

Texas Education Agency Mentor Program Allotment
Reference: Cycle 3 Application

Day 2 of 3 Scope & Sequence Model

For LEAs applying with a LEA-created mentor training program, 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 A. Refer to the numbered annotations provided on page 2 for rationale and additional clarification of specific parts.

Approximate Date(s) and Duration (Hours)	Alignment to required training topics	Objectives & Agenda (Recommended Starting Point)	Mentor Teacher Practice (Aligned to Objectives & Agenda)	Measures of Success (Aligned to Objectives & Agenda)
<p>List the approximate date and duration of this training (e.g., 6 hours).</p>	<p>Check all that apply to the training.</p> <p>3</p> <p>Trainings can cover one or more topics per day.</p>	<p>What are the specific mentor training objectives for this training? Refer to the best mentorship practices found in the training topics table on the Scoring Guide.</p> <p>4</p> <p>Indicate how much time is allotted to each section of this agenda.</p>	<p>5</p> <p>In alignment with the training objectives, what will mentors specifically practice during this training?</p>	<p>In alignment with the training objectives, what will you use and/or observe to measure success of the training? How will you know the training's objectives have been met?</p>
<p>Date: August 6, 2022</p> <p>1</p> <p>Day 2: Observations and Feedback Training of Trainers</p> <p>2</p> <p>Duration: 6 hours</p>	<p>Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective mentoring partnerships <input checked="" type="checkbox"/> coaching cycles <input type="checkbox"/> data-driven instruction <input type="checkbox"/> lesson planning <input type="checkbox"/> learning environment 	<p>Mentors will be able to plan and conduct a coaching session through an observations and feedback cycle.</p> <ul style="list-style-type: none"> - Icebreaker and Agenda (10 minutes) - Practice: Planning of Coaching Session (70 minutes) - Break (10 minutes) - Practice: Role Play of Coaching Session (30 minutes) - Practice: Identifying Action Steps (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 (10 minutes) 	<p>See It:</p> <ul style="list-style-type: none"> - Model coaching session - Model coaching plan - Model action steps <p>Name It:</p> <ul style="list-style-type: none"> - Success criteria for strong coaching sessions - Success criteria for strong coaching plans - Success criteria for strong action steps - Organization and usefulness of an anchor tool like Get Better Faster Scope & Sequence <p>Do It:</p> <ul style="list-style-type: none"> - Identifying and writing action steps - Planning coaching sessions - Executing (role playing) coaching sessions 	<p>6</p> <p>At the end of the training, mentors complete a case study observing a teacher, identifying a clear and bite-sized action step, and planning and role-playing a coaching session.</p>

Annotations:

1. This specific model describes Day 2 of a 3-day training.
2. Total time dedicated to training is as accurate and specific as possible.
3. One or more topics can be addressed each day, given that 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 practice and apply the skills they learn. In this model, mentor teachers are provided explicit opportunities to practice using an effective feedback framework, the “See It, Name It, Do It” framework. The mentor teacher practice is also aligned to the training session’s objective.
6. A case study completed at the end of training, specific to the Day 2 training, and measuring the coaching skills that were developed in the training all meet the success criteria for the Measures of Success (refer to the Scoring Guide). The measure of success is also aligned to the training session’s objective.