



# **Louisiana Department of Education Mentor Teacher Training**

Module 2:  
Understanding the ELA Instructional Shifts

Secondary ELA Cohort  
June, 2019

Facilitated by Learning Forward





## Mentor Teacher Training

### Mentor Training Course Goals

- Build strong relationships with mentees.
- Diagnose and prioritize mentee's strengths and areas for growth.
- Design and implement a coaching support plan to develop mentee knowledge and skills.
- Assess and deepen mentor content knowledge and content-specific pedagogy.

### Module 2 Outcomes:

- Describe key shifts in ELA standards and instruction and explain how these shifts guide instructional decisions.
- Consider how the shifts will be evidenced in the delivery of instruction and in student behaviors during ELA class time in both your own and your mentee's practice.
- Develop a goal for deepening the presence of the shifts in your own teaching to ensure strong modeling for the mentee.
- Conduct classroom observations to collect data on student and teacher actions.
- Analyze data to identify needs for improving student learning and mentee instructional practice.

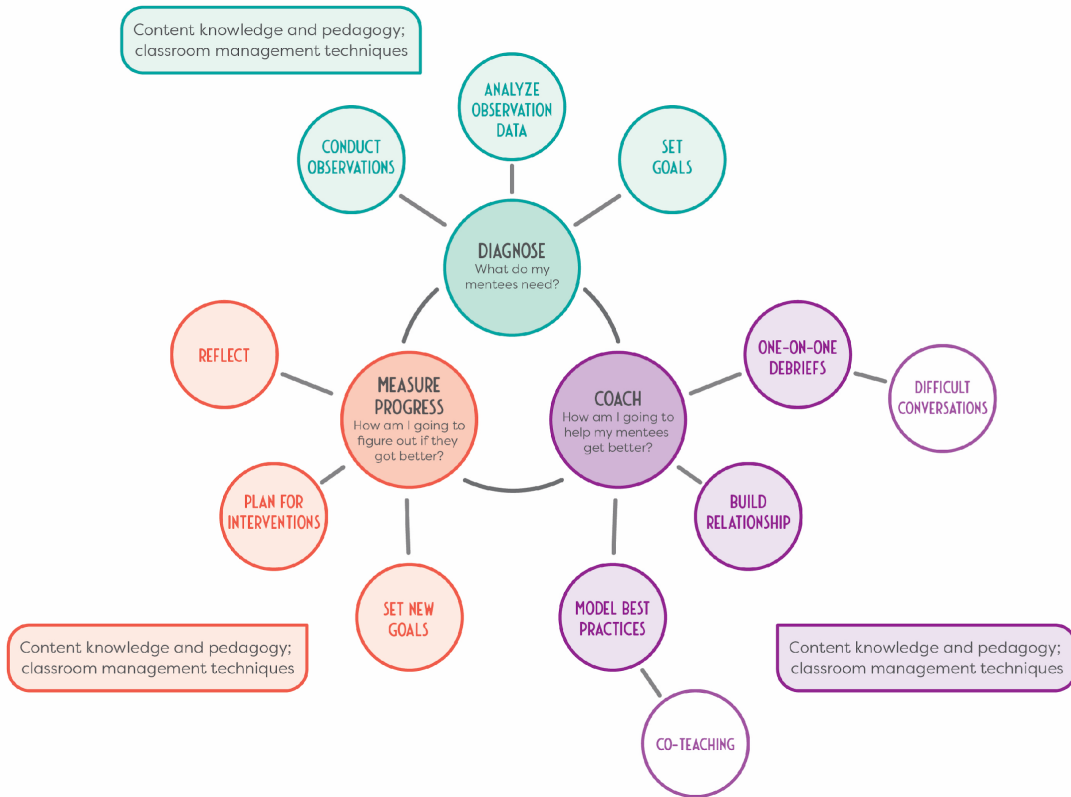
### Module 2 Agenda:

- Welcome/Norms/Overview
- Key Shifts in ELA
- Lunch
- Conduct Observations
- Analyze Observation Data
- Connection to Assessments

### Mutual Commitments:

**M**ake the learning meaningful  
**E**ngage mentally and physically  
**N**otice opportunities to support the learning of others  
**T**ake responsibility of own learning  
**O**wn the outcomes  
**R**espect the learning environment including use of technology

## The Mentoring Cycle



## Experiential #1: Pre-Shifts

*Directions: As you read, make at least one meaningful connection (to self, text, or world). Jot your connections on sticky notes.*

### ***The Story of Prometheus***

Once upon a time, a long time ago, the gods ruled the people of the earth. For a while the people had been happy, but now they were not. Their lives were hard.

Jupiter was the head of the gods, and he was not happy with the people. He thought they complained a lot about their hard lives. He thought they did not respect the gods as they should.

One of the other gods was named Prometheus. Prometheus was different from Jupiter. He felt sorry for the people of the earth. He could see that they were very unhappy. "I will help these poor people," said Prometheus to himself. "I will bring fire to these people, and this will make their lives better and happier."

So, Prometheus stole some lightning from Jupiter and brought fire to the people. He was delighted to see that people's lives got better. They could cook their food and keep warm in winter.

But, Jupiter was furious! He decided to punish Prometheus for stealing his lightning and bringing fire to the people of earth. Jupiter chained Prometheus to a huge rock. He sent an eagle to nibble at poor Prometheus. He sent ocean storms to wash up against Prometheus on the rock. Prometheus knew he had done the right thing by bringing fire to the people of the earth. But he had to suffer forever.

## Comprehension Questions

*Directions: Independently complete the questions. Remember to answer in complete sentences and to explain your thinking. The questions continue on the next page.*

1. Why did Jupiter decide not to give fire to humans?
2. How did Jupiter punish Prometheus?
3. How would you have felt if you were Prometheus at the end of the story?
4. What do you think Prometheus will do next?
5. Whom do you like better, Prometheus or Jupiter?

| Experiential #1 (Pre-Shifts)               |  |
|--|--|
| What did you notice about this experience? | What did you wonder about this experience? |
|  |  |

## Experiential #2: Post-Shifts

### *Ancient Greek Myths: Stories of the Gods*

What does it mean to “open a Pandora’s box.” Why is one of our planets called Jupiter? Why do we call someone “as strong as Hercules”? What is a person with a “narcissistic personality” like? What is a “hero’s journey”?

All of these terms – and many more - come from Greek myths. The myths were stories that were told and re-told, for many hundreds of years, by the ancient Greek people. They were all stories of Greek gods, and many of them told how those Greek gods connected with the people of earth. Later, as the Greek cities were taken over by others, the Greek gods and goddesses acquired Roman names.

#### **Who were the Greek gods?**

In the ancient Greek view of the world, there were many gods and goddesses. Each one had a different role in the universe, and different powers. For example, there was a head god (named Zeus by the Greeks, then later changed to Jupiter by the Romans). He had power over the other gods. There was a goddess of wisdom, Athena, and a god of war, Ares. Cupid was the god of love, Apollo was the god of the sun, Aphrodite was the goddess of beauty, Hermes was the messenger of god – and there were many others. The ancient Greeks, and later the Romans, built temples to their gods, and honored them in many ways.

The gods were powerful, but they were not always good or wise. The Greeks thought of their gods as being much like human beings themselves, with all of their strengths and weaknesses. However, one huge difference between the gods and the people of the earth was mortality. The gods and goddesses were immortal – they could not die. People, on the other hand – no matter how good and wise they might be – would eventually suffer and die.

#### **What were the Greek myths?**

People have always tried, hard, to understand the world they live in. That effort to understand the world led to the development of myths. Myths are stories that people tell to explain to themselves and their children how the world works. All of the Greek myths involve the gods and goddesses, and many of them also involve people. Some Greek myths are stories of nature itself; for example, why we have seasons. Others are stories of people’s behavior; for example, how people learn from their mistakes not to be too proud or arrogant.

#### **Why do myths matter?**

Today, the stories of these ancient gods and goddesses still appear in our own culture. Maybe even more importantly, the questions that they addressed – why is the world the way it is? What does it mean to be heroic? How do we humans need to behave? - are all questions that human beings of any age, including our own, need to grapple with. Reading the ancient Greek myths can help us in our own time.

***The Story of Prometheus: I. How Fire Was Given to Men  
from Old Greek Stories***

James Baldwin

In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top. They were the sons of one of those Titans who had fought against Jupiter (1) and been sent in chains to the strong prison-house of the Lower World.

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen tomorrow, or next week, or next year, or it may be in a hundred years to come. The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.

For some cause Jupiter had not sent these brothers to prison with the rest of the Titans. Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.

He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn (2) was king. Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another—the most miserable of all living creatures.

“If they only had fire,” said Prometheus to himself, “they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts.” Then he went boldly to Jupiter and begged him to give fire to men, so that they might have a little comfort through the long, dreary months of winter.

“Not a spark will I give,” said Jupiter. “No, indeed! Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy.”

Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up. He turned away, and left Jupiter and his mighty company forever.

As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel, growing; and when he had broken it off he saw that its hollow center was filled with a dry, soft

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<sup>1</sup> Jupiter (Roman) is the same as Zeus (Greek).

<sup>2</sup> Saturn (Roman) is the same as Cronus (Greek).



pith (3) which would burn slowly and keep on fire a long time. He took the long stalk in his hands, and started with it towards the dwelling (4) of the sun in the far east.

“Mankind shall have fire in spite of the tyrant who sits on the mountaintop,” he said.

He reached the place of the sun in the early morning just as the glowing, golden orb was rising from the earth and beginning his daily journey through the sky. He touched the end of the long reed to the flames, and the dry pith caught on fire and burned slowly. Then he turned and hastened back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.

He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it and how to build other fires from the coals. Soon there was a cheerful blaze in every rude home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.

It was not long until they learned to cook their food and so to eat like men instead of like beasts. They began at once to leave off their wild and savage habits; and instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them.

After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap, (5) and how to protect themselves from the storms of winter and the beasts of the woods. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out: “A new Golden Age shall come, brighter and better by far than the old!”

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<sup>3</sup> pith: soft, spongy tissue inside a plant

<sup>4</sup> dwelling: home, place to live or stay

<sup>5</sup> plow and sow and reap: farm

## Questions

*Directions: Working with your partner, carefully read each question. Go back into the text and discuss your thinking about each question. Write your response and cite evidence from the text.*

1. According to the text, the name Prometheus means “forethought.” What does this tell us about the character?
2. In paragraph 5, look at the words “wretched” and “shivering”. What do these words tell us about human beings at this time? What other words does the author use to develop this idea about how people are living?
3. According to the text, why does Jupiter refuse to give people the gift of fire? What does this tell you about what Jupiter cares most about?
4. How does Prometheus respond? What does this tell you about what Prometheus cares most about?
5. Think about the name for the gods in this story, the “Mighty Ones.” What does the word “mighty” mean? Why do you think the author names the gods the “Mighty Ones”? Use evidence from the text to support your thinking.
6. Think about the differences between Jupiter and Prometheus in this myth. What do you think this tells us about the ancient Greek view of their gods?

| <b>Experiential #2 (Post-Shifts)</b>       |  |
|--|--|
| What did you notice about this experience? | What did you wonder about this experience? |
|  |  |

| <b>Reflect and Discuss</b>                |                     |
|---|---------------------|
| Compare and contrast the two experiences. |                     |
| What was similar?                         | What was different? |
|   |                     |

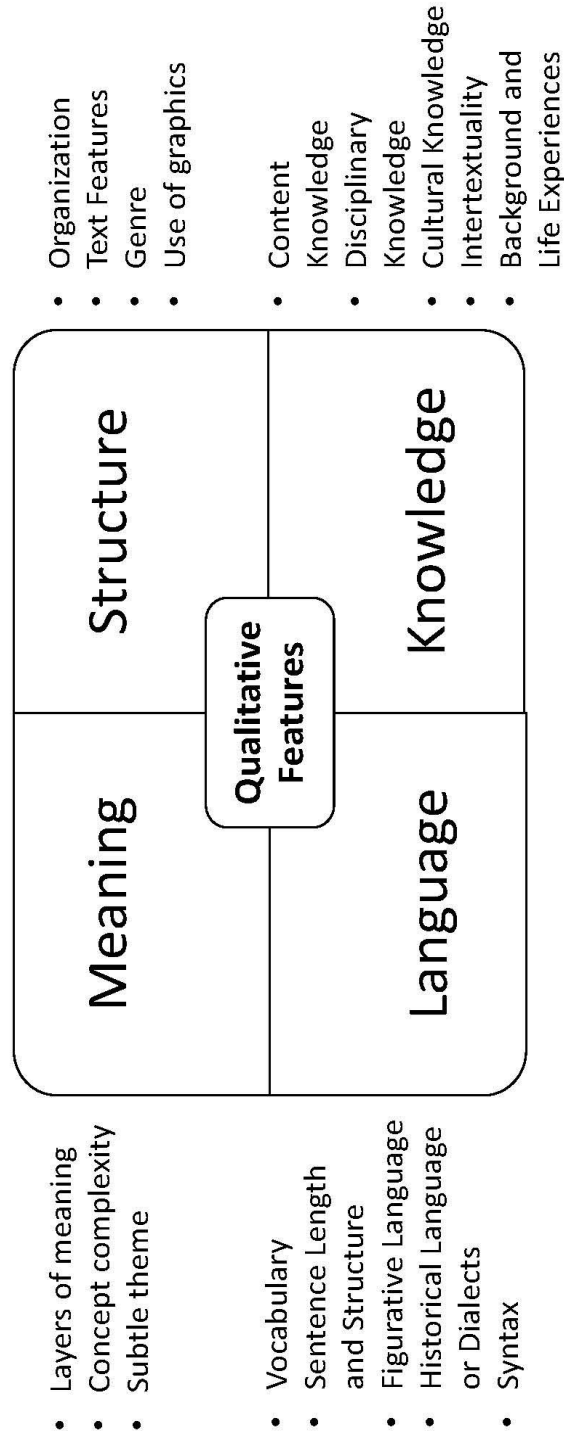
| <b>Capture Your Learning</b>                         |
|--|
| In pre-shifts instruction, teachers may have been... |
| In shifts-aligned instruction, teachers should be... |

## Instructional Shifts Overview: Literacy

| Shift  | Description  |
|--|--|
| <p><b>Complexity:</b><br/>Practice regularly with complex text and its academic language</p>                             | <p>Rather than focusing solely on the skills of reading and writing, college- and career-ready standards like the Louisiana Student Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. These standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as <i>ignite</i> and <i>commit</i>).</p>   |
| <p><b>Evidence:</b><br/>Ground reading, writing, and speaking in evidence from text, both literary and informational</p> | <p>College- and career-ready standards like the Louisiana Student Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the standards expect students to answer questions that depend on their having read the text or texts with care. The standards also require the cultivation of narrative writing throughout the grades; in later grades, a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on careful attention to the text.</p>                  |
| <p><b>Knowledge:</b><br/>Build knowledge through content-rich nonfiction</p>   | <p>Building knowledge through content rich nonfiction plays an essential role in literacy and in the Louisiana Student Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich nonfiction in history/social studies, science, and the arts; the K–5 standards strongly recommend that students build coherent general knowledge both within each year and across years. In grades 6–12, ELA classes pay much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. To be clear, the standards require substantial attention to literature throughout K–12, as half of the required work in K–5 and the core of the work of 6–12 ELA.</p> |

**Source:** Student Achievement Partners. College- and Career- Ready Shifts in ELA/Literacy. Retrieved from <https://achievethecore.org/page/2727/college-and-career-ready-shifts-in-ela-literacy>

# Qualitative Features of Text Complexity



### Complexity at the Sentence Level

Analyze the qualitative complexity of this sentence from the Prometheus text.

*“Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out: “A new Golden Age shall come, brighter and better by far than the old!”*”

**Text Structure**

**Language Features**

**Meaning**

**Knowledge Demands**

| Evidence in our Experiential  |  |
|---|--|
| Compare the questions asked in the two experientials.   |  |
| Pre-Shifts Questions  | Post-Shifts Questions  |
| <ol style="list-style-type: none"> <li>1. Why did Jupiter decide not to give fire to humans?</li> <li>2. How did Jupiter punish Prometheus?</li> <li>3. How would you have felt if you were Prometheus at the end of the story?</li> <li>4. What do you think Prometheus will do next?</li> <li>5. Whom do you like better, Prometheus or Jupiter?</li> </ol> | <ol style="list-style-type: none"> <li>1. According to the text, the name Prometheus means “forethought”. What does this tell us about the character?</li> <li>2. In paragraph 5, look at the words “wretched” and “shivering”. What do these words tell us about human beings at this time? What other words does the author use to develop this idea about how people are living?</li> <li>3. According to the text, why does Jupiter refuse to give people the gift of fire? What does this tell you about what Jupiter cares most about?</li> <li>4. How does Prometheus respond? What does this tell you about what Prometheus cares most about?</li> <li>5. Think about the name for the gods in this story, the “Mighty Ones.” What does the word “mighty” mean? Why do you think the author names the gods the “Mighty Ones”? Use evidence from the text to support your thinking.</li> <li>6. Think about the differences between Jupiter and Prometheus in this myth. What do you think this tells us about the ancient Greek view of their gods?</li> </ol> |

- What did you have to do or think about to answer the questions in the pre-shifts experience?
  
- What did you have to do or think about to answer the questions in the post-shifts experience?
  
- How did this difference affect your understanding of the text?



### Culminating Writing Task Directions

Consider how Charlie has changed from the beginning of “Flowers for Algernon.” How does the surgery improve or worsen his quality of life?

To answer these questions:

- Describe the changes in Charlie over the course of the text as a result of the surgery.
- Examine how the author’s choices (e.g., difference in Charlie’s point of view and that of the audience (*dramatic irony*) and the structure of the text as a series of journal entries) reveal Charlie’s changes.
- Evaluate whether the changes had a positive or negative impact on Charlie.
- Determine how the author’s choices impact the way the reader views the changes in Charlie.
- Locate evidence to support your claim and acknowledge evidence that supports an opposing claim.

Write an argument in which you state and logically support a claim about the impact of the surgery on Charlie’s life and distinguish your claim from opposing claims. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations.



**Excerpt from the Guidebooks Text List**

Retrieved from: <http://www.louisianabelieves.com/docs/default-sou&hellip;>

| Unit Title                                     | Text List  | How might these texts build knowledge? |
|--|--|--|
| <p><b>Grade 4:<br/>The Whipping Boy</b></p>    | <ul style="list-style-type: none"> <li>● The Whipping Boy</li> <li>● The Horrible, Miserable, Middle Ages</li> <li>● A Medieval Feast</li> <li>● The Usborne Internet-Linked Medieval World</li> <li>● Magic Tree House Fact Tracker: Knights and Castles</li> <li>● “The Middle Ages”</li> <li>● The Amazing Middle Ages</li> <li>● Interactives: Middle Ages</li> <li>● Middle Ages for Kids: Index</li> <li>● History: Middle Ages Timeline for Kids</li> </ul>   |  |
| <p><b>Grade 5:<br/>The Birchbark House</b></p> | <ul style="list-style-type: none"> <li>● The Birchbark House</li> <li>● Ice Age (DVD) – select clips</li> <li>● The First Americans: Prehistory-1600 (A History of US, Book 1)</li> <li>● Pedro’s Journal</li> <li>● Before Columbus: The Americas of 1491</li> <li>● Excerpt from “A Letter to the Treasurer of Spain”</li> <li>● “The Columbian Exchange”</li> <li>● “Columbus”</li> <li>● “Images of Christopher Columbus and His Voyages”</li> </ul>   |  |
| <p><b>Grade 6: If Stones Could Speak</b></p>   | <ul style="list-style-type: none"> <li>● If Stones Could Speak: Unlocking the Secrets of Stonehenge</li> <li>● “The Adventures of Young Indiana Jones, Episode 1: My First Adventure”</li> <li>● “Profiles of Archaeologists” - <i>Intrigue of the Past</i></li> <li>● “Archaeology: Then and Now” – <i>Fundamental Concepts Introduction</i></li> <li>● “Archaeology 101”</li> <li>● “Travel”</li> <li>● “The Excavation Process: How We Excavate” (video)</li> <li>● “What is Archaeology?” (video)</li> </ul> |  |

| Unit Title                             | Text List  | How might these texts build knowledge? |
|--|--|--|
| <b>Grade 8:<br/>Sugar</b>              | <ul style="list-style-type: none"> <li>● <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i></li> <li>● <i>I is a Long-Memored Woman</i></li> <li>● "How Sugar Changed the World"</li> <li>● <i>Present</i></li> <li>● "Sugar"</li> <li>● Cane Cutting Scene</li> <li>● "State of Sugar" (video)</li> <li>● "Louisiana Sugarcane Farmer" (video)</li> </ul>   |  |
| <b>Grade 9:<br/>Romeo and Juliet</b>   | <ul style="list-style-type: none"> <li>● <i>Romeo and Juliet</i></li> <li>● <i>Romeo and Juliet</i> (DVD)</li> <li>● "Teenage Brains are Malleable and Vulnerable, Researchers Say"</li> <li>● "Understanding the Mysterious Teenage Brain"</li> <li>● "A Poison Tree"</li> <li>● "The Raven"</li> <li>● "The Teen Brain: Still Under Construction"</li> <li>● Where's Romeo? (c. 1912) (Act III, Scene III)</li> <li>● The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet, 1853-55</li> <li>● "Understanding the Mysterious Teenage Brain" (audio)</li> <li>● "Beautiful Brains (photo gallery )"</li> </ul>   |  |
| <b>Grade 10:<br/>Things Fall Apart</b> | <ul style="list-style-type: none"> <li>● <i>Things Fall Apart</i></li> <li>● "An African Voice" from The Atlantic Online, August 2, 2000 10.1</li> <li>● "Chinua Achebe: The Art of Fiction No. 139" from The Paris Review, Issue #133, Winter 1944</li> <li>● "Afro-American Fragment"</li> <li>● "A Celebration of Grandfathers"</li> <li>● "Mother Tongue"</li> <li>● "The Tower of Babel"</li> <li>● "The White Man's Burden"</li> <li>● "Languages"</li> <li>● "The Second Coming"</li> <li>● "Pre-Colonial Africa, 17<sup>th</sup> and 18<sup>th</sup> Centuries" (<i>The Cambridge Modern History Atlas</i>)</li> <li>● "The Colonization of Africa, 1870-19190" (<i>The Cambridge Modern History Atlas</i>)</li> </ul> |  |

## Plan Your Response: Explaining the Shifts to Your Mentee

Mr. Smith is a new teacher at your school. This is his first year teaching the Louisiana Student Standards and using the ELA Guidebooks. Suppose that he has very limited knowledge of the shifts and no experience putting them in action. How will explain the shifts and their importance to him?

## Being a Mentor: Creating a Diagnostic Tool for Mentoring the ELA Key Shifts

To complete this chart, reflect upon your own teaching, the experiential activities we did this morning, and your understanding of the shifts and their importance. The Instructional Shifts Overview: Literacy might also be helpful for this activity.

| Key Shift  | Observable Teacher Behaviors to Indicate Incorporation of This Shift. | Observable Student Behaviors and Outcomes that Result from Implementation of this Shift |
|--|---|---|
| <b>Complexity:</b><br>Regular practice with complex text and its academic language                                     |   |   |
| <b>Evidence:</b><br>Reading, writing, and speaking grounded in evidence from the text, both literary and informational |   |   |
| <b>Knowledge:</b><br>Building knowledge through content-rich nonfiction  |   |   |

Which shift will you be working to deepen in your own teaching?

Name the shift here:

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Name at least three opportunities you'll have in the first two months of school to practice this shift with your students:

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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Additional notes about deepening the shifts in my own teaching:

Use the space below to make notes regarding your noticings and wonderings as you read through the Assessments. It would be useful to note what you'll need to implement and document in order to demonstrate your understanding of the key shifts. Also note texts, lessons, or teaching opportunities that will provide a productive opportunity to work towards completion of this assessment. You'll be focusing today on the following two assessments.

### **Reading Complex Grade Level Texts**

### **Expressing Understanding of the Text through Writing**

My **BIG** Take Aways from this morning's learning are:

## Module 2 Afternoon

### One-Minute Paper:

*How do you see yourself using the ELA content knowledge you built this morning as a mentor?*

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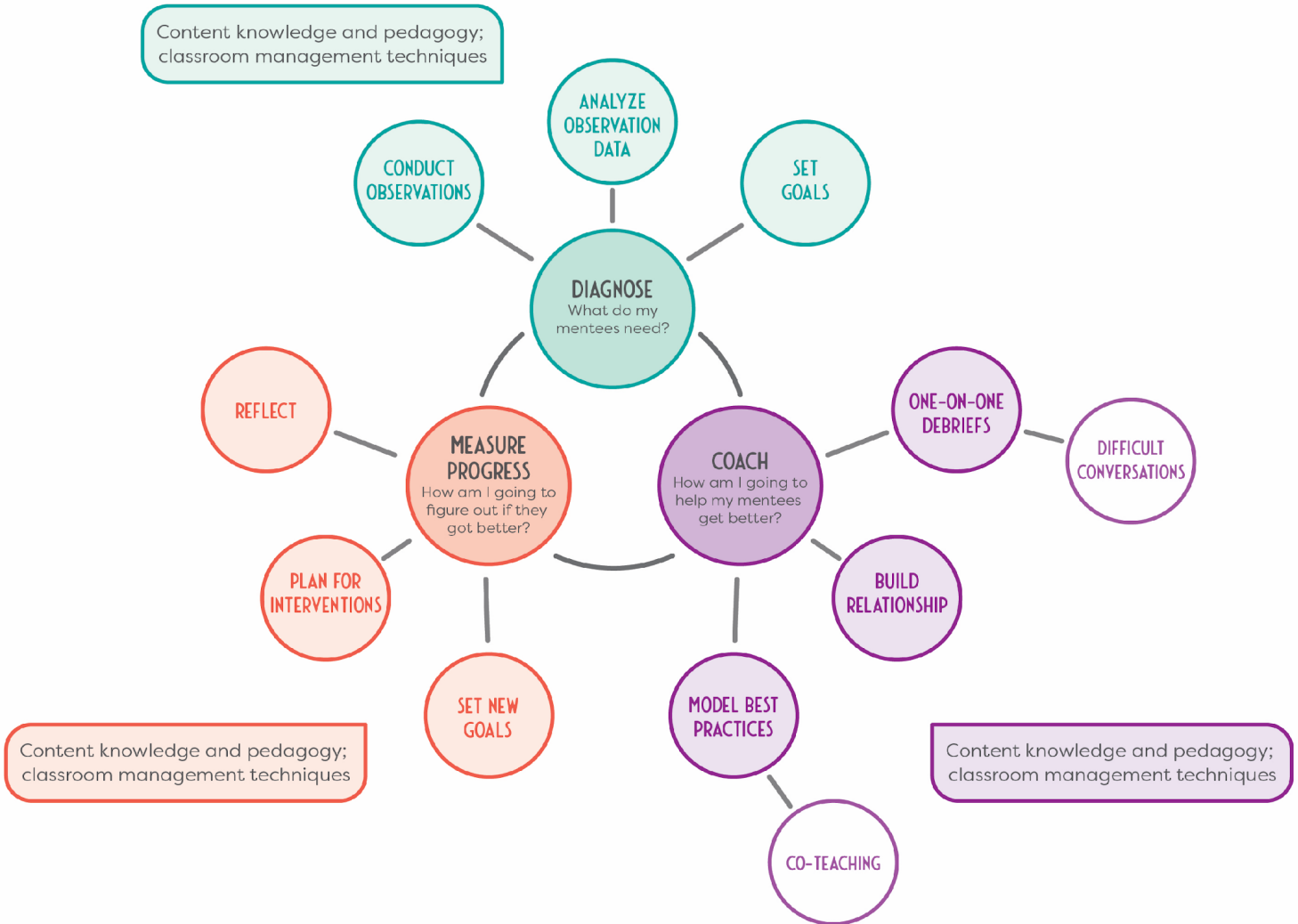
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### Module 2 Afternoon Outcomes

- Conduct classroom observations to collect data on student and teacher actions.
- Analyze data to identify needs for improving student learning and mentee instructional practice.

## The Mentoring Cycle





## Conduct Observations: 3 Key Components

- Confirm observation details
- Observe students and teacher in action
- Record notes using “look-fors”

## Confirm Observation Details

| <b>Key Components to Discuss</b>         | <b>Guiding Question(s)</b>  | <b>Notes</b> |
|--|---|--------------|
| <b>Observation day and time</b>          | <ul style="list-style-type: none"> <li>● Where and when will the observation take place?</li> </ul>   |              |
| <b>Observation/ classroom logistics</b>  | <ul style="list-style-type: none"> <li>● How long will the observation last?</li> <li>● Where is the best place for the mentor to sit?</li> <li>● What kinds of interaction between mentor and students are okay?</li> <li>● Is there anything the mentor needs to know about the classroom and/or students?</li> </ul> |              |
| <b>Instructional goal of lesson</b>      | <ul style="list-style-type: none"> <li>● What is the instructional goal of the lesson?</li> <li>● What standard(s) does it align to?</li> <li>● Why does the mentee want students to meet this goal?</li> </ul>   |              |
| <b>Focus of observation</b>              | <ul style="list-style-type: none"> <li>● What is the focus of the observation? (E.g., classroom management, questioning, student discourse)</li> <li>● What does the mentee hope to gain as a result of being observed?</li> </ul>  |              |
| <b>Student work and data to collect</b>  | <ul style="list-style-type: none"> <li>● What will students be working on during the lesson?</li> <li>● What work can be collected and discussed during the debrief?</li> <li>● What, if any, data will be generated in the lesson?</li> </ul>  |              |
| <b>Confidentiality</b>                   | <ul style="list-style-type: none"> <li>● What needs to be kept confidential between the mentor and mentee to enable authentic growth?</li> </ul>  |              |
| <b>Debrief conversation day and time</b> | <ul style="list-style-type: none"> <li>● Where and when will the debrief conversation take place?</li> </ul>  |              |

## Observe Students and Teacher in Action

| Do  | Don't   |
|---|---|
| Stay close to the action  | Hang back and miss what's happening                                       |
| Watch carefully and ask questions of students while they're working   | Jump in to "fix" this one lesson  |
| Look specifically for evidence of the focus of your observation and when it occurred during the lesson (e.g. rigor) | Take unfocused notes on a range of topics                                 |
| Script exactly what you hear from teacher and students  | Only write down things that fit a preconceived idea or jump to judgements |

## Classroom Observation Tool

|   |                          |                          |
|---|--------------------------|--------------------------|
| <b><u>Focus of Observation:</u></b>   |                          |                          |
| <b>“Look-Fors”</b><br>What does strong teaching for the focus area look like? (observer completes prior to observation) | <b>Teacher Behaviors</b> | <b>Student Behaviors</b> |
|   |                          |                          |

## Classroom Observation Tool

|  |                          |                          |
|--|--------------------------|--------------------------|
| <b><u>Focus of Observation:</u></b>  |                          |                          |
| <p style="text-align: center;"><b>“Look-Fors”</b></p> <p>What does strong teaching for the focus area look like? (observer completes prior to observation)</p> | <b>Teacher Behaviors</b> | <b>Student Behaviors</b> |
|  |                          |                          |

## Classroom Observation Tool

|   |                          |                          |
|---|--------------------------|--------------------------|
| <b><u>Focus of Observation:</u></b>   |                          |                          |
| <b>“Look-Fors”</b><br>What does strong teaching for the focus area look like? (observer completes prior to observation) | <b>Teacher Behaviors</b> | <b>Student Behaviors</b> |
|   |                          |                          |

## Classroom Observation Tool

|  |                          |                          |
|--|--------------------------|--------------------------|
| <b><u>Focus of Observation:</u></b>  |                          |                          |
| <p style="text-align: center;"><b>“Look-Fors”</b></p> <p>What does strong teaching for the focus area look like? (observer completes prior to observation)</p> | <b>Teacher Behaviors</b> | <b>Student Behaviors</b> |
|  |                          |                          |

**Key Takeaway:**

Conducting observations in classrooms allows the mentor to collect non-judgemental data on student and teacher actions.

**Analyze Observation Data: 3 Key Components**

- Analyze observation notes
- Recognize strengths and areas for growth
- Prioritize

**Analyze Observation Notes**

- Keep the focus of the observation in mind
- Look for evidence or lack of evidence of the focus
- Highlight and make notes in another color with that lens



Sample Analyzed Notes

| Teacher Behaviors   | Student Behaviors  |
|---|--|
| <p><b>Ask questions of the whole class</b></p><br><p><b>Called on Ss. who had raised their hands</b></p><br><p><b>T. --Look back at your text and read that passage out loud</b></p><br><p><b>T. --Great, what page did you find that text evidence on?</b></p> | <p><b>some Ss replied, others were silent</b></p><br><p><b>Not all Ss. raised their hands</b></p> <p><b>Not all Ss. with raised hands were called upon</b></p><br><p><b>Student looked at text, read, and added more to response</b></p><br><p><b>S. shared page number; some other Ss. turned to named page</b></p> |

What did this mentor notice when they analyzed their notes?

How might this help them prepare to support their mentee?

### Analyze Observation Data

| <b>Strengths:</b><br>What was effective about the lesson in regards to the focus area?<br>In which “look fors” did the observee excel?<br>What specific actions did the observee take that enabled them to be successful in the focus area?<br>What specifically were the students able to do as a result of those actions? | <b>Areas for Growth:</b><br>What was ineffective about the lesson in regards to the focus area?<br>Which “look fors” is the observee trying and on the verge of doing?<br>Which “look fors” is the observee ready to try next?<br>Where are there areas of missed opportunity? | <b>Prioritize One Area for Growth:</b><br>In your opinion, which area for growth could have the biggest impact on the observee and their students?<br>What might you recommend the observee change or modify in their focus area based on your observation?<br>What big takeaway do you hope the observee gains as a result of the debrief conversation? |
|---|--|--|
| 1.  | 1.   |  |
| 2.  | 2.   |  |
| 3.  | 3.   |  |

**Key Takeaway:**

Analyzing observation data helps the mentor identify areas of strength and the greatest area for growth so they can prepare to support their mentee in growing their practice.

Exit Card:

1. Before I thought...

and now I think....

2. The most useful thing from today for my own teaching is...

3. The most important from today for me to remember about working with my mentee is...

**Please complete the Module 1-2 Survey at the following link:**

<https://bit.ly/2wnqdiC>