

**Instructional Mentor Follow-Up Session**  
**Salem-Keizer Public Schools**  
**January 2018**

**Objectives:**

- **Build coaching skills** through observation, experience, feedback and practice.
- **Ask and answer questions** about the IL Content sessions.
- Provide an opportunity for **supported work time** to plan for building specific needs.
- **Communicate** your plan to your building support team.

**Agenda:**

Welcome/Objectives  
Coach Practice  
Planning  
Communication plan  
Closing/Feedback

What did you notice?  
What strategies were tried?  
What was “let go”?  
What was “pushed on”?



## Triad Coaching Notes

Set Parameters	Explore	Roadblocks	Plan Steps	Sum it up

## **Set Parameters**

- Knowing we have \_\_\_\_ minutes together, how would you like to use our time today?
- Where would you like to start?
- What is your desired outcome for today's session?
- Where would you like to go from here?
- From your point of view, what is the present situation?
- To clarify:
  - How would you prioritize these issues?
  - What's most urgent now?
  - What would you change?

## **Explore**

- What have you tried, and how did you feel?
- What has worked in the past?
- How have others responded
- When has it felt right?
- What has challenged you most about this?
- What are the other options?
- What if you did nothing?
- What is most valuable here?
- What makes this important
- Say more \_\_\_\_, or Tell me more \_\_\_\_

## **Plan Steps**

- How will you achieve your goal?
- What must happen?
- What are the big ideas?
- What might happen if you explore this possibility?
- What are the pros and cons to each?
- How does this fit into your plans and values?
- What will it cost if you don't do this?
- Who might help you?
- What is the most important thing you can do this week?

## **Roadblocks**

- How might you sabotage yourself?
- What will you need?
- How will you address obstacles if and when they arise?
- Who do you need to include?
- Is this timeline appropriate? Realistic?
- What will be the most difficult part?
- How will you take care of yourself?
- How do you think others will respond?
- How will you evaluate the effectiveness of your plan?

## **Sum It Up...**

- What is your takeaway from our session?
- What is most valuable to you?
- What are you committing to do between sessions?
- When can we check in to see how your plan is going?
- Has anything else come to mind?
- What would support you in achieving the commitment you have made?
- Is there anything that came up today that you want to be sure we give time to in our next session?

# Collaborative Assessment Log

Instructional Mentor: \_\_\_\_\_ Teacher: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>What's Working:</b></p> <ul style="list-style-type: none"> <li>• Knowing we have _____ minutes together, how would you like to use our time today?</li> <li>• Where would you like to start?</li> <li>• What is your desired outcome for today's session?</li> <li>• Where would you like to go from here?</li> <li>• From your point of view, what is the present situation?</li> <li>• To clarify: How would you prioritize these issues?</li> <li>• What's most urgent to you?</li> <li>• What would you change?</li> </ul>	<p><b>Current Focus - Challenges - Concerns:</b></p> <ul style="list-style-type: none"> <li>• What have you tried, and how did you feel?</li> <li>• What has worked in the past?</li> <li>• How have others responded?</li> <li>• When has it felt right?</li> <li>• What has challenged you most about this?</li> <li>• What are the other options?</li> <li>• What if you did nothing?</li> <li>• What is most valuable here?</li> <li>• What makes this important?</li> <li>• Say more _____, or tell me more _____</li> </ul>
<p><b>Teacher's Next Steps:</b></p> <ul style="list-style-type: none"> <li>• How will you achieve your goal?</li> <li>• What must happen?</li> <li>• What are the big ideas?</li> <li>• What might happen if you explore this possibility?</li> <li>• How does this fit into your plans and values?</li> <li>• What will it cost if you don't do this?</li> <li>• Who might help you?</li> <li>• What is the most important thing you can do this week?</li> </ul>	<p><b>Instructional Mentor's Next Steps:</b></p> <ul style="list-style-type: none"> <li>• What is your takeaway from our session?</li> <li>• What is most valuable to you?</li> <li>• What are you committing to do between sessions?</li> <li>• When can we check in to see how your plan is going?</li> <li>• Has anything else come to mind?</li> <li>• What would support you in achieving the commitment you have made?</li> <li>• Is there anything that came up today that you want to be sure we give time to in our next session?</li> </ul>

How might you sabotage yourself?  
 What will you need?  
 How will you address obstacles if and when they arise?  
 Who do you need to include?  
 Is this timeline appropriate? Realistic?  
 What will be the most difficult part?  
 How will you take care of yourself?  
 How do you think others will respond?  
 How will you evaluate the effectiveness of your plan?

Next Meeting Date: \_\_\_\_\_

## Paraphrasing

Paraphrasing communicates that the listener has...

HEARD what the speaker said,  
UNDERSTOOD what was said, and  
CARES

Paraphrasing involves either:

RESTATING in your own words, or  
SUMMARIZING

Some possible paraphrasing stems include the following:

*So, ...*  
*In other words, ...*  
*What I'm hearing then, ...*  
*What I hear you saying, ...*  
*From what I hear you say, ...*  
*I'm hearing many things, ...*  
*As I listen to you I'm hearing, ...*

## Clarifying

Clarifying communicates that the listener has...

HEARD what the speaker said,  
BUT does  
NOT fully UNDERSTAND what was said.

Clarifying involves ASKING A QUESTION [direct or implied] to

1. Gather more information
2. Discover the meaning of the language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

*Would you tell me a little more about...?*  
*Let me see if I understand...*  
*I'd be interested in hearing more about...*  
*It'd help me understand if you'd give me an example of...*  
*So, are you saying/suggesting...?*  
*Tell me what you mean when you...*  
*Tell me how that idea is like (different from)...*  
*To what extent...?*  
*I'm curious to know more about...*  
*I'm intrigued by... / I'm interested in... / I wonder...*

NOTE: "Why" tends to elicit a defensive response.

## Mediational Questions

Mediational questions help the colleague

HYPOTHESIZE what might happen,  
ANALYZE what worked or didn't  
IMAGINE possibilities  
COMPARE & CONTRAST what was planned  
with what ensued

Some mediational question stems include...

*What's another way you might... ?*  
*What would it look like if...?*  
*What do you think would happen if...?*  
*How was...different from (like)...?*  
*What sort of an impact do you think...?*  
*What criteria do you use to...?*  
*When have you done something like...before?*  
*What do you think...?*  
*How did you decide...(come to that conclusion?)*  
*What might you see happening in your classroom if...?*

Mentor Academy 2: Day Two  
New Teacher Center ([www.newteachercenter.org](http://www.newteachercenter.org))  
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## Non-Judgmental Responses

Non-judgmental responses help to...

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

Possible examples:

- Identify what worked and why  
*I noticed how when you \_\_ the students really \_\_*
- Encourage  
*It sounds like you have a number of ideas to try out!*  
*It'll be exciting/interesting/great to see which works best for you!*
- Ask the teacher to self-assess  
*How do you think the lesson went and why?*
- Ask the teacher to identify her or his role  
*What did you do to make the lesson so successful?*
- Listen
- Ask sincere questions
- Show 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...*

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## TO DO LIST



# Feedback Page

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**REFLECTION**

I want to remember:

Something that is still unclear is:

Something that would be helpful is:

Other feedback:

*Don't forget to write your name if you'd like a response!*