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## Tips to Speed Up Mentoring

### 1. Guidance for Strong Coaching

There are some key suggestions for building coaching skills and providing strong mentoring:

1. Provide students with time in class to regularly complete their EduGuide activities.
2. Take 15 minutes each week to respond to as many students as possible.  
It is not necessary to respond to every comment that students have shared.
3. Regularly complete activities in the Coaches' Core Learning Path.  
This readies coaches to answer students' questions, give examples and lead learning.

When responding to student comments in the Core Learning Path, first focus on acknowledging what has been shared.

1. Start by restating what the student has said to confirm and affirm mutual understanding.
2. Next, offer a sentence of support, effective encouragement or praise to let learners know their coaches will be there to cheer them on in their efforts.
3. Finally, take students beyond just a yes or no answer by asking an open-ended question. Lead students in a deeper reflection of the concept reviewed in the activity. Open-ended questions further ideas being expressed or shared by learners in their reflective writing.

Within the 'Coaches' Getting Started' guide in the Team Library, there is a section outlining coaching principles and sample prompts. This handout will help coaches better understand ways to support student learning using the online mentoring tool. The handout assists Team Coaches in planning their mentoring approach on the platform. The suggested principles and prompts share ways to further student reflection and understanding through online dialogue.

### 2. Coaches' Core Learning Path

It is recommended that Team Coaches complete the Coaches' Core Learning Path ahead of time or with students, whichever is most convenient. This ensures understanding of the content and objectives of the program. Team Coaches who do the activities are better equipped for EduGuide since they learn about planning for successful results, evaluating progress and outcomes, Social and Emotional Learning (SEL) research and best practices for responding to student questions. Also, those who work on the PD Activities are able to speed up the time it takes them to coach students, since they are familiar with the content, have reflected on the questions and can quickly provide examples. Most importantly, when Team Coaches complete the Coaches' Core Learning Path, they have a stronger awareness of how to actively model the Core Learning Skills. If Team Coaches are pressed for time, there are other tools to plan, prepare and look ahead.

The Path Preview tool in the Path Menu is only available for Team Coaches. Students cannot access this tool. You can click on the title of the activity or the plus-sign for a broad overview of the steps (1 step = each time students click on the EduGuide Arrow to review a slide within an activity). Click on the title or any step to go to that slide in the activity. You can click on the EduGuide Arrow to quickly move through the activity without having to respond to any questions. Work done in the Path Preview mode will not be saved or tracked in the team metrics.

### 3. Core Learning Path - Guided Discussion

Use the 'Core Learning Path - Guided Discussion' document as an offline reference tool. This handout summarizes the steps in the activities, including links to videos or websites. It also outlines each question asked in the activities of the Core Learning Path. Use this document as a tool to scaffold learning for everyone and support coaching work.

1. Select hard-hitting questions for your students to focus on while you're mentoring. 'View All Replies', on the Metrics Page, shares all student responses for a selected question.
2. Use the further discussion questions in the document to support your open-ended questioning in the online mentoring.
3. Do face-to-face mentoring by using the Guided Discussions document as a handout to lead the class through an activity together with a class account. This information is saved and can be accessed to have classes practice in whole-group work mentoring one another. Students can also take handwritten notes to reference as they investigate the activity individually or review again it in their 'Path Journal'.

### 4. Email Notifications

The email daily and weekly reports are a tool for encouragement and guidance. All Team Coaches can use the Daily and Weekly Progress Reports as a tool to focus on learners who are in need of attention. Email notifications also speed-up online mentoring interactions and save coaches time. Admin Coaches and Team Captains can give Lead and Support Coaches a cheer when they are fully engaged in their EduGuide work, or provide direction to become more engaged.

Daily email reports for each of the groups on the team will be sent at the end of the day if there is a learner who completed work in the Core Learning Path. The daily email report provides Team Coaches with a list of students who were active, so they can quickly navigate to the platform by clicking on a student's name and linking to the Core Learning Path to get mentoring right away. The weekly email report is sent on Saturday. The weekly email reports notify all Team Coaches about the work groups completed the previous week on EduGuide. Notifications include the percentage of students engaging in the activities, the number of coaching comments made by each Team Coach and the number of steps taken in the Coaches' Core Learning Path.

## 5. Cheer Tool

The thumbs up sign, next to each comment a student has made, is a tool that gives Team Coaches a chance to quickly let students know they are listening, and that they hear what they have shared. Click on the thumbs up sign to quickly cheer students on in their Core Learning Skills Path. The students will receive an email notification as an alert with a message of the cheer. The cheer tool offers coaches a speedy way of communicating with their students through EduGuide.

## 6. Metrics Page Filters

The first time Team Coaches join EduGuide, they will be directed to the Orientation Activity in the Coaches' Core Learning Path to begin learning more about the program. Every time they login to the platform thereafter, they will land on the Metrics Page. This keeps coaches focused on the mentoring interactions with students in the Core Learning Path.

Team Coaches can use a series of filters found at the top of the Metrics Page to target which students to mentor. Each of the four filters work together to focus mentoring outreach for coaches. Adjust filters to zoom in and target selected learners, limiting the focus for efficient coaching. These filters will remain set to what was selected for each filter during the last coaching session, so they may need to be reset.

### 1. First Filter: Select a 'Metric'

- **Activities:** Review student work in the Core Learning Path by 'Activity'. Make adjustments with other filters to focus on a targeted list of students. Those students who have made new comments that have not been reviewed yet will have a flag that appears next to their name with the word 'NEW' written in blue. This keeps coaches focused on work done by students that they have not yet seen. Each of the students listed will have a number to the far right of their name indicating how many activities each learner has completed in the Core Learning Path. There are 20 activities for the year, but as students continue their work on EduGuide, a new set of activities is available each year.
- **Coaching Received:** Quickly review the number of comments students have received from Team Coaches. This enables coaches to target those who might not have had the opportunity for as much online engagement and interaction with the mentoring tool.
- **Coaching Given:** Re-engage students in previous online conversations that were started earlier in the year. Check-in and review the online dialogue with students who have been coached in the past and encourage them to respond or go deeper with another question.
- **Time Invested:** Find out how much time everyone is spending on EduGuide. An average is given in the first blue line at the top of the screen. Click on the average in blue for a total.

- **Words Learned:** The Glossary tool, in the Path Menu, helps students understand the material they are learning. The vocabulary building tool makes learning accessible. It measures the number of words students have looked up on the platform. Discuss key vocabulary and concepts (vocabulary words and concepts for each activity can be found in the 'Core Learning Path - Guided Discussions' document). Encourage students to use the Glossary Tool on EduGuide. Integrate use of the glossary tool to further comprehension.
2. **Second Filter: 'Sort' by Time or Alphabetical Order**
- **Newest:** Keep the conversation loop tight. Quickly get back to students to keep them engaged in the learning discussion by using this filter to find out who was the most recent learner to complete work in the Core Learning Path.
  - **Oldest:** Get students to come back and re-examine their work for a review of their growth and development. Help them focus on the progress they are making by using this filter.
  - **Most:** For those students who are moving quickly, ask many open-ended questions for them to respond to each week. Keep them engaged.
  - **Least:** Encourage those who are late getting started, have fallen behind or are having difficulty keeping up with others.
  - **A-Z:** Use this to sort students alphabetically. Students can be added to groups that coincide with class lists, so Team Coaches can easily assign a grade and add it to their gradebook.
  - **Z-A:** Reverse the alphabetical order of students.
3. **Third Filter: Limit the Period of 'Time'**
- **All Time:** By default, a full history of student progress is shown on the metrics page. The longer teams are working on the platform, the more useful it is to delimit the time period. This will limit the responses being uploaded on the platform to a focused timeframe and narrows the list shared on the screen for quicker and easier navigation.
  - **28 Days:** Set this filter to see only students who made progress during the last 28 days. This allows Team Coaches to stay focused on work done in the last month.
  - **7 Days:** Set this filter to see only students who made progress during the last 7 days. This allows Team Coaches to stay focused on work done in the last week.
  - **Custom:** View only students who completed activities within a custom time period. Set a starting and an ending date. The custom calendar can also be set to marking periods or semesters, so Team Coaches can quickly see how many activities students have completed within a given timeframe to facilitate coaches in assigning a grade for work done online.

4. **Fourth Filter: Choose a Group to ‘Compare’**
  - **My Group Members:** This view limits the student list to only those groups being followed.
  - **All Members:** This view of the shows a list of all of the students on the team.
  - **Groups Listed:** Select a particular group to concentrate on mentoring specific students.
  
5. **Fifth Filter: Locate a Particular Student or Coach Using the ‘Search Bar’**
  - **Search Bar:** The final filtering tool, to the far right, enables coaches to search for s specific coach or member on the team. This filter works in conjunction with where other filters are already set, so be aware of what period of time or group has been selected in other filters.

## 7. Group Management

Use Groups to cluster students together based on a specific classification or characteristic. For example, students who have weaker literacy skills, those students needing a bigger challenge, learners who are at-risk or may need significantly greater intervention or as needed. Select students you want to respond in different weeks and add them to a specific group to manage and plan for targeted coaching. Filter for these groups when viewing the Metrics Page.

## 8. Build a Support Network

Build a Support Coach network, so everyone is lifting together to complete the online mentoring. With just a few extra comments, Support Coaches help ensure all students are given attention. Getting more coaches online to engage and participate in the conversation makes the work easier. Support Coaches can include school counselors, social workers, custodians, cafeteria team, paraprofessionals, sports team coaches, special educators, librarians or other staff.

## 9. Mobile Friendly

If you would like your students to be notified via SMS, you can ask EduGuide to enable the SMS notification feature for your team. Students would then receive reminders and alerts about path activities and posted responses via their phones. When enabled, students will be prompted to subscribe to SMS notifications and enter their phone numbers as they continue in their path. Team Coaches can also enable this texting feature on the EduGuide platform for quicker mentoring. Respond to online mentoring interactions via a text. Individual users can manage the mobile feature in the ‘My Settings’ tool online. Select what types of email notifications you would like to receive from EduGuide and enable the SMS feature for your personal cell phone. All of the material sent through SMS will be archived to the EduGuide platform.

## 10. Software Utilities

Use the tools of the computer to make the mentoring easier. Zoom in when needed to make the text bigger. Use multiple windows and adjust the size to have the ability to compare and analyze between activities for an individual student or multiple students. Use the right click to open up individual student's Core Learning Path in a separate tab when needed. Open EduGuide in multiple tabs or windows enables quick navigate and targeted mentoring. Copy and paste messages and prompts for those learners needing similar support.

## 11. Utilize Resources

The **Team Library** has many resources available for Team Coaches to review. These materials will familiarize coaches with SEL research, the EduGuide program and navigation on the platform. Several handouts are available to support the work happening in the Core Learning Path and provide coaches with a way of taking the work offline.

Go to the **EduGuide Learning Center** (<http://eduguide.freshdesk.com/support/home>) to find detailed guides providing an in-depth dive into features and tools available to help Team Coaches in their work with students on the platform.

If you have further questions schedule a **Coaching Session** with your Results Coach for further guidance.

## 12. EduGuide Support

The EduGuide Team is available to help coaches sharpen their skills. The strength of the partnership depends on the success of implementation, and EduGuide is ready to assist teams in finding strategies to accomplish their goals. Reach out for mentoring support at any time.

1. Whenever you have a question or suggestion, use our online '**Help & Feedback**' or '**Chat With Us**' tools to reach out for support.
2. Reach out to the EduGuide Team as needed for targeted support. The **EduGuide Results Coach** for the team has specific recommendations adapted to the learning environment and the objectives of the team.
3. Or call the EduGuide Office at (517) 374-4083

## Targeted Question for Mentoring

All of the questions in EduGuide are built to scaffold learning and understanding for students. Progressively students learn how to define or identify a skill. Some questions are focused on comprehension or checking for understanding, whereas others ask students to reflect on their own past experiences related to the Core Learning Skills and to start planning for their future. Some questions in the Core Learning Path are more conducive for Team Coaches to learn more about their students. The hard-hitting questions may vary from class to class, but here is a list of suggested questions on EduGuide to focus on in the first 20 activities of the Core Learning Path.

### Activity #1 Your Path to Growth

EduGuide Question 2: Thinking about your own life, how would you like to be more like Derek?

EduGuide Question 4: So, let's get started mentoring, by giving Quinn a little advice.

Think about it this way, if you could pass a note to a younger you, what would you say?

### Activity #2 Your Mind is Like a Muscle

EduGuide Question 1: Think about the last few years of your own life.

What are a few things that you weren't very good at to start, but got better at with practice?

EduGuide Question 4: Using what you learned from the video, what would you say to help Quinn understand what to do when struggling to learn something new?

### Activity #3 Your EduGuides

EduGuide Question 2: Think for a moment about your own life.

- Who has encouraged, inspired or mentored you?
- Who has brought out your best?
- Who has helped you become who you are?
- Who has been your EduGuide?

Take some time to look back through your whole life to find these people.

Write about 3 or more who, in big ways or small, have helped you find your way.

For each person, write 3 things:

1. Their name.
2. One specific moment you remember, when they did or said something that helped you.
3. What you learned from that.

EduGuide Question 6: You have an impact on others around you too.

Whose list of EduGuides would you like to be on?

Who would you like to inspire?

EduGuide Question 7: What could you do to be more of an EduGuide in their life?

#### **Activity #4 Fixed vs. Growth Mindset**

Personal EduGuide Question 5: How about you: when do you hear the fixed mindset in your head?

Personal EduGuide Question 6: When do you hear the growth mindset in your head?

#### **Activity #5 Your Core Purpose**

EduGuide Question 2: First, how will learning in school help you become the person you want to be?

We're not asking about things like fame and fortune, even though those can be important too. But rather, how what you learn helps you to become someone who has a positive impact on the people around you or the world in general?

EduGuide Question 5: If you were mentoring Quinn, whom you can picture as a younger version of yourself, what would you say about your purpose in life and what it means to you?

#### **Activity #6 Talking Back to the Fixed Mindset**

EduGuide Question 2: Hearing a fixed mindset voice in your head happens to everyone in some part of their life. The important thing is recognizing when it's happening.

What have you noticed so far about what the fixed mindset voice says to get you to avoid challenges?

EduGuide Question 3: Let's practice mentoring Quinn about neuroplasticity.

What could you share from the video about how to rewire your brain? (Re-watch it if you like.)

#### **Activity #7 Finding your Way around the Change Curve**

EduGuide Question 2: Give Quinn an example from your own life, describing the phases of change you experienced.

(For example: 1. Anticipation: I was anxious about trying out for the play. 2. Disruption: at first I couldn't remember my lines and I had a hard time keeping up with my school work....)

What's a change you've gone through?

EduGuide Question 3: In giving advice to younger students, seniors often report that first-year struggles that seemed dire in the moment proved themselves to be the stepping stones to who they've become. What advice would you give younger students?

EduGuide Question 5: Think of a recent change, maybe one that has thrown off your performance. What Change Curve phases have you gone through and where are you now?

### **Activity #8 Effective encouragement**

EduGuide Question 1: What if you had the superpower of encouragement?

What if the things you said actually made it more likely that people would achieve their goals?

What if you could help your friends, family and any team you're on be happier and more successful?

How would you use that superpower?

EduGuide Question 4: If someone says, "You're smart," what if you just asked them what you "did smart?" That refocuses the conversation off of you and back on what you can learn from what you did. Or perhaps you could just ask yourself this question to refocus your own attention. So what do you think? If someone told you that you were really good at something, what might you say to yourself or others to refocus attention on what you did?

### **Activity #9 Encouragement Mentoring**

EduGuide Question 1: How do you think encouragement affects learning?

EduGuide Question 6: What would you say to teach Quinn how to use effective encouragement?

### **Activity #10 Neurons that fire together, wire together**

EduGuide Question 1: Let's start by making some connections about the brain itself.

What do you already know about the brain and how it works?

EduGuide Question 4: What would you tell Quinn to explain how neurons fire together to wire together so that you can learn new things, develop a skill or build a habit?

### **Activity #11 Neurons that Wire Together, Inspire Together**

EduGuide Question 2: Thinking about your own life, what's something that you've done over and over again in order to wire together stronger connections in your brain?

EduGuide Question 5: Finally, what could you say to encourage Quinn to keep practicing and studying things that Quinn hasn't learned yet?

### **Activity #12 Never Give Up**

EduGuide Question 4: We've all failed at many things.

Write a short history of one of your failures.

What's something that was important to you that you failed at and gave up on?

Describe what happened and how it felt.

**EduGuide Question 5:** Imagine a happier ending to your story. Imagine that instead of giving up, you dug deeper and found a different way to succeed. Rewrite a new ending to what happened after your failure.

- What did you do differently?
- What happened then?
- How did it make you feel in the end?

**EduGuide Question 6:** What are some challenges in your life right now that you could practice never giving up on?

### **Activity #13 The Road to Success Passes Through Failure**

**EduGuide Question 3:** To encourage Quinn to practice speaking the new language more, share an example with Quinn from your own life:

what's something you've had to be willing to fail at sometimes in order to succeed?

**EduGuide Question 4:** What's an area of your own life where you could take more shots?

**EduGuide Question 5:** What's something you've learned from one of your failures?

### **Activity #14 Rediscovering a Core Purpose More Powerful Than Fear**

**EduGuide Question 6:** Think about one person you know who is struggling with a setback or fear of failure, what could you say to them?

**EduGuide Question 7:** What's an area of your life right now where you're not giving 100%, but you want to be?

**EduGuide Question 8:** Imagine you're coaching yourself; what would you say to motivate you to give your all?

### **Activity #15 Slow Down and Enjoy the Journey**

**EduGuide Question 3:** Through EduGuide's activities, we've learned many strategies for helping people build their strengths. Here are some of them.

Which are your favorites? Why?

**EduGuide Question 4:** What are some ways in which EduGuide has helped you to grow? Give specific examples if you can.

**EduGuide Question 5:** Tell a story about how you've been able to help others using what you've learned on EduGuide. You don't have to give names, but include as many details as possible.

**EduGuide Question 6:** Thinking back on what you've learned with EduGuide, what area would you most like to continue to work on growing as a strength?

EduGuide Question 7: Now, let's try to get as specific as possible. Think about exactly what you would like to work on doing differently. What is one action you can take to start doing this?

### **Activity #16 You Only Truly Lose if You Don't Learn From Your Loss**

EduGuide Question 7: What's an area of your life that you would like to work on improving?

EduGuide Question 8: What do you think you need to work on to reach your potential in this area? How?

### **Activity #17 Self-Test is Best**

EduGuide Question 6: What about answering more questions in class?

How is that like a self-test and how might it help you learn?

EduGuide Question 7: What would you like to do differently with answering questions in class?

### **Activity #18 Four Times to Build a Self-Testing Habit**

EduGuide Question 3: What's a subject where you could use "before" self-testing to give yourself a head start on learning?

EduGuide Question 6: Which of the 4 times to do self-testing would you like to make a habit of this week to boost your learning?

For what subject would you like to use it?

### **Activity #19 Know Your Values**

EduGuide Question 1: How do our values make us stronger?

EduGuide Question 2: Take a minute to identify one of your most important values.

(Values might include creativity, family and friends, independence, political issues, learning, sports, your community or other social group, nature, music, spiritual values, humor or something else.) Values are different for everyone, so focus on what has made you feel most happy and fulfilled in life.

EduGuide Question 3: Why is this value so important to you?

Describe how it has shaped your life.

### **Activity #20 Use It or Lose It**

EduGuide Question 7: Why do you think it is important to know about and understand the "illusion of competence"?

EduGuide Question 8: What could you say to help Quinn understand what the illusion of competence is?