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 Scoring Guide and a deeper understanding of successful mentor training. This model shows a snapshot of one day and would not serve as a completed Scope & Sequence Attachment B. Refer to the numbered annotations for rationale and additional clarification of specific parts.

Approximate Date(s) and Duration (Hours)	Alignment to required training topics	Objectives & Agenda	Mentor Teacher Practice	Measures of Success
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 topics per day.*	*What are the specific mentor training objectives (refer to best mentorship practices in the training topics table on Attachment A) for this training?* 4 *Indicate how much time is allotted to each section of this agenda.*	5 *What will mentors specifically practice during this training?*	*What will you use and/or observe to measure success of the training?*
Date: August 6, 2020 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 planning ☐ learning environment	Mentors will be able to plan and conduct a coaching session through an observations and feedback cycle. - Icebreaker and Agenda (10 minutes) - Practice: Planning of Coaching Session (70 minutes) - Break (10 minutes) - Practice: Role Play of Coaching Session (30 minutes) - Action Steps: Practice (45 minutes) - Lunch (70 minutes) - Observations/Feedback on Campus: GBF Scope & Sequence and Principal Action Steps Document (80 minutes) - Models (GBF Videos and Texas TLAC Online) (20 minutes) - Break (15 minutes) - Practice: Scripting Coaching Session (70 minutes) - Closing and Exit Ticket (10 minutes)	Mentors will practice planning a coaching session by watching a model and naming the key 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.	6 - Exit ticket demonstrating proficiency in identifying what and how action steps for beginning teachers 7 - End of training survey of mentor perceptions - Informal feedback throughout the training (i.e., collab boards, warm calling, monitoring breakouts)

Annotations:

1. This specific model describes Day 2 of a 3-day training.
2. Total time dedicated to training is as accurate and as specific as possible, excluding major breaks like lunch.
3. One or more topics can be addressed each day, as long as enough time is dedicated for mentor teachers to meaningfully practice the skills.
4. These agenda items are aligned to a clear objective and focus on the specific knowledge, skills, and mindsets that will be developed. They ensure that trainees are provided sufficient time to practice. The inclusion of agenda items not related to training (i.e., lunch and breaks) also provides a holistic view of a 6-hour training day.
5. This section ensures that mentor training is practice-based and allows for mentors to apply the skills they learn.
6. 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. While survey data and informal feedback can be collected as supplemental measures of success, this information alone cannot sufficiently measure success of the training.