

**Mentor Teacher**

**Coaching & Feedback Protocols**

**Huddling[[1]](#footnote-1)**

*Huddling is a strategy mentor teachers and residents can use to help residents learn how to check in with individual students and/or groups of students in a meaningful way .*

**Procedure:**

1. After releasing students to independent and/or group work, the Mentor teacher huddles with the resident for approximately 45 seconds and shares what they will be looking for when checking in with students and/or groups during an activity. The mentor teacher may share the questions they will ask, the responses they will be looking for, and how it relates to the lesson/learning objective.
2. Mentor teacher models this by checking in with a student or group of students with a resident closely listening in.
3. After checking in with students, the mentor teacher and resident move to the side and “huddle” for about 1 minute about what they saw and heard and what it means in terms of the context of the lesson and learning. Mentor teacher shares why they chose the group and/or individual they checked in with. Sample questions to guide the conversation are below:

* What did you notice about student thinking?
* What did you notice about how I elicited the students’ thinking?
* What else do you want to know about how students are thinking about this? What could I have asked that would have gotten at that?
* What’s something you saw me do that you’re going to try?
* You’re leading the next conference -- what question are you going to start with?

1. Resident then tries checking in with a student or group while the mentor teacher closely listens in.
2. Mentor teacher and resident “huddle” about what they saw and heard and what it means in terms of the context of the lesson and learning.
3. Mentor teacher releases the resident to independently check in with students or, the process is repeated until the resident is ready to check in with students independently.

**Charting[[2]](#footnote-2)**

*Charting involves identifying an aspect of practice, watching for and tallying its presence or absence during a classroom episode, and discussing the implications of the data collected. Charting can be used to focus novice attention on a mentor teacher practice, on an aspect of the novice’s own practice or on particular student behaviors and responses.*

**Procedure:**

1. Mentor and novice identify and discuss the target practice or behavior to look for;
2. Mentor and novice develop a form or a chart that will be helpful in order to track the target practice or behavior;
3. Mentor or novice uses the chart to collect data on the target behavior or practice during a teaching episode;
4. Mentor and novice examine the charted data together after the teaching episode and decide on next steps

**Examples:**

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| **Charting Student Behaviors** | **Charting Teacher Behaviors** |
| Participation: noticing who is volunteering by   * Name * Gender * Services received (e.g., learners served on an IEP) * Dual language learner status * Race * Traits (quieter, more verbal, etc)   Responses: Noticing how students respond to   * teacher prompts * Single word vs. extended response * Correct response vs. misconception * Building on others’ ideas vs. offering new idea * Response related to question vs. unrelated   Behavior: Noticing how students are engaging with task or peers   * Engaged in task at hand * Interacting with peers * On task vs. off task * Appropriate vs. inappropriate participation or comments | Supporting participation: noticing who is getting called on by:   * Name * Gender * Services received (e.g., learners served on an IEP) * Race * Dual language learner status * Placement in room * Who is volunteering   Posing Questions:   * Open-ended vs. closed questions * Not “leading” vs. “leading” * Text implicit vs. text explicit * Connected to goal vs. not connected * Posing a single question vs. “nested” questions * Using “wait time”   Responding to children’s ideas:   * Evaluative vs. non-evaluative responses * Orienting children to one another’s ideas * Building on student thinking * Pressing * Repeating/revoicing * Teacher telling vs. listening * Eye contact   Types of interactions with students   * Academic vs. behavioral vs. personal interactions * Positive vs. corrective * Extended vs. brief   Management:   * Scanning * Using praise * Positives vs. directions * Redirective vs. punitive feedback * Giving reminders of expectations * Who is being redirected * Whose name is being said * Location of teacher around room/using proximity |

**Repeated Teaching[[3]](#footnote-3)**

*Repeated teaching is a mentoring activity for helping novice teachers learn to lead a classroom routine.*

**Procedure:**

1. In planning, a mentor teacher should identify goals of the routine and the importance of doing it the way they do it.
2. Mentor Teacher explains the purpose of the routine and what to watch for. They should also explain the steps and point out which parts might be challenging as well as what aspects are most important for its success and why.
3. Mentor teacher leads the classroom routine with the resident teacher nearby and shares thinking about choices when/where possible.
4. Resident teacher leads the routine with the mentor teacher nearby to answer questions and offer support.
5. The Residents and mentor teacher shares reactions to the routine and to students’ responses as the routine was enacted. Possible prompts:
   1. How did it feel to lead \_\_\_\_\_\_?
   2. What parts of that felt like they worked well for students?
   3. What questions did that bring up for you?
   4. What parts would you like to see me do again?

**Real Time Coaching[[4]](#footnote-4)**

*Daily coaching that occurs during instructional time while students are in the room in which mentor teacher intervenes during instruction in order to address a specific action or teacher move in the moment.*

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| **Least Invasive to Most Invasive** | **Examples** |
| **Silent Signals**  **Right moment:** As these are pre-established signals, these can happen at any time.  **What to do:**  non-verbal cue   * Hand gesture * Visual cue (whiteboard, red card) * Physical nonverbal cue (posture) | * Hand gesture:   + Point at student from the back of the room: student off task * Hands folded = check for posture; Fingers pointing to eyes = scan the room for compliance   + Write in the air = give the students an “everybody writes” task * Visual Cue:   + Red card = too much teacher talk   + Cards/whiteboards with words: “Cold call”, “Why” (ask why), “Scan” * Physical nonverbal cue:   + Exaggerate posture to indicate square up, stand still |
| **Whisper Prompt**  **Right moment:** When students are working or teacher is not in front  **What to do:** state what to do, the evidence & the rationale, in <30 seconds | * Students are not tracking:   + You have a handful of students who aren’t tracking you when you give directions. Stop, say ‘track me,’ and scan for compliance. Don’t move one until those students comply.” * Ratio (teacher is doing too much of the work):   + “When they come out of turn & talk, have 4 students share every time before you respond.” * “Tiana has a medium answer and Ramon has a strong one. Call on Tiana then Ramon to share their answers to the class.” |
| **Model**  **Right moment:** learning or management will weaken without intervening  **What to do:**   * Ask the resident: raise hand to ask to jump in * Model, exaggeratedly: use language of effective teaching, narrate what you do * Debrief in meeting afterwards:   + Why did I jump in & what did I do?   + What was the impact on instruction? | * Ask a question to the class:   + “So when you start writing, what are the important things Ms. X will be looking for?”   + “What should I do if I finish my work early?” * Prompt students for better answers * Writing task: “Nice job citing evidence from the text in your answers. My challenge to you is to revise your answer to explicitly connect your evidence to your argument.” * Model the skill:   + “Eyes on me.” Model they strategy/skill you want students to use. Then debrief later with resident.   + “I want to ask a few more break-it-down questions because I’m not sure everyone understands.”   + During independent work, conduct 3 huddles with resident and students, modeling break-it-down   + “I want to share the positive things I’m seeing in this room because I see [Student] [Praise], and [Student] [Praise],” etc. |
| **Extensive Model**  **Right moment:** class requires you to lead the class for an extended period of time. Maybe this is to model a new strategy, tool, or management technique.  **What to do:**  Planned: select time beforehand to do model teaching for part/all of the lesson.  Debrief the teacher moves you used after the lesson. | · Jump in:  o “Ms. B, you’re making a key point. Would you mind if I added on to it?”  o “I want to ask the next two questions. I want to make sure each answer is “all the way right.”  o “Mr. X, that doesn’t seem quite right. The definition is missing one key nuance.” |

1. Credit to PUC Schools, from work by Sarah Kavanaugh and National Center for Teacher Residencies [↑](#footnote-ref-1)
2. Credit to TEDDinfo@uw.edu [↑](#footnote-ref-2)
3. Credit to TEDDinfo@uw.edu [↑](#footnote-ref-3)
4. Credit to PUC Schools, from work by Bambrick-Santoyo, Paul. *Get better faster: A 90-day plan for coaching new teachers*. John Wiley & Sons, 2016. [↑](#footnote-ref-4)