



## *Quick Tip*

### Meeting the Required Hours

Suggestions for how Mentors and Beginning Teachers can meet the minimum requirement for 10 contact hours per module can include:

- 1:1 meetings focused on the module process
- 1:1 /small group meetings to discuss school procedures, policies, grade level /department expectations
- Small group meetings to discuss TEAM policies, Mentor Module Guidelines, the Common Core of Teaching and CCT Performance Profiles
- Small group meetings to discuss a shared reading of a professional book, article or online resource relative to module development
- Attendance at school-based relevant Professional Development activities that include focused conversations around the module process
- Attendance at externally offered Professional Development activities (workshops, conferences, seminars) that provide resources for module development
- Email communications that may include questions, draft ideas, suggested resources etc., that may lead to module development
- Video chatting (Skype, Oovoo etc.) focusing on module development i.e. discussions about the CCT Performance Profile, The Professional Growth Action Plan, Implementation of Selected Activities etc.
- Collaborative planning to include the BT, mentor and supportive colleague(s) i.e. Speech and Language Professionals, Social Workers, Psychologists, Occupational/Physical Therapists, Special Education Teachers etc.
- Participation on grade level/school/district data teams to inform module development
- Guided classroom observations that may also include post observation discussions relevant to a selected module and indicator

Please note that the list above represents only some ways that Mentors and Beginning Teachers can use their time together to design, implement and monitor a module. Journaling about the outcome of all discussions will assist in documenting professional growth and lead to the development of a successful reflection paper.