Kansas Mentor and Induction Center’s Professional Learning Series (PLS) is a targeted professional development series designed to advance the skills, abilities, and knowledge of mentors and coaches with limited release time. The series ensures that experienced teachers become even more effective in their skills in advancing the practice of new teachers, ultimately helping to improve student learning.

PLS Year 1 is grounded in The New Teacher Center’s (NTC) Formative Assessment and Support (FAS) system and provides a sequenced curriculum that develops foundational mentoring knowledge and skills by using a selection of tools, protocols and resources. As PLS builds a community of learners who support each other’s growth, accompanying Field Guides, customized for program leaders, mentors and beginning teachers, act as required materials.

**PLS Year 1, Mentoring for Effective Instruction**, comprises four, two-day sessions over the course of one year.

*Instructional Mentoring*
Introduces mentoring language, skills, and a key tool and process for collaboratively assessing and supporting teaching practice.

*Observing and Conferencing*
Teaches mentors and coaches how to collect and collaboratively analyze observation data that is aligned with professional teaching standards.

*Using Data to Inform Instruction*
Leads mentors and coaches through the process of analyzing student work in order to differentiate instruction and reach all learners.

*Designing Effective Instruction*
Advances mentoring skills necessary to guide beginning teachers in planning standards-based, differentiated instruction that engages students and advances learning.
First-year teaching is a difficult challenge. Equally challenging is figuring out ways to support and assist beginning teachers as they enter the profession. In the 1990s, as director of the Santa Cruz New Teacher Project and Executive Director of the New Teacher Center at UC Santa Cruz, Ellen Moir and colleagues noted a number of phases in the development of new teachers during their first year. While not every new teacher goes through this exact sequence, Ms. Moir, now CEO of New Teacher Center, believes these phases are very useful in helping everyone involved—administrators, other support personnel, and teacher education faculty—in the process of supporting new teachers. These teachers move through several phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection, then back to anticipation.

KMIC’s Professional Learning Series Year 1, *Mentoring for Effective Instruction*, guides mentors in supporting teachers during their crucial first year. The topics are specifically targeted to the development of new teachers.

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<th>Kansas Mentor &amp; Induction Center Professional Learning Series, Year 1 2016-2017</th>
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<td>August 1-2</td>
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<td>Designing Effective Instruction</td>
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**For information on becoming a member district, contact KMIC.**

Kansas Mentor and Induction Center partners with school districts to provide a system for high quality professional development for mentors of new teachers to encourage teacher retention and develop quality educators for enhanced student achievement in Kansas schools.

**Quality Mentors + Quality Educators = Student Success**

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