



Module 1: Introduction to Mentoring

All Cohorts
June, 2019

Welcome! Choose any seat and make a name tag to wear and a table tent with your name on it to place in front of you.

Section start: 8:30

● **Duration:** 30 seconds

● **Facilitator says:** Welcome to the Mentor Training Course. We are delighted to have you and look forward to working with you during the course.

Mentor Training Goals

- Build strong relationships with mentees.
- Diagnose and prioritize mentees' strengths and areas for growth.
- Design and implement a coaching support plan to develop mentee knowledge and skills.
- Assess and deepen mentor content knowledge and content-specific pedagogy.



- **Duration:** 8 minutes
- **Facilitator says:** The goals for the Mentor Training Course appear on p. 3 of your packet. Each module contributes to the achievement of these goals. Your learning is spiraling over time so that you will deeply understand content and have the capacity to mentor mentees to implement fully and accurately the Louisiana curriculum and support student achievement of the standards.
- The first goal addresses building relationships with mentees. Mentors use the currency of strong relationships to develop the competence of their mentees. Through clear communication, partnership agreements, and commitment to maintaining trust, mentors and mentees develop a bond that allows them to have difficult conversations and work together to ensure the mentee becomes a competent, capable teacher.
- The second goal addresses the beginning step of the mentoring cycle. Mentors diagnose and prioritize a mentee's strengths and areas for improvement based on a wide variety of data collected in authentic situations. During this course, you will learn how to collect data, how to analyze the data, and how to develop goals for the mentee's development.

- The third goal of the Mentor Training Course focuses on developing a coaching plan to support the development of the mentee. Using the data collected and the goals established, together with the mentee, develops a plan that outlines how the mentor and mentee will achieve the mentee's goals for growth and development. You will also learn how to monitor and measure progress toward those goals using a variety of evidence including teaching practice and student work.
- Turn to a shoulder partner and identify the points under the goal that you are particularly interested in learning more about.
- **Facilitator does:** Brings the groups back together to proceed to the next goal.
- **Facilitator says:** The last goal is about your own teaching competency. The more the mentor knows, the more the mentee will know. The stronger a teacher the mentor is, the stronger a teacher the mentee will be. During this course you will have opportunities to develop a deeper understanding of your content and content-specific pedagogy to apply while you are working with your mentee, modeling best practices, and supporting student learning. In essence, mentors must be the best teachers they can be to support the development of the next generation of teachers. Over the course you will assess your strengths and areas of need as a mentor as well as add to your understanding of effective pedagogy and deepen your understanding of your content area.
- Take a moment to review the four course goals and note their priority to you as a learner in this course. Indicate which is your top priority, second, third, and fourth.
- Share your ranking with a shoulder partner and explain why.

Today's Agenda

- Welcome/Norms/Overview
- What is Mentoring?
- The Mentor Cycle
- Lunch
- Connection to Teacher Competencies & Assessments
- Build Relationship
- Closure/Reflection



●**Duration:** 1 minute

●**Facilitator says:** We will always start our time together by letting you know the day's agenda. Today we starting with an overview of the entire program. Then we will begin answering the questions, what is mentoring and what does it mean to be a mentor. We will do an overview of the Mentor Cycle which is what all our work will be grounded in. We will connect this work to the Teacher Competencies and the Assessments that are required as part of participation in this year-long training program. We will then begin learning about the first component of the Mentor Cycle, Build Relationship. This agenda can be found on page 3 of the handout.

Mutual Commitments

Make the learning meaningful.

Engage mentally and physically.

Notice opportunities to support the learning of others.

Take responsibility for your own learning.

Own the outcomes.

Respect the learning environment including use of technology.



● **Duration:** 4 minutes

● **Facilitator says:** When new teams of people come together, it is helpful for them to create some agreements to ensure safety, trust, and productivity within the group. While you may have heard the term “norms” before we would like to propose these more as mutual commitments for all our cohorts to live by as we learn together throughout our nine days. These are commitments we make to support each other’s learning. These can be found also on page 3 of your handout.

● The first is that we make the learning meaningful. By this we mean, that learning is a shared process owned both by the learning facilitator and the learner. Sometimes if we are examining a specific idea, you might need to add to the conversation the nuances, details, and adaptations to have the idea fit your unique context. When you choose to do that, learning becomes useful to you personally and you can enhance everyone’s learning.

● The second is engaging mentally and physically. Learning is exhausting. By focusing, attending, and maintaining attention, you will be able to maximize what you take away from this learning experience. We typically design opportunities for you to engage with different people throughout the learning process. When you do this your horizons and perspectives grow and you contribute positively to the learning of

others.

- The third is noticing opportunities to support the learning of others. We believe strongly in the social interaction theory of learning. Those of you who are Vygotskyians in the group will recognize that learning and language are inherently interdependent. We encourage you to use language to clarify your own thinking and that of others by actively contributing your voice to the learning process.

- The fourth is take responsibility for your own learning. You have been selected to participate in this training because you are a recognized master teacher. How you engage in this learning experience reflects your value of and commitment to continuous improvement and will manifest your beliefs about learning as an educators. Use this opportunity to take responsibility for learning, consider how your choices and actions demonstrate your professionalism, and commit to making the most of this experience for yourself, your school, your students, and the next generation of teachers you will develop.

- The fifth commitment is to own the outcomes. Make them yours. Embrace them as opportunities to stretch your own professional practice. Be committed not just to learn about them, but to practice them in your work beyond the training. Each of the outcomes we focus on will take practice, some more than others. Be committed to becoming proficient and masterful with each so that your are stretching your own expertise as an educator.

- The last commitment is to respect the learning environment. Simple things here that are often distracting. Monitor your use of technology and how it communicates where your priorities, attention are at any given moment. When you absolutely must respond to an emergency text, a call, or email, please do so discreetly and quickly away from your learning team. Otherwise keep your full attention on your learning, how you are learning, so that you and those around you are not distracted if your are shopping online, looking for a cool resource to use in your classroom, etc. You will have breaks morning and afternoon and at lunch to check in with the outside world. Also, please clean up your trash, share the space at the table, and respect the integrity of each other. Know that how you act here is a likely reflection of how you will interact with mentees so be asking yourself when you find yourself distracted or off focus what is causing that for you at that moment. Be willing to be open to learning about yourself as a learner and what that says about what you believe about learning from your experiences and behaviors as a learner in this course.

- Facilitator does:** Asks participants for a thumbs up regarding their willingness to keep these commitments. Remind them that we will review them often.

Module 1 Outcomes

- Know how the mentor roles, responsibilities, and expectations support mentors to set goals for their own learning based on a personalized assessment.
- Recognize the mentoring cycle as a support tool for developing mentees.
- Describe the Teacher Preparation Competencies as criteria for assessing mentors and mentees.
- Identify elements of a Partnership Agreement that supports relationship building with mentees.

- **Duration:** 2 minutes
- **Facilitator says:** Specifically in our learning today, you will focus on these outcomes to achieve the goals of the Mentor Training Course. Our primary focus is on understanding the range of supports mentors provide to mentees and where in the mentoring cycle decisions about the types of support are made. We will also provide you an opportunity to assess your own competence as a mentor using a set of attributes of effective mentors. We will introduce you to the Teacher Preparation Competencies that will serve as criteria for measuring mentee success. And lastly you will learn how partnership agreements are a valuable tool for establishing the parameters of your relationships with your mentees and others who support your work. These can be found on page 4 of your handouts.

Learning Teams

- Purpose: Create content- and level-alike learning teams to enhance individual and collective learning; support application of learning in practice; and provide opportunities for collaboration to deepen learning and to meet mentor distinction criteria.
- Group into learning teams of 6 by level and content.



Duration: 7 minutes

Facilitator says: We are now going to group you into learning teams. As you'll see our purpose is to create community, expand your perspectives, practice building relationships, and provide you a support system.

Without taking anything, please move to corners of the room. Each corner represents a level or grade of student you teach.

Facilitator does: Designates corners of the room by level/grade or subject and level (secondary universal only). For example, designate a k-1, 2-3, 4-5 for elementary cohorts; by level and discipline for those elementary teachers teaching only ELA or math; middle school, 9-10; and 11-12 for high school; and subject areas for secondary universal. After participants gather, move to each corner and create learning teams of approximately six-eight people, balancing the teams as much as possible, and have them choose a table to serve as their home base for the remainder of the day.

Facilitator says: Now that you have your team and a location, please move your belongings to your new home for today. Be sure to set up your table tent with your name on it at your new seat.

Prepare Your Team Introduction

- Prepare a two-minute team name and intro.
- Be Creative. Consider:
 - Commonalities
 - Years taught
 - Learning preferences
 - Recreational interests
 - Reasons for being an educator
 - Colleges/universities
 - Differences
- Be ready to share with whole group.



Duration: 20 minutes

Facilitator says: Now that you are together in a space, let's begin to form a sense of team. You will have 10 minutes to create a team introduction poster that tells others who is on your team and what your team is called. You'll see some information on the screen that you might want to include on your team's poster. Be creative in displaying the most important information we all should know about who you are as a team.

Facilitator does: Monitors time. Provides chart paper, markers, and tape for each team. When teams finish, take a photo of each team by its poster and note the names of people on the team. Give the team an expanding file pocket that include name tents for teams to use at each session.

● **Facilitator says:** Let's hear a few teams' introductions. If we don't get to your team's now, we will later today.

● **Facilitator does:** Designates several teams to introduce themselves now.



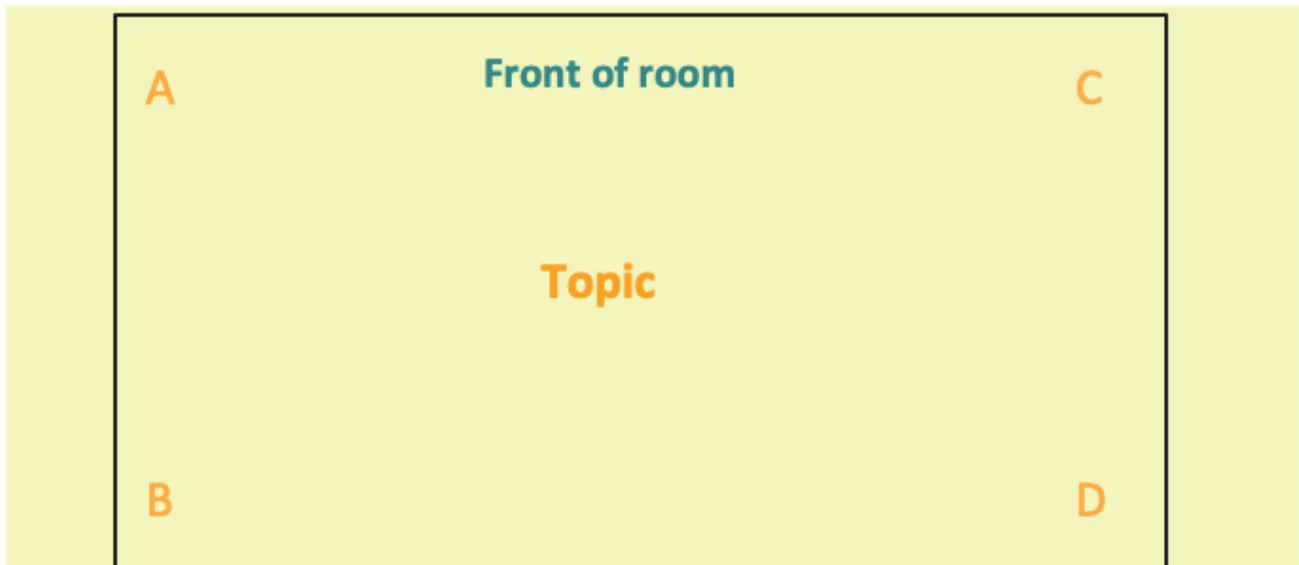
What is Mentoring?

Section start: 9:20

Duration: 30 seconds

Facilitator says: We will now jump into our content for today starting with answering the questions, What is Mentoring? And What is a mentor? To start off we are going to do a 4 corners activity that will help us set the stage and begin sharing ideas on what makes someone a successful mentor.

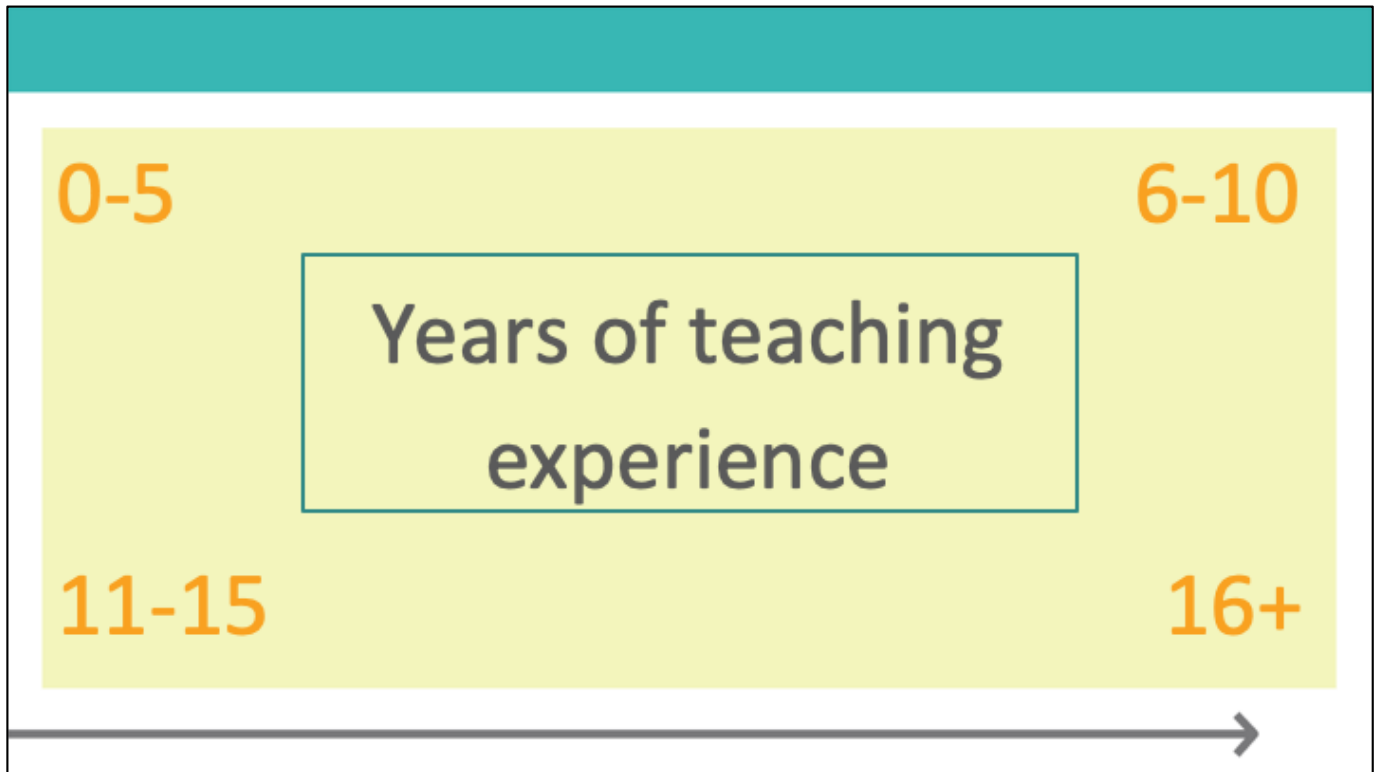
Four Corners



Duration: 2 minutes

Facilitator says: Here is how the activity will work. We will pose a topic with 4 possible responses. Each corner of the room represents one of the responses. You will move to the corner that best represents your response. Once in your corner, pair up with someone and introduce yourself. Then, look to the screen for the next question to discuss with your partner. We will repeat this process a few times. Any questions?

Facilitator does: Designate which corner will be A, B, C, and D.



Duration: 3 minutes

Facilitator says: Which corner best represents your answer to the following topic, Years of teaching experience. If you've been teaching 0-5 years you will move to corner A, 6-10 years you will move to corner C, 11-15 years will be in corner B, and 16 or more years will move to corner D. Remember when you get to your corner you will find a partner to pair up with, introduce yourselves, and then look to the screen for a few questions to discuss.

Discuss with Your Partner

Who was your most memorable mentor as a new teacher?

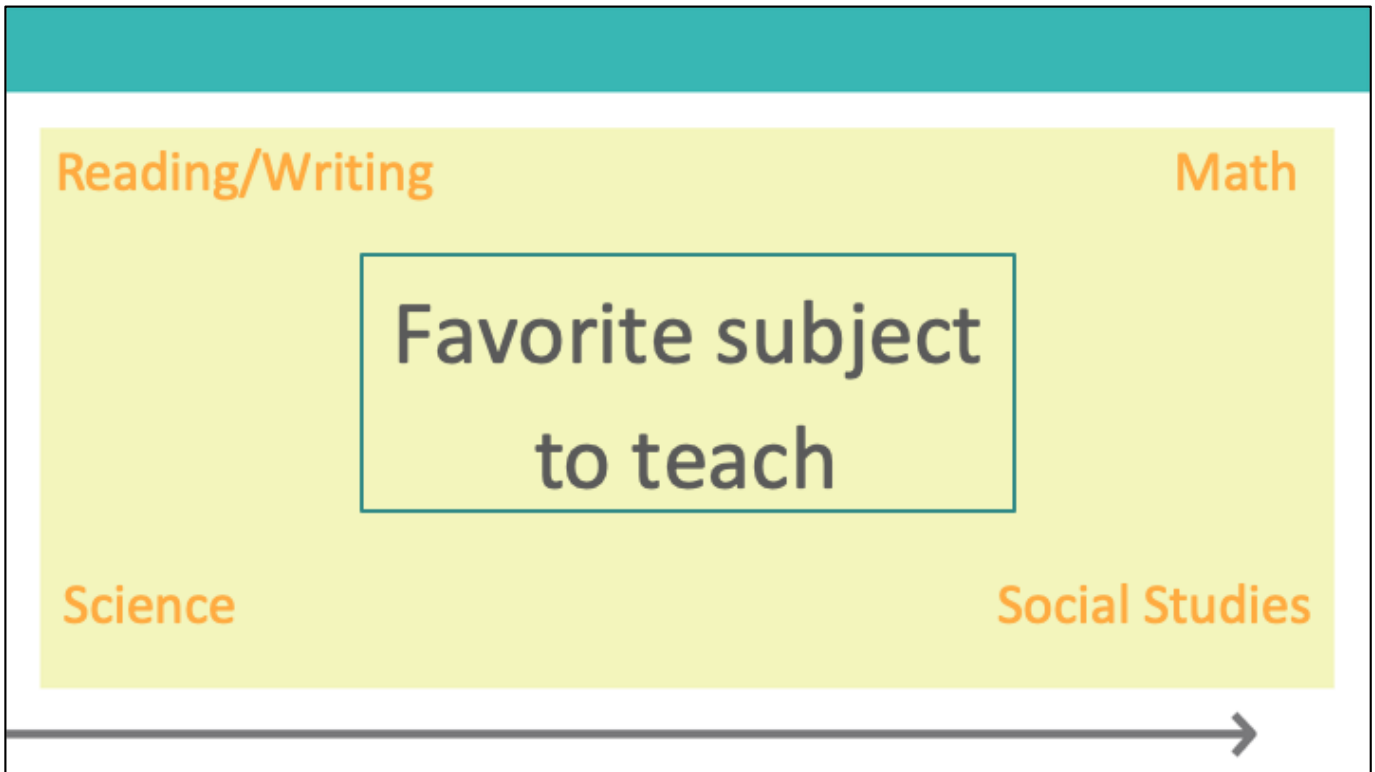
What made her/him such a good mentor?

Duration: 6 minutes

Facilitator says: Take 2 minutes to discuss the following two questions with your partner: Who was your most memorable mentor as a new teacher? And what made him or her such a good mentor?

Facilitator does: Circulate as partners discuss and listen in on conversations. After 2 minutes bring the group back together and invite a few participants to share out with the whole group. Ask for 3 volunteers up front and designate them as person 1, 2, and 3. Then have them share out highlights from their conversations with the whole group.

Facilitator says: We are glad you are able to remember such great mentors that influenced your careers. Remember that now this will be your opportunity to do the same for the teachers that you will be mentors to. Some of those key characteristics you shared about what made your mentor so good, will definitely be things to keep in mind as you enter into this new role.



Duration: 3 minutes

Facilitator says: Here is our next topic - Which corner best represents your answer to this topic, Years of teaching experience. If you're favorite subject is reading/writing you will move to corner A, math moves to corner C, science moves to corner B, and social studies move to corner D. When you get to your new corner or for some of you, you might not have to move, find a new partner to pair up with, introduce yourselves, and then look to the screen for the next set of discussion questions.

Discuss with Your Partner

Where did you struggle most as a new teacher?

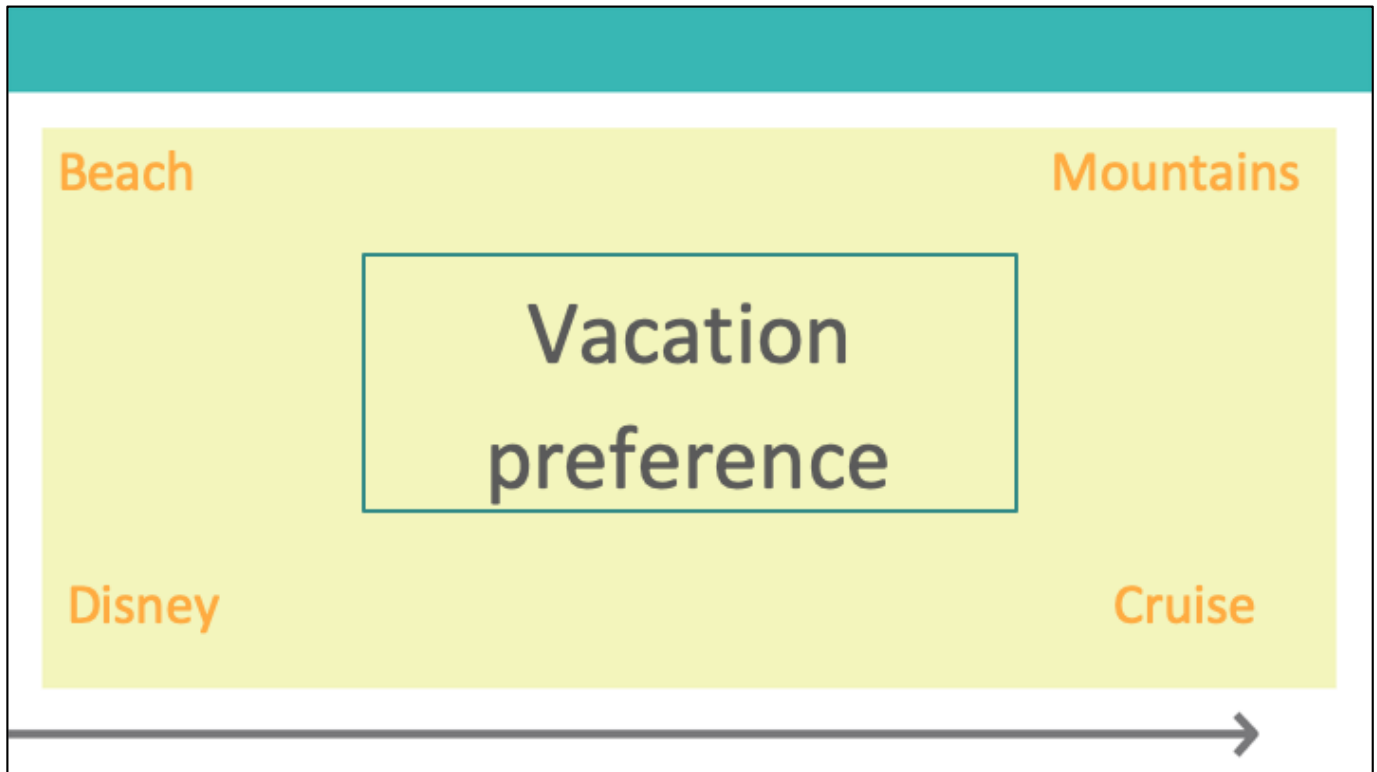
How did you overcome that struggle?



Duration: 6 minutes

Facilitator says: Take 2 minutes to discuss these two questions with your partner: Where did you struggle most as a new teacher? How did you overcome that struggle?

Facilitator does: Circulate as partners discuss and listen in on conversations. After 2 minutes bring the group back together and invite a few participants to share out with the whole group. Ask for 3 volunteers up front and designate them as person 1, 2, and 3. Then have them share out highlights from their conversations with the whole group.



Duration: 3 minutes

Facilitator says: Our next topic is just for fun- Which corner best represents your answer to this topic, what is your preferred type of vacation? If you prefer going to the beach move to corner A, if you prefer more adventurous, mountain activities move to corner C, if you love disney vacations move to corner B, and if you prefer to go on a cruise move to corner D. When you get to your new corner or for some of you, you might not have to move, find a new partner to pair up with, introduce yourselves, and then look to the screen for the next set of discussion questions.

Discuss with Your Partner

What are you most excited about when it comes to mentoring?

What are you most nervous about when it comes to mentoring?



Duration: 6 minutes

Facilitator says: Take 2 minutes to discuss these two questions with your partner: What are you most excited about and most nervous about when it comes to mentoring?

Facilitator does: Circulate as partners discuss and listen in on conversations. After 2 minutes bring the group back together and invite a few participants to share out with the whole group. Ask for 3 volunteers up front and designate them as person 1, 2, and 3. Then have them share out highlights from their conversations with the whole group. Have all participants return to their seats.

Mentoring Is...

Mentoring is the process by which a trusted and experienced person takes a personal and direct interest in the development and education of a less experienced individual.

1. Review p. 5.
2. Consider your reasons for serving as a mentor.
3. Jot your thoughts on p. 5.



- **Duration:** 10 minutes
- **Facilitator says:** Here is a definition of mentoring. As you glance at the top of page 5 of your handout, you'll notice a brief description of the origin of the concept of mentoring. Mentor was a trusted friend of Odysseus, from Homer's *Iliad* and *Odyssey*. When Odysseus left his home to fight in the Trojan War, he had no idea that his return would be delayed as he met with and faced enormous challenges in his journey home. Upon his departure, he asked his friend Mentor to care for his son and to help him be wise and develop until he returned. That request was granted and it was a long service in the name of commitment and friendship since it took Odysseus nearly 10 years to return home. Mentors make a huge and often unknown commitment when they agree to serve as mentors to an emerging teacher, yet they take their commitment and service seriously and with the honor and promise it deserves.
- **Facilitator does:** Pause to let people read the definition and to mark the key words or phrases in the definition. Ask them to add any additional words or phrases to the definition on p. 5 in their handout.
- **Facilitator does:** Animate the slide to add directions for the reading on the

next page.

- **Facilitator says:** Read the rationale for mentoring on p. 5. Highlight reasons in the text for mentoring new teachers. After you finish reading, Write your reasons for wanting to be a mentor on the bottom of p. 5.
- **Facilitator does:** Provides three minutes for reading and writing reasons.
- **Facilitator says:** Turn to the person next to you. Take 3 minutes to discuss with that shoulder partner your reasons for serving as a mentor.

Videos

- What type of mentor is depicted in each video?
- Which type of mentoring aligns with your natural mentoring tendency?

● **Duration:** 1 minute

● **Facilitator says:** Mentoring is a personalized process that is often driven by our own understanding of how learning occurs and our own natural tendencies or style of helping. Some of us are more directive; some more willing to promote trial and error; some more laissez faire. We are going to watch two videos now that show two types of mentoring. We'd like to ask you to think about which video more accurately depicts your natural tendency for helping. When we finish watching each video, you'll have a chance to talk with a shoulder partner about what you saw in the videos.

Video 1



- **Duration:** 1 minute

- **Facilitator says:** Here's the first video. Ask yourself what type of mentoring is depicted here and how closely it aligns with your natural helping tendency.

- **Facilitator does:** Shows video. Make sure to expand the video to full screen.

Video 2



- **Duration:** 1 minute

- **Facilitator says:** Here's the second video. Ask yourself what type of mentoring is depicted here and how closely it aligns with your natural helping tendency. You might find yourself comparing and contrasting the two approaches to helping in each video.

- **Facilitator does:** Shows video. Expand to full screen for better viewing.

Let's Discuss

- What type of mentor is depicted in each video?
- Which type of mentoring aligns with your natural mentoring tendency?
- Share your thinking with a partner.

● **Duration:** 8 minutes

● **Facilitator says:** Turn to a shoulder partner. Take two minutes and describe the two approaches to mentoring depicted in each video and which is most like your natural tendency. You might explain how you know about your natural tendency. Be sure to allow each partner to share in the time you have.

● **Facilitator does:** Monitors time and reminds people to let the other partner share half way through.

● **Facilitator says:** How many of you were more like video #1? Tell us why.

● **Facilitator does:** Gather a few responses

● **Facilitator says:** How many of you were more like video #2? Tell us why.

● **Facilitator does:** Gather a few responses.

● **Facilitator says:** How many of you could not decide? Tell us why.

● **Facilitator does:** Gather a few responses.

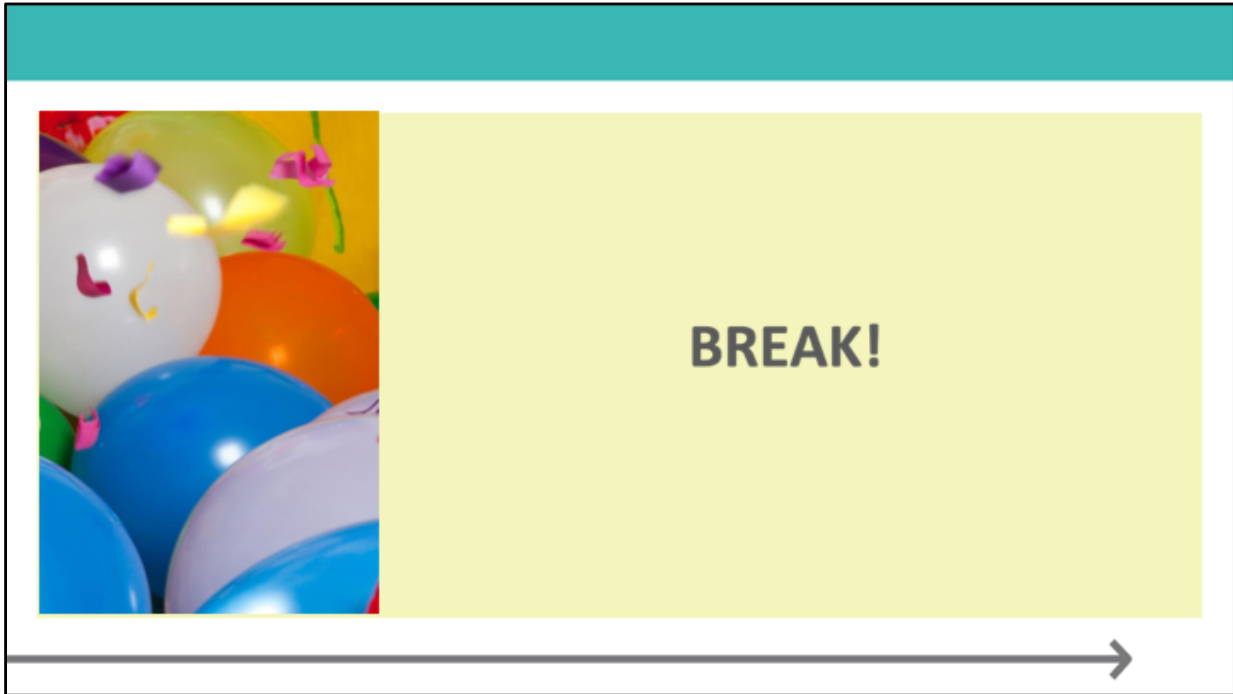
●**Note:** It is possible to be like both videos. An individual's natural tendencies and circumstances often determine which general approach is best. We will relate this content later to mentor stances.

Key Takeaway

Mentoring is the process by which a trusted and experienced person takes a personal and direct interest in the development and education of a less experienced individual.



- **Duration:** 30 seconds
- **Facilitator does:** Read slide



Section start: 10:10

- **Duration:** 15 minutes
- **Facilitator says:** We'll take a break now. Set your timers for 15 minutes and be back promptly

Team Introductions



Section start: 10:25

● **Duration:** 10 minutes

● **Facilitator says:** Let's hear from three other teams.

● **Facilitator does:** Call on teams to share their introduction.

Mentor Attributes and Stances

- Duration: 30 seconds

●**Facilitator says:** We will now turn our attention to the attributes of effective mentors. We will be focusing on the first outcome for today, Know how the mentor roles, responsibilities, and expectations support mentors to set goals for their own learning based on a personalized assessment. The more we know about our own strengths and areas for growth, the more focused we can be in our continuous learning and growth. As mentors, we want to model that we are continuous learners, and one place to launch our learning journey is to by assessing our own abilities. That's what we will do in this section of our learning today.

Mentor Attributes

- Beliefs
- Teaching expertise
- Coaching skills
- Relationship skills
- Content expertise
- Leadership skills



- **Duration:** 12 minutes
- **Facilitator says:** Mentors have and are developing expertise in six main areas. Let's talk about each area and how it contributes to effectiveness as a mentor. You'll find the list of attributes on p. 6 so follow along on that page.
- First, take a few minutes to read through each of the attributes in more detail on page 6 of your handout and highlight keywords and phrases that stand out to you.
- **Facilitator does:** give participants 5 minutes to complete the given task.
- **Facilitator says:** So let's go over these. The first area is the belief system of a mentor. A mentor is someone who holds a growth-mindset and is committed to examining issues from multiple perspectives. Mentors recognize that they are not finished in their own development and therefore commit to continuous learning and development. Mentors recognize the value and worth of every one, understand that their beliefs and assumptions drive what they say and do, and make their assumptions transparent. They have moral purpose and recognize that the privilege of teaching is a special opportunity to shape human beings. They also recognize that while they have influence, they do not have power over another adult and must be willing to let go of

the sense that they can make any adult do anything. People have choices, and they will exercise them.

- Mentors have teaching expertise. They understand pedagogy and all that it entails including planning, assessment, management, and multiple modes of instruction. They are reflective and analytic about their practice and seek to make it transparent to others.
- Mentors have coaching expertise. They know how to apply knowledge about learning and diagnose learning needs. They know how to plan supports to promote growth and development. They communicate effectively, listen well, and probe thinking with questions. They build relationships and promote reflection.
- Mentors build relationships that support growth without threat or risk, blaming, or fault-finding. They believe in the capacity of others.
- Mentors have deep content expertise. They know their stuff and use it to design effective teaching. They are willing to acknowledge when they don't know and seek ways to develop their understanding further.
- Mentors are leaders within their schools and school systems. They seek to support colleagues in multiple ways and are willing to step out to create a positive culture for educator and student learning

Mentor Stances

~~Consult~~

~~Reflect/Meditate~~ do

Collaborate

~~We~~ do



- **Duration:** 6 minutes

- **Facilitator says:** You will use these attributes to work with your mentee through a gradual release of responsibility model. This is a common teaching structure. I do it to model it. Then we do it together so I can support you. Lastly you do it, at first with others and then independently. Think about the many skills you learned in your life—riding a bike, hitting a baseball, swimming, etc. each typically began with you seeing someone do the action. Then you engaged in it with someone else supporting you—running along side holding you up, in a sense. Then you began to do it with others, sometimes with peers helping who might not be experts, but who were there to encourage, shed light on the process, and occasionally to show you how to do it. Lastly, there was an expectation for you to do the work on your own. This model of gradual release was originally developed by Vygotsky and applied in teaching children to read and later became a standard for in the field of coaching and teaching. It applies in mentoring as well.

- When working with a fellow adult, such as in a mentor-mentee relationship, the gradual release of responsibility can be thought of as three distinct stances, or approaches, to your work with your mentee. We will briefly learn about each of the stances and discuss how they fit into your work as mentors and the mentoring cycle.

●**Animate the slide.** These are the mentors stances—consulting, collaborating, and reflecting/mediating. Take 2 minutes to read through the descriptions of the three stances on page 7 of your handout and highlight key phrases/words that stand out to you.

●**Facilitator does:** Give participants 2 minutes to highlight key phrases/words about the three stances.

●**Facilitator says:** In consulting, the mentor serves as expert, directing, guiding, giving advice, solving problems, providing resources, model teaching, etc.; in collaborating, the mentor serves as a partner who engages in sharing the tasks and learning alongside the mentee; this includes co-planning and co-teaching, exchanging resources, etc. and in reflect/mediating, the mentor surfaces the mentee's thinking to increase the mentee's cognitive processes such as conscious decision making to refine and expand practice and to develop the mentee's capacity to become self-analytic and reflective as a professional. Each has a purpose and place in mentoring and in the mentor cycle that we will examine more closely in a little bit. Because most of the teachers you will be mentoring will be novice teachers, you most often will be taking a consulting stance in your work. As they begin to get more comfortable with their teaching practice, you may move down the continuum to collaborate. And as you reach the end of the year some of your mentees may even be ready for the reflect/mediate stance.

Key Takeaway

Mentors develop expertise in mentoring attributes and approach the work through different stances to personalize support that meets mentee needs.



- **Duration:** 30 seconds
- **Facilitator does:** Read slide



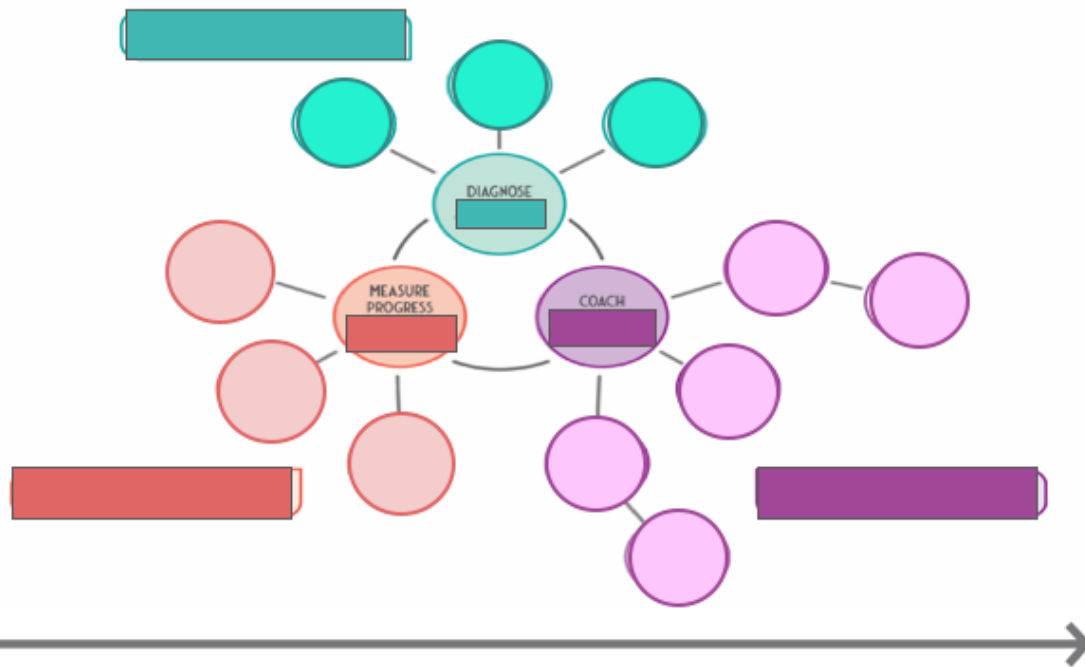
The Mentor Cycle

Section start: 10:55

● **Duration:** 30 seconds

● **Facilitator says:** The next piece in our agenda is going to be going through the Mentor Cycle, which is what all of our work together over these 9 modules will be grounded in. You are going to become very familiar with this cycle because it is the framework upon which the entire course is designed. It was designed by the Louisiana Department of Education to reflect the core responsibilities of mentors across the state. You'll notice that it is closely aligned with the goals of this course. It will be a constant in each of our sessions so you can see how all your learning ties together and connects to the goals.

The Mentoring Cycle



- **Duration:** 15 minutes

- **Facilitator says:** We're going to start by giving you time to explore the mentoring cycle. Before we start this activity, close your packets and put them aside during this activity. On your tables are some cards that you will use to build the mentor cycle. Think of this as a little pre-assessment. We are going to give you the 3 core components to start. Then your job at your table groups will be to match up each of the additional components to one of the three core components. Hint- each core component has 3 additional components attached to it. Using your background knowledge and some context clues let's see how you would create the mentor cycle with the components provided on the cards. There are also 2 sub-components (point to where co-teaching & difficult conversations are in the graphic) - so two of your cards will be placed in those spots. Included in the cards are also the guiding question for each of the 3 core components so let's see how you would match those to each as well.

- **Facilitator does:** Give table groups 6 minutes to sort out the cards to create the mentor cycle. Circulate to listen in on conversations and rationales for putting particular components in certain places to touch on in later discussion.

- **Facilitator says:** Who wants to know the right answers? Let's go through these core

components first and then we will talk through how the additional components complete the full picture of the cycle. The core components of the cycle are diagnose, coach, and measure progress. In Diagnose, you are answering the question, **(animate the slide)** What do my mentees need? During the Coach phase you are answering the question, **(animate the slide)** How am I going to help my mentee get better? And with Measure Progress, **(animate the slide)** How am I going to figure out if they got better? These three questions really guide the work that is happening during each core component of the cycle. You'll also notice that the external frame of the image includes some key information. **(animate the slide)** Each external frame includes content knowledge and pedagogy and classroom management. Effective teaching, regardless of subject or level of student occurs only when the teacher is knowledgeable, applying best practices in instruction, and creates a classroom environment conducive to learning.

Now let's make our way around the cycle and look at each additional component a little deeper. In **diagnosis**, mentors are **(animate the slide)** conducting observations, analyzing the data collected, and setting priorities and goals for improving a mentee's practice. In **coach**, the mentor is planning and implementing a variety of supports to develop a mentee's competence. In the course, you will learn that the effectiveness of supports is based on the quality of the relationship between the mentor and mentee. **(animate the slide)** You will learn how to establish and maintain a productive, healthy relationship that allows you to create a positive and productive environment for your mentee to grow, much as you would when you are beginning a school year with students. You will also learn about and know how to implement a wide variety of supports such as modeling best practices, co-teaching, holding one-on-one debrief conversations, and addressing difficult conversations. In **measure progress**, **(animate the slide)** you will learn how to use data to monitor and measure the progress of your mentee in achieving the goals you have established and know when it is appropriate to set new goals. You'll also learn what to do when there is a need to make an intervention to address challenges that are occurring. Most importantly you will learn how to plan for and facilitate reflection conversations to develop the mentee's capacity to self-analysis and to become a reflective practitioner committed to his or her own continuous improvement.

Now we want to give you some time to review an outline of which components will be covered in which module - you will see this on the bottom of page 8 of your handouts. Seeing the plan for the year will help you understand when you'll learn each skill. You might mark on the graphic where you see each goal included and then note which modules will help develop your understanding and skill in each area. Work with a partner at your table and take about 5 minutes to complete this task.

- **Facilitator does:** Circulate as participants are working. Monitor the time.

The Mentoring Cycle & Mentor Attributes

- Beliefs
- Teaching expertise
- Coaching skills
- Relationship skills
- Content expertise
- Leadership skills



• **Duration:** 10 minutes

• **Facilitator says:** Let's connect our learning about the mentor attributes to the mentor cycle. Thinking about what we learned about the main attributes of a mentor (listed on the slide), what connections do you see between when those attributes might be needed most in different parts of the mentor cycle? Take a few minutes independently to review the attributes referring to them in more detail on page 6 of your handouts if needed & then placing them around various points in the cycle where you see the biggest connections. For example, you may need to use your relationship skills a lot when building relationships with your mentees, so I would write relationship skills near build relationships. We want to be clear that there are really no right or wrong answers with this activity. We just want you to start seeing the connection between the topics we've been discussing this morning and how they all fit together. Use the cycle on page 8 of your handout to complete this activity.

• **Facilitator does:** Give participants 5 minutes to work on this activity independently. After 5 minutes is up allow participants to share out their answers with their tablemates and discuss why they made certain connections. Share out some answers with the whole group if time allows.

Self-Assessment

Review the attributes of effective mentors and the components of the mentor cycle:

Code each:

- + Extensive experience
- ? Some experience
- * Limited experience
- o No experience



● **Duration:** 3 minutes

● **Facilitator says:** As we bring this section of our agenda to a close we want to give you some time to do some self reflecting and self-assessment. We are going to give you about 3 minutes to review the attributes of an effective mentor and the components of the mentor cycle on page 9 of your handout and the points in each using the system you see on the slide. Work quickly because your initial impression is often your most accurate. This is not a test and throughout the course we will develop your expertise further in nearly every area. Your codes will give you a sense of your current areas of strength and those areas you want to develop further.

● **Facilitator does:** Give participants time to self-assess using the coding on the slide and the handout on page 9. When most participants seem done, move on to the next slide.

Self-Assessment

- With a partner, review your self-assessment.
 - Share your strengths.
 - Share your areas of opportunity.



● **Duration:** 4 minutes

● **Facilitator says:** Now you are going to find a new partner, someone you haven't yet worked with today, by standing up, putting your hand up, then pairing up. (facilitators model this). That should be really easy in this large group. With your partner, you are going to share a few of your strengths and a few of your areas for growth. Feel free to take your handout with you for reference. Be sure each partner gets a chance to share. When you are finished sharing, please return to your table.

● **Facilitator does:** Facilitates if necessary forming pairs. Break up trios or larger groups because there is insufficient time for people to share if there are more than two people together.

Key Takeaway

Mentors apply the mentoring cycle (diagnose, coach, measure progress) to develop mentee competence.



● **Duration:** 30 seconds

● **Facilitator does:** Read slide. Remember that everything we will be learning about when it comes to the mentor cycle in future modules will be to help us facilitate the development of mentee competence.

Team Introductions



- **Duration:** 10 minutes
- **Facilitator says:** Let's hear from three other teams.
- **Facilitator does:** Select teams to share their introductions.



Section start: 11:45

- **Duration: 45 minutes**



Overview of Assessments

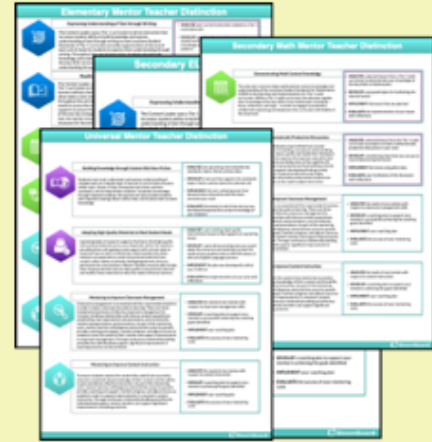
Section start: 12:30

- **Duration:** 30 seconds

- **Facilitator says:** Welcome back from lunch. Now we are going to take some time to go over another part of the mentoring program requirements - the assessments.

The Assessments

- **What?**
 - Application and demonstration of mentoring knowledge and practice
- **Why?**
 - Beginning with the end in mind
- **How?**
 - Bloomboard platform



● **Duration:** 2 minutes

● **Facilitator says:** There are assessments that you will be required by the LDOE to complete in order for you to receive mentor certification. The assessments are an opportunity for application and demonstration of both your mentoring knowledge and content and pedagogy expertise. Why are we talking about these now? We want to start with the end in mind so we know where we are heading in this process. One thing we have learned from the past two years is the need to consistently revisit these assessments throughout the nine modules so the expectations are very clear and you are able to see the connections between what we are learning during our time together and how it connects to the assessments. How will you access and complete the assessments? You all should have a log in to the Bloomboard website and this is where the assessments live. Today we will give you an overview of the platform and give you some time to click around to become familiar with it as well.

The Platform: Bloomboard

<https://my.bloomboard.com/home>

- **Duration:** 10 minutes
- **Facilitator does:** Log on to the Bloomboard platform using the generic Learning Forward demo login (see below).
- **Model for participants the following:**
 - Log in
 - Make a point to explain how you as a facilitator have access to ALL assessments for ALL cohort types, but they will only have and need to access to their specific cohort's assessments i.e. elementary only, secondary ELA, etc.
 - Click on your cohort's program & point out the 4-6 assessments.
 - Click on one of the assessments to dig into the format of each a little more. NOTE: the initial click gives you just a quick view of the assessment and you must click "get started" to see it in more detail.
 - Click and talk through the 4 different components (analyze, develop, implement, evaluate) explaining the assignment, rubric, and submission parts of each.

<https://my.bloomboard.com/>

Username: learningforwarddemo@bloomboard.com

Password: BBLearning4ward

Assessment Platform



● **Duration:** 10 minutes

● **Facilitator says:** Now it's your turn. We want to give you some time to log in to the platform and dig around and become familiar with it. If you are not sure what your log in is, feel free to look on with a shoulder partner or table mate so you can begin to familiarize yourself with the platform and different assessments.

Let's Reflect

- What's something you feel you can tackle fairly easily?
- What's something that is going to be a big stretch that you're going to push yourself to achieve?

● **Duration:** 5 minutes

● **Facilitator says:** Thinking about the self assessment we did a little bit ago and now that you've had some time to dig into the assessment requirements consider these two questions. What's something you feel like you can tackle fairly easily? And What's something that is going to be a big stretch that you're going to push yourself to achieve? Talk with a shoulder partner for 2 minutes.

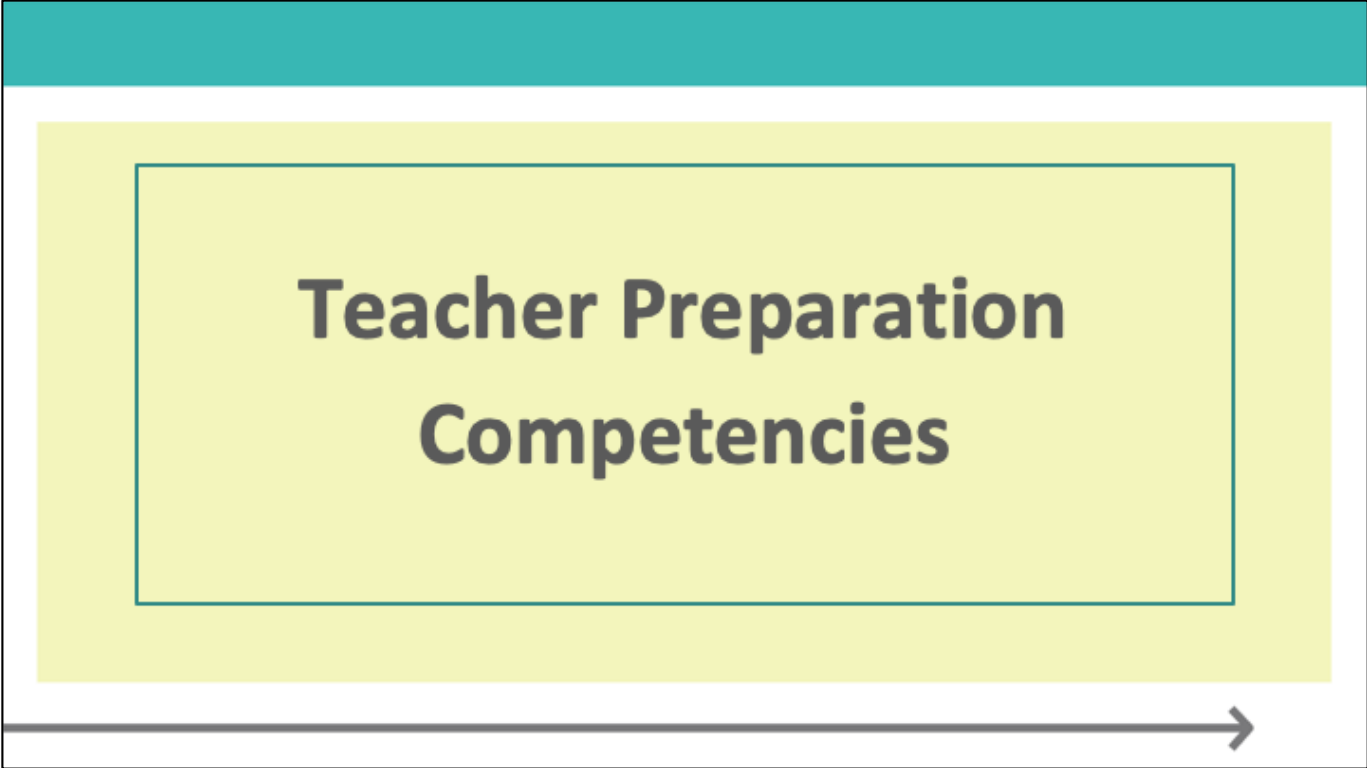
● **Facilitator does:** Listen in on conversations as participants discuss. Invite a few participants to share out thoughts with the whole group.

Key Takeaway

The Mentor Teacher Assessments provide an opportunity to apply learning and show competency in mentor teaching.



- **Duration:** 30 seconds
- **Facilitator does:** Read slide



Teacher Preparation Competencies

Section start: 1:00

Duration: 30 seconds

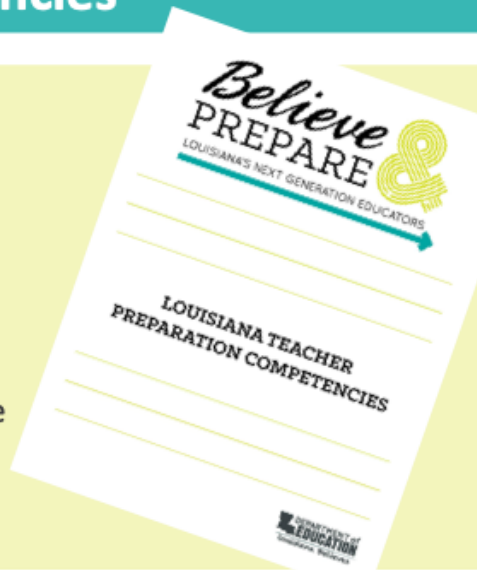
Facilitator says: Our final focus before exploring our first part of the mentor cycle will be on Louisiana's Teacher Preparation Competencies. These competencies define what a teacher candidate must know and be able to do to be eligible for certification. We will refer to them often, so plan to bring your copy to each session. You will have an opportunity to learn how you will use them to guide your support of your mentees.

NOTE: Mentor teachers will not have much familiarity with these since they did not exist when they went through their own teacher prep programs.

Teacher Preparation Competencies

Read page 3 of the Teacher Preparation Competencies & the competencies for one subject area of your choice.

- Skim, Summarize, and Share
- In what ways can you use the teacher preparation competencies to support the growth and development of your mentees?



Duration: 25 minutes

Facilitator says: As we mentioned, this document is one we will come back to repeatedly throughout the course.

It is time to meet someone new. You are going to find a new partner to work with by standing up and finding someone who has something on today similar to yourself. For example, if you both have something red on you can be partners. Together you will skim, summarize & share page 3 of the document & one subject area section of your choice to learn about the competencies. Take one section at a time; skim the section, summarize out to the side the jist of that section, then share with your partner. Then repeat these steps for the next section. As you share with your partner, make sure to discuss how you, as mentors can use the competencies to support your work with mentees. [Note—as criteria for establishing goals, assessment, and success.]

Facilitator does: Circulate to listen in on conversations. If good points are being brought up during partner talk that you believe should be shared with the whole

group, ask those participants to share out toward the end of the activity. [Note if no one says that they will use the Competencies as they are engaging in the mentor cycle to help prioritize and establish goals for their mentee, to help measure the progress of their mentee, and to evaluate their success you should share those].

Facilitator says: We want to emphasize that these are the minimum standards on which the state is preparing their residents and new teachers to be successful. Therefore these competencies are the stick by which Louisiana's mentors should be assessing their mentees' areas for growth and measuring their progress. We will revisit these competencies often throughout our time together.

NOTE: Link to the competencies- <https://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-competencies.pdf?sfvrsn=4>

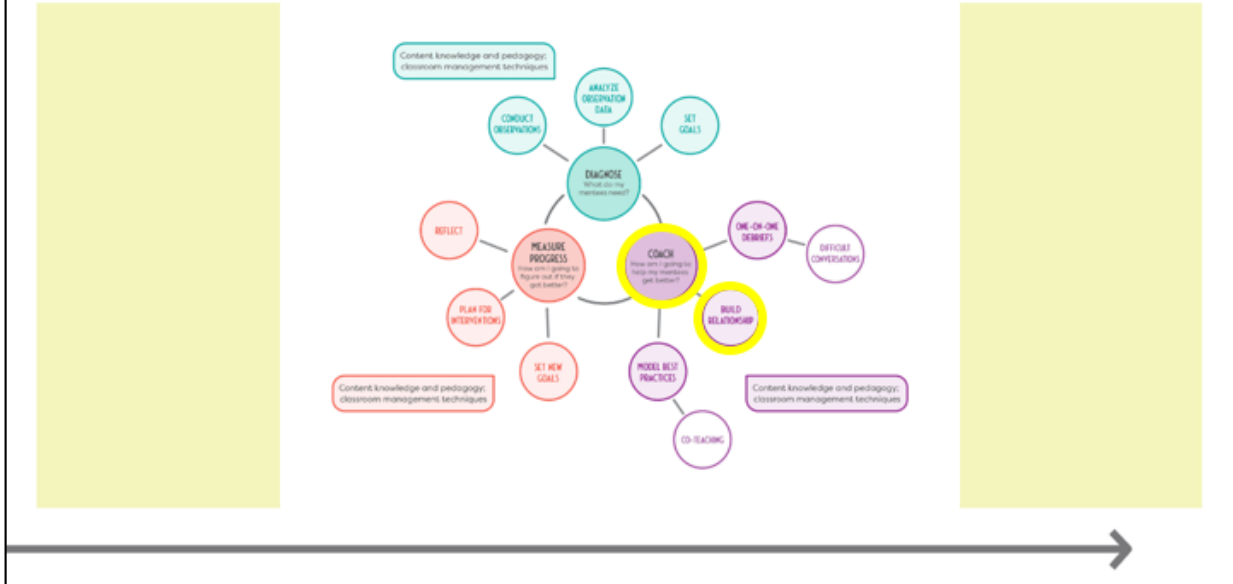
Key Takeaway

Louisiana's Teacher Preparation Competencies define what a teacher candidate must know and be able to do to be eligible for certification.



- **Duration:** 30 seconds
- **Facilitator does:** Read slide

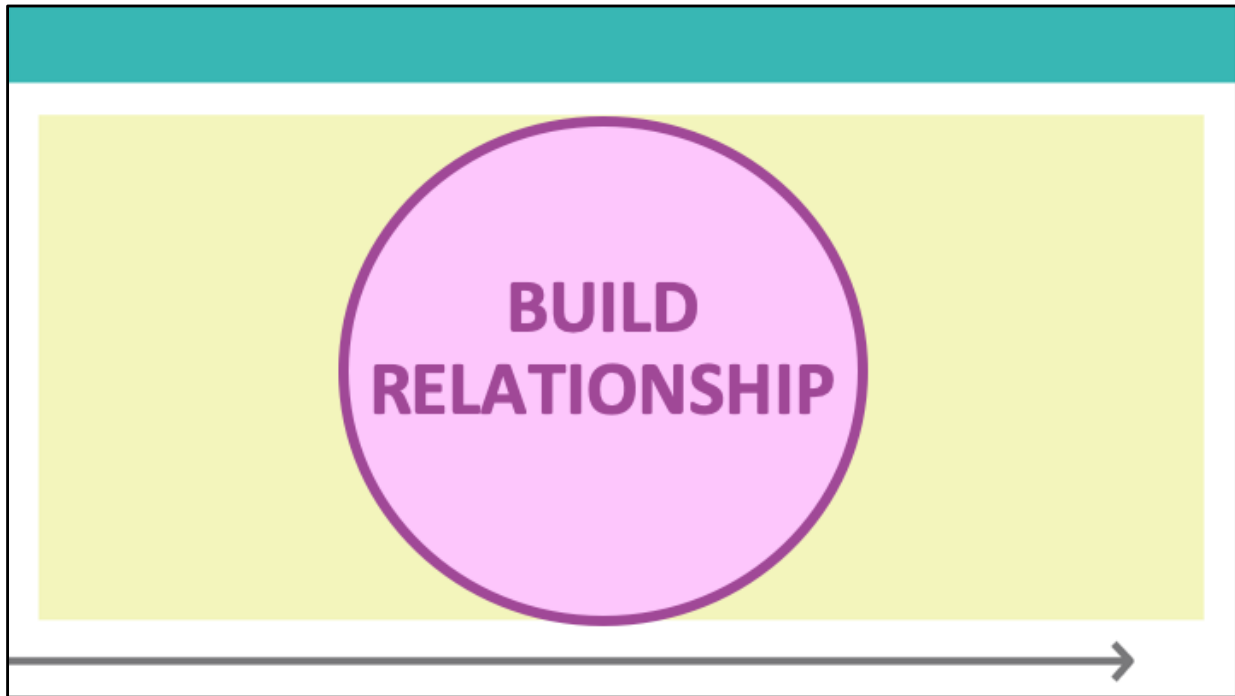
The Mentoring Cycle



Section start: 1:30

● **Duration:** 30 seconds

● **Facilitator says:** It's time to get learning about parts of the mentoring cycle. The first part of the mentor cycle we are going to dive into is Build Relationship. We'll spend this afternoon learning all about this component of the mentoring cycle. While Build Relationships falls under the Coach component of the mentor cycle, it truly should be woven into everything you do as a mentor. Because of this, we will refer to this component often throughout the nine modules. First, let's look at the three key components for Build Relationships.



- **Duration:** 30 seconds


- **Facilitator says:** One of the most important components on the mentor cycle is should be woven into everything you do as a mentor is Building Relationships. You are constantly working on building a strong, trusting relationship with your mentee. This is vital in a mentor-mentee relationship.

Build Relationship: 3 Key Components

- Establish trust
- Maintain trust
- Build confidence



- **Duration:** 30 seconds
- **Facilitator Says:** Building relationships are a key aspect of successfully supporting your mentees. The three key components of building relationships include establishing trust, maintaining trust, and building confidence. These can be found on page 10 of your handout. First we are going to focus on the important element of establishing trust with your mentees.
- **Facilitator Does:** animate the slide to highlight establish trust component



Partnership Agreements
support establishing trust
between mentors and
mentees.

BUILD
RELATIONSHIP

- **Duration:** 30 seconds
- **Facilitator Says:** Without a trusting relationship, it can be difficult to fully support your mentees. One way you can establish trust with your mentees is by using partnership agreements. Partnership agreements are critical for a healthy, productive relationship with your mentee. Let's discuss exactly what partnership agreements are.

Partnership Agreements

- **Mutual agreement** between mentor and mentee to define their working relationship
- Can be **revisited** and **renegotiated at any time**
- Most helpful if **written**



- **Duration:** 3 minutes
- **Facilitator says:** Partnership agreements are mutual agreements, agreed upon by all parties, not just given to one party from the other. They help establish the foundation of a working relationship by defining the parameters, scope, expectations, responsibilities, and roles, of those involved in the partnership. In some cases, people refer to these agreements as a contract for their relationship. Partnership agreements are established between a mentor and mentee very early in their relationship. They specify what each party expects of the other. Partnership agreements are set for a predetermined amount of time and revisited often so they are kept in the forefront as reminders of what each party agreed to. At the request of either the mentor or mentee, the agreements can be redefined or negotiated at any time and for any reason. In some cases, to elevate the significance of partnership agreements, the mentor and mentee might sign a document in which they have listed their agreements. This isn't always necessary, yet it conveys a degree of gravity and responsibility to both parties for adhering to the mutual agreements. A written document helps clarify language, adds specificity where needed, and minimizes gaps in memory. A document, signed or not, is a way to have a record of the agreements so that they can be reviewed and revised as needed.

Partnership Agreements

Think about a situation in which something didn't go as you had intended...



- **Duration:** 2 minutes
- **Facilitator says:** Think about a situation in which something didn't go as you had intended and after you said to yourself, "If only I had known that or anticipated that or asked about that in advance" the situation would have been better.
- **Facilitator does:** Share a personal example (Example: For me, I remember a time when I facilitated a lot of meetings. People kept arriving late. They made excuses for their lateness when they arrived. I just became more frustrated. I realized that we did not have an agreement about starting on time and overusing excuses as if they were pardons. I had accidentally let a situation grow in which the better your excuse, the less responsible you were for coming on time.)
- **Facilitator does:** Pause while people think of a situation. Invite them to share with a shoulder partner if comfortable doing so. Sometime situations like this can be embarrassing and not everyone feels comfortable talking about them.
- **Facilitator says:** So partnership agreements can be helpful because up front you are trying to set up the conditions for things to go as well as they possibly

can! You are anticipating and asking about everything ahead of time so that you are prepared as you can be. We will now visit aspects of partnership agreements that can be helpful in building strong mentor and mentee relationships.

Partnership Agreements

- **Clarify** roles
- **Set expectations** to avoid confusion or surprises
- **Establish** parameters and scope
- **Identify** the needs of each party



- **Duration:** 5 minutes
- **Facilitator says:** Here are the primary components of partnership agreements. First, you must clarify the roles of each participant in the partnership. For example, if a mentee expects the mentor to intervene if the mentee makes an error while teaching, and the mentor does not do that, there may be some bad feelings on the part of the mentee, and this might affect the trust between them. The mentee may worry mentor is setting him/her up for failure.

Partnership agreements set expectations to help avoid confusion and surprises. For example, if the mentee is observing a model lesson the mentor is teaching, and the mentee begins working with a student instead of taking notes on what the mentor is modeling the mentor may consider this as the mentee not valuing her work and harbor ill feelings toward the mentee.

Partnership agreements establish parameters and scope for the work. Parameters might include the best way to communicate and when to communicate. For example, the mentor might say that any calls or texts after 6:00 will most likely be addressed until morning unless there is an emergency. They may also include defining what an emergency is. In addition, scope establishes how often and how many times a mentor and mentee will work together in a certain time frame.

Partnership agreements make clear what each party needs for comfort, safety, and success. For example, a mentee might prefer to have something regarding performance from the mentor in writing so she can reflect on it before she and

the mentor discuss it. The mentor might want the mentee to be more active and metacognitive in their conversations rather than passive and only receptive.

As you think about the importance of partnership agreements, what might be other reasons they are a necessary part of a healthy relationship? Talk at your tables about other reasons partnership agreements are necessary between a mentor and mentee.

- **Facilitator does:** After 2 minutes invite some responses.

To engage participants, animate these areas after an activity such as a think-pair-share and make connections between participant thinking and the notes on each area.

Partnership Agreements

Areas for mentors and mentees to discuss:

- Time
- Location/logistics
- Focus of mentoring
- Instructional goal of lesson
- Expectations
- Responsibilities of mentor and mentee
- Data to be collected
- Resources needed
- Confidentiality
- Logistics for follow-up

BUILD RELATIONSHIP

- **Duration:** 8 minutes
- **Facilitator says:** Let's drill down into specifics. This is a list of some of the specific items mentors and mentees include in partnership agreements. These items can be found on page 11-12 of your handout. You will have some time to read through the information on each of these areas. As you read you may be thinking that not all will be relevant to your situation, feel free to make note of which items you feel will be the most relevant to your situation.
- **Facilitator does:** Give participants 5 minutes to read through the handout.
- **Facilitator says:** Take 2 minutes to share with a shoulder partner which areas you feel are the most important to discuss when developing a partnership agreement and why.
- **Facilitator does:** Listen in on conversations and share key points out with the whole group if time allows.

Building Relationships

- In your learning teams, discuss which areas of agreements you think will be important for you and your mentees.
- How will you use agreements to build trust in your mentor-mentee relationship?



- **Duration:** 5 minutes
- **Facilitator says:** Take a few minutes to think about these general areas and identify a few areas that might be especially important for mentors and mentees to establish agreements about. Consider how partnership agreements help maintain a healthy relationship between a mentor and mentee.
- **Facilitator does:** Give participants a few minutes to talk at their tables about the questions on the slide

Building Relationships: Scenario Practice

- Work with a new partner.
- Read the scenario.
- Identify the evident agreements within the situation.
- Identify other agreements you would recommend the mentor and mentee make.



- **Duration:** 15 minutes
- **Facilitator Says:** Everyone is going to find a new partner to work with for this next activity. We are going to put the music on, boogie around the room. When the music stops, find someone closest to you, a quick place to sit and then we will give instructions.
- **Facilitator Does:** Play music, mill around, and stop when ready for participants to partner up.
- **Facilitator Says:** With your new partner, read the scenario on page 13-14. Identify partnership agreements evident within the scenario on page 14 of your handout. After reading the scenario, consider what additional agreements that you would recommend they form.
- **Facilitator Does:** Circulate and probe. After 10 minutes, ask participants to report out their agreements and rationale.

Setting Up a Partnership Agreement

- Read through the scenario.
- Identify questions the mentor asks to establish a partnership agreement.
- Discuss with partner.



- **Duration:** 15 minutes
- **Facilitator Says:** For this next activity you are going to find a new partner again, we will play the music, dance around, and when it stops find a new colleague to work with and a space to work in.
- **Facilitator Does:** Play music, mill around, and stop when ready for participants to partner up.
- **Facilitator Says:** Read through the scenario on page 15-17, you and your partner could even “act out” the two roles if you’d like. As you read look for and annotate in whatever way you choose to identify the questions that the mentor asks that helps them set up and establish a partnership agreement with their mentee.
- **Facilitator Does:** Circulate and look and listen in as partners read through the scenario.

Setting Up a Partnership Agreement

- What do you want to accomplish in our work together?
- What services and support can I provide that will help you accomplish this goal?
- When will we work together?
- What resources will we need that will be helpful in our work? Who will bring those resources?
- How long do we expect this will take?
- What data do we want to use to know if we are successful?
- What do you want me to know about your preferences for my work with you?
- What is the best way for us to communicate?



- **Duration:** 1 minute
- **Facilitator Says:** These may have been some of the questions you and your partner identified in the scenario. These questions and more can be found on page 16 of your handouts for later use when you set up partnership agreements with your mentees. This may be a page in your handout you want to tab for later use.

Reflect on Relationship Building

What areas do you want to be sure to include in your partnership agreements with mentees?



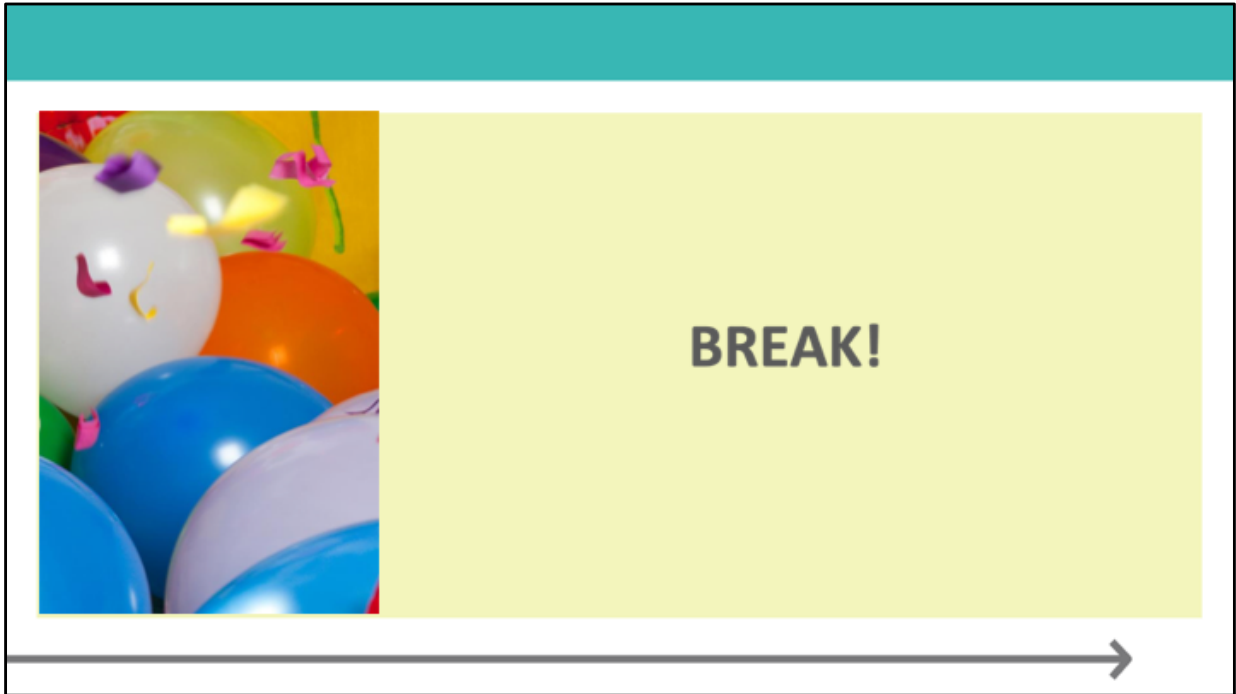
- **Duration:** 3 minutes
- **Facilitator says:** Let's wrap up this conversation about partnership agreements by having you identify some agreements that you want to include on your partnership agreements with a mentee. What are those areas about which you want to have agreements? Jot those on page 18.

Key Takeaway

Partnership Agreements support establishing trust between mentors and mentees.



- **Duration:** 30 seconds
- **Facilitator does:** Read slide



Section start: 2:30

- **Duration:** 15 minutes

Team Introductions



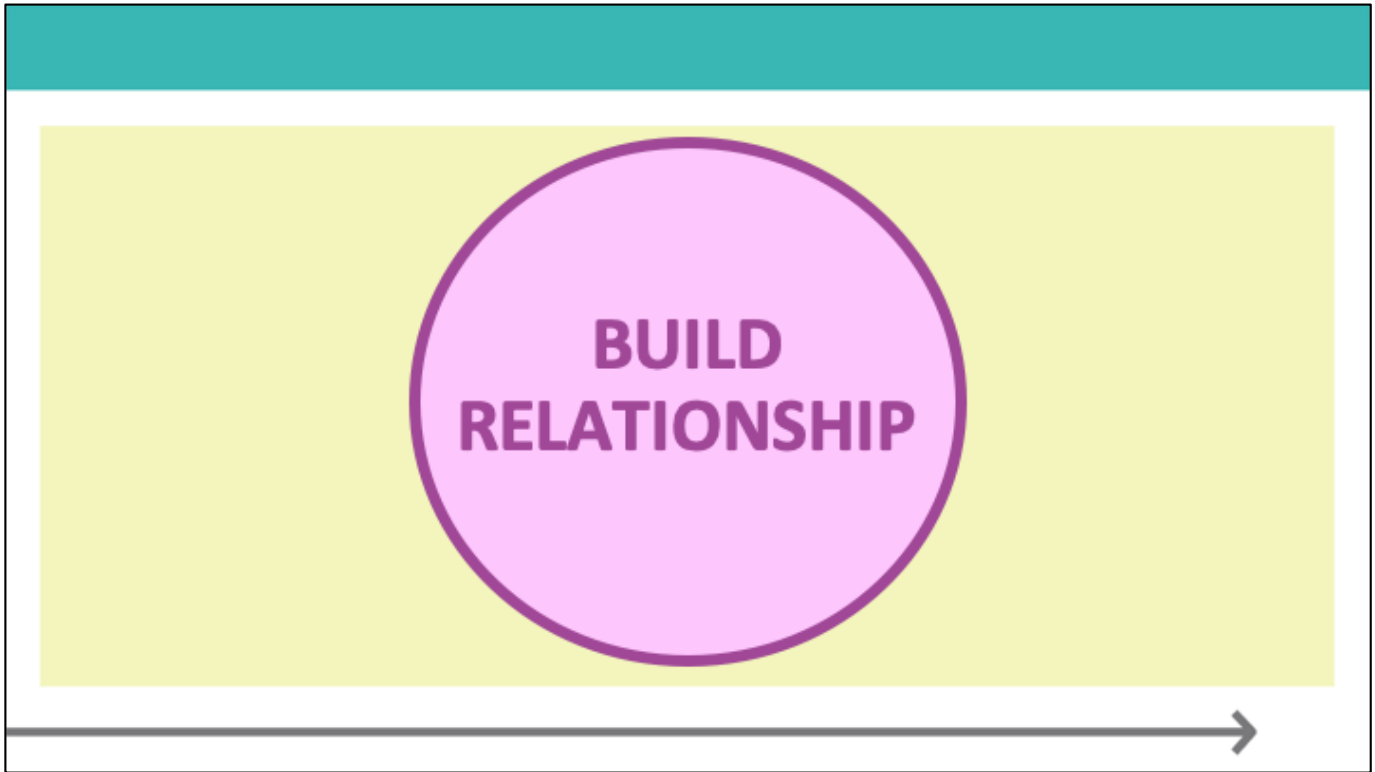
Section start: 2:45

● **Duration:** 10 minutes

● **Facilitator says:** Let's hear from three other teams.

● **Facilitator does:** Selects teams to share their introduction.

NOTE: There are no more formal team introduction slides after this point. So if you still have teams who haven't gotten a chance to do their intro you can have them share now or make sure to come back to them before the day is over.



- **Duration:** 30 seconds

- **Facilitator says:** As we mentioned in the previous modules, while Build Relationships falls in the coaching part of the mentor cycle it is something that you are constantly working on throughout your entire year's worth of work with your mentees. Building a strong, trusting relationship with your mentees is an ongoing process which is why we continue to touch on it throughout our work together.

The Mentoring Cycle



- **Duration:** 30 seconds
- **Facilitator says:** So we are going to take a little bit of time this afternoon to revisit Building Relationships with your mentees. And just as a reminder, here is where it falls in our mentor cycle.

Build Relationship: 3 Key Components

- Establish trust
- Maintain trust
- Build confidence



- **Duration:** 30 seconds
- **Facilitator Says:** Now we are going to focus on the second and third key components, maintaining that trust with your mentees and using that to build your mentee's confidence. **Animate slide.** There are many different ways to maintain trust throughout the school year with your mentees.

Maintaining Trust

- Revisit partnership agreements
- Provide ongoing support
- Celebrate the work
- Embrace and teach about growth mindset



● **Duration:** 3 minutes

● **Facilitator says:** One way to maintain trust with your mentees is by periodically revisiting your partnership agreements to make sure everything you all agreed upon at the start of the year is continuing to work and is being addressed. Changes might need to be made based on specific needs or things that are occurring throughout the year. For example, you might have agreed to meet weekly on a particular day of the week, but because of certain circumstances that day is not working anymore which is apparent by multiple meetings being cancelled. This is something that might need to be revisited and changed.




● You will also want to provide ongoing support. Providing that support shows your mentee that you are really there for them and care about their growth enough to coach them through the learning process as they work to implement something new into the classroom practice in order to improve and positively impact student achievement.

● Another way to maintain trust throughout the school year is to celebrate the work that your mentee is doing. When he or she tries something new in the classroom, take a moment to recognize it with a small note or email or if you

believe your mentee would value “public” praise -- brag about it - highlight it via twitter, at faculty meetings, or other special avenues. It might seem like something small, but celebrating the work in these ways can have a powerful impact on the mentor-mentee relationship and on your mentee’s attitude about learning and growing. Celebrating their work is an effective way to build your mentee’s confidence - and as they get more confident and see the relationship with you as the source of that confidence, the trust continues to grow.

- Lastly, teaching your mentees about growth mindset and embracing a growth mindset for yourself is a powerful way to maintain trust resulting in a stronger relationship with your mentee.

Embrace Growth Mindset

- Read “Developing a Growth Mindset in Teachers and Staff” and “Failure is a Part of Teaching”
- As you read:
 -  something you agree with
 -  a new idea you want to try
 -  a question you have



● **Duration:** 22 minutes

● **Facilitator says:** We are going to read two articles

(<https://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff> and <https://www.edweek.org/tm/articles/2019/04/23/failure-is-a-part-of-teaching-heres.html?cmp=eml-enl-eu-news2-rm&M=58815864&U=2789600&UUID=5ffda66e16f1a68ffefeb4b7bcb8d633>)

The first article gives background information on growth vs. fixed mindset as it relates to students, and then dive into how teachers can model a growth mindset themselves. The second article shares strategies educators can use to help them embrace a growth mindset and learn from failures. The articles can be found in your handout starting on page 19. As you read and highlight or underline new and/or important information to you, please use the key to code your notes: use a checkmark to note something that you agree with, a light bulb next to something you read that sparks a new idea you may want to try out, and put a question mark by something that makes you think of a question. You will have about 10 minutes to read and tag the articles and then we will discuss.

● **Facilitator does:** Give participants 10 minutes to read the articles and annotate according to the key given on the slide. After the 10 minutes, ask

participants to share their thoughts about the article with a shoulder partner for 4 minutes. Invite selected participants to each share one checkmark, one light bulb, and one question out with the whole group to summarize the article for the group (6 minutes).

Planning for Growth Mindset

- As a table group:
 - Create a **T-Chart** on your chart paper
 - **Left side** - ideas for introducing growth mindset to mentees
 - **Right side** - ideas for practicing growth mindset with mentees
- Gallery Walk to **“capture”** new ideas



● **Duration:** 15 minutes

● **Facilitator says:** Now that we've generated some good conversation around applying growth mindset for teachers and students. Let's think about growth mindset in the context of our mentees. Each table group will be given a piece of chart paper. On the chart paper you will draw a T-Chart. The left side is going to be for your group to brainstorm ideas for introducing this concept of growth mindset to mentees. An example of this might be sharing the article we just read with your mentees and having a discussion about how it connects to the work you are doing together. The right side is to brainstorm ideas for practicing growth mindset with your mentees. An example of this may be one of the ideas from the article regarding self-reflection. For example, after engaging in a part of the mentor cycle together, asking your mentees to reflect on the experience by journaling and you as the mentor doing the same to show how you are also engaging in self-reflection. After about 7 minutes, we will hang up your posters on the wall, and then do a gallery walk so you can gather additional ideas for implementing this concept with your mentees as you continue to build a trusting relationship.

● **Facilitator does:** Give participants 7 minutes to make their posters. After 7 minutes, ask them to hang them up around the room. Allow 3 minutes for all

groups to conduct a free-roaming gallery walk to “steal” ideas from each other using the handout on page 26. Encourage participants to take pictures of each other’s posters so they can refer back to the different implementation ideas when they return to their home campuses.

- **Facilitator does:** Before transitioning to the next slide promoting reflection, select a few strong ideas from the posters to reinforce with the entire group.

Let's Reflect

How do you plan on introducing & practicing the concept of growth mindset with your mentee?



- **Duration:** 5 minutes
- **Facilitator says:** Now that you've hopefully gathered lots of ideas on how to engage your mentee in the concept of growth mindset, take 2 minutes on your own to reflect on how you personally plan on introducing and practicing this concept with your mentee(s). You may use page 27 of your handout to jot down your ideas.
- **Facilitator does:** After 2 minutes ask a few participants to share out their ideas with the whole group.

Build Relationships: Key Takeaway

Understanding and practicing growth mindset is a method for continuing to build a mentee-mentor relationship that is focused on learning.



● **Duration:** 30 seconds

● **Facilitator says:** As we bring this section to a close, here is our final key takeaway. (Pose the following question to the group) In addition to strengthening the relationship, what are other benefits of having a growth mindset? (Invite a few participants to share out thoughts with the whole group.) (Pose the next question) Why is it important for a mentor to have a growth mindset? (Invite a few participants to share out thoughts with the whole group then share some final thoughts) As a person supporting another person's growth and development we should be modeling our own commitment to ongoing learning and improvement.



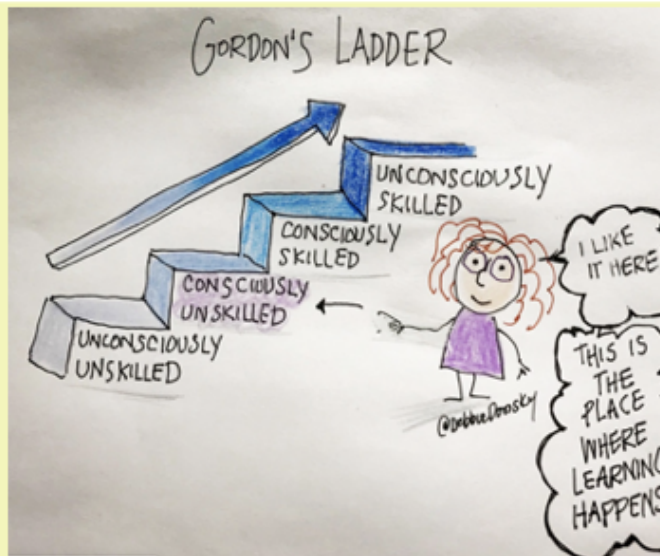
Afternoon Closure

Section start: 3:45

● **Duration:** 30 seconds

● **Facilitator does:** Let's bring some closure to our first module together.

Gordon's Skill Development Ladder



● **Duration:** 8 minutes

● **Facilitator says:** So now that we are coming to the end of our first day together in our mentoring course, you are probably feeling a lot of different feelings! We're going to take a look at Gordon's Skill Development Ladder to help us process some of these big feelings. How many of you have heard of Gordon's Ladder before? (show of hands) Gordon's Ladder of Skill Development is the model shown here and can be found on page 27 of your handout. Let's look at this model a little closer and see how this might relate to how you are feeling right now and how your mentees may feel in the near future.

● Take 4 minutes to review the image and reflect: Where were you on the ladder when you came in this morning? Where are you now?

● **Facilitator does:** Provide 4 minutes for participants to review and reflect.

● **Facilitator says:** Those who are unconsciously unskilled do know now what they don't know! This may have been how you were feeling when you walked in this morning. You knew you were going to be a part of this mentor program thing, but really weren't sure what it was all about and therefore didn't know what you didn't know. It can actually feel kind of good to be unconsciously unskilled because ignorance can be bliss.

● Now that we have reviewed all of the expectations for your role as a mentor, you're moving up the ladder and you are consciously unskilled. Suddenly, you know what

you don't know! And you may be feeling overwhelmed or scared about that! This might be where you are at right now with your feelings. We've done some new learning about what a mentor is and the mentor cycle, and you may be feeling like you have a lot to learn. We did that self-assessment and you identified areas of which you need some skill development in and that is okay. What we want to encourage you to do is not to be overwhelmed or scared by feeling consciously unskilled. It is actually the best place in the Skill Development Ladder to be because it is the place where learning happens. Now that you know what you don't know, you can begin to learn and grow and begin to move up the ladder.

- A consciously skilled person is someone who is deliberate in his or her actions, considers carefully what to do and when to do it. This is where we hope to get you by the end of our time together. This is also why we are weaving in content instruction to most of the modules. Many of you are veteran teachers and experts in your craft. But we need to be ready to coach our mentees on good instructional practices and being deliberate in considering and explaining to mentees how and why we do something in the classroom. An unconsciously skilled person is someone who is so experienced that most of his or her actions have become habitual and that person may not know what he or she is doing or why.

- **Facilitator says:** The other good reason to embrace being consciously unskilled is that practicing this mindset will help prepare you to guide your mentee through the same feelings! Before they begin, they may be unconsciously unskilled in the things you are going to work with them on. When you begin mentoring them, they may suddenly realize everything they don't know! You can help them understand and embrace those feelings of being consciously unskilled and start to move them up the ladder to being consciously skilled.

Exit Ticket

Get two sticky notes:

1. Biggest takeaway from the morning
2. One question you currently have

● **Duration:** 8 minutes

● **Facilitator says:** Everyone please take out two sticky notes. Label your first sticky note #1 and write down 1 big takeaway you have from today's learning. Label your second sticky note #2 and write down 1 question you currently have as we head out for the day. Please bring your sticky notes up to the facilitators before you head out.

● When you arrive tomorrow for module 2, please sit with your learning teams again. Every day, please bring all of your mentor teacher course materials with you, especially because we will be giving you time every day to work on your assessments.

- **Note to facilitators:** After participants leave for the day, work together as a facilitator pair to review the takeaways and questions on the sticky notes.
- Prioritize which takeaways to share: which takeaways did many people say? Which takeaways are particularly insightful and will move mentor thinking forward?
- Prioritize which questions to share and answer: which questions will NOT be answered tomorrow and are necessary for the mentors to understand their role, the mentor cycle, and the mentor program of modules and assessments?
- If there are questions you don't know the answer to, email Tom Manning to see if you can get an answer that you can share.