

Mentorship Program Feedback Journal: **Mentee Name**

The document below contains your mentor's feedback on each Submission that you will complete as part of the Modern Classroom Mentorship Program. **If at any time you have questions about this course or Modern Classrooms, please contact your mentor:**

- **Mentor Name: Excellent Mentor!**
- **Email Address: email@gmail.com**

You can also [tag your mentor](#) in a comment in order to ask specific questions about your submissions.

The submissions are listed below.

[Submission #1: Mastery Check](#)

[Submission #2: Instructional Video](#)

[Submission #3: Self-Pacing Plan](#)

[Submission #4: Learning Design Plan](#)

[Submission #5: Culminating Submission](#)

We look forward to seeing what you create!

Submission #1: Mastery Check

Rubric (for mentor to fill in)

Mastered	Revise in Culminating Submission
<ul style="list-style-type: none"> ✓ Multiple or flexible mastery checks created ✓ Mastery checks assess true understanding ✓ Practice is well-aligned with mastery check + objective 	<ul style="list-style-type: none"> ❑ Single, non-reusable mastery check created ❑ Mastery check does not require real understanding ❑ Practice should be better aligned with mastery check

Mentor Comments

Strengths:

- ★ You've created some very rigorous options for student practice that create a clear path to mastery for your students. I think your assignment and your mastery check are very tightly aligned, which is great!
- ★ Thank you for taking the time to articulate your vision on revision and reassessment. The policies you outline are very well thought-out and will help your students achieve mastery. Having multiple versions of each mastery check, and/or "flexible" mastery checks will also make the reassessment process flow more effortlessly.

Strategies for Improvement:

- This Mastery Check is MASSIVE! When you are designing a Mastery Check, it should be able to quickly assess whether students got the lesson goals or not. Don't think of Mastery Checks as a summative. When you have a lot of students in the same class, it's important to check student mastery as efficiently as possible. Big assessments are great for the end of a unit, but a mastery check should be short, sweet, and tied to one specific learning standard. Here's [an example of one of my Mastery Checks](#) so you see what I mean. The [lesson categorizations](#) (Must/Should/Aspire to Do) are applied to individual activities, or parts of activities, but Mastery Checks should **always** be Must Dos. Also check out this explanation of ["Assignments vs. Mastery Checks"](#).
- You could possibly add that second question - *"Identify and outline additions, subtractions, challenges, and/or qualifications that one would/could make to the IB definition of power, or defend why additions, subtractions, challenges, and/or qualifications are unnecessary. This will require the pursuit of additional definitions of power."* - in your Mastery Check, but I definitely would go no

further than that. And just as a side note, this task was confusing for **me**. If you do have those kids who need more writing support, this might be intimidating for them.

Questions for Mentee to Consider:

- ❖ What is the time frame for completion of this lesson? Are you giving **yourself** enough breathing room to keep up with the grading? Have you listened to this podcast on [Manageable grading in a Modern Classroom?](#)
- ❖ What exactly does a student need to show in order to satisfy you that he/she knows the content... and under what circumstances will a student need to go back and revise instead? You might think about making some sort of [mastery rubric](#) for both your and your students' purposes, to set clear expectations and make feedback easier.

Submission #2: Instructional Video

Rubric (for mentor to fill in)	
Mastered	Revise in Culminating Submission
<ul style="list-style-type: none"> ✓ Concise and specific content ✓ Clear visuals ✓ Light on text ✓ Conversational tone ✓ Engaging embedded questions and/or guided notes 	<ul style="list-style-type: none"> <input type="checkbox"/> Broad / overly general content <input type="checkbox"/> Few visuals <input type="checkbox"/> Moderate text <input type="checkbox"/> Formal tone <input type="checkbox"/> Embedded questions/guided notes not engaging

Mentor Comments

Strengths:

★ Spectacular!!! I love, love, love this video. Adding the music at the beginning and making that relational (as well as tying back to arts) connection is a genius move. Your tone is great -- clear, conversational, and energetic. This keeps students engaged throughout. I feel like you are working side-by-side with me, which is the point! Your speaking rate was quick



and enthusiastic! [Research shows](#) that combining a faster rate of speech with enthusiasm is a great way to keep learners engaged.

- ★ Seeing your face in the corner is great. This [research-backed strategy](#) adds a personal feel that will engage your students. I will go ahead and admit I laughed out loud when you said “I’ll wait” and then paused the video with that great expression on your face. 😊
- ★ The visuals on your slide are compelling and help explain the content -- this is great. A picture is worth a thousand words. Also great job on the length of this video. Keeping videos concise is difficult for many teachers. Very well done!

Strategies for Improvement:

- Your guided notes are clear, but full of text -- including visuals can be a nice touch as well. In fact, research suggests that linking notes to images enhances student understanding and memory of the content. [See an example here](#) and [Here’s another example \(see video and notes below\)](#).
- As much as I adore your song based practice of the definition, you might want to avoid using too much call and response on video. It inadvertently leads to this awkward “Dora the Explorer” effect that high schoolers can find distracting. Your image mnemonics are very solid, and I think students will still be able to absorb the material adequately.

Questions for Mentee to Consider:

- ❖ I like the way your guided notes provide your students with some lesson reflection: you’re providing an opportunity for students to think about their learning and share their voice with you. Have you thought about more detailed reflection tools? (weekly, end-of-unit, etc). [Here’s an example of one of my end of unit reflections](#). The most important aspect of reflection is that student responses remain authentic and helpful for their learning.
- ❖ I’m not sure if you have access to a touch screen, tablet, or writing device that would allow you to add in handwritten notes to your slides as you are screencasting. [Adding written annotations](#) to your presentation makes it visually evolving as well as maintaining your students’ focus on what’s most important. Strategic use of color will make your annotations really easy to follow.

Submission #3: Self-Pacing Plan

Rubric (for mentor to fill in)

Mastered	Revise in Culminating Submission
<ul style="list-style-type: none"> ✓ Lesson classifications clearly explained ✓ Efficient system for progress tracking ✓ Well designed plans for collaboration/motivation ✓ Strategies likely to encourage meaningful reflection 	<ul style="list-style-type: none"> ❑ Lesson classification unclear ❑ Progress trackers difficult to understand/update ❑ Lack of strong collaboration/motivation strategies ❑ Reflection not likely to be meaningful for students

Mentor Comments

Strengths:

- ★ First of all I think you are adapting the model to the IB expectations and that is EXACTLY what you should do! The best thing about the MCP model is its flexibility to mold to different program/curriculum requirements. Having differentiated mastery checks aligns with your IB assessment model and is completely ok to do. You've created a good balance between must-do, should-do, and the aspire-to-do tasks which is going to ensure that critical differentiation in your classroom you want.
- ★ The collaboration strategies you've identified look great! I think having a balance of structured and unstructured collaboration modalities is the way to go. I really like your modified version of "Three Before Me" and may borrow that from you with my own kiddos! If you want to even dive deeper into collaboration, [here is an overview document](#) and [here is a deck](#) (several links in the speaker notes!) from a recent webinar.
- ★ I really like your Do Now weather-check. Your daily and end of unit reflections are solid as well -- it would be great to see the actual form that you'll use as well. I would put them in a Google Form simply because it will give you good combilable data in a simple and clear way for both the student and for you... you'll want to help the student identify, in an efficient way, the things he or she can do to improve. One thing you can do to make your life easier is have all reflection forms go to the same Google Sheet. Here's how -- <https://www.youtube.com/watch?v=AvspvRszM7Y> -- and here's an example:

https://docs.google.com/spreadsheets/d/1STCZKU_C06QwwbPkGSCl1SabZTtEQgVKRJ1fX1zqwao/edit?usp=sharing

Strategies for Improvement:

- Your progress tracker shows what students have and have not mastered, but I don't see a system that you'll use to indicate when students should revise. This may confuse students who think they've completed Lesson 3 (because they did a mastery check), but in fact have not (because they did not adequately show mastery). Make sure there's some way that students know if and when they need to revise/reassess.
- Consider adding some kind of indicator on your public pacing tracker of who your lesson superstars or experts are for each lesson. This public acknowledgment (in addition to the lanyards) means a lot to kids! This will also help you keep track of experts throughout the year, so that as many students as possible get the chance.

Questions for Mentee to Consider:

- ❖ Concerning the summative question - I would say they aren't always necessary. Sometimes I create a culminating writing or video assignment for my end of unit check. I regularly do bigger summative tests just to get my students used to the type of test they will do at the end of the semester (state required testing).
- ❖ Would you mind if I shared out your Screen-cast-o-matic resource for getting close captioning on videos? I think a lot of other teachers would benefit from it.

Submission #4: Learning Design Plan

Rubric (for mentor to fill in)	
Mastered	Revise in Culminating Submission
<ul style="list-style-type: none"> ✓ Clear organization of LMS ✓ LMS shows easy-to-follow progression and explanation ✓ Physical/digital spaces support collaboration, small-group instruction, and assessment of mastery 	<ul style="list-style-type: none"> ❑ Some organization of LMS lesson materials ❑ LMS progression / explanation hard to follow ❑ Unclear use of physical/digital spaces support collaboration, small groups, and assessment

Mentor Comments
<p><u>Strengths:</u></p> <ul style="list-style-type: none"> ★ It's very clear you put a lot of thought into your LMS, thinking it through its organization from a student's perspective. I love the color coding of folders based on what is current and what is not. This is a definite Schoology best practice. You've got a clear and consistent naming pattern for lessons that makes it very easy for students to locate tasks. ★ It's great to see your public pacing tracker placed so prominently in your LMS! Also smart to model how to open this Sheets file in a separate tab for easier viewing. This will be a clear way for students to check their progress. ★ I like the idea of rewarding Aspire to Do participation with badges. Definitely a nice incentive for this gamer generation. ★ Thank you for taking the time to walk me through your classroom set-up. Being able to see your set up all color-coded in your Classroom Configuration model was very helpful. You have a very thorough plan articulated, and I think your students will find your set-up helpful to their learning. It's great to know that students will be able to independently access everything they need to be successful in your Modern Classroom. This will make them more engaged in their own learning and will help reduce stress for you.

Strategies for Improvement:

- Ummmmmmmmmmmmmmmmmmmm.....NONE?

Seriously girl, you could do the Schoology Seminar.



Questions for Mentee to Consider:

- ❖ I know you mentioned that in most cases students had a choice in the order they pursued the activities within the unit, though there would be some occasions when activities needed to be done in a certain order. Have you considered using the [student completion rules](#) in Schoology in those cases to make sure students take the path you need them to take?
- ❖ I liked seeing your Bitmoji classroom in your Announcements stream. Here are some other tools you can use to make Announcements even more useful and interactive:
 - YouTube tutorial on making [clickable navigation buttons](#) for your Schoology Homepage
 - Creating a [daily tasks page](#) in Schoology
 - [Interactive Announcements on Schoology](#) (any grade level)
 - [Adding images to folders](#) AND [making interactive clickable images](#) for folders

Submission #5: Culminating Submission

Rubric (for mentor to fill in)

Mastered	Revise Before Sharing with Students
<ul style="list-style-type: none">✓ Concise, clear, and engaging instructional videos❑ Efficient and effective mastery checks✓ Feedback from previous submissions incorporated	<ul style="list-style-type: none">❑ Video planning/recording needs improvement✓ Mastery checks not clear or efficient❑ Feedback not incorporated or considered

Mentor Comments: Culminating Submission

Strengths:

- ★ This is a very well-aligned, clear unit that builds a path to mastery. I can see you put great planning work into this, and this will pay off when your students access this unit. I love that you made tweaks to many aspects of your original submissions based on our discussion in the Feedback Journal; you can definitely see growth in your final submission. It's been fun to be your thought-partner, and I'm glad that some of those ideas were helpful.
- ★ Love your video submissions! Your slide decks are very visually appealing and your tone and enthusiasm is perfect. You've kept these in that 6-7 minute "sweet spot" for engagement. I also like your voice recorded notes you've added into EdPuzzle for just a little extra metacognitive support.
- ★ I agree with you that students sometimes psyche themselves out and feel incapable of performing a task simply because of it's label. There's nothing wrong with leaving out those M/S/A to do labels as long as you know what is what and can exempt students from certain tasks as needed to keep them moving forward.

Strategies for Improvement:

- Your guided notes are pretty rigorous...I might add in more items for students to fill in to these just for the sake of writing key concepts (which we know helps with retention). And if you are providing these notes in paper format, I would leave some space for students to write in those "you try" sections.
- I still think you should scale back your mastery checks some. In Mastery Check 1, I would only have students do the Must Do questions you have designated. More than 6 parts to a Mastery Check is pushing it lengthwise. Your students are going to still be

able to show advanced understanding through doing appropriately rigorous aspire to do's and in whatever summative assessments or activities you design. On the flip side of the coin, all 4 questions in Mastery Check 2 are completely appropriate and I would make all 4 must do's.

Extra Thoughts and Resources:

- ❖ I thought I might share with you a [Example Unit 0: for High School](#). I think it's important to have that “okay this is how everything works” unit at the beginning in your LMS to make for less confusion down the road.
- ❖ **Teaching with inquiry throughout a unit:** Many of our social studies launch units with a “stations day” or whole-class activity that allows students to examine sources and generate their own questions. Teachers can then post student questions, with the sources, and encourage students to return to these questions in an ongoing Chalk Talk on the classroom walls, after they successfully complete lesson mastery checks. Teachers can also recognize “lesson experts” on these Chalk Talks to answer particular questions, based on their responses.
- ❖ **Model evaluation of sources and other discipline-specific skills in instructional videos:** Social studies educators often utilize instructional videos to build content knowledge, but they can also use videos to explicitly teach and model skills. Recording yourself verbalizing your thinking as you evaluate a document or corroborate sources can be a powerful instructional tool.
- ❖ **Whole-group activities at various parts of a unit:** Discussion plays an important role in a social studies classroom: students can gain greater understanding of documents through case studies, communication conclusions through seminars, or take informed action through debates. [This document](#) provides guidance on how to structure these whole-class activities in a self-paced classroom.
- ❖ **Daily routines for source-based discussions:** Many teachers open or close class daily with structured small group thematic, source-based, or review discussions. [This resource](#) can be helpful in implementing this routine in a self-paced learning environment.
- ❖ **Create projects, including essays:** The Modern Classroom model is perfect for project-based learning: students can work through steps of essay writing and revision-- or other projects-- at their own pace. The self-paced, mastery-based nature of this instructional model allows teachers to offer greater feedback at various steps of a project.

It has been a real joy working with you Kelly! Please stay in touch and I hope your MCP journey continues to be positive and up building for you and your students!

