Louisiana Department of Education
Mentor Teacher Training

Module 8:
Feedback and the Mentoring Cycle

All Cohorts

Facilitated by Learning Forward

Mentor Teacher Training

Module 8 Outcomes

Mentor teachers will:

- Acquire skills and protocols for providing short-term immediate-corrective, constructive, and reflective analysis feedback to residents.
- Use discipline-based expertise and mentoring skills within mentoring cycle to diagnose and prioritize needs, set goals, plan actions to address areas of need, and monitor and assess progress.
- Increase competence planning conversations with residents and/or colleagues.

Module 8 Key Points:

- The mentoring cycle is the process for diagnosing and supporting resident teacher development.
- The mentoring cycle includes six stages: gather data; review notes; prioritize areas; set goals; plan actions; and monitor and assess progress.
- Mentors use feedback skills in appropriate place throughout the mentoring cycle to support new and resident teachers.

Module 8 Agenda

8:30-12:00

- Review of Module 7
- Types of feedback
- Mentoring cycle review
- Diagnosing and prioritizing resident teacher needs in content, content-pedagogy, and classroom environment

12:45-4:00

- Designing goals and plans of action with processes for monitoring and assessing
- Practice planning and reflection conversations
- Reflection, preview of Module 9, wrap-up

Agreements

- **M**ake the learning meaningful
- **E**ngage mentally and physically
- **N**otice opportunities to support the learning of others
- **T**ake responsibility for your own learning
- **O**wn the outcomes
- **R**espect the learning environment and the use of personal technology

Module 7 review:

1. What ideas stuck with me from Module 7?

2. As a mentor, how will my deep understanding of content and content-specific pedagogy contribute to my ability to support a resident's development?

Feedback

Guiding questions:

1. What is feedback?
2. What are the essential attributes of feedback?
3. What are various types of feedback and when are they most useful?
4. How do I determine what type of feedback to use in various situations?

Unpack feedback

Feedback is a … process that uses evidence to engage a learner … in constructing knowledge about practice and self. It generates a deep understanding of current practice; how the practice affects and is influenced by the learner, the learner's clients, and environment; and how it relates to established criteria of excellence. The feedback process guides the learner to plan and take future actions to move practice closer to the desired level. It builds the learner's capacity to engage in metacognition, self-analysis, and reflection that result in the construction of new knowledge about oneself and about one's practice and to then deconstruct the knowledge to examine variations, alternatives, and other situationally diverse meanings and contexts (Killion, 2015, p. 13).

Attributes of learning-focused feedback*

Is a process	
Is criteria-based	
Integrates multiple forms and sources of data/evidence	
Is desired	
Is timely	
Is responsive to learner	
Is frequent	
Is future-focused	
Is reciprocal	
Employs skillful interaction	
Is multidimensional	

Killion, J. (2015). *The Feedback Process: Transforming feedback for Professional Learning*. Oxford, OH: Learning Forward.

Types of feedback

Consultative ⟷ **Collaborative** ⟷ **Mediating**

Corrective	Constructive	Reflective
Is immediate, necessary change; sometimes includes an explanation of the reason for the needed change; is based on the assumption that the knowledge is unknown.	Includes adjustments or alternatives to current practice for consideration to move closer to ideal levels of practice; is based on the assumption that knowledge about practice is known, yet not expansive.	Explores metacognitive processes to make thinking visible and conscious; expands executive control, i.e. knowing when to enact certain practices and when not to; is based on the assumption that expertise is grounded in the situative knowledge.
Takes the form of simple, direct, non-judgmental statements, grounded in the principle that clear direction leads to quick change.	Takes the form of identifying, generating, or researching alternatives and analyzing their benefits and costs; grounded in the principle of continuous growth and development leads to expertise.	Takes the form of inquiry, probing, and unpacking thinking through reflective, metacognitive analysis; grounded in principle that awareness of thinking increases efficacy and agency.
Sounds like: "Move around the classroom every few minutes so that you have proximity to all students, especially those who are near the back of the classroom and who are off task."	**Sounds like:** "The exit ticket strategy you used to assess student learning provided information about students' attainment of the lesson outcome. What other forms of assessment might you use for formative assessment that provided students alternative ways to demonstrate their learning?"	**Sounds like:** "What cues did you have that the students in the back of class were sending and receiving text messages rather than completing their close reading? How did you decide what to do? What did you consider? What was the outcome of your choice? If this were to occur again, what would you do?"

Framework for Types of Feedback

Feedback type	Content Knowledge	Content-specific Pedagogy	Classroom Environment
Corrective	Your lesson today focused on fluency and procedural knowledge, yet the standard requires students to apply their learning. When the lesson misaligns with the expected level of rigor, students' success may be impacted. Be sure the lesson aligns with the expected level of rigors.	Probe student thinking to assess their understanding. When they show only the answer, you won't be able to assess their conceptual understanding adequately.	When students are working in teams, they were unclear about the expectation for each person on the team to take a role and contribute to the whole team' successful completion of the task. Provide clear directions and model the team processes so students can both hear and see what is expected of them.
Constructive	Your lesson today focused on fluency and procedural knowledge, yet the standard requires students to apply their learning. How will you adapt today's lesson so that students are applying the learning at the appropriate level of rigor?	What strategies did you use to probe student thinking? What other strategies might you use? Using student responses as evidence, how well did the strategies you implemented work?	As students were working in teams, you noticed that some were unclear. You approached individual teams and clarified directions and expectations. What other strategies might also work? As you weigh the alternatives, which do you think might work as well or perhaps better than the one you used today?
Reflective	Your plan for today's lesson included approaching the standard from the application level, as the standard intends, yet you adapted the lesson to focus more on fluency and procedural skills. Let's explore what prompted you to make this adjustment and how you are planning to move students to application.	As you were teaching, I noticed you asking students different types of questions. How do you determine what level of questions is appropriate for which students? Walk me through how you formulate questions for students? What might be the advantages and disadvantages of the approach you chose?	In your class today, some teams were unclear about your expectations. What might have contributed to students' lack clarity about the expectations? When that happens, what factors do you weigh when you formulate your approach to addressing their confusion?

Framework for Types of Feedback Practice

Use a recent teaching lesson as the context for developing a framework for the types of feedback.

Feedback type	Content Knowledge	Content-specific Pedagogy	Classroom Environment
Corrective			
Constructive			
Reflective			

Applying Types of Feedback

Determine the type of feedback (corrective, constructive, reflective) you would use in each scenario below and what the content focus (content, content-specific pedagogy, classroom environment) of your feedback. Note what factors you are considering as you are deciding the type and content. Jot notes about your rationale and be ready to explain what you considered as you were making a decision.

Scenario 1: Students in the class are confused about the assignment the resident gave them. She stopped to talk with individual students, yet she was varying her expectations as she talked with individual students. Students continued to ask questions, and she became increasingly frustrated with their behavior.

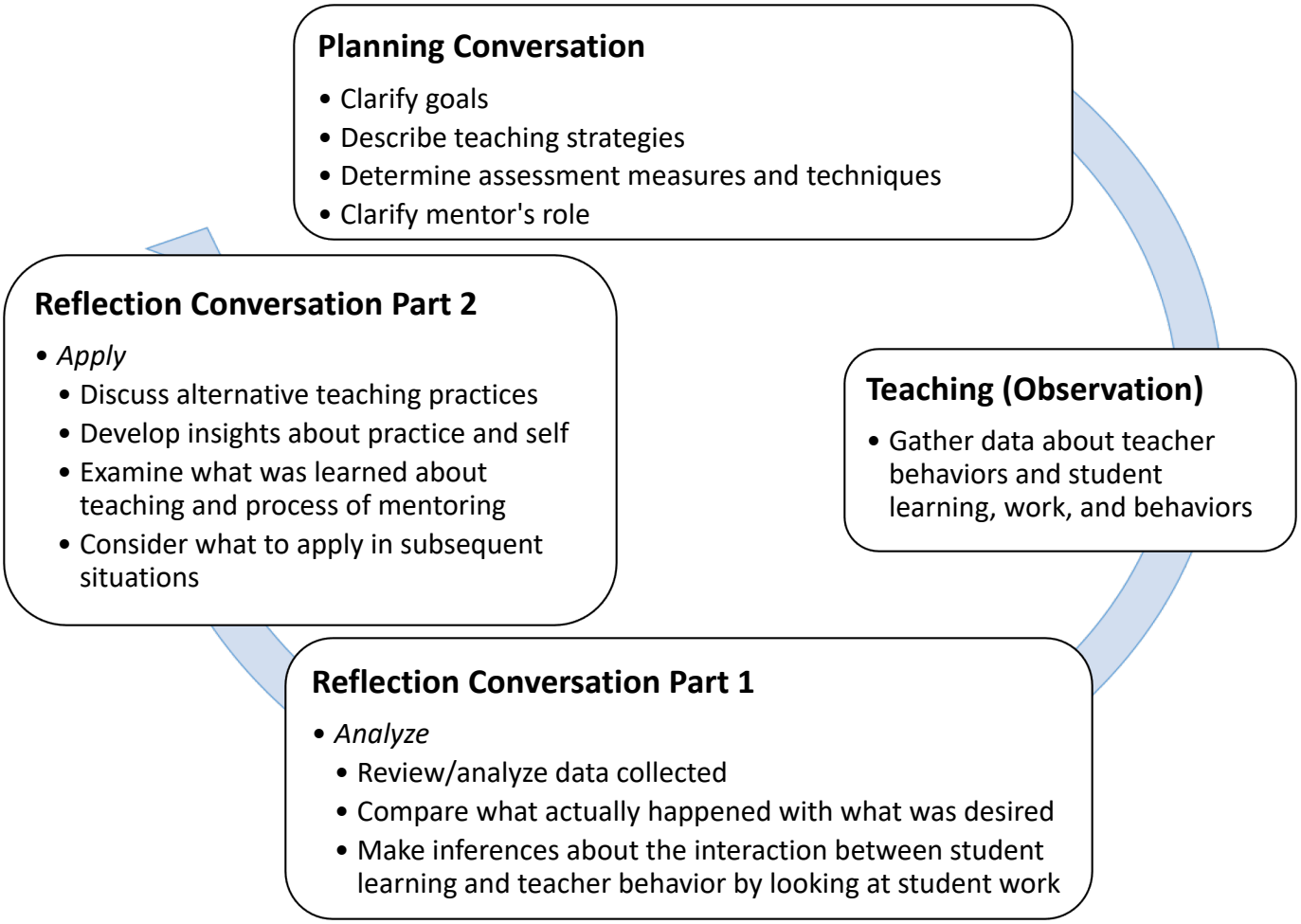
Scenario 2: The resident paused as she was modeling a close reading strategy and acknowledged that there were multiple ways to approach the task. She told students that she had a preferred approach and usually encouraged students to use it. She wanted students to select the strategies that worked best for them, yet it was clear that she had a strong preference and was trying to change her approach.

Scenario 3: The lesson was well designed, and the resident was prepared. Students, however were less engaged and successful than the resident anticipated and had planned for. It was clear the teacher was disappointed with students' response to the lesson yet did not alter his plan.

Scenario 4: In the lesson, the resident did not recognize that about half the class was approaching the task incorrectly. He walked around the class while students were working on the task with partners, yet he did not pause or interact with students to assess their work. When asked about students' performance, he said they did poorly.

Scenario 5: Students were actively engaged in the class and performed well on the assessment. You noticed that there is a repetitive pattern in the resident 's approach to instruction. There is little variety. In instructional design.

Mentoring Cycle



Mentoring Cycle Deep Dive

Essential questions:

How do I know:

- What content knowledge competencies does the resident demonstrate in this lesson?
- What content pedagogy competencies does the resident demonstrate in this lesson?
- What are the resident's priority areas of need in each of the following areas: content, content pedagogy, classroom environment?
- How do I as a mentor support this resident to address identified needs and strengthen both student learning and instructional practice?
- How do I as a mentor monitor and assess the resident's progress?

In the next series of learning experiences, you will be using an observation of a teacher as a basis for:

1. Gathering data
2. Reviewing data to diagnose strengths and gaps in three areas, content, content-pedagogy, and classroom environment based on the Teacher Preparation Competencies, student standards, and the curriculum components
3. Prioritizing areas
4. Developing goals
5. Planning a course of actions to support achievement of the goals
6. Monitoring and assessing progress by determining what data to collect to monitor and assess progress and making necessary adjustments to the plan to achieve the goals.

This comprehensive experience will provide an opportunity to apply the mentoring and content knowledge and content-pedagogy knowledge you have studied in the Mentor Training. You will be working independently and in small groups throughout this experience.

Your overarching purpose is to ask and answer the following questions about this teacher:

- What content knowledge competencies does the resident demonstrate in this lesson?
- What content pedagogy competencies does the resident demonstrate in this lesson?
- What are the teacher's priority areas of need in each of the following areas: content, content pedagogy, classroom environment?
- How do I as a mentor support this resident to address identified needs and strengthen both student learning and instructional practice?
- How do I as a mentor monitor and assess the resident's progress?

First-Grade Math Lesson

Lesson observation: Watch the video and gather specific data for one of the following focus areas as assigned.

- Content-specific knowledge within Teacher Preparation Competencies
- Content-Pedagogy within Teacher Preparation Competencies
- Classroom environment

Lesson notes: While she does not specifically name the learning outcome, Ms. Jansen, a first-grade teacher is working on OA C.5-6 and NO B.2. She is using a life-sized ten frame to teach her class of approximately 20 first grade students to find the missing number in a number sentence with a sum of 10. She uses whole group instruction for a lesson that lasts 23 minutes.

1. **Gather data:** Watch the video and capture notes about what the teacher says and does and what students say and do in response. Since the teacher is a novice and has not yet established a focus area, you will be gathering general data to identify strengths and gaps and prioritize them for goal setting. For the purpose of this practice task, you will be given an area of focus for your observation, however you are encouraged to gather as much data as possible for diagnostic purpose. Some pages are included for your use, yet you may choose to gather notes on your technology or in a notebook. **The end result of this step is a set of detailed observation notes using the appropriate data gathering tool.**

Teacher		Students	
Says	**Does**	**Say**	**Do**

Teacher		Students	
Says	**Does**	**Say**	**Do**

Teacher		Students	
Says	**Does**	**Say**	**Do**

Teacher		Students	
Says	**Does**	**Say**	**Do**

Teacher		Students	
Says	**Does**	**Say**	**Do**

Teacher		Students	
Says	**Does**	**Say**	**Do**

2. **Review notes:** Review your notes marking specific areas in which the teacher demonstrates evidence of competence in your area of focus and where gaps are evident. Mark each in a different way and code them by specific competencies and content knowledge. Also link the specific behaviors that serve as evidence of the strength and gap. One way to do this is to circle the evidence and link the circle to your areas. **The end result of this step is a list of coded strengths and gaps in each area of focus.**

Area	TCP	+	-	Evidence
Student learning				
Content knowledge				
Content pedagogy				
Classroom environment				

3. **Prioritize areas:** Those who are honing their professional practice often have multiple areas of need. As a mentor, you will prioritize the area of need to focus your support. Choosing priority areas is sometimes difficult. You might think about a number of factors upon which to base your decision. **The end result of this step is the identification of one or two coded priorities and an explanation for your decision to select these priorities.**

Student learning	How many students are learning/impacted? How is student learning supported? How are students demonstrating learning? How is the teacher assessing learning?
Content knowledge	How accurate is the content taught? How well does the teacher communicate the content? How aligned is the content to the standards and students' expected level of learning?
Content pedagogy	How clearly is the teacher demonstrating attention to effective instruction in the discipline and applying instructional practices aligned with the standards?
Classroom environment	How are students engaged in the learning? How many are engaged? How is engagement influencing learning? How does student behavior influence the instruction and learning? How does the teacher handle disruptions/interruptions and refocus students when needed?

Priority areas of need	**TPC/Standard/ Curriculum Connection**	**Evidence/rationale**

4. **Set goals:** Goals specify the area(s) of improvement and delineate how progress and success will be assessed. Use a SMART goal format for setting your goal(s). **The end result of this step is one or two SMART goals.**

   - S=specific; what is expected for the teacher behavior and student learning?
   - M=measurable; how will you know if it is achieved?
   - A=achievable; is it reasonable to expect this?
   - R=relevant; which competencies?
   - T=time; what's the timeframe?

   Sample: By October 20 [**T**ime], Ms. Jansen will increase her use of probing strategies (questions, looking at students' work, having students demonstrate and explain their work, etc.) to elicit student reasoning [**S**pecific, **R**elevant] from at least 90% of the students in each class [**A**ttainable]as measured by recording/checking which students the teacher probes and how a student responds [**M**easurable]. As a result of achieving this goal, there will be a 20% increase on student benchmark assessment scores [**M**easurable]at the end of October.

Priority area	SMART goal

5. **Plan actions:** Supporting the achievement of the goals is the primary role of the mentor. How mentors assist their residents in attaining the goals they have established is the leverage to residents' success. Mentors work together with their resident to establish a plan of action that is sufficient, manageable, and focused to ensure success. For example, for the sample goal above, the mentor might decide to teach mini-lessons to the resident on how to probe for students' thinking, demonstrate how to do it in a variety of different ways with different students, coach the resident as she or he probes students to identify strengths and adjustments, and observe the resident and provide feedback.

The resident too can take actions such as reading about the necessity of probing students' thinking, observing other teachers' classes, and practice in small groups. Plan are approximately 30-45 days in length and have several check points along the way. **The end result of this step is a plan of action that includes what the mentor will do and when and what the resident will do and when.**

Possible actions:

- Just-in-time, on-the-spot mini-lessons
- Modeling
- Reading
- Co-teaching
- Visits to other classrooms
- Course
- Workshop
- Analyzing student work samples
-
-
- Action research
- Lesson study
- Co-planning
- Mentor observation of practice
- Peer observation
- Product development
- Use of protocols
- Other:

Actions	Resources	Person responsible	Dates to complete	Evidence of success (Use TCP, standards, and curriculum as a reference.)

6. **Monitor and assess progress; adjust plan:** Goals and plans of action are helpful, yet insufficient alone to ensure success. Monitoring and assessing progress and making adjustments are needed to make sure there is progress toward the goal. Knowing how to gather data along the way and providing feedback will help a resident and mentor know if she or he is making progress and if there are additional supports needed. For example, in the case of probing student thinking, the mentor might gather data every two to three days to determine if the number of students the resident probes is increasing. The mentor might display these data on a bar chart to show how the number of students the resident probes in the class changes over time. The mentor might also note how many different students the resident probes to ensure that the practice is distributed across the class. Weekly, the mentor might have a conversation with the resident using data both the mentor and resident collect in which they discuss progress and adjustments needed. **The end result of this step is a data gathering process, a schedule for gathering the data over time and for meeting about the data, and necessary adjustments in the plan to achieve the goals.**

Describe how you will collect data on an interim basis to monitor progress toward the goal. Sketch the data gathering tool you will use. Determine often you will collect and review data.

Feedback practice: Based on the lesson analysis, practice the developing feedback to share with the resident.

Area	**Content**	**Content-specific pedagogy**	**Classroom environment**
Corrective			
Constructive			
Reflective			

Module 8 Assignment: Self-Assessment

To guide their residents, mentors must have deep content knowledge and skillfulness in content-specific pedagogy. This assignment gives mentors an opportunity to conduct a self-assessment of their own content knowledge and content-pedagogy.

First, review the general and content-specific Teacher Preparation Competencies

(https://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-competencies.pdf?sfvrsn=4).

Second, code the competencies in your discipline and the general ones using a 3 (strength); 2 (some room for improvement); 1 (area for improvement). From your coding, identify your personal areas of strength and stretch. Describe how you plan to develop at least one of your stretch areas over the next six months.

Module 8 reflection: Share your thoughts on your learning experiences today with your teammates.

What's circling around my head about the mentoring process . . .

A point I want to remember is . . .

Something that squares with me . . .

A big idea

Complete the Module 7-8 survey at
http://www.utdanacenter.org/ldoe-surveys/

General Competencies

INTRODUCTION

The following teacher preparation competencies apply to all content areas and grade levels for which a teacher candidate maybe certified to teach. The competencies identify essential knowledge and skills that align with current expectations for practicing teachers, including but not limited to what a teacher candidate must know and be able to do in order to:

1. communicate and collaborate with students, colleagues, families, and community members to support students' learning and development; and
2. design and deliver effective instruction to all students, including students with exceptionalities and students in need of academic and non-academic intervention in a regular education setting.

GENERAL COMPETENCIES

A. The teacher candidate demonstrates, at an effective level, the Louisiana Components of Effective Teaching as defined in Bulletin 130 and the Compass Teacher Rubric.

B. The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.

C. The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on students and adapts practice to meet the needs of each student.

   1. The teacher candidate observes and reflects on students' responses to instruction to identify areas of need and make adjustments to practice.
   2. The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students' needs.
   3. The teacher candidate uses structured input and feedback from a variety of sources (e.g., colleagues, mentor teachers, school leaders, preparation faculty) to make changes to instructional practice and professional behaviors to better meet students' needs.

D. The teacher candidate elicits and uses information about students and their experiences from families and communities to support student development and learning and adjust instruction and the learning environment.

E. The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1530, Bulletin 1706, and Bulletin 1903).

F. The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.

G. The teacher candidate develops and applies instructional supports and plans for an Individualized Education Plan (IEP) or Individualized Accommodation Plan (IAP) to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.

H. The teacher candidate applies knowledge of various types of assessments and their purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.

Mathematics Teacher Competencies

INTRODUCTION

The mathematics teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking certification in birth to kindergarten, pre-kindergarten – third grade, elementary grades 1-5, elementary grades 1-5 integrated to merged, mathematics grades 4-8, mathematics grades 4-8 integrated to merged, mathematics 6-12, and mathematics 6-12 integrated to merged.

CONTENT KNOWLEDGE COMPETENCIES

A. With respect to the academic standards for mathematics for the certification grade band and neighboring grade bands, the teacher candidate, at minimum, demonstrates the following competencies to plan for instruction, teach, and assess student learning:

1. Provides exact, explicit definitions of mathematical ideas and concepts using appropriate mathematical language.
2. Provides precise, accurate, useful descriptions of algorithms and procedures, including descriptions of the accuracy of alternative procedures or algorithms.
3. Exhibits an integrated, functional grasp of mathematical concepts and procedures.
4. Explains concepts and executes procedures flexibly, accurately, efficiently, and appropriately.
5. Models the mathematical dispositions and habits of mind described in the Practice Standards, including precision of language, logical thought, reflection, explanation, and justification.
6. Recognizes and uses the connections between the topics identified in the relevant standards and problems arising in real-world applications.
7. Portrays mathematics as sensible, useful, and worthwhile.

CONTENT PEDAGOGY COMPETENCIES

A. The teacher candidate applies knowledge of mathematical topics and their relationships within and across mathematical domains to identify key mathematical ideas and select or design mathematically sound lesson sequences and units of study that develop students' conceptual understanding, procedural skill and fluency, and ability to solve real-world and mathematical problems.

1. The teacher candidate appropriately sequences content for instruction within a lesson or unit of study and plans appropriate scaffolding to provide opportunities for students to access and master grade-level standards.
2. The teacher candidate anticipates student misconceptions which may arise during a lesson or unit of study, identifies key points in the lesson or unit to check for misconceptions, and identifies appropriate instructional strategies to respond to misconceptions, including but not limited to questioning, whole group discussion, problem sets, instructional tools and representations that make the mathematics of the lesson explicit.
3. The teacher candidate selects or designs standards-based tasks that use varied strategies, including but not limited to real-life applications, manipulatives, models, diagrams/pictures, that present opportunities for instruction and assessment.
4. The teacher candidate selects or designs practice sets that include scaffolding and differentiation of mathematical content to provide opportunities for students to develop and demonstrate mastery.
5. The teacher candidate identifies appropriate student groupings, for example pairs or small groups, to develop students' conceptual understanding, skill, and fluency with mathematical content as well as independent mathematical thinking.

B. The teacher candidate applies understanding of students' mathematical language development to provide regular opportunities during instruction for students to explain their understanding both in writing and orally through classroom conversations.

   1. The teacher candidate explains the connection between students' informal language to precise mathematical language to develop students' ability to use precise mathematical language in their explanations and discussions.

C. The teacher candidate applies understanding of the intersection of mathematical content and mathematical practices to provide regular, repeated opportunities for students to exhibit the math practices while engaging with the mathematical content of the lesson, including but not limited to the following:

   1. Uses appropriate prompting and questioning that allow students to refine their mathematical thinking and build upon one another's understanding of the mathematical content of the lesson.
   2. Poses challenging problems that offer opportunities for productive struggle, encouraging reasoning, problem solving, and perseverance in solving problems in the face of initial difficulty;
   3. Facilitates student conversations in which students are encouraged to discuss each other's thinking in order to clarify or improve their own mathematical understanding;
   4. Provides opportunities for students to choose and use appropriate tools when solving a problem; and
   5. Prompts students to explain and justify work and provides feedback that guides students to produce revised explanations and justifications.

D. The teacher candidate applies knowledge of mathematical topics and their relationships within and across mathematical domains to select or design and use a range of ongoing classroom assessments, including but not limited to diagnostic, formal and informal, formative and summative, oral and written, which determine students' mastery of grade-level standards in order to inform and adjust planning and instruction.

   1. The teacher candidate identifies errors, gaps, and inconsistencies in students' knowledge, skills, and mathematical reasoning to remediate or scaffold students' learning during lesson implementation, using, but not limited to, the following strategies:
      a. oral and written explanations of the elements and structures of mathematics and the meaning of procedures, analogies, and real life experiences;
      b. manipulatives, models, and pictures or diagrams; and
      c. problem sets.
   2. The teacher candidate uses trends in assessment results to plan lesson structure and sequence, instructional strategies, remediation and enrichment opportunities for students.