Reference: Day 2 of 3 Scope & Sequence Model

This Scope & Sequence model demonstrates a six-hour day (Day 2) of a three-day training to provide clarity on the required components of the Application Review Criteria and Guidelines and a deeper understanding of successful mentor training. This model shows a snapshot of one day and would not serve as a completed Mentor Training Scope & Sequence Attachment A. Refer to the numbered annotations and guide below the table for rationale and additional clarification of specific parts.

Approximate Date(s) and Duration (Hours)	**Alignment to required training categories**	**Objectives & Competencies**	**Agenda**	**Mentor Practice** (Must be clearly aligned to objectives)	**Performance Tasks**
List the approximate date and duration of this training (e.g., 6 hours).	*Check all that apply to the training.* (3) *Trainings can cover one or more categories per day.*	*List the specific and measurable mentor training objectives (aligned to mentorship competencies outlined in the Review Criteria document) for this training. Additionally, list the mentorship competencies from which the session's objectives were derived.* *List the mentorship competencies that will be addressed in this session.*	*Indicate how much time is allotted to each section of the agenda.* (4) *Provide a brief description of each agenda item.*	*What will mentors specifically practice during this training?* (5) *How will the training provide explicit opportunities for mentors to practice using effective feedback models like the "See It, Name It, Do It" framework?*	*In alignment with the training objectives, what performance tasks will you use to measure success of the training? How will you know the training's objectives have been met?*

MENTOR PROGRAM ALLOTMENT

Cycle 4 MPA LEA Application

Approximate Date(s) and Duration (Hours)	Alignment to required training categories	Objectives & Competencies	Agenda	Mentor Practice (Must be clearly aligned to objectives)	Performance Tasks
Date: August 6, 2025 (1) Day 2: Observations and Feedback Training of Trainers (2) Duration: 6 hours	Check all that apply: ☐ effective mentoring partnerships ☒ coaching cycles ☐ data-driven instruction ☐ lesson preparation ☐ learning environment	Objectives: Objective 1: Mentors will be able to identify high-leverage “what” and “how” action steps during a beginning teacher observation. Objective 2: Mentors will be able to plan a beginning teacher coaching session through an observation and feedback cycle that meet the coaching rubric’s effectiveness descriptors. Objective 3: Mentors will be able to conduct an effective coaching conversation, based on their identified action steps, that scores at least 3 out of 4 on the coaching rubric. Competencies addressed: Mentors will be able to implement coaching cycles by... a. conducting effective instructional coaching cycles with BTs based on a research-based instructional rubric (e.g., T-TESS, Danielson, TAP). b. using a common system for tracking, delivering, and following-up on feedback for their	- Icebreaker and Agenda (10 minutes) - Practice: Planning of Coaching Session (70 minutes) ○ Mentors use the template provided to script a coaching conversation based on the video observation they did during the previous day’s training - Practice: Role Play of Coaching Session (30 minutes) ○ Mentors will be divided into dyads and will take turns role playing the coaching conversation they scripted using coaching session success criteria as a guide - Action Steps: Practice (45 minutes) ○ Mentors will script and role play the action steps they would assign a beginning teacher using the success criteria as a guide - Observations/Feedback on Campus: GBF Scope & Sequence and Principal Action Steps Document (80 minutes) ○ After facilitators lead mentors through the documents, they will engage in a scavenger hunt to find where information is located. ○ Mentors will then practice using the resources to identify high leverage beginning teacher action steps based on case studies. - Models (GBF Videos and Texas TLAC Online) (20 minutes) ○ Facilitators will provide mentors with an overview of the Texas TLAC Online resource. Mentors will log in	Mentors will practice planning a coaching session by watching a model and naming the key coaching actions and takeaways. They will think of a coaching session in the context of the Get Better Faster Scope & Sequence, noting the organization and impact of the tool. They will then practice identifying the highest leverage action steps from case studies. Finally, they will be given time to plan and script a coaching session which they will then practice by role-playing with a partner.	- Aligned to objective 1: Exit ticket demonstrating mentor proficiency in identifying, during an observation of a beginning teacher, the “what” and “how” action steps to focus on with that teacher (6) - Aligned to objective 3: Facilitators monitor a sampling of coaching conversation role playing and give scores based on rubric (7) - Aligned to objectives 2 and 3: MTs self-assess on their level of confidence in holding effective coaching conversations

Approximate Date(s) and Duration (Hours)	Alignment to required training categories	Objectives & Competencies	Agenda	Mentor Practice (Must be clearly aligned to objectives)	Performance Tasks
		BTs that allows them to track: the number of observations they have conducted, the action steps issued, and the trends across their BTs that can be used to inform professional development. c. identifying quality action steps that name the highest leverage issue in the BT's class and create action steps that are measurable and observable.	and note that pre-work for the next training session includes an exploration of this resource. - Practice: Scripting Coaching Session (70 minutes) o In this culminating activity, mentors will watch a video of a beginning teacher and then use the tools provided to identify a high leverage action step, plan a coaching conversation, and prepare to role play the conversation. o Mentors will role-play coaching conversation, receive feedback from their peers using the coaching conversation success criteria, and re-role play the conversation. - Closing and Exit Ticket (10 minutes)		

Annotations:

1. This specific model describes Day 2 of a 3-day training. The date reflects MPA implementation starting in the fall of 2025 as part of Cycle 4 and can be an approximate date. As noted in the Application Review Criteria, the scope and sequence should describe training that is provided for a sufficient cadence or frequency to effectively develop mentorship competencies.
2. The duration indicates the total time dedicated to training. As noted in the Application Review Criteria, the scope and sequence should describe training that is provided for enough time to effectively develop mentor teachers' competencies.
3. One or more topics can be addressed each day, provided that sufficient time is dedicated for mentors to effectively develop and practice the competencies.
4. These agenda items are aligned to a clear objective and focus on the specific knowledge and skills that will be developed. They ensure that trainees are provided sufficient time to practice.
5. This section ensures that mentor training is practice-based and allows mentors to apply the skills they learn.
6. Performance Tasks should be able to demonstrate whether the session was successful in achieving the intended outcomes through training the mentors. For example, an exit ticket that evaluates mentor skill development serves as a stronger measure of success for training than an exit ticket that evaluates knowledge.
7. Performance Tasks that utilize rubrics are strong tools in diagnosing the targeted strengths and areas of growth of the training. Rubric items and self-assessment questions should be intentionally planned ahead of time. Note, self-assessments alone should be paired with other performance tasks that measure competency development.