MENTOR TEACHER

Module 2:

Observe & Analyze Data

[Location]
[Date]

Facilitator Introductions

INSERT PHOTO

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<Insert name>

<Insert name>

Mentor Training Course Goals

- 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

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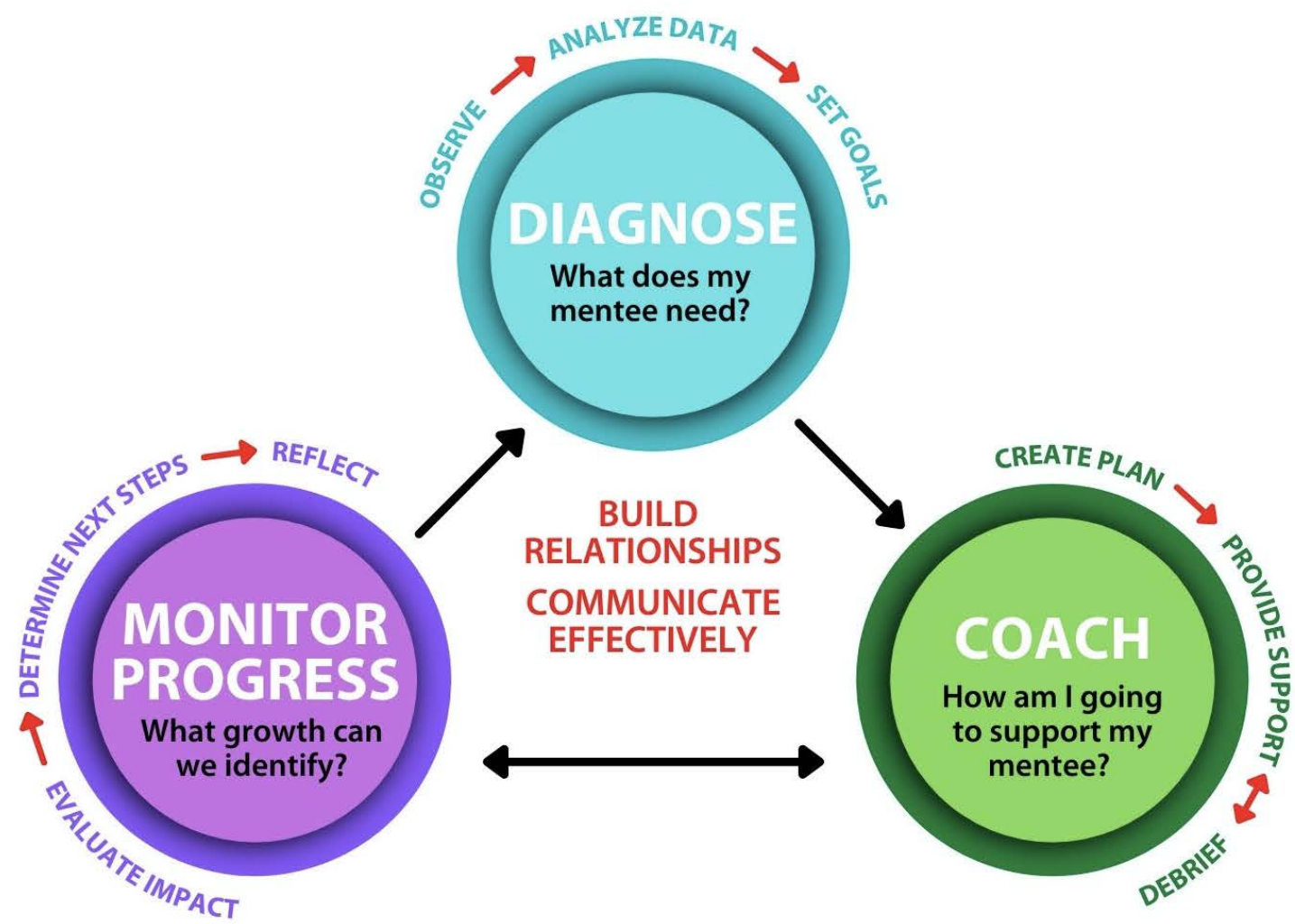
Today's Agenda
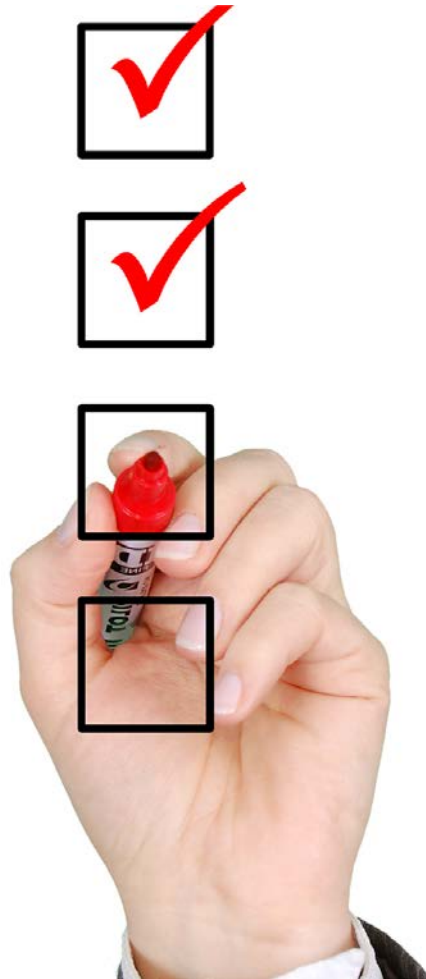
- Welcome/Outcomes/Icebreaker
- Mentoring for Classroom Management
- Connect to Rubric & Assessments
- Working with Adult Learners
  - New Teacher Mindset
- Diagnose
  - Observe
  - Analyze Data
- Connection to Assessments
- Closure

Mutual Commitments

Make the learning meaningful

Engage mentally and physically

Notice opportunities to support the learning of others

Take responsibility for your own learning

Own the outcomes

Respect the learning environment of self and others

This, That, Neither, Both

- Do you enjoy watching TV at home or going to the movies?

- Do you prefer sleeping in or early rising?

- Do you like hot or cold weather?

- Jimmy Kimmel or Jimmy Fallon?

- Do you prefer toilet paper over or under the roll?

- Do you enjoy playing sports or watching sports?

- Teaching math or teaching reading/writing?

- Feeling like, "I can do this" or feeling overwhelmed?

Takeaways and Questions

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

- Building relationships with diverse student populations

- Establishing clear expectations and procedures

- Consistently reinforcing expectations and procedures

Activate Prior Knowledge

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

Classroom Relationships

"Strong teacher-student relationships were associated in both the short- and long-term with improvements on practically every measure schools care about: higher student academic engagement, attendance, grades, fewer disruptive behaviors and suspensions, and lower school dropout rates."

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

Relationships and Classroom Community

Life in a Crowded Classroom

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

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

--Ralph Peterson

Building Relationships Swap Meet

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

Building Relationships Swap Meet

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

Swap Meet Review

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

Relationships Matter!

- Read the articles starting on page 7 of the handout

- Use the key as you read:

☆   a key idea you agree with

! something new you learned

?   something you are wondering more about

Connection to Mentoring

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

3 Fundamental Elements

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

Expectations and Procedures

- Take the quiz on p 14.

- Identify your own strengths and areas for stretch.

- Determine one specific action you will take during the school year to grow in your stretch area(s).

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

Expectations and Procedures

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

+ Exists in my classroom; if asked, all students would describe this in the same way.

Exists in my classroom, yet not all students would describe it in the same way.

^ Not present in my classroom; yet would be helpful if it were present.

o Not needed in my classroom.

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

Connection to Mentoring

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

3 Fundamental Elements

- Building relationships with diverse student populations

- Establishing clear expectations and procedures

- Consistently reinforcing expectations and procedures

Reinforcing Language

- Name concrete and specific behaviors

"You remembered to change the 'y' to 'i' when adding 'ed'"

"Your spelling shows progress."

- De-emphasize your personal approval

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

"I'm pleased with how you maintained your focus and..."

- Find positives to reinforce in all students

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

Using reinforcing language with only the students who do proficient work, are the first to get organized, or are otherwise the "best"?

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

Reminding Language

- Prompt children to remember for themselves

"Sit alone or next to someone you won't be tempted to talk to."

"Think about what you can do to help yourself concentrate."

- Be brief

"I'm hearing people starting to sound disrespectful when they disagree. Everyone, remember to say…"

"What did we learn about disagreeing honestly and respectfully?"

- Watch for follow-through

Giving a reminder and then turning away to tend to something else.

Watching, and then acknowledging the child's action with a nod or a smile. No words needed.

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

Redirecting Language

- Be direct and specific

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

  "Casey, you need to work harder."

- Say what *to* do

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

  "Class, stop running around!"

- State the redirection as a statement

  "Anna, refocus on your math."

  "Anna, can you refocus on your math?"

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

Disciplinary Interventions

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

Three Goals of Misbehavior

THE KIDS WHO NEED THE MOST LOVE WILL ASK FOR IT IN THE MOST UNLOVING WAYS.
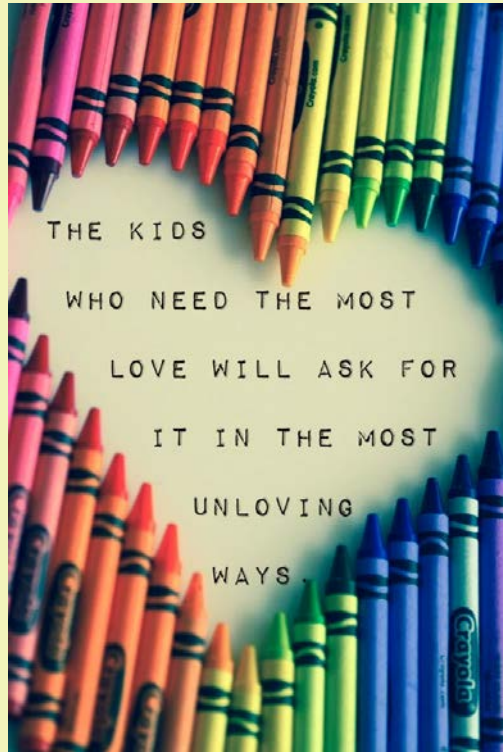
- Attention
- Avoidance of failure
- Power or revenge

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

Connection to Mentoring

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

Key Takeaway

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

BREAK!

Connect to Rubric & Assessments

The Compass Rubric

Look thro

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Performance Evaluation Rubric

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Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."

Elements Include:

- **Management of Instructional Groups:** Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher
- **Management of Transitions:** Many lessons engage students in different types of activities – large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly
- **Management of Materials and Supplies:** Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction
- **Performance of Non-Instructional Duties:** Overall, little instructional time is lost in activities such as taking attendance (e.g., recording the lunch count, or the return of permission slips for a class trip.)

Indicators Include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students know what to do, where to move

Mentoring to Improve Classroom Management

Hide Rubric ∧

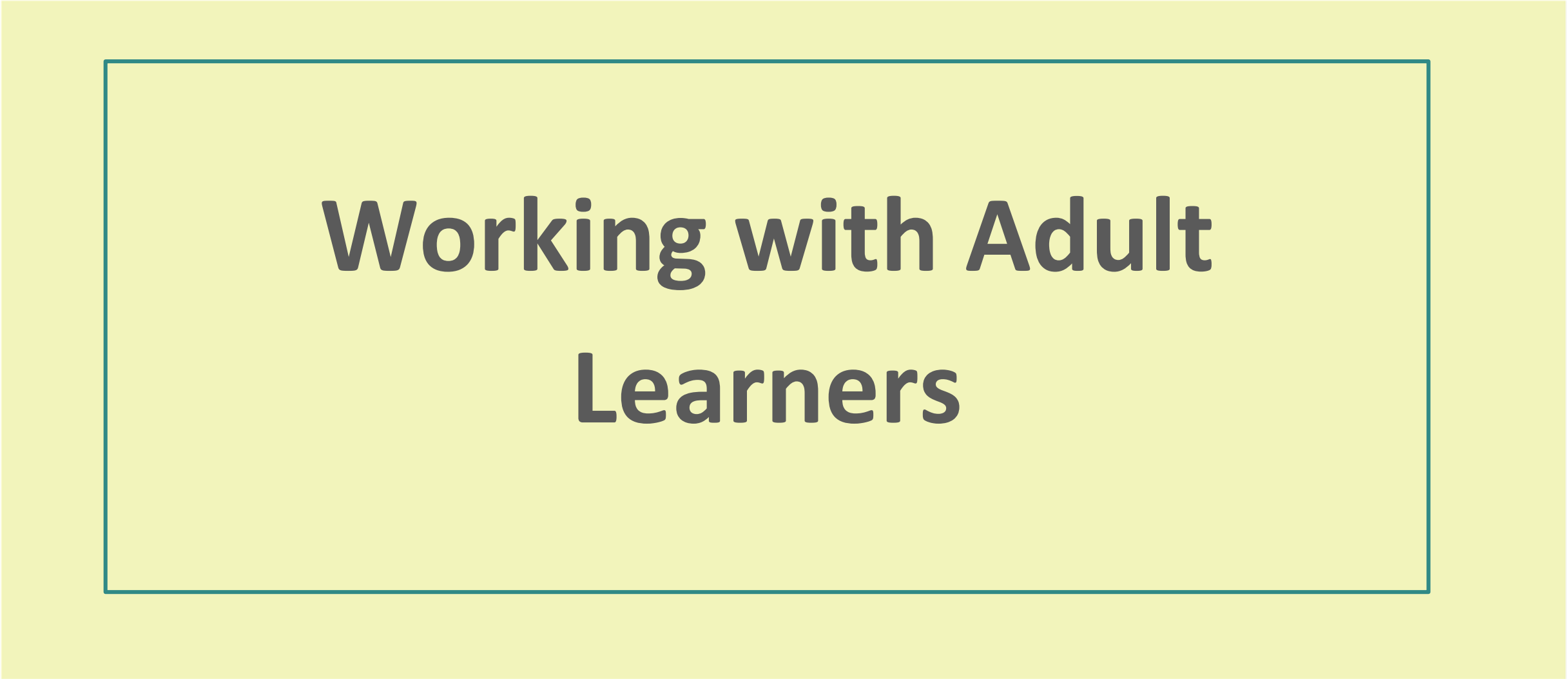|	Demonstrated	Progressing	Not Met
Set Coaching Goals	Identified mentee goal(s) are related to one or more of the following classroom management skills: • Mentee's ability to build relationships with diverse student populations. • Mentee's ability to establish clear expectations and procedures. • Mentee's ability to consistently reinforce expectations and procedures. Written response describes how the classroom management goal(s) are aligned to specific data and address an important classroom management need. Written response describes concrete changes to the mentee's classroom management practice that are expected to be seen as a result of the coaching.		

Working with Adult Learners

Discuss: Homework Article

Text Rendering Protocol from the National School Reform Faculty:

1. Work in groups of four - 10 minutes
2. Each person shares the *sentence* they found particularly significant, without commentary
3. Each person shares the *short phrase* they found particularly significant, without commentary
4. Each person shares the *word* they found particularly significant, without commentary
5. Discuss: What did you hear? What insights does the sharing give you about the topic and article?

Adult Learning Theory

Knowles' Principles + 2 More

- Adults should have a say in the content & process of learning (why, how, what)

- Learning should focus on adding on to what the learner has already learned

- Content should be directly related to the learner's work or personal life

- Learning should focus on solving problems instead of memorization of content

- Adults take ownership of their learning and make choices about how best to approach learning

- Learning is more intrinsically motivated

Knowles' 5 Assumptions of Adult Learning

Teachers of adult learners can generally assume...

- Self Concept: They can take part in their own learning

- Past Learning Experience: They have a vast array of experiences to draw on as they learn

- Readiness to Learn: They see the value of education and can be focused on learning

- Practical Reasons to Learn: They have something practical and problem-centered to learn

- Driven by Internal Motivation: They don't need external motivators to learn

Let's Discuss

How do you feel andragogy applies to yourself as a learner in the Mentor Teaching Program?

How is andragogy (the theory of teaching adults) similar to and different from your experiences with pedagogy (the theory of teaching children)?
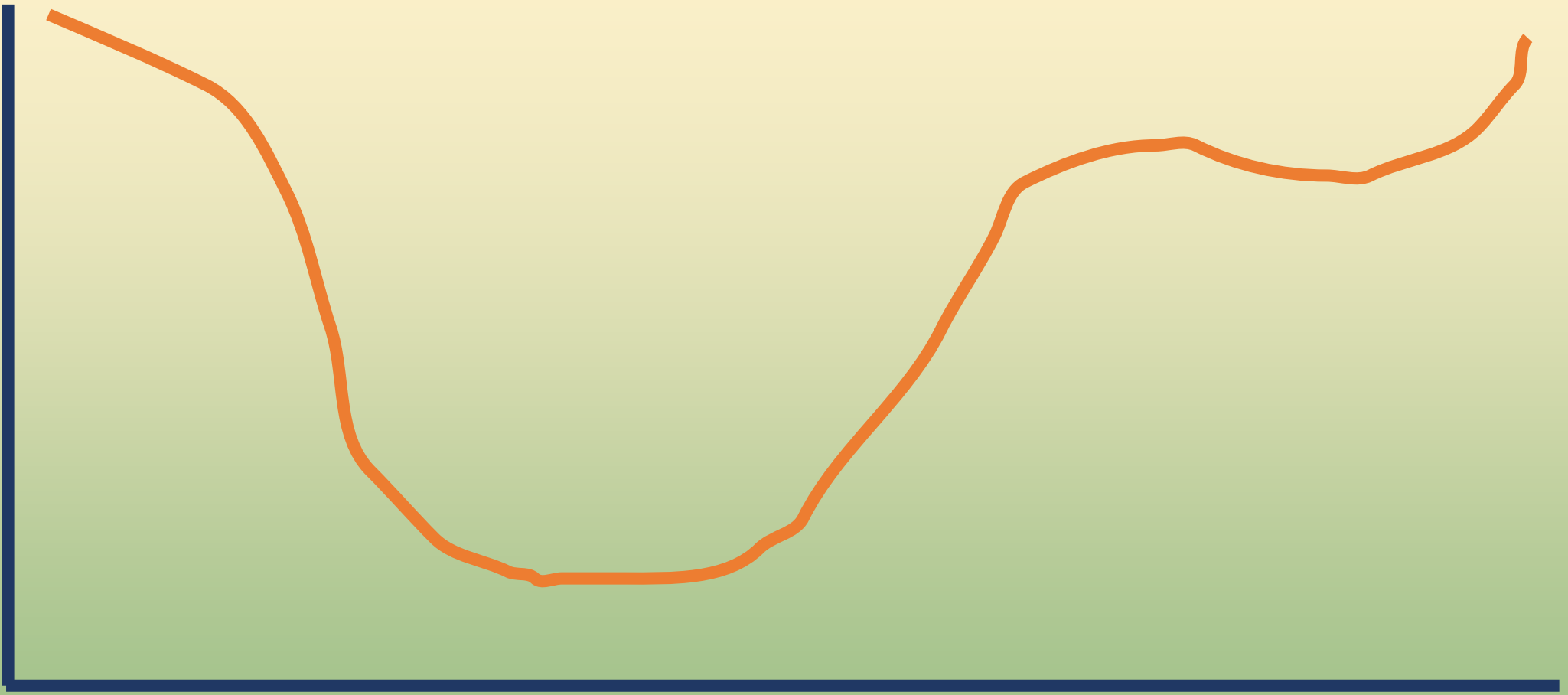
How will understanding andragogy help you as you are engaging with your mentee?
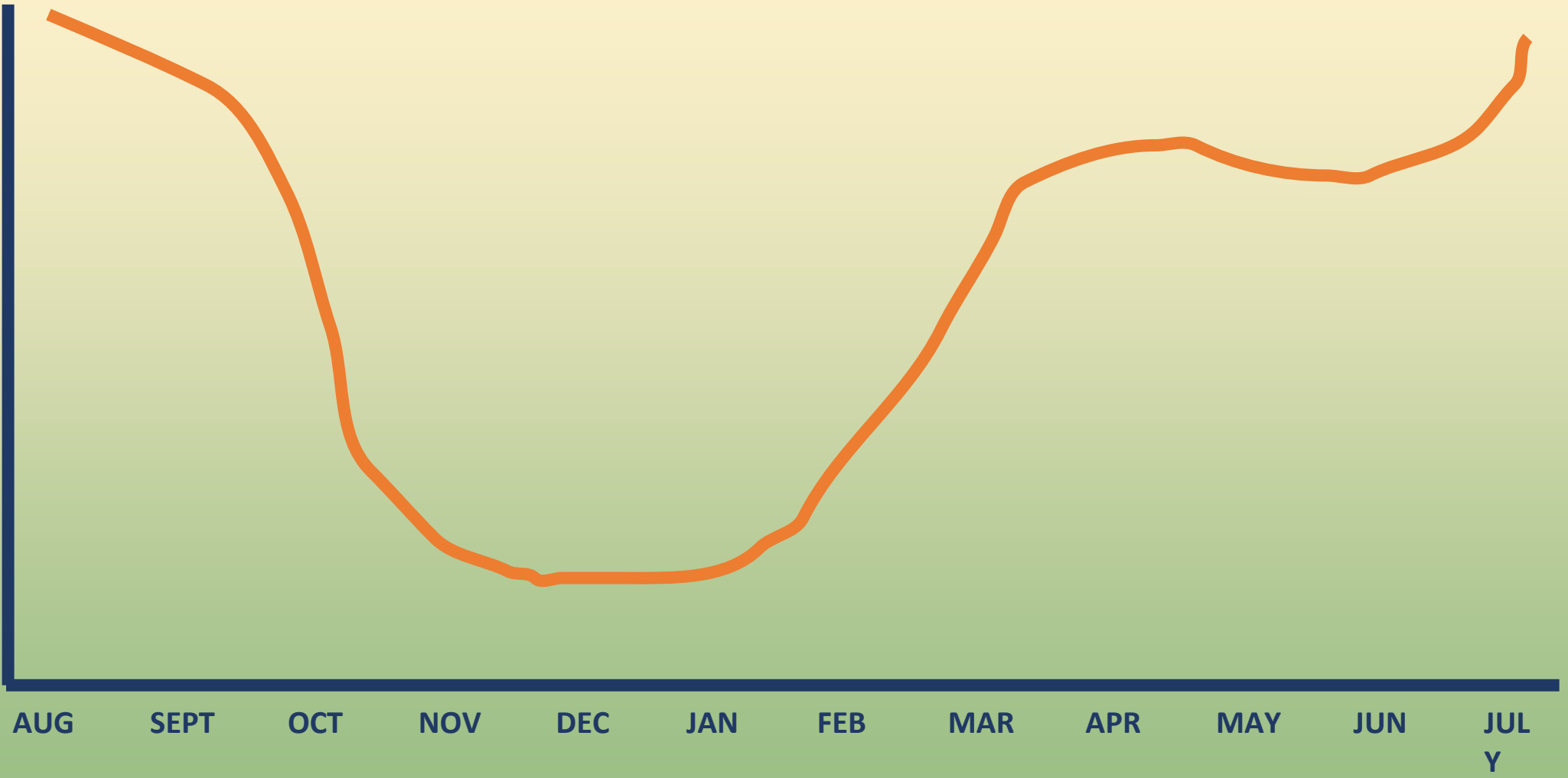
Understanding and applying how adults learn enables mentors to work more effectively with mentees.

AUG   SEPT   OCT   NOV   DEC   JAN   FEB   MAR   APR   MAY   JUN   JULY

Phases of First-Year Teachers Attitude Towards Teaching

Anticipation

Anticipation

Reflection

Survival

Rejuvenation

Disillusionment

AUG   SEPT   OCT   NOV   DEC   JAN   FEB   MAR   APR   MAY   JUN   JULY

New Teacher Mindset

Things You'll Work on with a New Teacher

- Help them become acclimated to their new workplace through orientation and onboarding
- Make sure they have the tools and equipment they'll need to do their work
- Help them become acculturated to their new workplace (interfacing one's individual culture with a new culture in which one works)

"New teachers are more effective, satisfied, and have a stronger sense of belonging when he or she quickly becomes a member of the new community while being respected and trusted as an individual"

- Taking the Lead, Joellen Killion and Cindy Harrison

Mentor Knowledge, Skills, & Practices

- Understand the phases of first year teachers' attitudes so you can anticipate needs and stretch the capacity of the new teacher

- Recognize the natural development of a new teacher

  1. Novice, focused on self

  2. Aware of their competence and impact on students or lack thereof

  3. Moving towards being innovative, creative, and generative

- Assess the new teacher's needs and concerns and match support

(continued)

- Appreciate the emotional ups and downs of the first year without disempowering, discounting, or rescuing the new teacher

- Develop the new teacher's capacity to problem-solve, self-analyze, reflect, celebrate successes, and consider solutions to problems in advance

- Acknowledge that mistakes are part of learning
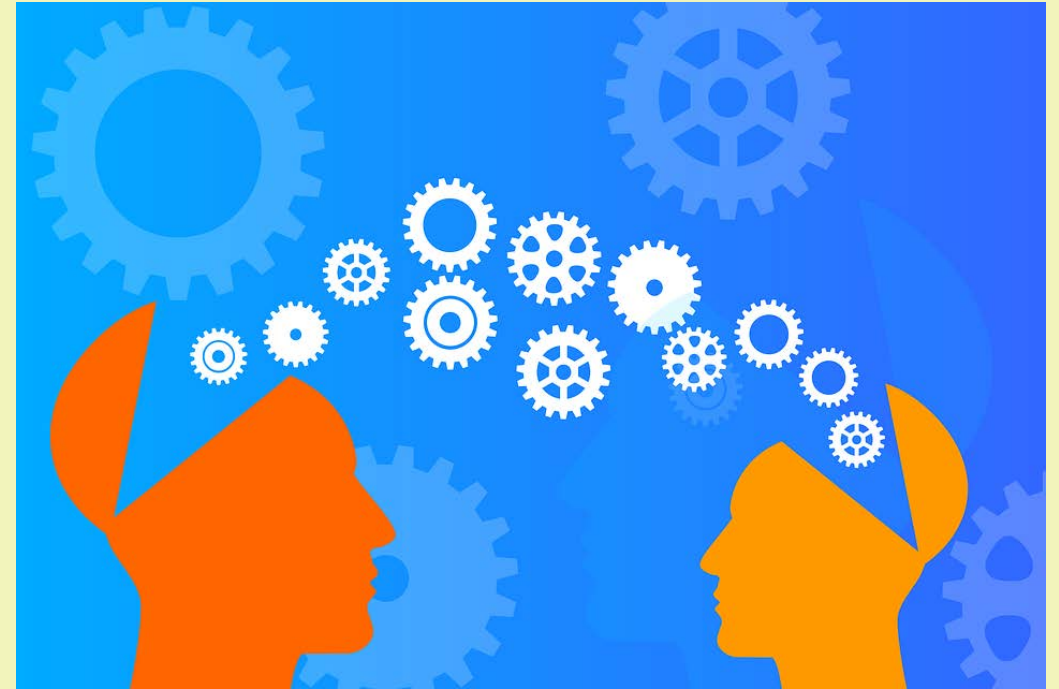
Mentors of New Teachers Face Challenges

- Balance:
  - Supporting the new teacher's needs
  - Expecting that the new teacher is a professional who will meet the needs of all of their students
- Deciding when to give advice and ideas vs. when to facilitate more independent decision making
- Having patience and empathy when it's been awhile since they were a new teacher themselves
  - Remembering that teaching expertise takes years to develop

Areas of Focus for New Teachers

Classroom behavior and environment

Curriculum and instruction

Students

School context

Professionalism

Parents/Families

Adult Learning Theory and New Teachers

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?

Key Takeaway

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

LUNCH!

Observe

The Mentoring Cycle
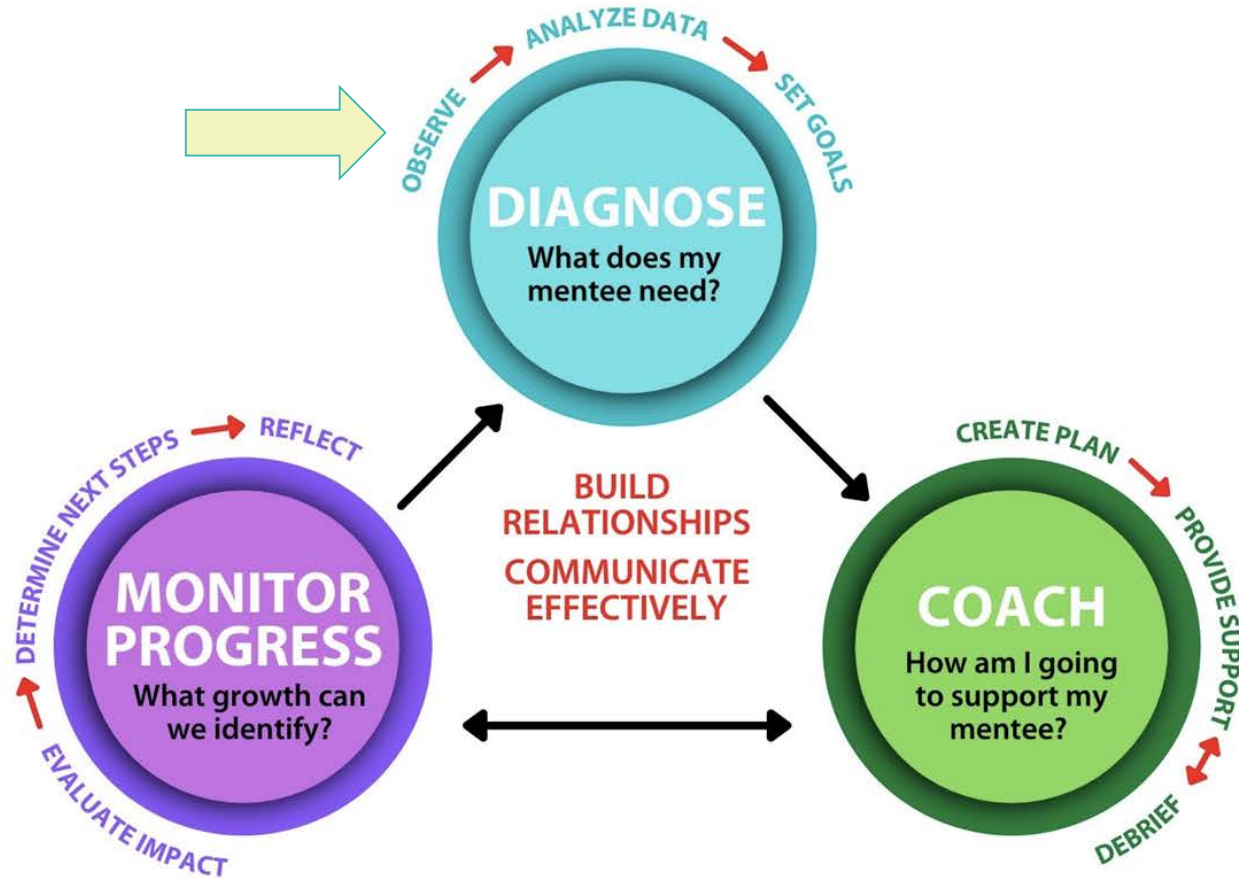
Observe: 3 Key Components

- Confirm observation details

- Prepare to record notes using "look-fors"

- Observe students and teacher in action

DIAGNOSE
What does my
mentee need?

Getting Ready Before an Observation

Think about times you have been observed while teaching or you have observed someone else teaching.

What was set up ahead of time, before one of the observations took place, to make it go smoothly?

If one didn't go smoothly, what could have been set up ahead of time to make it go more smoothly?

Confirm Observation Details

- Observation **day and time**
- Observation **classroom/logistics**
- **Instructional goal** of the lesson
- **Focus** of the observation
  - Use the **Teacher Preparation Competencies** to help
- **Student work and data** to collect
- **Confidentiality**
- **Set goals conversation** day/time

Confirm Observation Details Template

Confirm Observation Details

Key Components to Discuss	Guiding Question(s)	Notes
Observation day and time	• Where and when will the observation take place?	
Observation classroom logistics	• How long will the observation last? • Where is the best place for the mentor to sit? • What kinds of interaction between mentor and students are okay? • Is there anything the mentor needs to know about the classroom and/or students?	
Instructional goal of lesson	• What is the instructional goal of the lesson? • What standard(s) does it align to? • Why does the mentee want students to meet this goal?	
Focus of observation	• What is the focus of the observation? (E.g., classroom management, questioning, student discourse) • What does the mentee hope to gain as a result of being observed?	
Student work and data to collect	• What will students be working on during the lesson? • What work can be collected and discussed during the debrief? • What, if any, data will be generated in the lesson?	
Confidentiality	• What needs to be kept confidential between the mentor and mentee to enable authentic growth?	
Set goals conversation day and time	• Where and when will the setting goals conversation take place?	

Observe: 3 Key Components

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

DIAGNOSE
What does my
mentee need?

Using an Observation Tool

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

Determining Look-fors

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.

- relevant, meaningful learning
- working respectfully (individual and group)
- collaboration and rapport
- genuine care and concern for students
- differentiated teaching methods

Establishing clear expectations and procedures.

- procedures and routines used to run classroom effectively
- smooth, quick transitions
- management of supplies/equipment
- safety and organization

Consistently reinforcing expectations and procedures.

- behavior systems in place
- behavior standards set & followed
- reinforcing, reminding, & redirecting language used
- appropriate behavior interventions utilized

Studying our Focus Area

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Performance Evaluation Rubric

Domain 2: The Classroom Environment				
Component 2c: Managing Classroom Procedures				
	Ineffective	**Effective: Emerging**	**Effective: Proficient**	**Highly Effective**
Critical Attributes	• Students not working with the teacher are disruptive to the class. • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic.	• Small groups are only partially engaged while not working directly with the teacher. • Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. • Classroom routines function unevenly.	• The students are productively engaged during small group work. • Transitions between large and small group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly.	In addition to the characteristics of "proficient," • Students take the initiative with their classmates to ensure that their time is used productively. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently.

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Louisiana Compass Performance Standards for School Leaders | Development Supported by New Leaders

66

Writing Look-fors

1. Work together with a partner at your table.

2. Use the materials for the focus area that we just studied.

3. Choose **ONE** of the three domains to focus your look-fors on.

   a. Building relationships with diverse student populations

   b. Establishing expectations and procedures

   c. Consistently reinforcing expectations and procedures.

4. What does good teaching in your chosen focus area look like?

5. Write 3-5 look fors that could guide your observation.

Focus Area:

Establishing clear expectations and procedures

"Look-Fors"
What does strong teaching for the focus area look like? (observer completes prior to observation)

- *Transitions from one activity to the next with little time lost*

- *Procedures in place and followed by students for classroom tasks i.e. turning & talking, restroom break, pencil sharpening, etc.*

- *Classroom supplies is organized and ready for the day's lesson*

- *Clear directions are given for tasks and students follow them*

Observe: 3 Key Components

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

DIAGNOSE
What does my
mentee need?

Do?	Don't?

Observe Students and Teacher in Action

Do	Don't

Script Exactly What I Hear?

- Script what students say/do

- Script what the teacher says/does

- Practice, practice, practice

- Use shortcuts

- Stick to the focus (e.g., rigor)
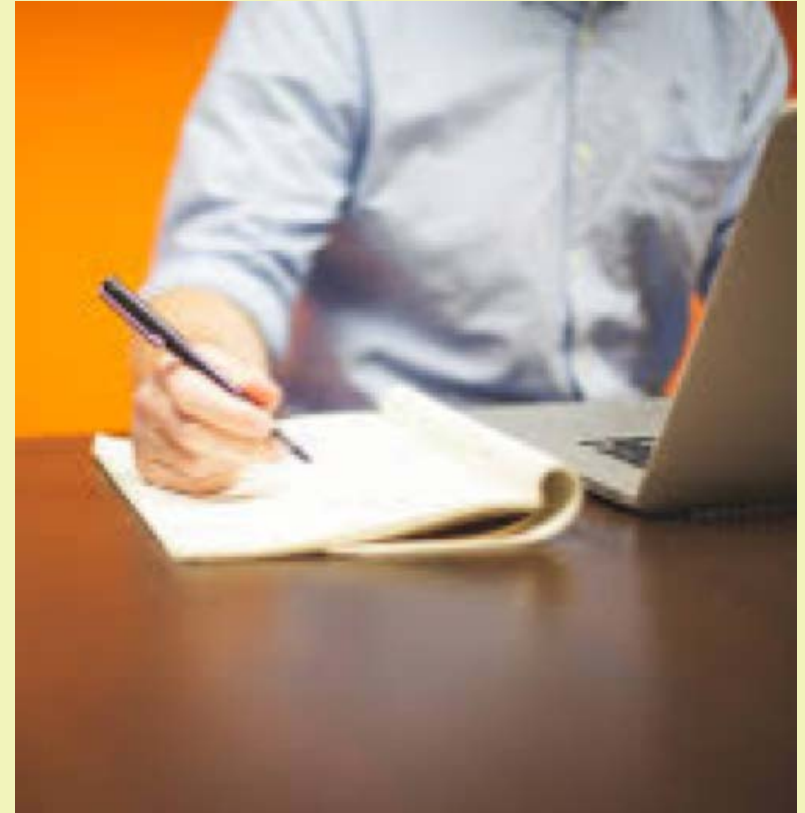
Record notes using look-fors

- Stick to the facts
- Teacher and student talk
- Teacher and student moves
- Student learnings and outcomes

Teacher Behaviors	Student Behaviors

Scripting vs. Interpretation

Statement 1: Teacher posted helpful examples on the board.

Statement 2: "I'm posting examples of how you might explain your thinking up here for you to use." Example 1: "I chose this strategy to solve the problem because…" Example 2: "The reason I _____ instead of _____ is…" Example 3: "I decided to _____ because…"

Statement 1: Teacher placed an emphasis on students looking for patterns in the number string.

Statement 2: Teacher told the students to be sure to look for patterns during the number string activity three times.

Judgment

Statement 1: Wonderful questions!

Statement 2: Your questions are not effective.

Let's 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?

Practice Conducting an Observation

As you watch the video, script notes in the teacher and student behaviors columns paying specific attention to the look-fors.

Classroom Management Video

Conduct Observation

- Share your notes with a partner.

- Compare your processes (similarities and differences).

- Discuss what worked and what was challenging.

- Summarize what you learned about gathering data in classroom observations.
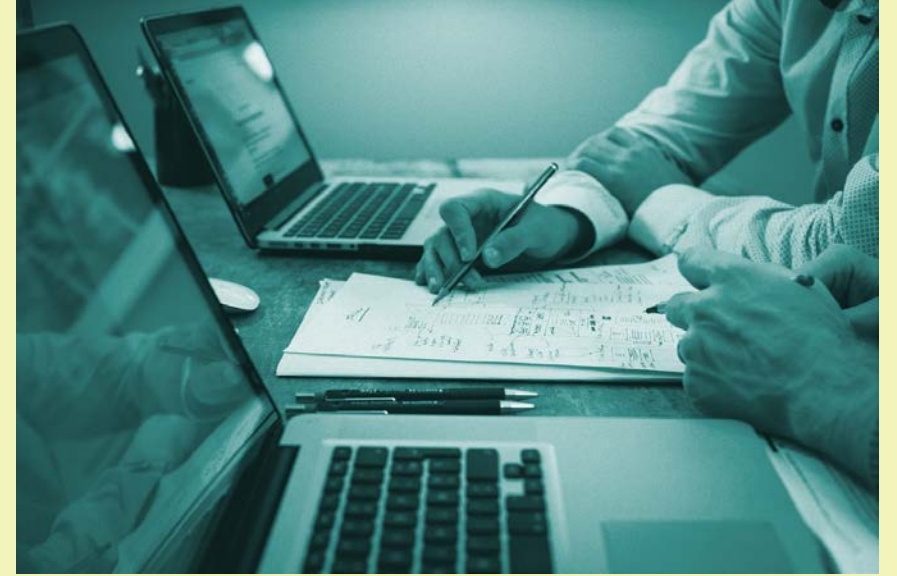
Key Takeaway

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

BREAK!

Analyze Data

Analyze Data: 3 Key Components

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

DIAGNOSE
What does my
mentee need?

Analyze Observation Notes

As you analyze your observation notes:

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

What did this mentor notice when they analyzed their notes?

How might this help them prepare to support their mentee?

Practice: Analyze Observation Notes

As you analyze your observation notes:

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

Analyze Observation Data: 3 Key Components

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

DIAGNOSE
What does my mentee need?

Recognize 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

Strengths:	Areas for Growth:	Prioritize One Area for Growth:
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?	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?	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?
1.	1.	
2.	2.	
3.	3.	

Let's look at an example

Strengths:	Areas for Growth:
What was effective about the lesson in regards to the focus area? In which "look fors" did the observee excel? What specific actions did the observee take that enabled them to be successful in the focus area? What specifically were the students able to do as a result of those actions?	What was ineffective about the lesson in regards to the focus area? Which "look fors" is the observee trying and on the verge of doing? Which "look fors" is the observee ready to try next? Where are there areas of missed opportunity?
1. *The teacher taught the concept correctly - her model of the different strategies to approach the math problems was solid.* 2. *She attempted to check in with students as she circulated during partner work.* 3. *She provided students with a formative assessment at the end of the lesson - exit ticket.*	1. *Her check-ins were ineffective - "How's it going" and "Is that what you got as your answer"* 2. *She gave a formative assessment (good), but need more checks for understanding along the way.* 3. *Only checked understanding for a few students - not all - and she didn't realize most students were not understanding the math.*

What do you notice? What do you wonder?

Practice

Analyze Observation Data

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

Analyze Observation Data: 3 Key Components

- Analyze observation notes

- Recognize strengths and areas for growth

- Prioritize

DIAGNOSE
What does my mentee need?

Prioritize

- Rely on your expertise
- Think about areas within the Compass Rubric & Teacher Competencies
- Think about what you know about new teachers and what areas they need to focus most:
  - 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?
- Choose ONE Area of Growth to prioritize!

Prioritize

Analyze Observation Data

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

Analyze Observation Data

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

How did you choose this prioritized area of growth?

Why do you think this is the best area of growth to prioritize?

Putting it all together

1. **Build** a strong, trusting **relationship** & set expectations (partnership agreement)
2. **Working effectively** with adult learners
3. **Observe** the mentee in action
4. **Analyze** the **data**
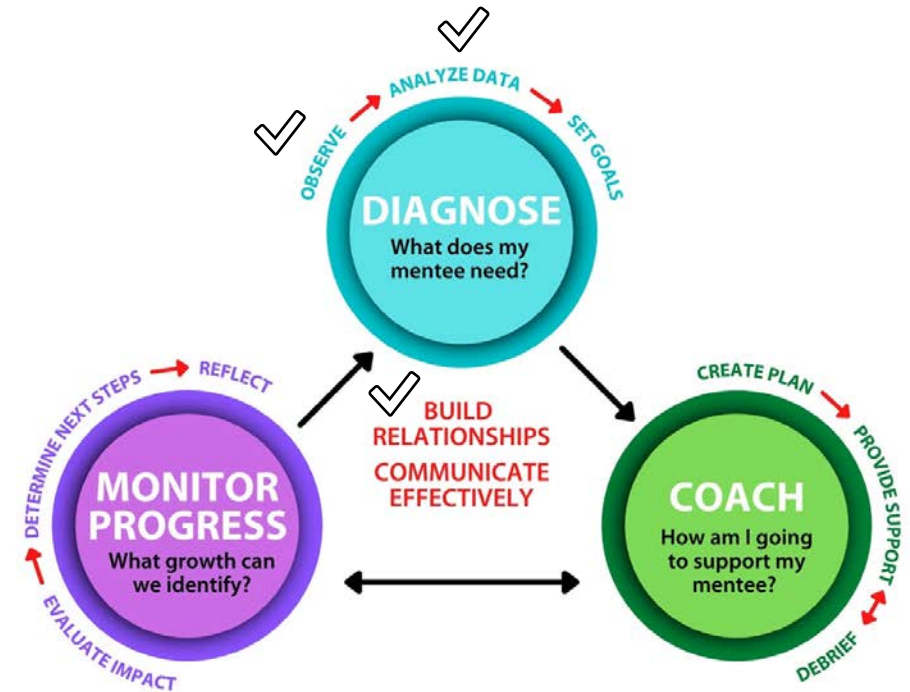
Key Takeaway

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.

Connection to Assessments

Mentoring to Improve...

Analyze

Analyze the needs of one mentee with respect to classroom management skills. Identified mentee goal(s) should be related to one or more of the following classroom management skills as described in the Y3 M3 Handout Master.

- Mentee's ability to build relationships with diverse student populations.
- Mentee's ability to establish clear expectations and procedures.
- Mentee's ability to consistently reinforce expectations and procedures.

Use a set of collected data (observations, informal/formal conversations, student data, etc.) to diagnose and prioritize the most important classroom management need to address in this mentoring cycle.

Submit a written response (approximately 300 words) that identifies the mentee's classroom management goal(s) that will drive the mentoring cycle related to the diagnosed need. Be sure to identify concrete changes in your mentee's classroom management practice that you expect to see as a result of your coaching. Justify the selection of the goal(s) by highlighting the specific data you used to identify and prioritize them.

Artifact(s) to Submit: Written response

You must earn "Demonstrated" for all criteria in the requirements to earn this micro-credential.

Closure

Preview of Module 3

- Use paraphrasing and listening in conversations related to mentee's growth and development

- Build strong relationships with mentee throughout the course of the school year based in a dual commitment to growth mindset

- Learn how to draft goals for mentee grounded in analyzing observation data using the SMART goal framework

- Apply the goal setting meeting protocol to engage in goal setting with mentee

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
    - Jot notes on the power of "Yet"

Exit Ticket

1. Before I thought … and now I think…

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

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

Feedback

MENTOR
TEACHER

Thank
You