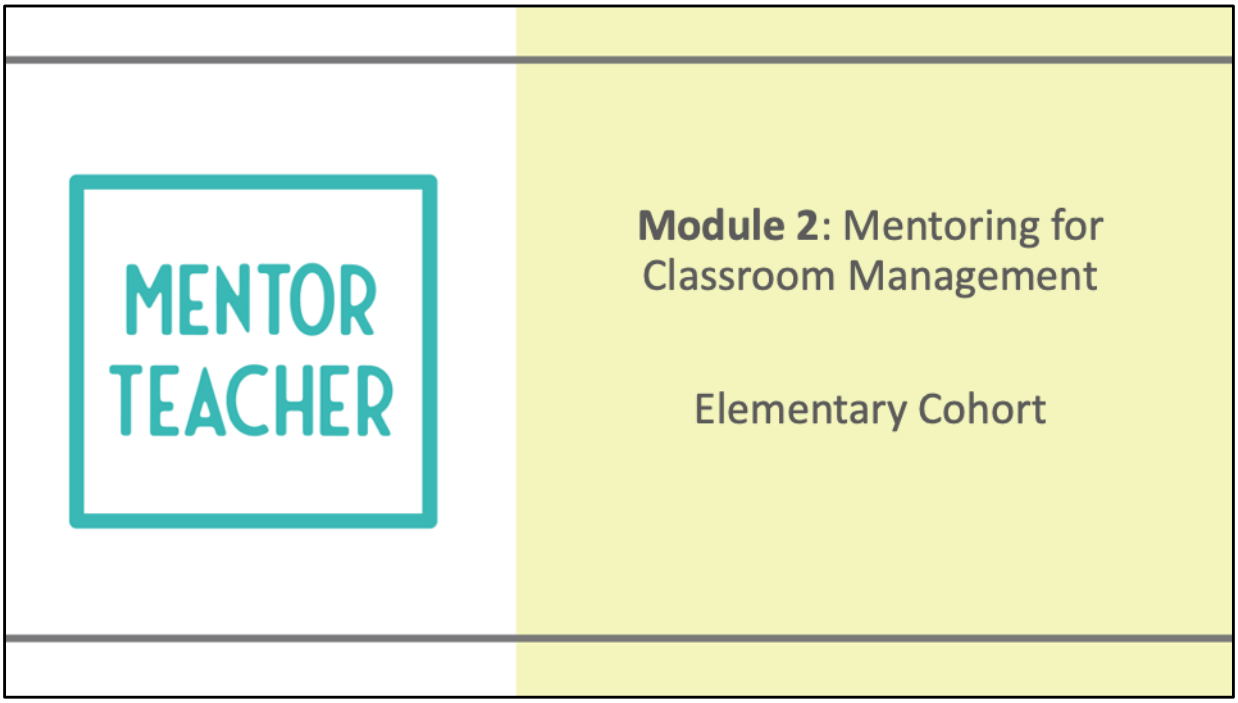



●**Duration:** 2 minutes

●**Facilitator says**: Welcome back. You are now meeting in your official cohort with the people who will be your learning partners for the remainder of our sessions.

●**Facilitator does**: Facilitators introduce themselves to participants and share a brief background and their interest in supporting mentors.

## Mentor Training Course Goals

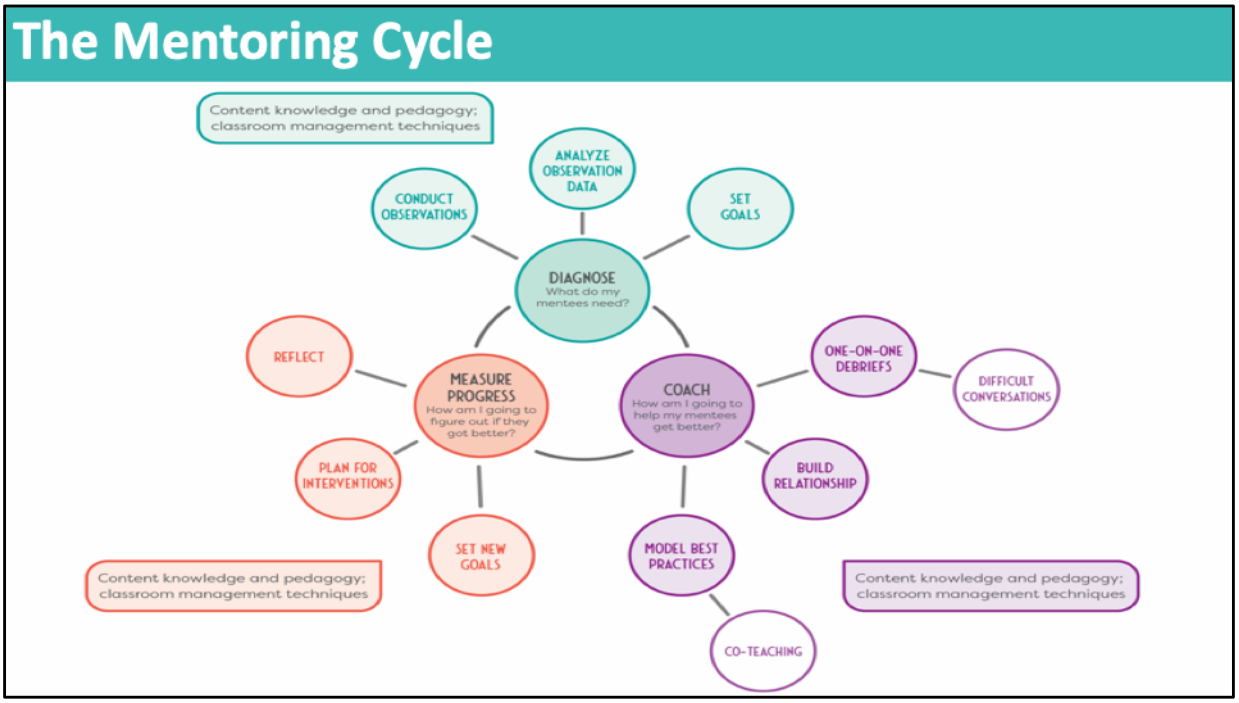
- Build strong relationships with mentees.
- Diagnose and prioritize mentees' strengths and areas for growth
- Design and implement a coaching support plan
- Assess and deepen mentor content knowledge and content-specific pedagogy

Mentor Teacher Module 2 2

**Duration:** 1 minute

●**Facilitator says:** The goals for the Mentor Training Course appear on p. 1 of your packet. Let's take just a few minutes to remind ourselves about the goals for the Mentor training Course. You'll remember that we discussed these in our first session. Mentors, as a result of this training, will be able to build strong relationships with mentees, diagnose and prioritize strengths and areas for growth, be able to design and implement a coaching support plan to help facilitate mentee growth, and deepen their own content knowledge and pedagogy so they are constantly practicing and modeling best practices for their mentees.

**Facilitators do:** Project slide.




●**Duration**: 1 minute

●**Facilitator says**: Let's remind ourselves about the mentoring cycle. As you recall, the cycle is made up of three core components, diagnosing and prioritizing mentee needs, coaching, and measuring progress. This process is one mentors will use to structure the work they do. essentially, as every point in their work with mentees, they are involved in one of these core processes.

●**Facilitator does**: Point to the places in the cycle where data gathering occurs.

## Module 2 Outcomes

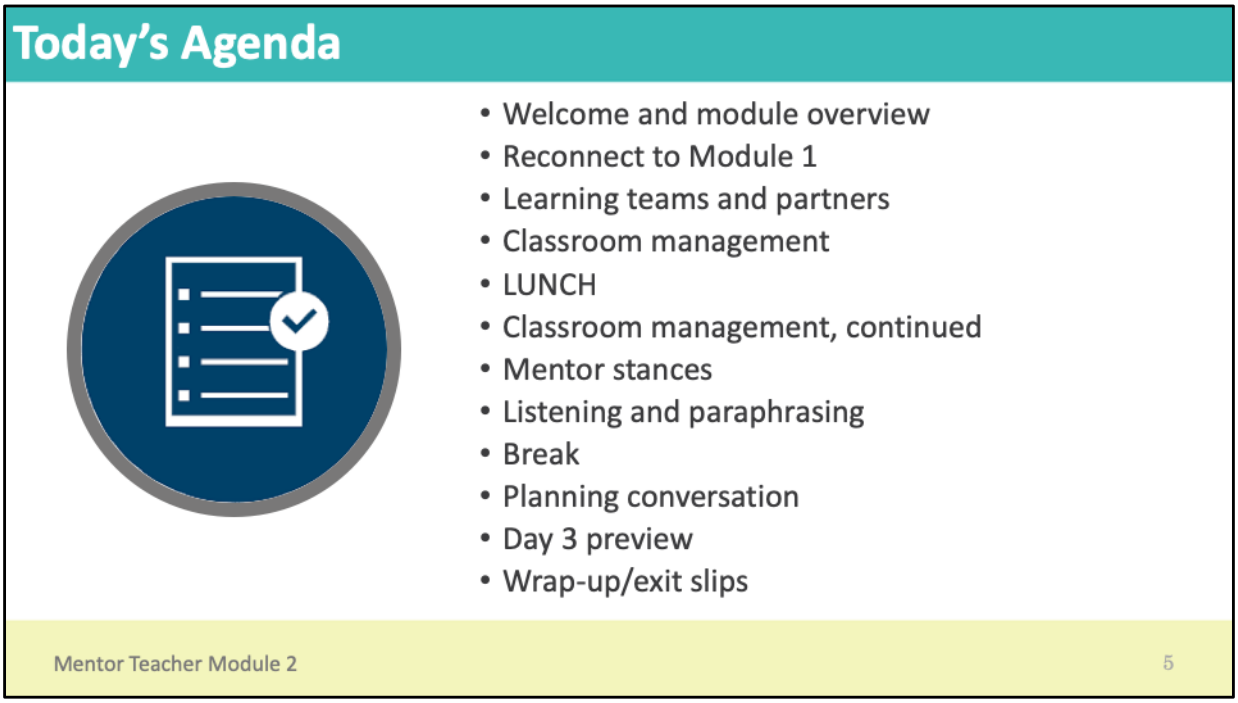
- Determine teacher moves that promote a positive classroom culture, including establishing relationships with students, creating a behavior plan, and developing classroom rules and procedures.
- Implement strategies that support a growth mindset with students.
- Apply criteria to determine mentoring stances that support mentee development.
- Use paraphrasing and listening in conversations related to mentees' growth and development.
- Facilitate a planning conversation.

Mentor Teacher Module 2 4

●**Duration:** 1 minute

●**Facilitator says:** During this module, we will focus on five outcomes aligned to the goals. Specifically we will examine how mentors support mentees with classroom management by raising your consciousness and giving you language to develop mentees' competence with classroom management. One aspect of effective classroom management is the teacher's mindset, so we will dig into that research, both for your own learning and to support mentee development. We will examine a way to think about the continuum of supports you can provide your mentee. We will choose the category of support your provide based on the developmental needs of mentees. Because conversation is the vehicle through which mentors support mentee development, we will focus on two crucial communication skills, listening and paraphrasing, that maintain a positive relationship between a mentor and mentee. Lastly we will practice planning conversations for demonstration and co-teaching.

●**Facilitator does:** Reminds participants that the outcomes appear on p. 3.




●**Duration**: 1 minute

●**Facilitator says:** You will see our agenda on p. 4 of your packet. We will begin with a review of your assignment, move into learning teams that will be your home base for the remaining sessions, unpack classroom management, learn some communication skills, and then practice coaching classroom management.

## Our 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

Mentor Teacher Module 2 6

●**Duration**: 1 minute

●**Facilitator says**: We discussed the course agreements in our first session, so you each are familiar with them. Let's take some time to review them and be sure you are comfortable with them.

●**Facilitator does**: For each agreement, ask participants to share what it means to them. Encourage them to state what it looks like and what it doesn't look like. Clarify any agreements which are confusing to participants.

●**Facilitator says:** Let's just check on your level of commitment to these agreements. Give me a thumbs up regarding your willingness to keep these agreements.

●Make a mental note about which agreement was easiest for you personally to keep in the first session and which was the hardest. We will review these often and offer individuals and teams opportunities to reflect on how well they are adhering to the agreements.

## Learning Teams

- Purpose: Create content and level alike learning teams to enhance individual and collective learning, support application of learning in practice, and provide opportunities for collaboration to deepen learning and to meet mentor distinction criteria.
- Group into learning teams of 6 by level and content.

Mentor Teacher Module 2 7

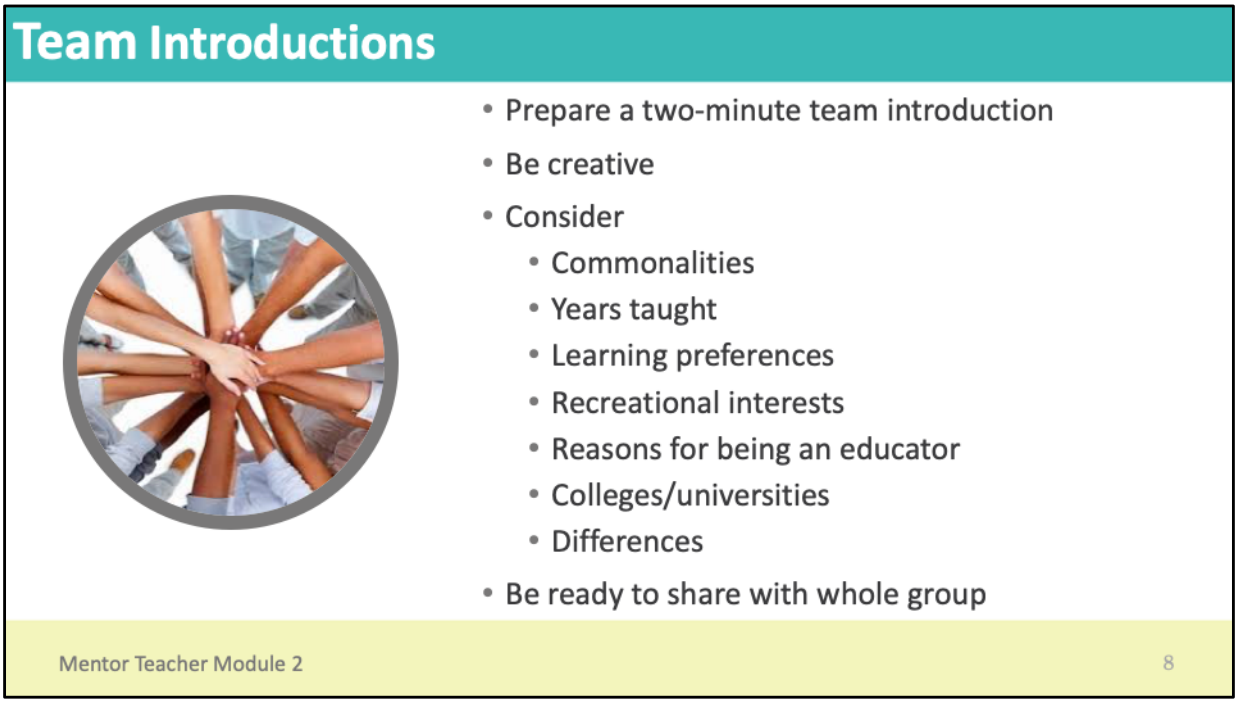
**Duration**: 7 minutes

**Facilitator says**: We are now going to group you into learning teams. As you'll see our purpose is to create community, expand your perspectives, practice building relationships, and provide you a support system.

Without taking anything, please move to corners of the room. Each corner represents a level or grade of student you teach.

**Facilitator does**: Designates corners of the room by level/grade or subject and level (secondary universal only). For example, designate a k-1, 2-3, 4-5 for elementary cohorts; by level and discipline for those elementary teachers teaching only ELA or math; middle school, 9-10; and 11-12 for high school; and subject areas for secondary universal. After participants gather, move to each corner and create learning teams of approximately six-eight people, balancing the teams as much as possible, and have them choose a table to serve as their home base for the remainder of the day.

**Facilitator says**: Now that you have your team and a location, please move your belongings to your new home for today.



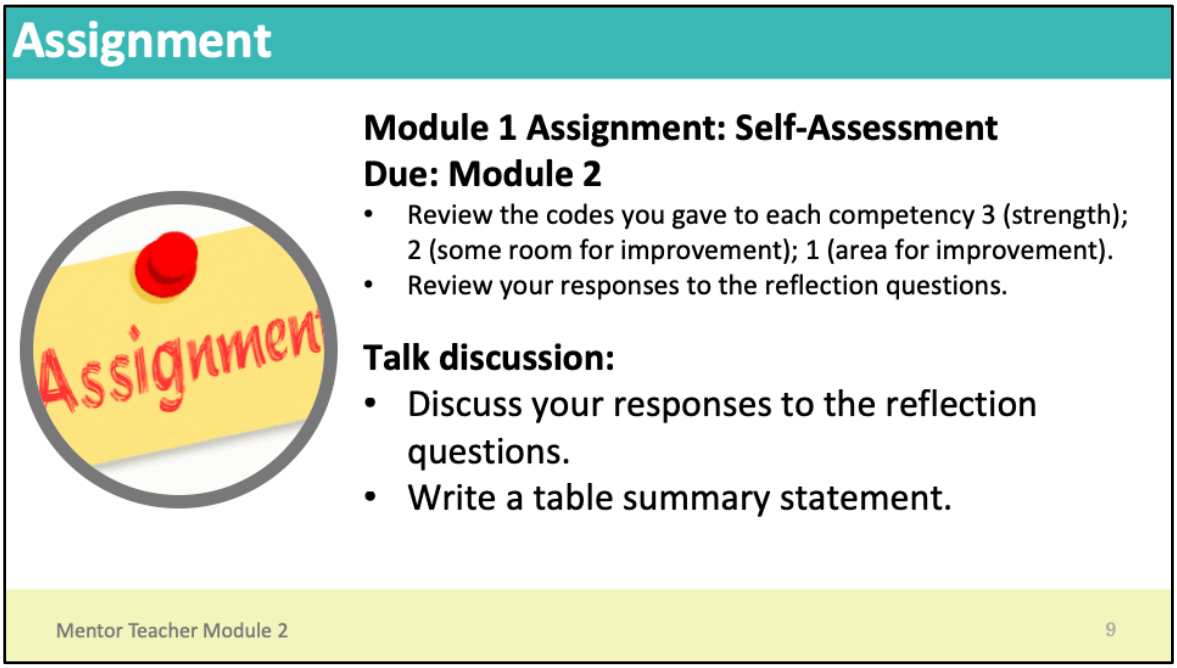

**Duration**: 20 minutes

**Facilitator says**: Now that you are together in a space, let's begin to form a sense of team. You will have 15 minutes to create a team introduction poster that tells others who is on your team and what your team is called. You'll see some information on the screen that you might want to include on your team's poster. Be creative in displaying the most important information we all should know about who you are as a team.

**Facilitator does**: Monitors time. Provides chart paper, markers, and tape for each team. When teams finish, take a photo of each team by its poster and note the names of people on the team. Give the team a expanding file pocket that include name tents for teams to use at each session.

●**Facilitator says**: Let's hear a few teams' introductions. If we don't get to your team's now, we will throughout the day today and tomorrow.

●**Facilitator does**: Designates three teams to introduce themselves now.




**Duration**: 12 minutes

**Facilitator says**: Let's take some time to address your assignment for today. Please take out your notes and your copy of the Teacher Preparation competencies. We gave these to you in the first session and asked you to bring them to every session as a reference. Take about two minutes for personal review of your responses to the self-assessment task.

**Facilitator does**: Monitors time and reminds participants to work independently, as needed.

●**Facilitator says**: In your table groups take the next 8 minutes to discuss your responses to the self-assessment task. Ask someone to serve as a timekeeper. With 90 seconds remaining, write a single summary statement to wrap up your team's discussion. Be ready to share the summary statement.

●**Facilitator does**: Monitors time and reminds teams to write their summary statement.

- **Facilitator says:** Let’s hear some summary statements.

- **Facilitator does**: Selects three teams to share their summary statement.

●**Duration**: 1 minute

●**Facilitator says**: Our first area of new content today is mentoring classroom management. Before we begin, we want to make it clear that we are not advocating a particular behavior management system. We trust that your individual schools and school systems have programs, procedures, and even policies in place to oversee classroom management. We are talking about those decisions that are the prerogative of a classroom teacher within any program. We are also not here to advise you on handling individual discipline situations with students. We won't be able to take the time to know enough about each individual student you may wonder about and about your individual school or school system's policies about classroom management.

●We are here to help you help mentees plan for and enact a system that creates a positive, safe, and productive learning environment within the classroom so that all students are able to be successful academically, socially, and psychologically. We will focus on this topic for the next several hours to achieve the outcome you see on the slide. Successful teachers know how to manage a classroom. This is something you do

almost without thought now that you are an experienced teacher. As with other content we will learn about in this course, our goal is to raise your consciousness about what contributes to your expertise, give you some language and frames to use with your mentee as you help your mentee develop his or her expertise, and help you take apart the complex work of teaching so that you can communicate effectively to your mentee about core responsibilities of teaching and learning. We encourage you to use two lenses to look at this section on classroom management. One lens is how the content applies in your own classroom and then how do you help mentees develop their own skillfulness with classroom management. Our focus on four key ingredients of classroom management will give you the language to use when you coach mentees about their own classroom management and when you are debriefing your modeling of these classroom management practices in your classroom. Continue to think about how you can apply this content to helping a mentee become an expert classroom manager.

## Guiding Questions

- What are the components of effective classroom management?
- How do teachers develop a classroom management system and model it for their mentees?
- Why should mentors be concerned about classroom management?
- How can mentors help mentees develop and improve classroom management competencies?

Mentor Teacher Module 2 11

●**Duration**: 30 seconds

●**Facilitator says**: These are the questions that will guide our unpacking of classroom management. Take a moment to read through them.

## Partner Interviews

1. Describe your classroom management system. What are its main components?
2. What principles underlie it?
3. What aspects of it are you most comfortable with?
4. What parts of it are you least comfortable with?

Mentor Teacher Module 2 12

●**Duration**: 6 minutes

●**Facilitator says**: To initiate our focus on classroom management, we are going to engage in partner interviews about your current classroom management processes. First you will find a partner you do not know. This gives you a chance to meet someone new. Let's use a stand up, hands up, pair up process. Go . . .

●**Facilitator does**: Facilitates the formation of pairs. If necessary, the facilitator might serve as a partner for someone without a partner. Look for hidden trios. They like to hide out around the room. In the time available, not all members of a trio will have time to respond.

●**Facilitator says**: Use the questions on the screen and in your packet to interview your partner for 2 minutes about his or her classroom management system.

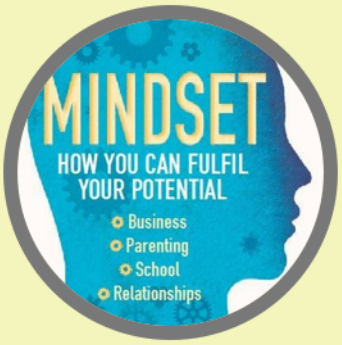
●**Facilitator does**: Monitor time and note when the partners should switch roles of interviewer and interviewee.

| Meta-Analysis Results for Four Management Factors | |
|---|---|
| **Factor** | Percentile Decrease in Disruptions |
| **Teacher mental set** | 40 |
| **Disciplinary interventions** | 32 |
| **Teacher-student relationships** | 31 |
| **Rules and procedures** | 28 |

●**Duration**: 1 minute

●**Facilitator says**: The research on the effects of classroom management note a substantial drop in instructional disruptions when teachers implement the four main components of a classroom management system. You'll see those results on the scree and in your packet. Consider which of these factors most impacts your classroom. We'll discuss each factor.

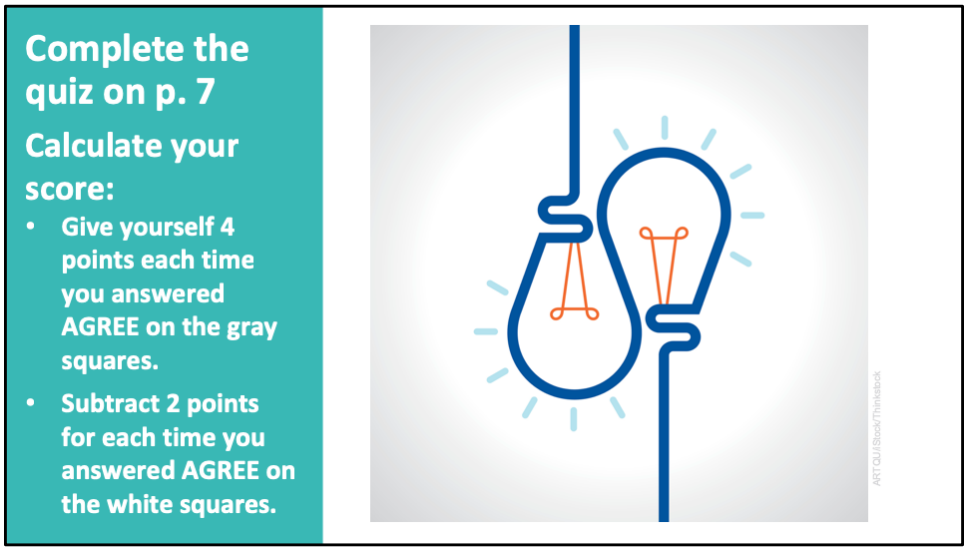
●**Facilitator does**: Points to each factor.




# First Ingredient: Teacher's Mental Set

14

- **Duration**: 30 seconds
- **Facilitator says**: The first factor is the teacher's mental set. Let's dig into that.




● **Duration**: 10 minutes

●**Facilitator says**: We will begin our focus on the teacher's mental set with a brief survey about your own mental set. Please respond to the survey quickly and independently. The survey is on p. 7.

●**Facilitator does**: remind people to work quickly and independently. Allow about two minutes for participants to complete their survey and then animate the slide with the scoring guide.

●**Facilitator says:** Let's look at your score and what it means. Please use the guide on the slide to calculate your score and write it at the top of your survey page. Let me explain the scores:

- o Less than 5, you have a growth mindset.
- o Between 5 and 10, you have a growth mindset with some fixed ideas.
- o Between 11 and 15, you have a mostly fixed mindset.
- o Above 15, you have a solidly fixed mindset.

●Direct the participants to put their "scores" aside. Ask, "How does this relate to our

work?”

●This is a personal reflection and not scientific survey. It helps you to gauge your current mindset.

**Review Reading Assignment**

**https://tinyurl.com/mindset-perils-promise**

In your table group, discuss the article. Cite evidence from the text. Use questions on p. 7.

●**Duration**: 12 minutes

●**Facilitator says**: There are different attitudes and beliefs that educators have about learning, and our beliefs are reflected in how we teach and in the learning environment we create for students, both of which affect how students learn. Educators' beliefs are crucial to influencing students' beliefs and behaviors; therefore, there is a need for educators to examine their beliefs about learning. You were asked to read an article by Carol Dweck about her research on how mindsets influence student learning and performance. We will take some time to explore what you read in your table groups. In your packet on p. 7 are some questions to guide your team conversation. As you respond, when possible, cite specific evidence from the text to support your answers. Your discussion will give you an opportunity to reflect on your own beliefs and how they influence your practice. It will also raise your consciousness about how a teacher's and a student's mindset influences student success. As we investigate these ideas further, you will consider strategies that enable them to apply findings from research in the classroom and enact changes in the culture of your classrooms and schools.

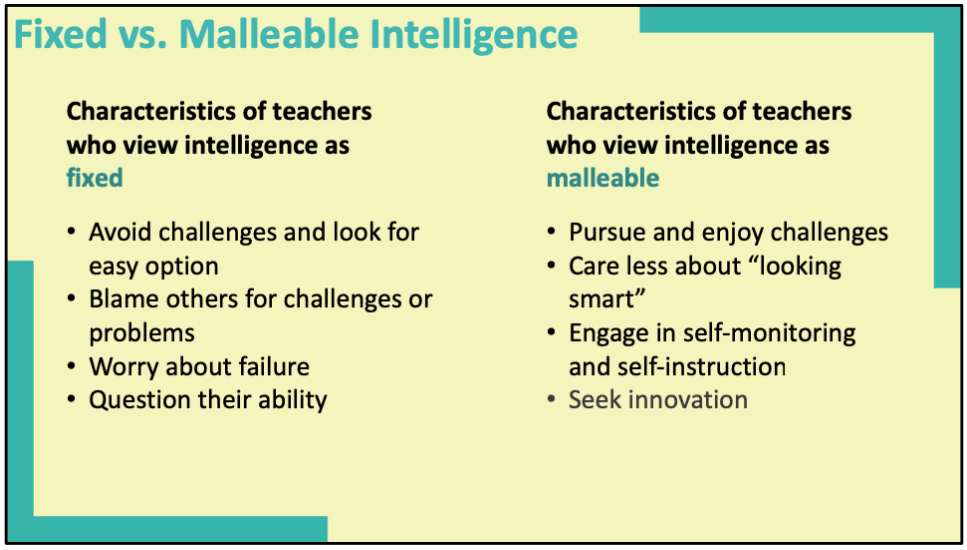
●**Facilitator does**: Monitor time for table discussion.

1. What confirms your current knowledge and beliefs?
2. What questions does this research raise for your students?
3. How might this research impact the culture of learning in your classroom?
4. How might this research inform the ways in which you interact with and teach your students?

● Words of Wisdom

●It is important that participants have time to read the article and independently reflect on the questions before sharing their thinking with others. Encourage them to write down their thinking in regard to the questions, which will help reflect deeply on their own understanding and beliefs in regards to the reading selection.

●If time is an issue, having teachers read just the first two full pages to the top of the third page will get a good discussion.




●**Duration**: 5 minutes

●**Facilitator says**: Consider how Dweck's description of students with fixed and growth mindset applies to teachers. Based on your reading of the article, what are some of the characteristics or behaviors of people who view intelligence as fixed?
●**Facilitator does**: Asks participants to respond. Seek responses from people who have not yet responded. After gathering a few responses, animate the slide to note the three characteristics of students who have a fixed view.

●**Facilitator says**: In contrast, what are some of the characteristics or behaviors of people who view intelligence as malleable?"

●**Facilitator does**: Ask participants to respond. See responses from people who have not yet responded. After gathering a few responses, animate the slide to note the three characteristics of students who have a malleable or growth-oriented view.

● Facilitator says: Teachers' and students' mindsets influence not only the classroom environment but also a student's opportunity to succeed academically.

●Given these two contrasting views of intelligence, how do mentors help mentees understand how their mindset influences student opportunities to learn? Turn to a shoulder partner and discuss how mentors might address these contrasting views with mentees to help them understand how their mindset influences students' mindset and opportunity to learn?

● **Duration**: 10 minutes

●**Facilitator says**: Let's look at specific ways a teacher supports a growth mindset in students and demonstrates his or her growth mindset about students' capacity to succeed. Students succeed when they believe they can learn and when their teachers believe they can learn. We are going to look at some general categories of actions a teacher takes to convey to students that he or she has a growth mindset. For each general idea, you will work with a different partner to identify very specific, actionable actions to take. Think about what you can actually see and do. For example, if we say show respect, how does a teacher actually show respect? Make the actions visible. You want to be able to help a mentee know how to have a growth-oriented mindset about students and how to help student develop a growth mindset about their own learning. We are going to lightning pairing—six different partners; at least five ideas from each partnership. Sometimes actions will fit more than one category too. Take notes so you'll have these ideas to share with colleagues and with mentees.

●OK find your first partner. Keep one eye or ear on me to know when it is time to find

another partner. Here is your first category. Provide opportunities for collaboration and discourse. What are specific actions a teacher takes to make that visible in a classroom? With your partner identify five ways.

●**Facilitator does**: Monitors time for one minute. Select one pair to share its five ideas.

●**Facilitator says**: Let's hear this pair's actions. . . . Now let's find a new partner. With your new partner identify five actions for the second category, encourage high, equitable levels of student participation.

●**Facilitator does**: Monitors time for one minute. Select one pair to share its five ideas.

●Repeat this process through the remaining four categories. Some ideas for each category are below for reference.

●**Collaboration and discourse**
- ○coolest mistake of the day -- kids learn from someone's mistake
- ○think-pair-share

●**High, equitable level of participation**
- ○popsicle sticks
- ○label question stems with colors based on level - then pull color coded stick for student

●**Broad range of competencies/approaches**
- ○encouraging students to show their work in different ways
- ○ask individual student to show a different way
- ○paraphrase passport --> have students at each group paraphrase correct answer in their own words

●**Cooperative learning and shared accountability**
- ○students contribute to each other's learning
- ○provide autonomy/choice in task, team, and process
- ○use Kagan structures

●**Autonomy/choice**
- ○Create options for students
- ○Allow students to design their own demonstration of learning
- ○Allow multiple forms of expression

●**Model and monitor the climate for interactions among students**
- ○Discussion trackers - teacher listens for specific language and monitors discussion via paper tracker
- ○Ask students how they know that they are doing the right thing.
- ○Show "text talk time" video before discussions to model discussion norms

- Kagan strategy (jot cards) to help students prepare for discussions
- Model what not to do for class

●**Facilitator says:** As mentors, this content layers from students to us as teachers and to us as mentors. Think about this. When we say things like, that student in my room will never get it or when we hear colleagues say that, it reflects a fixed mindset. These are some of the most frustrating situations we face because our attitudes interfere with our capacity to support student learning. How we our mindset influences students' mindsets matters. And now let's layer it to our role as a mentor. If we have a fixed mindset about students, we are likely to have a fixed mindset about our mentees' growth as well. We as mentors have a responsibility to develop the mindset of the mentees we're working with so that they hold a growth mindset about themselves and about their students. Talk with your partner about how you can help mentees learn how to demonstrate a growth mindset in their classroom.

●Words of Wisdom: Intentional actions can make a tremendous impacting on students to believe they can succeed in any discipline.

## Facilitate On-Task Behavior and Academic Achievement

- Giving clear instructions
- Beginning a lesson effectively and efficiently
- Maintaining attention
- Pacing
- Using independent and group work productively
- Summarizing
- Providing useful feedback, assessment, and evaluation
- Making smooth transitions
- Dealing with common frustrations

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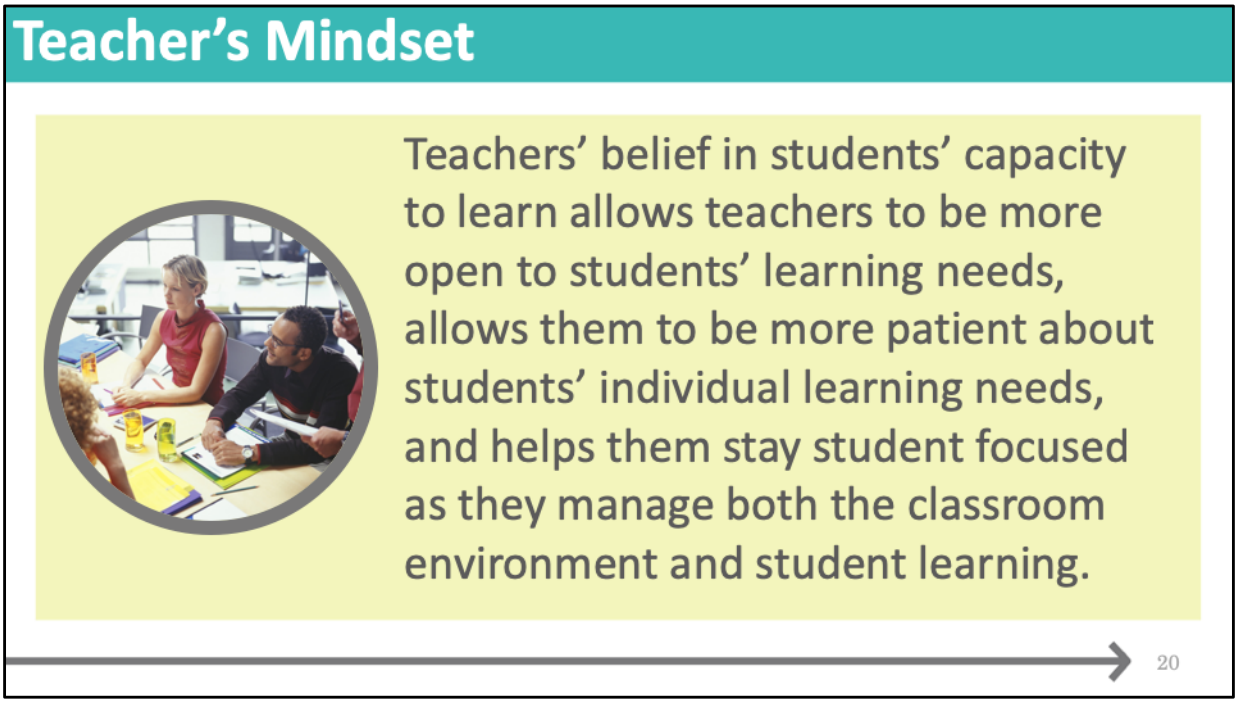
●**Duration**: 4 minutes

●**Facilitator says**: The list of instructional management skills that ensure that students are successful can both help convey the teacher's intent that all students learn as well as help students feel confident and competent in completing any learning experience. Take a look at the list of instructional management skills on p. 8 and note those that you worry a mentee will not understand or be able to practice as well in his or her early weeks. Consider how you might help a mentee implement these practices. Turn and talk with a shoulder partner about what you can do to support mentee success with these practices.

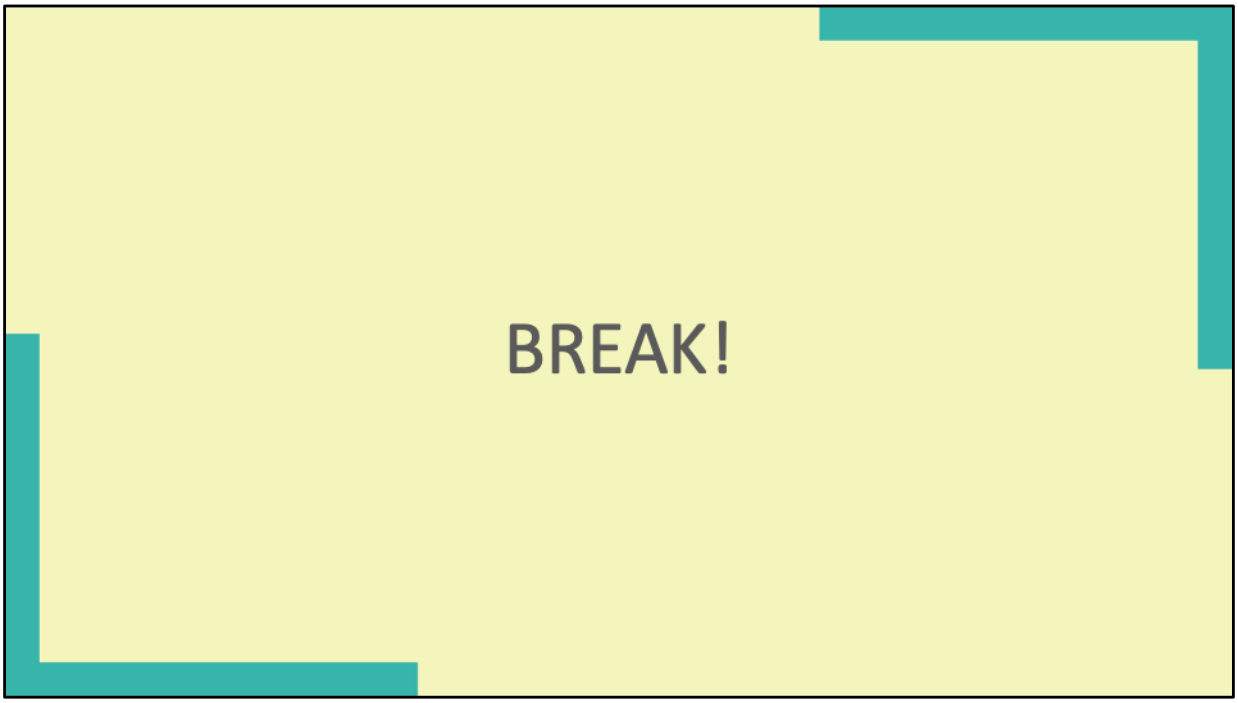
●**Facilitator does**: Monitor time. Invite a few pairs to share their thinking. Seek input from those who have not contributed yet.




●**Duration**: 3 minutes

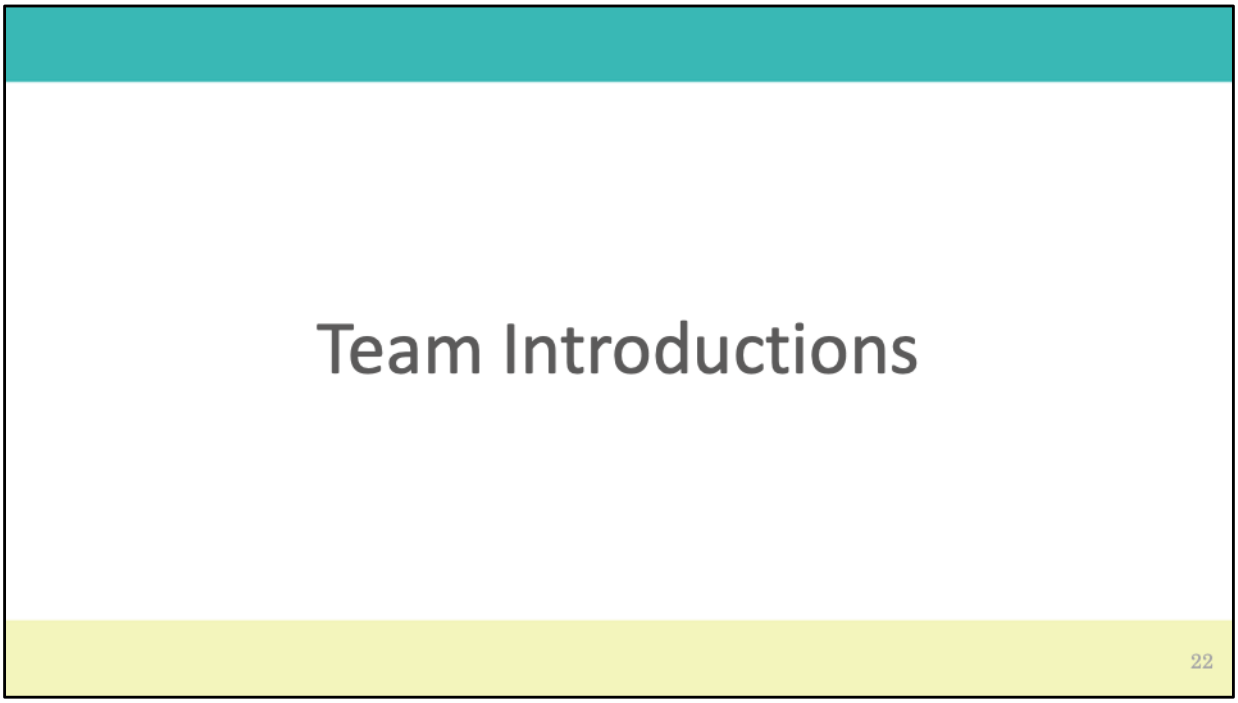
●**Facilitator says**: Let's summarize what we are learning about the influence of a teacher's mindset on his or her students' mindset and their academic, social, and psychological success in the classroom. Read the statement on p. 8 and note the key words or phrases. Turn to a shoulder partner and share how do you help mentees understand and act on this.

●**Facilitator does**: Circulate and monitor.

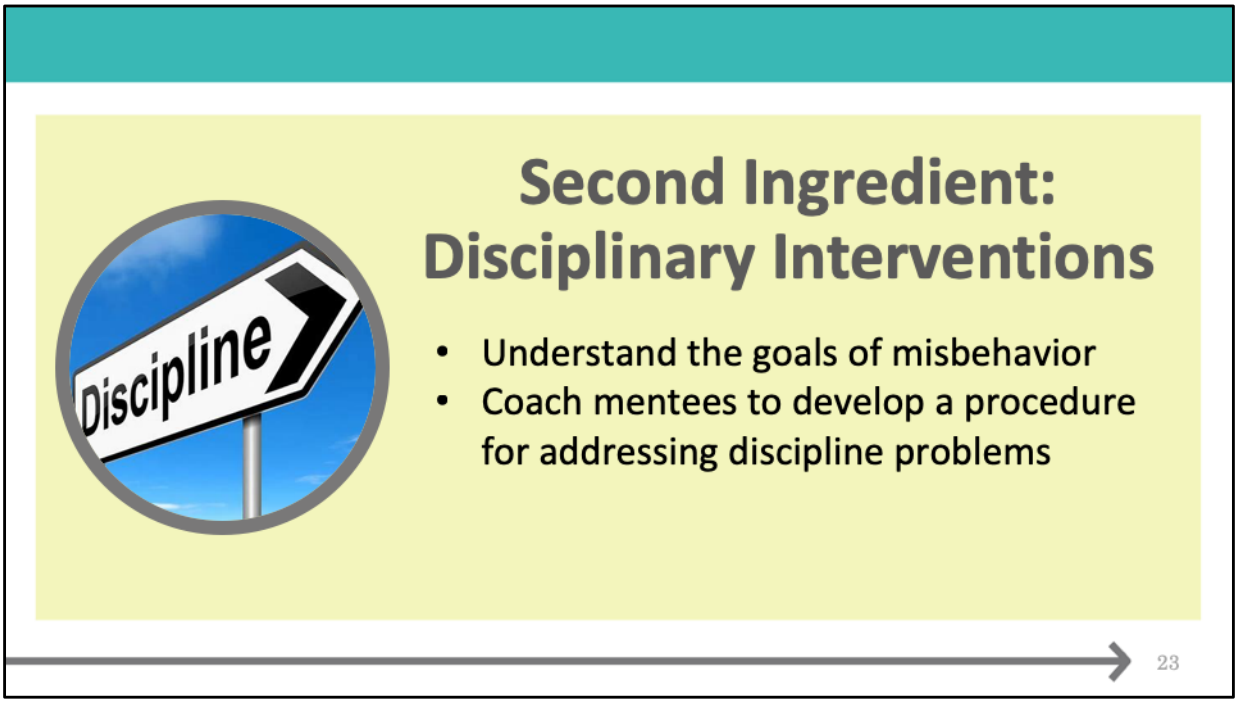



- **Duration**: 15 minutes

- **Facilitator says**: We'll take a break now. Set your timers for 15 minutes and be back promptly.




- **Duration**: 10 minutes
- **Facilitator says**: Let’s hear from three other teams.
- **Facilitator does**: Selects teams to share their introduction.




●**Duration**: 20 seconds

●**Facilitator says**: The second component of a classroom management system is disciplinary interventions. A disciplinary intervention is what teachers do when student behaviors interfere with learning and safety of the classroom environment.

- Understand the goals of misbehavior
- Develop procedure for addressing problem

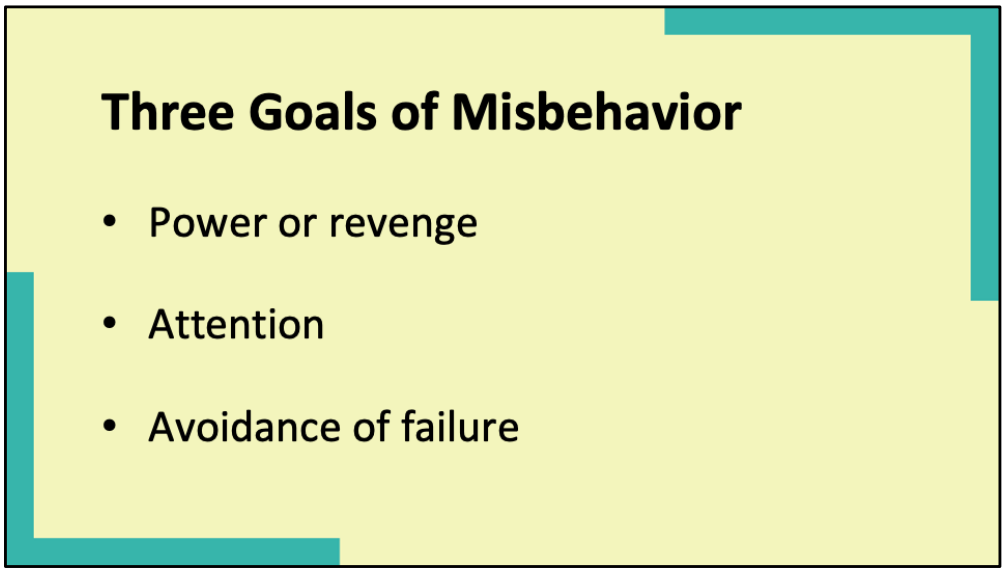
●**Duration**: 2 minutes

●**Facilitator says**: To select and implement a disciplinary intervention, teachers must understand the student's goals for the misbehavior and have a procedure in place for handling misbehavior. Turn to a shoulder partner and describe the interventions for misbehavior you use in your classroom.

●Take a moment and read Priorities on the bottom of p. 9.

●**Facilitator does**: Pause for 1 minute.

●**Facilitator says**: This is a reminder about why it is important to seek to understand the student's motivation for his or her misbehavior.




●**Duration**: 8 minutes

●**Facilitator says**: Students usually have three goals in misbehavior. You'll see those described on p. 10. When teachers understand the motivation behind a student's actions, she or he will be more likely to select an appropriate intervention. The three primary motives are power or revenge—revenge is power over someone. Power represents a need to be have influence, especially in the classroom and to maintain status or gain status. Look at the list of suggested interventions for students driven by power or revenge. Check those that you have used.

●**Facilitator does**: Gather some responses from individuals, selecting some who have not had an opportunity to contribute.

●**Facilitator says**: Another motive is attention, the need to be recognized, acknowledged, or appreciated. At your table, talk about the interventions on the list that you have used and note those that have worked better than others for you.

●**Facilitator does**: Gather some responses from at least two different tables, calling

on those who haven't contributed much.

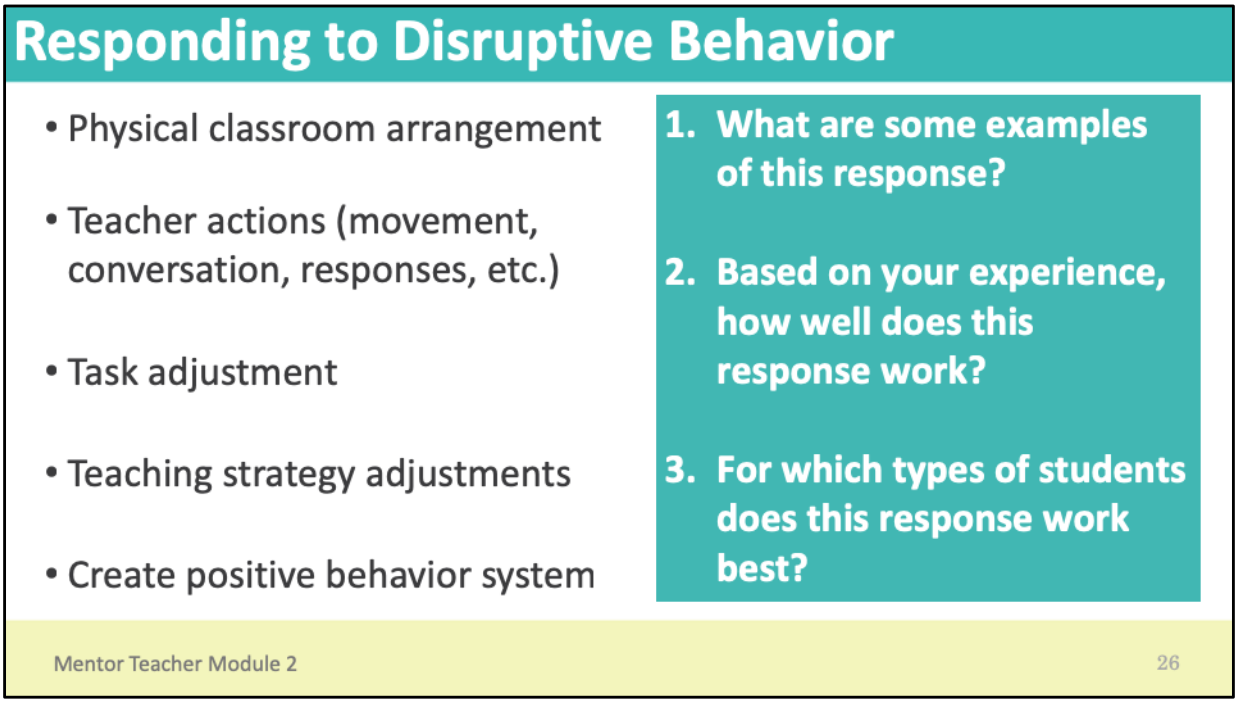
●**Facilitator says**: Other students are moved to avoid failure. Their misbehavior is driven by a need to deflect from the work or task in hopes of finding a way to make situation easier and to avoid errors, mistakes, or undue challenges. What might be some appropriate interventions to address students driven by a need to avoid failure? Turn and talk with a partner about the interventions recommended for this goal. Which have you used and which have worked better than others.

●**Facilitator does**: Gather some responses from different people, calling on those who haven't contributed much.

●**Facilitator says:** Think about mentees now. What are they likely to know about the goals of misbehavior. How can teaching them this content help them manage discipline more effectively? Talk at your table about how to both model and teach this content to mentees so they can apply it in their own classrooms.

●Facilitator does: Give a few minutes for participants to talk.

●Facilitator says: Let's hear some responses. [Note: Mentors model how to respond to students based on their goal. Mentors strive to debrief discipline situations with mentees emphasizing how the intervention aligns with the goal for misbehavior.]

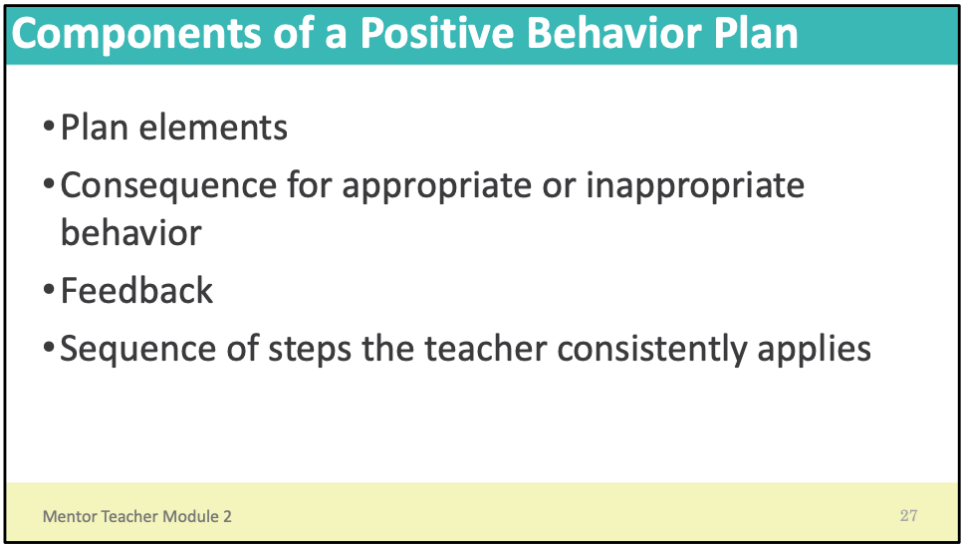



●**Duration**: 10 minutes

●**Facilitator says**: These are common ways teachers respond to disruptive behavior. Let's talk about some specific examples of each. In your learning teams talk about specific ways you use these responses and discuss their relative effectiveness based on your experience. Let's do the first one together. Some teachers change their classroom arrangement to address misbehavior. What are some examples of these? Based on your experience, how well do these work? Which types of students does this response work best?

●Now as a team take the other areas and discuss specifics examples and their effectiveness.

●**Facilitator does**: Animate the slide to post the questions to answer about each response.




●**Duration**: 12 minutes

●**Facilitator says**: An effective behavior plan requires thoughtful planning. On p. 12 is a grid for planning a behavior system. It might be helpful as a tool to use with mentees to plan a behavior plan. Let's look through the way the table is organized. The first element is the factor you want to include. In the example you'll see that respect is an element. It is helpful to define what this factor looks like and sounds like so there is no misunderstanding or assumption about understanding. What does respect look like and sound like in your classroom? What actions on the part of students would convey to you that they are respecting others and the classroom property? [Note: Gather a few responses.]

●Consider a factor that you would want to included or do include in your behavior plan and write it into your table. Add specifics about what it looks like and sounds like. You might ask a shoulder partner to help you with the latter part of this.

●Next is identifying the positive and negative consequences for this particular factor. You may find that one particular consequence or set of consequences is appropriate

for all of the behavior factors you want to include, rather than distinct ones for each factor. This decision is an important one to make and might require weighing multiple issues such as how feasible it is to manage multiple types of consequences or clarity for students. If students are not mature enough to remember multiple consequences, it will be hard for them to follow the procedures. Consider appropriate positive and negative consequences for your factor. Add them to the table.

●The third part of the behavior plan is determining how students will receive information from you about their behavior. Again, a single process for the entire plan may be appropriate or you may opt to include distinct ways to provide the information to students. What is most important to consider is whether students will be able to receive distributed feedback—more early on and distributed throughout the class, day, and year. What often causes challenges to a behavior system is that teachers fail to provide ongoing information and the emphasis about the importance of the behavior wanes in students' eyes or they simply forget about adherence to the behavior plan, Continuous, ongoing, and proactive feedback is one way to minimize and reinforce the importance of a behavior plan. Add potential feedback processes to your behavior plan table.

●The last part of the behavior plan is identifying how you will apply the consequences and feedback so that you are consistent, fair, equitable, and unbiased. Yes, I mentioned three versions of being unbiased—fair, equitable, and unbiased. This is such an important value for the implementation of a behavior plan. Students, particularly older students, will detect bias quickly and then seek revenge or attention when they feel they have been treated unfairly. Consider how you will apply the consequences and feedback and provide check for yourself to ensure fairness. How will you handle this in your classroom?

●**Facilitator does**: After each step, provide a minute for participants to jot their own plan elements.

●**Facilitator says**: Now that you have delineated at least one element of your plan, take your plan, something to write with, and find a partner on a team near you. Share your plan elements with other and ask for feedback on the clarity and feasibility. Invite your partner to add to your thinking. Take two minutes each. When you finish, please stay with your partner for the next step.

## Empower Mentees with Process

- Review the process on p. 13.
- Discuss with a partner how a process like this can help a mentee handle behavior challenges.
- Compare this process to one you use. What is similar and different?
- How would you introduce this process to a mentee?

Mentor Teacher Module 2 28

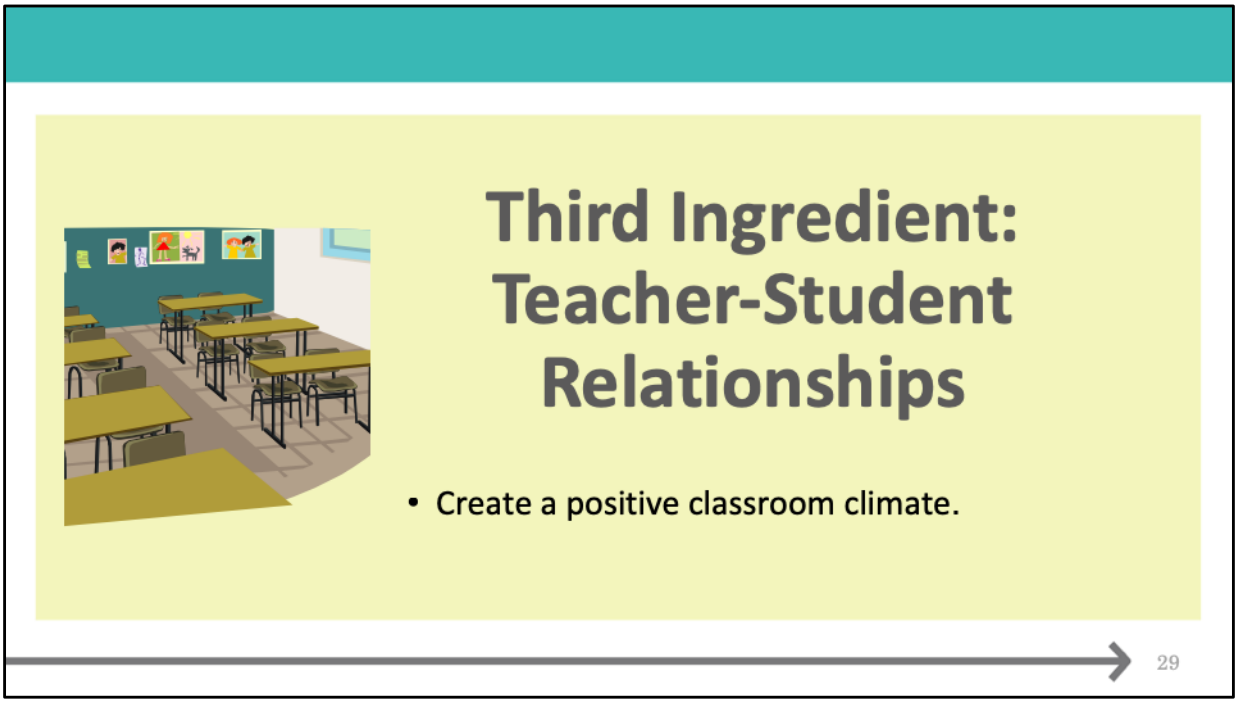
●**Duration**: 5 minutes

●**Facilitator says**: Mentees, because they are inexperienced, may not know how to handle disruptions in the classroom. This is the reason we are focusing on classroom management. Good management increases instructional time and in most cases, increased instructional time increases student learning. The process outlines on p. 13 is one that might help mentees make better decisions on the spot. Teaching them the process and helping them enact it quickly and deliberately will improve their overall teaching practices. On-the-spot decisions are made in classrooms every day over 1500 times, according to some researchers. Knowing how to make decisions when the need arises increases a teacher's effectiveness and efficacy.

●With your partner look through the process outlined and discuss the three questions on the screen. Focus specifically on handling disruptions now as you talk.

●**Facilitator does**: Circulates and monitors time.

●After five minutes, invite some responses to each question from different pairs.




●**Duration**: 5 minutes

●**Facilitator says**: We have talked about two ingredients of a classroom management system, the teacher's mental set and positive disciplinary interventions. The third part is positive teacher-student relationships. While it is true that the ingredients blend together, often when teachers focus on them individually, they are able to be more deliberate in creating a system that works. Let's start by reading Life in a Crowded Classroom on p. 14. Who will volunteer to read this aloud for us?

●**Facilitator does**: Invites a participant to read the passage aloud.

●**Facilitator says:** What is the big take away for you from this passage? Turn and talk with a shoulder partner.

●**Facilitator does**: Invites several participants to respond.

## Teacher-Student Relationship

What constitutes a healthy, safe, and productive teacher-student relationship?

- Use the questions on p. 14 to guide your discussion.
- Discuss how mentors might use the questions on p. 14 to coach mentees to be mindful of how they establish relationships with their students.
- Of the features you identified as contributing to positive teacher-student relationships, where do you anticipate mentees will struggle the most?
- What advice or guidance can you offer to them in these areas?

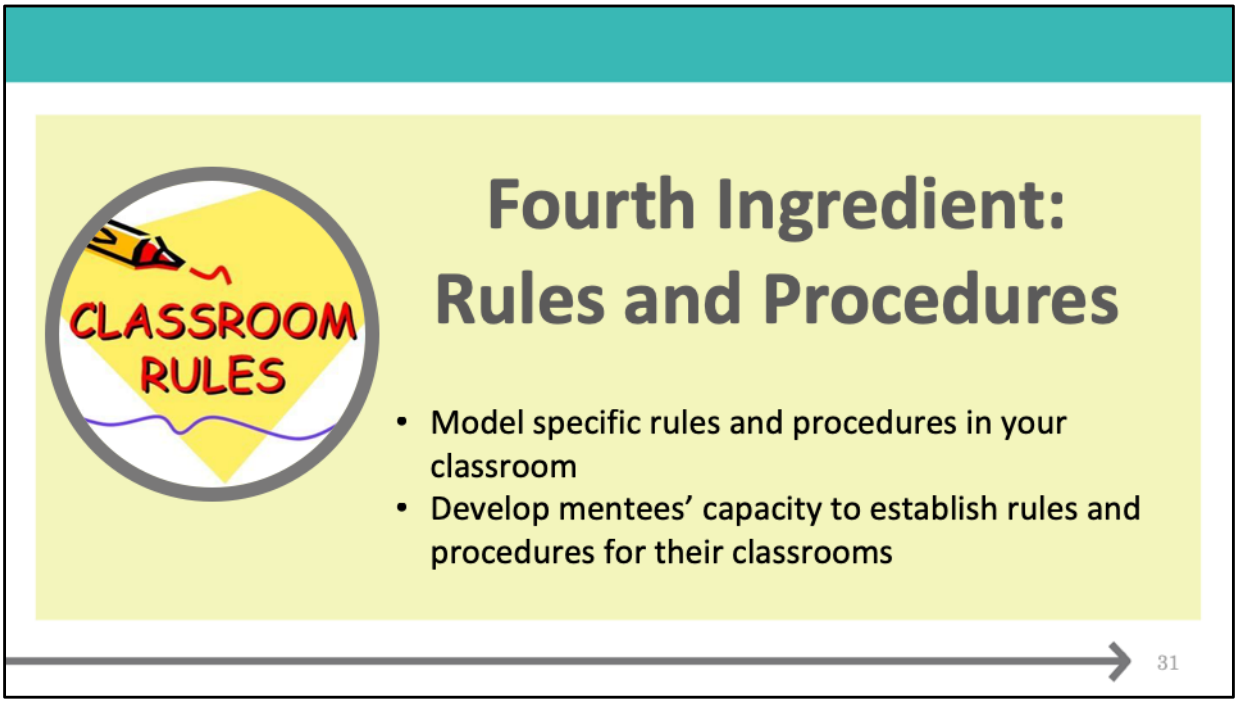
Mentor Teacher Module 2 30

●Duration: 6 minutes

●**Facilitator says**: To help mentees think about the relationships they have with students, consider the questions on p. 14. With a different partner on your learning team, respond to the questions on the screen and refer to the questions in your packet.

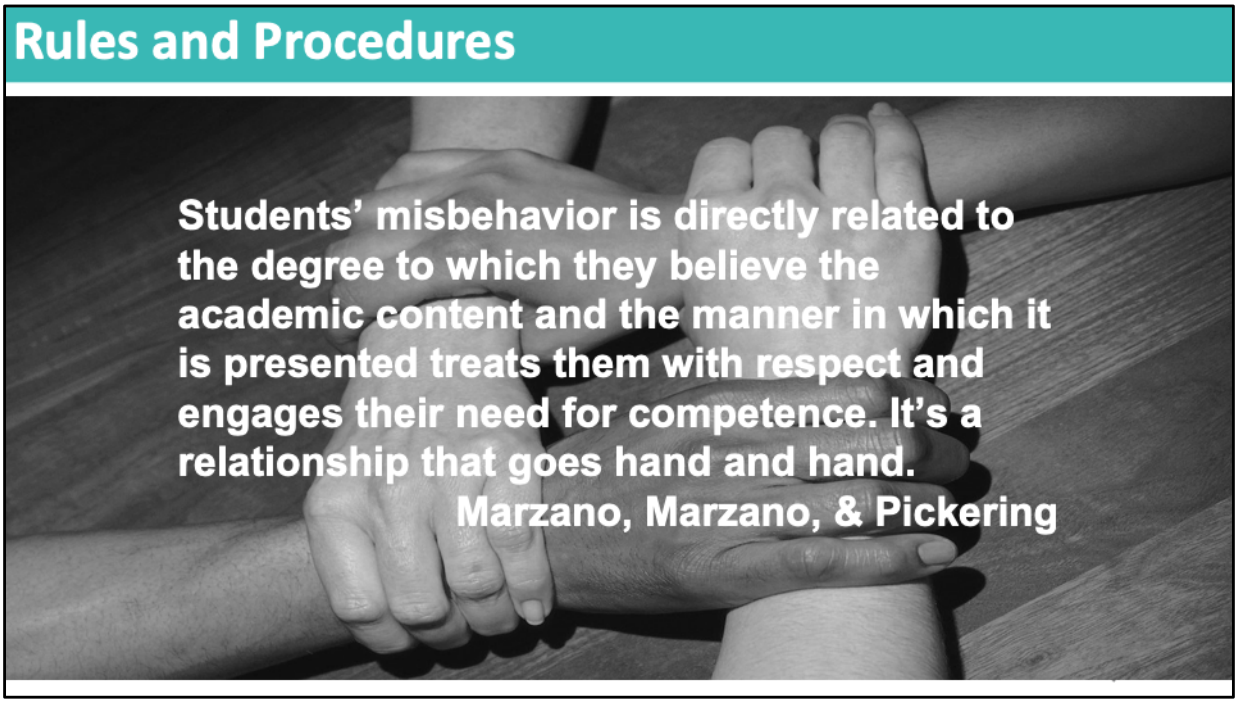
●**Facilitator does**: Monitors pair conversations. After 4 minutes, invites at least two to three people to share their response.

●**Facilitator says:** Helping mentees think deeply about how they create, maintain, and repair when needed relationships with students is often overlooked in favor of academic and pedagogical concerns. Yet, the research on classrooms tell us that when students feel safe and know that their teachers care about them, they are more likely to succeed academically. Relationship building is difficult to teach since it is so personal, yet guiding a mentee through questioning and reflection a mentor can help his or her mentee be thoughtful and proactive in relationship building.



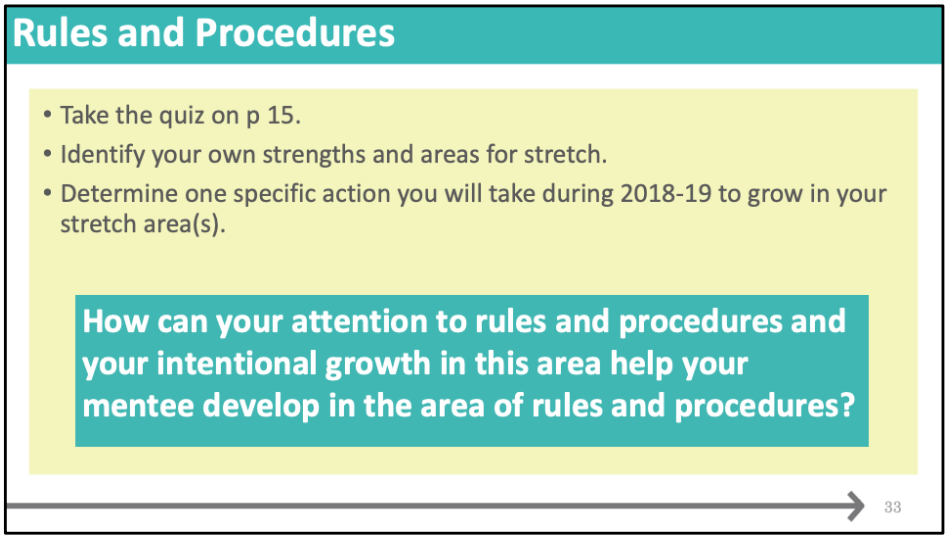

●**Duration**: 30 seconds

●**Facilitator says**: The last ingredient, not surprisingly, is rules and procedures within the classroom. Often teacher place this as the first ingredient, yet often it is the last needed if the other ingredients are in place. As noted before, the ingredients are interdependent and support each other. Communities with shared goals and values rarely need complex sets of rules and procedures. As a matter of fact, the Golden rule usually suffices when there is a strong sense of community. However, until students are acclimated to the environment, know what is expected of them, and know that the teacher cares about hem, their behavior is rarely problematic. As we talk about this element, you will focus on how you model specific rules and procedures in your classroom and how to develop mentees' capacity to establish rules and procedures for their own classrooms.




- **Duration**: 2 minutes

- **Facilitator says**: Read the statement in your packet on the top of p, 15.




●**Duration**: 7 minutes

●**Facilitator says**: Being cognizant of how you set up rules and procedures, the rationale for each, and how you plan to teach them are ways master teachers naturally design and implement rules and procedures in their classrooms. Sometimes, when teachers have been doing this for years, they often are not totally conscious about how or why they have certain rules in their classrooms. Our focus on this element is to give you an opportunity to raise your consciousness and then to be able to use your greater clarity to help a mentee develop his or her own rules and procedures.

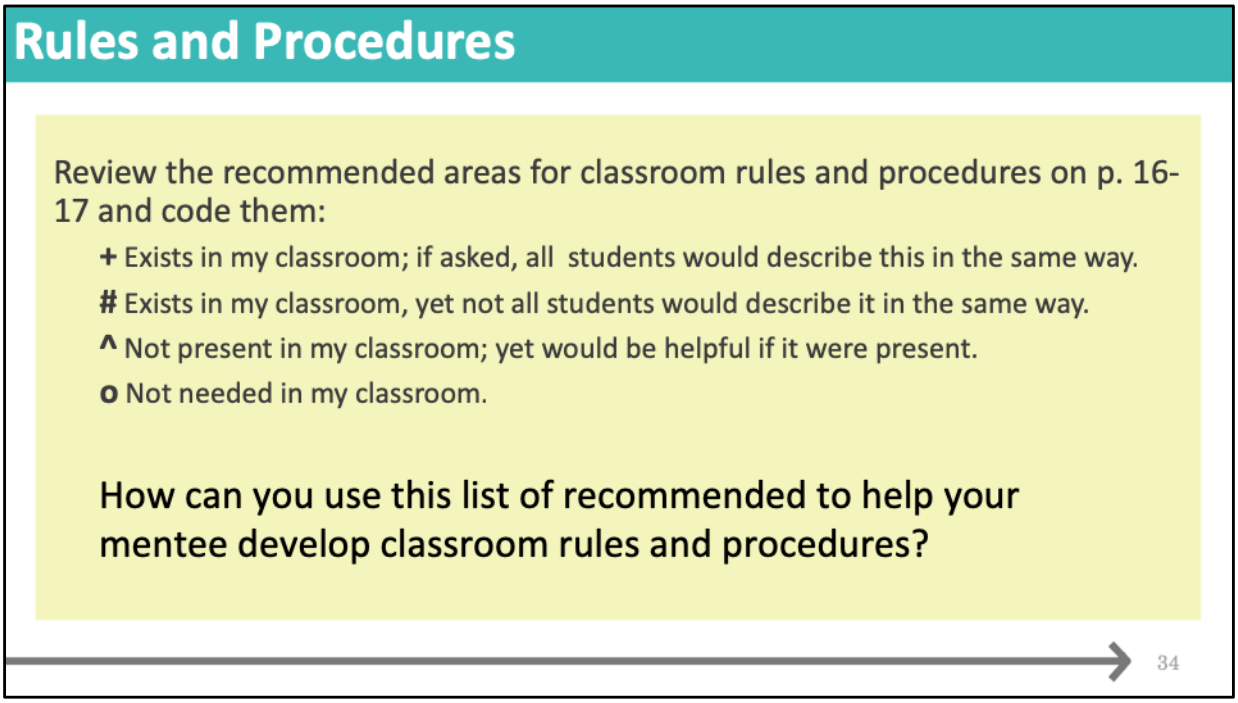
●We are going to start with a simple little quiz. You'll respond based on your own classroom and your responses will be used by you and not reported to anyone. You will use the informal information to think about your own areas of strength and opportunities for upgrades.

●**Facilitator does**: Give participants a minute to complete the quiz.

●**Facilitator says**: Find a trusted colleague for the next few minutes. You may select someone you don't know well or someone you do know. The point is to find someone you feel comfortable being honest with as you discuss this question.

●**Facilitator does**: Animate the slide and monitor time as partners talk.

●**Facilitator says**: Who is willing to share an area for their own growth? Modeling your continuous growth as an educator is another way you help your mentee know what a true professional is.




●**Duration**: 10 minutes

●**Facilitator says**: Pages 16-17 contain a list of possible rules and procedures for classrooms drawn from the research of Robert Marzano and his colleagues. They conducted a meta-analysis of studies on classroom management and synthesized this list of areas studies included. It can serve as a comprehensive list of rules to share with mentees. For our purposes now, choose two areas that may be more problematic to you and code the specific rules and procedures within those two areas using the codes on the screen. For example, if the area transitions and interruptions is an area that is one which you wish you were more proficient in, choose that one. Take about 2 minutes.

●**Facilitator does**: Monitors time. After two minutes, animate the slide.

●**Facilitator says**: Talk at your table about how you as a mentor might use this list to help your mentees.

●**Facilitator does:** Gather a few responses.

## Guiding Questions

- What are the components of effective classroom management?
- How do teachers develop a classroom management system?
- Why should mentors be concerned about classroom management?
- How can mentors help mentees develop and improve classroom management competencies?

Mentor Teacher Module 2 35

●**Duration**: 5 minutes

●**Facilitator says**: We have spent considerable time discussing the ingredients of a classroom management system. These are the guiding questions we began this section with. They appear on p. 6 of your packet and you may wish to turn back to them so you can jot a few notes. Let's take a look back at them. Take just about 4 minutes at your tables to answer each question to check your own learning.

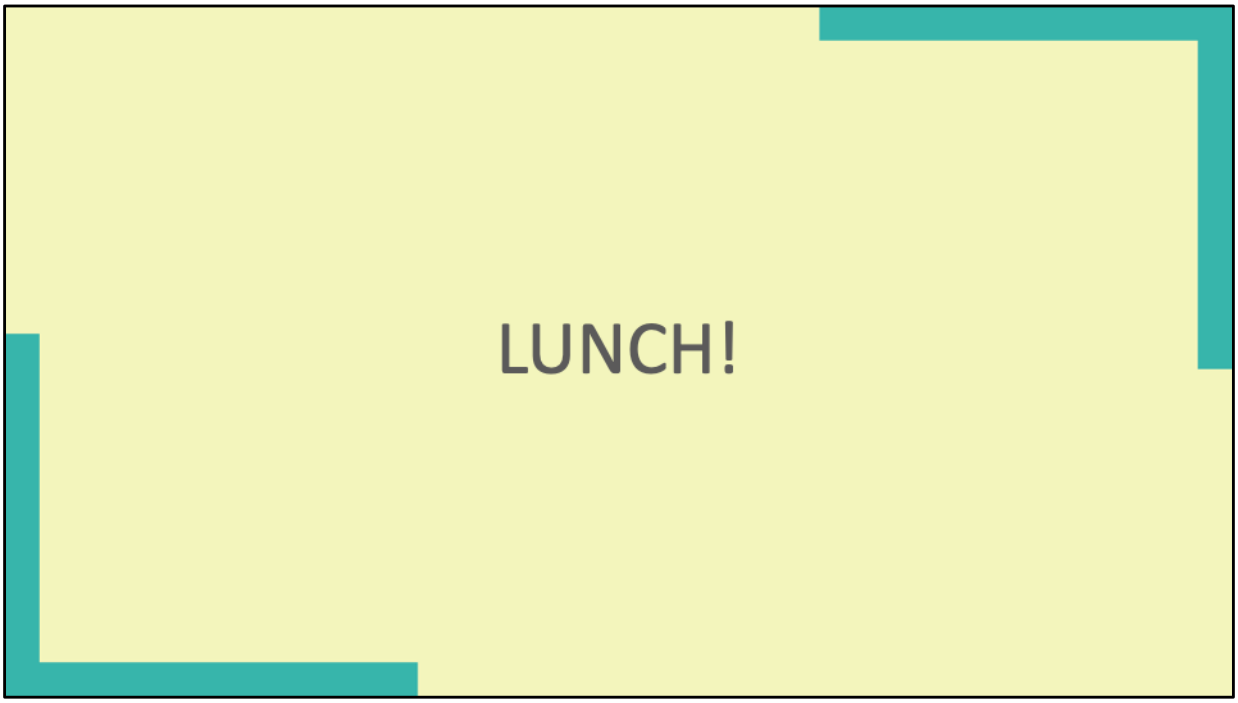
●**Facilitator does**: Monitor time.

●**Facilitator says**: Before we leave this section, what questions are lingering for you?

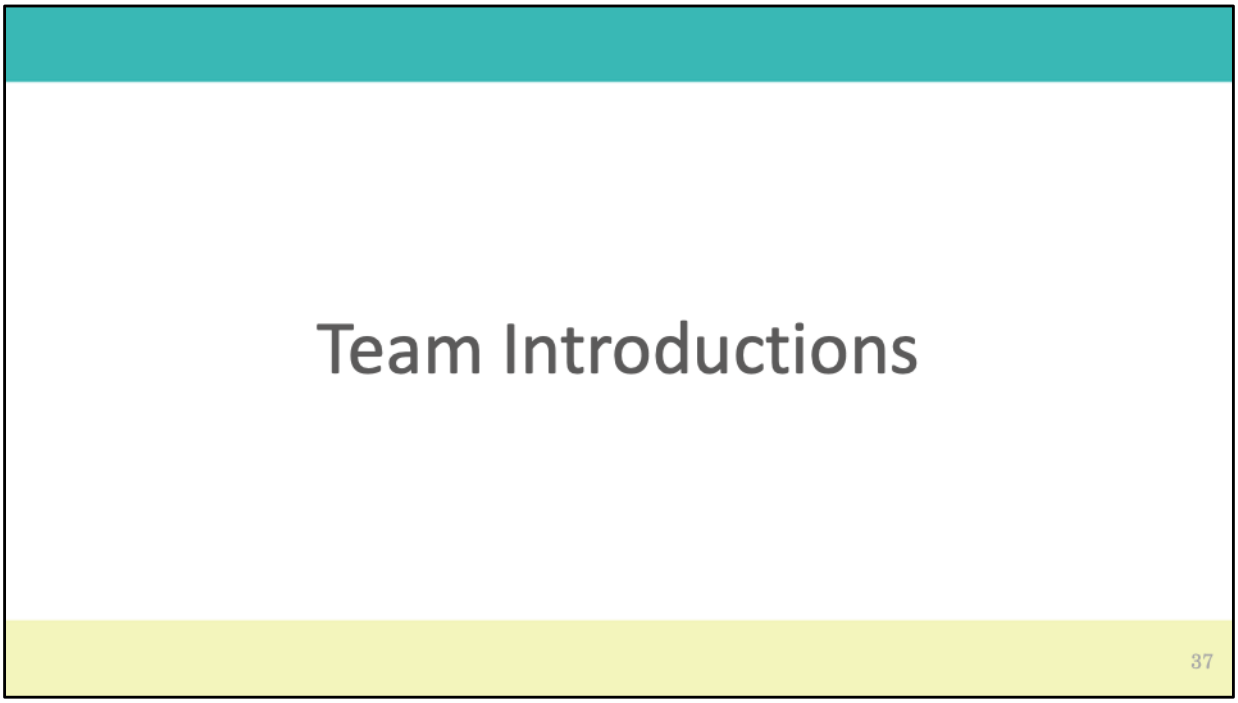
●**Facilitator does**: Answers questions that arise about the content presented. If questions about handling individual situations, discipline programs, or students arise, remind participants that this isn't our purpose today.

●**Facilitator says**: Let me point out two resources in your packet that we will not use now. We will use the coaching scenarios on p. 18 later when we practice. The

coaching beliefs about discipline is a set of questions you might want to consider using as your are coaching a mentee to think about setting up his or her own independent discipline system. Often when they come into your classroom, they work with your classroom management system and do so only because it is how you do. Yet when they are ready to go out on their own, they don't often have enough information or experience to even consider what they want. This is particularly true for student teachers who do their student teaching in the second half of the school year. You can provide guidance and support to mentees as they are ready to leave you and move into their first year of practice by coaching them about how they will set up their own classroom management system.




- 45 min.




- **Duration**: 8 minutes
- **Facilitator says**: Let’s hear from three other teams.
- **Facilitator does**: Selects teams to share their introduction.

# Mentor Stances

Apply criteria to determine mentoring stances that support mentee development.

Mentor Teacher Module 2 38

●**Duration**: 30 seconds

●**Facilitator says**: The next area of focus for us today is the mentor's stance. Regardless of what role the mentor takes, how the mentor approaches that role is determined by his or her stance. Stance can be thought of as an approach—soft to hard, directive to non-directive, constructive to reflective. Not only will you learn about the stances, you will also learn how to decide which stance to use. This is an area we will come back to repeatedly over the next several modules so that you gain competence and confidence selecting the approach that will promote your mentee's growth as quickly and as rapidly as possible.

## Gradual Release of Responsibility

I do

We do

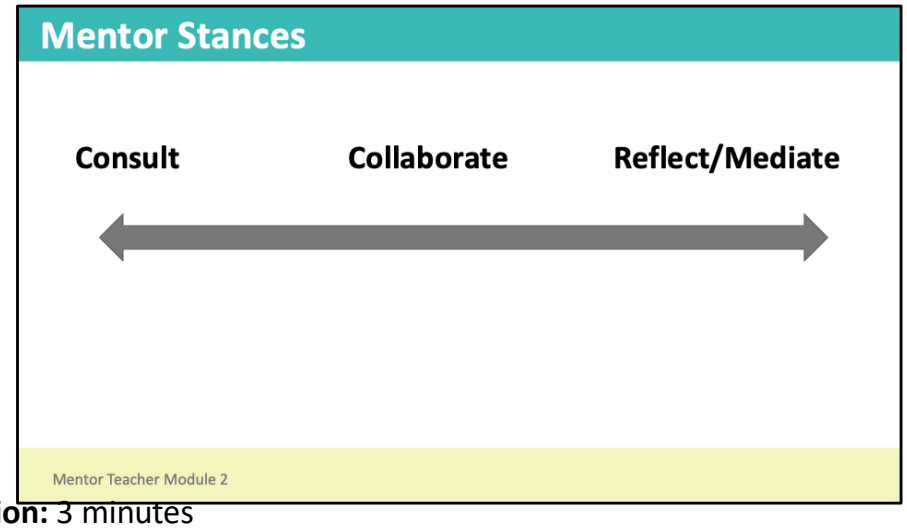
You do
- Collaboratively
- Independently

*(Vygotsky, 1978; Pearson & Gallagher, 1983)*

Mentor Teacher Module 2 39

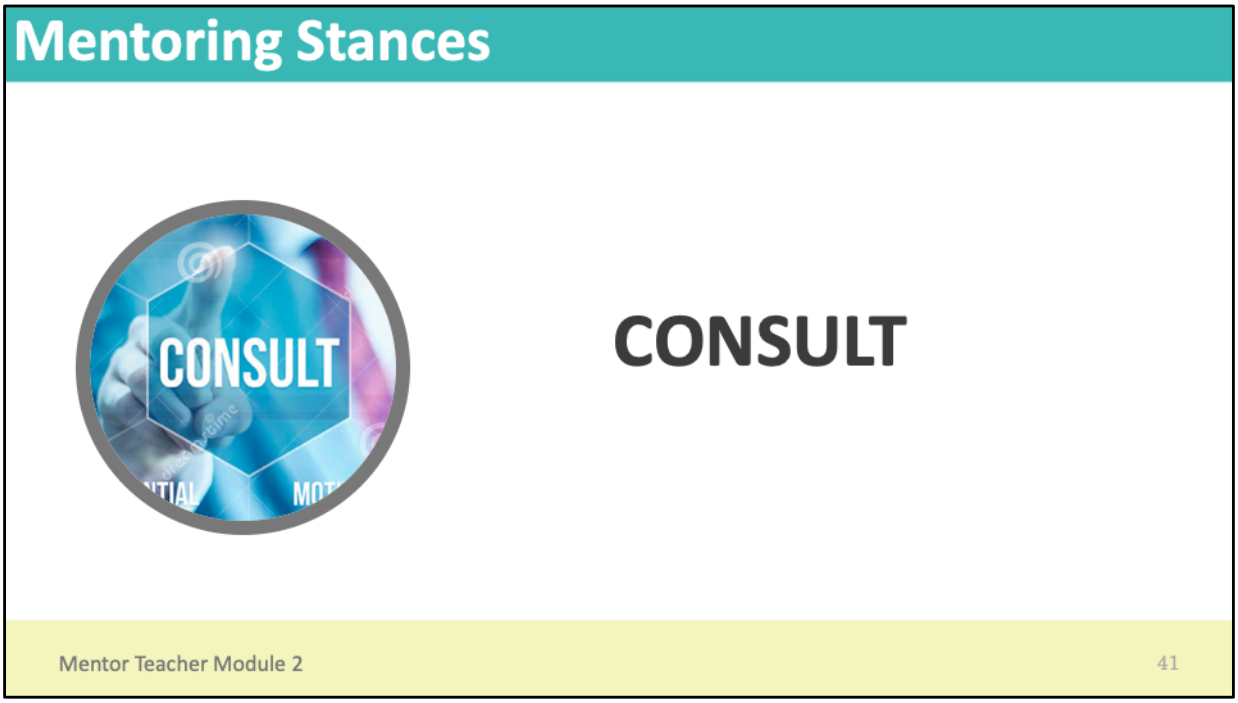
●**Duration**: 1 minute

●**Facilitator says**: How many of you know this progression of gradual release. In teaching we often use it as a general rule of thumb. I do it to model it, Then we do it together so I can support you. Lastly you do it, at first with others and then independently. Think about the many skills you learned in your life—riding a bike, hitting a baseball, swimming, etc. each typically began with you seeing someone do the action. Then you engaged in it with someone else supporting you—running along side holding you up, in a sense. Then you began to do it with others, sometimes with peers helping who might not be experts, but who were there to encourage, shed light on the process, and occasionally to show you how to do it. Lastly, there was an expectation for you to do the work on your own. This model of gradual release was originally developed by Vygotsky and applied in teaching children to read and later became a standard for in the field of coaching and teaching. It applies in mentoring as well.




●**Duration:** 3 minutes

●**Facilitator says:** These are the mentors stances—consulting, collaborating, and reflecting/mediating. In consulting, the mentor serves as expert, directing, guiding, giving advice, solving problems, etc.; in collaborating, the mentor serves as a partner who engages in sharing the tasks and learning alongside the mentee; and in mediating, the mentor surfaces the mentee's thinking to increase the mentee's cognitive processes such as conscious decision making to refine and expand practice and to develop the mentee's capacity to become self-analytic and reflective as a professional. Each has a purpose and place in mentoring and can apply to any support the mentor provides in any role. We will dig into these stances, understand their value, and know how mentors make decisions about which one to use.




●**Duration**: 3 minutes

●**Facilitator says**: On p. 20 you will see a table that distinguishes among these three stances. Each stance is valuable in different situations. Let's first begin with consulting. Read through the column that describes consulting and note the key words and phrases.

●**Facilitator does:** Provide two minutes for participants to review the column and then asks several to share their key words and phrases.

## Mentoring Stances

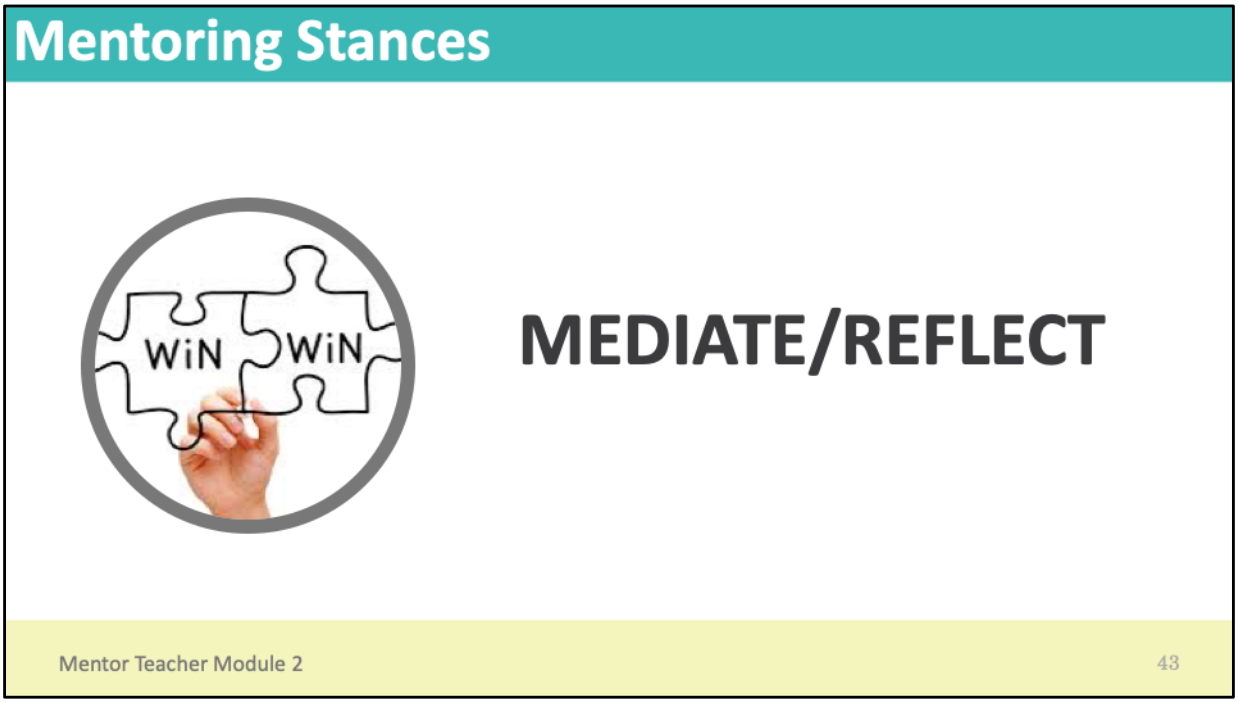
**COLLABORATE**

Mentor Teacher Module 2 42

●**Duration**: 3 minutes

●**Facilitator says:** As you noted a consultant is someone who is more directive and who gives specific guidance and advice. Let's look at the description of collaborate. Note the key words and phrases in this column paying particular attention to what distinguishes collaborating from consulting.

●**Facilitator does:** Provide two minutes for participants to review the column and then asks several to share their key words and phrases.




●**Duration**: 3 minutes

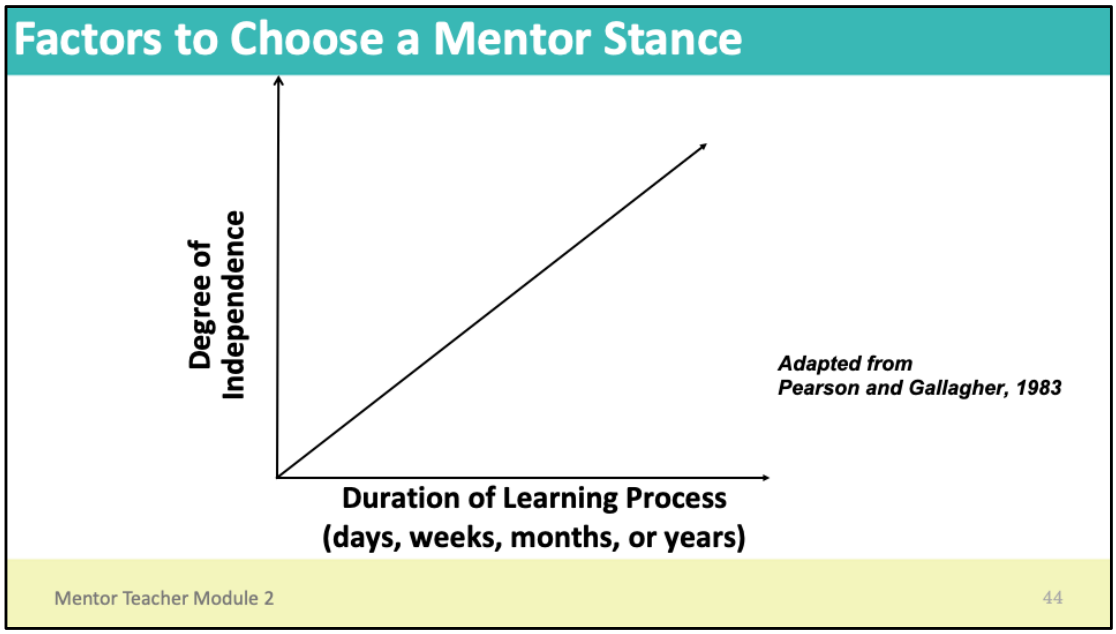
●**Facilitator says**: And lastly, let's look at reflecting/mediating. This one is called reflecting/mediating because reflecting is what the mentee does and mediating is how the mentor helps the mentee do the reflection. Read through this column and note the key words and phrases that distinguish it from the previous two mentor stances.

●**Facilitator does:** Provide two minutes for participants to review the column and then asks several to share their key words and phrases.

●**Facilitator says**: Now let's pause and consider under what conditions a mentor might choose one stance over another. Turn to a shoulder partner and identify what might prompt you to choose one stance over another. In other words, when might it be best to serve as a consultant rather than a collaborator? A collaborator rather than a mediator?

●**Facilitator does**: Provide 2 minutes for pairs to talk and ask for some responses.

[Note: Some possible responses—consultant when the mentee has limited experience or no background or knowledge; collaborator when the mentee has knowledge, yet doesn't have certainty or confidence; mediator when the mentor wants to mentee to gain independence and the ability to be self-analytic.]



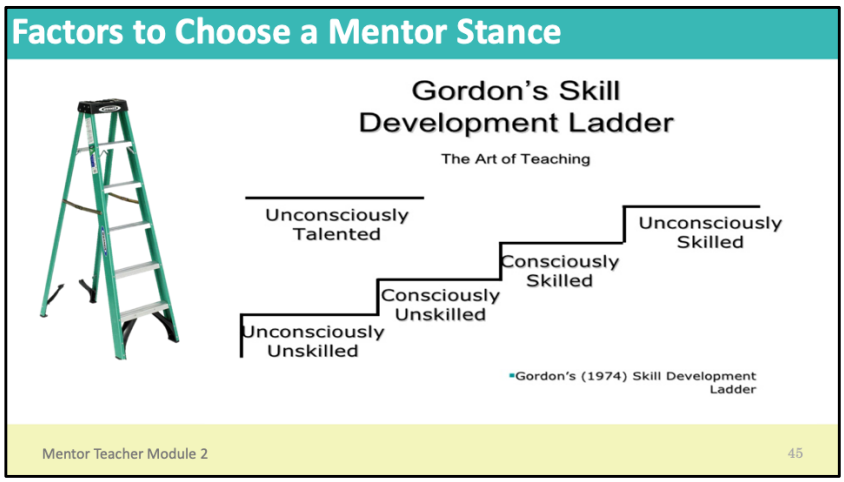

●**Duration**: 4 minutes

●**Facilitator says**: One factor to consider is the level of independence or skillfulness a mentee has. Let's look at p. 21. Typically the more experience a person gains, the more independent he or she becomes. That degree of independence usually occurs over time with increased skill, competence, and confidence. Pearson and Gallagher, two leading researchers in the field of reading and teacher education, noted a direct correlation between a person's desire to be more independent and his or her engagement in learning.
●Which stance then do you think is most appropriate for someone who has less independence and less experience?

●**Facilitator does**: Seek a few responses and ask the respondent to explain their rationale. [Note: This typically suggests more consulting rather than collaborating.]

●**Facilitator says**: Pearson and Gallagher suggest then that with experience and learning comes greater independence. How would that influence a mentor's choice of stance?

●**Facilitator does**: Seek a few responses and ask the respondent to explain their rationale. [Note: The more a mentee learns and has experience, the more independence he or she may want and deserve to have. This is when a mentor might move to mediating to build the independence and capacity to be self-analytic and reflective.]




●**Duration**: 6 minutes

●**Facilitator says**: The Pearson and Gallagher research might lead us to conclude that experience or duration of learning is the only determiner of which stance a mentor takes. It is not. Another factor is the mentee's stage of development. plain and simple, not all people develop at an even rate. Some mentee's will come to you with more know-how, not just as a result of their training and preparation, but also based on whether the kind of experiences they have had in their lives, their upbringing, backgrounds, personalities, etc. Gordon's Ladder of Skill Development, a tried and true model on p. 22, gives us further insight into how to choose a stance for mentoring. Gordon recognized that people have greater or lesser levels of consciousness about their ability. Those who have more consciousness have the capacity to more fully understand what they are doing and why. [Note to facilitator: tell a personal story of someone who was at each stage. For example, a young adult who does not know what he or she doesn't know; brilliant pianist who can't read music; a talented teacher who can't explain to another teacher how to design an effective lesson. Those who are unconsciously unskilled do know now what they don't know, yet they may very well think they know everything. A consciously

unskilled person knows he or she doesn't know and is terrified to act for fear of making a mistake. A consciously skilled person is someone who is deliberate in his or her actions, considers carefully what to do and when to do it. An unconsciously skilled person is someone who is so experience that most of his or her actions have become habitual and that person may not know what he or she is doing or why. There is a very small percentage of people who are unconsciously talented. These people have innate talents or gifts that are outside the boundaries of normal practice.

●Stand up. Find two people wearing the same color as you and partner together for the next few minutes.

●**Facilitator does**: Help people form trios. Keep them in trios so each person can contribute to the conversation.

●**Facilitator says**: As a trio, talk about how you you would align the stances with stages of skill development. In other words, which stance is most appropriate for which stage of skill development? be ready to explain your responses.

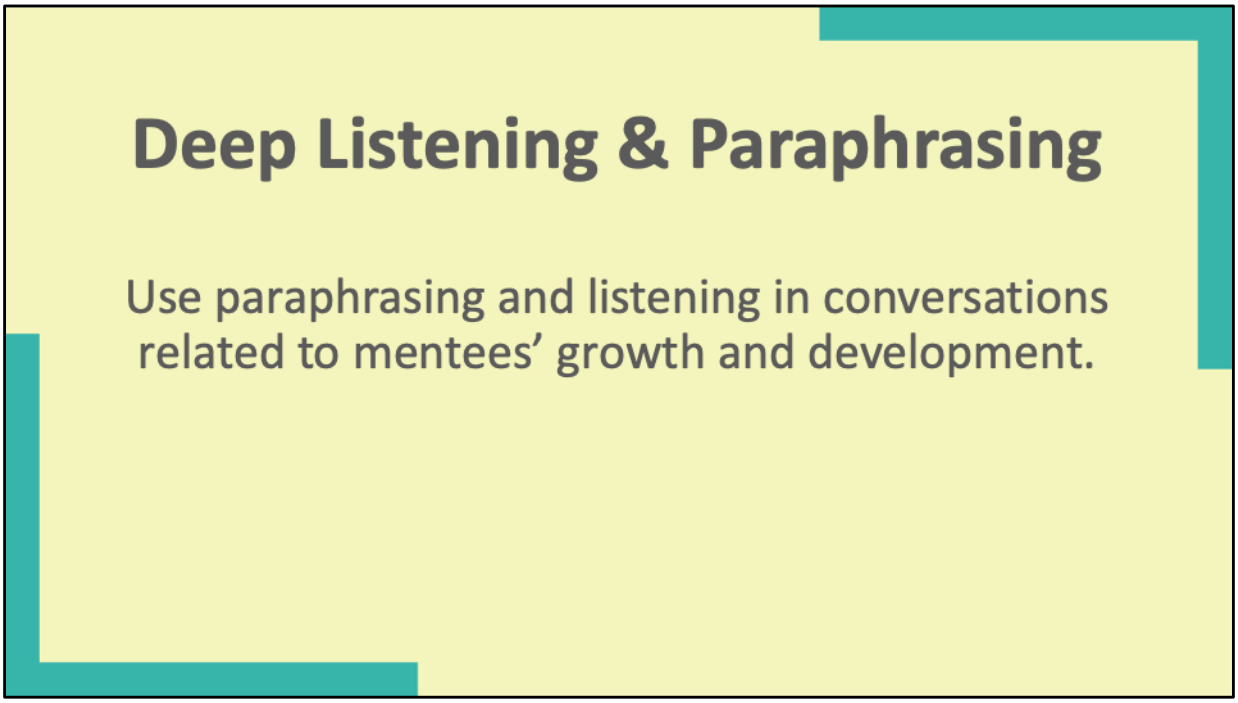
●**Facilitator does**: Monitor time.

●**Facilitator says**: Let's hear some of your thinking. [Note: More unconsciousness, more consulting, yet it may also be more reflecting to test whether the apparent lack of consciousness comes from habit or from lack of knowledge or certainty. The more skillfulness, the more likely the mentor is collaborating or mediating to either expand practice or to increase consciousness of practice.]

●It is sometimes difficult to distinguish what level of skillfulness a mentee has. This is the reason mentors invest in diagnosing mentee's competence and we'll focus on the process for diagnosis in a later module. For now know that the desired state for our mentees is consciously skilled when they enter the profession. We want them to know what they are doing, how they are doing it, and why they are doing it. We want some aspect of teaching to be at the unconsciously skilled level, but when that is true about all aspects of teaching, teachers often lose the passion and drive to continue learning and growing as a professional. We want all professionals to be practicing the core work with great deliberation.

●In your trio, summarize what you learned about how to select a mentoring stance.

●**Facilitator does**: Gather a few responses. [Note: The key idea to look for and probe for is that mentoring stances vary and most often align with the mentee's stage of development. Ultimately we want mentees to develop to the consciously skilled level about their teaching practices.]




●**Duration**: 30 seconds

●**Facilitator says**: We will now turn our attention to two very important communication skills mentors use in their interactions with mentees. Understanding these and practicing them helps build and maintain healthy relationships and open, clear communication. Specifically we will focus on deep listening and paraphrasing.

●**Duration**: 20 seconds

●**Facilitator says**: we will begin with deep listening. Listening is something we all do, yet few do it well. We will explore what it means to listen deeply.

## Guiding questions

- What is deep listening?
- Why is it important for mentors to learn how to apply this core communication skill?
- What are the attributes of deep listening?
- How well do I listen?
- How can I use what I learned about my listening ability to strengthen it?

●**Duration**: 1 minute

●**Facilitator says:** Here are the guiding questions for deep listening. Take a quick scan of these and then we'll dig in.

●**Facilitator does**: Highlight key ideas in each question.

**Duration**: 10 minutes

**Facilitator says**: We all know how to listen, yet the more important question to ask ourselves is do we know how to listen well. I want to model three types of problems we have with listening. To do this I need three volunteers to come up who will by my listening partners. Your job is to take the role of a mentee and ask me for help with in relationship to classroom management. I stress start because you won't have to do much else.

**Facilitator does**: Select three volunteers. Ask them to come up. Remind them about the directions to **ask for help with classroom management as if they were a mentee**.

**Facilitator says**: While I am modeling three different types of problems in listening, take notes on p. 23 about what you observe. You may also begin to guess at which kind of problem listening each example is. We'll confirm that when the models are finished.

**Facilitator does**: Start with the first person and model the three types of

unproductive listening without telling participants which one they are modeling. Make the problems obvious and bold. Don't go in the order in the packet.

**Facilitator says**: What type of unproductive listening did you hear in the first example? Explain. What about the second? Explain. And the third? Explain.

Let's look at the three types.

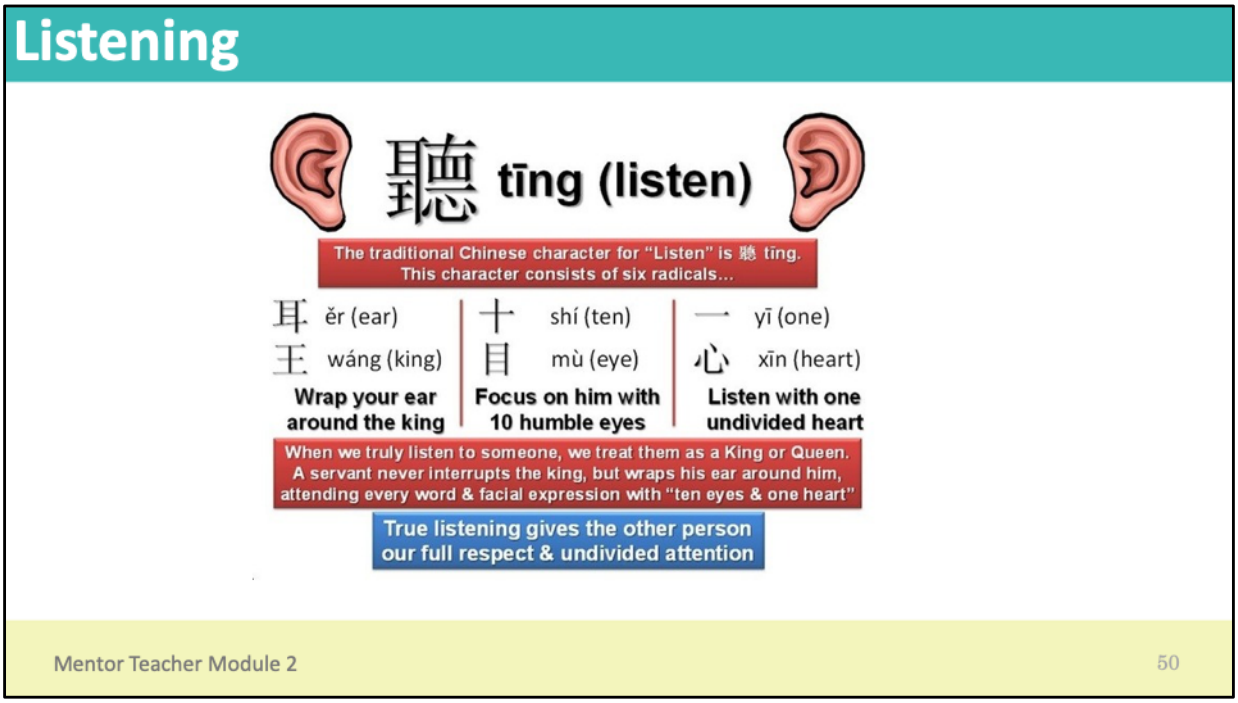
**Facilitator does**: Animate the slide.

**Facilitator says**: One type of unproductive listening is autobiographical. This is when the supposed listener is not telling his or her own story and discounting the speaker's. In some sense the listener does this to display empathy and understanding, yet in reality it is not listening to the speaker. An example might be when a speaker says, "My dog dies and I am so devastated. I didn't think I'd feel this way." and then the listener says, :I remember when my dog died. It was so sad. I had to take her to the vet and it was such a hard decisions. I was heartbroken, . . .  . . . .." And the supposed listener is going on and on.

The second kind of unproductive listening is the solution listening. The listener wants to solve, fix, rescue, or advise. In this situation the listener again switches into the role of the speaker by telling the speaker who is now the listener, how to solve or fix or do something. The roles have switched.

The third kind of unproductive listening is inquisition in which the listener is not the inquisitor asking a million questions. While a few questions may be necessary for clarification purposes or to elicit more information, there is a clear line between being the inquisition and being a listener.

Listening is difficult because we often just don't do it. We speak instead of listening and the two actions cannot happen simultaneously.




●**Duration**: 4 minutes

●**Facilitator says**: The Chinese symbol for listening gives us clues about what deep listening is. Take a moment and orient yourself to this character. It appears in your packet on p. 23. What do you notice?

●**Facilitator does**: Take a few responses. [Note the inclusion of the symbols for heart, head, and eye; the symbol for king; the symbols for one and ten.]

●**Facilitator says**: This is deep listening—the kind one does with his whole body focuses intently on someone a person intends to treat as royalty and serve as such. This is the kind of listening mentors do with mentees rather than the hurried transactions that often become dictatorial, overwhelming, or one-sided.

## Deep Listening

**Mentors listen to:**

- value and appreciate the person.
- witness the struggle.
- honor where the person is.
- understand through the speaker's lens rather than through the listener's.
- make the person right.
- support.
- give the gift of yourself.
- understand what is *said* and *unsaid*.

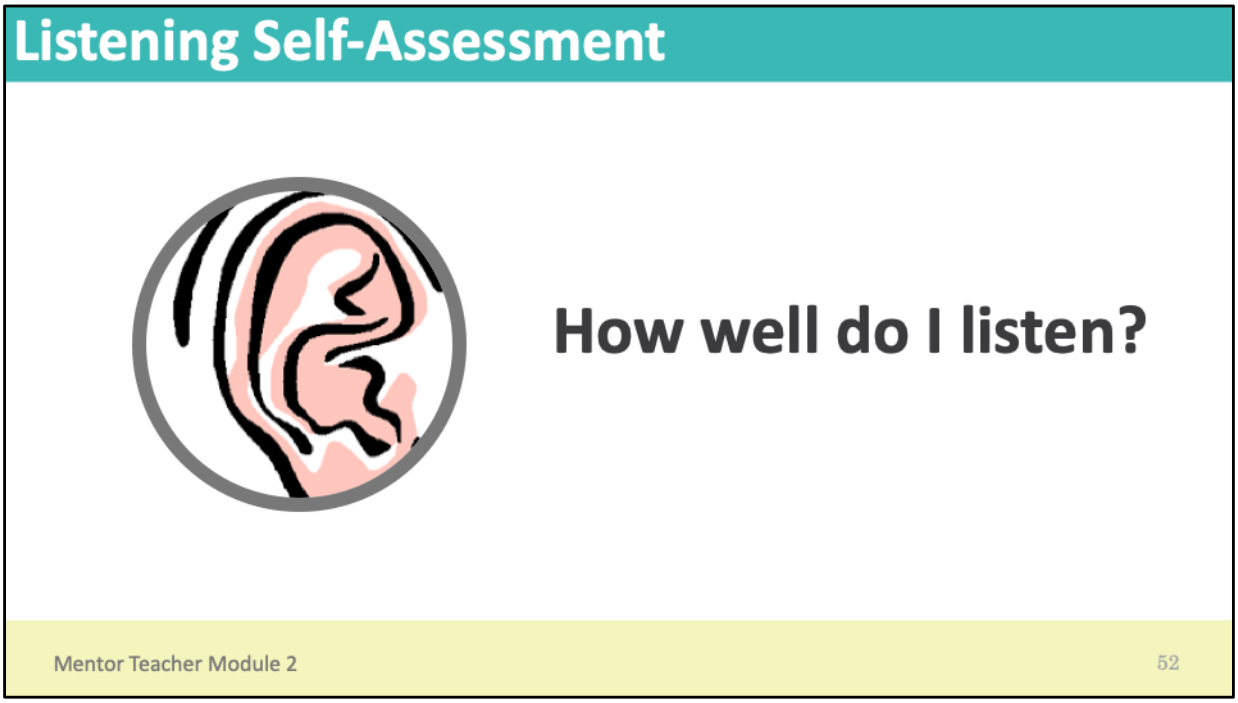
Mentor Teacher Module 2 51

●**Duration**: 3 minutes

●**Facilitator says**: Deep listening occurs when the mentor is listening for these purposes. Each purpose is a way of honoring the other person and hold that person in high esteem. [choose a few to highlight such as the one about make the person right. Listening is not about winning an argument. It is the process of accepting or at least listening to understand a person. So from each person's perspective, he or she is right and we want to honor that. This doesn't mean we won't challenge the content after we are finished listening, yet while listening we are merely seeking to understand the other person.]

●Which other ideas on this list would you like me to provide more explanation about?

●**Facilitator does**: Respond to requests if any.




●**Duration**: 5 minutes

●**Facilitator says**: I am going to ask you to complete a quiz on listening that will do two things. First it will heighten you awareness of behaviors that represent listening to others and secondly it will give you a sense of where you are both strong and less so in listening. The survey is on pp. 24-25 of your packet and some reflection questions for you to consider follow. Respond quickly to the questions without deliberating. This is not a scientifically calibrated survey. We won't expect you to report your answers, yet we will ask you to identify what you learned about yourself as you completed the survey and how you can use the information to improve your deep listening skills.

## Practice Listening Task

- What am I learning about my listening skills?
- How might my current listening practices enhance or interfere with the relationship I have with my mentee?
- What do I want to be more cognizant of to demonstrate that I value and practice deep listening to support my mentees?

**Consider how your listening ability will influence your mentoring.**

Mentor Teacher Module 2 53

●Duration: 8 minutes

●**Facilitator says**: Now we will both practice listening and share what you are learning about yourself and how it will influence your mentoring. Each of you will share one-two things you learned about yourself as a listener as a result of completing the survey and how you want to strengthen your listening skills. The other partner will listen. Then you will reciprocate. The listening partner is the one with the hardest job because listening, true deep listening is do unnatural for us. So be cognizant of what goes on in your head while you are trying to practice deep listening. So find a partner whose shoes are like yours and share. [Note: If the weather is nice, suggest a walk and talk for this activity, even if it is an inside walk and talk.] Watch your time and switch roles of speaker and listener after 3 minutes.

●**Facilitator does**: Help create pairs—only pairs—and monitor time.

## Practice Listening Task - Debrief

How did it feel to be listened to in this way?

How did it feel to listen in this way?

What is one action you plan to take related to deep listening as a mentor?

Mentor Teacher Module 2 54

●Duration: 3 minutes

●**Facilitator says**; Let's debrief for a few minutes. Share your thoughts on your listening experience as you were talking about the survey. Use the two questions on the screen to guide your response.

●**Facilitator does**: Select a few participants to respond. Probe for deep thinking. [Note: Many will respond that listening like this seems awkward and uncomfortable. They often prefer to be the speaker rather tan the listener and have bas habits of interrupting, using unproductive listening behaviors, etc. Acknowledge that this response is normal and that they have the ability to develop new listening behaviors with practice.]

●**Duration**: 30 seconds

●**Facilitator says**: A good reminder about the importance of deep and focused listening is that listening requires a person to be a receiver rather than a sender of information. When our brains are simultaneously constructing what we are going to say while someone is speaking to us, then two people are in the speaking or sending mode and no one is in the listening or receiving mode. Here's how you might remember this.

●**Facilitator does**: As participants are spelling listen aloud, animate the slide.

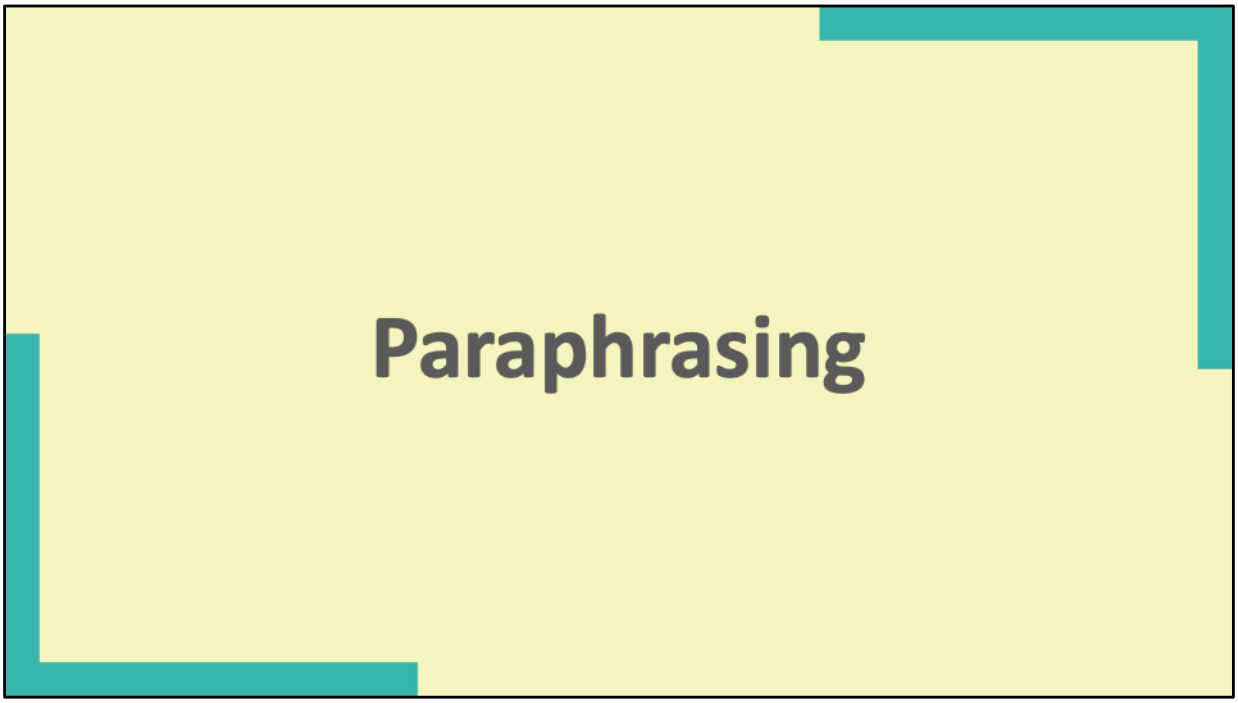
●**Facilitator says**: Tell me how to spell listen. Yes, spell it.

●**Facilitator does**: Encourage whole group response. Remember to animate one click with each letter they offer.

●**Duration**: 2 minutes

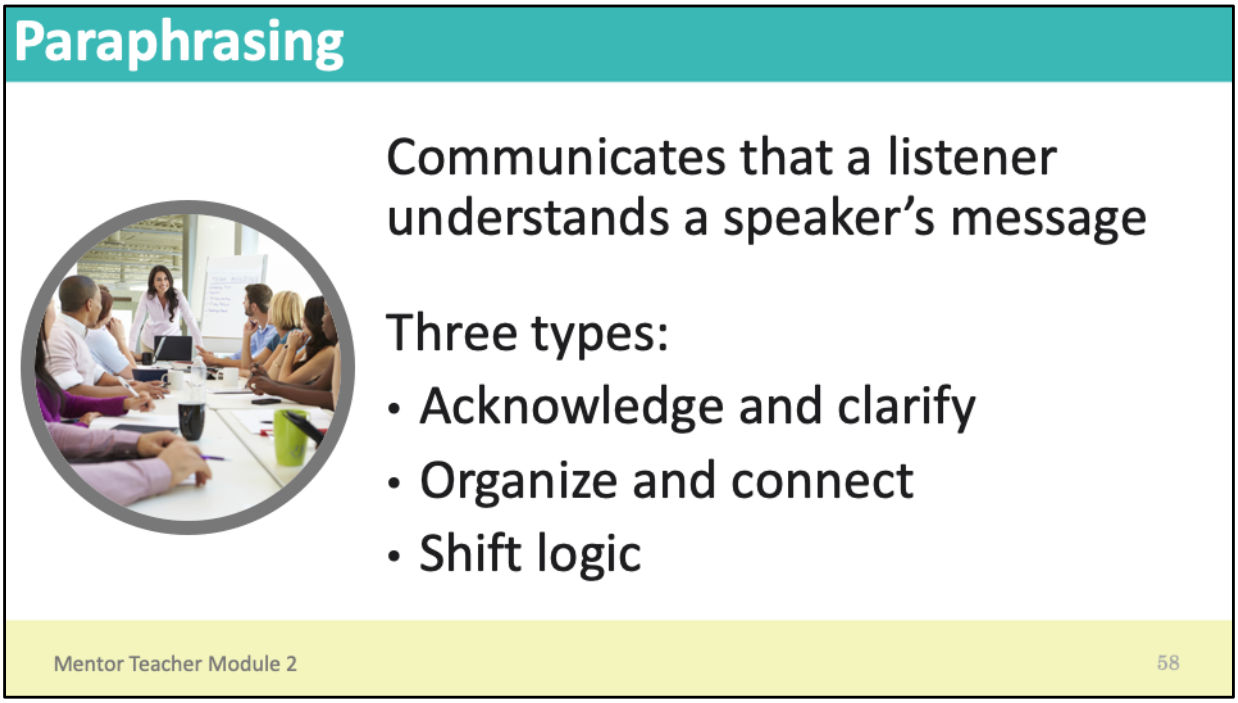
●**Facilitator says**: This video shows what deep listening can look and sound like. It also introduces the next communication tool we will study, paraphrasing. Watch how the listener at first practices unproductive listening practices and then switches to deep listening. Also listen for how the listener demonstrates that he is listening by paraphrasing. We will unpack how to paraphrase after we watch this video.

●**Facilitator does: Show** video: It's Not About the Nail.
https://www.youtube.com/watch?v=-4EDhdAHrOg




●**Duration**: 30 seconds

●**Facilitator says**: Another communication tool mentors use to build, strengthen, and maintain relationships as well as to conduct the business of mentoring is paraphrasing. Like listening, it is something many people assume they know how to do and give themselves credit for doing well. We will unpack three different types of paraphrasing to help raise your consciousness about effective use of paraphrasing as a tool to demonstrate deep listening. Let me emphasize that—the purpose of paraphrasing is for the listener to convey to the speaker that he or she is listening deeply.




●**Duration**: 1 minute

●**Facilitator says**: Turn in your packet to p. 26. At the top is a definition of paraphrasing. It emphasizes that it is a tool used to help a speaker know a listener is truly listening. Because listeners are human and listen through their own filters, they often or even misinterpret what is is spoken. Often this isn't intentional, yet it can impact a relationship, particularly if this happens frequently.

●We will study three types of paraphrase, acknowledge and clarify; organize and connect; and shift logic.

## Principles of Paraphrasing

- Seek to understand the meaning of the speaker.
- Reflect the verbal and nonverbal (emotions, gestures, tone, etc.) message of the speaker without adding or subtracting ideas.
- Use the pronoun *you* instead of *I*.
- Make the paraphrase shorter than the original message.
- Refrain from turning a paraphrase into advice or suggestions.

Mentor Teacher Module 2 59

●**Duration**: 2 minutes

●**Facilitator says**: You'll see the key principles of paraphrasing on p. 26. Each is a guide to formulating a paraphrase and to understand the purpose. Paraphrasing is not used in response to everything a person says, but rather in response to some of the more important elements of a message. Each principle will guide you in knowing whether your paraphrase is formulated well. I want to point out a few principles. One is being clear about the multiple levels of a message—the content and the emotion. Another is the use of the pronoun ***you***. We don't use ***I*** when paraphrasing, but rather use ***you***—again to keep the focus on the speaker rather than shifting it to the listener. That subtle shift of pronoun often opens the door for the listener to begin some form of unproductive listening. We specifically will look at three types of paraphrasing. The paraphrase is always shorter than the original message, again because the listener is listening not becoming the speaker. And, the last principle to note is the absence of suggestions, advice, or solution in the paraphrase. It is merely a reflection of the speaker's message.

## Paraphrasing: Acknowledge and Clarify

- You're thinking that. . .
- So, you're wondering if. . .
- You're frustrated because. . .
- You're hoping that. . .
- You're excited that. .
- What upsets you is . . .

Mentor Teacher Module 2 60

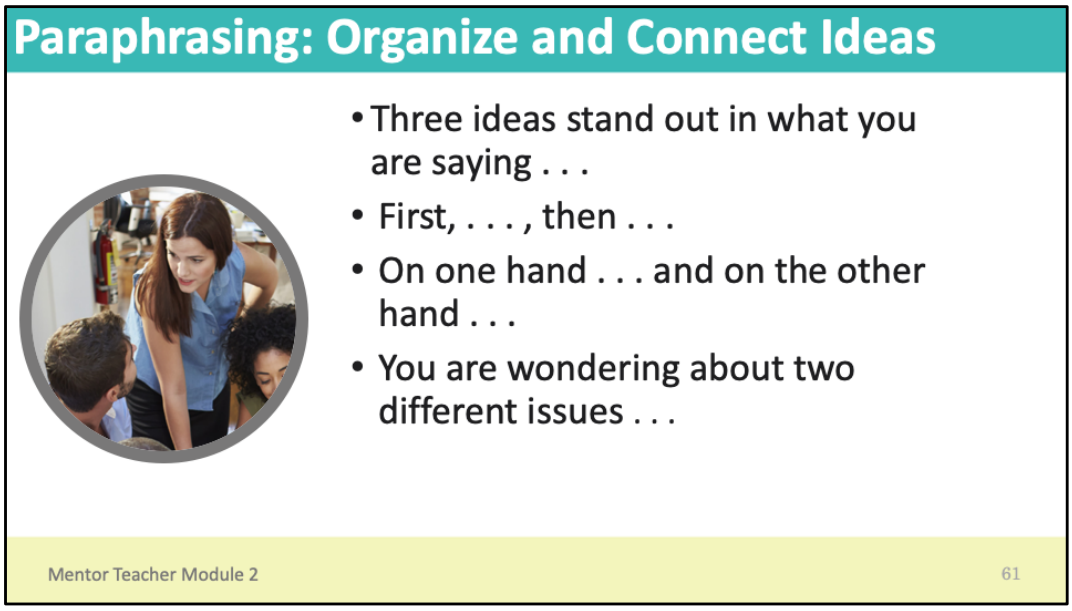
●**Duration**: 3 minutes

●**Facilitator says**: The first type of paraphrasing is the most common. It is to acknowledge and clarify what the speaker says and feels. As such, the listener responds to the content and emotion of the speaker. Some phrases to begin an acknowledge and clarify paraphrase appear on p. 26. We use very few words in or spoken vocabulary to describe feelings, so be careful and thoughtful about how you select a feeling label. Sometimes rather than trying to select the best word, you might consider saying, "You have strong feelings about this. Tell me more about how you feel."

●With a partner, read the example on the acknowledge and clarify paraphrase on the top of p. 25. One of you read out loud the presenting statement, and the other read the sample paraphrase. Then switch roles and go to the practice one on the bottom. The person who read the paraphrase now read the presenting statement and together write an acknowledge and clarify paraphrase.

●**Facilitator does**: Circulate and support. Select two or three pairs to share their

responses with the larger group, always pairing the presenting statement with the paraphrase. [Note, it is likely that some will write paraphrases that are better examples of the other two types of paraphrases, so in those cases, label them as such and offer modifications to make the responses examples of acknowledge and clarify paraphrases.]

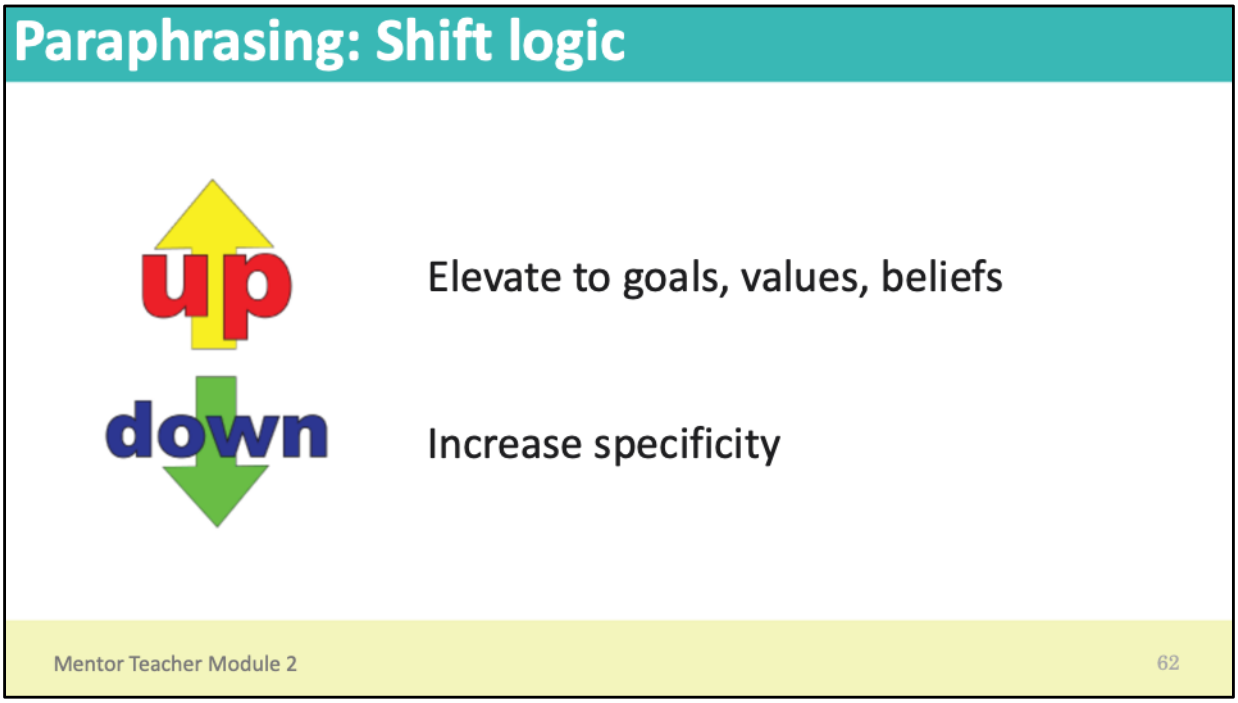



●**Duration**: 3 minutes

●**Facilitator says**: The next type of paraphrasing organize and connect. The listener uses this type of paraphrase when the speaker has many different ideas—volume and variety. The speaker seeks to organize the message and to find connection among the ideas. Some connections we might find are simply order of the ideas, apparent significance of the ideas, or other relationships such as cause-effect. Listen carefully for the relationship, and don't assume it. It is often best to stay with order if you are uncertain how the ideas connect or to ask for the connection such as, "You mentioned three ideas, students, testing, and accountability. Say more about how you see these ideas connected."

●With a partner, we will follow the same process we followed for the acknowledge and clarity practice. Read the example on the organize and connect paraphrase on the top of p. 27. One of you read out loud the presenting statement, and the other read the sample paraphrase. Then switch roles and go to the practice one on the bottom. The person who read organize and connect paraphrase. Together write an organize and connect ideas paraphrase to the statement.

●**Facilitator does**: Circulate and support. Select two or three pairs to share their responses with the larger group, always pairing the presenting statement with the paraphrase. [Note, it is likely that some will write paraphrases that are better examples of the other two types of paraphrases, so in those cases, label them as such and offer modifications to make the responses examples of acknowledge and clarify paraphrases.]




●**Duration**: 30 seconds

●**Facilitator says**: The last kind of paraphrase is shifting levels of logic. It has two dimensions—up and down. Think about this as getting more global and more specific. Because this kind of paraphrase is new to most people, it is often a bit more challenging to integrate into your practice, yet it can be very useful not only to demonstrate listening, but also to move a speaker to acting.

## Paraphrasing: Shift up

- You believe that . . .
- Your goal is to . . .
- You value . . .
- _____ is important to you.

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●**Duration;** 3 minutes

●**Facilitator says**: We'll look at each kind separately. The first one is shifting up. That means moving to a more general or abstract level than the speaker is. Think about it as speaking to what the speaker values, believes, considers important, etc. Often you are reading between the lines; in other words you are listening deeply to what the speaker says and use this paraphrase to say what hasn't been said, yet what is intended.

●Turn back to your paraphrase partner. We will follow the same process we followed for the previous two practices. Read the example on the shift up paraphrase on p. 27. One of you read out loud the presenting statement, and the other read the sample paraphrase. Then switch roles and go to the practice one on the bottom. The person who read the shift up paraphrase. Together write a shift up paraphrase to the statement.

●**Facilitator does**: Circulate and support. Select two or three pairs to share their

responses with the larger group, always pairing the presenting statement with the paraphrase. [Note, it is likely that some will write paraphrases that are better examples of the other two types of paraphrases, so in those cases, label them as such and offer modifications to make the responses examples of acknowledge and clarify paraphrases.]

## Paraphrasing: Shift down

- You want to decide …
- You want to determine what to do about…
- You want to plan how…
- You are considering…

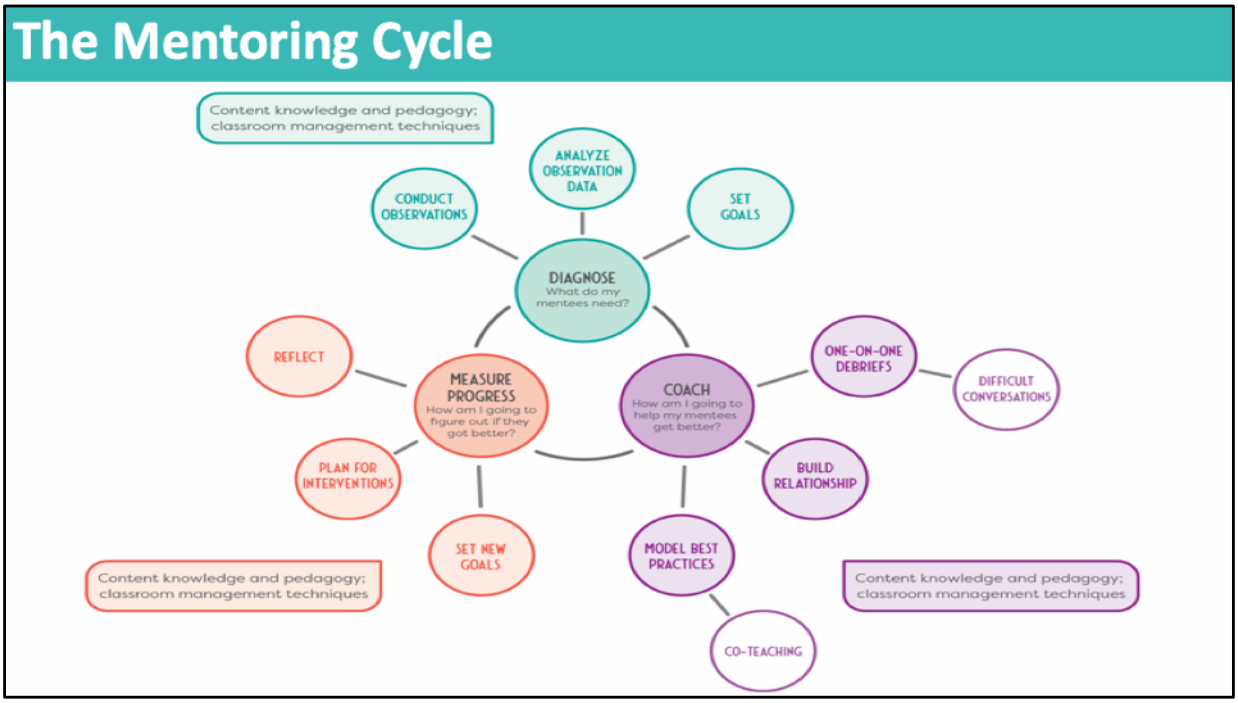
Mentor Teacher Module 2 64

●**Duration:** 3 minutes

●**Facilitator says**: The second form of shifting-logic paraphrasing one is shifting down. This can be a tricky form of paraphrasing and often is misused as a way to provide specific advice, direction, or guidance rather than to be a way to demonstrate listening. Shifting down is helping the speaker know what he or she wants to do as a next action without saying the specifics of the action. For example, we might respond to a statement that you want to make a decision. That is appropriate. Yet to say you want to decide how to group students in the class so they are in mixed ability groups goes too far to advice. Because this is a little bit harder form, we might find that it is less useful or needed than other forms.

●Turn back to your paraphrase partner. We will follow the same process we followed for the previous practices. Read the example on the shift down paraphrase on p. 27. One of you read out loud the presenting statement, and the other read the sample paraphrase. Then switch roles and go to the practice one on the bottom. The person who read the shift up paraphrase. Together write a shift down paraphrase to the statement.

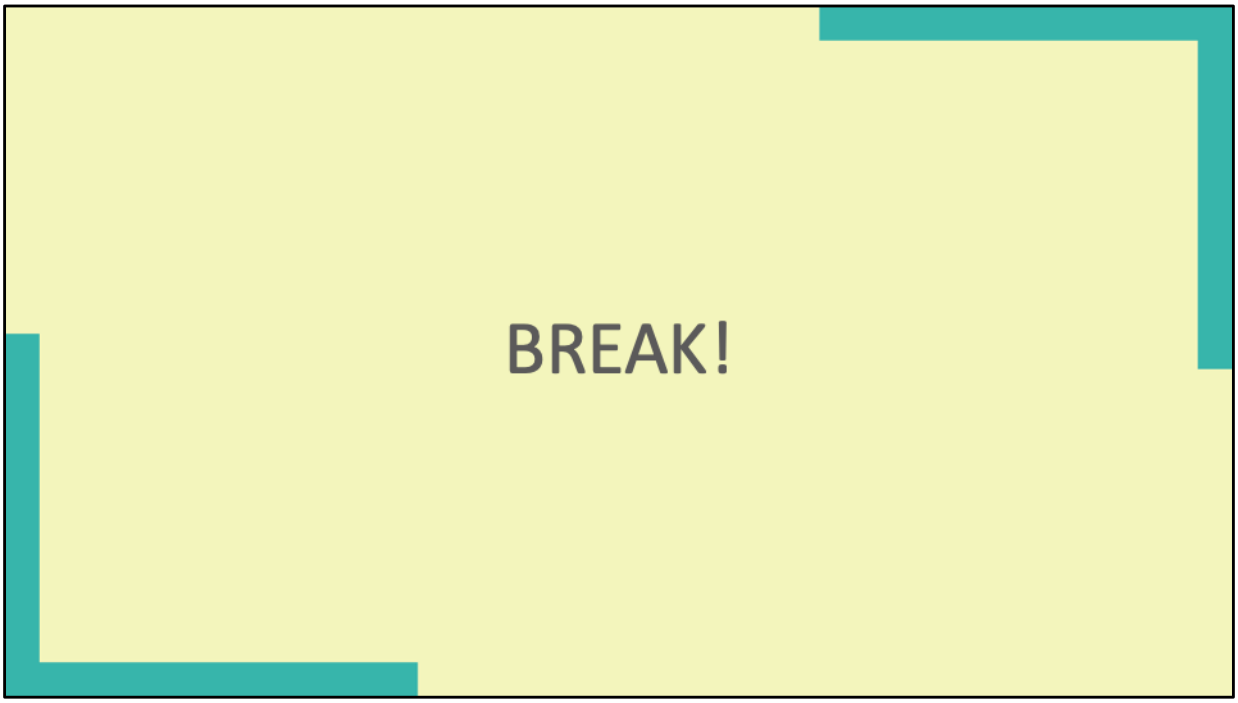
●**Facilitator does**: Circulate and support. Select two or three pairs to share their responses with the larger group, always pairing the presenting statement with the paraphrase. [Note, it is likely that some will write paraphrases that are better examples of the other two types of paraphrases, so in those cases, label them as such and offer modifications to make the responses examples of acknowledge and clarify paraphrases.]




●**Duration**: 1 minute

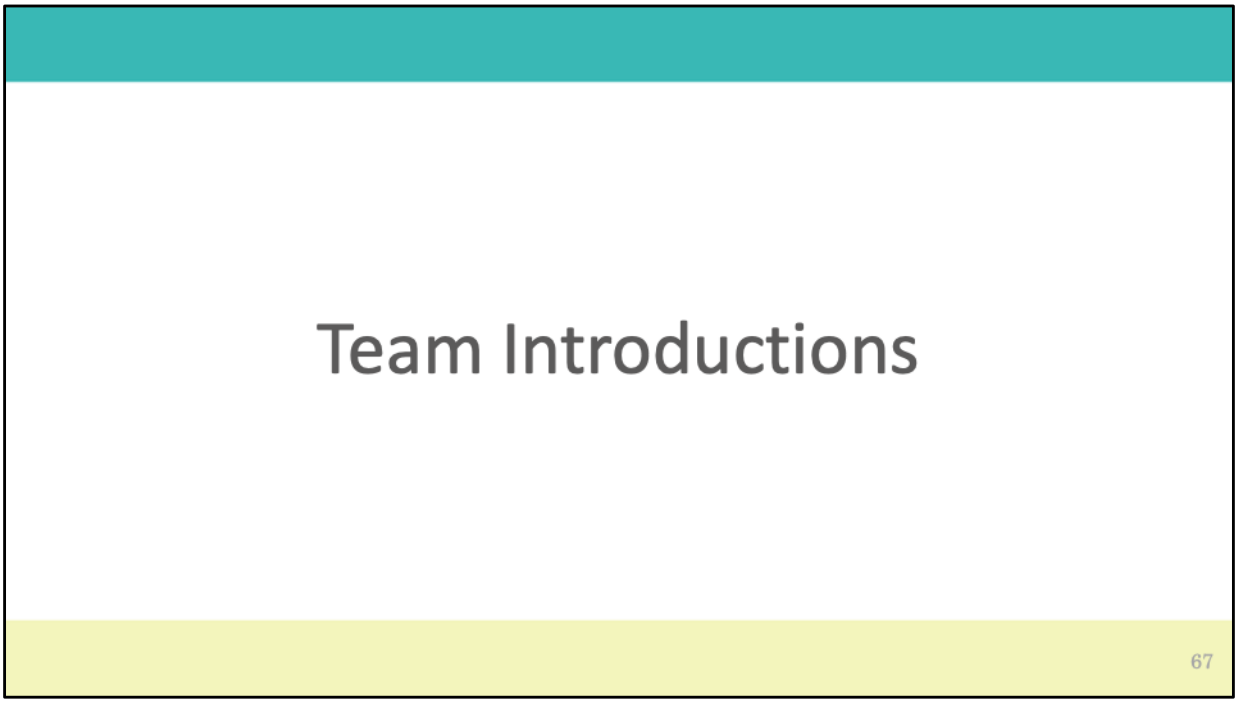
●**Facilitator says**: Let's look at the mentoring cycle to think about where the core communication processes of listening and paraphrasing fit into the cycle.

●**Facilitator does**: Point to the places in the cycle where listening and paraphrasing occurs.




●**Duration**: 15 minutes

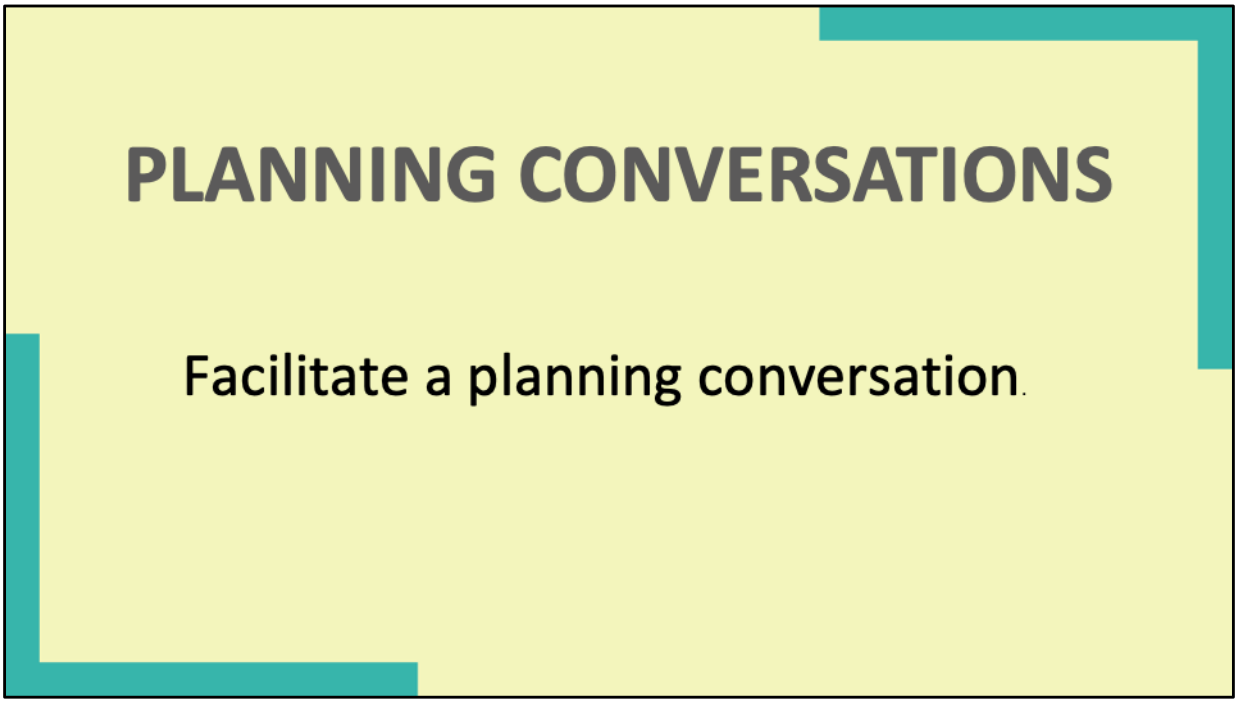
●**Facilitator says**: We'll take a break now. Set your timers for 15 minutes and be back promptly.




●**Duration**: 8 minutes

●**Facilitator says**: Let's hear from three other teams. [Note: If there are remaining introductions, be sure to complete them.]

●**Facilitator does**: Selects teams to share their introduction.




●**Duration**: 20 seconds

●**Facilitator says**: Our last major content today and the focus of an extended practice is planning conversations. Mentors have planning conversations with mentees often and for different purposes. Our outcomes for this section is for you to learn how to facilitate planning conversations with mentees.

## Guiding questions

- What is a planning conversation?
- Where do mentors use planning conversations within the Mentoring Cycle?
- What are the different purposes of planning conversations mentors use with mentees?
- What are the essential components of a planning conversations?
- How does practicing planning conversations help me be more effective in using them as a coaching support for mentees?

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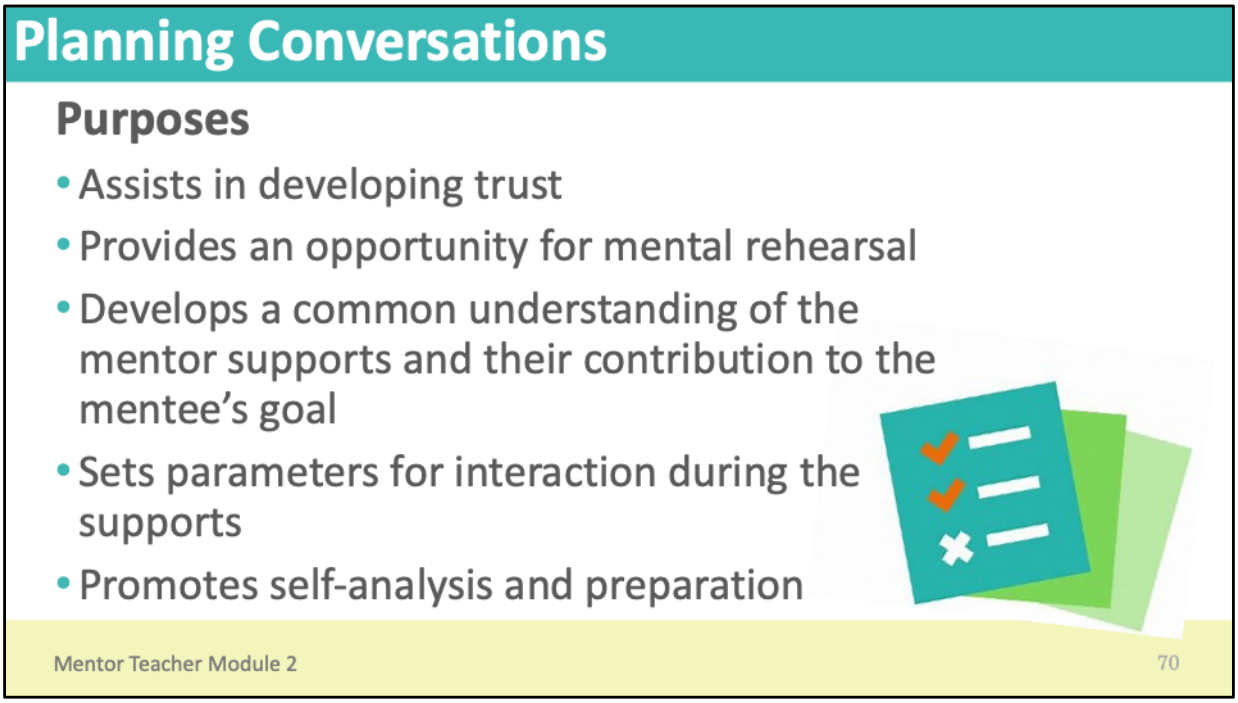
●**Duration**: 3 seconds

●**Facilitator says**: Here are the guiding questions we will address as we discuss planning conversations. Planning conversations, as you will learn, are a key form of support mentors use with mentees and are primarily used within the roles of classroom supporter, instructional specialist, and curriculum specialist.




●**Duration**: 1 minute

●**Facilitator says**: Mentors have planning conversations with mentees often and for different purposes. Turn to p. 28 in your packet. You'll see the different purposes of planning conversations in the paragraph in the middle of the page and on the screen.

●**Facilitator does**: Choose two to three to speak to. For example, a planning conversation assists in developing trust because it is a way to ensure the mentee is successful. The mentor contributes to the success and therefore demonstrates that he or she only wants what is best for the mentee.

# Planning Conversations

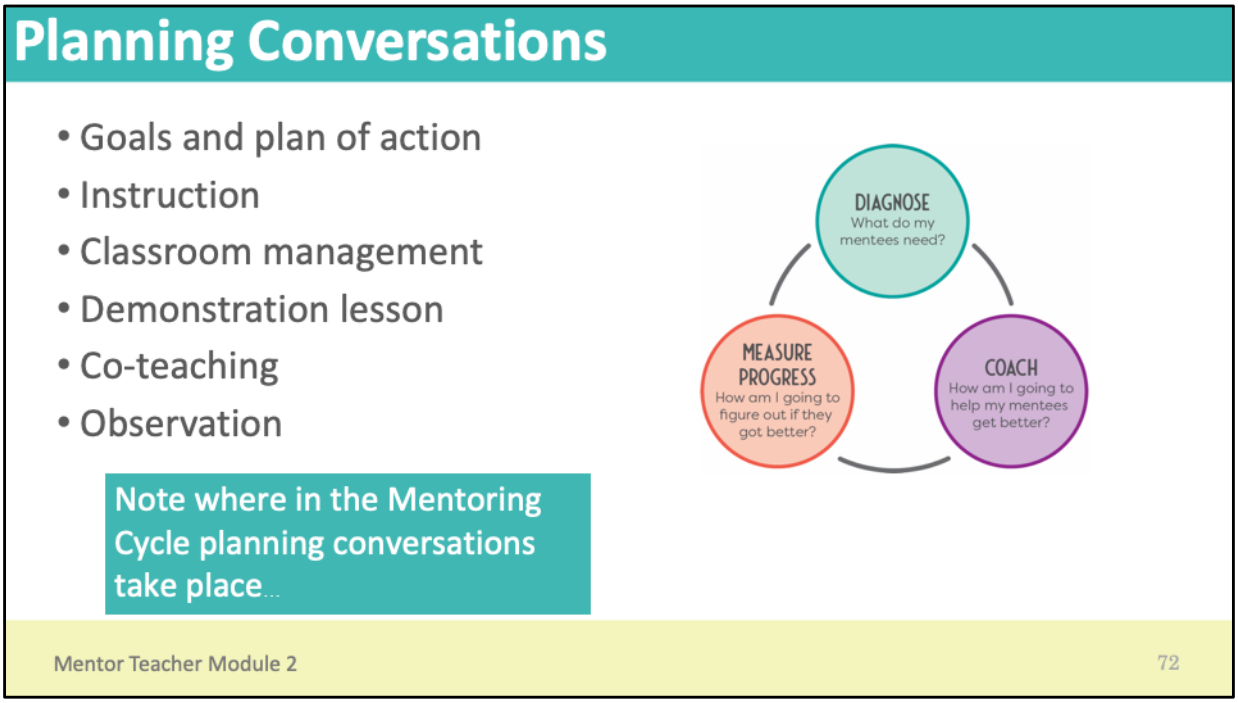
## Essential components

- Student standards and objectives
- Mentee's learning objective and goal
- Focus and purpose for the mentor support and the mentor-mentee collaboration
- Instructional strategies
- Evidence of student achievement
- Data gathering procedures

Mentor Teacher Module 2 71

●**Duration**: 1 minute

●**Facilitator says**: Planning conversations have common components. You'll see those listed on p. 29. Each planning conversation focuses on how to be ready for success in a variety of different situations related to teaching. Each of the components, then, relates to success and to the mentor's and mentee's role in achieving that success both for the mentee as well as for students.




●**Duration**: 1 minute

●**Facilitator says**: Mentors have planning conversations with mentees often and for different purposes. Turn to p. 29 in your packet. You'll see the different purposes of planning conversations in the paragraph at of the page and on the screen.

●**Facilitator does**: Animate the slide.

●**Facilitator says**: Let's look at where in the mentoring cycle mentors have planning conversations with mentees. Share your thoughts. [Note: The primary uses of planning conversations occur in Diagnose and Coach, particularly in coach as a part of most classroom supporter actions.]

## Planning Conversations

- Review the types of planning conversations in the table on pp. 29-31.
- Note what is distinct about each type of planning conversation. Mark the questions that indicate the differences.
- Read through the Planning to Observe Protocols on pp. 32-33.
- Look for the essential elements of planning conversations in each.

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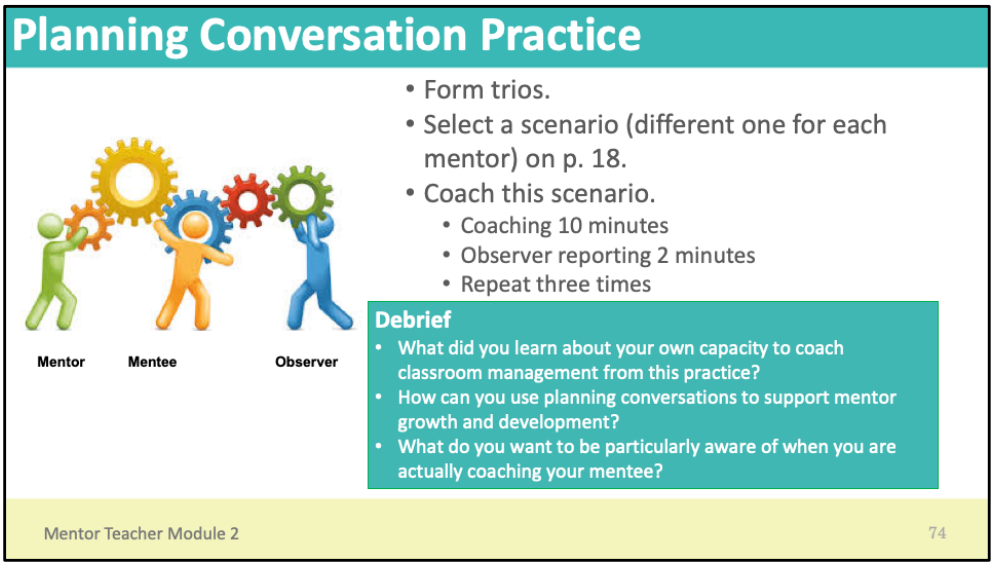
●**Duration**: 8 minutes

●**Facilitator says**: Your task is to read through the table on pages 29-31 to see how mentors facilitate different types of planning conversations. What you'll read are the different types of questions used in each type of planning conversation. As you read through the table, note which of the essential components of planning conversations are present in each set of questions and how the different types of planning conversations differ. Then read through two different planning conversation protocols on pp. 32-33 to note where the essential components of planning conversations appear in each.

●**Facilitator does**: Circulate and ask probing questions such as how are they different? Where are the essential components? After five minutes, invite some responses.




●**Duration**: 45 minutes

●**Facilitator says**: We are going to practice planning conversations. Specifically we are going to practice planning for classroom management. Lets turn back to page 18 for the directions for the practice. In trios, you will each serve as the mentor, mentee, and observer. When you serve as the mentor, you choose the scenario you want to use, however each practice will use a different scenario. So, there is some advantage in volunteering to serve as the mentor first because you have your first choice of scenarios.

●Ok, listen carefully to these directions. Take your packet, maybe an index card or two, and something to write with. If you can't find a trio, come to the front of the room. You will partner with people who are not on your learning team and with whom you have not yet worked today. No more than three people together. When you have your trio, pull chairs into an open space into the room away from tables and away from other trios so that you are sitting in a small tight circle.

●**Facilitator does**: Help people get into trios and situated away from tables. If there

are insufficient people, people may pair rather than form teams of four. There is insufficient time for four people in a team to practice. If there are pairs, they may have the luxury of a longer time for the planning conversation practice.

●**Facilitator says**: Decide who will mentor first and which scenario to use. As mentors are doing that, observers listen up. You will listen for the presence of listening and paraphrasing by the mentor and be prepared to share specific examples of how mentors demonstrated those two communication skills.
●Mentors, you might want to use the questions on p. 17 or p. 28 for your planning conversation. Take a minute to decide which to use in this practice—I stress practice.
●Mentees, you will respond as yourself. Please do not role play because that makes this inauthentic for the mentor.
●I will monitor time. When I say stop, please stop, even if it is mid sentence. The point is to practice and you do not have time to finish. So focus on your questions and listen and paraphrase.
●What questions do you have before we start? Last reminder. Honor the time. That means use every bit of it to practice so that you strengthen your mentoring and observing skills.

●**Facilitator does**: Monitor time. After seven minutes, call time.

●**Facilitator says**: That's time for our first round. Now observers you have the floor exclusively for the next 90 seconds to provide specific examples of how the mentor listened and paraphrased. Listen for me to call time. Only the observers are speaking now.

●**Facilitator does**: Monitor time and call time after 90 seconds.

●**Facilitator says**: Now let's pass roles to the left. Who is the new mentor? Begin thinking about the scenario you want to practice and the set of questions you will use.

●Who is the new mentee? Remember you role is to be yourself rather than to play the role of a mentee. This makes the mentor's work easier for this practice.

●Who is the new observer? This time observe for the inclusion of the essential components of a planning conversation and be ready to share which components the mentor included and how you noticed that happening.

●**Facilitator does**: Monitor time and repeats the process in he previous six steps. Next round the observer observes for how the mentor listens and paraphrases again.

●Facilitator says: Thank your trio partners and return to your learning team.

●**Facilitator does**: Animate slides while participants are returning to their teams.

●**Facilitator says**: Let's debrief your practice. Use the questions here and on p. 18 to guide your learning team debrief about your practice with planning conversations.

●**Facilitator does**: After 5 minutes invite some table groups to share the big ideas that emerged in their debrief.

## Module 2 Key Points

- Effective teachers manage their classrooms by building relationships with students, and by establishing and reinforcing expectations and procedures.
- Teachers' mindsets about students directly influence students' opportunities to learn.
- Mentors adapt their stances to meet the developmental needs of their mentees.
- Planning conversations are an essential component of the mentoring cycle.
- Mentors utilize paraphrasing and listening skills in effective mentor-mentee interactions.

Mentor Teacher Module 2 75

●**Duration**: 2 minutes

●**Facilitator says**: We want to give you a succinct way to remember the key learnings from today. Go back to p. 3 of the packet and read through the key points. As you read, underline the key words or phases in each statement.

●**Facilitator does**: Provide participants a minute to review the key points.

# Module 2 Assignment

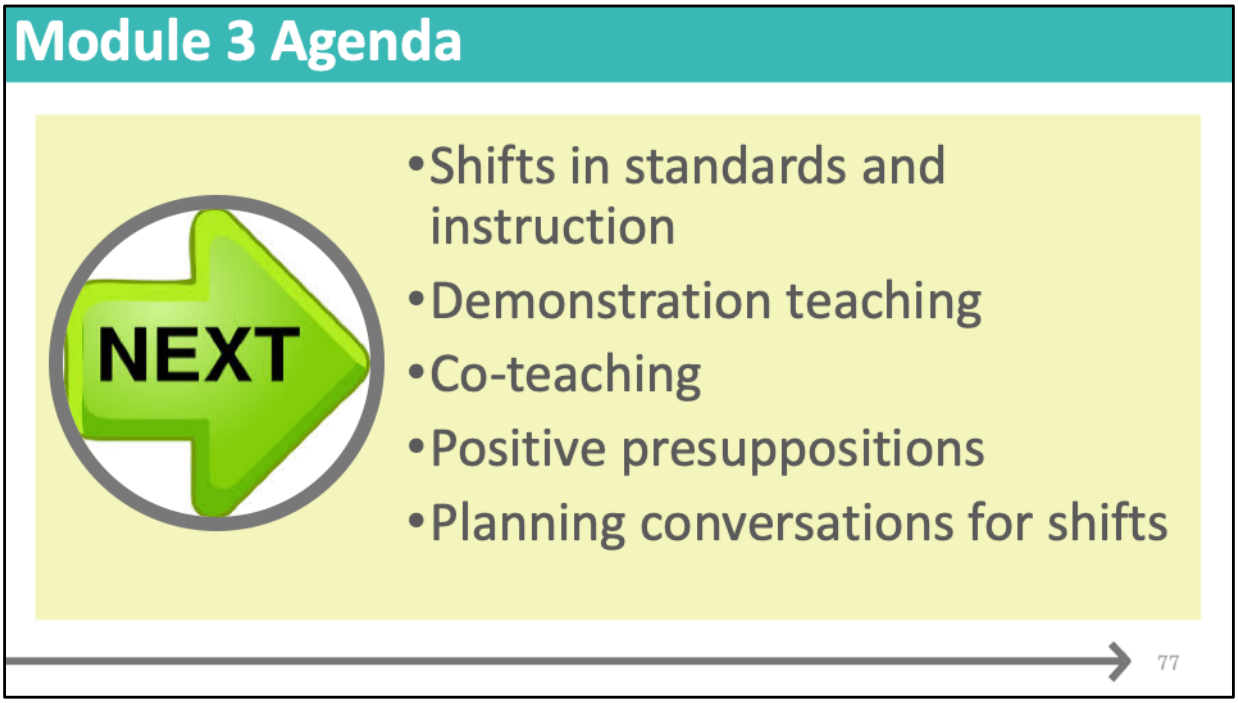
**Module 2 Assignment: Mentoring to Improve Classroom Management**

- Review distinction criteria for Mentoring to Improve Classroom Management
- https://www.louisianabelieves.com/resources/library/louisiana-mentor-teachers
- Consider how to use what you learned today to generate evidence for distinction in this area.

Mentor Teacher Module 2 76

●**Duration**: 30 seconds

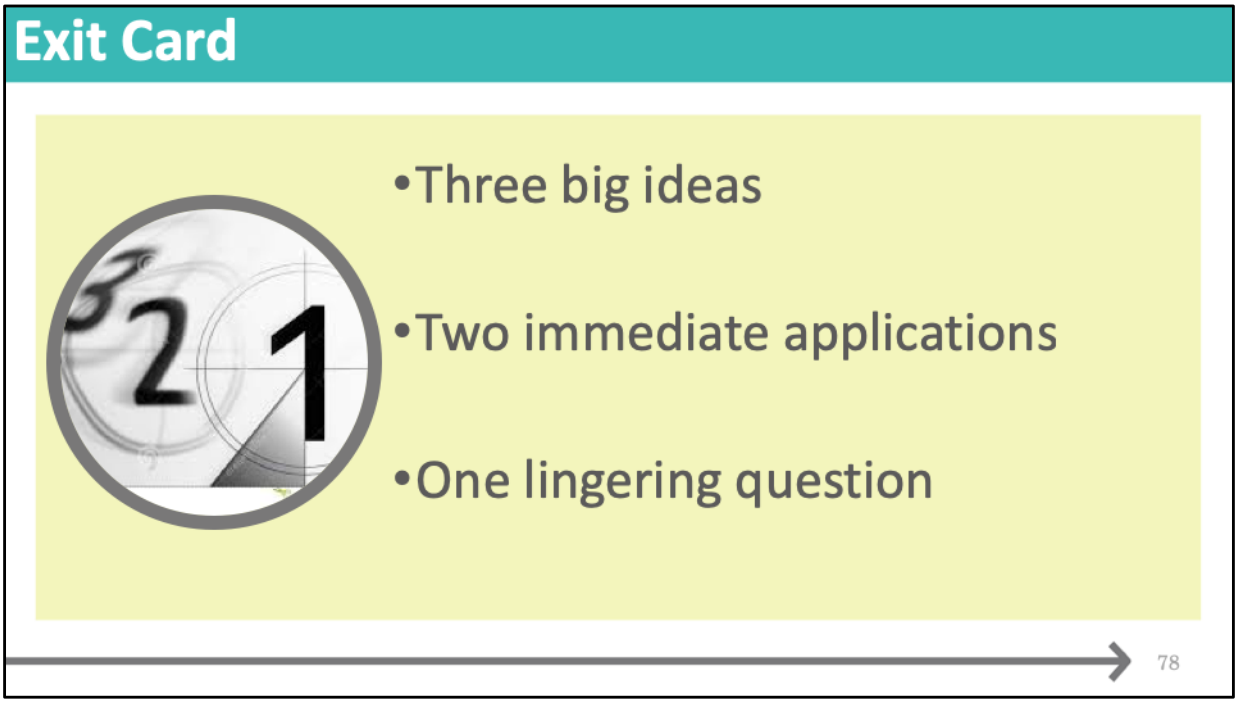
●**Facilitator says**: This assignment takes you to the distinction criteria for Mentoring to Improve Classroom Management. What you learned today will be useful as you consider what evidence you will generate and submit to meet this distinction.




●**Duration**: 30 seconds

●**Facilitator says**: Here are our major content for tomorrow. We want you to have a preview of what lies ahead.

●**Facilitator does**: Share list and perhaps comment on co-teaching particularly as a core support mentors use to develop mentees.




●**Duration**: 2 minutes

●**Facilitator says**: We invite you to write an exit card about your learning today and leave it on your table in the center. On your card, please share your thoughts about these ideas three prompts. We will compile all the responses from all the cohorts to share with all the mentors in training this year. We will do this throughout our training for two purposes. The first is to share your great ideas so that everyone learns from each other and has a resource to turn to for ideas. The second is to create a community among mentors across the state. When you finish, you may leave. We will begin promptly at 8:30 in the morning. Thank you for a good day of learning.

●Facilitator does; Share the applications from participants on a shared document or in Goggle forms as a reference for all participants in all cohorts. To avoid challenges with on-the-spot connectivity, use a physical exit card and enter responses only for the two applications in the Google doc to share in Module 3. Summarize and note the number of responses. Publish in the list by cohort noting type. Link to the Google doc is **https://tinyurl.com/Y2MTM1Apps**