



Teacher Leader Framework: Coaching & Mentoring

**School Year 2023-2024**

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### Domain Overview by Teacher Leader Role

#### Culture

Culture: Attitudes, values, and habits of mind that build collective efficacy					
Indicator	Components	Cooperating Teacher	Resident Mentor	Building Mentor	Instructional Mentor
Mission & Vision	A. Mentor and mentee set and maintain focus on short- and long-term goals aligned to teacher/school/ <a href="#">district vision</a> for teacher and student success				
Collaboration	B. Mentor and mentee reflect on teacher practice and student outcome goals, and collaboratively design next instructional and coaching steps based on progress				
	C. Uses a collaborative approach to decision making, when appropriate				
Equity	A. Acknowledges the individual's identity, how it impacts goals and progress, and adjusts coaching based on challenges or opportunities that exist because of identity				
	B. Adjusts behaviors/leadership styles to honor mentee's skill level, years in practice, preferences, emotions, and <a href="#">perspectives</a>				
Mindsets & Beliefs	A. Is aware of teacher's mindsets—fixed or growth—and facilitates the development of a growth mindset				
	B. Demonstrates an unwavering belief in the progress and growth of all teachers and students				

\*Gray box indicates that competency is not a requirement of the role.

**Structure**

Structure: The organization of people, teams, and resources to foster continuous improvement					
Indicator	Components	Cooperating Teacher	Resident Mentor	Building Mentor	Instructional Mentor
Systems & Procedures	A. Schedules a comprehensive sequence of meetings at a regular cadence and adjusts meeting time/frequency and/or coaching activities if needed to achieve goals				
	B. Plans for and engages in the stages of a <a href="#">coaching cycle</a> including reflection/analysis, action planning, and implementation				
	C. Identifies a clear objective(s) for the coaching session that is connected to short- and long-term goals and current needs, and can be met during the meeting				
Participation	B. Mentor intentionally designs and facilitates differentiated coaching activities aligned to the gap being addressed with the mentee (e.g., co-planning, co-teaching, modeling)				
Feedback	A. Solicits input and/or feedback throughout the coaching activity and adjusts current or future planning/activities/next steps accordingly				

\*Gray box indicates that the competency is not a requirement of the role.



**Knowledge and Skills**

Knowledge and Skills: The knowledge (resources, context, stakeholders, location of data, equity) and skills (data literacy, pedagogy, leadership) needed in order to engage in effective continuous improvement					
Indicator	Components	Cooperating Teacher	Resident Mentor	Building Mentor	Instructional Mentor
Data-driven	A. Grounds coaching conversations and feedback in concrete evidence tied to the instructional framework (e.g., <a href="#">New Teacher Development Areas</a> , <a href="#">CPS Framework for Teaching</a> , university provided frameworks) and/or student achievement data				
	B. Establishes and adjusts goals and interventions/supports based on teacher practice and student achievement data				
Instructional Focus	A. Mentor and mentee maintain a content-focused conversation with constant attention to standards alignment when engaging in planning, observation of instruction, and analysis of the work; this includes engaging in intellectual preparation, addressing modifications to the lesson during instruction, and considering how student work conveys progress on targeted standards				

\*Gray box indicates that the competency is not a requirement of the role.

### Cooperating Teacher

Culture: Attitudes, values, and habits of mind that build collective efficacy		
Indicator	Components	Critical Attributes
Collaboration	B. CT and PST reflect on teacher practice and student outcome goals, and collaboratively design next instructional and coaching steps based on progress	<ul style="list-style-type: none"> <li>• Discuss PST (pre-service teacher) goals related to teacher practice and student progress</li> <li>• Model a strategy that can support a gap that was identified by both PST and CT</li> <li>• Model lesson planning and strategically ask for PST input in the planning process</li> <li>• Observe the PST using a collaboratively identified strategy to support the PST's growth</li> <li>• Ask mediational and reflective questions of the PST, use the Coaching Language Stems <a href="#">here</a></li> </ul>
	C. Uses a collaborative approach to decision making, when appropriate	<ul style="list-style-type: none"> <li>• Use the <a href="#">Collaborative Assessment Log</a> (CAL) to determine PST gaps and discuss next steps</li> <li>• Utilize the <a href="#">collaborative/facilitative</a> coaching stances</li> <li>• Use facilitative moves to agree upon next steps in a meeting</li> </ul>
Equity	A. Acknowledges the individual's identity, how it impacts goals and progress, and adjusts coaching based on challenges or opportunities that exist because of identity	<ul style="list-style-type: none"> <li>• Share your identity and values with the PST, invite them to do the same</li> <li>• Share your vision for the cooperating teacher role and invite them to share their hopes for this placement</li> <li>• Identify potential areas of connection and barriers due to privilege, create a plan to circumvent these</li> <li>• Complete the <a href="#">Core Values</a> activity with the PST (directions <a href="#">here</a>)</li> <li>• Practice <a href="#">asset-based coaching</a></li> </ul>
	B. Adjusts behaviors/leadership styles to honor PST's skill level, years in practice, preferences, emotions, and <a href="#">perspectives</a>	<ul style="list-style-type: none"> <li>• Create opportunities to get to know the PST better</li> <li>• Use the <a href="#">Knowing Teachers tool</a> to engage in deeper conversations around the PST's identity</li> </ul>
Mindsets & Beliefs	A. Is aware of teacher's mindsets—fixed or growth—and facilitates the development of a growth mindset	<ul style="list-style-type: none"> <li>• Share the CPS <a href="#">Core Values</a> and <a href="#">Instructional Core</a> with the PST</li> <li>• Reframe negative thoughts in a way that is productive and realistic</li> <li>• Co-create a plan for what to do when the PST needs help, who to ask, where to go, etc.</li> </ul>
	B. Demonstrates an unwavering belief in the progress	<ul style="list-style-type: none"> <li>• Looks for and models positive student, teacher, and community language</li> </ul>

	and growth of all teachers and students	<ul style="list-style-type: none"> <li>Reframes negative thoughts, saying, actions as they occur or when possible.</li> <li>Uses student-affirming language/redirects conversation when not using student-affirming language</li> </ul>
<b>Structure: The organization of people, teams, and resources to foster continuous improvement</b>		
Indicator	Components	Critical Attributes
<b>Systems &amp; Procedures</b>	B. Plans for and engages in the stages of a <a href="#">coaching cycle</a> including reflection/analysis, action planning, and implementation	<ul style="list-style-type: none"> <li>Utilize resources to incorporate the phases of the coaching cycle into your meetings</li> <li>Review the <a href="#">coaching stances</a> to consider your approach to the meeting</li> <li>Determine a specific time to meet and reflect each day/week (depending on placement requirements)</li> <li>Schedule meetings aligned to the Coaching/Observation Cycle               <ul style="list-style-type: none"> <li>Lesson Planning/Pre-Observation (see planning resources <a href="#">here</a>)</li> <li>Collaboration/Observation (see observation tool resources <a href="#">here</a>)</li> <li>Data Reflection/Post-Observation (see data reflection tools <a href="#">here</a>)</li> </ul> </li> </ul>
	C. Identifies a clear objective(s) for the coaching session that is connected to short- and long-term goals and current needs, and can be met during the meeting	<ul style="list-style-type: none"> <li>Identify a clear objective for each meeting that is connected to short and long term goals</li> <li>Ensure the goal of each meeting is met, and identifies next steps connected to short or long term goals.</li> <li>Develop a rhythm of including next steps at end of meeting to guide objective of next meeting</li> <li>Develop and use coaching agenda to track progress toward long-term goals and create aligned short-term goals</li> <li>Use a <a href="#">meeting template</a> to plan discussion topics and capture next steps</li> </ul>
<b>Participation</b>	B. CT intentionally designs and facilitates differentiated coaching activities aligned to the gap being addressed with the PST (e.g., co-planning, co-teaching, modeling)	<ul style="list-style-type: none"> <li>Use <a href="#">Mind the Gap</a> resource to directly identify and plan for meetings</li> <li>Design, facilitate, and receive feedback (from new teacher, coach, etc) based on how the meeting met objectives, and if it addressed the gap mentioned</li> <li>Refer to <a href="#">coaching resources</a> to build teacher autonomy and reflective habits</li> <li>Model a specific skill as a PST completes a <a href="#">focused observation</a></li> <li>Support PST in meeting deadlines from university partners</li> </ul>
<b>Feedback</b>	A. Solicits input and/or feedback throughout the coaching activity and adjusts current or future planning/activities/next steps accordingly	<ul style="list-style-type: none"> <li>Follow university partner calendar for cadence of observations and meetings</li> <li>Schedule informal check-ins to provide resident space for sharing how its going</li> <li>Use the Coaching Language Stems <a href="#">here</a> to provide input from PST following coaching activity</li> <li>Include opportunity for reflection and feedback of the meeting in your agenda</li> <li>Share agenda/meeting purpose before the meeting to allow PST to prepare</li> </ul>

**Knowledge and Skills: The knowledge (resources, context, stakeholders, location of data, equity) and skills (data literacy, pedagogy, leadership) needed in order to engage in effective continuous improvement**

Indicator	Components	Critical Attributes
Data-driven	<p>A. Grounds coaching conversations and feedback in concrete evidence tied to the instructional framework (e.g., <a href="#">New Teacher Development Areas</a>, <a href="#">CPS Framework for Teaching</a>, university provided frameworks) and/or student achievement data</p>	<ul style="list-style-type: none"> <li>● Assess PST in self-identified area of growth, observe PST in that area of growth while utilizing an observation tool that will capture the focus, and have a post-observation conversation to review and discuss observation data</li> <li>● Utilize observation focus data to align with your coaching moves and next steps</li> <li>● Provide an overview of the <a href="#">New Teacher Development Areas</a>, <a href="#">CPS Framework for Teaching</a>, and university provided frameworks during scheduled meetings; answer questions and provide resources, as needed.</li> <li>● Establish habit of using language from instructional framework when discussing instructional practice</li> <li>● Utilize one of the various <a href="#">feedback models</a> to provide feedback</li> <li>● Utilize an observation tool to collect evidence to support the feedback; e.g., utilize scripted notes, tallies to provide concrete feedback</li> <li>● Utilize scales to measure and share the progress when providing feedback</li> </ul>
	<p>B. Establishes and adjusts goals and interventions/supports based on teacher practice and student achievement data</p>	<ul style="list-style-type: none"> <li>● Identify sources of student achievement data to analyze and anchor coaching conversations (i.e. IAR, STAR360, locally-created assessments, Checkpoint assessments, running records, etc.) and demonstrate data-driven decision-making processes in the classroom</li> <li>● When discussing areas of growth or challenge, use data to help guide conversation instead of mentor opinion</li> <li>● Establish a consistent cadence for collecting, revisiting, and unpacking data with your PST in order to inform goal adjustment</li> </ul>
Instructional Focus	<p>A. CT and PST maintain a content-focused conversation with constant attention to standards alignment when engaging in planning, observation of instruction, and analysis of the work; this includes engaging in intellectual preparation, addressing modifications to the lesson during instruction, and considering how student work conveys progress on targeted standards</p>	<ul style="list-style-type: none"> <li>● Walk the PST through a lesson you've created and will teach in the next week, share the decisions you made and the rationale behind those decisions</li> <li>● Knowledge of the <a href="#">teaching cycle</a>, such as preparation, modification, teaching, reflection, and next steps</li> <li>● Invite the PST to share a lesson plan for an upcoming lesson, ask probing and mediational <a href="#">questions</a> regarding their decision-making and rationale</li> <li>● Choose one piece of a PST's upcoming lesson to model before they teach it</li> <li>● Following a PST's observation of your practice, walk through the lesson and share your reflections, decisions-on-the-fly (e.g., shifts, adjustments), and next steps</li> <li>● Use the <a href="#">Analyzing Student Learning tool</a> to reflect on student work and understanding of objective/standard</li> <li>● Walk through the Illinois State Standards with the PST and provide resources, as</li> </ul>

		<p>needed.</p> <ul style="list-style-type: none"><li>• Utilize the <a href="#">Planning Conversation Guide</a> to support the PST in making adjustments to their lessons.</li><li>• Model how to incorporate knowledge of various styles of teaching to meet the needs of each class's diverse learners, English Language Learners, and students who need various supports (ex: groupings, teaching styles such as colearner, facilitator, etc., use of modifications such as sentence stems, etc</li></ul>
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### Resident Mentor

Culture: Attitudes, values, and habits of mind that build collective efficacy		
Indicator	Components	Critical Attributes
Mission & Vision	A. Mentor and resident set and maintain focus on short- and long-term goals aligned to teacher/school/ <a href="#">district vision</a> for teacher and student success	<ul style="list-style-type: none"> <li>• Share your professional why (e.g., why you are an educator), at the school you are at.</li> <li>• Support in the <a href="#">creation of a professional vision (resident)</a></li> <li>• Align vision to the school and district vision, conversation of how to align the two.</li> <li>• Align goals to other supports in the school/district and identify supports when needed.</li> <li>• Share your school's vision and priorities for the school year</li> <li>• Facilitate a conversation with Resident regarding their "why" for teaching</li> <li>• Goal setting conversation grounded in a framework and University gradual release document. (e.g., <a href="#">CPS Framework for Teaching</a> )</li> </ul>
	B. Mentor and resident reflect on teacher practice and student outcome goals, and collaboratively design next instructional and coaching steps based on progress	<ul style="list-style-type: none"> <li>• Ask mediational and reflective questions of the resident, use the Coaching Language Stems <a href="#">here</a></li> <li>• Review the resident's professional goal and ask reflective questions to build their autonomy</li> <li>• Model a strategy that can support a gap that was identified by both resident and mentor</li> <li>• Model lesson planning and strategically ask for resident input in the planning process</li> </ul>
Collaboration	C. Uses a collaborative approach to decision making, when appropriate	<ul style="list-style-type: none"> <li>• Use the <a href="#">Collaborative Assessment Log</a> (CAL) to determine resident gaps and discuss next steps</li> <li>• Utilize the <a href="#">collaborative/facilitative</a> coaching stances</li> <li>• Use facilitative moves to agree upon next steps in a meeting</li> </ul>
Equity	A. Acknowledges the individual's identity, how it impacts goals and progress, and adjusts coaching based on challenges or opportunities that exist because of identity	<ul style="list-style-type: none"> <li>• Share your identity and values with the resident, invite them to do the same</li> <li>• Share your vision for the resident mentor role and invite them to share their hopes for this placement</li> <li>• Identify potential areas of connection and barriers due to privilege, create a plan to circumvent these</li> <li>• Complete the <a href="#">Core Values</a> activity with the resident (directions <a href="#">here</a>), post and come back to how these cores impact your teacher moves and instructional planning.</li> <li>• Practice <a href="#">asset-based coaching</a></li> </ul>

	B. Adjusts behaviors/leadership styles to honor resident’s skill level, years in practice, preferences, emotions, and <a href="#">perspectives</a>	<ul style="list-style-type: none"> <li>● Create opportunities to get to know the resident better</li> <li>● Use the <a href="#">Knowing Teachers tool</a> to engage in deeper conversations around the resident’s identity</li> </ul>
<b>Mindsets &amp; Beliefs</b>	A. Is aware of resident’s mindsets—fixed or growth—and facilitates the development of a growth mindset	<ul style="list-style-type: none"> <li>● Share the CPS <a href="#">Core Values</a> and <a href="#">Instructional Core</a> with the resident</li> <li>● Reframe negative thoughts in a way that is productive and realistic</li> <li>● Co-create a plan for what to do when the resident needs help, who to ask, where to go, etc.</li> </ul>
	B. Demonstrates an unwavering belief in the progress and growth of all teachers and students	<ul style="list-style-type: none"> <li>● Look for and models positive student, teacher, and community language</li> <li>● Reframes negative thoughts, saying, actions as they occur or when possible.</li> <li>● Uses student-affirming language/redirects conversation when not using student-affirming language</li> <li>● Demonstrates commitment to school community by being professional and acting as a school/district ambassador</li> </ul>

**Structure: The organization of people, teams, and resources to foster continuous improvement**

Indicator	Components	Critical Attributes
<b>Systems &amp; Procedures</b>	A. Schedules a comprehensive sequence of meetings at a regular cadence and adjusts meeting time/frequency and/or coaching activities if needed to achieve goals	<ul style="list-style-type: none"> <li>● Follow university partner calendar for cadence of observations and meetings</li> <li>● Determine a recurring time each week to allow for reviewing action plans, reflecting, providing feedback, and goal setting</li> <li>● Schedule meetings aligned to the Coaching/Observation Cycle               <ul style="list-style-type: none"> <li>○ Lesson Planning/Pre-Observation (see planning resources <a href="#">here</a>)</li> <li>○ Collaboration/Observation (see observation tool resources <a href="#">here</a>)</li> <li>○ Data Reflection/Post-Observation (see data reflection tools <a href="#">here</a>)</li> </ul> </li> <li>● Use resident feedback to monitor and adjust meeting times as needed</li> </ul>
	B. Plans for and engages in the stages of a <a href="#">coaching cycle</a> including reflection/analysis, action planning, and implementation	<ul style="list-style-type: none"> <li>● Utilize resources to incorporate the phases of the coaching cycle into your meetings</li> <li>● Review the <a href="#">coaching stances</a> to consider your approach to the meeting</li> </ul>
	C. Identifies a clear objective(s) for the coaching session that is connected to short- and long-term goals and current needs, and can be met during the meeting	<ul style="list-style-type: none"> <li>● Identify a clear objective for each meeting that is connected to short and long term goals</li> <li>● Ensure the goal of each meeting is met, and identifies next steps connected to short or long term goals.</li> <li>● Develop a rhythm of including next steps at end of meeting to guide objective of next meeting</li> <li>● Develop and use coaching agenda - or ongoing action plan - to track progress toward</li> </ul>

		<ul style="list-style-type: none"> <li>long-term goals and create aligned short-term goals</li> <li>Use a <a href="#">meeting template</a> to plan discussion topics and capture next steps</li> </ul>
Participation	B. Mentor intentionally designs and facilitates differentiated coaching activities aligned to the gap being addressed with the coachee (e.g., co-planning, co-teaching, modeling)	<ul style="list-style-type: none"> <li>Use <a href="#">Mind the Gap</a> resource to directly identify and plan for meetings</li> <li>Design, facilitate, and receive feedback (from resident, Induction Specialist, etc) based on how the meeting met objectives, and if it addressed the gap mentioned</li> <li>Refer to <a href="#">coaching resources</a> to build teacher autonomy and reflective habits</li> <li>Model a specific skill as a resident completes a <a href="#">focused observation</a></li> <li>Complete monthly expectations (e.g., professional learning, action plans, requirements from university partner) to support your mentoring practice</li> <li>Support resident in meeting deadlines from university partners and the CPS Residency Team</li> </ul>
Feedback	A. Solicits input and/or feedback throughout the coaching activity and adjusts current or future planning/activities/next steps accordingly	<ul style="list-style-type: none"> <li>Elicit feedback in a variety of ways (e.g., google form, questionnaire) to provide resident space to give feedback</li> <li>Schedule informal check-ins to provide resident space for sharing how its going</li> <li>Use the Coaching Language Stems <a href="#">here</a> to provide input from resident following coaching activity</li> <li>Include opportunity for reflection and feedback of the meeting in your agenda</li> <li>Share agenda/meeting purpose before the meeting to allow resident to prepare</li> <li>Invite Induction Specialists to observe your mentoring and provide specific feedback aligned to mentor goals</li> </ul>
<p><b>Knowledge and Skills: The knowledge (resources, context, stakeholders, location of data, equity) and skills (data literacy, pedagogy, leadership) needed in order to engage in effective continuous improvement</b></p>		
Indicator	Components	Critical Attributes
Data-driven	A. Grounds coaching conversations and feedback in concrete evidence tied to the instructional framework (e.g., <a href="#">New Teacher Development Areas</a> , <a href="#">CPS Framework for Teaching</a> , university provided frameworks) and/or student achievement data	<ul style="list-style-type: none"> <li>Establish habit of using language from instructional framework when discussing instructional practice</li> <li>Share the <a href="#">SY24 CPS Framework for Teaching Companion Guide</a> to orient the new teacher and set goals</li> <li>Ground feedback in the <a href="#">New Teacher Development Areas</a> and provide <a href="#">CPS Framework for Teaching resources</a> as a next step</li> <li>Utilize one of the various <a href="#">feedback models</a> to provide feedback</li> <li>Knowledge of various sources of data (such as reading levels through BAS, TRC, NWEA, STAR data, classroom assessments, BOY assessments) and how to find, interpret, and make next steps based on classroom needs</li> <li>Utilize an observation tool to collect evidence to support the feedback; e.g., utilize scripted notes, tallies to provide concrete feedback</li> </ul>

	<p>B. Establishes and adjusts goals and interventions/supports based on teacher practice and student achievement data</p>	<ul style="list-style-type: none"> <li>● Utilize scales to measure and share the progress when providing feedback.</li> <li>● Identify sources of student achievement data to analyze and anchor coaching conversations (i.e. IAR, STAR360, locally-created assessments, Checkpoint assessments, running records, etc.) and demonstrate data-driven decision-making processes in the classroom</li> <li>● When discussing areas of growth or challenge, use data to help guide conversation instead of mentor opinion</li> <li>● Establish a consistent cadence for collecting, revisiting, and unpacking data with your resident in order to inform goal adjustment</li> <li>● Referring to the residents' gradual release matrix and classwork, develop SMARTE goals that improve their practice and refer back to them to continue to progress monitor their growth.</li> </ul>
<p><b>Instructional Focus</b></p>	<p>A. Mentor and resident maintain a content-focused conversation with constant attention to standards alignment when engaging in planning, observation of instruction, and analysis of the work; this includes engaging in intellectual preparation, addressing modifications to the lesson during instruction, and considering how student work conveys progress on targeted standards</p>	<ul style="list-style-type: none"> <li>● Walk the resident through a lesson you've created and will teach in the next week, share the decisions you made and the rationale behind those decisions</li> <li>● Knowledge of the <a href="#">teaching cycle</a>, such as preparation, modification, teaching, reflection, and next steps.</li> <li>● Invite the resident to share a lesson plan for an upcoming lesson, ask probing and mediational <a href="#">questions</a> regarding their decision-making and rationale</li> <li>● Choose one piece of a resident's upcoming lesson to model before they teach it</li> <li>● Following a resident's observation of your practice, walk through the lesson and share your reflections, decisions-on-the-fly (e.g., shifts, adjustments), and next steps</li> <li>● Use the <a href="#">Analyzing Student Learning tool</a> to reflect on student work and understanding of objective/standard</li> <li>● Utilize the <a href="#">Planning Conversation Guide</a> to support the resident in making adjustments to their lessons.</li> <li>● Review and support the development of lesson planning using the residents Lesson plan template to support content focused conversations</li> <li>● Model how to incorporate knowledge of various styles of teaching to meet the needs of each class's diverse learners, English Language Learners, and students who need various supports (ex: groupings, teaching styles such as colearner, facilitator, etc., use of modifications such as sentence stems, etc</li> </ul>

### Building Mentor

Culture: Attitudes, values, and habits of mind that build collective efficacy		
Indicator	Components	Critical Attributes
Mission & Vision	A. Mentor and mentee set and maintain focus on short- and long-term goals aligned to teacher/school/ <a href="#">district vision</a> for teacher and student success	<ul style="list-style-type: none"> <li>● Share your professional why (e.g., why you are an educator), at the school you are at.</li> <li>● Support in the <a href="#">creation of a professional vision (new teacher)</a></li> <li>● Align vision to the school and district vision, conversation of how to align the two.</li> <li>● Align goals to other supports in the school/district and identifying supports when needed.</li> </ul>
	B. Mentor and mentee reflect on teacher practice and student outcome goals, and collaboratively design next instructional and coaching steps based on progress	<ul style="list-style-type: none"> <li>● Discuss mentee goals related to teacher practice and student progress</li> <li>● Model a strategy that can support a gap that was identified by both mentee and mentor</li> <li>● Observe the mentee using a collaboratively identified strategy to support the mentee growth</li> <li>● Ask mediational and reflective questions of the mentee, use the Coaching Language Stems <a href="#">here</a></li> <li>● Review the mentee’s professional goal and ask reflective questions to build their autonomy</li> </ul>
Collaboration	C. Uses a collaborative approach to decision making, when appropriate	<ul style="list-style-type: none"> <li>● Co-create the dates for meetings, and allows time for the new teacher to have say in the agenda (as appropriate).</li> <li>● Use the <a href="#">Collaborative Assessment Log</a> (CAL) to determine new teacher gaps and discuss next steps</li> <li>● Utilize the <a href="#">collaborative/facilitative</a> coaching stances</li> <li>● Use facilitative moves to agree upon next steps in a meeting</li> <li>● Support new teacher foster relationships with coworkers</li> </ul>
	A. Acknowledges the individual’s identity, how it impacts goals and progress, and adjusts coaching based on challenges or opportunities that exist because of identity	<ul style="list-style-type: none"> <li>● Complete the <a href="#">Core Values</a> activity with the new teacher (directions <a href="#">here</a>)</li> <li>● Identify potential areas of connection and barriers due to privilege, create a plan to circumvent these.</li> </ul>
Equity	B. Adjusts behaviors/leadership styles to honor mentee’s skill level, years in practice, preferences, emotions, and <a href="#">perspectives</a>	<ul style="list-style-type: none"> <li>● Build a flexible plan - dependent on coachee’s years of service - and include items such as: navigating the school building, utilizing resources the school has, connecting with other staff</li> <li>● Utilize <a href="#">coaching stances</a> to build trust and acknowledge the experience of the new</li> </ul>

		<ul style="list-style-type: none"> <li>teacher</li> <li>Take time to learn more about the new teacher and adjust mentorship as needed</li> </ul>
<b>Mindsets &amp; Beliefs</b>	A. Is aware of teacher’s mindsets—fixed or growth—and facilitates the development of a growth mindset	<ul style="list-style-type: none"> <li>Share the CPS <a href="#">Core Values</a> and <a href="#">Instructional Core</a> with the new teacher</li> <li>Reframe negative thoughts in a way that is productive and realistic</li> <li>Co-create a plan for what to do when the PST needs help, who to ask, where to go, etc.</li> </ul>
	B. Demonstrates an unwavering belief in the progress and growth of all teachers and students	<ul style="list-style-type: none"> <li>Look for and models positive student, teacher, and community language</li> <li>Reframe negative thoughts, saying, actions as they occur or when possible.</li> <li>Use student-affirming language/redirects conversation when not using student-affirming language</li> <li>Demonstrate commitment to school community by being professional and acting as a school/district ambassador</li> </ul>
<b>Structure: The organization of people, teams, and resources to foster continuous improvement</b>		
<b>Indicator</b>	<b>Components</b>	<b>Critical Attributes</b>
<b>Systems &amp; Procedures</b>	A. Schedules a comprehensive sequence of meetings at a regular cadence and adjusts meeting time/frequency and/or coaching activities if needed to achieve goals	<ul style="list-style-type: none"> <li>Use a flexible system (e.g., one 1-hour meeting per week, two 30-minute meetings per week) to check in with new teacher and schedule meetings, depending on need as well as goals of the new teacher</li> <li>Use new teacher feedback to monitor and adjust meeting times as needed</li> <li>Schedule meetings aligned to the Coaching/Observation Cycle               <ul style="list-style-type: none"> <li>Lesson Planning/Pre-Observation (see planning resources <a href="#">here</a>)</li> <li>Collaboration/Observation (see observation tool resources <a href="#">here</a>)</li> <li>Data Reflection/Post-Observation (see data reflection tools <a href="#">here</a>)</li> </ul> </li> </ul>
	C. Identifies a clear objective(s) for the coaching session that is connected to short- and long-term goals and current needs, and can be met during the meeting	<ul style="list-style-type: none"> <li>Identify a clear objective for each meeting that is connected to short and long term goals</li> <li>Ensure the goal of each meeting is met, and identifies next steps connected to short or long term goals.</li> <li>Develop a rhythm of including next steps at end of meeting to guide objective of next meeting</li> <li>Develop and use coaching agenda to track progress toward long-term goals and create aligned short-term goals</li> <li>Use a <a href="#">meeting template</a> to plan discussion topics and capture next steps</li> </ul>
<b>Participation</b>	B. Coach intentionally designs and facilitates differentiated coaching activities aligned to the gap	<ul style="list-style-type: none"> <li>Use <a href="#">Mind the Gap</a> resource to directly identify and plan for meetings</li> <li>Design, facilitate, and receive feedback (from new teacher, coach, etc) based on how</li> </ul>

	being addressed with the coachee (e.g., co-planning, co-teaching, modeling)	<p>the meeting met objectives, and if it addressed the gap mentioned</p> <ul style="list-style-type: none"> <li>Refer to <a href="#">coaching resources</a> to build teacher autonomy and reflective habits</li> <li>Model a specific skill as a new teacher completes a <a href="#">focused observation</a></li> <li>Complete monthly expectations (e.g., professional learning, action plans) to support your mentoring practice</li> </ul>
<b>Feedback</b>	A. Solicits input and/or feedback throughout the coaching activity and adjusts current or future planning/activities/next steps accordingly	<ul style="list-style-type: none"> <li>Use collaborative coaching language and questions to encourage new teacher to give ideas/activities that next steps</li> <li>Leverage relationships in school to gather support from school-based and district wide members (leadership at the school level, IS coach, Framework Specialists, other school coaches, etc.).</li> <li>Elicit feedback from Induction Specialist by inviting them to observe your mentoring practice</li> </ul>
<p><b>Knowledge and Skills: The knowledge (resources, context, stakeholders, location of data, equity) and skills (data literacy, pedagogy, leadership) needed in order to engage in effective continuous improvement</b></p>		
<b>Indicator</b>	<b>Components</b>	<b>Critical Attributes</b>
<b>Data-driven</b>	A. Grounds coaching conversations and feedback in concrete evidence tied to the instructional framework (e.g., <a href="#">New Teacher Development Areas</a> , <a href="#">CPS Framework for Teaching</a> ) and/or student achievement data	<ul style="list-style-type: none"> <li>Share the <a href="#">SY24 CPS Framework for Teaching Companion Guide</a> to orient the new teacher and set goals</li> <li>Ground feedback in the <a href="#">New Teacher Development Areas</a> and provide <a href="#">CPS Framework for Teaching resources</a> as a next step</li> <li>Utilize one of the various <a href="#">feedback models</a> to provide feedback</li> <li>Knowledge of various sources of data (such as reading levels through BAS, TRC, NWEA, STAR data, classroom assessments, BOY assessments) and how to find, interpret, and make next steps based on classroom needs</li> </ul>
	B. Establishes (and potentially adjusts) goals and interventions/supports based on mentee practice and student achievement data	<ul style="list-style-type: none"> <li>When discussing areas of growth or challenge, use data to help guide conversation instead of mentor opinion</li> <li>Establish a consistent cadence for collecting, revisiting, and unpacking data with your new teacher in order to inform goal adjustment</li> </ul>

### Instructional Mentor (School)

Culture: Attitudes, values, and habits of mind that build collective efficacy		
Indicator	Components	Critical Attributes
Mission & Vision	A. Mentor and mentee set and maintain focus on short- and long-term goals aligned to teacher/school/ <a href="#">district vision</a> for teacher and student success	<ul style="list-style-type: none"> <li>• Sharing your professional why (e.g., why you are an educator), at the school you are at.</li> <li>• Supporting in the <a href="#">creation of a professional vision (new teacher)</a></li> <li>• Aligning vision to the school and district vision, conversation of how to align the two.</li> <li>• Aligning goals to other supports in the school/district and identifying supports when needed.</li> <li>• Consider backwards planning: Reflect on what the new teacher wants for students, then work together to understand what teaching skill(s) the new teacher will focus on. Identify what the next steps will support the achievement of this goal.</li> <li>• Mentor and new teacher collaboratively identify data to collect and analyze to understand progress toward short and long term goals.</li> <li>• New teacher has set a goal for the quarter (long term) and the step needed to reach goal (short term)</li> </ul>
	B. Mentor and mentee reflect on teacher practice and student outcome goals, and collaboratively design next instructional and coaching steps based on progress	<ul style="list-style-type: none"> <li>• Ask mediational and reflective questions of the new teacher, use the Coaching Language Stems <a href="#">here</a></li> <li>• Review the new teacher’s professional goal and ask reflective questions to build their autonomy</li> <li>• Model a strategy that can support a gap that was identified by both new teacher and mentor</li> <li>• Model lesson planning and strategically ask for new teacher input in the planning process</li> </ul>
Collaboration	C. Uses a collaborative approach to decision making, when appropriate	<ul style="list-style-type: none"> <li>• Utilize the <a href="#">collaborative/facilitative</a> coaching stances</li> <li>• Build upon new teacher’s existing knowledge &amp; beliefs, rather than telling new teacher what to do</li> </ul>
Equity	A. Acknowledges the individual's identity, how it impacts goals and progress, and adjusts coaching based on challenges or opportunities that exist because of identity	<ul style="list-style-type: none"> <li>• Complete the <a href="#">Core Values</a> activity with the new teacher (directions <a href="#">here</a>)</li> <li>• Identify potential areas of connection and barriers due to privilege, create a plan to circumvent these.</li> <li>• Prioritizes identity based questions and relationship building</li> <li>• Asks how identity impacts goals/progress to goals</li> </ul>



	B. Adjusts behaviors/leadership styles to honor mentee's skill level, years in practice, preferences, emotions, and <a href="#">perspectives</a>	<ul style="list-style-type: none"> <li>Actively learns more about the experience, preferences, emotions, and perspectives of the new teacher throughout the year</li> <li>Acknowledges and uses experience, preferences, emotions, and perspectives in developing and sustaining the relationship and in facilitating learning</li> </ul>
<b>Mindsets &amp; Beliefs</b>	A. Is aware of mentee's mindsets—fixed or growth—and facilitates the development of a growth mindset	<ul style="list-style-type: none"> <li>Asks questions/uses language to determine teacher mindset</li> <li>Discusses the importance of growth mindset</li> <li>Share the CPS <a href="#">Core Values</a> and <a href="#">Instructional Core</a> with the new teacher</li> </ul>
	B. Demonstrates an unwavering belief in the progress and growth of all teachers and students	<ul style="list-style-type: none"> <li>Uses student-affirming language/redirects conversation when not using student-affirming language</li> <li>Demonstrates commitment to school community by being professional and acting as a school/district ambassador</li> </ul>

**Structure: The organization of people, teams, and resources to foster continuous improvement**

Indicator	Components	Critical Attributes
<b>Systems &amp; Procedures</b>	A. Schedules a comprehensive sequence of meetings at a regular cadence and adjusts meeting time/frequency and/or coaching activities if needed to achieve goals	<ul style="list-style-type: none"> <li>Use a flexible system (e.g., one 1-hour meeting per week, two 30-minute meetings per week) to check in with new teacher and schedule meetings, depending on need as well as goals of the new teacher</li> <li>Use new teacher feedback to monitor and adjust meeting times as needed</li> <li>Adjusts meeting times and frequency based on new teacher or mentor need, as well as with the coaching cycle</li> <li>Schedule meetings aligned to the Coaching/Observation Cycle               <ul style="list-style-type: none"> <li>Lesson Planning/Pre-Observation (see planning resources <a href="#">here</a>)</li> <li>Collaboration/Observation (see observation tool resources <a href="#">here</a>)</li> <li>Data Reflection/Post-Observation (see data reflection tools <a href="#">here</a>)</li> </ul> </li> </ul>
	B. Plans for and engages in the stages of a <a href="#">coaching cycle</a> including reflection/analysis, action planning, and implementation	<ul style="list-style-type: none"> <li>Utilize resources (shared above) to incorporate the phases of the coaching cycle into your meetings</li> <li>Review the <a href="#">coaching stances</a> to consider your approach to the meeting</li> </ul>
	C. Identifies a clear objective(s) for the coaching session that is connected to short- and long-term goals and current needs, and can be met during the meeting	<ul style="list-style-type: none"> <li>Identify a clear objective for each meeting that is connected to short and long term goals</li> <li>Ensure the goal of each meeting is met, and identifies next steps connected to short or long term goals.</li> <li>Develop a rhythm of including next steps at end of meeting to guide objective of next meeting</li> <li>Develop and use coaching agenda - or ongoing action plan - to track progress toward</li> </ul>

		<ul style="list-style-type: none"> <li>long-term goals and create aligned short-term goals</li> <li>Use a <a href="#">meeting template</a> to plan discussion topics and capture next steps</li> </ul>
<b>Participation</b>	B. Mentor intentionally designs and facilitates differentiated coaching activities aligned to the gap being addressed with the coachee (e.g., co-planning, co-teaching, modeling)	<ul style="list-style-type: none"> <li>Use <a href="#">Mind the Gap</a> resource to directly identify and plan for meetings</li> <li>Design, facilitate, and receive feedback (from new teacher, Induction Specialist, etc) based on how the meeting met objectives, and if it addressed the gap mentioned</li> <li>Refer to <a href="#">coaching resources</a> to build teacher autonomy and reflective habits</li> <li>Model a specific skill as a new teacher completes a <a href="#">focused observation</a></li> <li>Complete monthly expectations (e.g., professional learning, action plans) to support your mentoring practice</li> </ul>
<b>Feedback</b>	A. Solicits input and/or feedback throughout the coaching activity and adjusts current or future planning/activities/next steps accordingly	<ul style="list-style-type: none"> <li>Elicit feedback in a variety of ways (3.g., google form, questionnaire) to provide resident space to give feedback</li> <li>Schedule informal check-ins to provide resident space for sharing how its going</li> <li>Use the Coaching Language Stems <a href="#">here</a> to provide input from resident following coaching activity</li> <li>Include opportunity for reflection and feedback of the meeting in your agenda</li> <li>Share agenda/meeting purpose before the meeting to allow resident to prepare</li> <li>Invite Induction Specialists to observe your mentoring and provide specific feedback aligned to mentor goals</li> <li>Leverage relationships in school to gather support from school-based and district wide members (leadership at the school level, IS coach, Framework Specialists, other school coaches, etc.).</li> </ul>
<b>Knowledge and Skills: The knowledge (resources, context, stakeholders, location of data, equity) and skills (data literacy, pedagogy, leadership) needed in order to engage in effective continuous improvement</b>		
<b>Indicator</b>	<b>Components</b>	<b>Critical Attributes</b>
<b>Data-driven</b>	A. Grounds coaching conversations and feedback in concrete evidence tied to the instructional framework (e.g., <a href="#">New Teacher Development Areas</a> , <a href="#">CPS Framework for Teaching</a> ) and/or student achievement data	<ul style="list-style-type: none"> <li>Establish habit of using language from instructional framework when discussing instructional practice</li> <li>Share the <a href="#">SY24 CPS Framework for Teaching Companion Guide</a> to orient the new teacher and set goals</li> <li>Ground feedback in the <a href="#">New Teacher Development Areas</a> and provide <a href="#">CPS Framework for Teaching resources</a> as a next step</li> <li>Utilize one of the various <a href="#">feedback models</a> to provide feedback</li> <li>Knowledge of various sources of data (such as reading levels through BAS, TRC, NWEA, STAR data, classroom assessments, BOY assessments) and how to find, interpret, and make next steps based on classroom needs</li> </ul>

	<p>B. Establishes (and potentially adjusts) goals and interventions/supports based on mentee practice and student achievement data</p>	<ul style="list-style-type: none"> <li>• When discussing areas of growth or challenge, use data to help guide conversation instead of mentor opinion</li> <li>• Establish a consistent cadence for collecting, revisiting, and unpacking data with your new teacher in order to inform goal adjustment</li> </ul>
<p><b>Instructional Focus</b></p>	<p>A. Mentor and mentee maintain a content-focused conversation with constant attention to standards alignment when engaging in planning, observation of instruction, and analysis of the work; this includes engaging in intellectual preparation, addressing modifications to the lesson during instruction, and considering how student work conveys progress on targeted standards</p>	<ul style="list-style-type: none"> <li>• Walk the new teacher through a lesson you've created and will teach in the next week, share the decisions you made and the rationale behind those decisions</li> <li>• Use the <a href="#">Analyzing Student Learning tool</a> to reflect on student work and understanding of objective/standard</li> <li>• Knowledge of the <a href="#">teaching cycle</a>, such as preparation, modification, teaching, reflection, and next steps</li> <li>• Invite the new teacher to share a lesson plan for an upcoming lesson, ask probing and mediational <a href="#">questions</a> regarding their decision-making and rationale</li> <li>• Choose one piece of a new teacher's upcoming lesson to model before they teach it</li> <li>• Following a new teacher's observation of your practice, walk through the lesson and share your reflections, decisions-on-the-fly (e.g., shifts, adjustments), and next steps</li> <li>• Use the <a href="#">New Teacher Development Areas</a> and provide <a href="#">CPS Framework for Teaching</a> as a guide to navigate mentoring focus, new teacher goals, and new teacher progress</li> <li>• Model how to incorporate knowledge of various styles of teaching to meet the needs of each class's diverse learners, English Language Learners, and students who need various supports (ex: groupings, teaching styles such as colearner, facilitator, etc., use of modifications such as sentence stems, etc</li> </ul>

### Instructional Mentor (District)

Culture: Attitudes, values, and habits of mind that build collective efficacy		
Indicator	Components	Critical Attributes
Mission & Vision	A. Coach and coachee set and maintain focus on short- and long-term goals aligned to teacher/school/ <a href="#">district vision</a> for teacher and student success	<ul style="list-style-type: none"> <li>• Sharing your professional why (e.g., why you are an educator), at the school you are at.</li> <li>• Supporting in the <a href="#">creation of a professional vision (new teacher)</a></li> <li>• Aligning vision to district vision, conversation of how to align the two.</li> <li>• Aligning goals to other supports in the district and identifying supports when needed.</li> <li>• Consider backwards planning: Reflect on what the new teacher wants for students, then work together to understand what teaching skill(s) the new teacher will focus on. Identify what the next steps will support the achievement of this goal.</li> <li>• Mentor and new teacher collaboratively identify data to collect and analyze to understand progress toward short and long term goals.</li> <li>• New teacher has set a goal for the quarter (long term) and the step needed to reach goal (short term)</li> </ul>
Collaboration	B. Coach and coachee reflect on teacher practice and student outcome goals, and collaboratively design next instructional and coaching steps based on progress	<ul style="list-style-type: none"> <li>• Ask mediational and reflective questions of the new teacher, use the Coaching Language Stems <a href="#">here</a></li> <li>• Review the new teacher’s professional goal and ask reflective questions to build their autonomy</li> <li>• Model a strategy that can support a gap that was identified by both new teacher and mentor</li> <li>• Model lesson planning and strategically ask for new teacher input in the planning process</li> </ul>
	C. Uses a collaborative approach to decision making, when appropriate	<ul style="list-style-type: none"> <li>• Utilize the <a href="#">collaborative/facilitative</a> coaching stances</li> <li>• Build upon new teacher’s existing knowledge &amp; beliefs, rather than telling new teacher what to do</li> </ul>
Equity	A. Acknowledges the individual's identity, how it impacts goals and progress, and adjusts coaching based on challenges or opportunities that exist because of identity	<ul style="list-style-type: none"> <li>• Complete the <a href="#">Core Values</a> activity with the new teacher (directions <a href="#">here</a>)</li> <li>• Identify potential areas of connection and barriers due to privilege, create a plan to circumvent these.</li> <li>• Prioritizes identity based questions and relationship building</li> <li>• Asks how identity impacts goals/progress to goals</li> </ul>

	B. Adjusts behaviors/leadership styles to honor coachee's skill level, years in practice, preferences, emotions, and <a href="#">perspectives</a>	<ul style="list-style-type: none"> <li>Actively learns more about the experience, preferences, emotions, and perspectives of the new teacher throughout the year</li> <li>Acknowledges and uses experience, preferences, emotions, and perspectives in developing and sustaining the relationship and in facilitating learning</li> </ul>
<b>Mindsets &amp; Beliefs</b>	A. Is aware of teacher's mindsets—fixed or growth—and facilitates the development of a growth mindset	<ul style="list-style-type: none"> <li>Asks questions/uses language to determine teacher mindset</li> <li>Discusses the importance of growth mindset</li> <li>Share the CPS <a href="#">Core Values</a> and <a href="#">Instructional Core</a> with the new teacher</li> </ul>
	B. Demonstrates an unwavering belief in the progress and growth of all teachers and students	<ul style="list-style-type: none"> <li>Uses student-affirming language/redirects conversation when not using student-affirming language</li> <li>Demonstrates commitment to school community by being professional and acting as a school/district ambassador</li> </ul>
<b>Structure: The organization of people, teams, and resources to foster continuous improvement</b>		
<b>Indicator</b>	<b>Components</b>	<b>Critical Attributes</b>
<b>Systems &amp; Procedures</b>	A. Schedules a comprehensive sequence of meetings at a regular cadence and adjusts meeting time/frequency and/or coaching activities if needed to achieve goals	<ul style="list-style-type: none"> <li>Use a flexible system (e.g., one 1-hour meeting per week, two 30-minute meetings per week) to check in with new teacher and schedule meetings, depending on need as well as goals of the new teacher</li> <li>Use new teacher feedback to monitor and adjust meeting times as needed</li> <li>Adjusts meeting times and frequency based on new teacher or mentor need, as well as with the coaching cycle</li> <li>Schedule meetings aligned to the Coaching/Observation Cycle               <ul style="list-style-type: none"> <li>Lesson Planning/Pre-Observation (see planning resources <a href="#">here</a>)</li> <li>Collaboration/Observation (see observation tool resources <a href="#">here</a>)</li> <li>Data Reflection/Post-Observation (see data reflection tools <a href="#">here</a>)</li> </ul> </li> </ul>
	B. Plans for and engages in the stages of a <a href="#">coaching cycle</a> including reflection/analysis, action planning, and implementation	<ul style="list-style-type: none"> <li>Utilize resources (shared above) to incorporate the phases of the coaching cycle into your meetings</li> <li>Review the <a href="#">coaching stances</a> to consider your approach to the meeting</li> </ul>
	C. Identifies a clear objective(s) for the coaching session that is connected to short- and long-term goals and current needs, and can be met during the meeting	<ul style="list-style-type: none"> <li>Identify a clear objective for each meeting that is connected to short and long term goals</li> <li>Ensure the goal of each meeting is met, and identifies next steps connected to short or long term goals.</li> <li>Develop a rhythm of including next steps at end of meeting to guide objective of next meeting</li> <li>Develop and use coaching agenda - or ongoing action plan - to track progress toward</li> </ul>

		<ul style="list-style-type: none"> <li>long-term goals and create aligned short-term goals</li> <li>Use a <a href="#">meeting template</a> to plan discussion topics and capture next steps</li> </ul>
<b>Participation</b>	B. Coach intentionally designs and facilitates differentiated coaching activities aligned to the gap being addressed with the coachee (e.g., co-planning, co-teaching, modeling)	<ul style="list-style-type: none"> <li>Use <a href="#">Mind the Gap</a> resource to directly identify and plan for meetings</li> <li>Design, facilitate, and receive feedback (from new teacher, Induction Specialist, etc) based on how the meeting met objectives, and if it addressed the gap mentioned</li> <li>Refer to <a href="#">coaching resources</a> to build teacher autonomy and reflective habits</li> <li>Model a specific skill as a new teacher completes a <a href="#">focused observation</a></li> <li>Complete monthly expectations (e.g., professional learning, action plans) to support your mentoring practice</li> </ul>
<b>Feedback</b>	A. Solicits input and/or feedback throughout the coaching activity and adjusts current or future planning/activities/next steps accordingly	<ul style="list-style-type: none"> <li>Elicit feedback in a variety of ways (3.g., google form, questionnaire) to provide resident space to give feedback</li> <li>Schedule informal check-ins to provide resident space for sharing how its going</li> <li>Use the Coaching Language Stems <a href="#">here</a> to provide input from resident following coaching activity</li> <li>Include opportunity for reflection and feedback of the meeting in your agenda</li> <li>Share agenda/meeting purpose before the meeting to allow resident to prepare</li> <li>Invite Induction Specialists to observe your mentoring and provide specific feedback aligned to mentor goals</li> <li>Leverage relationships in school to gather support from school-based and district wide members (leadership at the school level, IS coach, Framework Specialists, other school coaches, etc.).</li> </ul>
<b>Knowledge and Skills: The knowledge (resources, context, stakeholders, location of data, equity) and skills (data literacy, pedagogy, leadership) needed in order to engage in effective continuous improvement</b>		
<b>Indicator</b>	<b>Components</b>	<b>Critical Attributes</b>
<b>Data-driven</b>	A. Grounds coaching conversations and feedback in concrete evidence tied to the instructional framework (e.g., <a href="#">New Teacher Development Areas</a> , <a href="#">CPS Framework for Teaching</a> , university provided frameworks) and/or student achievement data	<ul style="list-style-type: none"> <li>Establish habit of using language from instructional framework when discussing instructional practice</li> <li>Share the <a href="#">SY23 CPS Framework for Teaching Companion Guide</a> to orient the new teacher and set goals</li> <li>Ground feedback in the <a href="#">New Teacher Development Areas</a> and provide <a href="#">CPS Framework for Teaching resources</a> as a next step</li> <li>Utilize one of the various <a href="#">feedback models</a> to provide feedback</li> <li>Knowledge of various sources of data (such as reading levels through BAS, TRC, NWEA, STAR data, classroom assessments, BOY assessments) and how to find, interpret, and make next steps based on classroom needs</li> </ul>

	<p>B. Establishes and adjusts goals and interventions/supports based on teacher practice and student achievement data</p>	<ul style="list-style-type: none"> <li>• When discussing areas of growth or challenge, use data to help guide conversation instead of mentor opinion</li> <li>• Establish a consistent cadence for collecting, revisiting, and unpacking data with your new teacher in order to inform goal adjustment</li> </ul>
<p><b>Instructional Focus</b></p>	<p>A. Coach and teacher maintain a content-focused conversation with constant attention to standards alignment when engaging in planning, observation of instruction, and analysis of the work; this includes engaging in intellectual preparation, addressing modifications to the lesson during instruction, and considering how student work conveys progress on targeted standards</p>	<ul style="list-style-type: none"> <li>• Walk the new teacher through a lesson you've created and will teach in the next week, share the decisions you made and the rationale behind those decisions</li> <li>• Use the <a href="#">Analyzing Student Learning tool</a> to reflect on student work and understanding of objective/standard</li> <li>• Knowledge of the <a href="#">teaching cycle</a>, such as preparation, modification, teaching, reflection, and next steps</li> <li>• Invite the new teacher to share a lesson plan for an upcoming lesson, ask probing and mediational <a href="#">questions</a> regarding their decision-making and rationale</li> <li>• Choose one piece of a new teacher's upcoming lesson to model before they teach it</li> <li>• Following a new teacher's observation of your practice, walk through the lesson and share your reflections, decisions-on-the-fly (e.g., shifts, adjustments), and next steps</li> <li>• Use the <a href="#">New Teacher Development Areas</a> and provide <a href="#">CPS Framework for Teaching</a> as a guide to navigate mentoring focus, new teacher goals, and new teacher progress</li> <li>• Model how to incorporate knowledge of various styles of teaching to meet the needs of each class's diverse learners, English Language Learners, and students who need various supports (ex: groupings, teaching styles such as colearner, facilitator, etc., use of modifications such as sentence stems, etc</li> </ul>