	<p>Module 2 Morning: Understanding Instructional Shifts in ELA</p> <p>Secondary ELA Cohort</p> <p>June, 2019</p>
	<p><i>Welcome! Sit with your Learning Team! Put on your name tag and put out your name table tent in front of you.</i></p>

●**Duration:** 1 minute

●**Facilitator says:** Welcome back! We look forward to another day of rich learning about mentoring.

Mentor Training Course Goals

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

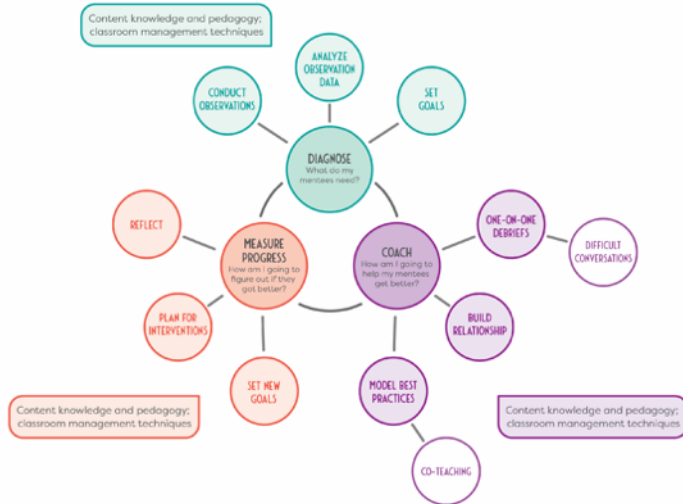


2

Duration: 30 seconds

● **Facilitator says:** Let's just take a moment to remind ourselves about the overarching goals of the Mentor Training Course. Yesterday we focused on classroom management, planning conversations, and communication skills for building strong relationships. In other words, our learning focused primarily on the first and third goals.

The Mentoring Cycle



3

● **Duration:** 30 seconds

Facilitator says: Just as a reminder, this is the mentor cycle that we introduced you all to yesterday. This is the cycle that all of our work is grounded in. It's on Page 4 of your handout. The mentor cycle illustrates all of the components of your role as a mentor - the concrete actions you will take when working with your mentees. This morning our content work focuses on the framework for effective mentoring cycles, content knowledge and content-specific pedagogy. This afternoon we will begin diving deeper into two of the Diagnose components; conduct observations & analyze observation data.

Module 2 Morning 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 the mentee's practice.
- Develop a goal for deepening the presence of the shifts in your own teaching to ensure strong modeling for the mentee.

4

- **Duration:** 1 minutes

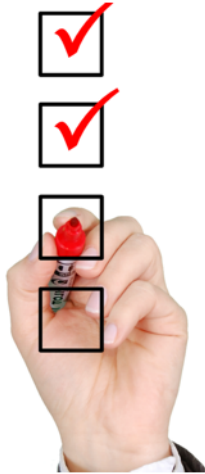
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Facilitator says: During this module, we will focus on deepening our own understanding of the key shifts in ELA and we will consider how mentors support mentees through deep content knowledge and content-specific pedagogy. As a mentor you must not know that these are part of your own practice, but you must ensure that you are visibly modeling them for your mentee. Additionally, you must be able to recognize both the presence of the shifts--and their absence--in the planning and teaching of your mentee. Therefore, it's essential that you have a strong foundation of understanding about what the shifts are, why they are important to student outcomes, how to teach using them, and how to explain each of these to your mentee. The microcredential assessments will allow you the opportunity to demonstrate your familiarity and implementation of the shifts.

-

- **Facilitator does:** Reminds participants that the outcomes appear on p. 3.

Today's Agenda



- Welcome/commitments/outcomes
- Key shifts in ELA
 - Complexity
 - Evidence
 - Knowledge
- Lunch
- Conduct observations
- Analyzing observation data
- Connection to the assessments

5

●**Duration:** 30 seconds

Facilitator says: You will see our agenda on p. 3 of your packet.

Mutual Commitments



- Make the learning meaningful
- Engage mentally and physically
- Notice opportunities to support the learning of others
- Take responsibility for your own learning
- Own the outcomes
- Respect the learning environment of self and others

6

● **Duration:** 3 minutes

● **Facilitator says:** Let's take a moment to reflect on how well you personally and as a team adhered to the agreements in yesterday's session. Scan through the agreements and identify one you are particularly proud of how well you kept it. Then as a team identify one that was a high point for the team as a whole.

● **Facilitator does:** Give teams a minute and then ask for a few responses about team high points.

● **Facilitator says:** Now let's look at an agreement that was challenging for your team and as a team talk about how you can strengthen your adherence to that agreement today.

● **Facilitator does:** Give teams a minute and then ask a few teams to report out.

YOU SAID . . .



3 useful ideas I took away from yesterday

2 actions I'll take based on what I learned

1 question I have about what I learned

7

● **Duration:** 5 minutes

● **Facilitator says:** We want to share what you wrote on your exit cards yesterday. These are the highlights of what you said rather than every comment. If you have a question that we have not yet answered, please see us at break or lunch to get some of our thinking.

● **Facilitator does:** read a summary of about 5-8 big ideas for each of the items. Answer questions that are appropriate to answer in the large group.

This, That, Neither, Both

- Do you enjoy watching TV at home or going to the movies?
- Do you prefer sleeping in or early rising?
- Do you like hot or cold weather?
- Jimmy Kimmel or Jimmy Fallon?
- Do you prefer toilet paper over or under the roll?
- Do you enjoy playing sports or watching sports?
- Teaching math or teaching reading/writing?
- Feeling like, “I can do this” or feeling overwhelmed?

8

Duration: 10 minutes

Facilitator says: We are going to do a fun inclusion activity called “This, That, Neither, Both”. Imagine a long strip of tape or yarn down the center of the room. We will pose a question with two possible answers such as, Do you like dogs or cats? You will think about your answer (one, both or neither) and then everyone moves to show their preference. Standing on one side of the line to show what you prefer, on the line if you like both options equally, or staying in your spot if you like neither. Ready to play? Here we go!

Facilitator does: **Animate** each question one at a time, allowing participants to move to various places in the room to indicate their answers and facilitating fun and informal conversations about their answers. You may offer some time for them to briefly chat with someone who made the same choice - or just take a few seconds to notice where everyone ended up and suggest times to talk about shared interests later.

NOTE: The questions on this slide animate in one at a time.

The shifts describe the key shifts in practice that are necessary to meet the standards and prepare students for college and career.

Experiencing the Instructional Shifts, Part I

● **Duration:** 1 minutes

● **Facilitator says:** We are going to focus on strengthening your own content knowledge and content-specific pedagogy so that you can apply it to developing your mentee's content knowledge and content-specific pedagogy. Our first content session today will ask you to engage in two experiential exercises as a student and then to step away from each to analyze them from a teacher lens. The process will build both our ability to recognize student behaviors and to identify the teaching moves of the shifts. This will help us as mentors to clearly understand where our mentee might need support.

● **Facilitator does:** Animate the slide.

● Before we begin, let's clarify what we mean by "shifts." When we refer to the shifts, we mean the key shifts in practice that are necessary to meet the standards and to prepare students for college and career. The ELA Guidebooks embody these 3 big "shifts" in our practice. Each *shift* is a guiding principle of Guidebook design that brings together the ELA Goals for Louisiana students and current research/best

practice.

- **Facilitator does:** Gauge mentors familiarity with the shifts.

- **Facilitator says:** By experiencing both “pre-shifts” and “post-shifts” reading instruction, you should leave today’s session with a very clear understanding of what the shifts mean and how to recognize their presence in other teachers’ classrooms.

- **Note:** It is possible that there will be participants who experienced this content in content leader training last year. If that is the case remind them to view the work from a more analytic lens to consider how they can explain these shifts to mentees and to other colleagues. Also remind them that experiencing it for a second time might open them to deeper understanding and to becoming more aware of how teachers learn to implement these shifts in their classroom,

Put On Your Student Hat



Pre-shift vs. Post-shift Experientials

10

- **Duration:** 30 seconds

- **Facilitator says:** We are now going to engage in two lessons in order to experience learning from a student's perspective - so please put on your "student hat." The first lesson represents typical teaching and learning before the instructional shifts – we'll call this "pre-shifts." The other lesson represents the change in practice as a result of the instructional shifts – we'll refer to this as "post-shifts."

- **Facilitator does:** Emphasize that the the goal for participants during these experientials is to really just concentrate on experiencing the learning and considering what students are doing, saying, and learning. We'll debrief and compare / contrast the two experiences when we're done and that will allow us to consider the teaching moves that would be visible with each type of instruction.

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Pre-Shift Text Responses



**Text
to
Self**

Does anything in this story remind you of anything in your own life?

**Text
to
Text**

What does this remind you of in another book you have read?

**Text
to
World**

How are events in this story similar to or different from things that happen in the real world?

11

● **Duration:** 1 minute

● **Facilitator says:** Let's get started with our first experiential learning today.

● **Facilitator says:** (Taking the role of a classroom teacher)

So students, during today's reading, our strategy focus is making connections. Remember that there are three big types of connections we make when we read a text – we can connect what we are reading to our own lives (self), we can connect what we are reading to another text, or we can connect what's happening in the text to things that are happening in the real world. Let's take a look at the guiding questions for each of these.

● **Facilitator does:** Click to reveal and review each guiding question for making the different types of connections.

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Pre-Shift Text Responses

The Story of Prometheus



Independently read the text.
As you read, make at least one **meaningful** connection.

**Text
to
Self**

**Text
to
Text**

**Text
to
World**

12

- **Duration:** 6minutes, 30 seconds

- **Facilitator says:** Today students, we are reading *The Story of Prometheus*. The story is set a long time ago, before people had discovered fire. A god named Prometheus and another, more powerful god in the story named Jupiter are the main characters. You'll read how mean Jupiter can be, and how he tries to prevent Prometheus from bringing fire to people on the earth. As you read independently, make connections and jot them on sticky notes.

- **Facilitator does:** Provide about five minutes to read.

- **Facilitator says:** Now that you've read the story and made at least one connection, discuss with a partner: What connection did you make while reading? What type of connection was it?

- **Facilitator does:** Provide a minute for participants to share with a partners. Afterwards, invite participants to share out a few connections, or ask for an example of each type.

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Comprehension Check



Independently complete the comprehension questions in your handout.

Remember to **answer in complete sentences** and to **explain your thinking!**

13

● **Duration:** 6 minutes

● **Facilitator says:** Now that we've read the text and practiced making connections, let's check to see how well we understood what we read. The comprehension questions are on p. 6. Independently complete these questions. Remember to answer in complete sentences and to explain your thinking!

● **Facilitator does:** Provide independent work time.

● **Important Note:** The comprehension questions included in the note catcher are below for your reference.

- 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?

● **Facilitator says:** Great – let’s review. Please raise your hand to share the answer to a question.

● **Facilitator does:** Review just the first two or three questions to model what this “pre-shifts” review might sound like. Then, click to the next slide to wrap up this experiential.

- Look for (comprehension questions):
 1. Jupiter decided not to give fire to humans because he thought they didn’t deserve it. Jupiter believed that the people complained too much and were not respectful of the gods, so he did not feel compelled to help them.
 2. Jupiter punished Prometheus by chaining him to a huge rock where he was tortured forever. For example, Jupiter sent an eagle to nibble at Prometheus and ocean storms to wash up against him.
 3. Personal opinion – answers will vary.

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That's a Wrap!



- What did you notice about this experience?
- What did you wonder about this experience?

14

Duration: 1 minute 30 seconds

Facilitator says: So that's the end of this experience but we're not going to do an extensive reflection just yet – we're going to move right into our second experiential. Before we do, take just a minute to stop and jot what you noticed and wondered about this experience so you can capture your immediate reaction to this experience.

• **Facilitator does:** Animate slide and provide one minute of independent work time.

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Switch Hats



The Story of Prometheus

A Greek Myth

15

Duration: 30 seconds

- **Facilitator says:** Let's go back into the student role for the second experiential learning activity.
- Students, today we're going to read *The Story of Prometheus*. This story is a Greek myth. This is a new type of text for us, so we are going to spend some time developing our understanding of what a Greek myth is. But let's start by focusing on a key word that many of us have probably heard before – myth.
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Meaning of Myth



- A mermaid is a **mythical** creature – there is no proof that such a creature ever existed on Earth.
- Every year, the seniors scare the freshmen by telling them the legendary **myth** about the ghosts who haunt the school hallways at night.

16

Duration: 3 minutes

● **Facilitator says:** What exactly does the word myth mean? Let's use these examples to try to determine what the word "myth" means by itself.

● **Facilitator does:** Have a volunteer read each example aloud.

● **Facilitator says:** Take a moment to think about what you think the word myth means, based on these examples.

● **Facilitator does:** Provide wait time, then prompt participants to share with a partner (think-pair-share). Afterwards, ask for a few people to share out with the group.

• Look for/emphasize:

- A myth is a story based on popular belief or tradition. A myth may also be a false notion or something that is imaginary or can not be verified – like the mermaid or a unicorn.

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Greek Myth



Listen and follow along as I read aloud:

Ancient Greek Myths: Stories of the Gods

17

Duration: 4 minutes

● **Facilitator says:** So we know that a myth is something false or imaginary – essentially a made up story. But what about a Greek myth? This is something far more specific! Before we read our story about Prometheus, we are going to read a text that will help us build our knowledge on Greek myths. As I read aloud, please follow along in your text on p. 7.

● **Facilitator does:** Fluently read aloud the text, *Ancient Greek Myths: Stories of the Gods*.

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Re-Read and Annotate



Work with a Partner

- **Annotate/highlight** information from the text that helps you better understand what Greek myths are.
- **Summarize:** What is a Greek myth?

18

Duration: 5 minutes

● **Facilitator says:** Now you are going to work with a partner to identify evidence in the text that helps you build your knowledge about what a Greek Myth is. As you and your partner read together, please annotate or highlight this information that helps build your understanding of Greek myths.

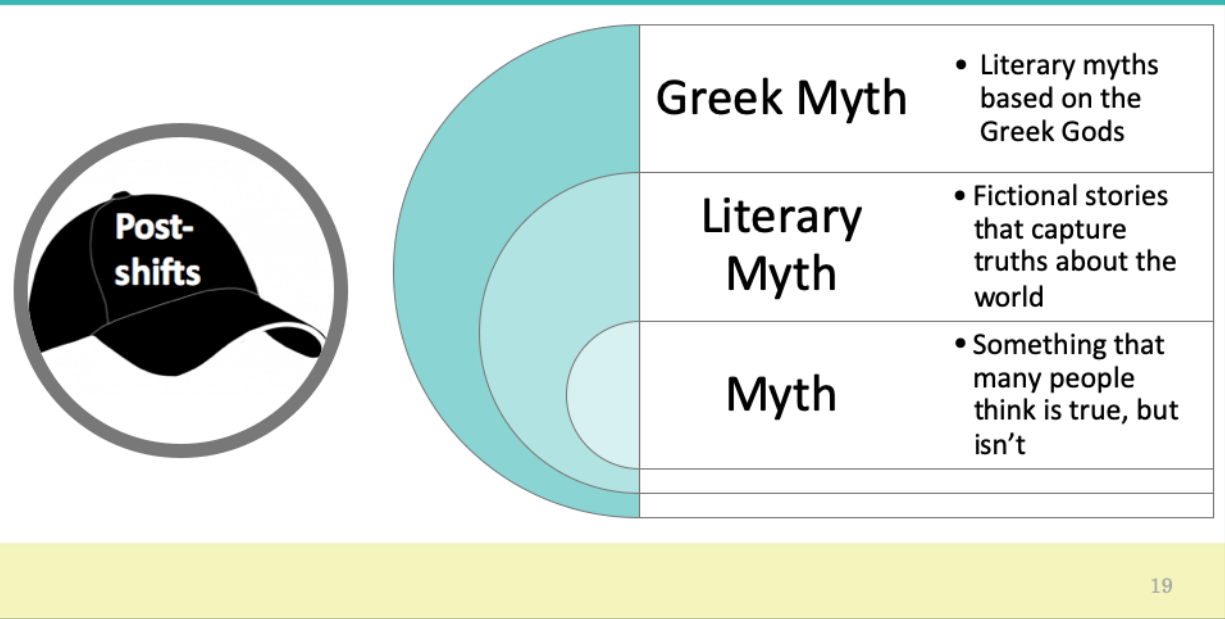
● **Facilitator does:** Provide work time. Afterwards, have participants share out key takeaways from the text. Ask participants to define *Greek myth*. Push them to think about how this compares to the definition of the standalone word *myth* we discussed earlier. Then, click to the next slide.

● **Important Note:** There is a more extensive facilitator-led debrief and explanation on the next slide. The purpose of this slide is for participants to share the understandings they've built from the reading.

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Myth vs. Greek Myth



19

Duration: 1 minute

● **Facilitator says:** Let's think about how this reading helps us extend our understanding of myths. Before this reading we discussed the meaning of the standalone word *myth* – something that is untrue. When we think about *myths* as a genre of literature, there is a slight nuance. While a literary myth is still an untrue story, it is designed to capture an important truth about the world or about human nature. Based on this reading, we know that there is an extra layer to a Greek myth – as the thing that distinguishes a Greek myth from a traditional myth is that it is based on the Greek Gods. So, a *Greek Myth* is a fictional story about the Greek Gods that is designed to capture an important truth about the world.

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Let's Discuss



Who is Jupiter? What do we know about Jupiter?

Use evidence from the text to support your thinking.

20

Duration: 2 minutes

● **Facilitator says:** Before we read our story, let's dig deeper into something we read in this text about Greek myths. Take a moment and go back into the text on p. 5 to find evidence that tells us something about Jupiter.

● **Facilitator does:** Call on participants to share out. During the share-out, be sure to push for evidence from the text (found in the section subtitled "Who were the Greek gods?").

• Look for:

- Jupiter is the head God, who was given his name by the Romans. He was previously called Zeus by the Greeks.
- The text tells us that "he had power over the other gods."

● **Facilitator says:** The fact that he had power over the other gods is really important to remember about Jupiter – because Jupiter is one of the main characters in the Greek myth we will be reading today!

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Let's Read



Independently read the text, "The Story of Prometheus"

As you read, annotate:

- ! This is important/interesting
- ? I have a question about this

21

Duration: 11 minutes

● **Facilitator says:** Let's read! Please read the text, *The Story of Prometheus* on p. 8-9 independently. As you read, annotate things you find important or things you have a question about using the codes on the screen.

● **Facilitator does:** Provide silent reading time. If time allows, have participants discuss their annotations with a partner. Otherwise, invite a few participants to share out annotations with the whole group.

● **Important Note:** The text for this post-shifts experiential is more complex than the pre-shifts text. Circulate to make sure participants are reading the correct version in their note catchers, and not rereading the story we already read.

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Deepen Understanding



Work 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.

22

Duration: 10 minutes

● **Facilitator says:** Great. Now that we've completed our first read of this story, we're going to answer some questions using the text to deepen our understanding of the story.

● **Facilitator does:** Explain the directions on the slide and direct participants to p. 10. Emphasize the importance of going back into the text and discussing your thinking. Citing evidence from the text is essential. Provide work time and circulate.

● **Important Note:** The questions participants will answer (in their note catchers) are below for reference.

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?

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That's a wrap!



- What did you notice about this experience?

- What did you wonder about this experience?

23

Duration: 2 minute

Facilitator says: Now that we've finished the second experience, let's do a quick reflection on p. 11 so you can capture your initial reflections from engaging in this experience.

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Reflect and Discuss

Compare and contrast the two experiences:

- What was similar?
- What was different?
- Which approach had a greater impact on you as a learner? Why?

24

Duration: 10 minutes

●**Facilitator says:** Now, think about the two reading experiences you just had and discuss these reflection questions on p. 11 at your table. Try to be really specific and when possible, provide evidence (by citing teacher actions and student actions) from the lessons to support what you're saying.

●**Facilitator does:** Direct participants to note catchers, where they will find a list of each set of questions and space to reflect. Provide time for discussion and circulate to listen in. After discussions, have participants share out what they noticed about each approach with the whole group.

• Look for:

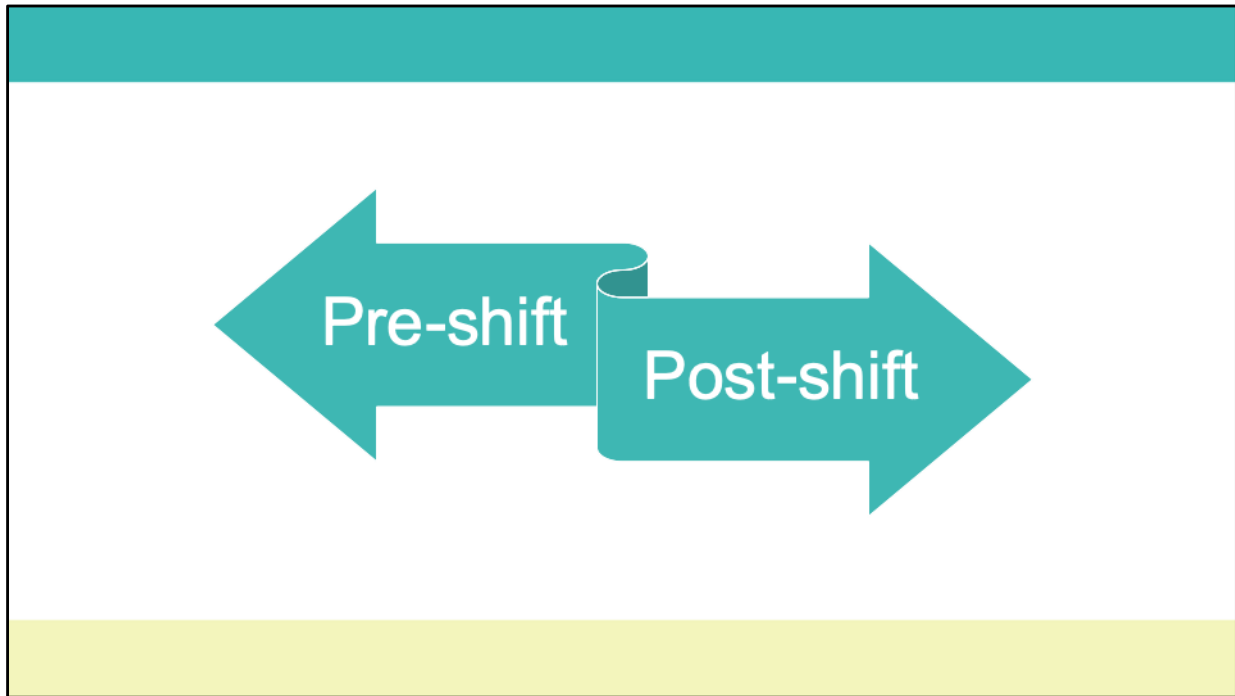
- In the first experiential (pre-shifts), the focus was on practicing a strategy or skill.
- In the second experiential (post-shifts), there was a more complex text, we built background knowledge before reading with another text, and the questions were text-dependent and required evidence from the text (not personal opinion). In general, the focus in session 2 was reading to understand a text.
- A closer look at the questions in the two sessions reveals that the first set were a mix of some text-based questions and personal opinion questions, while the second set were text-dependent questions intentionally sequenced to build understanding of the text.

●**Facilitator does:** After the debrief about similarities and differences, click to reveal final question. Have participants discuss at their tables. If time permits, ask a few people to share out. Emphasize the

impact of post-shifts instruction: thinking deeper, citing evidence in order to better understand a text and to build knowledge.

-

- **Facilitator says:** To capture today's learning, please complete these sentence frames on p. 10.



Duration: 1 minute

● **Facilitator says:** Now that we've experienced reading instruction that is typical of both pre-shifts and post-shifts instruction, we're going to dig deeper into the instructional shifts themselves. These shifts are at the heart of ELA instruction and you'll need to provide strong support for your mentee's understanding and use of the shifts, therefore, it's critically important that you achieve conscious competence with the ELA shifts. You'll remember from Gordon's Skill ladder yesterday that conscious competence means that you are highly aware of what you're doing and why you do it. You'll need this level of competence with the shifts so we're going to spend some time really looking at them closely.

● **Facilitator does:** Animate slide.

● **Facilitator says:** When we finish this section you will understand how to explain to a novice teacher what the shifts in literacy instruction are and why they are important in helping students achieve the Louisiana Student ELA Standards.

Instructional Shifts in Literacy

1. **Complexity:** Regular practice with complex text and its academic language
2. **Evidence:** Reading, writing and speaking grounded in evidence from text, both literary and informational
3. **Knowledge:** Building knowledge through content-rich nonfiction

26

Duration: 2 minutes

- **Facilitator does:** Click to reveal and quickly describe each shift.
- **Facilitator does:** Gauge participant familiarity with the shifts. Acknowledge that there is a wide variety of knowledge of and experience with the shifts in the room.
- **Facilitator says:** It's important to note too that there is a spectrum of learning when it comes to the shifts; you can't hear or see them once or twice to be an expert on them. Every time you re-engage with the shifts you can learn more or think differently about the practical implications.
- **Important Note:** On the next slide, participants will read a more detailed explanation of each shift. This slide is meant as a quick preview/overview of the shifts.

Instructional Shifts in Literacy

- **Read** the “Instructional Shifts Overview.” (SAP, 2017)
- **Underline** key words that indicate the core instructional change(s) of each shift.

Discuss

- To what extent are the shifts in use on your campus?
- Which do you feel would be most visible to an observer in your classroom?

27

Duration: 7 minutes

● **Facilitator says:** To help us further understand the shifts and their implications on reading instruction, we’re going to read a text called “Instructional Shifts Overview.” You can find this document on p. 12 in your packet. As you read, underline key words that indicate the core instructional change(s) of each shift.

● **Facilitator does:** Provide a few minutes of independent work time. Afterwards, click to reveal discussion prompts and have participants share at their tables.

Handout 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>

What is the Shift of Complexity?

Complexity

Regular practice with complex text and its academic language

28

Duration: 1 minute

- **Facilitator says:** Let's start with complexity. What words did you underline?
- **Facilitator does:** Have a few people share out the words they think indicate the core instructional change of this shift.
- **Facilitator says:** Let's further explore the core instructional change described in this shift.

Example and Non-Example

“Jupiter was the head of the gods, and he was not happy with the people.”

“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.”

29

Duration: 3 minutes

Facilitator says: Take a moment to review each of these sentences from the two texts we read in our two experientials. The first sentence comes from the less complex text we read in the pre-shifts experiential, while the second sentence comes from the more complex text we read in the post-shifts experiential.

Facilitator does: Provide wait time.

Facilitator says: What makes this second sentence more complex?

Facilitator does: Have participants discuss with a partner, then have them share out with the whole group.

- Look for:
 - More complex sentence structure and syntax
 - Unfamiliar phrases (i.e. “come to pass”)

Example and Non-Example

“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.”

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

30

Duration: 3 minutes

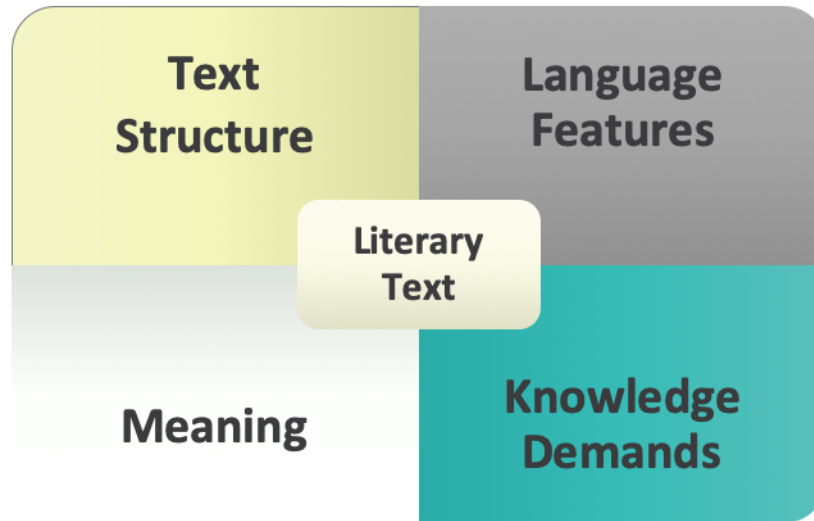
Facilitator says: What about these two examples? Which sentence is more complex? What makes it more complex?

Facilitator does: Provide wait time, then have participants discuss with a partner. Then, ask a few people to share out with the group.

Look for:

- The second sentence (on the right) is more complex. It has more complex structure and syntax, along with challenging or unfamiliar vocabulary (shall, tyrant, mankind).

Qualitative Features of Complexity



31

Duration: 4 minutes

● **Facilitator says:** There are four “big buckets” of text complexity:

- Text Structure
- Language Features
- Meaning
- Knowledge Demands

● Take a moment and refer to the graphic organizer in your note-catchers on p. 13 to see what types of features fall within each of these buckets.

Complexity at the Sentence Level

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!”

(Prometheus, Public Domain)

32

Duration: 6 minutes

● **Facilitator says:** Use the chart in your handout on p. 14 to analyze the complexity of this sentence from the Prometheus text. What features of complexity in Prometheus are highlighted in this example?

● **Facilitator does:** Provide independent work time, then ask a few people to share out.

- Look for:
 - Language (vocabulary, sentence length and structure, syntax)
 - Knowledge (background knowledge of mining, the “Golden Age”)
 - Answers may vary; ask participants to support their claims with evidence from the text

Importance of Shifts of Complexity

- The ability to comprehend complex text is the greatest differentiator of college readiness in reading. (ACT, 2006)
- The gap between end of HS and college texts is 170 lexiles (> 4 grade levels). (MetaMetrics, 2012)
- Workplace reading exceeds grade 12 complexity significantly. (Stenner et. al, 2012)

33

Duration: 2 minutes

● **Facilitator says:** Why might we need to make this change? Research shows us that the ability to comprehend complex text is the greatest differentiator of college readiness in reading. However, in the past, the complexity of texts students must engage with in college and careers have far exceeded the complexity level of texts they read in high school. The “complexity” shift seeks to address and close this gap between what students are reading in school vs. college and careers.

Shift of Evidence

Evidence:

Reading, writing and speaking grounded in evidence from text, both literary and informational

34

Duration: 1 minute

- **Facilitator says:** Let's now move on to Shift #2: Evidence. What words did you underline?
- **Facilitator does:** Ask a few people to share.
- **Facilitator says:** Let's explore the core instructional change described in this shift.

Example and Non-Example

Example:

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?

Non-Example:

What do you think Prometheus will do next?

35

Duration: 2 minutes

● **Facilitator says:** Take a look at these two questions. The example is from the “post-shifts” experience and the non-example is from the “pre-shifts” lesson. What differences do you notice between these two questions?

● **Facilitator does:** Provide wait time, then call on one or two people to share.

- Look for:
 - The first question requires students to have read and understood the text. They need to use evidence to form their answers.
 - The second question can be answered without a deep understanding of the text. It doesn't require evidence.

Types of Questions for Evidence

- Questions that can only be answered by carefully reading the text.
- Questions that are focused on the content of the text, rather than personal experiences or opinions.
- What about text to self?

36

Duration: 2 minutes

Facilitator says: So what types of questions require evidence? These are questions that cannot be answered without having read the text, and are focused solely on the content of the text (as opposed to personal experiences or opinions). Questions that are not based on the text can often create an illusion of mastery - students may be sharing insightful responses, but if they aren't based on the text then they aren't demonstrating understanding of the text.

● **Facilitator says:** Some of you may be wondering – what about text-to self connections? I want to note that this shift does not mean banishing personal response to a text. Though not called for in the standards, there are times these responses and discussion are essential. **They are best done, however, AFTER the text is fully analyzed. At this point students' personal responses will be enhanced by what the text has to offer.**

Evidence in Our Experiential

Compare the questions asked in the two experientials.

- 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?


37

Duration: 8 minutes

● **Facilitator says:** To illuminate the difference between “pre-shifts” and “post-shifts” questioning, we’re going to compare the questions asked in the two experientials. As you compare the questions, consider the questions on the slide. Go to p. 15 in your packet.

● **Facilitator does:** Direct participants to p. 15, where they can find a list of both sets of questions and space to answer the reflection questions. Provide work time. Afterwards, invite a few people to share out.

Evidence-Based Writing

 DEPARTMENT of
EDUCATION
Louisiana Believes

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.

- **Study** the Culminating Writing Task from the Flowers for Algernon unit
- **Discuss:** How does this task demonstrate the shift of evidence?

38

Duration: 8 minutes

● **Facilitator says:** So what does evidence-based writing look like in the Guidebooks? To find out, study the Culminating Writing Task from the Flowers for Algernon unit.

● **Facilitator does:** Provide 2-3 silent minutes to read. The task is in participants' packet on p. 16.

● **Facilitator says:** Now, please discuss with your tables: how does this task demonstrate the shift of evidence?

● **Facilitator does:** After partner/table talk, ask for a few people to share out. Emphasize the following look-fors as needed.

- Students are required to make and support an evidence-based claim using the text.
- Students cannot answer this question without a thorough and deep understanding of the text's meaning.
- Students must cite multiple pieces of relevant evidence including direct

quotations.

- The question is not based on personal experience or opinion.

Importance of Shift of Evidence

- Workplace and college writing requires knowledge and evidence.
- Post-secondary instructors rated “identifying, evaluating, and using evidence to support or challenge the thesis” as one of the most important skills expected of incoming freshmen. (CCSS, pg. 25, App A)

39

Duration: 2 minutes

Facilitator says: So why is this evidence shift important? Most college and career writing requires to students to take a position or inform others by citing evidence from a text, not by providing personal opinions. Across the grades, and even across the content areas, students need to develop the skill of grounding their responses in evidence from the text, both orally and in writing. Requiring students to use evidence can and should occur during oral discussions with read aloud in the youngest grades and continue across all grades and content areas.

Facilitator says: Currently, the focus is commonly to relate the text to yourself in narrative expressive pieces where students share their views on various topics. It is easier to talk about personal responses than to analyze what the text has to say, hence students - and teachers - are likely to engage in this type of dialogue before a text is fully analyzed. The unintended consequence of all of this is less time in the text and more outside the text. This tendency to move “outside the text” is problematic in any case, but far more so with complex text.

Facilitator says: Additionally, even when students are reading grade-level texts, they have too often been encouraged to write or discuss without having to use evidence from the text. Just because a kid READS below level doesn't mean she's THINKING below level – we can't deprive her of the opportunity to participate because of her reading level - and she won't learn to do well otherwise.

Quote Source: National Governors Association Center for Best Practices, Council of Chief State School

Officers. (2010). Common Core State Standards: Appendix A. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School.



- 15 min (can be shortened to 10 if needed to get back on schedule)

Shift of Knowledge

Knowledge

Building knowledge through content-rich
nonfiction

41

Duration: 1 minute

- **Facilitator says:** Finally, let's explore the third shift: knowledge. What words did you underline on p. 9?
- **Facilitator does:** Ask for a few people to share.
- **Facilitator says:** Let's explore the core instructional change described in this shift.

Knowledge in the Post-Shift Experiential

Think - Pair - Share

- How was the shift of Knowledge evident in our post-shifts experience?
 - What knowledge was built and how?
 - How did this knowledge support us in reading and understanding the Prometheus text?

42

Duration: 4 minutes

● **Facilitator says:** Think back to the post-shifts experiential from this morning. How did reading the non-fiction text on Greek myths support your understanding of the myth?

● **Facilitator does:** Provide think time, then have participants discuss at their tables. Ask for a few people to share the impact of the non-fiction text on their understanding.

Building Knowledge in the Guidebooks

Look at the Guidebook text list in your handout.

- What nonfiction texts are used?
- How might these texts build knowledge?
- When you've taught key texts from the guidebooks have you used the knowledge building texts listed in the Guidebooks?

43

Duration: 5 minutes

● **Facilitator says:** Let's briefly explore how the Guidebook units are designed to build knowledge. Look on pp. 17-18 of your packet. Take a few minutes and look a sampling of Guidebooks texts provided in your note catcher. Notice what nonfiction texts are used, and consider how these texts might build knowledge. There is space for you to record your thinking in your packet on p. 17-18.

● **Important note:** The text lists in the note catcher were excerpted from the full text set list available on Learnzillion (<http://www.louisianabelieves.com/docs/default-sou…>).

Importance of Shift of Knowledge

- Nearly a century of research links vocabulary to comprehension. (Whipple, 1925) (NAEP, 2013)
- A more recent, but similar body of research shows that comprehension and memory depend on prior knowledge. (Recht & Leslie, 1988)

This makes sense as knowledge of the world, and the words that describe it, go hand in hand.

44

Duration: 2 minutes

- **Facilitator says:** Take a minute to read the research findings on the slide.
- **Facilitator does:** Provide a minute of wait time.
- **Facilitator says:** The connection between background knowledge and comprehension and vocabulary is well known and pretty obvious. But we have been feeding kids KWL (know-wonder-learn) charts and lists of vocabulary words and expecting osmosis to do the rest. However, we know that this is not enough, which is what makes the shift of knowledge that much more important.

Capture Your Learning

Mr. Smith is a new teacher at your school. This is his first year teaching the Louisiana Student Standards and 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?

Plan your response!

45

Duration: 4 minutes

- **Facilitator says:** Let's capture our learning from this session.
- **Facilitator does:** Have a participant read aloud the scenario on the slide, then prompt participants to plan their response (based on today's learning) to Mr. Smith. Provide 3-4 minutes of planning time before moving on to the role play on the next slide. You might want to write a few notes on an index card to use.

Practice Explaining the Shifts

- **Partner A:** Mr. Smith
- **Partner B:** Yourself, a knowledgeable Mentor Teacher excited to share what you know about the instructional shifts

Switch!

46

Duration: 12 minutes

- **Facilitator says:** Grab the notes you just wrote. You might want an extra index card and something to write with. Stand up, Hands up; Pair up.
- **Facilitator does:** Have participants partner up. Encourage them to form pairs, not groups of 3 or larger, so everyone can practice the role play. Prompt people to do the role play, and then switch. Monitor time. Animate slide for switching roles and then for debriefing questions.
- **Facilitator says:** Thank you for your participation this with your partner.



Using Our
Understanding of
the Shifts to
Support Our
Mentoring

1. Complexity

2. Evidence

3. Knowledge

Duration: 30 seconds

Facilitator says: Now that we understand how to explain the shifts and their importance to our mentee, let's consider how to observe their teaching for evidence of the shifts in action. And remember, your observations can be a diagnostic tool for your mentoring, but only if you know what to look for—and even more importantly, what an absence of the shifts in action would look like.

Creating a Diagnostic Tool for Mentoring

- Using the organizer in your handout and working with a partner, list observable classroom behaviors that you expect to see if each of the shifts were being utilized effectively. There's a column for teaching behaviors and a column for student behaviors and / or outcomes.
- To complete this task, reflect upon your own teaching, the experiential activities we did earlier this morning, as well as your understanding of the shifts and their importance.
- Take your time with this activity, putting some serious thought into your lists and they'll serve as a useful tool for all your mentoring in ELA.

48

●Duration: 15-20 minutes + 5 for partner sharing + 5 minutes for whole group sharing

●Facilitator says: In a minute when I've finished giving instructions, you'll stand up and find someone wearing the same color or colors as you are who is not sitting at your table. You'll have about 15 minutes to work on your lists. (animate the slide) As you work, you'll want to consider your own teaching (utilizing that conscious competence again), what you experienced a student this morning, and what you know or have learned about the shifts. (Animate the slide again). You'll want to really be as thorough, descriptive, and detailed as possible here. You're creating a list that will be a diagnostic tool for your work as mentor.

●Facilitator does: Set a timer for 15 minutes. At the end of that time check in with participants to see if they need more time and give them up to 5 more minutes. When the full time is up, ask each pair to partner with another pair and compare their lists, adding on as necessary. Allow another 5 minutes for this.

●Come back to whole group and go around the room asking each table to share one

item from each of the two lists—teacher and student (5 minutes)

Identifying & Adopting a Personal Growth Goal

Now that you've considered what the shifts look like and how they impact students' learning, consider which of the shifts you most need to deepen in your own teaching.

In the space in your handout, name the shift you will be working on over the next few months and list at least three ways or opportunities you'll have to practice this shift in action with your students.

- Duration: 5 minutes

- Facilitator says: Now that you've really delved into what the shifts are, how they look when implemented, and how they impact student learning, consider your own teaching. As a mentor, it is critical that you serve as role model for not only your own mentee, but for all teachers—after all you are responsible for mentoring the next generation of teachers—teachers who will impact hundreds (maybe even thousands) of students over the course of their careers. You can model the continual pursuit of teaching excellence by always having your own learning goal and letting others know about your goal and your progress. Ask others, including your mentee, for feedback about your teaching in relation to your goal based on their observations of your teaching.

We're going to start that today by choosing one of the shifts to deepen in our own teaching and identifying several upcoming opportunities to work on it. You'll find a place to record your goal on page xx in your note catcher. Let's do this now.

Documenting Our Implementation of the Shifts

- Go to the Assessments and access the following competencies:
 - Reading Complex Grade-Level Texts
 - Expressing Understanding of Text through Writing
- Working with your table group, review these two competencies, noting what you'll need to understand, implement, and document in order to demonstrate your conscious competence with the ELA shifts.
- Make notes regarding possible texts to use or opportunities to collect evidence.

50

●Duration: 20 minutes

●Facilitator says: In our remaining time before lunch, we're going to access our guiding documents and consider how use of the shifts needs to be documented. Access the Assessments for ELA and take an especially close look at the 2 competencies listed on the screen. Just from the titles, you will understand that these are asking you to document implementation of the shifts in your own teaching.

●Working with your table group, we'll take about 15 minutes to read through these 2 documents, noting when and how we'll be documenting the shifts in our teaching. Discuss as a table and make notes for yourself about specific texts or opportunities you have coming up to gather this documentation. Schedule reminders on your calendar if possible.

●Facilitator does: Set the timer for 15 minutes. After the work time, call on tables to share one noticing or planning note that might benefit the whole group.

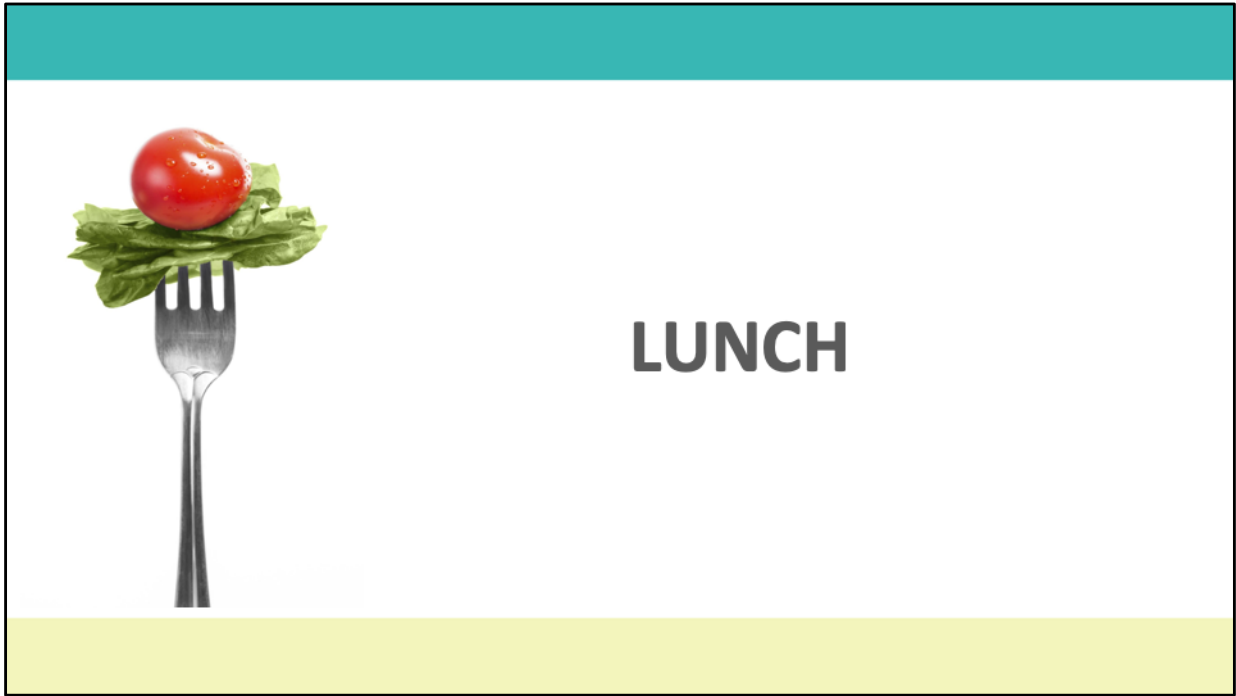
Cataloging Our Big Take-Aways

Big Take-Aways from our Morning

51

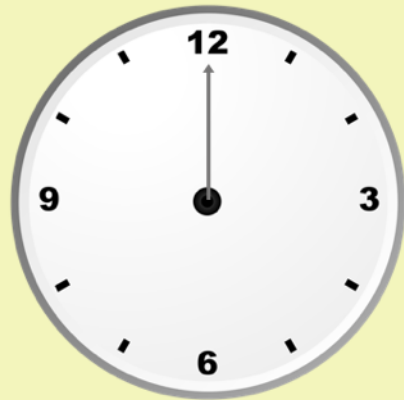
- Duration: 5 minutes

- Facilitator says: As we bring our morning content session to a close, let's take a few minutes to reflect on our learning and note our biggest take aways. On page 22 in your handout, you have a space to record thoughts you want to capture for reference. Perhaps these are key items that you want to remember, perhaps it's ideas for your micro credential assessment work, or perhaps it's lingering questions. Use the next 5 minutes and the space on page xx to capture your final thoughts and bring closure to our morning's learning.



●45 min.

One-Minute Papers

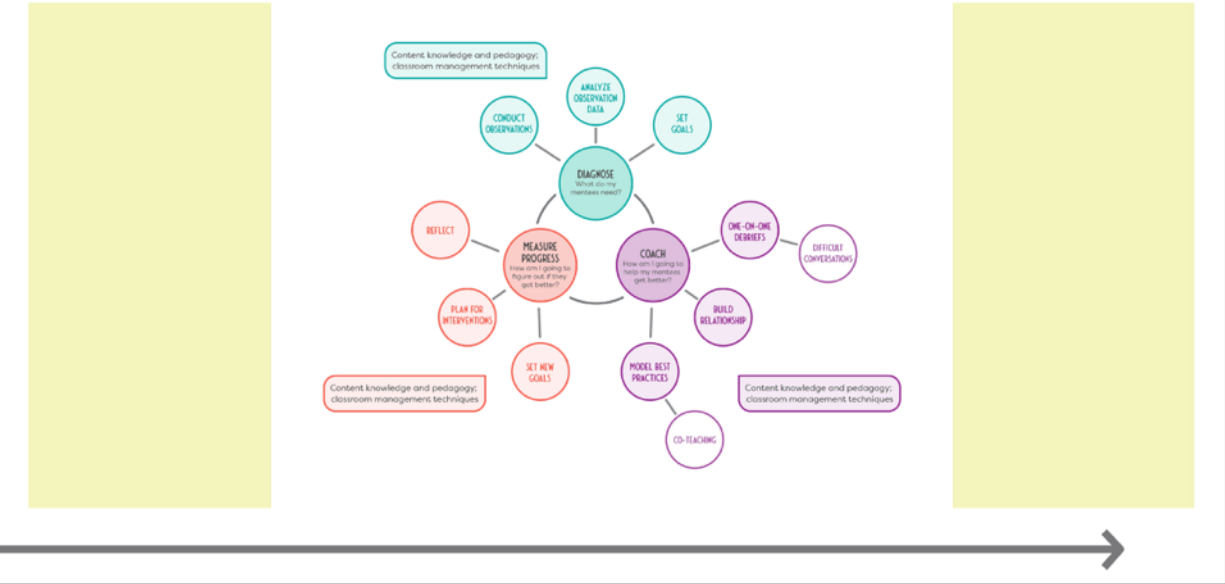


How do you see yourself using the ELA content knowledge you built this morning as a mentor?

Duration: 3 minutes

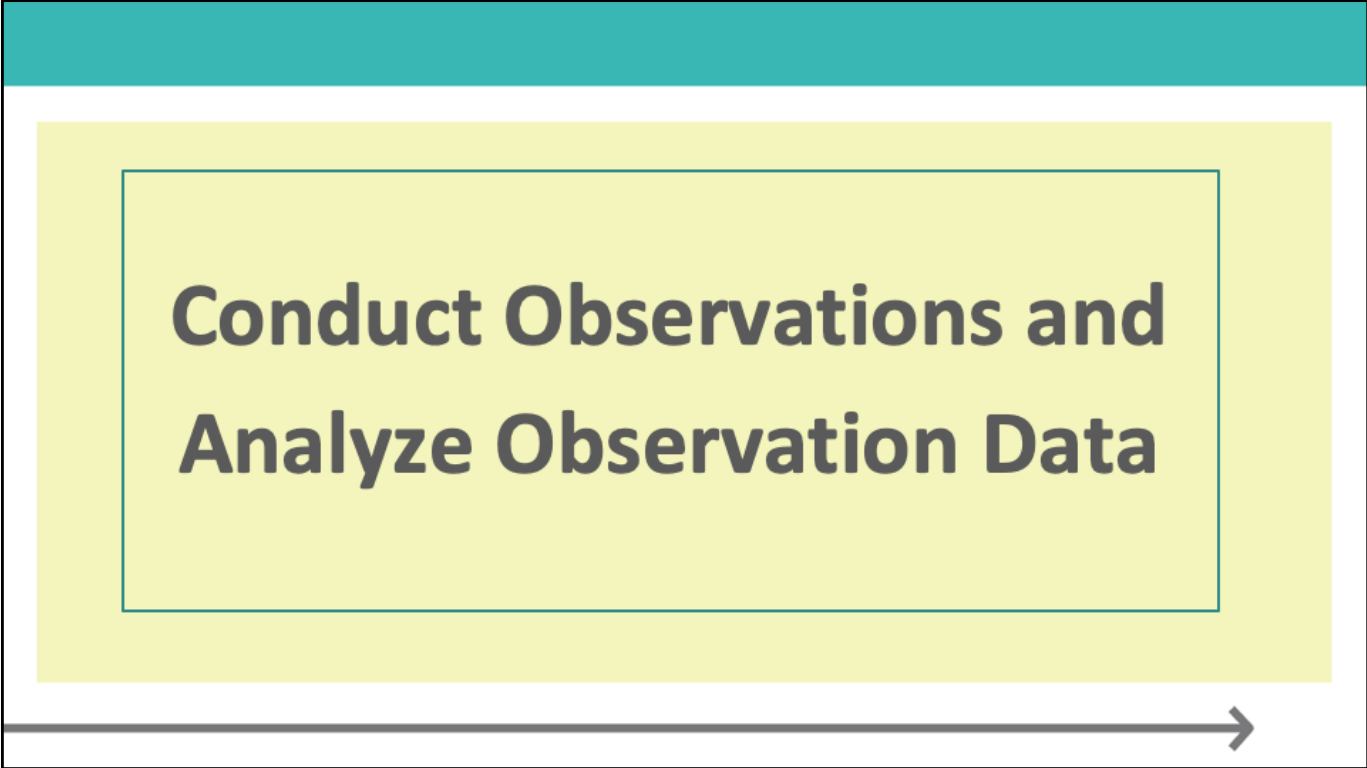
Facilitator Says: As we are coming back from lunch, we're going to be transitioning from learning about ELA content to applying it to your mentoring practice. To get warmed up for that, we're going to do an activity called One-Minute Papers. I'm going to put a question up on the screen. On page 23 of your packet, there is space for you to write. The key to this activity is to try to write for the full minute. If you run out of steam, try to push yourself to keep going. Sometimes the best ideas will come up for you at the very end of the time after you've been stuck for a bit! Then, we'll take 1 minute to share what you've written with your shoulder partner.

The Mentoring Cycle



● **Duration:** 30 seconds

● **Facilitator says:** Remember, all of our work is grounded in the mentoring cycle.



Conduct Observations and Analyze Observation Data

- **Duration:** 30 seconds
- **Facilitator says:** Now we'll turn our attention to mentoring and considering how we'll observe our mentees and use the information we gather to support their development.

Module 2 Afternoon Outcomes

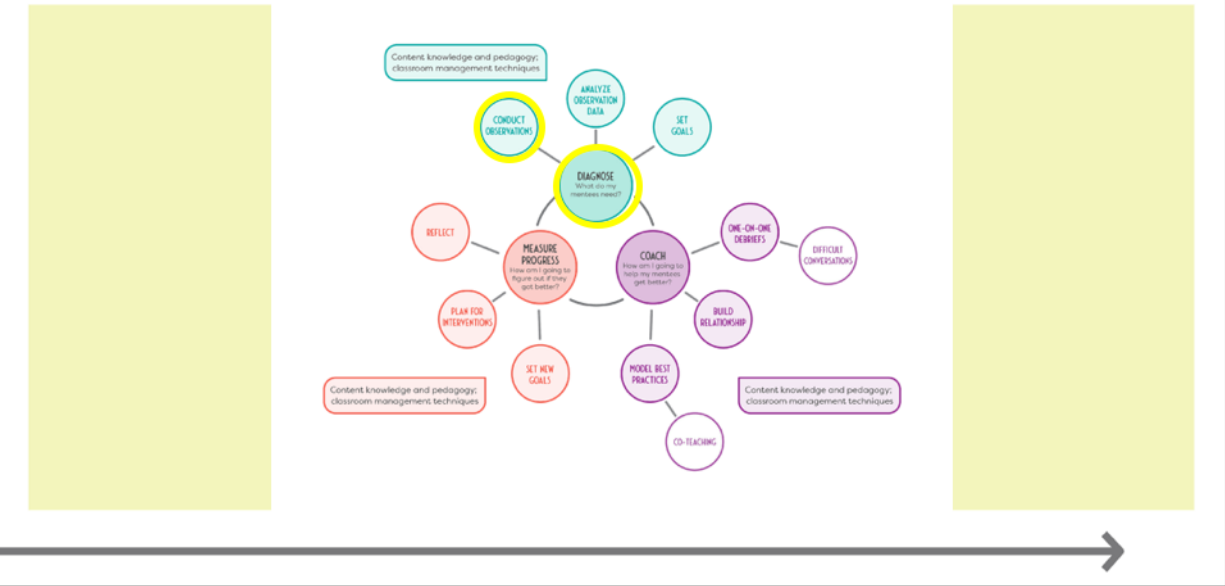


DIAGNOSE

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

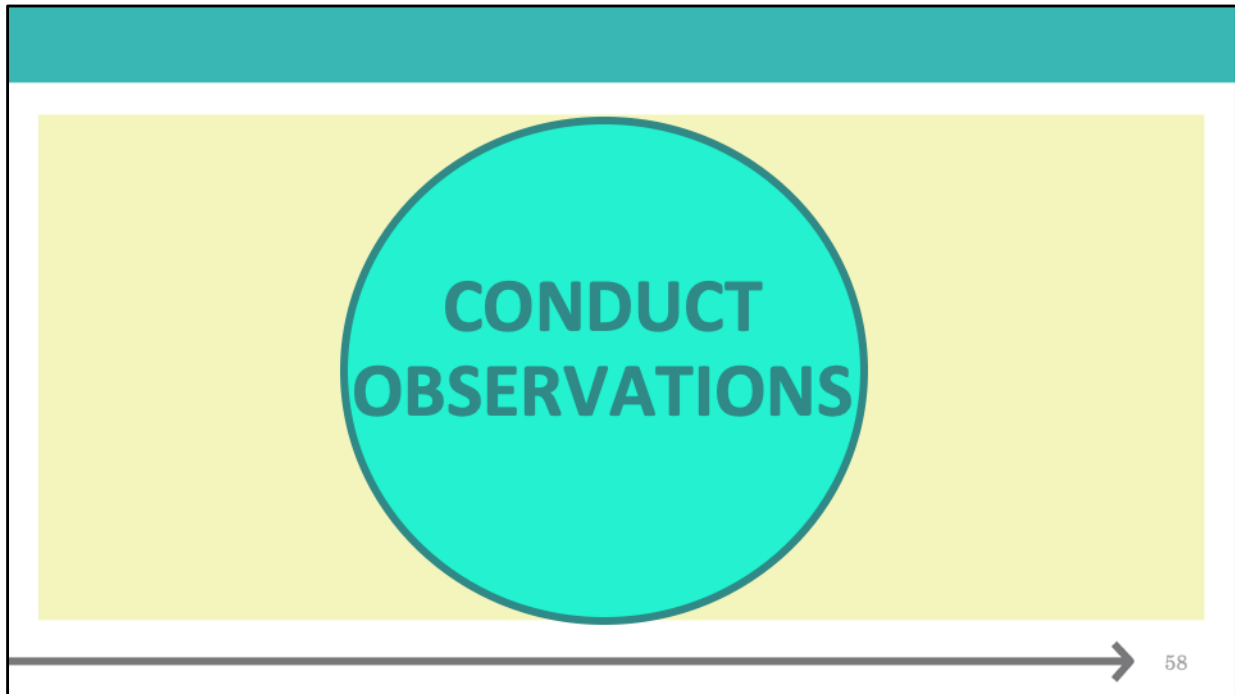
- **Duration:** 30 seconds
- **Facilitator Says:** This afternoon we will dive into the first two components of DIAGNOSE in the mentor cycle, based in our content area from this morning: conducting observations and analyzing the observation data you collect

The Mentoring Cycle



● **Duration:** 30 seconds

● **Facilitator says:** Let's take another look at the mentor cycle to remind ourselves that conducting observations occurs during the Diagnose stage of the cycle.



- **Duration:** 30 seconds

- **Facilitator says:** Now that we have developed a deeper understanding of the three shifts in ELA we will now learn how to conduct an observation in a mentee's classroom. We'll practice conducting observations using the three shifts in ELA as a lens for our observation. We'll use an observation tool that will help focus what you are looking for when you are observing your mentee.

Conduct Observations: 3 Key Components

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



59

- **Duration:** 1 minute
- **Facilitator says:** Every section of the mentor cycle has three key components. As we proceed through the 9 modules of the mentor teacher course, each time we dive into one of the sections of the mentor cycle we will break it down into three key components.
- And so, there are three key components to remember when conducting observations. These can be found on page 25 of your handout. These are: confirming the observation details, observing the teacher in action with his or her students, and while conducting the observation the mentor should be recording notes using a classroom observation tool that focuses on the look-fors of the particular instructional practice your observation will be focused on.
- **Facilitator does:** animate the slide to highlight the first key component
- **Facilitator says:** Let’s dive into the first key component, confirm observation details and what that entails.

Confirm Observation Details

- Observation **day and time**
- Observation **classroom/logistics**
- **Instructional goal** of the lesson
- **Focus** of the observation
 - Use the **Teacher Preparation Competencies** to help
- **Student work and data** to collect
- **Confidentiality**
- **Debrief conversation** day/time



60

- **Duration:** 7 minutes
- **Facilitator says:** An important part of being an effective mentor is working together with your mentee to set up clear expectations. When conducting a classroom observation, setting up clear details for the observation ahead of time will go a long way towards getting the observation off on the right foot. You may be nervous about conducting an observation - and that's normal when it's a new practice for you. Also, your mentee will certainly be nervous about being observed! And so taking the time to talk to them beforehand, either in person or digitally to make sure you are both on the same page about the details of the observation can help you both get ready.
- These are the details you will want to confirm with your mentee prior to going into their classroom to conduct an observation. We've created a tool for you to use when going through this step in your real work with your mentees. This tool can be found on page 26 of your handout. Follow along on the handout as we go through these key components.
- **Facilitator does:** Click to animate for each detail
- **Facilitator says:** First, you'll want to confirm the day and time of the

observation. This includes when you will be coming to observe and for how long you will stay in the mentee's classroom. As you can see on the handout, we've included some guiding questions that you can use when having this conversation with your mentees.

- Next, you'll want to review some classroom logistics. Take a look through the guiding questions for this component. (Pause 30 seconds) It is always comforting to know ahead of time, for both the mentor and mentee, where the mentor will be located in the room during the observation. You don't want to be distracting to the students during the time you are observing, and yet you also don't want to be removed from the action and missing what's going on. Anything else you would add to this part?
- Next, you'll want your mentee to share with you the lesson they will be teaching at that time and the lesson's instructional goal. Remember that because one of your main jobs as a mentor is to support your mentees in teaching the curriculum well, you always need to know what lesson from the curriculum they are teaching and what the goal of the lesson is.
- You will also want to confirm the focus of the observation including what specific skill or instructional practice you will focus your notes on during the observation. In today's practice, our focus will be on the key shift of Rigor, since that was one of our focuses in this morning's learning and because it is one of the areas where most new teachers struggle. However, the focus of your observation will change depending on the goals of your work together. The Teacher Preparation Competencies can be an excellent source of ideas for specific skills and practices to observe for.
- In regards to the student work and data you'll gather, there are a few different forms this could take. Will students be producing work for the mentee to collect? Will you be taking notes of student's oral responses? Or might you be taking video of student discussion? Different lessons and focuses will lend themselves to different kinds of data to collect. You do always want to collect data to base your one-on-one debrief conversation on. This is also a great time to remind your mentee that your observation is strictly to help the teacher improve their practice in that particular skill and should not be seen as evaluative. Yes, you will be taking notes while observing and may be looking at student work, but that is solely with the purpose to base one-on-one debrief conversations that follow the observation.
- It can help build trust with your mentees to answer the guiding question under confidentiality - what needs to be kept confidential between the mentor and mentee to enable authentic growth?
- And finally, you will want to decide with your mentee when you will have your follow-up conversation following the observation, otherwise known in our mentor cycle model as the one-on-one debrief. You do not want this to

be more than 48-72 hours after you've conducted the observation because the more time that passes between the observation and the debrief, the less impactful the observation data becomes.

- Talk at your tables about why you think confirming these details prior to the observation is important and if you are thinking about any other details you would want to add in when confirming the details with your mentee, share those with your tablemates as well.
- **Facilitator does:** After 2 minutes invite some responses.

Conduct Observations: 3 Key Components

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



61

- **Duration:** 1 minute
- **Facilitator does:** animate the slide to highlight the second key component
- **Facilitator says:** Now that you have confirmed the details of the observation with your mentee, let's look at what it means to observe the students and teacher in action. As you are new mentors, this may be your first time going into another teacher's classroom to observe them. It's completely normal to feel anxious and unsure of how to behave when you haven't done it before. So let's dive in!

Observe Students and Teacher in Action

Do? Don't?

CONDUCT OBSERVATIONS

62

- **Duration:** 4 minutes
- **Facilitator says:** Think back to the times when you have been observed while teaching. Think about what the observer did when they were in your classroom. How effective were those practices? How did they make you feel?
- With a shoulder partner, take two minutes discuss what you think some important Do's and Don'ts of conducting observations of teaching are.

Observe Students and Teacher in Action

Do	Don't

CONDUCT OBSERVATIONS

63

- **Duration:** 8 minutes

NOTE: This slide includes animation that fades out to reveal text in the table. Please do not change.

- **Facilitator says:** With a shoulder partner, take a few minutes to look over the “Do’s and Don’ts” for when observing a teacher in your handout on page 27. Discuss what you think each suggestion means in the chart and be ready to share our your ideas with the whole group.
- **Facilitator does:** Give participants 5 minutes to look over the chart and discuss what they think each suggestion means, circulating and listening in on conversations. If you hear a strong interpretation, ask that participant to share their thoughts with the larger group when the time comes. After 5 minutes, ask participants to share their ideas with the larger group.
- **Facilitator says:** I heard lots of great ideas regarding the dos and don’ts of observing a teacher in action. I want to clarify a few points. (Advance

animation) Stay close to the action means do not be too far away from where teaching and learning is taking place. For example, if a teacher is teaching in a smaller group, you may want to move from your original spot from which you were observing so you can hear both the student and teacher talk. (Advance animation) Also, remember that your job is NOT to get in there and “fix” the kids in that moment. You will need to resist that temptation. Your purpose during the observation is to see what is really going on in the classroom in order to help that teacher improve in the future, not to make just this one lesson better in isolation because you happen to be present that one day. (Advance animation) It can also be tempting to notice lots of things - because classrooms are busy places and there are likely to be LOTS of things that a mentee needs help with! Resist that - stay focused - it will make your work on that focus area that much stronger.

- (Advance animation). Let’s take a few minutes to talk a little more about what this last point means, script exactly what you hear from teacher and students.

Script Exactly What I Hear?

- Script what students say/do
- Script what the teacher says/does
- Practice, practice, practice
- Use shortcuts
- Stick to the focus (e.g., the Shifts)



64

- **Duration:** 2 minutes
- **Facilitator says:** Scripting exactly what the teacher says and does as well as what students say or do is a challenging task that gets easier with practice. At first this can be really challenging as things happen so quickly that it's easy to miss what is being said and done. It takes a lot of practice to be able to type or write everything that is happening as it's happening. However, with more practice, I promise that you all will get faster over time. You will also begin to develop your own shortcuts, or shorthand for scripting such as writing ST for students, T for teacher, and other symbols to code your notes. Also, by focusing on one thing that you are looking for in a particular observation, this will help focus your notes/script as well. So on what do we record our script and notes on when observing a teacher? Let's look at a classroom observation tool that can help us capture what we are seeing during an observation.

Observe Teacher in Action

The form is titled "Classroom Observation Tool" and includes logos for the Louisiana Department of Education and Learning Forward. It features a "Focus of Observation" section, a "Look-Fors" section, and two columns for "Teacher Behaviors" and "Student Behaviors". A circular button labeled "CONDUCT OBSERVATIONS" is located in the bottom right corner of the form area.

Classroom Observation Tool		
Focus of Observation:		
"Look-Fors" What does strong teaching for the focus area look like? <i>(observer complete prior to observation)</i>	Teacher Behaviors	Student Behaviors

- **Duration:** 10 minutes
- **Facilitator says:** After you've confirmed the observation details with your mentee, it is now time to actually observe the teacher in action with her students. When you are observing your mentees you will be taking notes on an observation note-taking tool. There are MANY different classroom observation tools out there that mentors and coaches use when conducting a classroom observation. We are going to present you with one, generic observation tool today, that we will use throughout the remaining modules. You can find the classroom observation tool on pages 28-31 of your handout. What is nice about this tool is that it is generic in nature, so regardless of the focus of the mentee's lesson, you can use this same tool over and over again.

Take a few minutes at your tables to look over the classroom observation tool in your packet. Discuss with your tablemates what you may write in each section of the observation tool when observing your mentees, and how the different parts tie together.

- **Facilitator does:** Circulates during conversations. After 2 minutes, have a few participants share out their thoughts. Then make sure to highlight the following points about the observation tool:
- **Facilitator says:** Remember that the focus of the observation will be determined when you confirm your observation details. So you can have this section filled out prior to observing the teacher. The focus could be any of the content topics we have covered in our modules so far including classroom management and the three instructional shifts in math. For today's classroom observation practice, our focus is going to be on just one of the instructional shifts, Rigor. The reason we are going to narrow our focus to just Rigor is because it's key to not have too broad of a lens when observing, and if new teachers are using their Tier 1 curriculum, then the curriculum should already be focused and coherent. When teachers implement the lesson, it is imperative that they include all 3 components of Rigor including conceptual, procedural skill/fluency, and application as is called for in the lesson, which also makes this something concrete we can look for in a classroom observation.
- We've given you several copies of the observation tool. We'll use two during today's session to practice; the others are for you to take back and make copies to use in your mentor practice. Turn to the first copy on page [redacted] and let's start prepping for our observation practice today. Since we'll be watching a video, you don't need to confirm the observation details and we can jump right to this second step.
- So let's all fill in our focus as rigor during math instruction. Now we have to consider what are our "look-fors" - this means what data might we be looking for and collecting about rigor during math instruction to determine how the mentee is doing in this area.
- Remember that in your mentoring practice, you'll complete the "look fors" section with your mentee as you are meeting with them to plan your observation. The document we used earlier this morning titled Looking for Evidence of Student Engagement in the Key Shifts on page [redacted] of your handout as well as the math section of the Teacher Preparation Competencies provides us with strong look-fors for our observation tool. With a shoulder partner, use those two documents to help you complete the "look-fors" section of your observation tool with our focus solely being on rigor in the math classroom. Be ready to share our your thoughts and ideas.
- **Facilitator does:** Circulate during conversations, which should last 5-8 minutes.

Look Fors--The ELA Shifts

"Look-Fors"
What does strong teaching for the focus area look like?
(observer completes prior to observation)

Teacher specifically asks S. to cite text evidence to support responses

Answers to discussion questions are based in the text rather than personal opinion

Student answers refer to the text and background non-fiction rather than personal experience

Classroom Observation Tool		
Focus of Observation:		
"Look-Fors" What does strong teaching for the focus area look like? (observer complete prior to observation)	Teacher Behaviors	Student Behaviors

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CONDUCT OBSERVATIONS

66

- **Duration:** 5 minutes

NOTE: This slide includes animation. Please do not change.

- **Facilitator does:** Have a few participants share out their ideas of what “look-fors” they would include for this particular observation on rigor in the math classroom. It is helpful to point out when a participant has figured out a creative way to shorten the wording for a look-for. As participants share out have everyone else update the “look-fors” column of their own observation tool.
- **Note:** Mentors do not need to write in complete sentences in the look-for column. They simply need to keep the ideas in mind when observing the teacher and student behaviors during the lesson.
- After having several participants share, click to reveal the completed observation sheet.
- **Facilitator Says:** Look-fors for an observation on rigor should include the following:

- a balance of conceptual understanding, procedural skill/fluency, and application
- you may not see all three in every single lesson, but when you see one of the components, here is what it should include:
- conceptual understanding parts of the lesson should include students:
 - explaining mathematical ideas
 - using examples/nonexamples to make conjectures
 - creating and using a variety of models
 - making use of patterns and structure
- procedural skill/fluency parts of the lesson should include students:
 - selecting tools that are relevant to the task
 - communicating thinking
 - looking for patterns
 - demonstrating flexibility in procedures and skills to solve problems
- application parts of the lesson should include students:
 - decontextualizing and contextualizing quantities in problems
 - making a plan to apply their knowledge in different situations
- **Facilitator says:** Once you have your focus and look-fors sections of the observation tool complete, you are ready to observe the teacher in action.

Conduct Observations: 3 Key Components

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



67

- **Duration:** 1 minute
- **Facilitator does:** animate the slide to highlight the third key component
- **Facilitator says:** Now that you know some things to keep in mind about observing your mentee in action, and you know what your Look-For observation sheet looks like, let’s practice how you’ll record notes during an observation. You will complete the teacher behaviors and student behaviors sections as you observe the lesson. Let’s talk a little bit more about these two sections.

Record Notes Using “Look-Fors”

- Stick to the facts
- Teacher and student talk
- Teacher and student moves
- Student learnings and outcomes

Teacher Behaviors	Student Behaviors



68

- **Duration:** 2 minutes
- **Facilitator says:** Our third key component of conduct observations is to record notes using the “look-fors” we just discussed, which you will plan before the observation. The main two sections of your observation tool that you will be recording notes on while observing are the teacher and student behaviors sections. This is where your scripting skills will be put to use. It is important that the notes you take simply stick to the facts. We don’t want to make inferences or judgments about a teacher’s instruction when taking notes. As mentors, the data we collect must be facts, rather than inferences or judgments. You can script exactly what you hear teachers and students saying, what you see teachers and students doing, and what student learning and outcomes you are observing as it all relates to your observation focus. This will allow your observations to be free from judgments. Remember that you are specifically looking for evidence of the focus you and the mentee agreed upon prior to the observation.

Scripting vs. Interpretation

Statement 1: Teacher posted a helpful example on the board.

Statement 2: Teacher said--I'm posting an example response to show one way to incorporate text evidence in a written response.

Statement 1: Teacher placed an emphasis on students looking for evidence in the text.

Statement 2: Teacher told the students to be sure they noted the page and paragraph number of their text evidence.



69

- **Duration:** 8 minutes
- **Facilitator says:** So like we just said, it's important you stick to the facts when observing in a classroom. The notes you take can help you remain objective about what's happening instead of making judgements. Let's engage in a quick activity to make sure we are all on the same page about what constitutes a scripted vs. an interpreted/judgmental observation that you might make when looking for rigor in your mentee's ELA classroom. This game is called scripted versus interpreted/non-judgmental. Two statements will pop up on the screen that are examples of what someone may record during an observation. After you read the two statements, turn to a shoulder partner and discuss the differences between the two statements. When you identify which one you believe is the scripted (non-judgmental) statement, discuss why this type of comment is more effective for an observation.
- **Facilitator does:** animate the slide to reveal the first two statements. Circulate while participants discuss the differences between the two statements and why the second statement would be more effective for an

observation. After 2 minutes invite a few participants to share their thinking with the group. (Possible answers may include: statement 2 is more specific; teacher's words were recorded; documents emphasis on the use of text evidence;

- **Facilitator says:** Great job on that first set. Let's try one more. After the two new statements pop on the screen, read them and discuss with a partner the differences between the two statements. When you identify which one you believe is the scripted (non-judgmental) statement, discuss why this type of comment is more effective for an observation.
- **Facilitator does:** animate the slide to reveal the second two statements. Circulate while participants discuss the differences between the two statements and why the second statement again would be more effective for an observation. After 2 minutes invite a few participants to share their thinking with the group. (Possible answers may include: statement 2 is more specific because it describes what "placed an emphasis" means - it describes exactly what happened (the teacher TOLD the students something) - you can imagine if the students didn't do what was expected, being able to go back in the notes and see what the teacher did beforehand would be key. Placed an emphasis doesn't actually tell you what the teacher did - did she say it? write it? how many times?), you may think 3 times is an emphasis, but that's a judgement call on your part.

Judgment

Statement 1: Wonderful questions!

Statement 2: Your questions are not effective.



→ 70

- **Duration:** 2 minutes
- **Facilitator says:** Take a look at the two statements on this page. Notice that both are not just inferential but actually judgmental. Unspecific praise and criticism are both judgments. And, judgment can erode trust and build dependency in which the mentee, rather than learn to ask strong, higher-order thinking questions, seeks the mentor's approval only. Observational data that leads to analysis and reflection -- and that opens up learning conversations -- needs to be scripted and specific, not judgmental.

Conduct Observations

Let's Reflect:

- What are you most excited about with conducting observations?
- What do you see as your biggest area of growth before we try conducting an observation?



71

- **Duration:** 5 minutes
- **Facilitator says:** Let's take a quick minute to reflect on what we've discussed so far about conducting observations. Take 1 minute to think about the following 2 questions: What are you most excited about with conducting observations? What do you see as your biggest area of growth before we try conducting an observation? [Pause for a minute of quiet reflection time] Now we are going to do a SU-HU-PU, Stand up, Hand up, Pair up. When I say go, you will stand up, put one hand up in the air, and find a new partner to reflect with at a different table by giving them a high five to pair up. Once with your new partner, introduce yourself and share your thoughts on the two questions.
- **Facilitator does:** Circulate while participants are standing up, pairing up and discussing the questions on the slide. After about 3 minutes, invite participants to return to their seats.

Conducting Observations: Focus on Rigor

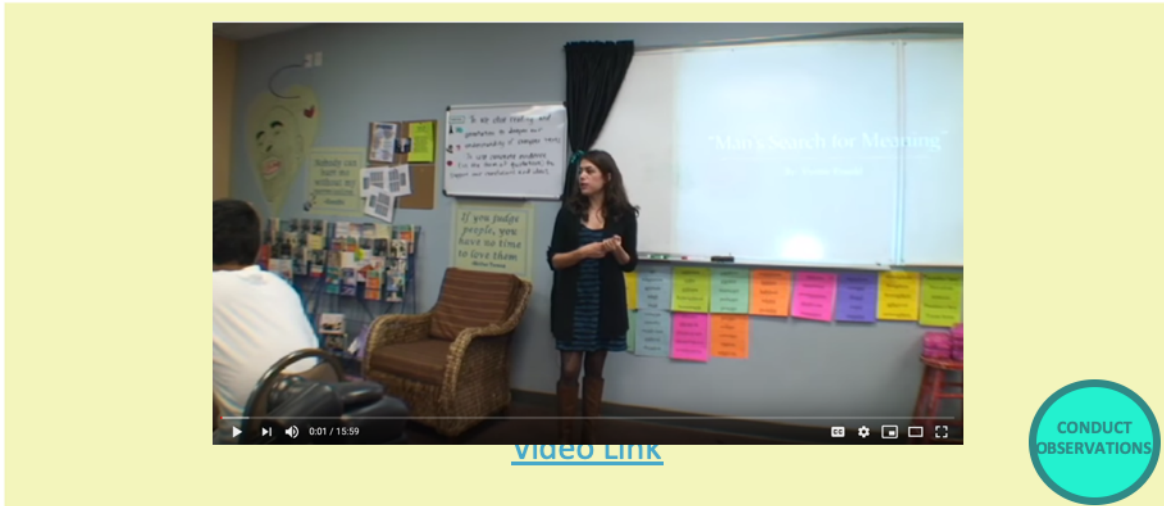
As you watch the video, script notes in the teacher and student behaviors columns paying specific attention to the look-fors for Rigor.



72

- **Duration:** 5 minutes
- **Facilitator says:** We are about to conduct our very first observation using a video of an ELA classroom. Remember that as you watch the video you are to script notes in the teacher and student behavior columns on your observation tool paying specific attention to those look-fors for evidence of the shifts.
- **Facilitator does:** Creates ideal viewing conditions, encouraging participants to move if necessary to have a good view of the screen. Circulate to assess the data gathering processes mentors are using and encourage them to persist in their data gathering to increase objectivity and evidence. [Note: Participants will be challenged to take notes for the entire time, so encourage them to use an on-off process if they find continuous notetaking difficult. Ask them to jot times in the lesson when they are taking notes and when they are not.]

Conduct Observations Practice



73

Duration: 10 minutes

Facilitator says: Watch the video (about 5 minutes of the total)

Facilitator does: Start the video and allow participants to practice scripting. After the video is over, explain that since this is their first time scripting (and the video is pretty short) you are going to give them the opportunity to watch the video a second time so they can add to their observation notes in more detail. Play the video a second time.

Conduct Observation

- Share your notes with a partner.
- Compare your processes (similarities and differences).
- Discuss what worked and what was challenging.
- Summarize what you learned about gathering data in classroom observations.



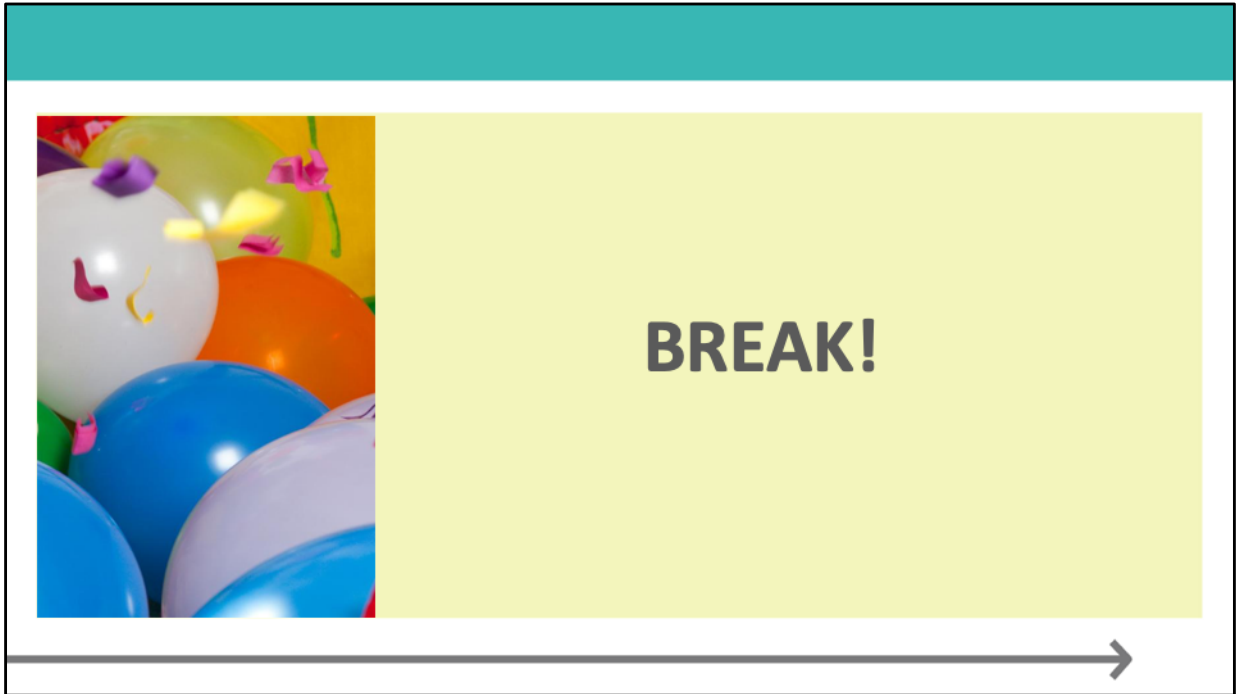
- **Duration:** 8 minutes
- **Facilitator says:** Let's take some time to debrief the process we just went through in observing a lesson. Since we have been sitting for a little while, I would like for you to take your notes, a few sticky notes, and something to write with and stand up. Find someone at a different table who is wearing the same color shirt as you. With your new partner compare your notes. Discuss how you went about taking notes. Share the notes you took with each other. How are they the same and different? Discuss what worked and what you found challenging about the process. Then summarize what you learned about conducting a classroom observation.
- **Facilitator does;** Allow five minutes for partner conversation. Facilitate a whole group discussion addressing each of the bullet points on the slide and having a least one or two participants share their thoughts/reflections per bullet point.

Key Takeaway

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



- **Duration:** 30 seconds
- **Facilitator does:** Read slide



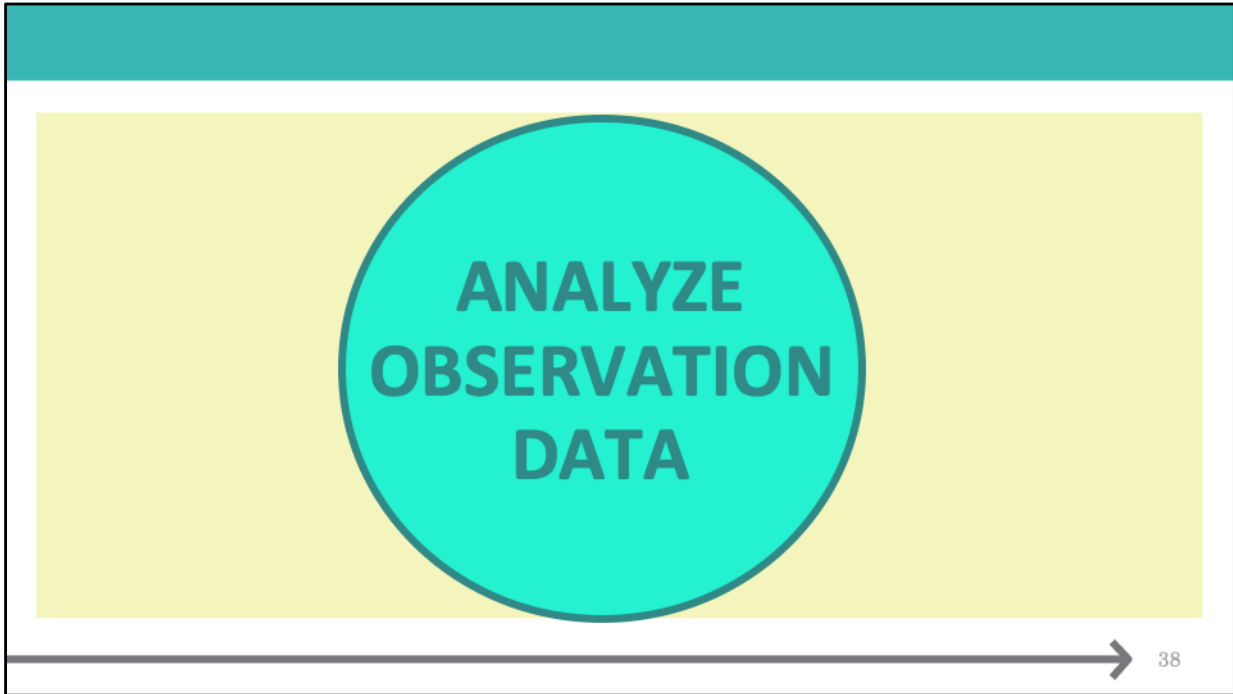
Section start: 2:00
Duration: 15 minutes

The Mentoring Cycle



Section start: 2:15

- **Duration:** 30 seconds
- **Facilitator says:** So now that we've practiced conducting an observation, we're going to continue to focus on the "diagnose" section of the mentoring cycle and discuss how you will take your notes from your observation and analyze the data you collected to determine how you can best support your mentee with their needs.



● **Duration:** 30 seconds

● **Facilitator says:** Now we are going to talk about the next step in the Diagnose process that follows conducting an observation: analyzing the observation data.

Analyze Observation Data: 3 Key Components

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



79

- **Duration:** 1 minute
- **Facilitator does:** animate the slide to highlight the first key component
- **Facilitator says:** There are three key components to adhere to when analyzing your observation data, which can be found on page 32 of your handout. First, you analyze your observation notes, then recognize strengths and areas for growth, and then you will prioritize the needs. Let's dive in a little deeper to each of these components starting with analyzing our observation notes.

Analyze Observation Data

As you analyze your 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.



80

- **Duration:** 2 minutes
- **Facilitator says:** With your classroom observation notes in front of you, you want to go back and analyze them to start to figure out what you will work on with your mentee - the goal you'll focus on in your work with them.
- But how do we determine what that goal is? We must analyze our observation data first.
- As you go back through your notes you always want to keep the focus of the observation in mind, which in our practice case was teaching a balance of rigor during math class.
- So you want to look in your notes for evidence or lack of evidence of this focus. If you were able to get your hands on some student work, this can also serve as supporting evidence or lack of evidence.
- You will want to highlight and make additional notes on your observation data preferably in another color to help you begin to determine the strengths and areas for growth specifically in regards to the focus of your observation. Remember that you might have seen other issues that you would want to address, but it is important to stick to the focus of your observation. Jumping

to something else that is different from what you and your mentee agreed upon will erode the trusting relationship you're building together. You can always make a note to return to the other areas of need that you observed at another time.

Analyze Observation Data

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

What did this mentor notice when they analyzed their notes?

How might this help them prepare to support their mentee?



81

- **Duration:** 8 minutes
- **Facilitator says:** Turn to page 33 of your handout packet. There, you will see a very short snippet of observation notes from the video we just watched, as well as some analysis notes. They are also here on this slide. Take 2 minutes to review the analysis notes. What did this mentor notice when they analyzed their notes? How might this help them prepare to support the mentee?
- **Facilitator does:** Provide 2 minutes of review time
- **Facilitator says:** Now, turn to a new shoulder partner and discuss the two questions on the screen. You have 4 minutes.

Analyze Observation Data

As you analyze your 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.



82

- **Duration:** 15 minutes
- **Facilitator says:** You will now have some time to analyze the entirety of your observation data that you took on the video using the steps on the slide. You will have 10 minutes to go through your notes, and then you will have 5 minutes to share your analysis with a shoulder partner.
- **Facilitator does:** As participants work independently on analyzing their observation notes, circulate to provide support and take note on anyone struggling with the process. After 10 minutes, instruct participants to pair up with a shoulder partner and take several minutes to share their analysis with one another before moving on to the next slide.

Analyze Observation Data: 3 Key Components

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



83

- **Duration:** 1 minute
- **Facilitator does:** animate the slide to highlight the second key component
- **Facilitator says:** Now that we've taken a closer look at our observation notes, let's start to look closely for strengths and areas for growth.

Recognize Strengths and Areas for Growth

I know what strong teaching for rigor looks like, so....



- Where do I see this in my mentee's teaching? (strengths)
- Where do I see areas of missed opportunity with my mentee's teaching? (growth)
- Find 2-3 strengths and 2-3 areas for growth



84

- **Duration:** 20 minutes
- **Facilitator says:** Because we know what strong teaching for rigor looks like as identified in our “look-fors”, we should now be able to continue analyzing our notes looking specifically for strengths and areas of growth as it pertains to rigor. The questions you may ask yourself during this process include: Where do I see this, as in teaching for rigor, in my mentee's teaching?, Where do I see areas of missed opportunity with my mentee's teaching?
- Some examples of strengths when teaching for rigor may include that the teacher gave the students opportunities to contextualize quantities in problems, or that they gave the students opportunities to model the concepts they were working with, either concretely or pictorially.
- Some areas for growth when teaching for rigor may include the opposite! Maybe the teacher didn't give the students opportunities to contextualize quantities in problems, or didn't give the students opportunities to model the concepts they were working with, either concretely or pictorially.
- You will have 10 more minutes to think about these questions on your own as you continue to examine your observation notes. During that 10 minutes you

will list 1-2 strengths and 1-3 areas for growth on your data analysis handout on page 34. After 10 minutes, I will ask you to return to that same shoulder partner and share your defined areas of strength and for growth with one another. Any questions?

- **Facilitator does:** As participants work independently on recognizing strengths and areas for growth, circulate to provide support and take note on anyone struggling with the process. After 10 minutes, instruct participants to pair up with their shoulder partner and share their lists with one another before moving on to the next slide.

Analyze Observation Data: 3 Key Components

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



85

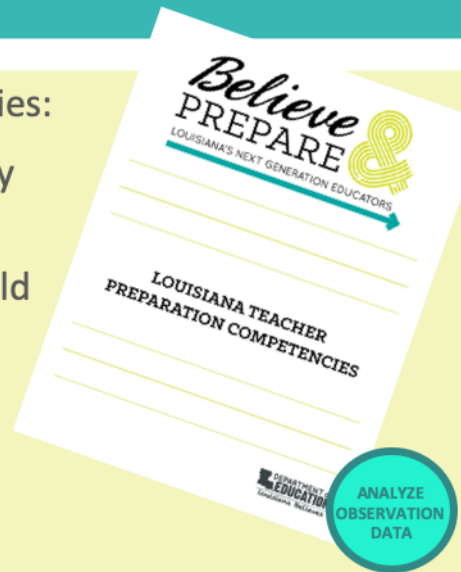
- **Duration:** 1 minute
- **Facilitator does:** animate the slide to highlight the third key component
- **Facilitator says:** The last step is to prioritize the areas for growth.

Prioritize

Use the Teacher Preparation Competencies:

- Where should I focus my work with my mentee?
- Is there an area of strength I could build on?
- Is there an area of growth they seem almost ready for?

Choose ONE!



86

- **Duration:** 20 minutes
- **Facilitator says:** The Teacher Preparation Competencies are a very useful tool for taking your analyzed notes and deciding where to focus your work. Because you won't be able to work on all of the areas for growth you found, you'll need to prioritize just one. Remember, the Teacher Competencies for your subject area are the most important things new teachers need to learn how to do. Which stand out as an area of strength you could build on? Which stand out as an area of growth they seem almost ready for?
- Pick ONE!
- **Facilitator does:** As participants work independently on prioritizing the areas for growth, circulate to provide support and take note on anyone struggling with the process. After 10 minutes, instruct participants to pair up with their shoulder partner and share their priorities with one another. After working with their partner for 5 minutes bring the whole group back together and ask a few participants to share their priorities with the whole group and draw their attention to any they may have missed (see below).
- **Note:** For the focus on rigor, the following aspects of the Teacher Preparation

Competencies align: Any of these would make an excellent area for the mentor to focus on with the mentee. Mark these in your facilitator copy of the Teacher Preparation Competencies ahead of time to support you in facilitating this share out.

- Exhibits an integrated, functional grasp of mathematical concepts and procedures.
- Explains concepts and executes procedures flexibly, accurately, efficiently, and appropriately.
- Selects or designs standards-based tasks that use varied strategies, including but not limited to real-life applications, manipulatives, models, diagrams/pictures, that present opportunities for instruction and assessment.
- Selects or designs practice sets that include scaffolding and differentiation of mathematical content to provide opportunities for students to develop and demonstrate mastery.
- Poses challenging problems that offer opportunities for productive struggle, encouraging reasoning, problem solving, and perseverance in solving problems in the face of initial difficulty
- Recognizes and uses the connections between the topics identified in the relevant standards and problems arising in real-world applications.

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.



- **Duration:** 30 seconds
- **Facilitator does:** Read slide.

Connection to Assessments

Section start: 3:30

- **Duration:** 30 seconds
- **Facilitator says:** So let's take a look at where conducting observations and analyzing observation data appear in the assessments of your mentoring practice. We will also look at which assessment the morning content aligns with.

Mentoring to Improve Content Instruction

Louisiana Department of Education

Mentoring to Improve Content Instruction

Started

Hide Description ^

To ensure students master the content they need to be successful, educators need both deep knowledge of their content and the ability to plan and deliver effective instruction. As part of the mentoring cycle, mentor teachers will diagnose and prioritize areas for growth, provide coaching and support, monitor progress, and adjust course as needed in order to support improvements in a mentee's content instruction. Through continuous relationship building and effective individualized support, mentor teachers can support significant improvement in teaching practices.

- **Duration:** 2 minutes
- **Facilitator says:** Take 1 minute and read through the description of this assessment. (After 1 minute, ask) Where do you see the connection in this assessment with what we've learned so far? (invite a few answers from participants)
- **NOTE:** Answers should include the following:
 - "...educators need both deep knowledge of their content and the ability to plan and deliver effective instruction" - connects to AM math content as an option to use for this assessment
 - "...mentor teachers will diagnose and prioritize areas for growth..." taught this afternoon in module 2

Demonstrating ELA Content Knowledge

Competency: Reading Complex Grade-Level Texts

Description: Multiple careful readings of a text from a Tier 1 curriculum are used to make complex grade-level texts accessible to all learners without changing the text. Educators need to understand what makes a text complex and how it builds a student's knowledge throughout the unit of study. In order to determine what each student needs to access the text, the teacher must align scaffolds and supports to ensure that each student has the ability to make meaning of the text. By strategically guiding a student's journey through the text, the teacher ensures each student builds the knowledge necessary for the end-of-unit task.

- **Duration:** 2 minutes
- **Facilitator says:** Take 1 minute and read through the description of this assessment. (After 1 minute, ask) Where do you see the connection in this assessment with what we've learned so far? (invite a few answers from participants)
- **NOTE:** Answers should include the following:
 - "...applies their knowledge of the key shifts in the ELA standards on text complexity, building background knowledge, and use of evidence- this morning's content focus of module 2

The Assessments

<https://my.bloomboard.com/home>

- **Duration:** 5 minutes
- **Facilitator says:** I'm going to log on to the platform and give just a high-level overview of each of these two assessments so you can continue to make connections between what we've learned so far and the expectations of these two assessments.
- **Facilitator does:** Log on using the generic username and password below.
- Review the following highlights live on the platform for participants:
 - Mentoring to Improve Content Instruction
 - Analyze - participants are technically ready to accomplish this part of the assessment. They know what to "look-for" when it comes to strong math instruction and they know how to conduct an observation and analyze that data to prioritize a need. They are not quite ready to submit the narrative piece because they haven't done the "set goals" part of the cycle.
 - Demonstrating ELA Content Knowledge
 - Analyze - participants are ready for this part of the assessment. Note that they will get even more practice with this in module

4. They will need to identify which levels of rigor are applicable in the lesson they select.

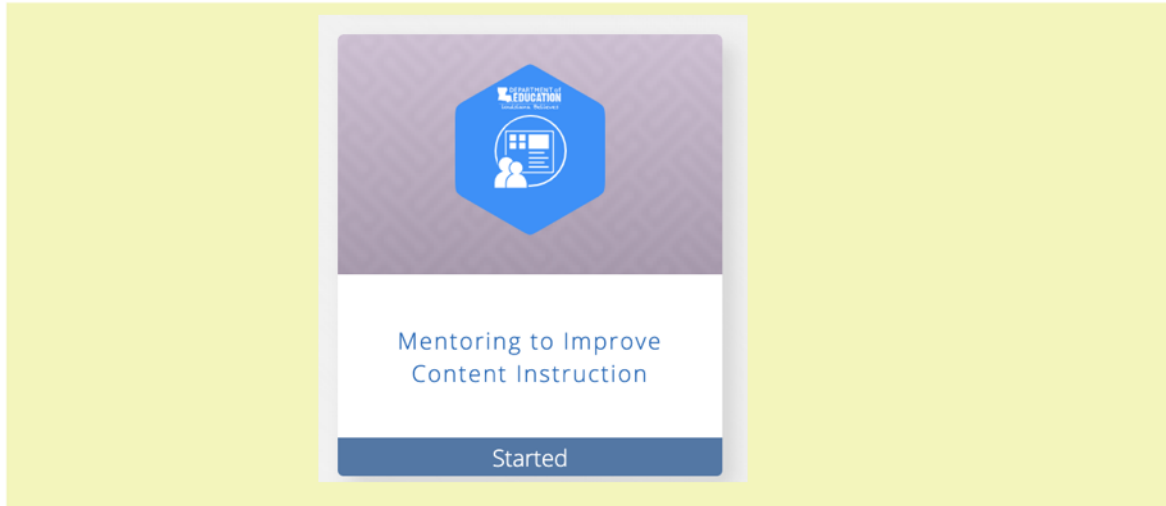
- Develop - here they are simply adding annotations to the selected lesson plan to ensure proper and strong implementation.
- Implement - now they will actually teach the lesson from the first two steps making sure to collect 3 work samples of different mastery levels.
- Evaluate - they will write a reflection on the implementation of the lesson by answering the questions listed.
- *****They could complete this assessment as quickly as they'd like since they will be readily equipped come the start of the school year*****

<https://my.bloomboard.com/>

Username: learningforwarddemo@bloomboard.com

Password: BBLearning4ward

Work Time



- **Duration:** 15 minutes
- **Facilitator says:** Now take some time to log on yourself and explore these two assessments and see what additional work you see needing in order to accomplish the tasks. Think about what you already feel prepared to complete come the start of the school year. Start to make a plan for completing these assessments. You know your school year, curriculum scope and sequence, etc. When do you see the best time will be to complete these assessments during the school year? We will circulate around as you do this to support and answer any questions.

Work Following Modules 1 and 2

- Continue to plan forward for how you'll lay the groundwork for the work required for the *Mentoring to Improve Content Instruction* and the *Demonstrating Reading Complex Grade-Level Texts* assessments.

Bring all of your mentor materials to all of the sessions - especially the artifacts of your work you'll be collecting when you start your work with your mentee!

93

Duration: 1 minute

● **Facilitator says:** At the end of every module, we'll let you know what makes the most sense for you to focus on back at your school. Because you are not yet matched with your mentee and actually engaging in mentoring work yet, following this module we recommend that you continue to plan forward for how you'll engage in the work we practiced today. One additional recommendation - since we'll have time to connect to the assessments during every module, your best bet will be to create a binder for yourself for all of your mentor materials - the materials from the modules as well as your mentoring artifacts from your actual work with your mentee. Having those materials all in one place will make it easier for you to complete the assessments and prove your mentoring competence.

Module 2 Morning Outcomes

- Describe key shifts in ELA standards and instruction.
- Identify how to support mentees in using the key shifts to guide decisions about teaching and learning mathematics.

94

- **Duration:** 1 minute
- **Facilitator Says:** So as we wrap up for today, let's take a quick look at the outcomes we achieved today. In building your content knowledge we [read slide].

Module 2 Afternoon Outcomes



DIAGNOSE

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

95

- **Duration:** 1 minute
- **Facilitator Says:** And in building your mentoring practice we [read slide].

Exit Card

1. Before I thought ... and now I think...
1. The most useful thing from today for my own teaching is...
1. The most important thing from today for me to remember about working with my mentee is...



96

- **Duration:** 3 minutes
- **Facilitator says:** The next session, module 3, will occur at the Summit. Due to the logistics of having sessions at the Summit, you may be with folks from your learning team, and you may not. You may have us as your facilitators, and you may not. So we will collect exit cards from you today to help us plan forward for the next time all of cohort will be together in our usual location - Module 4. So before you leave today, please complete an exit card on page 35. On your exit card please use the 3 sentence prompts and fill in the blanks. Leave your completed exit card on your tables when you leave. As a reminder, please clean up your workspace. Throw away your trash, straighten the supplies so that they are in the center of the table, and place your name plates and tags inside your team folder. Thank you so much for spending these last two days with us and we look forward to seeing you again soon!
- **Note to facilitators:** After participants leave for the day, work together as a facilitator pair to review the exit tickets and make notes for yourself.
- What trends do you see in the responses? Take note of what you want to

review and bring up at the beginning of Module 4. There will be time at the beginning of the session for you to share these trends.