Competency: Mentoring to Improve Content Instruction

Description: To ensure students master the content they need to be successful, educators need both deep knowledge of their content and the ability to plan and deliver effective instruction. 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 in order to support improvements in a mentee's content instruction. Through continuous relationship building and effective individualized support, mentor teachers can support significant improvement in teaching practices.

To earn the micro-credential, Mentoring to Improve Content Instruction, the educator must achieve demonstrated on each of the criteria.

SUBMISSION REQUIREMENTS

ANALYZE

Analyze the needs of one mentee with respect to content instruction. Use a set of data (observations, informal/formal conversations, assessment data, etc.) to *diagnose and prioritize* the most important needs to address in this mentoring cycle. Submit a 300-word narrative that identifies the coaching goals that align to your mentee's diagnosed needs. Be sure to identify concrete changes in your mentee's practice that you expect to see as a result of your coaching. Justify the selection of those goals by highlighting the specific data you used in identifying and prioritizing these goals.

Scoring Criteria:

	Demonstrated	**Progressing**	**Not Met**
Set Coaching Goals	Content instruction goal is measurable and clearly articulated. Content instruction goal is aligned to specific data and addresses the most important content instruction need or needs identified in the analysis.	Content instruction goal is measurable and clearly articulated. Content Instruction goal addresses the most important content instruction need or needs identified in the analysis, but is lacking clear alignment to specific data	Content instruction goal in the mentor's analysis is not measurable. Content Instruction goal does not address the most important content instruction need or needs identified in the analysis

DEVELOP

Develop a coaching plan to support your mentee in achieving the goals identified in Analyze. In your plan include the following:

- What coaching activities and resources you will engage in with your mentee to achieve the goals you outlined in Analyze?
- How you will monitor your mentee's progress toward the identified goals?
- How you will integrate relationship building into all aspects of your plan?
- What is your projected timeline for completion?

Develop Scoring Criteria:

	Demonstrated	**Progressing**	**Not Met**
Structure and Quality of the Coaching Plan	Coaching plan includes specific activities and resources that are aligned to the coaching goals, and the mentor has included a justification for why he/she feels that each activity and resource will be effective in helping the mentee to achieve the goals. Includes how progress will be monitored; mentor has noted potential data-collection challenges he/she will be aware of (i.e. explanation of why a specific data-collection method is the right one for this cycle). Contains opportunities for building strong relationships Has a clearly articulated timeline.	Coaching plan includes activities and resources that are aligned to the coaching goals, but the mentor has not included justification for why he/she feels that each activity and resource will be effective in helping the mentee to achieve the goals. Includes how progress will be monitored, but the mentor has not articulated his/her chosen data collection methods systematically and with an awareness of potential challenges in mind. Opportunities for building relationships are infrequent or do not exist throughout the full cycle The plan does not include a clearly articulated timeline	The coaching plan does not include activities and resources that are specifically aligned to the coaching goals identified in the analysis It is not clear in the plan how progress will be monitored The plan does not include opportunities for relationship building. The plan does not include a clearly articulated timeline.

IMPLEMENT

Implement the coaching plan you developed. Collect and submit the following artifacts (minimum of 6) that demonstrate mentoring best practices with your selected mentee:

- **Relationship Building:** Upload 2-3 artifacts (include different types) that demonstrate how you built a strong relationship with your mentee, including a combination of written correspondences, audio/video recordings, and other relevant artifacts. (NOTE: If you have already completed the *Mentoring to Improve Classroom Management* micro-

credential, you may wish to use the evidence from the similar requirement for relationship building. If you've adjusted your approach to relationship building or used different strategies, be sure to augment your submission.)

- **Coaching and Support:** Upload 2-3 artifacts (include different types) that demonstrate your support of a mentee towards the identified goals, including a combination of meeting notes, audio or video recording of meetings with the teachers, demonstrations of modeling, written correspondence, observation notes/feedback, and other relevant artifacts.
- **Monitoring Progress:** Upload 2-3 artifacts (include different types) that demonstrate your ability to monitor your mentee's progress toward the goals you outlined in requirement 1, including a combination of observation notes/feedback, audio/video recordings feedback conversations, and other relevant artifacts. The artifacts included should speak to both your mentee's ability to reflect on their progress toward identified and/or prioritized goals and how you, the mentor, planned specific interventions and set new goals. Therefore, the artifacts should cover a period of time sufficient to effectively demonstrate these changes.

Annotate your artifacts to describe how each one directly addresses one of the following areas: relationship building, coaching and support, and monitoring progress. You may annotate the artifacts directly in the document/recording or justify the inclusion of each artifact in a 300-500 word narrative.

Implement Scoring Criteria:

Criteria	Demonstrated	Progressing	Not Met
Relationship Building	Annotated evidence identifies specific examples to concretely define how the mentor teacher built a strong relationship with the mentee. Specifically, the evidence includes demonstrations of mutual respect, how the mentor teacher creates an environment that allows for growth and risk-taking, and illustrates the variety of formats in which mentor-mentee communication takes place.	Annotated evidence identifies specific examples to concretely define how the mentor teacher built a relationship with the mentee. But the mentor has demonstrated that his/her relationship with the mentee has some, but not all of the following characteristics: mutual respect, a mentor-created environment that allows for growth and risk-taking, the use of a variety of formats in which mentor-mentee communication takes place.	Annotated evidence does not identify specific examples to concretely define how the mentor teacher built a relationship with the mentee. The mentor has not demonstrated that his/her relationship with the mentee has any of the following characteristics: mutual respect, a mentor-created environment that allows for growth and risk-taking, the use of a variety of formats in which mentor-mentee communication takes place.
Coaching	Annotated evidence	Annotated evidence	Annotated evidence

and Support	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 the Analyze requirement. Evidence provided demonstrates a completed coaching cycle.	demonstrates coaching and support practices, including data collection, by the mentor teacher, that are connected to the needs identified need in the Analyze requirement, but those practices do not have all of the following characteristics: ongoing, sustained, varied in format. Evidence provided demonstrates a completed coaching cycle.	does not demonstrate coaching and support practices that are connected to the needs identified need in the Analyze requirement. Evidence provided does not demonstrate a completed coaching cycle.
Monitoring Progress	Annotated evidence shows multiple, frequent opportunities for ongoing progress monitoring using a variety of data collection and feedback methods and sources. Progress monitoring methods and feedback are focused on the mentee's improvement in the identified area of need. New goals are developed and included in the plan based on the data collected (full cycle).	Annotated evidence shows multiple opportunities for ongoing progress monitoring, but does not use a variety of data collection and feedback methods and sources. Progress monitoring methods and feedback are focused on the mentee's improvement in the identified area of need. New goals are not developed nor included in the plan based on the data collected.	Evidence shows no opportunity for **ongoing** progress monitoring. Progress monitoring methods and feedback are not focused on the mentee's improvement in the identified area of need. New goals are not developed nor included in the plan based on the data collected.

EVALUATE

Evaluate the success of your mentoring cycle by completing the following:

1. Submit a reflection (200-word limit) from the mentee supported in this task. The reflection should address the following questions:
   - What is a specific skill or area that your mentor has helped you improve in? How do you know that you have improved in this skill or area?
   - Which supports were most critical in meeting your needs as a new or resident

teacher?
- What are your goals to continue to improve in this area?

2. Referring to your mentee's reflection, address the following questions in your own 300-500-word evaluation:
- How well did your mentee meet the targeted coaching goals in this mentoring cycle? Identify both strengths and gaps in your mentee's practice. Justify your response by referencing specific examples from the artifacts provided in Implement.
- What could you have done differently to achieve better results in this mentoring cycle?
- How will using the mentoring cycle impact your mentoring process in the future?

Evaluate Scoring Criteria:

	Demonstrated	**Progressing**	**Not Met**
Impact on Mentee	The mentee's reflection is an honest accounting of the cycle, listing gaps in growth as well as successes. The mentee indicates that a strong mentor-mentee relationship is in place by referencing examples of the mentor's support.	The mentee's reflection is an honest accounting, but includes either gaps in growth or successes, not both. The mentee indicates that a strong mentor-mentee relationship is in place by referencing examples of the mentor's support.	The mentee's reflection is a narrative that does not include either gaps in growth nor successes. The mentee does not referencing examples of the mentor's support.
Effectiveness of the Coaching Cycle	Evidence supplied by the mentor and the mentee demonstrates an alignment of understanding of the mentee's goals and the progress made towards meeting those goals.

Areas of improvement within this specific coaching cycle are identified.

Effectiveness is measured in the mentor's description of the mentee's growth as | Evidence supplied by the mentor and the mentee demonstrates an alignment of understanding of the mentee's goals, but does not capture a shared understanding of the progress made towards meeting those goals.

The mentor identifies areas of improvement within this specific coaching cycle.

Effectiveness is measured in the | Evidence supplied by the mentor and the mentee does not demonstrates an alignment of understanding of the mentee's goals, and does not capture a shared understanding of progress made towards meeting the goals.

The mentor identifies no areas of improvement within this specific coaching cycle. |

	a result of the cycle. The description of the mentee's growth as effective is justified with specific examples of changes in the mentee's practice.	mentor's description of the mentee's growth as a result of the cycle. However, the description of the mentee's growth as effective is not justified because it does not include specific examples of changes in the mentee's practice.	Effectiveness is not measured in the mentor's description of the mentee's growth as a result of the cycle.
Impact on Future Mentoring	The mentor demonstrates awareness of lessons he/she will take from this process. The mentor identifies adjustments he/she will make to the steps of coaching cycle for future cycles and uses specific examples to explain how he/she will apply those lessons for future coaching cycles.	The mentor demonstrates awareness of lessons he/she will take from this process. The mentor identifies adjustments he/she will make to the steps of the coaching cycle for future cycles, but does not use specific examples to explain how he/she will apply those lessons for future coaching cycles.	The mentor does not demonstrate awareness of lessons he/she could take from this process. The mentor does not identify adjustments he/she could make to the steps of the coaching cycle for future cycles.