



# Module 6: Difficult Conversations & Monitor Progress

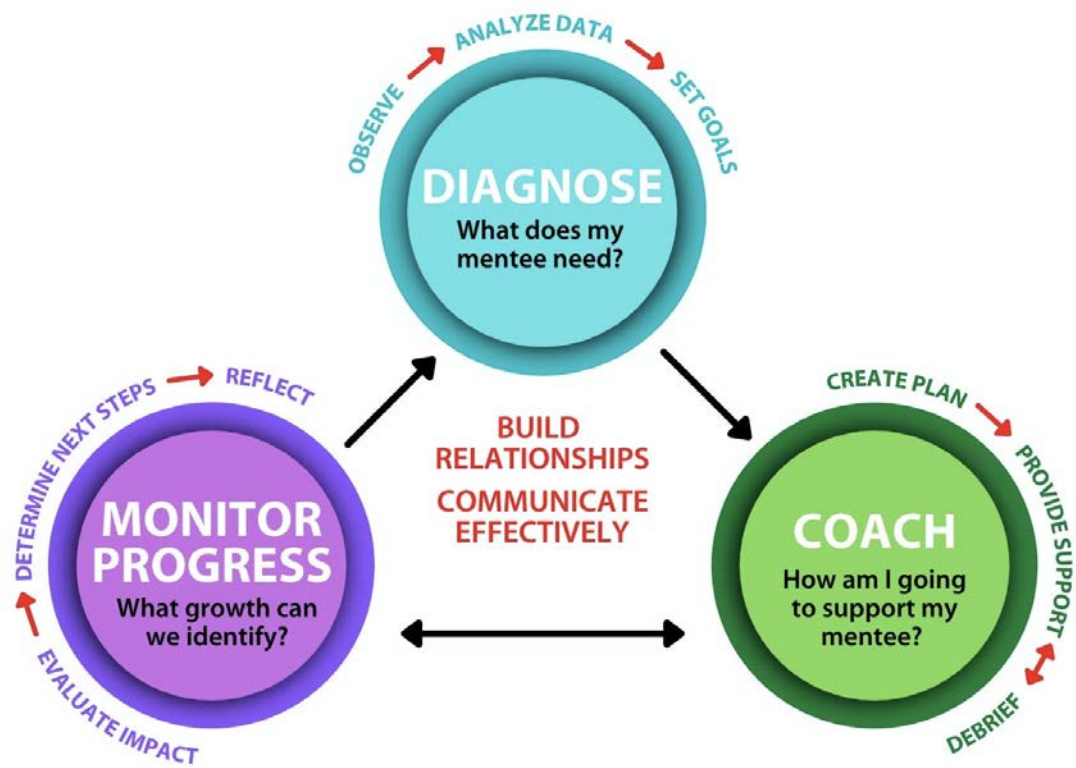
(City), LA

(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
- Difficult Conversations
- Evaluate Impact
- Determine Next Steps
- Reflect
- Connection to Assessments
- Closure



# Our Mutual 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



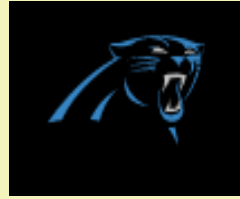


# Module 6 Outcomes

- 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



# Let's Make a Date



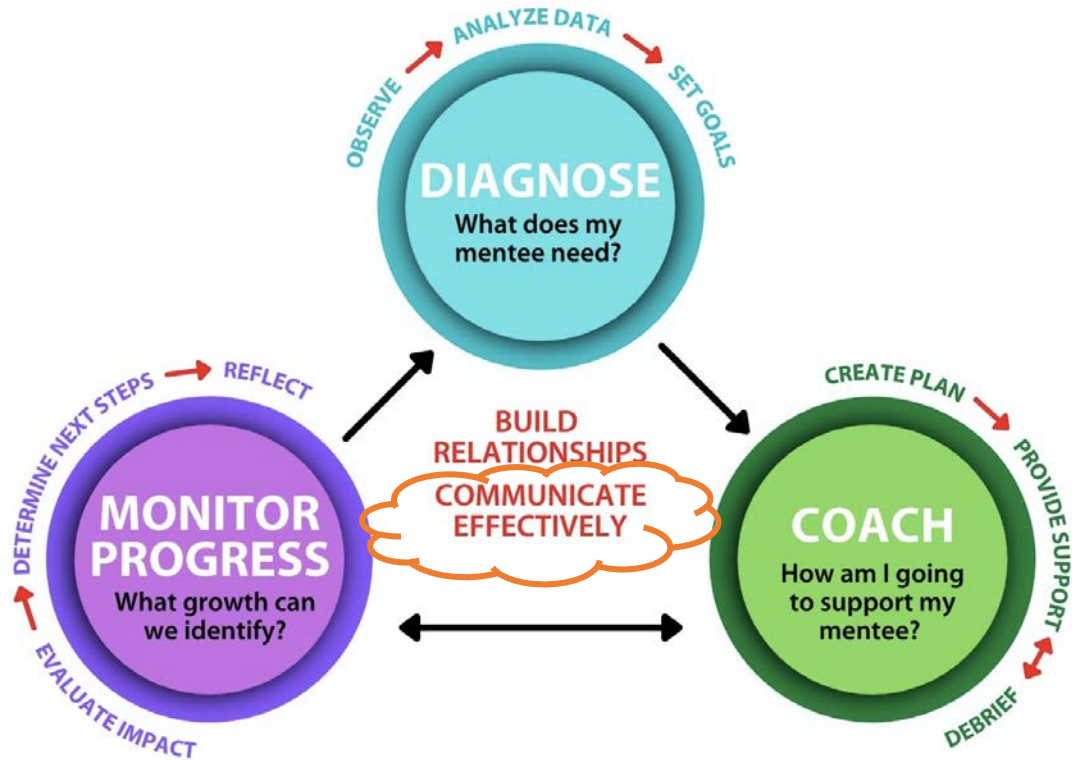


# Communicate Effectively





# Communicate Effectively





# Communicate Effectively: 3 Key Components

- Listen and paraphrase
- Ask questions
- Give feedback



# Opportunity Conversations



# Guiding Questions


- What is a difficult/opportunity conversation?
- What kinds of topics might be difficult for mentors to talk about with mentees?
- How do mentors prepare for a difficult/opportunity conversation?
- What process can mentors use to structure difficult/opportunity conversations?
- How are my views about difficult/opportunity conversations changing?





~~Difficult~~ Opportunity conversations  
are . . .

*those you'd rather not have because  
they are uncomfortable.*



# Example Topics

What difficult conversations have you experienced so far as a mentor?

What other kinds of topics might be difficult for mentors to talk about with their mentees?



# Why Bother?

- Speaking your truth contributes to an environment of trust.
- Expressing your concerns reduces your level of stress.
- Saying what's on your mind increases your sense of self-efficacy.
- Addressing issues when they arise builds and maintains a productive, trusting relationship.
- Having these conversations models for mentees.
- Tackling issues simply handles them instead of letting them linger and get more difficult to address.



# Let's Reflect



- How are difficult conversations an opportunity to tackle important issues, build self-efficacy, and maintain trust?
- What does this mean to you as a mentor?







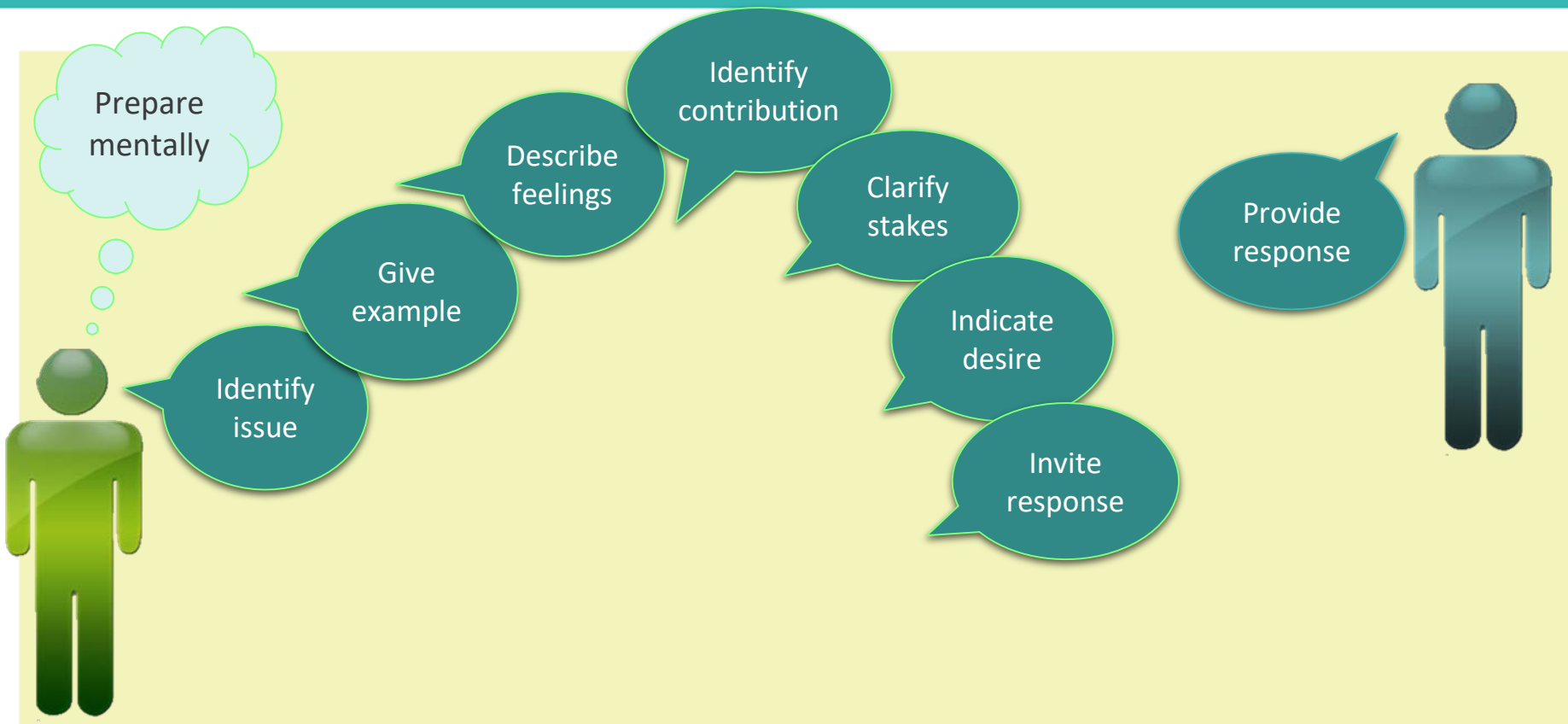
# “Opportunity” Conversations Protocol

- Watch video of protocol in action.
- 1st view - jot down notes on how you might feel in the mentee’s shoes during the conversation
- 2nd view - think about the structure of the conversation
- Let’s discuss!



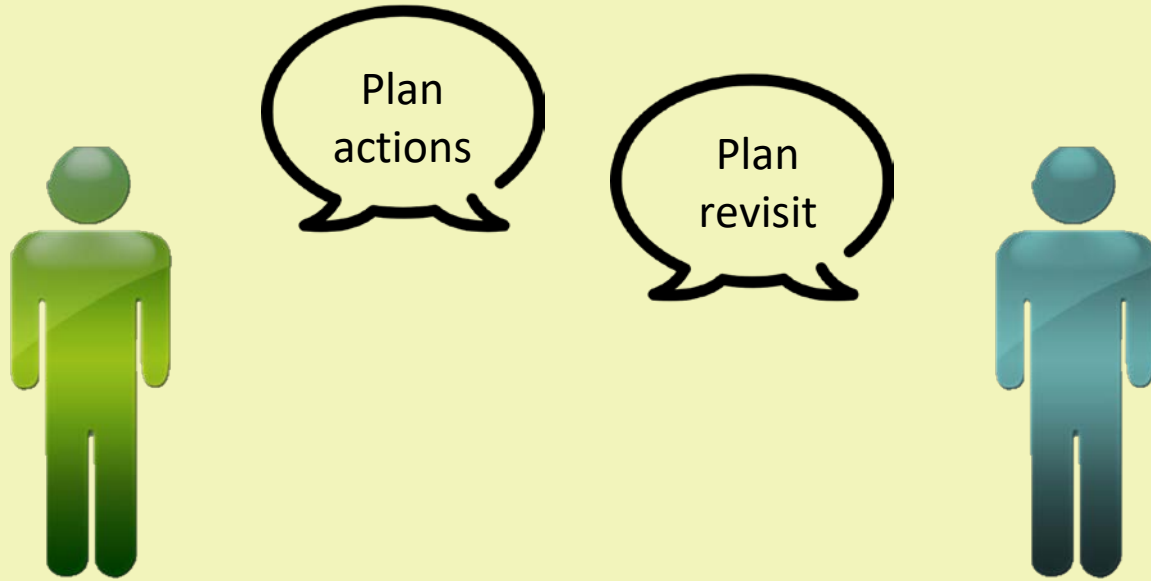


# “Opportunity” Conversations Protocol





# “Opportunity” Conversations Protocol



# The protocol in action



Read the transcript & discuss:

- What do you notice about each step?
- What do you want to keep in mind for when you try the protocol?



# “Opportunity” Conversation Practice

- Decide who will play the mentor and who will play the mentee.
- Read the scenario.
- Use the “Opportunity” Conversation Protocol to role play how you would turn this potentially difficult scenario into an opportunity for learning and trust.



# Let's plan forward

- Plan forward.
  - How might you use the Protocol with your mentee?
  - What is a potential future opportunity conversation you anticipate you may engage in?
- Write out your personal scenario.
- Jot a few notes for each step.
  - What might you say to facilitate the Opportunity Conversation?
- Share your plan with a partner.
- Invite feedback on how your example aligns with the aspects of each step. What suggestions does your partner have for you?



# Reflect on “Opportunity” Conversations



How are my views about difficult/opportunity conversations changing as I learn more about how to engage in them?

- Individually jot responses to the questions



# Key Takeaway

The “Opportunity Conversation” protocol is an effective method for facilitating difficult conversations with a mentee.







**BREAK!**

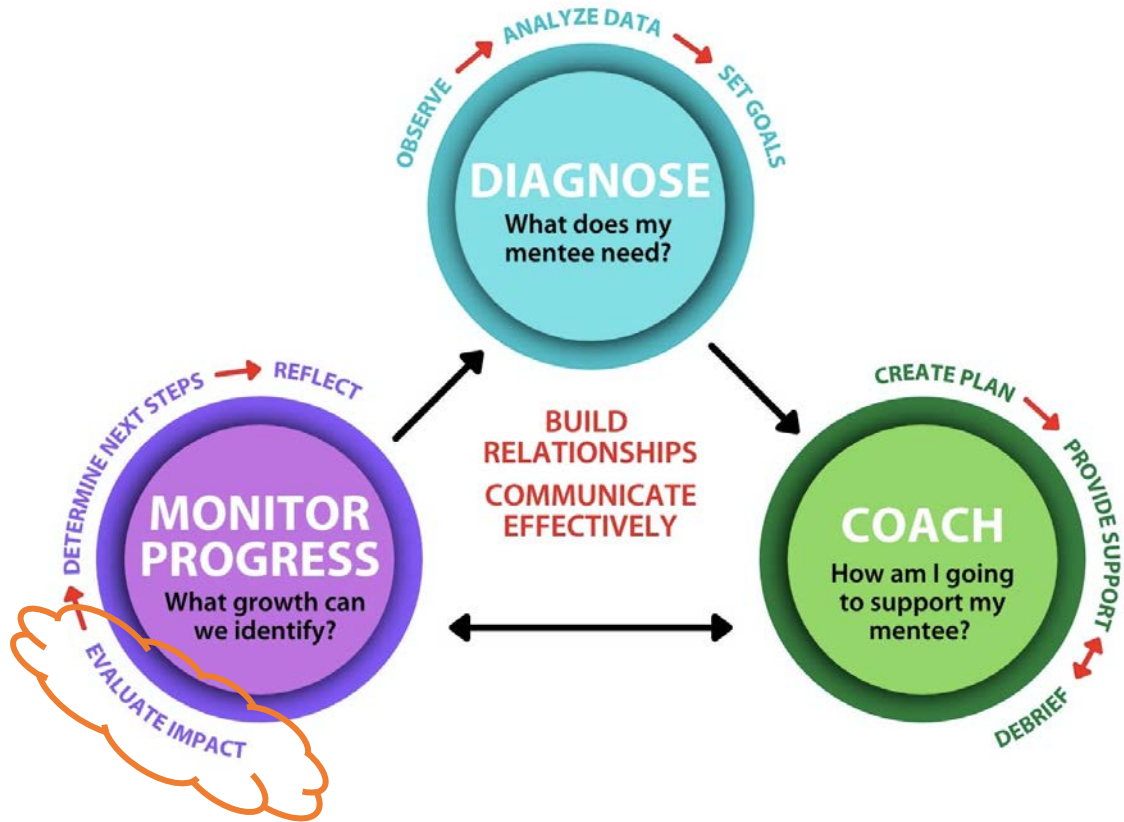




# Evaluate Impact



# Evaluate Impact





# Evaluate Impact: 3 Key Components

- Review the goals and plan
- Examine all data collected
- Identify progress or lack thereof



# Review 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?



# Evaluate Impact: 3 Key Components

- Review the goals and plan
- Examine all data collected
- Identify progress or lack thereof



# What data?

- Initial observation and set goals notes
- Model teaching look-for checklists and debrief notes
- Co-planning notes (lesson, unit...)
- Co-teaching debrief notes
- Any other support or debrief notes
- Student work
- Student data
- Additional observations and feedback
- And more!



# Examine all data collected

- What data are we looking at?
- What is being measured in each assessment?
- How did various populations of students perform?  
Are all students being positively impacted?
- What areas of student performance are demonstrating the goal is or is not being met?
- Do patterns exist in the data?
- What confirms what we already know?
- What surprises us?





# Scenario Practice

**SMART Goal:** *During the next five lessons, the teacher will utilize evidence-based questions that are focused on the content of the text rather than opinions so that students provide answers based on evidence rather than prior knowledge as measured by teacher observations during class discussions.*

## **Data Includes:**

- Initial observation notes & debrief planning document
- Mentoring plan
- Model look-fors checklist and debrief notes
- Student discussion data
- Additional observation notes



# Practice: Whole Group Share

**SMART Goal:** *During the next five lessons, the teacher will utilize evidence-based questions that are focused on the content of the text rather than opinions so that students provide answers based on evidence rather than prior knowledge as measured by teacher observations during class discussions.*

**What were some of your findings  
as you analyzed the data sources?**






# Evaluate Impact: 3 Key Components

- Review the goals and plan
- Examine all data collected
- Identify progress or lack thereof



# Identify Progress

- Use professional judgement
- Refer to high quality instructional materials guidance
- Possibilities:
  - Student data collected shows obvious progress, ready to try something new
    - 80% achieved is usually sufficient
  - Progress has been slow, may not be the right thing to target, needs a new goal
  - Needs more direction and support on this goal
  - Needs support on something not addressed by current goal



Did my mentee make progress toward their SMART goal?




# Identify Progress

- Has the teacher made progress toward their goal?
  - What evidence exists to support that?
- What additional evidence, if any, is necessary to show adequate progress toward the goal?
- Does enough evidence exist to support that the teacher has adequately met their goal? Describe the evidence.
- Could the teacher benefit from continued work on this goal?



# Scenario Practice Part 2

- Utilize the guiding questions when discussing.
- Jot down key ideas/thoughts to questions in collaborative doc.
- Be ready to share out key findings.



Did my mentee make progress toward their SMART goal?



# Whole Group Share

- Has the teacher made progress toward their goal?
- What additional evidence, if any, is necessary to show adequate progress toward the goal?
- Does enough evidence exist to support that the teacher has adequately met their goal?  
Describe the evidence.
- Could the teacher benefit from continued work on this goal?



# Now you try it

- Use your own mentoring support plan and data collected to go through all 3 steps.
- Be prepared to share out findings with the group...
  - Did your mentee make progress toward their SMART goal?
  - What are you starting to think the mentee's next steps could be?





# Let's reflect

What's sticking with you about  
evaluating impact?



# Key Takeaway

Evaluating the impact of all mentor work prepares a mentor for a next steps conversation.





**LUNCH!**

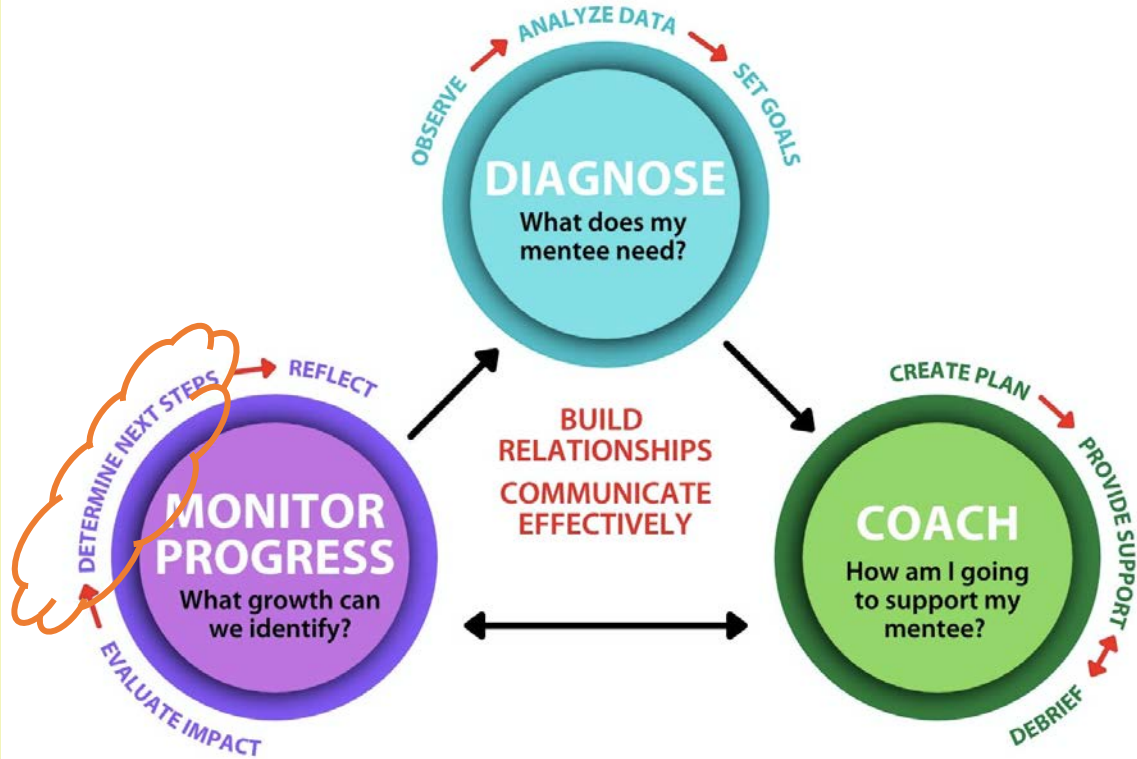




**Determine Next Steps**



# Evaluate Impact



# Determine Next Steps: 3 Key Components

- Plan *next steps* meeting
- Conduct *next steps* meeting
- Make decision



# Next Steps Planning Template

Look at the template:

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

## Next Steps Meeting

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to conversation)	Meeting Notes
<b>Step One: Examine All Data Collected</b>		
Your SMART goal is _____. How do you think it's going in meeting your goal?		
What actions/supports have best supported you in working on this goal?		
I brought some data from our time working together including _____. What evidence here exists to support your work on this goal?		
<b>Step Two: Identify Progress</b>		
How do you feel about the progress you've made toward meeting your SMART goal?		
What, if any, additional work could be done in continuing to address this SMART goal?		
<b>Step Three: Determine Next Steps</b>		
Do we have a sufficient amount of evidence to support that your SMART goal was met?		

# Plan *Next Steps* Meeting

- On your own, draft next steps
- Set up meeting with mentee
- During meeting:
  - Review data
  - Identify progress
  - Determine next steps in your work together





# Scenario Practice Part 3

- With your table group, use the template to plan for a *next steps* conversation with this mentee.
  - Determine which questions you would ask.
  - Jot down notes in the middle column to help facilitate conversation.

## Next Steps Meeting

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to conversation)	Meeting Notes
<b>Step One: Examine All Data Collected</b>		
Your SMART goal is _____. How do you think it's going in meeting your goal?		
What actions/supports have best supported you in working on this goal?		
I brought some data from our time working together including _____. What evidence here exists to support your work on this goal?		
<b>Step Two: Identify Progress</b>		
How do you feel about the progress you've made toward meeting your SMART goal?		
What, if any, additional work could be done in continuing to address this SMART goal?		
<b>Step Three: Determine Next Steps</b>		
Do we have a sufficient amount of evidence to support that your SMART goal was met?		

# Determine Next Steps: 3 Key Components

- Plan *next steps* meeting
- Conduct *next steps* meeting
- Make decision





# During *Next Steps* Meeting

- Utilize ALL data from across ALL work done together
- Focus on examining for growth and change in practice
- Rely heavily on all effective communication skills
  - listening
  - paraphrasing
  - questioning
  - giving feedback
- Utilize opportunities protocol if need

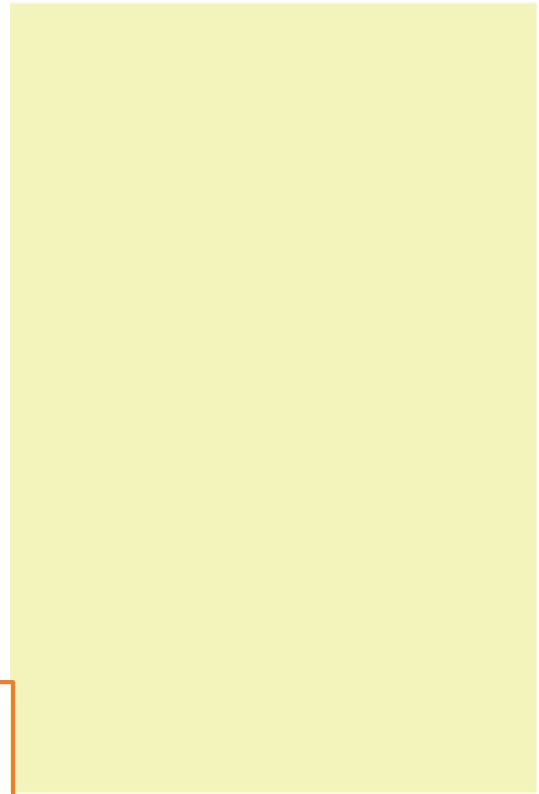




# During Next Steps Meeting

## Next Steps Meeting

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to conversation)	Meeting Notes
<b>Step One: Examine All Data Collected</b>		
Your SMART goal is _____. How do you think it's going in meeting your goal?		
What actions/supports have best supported you in working on this goal?		
I brought some data from our time working together including _____. What evidence here exists to support your work on this goal?		
<b>Step Two: Identify Progress</b>		
How do you feel about the progress you've made toward meeting your SMART goal?		<input type="text"/>
What, if any, additional work could be done in continuing to address this SMART goal?		
<b>Step Three: Determine Next Steps</b>		
Do we have a sufficient amount of evidence to support that your SMART goal was met?		



# Next Steps Meeting: Example Part 1

- How did your planning for this meeting compare to the planning of this mentor?
- How did the questions the mentor chose to ask drive the conversation?
- How did the mentor support their findings?
- What else are you noticing?



# Whole Group Share



# Determine Next Steps: 3 Key Components

- Plan *next steps* meeting
- Conduct *next steps* meeting
- Make decision



# Make Decision

## Step Three: Make Decision

Do we have a sufficient amount of evidence to support that your SMART goal was met?

(If the answer to the above question is no) What next steps should we take to continue working on this goal? I.e. another model or co-teach, observation with feedback, etc.

(If the answer to the above question is yes) Do you have another focus area in mind that we can set a new SMART goal for?

(If the answer to the above question is yes) Would you like to participate in a new observation and see what new areas to grow in come through as a result?





# Next Steps Meeting: Example Part 2

- What was the outcome of the conversation?
- Do you agree or disagree with the outcome?
- Will a new coaching plan be developed as a result of this conversation? How do you know?
- What else are you noticing?



# Whole Group Share



# Now you try it

- Independent work time to prepare for a *Next Steps* meeting with your own mentee
- Meet up with your Atlanta Falcons partner to support one another and get feedback on plan.



# Key Takeaway

The mentor monitors data on mentee progress toward SMART goal to determine when it is appropriate to reflect and engage in a new cycle.

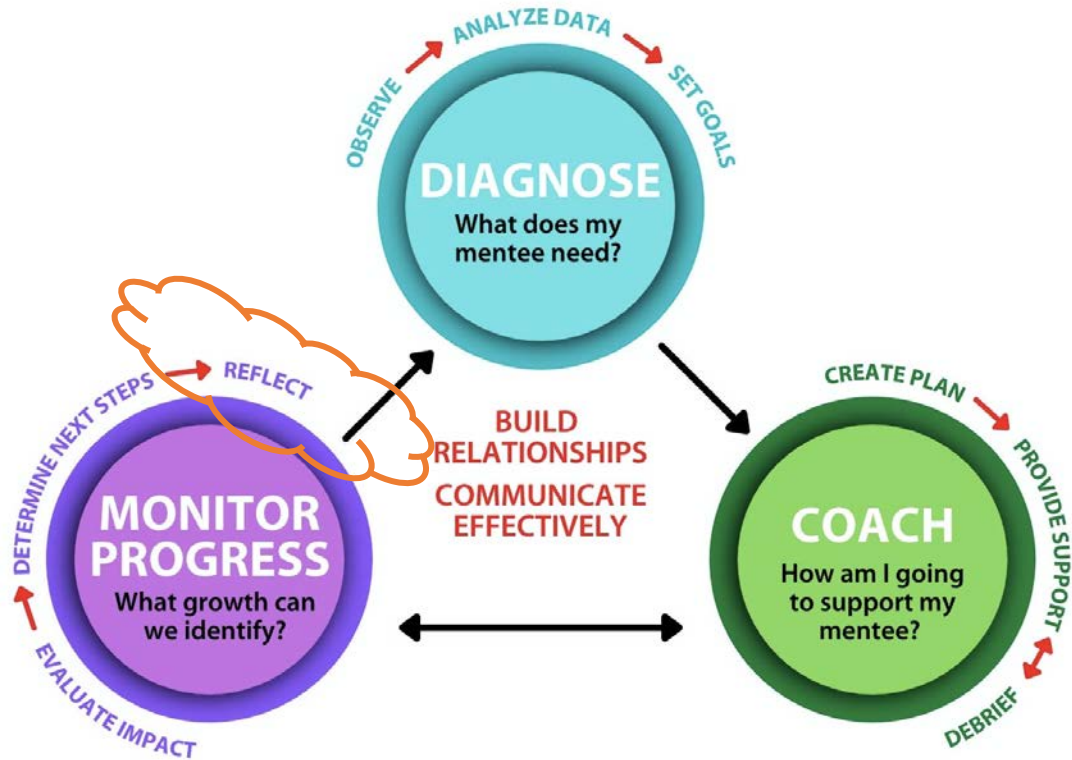




**Reflect**



# Reflect



# Reflect: 3 Key Components

- Facilitate reflective conversation
- Engage in self-reflection
- Celebrate wins and determine areas of growth



# Why Reflect?

1. Get together in groups of three.
2. Assign one person to be the timekeeper.
3. Independently read the pieces on reflection and identify several passages that stand out to you because they have implications for your mentor practice (10 minutes)
4. One person shares the following three levels of thought about the text (2 minutes)
  - LEVEL 1: Read aloud a passage you have selected
  - LEVEL 2: Say what you think about the passage (interpretation, connection to past experiences, etc.)
  - LEVEL 3: Say what you see as the implications for your work
5. The group responds to what has been said (1 minute)
6. Repeat steps 4 and 5 for the remaining group members, not duplicating a passage that has already been shared (6 minutes)
7. Discuss and summarize the implications for your work and be ready to share (2 minutes)





# Share out: Why Reflect?

What did you learn about reflection?

What are the implications for your work?



# When to Engage Your Mentee in Reflection



- At the end of each mentor cycle, when you're deciding to move on to another goal or do further work on the same goal
- At the end of the school year when you're wrapping up your formal relationship





# Engage Your Mentee in Reflection

What is a specific skill or area that your mentor has helped you improve in? How do you know that you have improved in this skill or area?

Which supports were most critical in meeting your needs as a new or resident teacher?

What are your goals to continue to improve in this area?

- Read through the mentee self-reflection sheet.
- Independent plan: When and how will you engage your mentee in self-reflection?





**BREAK!**



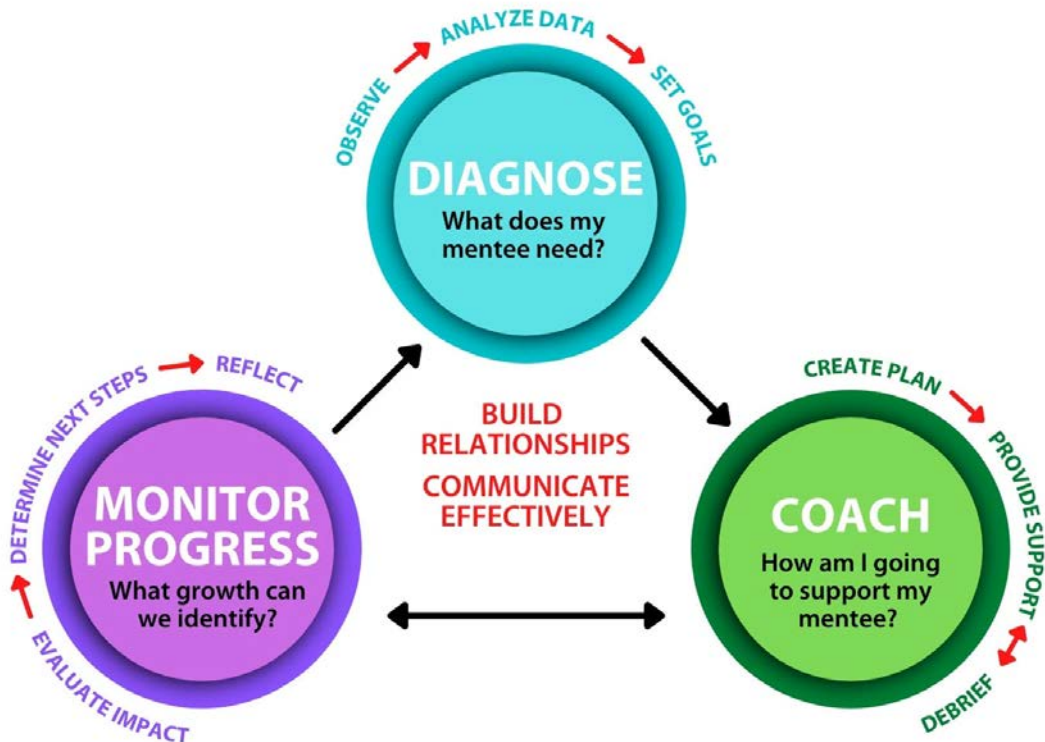
# Reflect: 3 Key Components

- Facilitate reflective conversation
- Engage in self-reflection
- Celebrate wins and determine areas of growth



# Reflect: Build Relationships & Communicate Effectively

- Establish
  - Meth
  - Using
  - Agree
- Build con
  - Embr
- Maintair
  - Use G



rase  
g  
aphrasing  
dge & clarify  
& connect

stions  
ered



# Reflect: Build Relationships & Communicate Effectively

What wins do you want to celebrate for yourself in each area?

What areas of growth do you see for yourself in each area?



# Reflect: Diagnose







# Diagnose: Review Content

## Give One, Get One, Move On

1. Get 3 Post-Its. Use your diagnose materials. On each Post-It, write a key learning or important idea from your point of view about the Diagnose portion of the mentor cycle.
2. Get up and mingle. When the facilitator says “Give One! Get One!” stop and make a pair with someone close by. Share one of your key learnings with each other (give one and get one). Read each other’s Post-It.
3. When the facilitator says “Move On!” mingle again.
4. Repeat steps 2 and 3 two more times.





# Diagnose: Self-Reflection



- Take time to privately think, reflect, and write to gain more insight into yourself as a mentor.



# Reflect: Coach





# Coach: Review Content

## Two-Minute Papers

1. Use your Coach materials.
2. Write to answer the question *from your perspective*.
3. Share your response with the person sitting next to you.
4. Repeat the steps for each question.

What did you find to be the most challenging aspect of the Coach portion of the Mentor cycle?  
What was the most challenging aspect of the Coach portion of the Mentor cycle?  
What was the most challenging aspect of the Coach portion of the Mentor cycle?  
What was the most challenging aspect of the Coach portion of the Mentor cycle?  
What was the most challenging aspect of the Coach portion of the Mentor cycle?





# Coach: Self-Reflection



- Take the time to privately think, reflect, and write to gain more insight into yourself as a mentor.



# Reflect: Monitor Progress





# Measure Progress: Review Content

Use your Measure Progress materials and work together as a table for 12 minutes.

**Recall:** Make a list of what you recall as most important about Measure Progress.

**Summarize:** Summarize the essence of Measure Progress.

**Question:** Ask any questions that remained unanswered.

**Comment:** Share answers to the questions.

**Connect:** Explain how Measure Progress relates to the Mentor Cycle as a whole.





# Coach: Self-Reflection



- Take the time to privately think, reflect, and write to gain more insight into yourself as a mentor.





# Key Takeaway

Engaging in self-reflection is an effective strategy for consolidating, understanding, and celebrating learning and for determining where to focus learning next.





# Connection to Assessments



# Mentoring to Improve...

1 Analyze

2 Develop

3 Implement

4 Evaluate

5 Review & Submit

## Evaluate

Evaluate the success of your mentoring.

Submit a reflection (approximately 200 words) written by the mentee that you supported. In the reflection, the mentee should address the following questions:

- What is a specific skill or area in which your mentor has helped you improve? How do you know that you have improved in this skill or area?
- Which supports were most critical in meeting your needs as a new or resident teacher?
- What actions will you take to continue to improve your classroom management?

Referring to your mentee's reflection, address the following questions in your own written response (approximately 300-500 words):

- To what extent did your mentee meet the targeted classroom management goal(s)? Identify both strengths and gaps in your mentee's practice. Justify your response by referencing specific examples from the artifacts provided in Implement.
- What could you have done differently in your mentoring to achieve better results? Your response may include expanding on areas of strength.
- What did you learn from this mentoring experience and how will you adjust your future mentoring based on these learnings?

**Artifact(s) to Submit:** Written mentee reflection, written mentor reflection

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

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





**Ain't nothin' to it but to  
do it.**

- *Maya Angelou*

