



**Mentor Lab:  
Planning and Facilitation Guide<sup>1</sup>**

Use this guide, organized into the following sections with ensuing guiding questions, to plan for mentor lab implementation:

- Goals (purpose and timeline)
- Materials and Copies (you may need to return to this after you plan your lab)
- Frame
- Learning Cycle Quadrant 1: Introduce
- Learning Cycle Quadrant 2: Plan
- Learning Cycle Quadrant 3: Enact
- Learning Cycle Quadrant 4: Analyze

<b>Goals</b>	
What are your goals for facilitating a mentor lab with mentors in your program? What do you hope mentors leave the experience knowing and doing in their practice with residents and with one another? When will you be able to facilitate each quadrant of the lab?	
<b>Materials</b>	<b>Copies</b>
What materials will you need (e.g., AV, space, other?)	What handouts, resources and templates will you use?
<b>Frame</b>	
How will you frame the lab for mentors? How will you situate the work of the lab in what mentors are already doing with residents (e.g., modify the <i>What/How Brainstorming</i> activity? Other?)	

<sup>1</sup> This planning and facilitation guide is heavily informed by the work of Adrian Cunard, Sarah Schneider Kavanagh, and their colleagues in the Mentor Labs Project at the University of Washington; <https://education.uw.edu/research-that-matters/mentoring>.



### Quadrant One: Introduce

Date and time \_\_\_\_\_

Location \_\_\_\_\_

Facilitator(s) \_\_\_\_\_

#### **INTRODUCE MENTORING ACTIVITY**

- What activity will you introduce to your mentors?
- What is the rationale behind the activity you're pursuing this learning cycle?
- What is the benefit of this mentoring activity?
  - What mentor practices does the activity support?
  - What resident competencies will this mentor practice help your residents achieve?

#### **OBSERVE ACTIVITY ENACTMENT**

- What enactment do you have or can you create as a model of the mentoring activity (i.e., video of huddling, other)?
- How will you frame and observe the enactment? How does the enactment connect to core mentor practices?
- What takeaways should mentors have after observing the enactment?
- How should the debrief guide mentors' conception of the activity and how they will use it? How will it support them to decompose what they have seen?

#### **PREPARE FOR QUADRANT TWO**

- When can you facilitate the quadrant two (prepare) experience?
- What content area/grade level can you access to prepare for a full rehearsal and enactment in a P-12 classroom?
  - Which mentors might be willing to host their peers? What steps will you take to engage and enlist these host mentor(s)?
- Who else do you need to involve as you plan for quadrant 2 (i.e., school site principal? Other?)
- How will you set mentors up for successful quadrants 2 and 3 experiences?



## Quadrant Two: Prepare

Date and time \_\_\_\_\_

Location \_\_\_\_\_

Facilitator(s) \_\_\_\_\_

### SET UP THE REHEARSAL

- When will mentors meet to engage in quadrant two? Where will they meet?
- What do mentors need to know about the portion of the lab in which they are about to engage (i.e., the agenda, flow, etc.)?
- How will you prepare mentors to “enter” what they are about to experience (i.e., rehearsing with one another, going into classrooms together to practice with students during quadrant 3) -- will you ask them to set a goal, intention or other?

### GET ACQUAINTED WITH THE LESSON

- How will you acquaint mentors with the lesson students will be working on?
  - How will you collaborate with your host mentor to support his/her peers in understanding the lesson content?
- How will mentors understand and track:
  - Questions they might ask students?
  - Situations they should anticipate in students’ responses?
  - Mistakes residents might make when eliciting students’ thinking?

### PREPARATION FOR ENACTMENT

- What protocols do you want mentors to follow as they engage in this enactment (i.e., the huddling protocol, other)?
- Which mentoring practice(s) should they focus on and how will you support them to realize that practice during the huddle?<sup>2</sup>
- How will mentors rehearse their enactment? How will pairs decide who will play the resident and who will play the mentor role?

<sup>2</sup> For example, at this point in the Mentor Lab that NCTR Network participants experienced in Boston in October 2017, the group focused on the mentor practice “make the work teachers do explicit” and brainstormed all of the of the things mentors try to make explicit for residents when coaching during P12 instruction.



### Quadrant Three: Enact

Date and time \_\_\_\_\_

Location \_\_\_\_\_

Facilitator(s) \_\_\_\_\_

#### REVIEW LOGISTICS OF THE ENACTMENT

- What classroom logistics need to be observed?<sup>3</sup>
- Who will fishbowl the activity before mentors perform the enactment (the host mentor and his/her resident? The host mentor and a mentor colleague?)

#### ENACTMENT

- How many times will pairs enact the activity protocol in full?

<sup>3</sup> See backside of *School Visit Info One Pagers* from NCTR's fall Site Visit to the Boston Teacher Residency for an example of this.



### Quadrant Four: Analyze

Date and time \_\_\_\_\_

Location \_\_\_\_\_

Facilitator(s) \_\_\_\_\_

#### DEBRIEF

- How will you make sure all mentors gained the necessary experience and knowledge from the enactment experience?<sup>4</sup>
- How will you plan for future use of the mentoring activity? What expectations can you set for future enactments?
- When will mentors meet again?
- How will you observe mentors' enactments between meetings?
  - How can mentors observe one another?
  - How will mentors give feedback to each other to improve their enactments of the mentoring activity and key mentoring practices?

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<sup>4</sup> See *Quadrant 4 - Reflection and Analysis* from NCTR's fall Site Visit to the Boston Teacher Residency for a protocol to adapt for this portion of the lab.