



THE PROFESSIONAL LEARNING ASSOCIATION

Louisiana Department of Education Mentor Teacher Training

Module 3:
Mentoring to Improve Classroom Management

All Cohorts
June/July, 2019

Facilitated by Learning Forward



Mentor Teacher Training

Mentor Training Course Goals

Mentors will:

- Build strong relationships with mentees.
- Diagnose and prioritize mentee's 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.

Module 3 Outcomes:

- Know the three fundamental elements of effective classroom management for inclusion as defined within the Mentoring Assessments.
- Explain how and why these factors contribute to successful instructional outcomes.
- Articulate how the assessment criteria for management align with the Louisiana Teacher Preparation Competencies.
- Use the SMART Goal framework to create goals for and with mentees.
- Engage in one-on-one debriefs with mentees.

Module 3 Agenda: 8:30 a.m. – 4 p.m.

- Welcome/Norms/Overview
- Mentoring for Classroom Management
- Lunch
- Review of Conduct Observations & Analyze Observation Data
- Set Goals
- One-on-One Debriefs
- Connection to Assessments
- Closure

Mutual Commitments:

Make the learning meaningful

Engage mentally and physically

Notice opportunities to support the learning of others

Take responsibility of own learning

Own the outcomes

Respect the learning environment including use of technology

3 Fundamental Elements of Effective Classroom Management

- Building relationships with diverse student populations
- Establishing clear expectations and procedures
- Consistently reinforcing expectations and procedures

What are the things you do to build strong relationships with *all* of your students?

Life in a Crowded Place



Life in classrooms is an intense social experience. For six hours a day, week after week, month after month, one teacher and anywhere from 2 to 34 students (sometimes more) live together in a space the size of a large living room. The older the students, the larger the furniture, the tighter the space. At best, it is elbow-to-elbow living. Sometimes learning about reading, social studies, and math is pushed to the side because the complex problems of living together cannot be worked out. The most important discovery I have ever made about teaching:

When community exists, learning is strengthened. Community in itself is more important than any method or technique.

--Ralph Peterson

Coaching a Positive Classroom Climate

- In what ways do you help students feel welcomed in your class?
- How do you create classroom climate that encourages mutual respect?
- How do you guarantee that your students feel physically and emotionally safe?
- In what ways do you acknowledge and celebrate each student's growth?
- How do you provide scaffolding for success?
- In what ways do you utilize the ideas that "fair is not equal, fair is getting what you need?"
- How do you collaborate with your students for mutual growth and success?
- What techniques do you utilize for positive grouping interactions?
- What procedures do you have in place to allow students to have a "respectful way out" of a grouping situation?
- How do you plan for and use flexible grouping?

BACK TO SCHOOL

Relationships Matter More Than Rules

Community building in the classroom starts on day one. Try these strategies to begin forging strong relationships.

By *Rebecca Alber*

August 16, 2017



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Learning doesn't happen without relationships. In the classroom, rules matter, but as many of us have learned after a few years teaching, relationships matter much more. One way we can deepen our relationships with students is to share a bit about ourselves with them, and create opportunities for them to share with us—and each other.

Of course rules, routines, and policies are crucial to outline for your students on day one so they know what to expect. We learn early on in our careers as teachers that being firm and clear about classroom expectations from the start will make all the difference for the kind of year we will have.

But after sharing rules and expectations, how about transitioning into sharing a few slides and artifacts that tell students about you? There's general information you can share (details about your family, where you went to school, jobs you had before teaching, etc.), but you can add a few more vulnerable glances into your life:

- What struggles did you have growing up? As a student?
- What do you value?
- What do you love to do?
- What would you change about the world if you were able?
- If you knew it would work out, what are some risks you would take in life?

How about sharing some artifacts? A few of your all-time favorite books? What was your favorite at 12 years old? At 16? At 20? Bring copies of those books to show your students. Bringing in photos from your life is always a hit as well.

Why share yourself in this way? Showing our humanity to students allows us to be people and not just The Teacher. And in my observations and experience, to be loved by those whom you teach, you have to show vulnerability, at times reveal who you are, your feelings, challenges, hopes, cares, and dreams. We ask students to write essays and poems and speeches in which they share vulnerable aspects of themselves. As teachers, as members of a classroom community, shouldn't we do the same?

STUDENTS LEARNING ABOUT EACH OTHER

Once you've presented aspects of who you are, invite students to do the same. You've set the stage, showing some vulnerability and openness with them, so they see that this matters to you and that as a group you're a class not simply of teacher and students, but of people.

Here are a few worthwhile activities for students to get to know each other and begin building relationships:

Good Things: Ask students to pair and share a good thing that happened for them or something that they're looking forward to. It doesn't have to be anything major—it can be something as simple as, "It's

taco night at my house tonight." Perhaps someone's sister just got married or someone's birthday is in a week. Start each day or class period with Good Things, and as students get more comfortable with it, expand the groups to four or five students to help forge more community connections. You share too.

Create an "All About Me" Bag: Provide each student with a *paper lunch bag*

(http://www.proteacher.org/a/184561_All+About+Me+Bags.html). Ask them to decorate the outside with words or images of things they like or what others can easily see about them. Have them place several objects in the bag that represent or symbolize things not easily known about them (e.g., a pet toy that belongs to their cat, a photo of them playing soccer, etc.). If you make one yourself, you can share it in your introduction—it can serve as a model. Give class time for them to share with a partner and in small groups.

Just Like Me: An oldie but goodie, this community-building strategy allows students to see those students they have things in common with, or with whom they share similar traits. The teacher makes a statement, and those students it relates to stand up. For example, "Pizza is my favorite food," "I'm glad to be back in school," or "I am the youngest in my family." After making a statement, ask students to look around to note those they have this in common with before sitting down. (You can do this activity over several days or sporadically, with new statements and ones that may go a little deeper.)

Artifact Sharing: Just as you might bring in some of your favorite childhood and teen books, invite students to bring in artifacts from their lives—photos, books, and awards—and share one-on-one, in small groups, or with the whole group.

Student Information Survey: Create a *survey with age-appropriate and subject-appropriate questions* (http://www.educationworld.com/a_curr/back-to-school-student-survey-questionnaire.shtml). Have students complete it. Share with them that this is for you, the teacher, to get to know them. Before collecting it, however, ask students to choose two or three responses they'd like to share with others. Provide time for them to pair up or get in groups of three and share, for example, their favorite music, food, and subject in school.

Meaningful relationships matter for learning. The rules and policies you enforce are important for keeping a well-managed class. But rather than emphasizing control over your students, developing community and connection is a surefire ingredient for a good school year for all.

Why Teacher-Student Relationships Matter

New findings shed light on best approaches

By [Sarah D. Sparks](#)

March 12, 2019

Students spend more than 1,000 hours with their teacher in a typical school year. That's enough time to build a relationship that could ignite a student's lifetime love of learning—and it's enough time for the dynamic to go totally off the rails.

Education watchers have long known that the relationship with a teacher can be critically important to how well students learn. But emerging research is giving a clearer picture than ever of how teachers can build and leverage strong relationships with their students.

"People sometimes mistake a kind of casual familiarity and friendliness for the promotion of really deep relationships that are about a child's potential, their interests, their strengths, and weaknesses," said Mary Helen Immordino-Yang, a cognitive neuroscientist at the University of Southern California who studies the effects of emotions and mindsets on learning.

"A lot of teachers ... have really strong abilities to engage socially with the students, but then it's not enough," she said. "You have to go much deeper than that and actually start to engage with students around their curiosity, their interests, their habits of mind through understanding and approaching material to really be an effective teacher."

In a forthcoming longitudinal study with Bank Street College of Education, Immordino-Yang is tracking how the highly effective teachers of low-income students set classroom norms and feelings of trust and safety for students—but also leverage that foundation to promote students' deeper thinking and engagement.

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Why are teacher-student relationships important?

"The relational part of teaching may very well be its most underrated aspect. ... When teachers are good at building relationships with students, the skill is seen more as cover for a lack of content knowledge or wherewithal to instruct with rigor," James Ford, the 2015 North Carolina State Teacher of the Year and the program director for the Public School Forum of North Carolina, told *Education Week*. To the contrary, he added, "Our first job as teachers is to make sure that we learn our students, that we connect with them on a real level, showing respect for their culture and affirming their worthiness to receive the best education possible."

A Review of Educational Research analysis of 46 studies found that strong teacher-student relationships were associated in both the short- and long-term with improvements on practically every measure schools care about: higher student academic engagement, attendance, grades, fewer disruptive behaviors and suspensions, and lower school dropout rates. Those effects were strong even after controlling for differences in students' individual, family, and school backgrounds.

Teachers benefit, too. A study in the *European Journal of Psychology of Education* found that a teacher's relationship with students was the best predictor of how much the teacher experienced joy versus anxiety in class.

How does a teacher's approach affect that relationship?

In a 2018 study, Arizona State University researcher Victoria Theisen-Homer found different teacher-training programs prioritized different kinds of relationships with students:

- An *instrumental focus* involved a limited, one-way relationship in which teachers cull bits of information about students specifically to motivate them to behave well and focus on teacher-directed tasks. The relationships "were structured as a controlled means to a particular end: student compliance," she found. "Students learned that their value was tied to the degree to which they worked hard and behaved in line with what mostly white authority figures demanded."

- A *reciprocal focus* required teachers to gather complex information and develop a holistic understanding of their students, inviting the students to grapple with content and problems together. "These students not only learned to think for themselves, but also had adults who affirmed and responded to their thoughts and experiences. Such interactions prepared them to engage with authority figures, and to someday hold positions of authority themselves," Theisen-Homer said.

The study also found in an analysis of two of these programs that teachers trained in the instrumental focus were more likely to go on to teach in low-income, high-minority schools, while those trained in reciprocal relationships ended up in schools with more high-income and white students. It was not clear why teachers ended up sorting in this way, but it raised concerns about differences in the kinds of relationships high- and low-income students might experience with teachers.

"Sometimes teachers don't understand the importance that their relationship with each student has on that student's identity and sense of belonging," said Vicki Nishioka, a senior researcher with Education Northwest who studies teacher-student relationships. "What gets in the way of that is a more authoritarian kind of discipline and interaction approach with students, which really doesn't work."

For example, a 2016 study randomly assigned teachers to increase their positive interactions with students. Students of teachers who boosted their ratio to five positive comments and interactions for every negative one had significantly less disruptive behavior and more time on task academically than the students of a control group of teachers.

How can teachers improve their relationships with students?

In a word: Empathy. Across several recent studies, researchers have found that teachers who cultivate empathy for and with their students are able to manage students' behavior and academic engagement better.

Nishioka finds that trying to suppress biases or stereotypes about students can sometimes make them worse, but practicing perspective-taking—actively imagining how a student might perceive or be affected by a situation—can reduce bias and deepen teacher-student relationships. She recommended teachers:

- Talk to students to understand differences in their perceptions and expectations in class.
- Research cultural differences between teachers and students to head off cultural misunderstandings, particularly around norms, styles, and language.
- Teach and model perspective-taking for students in class.

How can teachers maintain healthy boundaries with students?

Experts caution that for teachers and students, "relationship" does not equal "friend," particularly on social media. Many districts have rules against teachers following or friending current students on Facebook, Twitter, or other platforms, in part because it might open teachers to liability if they see inappropriate behavior from students online.

Teachers also should be upfront with students who confide in them that they are required by law to report evidence of abuse and can't keep secrets that could put students in danger.

Teacher and education author Starr Sackstein, whose blog is hosted on the edweek.org website, also recommends that while teachers can and should share personal stories if they are "purposeful and appropriate" to the discussion, they should use these to model for students what level of detail is appropriate for sharing in social conversations.

How can relationships with students support teacher quality?

While student feedback is often incorporated into teacher evaluations in higher education, it is rarely a direct part of K-12 teacher evaluations. But that doesn't mean districts can't use student feedback to improve teaching practice, and in particular, such feedback can be used to help teachers build deeper relationships with students.

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For example, the High Tech High Media Arts charter school in San Diego trains students using a six-week course to act as observers. The students met regularly with the teacher to give feedback about their communication skills and engagement in the classroom, and to brainstorm better ways to reach out to students. Teachers and administrators found that going through the training gave students better understanding of the teachers' roles. School staff members said that teachers also "developed deeper relationships with students, interacted with students in a more positive way during class, communicated information about projects and assignments to students more clearly, generated better questions to stimulate student dialogue during Socratic seminars, and created more collaborative learning environments for students."



Students' misbehavior is directly related to the degree to which they believe the academic content and the manner in which it is presented treats them with respect and engages their need for competence. It's a relationship that goes hand and hand. Marzano, Marzano, & Pickering

Classroom Management Quiz

Create a picture in your mind of your rules and procedures, and how you respond when students fail to follow the reasonable rules and procedures you have worked with them to develop, learn, and practice. While it is subjective, score your rules and procedures on the following criteria with "5" being outstanding and "1" being low.

- _____ **Clear** (If you interviewed ten students they would be able to describe the system very much the way you described it.)
- _____ **Sequential** (Rather than an immediately harsh or disruptive response, you use a series of responses that gradually increase the consequences.)
- _____ **Dignifying** (The responses enhance or maintain students' sense of dignity or self-esteem.)
- _____ **Educational** (The responses in your system provide cues that help the students focus on positive behaviors or learn alternative behaviors.)
- _____ **Environmental Analysis** (When a problem occurs you ask the question, *What classroom factors might be eliciting this behavior and what might I change to decrease the likelihood this behavior will occur?*)

Recommended Areas for Classroom Rules and Procedures:

Do students understand what is expected of them?

<p>General expectations for behavior <i>What are your expectations for:</i></p> <ul style="list-style-type: none"> • Respect of other students and classroom environment • Language and behavior <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Treat property of others as if it belonged to you; think about how you would feel. • Listen to others before speaking; think before you speak. • Keep your hands to yourself; think before you act. 	
<p>Beginning and ending the school day or class</p> <ul style="list-style-type: none"> • <i>Begin the school day/class with:</i> <ul style="list-style-type: none"> • Specific social activities (e.g., acknowledge birthdays, important events in students' lives. • The Pledge of Allegiance. • Doing administrative activities (e.g., taking attendance, collecting lunch money). • <i>End the school day/class by:</i> <ul style="list-style-type: none"> • Cleaning the room and individual space. • Putting away materials, resources, equipment, etc. 	
<p>Transitions and interruptions <i>How will you address the following areas?</i></p> <ul style="list-style-type: none"> • Leaving the room • Returning to the room • Use of the bathroom • Use of the library and resource room • Use of the cafeteria • Use of the playground • Fire and disaster drills • Classroom helpers 	
<p>Materials and equipment <i>How will you address the following areas?</i></p> <ul style="list-style-type: none"> • Distributing materials • Collecting materials • Storage of common materials • The teacher's desk and storage areas • Students' desks and storage areas • The use of the drinking fountain, sink, and pencil sharpener • Use of technology (cell phones, tablets, etc.) 	
<p>Group work <i>How will you address the following areas?</i></p> <ul style="list-style-type: none"> • Movement in and out of the group • Expected behaviors of students in the group • Expected behaviors of students not in the group • Group communication with the teacher? 	

<p>Independent work and teacher-led activities <i>What are your expectations for the following?</i></p> <ul style="list-style-type: none"> • Student attention during presentations • Student participation • Talking among students • Obtaining help • Out-of-seat behavior • Behavior when work has been completed 	
<p>Paperwork <i>What are your expectations for the following?</i></p> <ul style="list-style-type: none"> • Turning in work (put in specific location, online posting, etc.) • Turning in make-up work if they were absent (give to teacher, put in folder, communicating that it has been completed, etc.) • Distributing materials (first person in row, a group member gets them for all group members, students pick up as they enter the room)? • Accepting and grading late work (no penalty, minus points, turn in by end of day/week, use recess to finish)? 	

Source: *Classroom Management That Works: Research-Based Strategies for Every Teacher*, by Robert Marzano with Jana S. Marzano and Debra J. Pickering, Association for Supervision and Curriculum Development, 2003

Reinforcing, Reminding, and Redirecting

- I. **Reinforcing Language** - seeing and naming what the students are doing well, highlighting students' skills, positive efforts and attitudes, and quality work so that they know what to stand on as they reach for the next higher rung in their learning.
 - A. **Name concrete and specific behaviors**
 1. Instead of: "Your spelling shows progress."
 2. Try:

 - B. **De-emphasize your personal approval**
 1. Instead of: "I'm so please with the way you added key details to your main point."
 2. Try:

 - C. **Find positives to reinforce in all students**
 1. Instead of: "Using reinforcing language with only the students who do proficient work, are the first to get organized, or are otherwise the "best."
 2. Try:

- II. **Reminding Language** - using reminding language before students start a possibly challenging task, or right when they start to make a mistake, teachers help students stay on task, organized, responsible, and safe. Reminders are most effective when both the student and teacher feel calm.
 - A. **Prompt children to remember for themselves**
 1. Instead of: "Sit alone or next to someone you won't be tempted to talk to..."
 2. Try:

 - B. **Be brief**
 1. Instead of: "I'm hearing people starting to sound disrespectful when they disagree. Everyone, remember to say 'I hear your point, but I have a different idea' or ask a clarifying question..."
 2. Try:

C. Watch for follow-through

1. Instead of: Giving a reminder and then turning away immediately to tend to something else.
2. Try:

III. Redirecting Language - skillfully used, redirecting language lets teachers provide wise external control to keep children safe and productive when their self-control is failing them.

A. Be direct and specific

1. Instead of: "Casey, you need to work harder."
2. Try:

B. Say what to do

1. Instead of: "Class, stop wasting everyone's time."
2. Try:

C. State the redirection as a statement

1. Instead of: "Anna, could you refocus on your math?"
2. Try:

Adapted from: Gersten, Seema. "Reinforcing, Reminding, and Redirecting." *Responsive Classroom*, 15 July 2016, www.responsiveclassroom.org/reinforcing-reminding-and-redirecting/

Three Goals of Misbehavior

Attention: the need to be recognized, acknowledged, or appreciated

Interventions:

- Ignore the behavior.
- Make eye contact
- Stand close by.
- Mention the student's name while teaching.
- Send a non-verbal signal.
- Give written notice.
- Give an I-message.
- Make a lesson out of the behavior.
- Do the unexpected.
- Ask a favor.
- Change the activity.
- Notice the appropriate behavior.
- Move the student.

Avoidance of failure: the need to deflect from the work or task in hopes of finding a way to make a situation easier and to avoid errors, mistakes, or undue challenges

Interventions:

- Modify instructional methods.
- Make mistakes okay.
- Build confidence.
- Build community.
- Focus on past success.
- Make learning tangible.
- Recognize student achievement.

Power or revenge: the need to be have influence and to maintain status or gain status

Interventions:

- Acknowledge student's power.
- Remove the audience.
- Table the matter.
- Make a date.
- Agree with the student.
- Change the subject.
- Time-out in the classroom.
- Time-out in another place.
- Consequences: *Related, Reasonable, Respectful.*

Methods for Addressing Discipline Problems

Physical classroom arrangement

Teacher actions (movement, conversation, responses, etc.)

Task adjustment

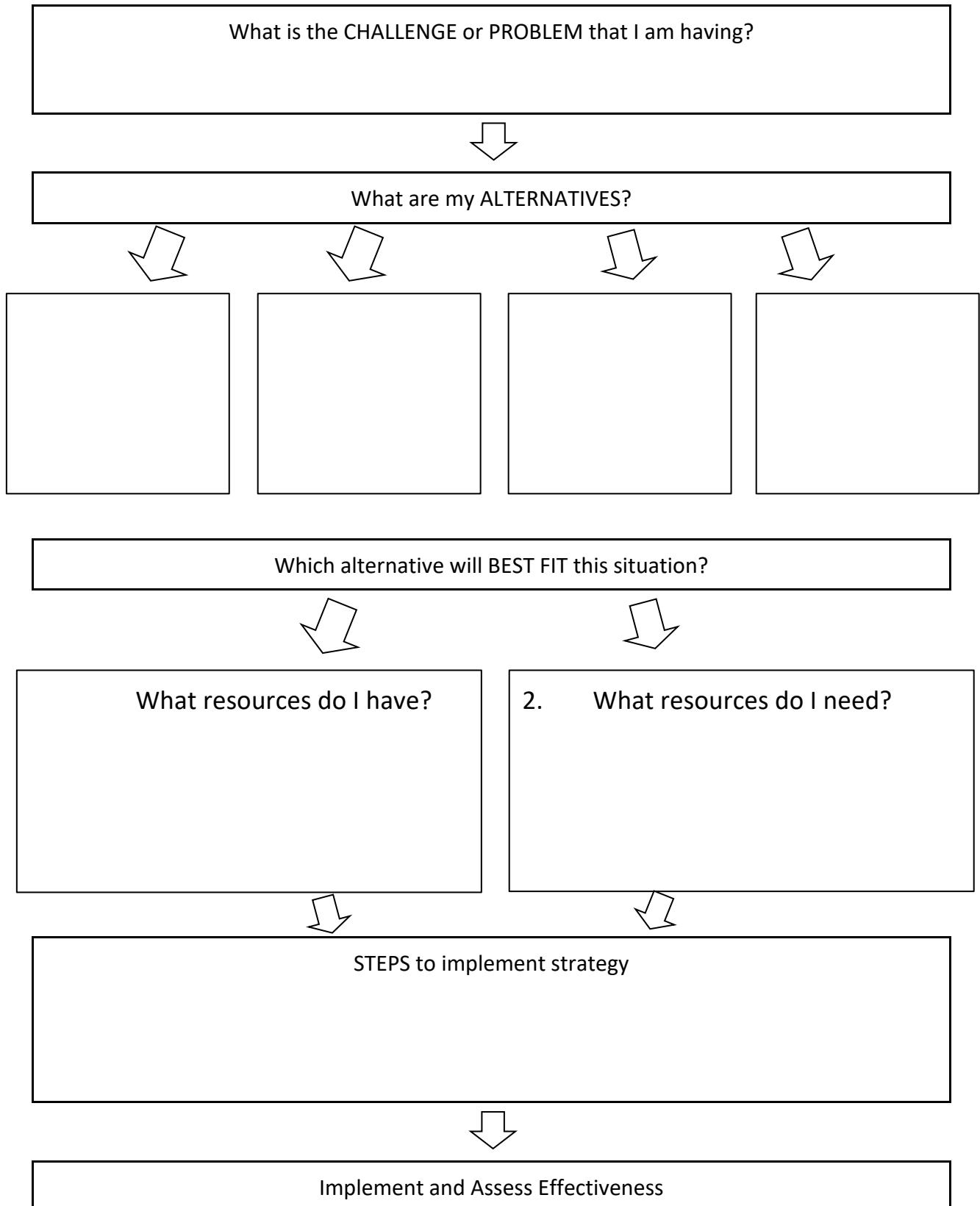
Teaching strategy adjustments

Create positive behavior system

Positive Behavior Plan

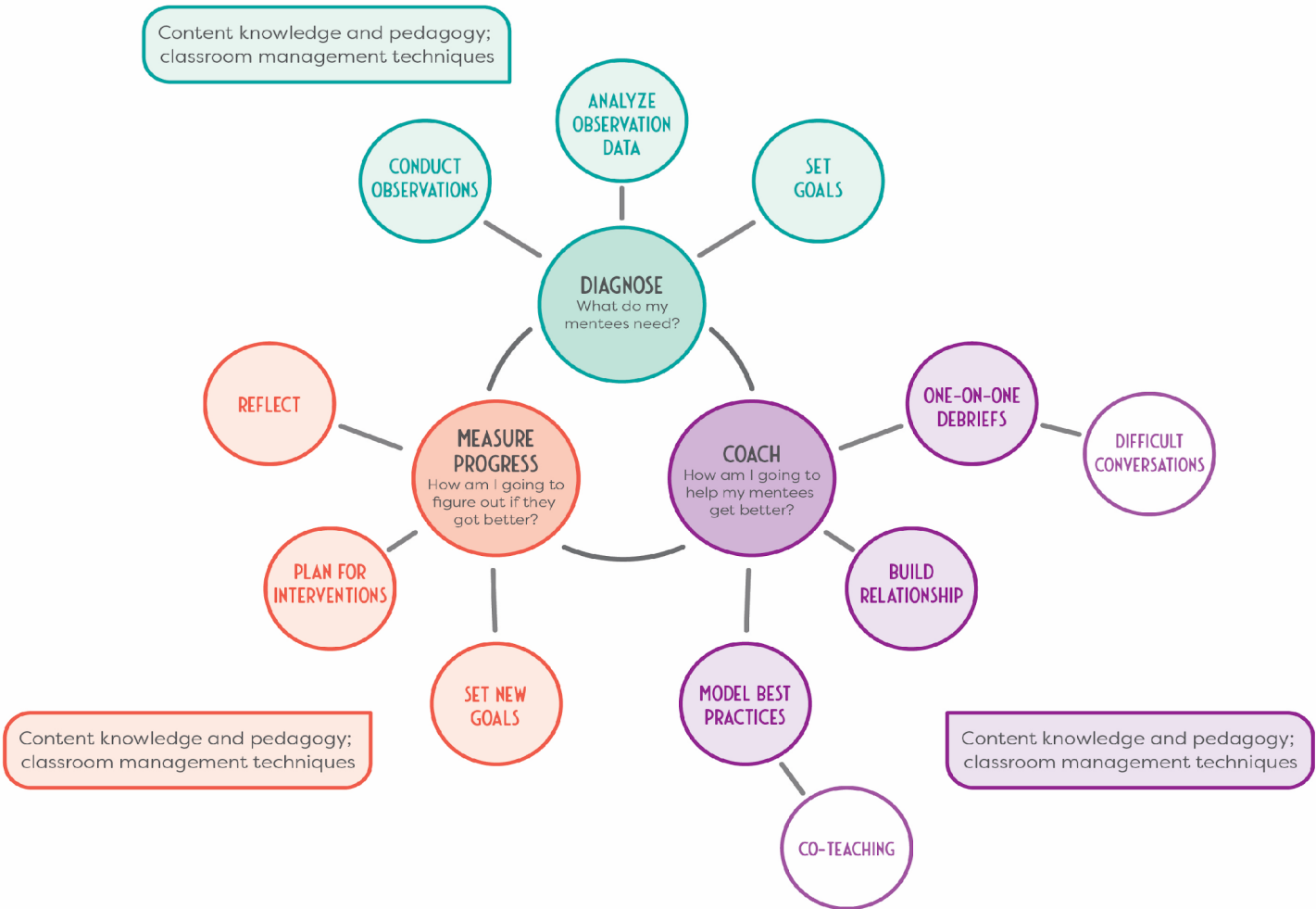
Elements/ Expectations	Consequences for appropriate and inappropriate behavior	How is feedback given?	Sequence of steps the teacher consistently applies
<p><i>Respect classroom property: Use materials as they are supposed to be used Clean up and put away materials when finished</i></p>	<p><i>+: Reinforcement +: Earn privilege back with materials that have been taken away +: Choose special materials for classroom from art room -: Redirection -: Loss of privilege with material used improperly -: 15 minutes of helping Mr. Jenkins clean the classroom after school</i></p>	<p><i>Checkmarks on behavior chart taped to student's desk Private verbal cues</i></p>	<p><i>Step #1: Teach expectations - what does it mean to respect classroom property?</i></p> <p><i>Step #2: Reinforce expectations before every time classroom materials are being used</i></p> <p><i>Step #3: Remind and narrate expectations while materials are being used</i></p> <p><i>Step #4: Note student behavior on behavior chart</i></p>

Process for Handling Behavior Challenges



Key Takeaway:
Classroom management styles may vary from teacher to teacher, but three fundamental components must be present for effective management

The Mentoring Cycle



Classroom Observation Tool

<u>Focus of Observation:</u>		
“Look-Fors” What does strong teaching for the focus area look like? (observer completes prior to observation)	Teacher Behaviors	Student Behaviors

Classroom Observation Tool

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Classroom Management Look-Fors

- **Strong teacher-student relationships**
 - Welcoming classroom culture/community
 - Mutual respect between students and student & teacher
 - Students feel safe to take risks
 - Engages students and adjusts instruction based on interests, experiences, and differences
- **Established expectations and procedures**
 - Classroom rules established and visible
 - Smooth transitions
 - Procedures in place for various tasks such as when a student has a question, distributing materials, restroom break, engaging students in collaboration/group work
 - Checks for understanding
- **Reinforcement of expectations and procedures**
 - Reminding, redirecting, and reinforcing language used
 - Behavior management system in place & consistently used to respond to misbehavior

Key Takeaway:

Conducting observations in classrooms allows the mentor to collect non-judgemental data on student and teacher actions.

Module 3 Afternoon Outcomes:

- Use the SMART goal framework to create goals for and with mentee.
- Engage in one-on-one debriefs with mentee.

Analyze Observation Data

Strengths: What was effective about the lesson in regards to the focus area? In which “look fors” did the observee excel? What specific actions did the observee take that enabled them to be successful in the focus area? What specifically were the students able to do as a result of those actions?	Areas for Growth: What was ineffective about the lesson in regards to the focus area? Which “look fors” is the observee trying and on the verge of doing? Which “look fors” is the observee ready to try next? Where are there areas of missed opportunity?	Prioritize One Area for Growth: In your opinion, which area for growth could have the biggest impact on the observee and their students? What might you recommend the observee change or modify in their focus area based on your observation? What big takeaway do you hope the observee gains as a result of the debrief conversation?
1.	1.	
2.	2.	
3.	3.	

Key Takeaway:

Analyzing observation data helps the mentor identify areas of strength and the greatest area for growth so they can prepare to support their mentee in growing their practice.

Set Goals: 3 Key Components

- Review upcoming instruction
- Align priorities
- Draft SMART goals

SMART Goal Framework

Specific: Clearly defined and detailed

Measurable: Easy to tell if the goal was accomplished

Attainable: Something you can accomplish through hard work

Relevant: Aligned with your other goals

Time-based: Linked to a time frame (short term - under 4 weeks - are best)

Sample SMART Goal

I will teach and reinforce one procedure (A) for each of the materials and routines we use in math class (S, R) so that in three weeks (T) an observer can clearly identify a procedure in place for at least 4 identified areas of need. (M)

Key Takeaway:

The SMART goal framework can be used to create useful and actionable goals.

Draft SMART Goals

1. **Discuss:** What about the upcoming instruction would inform your SMART goals?

2. **Discuss:** Where might the priority area of growth and the upcoming instruction align?

3. **Draft 2 SMART goals:**

SMART Goal 1:

SMART Goal 2:

One-on-One Debriefs: 3 Key Components

- Plan for debrief
- Engage in debrief
- Practice difficult conversations

Plan to Engage in One-on-One Debrief

Suggested Guiding Questions for Discussion	Planning Notes (observer completes prior to debrief)	Debrief Meeting Notes
Primary Questions		
Your focus area was _____. How do you think the lesson went with [your focus area]?		
What are you noticing about [your focus area]?		
What is important to you about [action observee took in focus area]?		
Feedback Questions		
You said your instructional goal for your students was [goal]. How well do you feel they accomplished it?		
What is the student work/data showing about their progress to this goal?		
In what ways did the lesson go as you had planned?		
In what ways did things happen that you did not expect?		
What other ways are there to try [action observee took in focus area]?		
Feedback on Prioritized Area of Growth		
You _____ and the impact of that is _____. I suggest you _____.		
Closing Questions		
What can you change before you try this again?		
What can you learn before you try this again? How might you approach learning it?		
Are there ways you think I can be helpful to you with your learning?		

Sample One-on-One Debrief Planning Notes

Suggested Guiding Questions for Discussion	Planning Notes (observer completes prior to debrief)	Debrief Meeting Notes
Primary Questions		
Your focus area was classroom management . How do you think the lesson went with that?	-clearly not many, if any, procedures established for things having to do with materials i.e. passing out papers, sharpening a pencil, missing paper, etc.	
What are you noticing about classroom procedures in your classroom ?	-not many established or at least not being followed by students -no procedure for when students need to ask a question, sharpen a pencil, go to the bathroom, pass out pencils, etc.	
Feedback Questions		
In what ways did the lesson go as you had planned?	-many of the students were trying to participate (although she only called on one student the whole time) -most students go started working when directed to	
In what ways did things happen that you did not expect?	-have everything ready & prepared ahead of time (materials) -students shouting out, throwing things, etc. - I would hope.	
What other ways are there to try establishing clear expectations & procedures in your classroom to help everything run more smoothly ?	-establishing a procedure/routine for each need, direct teaching it to students, and practicing it with students repeatedly	

Feedback on Prioritized Area of Growth		
<p>You were reviewing problem solving with your students during the lesson and the impact of that was not as high as it could have been due to a lack of established procedures. I suggest we focus our work together on teaching and reinforcing one procedure for each of the materials you use in math class.</p>		
Closing Questions		
<p>Are there ways you think I can be helpful to you with your learning?</p>	<p>-happy to brainstorm and plan the ideas for each necessary procedure -I could model direct teaching a few procedures to students</p>	

Continuum of Mentoring Stances

← Consult	Collaborate	Reflect →
Consult	Collaborate	Reflect
Purpose: Provide information, technical assistance, problem solving, and advice, i.e. informing and assisting the mentee in implementing a specific set of instructional strategies, curriculum, procedures or assessments.	Purpose: Share ideas and problem solve collaboratively; working together to identify areas for instructional focus and problem solving based on student data and teacher competencies.	Purpose: Improve instructional decision-making and increase reflection on practice; encouraging self-directed thinking about instruction that is based on reflection and student outcomes.
Focus: Shares logistical information on “how we do things around here;” ensures the mentee implements the content and pedagogy accurately leading to student success.	Focus: Reciprocal support for growth and improvement of practice	Focus: Non-judgmental support for planning, instruction, assessment, reflection, problem solving (cognitive aspects of teaching).
Actions: Provides resources and assistance in accessing resources, demonstration lessons, planning conversations, and observations with reflection conversations.	Actions: Researching, co-planning, co-teaching, exchanging resources, conducting action research, examining student data, etc.	Actions: Learning-focused conversations which include inquiry, reflection, construction and deconstruction of knowledge about professional practice and student learning.
Language: Directive “It’s a good idea to...; Always...; Keep in mind	Language: Collaborative “We might...” “Let’s...” “How might our actions affect ...?”	Language: Metacognitive “What might be some ways to...? What research supports your decisions to...? What process do you use to...?”
Result: Increased student achievement through the implementation of curriculum and instructional practices; Increased teacher content and content-specific pedagogical knowledge and skill.	Result: Resolved instructional problems based on teacher and mentor shared expertise; learning together to develop professional practice; increased student achievement.	Result: Tools/strategies for metacognition and independent problem solving on planning, instruction, and student achievement.
Whose direction: Mentor	Whose direction: Mentor and mentee jointly	Whose direction: Mentee

Adapted from Lipton, L. & Wellman, B. *Mentoring Matters, a Practical Guide to Learning-focused Relationships*

Sample One-on-One Debrief Conversation

Mentor: I'm glad this time worked for us to sit down and meet! I really appreciated you welcoming me into your classroom yesterday to see you in action with your students. We're going to take some time to reflect on the observation. We should leave today having a set a goal that we will work on together over the next several weeks. So our focus area for the observation was classroom management. Thinking about that focus, how do you think the lesson went?

Mentee: So everyone got to work on the math like I wanted them to, and it didn't take that long for them to get started, but I didn't have enough papers for everyone.

Mentor: Yep, I also observed that most students got to work on their assignment when you told them too - and I do want to talk about how they got to that point and what you thought about that. Let's think a little bit about your classroom procedures. What are you noticing about classroom procedures in your classroom?

Mentee: Hmm... I'm not sure what you mean by procedures.

Mentor: When I say classroom procedures I mean the expectations you've taught your students when it comes to doing things in your classroom...like how to hand out papers, how to ask a question or to use the bathroom, when and how to sharpen pencils, how to line up, how to transition between activities...et cetera.

Mentee: Mm-hmm...

Mentor: So when you think about procedures, in what ways did the lesson go as you had planned?

Mentee: Well, since the kids are in 5th, I really expected that they'd come to me knowing how to do those kinds of things. And so I had the student hand out those papers and she did it...but I didn't really think about planning for procedures when I was planning the lesson. So I'm not sure. One thing that has been driving me crazy though is that kids get up and sharpen pencils and go to the bathroom when I'm teaching. That's definitely not something I expected to happen.

Mentor: So it sounds like you weren't expecting that your students wouldn't know that they shouldn't do things like sharpen pencils or leave to use the bathroom while you're teaching. Anything else occur that you didn't expect?

Mentee: Yeah. When they talk when I'm talking or shout out and throw things I don't really know what to do. I was embarrassed that you saw that. I was hoping that having you in the room would help.

Mentor: Don't be embarrassed! I promise you my first year of teaching was so similar! And this is definitely something we can work on together. No matter the age of the students, it's important to clearly teach and reinforce the procedures for your classroom. Every classroom and adult is different and kids will figure out pretty quickly what they can get away with in each place. You can't rely on them just doing what they learned last year or in another class.

Mentee: I never really thought about that before, but it makes sense now that you say it. What else did you see them do?

Mentor: One more thing that I noticed about the student passing out the papers that you might not have been able to see...she didn't have a set, efficient way of doing getting the papers out to her classmates. She kind of bounced around as she pleased, chatting with her friends as she did it. So, based on your noticings and my observations, I suggest we focus on teaching and reinforcing one procedure for each of the materials and routines you use in math class.

Mentee: Do you really think that will help?

Mentor: Yes. You were reviewing problem solving with your students during the lesson and the impact of that was not as high as it could have been due to a lack of established procedures.

Mentee: Yeah. When I looked at their papers, I was disappointed in their work. I guess it won't hurt to try tightening up my procedures. To be honest, I don't really know how to get started though.

Mentor: What we'll do is establish a procedure/routine for each need, directly teach it to the students, and practice it with the students repeatedly. I am happy to brainstorm and plan the ideas for each necessary procedure and I could model direct teaching a few procedures to students.

One-on-One Debrief Takeaways

- What were your three biggest learnings about one-on-one debriefs?
- What are your two biggest concerns about one-on-one debriefs?
- What is your next action for one-on-one debriefs?

Key Takeaway:

One-on-one debriefs are a structure for mentees and mentors to consolidate their learning and plan their next steps.

EXIT CARD

1. Before I thought ... and now I think...
2. The most useful thing from today for my own teaching is...
3. The most important thing from today for me to remember about working with my mentee is...

Please take the Module 3 Survey at <https://tinyurl.com/MTday3survey>

