



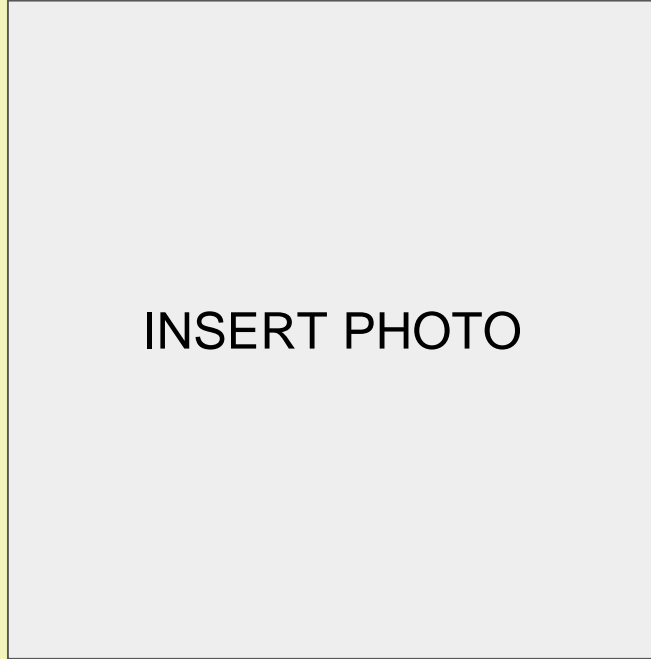
**Module 4:
Build Relationships & Provide
Support**

(City), LA

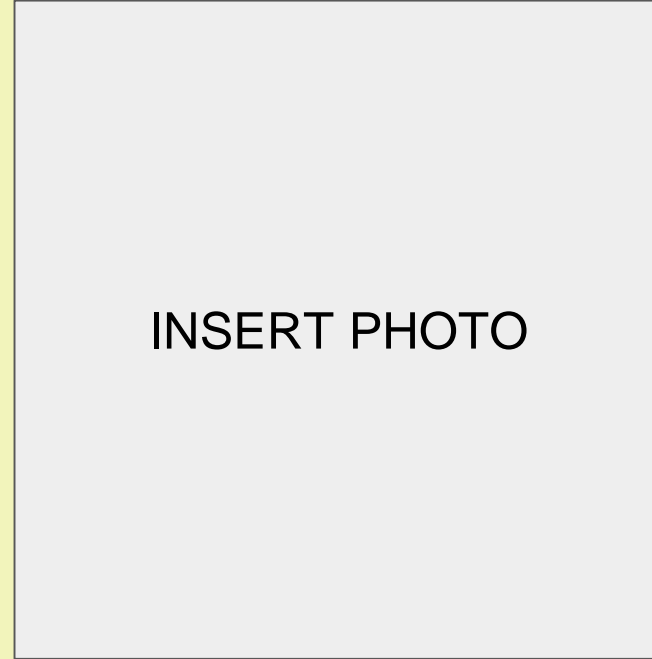
(Date)



Facilitator Introductions



<Insert name>



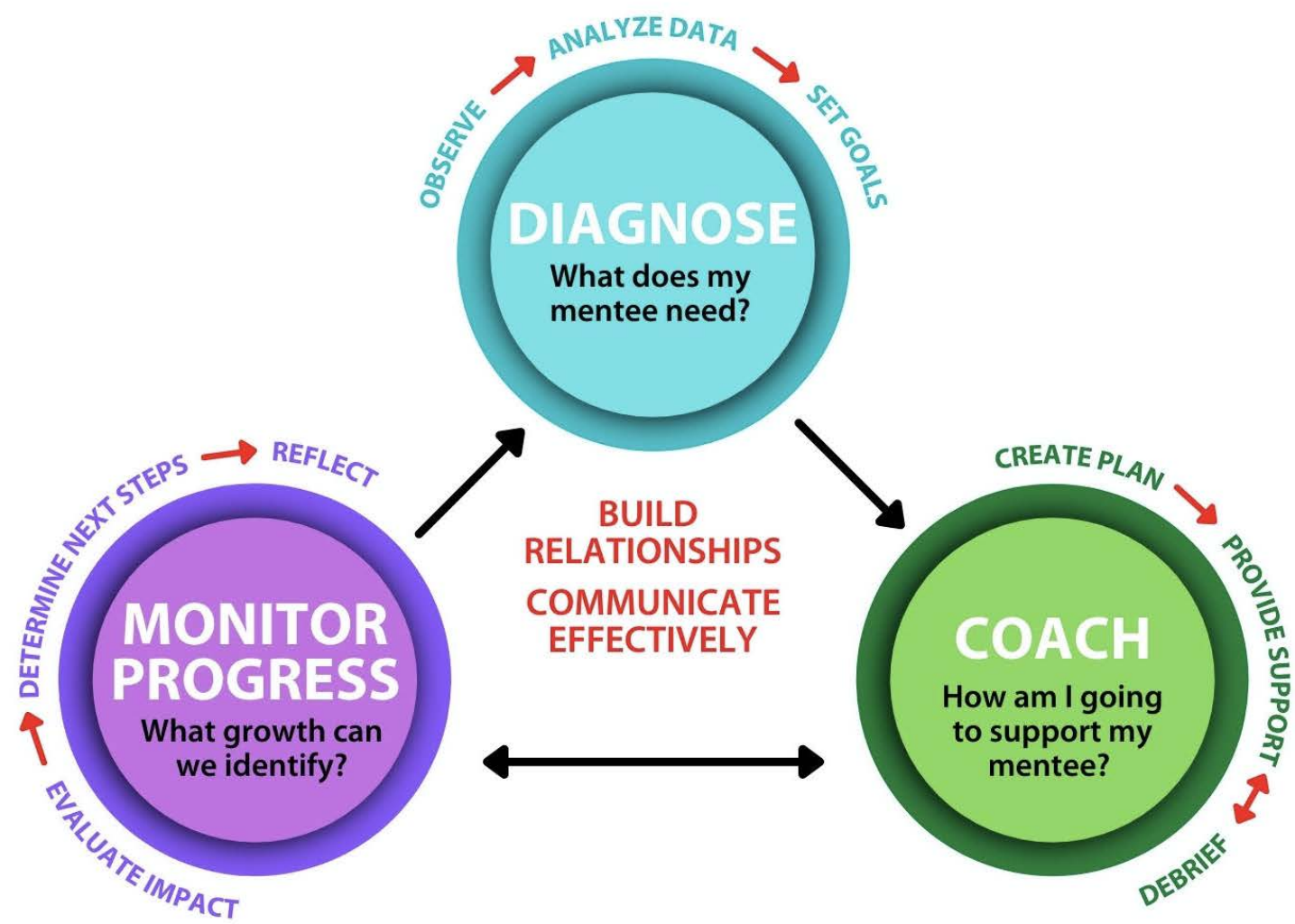
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Mentor Training Course Goals

- 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 and outcomes
- Build Relationships
 - Gordon's Skill Development Ladder
- Provide Support
- 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 of self and others



Module 4 Outcomes

- 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

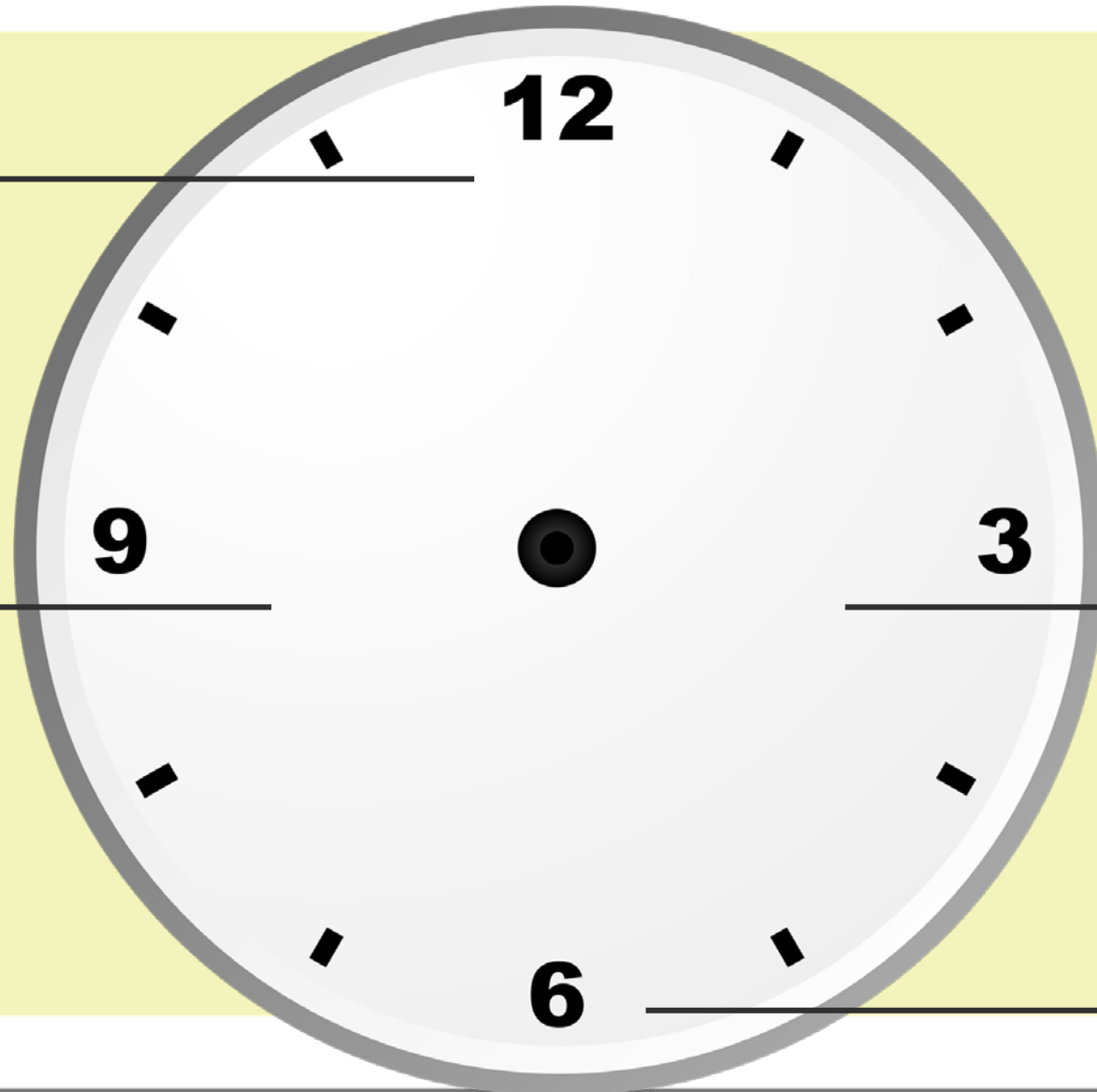




Takeaways and Questions



Let's Make a Date

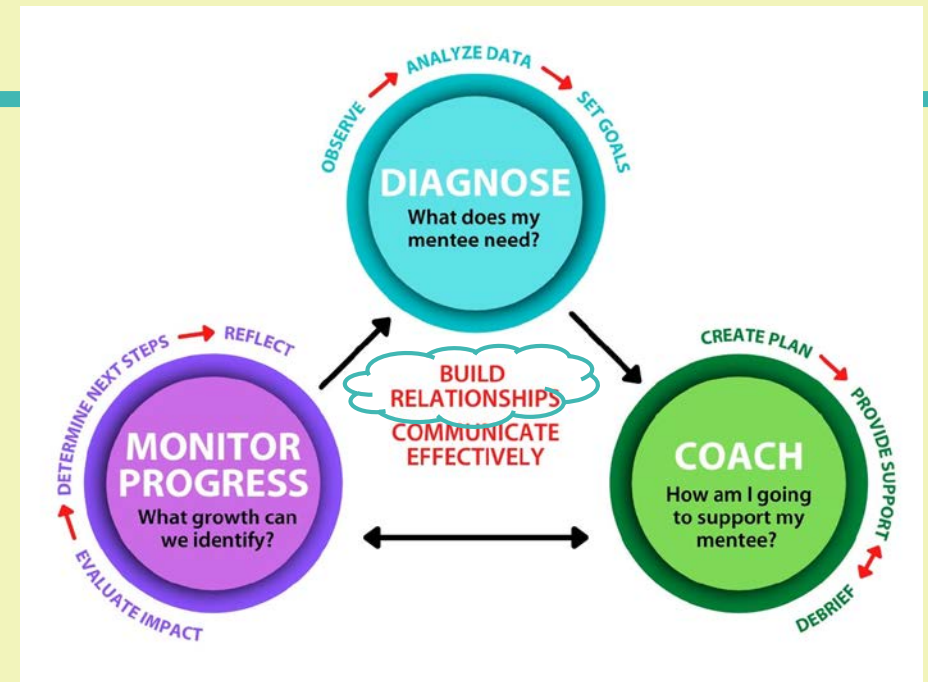




Build Relationships

Build Relationships: 3 Key Components

- Establish Trust
- Build Confidence
- Maintain Momentum





**Maintain Momentum with
Gordon's Skill Development Ladder**





Gordon's Skill Development Ladder



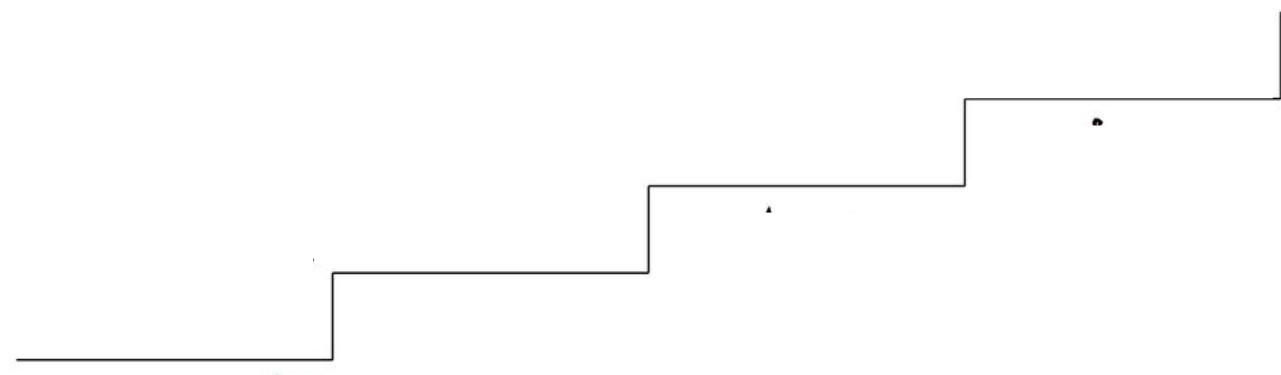
Stage 3: Conscious Competence





Let's zoom in on each level...

Gordon's Ladder of Skill Development





Maintain your own momentum

1. Complete the self-assessment in your handout.

1. Turn to a shoulder partner & discuss:

- What does this tell you about yourself as someone learning to be a mentor teacher?
- How will knowing this information about yourself help you move forward in the learning process?





Help your mentee maintain their momentum

How can understanding Gordon's Skill Development Ladder help me in working with my mentee?

- Meet up with your 3:00 partner.
- In your handout on page 9, you'll see two different statements a mentee could make if they were at each level of the ladder.
- Together, determine how you might respond using what you know about the ladder.
- Write a verbal response in the table.





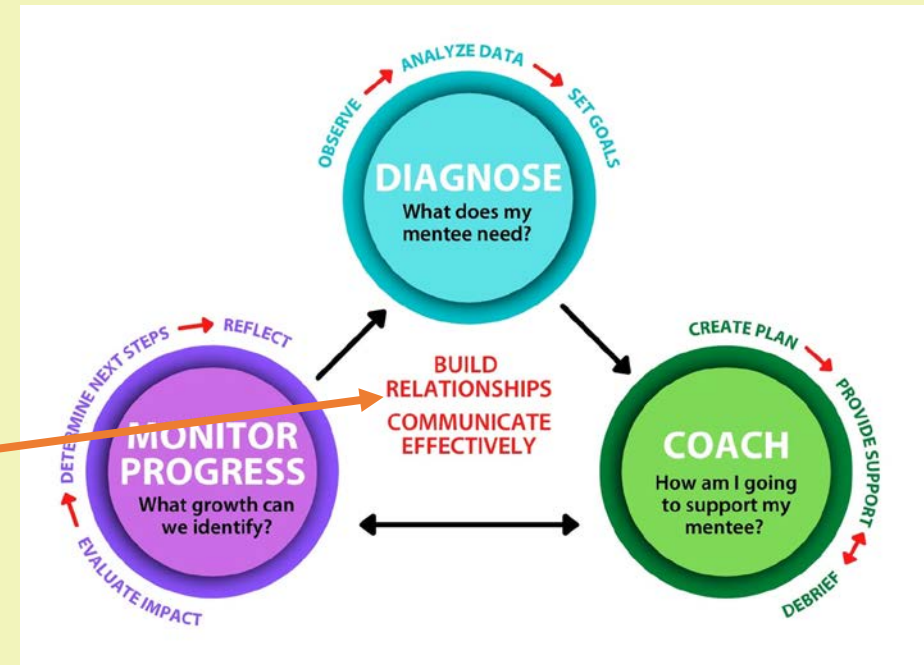
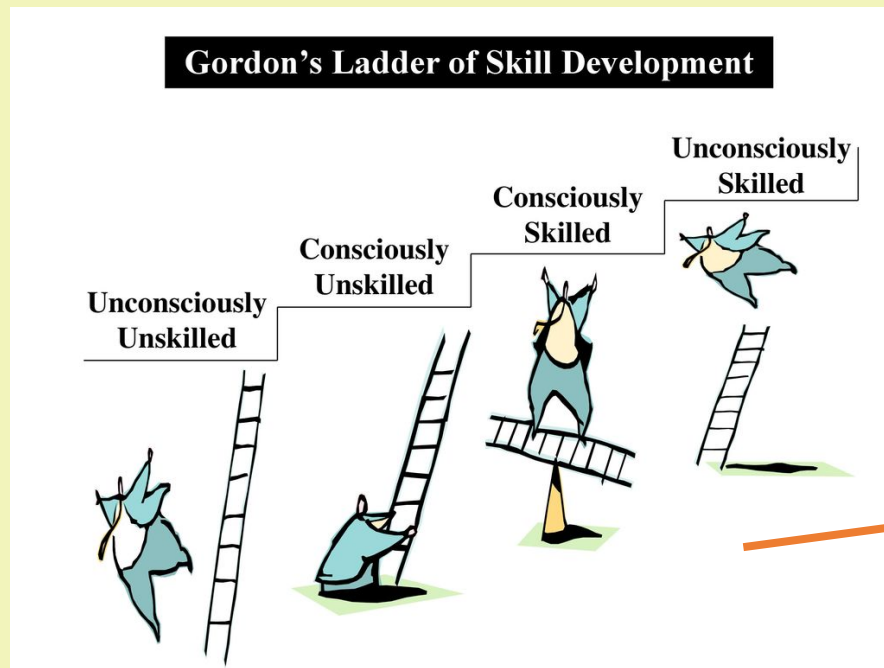
Whole Group Debrief

How can understanding Gordon's Skill Development Ladder help me in working with my mentee?



How does it all connect?

How does Gordon's Skill Development Ladder connect to the other components we've learned about in the Build Relationships component of the Mentor Cycle?



Summarize the learning

Jot down 1 or 2 sentences that summarize your learning from this part of the session.





Key Takeaway

Gordon's Skill Development Ladder is a tool mentors can use to maintain mentee momentum as they learn and grow.

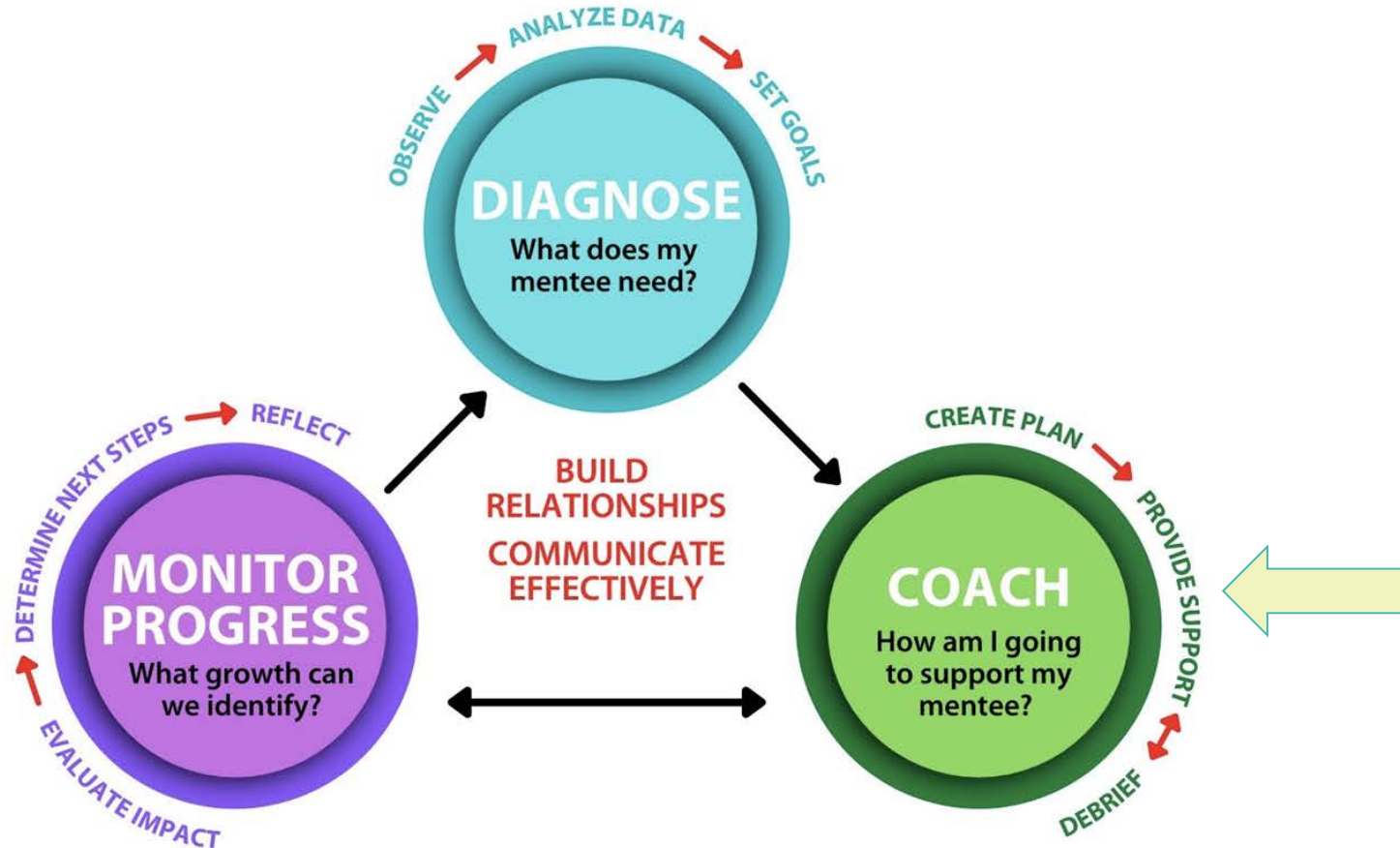




Provide Support



The Mentoring Cycle



Provide Support: 3 Key Components

- Classroom supporter
- Resource provider
- Curriculum/Instructional specialist



Classroom supporter

Purpose: influence teacher practice and the implementation of new strategies so that student learning increases.

Where support occurs: within the classroom while students are present.



Three levels of classroom support

Modeling

Co-teaching

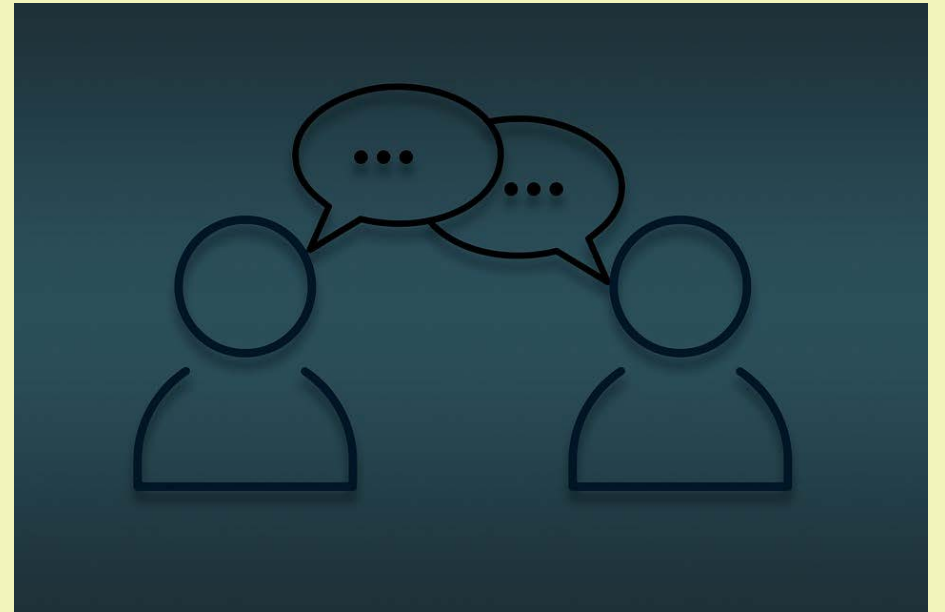
**Observation
with feedback**

Let's Jigsaw

1. With your trio, decide who will become the “expert” for each type of classroom support:
 - Modeling (p. 12-13)
 - Co-Teaching (p. 13-14)
 - Observation with Feedback (p. 14-15)
2. Read about your chosen topic.
3. As a group, complete the chart in the handout on page 16 for your assigned support.
4. Be ready to teach your fellow group members about your type of support.

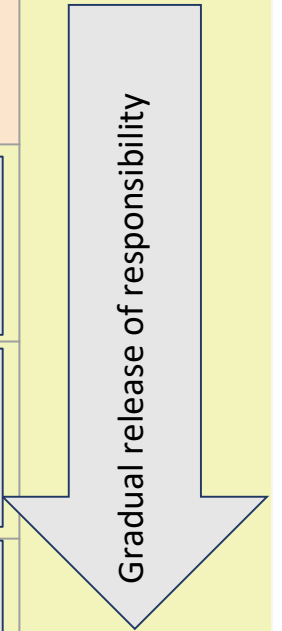
Jigsaw Share: Modeling

- Modeling group member ONLY:
 - Share your new learning with group members
- Refer to the table you completed in the handout.



Which method aligns best?

When the mentee is...	The mentor may...	The stance the mentor takes is...



Based on the work of J. Killion and C. Harrison from *Taking the Lead*.

Modeling

- **Share with students** what this growth opportunity is
- Make your **thinking & decision making visible**
- **Step in and out** of the teacher role vs. mentor role
- **Amplify** the thing you are modeling: make it **visible, BIG, and obvious**
- Encourage mentee to **watch how students respond** to the instruction
- The mentee should be actively engaged using a **look-fors checklist** that you create together
- Remember you don't have to model an entire lesson - **keep it focused!**

Get a peek into modeling in action



- With your trios...
- Read the transcript together.
- Discuss:
 - What do you notice?
 - What do you wonder?

Let's reflect

- How comfortable are you feeling about engaging in modeling for your mentee?
- When might you choose this method of support with your mentee?
- What pieces do you need additional practice with before feeling comfortable to model a lesson for your mentee?



BREAK!



Three levels of classroom support

Modeling

Co-teaching

**Observation
with feedback**

Jigsaw Share - Coteaching

- Return to trios for about 5 minutes.
- Co-teaching group member ONLY:
 - Share your new learning with group members.
- Refer to the table you completed in the handout



Which method aligns best?

When the mentee is...	The mentor may...	The stance the mentor takes is...
acquiring new content or instructional practices	support through modeling the new content or instructional practice in the classroom with students	Directive stance as a consultant/knowledgeable other/expert

Gradual release of responsibility

Based on the work of J. Killion and C. Harrison from *Taking the Lead*.

Co-teaching defined

“Two teachers working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction as well as the physical space.”

(Bacharach, Heck, & Dahlberg in Murphy & Scantlebury, 2013)

Types of Co-teaching

- One teaches, one observes students
- One teaches, one assists
- Station teaching
- Parallel teaching
- Supplemental teaching
- Alternative or differentiated teaching

Team Teaching

- Jigsaw
- Whisper-in
- Teach, pause, discuss
- Share roles

Co-Teach the Lesson



Let's reflect

- How comfortable are you feeling about engaging in co-teaching for your mentee?
- When might you choose this method of support with your mentee?
- What pieces do you need additional practice with before feeling comfortable to co-teach a lesson for your mentee?

Three levels of classroom support

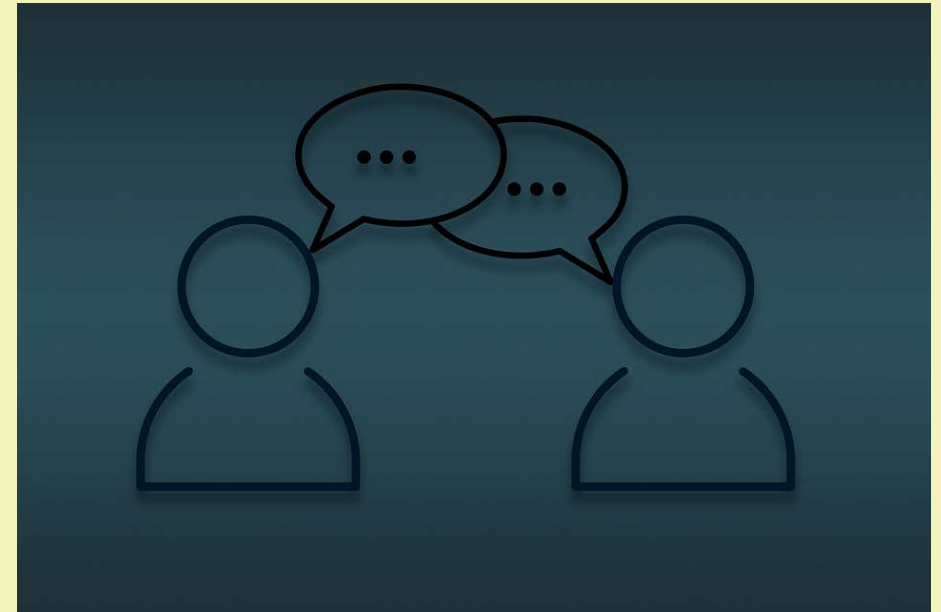
Modeling

Co-teaching

**Observation
with feedback**

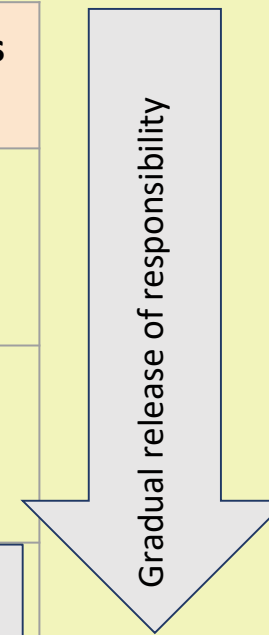
Jigsaw Share - Observation with feedback

- Return to trios for about 5 minutes.
- Observation with Feedback group member ONLY:
 - Share your new learning with group members.
- Refer to the table you completed in the handout



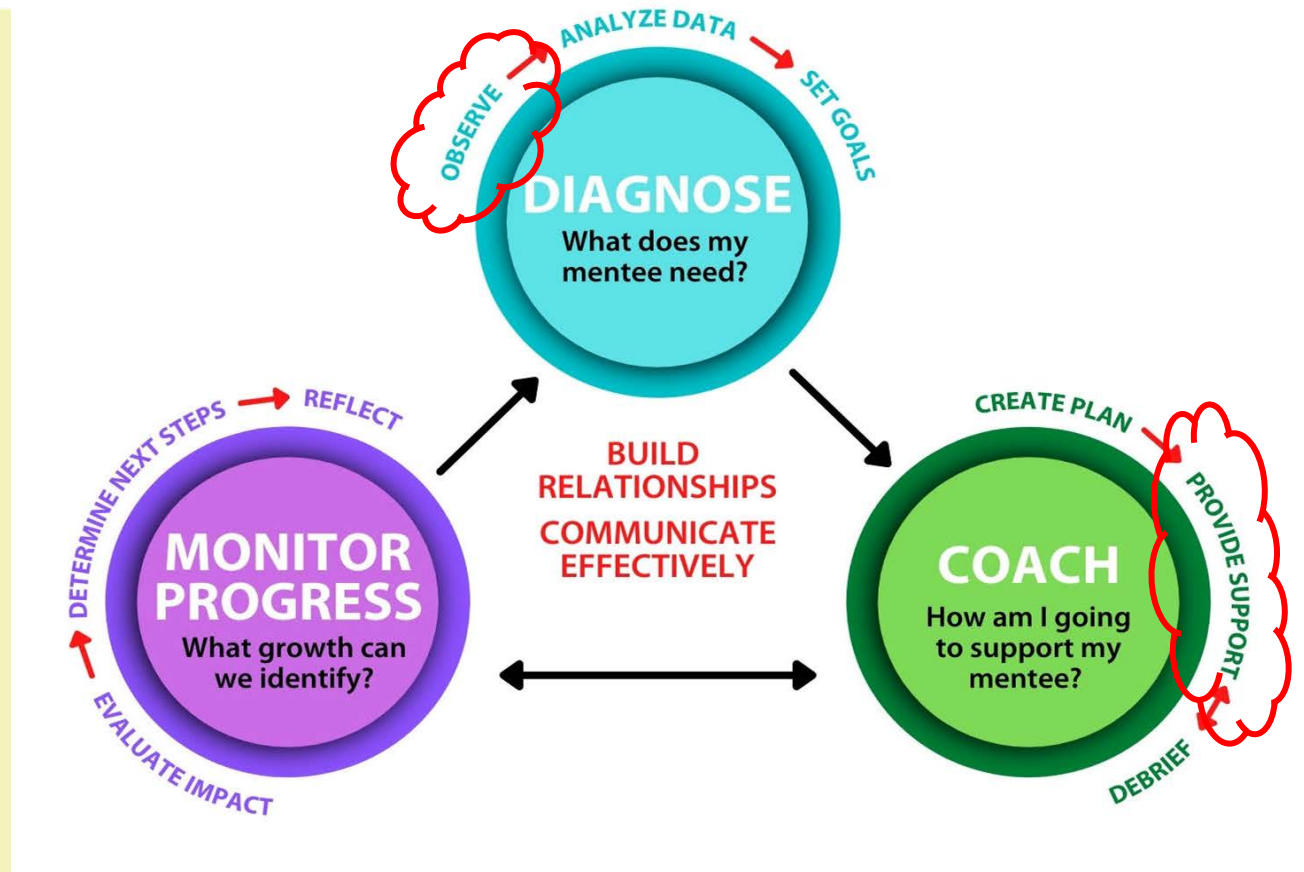
Which method aligns best?

When the mentee is...	The mentor may...	The stance the mentor takes is...
acquiring new content or instructional practices	support through modeling the new content or instructional practice in the classroom with students	Directive stance as a consultant/knowledgeable other/expert
ready to implement new content and/or practices with support	partner with the mentee by co-teaching with them in the classroom with students	Collaborative stance as a colleague/partner



Based on the work of J. Killion and C. Harrison from *Taking the Lead*.

Observation with feedback

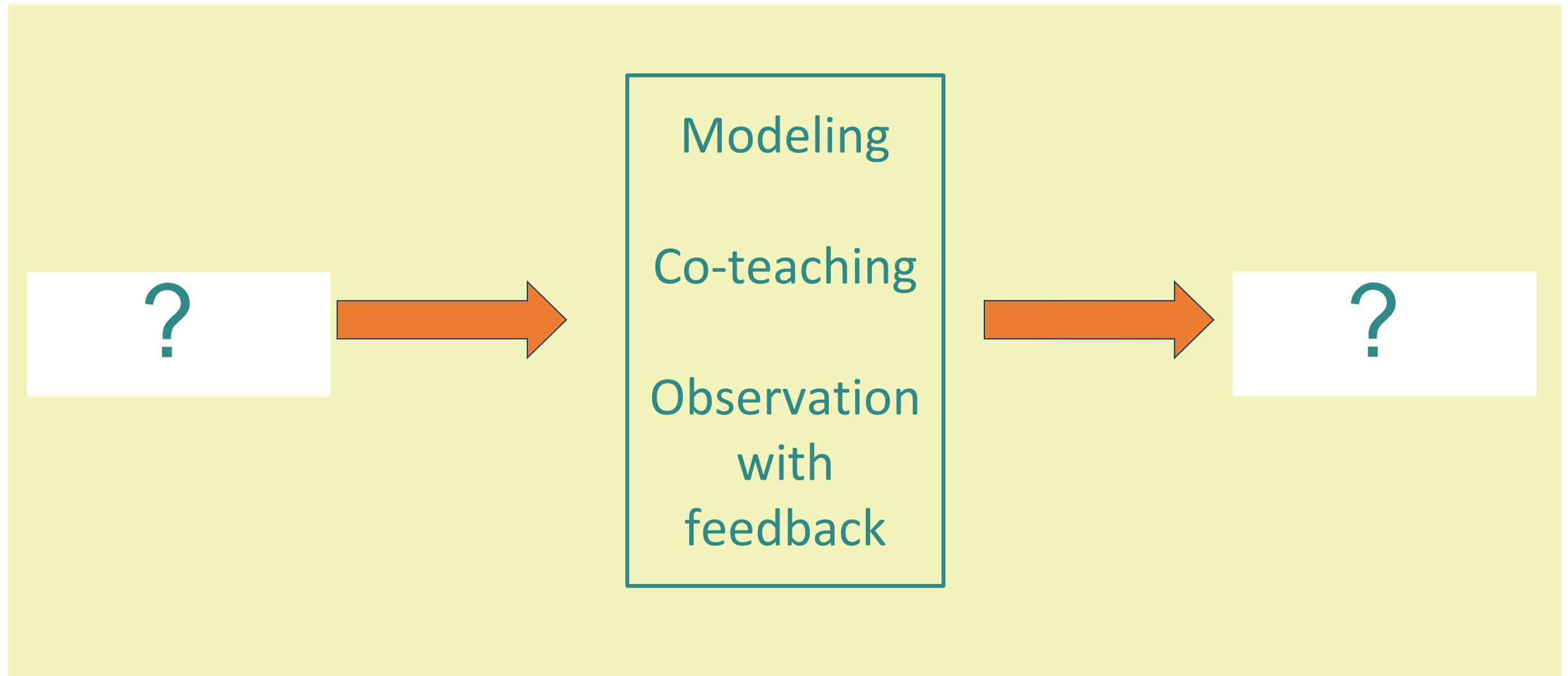


The act of observing is the same.
The purpose of the observation is different.

Let's reflect

- How comfortable are you feeling about engaging in observation with feedback for your mentee?
- When might you choose this method of support with your mentee?
- What pieces do you need additional practice with before feeling comfortable to do an observation with feedback for your mentee?

All 3 levels involve...



Co-Planning for modeling

- Revisit logistical **agreements**
- Confirm the **purpose/goal** of the lesson and **connection to SMART goal**
- Confirm that you're **modeling**
- **Make thinking visible** as you co-plan what the lesson requires to be successful
- Create a **“look-fors” checklist** based on the goal of the model lesson and the SMART goal



Common Planning Support Tool



Common Planning Time Support Tool

The activities listed below are considered best practices. Observers should select all activities that are observed. If "other" is selected, this indicates best practices are not observed.

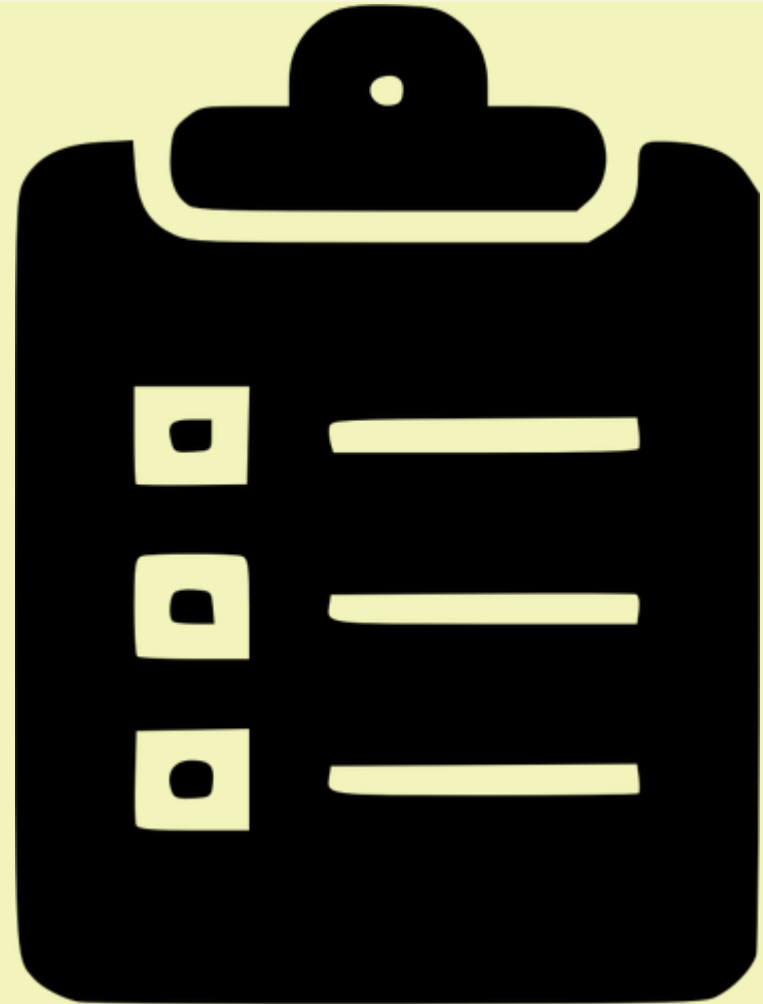
Obs	During planning in English, teachers:	During planning in math, teachers:	During planning in science, teachers:
Dur mat	<p>Prepare for the unit by:</p> <ul style="list-style-type: none"> Reading and summarizing the unit goal Analyzing the unit assessments to determine the knowledge and skills needed to be successful Reading, annotating, and discussing the unit texts to determine the big ideas, how they connect to the task, and what qualitative features¹ students might struggle with Tracing the development of knowledge and skills through sections and lessons Writing exemplars for writing and speaking tasks and identifying the range of responses <p>Prepare for the lesson by annotating the lesson plan to:</p> <ul style="list-style-type: none"> Determine high-leverage knowledge and skill look-fors Determine the purpose of each activity and question Identify possible student misconceptions Create exemplar responses Justify lesson changes and timing adjustments Incorporate instructional strategies to enhance student engagement Identify areas of need for small group instruction 	<p>Prepare for the unit by:</p> <ul style="list-style-type: none"> Reading and annotating the standards and/or unit overview Examining the sequence of lesson objectives Completing and analyzing the unit assessments Solving the conceptual understanding problems Identifying the models and strategies necessary to ensure students master the most difficult tasks in the unit <p>Prepare for the lesson by annotating the lesson plan to:</p> <ul style="list-style-type: none"> Complete the culminating task using the models/strategies highlighted Complete and analyze the problem set Distinguish between "Must Do" and "Could Do" problems Answer the student debrief questions Identify the questions to support students to master the lesson 	<p>Prepare for the unit by:</p> <ul style="list-style-type: none"> Identifying the disciplinary core ideas, science and engineering practices, and crosscutting concepts for the unit Outlining the unit storyline; identifying the problems students need to solve and questions that need to be answered Discussing how the disciplinary core ideas, science and engineering practices, and crosscutting concepts are threaded throughout the unit's storyline Identifying the appropriate places in the unit to address key understandings and/or misconceptions about the phenomenon and science concepts Reviewing the unit assessment <p>Prepare for the lesson by annotating the lesson plan to:</p> <ul style="list-style-type: none"> Determine connections to the phenomenon and opportunities to build understanding of key science concepts Review lesson guidance and lab safety requirements Prepare labs and hands-on activities Identify connections between the lesson and upcoming assessments
For			
Indi			
Indi		Other	
All t —in lang inte prep qual train			
Indi			
All t nece for s			
Other			Other

¹ Use the [informational](#) or [literary](#) rubric for qualitative text analysis.



Sample Look-fors checklist

- What do you notice?
- What do you wonder?





Co-planning for modeling transcript

- Meet up with 12:00 partner.
- Read the transcript together of a co-planning conversation.
- Review the look-fors developed as a result of the co-planning conversation. (p. 24)
- Discuss key takeaways & any lingering questions you still have about co-planning for modeling
 - What connections do you see to the common planning support tool?
- Be ready to share with the whole group.



Co-Planning for Co-teaching

- Revisit logistical **agreements**
- Confirm the **purpose/goal** of the lesson and **connection to SMART goal**
- Create a “**look-fors**” **checklist** for BOTH to use based on the goal of the lesson & SMART goal
- Confirm that you are co-teaching and select **best model for co-teaching** to achieve student and teacher learning outcome (jigsaw, whisper-in, teach-pause-discuss, share roles)
- **Make thinking visible** as you co-plan what the lesson requires to be successful
 - Including any tweaks you need to make to integrate your chosen co-teaching model



What's the same?
What's different?





Co-planning for Co-teaching transcript

- Meet back up with 12:00 partner.
- Read the transcript together of a co-planning conversation.
- Review the look-fors developed as a result of the co-planning conversation. (p. 29)
- Discuss key takeaways & any lingering questions you still have about co-planning for co-teaching
 - What connections do you see to the common planning support tool?
- Be ready to share with the whole group.



Co-Planning for Observation & Feedback

- Revisit logistical **agreements**
- Confirm the **purpose/goal** of the lesson and **connection to SMART goal**
- Create a **“look-fors” checklist** for mentor to use based on the goal of the lesson and the SMART goal
- **Prompt the mentee to make their thinking visible** as you co-plan what the lesson requires to be successful



What's the same?
What's different?





Co-planning for Observation transcript

- Meet back up 12:00 partner one final time.
- Read the transcript together of a co-planning conversation.
- Review the look-fors developed as a result of the co-planning conversation. (p. 32)
- Discuss key takeaways & any lingering questions you still have about co-planning for co-teaching.
- Be ready to share with the whole group.



Debrief

Co-Planning



Modeling
Co-teaching
Observation
with
feedback



**COMING
SOON!!
Debriefing**



Overcoming Barriers

Consider the following:





LUNCH!



Provide Support: 3 Key Components

- Classroom supporter
- Resource provider
- Curriculum/Instructional specialist



Personal Connection

Think of a time when a more skilled colleague shared a resource with you that really impacted your practice.

Briefly share this experience with a shoulder partner.

Resource Provider

- Helps teachers access and use resources for planning, instruction & assessment
- Offers resources requested by teachers
- Recommends resources that relate to topics of focus
- Shares research on emerging trends and best practices
- Supports teachers with accessing, selecting, using and evaluating resources that are high-quality and aligned
- Helps teachers integrate useful technology into their classroom instruction

Types of resources

- Materials to support differentiation
- Ideas for enhancing academic language
- Formative assessment tools
- Digital tools for effective technology integration
- High-quality curriculum supplements
- Evidence-based practices
- Instructional resources
- Stations/centers ideas
- Hands-on science experiments
-and more!



Resource Provider in Action

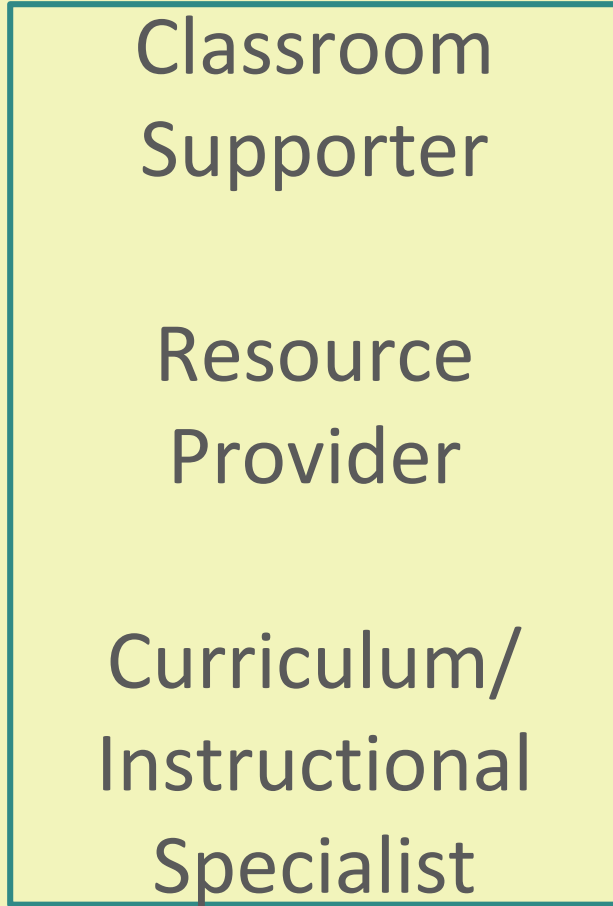
- Meet up with 9:00 partner.
- Read through the scenario.
- **Discuss:**
 - How does the coach initially provide support?
 - How does the coach go beyond simply finding & sharing the resources the teachers requested?
 - How do the teachers react when the coach shares the resources?
 - What was the long term impact of the coach's initial interaction with the teachers?
 - How did the initial interaction of simply sharing some resources turn into classroom support?

Whole Group Share

- How does the coach initially provide support?
- How does the coach go beyond simply finding & sharing the resources the teachers requested?
- How do the teachers react when the coach shares the resources?
- What was the long term impact of the coaches initial interaction with the teachers?
- How did the initial interaction of simply sharing some resources turn into classroom support like modeling and co-teaching?

Debrief

Co-Planning



**COMING
SOON!!**
Debriefing





Let's reflect

- What are some of the benefits of serving as a resource provider for your mentee?
- How confident are you feeling about providing this type of support to your mentee?
- What are some concrete actions you can take to ensure the resources you provide to your mentee are high-quality and aligned to their goal(s)?



Provide Support: 3 Key Components

- Classroom supporter
- Resource provider
- Curriculum/Instructional specialist



Curriculum/Instructional Specialist

“The roles of curriculum specialist and instructional specialist are two sides of the same coin...

Curriculum is what students learn and its sequence, including the learning outcomes that are aligned with a set of curriculum-specific or interdisciplinary standards and forms of assessments that determine the level or scope of student learning...

Instruction, on the other hand, is about how learning occurs...

Both are intimately related and influence each other.”

Taking the Lead, J. Killion & C. Harrison

What does this support look like?

Curriculum

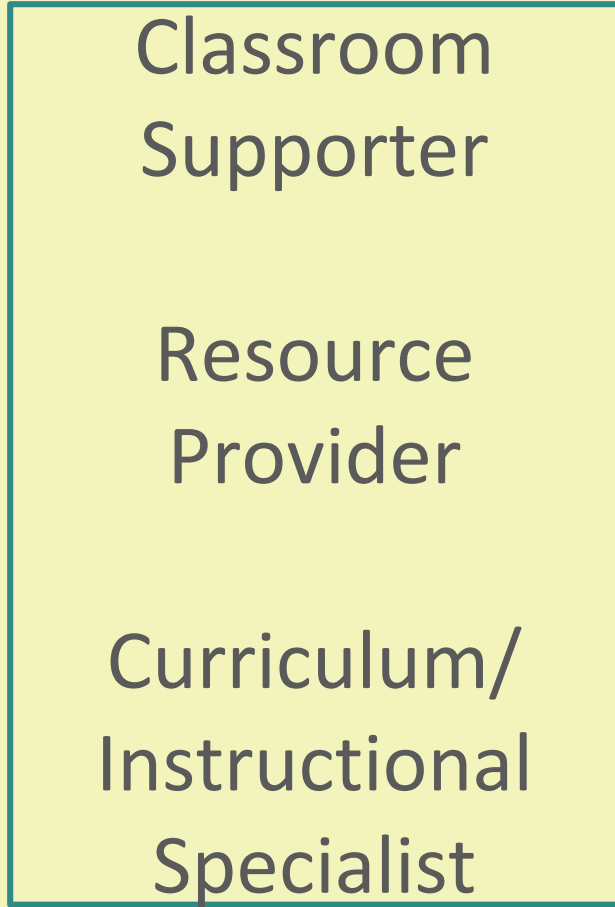
- developing mentee's understanding of the structure or organization of the curriculum
- deepening mentee's content knowledge
- helping mentees to understand the distinction between standards & curriculum
- helping mentees to effectively implement the district curriculum

Instruction

- helping mentees select & implement instructional strategies to meet the learning needs of all students
- aligning instruction with curricula and standards
- develop teaching capabilities for implementing an instructional model
- differentiating instruction strategies

Debrief

Co-Planning



**COMING
SOON!!
Debriefing**





Let's reflect

- How confident are you feeling about providing this type of support to your mentee?
- When might you provide this type of support with your mentee?
- Given your work so far with your mentee, how could you see these two roles benefiting them?





BREAK!





Scenario Practice





Try it out: Which support?

The teacher has been sharing with their mentor about how students really seem to get the concept she is teaching when they are working on procedural type math tasks, but when she puts the content into a new situation, like an application task, they can't seem to find or choose a solution pathway to solve the problem. The teacher would like to learn how to facilitate an application task to support students in choosing a method for attacking a task.





Try it out: Which support?

Your mentee feels confident in facilitating discussions during reader circles in their classroom. He utilizes the district curriculum to ensure he is asking text-dependent questions, however, he wants to pre-plan some scaffolds and maybe some sentence stems so he is ready for when students may struggle in finding the evidence to support their answers.





Try it out: Which support?

Your mentee shares with you that when students are working on procedural skill/fluency tasks that it seems to be a “hit or miss” in the classroom in that some students are selecting the right tools and others not. They are pretty inconsistent. The teacher needs some support in being a little more deliberate on helping students to select appropriate tools. He is starting to do it but just needs a little more help/guidance.





Try it out: Which support?

Your mentee wants to improve her ability to use a graph to show whether the quantities represented in relevant real-world scenarios are proportional. This is her goal because in a recent observation you noted that she was consistently modeling proportionality using data tables.





Try it out: Which support?

Your mentee wants to improve her ability in facilitating a writing lesson. While she would like to use something cutsie from Teachers Pay Teachers, she knows that there is a district curriculum that is supposed to be implemented. She shares it feels awkward and she isn't sure how to take her lessons and implement them with students and make it feel authentic.





Try it out: Which support?

Your mentee has been pretty reluctant to get started working on the goal they set which focuses on pulling small groups during reader circles time and thoughtfully planning activities for the students she is not meeting with. She shares that she has tried to search for resources online but she gets overwhelmed with the wealth of ideas out there and typically just shuts down before really digging into any particular resource.





Key Takeaway

When providing support for their mentee, mentors carefully consider the different roles they can undertake that will best meet the needs of the mentee.





Connection to Assessments



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 5

- Use powerful questioning in conversations related to mentee's growth and development
- Communicate clear and actionable feedback to mentee
- Create a mentoring plan to meet the specific needs of a mentee based on observation data
- Understand the different structures a debrief should take depending on the support provided
- Plan for and engage in a debrief conversation



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!
- Review the mentoring plan template at the end of today's handout.
 - Jot down thoughts and questions to discuss at the next session.

Exit Ticket

Get two sticky notes:

1. Biggest takeaway
2. One question you currently have



MENTOR
TEACHER

