

Key Strategies for Mentoring & Coaching

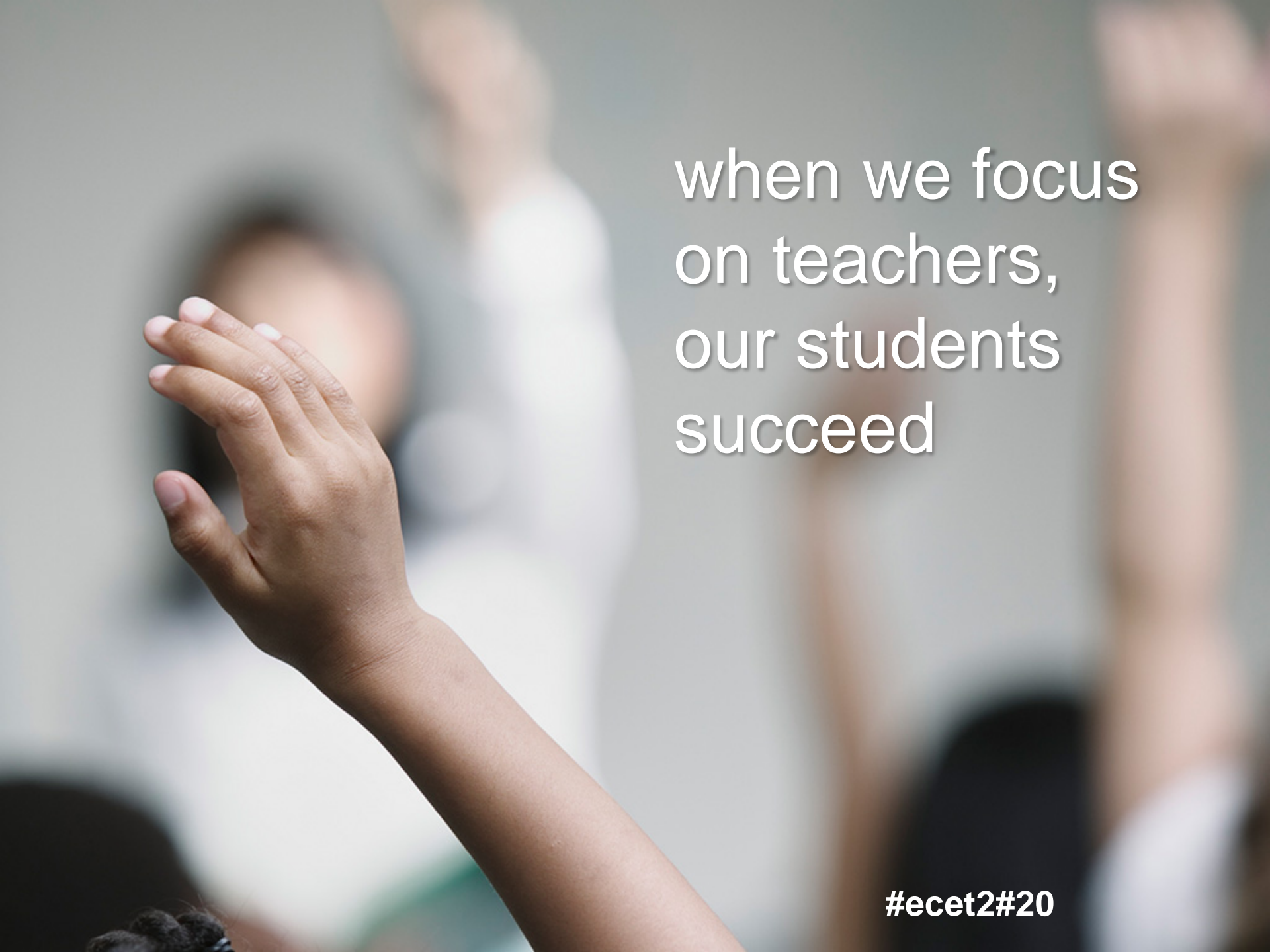
How to Get Results in Teacher Development
and Student Learning

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#ecet2#20

Welcome and Connector

A close-up, low-angle shot of a hand raised in the air, likely in a classroom or meeting. The hand is positioned on the left side of the frame, with fingers slightly curled. The background is a blurred crowd of people, suggesting a large gathering or event. The lighting is soft and even, highlighting the texture of the skin and the movement of the hand.

when we focus
on teachers,
our students
succeed

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Connector



INDIVIDUALLY:

Using the words on the chart, reflect on the following prompts:

- In what ways have they supported your work in teacher leadership?
- What is the relationship between the words and the title of the session?
- What are you hoping to learn from this session today?

Connector

- WITH A STAND UP PARTNER:
 - What are you hoping to learn from this session today?

- WHOLE GROUP DEBRIEF



Overview

Outcomes

- By the end of this session, teacher leaders will be able to:
 - Build collaborative partnerships with colleagues that simultaneously support and challenge
 - Apply coaching skills to support teacher development and instructional growth
 - Assess the impact of effective coaching on teacher practice and student learning

Agenda

Welcome & Connector

Overview

Five Key Coaching Strategies to Produce Results

Coaching Scenarios

Brittany's Impact Story

Closure

Norms

- Equity of Voice
- Active Listening
- Confidentiality
- Safety to Share All Perspectives
- Self-Monitoring of Electronics

Five Key Coaching Strategies

- Building a Trusting Relationship
- Using Coaching Language
- Employing Differentiated Coaching Stances
- Giving Feedback
- Focusing on Plan-Teach-Reflect Processes

A Trusting Relationship

- Sincerity
 - Competence
 - Reliability
-
- **Trust is not a separate activity. It is built through doing the work together.**

Table Talk

- What is one way you can build trust with a colleague that you hadn't thought about before?

Coaching Language

- Builds Trust
- Builds Norms of Collaboration
- Builds Teacher Ownership

Paraphrasing

Communicates that the listener has

- **Listened** carefully,
- **Understood** what was said,
- **Extends** thinking, and
- **Cares**

Involves:

- Restating in your own words
- Summarizing
- Organizing

Paraphrasing Stems

Some possible **paraphrasing stems** include:

- *So,...*
- *In other words,...*
- *It sounds like...*
- *There are several key points you're bringing up...*
- *From what you're saying,...*
- *You're primarily concerned with...*

Clarifying

Communicates that the listener has...

- **Heard** what the speaker said,
- **but** does **not** fully **understand** what was said

Involves **asking a question** [direct or implied] to:

- Gather more information
- Discover the meaning of the language used
- Learn more about the speaker's reasoning
- Seek connections between ideas
- Develop or maintain a focus

Clarifying Stems

Possible stems include:

- *Would you tell me a little more about...?*
- *Let me see if I understand...*
- *Can you tell me more about...*
- *It'd help me understand if you'd give me an example of...*
- *So, are you saying/suggesting...?*
- *What do you mean by...?*
- *How are you feeling about...?*

Mediational Questions

Help bring about a new **understanding** by posing questions that extend thinking, learning, and planning.

Help the colleague:

- Hypothesize what might happen
- Analyze what worked or didn't
- Imagine possibilities
- Compare intended plans and outcomes with what actually happened

Mediational Question Stems

- *What do you think...?*
- *How did you decide...? (come to that conclusion?)*
- *What might you see happening in your classroom if...?*
- *What do you think...?*
- *How did you decide...?(come to that conclusion?)*

Non-Judgmental Responses

Communicate that the listener is

- Open-minded
- Encouraging
- Interested

Help to:

- Build trust
- Promote an internal locus of control
- Encourage self-assessment
- Develop beginning teacher autonomy
- Foster risk-taking

Non-Judgmental Responses

May include:

- Identifying what worked and why
 - *I noticed when you ___ the students really ___*
- Encouraging
 - *It sounds like you have a number of ideas to try out!*
 - *It'll be exciting/interesting/great to see which work best!*
- Asking the teacher to self-assess
 - *In what ways did the lesson go as you expected?*
 - *What didn't you expect?*

continued ...

Non-Judgmental Responses

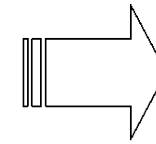
- Asking the teacher to identify her or his role
 - *What instructional decisions made the lesson successful?*
- Showing enthusiasm for and interest in the teacher's work and thinking
 - *I'm interested in learning/hearing more about...*
 - *I'm really looking forward to...*

Turn and Talk

- With an elbow partner, use the coaching language to learn more about their hope for today's session.
- Use the coaching language to build trust and move your partner's thinking forward
- Switch partners

Differentiated Stances

A Conceptual Framework for Differentiated Mentoring



Autonomous Teachers

Instructive

- ▲ Mentor directs the interaction based on assessed needs
- ▲ Mentor provides information about teaching or procedures
- ▲ Mentor offers suggestions and solutions with rationale

Examples:

- *Share a process for analyzing student work*
- *Model an instructional strategy*
- *Offer a menu of ways to differentiate instruction*
- *Share thinking that leads to a solution*
- *Reference current research*
- *Provide information*

Collaborative

- Mentor and teacher co-construct solutions and material
- Mentor guides interaction without directing it
- Mentor and teacher contribute ideas somewhat equally

Examples:

- *Co-develop a lesson or curriculum unit*
- *Problem solve issues of practice*
- *Analyze examples of student work together*
- *Co-observe another teacher, debrief together*

Facilitative

- Mentor acts as a facilitator of the teacher's thinking and problem-solving
- Teacher actively directs the flow of information
- Teacher self-assesses and self-prescribes

Examples:

- *Listen as the teacher analyzes observation data*
- *Pose questions that clarify and deepen the teacher's thinking*
- *Facilitate a group of teachers as they assess student work*

Autonomous Teachers

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- **assume responsibility for themselves, and also see themselves as part of the whole**
- **are aware of and monitor their own behavior and thinking**
- **are self-directed**
- **take responsibility for student learning and how their actions contribute to it**
- **have empathy for multiple perspectives**
- **seek more than one way to approach a challenging situation (flexibility)**
- **are able to set their own goals and find ways to achieve those goals**
- **have a continuing desire for growth and improvement**
- **are not dependent upon approval from others**
- **seek honest feedback**
- **seek to contribute to the common good**

Reflection

- Where do you see areas of strength in your colleague?
- Where are areas of growth for your colleague?

Giving Feedback

Guidelines for Feedback

- Be timely (i.e., make sure the feedback is still relevant/applicable)
- Assess readiness to engage
- Attend to the teacher's professional area of focus/needs
- Use objective data
- Describe rather than evaluate
- Be specific rather than general
- Note impact of a behavior upon others (e.g., spoken instructions on student behaviors)
- Help identify changeable behavior
- Seek teachable moments and opportunities for self-reflection
- Promote professional responsibility

Evidence

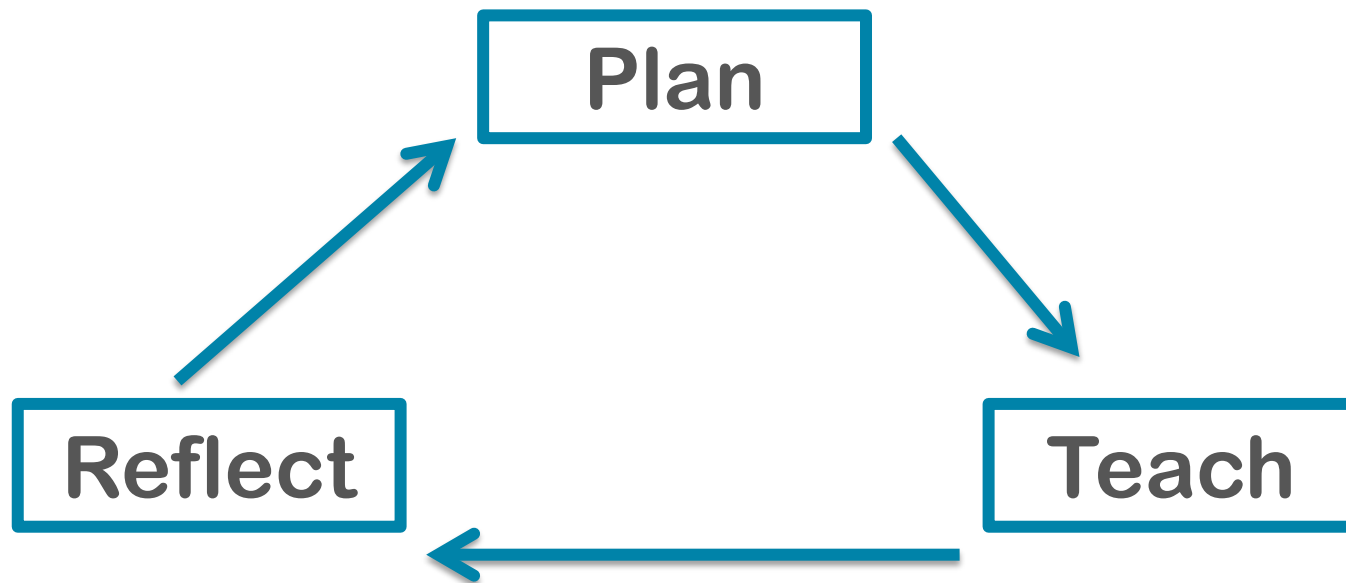
What It Is	What It Isn't
<ul style="list-style-type: none">• Objective• Measurable• Specific/Precise• Consistent (across individuals and contexts)• Non-judgmental• Indisputable, unmistakable	<ul style="list-style-type: none">• Subjective• Immeasurable/Indeterminate• General• Inconsistent (across individuals and contexts)• Judgmental• Disputable, speculative

Stand Up Meeting

- What is one idea about feedback you want to keep in mind when collaborating with colleagues?

A Focus on Instructional Coaching

Inquiry Cycle



Coaching Scenarios

Teachers Might Say ...

- I am really struggling with getting my kids to complete their homework.
- How do you find the time to get through the entire curriculum?!
- Everything is just great!
- Yesterday Dianna shouted out at Andre during the middle of class! Don't these kids have any respect for anyone?
- I really want to try out learning centers with my students, but I just don't know where to start.
- I've got this great idea for tomorrow's lesson, but I just can't figure out how to make it work for my English Learners.
- I just got my evaluation back from my principal and I don't think the lesson was as bad as he made it seem.

Brittany's Impact Story

Mentoring Impact

- Strong relationship
- Communication & weekly meetings
- Familiar with students abilities and interests
- Collaborate to create lessons that work for me and my students
- Plan, differentiate, time/behavior management strategies



Analysis of Student Work

Name: _____ Mentor: _____

Grade Level/Subject Area: _____ Date: _____

Analysis focus: Sub-group Whole Class Case Study Student

i. Connections: *What is the content standard of focus? What is the task or product that will be used to assess student learning?*

Content Standard or Teaching Standard:

Assessment:

ii. expectations: *What specific skills, knowledge, and/or processes will students demonstrate? What does meeting standard look like?*

Planning Tools

Content Standard :

7.G.4

Know the formulas for the area and circumference of a circle and use them to solve problems.

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Learning Goal:

I can solve problems by finding the area and circumference of a circle by using the appropriate formulas.

Formative Assessment

1) Find the area of a circle that has a radius of 4 cm. *

2) Find the area of a circle that has a diameter of 22 inches. *

3) Find the circumference of a circle that has a diameter of 8 yards. *

4) Find the circumference of a circle that has a radius of 3 cm. *

Using SuperQuiz, I went through manually and edited answers that I would have accepted if it was a paper copy or visual of the students work. SuperQuiz compares the student's answer to my answer key.

Small Groups

Goals:

- Differentiation
- Organization
- Using our 42 minutes effectively
- Communication and documentation of information

Tools:

- SuperQuiz
- Mail Merge

Email:

Good morning <<name>>!

In math today, we will be reviewing our learning goals for the chapter 8 test next week! Based on the form we did yesterday, I have created an individual plan for each of you explaining your tasks for the day.

When you come into class, please grab a <<worksheet color>> worksheet. That will be your first station. Station 2 will be <<station 2>> and your third station will be <<station 3>>. We will have a few minutes for transition time so feel free to use it as a brain break. Ask questions & use your time wisely! Happy stations!

Teach

1. Bell Ringer
2. 5 minutes to prepare
3. Station 1: Roam and answer questions
4. Station 2: Small group reteach
5. Station 3: Enrichment or MobyMax

Small Group Spreadsheet

=if(C2>6, "Clips/Chains/Circumference Blue Worksheet", "Meet with Metke")

A	B	C	D	E	F	G
Name	Email Address	Grade	Worksheet color	Station 2	Station 2	Merge status
student 1	Email Address	4	pink	Meet with Metke	MobyMax Math	
student 2	Email Address	5	pink	Meet with Metke	MobyMax Math	
student 3	Email Address	4.5	pink	Meet with Metke	MobyMax Math	
student 4	Email Address	7	yellow	Clips/Chains/Circumference Blue Worksheet	Enrichment Activity 4-5	
student 5	Email Address	7	yellow	Clips/Chains/Circumference Blue Worksheet	Enrichment Activity 4-5	
student 6	Email Address	6	pink	Meet with Metke	MobyMax Math	
student 7	Email Address	4	pink	Meet with Metke	MobyMax Math	
student 8	Email Address	7	yellow	Clips/Chains/Circumference Blue Worksheet	Enrichment Activity 4-5	
student 9	Email Address	7	yellow	Clips/Chains/Circumference Blue Worksheet	Enrichment Activity 4-5	
student 10	Email Address	7	yellow	Clips/Chains/Circumference Blue Worksheet	Enrichment Activity 4-5	
student 11	Email Address		pink	Meet with Metke	MobyMax Math	
student 12	Email Address	6	pink	Meet with Metke	MobyMax Math	
student 13	Email Address	5	pink	Meet with Metke	MobyMax Math	
student 14	Email Address	8	yellow	Clips/Chains/Circumference Blue Worksheet	Enrichment Activity 4-5	
student 15	Email Address	6	pink	Meet with Metke	MobyMax Math	

Reflect - Meeting with My Mentor

- Positive/Strengths:
 - Communicating locations
 - Differentiation opportunity
 - Wrap up discussion of misconceptions
- Areas for improvement or adjustments for future:
 - Time management; Less stations & more time
 - Fourth station to discover progress

Additional Planning & Teaching Tools

- Google Sheets for Math WIN time
- Google Docs
 - Course 2 Math collaborative planning
 - Course 2 Math Pacing Guide; Standard, Learning Goals, Quarter, Lesson
- Google Classroom
- STAR data - Standardized test 3x a year
- MobyMax
- Khan Academy

Google Sheets - Pacing Guide

#	Essential Learnings	Learning Targets	Prerequisite Skills	Quarter	Unit
Ratios and Proportional Relationships					
7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.	I can find a unit rate given a ratio of two fractions.		2	5-2
7.RP.2b	Recognize and represent proportional relationships between quantities. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	I can determine if two ratios form a proportion.		2	5-3
		I can write and solve proportions.		2	5-4
		I can find the unit rate in tables and graphs.		2	CC-11

Google Docs - Collaborative Planning

UNIT	Learning Targets	Metke	Spilman
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<p>Unit Three: Ch. 3</p>	<p>I can add fractions. I can subtract fractions. I can multiply fractions. I can divide fractions. I can add mixed numbers. I can subtract mixed numbers. I can multiply mixed numbers. I can divide mixed numbers.</p>	<p>Day 1 (Th 11/5): I have, Who Has - Estimation Day 2 (F 11/6): 3-2 Adding & Subtracting Fractions Day 3 (M 11/9): 3-3 Adding & Subtracting Mixed #s Day 4 (Tu 11/10): Bell Ringer Quiz Practice day 3-2 pg. 128, #26-29,37-46 3-3 p. 132, #12, 13, 14, 16, 18-20, 23, 27, 30 Day 5 (W 11/11): Early Out - Multiplying Fractions & Mixed #s Day 6 (Th 11/12): Practice Day 3-4 p. 138, #7, 10, 18, 21, 23, 27, 31, 33, 35, 39, 43 Day 7 (F 11/13): Dividing Fractions & Mixed #s Day 8 (M 11/16): Practice Day 3-5 p. 144, #11, 13, 21, 31, 33, 35, 36, 39, 40, 48</p>	<p>Reflect:</p>	<p>Day 1 (Thursday, 11/5) "I have who has" Bell Ringer Fraction Benchmark Sorting 3-1 Examples p. 122-123, starting with #11 pick any 10 problems at least 1 from each section, at least 3 word problems Day 2 (Friday, 11/6) Adding and Subtracting Fractions Day 3 (Monday, 11/9) Adding and Subtracting Mixed Numbers Day 4 (Tuesday, 11/10) Practice Day p. 129, #37-46 p. 132, #12, 13, 14, 16, 18-20, 23, 27, 30 Day 5 (Wednesday, 11/11) Early Out Multiplying Fractions and Mixed Numbers</p>	<p>Reflect:</p>
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MobyMax

The screenshot displays the MobyMax user interface. At the top left is the MobyMax logo, featuring a fish and gears. To the right are links for "My Settings", "Help", and "Sign Out". Below the logo, a dark blue bar contains the text "Welcome: Brittany Metke" and two menu options: "Icon" (represented by a grid icon) and "List" (represented by a list icon). The main content area is divided into two sections: "Subjects" and "Classroom Tools".

Subjects

- Math (Icon: $1+2=3$)
- Fact Master (Icon: $+$, $-$, \times , \div)
- Numbers (Icon: $1+1=$)
- Science (Icon: Erlenmeyer flask)
- Vocabulary (Icon: Aa)
- Language (Icon: Speech bubble)
- Early Reading Trio (Icon: Stacked books)
- Reading Level Assessment (Icon: ABC notebook)
- Reading Stories (Icon: Person reading)
- Reading Skills Literature (Icon: Open book)
- Reading Skills Informational (Icon: Two books)
- Writing Workshop (Icon: Pencil)
- Writing Assignments (Icon: Pencil and book)
- Test Prep (Icon: Globe)

Classroom Tools

- Roster (Icon: Backpack)
- Time (Icon: Alarm clock)
- The Wall (Icon: Speech bubble and pencil)
- Worksheets (Icon: Printer)
- Clicker (Icon: Clicker device)
- Messenger (Icon: Speech bubbles with a red notification badge showing "0")

Impact on Teaching

- Meet needs of all students
- Creates a focus that students are aware of
- Reflection benefits
- More familiar with standards, content, and purpose-content knowledge
- Preparation and direction

Impact on Student Learning

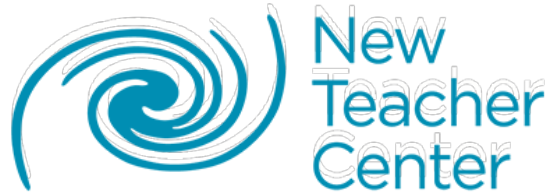
- Students aware of what they are expected to know
- Numerous resources to enhance student learning and performance
- Student choice
- Encouraging students to be lifelong learners
- Individualized instruction

Impact on Colleagues

- More collaborative planning opportunities
- Common formative assessments for 7th grade math
- Math WIN documentSupport for a specific learning goal
- Addition instruction

Impact on Colleagues

- More effective use of time and way of communication
- Discussion during PLC time
- Feedback



Thank you

For More Information:

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