



## SAMPLE SCHEDULE

### Overview

Participants can expect to spend approximately 12 hours per unit in the program, including the online courses, direct training, and coaching.

The *Mentors For Change* program occurs in two phases. The first phase is where your organization's staff are trained. The second phase is when your organization's staff trains the educators at the schools with whom you work. Phase 1 can be flexibly paced for the needs of the organization.

Each unit, participants will receive:

- 2 small group webinars
- Bi-weekly PLC support
- 1-2 individual coaching sessions
- Personalized reflection and feedback opportunities through the online course.



# Unit Review

UNIT	LESSON	TITLE	LEARNING TARGETS
Intro	1	Welcome	Understand the history of and the research behind TeachUNITED model
	2	What it means to be a coach	Learn best practices and how to avoid pitfalls of instructional coaching
	3	Monitoring and evaluating teaching and learning	Gain familiarity to M&E processes; understand how data informs teaching and learning; learn how to measure Impact of coaching
1	1	Know your "why"	Reconnect with your "why" for being involved in education
	2	Mindsets matter	Understand the importance and impact of growth and fixed mindsets
	3	Leading with a Growth Mindset	Help teachers develop growth mindsets through your practices
	4	Mindsets for Success	Learn how to give educators growth-oriented feedback; learn how to coach educators to give growth-oriented feedback
2	1	Power of engagement	Explore the crucial role that engagement plays in stickiness and ownership
	2	Engagement in the classroom	Learn how to support teachers in moving students up engagement levels
	3	Engagement strategies	Help educators design, create, and evaluate lessons for engagement and Impact
	4	Engagement in practice microteaching	Explore best practices of microteaching and how to use it to support educator growth
3	1	Personalized learning	Examine the elements of personalized learning and how it impacts student success
	2	Personalization and metacognition	Understand the connection between personalization and metacognition to support academic achievement
	3	Challenges of personalized learning and solutions	Understand common challenges to personalized learning and how to build capacity to solve them at the building level
	4	Place, platform, and pace	Develop and apply appropriate personalized learning strategies for your context
4	1	Data-driven instruction	Understand the importance of using data to inform design, instructional practices, evaluation, and building goal setting
	2	Designing with data	Design opportunities for data collection, analysis, and communication to improve student outcomes
	3	School-level data	Learn strategies for sharing data with your school community, including teachers, leadership team, and board
	4	Networks of practice	Build structures and strategies for creating data-driven PLCS
Capstone		Celebrating Success	Reflect on the strengths and successes of your work, peers, organization, and community



# Phase 1: Six Month Pacing

The following is a sample schedule for the first two months of a Phase 1 six month pace.

## Pre-Program

- Readiness Assessment completed
- Goal Setting - intake leadership meeting
- Participants identified

## Month 1

### Introduction: Instructional Coaching

- *Increasing Collective Teacher Efficacy (Hattie, Effect Size 1.5)*
  - *The shared belief of teachers in a school that they can positively impact students. It indicates a school staff that believes it can accomplish great things together.*
- *Conceptual Change Programs (Hattie, Effect Size 1.16)*
  - *Helping correct student misinformation by discussing relevant and common misconceptions when introducing new concepts or information.*

### Week 1

- Welcome calls and sessions with participants
- Kickoff Presentations with Organization (1-2 hours)



# Month 1 Continued

## Week 2

- Participants begin Introduction (1-2 hours)
  - Lesson 1: Welcome
  - Lesson 1: Assignment
- Coaching sessions (1 hour)

## Week 3

- Participants continue Introduction (1-2 hours)
  - Lesson 2: What it means to be a coach
  - Lesson 2: Assignment

## Week 4

- Participants complete Introduction (1-2 hours)
  - Lesson 3: Monitoring and Evaluating Teaching and Learning
  - Lesson 3: Assignment
- Coaching sessions (1 hour)

## M&E for Q1 Completed

- Benchmark surveys
- Data Leadership Meeting & Analysis



# Month 2

## Unit 1 Focus: Mindsets for Success

- *Increasing Collective Teacher Efficacy (Hattie, Effect Size 1.5)*
- *Conceptual Change Programs (Hattie, Effect Size 1.16)*

### Week 1

- Participants begin Unit 1 (1-2 hours)
  - Lesson 1: Know Your Why
  - Lesson 1: Assignment

### Week 2

- Participants continue Unit 1
  - Lesson 2: Mindsets Matter
  - Lesson 2: Assignment
- Coaching sessions (1 hour)

### Week 3

- Participants continue work in Unit 1 (1-2 hours)
  - Lesson 3: Leading with a Growth Mindset
  - Lesson 3: Assignment
- Participants register for webinars: 1 Growth Mindset Webinar and 1 Tools and Strategies Webinar (1 hour each; 2 hours total)

### Week 4

- Participants finish Unit 1 (1-2 hours)
  - Lesson 4: Mindsets for Success
  - Lesson 4: Assignment
- Mindset Check-In Call (1 hour)