



THE PROFESSIONAL LEARNING ASSOCIATION

# Louisiana Department of Education Mentor Teacher Training

Module 2:  
Observe & Analyze Data

(City, LA)  
(Date)

Created by Learning Forward





## Mentor Teacher Training

### Mentor Training Course Goals

#### Mentors will:

- Build a strong relationship and effectively communicate with mentee, including providing ongoing support to mentee in a virtual space
- Understand the mindset and needs of adult learners, including new teachers, and how they apply to the mentoring role
- Diagnose and prioritize mentee's strengths and areas for growth in the areas of classroom management, instruction & understanding the unique needs of students
- Design and implement a mentoring support plan to develop mentee knowledge and skills
- Monitor mentee's progress and determine next steps for ongoing mentoring work

#### Module 2 Agenda:

- Welcome/Outcomes/Icebreaker
- Mentoring for Classroom Management
- Connect to Rubric & Assessments
- Working with Adult Learners
  - New Teacher Mindset
- Diagnose
  - Observe
  - Analyze Data
- Connection to Assessments
- Closure

#### Mutual Commitments:

**M**ake the learning meaningful

**E**ngage mentally and physically

**N**otice opportunities to support the learning of others

**T**ake responsibility of own learning

**O**wn the outcomes

**R**espect the learning environment including use of technology

## **Module 2 Outcomes:**

- Understand the three fundamental elements of effective classroom management for inclusion as defined within the Mentoring Assessments
- Apply understanding of how adults learn best to working with mentees
- Confirm observation details prior to an informal classroom observation
- Develop look-fors in preparation for an informal classroom observation
- Conduct classroom observations to collect data on student and teacher actions

## **Mentoring for Classroom Management**

### **3 Fundamental Elements of Effective Classroom Management**

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

**Stop and Jot: What are the things that you do to build strong relationships with all of your students?**

## *Life in a Crowded Place*



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

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

--Ralph Peterson

## Coaching a Positive Classroom Climate

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

**Swap Meet Notes:**

BACK TO SCHOOL

## Relationships Matter More Than Rules

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

By *Rebecca Alber*

August 16, 2017



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

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

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

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

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

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

## STUDENTS LEARNING ABOUT EACH OTHER

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

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

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



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

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

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

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

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

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

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

# Why Teacher-Student Relationships Matter

## New findings shed light on best approaches

By [Sarah D. Sparks](#)

March 12, 2019

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

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

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

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

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

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**EDUCATION WEEK**  
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### **Why are teacher-student relationships important?**

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

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

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

### **How does a teacher's approach affect that relationship?**

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

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

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

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

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

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

### **How can teachers improve their relationships with students?**

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

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

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

### **How can teachers maintain healthy boundaries with students?**

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

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

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

### **How can relationships with students support teacher quality?**

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

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

### **Classroom Management Quiz**

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

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

## Recommended Areas for Classroom Rules and Procedures:

### Do students understand what is expected of them?

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

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

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



## **Reinforcing, Reminding, and Redirecting**

- I. **Reinforcing Language** - seeing and naming what the students are doing well, highlighting students' skills, positive efforts and attitudes, and quality work so that they know what to stand on as they reach for the next higher rung in their learning.

**A. Name concrete and specific behaviors**

1. Instead of: "Your spelling shows progress"
2. Try:

**B. De-emphasize your personal approval**

1. Instead of: "I'm so please with the way you added key details to your main point."
2. Try:

**C. Find positives to reinforce in all students**

1. Instead of: "Using reinforcing language with only the students who do proficient work, are the first to get organized, or are otherwise the "best"
2. Try:

- II. **Reminding Language** - using reminding language before students start a possibly challenging task, or right when they start to make a mistake, teachers help students stay on task, organized, responsible, and safe. Reminders are most effective when both the student and teacher feel calm.

**A. Prompt children to remember for themselves**

1. Instead of: "Sit alone or next to someone you won't be tempted to talk to..."
2. Try:

**B. Be brief**

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

**C. Watch for follow-through**

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

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

**A. Be direct and specific**

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

**B. Say what to do**

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

**C. State the redirection as a statement**

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

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

### Three Goals of Misbehavior

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

Interventions:

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

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

Interventions:

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

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

Interventions:

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

**Key Takeaway:**

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

**Working with Adult Learners**

**Text Rendering Protocol from the National School Reform Faculty**

1. Groups of 4 in Breakout Rooms - 10 minutes
2. Choose one person to be the recorder in the Collaborative Doc
3. Each person shares the **sentence** they found particularly significant, without commentary
4. Each person shares the **short phrase** they found particularly significant, without commentary
5. Each person shares the **word** they found particularly significant, without commentary
6. Discuss: What did you hear? What insights does the sharing give you about the topic and article?

**Knowles' 4 Principles + 2 More**

1. Adults should have a say in the content & process of learning (why, how, what)
2. Learning should focus on adding on to what the learner has already learned
3. Content should be directly related to the learner's work or personal life
4. Learning should focus on solving problems instead of memorization of content
5. Adults take ownership of their learning and make choices about how best to approach learning
6. Learning is more intrinsically motivated

**Knowles' 5 Assumptions**

Teachers of adult learners can generally assume...

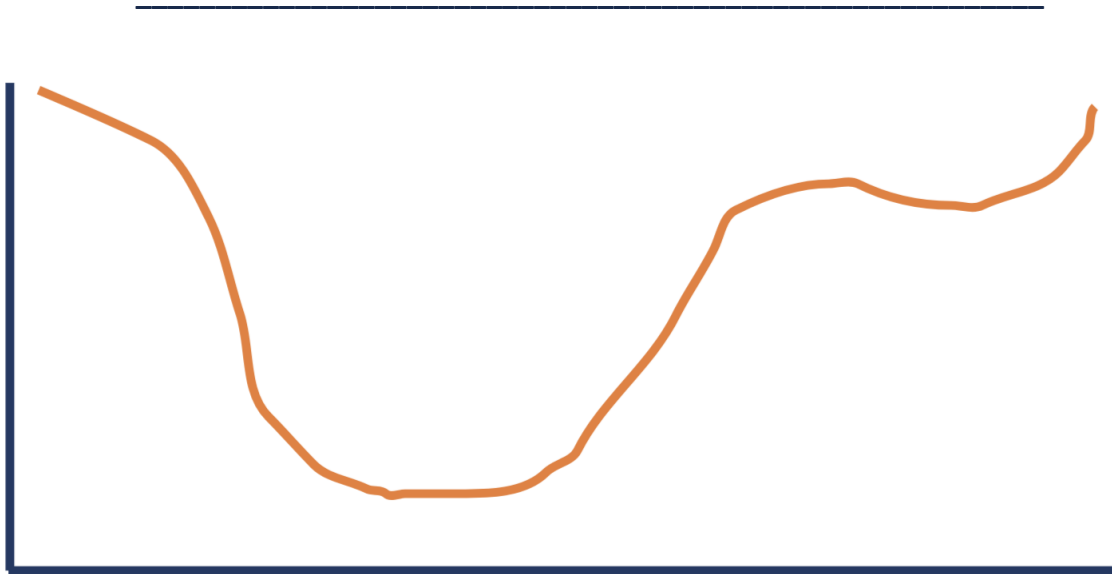
1. Self Concept: They can take part in their own learning
2. Past Learning Experience: They have a vast array of experiences to draw on as they learn

3. Readiness to Learn: They see the value of education and can be focused on learning
4. Practical Reasons to Learn: They have something practical and problem-centered to learn
5. Driven by Internal Motivation: They don't need external motivators to learn

**Notes on Adult Learning Theory: Adult learners are mature enough to see education as a positive, and are more willing to focus on the concepts they need to learn.**

**Key Takeaway:**

Understanding and applying how adults learn enables mentors to work more effectively with mentees



## **Areas of Focus for New Teachers**

### **Classroom behavior and environment**

- Classroom set-up
- Routines for transitions, attendance, assignments, movement, etc.
- Learning climate
- Discipline expectations and procedures
- Student engagement strategies
- Grouping strategies
- Social-emotional learning expectations
- Classroom equipment
- Computer hardware and software
- Office supplies

### **Curriculum and instruction**

- Curriculum implementation documents and materials
- Plan and organization of instruction (e.g., unit plans)
- School or district instructional focus such as thinking maps or learning targets
- Assessment and data analysis procedures and materials
- Content knowledge
- Texts and materials for students

### **Students**

- Individual student learning goals, needs, preferences, etc.
- Student background and culture
- Student interests
- Previous student performance and data

### **Parents/Families**

- Relationships
- Preferred communication approach
- School or district expectations for frequency and type of communication
- Community resources

### **School context**

- Expectations for teachers
- Policies and procedures
- Relationships among colleagues
- School goals, improvement plan, history, etc.
- Resources
- Schedules
- Where to find information
- Who can answer specific categories of questions
- How teachers are evaluated
- School rules vs. classroom rules

## Professionalism

- Social media
- Personal and professional work balance
- Relationships with colleagues
- Feelings of success, failure, and rejection
- Professional growth opportunities
- Dress and behavior

### Notes on New Teacher Mindset:

#### Private Reflection:

Your mentee is an adult learner.

They are also a new teacher.

*What do you most want to consider about adult learning theory when you are mentoring a new teacher?*

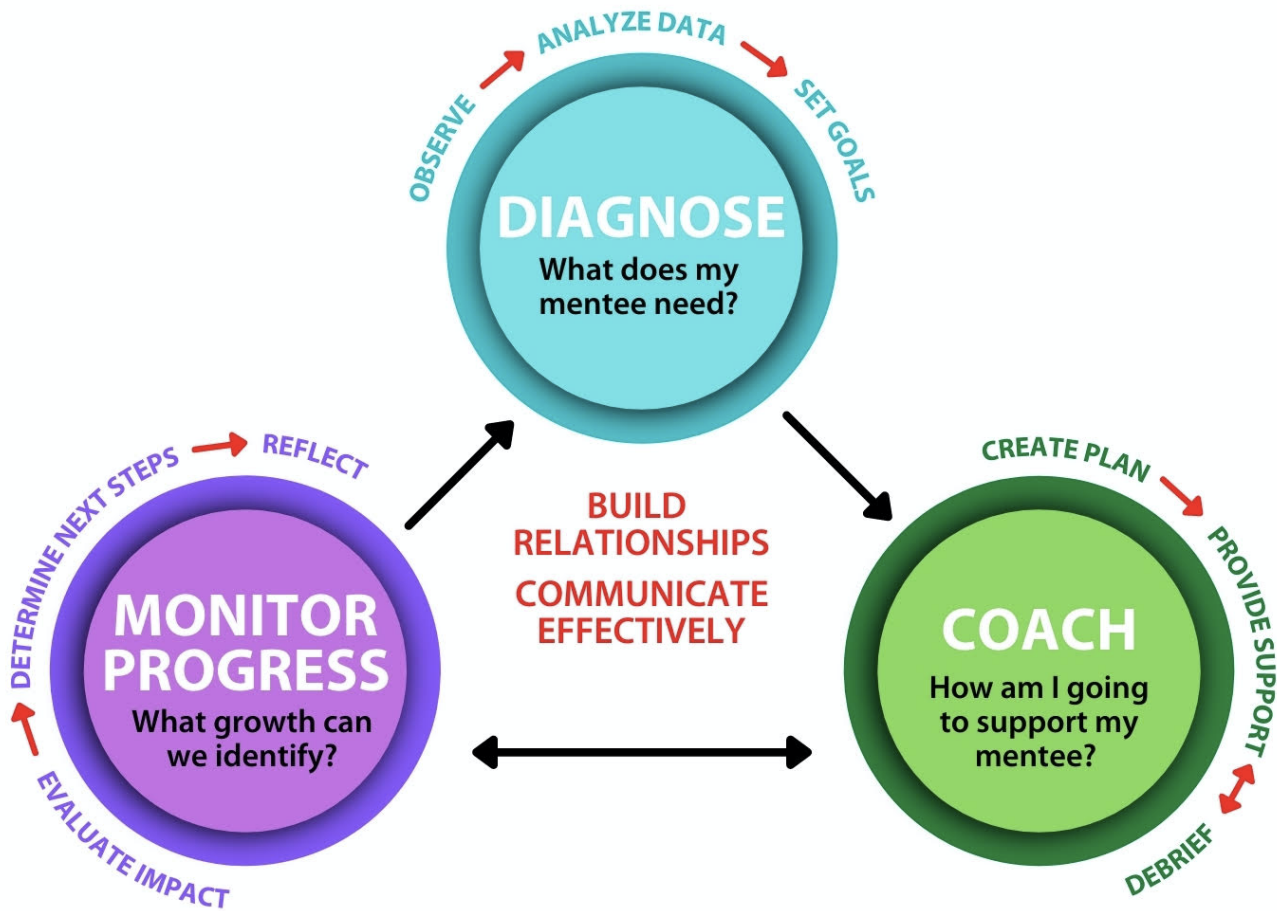
*I need to consider the questions that I had as a new teacher, and the kind of supports that helped me.*

#### Key Takeaway:

Understanding and applying the new teacher mindset enables mentors to work more effectively with mentees



## The Mentoring Cycle



## **Diagnose: Observe**

### **Observe: 3 Key Components**

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

Confirm Observation Details

Key Components to Discuss	Guiding Question(s)	Notes
<b>Observation day and time</b>	<ul style="list-style-type: none"> <li>Where and when will the observation take place?</li> </ul>	
<b>Observation/classroom logistics</b>	<ul style="list-style-type: none"> <li>How long will the observation last?</li> <li>Where is the best place for the mentor to sit?</li> <li>What kinds of interaction between mentor and students are okay?</li> <li>Is there anything the mentor needs to know about the classroom and/or students?</li> </ul>	
<b>Instructional goal of lesson</b>	<ul style="list-style-type: none"> <li>What is the instructional goal of the lesson?</li> <li>What standard(s) does it align to?</li> <li>Why does the mentee want students to meet this goal?</li> </ul>	
<b>Focus of observation</b>	<ul style="list-style-type: none"> <li>What is the focus of the observation? (E.g., classroom management, questioning, student discourse)</li> <li>What does the mentee hope to gain as a result of being observed?</li> <li>What does good teaching in this focus area look like? What are our look-fors?</li> </ul>	
<b>Student work and data to collect</b>	<ul style="list-style-type: none"> <li>What will students be working on during the lesson?</li> <li>What work can be collected and discussed during the debrief?</li> <li>What, if any, data will be generated in the lesson?</li> </ul>	
<b>Confidentiality</b>	<ul style="list-style-type: none"> <li>What needs to be kept confidential between the mentor and mentee to enable authentic growth?</li> </ul>	
<b>Set goals conversation day and time</b>	<ul style="list-style-type: none"> <li>Where and when will the setting goals conversation take place?</li> </ul>	

### Classroom Observation Tool

<b><u>Focus of Observation:</u></b>		
<p style="text-align: center;"><b>“Look-Fors”</b></p> <p style="text-align: center;">What does strong teaching for the focus area look like? (observer completes prior to observation)</p>	<b>Teacher Behaviors</b>	<b>Student Behaviors</b>

Classroom Observation Tool

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

Classroom Observation Tool

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

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A look for is:

- What your focus looks like in detail and in action
- A helpful tool to keep you looking for what you want to see and hear when in a classroom
- What good teaching in your focus area should look like
- Something you fill in BEFORE the observation, when confirming observation details with mentee
- Does not need to be written in full or complete sentences
- A chance for you to build and apply YOUR mentor content knowledge
- May need to do some research and learning of your own first
- Will shape the data you collect to determine how the mentee is doing in the focus area

Studying our Focus Area		
Building relationships with diverse student populations	Establishing clear expectations and procedures	Consistently reinforcing expectations and procedures



**Look-fors example 1**

**Classroom Observation Tool**

<p><b><u>Focus of Observation:</u></b></p> <p><i>Classroom management - establishing clear expectations and procedures</i></p>		
<p><b>“Look-Fors”</b> What does strong teaching for the focus area look like? (observer completes prior to observation)</p>	<p><b>Teacher Behaviors</b></p>	<p><b>Student Behaviors</b></p>
<ul style="list-style-type: none"> <li>● <i>Transitions from one activity to the next with little time lost</i></li> <li>● <i>Procedures in place and followed by students for classroom tasks i.e. turning &amp; talking, restroom break, pencil sharpening, eliciting student responses etc.</i></li> <li>● <i>Classroom supplies is organized and ready for the day’s lesson</i></li> <li>● <i>Clear directions are given for tasks and students follow them</i></li> </ul>		

**Look-fors example 2:**

Classroom Observation Tool

<p><b>Focus of Observation:</b></p> <p><i>Classroom management - consistently reinforcing expectations and procedures</i></p>		
<p><b>“Look-Fors”</b> What does strong teaching for the focus area look like? (observer <u>completes</u> prior to observation)</p>	<p><b>Teacher Behaviors</b></p>	<p><b>Student Behaviors</b></p>
<ul style="list-style-type: none"> <li>• <i>Has a behavior management system in place that is consistently implemented</i></li> <li>• <i>Students on task and follow teacher directions appropriately</i></li> <li>• <i>Misbehavior is addressed with minimum instruction time lost</i></li> <li>• <i>Misbehavior doesn't impact student learning</i></li> </ul>		

### Look-fors example 3

#### Classroom Observation Tool

<b><u>Focus of Observation:</u></b> <span style="float: right;">▼</span>		
<p><i>Classroom management - focusing on building relationships with diverse student populations</i></p>		
<b>“Look-Fors”</b> <b>What does strong teaching for the focus area look like?</b> <b>(observer completes prior to observation)</b>	<b>Teacher Behaviors</b>	<b>Student Behaviors</b>
<ul style="list-style-type: none"> <li>● <i>Students work respectfully and collaboratively in groups</i></li> <li>● <i>Students are engaged in meaningful learning</i></li> <li>● <i>Teacher provides meaningful, relevant learning opportunities that pique student interest</i></li> <li>● <i>Students support one another throughout the lesson</i></li> </ul>		

## 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

Reflect:

What are you most excited about with conducting observations?

What do you see as your biggest area of growth before we try conducting an observation?

**Key Takeaway:**

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

## **Diagnose: Analyze Data**

### **Analyze Data: 3 Key Components**

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

### **Analyze 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

### **Analyzed Observation Data: Example**

What did this mentor notice when they analyzed their notes?

How might this help them prepare to support their mentee?

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
<p>Checking for student understanding throughout lesson - Are they "getting it"?</p> <p>teacher check-ins with <u>ALL</u> students during lesson</p> <p>uses questioning strategies to get responses from all students</p> <p>uses formative assessments throughout lesson to see if students are "getting it"</p>	<p>T finishes giving directions and sts begin working in partners - <u>no check was given/asked.</u></p> <p><u>Small attempt - ineffective</u></p> <p>T checks in on 4 students, asking, "how's it going?"</p> <p>T moves on.</p> <p>T sits down at desk to check her TE.</p> <p>after 10 min, T pulls class back together - she reviews answers - <u>only question asked is, "Is that what you got as your answer?"</u></p> <p>T hands out exit ticket</p>	<p>Sts look around <u>seemingly confused</u> and attempt to start the assignment</p> <p>Some sts working w/ partner - others independently.</p> <p>sts reply "fine"</p> <p>Most sts are completing math problems <u>incorrectly.</u></p> <p>Most sts reply, "yes" - <u>this is not reflected in their work.</u></p> <p>Sts complete it independently.</p>

Learning Forward Texas Mentor Cohort - Session 2

reviewed exit tickets - over 50% of kids failed it

## Recognizing strengths and areas for growth

I know what strong teaching for my focus area 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

### Analyze Data Template

<p><b>Strengths:</b></p> <p>What was effective about the lesson in regards to the focus area?            In which “look fors” did the mentee excel?            What specific actions did the mentee take that enabled them to be successful in the focus area?            What specifically were the students able to do as a result of those actions?</p>	<p><b>Areas for Growth:</b></p> <p>What was ineffective about the lesson in regards to the focus area?            Which “look fors” is the mentee trying and on the verge of doing?            Which “look fors” is the mentee ready to try next?            Where are there areas of missed opportunity?</p>	<p><b>Prioritize One Area for Growth:</b></p> <p>Where should I focus my work with my mentee?            Is there an area of growth that is blocking growth in other areas?            Is there an area of growth that feels most important or highest leverage?            Is there an area of strength I could build on?            Is there an area of growth they seem almost ready for?</p>
1.	1.	
2.	2.	
3.	3.	



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### Example: Strengths and Areas for Growth

#### Analyze Data Template

<p><b>Strengths:</b></p> <p>What was effective about the lesson in regards to the focus area? In which “look fors” did the mentee excel? What specific actions did the mentee take that enabled them to be successful in the focus area? What specifically were the students able to do as a result of those actions?</p>	<p><b>Areas for Growth:</b></p> <p>What was ineffective about the lesson in regards to the focus area? Which “look fors” is the mentee trying and on the verge of doing? Which “look fors” is the mentee ready to try next? Where are there areas of missed opportunity?</p>	<p><b>Prioritize One Area for Growth:</b></p> <p>Where should I focus my work with my mentee? Is there an area of growth that is blocking growth in other areas? Is there an area of growth that feels most important or highest leverage? Is there an area of strength I could build on? Is there an area of growth they seem almost ready for?</p>
<p>1. <i>The teacher taught the concept correctly - her model of the different strategies to approach the math problems was solid.</i></p>	<p>1. <i>Her check-ins were ineffective - “How’s it going” and “Is that what you got as your answer”</i></p>	<p><b>&lt;Your facilitator will model this. You can take notes here.&gt;</b></p>
<p>2. <i>She attempted to check in with students as she circulated during partner work.</i></p>	<p>2. <i>She gave a formative assessment (good), but need more checks for understanding along the way.</i></p>	
<p>3. <i>She provided students with a formative assessment at the end of the lesson - exit ticket.</i></p>	<p>3. <i>Only checked understanding for a few students - not all - and she didn’t realize most students were not understanding the math.</i></p>	

### **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.

## **Closure**

### Homework

- Continue to plan forward for how you'll lay the groundwork for the work required for the assessments.
  - Bring all of your mentor materials to each session - especially the artifacts of your work you'll be collecting when you start your work with your mentee!
- In preparation for the next module:
  - Watch 2 TED Talks on Growth Mindset
    - <https://www.youtube.com/watch?v=pN34FNbOKXc>
    - [https://www.youtube.com/watch?time\\_continue=2&v=\\_X0mgOOSpLU&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=2&v=_X0mgOOSpLU&feature=emb_logo)
    - Jot notes on the power of "Yet"