Mentoring Refresher Handouts

Directions: Please print out these handouts and have them available during your participation of the Mentoring Refresher training. All directions for completing these activities will be given during the training.

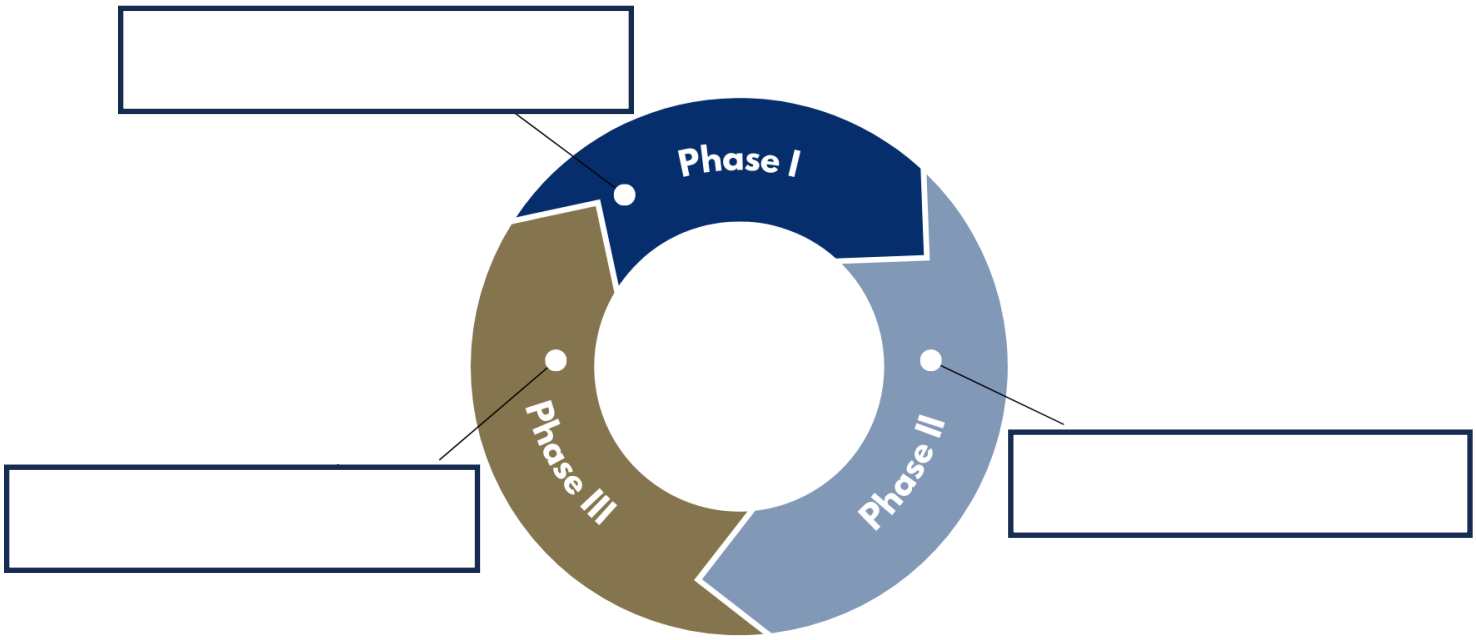
1. My name is _____ and my role is….
2. One of the highlights from my summer is….
3. Something that I'm looking forward to this year is…

Breakout Room Number: _____

Activity #2

Has there been an observation that has greatly impacted your teaching? How so?

Observation Coaching Cycle



Video Observation #1: Sample A >>	

Conducting Coach Observation (Phase II)

COACH, capture SPECIFIC and OBJECTIVE data based on the teacher's focus area as well as general teaching practice.

Time Stamps	Teacher/Student words and actions
	SAMPLE
8:10 AM	*T: Welcome to class students, today we are going to be continuing with our second read... *teacher explains directions for the second read*
	T: Tell your partner what we are doing today...
8:12 AM	*S: Turn towards one another and start sharing*

Time Stamps	Teacher/Student words and actions
	• *Teacher does a great job with introducing the lesson by reviewing two ways to make like denominators.* • *Teacher does a Vocabulary review: "Why don't you have an anchor chart that students can refer back to so students know the correct mathematical words?"* • *Teacher continues by asking great procedural questions and students respond. This is wonderful probing for students to get them ready for the rest of the lesson. Students seem engaged.* • *Teacher does the "I do" portion of the lesson however does not model the thinking that students will need to practice on their own.* • *Students and teacher kept saying "times" instead of multiply: Perhaps you should remind them to say "multiply"* • *Teacher selects students to answer questions but doesn't use equity sticks.: Why aren't you using randomized participation methods? We have talked about their importance in our PLC meetings.* • *Do students understand the rationale behind needing to calculate common denominators instead of simply adding across (common error)?*

Video Observation #1: Sample B >>	

Conducting Coach Observation (Phase II)

COACH, capture SPECIFIC and OBJECTIVE data based on the teacher's focus area as well as general teaching practice.

Time Stamps	Teacher/Student words and actions
	SAMPLE
8:10 AM	*T: Welcome to class students, today we are going to be continuing with our second read... *teacher explains directions for the second read*
	T: Tell your partner what we are doing today...
8:12 AM	*S: Turn towards one another and start sharing*

Time Stamps	Teacher/Student words and actions
	T: What is the bottom number called? **12 students raise their hands. There appears to be a total of 24 students in the classroom.* T: Tenaya, please get the box from Lauren. S: The denominator at the bottom T: yes, what is the top part of the fraction called? **Multiple students raise hands* T: Please give it to Ariana **Students pass up 'black speaking box' to Ariana* S: The Numerator… T: The numerator…and that sneaky little number on the side has a name… **13 students raise hands* T: Can you please pass it to Aubrey? S: The whole number… T: The whole number, okay…

	**24 students observed facing the teacher towards the left side of the classroom and appeared to be actively listening.* T: …and we realized that these are all parts of our fractions, and we've been adding fractions with like denominators…and yesterday we started with unlike denominators…and we developed two ways to make unlike denominators right…the two ways….What is the first way? **6 students raise their hands* T: Give it to Tory for me… S: If the denominator isn't the same, you have to times them together. *1:33 mins into the observation* **T models a problem on the board* *3:38 mins* T: Okay so I'm going to do a problem for you…and you guys are going to talk me through it. You are telling me what to do. So let me put the problem up here. T **Teacher writes on board ½+2/5=. Students in class appear to be silent and watching the teacher.* T: What do I need to do first? *5 students raise their hand* *Teacher passes the black talking box to first male student after calling on 5 female students since the onset of the lesson. Teacher does not call the student by their name.* S: You times the denominator… T: by what? S: by ½. T: Good. Okay. **T multiples ½ by 5/5 on the board.* T: 1 multiplied by 5 is what everybody?

	Majority of the class chorally responds: 5 T: 2 multiplied by 5 is what? *Majority of class chorally respond: 10* T: Now what do I do? I got 5/10s *10 students raise their hand.* Teacher asks male student without addressing his name, "Can you pass it all the way to Cassidy please?"

Characteristics of <u>Ineffective</u> Observation Notes

Characteristics of <u>Effective</u> Observation Notes

Something that I need to be mindful and intentional about when observing my teacher is…

Video Observation #2: Observation Notetaking Practice

Conducting Coach Observation (Phase II)

COACH, capture SPECIFIC and OBJECTIVE data based on the teacher's focus area as well as general teaching practice.

Time Stamps	Teacher/Student words and actions
	SAMPLE
8:10 AM	*T: Welcome to class students, today we are going to be continuing with our second read... *teacher explains directions for the second read*
8:12 AM	*T: Tell your partner what we are doing today...* *S: Turn towards one another and start sharing*
Time Stamps	**Teacher/Student words and actions**

Additional Notes