DOINGWHATWORKS

Mentor Log: Planning On-Site Training with Teachers

Tempe Early Reading First Partnership, Arizona

Topic: Preschool Language and Literacy

Practice: Use Interactive and Dialogic Reading

In Tempe, mentors are trained to work together with preschool teachers to set goals and plan mentoring activities. Once the mentor and teacher have identified goals, they plan a modeling-observation-feedback-action cycle to ensure that effective teaching strategies are implemented and sustained in the classroom. At the start of the mentor-teacher conference, the mentor asks the teacher to reflect and talk about how the lesson went and whether the teaching objective was accomplished. The skills checklist is used to structure the conference and provides a good starting point for communicating feedback to teachers in a meaningful, collaborative, and effective way. Look at this sample log and think about how you might adapt it to help train your coaches or mentors to set goals with teachers and develop an action plan for improving interactive reading.

DOINGWHATWORKS

DOINGWHATWORKS

EXAMPLE

Teacher: _____   Mentor: _____

Tempe Early Reading First Partnership

Mentor Log for Level I Skills
(Complete with the Teacher)

Example is not the main thing in influencing others. It is the only thing. **Albert Schweitzer**

With the teacher select one of the skills checklists:

☐ Trophies Curriculum   ☐ Curriculum-Based Measures
☐ Big Math Curriculum   ☐ Kindergarten Transition
☐ Dramatic Play   ☐ School-Home connection
☐ Vocabulary   ☐ Technology
☐ Scaffolded Conversation   ☐ Post Office Pals
☐ Outdoor Literacy   ☑ Dialogic Reading
☐ Lesson Planning I   ☐ Classroom Environment I
☐ Other: _____

Focused Modeling Plan

Which skills from the checklist would you particularly like to see modeled?

Plan a storybook reading lesson for a small group of children using dialogic reading strategies

What setting? (e.g., small group book reading, block area, dramatic play area)

Morning small group book reading

What date and time?

Tuesday, February 13th, 9:15-9:30am

Will this be videotaped?   ☑ Yes ☐ No   If yes, who will set up? Mentor

EXAMPLE

Focused Teacher Observation Plan

☐ Date/time for teacher observation   <u>Tuesday, February 13th, 9:15-9:30am</u>
☐ Setting for teacher observation   <u>Small group book reading</u>
☐ Will the session be videotaped?   ☑ Yes   ☐ No   If yes, who will set up? Mentor
☐ Mentor completes the entire skills checklist focusing especially on skills that were modeled
☐ Teacher completes self rating of the entire skills checklist focusing especially on targeted skills

☐ Date, time, location for feedback conference   <u>Thursday, February 15th, 3:00-3:30pm</u>
☐ Script the teacher and children during the observation if applicable

Teacher/Child Sample	Mentor Notes
Teacher selected an appropriate book, *Mike Mulligan and His Steam Shovel*.	Good choice. Demonstrates understanding. The book is narrative with many illustrations and simple text. Reminder: also read expository and pattern books during story reading sessions this week.
Teacher planned a reading lesson and included goals, wh-questions, and vocabulary; and specified when the story will be re-read during the week.	Good – the teacher pre-read the book. Suggestion: use stickies to mark book pages with wh-questions to be asked. Suggestion: indicate on lesson plan best places in story to ask distancing questions.
Teacher highlighted and modeled the use of vocabulary words, including *steam shovel*, *canal*, *skyscraper*, *cellar*, during the story.	Good modeling of vocabulary usage. Needs improvement: • Modeling vocabulary after the story • Encourage children to use vocabulary
Teacher reads with expression and invites children to join in saying repetitive phrases.	Excellent expression and engagement of children in the story.
Teacher asks wh-questions throughout the reading.	Excellent. Teacher uses CROWD questions/prompts.
Teacher did not consistently use the PEER interaction strategies.	Needs additional training and practice: • How to expand the child's response • Remember to repeat the prompt
Teacher did not ask the children to tell the story.	Needs additional training and practice in how and when to do this during/after the story.

EXAMPLE

Feedback Conference Notes

1) Ask teacher to summarize her impressions and assessment of the skills demonstrated by referring to her skills checklist.
   "Looking at your skills checklist how would you assess your teaching?"

   Teacher: I was able to follow my plan more closely than I have in the past because I pre-read the story several times. I selected an appropriate storybook and pre-selected the vocabulary I wanted to highlight. I used wh-questions to engage children in the text but had difficulty with knowing how to extend children's responses and when to ask distancing questions.

2) Ask teacher to reflect on positive aspects of her assessment.
   "Which skills were you most pleased with?"

   Teacher: I thought I did a good job with the use of the wh-questions and modeling vocabulary.

3) Build on the positive aspects of the teacher's reflections.
   "Yes, and I saw you X" (referring to your notes on the skills checklist or sample).

   Mentor: Yes, let's look at the videotape. I saw you use appropriate questioning techniques, prompts to extend children's responses, vocabulary modeling, and expressive reading techniques. I thought you followed your plan very well and addressed your goals.

4) Ask teacher to reflect on what they might do to improve their teaching.
   "What would you like to change or improve?"

   Mentor: Think about what you saw in your videotape. What would you like to change or improve?
   Teacher: I would like to use the PEER interaction strategies more consistently and learn more about using distancing questions. I am also having difficulty with the concept of telling the story and what that means and when to do it.

5) Build on that goal by reviewing comments and examples from the Mentor's Skills Checklist.
   "OK, I noted that you did X…perhaps X would have a better result."

   Mentor: OK, did you notice in the videotape where you didn't follow up with the child who started talking about how and what Mike and Mary Anne were digging? It will help if you listen more closely to a child's responses with an ear toward building on their understanding of the story. You can also model telling the story for the children and ask them to think about what happened first, next, and last in the story.

6) Review remainder of skills checklist for additional goals.
   "What other skills from the checklist should we work on?"

   Teacher: I'd like to continue with learning and using dialogic reading strategies, and talk with you more about how to scaffold children's conversations throughout the day.

7) Develop action plan for following 5 days.
   "OK let's prioritize our goals for the next 5 days." What specifically do you want to work on and how can I help you?"

   Teacher: Extending children's responses, asking distancing questions, asking children to tell the story, and encouraging children to use vocabulary after the reading lesson.

EXAMPLE

Action Plan

Goal 1: Planning small group story book reading using dialogic reading strategies.

Teacher will prepare by: Reviewing the CROWD; doing several pre-readings of the story and planning wh-questions that will extend children's responses; planning distancing questions in advance and marking them with stickies in related parts of the book; and reviewing the videotape and thinking about how and at what points children could have been prompted to tell the story.

Mentor will support by: Assisting with the planning of two reading lessons focused on using the CROWD questioning strategies, especially distancing questions; modeling the practice during two small group reading sessions; providing guidance prior to lesson implementation by the teacher; and observing the teacher use the practice during two story reading sessions.

Goal 2: Identifying daily classroom activities and learning centers where the teacher can model the use of new vocabulary words and children can be encouraged to use these words (e.g., dramatic play, block area, etc.);

Teacher will prepare by: Making a list of the learning centers where children can be encouraged to use the vocabulary and writing down possible ways to do this.

Mentor will support by: Doing a guided walk through the classroom with the teacher to review the teacher's learning center list, think more about daily opportunities for encouraging vocabulary, and discuss ways to take advantage of "teachable" moments.

Goal 3: Mastering the PEER interactive strategies and helping children take on the role of the storyteller.

Teacher will prepare by: Reviewing professional development handout materials related to the dialogic reading practice, practicing the PEER strategies independently for one week.

Mentor will support by: Reviewing and modeling the use of the PEER strategies during a reading session, providing the teacher with support during the week of independent practice, observing the teacher conduct two small group lessons using PEER at the end of the week, and meeting with the teacher to provide feedback.

_____   _____
                 Teacher Signature   Mentor Signature

Date _____

EXAMPLE

Tempe Early Reading First Partnership

Skills Checklist Feedback Conference

1. Observer/evaluator asks teacher or instructional assistant to summarize her impressions and assessment of the lesson/skill demonstrated, e.g., "How do you think this lesson went? Did you accomplish your objective?"

2. Observer/evaluator builds on the positive aspects of the teacher's reflections. Observer/evaluator says "Out of those things that you mentioned what were you most pleased about?" "What was difficult about the skill area?" "What would you change?"

3. Skill Checklist Review
    a. Provide specific examples of what you observed using the Skill Checklist ("I saw you do this, this, and this. Did I miss anything?")
    b. Provide specific examples of what you expected to see and didn't (again, refer to the Skills Checklist – e.g., if the skill area you are observing is Dramatic Play and there were dramatic play props available but not demonstrated there is room for improvement…). Ask again, "Did I miss anything?"
    c. Summary statement – "This is what I observed – are we in agreement about this? "Talk It Out."
    d. Observer/Evaluator says "Our goal is to complete all of the skills on the Skill Checklist. What should be included in your 'Action Plan'?"
    e. The Action Plan should include what specifics the teacher needs to demonstrate (If the skill area is dialogic reading the teacher may need to practice reading and re-reading the book out loud, identify the Tier Two Vocabulary, add sticky notes with questions to ask, etc.).
    f. The teacher should request the mentor with the specific skill expertise to model the activity and then observe the teacher in the activity.