Louisiana Department of Education Mentor Teacher Training

Module 5:
Communicate Effectively, Create Plan & Debrief

(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 5 Agenda:

- Welcome and outcomes
- Communicate Effectively
    - Ask Questions
    - Give Feedback
- Create Plan
- Debrief
- Connection to Assessments
- Closure

Mutual Commitments:

Make the learning meaningful

Engage mentally and physically

Notice opportunities to support the learning of others

Take responsibility of own learning

Own the outcomes

Respect the learning environment including use of technology

Module 5 Outcomes:

- 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

The Mentoring Cycle
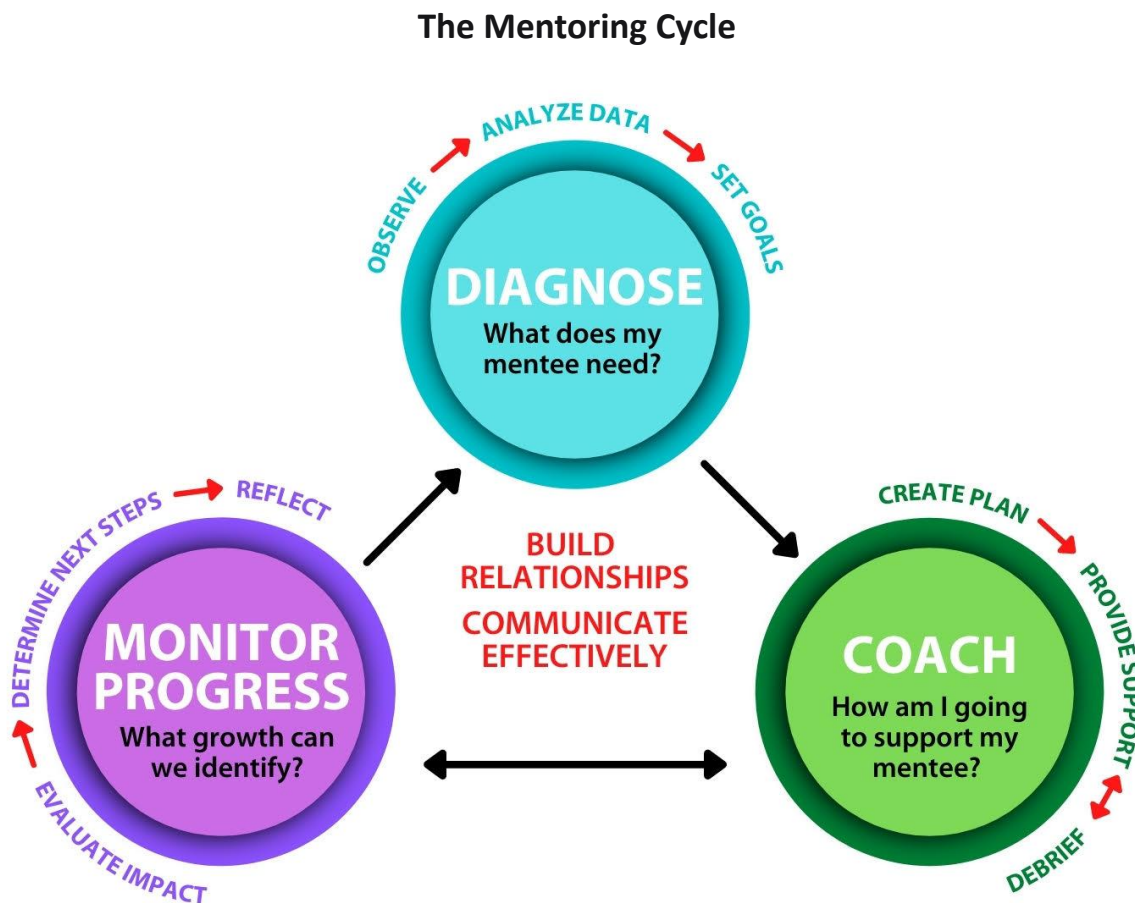
Communicate Effectively

Communicate Effectively: 3 Key Components

- Listen and paraphrase

- Ask questions

- Give feedback

The Power of Questions

Three Types of Conversations

	Telling: Explicitly demonstrating and/or communicating information *Not many questions*	Teaching: Showing how to think about something in a new, generative way *Some questions*	Supporting and Questioning: Helping teachers to develop new insights and journey to new knowledge *All questions*
	Consult	**Collaborate**	**Reflect**
Purpose	Provide information, technical assistance, solve a problem, give advice.	Share ideas and problem solve collaboratively.	To improve instructional decision making and increase reflection on practice.
Actions	Providing resources, demonstrations (including model lessons), offering assistance in accessing resources.	Brainstorming, co-planning/co-teaching, exchanging resources, action research.	Learning-focused conversations, which include inquiry, reflection, generation of insights regarding professional practice, and reconstruction.
Language	Pay attention to…It's a good idea to… Always… Keep in mind…	We might… Let's… How might this affect our…?	What might be some ways to…? What research supports your decisions to…?

Adapted from Lipton, L. & Wellman, B. *Mentoring Matters, a Practical Guide to Learning-focused Relationships.*

A Continuum of Questioning

	Consult	Collaborate	Reflect
	Suggestions	**Suggestions Disguised as Questions**	**Powerful Questions**
Examples	You could have students use the rubric to assess their own papers.	What would happen if students used their rubric to assess their own work?	What options could we consider to help students work more for themselves?

Suggestions	Suggestions Disguised as Questions	Powerful Questions

Where would you sort the following statements/questions into the above 3 categories?

What do you think about trying partner reading?
How else might you assess their understanding?
What do you think it means that all of the students used that strategy?
Equity sticks can increase student participation.
What do you think of this objective? [shares objective]
What are you noticing about how this class transitions between activities?

Characteristics of Powerful Questions

1. *Reflect active listening and understanding of the perspective of the receiver of the question*
2. *Free of judgment and assumptions and assume positive intent on the part of the receiver of the question ("How do you think the lesson went?")*
3. *Evoke discovery, insight, commitment, or action on behalf of the receiver of the question*
4. *Challenge current assumptions*
5. *Create greater clarity and possibility of new learning*
6. *Meant to help the receiver of the question*
7. *Open-ended, inviting complex thinking and reflecting*
8. *Use language that is exploratory ("What are some possible ways?")*
9. *Use introductory phrases (As you . . . When you . . . While you . . . Given that . . .)*
10. *Spoken in an approachable voice, signaling inquiry, rather than a credible voice, which implies authority*
11. *Don't have a hidden agenda*
12. *Avoid beginning with the word "why"*

Common Mistakes when trying for Powerful Questions

1. Asking solution-oriented questions

2. Answering your own questions

3. Asking multiple questions at the same time

4. Seeking one "right" answer

5. Asking rhetorical questions

6. Asking leading questions

7. Interrupting or failing to interrupt when it's needed

8. Asking judgemental-sounding "why" questions

9. Making suggestions that are veiled as questions

Primary Purposeful Questions

- What are you noticing about...?

- What are you getting out of...?

- What do you value about…?

- What do you want students to know about…?

- What do you want students to learn about…?

Secondary Purposeful Questions

Purpose of the question	Examples
Clarifying	- What are you hoping will happen here? - Can you tell me more about…? - What do you mean by…? - What were you thinking when…? - What is the purpose of...?
Probing thinking	- Why is this important to you? - What are you loving/valuing/appreciating about that? - How does that align with your beliefs? - What went well? - What might you want to change for the future? - What would you do if….? - What does it look like/sound like/feel like to you when…?
Identifying outcomes	- How does this match to the standards? - What important behaviors might we see in students when they…? - What is the intended learning? - How will you know students have learned the intended outcome? - How will students know they have achieved the learning outcome? - How will you share the learning expectation with them? - What are you hoping to accomplish?
Planning for action	- What are you planning to…? - How are you going to…? - How can you apply…? - What support do you need?

	● What is your plan? ● What do you want to stay mindful of as you implement this plan? ● What will you do first? ● What do you need to consider as you plan this instruction? ● How might ___ make a difference in your classroom?
Assessment/ Learning	● What do you think it means…? ● What are you learning from…? ● What are the prerequisite skills needed to be successful here? ● Knowing your students and their needs, what makes sense as a next step? ● What are you basing that on? ● Which students do you anticipate needing extra support? ● What are your thoughts about how successful students will feel as a result of this experience? ● How do you feel about that?
Considering options	● Are there other ways to try that? ● What else is possible here? ● How else might you…? ● What is stopping you from…? ● What would happen if…? ● What have you tried so far? ● What other options might you consider? ● What is just one more way to think about this? ● What do you think is best? ● What's worked well for you in this situation before? ● What are some possible solutions to this issue? ● What are the advantages/disadvantages of this option? ● What options best fit your goals?

Purposeful Questions Practice

Scenario 1: *Your mentee comes to you wanting additional ideas for making connections with their students. The mentee shares that they did the typical "get to know you" activities at the start of the school year, but feel like that isn't enough and wants to go deeper using some culturally responsive teaching techniques. They are at a loss on even where to start.*
Primary Question:
Secondary Questions:
Paraphrases:
Notes:

Scenario 2:

Your mentee comes to you about how she feels like her high school students seem to just give up at the slightest bit of struggle in her class. She understands it's important for her students to productively struggle in math, but she isn't sure how to support students in persistence and effective effort. She often feels frustrated at what feels like her students' lack of effort.

Primary Question:

Secondary Questions:

Paraphrases:

Notes:

Let's Reflect
1. Where in the mentor cycle do I see myself using the skill of questioning?

2. What did I learn today about asking powerful questions?

3. What aspect of questioning do I most want to continue to practice?

Key Takeaway:
Asking powerful questions enables mentors to better understand what their mentee is thinking, move mentee thinking, and increase mentee buy-in

Communicate Effectively: Give Feedback

3 Key Components

- Listen and paraphrase

- Ask questions

- Give feedback

What's been your experience with feedback?

What is a situation in which effective feedback helped you grow as a professional?
What is a situation in which feedback wasn't effective and didn't help you grow as a professional?
What made the difference?

Notes on Providing Feedback

External Learning partner → Internal Learner

Responsibility/Control/Engagement

Information / Low cognitive demand — Outcome — Knowledge / High cognitive demand

Feedback

Desistance	Correction	Approval/ Disapproval	Attribution	Evaluation	Assessment	Analysis	Construction	Deconstruction
Don't guess about your students' learning.	Use multiple types of formative assessment to determine if students grasped the lesson.	I like that you created an anchor chart to facilitate students' achievement and use of the learning.	You are a natural teacher.	Your performance is a 3 on a 4-point scale.	You are a 3 rather than a 4. You did not meet all the criteria in the area of instructional planning.	Your instructional planning is based on data about student performance, yet there was no evidence that you integrated formative assessment into instruction to determine if students achieved the learning target. OR Examine the lesson for the four major criteria of the rating of 4. How did you address each criterion in your planning? Which is the strongest and which is the weakest? How can you strengthen the weakest?	Your experiences are illuminating which the kind of formative assessment we are discussing might not be appropriate. One is assessing within your lessons so that you are better able to assess students' achievement. There are multiple ways within this lesson to do that. First, you might ... Then, you might .... Or, you might.... OR As you think about this lesson and your analysis, what conclusion are you drawing about your use of formative assessment that will help you plan future lessons?	There are situations in which the kind of formative assessment we are discussing might not be appropriate. One is assessing too early in the lesson when students need more practice. If teachers assess too soon, they may not see results yet and make inappropriate decisions or they may think students are not making any progress. OR Under what circumstances might the kind of formative assessment be appropriate? What unknown limitations might be created in designing appropriate assessments for the lessons?

Tool 12.4

Feedback typology table, continued

Chapter 12: Learner

16

Louisiana DOE Mentor Teacher Training, Module 5

Types of feedback: Which are effective? Why?

Breakout Room 1	
● What are the differences among the types of feedback? (Pay attention to the subtle differences between 'construction' and 'deconstruction')	
● Across the different types, with whom does the sense of responsibility, control, and engagement lie?	
● Across the different types, what is the outcome you can expect from the feedback?	
● Which types of feedback are the most learner-focused?	
● What connections do you see to the effective feedback experiences you shared earlier?	
● What connections do you see between learner-focused feedback and the other forms of effective communication we've been learning about?	

Learner-Centered Feedback

Do's	Don'ts

Reflect on your use of feedback as a mentor

- Which type of feedback have you been using most often in your mentoring practice?

- Where do you want to try to push your feedback practice to?

- What specifically are you going to do to make that shift?

Key Takeaway

Providing clear and actionable feedback enables a mentee to take ownership and agency in their learning.

Coach: Create Plan

Create Plan: 3 Key Components

- Clarify the new learning

- Align the method of support

- Write a mentoring plan

Content	Practice
What does my mentee need to understand?	What do I lean on in my teaching practice in order to do this?
What does our curriculum recommend?	What does my mentee need to be able to do?
How could my mentee gain this knowledge?	How could my mentee gain this skill?

"What Does My Mentee Need to Learn?"
Example SMART Goal:

The teacher will effectively facilitate application tasks during math instruction in unit 4 so students can better plan and choose a solution pathway when applying their mathematical knowledge to different situations as measured by at least 90% of students achieving passing scores on application tasks on the post assessment.

Notes:

Clarify the New Learning: SMART Goal 1

Goal: *I will study and implement 2 new strategies to support my students in reading and understanding complex, grade-level texts.*	
What does the mentee need to learn?	
What are the content and practice learning priorities?	
What would I need to learn as their mentor?	

Clarify the New Learning: SMART Goal 2

Goal: *Over the course of the next math unit, we will study & implement 3 new instructional strategies to ensure I am able to facilitate productive math discourse with my students.*	
What does the mentee need to learn?	
What are the content and practice learning priorities?	
What would I need to learn as their mentor?	

Clarify the New Learning: SMART Goal 3

Goal: *During the second 9 weeks grading period, I will incorporate effective culturally responsive teaching practices during my SEL/homeroom time so that I can better create an inclusive learning environment for all students.*	
What does the mentee need to learn?	
What are the content and practice learning priorities?	
What would I need to learn as their mentor?	

> Notes on Clarifying New Learning:

Mentor Learning Before Mentee Learning

Review: What does the mentee need to learn and be able to do?

Consider: What do you (the mentor) need to know and be able to do to support the mentee?

Plan: What resources are available to support new learning?

Write Mentoring Plan

> **Notes on writing a mentoring plan**

Mentoring Plan

Mentee SMART goal

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline

How will you monitor your mentee's progress toward the identified goals?

Mentoring Plan

Mentee SMART goal

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline

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Mentoring Plan

Mentee SMART goal

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline

How will you monitor your mentee's progress toward the identified goals?

One-sentence summary

Key Takeaway
Mentoring plans keep mentor and mentee on track to achieve SMART goals

Coach: Debrief

What is a debrief?

- Opportunity to reflect on the new learning acquired from the support given

- Takes place following most supports

- Debrief may look a little different depending on support provided

The debrief may differ...

Modeling	Co-teaching	Observation with feedback	Resource provider	Curriculum/instructional specialist

Debrief: 3 Key Components

- Plan for debrief

- Engage in debrief

- Revisit Plan

Why debrief?

- Time to reflect on the new practice either observed or engaged in and its impact on student learning

- Mentee identifies the reasons, process, and/or strategies that made the teaching successful or not successful

- Mentee makes a plan for applying new learning into their practice

- Learning is amplified in the debriefing

Debrief Template

Suggested Guiding Questions for Discussion	Debrief Planning Notes	Debrief Meeting Notes
Primary Questions		
How did <insert support> help you and your students in reaching desired outcomes?		
What was most effective about <insert support> on impacting student learning and teaching practices?		
What was not effective about <insert support> on impacting student learning and teaching practices?		
Application Questions		
What will you integrate <insert support> into your teaching? How will you do that?		
What would you change/modify if using <insert support> in future lessons and why?		
Clarifying Questions		
What parts of <insert support> still need further clarification?		
What lingering questions do you have regarding <insert support>?		
Closing Questions		
What is/are the top learnings you are taking away from this experience?		
How can I support you as you continue working on this SMART goal?		

How can we improve our agreements and processes for future <insert support>?		
Let's revisit the plan, what should come next?		

Debrief: Mentoring Plan Example

Mentee SMART goal
Throughout the next unit, I will create and implement differentiated stations based on student data from the unit pre-assessment, formative assessments throughout the unit, and daily exit tickets to ensure all students have an opportunity to master the content.

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline
planning	*we will create/review the pre-assessment for the unit together*	*the mentor will be able to ensure that the pre-assessment the mentee creates is effective*	*we still start meeting by reviewing partnership agreements*	*10/18 at 2:00*
planning	*we will review the data and create the differentiated stations for the unit*	*the mentee will have the support of the mentor in reviewing the data and they will co-develop the differentiated stations*	*by bringing ideas ready to use to respect the limited amount of time*	*10/20 at 2:00*
Co-Teach	*mentee will implement the differentiated stations with students*	*the mentor will introduce and monitor the stations to make sure everything is set up for success in the beginning*	*writing a supportive note after the co-teach*	*10/25-10/26*
Debrief	*debrief how the week has gone*	*the mentor will facilitate the*	*engage in reflection and*	*10/29*

	with the differentiated stations	*debrief to ensure impact on students is discussed*	*share student work to show impact*	

How will you monitor your mentee's progress toward the identified goals?

I will collect lesson plans, artifacts from differentiated stations, informal observations.

I will collect student work from stations, exit tickets, post assessment scores.

Debrief Template Example

Suggested Guiding Questions for Discussion	Debrief Planning Notes	Debrief Meeting Notes
Primary Questions		
How did **co-teaching** help you and your students in reaching desired outcomes?	-Teacher felt comfortable implementing stations -Was able to focus on small group learning	
What was most effective about **implementing the differentiated stations** on impacting student learning and teaching practices?	-Sts were working on personalized content -All individual needs being met -T targeted instruction at small group table	
What was not effective about <insert support> on impacting student learning and teaching practices?		
Application Questions		
What will you integrate <insert support> into your teaching? How will you do that?		
What would you change/modify if using **co-teaching** in future lessons and why?	-I'd leave once Sts got going; they were doing great on their own	
Clarifying Questions		
What parts of <insert support> still need further clarification?		
What lingering questions do you have regarding **implementing differentiated stations**?		
Closing Questions		
What is/are the top learnings you are taking away from this experience?	-I hope he/she saw the payoff in taking the time to plan such station work	
How can I support you as you continue working on this SMART goal?	-Check back in later in the week to see how things are going	

How can we improve our agreements and processes for future <insert support>?		
Let's revisit the plan, what should come next?	-We have a meeting set for 10/29; we will check back in then.	

Notes on example pre-planned debrief tool:

Scenario 1
Scenario: The following was the mentee's SMART goal that they were working on with their mentor: *I will study and implement 2 new strategies to support my students in reading and understanding complex, grade-level texts.* One of the strategies they worked on together was engaging students in multiple reads of short, complex texts with heavy teacher support. After co-planning a lesson together, the mentor modeled this practice for their mentee. The mentee utilized their look-fors checklist while the mentor taught a guidebooks lesson. Students were highly engaged during the lesson and formative assessment data (the exit ticket) showed that students deeply understood the major concepts of the text and lesson. *Write the debrief based on the impact of the modeling this mentor did for their mentee.*

Suggested Guiding Questions for Discussion	Debrief Planning Notes	Debrief Meeting Notes
Primary Questions		
How did <insert support> help you and your students in reaching desired outcomes?		

What was most effective about <insert support> on impacting student learning and teaching practices?		
What was not effective about <insert support> on impacting student learning and teaching practices?		
Application Questions		
What will you integrate <insert support> into your teaching? How will you do that?		
What would you change/modify if using <insert support> in future lessons and why?		
Clarifying Questions		
What parts of <insert support> still need further clarification?		
What lingering questions do you have regarding <insert support>?		
Closing Questions		
What is/are the top learnings you are taking away from this experience?		
How can I support you as you continue working on this SMART goal?		
How can we improve our agreements and processes for future <insert support>?		
Let's revisit the plan, what should come next?		

Scenario 2

Scenario:
The following was the mentee's SMART goal that they were working on with their mentor:

Over the course of the next math unit, we will study & implement 3 new instructional strategies to ensure I am able to facilitate productive math discourse with my students.

One of the strategies this mentee and mentor worked on together was to really hone in on two of the 5 practices for orchestrating productive mathematics discussion- selecting particular student work and sequencing students' responses. They decided to utilize the co-teaching method on their mentoring plan to support the mentee with these practices. After co-planning what this would look like for the lesson, they went and co-taught. During the co-teach, the mentee took the main role, while the mentor was mainly there as support if needed. After the mentee selected the student work that she thought should be shared during the whole group discussion, the mentor helped to sequence the responses in a way that would support the discourse to follow. *Write the debrief based on the impact of the co-teach this mentor and mentee engaged in.*

Suggested Guiding Questions for Discussion	Debrief Planning Notes	Debrief Meeting Notes
Primary Questions		
How did <insert support> help you and your students in reaching desired outcomes?		
What was most effective about <insert support> on impacting student learning and teaching practices?		
What was not effective about <insert support> on impacting student learning and teaching practices?		
Application Questions		
What will you integrate <insert support> into your teaching? How will you do that?		
What would you change/modify if using <insert support> in future lessons and why?		
Clarifying Questions		
What parts of <insert support> still need further clarification?		

What lingering questions do you have regarding <insert support>?		
Closing Questions		
What is/are the top learnings you are taking away from this experience?		
How can I support you as you continue working on this SMART goal?		
How can we improve our agreements and processes for future <insert support>?		
Let's revisit the plan, what should come next?		

Scenario 3
Scenario: The following was the mentee's SMART goal that they were working on with their mentor: *During the second 9 weeks grading period, I will incorporate effective culturally responsive teaching practices during my SEL/homeroom time so that I can better create an inclusive learning environment for all students.* The mentee was really struggling with how to plan an effective SEL lesson. She had great connections with her students, but the lessons never seemed to go the way she wanted them to. The mentor and mentee sat down to plan out a week's worth of SEL lessons. They created a new lesson plan template together, drafted out the timing of each part of the lesson, and scripted questions she would utilize during discussions. Then the mentee implemented the lessons the following week. *Write the debrief based on the impact of the planning session this mentor and mentee had.*

Suggested Guiding Questions for Discussion	Debrief Planning Notes	Debrief Meeting Notes
Primary Questions		
How did <insert support> help you and your students in reaching desired outcomes?		

What was most effective about <insert support> on impacting student learning and teaching practices?		
What was not effective about <insert support> on impacting student learning and teaching practices?		
Application Questions		
What will you integrate <insert support> into your teaching? How will you do that?		
What would you change/modify if using <insert support> in future lessons and why?		
Clarifying Questions		
What parts of <insert support> still need further clarification?		
What lingering questions do you have regarding <insert support>?		
Closing Questions		
What is/are the top learnings you are taking away from this experience?		
How can I support you as you continue working on this SMART goal?		
How can we improve our agreements and processes for future <insert support>?		
Let's revisit the plan, what should come next?		

Non-negotiables for debriefs

- Is an open and honest discussion about how the support went

- Private

- Aligns to the Partnership Agreement between mentee and mentor

- Can utilize factual observation notes

- Uses evidence to support the discussion

- Impact on student learning should always be part of the discussion

- Generate and discuss ideas for next steps with regard to the coaching plan

Types of evidence that can be collected during a mentoring cycle

TRANSCRIPT: Debrief Conversation

Mentor: *I am glad we were able to find a time to sit down and just have a quick debrief conversation about our co-teach from earlier in the week.*

Mentee: *Same here!*

Mentor: *And I can't wait to hear how the rest of the week went with implementing your differentiated stations. So let's first talk about the co-teaching experience. How did co-teaching help you and your students during the lesson?*

Mentee: *Since this was my first time implementing these types of stations it was super helpful to have you there and really show me that it can be done with strong expectations and management pieces in place. Having never co-taught before, I wasn't really sure how things would go. I don't really like other adults in the room when I am teaching, but this felt different.*

Mentor: *Why do you think it felt different?*

Mentee: *Maybe because we had planned everything out together prior….so I knew we were on the same page.*

Mentor: *That makes sense! What do you feel like was most effective about implementing the differentiated stations?*

Mentee: *I think it was two things - the first being that all students were super engaged in the learning taking place in the stations.*

Mentor: *I noticed that too. Why do you think that was?*

Mentee: *I think because I had really utilized the information from the pre-assessment to personalize what kids would be working on in their station work.*

Mentor: *You mentioned two things, what was the second?*

Mentee: *Oh yeah! I was able to really target instruction during small groups to address learning gaps for my students. I didn't have to worry about what the other students were doing or if they were on task because truly everyone was engaged.*

Mentor: *I really noticed that too! Once all students got started on their station work and saw that this was the expectation, they were really into the work. I felt like I could have left halfway in because everyone was on task. Setting those expectations ahead of time really had an impact!*

Mentee: *Definitely!*

Mentor: *So how did the rest of the week go?*

Mentee: *It went really well. On Wednesday, I did have to revisit those expectations because some students were getting off task during their station work, but once we did that, it got better again. They just needed some reminders.*

Mentor: *And what did you notice on Friday's assessment about student learning?*

Mentee: *Almost all my students showed mastery on the assessment! And those that didn't, still grew in comparison to the pre-assessment, so that is a win in my book!*

Mentor: *That's wonderful to hear! So if I remember correctly you have 1 more week in this unit?*

Mentee: *Yes and then the unit assessment.*

Mentor: *Great! So let's plan on checking back in after the unit assessment. Unless there is another way I can support you with your SMART goal between now and then?*

Mentee: *If you are able to pop by next Tuesday to observe and give me a little bit of feedback that would be great. I am going to introduce 2 new stations and I just want it to go as smoothly as possible.*

Mentor: *I can do that - I will see you then!*

How does the mentor...			
utilize questions effectively?	customize the questions to fit the situation?	create a nice flow to the conversation?	ensure the non-negotiables are being followed?

Revisit Plan
- Think of this step as a moment to pause and think
  - What's coming up next in our existing plan?
- Hone in on the last question in the debrief template
  - "Let's revisit the plan, what should come next?"
- Don't get stuck in "provide support"
  - If your coaching plan calls for this to be the last support for this goal, move on to "Measure Progress"
    - You can then decide if you have done enough here to work on another goal

Debriefs - Your Take-aways
What were your three biggest learnings about debriefs?

What are your two biggest concerns about debriefs?

What is your next action for debriefs?

Key Takeaway:
Engaging in a debrief helps solidify the mentee's learning and ensures impact on teacher practice and student learning.

Closure

Homework
- Continue to plan forward for how you'll lay the groundwork for the work required for the assessments.
- Bring any and all artifacts of your work with a current mentee. We will use this data in the final session.