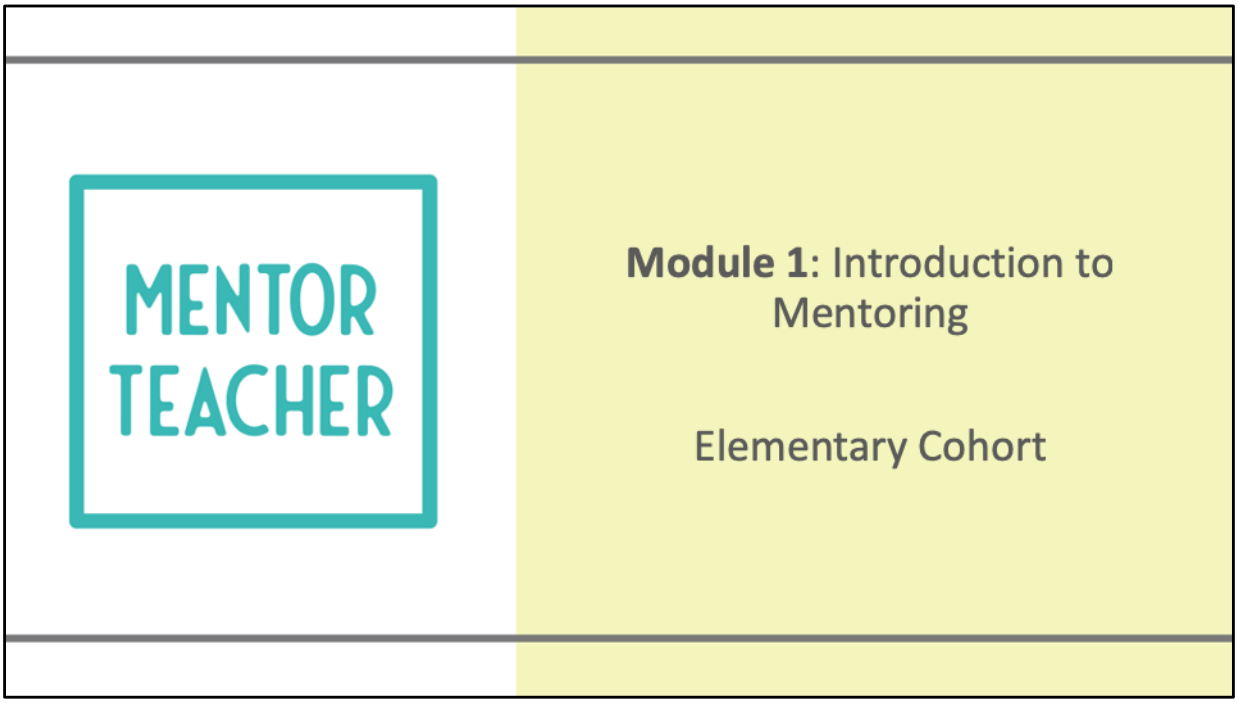


●**Duration:** 7 min.

●**Facilitator says**: Welcome to the Mentor Training Course. We are delighted to have you and look forward to working with you during the course. I am [presenters introduce themselves and share a brief background].
●We are consultants for Learning Forward. Learning forward is a professional association that focuses on developing leaders' capacity of facilitate effective professional learning—the kind that results in both educator and student success. Our mission is to develop the capacity of leaders in education to facilitate and lead professional learning.

●**Facilitator does**: Introduce logistics for training (restrooms, times, breaks, lunch, etc.)

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 to develop mentee knowledge and skills.
- Assess and deepen mentor content knowledge and content-specific pedagogy.

Mentor Teacher Module 1 2

TOTAL – 7 minutes

Goals 1-2 Duration: 2 minutes

●Facilitator says: The goals for the Mentor Training Course appear on p. 3 of your packet. Each module contributes to the achievement of these goals. Your learning is spiraling over time so that you will deeply understand content and have the capacity to mentor mentees to implement fully and accurately the Louisiana curriculum and support student achievement of the standards.

The first goal addresses building relationships with mentees. Mentors use the currency of strong relationships to develop the competence of their mentees. Through clear communication, partnership agreements, and commitment to maintaining trust, mentors and mentees develop a bond that allows them to have difficult conversations and work together to ensure the mentee becomes a competent, capable teacher.

The second goal addresses the beginning step of the mentoring cycle. Mentors diagnose and prioritize a mentee's strengths and areas for improvement based on a wide variety of data collected in authentic situations. During this course, you will learn how to collect data, how to analyze the data, and how to develop goals for the mentee's development..

Facilitators do: Project slide.

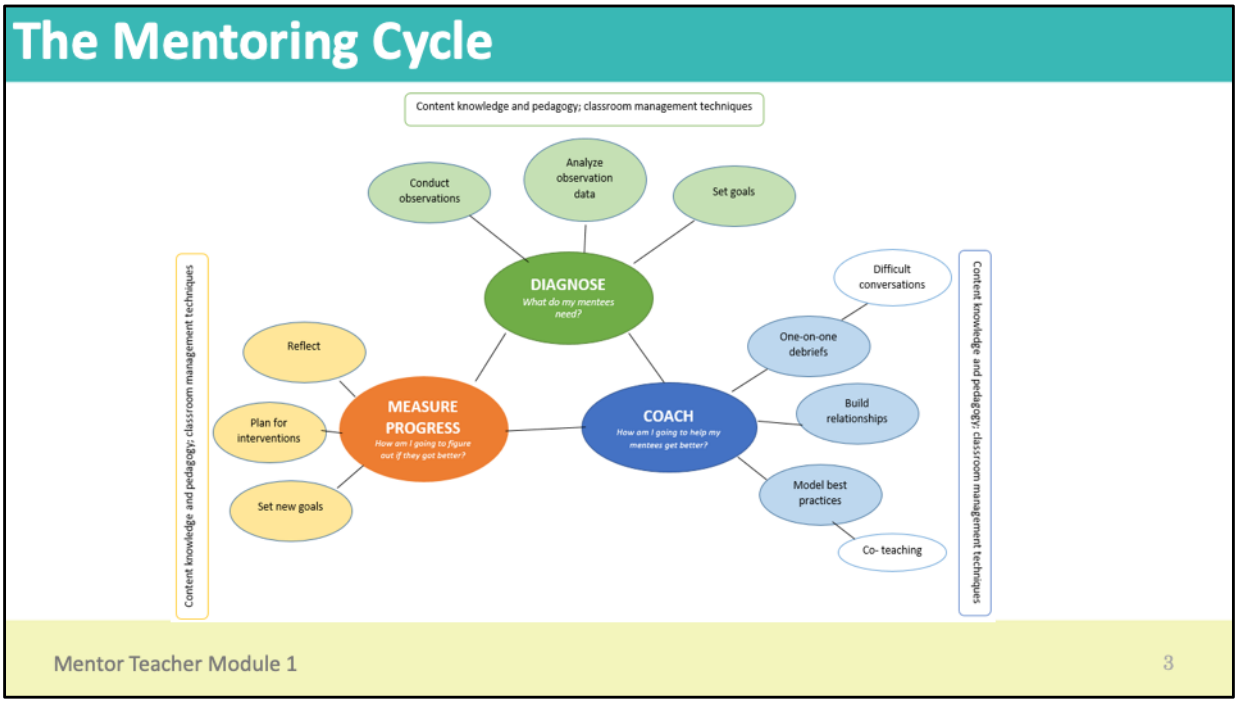
Goal 3 Duration: 1 minute

●**Facilitator says:** The third goal of the Mentor Training Course focuses on developing a coaching plan to support the development of the mentee. Using the data collected and the goals established, together with the mentee, develops a plan that outlines how the mentor and mentee will achieve the mentee's goals for growth and development. You will also learn how to monitor and measure progress toward those goals using a variety of evidence including teaching practice and student work. These plans will be revised approximately every three to four weeks as the mentee's pedagogy and content knowledge improves.

●Turn to a shoulder partner and identify the points under the goal that you are particularly interested in learning more about.

●**Facilitator does:** Brings the groups back together to proceed to the next goal.

Goal 4 Duration: 4 minutes
●**Facilitator says:** The last goal is about your own teaching competency. The more the mentor knows, the more the mentee will know. The stronger a teacher the mentor is, the stronger a teacher the mentee will be. During this course you will have opportunities to develop a deeper understanding of your content and content-specific pedagogy to apply while you are working with your mentee, modeling best practices, and supporting student learning. In essence, mentors must be the best teachers they can be to support the development of the next generation of teachers. Over the course you will assess your strengths and areas of need as a mentor as well as add to your understanding of effective pedagogy and deepen your understanding of your content area.
●Take a moment to review the four course goals and note their priority to you as a learner in this course. Indicate which is your top priority, second, third, and fourth. (30 sec.)
●Share your ranking with a shoulder partner and explain why. (2 min.)



●**Duration**: 15 minutes

●Facilitator says: you will see this image in your packet on p. 5. Let's become familiar with it because it is the framework upon which the entire course is designed. It was designed by the Louisiana Department of education to reflect the core responsibilities of mentors across the state. You'll notice that it is closely aligned with the goals of this course. It will be a constant in each of our sessions so you can see how all your learning ties together and connects to the goals. As I talk about the cycle, please keep the goals we just discussed in mind because you will see how those goals are embedded into the cycle.
●The core components (project the animations) of the cycle are diagnose, coach, and measure progress. These represent goals 2-3, the essence of the role of a mentor. You'll also notice that the external frame of the image includes content knowledge and pedagogy and classroom management. Effective teaching, regardless of subject or level of student occurs only when the teacher is knowledgeable, applying best practices in instruction, and creates a classroom environment conducive to learning. (Facitlitator Note: This part of the course addresses **goal 4**, developing and deepening your own content knowledge, pedagogy, and classroom environment.)

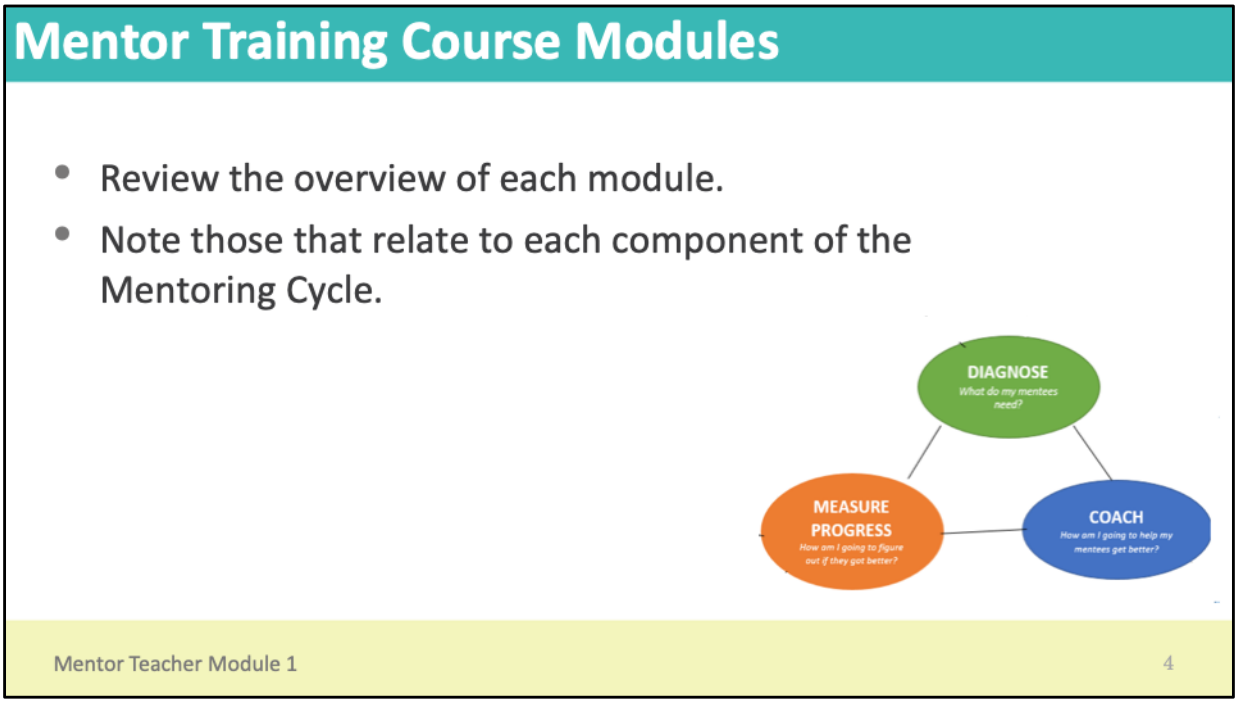
●Let's take apart the components to look deeper into them. In **diagnosis**, mentors are conducting observations, analyzing the data collected, and setting priorities and goals for improving a mentee's practice.(Display the animation.) (Facilitator Note: This relates to **goal 2.)**

●In **coaching**, the mentor is planning and implementing a variety of supports to develop a mentee's competence. In the course, you will that the effectiveness of supports is based on the quality of the relationship between the mentor and mentee. You will learn how to establish and maintain a productive, healthy relationship that allows you to create a positive and productive environment for your mentee to grow, much as you would when you are beginning a school year with students. (facilitator Note: This specifically addresses **goal 1**.) You will also learn about and know how to implement a wide variety of supports such as modeling, co-teaching, holding reflective conversations, and addressing difficult conversations. (facilitator Note: This relates to **goal 3**.)

●In **measure progress**, you will learn how to use data to monitor and measure the progress of your mentee in achieving the goals you have established. You'll also learn what to do when there is a need to make an intervention to address challenges that are occurring. Most importantly you will learn how to plan for and facilitate reflection conversations to develop the mentee's capacity to self-analysis and to become a reflective practitioner committed to his or her own continuous improvement. (Facilitator Note: This relates to **goal 3**.)

●Review the goals of the course on p. 1 and the outline of modules on p. 2 and look for the alignment. You might mark on the graphic where you see each goal included and then note which modules will help develop your understanding and skill in each area. Work with a partner (move them away from their tables) and take about 5 minutes.

●**Facilitator does:** Move participants into partnerships with a someone not at their table. Monitor time.



●**Duration**: 4 minutes

●**Facilitator says**: Work with a shoulder partner. Read through the overview of each module included in the Mentor Training Course. Note on the course graphic where the module content fits best. Jot the module number on the graphic in the appropriate place. Review the course goals and link to the new graphic. What you'll have is a comprehensive course map for the entire training.

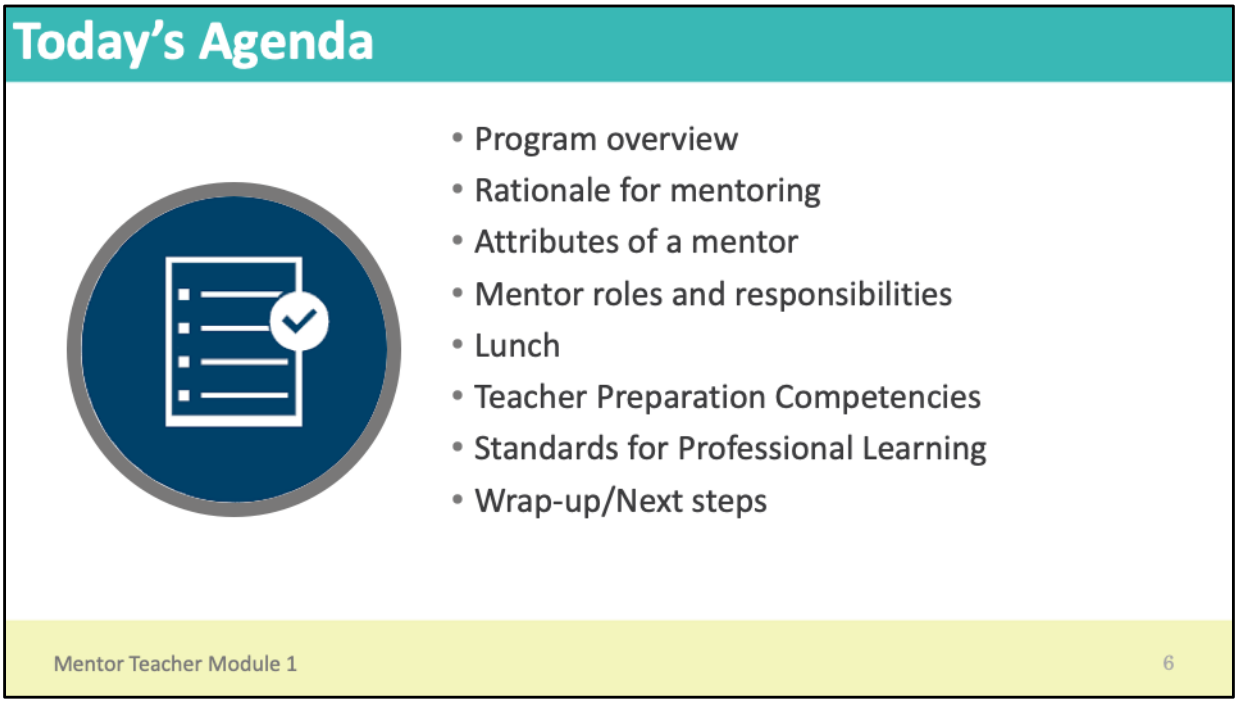
Module 1 Outcomes

- Know how the mentor roles, responsibilities, and expectations support mentors to set goals for their own learning based on a personalized assessment.
- Understand the mentoring cycle as a support tool for developing mentees.
- Assess individual attributes against the attributes of effective mentors.
- Develop understanding of the Teacher Preparation Competencies as criteria for assessing themselves and their mentees.
- Connect the Standards for Professional Learning to your role as a mentor.

Mentor Teacher Module 1 5

Duration: 2 minutes

Facilitator says: Specifically in our learning today, you will focus on these outcomes to achieve the goals of the Mentor Training Course. Our primary focus is on understand the range of supports mentors provide to mentees and where in the mentoring cycle decisions about the types of support are made. We will also provide you an opportunity to assess your own competence as a mentor using a set of attributes of effective mentors. We will introduce you to the Teacher Preparation Competencies that will serve as criteria for measuring mentee success. And lastly you will learn about the Standards for Professional Learning that will guide you as you develop plans of action to support mentee learning and development.



●**Duration**: 1 minute

●**Facilitator says:** This is our agenda for today. We will begin at the beginning as you are noticing with an overview of the entire program. Then we will explore your reasons for wanting to be a mentor, the attributes of effective mentors, the roles and responsibilities of mentors, have lunch, continue with the roles, talk about teacher preparation competencies, and the standards for professional learning, and wrap up today at 4:30. We have an extended day today because we are here at the summit. Depending on your cohorts, your days will be either 9:00 to 4:30 or 8:30-4:00 and you have already received notice about that.

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 including use of technology

Mentor Teacher Module 1 7

●Duration: 6 minutes

●Facilitator says: When new teams of people come together, it is helpful for them to create some agreements to ensure safety, trust, and productivity within the group. We propose these agreements or norms for all our cohorts to live by as we learn together over the next nine days.

●The first is that we make the learning meaningful. By this we mean, that learning is a shared process owned both by the learning facilitator and the learner. Sometimes if we are examining a specific idea, you might need to add to the conversation the nuances, details, and adaptations to have the idea fit your unique context. When you choose to do that, learning becomes useful to you personally and you can enhance everyone's learning.

●The second is engaging mentally and physically. Learning is exhausting. By focusing, attending, and maintaining attention, you will be able to maximize what you take away from this learning experience. We typically design opportunities for you to engage with different people throughout the learning process. When you do this your horizons and perspectives grow and you contribute positively to the learning of others.

●The third is noticing opportunities to support the learning of others. We believe strongly in the social interaction theory of learning. Those of you who are Vygotskyians in the group will recognize that learning and language are inherently interdependent. We encourage you to use language to clarify your own thinking and that of others by actively contributing your voice to the learning process.
●The fourth is take responsibility for your own learning. You have been selected to participate in this training because you are a recognized master teacher. How you engage in this learning experience reflects your value of and commitment to continuous improvement and will manifest your beliefs about learning as an educators. Use this opportunity to take responsibility for learning, consider how your choices and actions demonstrate your professionalism, and commit to making the most of this experience for yourself, your school, your students, and the next generation of teachers you will develop.
●The fifth agreement is to own the outcomes. Make them yours. Embrace them as opportunities to stretch your own professional practice. Be committed not just to learn about them, but to practice them in your work beyond the training. Each of the outcomes we focus on will take practice, some more than others. Be committed to becoming proficient and masterful with each so that your are stretching your own expertise as an educator.
●The last outcome is to respect the learning environment. Simple things here that are often distracting. Monitor your use of technology and how it communicates where your priorities, attention are at any given moment. When you absolutely must respond to an emergency text, a call, or email, please do so discretely and quickly away from your learning team. Otherwise keep your full attention on your learning, how you are learning, so that you and those around you are not distracted if your are shopping online, looking for a cool resource to use in your classroom, etc. You will have breaks morning and afternoon and at lunch to check in with the outside world. Also, please clean up your trash, share the space at the table, and respect the integrity of each other. Know that how you act here is a likely reflection of how you will interact with mentees so be asking yourself when you find yourself distracted or off focus what is causing that for you at that moment. Be willing to be open to learning about yourself as a learner and what that says about what you believe about learning from your experiences and behaviors as a learner in this course.

●**Facilitator does**: Asks participants for a thumbs up regarding their willingness to keep these agreements. Remind them that we will review them often.

Why Mentor?

Mentoring is the process by which a trusted and experienced person takes a personal and direct interest in the development and education of a less experienced individual.

1. Review p. 8.
2. Consider your reasons for serving as a mentor.
3. Jot your thoughts on p. 8.

Mentor Teacher Module 1 8

Duration: 10 minutes

Facilitator says: Here is a definition of mentoring. As you glance at p. 7, you'll notice a brief description of the origin of the concept of mentoring. Mentor was a trusted friend of Odysseus, from Homer's *Iliad* and *Odyssey*. When Odysseus left his home to fight in the Trojan War, he had no idea that his return would be delayed as he met with and faced enormous challenges in his journey home. Upon his departure, he asked his friend Mentor to care for his son and to help him be wise and develop until he returned. That request was granted and it was a long service in the name of commitment and friendship since it took Odysseus nearly 10 years to return home. Mentors make a huge and often unknown commitment when they agree to serve as mentors to an emerging teacher, yet they take their commitment and service seriously and with the honor and promise it deserves.

Facilitator does: Pause to let people read the definition and to mark the key words or phrases in the definition. Ask them to add any additional words or phrases to the definition on p. 8

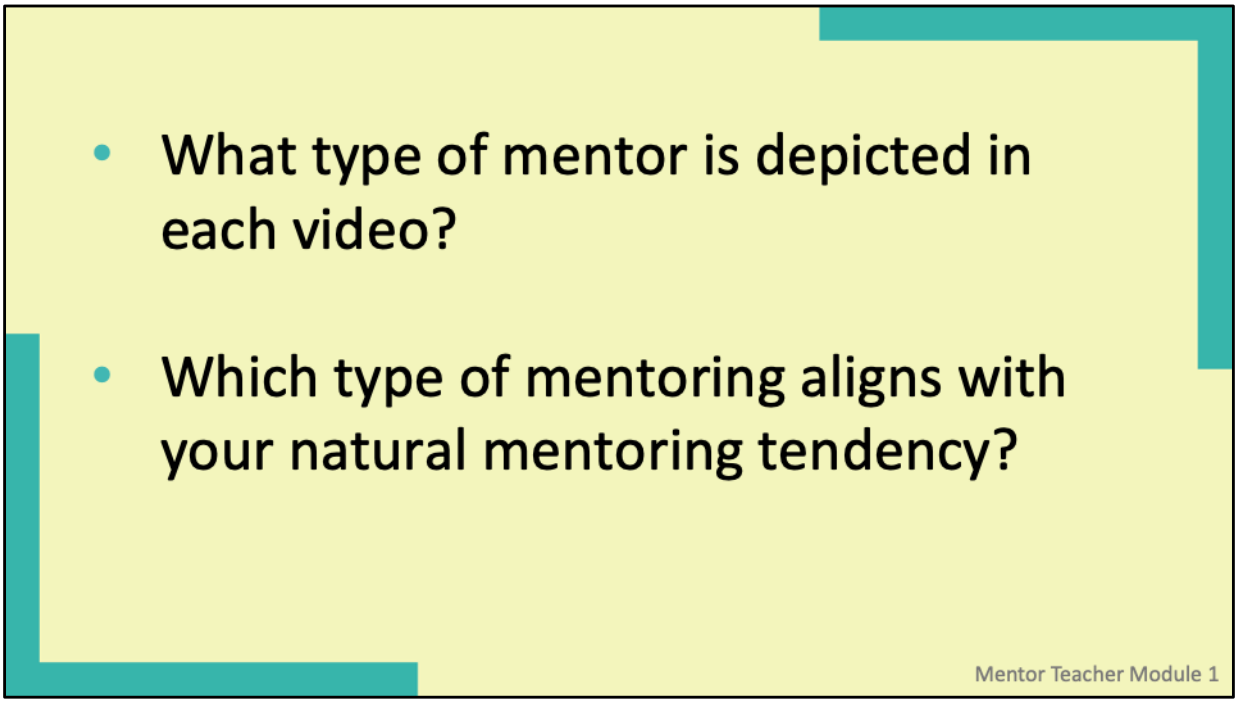
●**Facilitator does**: Animate the slide to add directions for the reading on the next page.

●**Facilitator says**: Read the rationale for mentoring on p. 8. Highlight reasons in the text for mentoring new teachers. After you finish reading, Write your reasons for wanting to be a mentor on the bottom of p. 8.

●**Facilitator does**: Provides three minutes for reading and writing reasons.

●**Facilitator says:** Let's mix and mingle. In the next three minutes, find five different people you don't know, introduce yourself, and share your reasons for wanting to mentor. Record the names of your partners for future reference.

●**Facilitator does**: Monitor time and encourage people to keep moving to meet new people.



●**Duration**: 1 minute

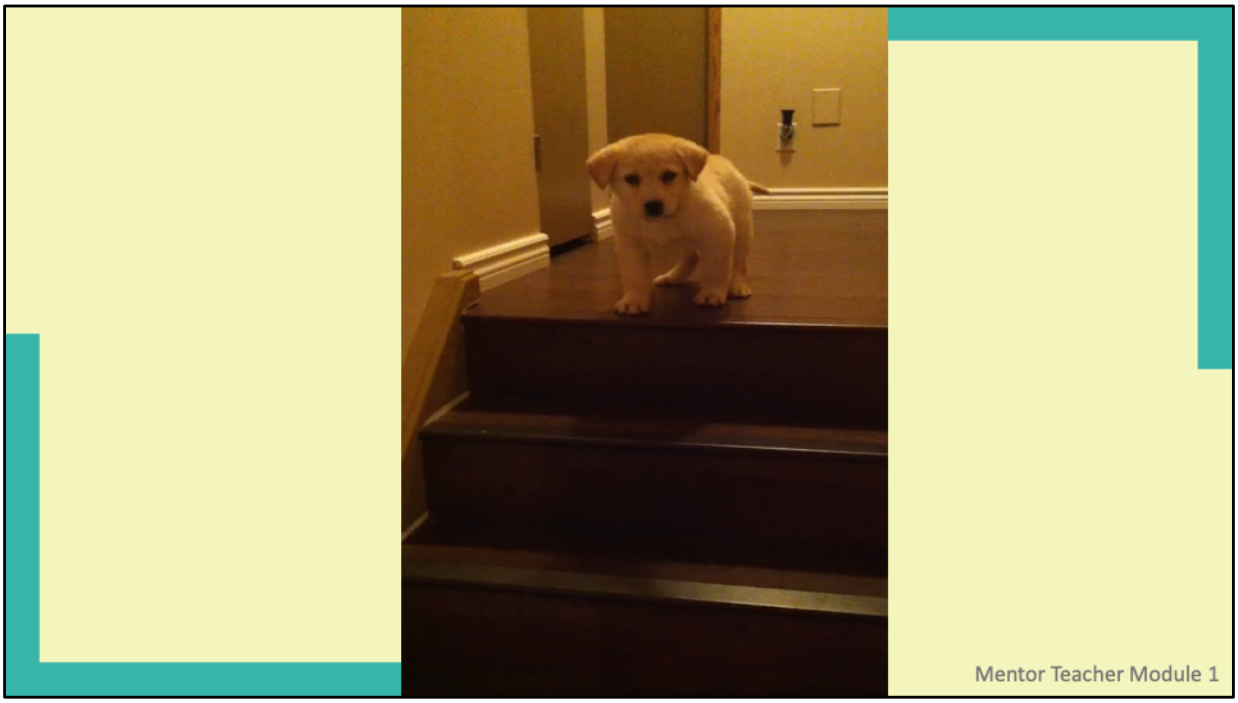
●**Facilitator says**: Mentoring is a personalized process that is often driven by our own understanding of how learning occurs and our own natural tendencies or style of helping. Some of us are more directive; some more willing to promote trial and error; some more laisse faire. We are going to watch two videos now that show two types of mentoring. We'd like to ask you to think about which video more accurately depicts your natural tendency for helping. When we finish watching each video, you'll have a chance to talk with a shoulder partner about what you saw in the videos.

●NOTE – Provide an opportunity to share out to the whole group and discuss whether it's okay or not to have either type of personality?

●**Duration**: 1 minute

●**Facilitator says**: Here's the first video. Ask yourself what type of mentoring is depicted here and how closely it aligns with your natural helping tendency.

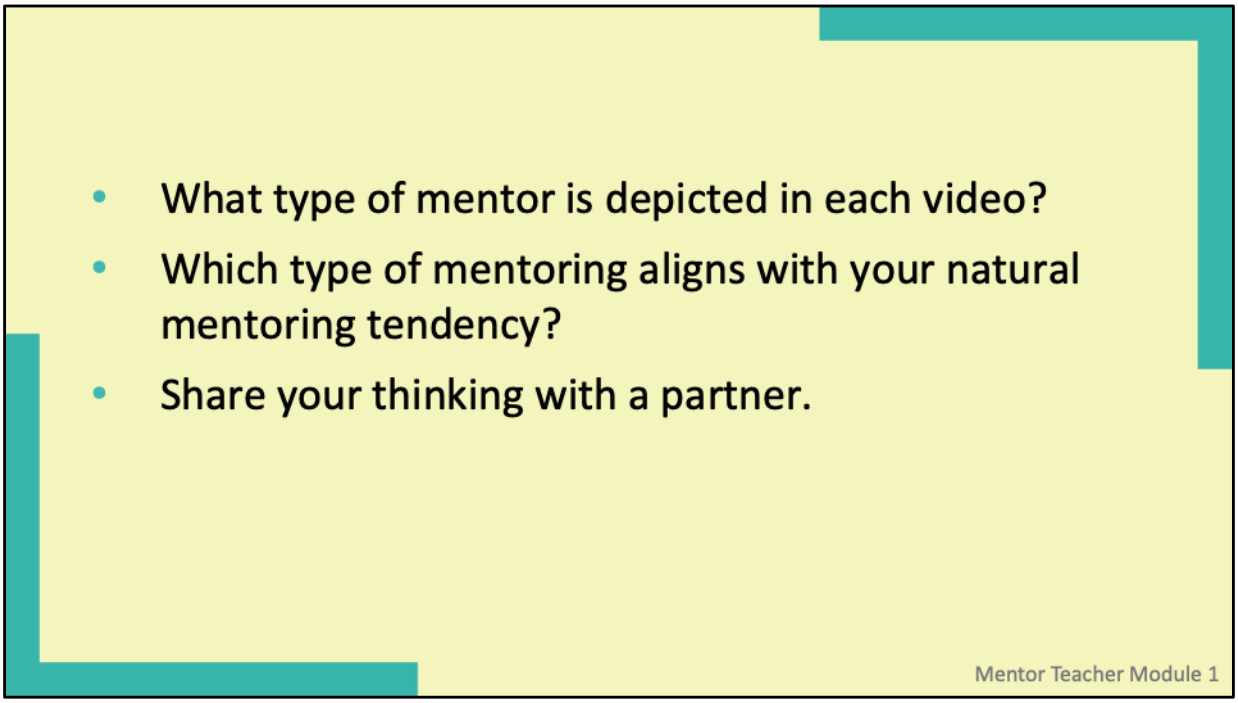
●**Facilitator does**: Shows video.



●**Duration**: 1 minute

●**Facilitator says**: Here's the second video. Ask yourself what type of mentoring is depicted here and how closely it aligns with your natural helping tendency. You might find yourself comparing and contrasting the two approaches to helping in each video.

●**Facilitator does**: Shows video.



●**Duration**: 3 minutes

●**Facilitator says**: Turn to a shoulder partner. Take two minutes and describe the two approaches to mentoring depicted in each video and which is most like your natural tendency. You might explain how you know about your natural tendency. Be sure to allow each partner to share in the time you have.

●**Facilitator does**: Monitors time and reminds people to let the other partner share half way through.

●**Facilitator says**: How many of you were more like video #1? Tell us why.

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

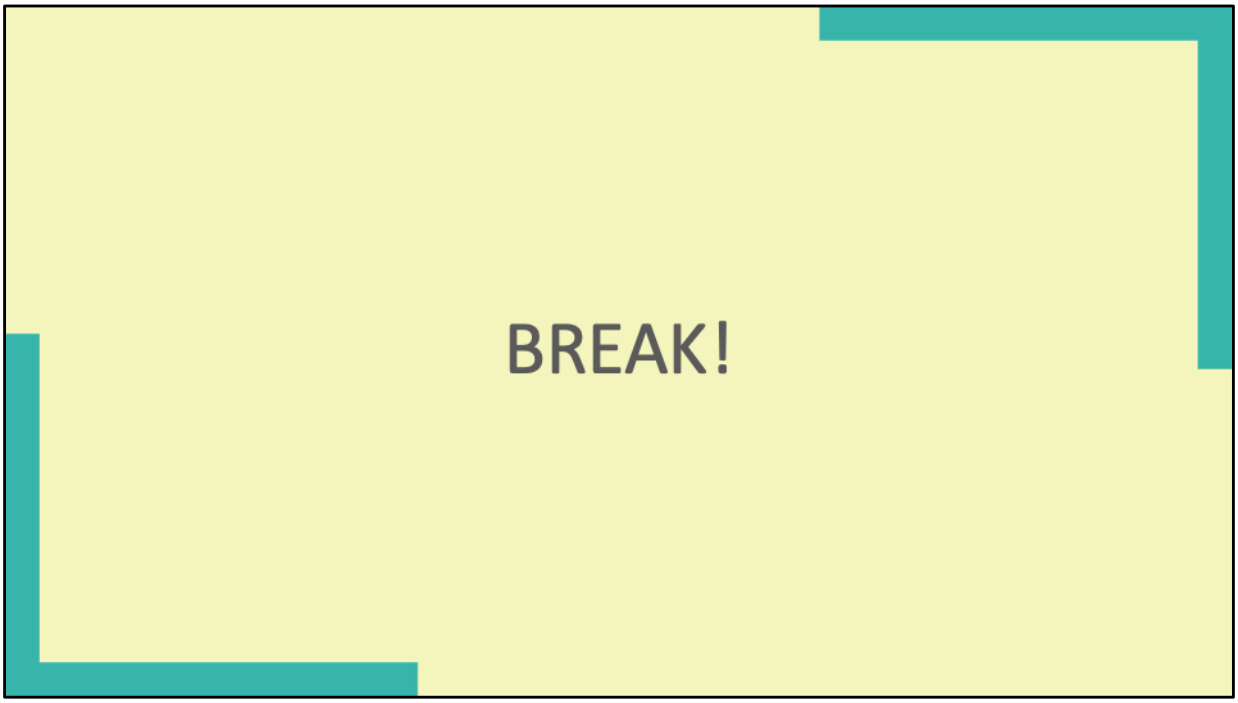
●**Facilitator says**: How many of you were more like video #2? Tell us why.

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

●**Facilitator says**: How many of you could not decide? Tell us why.

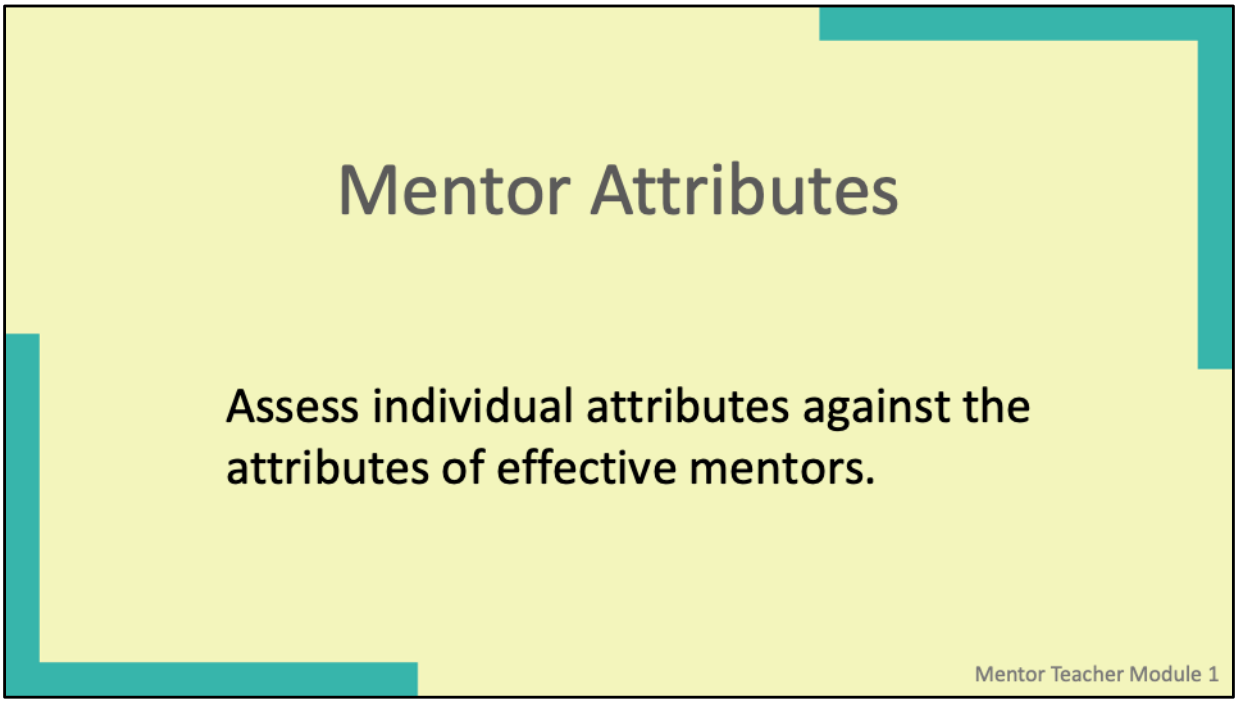
●**Facilitator does**: Gather a few responses.

●**Note**: It is possible to be like both videos. An individual's natural tendencies and circumstances often determine which general approach is best. We will relate this content later to mentor stances.



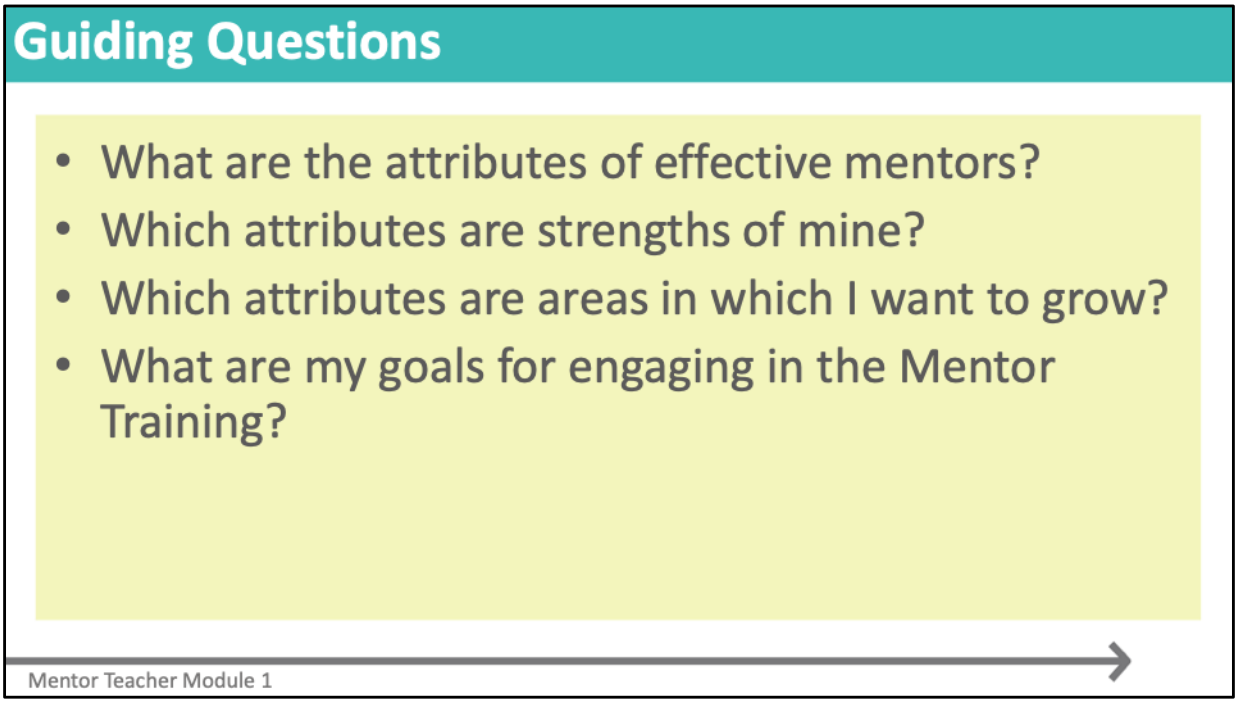
- **Duration**: 15 minutes

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



●Duration: 30 seconds

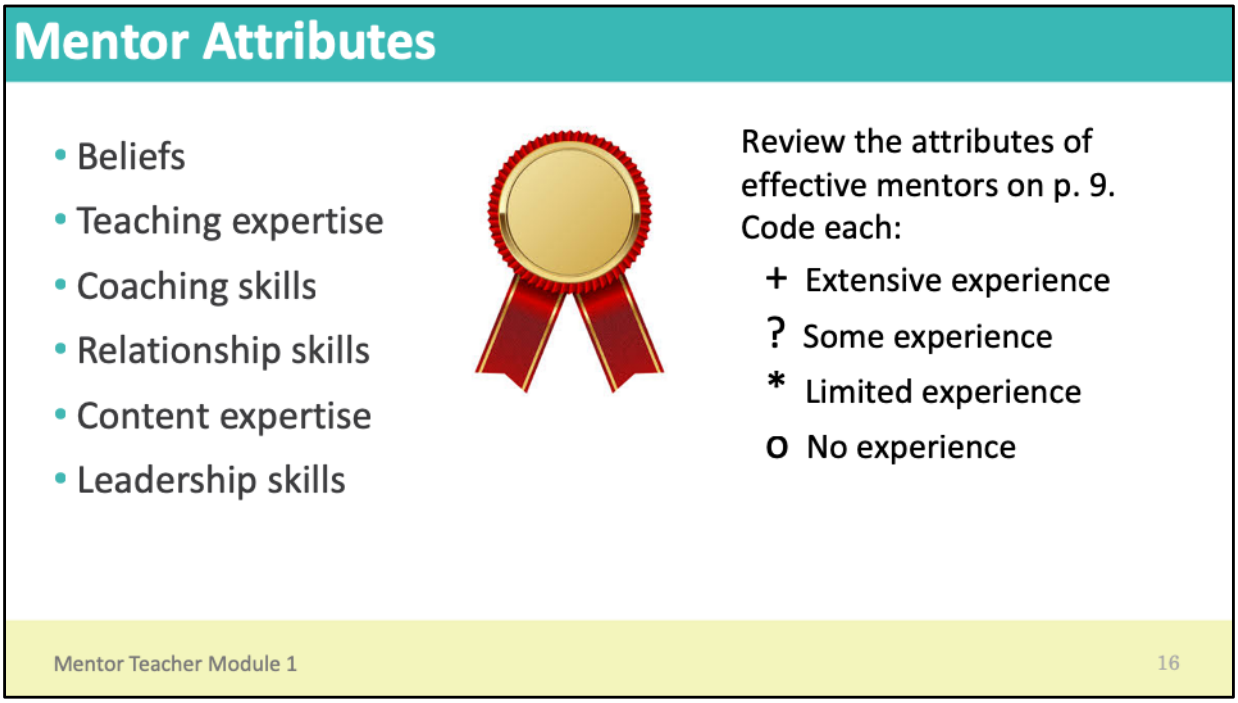
●**Facilitator says**: we will now turn our attention to the attributes of effective mentors. We will be focusing on the third outcome for today, assess individual attributes against the attributes of effective mentors. The more we know about our own strengths and areas for growth, the more focused we can be in our continuous learning and growth. As mentors, we want to model that we are continuous learners, and one place to launch our learning journey is to by assessing our own abilities. That's what we will do in this section of our learning today..



●**Duration**: 1 minute

●**Facilitator says:** each section of our learning will be guided by a set of questions that will frame what you will learn and give you a tool for your own personal assessment of your learning. These are our guiding questions about Mentor Attributes.

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



●**Duration**: 12 minutes

●**Facilitator says**: Mentors have expertise or are developing expertise in six areas. Let's talk about each area and how it contributes to effectiveness as a mentor. You'll find the list of attributes on p. 9 so follow along on that page.

●The first area is the belief system of a mentor. A mentor is someone who holds a growth-mindset and is committed to examining issues from multiple perspectives. Mentors recognize that they are not finished in their own development and therefore commit to continuous learning and development. Mentors recognize the value and worth of every one, understand that their beliefs and assumptions drive what they say and do, and make their assumptions transparent. They have moral purpose and recognize that the privilege of teaching is a special opportunity to shape human beings. They also recognize that while they have influence, they do not have power over another adult and must be willing to let go of the sense that they can make any adult do anything. People have choices, and they will exercise them.
●Mentors have teaching expertise. They understand pedagogy and all that it entails including planning, assessment, management, and multiple modes of instruction.

They are reflective and analytic about their practice and seek to make it transparent to others.
●Mentors have coaching expertise. They know how to apply knowledge about learning and diagnose learning needs. They know how to plan supports to promote growth and development. They communicate effectively, listen well, and probe thinking with questions. They build relationships and promote reflection.
●Mentors build relationships that support growth without threat or risk, blaming, or fault-finding. They believe in the capacity of others.
●Mentors have deep content expertise. They know their stuff and use it to design effective teaching. They are willing to acknowledge when they don't know and seek ways to develop their understanding further.
●Mentors are leaders within their schools and school systems. They seek to support colleagues in multiple ways and are willing to step out to create a positive culture for educator and student learning

●**Facilitator does**: animate the slide and provide time for coding.

●**Facilitator says**: Take about 3 minutes. Read through each area of expertise that makes mentors effective and code the points in each using the system you see on the slide. Work quickly because your initial impression is often your most accurate. This is not a test and throughout the course we will develop your expertise further in nearly every area. Your codes will give you a sense of your current areas of strength and those areas you want to develop further.

●NOTE: For participants, this activity includes a lot of sitting and listening on the front end. Can we increase engagement here by breaking this into shorter cycles of facilitator talk and participant reflection/action.

Could facilitator read description for one attribute, then allow participants to reflect and quickly share thoughts, before moving on to the next one? Or maybe read two attributes before reflection?

Personal Goals

✓Write your personal goal(s) for engagement in the Mentor Training on p. 9.

Mentor Teacher Module 1 17

●**Duration:** 3 minutes

●**Facilitator says**: Consider your coding and write your personal goal(s) for the Mentor Training Course. What are the specific areas of focus for your learning. We have set some broad goals and now you are going to personalize them to align with your own needs. We will review your goals and your progress on them periodically.

●**Facilitator does**: Monitors time. Circulates and assists individuals as needed.

Mentor Attributes

- With a partner, review your self-assessment.
  - Share your strengths and opportunities with your partner.
  - Share your goal(s) with your partner.

Mentor Teacher Module 1 18

●**Duration:** 4 minutes

●**Facilitator says**: Find a new partner, someone you haven't yet worked with today. That should be really easy in this large group. With your partner, you are going to share a few of your strengths and a few of your areas for stretch and the goal(s) that you wrote. Saying your goals out loud and to another person heightens their significance to you and you have the opportunity to compare your goal with another mentor. Be sure each partner gets a chance to share. When you are finished sharing, please return to your table.

●**Facilitator does**: Facilitates if necessary forming pairs. Break up trios or larger groups because there is insufficient time for people to share if there are more than two people together.

●Duration: 1 minute

●**Facilitator says**: Now that you have your personalized goals, let's look at the various ways mentors support the development of mentees. We will frame the types of supports into 10 roles and responsibilities of mentors. You will learn about each role, its specific way of supporting mentee development in this next section. The outcome we are addressing is knowing how the mentor roles, responsibilities, and expectations help you determine the best supports for mentees.

Guiding Questions

- What are the 10 roles and responsibilities of mentors?
- What knowledge and skills do mentors need to succeed in each role?
- What challenges do mentors face in each role?

Mentor Teacher Module 1 20

●**Duration:** 1 minute

●**Facilitator says:** The essential questions we will address in this section are on the screen. You will learn about the 10 roles, what mentors need to know and be able to do to fulfill each role and what challenges mentors face in each role.

Mentor Roles and Responsibilities

- Mentor
- Resource provider
- Instructional specialist
- Curriculum specialist
- Data coach
- Classroom supporter
- Learning facilitator
- School leader
- Catalyst for change
- Learner

Mentor Teacher Module 1 21

Duration: 5 minutes

●**Facilitator says**: The roles depict a range of supports mentors provide to mentees. Knowing what those supports are and how to enact them gives the mentor and mentee options to use to find the supports that work best to help mentees achieve their goals. If the mentee's goal is to develop deeper content knowledge, mentors use one role. If the goal is to improve pedagogy, mentors use a different role. If the goal is to understand how to use data, mentors use a different role. Having a range of roles give the mentor flexibility to find the most appropriate support for each mentee's unique needs and goals.

●You'll see the roles listed and we will dig into each one. You might notice that mentor is one role. It is separated out because there is a particular dimension of mentoring that is often not addressed and that is developing the social, psychological, and emotional dimension of novice professionals. Mentoring focuses on that aspect of the work. Other roles such as curriculum specialist and instructional specialist may be more familiar to you. We will learn about the roles through a jigsaw using *Taking the Lead.* First we will model the way to go about your learning as a whole group and

them we will give you directions for engaging in the jigsaw. We will begin with mentoring and study the role of mentor together before you move into studying the remaining nine roles.

Mentor Roles

Supports for teachers

Provide moral, emotional, and psychological support to new professionals so that they can gain confidence, efficacy and a sense of belonging within a professional community.

Mentor Teacher Module 1 22

●**Duration: 6** minute

●**Facilitator says**: The function of mentoring is specifically to provide the type of support noted here—moral, emotional, psychological—to an emerging professional to build confidence, efficacy and belonging. Mentors, of course as we noted, also provide nine other types of support. You might want to jot that in your note catcher in the far left-hand column.

●**Note**: The function on the slide is from p. 91 of *Taking the Lead*.

●Look at the section on ways mentors support teachers, pages 91-94, and identify two or three specific types of supports mentors provide new teachers. Share them with a shoulder partner. Jot the supports you identified in your note catcher. **Note**: See pp. 91-94 for the types of supports mentors provide, such as acculturation, acclimation, new employee orientation, emotional support, resource acquisition, etc.

●**Facilitator does**: Asks the large group for a few responses. Reference the section of the text where those supports are named.

- NOTE – Can we add look-fors in the responses to the notes here?

Mentor Roles

Knowledge, Skills, and Practices

- Understand stages of teacher development
- Assess teachers' needs and concerns
- Match support to needs
- Build trusting relationships

Mentor Teacher Module 1 23

●**Duration**: 4 minutes

●**Facilitator says**: The specific knowledge, skills, and practices mentors use to provide these types of supports are included in the section on p. 94. Obviously as you learn about all of the roles you will notice that the knowledge, skills, and practices begin to overlap. Read through the section on p. 94 to identify what mentors need to know, be able to do, and do to support mentees. Jot the knowledge, skills, and practices in your note catcher.

●Share with a shoulder partner what you have noted.

●**NOTE** – responses other than those on the screen are on p. 94 of Taking the Lead. Others might add these expanded ideas: personalize support to meet individual needs; weave together multiple roles; being cautious about overwhelming novices; acknowledging mistakes, etc.

Mentor Roles

Challenges

- Balancing support with developing capacity
- Knowing when to give advice and when to facilitate decision-making
- Supporting teachers to move across a developmental continuum

Mentor Teacher Module 1 24

●**Duration**: 4 minutes

●**Facilitator says**: The last section of each chapter identifies the challenges mentors are likely to face in each role. Glance through that section beginning on p. 94 to identify one or two of the challenges mentors might face. Jot them in your note catcher. You'll also see that there are suggestions regarding how to handle some of the challenges as a reference should you face them.

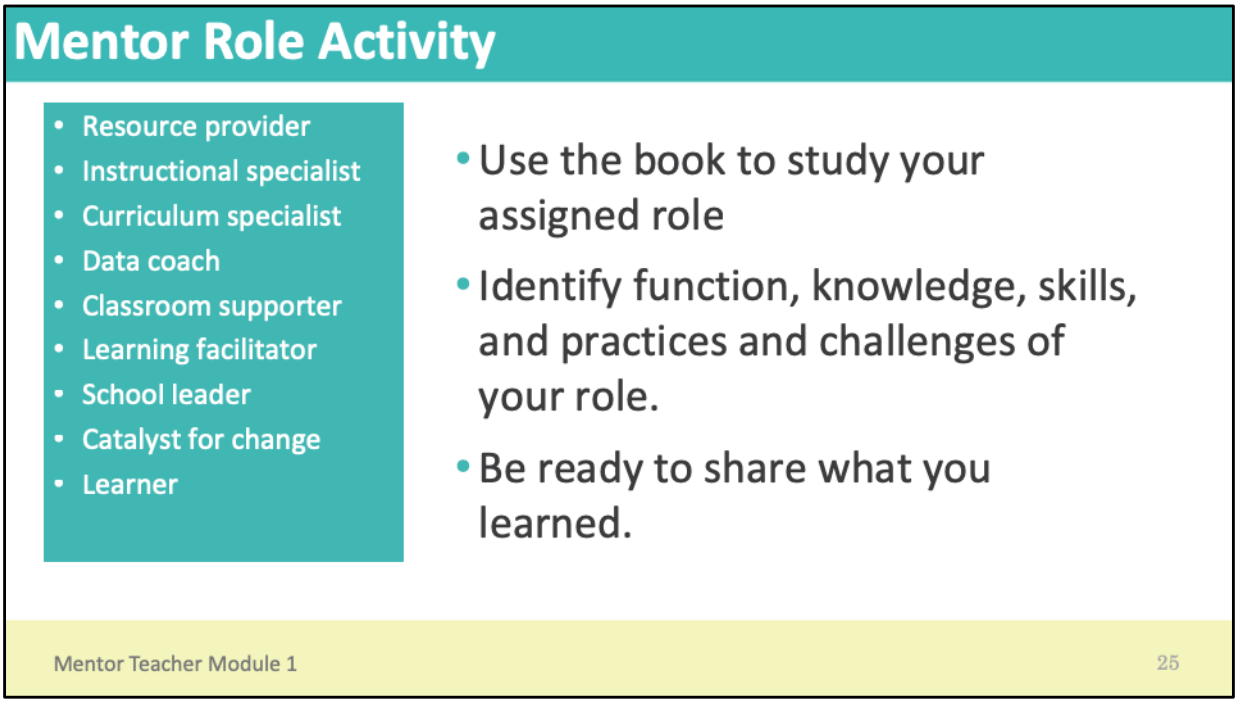
●What are some of the challenges noted in the text that mentors might face?

●Facilitator does: Seek a few responses then animate the slide to show some from the chapter.

●**Facilitator does**: Asks the large group for a response and asks the responder to note the section of the text in which that particular challenge was noted.

● **Note**: Other challenges noted in the chapter include walking the fine line between supervising and coaching; gradual release; encouraging development rather than

dependency; patience; and balancing mentoring with other responsibilities;



Duration: 25 minutes

Facilitator says: Now we will explore the other roles. We will do this in two sections, the preparation and the sharing of your learning. The later part will occur after lunch.

You will each study one of the nine remaining roles. Your task is to acquire the essential information about your role and be ready to share it with others. The organization of the chapters will help facilitate your study. It isn't essential for you to read the entire chapter, but rather you want to read to find the required information. You will have an opportunity to read each chapter at a more leisurely rate and in greater depth between now and the fourth module.

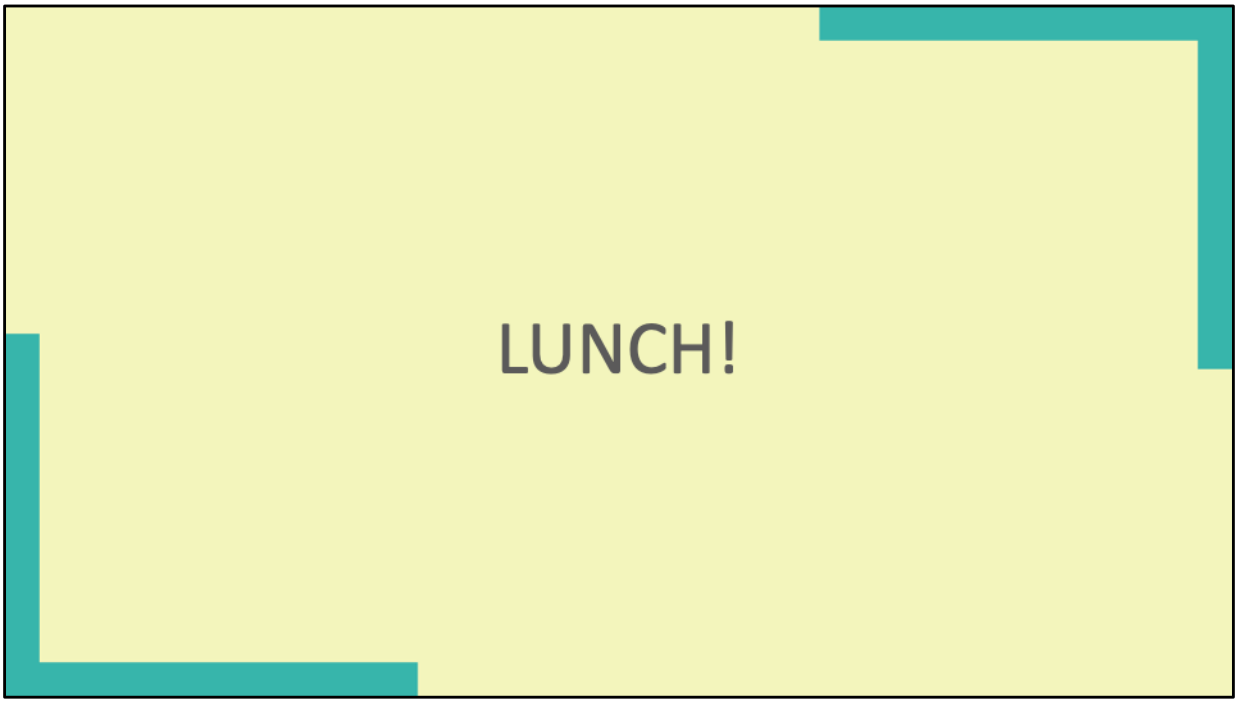
Now let's form groups of 9. Stand up, hands up, partner up until you have a team of nine. Remain standing so we can see who is in what group and so that we can help form those teams as quickly as possible. . (Note to facilitator: You may preassign people to groups using sticky notes or index cards to note which role they will study and which team they will be in for sharing.

Now that you have formed your team, divide the nine roles, you'll see them on the screen, among the members so that you all have a role to study. Before your leave each other, designate a place in the room where you will reconvene for the sharing so you can find each other at that time. After you have designated your meeting point, you may return to your original places for your independent study time.

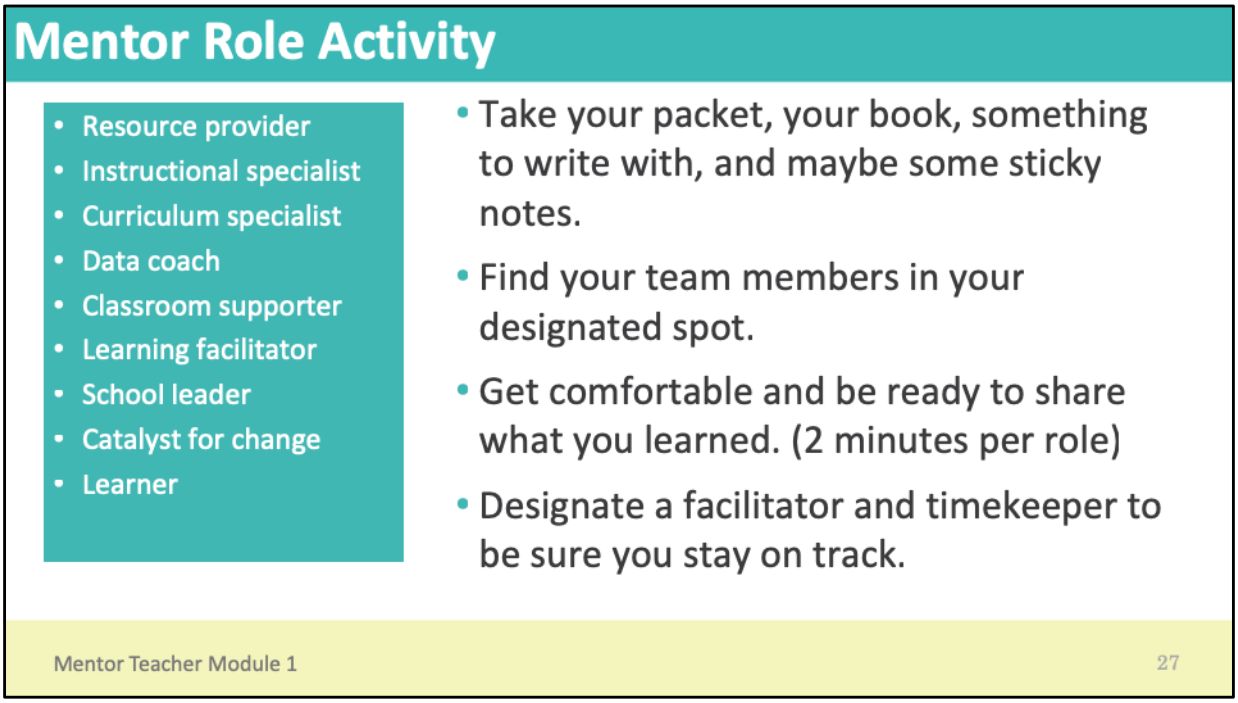
Now, let's take the next 15 minutes for you to study your role.

Facilitator does: Check for understanding of the task. Check to determine if each group has 9 members. If there are extras, they can double up with others rather than taking on multiple roles. Monitor time and encourage quiet for studying. Remind people to use their note catcher on pp. 10-11.

When time for lunch arrives, dismiss people to lunch and ask them to return to these same groups after lunch.



- 75 min.



Duration: 25 minutes

Facilitator says: Now let's get organized. Gather the materials you will need to meet with your team—book, packet, something to write with, and maybe some sticky notes. Go to your designated meeting spot and get comfortable.

Facilitator does: Facilitate quick movement. Check on teams to be sure all members are present. Encourage teams to work away from tables by dragging chairs to the designated meeting point.

Facilitator says: You will need a facilitator, someone who will keep you on track and moving along and who will also be sure each role is addressed. To help with that, you will also need a timekeeper so the time is equitable. You will have only two minutes to share the highlights of your role. Remember each person has the book and will go back and read the chapters.

Facilitator does: Check for understanding of the task. Check to determine if each

group has 9 members. If there are extras, they can double up with others rather than taking on multiple roles. Monitor time and encourage quiet for studying. Remind people to use their note catcher on pp. 10-11.

Mentor Role Activity

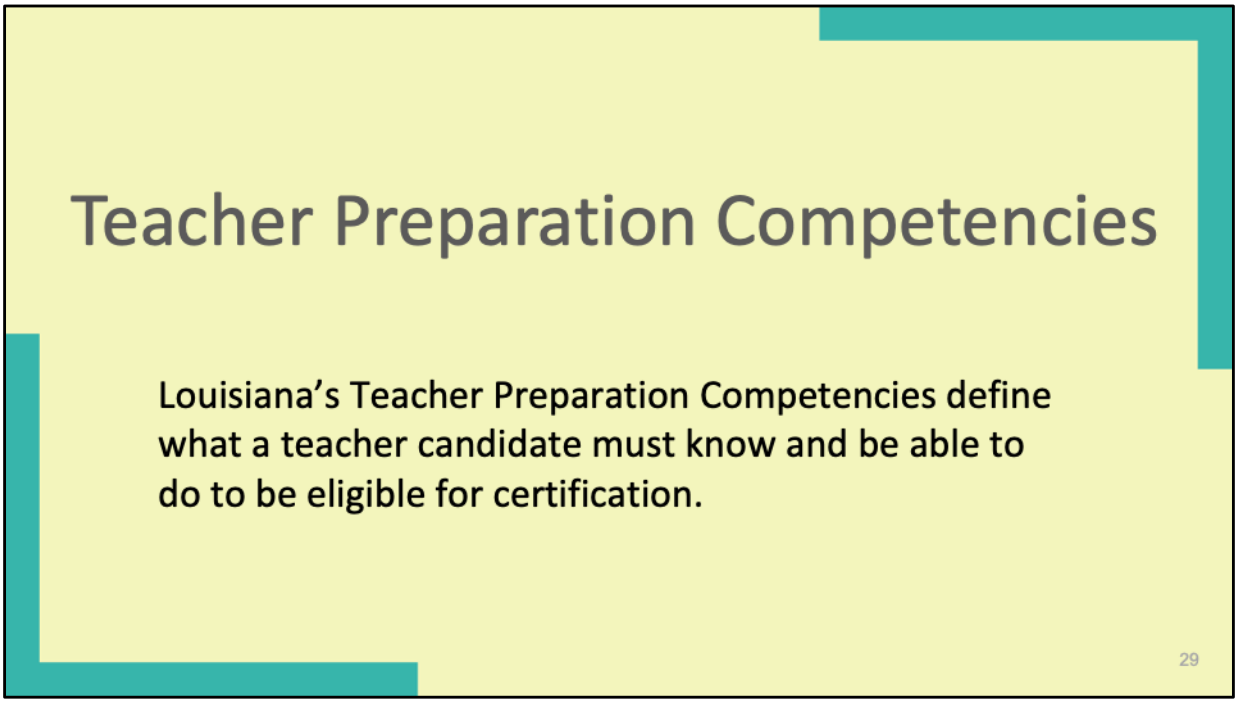
- Consider the scenarios on p. 12.
- Determine which role(s) is more useful for each.
- Explain your reasoning.

Mentor Teacher Module 1 28

Duration: 12 minutes

Facilitator says: now that you have regrouped with your learning teams, review the roles. Consider the scenarios on p. 12 and discuss which roles might be best for each scenario and explain your reasons. Be ready for sharing your reasons with the whole group.

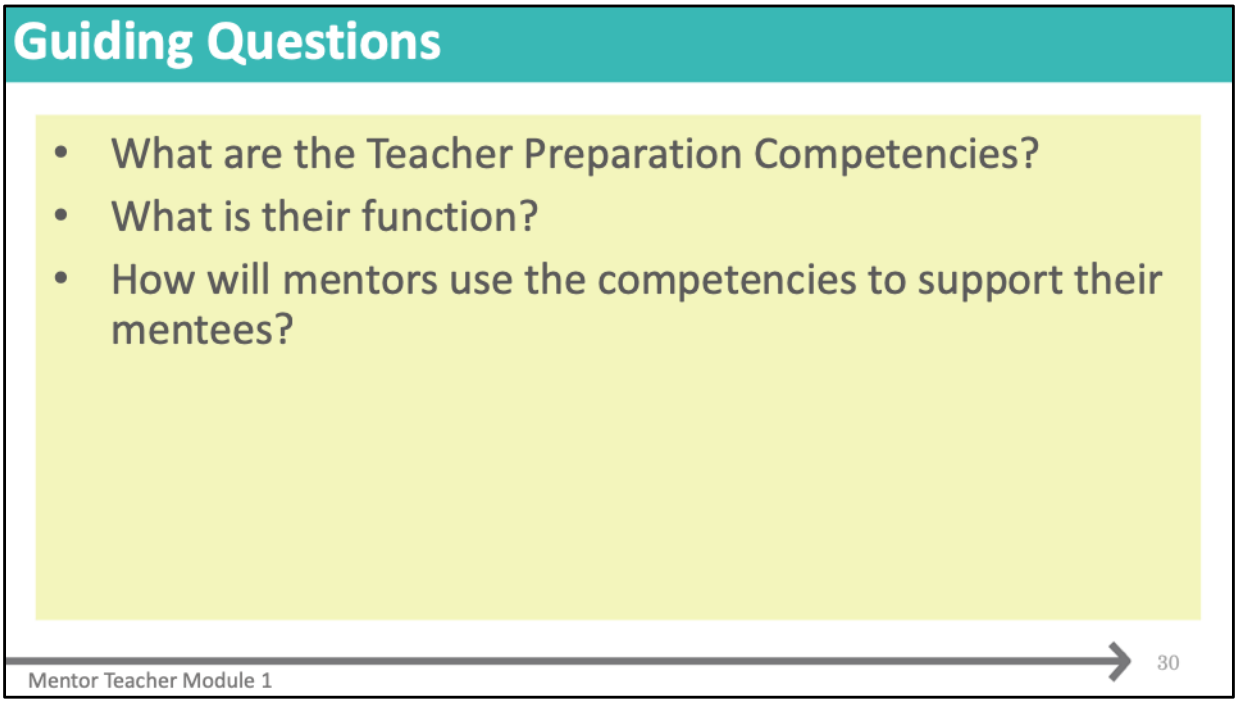
Facilitator does: circulates and supports teams. Invites a few teams to share their responses to each scenario.



Duration: 1 minute

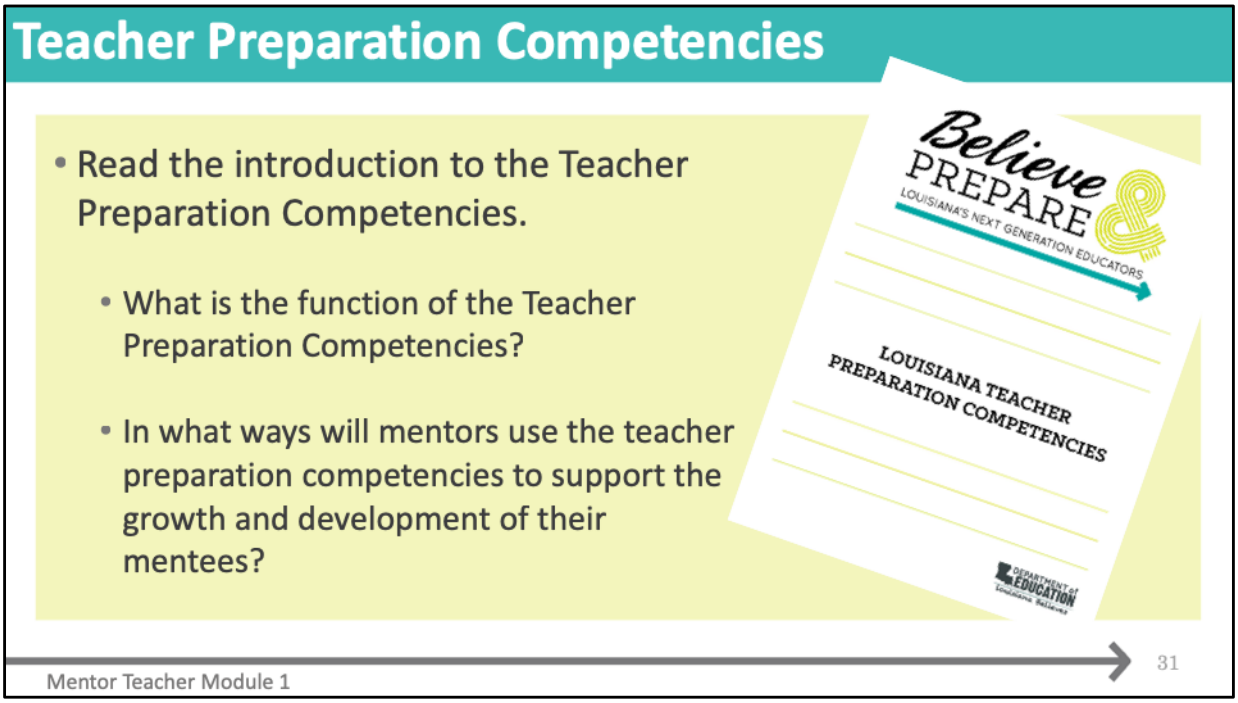
Facilitator says: Our next focus will be on Louisiana's Teacher Preparation Competencies. These competencies serve as the criteria for mentee success. We will refer to them often, so plan to bring your copy to each session. You will have an opportunity to learn how you will use them to guide your support of your mentees.

NOTE: Mentor teachers will not have much familiarity with these since they did not exist when they went through their own teacher prep programs.



Duration: 30 seconds

Facilitator says: The guiding questions for this section on Teacher Preparation Competencies are listed here. This document is new to most mentors so this will be your introduction to it. We will refer to it often and use it in a variety of different ways throughout the course.



Duration: 10 minutes

Facilitator says: As we mentioned, this document is one we will come back to repeatedly throughout the course.

It is time to meet someone new. Find a new partner, someone you don't know and not on your learning team. Together read through the introduction of the document to learn about the competencies and how they were developed. Then with your partner talk about how you, as mentors can use the competencies to support your work with mentees. [Note—as criteria for establishing goals, assessment, and success.]

Facilitator does: Invite several participants to share their thoughts about how to use the competencies as a mentor.

Facilitator says: You will revisit these competencies again in one of your assignment for this session.

DOE NOTE - This activity looks relatively underweight compared to the discussion of the Standards for Professional Learning. We want participants to leave with a perception that this LTPC document has some value to their work as a mentor.

Could we add a 10-12 min individual analysis (skim, summarize, and table share) of the competencies related to each participants' subject area?

The ELEM teachers could work together, as could ELA, Math, and UNIV MTs. This would give a more proper and personal introduction to the standards that we want our mentors to use while preparing others for success.

DOE NOTE 2 - In facilitator notes, please emphasize that these are the minimum standards on which we are preparing our residents and new teachers to be successful.

These competencies are the stick by which Louisiana's mentors should be assessing their mentees' areas for growth and measuring their progress.

●**Facilitator says:** Remind participants to set their timers to be back on time. When you come back, please return to your trio. We will regroup when we return from break.

●**Facilitator does:** Sets time for the appropriate time.

Standards for Professional Learning

Understand the Standards for Professional Learning and examine their application to their role as a mentor and teacher leader.

●**Duration:** 1 minute

●**Facilitator says: ***This is the outcome for this session of our learning today.** Mentoring is a form of professional learning. As such, mentors need to understand what effective professional learning is and apply the standards to their professional learning they provide resident teachers and advocate for it for their own professional learning. There are standards for student content learning, standards of performance for professionals, standards in many industries for excellence, and in professional learning there are standards that define what effective professional learning is. As leaders within your schools who have multiple responsibilities including often contributing to and facilitating learning not only of your residents, but also of colleagues, it is important for you to know about and use the standards to plan, implement, and evaluate professional learning, We will use the standards book during this session.

●NOTE – Connect Standards to overarching course goals?

Guiding Questions

- What are the Standards for Professional Learning?
- What is the purpose of the standards?
- What do the standards look like in action within schools?
- What are specific ways mentors use the standards to ensure high-quality learning experiences for their residents, for colleagues within their schools, and for their own continuous improvement?

Mentor Teacher Module 1 34

●**Duration:** 1 minute

●**Facilitator says:** During Module 6 we will answer the questions listed here. Review the questions. ***These questions focus on the big ideas related to professional learning for educators.** We will explore the Standards for Professional Learning and their implications for your work with resident or novice teachers, as well as their implications for your own learning. Understanding the attributes of effective professional learning is essential to mentors in their role as learning facilitators and as learners.

●The standards, like standards for student learning and teacher performance, establish the expectations of success. Because mentoring is a form of personalized professional learning often provided one-on-one, it is sometimes easy to forget the research about what effective professional learning is. Yet, when the standards for effective professional learning are not used to design the supports mentors provide mentees, those supports are not likely to be as successful as they can be. We want mentors to keep these standards in the forefront as they plan and implement supports for mentees.

Standards Quiz

Individually complete the quiz on p. 14.
Guessing is encouraged. (5 minutes)

Mentor Teacher Module 1 35

●**Duration:** 10 minutes

●**Facilitator says:** This quiz is designed to assess your current understanding of and ***experience with** professional learning and the standards that guide it. Please answer it independently and honestly. It is designed to **activate your current schema about effective professional learning**. If there are some questions you are not able to answer, just indicate so. You will be able to answer all of them when we finish this section of our day.
●Now that you have had time to answer independently, take 5 minutes to discuss your responses within your team.

●**Facilitator does:** Participants will complete quiz individually, then will discuss responses at tables. Share out from tables will focus on questions table members are not clear about.

Why Standards?

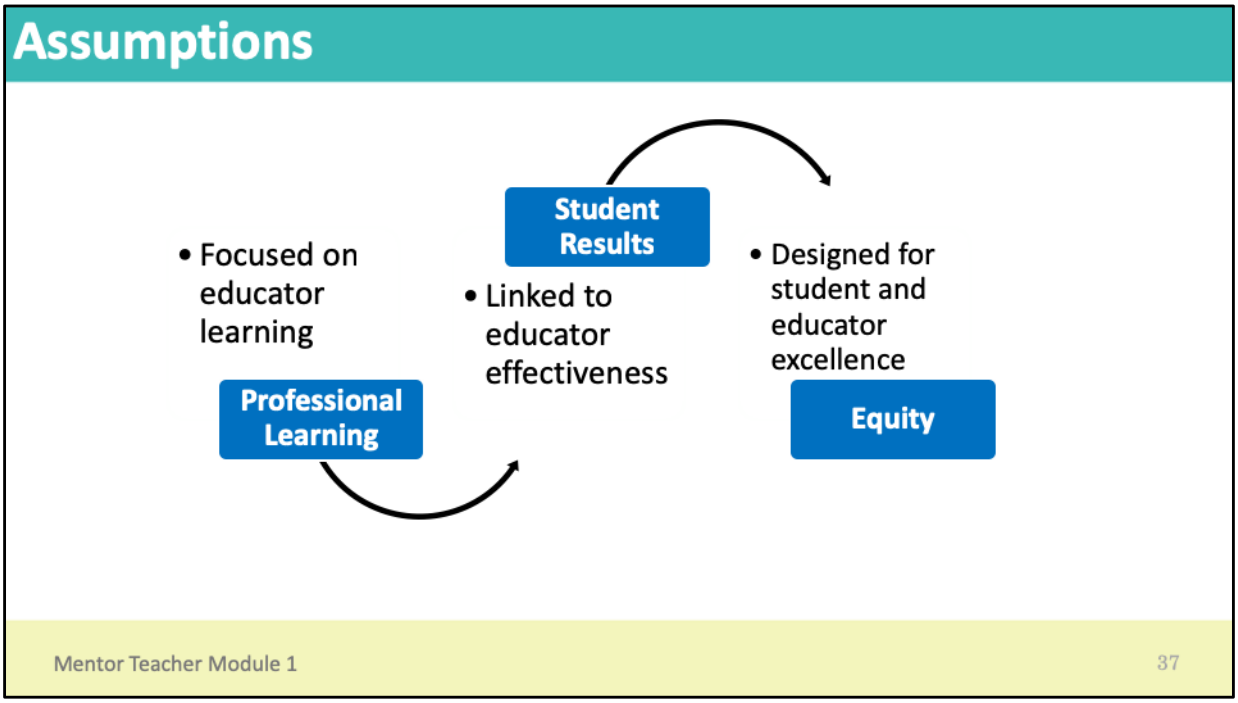
- They make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels.
- They guide the design, implementation, and evaluation of professional learning.

Mentor Teacher Module 1 36

●**Duration:** 2 minutes

●**Facilitator says:** The Standards for Professional Learning describe the attributes of effective professional learning to guide the decisions and practices of all persons for professional learning. The Standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels. Knowing about the standards gives you as mentors the capacity to shape learning experiences for your residents that are likely to change their knowledge, skills, practices, and dispositions so they become more effective in their professional practice and so they have greater impact on student learning. The response to question #5 on the quiz is student learning. The answer to #6 is to increase student learning.

●**Facilitator does:** Points to reference pages in the standards book.

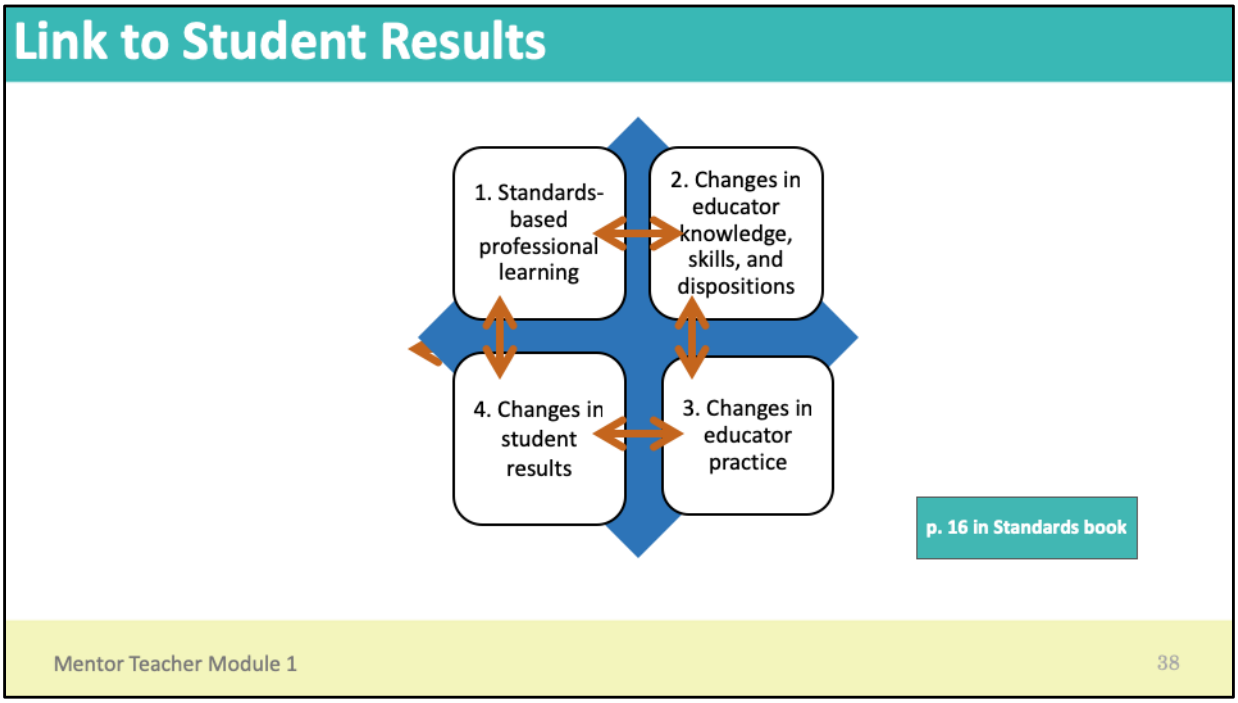


●**Duration:** 6 minutes

●**Facilitator says:** Those who are responsible for professional learning will concentrate their efforts on ensuring that ***educator learning*** leads to learning for *all* students. Research has provided evidence that quality teaching is the most important factor in improving student learning. Therefore, the more effective teachers' professional learning is in developing their capacity, the more likely they are to have a positive influence on student learning. Not all professional learning meets the standards. When it does not, it has less likelihood of changing educator practice and thus student learning.

●Think, pair, share: When you have experienced professional learning that has directly impacted your practice and your students' learning, what were the key attributes of that professional learning that contributed to your students' success?

●**Facilitator does:** Gather some responses from participants. Seek responses from participants who typically don't volunteer.



●**Duration:** 5 minutes

●**Facilitator says:** This diagram on p. 16 of your Standards book demonstrates how professional learning influences student learning. It can be read forward and backward.
●1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
●2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
●3. When educator practice improves, students have a greater likelihood of achieving results.
●4. When student results improve, the cycle repeats for continuous improvement.

●This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen

their practice.

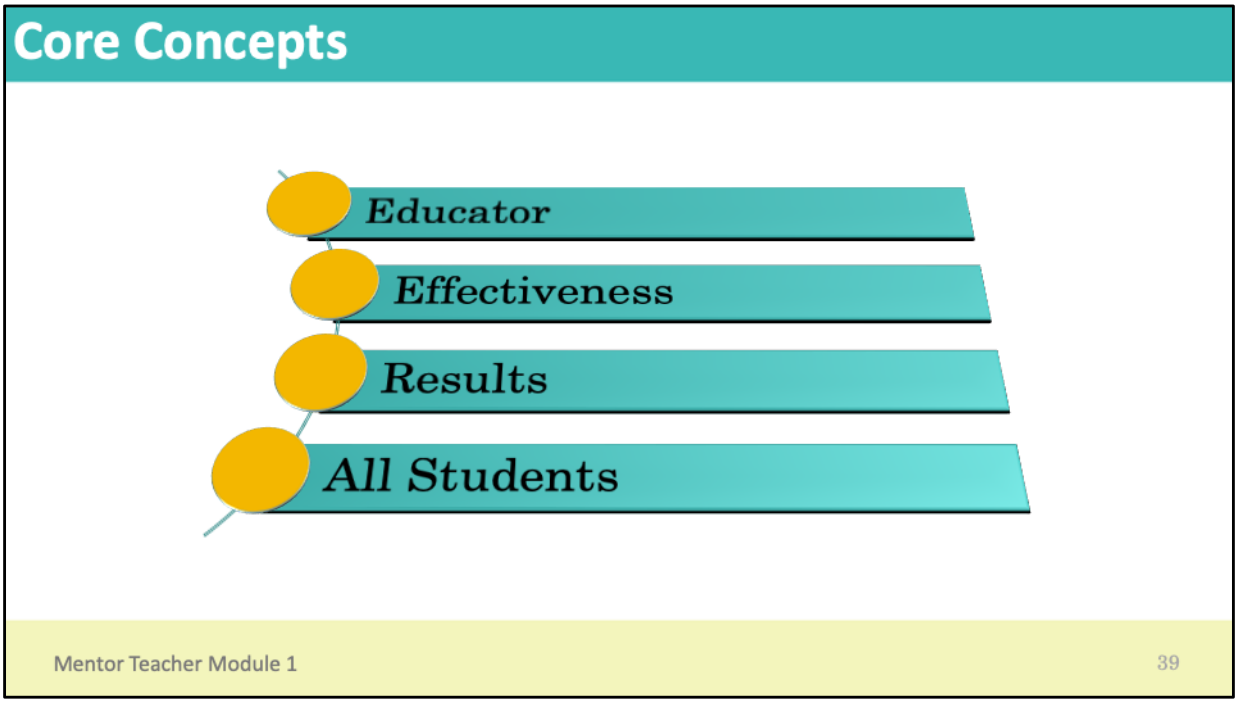
●Let me speak briefly about the importance of influencing changes in knowledge, skills, and dispositions. We can increase someone's knowledge (give an example such as knowing the instructional shifts in the new standards) and even develop skills (give and example such as having the skills necessary to implement the , however if the person does not develop the attitude and aspiration to apply the knowledge and skill, they will quickly become dormant or perceived as useless. An important part of professional learning is ensure that learning is applied, analyzed, and sustained in order for it to have the potential of impacting student learning.

●Probing question:

- ○Where do content and content-specific pedagogy fall within this cycle?
- ○How can the mentor teacher influence resident teacher actions that influence student learning?

●**Facilitator does:** Points to the quadrants while explaining the diagram.

●NOTE – Connect this back to the overarching goals of the program and the LDOE mentor framework. Consider probing question on how Louisiana Teacher Prep Competencies to help guide the process. Integrate that if possible.



●**Duration:** 1 minute

●**Facilitator says:** Each standard begins with a common statement: "Professional learning that increases educator effectiveness and results for all students ... ." This statement confirms the link between educator practice and results for students. The link between educator learning and learning for every student is the purpose of professional learning, and the stem makes that link evident. It also stresses that the standards are designed to create equity, that is address the learning needs of all students, not just some. It reinforces that educators are responsible for the success of every student. Take a look at several standards in your book. For example turn to p. 32 and then to p. 48.

●**Facilitator does:** Pauses while participants look for the pattern in the standards statements.

●**Facilitator says**: Understanding the standards and their structure helps mentors know how to use the standards more efficiently and effectively. Since each standard is stated in the same way, mentors are more likely to understand the distinction

among the standards by concentrating on the key parts of the standards. In addition, the common structure for the seven standards reminds mentors about the purpose of the standards and professional learning in general—to improve educator effectiveness and student success.

Standards Jigsaw

Jigsaw Step 1: Individually read your assigned standard, including the introduction and elaboration. (15 minutes)

Mentor Teacher Module 1 40

●**Duration:** 10 minutes

●**Facilitator says:** We are going to begin a jigsaw activity on the standards. You received an index card with a standard name on it. This will be the standard you are responsible for studying in depth. We will begin first with some reading time so you can become familiar with the standard before you join the team you will work with. Individually read your standard.
●After break, we will move into teams with others who have the same standard. I'll give more direction after the break.

●**Facilitator does:** Prepares index cards for each participant with the standard name and a group number so that there are two grouping indicators on the card. All standards represented: The first indicates what standard a person studies and the second the team for sharing. If possible keep groups to approximately 5 or 6. Create more groups if the audience is large. If necessary, it is possible to have more than one group working on a single standard if necessary. Standards that are best to double up on, if necessary, are Learning Community, Data, Implementation, and Outcomes.

●Cards will represent all seven standards – Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes.

Standards Jigsaw

- **Jigsaw Step 2:** Find your standards team.
- **Jigsaw Step 3:** As a team discuss the key points and your insights about this standard. (10 minutes)
- **Jigsaw Step 4:** Prepare and post your team's windowpane using the windowpane template (p. 15) as a guide. (10 min)

Mentor Teacher Module 1 41

●**Duration:** 35 minutes

●**Facilitator says:** Regroup by your assigned standard. As a team discuss its key points and your insights about this standard from your reading (10 minutes). Then, working collaboratively, prepare a windowpane using the template on p. 13 that you will display for your colleagues who are studying different standards (10 minutes).
●. Each person in your team will be responsible for sharing the information, rather than a group presentation, so take whatever notes you need to be ready to do this work. (10 minutes)

●**Facilitator does:** Post the charts around the room for each viewing and movement among the groups**. ***Number each chart as it is posted so that they correspond with the small group numbers. You might just put a sticky note on the chart. If you have six small groups, for example, you will have one standard without a number.**

●Here is a sample of how to do the grouping cards—create cards with the name of standards on them for each participant. Then add to the standards card a number so that each person from a standards expert group is assigned to a different small group.

Each small group then will have one person who studied each standard.

- Learning community 1
- Learning community 2
- Learning community 3, etc.

Standards Showcase

- Rotating docents will take turns explaining your team's work.
- Take notes on each standard during the showcase (p. 16).
- Listen for the signal to move after two minutes.
- Be prepared to debrief afterwards.

Mentor Teacher Module 1 42

●**Duration:** 18 minutes

●**Facilitator says:** Take your packet to jot some notes about each standard as you learn about it.
●Stand by chart that has your number on it. ***If you had fewer than seven mixed groups, you will have some standards charts without numbers.**

●The person in the group that studied that standards shares the information on his or her standard windowpane. Take no more than 2 minutes to do this. Listen for the signal to move clockwise to the next chart.

●**Facilitator does:** Makes sure the groups are as even as possible and that someone who studied each standard is in each group. If necessary, be ready to fill in to share information if someone is missing. Time and signal 2-minute intervals for teams to rotate. ***You may find that encouraging docents to be brief, yet thorough is necessary.**

Mentors and Standards

- Return to your learning team.
- Collectively complete the standards in action tasks on p. 17.
- Be prepared to share responses with the whole group.

Mentor Teacher Module 1 43

●**Duration:** 10 minutes

●**Facilitator says:** Return to your team and discuss the standards in action on p. 17. Be ready to share some responses with the large group.

●**Facilitator does:** After 6 minutes, ask several groups to report out being sure to get a response for each section of the table.

Mentors and Standards

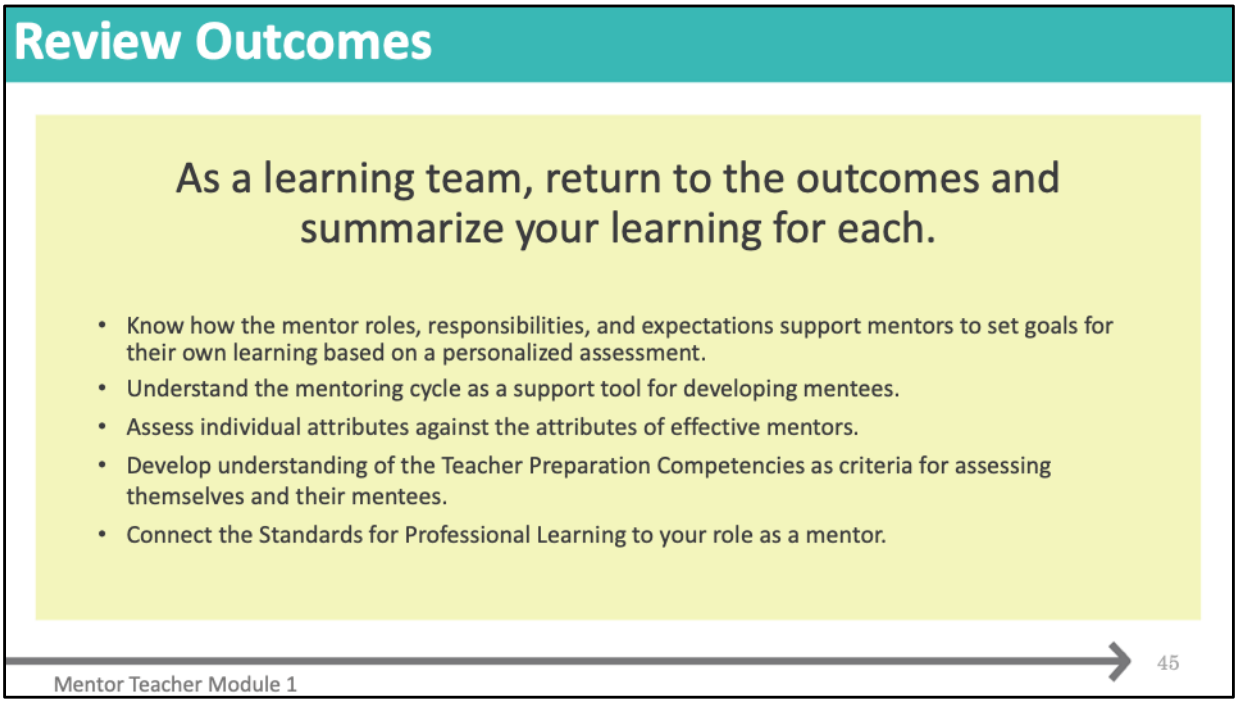
- Which standard is most evident in the professional learning you experience?
- Which standard is most often missing in the professional learning you experience?
- Which do you want to keep in the forefront in your role as as a mentor who is a learning facilitator responsible for supporting residents to develop as professionals?

Mentor Teacher Module 1 44

●**Duration:** 6 minutes

●**Facilitator says:** Let's do a little voting with our feet. I am going to ask you to answer these questions by moving to the standard chart that indicates your response.
●Which standard is most evident in the professional learning you experience? (Wait for participants to move. Ask participants to talk with a partner about what they notice about the distribution.)
●Now, which standard is most often missing in the professional learning you experience? (Wait for participants to move. Ask participants to talk with a partner about what they notice about the distribution.)
●And finally, we know that effective professional learning requires the presence of each standard for it to have a deep impact on educator learning and student success. Of all the standards, which do you want to keep in the forefront in your role as a mentor who is a learning facilitator? (Wait for participants to move. Ask participants to talk with a partner about what they notice about the distribution.)

●**Facilitator does:** Asks a total of 3 individuals who are at different standards to report out about each question.



●Duration: 10 minutes

●**Facilitator says**: Let's take some time to review your learning today. On p. 6 and on the screen, you will see the outcomes for today. Divvy up the outcomes around your learning team. Each person will have one or perhaps two to focus on. You may work in pairs if you wish as long as someone is focusing on each outcome. In a succinct statement, summarize what you learned related to each outcome.

●Facilitator does: Circulates and listens for concise summary statements. Probe participants if needed.

Review Module 1 Key Points

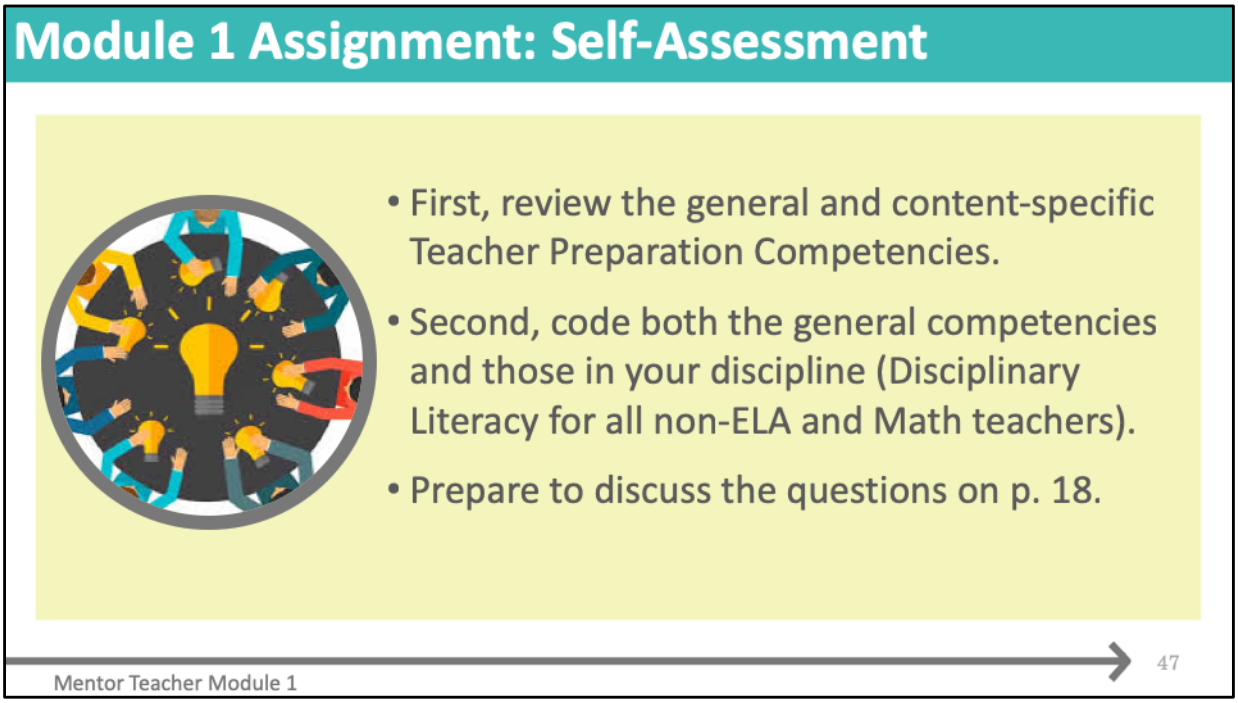
- Mentors enact a **variety of roles and responsibilities** to personalize support that meets mentee needs.
- Attributes of effective mentors include expertise in teaching, content, coaching, relationships, and leadership.
- Mentors apply the **mentoring cycl**e (diagnose, coach, measure progress) to develop mentee competence.
- Louisiana's **Teacher Preparation Competencies** define what a teacher candidate must know and be able to do to be eligible for certification.
- **Standards for Professional Learning** help guide mentors' planning and increase the impact of professional learning for mentees.

Mentor Teacher Module 1 46

Duration: 2 minutes

Facilitator says: Hopefully in your summary statements, you mentioned these key points related to our learning today. Each aligns with one of the outcomes.

Facilitator does: Invite participants to read the key points and to note if the ideas included in them were included in their team's summary statements. The facilitator may invite individual teams to share.



Duration: 4 minutes

Facilitator says: You have three assignments to complete from this session. They are described on p. 18. I want to walk you through the first task to be sure you understand it fully. To guide their residents, mentors must have deep content knowledge and skillfulness in content-specific pedagogy. This assignment gives mentors an opportunity to conduct a preliminary self-assessment of their own content knowledge and content-pedagogy using the teacher preparation competencies.

First, review the general and content-specific Teacher Preparation Competencies. (https://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-competencies.pdf?sfvrsn=4).

Second, code both the general competencies and those in your discipline (Disciplinary Literacy for all non-ELA and Math teachers) using a 3 (strength); 2 (some room for improvement); 1 (area for improvement). From your coding, identify your personal areas of strength and stretch. Describe how you plan to develop at least one of your stretch areas over the next six months.

Be prepared to discuss the following questions questions on the page.

The second assignment is to read an article on growth mindset by Dr. Carol Dweck. You can access this article at the website noted on p. 20. we will discuss this article during day 2 so please have it read before coming that day.

Lastly, please read chapters 1-12 in *Taking the Lead* for Module 4. For most of you that will be near the middle or end of July. The chapters focus on the 10 mentor roles we introduced today.

●**Duration**: 3 minutes

●**Facilitator says**: Let us preview what we will do in our next session. We will unpack classroom management and how to coach mentees to be ready for this important part of this work. We will also talk about mentor stances, the continuum of ways mentors support mentees and examine how mentors choose which stance. We will review some of the crucial communication skills mentors use to build and maintain relationships with their mentees. Lastly we will practice planning conversations.

●Before we leave today, we want to make sure you all know where you will go for Module 2, the date, location, and times. All sessions will be 8:30-4:00 unless you have a Monday session. Monday sessions begin at 9:00 to allow time for travel and will end at 4:30. If you need help with the dates and locations of your sessions, please see one of us or a LDOE staff member who can help you.

●We will also be around after todays session for a few minutes to answer any additional questions. Please bring your copy of the Teacher Preparation Competencies to each session going forward. You will need your Taking the Lead

book for Module 3.

Session Survey

Complete the survey at

https://bit.ly/2rU8Kfg

●5 min.

●Please take a few minutes to complete the survey. We look forward to working with many of you as part of our cohorts, and for those who will be with other facilitators, we know you'll have a great learning experience. Enjoy the remainder of the Summit.