Louisiana Department of Education
Mentor Teacher Training

Module 2:
Mentoring for Classroom Management

Elementary Cohort

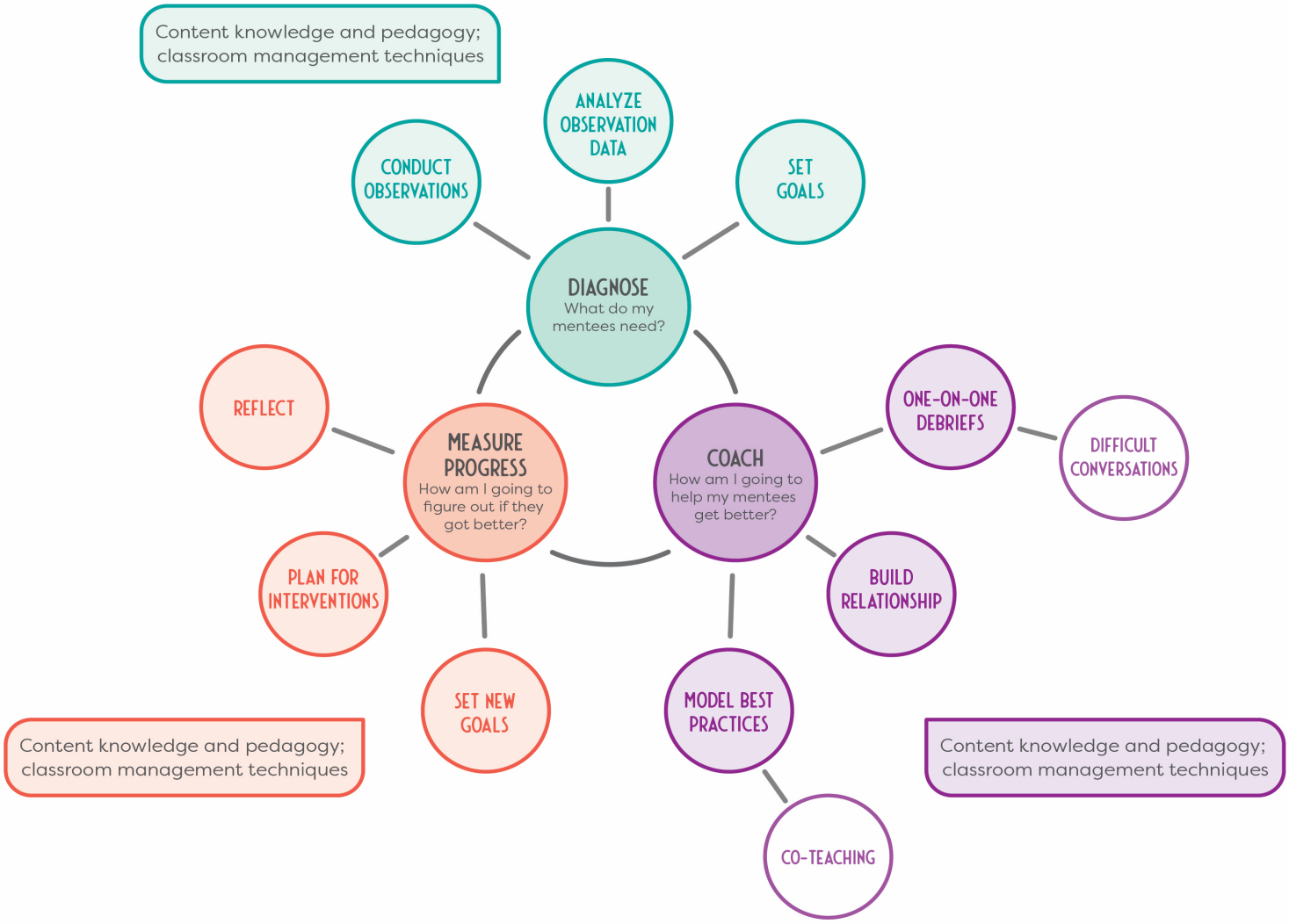
Facilitated by Learning Forward

Mentor Training Course Goals

Mentors will:

- Build strong relationships with mentees.
- Diagnose and prioritize mentees' strengths and areas for growth based on quantitative data (i.e. student achievement results from summative and formative assessments) and qualitative data (i.e. student work and feedback, classroom observations, peer and supervisor feedback), as well as Teacher Preparation Competencies and performance expectations.
- Design and implement a coaching support plan to develop mentees' knowledge and skills in content, content-specific pedagogy, and classroom management and facilitate self-reflection skills.
    - Set short- and long-term professional growth goals based on competencies and student results.
    - Create a logical sequence of coaching supports to develop mentee skill over time to reach goals.
    - Identify and leverage high-quality, evidence-based resources to support mentee-specific needs.
    - Facilitate effective coaching interactions grounded in student evidence, including difficult conversations.
    - Track mentee progress.
- Assess and deepen mentor content knowledge and content-specific pedagogy to support continued development of mentor and mentee competencies in their respective content areas.

The Mentoring Cycle



Module 2 Outcomes

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

Module 2 Key Points

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

Module 2 Agenda

Morning

- Welcome and module overview (goals, agreements, session outcomes/key points, mentoring cycle)
- Reconnect to Module 1
- Learning teams and partners
- Classroom management (CM) overview
- CM Component 1 - Mindset
- CM Components 2-4 – Relationships, rules and procedures, behavior plan

Afternoon

- Coaching stances
- Listening
- Paraphrasing
- Break
- Planning conversation
- Module 3 preview
- Wrap-up/exit slips

Agreements

- **M**ake the learning meaningful
- **E**ngage mentally and physically
- **N**otice opportunities to support the learning of others
- **T**ake responsibility for your own learning
- **O**wn the outcomes
- **R**espect the learning environment of self and others

Module 1 Assignment: Self-Assessment

Review the codes you gave to each competency: 3 (strength); 2 (some room for improvement); 1 (area for improvement). Review your responses to the reflection questions. Be prepared to discuss them.

1. Which Teacher Preparation Competencies are your strongest? Share how they became a strength.

2. Which Teacher Preparation Competencies are ones you want to continue to stretch? Explain your reasons for wanting to continue to grow in these areas.

3. Which competencies are "new" for you, meaning ones that were not included in or for which you had insufficient preparation in your teacher preparation program, yet you have acquired from your experience in the classroom? Share your plan for growing in these areas?

4. Explain how your deep understanding of these competencies will help you be a better mentor.

Mentoring for Classroom Management

Guiding Questions:

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

Partner interviews:

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

Main Ingredients

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

First Ingredient: Teacher's Mental Set

What's Your Mindset?

Do not overthink these statements. Read each and put "agree" or "disagree" in the box to the left. This is a personal reflection, and results will not be shared. Please answer truthfully.

	My intelligence is something very basic about me that I can't really change.
	When I don't understand something, I like to slow down and try to figure it out.
	I am intimidated by academic challenges.
	I have been told by others that I am smart.
	Learning is fun.
	I often feel unmotivated to learn.
	When I don't do well in a subject, I think that I must not be very good at that particular subject.
	When I perform poorly academically, I do not get discouraged.
	When I don't understand something, I get very frustrated and want to give up.
	I shouldn't have to work as hard in subjects that I am naturally good at.

Quiz adapted from:
Baker-Kunst, S. (2010 January 13; originally posted 2008 March 6). The curse of the 'smart' student. *Extreme biology: Class connection*. Retrieved 2017 October 21 from https://extremebiology.wordpress.com/2010/01/13/the-curse-of-the-smart-student

Review the article you read for this session:
Dweck, C. S. (2007 October). The perils and promises of praise. *Educational leadership: Early intervention at every age [issue theme], 65(2)*, 34–39. Retrieved 2017 October 21 from https://tinyurl.com/mindset-perils-promise

In your table group, discuss the article. Cite evidence from the text.

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

Characteristics of teachers who view intelligence as **fixed**	Characteristics of teachers who view intelligence as **malleable**

Supporting a Growth Mindset

- Provide opportunities for collaboration and discourse.
- Encourage high, equitable levels of student participation.
- Encourage a broad range of competencies/approaches.
- Promote cooperative learning and shared accountability.
- Provide autonomy/choice in task, team, and processes.
- Model and monitor the climate for interactions among students.

Instructional Management Skills That
Facilitate On-Task Behavior and Academic Achievement

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

Teachers' belief in students' capacity to learn allows teachers to be more open to students' learning needs; allows them to be more patient about students' individual learning needs; and helps them stay student focused as they manage both the classroom environment and student learning.

Second Ingredient: Disciplinary Interventions

- Understand the goals of misbehavior.
- Coach mentees to develop a procedure for addressing discipline problems.

The need for discipline stimulates three questions:

1. What needs to be changed here to make the classroom and school a better place?
2. What needs to be done here to repair any physical or personal damage done by the student?
3. What needs to be learned here so that the student has other ways of presenting legitimate concerns without violating the rights of others?

Priorities

The assignment was on the board, clearly indicated. Yet the due date comes without the proper response from you. Exasperation and frustration color my perspective. How can you be so irresponsible? Don't you know how important parts of speech are? I ponder my approach, pick the time of battle, and confront you. You stick out your lower lip and expel a short puff of air that temporarily lifts your bangs. I'm ready to attack, but an awareness deep within tells me to lead with my heart. I reach out my arms. The next moment your hot tears are polka-dotting my blouse; your sobs are punctuating the air. Finally, exhausted, you regain your composure. It's then that you tell me, "Mom walked out on us last Saturday."

Roberta Ford, Middle School English Teacher
Cherry Creek Schools

Three Goals of Misbehavior

- Power or revenge
- Attention
- Avoidance of failure

Power or revenge

- Acknowledge student's power.
- Remove the audience.
- Table the matter.
- Make a date.
- Agree with the student.
- Change the subject.
- Time-out in the classroom.
- Time-out in another place.
- Consequences: *Related, Reasonable, Respectful.*

Attention

- Ignore the behavior.
- Make eye contact
- Stand close by.
- Mention the student's name while teaching.
- Send a non-verbal signal.
- Give written notice.
- Give an I-message.
- Make a lesson out of the behavior.
- Do the unexpected.
- Ask a favor.
- Change the activity.
- Notice the appropriate behavior.
- Move the student.

Avoidance of failure

- Modify instructional methods.
- Make mistakes okay.
- Build confidence.
- Build community.
- Focus on past success.
- Make learning tangible.
- Recognize student achievement.

General Methods for Responding to Disruptive Behavior

Physical classroom arrangement

Teacher actions (movement, conversation, responses, etc.)

Task adjustment

Teaching strategy adjustments

Create positive behavior system

Components of a Positive Behavior Plan

Elements/Expectations	Consequences for appropriate and inappropriate behavior	How is feedback given?	Sequence of steps the teacher consistently applies
Respect others and classroom property	+: Verbal praise -: Redirection	Classroom rules are posted and taught	Step #1: Define expectations Step #2: Reinforce expectations

Process for Handling Behavior Challenges

What is the CHALLENGE or PROBLEM that I am having?

What are my ALTERNATIVES?

A

B

C

D

Which alternative will best fit this situation?

What resources do I have?

1. _____
2. _____
3. _____

What resources do I need?

1. _____
2. _____
3. _____

What STEPS will complete my strategy?

Implement Strategy

How can I ASSESS my decision?

Third Ingredient: Teacher-Student Relationships

- Create a positive classroom climate.

Life in a Crowded Place

Life in classrooms is an intense social experience. For six hours a day, week after week, month after month, one teacher and anywhere from 2 to 34 students (sometimes more) live together in a space the size of a large living room. The older the students, the larger the furniture, the tighter the space. At best, it is elbow-to-elbow living. Sometimes learning about reading, social studies, and math is pushed to the side because the complex problems of living together cannot be worked out. The most important discovery I have ever made about teaching:

When community exists, learning is strengthened. Community in itself is more important than any method or technique.

--Ralph Peterson

Coaching a Positive Classroom Climate

- In what ways do you help students feel welcomed in your class?
- How do you create classroom climate that encourages mutual respect?
- How do you guarantee that your students feel physically and emotionally safe?
- In what ways do you acknowledge and celebrate each student's growth?
- How do you provide scaffolding for success?
- In what ways do you utilize the ideas that "fair is not equal, fair is getting what you need?"
- How do you collaborate with your students for mutual growth and success?
- What techniques do you utilize for positive grouping interactions?
- What procedures do you have in place to allow students to have a "respectful way out" of a grouping situation?
- How do you plan for and use flexible grouping?

Fourth Ingredient:
Rules and Procedures

- Model specific rules and procedures in your classroom.
- Develop mentees' capacity to develop rules and procedures for their classrooms.

Students' misbehavior is directly related to the degree to which they believe the academic content and the manner in which it is presented treats them with respect and engages their need for competence. It's a relationship that goes hand and hand. Marzano, Marzano, & Pickering

Classroom Management Quiz

Create a picture in your mind of your rules and procedures and how you respond when students fail to follow the reasonable rules and procedures you have worked with them to develop, learn, and practice. While it is subjective, score your rules and procedures on the following criteria with "5" being outstanding and "1" being low.

_____ **Clear** (If you interviewed ten students they would be able to describe the system very much the way you described it.)

_____ **Sequential** (rather than an immediately harsh or disruptive response, you use a series of responses that gradually increase the consequences.)

_____ **Dignifying** (The responses enhance or maintain students' sense of dignity or self-esteem.)

_____ **Educational** (The responses in your system provide cues that help the students focus on positive behaviors or learn alternative behaviors.)

_____ **Environmental Analysis** (When a problem occurs you ask the question, *What classroom factors might be eliciting this behavior and what might I change to decrease the likelihood this behavior will occur?*)

Recommended Areas for Classroom Rules and Procedures:

Do students understand what is expected of them?

General expectations for behavior *What are your expectations for:* • Respect of other students and classroom environment • Language and behavior Examples: • Treat property of others as if it belonged to you; think about how you would feel. • Listen to others before speaking; think before you speak. • Keep your hands to yourself; think before you act.	
Beginning and ending the school day or class • *Begin the school day/class with:* • Specific social activities (e.g., acknowledge birthdays, important events in students' lives). • The Pledge of Allegiance. • Doing administrative activities (e.g., taking attendance, collecting lunch money). • *End the school day/class by:* • Cleaning the room and individual space. • Putting away materials, resources, equipment, etc.	
Transitions and interruptions *How will you address the following areas?* • Leaving the room • Returning to the room • Use of the bathroom • Use of the library and resource room • Use of the cafeteria • Use of the playground • Fire and disaster drills • Classroom helpers	
Materials and equipment *How will you address the following areas?* • Distributing materials • Collecting materials • Storage of common materials • The teacher's desk and storage areas • Students' desks and storage areas • The use of the drinking fountain, sink, and pencil sharpener • Use of technology (cell phones, tablets, etc.)	
Group work *How will you address the following areas?* • Movement in and out of the group • Expected behaviors of students in the group • Expected behaviors of students not in the group • Group communication with the teacher?	

Independent work and teacher-led activities *What are your expectations for the following?* • Student attention during presentations • Student participation • Talking among students • Obtaining help • Out-of-seat behavior • Behavior when work has been completed	
Paperwork *What are your expectations for the following?* • Turning in work (put in specific location, online posting, etc.) • Turning in make-up work if they were absent (give to teacher, put in folder, communicating that it has been completed, etc.) • Distributing materials (first person in row, a group member gets them for all group members, students pick up as they enter the room) • Accepting and grading late work (no penalty, minus points, turn in by end of day/week, use recess to finish)	

Source: *Classroom Management That Works: Research-Based Strategies for Every Teacher*, by Robert Marzano (with Jana S. Marzano and Debra J. Pickering, Association for Supervision and Curriculum Development, 2003

Scenarios for Coaching Practice

Partner A is the teacher. Partner B is the mentor. Partner C is the observer. In each round, identify what you would consider when having a mentoring conversation about classroom management, including a possible cause for the behavior. Role play each scenario for 10 minutes. Debrief for 2 minutes. Switch roles. Each person practices each role and the mentor selects a new scenario each time.

Scenario 1: Arturo refuses to work.

Arturo is withdrawn. He interacts very little with his peers and is not disruptive in class. Although he is always present, he refuses to complete work. He is just there, putting forth no effort at all.

Scenario 2: Caitlin will not stop talking.

Caitlin has an outgoing personality. She is always pleasant and is an active participant in class. She completes most, but not all of her assigned work. The problem is that she is extremely talkative. Her teacher interrupts the lesson repeatedly during lesson, to the point that he often becomes frustrated and loses his temper.

Scenario 3: Dominic is the class clown.

Dominic, who is larger and louder that his classmates, always wants to be the center of attention. He accomplishes this though either clowning or intimidating. He often makes smart remarks, talks backs to the teacher, makes a variety of sound effects and utters various sarcastic remarks and put-downs to his classmates. His classmates do not stand up to him because they fear his size and verbal aggression.

Scenario 4: Yolanda is hostile and defiant.

Yolanda often comes to class in a foul mood. She bumps into other students on purpose when they get in her way. When the students complain she will tell them to “shut up.” When the teacher re-directs Yolanda, she will often angrily swear at the teacher. She refuses to comply with requests or directions.

Debrief your practice:

- What did you learn about your own capacity to coach classroom management from this practice?
- How can you use planning conversations to support mentor growth and development?
- What do you want to be particularly aware of when you are actually coaching your mentee?

Coaching Beliefs about Discipline

Philosophy of discipline:

- What is discipline?
- How important is it?
- How can it best be accomplished?
- What is the purpose of discipline?
- What results do we wish to achieve?

Theory of discipline:

- What are the essential components of a good discipline system?
- How do these components work together?

Practice of discipline:

- What will you do to prevent or minimize the number of misbehaviors in your classroom?
- How will you react most effectively when students misbehave?

Consider the four aspects of discipline:

- *Instruction*: Teaching students how to conduct themselves considerately and responsibly in various class routines and activities.
- *Prevention*: removing in advance, the known causes of misbehavior or limiting their efforts to the extent possible. Teachers can prevent most misbehavior by attending to:
  - Treatment of students
  - Trust and responsibility
  - Communication
  - Instruction
  - Teacher personality
  - Class agreements
  - *Support*: what teachers do to help students maintain control
  - *Intervention:* what teachers do when students break class rules or behave irresponsibly

Team Task:
As a team, review the Guiding Questions for Coaching Classroom Management on p. 6. Assign one question to each person on the team. Jot notes to respond to your question. Share your responses.

Mentor Stances

Guiding questions:

- What is the principle of gradual release and how do I apply it in supporting mentees?
- What are the mentoring stances?
- How does knowing about the stances help me be more effective as a mentor in meeting mentee needs?

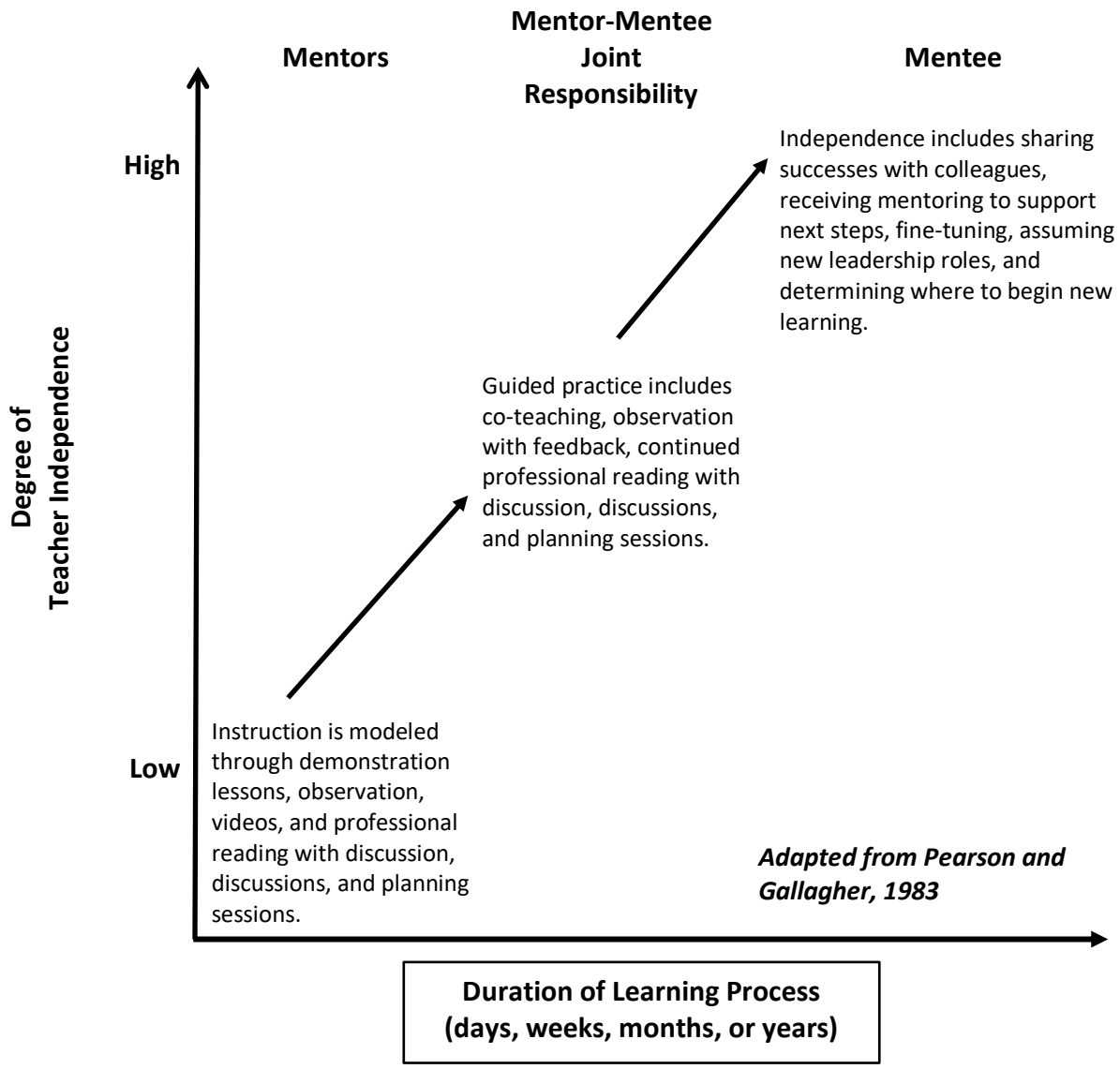
Continuum of Mentoring Stances

Consult **Collaborate** **Reflect**

Consult	Collaborate	Reflect
Purpose: Provide information, technical assistance, problem solving, and advice, i.e. informing and assisting the mentee in implementing a specific set of instructional strategies, curriculum, procedures or assessments.	**Purpose:** Share ideas and problem solve collaboratively; working together to identify areas for instructional focus and problem solving based on student data and teacher competencies.	**Purpose:** Improve instructional decision- making and increase reflection on practice; encouraging self-directed thinking about instruction that is based on reflection and student outcomes.
Focus: Shares logistical information on "how we do things around here;" ensures the mentee implements the content and pedagogy accurately leading to student success.	**Focus:** Reciprocal support for growth and improvement of practice	**Focus:** Non-judgmental support for planning, instruction, assessment, reflection, problem solving (cognitive aspects of teaching).
Actions: Provides resources and assistance in accessing resources, demonstration lessons, planning conversations, and observations with reflection conversations.	**Actions:** Researching, co-planning, co-teaching, exchanging resources, conducting action research, examining student data, etc.	**Actions:** Learning-focused conversations which include inquiry, reflection, construction and deconstruction of knowledge about professional practice and student learning.
Language: Directive "It's a good idea to…; Always…; Keep in mind	**Language:** Collaborative "We might…" "Let's…" "How might our actions affect …?"	**Language:** Metacognitive What might be some ways to…? What research supports your decisions to…? What process do you use to…?
Result: Increased student achievement through the implementation of curriculum and instructional practices; Increased teacher content and content-specific pedagogical knowledge and skill.	**Result:** Resolved instructional problems based on teacher and mentor shared expertise; learning together to develop professional practice; increased student achievement.	**Result:** Tools/strategies for metacognition and independent problem solving on planning, instruction, and student achievement.
Whose direction: Mentor	**Whose direction:** Mentor and mentee jointly	**Whose direction:** Mentee

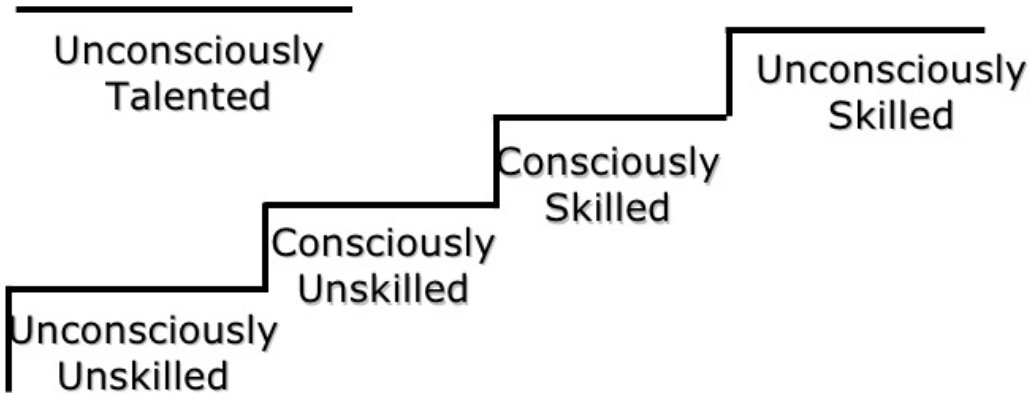
Adapted from Lipton, L. & Wellman, B. *Mentoring Matters, a Practical Guide to Learning-focused Relationships*

Gradual Release of Responsibility for Adult Learners



Gordon's Skill Development Ladder

The Art of Teaching



- Gordon's (1974) Skill Development Ladder

Deep Listening

Guiding questions:

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

Three Common Forms of Unproductive Listening

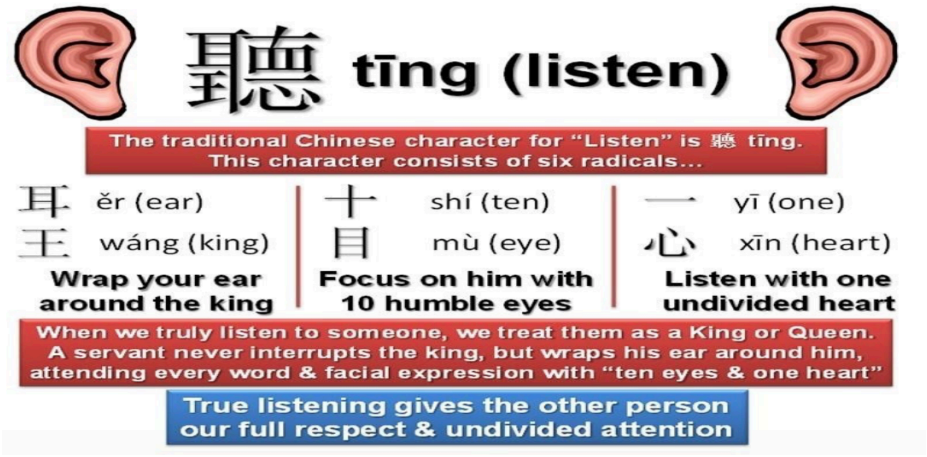
Notes on problem listening examples:

Autobiographical

Solution

Inquisition

The Meaning of Deep Listening



From: https://www.quora.com/Is-listening-a-form-of-observation

Mentors listen to:

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

Choose to be either the sender or the receiver, not both simultaneously.

Deep listening is **NOT**:

- ✓ Thinking what you will say back.
- ✓ Finding fault.
- ✓ Piggybacking.
- ✓ Formulating the best advice.
- ✓ Giving a solution.

Listening Self-Assessment

To help you start to be more aware of your listening habits, complete the following listening self-assessment. It will give you an idea about which positive deep listening habits you have and which ones you might want to reshape. Answer each question thoughtfully. Put an X in the appropriate column.

While listening, do I...	**Always**	**Frequently**	**Sometimes**	**Almost Never**
1. Tune out people who say something I don't agree with or don't want to hear?				
2. Concentrate on what is being said even if I am not really interested?				
3. Assume I know what the talker is going to say and stop listening?				
4. Repeat in my own words what the talker has just said?				
5. Listen to the other person's viewpoint, even if it differs from mine?				
6. Learn something from each person I meet, even if it is ever so slight?				
7. Find out what words mean when they are used in ways not familiar to me?				
8. Form a rebuttal in my head while the speaker is talking?				

9. Give the appearance of listening when I'm not?				
10. Daydream while the speaker is talking?				
11. Listen to the whole message – what the talker is saying verbally and nonverbally?				
12. Recognize that words don't mean the same thing to different people?				
13. Listen to only what I want to hear, blotting out the talker's whole message?				
14. Look at the person who is talking?				
15. Concentrate on the talker's meaning rather than how he or she looks?				
16. Know which words and phrases I respond to emotionally?				
17. Think about what I want to accomplish with your communication?				
18. Plan the best time to say what I want to say?				
19. Think about how the other person might react to what I say?				
20. Consider the best way to make my communication (written, spoken, phone, bulletin board, memo, etc.) work?				
21. Think about what kind of person I am talking to (worried, hostile, disinterested, rushed, shy, stubborn, impatient, etc.)?				
22. Interrupt the talker while he or she is still talking?				
23. Think, "I assumed he or she would know that"?				
24. Allow the talker to vent negative feelings toward me without becoming defensive?				

Reflection:

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

Describe to your learning partner what you learned about yourself as a listener from the self-assessment and how you will use the assessment results to strengthen your listening skills.

Paraphrasing

Paraphrasing is a communication tool in which the listener reflects his or her understanding of the speaker's message.

Some principles of paraphrasing include:

- Seeking to understand the meaning of the speaker.
- Reflecting the verbal and nonverbal (emotions, gestures, tone, etc.) message of the speaker without adding or subtracting ideas.
- Using the pronoun *you* instead of *I.*
- Making the paraphrase shorter than the original message.
- Refraining from turning a paraphrase into advice or suggestions.

Three types of paraphrases

Acknowledge and clarify: To check understanding and feelings

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

Organize and connect ideas: To sort, prioritize, or connect the speaker's ideas

- Three ideas stand out in what you are saying...
- First... , then...
- On one hand... and on the other hand...
- You are wondering about two different issues.

Shift logic: To increase the specificity of the speaker's message to clarify the next actions or to elevate the conversation to goals, values, or beliefs)

Shift up

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

Shift down

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

Paraphrasing Examples

Presenting statement:
I don't know what to do. I can't manage these students. No matter what I do, it takes forever to quiet them down, regroup, and move on after any type of group or partner work. I have tried a dozen different strategies, and nothing seems to work. I waste so much time in each lesson that I am about to give up and just do everything in whole group.

Acknowledge and clarify:
You are frustrated that none of the strategies you have tried to get students' attention after group or partner work seem to work as you want them to and you are losing instructional time.

Organize and connect ideas:
There are three issues that concern you. First, strategies to get students' attention to regroup aren't working. Second, you are worried about the time it is taking from instruction to get students regrouped. And, third you are considering using only whole group instruction.

Shift Up:
Your goal is to maximize instructional time.

Shift down:
You want to find effective strategies that work in your classroom to get students' attention to increase instructional time.

Paraphrasing Practice

Presenting statement:
I don't know how they can expect me to get these students on grade level when they came to me so far below level. How can I be held accountable for what their previous teachers failed to do? I just don't know what I can possibly do to close the gaps in their learning. It is so overwhelming imagining what it will take to get them ready for the test.

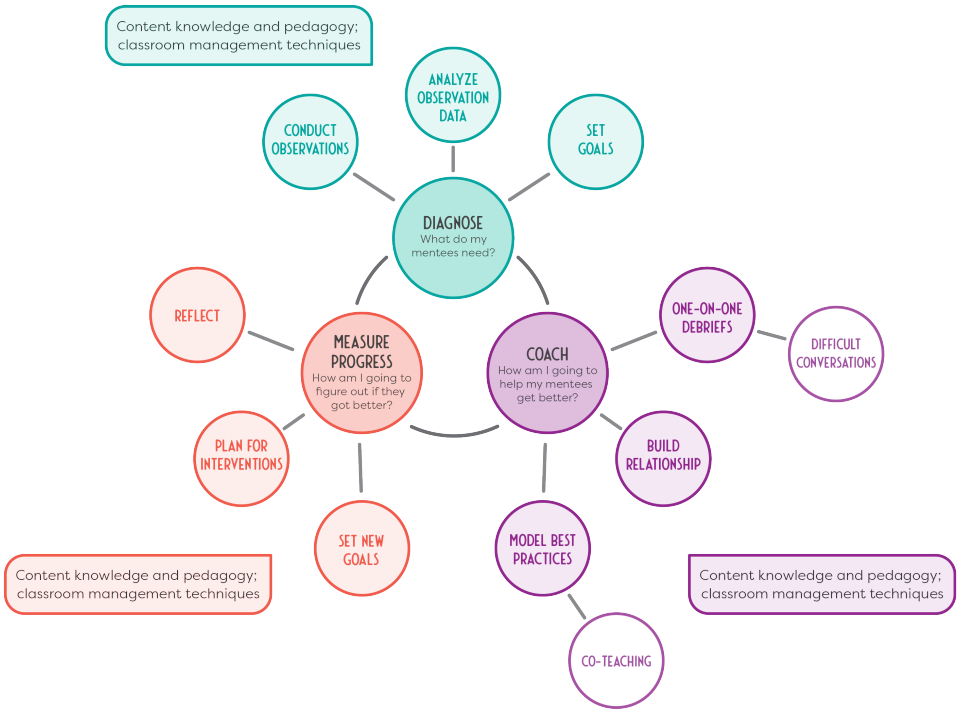
Acknowledge and clarify:

Organize and connect ideas:

Shift up:

Shift down:

Mentoring Cycle



Planning Conversations

<u>Guiding questions:</u>

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

Purposes

- Assists in developing trust
- Provides an opportunity for mental rehearsal
- Develops a common understanding of the mentor supports and their contribution to the mentee's goal
- Sets parameters for interaction during the supports
- Promotes self-analysis and preparation

Essential components

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

Types of Planning Conversations

Planning conversations occur in multiple places in the mentoring cycle. They occur while **establishing goals** and a **plan of action** for a cycle of support focused on particular needs-based goals. They occur as the mentee is **planning instruction**. They also occur as the mentee is **planning classroom management**. Lastly they occur as a part of the classroom supporter role when a mentor is **demonstrating a model lesson**, a mentee and mentor are **co-planning for co-teaching**, or a mentor is **planning to observe** a mentee while he or she is teaching.

Planning to identify mentee's needs-based goals
What are data telling us the high-priority goals are for your continued development as a teacher? What particular aspects of effective teaching do you want to learn in our work together and how will it influence student success?
What student work or data could help us decide on a focus that would make the most impact on student learning?
How do your professional growth goals, the standards, the curriculum, student data, and the Teacher Preparation Competencies help us determine where the greatest leverage is for strengthening your practice?
What do you want me to be sure to do as your mentor to ensure that this is a successful experience for you?
Planning to design a plan for achieving mentee goals
How do you learn best?
What supports do you want to ensure that you are successful in meeting your goals?
What are the best ways for me to support you?
How will we know if you are progressing toward your goals? What data, from your practice, observations, or students, will we gather and analyze?
What do you want me to be sure to do as your mentor to ensure that this is a successful experience for you?

Types of Planning Conversations, continued

Planning for instruction
What are the student learning objectives for this lesson?
Let's review the curriculum to be sure you are clear about which standards you are addressing, the appropriate instructional shifts are integrated, and the appropriate level of learning is planned. How will this lesson help students be successful in achieving the learning objectives? How does this lesson connect with past and future lessons?
What instructional strategy does this lesson call for? What is the reason this strategy is appropriate for this learning objective?
What adjustments do you think are needed to meet your specific students' needs? Explain your thinking.
How will you know if students are learning what is expected during this lesson? After the lesson?
What will you need to prepare and have ready before this lesson to ensure you and students are successful?
What challenges or misconceptions do you anticipate students might have during the lesson?
What do you want me to be sure to do as your mentor to ensure that this is a successful experience for you?
Planning for classroom management
What are the features of your classroom management system? How do they relate to your philosophy about student behavior and learning?
How does your classroom management system support student academic, psychological, and social success?
How will you ensure that you build a productive and trusting relationship with each student?
How will you ensure that students know the rules, procedures, and expectations in your classroom?
What will you do if students break the agreements you have established for behavior in the classroom?
How will you know if your classroom management system is effective? What will you do if it isn't?
Planning for demonstration lessons (in addition to planning instruction)
What do you want to learn from this demonstration? How will learning that help you achieve your goals?
What data will you collect during the demonstration to help you focus on that?
Let's talk about logistics. How do you want to interact with students during the lesson? What might you do to facilitate the lesson's success as you observe my teaching?
What do you want me to be sure to do as your mentor to ensure that this is a successful experience for you?
When will we meet to debrief the demonstration?

Types of Planning Conversations, continued

Planning for co-teaching (in addition to planning instruction)
What do you want to learn during this co-teaching experience? How does it relate to your goals? How will learning that help you achieve your goals?
Which co-teaching model will we use? How do we know this is the best one to use in this lesson and to help you meet your goals?
What data will we collect to assess the effectiveness of our co-teaching?
Let's talk about logistics. What are our agreements during this co-teaching experience, i.e. handling student behavior issues; when one of us is stuck or doesn't see a problem occurring in the learning; when one of us makes a mistake; to honor the expertise of one another; etc.? May I interject while you are teaching if I think it would clarify or help student learning? What are our agreements about helping students, i.e. how much help is too much; which students might need more support from us during the lesson, etc.?
What do you want me to be sure to do as your mentor to ensure that this is a successful co-teaching experience for you?
When will we meet to debrief the co-teaching?
Planning for observations
What do you want to focus on during this lesson? What is your learning objective? How do you know this is the most pivotal area to focus on now? How does it relate to your goals?
What data can I collect to provide you the information you want regarding this objective?
Let's talk about logistics. What are your preferences for where I sit during the observation? May I interact with students during the observation? What are your preferences regarding me helping students with their work? Handling behavior issues? Supporting you in the moment if you want or need support?
What do you want me to be sure to do as your mentor to ensure that this is a successful experience for you?

Planning to Observe Protocol 1

Lesson Outcomes

- ✓ What are your intended learning objectives for students in this lesson?
- ✓ What data did you use to determine these objectives?
- ✓ How do you know students are ready for this lesson/unit?
- ✓ How do they relate to the standard(s) you are teaching?

Instructional Strategies

- ✓ What teaching strategies will you use?
- ✓ How will your strategies help you accommodate for differences among the learners in your classroom?

Assessment of and for Learning

- ✓ What are some things you might see students doing or saying that will help you assess their learning along the way?
- ✓ What are some ways you might document students' success?
- ✓ What will students do to convey that they have learned?

Mentoring Focus

- ✓ What are some things you want to take away from this experience?
- ✓ What are some aspects of your teaching you want to focus on?

Mentoring Assessment

- ✓ What do you have greater clarity about now because of our conversation?

Planning to Observe Protocol 2

- ✓ Which content standards are you addressing in this unit and lesson?
- ✓ What makes this standard the appropriate one now?
- ✓ What does the curriculum indicate is the specific content you are teaching?
- ✓ When you review this lesson and the entire unit, describe how this lesson's learning focus contributes to students' mastery of the standard.
- ✓ How does the curriculum describe student learning experiences?
- ✓ As you review the lesson, what worries you most about how to teach it? Where do you anticipate some challenges and how are you planning to overcome them?
- ✓ What changes in the planned lesson will you make to meet the needs of students in your classroom to ensure effective Tier 1 instruction for all students?
- ✓ What specifically do you want me to collect data on as I observe this lesson?
- ✓ In what format would you like the data?
- ✓ Which, if any, students do you specifically want me to observe? What do you want to know about their learning?

Planning Conversation for Classroom Management Practice

You will practice a planning conversation using what you learned about classroom management. In trios, each person will be the mentor who coaches classroom management, be a mentee who is coached, and observe the planning conversation to provide feedback to the mentor.

Mentor:
Use the questions provided in the planning conversation table, the information you learned about the four components of the classroom management system, and any other information you wish to help your mentee identify how he or she will create, implement, and evaluate a classroom management system to support student academic, psychological, and social success.

Mentee:
Be thoughtful about classroom management within your own classroom rather than trying to play the part of an inexperienced teacher to make this experience more authentic for the mentor.

Observer:
Note which aspects of the classroom management system the mentor asked about, how the mentor demonstrated listening and paraphrasing, and other behaviors you noted that supported the mentee's thoughtful responses to the questions. Jot notes to provide specific examples to the mentor about the behaviors that supported the mentee's success. You will have 90 seconds to share your observations with the mentor so note specific examples to build the mentor's consciousness about his or her behaviors.

Debrief

- What did you learn about your own capacity to coach classroom management from this practice?
- What do you want to be particularly aware of when you are actually coaching your mentee?

Module 2 Assignment: Mentoring to Improve Classroom Management

Review distinction criteria for Mentoring to Improve Classroom Management
https://www.louisianabelieves.com/resources/library/louisiana-mentor-teachers

Consider how to use what you learned today to generate evidence for distinction in this area.