MENTOR TEACHER

Module 5:
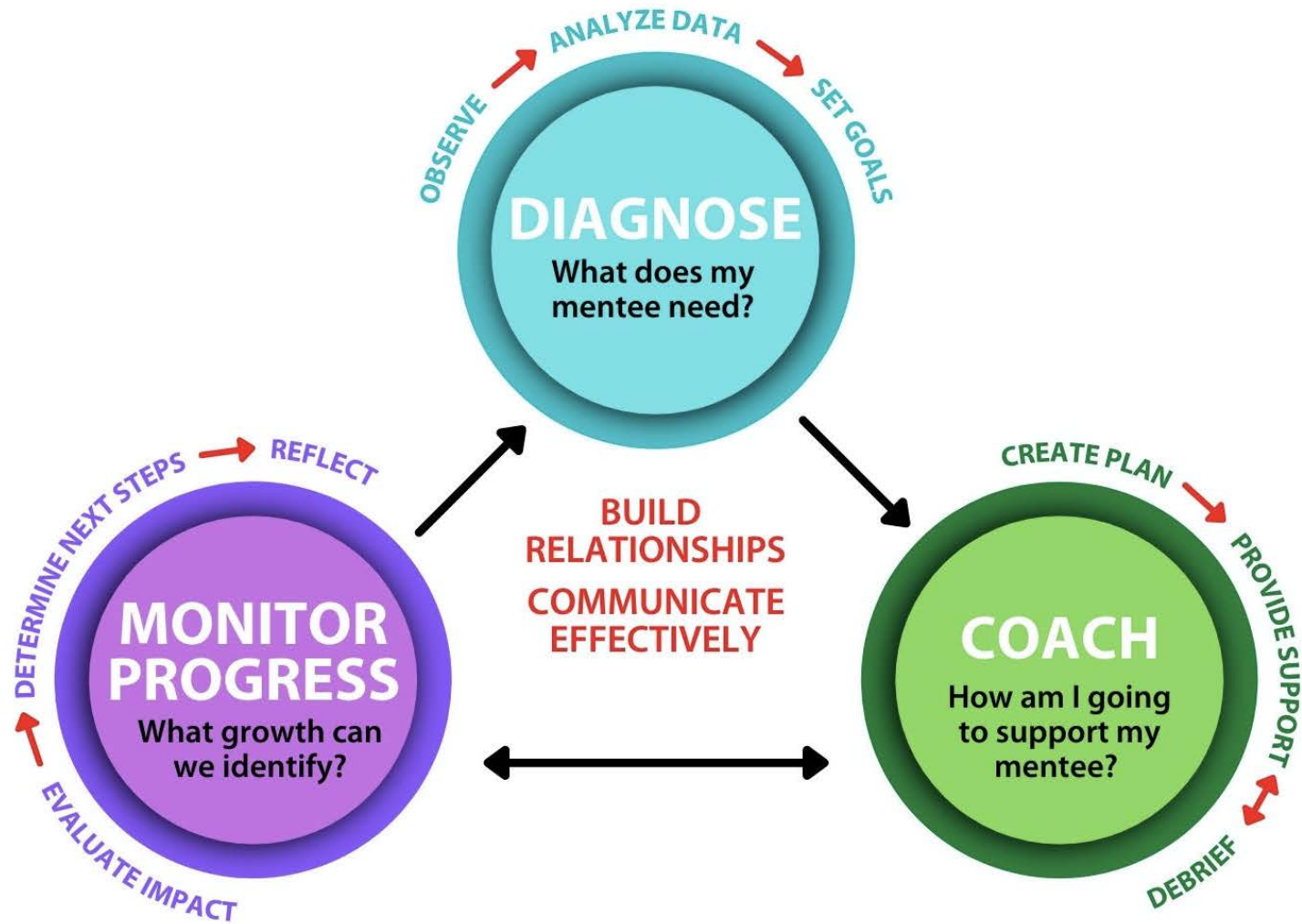## Communicate Effectively, Create Plan & Debrief

(City), LA

Date

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

- Communicate Effectively

  - Ask Questions

  - Give Feedback

- Create Plan

- Debrief

- Connect to Assessments

- Closure

Our Working Agreements

- **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 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

You said...

- Biggest takeaway
- One question you currently have

"One Word"

- **Make groups of 5:** Stand up and find 4 other people you haven't worked with very much so far in the course (1 minute)
- **Think Time:** Silently decide on 1 word that describes the practice of mentoring to you so far in the course (1 minute)
- **Share:** Share and explore the variety of words in your small group (3 minutes)
  - What's the meaning of each of the "one words"?
  - What examples and reasons are behind the choice of words?
- **Whip around the room:** Each person calls out their word one at a time (5 minutes)
- **Discuss in groups:** Why does mentoring feel like this at this point? How might these feelings change once the school year starts? (4 minutes)

Communicate Effectively

Communicate Effectively

Communicate Effectively: 3 Key Components

- Listen and paraphrase
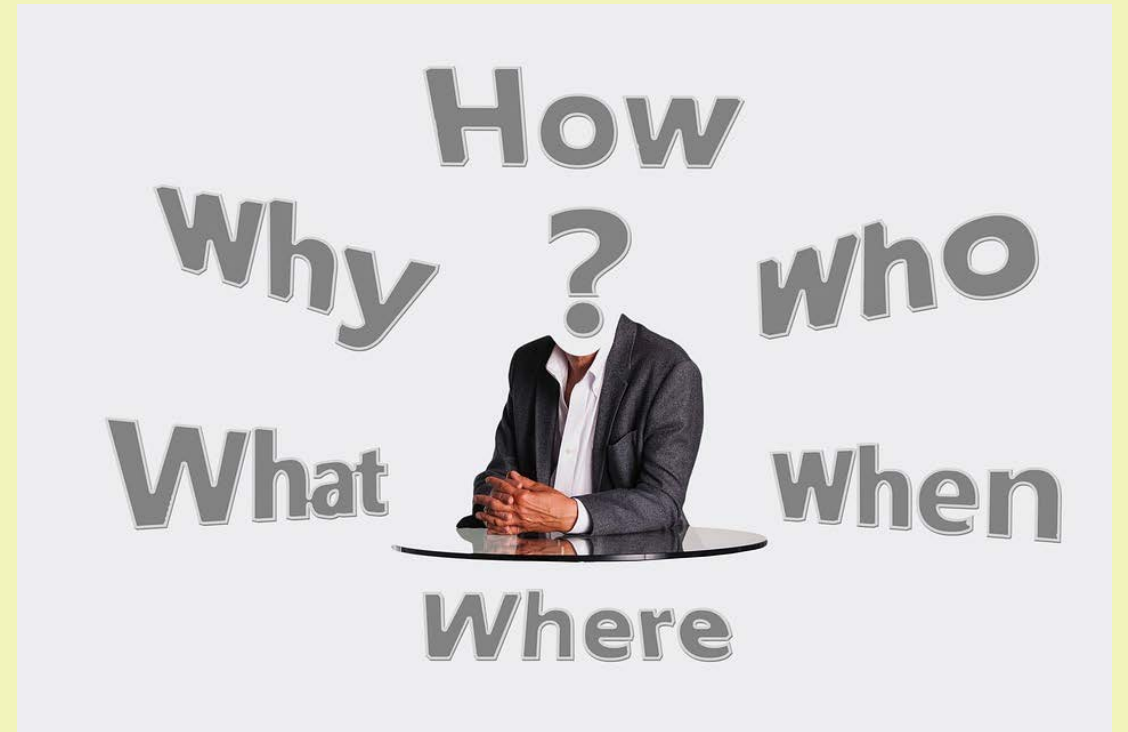- Ask questions
- Give feedback

The Power of Questions

"My most significant learning….has been in the power of questioning. Questioning can shorten or deepen a person's learning. Questioning can show learning or lack of learning. It allows one to see where the learner is in direct connection to his/her understanding of the subject matter.

Questions allow the facilitator to build the inquiry that creates culture."
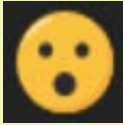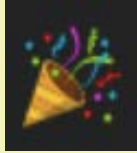
- Michael Buckley, Instructional Coach, Ranch View Elementary School, Naperville School District 203, Naperville, Illinois

The Power of Questions

➜ Asking questions within the mentor-mentee partnership increases mentees' ownership and helps moves their thinking

➜ Through questioning, mentors learn what the mentee thinks, as opposed to guiding the mentee to see what the mentor sees

What's been your experience with asking questions?

👏	👍	😂	😮	❤️	🎉
This is a skill I have been trying to use	This is an area I feel really strong in	This is something I've tried but I find it easier to make statements	This is a new idea/skill for me	I've benefited from someone else asking me questions	I'd like to share about my experience

Three Types of Conversations

Telling:	Teaching:	Supporting and Questioning:
Explicitly demonstrating and/or communicating information	Showing how to think about something in a new, generative way	Helping teachers to develop new insights and journey to new knowledge
Not many questions	*Some questions*	*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?

Questions as a component of communicating effectively

"Powerful questions are a reflection of committed listening and understanding the other person's perspective that is confirmed through paraphrasing. This suggests a progression from listening, paraphrasing for understanding, and then asking powerful questions that yield clarity or mediation of thinking."

Kee et al. (2010), Results Coaching: The New Essential for School Leaders

Characteristics of powerful questions

1. *Reflect active listening and understanding of the perspective of the receiver of the question*
2. *Free of judgement 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
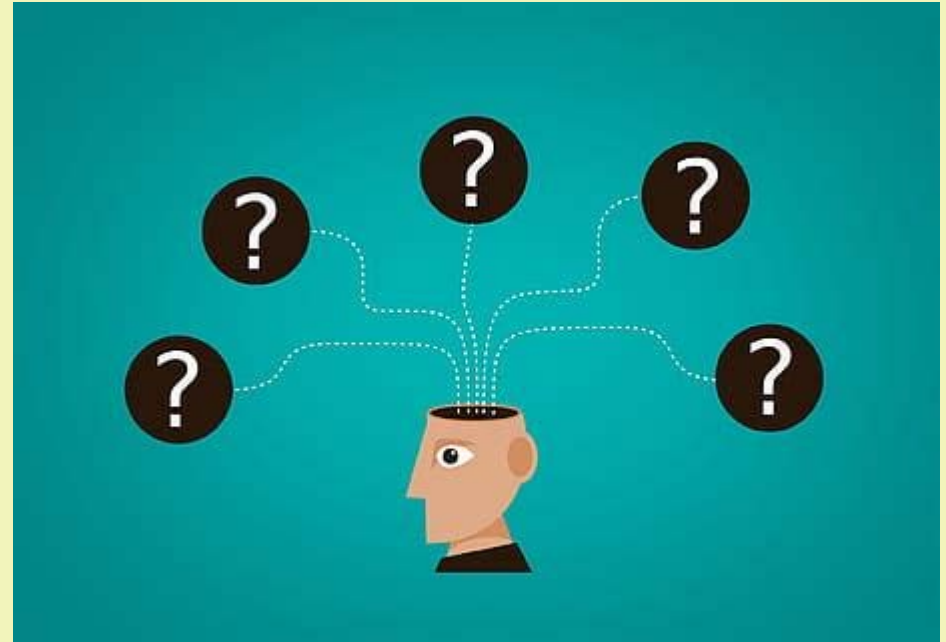
Primary purposeful questions

- 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

- 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…?

- Why is this important to you?

- What are you loving/valuing/appreciating about that?

- How does this match to the standards?

- What important behaviors might we see in students when they…?

- How are you going to…?

- How can you apply…?

- What support do you need?

- What do you think it means…?

- What are you learning from…?

- Are there other ways to try that?

- What else is possible here?

- How else might you…?

Analyzing the characteristics of the example questions

- Review the characteristics of powerful questions
- Compare the characteristics to the example Primary and Secondary questions
- Discuss the two questions

How do the example questions embody the characteristics of powerful questions?

What kinds of discussions could you see resulting from asking these questions?

Partners: Purposeful questions practice

1. Read Scenario 1
2. Jot down a primary question and several secondary questions you might ask this mentee
3. Practice 2 times
   a. Each person gets a turn to be the mentor
   b. While you're the mentor
      i. Actively listen
      ii. Pause to think how you might paraphrase what the mentee is saying
4. Debrief:
   a. What did you notice?
   b. How did it feel?
   c. How might this mentee feel?
   d. What might be the result of a conversation based on these questions?

Fishbowl: Purposeful questions practice

1. Read Scenario 2

2. Jot down a primary question and several secondary questions you might ask this mentee

3. We'll fishbowl with several volunteers

4. Debrief:

    a. What did you notice?

    b. How did it feel?

    c. How might this mentee feel?

    d. What might be the result of a conversation based on these questions?

Reflection
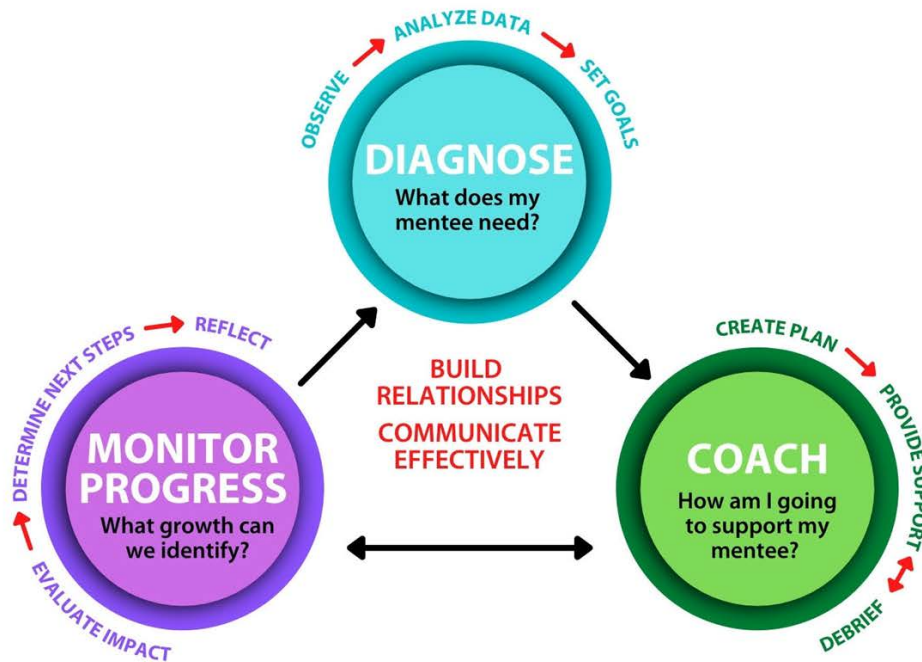
1. Where in the mentor cycle do I see myself using the skill of questioning?

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.

BREAK!

Communicate Effectively: 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?

Why provide feedback to mentee?

Feedback promotes....

- Engagement

- Control

- Responsibility

- Higher levels of cognition

- Internalization of learning

Learner-focused feedback

Feedback is a process,
not a thing

Mentee - learner
Carries the load
Has the motivation

Mentor
Facilitates learning
through how they
deliver the feedback

Types of feedback: Which are effective?

- Work together to build an understanding of different types of feedback

- Analyze the Feedback Typology Table in your handout on page 16

- Discuss & answer the questions on page X

Discussion Questions:

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: You can...

- Clearly and specifically state a true observation
  - What they are doing well and should continue to keep doing OR
  - Exactly what they need to strengthen and fix for the future
- Clearly and specifically state the impact of what you observe

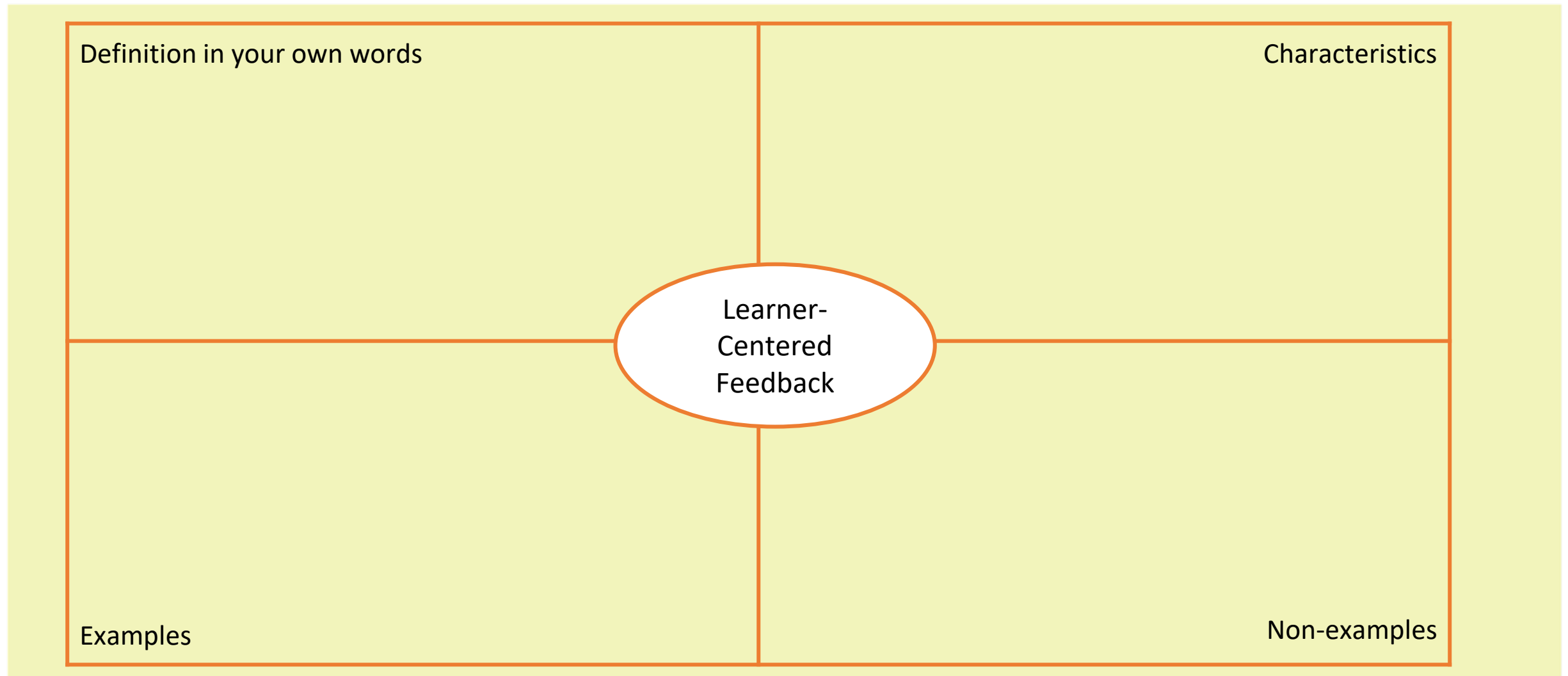- Ask a purposeful question

- Offer a suggestion

- Being un-specific and vague
  - "This needs more"
  - "Good."
  - "This term is incorrect."
  - "Something seems missing."
  - "I'm not sure about that."
  - "I don't suggest doing it like this."
  - "Awkward."
- Keeping it focused on yourself
  - "I like…"
- Fixing or correcting
- Not providing context
- Acting like the good work is due to an innate characteristic instead of hard work
  - "You're amazing!"

Create a Frayer Model

Definition in your own words   Characteristics

                              Learner-
                              Centered
                              Feedback

Examples   Non-examples

Let's Reflect

1. Reflect on your use of feedback as a mentor.

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

3. Where do you want to try to push your feedback practice to?

4. What specifically are you going to do to make that shift?

Key Takeaway

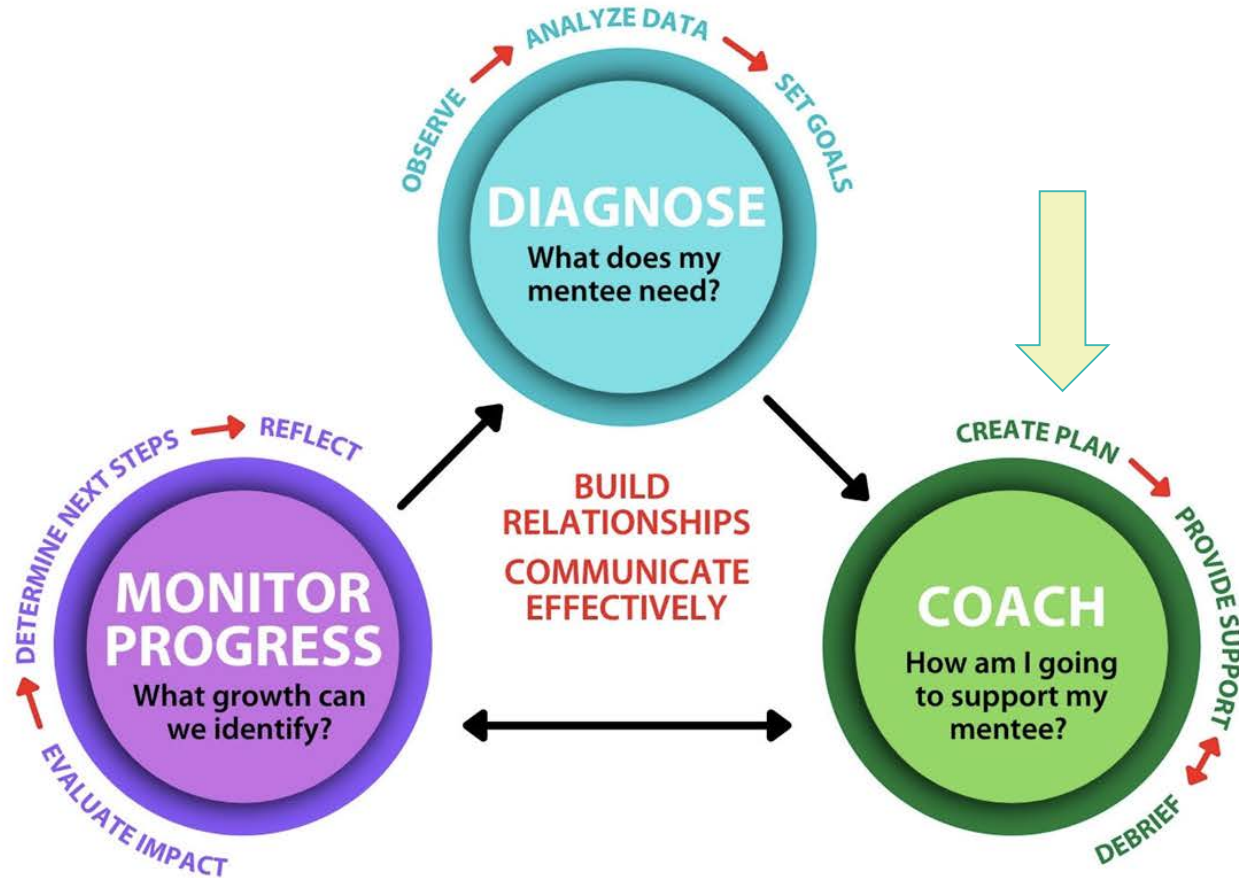Providing clear and actionable feedback enables a mentee to take ownership and agency in their learning.

Create Plan

The Mentoring Cycle

Create Plan: Three Key Components

- Clarify the new learning

- Align the method of support

- Write a mentoring plan

COACH
How am I going to support my mentee?

Clarify the New Learning

What does the mentee need to learn?

Identify Learning Priorities by Considering...

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?

Example: *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.*

You Try It

- Read through the practice SMART goal
- Review any curriculum materials necessary to complete the task
- Determine the following:
  - What does the mentee need to learn?
  - What are the content and practice priorities?
  - What do I need to learn as their mentor?

Pause to consider: Mentor 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?

Create Plan: Three Key Components

- Clarify the new learning
- Align the method of support
- Write a mentoring plan

COACH
How am I going to support my mentee?

Successful Mentoring Plans Address:

Mentee Learning Priorities **+** Aligned Method of Support

Which Method Aligns Best?

Resource Provider

Curriculum/ Instructional Specialist

Classroom Supporter

Model

Co-Teach

Create Plan: Three Key Components

- Clarify the new learning

- Align the method of support

- Write a mentoring plan

COACH
How am I going to support my mentee?

Homework Connection

Reflect on the methods of support you learned about and study the mentoring plan template.

- What do you notice about how the mentoring plan template is designed?
- How might those types of support come together to create a mentoring plan?

DEPARTMENT of EDUCATION
Louisiana Believes

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

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?

Logistical options for writing the plan

Option 1:

Sit down with your mentee and write together.

- Both of you should have your schedules at hand

- **Pros:** Build mentee buy-in and excitement

- **Cons:** Time-consuming, may be hard to schedule

Option 2:

Write on your own, share, and mentee lets you know if any parts don't work.

- Mentee needs to share their schedule with you

- **Pros:** Faster, can do on your own time

- **Cons:** Mentee may not fully understand the purpose of or be bought into each component of the plan

Typical cycles of support found on a mentoring plan

Co-Planning Meeting for upcoming Classroom Support

Classroom Support session - happens in classroom (modeling, co-teaching)

Debriefing Meeting about how the classroom support went

Providing Resources

Being a Curriculum Specialist

Being an Instructional Specialist

May happen at any point and may not be explicitly written into the plan

modeling → co-teaching

Co-Planning - Explicitly planned ahead of time to be focused on providing resources, being a curriculum specialist, and/or being an instructional specialist

Debriefing - How the resource providing or curriculum/instructional specialist support went

Don't forget to consider time!

- A typical plan lasts 4-8 weeks
- Co-planning and debriefing should happen no fewer than one hour and no more than 48 hours before/after a classroom support session
    - Less than one hour: not enough time for the mentor to plan
    - More than 48 hours: too disconnected from what's happening in the classroom now!
- Allocate at least 30 minutes to co-planning and debriefing
- Classroom support does not have to last an entire lesson

Components of the mentoring plan

- Mentee's SMART goal(s)
- Specific coaching activities and resources you will engage in with mentee to achieve goal(s)
  - How each are aligned to the goals
  - Why each activity and resource will be effective in helping the mentee achieve the goal(s)
- How you will monitor mentee's progress toward goal(s)
- How you will integrate relationship building into each aspect of the intervention
- Projected timeline for intervention

Example: A mentoring plan

One-Sentence Summary

Sum up your learning:

- What is one brief statement you can make about creating a plan?

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

LUNCH!
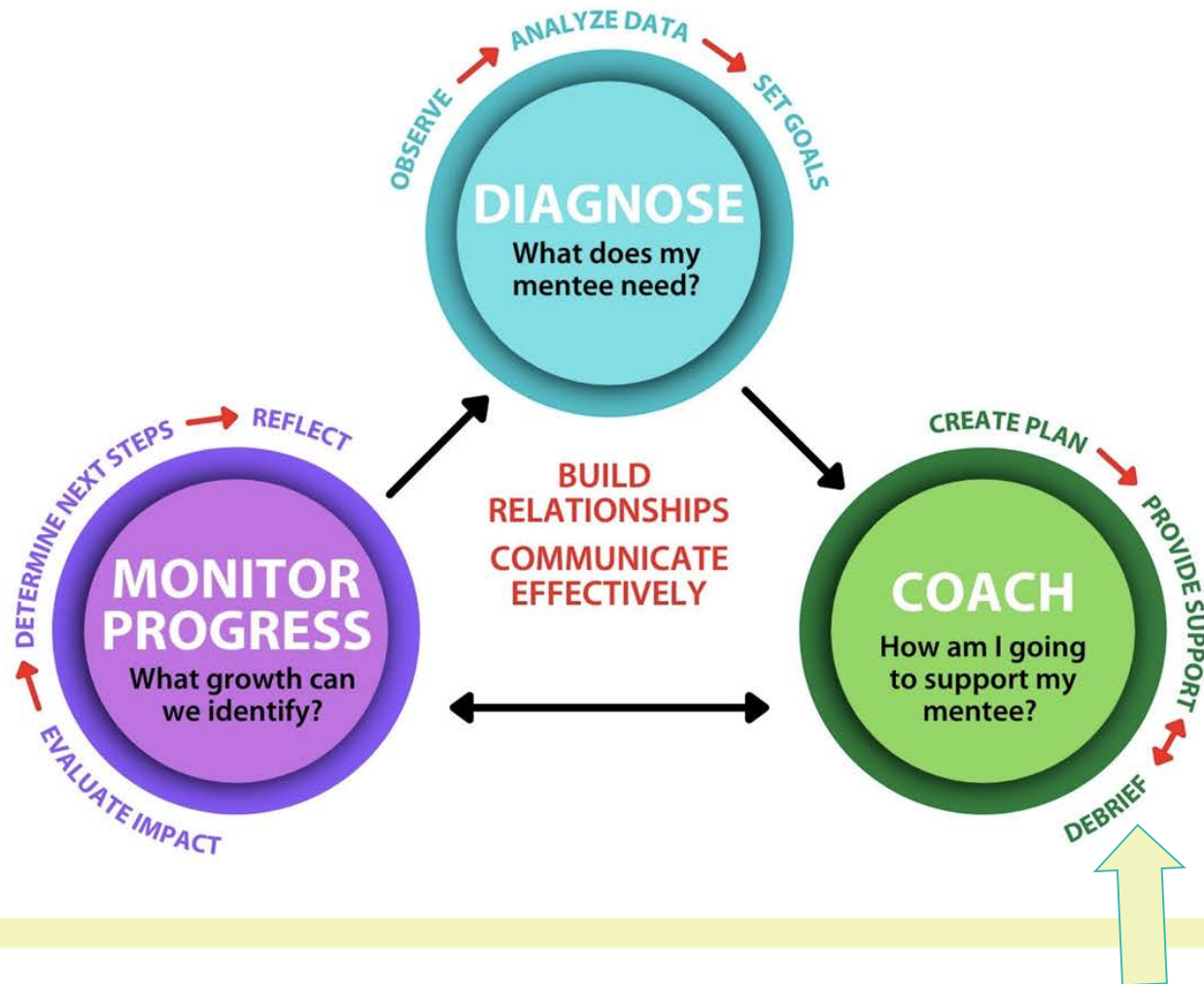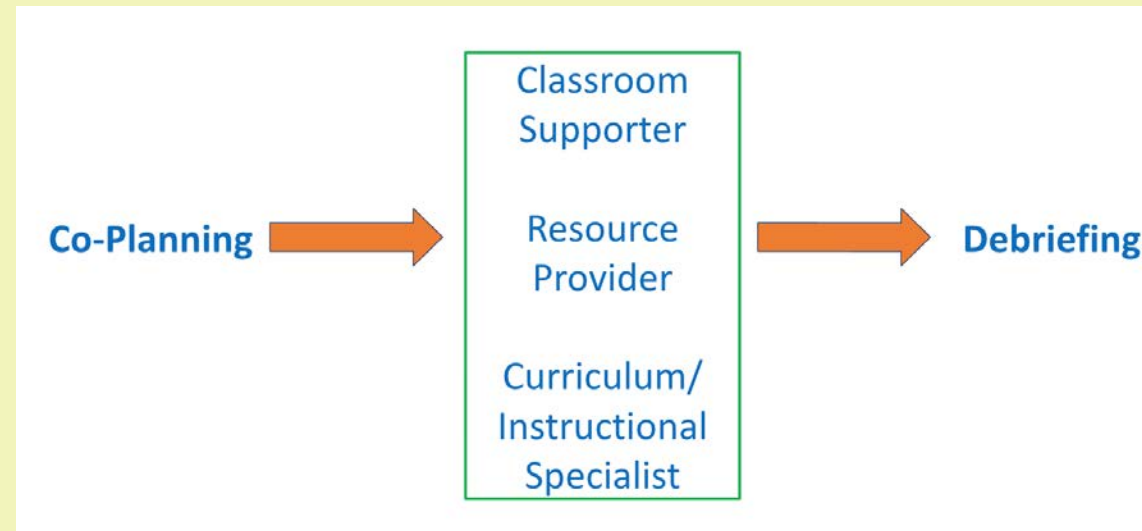
Debrief

- 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

Connection to mentor 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.

Debrief: 3 Key Components

- Plan for debrief

- Engage in debrief

- Revisit plan

COACH
How am I going to support my mentee?

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 tool

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 tool - example

- Select a timekeeper, scribe and spokesperson
- Look through and analyze the example, pre-planned debrief tool
- Jot down notes focusing on:
  - what questions the mentor prepared ahead of time;
  - how the mentor made adjustments to the questions;
  - the flow of the questions;
  - types of notes prepared ahead of time.
- Record noticings on your chart paper

Whole group share

Scenario practice

In your groups:

- Read assigned scenario

- Prepare for a debrief based on this scenario

  - Plan a series of questions you could ask

- Be prepared to share your plan and justification

Whole group share

Debrief: 3 Key Components

- Plan for debrief
- Engage in debrief
- Revisit plan

COACH
How am I going to support my mentee?

Non-Negotiables for Debriefs

What do you think are non-negotiables for debriefs?

- 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 mentoring plan

Using evidence to support the discussion

Plan ahead of time what evidence you'll collect

Collect it during the classroom support session

Bring it to the debrief

Anything that can be used to look for evidence of mentee and student learning:

- Student Work (classwork, exit tickets, assessments, etc.)
- Mentor and/or mentee notes
- Video/audio recording
- Lesson plans
- What else?

Let's practice: debrief

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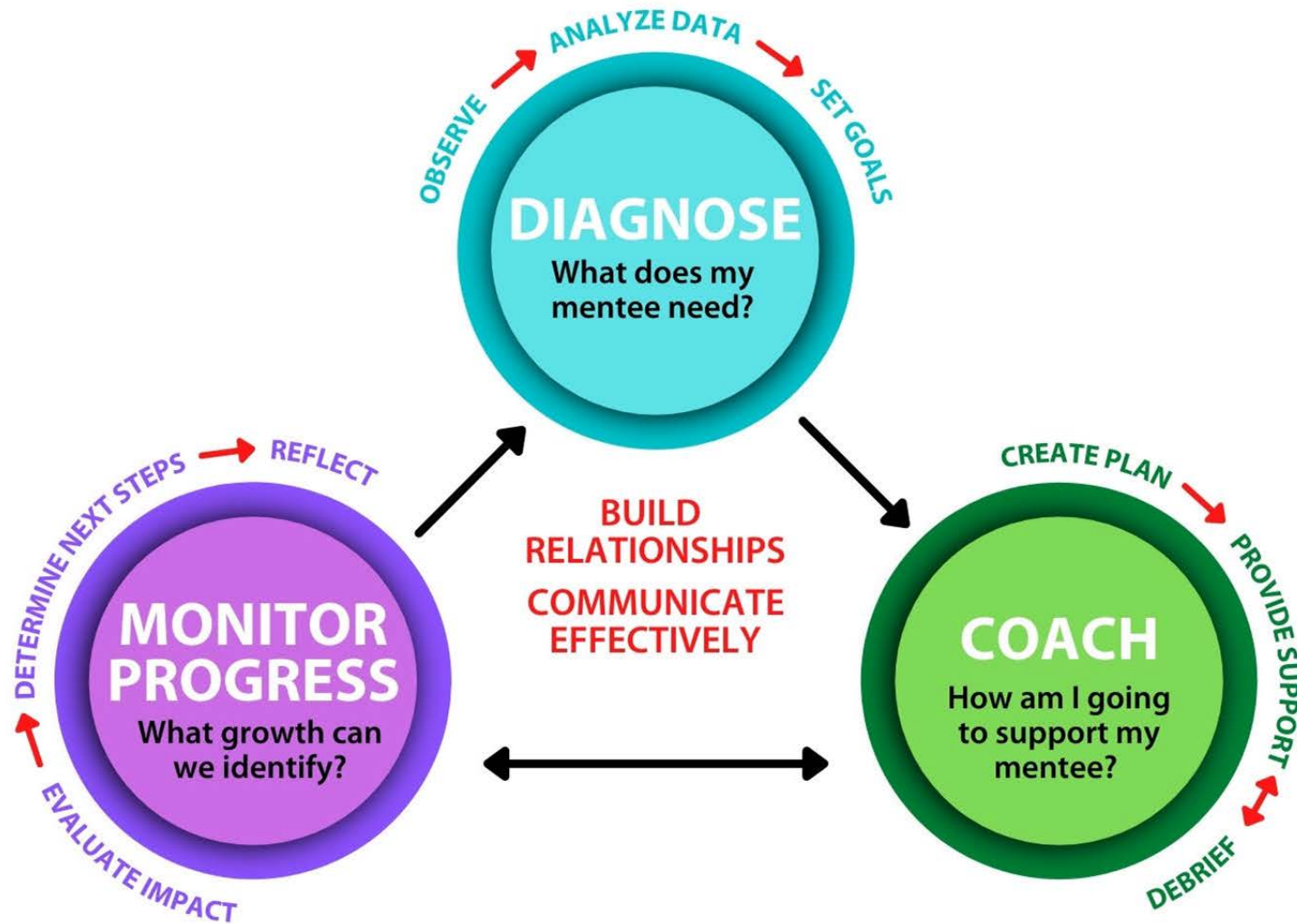 - ensure the non-negotiables are being followed?

Debrief: 3 Key Components

- Plan for debrief

- Engage in debrief

- Revisit plan

COACH
How am I going to support my mentee?

What comes next?

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 mentoring 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.

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?
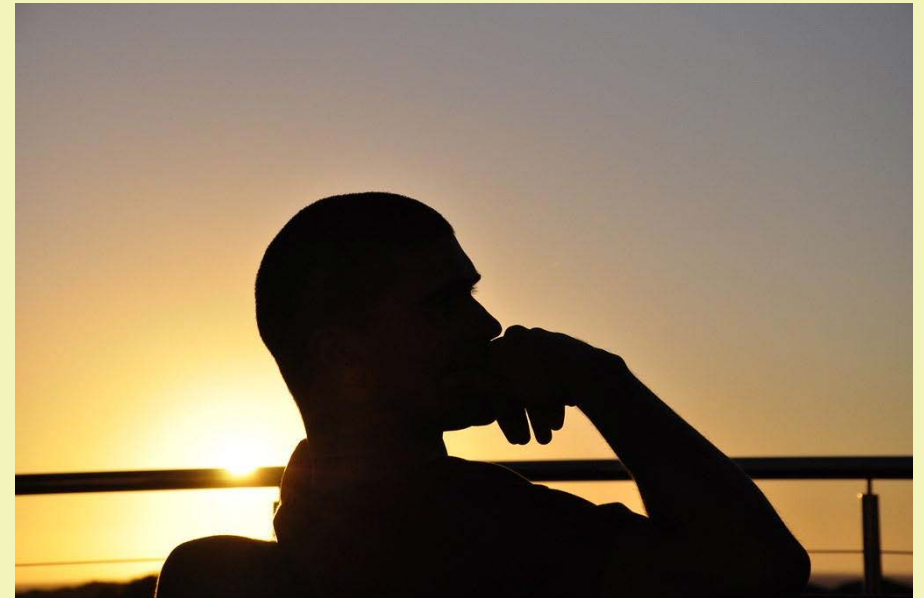
Key Takeaway

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

BREAK!

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 6

- Facilitate difficult conversations using the "Opportunity Conversation" protocol

- Examine all data collected to identify mentee's progress toward SMART goal

- Determine next steps in work with mentee

- Engage mentee in reflection on practice

- Reflect on mentoring experience and make a concrete plan for future practice

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.

Exit Ticket

Get two sticky notes:

1. Biggest takeaway
2. One question you currently have

Feedback