



Customized Coaching and Mentoring



Overview



The challenge that many institutions face is having the ability to provide educators with the support necessary to successfully implement new instructional tools and strategies. Although educators may attend various workshops and training sessions over the course of a year, the skills learned in these sessions are often never implemented due to lack of time, understanding, and practice. Educators need ongoing coaching and mentoring in order to truly develop new skills and instructional strategies for classroom use.



What Vantage Learning Will Do:

During these customized training sessions, a Vantage Learning Literacy Specialist will work with teachers, in real time, to assist in the effective integration of MY Access!® into the writing curriculum.

The coaching and mentoring process provides teachers with immediate feedback, topics for discussion, and opportunities for reflection. This process engenders collaboration, helps build capacity, and encourages teachers to share their knowledge with others. Teachers will develop best practices using research-based writing instruction in conjunction with the MY Access!® writing program.

Each coaching and mentoring session is tailored to a teacher's unique needs and learning style. The educator can develop a specific subject and/or instructional strategy that will focus on a topic of their choice, creating a significantly customized learning experience.

Dynamic Professional Development Plan:

Districts may choose from the following coaching and mentoring options:

1. OPTION A: Team-Taught Demonstration Lesson with Teacher Observers

This option requires teachers and Vantage's Literacy Specialist to collaborate on a lesson that will be shared with other teacher observers, analyzed, and debriefed. The sequence of activities is as follows:

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- a. Planning Conference
 - i. Identify which area of writing instruction teachers are striving to improve.
 - ii. Develop lesson plans for one or more class sessions that describe the goals and outcomes of the lesson and the instructional strategies used to achieve the outcomes.
 - iii. Design methods of monitoring student performance as indicators of their learning.
 - iv. Determine how to structure the lesson collaboratively and maximize assistance for teachers.
- b. Demonstration Lesson
 - i. Teachers are invited to observe lessons and note the instructional techniques and methods of assessment.
- c. Post-Conference Debriefing
 - i. Reflect on the success of the lesson.
 - ii. Discuss key concepts learned through the experience.
 - iii. Discuss how these concepts or insights could be applied to future lessons.

2. OPTION B: Team-Taught Demonstration Lesson (1.5 hours/individual—not to exceed 4 individuals)

During this session, the Vantage Literacy Specialist and classroom teacher will collaborate, deliver, and debrief lessons that will be team-taught in the classroom. The sequence of activities is the same as those outlined for Option A.

3. OPTION C: Group Collaborative Session: (3 or 6 hours—one or more grade levels or subject areas)

During this session, the Vantage Literacy Specialist and classroom teachers may:

- a. Develop instructional methodology for writing and/or build curricula that include goals, outcomes, and instructional strategies for using MY Access!® to support standards and curricular objectives.
- b. Design methods of monitoring and evaluating student performance as indicators of their learning.

4. OPTION D: One-on-One Collaborative Session: (1 hour/individual—not to exceed 6 individuals for one or more grade levels or subject areas)

During these sessions, the Vantage Literacy Specialist and each teacher may:

- a. Develop instructional methodology for writing and/or build curricula that include goals, outcomes, and instructional strategies for using MY Access!® to support standards and curricular objectives.
- b. Design methods of monitoring and evaluating student performance as indicators of their learning.

5. OPTION E: Teacher Observation/ Debriefing Session (1 hour/individual—not to exceed 6 individuals)

During these sessions, the Vantage Literacy Specialist will observe a teacher-taught lesson, followed by a reflective debriefing of the lesson and discussion of “next steps” for continued instruction and evaluation. The sequence of activities is the same as those outlined for Option A.