



MENTOR  
TEACHER

**Module 9:  
Reflecting on Mentoring Practice**

All Cohorts  
January, 2020

**SECTION START: 8:30**

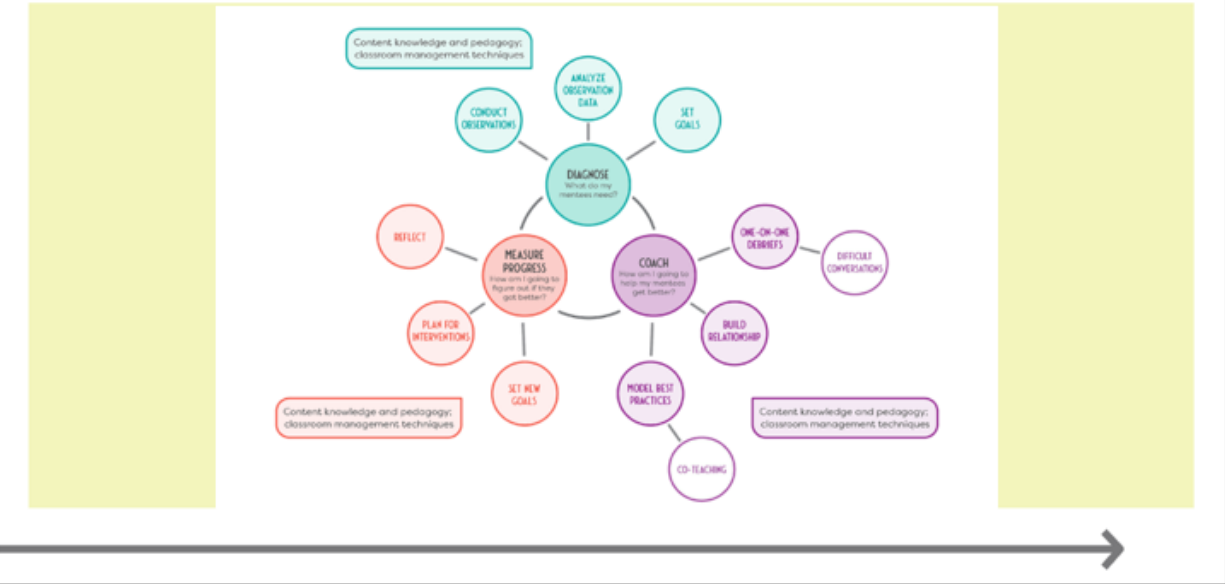
- **Duration:** 1 minute
- **Facilitator says:** Welcome to our final day together in the mentor training course!
- **Facilitator does:** Ensure everyone has signed in, has materials for the day, is sitting with his or her learning team, is wearing a name tag and has their name table tent out in front of them.
- Review logistics for training (restrooms, times, breaks, lunch, etc.): our morning break will be at 10:00; lunch will be at 11:30; and afternoon break will be at 1:30.

## Mentor Training Course Goals

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

- **Duration:** 1 minute
- **Facilitator says:** During this course we've been focused on these four goals. Today we will wrap up by reflecting, reviewing, and assessing your mentor content knowledge and content-specific pedagogy, our fourth goal.

# The Mentor Cycle



- **Duration:** 1 minute
- **Facilitator Says:** That means that today we'll be spending time in the entire mentor cycle - and you'll be able to zoom in and spend time on those sections you need to most.

## Module 9 Outcomes



**MEASURE  
PROGRESS**

- Reflect on mentoring practice, complete Assessments, and make concrete plan for future practice.

•**Duration:** 1 minute

•**Facilitator says:** While we'll be spending time in all parts of the mentoring cycle, our outcome for today is based in the Measure Progress portion of the cycle. We'll be spending today reflecting on your mentoring practice and making concrete plans for your future practice. This will enable you to earn the Assessments that illustrate your new practices and skills!

## Today's Agenda



- Welcome and outcomes
- Reflection
- Diagnose
- Lunch
- Coach
- Measure Progress
- Gallery Walk
- Wrap-up

● **Duration:** 1 minute

● **Facilitator says:** Let's take a look at what we'll be working on together today. We'll begin by reviewing the practice of reflection, which we first learned about in module 7. Then, we'll proceed through each portion of the mentor cycle, reflecting, reviewing, and working on your Assessments. You will have a lot of time for structured work time on your Assessment artifacts. Our goal for you is to walk out today with as many Assessments complete as possible. Finally, we'll do a focused gallery walk that will give you constructive feedback on the work you're doing for your Assessments, setting you up for success in earning your mentor distinction. As you're working on your Assessments during the day today, be sure to keep thinking about what specifically you want to get feedback on, because at the end of the day today every person will share one artifact you've been working on for feedback during the gallery walk, with the goal of learning from what each other are doing in your artifacts and giving and getting feedback on your artifacts.

## Our Agreements



- **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 of self and others

● **Duration:** 1 minute

● **Facilitator says:** Let's take a minute to revisit our agreements that we established at the very beginning of our mentor work together. Make a personal, mental note on which agreement you are going to really focus on during today's learning.

● **Facilitator does:** Allow participants 1 minute of quiet think time to make their personal commitments.

## Describe Yourself as a Mentor



- Stand up and find your shoe twin.
- Introduce yourself.
- Think about yourself as a mentor.
- Tell your shoe twin 3 words that describe you as a mentor. Why those words?
- Thank your shoe twin and sit back down.



● **Duration:** 5 minutes

● **Facilitator Says:** To start, we're going to do a welcome activity that gets us thinking about who we are as we come to the end of the mentor course, but are only halfway through your school year as a mentor. To do this activity, you're going to need to find your shoe twin. What is a shoe twin? In short, it's someone in the room who is wearing the same or as similar as possible shoes as you. You might have to get creative and find shoes that are the same color, but different style, or different style and the same color, or you might get really lucky and find someone with the same exact shoes! So we'll give you a minute to get up, walk around, and find your shoe twin, once you've found them, introduce yourself. Then, take a minute to think about yourself as a mentor. You've been in this role for many months now. What are three words you would use to describe yourself as a mentor? Share those words and why you've chosen them with each other. When you're finished, thank your shoe partner and make your way back to your seat.

● **Facilitator Does:** Participate as needed; share out any interesting words that you hear!



## BUILD RELATIONSHIP

- **Duration:** 30 seconds

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



# The Mentoring Cycle



- **Duration:** 30 seconds
- **Facilitator says:** So we are going to take a little bit of time this morning to revisit the Building Relationships part of the cycle - and we want to hear from you all in how things have been going with building a relationship with your mentee.

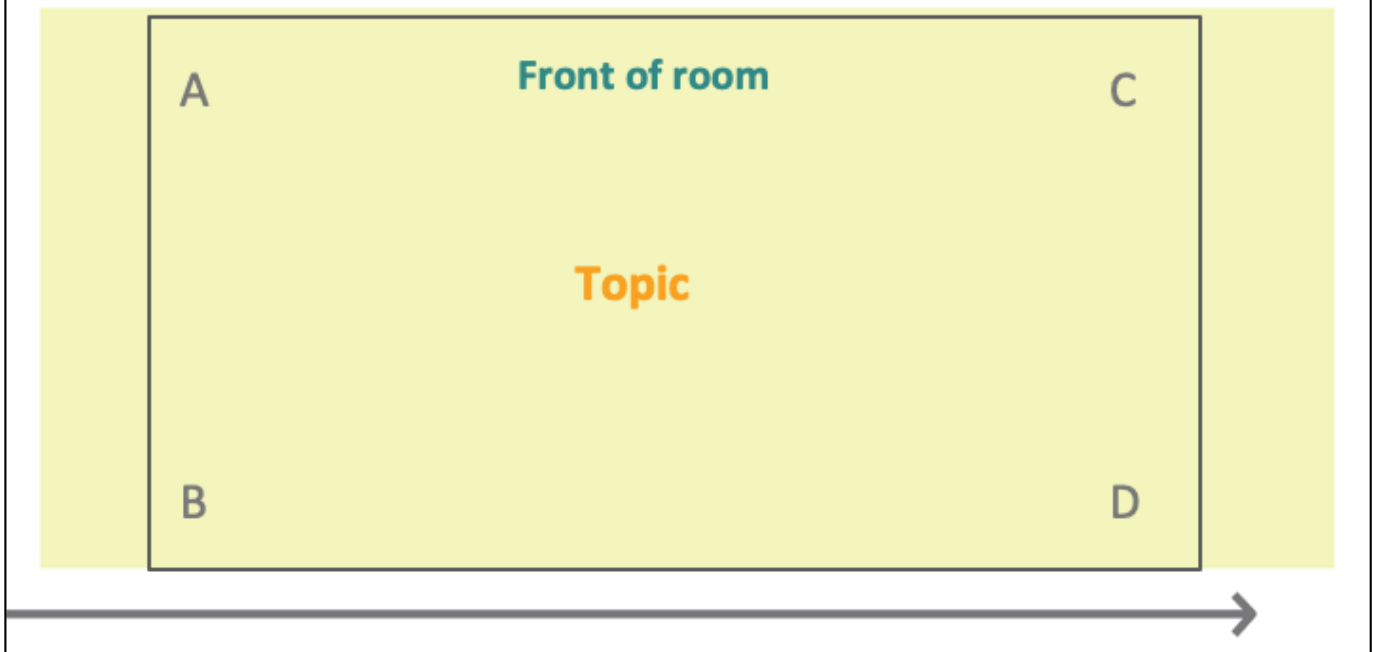
## Build Relationship: 3 Key Components

- Establish trust
- Maintain trust
- Build confidence



- **Duration:** 1 minute
- **Facilitator Says:** Just as a quick reminder - The 3 key components for building strong relationships with your mentees are establishing trust, maintaining that trust, and building confidence. We are going to do a 4 corners activity to share how things have been going and ideas you've been implementing in regards to building relationships with your mentees.

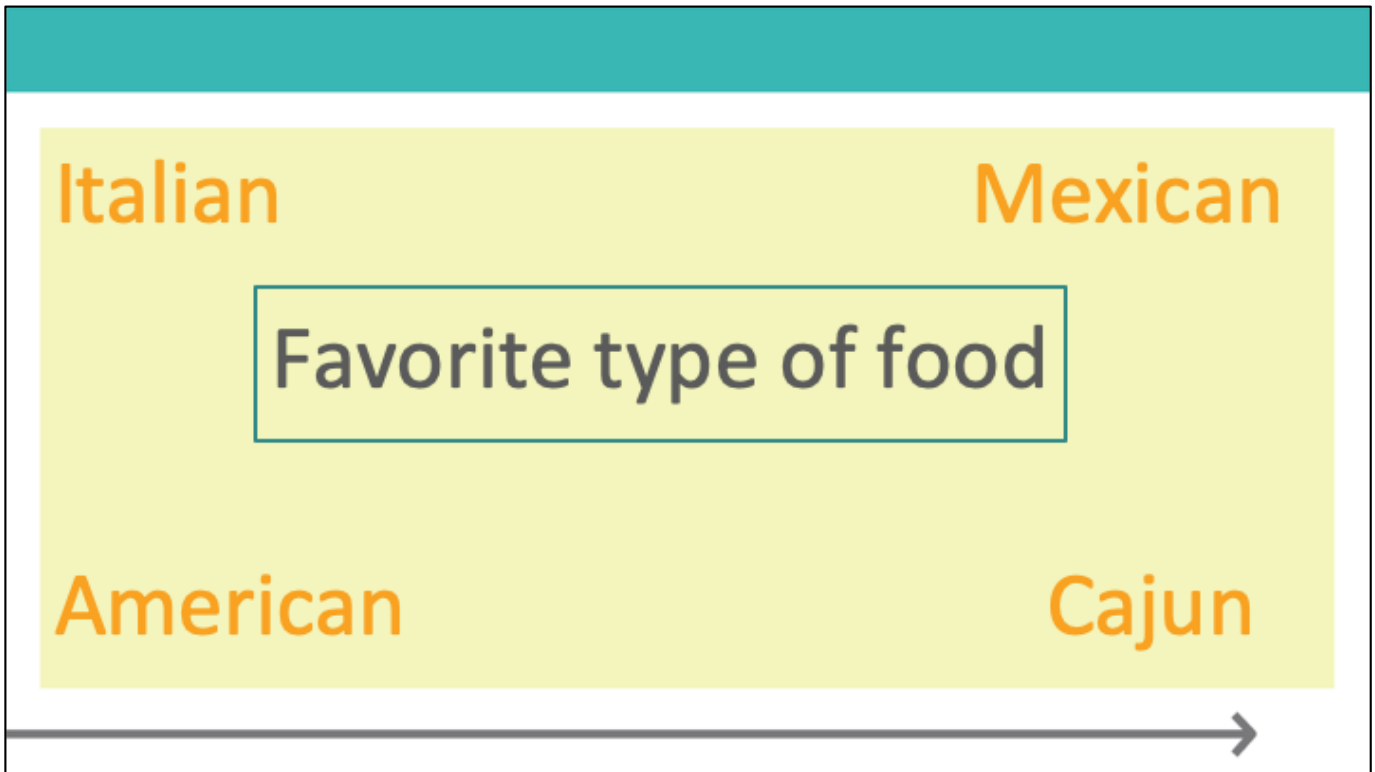
## Four Corners



**Duration:** 2 minutes

**Facilitator says:** Here is a reminder of how this activity works. We will pose a topic with 4 possible responses. Each corner of the room represents one of the responses. You will move to the corner that best represents your response. Once in your corner, pair up with someone and introduce yourself. Then, look to the screen for the next question to discuss with your partner. We will repeat this process a few times. Any questions? On page 4 of your handout, there is space for you to jot down any ideas you hear during this activity that you may want to steal and take back to your home campus to try out with your own mentee. You will take this with you to your corner.

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



**Duration:** 3 minutes

**Facilitator says:** Which corner best represents your answer to the following topic, favorite type of food. If you're favorite type of food is italian you will move to corner A, mexican you will move to corner C, american will be in corner B, and cajun will move to corner D. Remember when you get to your corner you will find a partner to pair up with, introduce yourselves, and then look to the screen for a few questions to discuss.

## Discuss with Your Partner

- What is one successful way you've established a trusting relationship with your mentee?
- What is one artifact you've submitted (or plan on submitting) to demonstrate how you've established a strong relationship with your mentee?

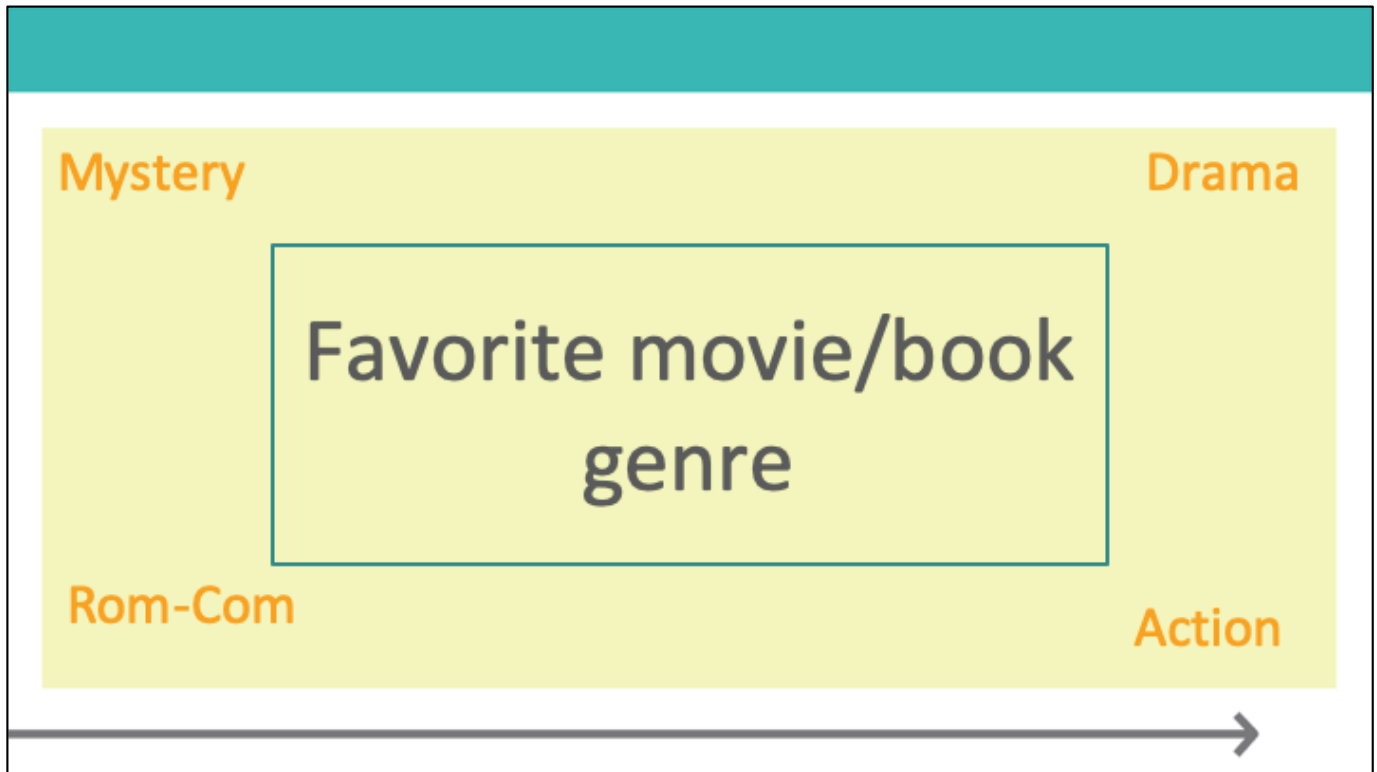
- Establish trust
- Maintain trust
- Build confidence

**Duration:** 6 minutes

**Facilitator says:** Take 2 minutes to discuss the following two questions with your partner. **Read questions on slide.**

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

**Facilitator says:** Remember all of the examples of relationship building are artifacts that can be submitted as part of the both the Mentoring Assessments under Step 3: Implement. The artifacts you submit for one mentoring assessment can also be used with the other if applicable.



**Duration:** 3 minutes

**Facilitator says:** Here is our next topic - Which corner best represents your answer to this topic, Favorite movie/book genre. If you're favorite genre is mystery you will move to corner A, drama moves to corner C, rom/com moves to corner B, and action move to corner D. When you get to your new corner or for some of you, you might not have to move, find a new partner to pair up with, introduce yourselves, and then look to the screen for the next set of discussion questions.

## Discuss with Your Partner

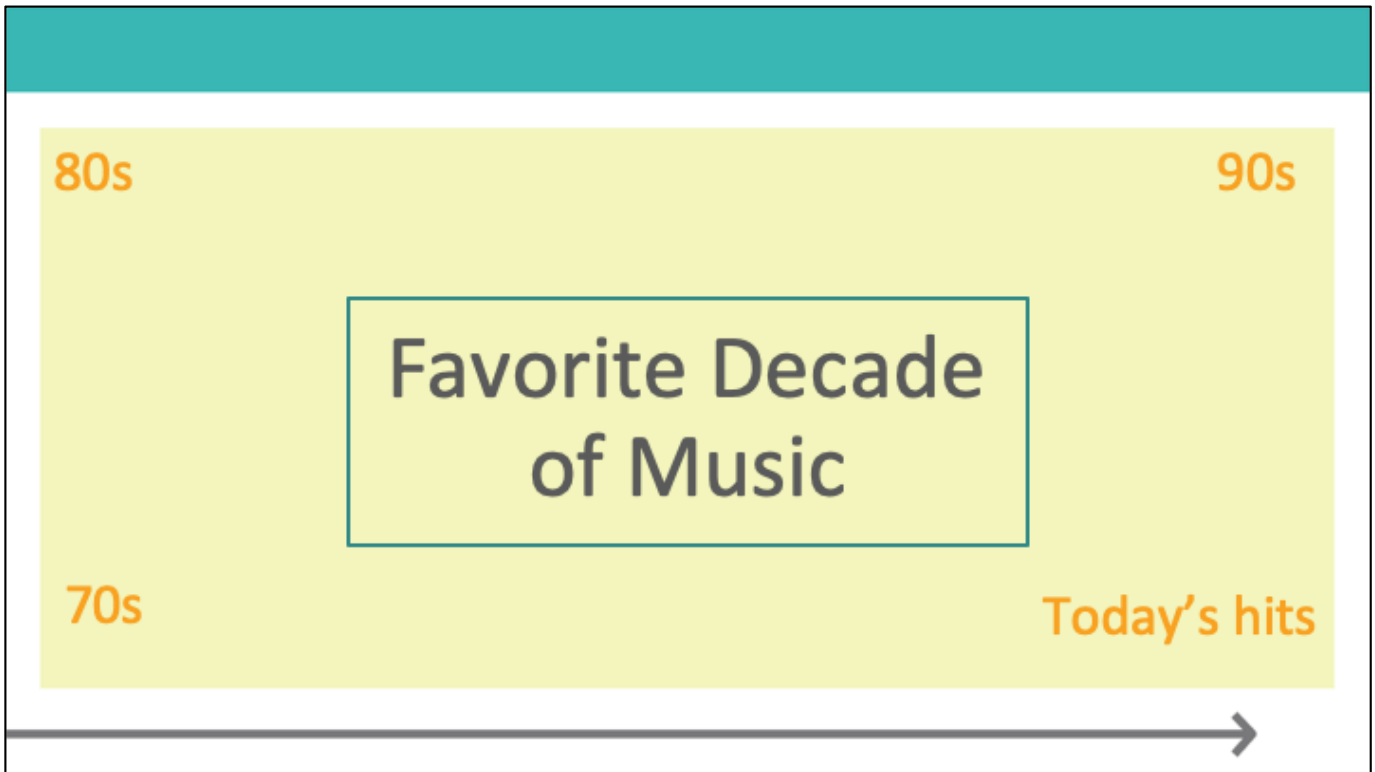
- What is one successful way you've maintained trust with your mentee throughout the school year?
- What is a struggle you've had with maintaining trust with your mentee?

- Establish trust
- Maintain trust
- Build confidence

**Duration:** 6 minutes

**Facilitator says:** Take 2 minutes to discuss these two questions with your partner.  
**Read questions on slide.**

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



**Duration:** 3 minutes

**Facilitator says:** Our last topic- Which corner best represents your answer to this topic, Favorite decade of music? If you prefer the 80s move to corner A, if you prefer the 90s move to corner C, if you love 70s music to corner B, and if you prefer today's top hits move to corner D. When you get to your new corner or for some of you, you might not have to move, find a new partner to pair up with, introduce yourselves, and then look to the screen for the next set of discussion questions.



## Discuss with Your Partner

- How have you continued to build confidence in your mentee's perceptions of their teaching abilities throughout the year?
- In what areas did you focus your efforts for building your mentee's confidence the most? E.g., beginning of year set up, classroom management, ELA instruction, etc.

- Establish trust
- Maintain trust
- Build confidence

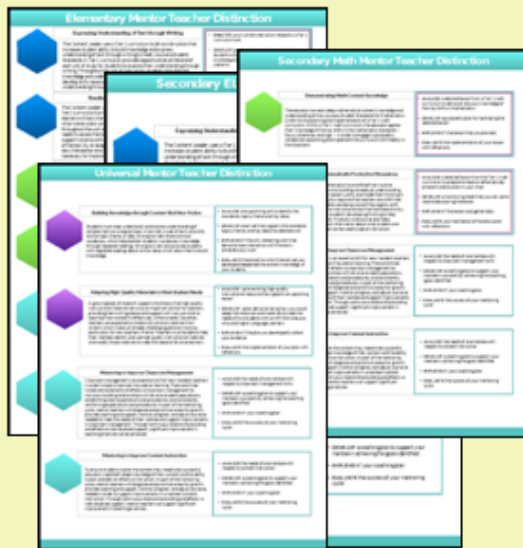
**Duration:** 8 minutes

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

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

**Facilitator says:** Hopefully you all were able to gain a new idea or two for continuing that strong, trusting relationship back with you to your own work. It sounded like many of you have already submitted or at least thought about what artifacts from this part of the cycle you could use with your assessments. Now we are going to dive in to the next part of our agenda which is working through the whole cycle with some different scenarios. You may head back to your seats.

# Mentor Assessments



Log in to the Bloomboard portal at:  
<https://my.bloomboard.com/login>

Access Module 1-7 materials at:  
<https://www.louisianabelieves.com/resources/library/louisiana-mentor-teachers>

- **Duration:** 10 minutes

- **Facilitator says:** Before we get into our reflection, you can see the rubrics for the assessments starting as a separate handout packet. These will be very important for you today in understanding the exact expectations of each section of each assessment. We're also going to take a few minutes to review how to access the Assessments on Bloomboard and where to find all of the module 1-7 materials - which will be vital for you as you review and reflect today.

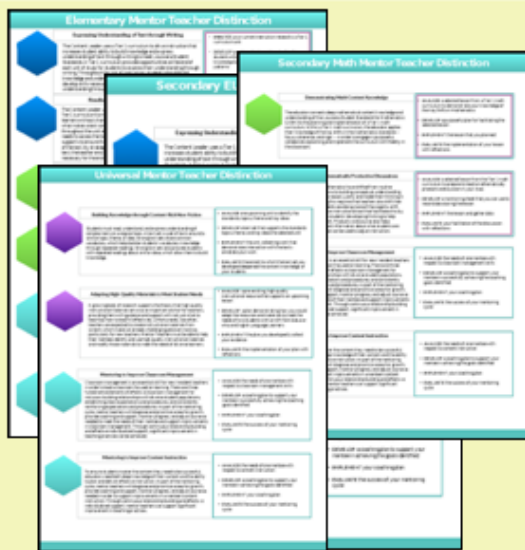
- **Facilitator does:** Model how to log-in to Bloomboard and how to access the module 1-7 materials. Provide time for every person to log on and navigate to the proper places so they are ready to get started.

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

- **Username:** [learningforwarddemo@bloomboard.com](mailto:learningforwarddemo@bloomboard.com)

- **Password:** BBLearning4ward

# Mentor Assessment Panel



What has been surprising about the mentor assessments?

What has been challenging about the mentor assessments?

What is your #1 tip about the mentor assessments?

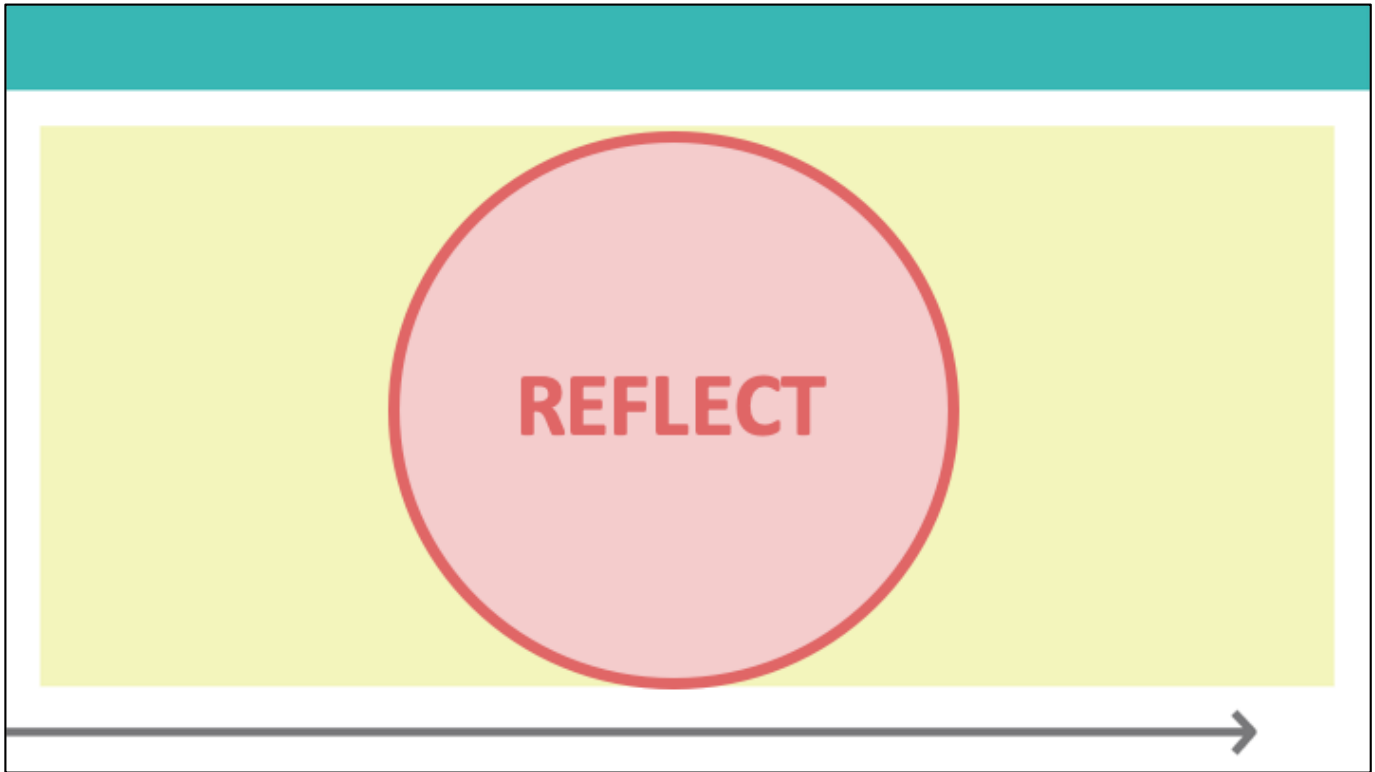
● **Duration:** 25 minutes

● **Facilitator says:** Yesterday, we asked you to share your progress on the mentor assessments. Now, we're going to hear from four of you who have earned at least one of the assessments on a mentor assessment panel. Each of the four panelists will share their personal answers to the three questions on the slide. After each of them has shared, you'll have a chance to ask them any questions you have about the mentor assessments - and you can ask all of them or direct your question at a specific person. Panelists, think about the content of the assessments, the process of completing the assessments, and using the platform when answering the questions.

● **Facilitator does:** Help the 4 participants that you chose for the panel during Module 8 get settled in chairs at the front of the room. Facilitate each panelist sharing their answers to the three questions on the slide. Then, facilitate questions and comments for the panelists from the audience. If appropriate, encourage the panelists to be available for support and thought-partnership during assessment work times later in the day.

● **Facilitator note:** The purpose of this section is for participants to learn from each other. However, if there is a question the panelists do not know the

answer to, please jump in and answer the question.

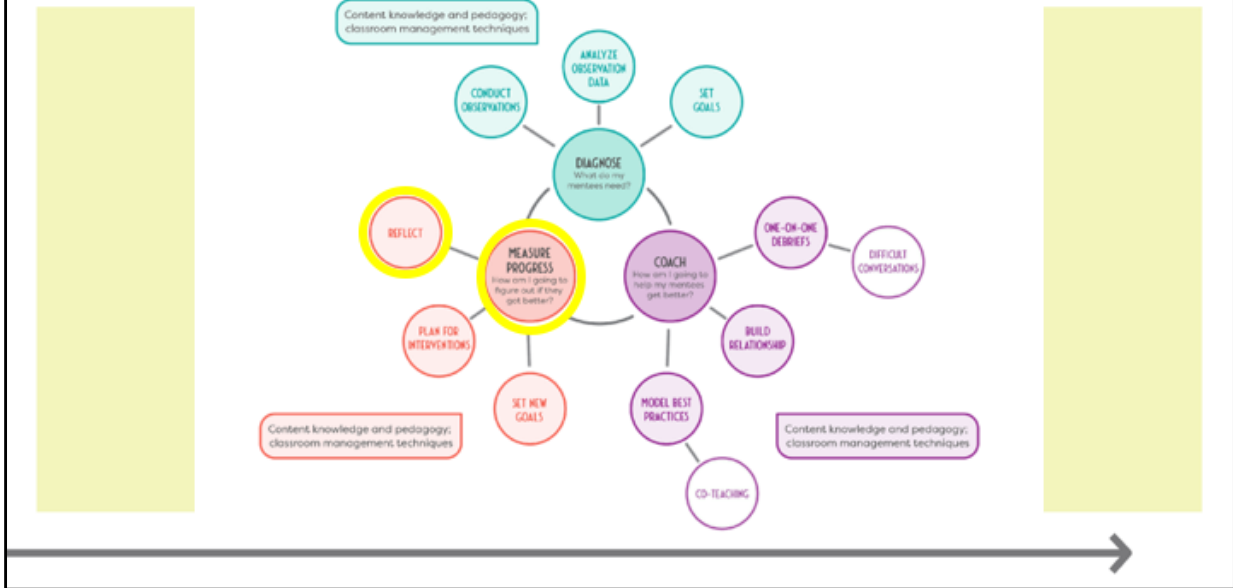


**SECTION START: 9:50**

● **Duration:** 1 minute

● **Facilitator says:** Now that we've had a chance to warm up, let's get into our first section of the day. Remember, we'll start by reviewing the practice of reflection.

# The Mentoring Cycle



- **Duration:** 1 minute
- **Facilitator says:** Reflecting is the last step in the mentor cycle, and it falls within measuring progress. Today, you'll be doing a lot of reflecting about your practice, just like how you've supported your mentee in reflecting on their practice like we learned in module 7.

## Reflect: 3 Key Components

- Practice self-reflection
- Celebrate wins
- Determine areas of growth

22

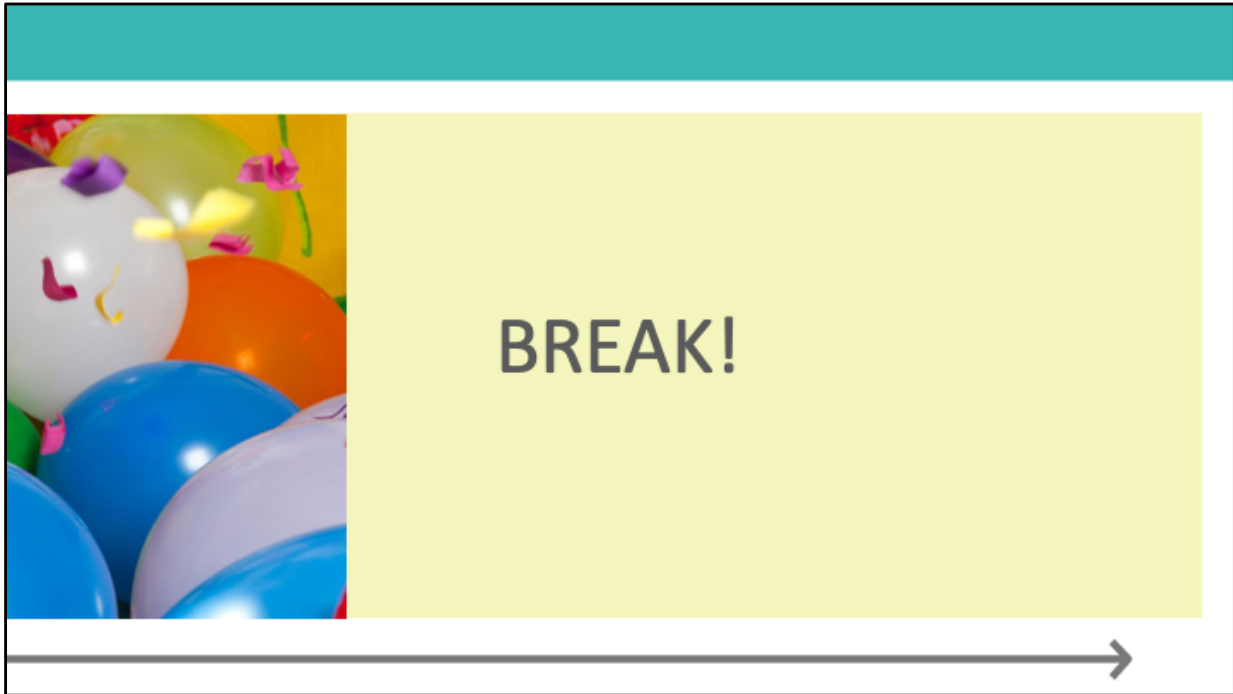
- **Duration:** 1 minute
- **Facilitator says:** Over the course of the day today, you'll engage in 3 key components of reflection - you'll practice self-reflection, which will help you to celebrate your wins and determine your areas of growth.

## Reflection: How's it gone?

1. How have you engaged your mentee in reflection?
2. What have you learned about reflection from doing so?

- **Duration:** 7 minutes
- **Facilitator says:** We first learned about the practice of reflection in Module 7. Since then, you've hopefully had a chance to engage your mentee in reflection as they have reached the end of a cycle of learning with one and are getting ready for another cycle. So before you engage in reflection of your own, we're going to take a minute to share how it's gone to engage your mentee in reflection and what you've learned about reflection from engaging in that practice. Take 5 minutes to discuss the three prompts on the slide at your tables.
- **Facilitator does:** Listen in to table conversations and share out the most meaningful takeaways you hear.





**SECTION START: 10:00**

•**Duration:** 15 minutes

# Reflecting on the Mentor Cycle



- **SECTION START: 10:15**
- **Duration:** 1 minute
- **Facilitator says:** Now that we've reviewed why self-reflection is so powerful, we're going to engage in self-reflection on your mentor practice. First, we'll focus on diagnose, then coach, and finally measure progress. You'll be celebrating your wins and determining your areas of growth, and you'll have time to use that self-reflection to work on your Assessments using your wins so far and plan for your remaining work you'll need to do to demonstrate the competency called for in the Assessments using your areas of growth. We are going to be reflecting on one stage at a time, but of course when you put the mentor cycle to use in practice, you will be moving through the cycle flexibly and using the different parts as needed, as determined by your mentee's needs.

## Reflect: Key Takeaway

Engaging in self-reflection is an effective strategy for consolidating, understanding, and celebrating learning and for determining where to focus learning next



● **Duration:** 1 minute

● **Facilitator says:** So let's get started reflecting. Remember, we're doing this because [read slide].

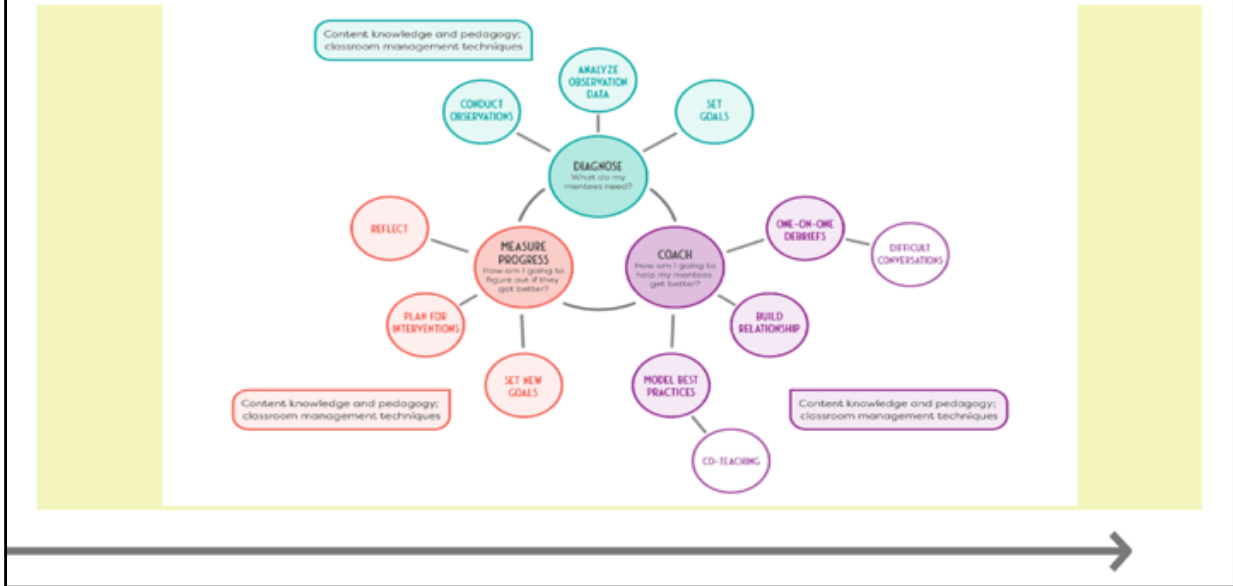
## Reflect: 3 Key Components

- Practice self-reflection
- Celebrate wins
- Determine areas of growth

27

- **Duration:** 1 minute
- **Facilitator says:** Now we'll continue practicing self-reflection by celebrating your wins and determining your areas of growth.

# The Mentor Cycle



- **Duration:** 1 minute
- **Facilitator says:** Before we dive into reflecting on the mentoring cycle itself, we do want to remind you that all of the actions you take as a mentor within any of the components in the mentor cycle. Your work as a mentor is based on the gap between what you see in your mentee's practice and what you know are the best practices in both content and pedagogy, as well as based on the relationship you have with your mentee. So keep those in mind as we are reflecting on each component of the mentor cycle.



# DIAGNOSE

- **Duration:** 2 minutes

- **Facilitator says:** We'll start reflecting on the first section of the mentor cycle, Diagnose. Please take a moment to get out any materials you have brought with you about this portion of the mentor cycle. As a reminder, we focused on Diagnose mainly in Modules 2 and 3. Diagnosing also involves knowing and understanding the content you'll be diagnosing your mentee's strengths and areas of needs in, and we addressed content across modules 2-8. You can also access these materials online.

## Diagnose: Key Points

Diagnose consists of:



● **Duration:** 1 minute

● **Facilitator says:** Diagnose has three components, conduct observations, analyze observation data, and set goals. We'll quickly review the key points of each of these components. As we briefly do so, this will be a good opportunity to glance back through your Diagnose materials.

# Diagnose: Review Content

## Give One, Get One, Move On

1. Get 3 Post-Its. Use your diagnose materials. On each Post-It, write a key learning or important idea from your point of view about the Diagnose portion of the mentor cycle (8 minutes)
2. Get up and mingle. When the facilitator says “Give One! Get One!” stop and make a pair with someone close by. Share one of your key learnings with each other (give one and get one). Read each other’s Post-It (2 minutes).
3. When the facilitator says “Move On!” mingle again
4. Repeat steps 2 and 3 two more times (4 minutes)

●**Duration:** 15 minutes

●**Facilitator says:** We’ll start by having you review your own and your peers’ understanding of Diagnose. To do this, we’re going to use the Give One, Get One, Move On review activity. The instructions for this are also in your handout on p. 5.

●**Facilitator does:** Use the steps on the slide to facilitate this review activity. Listen in and address any misconceptions you hear. After 3 rounds of sharing, ask mentors to return to their seats.



## Diagnose - Conduct Observations: Key Points

- Use the partnership agreement to lay the groundwork for observations
- Take the time to know and understand the content you'll be observing
  - Classroom management (Module 3)
  - Math (Modules 2, 4-5)
  - ELA (Modules 6-8)
- Do:
  - Create look-fors before you conduct the observations
  - Stay close to the action
  - Watch carefully and ask questions of students while they're working
  - Look specifically for evidence of the focus of your observation and when it occurred during the lesson (e.g., rigor)
  - Script exactly what you hear from teacher and students

● **Duration:** 2 minutes

- **Facilitator says:** Let's review the key points. You likely thought of many of these when you were reviewing on your own and in the activity; this is a good chance to jot down anything you might have forgotten.

● **Facilitator does:** Read slide

## Diagnose - Analyze Observation Data - Key Points

- Look for evidence or lack of evidence of the focus of your observation
- Because you know what strong teaching for your focus area should look like, examine your evidence for:
  - Where you see it in your mentee's teaching (strengths)
  - Where you see missed opportunities in your mentee's teaching (areas for growth)
- Prioritize the areas of growth based on what matters most for your focus area



● **Duration:** 2 minutes

● **Facilitator does:** Read slide

## Diagnose - Set Goals - Key Points

- Review the upcoming curriculum to ensure that your prioritized areas of growth will align to upcoming instruction
  - Where do you see opportunities for your mentee to practice what you see as their area of growth in upcoming lessons?
- Use the SMART goal structure to craft goals with your mentee that are:
  - Specific, Measureable, Achievable, Relevant, Time-bound

●**Duration:** 2 minutes

●**Facilitator does:** Read slide

# Diagnose: In the Assessments

| Assessment   | How Diagnose is Assessed   |
|--|--|
| Demonstrating Math Content Knowledge                 | Analyze and plan a lesson to demonstrate understanding of the shifts in mathematics  |
| Facilitating Mathematically Productive Conversations | Analyze a critical point in a lesson where discourse would help students achieve the lesson learning goal                            |
| Reading Complex Grade-Level Texts                    | Analyze a text that requires multiple reads  |
| Expressing Understanding of Text Through Writing     | Analyze 3 pieces of student writing for patterns in strengths, learning gaps, and understandings                                     |
| Mentoring to Improve Content Instruction             | Analyze the needs of a mentee in regards to content instruction to diagnose and prioritize the mentee's most important needs         |
| Mentoring to Improve Classroom Management            | Analyze the needs of a mentee in regards to classroom management skills to diagnose and prioritize the mentee's most important needs |

- **Duration:** 6 minutes
- **Facilitator says:** Let's now look at the Assessments. Remember, the Assessments are the assessments through which you will demonstrate mastery of your mentoring role. Where do the Assessments ask you to show mastery of Diagnose?
- **Facilitator does:** Read table. [Note: The 2 math and 2 ELA Assessments can be earned through doing the required work with a mentee and in the mentee's classroom or in the mentor's own classroom. The analysis detailed here also supports the mentor in building the content knowledge necessary to mentor a mentee in these content areas. The speaking and listening content learned in Module 8 can be applied to the Assessment Mentoring to Improve Content Instruction for mentees that need mentor support in their speaking and listening instruction, but there is not an expectation for elementary mentors to complete a stand-alone Assessment on speaking and listening.]

## Diagnose: Self-Reflection



- Take time to privately think, reflect, and write to gain more insight into yourself as a mentor.

- **Duration:** 10 minutes

● **Facilitator says:** Now that we've refreshed your memory about the content of Diagnose and the expectations placed on you for what Diagnose should look like in your practice (as assessed in the Assessments) you're going to have 10 minutes to engage in some independent and private self-reflection on Diagnose. Self-reflection questions, along with writing space, are on pages 6-8 of your handouts. You'll use these 10 minutes to determine where your own strengths and areas of needs are, where you need to give yourself more time for practice, and what your goals and next steps are in Diagnose as a mentor. Remember, we're just focusing on the Diagnose portion of the Mentor Cycle at this time. We'll use the other two copies of the self-reflection sheet later when we reflect on Coach and Measure Progress.

## Diagnose: Work Time for Next Steps



Make a plan:

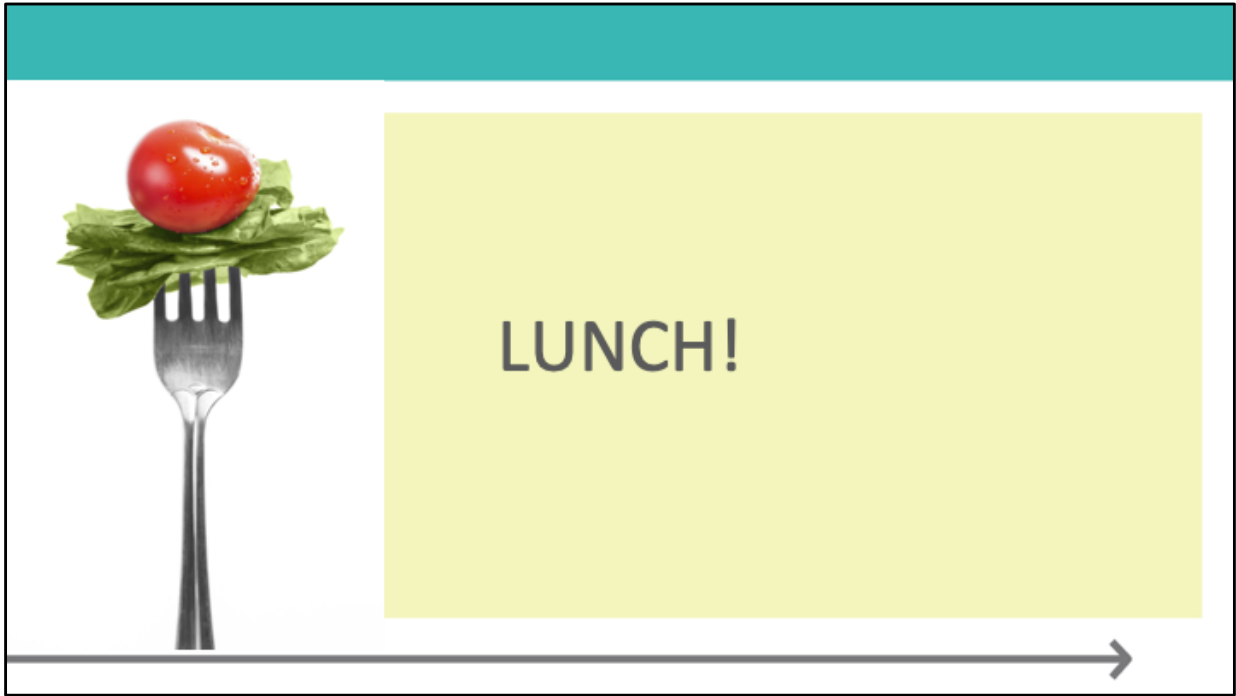
- Team up with someone and practice a Diagnose skill.
- Work on a Diagnose artifact for a Assessment.
- Prepare for your mentor/mentee practice back at school in the Diagnose area.

- **Duration:** 30 minutes

● **Facilitator says:** Next, you'll have 45 minutes to do some work based on your review and self-reflection. Take 3 minutes to think about the options on this slide and make a plan for how you will spend this time. During this work time we facilitators will be available to support you, and you can also team up with your fellow mentors. Remember, at the end of our day today after we've worked on all three areas, we'll be doing a gallery walk to share and give and get feedback on one of your artifacts, so as you're working, start to note what you'd like to share during that time.



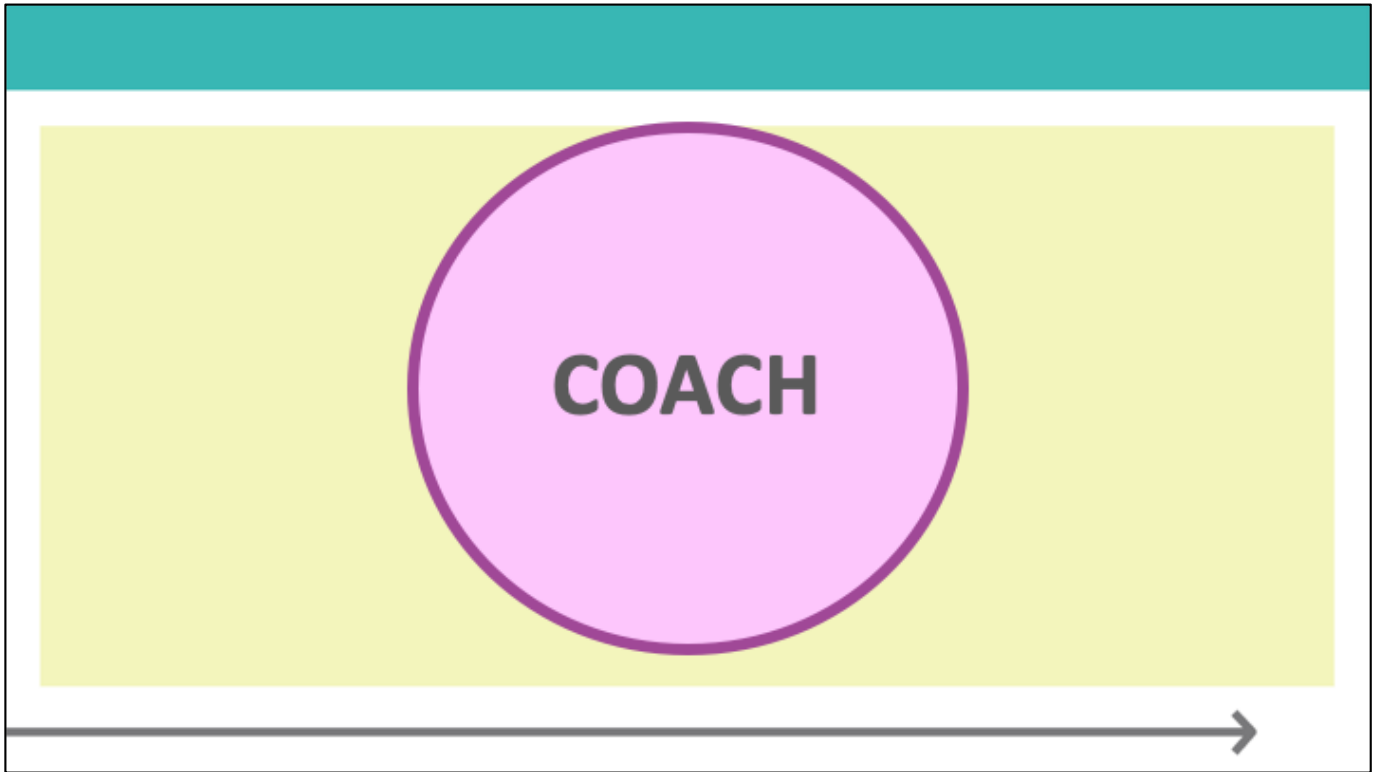
- **Duration:** 2 minutes
- **Facilitator Says:** Now that you've had time to practice Diagnose skills, work on your Diagnose artifacts, and prepare for your Diagnose practice back at school, please take a minute to take a look at where you are, mark where you're leaving off, and what you'll do next.



**SECTION START: 11:30**

- **Duration:** 45 minutes





**SECTION START: 12:15**

● **Duration:** 2 minutes

● **Facilitator says:** Welcome back from break. Now we'll reflect on the next section of the mentor cycle, Coach. Please take a moment to get out any materials you have brought with you about this portion of the mentor cycle. As a reminder, we focused on Coach mainly in Modules 6 and 7. Coaching also involves implementing content area work, and we addressed content across modules 2-8. You can also access these materials online.

## Coach: Key Points

Coach consists of:



● **Duration:** 1 minute

● **Facilitator says:** Coach has three components, build relationship, model best practices, and one-on-one debriefs. We'll quickly review the key points of each of these components. As we briefly do so, this will be a good opportunity to glance back through your Coach materials.

# Coach: Review Content

## Two-Minute Papers

1. Use your Coach materials
2. Write to answer the question *from your perspective* (2 minutes)
3. Share your response with the person sitting next to you (2 minutes)
4. Repeat the steps for each question

What did you find to be the most challenging aspect of the Coach portion of the Mentor cycle?  
What is the most challenging aspect of the Coach portion of the Mentor cycle?  
What is the most challenging aspect of the Coach portion of the Mentor cycle?

● **Duration:** 15 minutes

● **Facilitator says:** Once again we'll start by reviewing your own and your peers' understanding of the next phase, Coach. To do this, we're going to use the Two Minute Papers review activity. There is space to write for this activity on page 9 of your handout.

● **Facilitator does:** Use the steps on the slide to facilitate this review activity. After reading each question time two minutes for the participants to write their answer, followed by two minutes to share their response with the person sitting next to them. Listen in and address any misconceptions you hear.

**Note:** The slide is animated. It will display correctly when presented.

## Coach - Build Relationship: Key Points

- Partnership Agreements support establishing trust between mentors and mentees
- Trust must be maintained over time by focusing on the relationship during every mentor-mentee interaction
- A focus on trust helps build mentee confidence
- Deliberately teaching and modeling growth mindset sets mentees up to being open to learning

● **Duration:** 2 minutes

- **Facilitator says:** Let's review the key points. You likely thought of many of these when you were reviewing on your own and in the activity; this is a good chance to jot down anything you might have forgotten.

● **Facilitator does:** Read slide.

● **Facilitator says:** Remember, Build Relationship is a distinct component of the mentor cycle and also underlays every other component.

## Coach - One-on-One Debriefs: Key Points

- Planning for a debrief using guiding questions enables the mentor to focus the conversation and help the mentee:
  - 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
- Planning ahead and using a structure for difficult conversations can turn them into opportunities

●**Duration:** 2 minutes

●**Facilitator does:** Read slide

## Coach - Model Best Practices: Key Points

- Align the intervention method to the mentee's needs
  - Model teaching: New content or practices
  - Co-teaching: Content or practices the mentee is more comfortable with
    - Team teaching methods provide opportunities for mentors to coach mentees while teaching
- Both methods start with co-planning and end with debriefing

●**Duration:** 2 minutes

●**Facilitator does:** Read slide

## Coach: In the Assessments

| Assessment   | How Coach is Assessed  |
|--|--|
| Demonstrating Math Content Knowledge                 | Plan and implement a lesson  |
| Facilitating Mathematically Productive Conversations | Develop a plan for a discussion using a monitoring sheet and implement the discussion          |
| Reading Complex Grade-Level Texts                    | Develop a plan to facilitate a careful reading of the text and implement the plan              |
| Expressing Understanding of Text Through Writing     | Develop an action plan to continue to develop student writing skills and implement action plan |
| Mentoring to Improve Content Instruction             | Develop and implement a coaching plan for addressing mentee's prioritized needs                |
| Mentoring to Improve Classroom Management            | Develop and implement a coaching plan for addressing mentee's prioritized needs                |

- **Duration:** 6 minutes

- **Facilitator says:** Let's now look at the Assessments. Remember, the Assessments are the assessments through which you will demonstrate mastery of your mentoring role. Where do the Assessments ask you to show mastery of Coach?

- **Facilitator does:** Read table.

## Coach: Self-Reflection



- Take the time to privately think, reflect, and write to gain more insight into yourself as a mentor

- **Duration:** 10 minutes
- **Facilitator says:** Now that we've refreshed your memory about the content of Coach and the expectations placed on you for what Coach should look like in your practice (as assessed in the Assessments) you're going to have 10 minutes to engage in some independent and private self-reflection on Coach. Self-reflection questions, along with writing space, are on page 10 of your handouts. You'll use these 10 minutes to determine where your own strengths and areas of needs are, where you need to give yourself more time for practice, and what your goals and next steps are in Coach e as a mentor. Remember, we're just focusing on the Coach portion of the Mentor Cycle at this time.



## Coach: Work Time for Next Steps

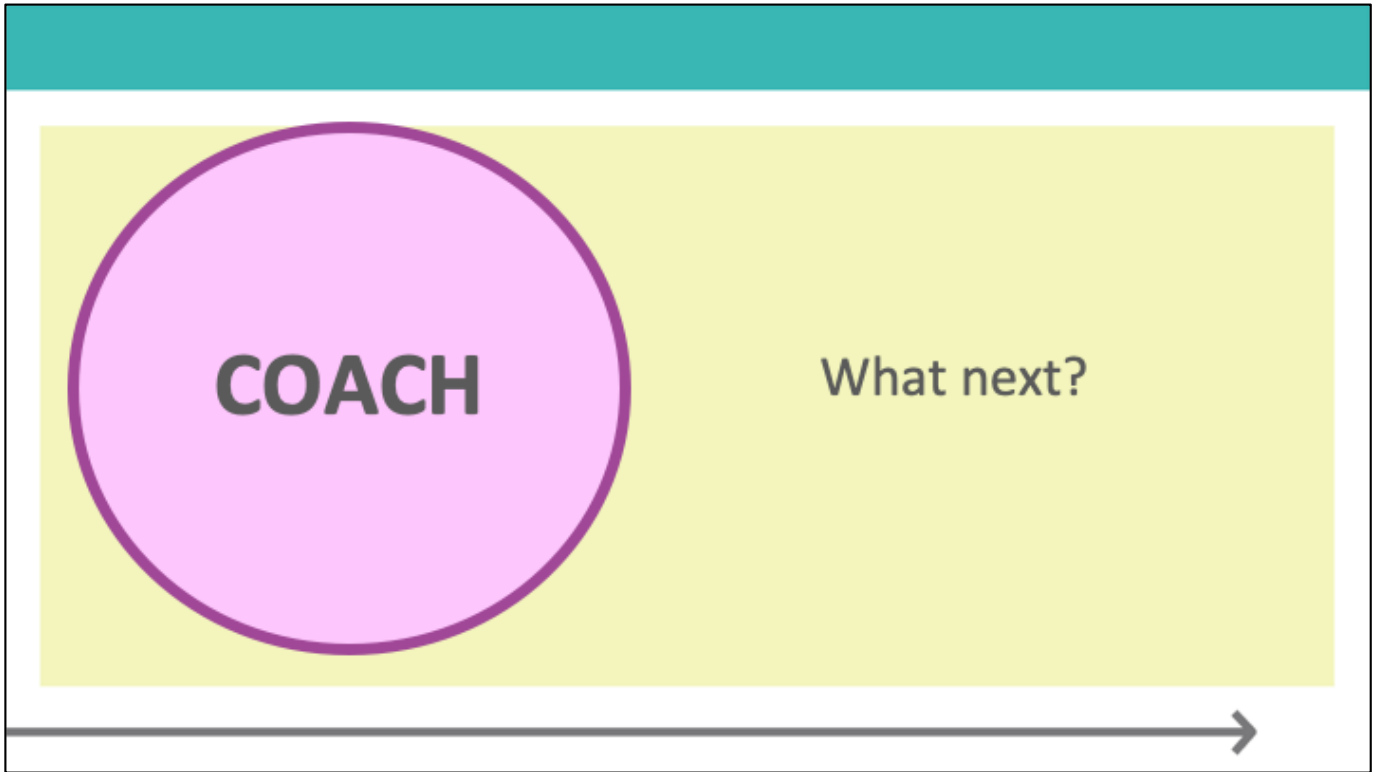


Make a plan:

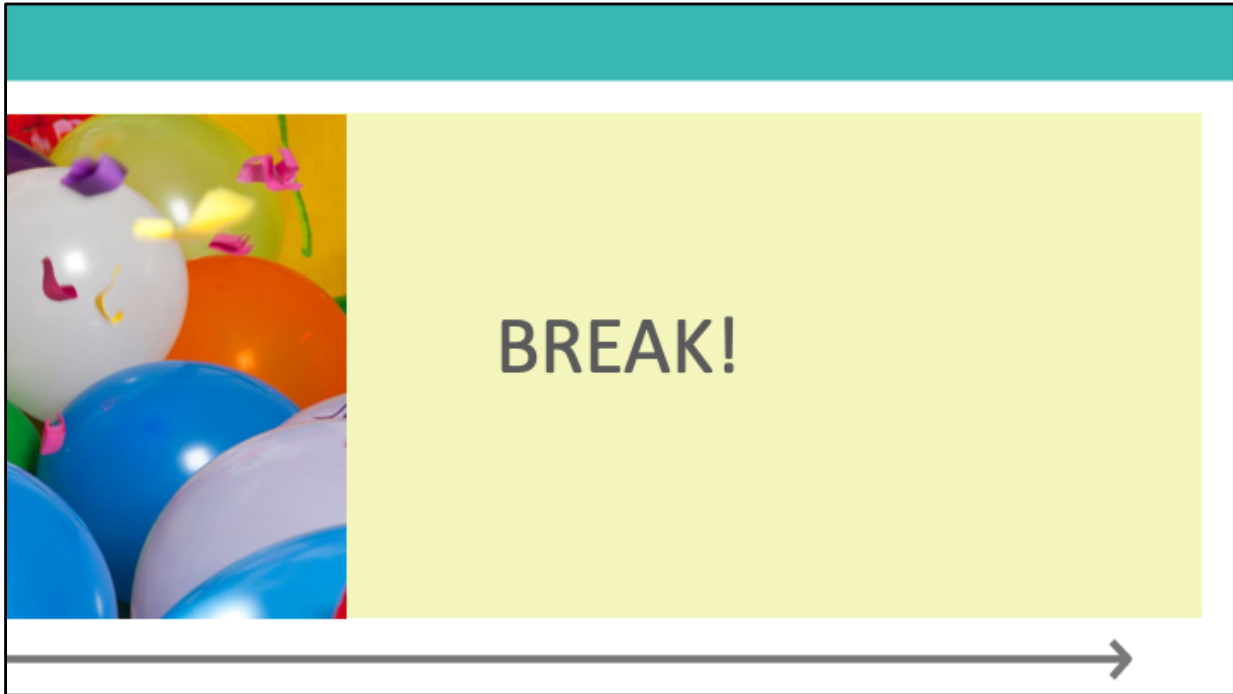
- Team up with someone and practice a Coach skill
- Work on a Coach artifact for a Assessment
- Prepare for your mentor/mentee practice back at school in the Coach area

- **Duration:** 45 minutes

● **Facilitator says:** Next, you'll have 45 minutes to do some work based on your review and self-reflection. Take 3 minutes to think about the options on this slide and make a plan for how you will spend this time. During this work time we facilitators will be available to support you, and you can also team up with your fellow mentors. Remember, at the end of our day today after we've worked on all three areas, we'll be doing the gallery walk, so as you're working, start to note what you'll like to share during that time.



- **Duration:** 2 minutes
- **Facilitator Says:** Now that you've had time to practice Coach skills, work on your Coach artifacts, and prepare for your Coach practice back at school, please take a minute to take a look at where you are, mark where you're leaving off, and what you'll do next.



**SECTION START: 1:30**

- **Duration:** 15 minutes



# MEASURE PROGRESS

## SECTION START: 1:45

- **Duration:** 2 minutes

- **Facilitator says:** We hope you enjoyed your lunch! Now we'll reflect on the final section of the mentor cycle, Measure Progress. Please take a moment to get out any materials you have brought with you about this portion of the mentor cycle. As a reminder, we focused on Measure Progress mainly in Modules 6 and 8, as well as today. Measuring Progress also involves evaluating content area work, and we addressed content across modules 2-8.

## Measure Progress: Key Points

Measure Progress consists of:



● **Duration:** 1 minute

● **Facilitator says:** Measure Progress has three components, plan for intervention, set new goals, and reflect. We'll quickly review the key points of each of these components. As we briefly do so, this will be a good opportunity to glance back through your Measure Progress materials.

# Measure Progress: Review Content

Use your Measure Progress materials and work together as a table for 12 minutes.

**Recall:** Make a list of what you recall as most important about Measure Progress

**Summarize:** Summarize the essence of Measure Progress

**Question:** Ask any questions that remained unanswered

**Comment:** Share answers to the questions

**Connect:** Explain how Measure Progress relates to the Mentor Cycle as a whole

● **Duration:** 15 minutes

● **Facilitator says:** Let's start Measure Progress by reviewing your own and your peers' understanding of Measure Progress. To do this, we're going to use the review activity Recall, Summarize, Question, Comment., and Connect. This is shown on p. 12 of your handout.

● **Facilitator does:** Each table needs one piece of chart paper and a chart marker. Use the steps on the slide to explain this review activity. One person at each table should be the recorder. Ask for one person at each table to act as the time keeper, moving the group along over the period of 12 minutes. You may also choose to let the whole group know when 3, 2, and 1 minute is left. Listen in and address any misconceptions you hear.

## Measure Progress - Plan for Interventions: Key Points

- Determine what the mentee needs to learn in the areas of content and practice, based on
  - Tier 1 curriculum
  - School priorities/initiatives
  - Observations
- Engage in mentor learning before mentee learning
- Useful coaching plans address the mentee's learning priority and the selected intervention

●**Duration:** 2 minutes

- **Facilitator says:** Let's review the key points. You likely thought of many of these when you were reviewing on your own and in the activity; this is a good chance to jot down anything you might have forgotten.

●**Facilitator does:** Read slide

## Measure Progress - Set New Goals: Key Points

- After engaging in mentoring, analyze all data from multiple sources
- Identify if your mentee has or has not made progress toward their goal
- Determine next steps
  - Do you have a sufficient amount of evidence to support that the SMART goal was met?
  - Continue working on goal
  - Start working on new goal
    - Conduct a fresh observation if needed

●**Duration:** 2 minutes

●**Facilitator does:** Read slide



## Measure Progress – Reflect: Key Points

- Reflection enables mentors and mentees to consolidate understand, and celebrate learning and to determine where to focus learning next.

● **Duration:** 2 minutes

● **Facilitator does:** Read slide

# Measure Progress: In the Assessments

| Assessment   | How Measure Progress is Assessed                              |
|--|---|
| Demonstrating Math Content Knowledge                 | Evaluate implementation of lesson                             |
| Facilitating Mathematically Productive Conversations | Evaluate facilitation of discussion                           |
| Reading Complex Grade-Level Texts                    | Evaluate the effectiveness of reading instruction             |
| Expressing Understanding of Text Through Writing     | Evaluate action plan using 3 more pieces of student writing   |
| Mentoring to Improve Content Instruction             | Evaluate success of mentoring cycle through mentee reflection |
| Mentoring to Improve Classroom Management            | Evaluate success of mentoring cycle through mentee reflection |

- **Duration:** 6 minutes
- **Facilitator says:** Let's now look at the Assessments. Remember, the Assessments are the assessments through which you will demonstrate mastery of your mentoring role. Where do the Assessments ask you to show mastery of Measure Progress?
- **Facilitator does:** Read table.

## Coach: Self-Reflection



- Take the time to privately think, reflect, and write to gain more insight into yourself as a mentor

- **Duration:** 10 minutes

• **Facilitator says:** Now that we've refreshed your memory about the content of Measure Progress and the expectations placed on you for what Measure Progress should look like in your practice (as assessed in the Assessments) you're going to have 10 minutes to engage in some independent and private self-reflection on Measure Progress. Self-reflection questions, along with writing space, are on page 13 of your handouts. You'll use these 10 minutes to determine where your own strengths and areas of needs are, where you need to give yourself more time for practice, and what your goals and next steps are in Measure Progress as a mentor. Remember, we're just focusing on the Measure Progress portion of the Mentor Cycle at this time.

## Coach: Work Time for Next Steps



Make a plan:

- Team up with someone and practice a Measure Progress skill
- Work on a Measure Progress artifact for an Assessment
- Prepare for your mentor/mentee practice back at school in the Measure Progress area

- **Duration:** 45 minutes

● **Facilitator says:** Next, you'll have 45 minutes to do some work based on your review and self-reflection. Take 3 minutes to think about the options on this slide and make a plan for how you will spend this time. During this work time we facilitators will be available to support you, and you can also team up with your fellow mentors. At the end of our day today after we've worked on all three areas, we'll be doing a gallery walk, so as you're working, start to note what you'll like to share during that time.



**MEASURE  
PROGRESS**

What next?

- **Duration:** 2 minutes
- **Facilitator Says:** Now that you've had time to practice Measure Progress skills, work on your Measure Progress artifacts, and prepare for your Measure Progress practice back at school, please take a minute to take a look at where you are, mark where you're leaving off, and what you'll do next.

# Gallery Walk



Prepare: (5 minutes)

1. Choose 1 artifact to display (on paper or digitally)
2. On 1 post-it, write the name and section of the Assessment your artifact aligns to
3. On another post-it, specify what you would like feedback on

## SECTION START: 3:00

- **Duration:** 6 minutes
- **Facilitator Says:** Now, it's time to learn from each other in our gallery walk. You all have spent time today preparing artifacts to help you demonstrate your mastery of the Mentor Cycle. We will use a Gallery Walk format to learn from each other's work and to get useful feedback from your colleagues that will help you polish your Assessment submissions and your mentoring practice as a whole. To prepare for the gallery walk, first, choose 1 artifact to display. This will look different for everyone. Some of you may pull up a document on your computer. Others may have a document you want to display on the table. Once you have chosen the artifact and gotten it ready for display, [read remainder of slide]
- **Facilitator Does:** Give participants 5 minutes to set up. Ensure that their artifact and two post-its are clearly visible to all participating in the gallery walk.

# Gallery Walk

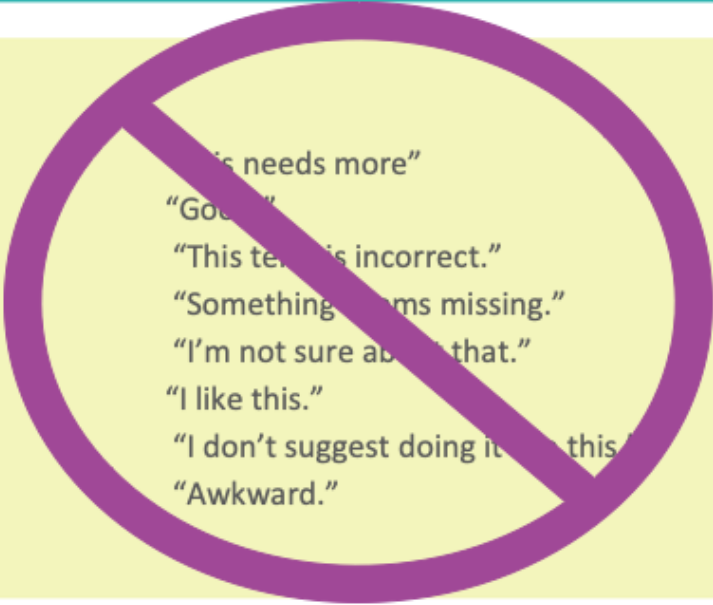


## Partner Walk: (20 minutes)

1. Bring your handout packet with you to refer to the Assessment rubrics.
2. Bring a pack of post-its with you and a pen
3. Visit THREE pieces of work.
4. At each piece of work,
  - a. Examine the work independently
  - b. Discuss the piece of work with your partner
  - c. Leave two post-its - be SPECIFIC
    - i. We like....
    - ii. We wonder...
5. Be sure to base your comments and questions in the Assessment rubrics

- **Duration:** 2 minutes
- **Facilitator Says:** In just a few minutes, you will team up with a colleague who will be your partner for the gallery walk. [Read instructions on slide]. One thing I want to point out for you before we start - your feedback will only be helpful to your colleagues if it is specific.

## Specific Feedback



"This needs more"  
"Good!"  
"This term is incorrect."  
"Something seems missing."  
"I'm not sure about that."  
"I like this."  
"I don't suggest doing it this way."  
"Awkward."

- **Duration:** 3 minutes
- **Facilitator Says:** So let's take a minute to talk about specific feedback. Feedback is only useful if it is specific enough to tell the person getting the feedback exactly what they are doing well and should continue to keep doing or exactly what they need to strengthen and fix for the future. We've talked about this in regards to the feedback you're giving your mentee throughout the mentor cycle. Take a look at the feedback on this slide. **[Animate slide]** These are all NON-examples of specific feedback. Writing a statement like this on a post-it during the gallery walk is not going to be helpful. **[Animate slide].**



# Specific Feedback

- Clearly state what you observe
- Base your observation on the relevant rubric
- Clearly state the impact of what you observe

Coaching and Support

Annotated evidence demonstrates coaching and support practices including data collection by the mentor teacher that are ongoing, sustained, varied in format, and connected to the needs identified in Analyze.

Evidence provided demonstrates a completed coaching cycle.

Annotated evidence shows multiple, frequent opportunities for ongoing progress monitoring using a variety of data collection and feedback methods and sources.

Your notes from the co-teaching classroom visit aren't annotated - and so you're missing a chance to clearly describe how they directly address coaching and support.

- **Duration:** 3 minutes
- **Facilitator Says:** Three things you can do to help you make your feedback specific - and therefore useful - is to [read slide]. Let's take a look at an example of this. This was a piece of feedback left about an artifact for the "coaching and support" section of the Mentoring to Improve Content Instruction assessment. [Read post-it]. Here, the person giving the feedback noticed that the rubric requires the artifact to be annotated, and that the mentor won't receive a "demonstrated" rating unless it is annotated. This feedback clearly tells the mentor what they need to fix and why they need to fix it.

# Gallery Walk



## Partner Walk: (20 minutes)

1. Bring your handout packet with you to refer to the Assessment rubrics.
2. Bring a pack of post-its with you and a pen
3. Visit THREE pieces of work.
4. At each piece of work,
  - a. Examine the work independently
  - b. Discuss the piece of work with your partner
  - c. Leave two post-its - be SPECIFIC
    - i. We like....
    - ii. We wonder...
5. Be sure to base your comments and questions in the Assessment rubrics

- **Duration:** 25 minutes
- **Facilitator Says:** Okay, now that we've reviewed the kind of feedback you'll be giving, you will team up with a colleague who will be your partner for the gallery walk. [Re-read instructions on slide].
- **Facilitator Does:** Participate in the gallery walk for 30 minutes, providing feedback of your own and prompting and guiding participants as needed. Note that the participants must have their rubrics with them and base their comments on the Assessment rubrics to ensure that they are meaningful and helpful.
- **Note:** During the walk, you should expect to see all participants moving around, sitting down in front of an artifact, reading through it, referring to the relevant rubric in their packet, discussing with their partner, and then making one thoughtful comment ("We like...") and asking one thoughtful question ("We wonder...") based on the rubric; and then getting up and moving to another artifact that someone else has just finished providing feedback on. Depending on your group, you may need to explicitly describe and/or model this expectation before they begin and/or you may need to pause the gallery walk in the middle to reinforce this expectation.

# Gallery Walk

After: (5 minutes)

1. Read through the feedback you received and make notes for how you will apply to your work



- **Duration:** 7 minutes
- **Facilitator Does:** After 30 minutes is up, guide participants to return to their spots, read through the feedback, and apply it to their work for 5 minutes. Thank participants for participating in the gallery walk and being collegial partners in helping each other get stronger in their work and learning from each other. Share out any takeaways or connections that you observed during the gallery walk.

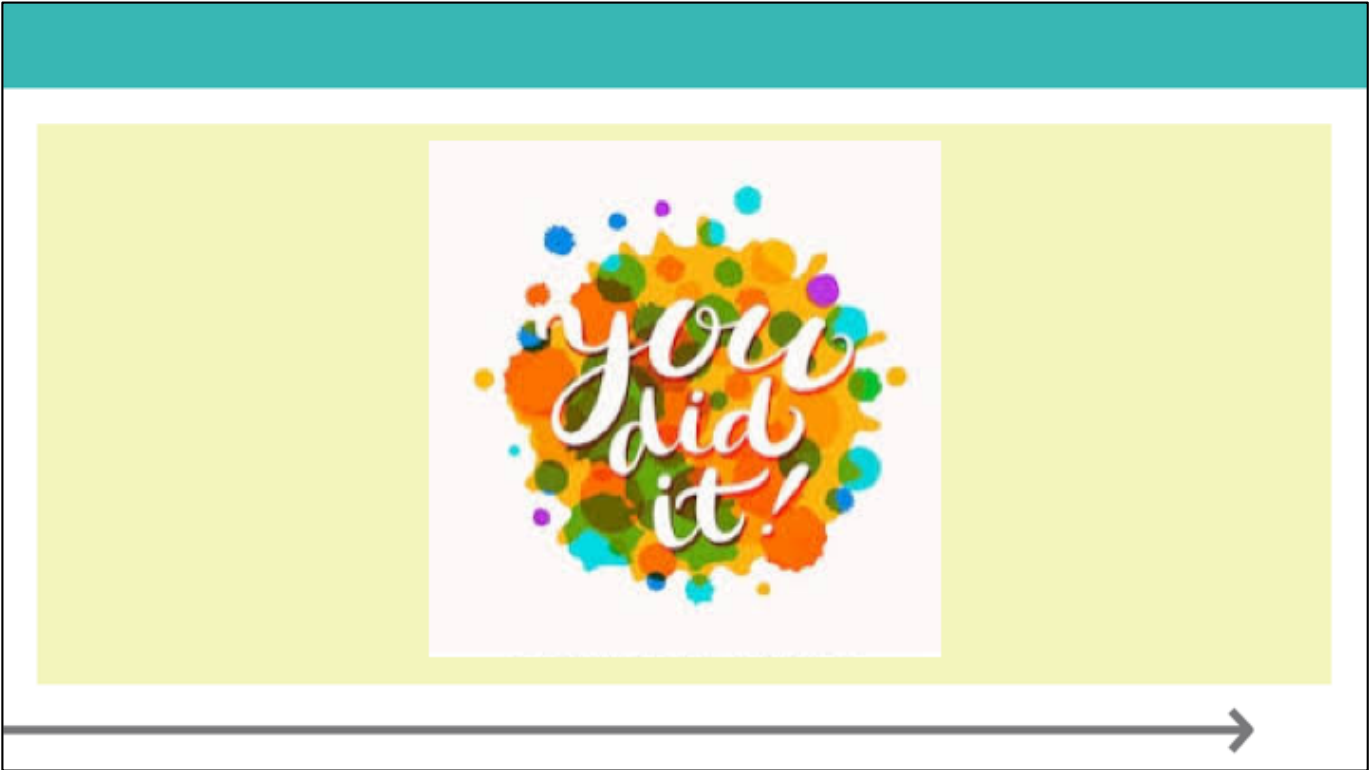
## Reflect: Key Takeaway

Engaging in self-reflection is an effective strategy for consolidating, understanding, and celebrating learning and for determining where to focus learning next.



● **Duration:** 1 minute

● **Facilitator says:** It's time to wrap up our work! Today, our work centered on this key takeaway [read slide].



● **Duration:** 1 minute

● **Facilitator says:** Hooray! You did it! We've come to the end of our mentor training course. You should feel very proud of all of your hard work this year.



<Insert facilitator contact info here>

● **Duration:** 1 minute

● **Facilitator says:** And of course, although our official time together in our module sessions is over, you're only halfway through the school year of work with your mentee - and you're only part way through earning your assessments for your mentor teacher distinction. Keep going! We know you can do it. We shared our contact info with you in earlier modules, but we're going to put it up again - please don't hesitate to reach out for help or thought partnership as you continue on your mentor journey!



it's  
Giveaway  
time!

**Facilitator Note:** This slide is OPTIONAL for use if you have leftover supplies and materials such as post-its, markers, or chart paper. If your location hosts multiple cohorts over multiple days and you share materials across cohorts, do not do a giveaway unless you are sure that you are the FINAL team presenting at that location.

If you are going to do a giveaway, be sure to:

1. Organize the leftover supplies and materials during the afternoon break to create equal sets of “giveaways” (slide 50)
2. Have participants write their names on the post-its they leave during the gallery walk (slide 55)
3. After participants write down their takeaways from the post-it feedback they received, have them put the post-its in a box/hat/bucket for the drawing (slide 56)

● **Duration:** 5 minutes

● **Facilitator says:** Before we close and do today’s survey, we’re going to raffle off our extra supplies and materials for a few lucky winners to take back to your classrooms. Your pieces of feedback that you left are your entries into the giveaway!

● **Facilitator does:** Select post-its from “hat” and award “giveaways” to

winners!



## Module 8-9 Survey

Thank you!  
Complete the survey at  
<http://tinyurl.com/y5kyoz9c>



● **Duration:** 5 minutes

● **Facilitator says:** Thank you so much for collaborating with us and working together on your Mentor Teacher journey! Before you leave today, please take time to complete the survey on your experience this year. It will inform the design of the program next year. When you're finished, please clean up your tables and head on out! Good luck and we look forward to seeing or hearing from you again soon.