

Tools and their Purpose

Lesson Planning Tools

These tools are specifically used during the Prepare and Plan quadrant of the [Teaching and Coaching Cycle](#).

Lesson Planning Tool	Purpose	When to Use (Entry Points)
Planning Conversation Guide (PCG) (or Pre-Observation Planning Conversation)  Planning Conversation G...	To support teachers in analyzing or planning a standards-aligned lesson based on knowledge of students and content y guiding teachers to think deeply about both <i>what</i> they teach and <i>how</i> students learn. It promotes deep instructional planning across four key dimensions: 1. Standards-Based Content – Connects targeted knowledge and skills to content standards and students’ prior learning. 2. Teaching Practices – Focuses on strategies that increase student engagement and equitable access to content. 3. Student Actions – Encourages students to extend their thinking, justify ideas, and demonstrate learning through multiple pathways. 4. Classroom Interactions – Establishes routines, procedures, and norms that create an emotionally and intellectually safe environment where collaboration, risk-taking, and respect for diversity thrive.	Anytime a teacher seeks to create or adapt a lesson based on student learning assets/priorities. Before an observation to discuss or analyze the lesson. After analyzing student work (ASL) or a previous observation to plan a follow-up lesson.
Designing Standards - Based Units of Study  Designing Effective Instru...	This tool provides a structure for planning a series of connected lessons, framing instruction through a Backwards Design approach. It helps the beginning teacher clarify learning goals, assessments, and instructional activities for extended study.	Unit planning may be more appropriate for beginning teachers toward the end of their first year or the start of their second year.

Mentoring Tools Overview

Lesson Plan: Backwards Design  Backwards Design Lesson Plan...  Lesson Plan - Backwards Design...	This tool is grounded in the Gradual Release of Responsibility (GRR) model and offers the opportunity to focus on key concepts, student outcomes, and essential questions as guides for planning. Its key components include Lesson Outcomes, Key Concepts & Essential Questions, Connections to Students' Knowledge, Skills, Experience, and Ways to Differentiate Instruction.	
Planning for Effective Instruction  Planning for Effective Instruction...	This lesson planning tool is based on the Gradual Release of Responsibility (GRR) model. Its components focus on the Content Objective, Language Objective, ensuring a Positive and Productive Environment, and listing Adaptations or Accommodations. It also includes a Teaching Sequence utilizing the GRR stages, such as Opening/Connect, Direct Instruction/Model, Shared Experience, Guided Practice, Independent Practice, and Closure.	
Instructional Groups  Instructional Groups.pdf	This tool supports the development of flexible instructional groups designed to meet identified student learning needs.	Using this tool helps mentors support beginning teachers in departing from rigid whole-class instruction toward flexible grouping based on pre- and formative assessment data.

Pre Observation Tools

These tools are specifically used during the pre observation phase of the Observation Process.

Pre Observation Tools  Full Observation Cycle	Purpose	When to Use (Entry Points)

Mentoring Tools Overview

Pre-Observation Planning Conversation (or Planning Conversation Guide)  PRE-OBSERVATION CO...  Observation Indicators.pdf  Indicator Clusters.pdf  EES Pre-Observation Co...  Pre-Observation Crossw...	This tool is the same as the Planning Conversation Guide, except the end where you prepare for a classroom observation by collaboratively identifying a specific focus and related indicators for data collection. This focus guides the mentor in gathering objective, targeted evidence—using tools such as Selective Scripting, Seating Chart, or Content, Strategies, and Alignment—which is later used in the Post-Observation Co-Analysis conversation to foster reflection and instructional improvement.	Used to initiate the Observation Cycle. If the lesson was already planned using the full PCG, the mentor only needs to address the "Focus for Data Collection" section.
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Observation Data Collection Tools

These tools are specifically used during the observation phase of the Observation Process.

Observation Tool  Full Observation Cycle	Purpose	When to Use (Entry Points)
Selective Scripting  Selective Scripting Fillabl...	To efficiently capture real-time dialogue and other interactions in a classroom, specific to an agreed-upon observational focus. It records verbatim the first 5-6 words spoken by the teacher and/or student(s), or describes non-verbal actions.	Used during the Observation phase of the Observation Cycle. Appropriate when the focus is on verbal instruction, explanations, questioning techniques, use of academic vocabulary, or pacing.
Seating Chart  Seating Chart Templates	To efficiently capture real-time movement and other behaviors of individuals within a classroom using a diagram of the room layout. The data collected supports discussions about creating and sustaining	Used during the Observation phase. Appropriate when the focus involves: interactions/participation, teacher/student movement,

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- MOVEMENT PATTERN - Class Traffic - VERBAL FLOW - Verbal Flow	an Optimal Learning Environment, focusing on student responses, academic supports, and equitable participation structures.	antecedents to desired/undesired behaviors, student grouping dynamics, or visual environment details.
Content, Strategies, and Alignment Content, Strategies, and ...	To collect observation data by citing evidence of content taught/learned and noting strategies used. Used to compare targeted standards, selected content, and learning strategies to analyze their influence on student learning.	Used during the Observation phase. Can be used during a quick, informal observation to gather evidence that later guides a conversation about content and strategy effectiveness.
Saw Heard Thought Saw Heard Thought	The Saw, Heard, Thought mentoring tool is a guided reflection strategy used by instructional mentors to provide specific, non-judgmental, and actionable feedback after a classroom observation. It structures the conversation around these three key areas to help a teacher deeply reflect on a lesson and improve their practice.	
Focused Teacher Observation (FTO) FOCUSED TEACHER O... WHTIMP Substitute Coverage Request Form	To support teacher growth by providing an additional model of practice (observing an exemplary colleague) in a selected focus area (e.g., specific teaching standard, routines, subject-specific pedagogy). The process involves planning, observing together, and reflecting on the experience.	When a teacher expresses interest in observing a specific instructional strategy or complex practice. When preparing to address a new initiative or common lesson.

Post Observation Tools

These tools are specifically used during the observation phase of the Observation Process.

Mentoring Tools Overview

Post Observation Tools Full Observation Cycle	Purpose	When to Use (Entry Points)
Post-Observation Reflecting Conversation POST-OBSERVATION R...		Immediately following a classroom observation as the Post-Observation Reflecting Conversation . Used as a debriefing tool to inform and alter practice.
Post-Observation Co-Analysis (POCA) Post Observation.pdf Intellectual Prep for POCA Observation Indicators.pdf EES Post-Observation C...	The core tool for the reflective phase of the Observation Cycle. Its purpose is to articulate impressions, analyze observation evidence (e.g., Selective Scripting, Seating Chart, or Content, Strategies, and Alignment data) and collaboratively co-assess the level of practice against indicator continuums. Wrap up by Identifying Strengths and Areas for Growth and Set Next Steps .	Immediately following a classroom observation. Next steps and goals may include setting student goals, setting teaching goals, scheduling follow-up activities, or utilizing other tools like Analyzing Student Learning (ASL) or the Planning Conversation Guide (PCG).

Analyze and Reflect Tools

These tools drive the reflective phase of the Analyze and Reflect quadrant of the [Teaching and Coaching Cycle](#), helping the teacher analyze data, understand student outcomes, refine practice, and plan next steps.

Analyze and Reflect Tools	Purpose	When to Use (Entry Points)
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Analyzing Student Learning (ASL)  Analyzing Student Learning	To review the standard(s) targeted in the lesson and determine the level of alignment between the task and targeted standard(s). To analyze what students have learned/can do as a result of instruction. The process helps identify student learning strengths and needs as well as instructional strategies that will further support learning toward the targeted standard(s). To support the continuous assessment of teaching and learning by analyzing artifacts of student work. Helps teachers determine the alignment between the task and targeted standard(s), identify student learning strengths and needs (including patterns related to equity), and inform future instructional planning.	Used when reviewing professional goals or assessment processes. When a teacher observes that a lesson "failed" due to poor student performance on an assignment and needs to reflect upon the instruction/task effectiveness. Creates a natural entry point for initiating a planning cycle (followed by PCG).
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Foundational Tools

These tools are crucial for establishing the professional relationship, understanding the teacher's starting point, and gathering essential student background information to inform all subsequent support.

Tool	Purpose	When to Use (Entry Points)
Knowing Teachers  Knowing Teachers	To enhance communication and collaboration by clarifying the teacher's professional foundations, attitudes, and attributes. Helps the mentor identify assets to build upon, areas for growth, and specific pedagogical questions. Models an inquiry process similar to what teachers use with students.	Should be completed collaboratively during a conversation early in the professional relationship. Can be used by the teacher in preparation for professional communication or learning meetings.

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Knowing Students (KS) - Knowing Students - Individual - Knowing Students - Group - Knowing Students Across...	To help teachers develop a deeper appreciation of student strengths and contextual needs. Teachers learn about students' academic, social, emotional strengths/needs, and cultural background to support responsive instructional planning and create Optimal Learning Environments.	Early in the year to connect subject matter to student background, knowledge, interests, motivations, and experiences. Later in the fall/early winter to inquire about students (e.g., English learners, frequently absent students) influencing engagement or school success. Use as a "lens" when analyzing student learning (ASL), designing new materials, or reviewing observation data. Used as an entry point for conversations about student academic, social, and emotional goal-setting and monitoring.
Collaborative Assessment Log (CAL) - Collaborative Assessment... - Mentor to Mentor Collaborative...	To guide ongoing dialogue and work between the mentor and teacher. Provides a consistent framework for assets-based conversations. Helps assess teacher practice to target support, structures goal-setting, records next steps for accountability, and acts as an ongoing record of collaboration and growth.	Incorporate as appropriate in ongoing conversations. Introduce in the first meeting after a safe, trusting relationship is developed. Used frequently to discuss successes and current focus/challenges related to classroom management, communication, equity, etc.. May be used in lieu of the Post-Observation Co-Analysis (POCA) when debriefing after an observation.

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Administrator-Mentor Communication Log ADMINISTRATOR-MENT... Administrator – Mentor L...	To structure ongoing communication between the mentor and site administrator to support the teacher's well-being and success. Used to discuss teacher strengths/focus areas (maintaining confidentiality), clarify mentor support, identify working conditions, coordinate support, and develop next steps. Allows the mentor to advocate for the teacher.	Used for ongoing communication throughout the year to update the site administrator on mentoring progress. Used specifically when: clarifying professional goal development, advocating for resources, addressing challenging working conditions, or coordinating teacher support.
Triad Triad Administrator - Ment...	The Triad conversation is a structured meeting involving three key individuals: the Administrator, the Mentor, and the Teacher. The primary purpose of the Triad meeting is to build communication between the Administrator, the Teacher, and the Mentor. This strong system of support and communication is critical for the success of beginning teachers.	Set up Triad meetings twice per year: once in the fall (can coincide with the EES Beginning Conference) and once later in the school year. These meetings should last approximately 20 minutes. The Triad conversation is appropriate for activities such as: • Getting to know one another. • Learning about the school. • Sharing induction practices. • Celebrating the teacher's effectiveness. • Addressing the site administrator's questions or concerns. • Supporting the teacher's concerns.

Mentoring Tools Overview

Individual Learning Plan (ILP)  Individual Learning Plan	The Individual Learning Plan (ILP) is a yearlong, formative tool that mentors use to guide, document, and support a teacher's professional growth. Mentors facilitate reflective conversations that help teachers identify a focus area aligned with the Teacher Standards, assess their current level of practice using the descriptors, and set meaningful goals for development. The emphasis is not on the numeric rating, but on the dialogue and evidence that reveal each teacher's strengths and growth areas. Through this collaborative process, mentors help teachers plan next steps, identify supports, and take ownership of their professional learning journey.	Can be used 3 times during the school year to assess overall teaching practice and see growth over time. 1. Initial Assessment 2. Mid-Year Assessment 3. End-of-Year Assessment
Family Communication  Communicating with Fam...  Parent Conferences  SchoolFamilyCommunity...	The purpose of the <i>Communicating with Families</i> tool is to support collaborative interactions between teachers and families on behalf of student learning. The primary purpose of the <i>School, Family, and Community Resources</i> tool is to familiarize teachers and mentors with available resources within their schools, districts, and broader communities.	To plan and prepare for upcoming conversations or school events with a student's family and/or caregiver. Use at the beginning of the year. It helps the teacher understand and record key information, such as: • School Resources • Programs and Resources • Parent/Family Involvement • Community Resources

Mentoring Tools Overview

New Teacher Needs Assessment  New Teacher Needs Asse...  School Resources	The New Teacher Needs Assessment tool is designed to help mentors build a clear understanding of their beginning teacher's strengths, comfort areas, and professional growth needs. By engaging in reflective conversation around the topics embedded in the tool, mentors gain insight into which aspects of teaching the beginning teacher feels confident about and where they may need additional support or resources. This information helps mentors identify meaningful entry points for future coaching and select appropriate follow-up tools such as the Planning Conversation Guide, Analyzing Student Learning, or Communicating with Families.	Mentors should use this tool early in the school year as part of the initial relationship-building and goal-setting process. It helps establish a foundation for individualized support and informs the direction of mentoring conversations. The tool can also be revisited periodically throughout the year as the teacher's needs and priorities evolve, ensuring ongoing alignment between mentoring support and the teacher's professional growth goals.
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Optimal Learning Environment

Analyze and Reflect Tools	Purpose	Resources
Optimal Learning Environment (OLE)	Effective, standards-aligned teaching and learning are only possible when an Optimal Learning Environment is in place. In Optimal Learning Environments, instruction addresses the needs of every learner with ever-present attention to academic excellence and joyful learning. The Optimal Learning Environment framework provides clarity on the design of instructional environments grounded in the interdisciplinary research science on how people learn with focus on: • Standards to support academic rigor • Relationships and connection	 OLE 2025.pdf

Mentoring Tools Overview

	• Integrated interpersonal, affective, and cognitive skills • Learner agency and learner variability • Students' individual and community knowledge, strengths, and experiences	
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Mentee Topics

Tools for Mentee Topics

[Engaging students in learning](#)

[Planning Instruction](#)

[Managing and Organizing the Classroom](#)

[Understanding the Subject Matter](#)

[Communicating as a Professional Educator](#)

Engaging students in learning		
If your Beginning Teacher (BT) wants to work on....	Tool	Do
Improving engagement	Knowing Students and the Observation Cycle • Pre- observation cycle • Observation ◦ Focusing on engagement • Post observation cycle	Use the knowing students' tools to collect information for students you are trying to engage. Incorporate things from the “knowing students” tool into current lessons (i.e., for examples and non-examples, topic to study, reading materials, etc.) Use pre-observation, spending extra time clarifying lesson context C, teaching practices, and student actions. During the observation, note any moments of engagement or lack of engagement. For Post observation, use to debrief and look for opportunities for improvement in the lack of engagement times/activities. Areas of focus could include Teaching practices indicator A and M (if applicable) and/or student actions B and/or D.
Supporting English Language Learners	Planning Conversation Guide	Use this tool to look at an upcoming lesson that the BT plans to spend extra time on the areas of: • Clarifying lesson context part C & D • Standard-based content part D & J • Teaching practices • Student actions • Classroom interactions
Supporting Students Who Receive Special Education Services		
Flexible grouping	Analyze Student Learning	Look over the artifacts of student work, the task they were assigned and the sorting criteria for each level of performance. Go over the student work and sort it based on the sorting criteria. Looking at each group, go over their strengths and areas of need. Then reflect and plan next steps for each sorted group. Use the tool to identify subgrouping of students in order to group students

		homogeneously or heterogeneously, depending on the lesson.
Questioning techniques	Observation Cycle • Pre- observation cycle • Observation ◦ Focusing on BT questioning • Post observation cycle	Use pre- observation to go over a lesson, use the observation tool to track questioning used by BT and levels of questioning, and use the post observation to debrief and improve future lessons. Areas of focus could include Teaching practices indicator C (modeling questioning) and/or I/student actions A and/or C.
Linking students' prior knowledge	Planning Conversation Guide	Use this tool to look at an upcoming lesson that the BT plans to do spending extra time on the areas of: • Clarifying lesson context part B • Teaching practices • Student actions • Classroom interactions
Developing self directed learners	Observation Cycle • Pre- observation cycle • Observation ◦ Focusing on self directed skills/strategies • Post observation cycle ◦ Focusing on self directed indicators	Use pre- observation to go over a lesson, use the observation tool to track opportunities for students to be self directed and areas where they struggle to be self directed, and use the post observation cycle to debrief and increase opportunities for students to be self directed or think of ways to scaffold the students to lead them to be more self directed (having them practice using classrooms supports like anchor charts, peers, etc.). Areas of focus could include Teaching practices indicator E and/or student actions D, E, and/or F.
Engaging students in problem solving and critical thinking	Planning Conversation Guide	Use this tool to look at an upcoming lesson that the BT plans to do spending extra time on the areas of: • Standard based content part D & F/G/H • Student actions • Classroom interactions

Managing and organizing the classroom		
If your Beginning Teacher (BT) wants to work on....	Tool	Do
Classroom Procedures and Routines	Observation Focused teacher observation	Observation tool: Observe with the teacher what their current classroom procedures are, taking note of what the teacher says and the students' responses. Debrief with them after to figure out next steps. Focused Teacher Observation: take your mentee to another class to observe that teacher's classroom routines and procedures in the time /activity/subject that the BT has a concern in.
Behavioral Expectations	Observation Focused teacher observation Knowing students	Observation tool: Observe the teacher in the activity/lesson/subject of concern taking notes of what the teacher says and the students' responses. Debrief with them after to figure out next steps. Focused Teacher Observation:: take your mentee to another class to observe that teacher's behavioral expectations routines in the time /activity/subject that the BT has a concern in. - preferably a class that has a similar group of behaviors Knowing students: together compile information of the student(s) of concern and brainstorm behavior expectations that the teacher can use in their classroom that cater to the students in their class.
Prevention and intervention strategies	Collaborative Assessment Log	Talk about things that are going well, or students of concerns' strengths. Then talk about the students' concerns and challenges. After, brainstorm some next steps of things that you can do to help the students' challenge. If concern is very big and multiple things have been tried, direct BT to reach out to the right people to seek additional help.
Motivational System	Knowing Students	Use the knowing students tool to collect data on the students of concern, group of students, or class to see what some similarities are to get them motivated in the class. Come up together with a plan for the BT to implement in the class.

Equity, fairness, and respect in the classroom	Collaborative Assessment Log	Talk about what's working in the classroom specifically with equity, fairness, and respect (procedures that are in place, school rules, specific students that exhibit these traits, etc.). Then talk about the concerns of why this topic is the focus (specific student(s), specific incident, etc.), talk about any next steps to resolve the issue or any teaching that can be done to resolve the issue.
Conflict resolution strategies	Collaborative Assessment Log	Talk about what strategies have worked in the past and what has been done so far. Then talk about the concern (specific student or incident). After, brainstorm procedures that the BT can put in place if something happens again, if the conflict is too large, talk about next steps of who the mentee might be able to work with at campus level to help with the issue.
Student cooperation and responsibilities	Collaborative Assessment Log	Focus on what is going well (specific times/subjects, specific students, etc.). Then talk about the time/subject/students of concern and possible reasons of what may be affecting students' cooperation and responsibilities at the specific time/subject. Brainstorm possible next steps to increase student cooperation and responsibilities.
Room arrangement	Collaborative Assessment Log	Focusing on what's going well with the room arrangement, what is a challenge and what some next steps are to address the challenges in the room arrangement.
Seating assignments	Collaborative Assessment Log	Focusing on what's going well with the seating assignments, what are challenges and what are some different seating assignments you can change(next steps).
Bulletin Boards	Collaborative Assessment Log	Focusing on what's going well with the Bulletin boards, what are concerns/focus areas, and what are some things you can add or change to their current bulletin boards (next steps).
Materials and Supplies	Collaborative Assessment Log	Focusing on what's going well with supplies and materials, what are challenges/concerns, and next steps can be taken to address the challenges/concerns (donation letters, talking to colleagues/admin, etc.).
Systems of handling homework, paperwork, classroom jobs	Collaborative Assessment Log	Talk about what is going well with the system, then talk about the areas of concern or challenge. After, brainstorm next steps to implement (i.e. different systems to turn in work, different jobs, different ways to choose a student job, looking at the frequency of job changes, etc.)

Planning Instruction		
If your Beginning Teacher (BT) wants to work on lessons that are....	Tool	Do
Standards- based	Planning Conversation Guide	Use this tool to look at an upcoming lesson that the BT plans to do spending extra time on the areas of: • Clarifying lesson context part A • Standard based content ALL parts • Teaching practices • Student actions • Classroom interactions
Connected to broader, culturally responsive themes	Planning Conversation Guide	Use this tool to look at an upcoming lesson that the BT plans to do spending extra time on the areas of: • Clarifying lesson context part C ◦ Linking it to students' cultures • Standard based content H (for ELA) • Teaching practices ◦ Examples could be relating to students' cultures
Interrelated across subject matter areas	Planning Conversation Guide	Use this tool on an upcoming lesson that the BT plans to do spending extra time on the areas of: • Clarifying lesson context part B ◦ Linking it to other subject areas • Standard based content A & H (for ELA) • Teaching practices ◦ Examples could be from other content areas

Assessment driven	Analyze Student Learning→ planning conversation guide or observation	Analyze student Learning: Look over artifacts of student work, the task they were assigned and what the sorting criteria for each level of performance. Go over the student work and sort them based on the sorting criteria. Looking at each group, go over their strengths and areas of need. Then reflect and plan next steps for each sorted group. Use this information to plan for the next lesson using the planning conversation guide or observation cycle.
Differentiated	Analyze Student Learning	Look over artifacts of student work, the task they were assigned and what the sorting criteria for each level of performance. Go over the student work and sort them based on the sorting criteria. Looking at each group, go over their strengths and areas of need. Then reflect and plan next steps for each sorted group. Use this information to plan for differentiation for the next lesson.
Grouped flexibly	Analyze Student Learning	Look over artifacts of student work, the task they were assigned and what the sorting criteria for each level of performance. Go over the student work and sort them based on the sorting criteria. Looking at each group, go over their strengths and areas of need. Then reflect and plan next steps for each sorted group. Use this information to plan for flexible grouping for the next lesson.
Lesson objectives	Planning Conversation Guide	Use this tool on an upcoming lesson that the BT plans to do spending extra time on the areas of: • Clarifying lesson context section A & B • Standard based content A, D, & E (math) or A, D, & G (ELA) • Student Actions

Understanding the Subject Matter		
If your Beginning Teacher (BT) wants to work on....	Tool	Do
Key concepts and themes	Planning Conversation Guide or pre-observation if	Planning Conversation guide/Pre-observation: use the tools to plan out the lesson focusing on the areas that the teacher may struggle to answer. Working

	part of an observation cycle Focused Teacher Observation	together to help answer those gaps. Focused Teacher Observation: Take your mentee to observe another teacher in the content area if possible, or watch a recording of a teacher in the content area.
Connections between subject matter	Planning Conversation Guide or pre-observation if part of an observation cycle	Use tool focusing on: • Clarify lesson content section B • Standards based content D & H connecting it with previous lessons • Teaching practices connecting it with previous lessons • Student actions connecting it with previous lessons
Connections between students' lives	Knowing Students → Planning Conversation Guide or pre-observation if part of an observation cycle	Use a knowing students tool to collect information about the students in your mentee's class. Use this information that you have both collected to fill out the planning conversation guide or pre-observation guide as part of an observation cycle. Use the knowing students tool to complete following areas: • Clarify lesson content B, C, & D • Standards based content D & H making content relevant to them • Teaching practices making content relevant to them • Student actions making content relevant to them
Linkage across subject areas	Planning Conversation Guide or pre-observation if part of an observation cycle	Use the tool to incorporate other subject areas spending extra time focusing on the areas: • Clarify lesson context section B • Standard-based content D & H linking it to other subject areas • Teaching practices other subject areas examples • Student actions other subject area topics
Resources students who receive EL and SPED services	Planning Conversation Guide or pre-observation if part of an observation cycle Focused Teacher Observation	Planning Conversation guide/Pre-observation: use the tools to plan out the lesson spending extra time focusing on the areas: • Clarify lesson context ALL sections • Standard-based content D • Teaching practices • Student actions Focused Teacher Observation: Take your mentee to observe another teacher that may have a similar population and an inclusive environment, or watch a recording of a teacher with an inclusive environment.

Subject specific pedagogy	Planning Conversation Guide or pre-observation if part of an observation cycle	Planning Conversation guide/Pre-observation: use the tools to plan out the lesson focusing on the areas that the teacher may struggle to answer. Working together to help answer those gaps.
	Focused Teacher Observation	Focused Teacher Observation: Take your mentee to observe another teacher in the content area if possible, or watch a recording of a teacher in the content area.

Communicating as a Professional Educator		
If your Beginning Teacher (BT) wants to work on effective communication....	Tool	Do
With Parents and Families	Collaborative Assessment Log	Talk about what is working (other families/parents, certain topics that the BT was successful in communicating previously, etc.), then talk about the current concerns/challenges. After, reflect with BT on why certain communications went well and next steps with the current concern.
With site and district administrators	Collaborative Assessment Log	Talk about what is working (other admin or district people that the BT has interacted with, certain topics that the BT was successful in communicating previously with the person of concern, etc.), then talk about the current concerns/challenges. After, reflect with BT on why certain communications went well and next steps with the current concern.
With colleagues	Collaborative Assessment Log	Talk about what is working (other colleagues that the BT has interacted with, observations that the BT has of the colleague interacting with other colleagues,

		certain topics that the BT was successful in communicating previously with the person of concern, etc.), then talk about the current concerns/challenges. After, reflect with BT on why certain communications went well, any previous experiences that you, the mentor, have had with the person of concern that was successful, and next steps with the current concern.
With support staff	Collaborative Assessment Log	Talk about what is working (other support staff that the BT has interacted with, observations that the BT has of the support staff interacting with other colleagues, certain topics that the BT was successful in communicating previously with the person of concern, etc.), then talk about the current concerns/challenges. After, reflect with BT on why certain communications went well, any previous experiences that you, the mentor, have had with the person of concern that was successful, have your BT practice what they want to say to them to you, and any other next steps with the current concern.
With community resources	Collaborative Assessment Log	Talk about what their current knowledge is with contacting community agencies, then talk about the current concerns. After, talk about next steps. Some possible next steps could be your previous experience putting a field trip together, drafting an email or script to contact the agency, any follow up things they should be aware of (i.e. like making sure to have a confirmation of some sort and a person of contact for any questions), etc.
For back to school night/open house	Collaborative Assessment Log	Talk about what the BT has experienced pertaining to back to school nights/open houses and/or things that they think may work, then talk about the area(s) of concern. After, talk about next steps that may benefit the BT to know (i.e. how your school usually runs back to school nights/open houses, things they may need to prepare for that night, etc.) and/or reinforce ideas that the BT had that will work.
For parent conferences	Collaborative Assessment Log	Talk about what the BT has seen teachers do in the past to contact parents about parent conferences and/or to run a parent conference that was successful and/or things that they think may work, then talk about the area(s) of concern. After, talk about next steps that may benefit the BT to know (i.e. having an agenda, etc.) and/or reinforce ideas that the BT had that will work. If needed, you can set up a time to have a mock parent conference so you can model one and/or they can practice what they will say with you.
For field trips	Collaborative Assessment Log	Talk about what their current knowledge is of putting together field trip paperwork/contacting agencies to have a field trip at the agency, then talk about the

		current concerns. After, talk about next steps. Some possible next steps could be your previous experience putting a field trip together, drafting an email or script to contact the agency you plan to have the field trip with, any follow up things they should be aware of (i.e. like making sure to have a confirmation of some sort, a person of contact for any questions, and to go over behavior expectations with students, etc.)
For school programs/assemblies	Collaborative Assessment Log	Talk about successful previous experiences with public speaking in the past, then talk about the concern. After, talk about next steps (i.e. having the BT write a draft script that you can go over together, schedule a time to practice going over what they would like to say, see if you can get some peers to come in to have your BT practice presenting to etc.)
For IEPs	Collaborative Assessment Log	Talk about what is going well with communicating IEPs or what things the BT has observed other teachers do that works well, then talk about the area of concern/challenge. After, reflect and figure out next steps for BT to communicate the IEP to team members. If this is for communicating during an IEP meeting, you can ask your admin if it would be ok for them to observe you do an IEP meeting(when applicable) or hold mock IEPs with your BT where you model how to hold an IEP meeting or they practice holding an IEP meeting.