



# Maine Mentor Training: Module 4

# Day 2 Outcomes

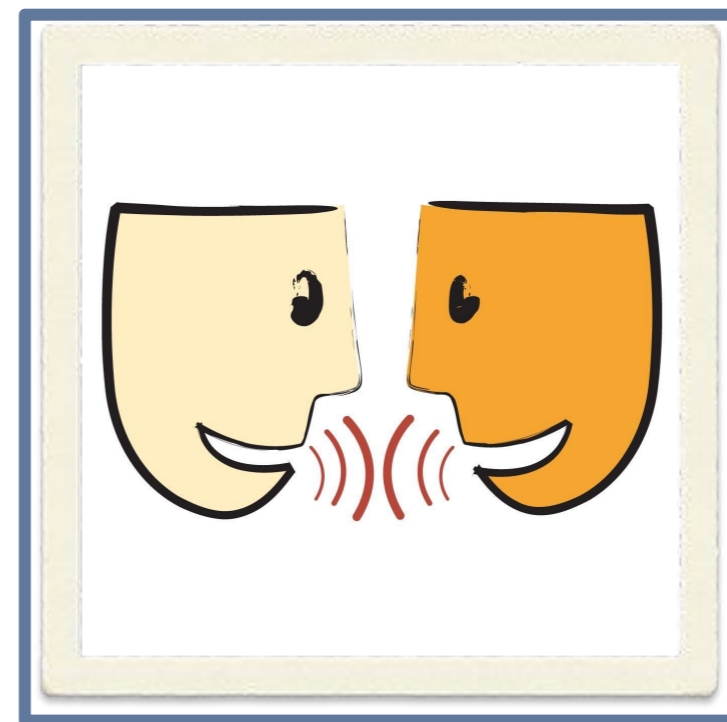
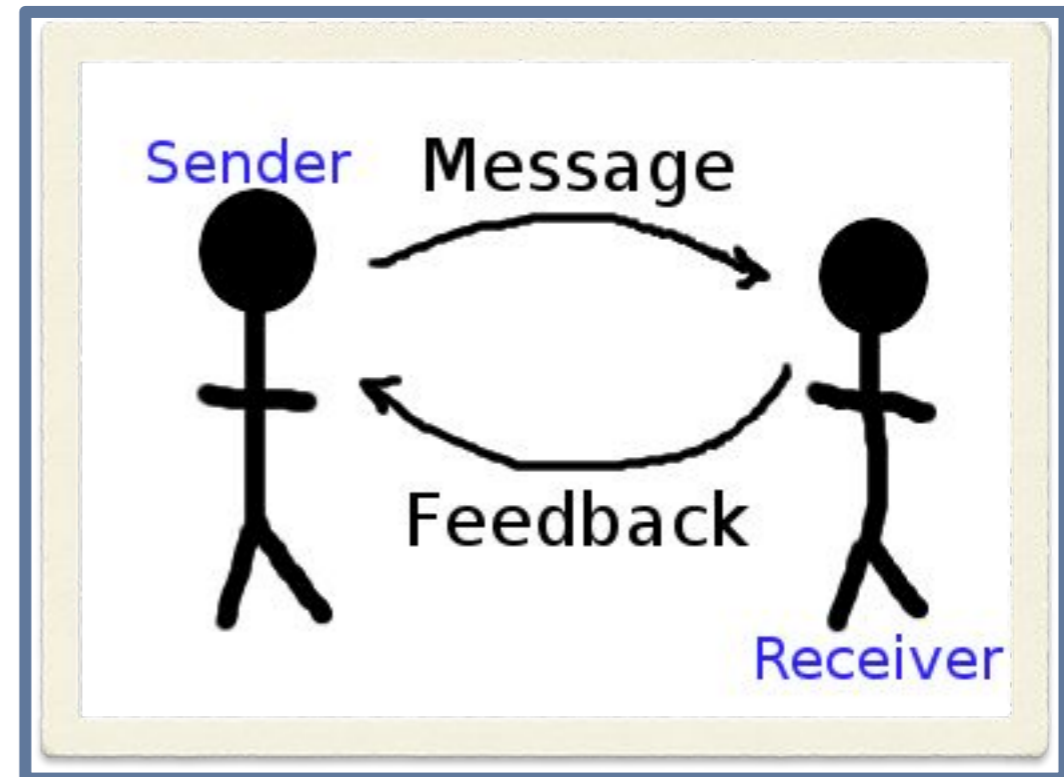
## Participants will:

- Learn to match mentoring approaches to beginning educator needs and the Coaching Cycle
- Learn and practice the Coaching Cycle
- Enhance knowledge of classroom observation techniques
- Increase awareness of how objective observation data and non-judgmental feedback can provide a framework for educational decision-making
- Use Maine's Initial Teacher Certification Standards in mentoring and coaching



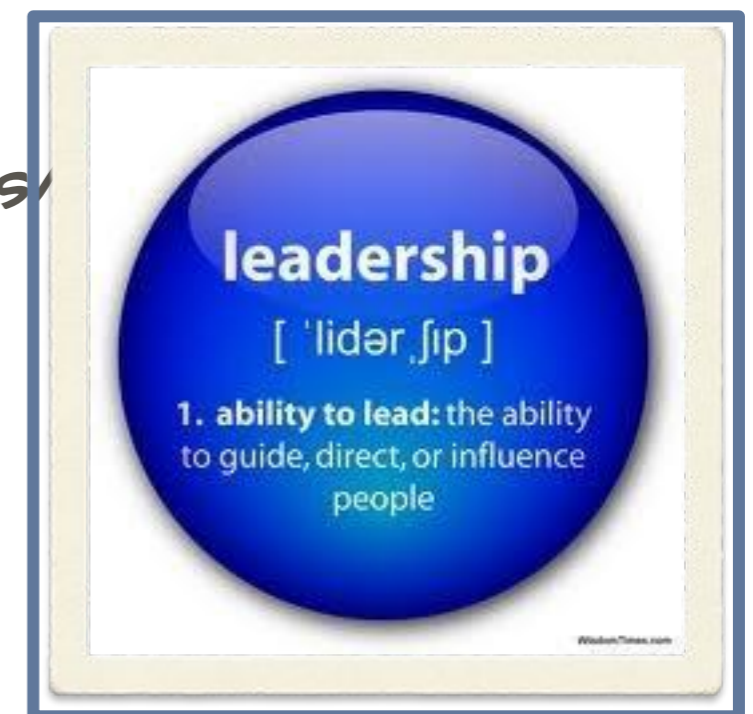
# Leadership Behaviors

- Listening actively
- Clarifying
- Encouraging
- Reflecting
- Presenting
- Problem-solving
- Negotiating
- Directing
- Standardizing
- Reinforcing



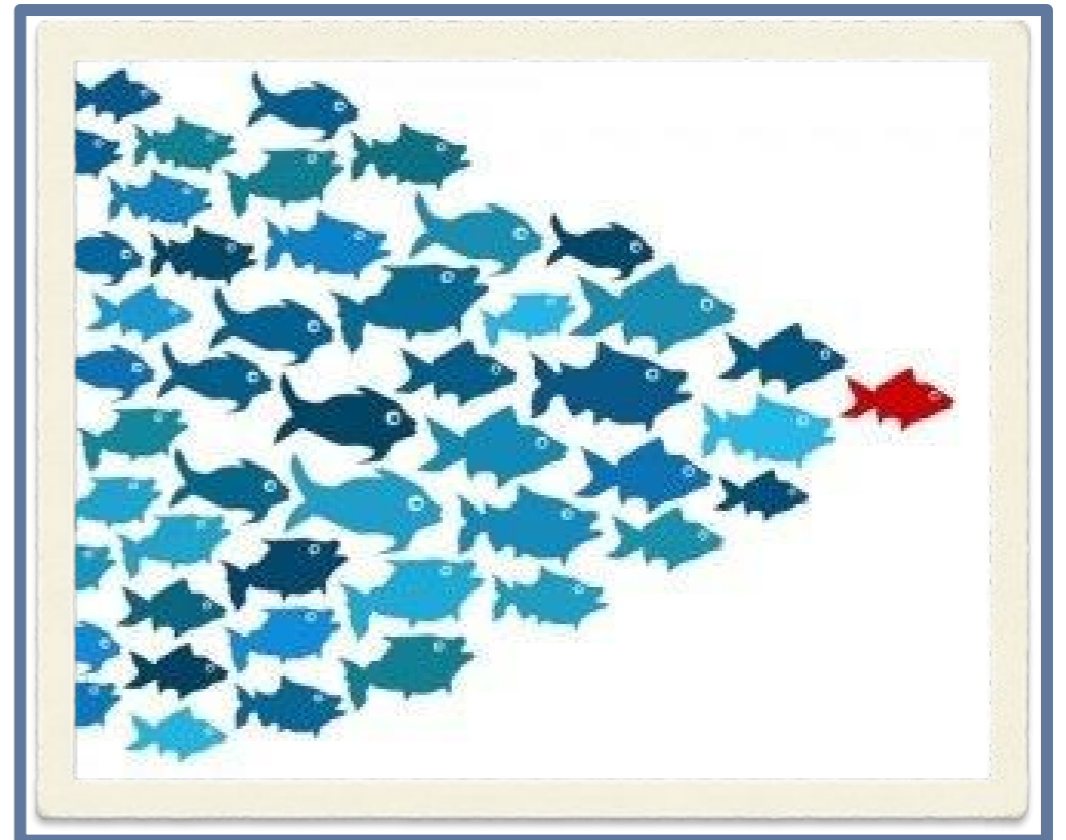
# Instructional Leadership Behaviors

- Listening...echoing and nodding actively
- Clarifying...searching for specificity
- Encouraging...providing acknowledgment responses
- Reflecting...summarizing and paraphrasing
- Presenting...ideas, advice, and alternatives
- Problem-solving...generating a list of potential ideas
- Negotiating...moving from possible to probable
- Directing...explaining the choices (deciding)
- Standardizing...setting criteria and a timeline
- Reinforcing...explaining the consequences



# Leadership Approaches

- Non-directive
- Collaborative
- Directive-Informational
- Directive-Control



- Listening actively
- Clarifying
- Encouraging
- Reflecting

Non-directive

- Presenting
- Problem-solving
- Negotiating

Collaborative

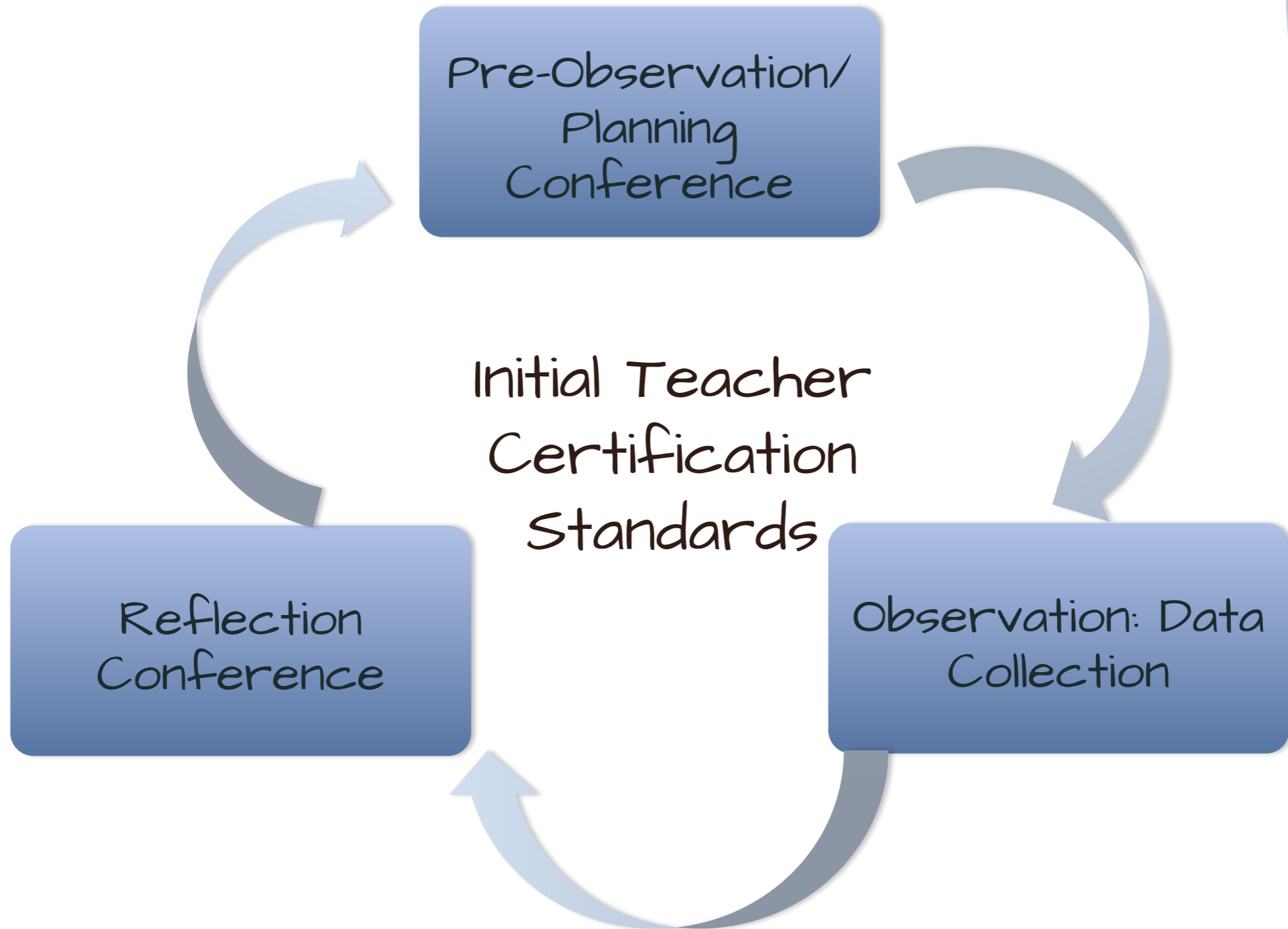
- Directing
- Standardizing

Direct-Informational

- Reinforcing

Direct-Control

# Observation: Coaching Cycle



# Observation Coaching Cycle

□ Planning Conference

□ Data Collection  
(Observation)



□ Reflection Conference



# Coaching Function in Four Stages of Instructional Thought

## I. Planning (planning conference)

Coaches mediate by having the teacher:

- II. Clarify goals and objective
- III. Anticipate teaching strategies and decisions
- IV. Determine evidence of student achievement
- V. Identify the coach's data collecting focus and procedures

## III. Analyzing (reflection conference)

Coaches mediate by having the teacher:

- Summarize his/her impressions and assessment of the lesson
- Recall data supporting his/her impressions and assessment
- Compare planned and performed teaching decisions and student learning
- Infer relationships between student achievement and teacher decisions/behaviors

## II. Teaching (data collection)

Coaches gather data by observing:

- Evidence of student achievement
- Teacher strategies and decisions

## IV. Applying (reflection)

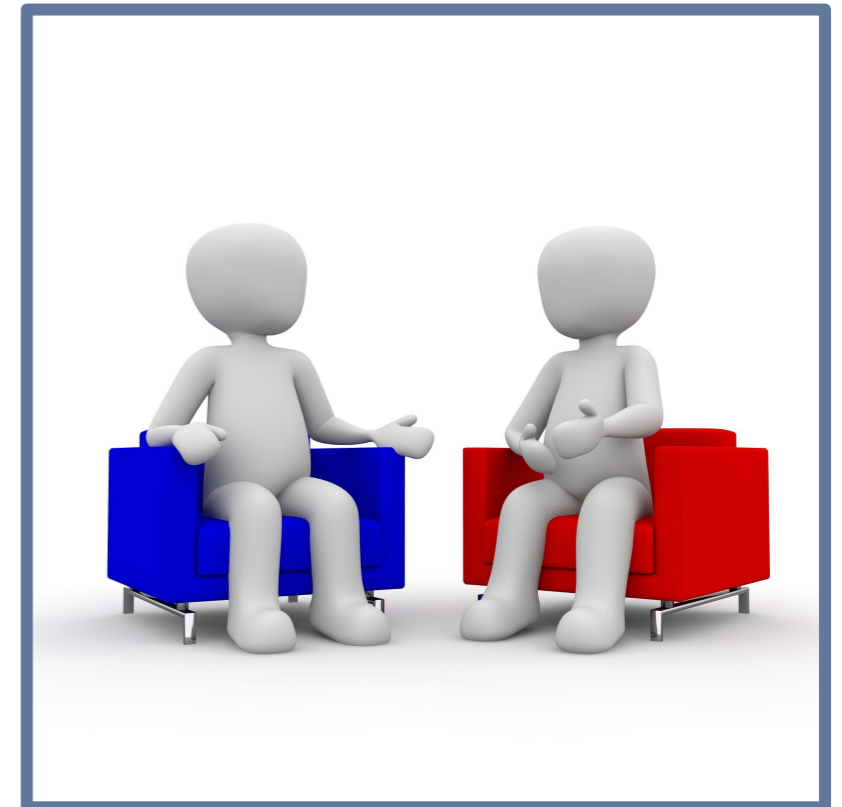
Coaches mediate by having the teacher:

- Synthesize new learning and prescribe applications
- Reflect on the coaching process; recommend refinements

# Planning Conference

A Mentor mediates by helping the educator:

- Clarify goals and objectives
- Anticipate teaching strategies and decisions
- Determine evidence of student achievement
- Identify the coach's data collection focus



# Planning Conference Tips for Success

- Plan enough time for the conference... usually 15-20 minutes
- Choose a place where there will be no interruptions or distractions by students or other faculty
- If distractions do occur treat the pre-conference as a priority (unless the issue is safety or an emergency)
- Be an "active listener" by demonstrating
  - Proper wait time
  - Paraphrasing
  - Proper body language and tonality
  - Specificity (have positive presuppositions but assist the beginning educator to think through the lesson thoroughly by asking probing questions to clarify)

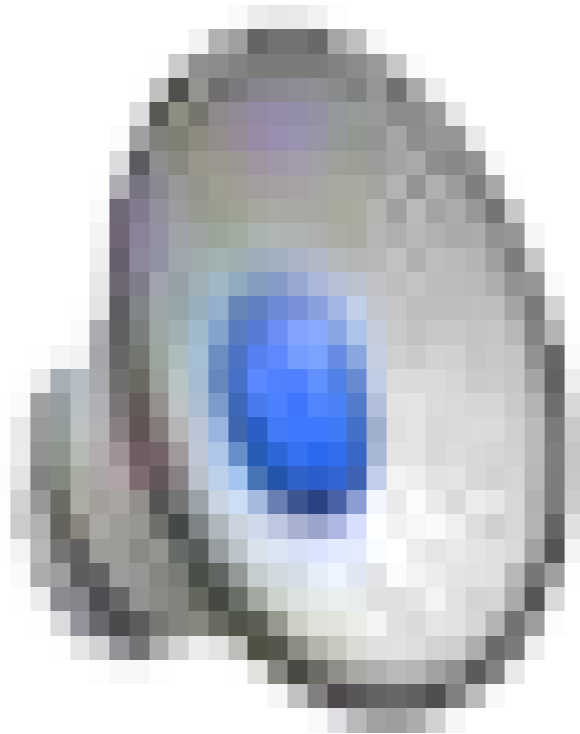


# Components of a Planning Conference

Before the lesson, the beginning educator and observer discuss and clarify the following questions:

1. When do you want me to observe (date and time)?
2. What is the purpose of the observation?
3. What is the objective of the lesson?
4. What has led up to/will follow the lesson?
5. What is the sequence of events in the lesson?
6. What student behaviors do you hope to hear/see?
7. What do you hope that students will be able to do following this lesson?
8. What teaching strategies/behaviors will you use or experiment with? Which of the teaching standards do they address?
9. How are the teaching strategies, desired student behaviors, and desired outcomes/objectives related?
10. How do the objectives of the lesson fit with the MLRs and/or Bloom's Taxonomy?
11. Do you have any additional information you would like to share with me?
12. What kind of data would you like me to collect during the observation?
13. In what form should I collect the data?
14. Where do you want me to sit for the observation?
15. Will I need a seating chart for my observation?
16. When will we have the reflection conference?

# Pre-Observation/Planning Coaching Conference & Observation

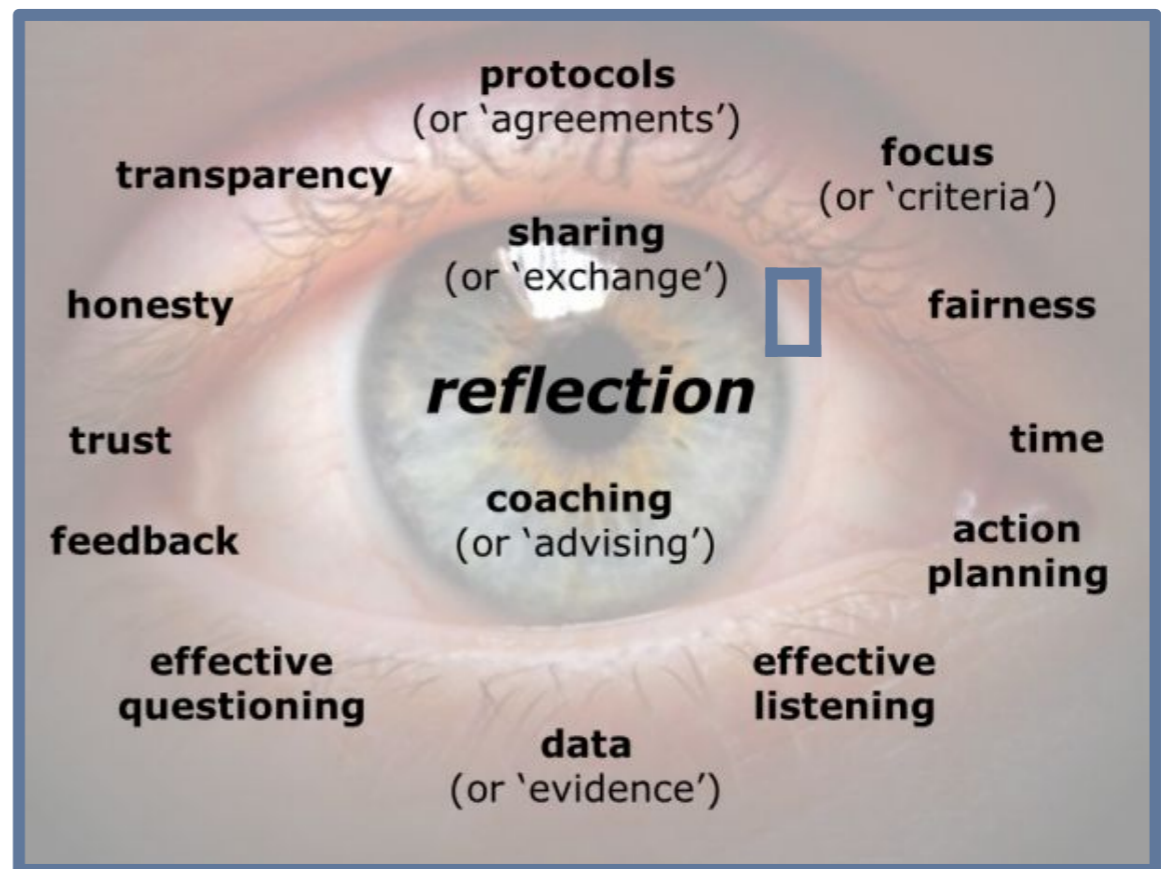


# CLASSROOM OBSERVATION

*What Works , What Matters?*

# Often Used Observation Techniques

- Selective Verbatim
- Verbal Flow
- At Task
- Classroom Traffic
- Interaction Analysis
- Global Scan



# Additional Data Collection/Observation Tools

- Praise, Probe, and Polish
- Questioning Forms
- Content/Impact Form
- Next Steps Rubric  
Templates

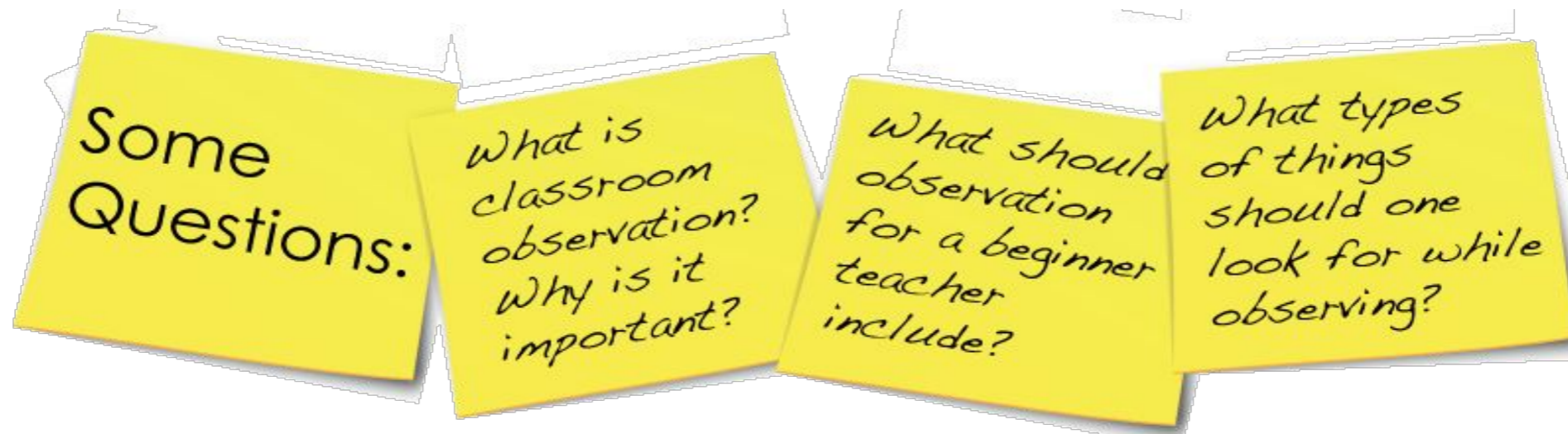




# Classroom Data Collection Strategies

| When looking For:   | Use the Following Strategies | Description of the Strategy   |
|---|------------------------------|---|
| <ul style="list-style-type: none"> <li>•Levels of student thinking</li> <li>•Amount of educator talk</li> <li>•What is happening with a certain group of students</li> <li>•Types of questions the educator asks</li> </ul> | Selective Verbatim           | The observer makes a written record of what exactly is said within a certain, predetermined category in the classroom. (E.g. educator questions, student responses) |
| <ul style="list-style-type: none"> <li>•Involvement of students in the lesson</li> <li>•What is happening with a certain group of students</li> <li>•Gender bias</li> </ul>   | Verbal Flow                  | The observer records who talks to whom e.g., which students the educator calls on and how often, or students talking to other students.                             |
| <ul style="list-style-type: none"> <li>•Individualized instruction</li> <li>•Educator connection to students</li> <li>•The student-educator relationship via proximity</li> </ul>   | Class Traffic                | The observer tracks the movement of the educator throughout the classroom and identifies which students or groups of students the educator interacts with.          |
| <ul style="list-style-type: none"> <li>•The overall flow in sequences of the lesson</li> <li>•A description of what students are doing during the lesson</li> </ul>   | Global Scan                  | The observer collects data on the "big picture" or general information about what's going on in the classroom   |

# Data Collection



- Be objective (Point to the data)
- Do not voice inferences or value judgments ("Suspend Judgment")
- Avoid generalizations, or labels
- Practice...practice...practice

# Bridge and a Mirror

Provide a "mirror image" of what went on in the classroom while the lesson was presented



Provide a "bridge" between one lesson and the next



# Tips for the Reflecting Conference

- When and where the conference is held is important:
  - Minimize any distractions
  - If possible hold it in the Mentee's room
  - Schedule soon after the observation
  - Share data with Mentee if there will be a significant time span between observation and post conference

# The Reflecting Conference

A colleague mediates by helping the educator:

- Summarize his/her impressions and assessment of the lesson
- Recall data supporting his/her impressions and assessment
- Compare planned and performed teaching decisions and student learning
- Infer relationships between student achievement and educator decisions/behaviors
- Construct new learning and self-prescribed applications
- Reflect on the effects of the planning and reflecting process and recommend refinements

# Components of a Reflecting Conference

After the lesson, the beginning educator reflects and the observer listens, asks clarifying questions, and shares data collected.

1. How did you feel about the lesson or the experiment? What went on that contributed to those feelings?
2. What do you recall of student behaviors?
3. How did student behaviors compare to what you had hoped for?
4. What do you recall of your own behaviors and strategies during the lesson?
5. How did your strategies and behaviors compare with what was planned?
6. What data do I have for you?
7. To what extent do you feel the objective of the lesson or experiment was achieved?
8. What might account for the outcomes achieved?
9. What have you learned from this lesson/experiment?
10. If you were to do it again, what would be "keepers" and what might you do differently?

# Post-Observation/Reflection Coaching Conference



# Let's Practice! Selective Verbatim

## Data-Collecting: Questioning

- Using the Questioning Form, record all of the teacher's questions (or as many as you can).
- Indicate wait time (if able).
- After completing the data collection, note what kind of question each one is (e.g., level on Bloom's Taxonomy, Webb's Depth of Knowledge, Costa's framework, Learning Style...).



# Let's Practice!

## Reflection Conference

- Partner up with someone you have not yet had the privilege of working closely.
- The partner with the longest fingers will be the Mentor. The partner with the shortest fingers will be the Beginning Educator (Mr. Seinfeld).
- Please engage in a reflection/post-observation conference with your partner.

# Mentor Training Exit Ticket

## Mentor Training Exit Ticket



What is something you understand better as a result of today's training?



What is one question you still have about the content of today's training OR one suggestion you have to improve future sessions?



What is one idea you have about how to incorporate content from today's training into your classroom/school/mentoring experiences?

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