reflection:**

**1pm-2pm**

Review Intern/Mentor Classroom Observation Protocol

Role Play: Watch sample classroom lesson. *Mentors facilitate reflective conversation with “intern” about the classroom lesson.* Use the Mentor Communication Skills Rubric to analyze and reflect upon the video-taped role play.

**Anticipation:**

**3pm**

Developing professional vision and Letter of Introduction to intern.

**4pm**

Wrap up: reflections on the day, action steps for tomorrow, exit card feedback