

Training Facilitator's Guide

Laying a Foundation for Successful Mentoring

Training Module 2: Mentoring Teacher Candidates in the Art and Science of Teaching

Mentor teachers working with teacher candidates from the Boise State University College of Education will have the opportunity to receive professional development to acquire mentoring strategies and skills and to learn how to build capacity for College of Education faculty members, university liaisons, and resident liaisons. Research and evidence highlighted in this document will be incorporated throughout the professional development activities to strengthen the expertise of mentor teachers and the quality of teacher candidates' practicum experiences.

REL Northwest developed training materials for three modules that can be presented all at once in a full-day training or in two or three separate sessions. The content for each module is summarized below.

- *Module 1: Building a positive and productive relationship with your teacher candidate.* This module will help participants understand and use evidence-based practices for developing productive and trusting relationships between mentor teachers and teacher candidates. It will also feature content and activities that help mentor teachers use communication and feedback strategies that build teacher candidates' efficacy and identity as educators.
- *Module 2: Mentoring teacher candidates in the art and science of teaching.* This module will help participants understand and use evidence-based practices to help teacher candidates acquire effective planning, instruction, and classroom management skills. Facilitators will emphasize modeling and coaching strategies for adult learners in school and classroom contexts.
- *Module 3: Fostering resilience, social awareness, and appetite for professional growth.* This module will help participants understand and use evidence-based practices to help teacher candidates develop the professional mindsets and social and emotional skills needed to adapt to unique and challenging school contexts, commit to lifelong professional learning, and find and get the most out of professional development opportunities. It will also give participants strategies to help teacher candidates develop the ability to empathize with others, including individuals from backgrounds different from their own; understand social, cultural, and ethical norms for behavior; and recognize family, school, and community values and resources. Facilitators will provide resources to help mentor teachers use their classroom environment to train teacher candidates and prepare them for the different conditions they might experience as a first-year teacher.

This facilitator's guide differentiates between instructions for facilitators delivering the training face to face and instructions for those delivering it virtually. Training materials include the following resources:

- Attachment B: PowerPoint presentation
- Attachment C: Participant agenda and handouts
- Attachment D: Reference list

Each training module features activities based on the “relate, tell, show, do, review, and apply” technique (Ness, 2018):

Icon	Description
	<i>Relate and tell:</i> Facilitators present information about evidence-based strategies. Graphics and practical examples make the information relevant, and independent reflection, small-group discussion, and whole-group question-and-answer activities engage participants and help them connect the information to their own experiences.
	<i>Show:</i> Facilitators demonstrate how to implement evidence-based strategies in real-life scenarios through modeled role play, videos, and practice with case studies.
	<i>Do:</i> Facilitators lead participants through structured practice of evidence-based strategies, including role-play and problem-based learning activities (Duch et al., 2001).
	<i>Review and apply:</i> Facilitators conduct quick knowledge checks (and occasionally longer interactive activities) throughout the modules that allow participants to check their understanding in pairs or teams. To prepare participants to apply what they have learned, facilitators lead them through goal-setting and action-planning activities that help them apply their skills to their own context.

Training Module 2: Mentoring Teacher Candidates in the Art and Science of Teaching
Estimated time: 2 hours

Session objectives

By the end of this session, participants will be able to:

- Identify and apply evidence-based instructional coaching strategies to use with their teacher candidates.
- Understand and analyze evidence-based strategies for providing effective feedback to their teacher candidates at each stage of their practicum.
- Analyze and practice co-teaching as an evidence-based coaching technique to increase their teacher candidates' capacity to deliver effective instruction for all students.

Session at a glance

Welcome and introductions (15 minutes)

- REL introduction
- Series overview
- Agenda for today
- Session objectives

Topic 1. Getting started: Mentoring teacher candidates with novice skill sets (30 minutes)

Demonstration teaching

- **Relate and tell:** Demonstration teaching
- **Show:** Demonstration teaching

Feedback for novice skill sets

- **Relate and tell:** Attributes of feedback for novice teachers
- **Show:** Example #1, novice skill set feedback

Pinpointing problems

- **Relate and tell:** Pinpointing problems
- **Show:** Pinpointing problems
- **Do:** Pinpointing problems
- **Review and apply:** Pinpointing problems

Topic 2: Moving along: Teacher candidates with developing skill sets (30 minutes)

Videotape analysis

- **Relate and tell:** Videotape analysis
- **Show:** Facilitator role play
- **Review:** Microteaching

Feedback for developing skill sets

- **Relate and tell:** Attributes of feedback for developing teachers
- **Show:** Developing skill set feedback

Probing teacher candidates' thinking

- **Relate and tell:** Probing teacher candidates' thinking
- **Show:** Probing teacher candidates' thinking

Topic 3: Really getting somewhere! Teacher candidates with advanced skill sets (35 minutes)

Co-teaching

- **Relate and tell:** Co-teaching
- **Show:** Co-teaching
- **Do:** Co-teaching
- **Review and apply:** Sketching a co-teaching lesson

Feedback for advanced skill sets

- **Relate and tell:** Attributes of feedback for advanced teachers
- **Show:** Advanced skill set feedback

Focusing on the students

- **Relate and tell:** Focusing on the students
- **Show:** Facilitator role play

Review and Wrap-up (10 minutes)

Training Preparation

Face-to-face delivery

Materials

- Chart pack
- Large Post-it notes
- Markers
- Blank paper
- Handout packets

Session setup

- Make copies of handouts

Virtual delivery

Materials

- Zip file of training handouts (PDFs)

Session Set up

- Check permissions on online documents if relevant for the tool being used
- Preset breakout rooms, if desired
- Upload session handout packet to Google Drive or another linkable platform. Copy handout link to post in the chat as needed for each segment. Remember to give access on the platform to everyone with the link.

Step-by-step facilitator's guide



Welcome and introductions

15 minutes total

Purpose: Build the learning community by prompting participants to share information about themselves and then introduce the purpose and objectives of the mentor teacher training.

1. Display the **Welcome** slide as participants enter the room (face-to-face training) or sign on (virtual training). Welcome participants as they arrive.
2. Allow participants to introduce themselves and respond to the question on the slide until the training begins.
3. Display the **Title** slide on the screen.
4. Begin with a few opening remarks that set a welcoming and supportive tone.
5. Briefly reintroduce yourself, your professional background, your experience with teaching and being a mentor teacher (if applicable), and your pronouns.
6. Display the **About REL Northwest** slide and remind participants that the training was developed by REL Northwest in partnership with Boise State University faculty members. Provide a high-level overview of the REL program and its main areas of work.
7. Display the **Series overview** slide, a brief introduction of key points about this mentor teacher professional development series. The following key points are on the slide.

Visual Aids:

- Welcome
- Session title
- About REL Northwest
- Series overview
- Agenda for today
- Session objectives

Key points:

- Review: The experiences of teacher candidates during their practicum have an essential role in shaping their early-career effectiveness (Gareis & Grant, 2014; He, 2009; Ronfeldt et al., 2018a; Ronfeldt et al., 2018b).
 - This professional development training was designed for mentor teachers to provide them with the opportunity to develop effective mentoring strategies as they work with teacher candidates from the Boise State University College of Education.
 - The professional development topics align with what research has identified as best practices that contribute to effective mentoring and successful teacher candidate outcomes.
 - Three two-hour modules have been created to support each topic:
 - a. *Module 1: Building a positive and productive relationship with your teacher candidate*
 - b. Module 2: Mentoring teacher candidates in the art and science of teaching**
 - c. *Module 3: Fostering resilience, social awareness, and appetite for professional growth*
8. Display the **Agenda for today** slide and summarize the content of the training.
 9. Display the **Session objectives** slide and tell participants that during this interactive training they will participate in activities that help mentor teachers use feedback and coaching practices to increase their teacher candidate's capacity as an educator. Then review session learning outcomes for this first session:

By the end of this session, you will be able to ...

- Identify and plan to use evidence-based instructional coaching strategies to use with your teacher candidates:
 - Forms of instructional coaching
 - Effective feedback
- Understand how to adapt evidence-based strategies for providing coaching and feedback to your teacher candidates as they develop skills throughout their practicum.



RELATE AND TELL

10 minutes

1. **Say:** The feedback and strategies used at the beginning of the internship may be different from those employed toward the end (Lawley et al., 2014).
2. **Say:** Our aim is to equip new cooperating teachers with a set of tools to mentor their teacher candidates at any skill set. For veteran and returning cooperating teachers, we hope to review strategies you already use and possibly augment your toolboxes with a few extensions.
3. **Say:** We will do this by introducing three types of information.
4. Display the **Toolbox** slide.
5. **Say:** You can think of forms of instructional coaching as a platform or framework through which you mentor. We draw these forms from an international study of the forms of mentoring observed and described by the mentors. In your handout packet, the full list is available in “The Professional Practice of Mentoring” article (Schwille, 2008). Due to time constraints, today we will focus on three forms of instructional coaching and take a deeper dive into one.
6. [Click to highlight the “Effective feedback” text.] **Say:** We will also focus on feedback, specifically on differentiating feedback for teacher candidates at different places in their development. Many of these strategies are found in the article “Helping Novices Learn to Teach” in your handout packet (Feiman-Nemser, 2001).
7. Display the **Research anchor** slide. Read the quote.
8. **Say:** We focus on feedback because it is a vital component of student teaching.
9. Display the **For all skill sets, feedback should be ...** slide.
10. **Say:** Though we will differentiate among skill sets, there are some attributes of effective feedback that are present in every case.
11. Each bullet corresponds to a text box on the slide. Briefly describe the following points:
 - Feedback should be objective, meaning it is based on criteria, evidence, or data, not your opinion (Killian & Wilkins, 2009).
 - It should be frequent so that the teacher candidate feels supported and directed and the feedback can build on previous conversations (Bradbury & Koballa, 2008; Killian & Wilkins, 2009).
 - It should be multimodal, meaning it comes in more than one form. Although verbal conversations are important for building rapport, the details of the conversations may be forgotten. And while written feedback can be referenced later, it does not communicate encouragement or genuine care in the same way face-to-face communication does (Akcan & Tatar, 2010; Sayeski & Paulsen, 2012; Trubowitz, 2004).

Visual Aids:

- Toolbox
- Research anchor
- For all skill sets, feedback should be ...

- Feedback should be given with a growth mindset, building on the strengths of the teacher candidate and encouraging improvement (Le Cornu, 2009; He, 2009; Dweck, 2007).
- Last, feedback should prompt reflection by asking open-ended questions that invite insights and connections to new learning and ideas (Roberts et al., 2014).

12. Display the **Toolbox** slide.

13. **Say:** The last type of tool as listed on the toolbox slide are strategies to engage with your teacher candidate that are supported in the literature.



Topic 1: Getting started: Mentoring teacher candidates with novice skill sets

30 minutes total

Demonstration teaching

10 minutes



RELATE AND TELL

5 minutes

1. Display the **Topic 1 Getting started: Mentoring teacher candidates with novice skill sets** slide.
2. **Say:** Teacher candidates with novice skill sets have excitement and energy to push forward, but they often have a vague understanding of how to accomplish their goals. They are often willing to put in the time but feel they don't have time to slow down and reflect. Their conceptions of teaching revolve around their own successes and mistakes.
3. **Say:** The forms of coaching and evidence-based strategies in this section were chosen because the novice needs no prerequisite skills to be able to benefit and learn from them, and the mentor-teacher candidate relationship does not need to be well-developed to use them.
4. Display the **Forms of instructional coaching: Demonstration teaching** slide. Read the quote.
5. **Say:** Demonstration teaching includes modeling teaching, but it is extremely intentional for both the mentor and teacher candidate (Schwille, 2008).
6. Display the **Anatomy of demonstration teaching** slide.
7. **Say:** The teaching is the meat of demonstration teaching, of course, but the preparation and debriefing is the groundwork for cementing learning for teacher candidates.
8. **Say:** Before a demonstration, teacher candidates meet with their mentors to discuss the purpose of the demonstration. It is a chance for mentors to explain their approach, their thinking, and their decision-making. Mentors can also talk about their expectations for how the lesson might go.
9. **Say:** During the lesson, teacher candidates look for the things discussed during the pre-meeting, take notes on what they observe, and notate their reflections.
10. **Say:** This work means teacher candidates bring something to discuss to the post-meeting. They take part in the planning and tweaking of the lesson and can discuss what they are learning from the demonstration teaching process.

Visual Aids:

- Topic #1 Getting started: Mentoring teacher candidates with novice skill sets
- *Forms of instructional coaching: Demonstration teaching*
- Anatomy of demonstration teaching

 **SHOW**

5 minutes

Visual Aid: Demonstration teaching example

Materials: “Demonstration teaching example” handout (hyperlink for virtual trainings or hard copy for face-to-face trainings)

Facilitator Notes:

- *Animated slide has 5 text boxes to reveal.*
 - *Post the link to the “Demonstration teaching example” handout into the chat (virtual trainings).*
 - *For face-to-face trainings, ask participants to refer to the “Demonstration teaching example” handout.*
1. Display the **Demonstration teaching example** slide.
 2. **Say:** If you have your handout packet handy, find the “Demonstration teaching example” handout. You can also click on the link just posted in the chat labeled “**Demonstration teaching example link**”. Let’s take one minute to read the description. [If an electronic copy is desired for face-to-face trainings, you may write a short URL on a piece of chart paper or direct participants to the link on the slide.]
 - After one minute, **say:** An important element of this description is that demonstration teaching doesn’t have to be just one lesson. It can encompass an entire concept.
 3. Click to reveal the “Before each lesson” text. **Say:**
 - Goals, expectations, and uncertainties were discussed before the lesson, setting up the purpose of the demonstration.
 4. Click to reveal the “During each lesson” text. **Say:**
 - Teacher candidates are not simply observing, they are also reflecting and annotating, beginning to digest what they are seeing.
 5. Click to reveal the “After each lesson” text. **Say:**
 - By the time they meet after, they have something to say in a discussion, can take part in the planning or tweaking of the next lesson, and articulate what they learned.
 - In this way, demonstration teaching gives teacher candidates’ access to the thinking, planning, execution, reflection cycle of teaching.

Feedback for novice skill sets

10 minutes



RELATE AND TELL

5 minutes

Visual Aid: *Effective feedback:* Evidence-based feedback practices for teacher candidates with novice skill sets

Facilitator Notes: *Animated slide has 5 text boxes to reveal.*

1. Display the ***Effective feedback: Evidence-based feedback practices for teacher candidates with novice skill sets*** slide.
2. **Say:** We’re now turning to feedback tailored to teacher candidates with novice skill sets.

3. **Say:** A lot of research has focused on feedback techniques for preservice and beginning teachers with different skill levels.
- [Click to reveal the “Give direct advice” text.] Feedback for novices should be direct. With few skills to rely on, novice teacher candidates need direct feedback on what to do better, where to look for improvement, and anything they are doing right (Bradbury & Koballa; 2008; Hoffman et al., 2015; Lawley et al., 2014; Sayeski & Paulsen, 2012).
 - [Click to reveal the “Explain your thinking” text.] **Say:** The reasons for your choices are not always clear. Let them “see your thinking” (Roberts et al., 2014, p. 177). Teacher candidates need to hear why you made the decisions you did and why you are giving the feedback you are giving (Lawley et al., 2014; Timperly, 2001).
 - [Click to reveal the “Model wondering” text.] **Say:** In your feedback, model the reflection you want to see your teacher candidate use (Bradbury & Koballa, 2008; Roberts et al., 2014).
 - [Click to reveal the “Identify strengths *and* challenges together” text.] **Say:** Engage jointly with your teacher candidate in identifying both strengths and issue areas. Though it can be uncomfortable, shying away from problem identification will only harm your teacher candidate (Akcan & Tatar, 2010; Feiman-Nemser, 2001; Timperly, 2001).
 - [Click to reveal the “Discuss the ‘why’ together” text.] **Say:** In your feedback, asking “why” questions will elicit reflective responses and generate deeper discussion (Roberts et al., 2014; Feiman-Nemser, 2001).



SHOW

5 minutes

Visual Aid: Effective feedback: Evidence-based feedback practices for teacher candidates with novice skill sets

Facilitator Notes: *Animated slide has 6 text boxes and each has an explanatory text bubble.*

1. Display the **Effective feedback for a novice teacher candidate example** slide.
2. **Say:** Let’s walk through an example of what effective feedback to a novice teacher can look like. This feedback may be part of a conversation or written on a lesson plan.
3. [Click to display the “What do you see as strengths to this lesson? What problems can you identify?” text.] Read the text.
4. [Click to display the “Identify strengths and challenges together” text bubble.] **Say:** This feedback invites teacher candidates to identify strengths and problems. Rather than telling them what they are, see where they get on their own.
5. [Click to display the “You had a clear plan for teaching *Main Idea* to your students. When you did ‘thumbs up or down,’ almost every student responded, but when you got more specific like, ‘What is the main idea?’ you only had about 10% of students raising hands.” text.] Read the text.
6. [Click to display the “Use observable evidence” text bubble.] **Say:** Here, the mentor makes observations from which to launch the conversation.
7. [Click to display the “When I see only a few hands raised, I want to know why they aren’t raising their hands. I start to think about what the barriers might be. Are they barriers I placed” text.] Read the text.
8. [Click to display the “Explain your thinking” text bubble.] **Say:** The teacher candidate gets to hear the decision-making process of the mentor and the driving questions their mentor has.

9. [Click to display the “Why do you think engagement changed between activities?” text.] Read the text.
10. [Click to display the “Discuss the ‘why’ together” text bubble.] **Say:** The mentor opens the discussion for why the teacher candidate’s engagement changed.
11. [Click to display the “I’m wondering how to increase engagement. I know that when we give students an opportunity to talk about their learning, engagement increases.” text.] Read the text.
12. [Click to display the “Model wondering” text bubble.] **Say:** The mentor explains what they are wondering about and adds some practitioner knowledge.
13. [Click to display the “What if you asked students to turn to a partner and whisper what a main idea is and why it’s important to know?” text.] Read the text.
14. [Click to display the “Give direct advice” text bubble.] **Say:** Since this is a teacher candidate with a novice skill set, they may need direct advice on how to solve their engagement problem. The mentor poses this as a question, giving the teacher candidate some responsibility in the decision.

Enact coaching and feedback: Pinpointing problems

10 minutes



RELATE AND TELL

Facilitator Notes: Each block in the second graphic corresponds to a bullet point.

1. Display the **Enact coaching and feedback: Pinpointing problems** slide.
2. **Say:** We just told you a lot of do’s and don’ts in giving feedback. Some of them can be difficult to implement, especially those that involve discussing underdeveloped skills in your teacher candidate.
3. **Say:** Pinpointing problems is a strategy for engaging teacher candidates in identifying, specifying, and analyzing a problem they are facing.
4. Display the **Anatomy of pinpointing the problem** slide. **Say:**
 - You may need to engage in pinpointing the problem when teacher candidates make broad or vague statements of a problem they identify.
 - First, you can help teacher candidates think through the major areas the problem spans.
 - Then, drill down to more specifics, possibly asking teacher candidates to recall examples.
 - Last, together, formulate a plan for action.

Visual Aids:

- *Enact coaching and feedback: Pinpointing problems*
- *Anatomy of pinpointing the problem*



SHOW

Visual Aid: Pinpointing problems example

Facilitator Notes: *Animated slide has 4 text boxes to reveal.*

1. **Say:** Because talking about problems that teacher candidates face before they escalate is a crucial, yet often uncomfortable task (Killian & Wilkins, 2009), we’re going to dig deeper into this strategy.”
2. Display the **Pinpointing problems example** slide.

3. **Say:** The following is a description of a mentor teacher recalling an instance when he wanted to help a novice teacher candidate pinpoint a problem (Feiman-Nemser, 2001, p. 22). Let's take a moment to read and discuss the example.
4. [Click to display the first section.] Read the passage: "When Diane told [the mentor teacher] that she was not feeling very good about reading, he suggested that they talk about it next time. Later, he explained his rationale to me":
5. **Say:** In this example, the mentor exemplified several features of pinpointing a problem, besides actually stating that he's trying to pinpoint a problem.
6. [Click to display the second section.] Read the passage: "I want to help her clarify what does she mean by 'Reading isn't going well.' I mean, let's sort out the elements because it's such a big statement — 'Reading isn't going well.'"
7. **Say:** Then he explains that he wants to sort out the larger elements that need to be focused on or the major areas of concern.
8. [Click to display the third section.] Read the passage: "I'd like her to be able to get at this . . . to pinpoint the problem . . . to come up with some specifics about what about it isn't as good as it could be. ..."
9. **Say:** Then, he wants Diane to drill down to specifics, including examples.
10. [Click to display the fourth section.] Read the passage: "I'd like to think with her, to help her pinpoint more exactly what she means by 'Reading isn't going well.' And that means looking for strengths as well as things she wants to change."
11. **Say:** The language he uses suggests that the process is a joint one, with both parties exploring the problem as thought partners. In this exploration, it is important to note the strengths available to the teacher candidate to lean on as well as the specific things the teacher candidate wants to change.



DO

Visual Aids: Your turn: Identify a mentor pinpointing problems

Materials: "Pinpointing problems example" handout (hyperlink for virtual trainings or hard copy for face-to-face trainings)

Facilitator Notes:

- *Paste the link to the "Pinpointing problems example" handout into the chat (virtual trainings).*
 - *For face-to-face trainings, ask participants to refer to the "Pinpointing problems example" handout.*
1. Display the **Your turn: Identify a mentor pinpointing problems** slide.
 2. **Say:** Click on the link to the "Pinpointing problems example" handout that was just posted in the chat. [For face-to-face trainings, direct participants to the handout in their packet.]
 3. **Say:** Let's take one minute to read the example. While reading, think about how to answer this question: "How does the problem described in this example 'evolve' during the conversation?" Post your response in the chat. [For face-to-face trainings, **say:** "Write your response on a large Post-it note and stick it on the large chart paper near your table."] Okay, let's read.

4. As responses begin to post, note themes in them. Note also any singular thoughts or posts.
5. After one minute, **say**: Some of you have already posted responses, but let's take another minute to formulate an answer and post.
6. After another minute, review themes from the post, which may include:
The mentor:
 - Asked a lot of open-ended questions.
 - Gave time to think and reflect.
 - Offered expertise on framing the problem.
 - Asked for examples to clarify and specify.
 - Built off the teacher candidates' thoughts as a partner.



REVIEW AND APPLY

Visual Aid: Pinpointing problems reflection

Facilitator Notes: *Prepare to send participants into breakout rooms of three or four people.*

1. Display the **Pinpointing problems reflection** slide.
2. **Say**: Now that we have an idea of the elements that go into pinpointing a problem, reflect on how you might use the strategy with your teacher candidate.
3. **Say**: Take a few moments to jot down your responses to these questions:
 - What questions will I ask when my teacher candidate is having trouble defining a problem?
 - What will I tell my teacher candidate to help them pinpoint their own problems?
4. **Say**: In a minute we will put you into breakout rooms of three or four people. Over the next five minutes, share your responses and, if you have experience with this strategy, give some examples of how you use it.
5. Send participants to breakout rooms. Allow them to talk among themselves for five minutes. Then pull everyone back together.
6. **Say**: Would anyone like to share their thoughts with the whole group?
7. To debrief, allow participants to speak to the whole group and invite them to write responses in the chat for two or three minutes.



Topic 2: Moving along: Teacher candidates with developing skill sets
30 minutes total

Videotape Analysis

10 minutes



RELATE AND TELL

1. Display the **Moving along: Teacher candidates with developing skill sets** slide.
2. **Say:** We're now going to talk about forms, feedback, and strategies to use with teacher candidates who have developed some teaching skills.
3. Display the **Forms of instructional coaching: Videotape analysis** slide.
4. **Say:** First, we're going to go over videotape analysis. Read the quote.
5. **Say:** Videotape analysis is a versatile tool for examining exemplar teaching methods and content, pinpointing actions and decision moments, and prompting recall of difficult and successful moments in class.

Visual Aids:

- Topic 2: Moving along: Teacher candidates with developing skill sets
- *Forms of instructional coaching: Videotape analysis*



SHOW

Visual Aid: Videotape analysis example: Facilitator role play

Facilitator Notes: *Step 3 is a facilitator role play.*

1. Display the **Videotape analysis example: Facilitator role play** slide.
2. **Say:** [Insert co-facilitator name] and I are going to role-play a mentor and teacher candidate engaging in a conversation during videotape analysis. Remember, it's important to focus on one or two aspects of teaching and learning during a videotape analysis.
3. *Videotape analysis script:*
Mindy (mentor teacher): I'm glad you got a chance to watch the video of your lesson, Shante. You had planned to focus on engaging students through dialogue. After watching the video, how engaged would you say students were during the lesson?
Shante (teacher candidate): Well, before, I would have said about 90%, but I see from the video that the kids sitting farthest out, toward the window, aren't that attentive to what's happening in the lesson. I think I need to plan more specifically for how to engage that group.
Mindy: Sure, I'd love to think through that with you. I noticed in the video how you listened in to the student conversations because ...
Shante: Because engagement activities must be meaningful to the lesson objectives. So by listening in, I could see if the kids were on track. You know, formative assessment.
Mindy: And were they all on track?
Shante: Well, again, I would have said yes, before. But I saw some of the groups were kind of waiting for me to come by so I could re-explain the directions. I remember having to do that now. So, maybe

I need to think of better ways to explain the directions before breaking into small groups, maybe I need to include different senses. Like don't just say the directions out loud but write them on the board or have them on a slide for kids to reference.

4. **Say:** How did the use of videotape analysis help Shante? Please feel free to speak up or post in the chat.



RELATE AND TELL

Visual Aid: Microteaching: *Review from Module 1*

1. Display the **Microteaching: Review from module 1** slide.
2. **Say:** As a review from our first training, among the tools in our toolbox, microteaching is a form of instructional coaching that supports teacher self-efficacy by providing an opportunity for your teacher candidate to have a mastery experience (Allen, 1980; Allen & Eve, 1968; Siwatu et al., 2011).
3. **Say:** In a microteaching cycle, the teacher candidate plans a lesson, teaches the lesson, receives feedback, refines the lesson, reteaches it, and receives feedback until they master the skill.
4. **Say:** Then the teacher candidate enters another cycle in refining the lesson, reteaching, and receiving feedback on that performance. The teacher candidate will often feel successful as they experience familiarity with the content, implement improvements, and see a difference in their success with students.

Evidence-based feedback practices for developing skill sets

10 minutes



RELATE AND TELL

Visual Aid: Evidence-based feedback practices for developing skill sets

Facilitator Notes: *Each bullet point corresponds to a text box to reveal.*

1. Display the **Evidence-based feedback practices for developing skill sets** slide.
2. **Say:** Feedback should adapt to the learner's abilities. Feedback for teacher candidates with developing skill sets should:
 - Allow teacher candidates to find their own solutions (Bradbury & Koballa, 2008; Killian & Wilkins, 2009; Roberts et al., 2014).
 - Contain more listening on the side of the mentor, as the teacher candidate begins to articulate the language of teaching (Roberts et al., 2014).
 - This opens the door for teacher candidates to speak freely of their ideas, fears, and obstacles (Smith, 2005).
 - Continue to include "why questions" and discuss them jointly (Roberts et al., 2014; Feiman-Nemser, 2001).
 - Encourage, make time for, and continue to model reflection (Akcan & Tatar, 2010; Roberts et al., 2014).
 - After allowing this time, if the teacher candidate has not concluded with a viable solution or way forward, there is still room for direct feedback (Roberts et al., 2014).

SHOW

Visual Aid: Example feedback for developing skill sets

Facilitator Notes: *Animated slide has 6 text boxes to reveal.*

1. Display the **Example feedback for developing skill sets** slide.
2. Say: On this slide are two examples of feedback. Based on what you’ve just learned, which of these examples do you think is feedback adapted for a developing skill set? You can give your answer in the poll.
3. Have the co-facilitator or a technology assistant post a poll with the question: “Which of these examples do you think is feedback adapted for a developing skill set?” The answer choices should be example 1 and example 2.
4. Give participants one minute to read the examples and answer the poll. Report out the results to participants.
5. **Say:** [insert result] % of you thought that example 1 is adapted for a developing skill set. Let’s take a deeper look at each example. [Example 1 models effective feedback for teacher candidates with novice skills.]
6. **Say:** I notice that in example 1, the feedback includes a lot of directives. The mentor provides solutions to the problems they see, and there are few questions for the teacher candidate to reflect on. [Example 2 models how effective feedback can be adapted for teachers with developing skill sets.]
7. **Say:** I notice that the feedback in example 2 has less direct advice. It includes observations of challenges that occurred during the lesson and asks questions that are designed to prompt reflection about how to address the challenges. For these reasons, as [insert % from results] thought, this feedback is adapted for teacher candidates with developing skill sets.
8. **Say:** Does anyone have a comment about these two examples.

Probe teacher candidate’s thinking

10 minutes



RELATE AND TELL

Visual Aid: Enact coaching and feedback: Probe teacher candidate’s thinking

Facilitator Notes: *Animated slide has two text boxes. Click to reveal the second text box.*

1. Display the **Enact coaching and feedback: Probe teacher candidate’s thinking** slide.
2. **Say:** Another way to engage with your teacher candidate is by asking them probing questions. Probing questions help you learn what your teacher candidate means by the things they say, which helps prevent you and them from assuming you know what they mean. It also helps them clarify their ideas and their own assumptions.

 **SHOW**

Visual Aid: Probe teacher candidate’s thinking example

1. Display the **Probe teacher candidate’s thinking example** slide.
2. **Say:** Here is an example from the literature of a mentor, Frazer, working with Ellen. The question, “Why do you think the work with the newsletter is going faster?” is an example of a probing question asked of Ellen.
3. [Click to reveal the next text box.] Read the quote. **Say:** The words in red font highlight the purpose and elements of a probing question: to get the teacher candidate’s thoughts on *why* something is occurring in their teaching and to encourage them to ponder and reflect on it.



Topic 3: Really getting somewhere! Teacher candidates with advanced skills
35 minutes total

Co-teaching

15 minutes



RELATE AND TELL

Facilitator Notes: *Animated slide has two text boxes. Click to reveal the second text box.*

1. Display the **Topic 3 Really getting somewhere! Teacher candidates with advanced skills** slide.
2. **Say:** Some teacher candidates may progress to the point at which forms of instructional coaching, feedback, and methods of engagement need to be adapted to extend and support an advanced skill set.
3. Display the **Forms of instructional coaching: Co-teaching** slide.
4. **Say:** Teacher candidates at this level are ready for co-teaching.
5. Read the quote.
6. **Say:** You may have heard of co-teaching also called “collaborative teaching” or “teaching together.”
7. **Say:** One reason that co-teaching is an advanced skill is that it requires co-planning.
8. Display the **Forms of instructional coaching: Co-planning** slide.
9. **Say:** We don’t have much time to address the planning side of instructional coaching. However, since co-teaching requires co-planning, I’d like to say a few things about co-planning.
10. **Say:** Co-planning exposes your teacher candidate to an experienced teacher’s thought processes around planning and encourages, through modeling, the teacher candidate’s development of similar habits (Bacharch et al., 2010; Chaliès et al., 2004; Lawley et al., 2014; Norman, 2011; Roberts et al., 2014 Sayeski & Paulsen, 2012).

Visual aids:

- Topic 3 Really getting somewhere! Teacher candidates with advanced skills
- *Forms of instructional coaching: Co-teaching*
- *Forms of instructional coaching: Co-planning*
- Anatomy of a co-planning session
- Co-teaching: A flexible format for *side-by-side teaching*

11. **Say:** When co-planning, try to demonstrate the concrete steps of your thinking. Vocalize your inner thoughts and make explicit the steps of the process you may have internalized with experience and can do by muscle memory (Norman, 2011; Roberts et al., 2014). Make the best use of planning periods by doing work that is better done collaboratively instead of tasks that can be done independently.
12. Display the **Anatomy of a co-planning session** slide.
13. **Say:** Before co-planning, gather materials, such as teaching and learning materials, curriculum guides, content standards, prior lesson plans, and student data, and review them independently. Look for ideas for lesson content, modifications, accommodations, interventions, and extensions.
14. **Say:** During the co-planning session, discuss objectives and content; outline key points, questions, pacing, and management concerns; select instructional strategies; and define roles and responsibilities for the lesson. For teacher candidates with novice skill sets, a co-planning session can be a demonstration. As they develop skills, teacher candidates should take an active role in the discussion. Ask “why” questions to get them to articulate their thinking and explain their choices.
15. **Say:** Independent or collaborative work can follow a co-planning session, including writing the full lesson plan, preparing materials for students, arranging classroom space, and practicing delivery of the lesson, as needed.
16. Display the **Co-teaching: A flexible format for side-by-side teaching** slide.
17. **Say:** Co-teaching is a flexible format, meaning there are several ways that two, and in some cases three, teachers can be integrated into lessons (Dynak et al., 1997).
18. **Say:** Formats include the following (Dynak et al., 1997; Schulle, 2008):
 - As you might imagine, station teaching involves different activities led by different teachers at teaching stations.
 - Parallel teaching is a format in which teachers are teaching different content at the same time to two different groups of students. Then, the teachers switch groups. This approach enables teaching smaller groups.
 - Alternative or differentiated teaching is similar to parallel teaching in that teaching occurs at the same time, but in this case the content covered is the same but at differing levels of depth or breadth. Alternatively, the second teacher’s role may be to monitor for struggling students and then design a lesson that fits their learning needs.



DO

Visual Aid: Side-by-side co-teaching example

Materials: “Side-by-side co-teaching example” handout (hyperlink for virtual trainings or hard copy for face-to-face trainings)

Facilitator Notes:

- *Post the link to the “Side-by-side co-teaching example” handout in the chat (virtual trainings).*
- *For face-to-face trainings, ask participants to refer to the “Side-by-side co-teaching example” handout.*
- *Prepare to send participants into breakout rooms of four or five people (virtual trainings).*
- *Allow face-to-face participants to talk at their tables.*

1. Display the **Side-by-side co-teaching example** slide.
2. **Say:** Now, you're going to have a chance to examine an example of co-teaching by thinking about these three questions:
 - What co-teaching format or formats were used?
 - How do you know?
 - What are some steps you would take to co-plan a lesson like this with your teacher candidate?
3. **Say:** Let's take a moment to read the example.
4. **Say:** We're going to break out into rooms for six minutes so that you can discuss your answers with your colleagues. A link to a document listing the two questions was just posted in the chat labeled: "Side-by-side co-teaching example." One person from each group can post a short synthesis of your group's conclusions in the chat when we return. [For face-to-face trainings, allow the slide to remain posted.]
5. Send participants to breakout rooms of four or five people.
6. Allow participants to discuss for six minutes. Join different rooms to listen in on the conversation.
7. **Say:** It looks like we're all back from our breakout session. Okay, please have the lead person from each breakout group post their group's conclusions in the chat.
8. Give two minutes for groups to post. As they post, comment to the group. Give a quick synthesis of the group's thoughts before moving to the next slide.



RELATE AND TELL

Visual Aid: Co-teaching: A flexible format for *teaching together*

1. Display the **Co-teaching: A flexible format for teaching together** slide.
2. **Say:**
 - Complementary teaching consists of one teacher leading the content of the lesson and the second teacher providing support to students struggling with the content. Or, the lead teacher may present content, while the second teacher might model for the students a strategy for understanding the material, such as note-taking.
 - Last, team-teaching is a format that can encompass several of the formats described. It is characterized by its fluidity because both teachers move in and out of the lead teacher role.



SHOW

Visual Aid: Teaching together example

Materials: "Teaching together example" handout (hyperlink for virtual trainings or hard copy for face-to-face trainings)

Facilitator Notes:

- *Post the link to the "Teaching together example" handout in the chat (virtual trainings).*
- *Direct face-to-face participants to their "Teaching together example" handout.*

1. Display the **Teaching together example** slide.
2. **Say:** Here is an example from the literature of co-teaching using the co-teaching format. I chose this format because it was the most difficult to describe (Dynak et al., 1997, p. 71-72).
3. **Say:** Take two minutes to read the example, noting any elements of co-teaching you see.
4. **Say:** After you read the passage, reflect on your responses to the two questions on the slide. The questions are also below the passage in the handout. Fill in a couple of ideas in the boxes.
5. **Say:** Both teachers planned the lesson. The teacher role play provided a platform for both teachers to answer student questions. During the lesson, they each give summaries.
6. **Say:** The teachers took turns eliciting, answering, and probing students. The teachers “split” up the tasks of answering and probing. They equally shared the responsibilities of the lesson. This took some co-planning.



REVIEW AND APPLY

Visual Aid: Sketch a co-teaching experience for your teacher candidate

Materials: “Planning co-teaching experiences” handout (hyperlink for virtual trainings or hard copy for face-to-face trainings)

Facilitator Notes:

- *Post the link to the “Planning co-teaching experiences” handout in the chat.*
 - *For face-to-face trainings, ask participants to refer to their “Planning co-teaching experiences” handout.*
1. Display the **Sketch a co-teaching experience for your teacher candidate** slide.
 2. **Say:** Now that we have an idea of what co-teaching looks like, the formats it can come in, and the responsibilities that can be involved, you’re going to have the chance to start sketching a co-teaching experience. To get you started, we posed a few questions and placed them in a template you can use to plan co-teaching experiences. See the link posted in the chat.
 3. **Say:** Download a copy of the document or copy and paste it into a Word document to keep for yourself.
 4. **Say:** Let’s take the next five minutes to begin answering these five questions and jumpstart your thinking on co-teaching.
 5. **Say:** Are there any questions? [Pause to give time for questions.]
 6. Allow participants five minutes to think through their responses in the document.

Evidence-based feedback for advanced skill sets

10 minutes



RELATE AND TELL

Visual Aid: Evidence-based feedback for advanced skill sets

Facilitator Notes: *Animated slide has 4 text boxes to reveal. Each bullet corresponds to a text box to be revealed.*

1. Display the **Evidence-based feedback for advanced skill sets** slide.
2. **Say:** At this point, the relationship has moved from apprentice and master to more of peer and guide. Feedback should be adapted to reflect this progression. Feedback for advanced teacher candidates should:
 - Consist mostly of reflective questions (Akcan & Tatar, 2010; Roberts et al., 2014; Stegman, 2007).
 - Continue to challenge teacher candidates to articulate their thinking as to why they do things the way they do (Feiman-Nemser, 2001; Roberts et al., 2014).
 - This allows the teacher candidate to take the lead in conferencing (Roberts et al., 2014).
 - And it makes space for them to analyze and create their own solutions (Killian & Wilkins, 2009; Le Cornu, 2009; Stegman, 2007).



SHOW

Visual Aid: Evidence-based feedback strategies for advanced skill sets: Facilitator role play

Facilitator Notes: *Animated slide has one text box to reveal.*

1. Display the **Evidence-based feedback strategies for advanced skill sets: Facilitator role play** slide.
2. **Say:** We're going to role-play a mentor giving feedback to a teacher candidate with an advanced skill set. As you listen, note which evidence-based feedback strategies the mentor teacher uses.
3. *Role-play script:*

Mike (mentor teacher): What would you like to focus on during this debrief session?

Santana (teacher candidate): How I can best meet the needs of English learners. I planned for more "think-pair-share" opportunities, which seemed to help.

Mike: Yes, and I noticed you added some additional examples too. How do you think your English learner students did on the writing portion of the assignment?

Santana: Much better than last time.

Mike: Why do you think that is, Santana?

Santana: By creating a small group to scaffold the writing portion, each student was then able to successfully write a paragraph. They were so proud and confident when reading it aloud to a partner.

Mike: I noticed that too. What might be a way for you to continue to grow in this area of meeting the needs of English learner students?

Santana: I know Mr. Larsen has been successful with his English learner kids. Maybe I could talk to him or watch him teach a lesson.

Mike: That sounds like a great way to learn more and grow your skills, Santana.

4. **Say:** Which strategies did you notice? Type your ideas into the chat. [Ask participants to share with an elbow partner for face-to-face trainings.]

Focus on the students

10 minutes



RELATE AND TELL

Visual Aid: *Enact coaching and feedback:* Focus on the students

Facilitator Notes: *Animated slide has 2 text boxes to reveal.*

1. Display the **Enact coaching and feedback: Focus on the students** slide. Read the research anchor quote.
2. [Click to reveal the second text box.] **Say:** The last topic is another way to purposefully engage with your teacher candidate by focusing on the kids. This means that feedback is focused on students, whether it is their struggles during the lesson or a time they succeeded, or how students are connecting to the material.
3. [Click to reveal the third and last text box.] **Say:** By focusing on the kids, you not only take some pressure off the teacher candidate, but you also provide feedback that is more likely to be grounded in evidence because it comes from observations of students.



SHOW

Visual Aid: Focus on the students: Facilitator role play

Facilitator Notes: *If possible, have a facilitator who did not participate in the role play read the next section.*

1. Display the **Focus on the students: Facilitator role play** slide.
2. **Say:** Now, we're going to role-play a mentor engaging with their teacher candidate and focusing on the kids. As we role-play, please think about these two questions:
 - How do you think engagement that focuses on the kids might be helpful for the teacher candidate?
 - How do you think the teacher candidate might respond?
3. **Role-play script:**

Mandy (mentor teacher): I know you spent a lot of time planning that lesson, Sam. Do you feel that your students were successful at meeting the learning target?

Sam (teacher candidate): They seemed to really enjoy the chance to work with their peers. They seemed to like the lesson.

Mandy: Can you remind me of the learning target?

Sam: Ummm. The target was to develop skills needed for creating a website.

Mandy: That's right! I hear you saying that your students liked the lesson, but do you believe they were successful at developing needed web skills?

Sam: Yes, they all seemed to finish the assignment.

Mandy: And what skills did they use to finish the assignment, the assignment of starting to create their own website?

Sam: Let me think. I saw Katelynn, Rob, (pausing) well most of the class choosing a website background and developing links.

Mandy: Yes! The skills of choosing a background and creating links were observable to me too, and we know that those were the specific skills you modeled for them. I would agree that most of the students met the target of developing these new skills. What about the students who struggled with the target?

Sam: About three or four kids were messing around and did not seem to care.

Mandy: How do you know they did not care?

Sam: Well, they were not doing the assignment.

Mandy: I noticed that too. Sometimes when a student does not understand how to achieve the learning target, they need some scaffolding or steps that break down the concept into smaller chunks. If they do not get the specific support for what they need, often they will "mess around" because they are too embarrassed to ask for help. What is something you could try tomorrow to engage the students who struggled to complete the assignment?

Sam: I could review how to choose a website background and then do an example with them. I could also check in on each student individually to give them more specific feedback based on what they need.

Mandy: Great plan, Sam. Student success is based on the learning standards — what students need to know and be able to do. Thank you for thinking about and discussing how your students met the target and how you can further their learning next.

4. **Say:** The mentor engaged with the teacher candidate with observations about how some of the teacher candidate's students were struggling, while others were succeeding during the same lesson. The feedback was about the students, not directly about the teacher candidate. Focusing on the kids also encourages evidence-based observations rather than opinion.
5. **Say:** Take two minutes to think about the questions on the slide.
6. **Say:** Does anyone want to share their thoughts? Feel free to post your thoughts in the chat. [For face-to-face trainings, ask participants to share their thoughts with their table group.]



Review and Wrap-up

10 minutes

Visual Aids: Review, and Wrap-up slides

Facilitator Notes:

- *Animated **Review** slide has 3 text boxes to reveal.*
 - *Animated **Wrap-up** slide has 2 text boxes to reveal.*
1. Display the **Review** slide.
 2. **Say:** Thank you for your hard work and focus today. Let's take a moment to review some key points from module 2.
 3. [Click to reveal the first text box.] **Say:** We focused on three forms of instructional coaching: demonstration teaching, videotape analysis, and co-teaching. There are, of course, more forms that we couldn't cover today. A brief description of all the forms as well as the article we pulled them from is available in your handout packet.
 4. [Click to reveal the second text box.] **Say:** We discussed ways to adapt feedback for novice, developing, and advanced skill sets, finding a progression from direct to reflective feedback.
 5. [Click to reveal the third and last text box.] **Say:** And we discovered or augmented our knowledge of how to engage with our teacher candidates by pinpointing problems, probing teacher candidates' thinking, and focusing on the kids.
 6. Display the **Wrap-up** slide.
 7. **Say:** Take two minutes to think about one thing you learned that you want to do with your teacher candidate and share your thought or thoughts in the chat.
 8. [Click to reveal the second text box.] **Say:** If you have questions about what you learned today, the facilitators are staying on after this module for Q&A.
 9. [Click to reveal the last text box.] **Say:** Please join us for the last module in our series, *Fostering resilience, social awareness, and appetite for professional growth*.
 10. **Say:** Thank you so much for your time and participation today.