**CIT Mentor Forum Evaluation January 11, 2021**

Please share **coaching tools** **for mentoring** that have been most useful when mentoring, or assisting colleagues, in the remote environment.  [These are 'tools' for coaching or encouraging reflection--not 'tools' for teaching.]

* Lesson plan format for co-teachers
* Danielson Rubric- Zoom/Remote version
* Using a third point reference to guide reflective discussions with our interns have been useful.
* Co-teaching templates to assist in building collaborative relationships.
* Build in breaks
* When possible recording sections of the ZOOM interactions a teacher has with children and using that video to reflect on practice is a helpful tool.
* Maybe the classroom visit feedback forms and the classroom observation forms
* Observation of therapy sessions and discussion via Zoom immediately afterward
* Group zoom meetings between mentors and interns.
* Being aware of the Danielson rubric to ground statements in evidence
* Collectively looking at student work on common formative assessments
* Ways of Knowing Questionnaire
* When reviewing lesson plans for the week, ask what the structure will look like from students' perspective each day (i.e. any chance for small group work, talking time, independent work time, active listening time, etc.).
* I have been creating supporting materials and presentations for teachers in my school such as pacing guides, focus on instructional purposes and we even created a list of standards that should have been taught according to the curriculum for first semester
* Focus on asking questions that will guide your intern to their own solutions, rather than jumping in and handing them all of the answers.
* Ask many questions
* Make small changes not major
* Get input, watch others, keep a journal
* Encourage conversations not inquiries. Relaxed tone and trust....
* Enthusiasm
* Eye contact
* Tutorials for digital application for successful engagement in the remote learning classroom
* Having an intern read their directions for an assignment for students out loud. How can you make them more clear? Are there examples? Can you predict questions students will have with both directions and content.
* Reflecting and being an active listener
* Open ended questions that invite reflection
* Follow up email or Zoom with questions for discussion
* Learning something new with your intern offers the intern the opportunity to see how you tackle an issue with confidence and reflection.
* Using split screen to show students what you are referring to
* The remote tool from Danielson.
* When asking questions, ask what the intern thinks first so they can reflect.
* Zoom has been my best friend. At least I can see the person's face when I talk instead of just phone/text/email.
* Use Danielson Guide to Remote Teaching
* Use Danielson Self Reflection guide
* Sharing a google classroom with the intern so that they have access to ideas and resources.
* Video calls
* I have a reflective Zoom meeting with my intern every Friday to discuss how the week went and what are current and upcoming challenges. This has been very useful time together.
* The Danielson rubric, Learning Focused Conversation techniques.
* Danielson rubric, my own work (lessons, plans, materials, etc.)
* Having time to zoom and share screens to figure things out and model
* Use of visuals and modeling with-in activities. Show how it is done before having the students do the activity.
* Brain pop is very helpful to explain to students a particular concept.
* I've shared videos of other SLPs providing students assistive technology, in a remote- learner setting. This has been so useful in reflective discussions; what methods might be good to try out/ areas to improve upon/ new ways to do something.
* Sentence starters worksheet to start important conversations with intern.
* Danielson Rubric
* Messaging on cell phones more than ever
* As I am not active, my only practice is in supporting staff members with technology. I have offered to have a tutorial session on creating Google Forms for assignments and assessments.
* One of the most important tools, especially for our older teachers who may not be as technologically savvy is reassurance. Simply encouraging someone is the best tool I have.
* Rubric
* Observing me run meetings, templates for reports, 1:1 zoom weekly, observing him run meetings
* Third point
* Questions that encourage reflection (I use that Mentoring book we got way back when Marie was director, still to this day!)
* Looking at segments of Danielson's such as the questioning and discussion section. This leads to helping them translate practices to remote. (ie. Think, Write, Share)
* The teacher reflection sheet in the shared drive.
* Actually, all the materials provided in the Shared drive are most helpful!
* Comparisons to normal teaching
* Smart Learning Suite online- my intern LOVES it and uses it every day.
* Skills from conversation mapping used in
* Using zoom to meet when your intern can't meet in person.
* Create some quality questions to help with reflection after teaching ....
* Learning-focused conversations
* The third point of view--utilization of the Danielson rubric
* Keeping a journal jotting down the ideas that were successful.
* Copies of ENL standards and new guidelines for grading.
* Self- care ideas to keep healthy and energized.
* Reviewing various online tools and how they help keep students engaged.
* Observing ZOOM sessions, taking language samples, academic anecdotes that then help intern make next plan for instruction
* Providing resource and lessons that are available for their use.
* Peardeck, Google digital class with students, Screencastify, Screen share, divided screen in zoom, Common Lit, Newsela, Readworks, Padlet
* Keeping the Danielson Rubric cheat sheet (one pager) with me as I meet with my interns has been invaluable.
* Reflection on how this evaluation/meeting went, what might be different/the same if it was in person.
* Being able to have observe remotely meetings conducted, classroom observations, etc.
* Use of checklists that include "to dos" paired with reflective questions. (Examples: Need to plan for a group of students with different goals; How will you incorporate different goals into one activity; How will you help students to understand what their goal is during the activity?)