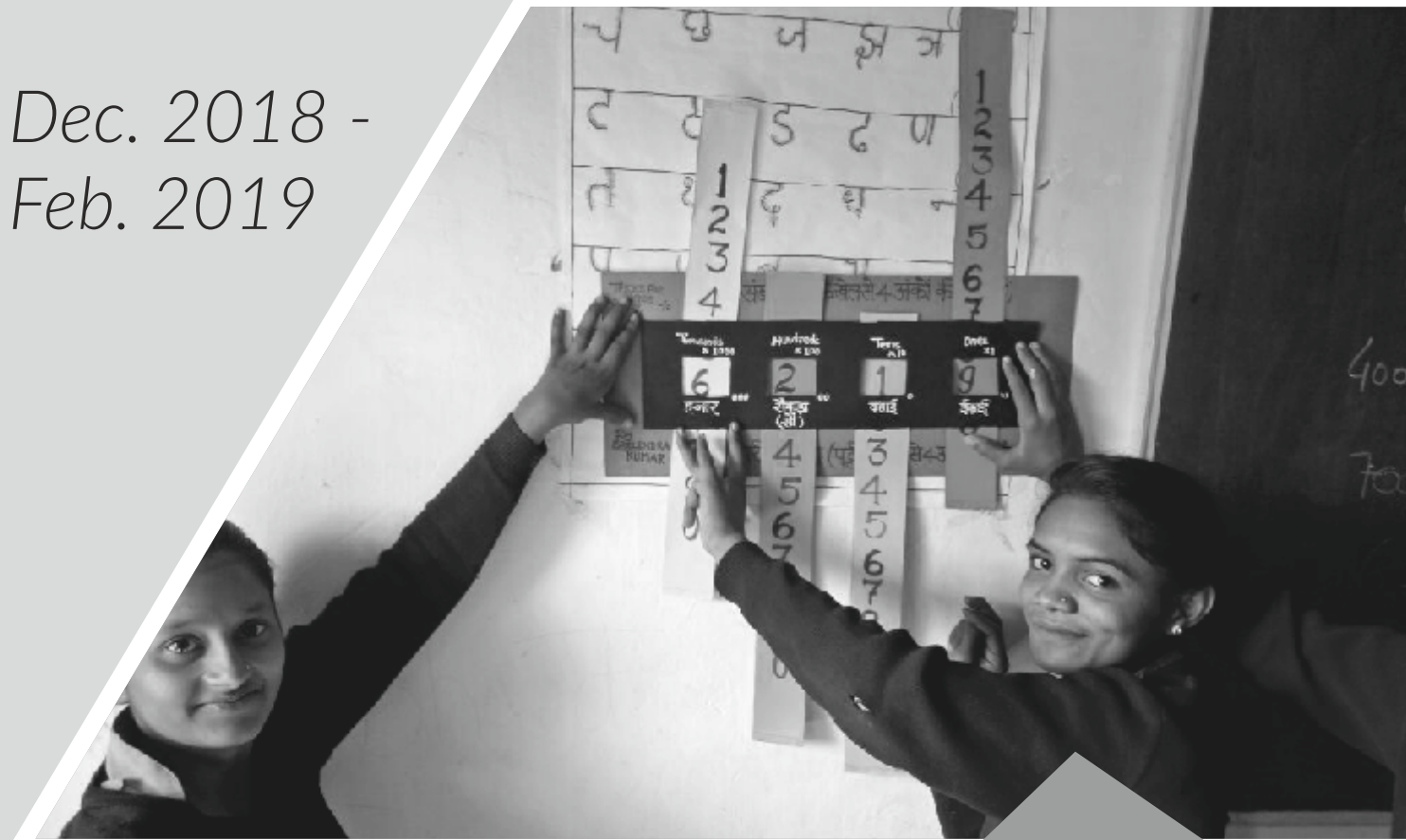


TDC PROGRAM



Dec. 2018 -
Feb. 2019



Mentor Teacher
Handbook

LIC 4

TEACHING LEARNING
STRATEGIES

Name of the Mentor Teacher :

Name of the Zone:

Dear Mentor Teacher,

Welcome to the second cycle of Teacher Development Coordinator Program, aiming to take a leap in creating 'an education system where everyone learns together.'

Congratulations, for successfully completing the third Learning Improvement Cycle based on theme "Lesson Planning". In last LIC you made an effort to give feedback to your TDCs and mentored your TDC to help him/her to get into the role. Kudos for that!!

You have the potential to make a massive difference to the quality of teaching and learning in your schools by supporting and developing TDCs to be effective in their schools. This LIC is based on Instructional practices which focusses on teaching learning processes. You have played a role of coach who supports them to overcome challenges through reflective practices. You will also be a link between DIET and TDCs to cater to any Zone specific/District specific needs for TDCs.

To help you play your role effectively you will be supported by program manager along with DIET facilitators and DoE. To have a regular and continuous reflection of the program's progress, the DIET Facilitators and Program Manager will meet you monthly in District Alignment Meetings. Apart from DIET you will also have monthly regular meetings with DDE districts and zones with reference to progress check of TDC program.

Most importantly, you will gain real experience of coaching by guiding your TDCs through Teacher Development Programme. With sessions on behaviour change, regular support from your Programme Manager and a motivated network of MT to seek support from, you will learn not just in theory but in practice.

Let's learn and work together to fulfil our shared vision of creating an education system where everyone learns together.

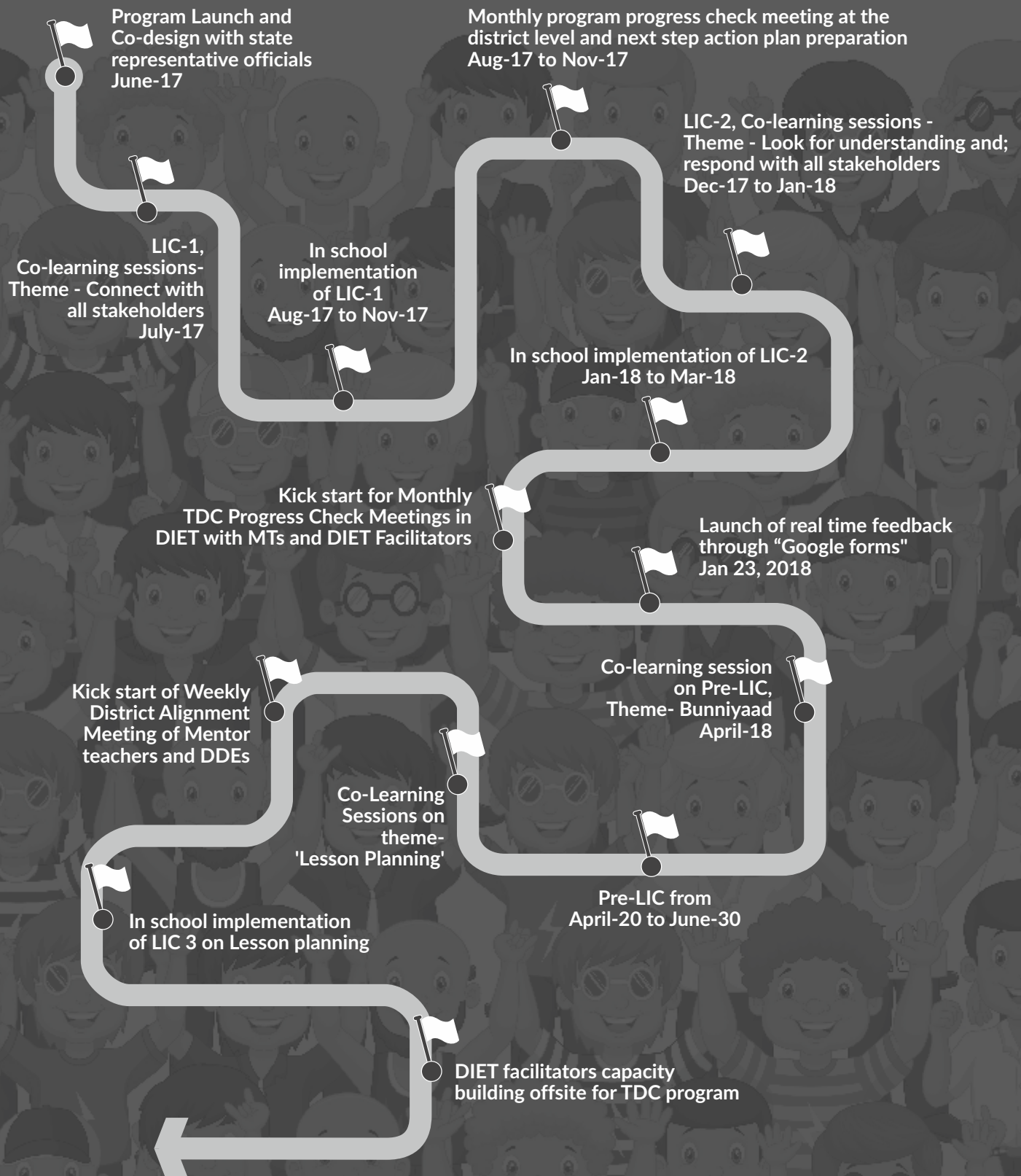
Very best,



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Major Milestones



Mentor Teachers Operational Toolkit

KEY HIGHLIGHTS

- The Mentor teacher operational tool kit acts like an operational plan for all the Mentor teachers with respect to mapping and reflection of their key activities which are centred around TDC program.
- The operational tool kit is divided into 4 phases for 4 Network meetings
- The operational tool kit also has a detailed description of what good network meetings look like.
- MTs to map out an operational plan and key action steps for next phase. This section of key action steps can be filled during Monthly Alignment meetings in DIET and DDE.

The tabular form has 3 major components which includes-:

- Space for school name
- A section for checklist which includes different program deliverables for the teachers
- Space for key reflections and major actionable for the month

It is suggestive that all the mentor teachers use this handbook as a reflection document and mark their key activities in their school specific check list.

This is only a suggestive way to organize your monthly operations with respect to TDC program and keep track of the choose. You may choose to modify/alter or use any other format for capturing similar data.

Quality Indicators for ART Meetings

	Level 1	Level 2	Level 3
AUTONOMY	<p>TDC</p> <ul style="list-style-type: none"> • Does most of the talking. • Time is not managed and often little relevant content is addressed <p>TEACHERS</p> <ul style="list-style-type: none"> • Do not listen or respond to each other's contributions. • May be talking, but no evidence it is relevant to the content. 	<p>TDC</p> <ul style="list-style-type: none"> • May be enthusiastic, but they prevent teachers from really being able to engage deeply with the subject matter by talking too much. • Only ask superficial questions - they are virtually no 'probing' questions to promote deep discussion. • Attempts to manage time but not always effectively - some content is left unaddressed <p>TEACHERS</p> <ul style="list-style-type: none"> • There may be some group discussion, but it does not go beyond offering basic answers (e.g. no justification for views). 	<p>TDC</p> <ul style="list-style-type: none"> • Ensures here is approximately 50% EL/teacher talk. • Enthusiastic and asks occasional probing questions • Manages time well, with teachers discussing/practising for at least 50% of the meeting <p>TEACHERS</p> <ul style="list-style-type: none"> • Discussion mostly but does not always stay on track (teachers may misunderstand the point about a particular practice, for instance, and begin talking about something else).
MASTERY	<p>TDC</p> <ul style="list-style-type: none"> • No models of best practice shown for discussion or practice • No circulation to encourage constant improvement <p>TEACHERS</p> <ul style="list-style-type: none"> • Discussions of teaching strategies are either non-existent or so off-track that it is not possible to assess any level of understanding. • There are no opportunities to practise the strategies themselves. • Do not make action plans, and show no evidence of understanding how to translate any of the network meeting content into their own classrooms. 	<p>TDC</p> <ul style="list-style-type: none"> • May circulate but little evidence of probing/helping teachers to improve <p>TEACHERS</p> <ul style="list-style-type: none"> • There is only superficial discussion of practices (e.g. they may say whether they like or dislike a practice). • There is limited opportunity to practise, and they often do not understand how to effectively use this time • May write action plans, but they likely lack specific detail (e.g. 'I will use cold call in my classroom'). 	<p>TDC</p> <ul style="list-style-type: none"> • Ensures that there is clear modelling for discussions/practice sessions • Circulates and probes/feeds back to teachers on how to improve <p>TEACHERS</p> <ul style="list-style-type: none"> • Deeper discussion of classroom practices - may show real insight into how they can use a particular practice in their own classrooms. • Practice sessions are likely to be engaged in enthusiastically, but may not get a chance to re-practise incorporating feedback • Write action plans that are specific and time-bound
PURPOSE	<p>TDC</p> <ul style="list-style-type: none"> • There is little or no mention of student learning, or any rationale given as to why particular content is being focused on or discussed. • Negative body language and tone throughout. • There is no culture of appreciation or recognition within the meetings. <p>TEACHERS</p> <ul style="list-style-type: none"> • Negative body language and tone throughout 	<p>TDC</p> <ul style="list-style-type: none"> • Attempts to explain the rationale for particular meeting content do not relate to student learning and/or they are unclear. • Some enthusiasm but does not spread throughout the teachers. • There is some appreciation and recognition expressed, but this is largely superficial (for example, thanking teachers for giving very basic or even incorrect contributions). <p>TEACHERS</p> <ul style="list-style-type: none"> • A minority show limited enthusiasm or understanding of links to learning 	<p>TDC</p> <ul style="list-style-type: none"> • Tries to tie different activities to student learning, although it may not always be clear how this is the case. • May probe in discussions and practice sessions as to how a particular teacher's response promotes student learning, but doesn't challenge further even if the explanation is unclear or superficial. • Models enthusiasm and recognition consistently throughout the meeting <p>TEACHERS</p> <ul style="list-style-type: none"> • Positivity and enthusiasm amongst the majority; some show clear understanding of links to student learning.

Level 4	Level 5
<p>TDC</p> <ul style="list-style-type: none"> • Ensures majority of meeting taken up by teacher discussion and practice. • Asks lots of timely probing questions to drive quality discussions. • The time is generally managed very well and all activities from the agenda are successfully completed. • Meetings always start on time <p>TEACHERS</p> <ul style="list-style-type: none"> • All on task for the full meeting • May not consistently probe each other to push further, instead relying on the EL to play this role. 	<p>TDC</p> <ul style="list-style-type: none"> • Usually only interjects beyond set discussion questions to probe further ('how?' 'why?' 'can you give an example?') • Both the teachers and the EL manage the time carefully, and agree as a group whether to investigate a particular topic further or move on <p>TEACHERS</p> <ul style="list-style-type: none"> • The meeting is driven by teacher discussion and activity. • The majority ask and answer questions built on 'how', 'why' and 'what does it mean in my context' for different teaching strategies. • Really probe each other to push thinking further. • There is consistently exceptional punctuality without prompting.
<p>TDC</p> <ul style="list-style-type: none"> • Ensures clear modelling in place and explains these further where necessary <p>TEACHERS</p> <ul style="list-style-type: none"> • Majority can articulate a very strong understanding of how particular practices can be translated into their own classrooms. • Practice sessions are participated in enthusiastically, and they always receive feedback on how to improve • May not always be clear on exactly what the feedback means in practice so don't always use it effectively. • Write clear and quality action plans which in most cases incorporate the feedback they have received. 	<p>TEACHERS</p> <ul style="list-style-type: none"> • Spend significant time planning short lessons, practise delivering them in small groups, and receive feedback on how to improve their delivery in the classroom. • Always clear on ways to translate a general teaching principle into their own specific classroom contexts. • Listen deeply to their feedback and are really clear on how to incorporate this. • Committed to action, and ensure clear action plans for what they will do in the classroom are created based on these practice sessions, and incorporate reflections on previous plans.
<p>TDC</p> <ul style="list-style-type: none"> • Clear on how different activities relate to student learning. • Mostly check that teachers understand this link, although this occasionally may lack rigour (e.g. they might simply ask if everyone sees the link, rather than calling upon teachers to explain and thus genuinely check understanding). • Lots of recognition and appreciation built into the meetings from both EL and teachers <p>TEACHERS</p> <ul style="list-style-type: none"> • There is really positive body language and a sense of purpose throughout the meeting amongst almost all participants. 	<p>TDC</p> <ul style="list-style-type: none"> • All activities in the meeting are explicitly tied to student learning; always checks teachers understand the link • Probes teacher responses where links to student learning are not clear. • Recognition is linked explicitly to student learning or teacher development. • Displays high levels of passion and excitement throughout the meeting. <p>TEACHERS</p> <ul style="list-style-type: none"> • Always link responses to improving student learning • Highly passionate throughout the meeting

Phase 1: ART Meeting - Identifying challenges and implementing classroom strategies around Teaching Learning Practices

School ID	School Name (Shift)	Quality Rating for Network Meetings		
		Autonomy	Mastery	Purpose

Duration

School ID	School Name (Shift)	No. of ART meeting observation conducted	No. of Class observations completed	No. of Feedback given to Teachers and TDC's in school	Update and feedback on 30 min session	Key Overall Reflections

KEY ACTION STEPS FOR NEXT PHASE

Improvement Area	Key action step for next phase

Phase 2: ART Meeting - Reflection and update of classroom practices that were implemented

School ID	School Name (Shift)	Quality Rating for Network Meetings		
		Autonomy	Mastery	Purpose

Duration

School ID	School Name (Shift)	No. of ART meeting observation conducted	No. of Class observations completed	No. of Feedback given to Teachers and TDC's in school	Update and feedback on 30 min session	Key Overall Reflections

KEY ACTION STEPS FOR NEXT PHASE

Improvement Area	Key action step for next phase

Phase 3: ART Meeting - Evaluate the impact of classroom strategies across school systems

School ID	School Name (Shift)	Quality Rating for Network Meetings		
		Autonomy	Mastery	Purpose

Duration

School ID	School Name (Shift)	No. of ART meeting observation conducted	No. of Class observations completed	No. of Feedback given to Teachers and TDC's in school	Update and feedback on 30 min session	Key Overall Reflections

KEY ACTION STEPS FOR NEXT PHASE

Improvement Area	Key action step for next phase

Core Responsibilities of Mentor Teachers for TDC Program

- Facilitate TDC 'Co- Learning Sessions' with the support of Programme Managers and DIET Facilitators each academic year.
- Classroom observations and feedback
- Participate in ART meetings
- Observe 30 minutes one to one sessions conducted by TDC with ART members and provide feedback

Co- Learning Sessions

Mentor Teachers are expected to facilitate the TDC co-learning sessions at the beginning of each LIC. These co learning sessions will be delivered with the support of Programme Managers and DIET Facilitators in their respective districts.

MENTOR SELF-REFLECTION CHECKLIST FOR FACILITATION

PLANNING	
Have clarity of the specific objectives for the sessions	
Familiarize oneself with the content necessary to facilitate the session	
Prepare for logistical arrangements (stationary, slides, projector etc.) of the session	
DURING FACILITATION	
Get agreement on the agenda, ground rules and outcomes, these agreements create a sense of shared accountability and ownership of the sessions	
Acknowledge viewpoints by receptive and open body language. For eg. - making eye contact, nodding in affirmation etc.	
Use reflecting questions to guide the discussion rather than telling final pointers	
Use non-threatening questions in the group (for eg. starting with 'What', 'How' rather than 'Why')	
Handles the conflicting situations well and participants needs were met in alignment with objectives of the session	
Have made efforts to involve everyone in the discussion, especially those participants who were passive.	
Gauge the energy levels of the participants and tried different strategies to get their energy levels high.	
Facilitator gave space to different viewpoints in the group and was able to manage both.	
Gives clear instructions for the activities	
Avoid bringing in personal bias during discussions and respect all viewpoints	
Summarise the session keeping in mind the session objectives	
Give space for any unanswered questions within the groups or cover it after session (either on his/her own or through group)	
Seek feedback from the participants regarding the content as well as the facilitation.	

Classroom Observations and Feedback

Classroom Observations is one of the key activities that Mentor Teachers are expected to do during the school visits along with the TDC. The objective of classroom observations is to observe effectiveness of the classroom processes and provide constructive feedback to TDC and the teachers.

Classroom observations must be a positive and supportive experience for the teachers. The purpose of the classroom observation is to observe how the teacher is using the instructional practices and to provide suggestions to improve the instructional practices to enhance the overall teaching learning experience for both teachers as well as students.

Some of the key pointers to keep in mind for Classroom Observation.

Before the Observation

1. Ensure that your TDC in the school is aware about your visit and you have scheduled sufficient time during the visit to do classroom observations
2. Ensure that the lesson plan has been shared for the specific class that you choose to observe.
3. Ensure that TDC is present during all the classroom observations that you make.

During the Observation

4. Arrive before the class begins, rather than entering sometime during the middle of the lesson.
5. Be discrete, sit where students are not distracted by your presence and are not in the overt line of vision, but at the same time you are able to see both teacher and students
6. take brief notes when necessary and ensure that these notes relate to the teaching and learning taking place rather than comment on the content of the session
7. Be mindful of your mannerisms and body language during the observation as this can impact on teaching practice and on student learning.
8. Try and keep interactions with students at a minimum.

Post Observation

9. Share your observations with the TDC regarding the class that was observed, also discuss TDC observations to understand his/her perspective
10. Provide feedback to the TDC specific to how he/she can support the teachers that were observed.
11. Ensure that your feedback is constructive and specific to actions that teachers can take to make classroom practices more effective.

One-One Coaching Calls/Visits

MENTOR SELF-REFLECTION CHECKLIST FOR COACHING TDC'S

BEFORE THE COACHING SESSION	
Plan with the TDC to set specific goals for the coaching session	
Plan with the TDC which steps or tasks s/he would like to work on during the coaching session	
Review action plans from previous session to identify success and challenges	
DURING COACHING SESSION	
Focus on helping the TDC to deeply understand their current situation, consider options on how to improve it, and commit to clear, specific actions.	
Ask lots of probing questions throughout the meeting (including 'why', 'how', 'what did you think about')	
Provide positive reinforcement and suggestions for improvement	
Ask the TDC for their view on developmental feedback and how they might usefully integrate it in their work	
End with clear, specific action plans that are explicitly related to teacher development or student learning	
POST COACHING SESSION	
TDC has followed up on actions from previous meetings without prompting from the coach (This will be used to begin the next Coaching session)	

Competencies and Skills of Effective Mentors

COACHING SKILL

Coaching refers to the nature of the processes and the type of communication used to help another person to realize his or her personal or professional goals. The person being coached develops his or her own solutions through the processes used. A coach fosters increased self-awareness through conversations aimed at self-directed learning.




Planning and Preparation:- Before the actual coaching session starts, it would be helpful to plan and prepare for it. This shall help in increasing the effectiveness and efficiency of the activity. Kindly keep the below mentioned things in mind when planning for the coaching session.

- Contact your TDC and mutually agree to a time when having the call would be suitable.
- Discuss and agree on the broad topic on which the interaction would take place. This is to ensure that the session is focused and does not deviate too much.
- Review the Data shared of that school which can be used as a reference during the discussion.

Context:- This discussion is taking place after ART meeting 1, which was observed by the MT. The focus is on improving the quality of ART meetings.

	Asking appropriate questions	Active Listening	Conversation Flow
Clarify the desired goal.	How do you feel about the last ART meeting? In what ways do you think the meeting can be improved.	Eye contact – Gauge and maintain appropriate eye contact. Reflection	I feel that the meeting was okay, I think it was better than the last one but there is still scope for improvement. The meeting would have been more constructive if all the ART members were present and we had sufficient time to engage in discussion.
Gain clarity about the reality and check underlying assumptions	What prevented the ART members from attending the meeting? Can we address these issues if we ask the HoS for this support and intervention? Does the HoS know the objective of ART meetings and the goal of the TDC program.	Posture – Slight inclination, leaning forward. Small smiles Remembering Clarification	Most of the ART members who missed the meeting were PGT's and had to take classes during that duration. Additionally, the principal gave permission for a 1 hr. meeting as some classes would go unattended if it was extended any further. I don't think he will be supportive as he prioritizes senior classes and we also have a teacher vacancy issue which also makes it unlikely. He is aware of the implementation of the program and some activities. But, I don't think he has a proper understanding about the goals and vision of the program.
Consider full range of options weighing the pros and cons of each option.	According to you what would be the best way to work around this. What other alternative do we have?	Mirroring – Facial expressions Questioning	Ideally, the best way would be if the teachers would stay back after school for the ART meeting. This way the classes will not be disturbed and we can have a productive meeting. But, in my opinion this is highly unlikely since most of them would not be in a position to put in extra hours post school time. The only other chance we have is to convince and persuade the HoS to support and ensure maximum participation and ample time for a productive ART meeting.
Committing to actions by factoring in anticipated challenges.	How do you suggest we ensure the active support of the HoS and the support you need from my end to accomplish this?	No distractions – Fidgeting, looking at watch. Summarization Positive reinforcement	Document the next steps decided in consultation with the TDC. This will act as the basis for the follow up coaching session.

Facilitation Skill (What works best/Golden Tips for TDCs)

<p>30-70 Rule</p> <p>To make network meetings interactive and have teachers engaged in it, try having a rough idea in your head that in the meeting you should be the one speaking less (around 30% - 40% of the whole time) and the more contribution (60% - 70% of the whole time) should come from teachers.</p>	
<p>Ask Open Ended questions</p> <p>To know the actual views of the teachers and have as authentic discussion as possible, always ask open ended questions and avoid leading questions :-</p> <p>Eg. Open ended question:- What do you think of punishment ?</p> <p>Leading question:- Isn't giving punishment a wrong thing to do ?</p> <p>Open Ended questions followed by questions starting with 'Why' and 'How' often leads to very engaging and fruitful discussions.</p>	<p>Open vs. Closed Questions</p> <ul style="list-style-type: none"> • Open-ended questions begin with: <ul style="list-style-type: none"> - What...? - Why...? - How...? • Closed-ended questions begin with: <ul style="list-style-type: none"> - Is /are...? - Do / did...? - Would / will...? - Could / can...? - Was / were...? - Have / has...? - Which...? - Who...? - When...? - Where...?
<p>Summary Matters</p> <p>Summarizing after discussions and brainstorming :- It's always useful to summarize the discussions especially when the participant presents a lot of mixed points. By summarizing, not only the discussion is guided but it also helps to convey the message to the audience that you are listening to them.</p>	
<p>Personal Attention</p> <p>Get sufficient time with each teacher in a planned way :- Spending time with any teacher is important for building the relationship and trust with them. Spending time with all teachers, especially those who are not a lot motivated is really important. Coaching calls or One on One sessions are effective techniques.</p>	

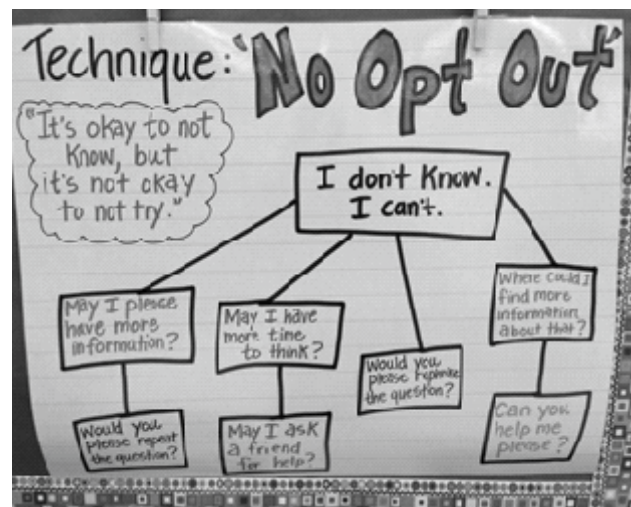
Community Agreements

To have an effective network meeting, formulate community agreements with the teachers. Make them active participants in formulating these. Once listed it on a chart, use them in all the network meetings



No Opt Out:

A lot of teachers might end up not participating just out of reluctance or feeling shy. Instead of moving on to the next person, try assisting the teacher to answer the question. You can divide the whole process into small simpler sequential questions or have other teachers assisting them in the process.



Be Prepared

Do a quick homework about the context and content of the meeting and follow up reflections. Having done your homework and pointing specific teachers with the specific work helps in building the credibility of the facilitator.



Surroundings Matters

Do this meeting in a quiet and pre-decided place so that teachers take the meeting seriously.. Congenial environment always helps in having fruitful meetings.



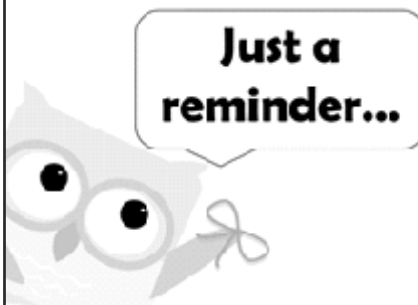
Share & Learn

Share information about the teachers who has considerable amount of improvement in class through Instructional practices.



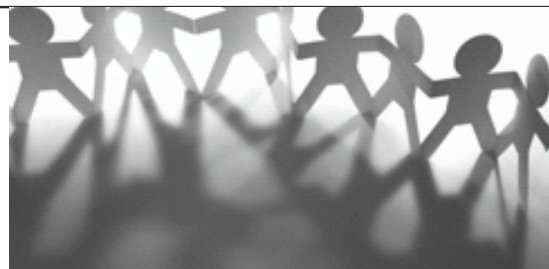
Reminder

Remind teachers of the date, time and venue for the next meeting and to bring their Change maker Portfolios with them. It's always helpful to decide the time and venue of the next meeting at the end of meeting.



Building Relationships

And most importantly a good rapport with the Head teacher and AIF teachers so they find a bilateral meaning in your work.



Time for energizer

Keep gauging the energy levels of the teachers and modify your facilitation accordingly. Always have a few set of energizers ready to be used whenever you feel that the energy of the group is low.



Having Contingency plan

While preparing for the session, have a strategy to shorten your session if required.



Decision Making based on Data

Mentor Teachers are playing an integral role in giving a direction to the TDCs (Teacher Development Coordinator) so that the various themes introduced in the LIC (Learning Improvement Cycle) are transacted to improve the classroom practices. It is a challenging task and there can be potential difficulties. Despite these, the use of data to inform reflection on educational practice offers a concrete foundation to engage in learner centered leadership.

Relevance of data:

- It can give a holistic picture of the work being done
- It acts as a feedback mechanism to strengthen the initiatives
- It helps to take better informed decisions
- It helps in the alignment of actions, resources and results

Sources of Data for Mentor Teachers:

- Data shared by PMs after analyzing the Google Feedback forms of MTs, TDCs, ART Members
- TDC Health Check data shared by Mentors in DPCM
- Observations done by MT in ART meeting, classrooms

What kind of data is 'Good Data'?

- Organized (stored in a consistent structure)
- Well described (documented in such a way that people understand what it is and where it came from)
- Accessible (easily available to find and use)
- Usable (stored in a format so that it is easy to use)

Approach:

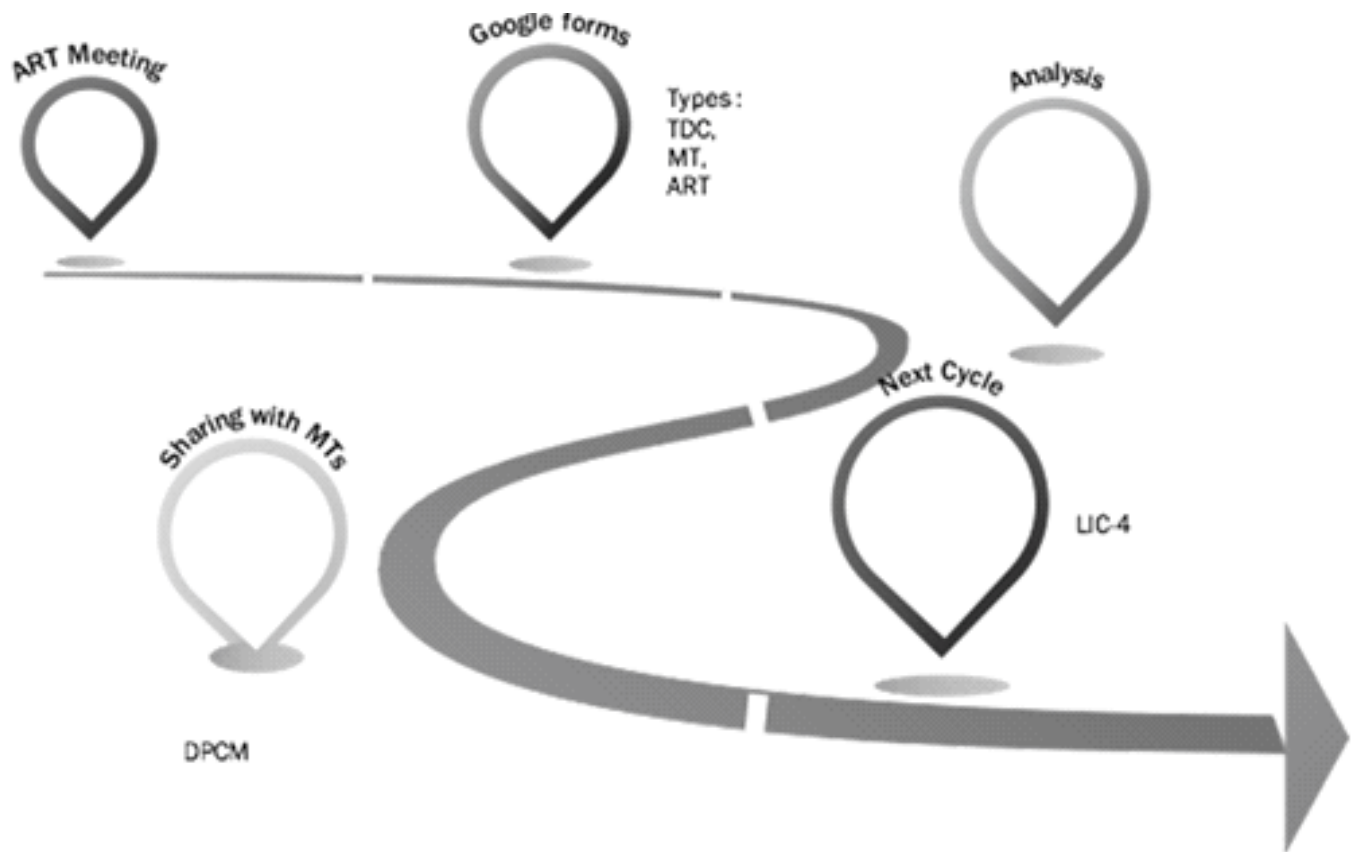
The best approach to use data is to take data-informed decisions rather than data centered (make data the central driver of group decision-making processes) or data-driven (do whatever the data tells you to do). The idea behind this is to view data and its context as inputs into your decision making processes.

Case example: One of the MTs observed that ART meeting was not happening properly in of her mentee schools. When she discussed with the TDC, she found out that Head of School was not supporting the TDC. Based on this data, she requested a joint meeting with Head of School and TDC. In this meeting, she discovered that Head of School was not supportive as he was not fully aware of the programme. During the meeting, she clearly explained the purpose and vision of the programme. After this, the ART meetings were conducted regularly and proper time was allotted in this specific school. In this example, 'observation' is the primary source of data.



Mentors can use data to understand the reasons behind the performance and the non-performance of their mentee schools. Being data-informed, mentors can give context and school specific solutions to the TDCs.

CURRENT SCENARIO



Currently, the only point where MTs are getting to see data and understand the analysis is in the District Progress Check Meeting. Data backs the qualitative reflections of Program Managers, Mentors and DIET faculty.

Data can actually help to understand how our foot workers (TDCs and ART Members) have been performing. We will be able to understand what are the challenges they have been facing, what is the pattern that is emerging from the mentee schools or at the district level so that the topmost priority areas of improvement can be identified.

Constraints in using data:

Effective shared decision making requires knowledge, skills and dispositions conducive to system gathering, analysis and interpretation of relevant data.

- Data overflow (excessive raw data)
- Inauthentic data (whether data is reliable)
- Timely submission and collection of data
- Inadequate technology to use data
- Disaggregating to examine subgroup performance
- Breaking down data to analyze individual performance

Context-Specific Constraints	Way Forward
Due to feasibility issues (giving access to 170 MTs), MTs are not given access to data.	From this cycle onwards, PMs will share mentor-specific data that is collected through google forms
Few of the stakeholders are not comfortable in filling google forms due to non-familiarity.	It is important to ensure that the stakeholders are tech savvy. We will have capacity building sessions for the same.
Lack of time on the part of engaged stakeholders.	During District Progress Check Meetings, one session will be devoted to collaborative data analysis.
Sometimes critical and honest feedback is not given.	This should be discussed openly. The intention of the feedback is for betterment needs to be understood and values of integrity and honesty should be kept in mind while giving feedback.

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