

## Defined Units Related to WA-WM Mentoring Program

Revised 10/11/05

**0.5 unit** – Attendance at six 2-hour Support Seminars held throughout the school year will be required of all new/initial educators, earning them 0.5 professional development unit. Two of the seminars feature topics for which attendance is mandatory; the remaining four topics may be selected from a “bank of topics” by the attendees.

**0.5 unit** – Attendees at six 2-hour Support Seminars held throughout the school year can earn an additional 0.5 units with the development of one project related to any one of the seminars. Each project must provide documented evidence of implementation in the classroom.

**1.0 unit** – Attendees at six 2-hour Support Seminars held throughout the school year can earn an additional 1.5 professional development units with the development of two separate projects related to any two of the seminars. Each project must provide documented evidence of implementation in the classroom.

**1.0 unit** - Ongoing Orientation Guides (OOGs) will earn 1.0 professional development unit for providing ongoing assistance to one new/initial educator *in their building* during the course of the school year. An OOG will be responsible for orienting the new/initial educator on topics relevant to effective teaching, many which are described in The First Days of School by Harry K. and Rosemary T. Wong. An OOG will be required to attend one 2-hour training session prior to the beginning of the school year. Topics which have been discussed will be recorded monthly on the Ongoing Collaborative Log. Meeting times between OOGs and new/initial educators are flexible, but should minimally total one hour per month.

**1.0 units** – Facilitating a three hour support seminar for new and initial educators on a designated date during the school year will earn 1.0 professional development unit. Seminar facilitators will be required to follow a planning outline that incorporates the ten standards for teaching and uses content that builds upon recent initiatives/practices followed within the District. The text Why Didn't I Learn This in College will be a resource book for participants.

**1.0 units** – Highly Qualified Mentors are expected to participate in formal Mentor training (i.e., District sponsored, Sally Ride course, an equivalent university level mentoring class or a DPI approved training) that includes training in peer coaching, develop a collegial relationship with their mentee and through that relationship provide ongoing support, guidance, and counsel relative to 'best practice' instruction. The Mentor is expected to participate in District scheduled Initial Educator Seminars with the initial educator and conference with the initial educator as needed during the school year, and will earn 1.0 professional development unit for meeting these requirements.

**1.0 units** - Highly Qualified Mentors may choose to earn 1.0 professional development unit by completing four observations that could include formal observation/post conferencing, modeling a lesson/post conferencing, coaching through team teaching/conferencing, participating in a joint observation in a third location/conferencing. The purpose of these visits is to provide an opportunity to coach best practice on discreet skill development. A brief training on how to conduct a classroom observation is included in the Mentor Training class and is part of this unit.