

APPENDIX A

Collection of Student-Centered Mentoring Questions and Language

Chapter 1
<p>Questions to Consider for Signs of Struggling New Teachers</p> <ul style="list-style-type: none">• Are their beliefs affecting their practices in such a way that lowers their self-confidence?• Are they missing the passion of serving others?• Are the professional development sessions full of teacher-centered practices rather than a balance that includes more of a focus on student learning?• Is there a low level of collective efficacy or lack of collaborative culture within the school?
<p>Mentor Role Clarification—Questions to Ask</p> <ul style="list-style-type: none">• Is there a mentor and/or mentee handbook?• Are stipends available?• Are extra planning periods possible?• Is substitute coverage available for meetings/observations?• Do other job responsibilities need to be adjusted?• How do you choose mentors?
Chapter 2
<p>Reflective Student-Centered Questions for Mentors</p> <ul style="list-style-type: none">• What kind of questions are you asking your mentee in relation to the student outcomes?• Are you asking surface-level questions or going more in depth?• How are mentees themselves asking questions in relation to students?• What do the majority of your mentee’s students experience when outside of school that could affect their day-to-day well-being?

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Chapter 2

Student-Centered Planning Questions for Mentors

- What student work can we look at to guide next steps?
- How are the students showing you their learning?
- What do the majority of your students already know?
- How can we keep students engaged?
- Why do we want the students to learn this information?
- What instructional strategies match the students' needs at this time?

Discussion Guide for Listening

- What evidence can we use to be more intuitive with students?
 - Student survey data
 - Student achievement data
 - Student observations
 - Interviews or conversations
- How do we promote being better listeners with students?
 - Class meeting discussions
 - Book clubs
 - Group work
 - Partner reading
 - Providing examples of listening characteristics
 - Modeling being a listener during presentations

Chapter 3

Questions to Consider for Prioritizing Time

- How much time do we have for the lesson/activity?
- What are the high yield/high effect size instructional practices that will make the most of the allotted time?
- Will the times work for everything?
- What does the time look like? Sound like?
- Can I get everything done in that small amount of time?
- Do I have any time left?

Chapter 3

Discussion Questions to Promote Independent Learners

- What does learning look like?
- What does engagement look like? Sound like?
- How can all students be independent in their learning?
- How does the classroom environment support all students? Students with trauma? Students of different cultures? Students with learning difficulties?
- In what ways do our students in front of us learn?
- How do we get to know our students through our teaching?

Mentor Question Suggestions in Connection to the Ready for Rigor Framework

Awareness

- What are your brain's triggers around race and culture?
- What are some potential triggers that may be impeding your management of the classroom?
- How do I collect student evidence that ensures all students' participation?

Information Processing

- What are some cognitive routines that will signal learning shifts in the day?
- What are ideas for how I can connect content to students' community and everyday lives?
- How do I intentionally plan for equitable practices that reinforces the learning of all students?

Learning Partnerships

- What are some ways we can discuss our learning, beliefs, and experiences?
- What can we do to balance our time?
- How can we boost students' confidence and skills of working together?

Community of Learners and Learning Environment

- What are ideas for how I can connect content to students' community and everyday lives?
- What are some classroom rituals, specifically around how to share ideas?
- How can we be sure all students' voices are heard in our classroom?

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Chapter 4

Questions to Promote Equitable Expectations

- What do we envision our low and high expectation of learning should be?
- How can we push learners to go higher than their own expectation?
- Are we equitable when it comes to our expectations of students?
- What do we expect the student outcomes to be?
- How do we think all students will perform?

Questions for Promoting a Student-Centered Classroom Set-Up

- What arrangement of desks/tables/seats can I have that promotes dialogue over monologue?
- Where do I set up my teacher areas and technology tools to best utilize instructional time (as well as save me time)?
- How can I promote a welcoming and collaborative environment for learning?
- What tools and resources need to have spaces to promote student independence?
- What charts and visuals need to be given priority and that also minimize student distractions?

Chapter 5

Questions to Promote Understanding of Instructional Strategies

- What does the strategy really mean?
- What is the purpose of the strategy?
- How does it look in the classroom?

Questions to Ask Students for Clarity of Learning (Almarode & Vandas, 2018)

- What are you learning?
- Why are you learning it?
- How will you know if you've learned it?

Chapter 6

Mentor Coaching Cycle Co-planning and Co-teaching Discussion Questions

- How will we co-teach together?
- Who will teach what part of a lesson/activity?
- What will the other teacher do when not teaching?
- What are some ways we can gather student evidence?
- How will we share our notes about students?

Chapter 6

The Seven Norms of Collaboration to Balance Mentor Coaching Cycle Conversations
(Garmston & Wellman, 2016)

- 1.** Pausing
- 2.** Paraphrasing
- 3.** Posing questions
- 4.** Putting ideas on the table
- 5.** Providing data
- 6.** Paying attention to self and others
- 7.** Presuming positive intentions