



Louisiana Department of Education Mentor Teacher Training

Module 9: Reflecting on Mentoring Practice

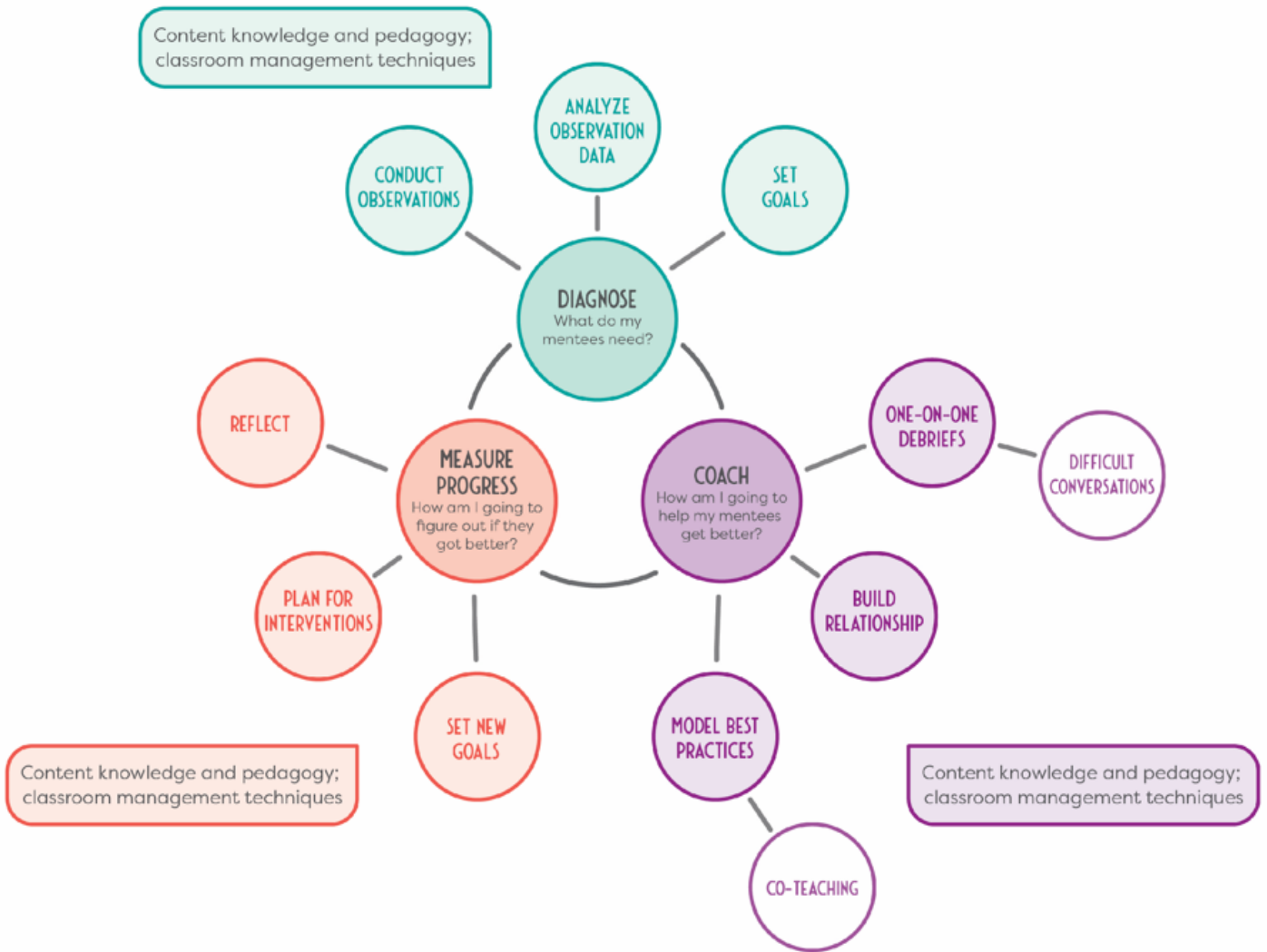
All Cohorts

January, 2020

Facilitated by Learning Forward



The Mentoring Cycle



Mentor Training Course Goals

Mentors will:

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

Module 9 Outcomes

- Reflect on mentoring practice and make concrete plan for future practice.

Module 9 Agenda

Morning (8:30-11:45 a.m.)

Welcome and outcomes

Reflection

Diagnose

Afternoon (12:30-4:00 p.m.)

Coach

Measure progress

Gallery Walk

Wrap-Up

Agreements

Make the learning meaningful

Engage mentally and physically

Notice opportunities to support the learning of others

Take responsibility for your own learning

Own the outcomes

Respect the learning environment of self and others

Reflect

Diagnose

Diagnose has three components, conduct observations, analyze observation data, and set goals.

Diagnose: Notes on key points

You can also save your post-its from the Give One, Get One, Move On activity here

Give One, Get One, Move On Protocol

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)

| 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 |

Mentor Self-Reflection: Diagnose

| |
|---|
| <p>What practices have you applied that were related to this portion of the Mentor Cycle? What in your mentee's practice prompted you to apply these practices?</p> |
| <p>How do you determine if these practices are effective?</p> |

Select a time when you engaged in the practices of Diagnose to examine more closely. What did you do? What was the outcome? What went right? What was a mistake?

What are your strengths as a mentor in this area of the Mentor Cycle?

What are your areas of need as a mentor in this area of the Mentor Cycle?

What actions for your own practice will you take next based on this reflection?

What actions to help others will you take next based on this reflection?

Diagnose: Work Time for Next Steps

Plan for your Diagnose work time

What are your next steps for your work in Diagnose?

Coach

Coach has three components, build relationship, model best practices, and one-on-one debriefs.

Coach: Notes on key points

Coach: Two Minute Papers Protocol

1. Use your Coach materials
2. Write to answer the question *from your perspective* (2 minutes)
3. Share your response with the person sitting next to you (2 minutes)
4. Repeat the steps for each question

| | Your Answer | Notes on Discussion |
|--|--------------------|----------------------------|
| What is the most challenging aspect of the Coach portion of the Mentor cycle? | | |
| What did you find to be the most confusing aspect of the Coach portio of the Mentor cycle? | | |
| What is the most important aspect of the Coach portion of the Mentor Cycle? | | |

| 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 |

Mentor Self-Reflection: Coach

What practices have you applied that were related to this portion of the Mentor Cycle? What in your mentee's practice prompted you to apply these practices?

How do you determine if these practices are effective?

Select a time when you engaged in the practices of Coach to examine more closely. What did you do? What was the outcome? What went right? What was a mistake?

What are your strengths as a mentor in this area of the Mentor Cycle?

What are your areas of need as a mentor in this area of the Mentor Cycle?

What actions for your own practice will you take next based on this reflection?

What actions to help others will you take next based on this reflection?

Coach: Work Time for Next Steps

Plan for your Coach work time:

What are your next steps for your work in Coach?

Measure Progress

Measure Progress has three components, plan for intervention, set new goals, and reflect.

Measure Progress: Notes on key points

Recall, Summarize, Question, Comment., and Connect Protocol

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

| 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 |

Mentor Self-Reflection: Measure Progress

What practices have you applied that were related to this portion of the Mentor Cycle? What in your mentee's practice prompted you to apply these practices?

How do you determine if these practices are effective?

Select one time when you engaged in the practices of Measure Progress to examine more closely. What did you do? What was the outcome? What went right? What was a mistake?

What are your strengths as a mentor in this area of the Mentor Cycle?

What are your areas of need as a mentor in this area of the Mentor Cycle?

What actions for your own practice will you take next based on this reflection?

What actions to help others will you take next based on this reflection?

Measure Progress: Work Time for Next Steps

Plan for your Measure Progress work time

What are your next steps for your work in Measure Progress?

Gallery Walk Protocol

Prepare: (5 minutes)

1. Choose 1 artifact to display on paper or digitally
2. On 1 post-it, write the name and section of the Assessment your artifact aligns to
3. On another post-it, specify what you would like feedback on

Partner Walk: (30 minutes)

1. Bring your handout packet with you to refer to the Assessment rubrics
2. Bring a pack of Post-Its with you and a pen
3. Visit THREE pieces of work.
4. At each piece of work,
 - a. Examine the work independently
 - b. Discuss the piece of work with your partner
 - c. Leave two post-its - BE SPECIFIC
 - i. We like....
 - ii. We wonder...
5. Be sure to base your comments and questions in the Assessment rubrics

After: (10 minutes)

1. Read through the feedback you received and make notes for how you will apply to your work

Specific Feedback:

- Clearly state what you observe
- Base your observation on the relevant rubric
- Clearly state the impact of what you observe

Feedback from Gallery Walk

Thank you!

Complete the survey at
<http://tinyurl.com/y5kyoz9c>