

MENTOR COACHING PLAN
Mentor: Solveig Lassen-Greene Mentee: Rachel Green
2020-2021 School Year
Location Highland Elementary School

Mentee SMART Goal(s)

Use effective communication and interactions to establish, monitor, and revise procedures to facilitate learning and create positive attitudes for learning by mid year.

The indication of success is based on 90% or greater % of students following directions the first time they are given measured by observations by the mentor.

What activities and resources will mentor and mentee engage in to achieve the goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected Timeline
Introduce and utilize Class Dojo consistently throughout the month as a behavior system to be used with online learners to keep students accountable for online participation.	When teaching young learners about expectations is important to praise them to stay positive but also having a consequence for misbehaviors is important. The opportunity of giving positive points helps keep the students eager to do well and stay positive throughout the lessons. Class Dojo can be	Class Dojo allows teachers to give positive and negative points for behaviors. It also allows the mentee to create behaviors to achieve and give points to the learners. During the month, the mentee will have an effective way of addressing the misbehaviors she sees and praise the	Class Dojo keeps a record of each student's positive and negative points and tracks the class as a whole providing us with data that can help us pinpoint which behaviors need to be addressed. This data will help support the data I am	By the end of September, implement the behavior system so that it is utilized throughout the month of October so that the students are accustomed to the system when they all return for in person learning.

	<p>displayed virtually for the learners to see. The students will try to earn positive points so that they may attend the Tiger Paw store at the end of the month. The visual of points will be a great way to communicate effectively with the young learners and will help the mentee meet her goal.</p>	<p>positive behaviors she sees. I want the mentee to see the power of positive reinforcement which class dojo will provide especially in this virtual setting. This will be an effective practice to help her achieve the overall goal of using effective communication and interactions to establish, monitor, and revise procedures to facilitate learning and create positive attitudes for learning by mid year.</p>	<p>collecting through observations and feedback from my mentee's reflections to determine the next steps that we need to take.</p>	
<p>Co-planning upcoming lessons to determine which activities/transitions need to be modeled for the learners to improve the amount of time it takes for students</p>	<p>The goal is for the mentee to improve her classroom management through strong communication skills and interactions which requires modeling of</p>	<p>Strong classroom management especially during transitions means more time for student learning.</p>	<p>Spending time thinking through the steps will help her hear the steps aloud and allow her to hear what the young</p>	<p>We will meet for coplanning on October 6th during ancillary time.</p>

to transition. Mentee and Mentor will go through Mentee's lesson plans and incorporate times where anticipated modeling should occur so that mentee can include the modeling in her actual lessons. We will discuss how we will model the desired behaviors for the learners.	the expectations by the mentee. When we incorporate new procedures we must teach them through modeling first. We must show the students what we expect. This will ultimately give the mentee more teaching time since time will not be lost fussing at kids and or redirecting them. The mentee will practice incorporating the necessary modeled behaviors into her lesson planning with the mentor for support and think alouds as planning.		students need to hear and see to achieve the transition smoothly.	
Mentor teacher models a lesson giving explicit directions for transitions. Mentee observes and takes notes. Debrief takes place that afternoon.	The mentee will observe the mentor teacher to see what the mentor is expecting from the mentee. The model lesson will	The mentee will see what I want her to do with her own eyes. This way I do not assume she knows what to do without providing her	Check in with our partner agreement Our observation discussions and debriefs.	On October 7th we will meet to discuss notes from the mentee and to revisit plans for the upcoming week.

	<p>allow the mentee to view the behaviors that the students are capable of attaining. The model lesson will also provide concrete examples of the mentor using effective communication through explicit language and models.</p> <p>The time for reflection will lead to a reflective discussion and provide the mentee time to add or rethink procedures for the upcoming lessons.</p>	<p>with a model. Basically, I am providing my mentee with the same behaviors that I want her to do with her students.</p>		
<p>Mentee assisted by the Mentor will develop a list of procedural/routine examples that meet the needs of the learners in the class and predetermine the language that will be used to explain</p>	<p>The mentee needs to be able to think about how she will explain the desired behaviors to ensure clear and concise language for the learners to meet the goal of using effective</p>	<p>The mentee will be prepared to explain directions in a kid friendly way and use explicit language which communicates effectively to the learners. Effective</p>	<p>Modeling and planning lessons together</p> <p>Increase knowledge of one another by sharing thought processes.</p>	<p>Mentor observes mentee with "look for" list throughout the month of December to ensure the mentee is modeling expectations for the learners and working and progressing towards the goal of</p>

procedure/routine	communication and interactions to establish, monitor, and revise procedures to facilitate learning and create positive attitudes for learning by mid year.	classroom management procedures require teachers to think through routines and how they will be communicated effectively to the learners to consider the needs of the learners.		using effective communication and interactions to establish, monitor, and revise procedures to facilitate learning and create positive attitudes for learning by mid year.
Mentee will view one video a month from the Teaching Channel that the mentor sends to mentee to identify specific teacher and student behaviors that contribute to quicker and smoother transitions. Mentee will reflect on video and share out thoughts with mentor through texts, emails, and or face to face conversations.	This activity will give the mentee an opportunity to view some more effective transitions and engage in informal conversations with the mentor about the observations made. The videos will give the mentee more opportunities to see effective classroom management strategies so that she can determine which strategies she would like to focus on to ultimately	Just like students, all educators learn differently and it may be beneficial for the mentee to view effective and smooth transitions at her own time and place when her mind is clear. Stepping outside of the school building can help our attitudes towards achieving our goals. I want my mentee to stay in a growth mindset and carry a positive attitude so	Communicating through texts, emails and or conversations with the mentee and mentor after viewing the videos to discuss strategies seen in the videos. This is meant to be meaningful communication outside of school hours.	The mentor will send one video a month throughout the year that adds value to the goal of using effective communication and interactions to establish, monitor, and revise procedures to facilitate learning and create positive attitudes for learning by mid year.

	<p>meet her goal of using effective communication and interactions to establish, monitor, and revise procedures to facilitate learning and create positive attitudes for learning by mid year.</p>	<p>that her goal is met. As educators, it is important to take time for oneself so that we improve our practices and many of us thrive in this area in late hours of the night when we finally have some peace and have disconnected a bit from school. Providing the videos allows me to guide her through identifying effective classroom management strategies that are research based.</p>		
<p>Mentee and Mentor will meet to discuss progress with strategies in regards to classroom management throughout the mentoring cycle to monitor success of choosing and</p>	<p>The goal is for the mentee to be explicit with her procedures during transitions so that the students know what is expected of them. At this point, it is necessary to assess the</p>	<p>Reflection is a necessary component of meeting goals. This end of the month meeting will give the mentee enough time to master the goal or atleast get</p>	<p>Partnership Agreement</p> <p>Debrief on observation notes</p> <p>Think alouds</p>	<p>Meetings will occur throughout the months to ensure immediate issues are addressed due to the flexibility of our ancillary schedules. At the end of each month we will have meetings</p>

implementing strategies.	implementation and determine the next steps needed to reach mastery if she has not done so yet. This would be the time for us to adjust strategies and or choose new ones if needed. It is essential to progress monitor constantly throughout the duration of the time set for the goal.	close to mastery.		to evaluate the progress of the entire month. At the end of each month, the activities and progress towards the goal will be assessed and a new smart goal will be created if the goal is met.
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How will you monitor your mentee's progress toward the identified goal?

***Through observations, collected data, reflections, and conversations during the months prior to the goal date, goals may be identified by the mentee and the mentor as needing an adjusted time frame for successful implementation.

Debrief with mentee and discuss information gathered from observation notes at the end of each month will determine if the goal is heading in the direction of being met. Every month, I am looking for an increase in learners responding correctly to directions given by the mentee. Indication of the end goal is to observe 90% of the students or greater complying with given directions the first time.

Mentee teacher notes throughout the months. The mentee will use a journal to track her thoughts and reflections about her success with using effective communication and interactions to establish, monitor, and revise procedures to facilitate learning and create positive attitudes for learning by mid year. She will indicate whether or not she feels she is meeting short term goals by completing surveys on personal growth. Reflecting on her classroom management will help us identify which areas she is feeling confident in and which areas need improvement.

Mentee and mentor will communicate via text, email, and face to face so mentee can communicate to mentor how she thinks the implementation is going and mentor can provide feedback and support throughout the entire process/cycles.

End of month observations and debrief. Ensuring that we have dedicated time to discuss and evaluate the progress of the mentee on a monthly basis will help determine whether or not we need to revisit and revise goals, continue on the path, and or determine goals being met.