



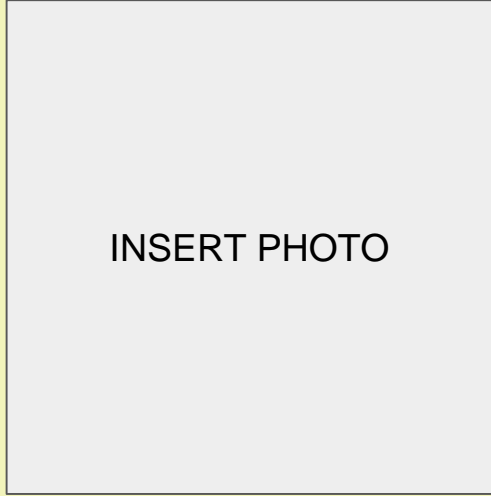
**MENTOR  
TEACHER**

# **Module 3: Communicate Effectively, Growth Mindset, & Set Goals**

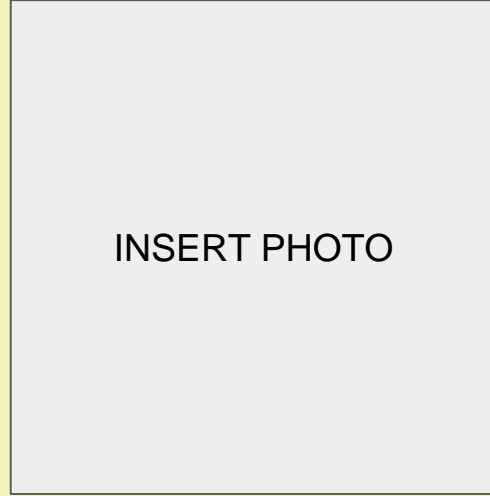
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# Facilitator Introductions



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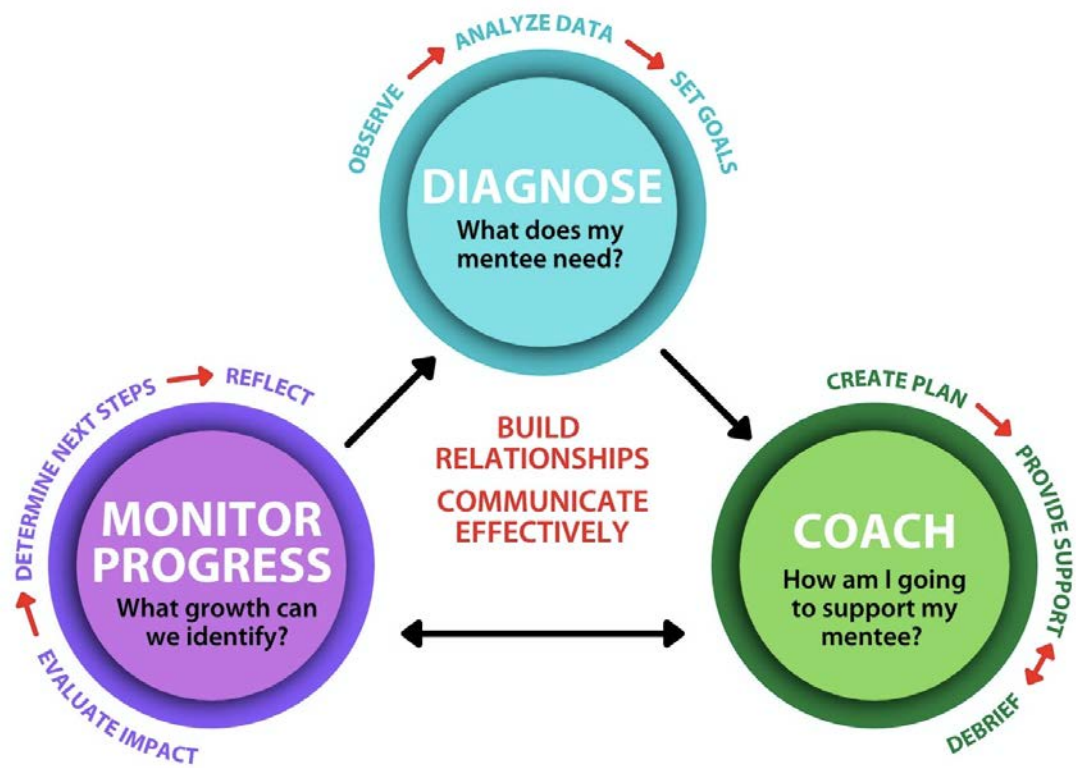
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# Mentor Training Course Goals

- 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/Norms/Outcomes
- Communicate Effectively
  - Listen and Paraphrase
- Build Relationships
  - Growth Mindset
- Diagnose
  - Set Goals
- Connect 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 for your own learning

**O**wn the outcomes

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





# Module 3 Outcomes

- 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





# Icebreaker

**Most Unique!**

**What's the most unique fact you can think of about yourself?**

**Get ready to share!**







# Communicate Effectively



# Communicate Effectively





# Communicate Effectively: 3 Key Components

- Listen and paraphrase
- Ask questions
- Give feedback





## Three Common Forms of Unproductive Listening:

- Autobiographical
- Inquisition
- Solution



# Listening



The traditional Chinese character for "Listen" is 聽 tīng.  
This character consists of six radicals...

耳 ěr (ear)	十 shí (ten)	一 yī (one)
王 wáng (king)	目 mù (eye)	心 xīn (heart)
<b>Wrap your ear around the king</b>	<b>Focus on him with 10 humble eyes</b>	<b>Listen with one undivided heart</b>

When we truly listen to someone, we treat them as a King or Queen.  
A servant never interrupts the king, but wraps his ear around him,  
attending every word & facial expression with "ten eyes & one heart"

**True listening gives the other person  
our full respect & undivided attention**



# Deep Listening

## Mentors listen to:

- value and appreciate the mentee
- witness the struggle
- honor where the mentee is
- understand through the mentee's lens rather than through their own
- make the mentee right
- support
- give the gift of themselves
- understand what is *said* and *unsaid*



# Deep Listening is NOT

- Thinking what you will say back
- Finding fault
- Piggybacking
- Formulating the best advice
- Giving a solution



# Listening Self-Assessment



**How well do I listen?**





# Practice Listening Task



## Listen as your partner shares about:

- What am I learning about my listening skills?
- What do I want to be more cognizant of to demonstrate that I value and practice deep listening to support my mentees?



# Practice Listening Task - Debrief



- How did it feel to be listened to in this way?
- How did it feel to listen in this way?
- What is one action you plan to take related to deep listening as a mentor?





S I L E N T

# It's not about the nail...



# Key Takeaway

Mentors use deep listening when engaging in conversations to show they value the mentee's perspective and needs.





# Communicate Effectively: 3 Key Components

- Listen and paraphrase
- Ask questions
- Give feedback

# Skillful Paraphrasing

## I Used to Think..., Now I Think...

- Silently read the article.
- Reflect on your current understanding of this topic and respond to the sentence stems
  - I used to think...
  - Now I think...
- Share your written statements with a shoulder partner.
- Whole group discussion



# Paraphrasing



Communicates that a listener understands a speaker's message





# Principles of Paraphrasing



- Seek to understand the meaning of the speaker.
- Reflect the verbal and nonverbal (emotions, gestures, tone, etc.) message of the speaker without adding or subtracting ideas.
- Use the pronoun *you* instead of *I*.
- Make the paraphrase shorter than the original message.
- Refrain from turning a paraphrase into advice or suggestions.



# Three Types of Paraphrasing

- Acknowledge and clarify
- Organize and connect
- Shift logic



# Paraphrasing: acknowledge & clarify



- You're thinking that. . .
- So, you're wondering if. . .
- You're frustrated because. . .
- You're hoping that. . .
- You're excited that. .
- What upsets you is . . .
- You have strong feelings about this... say more about how you are feeling.



# Paraphrasing: organize and connect ideas



- Three ideas stand out in what you are saying . . .
- First, . . . , then . . .
- On one hand . . . and on the other hand . . .
- You are wondering about two different issues . . .
- You mentioned these ideas....say more about how you see these ideas connected.



# Paraphrasing: shift logic



- Elevate to goals, values, beliefs
- Increase specificity



# Paraphrasing: shift up



- You believe that . . .
- Your goal is to . . .
- You value . . .
- \_\_\_\_\_ is important to you.



# Paraphrasing: shift down



- You want to decide ...
- You want to determine what to do about...
- You want to plan how...
- You are considering...



# Paraphrasing Practice

- In partners, determine who will be Person A & Person B
- Person A = Mentee. Read the first statement.
- Person B = Mentor. Deep listen. Choose one way to paraphrase and try using that to respond to Person A.
- Person A = React to the paraphrase. If someone paraphrased you like that, how would you respond?
- Both = Debrief. How did that feel?
- Switch roles & repeat.





# Let's Reflect



What is something you are feeling totally confident in?



What is something you will need a little more practice with?



What is something you would need to practice a lot before feeling confident?



# Key Takeaway

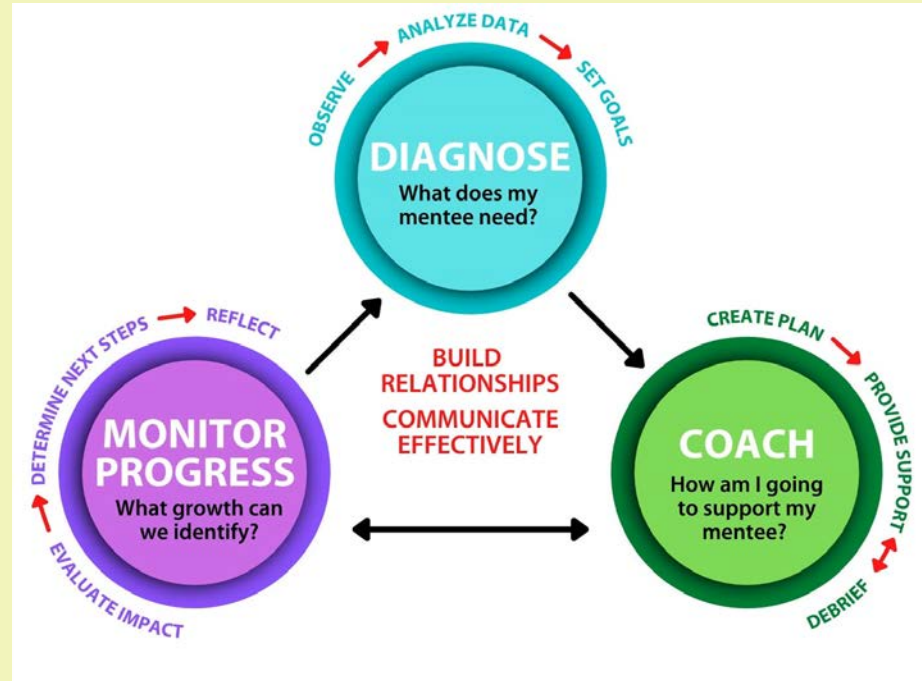
Mentors demonstrate understanding when listening to their mentees by thoughtfully paraphrasing to push the conversation forward.





# The Mentoring Cycle

During which parts of the mentor cycle do you anticipate using listening and paraphrasing skills the most?





**BREAK!**





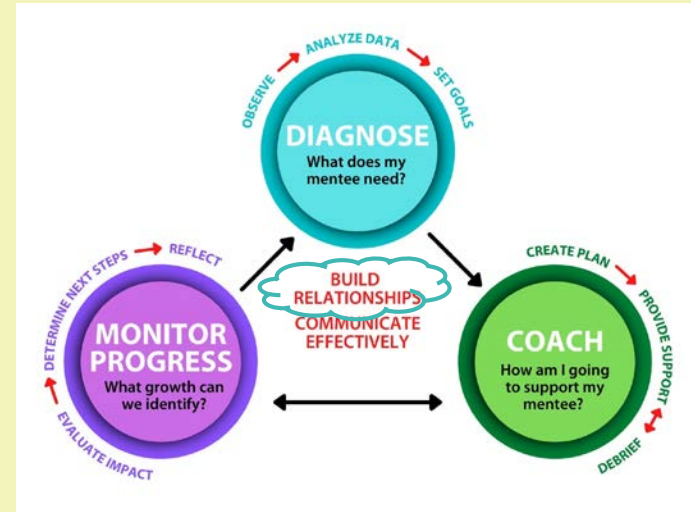
# Build Relationships





# Build Relationships: 3 Key Components

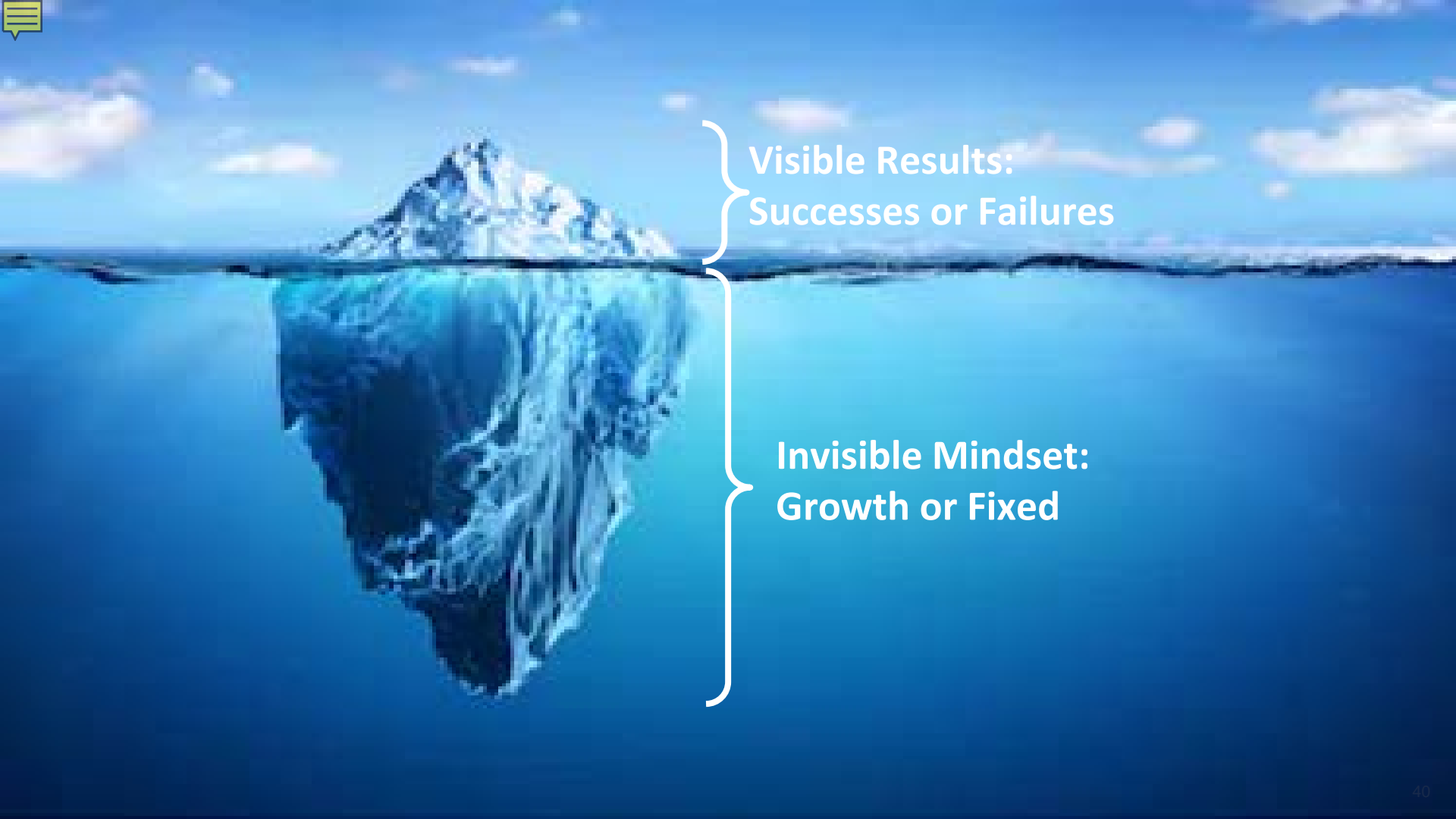
- Establish Trust
- Build Confidence
- Maintain Momentum





# **Build Confidence with Growth Mindset**





**Visible Results:  
Successes or Failures**

**Invisible Mindset:  
Growth or Fixed**





# Having a growth mindset can build a mentee's confidence

*Mindsets are the beliefs people have about the nature of human characteristics.*

*If a mentee believes that they are simply a good teacher or not, they will not be confident in their ability to grow and improve.*





# Homework Connections

You watched two TED Talks introducing you to the concept of Growth Mindset.

**What do you see as the power of “yet”?**

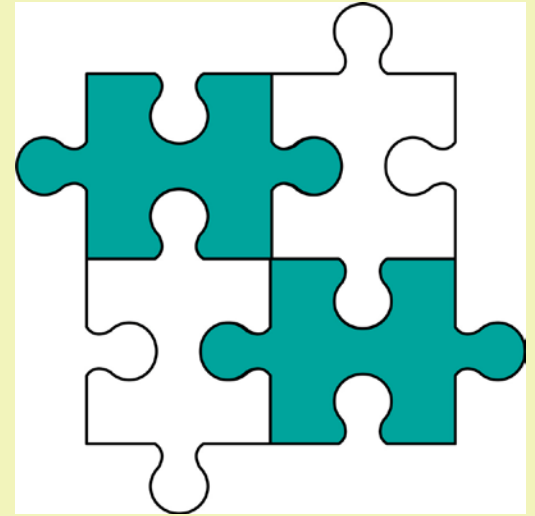


# Jigsaw: Learning more about growth mindset

- Your table group will number off 1-6.
  - Regroup so all the 1s are together, 2s, etc.
  - All of the 1s will read the same article, 2s, etc.
  - Annotate your article using the key below
  - Be ready to share highlights from your article with your table group.
- As you read:
    - ✓ something you agree with
    - 💡 a new idea you want to try
    - ? a question you have

# Jigsaw: Learning more about growth mindset

- Return to your original table group. You all should have read a different article.
- Discuss the questions on page 46-48.
- Use what you read in your articles to discuss and answer the questions.





# Reframing Mentor Language

## Your language matters!

- Work with your table group on page 49-50 of handout.
- Use what you've learned about Growth Mindset to re-write the mentor's words.
- Write why your new words are better than the old words.
- Complete as many rows as you can.





# Words for inspiring

Mentee's Words	Mentor's Question
I tried. I failed. It's just beyond me.	Could you try a different strategy or approach?
I didn't achieve what I set out to do	Isn't learning a process, and isn't failure just part of that process?
I just don't get it. I've never been good at this.	Haven't others tried, and succeeded through hard work?
I can't do it. I'll never be able to do it.	Aren't you giving up on yourself too soon? Isn't it a matter of time?
Do you think you can do it for me?	Can you do it with repeated effort?
I don't know how or if I'll get there...ever	What plan can you make to get there? What's your first step?





# Planning for Growth Mindset

- As a table group:
  - Create a **T-Chart** on your chart paper
  - **Left side** - ideas for introducing growth mindset to mentees
  - **Right side** - ideas for practicing growth mindset with mentees
- Gallery Walk to **“capture”** new ideas





# Planning for Growth Mindset

Private planning time:

How will you introduce and practice growth mindset with your own mentee?





# Key Takeaway

Understanding and practicing growth mindset is a method for continuing to build a mentee-mentor relationship that is focused on learning and building mentee's confidence.





**LUNCH!**

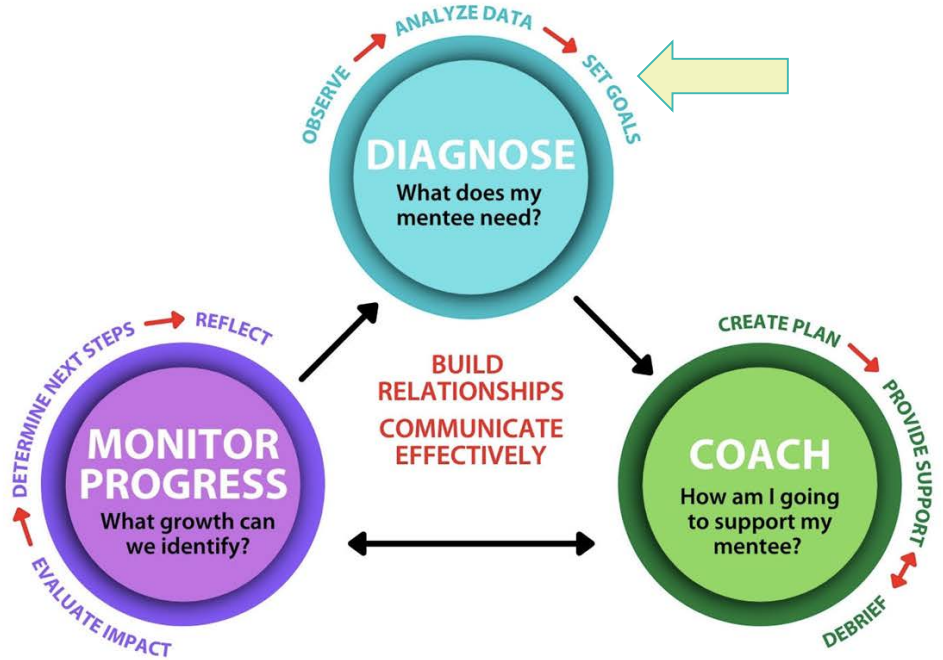




# Set Goals



# The Mentoring Cycle



# Set Goals: 3 Key Components

- Align priorities and draft goals
- Plan to meet with mentee
- Engage in goal setting with mentee



# Private Reflection

**Think about a goal you set but didn't reach.**

**Why do you think you didn't reach it?**



# Why draft goals first?

We always sit down and draft and plan BEFORE meeting with a mentee.

This helps you make sure you are prepared!





# Draft Goals

- **S**pecific: A goal should be linked to one activity, thought, or idea.
- **M**easurable: A goal should be something you can track and measure progress toward.
- **A**ctionable: There should be clear tasks or actions you can take to make progress toward a goal.
- **R**ealistic: A goal should be possible to achieve.
- **T**imely: A goal should fall within a specific time period.





# How to write a SMART Goal

THINKY PINKY



Khan Academy



# Making a goal SMART

“I want to be able to \_\_\_\_\_.”

- **Specific:** Is the goal linked to one activity or one thought?
- **Measurable:** Can I plot my mentee’s progress on a graph? Can I say how much they’ve improved from the previous day or week?
- **Actionable:** What task or action will my mentee be doing? Can I draw a picture of someone doing that action?
- **Realistic:** Are there examples of people who have achieved this level of success in this amount of time? What are some obstacles they might face along the way? Would any of those obstacles stop them in my tracks?
- **Timely:** Did my mentee include a set time period in which they want to achieve their goal? Days? Weeks? Months?





# Let's look at a goal and make it SMART

“I want to be able to speak Spanish.”

“I want to be able to have a conversation in Spanish.”

“I want to be able to have a short, 2-3 minute, conversation in Spanish.”

“I want to be able to have a short, 2-3 minute, conversation in Spanish by practicing on Duolingo for 10 minutes a day.”

“I want to be able to have a short, 2-3 minute, conversation in Spanish in one year by practicing on Duolingo for 10 minutes a day.”

- **Specific:** Is the goal linked to one activity or one thought?
- **Measurable:** Can I plot my mentee's progress on a graph? Can I say how much they've improved from the previous day or week?
- **Actionable:** What task or action will my mentee be doing? Can I draw a picture of someone doing that action?
- **Realistic:** Are there examples of people who have achieved this level of success in this amount of time? What are some obstacles they might face along the way? Would any of those obstacles stop them in my tracks?
- **Timely:** Did my mentee include a set time period in which they want to achieve their goal? Days? Weeks? Months?

# Review and revise example goals

1. Review the example goals.
2. Use the questions on page 54 to check if the goal is SMART.
3. If the goal isn't SMART, revise it to make it SMART.



# Discuss example goals

Which goals were SMART?

Which goals were not SMART?

What revisions did you make to make them all SMART?

What do you notice that all the SMART goals have in common?

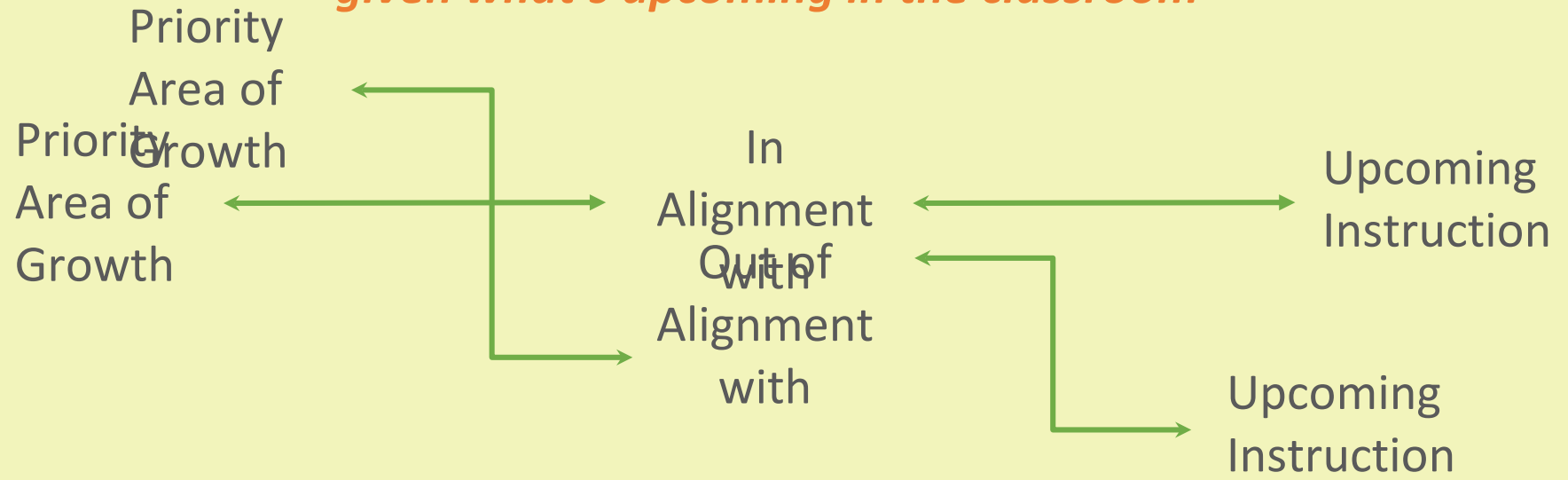




# Make goals SMARTer by aligning priorities

One main reason why those in education fail to reach their goal is that the goal is not SMART

*given what's upcoming in the classroom*

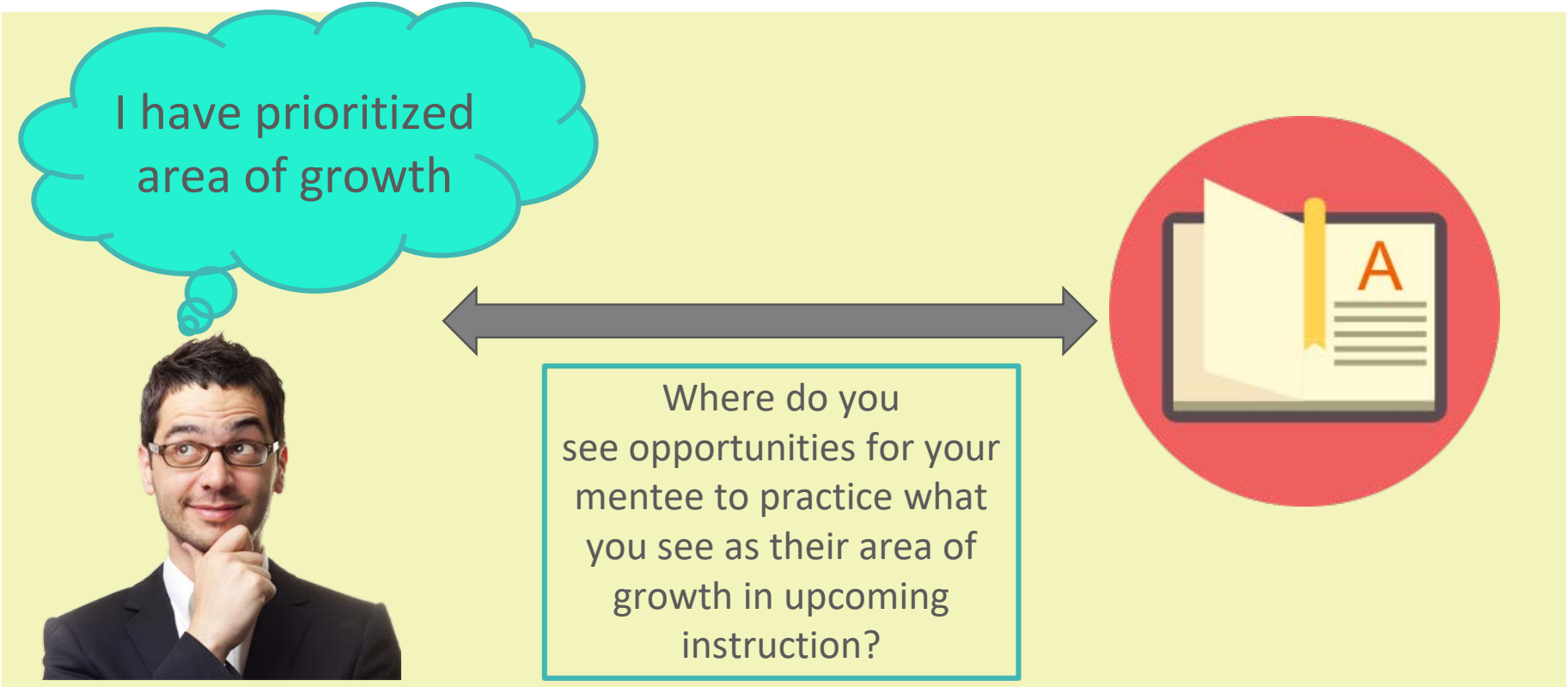


# Review Upcoming Instruction

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



# Align Priorities





# Let's Practice

## *Practice Scenario:*

- *Pretend that the teacher in the video we observed and analyzed the observations for in Module 2 is your mentee.*
- *Pretend that teacher teaches at your school in your grade and content area.*
- *Think about your instruction during the first 3-4 weeks of school.*
- *Use what you know about that upcoming instruction to inform your practice today.*

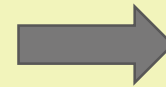


# Align Priorities and Draft SMART Goals

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



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



Draft 2 SMART goals.  
(5 minutes)





# Let's Share and Give Feedback

- **Specific:** Is the goal linked to one activity or one thought?
- **Measurable:** Can I plot my mentee's progress on a graph? Can I say how much they've improved from the previous day or week?
- **Actionable:** What task or action will my mentee be doing? Can I draw a picture of someone doing that action?
- **Realistic:** Are there examples of people who have achieved this level of success in this amount of time? What are some obstacles they might face along the way? Would any of those obstacles stop them in my tracks?
- **Timely:** Did my mentee include a set time period in which they want to achieve their goal? Days? Weeks? Months?



# Let's Review



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





**BREAK!**



# Set Goals: 3 Key Components

- Align priorities and draft goals
- Plan to meet with mentee
- Engage in goal setting with mentee



# Debrief Planning Guide

Goal Setting Meeting		
Suggested Guiding Questions for Discussion	Planning Notes (mentor completes before meeting)	Debrief Meeting Notes
<b>Primary Questions</b>		
Your focus area was _____ _____. How do you think the lesson went with [your focus area]?		
What are you noticing about _____ [your focus area]?		
What is important to you about _____ [action observe took in focus area]?		
<b>Feedback Questions</b>		
You said your instructional goal for your students was _____ [goal]. How well do you feel they accomplished it?		
What is the student work/data showing about their progress to this goal?		
In what ways did the lesson go as you had planned?		
In what ways did things happen that you did not expect?		
What other ways are there to try _____ [action observe took in focus area]?		
<b>Goal for Prioritized Area of Growth</b>		
You _____ and the impact of that is _____. What do you think about that?		
I think a SMART goal that you could set to help you work on this is: _____ _____.		
What do you think about that? It sounds like we both agree on this goal. Is that right?		

## Use the planning sheet!

### Before:

- Plan goal setting meeting
  - What guiding questions will you ask your mentee?
  - What will you focus the conversation on to help them understand the prioritized area of growth and set SMART goal(s)?

### During:

- Take notes during goal setting meeting
- Set SMART goal(s) with mentee
- Generate ideas for a coaching plan

### After

- To help you write a mentoring plan (We'll focus on this in Session 5!)



# Look at an example

*Look at some planning notes for a goal setting meeting.*

*What do you notice about the planning notes?*

*What do you wonder about the planning notes?*





# Let's Practice

- Choose one of the SMART goals you drafted earlier.
- Pretend you are going to have a goal setting meeting with your mentee about that goal.





# Set Goals: 3 Key Components

- Align priorities and draft goals
- Plan to meet with mentee
- Engage in goal setting with mentee



# Non-Negotiables for Goal Setting Meetings

## What do you think are non-negotiables for debriefs?

- **Private**
- **Aligns to the Partnership Agreement** between mentee and mentor
- Is based on **factual observation notes**
- **Uses student work** to support the discussion and inform the goals
- Results in the mentee and mentor agreeing to **1-2 SMART goals**
- Mentee and mentor understand **how mentor will support** the mentee in working toward the SMART goal(s)
- Generate and discuss ideas for **next steps** for the Mentoring Plan you'll write next



# Connection to Mentoring Stances

## Continuum of Mentoring Stances

**Consult**

**Collaborate**

**Reflect**

- Provides information & assistance
- Ensures mentee implements the content & pedagogy accurately
- Provides resources & assistance through demonstration lessons, planning conversations, and observations with debriefs

- Shares ideas & problem solves collaboratively
- Reciprocal support for growth & improvement of practice
- Co-planning, co-teaching, exchanging resources, etc.

- Increase reflection on practice & encouraging self-directed thinking about instruction
- Non-judgmental support for planning, instruction, reflection, etc.
- Learning-focused conversations which include inquiry, reflection, etc.

# Example Goal Setting Meeting

## Read the transcript of the goal setting conversation

- How does the mentor use the guiding questions to guide the mentee to...
  - Understand the prioritized area of growth?
  - Agree on a SMART goal?
  - Agree on actions and activities that could be included in a mentoring plan for the goal?





# Let's Practice: Goal Setting Meeting

Round 1:

A: Mentor

B: Mentee

C: Observer

Round 2:

A: Observer

B: Mentor

C: Mentee

Round 3:

A: Mentee

B: Observer

C: Mentor

## Stems for Observer Feedback:

- I noticed when you said....the mentee responded...
- The question you asked was impactful because...
- I appreciated how you supported the mentee by...



# Your Take-Aways

- What were your three biggest learnings about goal setting meetings?
- What are your two biggest concerns about goal setting meetings?
- What is your next action for goal setting meetings?



# Key Takeaway

The SMART goal framework creates useful and actionable goals that are used during goal setting meetings to consolidate learning and plan next steps.







# Connection to Assessments



# Mentoring to Improve...

1

1 Analyze

2 Develop

3 Implement

4 Evaluate

5 Review & Submit

Submit

## Implement

Implement the coaching plan you developed. Collect and submit the following artifacts (minimum of 6 total) 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 Content Instruction* 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 formats) that demonstrate your support of your mentee in developing improved classroom management skills 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 methods) that demonstrate your ability to monitor your mentee's progress toward the goals you outlined in Analyze, including a combination of observation notes/feedback, audio/video recordings of feedback conversations, and other relevant artifacts. The artifacts included should speak to both the mentee's ability to reflect on their progress toward identified and/or prioritized goals and how you, the mentor, planned specific interventions. 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 or recording, or justify the inclusion of each artifact in a written response (approximately 300-500 words).

**Artifact(s) to Submit:** 6-9 annotated artifacts demonstrating the implementation of the coaching plan

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





# Work Time



Louisiana Department of Education (LA)

Mentoring to Improve Classroom Management



Louisiana Department of Education (LA)

Mentoring to Improve Content Instruction





# Closure





# Preview of Module 4

- Use Gordon's Skill Development Ladder as a tool to build awareness of self-efficacy for maintaining momentum
- Understand the different types of support a mentor can provide and when each is most appropriate to implement
- Explain how to effectively implement classroom support
- Explain how to effectively provide resources and act as a curriculum/instructional specialist



# 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!



# Exit Ticket

Get two sticky notes:

1. Biggest takeaway
2. One question you currently have



MENTOR  
TEACHER

