



MENTOR
TEACHER

Mentoring to Improve Classroom Management

All Cohorts
June/July, 2019

Section Start Time: 8:30

● **Duration:** 30 seconds

● **Facilitator says:** Welcome everyone to Module 3 of our Mentoring Training Course here at the Summit!

Mentor Training Course 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:** 2 minutes
- **Facilitator says:** The goals for the Mentor Training Course appear on p. 3 of your packet. In module 1 we learned about what mentoring is and how to build relationships with our mentees using partnership agreements and having a growth mindset. This aligns to goal one of our mentor training course. In the morning of module 2, the different cohorts all had some content-focused instruction. This aligns with goal 4 to continue to assess and deepen your own content knowledge and content-specific pedagogy. Everyone in the afternoon of module 2 learned the first two components of the Diagnose phase of the mentor cycle, conduct observations and analyze observation data. This learning was heavily tied to goal 2- diagnose and prioritize mentees' strengths and areas for growth. Today we will continue to hit goals 2 and 4 through looking how to mentor for classroom management and learning the next two components in the cycle, set goals and one-on-one debriefs.

Today's Agenda

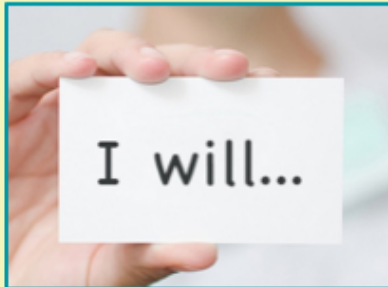


- Welcome/Norms/Overview
- Mentoring for Classroom Management
- Lunch
- Review of Conduct Observations & Analyze Observation Data
- Set Goals
- One-on-One Debriefs
- Connection to Assessments
- Closure

● **Duration:** 1 minute

● **Facilitator says:** We will always start our time together by letting you know the day's agenda. This morning's focus will be on classroom management and breaking down what the Department defines as the 3 fundamental elements of effective classroom management for inclusion. Before we break for lunch we will do a quick review of the two components of the cycle that we learned about in module 2, so we will be ready to move on after lunch onto Set Goals and One-on-one debriefs. We will make sure to discuss how all of this learning ties into the assessments that are required as part of the Mentor Training Course.

Mutual Commitments



- **M**ake the learning meaningful
- **E**ngage mentally and physically
- **N**otice opportunities to support the learning of others
- **T**ake responsibility for your own learning
- **O**wn the outcomes
- **R**espect the learning environment including use of technology

● **Duration:** 2 minutes

● **Facilitator says:** This is a reminder of our mutual commitments that all cohorts agreed on in module 1. Please take a minute to review these and make a mental note about which one you plan to really focus on committing to throughout our day together.

● **Facilitator does:** Give participants 1 minute to look over norms and make that personal commitment.

Get to Know Your Table

Your Name

Your District, School & Grade

In FIVE words or less...
Biggest takeaway thus far



● **Duration:** 8 minutes

● **Facilitator says:** We understand and acknowledge that you all may not be in your usual cohorts or even sitting with your regular learning teams that we set up during module 1. Therefore we want to give you a chance to get to know the people you are sitting with and working with today. At your tables you will have ten minutes to do the following: Introduce yourself giving your name, what district you are from, what you work at and what grade/subject you teach. Then in 5 words or less sharing what your biggest takeaway thus far has been from the first 2 mentoring training modules.

● **Note to Facilitators:** This afternoon, participants will watch a video that they will use to practice the Diagnose components of the mentor cycle. There is an elementary option if your group is more elementary, and a secondary option if your group is more secondary. Take this time to move around the room and make note if your group is more elementary or secondary and therefore which video you should watch.

Modules 3 Morning 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.

- **Duration:** 1 minute
- **Facilitator says:** These are our 3 outcomes for the morning. (Read slide) We will then use this content in the afternoon when we learn about the next two components in the mentoring cycle.

Mentoring for Classroom Management

Section start time: 8:50

Duration: 2 minutes

● **Facilitator says:** As we begin our focus this morning on classroom management, please know we understand that everyone in this room most likely has strong background knowledge in key classroom management components like procedures, behavior management system, etc. We are not questioning anyone's abilities in these areas. We are here to help you help mentees plan for and enact a system in their classroom that aligns with the program in use by their school or district that creates a positive, safe, and productive learning environment within the classroom so that all students are able to be successful academically, socially, and psychologically. Successful teachers know how to manage a classroom. This is something you likely do almost without thought now that you are an experienced teacher. Remember when we discussed Gordon's Ladder in Module 1 - most experienced teachers are unconsciously skilled when it comes to classroom management. As with other content we will learn about in this course, our goal is to raise your consciousness about what contributes to your expertise, give you some language and frames to use with your mentee as you help your mentee develop his or her expertise, and help you take apart the complex work of teaching so that you can communicate effectively to your mentee about core responsibilities of teaching and learning. We encourage you to use two lenses to look at this day on classroom management.

One lens is how the content applies in your own classroom. The second is how you help mentees develop their own skillfulness with classroom management. Our focus on the 3 fundamental elements of effective classroom management for inclusion as defined by the LDOE will give you the language to use when you coach mentees about their classroom management and help them build their expertise in classroom management.

3 Fundamental Elements

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

- **Duration:** 1 minute
- **Facilitator says:** The Mentoring to Improve Classroom Management assessment, which you will have time to study and work on later today, lays out 3 fundamental elements for effective classroom management for inclusion and they are listed here. We are going to zoom in on each of these 3 elements, coming to a common understanding of each element and utilizing your expertise to develop a shared understanding of each element so we can better mentor our mentees around the three elements. **(animate the slide)** Let's start with the first element, Building Relationships with diverse student populations. This means that all students must understand that their teacher cares about each of them as individuals and has taken the time to get to know each of them - what they like, dislike, want, and need.

Activate Prior Knowledge

What do you do to build strong relationships with all of your students?



- **Duration:** 12 minutes
- **Facilitator says:** We are going to do a quick stop and jot to activate your prior knowledge of this first section. On page 4 of your handout, use the space to jot down some ideas to this question, What are things you do to build strong relationships with your students?. Take 2 minutes to jot down as many ideas as you can think of.
- **Facilitator does:** Give participants 2 minutes to jot down their thinking.
- **Facilitator says:** Share your list with your tablemates in a round robin fashion. As one person shares their ideas, mark off on your own list any duplications. So when it is your turn to share you are only sharing ideas that haven't been mentioned just yet. Feel free to add new and creative ideas to your own lists as ideas are being shared with the group.
- **Facilitator does:** Give tables 10 minutes to share out ideas with each other. Circulate to listen in on conversations to be able to tie strong ideas shared later on in the presentation.

Classroom Relationships

“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.”

“Longitudinal and Contextual Associations Between Teacher–Student Relationships and Student Engagement: A Systematic Review”
Review of Educational Research

●**Duration:** 6 minutes

●**Facilitator says:** Great. So now that you have activated your prior knowledge and experiences in how to build relationships, we’re going to build on those understandings you walked in with and begin to expand our understanding of what it means to build relationships with diverse student populations. First let’s read this quote on the slide. **(read the quote aloud to the group)** Turn to your shoulder partner and share what stands out to you about this quote and why do you think strong teacher-student relationships was found through the research to have that type of high impact on the factors stated in the quote.

●**Facilitator does:** Give participants 2 minutes to discuss the quote then invite 1 or 2 participants to share out their thoughts with the whole group.

Relationships and Classroom Community

Life in a Crowded Classroom

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

● **Duration:** 6 minutes

● **Facilitator says:** Another key factor in building relationships with students is creating a positive classroom culture. A classroom culture can make all the difference in the world in a teacher's and student's school year. Let's read this short excerpt from Life in a Crowded Classroom by Ralph Peterson on p. 5 of your handouts. Who will volunteer to read this aloud for us?

● **Facilitator does:** Invites a participant to read the passage aloud.

● **Facilitator says:** What is the big takeaway for you from this passage? Turn and talk with a shoulder partner.

● **Facilitator does:** Invites several participants to respond to the whole group.

Building Relationships Swap Meet

- How do you help students from diverse student populations feel welcome in your class?
- How do you create a classroom community that strengthens learning?



- **Duration:** 5 minutes
- **Facilitator says:** We want you to continue to think about the things you do in your classrooms to foster healthy, safe, and productive teacher-student relationships. To gather more ideas for discussion we are going to use the Swap Meet protocol using some guiding questions. Here is how this will work. When we start there will be two questions to consider and discuss that will pop up on the screen. These can also be found on page 5 of your handout. You will stand up and find a partner from a different table and quickly swap responses to the questions. You will then find a new partner and quickly swap responses one more time. So you will be talking with a total of 2 people about each set of questions. We will repeat this process for 2 pairs of questions. Since our cohorts are mixed with teachers from all levels, this actually gives us a nice opportunity to gather different ideas and perspectives from elementary and secondary. You may want to take your handout packet with you to jot down any new ideas you may gain from your conversations.
- What questions do you have about the Swap Meet process?
- **(animate the slide)** You may go ahead and stand up and find your first Swap Meet discussion partners.
- **Facilitator does:** After about 2 minutes, remind participants to swap to a new partner for this set of questions. After another 2 minutes move on to the next slide.

Building Relationships Swap Meet

- How do you guarantee that your students feel physically and emotionally safe?
- In what ways do you acknowledge and celebrate each student's growth?



-
- **Duration:** 4 minutes
 - **Facilitator says:** Here is your next set of Swap Meet questions to consider/discuss. Find a new partner and discuss, when done find one more partner to discuss these same two questions with.
 - **Facilitator does:** After 2 minutes, remind participants to find one more partner to discuss these same two questions with.

Share out with the whole group some key ideas/something new that stood out to you in conversations - put up all questions that were discussed on a new slide.

Swap Meet Review

- In what ways do you help students from diverse student populations feel welcome in your class?
- How do you create classroom community that strengthens learning?
- How do you guarantee that your students feel physically and emotionally safe?
- In what ways do you acknowledge and celebrate each student's growth?

- **Duration:** 5 minutes
- **Facilitator does:** Ask participants to share out some key ideas/something new that stood out to them in their conversations with the whole group. Reference specific questions that you feel would spark the best, most meaningful discussion.

Relationships Matter!

- Read the article on page X of the handout
- Use the key as you read:
 - ☆ a key idea you agree with
 - ! something new you learned
 - ? something you are wondering more about

- **Duration:** 10 minutes
- **Facilitator says:** Now that you've had some time to learn from the expertise of one another, let's read two short articles - one from Edutopia and one from EdWeek - regarding building relationships and the difference a teacher can make starting on day one.
- You will have 5 minutes to read the articles that can be found on pages 6-13 of your handout. They're both fairly short, but if you are a more deliberate reader, you might choose to read one now and save the other to read when you get back to school.
- As you read use the key on the screen to annotate the article with certain key things that stand out to you. We have been sharing our ideas on how to help students from diverse populations feel welcome in the classroom. Now is your chance to gather some additional information/strategies from these readings. As soon as you are done reading the articles stand up and look for another person who is also standing to pair up with and discuss some of the things that stood out to you in the articles. So we will pair up on a rolling basis, as people finish reading and annotating, you will stand up and find one other person who is also ready to discuss. What questions do you have?
- **Facilitator does:** Monitor and help facilitate participants pairing up to discuss the articles as they finish reading. After it appears that most participants have had the chance to discuss with a partner, ask them to head back to their

seats.

- **Facilitator says:** I love the last part of the Edutopia article when it states, “...but rather than emphasizing control over your students, developing community and connection is a surefire ingredient for a good school year for all.” Let’s keep this in mind as we move through the other two fundamental elements of classroom management.

<https://www.edutopia.org/article/relationships-matter-more-rules>

<https://www.edweek.org/ew/articles/2019/03/13/why-teacher-student-relationships-matter.html>

Connection to Mentoring

How could you use the questions we used during the Swap Me activity to coach mentees to be mindful of how they establish relationships with their students?



● **Duration:** 4 minutes

● **Facilitator says:** Before we move on to the second fundamental element, let's think about how what we've discussed so far connects to your role as a mentor. With a different partner on your learning team, discuss the question on the screen.

● **Facilitator does:** Monitors pair conversations. After 2 minutes, invite at least two to three people to share their responses with the whole group.

● **Facilitator says:** Helping mentees think deeply about how they create, maintain, and repair when needed relationships with students is often overlooked in favor of academic and pedagogical concerns. Yet, the research on classrooms tell us that when students feel safe and know that their teachers care about them, they are more likely to succeed academically. Relationship building is difficult to teach since it is so personal, yet guiding a mentee through questioning and reflection a mentor can help his or her mentee be thoughtful and proactive in relationship building.


3 Fundamental Elements

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

Section start time: 9:40

- **Duration:** 1 minute
- **Facilitator says:** Let's move on to the second fundamental element (**animate the slide**) Establishing clear expectations and procedures. Communities with shared goals and values rarely need complex sets of rules and procedures. As a matter of fact, the Golden rule usually suffices when there is a strong sense of community. Students need to clearly know what is expected of them. As we talk about this element, you will focus on how you model specific rules and procedures in your classroom and how to develop mentees' capacity to establish rules and procedures for their own classrooms.

Expectations and Procedures



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

●**Duration:** 5 minutes

●**Facilitator says:** Read the statement on the screen. It can also be found on page 14 of your handout. (give participants 30 seconds to read statement) This is a pretty bold statement that you all may or may not agree with. To discuss this idea further, we are going to do a line up. I am going to draw an imaginary line down the center of our room. If you are in total agreement with this statement you will stand on the imaginary line. If you somewhat agree with the statement you won't stand on the line, but fairly close to it. And the people stand furthest away from the line completely disagree with the statement. There are no right or wrong answers, you are simply "lining up" according to how much you agree or disagree with the statement.

●**Facilitator does:** Allow participants to line up according to their viewpoint. Once all participants have moved...

●**Facilitator says:** Now you will pair up with someone of the opposite viewpoint and discuss why you chose to stand where you stood. (After 2 minutes of discussion, have participants return to their seats) Whether you strongly agree or disagree with this statement I think we can all agree that it is important to set our classrooms up for success and one of the biggest ways to do this is establishing clear, and efficient

expectations and procedures for students. Let's explore this idea more...

Expectations and Procedures

- Take the quiz on p 14.
- Identify your own strengths and areas for stretch.
- Determine one specific action you will take during 2019-2020 to grow in your stretch area(s).

How can your attention to expectations and procedures and your intentional growth in this area help your mentee develop in the area of clear expectations and procedures?

●**Duration:** 7 minutes

●**Facilitator says:** Being cognizant of how you set up expectations and procedures, the rationale for each, and how you plan to teach them are ways master teachers naturally design and implement expectations and procedures in their classrooms. Sometimes, when teachers have been doing this for years, they often are not totally conscious about how or why they have certain expectations or procedures in their classrooms. Our focus on this element is to give you an opportunity to raise your consciousness and then to be able to use your greater clarity to help a mentee develop his or her own rules and procedures.

●We are going to start with a simple little quiz. You'll respond based on your own classroom and your responses will be used by you and not reported to anyone. You will use the informal information to think about your own areas of strength and opportunities for upgrades.

●**Facilitator does:** Give participants a minute to complete the quiz.

●**Facilitator says:** Find a trusted colleague in your learning team for the next few minutes. The point is to find someone you feel comfortable being honest with as you

discuss this question.

- **Facilitator does:** Animate the slide and monitor time as partners talk.

- **Facilitator says:** Who is willing to share an area for their own growth? Modeling your continuous growth as an educator is another way you help your mentee know what a true professional is.

Expectations and Procedures

Review the recommended areas for **classroom expectations and procedures** on p. 15-16 and code them:

- + Exists in my classroom; if asked, all students would describe this in the same way.
- # Exists in my classroom, yet not all students would describe it in the same way.
- ^ Not present in my classroom; yet would be helpful if it were present.
- o Not needed in my classroom.

How can you use this list of recommendations to help your mentee develop classroom expectations and procedures?

●**Duration:** 10 minutes

●**Facilitator says:** Pages 15-16 contain a list of possible expectations and procedures for classrooms drawn from the research of Robert Marzano and his colleagues. They conducted a meta-analysis of studies on classroom management and synthesized this list of areas that are recommended to cover in classroom expectations and procedures. It can serve as a comprehensive list to share with mentees. For our purposes now, choose two areas that are of most interest to you. Code the specific expectations and procedures within those two areas using the codes on the screen. Take about 2 minutes.

●**Facilitator does:** Monitors time. After two minutes, animate the slide.

●**Facilitator says:** Talk at your table about how you as a mentor might use this list to help your mentees.

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

Connection to Mentoring

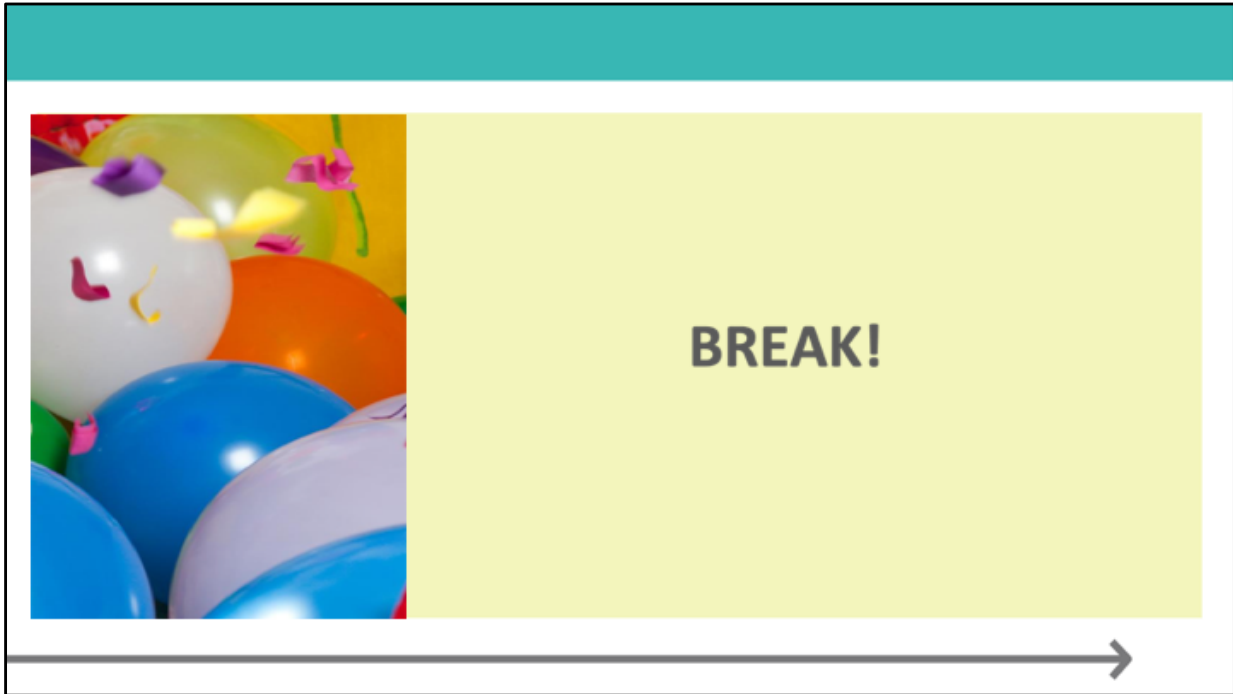
Of the recommended areas for expectations & procedures, where do you anticipate mentees will struggle the most?



● **Duration:** 4 minutes

● **Facilitator says:** Before we take a short break, let's think about this second fundamental element connects to your role as a mentor. With a different partner on your learning team, respond to the question on the screen.

● **Facilitator does:** Monitors pair conversations. After 2 minutes, invite at least two to three people to share their responses with the whole group.



Section start time: 10:05
● **Duration: 15 minutes**

3 Fundamental Elements

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

Section start time: 10:20

- **Duration:** 30 seconds
- **Facilitator says:** The third fundamental element is **(animate the slide)** consistently reinforcing those expectations and procedures that you've established with your students.

Reinforcing Language

- Name concrete and specific behaviors

**“You remembered to change the ‘y’ to ‘i’ when adding ‘ed’
Your spelling shows progress.”**

- De-emphasize your personal approval

**“You added key details to your main point. That helps
your audience understand and be persuaded.”**

- Find positives to reinforce in all students

**To a student who struggles but made a strong effort: You read three
pages during readers’ workshop today. What helped you concentrate?”**

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

NOTE: THIS SLIDE IS NOT MESSED UP - THERE ARE ANIMATIONS THAT FADE IN AND OUT WHEN IN PRESENTATION MODE.

- **Duration:** 6 minutes
- **Facilitator says:** We know as experienced teachers that it isn't just about the teacher establishing rules, expectations, and procedures. We must consistently reinforce those for students to ensure an optimal learning environment. Teachers should be proactively reinforcing these expectations so that misbehavior is less likely to occur. We will discuss what we as teachers do when misbehavior occurs but let's first talk about how we can proactively reinforce our expectations.
- This next chunk of content comes from the book, *The Power of Our Words*, written by Paula Denton. Dr. Denton suggests that language, which includes our words, tone of voice, and pacing, is one of the most powerful tools available to teachers. One way teachers can harness this power is to pay attention to the 3 Rs including reinforcing language, reminding language, and redirecting language.
- Reinforcing language focuses on the teacher seeing and naming what students are doing well in regards to skills, effort and attitude, and quality work. It takes effort for a teacher to shift their language to focusing more on

- what students are doing well rather than what they need to improve on.
- Let's try this together. One of the ways you can use reinforcing language is by naming concrete and specific behaviors for students - rather than a global, "good job", tell students what they specifically did well so they know what to keep doing. I am going to put up a non-example on the screen and then give you 30 seconds to change it into a better example. We will do this several times so you can use page 17-18 in your handout to engage in the activities. **(animate the slide)** So instead of, "Your spelling shows progress." what's something different you could say that rather names a concrete or specific behavior. (Give participants 30 seconds, then invite 2 examples to be called out) **(animate the slide)** Our example is, "You remembered to change the 'y' to 'i' when adding 'ed'."
 - **(animate the slide)** Another characteristic of reinforcing language is to de-emphasize your personal approval and sticking more emphasis on what the student did. This is a common mistake that teachers make - they say "I like..." putting the emphasis on their approval. So instead of "I'm so pleased with the way you added key details to your main point." what could you try saying instead? (Give participants 30 seconds, then invite 2 examples to be called out) **(animate the slide)** Our example is, "You added key details to your main point. That helps your audience understand and be persuaded."
 - **(animate the slide)** One final characteristic of reinforcing language is to find positives to reinforce in all students - we need every child to feel that we see and appreciate their positive actions and attitudes. So instead of using reinforcing language with only the students who do proficient work, are the first to get organized or are otherwise the "best" - What could you try? (Give participants 30 seconds, then invite 2 examples to be called out) **(animate the slide)** Our example is, maybe to a student who is struggling but made a strong effort saying something like, "You read three pages during readers' workshop today - what helped you concentrate?"

Reminding Language

- Prompt children to remember for themselves

“Sit alone or next to someone you won’t be tempted to talk to.”
“Think about what you can do to help yourself concentrate.”

- Be brief

“I’m hearing people starting to sound disrespectful and when they disagree **respectfully, remember to say...”**
“What did we learn about disagreeing honestly and respectfully?”

- Watch for follow-through

“Giving a reminder and then turning away to tend to something else.”
Watching, and then acknowledging the child’s action with a nod or a smile. No words used.

Gersten, Seema. “Reinforcing, Reminding, and Redirecting.” *Responsive Classroom*, 15 July 2016, www.responsiveclassroom.org/reinforcing-reminding-and-redirecting/.

NOTE: THIS SLIDE IS NOT MESSED UP - THERE ARE ANIMATIONS THAT FADE IN AND OUT WHEN IN PRESENTATION MODE.

- **Duration:** 5 minutes
- **Facilitator says:** We all need reminders. Reminding language comes into play maybe before students start a challenging task, or right before they start to make a mistake, or simply to just stay on task. Reminders are most effective when both students and teachers are feeling calm - so proactively before misbehavior occurs.
- Let’s practice using effective reminding language. One characteristic of reminding language is to prompt children to remember for themselves what they should be doing. **(animate the slide)** So instead of, “Sit alone or next to someone you won’t be tempted to talk to” what’s something different you could say that shows a little more faith in students’ competence (Give participants 30 seconds, then invite 2 examples to be called out) **(animate the slide)** Our example is, “Think about what you can do to help yourself concentrate.”
- **(animate the slide)** Another characteristic of reminding language is to be brief because students tend to tune out too much wordiness. So 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 the way we learned. If we interrupt and say things like, 'No, that's not true,' or 'You're wrong', we'll shut down discussion." what could you try saying instead? (Give participants 30 seconds, then invite 2 examples to be called out) **(animate the slide)** Our example is, "What did we learn about disagreeing honestly and respectfully?"

- **(animate the slide)** One final characteristic of reminding language is to watch for follow-through. After reminding students of something take a moment to see if the child acts. Students need to see that we mean what we say. So instead of, giving a reminder and then turning away to tend to something else - What could you try? (Give participants 30 seconds, then invite 2 examples to be called out) **(animate the slide)** Our example is, watching, and then acknowledging the child's action with a nod or a smile. No words are needed.

Redirecting Language

- Be direct and specific

“Casey, put your watch away and continue with your assignment right now.”

- Say what to do

“Freeze. Everyone stop wasting everyone’s time. Then we’ll start.”

- State the redirection as a statement

“Anna, Anna, refocus on your math!”

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

NOTE: THIS SLIDE IS NOT MESSED UP - THERE ARE ANIMATIONS THAT FADE IN AND OUT WHEN IN PRESENTATION MODE.

- **Duration:** 5 minutes
- **Facilitator says:** We all need reminders. Redirecting language lets teachers provide wise external control to keep children safe and productive when their self-control is failing them such as waving scissors in the air, looking at their device rather than working, or running in the hall. Here are some essentials to keep in mind with redirecting language.
- Redirecting language should be direct and specific. **(animate the slide)** So instead of, “Casey, you need to work harder.” what’s something different you could say that tells Casey exactly what you want them to do differently? (Give participants 30 seconds, then invite 2 examples to be called out) **(animate the slide)** Our example is, “Casey, put your watch away and continue with your assignment right now.”
- **(animate the slide)** Another characteristic of redirecting language is saying what to do, instead of what not to do as this can come across as clearer and more respectful. So instead of, “Class, stop wasting everyone’s time.” What could you try saying instead? (Give participants 30 seconds, then invite 2 examples to be called out) **(animate the slide)** Our example is, “Freeze.”

Everyone return to your seat with your folder. Then we'll start."

- **(animate the slide)** One final characteristic of redirecting language is to state the redirection as a statement, not a question so it doesn't give the illusion of the student having a choice at that particular moment. So instead of saying, "Anna, could you refocus on your math?" What could you try? (Give participants 30 seconds, then invite 2 examples to be called out) **(animate the slide)** Our example is saying, "Anna, refocus on your math."

Disciplinary Interventions

- ...What teachers do when student behaviors interfere with learning and safety of the classroom environment
- First, understand the goals of misbehavior



●**Duration:** 30 seconds

●**Facilitator says:** As we all know even with all the reminding, reinforcing, and redirecting, teachers will always have to deal with misbehavior that goes beyond what's expected. Part of consistently reinforcing expectations and procedures includes showing students clearly what happens when they do not live up to the expectations and procedures. So what do we as teachers do then? A disciplinary intervention is what teachers do when student behaviors interfere with learning and safety of the classroom environment. To select and implement a disciplinary intervention, teachers must understand the student's goals for the misbehavior and have a procedure in place for handling misbehavior. Let's explore this idea more.

Three Goals of Misbehavior



- Attention
- Avoidance of failure
- Power or revenge

How can teaching mentees this content help them manage discipline more effectively?

- **Duration:** 8 minutes
- **Facilitator says:** Students usually have three goals in misbehavior. You'll see those described on p. 19. When teachers understand the motivation behind a student's actions, she or he will be more likely to select an appropriate intervention. The first primary motive is attention - the need to be recognized, acknowledged, or appreciated. At your table, talk about the interventions on the list that you have used and note those that have worked better than others for you.
- **Facilitator does:** Gather some responses from at least two different tables, calling on those who haven't contributed much.
- **Facilitator says:** Other students are moved to avoid failure. Their misbehavior is driven by a need to deflect from the work or task in hopes of finding a way to make situation easier and to avoid errors, mistakes, or undue challenges. What might be some appropriate interventions to address students driven by a need to avoid failure? Turn and talk with a partner about the interventions recommended for this goal. Which have you used and which have worked better than others.
- **Facilitator does:** Gather some responses from different people, calling on those who haven't contributed much.

- **Facilitator says:** Lastly, we have power or revenge—revenge is power over someone. Power represents a need to be have influence, especially in the classroom and to maintain status or gain status. Look at the list of suggested interventions for students driven by power or revenge. Check those that you have used.
- **Facilitator does:** Gather some responses from individuals, selecting some who have not had an opportunity to contribute.
- **Facilitator says:** Think about mentees now.**(animate the slide)** What are they likely to know about the goals of misbehavior. How can teaching them this content help them manage discipline more effectively? Talk at your table about how to both model and teach this content to mentees so they can apply it in their own classrooms.
- **Facilitator does:** Give a few minutes for participants to talk.
- **Facilitator says:** Let's hear some responses. [Note: Mentors will often need to model how to respond to students for their mentees. Mentors should strive to debrief discipline situations with mentees emphasizing how the intervention aligns with the goal for misbehavior.]

Addressing Discipline Problems

- Physical classroom arrangement
- Teacher actions
- Task adjustment
- Teaching strategy adjustments
- Create positive behavior plan

1. What are some examples of this response?

1. Based on your experience, how well does this response work?

1. For which types of students does this response work best?

● **Duration:** 10 minutes

● **Facilitator says:** These are common ways teachers respond to disruptive behavior. Let's talk about some specific examples of each. In your learning teams talk about specific ways you use these responses and discuss their relative effectiveness based on your experience. Let's do the first one together. Some teachers change their classroom arrangement to address misbehavior. What are some examples of these? Based on your experience, how well do these work? Which types of students does this response work best? **(Popcorn out ideas with the whole group)**

● Now as a team take the other areas and discuss specific examples and their effectiveness.

Note to Facilitators:

Look-for's to shape the conversation for each item include:

- Physical classroom arrangement - changing seating/table groups/partners, strategic grouping/pairing of students, moving desks to be closer to teacher or further from distractions, removing distracting materials
- Teacher actions - using proximity, sentence stems/starters to keep conversations focused, using a strategy like popsicle sticks or random name generator to ensure all students are being called on
- Task adjustment - changing a whole group task/activity to small group,

differentiating assignments to ensure students are working in zone of proximal development, integrating student interest into lessons to maintain engagement

- Teaching strategy adjustments - teacher centered vs. student centered depending on student needs/lesson outcomes, pre-teach vocabulary/background knowledge, provide written notes to accompany verbal lecture, add visuals, provide manipulatives
- Create positive behavior plan - discussed more on the following slide

Components of a Positive Behavior Plan

- Plan elements
- Consequence for appropriate or inappropriate behavior
- Feedback
- Sequence of steps the teacher consistently applies

●**Duration:** 10 minutes

●**Facilitator says:** So the last example on the last slide was to create a positive behavior plan. A positive behavior plan is often the most supportive, focused, and individualized tool in a teacher's tool box. It is usually used for kids who need the very most support for their behavior, after everything else has been tried and has been unsuccessful. An effective behavior plan requires thoughtful planning. On p. 21 is a grid for planning a behavior system. It might be helpful as a tool to use with mentees to plan a behavior plan. Let's look through the way the table is organized. The first element is the factor you want to include. You can see an example is filled in on the first row.

●There is space on the worksheet to try out a sample of your own. Think about an element or factor that has come up in your classroom or your colleagues classrooms in the past that was a very specific behavior that needed to be addressed and add it to the first column. [provide 1 minute of work time]

●Next is identifying the positive and negative consequences for this particular factor. You may find that one particular consequence or set of consequences is appropriate for all of the behavior factors you want to include, rather than distinct ones for each factor. This decision is an important one to make and might require weighing multiple issues such as how feasible it is to manage multiple types of consequences or clarity for students. If students are not mature enough to remember multiple consequences,

it will be hard for them to follow the procedures.

- Consider appropriate positive and negative consequences for your factor. Add them to the table. [provide 1 minute of work time].

- The third part of the behavior plan is determining how students will receive information from you about their behavior. Again, a single process for the entire plan may be appropriate or you may opt to include distinct ways to provide the information to students. What is most important to consider is whether students will be able to receive distributed feedback—more early on and distributed throughout the class, day, and year. What often causes challenges to a behavior system is that teachers fail to provide ongoing information and the emphasis about the importance of the behavior wanes in students' eyes or they simply forget about adherence to the behavior plan. Continuous, ongoing, and proactive feedback is one way to minimize and reinforce the importance of a behavior plan.

- Add potential feedback processes to your behavior plan table. [provide 1 minute of work time].

- The last part of the behavior plan is identifying how you will apply the consequences and feedback so that you are consistent, fair, equitable, and unbiased. Yes, I mentioned three versions of being unbiased—fair, equitable, and unbiased. This is such an important value for the implementation of a behavior plan. Students, particularly older students, will detect bias quickly and then seek revenge or attention when they feel they have been treated unfairly. Consider how you will apply the consequences and feedback and provide check for yourself to ensure fairness. How do you handle this in your classroom? How might you support your mentee in doing this?

- Add to the chart for the example you're working on [provide 1 minute of work time]

- **Facilitator does:** After each step, provide a minute for participants to jot their own plan elements.

- **Facilitator says:** Now that you have jotted out an example plan for a specific behavior, take your plan, something to write with, and find a partner on a team near you. Share your plan elements with other and ask for feedback on the clarity and feasibility. Invite your partner to add to your thinking. Take two minutes each. When you finish, please stay with your partner for the next slide.

Empower Mentees with Process

- Review the process on p. 22
- Discuss with a partner how a process like this can help a mentee handle behavior challenges.
- Compare this process to one you use. What is similar and different?
- How would you introduce this process to a mentee?



●**Duration:** 10 minutes

●**Facilitator says:** Mentees, because they are inexperienced, may not know how to handle behavior challenges in the classroom. This is the reason we are focusing on classroom management. Good management increases instructional time and in most cases, increased instructional time increases student learning. The process outlined on p. 22 is one that might help mentees make better decisions on the spot. Teaching them the process and helping them enact it quickly and deliberately will improve their overall teaching practices. On-the-spot decisions are made in classrooms every day over 1500 times, according to some researchers. Knowing how to make decisions when the need arises increases a teacher's effectiveness and efficacy. Deliberately practicing a process like this, which many veteran teachers do many times every day unconsciously in their heads can better prepare your mentee to have a mental process to go through to handle challenging behaviors in the future.

●With your partner look through the process outlined and discuss the two questions on the screen.

●**Facilitator does:** Circulates and monitors time. After five minutes, invite some responses to each question from different pairs.

●**Facilitator says:** (If the following points don't come up during whole group discussion be sure to share with the group) Some ways you may choose to introduce

this process to your mentee may include during a beginning of year planning conversation, if a need shines through after your first, initial observation, or it might just be something you hold on to in your back pocket for when the topic of conversation arises.

- After whole group discussion, instruct participants to return to their regular seat.

Connection to Mentoring

What advice or guidance can you offer to mentees in consistently reinforcing expectations and procedures?



● **Duration:** 4 minutes

● **Facilitator says:** Let's make one more connection to mentoring. Turn to a shoulder partner and discuss the final question on the screen.

● **Facilitator does:** Monitors pair conversations. After 2 minutes, invite at least two to three people to share their responses with the whole group.

Key Takeaway

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



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



Teacher Competency Connection

Section start time: 11:20

Duration: 30 seconds

● **Facilitator says:** Now let's take a look where classroom management appears in the teacher competencies. Note that participants should have brought their Teacher Preparation Competencies with them. The activity will be done in partners; make sure that each partner has at least one copy of the Competencies.

Teacher Competency Connection

- Read through the general competencies
- What connections do you see between the 3 fundamental components of classroom management and the competencies?

Competency D: Elicits and uses information about students and their experiences from families and communities to support student development and learning and adjust instruction and the learning environment

Competency F: Differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.



- **Duration:** 5 minutes

NOTE: There is animation on this slide

- **Facilitator says:** Before we move into the mentor cycle part of this module we want to connect this morning's learning to the Teacher Competencies. With a shoulder partner, take a look at the general competencies and see what connections you can find between the 3 fundamental components we just reviewed and these competencies.
- **Facilitator does:** Give participants 3 minutes to discuss with a shoulder partner, then two minutes to share out ideas as a whole group. Then, click to show that Competencies D and F are the main places where classroom management appears in the competencies.



LUNCH!



Section start time: 11:30
Duration: 45 minutes

Conduct Observations and Analyze Observation Data: Review

Section start time: 12:15

- **Duration:** 30 seconds
- **Facilitator says:** Welcome back from lunch. Now we're going to briefly review the first two mentoring practices that we learned during module 2, and apply those to classroom management instead of your content area.

Module 2 Review

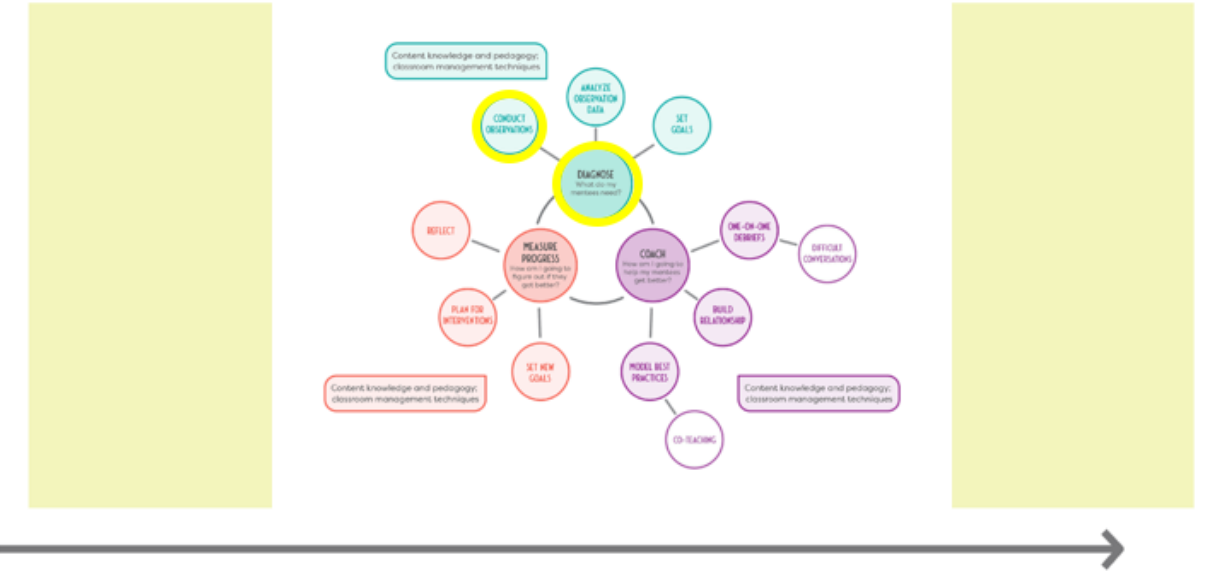


DIAGNOSE

- Conduct classroom observations to collect data on student and teacher actions.
- Analyze data to identify needs for improving student learning and mentee instructional practice.

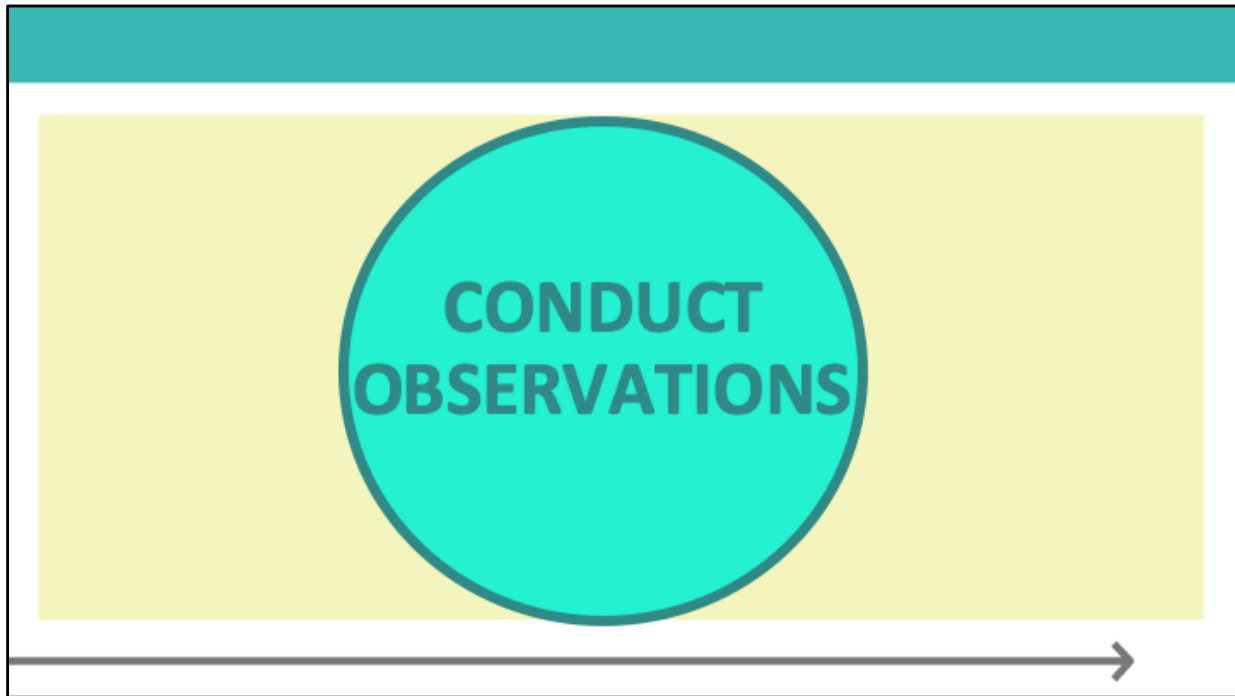
- **Duration:** 30 seconds
- **Facilitator says:** Remember, we learned about these first two components of Diagnose during Module 2 (read slide).

The Mentoring Cycle



● **Duration:** 30 seconds

● **Facilitator says:** We start with conducting observations, which occurs during the Diagnose stage of the cycle.



- **Duration:** 30 seconds

- **Facilitator says:** Today, we'll practice conducting observations using the 3 key components of effective classroom management that we learned about this morning.

Conduct Observations: 3 Key Components

- Confirm observation details
- Observe students and teacher in action
- Record notes using “look-fors”



- **Duration:** 30 seconds
- **Facilitator does:** animate the slide to highlight the first key component
- **Facilitator says:** Remember, the first component of conducting an observation is to confirm the observation details. You can find the details to confirm in your module 2 materials. Since today we are watching a video and we don't have any details to confirm, we will move on to the next component.

Conduct Observations: 3 Key Components


- Confirm observation details
- Observe students and teacher in action
- Record notes using “look-fors”



- **Duration:** 30 seconds
- **Facilitator does:** animate the slide to highlight the second key component
- **Facilitator says:** Next you observe the students and teacher in action.

Observe Students and Teacher in Action

Do	Don't
Stay close to the action	Hang back and miss what's happening
Watch carefully and ask questions of students while they're working	Jump in to "fix" this one lesson
Look specifically for evidence of the focus of your observation and when it occurred during the lesson (e.g., rigor)	Take unfocused notes on a range of topics
Script exactly what you hear from teacher and students	Only write down things that fit a preconceived idea or jump to judgements



- **Duration:** 4 minutes
- **Facilitator says:** Remember the dos and don'ts of conducting observations that we learned about in the last Module. Take 1 minute to review and refresh your memory of what they are.
- **Facilitator does:** Give participants a minute to silently review.
- **Facilitator says:** Now, turn and talk with the person next to you. What was a benefit of following these dos and don'ts when we last practiced conducting an observation? What was challenging about following these dos and don'ts? Take 2 minutes to discuss.
- **Facilitator does:** Give participants 2 minutes to discuss. Listen in and then share out any meaningful comments you hear.

Conduct Observations: 3 Key Components



- Confirm observation details
- Observe teacher in action
- Record notes using “look-fors”



- **Duration:** 30 seconds
- **Facilitator does:** animate the slide to highlight the third key component
- **Facilitator says:** When you observe the teacher in action you will record notes using “look fors”

Observe Teacher in Action

Classroom Observation Tool		
Focus of Observation:		
"Look-Fors" What does strong teaching for the focus area look like? (observer completes prior to observation)	Teacher Behaviors	Student Behaviors



- **Duration:** 8 minutes
- **Facilitator says:** We've given you a few more copies of the classroom observation tool on pages 24-26 of your packet. You'll recognize this from Module 2. Go ahead and turn to the first copy and fill in our focus as classroom management.
- Then, we have to consider what are our "look-fors" - this means what data might we be looking for and collecting about classroom management to determine how the mentee is doing in this area.
- Remember that in your mentoring practice, you'll complete the "look fors" section with your mentee as you are meeting with them to plan your observation. The 3 key components of classroom management that we learned about this morning and Competencies D and F of the Teacher Preparation Competencies provide us with strong look-fors for our observation tool when observing for classroom management. With a shoulder partner, use those materials to help you complete the "look-fors" section of your observation tool with our focus solely being on classroom management. Be ready to share out your thoughts and ideas.
- **Facilitator does:** Circulate during conversations, which should last 5 minutes.

Look-Fors for Classroom Management

- Strong teacher-student relationships
- Established expectations and procedures
- Reinforcement of expectations and procedures



- **Duration:** 3 minutes
- **Facilitator Says:** The main look fors for classroom management, based on the three main components of effective classroom management and the Teacher Preparation Competencies related to classroom management are on page 27 of your handouts. We've written out full sentences in the handout, but remember, when you fill out the observation tool, you don't have to write in complete sentences. You can just write words and phrases that will help you remember what to look for. Also keep in mind that while we are practicing today with all three components of classroom management, when you support your mentee you may decide to focus on just one or two areas, based on your mentee's needs. You may also want to focus on just one of these areas if you know that it's something you want to work on or something that is an area of growth for your school. Take a minute to finish your look-fors now.
- **Facilitator Does:** Give participants 1-2 minutes to finish completing their look fors.
- **Note for facilitators:** The look-fors included in the handout are written below for your reference:
 - 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

Observation Focused on Classroom Management

Classroom Management Video

- **Duration:** 8 minutes
- **Facilitator says:** We're going to watch a video from a 5th grade classroom. Your job will be to take observation notes of the video that are focused on the classroom management look fors.

NOTE: Make sure to stop the video at minute 2:45 after the teacher says, "...I'm going to walk around and monitor." She looks at the camera at the end which gives it away that this was a little staged :)

- **Facilitator does:** Creates ideal viewing conditions, encouraging participants to move if necessary to have a good view of the screen. Circulate to assess the data gathering processes mentors are using and encourage them to persist in their data gathering to increase objectivity and evidence. [Note: Participants will be challenged to take notes for the entire time, so encourage them to use an on-off process if they find continuous notetaking difficult. Ask them to jot times in the lesson when they are taking notes and when they are not.]
- **Facilitator does:** Start video and allow participants to practice scripting. Play only the first five minutes of the video.

NOTE: Below are links to additional videos if you are not a fan of the one on the slide.

Elementary Option: For the [elementary video](#), open the link. Then, scroll down and click on “calibration videos”. Then, scroll down to the first video “2nd Grade ELA (Spelling)” and click play.

Secondary Option: [Video Link](#)

Key Takeaway

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



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

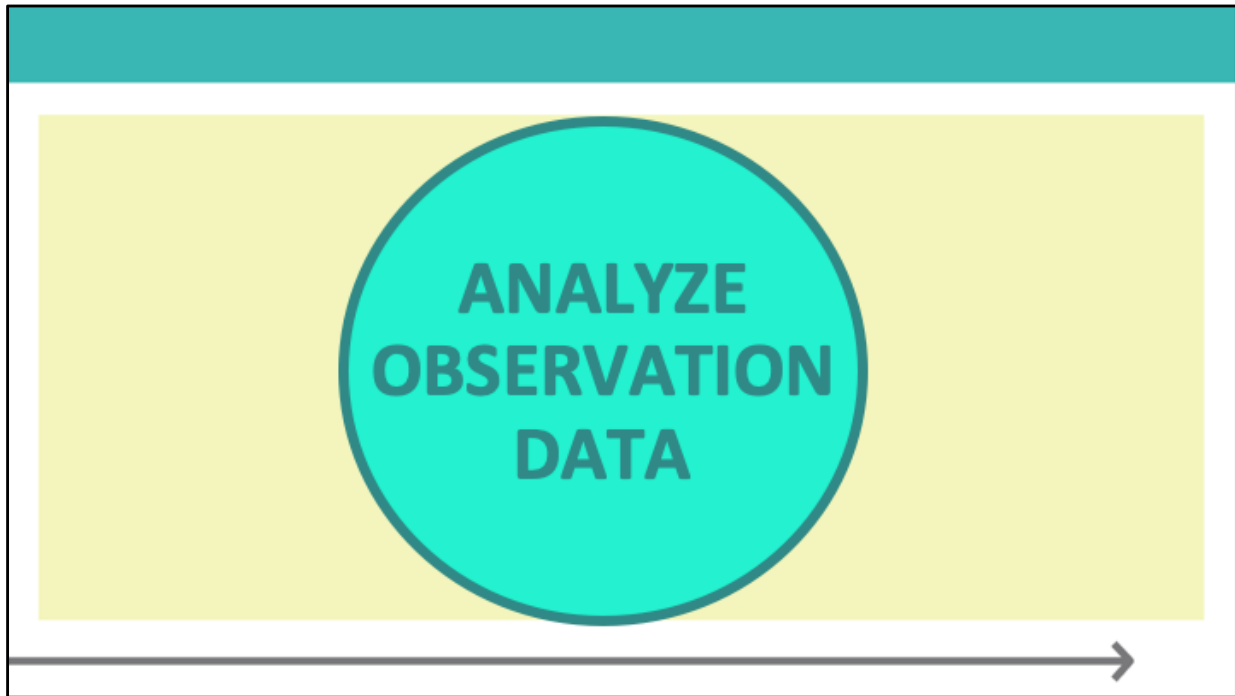
The Mentoring Cycle



Section start time: 12:45

- **Duration:** 30 seconds

● **Facilitator says:** So now that we've practiced conducting an observation again, we're going to review how you take your notes from your observation and analyze the data you collected to determine how you can best support your mentee with their needs.



● **Duration:** 30 seconds

● **Facilitator says:** The next step in the Diagnose process that follows conducting an observation is analyzing the observation data.

Analyze Observation Data: 3 Key Components

- Analyze observation notes
- Recognize strengths and areas for growth
- Prioritize



- **Duration:** 30 seconds
- **Facilitator does:** animate the slide to highlight the first key component
- **Facilitator says:** Remember, there are three key components to adhere to when analyzing your observation data. First, you analyze your observation notes, then recognize strengths and areas for growth, and then you prioritize the needs.

Analyze Observation Data

As you analyze your observation notes:

- Keep the **focus of the observation** in mind
- Look for **evidence or lack of evidence** of the focus
- **Highlight and make notes** in another color with that lens

Classroom Observation Tool		
Focus of Observation		
"Look-For" What are you looking for? (Be clear and specific about the behavior you are looking for.)	Teacher Behavior	Student Behavior



- **Duration:** 10 minutes
- **Facilitator says:** You will now have some time to analyze the entirety of your observation data that you took on the video using the steps on the slide. You will have 5 minutes to go through your notes, and then you will have 3 minutes to share your analysis with a shoulder partner.
- **Facilitator does:** As participants work independently on analyzing their observation notes, circulate to provide support and take note on anyone struggling with the process. After 5 minutes, instruct participants to pair up with a shoulder partner and take 3 minutes to share their analysis with one another before moving on to the next slide.

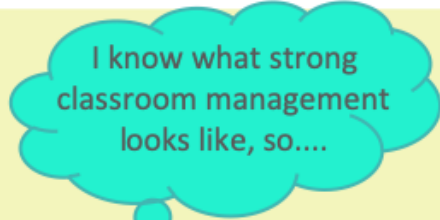
Analyze Observation Data: 3 Key Components

- Analyze observation notes
- Recognize strengths and areas for growth
- Prioritize



- **Duration:** 30 seconds
- **Facilitator does:** animate the slide to highlight the second key component
- **Facilitator says:** Now that we've taken a closer look at our observation notes, let's look closely for strengths and areas for growth.

Recognize Strengths and Areas for Growth



I know what strong classroom management looks like, so....

- Where do I see this in my mentee's teaching? (strengths)
- Where do I see areas of missed opportunity with my mentee's teaching? (growth)
- Find 2-3 strengths and 2-3 areas for growth



- **Duration:** 10 minutes
- **Facilitator says:** Because we know what strong teaching for classroom management looks like as identified in our "look-fors", we should now be able to continue analyzing our notes looking specifically for strengths and areas of growth as it pertains to classroom management. The questions you may ask yourself during this process include: Where do I see this, as in classroom management, in my mentee's teaching?, Where do I see areas of missed opportunity with my mentee's teaching?
- Some examples of strengths with classroom management may include that the teacher had smooth transitions, or used reminding language proactively, or demonstrated that she understood individual student needs.
- Some areas for growth with classroom management may include the opposite! Maybe the teacher didn't have smooth transitions, or didn't use effective proactive language, or missed opportunities to connect with students on an individual level.
- You will have 7 minutes to think about these questions on your own as you continue to examine your observation notes. During that 7 minutes you will list 1-2 strengths and 1-3 areas for growth on your data analysis handout on page 28. After 7 minutes, I will ask you to return to that same shoulder partner and

share your defined areas of strength and for growth with one another. Any questions?

- **Facilitator does:** As participants work independently on recognizing strengths and areas for growth, circulate to provide support and take note on anyone struggling with the process. After 7 minutes, instruct participants to pair up with their shoulder partner and share their lists with one another before moving on to the next slide.

Analyze Observation Data: 3 Key Components

- Analyze observation notes
- Recognize strengths and areas for growth
- Prioritize



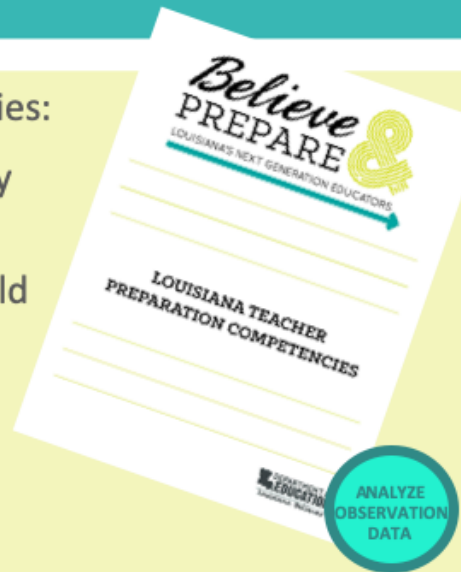
- **Duration:** 30 seconds
- **Facilitator does:** animate the slide to highlight the third key component
- **Facilitator says:** The last step is to prioritize the areas for growth.

Prioritize

Use the Teacher Preparation Competencies:

- Where should I focus my work with my mentee?
- Is there an area of strength I could build on?
- Is there an area of growth they seem almost ready for?

Choose ONE!



- **Duration:** 5 minutes
- **Facilitator says:** The Teacher Preparation Competencies are a very useful tool for taking your analyzed notes and deciding where to focus your work. Because you won't be able to work on all of the areas for growth you found, you'll need to prioritize just one. Remember, the Teacher Competencies for your subject area are the most important things new teachers need to learn how to do. Which stand out as an area of strength you could build on? Which stand out as an area of growth they seem almost ready for?
- Pick ONE!
- **Facilitator does:** As participants work independently on prioritizing the areas for growth, circulate to provide support and take note on anyone struggling with the process. After 3 minutes, ask a few participants to share their priorities with the whole group.
- **Note:** Classroom management only appears a few times in the competencies.

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



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

Module 3 Afternoon Outcomes

DIAGNOSE

- Use the SMART goal framework to create goals for and with mentee

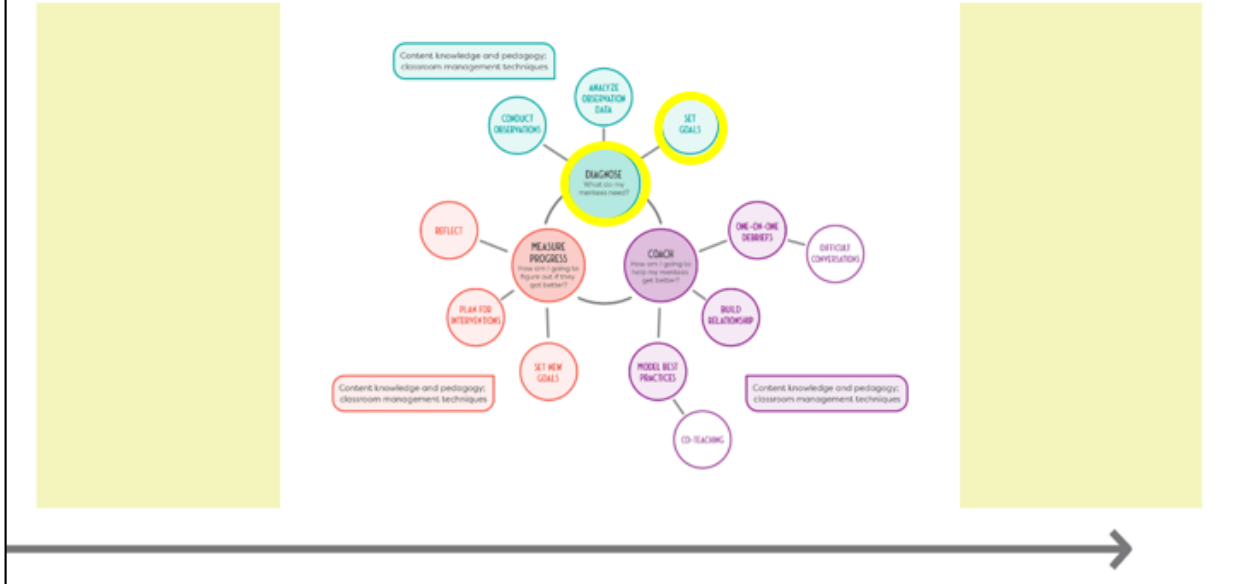
COACH

- Engage in one-on-one debriefs with mentee

Section start time: 1:15

- **Duration:** 30 seconds
- **Facilitator says:** Now we're ready to move on to our new learning in the mentor cycle (read slide).

The Mentoring Cycle



● **Duration:** 30 seconds

● **Facilitator says:** Let's look back at the mentoring cycle on page 23 of your handout to see how setting goals fits in. Once you have conducted an observation and analyzed the observation data, you can use your analysis to draft goals for your mentee. These potential goals will form the basis for a one-on-one debrief with your mentee, which we will dive into at the end of the day today and which is the first step in coaching your mentees to improve their practice.



- **Duration:** 30 seconds

- **Facilitator says:** So let's get into learning how to Set Goals

Set Goals: 3 Key Components

- Review upcoming instruction
- Align priorities
- Draft SMART goals



- **Duration:** 30 seconds
- **Facilitator says:** After you have conducted an observation and analyzed your observation data, you can begin to set goals for your mentee. The first step in setting goals for your mentees is to step back from the observation you conducted and review what your mentee has planned coming up to teach in their classroom.

Review Upcoming Instruction

- What are the objectives for the upcoming lessons?
- What would it look like to teach those lessons well?
- What would you look-for in your focus area?
- What teacher moves do the lessons call for?

Set Goals: 3 Key Components

- Review upcoming instruction
- Align priorities
- Draft SMART goals



- **Duration:** 30 seconds
- **Facilitator says:** After you understand what's coming up next in instruction, you can then go back to the priorities you identified after analyzing your observation data to find places of intersection - where might those priorities align with the upcoming instruction?

Align Priorities



Set Goals: 3 Key Components

- Review upcoming instruction
- Align priorities
- Draft SMART goals



- **Duration:** 30 seconds
- **Facilitator says:** Now that you have both upcoming instruction and your top priorities in mind, you can draft 1-2 potential SMART goals for your mentee. SMART goals are meaty and ambitious, which is why you'll limit yourself and your mentee to 1-2. Remember, you'll bring these ideas for goals with you to your debrief. Having goals in mind beforehand will help you guide and coach your mentee to setting strong goals that you can support them striving towards in their upcoming instruction.

SMART Goals

- **S**pecific

By the end of September, the mentee will know the home **S**

- **M**easurable

situation and at least one outside

- **A**ttainable

interest of each of their students **R**

- **R**elevant

and will review their upcoming **A**
instruction to find places to

- **T**ime-based

incorporate this understanding

Let's Practice

Practice Scenario:

Pretend that the teacher in the video we observed earlier teaches at your school in your grade and content area.

Think about your instruction during the first 3-4 weeks of school.

Use what you know about that upcoming instruction to inform your practice today.

Let's Practice

Discuss: What about the upcoming instruction would inform the SMART goals?
(3 minutes)



Discuss: Where might the priority area of growth and the upcoming instruction align?
(3 minutes)



Draft 2 SMART goals
(6 minutes)



Let's Share

- **S**pecific
- **M**easurable
- **A**ttainable/achievable
- **R**elevant
- **T**ime-bound



Let's Review



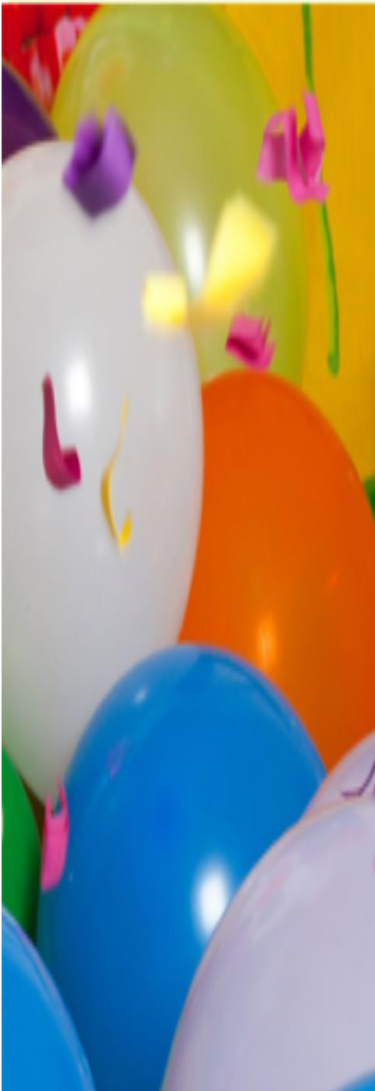
- **WHAT:** What did you just learn about setting goals?
- **SO WHAT:** Why is setting goals important? What are the implications of this method of setting goals on your practice as a mentor?
- **NOW WHAT:** How will you apply this

Key Takeaway

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

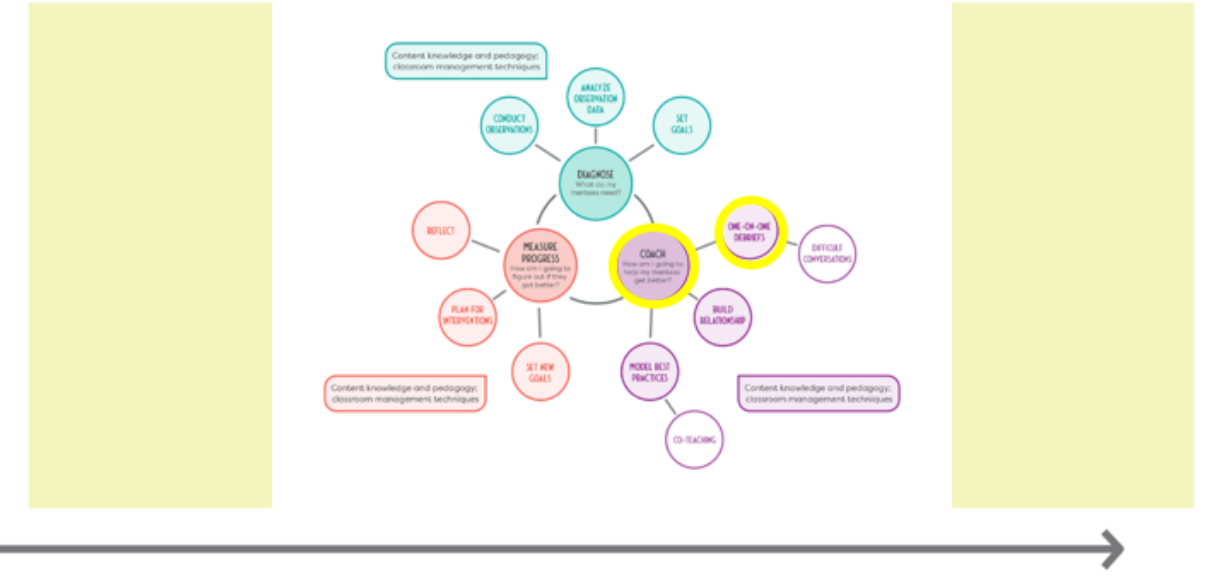


- **Duration:** 30 seconds
- **Facilitator does:** Read slide



BREAK!

The Mentoring Cycle



Section start time: 2:30

●**Duration:** 1 minute

●**Facilitator says:** Now we're moving into the Coach portion of the Mentoring Cycle. We spent some time here in Module 1 as we discussed Building Relationships, which you will lean on when you sit down for the next part of the Coach portion, engaging in a one-on-one debrief. Remember, in your partnership agreement and when you scheduled the observation, you will have already scheduled when the debrief of the observation will be. It's important that you have some time for yourself, at least 60 minutes, in between the observation and the debrief to plan for the debrief, which we just practiced - that gives you time to analyze the data you collected and draft some goals that you think will work for your mentee. It's also important that you don't let more than 48-72 hours go by between the observation and the debrief as you want the lesson to be fresh in your and your mentee's memory, you want the observation notes you share to still be pertinent, and you want to support your mentee in their priority area of growth as soon as possible.



● **Duration:** 30 seconds

● **Facilitator says:** Once you have used your analysis of your observation data to draft 1-2 potential SMART goals for your mentee, you will use your potential goals to engage in a one-on-one debrief with your mentee.

One-On-One Debriefs: 3 Key Components

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



- **Duration:** 30 seconds
- **Facilitator Says:** There are three key components to debriefing. Planning, engaging, and then being ready for when the conversation gets difficult. We'll dive into the first two today, and will return to the third later in the year once your mentoring is actually under way.
- (Click to animate square around "plan for debrief") The first thing you'll do when you get ready for your scheduled debrief is to plan for it. Any time you debrief, you will increase your chances of having a successful conversation and guiding the mentee towards a meaningful goal that focuses on what really matters if you plan what you are going to say and how you might say it beforehand.

Debrief Planning Guide

Plan to Engage in One-on-One Debriefs

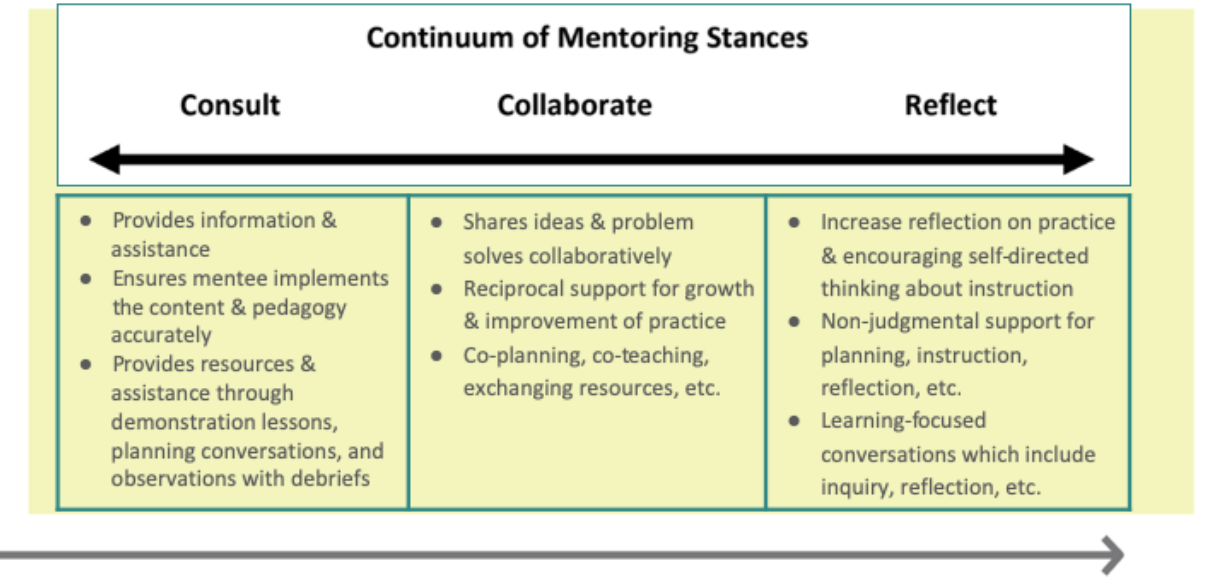
Prioritized Area of Growth:

Potential SMART Goals:

Guiding Questions	Planning Notes	Post Debrief Notes
What was the focus of the observed lesson?		
What was effective about the lesson in addressing the focus?		
What was ineffective about the lesson in addressing the focus?		
What might you change or modify to better address the focus of the lesson?		
What new learning might need to take place in order to better address the focus of the lesson?		
How can I as a mentor support the mentee?		
What next steps will I plan?		

- Use to:
 - Plan debrief.
 - Take notes during debrief.
 - Set SMART goal(s) with mentee and make a plan for support and next steps.
- Plan:
 - What guiding questions will you ask your mentee?
 - What will you focus the conversation on to help them understand the prioritized area of growth and set SMART goal(s)?

Connection to Mentor Stances



- **Duration:** 3 minutes
- **Facilitator Says:** Let's make a quick connection to the mentor stances we discussed back in module 1. We talked about 3 different stances a mentor can take when working with a mentee including consult, collaborate, and reflect. Each of these stances is summarized on the slide and a more detailed summary is included in your handouts on page 35. As you begin your work with the mentees, you will most likely spend the majority of your time in the consult mentoring stance. You will need to be more direct in your feedback, providing lots of helpful guidance and information regarding content and strong pedagogy. As you mentees improve their practice and begin to be more reflective you will move down the continuum to collaborate, where the debrief can become more of a collaborative conversation and open up co-teaching opportunities. By the end of the first year you may have just a few mentees for whom are ready for you to take on the reflect stance. At the beginning of the year when you will likely be mentoring around classroom management, you should expect to do more consulting in your one-on-one debrief conversations.

One-On-One Debriefs: 3 Key Components


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



- **Duration:** 30 seconds
- **Facilitator Says:** Once you have planned your debrief, you'll sit down with your mentee to engage in the debrief.

Non-Negotiables for Debriefs

What do you think are non-negotiables for debriefs?

- **Private** (that's why it's called one-on-one!)
 - **Aligns to the Partnership Agreement** between mentee and mentor
 - Is based on **factual observation notes**
 - **Uses student work** to support the discussion and inform the goals
 - Results in the mentee and mentor agreeing to **1-2 SMART goals**
 - Mentee and mentor understand **how mentor will support** the mentee in working toward the SMART goals
 - Set the **next steps**, which may include:
 - Model lesson
- 

Let's Practice: One-on-One Debrief



- How does the mentor use the guiding questions to guide the mentee to...
 - Understand the prioritized area of growth?
 - Agree on 1-2 SMART goals?
 - Agree on how the mentor will support the mentee?
 - Agree on next steps for both mentee and mentor?

Let's Practice: One-on-One Debrief

Round 1:

A: Mentor

B: Mentee

C: Observer

Round 2:

A: Observer

B: Mentor

C: Mentee


Round 3:

A: Mentee

B: Observer

C: Mentor

Protocol: Your Take-Aways

- 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?
- 

One-On-One Debriefs: 3 Key Components

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



83

- **Duration:** 30 seconds
- **Facilitator Says:** I heard a few people sharing that one of their concerns is that you'll have debrief conversations that are difficult – and that's a very real concern as discussing growing and changing can be difficult! In a future module, we'll dive into several protocols that you can use with your mentees if you find yourself having a difficult conversation.

Key Takeaway

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



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

Connection to Assessments

Section start: 3:30

- **Duration:** 30 seconds
- **Facilitator says:** So let's take a look at where setting goals and debriefing one-on-one appear in the assessments of your mentoring practice. We will also look at which assessment the morning content aligns with.

Mentoring to Improve Classroom Management



Louisiana Department of Education

Mentoring to Improve Classroom Management

Hide Description ^

Classroom management is an essential skill for new/resident teachers in order to lead a classroom focused on learning. There are 3 fundamental elements of effective classroom management for inclusion: building relationships with diverse student populations, establishing clear expectations and procedures, and consistently reinforcing expectations and procedures. As part of the mentoring cycle, mentor teachers will diagnose and prioritize areas for growth, provide coaching and support, monitor progress, and adjust course as needed to meet the needs of their mentee and support improvements in classroom management. Through continuous relationship building and effective individualized support, significant improvement in teaching practices can be achieved.

- **Duration:** 2 minutes
- **Facilitator says:** Take 1 minute and read through the description of this assessment. (After 1 minute, ask) Where do you see the connection in this assessment with what we've learned so far? (invite a few answers from participants)
- **NOTE:** Answers should include the following:
 - "...3 fundamental elements..." - connects to AM content today
 - "...mentor teachers will diagnose and prioritize areas for growth...." - taught this afternoon
 - "...continuous relationship building..." - taught in module 1 and reinforced this afternoon
 - They should see similarities to the content area assessments they looked at and worked on in module 2

The Assessments

<https://my.bloomboard.com>

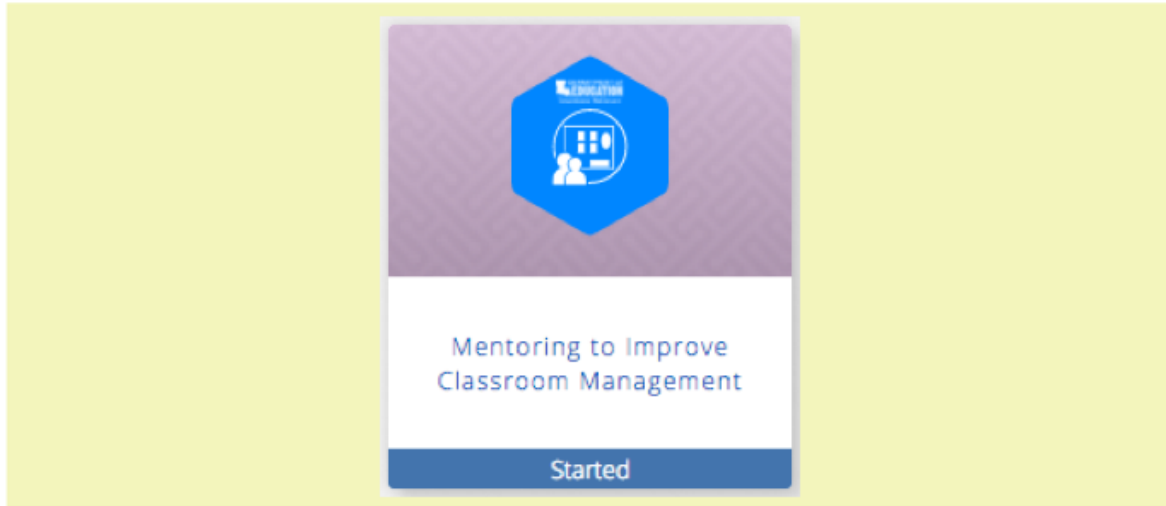
- **Duration:** 5 minutes
- **Facilitator says:** I'm going to log on to the platform and give a high-level overview of this assessment so you can continue to make connections between what we've learned so far and the expectations of this assessment.
- **Facilitator does:** Log on using the generic username and password below.
- Review the following highlights live on the platform for participants:
 - Mentoring to Improve Classroom Management
 - Analyze - participants are technically ready to accomplish this part of the assessment. They know what to "look-for" when it comes to strong classroom management and they know how to conduct an observation and analyze that data to prioritize a need. They are ready to write the narrative piece based on their "set goals" learning today.
 - Implement - they will need to upload 6-9 total artifacts for this module. These artifacts should naturally be created through their work with their mentee, and they should plan ahead to create and keep copies of them.

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

Username: learningforwarddemo@bloomboard.com

Password: BBLearning4ward

Work Time



- **Duration:** 15 minutes
- **Facilitator says:** Now take some time to log on yourself and explore this assessment and see what additional work you see needing in order to accomplish the tasks. Think about what you already feel prepared to complete come the start of the school year. Start to make a plan for completing this assessment. You know your school year, curriculum scope and sequence, etc. When do you see the best time will be to complete this assessment during the school year? You should especially focus on the artifacts you need to save. We will circulate around as you do this to support and answer any questions.

Work Following Module 3

- Continue to plan forward for how you'll lay the groundwork for the work required for the *Mentoring to Improve Classroom Management* assessment.


Bring all of your mentor materials to all of the sessions - especially the artifacts of your work you'll be collecting when you start your work with your mentee!

89

Duration: 1 minute

● **Facilitator says:** At the end of every module, we'll let you know what makes the most sense for you to focus on back at your school. Because you are not yet matched with your mentee and actually engaging in mentoring work yet, following this module we recommend that you continue to plan forward for how you'll engage in the work we practiced today. One additional recommendation - since we'll have time to connect to the assessments during every module, your best bet will be to create a binder for yourself for all of your mentor materials - the materials from the modules as well as your mentoring artifacts from your actual work with your mentee. Having those materials all in one place will make it easier for you to complete the assessments and prove your mentoring competence.

Modules 3 Morning 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
- 

- **Duration:** 1 minute
- **Facilitator says:** We are coming to the end of our day together! This morning, we accomplished these 3 outcomes (Read slide).

Module 3 Afternoon Outcomes

DIAGNOSE

- Use the SMART goal framework to create goals for and with mentee

COACH

- Engage in one-on-one debriefs with mentee

- **Duration:** 1 minutes
- **Facilitator says:** And this afternoon, we accomplished these two outcomes.

Exit Card

1. Before I thought ... and now I think...

1. The most useful thing from today for my own teaching is...

1. The most important thing from today for me to remember about working with my mentee is...

- **Duration:** 3 minutes
- **Facilitator says:** Before you leave today, please complete an exit card on page 38. On your exit card please use the 3 sentence prompts and fill in the blanks. You may leave your completed exit card on your tables when you leave. As a reminder, please clean up your workspace. Throw away your trash, straighten the supplies so that they are in the center of the table, and place your name plates and tags inside your team folder. Thank you so much for spending these last two days with us and we look forward to seeing you again soon!
- **Note to facilitators:** After participants leave for the day, work together as a facilitator pair to review the exit tickets and make notes for yourself.
- What trends do you see in the responses? Take note of what you want to review and bring up at the beginning of Module 4. There will be time at the beginning of the session for you to share these trends along with the trends you noted from Module 2.