BEGINNING TEACHERS ARE ADULTS, SO MENTORING MUST LEVERAGE THEIR ABILITY TO BE SELF-DIRECTED, INTERNALLY MOTIVATED, RESPONSIBLE, AND ABLE TO USE PRIOR EXPERIENCES AS A TEMPLATE FOR LEARNING.

01 ADULT LEARNING
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02 MENTOR-MENTEE DYAD
AUTHENTIC AND STRONG MENTOR-MENTEE RELATIONSHIPS SHOULD BE FULFILLING AND BENEFICIAL FOR BOTH MEMBERS OF THE DUO.

03 HIGH-LEVERAGE TEACHING PRACTICES
HIGH-LEVERAGE TEACHING PRACTICES TRANSCEND SUBJECT-MATTER OR GRADE LEVEL AND IMPROVE STUDENTS’ SOCIO-EMOTIONAL AND CONTENT KNOWLEDGE—as well as advance beginning teachers’ effectiveness.

04 BEST PRACTICES IN MENTORING
EVERY BEGINNING TEACHER NEEDS A MENTOR WHO EXHIBITS EVIDENCE-BASED IDEAS AND QUALITIES OF EFFECTIVENESS.

05 COACHING BEGINNING TEACHERS
TO IMPROVE INSTRUCTIONAL PRACTICES AND STUDENT OUTCOMES, EVERY BEGINNING TEACHER NEEDS A COACH WHO PROMOTES TEACHER DEVELOPMENT AND A GROWTH MINDSET.

06 ONLINE MENTORING
MENTORING IS NOT BOUND BY FACE-TO-FACE INTERACTIONS. ONE SOLUTION GAINING MORE TRACTION: MENTORS HELPING THEIR PROTÉGÉS ONLINE.

07 PERFORMANCE MANAGEMENT
THE MANAGEMENT OF BEGINNING TEACHERS’ PERFORMANCE MUST BE GOAL-ORIENTED, MEASURABLE, COLLABORATIVE, SPECIFIC, ACTIONABLE, ROUTINE, AND CONFIDENTIAL.

MCA CURRICULUM: 7 MODULES
SYNOPSIS: SCOPE & SEQUENCE
EACH MODULE IS FORMATTED IN THE L.E.A.D.E.R.® MODEL
STANDARDS: TEXAS TEACHER EVALUATION AND SUPPORT SYSTEM (T-TESS)