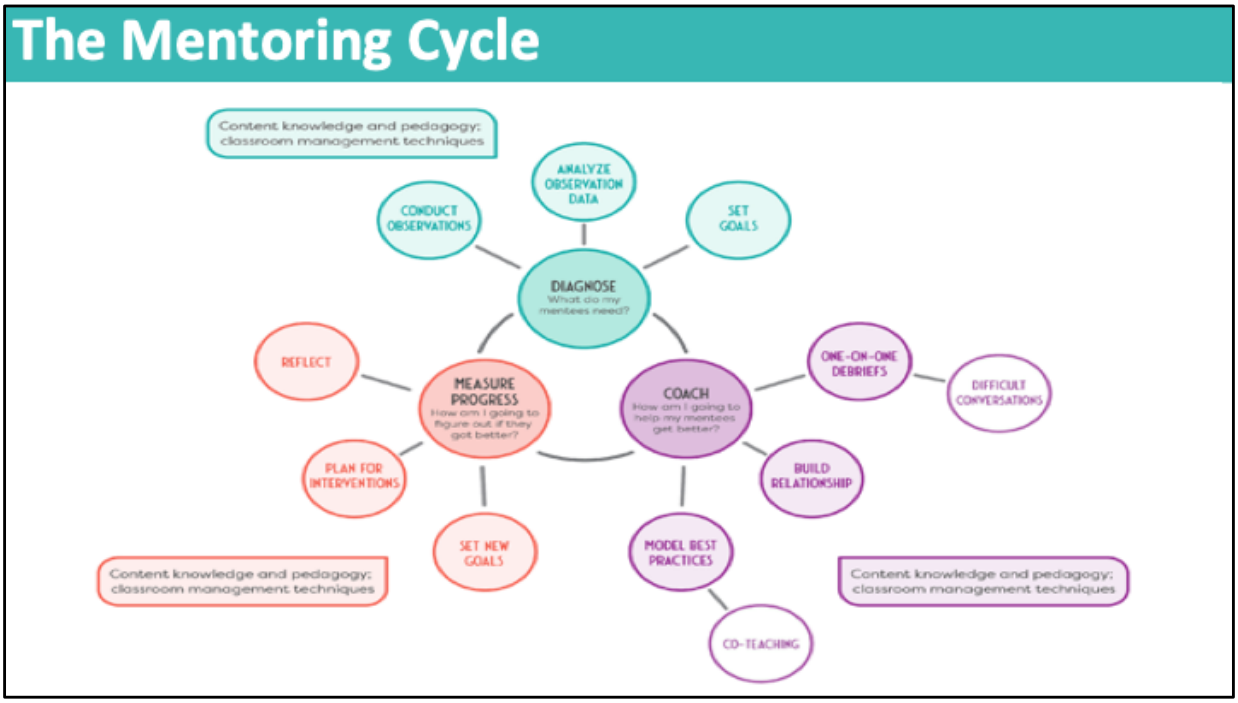
MENTOR TEACHER

Module 9:
Reflecting on Mentoring Practice

Elementary Cohort

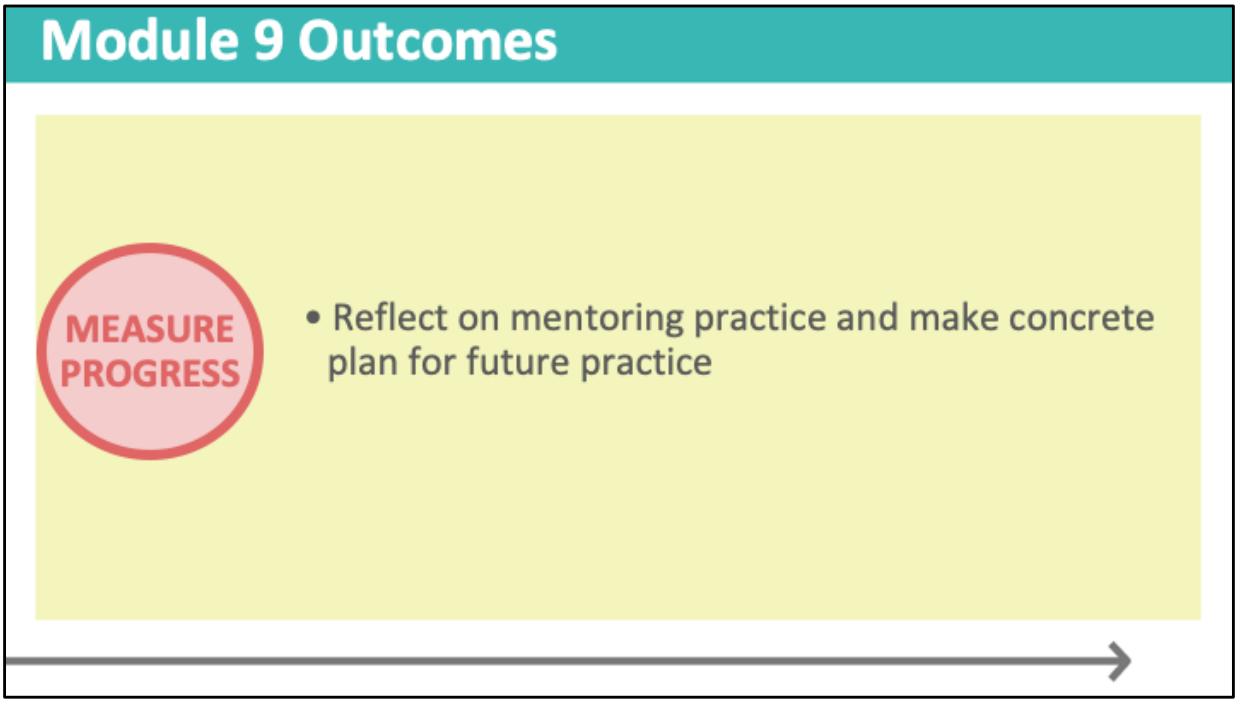
- **Duration:** 1 minute

- **Facilitator says:** Welcome to our final day together in the mentor training course. During this course we've been focused on these four goals. Today we will wrap up by reflecting, reviewing, and assessing your mentor content knowledge and content-specific pedagogy, our fourth goal.



- **Duration:** 1 minute

- **Facilitator Says:** That means that today we'll be spending time in the entire mentor cycle - and you'll be able to zoom in and spend time on those sections you need to most.



●**Duration:** 1 minute

●**Facilitator says:** While we'll be spending time in all parts of the mentoring cycle, our outcome for today is based in the Measure Progress portion of the cycle. We'll be spending today reflecting on your mentoring practice and making concrete plans for your future practice. This will enable you to earn the Assessments that illustrate your new practices and skills!

- **Duration**: 1 minute

- **Facilitator says:** Let's take a look at what we'll be working on together today. We'll begin by learning about the practice of reflection. Then, we'll proceed through each portion of the mentor cycle, reflecting, reviewing, and working on your Assessments. While you won't have enough time to completely finish and submit a Assessment today, you'll have a lot of time for structured work time on several Assessment artifacts. We'll end the day with planning for how you'll engage your mentee in reflection at the end of the school year, much as you are reflecting at the end of the mentor course. Finally, we'll do a focused gallery walk that will give you constructive feedback on the work you're doing for your Assessments, setting you up for success in earning those achievements. As you're working on your Assessments during the day today, be sure to keep thinking about what specifically you want to get feedback on - that's what you'll share during the gallery walk.

●**Duration**: 1 minute

●**Facilitator says**: Let's take a minute to revisit our agreements that we established at the very beginning of our mentor work together. Make a personal, mental note on which agreement you are going to really focus on during today's learning.

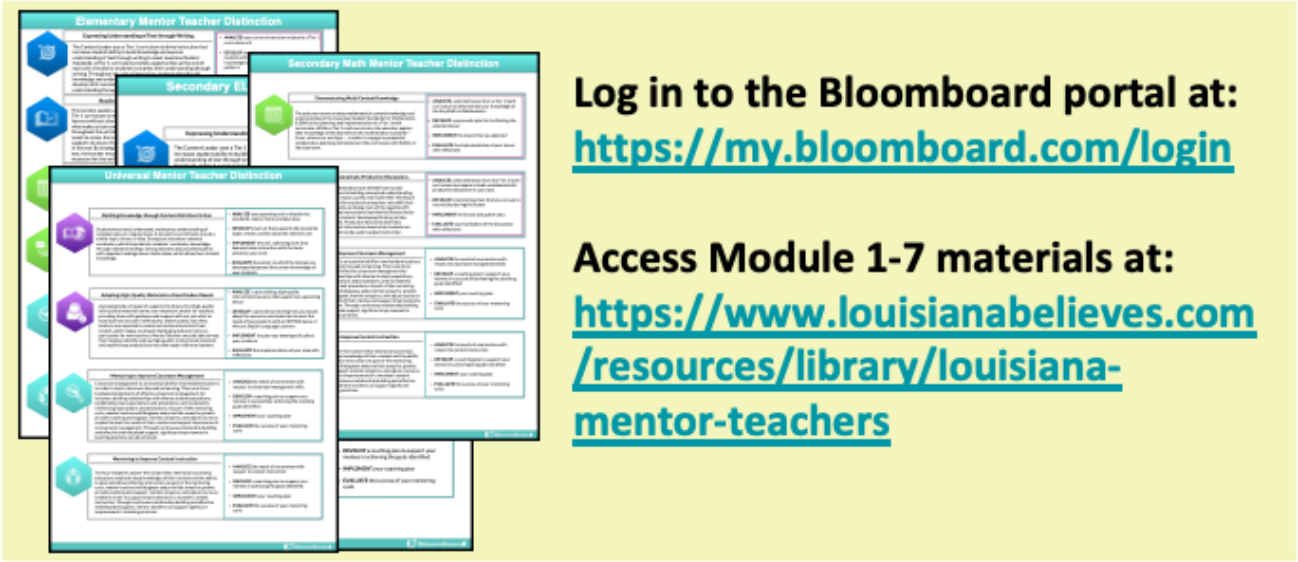
●**Facilitator does**: Allow participants 1 minute of quiet think time to make their personal commitments.

●**Duration**: 5 minutes

● **Facilitator Says:** To start, we're going to do a welcome activity that gets us thinking about who we are as we come to the end of the mentor course, but are only halfway through your school year as a mentor. To do this activity, you're going to need to find your shoe twin. What is a shoe twin? In short, it's someone in the room who is wearing the same or as similar as possible shoes as you. You might have to get creative and find shoes that are the same color, but different style, or different style and the same color, or you might get really lucky and find someone with the same exact shoes! So we'll give you a minute to get up, walk around, and find your shoe twin, once you've found them, introduce yourself. Then, take a minute to think about yourself as a mentor. You've been in this role for many months now. What are three words you would use to describe yourself as a mentor? Share those words and why you've chosen them with each other. When you're finished, thank your shoe partner and make your way back to your seat.

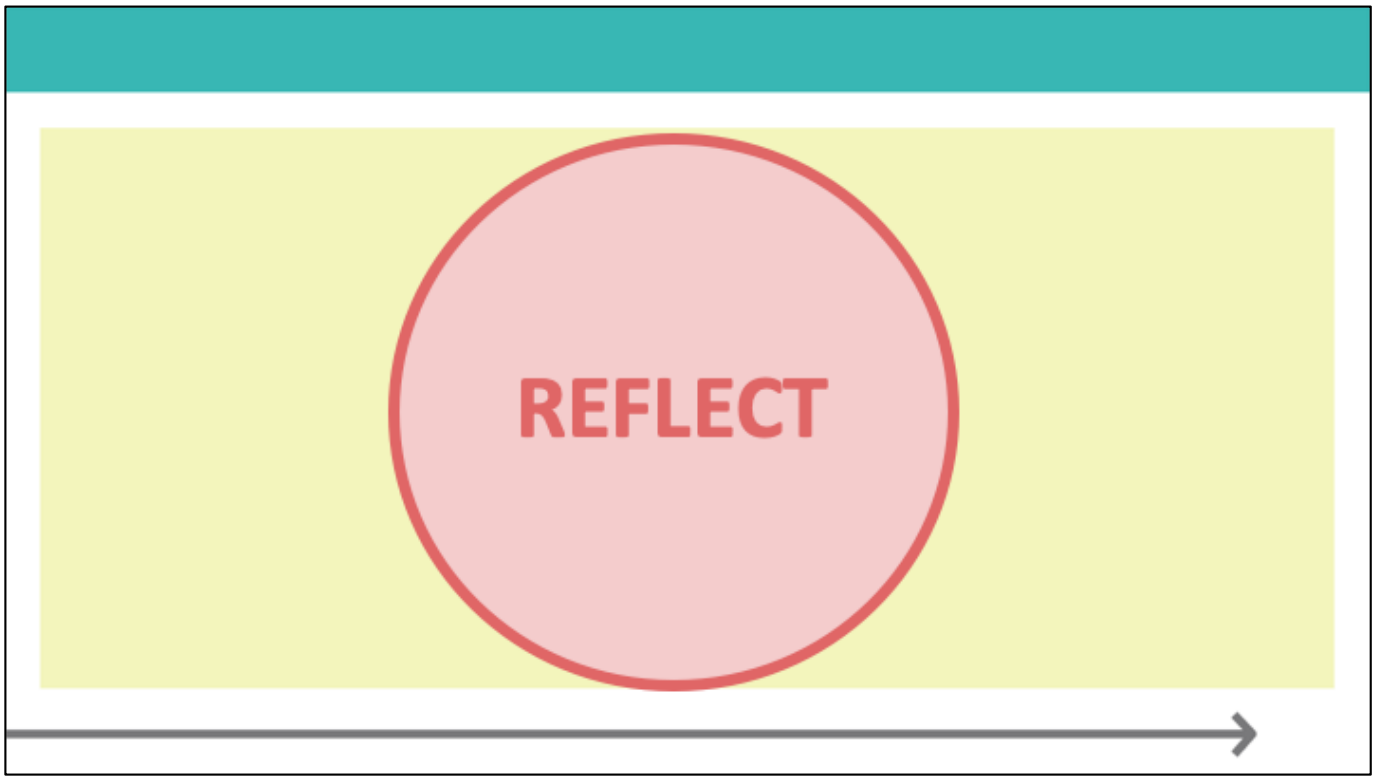
●**Facilitator Does**: Participate as needed; share out any interesting words that you hear!

Mentor Assessments



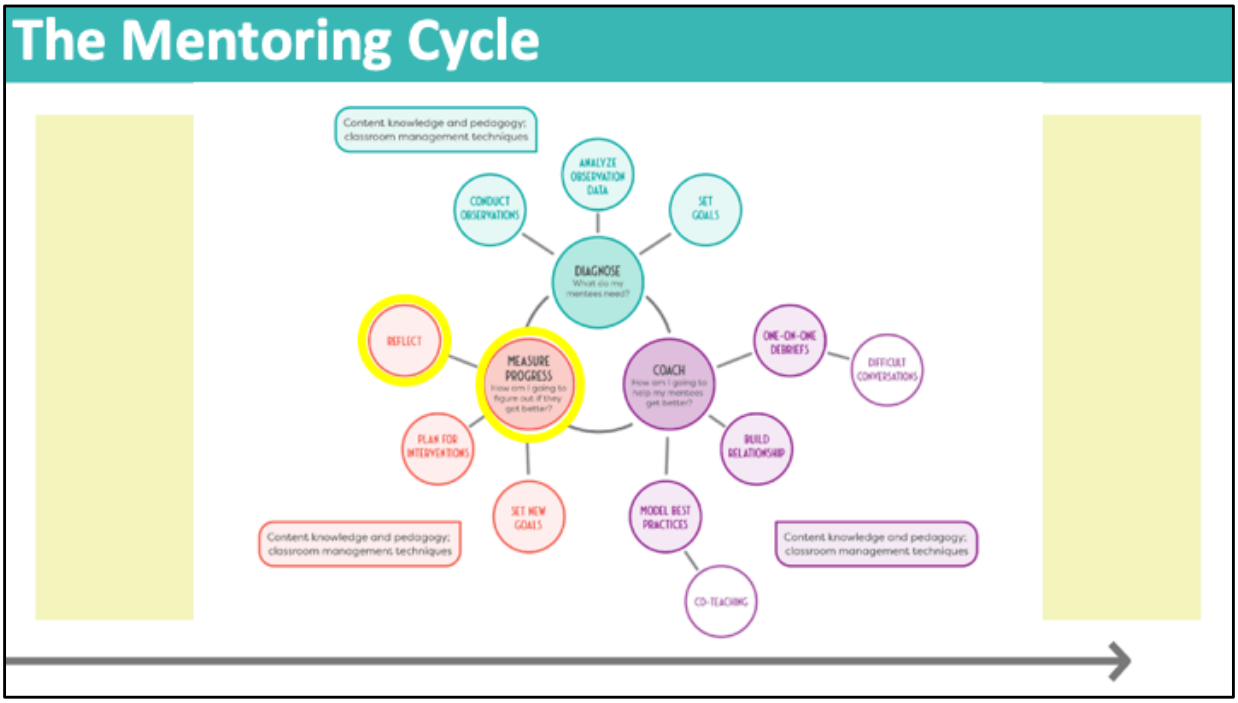
- **Duration**: 10 minutes

- **Facilitator says**: Before we get into our reflection, we're going to take a few minutes to review how to access the Assessments on Bloomboard. If you don't have a computer or your login credentials, you'll still be able to work on your Assessments as we printed them in your packet, but everyone needs to know how to access them in order to submit artifacts to them - even if you don't do so until you are back at school.



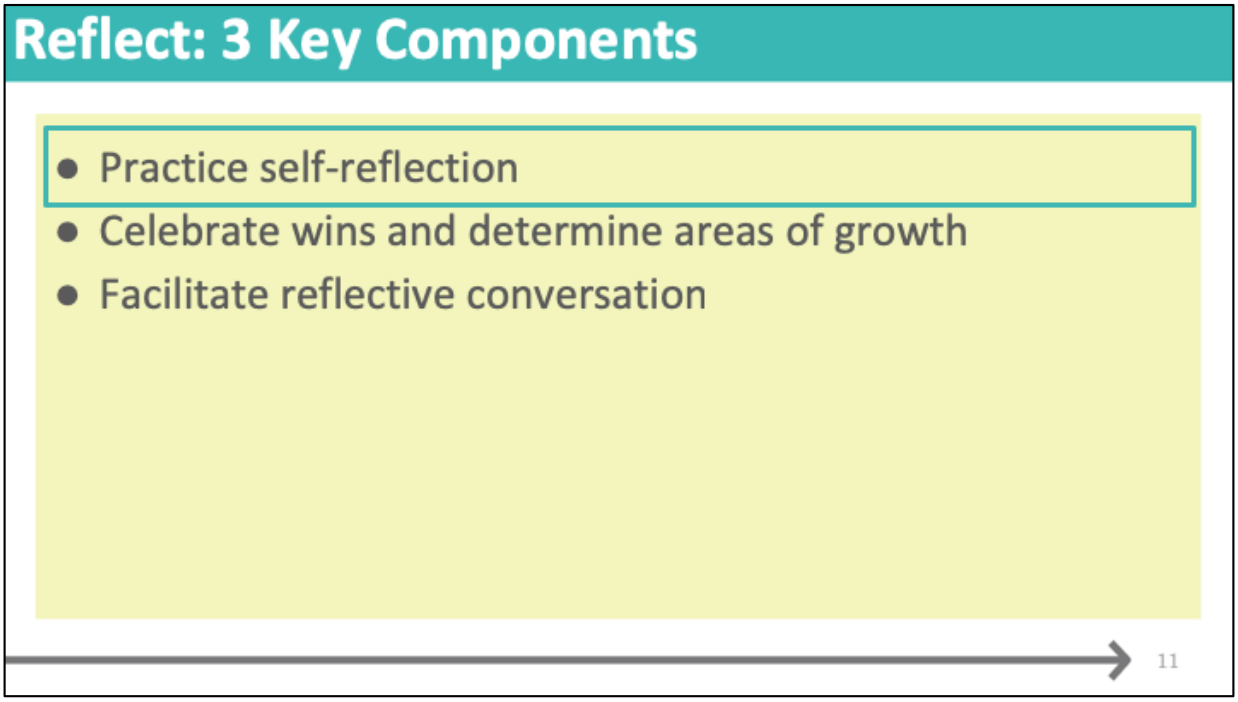
- **Duration**: 1 minute

- **Facilitator says**: Now that we've had a chance to warm up and start thinking about ourselves as mentors, let's get into our first section of the day. Remember, we'll start by learning about the practice of reflection.



- **Duration:** 1 minute

- **Facilitator says:** Reflecting is the last step in the mentor cycle, and it falls within measuring progress. Today, you'll be doing a lot of reflecting about your practice, and you'll plan for how you'll support your mentee in reflecting when they reach the end of their year of teaching practice.



- **Duration**: 1 minute

- **Facilitator says**: Over the course of the day today, you'll engage in 3 key components of reflection - you'll practice self-reflection, which will help you to celebrate your wins and determine your areas of growth, and you'll plan for facilitating a reflective conversation with your mentee, which will help them celebrate their wins and determine their areas of growth in their future teaching practice.

The Three Levels of Text Protocol

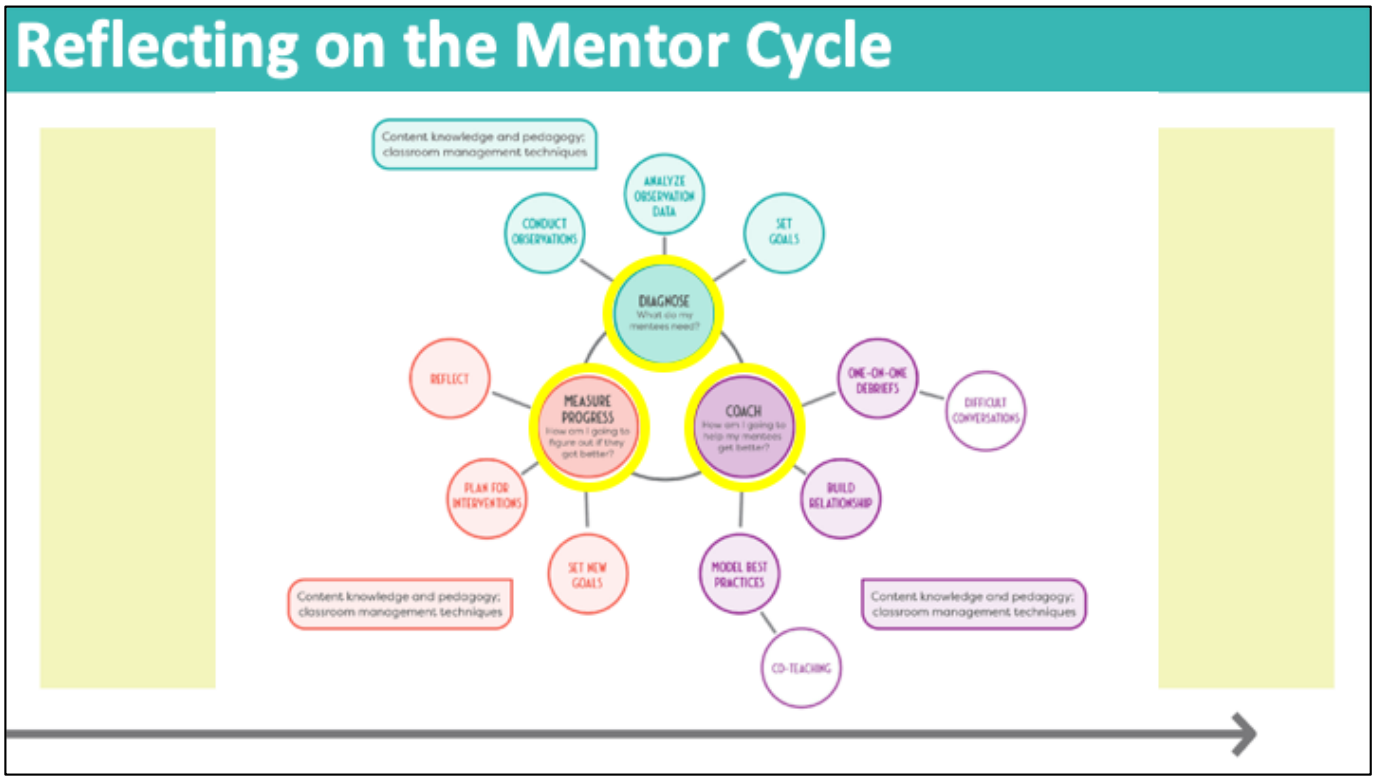
1. Get together in groups of three (2 minutes)
2. Assign one person to be the timekeeper (1 minute)
3. Independently read the pieces on reflection and identify several passages that stand out to you because they have implications for your mentor practice (10 minutes)
4. One person shares the following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

- **Duration:** 35 minutes

- **Facilitator says:** So let's jump right in! Why is reflection a component of the mentor cycle? Why is it an important practice to engage in? We're going to engage in a reading and discussion of two short pieces to learn why self-reflection is a powerful learning tool - for all people, in all situations, not just for mentors. We've deliberately chosen pieces that are about the power of reflection itself, not only on reflection in teaching or in the classroom. The two pieces have very different approaches to the concept of reflection, to help us build understanding of this practice from two different angles. The first piece tackles reflection from a quantitative research and business perspective. The second piece tackles reflection from a feeling and believing perspective. We're going to use The Three Levels of Text Protocol from the National School Reform Faculty to deepen our understanding of the practice of reflection and explore the implications for our work. The steps in this protocol can be found on page 3 of your packet. They are [read slide]. Note that you need to stick to the time limits, and be careful of air time during the brief group response segment so that everyone in your group has the opportunity to participate. In addition, the reason you will select several passages but only share one is to ensure that everyone shares a different passage - if someone who goes before you shares the passage you have

chosen, share one of your other selections. You'll share across both texts, but it's fine if all three of you happen to all share passages from one text - that just means that that is the one that spoke to your group the most! (Note: texts are on p. 4-8)

- **Facilitator does:** Sit in on text discussions, participating as needed to prompt and guide the discussions and to keep timekeepers moving through the protocol. Take 2 minutes to share out any particularly compelling implications for mentoring practice that arise. Have participants return to their spots.



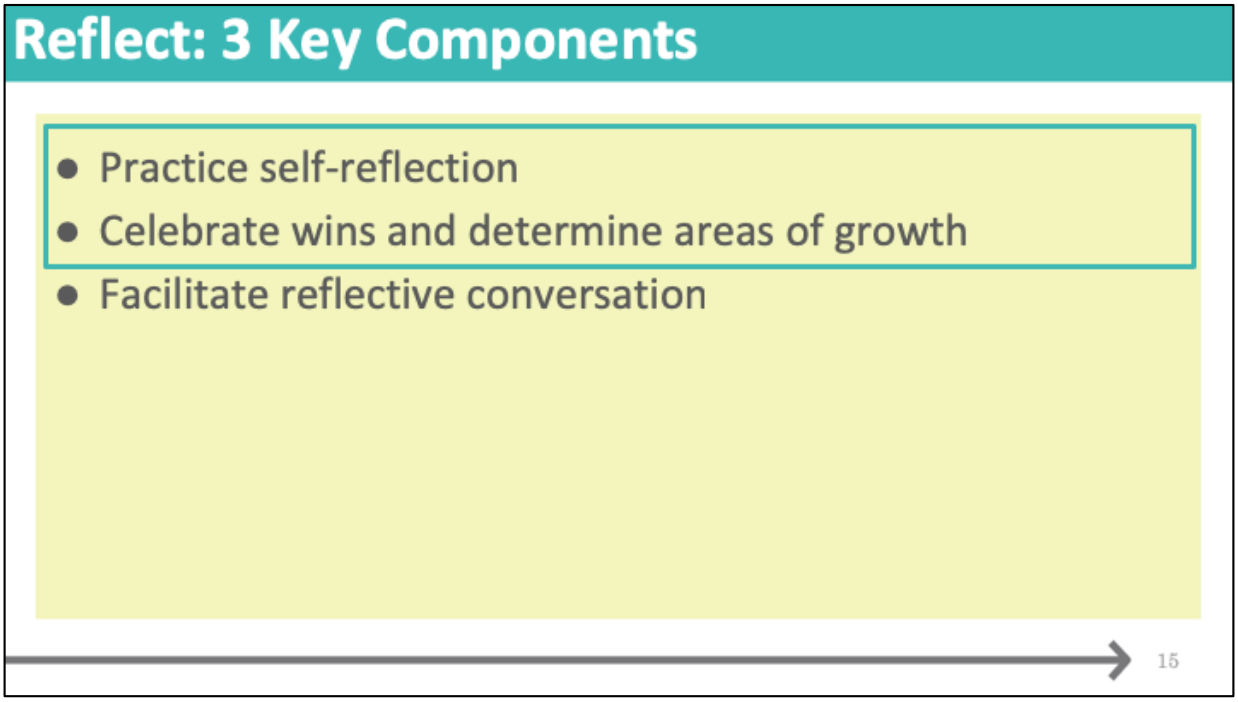
- **Duration:** 1 minute

- **Facilitator says:** Now that we've learned about why self-reflection is so powerful, we're going to engage in self-reflection on your mentor practice. First, we'll focus on diagnose, then coach, and finally measure progress. You'll be celebrating your wins and determining your areas of growth, and you'll have time to use that self-reflection to work on your Assessments using your wins so far and plan for your remaining work you'll need to do to demonstrate the competency called for in the Assessments using your areas of growth. We are going to be reflecting on one stage at a time, but of course when you put the mentor cycle to use in practice, you will be moving through the cycle flexibly and using the different parts as needed, as determined by your mentee's needs.

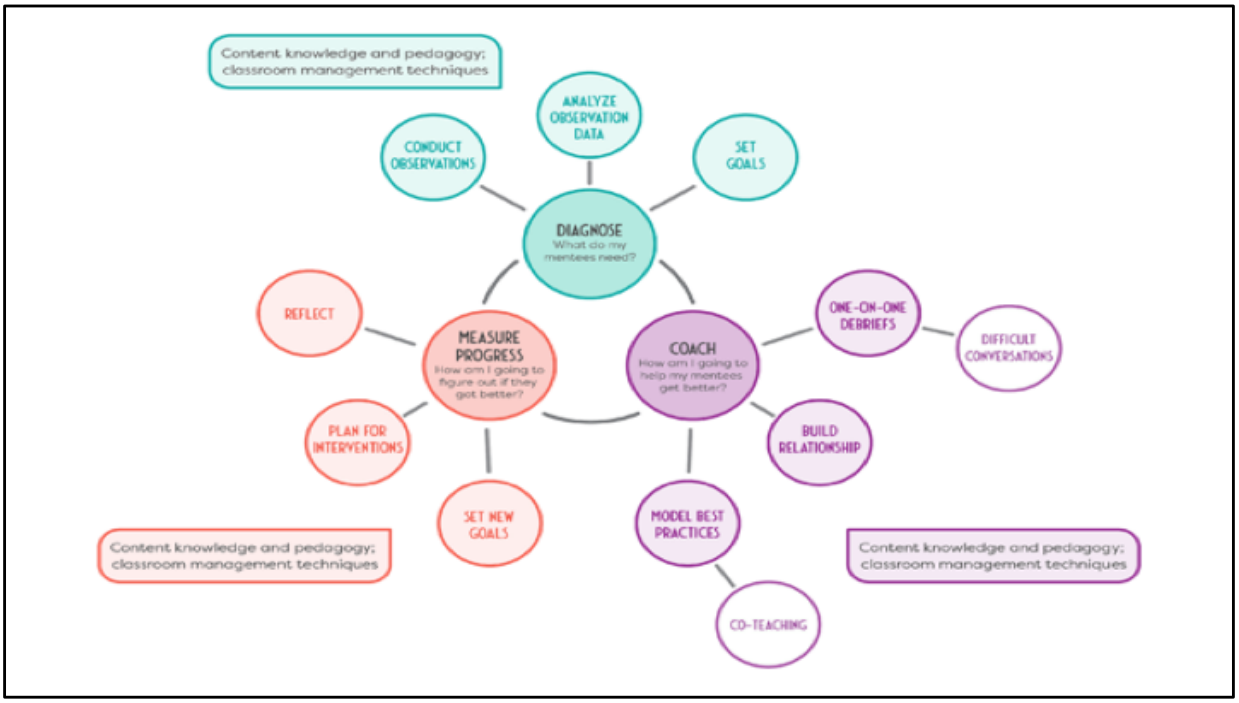
Reflect: Key Takeaway

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

- **Duration**: 1 minute
- **Facilitator says**: So let's get started reflecting. Remember, we're doing this because [read slide].

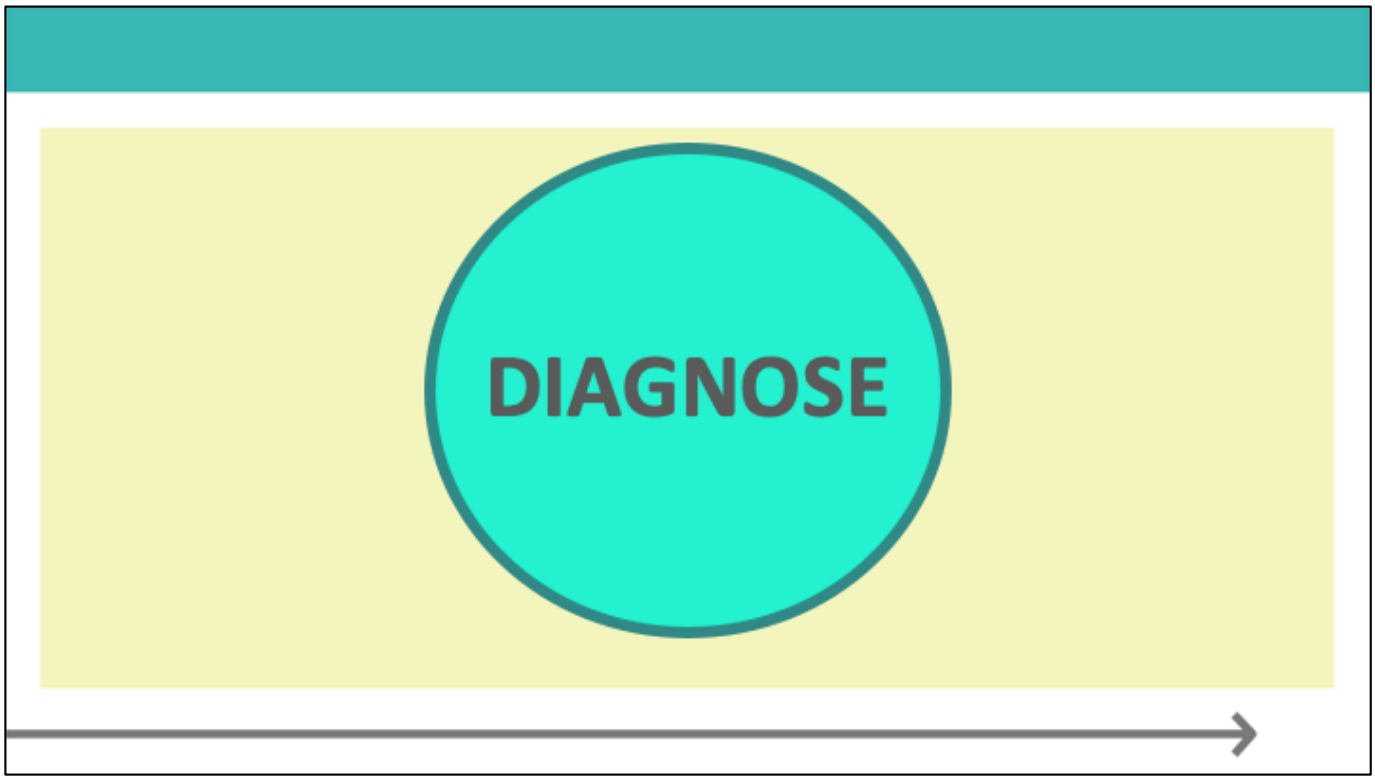


- **Duration**: 1 minute
- **Facilitator says**: Now we'll continue practicing self-reflection by celebrating your wins and determining your areas of growth.



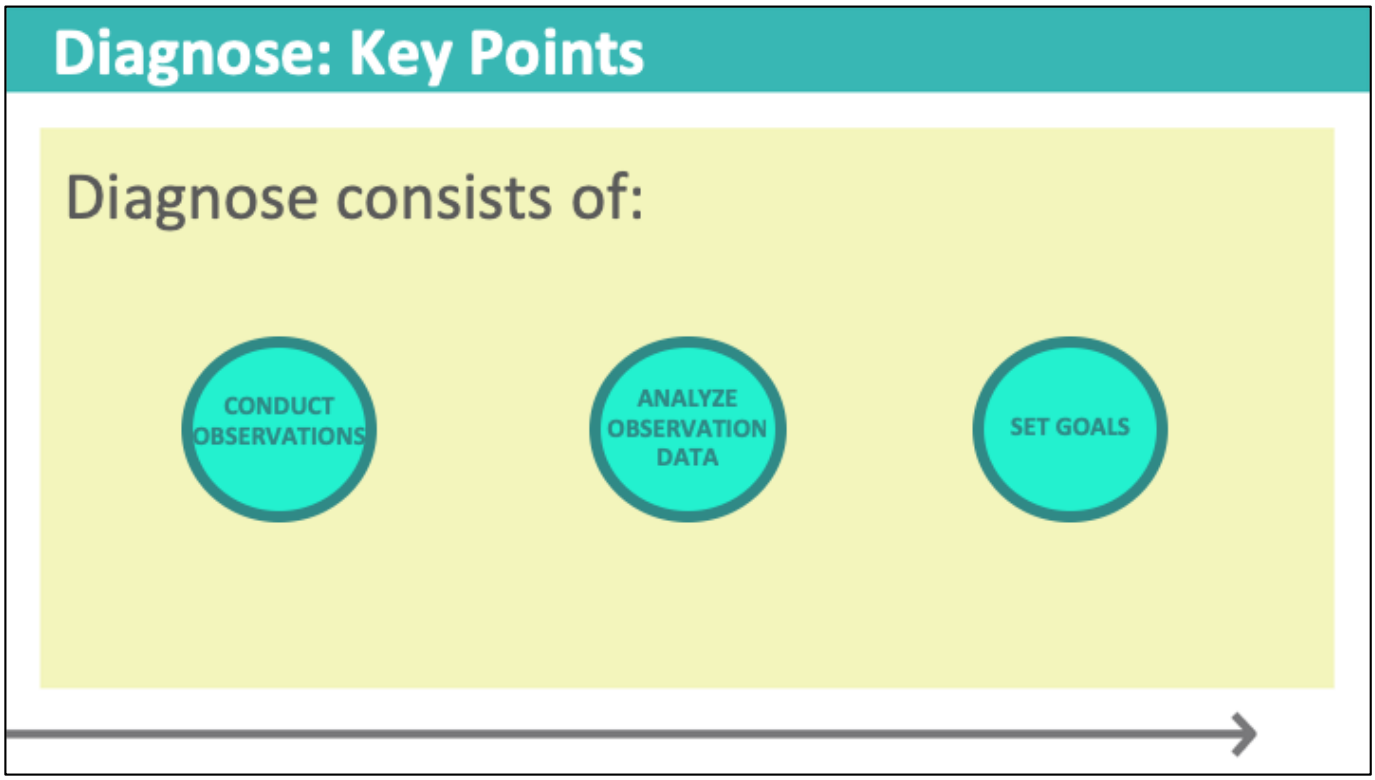
- **Duration:** 1 minute

- **Facilitator says:** Before we dive into reflecting on the mentoring cycle itself, we do want to remind you that all of the actions you take as a mentor within any of the components in the mentor cycle. Your work as a mentor is based on the gap between what you see in your mentee's practice and what you know are the best practices in both content and pedagogy, as well as based on the relationship you have with your mentee. So keep those in mind as we are reflecting on each component of the mentor cycle.



- **Duration**: 2 minutes

- **Facilitator says**: We'll start reflecting on the first section of the mentor cycle, Diagnose. Please take a moment to get out any materials you have brought with you about this portion of the mentor cycle. As a reminder, we focused on Diagnose mainly in Modules 4 and 5. Diagnosing also involves knowing and understanding the content you'll be diagnosing your mentee's strengths and areas of needs in, and we addressed content across modules 2-8.



- **Duration**: 1 minute

- **Facilitator says**: Diagnose has three components, conduct observations, analyze observation data, and set goals. We'll quickly review the key points of each of these components. As we briefly do so, this will be a good opportunity to glance back through your Diagnose materials.

Diagnose - Conduct Observations: Key Points

- Use the partnership agreement to lay the groundwork for observations
- Take the time to know and understand the content you'll be observing
  - Classroom management (Module 2)
  - Math (Modules 3-5)
  - ELA (Modules 6-8)
- Do:
  - Create look-fors before you conduct the observations
  - Stay close to the action
  - Watch carefully and ask questions of students while they're working
  - Look specifically for evidence of the focus of your observation and when it occurred during the lesson (e.g., rigor)
  - Script exactly what you hear from teacher and students

- **Duration**: 2 minutes

- **Facilitator does:** Read slide

Diagnose - Analyze Observation Data - Key Points

- Look for evidence or lack of evidence of the focus of your observation
- Because you know what strong teaching for your focus area should look like, examine your evidence for:
  - Where you see it in your mentee's teaching (strengths)
  - Where you see missed opportunities in your mentee's teaching (areas for growth)
- Prioritize the areas of growth based on what matters most for your focus area

- **Duration**: 2 minutes

- **Facilitator does:** Read slide

Diagnose - Set Goals - Key Points

- Review the upcoming curriculum to ensure that your prioritized areas of growth will align to upcoming instruction
  - Where do you see opportunities for your mentee to practice what you see as their area of growth in upcoming lessons?
- Use the SMART goal structure to craft goals with your mentee that are:
  - Specific, Measureable, Achievable, Relevant, Time-bound

- **Duration**: 2 minutes

- **Facilitator does:** Read slide

Diagnose: Review Content

Give One, Get One, Move On

1. Get 3 Post-Its. Use your diagnose materials. On each Post-It, write a key learning or important idea from your point of view about the Diagnose portion of the mentor cycle (8 minutes)
2. Get up and mingle. When the facilitator says "Give One! Get One!" stop and make a pair with someone close by. Share one of your key learnings with each other (give one and get one). Read each other's Post-It (2 minutes).
3. When the facilitator says "Move On!" mingle again
4. Repeat steps 2 and 3 two more times (4 minutes)

- **Duration**: 15 minutes

- **Facilitator says:** Now that we've briefly reviewed the key points of Diagnose, it's time for you to review your own and your peers' understanding of Diagnose. To do this, we're going to use the Give One, Get One, Move On review activity. The instructions for this are also in your handout on p. 9.

- **Facilitator does:** Use the steps on the slide to facilitate this review activity. Listen in and address any misconceptions you hear. After 3 rounds of sharing, ask mentors to return to their seats.

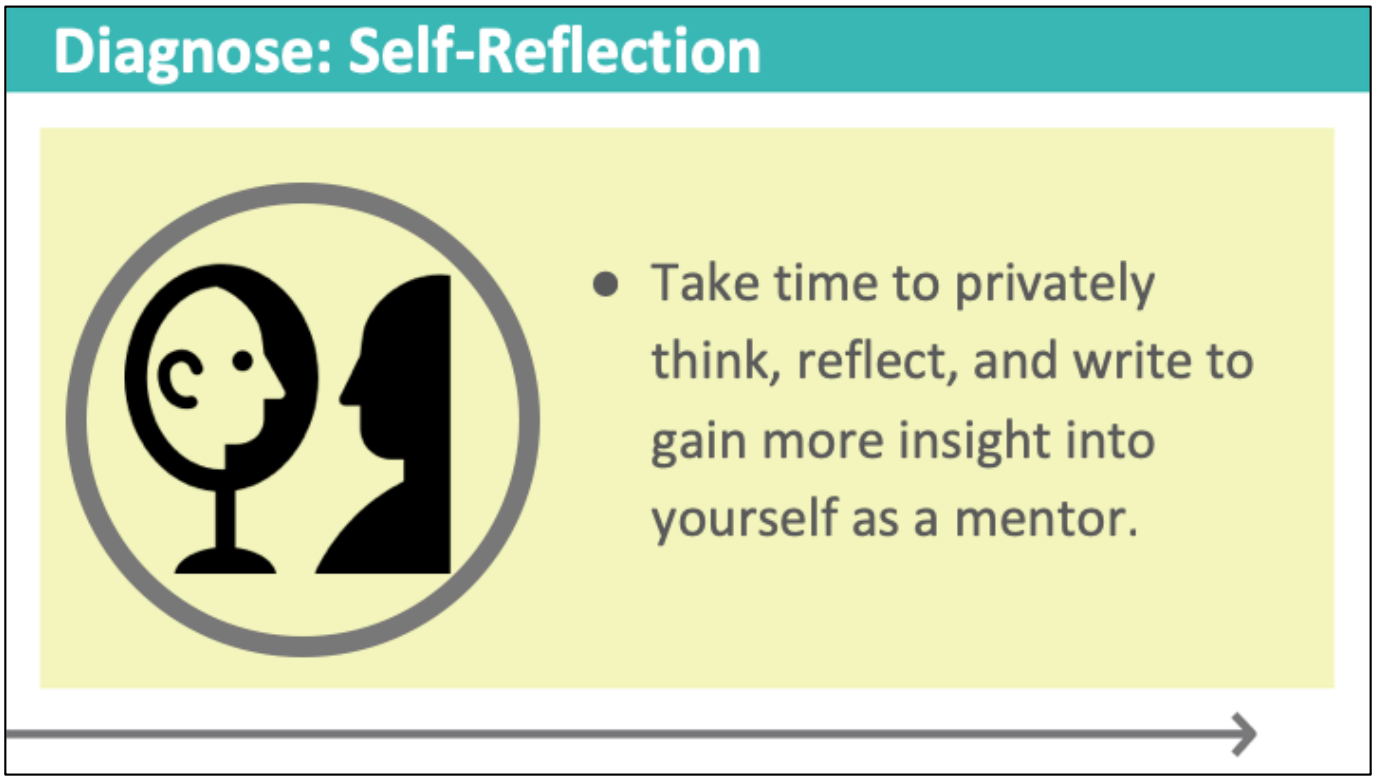
Diagnose: In the Assessments

Assessment	How Diagnose is Assessed
Demonstrating Math Content Knowledge	Analyze and plan a lesson to demonstrate understanding of the shifts in mathematics
Facilitating Mathematically Productive Conversations	Analyze a critical point in a lesson where discourse would help students achieve the lesson learning goal
Reading Complex Grade-Level Texts	Analyze a text that requires multiple reads
Expressing Understanding of Text Through Writing	Analyze 3 pieces of student writing for patterns in strengths, learning gaps, and understandings
Mentoring to Improve Content Instruction	Analyze the needs of a mentee in regards to content instruction to diagnose and prioritize the mentee's most important needs
Mentoring to Improve Classroom Management	Analyze the needs of a mentee in regards to classroom management skills to diagnose and prioritize the mentee's most important needs

- **Duration**: 6 minutes

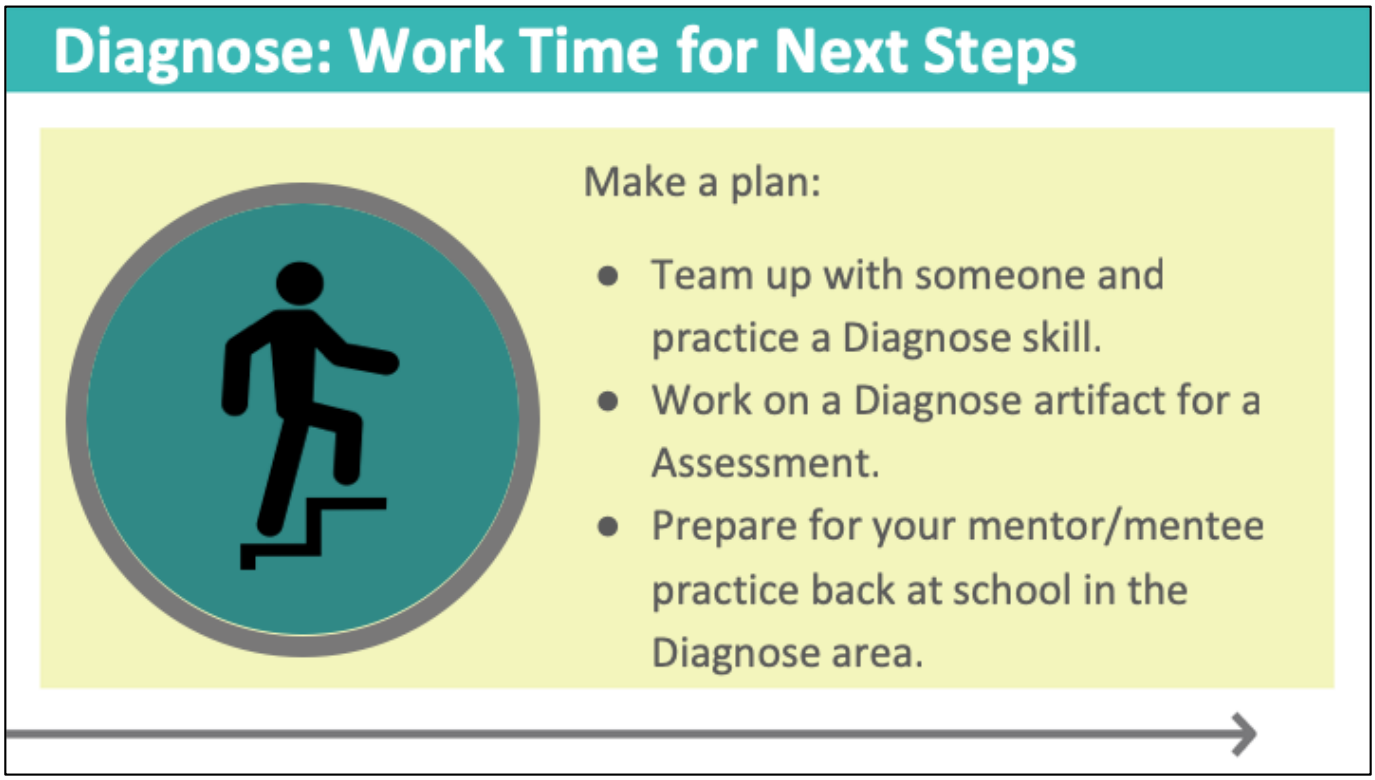
- **Facilitator says:** Let's now look at the Assessments. Remember, the Assessments are the assessments through which you will demonstrate mastery of your mentoring role. Where do the Assessments ask you to show mastery of Diagnose?

- **Facilitator does:** Read table. [Note: The 2 math and 2 ELA Assessments should be earned through doing the required work with a mentee and in the mentee's classroom. The analysis detailed here also supports the mentor in building the content knowledge necessary to mentor a mentee in these content areas. The speaking and listening content learned in Module 8 can be applied to the Assessment Mentoring to Improve Content Instruction for mentees that need mentor support in their speaking and listening instruction, but there is not an expectation for elementary mentors to complete a stand-alone Assessment on speaking and listening.



- **Duration**: 10 minutes

- **Facilitator says:** Now that we've refreshed your memory about the content of Diagnose and the expectations placed on you for what Diagnose should look like in your practice (as assessed in the Assessments) you're going to have 10 minutes to engage in some independent and private self-reflection on Diagnose. Self-reflection questions, along with writing space, are on page 11 of your handouts. You'll use these 10 minutes to determine where your own strengths and areas of needs are, where you need to give yourself more time for practice, and what your goals and next steps are in Diagnose as a mentor. Remember, we're just focusing on the Diagnose portion of the Mentor Cycle at this time. We'll use the other two copies of the self-reflection sheet later when we reflect on Coach and Measure Progress.

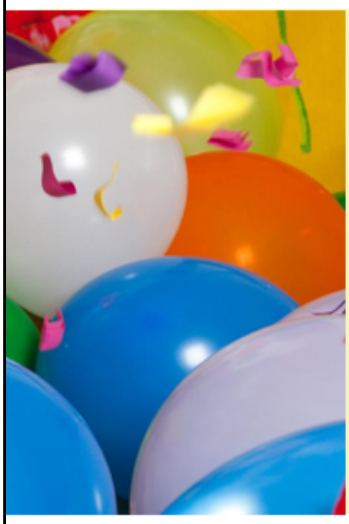


- **Duration**: 33 minutes

- **Facilitator says:** Next, you'll have 30 minutes to do some work based on your review and self-reflection. Take 3 minutes to think about the options on this slide and make a plan for how you will spend this time. During this work time we facilitators will be available to support you, and you can also team up with your fellow mentors. At the end of our day today after we've worked on all three areas, we'll be doing a gallery walk, so as you're working, start to note what you'll like to share during that time.

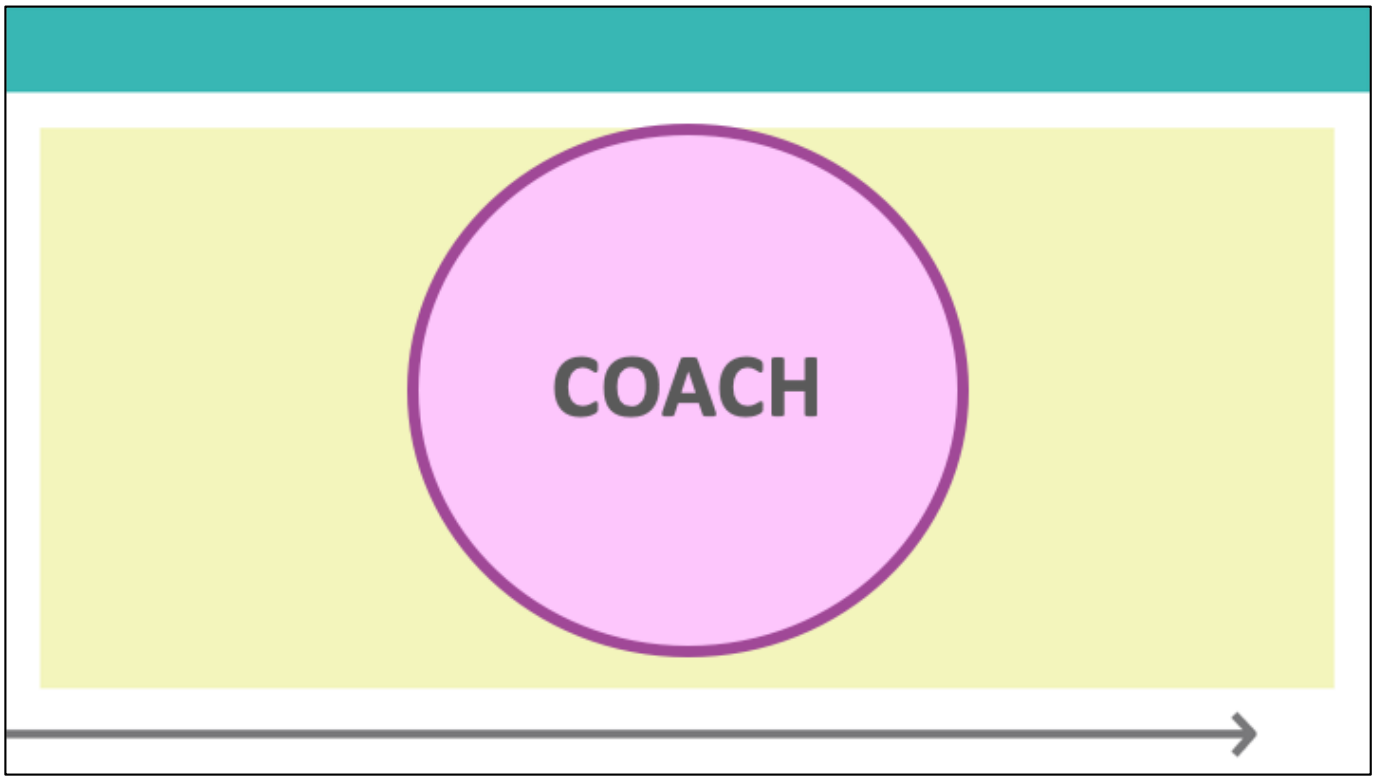
- **Duration:** 2 minutes

- **Facilitator Says:** Now that you've had time to practice Diagnose skills, work on your Diagnose artifacts, and prepare for your Diagnose practice back at school, please take a minute to take a look at where you are, mark where you're leaving off, and what you'll do next.



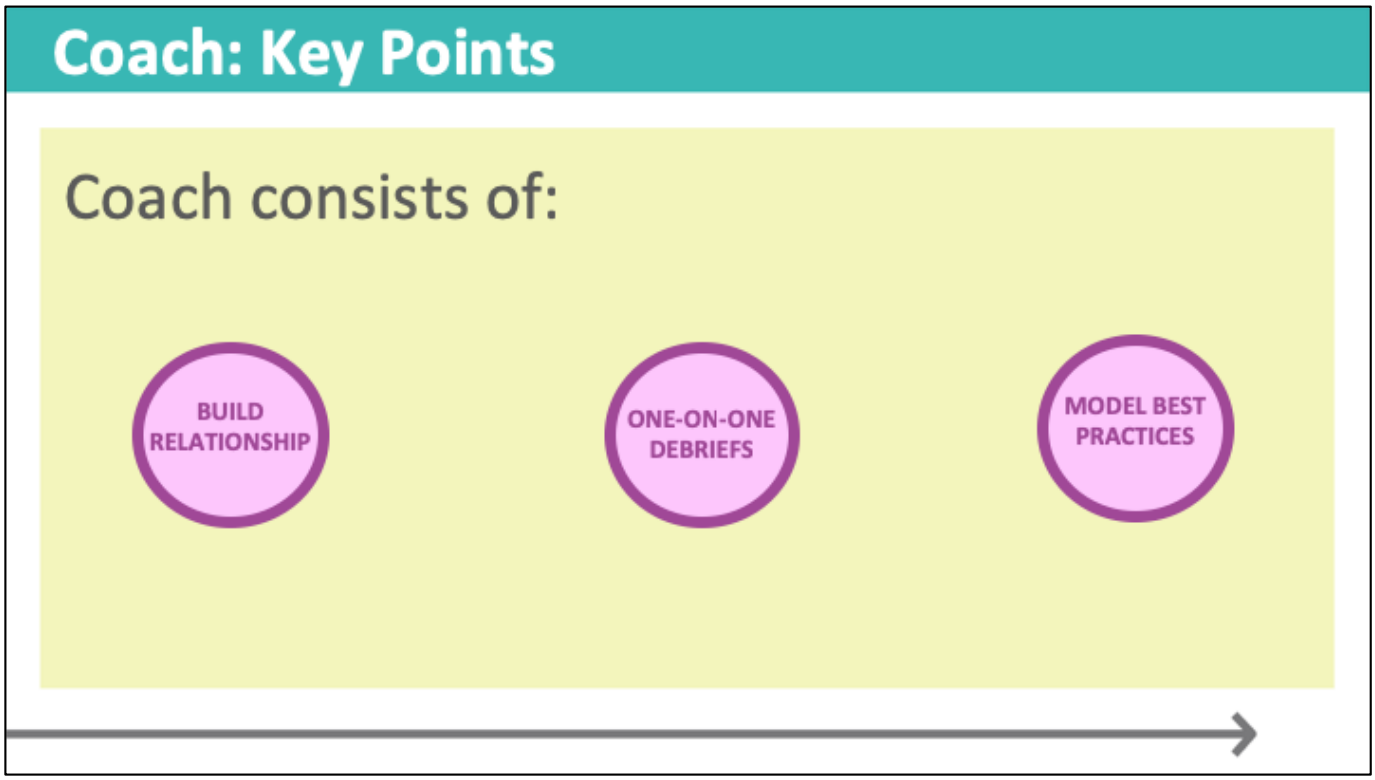
BREAK!

- **Duration**: 15 minutes



- **Duration**: 2 minutes

- **Facilitator says**: Welcome back from break. Now we'll reflect on the next section of the mentor cycle, Coach. Please take a moment to get out any materials you have brought with you about this portion of the mentor cycle. As a reminder, we focused on Coach mainly in Modules 6 and 7. Coaching also involves implementing content area work, and we addressed content across modules 2-8.



- **Duration**: 1 minute

- **Facilitator says**: Coach has three components, build relationship, model best practices, and one-on-one debriefs. We'll quickly review the key points of each of these components. As we briefly do so, this will be a good opportunity to glance back through your Coach materials.

Coach - Build Relationship: Key Points

- Partnership Agreements support establishing trust between mentors and mentees
- Trust must be maintained over time by focusing on the relationship during every mentor-mentee interaction
- A focus on trust helps build mentee confidence
- Deliberately teaching and modeling growth mindset sets mentees up to being open to learning

- **Duration**: 2 minutes

- **Facilitator does:** Read slide.

- **Facilitator says**: Remember, Build Relationship is a distinct component of the mentor cycle and also underlays every other component.

Coach - One-on-One Debriefs: Key Points

- Planning for a debrief using guiding questions enables the mentor to focus the conversation and help the mentee:
  - Understand the prioritized area of growth
  - Agree on 1-2 SMART goals
  - Agree on how the mentor will support the mentee
  - Agree on next steps for both mentee and mentor
- Planning ahead and using a structure for difficult conversations can turn them into opportunities

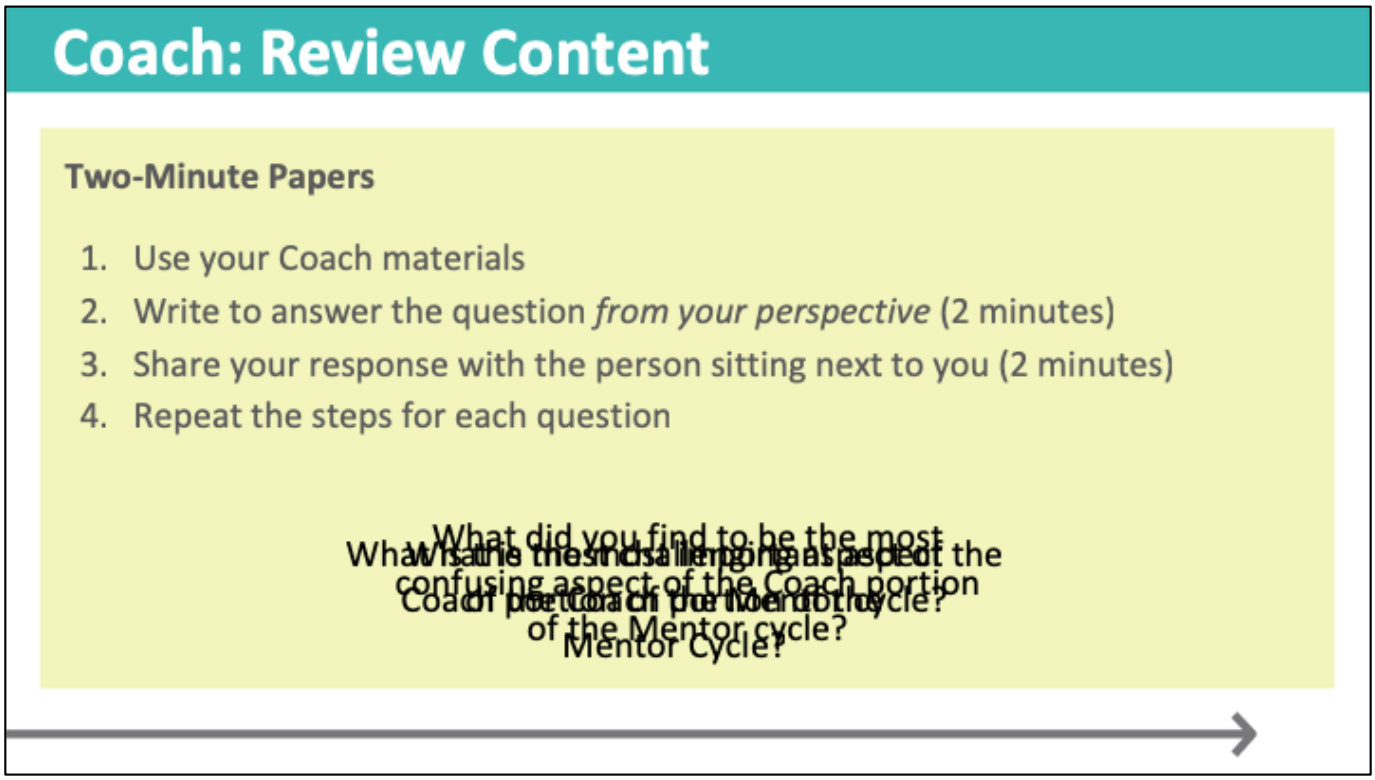
- **Duration**: 2 minutes
- **Facilitator does:** Read slide

Coach - Model Best Practices: Key Points

- Align the intervention method to the mentee's needs
  - Model teaching: New content or practices
  - Co-teaching: Content or practices the mentee is more comfortable with
    - Team teaching methods provide opportunities for mentors to coach mentees while teaching
- Both methods start with co-planning and end with debriefing

- **Duration**: 2 minutes

- **Facilitator does:** Read slide



- **Duration**: 15 minutes

- **Facilitator says:** Now that we've briefly reviewed the key points of Coach, it's time for you to review your own and your peers' understanding of Coach. To do this, we're going to use the One-Minute Papers review activity. There is space to write for this activity on page 13 of your handout.

- **Facilitator does:** Use the steps on the slide to facilitate this review activity. After reading each question time two minutes for the participants to write their answer, followed by two minutes to share their response with the person sitting next to them. Listen in and address any misconceptions you hear.

Note: The slide is animated. It will display correctly when presented.

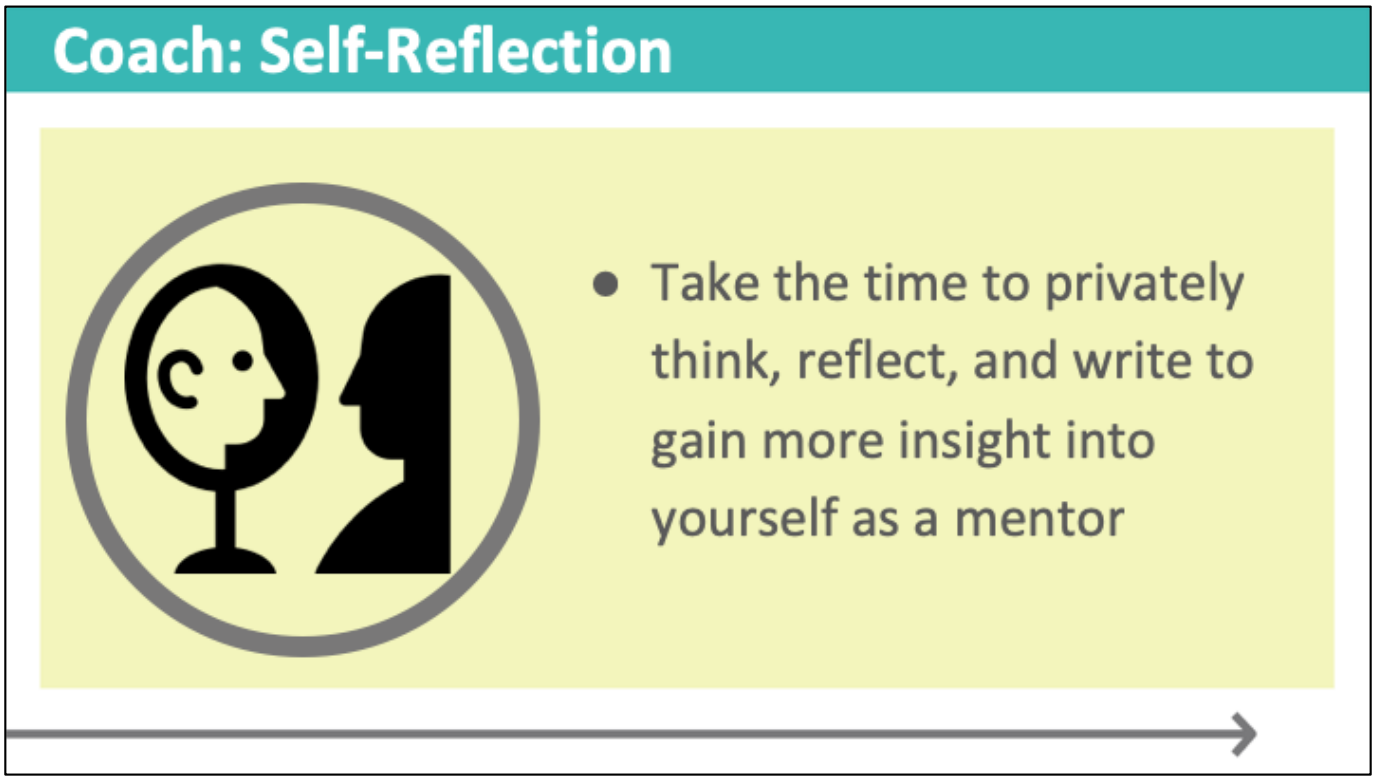
Coach: In the Assessments

Assessment	How Coach is Assessed
Demonstrating Math Content Knowledge	Plan and implement a lesson
Facilitating Mathematically Productive Conversations	Develop a plan for a discussion using a monitoring sheet and implement the discussion
Reading Complex Grade-Level Texts	Develop a plan to facilitate a careful reading of the text and implement the plan
Expressing Understanding of Text Through Writing	Develop an action plan to continue to develop student writing skills and implement action plan
Mentoring to Improve Content Instruction	Develop and implement a coaching plan for addressing mentee's prioritized needs
Mentoring to Improve Classroom Management	Develop and implement a coaching plan for addressing mentee's prioritized needs

- **Duration**: 6 minutes

- **Facilitator says:** Let's now look at the Assessments. Remember, the Assessments are the assessments through which you will demonstrate mastery of your mentoring role. Where do the Assessments ask you to show mastery of Coach?

- **Facilitator does:** Read table.

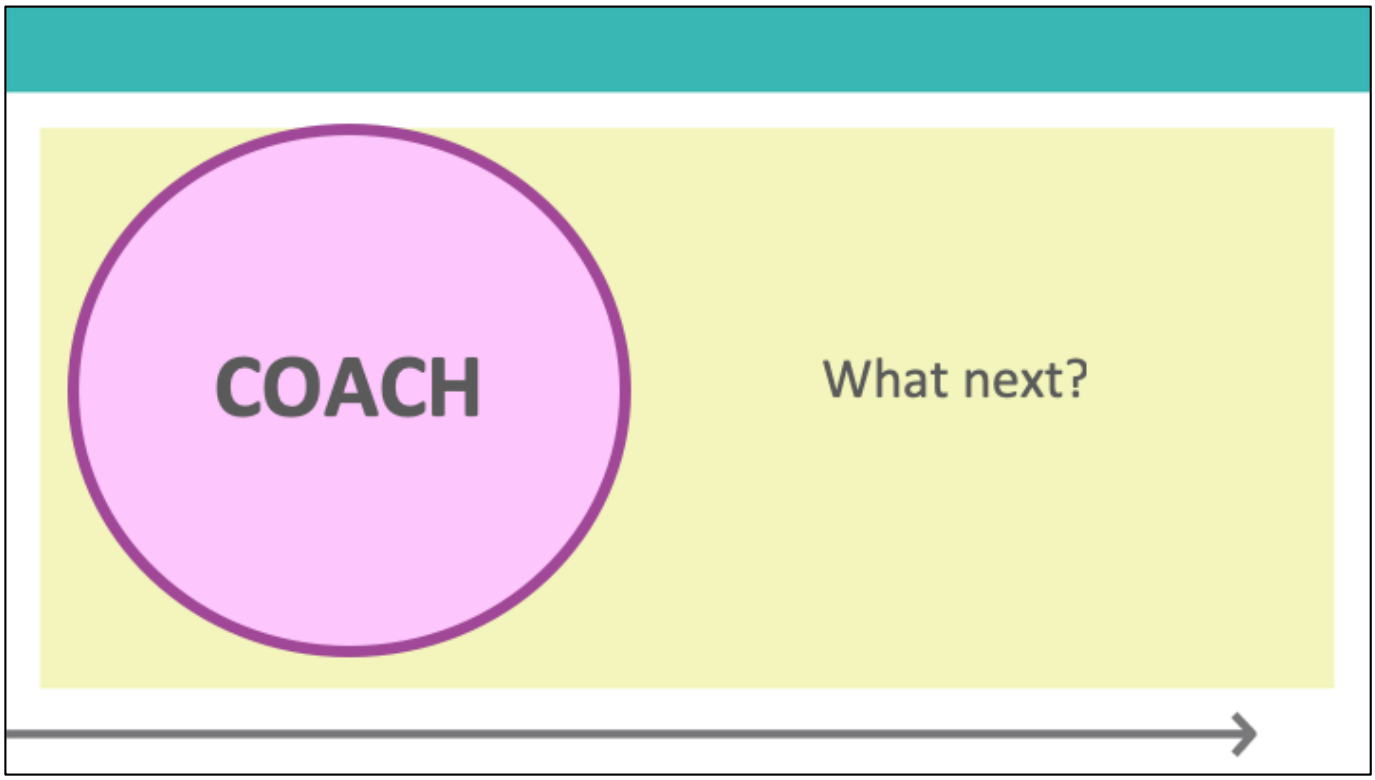


- **Duration**: 10 minutes

- **Facilitator says:** Now that we've refreshed your memory about the content of Coach and the expectations placed on you for what Coach should look like in your practice (as assessed in the Assessments) you're going to have 10 minutes to engage in some independent and private self-reflection on Coach. Self-reflection questions, along with writing space, are on page 15 of your handouts. You'll use these 10 minutes to determine where your own strengths and areas of needs are, where you need to give yourself more time for practice, and what your goals and next steps are in Coach e as a mentor. Remember, we're just focusing on the Coach portion of the Mentor Cycle at this time.

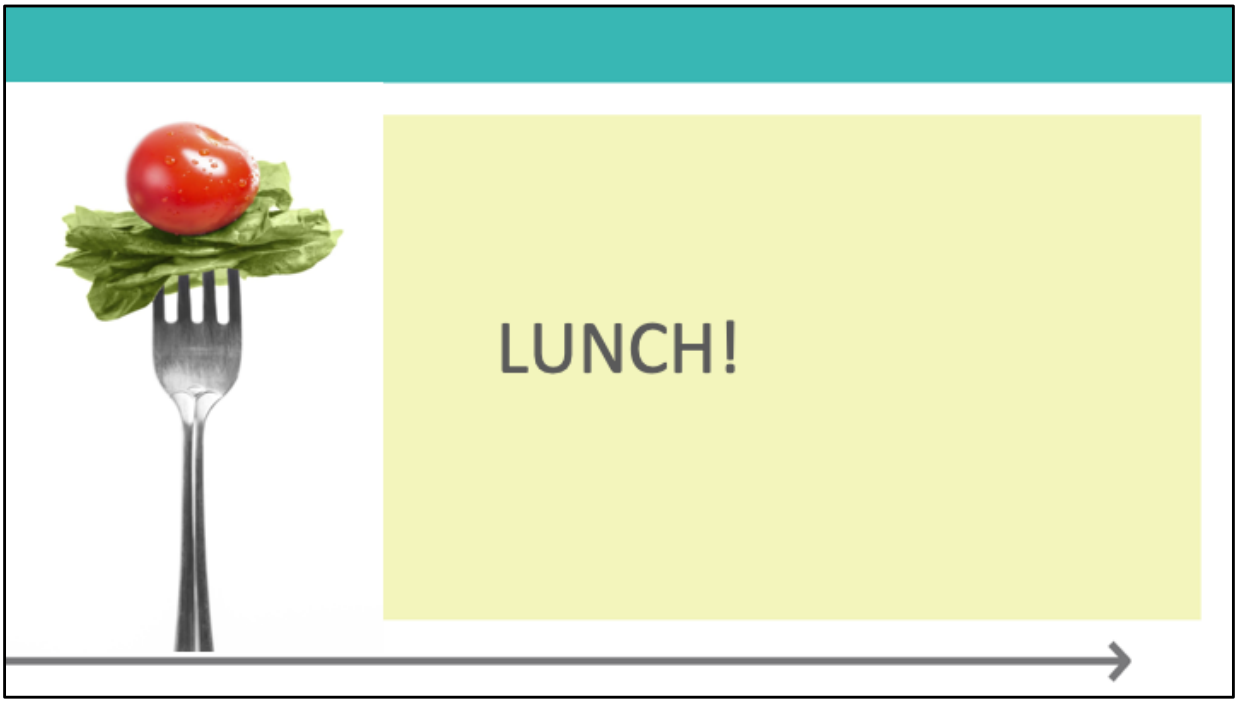
- **Duration**: 33 minutes

- **Facilitator says:** Next, you'll have 30 minutes to do some work based on your review and self-reflection. Take 3 minutes to think about the options on this slide and make a plan for how you will spend this time. During this work time we facilitators will be available to support you, and you can also team up with your fellow mentors. At the end of our day today after we've worked on all three areas, we'll be doing a gallery walk, so as you're working, start to note what you'll like to share during that time.

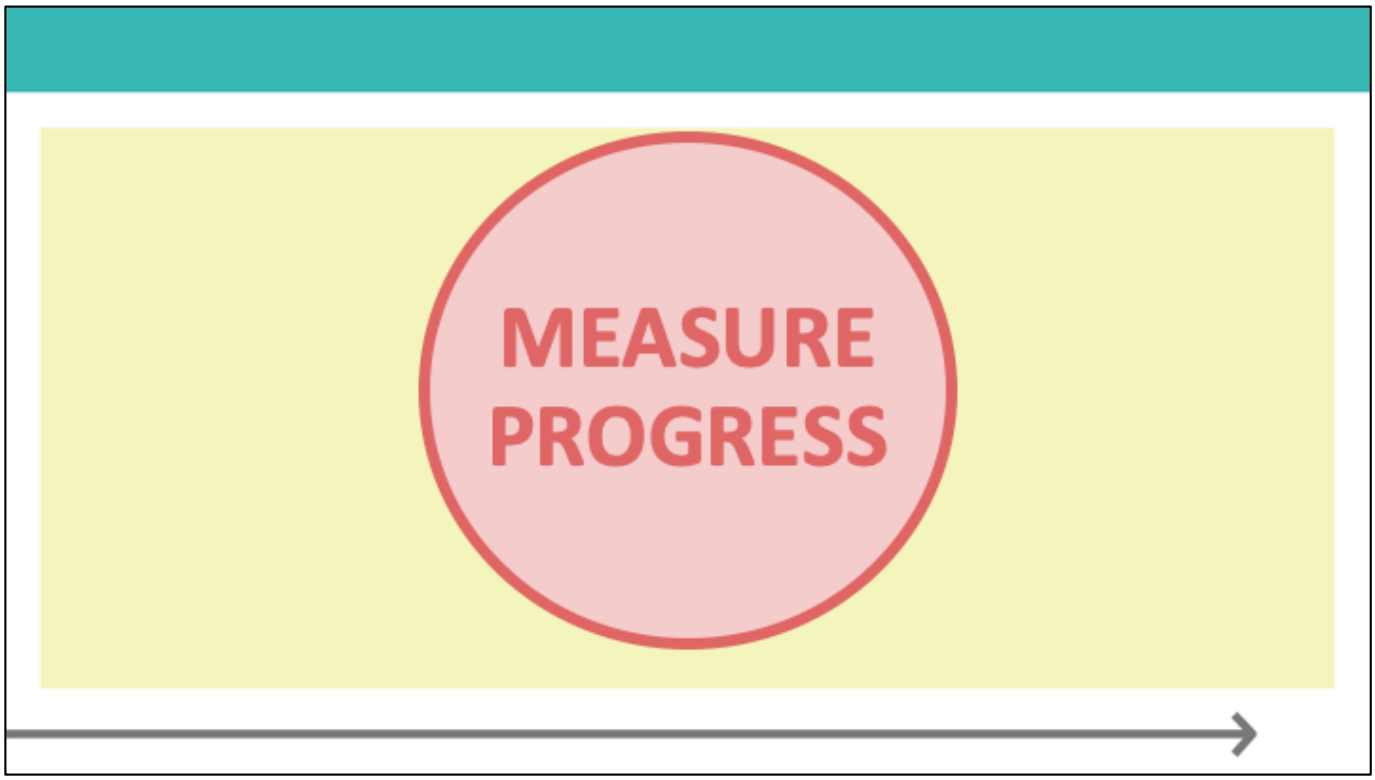


- **Duration:** 2 minutes

- **Facilitator Says:** Now that you've had time to practice Coach skills, work on your Coach artifacts, and prepare for your Coach practice back at school, please take a minute to take a look at where you are, mark where you're leaving off, and what you'll do next.

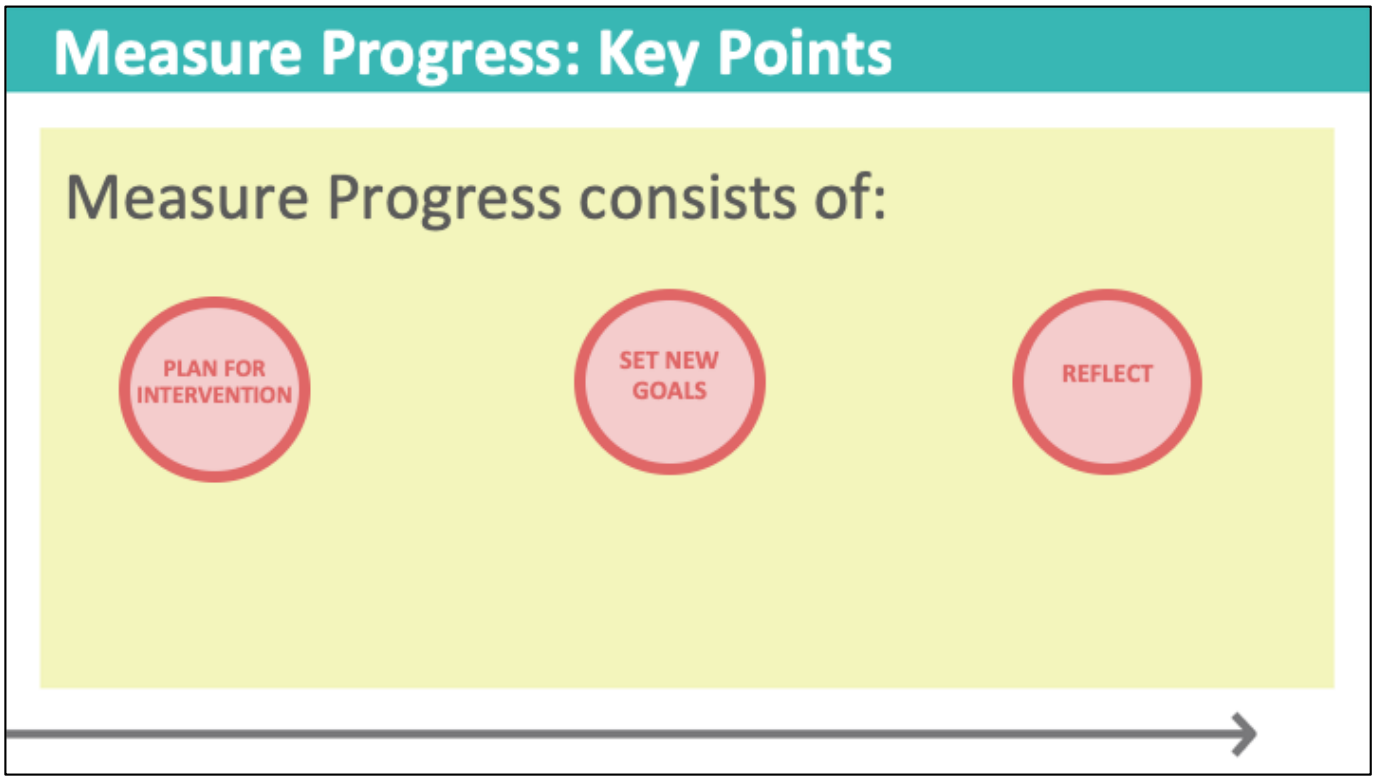


- **Duration:** 45 minutes



- **Duration**: 2 minutes

- **Facilitator says**: We hope you enjoyed your lunch! Now we'll reflect on the final section of the mentor cycle, Measure Progress. Please take a moment to get out any materials you have brought with you about this portion of the mentor cycle. As a reminder, we focused on Measure Progress mainly in Modules 6 and 8, as well as today. Measuring Progress also involves evaluating content area work, and we addressed content across modules 2-8.



- **Duration**: 1 minute

- **Facilitator says**: Measure Progress has three components, plan for intervention, set new goals, and reflect. We'll quickly review the key points of each of these components. As we briefly do so, this will be a good opportunity to glance back through your Measure Progress materials.

Measure Progress - Plan for Interventions: Key Points

- Determine what the mentee needs to learn in the areas of content and practice, based on
  - Tier 1 curriculum
  - School priorities/initiatives
  - Observations
- Engage in mentor learning before mentee learning
- Useful coaching plans address the mentee's learning priority and the selected intervention

- **Duration**: 2 minutes

- **Facilitator does:** Read slide

Measure Progress - Set New Goals: Key Points

- After engaging in mentoring, analyze new data from multiple sources
- Identify if your mentee has or has not made progress toward their goal
- Determine next steps
  - Do you have a sufficient amount of evidence to support that the SMART goal was met?
  - Continue working on goal
  - Start working on new goal
    - Conduct a fresh observation if needed

- **Duration**: 2 minutes

- **Facilitator does:** Read slide

Measure Progress – Reflect: Key Points

- Reflection enables mentors and mentees to consolidate understand, and celebrate learning and to determine where to focus learning next.

- **Duration**: 2 minutes
- **Facilitator does:** Read slide

Measure Progress: Review Content

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

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

Summarize: Summarize the essence of Measure Progress

Question: Ask any questions that remained unanswered

Comment: Share answers to the questions

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

- **Duration**: 15 minutes

- **Facilitator says:** Now that we've briefly reviewed the key points of Measure Progress, it's time for you to review your own and your peers' understanding of Measure Progress. To do this, we're going to use the review activity Recall, Summarize, Question, Comment., and Connect. This is shown on p. 17 of your handout.

- **Facilitator does:** Each table needs one piece of chart paper and a chart marker. Use the steps on the slide to explain this review activity. One person at each table should be the recorder. Ask for one person at each table to act as the time keeper, moving the group along over the period of 12 minutes. You may also choose to let the whole group know when 3, 2, and 1 minute is left. Listen in and address any misconceptions you hear.

Measure Progress: In the Assessments

Assessment	How Measure Progress is Assessed
Demonstrating Math Content Knowledge	Evaluate implementation of lesson
Facilitating Mathematically Productive Conversations	Evaluate facilitation of discussion
Reading Complex Grade-Level Texts	Evaluate the effectiveness of reading instruction
Expressing Understanding of Text Through Writing	Evaluate action plan using 3 more pieces of student writing
Mentoring to Improve Content Instruction	Evaluate success of mentoring cycle through mentee reflection
Mentoring to Improve Classroom Management	Evaluate success of mentoring cycle through mentee reflection

- **Duration**: 6 minutes

- **Facilitator says:** Let's now look at the Assessments. Remember, the Assessments are the assessments through which you will demonstrate mastery of your mentoring role. Where do the Assessments ask you to show mastery of Measure Progress?

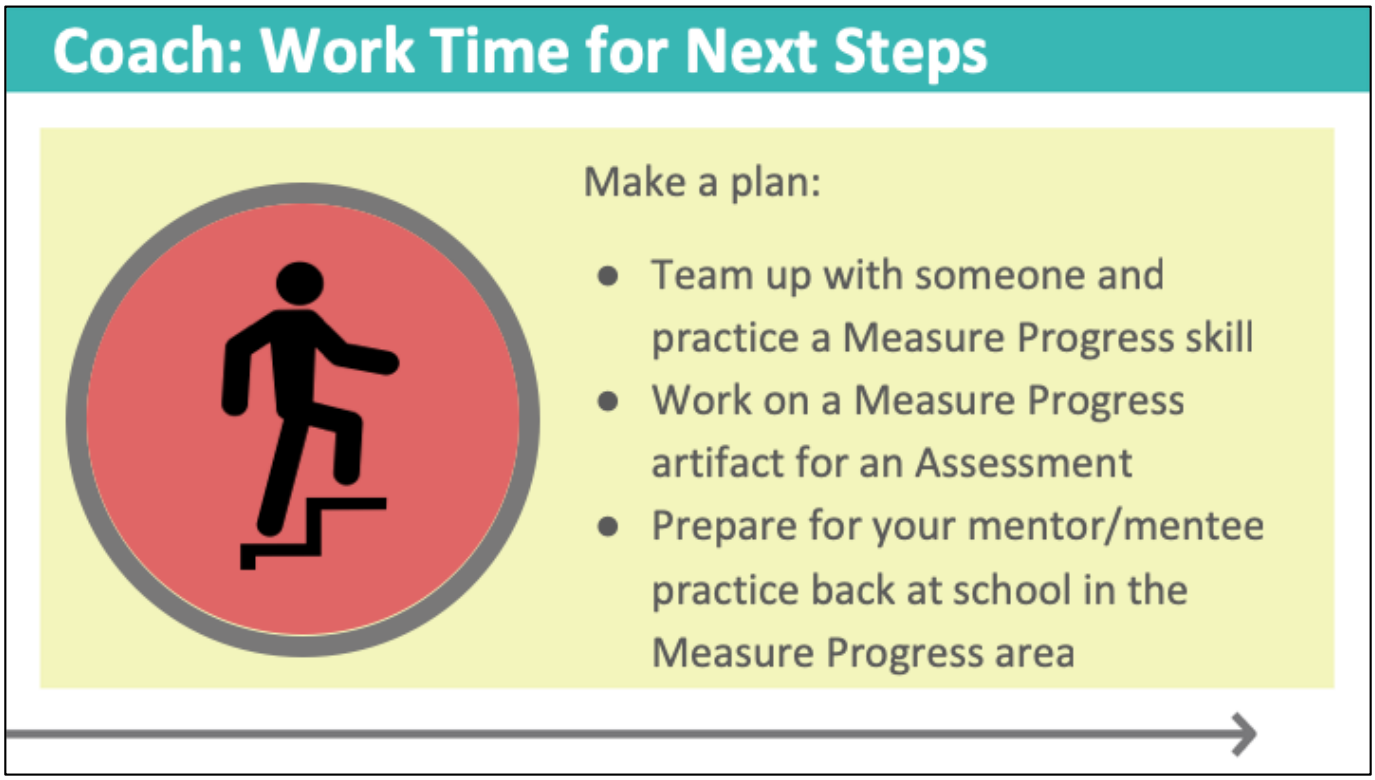
- **Facilitator does:** Read table.

Coach: Self-Reflection

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

- **Duration**: 10 minutes

- **Facilitator says:** Now that we've refreshed your memory about the content of Measure Progress and the expectations placed on you for what Measure Progress should look like in your practice (as assessed in the Assessments) you're going to have 10 minutes to engage in some independent and private self-reflection on Measure Progress. Self-reflection questions, along with writing space, are on page 19 of your handouts. You'll use these 10 minutes to determine where your own strengths and areas of needs are, where you need to give yourself more time for practice, and what your goals and next steps are in Measure Progress as a mentor. Remember, we're just focusing on the Measure Progress portion of the Mentor Cycle at this time.

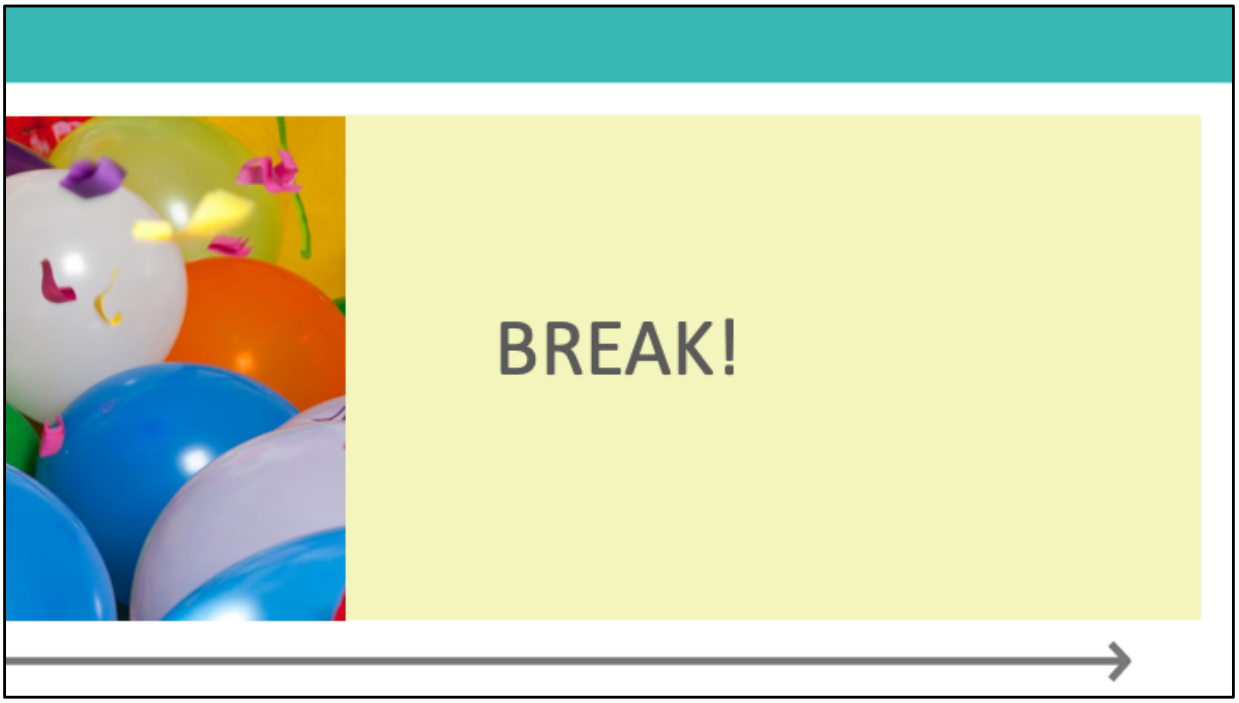


- **Duration**: 33 minutes

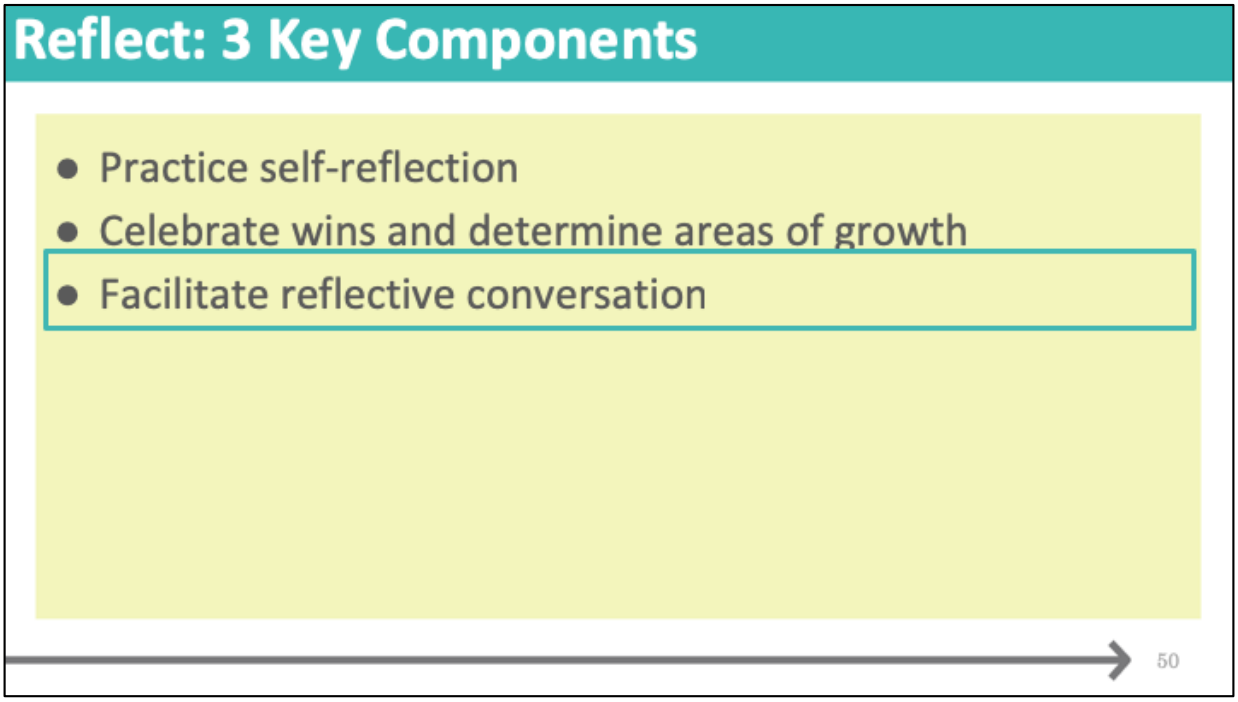
- **Facilitator says:** Next, you'll have 30 minutes to do some work based on your review and self-reflection. Take 3 minutes to think about the options on this slide and make a plan for how you will spend this time. During this work time we facilitators will be available to support you, and you can also team up with your fellow mentors. At the end of our day today after we've worked on all three areas, we'll be doing a gallery walk, so as you're working, start to note what you'll like to share during that time.

- **Duration:** 2 minutes

- **Facilitator Says:** Now that you've had time to practice Measure Progress skills, work on your Measure Progress artifacts, and prepare for your Measure Progress practice back at school, please take a minute to take a look at where you are, mark where you're leaving off, and what you'll do next.

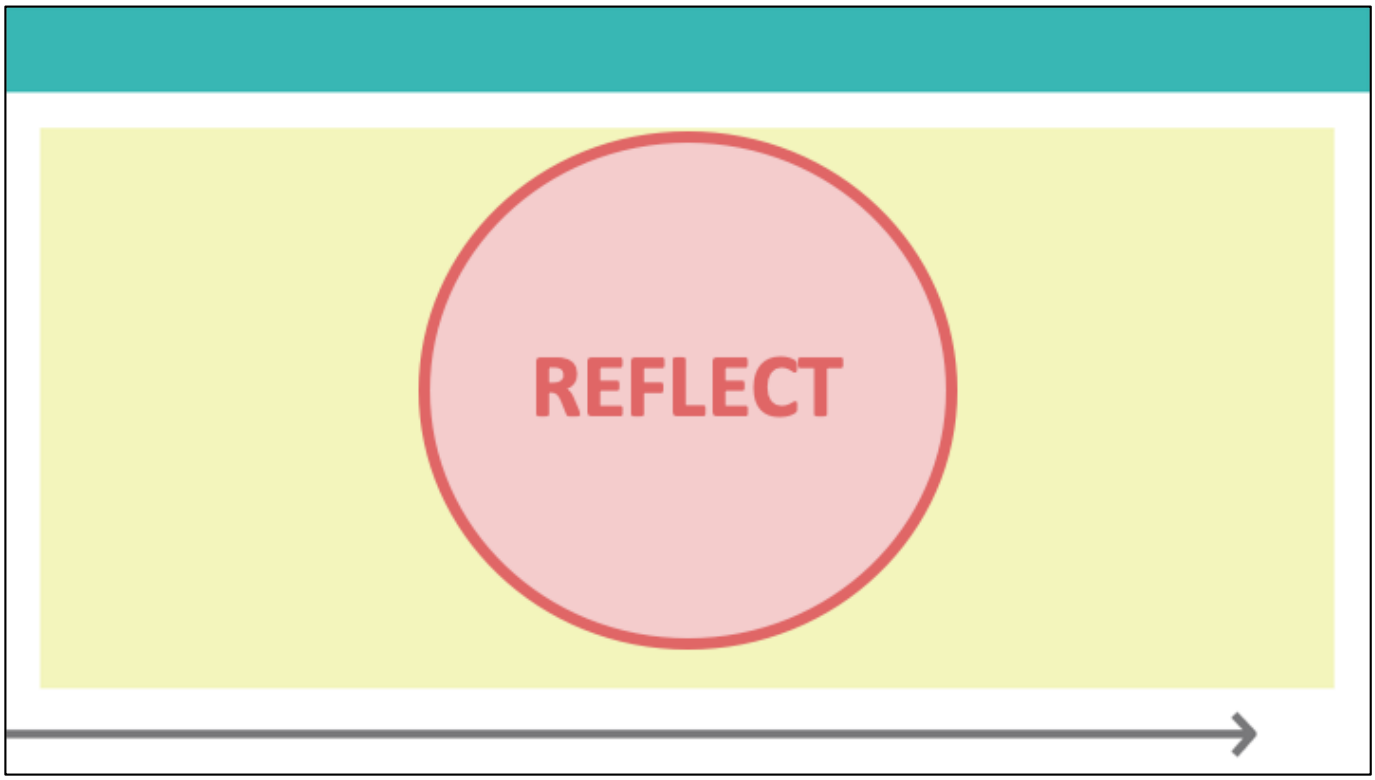


- **Duration**: 15 minutes



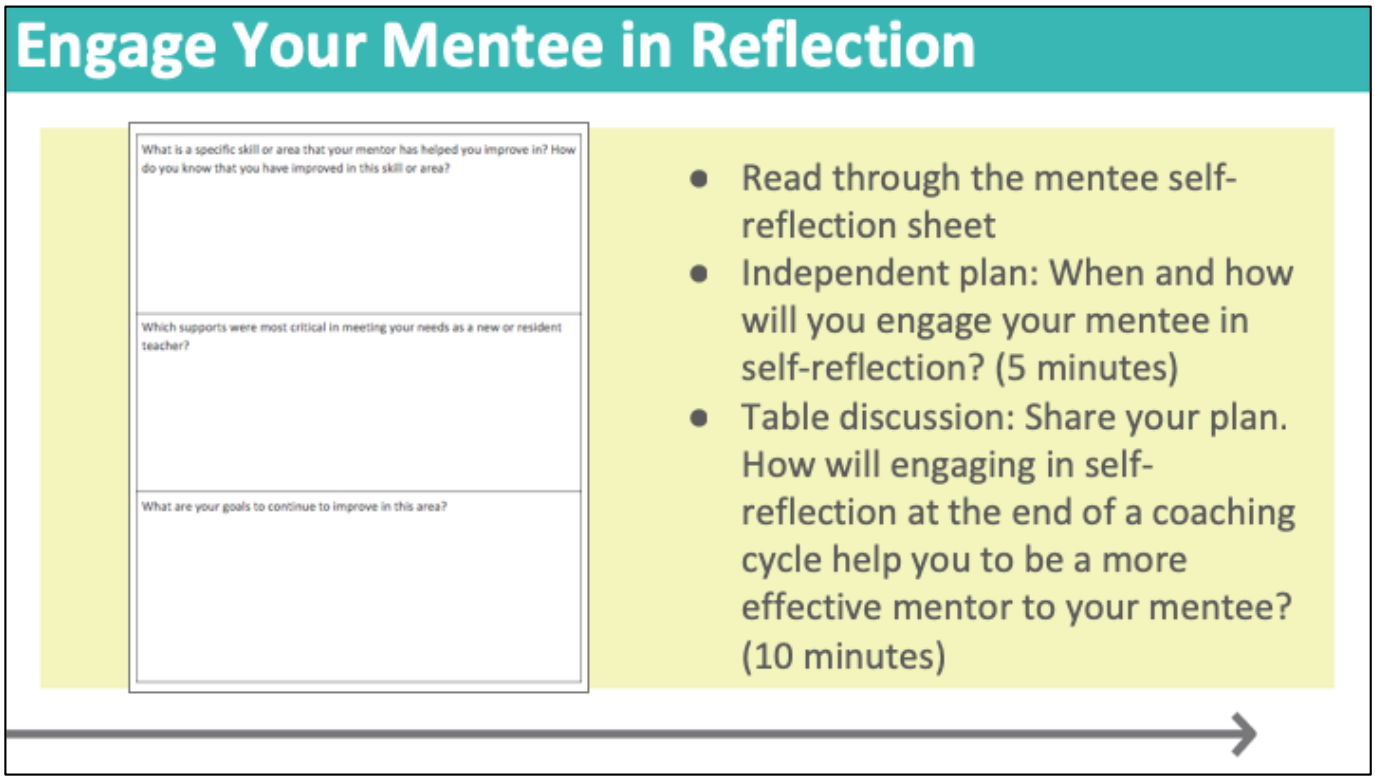
- **Duration**: 1 minute

- **Facilitator says**: In addition to being a key mentor practice, reflection is the final step for mentees as well.



- **Duration**: 1 minute

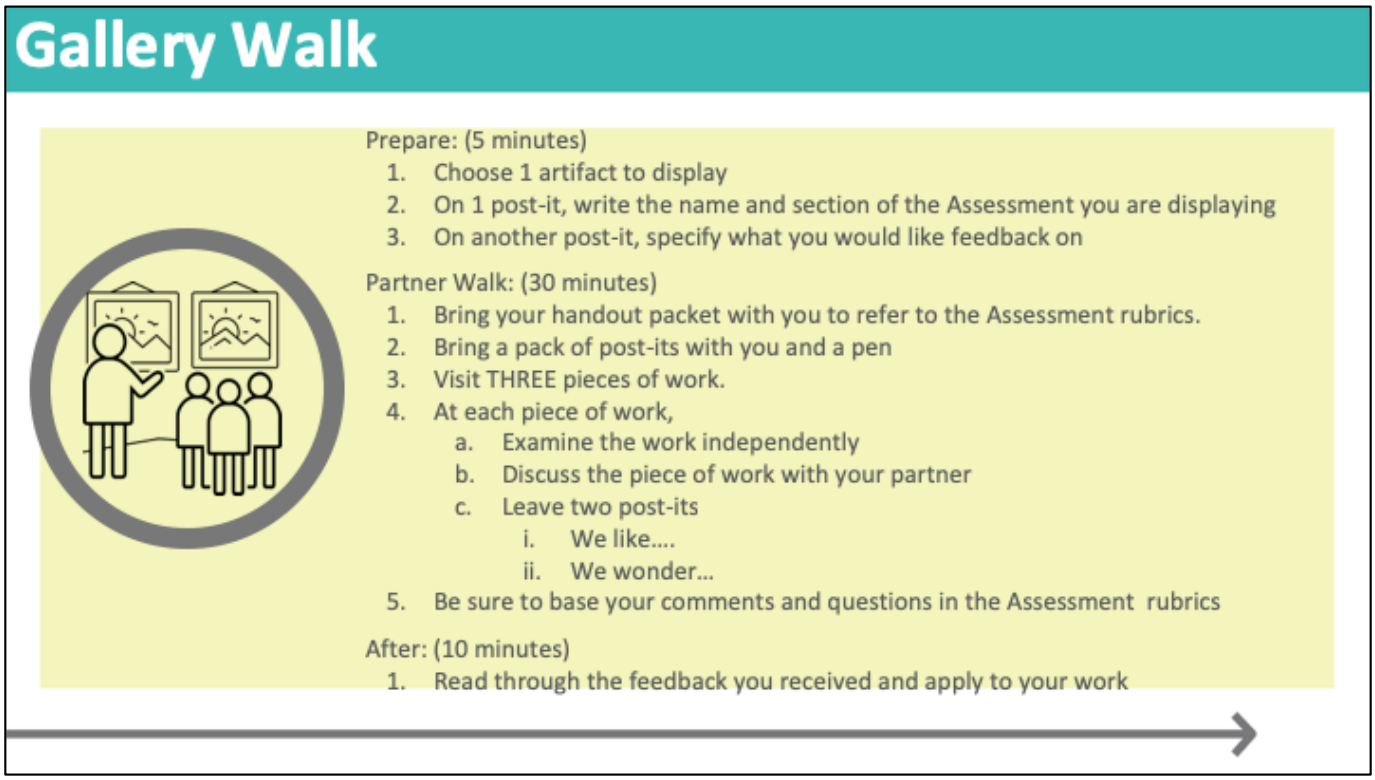
- **Facilitator says**: So next, we'll learn how to engage your mentee in reflective practice.



- **Duration:** 20 minutes

- **Facilitator Says:** Now we're going to learn one more small thing about "reflect". We're doing this after you've had many experiences to engage in reflection so that you can apply your reflective practice from today. Two times you'll want to engage your mentee in reflection are at the end of the mentor cycle, when you are deciding to move on to a new goal or do further work on the same goal and at the end of the school year when you and your mentee are wrapping up your formal relationship and they are getting ready for another year of teaching without your formal guidance. You'll need to build on the relationship pieces you have put in place to determine how reflection will work best for your mentee. We are going to take some time to apply your practice from today in reflection to helping your mentee engage in reflection. [Read slide.]

- **Facilitator Does:** Ask participants to read through the sheet and take 5 minutes to plan on their own when and how they will engage their mentee in self-reflection. Then, transition participants to the discussion prompts for 10 minutes.



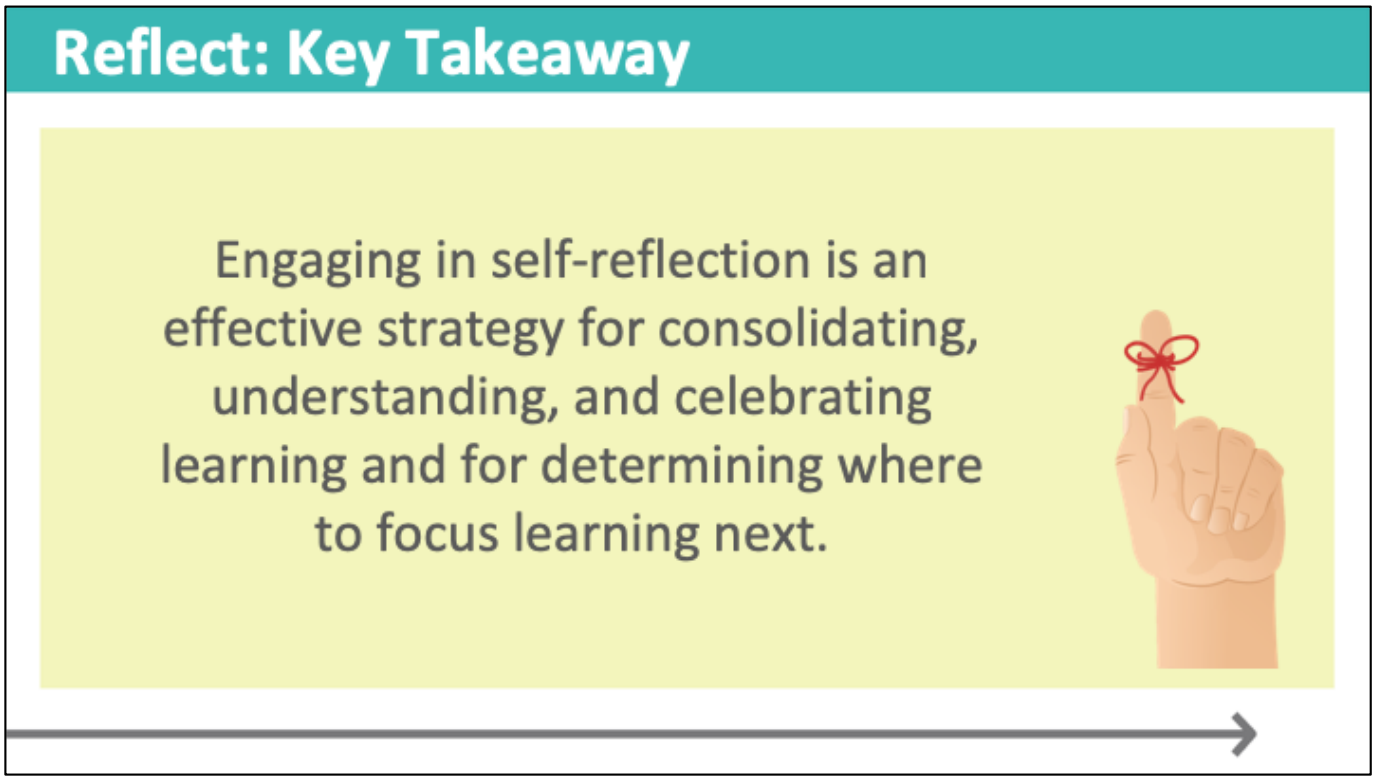
- **TM Note: DOE feedback suggested that people do this activity in pairs, examining silently on their own first and then discussing with a partner before posting Post-It Notes.**

- **Duration:** 45 minutes

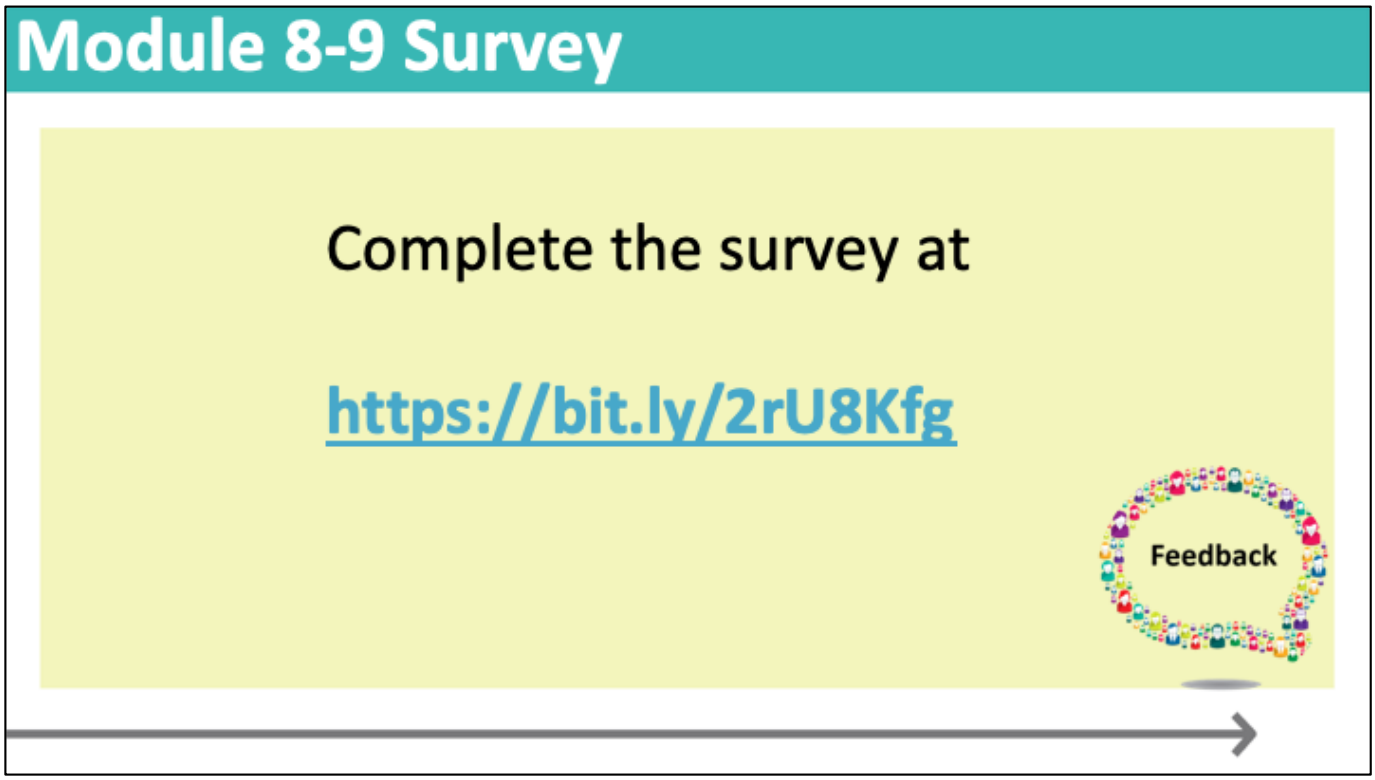
- **Facilitator Says:** Now, it's time to begin to wrap up our day. You all have spent time today preparing artifacts to help you demonstrate your mastery of the Mentor Cycle. We will use a Gallery Walk format to get useful feedback from your colleagues that will help you polish your Assessment submissions and your mentoring practice as a whole. To prepare for the gallery walk, first, choose 1 artifact to display. This will look different for everyone. Some of you may pull up a document on your computer. Others may have a document you want to display on the table. Then you will team up with a colleague who will be your partner for the gallery walk. [read remainder of slide]
- **Facilitator Does:** Give participants 5 minutes to set up. Their two post-its should be clearly visible to all participating in the gallery walk. Then, participate in the gallery walk for 30 minutes, providing feedback of your own and prompting and guiding participants as needed. Note that the participants must base their comments on the Assessment rubrics to ensure that they are

meaningful and helpful. After 30 minutes is up, guide participants to return to their spots, read through the feedback, and apply it to their work for 10 minutes.

- **Note:** During the walk, you should expect to see all participants moving around, sitting down in front of an artifact, reading through it, referring to the relevant rubric in their packet, discussing with their partner, and then making one thoughtful comment ("We like…") and asking one thoughtful question ("We wonder….") based on the rubric; and then getting up and moving to another artifact that someone else has just finished providing feedback on. Depending on your group, you may need to explicitly describe and/or model this expectation before they begin.



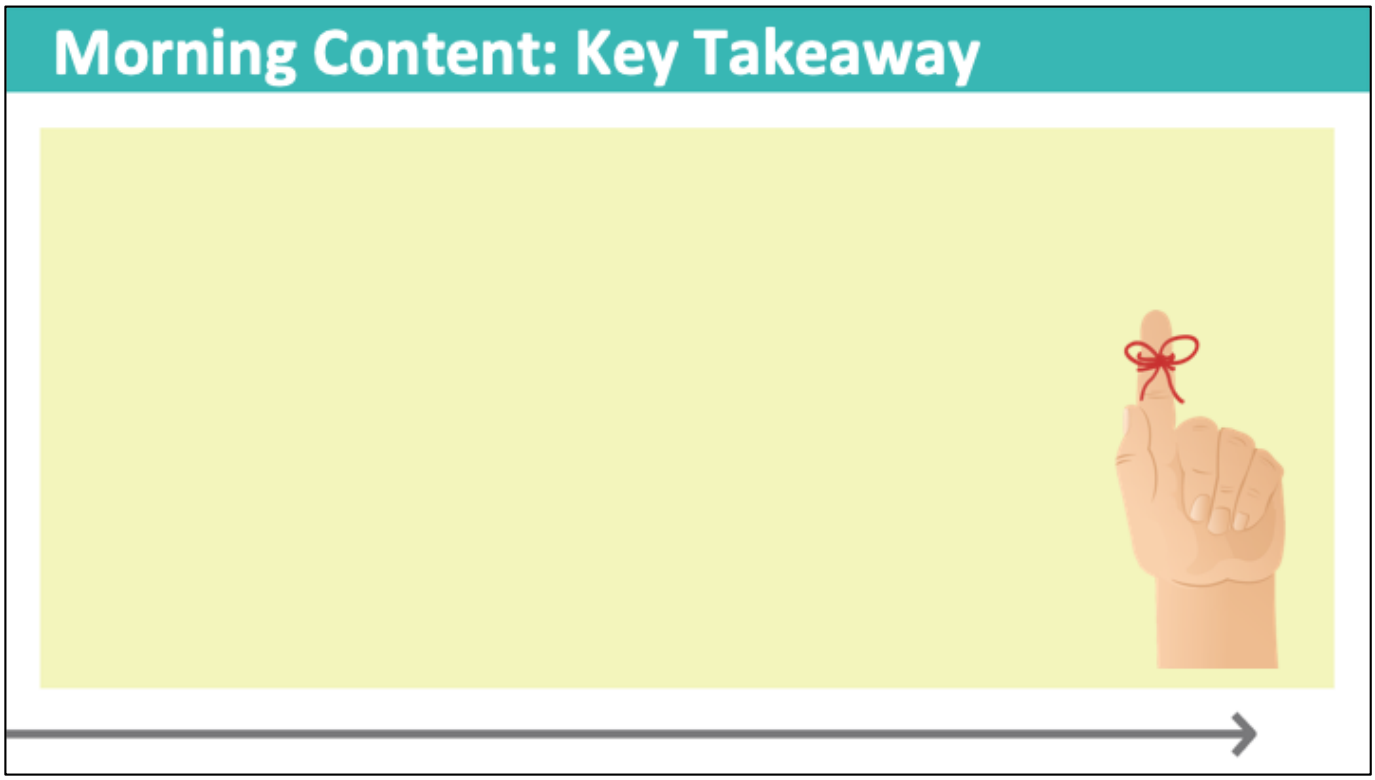
- **Duration**: 1 minute
- **Facilitator says**: Today, our work centered on this key takeaway [read slide].



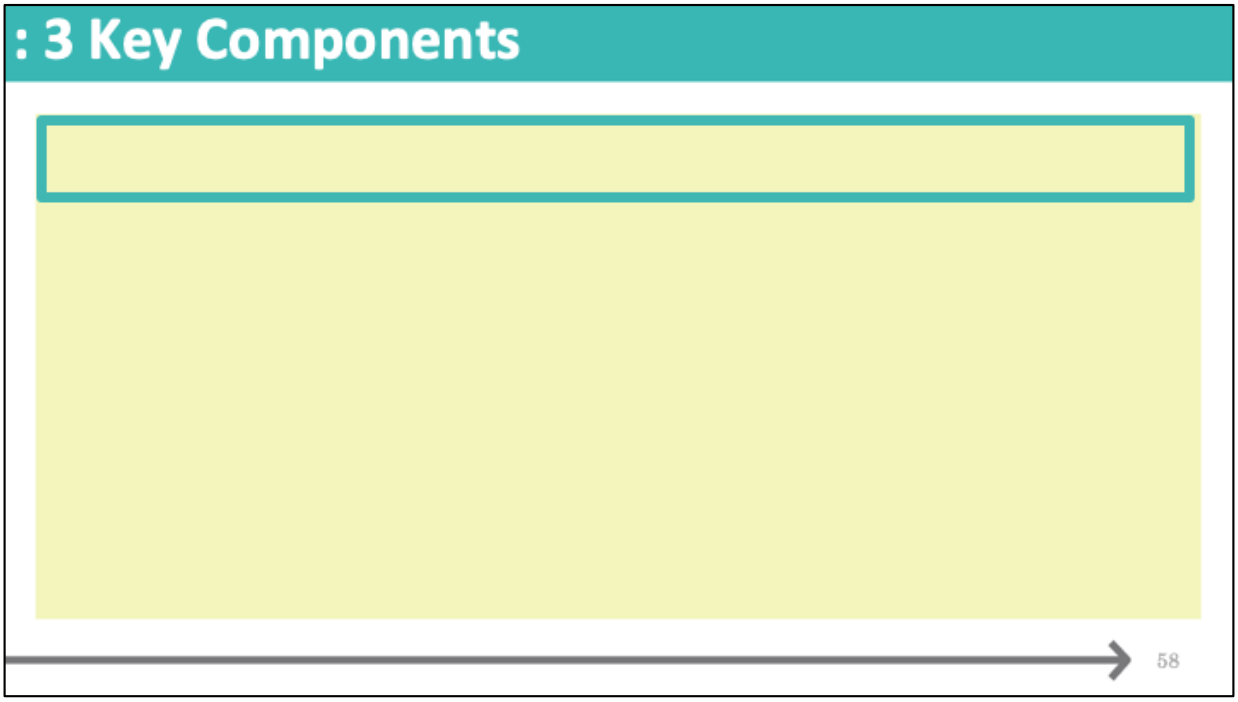
- **Duration**: 10 minutes

- **Facilitator says:** Thank you so much for collaborating with us and working together on your Mentor Teacher journey. Before you leave today, please take time to complete the survey on your experience this year. It will inform the design of the program next year.

Appendix – Save these slides for now



- **Duration**: 1 minute
- **Facilitator says**: So we've now experienced and learned that...
- **Facilitator does:** Read slide

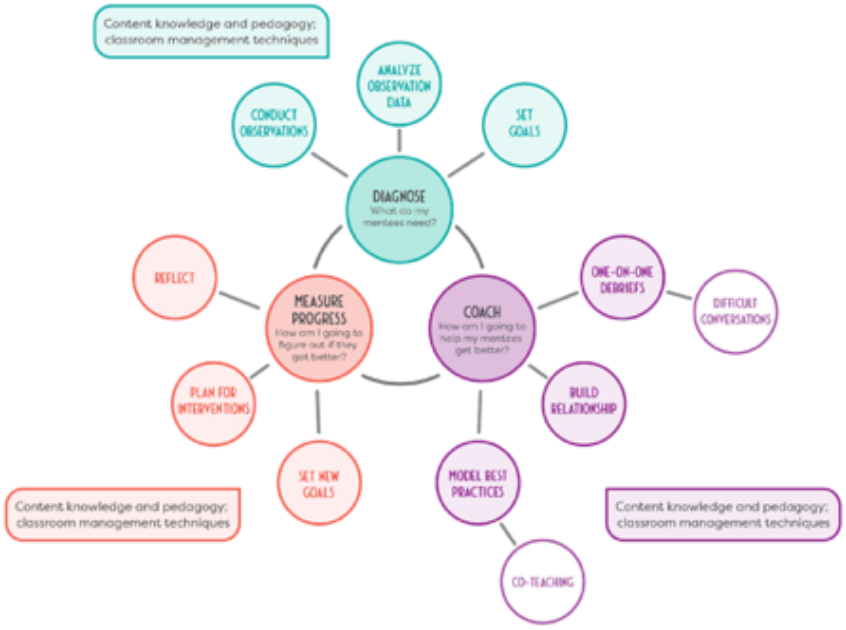


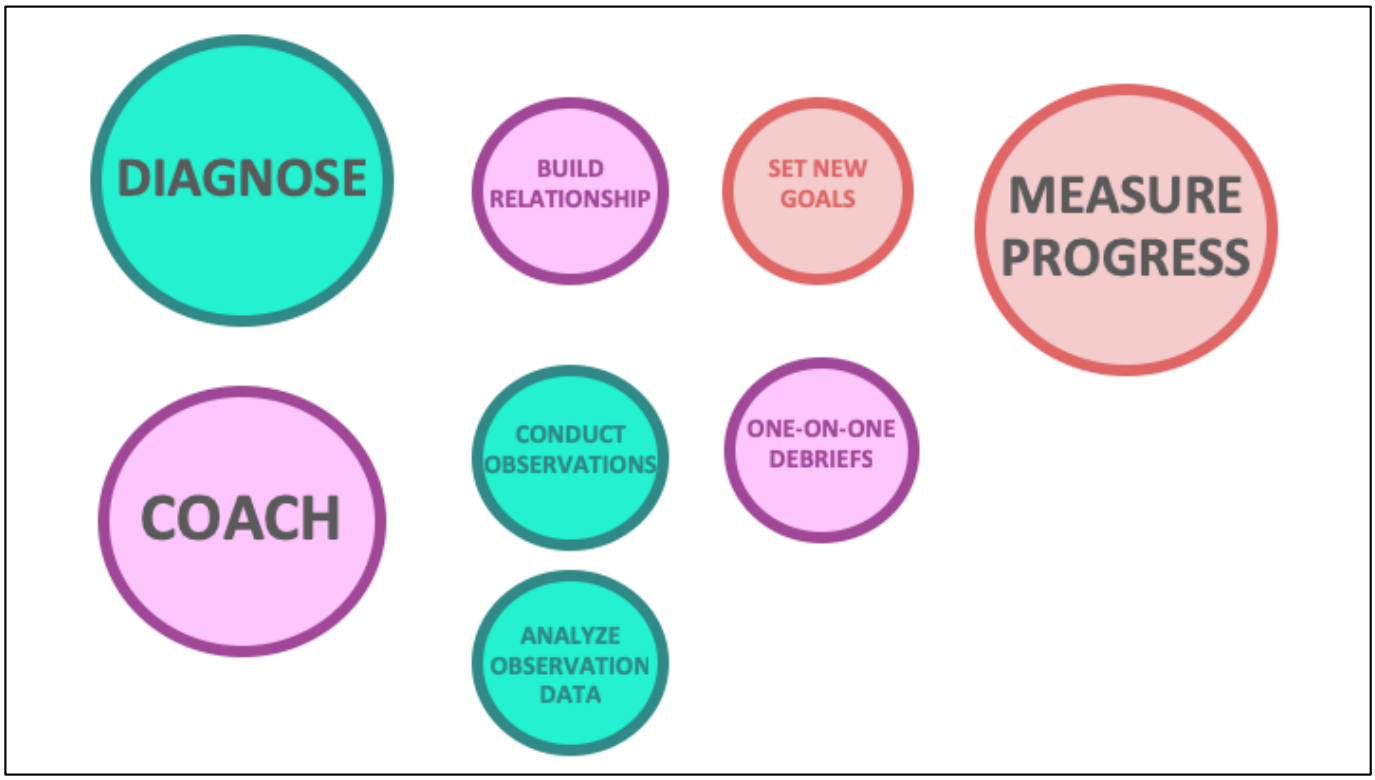
- **Duration**: 1 minute

- **Facilitator says**: There are three key components to remember when conducting observations. These can be found on page 26 of your handout. These include confirming the observation details, observing the teacher in action with his or her students, and while conducting the observation the mentor should be recording notes using a classroom observation tool that focuses on the look-fors of the particular instructional practice your observation will be focused on. Some of you may be concerned because you haven't yet confirmed that you'll be able to visit your mentee's classroom for observations. We are hopeful that once the school year starts with the support of the program everyone will have the ability to do observations. So this is relevant to everyone's role as a mentor.

- **Facilitator does:** animate the slide to highlight the first key component

- **Facilitator says:** Let's dive into the first key component, confirm observation details and what that entails.


Content knowledge and pedagogy; classroom management techniques
ANALYZE OBSERVATION DATA
CONDUCT OBSERVATIONS
SET GOALS
DIAGNOSE
What do my mentees need?
REFLECT
MEASURE PROGRESS
How am I going to figure out if they get better?
COACH
How am I going to help my mentees get better?
ONE-ON-ONE DEBRIEFS
DIFFICULT CONVERSATIONS
PLAN FOR INTERVENTIONS
BUILD RELATIONSHIP
SET NEW GOALS
MODEL BEST PRACTICES
Content knowledge and pedagogy; classroom management techniques
Content knowledge and pedagogy; classroom management techniques
CO-TEACHING


DIAGNOSE
BUILD RELATIONSHIP
SET NEW GOALS
MEASURE PROGRESS
COACH
CONDUCT OBSERVATIONS
ONE-ON-ONE DEBRIEFS
ANALYZE OBSERVATION DATA