

**Believe and Prepare**  
**February 29, 2016**  
**A Closer Look at Mentor Training**

**Agenda:**

- Introduction and Overview
- KIPP Support
- Relay Support
- RA Training Activity
- Reflections
- Questions

**KIPP Supports**

*July Meeting with Resident Advisors (Whole Group)*

RAs walk away crystal clear on the following as a result of this meeting...	RAs feel empowered to get clear on the following after the meeting...	RAs begin to reflect on...
<ul style="list-style-type: none"> <li>➤ Vision, goals, and structure of the Residency program across KNOS</li> <li>➤ With support, they are assuming ownership of preparing the Resident to successfully lead a classroom in Year 2</li> <li>➤ How residents and RAs will be supported over the course of the year, especially in the first few months</li> <li>➤ How they need to prioritize supporting Residents in the first six weeks</li> <li>➤ Key dates: our first ind. check-in, the next RA training, Gateway assessments</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school leader’s long-term vision for this resident</li> <li>➤ How resident will spend their time on Day 1</li> <li>➤ How to set them up for success in interactions with other faculty members</li> <li>➤ Something for the resident to own right away</li> <li>➤ An established weekly meeting time with his/her resident</li> <li>➤ In-school support systems</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to hold residents accountable</li> <li>➤ Their own comfort level in giving feedback</li> <li>➤ How to help residents plan/organize their time</li> <li>➤ How to best serve as a school ambassador for the resident</li> <li>➤ How to keep an eye on the Resident’s emotional well-being</li> </ul>

*Common Check-in Questions for First RA Check-in*

- How are you feeling about the RA role?
- What is the Resident’s current daily/weekly schedule?
- Where are you seeing alignment to Relay curriculum/assessments? Lack of alignment?
- Have you established a weekly meeting time?
- Have you had a weekly meeting yet? How did it go?
- Have you given your Resident any positive/constructive feedback yet? If so, how did it go?
- If not, why not? Do you see things already that you would like to give feedback on?
- What is your Resident owning? How is it going?
- Who is your support system (other than me)?
- What other questions do you have or context would you like to share?
- What next steps do we each want to commit to?

*Scope of RA Check-ins Throughout the Year*

<b>Late Summer/Early Fall Focus: Settling In</b>	<b>Late Fall/Early Winter Focus: Growing in Effectiveness</b>	<b>Spring Focus: Reflecting and Preparing for Year 2</b>
<p><b>Residents:</b></p> <ul style="list-style-type: none"> <li>➤ Understand their day-to-day responsibilities</li> <li>➤ Develop strong habits</li> <li>➤ Build strong relationships at the school and find their place in its culture</li> <li>➤ Have a clear system of support and know how to access it</li> </ul> <p><b>Resident Advisors:</b></p> <ul style="list-style-type: none"> <li>➤ Understand their role in supporting Residents across areas of effectiveness and satisfaction</li> <li>➤ Understand their support systems throughout the year</li> </ul>	<p><b>Residents:</b></p> <ul style="list-style-type: none"> <li>➤ Make connections between Relay and school site learnings and feedback</li> <li>➤ Develop stronger self-awareness about their instructional practices</li> </ul> <p><b>Resident Advisors:</b></p> <ul style="list-style-type: none"> <li>➤ Help Residents connect the dots in their learning</li> <li>➤ Develop stronger coaching skills</li> </ul>	<p><b>Residents:</b></p> <ul style="list-style-type: none"> <li>➤ Understand what it will take to be successful as a lead teacher and feel prepared for next year’s teaching assignment</li> <li>➤ Feel clear on their biggest strengths, growth areas, and progress</li> </ul> <p><b>Resident Advisors:</b></p> <ul style="list-style-type: none"> <li>➤ Create plan to informally support Resident Year 2</li> <li>➤ Share feedback and lessons learned so we can improve</li> </ul>

**Relay GSE Supports**

*Resident Advisor Trainings*

1 – Summer	2 – September	3 – January	4 – March
<ul style="list-style-type: none"> <li>➤ Residency Overview</li> <li>➤ Resident Advisor Roles and Responsibilities</li> <li>➤ Identifying Key Levers in Observations</li> <li>➤ Planning and Practicing Feedback Conversations Using Six Steps Protocol (<i>Leverage Leadership</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Planning and Practicing Feedback Conversations Using Six Steps Protocol</li> <li>➤ Overview of Gateways 1 and 2</li> <li>➤ Sharing Best Practices Around Feedback Conversations, Co-Teaching, Modeling, Observations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Overview of Gateway 3</li> <li>➤ Making the Openings of Lessons Effective</li> <li>➤ Practicing Coaching Conversations around Openings (Framing Learning and Hooks)</li> <li>➤ Teacher Talk vs. Student Talk Ratio</li> </ul>	<ul style="list-style-type: none"> <li>➤ Overview of Gateway 4</li> <li>➤ Focusing on Checking for Understanding and Questioning</li> <li>➤ Sharing Best Practices and Reflections</li> </ul>

**Identifying Talk-Time Ratios**

As you watch a clip from Ms. Lippert’s classroom, jot down the type of talk-time she is using for the duration of the clip. Use the lap function on your phone’s stopwatch.

Talk Time		
Type of Talk Time	Time	Percentage
Teacher Talk		
Student Talk (Whole Group)		
Group Discussion (e.g., Turn and Talk)		
Time off Objective (e.g., redirections, resets)		

Feedback	
It was effective when...	Next time try...

**Samples of Instructional Talk-Time Ratios:** Below are data from K-12 classes. Which class received the highest participant ratings for learning and engagement?

	Class #1	Class #2	Class #3	Class #4
Teacher Talk	48.50%	33.70%	68%	41.90%
Student Talk (whole group)	20.90%	43.90%	25%	29.70%
Group Discussion (e.g. T&T, small-group discussions)	18.40%	11.20%	2%	8.90%
Silent work time	8%	7.20%	3.5%	17.40%
Time off objective (e.g. transitions, instructions, redirections)	4.2%	2%	1.5%	2.1%

**Shifting the Talk-Time Ratio for Class # \_\_\_\_\_ :**

Strategies for Increasing Student Think Time (talking, working)	