Louisiana Department of Education
Mentor Teacher Training

Module 4:
Instructional Shifts in Practice

Secondary ELA Cohort
July, 2019

Facilitated by Learning Forward

Mentor Teacher Training

Mentor Training Course Goals

Mentors will:

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

Module 4 Morning Outcomes:

- Analyze the ELA Guidebooks to identify how the shifts are embodied.
- Describe the relationship between content knowledge and reading comprehension, and how scaffolding of texts is important for all learners.
- Plan for interventions to meet the specific needs of a mentee based on observation data.
- Model best practices to support mentee learning.

Module 4 Agenda:

- Welcome & Outcomes
- Effective literacy program components
- Reader's Circles and text complexity
- Lunch
- Plan for Interventions
- Modeling Best Practices
- Connection to Assessments
- Wrap-up

Mutual Commitments:

Make the learning meaningful

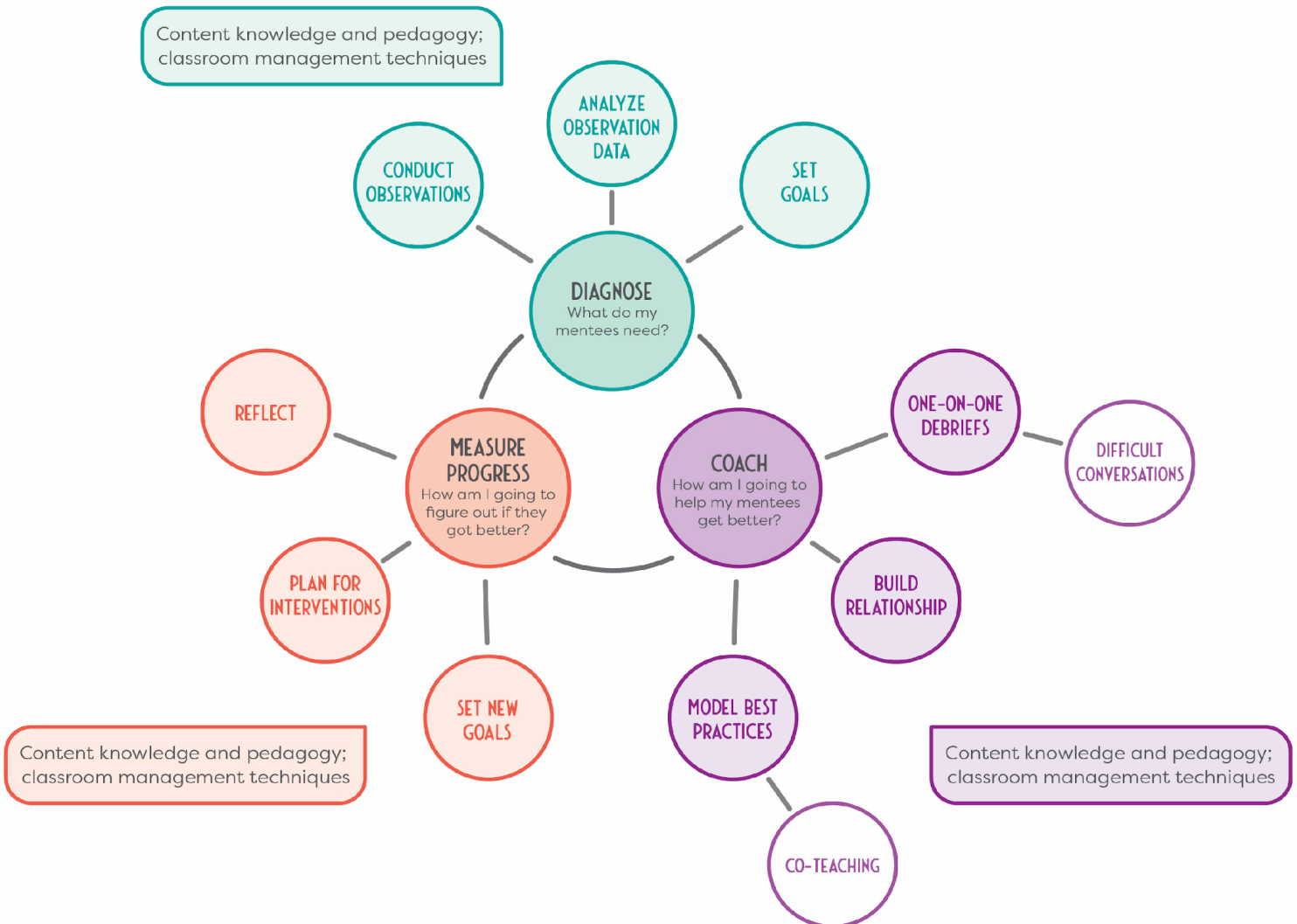**E**ngage mentally and physically

Notice opportunities to support the learning of others

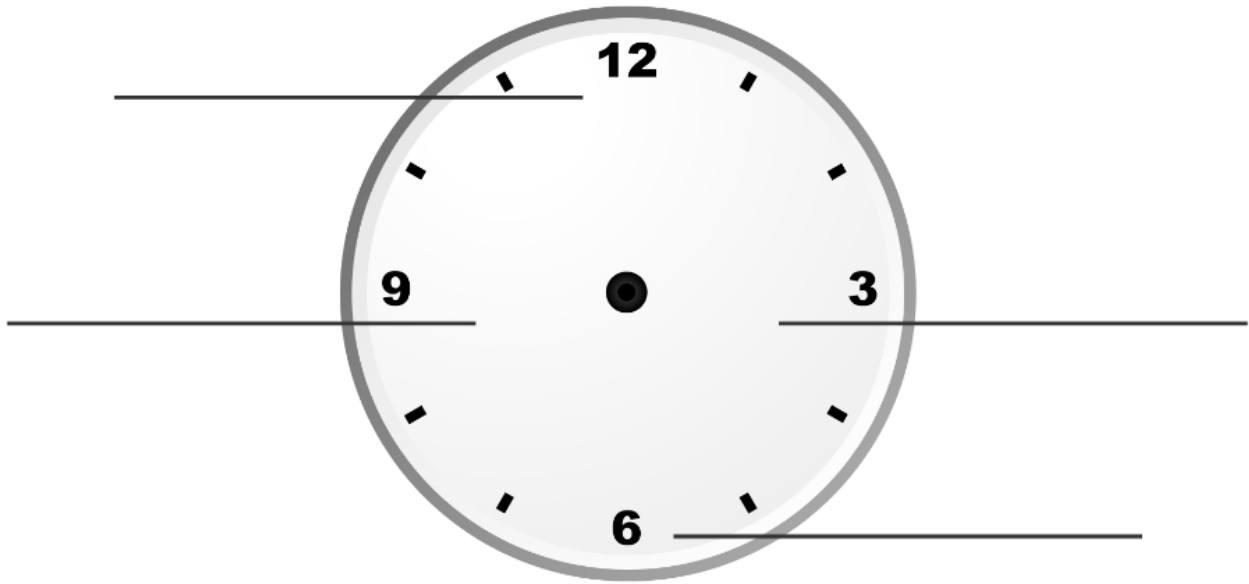**T**ake responsibility of own learning

Own the outcomes

Respect the learning environment of self and others

The Mentoring Cycle

Let's Make a Date

The Baseball Study: "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text"
Recht and Leslie (1988)

Predict the Results:
Put the groups in order from highest to lowest performers.

High reading ability High knowledge of baseball A	High reading ability Low knowledge of baseball B
Low reading ability High knowledge of baseball C	Low reading ability Low knowledge of baseball D

What do the actual results tell us?	What stands out to you most?

How Does Knowledge Support Comprehension?

Knowledge: Build knowledge through content-rich nonfiction	Building knowledge through content rich nonfiction plays an essential role in literacy and in the Louisiana Student Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich nonfiction in history/social studies, science, and the arts; the K–5 standards strongly recommend that students build coherent general knowledge both within each year and across years. In grades 6–12, ELA classes pay much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. To be clear, the standards require substantial attention to literature throughout K–12, as half of the required work in K–5 and the core of the work of 6–12 ELA.

Culminating Task:

Write a brief report in which you explain whether Pacific Cod is a sustainable food source and why. In your report, include at least one recommendation for each of the following groups:

- Consumers
- Fishermen
- The EPA

Rate your confidence level on a scale from 1-5. How confident do you feel about your ability to complete this task? Why?

Reflect: What do you need to feel more confident?

Your report:

BYCATCH

1.00 **Bycatch in this fishery is high (>100% of targeted landings), OR regularly includes a "threatened, endangered or protected species."**

Although less than 10% of the total Pacific Cod catch is discarded (NPFMC SAFE, 2009), the longline fishery is known for catching endangered or threatened seabirds. Roughly 15,000 seabirds per year are killed by fishing gear used in the Pacific Cod fishery (NMFS, 2008). The majority of longline-killed seabirds are fulmars, but also includes a large number of albatrosses, gulls, shearwaters, and other species (NMFS, 2004). The fishery kills Laysan, black-foot, and short-tailed albatrosses, which are all on the IUCN Red List of threatened species. The only seabird affected by the Pacific Cod fishery that is listed as endangered by the US is the short tailed albatross although population impacts are unlikely given current growth in this population (Zador et al. 2008).

2.00 Bycatch in this fishery is moderate (10-99% of targeted landings) AND does not regularly include "threatened, endangered or protected species" OR level of bycatch is unknown.

3.00 Bycatch in this fishery is low (<10% of targeted landings) and does not regularly include "threatened, endangered or protected species."

-0.25 Bycatch in this fishery is a contributing factor to the decline of "threatened, endangered, or protected species" and no effective measures are being taken to reduce it.

-0.25 Bycatch of targeted or non-targeted species (e.g., undersize individuals) in this fishery is high and no measures are being taken to reduce it.

-0.25 Bycatch of this species (e.g., undersize individuals) in other fisheries is high OR bycatch of this species in other fisheries inhibits its recovery, and no measures are being taken to reduce it.

-0.25 The continued removal of the bycatch species contributes to its decline.

+0.25 **Measures taken over a major portion of the species range have been shown to reduce bycatch of "threatened, endangered, or protected species" or bycatch rates are no longer deemed to affect the abundance of the "protected" bycatch species OR no measures needed because fishery is highly selective (e.g., harpoon; spear).**

As of 2004, revised seabird bycatch regulations have been in effect for the Alaska demersal longline fleet, requiring most vessels over 55 feet to use paired streamer lines, restricting offal discards, and requiring each vessel to have a seabird avoidance plan onboard. Smaller vessels [greater than 26 ft (7.9 m) LOA and less than or equal to 55 ft LOA] must use a single streamer line or, in limited instances, a buoy bag line (Seabird Avoidance Regulations, NOAA). Management efforts have been successful at reducing the amount of seabirds caught by this fishery.

+0.25 **There is bycatch of targeted (e.g., undersize individuals) or non-targeted species in this fishery and measures (e.g., gear modifications) have been implemented that have been shown to reduce bycatch over a large portion of the species range OR no measures are needed because fishery is highly selective (e.g., harpoon; spear).**

North Pacific fisheries have implemented measures such as conservative catch quotas, mesh size restrictions, no trawl zones, etc. to reduce bycatch (NPFMC, 1999). Other regulations, such as gear and area/season restrictions, are also used to reduce bycatch (NMFS 2004).

+0.25   Bycatch of this species in other fisheries is low OR bycatch of this species in other fisheries inhibits its recovery, but effective measures are being taken to reduce it over a large portion of the range.

+0.25   The continued removal of the bycatch species in the targeted fishery has had or will likely have little or no impact on populations of the bycatch species OR there are no significant bycatch concerns because the fishery is highly selective (e.g., harpoon; spear).

Bycatch | Threats | WWF

Overview

Wherever there is fishing, there is bycatch—the incidental capture of non-target species such as dolphins, marine turtles and seabirds. Thousands of miles of nets and lines are set in the world's oceans each day. Modern fishing gear, often undetectable by sight and extremely strong, is very efficient at catching the desired fish species—as well as anything else in its path. A staggering amount of marine life—including turtles, dolphins and juvenile fish—is hauled up with the catch, and then discarded overboard dead or dying.

Fishing industry leaders increasingly realize the need to reduce this phenomenon. Proven solutions do exist, such as modifying fishing gear so that fewer non-target species are caught or can escape. In many cases, these modifications are simple and inexpensive, and often come from fishers themselves.

Despite new technologies and industry recognition of the issue, bycatch is still a major problem. Not only does it cause avoidable deaths and injuries, but the fishing methods can be harmful to the marine environments where they are employed. WWF aims to reduce bycatch by working with fisheries and helping develop and promote new technologies and gear for more efficient operations.

An uncertain future for our living blue planet

WWF's *Living Blue Planet Report* on the health of the ocean finds that the marine vertebrate population has declined by 49 percent between 1970 and 2012. The report tracks 5,829 populations of 1,234 mammal, bird, reptile, and fish species through a marine living planet index. The evidence, analyzed by researchers at the Zoological Society of London, paints a troubling picture.

Causes

© Brian J. Skerry / National Geographic Stock / WWF
Here a bottom trawler scrapes the ocean floor destroying the habitat, Baja California, Mexico.

Bycatch occurs because modern fishing gear is very efficient, often covers an extensive area, and can be highly unselective—it catches not only the target species but many other marine animals as well. Poor fisheries management in certain countries further contributes to the problem. Widespread pirate fishing ignores regulations on net mesh sizes, quotas, permitted fishing areas and other bycatch mitigation measures.

NON-SELECTIVE FISHING GEAR

Fishing gear is largely non-selective—any species can be caught, including non-target species. Longlines, trawling and the use of gillnets are the fishing methods that most commonly result in bycatch. Longlining is a commercial fishing method commonly targeting swordfish, tuna and halibut, where hundreds or thousands of baited hooks hang at intervals along a single fishing line. The hooks (commonly called "J hooks") cause problems for marine turtles when swallowed, usually resulting in death. Sharks, non-target billfishes and juvenile tunas are often hooked as well.

With trawling, boats drag large nets along the seabed, catching almost everything in their path. They can damage coral reefs and at shallow depths, catch marine turtles. Gillnets are mesh nets that allow fish to pass their heads and gill coverings through a hole in the mesh and then get stuck when they try to back out. They can be several miles long and up to 100 feet deep. Bycatch occurs because the nets also trap everything larger than the net's mesh, which includes juvenile fish, sharks, seabirds, marine turtles and cetaceans (whales, dolphins, porpoises). The nets are very hard to see, blending in perfectly with the water and difficult for cetaceans to detect by echolocation. Gillnets that are lost at sea are rarely recovered and can continue to

capture marine animals for many years.

Impacts

© Michel Gunther / WWF-Canon
Diver trying to rescue a leatherback turtle caught in a net.

It is estimated that over 300,000 small whales, dolphins, and porpoises die from entanglement in fishing nets each year, making this the single largest cause of mortality for small cetaceans. Species such as the vaquita from the Gulf of California and Maui's dolphin from New Zealand face extinction if the threat of unselective fishing gear is not eliminated.

Hundreds of thousands of endangered loggerhead turtles and critically endangered leatherback turtles drown annually on longlines set for tuna, swordfish, and other fish. Incidental capture of turtles by longlines, trawls and gillnets is the single greatest threat to the survival of most populations.

What WWF Is Doing

ELA Module 2, Session 1   P-02.6

© Peter Denton / WWF-Canon

Here a green turtle that was accidentally caught in fishing gear is about to be returned to the wild by WWF staff.

Proven solutions do exist to reduce bycatch and others are being discovered. WWF and its partners are working to develop, test, and implement alternative fishing gear and to integrate conservation science into effective fisheries management. WWF and its partners are also working to strengthen legislation on bycatch and to raise consumer awareness about sustainably caught fish.

INSPIRING INNOVATION

Bycatch mortalities can often be reduced by modifying fishing gear so that fewer non-target species are caught or so that non-target species can escape. In many cases, these modifications are simple and inexpensive. WWF created the International Smart Gear Competition to promote the development of such innovative technology. WWF offers more than $50,000 in prize money to attract new ideas that may prove to be a valuable solution to some of the most pressing bycatch problems in fisheries around the globe. Winning entries have resulted in effective solutions to prevent bycatch of marine turtles and seabirds and have even been implemented by the recreational fishing industry

ALTERNATIVE GEAR

ELA Module 2, Session 1   P-02.7

WWF works with partners to introduce "circle" hooks. These hooks are far less likely to be swallowed by turtles than J-shaped hooks, which cause suffocation or internal bleeding when ingested. Working with the Inter-American Tropical Tuna Commission (IATTC) and other partners, we introduced the hook in eastern Pacific longline fisheries. As a result, marine turtle deaths may be reduced by as much as 90 percent without adversely affecting catches of swordfish and tuna.

In the Coral Triangle, WWF works with longline tuna fishing vessels to convert traditional hooks to circle hooks, which can maintain or even increase fish catches while decreasingturtle bycatch. Preliminary trials were a tremendous success, and WWF hopes to expand the program to all longline vessels in Papua New Guinea and Solomon Islands, helping to protect vulnerable populations of marine turtles and sharks while supporting local livelihoods.

In the Gulf of California, we've been working with partners on ways to reduce the threat of accidental vaquita capture. So far, a different type of trawl net has been developed and pilot tested. It contains an excluder device to reduce vaquita bycatch while still effectively catching shrimp.

"Bycatch" Questions	
Question	Response
What causes bycatch?	
What are the impacts of bycatch?	

The Safina Center
at Stony Brook University

WILD-CAUGHT SEAFOOD RATING METHODOLOGY

The Safina Center's (formerly Blue Ocean Institute) founders developed the first authoritative and transparent seafood analysis to determine the environmental cost of eating fished and farmed seafood. This analysis examined all aspects of the fishing or farming process, condensing vast amounts of scientific information into an easy-to-understand seafood report and rating; a concept that was quickly adopted by other marine organizations. These days, The Safina Center focuses on fished or wild-caught seafood to highlight the importance of healthy fish populations to our oceans, with analysis grouped into 5 major criteria:

1. **Life history** – species biology like growth rates and egg production
2. **Abundance** – comparing current fish numbers to fishery management goals
3. **Habitat quality and gear impacts** – what fishing method(s) is used and does it cause habitat damage?
4. **Management** - are there regulations in place that effectively protect the fish and their ecosystem?
5. **Bycatch** - are other fish or wildlife accidentally caught when fishing for the target fish?

The Safina Center uses a quantitative rating system to promote transparency for all seafood reports (and ratings). Each of the 5 criteria is given a low (1), medium (2) or high (3) score, which is adjusted up or down using additional questions, or "points of adjustment" (worth +0.25 or -0.25). These scores are averaged to generate a final score, ranging from 0-4, and color rating:

Final Score	Color
2.40 - 4.00	
1.60 - 2.39	
0.00 - 1.59	

Fish Key

Species has a combination of problems such as overfishing, high bycatch, and poor management.

Some problems exist with this species' status or catch methods, or information is insufficient for evaluating.

Species is relatively abundant, and fishing methods cause little damage to habitat and other wildlife.

A fishery targeting this species has been certified as sustainable and well managed to the Marine Stewardship Council's environmental standard. Learn more at http://www.msc.org.

These fish contain levels of mercury or PCBs that may pose a health risk to adults and children. Our source of information is http://seafood.edf.org/. We also recommend that you check local advisories.
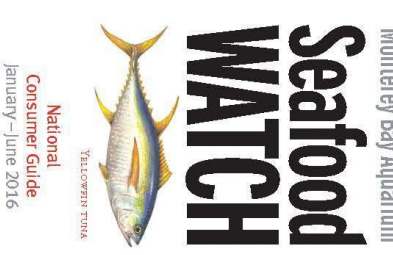
"Seafood Rating Methodology" Questions	
Question	**Response**
What does the quantitative rating system used by the Safina Center tell us?	
According to the quantitative rating system used by the Safina Center, what does it mean if a fish has a score of 1.5?	

To use your guide:
1. Cut along outer black line
2. Fold on grey lines

Monterey Bay Aquarium® Seafood Watch®

The Monterey Bay Aquarium Seafood Watch program creates science-based recommendations that help consumers and businesses make ocean-friendly seafood choices. Carry this guide with you and share it with others to help spread the word.

Your Choices Matter

Start with Best Choices then check the other columns—your favorite seafood could be in more than one.

Best Choices
Buy first, they're well managed and caught or farmed in ways that cause little harm to habitats or other wildlife.

Good Alternatives
Buy, but be aware there are concerns with how they're caught or farmed.

Avoid
Take a pass on these for now, they're overfished or caught or farmed in ways that harm other marine life or the environment.

Visit us online or download our app for a **comprehensive list** of our recommendations.

Purchase seafood caught or farmed in ways that support a healthy ocean—now and for future generations.

Many of the fish we enjoy are in trouble due to destructive fishing and farming practices.

Take Action

Be part of the solution and make a difference for our ocean:

ASK "Do you sell sustainable seafood?" Let businesses know this is important to you.

BUY Best Choices. If unavailable, look for Good Alternatives or the eco-certified options found on our app and website.

CHOOSE Seafood Watch partners from our app or website when dining and shopping.

Stay Connected

- Download our free app
- Join us on Facebook and Twitter
- Sign up for our e-news
- Visit **seafoodwatch.org**

Monterey Bay Aquarium

Monterey Bay Aquarium
Seafood WATCH

YELLOWFIN TUNA

National Consumer Guide
January–June 2016

AVOID

Abalone (China & Japan)
Basa/Pangasius/Swai
Cod: Atlantic (Canada, CA, OR & WA)
Cod: Pacific (Japan & Russia)
Crab (Russia)
Halibut: Atlantic (wild)
Lobster: Spiny (Belize, Brazil, Honduras & Nicaragua)
Mahi Mahi (Costa Rica, Guatemala & Peru)
Orange Roughy
Pollock (Canada trawl)
Salmon: Atlantic (farmed)
Sardines: Atlantic (Mediterranean)
Sharks
Shrimp (imported)
Squid (China, India & Thailand)
Swordfish (imported longline)
Tuna: Albacore (except US troll, pole and line, and longline)
Tuna: Bluefin
Tuna: Skipjack (imported purse seine)
Tuna: Yellowfin (Atlantic troll, pole and line)

GOOD ALTERNATIVES

Branzino (Mediterranean farmed)
Cod: Pacific (Canada & US)
Crab: Blue & Dungeness (US)
Grouper: Black & Red (US)
Halibut: Atlantic (farmed)
Lobster (Bahamas & US)
Mahi Mahi (US troll & Ecuador)
Monkfish (US)
Octopus (Portugal & Spain pot, trap)
Pollock (Canada longline, gillnet & US)
Salmon (Canada, CA, OR & WA wild)
Scallops: Sea (wild)
Shrimp (Canada & US wild, Ecuador & Honduras farmed)
Squid (Mexico & US)
Swordfish (US)
Tilapia (China, Indonesia, Mexico & Taiwan)
Tuna: Albacore (US longline)
Tuna: Skipjack (free school, imported troll, pole and line, and US longline)
Tuna: Yellowfin (free school, H longline, and Pacific & Indian Ocean troll, pole and line)

BEST CHOICES

Abalone
Arctic Char (farmed)
Barramundi (US & Vietnam farmed)
Bass (US hook and line, farmed)
Catfish (US)
Clams, Mussels & Oysters
Cod: Pacific (AK)
Crab: King, Snow & Tanner (AK)
Lobster: Spiny (Mexico)
Prawn: Freshwater (Canada & US)
Prawn: Spot (AK & Canada)
Rockfish (AK, CA, OR & WA)
Sablefish/Black Cod (Canada farmed & AK)
Salmon (AK & New Zealand)
Sanddab (CA, OR & WA)
Sardines: Pacific (Canada & US)
Scallops (farmed)
Shrimp (US farmed & AK)
Tilapia (Canada, Ecuador & US)
Trout: Rainbow (US farmed)
Tuna: Albacore (Pacific troll, pole and line)
Tuna: Skipjack (Pacific troll, pole and line)

Debrief	
Question	**Response**
How did reading the entire "Pacific Cod Bycatch" text set prepare you to understand the complex text and complete the culminating task?	
What are the implications for disciplinary literacy in your classroom?	
What implications does this have for you as a mentor?	

Analyzing the Shifts in the ELA Guidebooks 2.0

Which lesson and text have you chosen?

What is your goal for deepening the shifts in your own teaching?

How will you work towards your goal as you plan and teach this lesson?

Assessment Notes for *Reading Complex Grade-Level Texts*

In order to teach complex, grade level texts to students, teachers must have a thorough understanding of the text, its complexity, and the scaffolding that will be necessary for students to make meaning from the text.

Notes for Complexity Annotations:

How does this text build knowledge and support the end of unit task? Be as specific as possible. What are the critical scaffolding elements that will support all learners to be successful in this task?
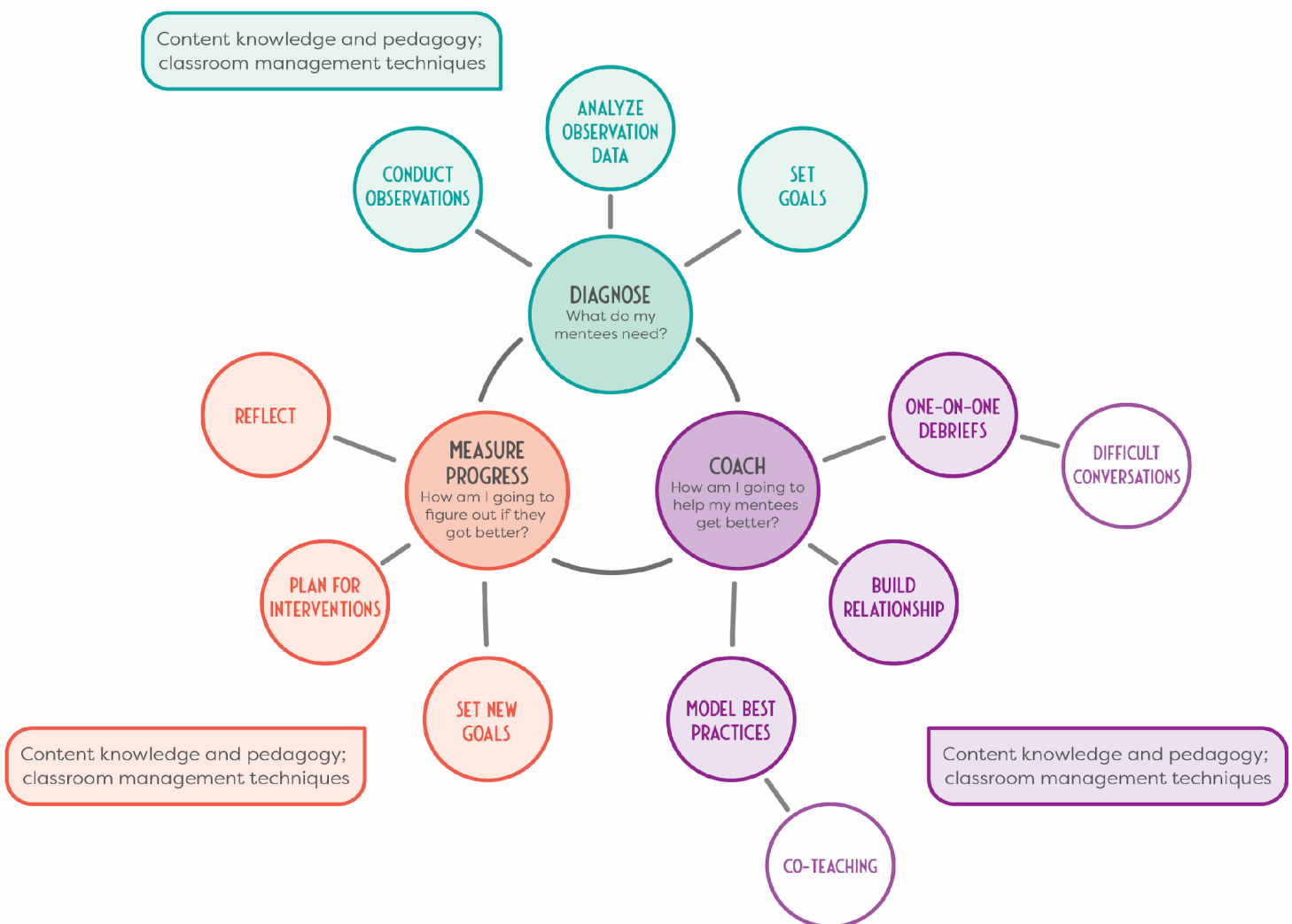
What will you do differently during planning or instruction because of what you've discovered?

How might similar activities support the learning and teaching of your mentee?

Module 4 Afternoon Outcomes

- Plan for interventions to meet the specific needs of a mentee based on observation data.
- Model best practices to support mentee learning.

The Mentoring Cycle

Plan for Interventions: 3 Key Components

- Clarify the new learning

- Align the intervention method

- Write a coaching plan

Clarify the new learning

Content	Practice
What does my mentee need to understand?	What do I lean on in my teaching practice in order to do this?
What does the Tier 1 resource recommend?	What does my mentee need to be able to do?
How could my mentee gain this knowledge?	How could my mentee gain this skill?

Sample SMART Goal 1

By October, the mentee will select and use appropriate additional texts to add to a unit to support the building of background knowledge for ELL students resulting in a 10% increase in the number of students demonstrating proficiency on the unit exam.	**What does the mentee need to learn?**

Sample SMART Goal 2

While teaching unit 5, the mentee will lead classroom discussions utilizing the TDQs from the Guidebook, and adding her own as necessary during discussion, to ensure that most to all students are making meaning of the text as evidence by proficiency on the culminating writing task for the unit.	**What does the mentee need to learn?**

Summarize: Model vs. Co-Teach - When do we use each method?

Which intervention?

Scenario	SMART Goal	Intervention
The teacher shares with her mentor that she has been studying the text and the Guidebook's TDQs. She feels comfortable writing her own TDQs for handouts and assisting the teacher in evaluating written responses, but she isn't quite sure how to know when to move from one question to the next or how to respond to students who aren't quite right in their answers during a fast-paced classroom discussion. The mentee would like to learn how to ensure that students learn from a classroom discussion.	*While teaching unit 5, the mentee will lead classroom discussions utilizing the TDQs from the Guidebook, and adding her own as necessary during discussion, to ensure that most to all students are making meaning of the text as evidence by proficiency on the culminating writing task for the unit*	
The mentee shares that she has completed her text set for the upcoming unit and is excited to see students use the texts and to hear their conversations so she can assess their readiness for the grade-level text. After reviewing her work and challenging a few of her choices, it seems that she's been very intentional in her choices, although you have concerns that she may have missed a key piece of background knowledge that students will need for the anchor text.	*By October, the mentee will select and use appropriate additional texts to add to a unit to support the building of background knowledge for ELL students resulting in a 10% increase in the number of students demonstrating proficiency on the unit exam.*	

Align the intervention: Overcoming Barriers

Location:	Time:
Lesson "bite size":	**Group size:**

Mentor Coaching Plan

> *By October, the mentee will select appropriate additional texts to add to a unit to support the building of background knowledge for ELL students resulting in a 10% increase in the number of students demonstrating proficiency on the unit exam.*

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline

How will you monitor your mentee's progress toward the identified goals?

Mentor Coaching Plan

Mentee SMART goal(s)

While teaching unit 5, the mentee will lead classroom discussions utilizing the TDQs from the Guidebook, and adding her own as necessary during discussion, to ensure that most to all students are making meaning of the text as evidence by proficiency on the culminating writing task for the unit.

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline

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Mentor Coaching Plan

Mentee SMART goal(s)

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline

How will you monitor your mentee's progress toward the identified goals?

Plan for Interventions: One Sentence Summary

> **Key Takeaway:**
> Coaching plans keep mentor and mentee on track to achieve SMART goals.

Model Best Practices: 3 Key Components

- Co-plan instruction

- Model for demonstration

- Debrief

Co-Plan Instruction

- Revisit agreements

- Confirm the purpose/goal and connection to SMART goal

- Confirm that you're modeling

- Make thinking visible as you co-plan the lesson or activity

- Create a "look-fors" checklist based on the goal of the model lesson or activity

Modeling Best Practices: Co-Planning Conversation Transcript

The Goal:

> *While teaching unit 5, the mentee will lead classroom discussions utilizing the TDQs from the Guidebook, and adding her own as necessary during discussion, to ensure that most to all students are making meaning of the text as evidence by proficiency on the culminating writing task for the unit*

The scenario leading up to the coaching plan:

> *The teacher shares with her mentor that she has been studying the text and the Guidebook's TDQs. She feels comfortable writing her own TDQs for handouts and assisting the teacher in evaluating written responses, but she isn't quite sure how to know when to move from one question to the next or how to respond to students who aren't quite right in their answers during a fast-paced classroom discussion. The mentee would like to learn how to ensure that students learn from a classroom discussion.*

Mentor - *Glad we got to meet this morning to talk about how I can best support you in meeting your SMART goal. As you saw in the coaching plan, I think a great way to support you now is to model the upcoming class discussion so you can observe how I pace the discussion as well as how I support students in either re-framing or redirecting their thinking.*

Mentee -*That sounds great; I'd love to see you lead a whole class discussion over the anchor text. Like I said, I feel really good about writing TDQs, but classroom discussions move so fast I'm worried that I won't be able to come up with additional follow-up questions for students, especially if their original answer isn't right or doesn't use the right text evidence. And how do you know when enough students seem to understand and it's time to move to the next question? I'm worried that the whole class period will be gone and I won't have helped my students figure out anything important about the text. I'd like to see how you guide and assess student understanding during a fast-paced classroom talk.*

Mentor - *Great! This will be my first time modeling for a mentee but I'm excited to give it a go - just know that it won't be perfect, by any means--every class discussion is a bit unpredictable and brings new challenges. What's important is keeping the learning outcome in focus for yourself and for your students.*

Mentee - *Great! When will we do this?*

Mentor - *Well, we need to do a bit of planning beforehand. For modeling to be a strong learning activity we need to plan for both the student learning and your learning. So I was looking over*

the anchor text and the TDQs for this unit, as well as the additional questions you prepared. It looks like students will be ready to tackle the anchor text on Tuesday so we'll plan for that day. Let's remind ourselves that students have spent time working through some background texts and have been pretty successful with those. Now we'll see if the readings and questions have adequately prepared them to grapple with this complex, grade-level text. Does Tuesday work for you?

Mentee - *Yes.*

Mentor - *So I was thinking you would get the lesson started. You can do the first, fluency read of the anchor text and direct them to do the re-read with annotations. Are you okay with that? Do you have any questions about the anchor text itself or about how to do a fluent reading of it?*

Mentee - *No, I've read it several times and I've gone through and answered all the TDQs myself. I'm good with starting the class off.*

Mentor - *Great! Then I'll jump in when it's time to start the discussion.*

Mentee - *So I would get the lesson started and then you would take over the second part? I think that sounds good. But you will be in there for the part that I am teaching too, just in case it isn't going well right?*

Mentor -*Absolutely. And remember that in our partnership agreement we both said we were comfortable with side-bar conversations when either one of us needs to check in with the other. If you feel it isn't going well, just give me the signal and I'll meet you over by the windows to talk about next steps. And if I have a suggestion or concern, I'll give you the signal. Does that still sound okay to you?*

Mentee - *Yeah, I like knowing that I can "phone a friend" if I don't know what to do!*

Mentor - *So, let's confirm the timing, what time does class start?"*

[Mentor and Mentee finish confirming the logistics]

Mentor - *So here in the Guidebook is the unit and the TDQs for the anchor text we'll be discussing on Tuesday. I want to be sure that I've read the text multiple times and that I really understand what makes it complex so I'll do one more complexity-analysis reading before class.*

I'll also really hone in on the TDQs and review the text looking for the text evidence students will need to use to answer the questions fully. Those will be my teaching "look-fors" but I'll also need to consider what misunderstandings or wrong answers I can predict might come from students. That way I can have a few ideas in mind for follow up questions. I'll have students discuss the questions in their groups prior to the whole class discussion so I can listen for students with correct answers before I start calling on people in whole group.

[Mentor continues reading through the Guidebook lesson and thinking through class implementation, thinking aloud for the mentee. The mentor is focusing on making their thinking visible as they go through the activity together and both are jotting down their own notes for the class.]

Mentor - *The last thing we need to discuss is what you'll be doing while I am modeling. You should definitely be observing both me and the students, but I want us to come up with a specific look-fors checklist for you to complete while you observe me teaching.*

Mentee - *Okay, that sounds good. I know one thing I really want to watch out for is how you get students to actually go back into the text to find evidence to support or refine their answers.*

Mentor - *That's a great thing to put on the checklist. One thing I really want you to take note of while I am modeling is the way I ask students to explain their thinking as well as cite text evidence .* **[Mentor begins filling out a checklist using the"Look-Fors" checklist template.]** *This helps students who were struggling with the question locate the relevant text and understand how to make sense of it. We'll put that on the list too.*

[The mentor and mentee continue adding "look-fors" to the checklist.]

Mentor - *Well, I look forward to seeing you Tuesday at 10 o'clock for this lesson. When is a good time for you to meet to debrief?*

Mentee - *I could do Wednesday during our lunch time - will that work?*

Mentor - *Sounds great - I will see you Tuesday!*

Model Best Practices: "Look-Fors" Checklist
Sample checklist from co-planning conversation transcript

Look-Fors	Observation Notes
● Directing students back into the text to look for evidence, or for more evidence, to support a response	
● Asking students to voice their thinking regarding choice of text evidence	
● Supporing students in making inferences across the anchor text or with background information from the text set	
● Ways of assessing how many students understand each passage or concept prior to moving on	

TRY IT OUT: Model Best Practices: "Look-For's" Checklist

The Goal: By October, the mentee will select and use appropriate additional texts to add to a unit to support the building of background knowledge for ELL students resulting in a 10% increase in the number of students demonstrating proficiency on the unit exam.

Look-For's	Observation Notes

Look-For's Checklist

Look-For's	Observation Notes

Model for Demonstration

- Share with students about this growth opportunity

- Make your thinking and decision making visible

- Step in and out of the teacher role vs. mentor role

- Encourage mentee to watch how students respond to the instruction

- The mentee should be actively engaged using the checklist

- Remember you don't have to model the ENTIRE lesson - keep it focused!

Sentence Starters for Stepping In and Out of Modeling

- Did you notice how I just _____?

- I am about to try _____, so watch how I do that.

- When I did _____, what did you notice about students reactions?

- I was hoping _____ would occur, but then I had to adjust by _____.

- That strategy did not seem to work, so now I am going to try _____ and see if the results are different.

Sample Modeling For Demonstration Transcript

Mentee - *Good morning class! Remember how I told you all yesterday that I was going to have another teacher come by our classroom today? Well here she is! This is Mrs. Carlson. Mrs. Carlson is an amazing teacher who's mentoring me this year and helping me work on my professional goals. So, today she is going to be your guest teacher and I am going to be watching very closely as she leads you through a discussion of our anchor text.*

Mentor - *Thanks! I'm really happy to be here and I'm looking forward to teaching you today. I also want to remind you - we are all learners in this classroom. All of you, your teacher, and me - we are all going to be learners. While I am teaching you today, your teacher and I are also learning. So sometimes I'll be talking to all of you, and sometimes Mrs. Jones and I will be talking to each other. There might be something really specific I want to point out or tell your teacher so I might pause the lesson a few times and ask you to talk to a shoulder partner, or to think silently for a minute or two so I can go chat with your teacher and point out some things about our lesson today that are working or maybe even not working.*

[Mentee teaches the first part of the lesson with a fluent read of the anchor text and then instructions for a silent read with annotations. Afterwards, she sits down with the checklist in hand, ready to observe the mentor begin the discussion part of the lesson.

Mentor - *Today you've heard our anchor text read aloud and then you read it again silently. This is a complex and challenging text and you may have many questions about it. That's why we're going to dig into it by answering some questions that will guide us to key understandings. As we do this, remember to include direct text evidence to support your answers, both written and spoken. Today we're going to start our work in groups, so working with your group mates, consider questions 1-6. The first few questions are fairly easy and straightforward so answer those individually and then check your answers with your groupmates. Starting with question 3, you'll want to discuss your thoughts and locate relevant parts of the text. Remember to challenge each other by asking "what part of the text makes you think that?" Okay, let's get started in your groups. I'll be checking in on your groups as you work.*

(Mentor steps over to mentee and has quick discussion)

Mentor (to mentee) - What did you notice about the expectations I set fo rall students, especially those who might have felt confusion after the first two reads of the text?

Mentee (to mentor) - You acknowledged that the text was challenging but that wasn't an excuse for not answering the questions; instead answering the questions would build their understanding.

Mentor (to mentee) - Right. That lets them know I expect effort in their continued interaction with the text.   Now I'll circulate around the groups and make sure that even our struggling

learners are finding relevant texts passages and are participating in the group discussions.

(Mentor steps back over to groups and listens in on student conversations)

[Mentor notices a group that is very quiet and doesn't seem to be discussing the questions or the text. She moves towards that group. The mentee moves closer to hear their conversation.]

Mentor - *I see you all are having a little trouble getting started on question 3. Would someone read question please?*

[Student reads the question].

Mentor - *Thank you. So what is the question asking? Would someone restate the question please in their own words.*

[Student reads the question].

Mentor - *Do you all agree with Marcus' paraphrase of the question?*

[Students nod yes.]

Mentor - Okay, so where in the text did the author talk about watching the trains coming into the station?

[The Mentor's conversation with the group continues for a few more minutes until they have located the appropriate text and begun crafting an answer. Then, mentor walks away from the group and over to the mentee.]

Mentor - *Did you notice anything in particular about my line of questioning to support that group in getting started?*

Mentee - *I noticed you broke the process of answering the question down into steps that were scaffolded so that each answer built on the previous one. And that you never gave them the answers; they found them all themselves.*

Mentor - *Yes! They were overwhelmed with the question at first and needed to be reminded to take answering one step at a time--to understand what they were looking for and then to go back to the text to find the relevant passages and use their background knowledge to make sense of the text passage. Now, I'm going to bring the class back together to have them discuss their answers and text evidence. Make sure to take notes on the questions I ask when I facilitate this discussion.*

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[The mentor finishes modeling while continuing to step in and out of whole class discussion to discuss key points with the mentee.]

Intentionality in Modeling

Some questions to consider during the mentor's planning for modeling:
- What's important within this work or lesson to support success for all learners--what does she need to know?
- Where does this occur in my own teaching or work with students?
- Would it be visible to an observer when I teach? Do I clearly do this?
- How will it appear to her? What will she notice?
- What do I want her to understand about the behavior, my reasons, and the expected outcome? (i.e. triggering events, body language, word choice, etc.)
- How will I ensure that her attention is directed to it?
- What do I want / need to hear from her to know that she understands?

Of course, lessons are dynamic and things won't always go as you anticipated. You might not get an opportunity to demonstrate some of the teaching moves you hoped for; or, students may struggle or succeed in ways that you didn't anticipate. That's okay too. Your choices regarding adapting an existing plan in response to student needs are important learning too--just be sure to share your thinking!

Discussion notes:

Think Through Practice for Intentional Modeling

Using the goal and Check-list on page 36, consider the behaviors you'll need to demonstrate (Remember: she can't observe it if it isn't an observable part of your teaching!).

For Mentee to see this...	I will need to do this...	And remember to explain or call attention to...	My responses to the questions below...

After completing the chart, ask yourself the following questions:
- Is this a regular part of my teaching?
- How obviously visible would it be to an observer?
- How consciously competent am I with this teaching skill or behavior?
- Which, if any, do I need to do preparatory learning / practicing?

Debrief Model Teaching

- Mentee reflects on what they observed using the checklist

- Mentee identifies the reasons, processes, and/or strategies that made the

  teaching successful or not successful

- Mentee makes a plan for applying the new learning into their practice

The purpose of modeling is LEARNING. Amplify learning in the debriefing.

Model Best Practices: Debrief the lesson

Suggested Guiding Questions for Discussion	Debrief Meeting Notes
Primary Questions	
How did this model lesson or activity help you?	
What did you see that was effective? (Encourage mentee to use their checklist from the observation)	
What did you see that was ineffective? (Encourage mentee to use their checklist from the observation)	
Application Questions	
What will you integrate into your teaching? How will you do that?	
What would you change/modify if you were teaching this lesson and why?	
Clarifying Questions	
What parts of what I was modeling during this lesson or activity still need further clarification?	
Closing Questions	
What is/are the top learnings you are taking away from the model lesson or activity?	
How can I support you as you begin to integrate what you are learning?	

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Closing Questions	
What is/are the top learnings you are taking away from the model lesson or activity?	
How can I support you as you begin to integrate what you are learning?	

Sample Debriefing a Model Lesson Transcript

Mentor - *Thanks for taking the time to meet with me. I had a great time modeling in your classroom and now just want to take some time to debrief about what you observed and hopefully some new learning that occurred for you during this process.*

Mentee - *Yeah, thanks for coming in. It was fun watching you with my students.*

Mentor - *So just thinking about the model lesson overall, how do you think it helped you with regards to your SMART goal?"*

Mentee - *Well, I enjoyed getting to see someone else facilitate a class-room discussion of a grade level text with struggling learning. A lot of times people have just told me ideas to try or read this blog for new ideas and while that is great, it was much better to see these new ideas live in person with my own students.*

Mentor - *That's great to hear. It sounds like seeing how the teacher and the students respond to each other in real-time had a powerful impact on you. So tell me, what were some things you observed using your checklist that were effective in the lesson?*

Mentee - *Well starting off it was helpful to be part of the planning process because of something I noticed you did was as you read the text, the Guidebook's teaching notes, and the TDQs, you made note of where students would likely struggle with the text before they could answer the questions, so you knew in advance how you'd need to support their reading and their thinking.*
You already knew when and where in the lesson students may struggle, and you were prepared ahead of time because of making those notes as we went through the lesson. During the lesson I noticed when students struggled to get started you used really good questions to scaffold their process. The questions you asked were very open ended and put the work and thinking back on the students. You gave them the confidence to use what they know to make meaning of the text and answer the questions.

Mentor - *I'm so glad you noticed that. Often times teachers are unsure of how to redirect students or scaffold their thinking and so they end up giving them too much information or help out of frustration when students seem to be struggling or uncertain of an answer.*

[Mentor adds a few comments on additional things she hoped the mentee would pick up on but didn't mention earlier in the conversation such clarifying expectations for all learners to grapple with the text, and the impact that had on students.]

Mentor - *What will you integrate into your teaching as a result of what you saw during the model?*

Mentee - *I plan to take the time prior to the lesson or activity to read the text carefully, noting*

it's complexity and where students will struggle; to carefully read the TDQs and the suggested

student look-for responses. This way I can better prepare levels of questioning that will support students' processes and thinking when they get to that part of the text or that question. And, I'll think very intentionally about how I give students directions to start the work since expectations start there. I also noticed some new tools you used to help students when they are struggling like providing more wait time and time to discuss with their group members.

Mentor - *That's great - I am so glad to hear that. So how can I continue to support you as you integrate this new learning into your practice?*

Mentee - *I think it would be helpful for you and I to co-teach an anchor text discussion so that I can practice working with some of the groups and honing my questioning skills. Maybe afterwards, you could provide me with some feedback on how I utilize these new strategies with my students. I would love some help in determining if my new learning is truly having the impact on student learning that I need it to.*

Mentor - I can definitely do that. When would you like me to come?"

[The conversation continues and results in the mentor and mentee setting up an additional observation and feedback session.]

Key Takeaway:
Mentors use model teaching to demonstrate practices they expect to see mentees use to address their SMART goals.