

COMPREHENSIVE MENTORING PROGRAMS for New Teachers

Models of Induction and Support

SECOND EDITION



SUSAN VILLANI
Foreword by Charlotte Danielson

Comprehensive Mentoring Programs For New Teachers Models Of Induction And Support

Susan Villani



Comprehensive Mentoring Programs For New Teachers Models Of Induction And Support:

Comprehensive Mentoring Programs for New Teachers Susan Villani, 2009-06-17 This updated edition presents 18 successful real world programs 5 factors for developing a comprehensive mentoring initiative and new material for mentoring special education math and science teachers *Mentoring Programs for New Teachers* Susan Villani, 2002 Foreword by Charlotte Danielson All the information administrators and teacher leaders need to get started on the right mentoring model The value of mentoring programs for teacher training and retention is widely recognized but which program should you choose for your school or LEA s unique mix of teachers and goals And how should you begin Mentoring expert Susan Villani offers a number of ways in which schools teacher associations institutions of higher education educational collaboratives and state departments of education can support teachers with the right mentoring program at the right time Topics include Inducting new teachers Continuing professional development programme design District funded programmes Peer Assistance and Review programmes State funded programmes Grant and alternative funded programs all presented in a straightforward and accessible style *Mentoring Programs for New Teachers* is a great first step in establishing a mentoring program that will affect hiring orientation teacher effectiveness and staff morale for the better

Comprehensive Mentoring Programs for New Teachers Susan Villani, 2009-06-17 The author has done an excellent job of highlighting the key aspects of a comprehensive induction program and offers rich examples across urban rural and suburban setting Anyone interested in developing induction programs that both support and accelerate beginning teacher development should read this book Ellen Moir Executive Director New Teacher Center University of California Santa Cruz State level policy makers can take a positive step forward by providing every district and school leader with a copy of this book Expertly organized and written Villani s work provides answers to school leaders key questions regarding establishing a comprehensive induction mentoring program Readers will keep the book within reach as a most valued resource Stephanie Hirsch Executive Director National Staff Development Council A significant addition to the literature on mentoring in the education profession This book provides various models of comprehensive programs implemented in school districts around the country and confirms the importance of mentoring to retain teachers maintain consistency in academic programming and develop a culture of continuous improvement in professional practice Gail Connelly Executive Director National Association of Elementary School Principals Susan Villani presents comprehensive mentoring programs as catalysts for school improvement and reflective practice With a wealth of tools and models for establishing effective programs this book addresses cultural competence peer coaching and retention of math science and special education teachers Villani s framework will strengthen professional learning communities and improve the effectiveness of our most valuable resource teachers Mary Forte Hayes Executive Director Massachusetts Association for Supervision and Curriculum Development Establish a quality comprehensive mentoring program and improve teacher retention rates This updated edition of *Mentoring*

Programs for New Teachers outlines mentors roles mentor preparation and the ways comprehensive mentoring programs support new teachers and educators Readers will find Descriptions of 18 successful real world comprehensive mentoring programs on the state district regional and national level A list of 5 factors to consider when developing a comprehensive mentoring initiative A rubric based on seven components of comprehensive mentoring programs New material for supporting special education math and science teachers Resources to use in program development or revision Mentoring and Induction Programs That Support New Principals Susan Villani, 2005-06-28 This insightful resource examines how well new principals are prepared and supported reviews numerous model programs and offers innovative solutions to develop a mentoring or induction program **Cultivating High-Quality Teaching Through Induction and Mentoring** Carol A. Bartell, 2004-08-14 Develop induction programs that focus on improved practice rather than just survival skills All beginning teachers face significant challenges during their induction into the teaching profession This book provides a cogent thoughtful and practical guide to working in the areas of teacher induction and mentoring and is a must read for academics program developers and practitioners alike Sandra Odell Professor University of Nevada Las Vegas Bartell argues that induction is about more than retaining teachers It is about helping all teachers become more professional and better at what they do and most important it is about improving student learning From the Foreword by Linda Darling Hammond Charles E. Ducommun Professor of Education Stanford University The first few years of teaching are the most challenging During these years teachers are most likely to become discouraged and disillusioned Yet these early years are also the time when teachers establish practices that last throughout their careers Cultivating High Quality Teaching Through Induction and Mentoring focuses on new teachers needs while emphasizing high quality teaching through the use of standards based teaching teacher assessments and reflective practice Through extensive research Carol Bartell has identified the critical elements in shaping induction policies that lead to teacher retention and improved student achievement Because teachers begin with different levels of preparation Bartell addresses how to adjust programs to meet differing needs in a variety of school contexts Bridging the gap between knowledge and practice this handbook includes A description of the challenges that new teachers face The key elements of an effective induction plan The role of mentoring in a successful induction program Information on induction in the most challenging setting urban schools Models and approaches to assessment during the induction period Throughout this book emphasizes a developmental approach to encouraging teachers to a higher level of practice that extends beyond the usual survival skills Don't just prepare teachers to teach prepare them to teach better *Teaching Matters Most* Thomas M. McCann, Alan C. Jones, Gail A. Aronoff, 2012-06-06 A laser beam focus on improving instruction to improve learning If we want to change how students write compute and think then teachers must transform the old assign and assess model into engaging coherent and rigorous instruction The authors show school leaders how to make this happen amidst myriad distractions initiatives and interruptions Unlike other books that stop at evaluating teachers and instruction

this work demonstrates how to grow schools instructional capacities with a three step process that involves Envisioning what good teaching looks like Measuring the quality of current instruction against this standard Working relentlessly to move the quality of instruction closer and closer to the ideal

Handbook of Research on Professional Development for Quality Teaching and Learning Petty, Teresa,Good, Amy,Putman, S. Michael,2016-06-16 As educational standards continue to transform it has become essential for educators and pre service teachers to receive the support and training necessary to effectively instruct their students and meet societal expectations However there is not a clear consensus on what constitutes teacher effectiveness and quality within the education realm The Handbook of Research on Professional Development for Quality Teaching and Learning provides theoretical perspectives and empirical research on educator preparation and methods for enhancing the teaching process Focusing on teacher effectiveness and support provided to current and pre service educators this publication is a comprehensive reference source for practitioners researchers policy makers graduate students and university faculty

The BEST Experience Implementation Guide: Teacher Induction and Mentoring ,
Collaborative Coaching: Coach's Guide Susan Villani,Kathy Dunne,2012-01-01 Collaborative coaching is a process to enhance intentional practice and improve student learning and achievement Building upon a foundation of mutual respect and inquiry coaches support growth by asking questions that promote reflection and in so doing they also learn about their own practice This guide provides an overview of mindsets and skill sets essential to a successful coaching process Susan Villani and Kathy Dunne provide practical information and effective strategies from the perspective of the coach on topics such as Dimensions of Success The Coaching Cycle Norms of Collaboration Data Gathering A Continuum of Coaching Behaviors A critically important resource in an era where teacher supervision evaluation is in the process of being transformed

Teacher Mentoring and Induction Hal Portner,2005-04-27 In this groundbreaking work Harry K Wong Laura Lipton Bruce Wellman and other top names in the field examine how successful mentoring and induction programs are developed and demonstrate how they can be replicated

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