


PROGRAM CALENDAR



| | | |
|--|--------------------|--|
|  | September | <input type="checkbox"/> September 9th @ 6 pm CT - Orientation Meeting with all mentors & mentees. |
| | | <input type="checkbox"/> Complete the pre-survey (20-30 mins) and consent form (~2 mins). <ul style="list-style-type: none"> <input type="checkbox"/> Mentor Pre-survey <input type="checkbox"/> Mentee Pre-survey |
| | | <input type="checkbox"/> Complete beginning-of-year self-reflection . |
| | | <input type="checkbox"/> Begin to develop a strong relationship with your mentoring partner . |
| | | <input type="checkbox"/> Complete partnership agreement . |
| | October - December | <input type="checkbox"/> Cycle #1 focused on Standard 5. Classroom Practice + six 1-hour meetings |
| | | <input type="checkbox"/> See example goals related to Standard 5. Classroom Practice. |
| | January | <input type="checkbox"/> January 13th @ 6 pm CT - Mid-Year Check-in Meeting with all mentors & mentees |
| | January - March | <input type="checkbox"/> Cycle #2 focused on Standard 4. Instructional Design + five 1-hour meetings |
| | | <input type="checkbox"/> See example goals related to Standard 4. Instructional Design. |
| | March - May | <input type="checkbox"/> Cycle #3 focused on Standard 2. Equity & Inclusion + five 1-hour meetings. |
| | | <input type="checkbox"/> See example goals related to Standard 2. Equity & Inclusion. |
| | May | <input type="checkbox"/> May 19th @ 6 pm CT - End of Year Celebration with all mentors & mentees |
| | | <input type="checkbox"/> Update end-of-year self-reflection to record additional growth. |
| | | <input type="checkbox"/> Complete post-survey (20-30 mins) <ul style="list-style-type: none"> <input type="checkbox"/> Mentor Post-survey <input type="checkbox"/> Mentee Post-survey |



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Mentorship Cycle (adapted from Lois Zachary's The Mentor's Guide, 2012)

Each mentor/mentee pair will engage in the following phases during every mentorship cycle:

1. **Preparing**
 - a. Build the relationship and engage in self-reflection.
2. **Negotiating**
 - a. Set a clear learning goal and establish a partnership agreement.
3. **Enabling Growth**
 - a. Focused attention towards meeting the learning goal.
 - b. Plan, implement, and reflect on actions.
4. **Retrospective**
 - a. Reflect on outcomes, celebrate successes, and identify next steps.



Mentoring Cycles



Cycle #1

October - December

Standard 5
Classroom Practice



Cycle #2

January - March

Standard 4
Instructional Design



Cycle #3

March - May

Standard 2
Equity and Inclusion



Full Community of Practice Calendar

Notes: All dates are Tuesdays from 6:00 - 7:30 pm CT
Dates highlighted in green are meetings for all mentees and mentors

| COP Date | Description |
|---|--|
| August 26 6:00 - 7:30 pm CT | Mentor Kick-Off All new and returning mentors |
| September 9 6:00 - 7:30 pm CT | Onboarding & First CoP All mentees and mentors |
| October 7 6:00 - 7:30 pm CT | Regular CoP - Mentors Only |
| November 4 6:00 - 7:30 pm CT | Regular CoP - Mentors Only |
| December 9 6:00 - 7:30 pm CT | Regular CoP - Mentors Only |
| January 13 6:00 - 7:30 pm CT | Mid-Year Check-in All mentees and mentors |
| February 10 6:00 - 7:30 pm CT | Regular CoP - Mentors Only |
| March 10 6:00 - 7:30 pm CT | Regular CoP - Mentors Only |
| April 7 6:00 - 7:30 pm CT | Regular CoP - Mentors Only |
| May 19 6:00 - 7:30 pm CT | End-of-year celebration All mentees and mentors |
| June 9 6:00 - 7:30 pm CT | Last CoP - Mentors Only |

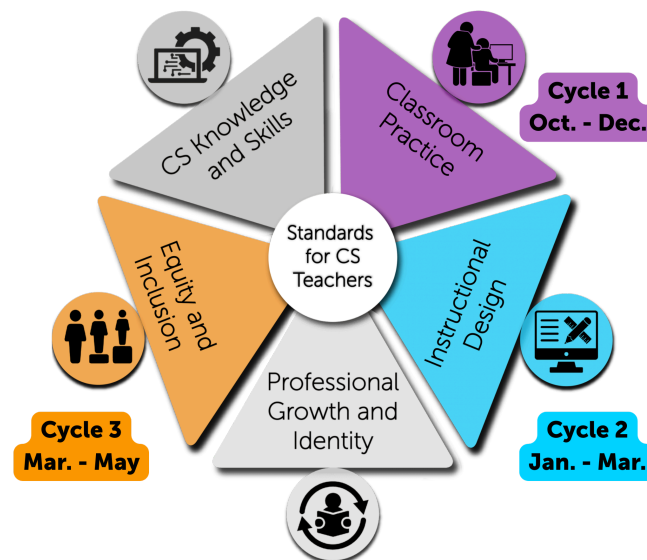
Standards Self-Reflection

Instructions for **MENTEE**:

In the *MENTORS in CS* program, one of our core goals is to foster growth in three of the **CSTA Teaching Standards** throughout our three mentorship cycles.

For each selected standard:

1. **Identify one strength**
2. **Identify one area for personal growth**
3. **Justify your selections** in 2–5 sentences. Include relevant evidence such as lesson plans, PD experiences, book clubs, PLC participation, coursework, student surveys, etc.
4. **List ideas for growth and next steps** — for example, targeted professional learning, peer collaborations, or community engagement.



Example Reflection

Standard 3. Professional Growth and Identity

Continuously develop knowledge, practice, and professional identity to keep pace with the rapidly evolving discipline. Participate in the larger CS education community and collaborate with others to develop the skills that enable all students to succeed

| Rating | Sub-standard | Justification (Brief Explanation of Rating) | Ideas for Growth & Next Steps |
|----------|---|--|---|
| Strength | 3f. Participate in CS professional learning communities ▾ | I participated in our chapter's AP CSP cohort last year, with quarterly meetings and asynchronous resource sharing. I found the guidance and support extremely valuable, especially discussing how to prepare for the PT Create, exchanging example problems, and sharing successes and concerns. It was very helpful to learn from others who had taught the course longer than me and could anticipate some of the problems I might experience. | This year, in addition to joining the CSTA 9 - 12 Virtual Community, I am also looking to start or join an AP CSP Virtual Community through CSTA. This will allow me to find resources and share ideas with an even broader community of teachers. |
| Growth | 3c. Examine and counteract personal bias ▾ | I was able to join a book club last year with other CS educators from my chapter that helped me examine my own biases, my place of privilege, and how both impact classroom culture. It was eye-opening and helped me begin working to counteract these biases with the ultimate goal of lifting up all students to academic and personal successes. I have a long way to go, decades to undo, and I am planning on joining another book club this year. | Join a book club or discussion group that my CSTA chapter hosts. If my chapter decides not to host, I know there are other chapters hosting virtual book clubs that I can join (some listed at csteachers.org/events). |

Cycle 1 Teacher Standards Reflection

Standard 5. Classroom Practice

Be a responsive classroom practitioner who implements evidence-based pedagogy to facilitate meaningful experiences and produce empowered learners of CS.

| Rating | Sub-standard | Justification (Brief Explanation of Rating) | Ideas for Growth & Next Steps | End of Year - Evidence of Growth (Explain any differences from the start of the year) |
|----------|------------------------------|--|----------------------------------|--|
| Strength | Select a sub-standard. ... ▾ | | | |
| Growth | Select a sub-standard. ... ▾ | | | |

Standard 5. Classroom Practice

5a. Use inquiry to facilitate student learning

Teachers should guide student learning through asking key questions rather than offering solutions to technical challenges. For example, teachers can prompt students to make and discuss predictions about what will happen before testing by running code (e.g., see the PRIMM method). They can also use peer instruction or Process Oriented Guided Inquiry Learning (POGIL) to guide students in learning from one another while the teacher serves as a facilitator.

5b. Cultivate a positive classroom climate

All students have the opportunity to extend their learning using the same content. You encourage students to participate and contribute in class in a variety of ways.

5c. Promote student self-efficacy

Promote student self-efficacy by facilitating student creativity, choice in product and process, and self-directed learning. Teachers should support self-directed learning by teaching students how to leverage a variety of resources and problem-solving techniques.

5d. Support student collaboration

Encourage students to solicit, evaluate, and incorporate feedback from, and provide constructive feedback to team members and other stakeholders, including diverse groups. Encourage students to show respect for one another, participating without fear of put-downs or ridicule, as well as identify and assist peers in a positive and constructive manner.

5e. Encourage student communication

Encourage students to independently express their ideas in a variety of modalities, including visually, written, and orally. Encourage students to precisely express their ideas using academic language.

5f. Guide students' use of feedback

Use formative assessments to provide timely, specific, and actionable feedback to students and to adjust instruction. Develop students' ability to interpret and use feedback from computers, teachers, peers, and community.

Cycle 2 Teacher Standards Reflection

| Standard 4. Instructional Design | | | | |
|--|-----------------------------------|--|-------------------------------|--|
| Design learning experiences that engage students in problem solving and creative expression through CS, using pedagogical content knowledge (PCK). Plan to meet the varied learning, cultural, linguistic, and motivational needs of individual students in order to build student self-efficacy and capacity in CS. | | | | |
| Rating | CS Teacher Standards & Indicators | Justification (Brief Explanation of Rating) | Ideas for Growth & Next Steps | End of Year - Evidence of Growth (Explain any differences from the start of the year) |
| Strength | Select a sub-standard. ... ▾ | | | |
| Growth | Select a sub-standard. ... ▾ | | | |

Standard 4. Instructional Practice

4a. Analyze CS curricula

Analyze CS curricula for implementation in classrooms in terms of CS standards alignment, accuracy, completeness of content, cultural relevance, and accessibility. Teachers can analyze curricula even if they do not select their own classroom curricula. They can supplement or adapt curricular materials to fill content gaps, make content more relevant or accessible, or teach concepts differently, even without switching the curricula they use.

4b. Develop standards-aligned learning experiences

Design and adapt learning experiences that align to comprehensive K-12 CS standards. As part of examining standards alignment, teachers should identify grade level standards that are partially covered and not covered and how their instruction fits within logical learning progressions.

4c. Design inclusive learning experiences

Use Universal Design for Learning (UDL), Culturally Relevant Pedagogy (CRP), and other techniques to support all students in successfully accessing and engaging with content.

4d. Build connections between CS and other disciplines

Design learning experiences that make connections to other disciplines and real-world contexts.

4e. Plan projects that have personal meaning to students

Plan opportunities for students to create and share open-ended and personally meaningful projects.

4f. Plan instruction to foster student understanding

Plan activities that use evidence-based, CS-specific teaching strategies to develop students' conceptual understanding and proactively address student misconceptions in CS.

4g. Inform instruction through assessment

Develop multiple forms and modalities of assessment to provide feedback and support. Use resulting data for instructional decision-making and differentiation. Developing assessments does not always involve designing assessments from scratch; rather, teachers may compile and adapt existing assessment items and ensure alignment to learning objectives.

Cycle 3 Teacher Standards Reflection

Standard 2. Equity and Inclusion
Proactively advocate for equity and inclusion in the CS classroom. Work towards an intentional, equity-focused vision to improve access, engagement, and achievement for all students in CS.

| Rating | CS Teacher Standards & Indicators | Justification (Brief Explanation of Rating) | Ideas for Growth & Next Steps | End of Year - Evidence of Growth (Explain any differences from the start of the year) |
|----------|-----------------------------------|--|-------------------------------|--|
| Strength | Select a sub-standard. ... ▾ | | | |
| Growth | Select a sub-standard. ... ▾ | | | |

Standard 2. Equity and Inclusion

2a. Examine issues of equity in CS

Examine how structural barriers and social and psychological factors contribute to inequitable access, engagement, and achievement in CS among marginalized groups. Reflect on how issues of equity manifest in their own CS teaching context.

2b. Minimize threats to inclusion

Develop purposeful strategies to proactively challenge unconscious bias and minimize stereotype threat in CS.

2c. Represent diverse perspectives

Incorporate diverse perspectives and experiences of individuals from marginalized groups in curricular materials and instruction.

2d. Use data for decision-making to improve equity

Create and implement a plan to improve access, engagement, and full participation in CS using classroom data to inform decision-making.

2e. Use accessible instructional materials

Evaluate tools and curricula and leverage resources to improve accessibility for all students.

Partnership Agreement

| | Name | Cell Phone | Preferred Email |
|--------|------|------------|-----------------|
| Mentee | | | |
| Mentor | | | |

We have agreed on the following areas of emphasis as the focus of this mentoring relationship:

| | | |
|-----|-----|-----|
| (1) | (2) | (3) |
|-----|-----|-----|

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

| | |
|--|--|
| 1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, is as follows: | [specify a consistent meeting day/time, about one hour, twice per month] |
| 2. Communicate frequently. If we need to reschedule a meeting or if one partner is unresponsive, we will: | [note how and when partners will communicate about rescheduling or issues] |
| 3. Maintain confidentiality of our relationship. Confidentiality for us means: | |
| 4. Honor the ground rules we have developed for the relationship. Our ground rules are: | |
| 5. Provide regular feedback to each other and evaluate progress. We will accomplish this by: | |

We agree to meet regularly until we accomplish our predefined goals or for a maximum of one academic year (through June). At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have mutually agreed on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

| | | | |
|----------------------|--|------|--|
| Mentee's e-signature | | Date | |
| Mentor's e-signature | | Date | |

adapted from Zachary, L. J. (2012). The mentor's guide, 2nd ed. San Francisco: Jossey-Bass

Relationship Building

Use one or more of these activities to get to know one another and develop your relationship during Phase 1 of the mentoring cycle. Use the space below to record notes as is helpful. You do not need to complete all of these activities.

1A - First Meeting: Cultural Empathy Map

You can use this “Cultural Empathy Map” as an Icebreaker during your first meeting and even revisit it throughout your relationship as each of these is most likely to change over time.

| | Mentee | Mentor |
|--|--------|--------|
| What are you reading lately? | | |
| What are you listening to? | | |
| What are you watching lately? | | |
| Is there anything happening with your family or friends you'd like to share? | | |

1B - Goals and Values

The following is a set of recommended icebreakers and relationship-building questions. Feel free to answer just one or two at a time and address them throughout the program year. Recording notes is optional but recommended.

| | Mentee | Mentor |
|---|--------|--------|
| What are some personal goals for the year? | | |
| What are some professional goals for the year? | | |
| What's a memory in your educational career that brings you joy? | | |
| Describe your career vision. What led you to that vision? | | |
| What do you value most? | | |
| What is your purpose? Why do you teach? | | |

1C - Journey Timeline

Describe your journey as a teacher. Include key moments you developed:

- What are some significant life events that have influenced you the most (work or personal)? Focus on events, milestones, and transitions.
- Who were the individuals who contributed to your development during those events? What lessons did you learn during those times?


| | | |
|---------|--------|--------|
| | Mentee | Mentor |
| Past | | |
| → | | |
| → | | |
| Present | | |

1D - My Identity

Sharing your identity helps to create:

- A space to share who is in the room with us.
- An intention to center our work around who we are and what we bring into spaces.
- An opportunity to see and be seen.

Use the following sentence frame and include as many descriptors as you like. We suggest including your gender and racial identity. "My name is _____. I am _____, and I am not _____."

| | | |
|-------------------------|--|--------|
| | Mentee | Mentor |
| My name is ____. | | |
| I am ____. | | |
| I am not ____. | | |
| Optional for completion |  Identity Image - Templates | |

Mentoring Cycle #1

Goal Related to Standard 5. Classroom Practice

CS Teacher Standards Indicator

Select a sub-standard. ▼

Specific Goal: What will you achieve in this cycle related to the goal and by when? Write a SMART goal (Specific, Measurable, Achievable, Relevant, Time-bound) and include the strategy, tool, or routine you'll use.

By [date], I will [measurable action] using [strategy/tool/routine] in order to [desired outcome].

Evidence

How will you know if it worked?

I will know this worked if _____.
OR
I will measure success by _____.

Ideas, Plans & Resources for Achieving the Goal

What do you need to be successful?

To achieve this goal, I will need _____.
I plan to use _____ and get support from _____.

END OF CYCLE

End of Cycle Reflection

What did you learn from trying this goal? Is there anything you would change next time?
Do you plan to continue to work on this goal?

I learned that _____.
One thing I would change next time is _____.
I [will/will not] continue to work on this goal because _____.

Professional Growth

How did your teaching knowledge grow because of working on this goal?

My CS content knowledge: Select an option ▼
My CS pedagogy: Select an option ▼
My equitable teaching knowledge: Select an option ▼

Celebrating Wins (optional)

What is something you want to celebrate in this cycle, goal-wise and/or personally?

☐ Please check this box if you are willing to share this section with the MENTORS in CS community

Below are the meeting tasks and a notes section for each meeting. Cycle 1 runs through December and includes eight meetings total: two orientation sessions and six Cycle 1 meetings.

| Phases 1-2. Preparing & Negotiating | Orientation Meeting Notes (Meeting 1 of 8) | |
|---|---|---|
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Start getting to know each other <input type="checkbox"/> Start the partnership agreement | |
| | Mentee Tasks | Mentor Tasks |
| | <input type="checkbox"/> Complete self-reflection <input type="checkbox"/> Complete consent form | <input type="checkbox"/> Schedule the next 1:1 meeting in September |

| Phases 1-2. Preparing & Negotiating | September Meeting Notes (Meeting 2 of 8) | |
|---|--|---|
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Continue getting to know each other <input type="checkbox"/> Review the mentee's self-reflection to identify potential goal areas; complete if not done <input type="checkbox"/> Finalize the partnership agreement | |
| | Mentee Tasks | Mentor Tasks |
| | | <input type="checkbox"/> Make sure the partnership agreement is complete <input type="checkbox"/> Schedule 1:1 meetings for the rest of the semester |

| Phase 3. Enabling Growth | 1st October Meeting Notes (Meeting 3 of 8) | |
|--------------------------------|--|--|
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Continue getting to know each other <input type="checkbox"/> Set a specific goal related to standard 5 to achieve by the end of December (record in the table at the top of this sheet); see example goals for inspiration <input type="checkbox"/> Discuss the action plan for achieving the goal, and plan something to implement before the next meeting | |
| | Mentee Tasks | Mentor Tasks |
| | <input type="checkbox"/> Complete pre-survey | <input type="checkbox"/> Make sure the goal is recorded at the top of the sheet <input type="checkbox"/> Attend Monthly CoP - Oct 7th from 6 - 7:30 pm CT |

| Phase 3. Enabling Growth | 2nd October Meeting Notes (Meeting 4 of 8) | |
|--------------------------------|---|--------------|
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Reflect on the success of the implementation <input type="checkbox"/> Plan something to implement before the next meeting | |
| | Mentee Tasks | Mentor Tasks |
| | | |

| | | |
|--------------------------------|---|---|
| Phase 3. Enabling Growth | 1st November Meeting Notes (Meeting 5 of 8) | |
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Reflect on the success of the implementation <input type="checkbox"/> Plan something to implement before the next meeting | |
| | Mentee Tasks | Mentor Tasks |
| | | <input type="checkbox"/> Attend Monthly CoP - Nov 4th from 6 - 7:30 pm CT |

| | | |
|--------------------------------|---|---------------------|
| Phase 3. Enabling Growth | 2nd November Meeting Notes (Meeting 6 of 8) | |
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Reflect on the success of the implementation <input type="checkbox"/> Plan something to implement before the next meeting | |
| | Mentee Tasks | Mentor Tasks |
| | | |

| | | |
|--------------------------------|---|---|
| Phase 3. Enabling Growth | 1st December Meeting Notes (Meeting 7 of 8) | |
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Reflect on the success of the implementation <input type="checkbox"/> Plan something to implement before the next meeting | |
| | Mentee Tasks | Mentor Tasks |
| | | <input type="checkbox"/> Attend Monthly CoP - Dec 9th from 6 - 7:30 pm CT |

| | | |
|---------------------------|---|---|
| Phase 4. Retrospective | 2nd December Meeting Notes (Meeting 8 of 8) | |
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Reflect on the success of the implementation <input type="checkbox"/> Reflect on progress towards achieving the goal and lessons learned (in the goal-setting table at the top of this sheet) <input type="checkbox"/> Discuss successes and challenges of this cycle and any adjustments to make to the partnership agreement | |
| | Mentee Tasks | Mentor Tasks |
| | <input type="checkbox"/> Think about ideas for setting a goal aligned with Standard 4. Instructional Design to discuss in January <input type="checkbox"/> Enjoy your vacation! Rest up! | <input type="checkbox"/> Record some reflections & lessons learned in the table at the top, based on the conversation today <input type="checkbox"/> Enjoy your vacation! Rest up! |

Mentoring Cycle #2

Goal Related to Standard 4. Instructional Design

CS Teacher Standards Indicator

Select a sub-standard.

Specific Goal: What will you achieve in this cycle related to the goal and by when?

Write a SMART goal (Specific, Measurable, Achievable, Relevant, Time-bound) and include the strategy, tool, or routine you'll use.

By [date], I will [measurable action] using [strategy/tool/routine] in order to [desired outcome].

Evidence

How will you know if it worked?

I will know this worked if _____.
OR
I will measure success by _____.

Ideas, Plans & Resources for Achieving the Goal

What do you need to be successful?

To achieve this goal, I will need _____.
I plan to use _____ and get support from _____.

END OF CYCLE

End of Cycle Reflection

What did you learn from trying this goal? Is there anything you would change next time? Do you plan to continue to work on this goal?

I learned that _____.
One thing I would change next time is _____.
I [will/will not] continue to work on this goal because _____.

Professional Growth

How did your teaching knowledge grow because of working on this goal?

My CS content knowledge: Select an option ▾
My CS pedagogy: Select an option ▾
My equitable teaching knowledge: Select an option ▾

Celebrating Wins (optional)

What is something you want to celebrate in this cycle, goal-wise and/or personally?

☐ Please check this box if you are willing to share this section with the MENTORS in CS community

Below are the meeting tasks and a notes section for each meeting. Cycle 2 runs from January to mid-March and includes a total of five meetings.

| | | |
|--|--|--|
| Phases 1-2. Preparing & Negotiating | 1st January Meeting Notes (Meeting 1 of 5) | |
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Catch up from winter break, and continue getting to know each other <input type="checkbox"/> Discuss adjustments to make in the mentoring partnership in the second semester <input type="checkbox"/> Set a specific goal related to standard 4 to achieve by the middle of March (record in the table at the top of this sheet); see example goals for inspiration | |
| | Mentee Tasks | Mentor Tasks |
| | <input type="checkbox"/> Attend the Mid-Year Check-in Meeting with all mentors & mentees on January 13th @ 6 pm - 7:30 CT | <input type="checkbox"/> Schedule 1:1 meetings for the rest of the semester <input type="checkbox"/> Make sure the goal is recorded at the top of the sheet <input type="checkbox"/> Attend the Mid-Year Check-in Meeting with all mentors & mentees on January 13th @ 6 pm - 7:30 CT |

| | | |
|---------------------------------|--|---------------------|
| Phase 2. Negotiating | 2nd January Meeting Notes (Meeting 2 of 5) | |
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Set a specific goal related to standard 4 (if not already done) <input type="checkbox"/> Create an action plan for achieving the goal, and plan something to implement before the next session | |
| | Mentee Tasks | Mentor Tasks |
| | | |

| | | |
|-------------------------------------|---|--|
| Phase 3. Enabling Growth | 1st February Meeting Notes (Meeting 3 of 5) | |
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Create an action plan for achieving the goal (if not yet done) <input type="checkbox"/> Plan something to implement before the next session | |
| | Mentee Tasks | Mentor Tasks |
| | | <input type="checkbox"/> Attend Monthly CoP - Feb 10th from 6 - 7:30 pm CT |

| | | |
|-------------------------------------|---|---------------------|
| Phase 3. Enabling Growth | 2nd February Meeting Notes (Meeting 4 of 5) | |
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Reflect on the success of the implementation <input type="checkbox"/> Plan something to implement before the next session | |
| | Mentee Tasks | Mentor Tasks |
| | | |

| | | |
|---------------------------|--|---|
| Phase 4. Retrospective | 1st March Meeting Notes (Meeting 5 of 5) | |
| | Focus / Feedback Wanted | Notes |
| | <div><input type="checkbox"/> Reflect on the success of the implementation</div> <div><input type="checkbox"/> Reflect on progress towards achieving the goal (in the goal-setting table at the top of this sheet)</div> <div><input type="checkbox"/> Discuss successes and challenges of this cycle and any adjustments to make to the partnership agreement</div> | |
| | Mentee Tasks | Mentor Tasks |
| | <div><input type="checkbox"/> Think about ideas for setting a goal aligned with Standard 2. Equity & Inclusion to discuss in cycle 3.</div> | <div><input type="checkbox"/> Record some reflections & lessons learned in the table at the top, based on the conversation today.</div> <div><input type="checkbox"/> Attend Monthly CoP - Mar 10th from 6 - 7:30 pm CT</div> |

Mentoring Cycle #3

Goal Related to Standard 2. Equity & Inclusion

CS Teacher Standards Indicator

Select a sub-standard.

Specific Goal: What will you achieve in this cycle related to the goal and by when?

Write a SMART goal (Specific, Measurable, Achievable, Relevant, Time-bound) and include the strategy, tool, or routine you'll use.

By [date], I will [measurable action] using [strategy/tool/routine] in order to [desired outcome].

Evidence

How will you know if it worked?

I will know this worked if _____.
OR
I will measure success by _____.

Ideas, Plans & Resources for Achieving the Goal

What do you need to be successful?

To achieve this goal, I will need _____.
I plan to use _____ and get support from _____.

END OF CYCLE

End of Cycle Reflection

What did you learn from trying this goal? Is there anything you would change next time?
Do you plan to continue to work on this goal?

I learned that _____.
One thing I would change next time is _____.
I [will/will not] continue to work on this goal because _____.

Professional Growth

How did your teaching knowledge grow because of working on this goal?

My CS content knowledge: Select an option ▾
My CS pedagogy: Select an option ▾
My equitable teaching knowledge: Select an option ▾

Celebrating Wins (optional)

What is something you want to celebrate in this cycle, goal-wise and/or personally?

☐ Please check this box if you are willing to share this section with the MENTORS in CS community

Below are the meeting tasks and a notes section for each meeting. Cycle 3 runs from mid-March to May and includes a total of five meetings.

| | | |
|--|---|--|
| Phases 1-2. Preparing & Negotiating | 2nd March Meeting Notes (Meeting 1 of 5) | |
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Catch up from spring break, and continue getting to know each other <input type="checkbox"/> Discuss any adjustments to make in the mentoring partnership for the last stretch of the year <input type="checkbox"/> Set a specific goal related to standard 2 to achieve by the end of the school year (record in the table at the top of this sheet); see example goals for inspiration <input type="checkbox"/> If time allows, begin an action plan for achieving the goal | |
| | Mentee Tasks | Mentor Tasks |
| | | <input type="checkbox"/> Make sure the goal is recorded at the top of this doc |

| | | |
|---------------------------------|---|---|
| Phase 2. Negotiating | 1st April Meeting Notes (Meeting 2 of 5) | |
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Create an action plan for achieving the goal <input type="checkbox"/> Plan something to implement before the next session | |
| | Mentee Tasks | Mentor Tasks |
| | | <input type="checkbox"/> Attend Monthly CoP - Apr 7th from 6 - 7:30 pm CT |

| | | |
|---|---|---------------------|
| Phase 3. Enabling Growth | 2nd April Meeting Notes (Meeting 3 of 5) | |
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Reflect on the success of the implementation <input type="checkbox"/> Plan something to implement before the next session | |
| | Mentee Tasks | Mentor Tasks |
| | | |

| | | |
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| Phase 4. Retrospective | 1st May Meeting Notes (Meeting 4 of 5) | |
| | Focus / Feedback Wanted | Notes |
| | <input type="checkbox"/> Reflect on the success of the implementation <input type="checkbox"/> Reflect on progress towards achieving the goal (in the goal-setting table at the top of this sheet) | |
| | Mentee Tasks | Mentor Tasks |
| | <input type="checkbox"/> Attend the End of Year Celebration with all mentors & mentees on May 19th @ 6 pm - 7:30 pm CT | <input type="checkbox"/> Attend the End of Year Celebration with all mentors & mentees on May 19th @ 6 pm - 7:30 pm CT |

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|---------------------------|---|--|
| Phase 4. Retrospective | 2nd May Meeting Notes (Meeting 5 of 5) | |
| | Focus / Feedback Wanted | Notes |
| | <div><input type="checkbox"/> Update self-reflection (indicate growth in the end-of-year column on the far right) and reflect on growth this year</div> <div><input type="checkbox"/> Identify next steps: How do you want to grow next? How might you address this?</div> <div><input type="checkbox"/> Express appreciation to your mentoring partner</div> <div><input type="checkbox"/> Redefine relationship: how do you want to stay connected?</div> | |
| | Mentee Tasks | Mentor Tasks |
| | <div><input type="checkbox"/> Complete mentee post-survey</div> | <div><input type="checkbox"/> Record some reflections & lessons learned in the table at the top, based on the conversation today</div> <div><input type="checkbox"/> Complete mentor post-survey</div> <div><input type="checkbox"/> Attend Monthly CoP - June 9th from 6 - 7:30 pm CT</div> |