



Mentor Teacher Training

February 22, 2021

Virtual Rules of Engagement

Keep Your Camera On

Please keep **cameras on** for engagement, if possible.

Remain Muted

Remain **muted** when not talking for sound quality for all.

Joining by phone:

Mute phone and use *6 to unmute

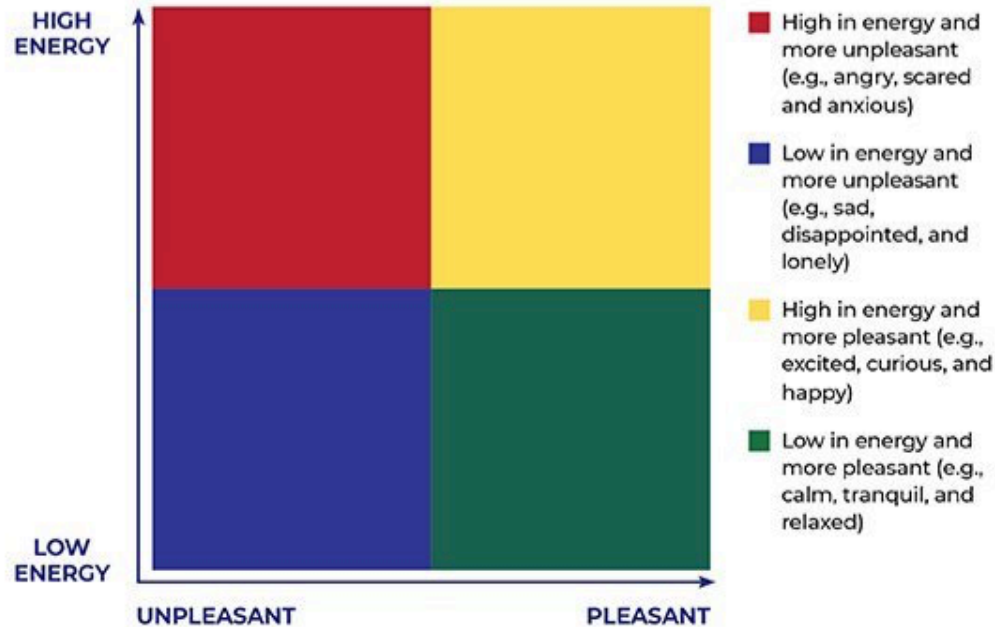
Rename Your Screen Name

Rename your **screen name** to include your first name, last name and organization (click on the three dots in the upper right corner of your camera picture square).

Stay Engaged

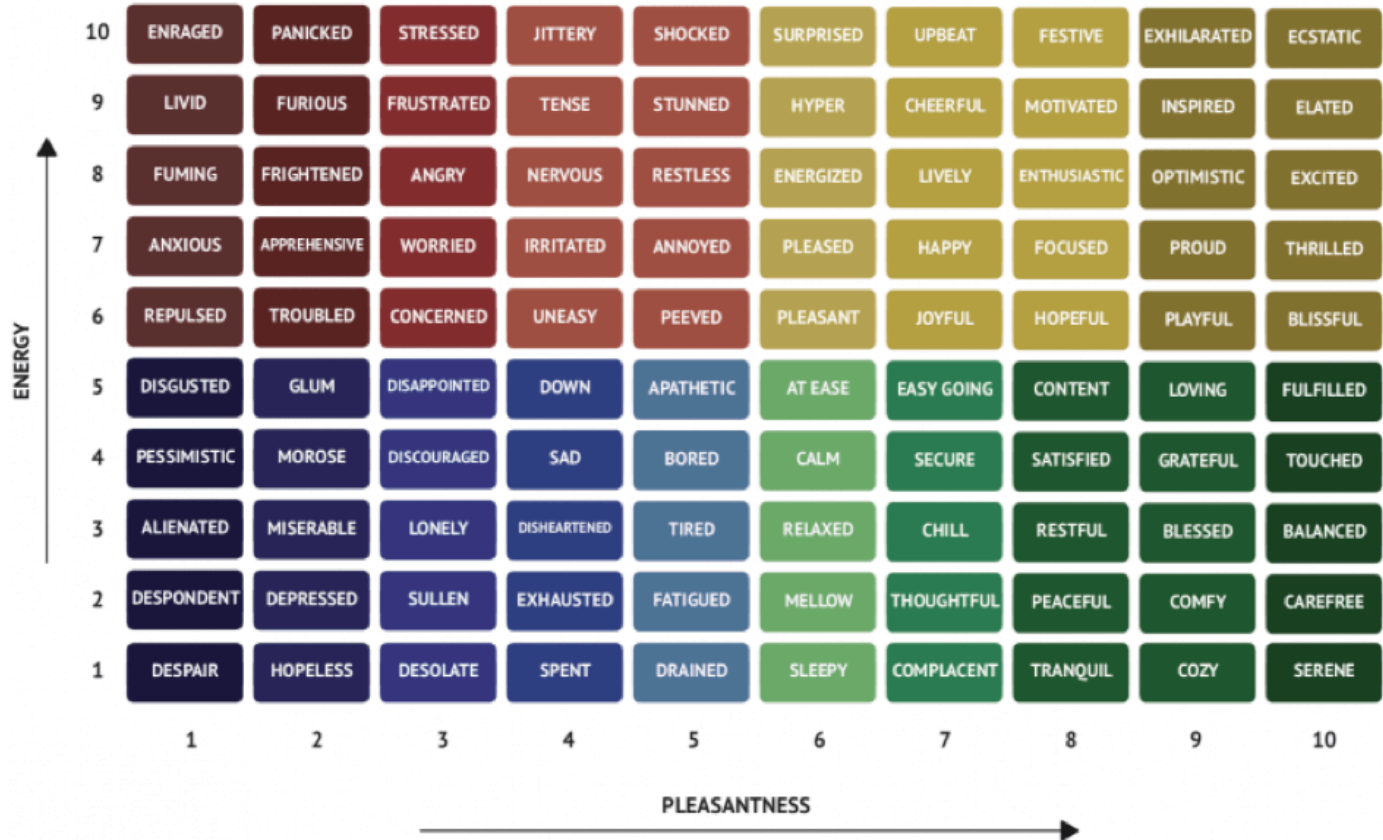
- Comment in the **chat box** at any time
- “Raise your hand” feature
- Warm call/cold call
- Polling and short answer
- Break planned

How are you feeling?



SOURCE: Yale Center for Emotional Intelligence

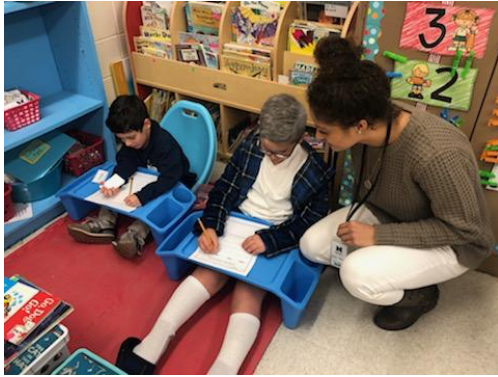
Drop the word that describes how you are feeling in the chat.



Session Outcomes

- Describe the coaching continuum.
- Identify coaching strategies to use with your teacher candidate.

The McNeese Teacher Preparation



The McNeese Residency Experience



A full year residency that provides hands-on clinical experience in a partner district classroom.



Selected and trained mentor teachers who provide coaching and support.



Professional connections to the partner school and district.



A Site Coordinator who serves as a coach and instructor for residents.



Continuous learning alongside a cohort of teacher candidate peers.



Participating in a co-teaching model for more engagement in class placement.

A Model for Coaching & Support



The Faculty Member



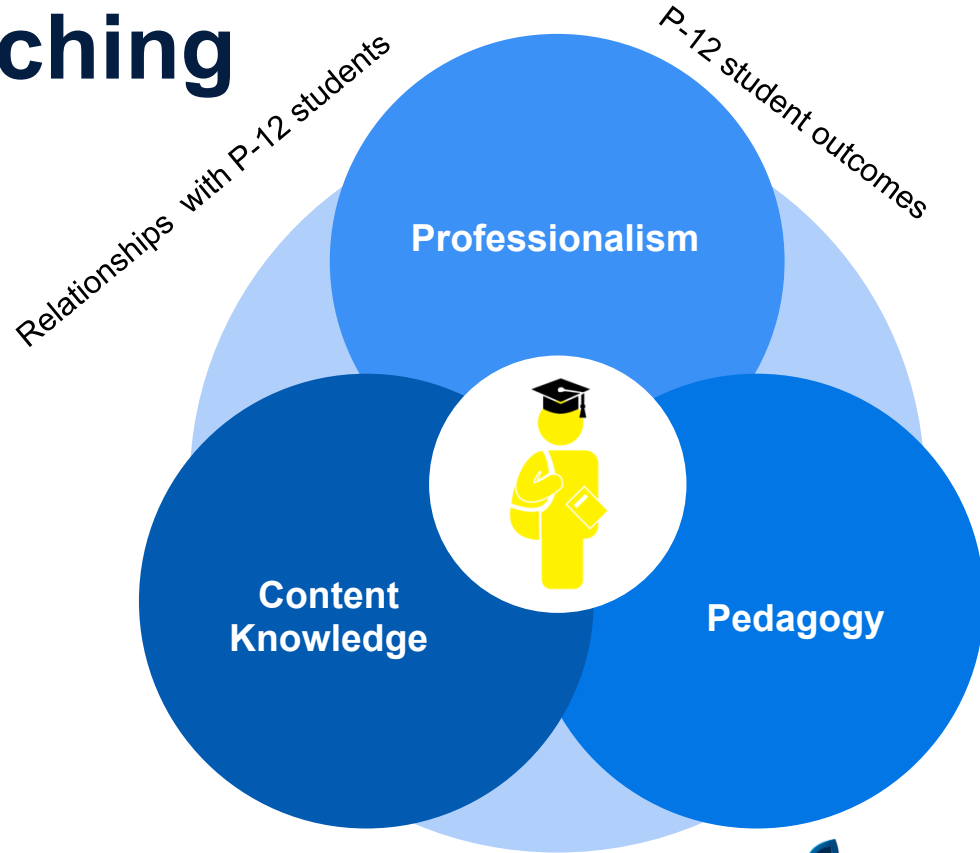
The *Recruited & Trained* Mentor Teacher



The Site Coordinator Or Field Supervisor



The School Administrator



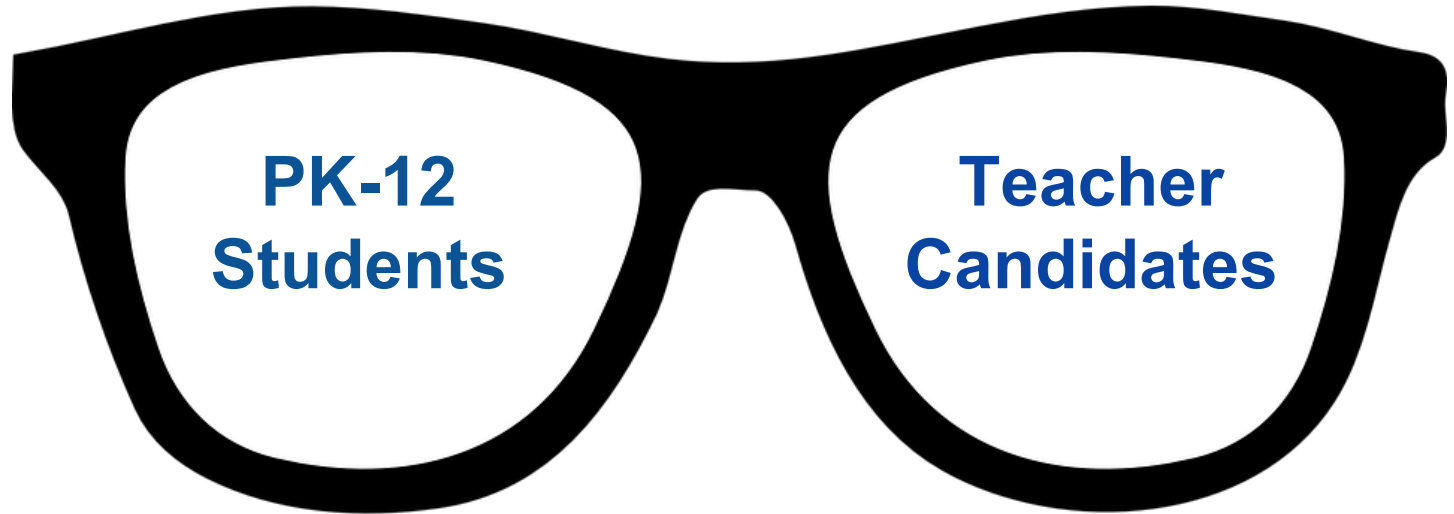
High Quality Coaching



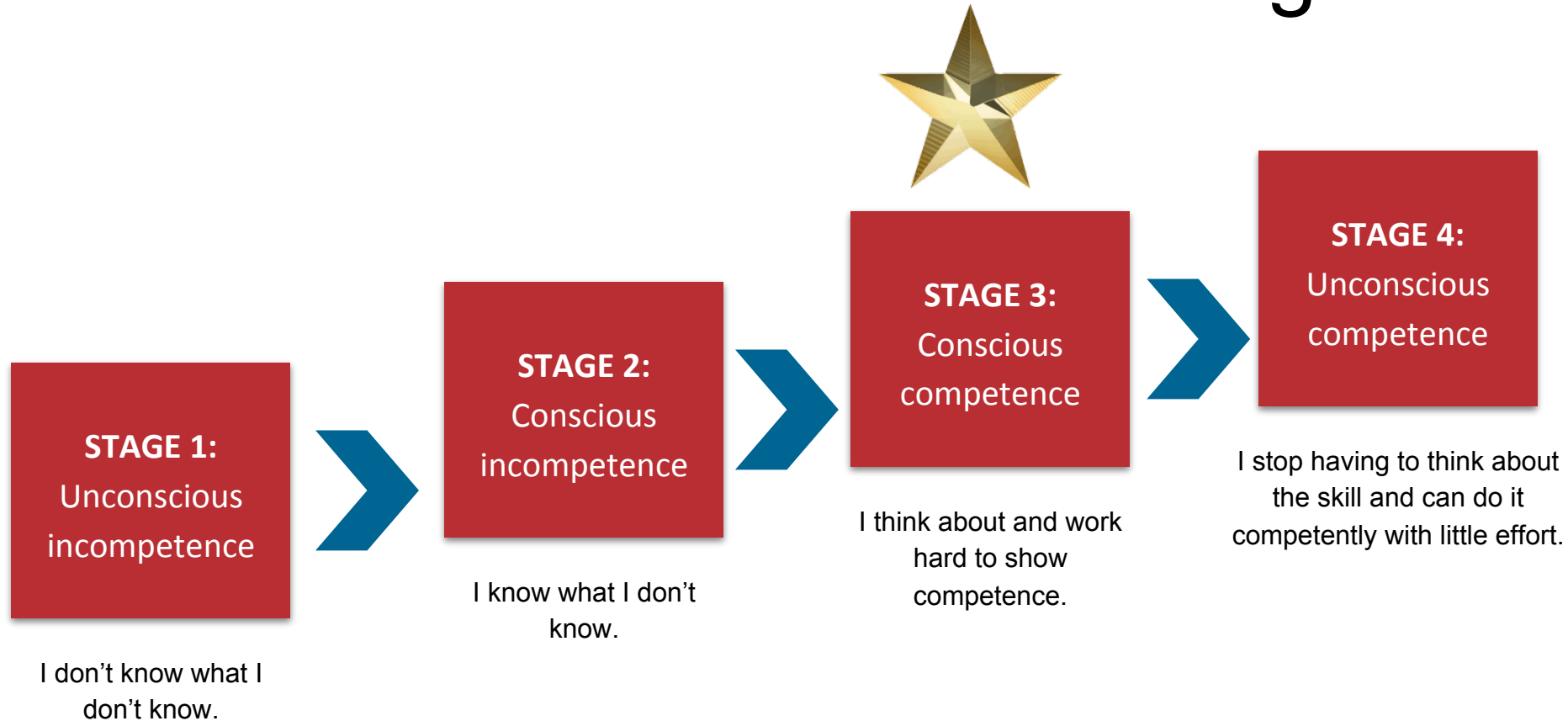
“Coaching is creating change in a teacher’s attitudes, beliefs, and actions. Change, after all, is only another word for growth, another synonym for learning.”

-Charles Handy

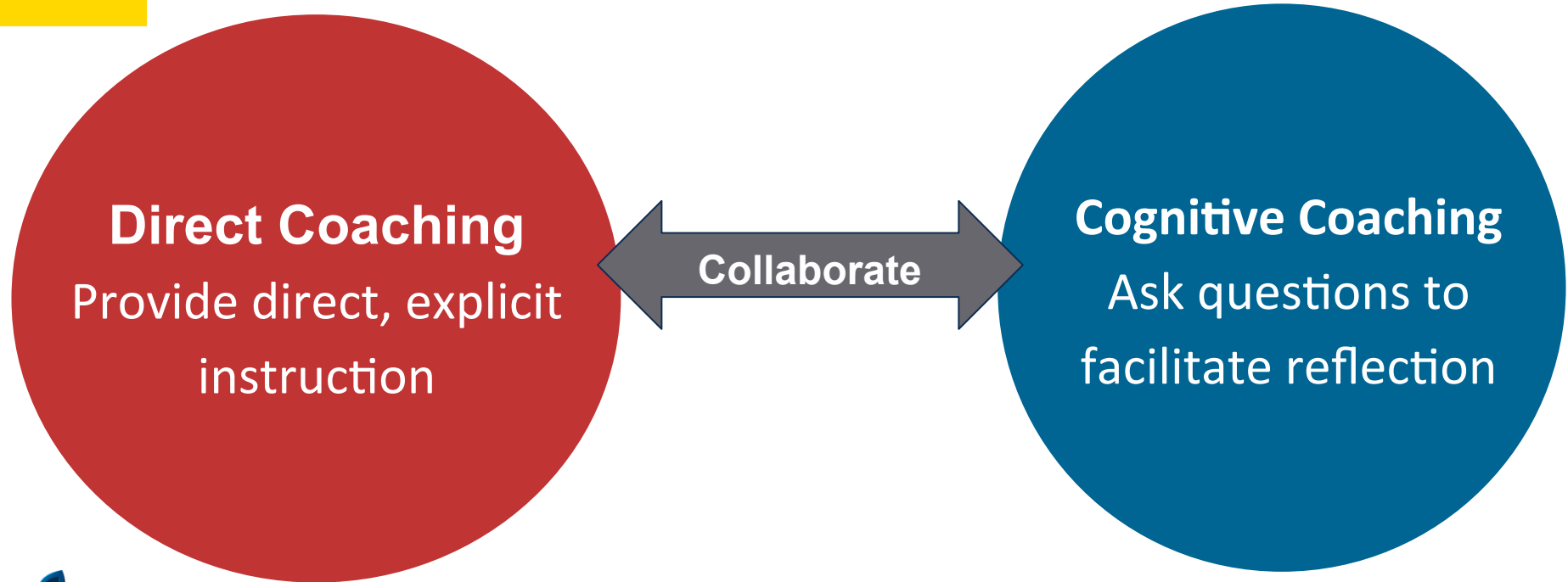
Parallel Practices



The Continuum of Learning



Coaching Frameworks



Coaching Framework within the Stages of Learning

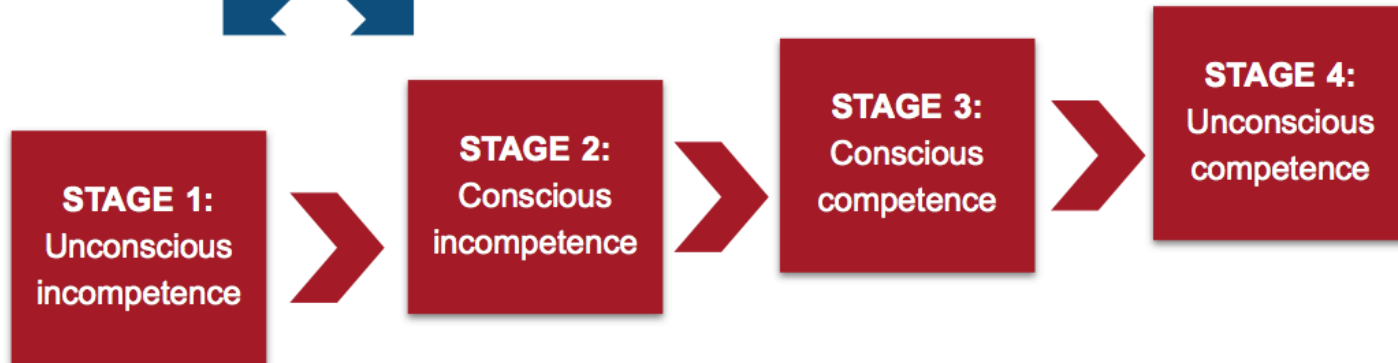
Directive Coaching

Provide direct, explicit instruction



Cognitive Coaching

Ask questions to facilitate reflection



Directive Coaching

- **Step One:** Elicit Resident Teacher Perspective
 - Reinforcement (area of strength) and Refinement (area that needs growth)
 - **Evidence**
- **Step Two:** Coach Perspective
 - Reinforcement (area of strength) and Refinement (area that needs growth)
 - **Evidence**
- **Step Three:** Coach provides specific, actionable feedback/next steps (& *may provide a MODEL*)
- **Step Four:** Resident Teacher commits to action and rehearses

How do you use directive coaching with your resident teacher?

Cognitive Coaching

Cognitive Coaching:

- Supports existing strengths and expands unexplored capacities through questioning and reflection

Process:

- Use questions to explore thinking behind the practices
- Track thinking and reflective process
- Ask questions to reveal areas that may not be conscious to the coachee
- Guide the coachee to make their own decisions about how to improve

MENTOR COGNITIVELY COACHING A RESIDENT TEACHER



- What do you notice about the cognitive coaching process?
- How might you use this process to coach your resident teacher?

Cognitive Coaching

- Supports development of resident teacher as **self-directed, reflective practitioner**
- Ask, repeat, and probe--don't tell
- [Sample Questions](#)
- Remember to use instructional rubric aligned verbiage to promote consistency

Quick Reflection

1. A benefit of this coaching strategy is...
2. A drawback to this strategy is...



Invitational Questions

How might. . .

What would . .

What are some. . .

What might be some. . .

In what ways. . .

How might you. . .

As you. . .

What seems. . .

Given your. . .

Based on...

Reflecting on...

As you...

Predict

Recall

Summarize

Identify

Describe

Compare

Contrast

Prioritize

Interpret

Infer

Conclude

Connect

Apply

Outcomes

Curriculum

Instructional strategies

Student readiness

Student behavior

Student work

Student engagement

Performance standards

Assessment results

Expectations

Lesson

Materials

Groups

Classroom climate

Procedures

In the Moment Coaching Strategies

Coaching Strategy	Whisper Coaching
When to use the strategy:	During one teach, one observe
Purpose of the strategy:	Mentor Teacher whispers coaching input to the Teacher Candidate during instruction Mentor Teacher can provide a visual cue
Language for the strategy:	"I noticed" "Did you notice..." "I would suggest..." "Remember to..." "What might you do to..."

In the Moment Coaching Strategies

Coaching Strategy	Side-By-Side
When to use the strategy:	During Team Teaching
Purpose of the strategy:	Mentor Teacher prompts thinking or models through questioning or asking to model
Language for the strategy:	Paraphrasing, clarifying, “I’m wondering” cues to the students and the Teacher Candidate

In the Moment Coaching Strategies

Coaching Strategy	In & Out
When to use the strategy:	During co-teaching models other than Team Teaching
Purpose of the strategy:	Mentor Teacher models strategies on the spot
Language for the strategy:	Mentor Teacher offers to share another strategy or demonstrate, then becomes the lead teacher in that moment before turning the lesson back over to the Teacher Candidate

High Quality Feedback

- Actionable
- Specific
- Relevant
- Focused
- Consistent
- Genuine
- Includes models
- Examples or resources
- Objective
- Timely
- Considers developmental needs
- Prompts improvement
- Connected to prior learning

High Quality Coaching Feedback

Wait Time

- **After** you ask a question
- **After** a response
- **Before** your next question

Bias

- Attaching value to an action → “I like, I love, I feel, fantastic, etc.”
 - I noticed how when you _____ the students _____
... (identify something that worked and why it worked)
 - I’m interested in learning (or hearing) more about _____

Time to Practice



Think of a recent observation of your teacher candidate....

I noticed how when you _____ the students
_____ ...

Option A: Identify something that worked and why.

Option B: Identify something that didn't work and why.



Coaching Resources

Coaching Question Stems

Coaching Questions for Danielson



Final Thoughts

**What is one idea you will
try with your teacher
candidate this week?**



Feedback Survey

THANK YOU

