	<p>Module 4: Instructional Shifts in Practice</p> <p>Secondary ELA</p> <p>July, 2019</p>
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● **Duration:** 1 min.

● **Facilitator says:** Welcome back. It is good to see everyone again. We hope your travels were easy.

● **Facilitator does:** Ensure everyone has signed in, has materials for the day, and is sitting with his or her learning team.

20-Second Check In

How are you at this moment?



● **Duration:** 3 minutes

Facilitator says:

Check Ins are valuable protocols for gaining an understanding and/or appreciating the “current state of being” of your colleagues. Examples: Are they ready to focus; are they distracted by challenges at home? While that may not let us alter our plans; at a minimum it helps us understand colleagues and empathy may help them to focus. In a moment I will ask you to do a ten second check in with your learning team.

Let me model. “I am rested, prepared and looking forward to the next two days with you.” Now it’s your turn.

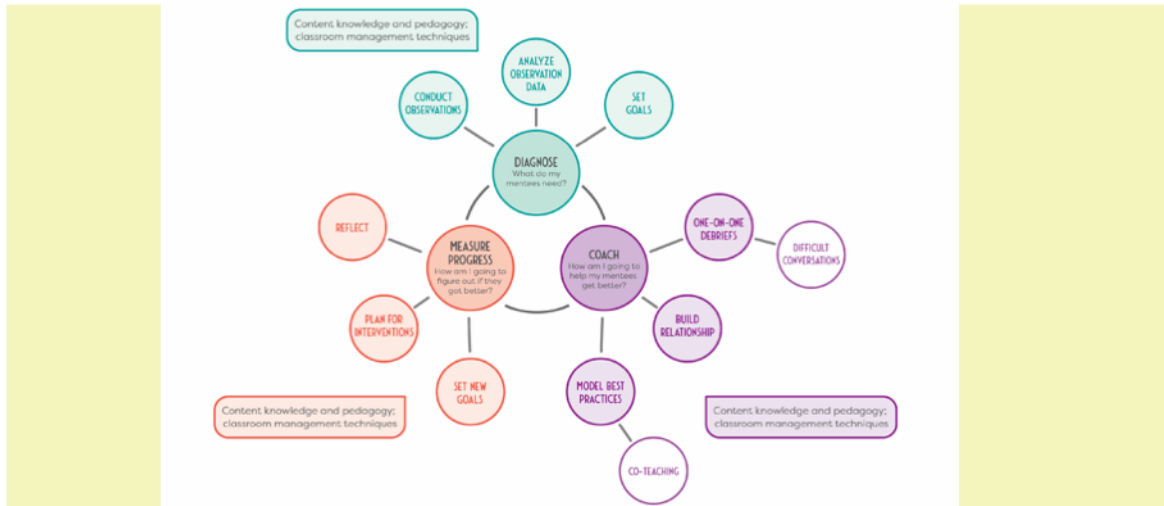
Image credit: beyondblue.org.au

Mentor Training Course Goals

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

- **Duration:** 1 minute
- **Facilitator says:** Let's just take a moment to remind ourselves about the overarching goals of the Mentor Training Course. In past modules, we have focused on classroom management, planning conversations, and communication skills for building strong relationships. In the first two modules, our learning focused primarily on the first and third goals. In module three we focused on understanding the three instructional shifts in disciplinary literacy, which aligns with the fourth goal.

The Mentoring Cycle



Mentor Teacher Module 1

4

● **Duration:** 1 minute

● **Facilitator Says:** The mentoring cycle is on the first page of your handout. Remember, this is the mentor cycle that all of our work is grounded in. 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. Today, we'll be zooming in on aspects of Diagnose and Coach. By the end of the nine Modules, we will have worked through all of the components of the cycle.

Module 4 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.

5

● **Duration:** 2 minutes

● **Facilitator says:** During this module, we will focus on five outcomes aligned to the the first, second and fourth goals. Specifically we will examine the importance of building content knowledge to promote reading comprehension across courses. We will use this content as the foundation for planning and practicing classroom observation skill.s

● Strong content knowledge and literacy skills are essential to a student’s success in all courses. As you review how these skills are developed, we hope you become more aware of how you practice these with your students and then will be better prepared to support your mentee in these areas.

● We will also learn how to arrange for, conduct and analyze data from an observation to identify mentee’s needs.

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

Today's Agenda



- Welcome/overview
- The importance of background knowledge
- Using Text sets to build background knowledge
- Work on the assessments
- Lunch
- Plan for interventions
- Modeling best practices
- Connection to assessments
- Wrap-up

6

Duration: 1 minute

Facilitator says: You will see our agenda on p. 3 of your packet. We will begin with a review of your assignments, move into criteria for selecting high quality instructional materials, and end our day with applying what we are learning about the shift of building knowledge into coaching supports.

Our Agreements



- **M**ake the learning meaningful
- **E**ngage mentally and physically
- **N**otice opportunities to support the learning of others
- **T**ake responsibility for your own learning
- **O**wn the outcomes
- **R**espect the learning environment of self and others

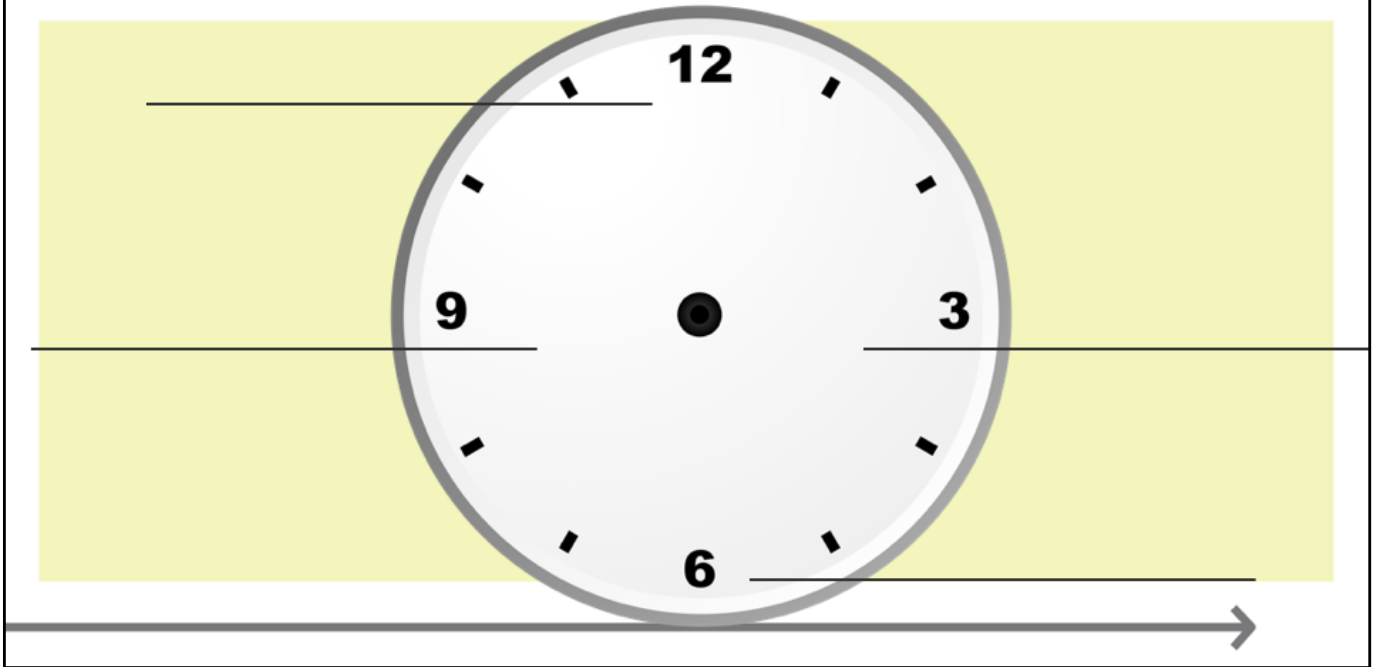
7

● **Duration:** 5 minutes

● **Facilitator says:** Let's take a moment to reflect on our agreements. Scan through the agreements and identify one you are particularly proud of how well your learning team kept it. Share with your learning team. Listen for similarities and differences. Then as a team identify one that the whole team intends to do better with in these sessions.

● **Facilitator does:** Give teams 3 minutes and then ask each team to share one agreement they particularly want to focus on in the next two days.

Let's Make a Date



● **Duration:** 5 minutes

● **Facilitator says:** There are going to be different activities throughout today's training during which we want you to have the opportunity to work with people who are not sitting with you at your table. You'll get plenty of time to chat with the people at your table and your shoulder partners, but it will also be nice to get up and move and gain some insights from other colleagues in the room. Therefore we are going to ask that you make 4 dates for today: a 12 o'clock, 3 o'clock, 6 o'clock and 9 o'clock date with 4 different people that are not sitting at your table. When I say go, everyone will stand up and fill out their clocks on page 5 of your handout. You'll add a person's name to each time slot, you may even want to add in a description of what they look like or where they are sitting to help you remember who that person is, just in case. Once you have your whole clock filled out, you may take a seat.

● **Facilitator does:** Allow time for participants to complete their clocks. Help those who are missing certain time slots and can't seem to find someone who also needs that same time slot find a date.



Deepening our Content Knowledge The Instructional Shifts

Facilitator says: This morning will take a deeper look at the instructional shifts in ELA. Remember these shifts are the foundation upon which Tier I curriculums, like the Louisiana Guidebooks, are based. They are the foundation of college and career readiness. And remember that when we discuss ELA content, we're looking through two lenses: our own teaching and that of our mentee. So, the key questions that give our learning context are: Would an observer clearly see evidence of these shifts in my teaching? and What would the presence--or absence--of the shifts look like in my mentee's teaching?

The Instructional Shifts in ELA

1. **Complexity:** Regular practice with complex text and in 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

10

Duration: 10 minutes

Facilitator says: Remember the three instructional shifts - complexity, evidence and knowledge - we discussed in our last session. Today we are diving deeper into the shifts and how they guide our instructional choices and those of our mentees. Because they are new teachers, we should anticipate that our mentees might struggle to successfully embrace and incorporate the shifts. We need to be prepared to provide support and guidance.

Let's begin by turning to a shoulder partner and reviewing the three shifts and how each supports students being career and college ready.

Facilitator does: After 2 minutes, invite a few participants to share their thoughts.

Listen for:

- Complexity: ability to comprehend complex text is greatest differentiator of college readiness in reading, workplace reading exceeds grade 12 complexity significantly

- Evidence: workplace and college writing requires knowledge and evidence; identifying, evaluating, and using evidence to support or challenge a thesis is an important skill
- Knowledge: vocabulary is linked to comprehension; comprehension and memory depend on prior knowledge

Knowledge:

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

11

Duration: 3 minutes

Facilitator says: We are going to dig into the third shift of knowledge. You equip students with foundational lifelong skills as well as prepare them to be college and career ready when you build their depth of content knowledge. This is a skill that serves your students for years. And it is a skill that you want to make sure your mentees grasp so that they can provide the same support to their students.

Please take a moment to re-read the description of this shift in your packet on **p. 7**. You will remember reading this in our previous sessions.

● **Facilitator does:** Provide 1 minute of independent reading time.

● **Facilitator says:** As we go deeper into the knowledge shift today, we'll make focus on these shifts are evidenced in our own teaching and how we will support mentees in using it to maximize the effectiveness of their teaching.

Content Knowledge

We know that knowledge plays a role in
comprehension...

but how **big** of a role does it play?

Duration: 15 seconds

● **Facilitator says:** We know that knowledge certainly plays a role in comprehension, but how big of a role does it play?

The Baseball Study

“Effect of Prior Knowledge on Good and Poor Readers’ Memory of Text”

- Recht & Leslie (1988)
- Compared the relative impact of reading ability with the impact of knowledge of a topic on reading comprehension



13

Duration: 2 minutes

● **Facilitator says:** One study sought to answer exactly this question, by comparing the relative impact of reading ability to the impact of knowledge of a topic. They had 7th and 8th grade students read a short text about baseball and tested them for comprehension using:

- 1) Verbal retelling
- 2) Reenactment with figurines
- 3) Verbal summary
- 4) Rating ideas from the story in terms of importance.

● **Research Source:** Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers memory of text. *Journal of Educational Psychology*, 80(1), 16-20.

Image Source: Public Domain

- <https://pixabay.com/en/athletes-ballpark-baseball-1835893/>

The Groups

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

14

Duration: 2 minutes

● **Facilitator says:** They grouped the students based on two factors:

- Reading ability
- Knowledge of baseball

● So students were then classified into one of these 4 groups – for instance, you could be a low reader who knew a lot about baseball, or you could be a really high reader who knew virtually nothing about baseball or you could be on the high or low ends of both.

● Take a moment to review the groupings.

● **Technical Notes/Additional Context:**

- “The high-ability /high-knowledge cell had 10 boys and 6 girls; the high ability/low-knowledge cell had 3 boys and 13 girls; the low-ability/high-knowledge cell had 12 boys and 4 girls; and the low-ability/low knowledge cell had 7 boys and 9 girls.”
- High reading ability was defined as 70th percentile or higher on a standardized test of reading. Low reading ability was defined as 30th percentile or lower.
- High knowledge of baseball was defined as 70th percentile or higher on a test of baseball

knowledge. Low baseball ability was defined as 30th percentile or lower.

Predict the Results

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

Put these in order from highest to lowest performers.

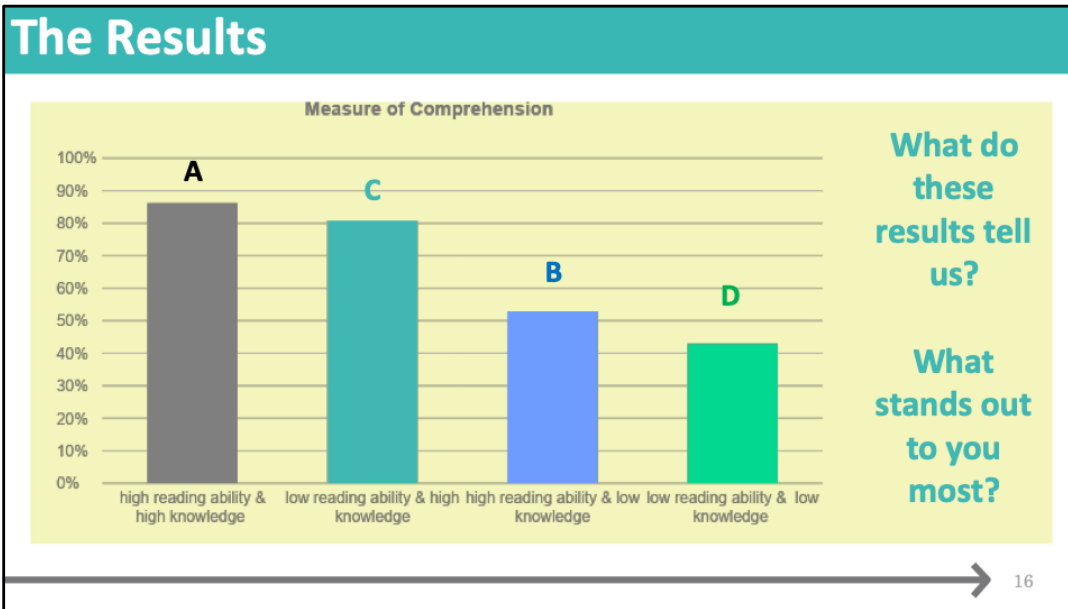
15

Duration: 4 minutes

● **Facilitator says:** With your table, spend the next 2 minutes discussing the order of achievement of these 4 groups.

Considering what you think and what you discussed in your groups, use the space on page 6 in your handout to predict the order you anticipate.

Optional (if movement is needed to wake the group up and create more active engagement)--have participants go to the corner of the room that represents their first choice, then reveal the next slide.



Duration: 8 minutes

.Facilitator does: Summarize results. Have participants turn and talk about the questions on the slide. Invite participants to share out with the whole group. There is also space for participants to jot thinking about the questions/research in their note catcher

.Look for/Emphasize:

- Students with low reading ability outperformed students with high reading ability if they had more knowledge of the topic
- Perhaps most shockingly, the students with low reading ability but high knowledge of baseball performed almost as well as the students with both high reading ability and high knowledge
- The first two groups are actually quite close, and there is a huge big gap between middle two bars. That is because knowledge actually has a higher impact on reading comprehension than general “reading ability” as determined by a standard reading assessment.

Additional probes:

- Where is the biggest gap in reading comprehension? What does that tell us?
- How have you seen this play out in the classroom?
- How does this connect to your experience earlier in the session?

Key Points:

- Students don’t have just one reading level. Students have many reading levels - assigning students to a single level limits their ability to engage with rich & challenging text. The baseball study shows

that background knowledge is a greater factor than assigned reading level in determining students' ability to comprehend complex text.

- Intentionally helping students to build knowledge will help them access complex text.

●**Research Source:** Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers memory of text. *Journal of Educational Psychology*, 80(1), 16-20.

Summary of Findings

- Knowledge of the topic had a **much** bigger impact on comprehension than generalized reading ability did.
- With sufficient prior knowledge, “low ability” students performed similarly to higher ability students.
- The difference in their performance was not statistically significant.

(Recht & Leslie 1988)

17

Duration: 3 minutes

Facilitator says: In a nutshell these researchers found...

Facilitator does: Read or summarize the two bullet points.

Facilitator says: The second bullet point here has a big implication for student scaffolds. By helping students build their knowledge, teachers will make it possible for “low readers” to perform at levels similar to “high readers.”

● **Research Source:** Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers memory of text. *Journal of Educational Psychology*, 80(1), 16-20.

- **Reference:** “With adequate prior knowledge, those students who are comprehending below the 30th percentile on the SRA [standardized reading assessment] are comparable with those above the 30th percentile in reenactment, verbal recall, and the ability to summarize text.” (pg. 18 - 19)

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.

18

Duration: 4 minutes

● **Facilitator says:** Let's look back at this slide from last module: additional research links students' reading comprehension to knowledge. Take a minute to review 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, research shows this is not enough, which is what makes the shift of knowledge that much more important.

Research Sources:

- Hart, B. & Risley, T. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore: Paul H. Brookes Publishing.
- National Center for Education Statistics (2012). The Nation's Report Card:

Vocabulary Results From the 2009 and 2011 NAEP Reading Assessments. Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

- Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers' memory of text. *Journal of Educational Psychology*, 80(1), 16.
- Whipple, G.M. (1925). *Report of the National Committee on Reading*, IL: Public School Publishing.

Time to Put Your Student Hat on



Experiencing a text set to
Build Knowledge



Culminating Task

Think – Pair – Share

- **Read** the culminating task we will complete today on p. 7.
- **Rate** your confidence level on a scale of 1-5: How confident do you feel about your ability to complete this task? Why?
- **Reflect:** What do you want to feel more confident?

20

Duration: 10 minutes

Facilitator says: Take a few minutes to read the culminating task we are going to accomplish together today on p. 7

Note how confident on a scale of 1-5 you feel about being successful with this task and your reason for scoring that way.

Then identify what else you need or want in order to feel more confident about your ability to complete the task successfully.

Facilitator does: Provide two minutes for independent work time, then have participants discuss with a partner. The task is printed in participant note catchers on p. 5. Afterwards, facilitate whole group debrief.

Facilitator says: How does this connect to teaching and learning? What is the big takeaway here? That we shouldn't put tasks in front of students that are complex? Does this mean that students can't do work at this level of rigor? Of course not! This just means we have to be intentional about equipping students with the skills and knowledge they need to be successful on tasks like this. I'm going to ask that you put

your student hats on today...and again, prepare for a little productive struggle!

Key Point: Knowledge matters! Without knowledge on this topic (Pacific Cod and sustainable food sources), this task feels overwhelming and impossible. But, if we had knowledge on this topic, we could approach this task with a lot more confidence.

Put on your Student Hat

Unit Title:

Seafood Sustainability

Essential Question:

What impact do humans have on the environment and on different ecosystems?

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

21

Duration: 3 minutes

● **Facilitator says:** This experiential will help us to feel the shift of knowledge and its importance. Today, we're going to **play the role of students** who are studying seafood sustainability.

● **Facilitator does:** Have a participant read the essential question for the group.

Facilitator does: Click to reveal Culminating Task. Read the task.

Add commentary from the discussion points that came up in the earlier debrief (i.e. many of you noted that you didn't know enough about this topic to complete this task...let's see how this experiential supports us in building the knowledge we need to complete this task by the end of our session...)

● **Facilitator says:** So, again, please put on your student hat and prepare for a little

productive struggle!

Sustainable Food Source

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

Sustainable Food Source

Food that is produced in a way that protects the environment, promotes public health, and enhances the community.

22

Duration: 2 minutes

● **Facilitator says:** Students, today we are going to read a series of texts to support us in completing this task. Will someone please read the task to us?

● **Facilitator does:** Call on someone to read the task aloud.

● **Facilitator says:** We've spent a lot of time talking about what the word *sustainability* means as it relates to fishing practices. So before we begin, I want to make sure we are all working off of this same definition of this key phrase in our task: "sustainable food source."

● **Facilitator does:** Click to reveal *sustainable food source* definition. Ask participants to stop and jot down this definition in their own words.

- Participants' rationale for their self-assessment relates to their knowledge of the topic and the vocabulary.
- FYI in case participants need it: Sustainable seafood is seafood that is either caught or farmed in ways that consider the long-term vitality of harvested species and the well-being of the oceans, as well as the livelihoods of fisheries-dependent communities. It was first promoted through the sustainable seafood movement, which began in the 1990s.

Important Note: This text is intended to feel challenging for participants. Remind them that that's by design – the whole experience has been constructed so that it gets easier as we go along. (Struggling readers often feel this way when confronted with a challenging text about an unfamiliar topic – the point is that we are going to show them how to support students in accessing a text that feels inaccessible!)

●**Source:** *Pacific Cod Species Score Card* [Pamphlet]. (n.d.). Blue Ocean Institute. www.blueoceaninstitute.com/seafood/species/18.html.

Build Knowledge

Duration: 1 minute

● **Facilitator says:** Many of us will need to build our background knowledge in order to use the report to accurately assess whether Pacific Cod is a sustainable food source. Several of us reflected that not knowing some of the vocabulary, such as bycatch, was a hindrance to our comprehension. We are going to build that knowledge by engaging in a series of readings of carefully sequenced texts that will support us in building the knowledge necessary to read and understand this complex, scientific article.

- **Sources:**
- “Bycatch.” WWF, World Wildlife Fund, www.worldwildlife.org/threats/bycatch.
 - *Wild-Caught Seafood Rating Methodology*. (2014, May). Retrieved <http://safinacenter.org/documents/2014/05/seafood-choices-rating-methodology.pdf>
 - *Seafood Watch: National Consumer Guide* [Pamphlet]. (2016). Monterey Bay Aquarium.
 - *Pacific Cod Species Scor Card* [Pamphlet]. (n.d.). Blue Ocean Institute. www.blueoceaninstitute.com/seafood/species/18.html.

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Experiential: Seafood Sustainability

Bycatch | Threats | WWF



Overview

Whenever 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 lifeless and 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.

Additional Source for our Living Planet Report

WWF's Living 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.

(Bycatch, n.d.)

- **Read** the article “Bycatch” pp 10-14
- **Record** your answers to the questions in your note-catcher--p 14

Discuss:

What knowledge did you gain from this article that will support you in better understanding the scientific study?

25

Duration: 10 minutes

Facilitator says: We'll start to build some of that background knowledge and vocabulary through this first article, “Bycatch.” Take 5 minutes to independently read the article “Bycatch” found in the packet on pp. 10-14 and complete the two questions on p. 14.

Facilitator does: Point participants to the “Bycatch” article and the questions in their packet, then circulate during independent work time.

Questions in note catcher and anticipated responses:

- What causes bycatch? (*Bycatch is the “incidental capture of non-target species” by fishermen. It’s caused primarily by the use of modern and “non-selective” fishing equipment such as nets and lines that are extremely efficient because they are “undetectable by sight and extremely strong.”*)
- What are the impacts of bycatch? (*Bycatch is harmful to marine environments. They cause avoidable deaths and injuries of sea animals, many of whom face extinction if the problem is not solved.*)

Facilitator does: After 4 minutes or once you see participants have finished, click to reveal the discussion prompt and direct participants to turn and talk with a partner. Encourage participants to discuss specifically what they learned about bycatch through this article. Afterwards, invite 1-2 participants to share out their big takeaways with the whole group. Check for understanding of what bycatch is and whether or not it has a positive or negative effect on the environment.

Look for/Emphasize:

- Bycatch is the incidental capture of non-target species while fishing.
- Animals affected by bycatch are fish, sharks, seabirds, turtles, etc.
- Bycatch is the result of non-selective fishing gear, such as longlines, trawling, and gillnets.
- Longlining is a commercial fishing method where hundreds or thousands of baited hooks hang at intervals along a fishing line.

●**Source:** "Bycatch." *WWF*, World Wildlife Fund, www.worldwildlife.org/threats/bycatch.

Experiential: Seafood Sustainability

WILD-CAUGHT SEAFOOD RATING METHODOLOGY

The Safina Center's *Ocean Blue Ocean Institute* founders developed the first authoritative and transparent method to evaluate the environmental cost of eating fish and shellfish products. The method is based on a quantitative rating system that considers five criteria: Life History, Abundance, Harvest, Management, and Bycatch. The method is based on a quantitative rating system that considers five criteria: Life History, Abundance, Harvest, Management, and Bycatch. The method is based on a quantitative rating system that considers five criteria: Life History, Abundance, Harvest, Management, and Bycatch.

Final Score Color

2.00 - 4.00	Green
1.00 - 2.00	Yellow
0.00 - 1.00	Red

(Wild Caught, 2014)

1. Read "Seafood Rating Methodology" pp 15-16
2. Record your answers to the questions in your note-catcher p 17

Discuss:

Return to *Pacific Cod: Bycatch*. Is bycatch a problem in Pacific Cod fisheries? Why?

Duration: 10 minutes

Facilitator says: Now we have a pretty clear idea of what bycatch is, but we have some more questions and some more learning to do before we can take our knowledge back to our analysis of the *Pacific Cod: Bycatch* report. Many of us reflected that one challenging aspect of the first report was its structure. How do we read the report? What do those numbers mean? Our next reading will answer those questions. Take 4 minutes to read Seafood Rating Methodology in your packet on pp. 15-16. Then answer the questions on p. 17.

Facilitator does: Point participants to the article and the two questions in their packet on p. 17. Circulate during independent work time to assess timing and adjust as needed.

- Questions in note catcher and anticipated responses:
 - What does the quantitative rating system used by the Safina Center tell us? (*The rating scale determines the environmental cost of eating fished and farmed seafood. It considers five main criteria, one of which is bycatch.*)
 - According to the quantitative rating system used by the Safina Center, what does it mean if a fish has a score of 1.5? (*A rating of 1.5, represented by a red fish symbol, means that the species has a combination of problems such as overfishing, high bycatch, and poor management.*)

Facilitator says: Now let's apply what we just learned by returning to the *Pacific Cod: Bycatch* report to answer this question.

Facilitator does: Click to reveal the discussion prompt and have participants discuss for two minutes with a partner. Afterwards, check for understanding by having participants share out with the whole group.

Look for/Emphasize:

- Bycatch IS a problem in Pacific Cod fisheries. It is rated a 1.00 and says that Bycatch in this fishery is high or includes threatened, endangered, or protected species. It does get .5 points for measures taken to reduce bycatch of threatened or endangered species and to reduce the overall number of bycatch. But, the total points for the Bycatch section are still 1.5, which, according to *Seafood Rating Methodology* is still in the lowest range.
- The Pacific Cod fishery uses longline fishing, which we know is one of the methods that results in bycatch of different marine life.
- There are many factors to consider when thinking about whether it's a good idea to fish for Pacific Cod. Based on this one excerpt from the report we don't know the ratings for the other categories mentioned in *Seafood Rating Methodology* (Life History, Abundance, Habitat, Management). But, based on bycatch alone, it is not a sustainable option.

Source: *Wild-Caught Seafood Rating Methodology*. (2014, May). Retrieved <http://safinacenter.org/documents/2014/05/seafood-choices-rating-methodology.pdf>

Experiential: Seafood Sustainability



(Seafood Watch, 2016)

With a partner:

- **Locate Pacific Cod** in each column. p.18
- **Discuss:** Consider possible reasons this pamphlet reports that it's best to "avoid" Pacific Cod caught by other nations?

Duration: 10 minutes

Facilitator says: Now, let's look at our final document, Monterey Bay Aquarium Seafood Watch in your packet on p. 18. Work with a partner to study the pamphlet on p. 18 and discuss the recommendations in the pamphlet.

Facilitator does: Point participants to the correct handout and review directions on slide. Have participants work and discuss with a partner for 4 minutes. Afterwards, invite 1-2 participants to share out with the whole group.

Look for/Emphasize:

- Other nations must use longline fishing or other fishing methods that result in bycatch.
- Knowledge of Pacific Cod fishing methods and bycatch enabled me to make an inference about the report.

● **Source:** *Seafood Watch: National Consumer Guide* [Pamphlet]. (2016). Monterey Bay Aquarium.

Experiential: Seafood Sustainability

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

- **Write** 3-5 sentences to complete this task. Use evidence from the texts. p 7
- **Rate** your confidence level on a scale of 1-5: How confident do you feel about your response?

28

Duration: 10 minutes

Facilitator says: Now, let's apply what we've learned today and complete this culminating task. For our purposes today, this is going to be a very brief report: approximately 3-5 sentences. Be sure to use evidence from the texts we read today to support your thinking. Take the next 5 minutes to write your response in the box on p.7 .

Facilitator does: After 5 minutes, have participants share/exchange responses with a partner. Then, facilitate a brief whole group debrief:

- Compare your response and your confidence now with your response and confidence at the beginning of the session. What changed? Why?

Look for:

- Participants cite and explain evidence from the articles in their response to the question.
- Participants should note that they feel much more equipped to complete this task because the sequence of texts built their knowledge on the topic

Debrief

- 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 instruction in your classroom?
- What implications does this have for you as a mentor?

p 19

29

Duration: 13 minutes

Facilitator says: Now let’s zoom out to thinking about how this experience felt, and how it applies to our work as mentors. We’ll reflect on these three questions. They appear on p. 19 of your packet. You may want to jot a few notes. Take a moment to read them to yourself.

Facilitator does: Provide brief wait time for participants to review the discussion questions. Then, have participants discuss at their table groups for 5 minutes. Afterwards, facilitate a whole group share out of key takeaways.

It’s important to point out that for the purpose of this experiential we started with the most complex text so they could experience as adults what it feels like to read a complex text you don’t have the necessary prior knowledge to fully read and understand. The point of doing this was so they could then see how this series of texts helped to “unlock” that really complex scientific report for us. When you do this with students, however, you do not start with the most complex text. With students, that scientific article would have been the last text students would read in

this sequence.

I can imagine at least two reasons this is important to you as mentors. First off, it helped us be more aware of some practices that we put in place naturally. We increase our “consciousness” of some things we have learned to do “unconsciously.” And thus we are better positioned to support our mentees when we see them struggle with helping students be successful with the subjects they are addressing.

Look for:

- Participants rate their understanding as higher than previously.
- Understanding of the report improved due to building relevant knowledge and vocabulary.
- If we had read these texts with a focus on using skills to understand each text individually, understanding would not have improved in the same way. Reading the texts in a carefully sequenced order built the knowledge/vocabulary needed for full comprehension of the most complex text.
- **Emphasize the Following Implications for Instruction:**
 - Students don’t have just one reading level (though we’re likely all similarly strong readers, people in room who had tons of background knowledge accessed the text immediately, and the opposite was true for those of us without background knowledge); point out that we just experienced this ourselves!
 - Supporting students in building knowledge about a topic can help them access texts with high knowledge demands.
 - The sequence of texts matters! Start with less complex texts to intentionally build knowledge so that students can access the more complex text by the end of the sequence.



15 minute break

The Shifts in Instructional Design and Planning

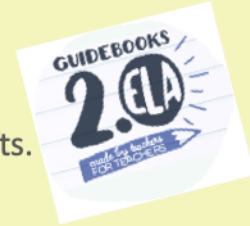
In the ELA Guidebook that you will be using in the upcoming school year, identify a unit you will be teaching *before* the winter break.

- Choose a lesson you're comfortable with.

Analyze the unit with regard to the presence of the three shifts.

- What do you notice about text complexity?
- What text evidence will the students be asked to utilize?
- How will content knowledge be build to for all student?

- Where will you have a chance to work on your personal goal in this lesson?



31

20 minutes (add up to 10 minutes if the work is productive and on-task)

Facilitator says: Now it's time to dig in and see how the shifts come alive in our own teaching. You'll have the next 20 minutes to work individually, with a partner, or as a group (your choice) to deeply examine a unit that you'll soon be teaching. You'll be looking for the ways in which the shifts form the foundation of Guidebook instructional design. You'll note how each of the three shifts are present in the lesson you select and how you'll embody them when you teach the lesson. Remember: A key to being an effective mentor is to be consciously competent regarding your own practice--knowing what you do and why you do it. It's also imperative that you can focus your mentee's attention on seeing the shifts in action in the teaching you model for them. Note what you find on p 20. of your handout.

Look back at the goal you wrote in module 2 to deepen attention to the shifts in your own practice. What's the opportunity presented within this unit to do that? Make a note to yourself in your handout.

Note: For teachers whose school or grade is not using the Guidebooks, they should

complete this activity using the Tier I curriculum they teach from.

Collecting Evidence of our Learning and Practice

Access the Bloomboard Assessment for *Reading Complex Grade-Level Texts*.

Begin work on your text complexity rubric annotation (requirement 1, task 2). Consider the scoring rubric on page 2 of the competency document.

When you finish: look down to the bottom page 1 and consider the question: *How does this text build knowledge and support the end of unit task?* Record your notes in handout.

32

Remainder of time--up to 45 minutes

Facilitator says: Now that you've identified a lesson that you're comfortable with and you've had a chance to examine how the shifts create the foundation of the lesson, take a look at the artifact that you'll be submitting for your one of your assessments. In the Bloomboard site, go to the Reading Complex Grade Level Text competency. Note in particular the first requirement. One of the ways you'll be analyzing the text is in consideration of text complexity. The task requires you to annotate the rubric with notes. On page 2 of the competency you'll find the scoring criteria for the text complexity analysis. Use this time to begin work on the rubric for the text you've chosen. If the text you chose in the last activity doesn't lend itself to this task, choose another. You may certainly collaborate on completing this draft. The further you get today, the more you've accomplished toward completion of the artifact for submission. Tomorrow we'll talk about reader's circles and you'll use this same lesson to work on the second part of this task.

Additionally, consider how doing this activity will inform your teaching of this text.

What will you do instructionally because of what you've discovered?

When you finish your annotation, look down to the bottom page 1 and consider the question: How does this text build knowledge and support the end of unit task? Make notes in your handout on page 21.

Note to LDOE: Could we put a copy or two of the information and literary text complexity rubrics in the packets so participants can work directly on them?

Instructional Benefits

Consider how doing the last two activities will inform your teaching of this text.

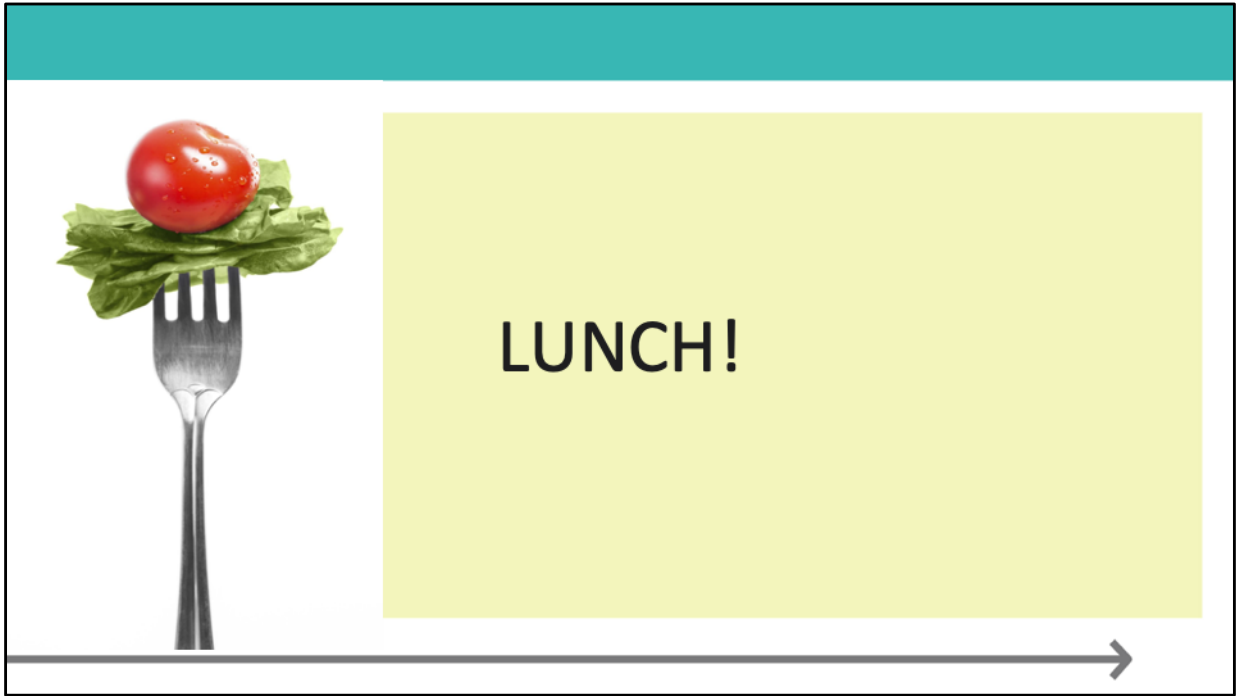
What will you do instructionally because of what you've discovered?

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

33

Remaining time (approximately 2 to 10 minutes depending on previous activities)

Facilitator says: You've just spent a considerable amount of time really getting familiar with a text. We know that the complexity of the text is what makes it difficult for students, especially struggling learners. What have you learned about the text that will help you better support students as they move through this unit? Would you consider having a mentee go through similar activities? How--and when--might you use that with your mentee?



●45 minutes

Module 4 Afternoon Outcomes



- Plan for interventions to meet the specific needs of a mentee based on observation data.



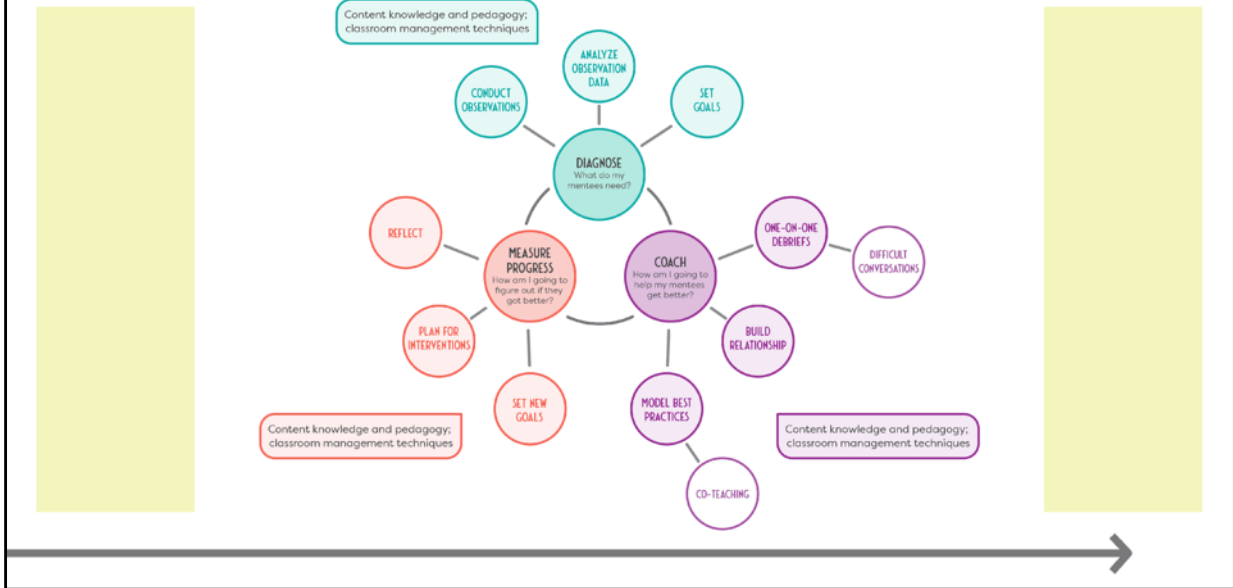
- Model best practices to support mentee learning.

● **Duration:** 1 minute

● **Facilitator says:** We will now have time to apply this morning's content learning to the mentoring and the mentoring cycle as we learn about two new components from the cycle. This afternoon we will focus on two outcomes including how we plan for interventions to meet the specific needs of a mentee based on observation data taken. And from the coaching part of the cycle, we will learn about one of those intervention options; model best practices using demonstration teaching.

● **Facilitator does:** Reminds participants that the outcomes appear on p. 24.

The Mentoring Cycle



● **Duration:** 30 seconds

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

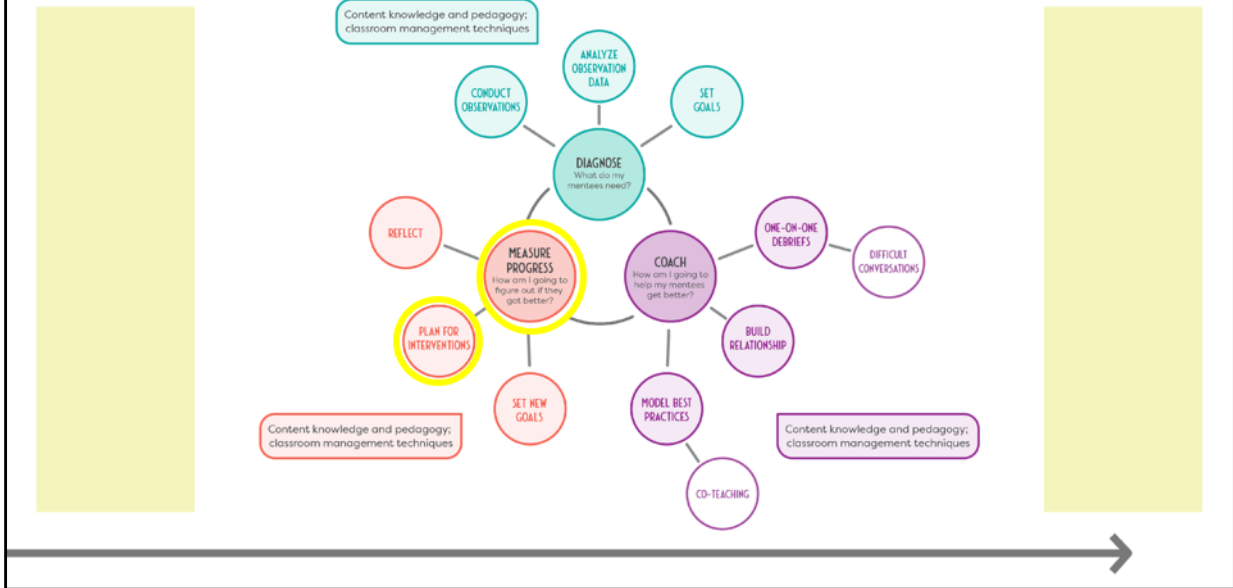


PLAN FOR INTERVENTIONS

SECTION START: 12:32

- **Duration:** 30 seconds
- **Facilitator says:** The first component we will be discussing this afternoon is, Plan for Interventions. Let's take a look at where this falls in the mentoring cycle.

The Mentoring Cycle



- **Duration:** 30 seconds
- **Facilitator says:** Remember, so far we’ve learned how to conduct observations, analyze observation data, and set goals. Those goals were discussed and determined during one-on-one debrief that follows the observations. Now we’ll learn how to take those goals that we created with our mentees and plan for what intervention we can provide as a mentor to our mentee that will support success in achieving the SMART goal.
- Before we begin, one important thing to know about the term “intervention” - please understand that “intervention” is not corrective or evaluative, but is meant for furthering adult learning. This is about having a growth mindset and engaging in interventions to grow and learn and improve teaching practice.

Plan for Interventions: Three Key Components

- Clarify the new learning
- Align the intervention method
- Write a coaching plan



- **Duration:** 30 seconds
- **Facilitator says:** There are three key components of planning for interventions. **Animate the slide.** We'll begin with a SMART goal and look at a process for determining the essential learning for meeting it.

Three key components are listed on page XX of the handout.

Clarify the New Learning



What does the mentee need to learn?

PLAN FOR INTERVENTIONS

● **Duration:** 2 minutes

- **Facilitator says:** The last step in the “Diagnosis” phase of the Mentor Cycle is setting a SMART goal with your mentee. During the next phase you will be Planning for Interventions that enable your mentee to meet the goal.
- The SMART goal represented a targeted area for improvement. Professional learning is based on the assumption that intentional learning proceeds improved practice.
- Working from a “growth mindset” reinforces that essential expectation that everyone can learn and improve and the purpose of the interventions is to support it for both the mentor and mentee.
- So, let us look at what is involved in selecting and narrowing the essential new learning.

Identify Learning Priorities by Considering...

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?

PLAN FOR INTERVENTIONS

Duration: 3 minutes

Facilitator Says: When I am taking a few minutes to really consider what is involved in mastering a SMART goal, I can consider questions in the areas of Content and Practice. By reflecting on these questions, I can clarify for myself what my mentee needs to learn, which will then prepare me to write out, and then engage in, a coaching plan that will support them in doing this learning. This chart is also on pg. 24 of your handout.

Facilitator Does: Read slide

Mentor Learning Before Mentee Learning



Review: What does the mentee need to learn and be able to do?

Consider: What do you (the mentor) need to know and be able to do to support the mentee?

Plan: Timing and resources to support your learning



- **Duration:** 2 minutes
- **Facilitator says:** One thing that you may notice is that when I consider the answers to these questions, I may not feel that I have expertise in every piece of content and practice knowledge. And that is perfectly to be expected! Mentor learning precedes mentee learning just as mentee learning precedes student learning. It is all part of the continuous learning and improvement process.
- As a mentor there will be times that a SMART goal will require some new learning for you. The SMART goal and the learning priorities may surface “technical” aspects of teaching that you have put on “auto pilot”. Unpacking these practices so that you can help someone else learn and implement them may take require some new learning for you. Sometimes I may have to be more metacognitive about my own teaching practice, especially if it’s something I’ve started doing more unconsciously.
- Other times I may need to study the Tier 1 resources provided in the Guidebooks, for additional strategies and ideas. In the Guidebooks there are look fors and supports in the teaching notes that I can review and then highlight for my mentee.
- **Facilitator asks:** Can you imagine other situations that may require your

learning? (Eg. Your mentee experiences serious challenges with classroom discipline and your guidance is not helping - you may have to locate other resources and strategies that enable the mentee to get order in the classroom).

- **Facilitator says:** If the mentor learning priorities are significant then you will want to record them in your coaching plan to ensure you have adequate time to prepare before you begin working with your mentee on his goal. Sharing your learning goal with your mentee will demonstrate how everyone continues to learn throughout their career.

“What Does My Mentee Need to Learn?”

SMART goal: *By October, the mentee will select appropriate*

T

additional texts to add to a unit to support the building of

S

R

A

background knowledge for ELL students, resulting in a 10% increase

M

in the number of students demonstrating proficiency on the u

exam.

PLAN FOR INTERVENTIONS

- **Duration:** 6 minutes
- **Facilitator says:** So let’s take a look at a sample mentee SMART goal that could be made with a mentee based on diagnosing needs from analyzing observation data. I’m going to re-read the goal and while I do so, please use your consideration questions to help you think about, “what does my mentee need to learn in order to meet this SMART goal?” We will be using this goal throughout the afternoon to practice with; you can find it on pg. 24 of your handout.
- **Facilitator does:** Read goal
- **Facilitator says:** So let’s consider the content focus for this morning’s session. This is where I tap my knowledge and understanding as a more experienced teacher to support my mentee - What do I lean on in my teaching practice in order to do this? What does my mentee need to understand and be able to do in order to achieve this goal? What does the Tier 1 resource recommend? And how will my mentee gain this knowledge and skills?
- Here is how I think about the answer to that question:
My mentee needs to know how to analyze the complexity of grade-level text, focusing on knowledge demands, but she’ll also need to consider figurative

language and vocabulary. She'll need to understand how and why ELL students struggle and what types of supports they need from the text set. She'll need to review the suggested texts to determine if they offer the necessary support and she may even need to find and analyze some additional texts to add to those listed in the Guidebook. She should utilize resources and information listed in the Guidebooks and additional resources for supporting all learners. Then, she'll need to scaffold them within the unit so that students are supported in their work with the grade-level text.

- So those are the things that I think, based on my experience, a mentee would need to learn and considerations I need to have as I choose the intervention that support this learning and helps him/her to meet this SMART goal. You may be wondering about locating sources of support and when to schedule such support - we'll address those questions shortly.
- **Note:** This example goal has the following SMART components: Specific - for ELL students. Measurable - as measured by the unit text. Achievable - 10%. Relevant - helping struggling learners be successful. Timely - by October

You Try It



- What does the mentee need to learn?
 - What are the content and practice priorities?
- What do I need to learn?



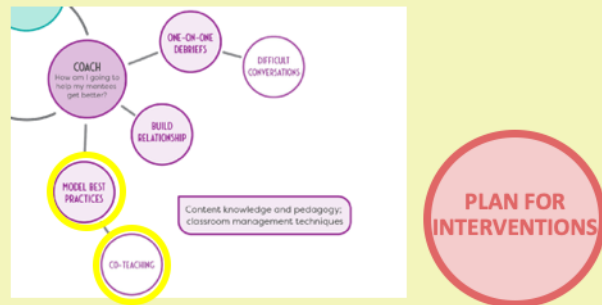
● **Duration:** 8 minutes

● **Facilitator says:** So now it's your turn to try this. On pg. 25 in your handouts you'll see one more SMART goal. With your table, take 5 minutes to discuss what the mentee would need to learn in order to meet the goal. You can also ponder what the goal would mean in terms of your own learning. You can take notes in the box next to each goal.

● **Facilitator does:** Circulate and support as needed. After 5 minutes, ask tables to share out specific examples of learning the mentee requires to successfully meet the SMART goal.

Plan for Interventions: Three Key Components

- Clarify the new learning
- Align the intervention method
- Write a coaching plan



- **Duration:** 1 minute
- **Facilitator says:** Once we have clarified what new learning must occur in order for the mentee to work toward the SMART goal, then we can begin to choose an intervention method to support the mentees to incorporate the new learning and apply it to classroom practice. While there are different types of interventions, we are going to focus on the two detailed in the Louisiana mentoring cycle: Model Teaching and Co-Teaching.. We will dive deeper into Model Teaching during this module, and focus on co-teaching tomorrow.

Which Method Aligns Best?

Model
Co-teach
Consult

Collaborate

PLAN FOR INTERVENTIONS

I do

We do

New

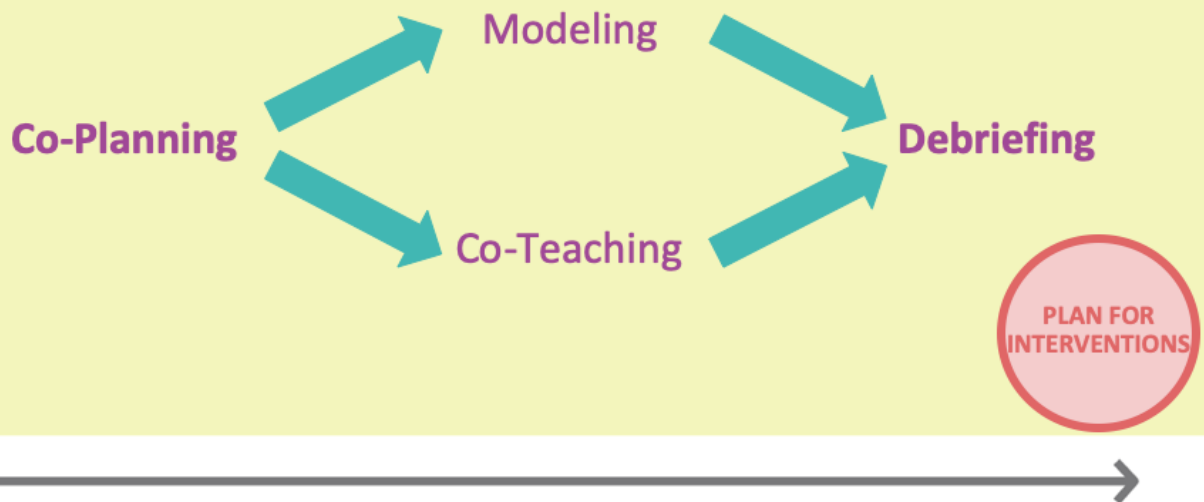
More Comfortable

- **Duration:** 8 minutes
- **Facilitator says:** We're going to take a few minutes to discuss intervention approaches, because there are different reasons for using each. Once you know what learning the mentee needs to engage in with you, you'll need to decide which method is the best fit for developing the new learning and supporting improvement to practice.
- **Facilitator says:** Again, our two interventions are modeling (sometimes referred to as demonstration teaching) and co-teaching.
- **Facilitator does:** Animate slide to show the methods.
- **Facilitator says:** When a mentor models, you are teaching, while the mentee observes. When you are co-teaching as a mentor, you and the mentee are teaching together.
- **Facilitator says:** In previous modules, you also learned about the different mentor stances that mentors take, which align to the intervention methods.
- **Facilitator does:** Animate slide to show the stances.

- **Facilitator says:** Tell me something you remember about the continuum of mentor stances.
- **Facilitator does:** Select a few participants to speak to each stance. [Note: Consult=advice giving, directive, solution providing; Collaborating=partnership; working together as equals].
- **Facilitator says:** You also learned about gradual release. Modeling is something the mentor does alone - so it is an “I do, while you watch” Although I do think it is important to note that while the modeling is solely done by the Mentor, there is a co-planning component that comes before the model lesson during which the mentor and mentee work together to plan the model lesson. However, the mentor still really is guiding this process and taking the lead in teaching it. We will talk about this more very soon. Co-teaching is something the mentor and mentee do together, so a “we do”. And then during that co-planning piece that occurs with co-teaching as well it becomes more of a conversation between mentor and mentee with less “taking the reins” by the mentor since the mentee is possibly more comfortable with the content at this point.
- **Facilitator does:** Animate the slide to show the gradual release continuum
- **Facilitator says:** And finally, we get to why you would pick one of these methods over the other. It all comes down to where your mentee is in their practice *with the new learning they need to engage in*. Are they new to the learning, to the content or the pedagogy you know they need to master? If so, you’ll want to model the content and/or pedagogy for them. Or are they more comfortable with the content or the pedagogy? Have they been trying it out and are feeling more familiar with it? In that case, you as the mentor would co-teach with the mentee, giving them more autonomy and valuing their higher level of experience with the content and/or pedagogy. This is why it’s so important for you the mentor to reflect on their goal and determine what exactly it is they need to learn - you need to know the learning implicit in the goal in order to determine your mentee’s comfort level. One additional note about comfort level of mentee - some mentees will resist moving into co-teaching because it’s riskier on their part. Having you model for them is far less risky for them. Hopefully, because you are working with them to build a growth mindset they’ll be eager and ready to try co-teaching when you think they’re ready. But know that for some mentees, you’ll have to push them. A general rule of thumb is to not model a particular practice more than once or twice.

- **Facilitator does:** Animate the slide to show the continuum of mentee knowledge.
- **Facilitator says:** Work as a learning team. In the table on pg. XX summarize when you would use each method - what are the advantages and disadvantages of each?
- **Facilitator does:** Circulate and support participants. [Note: Some look-fors might include:
Model: Use when mentees are new to content or a pedagogical practice. This is more comfortable for mentees as they know what is expected of them. Some mentees might get stuck here and want to always look to the mentor to tell them how to do things.
Co-teaching: Use when the mentee is ready to practice in small segments with support. An advantage is that the mentee will have your immediate support should he or she need it and student learning is not likely to be negatively impacted. A disadvantage might be that the mentee remains too dependent and unwilling to take equal responsibility for decisions and teaching. Also, mentees may be reluctant to try.

Both Methods Involve...



Duration: 2 minutes

Facilitator Says: One thing that is constant, no matter which intervention method you choose, is that they both start with co-planning and end with debriefing. This is because co-planning is when you and your mentee will determine exactly what will happen during the lesson, and debriefing is when you will reflect, look at student work and data, and plan forward, much like you did when you conducted your observation to diagnose their needs. Skipping co-planning means setting the intervention up to fall flat on its face, and skipping the debrief means not codifying the learning.

Try it Out: Which Intervention?

PLAN FOR INTERVENTIONS

Scenario 1:

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.

- **Duration:** 4 minutes
- **Facilitator says:** Here is a scenario of an example mentee, their goal, and their comfort level with the content and pedagogy. You'll notice this scenario is based on the same goal we discussed as a group earlier (*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.*) Given this new context about the mentee's comfort level, which intervention method do you think is best suited? Discuss with the person next to you for 1 minute. The scenario and the goal are on page 26 of your handout. Record your response and rationale there.
- **Facilitator does:** Ask several partners to share out the method they would select and why. Push for partners who disagree to defend their reasoning. [Note: Because this scenario refers to the mentee learning and trying something new that she is really struggling with, modeling is likely the best intervention. Also Note: This Scenario is used throughout this session as the practice and role play example).

Try it Out: Which Intervention?

Scenario 2:

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.



- **Duration:** 3 minutes
- **Facilitator says:** And another scenario, from SMART goal 1 in the previous work. Which intervention method do you think is best suited? Discuss with the person next to you for 1 minute. The scenario and the goal are on page 26 of your handout. Record your choice and your rationale there.
- **Facilitator does:** Ask several partners to share out the method they would select and why. Push for partners who disagree to defend their reasoning. [Note: Because this mentee is building confidence with creating scaffolded text sets that will work for students, is excited to see her work in action, and has made careful choices, it would be beneficial to let her try it through co-teaching. The mentor should monitor to see how quickly she notices the missing understanding and how she responds to students' struggles. During the debrief, ask her to reflect on her classroom experience as well as her text set creation.

Goal sample #1 from earlier work: *By October, the teacher 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.

Overcoming Barriers

Consider the following:



Duration: 8 minutes

Facilitator says: I can imagine that some of you have already begun to identify challenges you will have with providing the interventions. For example, you are wondering how you are going to be able to schedule co teaching or model teaching if you are not available when it is the best time for the mentee. One thing that may help you determine how to manage this key component of the mentor role is to think outside of the box in four areas: location, time, lesson "bite size", and size of student group. By thinking creatively about the format your intervention takes, you'll be more likely to be able to provide the intervention your mentee needs. So let's look at each of these four areas. As we're discussing each, please be thinking about your situation - what comes to mind for you as something you can think creatively about in each area to make providing interventions work for you? Record your notes on Hand out page 27.

Facilitator does: Animate slide to highlight "location"

Facilitator says: The location of an intervention can be the mentee's classroom, but it doesn't have to be. You can also welcome the mentee to your own classroom and model or co-teach there with your students. Or you might go to another's teachers classroom - perhaps a colleague has a similar class to your mentee or has been

excelling in the content or pedagogy the mentee is focusing on and trying something in that neutral classroom feels less risky.

Facilitator does: Animate slide to highlight “time”

Facilitator says: Time can also be a concern. Maybe your schedule and your mentee’s schedules don’t align. For example, maybe you both teach math at the same time, and you are never free to observe her math lessons. Consider ideas to get the time you need to observe her - here are a few -- we suspect your colleagues in the room will have others for you: 1) Ask principal to cover for you or get you a sub for certain days/times to support your work with the mentee; Ask a colleague who is free to cover your class and perhaps you return the favor in the future; Practice with another group of students during times when you are both free.

Facilitator does: Animate slide to highlight “bite size”

Facilitator says: You also shouldn’t feel like you always have to model or co-teach an entire lesson. Zoom in on the one or two things your mentee is working on, and focus your interventions there. If you are working with her on the SMART goal example we discussed earlier having to do with facilitating an application type task, maybe you only model or co-teach that part of the lesson when students are engaging in application of a concept the mentee has already previously taught.

Facilitator does: Animate slide to highlight “group size”

Facilitator says: And finally, you do not have to do all of your interventions with the whole class. Your mentee may have goals that are best practiced with a small group. Perhaps most of the students are able to apply their knowledge to another situation and it’s just a small group of kiddos still struggling with that concept, so therefore you and your mentee are co-teaching a small group of students. This broadens the goals you can work on with your mentee to include things that only some of the students need to work on, and can feel less risky for some mentees.

Now, take 3 minutes and discuss with your tablemates what notes you made about each of these potential barriers. What can you do to give yourself time and space to provide these important interventions to your mentee?

Facilitator does: Circulate around the room and listen for additions to your list. Be prepared with some additional ideas if they don’t surface for when you ask for additional ideas. (3 minutes)

Facilitator says: We’d like to hear from you what ideas for addressing these barriers you added to your notes.

Facilitator Note: Quickly whip around and take one idea from each table group for each area. If a table doesn't have anything new to add they can "pass" -- after one pass around the room ask if any tables has more to add. Repeat with each square -- recognizing ideas about Lesson bite size and group size may lead to different kinds of discussions.

Plan for Interventions: Three Key Components

- Clarify the new learning
- Align the intervention method
- Write a coaching plan



- **Duration:** 1 minute
- **Facilitator says:** Once you have clarified the new learning the mentee needs to engage in and have aligned the intervention method to their needs, you'll write a coaching plan that details how exactly you'll address the learning priorities through the intervention to the mentee. You can think of a coaching plan as an extension of the Partnership Agreements. Writing a coaching plan is something you'll do without your mentee, although it is based on your observation and debrief and other conversations with him or her. It's recommended that once you've created your coaching plan you share it your mentee to make sure he agrees that the interventions are well aligned with the SMART goals. Writing down the interventions in a plan and both agreeing to the plan continues to strengthen the relationship and build trust. Today, we'll first practice writing a coaching plan for a co-teaching intervention. Keep in mind that in the real world, a coaching plan will likely include both modeling and co-teaching. Often, when your mentee is learning a new skill, you'll start by modeling it for them and then move to co-teaching. But for practice sake, and since this is the first time you're learning about

modeling, co-teaching, and writing coaching plans, we're focusing on them separately.

Successful Coaching Plans Address:

Mentee
Learning
Priorities



Selected
Intervention



- **Duration:** 2 minutes
- **Facilitator says:** So to get started writing your coaching plan, you need to revisit your mentee learning needs and the essential characteristics of your intervention. You need to think about how you can leverage the intervention to address the mentee learning priorities. You may also determine there are learning priorities that may best be addressed before or after the intervention.

Write the Coaching Plan

- Mentee's SMART goal(s)
- Specific coaching activities and resources you will engage in with mentee to achieve goal(s)
 - How each are aligned to the goals
 - Why each activity and resource will be effective in helping the mentee achieve the goal(s)
- How you will monitor mentee's progress toward goal(s)
- How you will integrate relationship building into each aspect of the intervention
- Projected timeline for intervention



NOTE - This coaching plan reflects what participants must do to meet the requirements of the assessment.

Duration: 3 minutes

Facilitator Says: Then, you'll turn those ideas into a clear and concise coaching plan, a plan that simply states what intervention you'll use to support your mentee, and when. The most useful mentee coaching plans have the following components. These components come directly from the assessments you will have the opportunity to earn as a part of your mentor practice. By including all of these components, you will get full credit on the "planning" portion of the Mentoring assessments. You can see three coaching plan templates starting on pg. 28 of your handouts. One has our sample SMART goal at the top. You will use it in just a minute to take notes while we model writing a coaching plan. The second one has our other sample SMART goal at the top. It is for you to use later today to try your hand at writing your own coaching plan. The last one is completely blank and is for you to bring back to your school to photocopy for use with your mentee.

Facilitator Does: Read slide

Note to Facilitator: This activity aligns to the Mentoring assessment.

Try It Out: A Coaching Plan

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?

Louisiana DOE Mentor Teacher Training, Module ... 4

PLAN FOR INTERVENTIONS

NOTE: Mentors will also practice writing a coaching plan in Module 5

Duration: 15 minutes

Facilitator Says: So let's try it out. We're going to return to our Mentee SMART goal.

Facilitator does: Sketch out a blank coaching plan on chart paper before your session starts. Model how to write a coaching plan using the template. You can use the following [think aloud](#) to get you started.

Facilitator Says:

My mentee has done a good job choosing supporting texts to scaffold the background knowledge of our ELL students, even if she missed one aspect that I anticipate might be problematic for students. I think it would be useful for her to observe students using the texts and see for her herself what she might have overlooked. I believe that she'll see students starting to struggle and will recognize her oversight. This will be good preparation since it's often impossible to predict all the experience and background gaps that students bring to us; it's important to learn to observe, diagnose, and intervene as students work. I think co-teaching will be useful at this point so that I can observe how she responds to the situation, but still be involved in the teaching to help her and the students if needed.

One specific activity I'll add to this coaching plan prior to the co-teaching is having the

teacher and I co-plan the lesson so it runs smoothly and we both know what to expect. I'll also remind her of our partnership agreement when she said she would like me to consult with her privately and to the side of the room. I'll remind her that we have signal either one of us can use if we need one of those side-bar meetings.

How is it aligned to the goal? It's aligned because she created the set, just as the goal required and the co-teaching will give us both the chance to assess whether our ELL students can successfully use the supporting texts to make meaning from the anchor text leading up to the unit test.

Why will it be effective? Here I may write something like, it will allow her the opportunity to formatively assess the success of her text set through student observation, as well as practice in deciding when and how to intervene when students struggle with missing background knowledge. During the debrief we can discuss whether this was a difficulty she might have anticipated and planned for.

How will you integrate relationship building? This goes back to reviewing the partnership agreement, especially about the side-bar conversations. And, as we plan our co-teach I want to try staying in the collaborative stance so that she is truly co-planning the instruction.

Lastly, projected timeline - We'll be teaching this over the course of a week, which is a long time for a co-teach but it'll take that long for students to work through the text set and begin with the anchor text, so I'll include when we are going to meet, which may be a quick debrief at the end of each day to discuss any adjustments necessary for the following day's instruction and an overall debrief at the end of the week.. [Continue writing out the coaching plan to include modeling the lesson, debriefing, and further cycles of co-planning, modeling, and debriefing as time allows].

Facilitator Says: So you should have noticed that I worked through each of the prompts in the coaching plan. As I did that, I thought about my mentee's goals and what I know about the mentoring practices I know how to use - co-planning, modeling, and debriefing. And I tried to think through how I might pace our work out over the time frame we have to work together.

Now you'll try it. Using the second SMART goal we've been working with there is a coaching plan template with the second SMART goal filled in at the top of page 29. Work with a partner at your table group based on the scenario we know about this teacher and their SMART goal, try to name at least 2 specific activities/resources you may include in a coaching plan for this particular teacher. You'll have 12 minutes to try writing this coaching plan out.

Facilitator does: Circulate and support as partners are working. Make note of any insightful things that people include in their practice plans, especially if they are trying out things that they plan to use when they return to their schools. Use the last 3 minutes of this section to share out any of these noticings you make.

One-Sentence Summary



Sum up your learning:

- What is one brief statement you can make about planning for interventions?



Duration: 3 minutes

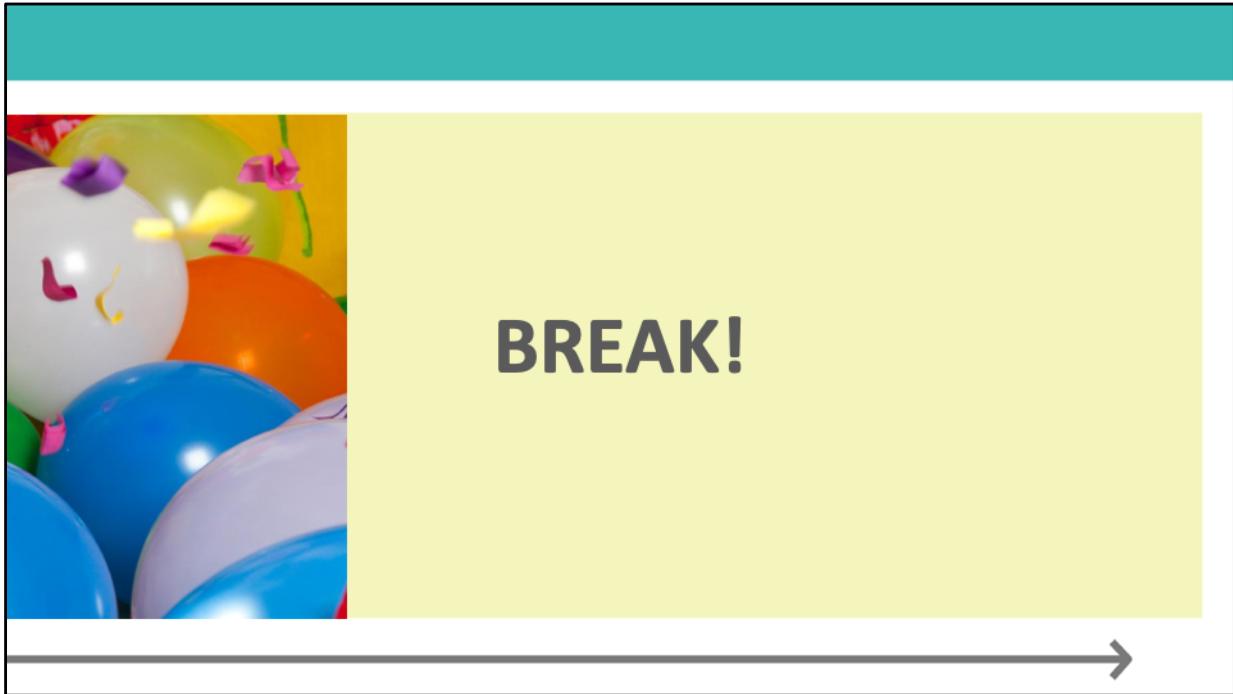
Facilitator Says: So we just learned how to plan for interventions to meet the diagnosed needs of our mentees. To help you remember the new learning you just engaged in, please take 2 minutes to sum up your learning for yourself on pg. 31 of your handouts.

Plan for Interventions: Key Takeaway

Coaching plans keep mentor
and mentee on track to
achieve SMART goals.



- **Duration:** 1 minute
- **Facilitator says:** So we've now learned how to write coaching plans that are aligned to the needs of the mentor - both what they'll need to meet their SMART goal and what intervention they need based on where they are in their teaching practice. Today, we practiced writing coaching plans for teachers who will benefit from modeling - and we'll learn how to model next. Tomorrow, we'll practice writing coaching plans for teachers ready for co-teaching.
- **Facilitator does:** Read slide (on page 31 of handout)



SECTION START: 1:45

●**Duration:**15 minutes

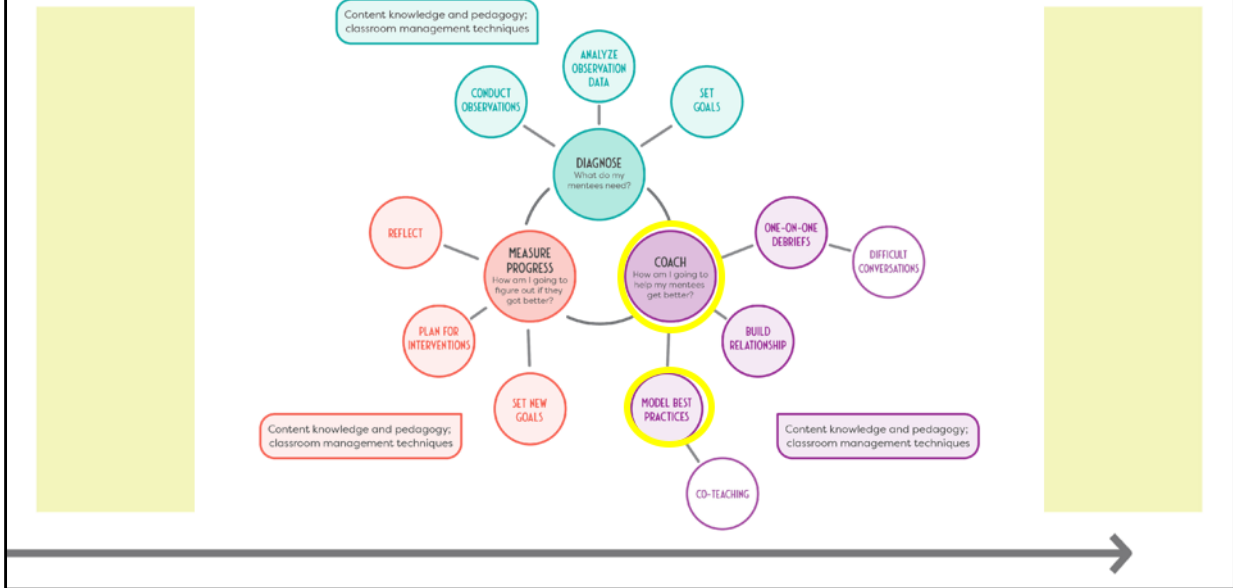


MODEL BEST PRACTICES

SECTION START: 2:00

- **Duration:** 30 seconds
- **Facilitator says:** Now that we have learned how to plan for and align the interventions to support your mentees, and reviewed a coaching plan - we will dive deeper into the intervention we chose for our plan - Model Teaching.

The Mentoring Cycle



- **Duration:** 30 seconds
- **Facilitator says:** Let's remind ourselves where this falls in our mentoring cycle. After our mentee has set a SMART goal, one way we can continue to maintain and build trust is by supporting her in reaching the goal. We wrote a coaching plan to support her in accomplishing it and identified model best practices as the intervention that was best suited for the goal; modeling best practices can also be referred to as demonstration teaching. This falls under the Coach part of our cycle.

Model Best Practices: Three Key Components

- Co-plan instruction
- Model for demonstration
- Debrief

MODEL BEST PRACTICES

- **Duration:** 30 seconds
- **Facilitator says:** As previously discussed, mentors use model lessons to help mentees develop their understanding of effective instruction, particularly when the shifts in instruction are new or unfamiliar to a mentee. For modeling to promote growth and development of a mentee and not just be a show of expertise on the part of the mentor, it must contain three key components. The 3 key components are co-planning the instruction for the model that will take place, conducting the model lesson or activity using observation with notes, and then debriefing the lesson or activity. We are going to dive deeper into each key component to ensure we have a strong understanding of modeling best practices and how to put it into practice with our mentees.

These three key components are listed on page 31 of handout.

Co-Plan Instruction

- Revisit **agreements**
- Confirm the **purpose/goal** of the lesson and **connection to SMART goal**
- Confirm that you're **modeling**
- **Make thinking visible** as you co-plan what the lesson requires to be successful
- Create a **“look-fors” checklist** based on the goal of the model lesson or activity



MODEL BEST PRACTICES

- **Duration:** 8 minutes

Note: The bullets included on the slide are listed on page 31 of the handout.

● **Facilitator says:** Your coaching plan will be a wonderful resource for you to review prior to meeting with your mentees to co-plan the instruction. The coaching plan really allows you to think through the process you are about to engage in with your mentee as you get down to the nitty-gritty of planning that intervention support. So you will definitely utilize the ideas you developed on the coaching plan during the co-planning conversation. Co-planning takes place when you are ready to model best practices for your mentee. Before you engage in modeling, you'll co-plan what will happen during the lesson. When you meet with your mentee to co-plan the instruction for the model lesson or activity, the first thing you'll want to do is confirm the logistics. These logistics include the date, time, location, length of the model lesson or activity, and when you will meet to debrief. Remember when we talked about plan for interventions that the modeling that you do doesn't have to be an entire lesson, it could just be part of a lesson or a shorter activity. You'll want to confirm these details during the co-planning conversation. Next you will want to confirm the purpose or the goal of the model lesson and make a clear connection to how the model will support the

mentee in meeting his or her SMART goal.

- In continuing with our example from plan for interventions, the mentee is working towards leading effective classroom discussions using TDQs.
- Therefore the goal of the lesson or activity you are planning to model for the mentee should have a clear connection to this goal. As you plan the lesson or activity you want to make your thinking as visible as possible so your mentee can gain insights from your decision making process when it comes the model lesson's purpose/goal. For example the two of you may talk through the text complexity of the anchor text that will be at the heart of the lesson you plan on modeling for him or her, and as you make your implementation notes the mentee will be able to gain insights into your planning process for this particular skill. The last, and probably the most important piece is to develop a "look-fors" checklist for the mentee to complete during the model lesson specific to the purpose/skill the mentor is modeling for the mentee. This keeps the mentee actively engaged during the demonstration and helps him or her hone in on the specific skills they are looking to improve upon in regards to their SMART goal. In sticking with our example some look-fors that you may include on a checklist for this particular SMART goal are to note the type of questioning the mentor uses when students are struggling to choose a solution pathway and how students react to the teacher moves you use as students work through the task.
- In your handout on page 32 there is a transcript of a co-planning conversation between a mentor and mentee. In just a minute I'm going to have you get up and find your 3:00 partner. With your 3:00 partner you will read through the transcript, feel free to role-play it, and hopefully you will start to get a clearer picture of what this looks like in practice. You will see a blank "look-fors" template on page . You'll want to take your handouts and any other notes you may want to use. Once you find your 3:00 partner, go ahead and find a place to sit and work together.
- **Facilitator does:** Allow participants 5 minutes to read through the transcript and discuss noticings and wonderings about the co-planning conversation. After 5 minutes, ask everyone to pause where they are for next instructions.

Try it Out: Co-Plan Instruction

- Partner A = Mentor
 - Partner B = Mentee
- Why is it important to co-plan with the mentee prior to modeling?**
- Engage in a co-planning conversation



- After 5 minutes, switch roles
- What is valuable about having this type of conversation prior to the model lesson or activity taking place?**
- Then, take 5 minutes to develop a “look for” checklist together

MODEL BEST PRACTICES

NOTE: the wording on the slide is NOT messed up, it will be animated when it's in presentation mode.

- **Duration:** 20 minutes
- **Facilitator says:** Now we want to give you a little time to practice your own co-planning conversations. To engage in this role-play we are going to ask you stick with your 3:00 partner.
 - On page 36, you'll find the other sample goal.
 - Okay, with your partner, decide which one of you will be partner A and which will be partner B. Partner A will start off playing the role of the mentor and Partner B will be the mentee. You will have 5 minutes to engage in a practice co-planning conversation using the close reading SMART goal and the lesson plan provided. After 5 minutes we will have you switch roles and Partner A will become the mentee and Partner B the mentor and they will have the chance to practice this type of conversation as well. We know this may feel awkward at first, but engaging in this practice is important so you will feel better prepared in engaging in this type of conversation in real life with your mentees.
- **Facilitator does:** Circulate as participants are practicing their co-planning

conversations, providing feedback and support where necessary. After 5 minutes, indicate to the group to switch roles to allow both partners to have the opportunity of playing the role of the mentor and mentee.

- **Facilitator says:** Now we want to give you the opportunity to create a “look-fors” checklist for the skill you were just practicing the co-planning conversation.

If your mentee was working on building and using a text set to support ELL students’ background knowledge and you decided an appropriate intervention would be watching you as you model a discussion facilitating students’ application of background knowledge to the anchor text , what would you want them to look out for as you model? Take 5 minutes to work with your 3:00 partner and develop some “look-fors” you think would be good for the mentee to have on a checklist for this particular skill. You will see the sample “look-fors” from the transcript co-planning conversation to get you started on page 35 of your handout.

- **Facilitator does:** Circulate to provide support as participants work on their checklists. After 5 minutes, invite a few participants to share out their ideas with the whole group.
- **Facilitator says:** (Pose the questions to the group & **animate the slide**) So why is it important to co-plan with the mentee prior to modeling? **Animate the slide.** What is valuable about having this type of conversation prior to the model lesson or activity taking place? (invite a few participants to answer each question) As we move into the next piece, model for demonstration, we would like for you to stick with your 3:00 partner a little longer because you will work with them during the next activity as well. So hang tight.

Model Best Practices: 3 Key Components

- Co-plan instruction
- Model for demonstration
- Debrief



MODEL BEST
PRACTICES

● **Duration:** 30 seconds

● **Facilitator says:** Once you have co-planned the model lesson or activity with your mentee it is actually time for the modeling to occur. You will have confirmed the logistical details of when the model lesson or activity will take place when you co-planned with your mentee, so now let's talk a little bit more about what should take place during the actual modeling.

Model for Demonstration

- **Share with students** about this growth opportunity
- Make your **thinking & 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 their **checklist**
- Remember you don't have to model an ENTIRE lesson - **keep it focused!**

MODEL BEST PRACTICES

- **Duration:** 3 minutes

● **Facilitator says:** These are some tips to keep in mind when conducting the model lesson or activity that you co-planned with your mentee. They can be found on page 38 of your handout. One thing you can do prior to starting is share with the students about what's going on - who you are and why you're there about to teach them. This supports what we've discussed in previous modules about growth mindset. This shows the students that teachers are learners too and their teacher has a goal, something they are working on to get better at and you are there to help them to accomplish it. Remember to make your thinking and decision making as explicit as possible for the mentee who is observing you. For example, if you're modeling how you formatively assess student understanding of one question and response before moving on to a new question or topic you might say: "so students obviously struggled with this question, but after two of the students shared their text evidence and thinking, I stopped the discussion and asked everyone to try that question again. As I walked around the room and watched, I could see that almost all students were now able to craft an answer to the question."

- Another way to make your thinking and decision making more visible to the mentee during the actual model lesson or activity is to take time to step in

and out of your lesson. You would want to let students know ahead of time that at times during this activity I am going to pause to discuss some things we are doing with your teacher. Tell the students it's their job to wait and even listen in if they'd like. Students love being on the "inside" of the conversation. This supports what you already shared with students before the lesson started that teachers are learners too and we are all working to improve. Some sentence starters are shared on page 38 of your handout to help guide when you may want to step in and out of the model piece to make sure you are being as explicit as possible with your decision making. You also want to encourage the mentee to not only watch you and what you are doing, but also to watch for how the students respond to the instruction. The mentee should watch to see the interaction between what the teacher does and what students do as a result. Of course, the mentee should be actively engaged in the observation process using their checklist that you developed during the co-planning conversation. And remember, you don't have to model an entire lesson if not needed to meet the purpose or goal of the intervention. Keep it focused!

Model for Demonstration



● **Duration:** 7 minutes

● **Facilitator says:** So what might this teaching students while simultaneously monitoring the learning of an adult look like? We have a partial transcript for you to review on pages 39-40.

● We are going to meet up with our 6:00 partner to read the transcript and consider our own modeling. When you sit down with your partner, read through the transcript of a mentor modeling a lesson for their mentee and jot down any noticings or wonderings in the margins as you read it over and discuss with your partner.

● **Facilitator does:** Give participants a minute to meet up with 6:00 partner and get started reading. Allow about 5 minutes for this activity.

Bringing Intentionality to our Modeling

- What did you notice about the sidebar conversations between the mentor and mentee?
- *How might the brief sidebar discussions impact the mentee's use of the observation instrument?*
- *What, if anything, do you think were missed opportunities here? Places perhaps where the mentor could have added additional learning for the mentee?*

7 minutes

Facilitator says: Please stay with your 6 o'clock partner as we consider these questions--

Allow participants to share out responses to the questions--ensure that the following ideas surface--

What did you notice about the side-bar conversations between the mentor and mentee?

- They occurred almost immediately after the teacher modeled the skill--use side-bar conversations to make sure key moves weren't missed
- She asked open-ended questions to determine how the mentee viewed the teaching behavior
- She explained her reason for the behavior and how it might assist student thinking--she is very aware of her own teaching choices (conscious competence)
- She used appropriate and specific teaching vocabulary to name the specific teaching and student behaviors (Ex--"*expectations I set for all students, especially those who might have felt confusion*"; *continued reminders for text*)

evidence)

How might the brief side-bar discussions impact the mentee's use of the observation instrument?

- *Helps ensure she notice the key behaviors in a timely manner (rather than learning there was misunderstanding only after the lesson concluded)*
- *Supplements the observation with the teacher's reason for the behavior*
- *Allows mentee to ask questions while they are fresh*

Other key ideas that might be mentioned--

- *The mentor could use the side-bar opportunity to assess the mentee's readiness to teach by asking her about next steps*
- *Students might overhear and understand more about how their teacher supports their learning or what she expects*
- *Models that we are all learners and makes that very visible to students*

What, if anything, do you think were missed opportunities here? Places perhaps where the mentor could have added additional learning for the mentee?

- *She didn't ask the mentee any questions about student behavior--how the students responded to her prompts and supports*
- *She could have finished each brief conversation by asking the mentee about next steps that the mentor might take when she returned to the class*
- *She could have asked her to move closer to the recently assisted group and listen to how they approach the next question to see if they utilize the process the mentor teacher guided them to*
- *She could have asked her "why do you think I did that?" rather th*

Bringing Intentionality to our Modeling

Modeling for our Mentees

A Think Through Practice

15 Minutes

Facilitator says: As you can see, effective modeling must be an intentionally planned process, just as your student learning is. This takes a high level of conscious competence to be able to analyze, plan, and execute. Some of the questions to consider are on page 41. Take a minute to look over those as well as the note at the bottom of the questions.

- 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?

So, let's practice this thinking--still working with your 6 o'clock partner and using the goal and the Look for-check list you completed on page 36, consider your modeling.

What will you need to do

Model Best Practices: Three Key Components

- Co-plan instruction
- Model for demonstration
- Debrief



MODEL BEST
PRACTICES

● **Duration:** 30 seconds

● **Facilitator says:** After you have completed the model lesson or activity you will want to confirm a time with your mentee to meet and debrief what they observed. This is the third key component of modeling best practices. While we have learned about the one-on-one debrief that follows an observation you conduct of the mentee, this type of debrief is a little different because in this situation, the mentee was the one observing you this time watching for very specific actions that will support the mentee in meeting the SMART goal.

Debrief Model Teaching

- One-on-One Debrief tool vs. Model Best Practices Debrief tool
- Model Best Practices Debrief Tool Purpose:
 - Mentee reflects on what they observed using 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

● **Duration:** 3 minutes

● **Facilitator says:** The one-on-one debrief you conduct following an observation of a mentee differs slightly from the debrief tool we are going to share with you that you can use to debrief a model lesson or activity. As you may recall, the one-on-one debrief's purpose was to identify and finalize the 1-2 SMART goals with your mentee as a result of what you saw during the classroom observation. The debrief template we shared with you even had space for you to jot down some notes ahead of time to keep your most important ideas and thinking regarding a prioritized area of growth and goal ideas right in front of you during the conversation. However, with this type of debrief, there really isn't much pre-planning needing to be done on your end. This type of conversation happens a little more organically and only has space for some pre-planned questions and a spot to take notes during the conversation. However, the two tools are similar in that you don't want more than 48-72 hours to pass by between the lesson and the debrief because you want the lesson to be fresh in your and your mentee's memory. The purpose of the Model Best Practices debrief tool is:

- To allow time for the mentee to reflect on what they observed using their notes from their "look-fors" checklist as evidence/data
- To have the mentee identify the reasons, processes, or strategies that

made the teaching successful or in some cases not successful, which can also be a valuable learning experience

- To give the mentee the opportunity to make a plan for applying the new learning into future lessons/curriculum coming up in their scope and sequence

● **Facilitator does:** animate the slide

● **Facilitator says:** Remember that the purpose of modeling is learning. We want to make this very clear during the debrief conversation.

Debrief Tool

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?	

MODEL BEST PRACTICES

- **Duration:** 10 minutes
- **Facilitator says:** In your handouts on [page 44](#) you will find a debrief tool that can be used following a model lesson or activity. This tool includes questions on it that will help the mentor facilitate a debrief/reflection conversation that hits all of the points on the previous slide. Remember, providing a model lesson for a mentee is rendered pointless if it is not followed up with a debrief conversation to reflect on the new learning and how the mentee plan to implement the new learning in their practice. So take 3 minutes to look over this debrief tool.
- **Facilitator does:** Allow 3 minutes for participants to read over the model best practices debrief tool.
- **Facilitator says:** One quick thing I want to point out about this tool is that it is not meant to be used from top to bottom. You do not need to ask your mentee every single question on this sheet. You can choose the questions that best meet the needs of the conversation or depending on how the conversation is flowing you will choose the most relevant questions. You will see this in the sample debrief conversation that we are about to read in your handouts. It sticks with the same example that's been used throughout this

section of the training. We've co-planned, modeled, and now we are debriefing how the lesson went during which the mentor modeled facilitating application tasks so students can choose a solution pathway.

- **Facilitator does:** Give participants 5 minutes to read through the sample conversation in the handouts with a shoulder partner writing down noticings and wonderings in the margins as they've previously done.

Reflection: Model Best Practices

- Fist to Five
 - 1 = I have zero confidence!
 - 5 = I could do this tomorrow!
- Share your rating with your 12:00 partner and why you feel that way



MODEL BEST PRACTICES

● **Duration:** 4 minutes

● **Facilitator says:** Now that we've gone through all 3 key components of model best practices, I want you to give yourself a rating using a fist to five rating on how prepared you are feeling to engage in a model lesson or activity with your mentee - if you give yourself a 1 this means you have zero confidence, all the way up to 5 being you could implement this tomorrow. **Pause for a few seconds for participants to rate themselves.** Now I would like for you to meet up with your 12:00 partner. Once you find your partner you will have 2 minutes to share your rating and why you feel this way.

● **Facilitator does:** Circulate and listen in on conversations. After 2 minutes invite a few different participants to share out with the whole group - try to call on participants with varied rating levels. Acknowledge that you don't expect everyone to be an expert at this point - this requires practice -- and we will support as much practice as we can as we move through the final three days of training together. Ask everyone to return to their seats.

Model Best Practices: Key Takeaway

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



● **Duration:** 30 seconds

● **Facilitator says:** As we bring this section to a close, the key takeaway is, Modeling best practices is an effective intervention method for mentee teachers. Take 1 minute to reflect on this statement, and jot down any personal thoughts regarding this statement on **page 47** of your handout.

Connection to Assessments

Section start: 3:30

- **Duration:** 30 seconds
- **Facilitator says:** So let's take a look at where plan for interventions and model for best practices 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

Competency: Mentoring to Improve Content Instruction

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 content as an option to use for this assessment
 - "...provide coaching and support..." taught this afternoon in module 4

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 also learned how to set goals in module 3.
 - Develop - participants just learned how to write a coaching plan and the coaching plan template includes all of the expectations in the assessment.
 - Implement - participants learned how to model best practices

as a way to provide coaching and support for their mentee during today's module

- Demonstrating Math 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

2 of your Assessments:

Mentoring to Improve Content Knowledge

Reading Complex Grade-Level Texts

- **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 4 and 5

- 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 ELA Content Knowledge* 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!

79

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 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.

- **Duration:** 30 seconds
- **Facilitator Says:** And in building your mentoring practice we [read]

Exit Ticket

Get two sticky notes:

1. Biggest takeaway from the day
2. One question you currently have

● **Duration:** 4 minutes

● **Facilitator says:** Everyone please take out two sticky notes. Label your first sticky note #1 and write down 1 big takeaway you have from today's learning. Label your second sticky note #2 and write down 1 question you currently have as we head out for the day. Please bring your sticky notes up to the facilitators before you head out.

● When you arrive tomorrow for module 5, please sit with your learning teams again. Every day, please bring all of your mentor teacher course materials with you, especially because we will be giving you time every day to work on your assessments.

- **Note to facilitators:** After participants leave for the day, work together as a facilitator pair to review the takeaways and questions on the sticky notes.
- Prioritize which takeaways to share: which takeaways did many people say? Which takeaways are particularly insightful and will move mentor thinking forward?
- Prioritize which questions to share and answer: which questions will NOT be answered tomorrow and are necessary for the mentors to understand their role, the mentor cycle, and the mentor program of modules and assessments?
- If there are questions you don't know the answer to, email Tom Manning to see if you can get an answer that you can share.